oxford exam support

2nd edition

Solutions

Intermediate Teacher's Book

with Teacher's Resource CD-ROM

Caroline Krantz, Amanda Begg Tim Falla, Paul A Davies

OXFORD

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Introduction

A note from the authors

Welcome to *Solutions 2nd Edition*. Teachers' responses to the first edition have been overwhelmingly positive, so we have been careful to follow the same guiding principles in the new edition, providing a course that has:

- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching approach with plenty of extra practice material
- a guided approach to speaking and writing.

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- updated and refreshed all the material, making it more appealing to secondary-school students
- made the vocabulary sets more sophisticated, with increased practice in the Vocabulary lessons as well as in the Culture and Reading lessons
- included more listening exam tasks in the Student's Book and Workbook
- provided more resources to support teachers, including photocopiable worksheets for every lesson in the Student's Book which provide a mixture of extra practice, extension and communicative activities, review games and worksheets
- revised the tests to provide totally new tests at a higher level to those in the first edition
- provided enhanced digital resources, comprising iTools (a digital version of the Student's Book for use with interactive whiteboards); Online Workbooks; and additional resources.

Solutions 2nd Edition has benefited from collaboration with teachers with extensive experience of teaching secondary-school students and of preparing students for their school-leaving exam. We would like to thank Caroline Krantz for sharing her expertise in writing the procedural notes in the Teacher's Book. Anna Lowy provided the photocopiable classroom activities on the Teacher's Resource CD-ROM.

We are confident that the result is a forward-thinking and modern course that will prepare your students for their exams and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

The components of the course

Student's Book

The Student's Book contains:

- ten topic-based units, each covering seven lessons
- five *Language Review / Skills Round-up* sections, providing a language test of the previous two units and a cumulative skills-based review
- five *Get Ready for your Exam* sections providing typical exam tasks and preparation
- two *Get Ready for B2 Exams* sections providing typical exam tasks and preparation
- a ten-page *Vocabulary Builder* section with vocabulary practice and extension
- a twenty-page *Grammar Builder and Reference* section containing grammar reference and further exercises

Words mobile phone app

Also available for students to purchase is the *Solutions 2nd Edition* Intermediate Words app for Apple and Android mobile phones. The app offers definitions and contextual sentences for over 1,000 useful words from the Intermediate Student's Book and Workbook. This helps to consolidate learning by enabling students to check and learn the meaning of the words presented and encountered in class and at home. The app also gives students the opportunity to practise the words through two different types of quiz. The first multiple choice quiz checks student understanding of the meaning of the words by matching words to definitions. The second checks understanding of the context of the words by asking students to drag and drop words into contextual sentences. Please go to www.oup.com/elt/solutions/wordsapp for more information.

Three class audio CDs

The three audio CDs contain all the listening material from the Student's Book, plus recordings of all the reading texts from the Student's Book.

Workbook (with audio CD)

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice lesson-by-lesson of the material taught in class
- more listening practice
- five *Get Ready for your Exam* sections providing typical exam tasks and preparation
- two *Get Ready for B2 Exams* sections providing typical exam tasks and preparation
- *Challenge!* exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- *Self Checks* with *Can do* statements at the end of every unit to promote conscious learner development
- reviews to develop students' awareness of their progress
- a *Functions Bank* and *Writing Bank* for reference
- an irregular verbs list
- a unit by unit *Wordlist*.

Online Workbook

The Online Workbook is an interactive version of all the content of the print Workbook, with integrated audio and an automated marking system and online markbook.

Teacher's Book

In addition to methodological notes for the course, including ideas for mixed-ability teaching, the Teacher's Book offers:

- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- exam teaching notes with useful tips and strategies to improve students' exam techniques
- a full Workbook answer key including transcripts
- a full Student's Book answer key including transcripts.

Teacher's Resource CD-ROM (TRCD-ROM)

Packed with the Teacher's Book, this contains two types of extra resources:

- digital interactive Vocabulary and Grammar exercises for each unit, and games
- photocopiable PDFs: Classroom Activities for each lesson, Self-Test sheets for students, and suggestions for Warmers and Fillers.

Test Bank CD-ROM

Tests are provided as PDFs and editable Word documents. They consist of:

- two short tests per unit, A and B versions
- longer Progress tests for every unit, A and B versions
- three cumulative tests for Units 1–5, 6–10 and 1–10.

All tests are fully editable, so you can adapt tests to match your students' needs. There is also a Results Table to keep a record of your students' scores.

iTools

Solutions 2nd Edition iTools contains:

- Student's Book and Workbook page-on-screen functionality
- pop-up Student's Book and Workbook answer keys and audio
- DVD material for every unit, with worksheets
- further interactive resources.

Website

- Further resources and ideas for teaching.

Exam preparation

Student's Book

The Student's Book includes five exam-specific sections (*Get Ready for your Exam*) designed to familiarise students with the task-types typical for most exams. In addition, there are two B2 exam-specific sections at the end of the book, to prepare students for exams at that level. These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.

Each section provides practice of all skills that students will need to demonstrate in most exams: listening, reading, speaking and writing.

Workbook

Every other unit in the Workbook is followed by a double-page exam section to practise tasks for both oral and written exams. Work in class can be followed up with exam tasks done as homework.

The audio for the Workbook listening tasks is available on the Workbook audio CD. The CD also contains a link to Oxford English Testing (OET), where students can do practice exams and get feedback on their answers.

Teacher's Book

The *Get Ready for your Exam* lessons in the Student's Book are accompanied by full procedural notes with advice and tips for exam preparation.

A tour of the Student's Book

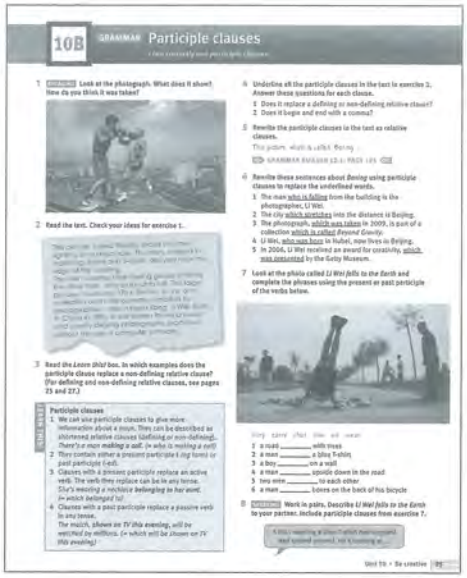
There are ten units in the Student's Book. Each unit has seven lessons (A–G). Each lesson provides material for one classroom lesson of approximately 45 minutes.

10 Be creative

10A VOCABULARY AND LISTENING Performers

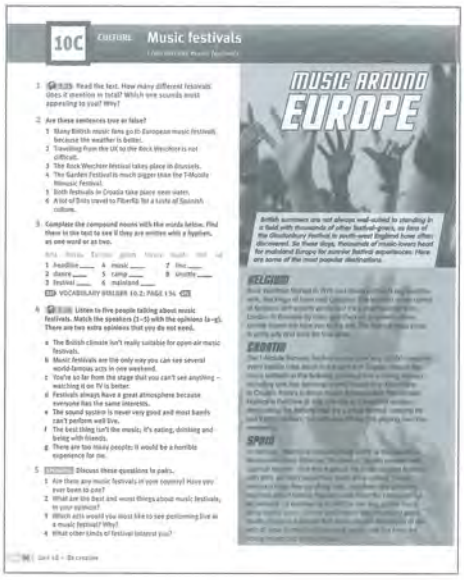
Lesson A – Vocabulary and listening

- The unit menu states the main language and skills to be taught.
- Every lesson has an explicit learning objective, beginning 'I can …'
- Lesson A introduces the topic of the unit, presents the main vocabulary set, and practises it through listening and other activities.
- This lesson links to the *Vocabulary Builder* at the back of the book, which provides extra practice and extension.



Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit.
- The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and the grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- *Learn this!* boxes present key information in a clear and concise form. *Look out!* boxes appear wherever necessary and help students to avoid common errors.
- This lesson links to the *Grammar Builder* at the back of the book, which provides extra practice and a grammar reference.

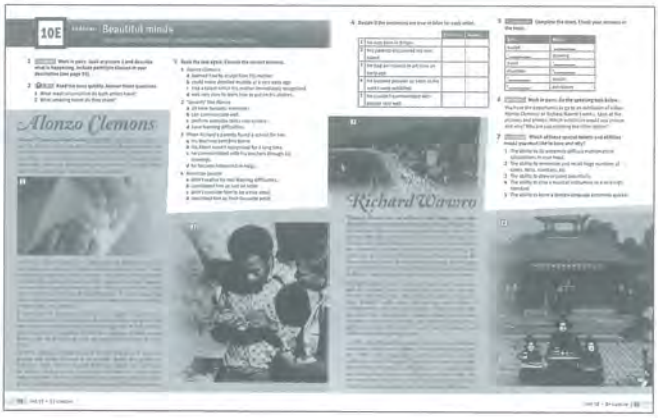


Lesson C – Culture

- Lesson C has a reading text which provides cultural information about Britain, the USA or another English-speaking country.
- Students are encoraged to make cultural comparisons.
- New vocabulary is clearly presented.
- All Culture lessons include practice of both listening and reading skills.

Lesson D – Grammar

- Lesson D presents and practises the second main grammar point of the unit.
- The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- *Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder* at the back of the book, which provides extra practice and a grammar reference.
- A final speaking activity allows students to personalise the new language – this happens throughout the book.



Lesson E – Reading

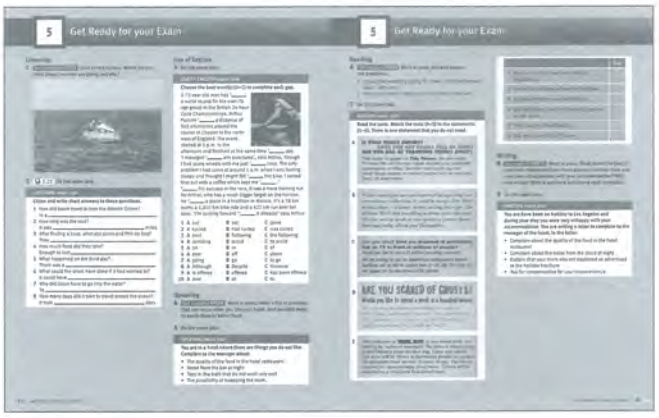
- Lesson E contains the main reading text of the unit.
- It occupies two pages although it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from lessons B and D.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.

Lesson F – Speaking

- Lesson F presents a functional dialogue.
- The lesson always includes listening practice.
- Extra vocabulary is presented, if necessary.
- Students follow a clear guide when they produce their own dialogue.
- Useful functional phrases are taught and practised.
- The step-by-step approach is suitable for mixed-ability classes and offers achievable goals.

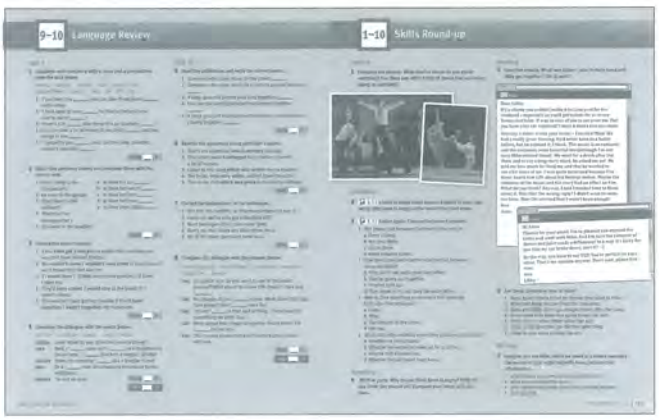
Lesson G – Writing

- Lesson G always begins by looking at a model text or texts and studying the structure and format.
- Students learn and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.
- A supported approach to writing increases students' linguistic confidence.



Get Ready for your Exam

- There are five *Get Ready for your Exam* sections (after units 1, 3, 5, 7 and 9) and two *Get ready for B2 Exams* sections at the end of the book. These focus on exam skills and preparation.
- The sections include exam tasks for listening, reading, speaking, writing, and use of English.
- Each exam lesson includes activities to prepare students for typical exam tasks and provide them with the language and skills they need to do them successfully.
- These sections relate to the topics of the previous two units and provide authentic exam practice.



Language Review / Skills Round-up

- There are five two-page reviews (after units 2, 4, 6, 8 and 10).
- The first lesson of each review is a *Language Review* of the preceding two units.
- There are exercises focusing on vocabulary, grammar and functions.
- The marks always total 20 for the review of each unit, so it is easy to monitor progress through the book.
- The second lesson of each review is a *Skills Round-up* which covers all the preceding units of the book.
- The material is centred around a girl called Anna, who is living and working in Britain.
- The lesson includes practice of all four skills: listening, reading, writing and speaking.

Strategies and ideas

Teaching vocabulary

Vocabulary notebooks

Encourage your students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context.

Vocabulary does not just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading or culture text and learn them.

Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *surf the Internet*, *have a shower*. Make students aware of this and encourage them to record phrases as well as individual words.

Revision

Regularly revise previously learned sets of vocabulary. Here are two games you could try in class:

- *Odd one out*. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind*, *confident*, *rude*, *friendly*, where *rude* is the odd one out as it is the only word with negative connotations.
- *Word tennis*. This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class. Students must not repeat any previous words. For example, with shops:

  T: bookshop
  S1: supermarket
  T: jeweller's
  S2: electrical store

Teaching grammar

Concept checking

The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:

- asking them to translate examples into their own language
- talking about the practice activities as you do them, asking students to explain their answers
- looking beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding
- contrasting new structures with language that they already know.

Practice

Practice makes perfect. Use the activities in the *Grammar Builder*, the photocopiables, the Workbook and on iTools.

Progression

Mechanical practice should come before personalised practice. This allows students to master the basic form and use it first, without having to think about what they are trying to express at the same time.

Teaching reading

Predicting content

Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about amnesia on page 18 of the Student's Book, list these words:

  condition *memory loss* *criminals* *sufferer* *patient*
- Ask students to look at the picture and tell you which word they are not going to find in the text (*criminals*). At the same time, check that they understand the other four words.
- Having read through the text once, tell students to write down three or four words from the text that they do not understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they do not know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write in their vocabulary notebooks four or five new words from the text that they would like to learn.

Teaching listening

Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare the students well. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms what they are going to hear (e.g. a boy and girl making arrangements to go out).
- Predict the content. If there is a picture, ask students to look at the picture and tell you what they can see or what is happening.
- Pre-teach vocabulary. Put new vocabulary on the board and check students understand it. Translating the words is perfectly acceptable.
- Read through the exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise.

Familiar procedure

It is not easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you will play the recording a number of times, and that they should not worry if they do not get the answers immediately.

Tell students not to write anything the first time they listen.

Monitor

While the students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model

Ensure that the students understand that the text in Lesson G serves as a model for their own writing.

Preparation

Encourage your students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

Checking

Encourage them to read through their composition carefully and check it for spelling mistakes and grammatical errors.

Correction

Establish a set of marks that you use to correct students' written work. For example:

sp indicates a spelling mistake
w indicates a missing word
gr indicates a grammatical error
v indicates a lexical error
wo indicates incorrect word order

Self-correction

Consider indicating but not correcting mistakes, and asking students to try to correct themselves.

Teaching speaking

Confidence building

Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting'.

Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support

Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling

Listen-and-repeat activities which the class does together can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed-ability classes

Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they will finish quickly and get bored, or the slower students because they will not be able to keep up? Think how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities and fillers for different abilities.

Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It is often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pairwork, consider pairing stronger students with weaker students.

Project work

Provide on-going work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it is best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role-play or freer grammar exercises it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We should not show interest only in the language; we should also be asking ourselves, 'How well did the students communicate?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self-correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student, always have him or her repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask, 'Is that answer correct?' You can do this when the student has given a correct answer, as well as when the answer is incorrect.

1 Caught on camera

Map of resources

1A Vocabulary and listening
Student's Book p4, Workbook p4
Photocopiable Activity: 1A Fashion statement

1B Grammar
Student's Book p5, Workbook p5
Photocopiable Activity: 1B Present tense contrast

1C Culture
Student's Book p6, Workbook p6
Photocopiable Activity: 1C Big Brother is watching you

1D Grammar
Student's Book p7, Workbook p7
Photocopiable Activity: 1D Verb patterns

1E Reading
Student's Book pp8–9, Workbook p8
Photocopiable Activity: 1E Adjective prefixes

1F Speaking
Student's Book p10, Workbook p9
Photocopiable Activity: 1F Picture difference

1G Writing
Student's Book p11, Workbook p10
Photocopiable Activity: 1G An informal letter

1 Review and Tests
Self Check 1: Workbook p11
Photocopiable Activity: 1 Review (Board game)
Student Self-Test Sheets 1, 1–3 (TRCD-ROM)
Unit 1 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 1
Student's Book pp12–13
Exam 1 (Test Bank CD)

iTools Unit 1

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

1A Vocabulary and listening

Fashion

LESSON SUMMARY

Vocabulary: describing clothes and fashion; clothes; compound adjectives
Grammar: order of adjectives
Listening: a fashion commentary on a radio show
Speaking: discussing attitudes to fashion and buying clothes
Topic: people

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 3–4 minutes on exercise 1. Vocabulary and Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write these sentences on the board: *I like wearing comfortable clothes. I like baggy trousers and loose tops. I like to look different from other people. I love dressing up in smart or formal clothes for special occasions. I like weddings.* Ask: *Which of these statements describes you best?*
- In small groups, students discuss the sentences. Get feedback by asking one student from two or three groups to report their group's answers to the class.

Exercise 1 page 4

- In pairs, students check the meaning of the words in a dictionary. With a **stronger class** elicit more words, e.g. *fitted, denim, linen, polyester, silk, suede, viscose, flat (shoes), sleeveless, hooded.* They then make a list of the clothes they can see in the photos, adding an adjective to each item of clothing.
- Check answers as a class. Correct pronunciation errors. Listen out especially for the mispronunciation of the vowel sounds /ə/ in *leather* /'leðə/, *fur* /fɜː/ and *furry* /'fɜːri/. Draw attention to the /s/ sound in *loose* /luːs/ and point out how it differs from the /z/ in *lose* /luːz/.

(Possible answers)
woolly beanie, plain T-shirt/shirt, checked jacket, lacy dress, shiny trousersuit, woolly scarf, baggy jeans

Culture notes – Celebrities

Johnny Depp is an American actor, whose recent films include *Pirates of the Caribbean* and *Alice in Wonderland.* He is known for his scruffy and eccentric style.

Björk is an Icelandic singer who is as famous for her eccentric outfits as her unusual singing voice.

Vanessa Brown, also known as V V Brown, is an English singer, songwriter, model, and producer.

Kanye /kɑːnjei/ **West** is an American rap singer. His best-selling singles include *Strange, Heartless* and *Gold Digger.*

Exercise 2 page 4

- Check that students understand the words by giving the native-language translation and eliciting the English word. Practise the pronunciation of *awful* /'ɔːfl/ and *gaudy* /'gɔːdi/. With a **stronger class**, elicit more words, e.g. *chic, dowdy, conservative, over-the-top.*
- In pairs, students discuss their opinions of the outfits in the photos.

For further practice of Clothes, go to:

Vocabulary Builder 1.1 page 127

1 1 hoody 2 beanie 3 fleece 4 polo shirt 5 v-neck 6 sandals 7 combat trousers 8 platforms 9 roll-neck 10 kagoul 11 miniskirt 12 leggings

2 a 2 b 1 c 5 d 6 e 8 f 1, 3, 4, 5, 9, 10 g 7 h 4 i 6 j 3, 10 k 4

Exercise 3 page 4

- Explain the task. Make it clear that students will hear four celebrities described, but two of them aren't shown in the photos.
- Tell students to listen out for key words from exercise 1 to help them identify the celebrity.
- Play the recording. Students check answers in pairs. Check answers as a class.

Transcript 1.02 page 4

Fashion commentator First out of the limo is one of Hollywood's hottest new stars. She's young, but she looks all grown-up here! She's wearing a beautiful, lacy, white dress from Armani. It's long-sleeved, plain and very elegant. Her long, dark, shiny hair hangs over her shoulders. She has a small, sparkly clutch bag, and matching high-heeled shoes from Jimmy Choo. Very stylish!

Well, he may be famous, but he's as scruffy as ever! Today he's wearing a grey, cotton T-shirt. Over the top he's wearing a brown, checked, baggy jacket with two scarves. One is really long, woolly and grey, and the other is short, green and black, and fluffy. He's wearing very casual, baggy, dark blue jeans, and shiny, black, leather boots. On his head is an awful beige beanie. Oh dear!

Next to arrive is our favourite singer. He's looking smarter than usual in a smooth, red, leather jacket which looks like Dolce and Gabbana. With that he's wearing tight jeans, and a black and white, stripy shirt, also Dolce and Gabbana, I think. He's got a long, brown, furry scarf round his neck – not real fur, I hope! Altogether a very cool outfit.

Well, this lady certainly knows how to attract our attention. You can't miss her in this outfit! Look at her shiny, gold trousersuit with black cuffs. And she's wearing stylish, black, high-heeled shoes from Jimmy Choo. I'm not sure how flattering this outfit is, but she's slim enough and beautiful enough to wear anything she wants!

Johnny Depp (Photo 1) and V V Brown (Photo 3)

Exercise 4 page 4

- In pairs, students complete the phrases from the radio show.
- With a **weaker class**, allow students to listen to the commentary again before they complete the phrases.
- Play the recording again for them to check their answers.

Transcript 1.02 page 4

1 lacy 2 sparkly 3 cotton 4 baggy 5 leather 6 furry 7 gold 8 stylish

Exercise 5 page 4

- Go through the *Learn this!* box together, and elicit one or two examples for each type of adjective.
- Refer students to the sentences in exercise 4 and elicit the types of adjective in each sentence (opinion, pattern, colour, shape, etc.).
- Students complete the rule with *colour, material* and *shape*. Students check answers in pairs. Check answers as a class.

2 shape 4 colour 5 material

For further practice of Order of adjectives, go to:

Grammar Builder 1.1 page 108

2 She's wearing an elegant, lacy, white blouse.
3 She's wearing ridiculous, high-heeled shoes.
4 I hate tight, nylon socks.
5 She's wearing a spotty, velvet skirt.
6 I like your baggy, stripy, green tracksuit.
7 That's a scruffy, checked jacket.

Extension

In pairs, students write a detailed description of the clothes worn by one of the people in the photos in this unit. They read out the description. The rest of the class guess whose clothes are being described. With a **weaker class**, give students more time to write their description.

Exercise 6 page 4

- In pairs, students describe the outfits worn by V V Brown and Kanye West in exercise 1. Monitor and check that students are using the correct adjectives in the correct order.

Exercise 7 page 4

- In pairs, students discuss the questions. Encourage them to develop their conversations by giving reasons for their answers and asking follow-up questions to their partner's answers. Possible follow-up questions for number 1 could be: *What kinds of clothes do you like buying? How often do you buy clothes? Which are your favourite clothes shops?*
- Get feedback by asking a few students to say something about their partner's attitudes to fashion and buying clothes.

Extension – fast finishers

Students write a description of their partner's attitudes to fashion and buying clothes.

For further practice of Compound adjectives, go to:

Vocabulary Builder 1.2 page 127

1 1 short-haired 2 broad-shouldered 3 blue-eyed 4 good-looking 5 tight-fitting 6 sun-tanned 7 high-heeled 8 old-fashioned 9 dark-skinned 10 long-legged

2 2 old-fashioned 3 tight-fitting 4 good-looking 5 high-heeled 6 dark-skinned 7 long-legged 8 sun-tanned 9 blue-eyed 10 broad-shouldered

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe someone's clothes. I can use adjectives in the correct order.*

1B Grammar

Present tense contrast

LESSON SUMMARY

Grammar: present tense contrast; dynamic and state verbs

Reading: a live online video chat

Speaking: talking about facts, habits, current actions and future arrangements

SHORTCUT

To do the lesson in 30 minutes, set exercise 6 and the Grammar Builder activities for homework.

LEAD-IN 2–3 MINUTES

- In pairs, students brainstorm a list of things you can do on the Internet. Write students' suggestions on the board. Possible answers include: send emails, chat with people (with or without a webcam), look up information, download music and videos, play games, buy things, get directions, store photos.
- Focus students' attention on the photo and ask which of the things in the list the girl is doing (chatting online with a webcam).
- Ask students how often they video chat and who with.

Exercise 1 page 5

- Students describe what Zoe is wearing (a short-sleeved yellow top) and what she is doing (video chatting). Remind them to use language from the previous lesson.
- As feedback, ask one student to describe what Zoe is wearing and another what she is doing.

Exercise 2 page 5

- Play the recording for students to listen to while they read the dialogue. You could then ask students to read the dialogue in pairs.
- Students underline examples of the present simple and present continuous. Suggest they use a different colour for each tense.
- Students check answers in pairs. Check answers as a class.

Transcript 1.03 page 5

Present simple: I need (x2); She always comes; does oxygen change; do you fancy; does it start; I love
Present continuous: You're always using; It's so annoying; I'm chatting; I'm doing; I'm meeting

Exercise 3 page 5

- Students complete the table with *simple* or *continuous*.
- Students check answers in pairs. Check answers as a class. For each use elicit an example from the dialogue which illustrates it.

1 simple 2 continuous 3 continuous 4 simple
5 continuous 6 simple

Uses 5 and 6 refer to the future.

Exercise 4 page 5

- Go through the *Learn this!* box together or ask students to read it to themselves.
- Students find two examples of state verbs in exercise 1 (*need, love*).

Learn this!

Dynamic and state verbs

Help students to understand the meaning of *state verb* by explaining that it means a 'non-action' verb. Students will eventually recognise instinctively what is a state or an action verb. Meanwhile, encourage them to learn a list of state verbs.

For further practice of Dynamic and state verbs, go to:

Grammar Builder 1.2 pages 108–109

1 1 He thinks 2 Mandy's having 3 He appears
4 I feel 5 We're considering 6 tastes

2 1 'm waiting 2 Do (you) know 3 don't like
4 need 5 don't remember 6 's snowing
7 does (this DVD) belong

3 1a 'm seeing 1b see 2a tastes 2b 'm tasting
3a smell 3b is smelling 4a feels 4b is feeling
5a looks 5b 's looking

Exercise 5 page 5

- In pairs, students complete the dialogue.
- Play the recording for students to check their answers.
- Check answers as a class. As you go through the answers, ask students to tell you which of the uses from exercise 3 each verb represents, e.g. *Who are you phoning?* is use 2 (something happening now), *The film starts in five minutes* is use 6 (timetables and schedules).

Transcript 1.04 page 5

1 are you phoning 2 starts 3 never arrives
4 Are you coming 5 's just getting off 6 are you doing
7 're going 8 Do you want 9 love 10 leaves
11 are you doing 12 'm waiting

For further practice of Present tense contrast, go to:

Grammar Builder 1.3 page 109

1 1 Does your dad usually wear a suit to work?
2 I'm living with a family in Ireland for a month.
3 correct
4 The train arrives this evening at six o'clock.
5 We aren't going to the cinema this Friday night.
6 It's quite cold today. I'm taking a coat.
7 correct
8 correct

2 1a wears 1b 's wearing 2a are (they) speaking
2b don't speak 3a is living 3b lives
4a 's always interrupting 4b never interrupts
5a are (you) meeting 5b does (the film) start
6a doesn't walk 6b 's walking

Exercise 6 page 5

- Focus on the task and the example. Students do the exercise individually or in pairs. Circulate and monitor as they do so.
- Check answers as a class. For each verb ask three or four students to read out their sentences.

(Possible answers)
We have dinner at eight. This evening we're having dinner at seven.
I usually play tennis with James. Right now I'm playing tennis with Matt.
My mum's speaking loudly on the phone. She always speaks loudly when she's on the phone.

She studies English literature. This term she's studying Shakespeare.
My dad usually wears a suit to work. Today he's wearing jeans.

Exercise 7 page 5

- Demonstrate the exercise by giving your own answers to the first two questions.
- Encourage students to ask one or two follow-up questions, e.g. *What ... ? Where ... ? Who do you ... with?*
- Circulate and monitor, noting down common errors for a feedback session at the end of the activity.
- Ask students to share with the class anything interesting they have found out about their partners.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different present tenses to talk about the present and future. I understand dynamic and state verbs.*

1C Culture

Big Brother

LESSON SUMMARY

Reading: an article about surveillance; multiple-choice questions

Listening: a discussion about CCTV cameras

Speaking: expressing opinions about surveillance

Topic: state and society, science and technology

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, play the listening once only and do exercise 5 together as a class.

LEAD-IN 3 MINUTES

- Before students open their books, introduce the topic of the lesson by writing *Big Brother* on the board. Elicit opinions of the reality TV programme of that name. Elicit or explain the origin of the phrase *Big Brother* (see Culture note) and tell students that the topic of today's lesson is surveillance /sɜːˈveɪləns/.

Culture note – Big Brother

Big Brother is a character in the novel *Nineteen Eighty-Four* by the British writer George Orwell (who also wrote *Animal Farm*). Big Brother is the dictator of a totalitarian state in which people are under constant surveillance. They are continually reminded of this by the slogan they see and hear everywhere: 'Big Brother is watching you'.

Exercise 1 page 6

- Focus on the photograph and ask: *What can you see?* Students are likely to say *camera* or *video camera*. Ask them to look at the words *Closed-Circuit Television (CCTV) cameras* and practise the pronunciation /kləʊzd ˈsɜːkɪt ˈtelɪvɪʒn ˈkæmərəz/. Explain that a closed-circuit camera sends pictures to a small number of monitors; the pictures are not broadcast to a large audience.
- Elicit what CCTV cameras record (people's actions in public places) and where they are usually found (banks, shops, airports, car parks, stations, etc.).

Exercise 2 page 6

- Students read the text and answer the question. Ask them to read it quickly in order to get the main meaning and work out what kind of text it is. Remind them not to worry about the meaning of unknown words at this stage. To encourage this, set a time limit of about two minutes.
- Elicit the answer. You can then play the recording for students to listen to while they read the text.

Transcript 1.05 page 6

a

Exercise 3 page 6

- Students read the text again and answer the questions. Ask them to underline the part of the text that gives them the answer, noting the number of the question next to it. This will enable them to give evidence for their answers during feedback.
- Students check answers in pairs. Check answers as a class.
- Ask students if any information in the text surprised them, and if so, which.

1 d 2 d 3 b 4 d

Language note – *Looking out for you?*

You may wish to point out that the title of the article plays on the two meanings of the phrasal verb *look out for*. One meaning is 'make sure nothing bad happens to somebody'. This refers to the fact that surveillance is supposedly there to protect us. The other meaning is 'pay attention to what is happening around you, so that you will notice a particular person or thing if you see them', which refers to the fact that we are constantly being watched.

Exercise 4 page 6

- Tell students they will hear two people discussing CCTV cameras. Check they understand the meaning of *in favour of* and *against*.
- Play the recording. Students answer the questions.
- Students check answers in pairs. Check answers as a class.

Transcript 1.06 page 6

Martin I came back from our summer holiday, and do you know the first thing I noticed as we were leaving the airport? The number of CCTV cameras on the streets. They're everywhere!

Stephanie What's wrong with that?

Martin It means that somebody is watching you, all the time. I don't like that.

Stephanie But the cameras are there to make criminals think twice before they do something wrong. Surveillance deters people from committing crime.

Martin I'm not sure about that. But even if it's true, personal privacy is more important than catching criminals.

Stephanie Do you think so? I feel safer because of the cameras.

Martin Really?

Stephanie Well, in my opinion, public safety is more important than personal privacy. If the cameras can help prevent crime, you know, stop terrorists from leaving bombs in our cities, that's a good thing. And I don't mind if the police are watching me at the same time.

Martin But surveillance makes everybody feel guilty. If you see a camera pointing at you every time you look up in the street, you feel like you've done something wrong.

Stephanie Do you? Maybe you've just got a guilty conscience, Martin. Personally, I don't think about it. Surely, if you don't do anything wrong, then you have nothing to fear from surveillance.

Martin It's not as simple as that. It's the first step towards a police state.

Stephanie Don't be silly. We don't live in a police state!

Martin How do you know what the authorities do with the pictures they record? The police might misuse the information.
Stephanie But how? They're not going to come knocking on your door in the middle of the night accusing you of a crime you didn't commit.
Martin I dunno. It's possible! Anyway, we rely too much on technology to solve social problems. There should be more police on the streets, and more help for people who might turn to crime.
Stephanie I agree with you there. But CCTV cameras help too. More surveillance means the police can catch more criminals.

1 Stephanie is in favour of CCTV cameras. Martin is against them.
2 Neither of them change their mind.

Exercise 5 page 6

- Before students do the exercise, ask them to read through the sentences and answer any questions they may have about vocabulary, e.g. *deter* (put off, stop people wanting to do something), *misuse* (use something in the wrong way). Remember: students are often too shy to ask when they don't know a word, or they may think they know the meaning of a word when they don't. An effective method of checking comprehension is to ask: *Which word means ...?* and give a definition in English or a translation for the word you are trying to elicit.
- Students check answers in pairs. Check answers as a class.

Transcript 1.06 page 6

1 Surveillance 2 criminals 3 safety 4 guilty
5 police state 6 information 7 technology 8 police

Extension

Students choose four vocabulary items from exercise 5 (either the words in green or words from sentences 1–8) and make sentences which illustrate their meaning. They then compare their sentences with a partner. Ask a few students to read out their sentences.

Exercise 6 page 6

- In pairs, students put the sentences into two groups: arguments for and arguments against CCTV cameras. They discuss which is the strongest argument in each group.

Arguments for CCTV cameras: 1, 3, 8
Arguments against CCTV cameras: 2, 4, 5, 6, 7

Exercise 7 page 6

- Before students discuss the questions, find out through a show of hands what students' views are. If possible, put students in pairs or groups so that a student who is pro-surveillance sits with someone who is anti-, so that the discussion is more animated.
- Go through the language for expressing opinions.
- As students do the task, circulate and monitor, feeding in language as necessary.
- As part of feedback, find out if anybody managed to persuade another person to change their mind.

Extra activity – speaking

Tell students that CCTV cameras are going to be installed in your school. Brainstorm and agree on the places where the cameras may be put (classrooms, halls, toilets?) and who will have access to the screens and recorded material (teachers, parents, the police?).

Divide the class into four groups. Two groups prepare arguments for or against the cameras from the point of view of students. Two other groups work on arguments for or against from the point of view of teachers.

Encourage students to use the ideas and vocabulary from exercise 7 as well as their own. Allow 3–4 minutes.

When the groups are ready, choose one person from each group. The class now form the jury. Their role is to take notes of the arguments presented by other students and finally decide who – the opponents or the proponents – are more convincing.

The four groups choose their speakers, who take it in turns to present their arguments. They have a minute each. Before they start, explain that everybody should listen carefully to the others as they will have a chance to respond to the arguments of the other groups, either strengthening their point or contradicting it.

When this round is finished, allow groups to work together again and decide what to say in the second round. Feed phrases like: *We completely agree with our friends saying that ..., We totally disagree with the group who say that ...* After 2–3 minutes, let the speakers talk again. When they have finished, each member of the jury writes down on a piece of paper 'for' or 'against' stating whose arguments were the most appealing.

Read the decision of the jury out to the class. If you want to be certain that there isn't a draw, add your own vote.

If you want to give feedback on students' mistakes, consider making notes on the misuse of verb patterns. At the end of the activity read your notes out to the class. Elicit corrections; put correct examples on the board.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about surveillance and a discussion about surveillance. I can express my opinion about surveillance.*

1D Grammar

Verb patterns

LESSON SUMMARY

Grammar: verb patterns
Reading: a short text about supermodels
Listening: a supermodel talking about her life
Speaking: personalised practice of verb patterns

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit extensions. Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write these gapped phrases on the board: ____ *show*, ____ *magazine*, ____ *model and* ____ *designer*. Ask students: *Which one word can go before these four words?* (fashion)
- Write these sentences on the board: *Have you ever been to a fashion show? Do you like reading fashion magazines? How many fashion models can you name? How many fashion designers can you name?* In pairs or small groups, students discuss the questions.
- Conduct a brief class feedback session.

Exercise 1 page 7

- Focus on the photo and elicit that the woman is Kate Moss, a supermodel (a very famous and highly-paid fashion model). Ask: *What is happening in the photo?* Elicit that she is being photographed by paparazzi (photographers who follow famous people around to get interesting shots of them that they can then sell to newspapers and magazines).

Exercise 2 page 7

- Students read the text and write down whether the verbs are followed by an infinitive or an *-ing* form.
- Check answers as a class.

1 *-ing* form 2 infinitive 3 *-ing* form 4 infinitive

Exercise 3 page 7

- Tell students they are going to listen to a supermodel talking about her life. Ask them to predict what she might say.
- Give students time to read the sentences before playing the recording.
- Students check answers in pairs. Check answers as a class.

Transcript 1.07 page 7

Model I don't expect to lead a perfectly normal life. I mean, you can't when your face is so well-known. Some models hardly go out and they avoid going to clubs and restaurants. They never agree to pose for photos for the paparazzi. But that's just silly. Because the photographers won't give up. They can make life very difficult for you. I go out quite a lot, but I manage to keep my private life separate from my public life. I can't imagine not having any privacy at all; that would be awful. A friend of mine – he's a model too – he went on holiday to Majorca and some photographers followed him out there, and he couldn't face leaving the villa because he knew that they were waiting for him in the street outside. So he ended up staying in the villa for most of the holiday. Luckily, it had a pool …

1 false 2 false 3 true

Exercise 4 page 7

- Focus on the sentences. Play the recording again for students to complete the sentences.
- Students check answers in pairs. Check answers as class.
- Point out that the negative of the *-ing* form is *not* + *-ing*, e.g. *I can't imagine not having*, and that the negative form of the infinitive is *not* + infinitive, e.g. *I prefer not to go*, not ~~*I prefer to not go*~~.
- Make sure students are clear about the meaning of *pose* (sit or stand in a particular position to be photographed), *can't face* (not want to do something because it is too unpleasant) and *end up* (find yourself doing something you didn't expect to do).

Transcript 1.07 page 7

1 to lead 2 going 3 to pose 4 to keep 5 not having
6 leaving 7 staying

Exercise 5 page 7

- With a **weaker class**, go through the verbs in the table, giving or eliciting example sentences to check students know their meaning. Verbs which may require particular attention are *happen* (do something by chance, e.g. *I happened to meet Oscar in town*), *mean* (intend, e.g. *I didn't mean to hurt you*) and *can't help* (not be able to stop yourself from doing something, e.g. *I couldn't help laughing at his new haircut*).
- Students add the verbs from exercise 4 to the correct group. Do the first example together.
- Check answers as a class.

verb + *-ing* form: avoid; spend (time); imagine; can't face; end up
verb + infinitive: want; seem; expect; agree; manage

For further practice of Verb patterns, go to:

Grammar Builder 1.4 pages 109–110

1 not having 2 not to stay 3 seeing 4 to do 5 to buy
6 doing 7 eating 8 not to see 9 driving

Exercise 6 page 7

- Students rewrite the sentences. Do the first sentence together as an example.
- Students check answers in pairs. Check answers as a class.

1 expects to be 2 can't stand seeing 3 enjoy reading
4 refuses to eat 5 failed to keep 6 keeps looking
7 can't face watching

Extension

In pairs, students write sentences using four verbs from the chart in exercise 5.

Exercise 7 page 7

- Go through the *Learn this!* box together. Make sure students understand that some verbs can be followed by an infinitive or an *-ing* form without an important change in meaning. Other examples include *prefer, hate* and *begin*. Explain that other verbs do change their meanings depending on whether they are followed by an infinitive or *-ing* form, and these differences will become clear when they translate some sentences.
- In pairs, students translate the sentences.
- Check answers as a class. (See the Language note below.)

Language note – Verb patterns

With *remember, forget, stop* and *go on* the *-ing* form refers to the action that happens before the remembering, forgetting, etc. and the infinitive refers to what happens after.

try + *-ing* means 'do something as an experiment to see what will happen', whereas *try* + infinitive means 'make an effort to do something difficult'.

Although not included in this exercise, students will also have heard *like* used with the *-ing* form or infinitive. There is a subtle but important difference in meaning between the two. Compare: *I like going to the cinema.* = I enjoy it. *I like to go to the dentist twice a year.* = I think it's a good idea to do this.

For further practice of Verbs that change their meaning, go to:

Grammar Builder 1.5 page 110

1 1 whistling 2 to buy 3 standing 4 to annoy 5 to send 6 playing

2 1 looking; to look 2 not to be 3 to understand 4 leading 5 to publish

Exercise 8 page 7

- In pairs, students tell each other what they did or will do.
- Circulate and monitor for correct use of verb patterns.
- Ask a few students to report back to the class some of the things their partner talked about.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can identify and use different verb patterns.*

1E Reading

Eyeborg

LESSON SUMMARY

Reading: a magazine article about hearing colours

Vocabulary: adjective prefixes

Speaking: discussing colour-blindness

Topic: health, science and technology

SHORTCUT

To do the lesson in 30 minutes, set the Vocabulary Builder exercise for homework. The presentations in exercise 7 can be done simultaneously in groups.

LEAD-IN 2–3 MINUTES

- Elicit the names of the five senses (sight, hearing, smell, touch, taste) and ask what adjective describes a person who can't see (blind) and can't hear (deaf).
- In pairs, students rank the senses in order of importance, in their opinion.
- Encourage students to support their opinions with examples and explanations.

Exercise 1 page 8

- In pairs or open class, students discuss the questions.

Exercise 2 page 8

- Ask students to read the summaries and underline the key words in each summary.
- Students quickly read the text and choose the best summary.
- Students check answers in pairs. Check answers as a class.
- Play the recording for students to listen to while they read the text.

Transcript 1.08 page 8

3

Exercise 3 page 8

- Explain the task. Ask students to underline the key words in the paragraph headings.
- Students match the headings with the paragraphs. Do the first one together and show students how to look out for words in the text that have the same or similar meaning to the key words in the headings, e.g. in paragraph A, *born* is similar to *birth* in heading 5.
- Encourage students to underline the words in the text that match the key words in the headings. Elicit these during feedback. Remind students that there is one heading they don't need.
- Students check answers in pairs. Check answers as a class.

1 B 2 D 3 extra heading 4 E 5 A 6 F 7 C

Exercise 4 page 8

- Students answer the questions. With a **weaker class**, remind students that they can use the headings to help them find the information more quickly.
- Students check answers in pairs. Check answers as a class.

1 Yes, he is.
2 Neil met Adam when Adam came to his college to give a lecture.
3 It makes a low sound when it sees a red light and a high sound when it sees a violet light.
4 It is more sophisticated than the first one.
5 He has to carry a laptop (in a backpack).
6 It helps him to memorise a lot of sounds.
7 People think he is videoing them. Security guards occasionally ask him to leave shops.

Exercise 5 page 8

- Go through the *Learn this!* box together. Students find words with negative prefixes in the text.
- Students check answers in pairs. Check answers as a class. Model and drill the pronunciation of each, paying attention to the word stress.
- Encourage students to write negative prefix words in sentences in their workbooks for reference.

irreversible; incredible; dissatisfied; impossible; uncomfortable; unusual; inseparable

For further practice of Adjective prefixes, go to:

Vocabulary Builder 1.3 page 127

1 1 irresponsible 2 immature 3 intolerant 4 illegal 5 dishonest 6 illiterate 7 unbelievable 8 incredible 9 unfriendly 10 impossible 11 disobedient 12 irrational

2 2 My bedroom's quite untidy.
3 My writing's always illegible.
4 My life is quite disorganised.
5 I eat at irregular times.
6 I think I'm quite insensitive.
7 This chair is very uncomfortable.
8 This medical condition is irreversible.

Extension – weaker students

In pairs, students write six sentences using the adjectives from the Vocabulary Builder activity.

Extension – stronger students

Students work on their own to write six sentences using the adjectives from the Vocabulary Builder activity. They leave a gap in the place of the adjective. They then swap sentences with another student and complete each other's sentences with the correct adjectives.

Exercise 6 page 8

- In pairs or small groups, students discuss the question.
- Circulate and monitor, feeding in vocabulary and ideas as necessary. (Problems might include responding to traffic lights, matching clothes, understanding maps or diagrams with colour codes.)

Exercise 7 page 8

- Students select their best three ideas and present them to the class. If time is short, they can present them in groups.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a magazine article about colour-blindness. I have learned some adjectives with negative prefixes.*

1F Speaking

Photo description

LESSON SUMMARY

Functional English: describing who is who in a photo

Grammar and vocabulary: prepositions; *look like / look / look as if / look as though*

Speaking: describing a photo; creating time to think (e.g. *let me see ...*)

Topic: culture, sport

SHORTCUT

To do the lesson in 30 minutes, do exercises 3 and 6 quickly together as a class. Keep the discussion brief in exercise 9.

LEAD-IN 3 MINUTES

- Write these questions on the board: *Do you take a lot of photos? Do you usually print them out or look at them on a computer? Do you store any photos online? How do you feel about having your photo taken?* In pairs or small groups, students discuss the questions.
- Have a quick class feedback session.

Exercise 1 page 10

- In pairs, students identify the people and things in the photo.

Culture note – Paparazzi

The word *paparazzi* comes from a character called Paparazzo in the film *La Dolce Vita* by the Italian director Federico Fellini. Paparazzo rode around on a scooter taking photos of famous people.

Exercise 2 page 10

- Tell students they are going to hear a student describing a photo as part of an exam.
- Play the recording. Students number the topics in the order they hear them.

Transcript 1.09 page 10

Examiner Describe the picture.

Student The photo shows a street at night. There's a sign in the background – it looks like it says 'Theatre'.

There are a number of people in the street. The woman in the sunglasses looks like a pop singer or film star. The man in the grey suit next to the woman is a TV reporter, I think. He's holding a microphone and interviewing her. He looks very excited. They are walking away from the theatre. Perhaps she is the star of a show, but I'm not sure.

The people to the right of the man are photographers – they look like paparazzi – and they're taking photos of the woman. In the top right-hand corner of the photo, I can see a TV camera too. On the left we can see just the hands of some people. One of them is holding a notebook and the woman with long blonde hair is writing something in the notebook with a blue pen. It looks as though she's signing her autograph. So I guess the people on the left are fans of the woman.

He includes a, c and d.

Exercise 3 page 10

- Students complete the phrases for identifying people and things. With a **weaker class**, allow students to listen to the recording again before they complete the phrases.
- Check answers as a class. Point out that *to the left* can sometimes be used as an alternative to *on the left*. We can say *the people to / on the left of the man*, but we can't say *the man is to the left*.

1 in 2 in 3 on / to 4 in 5 with 6 on

Learn this!

Expressions with *look*

Explain that the phrase *look like* (+ noun/person) means 'resemble'. The phrase *look like* (+ clause) means 'look as if'. Compare these examples: *She looks like a famous model.* = She resembles a famous person in her appearance. *She looks like she is a famous model.* = I think she is a famous model.

Exercise 4 page 10

- Go through the *Learn this!* box together. Make sure students understand what a clause is (a group of words that includes a subject and verb) and give one or two example sentences to illustrate each phrase: *She looks like a celebrity. He looks bored. She looks as though / as if / like she's lost.*
- Practise the pronunciation of *looks as though*.
- Students complete the sentences. Point out that there may be more than one answer.

1 looks like / as if / as though 2 looks like 3 looks
4 look like 5 looks like / as if / as though

Exercise 5 page 10

- Play the recording for students to check their answers.
- Check answers as a class. Elicit alternative answers where possible.

Transcript 1.09 page 10

Exercise 6 page 10

- Refer students to the strategy. Point out that these expressions help you 'buy time' when you are trying to think of something to say. Explain that it is much better to do this than remain silent.
- Students complete the expressions.
- Students check answers in pairs. Check answers as a class. Model and drill the expressions.

1 see 2 think about 3 suppose 4 thought about 5 say

Exercise 7 page 10

- Play the recording. Students tick the expressions they hear.

Transcript 1.10 page 10

Examiner Thank you. I will now ask you three questions. How do you think the woman is feeling, and why?
Student Let me see … I think she is feeling happy. She certainly looks happy. She's smiling and laughing. She's probably a famous actress and she's used to paparazzi. It looks as though she is enjoying all the attention.
Examiner Do you think it's OK for paparazzi to behave like this?
Student It's difficult to say, really. Some celebrities like having their photos in the papers, but others don't. If a celebrity doesn't want their photo in the papers, I suppose the photographers shouldn't take photos.
Examiner Tell me about the last time you were photographed.
Student Let me think about that for a moment. Oh yes, it was my birthday last month, and I had a party. I invited lots of friends and we went ice-skating. A friend took lots of photos of me while I was skating. The photos were quite funny because I kept falling over.

The examiner asks three questions.
Let me see …
It's difficult to say, really.
Let me think about that for a moment.

Exercise 8 page 10

- In pairs, students prepare notes to describe their photos. Remind them to use language from exercises 3 and 6.
- Students describe their photos. Circulate and monitor. Make a note of any persistent errors to address later.

Exercise 9 page 10

- If possible, reorganise students so that they work with a different partner.
- Students take it in turns to ask and answer the questions using expressions from the exam strategy. Encourage them to use as many different expressions as they can, even if they don't really need time to think.

Extra activity – speaking

Ask students to prepare a debate about the statement: *Celebrities should be allowed more privacy and the paparazzi should be more restricted.*

As a class, brainstorm some ideas for and against this statement. Encourage students to think about when celebrities like appearing in newspapers and magazines, and when they don't. Ask students why the media likes images of celebrities and what benefits the images bring. Prompt students by asking questions such as: *Do celebrities have an unwritten contract with the media which means that they have to relinquish some of their privacy? Should the media be concentrating on other issues more?*

In small groups, students prepare arguments either for or against the statement. Remind students that they need to be prepared to offer explanations and examples to support their opinions.

Before you start the debate, elicit some useful expressions for expressing opinion, and for agreeing and disagreeing, e.g. *In my opinion … , It seems to me that … , I (don't) agree with you, I see your point, but …*

Divide the class into those for and against. Read out the statement and ask for reactions from each side. Encourage all students to contribute, referring to their prepared statements if necessary.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can describe who is who in a photo. I can say where people are in the photo. I can talk about how they look. I can create time to think.*

1G Writing

An informal letter

LESSON SUMMARY

Reading: an informal letter to an exchange student
Vocabulary: formal and informal expressions
Writing: an informal letter
Topic: people, family and social life

SHORTCUT

To do the lesson in 30 minutes, students finish the writing task for homework

LEAD-IN 2–3 MINUTES

- Write *exchange student* on the board. Elicit its meaning and find out if anybody in the class has taken part in a student exchange programme. Ask what the benefits are (you improve your knowledge of a foreign language, you find out about another country's culture, you experience the independence of being away from home). Ask: *Would you like to be an exchange student? Why? / Why not? In which country?*

Exercise 1 page 11

- Refer students to the photo with the second letter. Elicit descriptions of Pablo and his family.

Exercise 2 page 11

- Ask students to read the letters. Set a time limit of one minute and tell them to answer the questions. Students check their answers in pairs. Check answers as a class.

1 They are writing to exchange students.
2 They are introducing themselves and asking for information.

Exercise 3 page 11

- Draw students' attention to the strategy.
- Students read the letters again and decide how well Pablo and Johana have followed the task instructions.
- Students discuss their answers in pairs. Check answers as a class.

(Possible answer)
They have both followed the instructions well, but Pablo could give more information about his family, e.g. his parents' jobs and his sister's name.

Exercise 4 page 11

- Focus attention on Pablo's letter. Elicit that the style is informal.
- Explain that the words and phrases in exercise 4 are neutral in style. In other words, they are suitable for both formal and informal contexts. Students find informal equivalents in Pablo's letter.
- Students check answers in pairs. Check answers as a class. Point out that phrasal verbs such as *pick up* and *get in* are typical features of an informal style.

1 close to 2 loads of 3 I'm into 4 drop me a line
5 gets in 6 pick you up

Exercise 5 page 11

- In pairs, students consider the differences between Pablo and Johana's letters.
- Check answers as a class.

Johana starts a new paragraph at the beginning of each new topic, whereas Pablo doesn't.
Pablo uses longer and more complex sentences than Johana, e.g. *Can I introduce myself? I'm really looking forward to meeting you.*
Pablo uses a greater variety of vocabulary than Johana, e.g. *drop me a line, let me know.*

Exercise 6 page 11

- In pairs, students choose the most appropriate language for an informal letter.
- Check answers as a class. In feedback point out that *I look forward to hearing from you* is more formal than *I'm looking forward to hearing from you.*

1 Hi Mike; Dear Mike 2 Write soon; Bye 3 Best wishes; All the best 4 contracted forms 5 can use

Exercise 7 page 11

- Go through the instructions together and make sure students understand what they need to do. Remind them that they should try to use a variety of phrases and expressions to activate what they have learned in the unit and that they should try to go beyond short simple sentences. Remind them also to divide their letters into paragraphs.
- When students have finished, tell them to refer to the checklist to make sure they have completed the task as well as they can.

Extension – fast finishers

Ask fast finishers to swap letters with another student to read and check for mistakes.

Culture note – Language schools in the UK

During the long summer holiday there are many opportunities to go to the UK and study English. Language schools across the country provide residential language courses. They are often located in famous historic cities such as Oxford, Cambridge, Edinburgh and Brighton. A wide range of ages is catered for. Younger students are often accommodated in a boarding school, which is designed for living and learning. Older teenagers can choose to stay with host families who are employed by the language school. As well as attending English lessons, the language students go on day trips to visit famous monuments, or even to theme parks. The language schools usually also organise extra activities, such as sports days, drama events or social gatherings likes discos and barbecues.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a letter introducing myself. I can organise ideas into paragraphs. I know how to start and finish an informal letter.*

Get Ready for your Exam 1

LEAD-IN 3–4 MINUTES

- Ask students to work in pairs and write down a list of five things that other people tend to refer to when talking about their own appearance, e.g. height, hair type and hairstyle, nose shape, clothes.
- After two minutes, put the ideas on the board. Then ask which of these things can be changed (e.g. *hairstyle, clothes*) and which can't be changed (e.g. *height, face shape*).

Listening

Exercise 1 page 12

GET READY TO LISTEN

- Draw attention to the questions and indicate that vocabulary used in the lead-in will be helpful for students during their discussions.
- Ask students to discuss the questions and then feed back as a class. Encourage students to provide examples for their statements and opinions.

Exercise 2 page 12

LISTENING EXAM TASK – MULTIPLE CHOICE

- Tell students they are going to listen to somebody talking about appearance. Focus attention on the multiple-choice statements and ask students to read them through to check understanding. This will also help them predict the content of the listening text.
- Explain that two choices for each question are distractors.
- Encourage students to underline key words and phrases that they should pay attention to. For example, in the first question, students could highlight *unhappy with your appearance, other people unhappy, affect … behaviour, other people won't appreciate.*
- Play the recording and ask students just to listen. Play again for students to choose their answers, and a final time to check their answers. In a **weaker class**, you could pause the recording after information for each question has been heard.
- Check answers as a class.

Transcript 1.11

Speaker The true beauty of a person comes from inside. But if you are unhappy with your appearance, it is difficult to appreciate that. Your appearance is the first thing that other people notice. If you are not happy with how you look, it affects the way you behave and that affects how other people treat you. If this is the case, it's a good idea to take a look at yourself.

First of all, write a list of things about yourself that you can't change, for example, your height, the colour of your eyes, the size of your feet. Learn to love these things. Accept what you can't change. Everybody has things that they don't like about themselves. When you accept who you are, it shows on the outside. Confidence is attractive!

Turn your negatives into positives. If you have curly hair, don't try and straighten it. Learn how to make your curls wonderful. Go to a good hairdresser and get an updated hairstyle. If you think you are too tall, be proud of your height. Remember that short people would love to have a few extra centimetres. Walk tall!

Then turn your attention to your wardrobe. Clothes that suit you and that you feel comfortable in make you look and feel better. Take a good look at your clothes and get rid of anything that doesn't make you look good. If you need more help, go to some shops for some free advice. Shop assistants are often good at helping you to find what suits you. Try new styles and colours. And make sure you have a great, well-fitting pair of jeans!

Finally, get enough exercise. Try a new sport. Go to a gym and work out. I'm not saying you should become a body-builder, but a little exercise will make you feel better and make you look better, too.

1 C 2 A 3 B 4 C 5 A

Speaking

Exercise 3 page 12

GET READY TO SPEAK

- Read the task with the students. Point out that they need to describe the pictures in detail. They need to focus on the people in the images and what they are doing.
- Elicit from the students that they need to use the present continuous to describe what the people are doing.
- In pairs, students describe the pictures. Monitor the students as they speak without interrupting.
- At the end of the activity, ask two of the stronger students to describe the pictures. Make a note on the board of any useful vocabulary, for example, *trying on, measuring, adjusting*. You could point out that tailor is a noun and a verb, and that both words are useful when describing the second picture.
- Feedback any concerns you had while you were listening to the students in their pairs. Correct any common errors.

Culture note

It is still possible to ask a tailor to make a suit especially for you, although it is very expensive to have something tailor-made and is less common than in the past. The majority of people buy suits 'off the peg'. For very special outfits, such as wedding dresses, women go to dressmakers. Just as at the tailor's, the client is measured and the dressmaker starts to create the item of clothing. The client then returns for fittings so that the dressmaker can make final adjustments to ensure the finished item is a perfect fit.

Exercise 4 page 12

SPEAKING EXAM TASK – PICTURE COMPARISON

- Read the questions with the class. Check that students understand the term *off the peg*.
- Point out that the first question relates specifically to the pictures, the second is more general, while the remaining questions require students to talk about their own personal experience.
- Students answer the questions in pairs, taking it in turns to be the examiner and the candidate. Remind students to give reasons and examples to support their opinions. Encourage them to use language for creating time to think, e.g. *Let me see ..., Let me think about that.*
- Monitor the students as they do the task, helping out with ideas as necessary.
- At the end, choose four stronger students to answer the questions.

Use of English

Exercise 5 page 12

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE

- Read through the instruction with the class. Make sure students understand that only one word will fit in the context of the sentence and that the other three words are there as they represent common errors. Encourage students to read through the text to gain a general understanding. Elicit that the text is about a new type of clothing which helps cool people down when the weather is very hot.
- Explain that students need to look through the options to fill the gaps. Students will have to use their logic and grammar skills to find the correct missing word.
- Look at the first word with the class. Then ask students to complete the task individually.
- Before checking the answers with the class, ask students to compare their answers in pairs.
- Ensure that students understand why the chosen words are correct.

1 B 2 B 3 C 4 D 5 B 6 A 7 D 8 B 9 A 10 C

Reading

Exercise 6 page 13

GET READY TO READ

- Students match the words with items A–G to make expressions connected to free-time activities. Check the meanings of the expressions with the use of mime or simple sketches on the board and then ask students to answer questions 1–3.
- Ask students which of the free-time activities they would prefer. Has any student tried any of the activities?
- Check answers and practise the pronunciation of *row* /rəʊ/, *tightrope* /taɪtrəʊp/ and *jewellery* /dʒuːəlri/.

1 G 2 D 3 C 4 F 5 A 6 E 7 B
1 row a boat
2 design metal jewellery; make music
3 fly a kite

Exercise 7 page 13

READING EXAM TASK – MATCHING STATEMENTS TO TEXTS

- Students do the reading task. Remind them that they should first underline the key words in statements 1–7 to help them to locate the relevant parts of the text.
- With a **weaker class**, show them how to identify the key words in the first few statements before they complete the task, e.g. in sentence 1, they should underline *weather*, in 2 *laugh*, in 3 *on stage*, etc.
- When students have finished the task, tell them to check that they have used each letter (A–E) at least once.
- Remind students that they do not need to understand every word in the text in order to complete the task. Focussing on the key words will help them to find the correct answer.
- Students check answers in pairs. Then check answers as a class. As you do so, ask students to tell you which part of the text gives them the answer, e.g. for sentence 1 the answer is C. *Every morning … when it's windy* is the part of the text that contains the answer.

1 C, line 16 2 A, line 4 3 D, line 20 4 A, line 5 5 D, lines 20–21 6 E, line 25 7 B, lines 9–10

Writing

Exercise 8 page 13

WRITING EXAM TASK – WRITING AN INFORMAL LETTER

- Give students 30 minutes to write the task. Remind them that they should spend some time writing a plan for their letter. Encourage students to write down the elements they need to include and then write what information they will use for each. Remind students to divide their letters into paragraphs. They should give themselves time to check their letter once they have finished, making sure they have included all the required information. Encourage students to go back to their plans and tick off all the information they have included. They should then read through their letters again to check their grammar and spelling.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised a listening comprehension (multiple choice), I have described and compared pictures, I have completed a multiple choice cloze for the use of English section of the exam, I have practised a reading comprehension (matching statements to short texts), I have written an informal letter.*

2 Looking back

Map of resources

2A Vocabulary and listening
Student's Book p14, Workbook p12
Photocopiable Activity: 2A How do you feel?

2B Grammar
Student's Book p15, Workbook p13
Photocopiable Activity: 2B Present tense contrast

2C Culture
Student's Book p16, Workbook p14
Photocopiable Activity: 2C Special dates in Britain quiz

2D Grammar
Student's Book p17, Workbook p15
Photocopiable Activity: 2D *used to*

2E Reading
Student's Book pp18–19, Workbook p16
Photocopiable Activity: 2E An elephant never forgets!

2F Speaking
Student's Book p20, Workbook p17
Photocopiable Activity: 2F Narrating events

2G Writing
Student's Book p21, Workbook p18
Photocopiable Activity: 2G A memorable shopping trip

2 Review and Tests
Self Check 2: Workbook p19
Photocopiable Activity: 2 Review (Find someone who …)
Student Self-Test Sheets 2, 1–3 (TRCD-ROM)
Unit 2 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 1
Workbook pp20–21

Units 1–2
Language Review: Student's Book p22
Skills Round-up 1–2: Student's Book p23
Review: Workbook p98

iTools Unit 2

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

2A Vocabulary and listening

How did you feel?

LESSON SUMMARY

Vocabulary: adjectives for feelings; noun formation (VB)
Listening: monologues – people describing feelings
Speaking: talking about feelings
Topic: people

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the extension and set the Vocabulary Builder activity for homework. In exercises 5 and 6 students talk about four, not eight past experiences.

LEAD-IN 3–4 MINUTES

- Write the word *Feelings* on the board. Elicit the words *nervous, irritated* and *excited* by asking: *How do you feel before an important exam?* (nervous) *How do you feel if somebody is speaking loudly behind you in the cinema?* (irritated) *How do you feel before going on holiday?* (excited)
- Write these adjectives on the board. In pairs, students make a list of three things that make them nervous, irritated and excited.
- Ask a few students to read out their lists.

Exercise 1 page 14

- Check that students understand the adjectives to describe feelings. Refer them to a dictionary and then check comprehension of the more challenging words by giving a translation in their native language and eliciting the English word.
- Drill the pronunciation of words that are difficult to pronounce, e.g. *embarrassed* /ɪm'bærəst/, *guilty* /'gɪlti/, *jealous* /'dʒeləs/ and *relieved* /rɪ'liːvd/.
- Focus on the photos. Elicit the first answer, e.g. *I think the boy in photo 1 looks confused. Maybe he's doing a test and doesn't understand a question.*
- Students continue the exercise in pairs.

(Possible answers)
1 The boy is confused / fed up / irritated.
2 The man is depressed / disappointed / homesick.
3 The woman is afraid / shocked / upset.
4 The woman is afraid / nervous.
5 The woman is delighted / pleased / proud / satisfied.

Exercise 2 page 14

- Play the recording. Students choose the correct adjective to describe how each person is feeling. Pause after the first speaker, elicit the answer, and then play the rest of the recording.
- Students check answers in pairs. Check answers as a class.

Transcript 1.12 page 14

1 What? What are you doing? Get away from me! Are you … You're not … This isn't possible. Get away from me!
2 This bed is really … ugh … uncomfortable. What's the time? Two in the morning! And I have to get up early. Tsk.

3 Yes, I know. Who'd have thought it? She's already got the best-looking boyfriend in town and the richest parents – and now she's got a place at the best university. It isn't fair, is it? Everything in her life is always so perfect! She's so lucky.
4 Oh hi. Yes. I was just wondering if you … How are you? OK? Good. Yes, I was wondering if you were doing anything … tonight. You're probably busy. Yes, I expect so. Don't worry if you are. Just … forget it. I'll call you soon … Oh, you aren't busy? Well, would you like to … er …
5 My phone … Where is it? I think I left it … no, hang on. It's OK. Phew. I've got it. It's here, at the bottom of my bag. Well … that's lucky! I don't know what I'd do without my phone.
6 I don't believe it. Six–one, we lost. And we were one–nil up at half-time. What a disaster. And it was the last match of the season too. We needed to win it – but we lost.
7 That's strange. I'm sure Jack said the party was tomorrow. But I just got a text from him saying 'Where were you?' It doesn't make sense. And when I phoned him, he didn't answer. All very weird. I wonder what's going on.
8 Oh no! I didn't realise it was meant to be a surprise! I told Anna all about it. I'm so sorry! I've spoiled everything! I feel really bad about it.

1 afraid 2 irritated 3 jealous 4 nervous 5 relieved
6 disappointed 7 confused 8 guilty

Exercise 3 page 14

- Go through the *Learn this!* box together. Point out that *scared* is a synonym of *afraid*.
- Explain to students that it is important for them to learn which preposition goes with each adjective. Encourage them to get into the habit of recording new adjectives with their prepositions in their vocabulary notebooks.
- Encourage students to write new vocabulary in a sentence so they learn it in context.
- In pairs, students add the adjectives from the *Learn this!* box to the chart.

1 angry 2 bored 3 scared

Exercise 4 page 14

- Give students time to read the questions before playing the recording.
- Pause after each speaker to allow students time to write the preposition and to note the answer to the question. With a **weaker class**, you can ask comprehension questions to guide them to the right answer, e.g. *Who took Milly to see the play? Who was acting in the play? What character did her dad play?*
- Students check answers in pairs. Check answers as a class.

Transcript 1.13 page 14

1 **Milly** When I was five or six my dad was in a play. He was really into drama and acting at that time. Anyway, Mum took me and my brother to see this play. I don't think it was really suitable for children – we only went because my dad was in it! He played this horrible character, really mean and scary. I was terrified. And after the play, when we all went home, I was really afraid of my dad! It only lasted for a few days – but I remember it very clearly.
2 **Sam** We had a dog called Wolfie when I was a young boy. Wolfie never did what he was told. Anyway, one day I asked my mum if I could take Wolfie for a walk on my own. I suppose I was seven or eight at the time. She told me not to take him too far from the house. So anyway, I took Wolfie to the park opposite our house … and he ran off! I called and called, but he didn't come back. I didn't know what to do. Eventually, I walked home – and there he was, sitting by the front door. I was so pleased to see him – I think I cried!
3 **Alex** When I was six, my older sister took part in an ice-skating competition. It was in London – and the whole family went along to watch her. It was quite a big event – the national junior championship, or something like that. We were quite surprised when she got through to the final part of the competition. When she came onto the ice again, we all cheered and clapped. And believe it or not, she won – she won the whole competition. I couldn't believe that my own sister was the champion! It made me feel so good. I told everybody at school about it.
4 **Sophie** When I was about eight, I was a member of a tennis club. I went every Saturday morning and played for two hours. I wasn't very good – and I didn't enjoy it. But I went every week. For some reason, I didn't tell my mum and dad that I didn't like the tennis club. I thought they would be angry if I admitted it! So I said nothing. Then, one day in the car on the way there, I said to my dad: 'I really don't want to go. I don't like tennis!' He wasn't angry at all! 'Of course you don't have to go,' he said. 'We only took you there every week because we thought you enjoyed it!'
5 **Tom** When I was a kid, my parents didn't have a lot of money. I mean, we weren't really poor – we had enough for clothes, and food and stuff like that. But a lot of my school friends came from richer families. There was one boy – my best friend for years – his name was Adam – who always got everything he wanted. He seemed to get a new bike every year! I had the same bike for about five years – and it wasn't new when I got it! I really wanted to be Adam. Or at least, I wanted to have his parents!

1 of; Milly was afraid of her dad because he played the part of a horrible character in a play.
2 about; Sam was relieved because he thought his dog had run away but he hadn't. Sam cried.
3 of; Alex was proud of his sister because she won a national junior ice-skating competition.
4 with; Sophie was fed up with going to a tennis club. She told her dad she didn't like playing tennis.
5 of; Tom was jealous of Adam because Adam's parents got him everything he wanted.

Pronunciation note – Prepositions

Explain that prepositions that come in the middle of a sentence and not at the end are pronounced as a weak form, e.g. scared of /əv/ spiders, surprised at /ət/ my results. For extra practice, model and drill the following sentences, exaggerating the sentence stress:

I'm scared of spiders.
He's surprised at his results.
She's proud of her son.

Exercise 5 page 14

- Focus on the task and the example. Make sure students write notes, not full sentences.

Exercise 6 page 14

- In pairs, students ask and answer the questions.
- Write *What? When? Who? Where? Why?* on the board to encourage students to ask follow-up questions to help their partner expand on their stories. Do the first example with a strong student in front of the class to show students the kind of questions they can ask.

Extension

Play a game to practise the adjectives from the lesson.

Put students in teams of two to four. Put **stronger** students in smaller teams and **weaker** students in larger teams.

Give a definition or situation to elicit an adjective, e.g. *If you want what somebody else has got, you are ...?* (jealous) *Your brother wins a major tennis competition. How do you feel?* (proud)

Students raise their hand (or bang the desk) if they know the answer. Invite the first student to raise their hand to give the answer. They must answer immediately. If they answer correctly, they win a point for their team. If they answer incorrectly, they lose a point. (This discourages students from raising their hands before they are sure of the answer.)

They can win a further point by making a correct sentence using the word.

Keep a tally of the scores on the board.

For further practice of Noun formation from verbs and adjectives, go to:

Vocabulary Builder 2.1 pages 127–128

1 -ment: 1 embarrassment 2 enjoyment 3 excitement
-ion: 2 depression 3 irritation
-ness: 1 kindness 2 nervousness 3 sadness

2 1 confusion 2 depression 3 enjoyment 4 kindness 5 embarrassment 6 excitement

3 boredom; guilt; jealousy; pleasure; pride; satisfaction

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe how I feel. I can make nouns from adjectives.*

2B Grammar

Past tense contrast

LESSON SUMMARY

Grammar: past tense contrast: past simple, past continuous and past perfect

Reading: stories of memorable experiences

Speaking: talking about your earliest memory

SHORTCUT

To do the lesson in 30 minutes, do exercises 5 and 6 together as a class. Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write *Memorable experiences* on the board, followed by a list of important 'firsts': *the first band you liked, your first day at school, your first pet, the first time you rode a bike,* etc.
- Ask students to think of more important 'firsts' and add them to the list (e.g. first English lesson, first best friend, first date, first mobile phone, first trip abroad).
- Students take it in turns to ask each other how well they remember these 'firsts'. Write these expressions on the board for them to use: *I can remember ... really well. I can hardly remember .... I can't remember ... at all.*

Exercise 1 page 15

- Allow students about half a minute to read the text.
- Students answer the two questions. Check answers as a class.

Positive effect The rain made the atmosphere more dramatic.
Negative effect It damaged the sound equipment.

Culture note – Metallica

Metallica is a heavy metal band which was formed in Los Angeles, California in 1981. The group were quick to become successful amongst heavy metal fans, but in 1991, when they released *The Black Album*, they became famous worldwide. The album sold 15 million copies around the globe. Since then Metallica has continued to release acclaimed albums and still tours internationally. It is one of the best-known heavy metal bands of all time.

Exercise 2 page 15

- Focus on the red words in the text. Elicit that *arrived* is past simple, *were walking* is past continuous and *had started* is past perfect.
- Students find an affirmative and negative example of each tense.
- Check answers as a class. During feedback, ask students to tell you which of the verbs are irregular. Point out that *had* is usually contracted to *'d* after a pronoun, e.g. *I'd watched.*

Past simple affirmative was; went; arrived; looked; decided; was; reached; were; was; made; stopped
Past simple negative didn't mind
Past continuous affirmative were walking; was coming; was raining; were cheering and dancing
Past continuous negative wasn't raining
Past perfect affirmative had started; 'd watched; had damaged
Past perfect negative hadn't seen

Exercise 3 page 15

- Students read and complete the *Learn this!* box with the names of the tenses.
- Students check answers in pairs. Check answers as a class.

1 past continuous, e.g. *a storm was coming; it wasn't raining yet*
2 past simple, e.g. *We arrived on Friday evening, looked at the programme and decided to ...*
3 past simple; past continuous, e.g. *As we were walking across the park, there was a flash of lightning.*
4 past perfect, e.g. *When we reached the Main Stage, Metallica had started playing.*

For further practice of Past tenses, go to:

Grammar Builder 2.1 (Ex.1) pages 110–111

1 1 was waiting; saw 2 broke; was playing
3 stopped; was getting 4 were having; got
5 was shining; decided 6 was listening; didn't hear

Exercise 4 page 15

- In pairs, students discuss the difference in meaning between the sentences.
- Check answers as a class. During feedback with a **weaker class**, ask concept questions to help clarify the differences:
  In number 1, did Muse play the song before or after we got to the main stage? (after)
  In number 2, had Muse started playing the song when we arrived? (yes)
  Did they continue playing it? (yes)
  In number 3, did Muse play the song before or after we got to the main stage? (before)

Culture note – Notting Hill Carnival

The Notting Hill Carnival is a two-day street festival held in west London every year at the end of August. It started as a small festival celebrated by the local Caribbean community and has grown in recent years into a major tourist attraction. It features colourful decorated floats, live bands, costume parades and food stalls.

Exercise 5 page 15

- Students complete the text with the correct past tense form.
- Play the recording for them to check their answers.
- As you go through the first few answers, ask students to explain why they chose the tense.

Transcript 1.14 page 15

1 went 2 travelled 3 got off 4 walked 5 came
6 'd never seen 7 was playing 8 were dancing
9 was walking 10 stopped 11 turned 12 had gone
13 had written 14 walked 15 asked 16 answered
17 heard 18 hadn't noticed

Exercise 6 page 15

- Students complete the questions.
- Students check answers in pairs. Check answers as a class.

1 did Julie travel 2 did Julie feel 3 was the band playing
4 had her dad written 5 did Julie ask 6 was her dad

Exercise 7 page 15

- Students ask and answer the questions in exercise 6.
- Monitor and check that students are using the correct past tenses.

1 She travelled by underground.
2 She felt shocked.
3 The band was playing reggae music.
4 He had written his mobile number.
5 She asked a shop assistant for help.
6 He hadn't noticed that Julie wasn't with him.

Extension – weaker students

In pairs, students retell Julie's story from memory. Student A, with book closed, tells the first half of the story, while Student B, with book open, prompts. Student B tells the second half of the story while Student A prompts.

Extension – stronger students

In pairs, students retell Kyle's and Julie's stories. Student A, with book closed, tells Kyle's story while Student B, with book open, prompts. Student B tells Julie's story while Student A prompts.

Exercise 8 page 15

- Explain the task and give the students time to think about which occasion they want to talk about and plan what to say. If possible, model the task by telling students a story of your own about a time when you had a shock.
- Students use the given prompts to describe their experiences. Ask two or three students to tell the rest of the class about their partner's experience.

For further practice of Past tenses, go to:

Grammar Builder 2.1 (Exs.2–3) pages 110–111

2 2 had run; felt 3 got; hadn't practised
4 had finished; went 5 arrived; had started
6 shouted; hadn't tidied 7 hadn't phoned; went

3 1 b 2 b 3 a 4 a 5 b 6 b

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can describe a memorable experience using different past tenses.*

2C Culture

Remembering the past

LESSON SUMMARY

Vocabulary: war

Listening: a radio programme about Poppy Day

Project: a fact file about an important date

Topic: state and society, selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes, omit exercise 6. Exercise 7 can be set for homework.

LEAD-IN 3–4 MINUTES

- Write these words on the board: *battle, soldier* and *fight* and elicit that the words are related to war.
- Elicit the names of three or four recent wars, e.g. World War I, World War II, the Korean War, the Iraq War. Ask: *When were these wars? Who was fighting?* In pairs, students discuss the questions. Conduct a brief feedback session.

Exercise 1 page 16

- Focus on the photo and elicit answers to the questions.

The monument is a war memorial in London called the Cenotaph. It commemorates all soldiers who have died in wars in which Britain has fought.

Exercise 2 page 16

- In pairs, students match the words and definitions.
- Check answers as a class and practise the pronunciation of *comrades* /ˈkɒmreɪdz/ and *casualties* /ˈkæʒuəltiz/.

1 officer 2 comrades 3 battlefield 4 casualties 5 war
6 conflicts 7 poppies

Culture note – Poppy Day

In Britain, Poppy Day is the popular name for Remembrance Day. In the US it is known as Veterans' Day.

Exercise 3 page 16

- Tell students they are going to hear the beginning of a programme about Remembrance Day.
- Play the recording. Students complete the fact file.
- Students check answers in pairs. Check answers as a class.

Transcript 1.15 page 16

Presenter Poppy Day is the day when people in Britain and other countries commemorate the soldiers who died for their country in two world wars and later conflicts. It's on the 11th of November every year because World War One officially ended on the 11th of November 1918. Every year at exactly 11 o'clock in the morning, there is a two-minute silence. This tradition began in 1919, one year after the end of World War One, when there was a two-minute silence in London. It was a chance for everybody to stop what they were doing and remember the people who had died.

1 11 2 1/One 3 2/two 4 1919

Exercise 4 page 16

- Go through the strategy together and give students plenty of time to read the questions in exercise 5 carefully. Deal with any vocabulary questions that arise.

Exercise 5 page 16

- Play the complete recording. Students answer the questions.
- Students check answers in pairs. Check answers as a class.

Transcript 1.16 page 16

Presenter Poppy Day is the day when people in Britain and other countries commemorate the soldiers who died for their country in two world wars and later conflicts. It's on the 11th of November every year because World War One officially ended on the 11th of November 1918. Every year at exactly 11 o'clock in the morning, there is a two-minute silence. This tradition began in 1919, one year after the end of World War One, when there was a two-minute silence in London. It was a chance for everybody to stop what they were doing and remember the people who had died. This is how one British newspaper described the event:

Man At exactly 11 o'clock, all the cars, trams and other vehicles stopped. Everyone stood very still. The silence became deeper. It spread over the whole city. It was a silence which was almost pain. It was the spirit of memory.

Presenter John McCrae was a Canadian doctor who fought as an officer in World War One. He saw terrible things during that time – there were sometimes hundreds of casualties in one day. Thousands and thousands of young soldiers fought and died in the muddy, wet fields of Flanders, a part of Belgium. In those same muddy fields, red flowers grew – poppies. McCrae imagined that the poppies were growing there to mark the places where young men had died. He found the sight of the poppies very moving, and wrote a poem about them. In the poem, we hear the dead soldiers speak. It begins with this line: 'In Flanders fields the poppies blow. Between the crosses, row on row …'

John McCrae died in battle in 1918. An American woman called Moira Michael read his poem and bought some poppies. She wore one of them and sold the others. She gave the money to ex-soldiers in the United States. Other people copied the idea – they made poppies out of paper and sold them to raise money for ex-soldiers and the families of soldiers who had died. Selling poppies became a tradition which spread from country to country.

Today poppies are sold in many countries around the world. When people buy and wear poppies, they are remembering all the soldiers who fought and died in World War One, between 1914 and 1918, and in later wars. And although World War One happened about a hundred years ago, people do still remember: in the UK alone, about 40 million poppies are sold each year.

1 b 2 d 3 b 4 c

Extension

Write these gapped sentences on the board or dictate them. Students discuss the answers in pairs.

1 *A British newspaper said the silence was almost like _____.*
2 *John McCrae's poem begins: 'In Flanders _____ the poppies blow…'.*
3 *People sold poppies to make money for _____ and the _____ of soldiers who died.*
4 *In the UK about _____ poppies are sold each year.*

Play the recording a second time for them to check their answers (Answers: 1 pain; 2 fields; 3 ex-soldiers; families; 4 40 million).

Exercise 6 page 16

- In pairs, students discuss the questions.
- Check answers as a class.

1 1st May is International Workers' Day, or May Day. It commemorates the historic struggle of working people throughout the world, and is a national holiday in more than 80 countries. 4th July is American Independence Day. It commemorates the date on which Americans declared their independence from Great Britain in 1776. 14th July is Bastille Day in France, or French National Day. It commemorates the storming of the Bastille, a fortress/prison, during the French Revolution in 1789.

Exercise 7 page 16

- In groups, students prepare a fact file about an important date. Suggest that they use the Internet as a resource.
- Point out the information they need to make notes about. Make sure that they understand fully what they need to do.
- Allow students enough time to coordinate themselves in their groups to do the research. You might like to set a date in a future class for the follow-up activity.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I have learned how soldiers who fought in wars are remembered in Britain. I can discuss the significance of important days in history.*

2D Grammar

used to

LESSON SUMMARY

Grammar: *used to*

Reading: a dialogue about childhood possessions

Speaking: talking about past habits

SHORTCUT

To do the lesson in 30 minutes, omit extensions. Exercise 5 and the Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write *Childhood mementos* on the board and explain that it means 'souvenirs of childhood'. Ask students if they or their parents have kept any possessions or other objects that remind them of when they were very young. If so, what? (e.g. photos, school reports, first toys, locks of hair, baby teeth)

- Ask: *How often do you look at them? How do you feel when you look at them?* In pairs or small groups, students discuss the questions.

Exercise 1 page 17

- Play the recording for students to listen to while they read the dialogue. You could then ask students to read the dialogue in pairs.
- Students answer the question and check their answer with a partner. Check the answer as a class.

Transcript 1.17 page 17

Daisy is a bit upset at the end because Evie thought she was pretty when she was younger, but that she isn't pretty now.

Exercise 2 page 17

- Students underline examples of *used to* in the dialogue.
- Check answers as a class. Write the affirmative, negative and question forms on the board and point out that there is no *d* at the end of *use* in the negative and question forms (a common mistake, even for native speakers).

Affirmative You used to have; You used to be; I used to be
Negative I didn't use to have
Interrogative Did you use to wear …?

Exercise 3 page 17

- Refer students to the *Learn this!* box. Students complete the examples and match them with the uses.
- Check answers as a class. With a **weaker class**, recap by asking students to cover the box and ask: *Do we use 'used to' to talk about present habits and situations?* (no) *Which time period?* (past) *So how do we talk about present habits?* (present simple, sometimes with *usually*).

1 used to 2 didn't use to 3 Did (you) use to

Exercise 4 page 17

- Go through the questions first to allow students to focus on what is important.
- Play the recording for students to answer the questions.
- Elicit answers and refer to the information in the *Look out!* box.
- Play the recording again and get students to repeat chorally and then individually.

Transcript 1.18 page 17

1 /s/ 2 silent 3 /tə/

Pronunciation note – *used to*

- Explain to students that the /s/ sound in *used to* helps to distinguish it from *used*, the past tense of *use*, e.g. *I used my scooter yesterday*. In the latter, the *s* is pronounced /z/.
- The final *d* in *used to* is not pronounced. The sounds /d/ or /t/ often disappear completely when the next word starts with a consonant, e.g. *last night* /lɑːst naɪt/, *department store* /dɪˈpɑːtmənt stɔː(r)/.

Look out!

Go through the *Look out!* box together. Elicit or explain that we use *be used to something* or *be used to doing something* to talk about something that you are familiar with so that it no longer seems strange to you.

For further practice of used to *go to:*

Grammar Builder 2.2 pages 111–112

1 1 used to fight 2 used to kill 3 used to be
4 didn't use to have 5 used to hang 6 didn't use to eat

2 2 didn't use to eat 3 used to be 4 used to be
5 didn't use to like 6 used to have 7 used to do

3 2 Did he use to wear glasses? Yes, he did.
3 Did he use to play the piano? No, he didn't.
4 Did he use to eat meat? Yes, he did.

4 1 I'm used to 2 I'm used to 3 I used to 4 I'm used to
5 I used to 6 I'm used to

Exercise 5 page 17

- Students complete the sentences.
- Students check answers in pairs. Check answers as a class.

2 didn't use to play 3 did (the Ancient Greeks) use to study
4 used to have 5 didn't use to speak 6 used to be
7 Did (your teachers at primary school) use to get
8 used to work 9 didn't use to read

Exercise 6 page 17

- Students make notes about how much they have changed since they were young children. Write these prompts on the board: *appearance, likes / dislikes, toys and games, unusual habits* and ask them to think about these areas.

Exercise 7 page 17

- In pairs, students ask and answer the questions. Remind them that they should use their notes as prompts, not read from them.

Extension

Students either write sentences about the three most interesting things they found out about their partner or tell the class about them.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about things that were true in the past but are not true now. I have learned how to use 'used to'.*

2E Reading

Amnesia

LESSON SUMMARY

Reading: a magazine article about memory loss
Vocabulary: verbs relating to memory
Speaking: talking about forgetting things
Listening: a song – *Ugly*
Topic: people, health

SHORTCUT

To do the lesson in 30 minutes, omit extensions. Exercise 4 can be set for homework and exercise 7 can be omitted.

LEAD-IN 2–3 MINUTES

- Draw a picture of a sieve on the board and explain that *have a memory like a sieve* means 'be very forgetful'.
- Ask: *Do you have a memory like a sieve or do you have a good memory? Do you know anyone who has an exceptionally good memory? What kinds of things can they remember? What do you do if you have something very important to remember?* In pairs, students discuss the questions.

Exercise 1 page 18

- Explain the task. Play the recording for students to listen to while they read the text. Remind them to focus just on the task and not to allow themselves to be distracted by words they don't understand.
- Check answers as a class.

Transcript 1.19 page 18

Emily can't remember the distant past. The fictional character Jason Bourne has the same condition.
Henry can't form new memories. The fictional character Leonard Shelby has the same condition.

Culture note – *The Bourne Trilogy* and *Memento*

The Bourne Trilogy consists of *The Bourne Identity* (2002), *The Bourne Supremacy* (2004) and *The Bourne Ultimatum* (2007). The films are based on a series of novels by the American author Robert Ludlum. Jason Bourne, a man who used to work for the Central Intelligence Agency (CIA), but who has lost his memory after being shot, is played by Matt Damon.

Memento was released in 2000. Leonard Shelby, a man with no short-term memory who is trying to solve his wife's murder, is played by Guy Pearce. The story of the film is told backwards and each new scene explains what happened before.

Exercise 2 page 18

- Students read the text again and complete the sentences. Remind them to look for key words in the sentences that will help them identify the right part of the text to look for the answer.
- Check answers as a class.

1 Henry 2 Henry 3 Emily 4 Emily 5 Emily
6 Henry 7 Henry

Exercise 3 page 18

- Students refer to the text again to decide if the sentences are true or false.
- Check answers as a class. Ask students to find sentences or phrases in the text to support true and false answers. This will also help them understand the difference between a sentence that is false and a sentence about which there is no information in the text.

1 false *(She didn't know anyone in Santa Fe)*
2 false *(she didn't recognise her own children)*
3 true *(many doctors doubt these patients' stories)*
4 not known
5 false *(His brain was damaged during surgery)*
6 true *(Although he could recall his childhood clearly)*
7 true *(But each time she arrived, he introduced himself as if they were meeting for the first time.)*
8 not known

Extra activity – fast finishers

Ask fast finishers to scan the reading texts to find five examples of the past continuous *(was still driving, was sitting, were lying, were meeting, were walking)* and five examples of the past perfect *(had driven, had happened, had (his memory) improved, hadn't come back, had reminded)*.

Exercise 4 page 18

- Go through the strategy together. Students match the verbs and definitions and complete the examples. Tell them to find the verbs in the text first so that they can try to deduce their meanings from context.
- Check answers as a class. Point out that the 'b' in *doubt* is silent: /daʊt/. It is also worth pointing out that most verbs ending in *-ise (realise, recognise, memorise)* can be spelt *-ize*. In American English, only *-ize* is correct.

1 realise; realised 2 memorise; memorised 3 solve; solve
4 doubt; doubt 5 recall; recall 6 remind; remind
7 recognise; recognise 8 conclude; concluded

Exercise 5 page 19

- Students make a note of which of the things they sometimes forget and what the consequences are.
- Ask **fast finishers** to think of other things they sometimes forget, e.g. to make a phone call, the punch-line of a joke, the reason why they have walked into a room.

Exercise 6 page 19

- In pairs, students discuss their ideas.
- Ask a few students to tell the class whether they or their partner is more forgetful, giving examples.

Exercise 7 page 19

- Ask students to read the song lyrics. Play the song.
- In pairs, students complete the song with the words.
- Ask students to identify which words are nouns and which are adjectives.

Transcript 1.20 page 19

Adjectives: 1 strange 2 beautiful 4 comfortable
5 jealous 7 ugly 8 unfair 9 ashamed
Nouns: 3 confidence 6 Personality 10 Envy

Exercise 8 page 19

- Ask students to read the sentences a–c. Play the song again.
- In pairs, students discuss what they think the song is saying. Elicit the answer.

Transcript 1.20 page 19

b

Extension

Ask students what they think *I grew taller than them in more ways* means (I grew more confident).

Ask them which two lines in the song suggest that people insult others because they are jealous (*I knew that they were only jealous, Envy is the only thing it could be*), and which lines suggest that people insult others because it makes them feel better about themselves (*But there will always be the one who will say something bad to make them feel great*).

Find out how much students agree with the message of the song.

Culture note – *Ugly*

Ugly is a pop song by the all-female British band the *Sugababes*. It was released in 2005 and reached the top 10 in several countries.

Extra activity

Tell students that they are going to invent a similar story about someone who has lost their memory. Write the following scenario on the board:

A 22-year-old man wakes up in the emergency department of a hospital. (Where?)

He has a broken nose and isn't carrying a wallet or ID.

He can't remember who he is.

His mother tongue is English, but he can speak another language fluently. (Which?)

Psychiatrists discover he has a special talent. (What?)

Divide students into pairs or small groups. They invent the details of the story and decide what had happened to the man and what happened to him in the end. Allow 5–10 minutes for students to plan, make notes for and rehearse their story. Remind them to think carefully about past tenses. Students tell their stories to the class.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about memory loss. I have learned some vocabulary related to memory.*

2F Speaking

Narrating events

LESSON SUMMARY

Listening: teenagers talking about weekends
Speaking: telling and reacting to stories
Grammar: exclamatory sentences
Vocabulary: *-ed / -ing* adjectives
Topic: family and social life

SHORTCUT

To do the lesson in 30 minutes, set the Grammar and Vocabulary Builder activities for homework. Students act out their dialogues in exercise 9 in groups, rather than in front of the whole class.

LEAD-IN 3–4 MINUTES

- Write these questions on the board: *When do you go to parties? Where do you think are the best places to have a party? What do you like doing at parties? Describe the best party you've ever been to.* In pairs or small groups, students discuss the question. Have a brief class feedback session.

Exercise 1 page 20

- Ask students what they can see in the picture. Ask: *Why do you think the people are visiting the girl's house?* (they look like they're going to a party) Elicit the answers to the questions. (Possible answer: A girl is looking out of her window. She can see lots of people arriving at her house. They look as though they're coming for a party. She looks shocked and scared. Perhaps she doesn't want all the people to come to the party.)

Exercise 2 page 20

- Give students time to read through the questions.
- Play the recording. Students choose the correct answers.
- Students check answers in pairs. Check answers as a class.

Transcript 1.21 page 20

Adam Hello Hailey. Did you hear what happened to my friend Alisha last weekend?
Hailey No, I didn't. Tell me.
Adam Oh, OK. Well, it was her birthday on Saturday – her 18th birthday. But she hadn't arranged anything special. No party or anything. I'm not sure why. Maybe she just didn't feel like it – or her parents said no. Or perhaps she had too much schoolwork to do and didn't want to organise anything. Anyway, the day before her birthday, on Friday, she changed her mind. She decided that she did want a party after all. But by now, it was too late to send invitations – even by email or text.
Hailey Really? So what did she do?
Adam Well, that evening, she decided to put a message about the party on her Facebook page. It was an invitation saying all her friends could come if they wanted to. Unfortunately, her Facebook page wasn't private – anybody could read it. And she mentioned her address in the invitation: 'Come to 46 Blackwall Street at 8 o'clock', it said, or whatever.
Hailey That was a mistake.
Adam I know. So, the next day, about 200 people turned up at her house for the party, and about 180 of those were complete strangers! She locked the door and called the police. Eventually, everyone went home.
Hailey What a terrible experience!
Adam I know! When it was all over, her parents insisted that she remove all of her details from Facebook. She can still use the computer, but she's banned from using social networking sites. And I don't think she'll have a birthday party next year.

1 a 2 c 3 c 4 c 5 d

Exercise 3 page 20

- Go through the strategy together. Highlight that we use *That was* + adjective, *That was a / an* + noun, *How* + adjective, and *What a / an* + (adjective +) noun.
- Ask students to identify which phrases Hailey uses while Adam is talking.

Transcript 1.21 page 20

That was a mistake. What a terrible experience!

Extension – weaker students

With a weaker class, before moving on, provide some more controlled speaking practice of exclamatory sentences. Call out the following words which students have to make into exclamations. It will also give them valuable practice in deciding whether a word needs an indefinite article.

dancer *brilliant* *terrible weather* *awful* *difficult exercise* *fantastic shoes*

Exercise 4 page 20

- Explain that to show interest using exclamatory sentences, it is important to use an interested intonation. We do this by making our voices rise on the stressed syllable. If the voice is flat, it sounds as though we are not interested.
- Play the first two or three sentences and ask students to notice the intonation.
- Play the full recording for students to listen and repeat.

Transcript 1.22 page 20

For further practice of Exclamatory sentences, go to:

Grammar Builder 2.3 page 112

1 How 2 What 3 How 4 How 5 What
6 What 7 What 8 How

Exercise 5 page 20

- Play the recording. Ask students to listen not only for the answers, but for intonation. Students complete the sentences and answer the question.
- Check answers as a class.

Transcript 1.23 page 20

Hannah Oh, hi Kevin.
Kevin Hi Hannah. Guess what happened to Edward the other day.
Hannah I've no idea. Well? Go on!
Kevin Well, it was Saturday evening. He went out with some friends for a meal at an Italian restaurant. They were all really happy because they'd just finished all their exams. Anyway, they had a great time at the meal and stayed out really late. When Edward got home, he realised that his mum and dad were already in bed, asleep. It was really annoying for Edward because he didn't have his door keys. So he couldn't get in. And he didn't want to wake his parents up.
Hannah What a nightmare! So what did he do?
Kevin Well, he could see that his bedroom window was open. So he started to climb up the side of the house. It was tiring, but he made it!
Hannah That was lucky! So what happened next!
Kevin Well, while he was climbing, the neighbour saw him and thought he was a burglar! She called the police. Ten minutes later, three police cars arrived outside their house! Edward's parents woke up, really frightened because of all the noise. Edward's dad went to open the door. The police came in and searched the house. No burglar, of course! Just Edward in his bed. The police were really confused!
Hannah How funny! And then what happened?
Kevin Well, in the end, the police left. The next day, Edward told his mum and dad the truth. They weren't angry at all, so Edward was really relieved about that. They didn't even ban him from staying out late with his friends. His dad just hid a door key in the garden and said to Edward, 'Next time, use the key!'

1 happened 2 was 3 Anyway 4 later 5 end
Edward feels relieved.

Exercise 6 page 20

- Go through the *Learn this!* box together. Explain that these are fixed expressions which we use when we tell a story. (See the Language note.)

Language note – *in the end*

Students frequently confuse *at the end* and *in the end*. Explain that *at the end* is usually followed by *of*, e.g. *at the end of the party, at the end of the evening*, whereas with *in the end* the emphasis is on the fact that something has changed, e.g. *I was going to have a party, but in the end I decided not to.*

Transcript 1.23 page 20

1 Guess what happened ...
2 It was Saturday evening
3 Anyway
4 later
5 In the end

Exercise 7 page 20

- Go through the instructions. In pairs, students make notes in answer to the questions. Circulate and monitor, feeding in ideas as necessary.

Exercise 8 page 20

- In pairs, students prepare a dialogue based on their notes. Circulate and help with vocabulary and ideas as necessary.
- Remind students to include phrases from the *Learn this!* box and exclamatory sentences.
- Ask student to read their dialogues aloud several times in order to memorise them.

Exercise 9 page 20

- Students act out their dialogues for the class. Ask them to focus on sounding interested.
- With a **stronger class**, students act out their dialogues using their notes as prompts. **Weaker students** can read out their dialogues.

For further practice of -ed / -ing *adjectives, go to:*

Vocabulary Builder 2.2 page 128

1 exciting 2 shocked 3 confusing 4 embarrassing
5 irritating 6 disappointed

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can describe and react to a story. I can structure a story. I can react to a story using exclamatory sentences.*

2G Writing

Narrative

LESSON SUMMARY

Reading: a narrative
Vocabulary: sequencing expressions; phrasal verbs
Writing: a narrative
Topic: family and social life, health

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and set the Vocabulary Builder activity for homework. Students can be asked to complete their narrative in exercise 6 for homework.

LEAD-IN 3–4 MINUTES

- Tell students about a scary experience you have had (e.g. getting lost, an encounter with an animal, an adventure while travelling).
- Ask students to think about a scary experience that they or somebody they know has had and tell their partner about it. Get feedback by asking a few students to describe their partner's experience.

Exercise 1 page 21

- Students read the narrative and choose the best answer.
- Check the answer as a class.
- Elicit or explain that a narrative is a story, real or invented, written in the past. It contains a clear beginning, middle and end. It usually involves an unexpected event, which is often frightening or funny.

a

Exercise 2 page 21

- Ask students to tell you what is wrong with the narrative. (It isn't divided into paragraphs.)
- Students decide where the paragraph breaks should be in the narrative.
- Students compare answers in pairs. Check answers as a class.

1 Paragraph 1 ends after 'on the sand'.
2 Paragraph 2 ends after 'wake her up'.
3 Paragraph 3 ends after 'started crying'.
4 Paragraph 4 begins 'In the end'.

Exercise 3 page 21

- Go through the strategy together. Students tick the expressions that are in Liam's narrative.
- Check answers as a class and point out that the time expressions are followed by a comma.

One day last summer; Suddenly; At first, … (but) then; A few minutes later; In the end

Exercise 4 page 21

- Students complete the phrasal verbs and match them with the meaning that is correct in the context of the narrative.
- As you check answers, you could elicit whether the meanings of the phrasal verbs are literal or idiomatic.

1 on; e 2 off; d 3 down; c 4 down; a 5 off; b

For further practice of Phrasal verbs, go to

Vocabulary Builder 2.3 page 129

1 gave away 2 brought up 3 gave away 4 turned up
5 turned up 6 brought up 7 put on 8 put on

Extra activity – vocabulary

Refer to the phrasal verbs that the students have been studying and ask if they can think of any more. Write their suggestions on the board.

Divide the class into teams and explain that they are going to play a miming game. A representative from the first team comes to the front of the class and acts out a phrasal verb. If the other team guess correctly, they score a point. Then ask a representative from the second team to mine, and so on.

Exercise 5 page 21

- Go through the instructions together and make sure students understand what they need to do.
- Remind them that they should try to use a variety of phrases and expressions to activate what they have learned in this unit, and encourage them to write down other useful expressions that they think of as they plan.

Exercise 6 page 21

- Students write their narratives. Circulate and monitor, helping as necessary. Remind them to divide their narrative into paragraphs and use time expressions.
- When students have finished, encourage them to read through their work carefully to check they have used the correct narrative tense forms and a wide range of vocabulary, including phrasal verbs.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a narrative. I can organise the narrative in paragraphs and use time expressions.*

Language Review / Skills Round-up

Language Review 1–2

Exercise 1 page 22

1 fluffy 2 checked 3 baggy 4 full-length 5 cotton

Exercise 2 page 22

1 're having 2 go 3 stay 4 're doing
5 Do (you) remember

Exercise 3 page 22

1 going 2 to watch 3 to see 4 forgetting 5 to hurt

Exercise 4 page 22

1 about 2 on 3 looks 4 like 5 with

Exercise 5 page 22

1 c 2 b 3 a 4 c 5 b

Exercise 6 page 22

1 c 2 d 3 a 4 e 5 b

Exercise 7 page 22

1 did you get; walked 2 was doing; broke
3 lived; used to eat 4 came; had already cooked
5 Did you use to love; were

Exercise 8 page 22

1 Guess what 2 it was 3 You'll never 4 How exciting!
5 In the end

Skills Round-up 1–2

Exercise 1 page 23

Students' own answers.

Exercise 2 page 23

c

Exercise 3 page 23

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

Exercise 4 page 23

Students' own answers.

Exercise 5 page 23

Transcript 1.24 page 23

Zara Hi! I'm Zara. Are you Anna?
Anna Yes, I am. Nice to meet you.
Zara Nice to meet you too. Come in.
Anna Thanks.
Zara You're from Poland, aren't you?
Anna Yes, I am. Wow! This is a nice flat!
Zara Thanks. But I don't own the flat, I just rent it.
Anna And you're living on your own.
Zara Yes, that's right – up until now, anyway. But it's a two-bedroom flat, so there's space for another person. And I just can't afford the rent. I don't earn a lot of money.
Anna What do you do?
Zara I'm a dancer.
Anna Oh really? That's interesting.
Zara So, when are you moving to Liverpool?
Anna Oh, I already live here. I've got a room in a shared house.
Zara I didn't know that.
Anna Yes, I'm a student at the university. I came here for the start of term, in October.
Zara So, why do you want to move house?
Anna Well, it's a long story. I had a few … problems with my housemates.
Zara Oh. That doesn't sound good. What happened?
Anna Well, I'm not sure but I think somebody's stealing things. I lost a CD, a magazine, a pair of socks …
Zara Oh no! That's horrible! It happened to me once, in a shared house. Do you know who took them? Was it definitely one of your housemates?
Anna I don't know. I'm not even sure that they were stolen. Maybe I lost them. But I think somebody took them.
Zara So you don't really want to live there now.
Anna No, I don't. And six people in one house is too many!
Zara Yes, I'm sure. So, what kind of person are you?
Anna Well, I suppose I'm quiet – but friendly. I'm easy-going …
Zara Good! Are you a tidy person?
Anna Yes, I think so. Quite tidy, anyway.
Zara That's important. I like to keep the flat clean and tidy.
Anna I'll do my best. I like tidy places too.
Zara Great! Well, when can you move in? Oh … did I tell you how much the rent is?
Anna No, you didn't.
Zara It's £400 a month each.
Anna Oh! That's a lot. I'm only paying £150 at the moment.
Zara I know. It isn't cheap. Actually, it's £900 a month for the flat, but I'll pay £500 because my room is bigger.
Anna Well, I really want to move in. I think it'll be a great place to live.
Zara The room is available now. And I'm sure we'll get on fine. Move in as soon as you want.
Anna Great. Thanks. What about from the first of next month?
Zara Perfect. Let's speak again before then. You'll need to sign some forms, of course. I can email them to you. And I promise I won't steal your things!

1 She wants to rent a room in her flat.
2 They are at Zara's flat.
3 Before the first of next month.

Exercise 6 page 23

Transcript 1.24 page 23

1 c 2 b 3 d 4 c 5 d

Exercise 7 page 23

Students' own answers.

3 A good job

Map of resources

3A Vocabulary and listening
Student's Book p24, Workbook p22
Photocopiable Activity: 3A All in a day's work

3B Grammar
Student's Book p25, Workbook p23
Photocopiable Activity: 3B Relative clauses crossword

3C Culture
Student's Book p26, Workbook p24
Photocopiable Activity: 3C The best days of your life

3D Grammar
Student's Book p27, Workbook p25
Photocopiable Activity: 3D Relative clauses

3E Reading
Student's Book pp28–29, Workbook p26
Photocopiable Activity: 3E Who am I?

3F Speaking
Student's Book p30, Workbook p27
Photocopiable Activity: 3F A job interview

3G Writing
Student's Book p31, Workbook p28
Photocopiable Activity: 3G Unusual jobs

3 Review and Tests
Self Check 3: Workbook p29
Photocopiable Activity: 3 Review (Quiz)
Student Self-Test Sheets 3, 1–3 (TRCD-ROM)
Unit 3 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 2
Student's Book pp32–33
Exam 2 (Test Bank CD)

iTools Unit 3

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

3A Vocabulary and listening

The world of work

LESSON SUMMARY

Vocabulary: activities at work; describing work; hours and pay
Listening: radio advertisements for jobs
Speaking: describing jobs
Topic: work

SHORTCUT

To do the lesson in 30 minutes, omit exercise 6 and set the Vocabulary Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Write on the board the heading *Jobs* and these questions: *What jobs do the people in your family (parents, grandparents, brother, sister) do? What do their jobs involve? Would you like to do the job your parents / grandparents do / did?*
- In pairs, students discuss the questions. As feedback, find out which are the most common jobs.

Exercise 1 page 24

- In pairs, students list as many jobs as they can in two minutes.
- Ask them to count the jobs on their list. Ask the pair with the most to come forward and write their words on the board. Check spelling and pronunciation.
- Invite other students to call out jobs which are not on the board. The students at the board add them to the list.

Exercise 2 page 24

- Ask students what they can see at the start of the exercise (job adverts).
- Ask individual students to read out one job advert each.
- In pairs or individually, students complete the table. Suggest that they check any unknown vocabulary in a dictionary.
- Check answers as a class. Check understanding of the vocabulary, including the other words in the box, by asking questions, e.g. *Which word describes a job which is difficult in an interesting way?* (challenging) *Which word describes work that is unimportant, not skilled and usually very boring?* (menial) *Which expression means 'be responsible for'?* (be in charge of) *Which word means 'alone'?* (on your own)
- With a **stronger class**, ask students to continue asking these definition questions with a partner.

1 phone 2 public 3 own 4 team 5 charge
6 customers 7 part-time 8 shift 9 hour 10 paid
11 earn 12 hour 13 challenging 14 unskilled

For further practice of Agent nouns, go to:

Vocabulary Builder 3.1 page 129

1 carpenter 2 archaeologist 3 accountant
4 child minder 5 civil servant 6 telesales operator
7 porter 8 electrician 9 flight attendant
10 IT consultant 11 mathematician 12 optician
13 pharmacist 14 fruit-picker 15 politician
16 receptionist 17 scientist 18 social worker
19 software programmer 20 translator 21 waiter
22 police inspector

Exercise 3 page 24

- Explain the task and allow students time to read the sentences. With a **weaker class**, ask students to underline key words in the sentences.
- Play the recording. Ask students to note the information that gives them the answer.
- Students match the adverts with the sentences.
- Students check answers in pairs. Check answers as a class.
- Play the recording again if necessary.

Transcript 1.25 page 24

DJ We'll be back after this short commercial break …

1 The North Sands Hotel is a luxury 24-bedroom hotel overlooking the breathtakingly beautiful Kingsbury estuary. We are looking for an energetic chef to join the team in our busy four-star restaurant. The 35-hour week is Tuesday to Friday mornings, or Wednesday to Saturday evenings, on alternate weeks, and the salary is £25,000 per year. Experience of working in a restaurant or hotel kitchen is essential. To request an application form, ring Sam Westways on 01392 562265. The closing date for applications is the 30th of November.

2 At Burton's Restaurant we believe that the customer is king. We pride ourselves on the standard of our food and service. We have recently opened a new restaurant in Exeter and we are looking for a waiter or waitress to join our hard-working, friendly team. The successful applicant will work well under pressure while maintaining excellent customer service. Previous experience is essential, and references will be required. You will work full-time and earn £7.50 an hour, plus tips. This can be as much as £25 at busy times. Ring Harry Burton on 01392 516233.

3 Have you worked in the hotel industry? Do you want to take the next step in your career? Then you may be the person we are looking for. We are currently seeking a reliable, confident and flexible receptionist to work on the front desk of our prestigious five-star hotel in the centre of Exeter. Your job will involve dealing with the public, and you will often be the first point of contact for our guests. Working alongside our experienced reception manager, you will learn how to operate the switchboard and online booking system. You will work weekends, but you will get Tuesdays and Wednesdays off in lieu. We are offering a competitive package: £12,000 a year, with 15 days' holiday. Ring Maya Evans on 01392 545454.

4 Just left school? Want to earn some money in the summer holiday before you start college? Looking for your first job? We require two fit and healthy people to work as porters at our seaside hotel. The hotel has recently been refurbished to a high standard, but does not have a lift. Working closely with the receptionist, you will assist our guests on arrival and departure, carrying luggage to their rooms if required. You will earn £5.50 an hour and work Monday to Friday from two till nine. Please ring Amanda on 01392 567909 or drop by at the Queen's Hotel near Exmouth Marina.

1 e 2 c 3 a 4 d

Extension

Write these headings on the board for students to copy:
a *the job* b *the activities* c *the place of work* d *the pay*
Play the recording from exercise 3 again. For each advert, **weaker students** make notes about two of the headings: a (the job) and d (the pay). **Stronger students** make notes about all four headings, a, b, c, and d.

Exercise 4 page 24

- In pairs, students describe the jobs in the photos, whether they themselves would like to do these jobs and why, or why not. Write some language of speculation on the board to help them with the task: *I would say …, I think / reckon …, He / She probably …, It looks (challenging).*
- Circulate and monitor, helping as necessary.

Exercise 5 page 24

- In pairs or small groups, students talk about what their dream job would be and why.
- Get feedback by asking a few students to tell the class about their partner's ideal job.

For further practice of Useful phrases with work, *go to:*

Vocabulary Builder 3.2 page 129

1 go back to work 2 doesn't work 3 out of work
4 working out 5 work out 6 off work
7 get down to work 8 work on

Extra activity – game: *What's my job?*

Ask students to choose a job from *Vocabulary Builder* activity 3.1 on page 129. Invite a student to come to the front of the class. The other students have to guess his / her job, taking it in turns to ask questions, e.g. *Do you make anything? Do you work outside? Do you wear a uniform? Is your job well-paid?* Students can ask a maximum of 15 questions. You could tell the student to answer questions only if they are correctly formed. An incorrectly formed question counts as one of the 15 questions. This should motivate the students to think before they ask.

Students continue the game in groups. The student who guesses correctly wins a point. If nobody guesses correctly, the student answering questions wins the point. Monitor and check that students are forming correct questions.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe what jobs are like and what activities people do in their jobs. I can talk about pay and hours of work.*

3B Grammar

Defining relative clauses

LESSON SUMMARY

Grammar: defining relative clauses
Reading: texts about dream jobs
Speaking: defining words

SHORTCUT

To do the lesson in 30 minutes, omit exercise 4 and the extension. Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Ask: *What kind of jobs do children often want to do when they grow up?* Elicit a list of jobs (e.g. policeman, soldier, football player, film star, vet).
- In pairs or small groups, students talk about what they wanted to be when they were in primary school and whether or how their ambitions have changed.

Exercise 1 page 25

- Students skim-read the text and answer the question. Ask them to underline the words in the text that give the answer.

He works for a travel company.

Exercise 2 page 25

- Elicit or explain that all the words are relative pronouns. Students underline them in the text and complete the rules.
- Students check answers in pairs. Check answers as a class.

1 which 2 who 3 where 4 whose

Exercise 3 page 25

- Students complete the text with the correct relative pronoun. With a **weaker class**, ask students to underline the word before the gap; this will help them focus on the correct relative pronoun for that gap. They should also look carefully at the words after the gap, especially gaps 4 and 7.
- Students check answers in pairs. Check answers as a class.

1 which 2 who 3 which 4 where 5 which 6 who
7 whose 8 who

Exercise 4 page 25

- In pairs, students ask and answer the questions. Have a brief class feedback session.

Exercise 5 page 25

- In pairs, students do the exercise. Circulate and monitor, helping with vocabulary, as necessary.
- Check answers as a class.

2 whose; flight attendant
3 where; operating room/theatre
4 who; manager
5 which; salary/wage
6 whose; scientist/lab technician
7 where; call centre
8 which; part-time job

Exercise 6 page 25

- Refer students to the *Look out!* box and ask them to decide where *that* could be used in exercise 5.
- With a **stronger class**, you may wish to mention that if the relative pronouns *who* and *which* are the objects of the verb (as they are in clauses 1 and 5), they can be omitted altogether, e.g. *the money you receive for a job.*

'that' can be used in 1, 4, 5 and 8.

Exercise 7 page 25

- Go through the *Learn this!* box together and then ask students to look back at the texts in exercises 1 and 3 to see where the clauses are. Suggest that they underline the whole clause so that they can see where it is in the sentence.
- Check answers as a class.

Exercise 1: The relative clauses are all at the end.
Exercise 3: 1 end 2 middle 3 end 4 end 5 end
6 middle 7 middle 8 middle

For further practice of Defining relative clauses, go to:

Grammar Builder 3.1 pages 112–113

1 1 whose 2 which 3 who 4 who 5 who
6 where 7 which 8 where

2 2 whose company is really successful
3 where they're researching climate change
4 where the new hotel will be
5 who make furniture
6 where they make microchips
7 whose job is to change texts from one language to another

3 2 I met a girl whose sister is in my class.
3 What's the name of the girl whose cat died last week?
4 I know a boy whose mum works in the local supermarket.
5 There's a boy in my class whose first language is Italian.
6 Do you know anybody whose parents are very rich?

Exercise 8 page 25

- In pairs, students take it in turns to define the words. With a **weaker class**, write prompts on the board, e.g. *civil servant – works / government department.*
- Circulate and monitor to check students are using the defining relative clauses correctly, and that their definitions are accurate.

a building site It's a place where something is being built.
a civil servant It's a person who works in a government department of a country.
a computer It's an electronic machine that can store, organise and find information, do calculations and control other machines.
a customer It's a person who buys something from a shop or business.
an electrician It's a person whose job is to connect, repair, etc., electrical equipment.
a hotel It's a building where people stay, usually for a short time, paying for their rooms and meals.
a nurse It's a person whose job is to take care of sick or injured people.
manual work It's work in which you use your hands or physical strength.
part-time job It's a job which you do for only a few hours a day or for only some days in the week.
salary It's the money that employees receive for doing their job.
shift work It's work for which your working hours are not always the same, for instance, you sometimes work during the day and sometimes at night.

Extra activity – revision

You can use these activities in other lessons as well, as a means of revising vocabulary.

Activity 1: Write out the words you want to revise on cards. Give a pile of cards to each group of students. They place the cards face down on the desk. They then take it in turns to take a card and define the word. The first person to guess the word wins the card. The person with the most cards is the winner.

Activity 2: Hand out five little pieces of blank paper to each student. They think of words or phrases they have recently studied, or they can look some up in their books. Collect the pieces of paper, shuffle them and distribute them to different groups. The groups then use the cards in the same way as in the first activity. This activity requires zero preparation!

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can describe a person, thing or place using defining relative clauses.*

3C Culture

Education for life?

LESSON SUMMARY

Reading: university in the UK

Listening: people talking about university

Speaking: discussing the importance of a university education; the language of agreeing and disagreeing

Vocabulary: education; separable phrasal verbs (VB)

Topic: school, selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the extension and do exercise 4 together as a class. The Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Play *Hangman* with the word *university*.
- In pairs, students brainstorm words related to university, e.g. *education, course, degree, subject, a graduate* (/ˈgrædʒuət/), *to graduate* (/ˈgrædʒueɪt/), *tuition, lecture, tutor, professor*).
- Write the words students have brainstormed on the board and make sure they understand and can pronounce them.

Exercise 1 page 26

- Explain the task and give students time to read the sentences. With a **weaker class**, make sure students understand the sentences first and ask them to underline key words before they listen.
- Play the recording, pausing after each speaker to allow students to write their answer. Play the recording a second time if necessary.
- Check answers as a class.

Transcript 1.26 page 26

Speaker 1 I left school at sixteen and started working on a market stall. Now I've just opened my first shop. Some of my friends who went on to university can't find work or are in boring low-paid jobs. They had a good time at college for a few years, but I really don't know why they bothered to stay in education. Working for yourself is the best education there is – much more useful than a degree.

Speaker 2 I went straight into work after leaving school at the age of eighteen. I got a job in local government. But I think it was a mistake as there weren't any chances for promotion. I think graduates get more interesting jobs, so I decided to go to university to further my career. Studying for a degree was one of the best experiences of my life. I loved my subject, and now I'm looking for a new job – better-paid and more interesting than my last one.

Speaker 3 I always wanted to be a pharmacist, so I did a degree in pharmacy, followed by two years' training. I must say the course was really hard work and I didn't enjoy it much at the time. But I don't regret it because without it I couldn't have got the job I have now. The other thing is that a university education teaches you a lot about yourself. I think I'm a more confident person because I did a degree.

Speaker 4 I finished my philosophy degree a few months ago, but I haven't been able to find a job. The course was really hard work, but reasonably interesting. However, I don't think it was a good idea to choose philosophy as many employers think it's irrelevant. If I could go to university again, I'd study something more useful like business studies. I think it's really important to think how the particular course you plan to do is going to help you get a job.

Speaker 5 I got quite a shock when I got my first job after graduating from university. My boss had been in the same class as me at school! She went straight into work at eighteen and now she's earning more than me! Actually, she wants to go to university now. And I think that's probably a much better way to do it. I think you'll get more from university if you spend some time working first.

1 c 2 e 3 a 4 f 5 d

Exercise 2 page 26

- Students complete the opinions with the words.
- Play the recording again to allow students to check their answers.
- Students check answers in pairs. Check answers as a class.

Transcript 1.26 page 26

1 degree 2 graduates 3 education 4 course
5 university

Exercise 3 page 26

- Explain the task and go through the language for expressing opinions and agreeing and disagreeing as a class.
- In pairs or small groups, students discuss the opinions in exercise 3. Encourage them to give examples to support their opinions.
- Find out through a show of hands how many people think a university education is essential for getting a good job, and if so, how many people think it is better to get a job first and go to university later.

Culture note – British universities

England's oldest universities are the University of Oxford (founded in the eleventh century) and the University of Cambridge (founded in 1209). Scotland also has some famous universities, among them the University of St Andrews (founded in 1413) and the University of Edinburgh (founded in 1582).

Other universities with an excellent reputation are University College London, Imperial College London and the London School of Economics.

It is worth noting that the University of Cambridge has produced 83 Nobel Laureates to date. This is more than any other university in the world.

Exercise 4 page 26

- With a **weaker class**, students read and listen to the fact file first and then complete it with appropriate words. With a **stronger class**, students can try and complete the fact file first and then listen and check their answers.
- Students check answers in pairs. Check answers as a class.
- Check that students understand *subsidised* (partly paid for), *tuition fees* (the money you pay for being taught), *income* (money that you earn) and *vocational courses* (courses which teach you the skills for a particular job).

Transcript 1.27 page 26

1 on 2 the 3 from 4 to 5 by 6 which 7 who 8 a 9 on

Exercise 5 page 26

- Students read the text again and answer the questions.
- Students check answers in pairs. Check answers as a class.

1 Now 40% of school-leavers go to university. In the early 1980s only 8% went to university.
2 15% of students are from abroad.
3 They have to pay towards their tuition fees and they have to pay for their living expenses.
4 They get their money for their fees and living costs from the government.
5 Graduates are likely to earn £100,000 more during their working lives than non-graduates.

Extension – fast finishers

Ask students to choose four words from the fact file that they would like to learn and write sentences with them.

Exercise 6 page 26

- In pairs or groups, students discuss the questions. Circulate and monitor or join in the conversations as appropriate.
- Get feedback by asking a few students to tell the class about their partner's hopes and plans.

For further practice of Phrasal verbs: separable, go to:

Vocabulary Builder 3.3 pages 129–130

1 take out; pay back

2 2 I'd like to set up a business when I leave school.
3 The company laid twenty workers off.
4 The manager decided to close down the factory.
5 Please fill the application form in.
6 The teacher gave the exam papers out.
7 Will you put your things away, please?
8 We worked out the answers by ourselves.

3 2 The receptionist picked it up.
3 'Don't forget to put them away,' said the chef.
4 Don't forget to send it in.
5 The head waiter totalled them up.
6 The secretary backed them (all) up.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can express my opinions about having a university education. I have learned about university in the UK.*

3D Grammar

Non-defining relative clauses

LESSON SUMMARY

Grammar: non-defining relative clauses
Reading: two texts about elderly people who work
Speaking: relating a story in the past

SHORTCUT

To do the lesson in 30 minutes, omit extensions. Exercise 4 can be set for homework. Grammar Builder activities can also be set for homework.

LEAD-IN 3–4 MINUTES

- Ask students: *What is the retirement age in your country?*
- Ask: *Why do some people choose to carry on working beyond retirement age?* In pairs, students brainstorm ideas. Write the ideas they brainstormed on the board (e.g. *to avoid getting bored, to avoid getting lonely, to earn extra money, to avoid feeling useless*).

Exercise 1 page 27

- Give students half a minute to skim-read the text and find the answers.
- Check answers as a class. Explain that a paperboy / papergirl is a boy or girl who delivers papers to people's homes.

He is a paperboy. He does the job because it allows him to meet the neighbours and have a chat.

Exercise 2 page 27

- Students read the text and decide whether it makes sense without the relative clauses in red. You could also ask a student to read the text aloud, missing out the clauses, while the other students listen.
- Elicit the answer (yes) and explain that the relative clauses in red are non-defining relative clauses. Explain that the difference between defining and non-defining relative clauses is that a sentence does not make sense without a defining relative clause, whereas a sentence without a non-defining relative clause still makes perfect sense.
- Write one or two sentences with a defining relative clause on the board to illustrate this: *A flight attendant is a person who looks after passengers on a plane. People who are older than sixty-five don't have to work.* Then cross out the defining relative clauses to show how the sentences do not make sense without them.

Exercise 3 page 27

- Refer students to the *Learn this!* box. Students choose the correct words to complete the rules.

1 after
2 makes sense
3 starts; ends

Exercise 4 page 27

- Go through the *Look out!* box together. Students complete the text with relative clauses a–f.
- Students check answers in pairs. Check answers as a class.

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

Exercise 5 page 27

- Students combine the sentences to make a complex sentence containing a non-defining relative clause.
- Students check answers in pairs. Check answers as a class. Remind students to include commas. You may wish to point out that when we say a sentence with a non-defining relative clause, we pause slightly at the commas. In a sentence with a defining relative clause, however, we don't pause before and after the clause.

2 My aunt, who is a lawyer, earns a lot of money.
3 I'd like to go to Africa, where I can work in a national park.
4 Her daughter, who lives in France, works in a laboratory.
5 He loves his job, which involves dealing with the public.
6 Last summer I visited Thailand, where my cousin lives.
7 Matthew, whose mum is a translator, wants to be an interpreter.

For further practice of Non-defining relative clauses, go to:

Grammar Builder 3.2 page 113

1
2 My aunt, whose laboratory is at Cambridge University, is a famous scientist.
3 The head office of my dad's company is in Oslo, which is in Norway.
4 My accountant, who I've known for years, is retiring.
5 I'm applying for a job in Glasgow, where my cousin lives.
6 A friend, whose mother is an IT consultant, helped me to get this job.

2 (Possible answers)
2 which is famous for pizza
3 which is produced in France
4 whose ex-husband is Brad Pitt
5 where the Prime Minister of Great Britain lives
6 who is a singer

3
2 This is Tod Garcia, who comes from New York.
3 Is that the hotel where you stayed?
4 I like leisure centres where you can play squash.
5 Matthias, whose dad is German, speaks four languages.
6 Who's the girl whose sweatshirt you borrowed?
7 Where's the CD which I lent you?
8 My dad's car, which he bought in 1965, has just broken down for the first time.

Exercise 6 page 27

- Focus on the task and example.
- In pairs or small groups, students expand the story using relative clauses. Encourage them to use their imagination to make it interesting. With a **weaker class**, you can write some prompts on the board:
  Interviewer: How old was he / she? What expression did he / she have on his / her face?
  The interviewer's questions: What did Dan do when the interviewer asked the questions?
  Dan's previous job: What had Dan been / done in his previous job? How long had he done this job?
  Dan's wife: How did she react?
  The salary: How much was it?
- Circulate and monitor as students do the task.

Exercise 7 page 27

- A representative from each group or pair reads out their story to the class.
- The class vote on which is the most interesting story.

Extension – fast finishers

Write these prompts on the board: *Brothers / Sisters Favourite band Favourite food Languages Future plans Place of birth*

Students use the prompts to interview their partner. They use the information to write sentences with non-defining relative clauses, e.g. *Barbara, who's got three brothers, wants to study economics at university. Tommy, whose favourite band is Kings of Leon, was born in Paris.*

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make complex sentences with extra information. I know how to make non-defining relative clauses.*

3E Reading

Reversing roles

LESSON SUMMARY

Reading: a magazine article about gender and work
Vocabulary: jobs; jobs and noun gender
Speaking: discussing male and female jobs
Topic: work

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and omit the extension. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3–4 MINUTES

- Write *Puzzle story* on the board. Tell students a puzzle story, for example, the following: *There is a man who lives on the top floor of a very tall building. Every day he gets the lift down to the ground floor. When he returns from work, he can travel halfway up in the lift and has to walk the rest of the way, unless it's raining. If it's raining, he goes all the way to the top in the lift. Why?*
- Elicit students' suggestions. One possible solution is that the man is very short and can't reach the top buttons in the lift unless he has an umbrella with him.
- This kind of puzzle, like the one in exercise 1, is known as a lateral thinking puzzle. Find out if students know any more.

Exercise 1 page 28

- Students read the puzzle. Elicit the possible answer: the surgeon is the boy's mother. Many people have problems solving the puzzle because it does not occur to them that the surgeon might be a woman.

Exercise 2 page 28

- Students look at the photos and identify which jobs the man and woman are doing. With a **stronger class**, ask students to cover the words in red.
- Make sure students understand the meaning of the other words.
- Give a translation in the native language and elicit the English word.

The man is a nursery schoolteacher and the woman is an air-traffic controller.

Exercise 3 page 28

- Play the recording for students to listen to while they read the text. Students answer the questions.
- You could then ask students to read the text, with each student reading a sentence.

Transcript 1.28 page 28

Yes, they are both good at their jobs.

Exercise 4 page 28

- Students read the sentences. Remind them to look for key words in the sentences that will help them identify the right part of the text to look for the answer.
- Students decide if the sentences are true or false.
- Check answers as a class. Students correct the false statements.

1 false; Jonathan was the only man who applied for the job.
2 true
3 false; Only 2% of nursery schoolteachers are men and this hasn't changed for ten years.
4 true
5 true
6 true
7 true
8 false; Caroline was surprised that the male air-traffic controllers viewed her with suspicion.
9 false; The men say that women can't read maps, which isn't true.

Extension – fast finishers

Write these gapped phrases on the board:

1 *be interested ___ planes*
2 *be prepared ___ a reaction*
3 *be viewed ___ suspicion*
4 *be used ___ changing nappies*
5 *be good ___ it*

Fast finishers complete the phrases with the correct preposition and then check their answers in the text.
(Answers: 1 in, 2 for, 3 with, 4 to, 5 at)

Exercise 5 page 28

- Go through the *Learn this!* box together. Make students aware that although some people continue to use words like *actress, spokesman*, etc., these are considered to be 'politically incorrect' or 'non-pc' by many people. It is therefore safer to use the more neutral alternatives.
- Students decide whether the words in red apply to men, women or both (both).

Exercise 6 page 28

- Students find six more nouns that apply to both men and women.
- Students check answers in pairs. Check answers as a class.

colleague; head teacher; applicant; childminder; teacher; football coach

For further practice of Jobs and noun gender, go to:

Vocabulary Builder 3.4 page 130

1 The police officer arrested the shoplifter.
2 The flight attendant served our food.
3 The manager interviewed me for the job.
4 The chairperson said the meeting would last half an hour.
5 Meryl Streep is one of the best actors in Hollywood.
6 The spokesperson explained the company's decision.

Exercise 7 page 28

- In pairs, students decide which aspects of a job a–d relate to the jobs.
- Check answers as a class.

(Possible answers)
a beauty therapist; dental assistant; flight attendant; nurse; secretary
b flight attendant; nurse
c aircraft pilot; astronaut; builder; coal miner; lorry driver; mechanic
d coal miner; mechanic

Extension – stronger students

Students work in A/B pairs. Student A defines one of the jobs in either exercise 2 or 7 using a relative clause without saying the actual job. Student B has to guess what the job is. Students take it in turns until they have guessed all the jobs.

Extension – weaker students

Students choose five of the jobs from exercises 2 and 7 and write a definition for each using a relative clause. Ask students to leave a gap in their sentences for another student to complete with the correct job. Students then swap sentences and try to complete them, e.g. *A ___ is someone who works on a building site. (builder)*

Exercise 8 page 28

- In pairs or small groups, students discuss the questions. Elicit some of the language for giving opinions, agreeing and disagreeing from Lesson 3C, and write it on the board for students to refer to during their discussions.
- Circulate and monitor as students discuss the questions.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about gender and work. I can give my opinion about men and women in the workplace.*

3F Speaking

A job interview

LESSON SUMMARY

Listening: a job interview

Speaking: asking and answering questions at a job interview; question tags

Vocabulary: personal qualities you need for a job

Topic: work

SHORTCUT

To do the lesson in 30 minutes, keep the preparation stage brief in exercise 7. Limit the number of students who act out their dialogues in exercise 8.

LEAD-IN 2–3 MINUTES

- Ask students: *Imagine you want a job as a waiter, for example. What do you have to do to get the job?* Elicit the various possible steps involved the job-seeking process, e.g. First, look for adverts on the Internet or in a newspaper / go to a recruitment agency / visit a potential workplace. Secondly, apply for a job. Thirdly, have a job interview.
- Ask students what advice they would give a friend who has got a job interview tomorrow.

Exercise 1 page 30

- Ask students what they can see in the photo. Elicit that it is a job interview. Ask them what kind of job they think the girl is being interviewed for and how they think she is feeling.
- Focus attention on the adverts. Then play the recording for students to listen to while they read the dialogue.
- Students decide which job the girl has applied for.
- Check the answer as a class.

Transcript 1.29 page 30

The job that would suit her best is that of a waitress.

Exercise 2 page 30

- Go through the *Learn this!* box together. Focus on the form, pointing out that when the main verb is affirmative, the auxiliary verb of the question tag is negative, and vice versa.
- Explain that sentences with question tags are not real questions. We use them when we know the answer, but we want someone to confirm what we are saying. We often use them as a way of keeping the conversation going, e.g. *This job is tiring, isn't it?* Without the question tag, the conversation might end.
- Elicit the equivalent of question tags in students' native language.
- Students find examples of two question tags in the dialogue.

You've worked in catering before, haven't you?
And you worked there for about a year, didn't you?

Pronunciation note – Intonation in question tags

Since question tags are not real questions, the intonation falls rather than rises.

You've worked in catering before, haven't you?

Students commonly make the mistake of using a rising intonation.

Extension

Dictate or write these sentences on the board: *He works as a chef. She's got a new job. They're looking for waiters. The pay isn't very good.*

Students add the correct question tags and practise saying the sentences.

For further practice of Question tags, go to:

Grammar Builder 3.3 1.30 pages 113–114

1 aren't you 2 didn't he 3 haven't you 4 doesn't it
5 would you 6 mustn't they 7 will you 8 can't you

Exercise 3 page 30

- Students check the meaning of the words in a dictionary. Check their understanding of the less common words by giving a definition and eliciting the word, e.g. *Which word means 'someone you can depend on'?* (reliable) *Which word means 'someone who takes care to do things properly and correctly'?* (conscientious) *Which word means 'somebody who you can be sure won't steal money'?* (trustworthy)
- Model and drill the words which may be difficult to pronounce. These are likely to be the words with several syllables, e.g. *conscientious* /ˌkɒnʃiˈenʃəs/, *co-operative* /kəʊˈɒpərətɪv/, *determined* /dɪˈtɜːmɪnd/, *enthusiastic* /ɪnˌθjuːziˈæstɪk/ and *trustworthy* /ˈtrʌstwɜːði/.

hard-working and reliable

Exercise 4 page 30

- Check that students understand the difference between *necessary* and *desirable*.
- Focus on the example. Students discuss the qualities needed for the jobs.
- Circulate and monitor, helping as necessary.

Extension – fast finishers

In pairs, fast finishers practise the dialogue in exercise 1. Encourage them to focus on their intonation and sounding enthusiastic. When they have finished, they swap roles and practise again.

Exercise 5 page 30

- Play the recording. Students decide which job the interview is for. Tell them to note down the words which gave them the answer.

Transcript 1.31 page 30

Manager Gary Smith?
Boy That's right.
Manager Good morning. My name's Julia Rayworth.
Boy Good morning. Pleased to meet you.
Manager And you. Come in. Take a seat.
Boy Thank you.
Manager Thanks for coming in.
Boy You're welcome.
Manager You live locally, don't you?
Boy Yes, I do. I live in the village near the farm.
Manager Right. That's great! Why do you want this job?
Boy Well, I need work during the summer to pay for my university fees.
Manager I see. Have you got any experience of this type of work?
Boy Well, not exactly, but I'm used to working outdoors. I used to help a neighbour with her garden. She was too old to look after it.
Manager That's interesting. What kinds of things did you do?
Boy I cut the grass, I looked after the trees … everything, really.
Manager I see. The work is physically quite demanding, and the hours are quite long. You're in good physical health, aren't you?
Boy Yes, I am. I go swimming every morning, so I'm quite fit.
Manager That's good. Why do you think you're the right person for this job?
Boy As I said, I'm fit, I'm hard-working, I'm co-operative and flexible, so I'm good at working in a team.
Manager I see. So, when can you start work?
Boy School finishes tomorrow, so I could start next week.
Manager OK. Great!

farm worker

Exercise 6 page 30

- Give students time to read through the questions. Play the recording again. Students number the questions in the order they hear them.
- Students compare answers in pairs and try to remember the answers the boy gave. Check answers as a class.

Transcript 1.31 page 30

a 4 b 5 c 7 d 1 e 3 f 2 g 6

Exercise 7 page 30

- In pairs, students choose one of the other jobs in exercise 4 and plan and write an interview. Encourage them to include vocabulary from exercise 3 and from exercise 2 in lesson 3A.

Exercise 8 page 30

- If there is time, each pair of students acts out their dialogue for the class.
- If there is not much time, choose one or two stronger pairs to act out their dialogues. Encourage them to do it without looking at their notes.
- Remind students to use appropriate intonation to make them sound interested and enthusiastic.
- The other students listen and vote on whether the interviewee gets the job with a thumbs up or a thumbs down gesture.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can ask and answer questions at a job interview. I have learned how to talk about the personal qualities necessary for a job.*

3G Writing

A job application

LESSON SUMMARY

Reading: a job application letter
Vocabulary: formal expressions for a job application
Writing: a job application letter
Topic: work

SHORTCUT

To do the lesson in 30 minutes, do the preparation work for exercises 1–6 as a class. Alternatively, set the writing task for homework.

LEAD-IN 2–3 MINUTES

- Write *formal letter* on the board. Students brainstorm situations where a formal letter (or email) is appropriate. Elicit *job application*.
- In pairs, students think about what kind of information should be included in a job application letter. Write their ideas on the board.

Exercise 1 page 31

- Students read the letter. Set a limit of about half a minute for this and then ask them to answer the questions. Students check answers in pairs. Check answers as a class.
- Ask students to give specific examples of how they know it is a formal letter. Ask if the letter includes any information that students did not think of in the lead-in activity.

1 Dan wants to apply for a job.
2 The letter is formal.

Exercise 2 page 31

- Elicit the answers to the questions.

Language note – Formal letter layout

There is some variation in the 'approved' layout of a formal letter. Traditionally, the date has been placed on the right of the letter, but in many instances it is now placed on the left, beneath the recipient's address.

Exercise 3 page 31

- Students decide which paragraph contains the pieces of information 1–6.
- Students check answers in pairs. Check answers as a class.

1 paragraph 3 2 paragraph 1 3 paragraph 4
4 paragraph 1 5 paragraph 3 6 paragraph 2

Exercise 4 page 31

- Go through the *Learn this!* box together. Highlight the fact that *Yours faithfully* and *Yours sincerely* have a capital 'Y' and small 'f' and 's' respectively, and are followed by a comma.

- Remind students that women use the title *Ms* if they prefer not to indicate whether they are married or not.
- Elicit the answers to the questions.

He begins his letter 'Dear Sir or Madam'. He doesn't know whether the manager is a man or a woman.
He ends his letter 'Yours faithfully'. He doesn't know the recipient's name.

Exercise 5 page 31

- Go through the strategy together. Students read the letter again and find the formal equivalents of the words and phrases in red.
- Students check their answers in pairs. Check answers as a class.

1 to apply for the post of
2 My responsibilities there … as well as
3 I consider myself to be
4 If necessary, … supply
5 I would be grateful for the opportunity to
6 I will be available to
7 I am enclosing

Exercise 6 page 31

- In pairs, students read the job advert and discuss what experience and qualities would be required for it.
- With a **weaker class**, discuss students' ideas together as a class.

(Possible answers)
The person should be enthusiastic, polite, conscientious, hard-working, reliable, enjoy dealing with the public, able to use a computer, speak English, be able to work on their own or in a team.

Exercise 7 page 31

- Go through the instructions with students and make sure they understand what they need to do. Remind them that they should try to use a variety of phrases and expressions to activate what they have learned in the unit. Tell them to follow the suggested plan.
- Encourage students to write notes following the plan before they start to write their letters.
- Ask **fast finishers** to swap their letter with another student to read and check.

Extension – fast finishers

Students read each other's job applications and decide who they would give the job to. Ask them to give reasons for their decision.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a letter applying for a job. I have learned some fixed expressions for applying for a job.*

Get Ready for your Exam 2

LEAD-IN 3–4 MINUTES

- Ask students to think back to their earliest memory. In pairs, students tell each other about their memories.
- Go round and monitor while students are talking and help them with unfamiliar vocabulary.
- Ask three or four stronger students to share their memories with the class. Find out if anyone has any particularly amusing first memories.

Reading

Exercise 1 page 32

GET READY TO READ

- Read through the instructions and the places in the list. Check that students understand the meaning of *hut* (a small, simply built house or shelter) and *tribe* (a group of people of the same race, and with the same customs, language, religion, etc., living in a particular area and often led by a chief).
- Students talk about what it would be like and which of the places they prefer. They then think of some more examples of unusual places.

Exercise 2 page 32

READING EXAM TASK – MATCHING SENTENCES TO TEXTS

- Draw attention to the instructions and make sure students understand that they need to insert sentences A–E into gaps in the text 1–4, and that there is one sentence they do not need to use.
- Ask students to read quickly through the text to gain understanding, ignoring the fact that some sentences are missing.
- Then ask them to read through the statements. Encourage students to underline linking expressions, such as *so*, *as a result*. Remind them that these words indicate that the sentences they start will provide a consequence related to the content of the previous sentence.
- Then ask students to underline other key words in sentences A–E, e.g. *surrounded by water, school, hard work, rocking and moving*.
- In a **weaker class**, do the first gap together. Elicit the key words in the preceding sentence in the text (*unsteady, comforting, feeling, being on the water*). Elicit that the correct match is sentence D because it adds further description to the sensation of living on the water.
- Students do the reading task individually.
- Ask student to check answers in pairs before checking as a class.

1 D 2 A 3 E 4 B

Use of English

Exercise 3 page 32

USE OF ENGLISH EXAM TASK – OPEN CLOZE

- Draw attention to the incomplete text and ask students to read it to find out what the narrator remembers from his/her childhood. Elicit answers to check students have understood the text.
- Explain that the students have to insert one word into each gap. The missing words are usually small words such as prepositions, articles or common verbs. Students will not need difficult words and will have to use their logic and grammar skills to work out which word is missing.
- Look at the first gap with the class. Ask them what kind of word would logically or grammatically fit. Elicit that the missing word must be *of*.
- Students complete the rest of the text and check their answers in pairs. Check their answers as a class and make sure they know why each word is correct.

1 of 2 for 3 out 4 who/that 5 than
6 if 7 on 8 in 9 after 10 for

Speaking

Exercise 4 page 32

SPEAKING EXAM TASK – ROLE-PLAY

- Go through the task with the students. Remind students that they should include all the points mentioned in the instructions to maximise the marks they can get.
- Elicit some phrases for making suggestions, e.g. *What about ... ?, Do you think ... ?, Let's ..., Why don't we ... ?*. Ask students for phrases they could use to agree or disagree, e.g. *Good idea!, I'm not sure ..., OK, but what about ... ?*.
- While students are working in their pairs, go around the class monitoring the discussions but without interrupting.
- Ask stronger students to tell the class what they decided with their partner. Take this opportunity to feed back to the class any common errors. Also, highlight any particularly good use of expressions that you heard.

Listening

Exercise 5 page 33

GET READY TO LISTEN

- In pairs, students discuss the questions. Ask two or three students to tell the class about their partner's experience.

Exercise 6 page 33

- Students complete the expressions.
- Students check answers with a partner. Check answers as a class.

1 get 2 revise 3 hear from 4 sit/mess up
5 sit/mess up 6 do

Exercise 7 page 33

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Explain that students are unlikely to hear people using exactly the same words as in the sentences, but that they should listen out for synonyms or other ways of phrasing the same thing.
- Play the recording. Students put ticks in the correct column.

Transcript 1.32 page 33

Angus Hi Dora, haven't seen you for a while. How are you?
Dora Oh, you know, a bit tired of all these exams. But they're almost over now, thank goodness!
Angus And how did you do in your last exam? History, was it?
Dora Yes. OK, I think. I'm not sure, but it didn't seem difficult at all. I hope it's OK. What about you? You don't do history. What was your last one?
Angus Well, I've just sat my chemistry exam. It was really hard!
Dora I bet! Chemistry just isn't for me, although I quite like biology, I must admit. We've only got a week to go before the biology exam. How's the revision going?
Angus All right, I think. I think the exam might be quite hard, though. My brother did it last year and I remember him saying that it was tougher than he expected.
Dora Oh dear. I hope it's not the same this year. I need to get good marks so my dad will let me go travelling. I really want to travel this summer!
Angus Me too! I'm off to America. Where are you planning to go?
Dora Around Europe, mainly, although I have cousins in the States that I'd like to visit too.
Angus Great. And after that? Do you know which university you're going to?
Dora I'm going to Bristol to do English and Drama.
Angus Really? I didn't know that. When did you hear from them?
Dora On Friday. Unless I really mess up my exams, of course! What about you? Do you know about Manchester yet?
Angus I'm still waiting to hear. I need to do well in my biology exams first.
Dora But that's no problem! You're brilliant at sciences.
Angus Thanks! I hope so.

1 Dora 2 Angus 3 Dora 4 Angus
5 Dora 6 Dora 7 Angus

Culture note

In the United Kingdom, students usually apply for university places at the beginning of their final school year. Students state predicted grades for their A level exams in their application. Universities then offer conditional places: students have to achieve the predicted grades or an alternative grade which the university has asked for. When students receive their A level exam results, they can go to the university of their choice, if they meet the grade requirements. However, if their grades aren't high enough, they have to go through 'clearing'. This is a system where students apply for remaining places at other universities which are willing to accept lower grades.

Speaking

Exercise 8 page 33

GET READY TO SPEAK

- In pairs, students discuss the questions. With a weaker class, elicit that they should be using the present tense.
- While students are speaking, monitor and offer suggestions for vocabulary as required.
- Ask two pairs to report back on what they discovered about their partners. Write any vocabulary which could be useful for the next task on the board, e.g. *café, bar, waiter, waitress, chef, curator, installation, sculpture.*

Exercise 9 page 33

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Read the questions with the class to check understanding.
- Point out that students are being asked to talk about street cafés and museums in general, rather than those specifically illustrated. The first three questions explore the nature of these places and what it is like to work there, while the fourth question requires students to relate the discussion to themselves.
- Students answer the questions in pairs, taking it in turns to be the examiner and the candidate. Remind students to give reasons and examples to support their opinions.
- Monitor the students as they do the task, noting down any common errors or particularly good use of expressions.
- At the end, choose four stronger students to share their opinions with the class.
- Finally, give feedback from the notes you made while students were doing the task, suggesting ways students could improve.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised reading comprehension (matching sentences to texts). I have completed an open cloze task in the use of English section of the exam. I have practised a role-play. I have practised listening comprehension (matching statements to speakers). I have practised a picture-based discussion.*

4 Body and mind

Map of resources

4A Vocabulary and listening
Student's Book p34, Workbook p30
Photocopiable Activity: 4A Body crossword

4B Grammar
Student's Book p35, Workbook p31
Photocopiable Activity: 4B Past simple and present perfect contrast

4C Culture
Student's Book p36, Workbook p32
Photocopiable Activity: 4C How healthy are you?

4D Grammar
Student's Book p37, Workbook p33
Photocopiable Activity: 4D Present perfect simple and continuous

4E Reading
Student's Book pp38–39, Workbook p34
Photocopiable Activity: 4E Homonyms

4F Speaking
Student's Book p40, Workbook p35
Photocopiable Activity: 4F At the doctor's

4G Writing
Student's Book p41, Workbook p36
Photocopiable Activity: 4G An announcement

4 Review and Tests
Self Check 4: Workbook p37
Photocopiable Activity: 4 Review (Talk about …)
Student Self-Test Sheets 4, 1–3 (TRCD-ROM)
Unit 4 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 2
Workbook pp38–39

Units 3–4
Language Review: Student's Book p42
Skills Round-up 1–4: Student's Book p43
Review: Workbook p99

iTools Unit 4

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

4A Vocabulary and listening

The human body

LESSON SUMMARY

Vocabulary: parts of the body; inside the body (VB)
Listening: dialogues with body idioms
Speaking: acting out dialogues with body idioms
Topic: people, health

SHORTCUT

To do the lesson in 30 minutes, spend no more than 2–3 minutes on exercise 4, and limit the number of performances in exercise 7. The Vocabulary Builder activity can be set for homework.

LEAD-IN 3–4 MINUTES

- Explain that today's lesson is about the human body, and you are going to begin with a mini quiz to find out how much students know about the body. Write on the board:
  1 *Which part of the human body never stops growing?*
  a *mouth* b *ears* c *toes* (b)
  2 *How much blood does the average adult have?*
  a *2–3 litres* b *5–6 litres* c *7–8 litres* (b)
  3 *You get shorter by about 1 cm when you sleep. True or false?* (false – you 'grow' by about 1 cm. This happens because when we stand during the day, our weight compresses the fluid between the spinal vertebrae, making us shorter.)
  4 *What percentage of the human body is water?*
  a *about 66%* b *about 75%* c *about 90%* (a)
- In pairs, students discuss the answers.

Exercise 1 page 34

- In pairs, students match the parts of the body with the correct section of the photo A–C. Encourage them to match the ones they are confident about first.

(Answers: see transcript for Exercise 2)

Exercise 2 page 34

- Play the recording for students to check their answers. With a **weaker class**, you may have to play the recording again.
- Draw a simple sketch of a body on the board and use it to check the answers.
- Model and drill the pronunciation of potentially problematic words (see the Pronunciation activity below) or replay the recording, this time pausing after every word to drill it.

Transcript 1.33 page 34

A armpit; chin; eyebrow; eyelash; eyelid; fingernail; lip; neck; nostril; palm; scalp; throat; thumb; wrist
B chest; hip; stomach; thigh; waist
C ankle; calf; heel; shin; sole; toenail

Pronunciation activity

Several words in exercise 1 have silent letters: *palm* /pɑːm/, *thumb* /θʌm/, *wrist* /rɪst/, *calf* /kɑːf/, *thigh* /θaɪ/.

Write the words on the board. Ask students to copy them. Say each word twice. Students cross out the silent letters.

Exercise 3 page 34

- Students work in pairs and take it in turns to elicit the word for parts of the body from their partner.
- Circulate and monitor to check students are using the correct vocabulary.

Extra activity

Play a game of *Simon says* to revise the body vocabulary.

Explain that you are going to play a game to practise body vocabulary. Students stand up and you give them instructions, e.g. *Simon says … touch your calf, Simon says … touch your chin with your wrist.* When you give an instruction preceded by *Simon says …*, students must follow the instruction. If you don't begin the instruction with *Simon says …*, they should do nothing. If a student does the wrong action or does an action when you don't say *Simon says …*, they are out of the game and must sit down. The last student standing is the winner.

If time allows, you could ask students to come to the front of the classroom and give instructions.

Exercise 4 page 34

- In pairs, students complete the phrases. Encourage them to complete the ones they know or can guess first. Check answers as a class; make sure that students understand all the injuries.
- Students then ask their partners whether they have had any of the injuries. If the answer is *yes,* they ask a follow-up question. Encourage students to give as much information as possible.
- Circulate and monitor, giving help with vocabulary as necessary.

2 shoulder 3 ankle 4 leg 5 eye 6 lip

Exercise 5 page 34

- Write *idiom* on the board. Explain or elicit that an idiom is an expression whose meaning you cannot guess from the meaning of the individual words. If you try to translate an idiom word for word into another language, the translation sounds very strange, e.g. *to keep an eye on something or somebody* means 'to take care of something or somebody and make sure that they are not harmed, damaged, etc.' With a **weaker class**, elicit idioms in their native language.
- Explain that there are a lot of English idioms which contain words for parts of the body. Tell students they will hear six dialogues, each containing one such idiom.
- Play the recording. Stop the CD after the first dialogue and check that all students heard *He was pulling your leg.* Then ask them if they can find the correct meaning. Play the recording again from the beginning. Students complete the sentences.
- Check answers and then ask students to choose the correct meaning, a, b, or c.
- You may need to play the recording again to help students deduce the meaning of each idiom from its context.
- Check answers as a class and elicit how the idiom was used in the dialogue.

Transcript 1.34 page 34

1 **A** Hi. Are you OK?
B Yes, but I can't stop now. I've got to watch Adam on TV.
A Your friend Adam? With fair hair?
B Yes! He's on *Britain's Got Talent* – tonight!
A You're joking! What's he doing on a talent show? What can he do?
B He's dancing – he says it went really well. They recorded the show last night.
A But Adam can't dance! I've seen him.
B What do you mean?
A He isn't on TV tonight. He was pulling your leg.
B Really? Do you think so?
A Yes!
B Oh. He's always doing that. I really believed him this time.

2 **A** What's Dad doing in the garden? He's been out there for hours!
B I think he's building something.
A Building something? What?
B I'm not sure. But I saw him carrying lots of wood from the car. It was really heavy. He kept dropping it.
A Did you give him a hand?
B I tried to, but he said he could manage on his own. He didn't want me around. I think it's all a big secret.
A I'm going out to have a look!
B Don't get too close. He's in a really bad mood!

3 **A** I'd better go. It's nearly eight o'clock.
B Why don't you stay for dinner?
A That's very kind of you, but I think I'd better get home. I've got a few things I need to do and …
B We're having roast dinner.
A No, no, I really must … What kind of roast dinner? Chicken?
B No, roast beef … with roast potatoes and Yorkshire pudding.
A Oh! Well, OK. You've twisted my arm. I'll stay then.
B Great!

4 **A** Are you looking forward to the match?
B Yes, I am. Who do you think is going to win?
A Oh, I don't know. It'll be close. They're both really good teams.
B I reckon Chelsea will win – but only by one goal.
A Yeah? Maybe.
B Come on, make a prediction.
A Well, if you really want me to …
B Yes, I do. I reckon it'll be 2–1 to Chelsea. What do you think?
A Well, OK. I'll say 2–nil to Liverpool.
B Really? Do you want to bet on that? I'll buy you dinner if you're right. OK?
A Oh, er … yes. OK. I suppose so. I'll stick my neck out.

5 **A** So, anyway, I was in a café with Kirsty last weekend. You know, that new café in town. Actually, we were sitting at a table outside. And a woman came over to us and said she worked for *Face* magazine.
B Really? What did she want?
A She asked if Kirsty was a model. When Kirsty said no, she asked her if she wanted to be in some photos – in the magazine!
B Wow! Kirsty must have been totally amazed!
A Actually, no, she wasn't. She didn't bat an eyelid!
B What? She didn't even look excited for a minute? But she said yes, didn't she?
A She took the woman's mobile number – and said she'd think about it!
B Wow! That's very cool.
A Maybe that kind of thing happens to her all the time.

6 **A** Hi, Dad.
B Hey, what's the matter with you?
A My exams start tomorrow. I'm really worried about them!
B Why are you worried? You've worked hard, haven't you?
A I need 75 percent to get an A in biology – and I need an A to study medicine at university.
B Isn't biology your best subject?
A Yes, but what if I can't answer the questions? I'm terrible in exams … I panic.
B You'll be fine. You need to keep your head. Read the questions slowly and give yourself time to think. And get some sleep tonight!
A You're right. I know you're right. Thanks, Dad.

1 leg; b 2 hand; a 3 arm; c 4 neck; a 5 eyelid; c
6 head; c

Exercise 6 page 34

- Tell students they are going to write three short dialogues similar to the ones on the recording. Monitor, help and correct as students do the task in pairs.

Exercise 7 page 34

- Students read or act out their dialogues. If time is limited, they should select only their best dialogue.
- Encourage them to look up and speak clearly. The other students vote for the most entertaining dialogues.

For further practice of Inside the body, go to:

Vocabulary Builder 4.1 page 130

Picture A: 1 skull 2 ribs 3 bone 4 skin 5 spine 6 muscle

Picture B: 1 brain 2 vein 3 lungs 4 heart 5 artery 6 liver 7 stomach

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about parts of the body and injuries. I can understand and use idioms with parts of the body.*

4B Grammar

Past simple and present perfect contrast

LESSON SUMMARY

Grammar: past simple and present perfect contrast

Reading: a text about a stunt mountain bike rider

Listening: an interview with a young kayak surfer

Speaking: talking about recent activities

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief and do exercises 3 and 5 together as a class. Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write *Extreme sports* on the board. Elicit the names of some extreme sports and write them on the board too. (Possible answers: snowboarding, speed skating, bungee jumping, ice climbing, sky-diving, mountain biking)
- Ask students: *Has anybody ever done one of these sports? Where? When? How was it? Would you like to do one of these sports? Why? / Why not?*

Exercise 1 page 35

- Refer students to the photo. Elicit possible answers to the questions, but don't confirm or refute them at this stage.
- Allow students about half a minute to read the text.
- Students answer the three questions and check their answers in pairs. Check answers as a class.

1 He is riding / doing stunts on a mountain bike.
2 It is his job.
3 He is in Scotland.

Exercise 2 page 35

- Students look at the text and identify whether the verbs in red are in the present perfect or past simple. If necessary, remind them that the present perfect is formed with *have / has* + past participle.
- Quickly go through the answers before going through the *Learn this!* box together. With a **weaker class**, revise the difference between *for* and *since*.
- Students match the present perfect examples with uses a–c.
- Students check answers in pairs. Check answers as a class.

Past simple grew up; made; posted; watched
Present perfect has lived – a; has become – c; has already had – c; hasn't been – a; has given up – c; (has) become – c; has always enjoyed – a; 's had – b; 's just broken – c

For further practice of Past simple and present perfect contrast, go to:

Grammar Builder 4.1 page 114

1 1 taken 2 been 3 promised; regular 4 had 5 written 6 bought 7 finished; regular 8 mended; regular

2 1 've finished 2 haven't written 3 's taken 4 haven't had 5 've been 6 has mended 7 hasn't bought 8 's promised

3 1 I haven't read that book yet.
2 I've just watched a brilliant film.
3 They've already finished their dinner.
4 Have you spoken to her yet?
5 My aunt has just left hospital.

4 1 've had 2 worked 3 has scored 4 Did (you) lock; went 5 left 6 has changed; moved 7 've never met

Exercise 3 page 35

- Students complete the interview with the past simple or present perfect. Remind them to use contractions after personal pronouns, e.g. *I've been …*
- Play the recording for students to check their answers.

Transcript 1.35 page 35

1 did (you) start 2 went 3 took 4 've been 5 haven't heard 6 has become 7 Have (you) had 8 've won 9 did you win

Exercise 4 page 35

- Students find the time expressions in the dialogue in exercise 3 and add them to the chart.
- Check answers as a class and explain to students that time expressions can help them decide which tense is needed. (See Language note below.)

1 in (2009) 2 later 3 (ten) years ago 4 in the past few years 5 since … 6 so far

Language note – Past simple and present perfect

Choosing between the past simple and the present perfect is notoriously difficult for students. Even if they understand the rules, it is hard, when speaking, to decide quickly which rule should apply. Whilst it is clearly useful for them to analyse the rules, the most important thing is to have lots of practice so that the decision becomes instinctive.

Many students find it easier to relate the tenses to the vocabulary that is often used with them, e.g. present perfect is always used with *yet*, past simple is always used with *ago*, etc. Exercise 5 focuses on this.

It is important for students to become familiar with the common pattern of starting with the present perfect to talk about general or recent experience and then switching to the past simple as they 'zoom in' to talk about a specific occasion, e.g. *Have you been shopping recently? Yes, I have. What did you buy? I bought ...*

With a **stronger class** you could point out that the rules apply to British English. In American English, the present perfect is used less. In American English, the sentences *Did you do your homework yet?* or *I saw that film already* are perfectly acceptable.

Optional activity

Play a game of *Noughts and crosses* to practise making sentences with the time expressions in exercise 5.

Write an empty noughts and crosses grid on the board. Put students in two teams. The teams decide whether they are noughts (0) or crosses (x). Explain, if necessary, that the aim of the game is to get a line of noughts or crosses before the other team.

Teams take it in turns to choose a square. They can win the square by making a correct sentence including a time word or expression that you will give them. Use the expressions from exercise 5. They have a time limit of 30 seconds to produce a correct sentence.

Exercise 5 page 35

- Go through the instructions for the task. Elicit the tenses that are used in the example and why. (The first question asks about an unspecified time in the last few months. The second narrows down the time frame to a specific event.)
- Don't allow the conversations to become too long. Focus instead on accuracy and giving students practice in switching between the two tenses.

Extra activity

Students ask the questions in open pairs across the class.

Student 1 asks the first question and then nominates a Student 2 to answer the question: *Have you done any sport in the past few months ... Darren?* Nominating at the end of the question ensures the rest of the class don't 'switch off'. If Student 2 says *yes*, Student 1 asks the follow-up question. Student 2 then asks the next question and nominates another student to answer.

When all the questions have been asked, students can repeat the exercise in closed pairs.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I have learned when to use the past simple and when to use the present perfect.*

4C Culture

Public health?

LESSON SUMMARY

Reading: an article about school meals

Listening: young people talking about health issues

Speaking: discussing the Government's role in promoting a healthy lifestyle; describing ways of improving diet

Topic: health, school

SHORTCUT

To do the lesson in 30 minutes, omit exercises 6 and 8. The Vocabulary Builder exercise can be set for homework.

LEAD-IN 3–4 MINUTES

- Ask students to write down everything they have eaten or drunk over the past 24 hours. This should include breakfast, lunch, dinner and any snacks between meals.
- In groups of three or four, students decide who in their group has the healthiest diet.

Exercise 1 page 36

- Check that students understand and can pronounce the words in the list, especially *carbohydrate* /ˌkɑːbəʊˈhaɪdreɪt/, *protein* /ˈprəʊtiːn/ and *fibre* /ˈfaɪbə/. Note: *vitamin* is pronounced /ˈvɪtəmɪn/ in British English and /ˈvaɪtəmɪn/ in American English.
- In open class, ask individual students to describe the food in the photo and say which items contain a lot of calories, carbohydrates, fat, etc.
- Point out that we often say that foods are *high / low in ...* to talk about nutritional content, e.g. *Fizzy drinks are high in sugar.* You could also mention that we frequently abbreviate *carbohydrates* to *carbs*.

(Possible answers)
Burgers contain a lot of calories, carbohydrates, fat and salt.
Soft drinks contain a lot of calories and sugar.
Apples contain a lot of carbohydrates, fibre, sugar and vitamins.

Culture note – Healthy food in schools

In 2005, TV chef Jamie Oliver began a campaign called *Feed me Better* to encourage British schoolchildren to eat more healthy food and less junk food. He also created a television series called *Jamie's Ministry of Food*, in which he tried to encourage ordinary people in Yorkshire to cook healthy meals. In Britain, there was an explosion of publicity on the issue of healthy foods in school after Oliver started his campaign.

Exercise 2 page 36

- Students read the text and answer the questions. Suggest that they skim-read the text first to get the general gist and then underline the key words in the questions.
- Play the recording for students to listen to while they read the text again.
- Students check answers in pairs. Check answers as a class.

Transcript 1.36 page 36

1 The school introduced the new rules at the start of the autumn term.
2 The school has banned students from going out to local takeaways during the lunch break.
3 The two mothers think the pupils don't have enough choice or enough time to enjoy their lunch.
4 The two mothers started passing burgers, fish and chips and fizzy drinks over the school fence.
5 The head teacher believes there have been improvements in behaviour and learning in the afternoons.

Extension – stronger students

In pairs, students write four more questions based on the text in exercise 2. When they have finished, put students together with new partners. In their new pairs, students ask their questions.

Exercise 3 page 36

- With a **weaker class**, give prompts to students, e.g. *Why does the head teacher think that healthier meals are better for pupils? Why do the parents disagree?*
- Students discuss whether they think schools should try to improve students' diets or not. Remind them to use language for giving opinions and agreeing and disagreeing.
- Find out through a show of hands whether students think the school should continue with its regime.

Exercise 4 page 36

- Go through the instructions for the task. Explain that an issue is an important topic that people are discussing or arguing about.
- Remind students not to worry if they don't understand every word, and that the first time they listen they should focus solely on the task, namely, identifying which two speakers think the Government shouldn't tell us what to eat.
- Play the recording. Students compare answers in pairs. Check answers as a class.

Transcript 1.37 page 36

Speaker 1 I reckon it's a good idea, trying to get schools to serve healthier food. Some people say it won't make a difference because people don't like it when the government tells them what to do – but look at the smoking law. That really helped to reduce smoking and improve people's health. And there are other examples too. It can work.

Speaker 2 Nobody likes the government telling them what to do – or what to eat! And sometimes the advice is confusing – you know, it changes from year to year. People say it isn't the government's business to tell us what to eat – our health is our own business. The thing is, the government has to pay when you get ill and need to go to hospital, and if more and more people need treatment because they're unhealthy, that means raising taxes. So I think the government should try to make people eat healthier food – and save us all some money!

Speaker 3 These politicians think they can control every area of our lives – how we drive, what we eat, where we smoke … I've had enough! If I want to eat chips every day and drive everywhere by car, then that's my decision. I can make up my own mind if I want to live a healthy life or not … I'm not stupid, and it's nobody else's business what I do! We've got too many laws already in this country. We don't need a new law telling us we have to eat salad twice a week, thank you very much.

Speaker 4 I think it's a joke, frankly. A law about healthy eating? We don't elect politicians so that they can stop us doing what we want! We elect them to run the country. What are they are going to do next – ban fish and chip shops? Stop people from buying chocolate bars? Or pass a law that says fast food restaurants are illegal? They probably would, if they could. Meanwhile, crime is going up, taxes are going up …

Speaker 5 I don't understand why people are complaining about these new government regulations. I mean, they say things like 'We've got the right to eat whatever we want.' Well sure, go ahead – make yourself fat and unhealthy. But what about your kids? You haven't got the right to make them fat and unhealthy too! What about their rights?

Speakers 3 and 4

Exercise 5 page 36

- Allow students time to read the sentences.
- Explain that in most cases the words in the list are not the same as the words in the recording. Students need to interpret the meaning and then choose the word that best fits the idea. Pause after each speaker for students to complete the sentence.
- Check answers as a class.

Transcript 1.37 page 36

a Diet; Speaker 3 b treatment; Speaker 2 c children; Speaker 5
d Government; Speaker 4 e issues; Speaker 1

Exercise 6 page 36

- Elicit or explain that a collocation is a combination of words that occurs very often; it often refers to verbs and nouns that commonly occur together.
- Students work on their own to complete the collocations and write example sentences for each. They then compare their sentences with a partner. Circulate and check their sentences.
- Ask a few students to read out their sentences.
- Remind students of the importance of learning collocations and encourage them to record collocations rather than individual words whenever possible in their vocabulary notebooks.

2 pass 3 raise 4 make 5 raise 6 have

For further practice of Food and nutrition, go to:

Vocabulary Builder 4.2 page 130

1 sugar 2 carbohydrate 3 salt 4 fibre 5 vitamins
6 calories 7 protein 8 fat

Exercise 7 page 36

- In pairs, students think of three ways to improve the healthiness of their diet and lifestyle. Check that they understand the difference between *cut down on* and *give up* by asking for one-word synonyms (*cut down on* – reduce, *give up* – stop).
- Encourage students to be specific and realistic with their ideas. Refer them to the example in exercise 8.

Exercise 8 page 36

- Students tell the class their three ideas from exercise 7. The rest of the class vote for the best ideas.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about health issues. I can discuss food and diet.*

4D Grammar

Present perfect continuous

LESSON SUMMARY

Grammar: present perfect continuous; contrast: present perfect simple and continuous

Reading: a short article about brain workouts

SHORTCUT

To do the lesson in 30 minutes, do any of exercises 3, 4, 5 and 6 together as a class and set the Grammar Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Write *crossword* and *Sudoku* on the board. Elicit further examples of puzzle games (e.g. jigsaw, Scrabble, quiz).
- Write these questions on the board: *Which of these games do you like playing? Which don't you like playing? Do you play them in magazines / newspapers? Do you buy puzzle books? Do you play them online? Do you think that playing these games can increase your brainpower?* In pairs or small groups, students discuss the questions.

Exercise 1 page 37

- Focus attention on the title of the text. Ask: *What does 'workout' usually refer to?* (physical exercise) and *What do you think it refers to here?* (mental exercise)
- Give students a minute to read the text and answer the questions.

The study is trying to find out whether brain-training exercises work. Brain-training does work, to a small extent, but no more than surfing the Internet.

Exercise 2 page 37

- Focus on the verbs in red in the text. Give or elicit the name of the tense. Students complete the rule.

1 has 2 been

Exercise 3 page 37

- Go through the *Learn this!* box together. Students complete the examples with the correct form of the present perfect continuous.

1 've been playing 2 have (you) been waiting
3 've been carrying

Exercise 4 page 37

- Students complete the sentences using the present perfect continuous of the verbs.
- Students check answers in pairs. Check answers as a class.

1 've been playing 2 've been eating 3 've been working
4 's been drinking 5 's been pulling 6 've been wearing

For further practice of the Present perfect continuous, go to:

Grammar Builder 4.2 pages 114–115

2 I've been learning the guitar (for years.)
3 It's been raining (since midday.)
4 We've been chatting (on the phone for an hour.)
5 I haven't been feeling well (since Saturday.)
6 My dad has been sleeping (for two hours.)

Exercise 5 page 37

- Go through the *Learn this!* box together. Students find two examples of the present perfect simple in the text in exercise 1 which describe actions that are finished and complete.

Owen has conducted several studies of this kind, and they have all shown the same thing …

Exercise 6 page 37

- Students complete the email with the present perfect simple or present perfect continuous.
- Students compare answers in pairs. Check answers as a class. Ask students to explain their choice of tense.

1 Have (you) been enjoying 2 has been staying
3 have (never) liked 4 haven't had 5 has been spending
6 's been working 7 's made

For further practice of the Present perfect simple and present perfect continuous contrast, go to:

Grammar Builder 4.3 page 115

1 1a 've spent 1b 've been spending 2a have been having 2b 've had 3a 've been talking 3b 've talked 4a have gone out 4b have been going out

2 1 c; 've been waiting 2 h; 's twisted 3 g; has been cooking 4 e; 've been playing 5 a; 've broken 6 d; 've been doing 7 b; 've sent 8 f; 's been eating

Exercise 7 page 37

- Focus on the instructions and the example. Do the first two items in open pairs then ask students to continue the exercise in pairs. Circulate and monitor to check for correct use of the present perfect tenses.

Extension – fast finishers

- Write these sentences on the board for fast finishers to comment on: *You've got a black eye. Your hair's wet. You look bored. You look disappointed.*

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can correctly use the present perfect continuous.*

4E Reading

All in the mind

LESSON SUMMARY

Reading: a magazine article about the power of the mind

Vocabulary: homonyms (VB)

Grammar: clauses expressing purpose

Speaking: discussing a mind reading experiment

Topic: people, health

SHORTCUT

To do the lesson in 30 minutes, set exercises 4 and 5 and the Vocabulary Builder activity for homework.

LEAD-IN 3–4 MINUTES

- Write *will power* on the board and elicit or explain that it means the ability to control your thoughts and actions in order to achieve something. Elicit times when you need will power (e.g. to give up smoking, to go on a diet, to start a strict exercise regime, to persist with something challenging like a long run, cycle ride, or study regime). Ask: *Do you have strong will power? Think of a time when you needed a lot of will power to achieve something. How hard was it?*
- Write *mind over matter* on the board and explain that it means the ability to overcome physical problems through the power of the mind. Ask: *Do you believe that the mind has the power to … control fear, … overcome physical pain, … help you recover from illness, … read other minds, … make things move?*

Exercise 1 page 38

- Students look at the photos and the title and discuss the questions in pairs. Ask individual students to describe what is happening in each photo and elicit that the people in the photos are using the power of the mind to achieve something.

Exercise 2 page 38

- Ask students to skim-read the text and then underline the key words in questions 1–6. They then scan the text for words with the same or a similar meaning to the words they have underlined.
- Students match the sections of the text with the questions. Check answers as a class.

Transcript 1.38 page 38

1 B 2 A 3 A 4 C 5 B 6 C

Exercise 3 page 39

- Explain the reading task. Remind students that with a gapped text, it is a good idea to follow this procedure:
  1 *Read the text and get the general sense.*
  2 *Try to predict what kind of information is missing from each gap.*
  3 *Read the sentences and try to fit them into the gaps. Look for words that link the sentences with the surrounding text.*
  4 *Look at the gapped sentences to see if the sentence they predicted for each gap is there.*
- Do the first one together and show how the idea of *a long tradition* in the sentence before the gap is linked to *3,000 years* in sentence c. Students continue on their own.
- Encourage them to cross out the options as they use them. If they get stuck, they should move on and come back to fill in any gaps by process of elimination.
- Students check answers in pairs. Check answers as a class.
- Play the reading text and ask students to read along. If there is time, ask students to read the text aloud, with each student reading two sentences.

1 c 2 a 3 e 4 f 5 d

Culture note – James Randi

James Randi began his career as a magician called the Amazing Randi. When he retired, he began investigating claims about the paranormal, including telekinesis, which he believes have no foundation in fact. He has offered a prize of one million US dollars to any person who can provide evidence of a paranormal or supernatural power or event. However, the evidence must be provided under conditions which both parties agree to. To date, no one has won the prize.

Exercise 4 page 39

- Students find the five underlined sentences in the text and then complete the *Learn this!* box.

1 in order 2 so

Exercise 5 page 39

- Students answer the questions, using a different clause each time to express purpose.
- Students check answers in pairs. Check answers as a class.

(Possible answers)

1 They went on training courses to / in order to find out how to walk across burning coals. / They went on the training course so that they could find out …
2 The managers went to hospital to / in order to be treated for their burnt feet. / The managers went to hospital so that they could be treated …
3 The performers asked for volunteers so that they could hypnotise them. / The performers asked for volunteers to / in order to hypnotise them.
4 The British Government passed a law to / in order to stop hypnotists from behaving irresponsibly. / The British Government passed a law so that they could stop hypnotists …
5 Randi appeared on a live TV show with Hydrick to / in order to prove that Hydrick wasn't telling the truth. / Randi appeared on a live TV show with Hydrick so that he could prove …

Exercise 6 page 39

- Go through the *Look out!* box together. To help students remember the meaning of *homonym*, you could explain that *homo* means 'same' and *nym* means 'name' in Greek.
- Students identify whether the highlighted words are nouns or verbs.

mind – noun; matter – noun; trip – noun; treat – verb; state – noun; show – noun; object – noun; turn – verb

For further practice of Homonyms, go to:

Vocabulary Builder 4.3 page 130

1 1 trip 2 object 3 show 4 treat 5 mind 6 matter 7 state 8 turn

2 1 park 2 face 3 play 4 land 5 study 6 plant 7 fly 8 left

Exercise 7 page 39

- Read through the task and make sure students understand what they have to do. Suggest that one student in each pair sets a timer so that they are not distracted by looking at their watches.
- Find out how many people guessed correctly and write the number on the board.

Exercise 8 page 39

- Students discuss the questions. (Note: It is perfectly possible that someone could guess 0%, 50%, 75% or even 100% right by pure chance as well. In order for an experiment like this to be valid, it would need to be repeated many times. Then a statistician would perform a calculation to see if the result is 'significant', in other words, if the percentage of correct guesses is not a result of pure chance.)
- Circulate and monitor the students as they speak, helping with ideas and vocabulary as necessary.
- Make a note of any general errors to be addressed at the end of the activity.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the power of the mind. I have learned about homonyms.*

4F Speaking

At the doctor's

LESSON SUMMARY

Listening: conversations at the doctor's
Vocabulary: symptoms
Speaking: giving advice; a conversation at the doctor's
Topic: health

SHORTCUT

To do the lesson in 30 minutes, limit the number of performances in exercise 8. The Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *ill* on the board and elicit the noun *illness*. Brainstorm a list of common, non-serious illnesses (e.g. a cold, the flu, a stomach bug / virus, an ear infection, an eye infection, hay fever).
- Write these questions on the board: *When was the last time you were ill? What was the matter with you? Did you take any medicine? Did you go to the doctor's? Did you have time off school?* In pairs, students ask and answer the questions.

Language note – *the doctor's*

Point out that we refer to the place where you go to see a doctor as *the doctor's*, e.g. *I'm going to the doctor's after school.* We use *the dentist's* in the same way, e.g. *I've got an appointment at the dentist's.*

Exercise 1 page 40

- Students complete the dialogues with the questions. Suggest that students read through the dialogue before they complete it. With a **weaker class**, ask students to underline the key words in the answers after the gaps; this will help them find the right answers.
- Play the recording for them to check their answers. You could ask students to practise reading the dialogue with a partner.

Transcript 2.02 page 40

1 e 2 d 3 c 4 a 5 b

Culture note – Over-the-counter medicine; prescription medicine

There are two kinds of medicines that you can buy from a chemist's (also called *pharmacy*) in the UK: medicine you can buy **over the counter** without a doctor's permission, and **prescription medicine**, which you can only buy if the doctor prescribes it to you. A prescription is a form completed by the doctor, which gives instructions about the type of medicine and how to take it. Some groups of people (e.g. people who are old or who are suffering from long-term illness) don't have to pay for prescribed medicine in the UK.

Exercise 2 page 40

- Students complete the sentences. Refer them to the wordlist for help.
- Students check answers in pairs. Check answers as a class. Practise the pronunciation of *temperature* /'temprətʃə/ and *swollen* /'swəʊlən/.

1 swollen 2 dizzy 3 stiff 4 temperature 5 itchy
6 blocked up 7 rash 8 sore

Extension

Students test each other on the vocabulary in exercise 2 by miming the symptoms.

For further practice of Symptoms, go to:

Vocabulary Builder 4.4 page 131

1 1 shivery / sick 2 shivery / sick 3 a cough / backache
4 a cough / backache 5 itchy / painful 6 itchy / painful

2 1 weak 2 stomach ache 3 a rash 4 a blocked nose
5 swollen 6 bruised 7 dizzy 8 a stiff neck 9 itchy

Exercise 3 page 40

- Tell students they are going to listen to four patients describing their symptoms. Stop the CD after the first dialogue and check that students heard the patient's symptoms (headache and temperature). Play the recording again from the beginning. Students listen and match each person with two symptoms.
- Students check answers in pairs. Check answers as a class.

Transcript 2.03 page 40

1 **Doctor** Hello, come in. What brings you here today?
Patient I'm not very well.
Doctor I see. What are your symptoms, exactly?
Patient I feel hot and shivery.
Doctor Let me take your temperature. Hmm, yes. You've got a temperature. It's quite high. Have you got a headache?
Patient Yes, I have.
Doctor What about a stiff neck?
Patient No. My neck's fine.
Doctor Have you noticed a rash anywhere on your skin?
Patient No, I don't think so.
Doctor Well, I'm sure it's just a normal virus. You need to drink lots of water. If I were you, I wouldn't worry about food until you're better. Just eat when you're hungry.
Patient OK. So I don't need any medicine.
Doctor No, just rest … and, as I say, plenty of water.
Patient Thanks, Doctor.

2 **Doctor** Come in! Hello. How can I help you?
Patient Well, I had an accident yesterday. I fell out of a tree.
Doctor Oh. Really? How far did you fall?

Patient Probably two metres. But I banged my head.
Doctor Right. And have you been having any symptoms?
Patient I've had a bad headache all day today. And I'm feeling a bit sick too.
Doctor Hmm. I think you've got concussion. How did you get here?
Patient On my bike.
Doctor I don't think you should cycle home. Can somebody pick you up?
Patient Yes, my dad. Is it serious?
Doctor Probably not, but if your symptoms get worse, call the hospital. It's very important to be careful about head injuries.
Patient OK. Thanks for your help.
Doctor You're welcome.

3 **Doctor** Hello, come in. How can I help?
Patient I've got an upset stomach.
Doctor How long have you had it?
Patient Just a couple of days.
Doctor Any other symptoms? Headache? Fever?
Patient No, no ... just my stomach. I feel sick too.
Doctor Can you remember eating anything unusual? Anything that tasted bad?
Patient I had some chicken at my uncle's house ... at a barbecue. It wasn't really cooked ... it was still pink in the middle, but I had to eat it.
Doctor Ah! Well, that's probably what caused it. It's very important to cook meat properly.
Patient Hmm. Can you give me anything to make me feel better?
Doctor Oh, I don't think you need to take anything. Drink plenty of water. Don't worry about eating anything yet.
Patient Oh, OK. Thanks.
Doctor And you must take extra care washing your hands.
Patient OK, I'll do that.
Doctor Anything else I can help you with?
Patient Yes. Is there a toilet here?
Doctor Yes, first door on your right.
Patient Thanks. Bye!

4 **Doctor** Good morning. How can I help you?
Patient Oh, hello doctor. I'm feeling really bad. I've got an upset stomach.
Doctor Oh dear, I'm sorry to hear that. Sit down and I'll take a look at you.
Patient It started about a week ago. I had a really bad headache for two days.
Doctor Did you take anything for it?
Patient Yes – just ordinary painkillers.
Doctor Let me take your temperature. Hmm. 38.9. Yes, you've got a temperature.
Patient Really? Is it very high?
Doctor Don't worry, it's just a virus, I'm sure. Have you had any other symptoms?
Patient No, not really.
Doctor The best thing would be to stay at home for a few days.
Patient But I'm really busy at work. Can't you just give me some antibiotics?
Doctor No, you don't need antibiotics. Try to rest as much as possible. You'll get better soon.
Patient OK. Thanks, Doctor.

headache 1, 2 temperature 1, 4 feel sick 2, 3
upset stomach 3, 4

Exercise 4 page 40

- Go through the *Learn this!* box together. For each expression, ask a different student to make a sentence using it.
- Students find two of the expressions in exercise 1 and decide which is used for giving very strong advice.

You must / mustn't ...

Exercise 5 page 40

- Play the recording again. Students tick the expressions from the *Learn this!* box that they hear.
- Check answers as a class. With a **stronger class**, ask students if they can remember what illness each patient has (patient 1: a virus, patient 2: concussion, patient 3: food poisoning, patient 4: a virus).

Transcript 2.04 page 40

Exercise 6 page 40

- Students complete the doctor's advice using a suitable expression from the *Learn this!* box. Make sure they use a range of expressions.
- Elicit a few possible answers for each sentence. Listen out for mistakes with the use of *to*, e.g. ~~*You should to rest*~~ and the position of *not*, e.g. ~~*It's important to not eat ...*~~

(Possible answers)
2 If I were you, I wouldn't ... You mustn't worry about ...
3 I don't think you should ... You mustn't ...
4 You need to ... It's very important to ...
5 You need to ... It's very important to ...
6 You need to ... You must ...
7 I (really) think you should ... If I were you, I would ...
8 The best thing would be to ... You (really) ought to ...

Exercise 7 page 40

- Students work in pairs to write notes for a role-play between a patient and a doctor. With a **weaker class**, help students to structure their dialogue. Write these phrases on the board: *I feel ... It's ... I've got a ...*. Explain that this is how we usually talk about symptoms. Refer students to the dialogue in exercise 1. Remind them to use language for giving advice.

Exercise 8 page 40

- Ask several pairs of students to act out their conversations. If you have a large class or are short of time, put students into two groups. Pairs act out their conversation for their group.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit the answer: *I can talk about illnesses, their symptoms, and treatment.*

4G Writing

An announcement

LESSON SUMMARY

Reading: three announcements
Writing: an announcement for an activity
Topic: family and social life

SHORTCUT

To do the lesson in 30 minutes, set the writing task as homework.

LEAD-IN 2–3 MINUTES

- Write these questions on the board: *Which activity do you do to relax when you are feeling stressed? Have you ever done relaxation exercises? Have they worked for you? What do you do to get fit? Do you enjoy going to the gym or do you prefer other forms of exercise?* In pairs, students ask and answer the questions.

Exercise 1 page 41

- Students read the announcements. Deal with any vocabulary questions that arise. In pairs or small groups, students discuss which activity appeals to them most.
- Elicit some answers and find out if anybody has done any of the activities. Ask them to tell the class about it.

Culture notes

Devon is a county in the south-west of England. North Devon is known for its high cliffs, rocky coastline and beaches, which face the Atlantic Ocean. The county also has seaside resorts, historic towns and cities, beautiful rural scenery and a mild climate. Two of England's most famous national parks, Dartmoor and Exmoor, are in Devon.

Coasteering is an adventure activity which has become popular in recent years. It involves going along a coast on foot or by swimming, without the use of boats, surfboards or other craft. It includes climbing, going into caves, swimming in rock pools and jumping and diving into the sea.

Exercise 2 page 41

- Encourage students to guess the answers first. They can then check their answers in pairs. Check answers as a class.

1 street dance 2 meditation 3 coasteering 4 meditation
5 meditation 6 coasteering

Exercise 3 page 41

- Go through the writing strategy together. Then go through the questions and check that students understand them. Students answer the questions alone or in pairs. Check answers as a class.

1 Coasteering and Street Dance
2 Meditation
Start date: 10th May, Time: 7.30 p.m., Venue/Place: Frume Village Hall, Cost: £45 for ten sessions
3 Meditation
Street Dance: learn new steps; meet new people; have fun; get a new, fitter body
4 four; Coasteering: Do you want to explore the coastline? Meditation: Why don't you try it? Street Dance: Do you want to get fit? Do you prefer dancing to working out?
5 Yes, they do.

Exercise 4 page 41

- Refer students to the photos and elicit or give the names of the activities (martial arts, karate or judo; walking or trekking).
- In pairs, students discuss how the activities might benefit mind and body. They can find some of the necessary vocabulary in the three announcements.

Exercise 5 page 41

- Working alone or in pairs, students plan the content for an announcement. Circulate and monitor, giving help as necessary.

Exercise 6 page 41

- Go through the instructions with students and make sure they understand what they need to do. Working alone or in pairs, students write their announcements. Tell them to refer to *Check your work* when they have finished writing to make sure they have completed the task as well as they can.
- If computers are available, students can design their announcements. If classroom space allows, you could display their announcements on the classroom wall. The other students could look at them and choose the most appealing.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can write an announcement for an activity.*

Language Review / Skills Round-up

Language Review 3–4

Exercise 1 page 42

1 d 2 e 3 a 4 b 5 c

Exercise 2 page 42

1 where my mum works 2 who likes us to be on time
3 which I applied for 4 whose sister was on TV
5 who checks your eyesight

Exercise 3 page 42

1 My uncle, who's just got a new car, works for Fiat.
2 Sally's new job, which she started last month, is stressful.
3 John, whose mum is an artist, can't draw at all.
4 My maths teacher, who's a great singer, is going to join a band.
5 My interview, which took two hours, went well.

Exercise 4 page 42

1 creative 2 flexible 3 conscientious
4 self-motivated 5 polite

Exercise 5 page 42

1 e 2 a 3 d 4 b 5 c

Exercise 6 page 42

1 did (you) buy 2 've (already) done 3 went 4 won
5 've (just) finished

Exercise 7 page 42

1 have (you) been doing 2 've been reading 3 've read
4 've been playing 5 haven't read

Exercise 8 page 42

1 do 2 symptoms 3 painful 4 allergic 5 dizzy

Skills Round-up 1–4

Exercise 1 page 43

Students' own answers.

Exercise 2 page 43

Students' own answers.

Exercise 3 page 43

Students' own answers.

Exercise 4 page 43

1 B; D 2 A; C 3 A; D 4 C, D; E 5 B; C 6 A; B; E
7 B; D 8 B

Exercise 5 page 43

Transcript 2.05 page 43

Julian Hi! You must be Anna Porucznik.
Anna Yes, I am. Nice to meet you.
Julian My name is Julian Lloyd. I'm the Human Resources Manager here. Thanks for coming.
Anna My pleasure.
Julian Now, I've got your application form here. You're a student, aren't you?
Anna That's right. I'm studying Economics at the university.
Julian And how is that going?
Anna Fine! Well, it's difficult, but I'm enjoying it.
Julian You enjoy a challenge, do you?
Anna Yes, I do.
Julian Good. And you're looking for some part-time work?
Anna Yes, I am. I've just moved to a new flat and the rent is a lot higher …
Julian I understand. So, why did you apply for this job in particular?
Anna Well, I looked at quite a lot of job adverts and this one just seems right for me. I worked at a holiday camp last year, so I've got a lot of experience of dealing with the public. And I'm very enthusiastic.
Julian And you mention languages on your application form, don't you? Ah, du sprichst Deutsch.
Anna Ja, mein Deutsch ist nicht perfekt, aber ziemlich gut.
Julian Hmm, yes. Any other languages?
Anna Polish, of course!
Julian You're from Poland, aren't you?
Anna Yes, I am. And I speak a bit of Russian too.
Julian Good! Well, do you have any questions?
Anna Yes. What exactly are the hours? The advert just says morning or afternoon.
Julian Oh … well, the morning hours are nine o'clock until midday. The afternoon hours are four till seven.
Anna So, three hours. The advert says two hours.
Julian Does it? Oh dear – that's a mistake. Yes, the shifts are three hours. Is that a problem for you?
Anna No, it's better!
Julian Good. And which would you prefer, morning or afternoon?
Anna Afternoon is better for me. I have classes at the university in the mornings.
Julian Great! Well, I'm very happy with your application. When can you start? Next Monday?
Anna Sure!
Julian Great! I'll send you a confirmation letter in the post.
…
Woman Hello, Julian Lloyd's office.
Anna Oh, hello. Could I speak to Julian Lloyd please?
Woman I'm afraid he's in a meeting. Can I take a message?
Anna Yes, it's Anna Porucznik here. It's my first day at work today, but I can't come in. I've got a temperature and a sore throat. I feel terrible.
Woman Oh, poor you! Yes, I can tell Julian. I hope you get better soon.
Anna Thanks. Bye.

1 B 2 She's got a temperature and a sore throat.

Exercise 6 page 43

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

Exercise 7 page 43

Students' own answers.

5 Tomorrow's world

Map of resources

5A Vocabulary and listening
Student's Book p44, Workbook p40
Photocopiable Activity: 5A Describe it!

5B Grammar
Student's Book p45, Workbook p41
Photocopiable Activity: 5B Speculating and predicting

5C Culture
Student's Book p46, Workbook p42
Photocopiable Activity: 5C Time travellers

5D Grammar
Student's Book p47, Workbook p43
Photocopiable Activity: 5D Future perfect and future continuous

5E Reading
Student's Book pp48–49, Workbook p44
Photocopiable Activity: 5E Verb + noun collocations

5F Speaking
Student's Book p50, Workbook p45
Photocopiable Activity: 5F I'd love to!

5G Writing
Student's Book p51, Workbook p46
Photocopiable Activity: 5G Dear Charlie

5 Review and Tests
Self Check 5: Workbook p47
Photocopiable Activity: 5 Review (Board game)
Student Self-Test Sheets 5, 1–3 (TRCD-ROM)
Unit 5 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 3
Student's Book pp52–53
Exam 3 (Test Bank CD)

iTools Unit 5

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

5A Vocabulary and listening

Computing

LESSON SUMMARY

Vocabulary: computing; noun prefixes (VB)
Listening: a conversation in a computer shop
Grammar: zero conditional
Speaking: talking about computer-using habits, inventing an app for a smart phone
Topic: science and technology

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in, limit the number of descriptions in exercise 8. The Grammar and Vocabulary Builder activities can be set for homework.

LEAD-IN 5 MINUTES

- Write *Computer* on the board. In pairs or groups of three, students have two minutes to think of a word related to computers beginning with each of the letters in *computer* (e.g. C – cut, copy, chip; O – open, operating system, online; M – mouse, Mac, Microsoft, monitor, megabyte, memory, memory stick; P – page, PC, program, printer; U – undo, update, upload, use; T – toolbar, trash; E – email, Explorer, edit; R – restart, RAM, ROM, router).
- The first group to think of a word for every letter shouts *Stop!* Everybody puts their pens down. Starting with the first letter, C, elicit a word from each pair or group of students. They get a point for every correct answer and two points for an answer that nobody else has. Continue with the other letters.
- Students add up their score to see which group is the winner.

Exercise 1 page 44

- In pairs, students discuss the questions. Ask two or three students to summarise their conversation.

Language note – *geek*

In the past, the slang word *geek* referred to somebody who is boringly intellectual, wears unfashionable clothes and doesn't know how to behave in social situations. In recent years it has become used in connection with someone who is knowledgeable about technology, and the word has become less negative in its connotation. The word is often used with other words, e.g. *maths geek, sci-fi geek,* etc.

Exercise 2 page 44

- Students complete the questionnaire. Suggest they use a dictionary if necessary.
- Play the recording for students to check their answers.

Transcript 2.06 page 44

1a podcast 1b social-networking 1c Wi-Fi 1d app
1e network 1f blog 1g channel 1h webcam
1i autocomplete

2a links 2b username 2c web page

3a desktop 3b USB 3c data 3d browsers

Language note – Computer technology

App is an abbreviation for *application*. Although apps are used on computers, the term commonly refers to a software program for a mobile phone. Apps have an enormous variety of functions and enable your phone to be used, amongst other things, as a torch, a camera, a musical instrument, a map or a games console.

Blog is short for 'weblog'. Blogs usually contain text, photos, videos, music, and links to other web pages. Some blogs are like personal diaries, whilst others provide news and commentary on a particular subject, e.g. news, music, sport and political issues.

A **browser** is a program that allows people to access pages on the Internet. It interprets HTML code including text, images and links and displays it as a web page.

A **Wi-Fi hotspot** is an Internet access point that is found in public places like cafés, hotels, airports and stations.

File sharing is the sharing of digital files with other users on the Internet. You download software to get access to a file-sharing network and exchange files with others who are online. It is very commonly used for downloading free music and films. The practice of file sharing is legal, but is very frequently used for downloading copyrighted material, which is, of course, illegal.

Exercise 3 page 44

- Students answer the questionnaire alone and then compare answers with a partner. Alternatively, they can use the questions to interview their partner. Ask students if they or their partners are computer geeks.
- Elicit some answers for parts 2 and 3 of the questionnaire.

(Possible answers)

2a Contact the person who designed the website if you can't connect to other websites from this page.
2b If you type your username or password in capital letters when they should be in small letters, or vice versa, they won't be recognised.
2c Click on the red button to save the address (URL) of the web page so that you can easily open it again later.
3a Acer, Apple, Dell, Hewlett Packard, IBM, LG, Panasonic, Sony
3b digital camera, iPad, lamp, memory stick / removable storage, modem, mouse, MP3 player, printer, router, smartphone, speaker, webcam
3c CD, DVD, memory stick, online / in a cloud, removable hard disk
3d Google, Firefox, Safari, Internet Explorer

Exercise 4 page 44

- Students read through the description of a computer.
- Play the recording. Students write the missing numbers. You could ask them to predict numbers which could complete the gaps and remind students that this is a useful way to prepare for listening.
- Check answers. Ask: *What does MB stand for?* (megabytes) *What does GB stand for?* (gigabytes) *How many bytes in a gigabyte?* (a billion) *Which is better, LED or LCD?* (LED – it gives a clearer, brighter display) *What does W stand for?* (watt)

Transcript 2.07 page 44

Assistant Hi. Can I help you?
Customer Yes, I'm interested in this laptop.
Assistant Yes, nice isn't it? It comes in four different colours: red, blue, pink …
Customer I wonder if you could tell me about the technical specifications. How fast is the processor?
Assistant Very fast. It's … let me see … 1.66 gigahertz.
Customer Oh. That isn't particularly fast, actually.
Assistant Well, it isn't slow!
Customer Hmm. And what about the memory?
Assistant It comes with 512 megabytes of RAM included.
Customer Is it possible to increase that?
Assistant Yes, you can buy extra memory for it.
Customer And what about the hard drive?
Assistant It's 320 gigabytes.
Customer I see.
Assistant One of the best features is the display. It's a 17-inch LED display.
Customer Not LCD?
Assistant No, LED. It gives a brighter, sharper picture. I'll start it up so you can see.
Customer And what other features does it have?
Assistant There's a DVD writer.
Customer 22x?
Assistant No, 16x. But that's fast enough for everyday use.
Customer And what's the sound like? Do I need to buy external speakers for it?
Assistant Well, the built-in speakers are quite good, actually. There are two three-watt speakers. The sound's excellent.
Customer And how much is it?
Assistant £495.
Customer I see. Can I try it for a moment?
Assistant Sure, go ahead.
Customer Thanks.
Assistant Er … what are you doing?
Customer I'm searching online.
Assistant What for?
Customer The same laptop … at a cheaper price!

1 512 2 320 3 17 4 16 5 3

Exercise 5 page 44

- In pairs, students say aloud the abbreviations in red.
- Play the recording again for students to listen and check.
- Go through the words again, drilling them chorally and individually if necessary.

Transcript 2.07 page 44

Exercise 6 page 44

- Students match the beginnings and endings of the sentences. Check answers as a class and then ask students to discuss which sounds most interesting.

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

For further practice of Zero conditional, go to:

Grammar Builder 5.1 page 115

1 1 Most phones don't break if you drop them.
2 If you push this button, the light comes on.
3 My dog lies down if I clap my hands.
4 Cheese melts if you cook it.
5 If you turn around lots of times, you feel sick.
6 If the alarm rings, everybody has to leave.

Exercise 7 page 44

- Go through the instructions for the task. In pairs, students invent a new app for a smartphone. Monitor and help with vocabulary and ideas as necessary.

Exercise 8 page 44

- Students take it in turns to describe their app. The class votes for the best one. You could divide this into three categories: most useful, most imaginative and app with the best name.

For further practice of Noun prefixes, go to:

Vocabulary Builder 5.1 page 131

1 1 autobiography 2 ex-footballer 3 miniskirt 4 multi-vitamins 5 sub-zero 6 co-founder 7 pseudo-science 8 semi-conductor

2 1 multi-vitamins 2 ex-footballer 3 autobiography 4 co-founder 5 sub-zero 6 miniskirts 7 pseudo-science 8 semi-conductors

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about computers and computing. I can talk about apps. I can use the zero conditional to talk about facts and situations that are always true.*

5B Grammar

Speculating and predicting

LESSON SUMMARY

Grammar: speculating and predicting (*may, might* and *could*; *will*; first conditional)

Reading: a text about the future of computers

Speaking: speculating and making predictions about the future; agreeing and disagreeing

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, do exercise 6 together as a class. Grammar Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Ask students to imagine it is the year 2040. Ask: *What developments do you expect to see in mobile phones, televisions and computers?*
- Give students two minutes to discuss their ideas in pairs or groups and then ask a few students to feed back to the class.

Exercise 1 page 45

- Give students about a minute to read the text then ask them to discuss the question in pairs or small groups.
- Ask a few students to feed back their opinions.

Culture notes

Wilbur and Orville Wright are known as the Wright brothers. They made the world's first successful flight in an aeroplane in 1903.

The Singularity University is an institution based in Silicon Valley in California. It is backed by the American Space Agency, NASA. It offers courses in such subjects as artificial intelligence, nanotechnology and biotechnology.

Exercise 2 page 45

- With a **weaker class**, explain that to speculate is to give an opinion about something without knowing all the details. We can speculate about the past, present and future. To predict is to say that something will happen in the future.
- Go through the *Learn this!* box together or ask students to read it alone at their own speed. Check understanding by asking: *Which words do we use to talk about possibility in the future?* (*may, might* and *could*) *Do they have the same meaning?* (yes) *How do we make a positive prediction?* (with *will*) *How do we make a negative prediction?* (with *won't*)
- Students find examples of *may, might, could* and *will* in the text.

won't fly; will change; 'll probably be; might think; won't be able to understand; might not exist; may have; may also eradicate; will die; could cause

Pronunciation note – Sentence stress with *might, may* and *could*

We can use sentence stress to express stronger or weaker possibility. For example, if we say *I might get a new phone!* we are saying there is a strong possibility of getting a new phone. If we say *I might get a new phone,* we are stressing the fact that it is only a possibility and we sound less sure. This is an example of how sentence stress can make an important difference to meaning.

Exercise 3 page 45

- Working alone, students assess how likely they think the events are. Suggest they write a number from 0–100% next to each.
- Students write sentences and compare their predictions with a partner. Monitor and check for correct use of speculation and prediction language.

Exercise 4 page 45

- Go through the *Learn this!* box together. Students are already familiar with the structure of the first conditional. The emphasis here is on its functional use of making predictions and on the use of *may, might* and *could* as alternatives to *will*.
- Students find an example of the first conditional in the text in exercise 1.

If life expectancy increases faster than people age, nobody will die.

Exercise 5 page 45

- Students match the two halves of the predictions and write the verbs in the correct tenses.
- Students check answers in pairs. Check answers as a class.

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

1 is; may / might / could die 2 will go; aren't 3 may / might / could ban; gets 4 becomes; may / might / could live 5 may / might / could be; increases 6 put; may / might / could regret

For further practice of Speculating and predicting, go to:

Grammar Builder 5.2 pages 115–116

1 2 I'll probably pass my exam.
3 We may / might not go on holiday this summer.
4 I could / may / might ask Cathy to go out with me next weekend.
5 Cathy won't say yes.
6 My dad probably won't buy me a new bike.
7 You'll enjoy this DVD.
8 Some friends could / may / might come round later.

2 2 hits; will destroy 3 becomes; will use
4 program; will have 5 don't reduce; will change
6 find; will live

Exercise 6 page 45

- Read the Speaking strategy together. In pairs, students say whether they agree or disagree with the predictions in exercise 5. Encourage them to use a range of expressions for agreeing and disagreeing and to back up their opinions with reasons.
- Monitor and make a note of important mistakes for an error feedback session at the end of the class.

Exercise 7 page 45

- In pairs, students complete the predictions. Monitor and help with vocabulary and ideas.
- Ask as many pairs as possible to read out their predictions and find out if the rest of the class agree.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make predictions and speculate about the future.*

5C Culture

Time capsules

LESSON SUMMARY

Listening: a radio programme about time capsules

Project: choosing items and preparing a message for a time capsule

Topic: science and technology

SHORTCUT

To do the lesson in 30 minutes, omit exercises 3 and 4. Limit the number of categories in exercise 8 to three or four.

LEAD-IN 3–4 MINUTES

- Ask students to imagine it is the year 2070 and that they are with their great-grandchildren, who want to know what life was like in the early part of the twenty-first century. What would they tell them about shopping, travel, entertainment, and sport?
- In pairs or small groups, students discuss their ideas. Have a brief feedback session.

Exercise 1 page 46

- Focus students' attention on the photo and ask what they can see. Explain that they will learn more about time capsules in exercise 4.
- In pairs, students discuss the questions. Elicit some answers from the class.

(Possible answers)
1 The point of a time capsule is that it shows people in the future what life was like at the time when the objects were buried.
2 The kinds of items that would be interesting to future generations might include objects that tell them about everyday life, technology, culture, the price of things and what was happening in the world at that period.

Exercise 2 page 46

- Students match the two parts of the compound nouns. Refer them to a dictionary to check whether they are written as one word or two. You could explain that there are no fixed rules about whether compound nouns are written as one or two words, but that they follow the same pattern of linguistic development: they begin as two words but over the years they may become hyphenated and then they may become one word.
- With a **stronger class**, elicit more compound nouns, e.g. toothpaste, text book, TV screen.

1 alarm clock 2 can opener 3 tape measure 4 toothbrush
5 lipstick 6 baseball 7 light switch 8 newsreel

Exercise 3 page 46

- Play the recording for students to check their answers. Play it a second time for them to repeat the words.
- Elicit the answer to the question about where the stress falls (the first part of the compound noun).
- Check that students understand the meaning of the compound nouns by miming and eliciting the correct word.

Transcript 2.08 page 46

Exercise 4 page 46

- Students decide which of the items are in the photo in exercise 1, which would be interesting for people in the future and why. With a **weaker class**, give an example yourself, e.g. *A newsreel would be interesting because it would show people important events. It would also show the clothes people wore at the time and the way they spoke.*

Exercise 5 page 46

- Tell students they are going to hear a radio programme about something buried in a park in New York. Play the recording. Remind students to concentrate on answering the task question, which requires them to understand just the general gist, so they don't need to understand everything the first time they listen.
- Elicit the answer.

Transcript 2.09 page 46

Presenter Good afternoon. I'm standing in a park in New York City in the USA – Flushing Meadows Park, to be precise. And about 15 metres below my feet – below the ground – is a time capsule. That's a metal container with various interesting things inside. This time capsule was buried in 1939, and to talk about it, I'm joined by Harvard Professor of Linguistics, Henry Wolfson.
Prof Good afternoon.
Presenter Hi. Thanks for joining us. Now, first of all, who buried this time capsule all those years ago in 1939?
Prof Well, it was a group of engineers from a big company here in New York called the Westinghouse Electric and Manufacturing Company.
Presenter So why did they bury it? And why did they do it then?
Prof Well, they buried it in 1939 because that year, in New York, there was a World Fair – an international celebration of human achievement and technology. In fact, there was another World Fair in New York in 1964, and they buried a second time capsule that year too – in the same place.
Presenter So, we're standing above TWO time capsules!
Prof That's right. Well, anyway, the point of a time capsule is that you bury certain things that give a picture of what the world is like, and what life is like for the people who live in it. The idea is, when people in the future dig up the time capsule and look inside, they'll learn a lot about the world of the people who buried it.
Presenter When will that be?
Prof When will the capsule be opened? Not until the year 6939 – that's 5,000 years exactly after it was buried! Both the time capsules – the 1939 capsule and the 1964 capsule – will be opened that year.
Presenter I see. Now, this first time capsule. What did it contain?
Prof Lots of things. Firstly, they put 35 small items inside the capsule – everyday items, to give an idea of life in the twentieth century. For example, they included a pen, an alarm clock, a watch, a doll, a baseball and even a packet of cigarettes. Secondly, they included lots of different materials – glass, rubber, plastic, metal, and so on – to show which materials humans had discovered or invented by 1939.
Presenter Right. So this isn't a small capsule, then. It's quite big.
Prof The capsule is 229 centimetres long, and it's long and thin, like a giant pen.
Presenter Oh, OK. So, what else is inside?
Prof Well, there's lots of cultural information – books, magazines, news bulletins, messages from famous people, like Albert Einstein, and so on. They're all on special film with instructions on how to view them!
Presenter Yes. I suppose in 5,000 years' time, technology will be very different. They might not know what film is!
Prof They probably won't. And in fact, they probably won't understand the books and magazines anyway, because the English language – if it still exists – will be very different.
Presenter Different in what way?
Prof In every way: vocabulary, pronunciation, grammar. Languages change, even in the space of a few hundred years. Five thousand years is a very long time. So the time capsule contains a complete guide to the grammar, vocabulary and pronunciation of twentieth century English.
Presenter I see. But do you know what occurs to me? What happens if everybody just forgets about the capsule?
Prof That's an excellent question! And the people who buried the time capsule thought of that. So they wrote a special book about the time capsule called *The Book of Record* and sent it to museums and libraries all around the world. In the year 6939 somebody, somewhere, will find a copy of the book – probably a digital copy – and learn about the time capsule in Flushing Meadows Park.
Presenter Hmm. Interesting. Thank you, Professor.

Two time capsules have been buried. One was buried in 1939, and the other in 1964.

Culture note – Flushing Meadows

Flushing Meadows is in the New York City borough of Queens. It is the second biggest park in New York City and is famous as the venue for The US Open Tennis championships.

Exercise 6 page 46

- Ask students to read through the questions and mark any answers they already know after the first listening. Then when they listen again, they can concentrate on the answers they still need to find.
- Play the recording again.
- Students check answers in pairs. Check answers as a class.

Transcript 2.09 page 46

1 c 2 c 3 b 4 c 5 a 6 b

Exercise 7 page 46

- If you have a small class, put students in pairs. With a large class, put students in groups (so that there is time for each time capsule to be presented in exercise 9).
- Students think of items they would put in a time capsule. Encourage them to think of good reasons for including the items. Monitor and feed in ideas and vocabulary as necessary.

Exercise 8 page 46

- Students compose a message to the people who will open the time capsule. They could write it as a group or you could allocate different sections to people in the group.
- Encourage students to include the useful language in blue. Monitor and help.

Exercise 9 page 46

- Students take it in turns to present their projects to the class. The class vote on the best choice of items and the best message.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to a radio programme about time capsules. I have learned about compound nouns.*

5D Grammar

Future perfect and future continuous

LESSON SUMMARY

Grammar: future perfect and future continuous

Reading: a text about jobs of the future

SHORTCUT

To do the lesson in 30 minutes, do exercises 2 and 3 together as a class and set the Grammar Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Write these jobs on the board: *travel agent, assembly line worker, petrol pump attendant, librarian, typist, supermarket cashier.*
- Ask students: *Which of these jobs do you think are disappearing? Why? Do you think they will disappear completely? Why? / Why not?*
- Ask students to brainstorm some more 'modern' jobs (e.g. website designer, IT technician, computer game designer, green energy advisor).

Exercise 1 page 47

- Focus on the photo and ask students what they can see (a city with a very tall modern skyscraper). Ask what is different about this skyscraper. If students don't know, explain that they will find out as they read the text.
- Students read the text and answer the question in pairs. Ask two or three students to say which job they think would be most interesting and why. Check what is special about the skyscraper in the photo, if students didn't know previously.

Exercise 2 page 47

- Go through the *Learn this!* box together or ask students to read it to themselves.
- Check the examples and rules.

1 perfect 2 continuous

Future perfect will have disappeared; will have become; will have become; will have learned

Future continuous will we be doing; will be growing; will be stealing; will be adding

Exercise 3 page 47

- Working alone or in pairs, students complete the text with the future perfect or future continuous. Remind them to contract *will* (but not *have*) after a pronoun.
- Check answers as a class. Point out that *probably* goes between *will* and *have*.

1 'll be studying 2 'll have finished 3 'll be working
4 'll probably be living 5 'll have learned 6 'll be running
7 will be working

For further practice of Future perfect and future continuous, go to:

Grammar Builder 5.3 pages 116–117

1 2 'll have had 3 'll have come 4 'll have moved 5 'll have retired 6 'll have died

2 Students' own answers.

3 Students' own answers.

Exercise 4 page 47

- Students look at the chart and write *Y* or *N* according to whether they think the things will have happened or will be happening, or not.

Language note – How to say the year

There is no official correct way of saying years in the twenty-first century. 2012 can be spoken as *twenty twelve* or *two thousand and twelve*. Many people believe that *twenty twelve, twenty thirty*, etc. is easier and faster to say. This has been encouraged by the media who refer, for example, to the *twenty twelve Olympics*. However, most people say the years 2001–2009 as *two thousand and one, two thousand and two*, etc.

Exercise 5 page 47

- In pairs, students ask and answer the questions. Do the first two together as a class so that they understand that they have to choose which tense to use.
- Monitor for correct use of the future perfect and continuous.
- Check answers by getting students to ask and answer the questions in open pairs across the class.

(questions)

1 Will doctors have found a cure for all major diseases?
2 Will tourists be going on trips into space?
3 Will scientists have invented zero-emissions cars?
4 Will people often be living to the age of 200 or more?
5 Will humans have made contact with aliens?
6 Will a robot have become president of a country?
7 Will the Earth have completely run out of oil?
8 Will teenagers be spending all day in a virtual world?
9 Will humans have destroyed the Earth?

Exercise 6 page 47

- In pairs, students choose a year between 2025 and 2065 and think of an example for each of the items listed.

Exercise 7 page 47

- Students take it in turns to present their ideas to the class. If you have a large class, put students in two groups. Students present their ideas to the group.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about actions in the future and when they will happen.*

5E Reading

Visions of the future

LESSON SUMMARY

Reading: an article on life in fifty years' time
Vocabulary: verb and noun collocations
Speaking: discussing and making predictions
Topic: health, environment, science and technology

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercises 4 and 5 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 3–4 MINUTES

- Write *Science fiction* on the board. Elicit the names of some science fiction films (e.g. *Star Trek, The Matrix, Moon, Inception, Iron Man, Never Let me Go, Transformers, Wall-E, The Road)* and write them on the board.
- In pairs, students discuss what aspects of life in the future these films show (e.g. journeys into space and time, aliens, advanced technology, robots, artificial organs, different climates).

Exercise 1 page 48

- In pairs, students describe what they can see in the pictures in as much detail as possible and say which aspect of future life the pictures show.
- Students discuss which they think is most likely to come true. Encourage them to use the language of speculation that they studied in lesson 5B.
- Ask individual students to describe the pictures to the class.

Exercise 2 page 48

- Play the recording for students to listen to while they read the texts. In pairs, they then discuss the questions with a partner. You could then ask individual students to read the texts.
- Elicit some opinions about which is the most optimistic, the scariest and the most likely to come true.

Transcript 2.10 page 48

Exercise 3 page 48

- Focus on the reading strategy. With a **weaker class**, go through the predictions and elicit the key words. Students use these to locate the answer in the texts. To prove the point made in the strategy about the importance of the first sentence, you could ask students to see if they can answer the questions without reading more than the first sentence of each text.
- Students check answers in pairs. Check answers as a class.

1 B 2 E 3 F 4 D 5 – 6 C 7 – 8 A

Extension 1

Write *Antarctica, dinosaurs, fingers* and *make discoveries* on the board.

In pairs, with books closed, students say in what context the words were mentioned in the text.

Extension 2

Students find and underline in the text examples of time expressions that refer to the future (e.g. *By 2100, fifty years from now, in about fifty years' time, soon, a few years after that, within fifty years).* Highlight the use of the apostrophe in *fifty years' time.*

Exercise 4 page 48

- In a **weaker class**, students read the text again before they match the verbs and nouns. In a **stronger class**, students match the verbs and nouns before checking their answers in the texts.
- Check answers as a class. Students may ask why you can't say *suffer illnesses.* The correct answer would be *suffer from illnesses.*

1 e 2 g 3 a 4 f 5 c 6 b 7 d

Exercise 5 page 48

- Students complete the sentences with phrases from exercise 4. Let them compare answers in pairs before soliciting general class feedback.

1 suffer a catastrophe 2 treat illnesses
3 reduce carbon emissions 4 replace damaged parts
5 provide information 6 start a colony
7 make discoveries

Exercise 6 page 48

- In pairs, students make predictions about the world in fifty years' time. Monitor students as they speak, helping with ideas and vocabulary as necessary.
- Ask **fast finishers** to make two further predictions.

Exercise 7 page 48

- Students share their predictions with the class, who say whether they agree or disagree.

For further practice of Verb + noun collocations, go to:

Vocabulary Builder 5.2 page 131

1 1 waste 2 patients 3 defeat 4 a fashion
5 the batteries 6 help 7 an announcement

2 1 change the batteries 2 suffer defeat
3 reduce waste 4 provide help 5 treat patients
6 make an announcement 7 start a fashion

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to some experts' predictions for the future. I have learned some verb + noun collocations.*

5F Speaking

Talking about plans

LESSON SUMMARY

Listening: teenagers talking about weekend plans

Grammar: *will, going to, may / might*, present and future continuous for making plans

Functional English: making, accepting and declining suggestions

Speaking: making plans for the weekend

Topic: family and social life

SHORTCUT

To do the lesson in 30 minutes, limit the number of performances in exercise 9. The Grammar Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- In pairs, students brainstorm a list of activities that young people typically do at the weekend.
- Write the activities on the board, under two headings: *Indoor activities* and *Outdoor activities*.
- In pairs, students describe what they do on a typical weekend.

Exercise 1 page 50

- Focus on the instructions and list of activities. Play the recording for students to listen to while they read the dialogue.
- Students write the names next to the activities.
- Check answers as a class and, if there is time, ask students to practise reading the dialogue in pairs. Remind them to sound enthusiastic.

Transcript 2.11 page 50

do some schoolwork B go bowling B / L go for a pizza B / L
go for a bike ride L go skateboarding B have a barbecue L

Exercise 2 page 50

- Go through the *Learn this!* box together or ask students to read it quietly on their own.
- Students underline examples of the tenses in the dialogue.

will: I'll call you
going to / future continuous: I'm going to finish; we'll be going
may / might: I might be going for a bike ride
Present continuous: I'm going skateboarding; I'm having a barbecue; I'm going bowling

For further practice of will, going to, may / might, *present continuous and future continuous, go to:*

Grammar Builder 5.4 page 117

1 1 are playing; they'll lose 2 I'm taking 3 I'm seeing
4 We're going; will be 5 are going; we're having
6 I'll send

Exercise 3 page 50

- Students read the dialogue, substituting the words in blue with their own ideas.
- Monitor and check for the correct use of tenses and for the correct verb + noun collocations in the activities. Make a note of important errors to address at the end of the exercise.

Exercise 4 page 50

- Read the task together. Play the recording and ask students to discuss the answers in pairs. With a **weaker class**, elicit what students might expect to hear if the person is keen or not very keen to do something. For example, a person who is keen will respond enthusiastically and say things like *That sounds great!* or *That's a good idea.* A person who is not keen might make excuses like *I'm afraid I can't, Maybe* or *I'll see.*
- Check answers as a class.

Transcript 2.12 page 50

1 **Katie** Hey, Joe. What are you doing this weekend?
Joe Er … I'm quite busy, actually.
Katie Oh, right. It's just that I'm going ice-skating with some friends on Saturday afternoon, and I was wondering if you'd like to join us.
Joe Saturday afternoon? Er … No, actually, I can't. I've already got plans. I'll be helping my dad at the shop on Saturday afternoon.
Katie Oh. Can't your sister do that?
Joe We'll both be helping. It's the busiest time of the week.
Katie Well, maybe we could go out on Saturday evening?
Joe I'll be too tired … after a busy day at the shop! I reckon I'll be going to bed early.
Katie That's a shame. Because I'm having some friends round for the evening. We're going to watch a DVD.
Joe Oh well. Next time maybe.
Katie How about Sunday morning? What are you up to then?
Joe I'm going shopping with my mum. I need to buy a new jacket.
Katie Really? I'm going shopping on Sunday morning too! Let's meet for a coffee.
Joe Er … OK. Why not?
Katie I'll call you on Sunday around 11 o'clock.
Joe Fine. I'll speak to you then. Great.
Katie Bye, Joe. See you on Sunday!

2 **Jack** Hi Olivia!
Olivia Oh, hi Jack.
Jack How are you?
Olivia I'm all right, Jack. You?
Jack Yes, I'm fine. Do you fancy getting together this evening? It's Friday night!
Olivia Actually, I'm not up for it. I've got a bit of a headache. I'm planning to go to bed early.
Jack Oh, OK. Well, how about tomorrow?
Olivia I'm doing schoolwork tomorrow.
Jack But it's Saturday!
Olivia I know, but I need to revise for an exam. Grace is coming over and we're going to revise together.
Jack What, all day?
Olivia Er … no.
Jack Well, why don't we do something in the afternoon?
Olivia What have you got in mind?
Jack I don't know. What do you fancy doing? We could go ice-skating, perhaps.
Olivia No, thanks. I'm not very keen on ice-skating.
Jack What about going swimming at the Lido? You know, the one next to the golf course.
Olivia Oh, yes. I love it there – but it's too far away. We'd have to go by bus and then walk.
Jack We could go by car.
Olivia You can't drive, Jack.
Jack No, but my older brother George can. He can come with us and give us a lift.
Olivia Oh, that's a good idea. OK, what time?
Jack I'm not sure. I'll ask George about it. Then I'll call you.
Olivia Great. Speak to you soon then.

Dialogue 1 Katie is more keen to meet up. She makes lots of suggestions. Joe rejects a lot of the suggestions and says he's busy.
Dialogue 2 Jack is more keen to meet up. He makes lots of suggestions and won't take 'no' for an answer. Olivia finds lots of reasons not to meet up. Some of her excuses are feeble – she's got a headache, she doesn't like ice-skating, she says she's busy revising when she's only revising for half a day.

Exercise 5 page 50

- Play the recording again. Students write down the arrangement that each pair makes. They should note down what each pair are going to do and when.
- Check answers as a class.

Transcript 2.12 page 50

1 They arrange to meet for a coffee on Sunday morning.
2 They arrange to go swimming at the Lido.

Extension

Ask further comprehension questions about the dialogues: *What is Joe doing on Saturday afternoon?* (He's working at his dad's shop.) *Why can't his sister do it for him?* (They both need to work as it's a busy time.) *What is he doing on Sunday morning?* (He's going shopping with his mum.) *Why can't Olivia meet Jack this evening?* (She's got a headache.) *Why can't she meet on Saturday?* (She's revising with a friend.) *Why doesn't she go ice-skating with Jack?* (She doesn't like ice-skating.)

Exercise 6 page 50

- Go through the phrases from the dialogues and then the *Learn this!* box together. Students match the phrases to the groups in the box.
- Check answers as a class.

A Let's …; I was wondering if you'd like to …
B OK. Why not?
C I'm not up for it; I've already got plans; Next time maybe; No, thanks. I'm not very keen on …

Language note – *up for something*

The informal phrase *up for* has become common in the last few years, especially among young people. In the past it meant 'prepared for something challenging'. Nowadays it has developed a more general meaning of 'want to do something' and doesn't contain the idea of challenge, e.g. *Are you up for going out for a drink tonight?* Another way of saying it is *Are you on for it?*

Extra activity – making suggestions

If you think your students would benefit from some controlled practice of language for making suggestions before going on to the freer practice activity in exercise 7, do a substitution drill. First choose one of the simpler phrases, e.g. *Shall we …?* Say: *Shall we go for a pizza?* Students repeat it together. Then say: *go for a bike ride.* Students say: *Shall we go for a bike ride?* Continue giving prompts for other activities, e.g. *have a barbecue, meet for a coffee.* Students say: *Shall we have a barbecue? Shall we meet for a coffee?*

Repeat the procedure with *How about …?* e.g. *How about going skateboarding?* Then give prompts, e.g. *go ice-skating, meet for a coffee.* This will be more challenging for students as they have to manipulate the phrase by using an *-ing* form.

Finish with *I was wondering if you'd like to …*, in other words, with the most complex phrase.

Exercise 7 page 50

- In pairs, students practise making and responding to suggestions using phrases from the *Learn this!* box and activities from exercise 1. Circulate and monitor.

Exercise 8 page 50

- Students prepare a dialogue about making plans following the structure given. When they have finished, they rehearse it.
- Ask **fast finishers** to talk about their real plans for the weekend.

Exercise 9 page 50

- Students read or act out their conversations Remind them to speak loudly and clearly, maintain eye contact with each other, and show interest in what the other person is saying.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit the answer: *I can suggest and agree on plans for the weekend.*

5G Writing

An informal email

LESSON SUMMARY

Reading: an informal email
Writing: an informal email about plans and ambitions
Topic: family and social life

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities for homework. Students finish the writing task for homework.

LEAD-IN 2–3 MINUTES

- Brainstorm different forms of informal written communication (e.g. letter, email, social-networking sites, texts).
- Write these questions on the board: *How often do you use each of these methods of communication? Do you ever write informal letters / emails in English?* In pairs, students ask and answer the questions.

Exercise 1 page 51

- Students read the email quickly to find out why Archie is writing to Carl.

Archie is writing to Carl to tell him about his plans for the Easter holiday and to make arrangements for Carl's visit.

Culture note – The New Forest

The New Forest is an area of countryside in the south of England which consists of forest and heathland (open wild land covered with rough grass and low shrubs). It is a popular tourist area and is famous for its New Forest ponies, a breed of small horses, which live in almost wild conditions in the forest.

Exercise 2 page 51

- In pairs, students find four activities that Archie is planning and say what tenses are used. Check answers as a class.

camping, fishing, working in his uncle's café, doing revision
I'm going camping = present continuous
I really want to go fishing = present simple
I'll be working = future continuous
I need to do some revision = present simple

Exercise 3 page 51

- You could begin by asking what style the letter is generally written in (informal) and eliciting some examples of informal style (*Thanks, It's great, really, I reckon*, beginning a sentence with *But, All the best*).
- Students find one sentence that is too formal. Elicit which it is. (*I'd be grateful if you could confirm the dates of your visit as soon as possible*).
- Students rewrite it in a more informal style and then compare their sentence with a partner.
- Ask a few students to read out their sentences.

(Possible answer)
It would be great if you could let me know what date you're coming as soon as you can.

Exercise 4 page 51

- Students read the *Learn this!* box and find examples of *want, hope, plan* and *reckon* in the letter. Elicit a synonym for *reckon* (think) and explain that *reckon* is a much more informal alternative.
- Explain, if necessary, that a clause is a group of words that contains a subject and a verb.

want I really want to go fishing
hope I'm hoping to catch some fish
plan It's great that you're planning to visit us; We're planning to be away
reckon But I reckon I'll be able to work

Exercise 5 page 51

- Students complete the sentences with a clause or infinitive.
- Students check answers in pairs. Check answer as a class.

1 to go 2 I'll pass 3 to spend 4 I'll look 5 I'll visit 6 to stay

Exercise 6 page 51

- Students read the strategy and find examples of the conjunctions in the letter. Highlight that it is a common mistake to use *will* instead of present simple after a time clause.

As soon as term finishes; while we're there; After we get back; before I go back to school; when you're here; until I hear from you

Exercise 7 page 51

- Students choose the correct conjunction in the sentences.
- Students check answers in pairs. Check answers as a class.

1 until 2 as soon as 3 when 4 while 5 before 6 after

For further practice of Future time clauses, go to:

Grammar Builder 5.5 page 117

1 1 until 2 when 3 when 4 until 5 until 6 when

2 1 'll call; get 2 'll feed; leave 3 will tell; knows 4 won't leave; 'm 5 'll start; gets 6 will miss; 's

Exercise 8 page 51

- Go through the exam task together. Students identify which parts of the email contain the information in the task.

It's great that you're planning to visit us …
I'm going camping … a few days over Easter.
You could visit any time … before I go back to school.
I'd be grateful if you could … as soon as possible.

Exercise 9 page 51

- In pairs, students make notes for the exam task.

Exercise 10 page 51

- Working alone or in pairs, students write the email. Tell them to refer to the checklist when they have finished writing to make sure they have completed the task as well as they can.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can write an informal email about future plans and ambitions.*

Get Ready for your Exam 3

LEAD-IN 3–4 MINUTES

- Ask students to talk about their favourite dish in pairs. Tell them to say what it is and what it is made from.
- After a couple of minutes, ask some students what they found out about their partners' preferences. Write the favourite dishes on the board. Then elicit how these dishes are made and whether they are healthy.
- Make a note of any verbs associated with food preparation on the board.

Reading

Exercise 1 page 52

GET READY TO READ

- In pairs, students ask and answer the questions. Find out who in the class considers themselves a good cook and what kind of food they like cooking.

Exercise 2 page 52

3–5 MINUTES

- Students match the cooking verbs with their definitions.
- Go through the answers and check comprehension by asking students to state a food which might be cooked in this way.

1 D 2 B 3 A 4 C

Exercise 3 page 52

READING EXAM TASK – TRUE OR FALSE

- Ask students to glance quickly at the task below the text and ask what kind of task it is (True or False). Ask what other kind of reading tasks they might see in the exam (multiple choice, matching sentences to short texts, inserting sentences in a text).
- Suggest that students skim-read the text first, then underline the key words in sentences 1–5. Then they should go back to the text and re-read it carefully, underlining the sections which relate to the sentences.
- Check answers as a class and ask students to tell you which part of the text they underlined for each answer.

1 F, line 10 2 T, line 17 3 T, line 22 4 F, line 29
5 F, lines 32–33

Use of English

Exercise 4 page 52

USE OF ENGLISH EXAM TASK – WORD FORMATION

- Remind students that they need to identify the type of word needed to fill the gap and then to form that word from the one in brackets.
- Draw attention to the first gap and elicit that an adjective is needed. Ask a stronger student which prefix is needed in this case (*dis-*).
- Ask students to work through the exercise individually to identify the type of word needed. Then ask them to compare their ideas in pairs and to form the correct word together.
- Check answers with the class, ensuring that students understand why each word is correct.

1 disabled 2 easily 3 creator 4 difference 5 invention
6 freedom 7 used 8 ability 9 inspired 10 artist

Speaking

Exercise 5 page 53

GET READY TO SPEAK

- Focus on the pictures and ask students to say what each one is showing. Write useful vocabulary on the board as you discuss each picture, e.g. *brain scan, tumour, surgery, satnav, cockpit, automatic pilot, navigation, ebook, departures, arrivals.*
- In pairs, students find three arguments in favour of and three against the statement.
- Ask three pairs of students to share their arguments with the class.

Exercise 6 page 53

SPEAKING EXAM TASK – FOR AND AGAINST ARGUMENTS

- In the same pairs, ask students to do the speaking task. Remind them that they should provide examples and evidence for their opinions. While students are talking, monitor and offer help as necessary.
- Ask stronger students to elaborate on their opinions.
- Give feedback on any common errors and highlight any good expressions you heard while monitoring.

Listening

Exercise 7 page 53

GET READY TO LISTEN

- In pairs, students make a list of the five most important inventions of recent times and think of the reasons why they are important. Encourage them to give at least two reasons why each invention is important.

Exercise 8 page 53

- Encourage students to identify the type of words (verb, noun, etc.) as this will make it easier to match them to the definitions.
- Students then match the words with the definitions.
- Students check answers in pairs. Check answers as a class.

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

Exercise 9 page 53

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Begin by asking concept questions about the task: *Do you know the topic of the listening extracts?* (yes) *What is it?* (inventions) *Do you need to use all the sentences?* (no)
- Remind students that they will heard the recording twice.
- Students go through the sentences and underline the key words. They then think of synonyms they might hear. Do this together as a class or let the students do it in pairs. Then check.
- Play the recording twice.
- Check answers as a class. With a **stronger class**, elicit the synonyms or expressions from the listening text that helped them answer the questions (1 two vehicles – car, wings; 2 communicate – interact; 3 safer – prevent accidents; 4 realistic – 3D; 5 mental activity – mind, concentrate, pay attention).
- With a **weaker class**, you could ask the students to listen again and make a note of these synonyms.

Transcript 2.13 page 53

1 **Speaker 1** For the low price of $194,000, you can be the proud owner of the very latest invention – a flying car. The car, called *Transition*, can fly for a distance of 460 miles. On the ground, the wings fold up and it can drive at average highway speeds. The producers already have orders for 70 of these futuristic-looking cars.

2 **Speaker 2** An incredibly realistic robot is being built at the University of Hertfordshire. The robot is supposed to look like a child and will even have artificial skin. It is designed to be used in therapy for children with social problems. Playing with the robot, they will learn how to interact better with their classmates.

3 **Speaker 3** A new form of driverless car will be launched by Toyota. The car has a special detector on the roof that works like an 'eye'. These cars use an artificial intelligence computer that copies the decisions made by a human driver. The aim is to prevent traffic accidents, and to free up people's time as well. Seven of these robot cars have already driven 140,000 miles with very little human control.

4 **Speaker 4** Toshiba wants to take over the home entertainment industry. They are releasing ever bigger TV screens that show 3D TV without us needing to wear 3D glasses. The TVs work by showing several pictures from various positions at the same time. This means that our left and right eyes see different pictures, which creates a 3D effect.

5 **Speaker 5** Having trouble concentrating? BodyWave technology will keep your busy mind on track. BodyWave tells you when you are at your best, and when you are not paying attention! This little machine attaches to your arm or leg and monitors your brainwaves through the movements of your body. It is designed to help people perform at their best whatever they are doing.

1 F 2 A 3 B 4 C 5 D

Writing

Exercise 10 page 53

GET READY TO WRITE

- In pairs, students list as many cultural traditions as they can. Feed back as a class and be prepared to prompt students with traditions they haven't thought of.
- Prepare students for the next task by asking them to think of successful advertising slogans they know. Elicit that these are short, memorable and that they are usually written in the present tense.
- In the same pairs, students focus on one national characteristic and create a slogan based on it.
- Invite feedback from the class. Write some of the most attention-grabbing slogans on the board. Ask if any students can improve upon them.

Exercise 11 page 53

WRITING EXAM TASK – AN ANNOUNCEMENT

- Allow 30 minutes for the task. Remind students to read the instructions carefully to ensure they include all required information. Encourage them to plan their work by writing a list of elements they need to include for each point. Elicit that announcements need to be attention-grabbing and informative.
- They should give themselves time to check their announcements once they are sure they have included all the required information. Encourage students to go back to their plans and tick off all the information they have included. They should then read through their announcements again to check their grammar and spelling.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised reading comprehension (True or False). I have practised word formation in the Use of English section. I have prepared and spoken about arguments for and against. I have practised listening comprehension (Matching statements to speakers). I have written an announcement.*

6 Mystery

Map of resources

6A Vocabulary and listening
Student's Book p54, Workbook p48
Photocopiable Activity: 6A Write the right answers!

6B Grammar
Student's Book p55, Workbook p49
Photocopiable Activity: 6B Liar, liar!

6C Culture
Student's Book p56, Workbook p50
Photocopiable Activity: 6C Can you get away with it?

6D Grammar
Student's Book p57, Workbook p51
Photocopiable Activity: 6D Ghost Catchers!

6E Reading
Student's Book pp58–59, Workbook p52
Photocopiable Activity: 6E Inseparable phrasal verbs

6F Speaking
Student's Book p60, Workbook p53
Photocopiable Activity: 6F What's happened?

6G Writing
Student's Book p61, Workbook p54
Photocopiable Activity: 6G Could you please let me know ... ?

6 Review and Tests
Self Check 6: Workbook p55
Photocopiable Activity: 6 Review (Quiz)
Student Self-Test Sheets 6, 1–3 (TRCD-ROM)
Unit 6 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 3
Workbook pp56–57

Units 5–6
Language Review: Student's Book p62
Skills Round-up 1–6: Student's Book p63
Review: Workbook p100

iTools Unit 6

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

6A Vocabulary and listening

Crime at the manor

LESSON SUMMARY

Vocabulary: compound nouns, easily confused words (VB)
Listening: an interview with an inspector
Speaking: suggesting solutions to a mystery
Topic: house

SHORTCUT

To do the lesson in 30 minutes, set the Vocabulary Builder activities for homework.

LEAD-IN 3–4 MINUTES

- In pairs, students draw a rough floor plan of their living room and describe the furniture and objects in it in as much detail as possible.
- Ask two or three students to repeat their descriptions to the class.

Exercise 1 page 54

- In pairs, students find the things in the living room. Refer them to a dictionary if they are unsure of any words.
- Check the answers by going through each room and eliciting which objects they can see. Check comprehension of the less familiar words by giving a translation in their native language and asking for the word in English.
- You could ask students to tell their partner which of the objects they have in their own living room.
- Ask students to identify other objects.

Exercise 2 page 54

- Students match the objects in exercise 1 with the materials they are made from.
- Play the recording for students to check their answers.

Transcript 2.14 page 54

The armchair is made of wood and leather.
The ashtray is made of china.
The bookcase is made of wood and glass.
The coffee table is made of wood.
The curtain rail is made of wood.
The fireplace is made of marble.
The floorboards are made of wood.
The footstool is made of wood and fabric.
The lamp shade is made of fabric.
The oil painting is made of wood.
The rocking chair is made of wood.
The sideboard is made of wood.
The table lamp is made of china and fabric.
The wall light is made of glass.
The wallpaper is made of paper.
The windowsill is made of wood.

(Answers: see transcript)

Extension – fast finishers

Ask **fast finishers** to find two objects in the classroom that are made of each of the materials in exercise 2.

Exercise 3 page 54

- Go through the *Learn this!* box together. Students match the two parts of the compound nouns.
- Check answers as a class. Ask students if they can remember where the stress falls in a compound noun (on the first word).

1 keyhole 2 window ledge 3 bookshelf 4 lightshade
5 flower bed 6 hairbrush 7 writing paper 8 chair leg

Exercise 4 page 54

- Students decide whether the nouns in exercise 3 refer to a specific part of something or specify its purpose.

1 purpose 2 part 3 purpose 4 part 5 purpose
6 purpose 7 purpose 8 part

Optional revision activity

If you have space in your classroom, play the following game at the end of the lesson or in a future lesson to revise the vocabulary in exercises 1 and 3.

Put students in teams of three to five. Put yourself at a more or less equidistant position from each team. One member of each team comes to you to be given a word from exercises 1 and 3, written on piece of paper. They rush back and draw the item written on their piece of paper. They must not speak, write or whisper. When their team guesses what item the drawing represents, another member is sent to get the next word. The first team to get, say, eight words, is the winner.

For further practice of Compound nouns, go to:

Vocabulary Builder 6.1 page 132

1 1 girlfriend; paintbrush; birthday present
2 history teacher; basketball; sports centre; weekend
3 next-door neighbour; bedroom; computer games
4 convenience store; strawberry jam / tea bags; tea bags / strawberry jam
5 alarm clock; bedside table; TV screen; bathroom
6 desk lamp; living room; light bulb

2 (Possible answers)
1 sunglasses; sun hat; sunlight; suntan; sunrise; sunset
2 football boot; football match; football team; football stadium; football pitch
3 police officer; policeman; policewoman; police car; police station
4 car wash; car driver; car accident; car crash
5 waterfall; water sports; water cooler; water fountain
6 bookmark; bookshop; bookstall; bookcase

Exercise 5 page 54

- In pairs, students look at the picture of the living room and decide what happened last night. Elicit a few ideas from the class.

Exercise 6 page 54

- Play the recording. In pairs, students answer the questions. Check the answers as a class.

Transcript 2.15 page 54

Insp Dalton So, Wilson. What do you believe happened here?
Wilson It's simple, isn't it? A thief climbed in through the window and stole the painting!
Insp Dalton Maybe. Or maybe that's just what somebody wants us to think.
Wilson What do you mean, Inspector?
Insp Dalton Well, let's look at the evidence. Starting at the window. Now, look outside. What can you see?
Wilson A flower bed with some roses.
Insp Dalton Exactly. A flower bed. And the ground – is it dry or wet?
Wilson It must be quite wet – we've had a lot of rain recently.
Insp Dalton But there are no footprints in the flower bed! How could the thief walk across the flower bed to the window without leaving footprints?
Wilson You're right. Good point!
Insp Dalton Now, the ashtray is on the floor. How did it get there?
Wilson The thief knocked it off the windowsill when he climbed through the window.
Insp Dalton Really? Can you see any mud on the windowsill?
Wilson Er … no.
Insp Dalto So, how is it possible that the thief climbed in through the window without leaving footprints in the flower bed or mud on the windowsill?
Wilson I … er … suppose …
Insp Dalton It isn't! It isn't possible, Wilson! What we're dealing with here is … a set up! Somebody has arranged the room to look as if a burglary has taken place. Look at the coffee table. What do you notice?
Wilson It's got a footstool on top.
Insp Dalton Why has it got a footstool on top?
Wilson Because the thief wanted to climb up …
Insp Dalton There was no thief, Wilson! But look how carefully the footstool was put on top of the coffee table. There isn't a scratch! A thief wouldn't be so careful.
Wilson No, I see what you mean.
Insp Dalton Who would be so careful, Wilson? Think about it!
Wilson Er … it's … I suppose …
Insp Dalton The owner of the table! He wouldn't want to damage it, would he?
Wilson No, no. He wouldn't want to …
Insp Dalton So the owner of the table – the owner of Riverford Manor – has arranged everything in this room to look like a burglary. But the burglary didn't happen.
Wilson So, where's the oil painting?
Insp Dalton That's what we need to find out! And I think we should ask its owner.

The Inspector thinks the owner of Riverford Manor took the painting and has made its disappearance look like a burglary.

Exercise 7 page 54

- Play the recording again. Students make notes about the three clues.
- Students check answers in pairs. Check answers as a class.

Transcript 2.15 page 54

1 There are no footprints in the flower bed and there should be footprints because it's wet.
2 There are no footprints or mud on the windowsill.
3 There is a footstool on top of the coffee table. The stool has been put there very carefully and there are no scratches on the coffee table. A thief wouldn't have been so careful.

Exercise 8 page 54

- In pairs, students think about what happens next in the story. Encourage them to write a few notes.
- Ask several pairs to tell their continuation of the story to the class.

For further practice of Easily confused words, go to:

Vocabulary Builder 6.2 page 132

1 1 flower 2 week 3 new 4 sun

2 1 flour 2 plane 3 meet 4 Bare 5 cellar 6 heal
7 peace 8 wrap 9 whole 10 You're

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can suggest solutions to a mystery. I have learned some compound nouns.*

6B Grammar

Reported speech (statements)

LESSON SUMMARY

Grammar: reported speech (statements); *say* and *tell*

Reading: a text about the Eiffel Tower hoax

Speaking: talking about untrue stories

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities for homework and do exercises 3 and 5 together as a class.

LEAD-IN 3–4 MINUTES

- Write these words in a wordpool on the board: *tell the truth, bribe, conman, forgery, hoax, trick somebody, a lie, real, authentic, pull somebody's leg* and *fact.*
- Ask students to arrange the words into two groups: words related to truth / honesty and words related to untruth / dishonesty. (Key: truth / honesty: tell the truth, real, authentic, fact; untruth / dishonesty: bribe, conman, forgery, hoax, trick somebody, a lie, pull somebody's leg)
- Explain any vocabulary students are unsure of and focus on *hoax* (an act intended to make somebody believe something that is not true).
- Tell students they are going to read about a hoax.

Exercise 1 page 55

- Give students about a minute to read the text and answer the question.

c

Exercise 2 page 55

- Explain that sentences 1–7 are the actual words spoken by the people in the story. Students match each quotation with the reported speech in the text.

1 Lustig told the men that the Eiffel Tower was becoming too expensive to maintain.
2 He said that the Government had decided to sell it
3 He told them they couldn't tell anyone else about it.
4 She said Lustig wasn't telling them the truth.
5 Lustig told him he was acting strangely because he expected a bribe.
6 So Poisson said to Lustig that he would give him a large bribe
7 Poisson told his wife that Lustig had tricked him.

Exercise 3 page 55

- Go through the task together and explain or elicit that reported speech is when we say or write what another person says.
- Explain that when we use reported speech the tenses change. With a **stronger class**, ask students what they notice about the tenses in the direct and reported speech and encourage them to explain the change themselves.

2 past continuous 3 past perfect 4 past perfect
5 could / couldn't 6 would / wouldn't

Exercise 4 page 55

- Read point 1 in the *Learn this!* box together. Students find examples of pronouns that change.

In sentence 3 *you* changes to *they*.
In sentence 5 *I* changes to *he*.
In sentence 6 *I* changes to *he*, and *you* changes to *him*.
In sentence 7 *me* changes to *him*.

Exercise 5 page 55

- Read point 2 in the *Learn this!* box together. Students match the time expressions in direct speech with their equivalents in reported speech.

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

Exercise 6 page 55

- Students change the direct speech into reported speech. Do the first sentence together. With a **weaker class**, students can decide how the pronouns change first, then how the verb tenses change, and finally how the time expressions change.

1 (He said) he was doing his (homework) that day.
2 (She said) she didn't understand my/our (question).
3 (He said) they had sold their (car) the month before.
4 (He said) he would give her her (book back) the next day.

For further practice of Reported speech (statements), go to:

Grammar Builder 6.1 pages 117–118

1 1 was 2 was wearing 3 wasn't wearing 4 had / 'd left 5 couldn't go out 6 wouldn't be

2 1 (Agatha said) she had / she'd been ill the week before.
2 (John said) he was buying a new computer the next weekend.
3 (Anna said) she couldn't go out for lunch that day.
4 (Tom said) he wasn't doing anything at that moment.
5 (I said) it would probably rain the next day.
6 (My grandparents said) they had / they'd been to France the year before.

3 1 Dad said he was making pancakes for breakfast.
2 My sister said she couldn't find her umbrella.
3 My cousins said they were moving to London.
4 My brother said he had seen *Batman Returns* five times.
5 Rick said Chelsea had played well but (had) lost.
6 Maria said she was taller than her brother.

4 1 told 2 told 3 said 4 said 5 told 6 told 7 told

Exercise 7 page 55

- Students read the *Look out!* box and underline examples of *say* and *tell* in exercise 1.
- You could set this as a race to find out how many examples there are. (There are three examples of *said* and four examples of *told*.)

Lustig told the men; He said that the Government; He told them they couldn't tell; She said Lustig wasn't telling; and told him Lustig was acting; Poisson said to Lustig; Poisson never told anybody

Exercise 8 page 55

- Students complete the sentences with *said* or *told* and rewrite the direct speech as reported speech.
- Students check answers in pairs. Check answers as a class.

2 told 3 said 4 said 5 told 6 told

2 My dad told me I'd done really well.

3 The singer said it would be a great show.
4 She said to her boyfriend she couldn't find her purse.
5 My aunt told me she was going on holiday the next week.
6 Our teacher told us we didn't need our books that day.

Exercise 9 page 55

- Read the task and the example together. If possible, think of an example of your own to tell. Give students time to think of an occasion when they thought someone wasn't telling the truth.
- Ask a few students to tell their stories to the class. If you have a large class and / or are short of time, put students in groups and ask them to tell the others in the group.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report what other people have said. I can understand the rules of reported speech.*

6C Culture

Crime writers

LESSON SUMMARY

Reading: an extract from a crime novel

Listening: an extract from a crime novel

Speaking: discussing the plot of a crime novel

Topic: culture, selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and discuss the questions in exercise 7 as a class.

LEAD-IN 3–4 MINUTES

- Write *Novels* on the board. Elicit the names of different types of novels (e.g. crime / detective, romantic, adventure, fantasy, science fiction, autobiographical, historical).
- Write these questions on the board: *What kinds of novels do you like? Who's your favourite writer? Are you reading a novel at the moment? If so, what is it about? When and where do you usually read? Do you ever read e-books? If so, which do you prefer, paper or e-books?* In pairs, students discuss the questions.

Exercise 1 page 56

- Focus on the task and discuss the questions in open class.

(Possible answers)
A crime novel is a fictional story about a crime, usually a murder or multiple murders. A crime is introduced and investigated and the culprit (the person who committed the crime) is revealed at the end. The reader is given lots of clues to work out who committed the crime.
The characters you would expect to appear in a crime novel would include a victim, suspects, a culprit, a detective and possibly a detective's assistant.

Exercise 2 page 56

- Tell students they are going to read the first paragraph of a crime novel written by the English novelist, Edmund Crispin.
- Ask students questions to check understanding, *What is the name of the character in the story? What time is it? How long has he got to do the job? What happens at midnight?*
- In pairs, students discuss what *the job* might be. Elicit some suggestions. You could ask students to vote on what they think is the most likely suggestion.

Culture note – Edmund Crispin

Edmund Crispin (1921–1978) was the pseudonym of Robert Bruce Montgomery, an English crime writer and composer. His books are written in a slightly humorous style and have frequent references to English literature, poetry and music. The detective in his novels is called Gervase Fen, an eccentric Professor of English at Oxford University.

Exercise 3 page 56

- Play the recording. In pairs, students check their ideas for exercise 2. Did anyone guess the correct answer? Whose idea was the closest?

Transcript 2.16 page 56

He walked towards the house and saw a room with a light on. He looked quickly through the window and saw that it was the servants' room. Then he moved round the building and climbed to the upstairs room that his orders had described. It was not difficult to reach, and the window was unlocked, as promised.
He stepped inside, and waited.
After a moment, he heard someone coming and moved quickly and silently across to the door. He hid behind it. It opened slowly. Someone put on the light. The man who came in was about thirty-five years old. He had fair hair, and the right arm of his coat was empty.
'Mr Elliston?' Linster said from behind him.
Jacob Elliston turned quickly. He looked at Linster for a moment, then said, 'So you're the person they sent.'
'I'm who they sent,' agreed Linster.
Elliston closed the door. 'We have to be quick,' he said. 'You have guessed that this is my wife's bedroom. She's downstairs with her brother, but he'll leave to catch his train in a minute or two, and she'll come up to bed.'
Linster looked at his watch, but said nothing.
'Please understand,' Elliston went on, 'that you will get no money if you don't succeed …'
'In killing the lady,' Linster finished for him, with a smile. 'Yes, I understand, Mr Elliston. It's cash on delivery. You have the cash ready, I hope.'
Elliston took a gun from his pocket. 'Don't try that,' he said. 'The money is safe in my bedroom. If you want it, you'll have to finish the job.'
'Of course,' said Linster, smiling.
'You must use both hands,' said Elliston.
Linster looked at the empty arm of the other man's coat. 'Yes, that's sensible,' he said, 'They always look for clues like that.'
'And you must pretend there was a burglary,' said Elliston. 'Take that jewellery box. There's nothing valuable in it, but you could not know that because it's locked.' Still holding his gun, Elliston moved towards the door. 'I'm going to my bedroom where I shall turn my radio on loud.' He opened the door a little. 'That's my wife's brother leaving now. She's tired, and will come up almost at once. I'll return with the money in … twenty minutes.'

'The job' is to kill Elliston's wife.

Exercise 4 page 56

- Give students time to read the sentences. Play the recording again. Students choose the correct word to complete the sentences.
- Students check answers in pairs. Check answers as a class.

Transcript 2.16 page 56

1 looks 2 left 3 wife 4 hands 5 steal 6 Elliston

Exercise 5 page 56

- Students read the final part of the story and decide whether Lister follows Elliston's instructions. With a **weaker class**, elicit what the instructions were before students read the text.
- Students discuss the answer in pairs. Check the answer as a class.

No, he doesn't follow Elliston's instructions. He kills the wrong person. He uses his left hand only and he hides rather than steals the jewellery box.

Exercise 6 page 56

- Students complete the expressions without looking at the text. They then read the text again and check their answers.

1 out 2 up 3 in 4 under 5 back 6 into
7 through 8 out

Exercise 7 page 56

- In pairs, students discuss the questions. For question 1, encourage them to underline the parts of the text which help them decide on the answer.
- Check answers as a class.

(Possible answers)
1 No, he doesn't. He had seen her face through the window of the servants' room and knew who she was. He covered her face with a blanket because he didn't want Elliston to see her face and realise what had happened.
2 He wants to make it look like Elliston has killed her.
3 He is disobeying Elliston's instructions to make it look like a burglary. This is further evidence that he wants to make it look like Elliston has killed her.
4 Elliston will realise what has happened as soon as he sees the victim's face and realises his wife is still alive.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can understand a mystery story and talk about what happened.*

6D Grammar

Reported speech (questions)

LESSON SUMMARY

Grammar: reported speech (questions)
Listening: an interview with a man about an alien encounter
Speaking: a memory game with reported questions

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities and exercise 6 for homework.

LEAD-IN 3–4 MINUTES

- Write *Extraterrestrial* on the board and elicit other words associated with it (e.g. alien, encounter, UFO, contact, spacecraft).
- Ask students to name some films or video games which feature aliens.
- Write these questions on the board: *Do you think there could be intelligent life on other planets? Why? / Why not? Is it a good idea for scientists to try to communicate with life on other planets?* In pairs or groups, students discuss the questions.

Exercise 1 page 57

- Focus on the picture and ask students what they can see.
- In pairs, students discuss whether they think encounters between humans and aliens really happen. Have a brief class feedback session.

Exercise 2 page 57

- Explain the listening task and check that students understand the words in the list.
- Play the recording. Students complete the sentences after they have finished listening to the recording.

Transcript 2.17 page 57

Reporter 1 Hey! Vernon! Can you remember last night clearly?
Vernon Sure. It isn't the kind of thing you forget in a hurry!
Reporter 2 Where did you see the spacecraft?
Vernon Near the beach. I was walking home from the pub …
Reporter 1 The pub?
Vernon I know what you're thinking! But I only had one drink!
Reporter 3 How many aliens were there?
Vernon Well, I can't be sure how many were inside the spacecraft. But I saw two. Two came out.
Reporter 2 Vernon, do you feel different after your encounter?
Vernon Yes, I think I do, actually. I feel kind of … calmer. I think I learned something from these aliens – even though we didn't actually speak.
Reporter 1 Will the aliens try to make contact again?
Vernon I hope so, I really hope so. But I'm not sure. Maybe they were just passing!
Reporter 2 Are the police investigating your story?
Vernon The police? No … no, they aren't investigating. They say it isn't a police matter.

1 night 2 spacecraft 3 aliens 4 encounter
5 contact 6 police

Exercise 3 page 57

- Explain the task and put students in pairs. Ask them to decide who is A and who is B.
- Play the recording again.
- Refer students back to exercise 2 to familiarise themselves with the questions they are listening out for.
- Play the recording again.
- Check answers by asking students to write their questions on the board.

Transcript 2.17 page 57

1 Can you remember last night clearly?
2 Where did you see the spacecraft?
3 How many aliens were there?
4 Do you feel different after your encounter?
5 Will the aliens try to make contact again?
6 Are the police investigating your story?

Exercise 4 page 57

- In pairs, students compare the direct questions with the reported questions and complete the rules in the *Learn this!* box. With a **weaker class**, ask students to read out the points, and if necessary, refer back to exercises 4 and 6 on page 55.

1 ask 2 are 3 change 4 before 5 don't use 6 if

Exercise 5 page 57

- Focus on the task and the example.
- Students rewrite the questions as reported questions.
- Students check answers in pairs. Check answers as a class.

2 They asked him if he had been scared.
3 They asked him if he drank every night.

4 They asked him if he would give more interviews the next day.
5 They asked him if he could describe the spacecraft.
6 They asked him if he was telling the truth.

For further practice of Reported speech (questions), go to:

Grammar Builder 6.2 page 118

1 2 He; her; she
3 We; them; they
4 They; us; we
5 He; me; I
6 I; he

2 1 The teacher asked the students if they were listening.
2 I asked my sister why she was laughing.
3 My best friend asked me what I'd done the night before.
4 I asked my aunt if she could speak Italian.
5 My dad asked me when I would get home.
6 My grandma asked if it was raining.
7 I asked my mum what the time was.
8 My friend asked me how much money we had spent.

Exercise 6 page 57

- Students complete the text with reported questions and statements. With a **weaker class**, ask students to check the sentences three times: once to check they have used the right pronouns, the second time to check for correct tenses and the third time to check for correct word order. Remind them that the subject comes before the verb in reported questions.

1 what she meant 2 hadn't really met any aliens
3 how she knew 4 could tell when he was lying
5 had been married 6 why he had invented
7 could make money 8 it was wrong 9 if she wanted to be

Exercise 7 page 57

- Go through the task and the example. Students work on their own to write six questions to ask their partner.
- Monitor and check that the questions are correct and they are using different tenses.

Exercise 8 page 57

- Read through the instructions and example together. Put students in teams and start the game.
- With a **stronger class**, you could make the game more challenging by asking four or five pairs in one team to ask and answer questions before getting the other team to remember and report the questions and answers. Award a point for each factually and grammatically correct answer.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can report questions which other people have asked.*

6E Reading

Who was he?

LESSON SUMMARY

Reading: an article about a famous nineteenth-century mystery
Vocabulary: inseparable phrasal verbs
Speaking: discussing whether a mysterious story is true
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 4 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 2 MINUTES

- Write *Secret identity* on the board. Ask students: *Why would somebody want to adopt a secret identity? What would you have to do to pretend to be somebody else? Would it be possible to do that these days?*

Exercise 1 page 58

- Ask students to discuss in pairs before eliciting answers as a class.

Exercise 2 page 58

- Ask students to underline the key words in the paragraph headings.
- Play the recording for students to listen to while they read the text. Then give them a minute to match the paragraphs with the headings. Explain that they will have an opportunity to read the text in more detail in the following exercise. Remind them to cross out the headings as they go.
- Students check answers in pairs. Check answers as a class.

Transcript 2.18 page 58

A 4 B 6 C 1 D 5 E 2

Exercise 3 page 59

- Focus on the exam strategy. Remind students that an effective strategy for answering multiple-choice questions is to underline the key words in the question or stem sentence and try to predict the answer. Next, they look at the options and see which best fits their prediction, eliminating those options that are definitely incorrect. Finally, they go back to the text to check.
- Working alone, students answer the questions. They then check in pairs. Check answers as a class.

1 c 2 c 3 d 4 d 5 b 6 d 7 c

Exercise 4 page 59

- Students match the highlighted phrasal verbs with their definitions. Encourage them to work out their meaning from their context rather than use a dictionary.
- Check answers as a class.

1 look into 2 call on 3 get over 4 look for 5 look after
6 come across

Extension – weaker students

Students make six personalised sentences using the highlighted phrasal verbs.

Extension – stronger students

Students find and underline six examples of reported statements in the first four paragraphs. Explain that one of the sentences uses *say* and one uses *tell*, but the others use different words.

(Answers: *Some people assumed that Kaspar had grown up alone in the forest, like a wild animal; Kaspar said he had spent his whole childhood in a small dark cell.*

He claimed that he had found bread and water in his cell every morning; Some suggested that Kaspar was the son of a rich and powerful man; He claimed that a man with a hood over his face had attacked him; Kaspar told the police that his attacker had given him a bag).

Check sentences and ask students to turn them into direct speech.

For further practice of Inseparable phrasal verbs, go to:

Vocabulary Builder 6.3 page 132

1 2 broke into 3 stick to 4 got in 5 do without 6 got off 7 deal with 8 called for

2
2 Police are searching for the criminals who broke into it.
3 I decided to go running every day, but it's hard to stick to it.
4 The racing drivers got in them and drove off.
5 I couldn't afford to replace my phone, so I decided to do without it altogether.
6 I got off it too early and had to walk.
7 To be a good shop assistant, you must know how to deal with them.
8 Some politicians have called for it.

Extra activity – writing

Ask students to do some Internet research to find another unsolved mystery. Tell them to gather information about the mystery. Encourage them to look at more than one source of information.

Ask students to prepare a short description of the mystery to present to the class during the next lesson. Encourage them to use reported speech and expressions for speculation in their work.

After students have presented their work, ask the class to react using appropriate expressions.

Finally ask the class which mystery seems to be the most difficult to explain. Encourage students to speculate about the mystery and to solve it.

Exercise 5 page 59

- In pairs or small groups, students discuss the questions.
- Write the following language of speculation on the board to help students: *Perhaps …, Maybe …, It's possible that …*
- Elicit possible explanations for each event.

Exercise 6 page 59

- In pairs, students discuss whether they think the story is true. Encourage them to give reasons for their ideas.
- Find out through a show of hands what the majority believes. Ask students who said *yes* to tell the rest of the class their reasons. Then ask students who said *no* to give their reasons. Is anyone in the class persuaded to change their opinion?

Exercise 7 page 59

- In pairs, students look at the posters and discuss the questions. Compare answers as a class.

(Possible answers)
The Dark Knight (2008) is a Batman film, starring Christian Bale and Heath Ledger. Batman needs to conceal his true identity because this makes him more frightening to his enemies.
The Man in the Iron Mask (1998), starring Leonardo DiCaprio and Jeremy Irons, tells the story of the cruel King Louis XIV of France, who has a secret twin brother who he keeps imprisoned. The King makes his brother wear the mask as he doesn't want people to know that he has a brother.
The Mask of Zorro (1998), starring Antonio Banderas and Catherine Zeta-Jones, is set during the Mexican War of Independence. Zorro fights the Spanish to defend the Mexican peasants. He wears a black mask to conceal his true identity in order to protect his family from getting involved.
Other reasons for concealing your true identity might be if you are a spy, if you are a criminal, if you are a celebrity, etc.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can understand and react to an account of a famous nineteenth-century mystery.*

6F Speaking

Speculating about events

LESSON SUMMARY

Reading: a news report

Listening: teenagers speculating about news headlines

Grammar: *must have, could have, might have, can't have* for speculation

Speaking: speculating about a mysterious new story; responding to speculations

Topic: culture

SHORTCUT

To do the lesson in 30 minutes, limit the number of performances in exercise 10. The Grammar Builder activities can be set for homework.

LEAD-IN 2 MINUTES

- Before students open their books, write on the board. Tell students this is a mystery word and you are going to dictate some word clues to help them guess what the word is (yacht).
- Dictate the following: *large, luxury, on board, crew, port, sail.*
- Explain that students are going to read a news report about a yacht.

Exercise 1 page 60

- Focus on the instructions and the useful language.
- Students read the news report and decide what might have happened.
- Elicit some suggestions.

Exercise 2 page 60

- Play the recording for students to listen to while they read the dialogue. You could then ask students to read the dialogue in pairs.
- In pairs, students answer the questions.
- Elicit the answers. Check that students understand and can pronounce *weird* /wɪəd/ (an informal word meaning 'strange') and *likely* /'laɪkli/ (probable).

Transcript 2.19 page 60

They agree that the crew could have killed the owners, stolen their money and then escaped.

Learn this!

We use *must have* + past participle to say we are sure that something happened, even if we don't have definite information or proof that it happened.

We use *can't have* + past participle to say that we strongly believe that something didn't happen. A common mistake is to use *mustn't have* + past participle, e.g. *They mustn't have gone swimming.*

We use *might, could* or *may have* when we are less certain that something happened.

Exercise 3 page 60

- Go through the *Learn this!* box together or ask students to read it to themselves.
- Students underline the examples of *could have, might have, must have* and *can't have* and then match them to meanings.

They could have been attacked by pirates; b
They might have gone swimming; b
They can't have all gone swimming; a
The crew could have killed the owners; b
They must have thrown the bodies into the sea; c

For further practice of Speculating about the past, go to:

Grammar Builder 6.3 page 119

1 1 can't 2 might 3 can't 4 must / might 5 might 6 can't

2 2 Elizabeth might have gone to the doctor's.
3 Amelie can't have forgotten about the party.
4 Tyler might have gone on holiday.
5 Archie must have missed the train.
6 Alex might have fallen off his bike.

Exercise 4 page 60

- In pairs, students read the headlines and speculate about what might have happened and make notes.
- Monitor and check for the correct use of language of speculation.

Exercise 5 page 60

- Play the recording and pause after each dialogue so that students can discuss whether any of their ideas are mentioned.

Transcript 2.20 page 60

1 **A** Did you hear about that Ferrari?
B No. What happened?
A It was completely destroyed by fire in a car park – but no other cars were damaged.
B Did it just catch fire on its own?
A No. The police found matches and a can of petrol.
B Somebody must have set fire to it deliberately.
A They might have been jealous of the owner.
B Yes, that's possible. Or maybe there'd been an argument.
A I doubt it. The owner had only just arrived from Italy that day. He can't have had an argument – he hadn't met anyone!
B He must have been furious!
A Yes, you're probably right!

2 **A** Have you seen this story about a footballer? He was found unconscious in his hotel room.
B Really? Do you think that he might have taken drugs?
A Yes, that's quite likely.
B Or he might have hit his head during a match. Sometimes that has an effect a few hours later.
A No, that's not possible. It says he hadn't played football for a week.
B Maybe he was attacked by a robber!
A That's unlikely.
B Oh. Why?
A Well, he was wearing a really expensive watch, but it wasn't taken, so it can't have been a robbery.
B Oh, OK. Where is he how?
A He's in hospital. He isn't unconscious anymore, but he can't remember anything!

3 **A** Have you heard about this cat that disappeared for ten years?
B No. Did they find it? After ten years?
A Yes! It suddenly appeared in their garden!
B That's amazing. I wonder what happened to it during that time.
A It must have found another house to live in.
B So why did it suddenly go home?
A It might have discovered the house by accident.
B That's unlikely. Cats usually know where they're going. They've got a good sense of direction.
A I suppose so. Well, the new owner might have died.
B Maybe. Or they probably just moved away.
A Yes, that's probably what happened. So the cat went home.
B The original owners must have really missed it!
A I suppose so. Or they might have got a dog instead.

Exercise 6 page 60

- Play the recording again. Then check answers as a class.

Transcript 2.20 page 60

1 b 2 a 3 c

Exercise 7 page 60

- Go through the strategy together. Play the recording. Pause after each of the phrases for students to repeat. (See the teaching strategy below.)

Transcript 2.21 page 60

Teaching strategy

An effective way to keep students animated and focused while they are doing pronunciation drills like this is to put them into 'drilling pairs'. Ask them to make eye contact with another student on the other side of the room. This person becomes their drilling partner. (It is only possible to make eye contact with one person.) When students repeat the phrases, they say them to their drilling partner instead of just saying it to no one, which can make them feel self-conscious.

Exercise 8 page 60

- In pairs, students read the headlines, think of three or four possible explanations and note them down.
- Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 9 page 60

- Students prepare a dialogue like the one in exercise 2. Circulate and monitor, helping and correcting as necessary. Encourage students to use the new phrases from the speaking strategy. When they have finished, they rehearse it.

Exercise 10 page 60

- With a **weaker class**, students read out their conversations. With a **stronger class**, students act out their dialogues without referring to what they have written. Remind students to speak loudly and clearly and maintain as much eye contact as possible.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit the answer: *I can speculate about recent events.*

6G Writing

A formal letter: asking for information

LESSON SUMMARY

Reading: a formal letter

Grammar: indirect questions; verbs with two objects

Writing: a formal letter asking for information

Topic: travel and tourism

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in activity and set the Grammar Builder activities for homework. Students finish the writing task for homework.

LEAD-IN 2–3 MINUTES

- Write *Sherlock Holmes* and *Agatha Christie* on the board. In pairs, students brainstorm what they know about them.
- Elicit information and write it on the board. (See Culture notes.)

Culture notes

Sherlock Holmes is a private detective in the detective stories of Scottish author, Sir Arthur Conan Doyle. Holmes is famous for solving mysteries using his brilliant powers of observation and logical reasoning. He lives in a flat at 221b Baker Street in London, which is now a museum. There are four novels and 56 short stories about Sherlock Holmes. They are set between 1880 and 1914, and most are narrated by his friend, Dr Watson. People often say 'Elementary, my dear Watson' when they think a problem is easy to solve, although Holmes never actually says this in any of his stories. He is often shown in films smoking a curved pipe and wearing a type of hat called a deer-stalker.

English writer **Agatha Christie** (1890–1976) is one of the world's best-selling authors of detective stories. She wrote 67 books and 19 plays. They include *Murder on the Orient Express*, *Death on the Nile* and *4.50 from Paddington*. She created the detectives Hercule Poirot and Miss Marple. Her play *The Mousetrap* has been running continuously in London's West End since it first opened in 1952.

Exercise 1 page 61

- Focus on the advert. Students read it quickly, ignoring the notes. Make sure students are clear about what happens at a murder mystery party. (See Culture note below.)
- Elicit the answer to the question in open class. Check students understand *witness* (a person who sees a crime) and *clue* (evidence / information that helps police / detectives solve a crime).

Culture note – Murder mystery parties

Organised murder mystery weekends (or evenings) have become popular in the UK and other countries in recent years. The party usually takes place in a hotel and it involves a game. In this game, there is a 'murder', and the guests have to investigate it and find out who the murderer is. All the guests are given a role to play: the detective(s), the murderer, the victim, suspects, and perhaps other supporting roles. Sometimes actors are employed to take on one more of the roles. The 'murder' happens during the course of the weekend, or the guests may be told about it when they arrive at the party, and they spend the rest of the time investigating it.

Exercise 2 page 61

- Refer students to the handwritten notes added to the advertisement. They then read Oscar's letter and find out which information he forgets to ask about.

He forgets to ask if the murder mystery involves acting.

Exercise 3 page 61

- Students read the strategy and find formal equivalents of sentences 1–3.

1 Could you tell me if there is any free time on Thursday or Friday?
2 I'd also like to know which hotel in London we will be staying at.
3 Please let me know which of the tours are already fully booked.

For further practice of Indirect questions, go to:

Grammar Builder 6.4 page 119

2 I'd be interested in knowing how many staff work here.
3 I'd like to know if there is Wi-Fi in the rooms.
4 I'd appreciate it if you could tell me where the hotel swimming pool is.
5 I'd be interested in knowing when my colleague left.
6 Could you tell me why you took my passport?
7 I'd be grateful if you could tell me if there is another hotel near here.

Exercise 4 page 61

- Working alone, students write three direct questions that you could ask about a hotel. Monitor and help with ideas as necessary.
- Students swap questions with another student and rewrite their partner's questions as indirect questions. Monitor and correct.
- Ask a few students to read out their direct and indirect questions.

Exercise 5 page 61

- Students read the *Learn this!* box. You could explain that the sentences can also be written with the indirect object coming second, e.g. *Sam bought some flowers for his mum* and *My friend sent an email to me.*
- Students find two examples of verbs with two objects in the letter.

... if you could give me some more information about some of the arrangements.
Would you mind sending me a complete list of dates for September and October?

For further practice of Verbs with two objects, go to:

Grammar Builder 6.5 page 119

1 Have you made me a sandwich?
2 Tom's mum bought him a new shirt.
3 Daisy owes him £50.
4 Beth's neighbour sold her his car.
5 Patrick wrote her a letter.
6 Scott sent her a text message.
7 Dad booked us a flight to Paris.
8 She showed them her prize.
9 My uncle bought me a new bike.
10 The hotel manager offered us the best room.

Exercise 6 page 61

- Go through the instructions together. Students can then plan their letter in pairs.

Exercise 7 page 61

- Working alone, students write their letters. Remind them to include all the information from exercise 6 and to use a variety of phrases for asking for information.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can write a formal letter asking for information.*

Language Review / Skills Round-up

Language Review 5–6

Exercise 1 page 62

1 c 2 a 3 b 4 b 5 c

Exercise 2 page 62

1 might 2 won't 3 have 4 may 5 run

Exercise 3 page 62

1 By the end of term, we'll / will have done all our exams.
2 This time next week, they'll / will be lying on the beach.
3 A year from now, I'll / will have learned to drive.
4 At 10 p.m. I'll still be doing my homework.
5 I'll be leaving for the airport at 7 a.m. tomorrow.

Exercise 4 page 62

1 Do you fancy 2 Sorry, I can't. 3 Maybe we could
4 I'd be up for 5 Yes, that sounds

Exercise 5 page 62

1 shelf 2 flower 3 hole 4 lamp 5 ledge

Exercise 6 page 62

1 John said he hadn't finished his project the day before.
2 Our teacher told us we were having our lesson outside.
3 She said she couldn't do it on her own.
4 Mum told us she would do it for us the next day.
5 They told me their plane left that night.

Exercise 7 page 62

1 I asked her if she'd had a nice time the day before.
2 He asked me when I was going home.
3 She asked him if he would give her a call.
4 I asked him where he had been the night before.
5 He asked her if she was working that evening.

Exercise 8 page 62

(Possible answers)
1 Could you tell me what time the meeting starts?
2 Could you please let me know what time it finishes?
3 I'd like to know if there will be a break for lunch.
4 Please let me know if we have to bring food.
5 I'd be grateful if you could tell me how many people will be there.

Skills Round-up 1–6

Exercise 2 page 63

c

Exercise 3 page 63

A 4 B 1 C 6 D 2 E 5

Exercise 6 page 63

Transcript 2.22 page 63

Mike Hello?
Anna Hi Mike. It's Anna.
Mike Hey, Anna! Good to hear from you. It's been weeks!
Anna I know, I've been really busy. I told you about my new job.
Mike Yes, at the museum. How's it going?
Anna Fine. But I've got no free time. I work there three hours a day, and the rest of the time I'm studying.
Mike How's the course going?
Anna Oh, OK. But I'm tired every morning. I fell asleep in class yesterday.
Mike Did your tutor notice?
Anna I'm not sure. My friend told me I was snoring, but I think she was joking.
Mike And what are you up to this weekend?
Anna Well, that's why I'm phoning. There's a new exhibition at the museum where I work – it's called Into The Future.
Mike Sounds interesting.
Anna Yes. It opens on Monday, but they're having a special party on Sunday afternoon, just for invited guests – journalists, employees, you know.
Mike Great! Sounds fun.
Anna And we can bring a guest. So would you like to go?
Mike Me? Yes, I'd love to. What time does it start?
Anna Four o'clock. Let's meet outside the museum at four so we can go in together.
Mike OK, perfect. I'm looking forward to it. And how's your new flat?
Anna I love it. I'm getting on really well with Zara, my flatmate. And the room is really big and …

Presenter It's Sunday afternoon. Anna and Mike are at the museum.
Anna So what do you think of it? Have you been here before?
Mike To this museum? No, I haven't. It's really nice.
Anna Oh, look. There's my boss, Julian. I'd better go over and say hello.
Mike OK.
Julian Hi Anna. How are you? Are you better now?
Anna Yes, I'm fine, thanks. Julian, this is my friend, Mike.
Julian Sorry? Who?
Anna He's a friend of mine. He's called … Mike? Where is he? He was here a moment ago.
Julian Maybe he's gone to look at one of the exhibits.
Anna Yes, maybe.
Julian OK, well, I'll see you around. Have a good time!
Anna I will. Thanks. But where's Mike?

Anna Mike! There you are! I was looking for you!
Mike Oh, hi Anna. I was just having a coffee with a colleague of mine.
Anna I turned around and you were gone!
Mike Daisy, this is Anna.
Anna Oh, hi Daisy. Nice to meet you.
Daisy Nice to meet you.
Anna Are you enjoying the party?
Daisy Yes, I am. And it's a great exhibition.
Anna I'm glad you like it.
Daisy Oh, do you work here? I thought you were a friend of Mike's.
Anna Yes … well, both. I'm a friend of Mike's and I work here. Only part-time, though. I'm also a student at the university.
Mike Anna and I worked together last year – at a holiday camp.
Daisy Really? That sounds fun. You aren't from the UK, are you?
Anna No, I'm from Poland. Has Mike told you about me?
Daisy No. I just noticed your accent.
Anna Oh, I see. Anyway … Mike, do you want to look around a bit more?
Mike Sure. Let's go. See you later, Daisy. Hey! Anna! Wait for me! Anna! Are you OK?
Anna Hm.
Mike What's wrong?
Anna Why did you disappear like that? It was so embarrassing! I started to introduce you to Julian, and when I turned around you were gone!
Mike Well, I thought you were busy. And then I saw Daisy in the coffee bar and … Anna! Where are you going? Wait!

Students' own answers.

Exercise 7 page 63

1 fell asleep 2 Sunday 3 outside 4 café 5 accent
6 embarrassed

7 Real relationships

Map of resources

7A Vocabulary and listening
Student's Book p64, Workbook p58
Photocopiable Activity: 7A Three-part phrasal verbs

7B Grammar
Student's Book p65, Workbook p59
Photocopiable Activity: 7B Comparison

7C Culture
Student's Book p66, Workbook p60
Photocopiable Activity: 7C Idioms with body parts

7D Grammar
Student's Book p67, Workbook p61
Photocopiable Activity: 7D If only

7E Reading
Student's Book pp68–69, Workbook p62
Photocopiable Activity: 7E Debate

7F Speaking
Student's Book p70, Workbook p63
Photocopiable Activity: 7F First date

7G Writing
Student's Book p71, Workbook p64
Photocopiable Activity: 7G For and against

7 Review and Tests
Self Check 7: Workbook p65
Photocopiable Activity: 7 Review (Find someone who …)
Student Self-Test Sheets 7, 1–3 (TRCD-ROM)
Unit 7 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 4
Student's Book pp72–73
Exam 4 (Test Bank CD)

iTools Unit 7

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

7A Vocabulary and listening

Relationships

LESSON SUMMARY

Vocabulary: dating and relationships; three-part phrasal verbs (VB)
Listening: people talking about couples
Speaking: telling the story of a relationship
Topic: family and social life

SHORTCUT

To do the lesson in 30 minutes, set the Vocabulary Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Draw a simple matchstick drawing of a man and a woman and a heart and elicit some expressions to describe the relationship (e.g. they're in love, they're in a relationship, they're dating).
- Tell students you are going to dictate some factors in a relationship: *good looks, star sign, shared interests, taste in clothes, age, education, taste in music, sense of humour.*
- In pairs, students decide if each factor is very important in a relationship (1), quite important (2), not very important (3), or not important all (4).

Exercise 1 page 64

- Refer students to the phrases and explain the meaning of any unknown words. Check comprehension by asking questions, e.g. *Why do couples fall out? What's a good way of making up? Do you think a boy should ask a girl out or doesn't it matter who asks who out? How long should a couple go out before they get engaged?*
- In pairs, students put the phrases in order. There may well be some disagreement, so encourage them to explain their choices.

Exercise 2 page 64

- Students complete the sentences with the correct particle.
- With a **stronger class**, encourage students to do the exercise without referring back to exercise 1.

1 in; with; out 2 up; back 3 on; out 4 –; up 5 out; up
6 –; –

Exercise 3 page 64

- Students rewrite the sentences with phrases from exercise 1.
- Students check answers in pairs. Check answers as a class.

2 Dave fancies Helen.
3 Harry and Diana have split up.
4 Kate and Ian have got divorced.
5 Pete and Sarah get on well.
6 Linda and Rob have got back together (again).
7 Tina and Bruce have made up.

Exercise 4 page 64

- Go through the instructions together.
- Remind students to focus on the general gist and not to worry about any words they don't understand.

- Play the recording and pause after each dialogue.
- Allow students time to write their answers. As a follow-up, play each part of the recording separately and ask students to indicate which parts provided the information for their answers.

Transcript 2.23 page 64

1 **A** Hey, have you heard about Tom and Lisa? He asked her to marry him last week.
B Really? I thought that she wasn't sure about marriage. I thought she wanted to wait.
A I don't know about that because she said yes. She showed me the ring yesterday. Oh, it's lovely.
B Well, I'm very happy for them. I think they make a lovely couple.

2 **A** Look, isn't that Josh and Fiona over there? They're always together these days. Are they going out?
B No. But they get on very well. They've known each other since they were young children.
A So they're not in love, then?
B No, I don't think they even fancy each other. They're more like brother and sister.

3 **A** What's happened to Dominic and Maria? I thought they were going out.
B They had a big row.
A Really? When?
B At Sandy's party. Maria said she saw Dominic chatting up another girl.
A But Dominic's not like that.
B I know, but you know what Maria's like. I don't think they'll get back together now.
A Well, I think Dominic's better off without her.

4 **A** Who's that couple over there? I don't know them.
B That's Jill. She works in my office. I met her a few months ago when she first started working there. She's great. You'll like her.
A But who's the guy?
B That's her partner. His name's James, I think. I've only met him once.
A Partner? You mean husband?
B Yes, they got married last year.
A That's a shame. He looks nice.
B Sandra!

5 **A** Oh, look over there. Isn't that Danny and Josie? I thought they'd fallen out with each other.
B Yeah, they did fall out. They split up a few months ago. I guess they weren't getting on very well.
A They were always arguing, weren't they? You couldn't be in the same room with them sometimes. I was glad when they split up.
B Well, they made up with each other recently. They seem very happy together at the moment.
A Well, I hope it lasts.

1 d 2 f 3 e 4 b 5 g

Exercise 5 page 64

- Focus on the instructions and look at the first picture together.
- Students make notes on what happened in each picture. In a **weaker class**, brainstorm some useful vocabulary first.
- Make sure they use the past tense.

(Possible answers)
1 They met at a party. Ryan fancied Hannah. He chatted her up.
2 He asked her out.
3 They went out. They got on well.
4 They fell in love.
5 They fell out.
6 They got back together.
7 They got engaged.
8 They got married.

Exercise 6 page 64

- Go through the instructions together. Then ask students to read through the time expressions.
- In pairs, students tell the story to each other. Suggest they take turns for each new picture. Monitor and help as they do this.

Extension – fast finishers

In pairs, students tell their partner the plot of a romantic film they have seen.

Extra activity – speaking

Divide the class into eight groups. Focus each group on one of the pictures in exercise 5.

Tell students that they are going to write a dialogue to accompany their particular picture.

Allow fifteen minutes for each group to prepare their dialogue. Go around the room and monitor, providing help with vocabulary and expressions as necessary.

Ask each group in turn to appoint two speakers to act out their dialogue.

Follow up by praising good expression and ideas, and correct any common errors.

For further practice of Three-part phrasal verbs, go to:

Vocabulary Builder 7.1 page 133

1 1 on; c 2 out; f 3 on; d 4 up; g 5 down; b 6 out; e 7 up; h 8 out; a

2 1 look up to 2 looks down on 3 walked out on 4 gets on (very well) with 5 puts up with 6 going out with 7 carry on with 8 fell out with

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about dating and relationships. I have learned some three-part phrasal verbs.*

7B Grammar

Comparison

LESSON SUMMARY

Grammar: comparative and superlative adjectives and adverbs; *less* and *least*; superlatives with the present perfect, double comparatives, *the … the …* and comparatives

Reading: a text about social-networking sites

Speaking: sentences with comparison structures

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder exercises for homework.

LEAD-IN 3–4 MINUTES

- Write these questions on the board: *How many hours a week do you spend online? How often do you see your friends outside school? Do you prefer chatting online or chatting on the phone?* In pairs, students discuss the questions.
- Check answers as a class.

Exercise 1 page 65

- With a **weaker class**, pre-teach *isolated, appealing* and *verdict*. Give students about a minute to read the text and answer the questions.
- Elicit some answers from the class.

Culture note – Social-networking sites

Social-networking sites are places on the Internet where people meet in cyberspace to chat, socialise, debate and meet new friends. A member has their own website, on which they put a personal profile, write blogs and can post photos, music, videos for other people to look at.
Social networking is immensely popular with teenagers and young adults, much more so than online chatting. The most popular social-networking sites are Facebook, MySpace, and Friendster.

Exercise 2 page 65

- Go through the *Learn this!* box together, asking different students to read the sentences, or ask students to read it to themselves.
- Check comprehension by asking questions, e.g. *Are comparative and superlative adverbs usually formed with '-er' and '-est'? What's the opposite of 'more' and 'most'?*
- Students match the words in red in the text in exercise 1 with the sentences.

1 less satisfying 2 least appealing 3 more easily
4 harder 5 best 6 less time 7 most popular

Learn this!

A few adverbs have comparative and superlatives forms with *-er* and *-est*. The most common are *early, late, fast, hard, soon* and *long*.

For further practice of Comparison (1), go to:

Grammar Builder 7.1 page 120

1
1 Henry passed his exams more easily than Philip.
2 Ianthe works more quickly than Emily.
3 Joseph drives better than Zack.
4 Andrea sings more beautifully than Leah.
5 Max speaks more loudly than George.
6 Victor usually arrives later than Alice.

2 1 the most carefully 2 the most slowly 3 the earliest
4 the hardest 5 the most fluently 6 the fastest

3 1 the least intelligent 2 is less hard-working than
3 less popular than 4 the least generous
5 less confident than 6 the least rainy

Exercise 3 page 65

- Go through the *Learn this!* box together. Students match the words in blue in the text in exercise 1 with points 1–4.

1 the most exciting week I've ever had
2 more fun than I expected
3 busier and busier
4 the busier it gets, the more isolated people can feel

Exercise 4 page 65

- In pairs, students ask and answer the questions using a superlative form with *ever*.
- Check answers by getting students to ask and answer the questions in open pairs across the class.

1 What's the most / least interesting book you've ever read?
2 Who's the best friend you've ever had?
3 What's the most / least boring film you've ever seen?
4 Who's the most / least attractive person you've ever met?
5 What's the longest phone call you've ever made?
6 What's the best party you've ever been to?

Extension

Students prepare four questions that they might ask someone they were meeting for the first time. Each question should contain a different comparison structure from exercise 2 and 3.
Stronger students can write six questions.

For further practice of Comparison (2), go to:

Grammar Builder 7.2 page 121

1
1 We live nearer to London than we did before.
2 His hair isn't as long as it was when he was little.
3 That MP3 player was more expensive last month than it is now.
4 That's the best film I've ever seen.
5 He's less generous than he used to be.
6 You work harder now than you used to.

2 2 more and more difficult 3 cheaper and cheaper
4 better and better 5 more and more expensive
6 hotter and hotter

3 1 c 2 e 3 b 4 a 5 d

Exercise 5 page 65

- Students use the word in brackets to complete sentence B so that it has the same meaning as sentence A. Do the first sentence together as an example.
- With a **weaker class**, focus students' attention on item 2 and ask them if they need to make a comparison with an adjective, an adverb or a noun (an adverb).
- Remind them that they will probably need to make changes to the verb.

1 easier than I expected
2 drives more slowly than
3 've got less money than
4 the least expensive
5 the fewest goals
6 more and more difficult

Exercise 6 page 65

- Students complete the sentences with their own ideas. Circulate and monitor, helping and correcting as necessary.
- In pairs, students read their sentences to their partners. Encourage them to say more about their ideas.
- When they have finished, ask students to say one interesting thing they have learned about their partners that they didn't know before.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can make comparisons with adjectives, adverbs and clauses.*

7C Culture

Love poems

LESSON SUMMARY

Reading: two love poems
Listening: a documentary about William Blake
Speaking: talking about poetry
Vocabulary: idioms with *heart* and *head* (VB)
Topic: culture, selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes do exercises 2 and 4 together as a class and set the Vocabulary Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Write *Poetry* on the board. Ask: *What topics are poems usually about?* (e.g. love, war, nature, politics) *What's your favourite poem? Do you know the lines of any poems by heart? How is poetry different from prose?* (e.g. a book, a news report) (In a poem the words are chosen for their sound and the images they suggest, not just for their obvious meanings. The words are arranged in separate lines, usually with a repeated rhythm, and often the lines rhyme at the end.)
- Dictate these quotations about poetry: *The best words in the best order.* (Samuel Taylor Coleridge (1772–1834), English poet) *The record of the best and happiest moments of the best and happiest minds.* (Percy Bysshe Shelley (1792–1822), English poet) *You can't write poetry on the computer.* (Quentin Tarantino (born 1963), American film director).
- In pairs, students say how much they agree with the quotations.

Exercise 1 page 66

- Students name as many poets as they can from their own and other countries. You could set this as a competition and give students, in pairs, two minutes to write a list of poets.

Exercise 2 page 66

- Students try to complete the poems with the verbs. Go through the first example to show how alternate lines rhyme. Tell students not to worry about unfamiliar words.

2 told 3 depart 4 came by 5 took 6 met 7 chose
8 knew 9 said 10 suppose 11 get

Exercise 3 page 66

- Play the recording for students to check their answers. With a **stronger class**, you could play the recording again and focus students' attention on the intonation and rhythm of the poems. In pairs, students read the poems to each other.

Transcript 2.24 page 66

Culture notes

Love's Secret was written by William Blake, a very famous English poet. There is more information about Blake in exercises 6 and 7.

One Perfect Rose was written by Dorothy Parker (1893–1967). Parker was an American writer of humorous, and often sardonic, poems and short stories. She is famous for her witty remarks and one-line quotations, such as 'Men seldom make passes at girls who wear glasses' (men don't flirt with girls who wear glasses).

Exercise 4 page 66

- In pairs or small groups, students discuss the questions. Circulate and monitor, helping and guiding them towards the answers.
- Check answers as a class.
- Ask students to say which of the poems they prefer and to give reasons for their answers.

(Possible answers)

Love's Secret

1 It is a serious poem. The man lets his lover know that he is in love with her. She is horrified ('Trembling cold, in ghastly fears') and rejects him, and goes off with another man ('A traveller came by').
2 It is old. The language is old, e.g. 'thy', 'does move'. The idea that love should be kept a secret is an old-fashioned notion.
3 It is pessimistic. The woman goes off with somebody else.
4 It is likely to be written by a man because the subject is a woman.
5 It is about lost love ('Ah! She did depart!').

One Perfect Rose

1 It is funny. At first we think the writer feels touched to receive the rose. She talks about it in romantic terms ('tenderly', 'deep-hearted', 'pure', 'scented dew'). Then we realise she is being sarcastic and would rather receive a limousine. Her repetition of 'One perfect' before 'limousine' adds to the humour, as does her sudden switch to colloquial language ('it's always just my luck').
2 It is modern. The writer's unromantic attitude wouldn't have been so common in the poetry of earlier times.
3 It is pessimistic ('Why is it no one ever sent me yet', 'It's just my luck').
4 It is likely to be written by a woman, as it is usually a woman who receives flowers from a man.
5 It is about the poet's present partner.

Exercise 5 page 66

- Explain that students need to understand the words in this exercise in order to understand the listening text in exercise 6.
- Students complete the sentences, using a dictionary if necessary.
- With a **stronger class**, ask students to suggest further example sentences using the words.

1 religious 2 mystical 3 Patriotic 4 romantic
5 renowned 6 professional

Exercise 6 page 66

- Tell students they are going to listen to a documentary about William Blake, who wrote the poem *Love's Secret* which they have just read.
- Play the recording. In pairs, students decide which subjects were mentioned.
- Remind them that they do not have to understand every word.

Transcript 2.25 page 66

Presenter That was *Jerusalem*, England's most popular patriotic song. The words were written in 1808 by William Blake, one of England's most famous poets and painters.

Blake was born in London in 1757, the son of a clothes maker. He did not go to school, but was educated at home by his mother.

At the age of twelve, he started to study drawing and engraving – cutting pictures into metal and then printing them. At the age of 21, he became a professional engraver, but he had also started to write poetry some time earlier.

In 1782, Blake met Catherine Boucher, who was five years younger than him. They fell in love and Blake asked her to marry him. Catherine couldn't read or write and she signed her marriage contract with an 'X'. Blake later taught his wife to read and write and she became his assistant. They stayed together for the rest of his life. In 1800, the couple moved from London to a small village on the south coast of England, but moved back to London three years later, where he lived until he died.

Blake wrote many poems, which he also illustrated. Some of his poems are romantic love poems, but most of them are religious and mystical. He claimed that he had visions throughout his life and said that he spoke every day with his dead brother.

Blake died at the age of 70. Few people read his poems during his lifetime, but about 30 years after his death he was rediscovered, and ever since his work has had a huge influence on poets, writers and artists.

growing up; relationships; school; writing

Exercise 7 page 66

- Give students time to read the questions. Play the recording again.
- With a **weaker class**, remind students of the strategy for answering multiple-choice questions.
- Students check answers in pairs. Check answers as a class.

Transcript 2.25 page 66

1 b 2 b 3 a 4 b 5 a 6 b

Exercise 8 page 66

- In pairs, students ask and answer the questions. Go around the class, listening and helping with vocabulary as necessary.
- As feedback, ask a few students to tell the class about their partner's answers.

For further practice of Idioms with heart and head, go to:

Vocabulary Builder 7.2 page 133

1 1 c 2 a 3 e 4 d 5 b 6 g 7 j 8 h 9 f 10 i

2 1 by heart 2 head first 3 take it to heart
4 's set his heart on 5 laughed my head off
6 lose heart 7 have a head for heights 8 broke her heart
9 a head start 10 head over heels in love

Extra activity – rhyming words

Write these words on the board:

sad see day live you

Ask students to think of as many words as they can which rhyme with each. You could do this as a competition.

Ask students to work in pairs and see who can think of the most words.

Extra activity – writing

Ask students to produce a short biography of Dorothy Parker, or a poet of their choice.

Suggest that they find information on the Internet. Remind them to check the source of the information so that they know they can rely upon it.

Encourage students to find out some basic biographical detail such as birth and death dates, places where the poet lived, and personal life. Then students should expand their research to include information about the type of poetry the poet is famous for and whether he/she was especially successful in his/her own lifetime or not.

Alternatively, ask the students to select a poem in English. Students should review the poem, writing about its themes and describing its effect on the reader.

Encourage students to prepare their work so that they can read it to the class. Alternatively, you could create a poetry display.

Encourage class feedback on the pieces of work. Students can swap work to check for accuracy.

At a final feedback session, ask the class to vote for their favourite poem from those presented, or to indicate which poet's biography was the most interesting.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a poem. I have learned about the life of a famous British poet.*

7D Grammar

Talking about imaginary situations

LESSON SUMMARY

Grammar: second conditional; *I wish, If only, I'd rather*

Speaking: talking about imaginary situations

SHORTCUT

To do the lesson in 30 minutes, set exercise 6 and the Grammar Builder activities for homework.

LEAD-IN 2 MINUTES

- Write these questions on the board: *If you could / can / would spend the day with a famous person, who would / will it be? What would / will you ask them?*
- Elicit the correct alternatives and give students a minute to answer the questions in pairs. Then ask some students to tell you what they would do.
- Make sure they use the contracted form *I'd*.

Exercise 1 page 67

- Focus on the picture and ask students who they can see and what they are doing.
- Play the recording. Elicit the answer to the question in open class.
- Ask a few of the students who answered yes to give an example of what kind of clothes they argue about and in what situation. Elicit the meaning of *scruffy* (dirty or untidy).

Transcript 2.26 page 67

Exercise 2 page 67

- Go through the *Learn this!* box together. Students complete the rules and find examples of the second conditional in the dialogue.

1 past 2 would
If I had more money, I'd buy some new ones.
If you didn't buy so many computer games, you would have more money.

Learn this!

Second conditional

Point out that the *if* clause can go first or second. If it is the first part of the sentence, a comma is needed. If it is the second part, no comma is needed, e.g. *If I had more money, I'd …* but *You'd have more money if you …*

Exercise 3 page 67

- Working alone, students complete the sentences and then compare them with a partner's.
- Go through the answers by asking a student to form a question for number one: *What would you do if you didn't have to go to school?* and then choosing a student to answer. The student answers the question, and then asks the next question, nominating another student to answer, etc. Ask students to say the person's name after they have asked the question, to keep everybody's attention.

For further practice of the Second conditional, go to:

Grammar Builder 7.3 page 121

1 'd stop; didn't get on 2 went out; 'd split up 3 fell out; 'd try 4 wouldn't chat up; didn't fancy 5 wasn't / weren't; 'd ask 6 'd try; had 7 wouldn't go out; asked

Exercise 4 page 67

- Go through the *Learn this!* box together. After points 1 and 4 ask: *Does this mean now or in the past?* (Although the answer is now, students might think it is the past because of the past tense.)
- Students find examples of the expressions in the dialogue.

1 If only I could leave school and get a job.
2 I wish you'd throw those old jeans out.
3 I'd rather stay in and watch TV.
4 I'd rather you didn't wear those jeans this evening.

Learn this!

I wish, If only, I'd rather

Students tend to link past and present tenses with past and present time. It is important to explain that past tenses do not always indicate past time, but are sometimes used to indicate unreal or imaginary situations. It can be useful to consider past tenses as expressing 'remoteness': remoteness from now (the past) and remoteness from reality (imaginary situations).

Students might have come across the use of *were* instead of *was*, e.g. *If I were you, …*, *If only I were rich*. If they are curious to know about this, you could explain that *were* is the old English past subjunctive of the verb *to be*, which was used for all persons, *I, you, he*, etc.

I wish and *if only* are more or less synonymous, but *if only* is less common and suggests a deeper sense of longing for something which is a remote possibility and would change everything, e.g. *If only he was with me.*

Both *I wish* and *if only* can be used to express ideas that are very far from the present situation, whereas *I'd rather* is used for more immediate choices, e.g. *I'd rather they came at six o'clock, not seven o'clock.*

Exercise 5 page 67

- Students complete the sentences with *I wish* (or *if only*) and *I'd rather*.
- Students check answers in pairs. Check answers as a class.

1 I'd rather 2 I wish / If only 3 I'd rather 4 I'd rather
5 I wish / If only 6 I wish / If only

Extension – fast finishers

Ask students to think up three more questions for this exercise. They swap with their partner and complete their partner's questions.

Exercise 6 page 67

- Students make as many sentences as they can with the phrases in the chart. Elicit two or three example sentences.

(Possible answers)
I wish … I had a better job / she didn't have to work / we took more holidays / she'd do better in her exams / our teachers wouldn't give us so much homework.
If only … I had a better job / she didn't have to work / we took more holidays / she'd do better in her exams / our teachers wouldn't give us so much homework.
I'd rather … she didn't have to work / get up later / we took more holidays.
If she worked harder, she'd do better in her exams.
She'd be less tired if … she didn't have to work / we took more holidays.

Exercise 7 page 67

- Focus on the task and the example. Students continue the exercise in pairs. Circulate and monitor, helping as necessary.

For further practice of I wish, If only, I'd rather, *go to:*

Grammar Builder 7.4 pages 121–122

1 2 We're having pizza tonight, but I'd rather have spaghetti.
3 Jason wants to watch a DVD, but I'd rather listen to music.
4 I have to get up early tomorrow, but I'd rather stay in bed.
5 We live in a flat, but I'd rather live in a house.

2 2 I'd rather Sarah wore a skirt.
3 I'd rather my brother used his own bike.
4 I'd rather you didn't spend it.
5 I'd rather Kate went to university.

3 2 you didn't 3 you didn't keep 4 I lived 5 could find
6 it wasn't / weren't 7 you didn't / wouldn't borrow

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about imaginary situations and things I would like to change.*

7E Reading

Love on the Internet

LESSON SUMMARY

Reading: an article about online dating
Vocabulary: noun + preposition
Listening: a song – *This ain't a love song*
Speaking: discussing online dating
Topic: science and technology, family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 5 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Dictate these expressions: *love at first sight, opposites attract, love is blind.*
- Ask students what *love is blind* means. (It is a quotation from Shakespeare and appears in a few of his plays. It means 'when you are in love, you don't see how foolishly you are behaving'. It can also be interpreted to mean that when you are in love, you don't notice the faults of the person you love.)
- In pairs or small groups, students talk about how much they believe in these ideas.
- Ask a few groups to share their opinions with the class.

Exercise 1 page 68

- Discuss the questions in open class. Encourage students to give reasons for their answers.

Exercise 2 page 68

- Go through text types 1–4 and elicit what information or features students would expect to see in each. (A blog would contain information or personal opinions. An email would have the layout of an email, it would have a greeting and ending and would probably be written in an informal style. An online article would have an introduction to the topic, it would develop the topic and have a conclusion. A Wikipedia entry would probably give basic facts about a topic before going into detail about it.)
- Give students a few moments to look at the text – they don't need to read it – and decide what kind of text it is.

c

Exercise 3 page 68

- Play the recording for students to listen to while they read the article. You could then ask students to read the article aloud, with each student reading one sentence.
- Students choose the sentence which best summarises the writer's opinion. Ask students to underline the parts of the text which help them choose their answer.

Transcript 2.27 page 68

3

Exercise 4 page 68

- Students read the text again and decide whether the sentences are true or false. Again, encourage them to underline the parts of the text which contain evidence for their answers.
- Students check answers in pairs. Check answers as a class.

1 true
2 false; They are detailed psychological questionnaires.
3 true
4 false; When she first met him she wasn't impressed.
5 true
6 false; She thinks it can help you find somebody with shared interests, but it doesn't take attraction into account.

Exercise 5 page 68

- Students find the noun and prepositions in the text. Check that they understand the meaning of *take account of* (take into consideration).

1 of 2 to 3 with 4 in 5 of 6 for

Extension – fast finishers

Ask fast finishers to find and underline these words and phrases in the text and try to work out their meaning from the context: *recruit, compatible, get in shape, as the old saying goes.*

Exercise 6 page 68

- In pairs, students read the comments and say whether each is an advantage or disadvantage. Ask them to decide whether, overall, the advantages outweigh the disadvantages.
- With a **stronger class**, encourage students to think of other advantages or disadvantages.

1 disadvantage 2 advantage 3 advantage 4 disadvantage
5 advantage 6 disadvantage

Exercise 7 page 68

- Tell students they are going to listen to a song by Bon Jovi, called *This ain't a love song*. Elicit what *ain't* means. (In this context, it means 'isn't'. It can also stand for 'aren't' and 'am not'.) Explain that *ain't* is not grammatically correct, but is common in song lyrics.
- Play the song. Students complete it with the words in the list. With a **stronger class**, ask students to try to complete the lyrics first. Then play the song for them to check.

Transcript 2.28 page 69

1 remember 2 cried 3 cruel 4 lost 5 mess 6 tired
7 man 8 scared

Culture note – *This ain't a love song*

This ain't a love song is a single by American hard rock band, Bon Jovi. It was released in 1995. The English indie pop band Scouting for Girls made a cover of it in 2010.

Exercise 8 page 69

- Play the recording again. Students choose the best summary, justifying their answer with reference to the lyrics.
- With a **weaker class**, ask students to read the summaries carefully first, before listening. With a **stronger class**, encourage students to think up their own summary, before reading through the options in exercise 8. Whose summary is closest to that given in the exercise?

Transcript 2.28 page 69

2 (You left me: The way you looked when you said you were leaving; I feel terrible: I'm a little bit lost without you, And I'm a great big mess inside …; But I'll soon be strong again: But I'll be back, I'll be coming back to life)

Extension

Ask students to brainstorm more songs about splitting up. They then read out their list of songs. Ask which song they think is the best, the saddest, etc.

With a **stronger class**, ask students to find and present the lyrics to a song about splitting up. Ask them to review the song, commenting on how the lyrics affect the listener. Students should explain why they like or admire the song by referring to the lyrics.

Extra activity – listening

In advance of the lesson, prepare a set of lyrics from a well-known love song, or ask students to do this.

Blank out some of the words and ask students to complete the lyrics while listening to the song.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to a website article about online dating. I can understand a song about a relationship that has ended.*

7F Speaking

Stimulus description

LESSON SUMMARY

Listening: a description of photos of restaurants
Vocabulary: linking words which express contrast
Speaking: describing and discussing photos of restaurants
Topic: food

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extension activity.

LEAD-IN 2–3 MINUTES

- Ask students to think about a time when they ate at a restaurant recently. Write these questions on the board: *Where did you go? What was the occasion? Who did you go with? What did you eat? Was it good? Would you like to go there again? Why? / Why not?* In pairs, students ask and answer the questions.
- Ask a few students to tell the class about their partner's experience.

Exercise 1 page 70

- Focus on the adjectives for describing venues. You could ask students to find as many pairs of opposites as possible (boring–lively, bright–dark, cheap–expensive, formal–informal, noisy–quiet, traditional–trendy). The list doesn't contain opposites for *crowded, friendly* and *romantic*, but you could elicit some (empty, unfriendly, unromantic).
- With a **stronger class**, you could elicit this vocabulary with books closed. Ask students to suggest as many words as they can to describe restaurants or other venues. Then ask students to open their books and compare their list with the list in the book.
- In pairs, students compare the restaurants in the photos using the adjectives. Ask one or two students to repeat their description/s to the class.

Exercise 2 page 70

- Read through the instructions and the exam task and play the recording. Encourage students to take notes.
- In pairs, students discuss their answers. Check answers as a class. Ask: *Why didn't the student choose the other restaurants?*

Transcript 2.29 page 70

Student I'm going to choose the restaurant in photo 1. It's at school, so it would be very easy to meet up with my friend. It also looks like a cheap restaurant, and that's important because I'd be there to talk to my friend about a problem, not to spend a lot of money. The problem with the restaurant in photo 3 is that it's too crowded. It looks trendy and informal, which is good, but it might also be quite expensive.
I wouldn't opt for the restaurant in photo 2 because it looks too formal. It might be quieter than the other restaurants, but it certainly wouldn't be cheap. I wouldn't feel comfortable and relaxed there. So, overall the restaurant in photo 1 would be best.

The candidate chose the restaurant in photo 1 because it is at school, it is easy to meet up there, and it is cheap.

Exercise 3 page 70

- Students complete the sentences.
- Play the recording again for them to check their answers. Check answers as a class and elicit synonyms for *opt for* (choose) and *overall* (in general).

Transcript 2.29 page 70

1 choose 2 problem; too 3 opt; looks 4 might; certainly 5 overall; best

Exercise 4 page 70

- Ask two or three students whether they agree with the candidate's choice and why.

Exercise 5 page 70

- Go through the *Learn this!* box together. Remind students that using linking words such as contrast linkers will enable them to produce longer, more complex sentences, which will impress the examiners!
- Practise the pronunciation of *although* /ɔːlˈðəʊ/, *nevertheless* /ˌnevəðəˈles/ and *whereas* /ˌweərˈæz/, paying particular attention to word stress.

Exercise 6 page 70

- Play the recording, asking students to listen carefully to the stress of the linking words and to the intonation to emphasise the contrast.
- Play the recording again, one sentence at a time to allow students to repeat each chorally.

Transcript 2.30 page 70

The café in photo 1 looks quite cheap. In contrast, photo 3 looks really posh.

The restaurant in photo 1 is informal, whereas the one in photo 2 is formal.

Exercise 7 page 70

- Go through the exam strategy and the task together.
- Put students into pairs. One student takes the role of the examiner and the other the role of the candidate. When they have finished, they swap roles.
- The 'examiner' must check that all the questions have been answered, that the candidate has used a wide variety of language from exercises 1 and 3, and that they have mentioned things they can see in the photo. They should also make sure the other student speaks for about one minute.
- With a **weaker class**, allow students some time to prepare their answers. They can write notes to help them.
- Monitor students as they do the task and note any general errors to address at the end of the activity. Remind students to speak loudly and clearly, to maintain eye contact with each other, and to show interest in what the other person is saying.
- Ask one or two strong pairs to perform the task again in front of the class.
- Encourage the other students to listen carefully and afterwards suggest ways that the answer could be improved.

Extension

Students make a list of eating places that they know, including cafés, restaurants, canteens, etc. In pairs, they tell their partner which venues they like best by making sentences using the linking words in exercise 5.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can describe and discuss photos. I can compare things using linkers which express contrast.*

7G Writing

For and against essay

LESSON SUMMARY

Reading: a for and against essay

Vocabulary: examples and supporting statements

Writing: a for and against essay

Topic: family and social life

SHORTCUT

To do the lesson in 30 minutes, omit the extension activity and ask students to finish the writing task for homework.

LEAD-IN 2–3 MINUTES

- Before students open their books, write these words and phrases on the board:
  advantages
  to be for / in favour of
  pros
  to support
- Elicit the opposites for each word or phrase (*disadvantages, to be against, cons, to refute*). With a **weaker class**, write the opposites on the board in a wordpool.
- Tell students that in today's lesson they will learn how to write a 'for and against essay'.

Exercise 1 page 71

- In pairs, students discuss the question.
- Ask a few students to summarise their conversations to the class.

Exercise 2 page 71

- Write these phrases on the board: *a single child, a one child* and *an only child*. Say: *If you don't have any brothers or sisters you are … ?* and elicit the correct phrase.
- Read the exam strategy. Students read the first paragraph of the essay and identify which two of the techniques the writer has used.

Extension

Ask students to rewrite their introduction following technique C.

a and **b**

Exercise 3 page 71

- Students read the essay and decide which paragraph has arguments for the statement in the title and which paragraph has arguments against.
- Elicit the answer. Ask students to explain the arguments in their own words. Ask them to say which of the arguments they find most persuasive and why.
- You could point out that there isn't a fixed rule whether arguments supporting the statement in the title come first or second.
- However, putting the arguments which represent the writer's own opinion (in this case, against the statement) in the third paragraph is more logical and persuasive, since they come directly before the conclusion.

a paragraph 2
b paragraph 3

Exercise 4 page 71

- Go through the *Learn this!* box together. Ask students whether the style is formal or informal (formal: a 'for and against' essay is an example of academic writing where a formal style is appropriate).
- Students find four of the phrases in paragraphs two and three of the essay. Stress the importance of learning these phrases by heart.

It is hard to deny that children with no brothers or sisters …; It is (also) true that brothers and sisters in large families …; On the other hand, children with no brothers or sisters …; It can (also) be argued that they are often 'spoilt'.

Exercise 5 page 71

- Students read the exam strategy and then, in pairs, find examples or supporting statements for each argument in the essay.

Argument: It is hard to deny that children with no brothers and sisters get more attention from their parents than children in large families. Supporting argument: This can make them feel more confident and secure.
Argument: It is also true that brothers and sisters in large families often argue a lot. Supporting argument: They have to share possessions and living space, a bedroom for example, and this can lead to conflict.
Argument: On the other hand, children with no brothers and sisters may sometimes feel lonely, as they have no one at home to play with. Supporting argument: They have to find friends to play with in their free time, and this may be difficult if they do not live in a large community.
Argument: It can also be argued that they are often 'spoilt'. Supporting argument: Their parents give them whatever they want, and so they don't learn to share or co-operate with other people.

Exercise 6 page 71

- Students read the *Learn this!* box. Point out that the conclusion is the only part of the essay where they can express their opinion using a personal pronoun, e.g. *I would say that …, In my view, …*
- Students discuss whether or not they agree with the writer's opinion, giving reasons for their views.

The writer thinks it is better to have brothers and sisters.

Exercise 7 page 71

- Go through the task and the instructions together. You could ask students to work alone and think of two arguments for the statement and two arguments against. They could then pool their ideas with a partner and choose the two best arguments, for and against.

Exercise 8 page 71

- Students read the exam strategy and the *Learn this!* box. Working alone or in pairs, they plan the introduction and conclusion. Circulate and monitor, helping as necessary.
- Students can continue to work alone or in pairs to write the essay. When they have finished writing, they check their writing against the checklist. Emphasise that this is a vital part of the writing process and that in the exam they should leave themselves plenty of time for this stage. If there is time available, students could swap their essays with their partner and check their partner's work against the checklist.
- Monitor as students do the task, feeding in ideas and language as required.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can present arguments for and against an issue. I can write an introduction and a conclusion for a for-and-against essay.*

Get Ready for your Exam 4

LEAD-IN 3–4 MINUTES

- Ask students to make a list of adjectives which describe cities and the countryside. Feed back as a class and write any useful words on the board.
- Ask students if they like living where they live. Encourage them to give reasons. Ask if they would like to live elsewhere and why.

Reading

Exercise 1 page 72

GET READY TO READ

- In pairs, students make a list of the advantages and disadvantages of living in the city and living in the country. Write their ideas on the board. Find out through a show of hands whether the majority of students would prefer to live in the city or the country.

Exercise 2 page 72

READING EXAM TASK – MULTIPLE CHOICE

- Explain that in multiple-choice comprehension tasks, the wrong options often contain words that appear in the text. However, if students look at those words in the text and read the sentences carefully they will see that the options are wrong. Do the first question together to illustrate this.
- Students continue with the reading task alone.
- Students check answers in pairs. Check answers as a class.

1 C 2 D 3 D 4 B 5 C

Speaking

Exercise 3 page 72

SPEAKING EXAM TASK – COMPARE AND CONTRAST

- Students take it in turns to do the task. Remind them that they should not describe the pictures in a lot of detail; the purpose of the pictures is to stimulate discussion. Circulate and monitor.
- Point out that questions 2–4 require students to give their own opinion.
- Stress that it is important to always support opinions with examples, partly to make the opinion more convincing and partly to give the examiner another chance to hear them speak. Remind students that they will get higher marks if they give full answers.
- Circulate and monitor.
- When students have finished, share ideas as a class. Make sure that students give reasons for their answers. With a **weaker class**, you could list these on the board.

Use of English

USE OF ENGLISH EXAM TASK – OPEN CLOZE

- Tell students to read quickly through the text first, ignoring the gaps. Ask: *What is the text about?* (how the position of siblings affects their character).
- Remind students that the missing words are usually small words such as prepositions, articles or common verbs, and that they will need to use their logic and grammar skills to work out which word is missing.
- Look at the first gap with the class. Ask them what kind of word would logically or grammatically fit (preposition). Elicit that the missing word must be *of*.
- Students complete the rest of the text and check their answers in pairs. Check their answers as a class and make sure they know why each word is correct.

1 of 2 to 3 of 4 at 5 to 6 between 7 most 8 to 9 However 10 at

Listening

Exercise 5 page 73

GET READY TO LISTEN

- In pairs, students discuss the questions. Encourage them to support their opinions with reasons and examples.
- Have a brief class feedback session.

Exercise 6 page 73

- Students complete the sentences with the correct preposition.
- Check answers as a class and practise the pronunciation of *influence* /'ɪnfluəns/ and obsessive /əb'sesɪv/.
- Working alone, students make their own sentences. Ask students to read out and compare their sentences in small groups. Circulate and monitor.

1 for 2 in 3 on 4 about 5 for 6 of

Exercise 7 page 73

LISTENING EXAM TASK – TRUE OR FALSE

- Tell students that to prepare for the listening task they should first read through statements 1–6. Encourage them to underline key information that they should listen out for. Remind students that they will not hear the same phrasing in the listening text as they see written in the statement.
- In a **weaker class**, prepare the first statement together, focussing on *when his father left* and *lived with five (family) members*.
- Play the recording twice.
- Check answers as a class and get students to correct the false sentences.

Transcript 2.31 page 72

Radio presenter Hello and welcome to Film Weekly. In the run-up to the film awards this year, we're taking a look at the early lives of some of the award nominees. Tonight we will be looking at Matt Damon, the action hero of the *Bourne* film trilogy.

Matt was born in the USA in 1970. His parents divorced when he was two, and he and his elder brother Kyle lived with their mother. It was an unusual childhood. For some of the time they lived with five other families in a big community house. His mother was a professor of early childhood development and had strong views on how to raise children. Matt has said, 'It was as if she knew it all in advance. It was an annoying way to be raised.' But she had a huge influence on her sons, and wanted them to be inventive. She gave them wooden blocks to play with so that they would use their imagination. She wouldn't allow them to play with guns or war toys.

Kyle became an artist, and Matt from a young age was obsessive about dressing up and imitating other people. Later this became a love of acting. He shared this passion with his best friend, Ben Affleck. They did lots of acting at school and encouraged each other in the film world. But after years of trying, they were still unknowns. So they decided to write and act in their own film – *Good Will Hunting*. It was an amazing success, Matt and Ben won an Oscar for their screenplay, and their lives were never the same again. Matt's mother, however, was unimpressed by his fame. When he had finally achieved the success he craved, Matt realised that it was never going to make him happy. So in between films he has become a tireless worker for charity. This work has made his mother very proud of him!

1 F; He lived with his mother and elder brother.
2 T
3 T
4 F; They knew each other for years before they became successful.
5 F; Matt didn't become famous until the film was made.
6 T

Speaking

Exercise 8 page 73

GET READY TO SPEAK

- In pairs, students read situations 1–4 and discuss what they think has happened. They can use *may / might / must have* or they can use *probably, perhaps* or *maybe*.
- Elicit two or three suggestions for each situation.

Exercise 9 page 73

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Read the questions with the class and elicit that the first question refers specifically to the picture, while the second and third questions ask for students to express their own opinions and talk about personal experiences.
- For the first question, explain that it is useful to speculate about what may have preceded the situation in the photo and to think of more than one possible explanation.
- Students work in pairs and take it in turns to do the task. Circulate and monitor, making note of examples of good as well as incorrect language for a feedback session at the end.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised reading comprehension (multiple choice). I have compared and contrasted two pictures. I have practised an open cloze task in the use of English section. I have practised listening comprehension (True or False). I have practised a picture-based discussion.*

8 Globetrotters

Map of resources

8A Vocabulary and listening
Student's Book p74, Workbook p66
Photocopiable Activity: 8A Getting from A to B

8B Grammar
Student's Book p75, Workbook p67
Photocopiable Activity: 8B The passive

8C Culture
Student's Book p76, Workbook p68
Photocopiable Activity: 8C British adventurers

8D Grammar
Student's Book p77, Workbook p69
Photocopiable Activity: 8D Indefinite pronouns

8E Reading
Student's Book pp78–79, Workbook p70
Photocopiable Activity: 8E A DIY guide to planning the perfect holiday

8F Speaking
Student's Book p80, Workbook p71
Photocopiable Activity: 8F That's just not acceptable!

8G Writing
Student's Book p81, Workbook p72
Photocopiable Activity: 8G Description of a place

8 Review and Tests
Self Check 8: Workbook p73
Photocopiable Activity: 8 Review (Speaking card game)
Student Self-Test Sheets 8, 1–3 (TRCD-ROM)
Unit 8 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 4
Workbook pp74–75

Units 7–8
Language Review: Student's Book p82
Skills Round-up 1–8: Student's Book p83
Review: Workbook p101

iTools Unit 8

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

8A Vocabulary and listening

Getting from A to B

LESSON SUMMARY

Vocabulary: travel and transport adjectives; travel-related compound nouns; travel and transport (VB)

Listening: conversations in different travel locations

Speaking: discussing the pros and cons of different forms of transport

Topic: travel and tourism

SHORTCUT

To do the lesson in 30 minutes, set the Vocabulary Builder activities for homework.

LEAD-IN 4–5 MINUTES

- Refer students to the title of the lesson. Elicit its meaning (getting from one place to another). It is often used in this context: *I don't need an expensive car. I just need something that will get me from A to B.*
- Elicit words for means of transport, including unusual transport, and write the words on the board (e.g. aeroplane, balloon, bicycle, boat, bus, camel, car, coach, elephant, ferry, helicopter, horse, lorry, minibus, motorbike, scooter, skateboard, train, tram, underground, van).
- Find out who in the class has used the most unusual form of transport.

Language note – Globetrotters
A globetrotter is a person who has travelled widely around the world.

Exercise 1 page 74
- Go through the instructions and the example together. Students discuss the advantages and disadvantages of the various means of transport. Encourage them to use other adjectives too, e.g. *green, environmentally friendly.*

Exercise 2 page 74
- Ask students if they can remember what a compound noun is (a noun made from two (or more) words). They then match the words in columns 1 and 2 to form compound nouns.

Exercise 3 page 74
- Play the recording for students to check their answers to exercise 2. Play it again for students to repeat. Listen out for correct pronunciation of words that can be difficult to pronounce, e.g. *baggage* /ˈbægɪdʒ/, *buffet* /ˈbʊfeɪ/ and *departure* /dɪˈpɑːtʃə/.
- Ask students where the stress usually falls in the compound nouns (on the first word).
- Make sure students know what the vocabulary means by asking questions, e.g. *Where do you go to collect your suitcases after you have landed?* (baggage reclaim) Alternatively, students can check the meanings in a dictionary.

Transcript 3.02 page 74

arrivals hall
baggage reclaim
buffet car
check-in desk
departure gate
duty-free shop
hard shoulder
passport control
petrol station
taxi rank
ticket office
waiting room

(Answers: see transcript.)

Exercise 4 page 74

- Ask students to copy the chart into their notebooks. They then write the compound nouns from exercise 2 in the correct place.
- Students check answers in pairs. Check answers as a class.

A arrivals hall; baggage reclaim; check-in desk; departure gate; duty-free shop; passport control
B hard shoulder; petrol station; taxi rank
C buffet car; ticket office; waiting room

Exercise 5 page 74

- In pairs, students add more nouns and verbs to each group. You could make this into a competition to see which pair can come up with the most words in two minutes.

Exercise 6 page 74

- Tell students they are going to hear eight dialogues which take place in locations from exercise 2.
- Play the recording, pausing after each dialogue for students to write the location.

Transcript 3.03 page 74

1 **Man** Have you been waiting long?
Woman Yes, I have. I think my train must be late.
Man Hmm. Which train?
Woman The 12.05 to Manchester.
Man I think it's gone.
Woman What do you mean? I didn't see it.
Man It left from the other platform.
Woman Oh no!

2 **Man** Can I have a cheese and tomato sandwich and a coffee, please? Oh, and an apple.
Woman White or brown?
Man I'm sorry?
Woman The sandwich. White or brown bread?
Man Brown, please.
Woman Black or white?
Man What?
Woman The coffee. Black or white?
Man White.
Woman There you are. That's £12, please.
Man Oh, gosh, that's a lot. I need more money. I'll have to go back to my carriage.

3 **Man** Judy! Over here!
Woman Chris! Thank you so much for coming to meet me!
Man Did you have a good flight?
Woman Yes, it was fine.
Man The car's in the car park. Here, I'll help you with your bags.
Woman Thank you.

4 **Man** I'd like this bottle of perfume.
Woman Of course. That's £40 pounds, please. How will you be paying?
Man By credit card.
Woman Lovely. Can I see your boarding pass?
Man Yes, here it is. Hang on. I'm sure it was in this pocket. Oh dear …

5 **Man** Here, let me put those bags in the boot.
Woman Thanks.
Man Where to?
Woman Baker Street, please. I'm in a bit of a hurry.
Man OK. Jump in. Don't forget your seat belt. It's the law now.
Woman Oh, OK.

6 **Woman** Where are you flying to today?
Man Berlin.
Woman And how many bags have you got?
Man Just this one. Can I take it as hand luggage?
Woman Yes, that looks OK.
Man Thanks.

7 **Man** Great! We just made it in time!
Woman 1 Look, they're boarding.
Man Come on.
Woman 2 Can I see your boarding pass?
Man Sure.
Woman 2 Only business class passengers are boarding at the moment. You're in economy class.
Man Oh, OK.

8 **Woman** Are you going to fill it up?
Man Yes. Why not?
Woman How much is the unleaded?
Man £1.40 a litre.
Woman That's really expensive! Just put in enough to get us home!
Man OK.

1 a waiting room 2 a buffet car 3 the arrivals hall
4 a duty-free shop 5 a taxi rank 6 a check-in desk
7 a departure gate 8 a petrol station

Exercise 7 page 74

- Give students time to read the sentences and familiarise themselves with the vocabulary.
- Play the recording again. Students complete the sentences.
- Check answers as a class. Elicit which are compound nouns.
- Model and drill the pronunciation of the words that are difficult to pronounce, namely *carriage* /ˈkærɪdʒ/, *hand luggage* /ˈhænd lʌgɪdʒ/ and *unleaded* /ˌʌnˈledɪd/.

Transcript 3.03 page 74

1 platform 2 carriage 3 flight 4 boarding 5 belt
6 luggage 7 economy 8 unleaded
Sentences 4, 5, 6, 7

Extra activity – dictogloss

Choose one of the dialogues in Transcript 3.03 to do as a dictogloss. Tell students they are going to hear one of the dialogues again. Explain that you will play it, without pausing, and they must write down just the key words in the dialogue. They shouldn't write the 'little words', such as pronouns, articles, auxiliary verbs, and prepositions.

In pairs, students pool their notes and reconstruct the original dialogue. It doesn't have to be identical to the original one, but it must contain all the information and it must be grammatically correct.

Exercise 8 page 74

- In pairs, students choose a location from exercise 2 and write a dialogue similar to the ones in the recording. The dialogue should contain a clue as to where the people are, but it shouldn't be too obvious.

Exercise 9 page 74

- Pairs take it in turns to read out their dialogues. The rest of the class tries to identify the location.

For further practice of Travel and transport, go to:

Vocabulary Builder 8.1 page 134

1 plane aisle; cabin; captain; flight attendant; overhead lockers; runway; turbulence; arrive; board; disembark; land; take off
train aisle; carriage; driver; luggage rack; platform; tracks; ticket inspector; arrive; board
ship cabin; captain; arrive; board; disembark; set sail

2 1 overhead locker; takes off 2 sets sail 3 board; ticket inspector 4 captain; turbulence 5 tracks; platform 6 flight attendant; aisle

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about travel and transport.*

8B Grammar

The passive

LESSON SUMMARY

Grammar: the passive

Reading: texts about the first bicycle and a cheating incident in the Tour de France

Speaking: a transport quiz

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities for homework.

LEAD-IN 2–3 MINUTES

- In pairs, students draw a simple sketch of a bicycle and label as many parts as they can.
- Draw a bicycle on the board and invite students to come up and label the parts. Make sure the labels include *seat / saddle, wheel, tyre, pedal, handlebars* and *chain*. (Other parts could include *gears, brakes* and *mud guards*.)

Exercise 1 page 75

- Give students about a minute to read the text and answer the questions.

1 false; Other kinds had been built, but the Velocipede was easier to ride.
2 false; They are faster and more comfortable.
3 true

Exercise 2 page 75

- Elicit the rules for forming the passive: we use the verb *be* + past participle.
- Students complete the table with the passives in red in the text.
- Ask **fast finishers** to underline further examples of the passive in the text.

present simple are manufactured
present continuous is being encouraged
past simple were sold
present perfect have been invented
past perfect had been invented
future with *will* will be banned

Exercise 3 page 75

- Go through the *Learn this!* box together. Explain that many sentences can be expressed in the active or passive, and that the meaning is the same but the emphasis is different.
- For example, in the active sentence *Karl Benz built the first motor car*, the emphasis is on Karl Benz. In the passive sentence *The first motor car was built by Karl Benz*, the emphasis is on the motor car. Passive sentences are mostly used when we are more interested in what happens than in who makes it happen (the agent).
- Students match the examples of the passive with their use, a or b.

had been invented – a; were sold – a; have been invented – a; are manufactured – b; is being encouraged – b; will be banned – b

Exercise 4 page 75

- Students make the sentences passive.
- With a **weaker class**, remind students that to transform an active sentence into the passive, the object of the active sentence becomes the subject of the passive sentence.
- Students check answers in pairs. Check answers as a class.

2 Bicycles are ridden all the time in Oxford.
3 Is the Tour de France held every year?
4 Cars have been banned from the centre of Rome.
5 The world record for the fastest speed on a bicycle was set by Sam Wittingham.
6 Faster bikes are being designed all the time.
7 Electric bikes won't be allowed to compete in races.

For further practice of the Passive, go to:

Grammar Builder 8.1 page 122

1 2 had been 3 have been 4 was; were 5 are 6 is being

2 1 will be published 2 is used 3 was taught 4 was left 5 have been killed 6 are being watched

Exercise 5 page 75

- Students complete the text using the active or passive form of the verbs.
- With a **weaker class**, ask students to go through the text and decide which tense is required for each gap.
- Students check answers in pairs. Check answers as a class.

1 has been held 2 take part 3 are covered
4 are made 5 ends 6 was won 7 was disqualified
8 had travelled 9 cheated 10 were attacked
11 has been allowed 12 agreed 13 are given

Exercise 6 page 75

- In pairs, students complete the sentences and decide on the correct answers.
- Check answers as a class and ask students to call out what they think the correct option is.
- You could make it into a competition by awarding a point for each correct answer.

1 was flown; 1903
2 was opened; France
3 are being sold; $200,000
4 Barcelona; will not be finished
5 are manufactured; the Czech Republic
6 will be sent; Mars

Extra activity

For additional practice of the passive, dictate these sentence endings.

1 ... *by William Shakespeare.*
2 ... *by Marie Curie.*
3 ... *by James Cameron.*
4 ... *by China in 2008.*

In pairs, students write a true beginning for the sentence, using the passive.

(Possible answers)

1 *Hamlet* was written by William Shakespeare.
2 Polonium and radium were discovered by Marie Curie.
3 *Avatar* was directed by James Cameron.
4 The Olympic Games were hosted by China in 2008.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make passive sentences. I have learned about the Velocipede and the Tour de France.*

8C Culture

Explorers

LESSON SUMMARY

Reading: an article about the first man to travel the length of the Amazon River

Listening: an account of Captain Scott's last expedition

Speaking: talking about explorers

Vocabulary: phrasal verbs review (VB)

Topic: travel and tourism, selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes set exercise 4 and the Vocabulary Builder activities for homework.

LEAD-IN 2–3 MINUTES

- Write *Explorers* on the board. Ask: *Can you name any famous explorers? Where were they from? Which part of the world did they explore / discover? What motivated them to explore?*

Culture notes – Great European explorers

Christopher Columbus (1451–1506) was born in Genoa, Italy. With the backing of King Ferdinand II of Aragon and Isabella I of Castile he attempted to find a western sea route to the East, in search of valuable spices. Instead, in 1492, he landed in the Bahamas, and over the course of three more voyages, he claimed the Greater and Lesser Antilles and parts of the coast of Central America for the Spanish Empire.

Marco Polo (1254–1324) was a Venetian who travelled with his father and uncle on a journey for trade through Asia. They reached China and met the Mongol emperor Kublai Khan. When Marco returned to Italy, Venice was at war with Genoa. He was taken prisoner by the Genoese and while in prison he dictated his famous book about his travels: *The Travels of Marco Polo*.

Ferdinand Magellan (1480–1521) was a Portuguese explorer who served King Charles I of Spain. He, too, attempted to find a western sea route to the Indies. He was the first great explorer to sail from the Atlantic to the Pacific via the Straits of Magellan and his expedition circumnavigated the globe. He himself did not complete the voyage, dying in the Philippines in 1521.

Captain James Cook (1728–1779) was a British explorer, navigator and cartographer. He made three voyages to the Pacific Ocean and made the first European contact with the eastern coastline of Australia and the Hawaiian Islands. He also made the first recorded circumnavigation of New Zealand.

Exercise 1 page 76

- Students describe what they can see in the photo and speculate on where the man is and why he is there. Remind them to use language for describing photos, e.g. *It looks like ..., He looks as if / though ...*

Exercise 2 page 76

- Play the recording for students to listen to while they read the text. You could then ask students to read the text, with each student reading one sentence.
- Check answers as a class.

Transcript 3.04 page 76

The man is by the Amazon River. He is there because he wants to become the first person to trek the entire length of the Amazon River.

Exercise 3 page 76

- Ask students to underline the key words in the sentences and then search for the answers in the text.
- Students compare answers in pairs, correcting the false answers. Check answers as a class.

1 false; The public have always looked up to them, even if they were unsuccessful.
2 true
3 true
4 true
5 false; Some of the humans he encountered were even more threatening than the wildlife.
6 false; The village chief accompanied Stafford for 47 days and they became friends.

Exercise 4 page 76

- Students match the adjectives in the text with the definitions.
- With a **weaker class**, do an example together. Read the first sentence and ask students to try to guess the meaning of *intrepid* from its context. They then look at the list of definitions and see if there are any that are similar to their guesses.
- Students continue the exercise alone. Encourage them to approach the exercise in the order of the text, not in the order of the definitions.
- Students check answers in pairs. Check answers as a class.
- Model and drill the pronunciation of *lethal* /ˈliːθl/, *notorious* /nəʊˈtɔːriəs/ and *threatening* /ˈθretnɪŋ/.

1 unsuccessful 2 lethal 3 intrepid 4 notorious
5 threatening 6 challenging 7 gruelling 8 remote

Extension

In pairs, students imagine they are journalists waiting to interview Stafford as he arrives at the Atlantic coast in Brazil, where the Amazon meets the ocean. They write five questions and then role-play the interview.

Extension – fast finishers

Write *7,000, 50,000* and *five or six* on the board. Without looking at the text, students write down what the figures refer to and then check their answers in the text. (Key: Stafford travelled 7,000 kilometres; he had 50,000 mosquito bites; he was chased by five or six boats full of locals.)

Exercise 5 page 76

- Focus on the listening task. Remind students there may be some unfamiliar vocabulary in the listening text, but they don't need to understand every word to complete the task.
- Play the recording. In pairs, students answer the questions. Check answers as a class.

Transcript 3.05 page 76

Robert Falcon Scott – or Captain Scott, as most people call him – was a famous British explorer who lived at the start of the twentieth century. In 1910, he set out on a new expedition: his aim was to get to the South Pole. At that time, nobody knew very much about Antarctica – the maps were not good – and nobody had ever been to the South Pole. Scott wanted to be the first.

There were sixteen men in Scott's expedition, and they were divided into groups. In October 1911, one group set off with two motor sledges carrying supplies, but both motor sledges broke down. The men had to pull the supplies across the snow themselves. This was exhausting, and the rest of the expedition soon caught up with them. Then, a snow storm began and temperatures dropped. It was impossible to continue the expedition while the weather was so bad, so the men camped – and waited.

Scott was determined to reach the South Pole. He decided exactly who was going to make the final part of the journey: himself and four others. This part of the journey went well, but when they reached their destination, they found a tent, some supplies and a letter. A Norwegian explorer called Amundsen had got to the Pole first! Using skis, Amundsen had travelled much faster. It was a terrible moment for Scott. In his diary, he wrote: 'Great God! This is an awful place.' Captain Scott and the four other men turned around and headed back to base camp the next day.

The return journey was a disaster. The weather was terrible, and the men were exhausted. They did not have enough food to eat, and on the 17 February, one of them collapsed and died. The four survivors continued their journey, hoping for better weather. But in fact, the weather got worse – much worse – and they had to stop. One of the group, Captain Oates, decided on the 17 of March that he had no hope of completing the journey. He went out of the tent, saying: 'I am just going outside and I may be some time.' He did not return. He must have decided that his own death would help the other three, because they would have more food.

Unfortunately, the death of Captain Oates was not enough to save the others. They were only eighteen kilometres from new supplies, but the weather was so bad they could not continue. The final entry in Scott's diary shows that they had given up. He wrote: 'I do not think we can hope for any better things now. We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far. It seems a pity, but I do not think I can write more.'

Six months later, a search party came across the bodies of Scott and the two other men in their tent. The body of Captain Oates was never found.

Scott died on the way back.

Exercise 6 page 76

- Give students time to read the questions and deal with any vocabulary queries that arise. Play the recording again.
- Students check answers in pairs. Check answers as a class.

Transcript 3.05 page 76

1 b 2 a 3 c 4 b 5 c

Exercise 7 page 77

- In pairs, students ask and answer the questions.
- Circulate and monitor, helping with vocabulary as necessary.
- Have a class feedback session.

For further practice of Phrasal verbs, go to:

Vocabulary Builder 8.2 page 134

1 date back intransitive; inseparable; 2-part
set off intransitive; inseparable; 2-part
look up to transitive; inseparable; 3-part
get about intransitive; inseparable; 2-part
come across transitive; inseparable; 2-part
give up intransitive; separable; 2-part
end up intransitive; inseparable; 2-part

2 1 set off 2 'll come across 3 ended up 4 date back
5 get about 6 gave up 7 look up to

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about explorers.*

8D Grammar

Indefinite pronouns: *some-, any-, no-, every-*

LESSON SUMMARY

Grammar: indefinite pronouns: *some-, any-, no-, every-*

Reading: a mysterious camping incident

Speaking: a discussion about travel

SHORTCUT

To do the lesson in 30 minutes, do exercise 4 together as a class and set the Grammar Builder activities for homework.

LEAD-IN 2–3 MINUTES

- Write these questions on the board: *Have you ever been camping? What's the best and worst thing about camping? Have you ever camped in the wild, for example, in a field or on a beach? Have you ever slept 'under the stars'? Would you like to?*
- In pairs or small groups, students ask and answer the questions and describe their experiences.

Exercise 1 page 77

- Focus on the photo and ask students what they can see (a tent next to a lake in the mountains; there is a light in the tent).
- Students quickly read the text. Ask: *What is strange about the photo in the story?* (Somebody took a photo of the three friends while they were asleep.) *Who might have taken it?*

Exercise 2 page 77

- Students complete the table with indefinite pronouns from the text. Explain that *somebody / someone*, etc. are interchangeable. Highlight the fact that *no one* is written as two separate words.

1 anyone 2 anything / nothing
3 somewhere / everywhere 4 nobody 5 someone
6 nothing / anything 7 everywhere / somewhere

Exercise 3 page 77

- Check that students understand the meaning of *affirmative* and *interrogative*. Ask them to study the examples of indefinite pronouns in the text and complete the rules in the *Learn this!* box. Ask them to underline examples in the text which illustrate the five points.
- As you check answers, ask students to give examples from the text.

1 affirmative 2 negative; interrogative 4 affirmative

For further practice of Indefinite pronouns, go to:

Grammar Builder 8.2 pages 122–123

1 1 anything 2 somebody 3 anyone 4 No one
5 Everyone 6 Nothing 7 everywhere

2 1a nothing 1b everything 1c anything
1d something 2a somewhere 2b nowhere
2c anywhere 2d Everywhere 3a anybody
3b nobody 3c somebody 3d Everybody

Exercise 4 page 77

- Students complete the dialogue with indefinite pronouns.
- Students check answers in pairs. Check answers as a class. Again, ask students to explain their answers.

1 somebody / someone 2 everything 3 something
4 somebody / someone 5 anything 6 nothing
7 Everything 8 something 9 somebody / someone
10 anybody / anyone 11 somebody / someone
12 something 13 anything 14 Everybody / Everyone

Exercise 5 page 77

- Students complete the questions with indefinite pronouns.

1 anywhere 2 nobody / no one 3 somewhere
4 anybody / anyone

Exercise 6 page 77

- Give student a few moments to consider their answers to the questions. In pairs, they take it in turns to ask and answer the questions.
- Circulate and monitor, taking note of any persistent errors for students to correct at the end.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can use indefinite pronouns.*

8E Reading

A year away

LESSON SUMMARY

Reading: an article about going on holiday with friends.
Vocabulary: acronyms (VB)
Speaking: discussing holidays; planning an ideal holiday
Topic: travel and tourism

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 5 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask: *What kinds of things do you like doing when you are on holiday?* (e.g. sunbathing, relaxing, playing games, sports, sightseeing, visiting galleries and museums) *How is this different from when you were a child? Is it different from what your parents like doing?*
- In pairs or small groups, students discuss the questions.

Exercise 1 page 78

- Students describe the photos, giving as much detail about what they can see as possible. They then discuss the questions in pairs.
- Ask a few students to briefly describe their partner's trip to the class.

Exercise 2 page 78

- Go through the strategy together. Read through options a–c and elicit what kind of language one might expect to see in each.
- Give students half a minute to skim-read the text and identify what the author's intention is.
- Elicit the answer and ask students to explain why the other two options are incorrect.

b

Exercise 3 page 78

- Ask students to begin by reading the summary sentences and underlining the key words. Then play the recording for them to listen to while they read the text.
- Encourage students to underline the parts of the text which contains evidence for their answers.
- Students check answers in pairs. Check answers as a class.

Transcript 3.06 page 78

1 C 2 E 3 – 4 A 5 D 6 B 7 –

Exercise 4 page 78

- Make sure students understand what *colloquial words* are (informal words that are mainly used in spoken English).
- Students match the highlighted colloquial words in the text with their definitions. Tell them to read the sentence containing the colloquial word first and decide whether it is a noun, adjective or verb. They should then try to work out its meaning before looking at the definitions.
- Students check answers in pairs. Check answers as a class.

1 chilled 2 mate 3 look out for 4 folks 5 wobbly
6 give you grief 7 switched on

Extension – fast finishers

Write these words on the board in two wordpools:
A: go, make x2, take, do
B: turns, wrong, sure, the washing up, the effort
Students match words from A and B to make common collocations. They then check their answers in the text. (Key: go wrong, make sure, make the effort, take turns, do the washing up)

Exercise 5 page 78

- In pairs, students find the acronyms in the text and try to work out what they stand for.
- Check answers and make sure students can pronounce them. Ask if students can think of any other common acronyms.

1 yourself 2 British 3 possible 4 message

For further practice of Acronyms, go to:

Vocabulary Builder 8.3 3.07 page 134

2 1 GM 2 JPEG 3 USA 4 UFO 5 AIDS 6 NASA 7 RAM 8 UK

Exercise 6 page 78

- In pairs, students plan their ideal holiday. Remind them to use language for making, accepting and declining suggestions from lesson 5F, e.g. *Why don't we …? What / How about …?*
- Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 7 page 78

- Students present their ideas to the class. If you have a large class, put students in two groups and ask them to present to the group.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can understand an article about travelling with friends.*

8F Speaking

Travel problems

LESSON SUMMARY

Listening: five dialogues explaining complaints
Vocabulary: accommodation problems
Speaking: expressing and sympathising with complaints
Topic: travel and tourism

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extension activity. Set the Vocabulary Builder activity for homework.

LEAD-IN 2–3 MINUTES

- Ask students how people choose accommodation when they go on holiday (e.g. personal recommendation, travel website review).
- Write the following on the board: *Seaview Hotel,* followed by four 'circles', as in the review, the first filled in.
- Explain that these are travellers' reviews on a travel website. Focus on the Seaview Hotel rating and elicit reasons why somebody might give a one-star review to a hotel.
- Write students' ideas on to the board and ask them to compare their list to the list in exercise 1.

Exercise 1 page 80

- In pairs, students rank the complaints in order of how serious they are. Ask them to compare their rankings with two other pairs.

Exercise 2 page 80

- Ask students to look at the titles again and elicit what makes them more 'attention-grabbing' than normal sentences (e.g. there are no articles, some of them don't have verbs, use of exclamation marks).
- In pairs, students think of three more possible problems with hotels. If you did the lead-in activity, students can use ideas from that. They use them to write titles following the style in exercise 1.
- Ask students to read out their titles.

Exercise 3 page 80

- Give students time to read through the problems. Play the recording so students can match the extracts with the problems. With a **weaker class**, do the first extract together. Then play the recording from the beginning.
- Students check answers in pairs. Check answers as a class.

Transcript 3.08 page 80

1 **Tour guide** And on your left, you can see …
Man Excuse me.
Tour guide … a famous landmark which dates back to the fifteenth century. It was designed …
Man Excuse me!
Tour guide … by the famous architect …
Man Excuse me!! I'd like to make a complaint.
Tour guide Is there a problem?
Man Yes. It's very hot in here. Can you ask the driver to switch on the air conditioning?
Tour guide I'm afraid the air conditioning isn't working at the moment.
Man What? That's just not acceptable.
Tour guide I'm very sorry, sir. There's really nothing I can do about it.

2 **Employee** Can I help you?
Man Yes. I understand we're going to be late arriving at New York.
Employee That's right. The captain is estimating a delay of about twelve hours.
Man Well, that's a bit of a disaster for me. I've got a train to catch – I'm going to miss it.
Employee I'm very sorry to hear that. But I'm afraid the bad weather is slowing us down. The sea is quite rough.
Man Well, what do you suggest I do?
Employee Is it possible to change your train ticket?
Man Not without paying a fee. And I don't see why I should pay for it. The delay isn't my fault!
Employee I'm afraid I can't help you. If you read the terms and conditions, you'll see that we don't guarantee to reach the destination at a specific time.

3 **Employee** Hi. Is everything OK?
Woman No, it isn't. I want to complain about the state of our swimming pool.
Employee Oh yes? What's the matter with it?
Woman It's filthy! It obviously hasn't been cleaned for weeks … or even months. It's a disgrace.
Employee Don't worry, madam. I'll send somebody to clean it.
Woman That's what the owner told us on the day we arrived at the apartment. It's now a week later, and nothing has happened. I'm running out of patience. My children want to use our pool, but I won't let them swim in it until it's been cleaned. And the outdoor shower is just as bad. Look at it!

Employee I can only apologise. I'll personally make sure the problem is resolved immediately.
Woman Thank you.

4 **Employee** Is everything OK?
Man No, it isn't. I'm extremely disappointed.
Employee Oh dear. I'm sorry to hear there's a problem. What's wrong exactly?
Man The site doesn't have half the things we were promised. Where's the children's play area? There isn't one!
Employee We had to remove it because of vandalism. I'm afraid there isn't much we can do about that.
Man And look what it says in your brochure. 'Every tent has its own electricity and water supply.'
Employee The luxury tents do – but not the standard tents. It's all there in the brochure if you read it carefully.
Man Well, I'm really not happy about this.

5 **Employee** How can I help?
Woman I'm very disappointed with my room.
Employee Oh, I'm sorry to hear that. What's the problem?
Woman Well, I specifically asked for a room with a balcony with a sea view. But my room overlooks the street – and there's no balcony. It's not what I expect from a five-star hotel!
Employee Oh dear. I must apologise. I'll sort it out immediately.
Woman Thank you. I appreciate that.
Employee Sorry for the inconvenience.
Woman That's quite all right. Thank you for your help.

1 e 2 b 3 g 4 a 5 d

Exercise 4 page 80

- Go through the strategy together. Then play the recording for students to listen and repeat. If possible, get students to say the sentences to a partner on the other side of the room. This will encourage them to speak more loudly, clearly and emphatically.
- If necessary, play the recording again so that students can tick the sentences which are more emphatic. Check answers as a class.

Transcript 3.09 page 80

Emphatic 1, 2, 5, 6, 8

Exercise 5 page 80

- Students read the phrases in Exercise 4 again and identify whether they are said by the person making the complaint or the person dealing with it.
- Check answers as a class.

Making a complaint 1, 2, 5, 6, 8
Dealing with a complaint 3, 4, 7, 9, 10

Exercise 6 page 80

- Go through the phrases in the chart, modelling each one and getting students to repeat.
- Students add the phrases in exercise 4 to the chart. Ask them to write the full phrase, not just the number.
- Check answers and emphasise the importance of learning some of the phrases by heart. Remind students that they will be able to make a more assertive complaint and deal more effectively with other people's complaints if they are confident about the language they are using.

1 I'd like to make a complaint.
2 I'm very sorry to hear that.
3 I'm sorry to hear there's a problem.
4 I must apologise.
5 That's just not acceptable.
6 It's a disgrace.
7 I'm running out of patience.
8 I'm really not happy about this.
9 I'll sort it out immediately.
10 There's really nothing I can do about it.

Exercise 7 page 80

- Focus attention on the speaking task. Choose two strong students to do an example dialogue. Students continue in pairs, swapping roles after each dialogue.
- Stop the activity after students have each made three or four complaints.

Exercise 8 page 80

- Put students in new pairs. Go through the task together. Give students two or three minutes to think about what to say. Encourage Student A (the tourist) to take on a persona different from their own.
- Students role-play the conversation between the tourist and hotel receptionist. Monitor as they do the task, taking note of any general errors as well as examples of good use of language for a feedback session at the end.
- Ask fast finishers to swap roles.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can complain politely and effectively. I can deal with complaints politely and effectively.*

8G Writing

Description of a place

LESSON SUMMARY

Reading: a description of North Devon
Vocabulary: adjectives to describe places
Grammar: introductory *it*
Writing: a description of a place
Topic: travel and tourism

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities for homework. Students finish the writing task for homework.

LEAD-IN 2–3 MINUTES

- Ask students: *If you wanted to show a foreign visitor a beautiful rural region in your country, where would you take them? Is it popular with tourists? What's the countryside like there? What can you do there?* In pairs, students answer the questions.

Exercise 1 page 81

- Focus attention on the photo. Ask students where they think it is and elicit one or two adjectives to describe the place.
- Students read the description and decide what kind of text it is. Elicit the answer and ask students how they know. (It gives information that would be useful for tourists and the language of the text is very positive (e.g. *perfect, breathtaking scenery, a visit to Lundy Island is a must*) so its purpose is clearly to persuade visitors to go there.)

c

Exercise 2 page 81

- Go through the exam strategy together. Then go through the topics and check that students understand *excursion* (a short journey made for pleasure, especially one that has been organised for a group of people) and *landscape* (everything you can see when you look across a large area of land, especially in the country).
- Students match the paragraphs with the topics.

1 location 2 landscape 3 things to see and do
4 excursions

Exercise 3 page 81

- Students find the adjectives in the text, work out their meaning from the context and then match them with the definitions.
- Check answers as a class. Explain through mime that *breathtaking* means 'so beautiful it that it takes your breath away'. Model and drill the pronunciation of *breathtaking* /ˈbreθteɪkɪŋ/ and *fascinating* /ˈfæsɪneɪtɪŋ/, paying attention to word stress.
- You could ask which of the adjectives are factual and which show the writer's opinion (*historic, isolated, wild* and *wooded* are factual; *breathtaking* and *fascinating* show the writer's opinion).

1 breathtaking 2 wooded 3 wild 4 historic
5 fascinating 6 isolated

Exercise 4 page 81

- Students write three or four sentences to describe places in their country or region using the adjectives.
- In pairs, students compare their sentences. Then ask some students to read their sentences out to the class.

Extension

In pairs, students underline further examples of adjectives that describe places in the text. Elicit these adjectives and then ask students to decide which are factual and which represent the writer's opinion (factual: *tall, rocky, wide, sandy, small, quiet, smooth, gentle, steep, wide open;* writer's opinion: *perfect, attractive*).

Exercise 5 page 81

- Go through the *Learn this!* box together or ask students to read it to themselves. Students find three examples of introductory *it*.
- Do the first two examples together, explaining that in the first example, *It is situated …, it* refers back to *the UK* and therefore is not an example of introductory *it*. In the second example, *it takes only three hours …, it* doesn't refer back to a previous word and therefore is an example of introductory *it*.

It takes only three hours …
But it is hard to imagine …
It is the wide variety …

For further practice of Introductory it, *go to:*

Grammar Builder 8.3 page 123

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

2 2 It doesn't matter what you wear for the party.
3 It was a good idea to bring an umbrella.
4 It's impossible to replace this watch.
5 It's great news that she passed her exams.
6 It isn't sensible to drive in this weather.
7 It takes ten minutes to walk to school.
8 It's dangerous to swim in that river.

Exercise 6 page 81

- Go through the task together. Students think of a place that they are very familiar with. They can make notes individually or in pairs (if their partner is also familiar with the place). Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 7 page 81

- Working alone or in pairs, students write their description following the structure of the model description. They then check their descriptions against the checklist.

Extra activity

If you have access to computer facilities, students can research some of the factual information about their chosen location (but insist that they write the description in their own words). They could write their description on a computer and include photos. Their descriptions could be displayed on the wall and time set aside in a future lesson for the rest of the class to read the descriptions and choose which place they would most like to visit.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a description of a place. I have learned how to write sentences with introductory* it.

Language Review / Skills Round-up

Language Review 7–8

Exercise 1 page 82

1 asked 2 split 3 fell 4 made 5 engaged

Exercise 2 page 82

1 best; c 2 earlier; e; better 3 more difficult; a
4 bigger; d; bigger 5 furthest; b

Exercise 3 page 82

1 If I could sing 2 If only you 3 I wish I 4 I'd rather
5 I'd buy it for you

Exercise 4 page 82

1 lively 2 dark 3 trendy 4 romantic 5 formal

Exercise 5 page 82

1 c 2 d 3 a 4 b 5 e

Exercise 6 page 82

1 More electric cars are being bought now.
2 A bridge was built over the river last year.
3 The criminals have been caught by the police.
4 The new exams had already been written by the teachers.
5 Prizes will be awarded later.

Exercise 7 page 82

1 any- 2 some- 3 No 4 any- 5 every-

Exercise 8 page 82

1 I'd like to make a complaint
2 I'm running out of patience
3 I'm sorry to hear
4 But that just isn't good enough
5 I'll see what I can do

Skills Round-up 1–8

Exercise 2 page 83

Transcript 3.10 page 83

Presenter Scene 1
Anna Libby! Come in! How are you?
Libby Good to see you, Anna. It's been ages.
Anna I know. I've been so busy. But you've finally made it.
Libby Yes. And I like your new place. It's great! Is it two bedrooms?
Anna Yes, it is. I'll show you around. This is one of the bedrooms.
Libby It's really big! Lucky you!
Anna Actually, that's Zara's room.
Libby Your flatmate? Is she out?
Anna No, I think she's in the kitchen. I'll introduce you.
Libby OK.
Anna Hi, Zara. This is my friend Libby.
Libby Nice to meet you.
Zara Hi, Libby. I've heard a lot about you!
Anna You haven't forgotten about tonight, have you? I'm cooking dinner. My friend Mike's coming round too. You will join us, won't you?
Zara Yes, I'd love to.
Libby Anna tells me you're a dancer.
Zara Yes, that's right. I'm in a show at the moment. It's …

Presenter Scene 2
Libby So, what are we getting for tonight?
Anna I think I'll make lasagne. So we need some cheese … It's over there.
Libby And you haven't told me how you're getting on with Mike. Are you seeing more of him?
Anna Don't ask!
Libby What do you mean? I thought you really liked him …
Anna Well, I've changed my mind completely. I got really angry with him last weekend. I'll tell you about it on the way home.
Libby But he's still coming tonight, isn't he? For dinner, I mean.
Anna Yes, he is. But that's only because I'd already invited him!
Libby Oh dear …

Presenter Scene 3
Libby Do you think Anna needs some help in the kitchen?
Mike I doubt it. She's a pretty good cook. And Zara's there, isn't she?
Libby Yes, she is. I'm sure Anna's fine. She doesn't need me.
Mike So, are you just here for the weekend?
Libby Yes, that's right. I haven't seen Anna for ages. You used to work with her, didn't you?
Mike Yes, at a holiday camp.
Libby And then you followed her to Liverpool!
Mike Well … ahem … it wasn't exactly like that. Is this your first time in Liverpool?
Libby Yes. I'm going sightseeing tomorrow. Any suggestions?
Mike Yes, you should visit the old docks. They're really interesting. And there are a lot of nice shops and cafés around there.
Libby Sounds good. I'll suggest that to Anna. Oh, I think the food's on its way!

Presenter Scene 4
Zara Oh, hi Libby. Are you looking for a drink?
Libby Just a glass of water. So, Zara. What's going on with Anna and Mike?
Zara Nothing much.
Libby So they aren't going out together?
Zara No, I don't think so. I'm pretty sure they aren't. Why? Are you interested in Mike?
Libby No! Of course not! Why do you say that?
Zara I think he likes you!
Libby Hm. Well I'm not interested. I don't think Anna would be very happy – and she's my best friend.
Zara But Anna and Mike have fallen out. I'm not sure what happened – an argument of some kind. And she says she doesn't want to make up.
Libby And do you believe her?
Zara Well, I'm not sure. What do you think?
Libby I really don't know.

Presenter Scene 5
Libby I really enjoyed last night. It was a great meal!
Anna Thanks. You got on really well with Mike, didn't you?
Libby Yes, he's nice. Have you forgiven him yet?
Anna I don't know.
Libby Look, you need to talk to him. I'm sure you two should go out with each other … properly. You really like each other.
Anna Hm. Maybe. Shall I phone him?
Libby No! Go out for a coffee or something. Find a nice café where you can chat.
Anna Yes, that would be better, wouldn't it?
Libby And don't leave it too long. Try and arrange it for one evening this week.
Anna But I'm so busy!
Libby Stop making excuses! You know I'm right. You and Mike need to talk.

Libby

Exercise 3 page 83

1 d 2 a 3 f 4 b 5 c

Exercise 6 page 83

c

Exercise 7 page 83

1 F 2 A 3 E 4 G 5 B

9 Money, money, money!

Map of resources

9A Vocabulary and listening
Student's Book p84, Workbook p76
Photocopiable Activity: 9A Money, money, money!

9B Grammar
Student's Book p85, Workbook p77
Photocopiable Activity: 9B *have something done*

9C Culture
Student's Book p86, Workbook p78
Photocopiable Activity: 9C Lights, camera, action!

9D Grammar
Student's Book p87, Workbook p79
Photocopiable Activity: 9D Third conditional board game

9E Reading
Student's Book pp88–89, Workbook p80
Photocopiable Activity: 9E Preposition + noun phrases

9F Speaking
Student's Book p90, Workbook p81
Photocopiable Activity: 9F Photo description

9G Writing
Student's Book p91, Workbook p82
Photocopiable Activity: 9G Opinion essay

9 Review and Tests
Self Check 9: Workbook p83
Photocopiable Activity: 9 Review (Betting game)
Student Self-Test Sheets 9, 1–3 (TRCD-ROM)
Unit 9 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 5
Student's Book pp92–93
Exam 5 (Test Bank CD)

iTools Unit 9

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

9A Vocabulary and listening

Money and payment

LESSON SUMMARY

Vocabulary: money and payment; banking (VB)
Listening: a conversation about shopping; a conversation in a clothes shop
Speaking: talking about experiences with money
Topic: shopping and services

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the extension activity and set the Vocabulary Builder activities for homework.

LEAD-IN 4 MINUTES

- Write *Money* on the board. In pairs, students have two minutes to think of as many verbs as they can which collocate with *money*.
- Write their answers on the board and explain the meaning of any verbs that may be unfamiliar (e.g. borrow, change, donate, earn, give away, inherit, invest, lend, lose, make, pay, save, spend, waste, win).

Exercise 1 page 84

- Focus on the photo and ask students what they can see (a sale). Ask them to tell their partner about something they bought in a sale.

Exercise 2 page 84

- Focus on the pictures and explain that they are all signs that you might see in a shop.
- Play the recording for students to complete the signs. With a **stronger class**, students try to complete the signs first and then listen to the recording to check their answers.
- Check answers as a class and practise the pronunciation of words which might be difficult to pronounce, namely, *bargain* /'bɑːgən/ and *receipt* /rɪ'siːt/.
- Check that students understand the meaning of the words in red. Bear in mind that students often don't like to ask about words they don't know, or they might think they know the meaning of a word. One good way to check is by asking *Which word means …?* or giving the native-language translation and eliciting the English word. Words that are likely to need checking are *bargain, refund* /'riːfʌnd/, *sale, stock* and *till*.

Transcript 3.11 page 84

1 Summer sale! 50% off everything. Bargains galore!
2 We accept all major credit cards.
3 Huge stock clearance! Massive reductions!
4 Please check your change. Mistakes cannot be rectified later.
5 This item is currently out of stock.
6 Cash only at this till. No cheques or credit cards.
7 Special offer! Three for the price of two!
8 Please retain your receipt as proof of purchase.
9 No refunds or exchanges.

1 sale 2 Bargains 3 credit cards 4 reductions
5 change 6 stock 7 Cash 8 till 9 cheques 10 offer
11 price 12 receipt 13 refunds

Exercise 3 page 84

- Students identify which signs advertise things, which are requests and which give general information.
- Students check answers in pairs. Check answers as a class.

a Advertising things:
Summer sale! 50% off everything. Bargains galore!
Huge stock clearance! Massive reductions!
Special offer! Three for the price of two!
b Requests to customers:
Please check your change. Mistakes cannot be rectified later.
Please retain your receipt as proof of purchase.
c Giving general information:
We accept all major credit cards.
This item is currently out of stock.
Cash only at this till. No cheques or credit cards.
No refunds or exchanges.

Exercise 4 page 84

- Tell students they are going to hear a conversation between two friends about shopping.
- Students read the sentences carefully before they listen.
- Play the recording for them to decide whether the sentences are true or false.
- Students check answers in pairs, correcting the sentences which are false. Check answers as a class.

Transcript 3.12 page 84

Alice Hey, Bella. Do you want to come shopping with me tomorrow?
Bella I don't think I can, Alice. I can't afford it. I've spent too much money on music and clothes lately. And my mum would be cross. She thinks I waste my pocket money on things I don't really need.
Alice But it's sale time. We can shop around for fantastic bargains. I've been saving up for some boots and they're on special offer now.
Bella Oh, I don't know.
Alice Come on. I'll lend you some money if you like.
Bella That's probably not a good idea. I don't like being in debt.
Alice Don't be silly. I'm your friend. You can pay me back whenever. Remember that blue dress that you liked? Well, there are huge reductions in that shop. I'm sure that dress has seventy percent off now.
Bella Really? That is a bargain. I don't know when I can pay you back, though.
Alice Didn't you say that your aunt wanted to buy you a late birthday present? Can't you ask her for some money? Or she could pay for the dress?
Bella That's not a bad idea. I'd forgotten about that.
Alice So that's decided? Shall we go tomorrow?
Bella OK, then. I could always just try it on, couldn't I?
...
Alice See? That dress looks great on you! I told you.
Bella I love it. And what a bargain! Can I borrow the money, then?
Alice Of course. Here you are.
Bella I hope my mum won't be cross. If she is, I can always take it back and get a refund.
Alice I'm sure you can. If you keep your receipt. Come on. Let's pay at that till over there.
...
Bella I'd like to buy this dress, please.
Assistant Certainly. Are you paying in cash or by credit card?
Bella Cash, please. Can I bring it back if I change my mind?
Assistant I'm sorry. There are no refunds or exchanges on sale goods. We've nearly sold out of that dress and we aren't going to get any more stock in.
Bella Oh dear. I'll take it, anyway.
Assistant OK. And here's your change.
Bella Thank you. Oh well, I just hope Mum isn't cross with me.

1 true
2 true
3 false; She thinks it is a bargain but doesn't know when she can pay Alice back.
4 false; Her aunt wants to buy her a late birthday present.
5 true
6 false; There are no refunds on sale goods.

Exercise 5 page 84

- Students complete the sentences with the correct prepositions. Encourage students to think about the dialogue they have just listened to when completing their answers.
- With a **weaker class** you could do this as a class activity, or in pairs. With a **stronger class**, students complete the task individually.
- Play the recording again for students to check their answers.

Transcript 3.12 page 84

1 on 2 on 3 around 4 up 5 in 6 back 7 for
8 back 9 in; by 10 out

Extension

Ask students to find three phrasal verbs in exercise 5 to match these definitions: *to compare the quality or prices of goods that are offered by different shops so that you can choose the best* (shop around)
to have sold all the available items, tickets, etc. (sell out of)
to keep money instead of spending it, especially in order to buy a particular thing (save up)

Exercise 6 page 84

- Give students a minute or two to read and note down their answers. In pairs, students ask and answer the questions.
- Remind them to use the present perfect in short answers and to switch to the past simple to talk about the details of the situation.
- Circulate and monitor, helping and showing interest in the conversations. Conduct a brief feedback session afterwards and ask if anyone found out anything interesting about their partner.

Extension – fast finishers

Write these sayings about money on the board:
Money makes money.
The love of money is the root of all evil.
Money isn't everything.
Students discuss the meanings of the sayings and decide whether they agree with them.

For further practice of Banking, go to:

Vocabulary Builder 9.1 page 135

1 current account 2 salary 3 savings account 4 interest
5 branch 6 internet banking 7 cheque book
8 debit card 9 PIN number 10 cash machine

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about money and payment.*

9B Grammar

have something done

LESSON SUMMARY

Grammar: *have something done*; reflexive pronouns
Reading: a text about Heidi Montag
Speaking: talking about things you have had done

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities for homework.

LEAD-IN 2 MINUTES

Write these questions on the board: *Do you judge people by their appearance? What is / would be your reaction to somebody who …* (choose from the following as appropriate) *never irons their clothes / has large tattoos / wears designer clothes / is wearing a suit and tie / has blue hair / is wearing a uniform / wears a lot of make-up / wears patterned false nails / has a lot of piercings on their face / has obviously had a major facelift?*

Exercise 1 page 85

- Focus on the photo and ask students if they know who the person is and if they know anything about her.
- Explain that the photo on the left shows Heidi a few years ago and the photo on the right shows her now. Elicit the changes in her appearance (her nose is a different shape and her lips are thicker).

Exercise 2 page 85

- Students read the text and answer the question with a partner.
- Elicit suggestions (e.g. she was unhappy with her looks, she was under pressure from society).

Culture note – *The Hills*

The Hills is a reality TV series that was broadcast from 2006 to 2010 and followed the lives of a group of young adults living in Los Angeles.

Exercise 3 page 85

- Go through the *Learn this!* box together and check comprehension by asking concept questions, e.g. *Did he cut his hair himself?* (no) *Did he arrange for someone to cut it?* (yes) *Did I arrange for someone to steal my bag?* (no)
- Students underline examples of the structure in the text.

she has had carried out; she had her nose altered, her lips made fatter and her breasts enlarged; She had work done

Exercise 4 page 85

- Students match the places to the things you can have done in each. They then write sentences with the present simple form of *have* and the prompts in 1–6.
- Students check answers in pairs. Check answers as a class.
- Remind student that you don't need to say *dentist's surgery, hairdresser's salon,* etc. These words are understood.

2 You have your hair cut at the hairdresser's.
3 You have your teeth whitened at the dentist's.
4 You have your eyes tested at the optician's.
5 You have a suit made at the tailor's.
6 You have your watch repaired at the jeweller's.

For further practice of have something done, *go to:*

Grammar Builder 9.1 pages 123–124

1 2 've had 3 're having 4 have 5 did (you) have 6 had

2 2 Harry won't have his tattoo removed
3 They didn't have their house painted
4 Sam isn't having having his car repaired
5 Dave isn't going to have a new shower installed
6 Sally didn't have the dress made
7 We're not / We aren't going to have a new garage built

Exercise 5 page 85

- Students complete the dialogue with the correct form of *have something done*. Play the recording for them to check their answers.

Transcript 3.13 page 85

1 have a lot of work done
2 had new wheels fitted
3 had it repainted
4 Did you have that fitted
5 have it repaired

Exercise 6 page 85

- Refer students to the *Learn this!* box. Ask different students to read out the two points.
- Students find an example of a reflexive pronoun in exercise 5 and decide how it is used.
- Elicit the other reflexive pronouns and write them on the board.
- Ask students to supply example sentences to check understanding.

I did that myself; to add emphasis
herself; yourself / yourselves; ourselves; themselves

For further practice of Reflexive pronouns, go to:

Grammar Builder 9.2 page 124

1 2 ourselves 3 himself 4 myself 5 myself 6 ourselves

2 1 teach himself 2 Help yourself 3 hurt myself 4 cut herself 5 talking (to) myself 6 burn yourself

Exercise 7 page 85

- Focus on the instructions and the example. Do one item together on the board to show students that they have to use the same tense and pronoun as the original sentence.
- Working alone or in pairs, students continue the exercise. Check answers as a class.

2 I've had my hair dyed. I haven't dyed it myself.
3 He's having his bicycle repaired. He isn't repairing it himself.
4 We had our windows washed. We didn't wash them ourselves.
5 She's going to have her nails painted. She isn't going to paint them herself.
6 They have their house cleaned every Friday. They don't clean their house themselves.

Exercise 8 page 85

- Read the instructions and get a strong pair of students to ask and answer the first question as an example. Encourage them to ask a follow-up question if the answer is yes.
- With a **weaker class** ask students to write out their questions in full before they ask their partner.

Extension – fast finishers

Write these further prompts on the board:
teeth / remove and *room / decorate*
Students ask and answer as before.

- In pairs, students continue the exercise. Tell them to be prepared to report their partner's answers back to the class.
- Ask students to report to the class anything interesting they have found out about their partner.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can use the structure 'have something done'.*

9C Culture

Advertising

LESSON SUMMARY

Reading: an article about product placement
Listening: people giving opinions about advertising
Speaking: giving opinions about advertising
Vocabulary: advertising (VB)
Topic: shopping and services

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and set the Vocabulary Builder activities for homework.

LEAD-IN 2–3 MINUTES

- Write *Advertising* and *Advertisement* on the board. Elicit the difference in meaning (see the language and pronunciation note below).

Language and pronunciation note

Advertising is the activity and industry of advertising things to people, e.g. *He works in advertising.* It is an uncountable noun. *Advertisement,* /ədˈvɜːtɪsmənt/ in British English and /ˌædvərˈtaɪzmənt/ in American English, is often shortened to *advert* or *ad.* It is a notice, picture or film telling people about a product, service or job, e.g. *I like the new BMW advertisement.*

- Practise the pronunciation of *advertising, advertisement* and *advert.*
- In pairs, students brainstorm a list of places where advertising appears (e.g. TV, radio, cinema, posters, billboards, bus shelters, on the side of buses and taxis, the Internet).

Exercise 1 page 86

- Ask if any students know where this photo was taken (Times Square, see Culture note below).
- In pairs, students describe what they can see in the photo and discuss the questions. Get feedback from a few pairs.

Culture note – Times Square

Times Square is a famous landmark in New York, situated at the junction of Broadway and Seventh Avenue. The huge number of animated neon and LED signs have made the square one of New York's most iconic images. It has been featured in countless films, including *I am Legend, Knowing* and *Transformers.* Times Square's first environmentally-friendly billboard powered by wind and solar energy was first lit on 4th December, 2008.

Exercise 2 page 86

- Explain or elicit the meaning of *slogan* (a word or phrase that is easy to remember, used for example in advertising to attract people's attention or to suggest an idea quickly) and ask students if they can think of any famous slogans. Ask: *What do they advertise? Are they effective?*

Exercise 3 page 86

- Refer students to the title of the reading text and elicit an explanation of *product placement* (the use of particular products in films or television programmes in order to advertise them).
- Ask students to think of any examples of product placement that they know.
- Students read through the text first, ignoring the gaps, to gain a general understanding.
- Students complete the gaps in the text. Point out that the words will be short grammatical words, e.g. prepositions, auxiliary verbs and articles.

1 of 2 is 3 in 4 all 5 for 6 to 7 for 8 for 9 on 10 the 11 on 12 In 13 the 14 on

Culture note – British politeness

You might want to point out that British people tend to be less direct than many other nationalities. When arguing they tend to say: *Do you really think so? Are you sure about that? I'm not sure it's a good idea* rather than *I don't agree* unless they are speaking to somebody they know well. Students might find this strange but it's important for them to be aware of it as they could easily come across as impolite if they are too direct.

Exercise 4 page 86

- Play the recording for students to listen to while they read the text and check their answers to exercise 3.
- You could then ask students to read the text, one student for each sentence.
- Students then ask and answer the questions.
- Students check answers in pairs. Check answers as a class. Ask: *How do you feel when you see products in films? What about advertisements in children's educational books?*

Transcript 3.14 page 86

1 Because adverts are everywhere.
2 They try to place their products within a film.
3 The Jeep Wrangler Rubicon was advertised in *Lara Croft: Tomb Raider* and Audi was advertised in *I, Robot.*
4 They fast-forward through the advertising breaks.
5 Coca-Cola is advertised in *American Idol.*
6 Advertisers are targeting children by placing their products in children's educational books.

Exercise 5 page 86

- Ask students to read through the opinions carefully and underline the key words. Tell them to listen out for words which are the same or similar.
- Play the recording once for students to check their answers With a **weaker class**, play the recording again if necessary.
- Ask students to give reasons for their answers. List on the board any synonyms they found.

Transcript 3.15 page 86

Speaker 1 I don't have a problem with advertising. Companies need to sell their products and they need to tell us about them. I like to see what's new. And I think many adverts are brilliant nowadays. I like watching them – like the one where the car turns into a street dancer. It's fantastic! And some of them are like little films with special effects – they're very creative. And anyway, if you're fed up with watching ads, you just turn off the TV. It's all under our control.

Speaker 2 Adverts are annoying at times. They interrupt the programmes and they're often boring. I don't usually pay much attention to them. And I honestly don't think they really make the majority of people go out and buy things. But one thing really, really annoys me. Why are there so many adverts aimed at children? I just don't think that's right. When my little sister watches children's TV, there are so many ads during the programmes. She knows them all by heart and can sing all the songs. She's always asking Mum and Dad for toys and sweets that's she's seen advertised. I don't think adverts for children should be allowed on TV. Kids don't understand them.

Speaker 3 I hate adverts. They're terrible. People think they're harmless, but I really don't agree. For one thing, adverts only tell you the good things about the product. The government should control adverts better. And that's not the only thing I don't like about adverts. Companies spend a lot of money advertising things to people that they don't want or need. They're actually trying to make you waste money. It isn't right.

Speaker 1 d; g Speaker 2 a; c Speaker 3 b; e

Exercise 6 page 86

- Put students in pairs or small groups. Read through the phrases that are useful in a discussion. If students are going to work in small groups, elicit language for inviting other people to give their opinion: *What about you, Thomas? What do you think, Heather?*
- Students discuss their opinions. At the end, find out which opinion in exercise 5 most people agree with.

For further practice of Advertising, go to:

Vocabulary Builder 9.2 page 135

1 billboard 2 trailer 3 to purchase 4 consumer
5 jingle 6 flyer 7 brand 8 slogan 9 to promote
10 pop-up ad 11 logo 12 banner ad 13 to launch

Extra activity – speaking

Ask students to think of their favourite advert. Individually they should note down the reasons that they like it. For example, the music is good, it stars a favourite actor, it is funny, it has a surprising ending, it is stylish, or it tells a story. There will probably be more than one reason.

In pairs, students discuss their favourite adverts. Encourage them to comment on the reasons behind their partner's choice of advert.

Ask students to tell the class about their partner's favourite advert.

If there is an overall favourite advert, discuss as a class why it is so successful.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can give an opinion about advertising.*

9D Grammar

Third conditional

LESSON SUMMARY

Grammar: third conditional

Reading: a dialogue between a boy and his mother

Speaking: talking about imaginary situations in the past

SHORTCUT

To do the lesson in 30 minutes, do exercise 5 together as a class and set the Grammar Builder activities for homework.

LEAD-IN 2 MINUTES

- Write these questions on the board: *How often do you go out in the evenings? Where do you usually go? How do you get home? Do you have to be home before a certain time?* In pairs or small groups, students ask and answer the questions.
- Conduct a brief class feedback session.

Exercise 1 page 87

- Focus on the picture and ask students who they can see, what is happening and how they think the people are feeling.
- Play the recording for students to complete the dialogue. Check answers as a class.

Transcript 3.16 page 87

1 'd 2 hadn't 3 'd

Exercise 2 page 87

- Working alone or in pairs, students answer the questions.
- Check answers as a class.

1 no 2 yes 3 no

Exercise 3 page 87

- Go through the *Learn this!* box together.
- Pause after point 1 for students to complete the rule.
- After point 3 elicit whether the example sentence is an example of criticism or regret. (It is a criticism: we often say *I'm sorry* before making a criticism.)
- After point 4 remind students that if the *if* clause is at the end of the sentence, no comma is needed.
- Ask students to read out the dialogue in exercise 1. This will give them mechanical practice in getting their tongue around the structure without the stress of having to formulate the sentences themselves.

1 past perfect 2 past participle

Exercise 4 page 87

- Students complete the sentences. Remind them to use contractions where possible. The general rule is that we use contractions after pronouns but not after nouns.
- Students check answers in pairs then as a class. As you check the first answers, ask concept questions, e.g. *Did he / she set the alarm clock?* (no) *Is this in the past, present or future?* (the past)

1 'd set; wouldn't have been
2 d known; 'd have sent
3 'd heard; 'd have answered
4 hadn't wasted; wouldn't have had to
5 would have been; 'd bought
6 wouldn't have failed; 'd revised
7 'd have played; hadn't been
8 wouldn't have crashed; hadn't driven

Exercise 5 page 87

- Students decide which of the sentences express regret and which express criticism.
- Go through answers as a class. Encourage students to give reasons for their answers.

1 criticism 2 regret 3 regret 4 criticism 5 regret
6 criticism 7 regret 8 criticism

Exercise 6 page 87

- Play the first two sentences and ask students simply to listen to the way *have* is pronounced. Elicit that it is pronounced /əv/ and then play the recording again for students to repeat chorally and individually.
- Circulate and monitor, taking note of any persistent errors for students to correct at the end. It is important not to omit the choral stage otherwise students won't get sufficient practice.

Language note – Pronunciation of *have*

Although *have* is pronounced /əv/ it should be written in its full form and not as a contraction.

Transcript 3.17 page 87

Exercise 7 page 87

- Students rewrite the sentences as third conditional sentences. Tell students they can put the *if* clause at the beginning or end of the sentences. Remind them to use contractions.
- With a **weaker class** work through the first couple of examples on the board together.

2 They'd have given you a refund if you'd kept your receipt. / If you'd kept your receipt, they'd have given you a refund.
3 I'd have lent you some money if I hadn't been broke. / If I hadn't been broke, I'd have lent you some money.
4 I'd have noticed the mistake if I'd checked my change. / If I'd checked my change, I'd have noticed the mistake.
5 I'd have bought the dress if it had been in the sale. / If the dress had been in the sale, I'd have bought it.
6 I wouldn't have got into debt if I hadn't lost my job. / If I hadn't lost my job, I wouldn't have got into debt.

For further practice of Third conditional, go to:

Grammar Builder 9.3 pages 124–125

1 2 If you hadn't spent all your money on magazines, you'd have been able to afford the CD.
3 We'd have bought the television if it had been in the sale.
4 If Andy hadn't lost his receipt, he'd have got a refund.
5 Maisy wouldn't have borrowed money from David if she'd saved her pocket money.
6 If Philip had had a lot of money, he'd have lent Liam £10.

2 2 What would you have eaten for breakfast if you'd had the choice?
3 Which country would you have visited if you'd gone away last summer?
4 What would you have bought last weekend if you'd had lots of money?
5 Which film would you have seen if you'd gone to the cinema last night?
6 Who would you have visited last night if you'd had the time?

3 Students' own answers.

Exercise 8 page 87

- Focus on the instructions and the example. Go through one or two more items together. Then students continue in pairs.
- Alternatively, you could get students to ask each other questions across the class.

Extension – fast finishers

Write these further prompts on the board:
he / she had had an argument with someone.
he / she had got a lot of money as a birthday present.
Students ask and answer as before.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about an imaginary event in the past and its consequences.*

9E Reading

A charmed life

LESSON SUMMARY

Reading: an article about a lucky person
Vocabulary: preposition + noun phrases
Listening: a song – *Doesn't mean anything*
Speaking: discussing who you would give money away to
Topic: travel and tourism

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extensions. Exercise 6 and the Vocabulary Builder activities can be set for homework.

LEAD-IN 2–3 MINUTES

- Write on the board: *Touch wood! Fingers crossed! That was a lucky escape!* Elicit when we say these expressions. (You use *touch wood* when you have just mentioned some way in which you have been lucky in the past, to avoid bringing bad luck. You use *fingers crossed* to hope that your plans will be successful. You use *That was a lucky escape* when you are lucky to have escaped from danger or an unpleasant situation.)
- Ask if similar expressions exist in their country. Find out if anybody in the class has ever had a lucky escape. If they have, invite them to tell the class about it.

Exercise 1 page 88

- Give students a moment or two to think about somebody who is really lucky. In pairs, students discuss the question. Have a brief class feedback session.

Culture note – Good luck traditions

In the UK there are a number of things which are traditionally associated with good luck. If a black cat crosses your path, this is meant to bring you luck, whereas in many cultures a black cat is unlucky. Some superstitious people nail a horseshoe to their house. It has to be the correct way up though, so that it holds the good luck. If it's nailed upside down, your luck will fall out.

Some plants are considered lucky, like white heather and four-leafed clover. If you catch a falling leaf in autumn, this is supposed to bring you luck.

On the first day of each month, some people make sure the first thing they say is *white rabbits, white rabbits,* to bring them luck.

Spotting and picking up a penny is also considered lucky: *see a penny, pick it up and all day long you'll have good luck.*

Exercise 2 page 88

- Ask students to skim-read the text and find the answer to the question. Remind them not to focus on words they do not know, but rather on the general meaning of the text.

Transcript 3.18 page 88

c

Exercise 3 page 88

- Students read the exam strategy and do tasks 1 and 2.
- Check answers as a class; encourage students to explain their answers.

1 a and g have words which link with *freezing river*. In a, *drowned* and *swam*; in g, *drowned in the icy waters*.
2 Only g is correct because it refers to Selak's first accident, so *again* in a is not correct.

Exercise 4 page 88

- Students match the rest of the sentences in exercise 3 with the gaps. Remind them to implement the following strategy:
  1 *Read the text before and after the gap to predict the missing information.*
  2 *Look for a sentence in exercise 3 that fits the topic.*
  3 *Check by looking for language links such as pronouns, as well as thematic links.*
- Students check answers in pairs. Check answers as a class. For each answer, elicit the words before or after the gap that link to the topic in the sentences a–h.
- Now play the recording for students to listen to while they read the completed text. You could then ask individual students to read one paragraph each.

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

Exercise 5 page 88

- Students decide if the sentences are true or false.
- Students check answers in pairs, correcting the false sentences. Check answers as a class.

1 false; He celebrated his fifth marriage by buying a lottery ticket.
2 true
3 false; Three of the accidents happened in the 1960s.
4 false; He only had cuts and bruises.
5 false; When the sixth accident happened, he was on foot.
6 false; He escaped from a burning car on two occasions.
7 true
8 true

Exercise 6 page 88

- Students complete the preposition + noun phrases and then check their answers in the text.

1 for 2 by 3 on 4 in 5 in 6 in

For further practice of Preposition + noun phrases, go to:

Vocabulary Builder 9.3 page 135

1 1 for 2 by 3 on 4 in 5 at 6 under 7 out of 8 from

2 1 on a diet 2 under her breath 3 by accident 4 in a mess 5 out of work 6 from scratch 7 for a change 8 at first sight

Exercise 7 page 89

- In pairs or small groups, students discuss what they would do if they had €1 million to give away.
- Check answers as a class.
- You could ask the class to vote for the best idea.

Exercise 8 page 89

- Give students a minute to read through the summaries. Play the recording for students to listen to and read and then choose the best summary.
- Elicit some responses to the song. Ask: *Do you know it? Do you like it? Why / Why not?*

Transcript 3.19 page 89

3

Culture note – *Doesn't mean anything*

Doesn't mean anything is a popular song composed by American singer Alicia Keys. It was released in 2009.

Exercise 9 page 89

- Explain that the song has several examples of colloquial grammar. Students find colloquial equivalents to 1–5 in the song.

1 used to 2 rather 3 I don't want nobody 4 shoulda
5 They don't mean nothing

Extra activity

Tell students that they are going to imagine that they have won a large sum of money in the lottery. Write the questions below on the board.

Where / When did you buy the ticket?
How did you choose your numbers?
How much did you win?
How did you feel when you found out?
What are you going to do with the money?
You are going to give some to charity. Which charity?

Give students 2 minutes to invent their answers. They do this individually. Divide students into As and Bs. Tell them they are going to interview each other. Student A is the lottery winner and Student B is a newspaper reporter.

Students role play the interviews. After a few minutes they reverse roles, Student B is the lottery winner and Student A the newspaper reporter.

If there is time, ask one or two pairs to act out their interviews to the class.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a lucky man. I can understand the song 'Doesn't mean anything'.*

9F Speaking

Photo description

LESSON SUMMARY

Listening: a photo description

Speaking: giving opinions; emphasising a point; giving examples; describing a photo of a clothes sale

Topic: shopping and services

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in activity and set the Grammar Builder activity for homework.

LEAD-IN 2–3 MINUTES

- Write *Online shopping* on the board.
- In pairs, students write a list of three advantages and three disadvantages of shopping online. (Possible answers: Advantages: you don't have to leave your house; you can shop at any time of the day or night; it can be cheaper; there is no pressure from sales assistants; there is a large variety of products; Disadvantages: you have to wait for delivery; there is no personal assistance; the website may experience technical problems; security may be an issue)

Exercise 1 page 90

- Focus attention on the photo. Write on the board *people, locations, actions* to prompt students.
- In pairs, students describe what they can see in the photo.
- Check answers as a class.

Exercise 2 page 90

- In pairs, students brainstorm further ideas for the first question.

Exercise 3 page 90

- Play the recording. In pairs, students compare their ideas in exercise 2 with the candidate's answer.
- With a **weaker class** you could do this as a whole class activity.
- Remind students that there are no right or wrong answers. The examiner just wants to hear some opinions and ideas. Students can make up their answers, as long as they are realistic.
- Check answers as a class. Explain that a *direct debit* is an instruction to a bank to allow someone else to take money out of your account on particular date, e.g. to pay bills. Find out what other ideas students had.

Transcript 3.20 page 90

Student I can't be sure, but I guess the girl is buying something. I think she's holding a credit card – it certainly looks like a credit card. Yes, I'm pretty certain that she's giving her credit card details to the sales assistant. She's got a laptop there, but she can't be shopping online because she's giving her card details over the phone.

Um, another possibility is that she's phoning her bank. If she manages her bank account online, it could be that she's phoning the bank to set up a direct debit or something like that. It's difficult to say.

Candidate's answer She may be buying something online or phoning her bank to set up a direct debit.

Exercise 4 page 90

- Students complete the sentences. Play the recording again for them to check their answers.
- Highlight the information in the Language notes below.

Transcript 3.20 page 90

1 sure; guess 2 looks 3 pretty 4 possibility
5 could; something 6 difficult

Language notes

Pretty is frequently used as an adverb in colloquial English. It means 'fairly'.

Guess means 'suppose', but it is much more informal. It used to be seen as an 'Americanism', but as with many Americanisms it is now common in British English.

Exercise 5 page 90

- Students read and translate the phrases in the *Learn this!* box. With a **weaker class** encourage students to think of an example sentence for each.
- Check their translations and then refer students back to the second question in exercise 2 before playing the recording. Student tick the phrases they hear.
- Check answers as a class.

Transcript 3.21 page 90

Candidate Yes, I'd say that I buy a lot of things online. For example, I'm always downloading music from iTunes. Actually, I downloaded a couple of tracks just last night.

As for my friends, I wouldn't say that they buy things online as often as I do. In fact, I'm pretty sure that some of them have never bought anything online.

Why do I do it? Well, for one thing, it saves a lot of time because you don't have to go to the shops. I also think that things are usually cheaper online.

Giving opinions I'd say that; I wouldn't say that
Emphasising a point or giving extra details Actually; In fact; I also think that
Giving examples For example; for one thing

Exercise 6 page 90

- Refer students to the third question in exercise 2 and ask them to tick the tenses they are likely to hear.
- With a **weaker class,** first establish that the question is in the past tense.
- Play the recording for students to check their answers. Elicit the tense used most frequently by the candidate (past simple).

Transcript 3.22 page 90

Candidate The last time I used a computer was last night. I was watching TV with my sister – I'd completely forgotten that I had history homework! But in the middle of the programme, I suddenly remembered and rushed upstairs to my room to start.

I used to use my dad's computer, but my parents bought me a laptop for Christmas, which I keep in my room. Anyway, while I was writing the essay a couple of my friends kept sending me messages – they could see I was online, you see. It was really distracting, so I quit Messenger. Eventually, I finished the essay at midnight.

The candidate uses the past simple, past continuous, past perfect and *used to*. She uses the past simple the most frequently.

Exercise 7 page 90

- Students take it in turns to answer questions 2 and 3 in exercise 2. Point out that they should speak for roughly the same amount of time as the candidate on the recording.

- Remind them to use language from exercises 4 and 5 when they answer question 2 and a range of narrative tenses when they answer question 3.

Exercise 8 page 90

- In pairs, students describe the photo in as much detail as they can. Explain that at this stage they only need to describe what they can see and not make any speculations.

Exercise 9 page 90

- Go through the exam strategy and the questions together.
- If you feel students would benefit from working with a different partner, put them in new pairs. One student takes the role of the candidate and the other the role of the examiner. When they have finished, they exchange roles.
- Circulate and monitor as students do the task. Make a note of general errors and write them on the board at the end for students to correct.
- With a **stronger class** you could ask one pair to perform the task in front of the class and elicit feedback from the other students.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can describe and discuss a photo. I can give opinions, emphasis a point and give examples. I can use narrative tenses to describe a past event.*

9G Writing

Opinion essay

LESSON SUMMARY

Reading: a model opinion essay

Writing: giving opinions and introducing an additional point: an opinion essay

Topic: shopping and services

SHORTCUT

To do the lesson in 30 minutes, ask students to finish the writing task for homework.

LEAD-IN 2–3 MINUTES

- Ask students to write down three things in their lives that make them happy and three things they don't have, but that would make their lives better.
- In small groups, students compare their ideas and decide which of the things require money and which don't.

Exercise 1 page 91

- In pairs, students discuss the three sentences.
- As feedback, read out each sentence and find out what the majority of students think and then elicit reasons for their opinions.

Exercise 2 page 91

- Students read the opinion essay and say what they think the writer's opinion is and why.
- Ask students to specify which paragraphs this information is in.
- Ask: *How is this different from a 'for and against' essay?* (In a 'for and against' essay, the writer's opinion isn't given until the final paragraph.)

The writer's opinion is that money alone does not buy happiness.

Exercise 3 page 91

- Go through the exam strategy together. Explain that a counter-argument is an argument that opposes another argument.
- Elicit the answer and ask students to explain in their own words what the opposing view and counter-argument are.

paragraph 4

Exercise 4 page 91

- Go through the expressions in the *Learn this!* box together. Make sure students can pronounce *furthermore* /ˌfɜːðəˈmɔː/ and *moreover* /mɔːrˈəʊvə/.

1 I firmly believe that …
2 it seems to me that …
3 What is more, …

Exercise 5 page 91

- Students read the conclusion and say what the writer does.
- Check the answer and elicit which paragraphs the other sentences refer to. (Sentence 1 refers to the introduction and sentence 3 refers to the penultimate paragraph.)
- With a **stronger class** discuss whether students think the conclusion is effective. How could it be improved?
- As an additional activity, if there is time, you could ask students to write an alternative conclusion.

3

Exercise 6 page 91

- Go through the task together. Students make a list of two or three arguments and supporting statements, and one counter-argument.
- This planning stage can be done by students working on their own or in pairs.
- Circulate and monitor, checking that students have a clear list of arguments and supporting statements.
- Feed in ideas and vocabulary as required.

Exercise 7 page 91

- Students write their opinion essay. Circulate and monitor, checking that students are following the suggested plan and using the language in exercise 4 and in exercise 4 on page 71. Don't correct errors of grammar, vocabulary or spelling at this stage. Encourage students to self-correct when they have finished writing.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an opinion essay. I have learned more expressions for giving opinions. I have learned expressions for introducing additional points.*

Get Ready for your Exam 5

LEAD-IN 3–5 MINUTES

- Write these questions on the board. *What is the most challenging thing you've ever done? Why did you do it? How did you feel before, during and afterwards?*
- Give students half a minute to plan what they want to say before discussing the question in pairs or small groups.

Listening

Exercise 1 page 92

GET READY TO LISTEN

- Focus on the photo. In pairs, students imagine where the two men are going and why. Remind them to use language of speculation: *may / might / could* and *looks like / looks as if / looks as though.*

Exercise 2 page 92

LISTENING EXAM TASK – SHORT ANSWERS

- Ask students to read the task. Explain that by reading through the questions before listening, students will find important information about the context that will help them to understand the listening better.
- Check students have good exam techniques by asking: *Will you hear the answers in the same order that the questions are written on the page?* (yes) *Why is it important not to spend too much time on one question?* (because the next answer will be contained in the next part of the recording)
- Explain that with short-answer questions, students should note down as many answers as they can when they first hear the recording. During the second listen they should check these answers and listen out for any they missed initially. Finally, they should look back over their notes and write the short answers, checking spelling and grammar at this stage. Draw attention to the fact that students are not required to write complete sentences. Play the recording twice.
- Students check answers in pairs. Check answers as a class.

Transcript 3.23 page 92

Presenter Welcome to today's edition of *One Life Only*. With us we have someone who has travelled across the Atlantic the hard way; let me introduce Jason McKinlay, who crossed the ocean in a rowing boat. So, Jason, why did you decide to embark on this particular trip?
Jason Well, I wanted to find the world's toughest physical challenge. I decided to enter the Atlantic Rowing Challenge – a rowing race covering nearly 3,000 miles from the Canary Islands in Europe to Barbados in the Caribbean. I asked a friend, Phil Carrington, if he would join me, and luckily, he said yes.
Presenter So what was the first thing you had to do?
Jason Find a boat. And then – learn to row!
Presenter My goodness! What else did you have to do to prepare for the journey?
Jason We had to do a lot of planning – plan the route and work out how much food and water to take for the journey. We decided to take sixty days' worth of food – a lot to fit into a small space!
Presenter And what was it like to be actually on the water?
Jason It was great – until day three! Then we were hit by our first storm. We had to stay in the cabin for eighteen hours. Two big guys in one tiny cabin – not comfortable!
Presenter Were the storms the worst thing?
Jason Well, there was the shark …
Presenter Really?
Jason It swam round, and then it went underneath the boat. They're strong enough to break the boat if they want to, but fortunately, this one wasn't interested! However, that evening I had to go into the water to clean under the boat. I was making a lot of noise and I was a bit worried that the shark might still be around to hear me. Suddenly, there was another noise – a bump, a bang and a thud! So I tried to climb back into the boat really fast!
Presenter Was it the shark?
Jason I'll never know!
Presenter And how long did the journey actually take?
Jason Fifty-one days. We were the first British pair to finish.
Presenter Wow! How did that feel?
Jason Fantastic! But we were extremely tired, and very thin! It took me a few weeks to get back to what I weighed before.
Presenter An amazing journey! Thank you, Jason, very much …

1 In a rowing boat.
2 It was nearly 3,000 miles.
3 They had to learn how to row.
4 Enough to last sixty days.
5 There was a storm.
6 It could have broken the bottom of the boat.
7 To clean under the boat.
8 It took fifty-one days.

Use of English

Exercise 3 page 92

USE OF ENGLISH EXAM TASK – MULTIPLE CHOICE CLOZE

- Remind students that only one word will fit in the context of the sentence and that the other two words are there as they represent common errors. Students will have to use their logic and grammar skills to find the correct missing word.
- Encourage students to read through the text to gain a general understanding. Elicit that the text is about a 72-year-old man who has broken a world record for cycling.
- Ask students to complete the task individually.
- Before checking the answers with the class, suggest students compare their answers in pairs.
- Ensure that students understand why the chosen words are correct.

1 B 2 A 3 C 4 C 5 B 6 B 7 A 8 B 9 C 10 C

Speaking

Exercise 4 page 92

GET READY TO SPEAK

- Write on the board: *Hotel problems.* Underneath write *dirty hotel room, cockroaches, rude hotel staff, food poisoning.*
- In pairs, students think of other problems that can occur in hotels.
- Monitor their conversations, helping with vocabulary as necessary.
- With a **weaker class**, feed back these ideas and elicit ways to avoid or solve them. In a stronger class, ask students to continue the task in their pairs without class feedback at this stage.

Exercise 5 page 92

SPEAKING EXAM TASK – ROLE PLAY

- Tell students they will do a role-play. One student is a guest in a hotel, the other is the hotel manager.
- Before students begin, elicit some language for making complaints, sympathising with complaints, emphasising points and agreeing to act on a complaint.
- Ask students to brainstorm vocabulary that they might need to talk about poor quality food, noisy nights and a badly equipped room.
- Students prepare for the dialogue by making notes, rather than writing it out. They then act out their dialogues, taking it in turns to be the guest and manager. Remind the student who is playing the part of the manager to reject some of the guest's arguments and suggestions.

Reading

Exercise 6 page 93

GET READY TO READ

- In pairs, students ask and answer the questions. Get feedback.
- Remind students that if they come across a word they don't know, they can sometimes guess it from the context. If they can't guess it from context, then it is best to ignore it, as it is not necessary to understand every word in order to be able to complete the task.

Exercise 7 page 93

READING EXAM TASK – MATCHING SENTENCES TO TEXTS

- Students do the reading task. Encourage them to underline the key words in sentences 1–6 and to look out for synonyms in the texts and underline those too.
- Check answers as a class, and ask students to tell you which part of the text they have underlined for each answer.

1 D 2 A 3 – 4 C 5 B 6 E

Writing

Exercise 8 page 93

GET READY TO WRITE

- Read through the task with the students. Refer students back to their speaking activity and elicit useful vocabulary.
- Ask students to imagine a situation if they don't have personal experience of bad accommodation.
- In pairs, students write a sentence about each problem. Monitor and note down any common errors and any particularly good use of English.
- Feedback as a class, drawing attention to good sentence construction.

Exercise 9 page 93

WRITING EXAM TASK – A FORMAL LETTER OF COMPLAINT

- Remind students that letters of complaint are formal and have a particular structure. Elicit appropriate opening and closing phrases, e.g. *Dear Sir/Madam, I am writing to complain about …, I would appreciate …, I look forward to hearing from you, Yours sincerely.*
- Explain to students that in an exam, letters are assessed in terms of form and content. Ask them what aspects of form an examiner will be looking out for in a letter (writer's address, addressee, date, salutation, paragraphs, appropriate language, etc.).
- Suggest that students adapt and use the sentences they wrote in the previous exercise.
- Give students 30 minutes to write the letter. When they have finished, they should check that the form of the letter is correct, that is, that they have included appropriate opening and closing phrases and divided their letters into an introduction, main body and conclusion. They should also check that they haven't missed out any of the required information. Finally, they should check their grammar and spelling.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised listening comprehension (short answers). I have practised a cloze task for the use of English section. I have practised doing a role-play. I have practised a reading comprehension (matching sentences). I have written a formal letter of complaint.*

10 Be creative

Map of resources

10A Vocabulary and listening
Student's Book p94, Workbook p84
Photocopiable Activity: 10A Spot the differences

10B Grammar
Student's Book p95, Workbook p85
Photocopiable Activity: 10B Participle clauses

10C Culture
Student's Book p96, Workbook p86
Photocopiable Activity: 10C A music festival

10D Grammar
Student's Book p97, Workbook p87
Photocopiable Activity: 10D Determiners

10E Reading
Student's Book pp98–99, Workbook p88
Photocopiable Activity: 10E Verb + noun collocations

10F Speaking
Student's Book p100, Workbook p89
Photocopiable Activity: 10F How far do you agree?

10G Writing
Student's Book p101, Workbook p90
Photocopiable Activity: 10G What I wanted to say was …

10 Review and Tests
Self Check 10: Workbook p91
Photocopiable Activity: 10 Review (Quiz)
Student Self-Test Sheets 10, 1–3 (TRCD-ROM)
Unit 10 Progress Tests & Short Tests (Test Bank CD)

Get Ready for your Exam 5
Workbook pp92–93

Units 9–10
Language Review: Student's Book p102
Skills Round-up 1–10: Student's Book p103
Review: Workbook p102

iTools Unit 10

Teacher's Resource Disk (TRCD-ROM)
Photocopiable Activities
Interactive Exercises (2 x Vocabulary, 4 x Grammar)
Warmers and fillers

10A Vocabulary and listening

Performers

LESSON SUMMARY

Vocabulary: musical performers; artists and artistic activities (VB)
Listening: musical performances
Speaking: talking about music and musical performers
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit the extension activity and set the Vocabulary Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Write these gapped phrases on the board: *put on* ____, *compose* ____ and *listen to* ____.
- Ask students which word can go in the gaps (music).
- Elicit further verbs which collocate with *music* (e.g. *download, write, play, perform, record, make*).
- In pairs, students talk about how important music is in their lives.

Exercise 1 page 94

- Focus on the photo and ask students what kind of music they think each of the people are performing (e.g. *classical music, rock music, rap, choral music, jazz*).
- Elicit answers and then ask students if they have ever performed these kinds of music.
- If any students answer yes, encourage the other students to ask further questions, e.g. *Do you play in a band? What's it called? Where do you perform?*

Exercise 2 page 94

- Focus on the task and then go through the words for musical performers. Words which might need clarifying are *busker* (someone who performs music in the street or other public place for money), *choir* (a group of singers who perform together, e.g. in a church or school), *folk* (traditional music from a particular region) and *string quartet* (a group of four players of classical stringed instruments, usually two violins, a viola and a cello).
- Tell students they are going to hear a sample of music followed by a short dialogue for each kind of performer.
- Play the recording. Students number the musical performers in the order they hear them.
- Students check answers in pairs. Check answers as a class. Model and drill the pronunciation of *choir* /ˈkwaɪə/, *DJ* /ˈdiː dʒeɪ/, *folk* /fəʊk/ and *orchestra* /ˈɔːkɪstrə/.

Transcript 3.24 page 94

1 **Girl** This is my favourite aria.
Man Shh!
2 **Boy** Shh! Don't clap now. That's just the end of the first movement.
3 **Man** Isn't this amazing?
Woman Yes, it is. A hundred voices all singing in harmony!
4 **Girl** I know this. It's really famous, isn't it?
Boy Yes. It's Beethoven's Fifth Symphony.
5 **Girl** What do you think of this track?

Boy It's OK. Some of the lyrics are really clever, but it's not my kind of music.
6 **Girl** It's time for the big drum solo.
Boy Let's go and get something to eat.
Girl Good idea.
7 **Boy** What's this tune?
Girl I've no idea. I can't hear the melody!
8 **Girl** He's got a good voice, hasn't he?
Boy His voice is OK, yes, but I'm sure he's playing the wrong chords!
9 **Girl** Doesn't this beat make you want to dance?
Boy No, not really.
10 **Singer** This next one's called 'Yon Maiden Is So Fair'. If you know the chorus, please join in. Eye-diddle-eye and a hey-diddle-dee and dill-doe-die-doe-dooooo.

1 an opera singer 2 a string quartet 3 a choir (photo D)
4 an orchestra (photo A) 5 a rapper (photo B)
6 a rock band (photo C) 7 a jazz band (photo E)
8 a busker 9 a DJ 10 a folk group

Exercise 3 page 94

- Students complete the sentences. Refer them to a dictionary if necessary.
- Play the recording again. Students match the sentences with the extracts.
- Explain that the sentences on the recording are similar but not the same as sentences 1–10.
- Check answers as a class.

Transcript 3.24 page 94

1 aria 2 movement 3 harmony 4 Symphony 5 lyrics
6 solo 7 melody 8 chords 9 beat 10 chorus

Extension

Write these gapped questions on the board: *Which song do you think has clever ____? Do you like music with a heavy ____? Can you play any ____ on the guitar or piano? Can you think of a song with a great guitar ____?*
(Key: lyrics, beat, chords, solo)

Students complete the questions with words from exercise 3 and then answer them in pairs.

With a **stronger class**, ask students to write two more questions using words from exercise 3.

Exercise 4 page 94

- Students write down which of the performers they would expect to hear in venues 1–7.

1 a DJ 2 a choir; an opera singer; an orchestra 3 a rock band; a rapper 4 a choir 5 a choir; an opera singer; an orchestra; a string quartet 6 a jazz band; a folk group; a rapper 7 a busker

Exercise 5 page 94

- In pairs, students complete the speaking task.
- Encourage them to answer the questions as fully as possible.

For further practice of Artists and artistic activities, go to:

Vocabulary Builder 10.1 page 136

2 plays 3 writes 4 sings 5 draws 6 does 7 makes
8 fiction 9 poetry 10 plays 11 screenplays 12 stars
13 role 14 stages

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can talk about different types of music and musical performers.*

10B Grammar

Participle clauses

LESSON SUMMARY

Grammar: participle clauses
Reading: a description of a picture
Speaking: describing a picture using participle clauses

SHORTCUT

To do the lesson in 30 minutes, set the Grammar Builder activities for homework.

LEAD-IN 3–4 MINUTES

- Write these questions on the board: *Have you got a favourite artist or work of art? Have you ever visited an art gallery? What did you see there? Who do you think is the most famous artist in the world?*
- In pairs or small groups, students discuss the questions.

Exercise 1 page 95

- Focus on the photograph. In pairs, students describe what they can see and answer the questions. Elicit ideas about how the photo was taken, but do not comment on students' suggestions at this stage.

Exercise 2 page 95

- Students read the text to check their ideas.

The photograph was produced without the use of computer software. (See Culture note.)

Culture note – Li Wei's photography

Li Wei is a Chinese artist whose work is a mixture of performance art and photography. His photograph *Boxing* is part of a collection called *Beyond Gravity*. In this series he uses mirrors, metal wires and scaffolding to create optical illusions.

Exercise 3 page 95

- Go through the *Learn this!* box together, asking different students to read out each point. Revise the differences between defining and non-defining relative clauses.
- Ask students which of the three examples contains a participle clause that replaces a non-defining relative clause.

The match, shown on TV this evening, will be watched by millions.

Exercise 4 page 95

- Students underline all the examples of participle clauses in the text.
- Before students answer questions 1 and 2, review the *Learn This!* box. Ask: *Do present participles replace active or passive verbs?* (active) *Do past participles replace active or passive verbs?* (passive)
- Remind students, if necessary, that defining clauses contain essential information, without which the sentence wouldn't make sense, whereas non-defining clauses contain non-essential information. In pairs, students answer the questions.
- During feedback point out or elicit that if there are commas, then the participle clause must be replacing a non-defining relative clause.

fighting on a skyscraper: defining relative clause; no commas
dressed in matching shorts and T-shirts: non-defining relative clause; commas
wearing blue boxing gloves: defining relative clause; no commas
measuring 176 x 366cm: non-defining relative clause; commas
currently exhibited by photographer Li Wei in Hong Kong: defining relative clause; no commas
born in China in 1970: non-defining relative clause; commas
produced without the use of computer software; non-defining relative clause; comma

Exercise 5 page 95

- With **weaker classes**, first ask students to identify the participle clauses in the text. Write the first two examples on the board and do them as a class. Students continue working in pairs. Check answers as a class.
- With a **stronger class**, students work on their own and then check their answers in pairs. Ask a student to read out the text, including the participle clauses, for the class to check their answers.

This picture, which is called *Boxing*, shows two men who are fighting on a skyscraper. The men, who are dressed in matching shorts and T-shirts, are very near the edge of the building. The man who is wearing blue boxing gloves is hitting the other man, who is about to fall. This large picture, which measures 176 x 366cm, is one of a collection of photos which is currently exhibited by photographer Li Wei in Hong Kong. Li Wei, who was born in China in 1970, is well known for his unusual and gravity-defying photographs, which are produced without the use of computer software.

For further practice of Participle clauses, go to:

Grammar Builder 10.1 page 125

1 A painting belonging to the Queen has been stolen.
2 These beautiful costumes, worn by famous opera singers, are for sale.
3 The star of the show is an actor known by most people as a TV presenter.
4 It was difficult for people sitting at the back of the theatre to hear all the words.
5 I bought a copy of the novel signed by the author.
6 This piece, written by my piano teacher, is one of my favourites.
7 The fast train, leaving in five minutes, will get you to London in less than an hour.

Exercise 6 page 95

- Students rewrite the sentences about *Boxing* using participle clauses. Do the first example together.
- Students check answers in pairs. Check answers as a class.

1 The man falling from the building is the photographer, Li Wei.
2 The city stretching into the distance is Beijing.
3 The photograph, taken in 2009, is part of a collection called *Beyond Gravity*.
4 Li Wei, born in Hubei, now lives in Beijing.
5 In 2006, Li Wei received an award for creativity, presented by the Getty Museum.

Culture note – The Getty Museum

The J. Paul Getty Museum, or Getty Museum, is an art museum in Los Angeles, California. It contains art from the Middle Ages to the present and is one of the most visited museums in the United States.

Exercise 7 page 95

- Working alone or in pairs, students find the things and people in phrases 1–6. They then complete the phrases with the correct participle form of the verbs in the box.
- Check answers as a class. Point out that participle clauses are useful when listing things we can see in a picture as it enables us to avoid repetition of *who* and *which*.

Culture note – *Li Wei falls ...*

Li Wei falls to the Earth is part of the *Li Wei falls ...* series in which the photographer's body is shown in various locations with his head buried in a building, lake, car windscreen, etc., while the rest of his body is perfectly straight.

1 lined 2 wearing 3 sitting 4 buried 5 chatting 6 carrying

Exercise 8 page 95

- Focus on the instructions and the example. Students take it in turns to make sentences to describe what they can see.
- Monitor students as they do the task, taking notes of good examples of sentences which include participle clauses as well as of errors.
- Use these for a feedback session at the end.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can correctly use participle clauses. I have learned about the art of Li Wei.*

10C Culture

Music festivals

LESSON SUMMARY

Reading: an article about music festivals
Listening: people talking about music festivals
Speaking: discussing music festivals
Vocabulary: compound nouns (VB)
Topic: culture, selected information about the countries of the target language

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and set the Vocabulary Builder activities as homework.

LEAD-IN 2–3 MINUTES

- Write *Festival* on the board and elicit different types of festival (e.g. film festival, arts festival, literary festival, science festival, food festival, music festival, jazz festival).
- In pairs, students describe a festival they have been to.
- Finally, ask students if they can name any international music festivals and say in which country they are held.

Exercise 1 page 96

- Students read the text quickly to find out how many festivals are mentioned and which sounds the most appealing.
- Check the answers and ask a few students to say which festival they would like to go to and why.
- Play the recording for students to listen to while they read the text again.

Transcript 3.25 page 96

six (Glastonbury Festival, Roch Werchter, T-Mobile INmusic Festival, The Garden Festival, Fiberfib, Sonar)

Exercise 2 page 96

- Students read the text again and decide whether the sentences are true or false.
- In pairs, students check their answers, justifying the true answers and correcting the false answers.
- Elicit the meaning of *Brits* (an informal word for British people).

1 true
2 true
3 false; It takes place near Leuven.
4 false; It's a small festival.
5 true
6 false; There isn't too much local culture.

Culture note – Glastonbury Festival

Glastonbury Festival is one of the world's largest music festivals. It was first held in 1970 and is now attended by around 150,000 people. Tickets usually sell out within hours of going on sale.
The festival is renowned for its muddy conditions when it rains, and newspapers often feature images of festival-goers covered head-to-toe in mud during the festival period.

Exercise 3 page 96

- Students complete the compound nouns and find them in the text to see whether they are written with a hyphen, as one word, or as two words.
- Ask which of the words refer to people (headline acts, festival-goers, music-lovers, line-up) and which to things / places (dance music, campsite, mainland Europe, shuttle buses).

1 headline acts 2 dance music 3 festival-goers
4 music-lovers 5 campsite 6 mainland Europe
7 line-up 8 shuttle buses

For further practice of Compound nouns (2), go to:

Vocabulary Builder 10.2 page 136

1 camp 2 headline 3 -goers 4 line- 5 shuttle
6 mainland 7 -lover

Extra activity – memory quiz

Tell students they have three minutes to read the text and try to remember as much information as they can because you are going to test them with a quiz.

After three minutes ask them to close their books, and read out the questions below. They write their answers and look back at the text to check.
In which part of England is Glastonbury? (the south-west)
In which year did the Rock Werchter festival start? (1975)
In which country does the T-Mobile INmusic festival take place? (Croatia)
What kind of music can people listen to at the Garden Festival in Croatia? (dance music)
What time does the music start playing in Benicassim in Spain? (at six o'clock)
In which city is the Sonar festival held? (Barcelona)

Exercise 4 page 96

- Tell students they are going to hear five people talking about music festivals. Ask them to read the opinions carefully and underline the key words. Tell them to listen out for words which are the same or similar to the key words.
- Play the recording once and check answers. With a **weaker class**, it may be necessary to play the recording again.

Transcript 3.26 page 96

Speaker 1 I love music – I'm definitely a music fan. All types, really. I listen to CDs a lot and my MP3 player too. But I'm not keen on going to festivals. You can't hear the music well because the sound system is never great. And anyway, most bands these days aren't really that good at performing live – they're much more used to recording in the studio. So on balance, I don't really like festivals.

Speaker 2 I go to rock concerts quite often, but the tickets for well-known bands cost a fortune! The great thing about a music festival is that I get to see four or five top acts in the same weekend. Sure, the ticket is expensive – but not as expensive as going to five different rock concerts!

Speaker 3 I like the idea of music festivals – being with friends in the open air, listening to great bands playing live – but the truth is, I'm not good with crowds. And somewhere like Glastonbury, there are thousands of people all crammed into a couple of fields. I don't think I could stand it! It's my worst nightmare, to be honest. So I watch it on TV every year instead.

Speaker 4 I've been to a few festivals over the years – with my tent. You know, camping. Now, I don't know if I've been unlucky, but every time, we've had serious problems with rain, mud, the whole lot. Once, I woke up and there was a river running right through the middle of my tent! Terrible! So now, I just think, I can't face it – not in Britain, anyway. Maybe somewhere with a warmer, drier climate!

Speaker 5 I love music festivals. Being in a crowd with thousands of other people, all enjoying the same thing, at the same time. It's great! At lots of festivals, there are people of all ages and backgrounds – you get eighteen-year-old students and sixty-year-old accountants all hanging out together. And they get on fine, because they've got something in common – they all love music.

1 e 2 b 3 g 4 a 5 d

Exercise 5 page 96

- In pairs, students discuss the questions. Circulate and monitor, contributing to the conversations as necessary.
- Get open class feedback from pairs of students.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss music festivals. I have learned about some music festivals in Europe. I have learned some compound nouns.*

10D Grammar

Determiners: *all, each, every, few, little,* etc.

LESSON SUMMARY

Grammar: determiners

Reading: a text about Stieg Larsson

Speaking: sentences with determiners

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and set the Grammar Builder activities for homework.

LEAD-IN 2–3 MINUTES

- Write these sentences on the board: *Do you ever do any creative writing? Would you like to write a novel one day? Why do people write novels? What skills and qualities do you need to be a successful writer?* In pairs or small groups, students ask and answer the questions.
- Conduct a brief class feedback session.

Exercise 1 page 97

- Focus on the photo and ask if anybody has seen the film or read the book. Find out what students already know about the author.
- Students read the text and answer the questions.
- Check answers as a class and ask further comprehension questions, e.g. *Where was he from? What were his political beliefs? Did he need a lot of sleep? How many novels did he send to a publisher?*

After he finished writing the books, Stieg Larsson sent them to a publisher. Unfortunately, he died before any were published.

Exercise 2 page 97

- Explain that the words in red are determiners. They are words that come at the beginning of noun phrases and show which or how many things we are talking about.
- Students look at the determiners and complete the table with ticks.

every + singular countable noun
each + singular countable noun
no + singular countable noun; + plural noun; + uncountable noun
any + singular countable noun; + plural noun; + uncountable noun
some + plural noun; + uncountable noun
all + plural noun; + uncountable noun
most + plural noun; + uncountable noun
much + uncountable noun
many + plural noun
few + plural noun
a few + plural noun
little + uncountable noun
a little + uncountable noun

Exercise 3 page 97

- Go through the *Learn this!* box together.
- Students find two examples of determiner + *of* in the text in exercise 1.

much of; any of

Language note – *each* and *every*

There are slight differences between *each* and *every*. *Each* can be used to talk about two or more people or things, whereas *every* can only be used to talk about three or more, e.g. *He had a bag in each hand,* not *He had a bag in every hand.*

Each is used to talk about individual people or things when you are thinking about them separately, while *every* is used when you are thinking about them as a group. So *each* is used to separate and *every* is used to generalise. *Every room in the museum is open to the public. Each room has its own theme.* In many cases, however, *each* and *every* are interchangeable.

For further practice of Determiners, go to:

Grammar Builder 10.2 pages 125–126

1 1 each; No; Any 2 Few; many; most; a few 3 much; some; no; little

2 1 a 2 c 3 b 4 a 5 c 6 b

Exercise 4 page 97

- Students complete the sentences with the correct determiner.

1 any 2 much 3 Some 4 no 5 Each 6 All

Exercise 5 page 97

- Go through the *Look out!* box together. Working alone, students complete the sentences with *few, a few, little* or *a little.*
- Students compare and justify their answers with a partner. Check answers as a class.

1 little 2 a little 3 few 4 little 5 a few 6 Few

Exercise 6 page 97

- Students choose the correct determiner to make sentences about their classmates.
- Make sure they understand they can use the same determiner as many times as they want.

Students' own answers.

Exercise 7 page 97

- For each sentence ask two or three students to read out their guesses. Then find out the truth about each sentence through a show of hands.
- NB: *A few* is very close in meaning to *some,* so you will have to establish exactly which number is the maximum for *a few* and which is the minimum for *some* within the context of your class size.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit the answer: *I can use determiners to say which and how many things I am talking about.*

10E Reading

Beautiful minds

LESSON SUMMARY

Reading: an article about two artists
Vocabulary: artistic verbs and nouns
Speaking: talking about special talents and abilities
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in and extension. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *Art* on the board and brainstorm different kinds of art (e.g. drawing, painting, photography, sculpting, computer graphics).
- Write on the board: *Do you enjoy doing art? What kind of art do you like doing? Are you good at it? Do you consider yourself to be a creative person?*
- In pairs, students discuss the questions.

Culture note – Beautiful minds

The title of the lesson, *Beautiful minds*, is a reference to the book *A Beautiful Mind* about the life of John Nash, a Nobel prize-winning mathematician, who suffers from paranoid schizophrenia. The book was made into a film starring Russell Crowe.

Exercise 1 page 98

- In pairs, students describe what they see in the photos in as much detail as possible. Remind them to include participle clauses.
- Ask a student to repeat their descriptions to the class.

Exercise 2 page 98

- Play the recording for students to listen to while they read the text. Then give them a time limit of one minute to answer the questions.
- Encourage students to underline the section of the text which contains the answer.

Transcript 3.27 page 98

1 Both artists have autism, or a condition similar to autism.
2 Both artists are able to produce works which are absolutely true to real life. Alonzo Clemons' sculptures are 'anatomically correct', and Richard Wawro's drawings are 'perfectly accurate'.

Exercise 3 page 98

- Students read the text again and answer the multiple choice questions.
- Students compare answers, explaining why the other options are wrong. Check answers as a class.

1 b 2 d 3 c 4 b

Exercise 4 page 99

- Students decide if the sentences are true or false for each artist.
- In pairs, students check their answers and correct the false sentences.

Clemons: 1 false; He was born in Colorado, USA. 2 true 3 false; His interest was in sculpture. 4 true 5 true
Wawro: 1 true 2 false; His teacher discovered it. 3 true 4 true 5 true

Exercise 5 page 99

- Students complete the chart and check their answers in the text.

1 sculpture 2 draw 3 painting 4 illustration 5 sketch 6 exhibit

Extension

Write these words and phrases on the board:

1 *'savants'*
2 *three weeks*
3 *weightlifting*
4 *his school bus, his breakfast, etc.*
5 *Margaret Thatcher*
6 *the USA*

Explain that they are answers to questions. Students write questions for the answers. Ask **stronger students** to write the questions from memory. **Weaker students** can refer to the text. (Key: 1 What do some doctors call people like Alonzo? 2 How long did it take Alonzo to create *Three Frolicking Foals?* 3 What does Alonzo enjoy doing at the gym? 4 What kind of things did Richard sketch? 5 Who described Richard as her favourite artist? 6 Which is Richard's favourite country to visit?)

Exercise 6 page 99

- Go through the task together. In pairs, students look at the photos of the two artists' work and choose which exhibition they would like to go to and why.
- Ask two or three pairs to explain their choice to the rest of the class.

Exercise 7 page 99

- In pairs, students talk about which of the abilities they would most like to have. Encourage them to give specific examples of what they would do if they had those abilities.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about two artists. I can talk about special talents and abilities.*

10F Speaking

Stimulus description

LESSON SUMMARY

Listening: a dialogue about choosing a show to see; a discussion about cultural activities

Grammar: *so* and *such*

Pronunciation: showing enthusiasm

Speaking: expressing enthusiasm and lack of enthusiasm; discussing cultural activities

Topic: culture

SHORTCUT

To do the lesson in 30 minutes, omit the lead-in activity and set the Grammar Builder activity for homework.

LEAD-IN 2–3 MINUTES

- Elicit the names of some famous ballets, musicals and operas. If you have time, you could set it as a competition to see which pair of students can come up with the most in two minutes.
- Ask: *When was the last time you saw a modern dance performance, a ballet, an opera or a musical? Tell your partner about it.* If students don't have much experience of these performances, ask them to talk about the last film they saw.
- Ask two or three students to report back on their partner's experience.

Exercise 1 page 100

- Focus attention on the posters. Play the recording. Students say which of the four shows the speakers decide to see. Elicit the answer.

Transcript 3.28 page 100

Ellie So, which of these shows are we going to see?
Alex I'm not sure. Personally, I'd rather go to a rock concert!
Ellie Yes, but Grandma wouldn't – and she's coming too, remember?
Alex Electricity – what is that exactly? Ballet?
Ellie No, it's modern dance.
Alex Modern dance? Hmm. It's not really my thing.
Ellie Why not?
Alex I don't know. It just doesn't appeal to me. I don't hate it, but I'd rather see something else.
Ellie That's a shame. Modern dance is interesting. I'm quite into it. And ballet.
Alex Personally, I don't fancy going to a ballet.
Ellie Why not? Do you think ballet's for girls?
Alex No. Well, yes, a bit. But that's not why I don't want to go. I think I'd be bored.
Ellie There's also this opera – *The Magic Flute*. Do you like opera?
Alex I wouldn't say I was a real fan.
Ellie Well, how about this musical – *Hairspray*?
Alex That sounds more fun. I don't know much about the show, though. Do you?
Ellie Not really, no. But I think it's about a TV dance show – I saw a bit of the film once.
Alex It won't be too heavy.
Ellie No, not at all. It should be really entertaining.
Alex Let's phone up and see if there are any tickets left.

Hairspray (the musical)

Exercise 2 page 100

- Students complete the sentences from the dialogue with one word.
- Play the recording again for students to check their answers.
- Go through the answers and practise some of the phrases by asking students questions, e.g. *Tell me something that's not really your thing. What kind of music are you into? What kind of film doesn't appeal to you?* Keep the questions and answers as pacy as possible.
- Highlight the use of *it should* to mean 'I expect it to' in number 7.

Transcript 3.28 page 100

1 my 2 appeal 3 into 4 I'd 5 say 6 sounds 7 be

Exercise 3 page 100

- Ask students to copy the lists and add the sentences in exercise 2. Make sure they write the sentences, not the sentence numbers.
- Play the recording for them to check their answers. Play it again for them to repeat, and encourage students to sound enthusiastic where appropriate.

Transcript 3.29 page 100

Expressing enthusiasm I'm quite into it; That sounds more fun; It should be really entertaining.
Expressing lack of enthusiasm It's not really my thing; It just doesn't appeal to me; I think I'd be bored; I wouldn't say I was a real fan.

Pronunciation note – *quite*

Quite (in sentence 3) has two different meanings. It can mean 'fairly, to some degree', or it can mean 'very, absolutely'. The speaker's stress and intonation will show which meaning is intended. *The show was quite good* (with the stress on 'quite') means 'It could have been better.' *The show was quite good* (intonation rising towards the end of the sentence) means 'It was very good.'

Exercise 4 page 100

- Go through the exam task and the instructions together. Students take it in turns to do the task.
- Ask two students to repeat the task in front of the class.

Exercise 5 page 100

- In pairs, students make notes to answer the questions. Circulate and monitor, helping with ideas and vocabulary as necessary.

Exercise 6 page 100

- Tell students they will hear two exam candidates answering the questions. Play the recording. Students say who answered which question and whether any of their ideas from exercise 5 were mentioned. Check answers and find out if students had any further ideas which were not mentioned by the candidates.

Transcript 3.30 page 100

Speaker 1 As I see it, they need to do something about the price of tickets. It can cost a fortune to buy a ticket for a musical or a ballet. Not only that, but there's the cost of transport – and maybe some food when you're out. It's such an expensive evening out. I really think that they should offer cheap tickets for students and other young people.

Speaker 2 I firmly believe that all civilised societies must offer cultural activities. You can't imagine a major city without a theatre or a concert hall. I also think that it's an important form of leisure. People work so hard these days. They need time to relax and to escape from their normal life. Going to the theatre or a concert or something like that is a great form of escape. Well, to my mind anyway.

Speaker 1 question 1
Speaker 2 question 2

Extra activity

Play the recording again and ask students to note expressions for giving opinions. Tell them that there are two per speaker. (Key: Speaker 1: As I see it; I really think; Speaker 2: I firmly believe; to my mind)

Exercise 7 page 100

- Go through the *Learn this!* box together. Students complete the sentences with *so, such* or *such a(n)*.
- Play the recording for students to check their answers. Explain or elicit the meaning of *posh*. (See Language note.)
- Reiterate the fact that *so* and *such* are used to emphasise an opinion and therefore pronounced with heavy stress and high intonation.
- You could play the recording again for students to repeat the sentences paying attention to the stress and intonation of *so* and *such*.

Transcript 3.31 page 100

1 such 2 so 3 such 4 so 5 so 6 such

Language note – *posh*

Posh means 'of a high social class', e.g. *Is opera only for posh people?* It is sometimes, but not always, used disapprovingly. It can either describe a person or things associated with people of a high social class, e.g. *posh restaurant, posh hotel, posh clothes, posh accent.*

For further practice of so *and* such, *go to:*

Grammar Builder 10.3 page 126

1 1 so 2 so 3 such 4 so 5 such 6 so

Exercise 8 page 100

- In pairs, students take it in turns to answer the questions in exercise 5 with the help of their notes.
- Circulate and monitor, making a note of general errors. Write them on the board at the end for students to correct.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can describe and give my opinion of an event. I can express enthusiasm and lack of enthusiasm. I can use 'so' and 'such' to emphasise an opinion.*

10G Writing

Book review

LESSON SUMMARY

Reading: a model book review
Vocabulary: talking about stories; describing books (VB)
Grammar: nominal subject clauses
Writing: a book review
Topic: culture

SHORTCUT

To do the lesson in 30 minutes, ask students to finish the writing task for homework.

LEAD-IN 3–4 MINUTES

- In pairs, students interview each other about their favourite book. Write these question prompts on the board:
  What / favourite book?
  When / read it?
  What / about?
  Why / like?
- Have a brief class feedback session.

Exercise 1 page 101

- With a **weaker class**, pre-teach *hole, treasure* and *detention centre*.
- Students read the book review and answer the questions.
- Students check answers with a partner. Check answers as a class, asking students to correct the false sentences and to elaborate on the true sentences.

1 false; It's a desert. 2 true 3 true

Exercise 2 page 101

- Students find phrases from exercise 2 in the review. Encourage them to work out the meaning of any unfamiliar words from the context.
- Check answers as a class and make sure students understand the meaning of *identify with* (feel that you can understand and share someone's feelings).

I identified with (the character of Stanley); The main character is (Stanley Yelnats); It was written by (Louis Sachar); It's an (adventure) story; I would definitely recommend it

Exercise 3 page 101

- Students use the phrases from the box in exercise 2 to complete the text about *The Lord of the Rings*.
- Students check answers in pairs. Check answers as a class.

1 It was written by 2 It's set in 3 it's the story of
4 The main character is 5 In the end,
6 a film was made of the book
7 I would definitely recommend it

Exercise 4 page 101

- Go through the *Learn this!* box together. Explain that in the second sentence the word *ending* is given emphasis because it is the last word in the sentence.
- You could explain that *nominal* is the adjective from 'noun', that the clause has the function of a noun and that is the reason it is followed by the verb *be*.
- Students find two sentences with nominal subject clauses in the text. Elicit them before asking students to rewrite them as ordinary sentences.

What they don't realise is that the Warden at Camp Green Lake is secretly looking for treasure: They don't realise that the Warden of Camp Green Lake is secretly looking for treasure.
What I will say is that the book keeps your interest right to the final page: The book keeps your interest right to the final page.
But what I liked most was the plot: I liked the plot most.

Exercise 5 page 101

- Students rewrite the sentences with nominal clauses starting with *what*. Do the first one or two sentences together on the board.
- Check answers as a class.

1 What all the characters are looking for is happiness.
2 What is really unusual is the setting.
3 What I loved was the twist at the end.
4 What the main character really needs is a holiday.
5 What I really enjoy reading is classic novels. / What I really enjoy is reading classic novels.
6 What Stephen King is famous for is writing thrillers.

For further practice of Nominal subject clauses, go to:

Grammar Builder 10.4 page 126

1
1 What I need is a new laptop.
2 What she's saying is she missed you.
3 What you need is a cup of coffee.
4 What they're looking for is a good dancer.
5 What they're doing is spending a year abroad.

2 (Possible answers)
2 What I'd like to have for dinner is a big steak.
3 What I enjoy (doing) in my free time is shopping.
4 What I usually wear to school is jeans and a sweatshirt.
5 What I'd like (to do) this summer is go to a music festival.
6 What I'm hoping to become is a journalist.

Exercise 6 page 101

- Go through the task together. Students think of a book they have read. This could be the book they spoke about in the lead-in task.
- Students copy out the table and write notes under the headings. Encourage them to include other appropriate information as well.
- Circulate and monitor, helping with vocabulary as necessary.

For further practice of Describing books, go to:

Vocabulary Builder 10.3 page 136

1 1 fast-moving 2 surprising 3 urban 4 detailed 5 likeable 6 colloquial

2 1 two-dimensional 2 surprising 3 fascinating 4 realistic 5 puzzling

Exercise 7 page 101

- Students add suitable vocabulary from the Vocabulary Builder activities to their notes.
- Go through the writing strategy together. Ask students why they think a review is written in the present simple. (A possible answer is that it sounds immediate and so has more impact.)
- Students write their review. Tell them to use as many phrases as they can from exercise 2, as these will not only help them to write a good accurate essay, but will also give them ideas of what to write about. Circulate and monitor, helping as necessary.
- When students have finished writing, they check their reviews against the checklist.
- After you have marked their work, you could display it in the classroom for other students to read.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a review of a book. I can use nominal clauses to emphasise information. I can talk about stories.*

Language Review / Skills Round-up

Language Review 9–10

Exercise 1 page 102

1 receipt; back 2 up; stock 3 off; bargain 4 around; sale
5 in; till

Exercise 2 page 102

(Possible answers)
1 c; cut 2 a; repaired 3 d; tested 4 e; developed / taken
5 b; repaired

Exercise 3 page 102

1 had got 2 wouldn't have come 3 'd had
4 'd have stayed 5 hadn't forgotten

Exercise 4 page 102

1 can't be 2 guess 3 doubt 4 looks 5 could be

Exercise 5 page 102

1 busker 2 DJ 3 choir 4 string quartet 5 orchestra

Exercise 6 page 102

1 That's my neighbour walking his dog.
2 This watch, belonging to my father, is worth a lot of money.
3 Listen to this song written by my teacher.
4 The bride, wearing white, walked down the aisle.
5 This is the DVD given to me for my birthday.

Exercise 7 page 102

1 The film was terrible, so few people came to see it.
2 Hurry up! We've only got a little time left!
3 Most teenagers don't play much sport.
4 Don't ask me. I have no idea where he is.
5 None of the exam questions were easy.

Exercise 8 page 102

1 kind of thing 2 doesn't appeal 3 sounds
4 particularly interested 5 really love

Skills Round-up 1–10

Exercise 1 page 103

Students' own answers.

Exercise 2 page 103

Transcript 3.32 page 103

Presenter Scene 1
Zara Hello?
Libby Oh, hi Zara. How are you?
Zara I'm fine thanks. I'm just going out. I've got a rehearsal at three.
Libby Oh, OK. Is Anna there?
Zara No, she's at work. But I can tell her you called.
Libby It's OK, I'll send her a text message. So, are you rehearsing for a new show?
Zara Yes, it's *Romeo and Juliet* – the ballet.
Libby Great! Are you Juliet?
Zara No, unfortunately not. Just one of the chorus! But it's a wonderful ballet. Very romantic!
Libby Yes, it's one of my favourites. Which reminds me, how are Mike and Anna getting on? Are they going out together yet?
Zara No. They hardly see each other. It's a shame. I mean, they really like each other, but they don't want to admit it! That's my theory, anyway.
Libby Mm. Maybe they need a bit of help.
Zara What do you mean?
Libby A bit of help getting together. We need a plan …
Zara Oh, I have to run – my rehearsal starts in ten minutes!

Presenter Scene 2
Zara Anna? Is that you?
Anna Yes, it's me. Hi Zara. How are you?
Zara Tired! I was at a rehearsal for four hours! Our director treats us like slaves!
Anna Poor you!
Zara What are you up to this evening?
Anna I'm going to stay in and watch a DVD.
Zara Is that my mobile?
Anna Yes. Shall I pass it to you?
Zara No, just read it out. I think it's a message from my dad.
Anna No, it's my friend Libby! She's sent you a message.
Zara Really?
Anna Yes. It says: 'Can you get me two tickets for *Romeo and Juliet*, please?'
Zara Oh … OK.
Anna Does that make sense to you?
Zara Yes, yes. That's fine. It makes sense.

Presenter Scene 3
Mike Hello.
Anna Hi, Mike. How are you?
Mike I'm fine. I've just had a call from your friend, Libby.
Anna Oh really. That's nice. Everybody's hearing from her except me!
Mike What?
Anna Oh, nothing. Go on. Why did she call you?
Mike It was a bit strange, really. I wasn't sure why she called. She asked me if I liked ballet.
Anna Oh. What did you say?
Mike I said I'd never been so I didn't know.
Anna Maybe she's planning to take you out.
Mike Yes, maybe! Anyway, what have you been up to recently? Do you fancy meeting up for a coffee this weekend?
Anna No, I don't think so.
Mike Oh! Are you busy?
Anna No. But it sounds like you're going to be busy – with my friend!

Anna thinks that Libby asked Mike if he liked ballet because she wants to go to see a ballet with him.

Exercise 3 page 103

1 c 2 a 3 d 4 a

Exercise 4 page 103

Students' own answers.

Exercise 5 page 103

She bought tickets for *Romeo and Juliet*. She pretended they were for her and Anna but then said she couldn't come, so that Anna would give her ticket to Mike. Her plan to get Anna and Mike together worked.

Exercise 6 page 103

1 T 2 F 3 T 4 F 5 F 6 T 7 T

Exercise 7 page 103

Students' own answers.

Get Ready for B2 Exams 1

LEAD-IN 3 MINUTES

- Put students in groups and ask them to note down as many famous artists or artworks as they can.
- Feed back as a class and ask students if they can classify the artists, e.g. modernist, surrealist, Renaissance, etc. Tell students they are going to prepare to read a text about a contemporary artist.

Reading

Exercise 1 page 104

GET READY TO READ

- In pairs, students discuss the questions. Encourage students to support their opinions with reasons and examples. Get some feedback from the class.

Exercise 2 page 104

READING EXAM TASK – MATCHING SENTENCES TO TEXT

- Remind students of the techniques for tackling a sentence-insertion reading comprehension, which they should now be familiar with. Students should first skim-read the text and sentences to get a general understanding. They then read the text again, stopping at the each gap to try to predict what kind of information might follow. Next they look at sentences A–F to see if the idea they predicted is there and then check to see if there are grammatical links, e.g. pronouns or linkers which confirm their choice.
- Remind students it is helpful to cross out the statements as they are used and that if there are any items they are unsure of, they should move on and come back to them later, when they should be able to fill gaps more easily by a process of elimination.
- Students complete the reading task. Check answers as a class.

1 B 2 F 3 C 4 A 5 D

Speaking

Exercise 3 page 104

GET READY TO SPEAK

- Put students in pairs and give them three minutes to write down as many adjectives as they can to describe the pictures.
- Feed back as a class and write unusual adjectives on the board. Encourage students to think of more adjectives, e.g. *creative, original, contemporary, joyful, traditional, classical, experimental.*

1 graffiti 2 jazz 3 classical sculpture
4 classical/orchestral music

Exercise 4 page 104

SPEAKING EXAM TASK – PICTURE-BASED DISCUSSION

- Draw attention to the first part of the task which focuses on the pictures and requires students to compare and contrast them. Elicit some useful vocabulary for comparing and contrasting, e.g. *on the other hand, in contrast, while, whereas.*
- Elicit that the remaining questions require students to give personal opinions. Remind students that they will earn more marks if they can elaborate on their answers with examples. To prepare, you could ask students to think about what art represented in the past (e.g. a way of explaining religious stories to the illiterate, an expression of wealth) and now.
- In pairs, students take turns to do the task, with one student being the examiner and the other the candidate. Encourage the examiner student to give feedback on how the candidate could improve.
- Monitor while students are doing the task, noting down correct as well as incorrect use of English to share with the class in a feedback session.

Listening

Exercise 5 page 105

GET READY TO LISTEN

- In pairs, students discuss the questions. Encourage them to support their opinions with reasons and examples.
- Have a brief class feedback session.

Exercise 6 page 105

- Focus students on the listening task. Remind students not to rely on general knowledge to answer the question because they need to listen to what the speakers are actually saying, as they may express ideas which do not comply with general knowledge.
- Elicit techniques that students have previously learned for dealing with a True or False listening comprehension task. Ask: *What should you do before the recording starts*? Elicit: *Underline the key words in the statements. Think of synonyms that you might hear. Listen carefully to the recording when it is played a second time, even if it seems easy.*
- Give students 30 seconds to read the sentences and prepare to listen.
- Play the recording twice.
- Check answers as a class, getting students to correct the false sentences.
- With a **weaker class**, you could play the recording again, stopping where necessary so that students can check their answers.

Transcript 3.33 page 105

Guide Ladies and gentlemen, we are now approaching Stonehenge. Look out of the window to your left and shortly you will see in the distance this amazing stone circle. There it is! The stones are so tall and the countryside is so flat and bare around it. Imagine how it looked to a Neolithic traveller, walking over the fields towards it for the first time.

How old do you think this stone structure is? Work started at Stonehenge in 3000 BC and continued for over a thousand years. The stones have now been standing here for over 3,500 years. And we still don't know exactly how or why Neolithic man built it. You will be able to see this mysterious monument more clearly and find out more about it on our guided tour.

Now, everybody, in a few minutes we will arrive at the main car park, where the coach will stop for an hour. You can leave all of your bags and belongings on the coach, if you wish. Take a jacket, however, as it might start to rain. We will make our way in a group down to the entrance. We don't have to queue as our tickets are pre-paid. However, we will stop to pick up audio guides for those of you who would like them. The guides are available in many languages, and take about 30 minutes to listen to.

Then we will go through the tunnel under the road to the monument itself. Please follow me at all times. You must stay on the paths around the monument. I'm afraid you are not allowed to go up to or touch the stones themselves. However, don't worry – you will get a good, clear view from the designated walkways. After we have toured the site, there will be time for refreshments at the small café, before we have to head back to the car park. Now, are there any questions before we leave the coach?

1 F, Stonehenge is on the left, but it is in the distance.
2 F, the final structure took over a thousand years to build. It was finished over 3,500 years ago.
3 T
4 T
5 F, there are designated walkways.

Use of English

Exercise 7 page 105

USE OF ENGLISH EXAM TASK – WORD FORMATION

- Remind students that they should first read through the text, ignoring the gaps, to understand the gist of the piece.
- Students should then look at each gap and work out what type of word is needed using their logic and knowledge of the language.
- Ask students to complete the task individually and then to compare their answers in pairs.
- When you check answers with the class, first ask what type of word was used in each gap before you check their word formation (noun: 2, 3, 7, 8, 9; adj.: 1, 4, 10; past participle: 5; adverb: 6).

1 rewarding 2 reality 3 behaviour 4 offensive
5 identified 6 Typically 7 visitor 8 rejection
9 isolation 10 prepared

Writing

Exercise 8 page 105

GET READY TO WRITE

- In pairs, students classify the expressions.

Contrasting although, but, however, on the one / other hand, whereas
Adding besides, furthermore, moreover, what is more
Giving an example for example, for instance, since
Concluding in conclusion, to conclude, to sum up
Giving a reason as, because, so

Exercise 9 page 105

- Encourage students to identify the function of the words when making their selections. Ask for this information when checking answers with the class.

1 although 2 Besides 3 On the other hand, 4 Moreover,
5 but 6 as 7 To conclude

Exercise 10 page 105

WRITING EXAM TASK – OPINION ESSAY

- Write *Opinion essay* on the board. Elicit useful expressions, e.g. *In my view / opinion …, I believe / think / feel that …* Refer students back to the expressions in exercises 8 and 9 as all of these are potentially useful in an opinion essay.
- Remind students that it is crucial to plan their work before they start to write. Stress the importance of paragraph division and elicit that each paragraph should cover one idea.
- Encourage students to make notes for each paragraph.
- Remind students to give themselves time to check their work. They should check for accuracy and content. They should remember to provide examples to support their opinions.
- Allow 45–60 minutes for students to complete the task. You might like remind students when they should stop planning. You could also indicate when they have 10–15 minutes left so that they can check their work.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised Reading comprehension (matching sentences to texts). I have practised comparing and contrasting pictures and a picture-based discussion. I have practised listening comprehension (True or False). I have practised word formation. I have practised writing an opinion essay.*

Get Ready for B2 Exams 2

LEAD-IN 5 MINUTES

- Write *Challenges* on the board. Ask students to describe what it means.
- In pairs, students list extreme physical challenges which some people undertake, e.g. climbing mountains, walking to the North / South Pole, swimming in the Amazon, sailing around the world.
- Feedback as a class and elicit adjectives to describe the nature of the challenges (*treacherous, demanding, foolhardy, isolating*) and the personality of the people involved (*brave, adventurous, ambitious, solitary, passionate, driven*).

Reading

Exercise 1 page 106

GET READY TO READ

- In pairs, students discuss the questions.
- Feed back as a class.

Exercise 2 page 106

READING EXAM TASK – MULTIPLE CHOICE

- Remind students of the techniques for tackling a multiple-choice task.
- Students should skim-read the text to get a general understanding. They should then read the questions and locate the paragraphs which contain the answers. The order of the question follows that of the text.
- The students should scan the relevant paragraph to find the information. It is often useful to start by eliminating options which are definitely wrong. Students should never choose an option without eliminating all three of the other options first.
- Check answers as a class and ask students to justify their answers, explaining why the other options are incorrect.

1 D 2 A 3 C 4 A 5 B

Speaking

Exercise 3 page 106

SPEAKING EXAM TASK – COMPARE AND CONTRAST

- Elicit that speaking tasks often start with picture description and then move onto a general discussion where students are meant to give their opinions and share their experiences.
- Start by asking for suggestions about what each picture shows. (Photo 1 shows competitors in the Marathon des Sables, an endurance race across the Sahara Desert. Photo 2 shows someone with his head in a tank full of cockroaches.)
- In pairs, ask students to take turns in being the candidate and the examiner. Monitor while students are doing the task.
- Feed back by highlighting good use of English and correcting any common errors.

Listening

Exercise 4 page 107

GET READY TO LISTEN

- Students complete the expressions with the help of a dictionary if necessary.
- Check answers as a class and practise the pronunciation of *candidate* /ˈkændɪdət/, *government* /ˈgʌvənmənt/ and *democracy* /dɪˈmɒkrəsi/.
- Elicit explanations for *every vote counts* (every vote is important and makes a difference), *run in the election* (be a candidate in an election), *have the right to vote* (be legally allowed to vote / be morally entitled to vote).

1 counts 2 fed up 3 candidate 4 vote 5 right 6 worth 7 election 8 democracy 9 the Government

Exercise 5 page 107

- In pairs, students describe what they can see in the photo using expressions from exercise 1. Ask a strong pair to repeat their description in front of the class.
- Again in pairs, students discuss whether it is important to vote. Discuss their ideas as a class.

Exercise 6 page 107

LISTENING EXAM TASK – MATCHING STATEMENTS TO SPEAKERS

- Ask students to read the task instructions and make sure that they are clear that they use each letter once only and that there is one letter they don't need.
- Give students 30 seconds to read through sentences A–E. Remind them that this pre-listening preparation stage is crucial. They need to be thoroughly familiar with the content of the statements in order to be able to quickly relate the information on the recording to the correct one. Underlining key words often helps with this.
- Remind students that this task tests gist understanding and that it is not essential that they understand every word.
- Play the recording twice.

Transcript 3.34 page 107

Speaker 1 Some people say that it doesn't matter whether you vote or not, because one vote won't change the result. They say that you are just one voice in a crowd of millions. But if everybody thought that their vote didn't count, then nobody would get elected. Think of it this way – your vote might just be the deciding vote. Voting means that all voices are heard, no matter whether they're big or small.

Speaker 2 What I don't understand is why people in Western countries don't all vote. In the USA only thirty to forty percent of people vote. That's less than half the population! Where I come from we want to vote, but we can't. We want our leaders to hear our opinions. We want democracy, but we don't have it yet. We have been fighting for it for decades and we are still fighting for it. In many countries like mine, people who disagree with the Government go to prison. Imagine that! You are lucky to be able to vote, so use this opportunity!

Speaker 3 I don't think I'm going to vote this time. I'm fed up with politicians. I would vote, but there's nobody worth voting for. I've listened to everybody who is campaigning in this election, and I think they all sound the same. Their policies all sound negative. All they do is criticise the other candidates. I wish someone would come along who said something different. I really would like to see someone with a new approach. I'd like to hear a new message, and I'll only vote when this happens.

Speaker 4 I'm going to vote for the very good reason that I'm a woman. Every time I get fed up with politics and politicians I remember that, not so long ago, women didn't have the right to vote at all. We were regarded as second-class citizens and our opinions weren't worth having. British women at the beginning of the last century fought against this. Many went to prison, and one woman threw herself under the King's horse to bring this injustice to people's attention. She died of her injuries. If I don't vote, then she died for nothing.

1 B 2 A 3 E 4 C

Use of English

Exercise 7 page 107

USE OF ENGLISH – OPEN CLOZE

- Remind students that they need a general comprehension of the text before they can make connections between particular sentences and ideas. Encourage them to read the text through first without concentrating on the missing words.
- In a **weaker class**, look at the first gap together. Ask which type of word is needed (verb) and elicit the missing word (*was*). Remind students that they need to use logic and their language knowledge to find the missing words. For example, the second gap logically needs to be filled with *After*, which students can determine by comprehending the preceding sentences.
- Students complete the task individually, then compare answers in pairs before you check answers with the class.

1 was 2 After 3 as 4 to 5 to 6 any 7 with
8 have 9 of 10 of

Writing

Exercise 8 page 107

GET READY TO WRITE

- Encourage students to work out what type of word they need to complete each expression before they make their selections from the word pools.
- In pairs, students complete the expressions.
- Feed back as a class. When students read their answers, ask them to use the expressions in a sentence, e.g. *As I see it, students should have more time to revise.*
- Encourage students to make a note of all these expressions as they will be useful in their exams.

Giving as opinion:
1 see 2 mind 3 convinced 4 concerned 5 seems

Presenting an argument:
1 hard 2 can 3 evident 4 worth 5 remember

Presenting an opposing argument:
1 hand 2 spite 3 said 4 argue 5 say

Exercise 9 page 107

WRITING EXAM TASK – DISCUSSION ESSAY

- Write *Discussion essay* on the board. Refer students back to the expressions in exercise 8 as all of these are potentially useful in a discussion essay.
- Explain that students should present more than one side of an argument for their work to be balanced. They should include ideas for and against the statement.
- Remind students that it is crucial to plan their work before they start to write. Stress the importance of paragraph division for clarity.
- Help students organise their essay by asking the class for various opinions about the statement. They should also think of opinions that other people might have. (*International money can be invested locally. Corrupt governments misuse funds. People are encouraged to start up self-sustaining businesses.*)
- Encourage students to make notes for each paragraph.
- Remind students that when they have finished, they should check for accuracy and content.
- Allow 45–60 minutes for students to complete the task. You might like to remind students when they should stop planning. You could also indicate when they have 10–15 minutes left so that they can check their work.

Lesson outcome

Ask students: *What have you learned / practised today? What can you do now?* and elicit answers: *I have practised reading comprehension (multiple choice). I have practised comparing and contrasting pictures and a picture-based discussion. I have practised listening comprehension (matching statements to speakers). I have practised an open cloze task. I have practised writing a discussion essay.*

Workbook answer key

Unit 1

1A Vocabulary and listening

Fashion

Exercise 1 page 4

Materials: cotton, nylon, velvet
Patterns: checked, flowery, spotty, stripy
Shape: full-length, loose, short, tight
Texture: fluffy, lacy, smooth
Other: long-sleeved, matching

Exercise 2 page 4

1 cool + 2 awful – 3 trendy + 4 elegant + 5 great +
6 beautiful + 7 old-fashioned – 8 smart +

Exercise 3 page 4

2 correct
3 It's a trendy, baggy top.
4 They're spotty, wool socks.
5 They're stylish, stripy trousers.
6 They're scruffy, brown high-heeled boots.
7 It's a cute, furry jacket.

Exercise 4 page 4

Transcript LISTENING 2 page 4

1 **Lizzie** Hi Steve. How was your weekend?
Steve Really bad. I went shopping with my mum to get some new trousers. I tried on lots, but I didn't like any of them. We had a big argument and in the end we went home without buying any trousers. I bought this, though. What do you think?
Lizzie Well, it's a plain, grey T-shirt, Steve.
Steve Don't you like it?
Lizzie Sorry, but I think it looks really scruffy.
Steve You're just as bad as my mum!

2 **Andy** Hello Beth. What are you doing here?
Beth Hi Andy. I need some new clothes, so I was hoping to find something cheap in the sales.
Andy Have you had any luck yet?
Beth Well … I bought some shiny, black trousers in the shop next door. Do you want to see them?
Andy Go on then. Let's have a look.
Beth There! What do you think?
Andy Really trendy!
Beth I just need to find a top to go with them now.
Andy Well, good luck!

3 **Laura** Hiya. You're late. Where have you been?
Craig I'm exhausted! I've been in town all day trying to find you something nice for your birthday.
Laura I was wondering what was in that bag. Can I see?
Craig Sure. Here you are. Happy Birthday!
Laura Wow! The box is quite big.
Craig Go on. Open it, then!
Laura Oh! You've got me some sparkly, red shoes!
Craig I hope they're the right size. Why don't you try them on and see?
Laura They're really cute! Thanks Craig.

4 **Martin** Right, I'm ready to go. How about you, Sarah?
Sarah Yes. Just a minute. I have to find some shoes.
Martin Are you wearing those? They're awful!
Sarah Sorry, but I like them! Anyway, what are you wearing under your jacket?
Martin I'm wearing that tight, yellow top I bought yesterday.
Sarah Take off your jacket, then and let's have a look.
Martin Oh, all right. Well?
Sarah Um … It's a bit old-fashioned.
Martin Well, I'm not getting changed again, so let's just go.

Dialogue 2 (some) trousers. Yes, they're (really) trendy.
Dialogue 3 a pair of shoes / some shoes. Yes, they're (really) cute.
Dialogue 4 a top. No, it's (a bit) old-fashioned.

Exercise 5 page 4

good-looking, high-heeled, long-legged, old-fashioned, tight-fitting

Exercise 6 page 4

1 high-heeled 2 tight-fitting 3 long-legged
4 old-fashioned 5 good-looking

1B Grammar

Present tense contrast

Exercise 1 page 5

1a wear 1b 'm / am wearing 2a is, leaving 2b does, leave
3a take 3b are, taking 4a doesn't see 4b isn't seeing
5a 's / is starting 5b starts 6a does, work 6b Is, working

Exercise 2 page 5

1 a 2 c 3 a 4 c 5 b 6 b 7 a 8 a 9 b

Exercise 3 page 5

1 I'm tired. I want to go home now.
2 correct
3 We don't believe in ghosts.
4 correct
5 correct
6 Your car is very old. You need a new one.

Exercise 4 page 5

2 don't know 3 are, worrying 4 is going 5 don't want
6 understand 7 need 8 meeting

Challenge! page 5

Students' own answers

1C Culture

Big Brother

Exercise 1 page 6

1 police 2 crime 3 criminals 4 surveillance 5 safety
6 guilty 7 police state 8 technology 9 information

Exercise 2 page 6

1 T 2 F 3 F 4 F 5 T

Exercise 3 page 6

Transcript LISTENING 3 page 6

Speaker 1 It sounds like something out of a science fiction film to me! I guess large public buildings would be safer with this technology and you wouldn't have to employ so many security guards to control the people coming in and out. Yeah, I think it's a good idea.

Speaker 2 I reckon this is great! I think everyone should have one. I mean, imagine an earthquake happening in your hometown. What would you do if some building fell on top of you? These tags would help someone find you and they could actually save your life!

Speaker 3 I think that this is a crazy idea! I don't want my mum always knowing where I am! It's OK for small kids who can't find their parents in a supermarket or something, but I don't want to feel like someone is watching me all the time. No, I don't like this idea at all!

Speaker 4 I'm not sure what I think about this. I don't have any pets, so I don't know how useful this would be. I guess you would be able to find them more quickly if they disappeared, but personally I'm not sure if humans should have them in their body.

1 a 2 c 3 e 4 b

Challenge! page 6

Students' own answers

1D Grammar

Verb patterns

Exercise 1 page 7

1 going out 2 to see 3 to watch 4 to finish 5 laughing
6 to go 7 to help 8 doing

Exercise 2 page 7

1 studying 2 to learn 3 doing 4 studying 5 to go out
6 taking 7 going 8 lying

Exercise 3 page 7

1 to be 2 to become 3 appearing 4 giving 5 to use
6 to launch 7 to impress 8 working

Exercise 4 page 7

1 to say 2 drinking 3 to post 4 to fix 5 to buy
6 visiting 7 to cycle

Challenge! page 7

1 offer 2 plan 3 threaten 4 admit 5 carry on 6 risk
Students' own answers

1E Reading

Eyeborg

Exercise 1 page 8

2 unusual 3 impossible 4 uncomfortable 5 irreversible
6 dissatisfied

Exercise 2 page 8

He has a false eye with a wireless video camera inside it.

Exercise 3 page 8

1 b 2 c 3 a 4 c 5 a

Challenge! page 8

Students' own answers

1F Speaking

Photo description

Exercise 1 page 9

1 in 2 in 3 to 4 In 5 with 6 on

Exercise 2 page 9

2 a 3 f 4 b 5 c 6 e

Exercise 3 page 9

2 I've never really thought about that.
3 It's difficult to say, really.
4 Let me think about that for a moment.
5 Well, I suppose …

Exercise 4 page 9

Transcript LISTENING 4 page 9

The photo shows a scene in the street – maybe outside a restaurant or a club. There's a car in the bottom left-hand corner of the photo. Er … let me see. It's daytime, I think. But it doesn't look very sunny - there aren't any shadows.
The man and woman in sunglasses are celebrities. He looks like David Beckham. And the woman is his wife … er, what's her name? Let me think about that for a moment … Victoria! Yes, they're definitely David and Victoria Beckham. She's wearing a white top with a black triangle on it. He's wearing a big cardigan with a picture of horses on it. The people in the background look like journalists and cameramen.
The Beckhams look calm. David is putting his arm around Victoria and smiling. She isn't smiling, but she doesn't look worried. A man with a large watch is pointing to the car. He looks as though he's telling the Beckhams to get in. I expect they're leaving somewhere. The cameramen look as if they're filming them.

a 3 b 1 c 2

Exercise 5 page 9

1 doesn't look 2 looks like 3 look like 4 look
5 doesn't look 6 looks as though

Exercise 6 page 9

Students' own answers

1G Writing

An informal letter

Exercise 1 page 10

1 Dear Markus
2 I'm 17 years old
3 a group of friends
4 Write soon
5 Best wishes

Exercise 2 page 10

1 C 2 D 3 B 4 A

Exercise 3 page 10

1 loads of 2 pick you up 3 Write 4 I'm into 5 gets in

Exercise 4 page 10

Students' own answers

Exercise 5 page 10

1 My hometown is in the north of England.
2 What time does your plane arrive?
3 I'm into playing computer games.
4 Do you live in the town centre?
5 We can pick you up from the station.
6 The weather is often cold and sunny / sunny and cold.

Exercise 6 page 10

Students' own answers

Unit 1 Self Check

Exercise 1 page 11

1 fluffy 2 velvet 3 checked 4 matching 5 smooth

Exercise 2 page 11

1 a long, leather coat 2 some beautiful, velvet trousers
3 a baggy, cotton shirt 4 my new, stripy skirt
5 a long-sleeved, wool jumper

Exercise 3 page 11

1 ir- 2 dis- 3 im- 4 un- 5 un- 6 in-

Exercise 4 page 11

1 makes 2 Are, going 3 're / are meeting 4 isn't raining
5 don't need 6 Do, want 7 're / are complaining

Exercise 5 page 11

1 to lend 2 arriving 3 wearing 4 speaking 5 to do up
6 going 7 to take

Unit 2

2A Vocabulary and listening

How did you feel?

Exercise 1 page 12

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

Exercise 2 page 12

1 about 2 with 3 of 4 with 5 of 6 about

Exercise 3 page 12

Transcript LISTENING 5 page 12

Presenter Hello and welcome to *Mind over Matter*. On today's programme we're going to discuss one of the most negative emotions a person can feel – jealousy. Psychologist Eleanor Pearce is here in the studio to tell us a bit about it. Eleanor?

Psychologist Well, you're absolutely right, Jimmy, jealousy really is a negative emotion and it can create some very negative feelings, like being angry, feeling fed up and even depressed. Now, it's very normal to feel jealous if an attractive person comes up to your boyfriend or girlfriend, and starts talking to them. However, you don't become jealous just because the person you love is paying attention to someone else. In fact, the problem is inside you and is not caused by the situation or events happening at that moment.

Presenter So perhaps we feel jealous because we are afraid about something?

Psychologist Exactly. If you're feeling jealous, it's often because you don't feel confident about yourself as a person. Your feelings of jealousy are related to your self-esteem; in other words, your own opinion of your character and your abilities. If your self-esteem is low, you can improve it by thinking positive thoughts about yourself. Every day, write down three things about yourself that make you happy. Another common cause for jealousy is fear and insecurity about losing the person you are with. The best way of dealing with this is communication.

Presenter So, the best thing to do is talk about the problem …

Psychologist That's right. Tell your boyfriend or girlfriend that you're feeling jealous and ask them if they find the other person attractive. Their answer will probably make you feel more confident, and the fact that you asked the question in the first place will make you feel better.

Presenter Thank you, Eleanor Pearce, for that advice. And now the lines are open to take some calls from our listeners. And our first caller is …

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

Exercise 4 page 12

2 hesitation 3 pride 4 sadness 5 confusion 6 kindness
7 enjoyment 8 boredom

Challenge! page 12

Students' own answers

2B Grammar

Past tense contrast

Exercise 1 page 13

1 got 2 weren't listening 3 didn't have 4 had answered
5 was following 6 had got 7 did 8 did you feel

Exercise 2 page 13

2 She hadn't brought her camera so she didn't take a photo.
3 We weren't amused because the film wasn't funny.
4 I'd read the book so I wanted to see the film.
5 He didn't feel homesick because he wasn't staying with an English family.
6 You weren't feeling guilty because you hadn't made a mistake.
7 We went out because it wasn't raining.

Exercise 3 page 13

1 Did you feel upset after the argument?
2 I didn't have breakfast this morning.
3 You were looking fed up at the party.
4 correct
5 They weren't enjoying the music so they went home.
6 correct
7 She was jealous because he'd seen his ex-girlfriend.
8 We took some great photos at the festival.

Exercise 4 page 13

1 came 2 had found 3 wanted 4 put 5 went
6 had escaped 7 searched 8 were looking 9 was holding
10 had discovered 11 made 12 kept

Challenge! page 13

Students' own answers

2C Culture

Remembering the past

Exercise 1 page 14

1 comrades 2 war 3 casualties 4 conflicts 5 battlefield 6 officer 7 Poppies

Exercise 2 page 14

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

Exercise 3 page 14

Transcript LISTENING 6 page 14

Interviewer Beryl, how old were you when you were evacuated?
Beryl I was ten. It was the spring of 1941 and the Second World War had started two years before.
Interviewer Why did your parents think you would be safer in the country?
Beryl Well, we lived in Plymouth, a large city in the south-west of England. Plymouth is on the coast and it has a port. At that time, it had an important naval base and so there had been a lot of bombing already. Then we were told that the situation was going to get much worse, so my parents started thinking about sending us to Cornwall.
Interviewer How many of your family were evacuated?
Beryl Only my sister Sylvia and me. I've got five brothers and sisters, but we were the youngest, and so we were the ones my parents thought should go. We weren't evacuated together though, as we were going to different schools at the time. We both went to Cornwall, but my sister was sent to Truro with her classmates, and I went to Newquay with mine.
Interviewer How did you travel?
Beryl We went by train. I don't remember much about the journey except that we all had little suitcases, and boxes with our gas masks in, tied up with string.
Interviewer What was your host family like?
Beryl All I can remember is that the mother was called Mrs Pascoe and she had a daughter called Hilda. I stayed there with another girl from my school called Sheila. We both went to school with Hilda and sometimes she took us to the beach to play.
Interviewer How long were you away from home in the end, Beryl?
Beryl I don't really know. It seemed as if I was there for years, but it could only have been about two or three months. I was really relieved when I got back home, but that feeling didn't last long as the bombing hadn't stopped. In fact, our house was bombed soon after we returned. Fortunately no one was hurt, but there was nothing left of our house or our belongings.

She thinks she was evacuated for about two or three months.

Exercise 4 page 14

1 a 2 c 3 c 4 b 5 a 6 c

Challenge! page 14

Students' own answers

2D Grammar

used to

Exercise 1 page 15

1 used to walk 2 used to share 3 didn't use to play
4 Did, use to read 5 didn't use to like
6 Did, use to be 7 didn't use to wear

Exercise 2 page 15

1 I used to enjoy watching cartoons.
2 Did you use to wear glasses?
3 correct
4 He used to have a motorbike.
5 correct
6 I didn't use to have a computer.

Exercise 3 page 15

2 Did she use to have long hair?
3 We used to live in an apartment.
4 I didn't use to do any exercise.
5 Did you use to be very shy?
6 We didn't use to go on holiday.

Exercise 4 page 15

1 b 2 c 3 a 4 a 5 b 6 b 7 a 8 c

Exercise 5 page 15

1 's / is used to 2 used to 3 's / is used to 4 aren't used to
5 used to 6 'm / am used to

Challenge! page 15

Students' own answers

2E Reading

Amnesia

Exercise 1 page 16

1 solve 2 recognise 3 conclude 4 doubt 5 recall
6 memorise 7 realise 8 remind

Exercise 2 page 16

1 He lost his memory because of a virus.
2 He remembered that he had a wife and that he loved her.
3 She realised that she couldn't live without him and married him again.

Exercise 3 page 16

1 c 2 f 3 d 4 a 5 b

Challenge! page 16

Students' own answers

2F Speaking

Narrating events

Exercise 1 page 17

2 How rude! 3 What a shame! 4 What a mess!
5 What a shock! 6 How lucky! 7 How strange!

Exercise 2 page 17

Transcript LISTENING 7 page 17

Alan And now here's Jamie Arndale with the week's alternative news stories. Jamie, what have you got for us today?
Jamie Well, the first story is about a wedding, Alan.
Alan A wedding? Anyone we know?
Jamie No, no. This actually happened to an American couple: Katy Miles and Bill Sullivan.
Alan OK, so what happened?
Jamie Well, after the wedding – it was a romantic ceremony on a clifftop by the sea – the couple went down to the beach for the wedding photos. They found the perfect spot, right next to the water. The photographer took a few lovely shots and then disaster struck.
Alan Well, go on! Tell us what went wrong!
Jamie Remember that I told you they were standing very close to the sea?

Alan Yes.
Jamie Well, suddenly, this enormous wave came in and covered the couple with water. They were both extremely surprised and … completely wet!
Alan What a nightmare! So what did they do?
Jamie Well, what would you do? They got out of the sea and tried to dry themselves off. But then something else went wrong.
Alan What? What happened?
Jamie As they were leaving the beach, the man discovered that he'd lost his wedding ring – he thought he had lost it in the water.
Alan Oh no!
Jamie Yes, but don't worry. He found it again. He went back to where they had been standing and looked around on the sand. And a few minutes later, he saw something shiny at the edge of the sea. It was his ring!
Alan That was lucky!
Jamie Yes, it was. Really lucky! So he picked up the ring, dried it off and put it back on his finger. Then he went back to his wife, who was waiting in the car, and they drove home.
Alan What a great story, Jamie! Have you got any more like that?

1 g 2 h 3 d 4 a 5 f 6 b 7 i 8 c 9 e

Exercise 3 page 17

1 Did you hear 2 Tell me about it. 3 suddenly
4 What a nightmare! 5 Eventually 6 That was lucky!

Exercise 4 page 17

1 what happened 2 about it 3 nightmare 4 eventually
5 lucky

Exercise 5 page 17

Students' own answers

Exercise 6 page 17

2 depressing 3 bored 4 pleased 5 shocking 6 annoying

2G Writing

Narrative

Exercise 1 page 18

1 C 2 A 3 D 4 B

Exercise 2 page 18

2 One day 3 At first, … but then 4 Suddenly
5 a few minutes later 6 In the end 7 Finally

Exercise 3 page 18

1 A few years ago 2 At first 3 but then 4 Suddenly
5 After a while 6 In the end

Exercise 4 page 18

1 turn up 2 took off 3 take on 4 brings up
5 gave away 6 puts on

Exercise 5 page 18

Students' own answers

Unit 2 Self Check

Exercise 1 page 19

1 jealous 2 relieved 3 amusing 4 homesick 5 ashamed
6 disappointed 7 guilty 8 upset 9 shocked

Exercise 2 page 19

1 of 2 with 3 of 4 with 5 about 6 about 7 with

Exercise 3 page 19

1 a 2 c 3 b 4 c 5 b 6 a 7 b

Exercise 4 page 19

1 used to 2 get used to 3 isn't used to 4 you use to
5 're / are used to 6 didn't use to 7 got used to

Get Ready for your Exam 1

Listening page 20

Transcript LISTENING 8 page 20

Speaker 1 All governments try to control their citizens' behaviour. It is how much a particular government controls public behaviour that is important. That is what the political system is based on. The policies of each political party represent a certain degree of control and affect the amount of personal freedom allowed. Everyone needs to consider this when they vote.
Speaker 2 Absolutely governments need to control people's behaviour, otherwise we'd all suffer. We need laws to stop people robbing, hurting or killing each other. And governments should control things that are bad for us, like drugs and smoking. For example, if it weren't for laws about drink driving, many more people would die in car crashes.
Speaker 3 I think governments should only try to control people's behaviour when it's harmful to others. Otherwise, I think people should decide for themselves what they want to do. If people want to smoke, for example, it is their choice – as long as they're only hurting themselves.
Speaker 4 We are giving governments more control over us because they know more and more about us. All our details are on computers already. Nothing seems to be private anymore. I think it's worrying. If politicians have too much power over us, they'll be very tempted to abuse it.
Speaker 5 I don't think politicians necessarily tell the truth about what and who they are trying to control. Governments should be open and straightforward about what they are trying to do. Laws and taxes should be clear. Instead, politicians treat their citizens like children. No wonder people don't trust governments anymore.

1 E 2 C 3 B 4 D 5 A

Reading pages 20–21

1 She started training as a nurse when she was 31, in Germany.
2 They were terrible: the patients were dirty, they slept in dirty, overcrowded rooms, disease spread quickly and many patients died.
3 The Crimean War finished in 1856.

1 B 2 D 3 D 4 A 5 C

Use of English page 21

1 'd, had 2 for 3 which, that 4 worked
5 was 6 out 7 so 8 had 9 was 10 've, have

Speaking page 21

Students' own answers

Writing page 21

Students' own answers

Unit 3

3A Vocabulary and listening

The world of work

Exercise 1 page 22

1 salary 2 on your own 3 shift work 4 in charge of
5 menial 6 well-paid 7 supervise 8 skilled

Exercise 2 page 22

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

Exercise 3 page 22

Transcript LISTENING 9 page 22

Speaker 1 Well, I guess I do what's called skilled work, because I had to get qualified before they would give me the job. It was worth it though, because I earn quite a high salary. I work nine-to-five, Monday to Friday, in a big office with the rest of my team. I have to concentrate pretty hard in my job to be able to work out where the process is going. I don't mind because I've always loved inventing new systems.

Speaker 2 Oh yes, I love my job! The pay is OK and I get to travel to exotic places. Some people think it must be boring, but I don't see it like that. In fact, it's very exciting when you suddenly find something that has been undiscovered for so long. For me, anything to do with the past is absolutely fascinating!

Speaker 3 Yeah, my job's fairly challenging, really, because I have to deal with the public. Sometimes I have to tell people things they don't want to hear and it seems more and more families have problems nowadays. I have to be careful not to take the problems home with me! I work a 35-hour week, but that doesn't include all the paperwork I do. I have to write a report after every visit, and sometimes that can take ages! My salary isn't that good, really, considering how hard I work.

1 c 2 a 3 b

Exercise 4 page 22

a 1 b 3 c 2 d 2 e 1 f 3

Exercise 5 page 22

2 get down to work 3 is off work 4 work on
5 isn't working 6 out of work

3B Grammar

Defining relative clauses

Exercise 1 page 23

1 who / that 2 where 3 which / that 4 who / that
5 where 6 which / that 7 whose 8 who / that

Exercise 2 page 23

1 who 2 which 3 which 4 who 5 whose 6 which
7 whose 8 where

Exercise 3 page 23

1 correct
2 She's the person who deals with the public.
3 correct
4 That's the lowest salary which / that you can earn here.
5 A factory is a place where cars are made.
6 She's the flight attendant whose husband is a pilot.

Exercise 4 page 23

2 That's the man whose job is to do the paperwork.
3 That's the office where they deal with the public.
4 That's the computer which I got for my birthday.
5 That's the job which my sister is applying for.
6 That's the girl whose phone I borrowed.
7 He's the shop assistant who served me.
8 A laboratory is a place where scientists do experiments.

Challenge! page 23

Students' own answers

3C Culture

Education for life?

Exercise 1 page 24

1 university 2 degree 3 education 4 course 5 Graduates

Exercise 2 page 24

The European Union set up the Erasmus Programme in 1987.

Exercise 3 page 24

A 5 B 2 C 3 D 1 E 6 F 7

Exercise 4 page 24

Transcript LISTENING 10 page 24

Presenter And now we're going to talk to Benjamin Davies about his experience of the Erasmus Programme. Benjamin, what are you studying?

Benjamin I'm studying Politics and Modern History at Manchester University.

Presenter OK. And where did Erasmus take you?

Benjamin I went to the Netherlands to study at the University of Amsterdam. I was there for six months during the second year of my degree.

Presenter Right, I see. How was studying in the Netherlands different from studying in the UK?

Benjamin Well, most of my classmates were either Dutch or American, and those nationalities tend to be much more vocal than we Brits! They aren't afraid to speak up in class and say what they think. I participated a lot more in my seminars in Amsterdam than I do here in Manchester.

Presenter Did you notice any other differences?

Benjamin Yes. In Amsterdam students are sent a weekly email telling them about all the conferences that are available, and most of them are free. I attended a lot of these conferences, something I don't do in Manchester because I don't know anything about them.

Presenter Right. So what else did you do outside university?

Benjamin Um, I volunteered with BLINN – it's a Dutch non-government organisation which tries to help the victims of human trafficking. BLINN offers legal and financial help to people mainly from Africa and Eastern Europe. I worked in the office a bit.

Presenter How interesting! What about your social life? Was it easy to make friends?

Benjamin Yes, I met lots of really nice people. I made friends at university and also at work – I got a job in a call centre to help pay my living expenses.

Presenter Well, thank you for talking to us, Benjamin. And now we're going to talk to Sue who's been to Germany, I believe …

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

Challenge! page 24

Students' own answers

3D Grammar

Non-defining relative clauses

Exercise 1 page 25

1 who 2 which 3 which 4 which 5 whose 6 where

Exercise 2 page 25

2 Paris, which 3 Victoria Beckham, whose
4 Liverpool, where 5 Shakira, who 6 Stockholm, which

Exercise 3 page 25

1 Crete, which is a Greek island, is popular with British tourists.
2 The actress Gwyneth Paltrow, who is married to the lead singer of Coldplay, also sings country music.
3 Daniel Craig, who is the sixth James Bond, is afraid of flying.
4 Dakar, where the famous motor rally ends, is the capital of Senegal.
5 Robert Pattinson, whose films include *Harry Potter* and the *Twilight* series, was born in London.
6 Halloween, which is celebrated in October, is a popular UK festival.

Challenge! page 25

Students' own answers

3E Reading

Reversing roles

Exercise 1 page 26

1 The spokesperson opened the meeting on time.
2 'I'd like to speak to the manager, please.'
3 My cousin wants to be a police officer.
4 Natalie Portman worked as a model before she became an actor.
5 I asked the flight attendant for a bottle of water.

Exercise 2 page 26

Dany promotes firefighting as a career for girls; saves people from burning buildings; visits homes, businesses and schools giving advice; works as a manager in an office; and attends emergencies.

Exercise 3 page 26

1 b 2 a 3 a 4 c 5 b

Challenge! page 26

Students' own answers

3F Speaking

A job interview

Exercise 1 page 27

1 hard-working, trustworthy
2 energetic, positive
3 conscientious, self-motivated
4 confident, enthusiastic
5 fit, determined
6 creative, reliable
7 polite, thoughtful

Exercise 2 page 27

Transcript LISTENING 11 page 27

Interviewer Hello. Rachel, isn't it?
Rachel Yes, that's right.
Interviewer Nice to meet you, Rachel. Please come in and take a seat.
Rachel Thanks.
Interviewer You've come about the job as a cleaner, haven't you?
Rachel Yes, I have.
Interviewer Now, Rachel. How did you find out about the job?
Rachel I saw an advert on the Internet.
Interviewer You've worked in a hotel before, haven't you?
Rachel No, but I help my dad at home. We do the cleaning every Saturday morning.
Interviewer What kinds of things do you do?
Rachel I make my bed every morning and I clean my room. Sometimes I help clean the bathroom, too.
Interviewer You live locally, don't you?
Rachel Yes, I live very near. It only took me ten minutes to walk here.
Interviewer Why do you think you're the right person for the job?
Rachel Because I'm polite and trustworthy, and I'm very self-motivated, so I don't mind working on my own.
Interviewer When could you start work?
Rachel Well, my exams finish soon, so I could start at the beginning of next month.
Interviewer Great, that's fine Rachel. Thanks for coming in and we'll be in touch.
Rachel Thanks a lot. Bye, then.

Job: cleaner
Qualities: polite, trustworthy and self-motivated

Exercise 3 page 27

1 How did you find out about the job?
2 You've worked in a hotel before, haven't you?
3 What kinds of things do you do?
4 You live locally, don't you?
5 Why do you think you're the right person for the job?
6 When could you start work?

Exercise 4 page 27

2 haven't you 3 can't you 4 do you 5 are you
6 didn't you 7 weren't you

Exercise 5 page 27

Transcript LISTENING 12 page 27

1 You worked in a supermarket.
2 You can start work next week.
3 You're good at working in a team.
4 You haven't finished your exams yet.
5 You're still at school.
6 You haven't met your new boss yet.

1 You worked in a supermarket, didn't you?
2 You can start work next week, can't you?
3 You're good at working in a team, aren't you?
4 You haven't finished your exams yet, have you?
5 You're still at school, aren't you?
6 You haven't met your new boss yet, have you?

Exercise 6 page 27

Students' own answers

3G Writing

A job application

Exercise 1 page 28

1 C 2 D 3 A 4 B

Exercise 2 page 28

A Dear B Yours sincerely,

Exercise 3 page 28

a 1 b 4 c 2 d 5 e 3

Exercise 4 page 28

1 apply, post 2 responsibilities included 3 consider myself
4 supply, reference 5 grateful, opportunity, discuss, person
6 available, start 7 enclosing, CV

Exercise 5 page 28

Students' own answers

Unit 3 Self Check

Exercise 1 page 29

1 salary 2 shift 3 customers 4 part-time 5 team
6 menial 7 supervise

Exercise 2 page 29

1 polite 2 creative 3 conscientious 4 flexible
5 determined 6 enthusiastic

Exercise 3 page 29

1 They've closed down the restaurant where I celebrated my birthday.
2 There's a girl in my class whose dad is a politician.
3 I knew the woman who interviewed me for the job.
4 Tania works in a shop which sells electronic equipment.
5 I married an American who I met at Oxford University.

Exercise 4 page 29

1 Beyoncé, whose father is a record manager, has won a total of sixteen Grammy Awards.
2 Valencia, which is famous for paella, is on the east coast of Spain.
3 Monte Carlo, where there is a Formula One racetrack, is famous for its casino.
4 Mount Etna, which is the tallest active volcano in Europe, is located on the island of Sicily.
5 C. S. Lewis, who was a professor at Oxford University, wrote the Narnia stories.
6 The Pyramids, which are situated in Egypt, date from 2630 BCE.

Exercise 5 page 29

1 isn't he 2 have they 3 don't you 4 didn't she
5 won't he 6 can you

Unit 4

4A Vocabulary and listening

The human body

Exercise 1 page 30

1 thigh - j 2 shin - k 3 heel - r 4 scalp - a 5 nostril - m
6 eyelash - p 7 calf - s 8 chest - d 9 palm - i 10 throat - b
11 eyebrow - n 12 toenail - t 13 hip - h 14 waist - e
15 eyelids - o 16 chin - l 17 wrist - f 18 armpit - c
19 sole - q 20 fingernail - g

Exercise 2 page 30

Transcript LISTENING 13 page 30

Speaker 1 We were playing football. I was running towards the goal with the ball when one of the players on the other team came and tackled me. He went to kick the ball, but missed and kicked my leg instead. I had a big black mark on my leg under the knee and in the next few days it turned all sorts of colours – purple, blue, green and then yellow … it really hurt, too!

Speaker 2 I was running down the stairs at home, reading a book – never a good idea – when I tripped and fell over. Fortunately, I didn't fall far, but when I got up, I found that I couldn't walk. I was in a lot of pain, so my mum took me to hospital, but it wasn't serious. They put a bandage on it and I had to sit with my leg up. It got better after about two weeks.

Speaker 3 What happened was, I was out cycling with a friend and I fell off my bike. I landed on the side of my face. It really hurt, and afterwards it was terribly embarrassing. It all swelled up and it was really badly bruised. It looked like somebody had hit me! I didn't go out for about a week after that because it looked so bad.

Speaker 4 I was playing tennis with my sister – she's really good, you know – and this time I was determined to win. Anyway, I went to serve, and suddenly I felt this terrible pain as I hit the ball. Then, I discovered that I couldn't move the top of my arm! The doctors in hospital soon put it back into place, but I couldn't play tennis again for ages afterwards.

Speaker 1 a bruised shin
Speaker 2 a sprained ankle
Speaker 3 a black eye
Speaker 4 a dislocated shoulder

Exercise 3 page 30

1 leg 2 neck 3 head 4 arm 5 eyelid 6 hand

Exercise 4 page 30

1 brain 2 spine 3 lungs 4 skull 5 stomach 6 ribs
7 Veins

Challenge! page 30

cheeks – face, elbow – arm, gums – mouth, instep – foot, knuckles – hand / finger

4B Grammar

Past simple and present perfect contrast

Exercise 1 page 31

1 gone 2 broke 3 started 4 has just scored
5 haven't done 6 became 7 have been
8 Has the match finished

Exercise 2 page 31

1 I haven't heard this band before. Who are they?
2 Callum's still off school. He's / has been ill for over a week.
3 Did you finish your homework last night?
4 correct
5 correct
6 Have you taken your driving test yet?
7 Leon broke his leg while he was playing rugby.
8 We're hungry! We haven't eaten since breakfast!

Exercise 3 page 31

1 've / have just eaten
2 has already won
3 haven't scored, yet
4 Have you bought, yet
5 has just called
6 've / have already seen

Exercise 4 page 31

1 's / has broken 2 hasn't been 3 spent 4 realised 5 won
6 put 7 's / has learned 8 have offered 9 's / has said

Challenge! page 31

Students' own answers

4C Culture

Public health?

Exercise 1 page 32

a 6 b 3 c 5 d 2 e 7 f 4 g 1

Exercise 2 page 32

The sandwich was invented in the UK.

Exercise 3 page 32

1 a 2 c 3 b 4 a 5 c 6 b

Exercise 4 page 323

Transcript LISTENING 14 page 32

Presenter Now, today we're in Cornwall in the south-west of England, a beautiful region on the coast, which is also famous for its excellent food. One of its specialities is the Cornish pasty. Dean Roberts from the Cornish Pasty Association is here in the studio today to tell us more about it. Dean, for those people who have never tried one, can you give us a description of a Cornish pasty?

Dean Yes, of course. Um, a pasty is a savoury dish made of pastry, that is, a mixture of flour, butter, water and salt. Inside the pastry we put beef, potato, onion and another vegetable called swede. Then the pasty is cooked in the oven. You can eat them either hot or cold, and if you haven't tried one, you should – they're delicious!

Presenter Cornish pasties have been around for a long time, haven't they, Dean?

Dean Yes. Cornish people have been making pasties since the 13th century. Then later, in the 17th and 18th centuries, they became popular with miners, because they could eat them in the mine with their hands for lunch when they were working. They didn't need to use a knife and fork.

Presenter So, tell me, Dean, what's the difference between a Cornish pasty and a normal pasty?

Dean Well, our pasties are the real ones. They're made in Cornwall. They're made of a special type of pastry, and they're shaped like the letter D. Our pasties have more meat than the imitations, too – at least 12.5%.

Presenter Why is the Cornish pasty so important to the people of Cornwall?

Dean Oh, the pasty is really important for the local economy. Thousands of people work in the pasty industry so it helps to create a lot of jobs. The pasties themselves are sold both in Cornwall and in other regions of the country, so it generates a lot of income for us.

Presenter Well, thanks very much for joining us, Dean.

1 It's in the south-west of England.
2 Apart from swede, there is beef, potato and onion.
3 Miners used to eat them.
4 Because you don't need a knife and fork.
5 At least 12.5%.
6 Pasties create jobs and generate income.

Challenge! page 32

Students' own answers

4D Grammar

Present perfect continuous

Exercise 1 page 33

1 Jim has been playing 2 have you been waiting
3 they've / have been getting up 4 Jamie has been shouting
5 You haven't been listening 6 Tracy has been studying
7 have you been cycling 8 he hasn't been going

Exercise 2 page 33

a 1, 2, 6, 7
b 3, 4, 5, 8

Exercise 3 page 33

1 for 2 since 3 for 4 for 5 since 6 since

Exercise 4 page 33

1 he's broken 2 have you been doing 3 I've been reading
4 have they offered 5 She's liked 6 I've sold
7 have you been designing 8 has Matt seen

Exercise 5 page 33

1 's / has lost 2 's / has been 3 's / has stopped
4 's / has been eating 5 has been giving
6 have been cooking

Challenge! page 33

1 How many times have you visited the doctor this year?
Students' own answers
2 How long have you been studying English?
Students' own answers
3 How much water have you drunk today?
Students' own answers
4 How long have you been doing your homework this evening?
Students' own answers

4E Reading

All in the mind

Exercise 1 page 34

1 matter 2 treat 3 show 4 turn 5 object 6 state
7 trip 8 mind

Exercise 2 page 34

He managed to lift up a heavy car in order to rescue a cyclist who was trapped underneath it.

Exercise 3 page 34

1 b 2 d 3 a 4 f 5 c

Challenge! page 34

Students' own answers

4F Speaking

At the doctor's

Exercise 1 page 35

1 temperature 2 itchy 3 blocked up 4 sick 5 headache 6 stiff 7 sore

Exercise 2 page 35

Transcript LISTENING 15 page 35

Doctor Good morning. What can I do for you?
Patient Hello, doctor. I've got a problem with my foot. I cut it on a piece of glass and now it's red and very swollen.
Doctor I see. When did the problem first start?
Patient It was four or five days ago, I think.
Doctor Let me have a look at it. Is it painful?
Patient Yes. It hurts a lot when I walk.
Doctor Right. It is quite red, and it feels very hot. Have you had any other symptoms?
Patient Yes. I've got a bit of a temperature.
Doctor I think you need antibiotics. You've got an infection. Have you got any allergies?
Patient Yes. I'm allergic to penicillin.
Doctor Don't worry. I'll prescribe a different antibiotic.
Patient OK. Thanks, doctor.

1 I've got a problem with my foot.
2 It was four or five days ago, I think.
3 It hurts a lot when I walk.
4 I've got a bit of a temperature.
5 I'm allergic to penicillin.

Exercise 3 page 35

Transcript LISTENING 16 page 35

Speaker 1 I was running to catch the bus yesterday and I tripped down the kerb and twisted my foot really awkwardly. It was OK at first, but now it's really swollen, and it hurts to move my foot.
Speaker 2 I've been working really long hours at work. I'm exhausted. This morning when I woke up I felt really dizzy. I couldn't stand up. I thought I might fall over. I've been feeling a bit sick as well.
Speaker 3 I think I've got an upset stomach. I ate a take-away curry yesterday and I don't think the chicken was quite right – it was a bit pink. Anyway, I've been feeling sick ever since.
Speaker 4 I think I might be allergic to something. I've got this rash … It's really itchy and the skin is all red.
Speaker 5 I've just had an accident on my skateboard! I think I hit my head on the pavement, but I can't really remember what happened. I've got a headache and I've been feeling dizzy.

1 e 2 b 3 a 4 f 5 c

Exercise 4 page 35

a 6 b 7 c 2 d 9 e 3 f 1 g 8 h 4 i 5

Exercise 5 page 35

Students' own answers

4G Writing

An announcement

Exercise 1 page 36

1 Cycling
2 You can relax, meet new people and get fit.
3 The group meets at 8.30 a.m. every Saturday at Andy's Bike Shop.
4 It costs £5 per session.

Exercise 2 page 36

1 b 2 e 3 c 4 a 5 d

Exercise 3 page 36

1 d 2 e 3 a 4 b 5 c

Exercise 4 page 36

Students' own answers

Exercise 5 page 36

Students' own answers

Unit 4 Self Check

Exercise 1 page 37

1 wrist 2 eyelid 3 necks 4 leg 5 eye

Exercise 2 page 37

1 fibre 2 Protein 3 carbohydrates 4 vitamins 5 fat

Exercise 3 page 37

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

Exercise 4 page 37

1 hasn't visited Paris
2 haven't seen you for
3 has had his laptop since
4 've / have known each other for
5 've / have lived in this town since
6 've / have watched REM perform

Exercise 5 page 37

1 has been playing 2 has been
3 has trained / has been training 4 has won
5 has, beaten 6 hasn't won
7 has lived / has been living 8 has, published

Get Ready for your Exam 2

Listening page 38

1 B 2 C 3 A

Transcript LISTENING 17 page 38

Presenter Are you feeling stressed and unhappy? Do you have low energy levels? Well, it might be that you aren't getting enough sleep. Lucy Chang is joining us today to give us some tips on getting a good night's sleep. Lucy, why is sleep so important?
Lucy Well, you've already mentioned some of the effects of not sleeping, but over time the results can be more serious. Lack of sleep increases the risk of obesity, diabetes and heart disease too. Getting a good night's sleep is just as important to our health as diet and exercise.

Presenter Lucy, are sleeping tablets the best solution for someone who can't sleep?
Lucy Sleeping tablets are one option of course, but there are other more natural methods you can try if you're having problems sleeping.
Presenter For example?
Lucy Let's start with lavender. People have been using the flowers of the lavender bush for hundreds of years and recent research shows that the plant really does work. The aroma of lavender flowers has been found to help people sleep better and for longer. One way of using it is to add lavender oil to a bath, and another is to put a few drops on your pillow. Interestingly, lavender seems to work better for women, possibly because they have a stronger sense of smell.
Presenter Right. I'm not a woman, so what can I do?
Lucy Well, you might like to try some light therapy. As you know, it's light that tells us when to go to bed and when to get up. If you find it difficult to fall asleep, you may need more morning light, so try taking a walk first thing. On the other hand, if you're waking up too early, you might need more afternoon light, so try taking a walk in the late afternoon.
Presenter Light therapy. Right. I might try that. Have you got any other tips, Lucy?
Lucy Yes. Muscle relaxation seems to work for a lot of people.
Presenter Muscle relaxation? How does that work?
Lucy Well, studies suggest that this makes you fall asleep more quickly, and it can also help you get back to sleep if you've woken up during the night. You have to be lying down for muscle relaxation to work. Start at your feet. Breathe in deeply and sense the weight of your toes. Focus on any tension in them. Now, breathe out and let all the tension leave your toes. Then move on to your feet, calves, knees, thighs, stomach, chest, hands, arms, shoulders, neck, head and face. With any luck, you should be asleep by the time you reach the face, but if not, just start the process all over again!
Presenter Thank you, Lucy, for all those tips. And now it's time for …

1 A 2 C 3 C 4 A

Reading page 38

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

Use of English page 39

1 recently 2 unhealthy 3 stressful 4 illness 5 calmer 6 healthier/healthiest 7 education 8 unemployment 9 economic 10 consequently

Speaking page 39

Students' own answers

Writing page 39

Students' own answers

Unit 5

5A Vocabulary and listening

Computing

Exercise 1 page 40

2 USB port 3 username 4 webcam 5 social-networking site 6 Internet browser 7 desktop computer

Exercise 2 page 40

1 c 2 e 3 d 4 f 5 g 6 b 7 a

Exercise 3 page 40

Transcript LISTENING 18 page 40

Speaker 1 Well, my computer was really useful last year because I was studying abroad. I couldn't speak the language very well, so I liked watching my favourite TV shows from home in English. I used to log on to my favourite website when I got back to my flat each day and see what programmes there were. It didn't cost much to view them and it was a great way of relaxing after sitting in lectures all day.
Speaker 2 I often get a bit distracted while I'm doing my homework, because I've usually got my computer on and my friends are always sending me messages. I probably spend more time chatting with them and updating my profile than I do finishing my homework. The worst thing is that our Internet connection is really slow; it's really frustrating waiting for stuff to load!
Speaker 3 I'm studying history and although our teacher's really good, I still have to research a lot of facts before I can write my assignments. We have quite a lot of homework and I really don't know how I'd manage without my computer. There are pages and pages of information on the Internet – you just have to scroll down until you find the information that you need. It's easy really.
Speaker 4 I went travelling last year with a friend of mine and we decided that we'd save a lot of time if we set up our own web page to stay in touch with our friends and family back home. We took turns to write on it and tell everyone what we'd been doing each day, and we also had a message board for people to leave comments. I'm really glad we did it, because now we've got a great record of our trip.

1 d 2 b 3 e 4 a

Exercise 4 page 40

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

1 mini-break 2 multimillionaire 3 semicircle 4 autofocus 5 subtitles 6 ex-girlfriend

5B Grammar

Speculating and predicting

Exercise 1 page 41

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

Exercise 2 page 41

1 is, 'll / will have
2 won't pass, doesn't study
3 lose, won't play
4 drive, won't be
5 won't get, take
6 will do, doesn't find

Exercise 3 page 41

1 I probably won't get an LED TV for my birthday.
2 We might not go to John's party.
3 correct
4 I may / might not have a holiday next year.
5 correct
6 Lisa might go out tonight.

Exercise 4 page 41

2 In the future, books will probably disappear.
3 In the future, libraries probably won't exist any more.
4 In the future, people will work from home.
5 In the future, children may / might / could learn at virtual schools.
6 In the future, students won't need notebooks.
7 In the future, schools may / might not teach foreign languages.
8 In the future, an asteroid won't hit the Earth.

Challenge! page 41

Students' own answers

5C Culture

Time capsules

Exercise 1 page 42

1 alarm clock 2 light switch 3 toothbrush 4 lipstick
5 can-opener 6 baseball

Exercise 2 page 42

They are time capsules which have been sent into space. They contain sounds and images that show different aspects of life and culture on Earth.

Exercise 3 page 42

1 They are 'buried' in space in the spacecrafts Voyager 1 and Voyager 2.
2 The noises include greetings in 55 languages, natural and animal sounds and different styles of music.
3 The pictures include the solar system, animals, insects, plants, DNA and different aspects of human life.
4 It is unlikely that the records will be found.
5 It will reach the nearest star.

Exercise 4 page 42

Transcript LISTENING 19 page 42

Linda Hi Alex, what are you doing? Chatting on Facebook again?
Alex No Linda, believe it or not, I'm looking up something for a science project we're doing at school. The best project gets a prize …
Linda Really? So, what's it about?
Alex Well, I don't know if you know, but there are some time capsules which they've sent into space. They were launched into space inside the Voyager 1 and Voyager 2 spacecraft ages ago. They recorded a lot of information, like sounds and photos, onto records – you know, the kind that they used to use to play music.
Linda What? You mean like those old things my mum and dad used to listen to? Why would they do that? The aliens would need some sort of machine to play the records if they found them, wouldn't they?
Alex Yeah, I suppose so.
Linda Well, that isn't very practical, is it?
Alex What do you mean?
Linda It isn't easy to find a record player in the shops on Earth these days, never mind in space! I think it's a waste of money sending those time capsules into space.
Alex Well, I don't agree with you. Think how important it might be for other life forms on other planets to discover things about planet Earth! And for us to make contact with other beings in space. In my opinion, a time capsule is a great way of showing them something about us.
Linda Only if they have the right machine to play the records! Anyway, I don't actually believe that there are other life forms on other planets.
Alex Well, I do. You have to remember that we still don't know that much about space. We still have only a limited amount of information about our own solar system, and there are other galaxies as well.
Linda Well, I'll tell you what I really think. I think we've got enough problems here on Earth without worrying about life in outer space and time capsules.
Alex Yeah, well. Perhaps you're right. Anyway, are you going to help me with my project?

1 A 2 A 3 L 4 L 5 A 6 L

Challenge! page 42

Students' own answers

5D Grammar

Future perfect and future continuous

Exercise 1 page 43

1 will be living 2 will have melted 3 will have risen
4 will have died 5 will be eating 6 will have increased

Exercise 2 page 43

1 'll / will be doing 2 'll / will be chatting 3 will be working
4 'll / will have grown 5 will have thrown away
6 will be cooking 7 will be going 8 will have fallen
9 will be looking

Exercise 3 page 43

2 will be selling 3 will be driving 4 will have installed
5 will be using 6 will have dropped 7 will be working
8 will have closed

Exercise 4 page 43

1 'll / will have done 2 Will you be having dinner
3 The film will have started 4 will have gone to bed
5 we won't be living 6 won't have finished
7 we'll / will be flying

Challenge! page 43

Students' own answers

5E Reading

Visions of the future

Exercise 1 page 44

1 d 2 f 3 c 4 g 5 e 6 a 7 b

Exercise 2 page 44

c

Exercise 3 page 44

1 d 2 a 3 e 4 c 5 f

Challenge! page 44

Students' own answers

5F Speaking

Talking about plans

Exercise 1 page 45

1 love 2 fancy 3 Sorry 4 keen 5 plans 6 idea 7 up
8 sounds

Exercise 2 page 45

1 Do you fancy going to the cinema?
2 Shall we play tennis on Saturday morning?
3 What about going out for a drink?
4 Why don't we watch a DVD?
5 Maybe we could go for a walk in the park.
6 How about going out for dinner?
7 Let's have lunch at a restaurant.

Exercise 3 page 45

1 are you doing 2 I'm playing 3 I'm going to go
4 I'll go shopping 5 we're having 6 I'm going swimming
7 I'm not doing 8 I'll call

Exercise 4 page 45

Transcript LISTENING 20 page 45

Megan Hi David. What are you doing this weekend?
David Well, I'm playing basketball on Saturday morning. I'm going to go to bed early tonight.
Megan Have you got any plans for Saturday afternoon?
David Yes. My parents want to get me some clothes for my birthday, so I think I'll go shopping in the afternoon.
Megan What about in the evening?
David In the evening, we're having dinner with some friends. Are you free on Sunday, Megan?
Megan I'm going swimming in the morning, but I'm not doing anything after that.
David Shall we go for a walk in the park?
Megan Great idea. Let's meet on Sunday afternoon at 2.30.
David OK. I'll call you before to check you can still come.

a go for a walk in the park
b on Sunday afternoon at 2.30

Exercise 5 page 45

Students' own answers

5G Writing

An informal email

Exercise 1 page 46

1 She's going on a basketball course.
2 The best time is the last two weeks of the holiday.
3 They're going to go sightseeing and swimming.

Exercise 2 page 46

1 Thanks for your email.
2 It's great that …
3 I'm going on a course.
4 I'll be free …
5 Please let me know …
6 Best wishes,

Exercise 3 page 46

1 to sell 2 I'll have 3 to go 4 I'll buy 5 I'll visit
6 to leave 7 I'll work

Exercise 4 page 46

1 after 2 when 3 until 4 as soon as 5 when
6 while 7 before

Exercise 5 page 46

Students' own answers

Unit 5 Self Check

Exercise 1 page 47

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

Exercise 2 page 47

1 treat 2 make 3 reduce 4 start 5 replace 6 suffer
7 provide

Exercise 3 page 47

1 'll / will be travelling 2 'll / will have discovered
3 Will, have started 4 won't be studying
5 won't have finished

Exercise 4 page 47

1 she's 2 I'll feel 3 He's going to make 4 I'll get
5 Are you going to 6 runs out 7 I'm going to

Exercise 5 page 47

1 might apply for 2 will probably snow 3 they won't win
4 might not go 5 could be wrong

Unit 6

6A Vocabulary and listening

Crime at the manor

Exercise 1 page 48

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

2 oil painting 3 wall light 4 windowsill 5 floorboards
6 coffee table 7 footstool 8 armchair

Exercise 2 page 48

2 wood 3 glass 4 fabric 5 china 6 leather 7 paper

Exercise 3 page 48

Transcript LISTENING 21 page 48

Inspector Would you like to tell me what happened, Mr Hedges? Start at the beginning. Tell me everything you can remember.
Mr Hedges Well, I was sitting watching TV. It was about 8 p.m. Suddenly, I heard my wife shouting from the bedroom upstairs. I ran upstairs and … my wife was lying on the floor!
Detective I see. I'm very sorry, Mr Hedges, but I need to ask you a few more questions. Did you notice anything unusual?
Mr Hedges Yes, my wife had her hairbrush in her hand, and the window was wide open. And there was a cigarette in the ashtray, still alight. My wife doesn't smoke.
Detective Hmm. Have you touched anything? We'll take the cigarette down to the station for tests. And we'll look for fingerprints on the windowsill. Did you notice anything missing?
Mr Hedges Well, yes. The candlestick. There's usually a silver candlestick on the fireplace.
Detective Thank you, Mr Hedges. I think that's all for now. We'll be in touch shortly. Have you got any relatives who can come and stay …

1 hairbrush 2 ashtray 3 windowsill
4 candlestick 5 fireplace

Exercise 4 page 48

2 lightshades 3 window ledge 4 chair leg
5 Writing paper 6 keyhole

Challenge! page 48

Students' own answers

6B Grammar

Reported speech (statements)

Exercise 1 page 49

1 was 2 had 3 had bought 4 couldn't 5 would 6 didn't

Exercise 2 page 49

2 told 3 said 4 said 5 said 6 told

2 told her that she had borrowed it that morning.
3 said that it wasn't in the bathroom.
4 said that she had left it on her windowsill.
5 said that she didn't like people taking her things.
6 told her that she wouldn't use her hairbrush again.

Exercise 3 page 49

2 He said that he had been on holiday until the day before / the previous day.
3 She told him that he would have to stay in jail that night.
4 He told her that he wanted to speak to his lawyer.
5 She said that he could see him the next day.
6 He said that he wasn't staying in jail without seeing his lawyer.

Exercise 4 page 49

2 'The people crossing the bridge pay me a fee.'
3 'I've / have made a lot of money this year.'
4 'I need to build some new bridges.'
5 'I can sell you the bridge.'
6 'Visitors will continue to pay to cross.'
7 'I'm / am offering you an incredible bargain.'
8 'I'll / will reduce the price, if necessary.'

Challenge! page 49

Students' own answers

6C Culture

Crime writers

Exercise 1 page 50

2 up 3 into 4 out 5 in 6 back 7 under 8 through

Exercise 2 page 50

The dual storyline about the solving of a crime and the relationship between the main characters.

Exercise 3 page 50

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

Exercise 4 page 50

Transcript LISTENING 22 page 50

Speaker 1 I really like V.I. Warshawski from the detective novels by Sara Paretsky. Vic, as her friends call her, wears T-shirts, sweatshirts and jeans, and eats Polish sausage sandwiches, so she seems quite ordinary really. At the same time, however, she's a very strong and independent woman who isn't afraid of physical fights.
Speaker 2 My favourite detective is Chief Inspector Wexford from the novels by crime writer Ruth Rendell. Wexford's a family man and he's got two daughters, Sheila and Silvia. Although he isn't that young, he has quite modern ideas about life. He is clever, educated and the kind of man who shows his feelings. He is often quite shocked by the violence he sees at work.
Speaker 3 In my opinion, the greatest modern-day investigator is Lisbeth Salander from the *Millennium* series by Stieg Larsson. Lisbeth is very small and looks quite innocent at first, but she is, in fact, an expert in martial arts like kickboxing. She's also a brilliant computer hacker and she uses these special skills to find out all kinds of things about people she has had problems with in the past.
Speaker 4 I'm a fan of Dorothy Sayers, who wrote novels at the same time as Agatha Christie. She created the character of a gentleman detective called Lord Peter Wimsey. Wimsey is very amusing and he always makes me laugh. Sometimes he behaves in a slightly silly way so that other people underestimate him.

1 b 2 d 3 e 4 a

Challenge! page 50

Students' own answers

6D Grammar

Reported speech (questions)

Exercise 1 page 51

1 John asked me where I had been.
2 We asked them if they could come for lunch.
3 I asked him when my car would be ready.
4 You asked me if I knew the way.
5 They asked her where she was going.
6 She asked him if he wanted a drink.

Exercise 2 page 51

2 we 3 me 4 he 5 me, her 6 you 7 them, us

Exercise 3 page 51

2 'Have you been ill?'
3 'Can you tell us about your trip?'
4 'Does the head teacher know you're / are back?'
5 'Will you still take your exams?'
6 'Do you want to borrow my notes?'

Exercise 4 page 51

Transcript LISTENING 23 page 51

Interviewer Good morning. Do sit down. It's Sue, isn't it? Thanks for coming in.
Sue Hi, thanks for inviting me for the interview.
Interviewer You're welcome. OK, so we need to ask you some questions. Firstly, which school do you go to?
Sue I go to St Catharine's High School.
Interviewer Oh yes, I know it. And how old are you?
Sue I'm 16, but I'll be 17 next month.
Interviewer Right, and have you ever had a job before?
Sue Yes, I used to work in the shop in my village on Saturday mornings.
Interviewer That's good experience. What about school? What's your best subject at school?
Sue Biology, I think, but I'm also good at history, French and maths too.
Interviewer Did you pass your last maths exam?
Sue Yes, I did.
Interviewer That's good news. And what do you want to do when you leave school?
Sue I want to continue studying and also work part-time.
Interviewer Are you planning to go to university?
Sue Yes, I'd like to study medicine.
Interviewer That's a difficult subject, good luck. Now about the job here … Will you be able to work two evenings during the week?
Sue I could work two evenings a week, but not on Wednesdays because I have choir on Wednesday evenings.
Interviewer OK. No problem. Can you start next week?
Sue Yes, I can.
Interviewer Excellent. Welcome to the team.
Sue Thanks a lot!

1 do you go to 2 are you 3 you ever had 4 What's
5 Did you 6 want to do 7 Are you planning
8 Will you be able to work 9 Can you start

Exercise 5 page 51

2 if I'd / had ever had a job before
3 what my best subject at school was
4 if I'd / had passed my last maths exam
5 what I wanted to do when I left school
6 if I was planning to go to university
7 if I could work two evenings during the week
8 if I could start the following week

Challenge! page 51

Students' own answers

6E Reading

The *Mande Barung*

Exercise 1 page 52

1 looked after 2 looked into 3 came across 4 looked for
5 called on 6 got over

Exercise 2 page 52

b

Exercise 3 page 52

1 b 2 a 3 c 4 c 5 b

Challenge! page 52

Students' own answers

6F Speaking

Speculating about events

Exercise 1 page 53

2 must have been Jake's birthday yesterday.
3 could / might have made a mistake.
4 can't have seen a ghost.
5 could / might have got lost.
6 must have forgotten my keys.
7 can't have lost his phone.

Exercise 2 page 53

2 suppose 3 probably 4 doubt 5 way 6 unlikely
7 quite 8 not 9 so

Exercise 3 page 53

Transcript LISTENING 24 page 53

1 **Woman 1** Did you see Kim after work yesterday?
Woman 2 No, why?
Woman 1 She was on her mobile - it sounded like she was having an argument with someone and then she started crying.
2 **Boy** Mum, have you seen my jacket? I can't find it anywhere.
Mum If it's not in the hall, you must have left it at school again.
3 **Girl 1** I can't believe it!
Girl 2 What's happened?
Girl 1 It's my bike. I left it here this morning. It must have been stolen.
4 **Boy 1** That's weird.
Boy 2 What's the matter?
Boy 1 I can't get onto Facebook.
Boy 2 Can you get onto Google? Maybe the Internet isn't working.

1 a 2 b 3 a 4 a

Exercise 4 page 53

Students' own answers

Exercise 5 page 53

Students' own answers

6G Writing

A formal letter: asking for information

Exercise 1 page 54

b

Exercise 2 page 54

1 e 2 d 3 c 4 a 5 b

Exercise 3 page 54

1 where the tour starts
2 how much the tour costs
3 the tour is suitable for small children
4 what time the tour finishes
5 how long the tour lasts
6 which places we will be visiting

Exercise 4 page 54

1 Can you send me a brochure?
2 He told her the itinerary.
3 They gave me some information.
4 She cooked him a meal.
5 I sent them the deposit.
6 The hotel offered him a single room.

Exercise 5 page 54

Students' own answers

Unit 6 Self Check

Exercise 1 page 55

1 footstool 2 windowsill 3 oil painting 4 rocking chair
5 sideboard 6 table lamp

Exercise 2 page 55

1 Marble 2 Leather 3 Wood 4 Fabric 5 Glass

Exercise 3 page 55

1 into 2 on 3 over 4 after 5 across

Exercise 4 page 55

1 had been 2 wouldn't 3 had called 4 could
5 answered 6 hadn't 7 knew 8 was

Exercise 5 page 55

1 who she had visited the day before / the previous day
2 if he liked her dress
3 if he was going out that evening / night
4 if she had seen his MP3 player
5 when he could help her
6 he would do about his car

Get Ready for your Exam 3

Listening page 56

Transcript LISTENING 25 page 56

DigiEd International Competition

Are you under 19 and still in full-time education? Then why not take part in the DigiEd International Competition? Use your problem solving, communication and technology skills to create a new web-based game and win an amazing prize. This year's competition is now open. The theme is solving world issues. All you need to do to enter is to form a team with some friends and think of a global problem that you'd like to solve. Then you need to develop a game which reflects the problem and your proposed solution. The game must work on both PCs and Macs and must be uploaded onto the DigiEd platform before the closing date of the competition.

Your team must be made up of between one and six students and a trainer. Your trainer must be over 21 years of age and a teacher at your school or college.

The deadline for the competition is 7.00 p.m. on 25th January. A team of independent judges will evaluate the entries and the winners will be announced on 25th March.

So, what are you waiting for? Log onto www.digied.org to find out more details about this great competition! You never know, you might win a new mobile phone and a visit to DigiEd Live in New York City. The experience will be unforgettable!

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

Reading page 56

1 left shoulder 2 model 3 four years 4 appearance
5 investigator 6 red 7 eating disorder

Use of English page 57

1 A 2 B 3 A 4 C 5 B 6 B 7 C 8 A 9 C 10 C

Speaking page 57

Students' own answers

Writing page 57

Students' own answers

Unit 7

7A Vocabulary and listening

Relationships

Exercise 1 page 58

2 out 3 up 4 back 5 married 6 divorced

Exercise 2 page 58

Transcript LISTENING 26 page 58

1 **Giles** Phil?
Phil Yes, Giles? What's up?
Giles Who's that girl over there?
Phil Oh, that's Caitlin. Why? Do you like her?
Giles Yes, I do. She's gorgeous!
Phil Why don't you go and talk to her, then? Giles? Where's he gone now?

2 **Giles** Hi. My name's Giles.
Caitlin Hi. I'm Caitlin.
Giles What do you think of the party?
Caitlin Yeah, it's all right. I don't know many people, though.
Giles Me neither. Do you like the music?
Caitlin Not really. I prefer rock. How about you?
Giles Yeah, I like rock too.

3 **Giles** Hello?
Caitlin Hi, it's me, Caitlin.
Giles Oh, hi Caitlin. How are you?
Caitlin I'm fine, thanks. It was nice to meet you the other night. Listen, would you like to come with me to the cinema on Saturday?
Giles Yeah, great! I'd love to.

4 **Caitlin** Who was that girl you were talking to last night?
Giles Oh, that was my friend, Nicole.
Caitlin She looked like more than a friend to me.
Giles Don't be silly, Caitlin. I've known Nicole for years.
Caitlin For years, right? That's it! I'm never going to speak to you again!

5 **Caitlin** Is that you, Giles?
Giles Yes, it's me. Caitlin? Are you all right?
Caitlin Yes, I've calmed down now. Listen, I'm really sorry we had a fight.
Giles Don't worry. I understand. But you don't need to worry about Nicole. She's just a friend.
Caitlin Yes, I know. Sorry. Can I meet you later?
Giles Yes, of course. You can come round to my house if you want.

6 **Giles** Caitlin, I've been doing some thinking.
Caitlin That sounds serious! You don't usually think about much apart from what's for dinner!
Giles We've been going out for ages and we get on really well. Caitlin, um … will you marry me?
Caitlin Oh, it's beautiful!
Giles So, what's your answer?
Caitlin Yes, yes, of course I will!

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

Exercise 3 page 58

2 asked her out 3 fell out with 4 to go out / going out
5 split up 6 make up with

Exercise 4 page 58

1 up to 2 up with 3 out on 4 on with 5 down on

Challenge! page 58

Students' own answers

7B Grammar

Comparison

Exercise 1 page 59

1 less intelligent 2 the fastest 3 less skilfully 4 stronger
5 the most intelligent 6 faster 7 the least strong
8 the most skilfully

Exercise 2 page 59

2 as it was when I bought it.
3 she was as a child.
4 than I was before.
5 than there were five years ago.
6 than it used to be.

Exercise 3 page 59

2 That's the most exciting film I've ever seen.
3 This is the most unreliable car we've ever bought.
4 He's the funniest man she's ever worked with.
5 That's the most expensive present he's ever received.
6 That's the best meal I've ever eaten.

Exercise 4 page 59

2 longer, more impatient
3 warmer, better

4 nearer, more nervous
5 louder, more excited
6 more important, more aggressive

Exercise 5 page 59

2 bigger and bigger 3 more and more dangerous
4 worse and worse 5 more and more expensive

Challenge! page 59

Students' own answers

7C Culture

Love poems

Exercise 1 page 60

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

Exercise 2 page 60

flower – hour, forget – met, greet – meet, song – wrong, tears – years

Exercise 3 page 60

1 wrong 2 forget 3 greet 4 tears 5 flower

Exercise 4 page 60

1 C 2 B 3 A

Exercise 5 page 60

Transcript LISTENING 27 page 60

John Cooper Clarke was born in Salford in the North of England and is known as a punk poet. In the past, the British public didn't always look up to John as much as they do today. In his teenage years, he hung out with a group of young people called 'Mods', who wore smart, fashionable clothes and rode motor scooters. In 1960s Britain, the 'Mods' and 'Rockers' were unpopular, as there were often violent clashes between the two groups. When John left school, he went to work as a laboratory technician at the University of Salford before he finally became a performance poet. When the punk movement started in the UK in 1976, John performed on stage as a support act for famous bands like the Sex Pistols and the Buzzcocks. He recorded four studio albums, two live LPs and also made a few singles.

However, John has been most successful performing live on stage. He has a very strong visual appearance because he's tall and thin, with wild, black hair. He calls himself 'the man behind the hairstyle'. He usually wears sunglasses, tight trousers and boots. His poems talk about current issues and problems and they are extremely funny. Of course, John knows them all by heart and he reads them very fast with a strong northern English accent. He usually has his audience laughing loudly in the first five minutes of his show.

Today, John lives with his family in Colchester and continues to write new poetry. Now over 60 years old, he is still performing all over the country and sometimes abroad, too.

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

Challenge! page 60

Students' own answers

7D Grammar

Talking about imaginary situations

Exercise 1 page 61

1 asked 2 spoke 3 would be 4 said 5 chatted
6 would earn

Exercise 2 page 61

2 If you put your clothes away, your room wouldn't be a mess.
3 If you ate vegetables, you'd / would be healthy.
4 If you weren't always with your friends, you'd / would have time for me.
5 If you studied, you'd / would pass your exams.
6 If you saved some money, we could go on holiday.
7 If you didn't go to bed late, you wouldn't be tired.

Exercise 3 page 61

2 was / were 3 had 4 wouldn't phone 5 didn't have
6 lived 7 didn't wear 8 remembered / 'd/would remember

Exercise 4 page 61

1 I'd / would rather you didn't borrow my clothes.
2 I wish we lived in a bigger house.
3 If only we saw more of each other.
4 She'd / would rather stay in tonight.
5 I wish we could get married tomorrow.
6 If only you were ten years younger.

Exercise 5 page 61

2 fancied 3 knew 4 'd / would go out 5 could
6 'd / would get on 7 'd / would look 8 'd / would ask
9 live 10 'd / would be

Challenge! page 61

Students' own answers

7E Reading

Love on the Internet

Exercise 1 page 62

1 of 2 of 3 with 4 in 5 to 6 for

Exercise 2 page 62

c

Exercise 3 page 62

1 B 2 D 3 A 4 C 5 A 6 D 7 B 8 C

Challenge! page 62

Students' own answers

7F Speaking

Stimulus description

Exercise 1 page 63

1 g 2 e 3 b 4 f 5 d 6 c 7 a

Exercise 2 page 63

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

Exercise 3 page 63

Transcript LISTENING 28 page 63

I'm going to choose the restaurant in photo three. The tables are outside, so I could sit in the sun and rest for a while. I'd only want to eat something light because I wouldn't want to stop for long.

The problem with the restaurant in photo one is that it's too formal and traditional. It looks expensive and I wouldn't want to stop for a big meal in the middle of the day.
I wouldn't opt for the restaurant in photo two because it looks very crowded. It might be cheap but I certainly wouldn't be able to sit down. Eating there would be very stressful because it would be too noisy.
So, overall, the restaurant in photo three would be best.

She chooses the restaurant in photo three. The tables are in the sun and the food is light.

Exercise 4 page 63

1 choose 2 problem 3 looks 4 opt 5 might 6 too
7 overall 8 best

Exercise 5 page 63

Students' own answers

7G Writing

For and against essay

Exercise 1 page 64

b

Exercise 2 page 64

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

Exercise 3 page 64

1 A 2 F 3 F 4 F 5 A 6 A 7 A 8 F

Exercise 4 page 64

Students' own answers

Exercise 5 page 64

Students' own answers

Unit 7 Self Check

Exercise 1 page 65

1 split up with 2 going out with 3 asked, out
4 fallen out with 5 get back together 6 make up
7 fallen in love 8 get on with

Exercise 2 page 65

1 religious 2 patriotic 3 renowned 4 romantic
5 professional 6 mystical

Exercise 3 page 65

1 ever 2 less 3 better 4 the 5 more 6 worst
7 fastest 8 least

Exercise 4 page 65

1 If only I lived in a bigger flat.
2 I'd rather you didn't sit next to me.
3 If you didn't play computer games, you'd have more time.
4 I wish my dad would listen to me.
5 Would you rather stay in tonight?
6 I wish I didn't have an exam on my birthday.
7 If you studied more, you'd pass your exams.
8 I'm worried about my boyfriend. If only he'd call!

Unit 8

8A Vocabulary and listening

Getting from A to B

Exercise 1 page 66

2 control 3 reclaim 4 room 5 duty-free 6 office 7 rank
8 gate 9 petrol 10 hall 11 desk 12 shoulder
Mystery word: boarding pass

Exercise 2 page 66

1 dangerous 2 uncomfortable 3 inconvenient 4 relaxing
5 unreliable 6 fast

Exercise 3 page 66

Transcript LISTENING 29 page 66

Becky Right, I've booked our hotel in Paris. All we have to do now is to find a cheap flight and then we're fine.
Ian What do you mean, find a flight? I thought we were going by train?
Becky Oh no. Travelling by plane is much safer than going by train. I'd much rather fly.
Ian OK, but trains are quite safe, too. And they're a lot more reliable. Trains usually leave on time but planes are often delayed.
Becky Yes, but flying is much more relaxing. Once you've checked in your luggage, you're free to do whatever you want. I love the duty-free shops in the departure lounge, and I always have something to eat before my flight takes off.
Ian But don't forget that there's usually a buffet car on the train, so you can eat something there. Trains are more comfortable too, because you can stand up and walk around. On a plane you have to stay in your seat with the seat belt fastened.
Becky I know, but it's much faster going by plane. The flight only takes an hour!
Ian Actually, I think you'll find it's quicker by train. You don't have to hang around for so long before you board, and when you arrive, you've got your suitcase with you, so you don't have to go to baggage reclaim. The train is more convenient too as it takes you right to the centre of the city. Airports are usually a long way out of town and it can take you another hour to get to your hotel.
Becky Umm. I suppose you're right. I know! Let's do whatever is the cheapest.
Ian I think the price is more or less the same.
Becky Really? OK, you've convinced me. Let's take the train for a change.

1 B 2 B 3 I 4 B 5 I 6 I 7 B

Exercise 4 page 66

1 driver 2 overhead locker 3 carriage 4 flight attendant
5 runway 6 tracks 7 sets sail 8 disembark

8B Grammar

The passive

Exercise 1 page 67

1 are served 2 were given 3 wore 4 has made
5 is being cleaned 6 had arranged 7 has been built
8 will be cancelled

Exercise 2 page 67

1 are lost 2 has been reduced 3 was announced
4 will be closed 5 were stopped 6 is used
7 had been stolen 8 will be taken

Exercise 3 page 67

1 was written by Charles Dickens.
2 has been damaged by vandals.
3 will be added to the train at the next station.
4 had been left at baggage reclaim.
5 are sold by low-cost airlines.
6 are being repaired so there aren't any trains.

Exercise 4 page 67

1 was made 2 had been demonstrated 3 has been invested
4 have been produced 5 are sent 6 was introduced
7 is used 8 are being discovered 9 will be replaced

Challenge! page 67

Students' own answers

8C Culture

Explorers

Exercise 1 page 68

1 lethal 2 threatening 3 notorious 4 challenging
5 intrepid 6 gruelling 7 remote 8 unsuccessful

Exercise 2 page 68

b

Exercise 3 page 68

A 5 B 3 C 2 D 1

Exercise 4 page 68

Transcript LISTENING 30 page 68

Interviewer Rob, you went on an adventure cruise last year, didn't you?
Rob Yes, I did.
Interviewer Can you tell us something about it?
Rob Yes. Well, the cruise was similar to the original trip done by Captain Scott. We set off from the island of Tasmania and we sailed to Cape Evans, where Scott camped, nearly 1,300 kilometres from the South Pole.
Interviewer Wow! That sounds exciting! How long did the trip take you?
Rob We were at sea for 21 days, which was quite an adventure in itself! Sometimes the waves were over twelve metres high, and one day the engines stopped when we were thousands of kilometres from land. The captain managed to solve the problem though, so we were able to carry on.
Interviewer So, was your journey exactly the same as Captain Scott's journey?
Rob Not really. We followed the same route, more or less, except that we stopped at Macquarie Island, where we came across lots of penguins. And that's where the similarity ends, really. Scott took 30 days to reach the camp, while we took only nine, and the conditions on board were very different, too. We had comfortable cabins, shops, a sauna and five-star meals, but Scott and his team had none of these facilities.
Interviewer What did you find when you reached Cape Evans?
Rob Well, the main attraction of Cape Evans is Captain Scott's hut where the team camped. It looked quite sad and lonely in so much snow and ice. Inside, we saw the long table where Scott celebrated his 43rd birthday dinner before leaving for the Pole. On the shelves were the tins of food which they had taken with them, and scientific instruments and newspapers dating back to the time the men had left them. Scott's sealskin blanket still lies on his bed, and a photo of his wife is still on the wall. Seeing the hut makes you feel real respect for this man and his team, who went so far with so few resources.

1 F 2 F 3 T 4 F 5 T 6 F 7 T

Challenge! page 68

Students' own answers

8D Grammar

Indefinite pronouns: *some-, any-, no-, every-*

Exercise 1 page 69

1 b 2 c 3 c 4 a 5 a 6 b

Exercise 2 page 69

2 nothing 3 anybody / anyone 4 anywhere 5 something
6 anywhere 7 somebody / someone 8 Everybody

Exercise 3 page 69

1 somewhere 2 anywhere 3 somebody / someone
4 everything 5 nothing 6 anybody / anyone 7 something
8 Everybody / Everyone

Exercise 4 page 69

1 somewhere 2 somebody / someone 3 anywhere
4 anything 5 nothing 6 Nobody / No one 7 something
8 anybody / anyone 9 nowhere

Challenge! page 69

Students' own answers

8E Reading

A year away

Exercise 1 page 70

1 switched on 2 mate 3 folks 4 grief 5 look out for
6 chilled 7 wobbly

Exercise 2 page 70

The writer visited Vietnam and Thailand.

Exercise 3 page 70

1 a 2 b 3 c 4 a 5 b

Challenge! page 70

Students' own answers

8F Speaking

Travel problems

Exercise 1 page 71

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

Exercise 2 page 71

Transcript LISTENING 31 page 71

1 **Guest** Excuse me. I want to complain about my room.
Receptionist I'm sorry to hear there's a problem. What's the matter with it?
Guest It's very uncomfortable because the air conditioning isn't working.
Receptionist Well, I'll see what I can do.
Guest I'm sorry, it's just not good enough. This is a 5-star hotel!
Receptionist I must apologise. I'll sort it out immediately.
Guest Thank you. I appreciate that.

2 **Guest** Excuse me. I'd like to make a complaint.
Receptionist I'm very sorry to hear that. What seems to be the problem?
Guest I didn't sleep all last night. The music from the disco kept me awake.
Receptionist That's really beyond our control, I'm afraid. The disco doesn't belong to the hotel.

Guest But I can't sleep with all that noise! Can't I have a different room?
Receptionist There's really nothing I can do about it. The hotel is completely full.
Guest Well, I'm really not happy about this.

1 The air conditioning isn't working.
2 There is a lot of noise from the disco.

Exercise 3 page 71

1 A I want to complain about my room.
B I'd like to make a complaint.
2 A I'm sorry to hear there's a problem.
B I'm very sorry to hear that.
3 A What seems to be the problem?
B What's the matter with it?
4 A That's really beyond our control, I'm afraid.
B I'll see what I can do. 5 A I'm sorry, it's just not good enough.
B There's really nothing I can do about it.
6 A I'm really not happy about this.
B I must apologise.

Exercise 4 page 71

Transcript LISTENING 32 page 71

Guest Excuse me. I'd like to make a complaint.
Receptionist I'm very sorry to hear that. What seems to be the problem?
Guest I didn't sleep all night. The music from the disco kept me awake.
Receptionist That's really beyond our control, I'm afraid. The disco doesn't belong to the hotel.
Guest But I can't sleep with all that noise! Can't I have a different room?
Receptionist There's really nothing I can do about it. The hotel is completely full.
Guest Well, I'm really not happy about this.

1 B 2 B 3 A 4 A 5 B 6 A

Exercise 5 page 71

Students' own answers

8G Writing

Description of a place

Exercise 1 page 72

It is an Area of Outstanding Natural Beauty. It's got a selection of bays, beautiful beaches and a good surfing school. It also has lots of historic sites and Afon Forest Park is excellent for mountain biking.

Exercise 2 page 72

1 It is situated in 2 it takes 3 It is a great place
4 is famous for 5 to suit every taste 6 is a must

Exercise 3 page 72

1 fascinating 2 isolated 3 wild 4 breathtaking 5 historic
6 wooded

Exercise 4 page 72

1 It's Saturday 21st March today.
2 It's cloudy and it's only 10°. / It's only 10° and it's cloudy.
3 It doesn't matter what you do.
4 It's only a few kilometres from here.
5 It's a shame that you can't come.
6 It took twelve hours to drive home.
7 It's easy to get there.
8 It's just after midnight.

Exercise 5 page 72

Students' own answers

Unit 8 Self Check

Exercise 1 page 73

1 stressful 2 slow 3 cheap 4 inconvenient 5 safe
6 unreliable

Exercise 2 page 73

1 buffet car 2 taxi rank 3 hard shoulder
4 baggage reclaim 5 arrivals hall 6 ticket office
7 departure gate 8 passport control

Exercise 3 page 73

1 has been ordered (by the hotel receptionist).
2 aren't served on the plane.
3 is being prepared (by the cleaners).
4 hadn't been changed.
5 will be brought to your room.
6 is being delayed by bad weather this morning.
7 weren't put on the plane.
8 were shown around Pompeii (by the guide).

Exercise 4 page 73

1 anybody / anyone 2 somewhere 3 nothing
4 Somebody / Someone 5 nobody / no one 6 anything
7 something 8 anywhere

Get Ready for your Exam 4

Listening page 74

1 e 2 c 3 b 4 d 5 a

Transcript LISTENING 33 page 74

Presenter And now for the highlights on this week's television.

1 First of all, on Monday night there's *Changing Rooms*. In this home makeover show, two groups of friends swap homes. They then choose one of the rooms in their friends' home and redesign the room, painting it or putting up wallpaper and new curtains and so on. Finally, the couples meet up again to show each other the new rooms.
2 If you're into gardening, you won't want to miss *Ground Force* on Tuesday. In this show, a team of gardeners redesign the garden of a person who has been nominated by their family or friends. While the person is away, the team work on the garden for two days and surprise the person when they return home.
3 For those fashion addicts out there, on Thursday there's *What Not To Wear*. A member of the public is secretly filmed to find out what they usually wear. The show's presenters then visit the person and offer them £5,000 to throw away their old clothes and buy some new ones. At the end of the show, the person shows everyone their new look.
4 Now, if you're getting married soon, you may or may not want to watch *Don't Tell The Bride* on Friday. In this show, a couple are given £12,000 to spend on their wedding. However, the bride – that's the woman – and the groom – the man – must have no contact for three weeks, and it's the groom who has to organise everything, including the wedding dress!
5 Finally, for those of you who are keen on cooking, there's *MasterChef* on Sunday afternoon. Six contestants are given a selection of ingredients and they have to invent a dish. They have fifty minutes to cook the dish and present it to the judges. The winner goes through to the Grand Final at the end of the series.

Well, that's all we've got time for, I'm afraid. Happy viewing!

1 F 2 A 3 D 4 C 5 B

Reading pages 74–75

1 C 2 F 3 J 4 A 5 B 6 G 7 H

Use of English page 75

1 would be 2 were 3 sets 4 waves 5 have gone, are going 6 is pulled 7 have been restored 8 is 9 continuing 10 've travelled, have travelled

Speaking page 75

Students' own answers

Writing page 75

Students' own answers

Unit 9

9A Vocabulary and listening

Money and payment

Exercise 1 page 76

Across
2 cheque 4 offer 6 credit card 7 sale 8 price 9 till 12 bargain

Down
1 refund 3 receipt 5 reduction 7 stock 10 change 11 cash

Exercise 2 page 76

1 f 2 c 3 b 4 d 5 j 6 a 7 g 8 i 9 h 10 e

Exercise 3 page 76

Transcript LISTENING 34 page 92

Speaker 1 I quite like the sales, actually, and I always go shopping a couple of times when they're on. I like the idea of trying to find a bargain … it's really exciting. Sometimes I'm lucky and sometimes I'm not, but I do enjoy looking through all the cheaper stuff. The best thing I've ever found was a purple, leather jacket – it was only £30!

Speaker 2 I normally hate going shopping but it's even worse in the sales. There are always so many people shouting and pushing – it's really horrible. People are so aggressive. I think the shops use the sales to sell all the rubbish they have in stock. The clothes are always in a right mess, too – you can never find what you're looking for.

Speaker 3 I really look forward to the sales because it's the only time I can really buy anything! I don't particularly enjoy shopping at this time because of all the people, so I usually go when the shops are quiet – often first thing in the morning. The changing rooms aren't so busy then either, so you can take your time to try things on.

Speaker 4 Actually, I had a really bad time at the sales last year. I found these great combat trousers and they were very cheap. I didn't try them on because I knew they were the right size. When I got them home, I discovered a hole in one of the trouser legs. The shop wouldn't change them because I'd bought them in the sales.

Speaker 5 My favourite time of year is when the sales are on. My friends and I spend all day looking at the special offers – some shops have fantastic reductions! I always limit myself on how much money I take so that I don't spend too much. It's easy to buy a lot of clothes that you're never going to wear.

1 e 2 b 3 f 4 a 5 d

Challenge! page 76

Students' own answers

9B Grammar

have something done

Exercise 1 page 77

2 He's had his beard cut.
3 He's had his ear pierced.
4 He's had his glasses repaired.
5 He's had his hair dyed.
6 He's had his nose altered.
7 He's had his teeth whitened.

Exercise 2 page 77

2 are having the house decorated.
3 have had the central heating serviced.
4 are going to have the grass cut.
5 are having the front door painted.
6 had a new shower fitted.
7 are going to have the whole house cleaned.

Exercise 3 page 77

2 ourselves 3 yourself / yourselves 4 himself 5 myself 6 herself 7 themselves

Exercise 4 page 77

2 a cut b cut himself
3 a look after themselves b look after
4 a control herself b control
5 a taught herself b taught
6 a hurt b hurt herself

Challenge! page 77

Students' own answers

9C Culture

Advertising

Exercise 1 page 78

1 adverts 2 brand 3 agencies 4 slogan 5 products 6 placement

Exercise 2 page 78

1 C 2 A 3 B 4 A 5 C 6 B

Exercise 3 page 78

Transcript LISTENING 35 page 78

Presenter Hello, and welcome to this week's edition of *Beat the Brands*. Today, we've got Rick Davis in the studio with us to give us some ideas about how to get the most out of games consoles. Rick?

Rick Yes, well, as everyone knows, the manufacturers of games consoles want to keep the prices of their products as high as possible. The consoles get to their real, natural price about six months after they come out on the market – this is a reduction of more or less 25%. After a year, they can fall to about half their original price. So, if you want to buy a new games console, it's better to wait until the prices come down.

Presenter Right. Any other tips?

Rick Well, another problem is that the new console might not actually be successful with the public. If this happens, software companies will stop making games for it, and you could have a nice new console but no games to play on it. I suggest you wait for a year after the console is out on the market. That way, you'll be able to decide if it is a good product to buy or not, and if it is, you'll get it at a much better price.

Presenter And what about new games?

Rick It's the same issue. Software companies invest a lot of money in advertising new games and they are much more expensive when they first come out. If you wait for a while, you can read people's reviews on the Internet, or in your favourite games magazines, to see if the game really is as good as the advert says it is.
Presenter Is it better to buy used games, then?
Rick I would say yes. The price is often less than half the price of the new game. You can also sell your own games once you've finished with them to help you pay for a new one. My advice is to sell as fast as possible to get the best price for your games.
Presenter Thanks, Rick.

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

Challenge! page 78

Students' own answers

9D Grammar

Third conditional

Exercise 1 page 79

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

Exercise 2 page 79

1 If Beth hadn't spent all her pocket money, she would have been able to buy a new phone.
2 If we had gone to the right gate, we wouldn't have missed the flight.
3 I would have run out of petrol if I hadn't found a petrol station.
4 He would have bought the suit if it hadn't been out of stock.
5 They wouldn't have fallen out if he had paid her back on time.
6 If you had shopped around, you would have found a cheaper jacket.

Exercise 3 page 79

2 If I hadn't wasted my money, I wouldn't have been in debt all my life.
3 If she hadn't had plastic surgery, she wouldn't have become more confident.
4 If he had remembered his credit card, he wouldn't have paid in cash.
5 If the webcam hadn't been broken, I wouldn't have taken it back to the shop.
6 If the shop had ordered enough high-heeled boots, it wouldn't have sold out.

Exercise 4 page 79

1 had studied, would have passed
2 had had, would have found
3 hadn't got married, wouldn't have made
4 wouldn't have stayed, hadn't had
5 wouldn't have gone, hadn't got
6 had been able, would have met
7 would have gone, hadn't (always) been

Challenge! page 79

Students' own answers

9E Reading

A charmed life

Exercise 1 page 80

1 for 2 In 3 In 4 by 5 on 6 In

Exercise 2 page 80

a

Exercise 3 page 80

1 b 2 e 3 a 4 f 5 d

Challenge! page 80

Students' own answers

9F Speaking

Photo description

Exercise 1 page 81

Transcript LISTENING 36 page 81

Interviewer Why do you think the woman is giving the girl some money?
Candidate I can't be sure, but I guess the woman is the girl's mother. I think she's giving her a €20 note – it certainly looks like a €20 note. I'm pretty sure she's giving her the note because it's her pocket money. Um, another possibility is that she's giving her the money so that she can go out. It could be that she's going to the cinema or something like that. It's difficult to say.
Interviewer Do you and your friends take a lot of money with you when you go out? Why? If not, why not?
Candidate No, I wouldn't say I take a lot of money with me when I go out. For example, I usually take about €10 with me. Actually, I've got €10 in my pocket right now! I haven't got much money, so I have to be very careful with it. As for my friends, I'd say that they probably take the same amount with them as I do. In fact, I'm pretty sure that no one takes a lot of money with them. I think it's much safer if you don't carry a lot of money around.
Interviewer Tell me about the last time you went out with your friends.
Candidate The last time I went out with my friends was on Saturday. One of the boys in our group, Andy, had told us about a basketball match in the evening, so we decided to go and watch it. I hadn't seen Andy play before so I didn't know he was so good – he scored twelve points while we were watching! In the end, Andy's team won, so we all had dinner together to celebrate. We all had a great time and I got home at about midnight.

1 F 2 F 3 T 4 F

Exercise 2 page 81

Transcript LISTENING 37 page 1

Candidate I can't be sure, but I guess the woman is the girl's mother. I think she's giving her a €20 note – it certainly looks like a €20 note. I'm pretty sure she's giving her the note because it's her pocket money. Um, another possibility is that she's giving her the money so that she can go out. It could be that she's going to the cinema or something like that. It's difficult to say.

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

Exercise 3 page 81

2 I doubt that … 3 I wouldn't say that … 4 Actually,
5 I also think that … 6 In fact, 7 For example,
8 For one thing, … 9 For instance,

Exercise 4 page 81

Transcript LISTENING 38 page 81

Candidate The last time I went out with my friends was on Saturday. One of the boys in our group, Andy, had told us about a basketball match in the evening, so we decided to go and watch it. I hadn't seen Andy play before so I didn't know he was so good – he scored twelve points while we were watching! In the end, Andy's team won, so we all had dinner together to celebrate. We all had a great time and I got home at about midnight.

1 went out 2 had told 3 decided 4 hadn't seen
5 didn't know 6 were watching 7 won 8 had 9 got

Exercise 5 page 81

Students' own answers

9G Writing

Opinion essay

Exercise 1 page 82

1 C 2 B 3 D 4 A

Exercise 2 page 82

2 opinion 3 firmly 4 more 5 mind 6 see 7 only 8 seems 9 Moreover 10 think

Exercise 3 page 82

Giving an opinion In my opinion; I firmly believe that; To my mind; As I see it; It seems to me; I think that
Introducing an additional point What is more; Not only that, but; Moreover

Exercise 4 page 82

Students' own answers

Exercise 5 page 82

Students' own answers

Unit 9 Self Check

Exercise 1 page 83

1 receipt 2 stock 3 sale 4 refund 5 bargain 6 offer

Exercise 2 page 83

1 on 2 back 3 on 4 back 5 up 6 for 7 around 8 in

Exercise 3 page 83

1 'm / am having my car repaired.
2 do you have your hair cut?
3 is going to have her nails painted.
4 did you have your photo taken?
5 hasn't had his eyes tested for years.
6 did they have their living room painted?

Exercise 4 page 83

1 myself 2 themselves 3 himself 4 ourselves 5 herself

Exercise 5 page 83

1 wouldn't have been, hadn't broken down
2 hadn't spent, 'd / would have bought
3 'd / would have known, 'd / had listened
4 hadn't played, wouldn't have lost
5 wouldn't have missed, 'd / had got up

Unit 10

10A Vocabulary and listening

Performers

Exercise 1 page 84

1 string quartet 2 busker 3 rock band 4 choir 5 folk group 6 rapper 7 jazz band 8 opera singer 9 orchestra

Exercise 2 page 84

1 solo 2 chorus 3 aria 4 Lyrics 5 beat 6 symphony 7 Chords 8 movement 9 melody 10 Harmony

Exercise 3 page 84

Transcript LISTENING 39 page 84

Paul Hey, Cathy, have you heard what they're saying about the future of rock music?
Cathy No. Tell me.
Paul Well, this article says that rock music is on its way out. There's no future for it.
Cathy How can they possibly say that? I love rock music!
Paul It says that last year there were only three rock songs among the top 100 best-selling hits in the UK.
Cathy But that's a disaster! So what is everybody listening to if it isn't rock?
Paul Hang on. Let me look at the figures. Here they are. The most popular music seems to be erm … hip hop and R'n'B. Erm … 47% of the top-selling tracks belong to this category. Next comes pop with 40% and then dance with 10%. Like I said, rock has only 3% of the tracks on the list.
Cathy But surely someone out there must be listening to rock. The radio stations are full of it, and rock bands are always going on tour.
Paul Yes, but it's the old bands that are doing well on tour, isn't it? Some people still want to see them live. Bands like Bon Jovi and U2, who've been around for years. Rock music is still popular with the over forties, but it's young people who aren't so interested in it.
Cathy Well, I, for one, am going to carry on listening to my favourite rock bands. By the way, have you heard the latest album by The Strokes?
Paul No, I haven't. Is it any good? I love that band!
Cathy Yes, it's excellent. Wait a minute. I'll put it on, so you can hear it.

1 T 2 F 3 F 4 T 5 F 6 T 7 T

Exercise 4 page 84

1 singer 2 composer 3 poet 4 sculptor 5 director 6 novelist 7 playwright

Challenge! page 84

Students' own answers

10B Grammar

Participle clauses

Exercise 1 page 85

1 performing 2 watching 3 collected 4 sung 5 inviting 6 composed 7 leading 8 played

Exercise 2 page 85

1 portrayed 2 depicted 3 worn 4 standing 5 walking 6 talking

Exercise 3 page 85

2 On stage there's a folk band singing old songs.
3 The musician, educated in Rome, will play three songs this evening.
4 The cathedral used for the ceremony was built in the last century.
5 The opera, starring Elaine Stewart, was an absolute disaster.
6 The DJ playing the music is very well-known.

Challenge! page 85

Students' own answers

10C Culture

Music festivals

Exercise 1 page 86

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

Exercise 2 page 86

1 mainland Europe 2 music lovers / festival-goers
3 dance music 4 campsite 5 shuttle buses
6 festival-goers / music lovers 7 line-up 8 headline acts

Exercise 3 page 86

1 It was held in 2004.
2 Both festivals often have the same headline acts.
3 The best accommodation is 'podpads' in the Luxury Campsite.
4 They can find fully-equipped tents that they can hire.
5 It usually rains.
6 The performers also enjoy it.

Exercise 4 page 86

Transcript LISTENING 40 page 86

Susie Hi Callum! How are you? How was your summer?
Callum Hello Susie. Yeah, it was good.
Susie You went to a music festival, didn't you?
Callum Yeah. Yeah, I did.
Susie What was it like?
Callum I didn't really enjoy it, to be honest. I should have known it was going to be a disaster when I had such problems getting the tickets.
Susie Oh, dear. What went wrong?
Callum Well, the main problem was getting there in the first place. We wanted to be green and all that, so we decided not to take the car. We got the train to the nearest station and then there was supposed to be a bus to pick us up and take us to the festival site. Unfortunately, most of the other festival-goers had had the same idea as us, so there was a huge queue. It was really late by the time we got to the campsite.
Susie But you saw some good bands, though, didn't you?
Callum That was the other problem. After watching all the bands my brother wanted to watch in the pouring rain, we went to the main stage to see my favourite band. When we got there, we found out they'd cancelled at the last minute.
Susie Why did they do that?
Callum The lead singer was ill. He had a throat infection or something. I was so fed up, I can tell you.
Susie Oh, poor you! Does that mean you won't be going to any more music festivals?
Callum Not at all. Actually, I'm thinking of going to the V Festival next year. Do you want to come? The headline acts are the Arctic Monkeys, Eminem, and Plan B and Rihanna are also playing …

1 difficult 2 train 3 A lot of 4 relative 5 bad
6 didn't play 7 will

Challenge! page 86

Students' own answers

10D Grammar

Determiners: *all, each, every, few, little,* etc.

Exercise 1 page 87

1 a few 2 little 3 a few 4 little 5 Few 6 a little

Exercise 2 page 87

1 I watched most of it.
2 I have listened to all of them.
3 I liked some of it.
4 I haven't been to any.
5 I know most of them.
6 I've / have seen a few.

Exercise 3 page 87

1 The DJ didn't take much time to set up his equipment.
2 Singers and dancers earn little money at first.
3 correct
4 correct
5 Few string quartets become famous.
6 Not many buskers get rich.
7 A lot of musicians can play more than one instrument.
8 correct

Exercise 4 page 87

2 no 3 some 4 Few 5 most of 6 each
7 any of 8 many

Challenge! page 87

Students' own answers

10E Reading

Beautiful minds

Exercise 1 page 88

2 illustrations 3 sketches 4 drawings 5 paintings
6 sculptures

Exercise 2 page 88

They both suffer from bipolar disorder.

Exercise 3 page 88

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

Challenge! page 88

Students' own answers

10F Speaking

Stimulus description

Exercise 1 page 89

Expressing enthusiasm I'd really love to see it. That sounds more fun. It should be really entertaining. I love that kind of thing.
Expressing lack of enthusiasm It just doesn't appeal to me. It's not really my thing. I wouldn't say I was a real fan. I think I'd be bored. I'm not very keen on it.

Exercise 2 page 89

Transcript LISTENING 41 page 89

1 Let's go to an outdoor music festival this summer.
2 What did you think of that new DJ?
3 Do you fancy watching the school orchestra next Friday?
4 Have you ever seen a male voice choir?
5 They've put on a new interactive exhibition in the science museum.
6 Why don't we go to the ballet?

1 a 2 b 3 b 4 a 5 a 6 b

Exercise 3 page 89

1 so 2 so 3 such 4 such 5 so 6 such

Exercise 4 page 89

Transcript LISTENING 42 page 89

I'm going to choose the exhibition in picture 1. I'd really love to see this exhibition. I love that kind of painting. The technique is amazing! It's so detailed and so realistic. And it's really useful for me to see this kind of exhibition because I'm studying art at school and I have to write essays about the history of art.
I wouldn't opt for the sculpture exhibition in picture 2. It looks a bit strange! I wouldn't say I was a real fan of modern art in general, actually, because I don't understand it. Some of my friends like Damien Hirst and other modern artists, but it's not really my thing. I prefer older art, like in picture 1.

1 She chooses the exhibition in picture 1 because she likes this kind of painting and it will help her studies to see the exhibition.
2 She rejects the exhibition in picture 2 because she doesn't really like modern art, as she doesn't understand it.

Exercise 5 page 89

Students' own answers

10G Writing

Book review

Exercise 1 page 90

1 identified 2 set 3 main 4 written 5 twist 6 end 7 recommend

Exercise 2 page 90

2 What is really exciting is the setting.
3 What I loved was the way the story was told.
4 What the main character needs is a friend to help him.
5 What I really enjoy is reading on the train.
6 What this author is famous for is creating a twist at the end.

Exercise 3 page 90

What the writer likes most is the relationship between Eragon and his dragon.

Exercise 4 page 90

Students' own answers

Unit 10 Self Check

Exercise 1 page 91

1 busker 2 orchestra 3 string quartet 4 DJ 5 folk group 6 choir 7 rapper

Exercise 2 page 91

1 movement 2 chorus 3 symphony 4 melody 5 solo 6 lyrics 7 chords 8 harmony

Exercise 3 page 91

1 written 2 changing 3 shown 4 used 5 playing 6 performed 7 announcing 8 wearing

Exercise 4 page 91

1 Few 2 Most 3 any 4 all 5 some 6 each 7 much

Get Ready for your Exam 5

Listening page 92

Transcript LISTENING 43 page 92

Presenter Hello and welcome to *Career Opportunities*. On today's programme we'll be talking to people who have jobs in the retail industry. First to join us is Caroline Bates, who's a personal shopper. Caroline, what exactly is a personal shopper?
Caroline Well, a personal shopper is someone who is actually paid to shop. They can be hired by individuals, companies or retailers themselves to find all kinds of different products. These can range from clothing and furniture to food and presents for employees. Some personal shoppers specialise in specific items while others do a variety of different things.
Presenter So, what's the secret to being good at the job?
Caroline Um, well, you mustn't limit yourself to only looking for things that appeal to you. You have to be open to looking for things that suit your clients' tastes, not just your own. You also need to know how to shop within a set budget.
Presenter Caroline, tell us about your own job. Who do you work for?
Caroline Well, I'm actually a 'personal shopping consultant'. I work in the women's clothes section of a large department store on Oxford Street.
Presenter So, who are your clients? And what happens in a typical meeting with a client?
Caroline Well, most of them are women, obviously. I meet the client in our special suite and we discuss what kind of image they want to project. Then, I go down to the shop floor and collect some items for the client to try on. Together we talk about the outfits, and when we're both sure that we're happy with the look, I take them off to the beauty department, where they have their face made up. And that's it, really.
Presenter So, what sort of qualities does a personal shopper need, Caroline?
Caroline Well, first of all, you need a lot of experience in sales. Your appearance is also important – it is your best advertisement – and you must be an outgoing sort of person, very friendly and confident. You also need to have a lot of patience and tact. You don't want to upset your client!
Presenter No, I'm sure. Caroline, thank you for joining us.
Caroline My pleasure.

1 retail 2 employees 3 budget 4 department store 5 beauty department 6 appearance 7 patience/tact

Reading page 92

1 A 2 A, C 3 C 4 A 5 B 6 D

Use of English page 93

1 where 2 have 3 what 4 would 5 every 6 was 7 having 8 had 9 lot 10 done

Speaking page 93

Students' own answers

Writing page 93

Students' own answers

Get Ready for B2 Exams 1

Use of English page 94

Exercise 1 page 94

1 nothing 2 on 3 if 4 were 5 for 6 out
7 any/the 8 to 9 for 10 enough

Exercise 2 page 94

1 reliable 2 inventor 3 difference 4 selection
5 certificate 6 told 7 director 8 enthusiasm
9 response 10 actually

Reading pages 94–95

1 T 2 F 3 T 4 F 5 T 6 F 7 T 8 T

Get Ready for B2 Exams 2

Use of English page 96

Exercise 1 page 96

1 won 2 was held 3 had been constructing
4 had entered 5 decided 6 didn't have 7 wouldn't be
8 were rewarded 9 had demonstrated 10 winning

Exercise 2 page 96

1 c 2 a 3 b 4 d 5 a 6 c 7 d 8 a 9 c 10 a

Reading page 96

1 C 2 D 3 B 4 G 5 A 6 F

Review 1–2

Exercise 2 page 98

1 was walking 2 sounded 3 managed 4 were shining
5 heard 6 realised 7 were making 8 had noticed

Exercise 3 page 98

1 c 2 d 3 b 4 a 5 c 6 a 7 b 8 a 9 b 10 c 11 b
12 b 13 c 14 d

Review 3–4

Exercise 2 page 99

1 has 2 who 3 where 4 eyelid 5 been 6 neck
7 been 8 hand

Exercise 3 page 99

1 for work as 2 which I saw 3 experience in
4 I often help / I have often helped 5 who grows
6 I worked 7 in charge of 8 I did the paperwork
9 and I also served customers 10 I have always loved
11 I am training 12 the people whose
13 I have been looking after / I look after 14 who has just sold

Review 5–6

Exercise 2 page 100

1 was going to go 2 might not survive 3 look into
4 will have got over 5 that he had 6 time the train leaves
7 if we followed 8 must have forgotten

Exercise 3 page 100

1 'd / had invited 2 would pay 3 wanted 4 could
5 'm / am going to be 6 'm/am / 'll/will be looking after
7 'm / am going 8 finishes 9 'll / will have done
10 'll / will / might / may fail 11 don't pass
12 'll / will be studying 13 'll / will book
14 'll / will be arriving / 'm / am arriving

Review 7–8

Exercise 2 page 101

1 b 2 a 3 a 4 d 5 c 6 a 7 a 8 c

Exercise 3 page 101

1 are 2 most 3 would 4 Anybody / Anyone 5 less
6 desk 7 gate 8 is 9 more 10 would 11 weren't
12 been 13 advantages 14 be

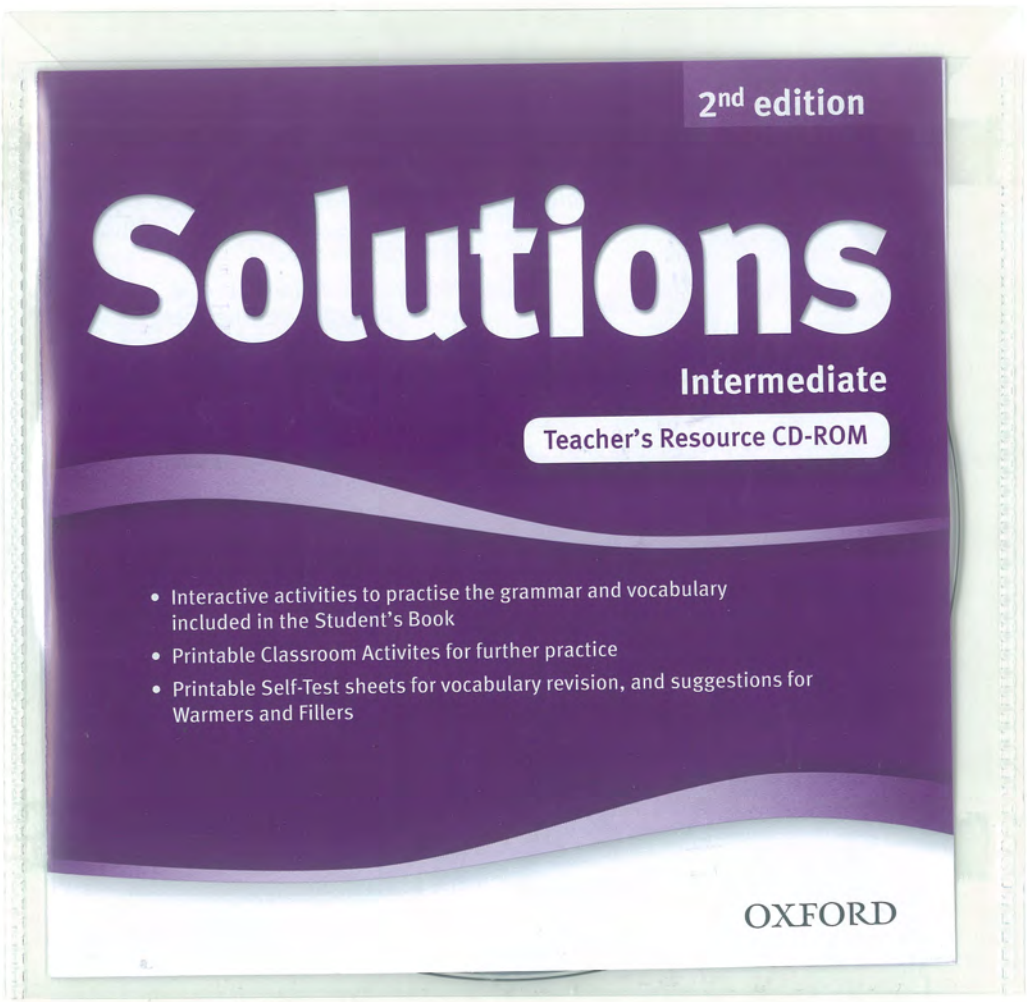
Review 9–10

Exercise 2 page 102

1 offer 2 Many 3 refund 4 exchange 5 much
6 bargains 7 most 8 receipt

Exercise 3 page 102

1 written 2 called 3 hunting 4 occupying 5 ruled
6 known 7 killing 8 wouldn't have volunteered
9 Accompanied 10 created 11 cut 12 painted
13 making 14 Reading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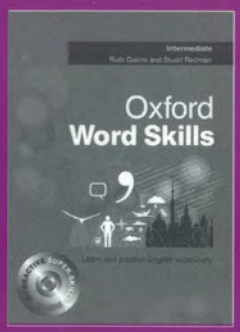

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