

2

Contents

Introduction	3–6
Unit 1	7–13
Unit 2	14–19
Unit 3	20–26
Unit 4	27–32
Unit 5	33–38
Unit 6	39–44
Unit 7	45–50
Unit 8	51–55
Unit 9	56–60
Unit 10	61–66
Unit 11	67–71
Unit 12	72–77
Workbook 2 Key	78–91
Extra Practice Book 2 Key	92–96

MORE!

The students using the first two levels of *MORE!* are very likely to be going through a period of significant change in their lives. They are not children any more, and yet they sometimes behave childishly. They are not true adolescents yet, either – but they can, at least sometimes, demonstrate behaviour that is very typical of teenagers. In fact, they frequently aspire to be older than they are, and would like nothing more than to be as ‘cool’ as students who are one or two classes above them. Students using levels 3 and 4 of *MORE!* In all likelihood are already in the most difficult phase of young people’s lives - adolescence.

Not children any more, and not adolescents yet

Children in the first four years or so of primary school live in a world without clear-cut boundaries between reality and imagination. Their preferred stories are built on fundamental and strong emotional and moral categories, and are often about conflict between good and bad, happiness and sadness, love and hate. It is through such polar opposites that young children learn to make sense of the world, and – in a broad sense – to work out what socially and morally acceptable behaviour is. Their preference is for stories that have imaginative and sometimes even fairytale-like content. Children of this age often like stories with animal protagonists who speak and behave like humans. Likewise, cartoon strips with exaggerated characterisation are very popular. There is a need for stories to be clearly structured, with a beginning, middle and end, and to have clear and absolute moral, social and psychological messages.

Gradually, children grow out of this imaginative frame of thinking, and develop an interest in real-world topics. The transition period, however, differs in length from child to child. This is why, for quite some time, students seem to swing between being teenagers and children, showing interest in more mature and realistic content, but frequently

dropping back into childlike behaviour, attitudes and interests. When choosing the content of *MORE!*, the authors were aware of these challenges, and in order to make the content psychologically relevant, created more imaginative content in the two lower levels of the course, and more realistic content in the upper two. However, as has been stressed before, the authors also took into account the fact that the transition period between childhood and adolescence is blurred and not clear-cut. Hence, the content of the lower two levels is not solely imaginative, while the texts and topics in the upper two levels are not exclusively realistic.

Becoming teenagers

The more ‘teenage’ our students become, the more challenging it can be to teach them. Students suddenly seem to be so cool, and the content that they loved only a short while ago seems babyish. What is ‘cool’ is decided by the peer group rather than the individual, and quite frequently, individual ‘strong’ students take on the role of group leader and have a powerful influence on group attitudes and behaviour. It becomes increasingly difficult for students to think, act and express themselves as individuals. The group offers security, and, by imitating the style, language, behaviour and attitudes of the group, there is less risk for the individual of being singled out or even ridiculed – something that frequently occurs in young teenagers’ classrooms.

Almost simultaneously, things that seemed so easy may become difficult for the students. Students who loved acting out in front of the class, for example, may become rather shy or even unwilling to talk in front of the group. Talking about themselves is something many students dread. This poses a real challenge for teachers who are rightly convinced that ‘personalisation’ is a prerequisite of communicative language use. Imaginative content becomes less important (but is nevertheless occasionally loved), and songs and rhymes are often regarded as boring (unless liked by the peer-group leaders who frequently seem to decide what is or is not cool).

Psychologists stress that deep down, adolescents are often rather insecure, however cool and indifferent their behaviour may seem on the surface. For teenagers, the most appealing content often tends to be that which helps to ‘distract’ them from their own life situation and their insecurity. Hence, preferred topics are about anything that is ‘far away’ from the students’ own world, full of realistic detail, surprise or even absurdity.

The need to support the students’ self-esteem

In this phase of their lives, students are faced with the difficult challenge of developing their own identity. It is the teacher’s task to support students in exploring their capabilities, strengthening their self-esteem and developing positive beliefs about themselves. The English teacher should make them aware of their learning progress and their language competencies. If the classroom culture allows this, the students are less likely to develop self-doubt and negative beliefs about their language-learning capabilities.

In *MORE!*, this is done in a principled way through the following means:

- **a CAN DO learning culture**

MORE! offers students plenty of opportunity to show what they can do in a foreign language and what they know in that language. There are many texts and tasks that stimulate real communication in the classroom, help develop critical thinking and involve the students personally. *MORE!* offers a systematic and carefully guided programme to encourage the students’ creativity and develop their text-writing skills. Students can also assess their own learning progress through regular tests. *MORE!* offers every student a highly imaginative interactive CD-ROM which can also be used at home. It offers a wide range of texts, tasks, games and other fun activities, that again lead to an immediate feeling of CAN DO. Likewise, students can access a wide range of online activities on www.cambridge.org/elt/more – an interactive web-based learning

platform. Students get immediate feedback on their learning and can practise and deepen their knowledge and skills in a highly enjoyable way.

- **a teaching programme based on human values**

The teacher of the target age students is not only a language teacher, but also an educator. Students at this age need respectful guidance. The content dealt with in the foreign language classroom can offer an important foundation for the development of the students’ system of values, and for their interaction with other people in the class and the world around them. The content in *MORE!* has been carefully chosen to stimulate the students’ thinking and help them develop important human values such as eco-friendly behaviour, tolerance of other cultures and people, understanding of and empathy with others, peace education, critical thinking and meta-cognition, to name but a few.

- **a balance of classroom interaction and individual language training**

MORE! offers a wide range of tasks that can be completed individually, in pair and group work in class. The Workbook, the CD-ROM and online activities offer the students plenty of individual opportunity to further develop their competencies further by training the four skills, practising vocabulary, picking up chunks of language and grammar, and developing their pronunciation. This is done through a motivating and varied range of texts and tasks, taking into consideration different learning styles, multiple intelligences and students’ mixed abilities. The level of difficulty varies from very simple texts and tasks (for example the CD-ROM, task of practising the meaning of lexis by matching words and pictures) to quite demanding ones (another CD-ROM task when students listen to authentic interviews with British teens and complete multiple-choice tasks while they are listening).

- **a mixture of fun and more ‘serious’ topics and texts**

MORE! takes young people seriously by progressively offering thought-provoking, stimulating and serious real-world content. This approach can be tracked through the growing number of documentary-style photographs throughout the series. An equally

important aspect of learning a foreign language is having fun. Students using *MORE!* will have fun learning English in many different ways: through motivating songs, poems and chants, the enjoyable texts, the interesting DVD and CD ROM encounters with young people in English-speaking countries, and the humorous 'Fido' cartoons.

Each level of the MORE! course contains the following components:

- Student's book with CD-ROM
- Workbook with Audio CD
- Teacher's Book
- Teacher's Resource Pack with Testbuilder CD-ROM /Audio CD
- Class Audio CDs (2)
- Extra Practice Book
- DVD(PAL/NTSC)
- Online resources

Student's book with CD-ROM

The Student's book is divided in to twelve units with Level 1 having an additional starter unit for students who are new to English. Each unit is structured in the following way:

- an introductory photo dialogue with key language introduced
- a get talking exercise
- a grammar section
- a skills section which practises the four skills
- writing for your portfolio.

At the end of each unit there are alternating **Learn More through English** (CLIL*) pages or **Learn More about Culture** and **Read More for Pleasure** pages. Additionally there is a regular **Check your progress** review test every two units.

The CLIL pages cover subject areas such as History, Music, Biology, Science and Geography. They include facts which students may not already know and as such give students a real reason to use English to find out something new. They also teach students vocabulary which they may not otherwise learn in other coursebooks of the same level, but which they are likely to encounter during their school curriculum in their first language. By extending students' exposure to different types of cross-

curricular texts, students will see that English can be used beyond the normal social situations most coursebooks present and this should help with motivation and confidence-building.

The culture pages are designed to encourage students to consider different cultures beyond their existing experience and often features young people so that students can relate to the subject matter more easily.

The reading texts are aimed to stretch students' imagination and linguistic ability with relevant and interesting content and to present grammar and vocabulary in realistic contexts.

At the back of the book there is a useful word list with phonemic transcriptions to aid pronunciation.

Accompanying each Student's Book is an exciting **interactive CD-ROM** full of extra practice activities, audio/visual material and games. This is designed for student's to use in their own time for self-study or for fast finishers to use in class.

Workbook with Audio CD

The Workbook contains lots of extra practice of the grammar and vocabulary presented in the Student's Book. It is accompanied by its own audio CD and is ideal for homework or for use with students who want to reinforce their learning through extra self-study practice.

Teacher's Book

The Teacher's Book contains:

- simple, clear step-by-step teaching notes on each unit and how to use the course material as effectively as possible
- complete tapescripts for those tracks which are not presented in the Student's book
- complete answer keys for all exercises
- optional further activities to aid use of the course with mixed-ability classes
- complete answer key for the Workbook
- complete answer key for the Extra Practice Book

* Content and Language Integrated Learning. This is cross curricular material.

Teacher's Resource Pack with Testbuilder CD-ROM /Audio CD

The Teacher's Resource Pack contains extra photocopiable resources:

- communication activities
- extra grammar exercises
- tests
- teaching notes for the above

The pack also includes a Testbuilder CD-ROM which enables teachers to create two different tests and includes all the audio material required for the tests.

Class Audio CDs (2)

The Class audio CDs contain the audio material for the Student Books and the Extra Practice Books.

These include exercise listenings, dialogues, chants and songs.

Extra Practice Book

The Extra Practice Book contains extension cross-cultural material and short stories. It is particularly useful for use with fast-finishers in mixed-ability classrooms.

DVD (PAL/NTSC)

There is a DVD for each level which contains six short dramas featuring English-speaking teenagers. It is intended to be used alongside the Student's Book at the end of every two units and has downloadable photocopiable worksheets to support viewing and listening work. These can be found at: www.cambridge.org/elt/more. The DVD can be used on either a PAL or NTSC DVD player.

Online resources

There is a rich choice of extra online activities and exercises to support the course available. These include extra exercises, games and audio/visual material. These can be found at: www.cambridge.org/elt/more.

UNIT

1

New start

Aims and objectives

In this unit, students will learn:

- past simple of *be*
- past simple regular verbs
- disagreeing and correcting
- words for clubs and groups
- to ask about favourite things
- to talk about clubs

Warm up

Look at the photo with the class and ask (in L1 if necessary): *Where are the characters?* (outside school) *How do you know it's a school day?* (they are wearing school uniform) *Look at the title of the unit. What is the 'new start'?* (someone's first day at a new school)

1 Listen and read

Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:

What is the new girl's name? (Olivia)
Where is she from? (Australia)
How long has she been in England? (a month)
Which teacher didn't she like very much? (the sports teacher)
What club do the girls go to on Thursdays? (choir)
What club do they go to on Tuesdays? (drama)

Tapescript
See SB2, page 4

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

2 Circle T (True) or F (False) for the sentences below.

Read the first sentence with the class as the example. Ask students to do the task in pairs. Check answers.

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

Get talking
Asking about favourite things

3 Listen and repeat.

Play the recording. Ask students to follow in their books. Play it a second time and then get students to repeat the dialogues in pairs.

Tapescript
See SB2, page 5

4 Work with a partner. Ask and answer questions about these things. Use the dialogues above.

Ask students to work in pairs to practise the dialogues in Exercise 3. Ask them to substitute the topics in the questions with the topics in the list below, and to give answers that are true for them. Ask several pairs to demonstrate their dialogues to the class.

- Remind students to use *What* for objects, e.g. food, colour, place, activity, and *Who* for people, e.g. singer, band.

Language Focus
Vocabulary
Clubs and groups

1 Listen and write the words under the pictures.

Say the words and ask students to repeat. Ask them to try to match the words and the pictures. Play the recording. Ask students to write down the words under the matching picture. Check answers with the class. To get students to use the vocabulary, ask *What's C?* etc.

Tapescript Key

- A

football team
- B

school choir
- C

school orchestra
- D

school band
- E

drama club
- F

photography club
- G

riding club
- H

technology club
- I

pottery club
- J

chess club

Get talking
Talking about clubs

5 **2 Listen and repeat.**

Play the recording. Ask students to follow in their books. Play it a second time and then get students to repeat the dialogues in pairs.

Tapescript

See SB2, page 6

3 **Work with a partner. Make similar dialogues. Use the information in the boxes.**

Ask students to work in pairs. Ask them to substitute the topics in the dialogues in Exercise 2 with the information given below.
Ask several pairs to demonstrate their dialogues to the class.

FOLLOW UP

Ask students to work in pairs and make true dialogues about the clubs they belong to at school or elsewhere.

Grammar
Past simple

1 **Complete the rules.**

Read through the examples in the grammar box. Ask students to work out the rules in pairs, and to complete the table. Check answers.

- 1 were
- 2 -ed
- 3 liked
- 4 carried

2 **Complete the sentences with the verbs in the Past simple tense.**

Read through the verbs in the box, with students repeating. Ask them the meanings of the verbs (they are all recycled from Level 1). Ask students to complete the sentences, comparing their answers in pairs before a whole class check.

Key

- 1 were
- 2 wanted
- 3 opened
- 4 watched
- 5 rescued
- 6 phoned
- 7 waited
- 8 was

Past simple endings /t/ /d/ /ɪd/

3a **Write the verbs in the correct columns.**

Read the verbs aloud, with students repeating. Ask them to think carefully about the endings. After they have written them in the correct column, allow students to compare answers in groups and discuss any differences.

Key

/t/	/d/	/ɪd/
talked	arrived	waited
jumped	phoned	visited
watched	tried	wanted

6 **3b Now listen and check your answers.**

Play the recording. Ask students to listen and check.

Tapescript

Talked, jumped, watched
Arrived, phoned, tried
Waited, wanted, visited

FOLLOW UP

Ask students to look through the dialogue on page 4 again and find the other regular past tense verbs to add to the right columns in the table above.

Key

- /t/: walked
- /d/: lived, loved, joined

4 Complete the story. Write the verbs in brackets in the Past simple tense.

Ask students to complete the story with the correct past tense forms. They can compare answers before a whole class check. As a way of checking, ask students to read sentences one by one for the rest of the class to check.

Key

1 phoned 2 wanted 3 was 4 walked 5 was
6 wasn't 7 arrived 8 waited 9 tried 10 shouted
11 jumped 12 was 13 laughed 14 helped

FOLLOW UP

Ask students to write the rest of the verbs from Exercise 4 in the table in Exercise 3.

Key

/t/: walked laughed helped
/ɪd/: shouted

FOLLOW UP

Play 'Grammar tennis'. Divide the class into two teams, or several groups. Give Team A a regular verb from this unit, e.g. *practise*, or a form of the verb *to be*, such as *is* or *am*. Team B has to make the past tense (*practised*). If it is correct, they get a point. Then give Team B a verb, and so on. The game continues in this way. If a team gets the past tense wrong, the other team has a chance to suggest the correct one. The winner is the team or group with the most points when you call an end to the game. Other verbs in the unit before this page: *am, are, is, miss, ask, like, answer, use, listen, play, act, open, rescue*.

Grammar
Disagreeing and correcting

Read through the dialogues in the grammar box. Ask students to work in pairs and repeat them. Elicit with gestures that A and B are contradicting each other in the dialogues: if A says something positive, B says the negative, and vice versa. Make sure students have noticed the rule for making the negative: adding the correct form of *do/be* and *not* (contraction = *n't*).

5 Match the sentences and the answers.

Ask students to work in pairs to complete the exercise. If they are having difficulty, ask them to look carefully at two things:

- Is the sentence positive? Then look for a negative answer. If the sentence is negative, look for a positive answer.
- Look at the subject. If it is *Harry*, look for an answer with *he*. If it is *She*, look for *she* in the answer, too.

Ask different pairs to take turns to read out the sentences and matching answers. Ask the rest of the class to say whether they think the answers are correct or not.

Key

2 f 3 h 4 a 5 c 6 b 7 e 8 g

7 Listen and check.

Play the recording. Ask students to listen and check.

Tapescript

- 1
A: I don't know anyone here.
B: Yes, you do! You know me.
- 2
A: Brazilians speak Spanish.
B: No, they don't! They speak Portuguese.
- 3
A: Harry likes pizza.
B: No, he doesn't! He hates it.
- 4
A: That boy doesn't speak English.
B: Yes, he does! I talked to him yesterday.
- 5
A: She's a nice girl.
B: No, she isn't! I don't like her.
- 6
A: Olivia isn't from Australia.
B: Yes, she is! She lived in Adelaide.
- 7
A: Sally was at school last Friday.
B: No, she wasn't! She was at home.
- 8
A: Olivia wasn't here yesterday.
B: Yes, she was! I talked to her.

FOLLOW UP

Ask students to work in pairs to make other simple statements for their partner to disagree with. Ask several pairs to demonstrate their dialogues to the class.

7 Complete the beginning of each answer.

Go through the first example with the class. Make sure they understand that they only have to fill in the contradiction to the first sentence. (The continuation proves that the contradiction is true.) Check answers by asking one student to read out the first sentence, and someone else to read out the next two, making a dialogue of disagreement.

Key

- 2 Yes, we are.
- 3 Yes, she does.
- 4 Yes, they do.
- 5 Yes, it was.
- 6 Yes, they were.

8 Write the answers. Use the word in brackets.

Go through the first example with the class. Make sure they understand that they only have to use the word in brackets in their new negative sentence. (Check answers by asking one student to read out the first sentence, and someone else to read out the next two, making a dialogue of disagreement.)

Key

- 2 No, she doesn't. She lives in Britain.
- 3 No, they aren't. They're friends.
- 4 No, it wasn't. It was really bad.
- 5 No, they weren't. They were at home.

9a Write four sentences that you know are wrong. Write about: *your town / your school / yourself.*

Ask students to spend five minutes writing their sentences in their notebooks.

9b Work with a partner. Say your sentences. Listen to your partner and correct him/her.

Ask students to work in pairs, taking turns to read out one of their false sentences. If their partner doesn't know how to correct it, they only need to

disagree with it, e.g.

- A I speak French and German.
- B No, you don't! (You can only speak English.)

FOLLOW UP

Ask students to write five more sentences about themselves or their family. Tell them to include some true sentences, and some false sentences. Ask them to work in pairs and take turns to read out one of their sentences to each other. Their partner has to guess whether the sentence is true or not:

- A My mother works in a bank.
- B I think that's true.
- A Yes, it is! My father drives a sports car.
- B No, he doesn't. He drives a family car.

Skills
Reading
Warm up

Ask students to work in groups and make a list of their free-time activities. Write their ideas on the board. Ask them which free-time activities they think students in Britain will have too, and which activities they might NOT do.

1 Read Joshua's web page about how British students spend their free time. Then write how many students do these things.

Ask students to read the information on the web page. Ask a few general questions to check comprehension:

- How old is he? (13)
- Where does he live? (in a small town in Scotland)
- How many students are in his class? (27)
- What is the most popular free-time activity? (swimming)
- Where do most students meet their friends? (in the park)
- How many students like action and adventure video games? (4)
- What do most students spend their money on? (sweets)

Ask students to work in pairs and tell each other how many students play football (8), eat ice cream (3), go dancing (2), buy magazines (4). This could be done using cards with prompts written on them, e.g. *play football, eat ice cream*, so questions and answers are more random.

Listening

8 **2** Listen to Joshua’s interview with two of his classmates. Which of the questions from the questionnaire does he not ask them?

Play the recording. Ask students to find the question from the questionnaire that they do not hear. Check answers.

Tapescript

JOSHUA: Hey, Anna and Paul. Have you got a moment?
ANNA: Sure.
PAUL: Yes, what do you want?
JOSHUA: I'd just like to ask you a few questions for the class project.
ANNA: OK.
PAUL: No problem.
JOSHUA: So, Anna. Where do you meet your friends?
PAUL: I like to hang out with my friends in the park.
ANNA: Yeah. Me too. In the park.
JOSHUA: OK, so you both meet your friends in the park. Next question. What is your favourite food?
ANNA: Ice cream. I love ice cream.
JOSHUA: And you, Paul?
PAUL: Let me think. Chips. No, curry. No, curry and chips.
JOSHUA: Curry and chips?
PAUL: That's right.
JOSHUA: Question four. What are your favourite types of video game?
PAUL: I like sports ones.
JOSHUA: Sports. And you, Anna?
ANNA: Nothing. I don't like video games.
PAUL: You don't like video games?
ANNA: No, I think they're boring.
JOSHUA: OK, last question. What are your hobbies?
ANNA: I like dancing and swimming.
PAUL: And I like playing football. Oh, and I like making models too.
JOSHUA: Football and models. OK, thank you both for your time.
ANNA: No problem.
PAUL: You're welcome.

Key

What do you buy with your pocket money?

9 **3** Listen again. Copy the table into your notebook and complete it with their answers.

Key

		Anna	Paul
1	friends	in the park	in the park
2	favourite food	ice cream	curry and chips
3	video games	none	sports video games
4	hobbies	dancing and swimming	playing football, making models

FOLLOW UP

Ask students to write two more questions for the questionnaire to ask other students in the class. Then ask them to work in groups and ask each other the questions. Find out during a whole class feedback session what the results of their surveys were, e.g. *Five people in my group like going to the cinema. Only one student doesn't like going to the cinema. He prefers to watch DVDs at home.*

Speaking

4 Work in groups of four. Ask the questions from the survey on page 9 and note the answers. Report your answers to the class.

Ask students to work in groups of four to ask each other the survey questions. Read through the example dialogue for them to use as a model. Then have a whole class feedback session to hear what the group's findings were.

Reading

5 Read the article. Write the names under the pictures.

Ask students to read the article. Ask them a few general questions to check comprehension:
When is the cookery class? (on Tuesdays)
What did they bake last week? (biscuits)
How long does it take to make a model? (two weeks)
Why doesn't the school have a model-making club? (the teachers and kids weren't interested)
Where did one student learn to ride? (in Brazil)

Whose horses does she ride? (two horses belonging to her friend)

Ask students to say which students do the activities in the pictures.

Key

- Carla: cookery
- Paul: model-making
- Ana Marisa: horse riding

6 Who says these things (with different words)?

Ask students to reread the article to find the answers. Check answers. Ask students to tell you the exact words the speakers use.

Key

- 1 Carla: Sometimes I cook together with my friend Susana.
- 2 Paul: After school I go home to do my model-making.
- 3 Ana Marisa: I learned how to ride and how to look after a horse.
- 4 Ana Marisa: ... twice a week after school (Wednesdays and Fridays) I go there to ride with her.

7 Circle T (True) or F (False) for the sentences below.

Ask students to do the exercise individually, checking in pairs first before a whole class check.

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

Writing for your Portfolio

8 Write a short text about what you do after school.

This exercise can be completed for homework. Ask students to use the words for clubs they know from the unit to write about what they do after school, following the model sentences given. Ask students to exchange their work in pairs or small groups and read each other's writing.

MORE fun with Fido

Give students a few minutes to work out the story. *Why is Fido looking forward to the children going back to school?* (because it will be peaceful and quiet at home) *When do they come home?* (at 4 o'clock) *Is it peaceful and quiet then?* (no) Find out what students are going to do during the next holidays, and whether they are looking forward to holidays, or whether they ever find them boring. If so, why?

Learn MORE through English
A short history of Australia

Read the key words aloud, with students repeating them after you. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any that they don't know.

10

1 Complete the time line. Then listen and check.

Background notes

- The Aborigines are the native people in Australia, who were living there long before any European settlers arrived. During the time of British colonisation, their land was taken by the colonists and they were not given the same rights, including the right to vote, as other Australians.
- The dingo is a wild Australian dog, similar to a wolf, which was probably introduced to Australia a few thousand years ago, from Asia, where it is also found. They are considered pests by farmers, and do not make good pets, as they are not easy to domesticate.
- Captain Cook was a British explorer who landed in Australia and settled there. Later many more British settlers arrived to help build a new colony there. Many of them were prisoners from Britain and Ireland.

Ask students to work in pairs and decide on the most logical order for the four sentences on the time line. Ask them to think about the other events and decide on the most logical event to follow, e.g. between the arrival of Captain Cook and the driving away of Aborigines from their lands, the most obvious conclusion is that the British colony was founded.

Play the recording for students to listen and check their answers.

Tapescript Key

- 1778: Australia becomes a British Colony.
- 1851: The discovery of gold.
- 1894: South Australia: women over 21 can vote.
- 1962: Aborigines can vote.

2a **Read the text.**

Read the text with the students and ask if they are surprised to learn about women and the vote in Britain.

2b **Now answer these questions about your country.**

Ask students to work in pairs or small groups. This exercise can be set for homework, or can form part of a mini-project about women’s rights in their country. Students will have to do research on the Internet, or use reference books, to find the answers.

Mini-project
The history of Australian place names

- 3** Ask students to work in groups to complete the project. This activity can be used in the IT lesson or set for homework. Students should work together to prepare their maps and answers. Have a whole class feedback session for them to report their findings.

Key

- i) Newcastle, Perth