

Cambridge English



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Louis Rogers

Series Editor: Annette Capel

Prepare!

**TEACHER'S BOOK
WITH DVD AND TEACHER'S
RESOURCES ONLINE**

Level 6





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Cambridge English



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Level 6

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Contents

Introduction to <i>Prepare!</i>	4
Component line up	6
Student's Book overview	8
Student's Book contents	10
1 New year, new challenge	14
2 Live music	19
Culture Education	24
3 Family matters	26
4 Forces of nature	31
Geography Climate zones	36
5 Virtual action	38
6 Creative eating	43
Culture Typical food	48
7 Teen fiction	50
8 Getting away from it all	55
Language Travel writing	60
9 Spend or save?	62
10 Give me a hand	67
Culture Saving money	72
11 The digital age	74
12 My circle of friends	79
ICT App design	84
13 Sports stars	86
14 Accident and emergency	91
Culture Emergency services	96
15 Telling the truth	98
16 Who cares?	103
Chemistry Fossil fuels	108
17 Art is fun!	110
18 Challenging fate	115
Culture Iconic designs	120
19 Against the law	122
20 Places to hang out	127
Citizenship Youth justice	132
Review section answer key	134
Grammar reference answer key	137
Workbook answer key	141

Introduction to *Prepare!*

Where English meets Exams

Prepare! is a lively new seven-level English course for teenagers. It takes learners from A1 to B2 and has comprehensive Cambridge English exam preparation throughout. So whether you're teaching general English or preparing students for an exam, *Prepare!* has a wealth of material to help you do both.

Produced and endorsed by Cambridge English Language Assessment, using cutting edge language learning research from English Vocabulary Profile and the Cambridge Learner Corpus, *Prepare!* is a course you can rely on and trust.

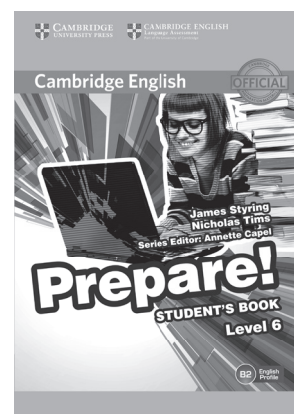
Prepare! is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

The Student's Book

The Student's Book includes 20 short units, covering a wider variety of teen-related topics than other courses. After every two units, there is either a culture or cross-curricular lesson which encourages students to learn about the world around them or about other subject areas through English. After every four units, there is a review section which revises and consolidates the language from the previous four units through further practice of key language and skills.

There are ten videos of authentic interviews with teenagers which are included with this Teacher's Book and worksheets to go with them are provided online.

At the back of the book, students will find a grammar reference section, with further practice activities to be used in class or as self-study. Vocabulary lists provide useful lists of all the key vocabulary taught in each unit, together with its pronunciation.



Exam preparation

CEFR	Cambridge English Scale	Level	Cambridge English Exam
B2	160–179	7	Cambridge English: First for Schools
		6	
B1	140–159	5	Cambridge English: Preliminary for Schools
		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

Level 1 covers A1. The remaining six levels are split into pairs – Levels 2 and 3 cover A2, Levels 4 and 5 cover B1 and levels 6 and 7 cover B2. The first book in each pair gradually exposes students to typical exam tasks and techniques, while the second book in each pair makes exam tasks more explicit, thereby preparing students more thoroughly for the relevant exam. All exam tasks in Levels 2–7 are clearly referenced in the Teacher's Book.

Level 3, Level 5 and Level 7 have five exam lessons. These pages give detailed information about the parts of the exam, as well as a clear guide on how to approach the task provided. These lessons also include useful tips and activities to familiarise students with exam tasks and to ensure they know exactly what to expect on exam day.

The tasks can be used as focused exam training after the main lesson has been done, or alternatively towards the end of the year when students want intensive exam practice.

The Cambridge English Scale

The Cambridge English Scale is used to report candidates' results across the range of Cambridge English exams. This single range of scores covers all levels of the Common European Framework of Reference for Languages (CEFR). The total marks for each of the four skills (Reading, Writing, Listening and Speaking) and for Use of English (where relevant) are converted into scores on the Cambridge English Scale. These individual scores are averaged to reach the overall Cambridge English Scale score for the exam. Results clearly show where the exams overlap and how performance on one exam relates to performance on another.

EP English Vocabulary Profile

The English Vocabulary Profile (EVP) is an online resource providing detailed information about the words, phrases, phrasal verbs and idioms that learners of English know and use at each of the six levels of the CEFR. The vocabulary syllabus of **Prepare!** has been informed by using EVP to ensure that students at each CEFR level are presented with high-frequency words and phrases that are suitable for their language level and relevant to each unit topic. Many of the most common words in English have a great number of different meanings and a thorough knowledge of these words helps students to operate successfully even with limited language. The special Word profile feature in Levels 4–7 deals with these powerful words in detail. Furthermore, the main vocabulary sections regularly focus on aspects other than 'concrete' topic nouns and verbs, such as adjectives and adverbs, prepositions, phrasal verbs, word families and phrases. All of these aspects are important if the syllabus is to provide true breadth and depth.

Systematic vocabulary development is crucial to real progress across the CEFR levels. Great care has been taken to organise the vocabulary syllabus in a logical way both within and across the seven levels of **Prepare!** The course offers regular recycling of vocabulary and builds on what students already know, to guarantee successful language learning from A1 to B2.

For more information on EVP, including information on how it was compiled, how you can access it, as well as ways to get involved in the English Profile programme, visit www.englishprofile.org

The Cambridge Learner Corpus

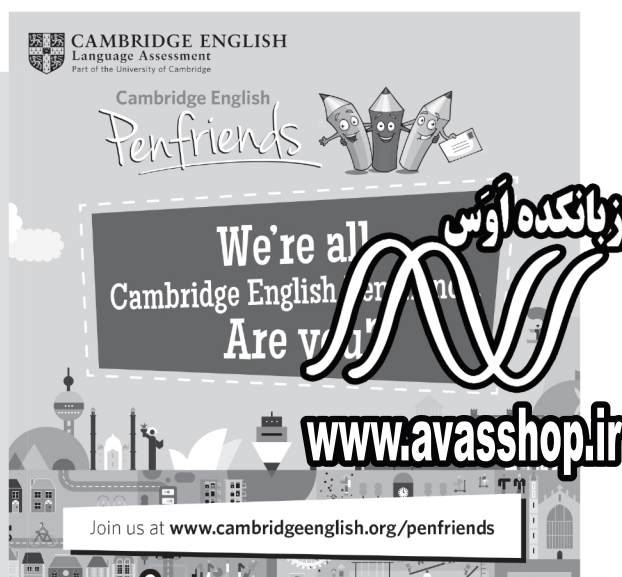
The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student's Books and Workbooks of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly occur.

Cambridge English Resources

Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering students an opportunity to practise what they have learned.

Through Cambridge English Penfriends, we will connect your school with a school in another country so you can exchange cards designed by your students. If your school hasn't joined Cambridge English Penfriends yet, what are you waiting for?

Register at www.cambridgeenglish.org/penfriends

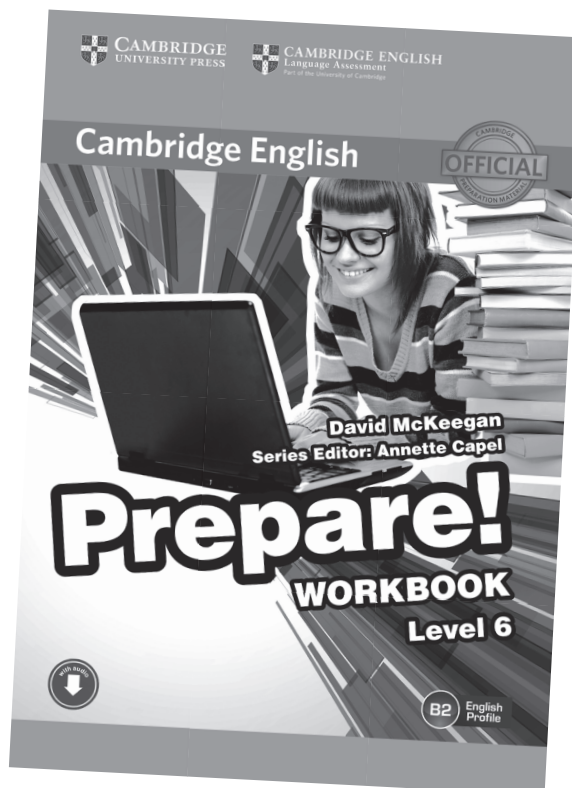


For more teacher support, including thousands of free downloadable resources, lesson plans, classroom activities, advice, teaching tips and discussion forums, please visit www.cambridgeenglish.org/teachers

Component line up

Workbook with audio

The Workbook gives further practice of all the language from the Student's Book and provides students with comprehensive work on skills development, which can be used either in class or for homework. The accompanying audio is provided as downloadable MP3 files and is available from www.cambridge.org/PrepareAudio



Online workbook

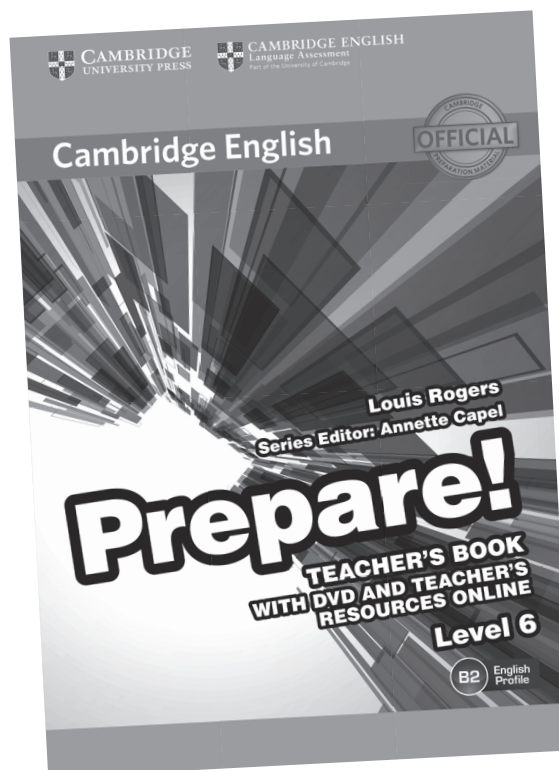
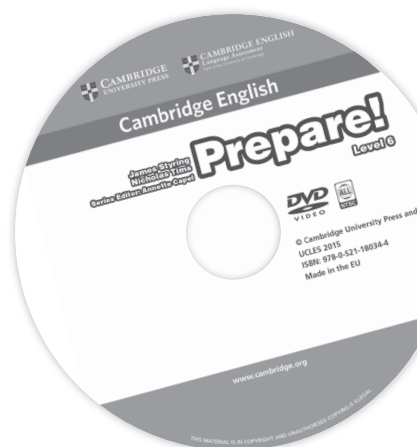
The *Prepare!* online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

Teacher's Book with DVD

The Teacher's Book contains clear teaching notes on all of the Student's Book tasks, as well as keys and audioscripts. The audioscripts include underlined answers.


The teacher's books provide plenty of lesson ideas through warmers, coolers, extension ideas and projects, as well as ideas for fast finishers and mixed ability classes. Each unit also directs you to where additional resources can be found. **Workbook answer keys** and **audioscripts** are also included.

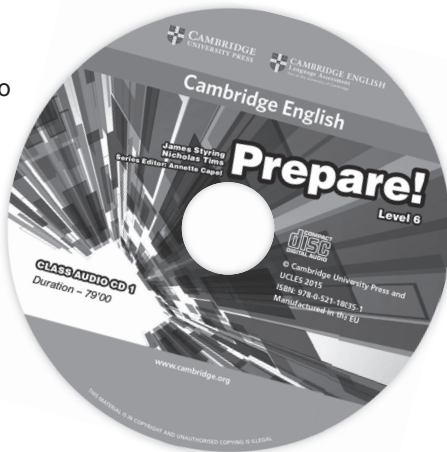
The DVD includes 10 video extra films.



Class Audio CDs

The **Class Audio CDs** contain all of the audio material from the Student's Book.

 The audio icon in the Student's Book clearly shows the CD number and the track number.



Teacher's resources online - Downloadable materials

Complete suite of downloadable teacher's resources to use in class including:

- Video extra worksheets
- Progress tests
- Achievement tests
- Corpus tasks
- Pronunciation.

These are available from www.cambridge.org/prepareresources

Corpus tasks

UNIT 5 Relative clauses
1 Generalise the words in each sentence. Write the correct words.
 1 How when I had a computer at home, by using a lot of programs, I can see how the furniture will look in any room.
 2 The area where it is situated is quite central.
 3 Because of a girl who couldn't lead the secret, the teacher had to change the exam.
 4 Suddenly you have a lot of friends how don't know why you are on the inside.
 5 I wanted to visit your restaurant, that was not possible because it was closed.
 6 We must a promise which we were going to keep in touch.

UNIT 7 Modals: ability, possibility and permission
1 Generalise the words in each sentence. Write the correct words.
 1 I'm just working as day long in front of the computer, but I managed to stay fit.
 2 I couldn't be able to collect the children from school later.
 3 I got the end of a letter I hope I could to give you some ideas.
 4 It's never can live.
 5 Of course, I don't nothing.
 6 Everyone was will say only, 'Don't!'

UNIT 8 Future
1 Circle the correct words in each sentence.
 1 My grandparents only had want to eat the things they could eat or were allowed to eat, and not the things that they weren't to eat.
 2 A teacher did was the most delicious supper I ever had I have ever eaten.
 3 I would like to travel in July because I already made I have already made an arrangement.
 4 We have gone I want these two hours later, when we arrive I arrived we saw some friends of ours, then, we went everywhere, if not I'll never forget that my dream I haven't seen anything like it.
 5 We yet I still have some things to think about.

Progress test 4 (Units 7 and 8)

GRAMMAR
1 Choose the correct answer: a, b, c or d.
 1 I might to see you tomorrow.
 a can b could c am able d be able
 2 I'm not sure yet, but I want to go to Paris's party.
 a can b do c am d will
 3 According to the timetable, what time the train leave?
 a can b does c will d might
 4 I'm so excited! Yesterday I got tickets for the Wimbledon tennis final.
 a have to b might have c need to d managed to
 5 Clare to have a gap year after she finishes school.
 a is going b will c can d might
 6 I'm sure you yourselves on the task, once you get started.
 a enjoy b are enjoying c 'll enjoy d could enjoy

2 Complete the text with one suitable word in each gap.
 (1) next before I went to school and I was (2) to write quite well by the time I was 7. I've always wanted to be a published author and I enjoy writing stories for my family and friends. I think I (3) apply to study English literature at university, but I (4) change my mind and do something else instead! I've still got time to decide but one thing for sure: I'm (5) to make it and one day my first novel (6) be on sale on Amazon!

VOCABULARY
3 Complete the sentences with one suitable word in each gap.
 1 I've always been interested geography.
 2 I was furious Ben for taking my tablet without asking.
 3 Don't worry, you don't need to order a taxi. We'll see you at the airport.
 4 I'm afraid you can't check until two hours before your flight.
 5 I've never been motivated money.
 6 Are those trousers suitable hiking?
 7 I'm addicted Stephen King's novels! I think they're just brilliant.

4 Choose the correct answer: a, b, c or d.
 1 How could you up all night watching films? Aren't you really tired?
 a stay b wake c stand d hang
 2 Let's around the neighbourhood before we decide where to eat.
 a check b watch c see d look
 3 Why don't we up for a while watching tour?
 a make b take c get d have
 4 I'm so tired I need to away from it all for a few days.
 a go b take c get d have
 5 To a long story about the holiday was a complete nightmare!
 a break b chop c cut d slice
 6 Someone next to you who doesn't stop talking is the thing you need when you're trying to sleep.
 a last b main c only d best

Pronunciation

UNIT 5
1 Intonation and pausing in relative clauses
2 Read the sentences to yourself. Which sentences have a pause in them? Does the information go up or down at the end? Listen and check.
 1 People who play for hours on end can have problems.
 2 We all know about the Reserve that you can get from playing video games.
 3 Fitness games, which are very popular, allow you to practice sports techniques.
 4 People can talk on blogs that are not often available to them in real life.
 5 It can stop you from getting enough exercise, which is unhealthy.
 6 Some games can begin to prefer their virtual lives, where they are always in control.

UNIT 7
1 Weak form /ə/ with adjectives with prepositions
2 Use a preposition from the box to complete the sentences. Then circle the prepositions that contain the weak form /ə/. Then listen and check.
 to for on by above at in with
 1 He was disappointed his exam result.
 2 My parents were surprised how many cases for marks.
 3 I'm really keen historical fiction.
 4 Tom is nervous speaking in public.
 5 This story is suitable children aged 8 and up.
 6 My sister was furious me for borrowing her new jeans.
 7 My brother is addicted playing video games.
 8 I get annoyed people playing music on their phones.

UNIT 8
1 Minimal pairs /i:/ and /ɪ/ and /ɪ:/ and /i:/
2 Listen and tick (✓) the sound you hear in the words.
 1 chill out ☐ /i:/ ☐ /ɪ/
 2 jungle ☐ /i:/ ☐ /ɪ/
 3 charger ☐ /i:/ ☐ /ɪ/
 4 energy ☐ /i:/ ☐ /ɪ/
 5 jet set ☐ /i:/ ☐ /ɪ/
 6 ☐ /i:/ ☐ /ɪ/

Video extra Unit 8

Dream holidays
1 Work with a partner. Look at the two dream destinations below. Where do you think they are and what do you think the students want to do there? Make a list.

2 Watch the first part of the film and tick (✓) the things on your list that the students mention. Add any additional ones to your list.

3 Watch the rest of the film. Complete the profiles with information from the film. Then watch the first part again and check your answers.

4 Watch the last part of the film. Tick (✓) the things that the students talk about in answer to the question, 'What can you learn from travelling to other countries?'

OVER TO YOU
5 Answer the questions with a partner.
 1 What's your dream holiday destination?
 2 What do you think young people can learn from travelling to other countries?

Presentation Plus

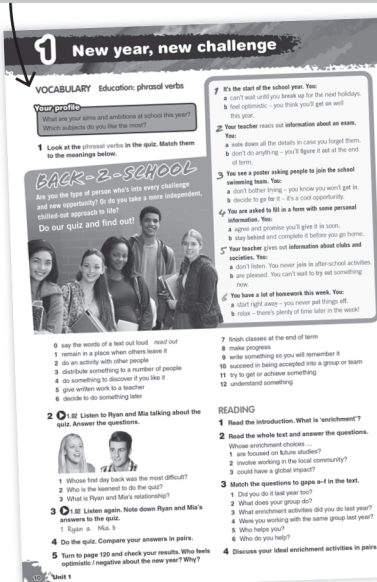
Presentation Plus is the next generation planning and presentation tool for teachers. Perfect for creating engaging lessons, it includes:

- Interactive whiteboard tools
- Student's Book and Workbook with interactive exercises
- Access to teachers' resources.

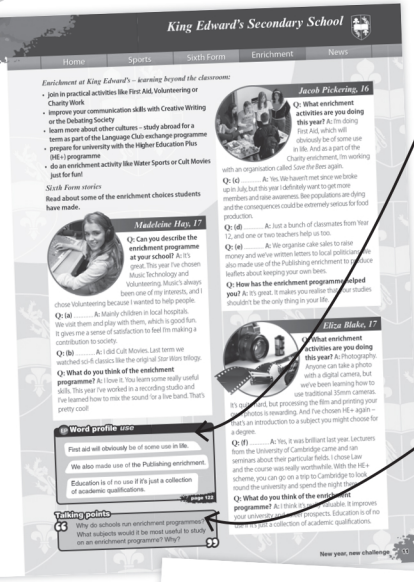
Ideal to use with a computer and a projector or with an interactive whiteboard.

Student's Book overview

Vocabulary sets informed by English Vocabulary Profile to ensure they are appropriate for the level



The **Word profile** feature focuses on the different meanings of important words and phrases and are specifically chosen to be relevant to your students' level



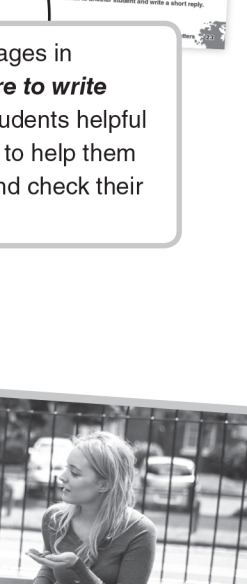
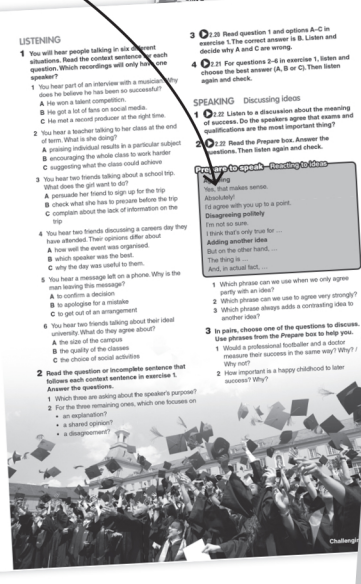
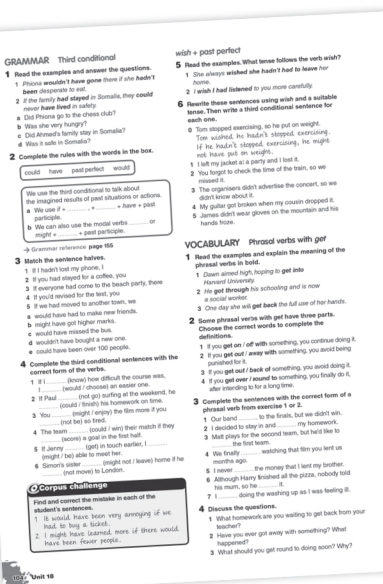
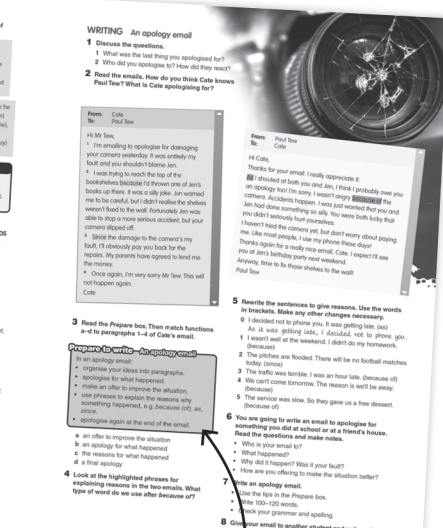
The **Talking points** feature after the reading text gives students the opportunity to give their opinion on the text

Clear **grammar presentation and practice** is extended in the Grammar reference section at the back of the book



Common mistakes relevant to your students' level are identified and practised in the **Corpus challenge** to ensure meaningful learning

The stages in **Prepare to speak** provide students with useful words and phrases for effective communication



The stages in **Prepare to write** give students helpful advice to help them plan and check their writing

Video interviews with teenagers show target language being used in authentic situations



UNIT	VOCABULARY 1	READING	GRAMMAR
1 New year, new challenge page 10	Education: phrasal verbs, e.g. <i>break up, stay behind</i>	Sixth Form stories EP Word profile use	Question forms Subject and object questions
2 Live music page 14	Music, e.g. <i>the charts, performance</i>	Music requests: riders EP Word profile on	Present tense review
Culture Education page 18			
3 Family matters page 20	Verbs of communication, e.g. <i>confess, warn</i>	Brothers and sisters EP Word profile once	Past tense review
4 Forces of nature page 24	Natural disasters: verbs, e.g. <i>collapse, knock over</i>	Asteroid attack EP Word profile term	Making comparisons
Geography Climate zones page 28		Review 1 Units 1–4 page 30	
5 Virtual action page 32	Video games: verbs, e.g. <i>chase, reverse</i>	Video games EP Word profile catch	Relative clauses
6 Creative eating page 36	Food and drink: phrasal verbs, e.g. <i>eat out, go off</i>	Stefan Gates: food adventurer! EP Word profile live	Present perfect and past simple
Culture Typical food page 40			
7 Teen fiction page 42	Fiction: adjectives and nouns, e.g. <i>moving tale, predictable plot</i>	Malorie Blackman: children's laureate EP Word profile story	Modals: ability, possibility and <i>managed to</i>
8 Getting away from it all page 46	Holidays, e.g. <i>get a tan, wander around</i>	Pack and GO! EP Word profile last	Future (1): plans and intentions
Language Travel writing page 50		Review 2 Units 5–8 page 52	
9 Spend or save? page 54	Money, e.g. <i>budget, cashpoint</i>	Money matters EP Word profile account	Future (2): predictions
10 Give me a hand page 58	Household tasks, e.g. <i>load the dishwasher, wipe the surfaces</i>	Chores: it's a family affair EP Word profile hand	The passive
Culture Saving money page 62			

VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
Education: <i>-ion</i> nouns, e.g. <i>application, education</i>	A profile of a person Punctuation		
Verbs + infinitive / <i>-ing</i> with a change in meaning, e.g. <i>remember, forget</i>		Listening Favourite music Speaking Describing a favourite song	Live music
Phrasal verbs: relationships, e.g. <i>pick on, fall out</i>	An apology email		
<i>too, so</i> and <i>such</i>		Listening Sinkholes Speaking Discussing options	Extreme weather
Nouns: <i>-ness</i> and <i>-ment</i> , e.g. <i>arrangement, weakness</i>	A review		
Forming adverbs		Listening Teenage Top Chef Speaking Asking for and giving advice Making recommendations	Weird food
Adjective + preposition, e.g. <i>disappointed in, furious with</i>	A story		
Phrasal verbs: travel, e.g. <i>look around, stop over</i>		Listening Working holidays Speaking Discussing a problem Making suggestions	Dream holidays
<i>a / the number of</i>	An article (1)		Money
<i>make, let</i> and <i>be allowed to</i>		Listening The Internet of Things Speaking Asking for and giving permission	

UNIT	VOCABULARY 1	READING	GRAMMAR
11 The digital age Page 64	Technological advances, e.g. <i>interactive whiteboard, virtual classroom</i>	<i>Want it? Need it? Print it!</i> EP Word profile end	Present perfect continuous
12 My circle of friends page 68	Personality adjectives, e.g. <i>bad-tempered, thoughtful</i>	Friends – how many is too many? EP Word profile touch	Zero and first conditionals
ICT App design page 72 Review 3 Units 9–12 page 74			
13 Sports stars page 76	Nouns in reporting, e.g. <i>confession, rumour</i>	Making the transition to professional sports person EP Word profile shape	Reported statements
14 Accident and emergency page 80	Accidents and emergencies, e.g. <i>bump your head, pass out</i>	It's an emergency! Or is it? EP Word profile call	Reported questions and requests
Culture Emergency services page 84			
15 Telling the truth page 86	Facial expressions, e.g. <i>blush, stare at someone</i>	The truth about lying EP Word profile matter	<i>have/get something done; get someone to do something</i>
16 Who cares? page 90	Climate change, e.g. <i>conservation, wind farms</i>	Fact or fiction? EP Word profile set	Second conditional: <i>would, could</i> and <i>might I wish</i> and <i>if only</i>
Chemistry Fossil fuels page 94 Review 4 Units 13–16 page 96			
17 Art is fun! page 98	Adjectives describing art, e.g. <i>abstract, impressive</i>	Art installations EP Word profile scale	Modals of deduction: present
18 Challenging fate page 102	Nouns: personal qualities, e.g. <i>bravery, honesty</i>	Tales of courage: four stories of teenage success EP Word profile face	Third conditional <i>wish</i> + past perfect
Culture Iconic designs page 106			
19 Against the law page 108	Crime and criminals, e.g. <i>court, victim</i>	We asked the police to arrest our son EP Word profile back	Modals of deduction: past
20 Places to hang out page 112	Places and feelings, e.g. <i>breathtaking, shelter</i>	A place of your own EP Word profile do	<i>-ing</i> forms Participle clauses
Citizenship Youth justice page 116 Review 5 Units 17–20 page 118 Pairwork page 120			

VOCABULARY 2	WRITING	LISTENING AND SPEAKING	VIDEO
Adjective suffixes	A persuasive email		
Adjective and noun suffixes		Listening Best friends Speaking Being polite Indirect questions	
Reporting verbs, e.g. <i>declare</i> , <i>propose</i>	A sports report		Sport
<i>have</i> , <i>make</i> and <i>give</i> + noun, e.g. <i>have a fall</i> , <i>make a call</i>		Listening Emergencies Speaking Describing photos Keeping talking	
-self, -selves for emphasis	A story (2) Getting ideas for a story		
Conditional phrases, e.g. <i>as long as</i> , <i>even if</i>		Listening An eco-house Speaking Arguing for and against something	Climate change
Verbs often used in the passive, e.g. <i>be awarded</i> , <i>be regarded</i>	An essay		Art
Phrasal verbs with <i>get</i> , e.g. <i>get back</i> , <i>get through</i>		Listening Understanding conversations Speaking Discussing ideas Reacting to ideas	
Negative prefixes	A news article		
Compound adjectives ending in -ing, e.g. <i>eye-catching</i> , <i>record-breaking</i>		Listening Favourite places Speaking Talking about yourself Giving long answers	Favourite hangouts
Word profiles page 122 Vocabulary list page 129 Grammar reference page 138			

Unit profile**Vocabulary:** Education: phrasal verbs**Reading:** *Enrichment at King Edward's – learning beyond the classroom***Grammar:** Question forms**Vocabulary:** Education: *-ion* nouns**Writing:** A profile of a person**Warmer**

- 1 Ask students if they can explain what a New Year's resolution is (*a promise that you make to yourself on 1 January to start doing something good or stop doing something bad*). Then put them into pairs to make a list of five common New Year's resolutions.
- 2 Elicit some examples of New Year's resolutions from the class and write them on the board.
- 3 If they have mentioned *Lose weight, Get organised, Spend less money and save more, Enjoy life, Stay healthy* or *Learn something new*, circle them. If not, add them to the board.
- 4 Tell students to rank the resolutions in step 3 from most to least common (the order is how they appear above). Discuss ideas for the ranking and then share the correct answer with the class.
- 5 Ask how long they think it takes before people typically give up on a resolution. In America, 75% of people give up after just one week.

Your profile

Find out if students have ever made any New Year's resolutions. Monitor while they discuss the questions in pairs. Then hold a brief class discussion to see if they share similar ambitions. You could get them to make a note of their resolutions to look back at at the end of the school year.

VOCABULARY Education: phrasal verbs


- 1 Look at the example with the class. Ask students whether they already knew the meaning of the phrasal verb *read out* or whether they used the context of the sentence to help. Remind them that guessing from context clues is a useful reading strategy. Give students time to match the other words individually. Monitor and deal with any difficult vocabulary before checking answers as a class.

Fast finishers

Tell fast finishers to write example sentences for two or three of the phrasal verbs. When checking answers to exercise 1, elicit their example sentences.

Answers

- 1 stay behind 2 join in 3 give out 4 try out 5 give in
6 put off 7 break up 8 get on 9 note down 10 get in
11 go for 12 figure out

- 2  1.02 Ask students to read the questions and think about words they might hear. For example, for question 1 they might hear words like *hard, easy, challenging, impossible*, etc. Elicit ideas from the class for each question and then play the recording.

Answers

- 1 Ryan 2 Mia 3 brother and sister

Audioscript

Mia: How was the first day back for you?

Ryan: Don't ask! I had double maths. How was yours?

Mia: Well, it's never easy to concentrate after the holidays, but it was cool to hang out with people again.

Ryan: I suppose so.

Mia: Hey, Ellie found this 'Back to School' quiz in a magazine. Why don't we do it together?

Ryan: OK.

Mia: So, what's your answer to question one, a or b?

Ryan: I'm afraid it's a. Breaking up is definitely the best part of the school year!

Mia: That's so typical. I'm putting b. I think I'll get on well this year. OK. Question two.

Ryan: You know me. I never note things down. It's b. I never worry!

Mia: Hmm. You need to worry about some things! I can't believe that we're brother and sister sometimes. Well I'm putting a for question two. I always write everything down, I like being organised. Right! Question three.

Mia: Joining the school swimming team. Why not? I'd go for it. I'll put b. What about you?

Ryan: Well ... b for me too. Don't look so surprised! I'd probably get in – I'm quite good at swimming you know!

Mia: Question four.

Ryan: 'Stay behind and complete it before you go home?' No way! The answer's a, obviously.

Mia: Actually, I'm an a for question four as well. I don't think my teacher would mind if I give the form in a few days later. Next, question five.

Mia: Well, I love clubs, and I'm always keen to try out new things, so I'm a b. Let me guess: you're an a?

Ryan: You guessed it! How well you know me. I guess I probably should join in a few more activities!

Mia: Definitely! Right. Last question. 'You have masses of homework this week ...'

Ryan: Oh, I'll put b for this one! Avoid the stress!


Mia: Yeah, well. I figured that out for myself! But you aren't going to do very well this year if you put everything off. I'd start right away, personally, a.

Ryan: Yes, that sounds just like you. Did you enjoy the quiz then?

Mia: Yeah, I thought it was fun!

Ryan: And what did you learn from it?

Mia: Only that my brother is going to try to copy all my homework again this year! Let's see what the results say about us.

- 3**  **1.02** Discuss what type of language the speakers might use. As it is a personality quiz, the speakers are likely to express their personal opinions and qualities, e.g. *I'd go for it, I'm quite good at ...*. They are also likely to hear *will* used as the speakers make decisions as they speak, e.g. *I'll put ...*. Elicit some of these expressions and then play the recording again. Allow students to compare their answers with a partner before checking as a class.

Answers

2 R b M a 3 R b M b 4 R a M a 5 R a M b 6 R b M a

- 4** Tell students to do the quiz individually before comparing their answers with a partner. In feedback, ask students how they would feel if they had to follow the other option in each case, e.g. putting your homework off when you usually start right away might make you feel anxious or stressed.
- 5** Tell students to check their answers and the answers of Ryan and Mia. Put them into pairs to discuss the questions. After a few minutes, nominate two pairs to give you their responses and to say whether they agree with the results or not.

READING

Cultural background

In England, full-time education is compulsory from the age of 5 to 17 (18 from 2015). Students generally start secondary school at the age of 11, with some regional variations. At the age of 16, they take national academic exams. After this, students can follow different vocational or academic routes, including continuing their secondary studies for two more years at Sixth Form, where they can take AS and A2 exams, or the International Baccalaureate.

- 1** Give students 30 seconds to look at the webpage to find out what it is about. Ask students if they know the meaning of the word *enrichment*. If they do, tell them to check their prediction against the first paragraph. If not, ask them to define it after reading the introduction. Give them a few minutes to read the introduction, and then elicit or check the definition. In this context, *enrichment* means self-improvement by doing extra sport, volunteer or cultural activities outside of normal school work.
- 2** Give students a short time limit of two or three minutes to complete this exercise. This will encourage them to read quickly to practise scanning for information. Allow students to compare their answers with a partner before checking as a class.

Answers

1 Eliza 2 Madeleine 3 Jacob

- 3** Encourage students to think about the type of information they would expect in response to each question, and elicit ideas as a class. Give them a few minutes to complete the exercise before checking answers.

Answers

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

- 4** Ask students to do the exercise in pairs. Then feed back as a class and share any interesting ideas.

Talking points

Monitor as students discuss the questions in pairs. Find out if they think these programmes are valuable or not and whether they take part in any enrichment programmes.

Extension activity

Put students into groups of three or four. Tell them that they are going to plan an enrichment activity and that together they need to decide:

What would they do and why? (e.g. *Water Sports. It's a fun, healthy activity and one which encourages taking responsibility for your personal safety.*)

Which school subject they would link it to? (e.g. *P.E.*)

How the activity would help a university or job application. (e.g. *It shows that you have interesting hobbies outside of school and that you work well in a team.*)

Ask each group to briefly present their ideas to the class. Take a class vote to find out which enrichment activity is the most popular.

EP Word profile

Ask students to read the sentences and then set the exercises on page 122. Check answers and then tell students to write sentences of their own using each of the phrases with *use*.

Answers

- | | |
|-----------------------------|-------------------|
| 1 | 2 |
| 1 be no use doing something | 1 make use of |
| 2 make use of something | 2 be (of) no use |
| 3 be (of) no use | 3 be (of) any use |
| 4 be (of) any/some use | 4 's no use |

Cooler

Think of some phrasal verbs you want to revise. Write each phrasal verb onto a small card and give one set of cards to each group of four students. The cards should be placed face down in the middle of the group and one student should pick up the top card. They should use the phrasal verb on their card to tell the group something about themselves. The group should ask this person one or two questions to find out more information. The group then continues with students taking turns to pick a card.

GRAMMAR Question forms

- 1 Books closed. Introduce the activity by asking four students one of these questions: *When did you start school? Have you ever been on a school trip? Are you enjoying your studies? Can you study a musical instrument at school?* Tell students to write four questions about school or education. They should write one in a simple tense, one in a perfect tense, one in a continuous tense and one with a modal verb. Ask students to exchange their questions with a partner and to decide whether they think the word order is correct in each one. Books open. Get them to complete the rules and then use them to check their own questions. Remind them that the subject comes after the auxiliary or modal verb in questions.

→ Grammar reference Student's Book page 138

Answers

a does, did b has c are d before

- 2 Demonstrate the first question as an example, and write the answer (*are you getting on*) on the board. Point out that the verb form in the answer matches the one in the question. Give students a few minutes to complete the questions, and check answers.

Answers

1 are you getting on 2 Can you join 3 Have you given in
4 Do you do 5 were you doing

- 3 Tell students to write three more questions about studying, e.g. *Can you describe the sports activities at your school?*, using a different tense or modal verb in each one. Monitor and check while students do this and help with vocabulary as necessary. Elicit an example for each structure from the class and write it on the board. Put students into same-ability pairs to ask and answer the questions. Monitor and give positive feedback for interesting ideas. Nominate one or two students to tell you something interesting they found out about their partner. As an alternative, you could get them to write something they learnt about their partner on a piece of paper. Take the papers in and redistribute them. Ask students to read their paper and guess who wrote it.

Fast finishers

Tell fast finishers to write a fourth question using the structure they didn't use in exercise 3.

Subject and object questions

- 4 Books closed. Demonstrate the two types of question by asking a stronger student *Who has texted you today?* *Who have you texted today?* Focus students' attention on the different responses. Then write the example questions from the Student's Book on the board. Elicit what is different about the structure of each question, and which noun in the answers each question is asking about. Books open. Tell students to look at the sentences again and to complete the rules.

→ Grammar reference Student's Book page 138

Answers

a question b statement

- 5 Tell students to complete this exercise individually. Allow them to compare their answers with a partner before checking as a class. Encourage students to explain their answers.

Answers

- 1 a do you know
b knows you
2 a did Carl call
b called Carl
3 a did their car damage
b damaged their car

- 6 Books closed. Write the example from the Student's Book on the board. Elicit two questions for the sentence, one using *what* and one using *who*. Books open. Compare the questions students gave you with those in the book. Set the exercise as individual work and check answers.

Extension activity

Tell students to write three subject and three object questions to ask their partner. Monitor and help as they write the questions. Put students into pairs to ask and answer the questions. Nominate three or four students to tell the class about their partner.

Answers

- 1 What did Suzanne Collins write? / Who wrote *The Hunger Games*?
2 What did Mark Zuckerberg start? / Who started Facebook?
3 What award has Cristiano Ronaldo won twice? / Who won the 'Footballer of the Year' award twice?
4 What has the USA never won? / Who has never won the FIFA World Cup?

Corpus challenge

Ask students what word they put before the subject of a question in the present perfect and past simple. Then ask students to look at the sentence and to correct it.

Answer

Have you had a good time on your holiday? OR Did you have a good time on your holiday?

VOCABULARY Education: -ion nouns

- 1 Write *educate* on the board and elicit the noun form (*education*). Put students into pairs to write down the nouns for each verb in exercise 1. Check answers.

Extension activity

Read these sentences out loud and ask students to complete each one with a noun from exercise 1. Make a 'beep' sound where the missing noun should go.

- 1 (Communication) methods have changed a lot due to technology.
2 I don't think my (preparation) for the test was very good.
3 I need my parents' (permission) to go.
4 I missed the (registration) date for the competition.
5 I love (action) movies.
6 They have started a (collection) to buy her a present.

Answers

- 1 collection 2 action 3 preparation 4 registration
5 permission 6 discussion

- 2 Give students a few minutes to complete this exercise. Allow them to compare their answers with a partner before checking as a class. Remind students that being able to change one part of speech into another is a very useful skill, and that it is a good idea to make a note of both the noun and verb form of new words when recording new vocabulary. As an alternative, you could play a game using these words. Put students into groups of six and tell them to choose one sentence each and to copy it onto a piece of paper. On the back of the paper, they should write the correct answer, without anyone else in the group seeing it. Monitor and check that everyone has the correct answer. Students then show the front of their paper to the rest of their group to see if they can give the correct form of the word.

Answers

- 1 introduction 2 application 3 contribution 4 education
5 satisfaction

- 3 To consolidate subject/object questions, start this exercise by eliciting whether each question is a subject question or an object question. Then tell students to complete the sentences individually before checking answers as a class.

Answers

- 1 suggestions 2 a description 3 his invention
4 your decision 5 permission

WRITING A profile of a person

- 1 Books closed. Put students into pairs to discuss what types of article they would expect to read in a school magazine (sports reports, interviews, reports from school clubs or days out, etc.). Elicit some ideas from the class. If anyone suggests a profile, or a biography, ask what type of information this might include (questions and answers about opinions and events). If no one suggests a profile, explain what one is and the type of information they might expect to find in one. Books open. Tell students to put the questions in the correct place.

Answers

1 b 2 a 3 e 4 d 5 c

- 2 Ask students to do this exercise individually. Explain that they only need to circle one example of each type of punctuation. Check answers.
- 3 Give students time to do the correction exercise individually before checking answers as a class. As an alternative, you could make this competitive by giving them three minutes to correct as many as possible.

Mixed ability

To make exercise 3 more achievable for weaker students, provide them with some of the corrections for each sentence. Encourage them to make at least one correction to each sentence individually.

Answers

- 1 Yes, in fact I'm doing extra Italian because we've got an important exam soon.
- 2 What date is your exam?
- 3 It's on a Monday, either the 14th or 21st October, at the Huntingdon Street exam centre.
- 4 Do you get on well in subjects like Spanish, French or English literature?
- 5 Yes, I tend to find them easier than science and maths.
- 6 Where are you going to study Modern European Languages?
- 7 I want to study Russian and French, so I guess I'll either go to Paris, or maybe somewhere in Russia, like Moscow or St Petersburg.

- 4 Model the activity by briefly answering the questions yourself. Then put students into pairs to discuss the questions. Elicit a response to each one from a different pair.

Mixed ability

Ask students to tell you one or two of the additional questions they have written and add them to the board. This will support any weaker students in the next exercise. You could also add one or two questions yourself to help students when writing the profiles.

- 5 Give students 15 to 20 minutes to complete this exercise. Monitor and help with ideas about who they can write about (e.g. their brother, their friend, another student, etc.) and what they can ask (e.g. what they are studying now, what they would like to do in the future, whether they do any enrichment activities, etc.). Once students have completed the task, tell them to compare their answers with a partner. Encourage students to check their partner's use of punctuation.

Cooler

Display the profiles around the classroom. Students should then walk around the room reading them. They should try to add an extra question to each one that they read. Finally, ask students to get their profile and to write responses to any questions that were added.

Project

Tell students they are going to interview someone in school, or a club they are part of, to write a profile about. Ask them to think about who they would like to interview and what questions they will ask. For homework, students should conduct their interviews. If possible, they could film the interviews to show to the class on a video-hosting website, such as YouTube. Alternatively, students can write up their findings in a short paragraph to present in the following class.

Teacher's resources

Student's Book

Grammar reference and practice page 138
Vocabulary list page 129

Workbook

Unit 1, page 4

Go online for

- Pronunciation
- Corpus tasks


Unit profile**Vocabulary:** Music**Reading:** *Crisps, sweets and white kittens?***Grammar:** Present tense review**Vocabulary:** Verbs + infinitive / -ing with a change in meaning**Listening:** People talking about music**Speaking:** Describing a favourite song**Warmer**

- 1 Find five songs that students are likely to know or recognise.
- 2 Put them into teams of four or five and explain that you are going to play the start of some well-known songs. Tell them to write down the name of the song and the singer.
- 3 Play a few seconds of each song, pausing slightly between each one for students to write down their guesses.
- 4 Check answers. The winning team is the one to guess the most correct songs and singers.

Your profile

Ask students if they have seen any of the singers or bands you played in the Warmer live. Then put them into groups to answer the questions. Discuss answers as a class, and take a class vote to find out the most popular performer and style of music.

VOCABULARY Music

- 1  **1.03** Tell students that they are going to hear seven different types of music and that they should try to identify the styles. Play the first one as an example. Then play the rest and check answers. Focus students' attention on the pronunciation of each type of music. You may find that the words are similar to words in your students' language, but that the pronunciation is different.


Answers

- 1 reggae /'reg.eɪ/ 2 opera /'ɒp.rə/ 3 rock
4 classical /'klæs.ɪ.kəl/ music 5 hip-hop
6 jazz /dʒæz/ 7 folk /fəʊk/

- 2 Monitor and help students as they reorder the music reviews. Give them time to read the sentences and encourage them to think about words which frequently go together, e.g. *last year*, *for months*. Ask students to compare their answers with a partner, but do not confirm the correct answers at this stage.

Mixed ability

Simplify the exercise for weaker students by also giving them the final sentence of each review. Stronger students can complete the exercise without this support.

- 3  **1.04** Play the recording for students to check their answers, and confirm these as a class.

Extension activity

Find a review of a popular group's album or performance and cut it into half sentences. In groups, ask students to re-form the review.

Answers

- 1 e, b, h, k, i, c 2 j, f, d, a, l, g

Audioscript

Live music review: The Scene

The Scene released their first album last summer and soon had a massive hit with their single *Lucky*, which was in the charts for months. They've been touring the world since the beginning of January, and last night they gave a performance in their hometown to 5,000 devoted fans who were definitely in the mood for dancing.

Live music review: Phoebe White (ex-Blue Lines)

Blue Lines' popularity as background music on TV shows was something that former lead singer, Phoebe White, apparently hated. Her decision to go solo last year was no surprise. Her choice of concert venue for her first live performance since the split, however, was certainly unusual. In fact, White's musical talent was at its best in the tiny and friendly atmosphere here.

- 4 Write an example for some of the words on the board, e.g. *little monsters* (the name given to Lady Gaga's devoted fans), *Chris Martin* (the lead singer of Coldplay), *O2 Arena* (a concert venue in London), and ask them to match them to the words in bold. Tell students to complete the exercise individually. Check answers.

Fast finishers

Ask fast finishers to write three sentences using some of the vocabulary in bold. When checking the answers to exercise 4, elicit some of these example sentences.

Answers

- 1 lead singer 2 go solo 3 background music
4 massive hit 5 the charts 6 concert venue
7 devoted fans 8 touring the world

- 5 Put students into small groups to discuss the questions. Alternatively, you could do this as a class survey, with students choosing one question to ask as many people as possible in five minutes. When feeding back, find out if anyone in the class plays an instrument or is in a band. If so, and if feasible with your class, you could ask them to bring their instrument to the following class to give a short performance.

READING

- 1 Ask students to look at the pictures on page 15 and discuss the questions as a whole class (see the Cultural background box).

Cultural background

Coldplay are a British rock band who achieved worldwide fame with their single *Yellow* in 2000. They are active supporters of various social causes and charity projects.

Rihanna (born 1988) is a singer from Barbados. She has sold more than 150 million records worldwide, including the best-selling single *Umbrella*.

Jennifer Lopez (born 1969) is an American singer and actress. She has sold more than 80 million records, including *If You Had My Love* and *Jenny from the Block*.

Lady Gaga (born 1986) is an American singer-songwriter. She has sold more than 125 million records worldwide, including *The Edge of Glory*.

Maroon 5 is an American pop rock band who have sold more than 27 million albums worldwide, including their debut *Songs about Jane*. Their single *Moves Like Jagger* is one of the best-selling singles worldwide.

- 2 Write *riders* on the board and ask students if they know what the word means. Elicit some ideas and then give them a couple of minutes to read the opening paragraph to check their predictions. Find out if they have heard of any other famous riders or demanding musicians.

Possible answer

Riders are part of the contract between musicians and concert venues. They list things a band or singer requires from the concert venue.

- 3 Check that students understand *recycling* (*putting used paper, glass, etc. through a process so that it can be used again*), *locally-grown* (*from an area near you*), *stamp* (*official paper that you buy and stick onto a letter before you post it*) by eliciting an example sentence using each one. Ask them to read the riders and take a class vote on which one they would choose for themselves. Then put them into pairs to predict who they think each list of riders belongs to. Give students a few minutes to read the article to check their answers and then confirm as a class.

Answers

- 1 Jennifer Lopez 2 Rihanna 3 Maroon 5 and Jack Johnson
4 Coldplay 5 Lady Gaga

- 4 The exercise relates to *First Reading* and Use of English Part 6, in which students have to identify which sentences fit in the gaps. Students will need to look at the sentence before and after the gap and to identify vocabulary on a similar topic or theme. Explain that the actual exam task has seven options (A–G) and six gaps. Give them a few minutes to complete the exercise individually. Allow them to compare answers with a partner before checking as a class.

Answers

- 2 F – The missing sentence is about eating, which fits the content of the paragraph. ‘She’ links to ‘Lady Gaga’ in the previous sentence and to ‘her’ in the sentence after the gap.
3 A – The missing sentence talks about an excessive number of clean towels, which contrasts with the green concerns described earlier in the paragraph. ‘He’ refers to the ‘former member of the Beatles’ in the sentence before the gap.
4 E – The sentence before the gap talks about Adele’s insistence on making a charity donation, which matches the words ‘no exceptions to this rule’ in the missing sentence.
5 C – The paragraph is talking about ‘outrageous’ riders and gives two examples of these before the gap. The missing sentence then refers to ‘the most famous’ of these riders and this is described in the sentence after the gap.

- 5 Ask students whose riders they think would be the best and why. Then tell them to write their own riders. Take in the riders and redistribute them. Ask them to try to guess who wrote the riders they are now holding.

Talking points

Put students into pairs to discuss the questions. You may need to explain the meaning of *unreasonable* (*not fair*). Find out how often students go to concerts and whether the price of tickets puts them off.

Extension activity

Read these situations out and ask students to discuss which one they think is the most annoying and why:

- 1 You go to a concert, but the band refuse to play because their drinks were not cold enough.
- 2 You go to a concert and it starts two hours late because the singer refused to sing until food from their favourite restaurant was delivered.
- 3 You want to go to a concert, but the tickets are much more expensive than usual because the singer is paying over 100 people to help get them ready.

EP Word profile

Ask students to explain each use of the phrases with *on* to their partner. Then set the exercise on page 122. Check answers.

Answers

- 1 on time 2 on purpose 3 on the whole
4 on offer 5 on condition that

Cooler

Tell students that they are going to plan a concert with three different performers. They should decide in small groups who would perform, what the venue would be and what big hits each band would play. Once they have written down their plan they should swap it with another group. The groups should now imagine they have been to the concert planned by the other group and write a review. Encourage students to include as many words from exercise 2 as possible. Ask one or two groups to read out their review to the class.

Corpus challenge

Books closed. Ask students to write a sentence using the expression *all the time*. Books open. Ask students to compare the grammar of their sentence with the one in the box and elicit any differences. Ask students to correct the sentence in the book. If we do something *all the time*, it means it is normal or usual and therefore we need to use the present simple.

Answer

I listen to music all the time!

GRAMMAR Present tense review

- 1 Books closed. Write present simple, present continuous and present perfect on the board. Ask students to tell you when each tense is used (see exercise 1) and to give you an example sentence using each one. Books open. Monitor and help as they match the sentences to the rules and then use the rules to check the ideas on the board.

→ Grammar reference Student's Book page 139

Answers

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

- 2 Look at the first gap as a class. Tell students that we use the present continuous as Sam is on the phone right now. Give them a few minutes to complete the gaps individually. Allow them to compare answers with a partner before checking as a class.

Mixed ability

Encourage weaker students to work in pairs to work out what the correct tense of each missing verb should be, before they decide on its form.

Fast finishers

Ask fast finishers to write a third sentence using the present perfect of each verb. Elicit examples after checking answers to exercise 3.

Answers

1 You've been 2 I'm trying 3 the website is
4 people are doing 5 are playing 6 They're playing
7 Do you want 8 It sounds 9 I listen 10 Lauren's waiting
11 She's been 12 people sell

- 3 Give students a few minutes to read the prompts on page 120 and to think about what they might write. Elicit an example for each prompt from the class and then give students time to write their sentences. Ask students to read their sentences out loud to a partner. Encourage students to ask a follow-up question each time. Elicit an example for each of the prompts and the extra detail they found out from their follow-up question.

VOCABULARY Verbs + infinitive / -ing with a change in meaning

- 1 Explain that the same word can change meaning depending on the verb pattern. Look at the first one as an example and explain the difference in meaning (see Answers below). Then ask students to look at the other pairs with a partner. Check answers.

Answers

- 1 a *remember* + infinitive: remember something you have to do. The example is an instruction to not forget to feed Lady Gaga's team at the correct time.
1 b *remember* + -ing: remember an activity or event from the past. In the example, the promoter remembers a past event when someone requested 20 white kittens.
2 a *stop* + infinitive: If you stop to do something, you interrupt an activity in order to do something else. In the example, the singer stopped singing in order to have a drink.
2 b *stop* + -ing: to not continue doing something that you were doing. The example means Coldplay are always thinking about their friends and family.
3 a *try* + -ing: to do something to discover if you like it. In the example, the speaker listened to the music, but did not like it.
3 b *try* + infinitive: to attempt to do something. In the example, the fans learn about how they can reduce their impact on the environment.

- 2 Look at the example together and then complete the second one as a class. Allow students to compare their answers with a partner before checking as a class. Tell them to look at the verbs and focus their attention on their spelling when adding -ing (*stop* – *stopping*, *forget* – *forgetting*) and in their past tense forms (*try* – *tried*, *stop* – *stopped*, *forget* – *forgot*).

Answers


2 remember 3 stop 4 Try 5 forget 6 Remember
7 stop 8 forget

- 3 Tell students to read through the things they need to describe and to think of a question they could ask their partner to find out more. For example, *Why do you want to stop doing it? Why would you like to try doing it?* Set this as a pairwork discussion task and elicit one or two responses from each pair. As an alternative, you could do this as a closed book activity. Give each pair the discussion points on separate pieces of paper. Ask them to take it in turns to take a paper and talk about that question.

Extension activity

Ask students to choose the discussion point they find most interesting and write a short paragraph describing it in more detail. They can then swap their paragraph with another student and find out more information about what their partner did or wants to do.

LISTENING

- 1  1.05 Put students into pairs to look at the pictures and describe what they can see. Tell them that they are going to listen to four speakers and match each one to a picture. Play the recording and then check answers.

Answers

1 d 2 b 3 c 4 a

Audioscript

Speaker 1: I hadn't heard of many of the bands but there was an amazing variety of music on. It actually goes on for three days, people camp and there's plenty of food on offer.

Speaker 2: It was our band's first live performance so I was just trying to stay calm and not make too many mistakes. We had a lot of support from friends and so on and everything went pretty well on the whole.


Speaker 3: I've got everything they've ever done, though, of course, I've never seen them live! In fact, they released a new album of rare songs yesterday and I reckon I was one of the first to get it.

Speaker 4: I wouldn't go and see him again. I couldn't even stay to the end because he didn't come on stage until after ten. I had to be home by midnight.

- 2 Ask students to do this exercise individually. Tell them that underlining important words can help them to focus on what they are listening to, as the recording often uses synonyms or similar words. Encourage them to compare their underlined words and ask them why they chose the words they did.

Possible answers

- B first heard her favourite song when it was performed live at a concert?
C mentions a song that brings back good memories?
D learned about her favourite song through a relative?
E thinks that most people recognise one of her favourite songs?
F took up a musical instrument because of her favourite song?

- 3  1.06 This is an introduction to *First Listening* Part 3, in which students match the speakers (1–5) to the options (A–H). Note that there are a total of five speakers and eight options in the exam. Tell students that they will need to choose one option from A to F for the first speaker. Play the recording. Check the answer and ask how the underlined words helped them (she says *My mum recognised it straightaway and told me all about it.*).


Answer

D

Audioscript

I hadn't heard of many of the bands but there was an amazing variety of music on. It actually goes on for three days, people camp and there's plenty of food on offer. One of the bands did a brilliant version of a real favourite of mine – *I Say a Little Prayer*. I first heard that song as background music in an old film on TV. My mum recognised it straight away and told me all about it.

The original was sung by Dionne Warwick. But my favourite is a cover by Aretha Franklin. Anyway, it's such a sweet love song and the lyrics are really clever.

- 4  1.07 Tell students that they are now going to do the same with speakers 2 to 4. Give them a couple of minutes to read the options before playing the recording. Check answers.

Answers

Speaker 2: C
Speaker 3: E
Speaker 4: F


Audioscript

Speaker 2: It was our band's first live performance so I was just trying to stay calm and not make too many mistakes. We had a lot of support from friends and so on and everything went pretty well on the whole. We tried out a couple of our new songs too and people seemed to like them. One of them is our best song, I think. It's called *Lazy*. It was written by our lead singer, Joe, in the summer, just after school had broken up. We've practised it for hours and every time I hear or play it, it reminds me of the summer holidays. Lots of good weather and nothing important to do.

Speaker 3: I've got everything they've ever done, though, of course, I've never seen them live! In fact, they released a new album of rare songs yesterday and I reckon I was one of the first to get it. I don't remember the first time I heard *Hey Jude*. It's just one of those songs everyone knows, isn't it? Like all Beatles songs. It's about dealing with bad experiences, I think. And when I'm upset about something, it makes me feel stronger. I think Paul McCartney wrote it for John Lennon's son – his name's Julian but I guess Jude sounds better.

Speaker 4: I wouldn't go and see him again. I couldn't even stay to the end because he didn't come on stage until after ten. I had to be home by midnight. As for the concert itself, well, I'm not sure whether going solo was a good idea. The song *Beautiful* is one of my absolute favourites. I listen to it whenever I need some energy – it makes me want to get up and dance immediately. And I've even learned to play guitar just so I can play it. But without the rest of the band, well, even songs like that didn't sound as good. And his new stuff isn't that great.

SPEAKING Describing a favourite song

- 1 Put students into small groups to discuss the questions. When feeding back, elicit a range of reasons why someone might like a song, e.g. lyrics, rhythm, style of music, memories it brings back, etc.
- 2  **1.08** Tell students they are going to listen to Seb describing a piece of music he likes. Give them a few minutes to read the table and then play the recording. You may need to play it twice. Allow students to compare their answers with a partner before checking as a class. Remind them that they only need to make brief notes, rather than writing complete sentences. If you have a copy of the song, you could play it to the class and ask them what they think of it.

Possible answers

song and artist: *Don't Stop Me Now* by Queen
where you first heard it: at a karaoke party
whether you can sing/play it: can't sing it
description of music: fun, starts slow, gets really fast, makes you tap your foot
how it makes you feel: like he can do anything, makes him forget his worries, gives him a boost

Audioscript

I don't have an absolute favourite. I listen to a range of music from reggae to even the odd bit of classical. But I guess there is one song that I tend to play quite often. It's a classic rock song, by Queen. *Don't Stop Me Now*. Do you know it? I remember first hearing it at a karaoke party and someone sang it really well. I'm terrible at it. I forget half the lyrics. Anyway, it's such a fun song. It starts slow but then it gets really fast! Try listening to it without tapping your foot. It's impossible! It makes me feel like I can do anything in life. For a few minutes I forget all my worries. It really gives me a boost. Music's incredible like that, isn't it?

- 3 Ask students to read the *Prepare* box. Play the recording again, so they can tick the phrases they hear. Check answers and remind students that these are useful expressions to learn for talking about music.

Answers

I remember first hearing it ...
It's such a ... song.
It starts ..., but then it gets ...
It makes me feel ...

- 4 Give students a few minutes to make example sentences. Elicit one example for each phrase from the class.

Extension activity

Ask students to show their sentences to their partner and to talk about each one together. In feedback, elicit what else they found out from their partner.

- 5 Ask students to do this individually. Monitor and join in with the discussions, giving positive feedback for good ideas. Help as necessary with any vocabulary.
- 6 Demonstrate this activity by telling the class about your own favourite song. Then put students into pairs to talk about their favourite song. Remind them to use the expressions in the *Prepare* box.
- 7 Find out if any students have chosen the same song or piece of music. Do they have similar reasons for liking it? If your class is too large to do this as a whole class activity, it can be done in groups of five or six. If you have internet access, you could play one or two songs in the class.

Cooler

Ask students to write down new words and phrases they have learnt to describe music. They should write each word or phrase on a separate piece of paper. Put students into groups and tell them to place all their words face down in a pile in the middle of the group. Each student should take it in turns to take a card and describe the word, without saying it, for others in their group to guess. The first person to guess the word wins the piece of paper. This continues until they have described all the words. The winner is the one with the most pieces of paper.

Project

Tell students they are going to write a blog post reviewing a song, album or performance. They should include information about where they heard it or where it was, what type of music it is, why they like / don't like it and how it makes them feel. In the following class, put students into small groups. Ask them to read three or four reviews and to discuss whether the review makes them want to listen to the music or not and why.

Teacher's resources

Student's Book

Grammar reference and practice page 139
Vocabulary list page 129

Video

Live music

Workbook

Unit 2, page 8

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks

Culture

Education

Learning objectives

- The students learn about the secondary education systems in four countries around the world.
- In the project stage, students write a description of their ideal school system.

Warmer

- 1 Divide the class into two groups. One half should make a list of the positive things about education in their country and the other half should make a list of any negative things about education in their country. Tell them to think about school hours, holidays, exams and compulsory subjects.
 - 2 Put students into pairs (one from each of the two groups) and ask them to debate education in their country. In feedback, discuss their ideas as a class.
- 1 Elicit which subjects are compulsory (i.e. ones you must do by law) in your students' country. Direct students to the article and tell them to read it quickly to find the answers. Check answers.

Mixed ability

Put weaker students into groups of three and assign one country to each student. They can then complete the exercise as a group. Stronger students can work individually.

Answers

Australia: English, maths, science, history, geography, physical education and another language

France: French, maths, science, history, geography, civics, physical education, art, two modern languages

South Africa: maths, two South African languages, life orientation

- 2 Tell students to read the sentences and to discuss with a partner which ones they think are a good idea. Are any true for their country? Then ask them to read the texts again and to match them to a country. Check answers.

Fast finishers

Ask fast finishers to rewrite some of the sentences in exercise 2 so that they are true for the education system in their country. Elicit some examples as you check answers to exercise 2.

Answers

- 1 South Africa 2 Australia 3 France 4 France
- 5 Australia and South Africa 6 South Africa
- 7 Australia and South Africa


- 3 Put students into groups to discuss the questions. After a few minutes, elicit some ideas from the class. You could copy the questions onto slips of paper (one set for each group) and do this as a 'books closed' activity, with students taking turns to take a slip of paper and talking on the subject for one minute. Alternatively, you could ask them to choose the questions they think are most interesting, and form groups based on the topics they most want to discuss.

Extension activity

Put students into groups of four and give them these debate topics (or any of your own). Tell two students to argue in favour of the statement, and two students to argue against it. They should swap roles for each topic.

- 1 People should not study science, as it is not relevant to everyday life.
- 2 People rarely make use of complicated maths in their daily life, so we should stop studying it at 14.
- 3 Studying art is unlikely to lead to a job and should therefore be banned.
- 4 Girls perform better in single-sex schools, so all schools should be single-sex.

After the debates, ask each group to summarise some of their main arguments and feed back as a class.

- 4  1.09 Tell students that they are going to listen to a description of the secondary school system in China, and elicit anything that they already know about it. Before they listen, ask students to read the sentences and to think about the type of information they will need to complete each gap (e.g. a word or a number). Play the recording and allow them to check their answers in pairs before checking as a class.

Extension activity

Put students into pairs to discuss the Chinese school system. How is it different from the system in their country? Elicit ideas from different pairs.

Answers

- 1 junior secondary 2 two terms 3 four 4 eight
5 Maths; science 6 exam; last year 7 secondary
8 enter university 9 eight million

Audioscript

In China, there are nine years of compulsory education. During the first six years, students attend primary school, which is followed by another three years of junior secondary school, which begins when students are twelve years old.

The Chinese school year is divided into two terms of twenty-one weeks. The first term starts in September, and the second in March. Students have about ten weeks of holidays every year. The longest breaks are in summer, when students have four weeks of holidays, and in January or February, when they get three weeks off to celebrate the spring festival, or Chinese New Year.

Chinese students have classes from Monday to Friday, and the school day is usually about eight hours, from seven or eight in the morning until four in the afternoon. Most students also take extra classes after school and at the weekends, especially in maths and science, which are the most important subjects for their exams. Most students also spend a lot of their free time studying as well.

At the end of their last year of junior secondary school, when students are fifteen years old, they must take an official exam called Zhong Kao. Their results on this exam are extremely important, since students with the highest grades can attend the best senior secondary schools and their parents will also pay less for their education. Students who don't do very well cannot go to the senior school they prefer, and they may have to attend a private school, which is more expensive. Students who fail the *Zhong Kao* exam can go to special schools for basic job training.

After passing the *Zhong Kao* exam, Chinese students attend senior secondary schools for three or four years. Some schools offer more technical programmes, while others prepare students for the National University Entrance Exam, or Gao Kao. This is another very important exam, since it affects where students can go to university, what careers they can study, and how much their education will cost. As a result, there is enormous pressure on senior students to do as well as possible.

The *Gao Kao* exam takes place in summer, and lasts for three days. About eight million Chinese students take the exam every year, but only three million of them are successful.

Again, science and mathematics are a big part of this exam, along with Chinese and a foreign language, which is usually English. The *Gao Kao* exam is also very important for teachers, because if their students don't do well, it's not good for a teacher's reputation.

- 5 Put students into pairs to describe their secondary school system. They can use the reading texts and the listening text as a model. Monitor and join in with the discussions, helping and giving positive feedback where possible. Nominate a stronger pair to describe the system to the class. Elicit what students think about the system compared to others they have studied in this unit.

Cooler

Put students into pairs and give them two minutes to make a list of all the academic and vocational subjects that they know of. Ask the pair with the longest list to come and write them on the board. Tell students to imagine they attend a school where they are only allowed to study four of the subjects on the board. Give them a few minutes to choose their subjects. Then put students into groups of four to discuss which subjects they would choose and why. Share ideas as a class.

Project

Put students into small groups to discuss the questions. Tell each group to choose a spokesperson to feed back their thoughts to the class. Get students to vote on the ideal system, and hold a brief class discussion about why it is so popular. For homework, ask students to write an individual response to the questions. These can either be posted on the class blog or displayed around the classroom for other students to read.

Unit profile

Vocabulary: Verbs of communication
Reading: *Brothers and sisters*
Grammar: Past tense review
Vocabulary: Phrasal verbs: relationships
Writing: An apology email


Warmer

- 1 Elicit adjectives to describe people and write them on the board, e.g. *funny, clever, annoying, sensible, fit, kind, considerate*.
- 2 Put students into pairs to describe two or three members of their family using different adjectives for each one. Tell them to give examples to support their choice of adjective.
- 3 Ask two or three students to share their descriptions with the class.

Your profile

Monitor as students discuss the question in pairs. If they have photos of their family on their phones, allow them to show them to each other and to tell their partner about the different people. Nominate one or two students to tell the class about their partner's family.

VOCABULARY Verbs of communication

- 1  1.10 Put students into pairs to look at the cartoons and describe what they can see. Play the recording for them to match the conversations to the pictures. Check answers.

Answers

1 b 2 c 3 d 4 a

Audioscript**Conversation 1**

Mum: Did you get much homework this weekend, Alice?
Alice: Quite a lot, yes. For once Mr Thomas didn't set us an essay though. Nobody could believe it.
Mum: Right. Well, don't leave it all until Sunday night. We're leaving early on Saturday morning for your cousins' and we won't get back until after six on Sunday.
Alice: That's OK. I can do it then.
Mum: But you'll be tired on Sunday night. We all will. Why not do it now? Or some of it, at least.
Alice: But Mum ...
Mum: Go on. You'll be glad you did on Sunday. And if you do, we might all have time to watch a film together on Sunday evening.
Alice: OK. But ... Can I choose the film then?

Conversation 2


Jack: Mum, where have my apps gone?
Mum: I've no idea, Jack. Sorry.
Jack: Charlie! Why did you delete all the apps on my tablet? They were all here yesterday!
Mum: Please don't shout, Jack. Go and find him and ask him politely.
Charlie: I haven't touched your apps. You're always blaming me for ...
Mum: Look at this room. Can you both tidy it up now?
Jack: In a minute, Mum. I've just got to ...
Mum: Give me that tablet at once, Jack! I've asked you both to clear this mess up. You can have it back then.
Jack/Charlie: OK.

Conversation 3

Lily: Hi Dad!
Dad: Lily! Why didn't you answer my texts?
Lily: I ...
Dad: I didn't know what time you were coming home. The main reason we got you that is so that we can stay in touch with you. If you don't reply to my texts, I'll take it away.
Lily: But I did answer it, Dad. I said I'd be back at 7. Look!
Dad: Oh, sorry, there must be something wrong with this thing.
Lily: Texts get delayed once in a while. It's normal, Dad. Ring me if you want an urgent answer. Anyway, it wouldn't make sense to take my phone away. Then it would be very hard to get in touch with me.
Dad: Good point. Sorry. I didn't know whether you wanted dinner or ...
Lily: Yes, please. I'm starving!

Conversation 4

Holly: Where is it ...? Amy!
Amy: Yes?
Holly: Have you seen my red top?
Amy: Um ...
Holly: You know, the one with the buttons on it.
Amy: Um, yes. Sorry, you were out and I needed something to wear to a party.
Holly: So where is it?
Amy: Um, it's in the washing machine.
Holly: Amy! What about my new jeans? They're missing too. Did you ...
Amy: Not me. I promise. They don't even fit me.
Holly: How do you know?
Amy: Well, I did try them on, but that was ages ago. Just after you bought them.
Holly: Amy! I know you're my sister but you could ask!

- 2  1.10 Give students time to read the quotes and see if they can match them to the conversations from memory. Then play the recording again for them to check their answers. Check as a class.

Answers

1 E, H 2 B, F 3 C, D 4 G, A

- 3 Explain that the verbs in bold all describe different ways of communicating. Ask students to match each one individually and then check answers. Remind them of the importance of learning the prepositions that follow certain verbs too, e.g. *accuse of*, *suggest to someone*.

Extension activity

Ask students to work in pairs to write a short story using all eight of the verbs. The story should be something that happens in a family. Students should use all eight verbs in just one or two paragraphs. Give students a few minutes to write their story and then ask them to swap with another pair. Each pair should now try to create a short dialogue based on the story. Ask two or three pairs to act out their dialogue to the class.

Answers

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

- 4 Put students into pairs to match the verbs to their meanings. Check answers.

Fast finishers

Ask fast finishers to use some of the verbs to write sentences that describe their own past actions. They can provide example sentences as you check answers to exercise 4.

Answers

1 order 2 suggest 3 threaten 4 warn 5 confess
6 accuse 7 claim 8 deny

- 5 Put students into small groups to discuss the questions. Monitor and join in, giving positive feedback for interesting ideas. Ask each group to report their most interesting responses.

READING

- 1 Ask students to briefly tell their partner about whether or not they get on with their brothers or sisters, or if they are only children. Tell them to read the three options and to say who they think is luckiest. Then give them 30 seconds to read the first part to find the answer in the text. Check as a class and find out whether your students agree with the article.

Answer

a

- 2 The exercise is related to *First Reading* and *Use of English Part 2*, in which students think of the best word to complete sentences in a short text. Tell students to read the next part of the article. Complete the first gap as a whole class and then ask them to complete the exercise individually. Remind students to look at the words either side of the gap to help decide the best word to complete the gap. Allow them to compare their answers with a partner before checking as a class.

Mixed ability

For weaker students you could tell them which two are not needed to reduce the challenge of the task.

Answers

1 on 2 according 3 can 4 each 5 that 6 of
7 without 8 than
Extra words: one, to

- 3 Tell students they are going to read some comments on the article. Ask them to complete the sentences and then check answers. Remind students to underline the key words in each stem, e.g. in the first one they should underline *two sisters*. This will help them to locate the answer.

Answers

1 Lucy; two 2 Sara; older 3 Adam; brothers
4 Sara; brother 5 Adam; more friends; brothers
6 Lucy; maths; sister

Talking points

Put students into small groups to discuss the questions. Try to organise groups so that there are people from different sized families in each one. For the first and second questions, get students to consider the disadvantages too.

Extension activity

Tell students that typically, first-born and only children often tend to be more successful than the younger children in a family. For example, every US astronaut has been a first-born. Ask students to discuss why they think this is the case (e.g. they receive more adult attention, their parents have higher expectations for them, and they have experience of leadership from an early age). Middle children, e.g. Madonna, often tend to be easy-going and sociable, and youngest children, e.g. Cameron Diaz, often tend to be creative.

EP Word profile

Books closed. Write *once* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 122. Check answers.

Answers

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

Cooler

- 1 Nominate a strong student to come and stand in front of the board. Write one verb from Vocabulary, exercise 3 on the board, without the student seeing it. Tell the rest of the class they have to describe this verb to the student and that the student must guess what it is.
- 2 Divide the class into two teams and tell each team to nominate one person to come and sit with their back to the board. Write five verbs from exercise 3 for each team and ask the teams to describe the verbs to their teammate. The first team to describe and guess all five words is the winner.

GRAMMAR Past tense review

- 1 Books closed. Write the four tenses (*past simple, past continuous, past perfect* and *used to*) on the board and elicit an example sentence for each one (e.g. *My brother borrowed my jacket yesterday; My sister was watching TV earlier; She ran for the bus, but it had already left; He used to eat sweets every day*). Books open. Ask students to compare their ideas with the book and to complete the matching exercise. Check answers.

→ Grammar reference Student's Book page 140

Answers

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

- 2 Tell students to look at the picture and find out what they know about the two people (see Cultural background). Ask them to complete the exercise individually before checking answers as a class.

Cultural background

Andy Murray is a Scottish tennis player who has won many tournaments around the world. He was the first British man to win Wimbledon in nearly 100 years; in the same year he also won a gold medal in the Olympics. His brother, Jamie, is a tennis player who specialises in doubles, and is Britain's number 4 doubles player.

Answers

1 were 2 used to play 3 always won 4 beat 5 'd played
6 were travelling 7 started 8 were fighting

- 3 Check students understand *annoyed* and *furious* by eliciting situations that make their parents or teachers feel this way, e.g. *My teacher gets annoyed if we don't do our homework*. Ask them to complete the exercise individually. Monitor and help as necessary, before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Fast finishers

Ask fast finishers to work with each other to compare their spellings of the irregular past verb forms.

Answers

1 were playing 2 had written 3 denied 4 blamed
5 didn't know 6 dropped 7 was running 8 claimed
9 'd tripped 10 was lying 11 didn't believe 12 'd bought

Corpus challenge

Ask students to correct the sentence. Ask students when we use *use to* and when we use *used to* in the past. (We can only use *use to* when the past is given by another verb, e.g. *I didn't use to like swimming*.) Here the past is given by the verb *did*.

Answer

The boys who stayed at our hotel used to jet ski all day.

VOCABULARY Phrasal verbs: relationships

- 1 Write a simple verb, such as *go*, on the board and next to it write a range of prepositions it can go with, e.g. *on, up, in*. Remind students that with phrasal verbs are phrases which consist of a verb and a preposition (or adverb, or both), the meaning of which is different from the meaning of the separate parts. Elicit the meaning of each example you put on the board (e.g. *go on: continue, go up: rise or increase, go in: enter*). Ask students to read the sentences and to match the phrasal verbs to a definition. Check answers.

Answers

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

- 2 This exercise is related to *First Reading* and *Use of English Part 4*. Do the first sentence as an example before setting the exercise as individual work. Tell students that it is important to make sure they use the word given and to not change its form. Students should consider which prepositions to use, and they may also need to use a pronoun. Allow them to compare their answers with a partner before checking as a class.

Extension activity

Ask students to use all of the phrasal verbs to describe three or four relationships with family or friends to a partner. Tell them to do this as quickly as possible and to raise their hand when they have finished. Get the fastest pair to give their descriptions to the class to check they have used the phrasal verbs accurately. If the fastest finishing pair has not got all of the sentences correct, then ask the next fastest finishing pair for theirs. The winning team is the fastest one with the most correct sentences.

Answers

- 1 identified with 2 pick on me 3 back me up 4 fall out
5 I've been through 6 laugh at me

WRITING An apology email

- 1 Introduce the activity by brainstorming different things people typically apologise for on the board. Tell students to discuss the questions with a partner and get feedback from one or two pairs. Ask students if they have ever sent a written apology.
- 2 Give students just thirty seconds to scan the emails to find the answers. Check as a class.

Extension activity

Ask students to work in pairs. Tell the students to underline the verb forms in the email. Ask the students to discuss why they think the verb forms change so much in the email and whether they can work out any guidelines for this type of email. For example: the reason for writing is nearly always in the present continuous; describing the situation uses a variety of narrative tenses; offering to solve the problem is usually done with the *will* form of the future.

Answers

Paul is the father of one of Cate's friends. She is apologising because she broke his camera.

- 3 Ask students to read Cate's email again and to match the paragraphs to the functions. Check answers. Remind students that it is important to plan the structure of their writing, so that their message is clear and logical.

Answers

- a 3 b 1 c 2 d 4

- 4 Ask students to make a note of the underlined words in their vocabulary notebooks and elicit any other words they know for giving reasons, e.g. *due to*, *in order to*, *so that*. Focus their attention on *because* and *because of* and highlight their different uses, as these are easily confused. (*Because* is a conjunction and *because of* is a preposition. For example, *I wasn't at school yesterday because I was ill. I was late for school because of the traffic.*)

Answer

noun

- 5 Point out that the example sentence can also be the other way round, i.e. *I decided not to phone you as it was getting late*. Tell students that we don't usually use *because* at the start of a sentence and highlight that *since* is used here to give a reason rather than to refer to a point in time. Ask students to complete the exercise individually and then check answers.

Answers

- 1 I didn't do my homework because I wasn't well at the weekend.
 - 2 Since the pitches are flooded, there will be no football matches today.
 - 3 I was an hour late because of the terrible traffic.
 - 4 We can't come tomorrow because we'll be away.
 - 5 They gave us a free dessert because of the slow service.
- 6 Go through the instructions and questions as a class. To help students, you could brainstorm possible events on the board, e.g. a broken window or damaged laptop. Give them a few minutes to answer the questions individually.

Mixed ability

Go through each point individually, making notes on the board to support weaker students in exercise 7. Encourage them to highlight useful language in Cate's email and to use this as a model.

- 7 Set a time limit of 15 minutes to write the email. Monitor and provide support as necessary.
- 8 Give students five minutes to write a reply to their partner. When they exchange their replies, get them to check each other's work by giving them specific things to look for, e.g. *Is there a clear structure? Have the correct tenses been used? Is there a main topic in each paragraph? Are the ideas between sentences linked well? Have you checked your spelling?* Encourage students to use these questions to check their work whenever they write in English.

Cooler

- 1 Ask students to think of two apologies they have made in the past and to invent another apology for an imaginary situation.
- 2 Put them into pairs to share their three apologies and guess which one is not real.
- 3 If anyone manages to trick their partner, get them to share their three apologies with the rest of the class to see if anyone else can guess which one is imaginary.

Project

Ask students to use the Internet to research advice and tips on apologising. They should write down the three tips they think are the best. In the following class, put them into small groups to share their tips. Each group should work together to choose their five most useful tips. Tell each group to present their tips briefly to the class. As an alternative, students could also research how apologies are made in different countries and whether or not the customs associated with apologising vary much.

Teacher's resources

Student's Book

Grammar reference and practice page 140

Vocabulary list page 130

Workbook

Unit 3, page 12

Go online for

- Pronunciation
- Corpus tasks

4 Forces of nature

Unit profile

Vocabulary: Natural disasters: verbs

Reading: Asteroid attack

Grammar: Making comparisons

Vocabulary: too, so, such

Listening: A news broadcast

Speaking: Discussing options

Warmer

Put students into teams of five or six. Read these questions out loud and ask teams to write down their answers, a, b, or c. Give them a couple of minutes to discuss each question.

- Which of these produce the fastest winds?
a tornados b hurricanes c cyclones
- In which country did the strongest earthquake on record occur?
a Chile b Indonesia c USA
- What are your chances of being hit by lightning each year?
a 1 in 7 million b 1 in 700,000 c 1 in 700
- How often does lightning occur worldwide?
a 500 to 100 times per day
b 50 to 100 times per hour
c 50 to 100 times per second


Answers

1 a 2 a 3 b 4 c

Your profile

Monitor as students discuss the questions in pairs. When feeding back on the second question, ask students if they know which country has the most cyclones (*Philippines*), active volcanoes (*Indonesia*), and earthquakes (*countries around the Pacific rim, e.g. Japan, Indonesia, New Zealand and the US west coast*).

VOCABULARY Natural disasters: verbs

-  1.11 Put students into pairs to describe what they can see in the photos. Then tell them to do the matching exercise individually. Remind them that they only need to match three of the four photos. Play the recording and check answers. Check understanding of the verbs in bold. You could put students into groups of four and ask each student to check the meaning of two or three words in a dictionary. They then teach their words to their group. Feed back as a class (*shake: make quick short movements from side to side; collapse: when a building suddenly falls; crack: when thin lines appear on the surface of a building; erupt: when a volcano suddenly throws out smoke, fire and molten rock; run: flow; float:*

move through the air; knock over: hit something and make it fall down; smash: break into lots of pieces with a loud noise; drag: pull something slowly).

Answers

1 c (earthquake) 2 b (volcano) 3 a (tsunami)

Audioscript

Narrator: One

Speaker 1: We go now to our reporter at the scene ...

Speaker 2: Apparently the earthquake measured five on the Richter scale. The ground was shaking violently and the roads have cracked in places, but we're in an earthquake zone here, so luckily no buildings have collapsed. The buildings here are built to withstand shocks of at least five point five on the Richter scale. The problem now is getting emergency food and water supplies to the region. The roads and the airport will be out of action for some time to come ...

Narrator: Two

So we're flying now over the affected area and in the distance I can just about make out the volcano itself. The volcano has been erupting for about two days now, and we can see a huge cloud of thick, grey dust floating away from the top of the volcano. The worry of course for anyone living near the volcano is not the red river of lava – this boiling-hot liquid rock – that is running down the side of the volcano. No, the real danger is the effect of breathing the toxic gases that can blow in the wind many kilometres from the actual volcano. For us up here in this helicopter there should be no real danger, but it is now known that the tiny particles in the clouds of dust can cause jet engines to break down within just a few minutes, which is why jet planes never fly through areas where a volcano is erupting.

Narrator: Three


Speaker 1: This is where the tsunami happened about ten years ago. Don't worry, we should be safe now. There's a tsunami warning system in place all the way along this coast, but in those days there was no warning at all.

Speaker 2: What causes tsunamis, exactly?

Speaker 1: Sudden earth movements on the bottom of the ocean ...

Speaker 2: You mean, like an underwater earthquake?

Speaker 1: Yes. Or they can be triggered by a large landslide into the sea, or even an underwater volcano. Any large, violent movement like this can cause massive waves that get bigger the closer they get to land. A really big tsunami can reach ten or twenty metres in height before it crashes into the shore and knocks over trees and smashes buildings. Coastal areas then tend to flood and when the water flows back out to sea, it drags everything with it. So tree trunks, vehicles, parts of buildings – all sorts of things get dragged out to sea.

- 2  1.12 Put students into same-ability pairs to describe what has happened. Play the recording for them to check their answers.

Audioscript

Speaker 1: Watch out!

Speaker 2: Wow – a landslide! They warned about them on the radio.

Speaker 1: I've never heard of landslides happening around here!

Speaker 2: Well, there's been a lot of rain this winter, and so on some of these steep slopes without any trees, big piles of mud and rocks can suddenly break away and slide down.

Speaker 1: What difference do trees make?

Speaker 2: Tree roots tend to hold the rocks and soil together, and stop landslides from starting. And if there is a landslide further up a slope, trees can slow or stop it by catching a lot of the loose mud and rocks on their branches.

Speaker 1: We should turn back.

Speaker 2: Sure.

- 3 Put students into pairs to describe the other natural disasters. Encourage them to use as many of the verbs as possible from exercise 1. During feedback, ask students how many of the verbs they used. Get the pair that used the most verbs to describe a natural disaster to the class.

READING

- 1 Elicit what students know about asteroid attacks. Then give them just one minute to quickly read through the text to practise skimming for the main idea. Check answers. Ask students to identify any parts of the text that helped them identify the answer, i.e. paragraph 2 and paragraph 4.

Answer

b

- 2 Tell students to work in groups of four. Each student should find the answer to one question and then discuss the questions as a group. Check answers.

Possible answers

- 1 He is probably an amateur astronomer.
 - 2 Telescopes belonging to government agencies and other astronomers.
 - 3 Destroying an asteroid with an explosion is instant, but there is a risk of lots of smaller rocks hitting Earth.
 - 4 They are not dangerous, as they are extremely unlikely to affect the average person.
- 3 Go through the exercise and elicit the types of information students are looking for. For number 1 they will need to look for measurements, for 2 they will need to look for dates, for 3 they will need to look for place names, and for 4 they will need to look for nouns and

verbs describing the effects. Give students a few minutes to answer the questions individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to think about asteroid attacks in comparison to the other natural disasters in the Vocabulary section. Do they think they are more or less of a concern than the others, and why? Elicit some ideas after checking answers to exercise 3.

Answers

size	when	where	effects
10 km across	65 million years ago	Mexico	killed much of the plant and animal life on Earth, including the dinosaurs
50–100 m across	1908	Tunguska, Russia	destroyed 80 million trees, knocked over people 60 km away
17 m across	2013	Chelyabinsk, Russia	smashed glass and damaged buildings
30 m across	2013	27,700 km from Earth	none

- 4 Elicit adjectives that mean *extremely big* and write them on the board. Ask students to see if their ideas are mentioned in the text and to find any other synonyms. Check answers.

Mixed ability

Tell weaker students the words they are looking for (see Answers) and ask them to find them in the text.

Extension activity

Put students into pairs to make a list of adjectives which mean *very small*. Set a one-minute time limit and do not allow dictionaries. Find out which pair has the longest list and ask them to read it out loud. See if other students can add anything else to the list. Possible adjectives include *microscopic*, *miniature*, *minuscule*, *mini*, *minute*, *teeny*, *tiny*.

Answers

paragraph 3: massive
paragraph 4: huge
paragraph 5: giant
paragraph 6: major
paragraph 7: vast

Talking points

Monitor as students discuss the questions in small groups. You could also ask them to talk about any disaster movies or TV programmes they have seen.

EP Word profile

Books closed. Write *term* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercise on page 123. Check answers.

Answers

- 1 term 2 in the long term 3 in terms of 4 terms
5 in the short term

Cooler

Put students into small groups. Tell them that it has been announced that an asteroid will soon strike near their home, and that they are leaving town by car. They see four people standing on the side of the road and they have space in their car to take one of them. The people are their best friend, their favourite singer, their brother/sister and their teacher. Together they should decide who to take and why. Ask one or two groups to share their choice and reasons with the class.

GRAMMAR Making comparisons

- 1 Books closed. Write *less, slightly, almost, very, a lot, a good deal* on the board. Put students into pairs to make an example sentence using each word. Set a time limit of three minutes and see which pair can get the most correct sentences. Books open. Ask students to compare their ideas with the book and to complete the rules. Check answers.

→ Grammar reference Student's Book page 141

Answers

- b almost c good, far d easily e quite

- 2 Tell students to look at the rules again and to find one which describes a small difference and one which describes a big difference. Then ask them to complete the exercise individually before checking answers as a class.

Answers

- 1 a, b, e 2 c, d, f

- 3 Books closed. Put students into teams of four and ask the following questions: *Which continent is the largest? Which is bigger, Australia or Europe? Which place on the Earth is the coldest? What is the second tallest mountain? Where is the driest place on Earth?* Books open. Tell students to compare their answers to the sentences in the book and to work in pairs to choose the correct words. Check answers.

Answers

- 1 easily 2 as big as 3 good deal 4 higher
5 the more you have to drink

- 4 Tell students to complete the gaps individually and then compare their ideas with a partner. Check answers. Ask them to write their own sentences using the phrases. These can be about bands, TV shows and sports teams, for example.

Mixed ability

Put weaker students into pairs to complete the sentences in exercise 4.

Fast finishers

Ask fast finishers to write sentences comparing geographical features, such as rivers or mountains, in their own country or a country they know well. Elicit some example sentences after checking answers to exercise 4.

Answers

- 1 by far the strongest 2 bigger than 3 powerful than
4 a lot less harmful 5 the smaller 6 almost as active as

- 5 Do the first sentence as an example on the board. Monitor and help as students write the sentences using the prompts. Check answers. Ask students if any of the information on page 120 surprised them.

Answers

- 1 Dry Valleys is drier than the Sahara Desert and the Atacama Desert.
2 The Red Sea is smaller than the Pacific Ocean.
3 Tokyo is bigger than São Paulo and New York.
4 The River Amazon is longer than the River Thames.

Corpus challenge

Put students into small groups. Ask the students to think of as many adjectives as possible where the comparative is formed by adding *more*. Give students one minute and then find out which group has the most. Elicit and check the group's list. Finally, set the task in the book.

Answer

I think that my town will be bigger in 20 years' time.

VOCABULARY too, so, such

- 1 Write the words *too, so* and *such* on the board. Mime the following sentences: *It's too heavy, It's so tasty, This is such a boring book.* Ask students to use *too, so* and *such* to say what you are miming. Nominate a stronger student to explain the difference in meaning between *too, so* and *such* (*too* means more than is necessary, allowed, etc.; *so* emphasises what you are saying; *such* emphasises a quality of someone or something). Tell students to complete the gaps before checking their answers in the article on page 25.

Answers

- 1 such a powerful explosion that 2 far too risky to
3 too many smaller rocks 4 so slow that 5 so vital that

- 2 Do the first sentence as an example before asking students to complete the exercise individually. Allow them to compare their answers with a partner. Nominate a student to give the answer to question 2 and tell them to nominate another student to answer question 3, and so on.


Extension activity

Tell students to use *too*, *so* and *such* to describe their life at the moment. They could write about friends, social life, school, etc. Put students into pairs to share their sentences and to ask and answer questions about each sentence to find out more. Nominate individuals to tell the class about their partner.

Answers

- 1 so hard that 2 too much money
3 such a boring book 4 too hot 5 too many films
6 so much help

LISTENING

- 1 Ask the question to the whole class and elicit some ideas. Find out what students think is going on in each picture and whether they have seen such images before. If so, find out what they know about these events.
- 2  1.13 Explain to the class that they are going to listen to a news broadcast about the events in the photos. You may need to explain *urban* (relating to a town or city), *burst* (break suddenly) and *soil* (the top layer of earth). Play the recording for them to check their answers to exercise 1.

Answers

A *sinkhole* is a hole in the ground caused by a collapse of the top layer of earth.

Audioscript

Reporter: A New York street was closed last night after a massive sinkhole opened up – right in the middle of the street. The hole, which measures seven metres across, appeared suddenly at around 11 pm local time. Our reporter Mike Williams is at the scene.

Mike: Hi, Fiona, yes, as you said, the road has been closed to traffic as well as pedestrians so it's fairly quiet here now. No one was injured when the sinkhole appeared but a few parked cars nearly fell into it, and the police and fire service immediately closed the area. Local residents have been taken to a nearby sports centre where meals and emergency beds are being provided.

Reporter: Mike, tell us a bit more about sinkholes. I mean, they aren't something you hear about every day, are they?

Mike: Well, here in the States they are fairly common, actually, especially in Florida, but here in New York City? No, this is a first.

Reporter: And what is a sinkhole exactly?

Mike: A sinkhole is when the ground collapses into a hole or a cave that has formed below the surface. There's usually nothing to see on the surface until all of a sudden, the ground over the top of the cave collapses.

Reporter: And what causes them?

Mike: They're either caused when drains and water pipes under a city burst, and the water washes away any soft soil under the ground. Or they can be the result of natural processes like underground streams and erosion from rainwater after a big storm.

Reporter: Can sinkholes occur anywhere?

Mike: Well, they're much more likely to occur in the countryside than in a city, simply because the vast majority of the earth's surface is rural, rather than urban. In the US, farmers in Florida do sometimes find sinkholes on their land, but these are largely unreported of course.

Reporter: How can you tell if a sinkhole is likely to happen?

Mike: Often there aren't any warning signs, particularly in the open countryside, though you might notice cracks in the ground or small holes. In cities, look out for walls that are cracking, or for doors and windows that all of a sudden don't shut properly.

Reporter: Is it something people should be worried about?


Mike: No. Sinkholes are still very rare and when they do occur, even though they look really dramatic, few people have ever been injured by a sinkhole. I mean just a few years ago in Florida, a thirty-metre sinkhole appeared underneath a hotel. Again, no one was injured but hundreds of guests had to be moved to safety.

Reporter: What is the biggest sinkhole ever recorded?

Mike: There was one in 2007 in Guatemala ...

Reporter: Guatemala?


Mike: Yes, it was in a suburb of Guatemala City. It was one hundred metres deep! The aerial photos are incredible – it's almost perfectly circular.

- 3  1.13 Ask students to read the sentences. Then tell them to write *True* or *False* next to each one from what they remember. Play the recording again for them to check their answers. Nominate stronger students to explain why the false sentences are incorrect, and see if the rest of the class agrees.

Answers

- 1 False – It measured seven metres across.
- 2 False – Some parked cars nearly fell into the sinkhole.
- 3 True
- 4 True
- 5 True
- 6 False – The warning signs are when walls crack or when doors and windows are hard to open and close.
- 7 False – No one was injured, but hundreds of guests had to leave the area.
- 8 True

SPEAKING Discussing options


- 1 Put students into pairs to do the exercise. Check answers. Find out if anyone has been camping, and if so, which items from the survival kit they took with them and why.
- 2  **1.14** Read the instructions aloud. Elicit what type of language they might hear for each one, e.g. 1 and 2 could have expressions such as *It's a...*, *It's used for...*, *You need it to...*, *You can use it for...*, and 3 is likely to use a lot of comparative and superlative structures. Play the recording for students to answer the question, and check answers.

Answers

2 and 3


Audioscript

- Ellie:** I guess the torch would be really useful.
- Luke:** Not as useful as a first aid kit or drinking water! You might die without those two.
- Ellie:** Yes, a first aid kit and water are very important, especially water, but bear in mind that there might not be any power after something like a flood or an earthquake, so a torch is essential.
- Luke:** True. There are some face masks here. I could do without a face mask. You can always wet a T-shirt and tie it around your face if you have to.
- Ellie:** That's assuming you have enough water. What if there's no tap water? I think a big container of water for washing and cooking would be quite useful. If you think about it, you use running water all the time.
- Luke:** All right. It gets cold at night so you'd need blankets or something to sleep in, and with no roof over your head, waterproof clothing would be sensible.
- Ellie:** But not that important. What about food? There are some cans of food here. They'd be useful.
- Luke:** Yes. After a disaster, I'd be grateful for any kind of food!
- Ellie:** OK. So would we need something to cook with – and a can opener?
- Luke:** Maybe. What about a sharp knife?
- Ellie:** Yes. It seems pretty obvious that a knife would be useful for cutting up food and all sorts of other things.
- Luke:** But Ellie, we can only choose three.
- Ellie:** OK. So, which three are vital?
- Luke:** Surely drinking water is by far the most essential one?
- Ellie:** Yes. And what else? I'd have thought that the torch would be lot more useful than the knife.
- Luke:** Because you need to be able to see after dark? OK.
- Ellie:** Right. Drinking water, torch, and ...
- Luke:** Well, I vote for food!
- Ellie:** OK. So we'd take drinking water, a torch, and canned food.
- Luke:** Yes. We might get cold or wet, but at least we'd eat well!

- 3  **1.14** Ask students to read the *Prepare* box. Explain that they need to tick the expressions they hear. Play the recording again and check answers.

Answers

Bear in mind that ...
What if there's no ...
If you think about it ...
Surely ... is by far the most essential one?
I'd have thought that ...
It seems pretty obvious that ...

- 4  The exercise is related to *First Speaking* Part 3, in which students are asked to discuss a topic in pairs or a group of three. Put students into small groups to discuss question 1. Monitor and give positive feedback for interesting ideas. For question 2, tell students to work individually and write down the five things they think are most important. Then put them into pairs to compare their lists and choose the three most important things. Put pairs together to make groups of four and give them a few minutes to decide especially water, on the most important thing to take. Ask each group to feed back to the class, and hold a discussion to see if everyone can agree on the single most important item.

Cooler

Put students into pairs to discuss these questions:

- 1 What natural disasters are most common in your country? How does your government deal with them?
- 2 How else does the climate or geography of your country affect people's lives?

Share ideas as a class.

Project

Ask students to use the internet to research how some countries try to prevent damage from natural disasters and to find out about charities and organisations that provide disaster relief. What type of things do they provide after a disaster? Tell students to write a blog post called 'Living with and preventing natural disasters'. These can either be posted on the class blog, or displayed around the classroom for other students to read.

Teacher's resources

Student's Book

Grammar reference and practice page 141
Vocabulary list page 130

Video

Extreme weather

Workbook

Unit 4, page 16

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks

Geography

Climate zones

Learning objectives

- The students learn about the impact of different climate systems around the world.
- In the project stage, students write a Geography report about a city, including a climate chart similar to the one from the reading section.

Warmer

- 1 Put students into pairs. Tell them to write the letters A–Z down one side of a piece of paper.
 - 2 Tell students they have two minutes to think of a country for as many of the letters as possible, e.g. *Australia, Belgium, Canada*.
 - 3 After two minutes, find out how many items students have, and get the pair with the most to read theirs out. Ask other groups if they have any items for any letters this group didn't have.
 - 4 Tell students to put the countries into groups. Allow them to group them however they want, e.g. by continent, English-speaking countries, places they would or would not like to visit. Elicit some of the groupings in whole-class feedback.
- 1 Tell students to look at the map and to read the text to find out about the climate zones. Explain that the alpine climate is also known as a mountainous climate and that the arid climate is also known as a desert climate. Ask students to list places they might find alpine or arid zones in. As an alternative, divide the class into two groups. Set a one-minute time limit for one group to list the alpine zones and the other to list the arid zones. Feed back as a class. If you did the Warmer, you could use your list on the board to elicit some examples.

Possible answers

Alpine zones: the Alps, the Andes, the Himalayas
Arid zones: the Sahara Desert, Australia, northern Mexico

- 2 Ask students to do the matching exercise individually before comparing their ideas in pairs. Check answers.

Answers

1 tropical 2 polar; alpine 3 arid 4 temperate

- 3 Put students into pairs to describe what they can see in the photos. Find out if they already know anything about Tivoli, Nuuk or Belém and discuss what they know as a class. Then ask them to match the texts to the photos in pairs. Check answers.

Extension activity

Ask students to underline all of the vocabulary associated with temperature and weather in the text. Tell them to think of a country and to write two sentences describing its weather and two sentences giving other facts about the country. Put students into small groups and tell them to read their sentences out loud. The rest of their group should try to guess the country. Each group should choose one of their countries to test the whole class on.

Answers

a Nuuk b Belém c Tivoli

- 4 Ask students to read the texts again and to answer questions 1 to 3 individually. Nominate individuals to give answers and check the rest of the class agrees before confirming. Put students into same-ability pairs to discuss questions 4 and 5. Monitor and join in, helping with vocabulary as necessary. Give positive feedback for interesting ideas, and share ideas as a class.

Answers

- 1 Nuuk. The climate means that agriculture is limited, so the economy depends on fishing, mining and transport.
- 2 Tivoli. The climate is excellent for many crops.
- 3 Belém. Vegetation is thick and fast-growing.
- 4 and 5 Students' own answers.


- 5 Elicit what students already know about Edinburgh (it is the capital of Scotland, famous for its historic buildings and the Edinburgh Festival). Ask them if they know what the weather is like there. Elicit ideas and then ask them to complete the sentences with the words in the box. If they need help, tell them that the first four sentences are each completed with the name of a month, the second four with a comparative adjective.

Fast finishers

Ask fast finishers to use the words in the box to write three sentences about their own country's climate. They can share these after checking answers to exercise 5.

Answers

1 July 2 September 3 February and December
4 April 5 higher 6 wetter 7 lower 8 drier

- 6  1.15 Tell students that they are going to find out more about Edinburgh and its geography. Give them a couple of minutes to read the questions. You may need to explain *record* /'rek.ɔ:d/ – here, the lowest temperature ever recorded. Play the recording. Allow students to compare their answers with a partner before checking as a class.

Answers

- 1 It's near the sea so it has a temperate climate.
- 2 14.6 degrees below zero
- 3 1400 annually
- 4 July and August
- 5 in the morning
- 6 warm clothing and an umbrella

Audioscript

The city of Edinburgh is on the River Forth, in the Scottish Lowlands, not far from the North Sea. Because of its location near the sea, Edinburgh has a temperate climate. The weather is milder than in other cities at the same latitude, such as Moscow, which has much colder temperatures.

The average annual temperature in Edinburgh is nine degrees. In summer, it's usually about eighteen to twenty degrees, although the record high is thirty one point four. In winter, the temperature usually stays above freezing, or zero degrees, although the record low is fourteen point six degrees below zero. Edinburgh receives a good amount of precipitation – about seven hundred millimetres per year – and it rains every month of the year. However, the city does get quite a bit of sunshine – about one thousand four hundred hours annually. The sunniest and warmest months are July and August, when Edinburgh's most famous festivals take place: the Edinburgh International Festival, and the Edinburgh Fringe. Edinburgh is also known for its windy weather, and it can be quite foggy as well, especially in the morning, although the fog often disappears by midday. That's another interesting characteristic of Edinburgh's weather – it's quite changeable. People say that you can experience all four seasons of the year in a single day. As a result, people there often carry warm clothing and an umbrella with them, in case the weather suddenly turns cold or wet.

Cooler

Put students into small teams and tell them to write five geography questions, e.g. *What's the capital city of Estonia? (Tallinn)* Remind them that they need to know the answers to their questions. Once groups have written their questions, each team should ask their questions to the class. The other teams should write down the answers. Check answers after each group has read out their questions. The winning team is the one with the most correct answers.

Mixed ability

Challenge stronger students to research, write and present their projects individually.

Project

This project can be done in class if you have internet access or set as homework. Put students into small groups to complete the research. Then tell them to write a report to present in the following class. This could be done as a PowerPoint presentation. Encourage the rest of the class to ask questions after each group has finished.



5 Virtual action

Unit profile

Vocabulary: Video games: verbs

Reading: *Video games: have fun and get smarter?*

Grammar: Relative clauses

Vocabulary: Nouns: *-ness* and *-ment*

Writing: A review

Warmer

- 1 Put students into pairs and tell them to write down the names of three video games that they have both played.
- 2 Ask students to write a sentence about each game, comparing their ability. They could compare things like level reached, points scored, speed, etc.
- 3 In feedback, find out the most popular game and who is the best at it, and why.

Your profile

Put students into same-ability pairs to discuss the questions. When feeding back on the second question, ask students if they have changed what they play on in recent years, e.g. do they now use phones and tablets more than computers or games consoles? Alternatively, you could get students to survey as many people as possible in the class in five minutes. Afterwards, nominate two or three individuals to summarise their findings to the class.

VOCABULARY Video games: verbs


- 1 Put students into pairs to describe what they can see in the pictures and to discuss the two questions. In feedback, ask students to raise their hands if they have played any of the games. Which is the most popular and why?

Cultural background

On average, teenagers spend 13 hours per week playing video games. Some of the bestselling games include *Wii Sports*, *Minecraft*, *Mario Kart Wii*, *Kinect Adventures!*, *Nintendogs*, and *The Sims 2*.

Answers

Need for Speed – a driving game; *Final Fantasy* – an action adventure game

- 2**  **1.16** Tell students they are going to hear two people talking about the games in the photos. Give them a few minutes to read the questions and to ask and answer them with a partner for themselves. Nominate individuals to answer each question and then play the recording. Check answers.

Answers

- 1** Zoo Tycoon **2** Final Fantasy **3** Need for Speed
4 Need for Speed

Audioscript

Ryan: What are you playing at the moment?

Mia: I've just been catching up on how my zoo's doing in *Zoo Tycoon*.

Ryan: I'm never sure about those business games. You construct places for the animals to live – and then feed the animals, keep them clean ... I mean, it isn't exactly exciting, is it?

Mia: Yeah! *Zoo Tycoon*'s really fun. You gather all sorts of cool little things as your zoo grows, you can sell animals to other zoos, or exchange them for different animals. Other players help you out if you need something, and you get points for cooperating with other people.

Ryan: Hmm. I think the slightly old-fashioned graphics put me off!

Mia: I know what you mean, but games like this are about the satisfaction of looking after animals and getting your business to grow.

Ryan: Mmm. I'm really into *Final Fantasy*, do you know it?

Mia: No.

Ryan: OK. So, it's a fantasy-adventure game. The basic story is quite simple really. You have to try to defeat the bad guys without being caught. But there are lots of different situations you have to deal with, and you can get other characters to help you out.

Mia: I bet it's violent.

Ryan: Not really. Of course, you have to fight people sometimes, but what I love is all the characters' movements. You can do a lot more than in most games. You can run up and across walls, and you can dive, and roll along the ground. And crawl under things on your hands and knees. It's really realistic. And you have to be really precise – you might have to do something like balance on a narrow pipe high up between two buildings. I tell you, it really tests your gaming skills!

Mia: Are you still playing *Need for Speed*? I thought that was your favourite.


Ryan: I still play a bit, but not as much as *Final Fantasy*.

Mia: You might be surprised to hear my new number one game is ... *Need for Speed*! I'm totally addicted! I can steer round corners quite well now. I can also overtake other cars while I'm going forwards, and while I'm reversing!

Ryan: Are you serious?

Mia: Yes. If you're being chased by another car and they're catching you up, you can brake so you slow down, and then turn the steering wheel really quickly and as long as you don't roll the car it should turn around.

Ryan: Wow. It sounds as though you're getting pretty good at it! But can you balance the car on two wheels?

- 3**  **1.16** This exercise helps to prepare students for *First Reading* and *Use of English* Part 3, in which students are asked to complete the gaps by making changes to given words. Check students understand the verbs in the box and then ask them to complete the sentences individually (*balance – be in a position where you will not fall to either side; brake – make a vehicle stop; chase – go after something or someone quickly; construct – build something from separate parts; cooperate – work together with someone to achieve the same aim; crawl – move on your hands and knees; exchange: give something to someone and receive something similar from them; gather – collect several things together; overtake – go past a vehicle that is going in the same direction; reverse – drive a vehicle backwards; roll – move by turning in a circular direction; steer – control the direction of a vehicle*). Remind them that they may need to change the form of the verb. Play the recording again for students to check their answers. To consolidate the vocabulary, put students into small groups and tell them to take turns miming the verbs for other students to guess.

Extension activity

Ask students to work in pairs and tell them to write down four or five of their favourite computer games. The games can be apps for their phones or social networking sites if they prefer. Ask the students to select one of the games to describe. They should use as many of the words from the box as possible. Once students have finished their description, ask a few pairs to work together to read out their descriptions. The others should try to guess the game being described.

Answers

- 1 construct 2 gather 3 exchange 4 cooperating
5 roll, crawl 6 balance 7 steer 8 overtake, reversing
9 chased, brake

- 4** Put students into pairs to describe the games. Tell them to use as many of the words as possible from exercise 3, and to count how many they used. Find out which pair used the most words and ask them to describe the game.

EP Word profile

Books closed. Write *catch up on*, *catch you up* and *catch* on the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences. Set the exercises on page 123. Check answers.

Answers

- 1 1 catching 2 catch up with 3 caught 4 catch fire
5 catching us up 6 caught 7 caught my attention
8 catch up with/on
2 1 travel 2 catch up with 3 criminal 4 catch fire
5 catch sb up 6 discover 7 catch someone's attention
8 catch up on

Student's own answers

READING

- 1** Books closed. Ask students to work with a partner to think of an example of how video games might be bad for you, or how they might be good for you. Share ideas as a class. Books open. Tell students to look at the title of the article and discuss the two questions with a partner. Elicit some ideas from the class and find out whether they think the positives outweigh the negatives or not.
- 2** Give students just one minute to encourage them to scan the article quickly to find the answers.

Fast finishers

Ask fast finishers to discuss with a partner, or think about, whether they agree with the points made in the article or not. They can share their ideas with the class after checking answers to exercise 2.

Answers

- 1 You can improve your fitness, e.g. balancing, by playing fitness games at home.
2 They help you to improve your concentration and your decision-making skills.

- 3** Tell students to complete the exercise individually and to then compare their answers with a partner. Ask them to correct the false sentences. Check answers, asking volunteers to give the corrections where needed.

Answers

- 1 True
2 False. They allow you to practise balancing and hitting balls.
3 False. They can teach you that you can succeed if you keep trying.
4 True
5 True
6 False. There is very little evidence to support this.

- 4** Do the first one as an example with the whole class and then ask students to complete the exercise individually. Check answers. Alternatively, this could be set up competitively. Put students into small groups and tell them to find the words as quickly as possible. The first group to complete all the answers correctly is the winner.

Extension activity

Put students into pairs. Tell them to write five statements about their opinions on video games using words from exercise 4. Then ask them to discuss their opinions with another pair. Share ideas as a class.

Answers

- 1 a harmful, b unhealthy, c negative
2 a incredibly, b physically, c psychologically
3 a concentration, b entertainment, c violence

Talking points

Put students into small groups to discuss the questions. You could also ask them to consider whether they agree with giving games official age ratings, as some countries do, e.g. not allowing people under the age of 15 to buy or play certain games. Share ideas as a class.

Cooler

Put students into small groups. Tell them that their parents have decided to ban video games for the next month. How would this make them feel? What would they do to fill their time? Would they accept the decision or try to fight it? What arguments would they use? Ask one or two groups to share their ideas with the class.

GRAMMAR Relative clauses

- 1** Books closed. Write one of the defining relative clauses and one of the non-defining relative clauses on the board. Put students into pairs to discuss the differences between the two sentences and any rules they know about this structure. Remind them that relative clauses describe or provide information about something or someone that has already been mentioned. A defining clause often describes exactly what something is. The clause cannot be removed from the sentence. A non-defining clause provides extra information. It can be removed from the sentence. Books open. Ask students to compare their ideas with the book and to complete the rules. Check answers.

→ Grammar reference Student's Book page 142

Answers

1 who 2 where 3 that 4 comma 5 can't replace

- 2** Monitor as students do the matching exercise individually. Remind them they need to add a word, and draw their attention to *where* in the example. Nominate stronger students to give answers and check that the class agrees with them.

Mixed ability

Support weaker students by telling them how many times they will need to use each relative pronoun to complete the task.

Answers

1 d who 2 e where 3 a which 4 g which 5 c who
6 b which

- 3** Monitor and help as students use the sentence beginnings to define the words in the box. To save time, or with weaker students, you could put students into pairs and ask each person to write five sentences instead of ten.

Possible answers

blog: This is a thing that people use to publish their personal views online.
chatroom: This is a place where people meet virtually to chat.
email: This is a thing people send to each other.
the internet: This is a thing which connects computers and allows people to communicate with each other.
keyboard: This is a thing which is used for typing.
mouse: This is a thing which moves a cursor around the screen.
password: This is a thing which stops people accessing something private.
programmer: This is a person who writes computer software.
screen: This is the thing which you look at on a computer.
social networking site: This is a place where people connect with friends.
webcam: This is a thing which is used to transmit images of yourself.

- 4** Model the activity with a stronger student, by reading them the example and asking them to guess the word (*gamer*). Tell students to read their definitions to a partner and to guess which word their partner is defining. Monitor and give positive feedback for students' use of relative clauses.

Fast finishers

Ask fast finishers to choose three other words from previous units in the book and to define them for their partner to guess.

- 5** Nominate a stronger student to model the activity, before asking students to complete the exercise in same-ability pairs. Check answers.

Answers

- 1** Simon, who sits next to me in class, is brilliant at driving games. / Simon, who is brilliant at driving games, sits next to me in class.
2 Apple Computers is based in Cupertino, which is in California. / Cupertino, where Apple Computers is based, is in California.
3 My little brother, who is only four, is really good on the Wii. / My little brother, who is really good on the Wii, is only four.
4 *The Sims*, which has got millions of online players, is a real life-simulation game. / *The Sims*, which is a real life-simulation game, has got millions of online players.

Corpus challenge

Ask students to look at the sentence in the box and to identify what is being defined (a person). Then ask students to put the relative pronoun into the correct place.

Answer

I thought it was quite unfair for those who attended the show.

VOCABULARY Nouns: *-ness* and *-ment*

- Books closed. Write the word endings *-ness* and *-ment* on the board. Put students into teams and tell them to write as many words as possible containing these endings in one minute. Find out which group has the most and check their words. Books open. Ask students to look at the example sentences and elicit the answer.

Answers

-ness to adjectives and *-ment* to verbs

- Put students into small groups. Give each group a set of cards with the verbs and adjectives on. Each student should take turns to turn over a card and to say the related noun. Do the first sentence as an example before setting the rest as individual work. Allow students to compare their answers with a partner before checking as a class.

Extension activity

Tell students to write four questions using the words in exercise 2. For example, *Who gives you the most encouragement at school?* Put them into pairs to ask and answer their questions. In feedback, discuss anything interesting students find out about their partner.

Answers

- 1 embarrassment 2 encouragement 3 greatness
4 friendliness 5 darkness 6 treatment 7 weakness
8 arrangements

WRITING A review

- Ask students if anyone has bought a video game in the last month and if so, which one and what they think of it. Give them a few minutes to read the task and elicit what the review needs to include.

Answers

1, 2, and 4

- Ask students to read the review and answer the questions. Tell them to underline the parts of the text that show positive points and circle the parts that show negative points. Elicit what the writer likes and dislikes about the game.

Answers

It covers all the points and is both positive and negative about the game.

- Ask students to read the paragraph headings and to match them to a paragraph. This will probably be quite a quick task, so you could do this orally with the whole class. Draw students' attention to the other important features of a review in the *Prepare* box.

Answers

1 b 2 d 3 a 4 c

- Tell students to match the bold adjectives to their meanings. Emphasise that such adjectives make the text more interesting as they provide a more engaging description. Ask students to think of their own example for each adjective, e.g. *I made a disgusting meal last night*, in feedback.

Extension activity

Ask students to use the five adjectives to write sentences about games they know well. Ask students to read their sentences out loud in groups and discuss whether they agree with each other's opinions or not.

Answers

1 ridiculous 2 ancient 3 packed 4 disgusting 5 superb

- Ask students to read the second review and to decide whether it is mainly positive or negative. Put them into pairs to discuss any similar games they have played and whether they would recommend them or not.

Answer

Mainly negative

- Put students in pairs and ask them to work out the meanings of the adjectives from the context. Alternatively, write the answers on the board, and tell students to match them to the bold adjectives. You could extend this exercise by asking students to write three or four sentences about a video game using these words.


Mixed ability

Allow weaker students to use a dictionary to help them complete this task, but encourage stronger students to rely solely on the context in the text and their own knowledge.

Answers

- 1 freezing = very cold 2 exhausted = very tired
3 fascinating = very interesting 4 endless = without end
5 dreadful = very bad

- Give students a few minutes to plan their review and then ask them to share their ideas with a partner. Encourage them to give each other feedback on their plans, to check that they cover each point.

-  The task is related to *First Writing Part 2* (one of the questions in this part can ask students to write a review). Once students have written their reviews, tell them to post them around the room. Ask students to read as many reviews as possible in a set time limit and choose a game they would like to play. Elicit which games are the most popular.

Sample answer

TRAVELLING THROUGH TIME

Going Back is a great game about time travel and hunting for lost civilisations, which you can play on your own or with others. It has fantastic graphics and a very impressive soundtrack as well. Not only that, but you'll learn a load of fascinating historical facts while having fun at the same time!

The game has seven levels altogether, but you'll probably move very quickly through the first four, as they aren't that challenging. That's when the game starts to get really interesting and you're sure to be amazed by its many tricks and surprises. There are extra features too, including a history fact file and an alternative set of characters, all based on famous people from the past.

It's not perfect – there can be problems occasionally returning to a saved game – but *Going Back* is good value for money and highly recommended for anyone who is keen on history and looking for some action!

Cooler

Produce a set of cards for each pair revising words you would like students to practise. On the cards, write the verb form of the word (e.g. *encourage*) and on the other side the noun form (e.g. *encouragement*). Students should draw a noughts and crosses board on a piece of paper. Each student takes it in turn to look at the verb form. If they can correctly name and spell the noun, they are allowed to add a nought or a cross to the grid. The winner is the first one to get a line of three noughts or crosses.

Project

Ask students to go online to find three video game reviews written in English and to bring these to the following class. In groups, students should summarise the review they chose and say whether it would make them buy the game or not. In feedback, find out if anyone reviewed the same game and find out if its reviews were positive or negative.

Teacher's resources

Student's Book

Grammar reference and practice page 142

Vocabulary list page 130

Workbook

Unit 5, page 20

Go online for

- Pronunciation
- Corpus tasks

6 Creative eating

Unit profile

Vocabulary: Food and drink: phrasal verbs
Reading: *Stefan Gates: Food adventurer!*
Grammar: Present perfect and past simple
Vocabulary: Forming adverbs
Listening: A podcast about a TV show
Speaking: Asking for and giving advice

Warmer

- 1 Put students into groups of four. Tell them to write the letters A–Z down one side of a piece of paper.
- 2 Tell students they have three minutes to think of an item of food for as many of the letters as possible, e.g. *apple, bread, chocolate*.
- 3 After three minutes, find out how many items students have, and get the group with the most to read theirs out. Ask other groups if they have any items for any letters this group didn't have.
- 4 Tell students to put the items into groups, e.g. *fruit, vegetables, meat, dairy, fish*.

Your profile

Ask students what they think the expressions *live to eat* and *eat to live* mean. Can they translate them into their own language? Take a class vote by getting students to raise their hands on whether they live to eat or eat to live, and nominate individuals to explain why.

VOCABULARY Food and drink: phrasal verbs

- 1 Match the first question as an example with the class and then tell students to complete the exercise individually. Monitor and help as necessary. Allow them to compare their answers with a partner before checking as a class.


Answers

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

- 2 If students found exercise 1 easy, ask them to cover it and to try to write the phrasal verb next to each definition in this exercise. If they struggled with exercise 1, then simply do this as a matching exercise individually. Check answers.

Answers

1 eat out 2 eat up 3 heat up 4 go off 5 cut down on
 6 live on 7 fill up 8 cut out

- 3 Model the activity by nominating a stronger student to ask you two or three questions which you respond to. Then put students into pairs to take it in turns to ask and answer the questions. Invite them to share anything interesting they found out about their partner with the class. As an alternative, this could be set up as a class survey. Tell students to choose one question to ask as many people as possible in five minutes. After five minutes, give them time to summarise their findings. Nominate one student per question to report back to the class.
- 4  1.17 After listening to the recording, take a class vote on who students feel they are most similar to, and discuss reasons as a class.

Answers

- 1 live to eat
- 2 eat to live

Audioscript

Alexandra: Eating has always been a big deal for me and my family. We cook together, sit down together every evening and eat out together around once a week. I try to eat up everything on my plate – even if it's not my favourite. I hate wasting food. I can't imagine just heating up something in the microwave.

Milo: I like eating, but it's no big deal. I tend to live on salads in the summer or something like baked potatoes when it's colder. Sometimes I'm guilty of filling up on crisps or biscuits between meals, which means I end up not eating a proper meal in the evenings. I know that's not good for you so I'm trying to cut down on that.

READING

- 1 Check that students understand *produces TV programmes* (organises the practicalities and financial issues when making a TV programme). Tell students to rank the list in an order from the activity they would most like to do (1) to the one they would least like to do (5). Put them into pairs to compare their order and explain their reasons. Ask students to read the text and find out which activities Stefan does.

Answers

writes books
 invents recipes
 presents TV programmes

- 2** Elicit some question words and write them on the board (e.g. *where, how many, why, what*). Ask students to read the text again and to highlight the answers given. Put them into pairs to decide which question word goes with each answer (for example, the answer to question 1 is a percentage, so the question will begin *How much*). Do the first question as an example and then tell students to complete the exercise individually. Check answers, encouraging stronger students to explain why their chosen question word is correct.

Mixed ability

Put students into mixed-ability pairs. Encourage stronger students to explain the rules for writing questions to weaker students.

Fast finishers

Ask fast finishers to find three more facts in the reading text. They should give these facts to another fast finisher who should write a question for each one. Elicit one or two examples when checking answers to exercise 2.

Answers

- 1 How much of our lives do we spend feeding ourselves?
- 2 Where did Stefan first discover his passion for food?
- 3 Which place did Stefan and his family visit on the way home from Japan?
- 4 How was Stefan discovered as a presenter?
- 5 How many TV series has Stefan made?
- 6 What is *igunaq*?
- 7 Why does Stefan visit street markets in countries he visits?
- 8 Why does Stefan always carry a stove on his trips?
- 9 When does Stefan think eating bugs will become widely acceptable?
- 10 Why does he recommend cooking salmon in a dishwasher?

- 3** Encourage students to do this activity without a dictionary. It is useful for them to try to guess the meaning of words from the context, for example, by looking at the words before and after the unknown word. Allow students to compare their answers with a partner before checking as a class. Clarify any words that students are unsure of, and check their pronunciation of each one. This will vary depending on their native language, but *unfamiliar* /ʌn.fə'mɪl.i.ə/, *adventurous* /əd'ven.tʃər.əs/ and *raw* /rɔː/ could be difficult.

Mixed ability

Allow weaker students to use a dictionary for this exercise.

Fast finishers

Ask fast finishers to think of one or two other nouns that each adjective could describe, e.g. *an unfamiliar place* or *face*, and to feed these back when checking answers to exercise 3.

Extension activity

Ask students to write sentences using three of the highlighted adjectives to describe the activities they enjoy doing now. Elicit an example sentence for each adjective.

Answers

- 1 unfamiliar 2 obsessed 3 fascinated 4 melted
5 adventurous 6 rotten 7 extreme 8 raw

Talking points

Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting ideas. Share ideas as a class.

EP Word profile

Ask students to explain each use of the phrases with *live* to their partner. Discuss ideas as a class. Then set the exercises on page 123. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

- 1 live up to 2 lives for 3 live on 4 live up to 5 lived for
6 lived on

Cooler

Tell students that some two billion people worldwide eat insects as they can be an excellent source of nutrition. Some of the most popular insects are beetles, butterflies, wasps, bees, ants, crickets and flies. Put students into small groups to discuss if they have ever eaten these insects and if there are any they would/wouldn't like to try. Ask students which ones they think taste like:
peanuts or almonds (*bees*)
cheese (*flies*)
shrimp (*crickets*)

GRAMMAR Present perfect and past simple

- 1** Books closed. Ask students to write down three things they did last week and three things they haven't finished yet. Remind students that both tenses talk about completed events, that the present perfect is used to talk about events in an unfinished period of time and that the past simple is used to talk about events in a finished period of time. Elicit an example sentence for each tense, e.g. *It rained yesterday. It's been raining today.* Books open. Tell students to compare their sentences with the ones on the page and to complete the example sentences. Check answers.

Answers

- 1 's made 2 hasn't found 3 has, resulted 4 worked
5 has gained

- 2 Put students into same-ability pairs to match the examples to the rules. Monitor and help as necessary. Nominate stronger students to give the answers.

→ Grammar reference Student's Book page 143

Answers

- 1 rule d 2 rule c 3 rule b 4 rule e 5 rule a

- 3 Tell students to read the first part of the article quickly, ignoring the gaps, to find out what Sam's idea was (*a cookbook for teenagers*). Ask them to choose the correct verb form individually, before comparing their answers with a partner. Check answers and encourage students to explain why their chosen answer is correct.

Answers

- 1 've probably heard 2 's been 3 was 4 made
5 began 6 's become 7 's appeared 8 have bought

- 4 Ask students to complete this exercise individually and to then compare their answers with a partner. Check answers as a whole class, again making sure students understand which rule or use is being applied. Alternatively, you could make this into a competition. Put students into small groups and tell them they have 1,000 points. Students should read the sentences and say which ones they think they can correct. Ask how many points they want to spend on each sentence and let the team with the highest amount make the correction. If they are right, then they win the points. If not, they lose the points. The winning team is the one with the most points at the end. If they lose all their points, students are out of the game.

Mixed ability

Make sure the teams are mixed-ability to avoid demotivating weaker students.

Answers

- 1 invited 2 's never been 3 's always wanted 4 wrote
5 hasn't replied 6 's ever made 7 have asked
8 haven't given

Corpus challenge

Ask students to work with a partner and brainstorm time phrases that are used with the past simple, present perfect and both, e.g. *ago*, *last year*, *since* etc. Elicit some examples and then set the task in the book. Time expressions such as *last week* need to be used with the past simple, not the present perfect.

Answer

I read about this job in the local newspaper last week.

VOCABULARY Forming adverbs

- 1 Books closed. Write *-ly* on the board, and put students into pairs to make a list of as many words ending in *-ly* as possible in two minutes. Tell students that this is the most common ending for adverbs. Ask the pair with the longest list to read it aloud. Can anyone add more adverbs to it? Books open. Monitor as students complete the table and check their answers in the text on page 37. Highlight some of the spelling rules, e.g. double *l* when the adjective ends in *l*, *-ily* when the adjective ends in *-y*, no *-e* when the adjective ends in *-e*, and *-ally* when the adjective ends in *-ic*.

Answers

- 1 bravely 2 typically 3 happily 4 incredibly
5 enthusiastically

- 2 Set this exercise as individual work and then ask students to compare their answers with a partner before checking as a class. Then put students into pairs and tell them to take turns miming the sentences to each other and guessing the sentence being mimed.


Extension activity

Tell students to write questions with three of the adverbs, e.g. *When did you last accidentally hurt yourself?* Monitor and help with vocabulary and question structure. Put students into pairs to ask and answer the questions. Elicit some questions and answers from the class.

Answers

- 1 accidentally 2 basically 3 considerably 4 necessarily
5 physically 6 completely 7 extremely 8 terribly

LISTENING

- 1 Check students understand the words in the box (*amateur: taking part in something for fun, not as a job; chef: professional cook in a restaurant; contestant: someone who enters a competition; knock out: defeat*). Ask students to give you an example sentence using each one to check comprehension. Put them into pairs to discuss the questions. Elicit ideas from the class for each one. If you have a similar show in your country, find out if your students watch it and why / why not.
- 2  1.18 Play the recording and ask students to check their predictions to questions 1 and 2. Check answers. Remind students that it is often a useful strategy to make predictions when reading comprehension questions, as this focuses their attention on what the missing information may be.


Answers

- 1 It's a competition for amateur chefs.
- 2 The contestants learn a new skill and use it to cook something. At the end of the show, one of the contestants is knocked out.
- 3 and 4 Students' own answers.

Audioscript

Jack: The subject on this week's podcast is cooking and my guest today is Carrie Reece. Carrie's a presenter on the TV shows *Top Chef* and the version for fourteen- to eighteen-year-old cooks, *Teenage Top Chef*. Carrie, for listeners who have never seen the programmes, can you tell us a bit about them?

Carrie: Yes. Basically, Top Chef and Teenage Top Chef are competitions to find the best amateur chefs in the country. Each week we teach the contestants a new skill and they have to use it to cook something. At the end of each show, one of the chefs is knocked out of the competition. This goes on until there is just one chef left.

- 3  1.19 This exercise is related to *First Listening Part 4*, a multiple-choice exercise (each question has three options). Ask students to read the questions and predict which options will be correct. Point out that the actual exam task has seven questions and is slightly longer. Play the recording. Allow students to compare their answers with a partner before checking as a class.

Answers

- 1 B – A is ruled out because the speaker makes it clear that you need to be good at cooking, and C is also wrong because contestants do get a little stressed at times, as in the adult version.
- 2 C – Although she has a job to go to after the course, she is not working at the moment, and B is not suggested, even though a previous café job is mentioned as distraction.
- 3 A – There is nothing to suggest that Carrie finds B or C enjoyable, whereas she does get satisfaction from seeing the contestants make progress.
- 4 B – A is not suggested, although there is distraction in 'they don't seem to be worried about experimenting with food'; and C is wrong because Carrie says that they are often not as good as the adults at general skills.
- 5 A – B is wrong because Carrie is talking about the application stage rather than the actual cooking of the dish, although there is distraction in her comment 'we don't actually get to taste what you've cooked'. C is not suggested and she advises people to do something original.

Audioscript

Jack: Thanks. So apart from the age of the contestants, are the two versions of the show the same?

Carrie: Well, they're very similar, yes. Contestants on *Teenage Top Chef* still need to be quite good to take part, so don't apply if you're terrible at cooking! But the cooking challenges on Teenage Top Chef are quite different. They're aimed at young people a little more – for instance, one week contestants are going to cook for a famous pop group – I can't say who, so don't ask! However, the challenges are never easy so contestants will get a little stressed at times, as they do in the adult version!

Jack: Now, the winner last year was seventeen-year-old Josie Edwards. Where is she now?

Carrie: Well, before she entered the competition, she was working in a café. She's left that job now and she's decided to go back to studying. She's started a catering course and she's doing very well. She's already managed to get a job at one of London's best restaurants but she won't start that until she finishes the course.

Jack: Wow! That's impressive! Tell us, what's it like presenting a show like *Teenage Top Chef*? Don't you get bored of eating all that food?

Carrie: Never! Naturally, I do tend to fill up on the food I taste for the show – some days I try five or six different meals and desserts and other stuff. It means that I'm never hungry enough to cook when I get home. But the job is amazing. I'm really lucky. It's so incredible to see how the contestants develop and learn new things each episode. I really love that.

Jack: How do the teenage contestants compare to adult contestants?


Carrie: Well, one thing that many younger people seem to be much better at is thinking of original ideas. I didn't expect that. They just don't seem to be worried about experimenting with food and ways of cooking. They're often not as good at general skills – things like using knives and organisation. That's just experience I think. By the end of the competition some of them get very good, though.

Jack: And what advice do you have for young people who are interested in getting on the show?

Carrie: Well, last year around two thousand people applied for the show! And we have to choose just thirty! The first stage of the application is to cook something at home, write down the process – that is, how you made it, and take photos of the final dish. It's good to make something original – something very easy, like a pasta dish, might not look very exciting. But at the same time, something really complicated can be difficult to explain. So don't do that. After all, we don't actually get to taste what you've cooked!

Jack: OK. I'm sure our listeners will find that advice useful. Thanks very much for coming on the podcast, Carrie. And just to remind everyone, the final date for applications is the thirty-first of January.

SPEAKING Asking for and giving advice


- 1  1.20 Tell students they are going to listen to a conversation between two friends, Mia and Ellie. Ask them to look at the picture and guess what Mia is planning and what advice Ellie gives. Play the recording and check answers.

Answers

Mia is planning to make lunch for her mum's birthday. Ella recommends looking online for recipes, choosing something simple and practising the day before.

Audioscript

- Mia:** Ellie! You can cook, can't you? It's my mum's birthday next month and I offered to make lunch for everyone. But I need some ideas. Do you know any good websites or books?
- Ellie:** Well, in general I'm not a big fan of recipe books. But I have just bought this one.
- Mia:** That looks brilliant. Can I borrow it?
- Ellie:** Yes. But I haven't read it yet! Have you thought of looking online?
- Mia:** What's the best way to find stuff?
- Ellie:** Search for 'simple recipes for big families'.
- Mia:** OK.
- Ellie:** Don't bother paying for anything, though – there's plenty of free stuff.
- Mia:** Sure. Any other tips?
- Ellie:** I'd recommend choosing something simple to cook – something that you could do most of the preparation for the day before. Also, it's worth practising the recipe before the big day.
- Mia:** That sounds like a sensible idea. Thanks Ellie!

- 2  1.20 Give students a few minutes to read through the expressions and clarify any they are not sure about. Play the recording again and ask students to number them in the order they hear them. Stop the recording after each expression to give them time to note the order. Check answers.

Extension activity

Put students into pairs and tell them to have a conversation about any topic they want, using as many of the phrases as possible, as quickly as possible. Ask students to raise their hands once they have finished. When most of the class have finished, get the pair that finished first to hold their conversation again in front of the class. The rest of the class should listen and check they have used the phrases accurately.

Answers

Do you know any good ...? 1
What's the best way to ...? 5
I'd recommend ... 7
It's worth ... 8
Have you thought of ...? 4
I'm not a big fan of ... 2
Don't bother ... 6
That sounds like a sensible idea. 9
That looks brilliant. 3

- 3 Model the first one as an example, and elicit recommendations, e.g. *one with unlimited internet access, one without a contract*. Tell students to read through the remaining situations and to think of recommendations they might give. Then ask them to share these recommendations with a partner. Discuss some ideas and reasons with the class.
- 4 Ask students to have a short conversation on each topic using phrases from the *Prepare* box. Tell them to tick off the phrases they use while they speak. Nominate pairs to model each conversation to the class, who should listen and check which phrases are used.

Cooler

Put students into small groups to discuss these questions:
What's the best advice you've ever been given?
How does it make you feel when you get advice you didn't ask for?
Ask one or two groups to report back to the class.

Project

Tell students to imagine they are going to enter *Teenage Top Chef* and that they should use the internet to research what dish they are going to cook, the ingredients they need and how to cook it. In the following class, put students into groups to explain how to cook their dish and to say why they would cook it. In their groups they should choose their favourite dish and share this with the class.

Teacher's resources

Student's Book

Grammar reference and practice page 143
Vocabulary list page 131

Video

Weird food

Workbook

Unit 6, page 24

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks

Culture

Typical food

Learning objectives

- The students learn about the changes in local cuisine that have occurred around the world.
- In the project stage, students produce a brochure for tourists showing typical local dishes and ingredients.

Warmer

- 1 Play 'Find someone who ...'. Write these statements on the board:

Find someone who ...

can cook food from a different country

has eaten food from a different country

can name typical food from five different countries

has eaten sushi or curry this week

- 2 Ask students to walk around the classroom and talk to each other to find someone for each statement. Feed back as a class.

- 1 Put students into pairs to discuss the question before reading the text to find the answer. Direct them to the sub-titles of each section and the title of the text and ask where in the text they are likely to find the answer (the final paragraph). Tell students to read the text to check their predictions. Check answers.

Answer

Food is transported all around the world, so we are not limited to local ingredients. TV and the internet make it easy to share recipes. This change can be bad for the environment and lead to a loss of local recipes.

- 2 Give students a few minutes to read the sentences and complete them with their own ideas. Then ask them to compare their ideas with a partner and to discuss where they might find the answers in the text. Tell students to check their answers in the text, and then check as a class.

Mixed ability

Ask weaker students to work in pairs to answer the questions in exercise 2. They should answer three questions each and the fastest student should answer the last question. Stronger students can complete the exercise individually.

Fast finishers

Ask fast finishers to think of reasons why their country's traditional food is or isn't popular internationally. Discuss some ideas after checking answers to exercise 2.


Answers

- 1 is a native plant. 2 seafood. 3 it goes off.
4 it's a traditional way of preserving food.
5 is made from raw fish. 6 South America.
7 it leads to pollution.

- 3 Monitor and join in as students discuss the questions in small groups. As a challenge, you could ask them to think of a minimum of three answers for each question and set a time limit of two minutes. Nominate groups to feed back on a different question, and discuss ideas as a class.


Extension activity

Give students one minute to write down as many ingredients as possible with a partner. After one minute they should swap their list with another pair, but only one person in that pair should read the list. This student then has one more minute to describe as many of the ingredients on the list as possible without naming them. Their partner should try to guess the ingredients. The winning pair is the one to describe and guess the most ingredients.

- 4  1.21 Write *pizza*, *curry* and *sushi* on the board and elicit what students know about them. Find out which ones they have tried and find out whether or not they like them. Tell students that they are going to listen to the stories of these foods. Before they listen, ask them to tick the words they expect to hear. Nominate individuals to tell you which words they have ticked and why for each different food. Play the recording and then check answers.

Answers

- 1 tomato, street, meat, immigrants
2 vegetables, take-away, expensive
3 seafood, egg, mango

- 5  1.21 Ask students to read the questions and to answer any they can remember from the first listening. Play the recording again for them to check their answers.

Answers

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

Audioscript

Narrator: One.

Everyone knows what pizza is, and most people also know it was an Italian invention. The first pizzas were made in the city of Naples in the early 1800s, when people started putting tomato paste on flatbread, often as a simple form of street food. Then they started adding other ingredients, such as cheese and meat, and making pizza with different types and shapes of base. Pizza soon became popular all over Italy, with local variations of ingredients and styles.

Then Italian immigrants introduced their different recipes for pizza to the United States. At first, pizza was eaten mostly by Italian-Americans, but in the 1950s it became popular among the general public, with pizzerias and pizza delivery companies in every town and city. With this popularity came another new explosion of variety, when people started making pizzas with any ingredients they liked.

Narrator: Two.

Curry is a spicy dish made with vegetables or meat, which is typical in Southeast Asian countries, such as India and Pakistan. However, curry has also become a popular food in other countries around the world, most especially the United Kingdom. In fact, curry is now as popular there as traditional British dishes.

Curry started becoming popular in the UK in the 1800s, when the first curry houses opened in London. At first, curry dishes were more popular among immigrants from Southeast Asia, but gradually they gained a following among British people as well, especially working-class people in London's East End area. In the 1950s and 1960s, curry became increasingly popular as a fast food or a cheap take-away meal. In more recent years, the British attitude to curry has started to change again, with more expensive restaurants also offering these dishes. It seems that curry is now becoming a 'posh' food, and people expect higher quality, with more authentic ingredients.

Narrator: Three.

Sushi is a Japanese dish that consists of cold rice, seasoned with vinegar, and served with raw fish or seafood, such as tuna and crab. The original version, called nigiri, or hand-rolled, sushi, was invented in Tokyo almost two hundred years ago, by a street vendor named Yohei Hanaya. He made finger-shaped rolls of rice with raw fish on top as a new type of street food, which then became very popular among working-class people. Since then, more forms of sushi have been invented, using many other ingredients, such as egg, spices and vegetables.

In recent years, sushi has undergone a new change, becoming once again a popular food, and even a fast food. New versions have also appeared, such as the California roll, made with rice, crab meat and cucumber. This new form of sushi became popular in California during the 1970s and started a new trend across the United States, and then around the world. Now many other variations exist, with a variety of ingredients, such as Mango roll and Hawaiian roll.

Cooler

Put students into small groups and ask them to discuss any international food they have tried. What do they like and dislike? What international food would they like to try? What would they not like to try? Share ideas as a class.

Project

Put students into small groups and ask them to make a list of typical dishes from their country or region. When creating their brochure, allow time for researching pictures that they can use. You may need to pre-teach some cooking vocabulary to help with the final step, e.g. *chop, slice, boil, bake*. As a fun additional activity, you could get students to mime cooking the dishes they have on their brochure. The rest of the class should guess what they have included. Display the brochures around the room and, as a class, choose the best dishes to promote internationally. If you have a school blog, students could post their brochures online.



7 Teen fiction

Unit profile

Vocabulary: Fiction: adjectives and nouns

Reading: *Writing for teenagers – we talk to Malorie Blackman*

Grammar: Modals: ability, possibility and *managed to*

Vocabulary: Adjective + preposition

Writing: A story (1)

Warmer

- 1 Ask students to write three questions starting with *Have you ever...* about reading and books, e.g. *Have you ever read a book written in English?* Monitor and help students with ideas, and check students' use of the present perfect (*Have you ever + past participle?* / *I have/haven't + past participle*).
- 2 Tell students to walk around the room and find someone who has done each of the things mentioned in their questions.
- 3 Elicit some questions and answers from different students, and discuss them as a class.

Your profile

Brainstorm different genres of novels on the board (*teen, adventure, detective, graphic, historical, science fiction, fantasy, etc.*) and then put students into small groups to discuss the questions. Hold a class vote to find out the most popular type of fiction and then find out if anyone in the class writes stories or knows someone who does. Ask them to share their experiences with the class.

VOCABULARY Fiction: adjectives and nouns

- 1 Check students understand the concept of a book review by nominating a student to say what it is (*a report that gives an opinion about a book*). Ask students what type of things they would expect to find in a book review (e.g. plot summary, description of characters, personal opinion, etc.) and then put them into pairs to match the meanings in the box to the phrases in bold in the sentences. Check answers.

Extension activity

Ask students to think about novels they have read recently. In pairs, ask students to choose three or four adjectives and nouns from exercise 1 to describe the stories to each other. Elicit one or two descriptions from different pairs.

Answers

- 1 key factors – essential ingredients
predictable plot – boring story
- 2 complex issues – difficult subjects
- 3 contemporary flavour – modern feel
- 4 major characters – main characters
minor roles – less important characters
- 5 outstanding treatment – brilliant handling
- 6 moving tale – sad story

- 2 1.22 Tell students that they are going to listen to three teenagers talking about novels they have read recently. Give students time to read the questions and elicit words that mean the same as *impressed* (*amazed*) and *challenging* (*difficult*). Play the recording and check answers.

Answers

a Speaker 2 b Speaker 3 c Speaker 1

Audioscript

- 1 I've read five of this author's novels now and they're all very similar. The major characters from one story appear in minor roles in the next. I quite like the fact that there are complex issues in the books, though sometimes this becomes very heavy and really slows things down – I almost gave up at one point! What he does best is contemporary spoken language – his treatment of that is so impressive. The dialogue jumps off the page and makes all the people seem so alive, so real.
- 2 A lot of my friends have enjoyed her books so I was expecting great things from this one, but I have to say I was disappointed. All the key factors that combine to make great teen fiction seemed to be missing – there were no memorable or even believable characters, no complex ideas, and the story was so predictable! When I reached the end I thought, so what?
- 3 I'd never read anything by this author before, but I'll definitely read more of her work after this. I downloaded it on the advice of a friend who is passionate about reading, so I knew it would be good. Anyway, it was outstanding – a really moving story that I could identify with. The story was unpredictable too, which I really liked. So I guess that makes it my number one choice right now. I'll probably re-read it one day.

- 3 1.22 Before you play the recording again, ask students to work with a partner to see if they can complete any of the gaps. Play the recording for them to check their answers.

Answers

- 1 major; minor 2 contemporary 3 complex; predictable
- 4 outstanding; moving

- 4 Put students into small groups for this exercise. Tell them to use as many of the words in bold from this section as possible. Find out which group used the most words and get them to describe one of the books to the class.

READING

- 1 Ask students if they have heard of Malorie Blackman, and elicit anything they already know about her (see Cultural background). Give students just 30 seconds to read the text quickly and to answer the question. Allow them to compare their answer with a partner before checking as a class.

Answer

Children's Laureate

Cultural background

Malorie Blackman (born 1962) is a British writer who uses science fiction to explore social and ethical issues, such as racism. Her most famous work for young adults is the *Noughts and Crosses* series, which tackles racism. She was made Children's Laureate, an outstanding achievement award given every two years to a writer or illustrator of children's books, in 2013.

- 2 This exercise provides preparation for *First Reading and Use of English Part 3*. Tell students to look at the example. Highlight the word ending (-ous) and then put them into groups to brainstorm possible endings for the words in 1 to 8 as quickly as possible. Elicit some suggestions from the fastest group and then ask students to complete the exercise. Encourage them to identify the type of word they might need, e.g. adjective, adverb, noun and to say why. Allow students to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to write sentences using a different form of some of the words. Elicit examples when checking answers to exercise 2.

Answers

1 translations 2 programmer 3 directly 4 professional
5 achievement 6 appearances 7 passionate 8 childish

- 3 Tell students they are going to read an interview with Malorie Blackman. Put them into pairs to think of two questions they would like to ask her. Elicit some examples (e.g. *Why did you become a writer? Who is your favourite author?*) before students complete the exercise. Check answers. Find out if any of the students' questions were actually asked.

Mixed ability

You could support weaker students by giving them the first and last answer. Stronger students can complete the exercise without this support.

Answers

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

- 4 Before students read the text again, ask them to underline the key words in each question, e.g. *praise teenagers, open, ideas* in question 1. Remind them that this strategy can help them when looking for specific information. Tell students to read the text again and to find answers to the questions. Allow them to compare their answers with a partner before checking as a class.

Answers

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

Talking points

Put students into small groups to discuss the questions. Elicit their ideas for questions two and three and write them on the board. Ask students to rank and choose the three most important ideas for each question. Share some ideas as a class.

EP Word profile

Books closed. Write *story* on the board and tell students to write two sentences using it. Books open. Ask students to compare their sentences with the ones in the book. Set the exercises on page 124. Check answers.

Answers

1 short stories
2 To cut a long story short
3 side of the story
4 news story
5 's another story

Cooler

Tell students to imagine that they are going to interview a famous author (or celebrity of their choice if they cannot think of one), and to think of the questions they would ask. Put them into pairs to share their questions and discuss how they think the person might answer. If possible, pair students together who plan to interview the same person.

GRAMMAR Modals: ability, possibility and managed to

- 1** Books closed. Ask students to tell a partner a general ability they had in the past, e.g. *I could walk when I was one*, and a specific past ability they had in one situation, e.g. *I managed to finish my homework on time last night*. Tell them to write two sentences describing these. Books open. Ask students to compare their example sentences with the ones in the book and to complete the rules. Check answers.

→ Grammar reference Student's Book page 144

Extension activity

Write the following sentences on the board. Ask students to rewrite them using the negative forms of the verbs, then check answers as a class.

I was able to ask for help (wasn't).

They were able to publish it (weren't).

We managed to finish the exercise (didn't manage).

I could write my name when I was three (couldn't).

I'll be able to lend you that novel (won't be able).

Gary might be able to do a talk (might not).

Answers

a could; were able to **b** managed to **c** will be able to
d might be able to

- 2** Ask students to choose the correct option to complete each sentence. As an alternative, set the exercise as a game. Divide the class into teams. Students should complete the exercise as quickly as possible while still getting as many answers correct as possible. Elicit answers from each team and award one point for each correct answer. The winning team is the one with the most points.

Answers

1 could **2** managed to **3** couldn't **4** won't be able to
5 managed to

- 3** Ask students to read the text, ignoring the gaps, to find out what Byron's job is (*comedian and poet*). Tell them to complete the gaps with words from the box. Allow students to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to think about how Byron's childhood might have affected his life positively, e.g. *It gave him lots of experiences to use in his life, he could use some of the events in his jokes*. Elicit some ideas after checking answers to exercise 3.

Answers

1 weren't able **2** couldn't **3** managed to **4** is able to
5 will be able to

- 4** Model the activity by telling the class about yourself, e.g. *I couldn't drive when I was younger, but now I can. I used to be able to speak Japanese, but I can't now*. Ask students to write sentences individually and then compare their answers with a partner. Tell students to ask each other at least one question about each sentence. Elicit some responses from the class.

Corpus challenge

Tell students to read the sentence and to correct the mistake. Check answers. Remind them that we use *could* to talk about a past ability, e.g. *I could swim fast when I was young*.

Answer

I was able to find a scholarship for my studies in England.

VOCABULARY Adjective + preposition

- 1** Ask students to read the example and to then work in small groups to think of other adjective + preposition combinations, e.g. *bored with, tired of, scared of*. Set a time limit before eliciting ideas and adding them to the board.
- 2** Check students understand the adjectives by asking them questions about each one. For example: *How might you feel before giving a presentation? (nervous)* *Which adjective means you like something very much and do it often? (addicted)*. Tell students to match the two halves of the sentences. Check answers.

Answers

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

- 3** Ask students to complete the sentences with their own ideas. Put them into small groups to read their sentences out and then ask and answer questions with each other. Discuss some of their ideas as a class.

Mixed ability

Ask weaker students to complete three or four of the sentences. Stronger students can complete them all.

Extension activity

Put students into new groups. Tell them to take turns drawing pictures of their sentences from exercise 3 for the rest of their group to guess the sentence. For each correct guess, they win a point.

Answers

1 by **2** of **3** for **4** about **5** at **6** to **7** with

WRITING A story (1)

- 1 Ask students to work in small groups to predict how the story might continue. Check understanding of *crawl* (move on your hands and knees) and *nervously* (in a worried or anxious way). Elicit some ideas from the class.
- 2 Ask students to read the story and to compare it to their prediction. Find out if anyone had similar ideas to the story and if anyone thinks the ideas they discussed in exercise 1 are better than those in the actual story.

Extension activity

Write these questions on the board and put students in pairs to discuss them. Tell students to imagine themselves in the writer's position. Check as a class.

Why do you think Billy had to get help in time? (Possibly someone had been injured)

Why did Billy's journey seem like hours? (Because he was feeling scared and anxious)

What image do you have of Dr Niemi? (Students' own answers)

Why was Billy able to relax? (Because he had succeeded in reaching the doctor)

Answers

1 Yes 2 crocodiles 3 Everything was going to be fine.

- 3 Tell students to read the *Prepare* box and to do the matching exercise. Check answers. You could ask students to write their own sentences using the words in the box.

Answers

immediately – without waiting
eventually – finally
once – as soon as
after – following
finally – means after a long time or some difficulty

- 4 Put students into pairs to discuss what the underlined adverbs describe. Elicit a definition for each word.

Extension activity

Put students into small groups. Tell them to take turns to mime an adverb for the rest of the group to guess. Ask each group to choose one of the adverbs to mime to the class.

Answer

nervously – how Billy moved
awkwardly – how Billy landed
desperately – how Billy was looking for the boat
anxiously – how Billy looked around
hurriedly – how Billy tied up the boat
calmly – how Dr Niemi picked up his bag

- 5 Monitor as students complete the sentences individually. Extend the exercise by getting them to write sentences using the other two adverbs. Check answers and elicit their additional examples.

Possible answers

1 calmly 2 hurriedly 3 desperately 4 anxiously

- 6 Put students into small groups to discuss the different tenses. Monitor and help as necessary before checking answers, encouraging stronger students to explain why each tense has been used.

Answers

1 To describe a completed action
2 To show that something happened and finished before something else in the past
3 To describe an ongoing state in the past

- 7 Check understanding of *break* (start suddenly). Tell students to spend five minutes planning their story. Then put them into pairs to share their ideas. They can help each other to develop their stories by asking each other questions about what happens.

- 8 This exercise provides preparation for *First Writing Part 1*. Give students ten minutes to write their stories. Swap the stories around the class. Tell them to use the *Prepare* boxes to review their partner's stories. Then ask students to write a short review of the story they have read and to then give it back to the person who wrote it. Encourage them to be positive about each other's stories.

Sample answer

Charlie watched the dark clouds anxiously, wondering when the storm would start. He was still a long way from the shore, and struggling to keep his tiny sailing boat upright in the heavy sea. As the waves got bigger and bigger, he started to worry that his life was in danger. There was no way he could reach dry land in these conditions.

Luckily, he had a couple of red safety flares that his father had given him to use in an emergency. He activated them and sent them climbing into the black sky, which was lit up by lightning at the same moment. The storm had finally begun and Charlie now had to face icy rain and very strong winds, completely alone. All of a sudden he heard something moving in the air above him. It was a helicopter and he waved at it with huge relief. They had seen his flares and were there to help him. The helicopter pilot sent a radio message to the nearest lifeboat, which came out immediately and brought Charlie and his little boat safely home.

Cooler

Prepare a set of cards to revise adjectives + prepositions. Write an adjective on one side of the card and the collocating preposition on the other. Put students into pairs and tell them to draw a noughts and crosses board. One student is 'noughts'; the other is 'crosses'. Students take it in turns to take a card and look at the adjective. If they can correctly name the preposition it collocates with, they can add a nought or a cross to the grid. The aim is to get three noughts or three crosses in a row (horizontal, vertical or diagonal). If you do not have time to prepare the cards, students can simply take it in turns saying an adjective for their partner to give the corresponding preposition.

Project

Tell students to think of a book they have read recently, and put them into small groups to summarise it. If possible, encourage students to find reviews of the book on a website such as www.goodreads.com to see what other people think of it. In the following class, pair students with someone else who has read the same book and ask them to feed back what they found out and discuss whether they agree or not. Share some ideas as a class.

Teacher's resources

Student's Book

Grammar reference and practice page 144

Vocabulary list page 131

Workbook

Unit 7, page 28

Go online for

- Pronunciation
- Corpus tasks

Unit profile**Vocabulary:** Holidays**Reading:** *Pack and GO!***Grammar:** Future (1): plans and intentions**Vocabulary:** Phrasal verbs: travel**Listening:** Working holidays**Speaking:** Discussing a problem**Warmer**

- 1 Put students into teams of five or six. Write these sentences on the board for each team to decide whether they are correct or not. Students should correct the incorrect ones (see brackets).
 - 1 *They have gone to America last year. (went)*
 - 2 *Have you been to Brazil? (correct)*
 - 3 *Did you ever go to Italy? (Have you ever been)*
 - 4 *I went to Russia since two weeks. (for)*
 - 5 *I went to Greece every year since I was five. (have been)*
- 2 Ask students to read out their corrections and award one point for every correct one. The winning team is the one with the most points. If more than one team has the highest score, read the following sentence out loud as the tie-breaker:

I have loved Japan for since I went there two years ago. (ever since)

The first team to correct it is the winner.

Your profile

Put students into pairs to discuss the questions. When feeding back on the first question, ask them to describe why it is their dream destination. For the second question, elicit the advantages and disadvantages of holidays with parents, e.g. *less freedom, more money to spend*. Tell students to raise their hands if they have been on holiday without their parents, would like to go on holiday without their parents, wouldn't like to go on holiday without their parents, and discuss reasons why as a class.

VOCABULARY Holidays

- 1 Put students into pairs to describe what they can see in the photos. Then tell them to do the matching exercise individually. Check answers and clarify the meaning of the words in bold by asking questions, e.g. *Which one involves walking on a long journey? (trekking)*. You may need to explain *tan* (*having darker skin because you have been in the sun*), *yacht* (*a large boat with sails, used for pleasure*), and *chill out* (*relax completely*).

Answers

(from top) photographing the sights, hiring a jet ski, chilling out, cruising on a yacht, going trekking

- 2 Ask students to do the quiz individually before comparing their answers with a partner. Tell pairs to decide if they would make good holiday companions and why / why not. Nominate two or three pairs to share their ideas with the class.
- 3 Ask students to check their results on page 120. Put them into pairs to discuss whether they agree with the analysis or not. Find out if anyone strongly disagrees with the analysis and why.
- 4 Ask students to complete the sentences with words from exercise 1. Tell them that they might need to change the form of some of the words. Check answers.

Mixed ability

Ask stronger students to complete the gaps using any grammatically-correct language before doing the exercise in the book. This will give them practice in manipulating language and thinking creatively. You could find out who can come up with the funniest sentence. Elicit some examples after checking answers to exercise 4.

Fast finishers

Ask fast finishers to use the expressions from exercise 1 that are not used in here to write other sentences about holidays. After checking answers to exercise 4, get them to share their sentences with the class.

Answers

- 1 hiring, try, out 2 go trekking
 3 get a tan, stay up all night, chill out
 4 cruising on a yacht, wander around, photograph the sights

- 5 Put students into groups of three or four to discuss the questions. Some students might find question two quite broad, but tell them any relevant ideas are fine. You could suggest activities that they might not easily be able to do in your country. Obviously, these will vary, but may include skiing, driving on sand dunes, scuba diving, etc. You may also need to prepare some ideas for question four, depending on how well they know New York. This could be done by displaying photos of some famous landmarks, e.g. Central Park, the Statue of Liberty, the Empire State Building, Times Square, Grand Central Station. Elicit some ideas for each question from different groups.

Cultural background

New York City is the most populous city in the USA. It is home to the United Nations, and has a strong influence on business, finance, art and fashion. It has been called the most photographed city in the world. Some of its landmarks include Central Park (the first major landscaped park in the USA, created in the 1850s), the Statue of Liberty (a gift from France in 1886), the Empire State Building (once the tallest building in the world), Times Square (famous for its New Year celebrations), and Grand Central Station (described as one of the most attractive stations in the world).

READING

- 1 Put students into pairs to describe what they can see in the pictures. Elicit a description for each one from different pairs and help with any unknown vocabulary. Ask students what type of trip each person might be going on, and where they may be going. Then ask them to guess what other things each person might be going to take.
- 2 Ask students to read the texts to confirm their answers, before checking as a class.

Answers

- Jake** light backpack, protein bars, high-energy snacks, aluminium water bottles, first-aid kit, bandages, antiseptic cream, something warm, shampoos and creams in a sealed plastic bag
- Frances** as few clothes as possible, trainers, lightweight sandals, old phone
- Alex** LED head-torch, sunglasses in a hard case, airline-style eye mask, ear plugs, anti-bacterial hand gel, locks for backpack zips, travel belt

- 3 Ask students to read the advice and explain any difficult words to the class, e.g. *thick* (the opposite of *thin*), *security* (*safety*), *spill* (fall out of something), *back up* (*copy*). In feedback, encourage them to explain and justify their choices.

Mixed ability

Put weaker students into pairs for exercise 3. Ask them to answer four of the questions each before sharing their answers.

Answers

- 1 Frances – Thinking about it, I probably won't take jeans either – they're heavy and hot.
- 2 Alex – Backpack zips with locks are a good idea, and a travel belt for storing your passport and travel documents under your shirt is essential.
- 3 Frances – The most important advice for any backpacker is **PACK LIGHT**.
- 4 Jake – Leave space for a first-aid kit.
- 5 Jake – Last but not least, put shampoos and creams inside a sealed plastic bag and pack it on the outside of your luggage.
- 6 Frances – I'm definitely not going to take any pale clothes – they always get dirty.
- 7 Alex – You should also scan all your important documents and keep a record of emergency phone numbers online.
- 8 Frances – Before I start, I roll all of my clothes – if you do that, they look better when you take them out a week later!

- 4 Give students a few seconds to find the words and to raise their hands when they have done so. Check answers as a class once the first two or three hands go up.

Extension activity

Ask students to think of a particular place but not to say where it is. Tell them to write three sentences using *key*, *essential* and *vital* to describe three things people should take to this place, using words from exercise 1. Students should then read their sentences to their partner, who should try to guess the place. Listen to one or two in open class. You could follow up by getting them to choose the three most important items to take to their dream destination.

Answers

key, essential, vital

Talking points

Put students into small groups to discuss the questions. You could also ask them to think about the three destinations mentioned in the text and to tell their partner which place they would like to go to and why. Share ideas as a class.

EP Word profile

Ask students to write a follow-up sentence to each phrase with *last* to help explain the meaning, e.g. ... *but last year was much easier*; ... *that arrived the day we were leaving*; *It can really spoil your holiday*. Set the exercises on page 124. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

- 1
- 1 the last thing you need/want 2 last but not least
- 3 the (week, month, year) before last 4 last-minute, the last minute
- 2 Students' own answers.

Cooler

- Put students into small groups. Tell them that you are going to read out a number of sentences to describe a place. After each sentence students should try to guess the place. Once a team guesses incorrectly, they are out of the game. Read the following sentences and pause after each one for students to guess.

- Temperatures range from -4 to 24 degrees Celsius over the year.*
- It's on a large river.*
- It was founded by the Romans.*
- Over seven million people live there.*
- It is one of the most expensive cities in the world.*
- English is the main language spoken there.*

Answer

London

- Ask students to write similar sentences to describe another place. Put them into small groups. Tell them to read their sentences out loud for the others in their group to guess the place. Get groups to share any challenging descriptions as a class.

GRAMMAR Future (I): plans and intentions

- Books closed. Tell students to write down four sentences: one describing something in their school timetable, e.g. *I have maths on Monday morning*; one a definite arrangement they have this week, e.g. *I'm playing football on Saturday morning*; one for a plan they have, e.g. *I'm going to visit my grandparents* and, if possible, one for a decision they make as they are doing this task, e.g. *I think I'll eat pasta for lunch*. Books open. Ask students to look at their sentences and to compare whether they have used the same four verb structures as in the examples. Tell them to read the examples and complete the rules. Check answers. As a follow-up, get students to correct the grammar where necessary in their four sentences.

→ Grammar reference Student's Book page 145

Answers

- 1 present simple 2 present continuous 3 going to 4 will

- Ask students to complete this exercise individually before comparing answers with a partner. Check answers. You could also get them to write their own future sentences using the adverbs.

Answers

- 1 I probably won't 2 I'm certainly not 3 I'll definitely call
4 I'm probably going

- Monitor and help as students complete the email. Check answers, encouraging stronger students to explain why their chosen answer is correct. When there is more than one possible answer, elicit how the meaning is changed.

Answers

- leaves
- are studying (arrangement) / are going to study (plan) / study / will be studying (scheduled event)
- we'll probably wait
- are going to go (plan) / are going (arrangement)
- are you going (arrangement) / are you going to go (plan)
- 'm not going to bring
- 'll definitely need
- 'm going to do (plan) / I'll do (decided while writing)

- Set the questions as a small group discussion. When feeding back, focus on the verb form the students are using and correct any errors. This could be done on the board to further highlight and explain the different uses. Watch out for students overusing *will* when speaking about the future.

Corpus challenge

Ask students to write down something they plan to do tonight. Elicit one or two sentences and check the grammatical structure used. In this sentence we need to use *going to* for a plan.

Answer

Tonight I am going to the cinema with my friends.

VOCABULARY Phrasal verbs: travel

- Ask students to read the examples and to match them to the definitions a–i.

Fast finishers

Ask fast finishers to write their own sentences using each of the phrasal verbs, and elicit these as you check answers to exercise 1.

Answers

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

- Ask students to read the text without trying to complete the gaps and to find the three cities that are mentioned (*Marrakesh*, *Fes* and *Casablanca*). Do the first gap as an example before setting the rest of the exercise as individual work. Weaker students can work in pairs. Highlight that they will need to use different forms of the verbs. Check answers.

Extension activity

Tell students to think of their dream destination and to write a sentence on a sheet of paper saying where the place is. Ask them to then write a second sentence using one of the phrasal verbs in exercise 2. Students should pass the sheet to their left and their partner should add a sentence using another phrasal verb. They should keep adding sentences with a phrasal verb and passing the sheet to their left. When students cannot add a sentence, they should go back to the person who started it and ask a question using a phrasal verb to help them write a sentence.

Answers

- 1 get away 2 staying over 3 seeing; off 4 check in
5 take; around 6 are going to check out 7 stop over
8 get around 9 look around


- 3 Put students into pairs to discuss the questions. Then ask them to interview at least five people about question 4. When eliciting answers, you could get a volunteer to draw simple charts on the board to show the most popular destinations, according to their research.

LISTENING

- 1 Put students into pairs to look at the photos in the Student's Book and to discuss where they think the people are and what they are doing. Elicit ideas for each photo from different pairs.
- 2 Explain to the class that they are going to listen to a report about working holidays. Put students into pairs to discuss what they think a working holiday might involve. Elicit some ideas from different pairs. Ask students to read the sentences and to predict what information might be missing. Discuss possible answers, but don't confirm their predictions at this stage.

Possible answers

- 1 money
2 surfing, fishing, walking, swimming, sailing
3 clear, tidy
4 Thailand's beach, Thailand's rainforest, temples
5 an adjective

- 3  1.23 This exercise is related to *First* Listening Part 2, in which students are asked to complete sentences related to a listening passage with a word or short phrase. Play the recording and ask students to complete each gap with one, two or three words. Allow them to compare their answers with a partner before checking as a class.

Answers

- 1 £100 a week 2 go surfing 3 clear rubbish off
4 famous beaches 5 brave

Audioscript


When you think about going on holiday, you don't usually think about working, but more and more people are choosing to do just that, to combine a holiday with voluntary or paid work in the country they're visiting. Particularly for young people, a working holiday can be a great way to enjoy a trip abroad. Accommodation and food can be incredibly expensive in the world's major cities so getting these for free, and often a small wage on top of that, is enough to make a dream come true. Of course, you're never going to make your millions on a working holiday! In the UK, if you're working for a business like a hotel or a restaurant in London, you can expect to get something like one hundred pounds a week on top of your accommodation, but many working holidays don't pay a penny, especially if the organisation you're working for is a charity. For those who are 'time-rich' and 'cash-poor', it's worthwhile donating your time for free in return for a rich cultural experience.

So where can you do working holidays and how can you find out more? Well, for visitors to the UK, conservation-volunteer organisations are a good place to enquire. An example of a UK-based working holiday is Surf and Dig in Cornwall, on the coast in the south-west England. You'll stay in a hostel for free, plus you'll get three meals a day. In a typical one-week holiday, you'll go surfing for three days and then you'll work for four. For anyone who enjoys fresh air, a nature-conservation holiday like this is an inexpensive way to have a holiday and learn about the natural world. And Surf and Dig is cheap – the only cost is your fare to Cornwall.

If you can afford your airfare to South America, you could go for a more exotic conservation holiday on the Galapagos Islands. Here, you can help preserve these wonderful islands by working in a local conservation centre. You might end up doing something like clearing rubbish off a beach or planting flowers to replace ones that have been damaged by tourists. And you'll have the pleasure of getting close to some amazing animals like the giant Galapagos tortoises.

If you're good at English, there are similar programmes in all sorts of countries which allow young people to mix adventure with giving something back to the community. For example, young people of all nationalities can work with children living on the Thai border with Burma, teaching them English or sports skills. All you need is a little English and a lot of enthusiasm. The reward is an exciting weekend in Bangkok and a week or two on Thailand's famous beaches, as well as seeing a way of life that is far removed from your own daily life.

Some working holidays last much longer than the usual week or two. Most tourists who visit Australia typically stay on the busy east coast, but see little of the 'real' Australia a few thousand kilometres inland. Life is fairly tough when you live and work in the continent's remote and arid centre, and it takes a brave visitor to sign up for one of their year-long 'outback' experiences. But those that do sign up not only go home with incredible tales to tell, but also save thousands of dollars while they're there.


- 4  1.23 Ask students to read the questions and explain any difficult words or phrases such as *dream come true*: something you have wanted for a long time happening; *worthwhile*: useful and important; *donating*: giving money to help people and *conservation*: protecting plants, animals and natural areas. Play the recording again and check answers.

Answers

- 1 because you get free accommodation and food
- 2 as in return you get a rich cultural experience
- 3 It's an inexpensive way to have a holiday and learn about the natural world.
- 4 teaching English or sports skills to children

- 5 Model the activity with a stronger student before putting students into small groups to discuss the questions. Elicit ideas from the class and find out if anyone has ever been on such a holiday.

SPEAKING Discussing a problem


- 1  1.24 Ask students to read the questions and then play the recording. Check answers. Find out if they think Ellie has made a good decision and why/why not.

Answers

- 1 She's planning to go on a working holiday.
- 2 She's not sure what she can do to earn enough money.
- 3 washing dishes or serving in a café, walking dogs, cutting hair
- 4 dog-walking

Audioscript

- Ellie:** I'm saving to go on that working holiday I was telling you about.
- Luke:** So how are you going to save the money? I mean, how much do you need?
- Ellie:** Loads – it's about three hundred and fifty pounds each. I'm not sure what I can do to earn that sort of money.
- Luke:** How about washing dishes or serving in a café?
- Ellie:** No way! I can't stand clearing up!
- Luke:** Oh. You could always start a dog-walking service. People who are at work all day often need help with walking their dogs.
- Ellie:** That's not a bad idea. But I'll need to do more than just taking a few dogs for walks.
- Luke:** True. What about cutting people's hair?
- Ellie:** No one would want to pay me to cut their hair! I haven't got any experience!
- Luke:** What if you learned? You can practise cutting mine!
- Ellie:** You must be joking! Well, that's one good idea, at least: dog-walking.

- 2  1.24 Say the expressions in the *Prepare* box and encourage students to copy your pronunciation and intonation (or get them to copy the speakers on the recording). Play the recording for them to tick the expression and check the answer as a class.

Answer

What a brilliant idea!

- 3 Model the first item (washing cars) by telling the class about some of its positive and negative points, e.g. *nice in the summer, but horrible in the winter, professional carwashes are cheap, you can be your own boss*. Then put students into small groups to think of pros and cons for the others. Elicit some ideas for each and ask students to think of other ways to make money. Find out if anyone has done any of these jobs and what they think of them.
- 4 Tell students to choose three suggestions and to then practise the conversation with a partner. Nominate one or two pairs to role-play their dialogue to the class and ask the rest to tick the phrases the pairs use from the *Prepare* box.

Cooler

Put students into pairs to discuss these questions:

- 1 Do you volunteer for a charity? What charity would you volunteer for if you had the time? Why?
- 2 Do you think it's more important to have experiences in life or to make money? Why?

Share ideas as a class.

Project

Ask students to use the internet to research young entrepreneurs (*someone who tries to make money by starting their own company*). How did they make their money and become successful? What does their business do? What plans do they have for the future? In the following class, put students into small groups to report their findings. Each group should decide who is the most inspirational entrepreneur and why, and give a presentation on this person to the class.

Teacher's resources

Student's Book

Grammar reference and practice page 145
Vocabulary list page 131

Video

Dream holidays

Workbook

Unit 8, page 32

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks

Language

Travel writing

Learning objectives

- The students read extracts from a travel diary describing a journey across Borneo.
- In the project stage, students write a story describing one of their own travel experiences.

Warmer

- 1 Put students into pairs and give them two minutes to make a list of different types of book. Ask how many each pair has on their list and get the pair with the longest list to read it out loud. For example, *novels, travel, history, sport, reference*.
- 2 Put students into pairs to discuss these questions:
Do you enjoy reading nonfiction books? Have you ever read a travel book? How do you find out about places you're going to visit?
- 1 Check students understand the words in the box by asking them to choose five words and writing definitions for them. They should then read their definitions out loud to a partner, who should try to guess which word is being defined. Tell students to read the three extracts and match the topics in the box to an extract.

Answers

- A – city life, clothes, traffic
B – jungle, insects, sleeping
C – hiking, waterfall, climbing, jungle


- 2 Ask students to read the texts again to find answers to the questions. Explain that some of the questions are not directly answered in the texts and that they will need to infer the answers from clues. Allow students to compare their answers with a partner before checking as a class. Nominate different pairs to answer each question.

Fast finishers

Ask fast finishers to write a question about one of the texts. They should give their question to another fast finisher who should try to answer it. After checking answers to exercise 2, elicit these questions for the rest of the class to answer.

Answers

- 1 nervous, excited
- 2 Because they are on the opposite side to which she is used to.
- 3 Mixed. She was hoping for a nice hotel, but thought the tree house was cool.
- 4 Probably not. She seems excited about being in a real tree house.
- 5 *amazing, great, awesome*
- 6 The waterfall was probably more appealing after a long, hot trek.

- 3 Put students into pairs to discuss the questions. Model the activity by working through questions 3 and 4 with a strong student. When eliciting responses, encourage them to give reasons for their answers. You could hold a class vote on who would like to travel to an unusual place and then find out why. Has anyone visited a place like those mentioned in the texts? If so, ask them to share their experience with the class.
- 4  1.25 Tell students that they are going to listen to a class discussion about travel writing. Go through the pronunciation of the names (Fiona /fi:'əʊ.nə/) and give them a few minutes to read the tips. Check understanding by asking students to give you an example for each question. Play the recording. Allow students to compare their answers with a partner before checking as a class.

Extension activity

Ask students to brainstorm language related to tips a and b. Elicit different ways of describing sounds or smells, e.g. *disgusting, foul, perfumed* and different ways of moving, e.g. *crawl, stroll*. Give students a few minutes for this and then put them into pairs. They should swap lists with their partner and try to write a short description of a place they know well using the words on their partner's list. Nominate one or two pairs to read their descriptions out loud to the class.

Answers

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

Audioscript

- Teacher:** OK, everyone, let's get started please. Has everyone done the homework and read the article about travel writing? Well, if you haven't, then make sure you do so for tomorrow. Right then. Can someone tell me one characteristic of personal travel stories? Amy?
- Amy:** Um, well, they're usually written in the first person, I think.

Teacher: Yes, that's right. So you'll read things like 'I was sitting in the taxi', or 'We went swimming', for example. And how does this affect the story, Amy?

Amy: Well, it makes things feel more personal, I think. Like they're happening to a real person, who's talking to you about their experiences.

Teacher: Yes, that's a good way to describe it. It makes the story feel more authentic, and more immediate. What other things do travel writers do, in order to make their story feel more real? Harry?

Harry: They usually describe things that happen in lots of detail. It's like they're painting a picture for you, or describing a movie scene, so you can see everything in your head.

Teacher: Good, and what type of language do they often use? Typical, everyday words and expressions, or maybe something else, something a bit different? Fiona?

Fiona: They might use a lot of creative language, and more interesting words, to describe things in an unusual way. You know, to make things more exciting, or special somehow?

Teacher: Yes, that's true. Not all the time, some travel writers use everyday language, but others really try to paint a detailed picture, like Harry said, and they might use more exciting or dramatic words, like 'enormous' or 'freezing' or 'awesome'. And what about the author's feelings? How do they usually express them? Thomas?

Thomas: They can talk about sensations, things they notice with their senses. So, they talk about what they see or hear. Or what they feel, smell and taste.

Teacher: Yes, they do. In a longer story, the author will probably mention all five of those senses, as well as their emotions – if they feel happy or sad, excited or nervous. And what else? What other information can they give us? Yes, Jenny?

Jenny: Their opinions? I mean, what they think about the places and people they see? So they tell you if a place is ugly, or boring, in their opinion, or maybe they think it's really beautiful or exciting. Right?


Teacher: Yes, some travel writers give their opinions very clearly and directly. They might say, 'I think' or 'I thought' if they're writing in the past tense. Other writers might not use those exact words, and they may not express their opinions that directly, but they might use positive or negative adjectives to describe something, and that shows us what they really think ... what their real opinion might be. And what about giving us facts? Paul?

Paul: Well, it depends, but some writers give lots of facts about the places they visit, like the history of a city, when something was built, or maybe the local geography, the weather, things like that.

Teacher: Right. Or they might describe the local culture, the way people dress there, the things that they eat, or how they act. That's all part of describing their experiences. This information, or context, helps the reader understand more about the place and its people. For example, if the traveller visits a famous building, they might include information about when it was built, or about interesting events that people celebrate there now.

Paul: So, it's like the writer is a tour guide, right?

Teacher: Yes, that's a good way to say it, Paul. Travel writers want to 'take readers on a trip' with them, so they often write the way that a tour guide might speak a tour. Excellent. Does anyone have any questions before we revise the texts that you read for homework? OK, then. Let's start with the first extract from the book, *We're doing WHAT for summer vacation?* by Cindy Davis and Ali Rollasen ...

- 5**  **1.25** Play the recording again. Put students into small groups and monitor as they discuss the questions. Encourage them to give reasons. Then hold a class vote to find out the most popular type of travel story.

Possible answers

- 1** It makes it feel personal and as if it's happening to a real person.
2 and 3 Students' own answers.

- 6** Tell students to read the text again and to highlight examples of the tips. Allow them to compare their answers with a partner before checking as a class.

Mixed ability

Put weaker students into pairs. Each student should check the texts for three tips each and then share their findings with their partner. Stronger students can complete the exercise individually.

Answers

- Text A** Tips a, b, c, d, e and f
Text B Tips b, c and f
Text C Tips a, b, c, e and f

Cooler

Look on a video-hosting site such as YouTube for a short travel clip presented by Michael Palin. After watching for a few minutes, ask students to write down things they would like to know about the place featured. They could then watch the whole episode at home and report back in the following class about what they saw.

Project

To help generate ideas, put students into small groups to think about and discuss the questions. After they have written their stories, tell them to post them around the room and to then try to read as many as possible in a given time limit. Ask students to choose their favourite story, and nominate one or two individuals to explain which story they chose and why. Stories could be posted on the class blog, if you have one.

9 Spend or save?

Unit profile

Vocabulary: Money

Reading: *Money matters*

Grammar: Future (2): predictions

Vocabulary: *a / the number of*

Writing: An article


Warmer

- Put students into pairs – half the pairs are A and half the pairs are B. Tell the A pairs that they have to plan a holiday spending as little money as possible, and the B pairs that they can spend whatever they want on their holiday. Ask students to brainstorm different types of holiday and holiday activity. Elicit some ideas and write them on the board, e.g. *go trekking, try out, get a tan, socialise, chill out, cruise on a yacht, hire a jet ski, sign up for an organised tour, stay up all night, wander around, photograph the sights*. Give students a few minutes to plan their holiday.
- Form groups of four by putting A and B pairs together. Students should compare their holidays and then choose one of them. Ask each group to tell the class which holiday they chose, and why. Find out if students prefer the cheaper or the more expensive holidays.

Your profile

Discuss the first question as a class and write ideas on the board. Once you have five to ten ideas, ask students to write down the three things they spend most money on. Tell students to compare their list with a partner before looking at the second question. They should share ideas about the things they most often waste money on.

VOCABULARY Money

- Put students into pairs to describe the cartoons. Then ask students to do the matching exercise individually. Check answers and clarify the meaning of any phrases students are not sure about, e.g. *PIN (personal identification number)*. Do not confirm the answers until exercise 2.
-  **1.26** Play the recording, pausing after each extract to confirm answers.

Answers

1 c 2 d 3 b 4 a

Audioscript

1

Man: Can you pay me back the cash I lent you?

Woman: There's a bit of a problem. I went to the cashpoint to take out some money, but I used the wrong PIN and the machine ate my debit card. Now I can't even check my balance!

Man: Maybe your PIN was correct, but your account's empty?

Woman: Hmmm!

2

Girl: It's not fair! All these toys, and I can't afford any of them.

Boy: Same here. I'm always on a tight budget. I can't live on the allowance my parents give me and I haven't got any savings.

Girl: I haven't got any savings either. And my pocket money's a joke.

Boy: Yeah. Parents just don't realise the price of toys these days!

3

Woman: How are your finances these days?

Man: Well, I'm not exactly wealthy but I'm never short of cash. My jobs keep me financially independent!

Woman: Your jobs, plural?

Man: Yes, I'm doing four jobs at the moment!

4

Girl 1: Sally? I almost didn't recognise you underneath all this shopping!

Girl 2: You know me – I can't resist a bargain!

Girl 1: But you must have some sort of shopping addiction!

Girl 2: No, I don't have a shopping problem. I just have a problem paying off my credit card bills!

- Monitor as students complete the sentences, and allow them to compare their answers with a partner before checking as a class. Put students into pairs to discuss the questions. Elicit one or two responses for each question from the class. Who has found the best bargain recently?

Mixed ability

Give weaker students the correct form of the words they need, so that they are focusing only on meaning.

Fast finishers

Ask fast finishers to use the expressions not needed to write other questions about money. After checking answers to exercise 3, elicit their questions and see if other students can answer them.

Extension activity

- 1 Put students into groups of four and tell each group to divide itself into two teams: A and B.
- 2 One member of team A must choose five words, and one member of team B five different words from exercise 1. The two students choosing the words must not tell the others the words they have chosen.
- 3 The person who chose the words must describe them, without mentioning them, to their partner, who must guess the words. Each team has one minute to describe and guess as many of the words as possible. The winning team is the one to describe and guess the most words.
- 4 Find out if any pair managed to guess all five correctly in one minute.

Answers

- 1 debit card 2 taking out; cash 3 live on 4 PIN
- 5 bargains 6 short of cash

READING

- 1 Hold a brief class discussion to find out if students are good at managing money, what they do to make money and how they budget. Tell them to look at the headings and to predict what they think the article will be about, before asking them to discuss the questions in small groups. Monitor and join in, giving positive feedback for interesting comments. Elicit some ideas for each question before asking students to check their ideas against the article. Check answers, and find out whether students agree with the ideas in the article or not, and why.

Answers

- 1 They are financially dependent on their parents.
 - 2 You might be more careful with your earnings than with money that you've been given.
 - 3 Sell things from a stall, or use auction websites.
 - 4 Compare prices, wait for the sales and use special offers and multi-buy discounts.
 - 5 Work out how much you can save every week. Divide the price of the special purchase by the amount you can save. Put that amount in a pot each week until you have the full amount.
- 2 After students have done the matching exercise, you could get them to write their own sentences using the words in the box. Elicit an example for each one as you check answers.

Fast finishers

Ask fast finishers to choose three of the words and to write sentences about their own attitude to getting and managing money. They can share their ideas after feedback to exercise 2.

Answers

- 1 earnings; income 2 discounts 3 fees 4 earn a living
- 5 expenses

- 3 Tell students to answer the questions individually before comparing their answers with a partner. After checking answers as a whole class, ask students to discuss which person they think has the best strategy for making money and why.

Answers

- 1 The children rarely wake up, so he is paid to watch TV, but he doesn't make much money.
 - 2 He sold to local buyers.
 - 3 She showed them a cheaper online price and was refunded the difference.
 - 4 She bought two dozen packets of fruit bars at the supermarket, rather than individual ones from a machine.
- 4 Explain the meaning of *keep an eye on* (*watch carefully*) to students and the concept of *financial independence* (*not depending on anyone else for money*). Nominate three stronger students to give detailed answers to one question each, before putting students into small groups to discuss the questions. Share ideas as a class and see if you can reach a class agreement on the age for financial independence.

Extension activity

Tell students that Steven Duggan is a party planner for the rich and famous, and that one of his clients recently spent £70,000 (£85,000) on their child's first birthday party. Ask students to discuss these questions:

- 1 *Is it right to spend so much on a birthday party? Why / Why not?*
- 2 *If they had £70,000, what would they spend it on? A party or something else?*

Talking points

Put students into small groups to discuss the questions. Ask them to think of other suggestions for managing money and talk about things they think are more important than money. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas.

EP Word profile

Books closed. Write *account* on the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences, and to identify any with a similar meaning and use. Set the exercises on page 124. Check answers.

Answers

- 1
1 on account of something 2 take account of / take into account
3 an account 4 bank account
2
1 on account of 2 bank/savings account
3 take into account / take account of 4 an account

Cooler

- 1 Tell students to write down these idioms (without their explanations):
- 1 *to be born with a silver spoon in your mouth* (to have a high social position and be rich from birth)
 - 2 *money doesn't grow on trees* (said to warn someone to be careful about how much money they spend, because there is only a limited amount)
 - 3 *rags-to-riches* (describes what happens to a person who was poor but becomes rich)
 - 4 *have money to burn* (to spend a lot of money on things that are not necessary)
- 2 Ask students to discuss what they think the idioms mean (see explanations in brackets) and elicit ideas from different groups. Confirm the meanings and get students to come up with an example sentence for each idiom.

GRAMMAR Future (2): predictions

- 1 Books closed. Ask students to write down three predictions about their own life. Model the activity by giving your own predictions, e.g. *I'm going to meet my friends on Saturday*, *We might go to the cinema* and *I'll be working in the UK this summer*. Books open. Tell students to look at the forms they have used and to see which ones they have used from the book. Ask students to read the examples and complete the rules. Check answers and find out if students need to change the form of any of their three predictions.

Possible answers

- 1 will 2 be going to 3 be

- 2 Tell students to complete the exercise individually. Allow them to compare answers with a partner before checking as a class. Extend the exercise by asking students to decide which of the sentences are probably true for them and to change any they think will be different. Share ideas as a class.

Answers

- 1 will definitely open 2 will not be living; will be studying
3 will not get; will only borrow 4 will stay; will be spending

- 3 Books closed. Write the word *will* on the board and ask students which other words can be used when we are not certain about the predictions we are making. Elicit *might*, *may* and *could*, and remind students that *could* cannot be used to make negative predictions. Books open. Complete the rules as a class.

→ Grammar reference Student's Book page 146

Answers

- 1 may 2 be

- 4 Ask students to read the article and find one way in which tablets will change in the next 20 years (e.g. they'll have better screens and longer-lasting batteries, and will be cheaper). Then tell them to choose the correct words and to compare their ideas with a partner. Check answers. Put students into pairs to discuss which predictions in the article they think are true. Encourage them to add one or two more predictions to the article. Share ideas as a class.

Answers

- 1 aren't going to disappear 2 may still be using
3 could well have 4 will definitely last
5 may even replace 6 may not be

- 5 Tell students to use at least three different structures and monitor and help as they make their predictions. Ask students to write them on a piece of paper without their name on. Collect the predictions in and redistribute them around the class. Students should read the predictions and guess who wrote them.

Corpus challenge

Ask students to think about something they will be doing at the end of the month. Elicit one or two sentences and check the tense use. Set the task in the book. We need to use *will be working* for a future point in time.

Answer

I would like to go on holiday in July because I think I will be working in September.

VOCABULARY *a / the number of*

- 1 Books closed. Write these sentences on the board: *A number of people have passed the exam. The number of people passing the exam has fallen.* Underline *a number of* and *the number of* and ask students to explain the difference in meaning. Books open. Repeat the exercise with the example sentences in the Student's Book.

Answer

The number of refers to an actual amount. *A number of* means some.

- 2 Put students into pairs to write the words in the correct column. Check answers. Make this more challenging by nominating individuals to put the words into a sentence as they give you their answers.

Answers

a lot: a growing number of, an increasing number of, a maximum number of, a record number of, an unlimited number of

a little: a limited number of, a minimum number of, a reduced number of

- 3 Ask students to complete the sentences individually before comparing answers with a partner. Check answers, encouraging stronger students to explain why their chosen answer is correct.

Fast finishers

Ask fast finishers to write sentences using the other words from exercise 2. Elicit some examples when checking answers to exercise 3.

Extension activity

Tell students to do a quick class survey about phones. Give them the three questions below and put them into pairs to think of three more questions using the phrases in exercise 2. Monitor and check question forms before giving students five minutes to ask their questions to as many other students as possible. In feedback, elicit any interesting things they found out.

- 1 *Who can make an unlimited number of calls without being charged extra?*
- 2 *Who has a considerable number of photos on their phone?*
- 3 *Which person has the record number of photos in the class?*

Answers

1 limited 2 increasing 3 unlimited 4 minimum 5 record 6 growing

WRITING An article

- 1 Put students into pairs to discuss the questions. For the first question, write the names of some popular magazines on the board and find out which ones your students most enjoy reading. For the second question, extend the discussion by asking students how they would feel if they had to give up their favourite piece of technology for a month.

- 2 Ask students to read the article. As they read, they should underline any parts that answer the first question and circle any parts that answer the second question. Tell students to compare their answers and then check as a class. Put students into pairs to discuss whether they agree with the opinions in the article or not. Elicit some ideas from different pairs.

Answer

Yes, it does.

- 3 Give students 30 seconds to read the article quickly and to choose the best title. Take a class vote to check answers. Ask students what they would expect to read about for the other titles, and share ideas as a class. Alternatively, you could ask students to suggest a title for the article before comparing their suggestions with the options given.

Answer

2 Why I love my digital media player

- 4 Explain to students that matching paragraph headings is a common style of question in many exams as they test your ability to understand the main ideas of a text. Ask them to underline key words in the first two headings before matching, e.g. 1 *Different*; 2 *Changes*; *future*. Check answers.

Answers

1 c 2 a 3 d 4 b

- 5 Tell students to look at the highlighted words and phrases and to answer the questions. For the third question, they may suggest a wide range of ideas. Check answers, and ask students to write three sentences about tablets, using linking words.

Answers

1 What's more, On top of all that 2 though

3 Possible answers

furthermore, moreover, in addition, / on the other hand, in contrast, however

- 6 Set this as a whole-class activity, giving them just 30 seconds to find the questions. Share ideas as a class about why questions are used.

Answers

How could anyone live without a digital media player? Who knows what the next generation of media players will do? To get the reader's interest and to leave them with something to think about.

- 7 Give students a few minutes to look at the task in exercise 2 again and to plan their article. Monitor and help with suggestions and vocabulary as necessary.

Mixed ability

Encourage stronger students to work alone, but allow weaker students to plan their articles in pairs.

- 8 The task is related to *First Writing Part 2*. Give students 15 minutes to write their article. Remind them to use the information in the *Prepare* box. Ask them to swap their article with a partner and assess each other's work using the *Prepare* box as a checklist. Students could publish their articles on the class blog, if you have one.

Sample answer

MY TOTALLY AWESOME TABLET

Do you have a tablet? I was given mine for my 16th birthday last month, and it has changed my life. I cannot exist without it, even for a single day. Why is that? Let me tell you.

First of all, it holds my music, which means I can listen to my favourite songs while I'm studying. What's more, it contains all my photos, including the selfies I take day by day. My friends and I have a good laugh at those.

Then there are the fantastic apps I have on it, many of them completely free. From action games to vocabulary practice, I have everything I need in just one device. I really cannot imagine life without it.

On top of all that, the tablet is my direct route to the internet, and its speed is truly awesome. I can move between websites in an instant, just by gently touching the screen!

Who knows what the future will bring? Even faster web access, I suppose, and some new graphics features. But honestly, I love my tablet just as it is now!

Cooler

Write these future predictions for the year 2050 on the board and put students into groups to discuss which ones they think will be true.

It will be normal to live to 100.

Most people will only have one child.

Half of the world's population will be obese.

Cars won't need drivers.

Most people will work from home.

A human will have landed on Mars.

Share ideas as a class.

Project

Ask students to bring in a copy of their favourite magazine to the following class. Students who prefer online magazines could bring in their tablet, or show screenshots on PowerPoint, for example. Put them into small groups to explain why they like the magazine and to highlight particular features they enjoy. Ask students to summarise the most interesting article in their magazine to their group and explain why they like it.

Teacher's resources

Student's Book

Grammar reference and practice page 146

Vocabulary list page 132

Video

Money

Workbook

Unit 9, page 36

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

10 Give me a hand

Unit profile

Vocabulary: Household tasks

Reading: Chores: *It's a Family Affair*

Grammar: The passive

Vocabulary: *make, let and be allowed to*

Listening: Technology report

Speaking: Asking for and giving permission

Warmer

- 1 Tell students to write five future predictions about technology using *will* and *going to* and to finish the sentences with *because ...*. For example, *People are going to wear glasses like Google glasses all the time, because ...*. Elicit an end to the sentence, e.g. *they give instant access to information about the world around them.*
- 2 Tell students to swap their sentences with their partner and to complete each other's sentences.
- 3 Ask them to swap their sentences back and to discuss whether they agree with each other's reasons or not.

Your profile

Make a mind map of household tasks. Write *household tasks* in a circle in the centre of the board. Get students to volunteer examples, and add these around the board with lines connecting them to the circle. Once there are lots of ideas (e.g. *load the dishwasher, empty the recycling, wipe the table*), put students into small groups to rank them from best to worst. Ask each group for their best and worst tasks, and discuss ideas as a class. Put them into pairs to answer the questions, and get two or three students to tell the class about their partner.

VOCABULARY Household tasks

- 1 Put students into pairs and ask them to match the words using the picture. Check as a class.

Answers

- 2 She has to water the plant.
- 3 She has to load the dishwasher.
- 4 She has to fold the towels.
- 5 She has to sweep the floor.
- 6 She has to put away the shopping.
- 7 She has to fix the coffee pot.
- 8 She has to clear up the mess on the table.
- 9 She has to sort the recycling.

- 2 Ask students to complete the sentences individually before comparing their answers with a partner. Check answers. You could choose one of the verbs and nominate a student to give a sentence using it. They then nominate another student and give them a verb, until all the verbs have been practised.

Answers

- 1 sort / clear up
- 2 fix / mend
- 3 sweep
- 4 put away; fold
- 5 wipe

- 3 This exercise could be set up as a 'Find someone who ...' activity. Write these sentences on the board and tell students to walk around the classroom talking to as many people as possible until they find someone for each question who answers 'yes'. Feed back as a class.

... regularly loads the dishwasher
... doesn't have to do any of the tasks
... gives their parents a hand with the recycling
... whose parent cleans the floors

Extension activity

Put students into pairs to rank the household tasks in exercise 1 from most to least favourite. Ask students to discuss how much they would want to be paid for each task. Share ideas as a class.

READING

- 1 Ask students to read the text quickly to check their predictions. Elicit who they think the article is aimed at and reasons why (the title of the book includes the words *Parenting a Teenager*).

Answer

Teenagers doing chores badly.

- 2 Remind students that these types of matching exercise can often be done by reading just the first sentence of each paragraph, but sometimes they will need to read further. Ask them to do this exercise individually before checking answers as a class.

Answers

- 1 b
- 2 e
- 3 c
- 4 a
- 5 d

- 3 Ask students to read the comments in the 'Have your say' section and to find out the answers to the five questions. Allow them to compare their answers with a partner before checking as a class. You could also get students to find positive and negative words in the comments, e.g. *praised, annoying, insulting, frustrating, stressful*.

Answers

1 Ana 2 Viktor 3 Keira 4 Giancarlo 5 Viktor

- 4 Ask students to match the highlighted words in the text to the definitions. Check answers. Remind them that they can see if their answers are correct by reading the sentence with the definition in it and deciding if it makes sense.

Fast finishers

Ask fast finishers if they know any other meanings of the words in exercise 4, e.g. *handle* (touch or hold), *beg* (ask someone for money or food), *demonstrate* (protest), *input* (enter data), *praise* (give respect and thanks to a god). Elicit their ideas after checking answers to exercise 4.

Answers

1 handled 2 begged 3 gender-neutral 4 demonstrate
5 input 6 praised

- 5 Put students into small groups to discuss which comments and ideas they agree or disagree with and why. In feedback, ask students to raise their hands if they think they should be paid for doing chores, know how to use the washing machine, think chores should be gender-neutral, think they are too busy and stressed to do chores. Discuss some ideas as a class.

Extension activity

Tell students to write a 'Have your say' response to the article. Monitor and help with ideas and vocabulary. Put them into groups to share their responses. Ask each group to choose the most interesting response to share with the class.

Talking points

Put students into small groups to discuss the questions. You could also ask them to decide how much they think they should be paid, if anything, for different chores. Get them to produce a list of chores and a price list. Feed back as a class.

EP Word profile

Ask students to read the sentences on page 124 and then set the exercises on page 125. Check answers and then tell students to write sentences of their own using each of the phrases with *hand*.

Answers

1

1 by hand 2 hand in hand 3 a hand 4 hand in 5 hand over
6 hand out 7 on the one hand, ... on the other hand,

2

- 1 I asked Tom to give me a hand with my homework.
2 They were handing out leaflets in the street.
3 When are you going to hand in your homework?
4 Did Vanessa make this dress by hand?
5 On the one hand, I am quite enjoying French at the moment.
On the other hand, I don't want to study it at university.
6 The couple were walking along the beach hand in hand.

Cooler

The article contains some stereotypes of teenagers. Explain what a stereotype is (*a fixed idea that people have about what a particular type of person is like, especially an idea that is wrong*) and ask them to highlight any in the text, e.g. teenagers are messy. Put students into small groups to talk about their opinions on the stereotypes. Feed back as a class. Then tell them to think of three stereotypes about parents and to discuss in their group whether they think these stereotypes are true or not.

GRAMMAR The passive

- 1 Books closed. Write on the board *The floor was cleaned properly* and *He cleaned the floor properly*. Elicit the differences between the two sentences (in the first sentence the focus is on the action and in the second sentence the focus is on who completed the action) and any rules the students know about the passive. Books open. Ask them to read the examples and complete the rules. Check answers.

→ Grammar reference Student's Book page 147

Answers

b to be; past participle c by

- 2 Put students into pairs to read the sentences and discuss which two would be better in the passive form. Ask them to explain their choice before confirming the answer.

Answer

2 and 3 would be better in the passive. The mess has been cleared up – it doesn't matter who cleared it up. The parcel hasn't been delivered yet as the person causing the action (the courier) is obvious.

- 3 Before students change these sentences, remind them that it is the verb *be* that changes form to indicate the tense. Also point out that modal verbs are followed by *be*. Ask students to complete the exercise individually before checking answers as a class.

Fast finishers

Ask fast finishers to write some example sentences using the passive to describe famous inventions and inventors, e.g. *The telephone was invented by Alexander Graham Bell*.

Answers

- 1 were put up 2 is being mended 3 is being sorted
4 shouldn't be set 5 have been put away

- 4 Make sure students realise that the sentences can be in both the active and the passive, and that the subject can be omitted and *by* added if necessary. Complete the first one as an example and then set the rest as individual work. Check answers. Alternatively, this could be set up competitively by dividing the class into teams. Give students two or three minutes to complete the sentences. When checking, award one point for each correct answer a team gets.

Mixed ability

Give weaker students possibilities to choose from for the first two or three sentences. For example, *is fixed / is being fixed; are awarded / awarded*. Stronger students can complete the exercise without this support.

Answers

- 1 was fixed / was/is being fixed 2 awarded
3 hasn't been paid 4 (was) opened 5 spoke
6 should be collected 7 might be beaten
8 wasn't written by

- 5 Explain that this type of exercise is a common task in many exams. Specifically, it provides preparation for *First Reading* and *Use of English Part 4*. Highlight the number of words to be used and emphasise the importance of using no fewer than two and no more than five words. Ask students to complete the exercise individually before checking answers as a class.

Answers

- 1 was made by 2 wasn't / was not launched until
3 is being taken by 4 am given about

Corpus challenge

Ask students to read the sentence. Then ask students if we know or need to know who held the festival (we don't as the key information is that the person went to a festival and not who held it). Then ask students to correct it.

Answer

I went to the music festival which was held last weekend.

VOCABULARY *make, let and be allowed to*

- 1 Write *make, let* and *be allowed to* on the board. Ask students to write sentences using each of these words before comparing their sentences with those in the book. Do their sentences have the same meaning as those in exercise 1? Tell students to complete the exercise and check answers.

Answers

- 1 should 2 can't 3 is

- 2 Get students to raise their hands if they are allowed to eat whatever they want at home. Ask them who decides the rules in their house and discuss ideas briefly as a class. Put students into pairs to compare the rules in their home. Ask for a show of hands for each one when checking answers. As an alternative, you could get pairs to take it in turns to talk for one minute about the rules. Nominate two or three students to tell the class about their partner.

Extension activity

Put students into two or three large groups. Tell everyone that they should write a sentence using *I'm allowed to ...* and that the aim is to make as many people as possible in their group raise their hands. They should take it in turns to read their sentences out loud and ask the others to raise their hands if it's also true for them. In whole-class feedback, find out if anyone managed to get their whole group to raise their hands, and to share their sentence with the whole class. Is it true for everyone?

- 3 Ask students to invent imaginary rules for their parents and to compare their ideas in small groups. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Tell each group to choose their favourite rule, and to feed this back to the class.

LISTENING

- 1 Put students into pairs to look at the picture and answer the questions. Monitor for interesting ideas and feed back as a class. (*The Internet of Things* is explained in the Listening: it refers to devices that are not computer or smartphones but which are connected to the internet.)
- 2 1.27 Check pronunciation of the things in the box. Students are going to listen to a report about new technology and they must identify the thing not mentioned.

Answer

cooker


Audioscript

Imagine a scenario where your first class of the day has been cancelled, so you don't need to be at school at eight-thirty. You can get there at nine-fifteen instead, for your second class of the day. This information is sent by a school calendar to your home server early in the morning. Imagine another example – your server checks the traffic report and finds out that there has been an accident, so your bus will be running thirty minutes late that morning. Your server programs your phone so that your alarm goes off half an hour later than usual. OK – so this scenario isn't typical today, but very soon, machines that talk to each other, machines that can make decisions that make your life easier, won't just be science fiction. They'll be a part of daily life.

After smartphones, the 'Internet of Things' is going to be the next big revolution in our digital lives. The 'Internet of Things' refers to all of the devices that are connected to the Internet that are not regular laptops and smartphones. By 2020, more than fifty billion devices will be connected to the Internet, and the majority of these devices will be everyday objects such as vehicles, games, home servers and domestic equipment like fridges and vacuum cleaners.

The 'Internet of Things' is already being used in ultra-modern smart homes, where the occupants can control every aspect of their home from their phone or tablet, whether they're at home or out. Smart homes are programmable and automated, so for example, right from the moment you walk into your home after a hard day at school, lights are turned on and your favourite early-evening music is played in the rooms that you usually visit. The temperature is just right because the heating and cooling system has learnt what time you tend to get home on certain days. The fridge has placed a shopping order online so that it never runs out of snacks and drinks. You walk past the living room, where a small, circular robot-vacuum cleaner is cleaning. The washer-drier has cleaned all of the family's clothes and folded them into neat piles in the laundry room.

The audiovisual system in your room greets you as you enter and you pick up your tablet and select the lighting that suits your mood, before you take off your jacket and lie on your bed. Your tablet welcomes you with the news that your younger brother is already at home and your mum will be home at six-thirty to have dinner with you. It also reminds you to put away your clean clothes. You decide to play a computer game but you can't find your console. It doesn't seem to be in your room, so you look for it using the downstairs security cameras – your parents can also access these as a safety measure using their smartphones from wherever they are. You spot the console in the kitchen where you were playing with it the previous evening. The house may be smart, but it can't move your stuff around for you. Not yet! You're going to have to go all the way downstairs again to fetch your console – in person!

- 3**  **1.27** The exercise provides practice in the skills needed for *First Listening* Part 2. Play the recording again and ask students to complete the gaps with the words they hear. Allow them to compare their answers with a partner before checking as a class.

Mixed ability


Give weaker students a choice of two answers for each gap. Use the answer key and one more phrase for each one.

Answers

- 1** alarm **2** everyday objects **3** cooling system
4 (the) lighting **5** (your) clean clothes
6 security cameras

- 4** Put students into small groups to think of as many ways as possible to use the *Internet of Things*. Give groups two minutes and then elicit ideas. Get the group with the most ideas to read their list. Then ask the rest of the class if they have any other ideas they would like to share.

SPEAKING Asking for and giving permission

- 1**  **1.28** Divide the class into four groups, and allocate a person from exercise 1 to each one. Tell groups to make a list of different things they might ask each person for permission to do. Elicit some ideas from the class and then play the recording. Check answers.

Answers

- Ryan** girl in a café **Luke** mother **Ellie** teacher
Mia older brother

Audioscript

Narrator: a: Ryan

Ryan: Do you mind if I sit here?

Girl: Go ahead, both of those seats are free.

Ryan: Thanks.

Narrator: b: Luke

Luke: Am I allowed to stay over at Ryan's on Friday night?

Mum: Sure, as long as you text me when you get there. Last time, I didn't know where you were and I was really worried.

Luke: I'm sorry. I won't forget to text you this time.

Narrator: c: Ellie

Ellie: Would it be OK if I left? I've answered all of the questions.

Teacher: I'm afraid not. Everyone has to stay in the room until the exam has finished.

Narrator: d: Mia

Mia: Do you mind if I use your tablet?

Brother: Yes, I do.

Mia: But I really want to check something online.

Brother: I'm sorry, but I'm about to use it myself. Use your phone.

Cooler

Tell students to think about the rules in their school.

Elicit these rules from the class. Put students into small groups to choose the best rule and the one they would most like to cut. Put groups together to debate their choices. Finally, ask the class to vote on the best rule and the rule they would like to cut.

Project

Ask students to use the internet to research school systems which put more emphasis on tests and exams and those that don't. They should decide which they think is the better approach and why. In the following class, put students into small groups to summarise the systems they researched and to say why they think it is or isn't a good approach.

Teacher's resources

Student's Book

Grammar reference and practice page 147

Vocabulary list page 133

Workbook

Unit 10, page 40

Go online for

- Pronunciation
- Progress test
- Corpus tasks



Answers

1 Ryan and Luke 2 Ellie and Mia

3 Yes, I do. / No, I don't mind.

3 **1.28** Ask students to read the *Prepare* box and to answer the question. Play the recording again if necessary.

Answers

Do you mind if I ...?

4 Put students into pairs to discuss who they would ask permission of for each situation. Get them to add one more thing to ask each person, and feed back as a class.

Possible answers

friend: use your phone; eat a few of their crisps; borrow a tablet

parent: go shopping on Saturday; have motorcycle lessons;

dye your hair; borrow some money; have judo classes; have a new jacket

teacher: give in homework late; miss the last class today

5 Put students into same-ability pairs to role-play at least one situation involving each person. Encourage stronger students to practise more situations. Nominate one or two pairs to perform their role plays to the class.

Culture

Saving money

Learning objectives

- The students read about a bank for homeless people in India and discuss attitudes towards saving money.
- In the project stage, students answer questions about their own plans for their money.

Warmer

- 1 Tell students they have just won a million dollars and have to decide what to do with it. Ask them to spend one or two minutes planning what they would do with the money.
 - 2 Put students into pairs to compare their ideas and to agree on four things they would spend the money on.
 - 3 Tell students that in the UK, the most common things to spend lottery winnings on are: 1 property, 2 savings, 3 savings for children or future children, 4 gifts for family and friends. Ask them to compare their four things to this list. How similar or different are they? Discuss some ideas as a class.
- 1 Before students read the article, ask them to discuss three problems they think homeless people face and what can be done to solve them, *e.g. the weather, finding somewhere to sleep, lack of food*. Elicit ideas and then set the exercise. Check answers.

Answers

A group of young homeless people in New Delhi. Young people who have nowhere to live.

- 2 Ask students to read the questions and options and choose the best answer based on the text. Allow them to compare their answers with a partner before checking as a class. You could also get students to highlight the money collocations in this exercise and record them in their vocabulary notebooks, *e.g. pocket money, spend/save money, start a business, open a bank account, bank loan, manage money*.

Fast finishers

Ask fast finishers to read the information about Ram, Karan and Sharon. Tell them to think about whether they could save half their money and how they would feel if other teenagers decided whether they could withdraw their savings or not. Elicit some ideas after checking answers to exercise 2.

Answers


1 c 2 a 3 c 4 c 5 c

- 3 Put students into small groups to discuss the questions. After a few minutes, elicit some ideas from the class. You could extend the exercise by giving some opinions to consider, *e.g. teenagers should not be given pocket money as they have no control, teenagers with weekend or holiday jobs should give their earnings to their parents, no one under the age of 25 should be allowed to borrow money*.

Mixed ability

Put students into mixed-ability groups for exercise 3. Encourage stronger students to explain in English why the chosen answers are correct.

Extension activity

- 1 Write these sayings about money on the board:
Neither a borrower nor a lender be.
Money is the root of all evil.
A penny saved is a penny earned.
 - 2 Put students into pairs to discuss what they think each one means. Do they agree with the sayings or not? Why? Share some ideas as a class.
- 4  1.29 Tell students that they are going to listen to two friends talking about a budget. Before they listen, go through the pronunciation of the numbers in the box, paying attention to /i:/ and /i/ sounds in *-teen* and *-ty*. Play the recording. Allow students to compare their answers with a partner before checking as a class. Ask them to discuss Victoria's budget. Do they think it sounds realistic? Is it similar or different to their own spending and saving habits?

Answers

My savings at the moment:

bank account \$115

savings from last month \$12

birthday money \$25

Earnings expected this month:

monthly allowance \$16

housework money \$16

weekend babysitting \$40

My budget for this month:

money for snacks/drinks at school \$20

money for going out with friends \$28

money for shopping / other spending \$10

Audioscript

Jeremy: Hi Victoria. What are you doing?

Victoria: Oh, hi, Jeremy. I'm working on a project for Economics class. I have to work out a budget. Listen to this, and tell me what you think.

Jeremy: OK, go ahead. What's this first part here? Your savings at the moment?

Victoria: Exactly, that's the money that I've got right now. There's a hundred and fifteen dollars in my bank account, which is pretty good, I think! And I've got another twelve dollars that I saved last month – it's in a jar in my bedroom, but I'm going to put it in the bank this week. And then, there's also twenty-five dollars that I got from my grandparents for my birthday.

Jeremy: So, altogether you've got one hundred and fifty-two dollars to spend? Wow! You could buy yourself a new phone with that, or even a tablet!

Victoria: Well, I could, but I'm not going to! Those are my savings, and I really don't need any more gadgets. My phone works just fine, and I've got my dad's old tablet for now. Anyway, so that's what I've got saved up so far.

Jeremy: Right, and then this section is about new earnings?

Victoria: Yep, that's how much money I hope to make this month, if everything goes right, that is.

Jeremy: Seventy-two dollars? Wow, your parents are really generous! I only get twenty dollars a month!

Victoria: No. I get less allowance money than you ... only four dollars a week, so about sixteen dollars a month.

Jeremy: Oh, so where does the rest come from?

Victoria: Well, my parents pay me another four dollars a week for doing housework, like cleaning the kitchen, or watering the garden, so that's another sixteen dollars in my pocket every month.

Jeremy: OK, but what about the other forty dollars you earn? Where do you get that?

Victoria: From our neighbours! They've got two children, and I usually babysit for them on Friday or Saturday night. I don't earn the same amount every month, but I put down forty dollars in my plan. I think that's about right.

Jeremy: OK, so you're going to make seventy-two dollars this month. And what are you going to do with it?

Victoria: That's the last section, down here, where I've written down my savings and expenses. First of all, I want to save about twenty per cent of my earnings, so that's fourteen dollars, more or less. Then, I've divided my spending into three parts: there's twenty dollars for snacks and drinks at school ...

Jeremy: That much? Really?

Victoria: Well, I figure about one dollar a day. That's enough for either a drink or a snack. And there are about twenty school days this month, so yeah, twenty dollars.

Jeremy: Wow, it sounds like so much when you say it that way.

Victoria: It is. I'm thinking about bringing some snacks from home to save money! That way, I'd have more for going out with friends. Right now, I've planned to spend twenty-eight dollars for that ... only seven dollars a week, which isn't too bad. And then another ten dollars a month for buying things like clothes, or shoes, when I go shopping with friends.

Jeremy: Only ten dollars for shopping? Is that enough?

Victoria: Well, not really. If I want something really nice, I'll have to spend some of my birthday money. Or I can stop eating snacks at school. Then I'll have more money for clothes.

Cooler

Ask students to imagine these two people:

Maria is 25. She has lots of savings in the bank. She buys very cheap food. She buys second-hand clothes and doesn't have a car. She owns her flat and has no debt.

Paula is 25. She doesn't have any money in the bank. She often eats out in nice restaurants. She buys designer clothes and has an expensive sports car. She lives with her parents.

Put students into groups to discuss whose situation they would rather be in and why. Elicit some ideas and reasons from the class.

Project

Tell students to raise their hands if they help at home, e.g. cleaning, cooking, ironing, and find out if they are paid to help or if they are just expected to help. Ask students to work out their answers for 1 to 4 and to then share these in small groups. Get them to discuss questions 5 and 6 with their partner. Elicit from the class who could earn more money and find out the most popular things to do with the money.

11 The digital age

Unit profile

Vocabulary: Technological advances

Reading: *Want it? Need it? Print it!*

Grammar: Present perfect continuous

Vocabulary: Adjective suffixes

Writing: A persuasive email

Warmer

- Write these facts on the board and tell students to complete the gaps with numbers. (The correct answers for 2014 are given in brackets.)
Number of Tweets per day: (500 million)
Number of YouTube views of Gangnam Style: (2 billion)
Number of Facebook users per month: (1.3 billion)
Number of pages on Wikipedia: (33 million)
Number of Google searches per day: (6 billion)
- Put students into small groups to compare their answers and share some ideas as a class. Give them the correct answers.
- Ask students to discuss which websites they use the most and why.

Your profile

Ask students to discuss the questions. If possible, find pictures of some technological advances that have been in the media recently to prompt discussion. In feedback, find out which new technologies are the most popular.

VOCABULARY Technological advances

- Put students into pairs to describe the photos and to say what they know about the technology in each one. Elicit some information about each photo from the class. Ask students if they have ever used the items shown.

- You might need to pre-teach *virtual classroom* (online classroom used for distance learning) and *cloud* (online storage of files and programs). Model these two as an example for the class and then ask students to match the words to the photos individually. Check answers. To consolidate understanding of the expressions, you could write each word on a slip of paper for each pair or small group, e.g. *wireless* and *electricity*. Pairs or groups should then match the slips of paper to make collocations, and give an example sentence for each one.

Mixed ability

To support weaker students, you could do exercise 2 as a whole-class activity, asking stronger students to clarify the meaning and pronunciation of each item as you work through them, e.g. *wearable* /'weə.rə.bl/ (describing something you can wear), *driverless* (without a driver) and *wireless* (without a cable).

Answers

- a wearable computer
- b interactive whiteboard
- c 3D technology
- d touch-screen/tablet computer
- e virtual classroom
- f cloud storage
- g driverless car
- h wireless electricity


- 2.02 Tell students that they are going to listen to people talking about the eight technologies and that they should match each one to a picture. Play the recording and then check answers. With weaker classes, you may want to pause the recording after each speaker, checking answers as you go.

Answers

- 1 wireless electricity 2 interactive whiteboards
- 3 virtual classrooms 4 touch-screen/tablet computer
- 5 driverless cars 6 3D technology 7 wearable computers
- 8 cloud storage

Audioscript

- 1 When I first saw this, I couldn't believe it. I mean, look! No wires, no plugs, no batteries. Within ten years, experts believe that it will be part of everyday life.
- 2 Almost all classrooms in our school have these now. They're much better than traditional blackboards or whiteboards – they can play videos, games, lots of stuff which makes things much more interesting.
- 3 These are changing the way students learn forever. They allow students to learn when they can, at their own pace, and in their own home. They could put an end to problems of transportation to and from school instantly. Of course there are disadvantages too!
- 4 I used to use my laptop for reading stuff online but now I almost always use this. It's much lighter and easier to use, and the battery lasts longer. They're also surprisingly good to type on.
- 5 I can't wait until these are safe and affordable for ordinary people like me. I mean, can you imagine driving to work but being free to read, do some work or even sleep! I'll save so much time.
- 6 The very first one I saw was *Avatar* and in some scenes, it does mean you get really absorbed in the film. But you have to wear a special pair of glasses and after a while the whole thing gave me a bit of a headache.
- 7 I think we'll see lots more of these in the future. Watches, glasses, even clothing that are also computers. They're designed to be always on – so you'll be able to use them anytime. That means, no more starting a computer or even switching on your phone to check something online or take a picture. Incredible!
- 8 Instead of saving your files on your computer, you save them on a website. It means the days of forgetting or losing files are at an end. Whenever you have an internet connection, you can always access your music, videos, whatever – it's all there on the cloud!

- 4  **2.02** Put students into pairs and give them two minutes to discuss any advantages of the technology shown. Play the recording and ask students to note down the advantage each speaker mentions. You may want to pause it after each speaker so that there is time to make notes. Allow them to compare their answers with a partner before checking as a class.

Possible answers

- 1 It makes it easier to charge and run electronic devices.
- 2 They make lessons more interesting.
- 3 They allow students to work at their own pace and they solve problems of transport to and from school.
- 4 They're light and easy to use and the battery lasts longer.
- 5 They will mean that drivers can read, work or sleep.
- 6 It makes you feel more absorbed in a film.
- 7 They're always on so can be used at any time.
- 8 You never lose your files.

- 5 Put students into small groups to discuss the questions. To avoid students simply choosing technologies and not discussing them, tell them to think of two reasons to support each choice. Elicit some ideas from the class, including their reasons. In feedback, take a class vote on which of the technologies is the most/least useful, the most boring and the most exciting.

READING

- 1 Ask students what they understand by '3D printers' and share ideas as a class (they allow you to print out a 3D design on your PC as a solid object). Set a strict two-minute time limit for this exercise to encourage students to read quickly to find the main ideas. Point out that they can often do this by just reading the first sentence and scanning for key words or ideas, e.g. with a they need to look for a paragraph with references to price (paragraph 3 mentions *thousands of dollars, cheaper, expensive, prices have fallen* and *affordable*). Check answers.

Answers

- 2 b The technology isn't new 3 a What they cost
4 f How they work 5 g A new age in manufacturing
6 d Negative uses of 3D printing 7 c What about the future?

- 2 Nominate a stronger student to answer question 1 before asking students to read the article again and to find the answers to 1–6. Give students more time for this exercise. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to think about whether they are concerned about the potential dangers of 3D printing and which potential use they find most exciting. Elicit their ideas when checking answers to exercise 2.

Possible answers

- 1 They are used by architects to make models of buildings and also by designers when designing trainers.
- 2 The printers have become a lot cheaper and easier to use.
- 3 3D printers use materials like plastic or metal instead of ink. They print lots of layers on top of each other until a 3D object is formed.
- 4 It is now much cheaper and much quicker to make models.
- 5 It is possible to print keys and, theoretically, coins. It is also possible to print copies of other people's designs.
- 6 One day it may be possible to print a meal. In medicine it will be possible to print real body parts for use in operations.

- 3 Put students into teams of four and tell them they have to find the meaning of the highlighted words using their dictionaries as fast as possible. The winning team is the first one to find all of the correct meanings. Then ask students to complete the gaps using the words. Check answers.

Answers

- 1 significantly 2 manufacturing 3 economical 4 endless
5 process 6 artificial

Talking points

Put students into pairs to discuss the questions, and elicit some ideas for each one. Ask pairs what they would use a 3D printer for and why. Put pairs into groups of four or six and tell them to choose the idea they think is the best from their alternatives. Nominate a few groups to tell the class about their idea and why they chose it.

EP Word profile

Books closed. Write *end* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 125. Check answers. Nominate individuals to share their answers to Exercise 2 with the class.

Answers

- 1 no end of 2 at an end 3 on end 4 put an end to
5 endless

Cooler

- Put students into groups of four to six. Give them two minutes to make a list of important inventions in history.
- Elicit some ideas from each group and write them on the board.
- Tell students to discuss the inventions in their groups and to choose the most important one.
- Ask each group to feed back to the class about what they chose and to explain the reasons for their choice.

GRAMMAR Present perfect continuous

- Books closed. Write *present perfect continuous* on the board. Elicit an example sentence (e.g. *Designers have been using 3D printers for a few years*) and the form (*has/have + been + -ing* form of the verb). Then ask students to explain any uses of this tense they know (e.g. to measure the duration so far of a present activity). Books open. Tell students to compare their ideas with the examples and rules in the book, and to match the examples to the rules. Check answers.

→ Grammar reference Student's Book page 148

Answers

- 1 b 2 a
1 have 2 been 3 -ing

- Ask students to complete these sentences individually and to then compare them with a partner. Monitor and help as necessary before checking answers.

Answers

- 1 have; been sitting 2 hasn't been working
3 have been dreaming 4 Have; been painting
5 has been using

- Ask students to match the situations to the pictures. When eliciting the answer, encourage students to give you a full sentence answer using the present perfect continuous. You could get them to write out the sentences using the present perfect continuous. As an alternative, you could do this as a closed-book activity. Nominate a confident student to come to the front of the class and show them one of the activities. The student should mime this for the rest of the class to guess, using the present perfect continuous.

Answers

- 1 She's been watching a 3D film.
2 They've been chatting all lesson.
3 He's been playing the guitar for too long.
4 They've been arguing.

- Books closed. Write *present perfect simple* on the board and ask students to give you an example sentence (e.g. *I've known my best friend for four years*) and the structure (*have/has + past participle*). Elicit different uses of the present perfect simple compared with the present perfect continuous. For example, the present perfect simple is used to talk about an action that is finished, to say how often an action has happened, and with verbs that aren't used in the continuous, e.g. *like, know*. Books open. Tell students to compare their ideas with the rules and example sentences in the book and to match the example sentences to the rules. Check answers.

Answers

- 1 b 2 c 3 a

- Ask students to work individually to complete these sentences. Tell them to compare their answers with a partner and if they have any different answers, to try to agree on the correct one. Check answers, encouraging students to explain why their chosen answer is correct.

Answers

- 1 've watched 2 Have; been crying 3 's been waiting
4 has rung 5 've been tidying; haven't finished
6 has bought; Have; seen

- 6** Put students into pairs to complete exercise 1 on page 121. Check answers. Tell students to work individually to write short answers to each question. Ask them to swap papers and to make sentences about their partner. As an alternative you could stop the activity after exercise 2 and take in their short answers. Redistribute them around the room. Tell students to make sentences using the information and to guess who the person is.

Mixed ability

To support weaker students, do the first two questions in exercise 6 as a whole class. Nominate a stronger student to give an example short answer and another to show how this can be transformed into a full sentence.

Fast finishers

Ask fast finishers to write two example sentences about events in their life that show the different uses of the two tenses. Elicit some examples after checking answers to exercise 6.

Answers

- 2 How long have you known your best friend?
- 3 Who have you been hanging out with recently?
- 4 What have you been watching on TV lately?
- 5 Have you been working hard recently?
- 6 How many times have you checked your phone for messages today?

Corpus challenge

Ask students to read the sentence. Ask them when the person started and whether they think they are still playing. If so, ask students which tense they should use (present perfect continuous).

Answer

I have been playing the piano for ten years.

VOCABULARY Adjective suffixes

- 1** Ask students to underline the word endings that make the words adjectives. Check answers. To extend this task, give students one minute to think of as many words as possible ending in *-al* and *-ive*. Find out which pair has the most words and check they have formed them correctly.

Answers

- 1 -al 2 -ive

- 2** Ask students to look at the table that includes examples of the suffixes they will need for the exercise. Tell them they need to make adjectives from the nouns and verbs in 1–12. Allow students to compare their answers with a partner before checking as a class. Check pronunciation of *-able* /-ə.bl/. As an alternative, write the suffixes on the board and put students into small groups. Give them a short time limit to think of as many words as possible for each one. Find out who has the longest list and elicit the words. Ask the class if they have any other words not mentioned by the winning group.

Answers

- 1 famous 2 colourful 3 natural 4 mysterious 5 suitable
6 impressive 7 enjoyable 8 traditional 9 creative
10 careful / careless 11 sandy 12 spicy

- 3** The exercise provides preparation for *First Reading and Use of English Part 3*. Tell students to complete the questions with the adjective form of the word in brackets. Check answers and then get them to discuss the questions in same-ability pairs. Monitor and give positive feedback for interesting answers. Elicit some ideas for each question from different pairs.

Extension activity

Tell students to make questions using four of the adjectives from exercise 2. Monitor and check their questions. Put them into small, mixed-ability groups to ask and answer their questions. Nominate two or three groups to report their questions and answers to the class.

Answers

- 1 interactive 2 harmful 3 useless 4 nervous
5 fashionable 6 acceptable

WRITING A persuasive email

- 1** Give students a minute or two to answer the questions before nominating a student to give the answers.

Answers

- 1 Mrs Taylor is the headteacher of a school.
- 2 She would like students to propose items of technology that might be useful for the school to buy and give reasons for their choices.

- 2** Ask students to read the email and tick the reasons Anya gives for buying tablet computers. Check they understand *physically tough* by eliciting its opposite (*fragile*). Allow them to compare their answers with a partner before checking as a class.

Answers

- 1, 3 and 5

- 3 Tell students to read the *Prepare* box and to match the highlighted expressions in Anya's email to the meanings. Check answers.

Answers

- 1 It goes without saying
- 2 in reality
- 3 most people would agree
- 4 I was pleased

- 4 Do the first one as a class (*entirely appropriate*) and then ask students to find other examples individually. Set a time limit to encourage them to read the text quickly. Check answers.

Possible answers

entirely appropriate, incredibly useful, considerably easier, far wider, fallen dramatically

- 5 Do the first one as an example and then ask students to complete the exercise individually. Remind them to read the sentences with the phrases in the box to see if they make sense. Check answers.

Extension activity

Ask students to choose three of the phrases from the box and to write sentences about their opinion on technology and learning. Tell them to exchange their ideas with a partner and to ask questions about each opinion. Get students to look at their email and see which phrases they discussed could be used. Elicit some ideas from the class.

Answers

- 1 incredibly cheap
- 2 completely change
- 3 barely adequate
- 4 firmly believe
- 5 considerably longer
- 6 improved significantly

- 6 Tell students to read exercise 1 again and to use the questions to plan their email. Ask them to exchange and discuss their plan with a partner. Their partner should give them ideas about how to improve their email.

Mixed ability

To support weaker students, set exercise 6 up as a group activity so that stronger students can help weaker ones by discussing their plans and ideas.

- 7 This exercise is related to *First Writing Part 2*, which offers students a choice of writing tasks. Give students twenty minutes to complete this exercise. Remind them to use the *Prepare* box to help them. Tell them to exchange their emails with a partner. Ask them to underline any examples of persuasive language and to indicate where they might include more.

Sample answer

Dear Mrs Taylor,

Thank you for giving me this opportunity to suggest a new technological item that would be of benefit to us as students.

Actually, I would like to propose the purchase of a colour printer, because the ones we currently have are very outdated and incredibly slow.

The latest models have improved significantly and most of them offer many more features than the ones we have. What's more, the price of printers has come down a lot recently, so this would not make a big hole in your budget.

For our project work, we often need to print out maps and photographs, so I can guarantee that this piece of equipment would be used regularly. It goes without saying that the quality of our finished work would be greatly increased.

I hope you will consider my suggestion and I would be happy to research and identify the right printer for the school to buy.

Best wishes

Cooler

- 1 Put students into small groups and ask them to think of the negative effects technology can have on society.
- 2 Elicit some examples from the class and write them on the board, e.g. *poor sleep habits, bullying, addiction*.
- 3 Ask students to discuss whether they think technology should and could be controlled to limit these negative effects.

Project

Ask students to research the positive and negative effects of social networking. In the following class, students should discuss their findings in small groups and come up with five tips for limiting the impact of any negative effects. Share some ideas as a class. As an alternative, they could write a blog post for the class blog, if you have one, on this topic.

Teacher's resources

Student's Book

Grammar reference and practice page 148

Vocabulary list page 133

Video

The digital age

Workbook

Unit 11, page 44

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

12 My circle of friends

Unit profile

Vocabulary: Personality adjectives

Reading: *Friends: What's the ideal number?*

Grammar: Zero and first conditionals

Vocabulary: Adjective and noun suffixes

Listening: Opinions

Speaking: Being polite

Warmer

- 1 Write these sentences on the board:
 - 1 *I have known him since six years.*
 - 2 *I have been liking spicy food since I was little.*
 - 3 *I have been starting my school project.*
 - 4 *The film started already!*
 - 5 *What have you been done?*
- 2 Tell students that the sentences all contain one error. Put students into groups to correct them. Tell them to raise their hands when they have finished. Ask the first group to finish to give you their corrections.
- 3 Check answers. Make the corrections on the board so that students can see the correct sentences.

Answers

- 1 I have known him for six years. (We use *for* with a fixed period of time.)
- 2 I have liked spicy food since I was little. (We don't usually use state verbs, e.g. *like*, in the present continuous.)
- 3 I have started my school project. (We use the present perfect simple to talk about the beginning of a present action.)
- 4 The film has started already! (We use the present perfect simple with *already*.)
- 5 What have you been doing? (We use the present perfect continuous to talk about the action rather than the result of a current activity.)

Your profile

Discuss ideas for the first question as a whole class (e.g. *at school, at after-school clubs, through friends, at parties*) and then put students into pairs to talk about the second question. Elicit qualities from the class and write them on the board. Ask students to choose the three most important qualities from the list, and share some ideas as a class. Does everyone agree on the most important quality?

VOCABULARY Personality adjectives

- 1 Ask students if they enjoy doing personality quizzes and whether or not they think they give accurate results. Monitor as they do the quiz in same-ability pairs. Hold a brief class discussion on whether or not students agree with their results, and why.
- 2 Ask students to match the pairs of adjectives to the quiz. Do the first one as an example with the class, explaining how highlighting key phrases can help find the answer (e.g. *easy-going: You don't mind; bad-tempered: shout, refuse*). As you check answers, go through the pronunciation of the adjectives.

Extension activity

Put students into groups and ask them to write each word on a piece of paper or card. Tell them to put the cards face down on the table and to play *Pairs*. They should take it in turns to turn two cards over to try to find pairs of opposites. When they have found a pair they can keep it. The winner is the one with most pairs.

Answers

- 2 patient / impatient 3 generous / mean
- 4 thoughtful / insensitive 5 optimistic / pessimistic
- 6 reliable / unreliable

- 3 Nominate a stronger student to give a detailed answer before asking them to discuss the question in groups. Monitor and give positive feedback for interesting ideas.

READING

- 1 Ask students whether they think it's best to have lots of friends or just a few close ones, and briefly discuss their ideas as a class. Then tell them to find the answer to the question by looking only at the pictures, the introduction and the first sentence of each paragraph. They should be able to get enough information from these to do the exercise. These skills will help students navigate a text quickly during an exam as these parts often contain the main ideas. Check answers.

Answer

b

- 2** For question 1, ask students how they would find the answer. Usually, in this type of question, the answer is given in the preceding sentence. Then tell them to find the parts of the article that contain the information. Remind them not to answer the questions yet. Feed back as a class.

- 3** The exercise provides preparation for *First Reading and Use of English Part 5*, a multiple-choice task with four possible answers for each question. Ask students to answer the multiple-choice questions individually before comparing their answer with a partner. Check answers, encouraging students to say why their chosen answer is correct.

Answers

1 D 2 D 3 B 4 C

- 4** Tell students to answer this individually. Ask them to discuss with a partner why they chose the option they did and to highlight key parts of the text that helped them. Check the answer as a class. Put students into pairs to talk about options A, B and D. Do they agree with each statement?

Answer

A (The research shows that good friends are the only friends that matter.)

Talking points

Put students into pairs to discuss the questions. Ask for a show of hands to find out how many people agree / disagree with Dunbar's theory. For the second question, divide the class into A and B pairs. Tell A students they need to argue in favour of having lots of friends and B students that they need to argue in favour of having not many friends. Elicit some of the arguments and hold a brief class discussion.

EP Word profile

Ask students to write a follow-up sentence to each phrase with *touch* to help explain the meaning, e.g. *You can phone, email or use social networking sites; If you haven't seen them or spoken to them, you probably don't need to keep them; It is impossible to stay in touch with everyone.* Then set the exercises on page 125. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

1 keep in touch 2 lost touch 3 been in touch

Cooler

Ask students to write a short description of themselves using adjectives from the lesson. Tell them to put the descriptions up around the room. Give students time to go round the room and read some of the descriptions. They should try to guess who the descriptions are about. In whole-class feedback, nominate individuals to say who they think each description was about and why.

GRAMMAR Zero and first conditionals

- 1** Books closed. Write the example sentences on the board, but without the phrases in bold (e.g. *If you have*). Write the phrases in bold on another part of the board. Ask students to complete the sentences with the phrases in bold. Books open. Tell students to compare their answers with the sentences in the book and to match the examples to the rules. Check answers.

→ Grammar reference Student's Book page 149

Answers

1 b 2 c 3 d 4 a

- 2** Ask students to do this individually, or with weaker classes you could set this as pair work. Check answers, encouraging them to say why their chosen answer is correct.

Fast finishers

Ask fast finishers to make notes on whether they agree that you can have too many friends on your social networking sites. Elicit ideas during feedback to exercise 2.

Answers

1 have 2 have
3 might or will (*will* indicates the speaker feels people are definitely likely to be offended; *might* indicates the speaker feels it is only possible that people will be offended)
4 delete 5 start 6 can't 7 close 8 could lose 9 don't
10 could or may (the meaning is the same) 11 we're
12 'll have

- 3** Model the first one as an example with the class, before asking students to complete the exercise individually. Highlight that they will need to use the vocabulary as well as the grammar for clues. As an alternative, you could give students half a sentence each. Tell them to find their match, and to work with this person to complete the exercise in the book. Check answers.

Mixed ability

Give weaker students the first three answers, so that they have less of the exercise to complete on their own.

Answers

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

Corpus challenge

Books closed. Ask students to write a conditional sentence with the phrase *get the job*. Books open. Elicit one or two sentences and ask students to compare the structure with the one in the Corpus challenge box. Set the task in the book and check the answers as a class. The first conditional is required here as the sentence describes a real situation and a possible result.

Answer

If I get the job, I'll do my best.

Extension activity

According to the economist Richard Layard, these five factors are the most important in making people happy:

Family relationships

Financial situation

Work

Community and friends

Health

Write these on the board in a jumbled order. Put students into groups to order them from most important (1) to least important (5) in terms of contributing to happiness. Elicit some orders and ask students to explain their choices. Give Layard's order (the list above is in his order) and find out if students can think of any more factors that make people happy.

Answers

1 patience 2 intelligent 3 fitness 4 qualifications
5 strong 6 generous

VOCABULARY Adjective and noun suffixes

- 1 Ask students to look at the example sentences and answer the question. Point out that many adjectives have common noun endings (e.g. *-ment*, *-ion*, *-ence*, *-ness*), but that there aren't really any rules and it's simply a matter of learning the words individually.

Answers

Difference is a noun; *different* is an adjective.

- 2 Ask students to put the words into the columns individually. With weaker students you could set this as a pair work activity. Check answers. If you have time before class, you could prepare a sheet for each group with the words *nouns* and *adjectives* at the top. Put the individual words on cards and ask the students to put the words on the correct side of the sheet.

Answers

adjectives	nouns
patient	patience
important	importance
organised	organisation
generous	generosity
strong	strength

- 3 Ask students to tell you which word in each pair is the adjective and which one is the noun before completing the sentences with a partner. Check answers. Alternatively, you could put students into groups to complete the sentences. As an additional challenge, they should write example sentences with the words they don't use in each gap. Set a time limit of three minutes. Check answers and elicit additional sentences.

LISTENING

- 1 Monitor as students discuss with a partner what they think is happening. Elicit some ideas from different pairs.


Answer

Two of the girls look like they are sharing a secret. They might be excluding the other girl, or they might tell her the secret later.

- 2 Ask students to read the short text and to summarise it to a partner. They should then write a one-sentence summary and share this in small groups. Tell each group to choose the best summary and ask for a volunteer to come and write it on the board. Hold a class vote on the best one.

Possible answer

A headteacher in the UK is discouraging his students from making best friends and instead asking them to socialise in larger groups.

- 3  2.03 Tell students they are going to listen to four people talking about the article. Before they listen, ask them to discuss with a partner what they think the opinion of each person (a to d) might be. Play the recording and then check answers.

Answers

1 a parent 2 a psychologist 3 a teenager 4 a teacher

Audioscript

1

What an awful idea! I'd never send my children to a school like this. Close relationships encourage young people to develop great qualities such as being patient, reliable and thoughtful. My own children's best friends have been part of their lives for years. They're part of our family now and we're friends with their families too. I always encourage my daughter to make lots of friends but of course it's hard to stop young people from having favourites or best friends.

2

I can understand the reasons behind the head teacher's thinking. The pain of falling out with good friends can be difficult for young people to deal with. However, if they don't go through this experience, they won't learn to cope with these feelings. They won't learn to adjust their behaviour to maintain relationships – which is something we all need to do. There is certainly no research I know of to support the benefits of such a ban.


3

I think this is a really unfair rule. I know it's not official but some people my age take rules like this very seriously. That could be really damaging. Also, some people don't have confident personalities and find it difficult to make lots of friends. These people often form a close relationship with one person. If they can't do this any more, they'll end up with no friends! I'm really glad I'm not there. I don't know what I'd do without my best friend.

4

It's important to realise that the ban isn't official. I mean, this headteacher is simply saying that having a wide circle of friends can make the problems of friendships easier. The problem I notice is that when students are best friends there is often a 'third person' – someone who gets left out because the two best friends just want to be together all the time. I frequently get students talking to me about this kind of situation.

4

 **2.03** The exercise provides preparation for *First Listening* Part 3. Give students a few minutes to read the options and check they understand each one by asking concept questions, e.g. *Can everyone have a lot of friends? Is it unusual to have friendship problems? Is a group of three the best number of friends to have? Why is it important to have close friends? What should best friends try to do?* Before playing the recording, ask students if they can remember which person had each opinion. Play the recording again for them to check their answers.

Answers

1 D 2 B 3 A 4 E

Extra sentence: C

- 5** Monitor as students discuss the question in small groups. Elicit some ideas from the class, and take a class vote on which speaker most students agree with.

Extension activity

Write this list on the board:

Jewellery

Makeup


Nuts

Shorts

Mobile phones

Ask students to discuss which items are banned in their school, why schools might want to ban these items, and which ban they would be least happy with.

SPEAKING Being polite

- Ask students to look at the photo of Mia and her headteacher. Elicit ideas for what they might be talking about. Encourage them to think of specific details, e.g. date, venue, time. You could draw their attention to the Quiz Night poster in the background.
-  **2.04** Play the first conversation and pause before playing the second one to give students time to make their corrections. Play the second conversation. Allow students to compare their answers with a partner before checking as a class.

Answers

1 ✓

2 Mr Elson was away last week but is back at school now.

3 Mia forgot to write the time on the poster.

4 Ryan might go to Mia's quiz night.

5 Mia hasn't asked her dad yet.

6 ✓

Audioscript

1

Headteacher: Mia. Have you any idea who is organising this quiz night? Is it you?

Mia: Yes, me and a few others. Do you think you can come?

Headteacher: Absolutely. You should ask Mr Elson too. He's very good at quizzes.

Mia: Really? He was away last week. Do you know whether he's back yet?

Headteacher: Yes, he is. Try the staff room. Oh, and Mia. Could you tell me what time it starts?

Mia: At six.

Headteacher: I'd write that on the poster if I were you.

Mia: Yes, oh. Yes, I meant to. Thanks!

2

Ryan: Who's organising the quiz night, Mia? Someone said you're involved.

Mia: Yes, me and a few others. Can you come?

Ryan: Maybe. Dad will though. He loves quizzes.

Mia: Yeah. I'll ask him. Is he back yet? Or is he still at work?

Ryan: He's doing the shopping, Mum said. Oh, Mia. What time does it start?

Mia: At six.


Ryan: If I were you, I'd ...

Mia: I know. I know. I just forgot.

- 3 Ask students what differences they noticed between the two conversations and then play the recording again for them to check their ideas.

Answer

The first conversation is more formal and polite (the questions are indirect).

- 4  2.05 Ask students to read the *Prepare* box. Write these sentences on the board: *Have you any idea where he is? Where is he?* Highlight the change in word order in the indirect question. Tell students to write direct questions in the table. Play the second conversation again for them to check their answers. You may need to play the recording a second time.

Answers

- 1 Who's organising the quiz night? 2 Can you come?
3 Is he back yet? 4 What time does it start?

- 5 Do the first one as an example on the board and then ask students to complete the exercise individually before checking answers. To further practise question forms, elicit the direct question form (in brackets below) whilst checking answers.

Mixed ability

Give weaker students the first and last word of each sentence to simplify the exercise.

Answers

- 1 Do you think he will be back soon?
2 Can you tell me where she lives?
3 Do you know whether Mr Thomas has already left?
4 Do you know if anyone handed in a mobile phone?
5 Have you any idea what time it is?

- 6 Put students into pairs to brainstorm possible topics. If they are struggling to think of topics, write these ones on the board: *exams, school trips, sports, lessons, technology*. Tell each pair to prepare at least three direct and three indirect questions for the interviews. Monitor and check each pair's questions.

- 7 Ask students to change partners and to use their questions to practise the interview. Then nominate one or two pairs to role-play their interviews in front of the class.

Cooler

Put students into groups and tell them to imagine that their school could be exactly how they want it to be. They are in charge. Each group should write five sentences describing the school, e.g. its features and location, and they should write rules banning five different things. Ask one or two groups to describe their school and to say what they would ban and why.

Project

Ask students to interview someone about their use of social networking sites to find out:

How many friends they have, and how many of these they consider to be close friends.

How many they have not contacted in the last year.

How many they share an interest or hobby with.

How many they contact every week and what they mostly talk about.

Tell students to report their findings in small groups.

Then ask them to discuss whether they think they match Dunbar's theory from the article on page 69.

Teacher's resources

Student's Book

Grammar reference and practice page 149

Vocabulary list page 134

Workbook

Unit 12, page 48

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks

Learning objectives

- The students learn about and discuss how to design an app.
- In the project stage, students design their own app.

Warmer

- 1 Before class, find images of five popular mobile phone apps. Display these on the board or print them on a handout. If you do not have time to do this, draw the apps on the board (or nominate a student to do so).
- 2 Ask students to identify the apps and to discuss in pairs which ones they have used, whether they like them and why / why not. In whole-class feedback, find out which is the most popular app and why.
- 1 Books closed. Write the questions on the board and put students into pairs to discuss them. Books open. Tell students to check their ideas against the text. Discuss answers as a class. You could also ask them to make a list of things they can do on their phones or tablets and to draw a pie chart showing the proportion of time they spend doing each thing on their mobile. Nominate one or two students to present their pie chart to the class.

Answers


- 1 and 2 Students' own answers.
- 3 You should try to identify new opportunities for an app, and then think about who will use it, what devices they will be using it on, and what they will see and hear when they operate the program.
- 2 Check understanding of *programs* (e.g. Instagram), *icon* (draw a popular one on the board), *mobile devices* (e.g. smartphones) and *technical features* (e.g. mp3 player) by asking for examples of each one. Do the first one as an example and then tell students to complete the exercise individually. Check answers.

Fast finishers

Ask fast finishers to write one sentence summarising the whole text. Elicit some examples after checking answers to exercise 2, e.g. *This is a blog post giving four useful tips for designing new apps.*

Answers

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

- 3 Ask students to look at the logos and names of the apps and then put them into small groups to discuss the questions. Get each group to give feedback on a different question. For question 5, you could hold a class vote with students raising their hands to choose the most useful feature.
- 4 Ask students what they think this app does (it allows students to track their grades). Tell them to compare the app in pairs before feeding back as a class. Encourage them to make sentences with comparatives. Ask them if they would use this kind of app and why/why not. One possible problem with the app is that it is quite expensive and also that you have to pay to test it.
- 5  2.06 Ask students if anyone has ever designed an app, and if so to tell the class about it. Explain that they are going to listen to a podcast about designing apps and that they need to complete each sentence as they listen. Give them a few minutes to read the sentences and to think of possible answers for each one. Play the recording and allow students to compare their answers before playing it again. Check answers and why/why not. One possible problem with the app is that it is quite expensive and also that you have to pay to test it..

Mixed ability

Ask weaker students to work with a partner for exercise 5. Tell them to focus on just three of the sentences each. Then instead of comparing answers, they should help each other complete the sentences.

Answers

- 1 They are too complex.
- 2 They should keep things as simple as possible.
- 3 Putting too many things on each screen.
- 4 Under five dollars.
- 5 Yes (or the first version should be free).

Audioscript

Presenter: Good evening, and welcome to App-cast, the technology podcast about new mobile applications. On today's show, we've got app designer Maggie Prentice, to give some tips for app designers ... So if any of you out there have got a good idea for an app, listen closely, because Maggie's going to talk about typical mistakes that people make when they're developing new applications. Maggie? Thanks for being here this evening.

Maggie: No problem, John. It's great to be here. But before I start, let me ask you a question ...

John: Sure. Go ahead ...

Maggie: Well, I know you use apps, because I saw you playing with your phone earlier.

John: Oh, yes ... I've got tons of apps on my phone!

Maggie: Right! But, like most people, you probably download a lot of apps and then you don't use them. True?

John: Very true! I'm always downloading new apps, but there are some that I don't use very much, and ones that I delete, because they're no good.

Maggie: Exactly, and that's my point ... Why are some apps not successful? And I'd say the biggest reason is when an app is too complex. After all, the whole idea behind apps is that they should make your life easier, or more enjoyable. So when users open a new app and think it looks confusing, it usually puts them off right away.

John: I agree. I mean, I don't have time to learn how to use an app. I expect it to just start working, and be easy to use. But what should app designers do, then?

Maggie: Well, they have to keep things as simple as possible. The best apps usually do one thing, and they do it really well, in a very simple way, that anyone can learn in a few minutes. They can discover extra features later on, as they use the app. But the first impression has to be, 'Wow! This is so easy!' The important thing is a quick start, with no time wasted learning how to use the app.

John: OK, I see what you mean. And what other mistakes are common among app designers?

Maggie: Well, another mistake is putting too many things on each screen. Some apps have too many images or too much text at once, and it looks really confusing. The best designs look really simple, with just a couple of buttons or images, and very little text. Remember, there are always menus for options, so you need to use them intelligently.

John: I'd agree with that. My phone isn't very big, so images and words look really small on the screen. Sometimes it's hard to touch the right words because they're so small.

Maggie: That's a very good point. It's better to have separate screens for separate functions. And you shouldn't have too many functions in the same app. Some designers want to put in so much, when it's probably better to make two or three different apps. Or write one app with only the main functions, and then if it's successful, you can bring out a more complete version, with additional functions, and maybe charge more money for those extras.

John: That's another issue that people often ask about – how much should an app cost?

Maggie: Good question. Many first-time designers make the mistake of charging too much. The apps that people download most often are usually very cheap – under five dollars or even just one dollar or ninety-nine cents. Users want to try lots of apps, to see if they like them, and if an app is expensive, most people don't bother.

John: So cheaper is better, then?

Maggie: Cheaper, or free! At least the first version of the app. You need people to try it out, and get 'hooked'. Then you can charge for the next version with extra functions. The free version is really the best way to advertise your app right away. The more people that use it, the more 'buzz' you create, and your app becomes well-known. Some of the most popular apps, like Candy Crush Saga and Whatsapp, were free programs.

John: OK, well those are some good tips to get you started with app design. We'll be back in a few minutes with more advice from Maggie. Don't go away!

Extension activity

Put students into small groups to discuss what they heard in the interview. Which points do they agree with? How much would they pay for an app? What apps have they stopped using? Tell them to give reasons for their answers. Share some ideas as a class.

Cooler

Put students into groups of four and tell them to divide their groups into two teams of two. Each team should take it in turns to describe words from the App design section for the other team to guess (e.g. *electronic device, smartphone, tablet, Internet, app, operating system, touch-screen, GPS locator, software program*). Each team has 30 seconds to describe each word. The winning team is the one to guess the most words.

Project

Put students into small groups to discuss the questions. Then tell them to produce a poster describing their app, showing its logo and screens and giving its price. Ask students to display their posters around the room. Tell students they have a certain amount of money and that they need to decide which app to download. They should walk around the room reading the posters and choosing the best app. The winner is the group that makes the most money.

13 Sports stars

Unit profile

Vocabulary: Nouns in reporting
Reading: Profiles of young sportswomen
Grammar: Reported statements
Vocabulary: Reporting verbs
Writing: A sports report


Warmer

- Put students into pairs and ask them to imagine being successful sports stars. They should ask each other these questions: *What sport would you do? What competitions would you want to win? If you became rich, what would you spend your money on?* Model the activity by telling the class about yourself, e.g. *I'd be a professional tennis player. I'd want to win Wimbledon. I'd spend my money on amazing holidays.*
- Ask some of the students to tell the class about their partner.

Your profile

Put students into groups to discuss the questions. They should try to find out who is the most serious about a sport in their group and whether they want to become a professional. Ask each group to tell the class about the most serious sports person in their group and find out what they do. Each group should try to think of a news story about a sports star to share with the class. Share any interesting news stories as a class.

VOCABULARY Nouns in reporting

-  2.07 Put students into pairs to describe what they can see. Play the recording for them to match the conversations to the pictures. Check answers.

Answers

1 b 2 c 3 a

Audioscript

1

A rumour has been going round for a couple of weeks now about this, so it's probably only confirmation of what you already know, but now it's official, this talented runner is going to switch the country she races for in the next World Championships. She's free to do this thanks to her grandmother's nationality and while she has absolutely no quarrel with our coaches, her new-found home will provide better training facilities, together with strong public support, which has sadly been lacking for her here.

2

Only two days ago on this programme, I interviewed this high-profile manager and he made no mention of leaving the club. But then things can move very quickly following poor results – and his team haven't found the net once in three matches! Maybe Carlos Silva can take a hint – he hasn't been happy at the club for a while and has faced a lot of criticism for his decision to keep certain players on the bench. It seems there is some disagreement over exactly when he will go, but he's unlikely to be anywhere near the pitch next Saturday.

3

Breaking news on the sports channel today is the tearful confession from skater Janice Devlin, who deliberately caused a competitor to fall and injure herself in training. The current prediction now is that Devlin will miss the rest of the season on the rink while her case is investigated. Although there is no clear proposal to punish her right now, we'll bring you regular updates as they come in.


- Give students time to read the news headlines and see if they can match them to the pictures. Ask them to explain each word in bold (*quarrel: argument; support: encouragement; confession: when you admit that you have done something wrong; rumour: something that people are talking about although they do not know if it is true; update: new information*).

Extension activity

To check students understand the words in bold, put them into pairs to discuss these questions: *Who did you last have a quarrel /'kwɒr.əl/ with? Which sports have the most support in your country? When was the last time you made a confession? Do you know any interesting rumours /'ru:.mə/? What was your last social network status update?* Nominate individuals to share any interesting responses with the class.

Answers

3a, 5b, 2c

-  2.07 Check understanding of the words in the box by asking stronger students to explain each one. Play the recording again and tell students to complete the sentences using these words. Allow them to compare answers with a partner before checking as a class.

When considering which nouns have the same verb form (*hint* and *mention*), elicit example sentences showing how to use them as verbs, e.g. *He hinted that he might be moving house soon. The event wasn't mentioned in the newspapers.*

Mixed ability

You might need to provide more prompts for weaker students to discuss, e.g. in question 1, tell them to think about bookings and applications. In question 3, encourage them to think about success and working together. In question 4, give them some adjectives related to emotions, e.g. *angry*, *sad*. Stronger students can complete the exercise without these prompts.

Answers

1 confirmation 2 mention 3 hint 4 criticism
5 disagreement 6 prediction 7 proposal

- 4 Put students into small groups to discuss the questions. For question 4, tell them to think of the positives and negatives about how they handle criticism. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Elicit some ideas from each group.

READING

- 1 Tell students that looking at titles and photos is a good way to get an initial idea about the content of a text. This can be an important previewing skill. Give students just one minute to check their predictions before confirming the answer.

Answer

They have all made unpredictable sporting career decisions.

- 2 This exercise provides practice for *First Reading* and *Use of English Part 7*. Explain that highlighting key parts of a question can be useful when trying to find specific information. Ask students to look at the highlighted words in questions 1 and 2 and to then choose between texts A to D. Check answers.

Answers

1 A Sarah 2 B Katherine

- 3 Explain that exam texts are likely to include 'trick' options to distract them. They sometimes do this by including words from the question elsewhere in the text. Ask students to look at the distractors and to explain why they are wrong.

Answers

C Sophie aims for medal success; she hasn't yet achieved it.
D Paige will need to be sponsored; she is not sponsored yet.

- 4 Ask students to put their highlighting skills into practice. Give them a few minutes to do this exercise. Allow them to compare their answers with a partner before checking as a class. If students choose a wrong option, pay attention to the words in the part they have chosen. Have they chosen a typical distractor including words from the question? If so, explain why it is incorrect.

Fast finishers

Ask fast finishers to decide whose story they find most interesting and why. Elicit their ideas after checking answers to exercise 4.

Answers

- 3 C. She argues that the time she spent on stage as a teenage dancer equipped her mentally to deal with the pressure and huge expectations of home supporters.
4 B. Everyone was in GB kit from head to toe. I was shown the biggest bag of kit I have ever seen and told it was mine. Even my trainers had Team GB sewn on them!
5 A. I started suffering severe ear infections, which meant long periods out of the water.
6 D. Paige Holden showed an early talent for driving at the age of 12, when she went karting for a birthday party.
7 A. To keep in shape, I took up cycling, and was soon spotted by British Cycling, who told me I had great potential.
8 D. She soon got to the top of the leader board and was beating men in their late 20s!
9 C. At first hammer throwing seemed impossible because it was a completely different movement and using parts of my body I had never used before, but it got easier.
10 B. Katherine was an Olympic torch bearer in 2012.

- 5 Ask students to read the text again and to decide whether the statements are true or false. Tell them to correct the false statements. When checking answers, elicit which part of the text gave students the answer.

Answers

- 1 False. Her disability, a partly formed left hand, dates from birth.
2 True. She broke a world record at the European Paralympic Championships.
3 True. Now based at the University of Toronto, Canada, she is developing her skills further.
4 True. Katherine led the Under-18 GB women's team ...
5 False. ... what she lacks in size she makes up for in strength.
6 True. ... her father was a motocross champion.

Talking points

Put students into small groups to discuss the questions. For the second question, encourage them to come up with at least three points. Share some ideas as a class. You could also ask them to talk about the challenges people face when competing at national or international level.

EP Word profile

Books closed. Write *shape* on the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences, and to identify any with a similar meaning and use. Set the exercises on page 126. Check answers.

Answers

- 1
1 keep in shape 2 shape up 3 in good shape 4 out of shape
2
1 in the shape of 2 lost its shape 3 different shapes
4 a circular shape 5 body shape

Extension activity

Use the first question from Talking points to have a class debate. One half should argue the advantages and the other should argue the disadvantages. Choose a panel of four students to decide on the winning debate team. If it's a draw, you can have the casting vote.

Cooler

- 1 Put students into teams of six and tell them to make a list of as many sports stars as possible in two minutes. The challenge is that they can have no more than one person from any one sport, i.e. only one footballer, one tennis player, etc.
2 Find out which team has the most names and ask them to read their list aloud.

GRAMMAR Reported statements

- 1 Books closed. Write the following sentence on the board: *I practised every day for four years*, and write under it *Lucy said that ...*. Elicit ideas for how to complete the sentence. Ask students when we change the verb and when we do not. (It does not change when speaking about a permanent situation or general truth.) Books open. Tell students to look at the examples and to complete the rules. Check answers.

→ Grammar reference Student's Book page 150

Answers

- a tell, explain
b past perfect
d pronouns

- 2 Ask students to look at the two options for reporting the first sentence. Tell the class to think about their choice and then hold a vote on the best option. Elicit why option A is incorrect (we normally put the verb further back in the past). Set the rest of the exercise for students to complete individually before checking answers as a class.

Answers

- 1 B 2 B 3 B

- 3 Ask students to look at the first statement only and to complete it. Elicit the answer and write it on the board. Tell them to complete the rest of the exercise individually. Allow students to compare their answers with a partner before checking as a class. Alternatively, students could first complete these in pairs. One student should read the direct speech sentence out loud and the other should try to report it.

Fast finishers

Ask fast finishers to think about why they did or didn't change the verb form. Elicit their reasons when checking answers to exercise 3.

Extension activity

Play *Pass the message*. Divide the class into three teams. One person should whisper a sentence in direct speech, e.g. *She has great potential as a football player*, to the person on their left. This person whispers what they hear to the person on their left. This continues until they reach the last person in their team. The last person should stand up and say what they heard in reported speech, e.g. *He said that she had great potential as a football player*. The winning team is the one with the closest sentence to the original sentence and with the most accurate use of reported speech.

Answers

- 1 would email confirmation of the date.
2 there had been several rumours about match-fixing.
3 that the club had made no mention of selling their top player.
4 that the team hadn't performed well due to the media criticism.
5 that they could still win the league if they focused on their game.
6 that he didn't want to cause any disagreement among the team.

Corpus challenge

Ask students to correct the sentence in the book. Point out that *cannot* needs to change to *could not* as it is reported speech.

Answer

The next day he rang me and said that we could not meet each other that day.

VOCABULARY Reporting verbs

- 1 Books closed. Ask students if they can think of any verbs that we use to report what someone has said (apart from say). If they are finding it difficult, let them open their books and look at the reported statements in the previous exercise. Elicit some of the reporting verbs and write them on the board (*claim, explain, complain, state, reply*). Ask why we use different reporting verbs (to show the speaker's attitude to what they are saying or our attitude to what they have said). Books open. Put them in pairs to do the exercise.

Answers

claimed suggests that this is what Sophie said, though it might not be true; *argues* suggests that this is something she says that she believes; *told* suggests that this is advice; *encouraged* suggests that the coach was trying to help.

- 2 Ask students to complete the exercise individually before comparing their answers with a partner. Check answers. Extend this activity by putting students into groups. Tell students that they should try to explain the words in bold to each other without using the word itself. The rest of the group has to guess which word the person is describing. The person who guesses correctly chooses another word to describe.

Extension activity

Ask students to work in groups of four. Each group should write the verbs from exercise 2 here and the nouns from exercise 3 in the first vocabulary section onto cards. On a separate piece of paper they should draw a noughts and crosses board. One person from pair A should take a card and describe/define the word to their partner. They have one minute per word. If they guess it correctly, they get to put a nought or cross on the board. The winner is the first pair to get three in a row on the board.

Answers

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

- 3 Put students into pairs to complete the exercise. Check answers. You could ask students to choose three of the words not used and to write sentences using those words. Elicit an example sentence for each word from the class.

Answers

1 reminded 2 proposed 3 begged 4 revealed
5 declared 6 emphasised 7 admitted 8 confirm

WRITING A sports report

- 1 Do this exercise as a whole-class activity. The key word is the use of *not!* Do not reveal the answer at this stage, as students will confirm this in exercise 2.
- 2 Give students a few minutes to read the article to confirm their answer. Check as a class.

Extension activity

Ask students to work in small groups and to think of the last team game they played in or watched. Ask them to describe the game to each other. Elicit one or two descriptions from the groups.

Answer

The team did not play well.

- 3 Ask students to read the *Prepare* box and to answer the questions. Check answers. Remind them that it is important to plan the structure of their writing, so that their message is clear, logical and entertaining.

Answers

1 B 2 C 3 A

- 4 Tell students to look at the text again and to underline any positive or negative phrases. Then ask them to compare these with the phrases in the box and to complete the table. Check answers.

Answers

praise: man of the match, stayed calm and focused
criticism: an unsatisfactory experience, lacking determination and imagination, need to raise their game

- 5 Ask students to look at the three phrases in the text and to match them to their function. When checking answers, elicit which words helped them to decide, i.e. 1 *guys*, 2 *eating too many pies*, 3 *we*.

Answers

1 Time to shape up, guys!
2 Or are they in bad shape from eating too many pies?
3 If we are to lift the trophy again this year,

- 6 Ask students to plan their report. Put them into pairs to check each other's plans and to add ideas where necessary. Remind them to have a clear focus in each paragraph and to include their personal opinion.
- 7 Set a time limit of 15 minutes to write the report. Monitor and provide support as necessary. Ask students to swap their reports with a new partner and check they have used all the tips in the *Prepare* box.

Cooler

- 1 Put students into pairs to discuss what they would do in each of these situations:
 - 1 *You have the chance to stop a goal by committing a foul.*
 - 2 *You have the chance to score a goal with your hand during a football match.*
 - 3 *You know the ball is outside the court in a tennis game, but you really want the point.*
 - 4 *You see a short cut you could take in a cross-country run.*
- 2 Elicit what some of the students would do and find out how important they think fair play is in sport.

Project

Tell students to watch a sporting event online or on TV. Ask the class to choose which sporting events they will watch, and limit it to four events between the class. After watching the event, they should write a report on it. In the following class, students should find someone who watched the same event and see whether they agree with each other's report.

Teacher's resources

Student's Book

Grammar reference and practice page 150

Vocabulary list page 134

Video

Sport

Workbook

Unit 13, page 52

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

14 Accident and emergency

Unit profile

Vocabulary: Accidents and emergencies

Reading: *It's an emergency! Or is it?*

Grammar: Reported questions and requests

Vocabulary: *have, give and make + noun*

Listening: News stories

Speaking: Describing photos


Warmer

Put students into groups of four. Give them two minutes to write a list of injuries, accidents and illnesses. Ask one group to read their list aloud and write their words on the board. After each word, find out if the rest of the class also has that word. If not, they continue. If so, another group takes over.

Your profile

Put students into pairs to discuss the questions. If they haven't been in an emergency situation, ask them to describe an accident or injury that they have seen on TV. Share some stories as a class.

VOCABULARY Accidents and emergencies

1  **2.08** Monitor as students describe what they can see in the pictures to a partner. Play the recording for them to do the matching exercise. You could play it again, pausing after each one if necessary. Check answers.

Answers

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

Audioscript

1

A: I told you not to run around the pool, didn't I? It's really easy to slip on the wet floor.

B: Yes, sorry.

A: Don't apologise to me! You're the one who hurt yourself. Now, are you all right?

2

A: The cat's been sick twice now. He doesn't look well.

B: Could he have swallowed something poisonous?

A: I don't know. But it's possible, I guess.

B: Let's get him to a vet.

3

A: Achoo! Achoo!

B: You OK?

A: I'm not sure. I can't stop snee— Achoo!

B: Your face is quite red too.

A: Oh, no. I think I've had an allergic reaction to something. It's happened before. I'm not sure what causes it.

4

A: I heard him call out my name and then it went quiet.

So I ran upstairs and I found him on the floor. He must have passed out. I rang the emergency services but he woke up before they arrived.

5

A: It was lucky I called in or we might not have found her.

B: So what happened?

A: I think it was the cat. She was trying to give it some food and it got around her legs. She tripped over him, I guess.

B: Oh, no.

6

B: Argh!

A: What happened?

B: I was chopping vegetables for tonight. The knife ... it slipped and ... I cut myself on it. I think it's quite deep. I might have to go to the hospital. We'll have to call off the party.

A: Hold on! Let me look at it. Oh, I wouldn't call that deep. I'll get a bandage. You'll be fine.

7

A: Ow!

B: Ooh, are you OK?

A: Yes, I think so. Can you see anything?

B: Let me see ... it looks fine. There's a bit of a mark ... I'll get some ice if you like.

A: Sometimes I wish I weren't so tall. I'm always bumping my head on things!

8

A: Hello. You're a lovely ... Ow!

B: Bill! I'm so sorry! He's never done that before. I think you surprised him.

A: Er, that's OK. It isn't serious. I haven't been bitten by a dog for years!

B: I am so sorry, though.

2 Ask students to read the phrases and check understanding of *allergic reaction* (caused by an allergy), *slip* (slide without meaning to), *sharp* (having a thin edge that can cut), *bump* (hurt yourself by hitting something hard) and *trip* (fall over something) by eliciting examples of when students have had such injuries. Tell students to match the phrases to each picture and then check answers.

Extension activity

Put students into small groups. Tell them to take turns drawing pictures of the phrases for the rest of their group to guess the phrase. For each correct guess, they win a point.

Answers

- 1 have an allergic reaction to something
- 2 be bitten by an animal
- 3 bump your head
- 4 swallow something poisonous
- 5 pass out
- 6 cut yourself on something sharp
- 7 trip over something
- 8 slip on a wet floor

- 3 Put students into small groups to discuss the questions and then tell them to check their answers on page 121. Elicit how many each group guessed correctly and find out which answer most surprises students. Ask each group to report back on one question for feedback.

READING

- 1 Write 999, 112 and 111 on the board and get students to guess what these numbers are (emergency services telephone numbers in the UK, Europe and the USA). Ask students if they think people always use emergency phone numbers properly or not, and to think of possible problems. Tell them to read the four messages and then to read the text and choose the best one. Check the answer as a class.

Answer

- 3 People should only call the emergency services when there is an actual emergency.
- 2 Ask students what the best way to find the information for these figures is and how the reading strategy is different from the one used for exercise 1. In exercise 1, students are skimming for gist; in exercise 2, they are scanning for specific information. Allow students to compare their answers with a partner before checking as a class.

Answers

£5,000 – the maximum fine for making a joke call.
35 million – the number of 999 calls made each year in the UK.
75% – the number of 999 calls that are not an emergency.
999 – the emergency number in the UK.
five – most emergency phone calls are answered within five seconds.

- 3 Ask students to try to answer the questions before reading the text again. Then allow a few minutes for them to look back at the text. Check answers.

Extension activity

Ask students to discuss what they think of the three non-emergency situations. Which one do they think is the biggest waste of police/ambulance time? Tell them to invent another situation and to write one or two sentences describing it. Put students into groups of four. Get them to read their situation out loud and then vote on the most ridiculous one. Share some ideas as a class.

Answers

- 1 Because there was a spider in her bathroom.
- 2 Someone not speaking and someone pretending something is an emergency.
- 3 There are fewer public payphones nowadays.
- 4 Students' own answer.
- 5 Someone with a real emergency has to wait longer.

Talking points

Put students into pairs to list three possible solutions and the reasons why they think they would work. Ask pairs to work in groups of four and compare their solutions. Each group should choose their best one and share it with the class.

EP Word profile

Ask students to explain each use of the phrases with *call* to their partner. Discuss ideas as a class. Then set the exercises on page 126. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

- 1 call 2 called off 3 call 4 call in 5 call for

Cooler

Read the following 999 stories out loud to the class and ask students to raise their hands after each one if they think it is true.

- 1 *Someone phoned 999 to ask for help getting the washing in because it was so cold.*
- 2 *Someone phoned the emergency services because a fast food restaurant had run out of chicken nuggets.*
- 3 *Someone phoned the emergency services to complain about the mushrooms on their pizza.*
- 4 *Someone phoned 999 because they had run out of toilet roll.*

Reveal that all four are true. You could ask students to find more non-emergency 999 calls for homework.

GRAMMAR Reported questions and requests

- 1 Books closed. Tell students to look at the three bullet points in the reading text and to imagine what questions the person might have asked. Ask them to write down one question for each bullet point, e.g. *Can you tell my parents to change the colour? Could you come and arrest my lazy son? Please could you remove the video?* Books open. Ask students to look at the direct questions and reported speech in exercise 1 and to do the matching exercise. Elicit which one is a request (2a).

Mixed ability

Elicit some of the questions that weaker students wrote in exercise 1 and ask stronger students to show how they can be written in reported speech.

Answers

1 c 2 a 3 b

- 2 Ask students to read the rules and to choose the best option to complete each one. As you check answers, refer to the examples in exercise 1 to demonstrate any relevant rules, e.g. examples 1 and 2 show that the answer to *a* must be *sometimes* as only example 2 takes a direct object.

→ Grammar reference Student's Book page 151

Answers

a sometimes b change c don't use d after
e yes/no f with


- 3 Check understanding and pronunciation of *fainted* (/ˈfeɪnt.ɪd/) (suddenly became unconscious and fell down). Nominate a stronger student to answer the first question and to explain their answer, before asking students to complete this exercise individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to write the direct question for each reported question. Go through these as you check answers to exercise 3.

Answers

1 if I'd 2 to speak 3 I had 4 to phone 5 she was
6 wanted

- 4  2.09 Put students into pairs to discuss who they ask to help them when they do not understand something or do not know how to do something. Elicit some responses, e.g. *I ask my mum to help me with my science homework*. Tell students that they are going to listen to a conversation based on a real emergency service call and to complete the questions as they listen. After checking answers, find out what they think of the situation. Books closed. Put students into groups of three to re-enact the conversation with a partner. How much can they remember?

Answers

1 What's 2 Will you help me 3 What did 4 How old
5 Do you know 6 What are

Audioscript

Operator: 911 emergencies.

Boy: I need some help.

Operator: What's the problem?

Boy: Will you help me with my math?

Operator: What did you say?

Boy: You have to help me with my math.

Operator: How old are you?

Boy: I'm only six.

Operator: Six! Do you know what number this is?

Boy: Yes, it's 911.

Woman: Johnny! What are you doing?

Boy: You told me to call somebody if I needed help.

Woman: I didn't mean the police.

Operator: Can I speak to your mom ...

Woman: Hello? I'm sorry. I had no idea that Johnny was making a call to 911. I can't believe that he would do ...

- 5 Model the first statement. Then put students into pairs to put the questions from exercise 4 into reported speech. Elicit an answer from different pairs.

Answers

1 what the problem was.
2 if she would help him.
3 what he had said.
4 asked how old he was.
5 asked if he knew what number it was.
6 asked what he was doing.

Corpus challenge

Ask students to work with a partner to correct the sentence. Elicit an answer. Point out that the word order needs to change here.

Answer

The police office asked me where my mother was.

VOCABULARY *have, give and make + noun*

- 1 Put students into pairs to discuss the possible verbs that could replace each phrase in bold. Nominate a pair to share their answer with the class and check everyone agrees.

Answers

1 call/phone 2 arguing

- 2 Put students into groups of three to complete the table, with each student finding the nouns for one verb. Check answers.

Mixed ability

Ask stronger students to put the verb and noun collocations into sentences when checking answers to exercise 2.

Answers

have: a quarrel, respect (for someone)

make: a comment, an arrest

give: a sigh, someone a hug, someone a welcome

- 3 Books closed. Write the example sentence on the board and elicit from the class how they would change it, using the verb and noun collocations from exercise 2. Highlight the verb change (*fell* to *had a fall*) to the class. Books open. Set the exercise as individual work and then check answers.

Answers

- 1 I made a comment on the article online.
- 2 We had a quarrel yesterday.
- 3 Give me a hug!
- 4 He gave a sigh when he heard the news.
- 5 I have a lot of respect for my teachers.
- 6 They gave us a warm welcome.
- 7 The police made 200 arrests.

- 4 Put students into groups and give them one minute to make a list of possible collocations with the three verbs. When the minute is up, get the group with the most collocations to read theirs out. Write all the correct ones on the board. Then ask students to make at least three sentences, one with each verb, showing the use of their collocations. Elicit a range of sentences from the class.

Possible answers

have: a party, a shower, a walk
give: a speech, permission, a choice
make: a mistake, a promise, a decision


LISTENING

- 1 Put students into pairs to describe the photos, before guessing what each news story is about. Elicit some ideas from the class.

Possible answers

- a A rescue using a helicopter, perhaps in an area where few people live.
- b Some unexpected news, perhaps involving money.
- c Something that happened when people were sleeping.

- 2 Tell students the main idea of each story – a young girl went missing, a mountain climber fell 300 metres, a boy called the emergency services after cutting himself – and put them into small groups to brainstorm words they might hear. Tell students to look at the words in the box for ideas. You could make this competitive by setting a one-minute time limit for each story and then eliciting the words from the group with the longest list. You could write the words on the board for students to tick as they listen.

- 3  2.10 Play the recording and ask students to tick the words on their list. When checking answers, find out who ticked the most words and elicit them from the group.

Possible answers

- 1 bed, snore 2 map, injury 3 bill, hospital, knife

Audioscript

1 A father started a huge emergency rescue search yesterday when he woke up and could not find his daughter. Erik Klug and his family were staying in a holiday house in the Alps, near Fieberbrunn in Austria. Mr Klug woke up at 4 a.m. and found his daughter's bed empty. He immediately called the emergency services and reported her missing.

After a three-hour search in freezing temperatures, with two helicopters and over one hundred mountain rescue workers, the daughter was found. She was asleep in a different room in the family's holiday home.

'My father was making a lot of noise in the night,' said Sabina Klug. 'He snores very loudly. So I just decided to sleep in a different room. I don't understand why he didn't search the house first.'

2

A mountain climber fell over three hundred metres down a Scottish mountain on Sunday and survived.

Adam Potter, from Glasgow in Scotland, and three friends had just reached the top of the mountain when Mr Potter slipped and fell over the edge. His fall was only broken when he hit a large rock.

When the emergency services got the news, they feared the climber would be very seriously injured. However, on flying over the mountain, the rescue helicopter spotted Mr Potter immediately. 'At first, we didn't believe it was him,' said mountain rescuer, Thomas Price. 'He was standing up and just looking at his map.'

Mr Potter cut himself on the rocks during the fall and injured his back and shoulders, but was otherwise fine. 'He is incredibly lucky,' added Mr Price.

3


A family in Arizona, USA, received a two thousand dollar bill after their teenage boy called an ambulance after cutting himself. Taylor Petz, seventeen, was making a sandwich late at night when the accident happened. Worried about waking his parents, who were asleep upstairs, Taylor called an ambulance and waited outside his house for it to come. Taylor was taken to a local hospital and fortunately the cut required only minor treatment. However, the ambulance crew had also spotted a small amount of blood on the pavement in front of Taylor's house. According to the law, any blood must be professionally cleaned from public areas, so they requested an emergency cleaning company to do the job. Unfortunately for the Petz family, the nearest company available was over two hours away. Two weeks later, Taylor's mother, Vanessa Petz, received a bill for two thousand dollars. Over one thousand dollars of the total was for travelling costs.

Mrs Petz said yesterday that she was refusing to pay 'a single dollar' of the bill.

- 4 Put students into pairs to answer the question, reminding them to give reasons for their answers. Share some ideas as a class.

Answers

- 1 c (the father was snoring so much that the daughter decided to sleep in a different room)
- 2 a (the emergency services flew in a helicopter to look for an injured climber)
- 3 b (a family received a large bill after their son called an ambulance)

- 5  2.10 Give students a few minutes to read through the options and answer any questions they can before playing the recording. Pause between each extract to give them time to answer and to correct any false sentences. Allow students to compare their answers with a partner before checking as a class.

Answers


- 1 F. At about 4 am. 2 NG 3 F. She moved rooms because her father was snoring very loudly. 4 T 5 F. He had just reached the top. 6 NG 7 T 8 T 9 F. He called an ambulance and waited outside the house. 10 F. The cut required only minor treatment. 11 NG 12 F. She is refusing to pay any of the bill.

SPEAKING Describing photos

- 1 Put students into small groups to discuss the question and then elicit some ideas. In feedback, ask different pairs to report back on each word in the box.

Possible answers

In the first photo, it looks warm and sunny, although that might make the participants feel too hot and uncomfortable. In the second photo, the weather conditions are perfect for snowboarding. The snowboarder probably feels confident, although he will have to wait until the other participants have all completed the run before he'll know if he's won or not. The runners, on the other hand, can easily see their position in relation to the other participants. For running, very little equipment is needed – just a pair of running shoes, whereas the snowboarder needs special clothes, boots, helmet and snowboard.

- 2  2.11 Give students a few minutes to read the questions. Ask them what type of things they would expect to hear in response to each question. Play the recording for students to match one question to each person.

Answers


Janosz: question 3 Julia: question 2

Audioscript

Janosz: That's an interesting question. In the top picture, it looks like they're doing cross-country running. So it's possible that they might trip on the rough surface or even trip over each other. It's quite common to cut yourself from a fall while running – I've done it a few times myself. It looks warm so the runners will also need to keep drinking water or they'll get very weak. And if it's really hot, I hope they've put some cream on their skin – it's easy to get burnt in the hot sun! In comparison, the bottom picture shows someone snowboarding, which – how shall I put it? – is a much more dangerous sport. And that's why you can see he's wearing protective clothing like a helmet. I imagine it's really easy to slip and fall while snowboarding and the results could be quite serious. By that I mean it's probably quite easy to break your leg, wrist or arm, or even do something worse. But it must be so exciting!

Julia: Now, let me think. Both photos show physical sporting activities. Not everyone can do these kinds of things. What I mean is that you need to be quite fit. In the top photograph the runners look hot. They're staring in front of them. They must be thinking about how far they have left and concentrating hard on their breathing. They don't seem to be carrying anything so no doubt they are thirsty too.


In the bottom photo, the man is, um, snowboarding. He's right in the middle of a jump and although he's probably also concentrating hard, it's a very different type of activity. At the moment, it's difficult to say really, he's probably thinking about landing safely but he must also be very excited and perhaps a bit scared. I'm afraid I don't have the courage to do things like this. Basically, these kinds of sport, extreme sports, they terrify me!

- 3  2.11 Ask students to read the *Prepare* box. Play the recording again for them to identify the phrases that the speakers do not use. Check the answers as a class.

Answer

To put it another way ...

- 4 Model this exercise with a student. Then put students into pairs to answer the question. Tell them to use as many of the phrases from the *Prepare* box as possible. Find out which pair used the most phrases and ask them to perform their role play to the class.

- 5  The task provides preparation for *First Speaking* Part 2, in which students are asked to talk about two photographs. Ask students to turn to page 121 and to complete the exercise. Nominate one or two pairs to perform their role play to the class.

Cooler

Put students into pairs and give them 30 seconds to make a list of adjectives that describe feelings or emotions, e.g. *scared*, *excited*, *happy*. Then ask them to take turns describing an activity using as many of these adjectives as possible, without mentioning exactly what they are doing. Can their partner guess the activity?

Project

Ask students to use the internet to research accidents that happen at home. Tell them to find the most common types of accident and any funny or interesting ones. They should produce a poster or PowerPoint presentation of their research to show in the following class.

Teacher's resources

Student's Book

Grammar reference and practice page 151
Vocabulary list page 135

Workbook

Unit 14, page 56

Go online for

- Pronunciation
- Progress test
- Corpus tasks

Emergency services

Learning objectives

- The students read and talk about different emergency services around the world.
- In the project stage, students produce a leaflet about emergency services in their country or region.

Warmer

- 1** Read this situation to the students:

A man has to get a fox, a chicken, and some corn across a river. His boat is only big enough for him and one other thing. If the fox and the chicken are left together, the fox will eat the chicken. If the chicken and the corn are left together, the chicken will eat the corn.

- 2** Put students into small groups to discuss how the man can get everything across the river. Share ideas.

Answer

First, the man takes the chicken across the river (the fox and corn are safe together). The man then takes the fox across the river. He can't leave the fox and chicken together, so he brings the chicken back with him. He leaves the chicken and takes the corn across. Finally, he returns and takes the chicken across the river again.

- 1** Write 999 on the board and see if students can remember what this is (the emergency telephone number in several countries, including the UK, Poland and the UAE). Ask students what kind of emergency services exist in their country, and elicit *Fire brigade*, *Ambulance service*, *Police* and *Search and rescue*. Put students into pairs to complete exercise 1. Check answers and discuss what they would do in each case.

Answers

- 1** Police **2** Ambulance service **3** Fire brigade
4 Ambulance service **5** Police **6** Search and rescue

- 2** Tell students to read the titles in the text and to predict which ones they would expect volunteers to help with. Ask them to read the text and compare their predictions with what they find out. Check answers.

Answers

Ground rescue and Underground rescue

- 3** Ask students to read the text again and answer the questions. Check answers. Extend the task by getting students to write one more comprehension question. Tell them to give their question to a partner to answer.

Fast finishers

Ask fast finishers to think about which emergency service they would prefer to work for and why. Elicit some ideas after checking answers to exercise 3.


Extension activity

- 1** Ask students if anyone has done any first-aid training or any voluntary work in this area. If so, discuss their experiences in class. Tell students to think about their own skills and abilities that would be useful in an emergency and to write down adjectives to describe their personality under pressure.
- 2** Tell students to swap their lists with a partner. They should decide whether they think their partner would be a useful volunteer and, if so, in which area. Nominate three or four students to tell the class about their partner.

Answers

- 1** Specially trained dogs.
2 Ground search and rescue team work with park rangers.
3 Swimmers and surfers, people on boats.
4 Basic medical training so that they can treat injured people, before taking them to hospital.
5 The weather can worsen, and climbers and skiers can have accidents.
6 The Cave Rescue Organisation; it is made up of (cave explorer) volunteers.

- 4** Put students into pairs or small groups to discuss the questions. Give each pair or group a number from one to six, and for feedback, get each one to respond to the corresponding question.

- 5**  **2.12** Before they listen, ask what they think the show might be about. Tell students to read the sentences and to think about the information they might need to complete each gap, e.g. numbers or words. Discuss their ideas as a class. Play the recording for students to complete the sentences.

Answers

- 1** rock-climbing **2** mountain rescue **3** properly trained
4 helicopter tour service **5** emergency medical **6** prepared

Audioscript

Amanda: Good afternoon everyone. This is Amanda Barnes, and you're listening to *Helping Hands*, a programme about volunteer associations and the people who make them possible. On today's programme, we'll be speaking with two search and rescue workers, so they can tell us a bit about their daily lives, and the challenges of their jobs. First up today, we have Michael Sorenson, a local rock-climbing instructor. Welcome to the programme, Michael.

Michael: Thank you, Amanda.

Amanda: And joining us by phone today, we also have Janet Matthews, a professional helicopter pilot who works with various search and rescue services. Can you hear us, Janet?

Janet: Yes, perfectly, Amanda.

Amanda: Wonderful. Well, let's start with Michael then. Now, you also do volunteer work with the Mountain Rescue Service.

Michael: Yes, that's right.

Amanda: So do you spend a certain number of hours a week helping out?

Michael: Well, sort of. I work full-time at a rock-climbing school, but I volunteer about twenty hours a month, mostly giving free climbing lessons to other mountain rescue volunteers. It's really important that everyone is well-trained in different skills.

Amanda: Oh, I see. I suppose people think volunteer rescuers just wait around for emergency calls, but there's more to it than that, isn't there?

Michael: Yes, there is. In fact, if we're lucky, we don't get many emergency calls for mountain rescue, but we do have to be prepared all the time, and that's where I can help the most, I think. We don't want rescue workers to get injured during an emergency because they aren't properly trained! That would just make matters worse, wouldn't it?

Amanda: Well, yes, that's a good point! And Janet, is that also the case for you, as a volunteer pilot?

Janet: Well, not exactly. Most of my volunteer work is during emergencies, because I own and run a helicopter tour service during the rest of my time. Normally, I take tourists up for helicopter rides over the area, but when there's an emergency, the Mountain Rescue Service calls me to help out.

Amanda: I see, so are you on call all the time then? Anytime, day or night, so to speak?

Janet: Well, there are several helicopter pilots who volunteer in the area. I think there are about eight of us at the moment, and we take turns being on call. But if there's a big emergency, more than one of us might go out to help.

Amanda: I see, and you're on call how often?

Janet: Usually two days a week, like Friday and Saturday, or Sunday and Monday, for example. And usually once a month I participate in some type of safety or training session, like Michael. In my case, I practise rescue missions, with ground, mountain or marine search and rescue teams, or with emergency medical workers from hospitals, for example.

Amanda: And what's that like? I mean, what do they have to do, exactly?


Janet: Well, for starters, they need basic training, just to get in and out of the helicopter safely, to know all the safety regulations, and other things like that. You can't just jump into a helicopter when there's an emergency – rescue workers have to know what they're doing, like Michael said, so they don't cause even more problems.

Amanda: Yes, it's much the same thing, isn't it? It sounds like most of your volunteer work has to do with training, preparation and so on, rather than actual emergency missions.

Michael: Exactly, Amanda. I think Janet would agree that, if we're lucky, we won't really use our emergency skills that often, but we do have to be ready for anything, just in case.

Janet: Well, yes. I think our motto should be 'Be prepared'.

Amanda: Well said, Janet. And with that, we'll take a quick commercial break. We'll be right back.

6  **2.12** Play the recording again. Monitor as students compare their answers with a partner. Check answers.

Answers

- 1 Michael is involved in training. Janet is on call to help mountain rescue in an emergency.
- 2 Michael
- 3 So that they don't cause problems or have an accident.
- 4 Students' own answers.

Cooler

- 1 Ask students to imagine this situation: *You are driving a two-seater car in a heavy storm. You see three people standing at the side of the road. The three people are a young woman, an elderly lady and a middle-aged man. No one's mobile phones are working.* Put students into pairs to decide who they would take and discuss reasons briefly as a class.
- 2 Tell students that the elderly lady is an annoying noisy neighbour of the driver. The middle-aged man is a teacher who always gave the driver low marks at school. The young woman is a thief who broke into the driver's house last month. Give them a few minutes to discuss whether this information changes their decision, and feed back as a class.

Project

Put students into groups of three and ask them to divide the questions for research between them. Encourage students to focus on any local emergency services, where possible, e.g. a local air ambulance. Once they have done their research online, they should pool their findings and create their leaflet. Students display their leaflets in class. Give them time to look at them all.

15 Telling the truth

Unit profile

Vocabulary: Facial expressions

Reading: *The truth about lying*

Grammar: *have/get something done; get someone to do something*

Vocabulary: -self, -selves for emphasis

Writing: A story (2)


Warmer

Put students into small groups. Each person should think up a story. It can be real or made up. Once they have thought of the story, they should tell it to their group. The rest of the group should decide whether they think the person is telling the truth or not. Ask one or two students to tell their story to the whole class and hold a vote on whether the rest of the class thinks the story is true.

Your profile

Write *facial expressions* and *body language* on the board and ask students to describe them, giving an example of each. Put students into small groups to discuss the questions, and encourage them to model or mime the body language and facial expressions they talk about. Elicit ideas from different groups and ask them to demonstrate the facial expressions and/or body language.

VOCABULARY Facial expressions

- 1  2.13 Put students into pairs to describe what is happening in the cartoons. Tell them to choose the correct phrase for each one and play the recording so they can check their answers. You could ask students to write sentences of their own using the phrases.

Answers

- 1 bite your lip 2 nod your head 3 yawn 4 blink
5 stare at someone

Audioscript

1

Speaker 1: You're biting your lip again. Are you still worried about your phone?

Speaker 2: It's only a few weeks old. My parents are going to be really annoyed.

Speaker 1: I had my screen repaired last year. It's not as expensive as you think.

2

Speaker 1: Shall we go in? Or do you think we should wait for Tom? Are you nodding your head because you want to go or ...?

Speaker 2: Yes, sorry. Let's go in. Tom will find us when he gets here.

3

Speaker 1: Sorry. No matter what I do, I can't stop yawning this morning.

Speaker 2: Late night?

Speaker 1: A bit. But not that late ...

4

Speaker 1: What's up? Is there something in your eye?

Speaker 2: Yeah, can you take a look for me?

Speaker 1: I can't see anything ... Keep blinking and it might come out.

5

Speaker 1: Have you seen that boy's hair?

Speaker 2: Don't stare at people! It's rude!

Speaker 1: I know, but have you seen it?

- 2 Give students time to complete the sentences individually. Allow them to compare answers with a partner before checking as a class. As a fun way of checking answers, make students give you the answers without speaking, i.e. by miming. You can then check the grammatical form they have chosen is correct.

Extension activity

Ask students to write something down that would make them do each of the actions from exercise 2. They should then read these out loud to a partner (in a jumbled order), who should guess which action each is related to.

Answers

- 1 shook his head 2 licking my lips 3 rub your eyes
4 avoided making eye contact 5 blush

- 3 Put students into small groups to talk about the meaning(s) of each expression. Are any of them considered rude in public in their country? Ask students to compare their ideas. Elicit some ideas from each group and find out whether the rest of the class agrees or not.

READING

- 1 Ask students to raise their hand if they think they are good at spotting someone who is lying, and elicit how they can tell. Put students into pairs and set a time limit for them to write a list of ways they think they can tell when people are lying.

Extension activity

Ask students to work in small groups. Each person must think up a story that is either true or made up. They should tell the story to the group, who should decide whether the story is true or not. Afterwards, elicit how the others could tell whether the story was true or not.

- 2 Ask students to read the article and compare it to their own ideas. Discuss which of their ideas are mentioned. You could use the ideas in the text to find out who is the best in the class at spotting a liar by eliciting who wrote down the most accurate predictions.


Answers

Mentioned in the text: facial expressions, body language, polygraph tests, computer analysis, the Baseline Method, asking people to tell a story backwards

- 3 Tell students to read the first two paragraphs and the sentence removed from the first gap. Put students into pairs to discuss what they think the underlined part refers to. After checking answers, point out that pronoun referents (a pronoun such as *this*, *it*, *her* which refers backwards or forwards to another idea) often refer back to the nouns or a noun in the preceding sentence. Identifying these helps to understand the organisation of a reading text.

Answers

look nervous, blush, scratch their nose or ear

- 4  The exercise provides practice for *First Reading* and *Use of English Part 6*. Ask students to read the rest of the text and to do the exercise individually. Allow them to compare answers with a partner. Monitor and help as necessary before checking answers, encouraging stronger students to explain what the underlined phrases refer to.

Fast finishers

Tell fast finishers to think about the different methods used for spotting lies in the text and to decide which ones they think are the most effective and why. Ask them to share their ideas after checking answers to exercise 4.

Answers

- 2 D – the missing sentence describes how something works, and 'It' refers back to the polygraph in the previous sentence.
3 A – the missing sentence contrasts the lack of proof that any of these methods work (mentioned in the previous sentence) with a different belief, introduced by 'Instead'. One such 'technique' (strategy) is then explained in the following paragraph.
4 E – the missing sentence refers to 'this behaviour' and the sentence before the gap talks about waving hands or avoiding eye contact.
5 C – the missing sentence refers to repeating the story backwards and uses 'in this case' to make the link with the previous sentence.
6 B – the phrase 'situations like these' in the missing sentence links back to the two examples given just before the gap.

Talking points

Put students into small groups to discuss the questions. For the first question, ask them to think of at least three ways being honest can help them, e.g. *people will trust and believe them, they might be given more responsibility or be offered particular jobs*. For the second question, ask students to come up with some of the small lies that people tell, e.g. *Your new dress really suits you or I'm busy this weekend*. Discuss as a class why people do this, e.g. *to avoid hurting other people*, and how people would feel if everyone always told the exact truth.

EP Word profile

Ask students to read the sentences and then set the exercise on page 126. Check answers and then tell students to write sentences of their own using each of the phrases with *matter*.

Answers

1 c 2 a 3 c 4 b

Cooler

Write these situations on the board:

Your friend gets a bad haircut.

You are given food that you really do not like at a friend's house.

You broke your parents' camera by accident.

Put students into small groups and ask them to decide in which situations they think it's better to tell the truth and in which it's better to tell a lie and why. Discuss possible 'white lies' for each situation in whole-class feedback.

GRAMMAR *have/get something done; get someone to do something*

- 1 Books closed. Write these sentences on the board: *I cut my hair*, and *I had my hair cut*. Elicit ideas for how the sentences are different in meaning (in the first sentence, the speaker cut their own hair; in the second sentence, someone else cut their hair). Books open. Match the examples to the rules as a class.

→ Grammar reference Student's Book page 152

Answers

1 c 2 a 3 b

- 2 Tell students to complete the exercise individually before comparing answers with a partner. Check answers, and nominate individuals to match each one to a rule from Exercise 1.

Answers

1 cut – rule a 2 taken – rule b 3 to repair – rule c
4 done – rule a 5 got – rule c 6 cleaned – rule a

- 3 Monitor and provide help and positive feedback as students add two more questions individually. Tell students to discuss the questions with a partner, and then to share any interesting ideas with the class. You could then hold a class survey, with each student choosing one question to ask five other students. Get them to briefly present their questions and findings to the class.

Mixed ability

With weaker students, leave out the stage of writing two more questions. They can simply ask and answer the questions in the Student's Book.

- 4 Complete the first question as an example on the board and then ask students to complete the others individually. Nominate two stronger individuals to model the activity by asking and answering two of the questions in front of the class. Give students a few minutes to ask and answer the questions before eliciting some responses from different pairs.

Answers

1 your eyes tested? 2 a/your photograph taken professionally?
3 anything published online? 4 anything stolen?

- 5 Work through the first sentence on the board as an example and then ask students to complete the exercise individually. Monitor and help as necessary before checking answers, encouraging stronger students to explain their answer.

Fast finishers

Ask fast finishers to write a sentence similar to the ones in exercise 5 and to exchange it with another fast finisher. They should transform each other's sentences using *have/get something done* or *get someone to do something*. Elicit some examples after checking answers to exercise 5.

Answers

- 1 I got my dad to take us to the station.
2 My older brother is having work done on his house at the moment.
3 We got our neighbour to look after our cat while we were away.
4 Tomas had a drink spilt over him.

- 6 Tell students to imagine they are very rich and to write a list of the things they would get done for them on a piece of paper. Put students into pairs to discuss their ideas and to choose their three favourite things. Share ideas, and take a class vote to find the most popular. Alternatively, you could take in the lists and redistribute them around the class and ask students to guess who wrote the list.

Corpus challenge

Tell students to read the sentence and to correct the mistake. Check answers. Remind them of the word order with *have something done*.

Answer

Almost every family has had something stolen from their car.

VOCABULARY *-self, -selves for emphasis*

- 1 Before students look at the exercise, ask if they can remember what a polygraph is and who invented it. Then do the exercise as a class.

Answers

- 1 John Larson
2 To emphasise that it wasn't Marston who invented the polygraph.

- 2 Write the word *self* on the middle of the board and brainstorm the different forms of the word with different reflexive pronouns (used to show that the person who does the action is also the person affected by it). Ask students to complete the exercise individually. Check answers.

Answers

- 1 yourself 2 himself 3 themselves 4 itself 5 myself
6 myself

- 3** Ask students to read the questions and then to add four more. Monitor and help with vocabulary and grammar. Then tell them to move around the room asking their questions until they have found someone who answers 'yes' to each one. Make it more fun by setting the challenge of completing the activity as fast as possible.

Mixed ability

Ask weaker students to only add two more questions instead of four. Stronger students can add even more questions.

Extension activity

Tell students to imagine they have the ability to do whatever they want for themselves. Ask them to write down the things they would most like to do, e.g. *play the piano well, be a professional footballer*. Put students into pairs to discuss their ideas before nominating a few individuals to tell the class about their partner.

WRITING A story (2)

- 1** Tell students to just read the beginning and end of each story and not the whole story at this stage. Ask questions to check students have understood each text, e.g. *Who upset their friend and why? Who made a mistake? Whose teachers would be proud?* Tell them to do the matching exercise individually. Allow them to compare their answers with a partner before checking as a class.

Answers

1 c 2 b 3 a

- 2** Ask students to read the *Prepare* box and the first sentence of story a. Put them into pairs to discuss possible answers to the questions, and share ideas as a class.

Extension activity

Ask students to work with a partner. The students should discuss what they think the middle of story a might have been. Elicit one or two examples in the feedback.

Possible answers

- 1 They didn't want to listen to Jenny's problems again.
- 2 Jenny's name / number / photo
- 3 disappointed

- 3** Put students into pairs to write questions for texts b and c. Elicit some ideas for each from different pairs, e.g. *Why were you going into a café? Who was the boy? Why did you bump into each other? Which park? Why was it shining? What was it?*
- 4** Monitor as students write the middle of their story, and help with vocabulary and grammar as necessary. Give positive feedback for good ideas.

Mixed ability

With stronger groups or students, ask them to swap questions and tell them to write the middle of the story based on their partner's questions.

- 5** Ask students to read the task and put them into pairs or small groups to plan their short story. Tell them that they can use real or imaginary stories.

- 6** The task provides preparation for *First Writing* Part 2. Set a time limit of around 40 minutes to write the story. Monitor and provide support as necessary. Ask students to swap their stories with a partner and check their partner has used all the tips in the *Prepare* box.

Sample answer

A LUCKY DISCOVERY

When Jess and Ruby found the money, they didn't know what to do. They had discovered the bag stuffed with banknotes on their way home from school. It seemed like a lot of money, though they didn't recognise the currency.

The sisters decided to take the money to the police station. When they handed it in, they had to give their names and their parents' phone number. About a week later, their dad got a call from a foreign businessman, who the money belonged to. He wanted to thank the girls in person and invited the whole family to a nice restaurant.

After the meal, the man gave both Jess and Ruby an envelope. Inside each one was a new fifty-pound note, the sisters' reward for their honesty. But that wasn't the only thing they received. It turned out that the man owned an international fashion company and he gave the sisters two stylish leather bags. That was totally unexpected!

Cooler

- 1** Ask students to fold over the piece of paper they have written their story on so that only the first paragraph can be seen.
- 2** Tell them to swap stories with someone they didn't work with in exercise 5. They should write a question that they hope their partner's story will answer.
- 3** Ask students to open the stories to find out if their question was answered, and get them to raise their hands if so. Discuss as a class any interesting questions that were answered.

Project

Tell students to use the internet to find out about body language in two different countries, e.g. *How do people show they are happy / sad / afraid?* In the following class, put students into small groups to present their findings. Ask them to compare and contrast these with their own country.

Teacher's resources

Student's Book

Grammar reference and practice page 152

Vocabulary list page 135

Workbook

Unit 15, page 60

Go online for

- Pronunciation
- Corpus tasks

16 Who cares?

Unit profile

Vocabulary: Climate change

Reading: *Fact or Fiction?*

Grammar: Second conditional: *would, could* and *might, I wish* and *if only*

Vocabulary: Conditional phrases

Listening: A year in an eco-house

Speaking: Arguing for and against something


Warmer

- 1 Put students into small groups to make a list of the main problems facing the world today.
- 2 Elicit ideas and add them to the board. If students haven't mentioned these five problems, add them to the board in a jumbled order: *1 poverty, hunger and lack of drinking water, 2 climate change, 3 the economic situation, 4 terrorism, 5 energy supplies.*
- 3 Circle these five problems and reveal that a European Union survey put them as the top five problems facing the world. Ask students to work in their groups to put them into order from the biggest to the smallest problem. Elicit ideas and then give the correct order (listed above).

Your profile

Put students into pairs to discuss the questions. For the second question, they should write down why they think climate change is or isn't important, giving reasons. Share ideas as a class.

VOCABULARY Climate change

- 1  2.14 Put students into pairs to discuss the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Share ideas as a class before playing the recording. Check answers.

Answers

- 1 extreme weather, such as floods and storms, and changes to the seasons, which can have a bad effect on crops
- 2 greenhouse gases; humans
- 3 They breathe in carbon dioxide and breathe out oxygen.
- 4 walking and cycling
- 5 cardboard, paper, aluminium, steel, plastic and glass
- 6 solar power and wind farms

Audioscript

- 1 Climate change causes extreme weather such as floods and storms. It also causes changes to the seasons, which can have a bad effect on food crops.

- 2 Climate change is a result of 'greenhouse gases' in the atmosphere. These greenhouse gases include CO₂ – carbon dioxide – and they occur naturally in the atmosphere, but the level of CO₂ in the atmosphere has risen as a result of human activities. For example, the use of fuels such as coal, oil and gas contributes to the problem because when these fuels are burned, they generate carbon dioxide.
- 3 Trees breathe in carbon dioxide and they breathe out oxygen, so they're good for the environment. Unfortunately, when people destroy rainforests, there are fewer trees, and so more carbon dioxide in the atmosphere. That's why conservation of the rainforests is so important.
- 4 Electric buses and trains use less fuel and are greener than travelling in private cars, but walking and cycling are obviously the most environmentally friendly ways of getting about.
- 5 Recycling is important because it requires a lot of energy to make things, so the more we can re-use, the better. A large number of different materials can be recycled, such as cardboard and paper, aluminium and steel, plastic and glass.
- 6 Coal-, oil- and gas-powered electricity generation create a lot of carbon dioxide. Greener sources of electricity include solar power and wind farms.

- 2 Put students into pairs to discuss how the photos are related to different environmental issues. Set them the challenge of trying to use all of the words in the box. Ask any pair that managed to use all of the vocabulary to share their ideas with the class.
- 3 Ask students to complete the text individually and then to compare their answers with a partner. Check answers. You could nominate a student and give them one of the words from this exercise. They should make a sentence using the word, before nominating another student and giving them a different word. This student makes an example sentence and nominates the next student. Repeat for all nine words.

Answers

- 1 carbon dioxide
- 2 the atmosphere
- 3 rainforests
- 4 electricity generation
- 5 recycling
- 6 environmentally-friendly
- 7 solar power
- 8 wind farms
- 9 conservation

- 4 Put students into small groups to discuss the questions. For question 3, ask them to compare their lifestyles and decide who is the most environmentally-friendly. They should think about things like whether they walk/cycle or are driven to school, whether they often buy fresh local food or food with lots of packaging.

READING

- 1 Ask the class if they like watching disaster movies. Hold a brief class discussion, then students look at the posters and say which they have seen. If they have seen any of the movies, they tell the class about it, saying whether they liked it or not. Tell students to read the text to see which film is not mentioned.

Answer

Ice Age 4

- 2 Remind students that it's important that all points in the summary relate to the text and not just one or two. Give them a few minutes to read the text and check answers.

Answer

2

- 3 Put students into small groups and ask them to try to answer the questions before reading the text again. Allow a few minutes for them to look back at the text. Check answers.

Answers

- 1 They lacked drama (and special effects).
 - 2 They became about disasters outside our control. OR Special effects were introduced and disaster movies became more popular.
 - 3 They are about things within our control.
 - 4 Use renewable energy and conserve rainforests.
- 4 Ask students to match the words to the definitions. Check answers and then tell them to describe any disaster movies or programmes they have seen to a partner, using the words.

Answers

1 concern 2 reduction 3 destruction 4 survival

- 5 Put students into small groups and monitor as they discuss the questions. Share ideas about the films as a class, and elicit a different way from each group for question 2.

Extension activity

Ask students to produce an advert or a review for a disaster movie they have seen. They can then share their reviews and compare them with anyone else who has chosen the same movie. Share ideas as a class.

Talking points

Put students into small groups to discuss the questions. Tell them to think of two or three reasons for each question. Share ideas as a class.

EP Word profile

Books closed. Write *set*, *sets out* and *have set* on the board and tell students to write an example sentence using each phrase. Books open. Ask students to compare their sentences with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 127. Check answers.

Answers

- 1 set off, set out
2 1 BE IN PLACE 2 STORY/FILM 3 ACHIEVE
4 EVENT/ACTIVITY 5 ORGANISATION 6 EQUIPMENT
3 1 set an example 2 set out 3 set off 4 set a record
5 set it free

Cooler

Put students into small groups to create their own disaster movie. They should think of where it takes place, what happens and which actors they would use. Ask each group to summarise their ideas and take a class vote on the one they would most like to watch.

GRAMMAR Second conditional: *would*, *could* and *might*

- 1 Books closed. Write *second conditional* on the board. Elicit what students already know about this conditional, including its use, i.e. we use it to talk about things that are impossible or unlikely. It can refer to future time (*If I won the lottery, I would buy a house*) or the present (*If I knew the answer, I would tell you*). If students know the basics and can give you an example in the second conditional, then open the discussion to the use of *could* and *might* in the second conditional, e.g. to talk about possibility. Books open. Ask students to complete the exercise and to compare their ideas with those in the book. Check answers.

→ Grammar reference Student's Book page 153

Answers

1 c 2 d 3 a 4 b

- 2 Ask students to complete the exercise individually before comparing with a partner. Check answers.

Answers

1 could afford; saved 2 asked; might help
3 wouldn't say; were 4 might buy; weren't 5 would; was

- 3 Ask students to complete the exercise individually. Allow them to compare answers with a partner before checking as a class. Encourage stronger students to say why their answer is correct. You may need to explain *average* (*usual*), *materials* (*solid substances from which things can be made*) and *waste time* (*make a bad use of time*).

Fast finishers

Ask fast finishers to think about whether they agree with the claims in the text or not. Elicit ideas after checking answers to exercise 3.

Answers

1 didn't use 2 would/might not happen
3 might/would slow down 4 didn't use 5 were
6 wouldn't waste 7 would do

Corpus challenge

Write *If + drive + carefully* on the board and ask students to write their own sentences using these words and the second conditional. Elicit one or two examples and then ask students to correct the sentence in the Corpus challenge box. *Would* should appear only in the second clause here.

Answer

If everyone drove more carefully, there wouldn't be so many accidents.

I wish and if only

- 4 Tell students *I wish I could go to the beach. If only it were sunny!* Ask the class if you are going to the beach (*no*) and why not (*it isn't sunny*). Nominate one student to read out the first sentence from the exercise and then ask another to answer the question that follows it. Get the rest of the class to raise their hand if they agree with the second student's answer. Then clarify the correct answer. Repeat this process for each question.

Answers

1 No 2 He tells lies; that he wouldn't tell lies. 3 No

- 5 Tell students to complete the rules individually and then check answers. When checking answers, ask them to match an example from exercise 4 to each rule.

→ Grammar reference Student's Book page 153

Answers

a past simple b could

- 6 Put students into pairs to complete the sentences. Check answers. Alternatively, add a time limit of one minute and see how many each pair can get correct. After one minute, find out who has completed the most sentences and then check to see how many they have correct.

Answers

1 was 2 would be 3 could hang out; wasn't
4 could go out; could drive 5 would clear up

- 7 Monitor and help as students write down what they would say in each of these situations. Allow them to compare their answers with a partner before checking as a class.

Possible answers

1 I wish you wouldn't always borrow my phone without asking.
2 If only I had some sunglasses!
3 I wish we could go out this evening.
4 If only I had enough money for lunch.

VOCABULARY Conditional phrases

- 1 Ask students to read the sentences individually and to decide which three phrases have the same meaning. Elicit the answer from the class. Explain that *even if* emphasises that a different situation would not change what you have just said, e.g. *I would never go to bed at 7pm even if I was really tired.*

Answers

as long as, assuming and provided that

Extension activity

Ask students to write sentences using the conditional phrases on the topics of learning German, buying a tablet, living abroad and getting a job. Tell them to compare their sentences with a partner and to ask questions about each one. Discuss ideas as a class.

- 2 Tell students to do the matching exercise individually. Allow them to compare their answers with a partner before checking as a class. You could ask students to write two additional sentence beginnings for their partners to complete with their own ideas and a conditional phrase.

Mixed ability

Ask stronger students to complete questions 1 to 4 with their own ideas, and to share these during feedback to exercise 2.

Answers

1 b 2 c 3 d 4 a


- 3 Monitor as students ask and answer the questions. Give positive feedback for interesting ideas. Nominate one or two individuals to tell the class about their partner.

LISTENING

- 1 Put students into pairs to look at the photo and to talk about what they think an eco-house might be like. Tell them to think about things such as size, heating and comfort. Discuss ideas as a class.

Possible answer

An eco-house is a home that is designed and built in an environmentally-friendly way. For example, they are small, so that you don't need much energy to build or heat them. They are made with modern materials that keep them warm in winter and cool in summer. The power comes from solar panels on the roof.

- 2  2.15 Play the recording and ask students to make a note of any ideas they hear that are similar or different to their own ideas from exercise 1. They can discuss the similarities and differences they noted down with a partner before whole-class feedback.

Audioscript


- Interviewer:** Lara Baum and her family are from Bern in Switzerland. They have just taken part in an experiment called 'One-Ton, One-Year'. Lara, what does 'One-Ton, One-Year' mean?
- Lara:** I saw an advert for a family to live in an eco-house for a year. The idea was to live a very green lifestyle and the challenge was to produce just one ton of carbon dioxide per person per year. The challenge ended up being trickier than we'd imagined, actually, though it wasn't physically tiring and we got much healthier over the year.
- Interviewer:** But you said the challenge was to produce just one ton of carbon dioxide per person per year? That sounds like a lot of carbon dioxide!
- Lara:** Well, one ton of carbon dioxide per person per year sounds a lot, but the average Swiss person produces seven tons of carbon dioxide every year. To put that into perspective, the average African person produces a lot less than one ton of carbon dioxide a year.
- Interviewer:** How do these seven tons of carbon dioxide add up?
- Lara:** Transport is a major factor: carbon dioxide from flying abroad is followed closely by local transport. Then there's the carbon dioxide from heating the home, cooking, electricity for lighting, computers and TV – not to mention the production of the food we eat.
- Interviewer:** You had to move into an eco-house. How did you find that experience?
- Lara:** Well, eco-houses are small so that you don't need much energy to build them or heat them. It was difficult to live in at first but I got used to it eventually. I realise it's not for everyone though! The house was made with modern materials that keep it warm in winter and cool in summer. All the power came from huge solar panels on the roof. Instead of using our own car, they gave us an electric car, which we plugged into the house every day.
- Interviewer:** Did you have to change your diet at all?
- Lara:** Yes! For a start, we only ate fruit and vegetables that were grown locally.
- Interviewer:** Why?
- Lara:** Well, some fresh food is transported thousands of kilometres, sometimes from the other side of the world. And it's often transported by plane rather than by ship, which produces a lot of carbon dioxide. So we tried to eat food that didn't require much energy in its production. But then – I think it was after about nine months of the challenge – we realised that our carbon footprints were getting close to a ton, so we had to stop eating meat and dairy products.
- Interviewer:** So, no meat or dairy products? Why?
- Lara:** A lot of energy is used in meat production and on dairy farms. It takes less energy to produce vegetables, beans and grains. I liked being vegetarian – in fact, I might continue as a veggie, but my dad hated it!
- Interviewer:** Was the challenge hard?
- Lara:** Not really, the eco-house made it surprisingly easy to keep our carbon footprint small. We also avoided planes and normal cars – we used bicycles and our electric car instead.
- Interviewer:** If it wasn't difficult, could anybody do it?

Lara: Well, the green transport was different, quite fun actually, and in general the lifestyle was fine. We had the Internet at home, but apart from computers, we didn't use much electricity – I really missed my hairdryer, though! Hairdryers use loads of electricity and we all had to give up equipment that used too much. So yes, the challenge was quite tricky. But overall, I'd say the low-carbon lifestyle was pretty cool.

- 3** Tell students to read through the questions and to underline key words. Ask them to discuss with a partner any synonyms they can think of for these or different ways of expressing the same idea. Elicit some ideas.

Possible answers

- 1 Lara, family, find, challenge, hard, green
- 2 largest source, Swiss families', carbon dioxide, domestic energy, car journeys, flights
- 3 Lara, think, eco-house, while, recommend
- 4 stop eating meat, dairy, not environmentally friendly, better for them, carbon dioxide limit
- 5 conclusion, give up too much, enjoyed, way of life


- 4**  **2.15** The exercise provides practice for *First* Listening Part 4. Play the recording for students to answer the questions. Check answers, encouraging stronger students to explain why their chosen answer is correct. Point out that the actual Part 4 exam task has seven questions.

Answers

1 B 2 C 3 A 4 C 5 C

- 5** Nominate stronger students to give detailed answers before putting students into groups to discuss the questions. You could also ask them to talk about whether they would prefer to live in an eco-house or a very old house and why. Share ideas as a class.

SPEAKING Arguing for and against something

- 1**  **2.16** Tell students that they are going to listen to a debate on an airport plan. Elicit one or two predictions for the things they might hear. Play the recording and check answers.

Answer

Luke

Audioscript

- Teacher:** Who was working on the airport question?
- Ellie:** Me and Luke, Sir.
- Teacher:** OK. Ellie, Luke, do you want to start?
- Ellie:** Yes. The scenario is that the government is planning to build a new airport near Dudley. That's about ten miles away.
- Luke:** Yes. There are various pros and cons, but overall I think it's a great idea. The main advantage is that we'll be able to travel abroad more easily.

Ellie: But because of climate change, the government should encourage people to cut down on the amount they fly ...

Luke: Perhaps ... Another factor is that the existing airport, Birmingham International, is on the east of the city. It's a really long way from Dudley and the west of Birmingham. Plus there are two and a half million people in this region, so we really need two airports.

Ellie: I agree with you up to a point, but I think it's worth bearing in mind the disadvantages as well.

Luke: Like what?

Ellie: To start with, there's the environmental impact. You know, the fuel and the carbon dioxide, and so on. Trains and buses are much greener than planes.

Luke: I know, but you can't get trains everywhere. Like across oceans. And anyway, climate change doesn't affect us.

Ellie: Climate change affects all of us. But it isn't just about that. Another factor is the noise.

Luke: What do you mean?

Ellie: Anyone who lived anywhere near the proposed airport would suffer from the noise of all the planes.

Luke: Hmm ...

Ellie: If the proposal went ahead, the environmental impact could be devastating. So overall, I'm not sure that a new airport is such a good idea.


Teacher: Right, thank you Luke, Ellie.

Teacher: OK, let's take a vote on this issue.

- 2** Tell students to read the sentences and see if any of their ideas from exercise 1 are mentioned. Take a class vote on whether each one is a pro or a con, before playing the recording again to check answers.

Answers

1 C 2 P 3 C 4 C

- 3**  **2.16** Read the phrases in the *Prepare* box aloud, encouraging students to copy your pronunciation. You could get them to repeat what the speakers say on the recording. Play the recording again for students to tick the phrases they hear both speakers use.

Answer

Another factor is ... Overall ...

- 4** Put students into pairs to choose a topic. Tell one student to list the pros and their partner to list the cons.

Possible answers

living in an eco-house: better for the environment, cheaper energy bills, might not have a reliable energy supply
only allowing electric cars: cars cleaner and quieter, there might not be enough charging points, cars often slower
being vegetarian: meat is important to a lot of people, diet is more limited, better for the environment
bike lanes next to every road: less traffic on the road, often quicker for short journeys, could be dangerous, roads not wide enough in some places
banning aeroplanes: makes foreign travel and trade difficult, less noise and pollution
making recycling compulsory: less waste, difficult to set up, recycling is not always energy-efficient

- 5** Put pairs together with other pairs who also looked at the same topic to make groups of four or six. Ask each group to divide itself into 'for' and 'against' groups with half the students in each. Tell them to prepare their arguments and to think of counter-arguments their partners are likely to make. Ask students to stand on one side of the classroom if they agree and the other if they disagree. Then group or pair them with someone who has the opposite view, and tell them to debate the topic.
- 6** Nominate one or two groups to perform their debate. Ask the class to decide which group they think is the winner and why.

Cooler

Ask students to work with a partner and to write down six new words from this unit on a piece of paper. Take in the sheets and redistribute them around the class. Put students into groups of four, making sure each group has two sheets. Each pair should choose one person to guess and one person to explain the words. While one pair is having their turn, the other pair should time one minute. The winning pair is the one to explain and guess the most words in a minute.

Project

Ask students to use the internet to research ways in which they can save energy. Tell them to make three energy-saving resolutions for a week, e.g. cycling to school, not leaving things on standby, having shorter showers, picking up litter. They should report back in small groups on how successful they were at sticking to their resolutions.

Teacher's resources

Student's Book

Grammar reference and practice page 153

Vocabulary list page 135

Video

Climate change

Workbook

Unit 16, page 64

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks

Chemistry

Fossil fuels

Learning objectives

- The students find out more about fossil fuels and the damage they do to the environment.
- In the project stage, students produce a report detailing information about an alternative energy source.

Warmer

- 1** Divide the class into teams of six. Read these questions aloud and tell students to answer them in their teams:

- 1 *Did the fossil fuels we use today begin forming before or after the age of dinosaurs?*
- 2 *What percentage of energy comes from fossil fuels around the world?*
- 3 *What does natural gas smell of?*
- 4 *How much coal is needed to run a 100-watt light bulb 24 hours a day for a year?*
a 325 kg **b** a tonne (1000 kg) **c** 10 kg
- 5 *Which country is the biggest oil-producing country in the world?*

Answers

1 before 2 81% 3 It has no smell 4 a 5 Russia

- 2** Check answers. The winning team is the one with the most points. If it is a tie, ask the following tiebreaker question. The first team to answer correctly is the winner.

Which country produces the most renewable energy as a percentage of their total energy use?
(Denmark, 45%)

- 1** Put students into pairs to discuss the questions. Then give them just 30 seconds to check their answers in the text. Check answers.

Answers

Coal, oil and natural gas are examples of fossil fuels. When they burn, they create carbon dioxide, which contributes to the greenhouse effect and climate change. Their use also destroys the natural environment through acid rain, damage to plant and animal life, and oil spills.

- 2** Encourage students to cover the box and try to complete the sentences without looking at it. They can then look back at the box to help them complete any remaining sentences. Allow students to compare their ideas with a partner before checking as a class.

Fast finishers

Ask fast finishers to think of three reasons why fossil fuels are still much more common than renewable energy. Elicit some ideas after checking answers to exercise 2. Possible answers may include public opposition to wind farms, the cost of solar panels, and that fossil fuels are ready-made fuels.

Answers

1 fossil fuels 2 energy 3 carbon 4 carbon dioxide
5 climate change 6 pollution

- 3** Put students into groups of four, and tell each student to choose a different question. Once they have thought about their explanation, they should share it with their group. After a few minutes, elicit some ideas from the class.

Mixed ability


Encourage weaker students to read the last section of the text again, before doing exercise 3. Stronger students can answer the questions without referring back to the text.

Extension activity

Tell students to make posters about the different fuels mentioned in the text. They should include information on how the fuel is produced/used and what the advantages and disadvantages of each fuel are. Ask each group to present their poster to the class.

Answers

- 1 Digging and drilling can destroy the landscape.
- 2 Chemicals react with water in the air, leading to acid rain, which damages soil.
- 3 Burning fossil fuels creates toxic chemicals which are dangerous for our health.
- 4 If there is an oil spill, birds and animals are harmed.

- 4**  **2.17** Tell students that they are going to listen to a programme on alternative forms of energy. Before they listen, write these words on the board: *wood, sun, turbine, farm, panel, roof, offshore, methane, heat, river, ocean, liquid, waves* and ask students to group them into these categories: *hydroelectric power, solar power, biofuel, wind power*. Play the recording and check answers.

Answers

1 b 2 d 3 a 4 c

Audioscript

John: Hello, this is John McGregor and welcome to *Science Forum*. Today, Emily Page and I are talking about alternative forms of energy. At present, about eighty-one per cent of the world's energy comes from hydrocarbons such as coal, oil and natural gas. As we all know, the use of fossil fuels is not good for us or for the environment.

Emily: Exactly, John. And what's more, we know that fossil fuels will run out one day, so there's an important question to be answered: what alternative sources of energy might replace them in the future? At the moment, there are four types of alternative energy that are becoming more common.


John: Yes, for example, the most common alternative energy nowadays is solar power. This is power that we get from the sun. It has the advantage of being clean, since it doesn't create any pollution, and of course it won't run out. To use the sun's energy, we put solar panels on the roofs of buildings or out in the countryside. These panels use sunlight to heat water or generate electricity that we can use.

Emily: Another typical alternative energy is wind power – that is, energy we get from the wind. Like solar energy, it's both clean and renewable. To generate power, we use machines called turbines that turn in the wind. There are small turbines that provide energy for single homes, and large turbines that we may see in the countryside, at wind farms. In some countries, like the UK, there are also offshore wind farms in the sea, near the coast.

John: Along the same lines, a third source of clean, renewable energy is hydroelectric power. It's produced by underwater turbines in large rivers. The moving water turns the turbines to create electricity. Hydroelectric turbines can also be used in the ocean. They use the movement of waves to generate power.

Emily: And finally, a fourth source of energy that is becoming more common these days is biofuel, which comes from a variety of plant products. They include solid materials, such as wood, as well as liquid fuels, like biodiesel for cars. We can also use plant products to make biogas, like methane, to heat our homes and other buildings.

John: Which of these four alternative forms of energy seem most useful to you? Call in now, and give us your opinion.

- 5  2.17 Ask students to read the sentences and to work with a partner to predict which ones are true and which ones are false. Play the recording again and then check answers. Tell students to correct the false sentences.

Answers

- 1 False. It comes from hydrocarbons. 2 True 3 True
4 False. They can also be installed in the ocean. 5 True

Cooler

Tell students that there are many gyms where the energy is provided by the people using the gym. The machines they use generate the energy the gym needs. Put students into small groups to think of other ways that everyday items could be used to generate renewable energy, e.g. using laptop heat. Ask each group to nominate a spokesperson to tell the class about their ideas.

Project

This project can be done in class if you have internet access or set as homework. Tell students to complete the research in small groups and to give a presentation in the following class, using either PowerPoint or a poster. Encourage the rest of the class to ask questions after each group has finished.

17 Art is fun!

Unit profile

Vocabulary: Adjectives describing art

Reading: An article about modern art

Grammar: Modals of deduction: present

Vocabulary: Verbs often used in the passive

Writing: An essay


Warmer

- 1 Put students into small groups. Tell them to write the letters A–Z down one side of a piece of paper.
- 2 Tell students they have two minutes to think of an adjective for each letter of the alphabet, e.g. *amazing*, *bad*, *cold*, etc.
- 3 After two minutes, find out how many items students have, and get the pair with the most to read theirs out. Ask other groups if they have any items for any letters this group didn't have.
- 4 Find out which group has the longest adjective.

Your profile

Ask students to discuss the questions in their groups. Remind them to use some of the adjectives from the Warmer to describe the artworks they discuss. Share ideas as a class and elicit any adjectives they used.

VOCABULARY Adjectives describing art


- 1 Put students into pairs to describe the photos, using adjectives from the Warmer, where possible. Ask different pairs to feed back on different pieces of art. Take a class vote on the most interesting one.
- 2  **2.18** Play the recording for students to match each description to a picture. Play the recording again, pausing after each speaker to check answers. Find out if students agree with any of the speakers and encourage them to explain why.

Answers

1 a 2 b 3 e

Audioscript

- 1 Well, this photo shows what happened when a really famous building in my home city was wrapped up in a massive white sheet by two artists. It was quite controversial at the time, and a lot of people didn't like the idea, or just found it completely bizarre. But I actually thought it was very impressive – it really made you stop and look. And I liked the fact that it turned a familiar building into something strange and mysterious.
- 2 This is in my hometown in the Netherlands. I think some older people prefer works of art to be more conventional, you know, like paintings and sculptures in an art gallery, so they didn't like it. But I love it because it's unique. I've never seen anything else like it. They look quite dramatic when you first see them – there are these massive eggs just lying in the street. But it makes everyone smile when they walk through the market square and see children climbing on them. They make me think about breakfast, too!
- 3 Well, this definitely isn't a classic or 'normal' work of art. It's quite abstract, too, because it doesn't really represent anything real. It's just this long line of them, all half-buried in the sand. I like it because it's very contemporary, you know, modern, because it uses the symbol of the modern age – the car. And although it's quite a simple idea in some ways, it's getting across a complex message about how we design and use things, and then just throw them away.

- 3  **2.18** Check the meaning of the adjectives by asking concept-checking questions such as *Which word is a synonym of 'strange'?* (bizarre), *Which word means 'modern'?* (contemporary), *Which word describes something that causes a lot of disagreement?* (controversial), *Which word is the opposite of 'simple'?* (complex). You may need to check the pronunciation of *unique* /juˈni:k/ and *controversial* /kən.trəˈvɜː.ʃəl/. Ask students to choose the correct adjective and to compare their answers with a partner. Play the audio for them to check.

Answers

- 1 controversial 2 bizarre 3 impressive 4 mysterious
5 conventional 6 unique 7 dramatic 8 massive
9 classic 10 abstract 11 contemporary 12 complex

- 4 Monitor and help as students describe the photos in pairs. Set the challenge of using as many adjectives as possible and find out which pair used the most. Ask this pair to share their description with the class, and get another pair to describe the remaining photo.

Extension activity

Ask students to write three or four sentences about their hometown using the adjectives. They can describe architecture and artwork, but allow them to describe other things as well, e.g. *Closing the cinema was a controversial decision*. Put students into small groups to compare their sentences and then ask one or two groups to share some ideas with the class.

READING

- 1 Put students into pairs to describe the photos and discuss which one looks more interesting. Elicit reasons from each pair and take a class vote on the most interesting one.
- 2 Set a short time limit for students to read the introduction and to choose the best title. Allow them to compare their answer with a partner before checking as a class. Elicit which part of the introduction gave students the answer (*These ideas are entertaining and fun, but are they really art?*).

Answer

Does art have to be serious?

- 3 Put students into pairs and ask them to discuss each sentence as they make their choice. Check answers. Then tell each pair to write one more sentence describing each picture. Elicit some descriptions and let the rest of the class guess which picture is being described.

Answers

The chocolate room: sentences 1 and 4
The rubber duck: sentences 2 and 3

- 4 Encourage students to read the sentences and underline key words before they read the article. You may need to explain *contrast* (an obvious difference between two things), *surroundings* (the place where something is) and *senses* (the natural abilities of sight, hearing, touch, smell and taste). Tell them to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class. Ask students to discuss which of the two works of art they would like to see and why.

Fast finishers

Ask fast finishers to find four adjectives from Vocabulary Exercise 3 in the article. They can share these, and the noun(s) they describe, with the class after you have checked answers to exercise 4.

Answers

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

Talking points

Monitor and give positive feedback as students discuss the questions in pairs. Then tell the class that their town has been given a million dollars. They can choose whether to spend this on a piece of artwork for the town's main square or on something else for the town. What would they spend it on? Share some ideas as a class.

EP Word profile

Ask students to explain each use of the sentences with *scale* to their partner. Then set the exercise on page 127.

Answer

1 to scale 2 on a large scale 3 scale 4 On a scale of

Cooler

Put students into small groups and tell them to write the words from Vocabulary exercise 3 on separate pieces of paper. They should place the papers face down on the table and take it in turns to pick one up. Students should describe the word to the group without mentioning it and the others should guess the word. The person describing and the person guessing correctly each get a point.

GRAMMAR Modals of deduction: present

- 1 Books closed. Write *could be*, *might be*, *can't be* and *must be* on the board. Ask students which two modals have similar meanings (*could be* and *might be*) and which two have opposite meanings (*must be* and *can't be*). Books open. Tell students to compare their ideas with the rules. Complete the exercise as a class.

→ Grammar reference Student's Book page 154

Answers

a must b can't c might; could d well

- 2 Tell students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class. Ask students to write two or three sentences about something in their life using the modals. Elicit an example sentence for each modal.

Answers

1 can't 2 might 3 must 4 could 5 might 6 Could

- 3 This exercise is similar to many exam tasks, so this is good practice for students. Books closed. Write the example on the board and elicit the correct answer from the class. Books open. Ask students to complete the exercise individually. Monitor and help as necessary before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Answers

- 1 It can't be easy to lift.
- 2 It must be very valuable.
- 3 That can't be very interesting.
- 4 That must be so satisfying.
- 5 She can't be serious.
- 6 They might be fake.

- 4 Ask students to look at the pictures individually before describing what they can see to a partner. Share some ideas as a class.

Mixed ability

You could ask weaker students to write sentences describing the pictures in exercise 4 to consolidate their knowledge and understanding.

Extension activity

Students will need two pieces of paper. On one piece of paper, they should draw a picture without showing it to anyone. The other piece of paper should be placed on top of the first picture. In groups, students take turns to gradually reveal their picture by removing the top piece of paper for the others to guess what the picture is.

Possible answers

- 1 It might be from an old painting showing a famous battle.
- 2 I think it might be showing people at an event in a park or other public place.
- 3 It's a giant spider that could well be a permanent statue.
- 4 It must be some sort of artistic structure.

Corpus challenge

Books closed. Elicit from students the modals of deduction and write them on the board. Books open. Ask students to correct the sentence. Point out that *can* needs to change to *could*.

Answer

It could be difficult for him to change his opinion.

VOCABULARY Verbs often used in the passive

- 1 Ask students to look at the example sentences. As a class, brainstorm any other verbs usually used in the passive, e.g. *be born*, *be built*, *be sent*. Remind students of the structure of the passive, i.e. a form of *be* followed by the past participle of the main verb.
- 2 Check the meaning of some of the words by asking some concept-checking questions, e.g. *Which word is connected with politics?* (elected), *Which word is a synonym of 'forbidden'?* (prohibited), *Which phrase means 'made up of'?* (composed of). Ask students to complete the exercise in pairs. Check answers.

Mixed ability

Pair stronger students with weaker students. Encourage them to describe the meaning of the words in *italics* before choosing the correct verbs.

Fast finishers

Ask fast finishers to write example sentences using two or three of the expressions. Elicit some examples while checking the main task.

Answers

- 1 is set
- 2 was elected
- 3 was established
- 4 is composed
- 5 was influenced
- 6 is prohibited
- 7 was devoted
- 8 is regarded

- 3 Put students into small groups and tell them to rank the questions in order of interest. Monitor as they discuss the questions, starting with the most interesting. In feedback, ask students to think of at least five prohibited things. Find out whether they think enough time is devoted to art, music, drama, etc. Elicit some of the different people students are influenced by and find out why.

Extension activity

Tell students to write a paragraph about the person who has influenced them the most. Display these around the classroom and then ask students to circulate and read them, guessing who wrote each one.

WRITING An essay

- 1 Put students into small groups, and monitor and join in as they discuss the questions. When feeding back, if students show strong opposing views, you could hold a brief class debate.
- 2 If you do the debate in exercise 1, then students should have a lot of ideas already. If not, allow more time for them to develop their ideas. Remind them that they will be writing a short essay and so they should focus on one or two main arguments.
- 3 Give students a few minutes to read the essay and compare it with their own ideas. Ask them to discuss the ideas in the essay with a partner and say whether they agree with the points made or not. Share some ideas as a class.

- 4 Ask students to match the functions to each paragraph. This should be quite a quick exercise, as the introduction and conclusion are fairly obvious. You could, therefore, do this briefly as a whole-class exercise.

Answers

- 1 c 2 d 3 a 4 b

- 5 Monitor as students answer the questions in pairs. Check answers and then expand the exercise by brainstorming other phrases for these functions (*however, in contrast, by comparison; additionally, moreover, furthermore; for instance*). Give students one minute to do this before eliciting answers for each function and writing them on the board.

Answers

- 1 On the other hand
- 2 In addition
- 3 For example; such as

- 6 Set a short time limit for students to answer the questions individually. Elicit one or two more examples (*in my opinion, I believe, from my perspective*) of each and add them to the board for reference.

Answers

- 1 some people would argue that
- 2 In my view

- 7 Give students a few minutes to plan their essay. Monitor and provide help where necessary. Ask them to exchange essay plans and to provide each other with extra ideas and feedback on organisation. Remind them to use the words and phrases on the board.
- 8 Set a strict time limit for students to write the essay. Tell them to exchange essays with a new partner and provide feedback on its content, organisation and grammar.

Cooler

Ask students to work in small groups to design their ideal city. Tell them they should think about: location, facilities, size, type of housing, type of work, and transport. Ask students to produce a poster showing the main features of their city. The class should then vote on the best city.

Project

Tell students to visit the website of a famous art gallery in their own country or abroad (e.g. The Louvre, Paris, The Museum of Modern Art, New York, or the Museo del Prado, Madrid) and choose a piece of artwork they admire. Ask them to write a few sentences to describe it and how it made them feel, and tell them to print out a picture of it. In the following class, put students into small groups to share their descriptions. Ask each group to choose one piece of artwork to share with the class.

Teacher's resources

Student's Book

Grammar reference and practice page 154

Vocabulary list page 136

Video

Art

Workbook

Unit 17, page 68

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

18 Challenging fate

Unit profile

Vocabulary: Nouns: personal qualities

Reading: *Tales of courage – four stories of teenage success*

Grammar: Third conditional; *wish* + past perfect

Vocabulary: Phrasal verbs with *get*

Listening: Dialogues and monologues

Speaking: Discussing ideas

Warmer

- 1 Ask students to write down the name of someone famous they admire and why they admire them. Put them into small groups to talk about the person they admire.
- 2 Tell students to swap groups and to write the name of someone famous on a post-it note. Students should not show it to each other; they should just stick it onto their partner's forehead.
- 3 They should then ask *yes/no* questions to find out more about who they are, e.g. *Am I a singer? Am I British?* The winner is the first person to guess who they are.

Your profile

Ask students to write down the two biggest decisions they have ever had to make, e.g. giving up a hobby to spend more time studying. They can invent a big decision if they can't think of a real one. Brainstorm some common qualities and strengths, e.g. patience, intelligence, perseverance, and then tell students to list their own personal qualities and strengths. Put them into pairs to discuss how their own qualities helped them make their big decisions. Ask one or two students to tell the class about their partner.

VOCABULARY Nouns: personal qualities

- 1 2.19 Put students into pairs to describe the pictures. Then play the recording and check answers.

Answers

1 c 2 a 3 b

Audioscript

- 1 Climber Joe Simpson showed great courage in making the decision he did. Having fallen fifty metres, he found himself on a small shelf of ice inside a crevasse. The rope that had joined him to his fellow climber had been cut and he couldn't climb back up as he had broken his leg. So, in great pain, he decided to lower himself deeper into the crevasse, and eventually found another exit. His bravery in crawling for three days without food to get back to the camp was extraordinary. His story is an inspiration to climbers everywhere, showing one man's determination to survive at all costs.
- 2 The bravery of three Samoan teenagers during their fifty days lost at sea is breathtaking. The boys had gone missing in a small aluminium boat and were thought to be dead, but their strong mental spirit had kept them alive, along with some rainwater, a few coconuts and a trapped seabird. If a fishing boat hadn't spotted them when it did, they probably would have died, as they had run out of fresh water. Their story shows the commitment humans have to staying alive under any circumstances.
- 3 Sabrina Cohen has performed stand-up comedy from her wheelchair and has shown her willingness to raise money for medical research in many other ways. Her life changed in an instant when, at the age of fourteen, she was involved in a serious car accident. Sabrina had shown early potential for the piano, but has had to forget about that for the moment. However, her motivation in life is the belief that one day she will get back the full use of her hands. She travels around the US lecturing on medical research and has already raised more than seventy-five thousand dollars for her charity, the Sabrina Cohen Foundation.

- 2 2.19 Ask students to look at the words in the box and to tell a partner which of the qualities and strengths they discussed in Your profile they match. Then put students into pairs to think of celebrities who they think have each quality. Play the recording and check answers.

Mixed ability

Encourage weaker students to check the meaning of these words in their dictionary. Stronger students can complete the exercise by using context clues.

Answers

1 courage 2 bravery 3 inspiration; determination 4 spirit
5 commitment 6 willingness 7 potential 8 motivation
Not used: honesty

- 3 2.19 Put students into groups of three, with each student taking responsibility for one of the stories. Nominate three strong individuals to re-tell each story to the whole class. Play the recording again and ask the class to listen to see if they covered the story in enough detail.

- 4 Put students into small groups to discuss the questions. Monitor and give positive feedback for interesting ideas. For question 3, also ask how the class would define success. Share ideas as a class.

Extension activity

Tell students to choose one of the words from exercise 2 that was not used in the discussion in exercise 4. Using that word, they should create a question to ask the rest of their group. Share some questions and answers as a class.

READING

- 1 Write *A tale of courage* on the board and elicit what it means (it's positive and inspiring). Ask students to read the first instruction and tell them that this reading strategy is a good way of previewing a text to get its main idea. Give them just two minutes to do this exercise to prevent them reading the entire text. Ask students to share their ideas, but do not confirm the answers at this stage.
- 2 Ask students to read the texts quickly to check their answers to the previous exercise, and then to compare their answers in pairs. Feed back as a class.


Answers

1 A, B, C 2 B 3 D 4 A, B, C 5 A, B, C, D

- 3 Set a short time limit for students to underline the key words in each question. Allow them to compare their ideas with a partner. Elicit some suggestions for each one.

Possible answers

- 1 book, published, life
- 2 adopted, nationality
- 3 further operation, problem
- 4 new interest, get fed
- 5 high marks, school, the USA
- 6 own experience, assist others
- 7 study, science, university
- 8 represented, country, competitions
- 9 financial support, physical talent
- 10 second place, international tournament

- 4  This exercise provides practice for *First Reading* and *Use of English Part 7*. Ask students to use the key words they underlined in exercise 3 to help them answer the questions. Monitor and help as necessary, before checking answers, encouraging students to explain why their chosen answer is correct.

Fast finishers

Ask fast finishers to think about which story they find most inspirational and why. They can explain their choice after checking answers to exercise 4.

Answers

- 1 A Phiona – biography
- 2 B Ahmed – Australian citizen
- 3 D Koni – leg had to be removed
- 4 A Phiona – chess
- 5 C Dawn – straight-A average
- 6 B Ahmed – he became a social worker
- 7 C Dawn – biology
- 8 A Phiona – international tournaments
- 9 D Koni – football scholarship
- 10 B Ahmed – got them to the final

Talking points

Put students into pairs to discuss the questions before whole-class feedback. Hold a class vote on question 3. If the class is split, then hold a discussion on whether or not people make their own luck, and what other factors may contribute.

EP Word profile

Books closed. Write *face* on the board and elicit possible meanings. Books open. Ask students to compare their ideas with the sentences, and to identify any with a similar meaning and use. Set the exercises on page 127. Check answers.

Answers

- 1
1 difficulties 2 pressure 3 idea 4 threat
5 criticism 6 questions
- 2
1 b 2 a 3 b 4 c

Cooler

Ask students to write down five things that mean success, e.g. happiness, wealth, good friends. Then put them into small groups to agree on a list of three things. Finally tell students to rank these three in order of importance. In whole-class feedback, find out if the class agrees on the most important thing that means success.

GRAMMAR Third conditional

- 1 Ask one student to read the first sentence out loud and then get another student to answer the first two questions. Check that other students agree with the answers and then repeat the process with sentence 2 and questions c and d.

Answers

A yes B yes C no D no

- 2** Books closed. Tell students that the sentences they analysed in exercise 1 are in the third conditional and elicit what they know about the structure and use (imagined results of past situations or actions). You could ask students to imagine changing something in the past and find out what they would change, e.g. *I would have gone swimming last weekend if it hadn't been raining.* Books open. Tell students to complete the rules with words from the box. Check answers.

→ Grammar reference Student's Book page 155

Answers

- A** past perfect; would
B could; have

- 3** Tell students to match the two halves of the sentences individually. Allow them to compare their answers with a partner before checking as a class. Or ask stronger students to complete sentences 1 to 5 with their own ideas.

Fast finishers

Ask fast finishers to write a third conditional sentence to describe something in their own life. Elicit some examples after checking answers to exercise 3.

Answers

1 d 2 c 3 e 4 b 5 a

- 4** Ask students to complete the sentences individually. In feedback, nominate a student to answer question 1 and to then nominate the next student to answer the following question. Encourage the rest of the class to say whether they agree or not each time.

Extension activity

Ask students to write down an imaginary event in the past, e.g. school was cancelled, they overslept, they won the lottery. Put them into groups to discuss what they would have done if this situation were true. Share ideas as a class.

Answers

- 1 had known; would have chosen
2 hadn't gone; could have finished
3 might have enjoyed; hadn't been
4 could have won; had scored
5 had got; might have been
6 might not have left; hadn't moved

Corpus challenge

Ask students to correct the sentences and to give you reasons why they are wrong. In both cases the *if* clause should be in the past perfect.

Answers

had had to buy; had been

Wish + past perfect

- 5** Ask a student to read the sentences out loud and then nominate another student to answer the question.

→ Grammar reference Student's Book page 155

Answers

Past perfect

- 6** Ask half the class to write the sentences using *wish* and the correct tense and the other half to write the sentences in the third conditional. Put students into pairs and tell them to check each other's sentences. Elicit whether pairs agreed or not and then check answers.

Answers

- 1 I wish I hadn't left my jacket at the party. / If I hadn't left my jacket at the party, I wouldn't have lost it.
2 I wish you hadn't forgotten to check the time of the train. / If you hadn't forgotten to check the time of the train, we wouldn't have missed it.
3 I wish they had advertised the concert. / If they had advertised the concert, we would have known about it.
4 I wish my cousin hadn't dropped my guitar. / If my cousin hadn't dropped my guitar, he wouldn't have broken it / it wouldn't have got broken.
5 James wishes he had worn gloves on the mountain. / If James had worn gloves on the mountain, his hands wouldn't have frozen.

VOCABULARY Phrasal verbs with get

- 1** Ask students to read the sentences individually and to discuss the meanings with a partner. Check answers.

Answers

- 1 succeeded in being chosen for a place at 2 finished
3 recover

- 2** Put students into pairs to complete the sentences. Extend the exercise by asking them to write two or three sentences that are true for them using the phrasal verbs. Elicit an example sentence for each phrasal verb.

Mixed ability

Give weaker students a definition for each phrasal verb or allow them to use their dictionary.

Answers

1 on 2 away 3 out 4 round

- 3** Nominate stronger students to complete the first two questions, before asking students to complete the sentences individually. Check answers.

Answers

- 1 got through 2 get/got on with 3 get into 4 got round to
5 got back 6 got away with 7 got out of

- 4 Put students into small groups and ask them to discuss the questions. Share ideas as a class.

LISTENING

- 1 Ask students to read the questions and to discuss with a partner whether they expect to hear one speaker or two and why. Elicit ideas and reasons from the class.


Answers

2 (a teacher is talking to the class), 5 (a voicemail)

- 2 Monitor and help as students answer the questions individually. Allow them to compare their answers with a partner before checking as a class.

Answers

- 1 2, 3 and 5
2 1 an explanation, 6 a shared opinion, 4 a disagreement

- 3  2.20 Play the first part of the recording only and encourage students to explain why the other two options are wrong. You could then ask students to discuss bands they have found via social media and who they follow on social media and why.

Answers

- A – A talent show host saw his video on Twitter.
C – He met them very recently.

Audioscript

1

Interviewer: So, Jimi, you've achieved huge success in a very short time. How did this happen?

Jimi: It's been amazing! Everyone thinks it's because I've been working with such an experienced record producer, but that's only happened very recently. My lucky break came a lot earlier, and is thanks to the power of Twitter and other social media. You see, a total stranger saw the video I uploaded, loved it and his thousands of followers then watched it as well. And, in actual fact, this person is a popular talent show host, who is respected a lot in the music business ... so that helped!

2

Teacher: So, the holidays start tomorrow and you'll be able to have a proper break from studying for a couple of weeks. I'm very proud of everyone in this class and I'd just like to mention your test results, which your individual subject teachers say are most encouraging. They join with me in predicting excellent grades for you all this summer, as long as you continue to put in the same amount of effort as you have been doing up to now. So, well done, and enjoy the holidays!

3

Girl: Have you heard any more news about the geography trip? You're still going to come, aren't you?

Boy: That goes without saying! I wouldn't miss a trip to the mountains! Well, Mr Giles said they'll be sending out an email to everyone who has signed up. It'll have a lot more information and tell us exactly what to pack for the trip.

Girl: Good to hear. I need to get a few things ready – buy some new boots and download some music. I hope there's no project work we have to prepare in advance?

Boy: They're not expecting us to do anything like that. I think we'll be given all the work when we get to the centre.

Girl: Yes. That makes sense.

4

Boy: That was a well-organised event, wasn't it? And they suggested loads of things we need to be thinking about. I found it really helpful.

Girl: Me too. The general advice they gave was excellent. Which speaker was the best, do you think?

Boy: I guess the one who spoke about motivation in the job market. I found what she said very interesting.

Girl: Did you? I thought some of the points she made were a bit unclear at times. My vote goes to the guy we had last, he was a real inspiration – and funny, too.

Boy: Was he? I didn't listen very carefully to him – I was feeling quite tired by the end! Anyway, as you said, a fantastic day. I'm glad I went.

5

Billy: Hi Amanda, it's Billy Foster. I heard that you've been trying to call me, so sorry I haven't been around. I guess it's because you'd like to know who's playing in next Saturday's tennis competition, right? Congratulations on the last win, by the way. You and Jess did brilliantly, and we'd like the two of you to repeat that successful combination and play in the doubles tournament for us on Saturday. I hope you won't be disappointed to be left out of the singles, but look, we are relying on you both to bring home the doubles trophy. Is that OK? Call me back, or text me, when you get this message. Thanks.

6

Girl 1: Mum said I ought to write a list of things that are important when choosing a university.

Girl 2: That sounds sensible, why don't we make a list together?

Girl 1: OK! Well, I know uni's about studying, but for me there's got to be good entertainment as well.


Girl 2: Mmm, plenty of sport too. Right, we'll put that on the list then. And, well, I don't want to be on a big campus with thousands of students. I'd hate that.

Girl 1: I'm not so sure, the thing is, a bigger place might have better teaching. I'd be happy with any size, I think.

Girl 2: So, what else? I bet your mum would put good teaching at the top of her list. But you can't really tell that until you're there.

Girl 1: You can, you know.


4

 2.21 This exercise provides practice for First Listening Part 1. Play the rest of the recording for students to choose the best answer. Play it again and ask them to note down why the other options are wrong.

Answers

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

SPEAKING Discussing ideas

- 1  **2.22** Books closed. Write *success* on the board and tell students to write down words they associate with it. Elicit some ideas and see whether anyone mentions exams and qualifications. Ask the class whether they think exams and qualifications are a good indication of success. Discuss ideas. Books open. Play the recording for students to answer the question and check answers.

Answer

no

Audioscript

Girl: So how can we define success as a concept? I suppose it's to do with achieving your goals, isn't it?


Boy: Yes, that makes sense. And everyone's goals are personal, so I guess success means something different to every individual. But for me, it's also about how society measures the achievements of an individual.

Girl: Absolutely! These days, getting through exams and building up your qualifications is really important. If you don't do that, society will see you as a failure.

Boy: Mmm, I'd agree with you up to a point. But on the other hand, a lot of people achieve success without formal qualifications – take financial success, for example. A lot of people have set up very successful businesses with no qualifications.

Girl: I think that's only true for our parents' generation. It's much more difficult these days. And, in actual fact, the commercial world is becoming even more competitive. I don't think you can achieve business success so easily nowadays.

Boy: I'm not so sure. The thing is, if you have a good idea, you can still succeed today, even without qualifications.

- 2  **2.22** Give students time to read the *Prepare* box and to answer the questions. Ask them to compare their answers with a partner and then play the recording. Check answers. Encourage stronger students to come up with phrases that mean the same (*I agree to some extent, Of course!, Nonetheless*).

Answers

- 1 I'd agree with you up to a point. 2 Absolutely!
3 But on the other hand

- 3 Model the activity by giving your own response to one of the questions. Tell students to choose one of the questions (or both questions with stronger classes) and to discuss it with their partner. Ask a strong pair to perform their conversation to the class. Nominate a different pair for each question.

Cooler

Books closed. Write *get* on the board. Put students into small groups and give them one minute to think of as many phrasal verbs as they can with *get*. Find out which group has the longest list. Ask them to read their phrasal verbs aloud and to give you an example sentence for each one. Only allow five seconds for students to think of a sentence. If they can't, then the group with the next longest list takes over. The winning team is the one to give you the most correct sentences.

Project

Ask students to use the Internet to research someone inspirational, e.g. a famous leader, musician, writer, scientist or someone they know personally, and to prepare a poster showing why that person inspires them. In the following class, put students into small groups to present their person. Each group should choose a person to present to the class. Hold a class vote on the most inspirational person.

Teacher's resources

Student's Book

Grammar reference and practice page 155

Vocabulary list page 136

Workbook

Unit 18, page 72

Go online for

- Pronunciation
- Progress test
- Corpus tasks

Culture

Iconic designs

Warmer

- 1 Write *Italy*, *Britain* and *Spain* on the board. Ask students to work in groups and to choose one of the countries to brainstorm ideas and information about.
 - 2 Check the countries each group has chosen and make sure you have at least one group for each country. Give students three or four minutes to write down the first things they think of when they imagine that country.
 - 3 Elicit ideas from the class for each country.
- 1 Ask the students to look at the images and ask one or two students to describe what they can see. Then ask the students to match the items to the countries. If the ideas didn't come up in the feedback on the Warmer, ask the students if anyone had the items on their lists.

Answers

1 b 2 a 3 c

- 2 Ask the students to work with a partner and to tell their partner what they know about 501 jeans and the Apple iPhone. Elicit ideas from the class and then ask the students to answer the questions in the book. When discussing how popular they are in the students' countries, you could extend the discussion to talk briefly about other popular phone and jean brands.

Answers

501 jeans – a second back pocket was added, and there have also been changes in the shape.

iPhone – the screen and the camera have been improved, there have been software updates, and users can now download apps.

- 3 Ask students to work in groups to discuss the question before they read the sentences. After a few minutes, elicit some ideas from the class. Next ask the students to read the sentences to describe each product. Check the answers as a class.


Answers

- 2 iPhone
- 3 iPhone
- 4 Both
- 5 501s
- 6 Both

Extension activity

Ask the students to think of a well-known piece of technology or clothing. With a partner, ask the students to think of reasons why the product is iconic.

Ask the students to work in groups of six and describe the product they have discussed with their partner. In their groups they should decide which one of the three products is most iconic and why. Elicit the product, the description and the reasons from each group.

- 4 Tell the students to work in groups to discuss the questions. You could extend the first question by asking *Who are they popular with and why?* (For example, the iPhone tends to be more popular with older people nowadays.) Elicit answers for each question.
- 5 Ask the students to complete this task in pairs. Alternatively, you could ask students to rank them in order of importance. Elicit the most and least important qualities and students' reasons.
- 6  **2.23** Ask the students to look at the picture of a Mini and ask students if they know anything about the car. As an alternative, ask students to brainstorm car brands. Give the students time to read the questions and then play the audio. Check the answers as a class.

Answers

- 1 A small, budget car that would be cheap and easy on petrol.
- 2 Because Minis were getting more popular.
- 3 Celebrities started buying them and they appeared in successful films.
- 4 They started making special editions of the older models.
- 5 The New Minis aren't designed to be a simple, cheap, budget car.

Audioscript

Teacher: Alright, everyone. Please take your seats, so we can start today's presentations. (noise settles down) The first presenters today will be Alan and Corinna, who will be talking about ... the Austin Mini, is that correct?

Alan: Yes, it is. Today, Corinna and I are going to talk about the history of the Austin Mini, and how it became an icon, and also how the car has changed over the years.

Corinna: The first Minis came out in 1959 – they were designed for the British Motor Company by an engineer named Alec Issigonis. They wanted him to design a small, budget car that would be cheap and easy on petrol.

Alan: Yes, you see, petrol was really expensive at the time, and lots of companies were selling cars like that. For example, there was the Volkswagen Beetle from Germany, and the Italian company Fiat had the 500 around that time, too. The idea was to mass-produce small cars, with really simple designs, so they'd be cheap to produce, and could be sold at a really low price.

Corinna: A lot of people just needed a really basic car, with room for four people and some luggage in the back, nothing more. Not like today, when everyone wants big cars with lots of extras, like electric windows, heating, air-conditioning, and all that.

Alan: As a result, the cheapest models of the Mini only cost about 500 pounds ... until Minis started getting more popular. Then they started making nicer, more expensive ones, called 'deluxe' models. Those are the ones that celebrities like the Beatles started buying, in the 1960s.

Corinna: The Mini also became famous when it started appearing in successful films, like *The Italian Job*. And the company also brought out the Mini Cooper – it was a faster, sportier version, and they made special models for races, like the Monte Carlo Rally, in Monaco.

Alan: Yes, that was how the Mini became famous. So famous, that they started making special editions of the older models. They did that during the 1990s, making Minis that had a classic, retro look.

Corinne: Yes, although by that time, the Mini brand didn't belong to the British Motor Company any more. It belonged to BMW, but then they stopped production in the year 2000.

Alan: Of course, they still sell Minis today, but now they're called New MINIs. They look a lot like the originals, with the same classic look, but they're not the same kind of car any more.

Corinne: New MINIs aren't designed to be simple, cheap, budget cars. Some of them are quite big, with more powerful engines, and expensive, modern gadgets.

Alan: The first Minis were supposed to be the cheapest, simplest car you could possibly buy, and they were really successful for that reason. They sold about 53 million of them between 1950 and 2000.

Corinne: Nowadays, people buy them because they're stylish and very fashionable. They're still iconic ... but not for the same reason any more!

Extension activity

Ask students to discuss their favourite car or their dream car. Why do they like it more than other cars and what is special about it? Elicit ideas from the class.

Cooler

Put students into pairs and give them a few minutes to write a list of as many products they can think of that we use every day. Ask the pairs to work in small groups. Tell students they have to explain the products to the other pair without mentioning them by name. In two minutes each pair has to explain and guess as many products as possible. Find out which group has explained and guessed the most products and elicit their list.

Project

Put students into small groups and ask them to discuss the questions. Tell each group to choose a spokesperson to feed back their ideas to another group. Get students to prepare a short presentation on the product. After each group has presented their product, ask the class to hold a vote on the most iconic product from their country.

19 Against the law

Unit profile

Vocabulary: Crime and criminals

Reading: *The Decision* – We asked the police to arrest our son

Grammar: Modals of deduction: past

Vocabulary: Negative prefixes

Writing: A news article


Warmer

- 1 Before class, find headlines for three or four things in the news. Try to find one or two that are not really obvious from the headline alone and try to include one about a recent crime. Photocopy one set per group of four students.
- 2 Write *News stories* on the board and put students into groups to discuss any recent news stories.
- 3 Give students a copy of the news headlines. Ask them to tell others in the group what they know about each story.
- 4 Tell each group to choose one of the stories and to nominate a spokesperson to give a short spoken report on what they know about it.

Your profile

Put students into pairs to discuss the questions. Tell them to talk about the main characters and plot lines of any of their favourite crime movies or TV programmes. Share some ideas as a class.

VOCABULARY Crime and criminals

- 1  2.24 Ask students to read the headlines and check understanding of any challenging vocabulary, such as *witnessing*, *burglary*, *hacker* and *suspect* (noun /ˈsʌs.pɛkt/, verb /səˈspekt/) by asking concept questions such as *What happens in a burglary?*, *Who is a witness?*, *What does a hacker do?*, *Will a suspect definitely go to prison?* Explain that they are going to hear five news stories and that they should match each one to a headline. Play the recording and then check answers. Find out if students know of any true crime stories that are similar to the five extracts in the recording.

Answers

1 e 2 d 3 a 4 c 5 b

Audioscript

1

David Rentham, who was arrested on Tuesday for the recent theft of a Picasso from a New York museum, was freed today. As he left the police station, Rentham said, 'I have not committed a crime. Please leave me alone now.'

2

Inspector Ian Payne of the Online Investigations Unit said that they had charged Ian Wallgrove, twenty-seven, at his home in Manchester, with recent attempts to break into government computers. Wallgrove denies the charge.

3


Soap star Carrie Anderson, whose home was burgled last October, gave a statement in a packed London court yesterday. Before she spoke and described what she had seen, the judge warned the jury they should treat the victim of this case as they would any normal person.

4

Police investigating a series of break-ins woke the man to ask him if he had seen anything. They started to suspect his involvement when they spotted gloves and a mask on the back seat of his vehicle.

5

A witness told yesterday how she watched from her car as Robert Thomas, due to be sentenced in court today, escaped from the back of a prison van during a road accident.

- 2  2.24 Put students into pairs to divide the words in the box into actions (*burgled*, *charged*, *committed a crime*, *denies the charge*, *investigating*, *sentenced*, *a theft* – clarify that the verb is *steal*), people (*judge*, *jury*, *suspect*, *victim*, *witness*), places (*court*) and things (*statement*). Then ask students to complete the texts. Allow them to compare their answers with a partner before playing the recording again for students to check. You may need to confirm answers with the class after listening.

Answers

1 theft 2 committed a crime 3 charged
4 denies the charge 5 burgled 6 statement 7 judge
8 jury 9 victim 10 investigating 11 suspect 12 witness
13 sentenced 14 court

- 3 Ask students to look at the words in exercises 1 and 2 and to categorise them using the areas given in 1 to 5. Check answers. As an alternative, this exercise could be done in small groups, with each person taking responsibility for one question before discussing them in groups.

Fast finishers

Ask fast finishers to write sentences demonstrating the different noun and verb use of the words in exercise 3, e.g. *I suspect he committed the crime. He is the main suspect.* Elicit some examples while checking answers to exercise 3.

Extension activity

Put students into small groups and tell them to use at least six of the words in exercise 3 to create a short news story. Ask one or two groups to read their story to the class.

Answers

- 1 judge, jury, suspect, victim, witness
- 2 make an arrest, charged, release, investigating
- 3 burglary, committed a crime, theft
- 4 hacker, burglar
- 5 sentenced

READING

- 1 Ask students to read the list of crimes. You may need to explain the meaning of *litter* (small pieces of rubbish dropped in public places) and *shoplifting* (taking things from a shop without paying). Then put them into small groups to rank the seriousness of the crimes. Elicit the order and reasons from different groups, and find out which crimes students would tell someone about.
- 2 Tell students to read the events in the list carefully before putting them in the correct order. Ask them to compare their order with a partner. Elicit some ideas, and write the correct answer on the board. Allow plenty of time for this activity, as some students may find it challenging.

Mixed ability

To make the process simpler, give weaker students just these options: a, b, e, f, h and j. (The correct order here is: e, a, b, f, h.) Stronger students can complete the exercise without this support.

Answers

e, a, g, d, b, f, h, c

- 3 Ask students to read the text again and to answer the four questions. Questions 3 and 4 will raise interesting debates, so set and check questions 1 and 2 first as individual work, before setting 3 and 4 as small-group discussions. Share ideas as a class.

Answers

- 1 the hidden money had been taken from the cereal box, the correct password had been used to turn off the alarm, it was obvious as soon as Martin spoke
- 2 it was his first offence, he had been influenced by Tiller, the regret he showed, his statement in court
- 3 and 4 Students' own answers.

Talking points

Ask students the question in the poll, i.e. *Do you think the Griffins made the right decision?* and take a class vote. Put students into small groups to discuss the questions. The expression *peer pressure* (the strong influence on members of a group of young people to behave as everyone else does) may be useful for the second question.

Extension activity

Write the following list of people on the board: *friend, parent, teacher, sister/brother.*

Give the students these three situations:

... causes an accident but no one is hurt.

... causes an accident and someone is slightly injured and has to go to hospital for the day.

... causes an accident and someone is seriously injured and has to spend weeks in hospital.

Ask students to discuss whether they would react differently depending on who caused the accident and how serious the accident was? Share ideas as a class.

EP Word profile

Ask students to explain each use of the phrases with *back* to their partner. Discuss ideas as a class. Then set the exercise on page 128. Check answers.

Answers

- 1
- 1 d 2 e 3 c 4 a 5 b
- 2
- 1 earlier in time
- 2 earlier state
- 3 earlier in time
- 4 away from
- 5 the back

Cooler

- 1 Write the word *alibi* on the board and elicit its meaning (*proof that someone who is thought to have committed a crime is actually innocent, especially the fact that they were in another place or with another person at the time the crime happened*).
- 2 Invent a crime that has happened and briefly tell the class about it. For example, someone stole a gnome from an elderly person's garden. They keep taking photos of it in different places and sending them to the gnome's owner.
- 3 Nominate four stronger students to come outside the classroom with you. Tell them that they are each suspects in the crime and that they need to think about their stories, and create an alibi, so that they don't get caught. While they are doing this, the rest of the class should think of questions to ask them, e.g. *Where were you on Saturday evening?* When they are ready, bring the 'suspects' back into the classroom to answer the questions.
- 4 Find out who students think committed the crime.

GRAMMAR Modals of deduction: past

- 1 Books closed. Write *He must be right* and *He must have been right* on the board. Put students into pairs to discuss what they think the difference in meaning is. Elicit ideas from the class (*He must be right* refers to the present; *He must have been right* refers to the past). Books open. Tell students to read the sentences and ask them what they think the difference between *must* and *could* is here. Tell them to use the sentences to help them complete the rules. Check answers.

→ Grammar reference Student's Book page 156

Answers

1 might/could 2 must 3 can't/couldn't

- 2 Ask students to complete the exercise individually before comparing their answers with a partner. Monitor and help as necessary before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Answers

1 they might/could have left 2 couldn't/can't have seen
3 must have told 4 couldn't/can't have come
5 might/could have started 6 must have been

- 3 Ask students to look at the first picture and nominate someone to describe what has happened. Then put them into pairs to describe what has happened in the other pictures. When eliciting ideas, find out who used which modal verb and why.

Possible answers

- 1 He couldn't have remembered his house key when he left that morning.
- 2 The woman might have set off the shop alarm.
- 3 The teenagers can't have done anything wrong because they are smiling.
- 4 She must have lost all her work on the computer.

Corpus challenge

Ask students what the pattern for modals of past deduction is (*modal + have + been*). Then ask students to correct the sentence.

Answer

I didn't have any idea who it might have been, and I felt a little frightened.

- 4 Ask students to read the story individually before discussing with a partner whether they know what happened or not. Tell them to write sentences using modals of probability and to compare their sentences with a new partner, before checking on page 121.

VOCABULARY Negative prefixes

- 1 Books closed. Write the negative prefixes from page 110 on the board and put students into pairs. Give them one minute to think of as many words as possible with these prefixes. After one minute find out who has the most words and get this pair to read their list aloud or come up and write them on the board. If they make a mistake, make a 'buzzer' noise and ask another group to try. Then set the exercise in the book and check answers.

Answers

1 in 2 im 3 dis 4 un 5 il

- 2 Do the first sentence as an example before asking students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to look at the sentences again and to rewrite them so that they use the positive adjectives in the box, e.g. *It's fair to blame Mike for losing his phone. He left it on the bus.*

Extension activity

Write the following grid on the board:

il	un	im
dis	il	in
un	im	dis

Ask students to copy the grid and to use it to play noughts and crosses in pairs. One student is 'noughts'; the other is 'crosses'. When they choose a square they must give a word beginning with that prefix. If they are correct, they draw a nought or a cross on that square. The aim is to get three noughts or three crosses in a row (horizontal, vertical or diagonal). The winning pair is the one to get a line of three noughts or crosses. Act as judge if students think a word has been used with the wrong prefix.

Answers

1 unfair 2 disorganised 3 inaccurate 4 invisible
5 impolite 6 impatient 7 unreliable 8 unpopular

Answers

- 1 a mother
- 2 She pretended to be her daughter in an exam.
- 3 an exam centre in Paris, France
- 4 last week
- 5 She thought she was better at English than her daughter.
- 6 The supervisor had met her daughter in another exam.

- 4 Books closed. Elicit ideas about what news articles should contain. Books open. Ask students to check their ideas in the *Prepare* box, before doing the matching exercise as a class.

Answers

a 4 b 3 c 5 d 2 e 1

- 5 Go through the instructions and questions as a class. Tell students to look at their ideas from exercise 1 on the board. Give them a few minutes to think of ideas and to plan their answers. Monitor and provide support as necessary, giving positive feedback for interesting ideas.

Mixed ability

Support weaker students by planning a topic for them. Choose a recent news story and give students a main idea for each paragraph. This will allow more time for them to focus on the actual writing task, rather than on developing their ideas.

WRITING A news article

- 1 Model the activity by telling the class about a crime story you find interesting. Put students into pairs to discuss the questions. Elicit some of the crime stories and write them on the board, as this will help students with ideas for exercise 5.
- 2 Ask students to complete the exercise individually and check answers. You could also encourage them to think about what information they might include if writing about one of the stories they discussed in exercise 1.

Answers

1 Readers of an international teenage magazine 2 online

- 3 Put students into groups of six and tell them to choose one question each. They should find the answer to their question and then share their answer with the rest of their group. You could also ask students to discuss whether they think the police should have been called and whether the possible punishment is fair or not.

- 6 Set a time limit of around ten minutes to write the article. Remind them to include a headline. Ask students to swap their article with a partner. Their partner should try to match the features from the *Prepare* box to different parts of their article. Tell them to feed back in pairs, highlighting any parts of the *Prepare* box that their partner missed.

Sample answer

A STICKY END

It isn't easy being a thief sometimes. A man who was apparently attending a business conference at a top hotel was thought to be acting a bit suspiciously, so two security guards decided to follow him around. During the coffee break, he was seen talking to other people about the conference, but at the same time, he was carefully stealing their wallets. Nobody noticed this except the security guards.

After the third theft, they moved in on him and accused him of the crimes they had witnessed. The man immediately tried to escape and ran towards the emergency exit, but a waiter realised what was happening and threw a large tray of sticky cakes at him.

Trying to avoid the sugary mess, the man slipped and ended up on the floor surrounded by bits of cake. His clothes were all sticky and he even had some cream on his face.

The hotel manager called the police, who arrested the man and led him away. Perhaps the next time he eats a cake, it will remind him of his unsuccessful life of crime!

Cooler

- 1 Before class, find four or five newspaper headlines from newspapers and cut them in half. Try to use stories that are not very well-known. If you don't have time, you could use these headings:
Man breaks out of jail to avoid having to exercise
Suspected shoplifter asks police to watch stolen bike
Woman goes to court in stolen car
Thief caught selling phone back to victim
- 2 Give a set of the headlines to each group of four and tell them to match the two halves. Check answers.
- 3 Ask each group to choose one headline and to write the story.
- 4 If you have used genuine news stories, you may want to give students a copy of the original story for them to compare their story with.

Project

Ask students to search online for real-life crime stories that have been turned into a TV programme or movie. In the following class, they should tell their group about the story, including details about the crime, why they think it was dramatised, and how similar the TV programme/movie was to the original story.

Teacher's resources

Student's Book

Grammar reference and practice page 156

Vocabulary list page 136

Workbook

Unit 19, page 76

Go online for

- Pronunciation
- Corpus tasks

20 Places to hang out

Unit profile

Vocabulary: Places and feelings

Reading: *A place of your own*

Grammar: *-ing* forms; participle clauses

Vocabulary: Compound adjectives ending in *-ing*

Listening: Favourite places

Speaking: Talking about yourself


Warmer

- 1 Tell students to imagine that they could live anywhere and that their home can be exactly how they would like it to be. Give students a few minutes to plan their ideal home. For prompts you could write on the board: *location, number of rooms, furniture*.
- 2 Tell students to work in small groups and to describe their ideal home to each other. Together they should choose the best home in their group. Ask each group to describe their best home to the class.

Your profile

For the first question, ask students to brainstorm different places to hang out and then rank them in order of favourite to least favourite. For the second question, you might need to give them some ideas, e.g. *a tree house, a den*. Share ideas as a class.

VOCABULARY Places and feelings

- 1  2.25 Put students into pairs to describe what they can see in the pictures. Tell them to choose which one looks the best place to hang out. Share ideas as a class. Play the recording for students to do the matching exercise. Check answers.

Answers

1 b 2 a 3 c 4 d

Audioscript

1

My dad found us these really unusual things – they're weird but wonderful! They're made from a strong, waterproof cloth – the same stuff that's used for tents – so they're a good shelter when it's raining. He's hung them from the branches of a tree in the woods behind our house and my friends and I hang out there all the time, especially during the holidays. It's quiet and cool, and we can chat without anyone bothering us.

2


I take my skateboard to the Southbank Centre in London most days and meet my friends there. It's an area for skateboarders underneath the concert halls and as it's all concrete down there, it's a great surface for skateboarding. We're passionate about the place. A while back, a construction company wanted to get rid of us and develop the space into restaurants, but there was a big campaign and the Mayor of London said the skateboarders should stay.

3

There was nowhere in our village to hang out until we did this place up. Before it was just a dirty old wooden hut, but we all helped to clean it up inside and out. We can play music there and it often gets quite crowded! Sometimes we feel dissatisfied about that, 'cos it's not a very relaxed atmosphere. I wish we had somewhere of our own, you know, just us three friends – like a tree house or something – that we could make our own private place.

4

My dad helped us to get started, then me and my friends did most of the work. To begin with, we hunted for any kind of building material that had been thrown out, old wooden floor boards, that sort of thing. The only tool we used was a hammer to bang in the nails! It's quite a magical experience being so high up in a tree, and on a clear day the view is breathtaking. There're comfy chairs, and we even dragged an old sofa up there.

- 2  2.25 Direct students to the words in the box and check understanding by asking concept-checking questions, e.g. *What might you do to be protected from bad weather? (shelter), How do you feel on holiday? (relaxed), What's another word for strange? (weird)*. Tell students to complete the sentences individually. Allow them to compare their answers with a partner, and then play the recording again for them to check.

Answers

1 weird 2 cloth 3 shelter 4 concrete 5 passionate
6 construction 7 hut 8 dissatisfied; relaxed 9 tool
10 magical; breathtaking

- 3 Ask students to complete the table and check as a class. Then ask students to write two or three sentences describing their own town or city using some of the words.

Answers

To do with buildings and materials: cloth, concrete, construction, hut, shelter, tool
To do with feelings: breathtaking, dissatisfied, magical, passionate, relaxed, weird

- 4 Model the activity by telling the class about a place you know well, e.g. *a breathtaking beach with magical views that makes you feel relaxed*. Ask students to write down three different places they know well, e.g. *a café, a park, a shopping centre*. Then tell them to describe the places to a partner. Encourage students to ask each other questions about each place to find out when they go there, who with, how often and what they do there.

Extension activity

Put students into groups and tell them to choose one of the places they described in exercise 4. Ask them to describe the place to their group. They should not mention the place by name and the rest of their group should guess which place they are describing. Tell each group to choose one description to share with the class.

READING

- 1 Monitor and help as students answer the three questions. For question 3, put them into groups to discuss their ideas. Ask students to decide whether they would prefer to hang out in the tree house or the house on wheels and why. Do not check answers to question 3 at this point.

Mixed ability

Put weaker students into pairs for this exercise, and tell each student to focus on just one text. They can compare their answers before looking at question 3.

Answers

- 1 It will be pulled down in case anyone hurts themselves.
- 2 A small house on wheels because she's not sure where she wants to live.

- 2 Give students a few minutes to check their answers. Elicit some differences and ask students to raise their hands to show which construction they think sounds more interesting. Nominate one or two individuals to explain why.

Possible answers

The tree house was built for fun, whereas the house on wheels has a practical reason. The tree house was built by a large group of people, whereas the house on wheels was built by Celina. The tree house is fairly basic, whereas the house on wheels is more stylish.

- 3 Divide this exercise into two parts. Do the first one as an example to show students that they are looking for evidence or an example to support each statement. Check answers. Then put students into pairs to write the question that might have been asked. Check answers.

Fast finishers

Ask fast finishers to think about the skills needed to complete each of the building projects and what they would need to learn to be able to do it themselves. Elicit ideas after checking answers to exercise 3.

Extension activity

Put students into small groups to plan their own tree house or house on wheels. They should think about the size, the design and the floor plan. For the tree house, they should also think about the location. Ask each group to nominate a spokesperson to present their design to the class.

Answers

- 1 The construction is now so wrapped in branches that the whole tree will have to be cut down. – Why can't you remove it?
- 2 They said they were very upset, but understood why it had to happen. – How do you feel about the situation?
- 3 When the leaves were falling off the trees – that's when people started to notice it. – When did people start to notice it?
- 4 You'd have to be pretty crazy to ever fall. – Do you think it's dangerous?
- 5 Praising the tree house as 'ludicrously high up', the judges awarded them the top prize. – Why did you win?
- 6 Although Celina Dill is an excellent student, she decided after three semesters at South Whidbey High School that she had learned what she needed and decided to move on with her life. – Why did you leave?
- 7 She came away with from her metalwork class with ... practical skills. – What did you learn in your metalwork class?
- 8 She added these skills to those her carpenter dad had shown her. – How has your dad helped you?
- 9 Dill ... isn't even considering a pre-planned design. Everything is going to be individual to her. – What will the home be like?
- 10 She has found a stylish 1950s cooking stove. – Your cooker is old, isn't it?

Talking points

Put students into pairs to discuss the questions. For the first question, encourage them to talk about their hometown and how they would improve it in terms of places to hang out. For question 2, ask if students can think of any disadvantages of having a hangout on wheels. Share ideas as a class.

EP Word profile

Ask students to write a follow-up sentence to each phrase with *do* to help explain the meaning, e.g. *They may blame him for their injury; She's planning where to live when she's older; It looks fantastic now*. Then set the exercise on page 128. Check answers.

Answers

- 1 1 do up 2 do without 3 be/have to do with 4 do sb good
5 do damage/harm, etc.
2 1 did us (a lot of) good
2 has done (a lot of) harm
3 is being done up
4 has/is nothing to do with/ doesn't have/isn't anything to do with
5 doing without

Cooler

Put students into small groups to discuss the advantages and disadvantages of hanging out online instead of in town or at the park, for example. Share ideas as a class and find out where students prefer hanging out, and why.

GRAMMAR -ing forms

- 1 Put students into pairs to match the rules to the examples. Check answers. Then ask them to write one more sentence demonstrating each of the rules.

→ Grammar reference Student's Book page 157

Answers

- 1 c 2 a 3 b 4 d

- 2 Ask students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class. Alternatively, you could put students into small groups to complete the sentences. Set a time limit of 30 seconds to see how many they can complete in the time given. Elicit the answers from the group with the most questions completed.

Mixed ability

Tell weaker students which word goes in each gap and ask them to focus just on the rule-matching part of the exercise.

Fast finishers

Ask fast finishers to complete these sentences with their own ideas and the -ing form of a verb:

I am capable of ...

I enjoy ...

I really love ...

I get anxious about ...

Elicit some examples after checking answers to exercise 2.

Answers

- 1 having – b 2 travelling – d 3 observing – c 4 Riding – a
5 taking – c 6 Winning – a

Participle clauses

- 3 Books closed. Write *participle clause* on the board and elicit what students know about participle clauses and how they are used, i.e. to talk about two actions happening at the same time and to add more information to the main clause. Books open. Ask students to compare their ideas with those in the book and to match the examples to the rules. Check answers.

→ Grammar reference Student's Book page 157

Answers

- 1 b 2 a

- 4 Put students into pairs to discuss whether each participle clause adds information or talks about two events happening at the same time. Then ask them to write a sentence starting with *The classes ...*. Students should add information to describe one of their classes at school, e.g. *The classes, consisting of speaking, reading, writing and listening in a foreign language, take place every Monday*. Put students into groups to read their sentences out loud and guess which subjects are being described.

Answers

- 1 b 2 a 3 b 4 a

- 5 Tell students to complete the sentences individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to write a sentence using the participle clause not used in the exercise (*feeling very excited*). Elicit one or two example sentences after checking answers to exercise 5.

Answers

- 1 having no heating 2 Having no money for the train
3 Not wanting to disturb anyone 4 Realising his mistake

- 6 Books closed. Write the example sentences from the Student's Book on the board and elicit how they could be joined together using a participle clause. Books open. Ask students to check their answer against the example. Tell them to complete the exercise individually. Check answers.

Mixed ability

Tell weaker students which verb takes the -ing form in each sentence first. Stronger students can complete the exercise without this support.

Answers

- 1 Growing more confident, I started to add more details to my tree house.
- 2 Having no idea how to build a tree house, we looked online for ideas.
- 3 Having no roof, the shelter was useless.
- 4 Being miles away from the nearest house, the hut is very quiet.

Corpus challenge

Ask students to read the sentence and to match it to a rule from the grammar box (c). Then ask students to correct the sentence.

Answer

I'm looking forward to seeing you.

VOCABULARY Compound adjectives ending in -ing

- 1 Ask students to answer the question in pairs before checking as a class.

Answers

noun (*award*) and -ing form of the verb (*winning*)

- 2 Put students into pairs to discuss what they think each compound noun might mean. Elicit some ideas for each one and then ask them to complete the sentences. Check answers.

Mixed ability

Encourage weaker students to check the meaning of the compound nouns in a dictionary. Stronger students can try to guess the meaning from the context.


Extension activity

Ask students to write their own sentences using three of the compound adjectives. Tell them that the sentences should be true. Then put students into pairs to ask each other questions about their sentences. In feedback, discuss anything interesting that they found out.

Answers

- 1 time-consuming 2 life-threatening 3 eye-catching
- 4 record-breaking 5 mouth-watering 6 cost-cutting
- 7 heartwarming


LISTENING

- 1 Put students into pairs to describe the photos and choose the place they would most and least like to hang out in and why. Share ideas as a class.
- 2  2.26 Play the recording for students to do the matching exercise. Check answers. Ask students to feed back on anything they heard about why each person likes the place they described.

Answers

- 1 c 2 a 3 b

Audioscript

- 1 I live in a really small town called Tirau, which has a tiny population, under one thousand people. The surrounding area is mainly devoted to farming, especially dairy cattle but also a few sheep farms. And recently, we've become a major tourist destination, largely thanks to this weird building – curiously enough known as the Sheep, I wonder why! It was built in the 1990s out of old iron sheets that were no longer being used and I like it for many reasons – first, because it's so original, and it also reminds us of our traditional farming community, which is important, I think. What's more, I love the way it re-uses old material, which is good for our environment and proves that you really don't need to waste anything. Last but not least, I love it because it makes me laugh out loud every time I see it.
- 2 It's been here for a century and I can't imagine the city without it. The shapes and colours are quite magical and it's unique in terms of architecture. I like to come up in the late afternoon, when it's still warm and there're fewer tourists! You can't blame them for wanting to see this famous place but I prefer it when they've gone. If any of my friends are around, we sit and chat, but if not, I still like to hang around watching the world go by. Sometimes I read a book, but more often than not, I just gaze at the art – it's such an important part of our culture.
- 3 What can I tell you about it? Well, it's a circular tower, rising around fourteen metres above a nice park, and from there you can see right down to the sea, which is usually a deep, deep blue. Breathtaking! The tower itself is ancient and I like it because of the colour of the stone that was used to build it, which is a kind of reddish brown. It looks the most attractive at sunset, and you can hang out with a coffee or something cold. I just love sitting there, being a part of the history of my city, and spending time with my friends. It's a really nice place to be.
- 3  2.26 Play the recording again for students to match each question to a speaker. Check answers. You could ask students to describe an old building and a tall building in their hometown. What do they know about the history of the old building and what can you see from the tall building?

Answers


- A 1 B 2 C 2 D 3 E 1 F 3

SPEAKING Talking about yourself

- 1 As students complete the exercise individually, ask them to underline the words that helped them to choose their answer. Check answers. You could find out which questions students think would be the hardest to answer in a speaking test.

Answers

Places: 1, 3, 5, 7
Activities: 2, 4, 6, 8

- 2  2.27 Play the recording for students to tick the questions that Leyla answers. You could also play it again and ask students to note down the main points she makes. Check answers.

Answers

8, 3, 5, 7

Audioscript

Interviewer: First, we'd like to know something about you.

Leyla, how big is your school?

Leyla: It's quite large, actually. There must be around 1200 students in all – we have three separate buildings where lessons take place, and a sports hall, which is the best part of the school, in my opinion.

Interviewer: How would you describe the buildings in your school?

Leyla: Well, they're all fairly modern, dating from the 1970s, so they're made of concrete ... and with large windows to keep the classrooms cool. The Sports Hall is the newest construction, consisting of a gym, an indoor basketball court and a small swimming pool. We love hanging out there!


Interviewer: And what is special about your city?

Leyla: My city, Antalya ... is in the south of Turkey, on the coast. So its location is pretty special – we can spend time at the beach, or go sailing. But it is also a big city, whose population is around one million I think, and it has all the facilities that you'd expect to find in a major city – shops, parks, interesting sights, like Hadrian's Gate from Roman times.

Interviewer: Tell us something about a sport you enjoy watching or playing.

Leyla: I don't take part in much sport myself – except at school, of course, but I love watching football with my brothers. We have some really strong clubs in Turkey, like Galatasaray and Fenerbahce – they're both in Istanbul. And my city's team, Antalyaspor, have been in the Turkish super league. I think it can sometimes be more exciting to watch a match on TV because then you appreciate the clever way they pass the ball to each other. But on the other hand, being in the stadium when your team scores a goal is the best – there's such a fantastic atmosphere in the stadium!

Interviewer: Thank you.

- 3  2.27 Books closed. Write the following functions on the board: *adding more information, adding a contrast, giving examples, giving reasons, giving opinions*. Ask students to brainstorm the language they could use for each one. Books open. Tell them to compare their ideas with those in the book. Play the recording for students to tick the words used. Check answers.


Answers

Except...; But...; Like...; Because...; I think...;
But on the other hand...

- 4 Monitor as students underline the adjectives and then elicit how they make the answer more descriptive and engaging. Ask students to choose one of the questions in exercise 1 and to write down adjectives they could use in their answer.

Answers

strong, exciting, clever, best, fantastic

- 5  2.28 Play the recording again to show students how the words are emphasised. Then nominate one or two individuals to read the passage out loud to practise sounding positive.
- 6 Put students into pairs to ask and answer the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. In feedback, nominate different pairs to answer one of the questions. As they are listening, the rest of the class should note down the adjectives used and the words that were stressed to show enthusiasm. Elicit these after each question.

Cooler

Write the letters A to Z on the board and put students into small groups. Give them two minutes to think of one adjective for each letter of the alphabet. After the two minutes, find out which group has the most and write their adjectives on the board. Ask the other groups if they can fill in any gaps left.

Project

Ask students to research their hometown and create a tourist information website promoting it. Tell them to think about its size, architecture and tourist attractions, and to include pictures. In the following class, ask students to display their website. These can either be posted on the class blog or displayed around the classroom for other students to read. Hold a class vote on who has promoted their town the most effectively.

Teacher's resources

Student's Book

Grammar reference and practice page 157

Vocabulary list page 137

Video

Favourite hang outs

Workbook

Unit 20, page 80

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks

Citizenship

Youth justice

Warmer

- 1 Ask students to work with a partner and write down the minimum age to do these things in their countries: vote, leave school, drive a car.
- 2 Ask students to work in small groups and discuss whether they think any of these ages should be changed and if so, why.

- 1 Ask the students to work with a partner to discuss the questions. Then ask them to compare their ideas in small groups. Elicit some answers from the class.
- 2 Ask the students to read the text and to underline anything that is similar to their own countries. Where there are differences, ask students whether they think the differences would be an improvement on the system in their countries.

Fast finishers

Ask fast finishers to write down the differences they find and to divide them into two lists, one headed *I would like this change* and the other *I wouldn't like this change*. Elicit one or two examples of the lists as you check class ideas on the main task.

- 3 Ask the students to look at the highlighted words and to match them to the definitions. After a few minutes, elicit answers from the class.

Mixed ability

With weaker students, put the students in pairs. Ask one person to find 1–5 and the other to find 6–10. Then put students in groups of four to check and compare their answers.

Extension

Ask students to divide and organise the words into categories, for example, *people related to crime*. Elicit the categories and the words in each one. Then ask students to add words to each group e.g. *people related to crime* – lawyer, solicitor, burglar, shoplifter, policeman, etc.

Answers


- 1 compensation 2 court 3 fine 4 judge
5 young offenders' institutes 6 offences 7 offenders
8 sentence 9 victims

- 4 Ask the students to read the statements and predict which parts of the text they will find the answers in – the introduction, or sections 1, 2, 3, or 4. Ask the students to read the text again and decide whether the statements are true or false. Check the answers as a class.

Answers

- 1 False 2 False 3 True 4 False 5 True

- 5 Ask the students to work in small groups and discuss which statements they agree with and why. After the students have had time to discuss each one, elicit some opinions on each statement. Hold a class vote to decide which ones the students most agree with.

- 6  2.29 Ask the students to read the questions and predict some of the answers. Play the audio and check answers as a class.

Answers

- 1 People under 18 who commit minor crimes.
2 Saying sorry, paying a fine, paying compensation and community service.
3 a 10%
b 20%
4 Largely run by volunteers.
5 She wants to be a lawyer or a judge in the future.

Audioscript

- Kevin:** Hi Justine. What's that you're reading?
- Justine:** Hi Kevin. You mean this? It's my guidebook for Youth Court. I just got it in the mail today.
- Kevin:** Youth Court? Why? Are you in some kind of trouble?
- Justine:** Nooo! I'm going to be working on a Youth Court this year, and I have to read all the rules and regulations first, so I know what to do.
- Kevin:** Oh! And what exactly is Youth Court all about?
- Justine:** Well, it's a special court for young offenders – you know, people under 18 who've committed a minor crime, like shoplifting or painting graffiti – things like that.
- Kevin:** And what are you going to do? Will you be a judge or something? That sounds a bit difficult.
- Justine:** No, no ... people go to Youth Court after a judge hears their case in a regular court. Then the Youth Court decides what their punishment should be.
- Kevin:** Like sending them to prison?
- Justine:** No, not prison. Youth Court isn't for offenders who commit any serious or violent crimes. And it's usually the person's first offence, too. The idea is to give them an alternative sentence, instead of time in prison.
- Kevin:** Alternative sentences? Like what?
- Justine:** Well, that depends on the offence, but it usually includes things like apologising to the victims – you know, saying they're sorry for what they did. And sometimes they have to pay a fine, or give money to the victim – that's called compensation.
- Kevin:** And that's all? That sounds pretty easy to me.
- Justine:** Well, sometimes that's enough, but they might also have to take social education courses too, so they'll understand their mistakes, and won't do the same thing again. Or if they've got problems at home, or addictions, they might need to see a psychologist or a social worker too.
- Kevin:** And what about community service? Can Youth Courts make offenders do volunteer jobs? You know, make them work to help other people? I think that that would be the best thing.
- Justine:** Yeah, of course. That's the part I was reading now ... about the different jobs that they can do, like helping at hospitals or taking care of public parks, or cleaning up graffiti and rubbish in the streets.
- Kevin:** That sounds good ... but does it really work?
- Justine:** Well, it says in the guidebook that only 10% of young offenders commit more crimes after they go to Youth Court.
- Kevin:** And if they don't go to Youth Court? I mean, if they just go to a regular court?
- Justine:** Then about 20% gets into trouble again. So it seems to work pretty well. And Youth Court is also cheaper than regular court.
- Kevin:** How so?

Justine: Well, in Youth Court, most of the people are volunteers, like me. I won't make any money for being a court member. Only the adults make money ... the ones who work with us in the court. They organise everything, and they help us make decisions if we have problems. I think it's a great idea, and I can get lots of work experience too. I'd like to be a lawyer some day ... maybe even a judge!

Kevin: Sounds great ... and how did you sign up for this?

Justine: It's easy. There's a website you can read. Have you got your tablet with you? I'll show you now.

Cooler

Ask the students to work in pairs and write a short crime story. When students have finished their stories, ask them to think how they could mime them. Ask some pairs to mime their story to the class. The class should try to reconstruct the story.

Project

For the project you could simply ask students to discuss each case and the appropriate punishment for the crime. If you have more time, you could put students into groups of four. Each student should choose a story and imagine they are that person. Individually, ask students to think of an explanation and a defence for their crime. Once they have worked out more details, each group should hold mini-trials for each other. Elicit from the groups whether or not they decided if anyone was innocent.

Review answer key

REVIEW 1 Units 1–4

VOCABULARY

- 1 1 break up 2 fall out 3 note down 4 back; up
5 figure out 6 identify with 7 try; out 8 get in
- 2 1 addition 2 application 3 pronunciation 4 solution
5 explanation 6 concentration
- 3 1 album 2 world 3 performance 4 fans 5 venue
6 singer
- 4 1 suggested that 2 not; be 3 remember to
4 stop singing 5 accused; breaking 6 confessed; taking
- 5 1 shook 2 collapsed 3 flooding 4 floating 5 erupts
6 runs

GRAMMAR

- 6 1 not quite 2 as 3 good deal 4 than 5 almost as
6 easily 7 the 8 the better
- 7 1 a 2 b 3 a 4 a 5 b 6 a 7 b 8 a 9 b 10 b
- 8 1 Have you ever visited 2 did you say 3 did you know
4 are you doing 5 did Simon email
6 gave you this number



- 9 1 ✓ 2 ✓ 3 hoped had hoped 4 from than
5 it costs does it cost 6 is visiting visits 7 studied been studying
8 going go
- 10 1 B 2 A 3 C 4 D 5 C 6 D 7 A 8 B

REVIEW 2 Units 5–8

VOCABULARY

- 1 1 chase 2 cooperate 3 exchange 4 gather 5 steer
6 brake
- 2 1 carelessness 2 entertainment 3 friendliness 4 willingness
5 development 6 replacement
- 3 1 sign up 2 stop over 3 heat up 4 see; off
5 get around 6 chill out 7 look around 8 go off
- 4 Sentences 3 and 4.
- 5 1 dramatically 2 successfully 3 comfortably 4 culturally
5 temporarily 6 actively
- 6 1 d 2 b 3 e 4 c 5 a 6 f
- 7 1 with 2 to 3 for 4 on 5 to 6 by

GRAMMAR

- 8 1 could 2 managed to 3 wasn't able to
4 might be able to 5 won't be able to 6 couldn't
- 9 1 has visited 2 left 3 hasn't returned 4 rode
5 have travelled 6 Has she ever had 7 've/have been
8 stole 9 happened 10 've/have never felt
11 didn't keep it 12 found
- 10 1 b 2 f 3 e 4 d 5 c 6 a
Sentence 5 (*The book we're reading at school is fascinating.*)
- 11 1 will definitely cost; won't collect
2 are probably going to visit; 'll/will be seriously
3 doesn't leave; usually run
4 'm not going to go / 'm not going; 'm helping; 'll/will / be
5 'm not doing; are you planning



- 12 1 wich which 2 friend, that friend who 3 ✓
4 you had you've / you have had 5 can could
6 ✓ 7 will have is having 8 can be able to
- 13 1 won't be able to 2 should cut out (some)
3 not have any involvement in 4 certainly won't find
5 haven't been abroad for 6 sign up for the

REVIEW 3 Units 9–12

VOCABULARY

- 1 1 cashpoint; out 2 on; bargain 3 debit card; off
4 on; savings 5 on; budget
- 2 1 clothes 2 put 3 clear 4 mess 5 recycling 6 sorting
7 load 8 dishwasher 9 wipe 10 surfaces 11 sweeping
12 floor 13 plants 14 water
- 3 1 f 2 a 3 c 4 e 5 b 6 d
- 4 1 b 2 a 3 c 4 a 5 c 6 b
- 5 1 adventurous 2 painful 3 darkness 4 possibility
5 reliable 6 stormy

GRAMMAR

- 6 1 We're being told the results tomorrow.
2 The dishwasher's been fixed.
3 Your PIN should be kept secret.
4 Some money was taken from my wallet.
5 The driverless car was invented by Francis Houdina,
an American engineer.
6 I'm being given a prize for my project.
- 7 1 b 2 b 3 a 4 b 5 b 6 b 7 b 8 a 9 a 10 b
- 8 1 Have; been waiting 2 've been 3 've made
4 've been trying 5 's/has run 6 've been running
7 've; bought 8 's/has sold



- 9 1 ~~you will do~~ you are doing
2 ~~be having~~ will have
3 ✓
4 ~~have been learning~~ have learned/learnt
5 ~~was begun~~ began
6 play have been playing
7 ✓
8 ~~we sleep~~ we will/we'll sleep
- 10 1 B 2 A 3 D 4 A 5 C 6 C 7 B 8 D

REVIEW 4 Units 13–16

VOCABULARY

- 1 1 rumour; update 2 proposal; support 3 hint; prediction
4 criticism; mention
- 2 1 c 2 b 3 f 4 a 5 e 6 d
- 3 1 confirmed; made 2 gave; emphasised
3 reminded; make 4 gave; proposed 5 admitted; had
6 revealed; had
- 4 1 myself 2 themselves 3 yourself/yourselves 4 itself
5 yourself/yourselves 6 herself
- 5 1 the atmosphere 2 rainforest 3 solar power
4 carbon dioxide 5 conservation 6 electricity generation

GRAMMAR

- 6 1 he wouldn't leave without her, as long as she was on time.
2 he was blinking because there was something in his eye.
3 I had to take out the recycling.
4 that in India, shaking your head can mean that you agree.
5 'd/had had an allergic reaction to something she'd/ had eaten.
- 7 1 The waiter asked us if we wanted anything else.
2 My brother asked me if I could lend him a few dollars.
3 The police officer told the boys not to walk on the grass.
4 Dad asked me if I knew what time the match started.
5 Mrs Grayson asked Jack if he was listening.
6 We begged our uncle not to say anything.
- 8 1 c searched at the airport.
2 f drive you to the station with your bags.
3 a cut really short. 4 d delivered to a neighbour's house?
5 e tested if you can't read that sign from here!
6 b repaired or are you going to get a new one?
- 9 1 might/could learn; listened 2 had; could go out
3 wouldn't understand; didn't speak
4 helped; 'd / would finish / might finish
5 lost; wouldn't be able to 6 would you do; won
- 10 Possible answers
1 If only I lived somewhere exciting.
2 If only we moved house!
3 I wish I was at university.
4 I wish they'd make the exams a bit easier.
5 If only the exams weren't so tough.



- 11 1 told said
2 ✓
3 could would
4 ✓
5 explained him explained to him
6 did+do I did
7 have had
8 can could
- 12 1 had her mobile stolen 2 begged to be 3 didn't live up to
4 told him not to 5 not call off 6 as long as you bring

REVIEW 5 Units 17–20

VOCABULARY

- 1 1 spirit 2 bravery 3 potential 4 inspiration 5 motivation
6 commitment
- 2 1 thief 2 steal 3 robber 4 alarm 5 clue 6 culprit
7 charge 8 robbery
- 3 1 life-threatening 2 eye-catching 3 record-breaking
4 heart-warming 5 time-consuming 6 cost-cutting
- 4 1 impossibility 2 dishonesty 3 unwillingness 4 disorganisation
5 unpopularity 6 inaccuracy 7 impoliteness 8 inexperience
- 5 1 get into 2 got away with 3 got on with 4 get out of
5 get back 6 got through
- 6 1 bizarre 2 complex 3 unique 4 classic 5 massive

GRAMMAR

- 7 1 could 2 can't 3 might 4 Couldn't 5 must 6 can't
- 8 1 'd/had known 2 'd/had told 3 hadn't left
4 'd/had talked 5 'd/had been born 6 hadn't fallen
- 9 1 been open, the burglar wouldn't have got into the apartment.
2 less time on the first question, she would have finished the test.
3 bought a leather jacket last month, I'd have some money now.
4 forgotten his sports bag, he could have played football.
5 been raining, we could have hung out in the park.
6 known about the competition, I would have applied.
- 10 1 visiting 2 finding 3 Winning 4 missing 5 Keeping 6 making



- 11 1 ~~can~~ might
2 ✓
3 ~~took~~ taken
4 ~~would have~~ would have had
5 ~~might had~~ might/must have had
6 ~~could have~~ could have had
7 ✓
8 ~~ge~~ going
- 12 1 C 2 B 3 A 4 C 5 A 6 C 7 D 8 B

Grammar reference answer key

UNIT 1

QUESTION FORMS

- 1 1 does membership cost?
2 are you meeting (every Friday)?
3 did you have your first meeting?
4 people came to the party?
5 Were most of them
6 Should you/we try to get
7 do you/we want to do at the end of term?
8 can help us/you?
- 2 1 How much does this shirt cost?
2 Does your dad sometimes gets angry with you?
3 What time did the exam finished?
4 Where would you'd like to go this evening?
5 ~~Do~~ Can we ~~can~~ go out now?
6 Which team does your brother support ~~your brother~~?
7 What should I ~~should~~ give my friend for her birthday?

UNIT 2

PRESENT TENSE REVIEW

- 1 A 1 'm (am) having 2 'm (am) watching 3 're (are) winning 4 haven't won
B 5 do you recognise 6 's (has) known 7 Has he heard
8 haven't played 9 've (have) been 10 's (is) studying
11 suppose 12 're (are) performing
C 13 'm (am) making 14 've (have) been 15 are you making
16 smells 17 'm (am) seeing 18 need
- 2 1 live 2 haven't lived 3 have 4 enjoy 5 's (is) working
6 's (is) coming 7 wake 8 've (have) had 9 don't start
10 sleep 11 takes 12 goes 13 's (has) been
14 go 15 're (are) having 16 serve 17 smells

UNIT 3

PAST TENSE REVIEW

- 1 1 fell, was cycling
2 was dreaming, woke
3 was getting, dropped, broke
4 arrived, was having, was tidying
5 didn't have, was standing
- 2 1 had (d') switched on the coffee machine.
2 hadn't emptied the dishwasher.
3 hadn't cleaned the tables.
4 had (d') put the chairs out.
5 hadn't opened the sunshades.
- 3 1 used to tease 2 didn't use to wear 3 Did you use to like
4 used to make 5 didn't use to go 6 used to be
- 4 1 bought 2 had enjoyed 3 used to spend 4 had met
5 were both taking 6 hadn't told 7 saw 8 had learned
9 were staying 10 felt 11 were moving 12 appeared
13 had never seen 14 used to look 15 were sailing

UNIT 4

MAKING COMPARISONS

- 1 1 warmer, than
2 slightly, a great deal
3 so, a far
- 2 1f, 2c, 3e, 4b, 5a, 6d
- 3 1 D The first sentence says you should say thank you but it doesn't matter how you do it. The second sentence says that how you do it is equally important.
2 S
3 D The first sentence says that Loretta is the most selfish friend the speaker has. The second sentence says that all the speaker's other friends are equally selfish.

UNIT 5

RELATIVE CLAUSES

- 1 1 which
2 who
3 where
4 when
5 whose
- 2 1, 2
- 3 (Suggested answers)
1 go on for days and days.
2 you can have a laugh with.
3 sister is a champion gamer.
4 you have to talk about your hobbies.
5 I learned to ride a bike.
- 4 1 I got my new bike, which cost £250, last week.
2 I bought the bike with my own money, which I earned from my Saturday job.
3 I did the job, which was in a shop, for two years.
4 I didn't enjoy the work, which was quite boring.
5 But most of the staff, who weren't much older than me, were very friendly.
6 I've still got a bit of money, which I'm going to spend on a new video game.
- 5 1 which
2 that / when
3 that / which
4 that / who
5 where
6 which
7 which
8 that / who
9 that / which
10 where

UNIT 6

PRESENT PERFECT AND PAST SIMPLE

- 1 1 Has the film already started? OR Has the film started already?
2 We still haven't had the results of our exam.
3 Have you decided what to wear to the party yet?
4 I've already ordered a drink, but I still haven't decided what to eat. OR I've ordered a drink already, but I still haven't decided what to eat.
5 Have you been here a long time or have you just arrived?
6 My brother hasn't answered my text yet.
- 2 1 just 2 already 3 yet 4 still 5 when 6 since
- 3 1 Jake ~~ate~~ has already eaten three burgers today and now he's having an ice cream. OR Jake ~~ate~~ has eaten three burgers already today and now he's having an ice cream.
2 Michael still hasn't ~~still~~ answered my last text.
3 Stella's English has improved a lot since she started that evening class.
4 Declan has just woken up so he ~~didn't get~~ hasn't got dressed yet.
5 Jan's started learning to drive and she's already made ~~already~~ a lot of progress. OR she's made ~~already~~ a lot of progress already.
- 4 1 had
2 've (have) already ordered
3 ate
4 haven't eaten

UNIT 7

MODALS: ABILITY AND POSSIBILITY AND MANAGED TO

- 1 1 Will you be able to play
2 were able to get
3 may/might be able to translate (will be able *also possible, but doesn't express uncertainty*)
4 wasn't able to come
5 Were you able to read
6 're (are) able to do
7 may/might not be able to come
8 won't be able to play
- 2 1 Will your brother be able to come
2 Didn't you manage to find
3 When will Joy be able to play
4 Was John able to explain
5 How far were you able to walk
6 Won't Elisa be able to help
- 3 1 might not be able to walk
2 wasn't able to
3 managed to find
4 wasn't able to take
5 couldn't write
6 could walk

UNIT 8

FUTURE (1): PLANS AND INTENTIONS

- 1 1 I'll have 2 I'm having 3 I'll order
- 2 1 Are you having
2 I'm definitely not going to work
3 I'll probably visit
4 I'm staying
5 It'll only
6 I'll talk
7 I'll check
8 I'm going to phone
- 2 1 We're probably going to hire a car and drive to the coast.
2 I definitely won't invite Mark to the barbecue.
3 Clara's certainly not going to travel with her brother.
4 We'll certainly try the local food in Phnom Penh.
5 Hamid probably won't enjoy the overnight rail journey
- 3 1 leaves
2 're (are) meeting
3 won't wait
4 will probably take
5 arrives (will arrive *also possible*)
6 are taking
7 'll (will) send

UNIT 9

THE FUTURE (2): PREDICTIONS

- 1 1 It's going to be a hot day.
2 We'll be speaking English every day. (With *going to* this would be an intention, not a prediction)
3 He's going to fall off.
4 After the end of term I won't be studying every evening.
5 He's not going to see the beginning of the film.
- 2 1 S
2 D The second sentence means *It was not possible for the shop to open until the evening* (a past event).
3 S
4 S
5 D The second sentence means *I probably will ...*
- 3 (Suggested answers)
1 Jack may not go to university.
2 Joe may well get good marks in exams.
3 Jack might become a professional football player.
4 Jack might well be earning much more than Joe when he's 25.
5 Joe may not be interested in money.
6 Joe could get to know some famous people through Jack.

UNIT 10

THE PASSIVE

- 1 1 has just been opened in our town by a famous footballer.
2 were designed by a local architect.
3 was organised to raise money for the club.
4 is still being decorated by secondary school students.
5 needs to be finished by the end of the summer.
6 have been criticised for working too slowly.
7 should be offered instead of criticism.

- 2 1 has been broken into 2 has been taken
 3 was broken 4 wasn't set off 5 were seen
 6 weren't reported 7 were damaged 8 were made
 9 was dragged 10 is being investigated
 11 has also been inspected 12 can be replaced
 13 needs to be improved 14 should be installed
 15 must be locked 16 might be stolen 17 isn't improved

UNIT 11

PRESENT PERFECT CONTINUOUS

- 1 1 have been using
 2 have you been studying
 3 haven't been working
 4 has been making
 5 have been designing
 6 hasn't been playing
- 2 1 How long have you been studying at this school?
 2 How have you been learning English?
 3 How long have you been living here?
 4 How long have you been doing this exercise?
- 3 (Sample answers)
 1 I've been studying at this school for three years.
 2 I've been learning English since I was six.
 3 I've been living here for five years.
 4 I've been doing this exercise for ten minutes.
- 4 1 's (has) eaten, 've (have) been making, 've (have) been playing
 2 Have you been listening, have I been talking, 've (have) been listening, 've (have) already decided
 3 's (has) been wearing, 's (has) been working, haven't cleaned
 4 's (has) asked, 's (has) been trying, haven't understood
 5 hasn't been playing, haven't had

UNIT 12

ZERO AND FIRST CONDITIONALS

- 1 1 get 2 have 3 learn / play 4 gets
 2 1 don't mind 2 'll (will) go 3 try 4 's (is) 5 prefer
 6 'll (will) text
- 3 1c, 2f, 3a, 4e, 5d, 6b
- 4 (Suggested answers)
 1 buy her a car.
 2 doesn't work harder.
 3 learn to play a musical instrument really well.
 4 passes all his exams.
 5 win a prize.
 6 you don't want to lose your money.

UNIT 13

REPORTED STATEMENTS

- 1 1 would get up earlier in future.
 2 were looking for some new equipment.
 3 enjoyed swimming but she didn't like competitions.
 4 hadn't listened to his/her instructions.
 5 had to win the match.
 6 had played volleyball but she had never tried basketball.
- 2 1 wanted
 2 was going to
 3 'd (had) looked
 4 had been
 5 'd (had) heard
 6 were closing
 7 might

UNIT 14

REPORTED QUESTIONS AND REQUESTS

- 1 ... the shop manager asked how ~~could~~ she she could help me.
 I wanted to know whether they ~~did~~ sold running shoes. The assistant asked me what size shoe I usually wear*. She wanted to know ~~did I prefer~~ if/whether I preferred red or white. I asked if those were the only colours they'd they had. She asked me ~~could~~ if/whether I could wait while she checked with the manager.
 *wore is also grammatically correct here, but it is not necessary to change wear as the speaker still has the same size feet as last week!
- 2 1 Where is the pain?
 2 Why didn't you phone for help when the accident happened?
 3 How long have you had the/this problem?
 4 What can I do to help you?
 5 How many days are you going to be off school?
- 3 1 what my full name was.
 2 where the language course was held.
 3 if/whether I'd (had) ever visited their country before.
 4 how I was travelling to the country and how long I would stay there.
 5 if/whether I knew the address of my accommodation.
 6 if/whether I'd (had) already paid for my course.
 7 to fill in three copies of the application form.
 8 to pay the fee in dollars or local currency.

UNIT 15

HAVE/GET SOMETHING DONE; GET SOMEONE TO DO SOMETHING

- 1 1 They got their shopping delivered by a neighbour.
 2 Can you get this television fixed before the weekend?
 3 My brother had his arm broken during a rugby match.
 4 I need to have these trousers mended by someone who can sew well.
- 2 1 have/get it painted.
 2 have/get them replaced.
 3 have/get it moved.
 4 have/get it fixed.
 5 have/get it framed.
- 3 1 yourself/yourselves
 2 themselves
 3 themselves
 4 herself
- 4 (Sample answers)
 1 We'll do our make-up ourselves.
 2 They're going to have their dresses made.
 3 The guests will be able to choose where they can sit.
 4 She's going to cook it all herself.

UNIT 16

SECOND CONDITIONAL: *WOULD, COULD AND MIGHT; I WISH AND IF ONLY*

- 1 1 had, wouldn't
2 manage, had
3 get, didn't drive
4 Wouldn't, didn't have
5 could, didn't have
6 didn't, might see
7 would buy, were
8 were, would
- 2 1 spent
2 knocked
3 'd (would) have
4 could talk
5 'd (would) be
6 did
7 would/might be
8 had
- 3 1 could contact
2 wouldn't use
3 wasn't
4 didn't feel/wasn't/weren't
5 could answer
6 wouldn't borrow

UNIT 17

MODALS OF DEDUCTION: PRESENT

- 1 1 must 2 must 3 can't 4 must 5 can't
6 might not 7 must
- 2 1 may well (*could* is possible but sounds less certain)
2 could
3 can't
4 could
5 may well (*could* is possible but sounds less certain)
- 3 1 may/might/could be at a football match.
2 must be from my school.
3 may/might/could study French as well as German.
4 may/might not be a vegetarian.
5 can't be at work because it's his day off.

UNIT 18

THIRD CONDITIONAL; *WISH + PAST PERFECT*

- 1 1 hadn't been, wouldn't have asked
2 could/would/might have sung, hadn't been
3 had given, wouldn't have asked
4 wouldn't / might not have asked, hadn't looked
5 wouldn't have known, hadn't helped
6 had thought, might have been
7 hadn't sung, wouldn't have got
- 2 1 hadn't lent my phone to my sister.
2 'd (had) listened more carefully to the directions we were given.
3 'd (had) checked how much petrol we had.
4 hadn't decided to wear boots.
5 hadn't shouted at Brian.
6 hadn't left our food in the car.

UNIT 19

MODALS OF DEDUCTION: PAST

- 1 1 must have got off
2 can't have listened
3 may have disappeared
4 must have been
5 must have switched off
6 may have thought
7 could have left
- 2 1 must have
2 might not have
3 must have
4 might have
5 can't have
- 3 1 may/might/could have forgotten to charge his phone.
2 must have texted his parents last night.
3 can't have forgotten to book tickets for the film.
4 can't have enjoyed her meal.
5 may/could have travelled by train. (*might have* also possible, but doesn't give the meaning of 'probably')
6 may/could/might have passed her driving test.

UNIT 20

-ING FORMS; PARTICIPLE CLAUSES

- 1 1 brilliant at finding information online (very quickly).
2 afraid of looking stupid.
3 sorry for breaking the chair.
4 (very) pleased about winning the art prize.
5 hopeless at keeping her room tidy.
6 nervous about making mistakes.
- 2 1 Yesterday I found a small box lying in front of my door.
2 Not knowing what it contained, I opened it very carefully.
3 Removing some pieces of newspaper, I was amazed to find two beautiful old glasses.
4 Wanting to know what they were, I did some research online.
5 They may be quite valuable, being two hundred years old.
6 They look beautiful standing where the light shines through them.
7 Having no idea who sent them to me, I can't say thank you for them.

Workbook answer key and audioscripts

UNIT 1 New year, new challenge

VOCABULARY

1 1 c 2 d 3 f 4 m 5 j 6 k 7 i 8 a 9 e 10 l

11 b 12 g 13 h

- 2 1 get on 2 try out 3 go for 4 stay behind 5 join in
6 get in 7 give out 8 hand in 9 put off 10 note down
11 figure out 12 break up

READING

1/2 Student's own answers

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

4 Suggested answers

- 1 most people are nice (when you talk to them).
- 2 to start talking to your classmates.
- 3 to take an interest in the person you're talking to.
- 4 making eye contact, smiling and laughing.
- 5 it will (probably) be very different from your old school.
- 6 to join / by joining clubs and to do / doing sports.
- 7 if you have a special talent or skill.

Word profile

- 1 no use 2 made too much use of 3 any use 4 no use
5 some use

GRAMMAR

1 1 b 2 e 3 a 4 d 5 h 6 c 7 g 8 f

- 2 1 How long have you lived in your house?
2 Did you go on holiday last year?
3 What were you doing at 8.00 pm last night?
4 Can both your parents drive?
5 Are there any good cafés near your school?
6 What are you going to do tomorrow?
- 3 1 sits 2 did you watch 3 does 'enrichment' mean
4 did that happen 5 called you 6 did you say
7 do you like 8 ate
- 4 1 does Dan love going to?
2 joined the music club?
3 did you phone early this morning?
4 phoned you early this morning?
5 does this word mean?

- 5 1 Who got in the swimming team? What team did Simon get in?
2 Who does her homework before breakfast? When does Steph do her homework?
3 How much did your new bike cost? What cost £450?
4 Who gave me a bracelet for my birthday? What did my sister give me for my birthday?

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

VOCABULARY

- 1 1 act 2 apply 3 collection 4 communication 5 contribution
6 decide 7 describe 8 educate 9 introduction 10 invent
11 organise 12 permission 13 prepare 14 registration
15 satisfaction 16 suggest
- 2 1 invention 2 collection 3 education 4 permission
5 application 6 contribution 7 registration 8 suggestion
9 decision 10 description

WRITING

1 Students should tick 1, 3, 4 and 6.

2 Corrections underlined.

Hi Jan

How are you? My first day at the new school wasn't as bad as I thought it would be. I was really nervous when I arrived in the morning. It's a huge grey building that looks like a prison! It's much bigger than our old school, with two big concrete playgrounds. Believe me, it doesn't look very welcoming. Everyone was really friendly though. They seemed genuinely interested in me and wanted to know all about where I came from. So although I was nervous at first, I felt very happy and relaxed by the end of the day. I've already made new friends. The teachers are OK too, well, most of them are. Our maths teacher seems really strict, but everyone says he's friendly when you get to know him. The French teacher's name is Mr Bird. He's the funniest teacher I've ever had. He's always making us laugh. The only thing I didn't like was lunch as the café isn't as good as our old one. I'm going to ask Mum to make me a packed lunch to take in. That will be much better!

Write soon,

Dan

3 Students' own answers

UNIT 2 Live music

VOCABULARY

1 1 classical 2 folk 3 hip-hop 4 jazz 5 opera 6 reggae
7 rock

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

3 1 live 2 hit 3 fans 4 singer 5 musical 6 charts
7 released 8 toured 9 gave 10 venue 11 solo
12 background

READING

1 Suggested answers

find musicians, get a name, find somewhere to practise, write songs

2 Students' own answers

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

- 4 1 F (Finding musicians isn't as hard as you'd think.)
2 T (Try writing down three of your favourite bands and imagine what they would sound like if they were mixed together.)
3 T (Get the other band members to suggest ideas.)
4 T (... rooms you can hire by the hour.)
5 F (Most new bands make little money directly from their music.)
6 F (Know exactly what songs you want to record and get them as near perfect as possible – time is money!)
7 T (Socialise with other bands ...)

Word profile

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

1 on time 2 on offer 3 On the whole 4 on condition that

5 On account of 6 on purpose

GRAMMAR

- 1 1 're playing, sounds, Do you want
2 haven't seen, 's running, goes, keeps
3 Are you going, don't know, 's playing, have toured, don't like
4 Are you still singing, 've, have you done, 're giving
- 2 1 He always has a burger before he plays.
2 Donna seems to enjoy dancing.
3 You're obviously doing lots of exercise nowadays.
4 I've loved this band since before they were famous.
5 You need to practise to be any good.
6 Kerry doesn't understand why her friends love hip-hop.
7 Pablo is learning how to play the piano at the moment.
8 Marcin and his band have written several new songs since their last concert.
- 3 1 'm thinking 2 need 3 go 4 has to 5 has 6 do
7 are you going 8 costs 9 've been 10 think
11 's cooking 12 wants
- 4 1 The older dancers teach our traditional dance classes every week.
2 ✓
3 Like everyone, I've had some embarrassing moments in my life.
4 ✓
5 They're very popular and they play very good music.
6 I have very broad experience of organising summer camps because I have worked / been working in summer camps for foreign schoolchildren for about ten years.

VOCABULARY

- 1 1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 a
- 2 1 to lock 2 talking 3 turning 4 winning 5 to reach
6 to watch

LISTENING

- 1 Students should tick 1, 2, 3, 6, 7, 8.
- 2 A 3 B 4 C 1 D 5 E 2 F 6
- 3 Speaker 1 E, Speaker 2 A, Speaker 3 C, Speaker 4 D

2 Audioscript

Speaker 1

My friend and I had never been to a festival before. It was her idea, and I wasn't so sure at first. I like to be comfortable when I go away for the weekend – nice soft bed, clean bathroom, good food – you know what I mean? But I needn't have worried. The campsite provides excellent accommodation! We had plenty of space for our tent and the showers were really clean. It was a bit noisy at night with all sorts of music going on, though, we didn't go to bed until really late, anyway. I'd definitely go again but I'd take more money next time!

Speaker 2

Yeah, this is the second time the family have come here. We love it! There are four of us in a caravan – me, Mum, Dad and my older sister. We all like different kinds of music: Mum and Dad love rock, I'm into rap, and Suzy likes dance. But that's what makes this such a great festival – everyone's taste in music is covered! We don't see much of each other during the day, but we all meet up in the evening for dinner. There's food from every corner of the world but Mum likes to cook for us in the evening – it's less expensive.

Speaker 3

This is my fourth festival this year! I've been doing it for years – going to several festivals – and I love it, obviously. The only way I can afford to do it is to join the staff. We work eight hours a day for three days, get our meals and drinks while we're working, and a free ticket with camping space. We can do what we like during our time off. You get to see some really great bands – I've even met a few now. The money isn't great and nothing's cheap, but I can't think of a better way to spend the summer!

Speaker 4

I'm in a group of about 16 – all from the same college. We're camped in a big circle in the main field. It's really cool, as I expected. We all have different tastes, so we split up into smaller groups. I'm more into the comedy than the music to be honest, so my best friend and I spend most of our time in the stand-up comics tent. We all get together a couple of times a day – we've got our mobiles, so it's easy, and there are plenty of signs everywhere, too, so you can't get lost as can happen in some big events!

UNIT 3 Family matters

VOCABULARY

- 1 Across: 3 accuse 5 confess 8 threaten
Down: 1 suggest 2 warn 4 claim 6 order 7 deny
- 2 1 deny 2 suggested 3 warning 4 threatened 5 accused
6 confess 7 ordered 8 claiming
- 3 1 denied eating the last piece of cake.
2 accused Gary of breaking the window.
3 warned the kids not to play football in the street.
4 suggested downloading the new comedy film.

READING

- 1 Students' own answers
- 2 the Brontës – picture b, the Wright brothers – picture c, Haim – picture d, the Williams sisters – picture a
- 3 1 Haim 2 the Brontës, the Wright brothers
3 the Williams sisters 4 the Brontës
5 Haim, the Williams sisters, 6 the Brontës, Haim

Word profile

- 1 for once 2 Once 3 once in a while 4 at once
5 once again 6 once

GRAMMAR

- 1 1 was, used to get, started, had
2 didn't have, worked, was, were watching, came, told, had won
3 were you doing, was sleeping, had been
- 2 1 d 2 c 3 e 4 a 5 b 6 f
- 3 1 were 2 enjoyed / used to enjoy 3 used to laugh / laughed
4 was lying 5 had (just) finished 6 filled 7 walked
8 jumped 9 broke 10 had forgotten
- 4 1 I remember the times we went to the sea.
2 ✓
3 He saw that the door was broken.
4 When we went to the beach, we used to swim all day.
5 I visited it last weekend and I greatly enjoyed the festival.

VOCABULARY

- 1 1 identify with 2 laugh at 3 pick on 4 went through
5 fell out 6 backed me up
- 2 1 They fell out. / They've fallen out.
2 He identified with his older brother.
3 We've been through a difficult period in our friendship.
4 You shouldn't pick on Adam.
5 I'm worried that everyone will laugh at me.
6 Why didn't you back her up?

WRITING

1 1 B 2 C 3 A

2 Crashing into Mrs Smith on his skateboard.

3 1 C 2 B 3 D 4 A

4 an apology for what happened – C, an offer to improve the situation – D, a final apology – A, the reasons for what happened – B

5 *Students' own answers*

UNIT 4 Forces of nature

VOCABULARY

1 a shake b erupt c float d collapse e run f smash
g drag h knock over i crack

2 1 The ground is cracking.

2 The volcano is erupting.

3 The lava is running down the side of the volcano.

4 The car is knocking over the lamppost.

5 A man is dragging a sofa (out of the building).

3 1 dragged 2 running 3 erupted 4 floated 5 cracked

6 shook 7 collapsed 8 knocked over 9 smashed

READING

1 pick things up from water, cause fires

2 A 3 B 4 C 2 D 1 E 5

3 1 T (The origin of this idiom is unknown ...)

2 F (... the citizens of Naphlion ... were surprised to wake up to find small green frogs falling from the sky.)

3 F (Small whirlwinds or tornadoes ... can pick up small things.)

4 T (In one town in Honduras, a 'Rain of Fish' happens every year.)

5 F (Although fire tornadoes usually move quite slowly, they can cause an incredible amount of destruction.)

6 T ('I'm a very lucky man both to have seen it and survived it!')

Word profile

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

GRAMMAR

1 1 b 2 b 3 c 4 b 5 c 6 b 7 a 8 c

2 1 the older, the harder 2 the hotter, the happier

3 The sleepier, the more dangerous 4 The later, the darker

6 The longer, the more difficult

3 1 is slightly bigger than a 2 is almost as clever

3 was a good deal more interesting 4 study far harder

5 is a lot less strict

4 1 b 2 b 3 b 4 a

VOCABULARY

1 1 so 2 such 3 too 4 so 5 too 6 such 7 too 8 so

2 1 It was such a boring book that I didn't/couldn't finish it.

2 The exam was too hard (for anyone) to get a good mark.

3 She's so kind that everyone loves her.

4 My dog eats so much (food) that I can't afford to keep it.

5 It was such a quiet apartment that you could hear the insects.

LISTENING

1 a flood b volcano c fire d earthquake

2 1 d 2 b 3 a 4 c

3 1 8.30 2 15 3 1982 4 eruption 5 (the) lava

6 destruction 7 second / 2nd 8 is flowing 9 the government

10 400 11 strong winds 12 none / 0

4 1 Because another earthquake might happen; last time it did, buildings collapsed and people were killed.

2 By boat.

3 Because the government promised to stop this happening.

4 There was a long dry summer.

▶ 3 Audioscript

1 At 8.30 this morning, buildings in the area shook for over fifteen seconds, causing widespread panic among the population.

Although no serious damage was done, many people are still afraid to return to their homes. Some remember the last time such an event occurred – in 1982, when several people were killed and many buildings collapsed. Thankfully, it was not so serious this time.

2 Reports are coming in from the South Pacific, telling us of a huge eruption on the island of Morania. Villagers on the island have taken to boats to escape the lava which is running down the mountain, and are hoping that their homes will be safe. International investigators are keeping an eye on the situation, as any further volcanic activity could lead to the complete destruction of the island.

3 For the second winter in a row, residents of the town of Bigham are suffering the effects of record rainfall. Once again, the river has risen above its banks and is flowing through the streets of the town, underneath doorways, and into people's homes. The government promised last year to stop this from happening, which explains why many people here are so angry today.

4 More than four hundred homes have been destroyed in the past week and firefighters are continuing in their efforts to stop the flames from spreading. Their dangerous job is being made all the more difficult by strong winds. Fortunately, there have been no injuries so far. Many people blame the long dry summer for the current problem – but whatever the cause, one thing is certain: when these fires start, they're very hard to put out.

UNIT 5 Virtual action

VOCABULARY

1 **Across:** 2 steer 6 chase 8 cooperate 10 reverse 11 crawl

Down: 1 construct 3 exchange 4 balance 5 overtake

7 gather 9 brake 10 roll

2 1 gather 2 steer 3 crawled 4 construct 5 balance

6 chased 7 cooperate 8 exchange 9 overtake 10 rolled

11 reverse 12 brake

Word profile

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

READING

1 *Students' own answers*

2 Suggested answers

A rocket, space, planet B monster, attack, fight, war C city, build, skyscraper, apartment

3 A 1 B 3 C 2

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

GRAMMAR

- 1 1 which 2 where 3 who 4 who 5 who 6 where
7 which 8 who 9 which 10 where
- 2 1, 4, 5, 7, 8, 9
- 3 1 I played for five hours yesterday, which is much too long.
2 Hollywood, where the American film industry is based, is an expensive place to live.
3 John, who lives next door to me, has a huge collection of games.
4 This is my friend Stella, who goes to the same school as me.
5 The game takes place in a city called Titania, which is attacked by aliens.
6 The games shop in the mall, where my cousin Max works, has a sale this week.
- 4 1 I suggest we visit the National History Museum, which I have never seen before.
2 ✓
3 He had a best friend, who was more like a brother to him.
4 ✓
5 It was nice for those who attended.

VOCABULARY

- 1 1 argument 2 arrangement 3 darkness 4 embarrassment
5 encouragement 6 fitness 7 friendliness 8 greatness
9 treatment 10 weakness
- 2 1 embarrassment 2 weakness 3 encouragement
4 argument 5 friendliness 6 fitness 7 greatness
8 darkness 9 treatment 10 arrangement
- 3 1 encouragement 2 treatment 3 embarrassment
4 friendliness 5 darkness 6 argument 7 fitness
8 greatness

WRITING

- 1 b
- 2 No, he says it's silly and the graphics look old.
- 3 1 ancient 2 ridiculous 3 fascinating 4 packed with
5 superb 6 dreadful
- 4 a 5 b 1 c 2 d 6 e 4 f 3
- 5/6 *Students' own answers*

UNIT 6 Creative eating

VOCABULARY

- 1 1 fill up 2 cut down on 3 cut out 4 eat out 5 live on
6 eat up 7 heat up 8 go off
- 2 1 eat out 2 cut down on 3 eat up 4 heat up 5 fill up
6 cut out 7 go off 8 live on
- 3 1 I'm heating up some milk / heating some milk up for hot chocolate right now.
2 This meat has gone off. It smells dreadful.
3 You must eat up all your vegetables / eat all your vegetables up, Annie!
4 No more for me, thanks. That pie has filled me up!
5 My sister cut out chocolate / cut chocolate out from her diet last month.
6 Luke's brother almost lives on meat and potatoes.

READING

- 1 Healthy: salad, eggs, pasta, bread, meat
Unhealthy: pastries
Students' own answers
- 2 *Students' own answers*
- 3 A 6 B 2 C 4 D 1 E 8 F 3 G 5 H 7
- 4 1 Some people skip the first meal of the day but doing this is not good for you ...
2 Foods high in added sugars include cakes, sweets and chocolate.
3 ... water, fruit juices ... and milk are all healthy choices.
4 It takes time for our brains to understand that we are full, so try to eat more slowly.
- 5 1 balanced diet 2 skip 3 source(s) 4 fat

Word profile

- 1 on 2 up to 3 for 4 on

GRAMMAR

- 1 1 've read 2 haven't eaten 3 did you cook 4 has gone
5 've just had 6 hasn't found 7 often helped 8 Have you finished
- 2 1 What time do/did you eat lunch?
2 Have you tried the new café yet?
3 Did you enjoy the meal?
4 How many cups of coffee have you had today?
5 Where did you find your mobile?
6 How has the weather been recently?
7 Have you seen this TV show before?
8 Did James call you yesterday evening?
- 3 1 gave 2 've already used 3 've made 4 cooked 5 has ever eaten 6 Have you tried 7 Did you enjoy
- 4 1 Have you seen 2 has it been 3 's been 4 opened
5 went 6 Have you tried 7 've eaten 8 have already spent
9 had 10 wasn't
- 5 1 I realise how tired you must be after the long journey you have had.
2 ✓
3 I worked on a farm in Turkey last summer.
4 In my opinion this is one of the best movies I've ever seen and it has already been nominated for several awards.
5 I was very disappointed when I read your advertisement.
6 He is the greatest person I know because he is always there for his family and has still achieved a lot in his career.

VOCABULARY

- 1 1 accidentally 2 basically 3 beautifully 4 bravely
5 completely 6 considerably 7 enthusiastically 8 extremely
9 happily 10 incredibly 11 necessarily 12 physically
13 terribly 14 typically
- 2 1 happily 2 typically 3 accidentally 4 terribly
5 enthusiastically 6 beautifully 7 completely 8 physically
9 bravely 10 necessarily

LISTENING

1 1 b 2 d 3 c 4 a

2 1 b 2 b 3 a 4 a

4 Audioscript

- 1 Man:** What can I do for you today?
Girl: I need to buy some fruit.
Man: Taking your five a day, are you?
Girl: Yes – making sure I have a balanced diet! Have you got any tangerines?
Man: I'm afraid I've just sold the last ones – I've got some oranges if you want.
Girl: OK, they'll do. Four of those, please. Oh, what about bananas?
Man: Bananas, apples, pears, plums, grapes – you name it, I've got it, except tangerines.
Girl: No, that's it thanks. I don't need anything else – we've already got apples. So just five bananas, please.
Man: There you go. That's two pounds twenty, please.
Girl: Thanks.
- 2 Girl:** Hi, Mum.
Woman: Oh, hi, Danielle. How was your first Saturday?
Girl: Not as bad as I expected. I knew it would be hard work – and it was – but it was quite good fun. The time just flew by!
Woman: What were the customers like?
Girl: Fine. I was nervous at first – I'd heard scary stories about angry customers shouting at us, but everyone was very nice. Most of them knew it was my first day, I think.
Woman: Sit down, I'll make you a cup of tea.
Girl: Thanks, Mum. My feet are killing me!
- 3** Listeners may remember me interviewing Tom Bollard last year – he was the travelling chef who toured the world trying out the food in various countries. Well, I'm happy to say his eagerly awaited book has been published, and it's just as you would expect. Packed full of humour and adventure, 'Dining World' doesn't disappoint. There are recipes, reviews and interviews with various experts – in other words, plenty to read and keep you entertained. My only complaint is the lack of illustrations; Tom writes beautifully, but I'd have liked a few photos for the sake of variety.
- 4 Girl:** Well, this is a really cool place. Thanks for asking me.
Boy: No problem.
Girl: How did you hear about it? Did Simon recommend it?
Boy: Simon? Oh, Beth's friend, the one who writes for the school magazine? I spoke to him the other day, but no, it wasn't him. I saw an ad in the local paper saying that the first 50 customers get a free coffee, so I thought I'd give it a go.
Girl: I'm glad you did! It's great. I'd never heard of it before. I'm surprised – you'd think a place this good would be all over the school by now.
Boy: It probably will soon, so good that we've found it first.
- 3** 1 Do you know 2 How about 3 like a sensible idea
 4 I'm not a big fan of 5 don't even think of
 6 can you think of any 7 I'd recommend 8 sounds brilliant

5 Audioscript

- Tonia:** It's my birthday next month, and I want to invite a few friends out for a meal. My parents are paying! Do you know any good restaurants?
Marco: I know a few. What kind of food do you want?
Tonia: I haven't really thought about it. Something that everyone will like.
Marco: How about asking your friends what they like first?
Tonia: That sounds like a sensible idea.
Marco: Or you could just go to a pizza restaurant. Everybody likes pizza.
Tonia: That's an even better idea! We'll go to Pizza Box.
Marco: Hmm. I'm not a big fan of Pizza Box. It's expensive and the service isn't very good. And don't even think of going to Balotelli's – that's even worse.
Tonia: Well, can you think of any good pizza places?
Marco: Hmm, I'd recommend Mario's. The pizzas are great, the service is good and it's not too expensive.
Tonia: That sounds brilliant – thanks!
Marco: Oh, by the way, am I invited?
Tonia: Of course!

UNIT 7 Teen fiction

VOCABULARY

- 1 Nouns:** character, factor, flavor, issue, plot, role, tale, treatment
Adjectives: complex, contemporary, key, major, minor, moving, outstanding, unpredictable
- 2** 1 factor 2 character 3 flavour 4 role 5 plot 6 tale
 7 treatment, issues
- 3** 1 outstanding treatment 2 complex issues
 3 contemporary flavour 4 key factor 5 moving tale

READING

- 1** Suggested answers: computer, kindle/e-reader, phone, iPad/tablet, mp3 player, book
- 2** positive
- 3** 1 D 2 B 3 F 4 C 5 A
- 4** 2 ... over 40% read books on a computer, almost 20% on a mobile device and around 14% on a tablet, with around 10% reading on an e-reader.
 3 Teens today have never known a time without the internet ...
 4 Today's teens still like to read the classics as well as modern fiction ...
 5 The classics do not only include novels. ... It isn't only older comic-style books ...
- 5** 1 What do many people believe?
 2 Why are teens (called) 'digital natives'?
 3 What kind of authors do they read / are popular with teens?
 4 What is the modern-day comic? / What kind of book is gaining in popularity?

Word profile

- 1 fairy 2 long 3 news 4 short 5 side 6 another
 7 contemporary 8 main

GRAMMAR

1 1 a, c 2 b 3 a, b 4 a 5 a, b 6 b, c 7 a 8 a, c

- 2 1 might not be able to come 2 were able to see
3 might be able to mend 4 'll be able to go 5 wasn't able to help
6 won't be able to beat 7 'll be able to visit
8 might not be able to play

- 3 1 He thought he could swim.
2 ✓
3 It was the first time a song was able to make me cry.
4 As I ordered him not to move, I managed to/was able to call the police.
5 Even though he was born into a poor family, he managed to go to school.
6 We decided to find a job in order to be able to get the money for Carla's present.

VOCABULARY

1 1 to 2 by 3 in 4 with 5 on 6 about 7 at 8 for

- 2 1 nervous about 2 annoyed by 3 disappointed in
4 addicted to 5 furious with 6 surprised at 7 suitable for
8 keen on

WRITING

- 1 happy
2 *Students' own answers*
3 yes
4 1 finally 2 That's when 3 Now 4 Then 5 As soon as
6 In the end
5 *Students' own answers*

UNIT 8 Getting away from it all

VOCABULARY

- 1 1 out 2 down 3 up 4 up 5 out 6 around
2 1 a, c 2 a, c 3 b, c 4 a, b 5 a, c
3 1 chill 2 hired 3 socialised 4 stayed 5 wandered
6 signed 7 photographed 8 went 9 cooled 10 tan

READING

- 1 Suggested answer: touring the world in a car
2 b
3 1 a 2 b 3 a 4 b 5 b
4 1 the number of years they have been on the road
2 the distance in miles from Buenos Aires to Alaska
3 the fastest speed of their car (miles per hour)
4 the total length of their journey

Word profile

1 c 2 a 3 b 4 d

GRAMMAR

- 1 1 *Definitely* I will *definitely* email you as soon as I arrive.
2 You *certainly* aren't *certainly* going to need to pack any warm clothes when you visit us in Jamaica!
3 He *probably* will *probably* be back by the end of the month.
4 *Certainly* I will *certainly* enjoy my trip to New York this summer.
5 It's *definitely* not *definitely* going to rain this afternoon.

- 2 1 'll 2 leaves, 'll drive 3 'm going to go, 'll go 4 Are you taking, 's going to be

3 Suggested answers

- 1 'll have a (cola) 2 'm going to study (English)
3 'm meeting (Juan) 4 'm visiting (my grandparents)
5 'll get you (a glass of water)
4 1 She'll have a good time at the party, I think.
2 ✓
3 Please let me know what you're doing next week. / you're going to do next week.
4 I will cook something special from my country and I am sure that you'll like it!
5 We will discuss it when you come home.

VOCABULARY

- 1 1 out, bill 2 around, place 3 away, holiday 4 around, look at
5 off, leaving 6 over, stop 7 over, home 8 around, show
2 1 get away 2 got around 3 stopping over 4 stay over
5 checked in 6 see (you) off 7 checked out 8 take (me) around 9 look around

LISTENING

- 1 a young woman (Sally), her travels

2/3 Students' own answers

- 4 2 What does Sally like best about travelling?
3 What was Sally's first travel experience?
4 What advice would Sally give to someone about to go travelling on their own?
5 What are Sally's plans for the future?

5 1 B 2 B 3 C 4 A 5 C

6 Audioscript

- Int:** Today we're talking to Sally Morgan, a young traveller who has her own travel blog and website. Good morning, Sally.
Sally: Hi.
Int: Sally, your blog is called Round the world with Sally. Tell me, why did you start writing your blog in the first place?
Sally: Well, I started it about a year and a half ago, just before I left for a ten-month trip around the world. My dad told me to keep a diary so I could remember my adventures when I'm older – he's old-fashioned like that. But I wanted to have a place where I could share my stories, videos and pictures with keen travellers like myself. A diary is a private thing, but the whole world can see your blog. People tell me it's encouraged them to go travelling themselves.
Int: What do you like best about travelling?
Sally: Well, the actual travelling – planes, trains and buses – is my least favourite part. That can be quite boring, actually. What I like is being there. I love learning about as many cultures as possible. I like to know about the food and music, and I'm interested in traditions that are thousands of years old and the people who still maintain these traditions.
Int: Interesting. What was your first travel experience?
Sally: Well, there's a difference between my first travel experience and my first real travel experience. I mean, I went on holiday with my parents lots of times when I was a kid, but I wouldn't class that as real travel. We never actually stayed long enough in a country to live and breathe the culture. That happened for me when I was a volunteer in Peru for six months. Everything changed for me then. That's when I became a traveller, not just a tourist. You don't always have to get a job when you're there, but it helps.
Int: What advice would you give to someone about to go travelling on their own?

Sally: Apart from the obvious things, like making sure you have your passport and all your travel documents, and you've had all your vaccinations against diseases like typhoid and yellow fever, I'd say plan – but don't plan too much! Of course, you need to have an idea of what you want to do, and know something about the culture of the place – but definitely the best travel experiences happen when you don't realise they're going to happen.

Int: Finally Sally, what are your plans for the future?

Sally: Well, I finish college this summer, where I've been studying tourism for the past three years. My dad has his own travel company and wants me to follow him into the family business, but I don't know. We get on fine, and it's definitely the line of work I'm interested in, but it's just that I'd rather be my own boss, and that's probably what I'll do. The main thing is I need to be able to take breaks for large parts of the year to travel – I'd never be happy otherwise – so I think self employment is the way I'm going to go.

UNIT 9 Spend or save?

VOCABULARY

- 1 1 financially independent 2 budget 3 take out 4 live on
5 paid off 6 short of cash 7 balance 8 bargain
9 cashpoint 10 an allowance
- 2 1 balance 2 allowance 3 credit card bill 4 PIN 5 savings
6 bargain 7 debit card 8 wealthy 9 cashpoint
10 short of cash

READING

- 1 1 b 2 c 3 d 4 a 5 e
- 2 *Students' own answers (but they'll probably say c, the mobile app)*
- 3 1 B 2 C 3 A 4 C 5 E 6 D 7 B 8 A

Word profile

- 1 open 2 into 3 of 4 an 5 on

GRAMMAR

- 1 1 c 2 b 3 e 4 d 5 a
- 2 1 'I'll be watching 2 like 3 'I'll be lying 4 will sell 5 might
6 may well
- 3 1 might meet up 2 may/might/could well forget 3 could/might/
may make you 4 isn't going to go 5 won't be sleeping
- 4 1 After that, you will go to have lunch.
2 We should use the bicycles for travelling round, because we'll
have more fun.
3 ✓
4 September is not suitable for me because I'll be taking
examinations.
5 I'd like to go on holiday in the summer because I'll be studying
in September.

VOCABULARY

- 1 1 a 2 the 3 A 4 the
- 2 1 e 2 d 3 c 4 a 5 g 6 f 7 b 8 h
- 3 1 growing number 2 reduced number 3 unlimited number
4 considerable number 5 maximum number

WRITING

- 1 No (her worst job isn't mentioned)
- 2 Emily Standing is 14 years old, and she runs her own 'little jobs' business in her home town in England. 'When I was ten, I needed money for a new mp3 player. My parents aren't wealthy, so I knew I'd have to wait for my birthday, or make the money myself. She started by doing small jobs like washing her neighbours' cars and painting fences. Eventually, she got so busy that she was working all weekend every weekend. Now she employs two friends to help her, and her company makes over £2000 a month. Not bad for a teenager! The best thing about it is how much she has learnt by doing all those jobs. The worst thing is the amount of time it takes. 'I'm always tired,' she says.
- In the future she hopes to expand into the building trade. 'I want to be rich before I'm 30!' she says.

There is no extra information.

- 3 Name: Carlos Moreno
Age: 15
Business: Ice cream bicycle
Inspiration: hot summer / no ice cream
First steps: borrow money / download recipes / fit bicycle
Present: sells to village in summer holidays
Good points: loves selling / makes money
Bad points: tired legs / no longer likes ice cream
Worst ever job: made six flavours and forgot which was which
Future: buy a van / sell more

4/5 *Students' own answers*

UNIT 10 Give me a hand

VOCABULARY

- 1 1 fold 2 sweep 3 sort 4 clear up 5 wipe 6 put away
7 water 8 load 9 fix, mend
- 2 1 watered 2 fold, put them away 3 wipe, load
4 clear up, mending 5 sweep 6 sort 7 load, fix
8 put them away 9 sort it 10 sweep
- 3 1 put away, fold 2 sweep, clear up 3 mend, wipe 4 fix, load
5 put away, fold 6 sort, put away 7 sweep, wipe 8 fix, mend

READING

- 1 *Students' own answers*
- 2 b
- 3 1 G 2 F 3 B 4 E 5 H 6 I 7 D 8 C
- 4 1 C 2 D 3 H 4 E 5 G

Word profile

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

GRAMMAR

- 1 1 have been made 2 are being developed 3 will be used
4 were created 5 cannot be replaced 6 is done
7 are being conducted 8 have been introduced
- 2 1 I was told these computers were cheap!
2 Children under ten years old shouldn't be given household tasks. /
Household tasks shouldn't be given to children under ten years old.
3 You won't be allowed to go out if you don't eat your dinner.
4 This floor needs to be swept.
5 This room hasn't been cleared up for days.
6 We are not being told the truth.
7 I'm always being told what to do.
8 This note must be delivered to the head teacher this afternoon.

- 3 1 Two men were seen (climbing over the gate by a person who lives nearby).
 2 The police were called.
 3 Nobody was found in the school.
 4 Some computers were stolen.
 5 Two men have already been arrested.
 6 They are being questioned at the moment.

4 1 b 2 b 3 a 4 a 5 b

VOCABULARY

1 1 make 2 allowed to 3 let 4 allowed to 5 make 6 let

- 2 1 are allowed to eat lunch 2 made me stay behind
 3 don't let him ride 4 Carmen allowed to go
 5 are letting us stay here 6 are making me go

LISTENING

- 1 load the dishwasher, water the plants, wash the car, walk the dog, clean the bathroom, sort the recycling

2

	Speaker 1	Speaker 2	Speaker 3	Speaker 4
load the dishwasher		✓	✓	
water the plants	✓		✓	
wash the car		✓		
walk the dog		✓		
clean the bathroom			✓	✓
sort the recycling	✓		✓	

- 3 1 the speaker's brother 2 they don't have one
 3 in the morning 4 the cleaner 5 every (two or) three weeks
 6 the car wash (her dad takes it there)
 7 they gave the dog away 8 he's naturally very tidy

7 Audioscript

1 Yeah, my parents are quite strict and both my brother and I have to do quite a few jobs around the house. They do pay us an allowance for it, though. I have to empty the dishwasher and put all the dishes away once they're clean – and my brother does the loading. I water the plants once a week – we've got a few. And we both have to sort the rubbish into recyclable and non-recyclable waste. Some of my friends wash the family car, but we don't have one. It's not so bad.

2 The main thing I do is take Rover out every morning. He's quite a high-energy dog and needs to go out at least twice a day. Mum takes him in the evenings. I don't do much else. We've got a cleaner who comes once a week and cleans the bathroom and the floors and sorts the rubbish. My mum cooks, and my dad and I put the dirty dishes and glasses into the dishwasher. Occasionally, if I need some extra cash, I'll offer to give the car a wash or something. That's worth ten dollars.

3 I hate it, and I don't think it's fair, but if I don't do it I don't get my allowance. I have two sisters – both older than me – and we have a system, like a schedule, where we share the chores among us. It changes every week. So one week I'll have to load the dishwasher, while the others clean the bathroom or sort the rubbish. The next week it'll be watering the plants – that's the easiest job. Dad takes the car to the automatic car wash so at least we don't have to do that. But basically we all do our share, and we all get paid the same.

4 We used to have a dog that I took out for a walk twice a day, but we had to give him away when my baby sister was born. Those were the good old days. I have to admit I don't do much around the house. Occasionally, I'll help put the dishes away in the cupboards, and I'm a naturally tidy person so I don't make much mess. I always put my rubbish in the bin and always leave the bathroom how I found it, and sometimes that means it's cleaner than how I found it. I'm no trouble at all – I think they should pay me just for being so good!

UNIT 11 The digital age

VOCABULARY

- 1 1 3D technology 2 cloud storage 3 driverless car
 4 interactive whiteboard 5 touch-screen computer
 6 virtual classroom 7 wearable computer
 8 wireless electricity 9 tablet computer

- 2 1 Cloud storage 2 wireless electricity 3 interactive whiteboard
 4 3D technology 5 Driverless cars 6 tablet computers
 7 wearable computer 8 virtual classroom
 9 touch-screen computer

READING

1 a = social media, e.g. Facebook b = Apple computers and mobile devices c = a computer mouse d = the first computer

2 1 c 2 d 3 a 4 b

3 1 childhood 2 encouragement 3 skilled 4 creation 5 daily
 6 popularity 7 globally 8 wealthiest

4 1 MZ, SJ 2 B&L 3 MZ 4 SJ 5 SJ, DE 6 SJ, DE

- 5 1 T (In an era when computers were as big as the rooms ...)
 2 T (The son of a radio repairman ...)
 3 F (Babbage's computer was programmed by Ada Lovelace, the daughter of a famous poet.)
 4 F (... it wasn't actually built until 1991 ...)
 5 F (... a free website which he called TheFacebook.)
 6 T (... TheFacebook ... now called simply Facebook ...)
 7 F (... after giving up university ... Steve Jobs and his friend Woz then formed Apple Computer Inc ...)
 8 T (... it was the first personal computer to use a mouse and a graphical interface – like nearly all computers have today.)

Word profile

1 c 2 a 3 b 4 e 5 d

GRAMMAR

- 1 1 You've been playing that game for hours.
 2 Sam and Sara have been amusing themselves all day.
 3 We need to find out what has been causing the computer to crash.
 4 How long have you been learning Spanish?
 5 Has she been crying for long?
 6 No, I haven't been using your computer.
- 2 1 been thinking 2 used 3 visited 4 been shining
 5 been waiting 6 finished 7 been doing 8 known
- 3 1 Have you been using 2 've been running
 3 've been training 4 've been jogging 5 've been intending
- 4 1 haven't heard 2 have you been doing 3 've just had
 4 've been 5 've been programming 6 've wanted
 7 haven't been sleeping 8 've arrived 9 has already warned
 10 've saved 11 's been asking 12 's been raining

- 5 1 I've been studying English for two years.
 2 ✓
 3 I like children and I have worked in a similar job before.
 4 ✓
 5 I've been thinking about the ideas you suggested but I haven't decided yet.

VOCABULARY

- 1 The student's adjectives should be taken from the following.
 1 -able: acceptable, enjoyable, fashionable, reliable, suitable
 2 -al: environmental, natural, original, traditional
 3 -ful: careful, colourful, harmful, useful
 4 -ive: attractive, creative, interactive
 5 -less: careless, colourless, endless, harmless, useless
 6 -ous: dangerous, famous, mysterious, nervous
 7 -y: dirty, sandy, spicy
- 2 1 nervous 2 careless 3 reliable 4 harmful 5 original
 6 suitable 7 traditional 8 mysterious
- 3 1 enjoyable 2 interactive 3 creative 4 sandy 5 endless
 6 spicy

WRITING

- 1 Students' own answers
 2 yes
 3 1 B 2 A 3 D 4 C
 4 Students' own answers

UNIT 12 My circle of friends

VOCABULARY

- 1 1 impatient 2 mean 3 easygoing 4 optimistic 5 unreliable
 6 bad-tempered 7 reliable 8 insensitive 9 thoughtful
 10 patient
 Word down: pessimistic
- 2 1 patient 2 bad-tempered 3 reliable 4 generous
 5 insensitive 6 optimistic
- 3 1 thoughtful 2 unreliable 3 impatient 4 easygoing
 5 optimistic 6 mean

READING

- 1 b
 2 A 2 B 4 C 3 D 5 E 6 F 1
 3 1 survival 2 risks 3 mental 4 tend (not) to 5 decline
 4 Suggested answers
 1 Because it reduces stress and the risk of falling ill.
 2 Because they are able to cause us emotional pain.
 3 Female friendships are based more on caring, whereas male friendships are more practical.
 4 Because people work more and use the internet more.

Word profile

- 1 stay 2 be 3 lost 4 sense 5 button

GRAMMAR

- 1 1 'll feel 2 melts 3 call 4 is 5 will be 6 'll go 7 're
 8 don't use
- 2 1 you lend me your bicycle 2 cause Sara to become/get
 3 will be your friend 4 not go to school if 5 might be happier if
 6 get sunburn(t) if we lie
- 3 Suggested answers
 1 I get a stomach ache 2 if the weather's good at the weekend
 3 I listen to music 4 if we're late
- 4 1 If we stay in the Swan Hotel, we'll eat there.
 2 ✓
 3 I am a student, so if I am to earn money, it will be better to work.
 4 ✓
 5 If you want to visit the sights, go to the White Tower.

VOCABULARY

- 1 1 difference 2 fit 3 generosity 4 happiness 5 important
 6 intelligence 7 organisation 8 patient 9 qualified
 10 strength
- 2 1 strength 2 important 3 ✓ 4 organisation 5 ✓ 6 fit
 7 difference 8 intelligence

LISTENING

1/2 Qualities students could include: generosity, sensitivity, intelligence, patience, thoughtfulness, kindness, etc.

3

	positive	negative
Speaker 1	generous, funny, perfect	odd
Speaker 2	easygoing, calm, popular	
Speaker 3	artistic, thoughtful	strange
Speaker 4	funny	insensitive, thoughtless
Speaker 5	easygoing, reliable	annoying

4 1 D 2 B 3 E 4 C 5 G

8 Audioscript

Speaker 1

My best friend? That would be James. We met when at secondary school and we hit it off immediately. We were quite nervous, you know, big school, first day and all that, but James made me laugh straight away. He has a strange sense of humour, which I like a lot, but a lot of people just don't get him. They think he's odd, but that's not really true. I suppose I'm the only one in the school who really understands him. He's generous, funny, and always ready to help you out – the perfect best friend, in fact. I don't know why he's not more popular.

Speaker 2

Sonja and I have been best friends since we were at nursery – from about three years old! Yeah, we go back a long way. We've grown up together, really, but we're very different. I'm quite impatient and she's really easygoing and calm, so occasionally she can drive me crazy in situations where something has to be done and she's just like 'well, I don't know.' But she can calm me down when I'm stressed – she's especially good at that, really. And everyone loves her, whereas I'm not quite as popular as her. Funny, isn't it? I guess we've known each other so long ...

Speaker 3

When Darren first came to our school, everyone thought he was strange, but people soon grew to like him. You see, he's really artistic, good at drawing faces, and used to do really funny pictures of the teachers. Of course, before long everyone wanted Darren to draw them too, so he made a lot of friends quite quickly. We get on especially well, though. He was having difficulties with maths, and I helped him out once, and from then on we were inseparable. I'm quite moody but Darren's really thoughtful, and always there for me, no matter what.

Speaker 4

Not a lot of people like Marie. She can be a bit insensitive at times and I think that puts people off, which is fair enough. But we've known each other for years – since primary school – and I don't let her thoughtless remarks get to me. That's just the way she is. The thing is, she makes me laugh. She has a real talent for jokes, and often comes out with something funny at the most unexpected times. I can be feeling low – maybe had an argument with Mum – but I can always rely on her to put a smile on my face again.

Speaker 5

The funny thing is, Glen and I never used to get on at all. I thought he was really annoying and he thought I was boring. Then we went to the school camp and had to share a room! That was a difficult situation for both of us. We weren't looking forward to a week in each other's company. But you know what? By the end of that week we were the best of friends. I came to see him as the easygoing and reliable person he is, and he began to find me very funny. Nobody could understand what had happened to us when we got back!

UNIT 13 Sports stars

VOCABULARY

1 **Across:** 4 rumour 5 criticism 7 hint 10 confirmation
11 disagreement 12 proposal

Down: 1 mention 2 prediction 3 update 6 support
8 confession 9 quarrel

2 1 quarrel 2 confirmation 3 hint 4 mention 5 update
6 prediction 7 criticism 8 support

3 1 disagreement 2 confession 3 criticism 4 support
5 proposal 6 rumour

READING

1 He started on a PlayStation racing game rather than in karting.

2 1 never 2 because 3 which/that 4 were 5 in 6 a/the
7 back 8 after

- 3 1 T (He will now be racing in the GP3 series, one of the main feeder series for Formula 1.)
2 F (... Red Bull's famous young driver development programme, which offers up-and-coming stars the chance to test Formula 1 cars.)
3 F (He will have the chance to drive in testing for the most successful team in F1's recent history.)
4 T ('I'm sure the skills I've learnt there will help me in GP3 and beyond.')
5 F ('The traditional route to F1 of karting and single-seaters is a tried and tested success.')
6 F (... Nissan and PlayStation have gone down a very different road and started to find some very talented drivers who have been doing all their practising on a games console.)

Word profile

1 good 2 up 3 out of 4 keep 5 body 6 of

GRAMMAR

1 1 b 2 a 3 b 4 b 5 a

2 1 had done 2 'd do her 3 is/was 4 wasn't 5 that

- 3 1 (that) she'd decided to start taking driving lessons.
2 (that) he'd never wanted to be team captain.
3 (that) training is/was always better in the morning.
4 (that) she was feeling exhausted after all that running.
5 that they'd play much better with a new manager.

4 1 ✓

- 2 She told me that we had only one film left to see.
3 They told us that the shop would open the following week.
4 The next day he rang me and said that we could meet.
5 He told us that he couldn't come because something very urgent had happened.

VOCABULARY

1 1 confirm 2 beg 3 propose 4 admit 5 reveal 6 remind

- 2 1 He/She confirmed that he/she had resigned as manager of the team.
2 He/She begged them to give him/her one more chance. / He/She begged to be given one more chance.
3 He/She proposed that they should enter both teams in the tournament. / He/She proposed entering both teams in the tournament.
4 He/She admitted telling the press about the club's financial situation. / He/She admitted that it was he/she who had told the press about the club's financial situation.
5 He/She revealed that their new signing had cost them €5 million.
6 He/She reminded us/them to go to our/their training session today. / He/She reminded us/them that we/they had to go to our/their training session later today.

WRITING

1 informal

2 no – there's nothing on the sport's bad points

3 1 C 2 A 3 D 4 B

4 1 In fact 2 As far as I'm concerned 3 Not only 4 For a start
5 What's more, On top of all that 6 All in all

5/6 *Students' own answers*

UNIT 14 Accident and emergency

VOCABULARY

1 1 **d** pass out 2 **g** have an allergic reaction 3 **h** slip on a wet floor 4 **a** cut yourself on something sharp 5 **e** swallow something poisonous 6 **f** bump your head 7 **c** be bitten by an animal 8 **b** trip over something

2 1 slip 2 bumped 3 been bitten 4 swallowed 5 cut
6 tripped 7 passed out 8 have

- 3 1 Julian bumped his head on the ceiling.
2 Bob was bitten by a cat.
3 Emily tripped over a box.
4 Paul cut himself on a knife.
5 Lucy slipped on a wet floor.

READING

1 b

2 1 B 2 A 3 G 4 D 5 F 6 C

3 1 understands 2 when they are thinking about something else
3 lack of concentration 4 he was unlucky

Word profile

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

GRAMMAR

- 1 1 She asked him what time it was.
2 He wanted to know if I was warm enough.
3 My mother asked to speak to the head teacher.
4 The police officer asked the kids where they had been.
5 My sister asked me to help her.
6 The man asked me where I was staying.
- 2 1 had woken up 2 to phone for an ambulance
3 if she had started her project yet 4 were leaving
5 were all going to the park 6 to help him get out of the car
7 had heard the/that strange noise
8 had been doing when it (had) happened 9 to help her get up
10 what on Earth had happened in the room
- 3 1 Do you like my new bike? Where did you buy it?
2 Can you make me a sandwich (please)? Did you eat your lunch?
3 Can you pick me up (please)? Where are you/?
4 Can I borrow a pencil (please)? What colour do you want?
- 4 1 She told me that she was with some friends in a restaurant and she asked everyone what they wanted for lunch.
2 ✓
3 ✓
4 Angela asked Mark what the light was.
5 I wanted to know how I could get the magazines or newspapers.

VOCABULARY

- 1 1 b 2 e 3 a 4 c 5 g 6 h 7 f 8 d 9 i
- 2 1 had, fall 2 gave, sigh 3 Give, hug 4 made, comment
5 have, respect 6 given, welcome 7 had, quarrel
8 make, call 9 made, arrests

LISTENING

- 1 a bruised thumb b cut finger c broken arm d broken leg
e broken tooth
- 2 Speaker 1 e Speaker 2 c Speaker 3 a Speaker 4 b
Speaker 5 d
- 3 Speaker 1 F Speaker 2 D Speaker 3 E Speaker 4 B
Speaker 5 G
- 4 1 call 2 embarrassing argument 3 go 4 real mess
5 bad fall

9 Audioscript

Speaker 1

It was just unfortunate, really. It could happen to anyone. We were all sitting down to have our meal. My younger brothers were messing around as usual, but none of us minded because we were all hungry and happy to be finally having dinner after a hard day at school and college. Anyway, I was halfway through my meal when I heard a crack and felt a sharp pain in my mouth. I'd accidentally bitten into something hard – a chicken bone, it must've been – and broken my tooth! Still, I made a call to the emergency dentist and he fixed it straight away.

Speaker 2

You bet I was angry. It was entirely the driver's fault! I won't be able to ride again until my arm is better. The thing is, I'm a very safe cyclist, and I always pay attention to what's happening on the road. You can't rely on luck to get around safely, it's a real skill. I was riding along when this car drove past me and turned left right in front of me! I braked but couldn't stop completely, hit the side of the car, and landed on the pavement. The driver apologised, at least, so we didn't have an embarrassing argument on the street.

Speaker 3

I have to admit I'm not the most practical of people and often when I try to fix things I end up making them worse. But that doesn't stop me having a go! My desk was broken, and all it needed was a nail to put it together again. So I got the hammer and started to work on it. Don't get me wrong, I was concentrating – I always do. So I'm not sure how I managed to hit my thumb so hard. Oh boy, it really hurt – I shouted pretty loudly, I can tell you. Not fun. I guess I need more practice!

Speaker 4

It was really annoying. My cooking skills are generally good, so I shouldn't be cutting myself like this. I guess I had a lot on my mind. My younger brother and sister were running around the kitchen – they'd been playing in the garden, so they were excited – and I was trying to listen to something on a podcast. Not the perfect conditions to be cooking in – especially when you're using an extremely sharp knife to chop onions! There was quite a lot of blood – it made a real mess. Mum wanted to call an ambulance, but it wasn't necessary.

Speaker 5

I'm a pretty skilful skier and I'm aware of the risks, so I seldom take any foolish chances when I'm on the slopes. I do like to push myself, though, to get better and go on to that next stage. I guess that's what happened. I thought I was ready to try this hard slope – and so did my instructor – but it proved too fast for me. I lost control and had quite a bad fall just as I was reaching the end. Luckily, they have great facilities there, and they fixed my leg up – but it's going to be about six months before I can ski again.

UNIT 15 Telling the truth

VOCABULARY

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

READING

- 1 c
2 A 2 B 4 C 5 D 3 E 1
3 1 C 2 A 3 D 4 B 5 E
4 1 observing 2 advantage 3 unrealistic 4 suspicious
5 reputation

Word profile

- 1 educated 2 fact 3 what 4 The fact 5 knowledge

GRAMMAR

- 1 1 to fix 2 stolen 3 cut 4 published 5 to feed 6 brought
7 tested 8 installed
2 1 We had our front window broken last night.
2 The teacher got the students to tidy the classroom after school.
3 Steven had his arm broken in an accident.
4 You should get a doctor to check your eyes.
5 We got our living room painted last week.
6 I'm getting my dad to check my spelling in my project.
7 Pilar has had her fingernails painted bright blue!
8 Mum always gets us to load the dishwasher after breakfast.
3 1 gets/has it cut 2 got someone to wrap them
3 getting someone (else) to do
4 get/have it done 5 's going to get/have it made
6 get/have them ironed / get my mother to iron them
4 1 b 2 b 3 a 4 b 5 a 6 b

VOCABULARY

- 1 1 ourselves 2 himself 3 themselves 4 herself 5 myself
6 yourself 7 itself 8 yourselves
2 1 d 2 c 3 e 4 f 5 a 6 b

WRITING

- 1 a 2, 6, 7 b 1, 4, 8 c 3, 5, 9
2 Personal opinion: I believe that, In my opinion, As far as I'm concerned, Personally, I think
General opinion: There is no doubt that, It is often said that, It is obvious that, Some people think that, It is generally felt that
3 Most of us were taught from an early age that lying is wrong, but is this always true? Are there some circumstances when it would be better to tell a lie? I think so, and I will try to explain why.
4-6 *Students' own answers*

UNIT 16 Who cares?

VOCABULARY

- 1 1 conservation 2 carbon dioxide 3 recycling 4 wind farm
5 solar power 6 generation 7 friendly 8 atmosphere
Word down: rainforest
2 1 carbon dioxide 2 atmosphere 3 rainforests
4 environmentally-friendly 5 wind farm 6 recycling
3 1 recycling 2 conservation 3 rainforest
4 solar power, wind farms, generation
5 carbon dioxide, atmosphere

READING

- 1 1 for 2 are 3 only 4 than 5 What 6 out 7 between
8 which
2 2 b 3 a 4 e 5 d 6 c
3 1 Forests stay drier for longer.
2 Flooding caused by global warming damaged the site.
3 They're getting higher because the glaciers are melting.
4 Spring comes earlier, the ice melts and plants grow earlier.
5 Early springs mean more flowers and things that cause allergies in the atmosphere.

Word profile

- 1 free 2 date 3 up 4 example 5 off 6 record 7 out
8 up 9 alarm 10 film 11 out 12 school

GRAMMAR

- 1 1 b 2 a 3 c 4 d 5 f 6 e
2 1 recycled, could/might save 2 could/might go, wasn't/weren't
3 would do, worked 4 would/could write, knew
5 didn't have to, would go 6 stopped, might sleep
7 would be, didn't have 8 could/might be, made 9 would be, had
10 worked, might be 11 smiled, chatted, would make
12 would save, turned
3 1 I was rich 2 I could get to sleep 3 it was sunny
4 the shop wasn't closed 5 I spoke Chinese
6 they wouldn't play loud music
4 1 ✓ (or: If everyone paid, it might be cheaper.)
2 I would be grateful if you corrected your errors.
3 I wish you would send me the answers.
4 ✓
5 There's not a lot for young people to do, so it would be good if you invented something!

VOCABULARY

- 1 Assuming 2 even if 3 as long as 4 provided that 5 Even if
6 as long as

LISTENING

1/2 *Students' own answers*

- 3 1 noise 2 nature club 3 eleven, 11 4 stunning 5 the rain
6 the engineering 7 size 8 hot-air balloon 9 wind speed
10 renewable energy

10 Audioscript

When it was suggested that a wind farm should be built near our village, a lot of the residents became very worried. How was it going to affect village life? Would it really reduce electricity bills? Above all, what about the noise? Everyone had at least seen pictures, so we knew that they weren't horribly ugly constructions, at least. It was my biology teacher's idea to arrange something, but in the end it was the school's nature club which organised a trip to an existing wind farm about 30 miles away – to demonstrate how these things worked, give them an idea of what to expect and to calm people's fears.

Over 40 people expressed an interest in the trip, so a coach was hired for the day. In the end, only eleven people turned up, and that included all five members of the club, so we pretty much had the coach to ourselves. The weather was a bit wet and windy, which is actually ideal for a trip to a wind farm because we wanted to see the turbines in action.

After a long drive, we finally arrived and the weather was perfect, with quite a strong wind blowing. The first thing we noticed was the silence – that made a few of the people feel much better about the idea of having one in the village. A couple were impressed by the actual structures; one young woman – not from our school – referred to it as ‘stunning’, but to me it just looked like a lot of very modern windmills.

We walked round for a while admiring the place, then the rain started, so we all ran back to the coach. It was getting dark anyway, and we wanted to go home. Everyone was talking on the way home, and most were now in favour of wind farms. They liked the efficiency and energy-saving aspects, but what seemed to make the biggest impact was the engineering, which was admired by all.

If there was any doubt remaining in people's minds it wasn't about the sound, or the appearance of the things, it was the size. Some asked why the turbines had to be so tall. It's an understandable objection – you can see a wind farm from miles around. Couldn't they be a little bit more hidden? Unfortunately, there's a good reason for that, as anyone who's been in a hot-air balloon will know. The higher up you go, not only does the temperature go down, but the wind speed increases, which generates more electricity. Basically, the higher the better!

All in all, I'd say it was a highly successful trip, and our school nature club should be congratulated for organising it. Most people were convinced that a wind farm near the village would be a good idea. The fact is that we can't go on using oil or coal to make electricity. We need to cut down on the use of these types of fuel. So the switch to renewable energy is absolutely essential, and wind farms are an important step in the right direction.

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

▶ 11 Audioscript

A: What do you think about wind farms?

B: Well, obviously, there are various pros and cons. For me, the main advantage is that they provide almost free energy! What do you think?

A: I don't like them at all for a number of reasons. For a start, they're really ugly!

B: That's a matter of opinion. I think they're quite beautiful.

A: Another thing is that they're unreliable. No wind, no energy!

B: I agree with you up to a point – they aren't a complete solution to our energy problems. But I think overall they can make an important contribution, when combined with solar power and other forms of electricity generation.

A: Yeah, you're probably right.

UNIT 17 Art is fun!

VOCABULARY

1 1 classic 2 controversial 3 bizarre 4 dramatic
5 impressive 6 mysterious 7 complex 8 massive
9 unique 10 abstract 11 contemporary 12 conventional

2 a dramatic b massive c classic d mysterious e bizarre
f unique g complex h contemporary i controversial
j impressive k abstract l conventional

3 1 b 2 a 3 c 4 b 5 c 6 b 7 c 8 a

READING

1 It's painted in a public place.

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

3 1 T (Yesterday the artist's agents refused to confirm whether Mr Gunningham was actually Banksy. 'We get these calls all the time,' said his spokeswoman.)

2 NG

3 F (He developed strategies to keep his identity secret ...)

4 T (... using trusted business colleagues to handle sales.)

5 T (... four major museums in New York City. One of those museums – the Museum of Modern Art – decided to add the piece to their permanent collection.)

6 F (I have no interest in ever coming out ...)

Word profile

1 problem 2 one to ten 3 to 4 smaller

GRAMMAR

1 1 must 2 can't 3 must 4 can't 5 must 6 must 7 can't
8 must

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

3 1 must be in this room somewhere 2 can't be from France
3 could/may/might well rain later 4 could/may/might lose this race
5 can't be Jane on the bus (because she's in Mexico)
6 must be joking about wanting to be an astronaut

4 1 ✓ (or: Both talks could / might be very interesting.)

2 ✓

3 She thinks that the computer takes too much time and that it could be harmful to my health.

4 It can't be very nice for the animals to be disturbed all day and to have no freedom.

5 ✓

VOCABULARY

1 1 b 2 a 3 c 4 a 5 b

2 1 Ball games are prohibited in this park.

2 This novel is set on a tiny island.

3 Banksy is regarded as a good artist.

4 The TV programme is entitled *Art in the City*.

5 The final concert was composed of five bands, each doing half an hour.

WRITING

1/2 Students' own answers

3 1 D 2 B 3 A 4 C

4 Points for: It helps us to understand the world. Artists can create wealth. Art is a very important part of human culture.
Points against: The purpose of education is to produce people who can create wealth for the country ... art is just a waste of time.

5 1 I believe 2 Some people would argue 3 Therefore

4 For example, 5 On the other hand, 6 In my view

7 What is more,

6/7 Students' own answers

UNIT 18 Challenging fate

VOCABULARY

- 1 **Across:** 1 potential 5 motivation 6 courage 8 spirit
9 determination 10 honesty
Down: 2 inspiration 3 commitment 4 willingness 7 bravery
- 2 1 honesty 2 spirit, potential 3 motivation, spirit
4 commitment 5 courage, bravery 6 inspiration
- 3 1 commitment/determination/motivation 2 courage/bravery
3 willingness 4 inspiration 5 potential 6 motivation/
determination 7 spirit

READING

- 1 b
- 2 1 G 2 F 3 A 4 D 5 H 6 B 7 E 8 C
- 3 1 You feel happier. You make the world a better place. It looks good for future employers.
2 Work isn't far away. Knowing what you want to do means you can make relevant decisions now.
3 They have your best interests at heart. It's practice for getting on with an irritating boss in the future.
4 You feel better and have a longer, healthier life.
5 You're at a stage without responsibility; you don't want regrets later.
- 4 1 volunteer 2 prospects 3 irritating 4 mentally 5 bold

Word profile

- 1 c 2 b 3 d 4 a 5 d

GRAMMAR

- 1 1 might have enjoyed 2 had understood 3 hadn't taken
4 would have visited 5 had been 6 hadn't got up
7 wouldn't have met 8 hadn't sold
- 2 1 I would have had lunch if I'd been hungry.
2 If you hadn't told him it was a great book, he wouldn't have bought it.
3 He wouldn't have failed the test if he had studied.
4 If Steve had heard about the party, he would have gone.
5 Mum would have been able to make a cheese sauce if I hadn't drunk all the milk.
6 If you hadn't left it outside, your bag wouldn't have been stolen.
7 If I hadn't started a new school last year, I wouldn't have met my best friend.
8 Irina wouldn't have ignored you today if you hadn't been rude to her yesterday.
- 3 1 I wish I hadn't gone 2 I wish I had known
3 I wish I had booked 4 I wish I hadn't eaten
5 I wish I had worn 6 I wish I hadn't spent
7 I wish I had phoned 8 I wish I hadn't stopped
9 I wish I hadn't crashed 10 I wish I had had
- 4 1 If we had taken the plane, we wouldn't have seen so many interesting places.
2 If you had been there, you would have enjoyed yourself.
3 ✓
4 I think many problems would have appeared if I had bought it.
5 I really wish you had been here with me last month.
6 I liked it very much and I wish you had been able to go with me.

VOCABULARY

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

LISTENING

1 Students' own answers

2 Suggested answers

- 1 the people playing it were happy.
- 2 she didn't have the strategies.
- 3 It's like real life.
- 4 motivation to win.
- 5 the cold weather
- 6 complain about their bad luck.
- 7 brought her hope.

3 1 B 2 A 3 A 4 A 5 B 6 C 7 B

12 Audioscript

Int: This week, Shani Okello, the exciting new Kenyan backgammon player who saw the game for the first time while out looking for work with her brother, kindly agreed to answer some questions. Welcome, Shani. Thank you for coming on the show.

Shani: Hello.

Int: Tell us about how you discovered backgammon.

Shani: Well, I was very poor. My parents had died and it was difficult for me and my brother just to find food and live from day to day. Then one day, I saw some kids playing something. I thought, what's keeping all these kids so interested? So I had a look and saw backgammon for the first time. Then I noticed that they weren't just interested – they were happy and excited. Shaking the cups and throwing the dice – I wanted to be that happy too, so I joined a backgammon club.

Int: Were you successful straight away?

Shani: No ... I think I must have lost my first twenty games – but I didn't mind. I was learning a new game that was great fun to play. Then I was taught some strategies by the teacher, and that's what made the difference. Eventually, I won my first game. It was against a boy who had beaten me many times before, but this time I won, and he cried.

Int: What is it about the game that you like?

Shani: The game has changed my life, so obviously I'm grateful to it, but it's more than that. Backgammon is like real life. You have to think. It involves calculation and planning, and making the best use of the luck you're given. A good player will nearly always beat a beginner, even if the dice are unlucky for him or her.

Int: What qualities are necessary to be good at backgammon?

Shani: Well, a lot of people say that maths is the most important skill in backgammon. It's true that you have to be able to make complex calculations, but to me the most important thing is motivation. To be perfectly honest, I believe that if you have a strong enough desire to win, you'll be very hard to beat.

Int: You played a tournament in Siberia, too. What was that like?

Shani: It was a tough experience for me because I'd never been outside of Africa. I'd never travelled that far at all. I enjoyed it very much, though it was very cold there when I arrived. I'd never experienced such cold weather. I think that's why I didn't perform as well as I could. But at least I got some experience of a big tournament.

Int: What advice would you give to someone taking up backgammon for the first time?

Shani: Go for it. It's a great game. You'll need to study a lot to be a good player, but if you love the game, that's not a problem. But please, don't do what a lot of players do – from world-class champions to absolute beginners – don't go complaining about your bad luck. I can't stand that!

- Int:** How has your life changed since you took up backgammon?
- Shani:** I can do a lot of things now that I couldn't do before – and that's all because of backgammon. I have a goal now. I go to school and I've learnt English. It hasn't made me rich – yet – but it has brought me hope. I can think about studying and having a career in the future. And you never know, maybe one day I'll be a backgammon champion!

UNIT 19 Against the law

VOCABULARY

1

Noun (person)	Noun (crime/other)	Verb	Verb + noun phrase
burglar	burglary	burgle	commit a crime
hacker	court	charge	deny the charge
judge	sentence	investigate	make an arrest
jury	statement	release	
suspect	theft	sentence	
victim		suspect	
witness		witness	

- 2 1 victim 2 burgle 3 sentence 4 court 5 theft 6 commit a crime 7 charge 8 statement 9 deny the charge 10 witness 11 jury 12 suspect 13 investigate 14 hacker
- 3 1 charged, theft 2 burgled, victims 3 sentenced 4 witnessed 5 investigating, arrest 6 court, jury, judge 7 burglary 8 commit, released 9 hacker 10 suspected, burglar

READING

- 1 hacking into government computers, burglary
- 2 defendant
- 3 1 C 2 A 3 A 4 C 5 B 6 A

Word profile

- 1 in surprise 2 seat 3 in 2012 4 again 5 of the queue

GRAMMAR

- 1 1 might 2 must 3 couldn't 4 might 5 must 6 can't 7 could 8 must
- 2 1 couldn't have fixed, must have been 2 might have found, couldn't/can't have found 3 might/could have got, couldn't/can't have got, must have forgotten 4 might/could have upset, couldn't/can't have got, must have been 5 might not have been, can't/couldn't have seen
- 3 1 Greg might have forgotten to lock his bicycle. 2 It must have been really frightening to find a mouse in your bedroom. 3 They might have missed the early train. 4 It must have been a very unpleasant experience.
- 4 1 The line-up was changed and that was the worst surprise I could have had. 2 I spent almost an hour waiting, and then decided that the call must have been a joke. 3 ✓ 4 He could have triumphed over the fish because of his knowledge of the sea. 5 Mark and Angela understood that he couldn't/can't have told her the story.

VOCABULARY

- 1 1 inaccurate 2 inexpensive 3 unfair 4 dishonest 5 illegal 6 disorganised 7 impatient 8 impolite 9 unpopular 10 impossible 11 unreliable 12 invisible 13 unwilling
- 2 1 unwilling 2 unreliable 3 impolite 4 impossible 5 dishonest 6 illegal 7 inaccurate 8 disorganised 9 impatient 10 invisible

WRITING

- 1 3
- 2 1 They've improved things: crime rates have fallen, there's less reoffending 2 They make offenders face up to the reality of their crimes. 3 They provide excellent training and give valuable experience for the future.
- 3 1 I can say without a doubt, I firmly believe, Most people would agree, I'm convinced 2 significantly, firmly, truly, enormously
- 4 give your understanding of what it is, compare community service and prison in some ways
- 5

	Community service	Prison
Good points	contributes to society	offenders safely locked away
Bad points	offenders still free to commit crime	a waste of time

6 Students' own answers

UNIT 20 Places to hang out

VOCABULARY

- 1 1 hut 2 shelter 3 concrete 4 tools 5 cloth 6 construction
- 2 1 dissatisfied 2 weird 3 breathtaking 4 passionate 5 magical 6 relaxed
- 3 1 passionate 2 concrete 3 breathtaking 4 dissatisfied 5 relaxed 6 tool

READING

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

Word profile

- 1 harm 2 up 3 with 4 good 5 without 6 damage

GRAMMAR

- 1 1 a 2 e 3 b 4 d 5 c 6 f
- 2 1 Tonya is/was tired of living in a small house. 2 The kids enjoyed playing in their treehouse yesterday. 3 Riding a bicycle is a good way of keeping fit. 4 I'm not capable of fixing this computer. 5 You shouldn't feel anxious about speaking to the class. 6 By saving her pocket money she was able to buy a bike.
- 3 1 Running isn't allowed in the corridors. 2 Living in the countryside is boring. 3 Speaking another language is useful. 4 Driving a car is necessary to get around here. 5 Hanging out with friends at the shopping mall is cool.

- 4 1 Speaking to Marco, she discovered that they went to the same gym.
 2 On the way home I saw a man sleeping on a bench.
 3 Having no air conditioning, my dad's office is very hot in the summer.
 4 Feeling embarrassed, I left the room.
 5 Having no power, my mobile phone didn't work.
 6 Waiting for an hour for Andrea, Nuria wondered why she was still her friend.
 7 I looked at all the phones and decided to buy the one offering the best features.
 8 Not understanding one question, Eric failed the test.
- 5 1 I'm looking forward to going there.
 2 ✓
 3 Nowadays going to work is a bit complicated because of the cars and the busy streets.
 4 First of all, I think that driving 100 kilometres on Sunday is too far.
 5 I went out with my friends to celebrate my birthday after having dinner in a well-known restaurant.

VOCABULARY

- 1 1 d 2 b 3 g 4 a 5 e 6 f 7 c
- 2 1 heart-warming 2 cost-cutting 3 time-consuming
 4 record-breaking 5 life-threatening 6 mouth-watering
 7 eye-catching

LISTENING

- 1 a 2 b 3 c 1 d 4 e 5
- 2 Students should underline: 1 clothes shop, friend, dislike
 2 the purpose of her call 3 What point, the man, life in the 21st century? 4 agree 5 short trip in a boat, the boy say

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

13 Audioscript

- 1 **Girl:** Have you tried that new clothes shop yet?
Boy: Which one, the one next to Debbie's?
Girl: No, the one opposite, Typhoon.
Boy: Oh, yes! I was in there last week. I think you'd like it. The clothes are fine – very fashionable and not too expensive. The music's a bit loud for my taste, but I know you don't mind that – they play your kind of stuff. The only thing that might put you off is the staff. You know the kind – they think they know everything, and aren't really that helpful.
Girl: I can put up with that if the price is right! Let's have a look.
- 2 Hi Dad, it's Marie. No, I'm fine ... I'm waiting for the bus outside school. It's late. No, I'm not coming home until later this evening, because I'm supposed to be meeting Jenny at the swimming pool at six. The thing is, I'm going to be late, and she's not answering her phone ... No, I think the battery's dead. Dad, do you think you could come and get me and give me a lift to town? It's the only way I'll get there on time ... I know, I know. But I can't afford a taxi. Oh, thanks Dad. You're great.

- 3 **Man:** I love it up here.
Woman: Just to let our listeners know – we're actually about 15 metres above ground now. But it feels higher!
Man: Yes, it's a bit scary at first, but you get used to it quickly. I come here to chill out. That's the trouble with life today. The technology's amazing, there's never a dull moment in our lives because we're constantly connected. But we never get the chance to calm down and chill out – unless you really make the effort, like I did when I built this place.
Woman: I'm glad it's a strong tree! Just look at the view. Isn't it amazing?
- 4 **Boy:** Hmm. This is good coffee! How's your milkshake?
Girl: OK, I guess. I've had better. And, to be honest, I'd usually expect a bigger glass for the price.
Boy: Well, my coffee is excellent. But you're right, it's not the cheapest place in town.
Girl: It's nicely decorated though. I love the posters.
Boy: Yes, it must've cost a fortune to get it looking like this. I can't say it was worth it though – it's not really my taste. I mean – pink walls? Really?
Girl: At least you're enjoying your coffee. I don't think I'm going to finish this milkshake.
Boy: Ask the waitress if you can change it. She seemed nice.
Girl: OK, I will.
- 5 **Girl:** Well, I really enjoyed that. Shall we do it again next week?
Boy: I don't think so. It was boring and now I'm soaking wet.
Girl: Oh, come on. You decided you weren't going to enjoy yourself even before we started.
Boy: No, I didn't. I was perfectly willing to give it a try, after all it was only two pounds each.
Girl: Cheap and fun! What's not to like?
Boy: I told you – it was boring. I thought I'd never see dry land again!
Girl: It was only half an hour!
Boy: It seemed twice that.
Girl: You were scared, weren't you? Can you actually swim?
Boy: Yes, I can!

Unit	Title	Duration
2	Live music	01:07
4	Extreme weather	01:00
6	Weird food	01:20
8	Dream holidays	01:02
9	Money	01:01
11	The digital age	01:02
13	Sport	00:49
16	Climate change	01:06
17	Art	01:18
20	Favourite hang outs	01:02



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Fast finishers

Ask fast finishers to write sentences demonstrating the different noun and verb use of the words in exercise 3, e.g. *I suspect he committed the crime. He is the main suspect.* Elicit some examples while checking answers to exercise 3.

Extension activity

Put students into small groups and tell them to use at least six of the words in exercise 3 to create a short news story. Ask one or two groups to read their story to the class.

Answers

- 1 judge, jury, suspect, victim, witness
- 2 make an arrest, charged, release, investigating
- 3 burglary, committed a crime, theft
- 4 hacker, burglar
- 5 sentenced

READING

- 1 Ask students to read the list of crimes. You may need to explain the meaning of *litter* (small pieces of rubbish dropped in public places) and *shoplifting* (taking things from a shop without paying). Then put them into small groups to rank the seriousness of the crimes. Elicit the order and reasons from different groups, and find out which crimes students would tell someone about.
- 2 Tell students to read the events in the list carefully before putting them in the correct order. Ask them to compare their order with a partner. Elicit some ideas, and write the correct answer on the board. Allow plenty of time for this activity, as some students may find it challenging.

Mixed ability

To make the process simpler, give weaker students just these options: a, b, e, f, h and j. (The correct order here is: e, a, b, f, h.) Stronger students can complete the exercise without this support.

Answers

e, a, g, d, b, f, h, c

- 3 Ask students to read the text again and to answer the four questions. Questions 3 and 4 will raise interesting debates, so set and check questions 1 and 2 first as individual work, before setting 3 and 4 as small-group discussions. Share ideas as a class.

Answers

- 1 the hidden money had been taken from the cereal box, the correct password had been used to turn off the alarm, it was obvious as soon as Martin spoke
- 2 it was his first offence, he had been influenced by Tiller, the regret he showed, his statement in court
- 3 and 4 Students' own answers.

Talking points

Ask students the question in the poll, i.e. *Do you think the Griffins made the right decision?* and take a class vote. Put students into small groups to discuss the questions. The expression *peer pressure* (the strong influence on members of a group of young people to behave as everyone else does) may be useful for the second question.

Extension activity

Write the following list of people on the board: *friend, parent, teacher, sister/brother.*

Give the students these three situations:

... causes an accident but no one is hurt.

... causes an accident and someone is slightly injured and has to go to hospital for the day.

... causes an accident and someone is seriously injured and has to spend weeks in hospital.

Ask students to discuss whether they would react differently depending on who caused the accident and how serious the accident was? Share ideas as a class.

EP Word profile

Ask students to explain each use of the phrases with *back* to their partner. Discuss ideas as a class. Then set the exercise on page 128. Check answers.

Answers

- 1
- 1 d 2 e 3 c 4 a 5 b
- 2
- 1 earlier in time
- 2 earlier state
- 3 earlier in time
- 4 away from
- 5 the back

