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6A Vocabulary

Describing character

LESSON SUMMARY

Vocabulary: Describing character: nouns and adjectives; personal qualities

Grammar: Comparison

Listening: People discussing qualities needed for jobs

Speaking: Discussing personal qualities needed for different situations

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *Do you have the same personal qualities as your friends? Do people make friends with people who have the same personality? If so, why do you think this? If not, why not?*
- Students discuss the questions in pairs.
- Ask students to share their ideas with the class.

Exercise 1 page 64

- Focus attention on the photos and the job titles. Check the meaning of *disability* (something that makes you unable to use a part of your body properly) and *paramedic* (a person who has had special training in treating people who are hurt or ill, but who is not a doctor or nurse).
- In pairs, students discuss the questions.
- Ask students to share their ideas with the class.

Exercise 2 page 64

- Go through the nouns together and check meaning and pronunciation.
- Students find the adjectives using a dictionary if necessary.
- Check answers as a class.

KEY

ambitious, cheerful, creative, enthusiastic, flexible, generous, honest, idealistic, intelligent, loyal, mature, modest, optimistic, patient, pessimistic, punctual, realistic, self-confident, serious, shy, sociable, stubborn, sympathetic, thoughtful

Extra activity: Fast finishers

Ask **fast finishers** to write sentences describing people they know using the adjectives, e.g. *My aunt is a sociable person who goes out a lot and has a lot of friends.*

Exercise 3 2.24 page 64

- Play the recording for students to decide in which pairs the stress is different. Pause the recording after each pair.
- Check answers as a class. Then play the recording again for students to listen and repeat.

KEY

See transcript.

Transcript

creative – creativity, enthusiastic – enthusiasm, flexible – flexibility, generous – generosity, optimistic – optimism, pessimistic – pessimism, punctual – punctuality, realistic – realism, sociable – sociability, sympathetic – sympathy

Exercise 4 page 65

- Go through the phrases in the *Look out!* box together and check meaning.
- In pairs, students use the words in exercises 1 and 2 and the phrases in the *Look out!* box to discuss the personal qualities needed to do the jobs in the photos.
- Ask a few students to share their ideas with the class.

Exercise 5 2.25 page 65

- Go through the instructions and jobs together.
- Check the meaning and pronunciation of *vulnerable* /'vʌlnərəbl/ (weak and easy to hurt in a physical or an emotional way).
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

- 1 **nurse** (sympathetic and caring; you're looking after very vulnerable people; they have to work longer and longer hours)
- 2 **teacher** (punctuality and a good sense of humour, good at communicating; You can't tell people off for being late if you're never on time yourself. You'll certainly be more popular if you can laugh at things. Plus intelligence of course. You need to be really good at explaining things.)
- 3 **police officer** (physical courage; You might get into some quite dangerous situations. So patience, physical courage and fitness.)

Transcript

- 1 **Girl** I think you need to be really sympathetic. The more sympathetic you are, the better you'll be at the job.
Boy Yes, I agree, sympathetic and caring. Because you're looking after very vulnerable people. I think you also need to be quite idealistic.
G I'm not sure about that. I don't think idealism is as useful as patience. And you need to show lots of initiative.
B True. And these days they have to work longer and longer hours so you need to be very hard-working too.
G Absolutely.
- 2 **Boy** There are lots of qualities you need for this job. But I think that the most important quality is punctuality.
Girl Punctuality? Really?
B Yes. You can't tell people off for being late if you're never on time yourself.
G I suppose so. And you need a good sense of humour.
B You'll certainly be more popular if you can laugh at things.
G Plus intelligence of course.
B I agree. And you need to be good at communicating.
G Yes, the ability to communicate is absolutely vital. You need to be really good at explaining things.
- 3 **Boy** I'd hate to have this job.
Girl Really? I think it would be quite rewarding.
B But very stressful.
G Maybe. You need to be patient.
B I think patience is less important than physical courage.

G Yes, you certainly need physical courage. You might get into some quite dangerous situations. And you need to be physically fit.

B So patience, physical courage and fitness. Which do you think is the most useful quality of the three?

G Physical courage. But the ability to communicate is probably even more important. It's better to solve problems with words rather than force.

Extra activity

In pairs, students discuss the personal qualities needed for the other jobs in exercise 5, giving reasons.

Exercise 6 2.25 page 65

- Ask students to read the *Recycle!* box.
- Elicit sentences with *the ... the ...* and adjectives from exercises 1 and 2, e.g. *The more flexible you are, the more job offers you will get.*
- Students complete the sentences.
- Check answers as a class.

KEY

- 1 more sympathetic; better
- 2 as useful
- 3 longer; longer
- 4 the most important
- 5 more popular
- 6 important than
- 7 the most useful

Transcript

See exercise 5.

Exercise 7 page 65

- Go through the instructions together and make sure students understand what they have to do.
- Give students a minute to note down personal qualities needed for the situations.
- In pairs, students discuss and agree on the three most important qualities for each situation and support their answers, e.g. *You need to have a lot of patience when you're at home with your family. Someone is always watching a TV programme that you don't like or taking too long in the bathroom.*
- Put pairs in groups to compare answers and to try to agree on the three most important qualities for each situation.
- Ask one student from each group to share their group's 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 use nouns and associated adjectives as well as phrases to describe personal qualities. I can understand descriptions of jobs defined by the personal qualities needed to do them. I can discuss the personal qualities needed for different jobs and situations.*

6B Grammar

Defining relative clauses

LESSON SUMMARY

Reading: A text about an ambitious young man

Grammar: Defining relative clauses; omitting the relative pronoun

Speaking: Defining jobs and places of work

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 8 for homework and omit exercise 9.

LEAD-IN: 2–3 MINUTES

- Ask students to raise their hands if they are ambitious.
- Tell students about an ambition you had as a teenager, e.g. *I wanted to become a politician when I was your age.*
- In pairs, students discuss their ambitions for the future. Tell them their ambitions do not have to be about jobs; they can be about raising a family, travelling, etc.
- Elicit a few ambitions.

Exercise 1 page 66

- Focus attention on the photo of Harris Aslam. Ask: *Does he look ambitious?* Elicit a few answers.
- Students read the text and answer the question.
- Elicit answers from a few students and then ask: *Do you think he has a good chance of getting the job?*
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

He is applying for the job of CEO of Nisa Retail.

Language note

- We use the relative pronoun *where* to describe a place in which something happens.
This is the house where we live.
- We do not use *where* to describe the qualities or features of a place.
I want to live in a house which is far from the city centre.

Exercise 2 page 66

- Go through the instructions together.
- Students read the text again and find the relative pronouns. With a **weaker class**, tell students to check the noun before each relative pronoun to work out what it is used for.
- Check answers as a class.

KEY

a who b which c where d whose

Exercise 3 page 66

- Go through the *Learn this!* box together.
- Point out that in rule c, the object is *The nurse* even though it comes before the subject of the sentence.
The nurse whom the police questioned = The police questioned the nurse.

- Also point out that we can use *that / which ... in* instead of *where*.

The bank where my mum works is near here.

The bank that my mum works in is near here.

- Students find examples of the rules in the text.
- Check answers as a class.

KEY

rule a Harris Aslam is an ambitious young man who left school ... This is a job which usually attracts middle-aged business people, ... And indeed, Nisa Retail is looking for someone who is very experienced, ...

rule b not in text **rule c** not in text

rule d The job he is now applying for is CEO of Nisa Retail, ...

Exercise 4 page 66

- Students complete the text.
- Check answers as a class.

KEY

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

Extra activity

- Ask students: *Who are you more impressed by: Harris or Katie?*
- Students discuss the question in pairs.

Exercise 5 page 66

- Students rewrite the sentences. With a **weaker class**, ask students to note the relative clause, e.g. in item 3: *about which I'm worried*. This will help them to put the preposition in the correct part of the sentence.
- Check answers as a class.

KEY

1 The car (that) we drove to London in belongs to my mum.
2 This is the address (which) you should write to.
3 The exam (which) I'm worried about is on Monday.
4 Chris is the friend (who) I went to Italy with.
5 The man (who) I told you about is over there.
6 Who is the girl (who) you were talking to?

Exercise 6 page 66

- Go through the *Look out!* box together. Point out that we can never omit *whose* or *where*.
- Students find relative clauses where the object pronoun has been omitted in the text in exercise 1 and rewrite them.
- Students then go through the sentences in exercise 5 and identify the ones where the relative pronoun can be left out.
- Check answers as a class.

KEY

The job he is now applying for is CEO of Nisa Retail.

The job which he is now applying for is CEO of Nisa Retail.

You can omit the pronoun in all sentences in exercise 5.

For further practice of defining relative clauses:
Grammar Builder 6.1 page 137

- 1 1 a 2 a, b, d 3 a, b, d 4 a, b, d 5 c
6 a, c 7 a
- 2 2 A hostel is a place where you can stay quite cheaply.
3 That's the song which I listened to at Emma's house.
4 He's the man who I saw on TV last night.
5 That's the hotel where we stayed last summer.
6 That's the dog which barked all night.
7 She's the girl who I borrowed money from.
8 That's the boy whose father owns the shop on the corner.

Exercise 7 page 66

- Students decide in which sentences we can omit the relative pronouns.
- Check answers as a class.

KEY

We can omit the relative pronoun in sentences 1, 4 and 5.

Extra activity: Fast finishers

Ask **fast finishers** to read the text in exercise 4 and decide which relative pronouns they can omit. (They can only omit the relative pronoun in item 6.)

Exercise 8 page 66

- Students read the sentence and choose the correct options.
- Check answers as a class.

KEY

1 c, e 2 b, c, d 3 b 4 c, e

Exercise 9 page 66

- In pairs, students take turns to define the people and things.
- Elicit a few definitions.

KEY

(Possible answers)

- 1 A doctor is a person who has been trained in medicine and who treats people who are ill.
2 A fire station is a place where firefighters wait to be called.
3 An actor is a person who acts in a play, film or on TV.
4 A school is a place where children go to be educated.
5 An engineer is a person who designs, builds or repairs things like roads, bridges and engines.
6 A town hall is a building that contains the local government offices and a large room for public meetings.
7 A babysitter is a person who looks after a child for a short time while the child's parents are out.

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 defining relative clauses. I can use 'which', 'who', 'whose', 'where' and 'that' correctly. I can use relative clauses to talk about different jobs and places of work.*

6C Listening

Nellie Bly

LESSON SUMMARY

Listening: Nellie Bly's round-the-world trip

Exam Strategy: Listening for linking words and phrases

Speaking: Discussing Nellie Bly as a role model

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and get students to listen and read the complete text from exercise 2 instead.

LEAD-IN: 2-3 MINUTES

- Ask students: *Do you think women have the same rights as men in this country? Has the situation of women improved or worsened in the last twenty years?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas in the class.

Exercise 1 page 67

- In pairs, students discuss the personal qualities needed to be a good journalist.
- Ask a few students to share their ideas with the class.

Exercise 2 page 67

- Ask students to complete the text. Do not check answers at this point.

KEY

1 as 2 that 3 who 4 of 5 In 6 about
7 for 8 as

Extra activity: Fast finishers

- Write the following questions about the text in exercise 2 on the board:
 - What did Nellie believe women were able to do as well as men? (the same jobs)
 - Why did the editor of the newspaper offer her a job? (He was impressed by the article she had written.)
 - Who usually wrote about serious issues at that time? (men)
 - Which of the two editors was more supportive of Nellie's work? (Joseph Pulitzer)
 - What were conditions like for patients in psychiatric hospitals at the time of Nellie's investigation? (They were very bad.)
- Ask **fast finishers** to answer the questions.

Exercise 3 2.26 page 67

- Play the recording for students to check their answers.
- Check the meaning of any unknown words.
- In pairs, students discuss the question.
- Ask a few students to share their ideas in the class.

KEY

(Possible answer)

Nellie was ambitious and determined to be an investigative journalist who wrote about serious issues. She was also stubborn, because she wouldn't let anything stop her doing investigative journalism.

Transcript

At the age of sixteen, Nellie Bly read an article in her local newspaper which argued that women were not able to do the same jobs as men. Furious, she wrote an anonymous article in reply and sent it to the paper. The paper's editor was so impressed that he offered her a job: Nellie was now a journalist! At that time, female journalists mostly wrote about fashion and gardening, but Nellie had other ideas. She was determined to be an investigative journalist who wrote about serious issues, like women's rights and the problems of factory workers. But when Nellie accused companies of treating workers badly, they refused to buy advertisements in the paper, so the editor stopped Nellie's investigations. In 1887, Nellie moved to the *New York World* newspaper, where the owner, Joseph Pulitzer, helped her to do undercover work. For example, Nellie pretended to be insane so that she could become a patient at a psychiatric hospital in New York and find out about the conditions there. As a result of Nellie's shocking discoveries, the authorities changed the way they cared for mentally ill patients. This was probably her greatest success as an investigative journalist.

Exercise 4 page 67

- Go through the Listening Strategy together. Point out that linking words and phrases can help to predict what is coming next in a text or a recording.
- Students add the words and phrases to the groups.
- Check answers as a class.

KEY

a however b for that reason c indeed d for instance

Extra activity

Ask students to use the linking words and phrases to paraphrase sentences in the text in exercise 2, e.g.

The paper's editor was very impressed and consequently offered her a job.

At that time, female journalists mostly wrote about fashion and gardening. However, Nellie had other ideas.

Exercise 5 2.27 page 67

- Ask students to read the sentence endings.
- Then tell them that they are going to listen to six sentence openers. They must choose which ending completes each sentence in a way that makes sense. Emphasise to students that they must listen carefully for the linking words and phrases that will tell them which ending to choose.
- Play the recording for students to choose the correct endings. Do not check answers at this point.

Transcript

- 1 Nellie's first editor wanted her to write about fashion. However, ...
- 2 There were very few female reporters in those days. In fact, ...
- 3 She wanted to write about people whom the rest of society ignored. For instance, ...
- 4 Her reports often criticised the factory owners. Consequently, ...
- 5 They worked long hours in the factory. Indeed, ...
- 6 She discovered that patients in psychiatric hospitals lived in terrible conditions – though ...

Exercise 6 2.28 page 67

- Play the recording for students to check their answers.
- Check answers as a class.

KEY

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

Transcript

See Student's Book, page 67.

Exercise 7 2.29 page 67

- Go through the instructions together. Then focus attention on the map and ask students to guess which places are shown.
- Play the recording for students to write down the places Nellie Bly visited on her trip. Tell students they do not need to listen for any other information at this point. They then identify the places on the map.
- Check answers as a class.

KEY

A San Francisco B London C Hong Kong

Transcript

Presenter So, how did Nellie first get the idea of travelling around the world?

Guest She read a novel by Jules Verne called *Around the World in Eighty Days*. Nellie decided to copy the adventure and try to go around the world in fewer than eighty days.

P Eighty days seems like quite a long time.

G Well, the year was 1888 – and of course, in those days, there were no aeroplanes or helicopters. As a result, it took a long time to travel long distances.

P So how did Nellie pay for this adventure?

G The owner of the newspaper, Joseph Pulitzer, agreed to pay for it. It was good publicity. Indeed, another New York newspaper called *Cosmopolitan* thought it was such a good idea that they sent their own reporter, Elizabeth Bisland, to go around the world too.

P Did the two women travel together?

G No. They both left New York on 14th November 1889. But Nellie went east, across the Atlantic to London. Elizabeth travelled in the opposite direction, west across the United States.

P So it was a race?

G Exactly! Who could go around the world first?

P And how did Nellie get on?

G Most of her trip went well. From London, she went to France and met the author Jules Verne in a town called Amiens. She then went by train to Brindisi, in Italy. From there, a ship took her to Port Said in Egypt, then Singapore and Hong Kong. There, she boarded another ship to take her back to the USA. However, while she was crossing the Pacific Ocean, there was a storm. She arrived late in San Francisco and missed her train to New York.

P Oh dear. So what happened?

G Joseph Pulitzer didn't want Nellie to lose the race. For that reason, he paid for a private train to bring her home. She managed to win the race and go around the world in 72 days, six hours, eleven minutes and fourteen seconds.

Exercise 8 2.29 page 67

- Ask students to read the statements and note any key words they think will help them to answer the questions.
- Play the recording for students.
- Check answers as a class.

KEY

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

Transcript

See exercise 7.

Exercise 9 page 67

- Students discuss the questions in pairs.
- 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 listen for specific information. I can understand linking words and phrases in a text which tell me how pieces of information are connected. I can discuss whether Nellie Bly is a good role model.*

6D Grammar

Non-defining relative clauses

LESSON SUMMARY**Speaking:** Discussing unusual interview questions**Reading:** A text about an unfair job interview**Grammar:** Non-defining relative clauses**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

- Write the following jobs on the board: *advertising executive, teacher, nurse, dancer, bank manager, nanny.*
- Ask: *What questions might these people need to answer in a job interview? What tasks might they have to complete?*
- Give an example, e.g. *In a job interview for an advertising executive, a candidate might have to answer questions about previous campaigns they have worked on and suggest ideas for how to advertise a new product.*
- In pairs or groups, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 68

- Ask students to read the instructions and questions.
- Then ask: *What do you think was the purpose of the questions?*
- Elicit ideas. Students then discuss if they think the questions are fair.
- Ask a few students to share their ideas with the class.

Exercise 2 page 68

- Pre-teach *retailer* /'ri:teɪlə/ (a person or company that sells goods to the public).
- Students read the text and answer the questions in pairs.
- Ask a few students to share their answers with the class.

KEY

(Possible answer)

No, it wasn't, because he was asked to do something which had nothing to do with the job for which he was

being interviewed. He was embarrassed and didn't want to work for the company after his bad experience.

Exercise 3 page 68

- Go through the *Learn this!* box together. Students then study the highlighted sentences in the text and complete the rules.
- Check answers as a class.

KEY

1 after 2 makes sense 3 has

Exercise 4 page 68

- With a **weaker class**, revise which relative pronouns refer to people, places or things.
- Students complete the sentences.
- Check answers as a class.

KEY

1 who both work in London 2 where my mother used to live 3 whose mother is a nurse 4 which is the largest retailer in the world 5 which is a Swedish company

Extra activity: Fast finishers

Ask **fast finishers** to write their own non-defining relative clauses for each of the sentences in exercise 4. They do not have to use the same pronouns as in the exercise. e.g. *We spent a week in New York, which is a city with many fantastic restaurants. We bought this furniture at IKEA, where we also bought our kitchen table last year.*

For further practice of non-defining relative clauses: Grammar Builder 6.2 page 137

- 1 which + d 2 who + f 3 which / that + b
4 where + c 5 which + a 6 whose + e
- 1 The Grand Hotel, where we spent three weeks one summer, has closed.
2 My neighbour, who used to be a singer, is learning the guitar.
3 Our cousins, whose parents travel a lot for work, often come to stay with us.
4 My new laptop, which cost over £500, has stopped working.
5 The next bus, which leaves in ten minutes, goes directly to Heathrow Airport.
6 There's a party this Friday at the Beat Café, where we often go at weekends.

Exercise 5 page 68

- Ask students to read the pairs of sentences and complete the gapped sentences.
- Check answers as a class.

KEY1 whose dad works for 2 who is a talented
3 where she used to 4 which used to be
5 who I sat next to / next to whom I sat**Exercise 6** page 68

- Students rewrite each sentence pair as one sentence.
- Check answers as a class.

KEY

- 2 My local department store, where two of my friends work, has offered me a job.
- 3 My neighbour, whose degree was in computing, is going for an interview at Google.
- 4 Completing the training course, which lasted six months, means she can teach English abroad.
- 5 I'll never forget my first job, which was in a sausage factory.
- 6 My violin teacher, who wanted me to be a professional musician, helped me get a place at music college.
- 7 I studied at the London School of Economics, where my father had been a student.
- 8 Jemma, whose dad is French, wants to study languages at university.

Exercise 7 page 68

- Go through the sentences together and give students the following information about the people, places and things:

Silicon Valley

In California

250,000 people work in I.T.

One of the top research and development centres in the world

Adobe Systems based there

Statue of Liberty

On Liberty Island in New York Harbor

Height: 93 metres

Sent by France as a gift to the US

Represents Libertas, the Roman goddess of freedom

Lionel Messi

Born 1987

Professional footballer

Nickname: the Atomic Flea

FIFA player of the year in 2009

Hunger Games

Dystopian novel

The first book of a trilogy

Written by Suzanne Collins

Film starred Jennifer Lawrence as Katniss

- In pairs, students use some of the information to add a non-defining relative clause to each sentence.

Exercise 8 page 68

- Students compare their sentences with another pair.
- Elicit sentences.

Extra activity

- Ask students to work in pairs and think of three subjects to ask their partner about, e.g. home, favourite food, family.
- Students should get enough information from their partner to write a sentence with a non-defining clause, e.g. *His bedroom, which he shares with his brother, is covered in football posters. Her sister, who has fair hair, is two years younger than her.*

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, use and punctuate non-defining relative clauses correctly. I can use them to talk about people, objects and places.*

6E Word Skills**Phrasal verbs (2)****LESSON SUMMARY**

Reading: An article about a teenager who came up with a world-changing idea

Vocabulary: Separable and inseparable phrasal verbs

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

- Give students a minute to brainstorm important inventions in history.
- Elicit ideas and ask students why the inventions are important.

Exercise 1 page 69

- Focus attention on the photo. Ask students what they think it shows.
- Elicit some ideas and write them on the board.
- Ask students to read the article and answer the questions.
- Check answers as a class. Ask students what they think of Boyan Slat's idea.

KEY

(Possible answers)

The problem is that plastic in the ocean kills millions of sea creatures every year.

His solution is an invention that would float on the surface of the ocean and gradually clean it by collecting around 20 billion tonnes of plastic, which could then be recycled and sold for about \$500 million a year.

Exercise 2 page 69

- Go through the *Learn this!* box together.
- Students complete the rules using the example sentences to help them.
- Check answers as a class.

KEY

1 before 2 after 3 inseparable

Exercise 3 page 69

- Students find the phrasal verbs in the text. Ask them to write S (separable) or I (inseparable) next to each one.
- Check answers as a class.

KEY

separable break up, work out, clean up, throw away, inseparable come up with, end up, call for, run out of

You know if they are separable or inseparable by the position of the object when it is a pronoun.

Extra activity

- Ask students to work out the meanings of the phrasal verbs in the article from the context.
- In pairs, students think of a sentence for each phrasal verb and write it in their notebooks.

Exercise 4 page 69

- Students study the dictionary entry and answer the questions.
- Check answers as a class.

KEY

1 two-part look after sb/sth/yourself, look sth up

three-part look down on sb/sth, look sth up, look up to sb

2 separable look sth up **inseparable** look after

sb/sth/yourself, look down on sb/sth, look up to sb

You know whether the verbs are separable or inseparable because of the position of the object (sb/sth).

Exercise 5 page 69

- Students match the phrasal verbs with their definitions and decide whether they are separable or inseparable.
- Ask: *How can you tell that a phrasal verb is separable?* (The object pronoun comes between the verb and the particle.)
- Check answers as a class.

KEY

2 bring sth up **3 take after sb** **4 count on sb**

5 hold sb up **6 ask sb out** **7 come across sth**

8 turn into sth **9 call sth off**

Exercise 6 page 69

- Ask students to read the sentences and decide what the meaning of the missing words could be.
- Students then complete the sentences. Remind them to include the object pronouns where necessary.
- Check answers as a class.

KEY

1 look up; look up to them

2 give up; give it up

3 ask out; ask them/her/him out

4 come across; came across it

5 take after; take after them/her/him

Extra activity: Fast finishers

Ask **fast finishers** to write their opinion of Boyan Slat and his invention using the phrasal verbs in the article in exercise 1.

Exercise 7 page 69

- In pairs, students take turns to ask and answer the questions in exercise 6.
- 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 identify and understand separable and inseparable phrasal verbs in an article. I can use them to talk about different subjects.*

6F Reading**#GIRLBOSS****LESSON SUMMARY**

Reading: An article about a fashion entrepreneur

Exam Strategy: Answering gapped sentence tasks

Vocabulary: Verb + preposition combinations

Speaking: Discussing Sophie Amoruso, being an entrepreneur and the success of women in business

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Write *Being your own boss* on the board and elicit its meaning (being self-employed).
- Ask: *What do you think are the advantages and disadvantages of being self-employed? What personal qualities do you need to be self-employed? Would you like to be self-employed one day, or would you prefer to work for a company?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 70

- Focus attention on the photos and the title of the article. Ask: *What kind of business do you think the woman runs?*
- Elicit a few ideas.
- Elicit or explain the meaning of *rags* (clothes that are very old and torn). Then elicit the meaning of *rags to riches* (from being extremely poor to being very rich).
- In pairs, students discuss what kind of business the woman runs and give reasons.
- Ask a few students to share their ideas with the class.

Exercise 2 page 70

- Students read the article and answer the questions.
- Check answers as a class.

KEY

1 a She got in trouble with the police for shoplifting.
b She got in trouble with eBay because other sellers complained about her.

2 a A typical Nasty Gal customer is a woman in her twenties.

b A typical Nasty Gal employee is a woman.

Transcript

See Student's Book, pages 70–71.

Exercise 3 page 71

- Go through the Reading Strategy together. With a **weaker class**, remind students to think about what type of information is missing in each gap, e.g. the word after the first gap, *There*, suggests a place.
- Students complete the article.
- Check answers as a class.

KEY

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

Exercise 4 page 71

- Ask students to read the statements and note the key words that will help them find the necessary information. Remind them that the information may be paraphrased.
- Students do the exercise.
- Check answers as a class.

KEY

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

Exercise 5 page 71

- With a **stronger class**, ask students to complete the verb + preposition combinations without referring to the article. With a **weaker class**, students find the combinations in the text and do the exercise.
- Check the answers as a class.

KEY

1 for 2 at 3 to 4 for 5 as 6 on 7 about
8 about 9 to 10 for

For further practice of verb plus preposition combinations:

Vocabulary Builder 6F page 124

1 1 apply 2 like 3 believe 4 on 5 congratulate
6 about 7 experiment 8 for 9 apologise
10 from 11 object 12 to

Extra activity: Fast finishers

- Ask **fast finishers** to work in pairs. One student writes a gapped sentence for five of the verb + preposition combinations, omitting the combination. The other student does the same for the other five verb + preposition combinations.
- Students swap sentences and complete them.
- Check sentences as a class.

Extra activity

- Pre-teach *entrepreneur* /ˌɒntɹəprəʊ'nɜ:(r)/ (a person who makes money by starting and running businesses, especially when this involves taking financial risks) and *CEO* /ˌsi: i: 'əʊ/ (Chief Executive Officer: the person with the highest rank in a business company).
- Ask students to read the first paragraph of the article again. Then ask: *Why isn't Sophie Amoruso your average entrepreneur? What personal qualities does a typical entrepreneur or CEO have?*
- Students discuss the questions in pairs or groups.
- Ask a few students to share their ideas with the class.

Exercise 6 page 71

- Ask students to read the questions and give them a minute or two to plan their answers by making notes for each one.
- Elicit phrases for offering opinions and agreeing / disagreeing, e.g.
Offering opinions: *In my opinion, ...; As I see it, ...; I'd say that ...*
Agreeing: *I see what you mean. I think you're right. I agree.*
Disagreeing: *Yes, but it could be argued that ...; I take your point. However, ...; I'm afraid I disagree.*
- Put students in groups of three or four. Each student should offer their opinion on one of the questions and then invite the other members of the group to comment.
- 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 an article about a fashion entrepreneur. I can complete a gapped sentence task. I can understand verb + preposition combinations. I can give my opinion on Sophie Amoruso, discuss setting up a business and comment on the success of women in business.*

6G Speaking

Guided conversation

LESSON SUMMARY

Exam Strategy: Answering all points in the speaking task and moving the conversation on

Listening: A job interview with a hotel manager

Grammar: Indirect questions

Speaking: Discussing a possible job with the manager of a café

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 3 and exercise 6.

LEAD-IN: 2-3 MINUTES

- Ask students to brainstorm holiday jobs abroad. Give an example, e.g. *au pair*. Give them one minute to do this.
- Elicit a few ideas.

Exercise 1 page 72

- Students discuss the question in pairs.
- Elicit some answers. Then ask: *Do you know anyone who has had a holiday job abroad? What was their experience?*
- Elicit some answers.

Exercise 2 page 72

- Focus attention on the photo and ask students what the girl is doing.
- Elicit answers.

KEY

(Possible answer)

She is looking for a job at an employment agency.

Exercise 3 2.31 page 72

- Go through the Speaking Strategy together.
- Give an example of each of the phrases in the Speaking Strategy in a sentence, e.g.
Moving on to the question of salary, could you tell me how much I would earn?
Another thing I wanted to ask is what time would I start and finish work?
Something else I'd like to ask about is the dress code at work.
Could I ask you about lunch breaks?
Speaking of the uniform, would you provide me with one?
That reminds me, would you expect me to work at weekends?
- Ask students to read the task.
- Play the recording for students to note down the phrases that the student uses.
- Check answers as a class.

KEY

Something else I'd like to ask about is ...

Moving on to the question of ...

Could I ask you about ...?

Transcript

Student I saw a job advert for hotel staff and I was wondering if I could discuss it with you.

Teacher Certainly. What would you like to know?

S Well, first of all, I'd like to know what the job involves.

T It involves cleaning guests' bedrooms in the morning, and after that, working in the restaurant.

S Oh, I see. Could you tell me what I would be doing in the restaurant?

T Mostly serving customers. The restaurant gets very busy at lunch time.

S Well, I'm hard-working so that won't be a problem. I'm also very polite and I enjoy working with the public.

T That's good. You'll need to be very patient and cheerful too.

S I believe I possess those qualities too. The job sounds ideal for me. Something else I'd like to ask about is the hours. I'd be interested to know when I would start and finish work exactly.

T The hours are 8 a.m. to 3 p.m., Tuesday to Saturday.

S So I would get Sunday and Monday off?

T Yes, that's right.

S That's good. Moving on to the question of pay, may I ask what the salary is?

T Yes, it's £7 an hour. We may occasionally ask you work overtime. Would you be willing to do that?

S Yes, I think so. Finally, could I ask you about accommodation? I'd like to know if accommodation is included.

T No, I'm afraid it isn't. You'll have to find your own accommodation. Is that a problem?

S No, it isn't. I'm staying at a friend's flat and she says I can stay as long as I like.

T Well, it sounds like you are ideally suited to the job, so I'd like to offer it to you.

S Thank you. I'd be delighted to accept it.

Extra activity

- Tell students to imagine they are interviewing their partner about their family life for a school magazine. Ask them to think of six questions to ask about different aspects of their partner's family life.
- Students swap questions with a partner. They then take turns to ask and answer the questions using the phrases in the Speaking Strategy.

Exercise 4 2.31 page 72

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

KEY

1 I was wondering

2 I'd like to know

3 Could you tell me

4 I'd be interested to know

5 May I ask

6 I'd like to know

Transcript

See exercise 3.

Exercise 5 page 72

- Students read the *Learn this!* box and answer the question.
- Check the answer as a class.

KEY

(Possible answer)

The student uses indirect questions to sound more polite.

For further practice of indirect questions:**Grammar Builder 6.3** page 138

- 1 Could you tell me where the post office is?
- 2 I was wondering if / whether you have any mayonnaise.
- 3 I'd like to know what time the film finishes.
- 4 May I ask what your name is?
- 5 I'd be interested to know what the salary for this job is.
- 6 I'd like to know if / whether I should apply for the job online.
- 7 I'd be interested to know if / whether you received my invitation.
- 8 Could you tell me when the train leaves?
- 9 I was wondering if / whether you have a table for four.
- 10 May I ask when the interviews will take place?

Exercise 6 page 72

- Students write direct questions that correspond to the indirect questions in exercise 4. Point out that the tense does not change.
- Check answers as a class.

KEY

2 What does the job involve?

3 What would I be doing in the restaurant?

4 When do I start and finish work exactly?

5 What is the salary?

6 Is accommodation included?

Exercise 7 page 72

- Go through the instructions and task together.
- Focus attention on the example question. Ask students to paraphrase the question with the word *responsibilities*. (What are the responsibilities of the job?)
- Ask students to write a question for each of the points in the task. With a **stronger class**, ask students to think of two ways of phrasing each question.
- Elicit questions.

KEY

(Possible answers)

Is it a full-time or part-time job? Would I work both in the kitchen and as a waiter? What exactly would I be doing in the kitchen? What are the hours of work? Would I get any days off? What is the salary? Is accommodation included?

For further practice of working and employment conditions:

Vocabulary Builder 6G page 124

2 1 salary 2 bonus 3 shifts 4 paid holiday
5 sick pay 6 overtime 7 pay rise
8 training course 9 paperwork 10 workload

Exercise 8 page 72

- Students use the phrases in exercise 4 to rewrite their questions from exercise 7 into indirect ones.

KEY

(Possible answers)

Could you tell me if it is a full-time or part-time job?
May I ask if I would work both in the kitchen and as a waiter?
I was wondering what exactly I would be doing in the kitchen.
I'd like to know what the hours of work are.
I'd like to know if I would get any days off.
I'd be interested to know what the salary is.
May I ask if accommodation is included?

Extra activity: Fast finishers

Ask **fast finishers** to add the phrases in the Speaking Strategy to their questions from exercise 8, e.g. *Moving on to the question of responsibilities, can you tell me what the job involves?*

Exercise 9 page 72

- With a **weaker class**, go through each of the points and elicit the responsibilities of working in a café, relevant experience that would help an applicant and appropriate personal qualities.
- Students swap questions and write their answers.
- Circulate and monitor, helping with vocabulary and grammar where necessary.

Exercise 10 page 72

- In pairs, students do the task in exercise 7 using the questions and answers they have written. Remind them to use the phrases in the Speaking Strategy to move the conversation on.
- Ask a few pairs to act out their conversation.

Extra activity

- Ask students to imagine they are new at a school and are being shown around the school by a teacher.
- Ask them to think of five indirect questions to ask about the school.
- Students swap questions with a partner and take turns to ask and answer the questions.

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 exchange information about holiday jobs and use indirect questions to ask for information.*

6H Writing

A for and against essay

LESSON SUMMARY

Reading: A for and against essay about vocational courses at university

Exam Strategy: Rhetorical questions

Grammar: Preparatory *it*

Writing: A for and against essay about students doing voluntary work during the holidays

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 1 and set exercise 8 for homework.

LEAD-IN: 2-3 MINUTES

- Ask students: *What would you like to study at university? Is your choice directly related to the job you would like to do in the future? How do you think your university degree course would prepare you for your future career?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 73

- Students read the definition of *vocational* and think of three jobs for which they would need to do a vocational degree.
- Elicit a few ideas.

KEY

(Possible answers)

doctor, nurse, lawyer, teacher

Exercise 2 page 73

- Ask students to read the essay and answer the questions in pairs. Elicit answers.
- Then ask them which phrases reveal the writer's personal opinion. (*How can a teenager know what is right for him or her? Is it not better for students to explore other interests while at university?*)

Exercise 3 page 73

- Students divide the essay into the four paragraphs.
- Check answers as a class.

KEY

paragraph 1 'Some people maintain ... we need to consider.'

paragraph 2 'It is certainly true that the workplace ... with a vocational qualification.'

paragraph 3 'On the other hand ... at university?'

paragraph 4 'On balance, ... really interests you.'

Exercise 4 page 73

- Students read the essay again and note down the phrases.
- Check answers as a class.

KEY

1 It is certainly true that ...

2 It is also undeniable that ...

3 On the other hand, ...

4 Another problem is that ...

5 On balance, ...

Exercise 5 page 73

- Go through the Writing Strategy together.
- Students find the two rhetorical questions in the essay and note down the expected answers.
- Check answers as a class.

KEY

'How can a teenager know what job is right for him or her?' The expected answer is that they can't know what job is right for them when they are still teenagers.

'Is it not better for students to explore other interests while at university?' The expected answer is that it is better to explore other interests while at university.

Extra activity: Fast finishers

Ask **fast finishers** to complete the following rhetorical questions:

Who would want to eat a pizza that ...?

How can it be fair that ...?

What could be more exciting than ...?

Exercise 6 page 73

- Go through the *Learn this!* box together. Then ask students to find three examples of the preparatory *it*.
- Check answers as a class.

KEY

It is certainly true that the workplace is becoming more competitive.

It is also undeniable that certain jobs (for example, nurse, hairdresser) are only available to people with a vocational qualification.

It is wiser to opt for a course that really interests you.

For further practice of preparatory *it*:**Grammar Builder 6.4** page 138

- 2 It's very relaxing to walk along a beach.
- 3 It's amazing that we arrived on time.
- 4 It's no use asking for a pay rise – you won't get it!
- 5 It was dangerous to go rock-climbing on your own.
- 6 It was very disappointing that the restaurant was closed.
- 7 It's illegal to fish in this river.
- 8 It was no use trying to push the car up the hill.

Exercise 7 page 73

- Go through the task together. Check the meaning of *voluntary work* (working without being paid).
- Elicit one advantage and one disadvantage of doing voluntary work and write them on the board.
- In pairs, students brainstorm more advantages and disadvantages and write them in their notebooks.
- Students plan their essays according to the paragraph plan using the notes they have made.
- Circulate and monitor, helping with ideas and vocabulary where necessary.

Exercise 8 page 73

- Students write their essays.
- When they have finished writing, students edit their work using the *Check your work* box.

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 write a for and against essay about vocational and paid work. I can divide my essay into clear paragraphs. I can understand the purpose of rhetorical questions and use them in an essay.*