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8A Vocabulary**On the phone****LESSON SUMMARY**

Vocabulary: Collocations: using a mobile phone; phrasal verbs: phoning

Listening: Phone conversations

Speaking: Talking about mobile phones

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercises 4 and 6 and do exercise 8 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students to imagine a world without mobile phones. Then write the following situations on the board:
 - *You're at home waiting for a friend so you can go to a party together. He's very late so you leave without him. There is no one else at home.*
 - *It's a cold, rainy night. You're a college student and there's only one phone in your flat. You need to phone your parents, but ten other students have the same idea as you.*
 - *You need to find Dean Street but you're lost.*
- In pairs, students discuss what they would do in each of the situations.
- Ask a few students to share their ideas with the class.

Exercise 1 page 86

- Focus attention on the photos. Ask students: *What do you think the photos say about the use of mobile phones?*
- In pairs, students choose a photo each and take turns to describe it to their partner. Elicit some descriptions.
- Students then discuss the questions in pairs. Elicit some answers.

Exercise 2 page 86

- Go through the words together and pre-teach any unknown vocabulary, e.g. *recharge* (to fill up with electrical power), *data roaming* (your phone's connection to the internet through networks that are not owned by your mobile operator), *top up* (to fill something that is partly empty), *disable* (to prevent something from working correctly), *enable* (to make it possible for something to work correctly), *credit* (money you have paid into your mobile phone account).
- Students match the words to make collocations and write them in their notebooks.
- Check answers as a class.

KEY

1 a 2 d 3 b 4 f 5 c 6 e 7 h 8 k 9 g 10 j 11 i 12 l

Exercise 3 3.11 page 86

- With a **weaker class**, write the following on the board:
a trying to speak to someone in another country (conversation 4)
b inviting someone to go somewhere (conversation 1)
c not being able to contact someone (conversation 3)
d not having enough money to use a mobile phone (conversation 2)
- Play the recording for the weaker students to match the conversations with the summaries a–d.
- Play the recording (again) for students to answer the questions.
- Check answers as a class.

KEY

1 a He mistakes her for her mother. **b** A group are going to the cinema that night and Amelia can text or phone if she wants to join them. **2 c** He uses his mother's. **d** £15
3 e Because he hadn't listened to his voicemail for a day or two **f** Because his battery was flat and then he put his phone on silent. **4 g** She can't call her mother in England. **h** He suggests calling from his phone.

Transcript

- 1 Jodie** Hello.
Ryan Is that Mrs Kelly?
J No, it's Jodie.
R Oh sorry, Jodie. I didn't recognise your voice. You sound just like your mother.
J Thanks.
R Is your sister there?
J Hang on a sec. I think she might be out. Amelia! Phone!
Mrs Kelly Amelia's gone out.
J Yeah, she's out. Do you want to leave a message?
R Yes, please. Tell her a group of us are going to see a film tonight and can she phone or text if she wants to come along too.
J OK. I'll tell her.
R Thanks. Bye now.
J Bye.
- 2 Woman** Welcome to the mobile top-up service. Please enter the mobile number you want to top up followed by the hash key.
Boy 0778 ... 7622 ... hash.
W Now enter the amount you wish to top up, between a minimum of five pounds and maximum of 30, followed by the hash key.
B £15 should be enough.
W To top up using a debit or credit card press 1. To top up using a voucher, press 2. If you have already used this card to top up, then just enter the last four digits of the long number and press the hash key.
B Mum! I'm just topping up my mobile again. What are the last four digits of your credit card?
Mum I topped it up for you last week, didn't I?
B No! That was ages ago.
W If you have already used this card to top up ...
B I need to enter the numbers or the line will go dead.
M It's 4455. Just £5, mind.
B £5? Too late to change it ...
W Thank you for using the mobile top-up service. Your balance is now £15 and 15 pence. Goodbye.
- 3 Jake** Hello.
Harriet Hi, Jake. It's me, Harriet.

- J** Hi Harriet. I didn't recognise the number. Have you changed it?
H Yes. That's why I'm calling – to let you know. I've been trying to call you for a couple of days. Did you get my messages?
J Uh, no, I haven't listened to my voicemail for a day or two.
H Why weren't you picking up yesterday?
J Sorry, I noticed my phone was dead and I had to charge it. Then I accidentally put the phone on silent.
H Oh, well. You've got my new number now.
J Thanks. I'll save it to my contacts list. ... Hello, are you still there?
H Yes, I'm here.
J I think I lost the signal for a moment. Anyway, gotta go now. I'll see you on Saturday.
H OK. Bye.

- 4 Girl** Can you help with my phone, Sam?
Boy I'm not that tech-savvy myself, but I'll try. What's the problem?
G I'm trying to call my mum in England, but it won't let me make a call.
B Did you tell your mobile network that you were travelling abroad?
G Yes, I told them a week before I left and they said I'd be able to make and receive calls.
B Are you connected to a local network here?
G Yes. I got a welcome message when I switched the phone on at the airport. It's funny, because I can send and receive texts, but it won't let me make calls.
B Have you enabled 'data roaming'?
G Yes, I think so. Look.
B Yep. That looks right. I think you'll have to call your mobile network. They should be able to sort it out.
G I've tried. But I can't seem to call my network from this phone, I guess because it's an international call.
B You can call from my phone if you like.
G That's really kind of you. I'll pay for the cost of the call.
B Don't worry about it. I've got lots of credit.

Exercise 4 3.11 page 87

- Refer students to the collocations they wrote in their notebooks for exercise 2.
- Play the recording again for students to tick the collocations they hear.
- Check answers as a class.

KEY

leave a message, enter a number, top up your mobile, listen to your voicemail, put the phone on silent, save to the contacts list, lose the signal, make a call, enable data roaming

Transcript

See exercise 3.

Extra activity

- Write the following questions on the board:
 - 1 What is the problem with using data roaming when you're abroad?
 - 2 In what situations would you put your phone on silent?
 - 3 In what situations would you put your phone on loudspeaker?
 - 4 How often do you run out of credit?
- Students discuss the questions with a partner.

Exercise 5 page 87

- Ask students to match the phrasal verbs with their meanings using their dictionaries where necessary.
- Check answers as a class.

KEY

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

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for five of the phrasal verbs in exercise 5.

Exercise 6 page 87

- Ask students to read the *Recycle!* box.
- With a **weaker class**, write *switch off your phone* and *get through to your mother* on the board. Ask students to replace *your phone* and *your mother* with pronouns. Where do the pronouns go? (*It* goes between the verb and the particle and *her* goes after the particles because three-part phrasal verbs are inseparable.)
- Ask students: *What is a transitive verb?* (a verb that always has a direct object)
- In pairs, students discuss the questions.
- Check answers as a class.

KEY

1 **get through to someone, pick up the phone, switch something off, run out of something, call somebody back, cut somebody off, get back to somebody;** These are transitive because they always take an object. We know they take an object because it is given in the examples.

2 **get through to someone, run out of something, get back to somebody** 3 **pick up the phone, switch something off, call somebody back, cut somebody off;** We know they are separable because if the object is a pronoun, it will come before the particle, as in the examples.

Exercise 7 3.12 page 87

- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 **Because Tom was in a maths lesson.** 2 **Tom's phone is running out of credit and the signal is terrible.**

Transcript

Tom Hi Jane.

Jane Hi Tom. I've been trying to call, but I couldn't get through.

T Sorry. The phone rang, but I couldn't pick up as I was in school. It was in the middle of a maths lesson and the teacher told me to switch the phone off.

J Can you speak up? I can't hear you very well.

T Is that better?

J A bit. Where are you?

T I'm on the train. I'm going to spend the weekend with my cousin in London. Look, I'm running out of credit. Can I call you back?

J You're breaking up.

T I said, I'm running out of credit. And the signal isn't very good.

J No, the signal is terrible.

T And now we've just gone into a tunnel! I think we're about to be cut off.

J OK, I'll hang up and get back to you.

Exercise 8 3.12 page 87

- Ask students to read the gapped sentences from the recording. Then ask them to try to complete them before listening to the recording again.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 **get through** 2 **pick up** 3 **switch (the phone) off**
4 **speak up** 5 **running out of; call (you) back**
6 **breaking up** 7 **hang up; get back to**

Transcript

See exercise 7.

Exercise 9 page 87

- In pairs, students take turns to ask and answer the questions.
- Elicit some answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about using my mobile phone. I can understand and use collocations for using a mobile phone and two- and three-part phrasal verbs for phoning.*

8B Grammar

Reported speech

LESSON SUMMARY

Reading: An article about twins who can share each other's pain and thoughts

Grammar: Reported speech

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Write *telepathy* on the board and elicit its meaning (the communication of thoughts between people's minds without using speech, writing, or other normal methods). Give one or two examples of telepathy, e.g. *You start thinking about a friend for no reason and the next minute they phone you. You start thinking about something and then the person next to you mentions the same thing.*
- Ask: *Do you believe that telepathy exists or do you believe that things like these are just coincidences?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 88

- Focus attention on the picture and the title and ask students to predict what the text is about. Elicit answers.
- Students read the text and discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 88

- Focus attention on the first sentence with highlighted words in it in the text and ask: *What were Harriet's exact words to Beth?* ('My right ankle is hurting, but I don't know why.') Students then work out the speakers' original words in the other sentences.
- Ask: *What happens to the tense of a sentence in direct speech when it is reported?* (It goes back one tense into the past.)
- Students complete the table.
- Check answers as a class.

KEY

The speakers' original words are: My right ankle is hurting, but I don't know why. I haven't twisted it or anything, but I can't put any weight on it. I watched a really good video clip on the internet yesterday. I'll send you a link to the website where I found it. You must watch it.

1 present simple 2 present continuous 3 present perfect 4 past simple 5 can / can't 6 will / won't

Exercise 3 page 88

- Ask students to read the *Learn this!* box. They then study the underlined verbs in the text and match them with rules a–c.
- Check answers as a class.

KEY

rule a she must watch it rule b she'd finished watching it
rule c I'd found it

Exercise 4 page 88

- Students read the text again and find examples of rules d and e.
- Check answers as a class.

KEY

rule d She told me that her right ankle was hurting ...; She said she hadn't twisted it ...; ... but told me she couldn't put any weight on it; I told Harriet that I had watched ...; I said that I would send her ...; I told her she must watch it; ... she said she had come across the same clip ...; She said that after she'd finished watching it ...

rule e She said she hadn't twisted it ...; ... but told me she couldn't put any weight on it; I told her she must watch it; ... she said she had come across the same clip ...

Exercise 5 page 88

- Ask students to read the *Look out!* box. They then find examples of changes to pronouns, possessive adjectives and references to time in the text.
- Check answers as a class.

KEY

She told me that her right ankle was hurting ...; She said she hadn't twisted it ... she couldn't put any weight on it; ... I had watched a really good video clip ... the day before; I told her she must watch it; she said she had come across ...; She said that after she'd finished watching it, she had thought about sending me the link.

Extra activity

In pairs, students convert the reported speech sentences in the text into direct speech. They then practise saying them to each other, e.g. *I watched a really good video clip on the internet yesterday.*

Exercise 6 page 88

- With a **weaker class**, go through the pronouns in the sentences and ask who they refer to, e.g. in sentence 1, *I* refers to *Maisy* and in sentence 4 *I* refers to *Freddy*. Then ask students to work out how their pronouns need to change. They should then decide how the tenses change, and finally how references to time and place change.
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 Joel said (that) he might disable data roaming when he went abroad the following week. 3 Max said (that) Kelly had never had a mobile. 4 Freddy said (that) he hadn't topped up his mobile since the month before. 5 My mum said (that) I mustn't let my battery run out. 6 Sally said (that) Liam had saved my number to his phone book. 7 Tom said (that) that / this time the following week, he would be flying to Prague.

For further practice of reported speech: Grammar Builder 8.1 page 140

1 1 was sleeping 2 couldn't find 3 would help
4 hadn't thought 5 had never been 6 might be
7 was going 8 had arrived

2 told 1, 3 said 2, 4, 7, 8 say 5

3 1 Tom said to Ryan (that) he would call him the following day. 2 Geoff told Gerard (that) they had gone to Paris the month before. 3 Julia said to Miranda (that) she couldn't come to her house that day. 4 Quentin told Leah (that) he had texted Joanna an hour earlier. 5 Emma said to Amy (that) they were all going out that night. 6 Maisie said to Sarah (that) she wanted her to be there at two o'clock that afternoon.

Extra activity: Fast finishers

Ask **fast finishers** to write a conversation they had recently in reported speech, e.g. a conversation with a parent about what to have for breakfast or a conversation with a friend about plans to do something together.

Exercise 7 page 88

- Students write answers to the questions in their notebooks.

Exercise 8 page 88

- Students take turns to ask and answer the questions, writing their partner's answers in their notebooks.
- They then report their partner's answers to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use reported speech. I can convert direct speech into reported speech.*

8C Listening

Global network

LESSON SUMMARY

Listening: A radio programme about communication

Exam Strategy: Listening for gist; answering multiple-choice questions

Vocabulary: Phrasal verbs

Speaking: Talking about problems and solutions

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Tell students: *The world is smaller than it was fifty years ago. How have changes in travel, trade and communications made it smaller?*
- In pairs, students discuss the question.
- Elicit some ideas. If necessary, mention that air travel has increased global mobility, globalisation has made goods from all over the world easily accessible and innovations in telecommunications have made instant communication with others possible in many places around the world.
- Ask students whether they think these changes are always a good thing, or whether they have lessened our excitement about the unknown.
- Elicit some answers.

Exercise 1 page 89

- In pairs, students study the map and guess what it shows.
- Elicit answers but do not correct them at this point.

Exercise 2 3.13 page 89

- Play the recording for students to check their guesses in exercise 1.
- Check answers as a class.

KEY

The map shows the position of the undersea cables that form the communications network that connects all the continents in the world except Antarctica.

Transcript

Host Everyone knows that the modern world is connected by a communications network. We can send messages from one continent to another in less than a second and information travels around the internet at nearly the speed of light. But how does this information get from one part of the globe to another? Through the air? Using satellites? Here to discuss this question with me today is Professor Gary Brown, a historian and an expert in communications. Welcome.

Professor Thank you.

H So let's start off with that question: how does information travel around the globe? I'd imagine it all happens with satellites and mobile phones these days.

P In fact, that isn't the case at all.

H Oh really?

P No. The truth is surprising to many people: the majority of information – over 95% of it – travels through cables under the sea.

H What kind of cables? How big are they?

P Well, these cables are only about 8 cm thick but can be more than 21,000 kilometres long. And they connect every continent in the world except Antarctica. In fact, there are several different cables connecting most of the continents. Millions of businesses and individuals around the world depend on these cables.

H And I suppose, being at the bottom of the sea, they can't really get damaged.

P Actually, they do sometimes get damaged ... by boats, or even by whales! In 2008, a major cable broke, and as a result, 60% of India lost its internet connection.

Extra activity

- Ask students: *Are you surprised by the information in the radio programme? Why / Why not?*
- Elicit answers.

Exercise 3 3.13 page 89

- Give students a minute to look at the figures and see if they can remember what they refer to. They should write their ideas down in their notebooks.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

95% of information travels through the undersea cables. The cables are 8 cm thick and they can be more than 21,000 km long. In 2008 a major cable broke and 60% of India lost its internet connection.

Transcript

See exercise 2.

Exercise 4 3.14 page 89

- Go through Listening Strategy 1 together. Then ask students to read the sentences.
- Play the recording for students to choose the correct words. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 will 2 can't 3 is 4 hasn't

Transcript

Speaker 1 Oh, hi Sam. I'm on the train. We're just passing ... Anyway, I'm just calling to say that I've been a bit delayed. So wait for me outside the theatre. We shouldn't ... the beginning. You've got the tickets, right? OK ... bye for now.

Speaker 2 Hello, Ava. It's me, Alice. Thanks for the ... – I got it yesterday. I'm really ... but I'm going to be away all weekend. I hope you get this message and can invite somebody else. Have a great time. I've heard the ... is a great place to eat. Enjoy it. Bye! Oh, and happy birthday for Saturday!

Speaker 3 Hi, Jake. It's me. I got your text about the hotel in Paris. When ... going exactly? I can't remember the name of it, sorry. But it's really good and not too ... So I'd definitely book it, if I were you. I'll check the name tonight. I can look back at my ... Then I'll text you. Bye!

Speaker 4 Oh, hi Emma. Thanks for your ... Yes, I have got your top. You left it at my house when you came for ... I was going to send it back to you yesterday, but I couldn't get to the post office. I was too busy with the ... Anyway, I won't forget. Well, if I do, send me a text. But I'll try not to! Hope you had fun at the ... Bye for now!

Exercise 5 3.15 page 89

- Ask students to read the instructions and Listening Strategy 2. Remind them that correct answer options are often expressed differently from the matching information in the recording. Also point out that incorrect options often contain words from the text.
- Ask students to read the answer options a–c.
- Play the recording for students to choose the correct option.
- Check the answer as a class.

KEY

c

Transcript

Host So when were these cables first put there under the sea?

Professor It's an interesting story. The idea was first discussed around 1840, soon after the invention of the electric telegraph for sending messages. And by 1850, a line was in place under the sea between Britain and France – but that's quite a short distance. The English Channel is only about 30 kilometres wide. What the business world really wanted was a link between Europe and North America. Somebody had to work out how to lay a cable under the Atlantic.

H That's several thousand kilometres.

P Indeed. Some people felt that the Atlantic was just too wide for a cable. But one businessman, called Cyrus Field, believed passionately that it was possible. He spent years raising money for it. And by 1857, his company was ready to make its first attempt at laying a cable.

H And how did they get on?

P Not particularly well. Two ships set off from the west coast of Ireland to begin laying the cable across the ocean to the east coast of America. But unfortunately, the cable broke on the first day. They repaired the cable and carried on their work, but soon after, it broke again. This time the cable was in water more than three kilometres deep and they just couldn't repair it. They decided to call off the attempt.

H But I guess he didn't give up.

P No, he didn't. A year later, Cyrus Field's company made another attempt. This time they tried a different approach. The two ships started in the middle of the Atlantic Ocean. They joined their two cables together, then they set off in opposite directions. But the cable broke again – once after only six kilometres, then twice more. So again, they abandoned the attempt and the ships went back to port.

H At this point, I don't imagine people were feeling very optimistic about the project.

P No, they weren't. But Cyrus Field was not prepared to give up. His ships met once more in the middle of the Atlantic. They joined their cables and began to sail in opposite directions. This time the cable didn't break. One ship arrived at the coast of America on 4 August 1858 and the other arrived at the coast of Ireland the next day. They used horses to pull the ends of the cable out of the ocean and up on to land.

H So the job was finished?

P Yes. Finally, the job was finished. A few days later, the first message was sent. Although it was only a short message, it took 17 hours and 40 minutes to send it!

H Why's that?

P Because reception across the cable was so bad! Today's cables can transmit eight-four thousand million words a second!

H Wow, that's amazing! Professor Brown, thank you.

Exercise 6 3.15 page 89

- Ask students to read the questions and see if there are any they can answer.
- Play the recording again for students to choose the correct options. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 c 2 d 3 c 4 b 5 d

Transcript

See exercise 5.

Exercise 7 page 89

- Ask students to read each sentence and decide what the meaning of the missing phrasal verb is.
- Play the recording again for students to complete the sentences. Do not check answers at this point.

Exercise 8 3.15 page 89

- Play the recording again for students to check their answers.

KEY

1 out 2 off 3 on 4 off 5 back 6 up

Transcript

See exercise 5.

Exercise 9 page 89

- Ask students to read the instructions. Give students an example for one of the questions, e.g. *I was going to visit a relative who lived a long way away in York. Unfortunately, I hadn't checked train times. When I got to the station, I found out that the last train for York had just left. I had no choice but to go back home.*
- In pairs, students take turns to ask and answer the questions. Encourage them to ask for further information, e.g. *How did you feel when you had to go back home?*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the main idea of a listening text. I can answer multiple-choice questions correctly. I can use phrasal verbs to talk about different subjects.*

8D Grammar

Reported questions

LESSON SUMMARY

Listening: An extract from a war film

Grammar: Reported questions

Speaking: Asking and answering questions in reported speech

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 7 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask students: *Think of a person you are in contact with who lives very far away. Who is the person? Where do they live? How do you keep in touch with them?*
- In pairs, students take turns to ask and answer the questions.
- Elicit some answers. Then ask: *If you didn't have the internet, how would you communicate with this person?*

Exercise 1 page 90

- Focus attention on the photos and ask students to describe them. Elicit some answers.
- In pairs, students discuss the question.
- Ask a few students to share their ideas with the class.

Exercise 2 3.16 page 90

- Go through the instructions together.
- Play the recording for students to note down their answer and the words that are clues.
- Check answers as a class.

KEY

war film; Some clues are: Captain Hunter, invasion, enemy soldiers, I really am on your side, Colonel Smith from Military Command

Transcript

Soldier Captain Hunter, this is the lady I told you about. She's the one who passed on that message about the plans for invasion.

Capt Hunter Come in. Sit down. Will you tell us your name?

Woman I'm sorry. I cannot tell you that.

CH Hmm. Well, I need to ask you some questions. Is that all right?

W Of course.

CH When did you receive the message?

W Yesterday morning. And another one today.

CH I see. Who is sending the messages?

W I cannot tell you that because I don't know.

CH Really? That's strange.

W But I knew the messages were important, so I wanted you to see them as soon as possible.

CH But why? Why do you want to help us?

W Enemy soldiers took my father away. I think he is dead.

CH I see. I'm sorry.

W I'm no friend of the enemy.

CH That's what you want me to believe. Can I trust you?

W Yes you can. I promise.

CH Hmm. How did you learn to speak English?

W My father is English ... was English.

CH Really? I see.

W So, you see, I really am on your side.

CH I hope so ... Will there be another message tomorrow?

W I don't know. I think maybe ... yes. It depends ...

S Sir! Colonel Smith from Military Command is on the phone. He says it's urgent.

Exercise 3 3.16 page 90

- Ask students to read the questions. Then ask: *Are these questions in reported or direct speech?* (reported speech)
- Ask students to look at the questions again. How do they differ from direct questions? (The word order is different.)
- Play the recording, pausing after each question, so that students can write Captain Hunter's exact words.
- Check answers as a class.

KEY

2 Who is sending the messages? 3 Why do you want to help us? 4 Can I trust you? 5 How did you learn to speak English? 6 Will there be another message tomorrow?

Transcript

See exercise 2.

Exercise 4 page 90

- Ask students to read the *Learn this!* box and complete the rules.
- Check answers as a class.

KEY

1 ask 2 change 3 change 4 statement 5 don't use 6 if

For further practice of reported questions:**Grammar Builder 8.2** page 141

- 1 1 why 2 what 3 if 4 how 5 if 6 when 7 if 8 if
- 2 1 'Why are you looking so sad?' I asked my brother.
2 'What's your best friend's name?' she asked.
3 'Is your favourite subject maths?' they asked her.
4 'How do you feel about your exam results?' I asked my friends.
5 'Will the bus arrive early or late?' we asked the driver.
6 'When's your birthday?' he asked me.
7 'Can you play the piano?' she asked him.
8 'Have you ever been to China?' I asked her.
- 3 1 My sister asked me where her dictionary was.
2 I asked Anna what she had done that morning.
3 Lucy asked me if / whether I was going to Jake's party.
4 Adam asked his mother why she was laughing at him.
5 I asked my uncle if / whether he would be there all day.
6 My brother asked me who had told me about his idea.

Exercise 5 page 90

- Students rewrite the questions. With a **weaker class**, ask students to focus on the different aspects of reported questions in the following order: 1 word order, 2 tense, 3 pronouns.
- Check answers as a class.

KEY

1 Colonel Smith asked what the message said. 2 He asked how reliable the information was. 3 Captain Hunter asked the colonel if / whether he was going to take the message seriously. 4 The colonel asked the captain what his own opinion was. 5 The captain asked if / whether they had any choice. 6 The colonel asked who would take the blame for any mistakes. 7 Captain Hunter asked the colonel if they could discuss that again the following morning. 8 The colonel asked how many other people she had told about the messages.

Extra activity: Fast finishers

- Write the following conversation on the board:
'What time is it?' Ellen asked.
'Why aren't you wearing a watch?' asked Tim.
'I haven't got one,' Ellen replied. 'I lost mine last week,' she added.
'Do you want to borrow mine?' asked Tim. 'I've got two,' he explained.
- Ask **fast finishers** to convert the conversation into reported speech.

KEY

Ellen asked what time it was. Tim asked why she wasn't wearing a watch. Ellen replied that she hadn't got one. She added that she had lost hers the week before. Tim asked if / whether she wanted to borrow his. He explained that he had two.

Exercise 6 3.17 page 90

- Go through the instructions together.
- Play the recording for students to complete the text.
- Check answers as a class.

KEY

2 (that) they had saved a lot of 3 who had sent the messages to her 4 had sent them from his office 5 (that) he worked at enemy 6 how he had sent the messages 7 (that) he had used the sun 8 why his messages had stopped 9 (that) the weather had turned

Transcript

See Student's Book, page 90.

Exercise 7 page 90

- In pairs, students use the prompts to write questions. They then take turns to ask and answer the questions, writing down their partner's answers.

Exercise 8 page 90

- Put two pairs together. One pair of students ask and answer one of the questions from exercise 7. One of the students of the other pair reports the question and answer to their partner.

Extra activity

- Ask students to write down three questions to ask a partner. One question must be a *yes / no* question and the others must be *Wh-* questions.
- Students then ask their partner the questions and write down their answers.
- Put students in groups of four. Students report their questions and answers to their groups.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report questions correctly.*

8E Word Skills

Verb patterns: reporting verbs

LESSON SUMMARY

Reading: A text about writing messages to strangers

Vocabulary: Reporting verbs

Grammar: Verb patterns

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and do exercise 7 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask students: *Do you ever write notes to your friends? When? Why? Some people say that the written word is more powerful than the spoken word. Do you think this is true? Why / Why not?*
- Students discuss the questions in pairs.

Exercise 1 page 91

- Ask students to read the note and find the spelling mistake.
- In pairs, students discuss what they think the note is about and who wrote it.
- Elicit answers but do not correct them at this point.

Exercise 2 page 91

- Students read the text and find the answers to the questions in exercise 1.
- Check answers as a class. Then ask: *Do you find what happened surprising? Have you ever had a similar experience?*

KEY

'Theif'; The note was written by a bike thief, who felt guilty after the owner left him a note begging him to return it.

Exercise 3 page 91

- Go through the verbs together and check their meanings and pronunciation.
- Students find the verbs in the text in exercise 2. They then read the *Learn this!* box and complete the rules.
- With a **weaker class**, go through the other verbs in the *Learn this!* box together and check their meanings.
- Check answers as a class.

KEY

1 promise 2 beg 3 persuade 4 admit
5 apologise 6 accuse 7 thank

Exercise 4 page 91

- Working individually, students complete the sentences.
- Check answers as a class.

KEY

1 encouraged 2 suggested 3 refused
4 warned 5 insisted on

Exercise 5 page 91

- Ask students to read the *Look out!* box. Point out the position of *not* in the two example sentences.
- Ask students to read the sentences. Point out that by using the verbs in brackets they may not need to include all of the words in the sentences.
- Students rewrite the sentences.
- Check answers as a class.

KEY

- 2 John's mother begged him not to lose his phone again.
- 3 Mrs Brown accused her neighbours of stealing her plants.
- 4 Grace apologised for not being better at cooking.
- 5 Harry suggested not spending so much money on snacks.
- 6 Anna's parents encouraged her to take up a hobby.
- 7 The tour guide warned the tourists that swimming in the river was dangerous.
- 8 Ella insisted on paying for her own ticket.

Extra activity: Fast finishers

Ask **fast finishers** to make one sentence for each of the verb patterns in the *Learn this!* box, e.g. *We agreed to meet later that evening. Tom denied stealing the chocolate.*

Exercise 6 page 91

- Working individually, students make notes about the ideas.

Exercise 7 page 91

- Students take turns to describe the events in exercise 6. Encourage them to ask each other questions, e.g.
A Once, I advised my brother not to eat some old cheese.
B Did he eat it?
A Yes, he did, and he was sick for two days.
- When students have finished, ask them if their partner told them any interesting stories. Ask a few students to share their partner's most interesting story with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use reporting verbs. I can use them to talk about different subjects.*

8F Reading**A novel idea****LESSON SUMMARY**

Reading: An article about cell phone novels

Exam Strategy: Answering gapped sentence tasks

Vocabulary: Reading matter; digital formats; compound nouns

Speaking: Discussing cell phone novels

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 5 and 6 for homework.

LEAD-IN: 2-3 MINUTES

- Ask students: *What do you use your mobile phones for? Do you think different age groups use mobile phones for different purposes?*
- Students discuss the questions in pairs. Elicit some answers.

Exercise 1 page 92

- Go through the reading matter and digital formats together and practise the pronunciation of the words.
- In pairs, students discuss the questions.
- Elicit some answers.

For further practice of publications: Vocabulary Builder 8F page 125

- 1 **fiction** comic, short story, novel, play
non-fiction atlas, autobiography, biography, cookbook, dictionary, encyclopaedia, grammar book, guidebook, magazine, manual, newspaper, textbook, thesaurus
- 2 1 guidebook 2 novel 3 autobiography 4 atlas
5 manual 6 cookbook 7 thesaurus 8 dictionary
9 play 10 textbook

Exercise 2 3.18 page 92

- Ask students to read the instructions. They then read the text and answer the question.
- Check the answer as a class.

KEY

b

Exercise 3 page 92

- Go through the Reading Strategy together.
- With a **stronger class**, add that by reading the text before and after the gap students can get an idea of what kind of information is missing.
- Students read the text and match the sentences with the gaps.
- Check answers as a class. Ask students which words helped them to choose their answers.

KEY

1 C 2 G 3 A 4 E 5 H 6 D

Exercise 4 3.18 page 92

- Ask students to read the sentences. With a **weaker class**, ask students to note any key words that will help them to answer the questions.
- Students read the text again and answer the questions.
- Check answers as a class.

KEY

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

Extra activity: Fast finishers

- Write the following on the board:

2003
2.6 million
twenty-one
400,000
200
2009

- Ask **fast finishers** to find the significance of the numbers and years in the text.

KEY

The first cell phone novel was written in 2003.
The book version of the first cell phone novel sold 2.6 million copies.
Rin is twenty-one years old.
The book version of Rin's novel sold 400,000 copies.
Chapters in cell phone novels are no more than 200 words long.
A Japanese writer began writing the first English-language cell phone novel in 2009.

Exercise 5 page 92

- Students write answers to the questions. Ask them to write longer, more detailed answers in this exercise.
- Check answers as a class.

KEY

1 a teenager who contracted AIDS. 2 over a six-month period in spare moments, often while commuting on the train.
3 Takatsu read an English translation of Rin's story and was impressed by it. He then wrote the first English language cell phone novel. 4 He likes its simple and emotional language.

Exercise 6 page 92

- Students match the words to make compound nouns. They then check their answers by looking for the nouns in the text.
- Check answers as a class.

KEY

1 e 2 g 3 a 4 b 5 c 6 d 7 i 8 k
9 f 10 h 11 j

Extra activity

- Ask students to write five gapped sentences for five of the compound nouns in exercise 6.
- Circulate and monitor, checking that students are using the target vocabulary correctly.
- Students swap sentences with a partner and complete them.

Exercise 7 page 92

- Go through the questions together.
- Ask students to think of the pros and cons of cell phone novels and note them down.
- In pairs, students take turns to ask and answer the questions. If they disagree with their partner's opinions, they can express their disagreement using phrases such as *I see what you mean, but ...; I take your point. However, ...*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about cell phone novels. I can complete a gapped text with the missing sentences. I can identify and understand compound nouns. I can give my opinion of cell phone novels.*

8G Speaking

Photo description

LESSON SUMMARY

Speaking: Describing a photo of someone needing medical assistance; reacting to an urgent situation; describing a photo showing people who need help

Exam Strategy: Making your narrative more interesting; engaging with the person you are speaking to

Vocabulary: Speculating;

Listening: Talking about emergency phone calls

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 1 and 7.

LEAD-IN: 2-3 MINUTES

- Ask students: *How do we contact the emergency services in this country? What is the procedure for getting the help you need?*
- Elicit the phone number(s) for the emergency services and then ask students to discuss in pairs what they would need to do to get one of the emergency services to come to them.
- Elicit answers.

Exercise 1 page 94

- Focus attention on the photo. Then ask students to discuss the questions in pairs.
- Elicit some ideas.

KEY

(Possible answer)

There has been an accident and there is somebody lying on the ground. A woman is calling the emergency services. She must be feeling very worried and anxious.

Exercise 2 3.19 page 94

- Play the recording for students to note down anything the student says that they themselves did not mention in their own description of the photo.
- Elicit answers.

Transcript

Student I can see two people in the photo. One person is lying on the ground. I can't be sure, but I'd say that it's woman, judging by her shoes. Another woman is kneeling beside her, helping her. It's clear that the woman lying on the ground is not well. It's hard to say, but she might have fallen over or it could be something more serious like a heart attack or a stroke. Anyway, the woman in the white shirt is on the phone. I'm pretty certain that she's phoning for an ambulance.

Teacher Thank you. How do you think the woman in the white shirt is feeling? Why do you think so?

S Judging by the look on her face, I'd say she's quite calm and seems in control. I don't think she's panicking and she's put the woman on the ground in the recovery position, so I think she may have taken a first-aid course.

Exercise 3 page 94

- Ask students to complete the phrases for speculating.
- Check answers as a class.

KEY

1 sure 2 could 3 hard 4 looks 5 pretty
6 clear 7 Judging

Exercise 4 3.19 page 94

- Play the recording again for students to note down which phrases from exercise 3 the student mentions in her answer.
- Check answers as a class.

KEY

I can't be sure, but I'd say that ...; It's clear that ...; It's hard to say, but ...; It could be ...; I'm pretty certain that ...; Judging by ..., I'd say that ...

Transcript

See exercise 2.

Extra activity

In pairs, students take turns to describe the photo in exercise 1 again, this time using as many of the phrases for speculating as they can.

Exercise 5 page 94

- Focus attention on photo B.
- Go through the words together and check their meanings.
- Ask students to compare and contrast the photos using the questions to help them.
- Circulate and monitor, help with grammar and vocabulary where necessary.
- Check answers to the questions as a class.

Exercise 6 3.20 page 94

- Ask students to read the instructions and the task. Check that they understand what a job in an emergency call centre entails (receiving calls from people needing assistance in emergency situations).
- With a **stronger class**, ask students to try to complete the sentences before they listen. Otherwise, play the recording for students to complete the sentences. With a **weaker class**, play the recording again, pausing after each sentence.
- Check answers as a class.

KEY

1 reasons 2 view 3 only 4 idea; appeal 5 Finally; simple

Transcript

That's an interesting question, but not one I've thought a lot about before now. No, I don't think I would be good at that job. There are a number of reasons why I say that. First of all, in my view you need to stay very calm and work well under pressure. I don't think I'd be able to do that! Not only that, but you have to deal with people who are very upset. I would find that quite difficult, I think. Also I don't like talking on the phone, so the idea of being on the phone all day doesn't appeal to me. Finally, I really wouldn't be the right person for the job for the simple reason that I can't stand the sight of blood!

Exercise 7 page 94

- Students work in pairs to answer the question in exercise 6.
- With a **weaker class**, encourage students to think about what characteristics someone who deals with emergency calls has first.
- Ask a few students to share their ideas with the class.

For further practice of road accidents:

Vocabulary Builder 8G page 125

3 1 injured 2 knocked down 3 swerved 4 skidded
5 lost control 6 collided 7 crashed 8 damaged
9 breathalysed 10 suffered whiplash 11 killed

Exercise 8 page 94

- Ask students to describe photos C and D in pairs. One student describes photo C; the other describes photo D.
- Ask a few students to share their ideas with the class.

Exercise 9 page 94

- Ask students to compare and contrast the photos using the points in exercise 5 to help them.

- Circulate and monitor, helping with grammar and vocabulary where necessary.
- Ask a few students to share their ideas with the class.

Exercise 10 page 94

- Go through the instructions together.
- Give students a few minutes to plan their answers using the phrases from exercise 6.

Exercise 11 page 94

- Students present their answer to small groups or the class.
- Make a note of any errors or particularly good sentences for a round-up activity at the end of the lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe a photo and answer questions about it. I can use phrases for speculating and for giving and justifying my opinion. I can speak clearly and look at my partner when I am speaking to them.*

8H Writing

A narrative

LESSON SUMMARY

Reading: A story about miscommunication

Exam Strategy: Using comment adverbs and a variety of tenses to make your writing more interesting

Grammar: Verbs with two objects

Writing: A story

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and do exercise 9 in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask students: *Have you ever said something and someone thought you said something else? What were the consequences?*
- Students discuss the question in pairs. If they can't think of an example, ask them to think about words that sound the same or similar in English or their own language and how this can lead to confusion, for example, *desert* and *dessert* or *thirteenth* and *thirtieth*.
- Elicit a few answers.

Exercise 1 page 95

- Students discuss the question in pairs.
- Elicit a few answers.

Exercise 2 page 95

- Ask students to read the story and find the two words that caused the miscommunication.
- Check answers as a class.

KEY

The writer's friend thought the writer said music centre, but he/she said sports centre.

Exercise 3 page 95

- Go through the instructions together.
- Give students a few minutes to complete the paragraph plan.
- Check answers as a class.

KEY

Paragraph 1: set the scene

Paragraph 2: lead up to the main event

Paragraph 3: main event

Paragraph 4: the ending

Exercise 4 page 95

- Go through point 1 of the Writing Strategy together.
- Ask students to make a sentence with each of the comment adverbs.
- Students find the two comment adverbs.
- Check answers as a class.

KEY

obviously, fortunately

Exercise 5 page 95

- Go through point 2 of the Writing Strategy together.
- Students complete the task.
- Check answers as a class.

KEY

I've always been ...; I decided to do ...; My dad agreed to drive ...; we set off ...; we passed ...; He was walking ... and chatting ...; We stopped, and I told him I was ...; he replied ...; We offered ...; he accepted ...; we arrived ...; my friend started to look ...; Where are ...?; he asked; This isn't ...; He told us he had ...; he hadn't listened ...; we'd offered ...; my dad agreed to drive ...; they arrived ...; my friend was ...; bought ...

1 set the scene: present perfect, past simple

2 narrate a series of events: past simple, past continuous

3 refer to events that happened before other events in the story: past perfect

Exercise 6 page 95

- Go through the instructions together.
- Check answers as a class.
- Go through the phrases together and check meaning.

KEY

1 about a year ago 2 one Saturday last month

3 a few minutes later 4 later on 5 at last

6 in the end

in the story: about a year ago, a few minutes later, after a while

Exercise 7 page 95

- Go through the instructions and the *Learn this!* box together.
- Students find the two examples in the story.
- Check answers as a class.

KEY

We offered him a lift ...

My friend ... bought my dad a present.

For further practice of verbs with two objects:

Grammar Builder 8.3 page 141

- 1 I gave my family some amazing presents this Christmas.
- 2 I didn't tell anybody your secret.
- 3 We cooked my parents a special meal last night.
- 4 My mum made my brother a brilliant fancy dress costume.
- 5 We sold our next-door neighbours our old car.
- 6 Have you offered everybody in the class a sweet?
- 7 Please can you pass Ben these books?
- 8 The estate agent found us a much bigger flat.

Exercise 8 page 95

- Students use the paragraph plan in exercise 3 to plan their own story.
- Ask them to read the task in exercise 2 again.
- Encourage them to write brief notes, not the full story first.

Exercise 9 page 95

- Students write their story using their notes and thinking about which comment adverbs and narrative tenses they could use.
- Circulate and monitor, helping where necessary.
- When students have finished writing, ask them to edit their work using the *Check your work* box.

Lesson outcomes

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a story using comment adverbs and narrative tenses.*