

# 12 PLAYING BY THE RULES

## Objectives

FUNCTIONS	talking about permission; following and giving simple instructions
GRAMMAR	<i>be allowed to, let; third conditional</i>
VOCABULARY	discipline; consequences and reasons

Student's Book page 110–111

## READING

- 1 As a warm up, write the word *freedom* in the centre of the board. In open class, nominate individuals to describe what they understand by *freedom*. Write: *Are you free to do anything you want?* on the board and elicit some ideas in open class.

Read through the instructions with students.

Check/clarify: *hang out with*. Ask students to work individually and complete the exercise.

- 2 Students write down their answers to the question. With weaker classes, you might need to give them some ideas to get them started. Monitor and help with any vocabulary questions.
- 3 **SPEAKING** Divide the class into pairs. Students compare their answers to Exercises 1 and 2 and decide who has to live with stricter rules. Listen to some examples in open class as feedback.
- 4 Students look at the pictures on page 111. In open class, nominate individuals to say why they think the children had a hard life.
- 5 **2.32** You could set a homework research task for students to find out about the following items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

## BACKGROUND INFORMATION

**Ancient Greece** is the name given to a period of Greek history from 800 BCE to 600AD. In this period, Greece made huge advances in politics, philosophy, architecture, education and science. Greek culture and philosophy had a powerful influence on Roman culture and formed the basis for western civilisation.

**The Aztecs** were ethnic groups of central Mexico. The Aztec Empire was an efficient social, political, religious and commercial organisation which dominated Central America from the 14<sup>th</sup> to 16<sup>th</sup> centuries. The Aztecs built magnificent temples and palaces, some of which still are still standing today.

**Telpochcalli** were Aztec schools attended by teenagers (from aged 15 onwards) from the lower classes. Students were taught to serve their community or to become a soldier. The school day started with a cold bath and was largely spent memorizing songs or learning how to use weapons. Naughty students were punished with beatings or told to sweep the streets at night, which was considered worse than a beating.

**Calmeacac** were Aztec schools for the upper classes. Students were trained to be priests, judges and teachers.

Tell students they are going to read an article about some children in the past. Read through the instructions in open class. Play the audio while students read and listen and label the pictures. During whole-class feedback, ask individual students to describe what is happening in each picture.

## Answers

1 Greek 2 Both (Greek girls learned weaving; Aztec girls learned home-making skills.) 3 Both (Boys in both cultures learned to fight.) 4 Aztec

- 6 Ask students to read through the sentences and check understanding. Before reading, ask students to think about the type of word (noun, verb etc.) that could go in each gap. Check/clarify: *to get rid of, slave, punishments, unwanted*.

## Mixed-ability

Stronger students can try to answer the questions from memory, before looking back at the text to check their answers. Weaker students can look at the text and find the answers. Allow them to compare their answers with a partner before checking answers with the whole class.

## Answers

1 five days 2 slaves 3 went to school 4 enough  
5 Nasty punishments 6 was important 7 didn't go  
8 important families

## Optional extension

Divide the class into small groups. Ask students to discuss the following question:

*Which of the things in the article would you dislike the most? Is there anything you would enjoy?*

Ask students to discuss the question before whole-class feedback.

## THINK VALUES

### The importance of rules

- 1 Read through the instructions and sentences in open class. If necessary elicit or explain that *not allowed to* means to not have permission and *let* means to give permission. Tell them these words will be covered later in this unit. Students work with a partner to complete the exercise. Check answers in open class.

#### Answers

1 c 2 b 3 d 4 a

- 2 **SPEAKING** Working in small groups, students think of more rules for each of the four areas and the punishment for breaking the rules. Before this exercise, you may need to teach some vocabulary for punishments, e.g. *to be suspended from school* (told to stay at home for a period of time), *to be expelled from school* (told to leave permanently), *to be given a fine*, *to be put in prison* etc. Monitor and help with any difficulties. Listen to some of their ideas in open class as feedback.

#### Optional extension

In groups, students invent a club, e.g. a chocolate-eating club. Encourage them to think of funny/silly ideas. They then write the rules for the club without mentioning the club's name or purpose.

#### Example rules

*You're not allowed to eat or even mention healthy food like fruit or vegetables.*

*You must make sure you bring some to share with the whole club. Don't eat before club. You'll need to clean your teeth after club.*

Each group reads out their rules and the other groups try to guess what kind of club it is.

### Student's Book page 112–113

## GRAMMAR

### be allowed to / let

- 1 Read through the example sentences in open class. Draw students attention to the words which follow *allowed to* and *let*. Divide the class into pairs and ask students to complete the rule. Check answers in open class. Use the examples in Exercise 1 to clarify the rules.

#### Rule

1 be allowed to 2 be 3 verb 4 let/not let  
5 let/not let

To check understanding at this point, elicit a few more examples from the class of things they are allowed/not allowed to do in the classroom, at home, etc.

#### Language note

Students may produce incorrect statements like *My dad lets me to stay out late*. Remind them that in English we don't use *to* after the expression *let someone do something*. Students may also produce incorrect statements like *I'm allowed stay out late*. The expression *allow someone to do something* is always followed by the infinitive with *to*.

- 2 Read through the instructions and the example sentence. Ask students to work individually and complete the exercise. Check answers in open class. If you're short on time, set this exercise as homework.

#### Answers

- 1 My parents didn't let me go to the party.
- 2 I wasn't allowed to walk to school on my own until I was 12.
- 3 The teacher doesn't let us text in class.
- 4 I'm allowed to play my dad's electric guitar.
- 5 Dad lets my sister stay up until 11 pm on Saturday nights.

#### Fast finishers

Ask students to imagine they are 45 years old and they have two teenage children. Ask them to write sentences describing what their children are allowed to/not allowed to do.

- 3 Working alone, students write two true sentences and one false sentence. Give an example of your own to get them started and point out that they can use both positive and negative forms of *allowed to* and *let* in their sentences.
- 4 **SPEAKING** Divide the class into pairs or small groups for students to complete the exercise. Listen to some examples in open class for students to guess which sentences are not true. Give students one point if they spot a false sentence and give students two points if nobody guesses which of their sentences is false.

Workbook page 108 and page 127



Be aware of common errors related to *let* vs. *make*, *go to* Get it right on Student's Book page 126.

## VOCABULARY

### Discipline

- 1 To introduce the topic, tell students a story about a naughty thing that you (or somebody you know) did as a child. Explain what the punishment was and use some of the vocabulary from the exercise. Ask students to work with a partner and think of naughty things they have done and what the punishment was. Listen to some of their experiences in open class. Students complete the exercise. During whole-class feedback, say the expressions for students to repeat and check pronunciation.

#### Mixed-ability

Stronger classes: Students work with a partner to complete the exercise.

Weaker classes: Allow students to use a dictionary to check difficult vocabulary. In pairs students complete the exercise.

## Answers

1 d 2 a 3 f 4 b 5 c 6 e

- 2 Read through the instructions in open class. Check/clarify: *rebel*. Students work in pairs to complete the exercise. Check answers in open class. If you're short on time, set this exercise as homework.

### Mixed-ability

Stronger students can attempt the exercise without looking at Exercise 1. Weaker students can look at Exercise 1 and find the answers.

## Answers

1 punished/told off/into trouble 2 behaves well/does what he's told 3 did what he was told/behaved well  
4 punished/into trouble/told off 5 to break the rules  
6 punished/into trouble/told off

### Fast finishers

Ask students to write sentences describing times when they were punished, using the six phrases from Exercise 1, e.g. I got punished when I broke a plate.

- 3 In pairs, students complete the exercise. Check answers in open class.

## Answers

A 2 (or 3) B 3, 4, 6 C 5

- 4 **SPEAKING** Read through the sentences in open class. Working in pairs or small groups, students complete the exercise. Encourage them to use language from the exercise whenever possible in their discussion. During whole-class feedback, nominate an individual from each group to report back on the most interesting information from their conversation.

Workbook page 110

## LISTENING

- 1 **2.33** Books closed. Tell students they are going to play a game called Face Snap. Give the following instructions:
- Sit facing your partner.
  - Cover your face with your hands.
  - Make a face behind your hands – a happy, sad or surprised face.
  - Count to 3 together.
  - On 3 take away your hands.
  - If your partner is making the same face as you say 'Snap!'.
  - Get one point if you are the first person to say 'Snap!'.

NB –this game can be quite easy at first, but can get very confusing after a few rounds!

Tell students they are going to listen to a man talking about a game. Read through the instructions and check understanding. Play the audio while students complete the exercise. Tell them they do not need to understand every word and that they should focus

mainly on answering the questions in the exercise. Allow them to compare answers with a partner before open-class feedback.

## Answers

1 paper 2 rock 3 scissors 4 frog 5 snail 6 snake

### Audio Script Track 2.33

I want to talk to you today about a really cool game called *rock, paper, scissors*. First of all, I want to tell you how to play it and then afterwards, I'd like to tell you a bit about its history.

The rules are really simple, and to play it, all you need are your hands. Before you start, you have to know the three positions you can make with your hand.

#### The positions

The first position is the *rock* – where you bring all your fingers together to make a fist. You know, like people do sometimes when they're angry.

The second position is *paper* – just put your hand out flat with your fingers all together. Like a piece of paper.

And the third position is *scissors*. Just make two of your fingers – the first and second fingers – into a V shape, like a pair of scissors.

So there you go: rock, paper and scissors.

#### How do you play?

Well, both players – it's a two-player game – put one hand behind their back. One of the players counts to three – one, two, three – and then, at the same time, both players bring out their hand in one of the positions, as rock, paper or scissors. (You're not allowed to change your position when you see the other person's hand.) Then you look to see who's won.

#### Who's the winner?

*Rock* defeats *scissors* because a rock can damage scissors—like, if you hit scissors with a rock, and then the scissors aren't sharp and they can't cut any more.

*Scissors* defeats *paper* because they can cut it, of course.

*Paper* defeats *rock* because you can cover a rock with paper. I think that's the reason.

So, for example, if I have rock and you have scissors, I win a point. But if I have rock and you have paper, you win the point. If we have the same – no one wins, and we have to do it again.

So, you decide how many points you are going to play to, and the first player to get that number of points is the winner.

#### The history of the game

So now I'd just like to tell you a bit about the history of the game. It was invented around 2,000 years ago in Asia. Over time, many countries developed a version of the game. There was an early version in Japan called *Mushi-ken*. Instead of rock, paper and scissors, this game used a frog, which was shown by the thumb, a snail, which was shown by the little finger, and a snake, which was shown by the first finger, the one next to the thumb (or the index finger, if you want to use its proper name).

The snake defeats the frog, the frog defeats the snail and the snail defeats the snake – though I've no idea why.

In the early 20<sup>th</sup> century, *rock, paper, scissors* became popular in Europe and then in the US. Today, there are even *rock, paper, scissors* world championships every year to find out who is the best player on the planet.

OK, that's it – thanks for listening to my talk on the game *rock, paper, scissors*.

- 2 **2.33** Play the audio again for students to listen and answer the questions. Allow them to compare answers with a partner before a whole-class check.

**Mixed-ability**

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Check answers in open class.

Weaker classes: Read through the questions in open class and check understanding. Repeat the audio while students complete the exercise. If necessary, play the audio again, pausing to clarify answers.

**Answers**

- 1 Paper – because you can cover a rock with paper
- 2 Scissors – because rock can damage or ruin scissors
- 3 Around 2000 years old 4 Japan 5 The snake defeats the frog, the frog defeats the snail and the snail defeats the snake. 6 Every year

**Optional extension**

Ask students to work in pairs and say the rules for each of the games in their own words. Monitor and help with any difficulties. As feedback, nominate individuals to explain the rules step by step. Finally, students can play the games in pairs. Monitor to ensure they speak only in English.

**FUNCTIONS****Following and giving simple instructions**

- 1 In open class, elicit the names of various simple games that students can play (not chess!). Write some on the board and choose four that a lot of students know. Divide the class into four groups and assign a different game to each group (A–D) Students work with a partner from the same group AA, BB etc. and decide on the best way to answer the questions and make notes on their answers. They should also think about the best way to explain the rules of their game. Monitor and help with vocabulary as required. Divide the class into groups of four with ABCD in each group. Students take it in turns to describe their games – this gives students a chance to speak at length without interruption.
- 2 **SPEAKING** Working in the same groups, students go on to explain the rules of their game. During whole-class feedback, discuss which game was the hardest to describe and which would be the most fun to play.

**TRAIN TO THINK****Play rock, paper, scissors**

- 1 Look at the pictures with students in open class and ask them to make the hand gestures. Divide the class into pairs and ask students to discuss the question. Ask students to decide how the three elements would defeat each other. Listen to some of their ideas in open class as feedback.
- 2 Read through the instructions in open class. Put students in pairs to create a new game. Tell them that they should think carefully about how to explain the game to other students. Circulate and help with vocabulary and ideas if students have none. Put pairs together to make groups of four. Pairs take turns to explain and play their games.

**Optional extension**

Swap pairs to make new groups of four. Repeat the procedure to give students the opportunity to explain and play their game with a different pair. This repetition gives students the chance to perfect their explanations and to collaborate with a greater number of students. You could include a correction slot prior to this stage so that students can practise any corrections or new language when giving their explanations for the second time.

**Student's Book page 114–115****READING**

- 1 A recording of this text is available with your digital resources. Books closed. Ask the following questions in open class and elicit or give answers.

How many words are there in the English language? (There is no fixed number. Estimates vary from around 500,000 in 'common' usage to over a million, including scientific terminology). A Google survey of electronic books found that the English language is growing by around 25,000 words a year.

*How many words do you know?* (probably around 2–3,000)

Could you write a story with about 50 words in it? (of course)

Could you write a story with exactly 50 words in it? (this is more difficult!)

Books open. Tell students they are going to read five 50-word stories. Look at the pictures in open class and elicit some ideas for what happens in the stories. Students complete the exercise. Let students compare answers with a partner before whole-class feedback.

**Mixed-ability**

Stronger classes: Play the audio while students listen and read and complete the exercise.

Weaker classes: Students read the stories and match to the photos. Monitor and help with any difficult vocabulary. Play the audio while students check their answers.

**Answers**

A 3 B 5 C 2 D 1 E 4

- 2 Read through the titles in open class. Ask students to work with a partner and complete the exercise. Tell them they should underline the parts of the text that helped them choose their answers. Check answers in open class.

**Mixed-ability**

Stronger students may be able to do this from memory without looking back at the text. Weaker students can look back at the text to help them decide on their answers.

**Answers**

a 4 b 2 c 3 d – e 1 f 5



- 3 Read through the instructions in open class. Ask students to carefully re-read the stories and complete the exercise. If you're short on time, set this exercise for homework.

#### Mixed-ability

Stronger students: Ask students to find at least three words in each story.

Weaker students: Ask students to find two words in each story.

- 4 Ask students to read through the instructions and sentences. Students work in pairs to complete the exercise and discuss which of the statements they agree with and say why/why not. During whole-class feedback, ask individuals to share their thoughts and encourage further discussion in open class.

#### Answers

a 5 b 3 c 2 d 1 e 4

- 5 **WRITING** In open class, check understanding of the topics. Students work together with a partner to choose one of the topics and to plan their story. Tell them that a good way to do this activity is to write a short story to begin with and then reduce the number of words until they get down to 50. When students have completed their story ask them to exchange with another pair and read each other's stories. You may like to display the stories around the class for students to circulate and read. Hold a class vote on which is the best story. If you're short on time, set this exercise for homework.

## GRAMMAR

### Third conditional

- 1 In open class, read through the examples from the text with students. Elicit answers to the questions. Ask: *Is the situation in the past or the present?* (past) Now ask them to look at the verbs used and elicit how to form the third conditional. Elicit or explain that the sentences are showing the person imagining how things might have been different in the past and this is when we use the third conditional. Students then read and complete the rule. Check answers.

#### Answers

1 no, yes 2 no, yes

#### Rule

1 past perfect 2 past

- 2 Students work individually to match the beginnings and endings of the sentences. Let them compare answers with a partner before checking answers in open class. During feedback, point out that the *if* clause and *would* clause can be reversed and give examples of this, e.g. *The test would have been a lot easier for me if I had studied harder.*

## Answers

1 d 2 a 3 b 4 f 5 c 6 e

### Language note

- Students may produce incorrect statements like *If I looked at my watch, I'd have been OK*. Remind them how to form the third conditional if necessary.
- Remind them (as in all conditional sentences) that the *If* clause can go at the beginning or the end.

### Fast finishers

Ask students to write some sentences describing something they regret (e.g. a failed exam, an argument with a friend, an accident, something that they broke, something that they lost) and how they would have done it differently if they had the chance.

- 3 Read through sentences 1–4 in open class and check any problems. Go through the example if necessary. Students complete the exercise, working individually. Remind them how to form the third conditional before they begin. Allow students to compare answers with a partner before whole-class feedback. If you're short on time, set this exercise for homework.

#### Answers

1 hadn't invited; would have been 2 had entered; would have won 3 would have gone; hadn't forgotten 4 wouldn't have won; hadn't scored

- 4 Read the instructions in open class and write the statement on the board. Elicit third conditional sentences to imagine a different past. e.g. *If they hadn't met, they wouldn't have had children. If they hadn't had children ...*

Ask students to work in pairs and continue writing third conditional sentences as in the example. Monitor and help with any difficulties and to check students are using the third conditional correctly. Listen to some of their ideas in open class as feedback.

Workbook page 109 and page 127

## VOCABULARY

### Talking about consequences and reasons

- 1 Books closed. Write the following on the board:

*He went home because it was raining.*

*He went home because of the rain.*

In open class, elicit the difference in how we form phrases with *because* and *because of* (*because* + subject + verb; *because of* + noun).

Tell students they are going to learn some more ways of talking about consequences and reasons. Books open. Look at the four pictures in open class and nominate individuals to describe what they can see. Read through the dialogues and check understanding. Ask students to work with a partner and match the conversations with the pictures. Check answers in open class.

Ask students to work in pairs and practise the dialogues. Stronger students may like to try to memorise the dialogues. Listen to some examples in open class as feedback.

### Answers

A 3 B 4 C 2 D 1

### Fast finishers

Ask students to write sentences to continue conversations 2 and 4 in Exercise 1. Listen to some of their ideas after feedback on the exercise.

### Optional extension

Write the following sentences on a page (page 1) on the IWB:

- 1 *Why are you so excited?*
- 2 *Why didn't you arrive on time?*
- 3 *I was really tired last night.*
- 4 *Jim passed his driving test!*

On a second page (page 2) write the following:

- a *That explains why you didn't do your homework.*
- b *Because of the traffic.*
- c *Because I'm going on holiday tomorrow.*
- d *So that's why he looked so happy when I saw him!*

Display page 1. Read the sentences and elicit possible answers to each question in open class. Encourage students to use *because/so that's/because of/that explains why*.

Display page 2 and ask students to try to remember the sentences from page 1 and to match sentences. Nominate individuals to give their ideas. Return to page 1 and ask students to try to remember the sentences from page 2 and to match sentences. Continue to alternate between the pages until students can remember the dialogues. Close the pages on the IWB and ask students to write the dialogues in their notebooks. Monitor and help with any problems. Check answers in open class. Ask students to work in pairs and practise the dialogue. Encourage them to think of ways to extend the dialogues.

- 2 Read through the dialogues in open class and check understanding. After working individually to complete the dialogues, students compare their ideas with a partner. Nominate some pairs to share a dialogue with the rest of the class as feedback. If you're short on time, set this exercise as homework.

Workbook page 110

## PRONUNCIATION

For pronunciation practice in silent consonants, go to Student's Book page 121.

Student's Book page 116–117

## CULTURE

### Strange laws around the world

- 1 Books closed. Divide the class into small groups and ask them to make a list of laws in their country. Give groups three minutes to write down as many as possible. Encourage them to use *be allowed to* where necessary. Listen to some of their ideas in open class and write any interesting vocabulary on the board.

Ask students if they can think of any strange laws and elicit some answers.

Books open. Tell students they are going to read about some strange laws from around the world. Read through the questions. Ask students to work with a partner and answer the questions. Check answers.

- 2 Tell students to cover the answers to the quiz (at the bottom of the page). Check/clarify: *hairdryer, whale, light bulb*. Students work with a partner to complete the quiz. Monitor and help with any difficulties. Students check their answers.
- 3 Read through the sentences with students and check understanding. Ask stronger students to answer any of the questions they can from memory before they read again. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

### Answers

1 F 2 T 3 F 4 F 5 T 6 F

### Optional extension

Divide the class into pairs. Ask students to draw signs to depict rules. Tell them that they should use a red circle to show that something is not permitted, e.g. a picture of a dog inside a red circle would mean *No dogs allowed*. When students have drawn various examples in their notebooks, ask individuals to come to the IWB and draw their examples. The rest of the class have to guess the meaning of the signs and the first student to guess correctly can score one point.

- 4 **SPEAKING** Students work in small groups and discuss which the funniest law is. Monitor and encourage fluency. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to feedback to the rest of the class.
- 5 **VOCABULARY** Read through the definitions with the class to check understanding. Students read the underlined words or phrases in the text to complete the exercise and check answers with a partner before open class feedback. Check answers in open class.

### Mixed-ability

Stronger classes: Give students some time to attempt the exercise from memory before looking back at the text to check.  
Weaker classes: You might like to give students the first letter of each word to help them complete the exercise.

### Answers

1 breaking the law 2 upside down 3 own 4 crime  
5 end up 6 prison 7 except 8 illegal

## WRITING

### A set of rules

- 1 Books closed. To introduce this activity, write *class rules* at the top of the board. In open class, elicit the rules for your classroom. (e.g. Arrive on time. You are not allowed to send text messages etc.) and write them on the board. Ask students to work with a partner and discuss any rules that they have at home. Listen to some examples in open class as feedback.

Tell students they are going to read a set of rules written by a teenage girl. Read the instructions and questions in open class. Students work with a partner to complete the exercise. Check answers in open class.

#### Answers

- 1 She can eat anything for breakfast on Sundays.
  - 2 She sleeps until 10 am on Saturdays.
  - 3 She will only tidy it late on Sundays.
  - 4 Between seven o'clock on Friday evening and nine o'clock on Sunday evening, no one is allowed to ask her about homework. At other times, they can help her if they want.
  - 5 Her sister Juliana is not allowed to use her computer, and she isn't allowed to come into her room at all unless she brings chocolate.
  - 6 After school finishes on Friday, Mum and Dad are not allowed to talk to her about school or teachers.
  - 7 If there is a football match on TV with her team, no one can watch any other programme at that time.
  - 8 She is not allowed to be boring about rules 1–7.
- 2 Ask students to cover the set of rules. In pairs, students order the sentences and discuss how Martha feels about the topics. During whole-class feedback, point out the use of *not allowed to* in two of the sentences.

#### Mixed-ability

Stronger students can complete this exercise without referring to the text. Weaker students can attempt the exercise and look at the text if they have any difficulty.

#### Answers

- 1 No one is allowed to ask me about homework.
  - 2 She isn't allowed to come into my room at all.
  - 3 No one can watch any other programme at that time.
- 3 Divide the class into pairs or small groups. Students read the rules again and complete the exercise. Tell them to underline the phrases that are not completely serious. Monitor and help with any difficulties. Check answers in open class.

#### Answers

(At other times, they can help me if they want.)  
Anything at all!!! (And that includes ice-cream!)  
(Well, only if she brings chocolate.)  
... but before then: keep out!  
I am not allowed to be boring about rules 1–7!  
... (the boss!)

- 4 Read through the instructions in open class. You may like to give some examples of your own to get them started. Ask students to choose one of the topics and group the students according to which topic they

choose. Ask students to work together and brainstorm ideas for what to include in their set of rules. Monitor and help with vocabulary as necessary.

- 5 In the same pairs or small groups, students write their set of rules. Encourage them to use similar structures to those in Martha's set of rules and to decorate their work with drawings if time allows. When they have completed their list, ask them to exchange with another group and to comment on each other's work. Students return the rules and make any necessary corrections and changes to their own work. Listen to some of the best examples in open class as feedback and display work on the walls if space allows.

### Student's Book page 118–119

## CAMBRIDGE ENGLISH: Preliminary

## THINK EXAMS

## READING

### Part 1: Three-option multiple choice

1

#### Answers

1 C 2 A 3 B 4 C 5 B

Workbook page 71

## LISTENING

### Part 2: Multiple choice

2  2.36

#### Answers

1 C 2 C 3 A 4 A 5 A

### Audio Script Track 2.36

- Presenter Now, if you were watching the news yesterday evening, you probably noticed that we had a new face in our team. Twelve-year-old Lucy Harmon won a competition to be our weather forecaster for the day, and she now joins us this morning to tell us all about the experience. Lucy, welcome.
- Lucy Thank you.
- Presenter First of all, tell us, what did you have to do to enter the competition?
- Lucy Um, I had to write a short letter saying why I wanted to read the weather on TV, and then I had to make a short video of me reading a news story. Then I just sent it in the post, and about two months later I got a phone call saying I had won, and they wanted me to go to the studios the next Friday. I couldn't believe it.

## TEST YOURSELF UNITS 11 &amp; 12

Presenter	So what happened on the big day?
Lucy	Well, I got to the studio at about three o'clock. I met the producer and all the news team. They were really nice. Then I practised reading the weather a few times, for quite a while, just to get used to the cameras. The producer gave me some advice, and then suddenly it was time to go live on air.
Presenter	At four o'clock?
Lucy	No, at five. The four o'clock news and weather, well, someone else did those.
Presenter	And were you nervous?
Lucy	No, not at all. I was too excited to be worried. It was so much fun. I just loved it.
Presenter	And did you get a good forecast to do?
Lucy	Yes, it was brilliant. It had everything: sun, rain, clouds, strong winds. Everything that makes British weather so interesting. The only thing it didn't have was snow, but then I suppose it is still summer.
Presenter	But you wouldn't believe it if you looked out of the window.
Lucy	No.
Presenter	So what did you think of the day? Do you want to be a weather reporter now?
Lucy	It was great. I've always wanted to be a teacher, since I was a little girl, but I think that's changed now. I'm not sure I want to be a weather forecaster, but I would like to be some kind of TV presenter.
Presenter	Well, Lucy, I think there's every chance of that. Your performance yesterday was wonderful.
Lucy	Thank you.

## VOCABULARY

1

## Answers

1 told 2 because 3 funny 4 encouraged 5 explains  
6 warned 7 trouble 8 expected 9 fun 10 because of

## GRAMMAR

2

## Answers

1 would have gone 2 let 3 hadn't eaten 4 allowed  
5 wouldn't have eaten 6 had gone

3

## Answers

1 They ~~said~~ **told** me to stay in the house.  
2 Why didn't they let me ~~to~~ **go** home?  
3 They wanted me **to** answer some questions.  
4 I reminded him ~~to~~ **giving** **give** me back my book.  
5 If I ~~would have~~ **had** known, I wouldn't have told anyone.  
6 We ~~hadn't~~ **wouldn't have** won the game if Graham hadn't played.

## FUNCTIONAL LANGUAGE

4

## Answers

1 let; Because 2 makes; why 3 allowed; reason  
4 hate; have