

Discover English as it is really spoken

Speakout 2nd Edition is a comprehensive eight-level general English course for adults that has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

The **Speakout 2nd Edition** Teacher's Book with its accompanying Resource and Assessment Disc contains everything the teacher needs to get the most out of the course:

- Detailed teaching notes including extension ideas, teaching tips, culture notes and answer keys
- An extensive range of photocopiable communication activities covering grammar, vocabulary and functional language plus worksheets to accompany BBC interviews
- Complete assessment package with unit, achievement, mid and end of course tests covering grammar, vocabulary and skills
- Audio and video scripts

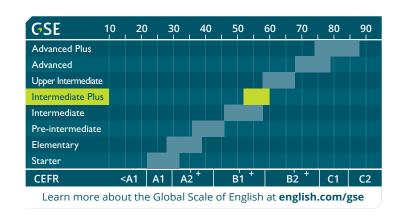
Speakout Extra provides downloadable grammar, vocabulary, pronunciation and skills practice worksheets.

Components

- Students' Book with DVD-ROM
- Students' Book with DVD-ROM and MyEnglishLab
- Students' Book Audio CDs
- Workbook with Audio (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

Speakout Extra and other teacher's resources at:

www.english.com/portal



2ND EDITION

2ND

Intermediate Plus Teacher's Book

Steve Longworth • Kate Leigh • Tamanique King

with Resource and Assessment Disc



Pearson

EDITION





For Internal Review Only www.frenglish.ru

To access Speakout Extra and other teacher's resources:

- **1** Go to english.com/portal
- 2 Sign in or create your portal account
- Click Add New Product
- Follow the instructions using the code below

Access code

This access code can only be used once.

Do not buy this book if the protective cover has been removed from the code.



Intermediate Plus Teacher's Book

with Resource and Assessment Disc



Steve Longworth • Kate Leigh • Tamanique King

TEACHER'S BOOK

Introduction		
	Students' Book contents	4–7
	Welcome to Speakout Second Edition	9
	Overview of the components	10-11
	A unit of the Students' Book	12-15
	Additional components	16-18
	Workbook	16
	MyEnglishLab	17
	ActiveTeach	17
	Website	18
	Speakout Extra	18
	Teaching approaches	19–22
	The Global Scale of English	23
Teacher's notes		
	Index and Lead-in	24
	Units 1–8	25–106
Resource bank		
	Photocopiable activities index	107–108
	Photocopiable activities	109-148
	Teacher's notes for photocopiable activities	149–157

TEACHER'S RESOURCE AND ASSESSMENT DISC

Extra resources	
	Class audio scriptsClass video scriptsClass videosVideo worksheets
Tests	 Unit tests Achievement tests Mid-course test End of course test Test audio Test audio scripts Test answer key

STUDENTS' BOOK CONTENTS

	LESSON	GRAMMAR/FUNCTION	VOCABLILADV	PRONUNCIATION	PEADING
			VOCABULARY	PRONUNCIATION	READING
UNIT	1 LIFESTYLES	page 7			
1.1	Coffee drinker? page 8	passive; causative have	lifestyle; multi-word verbs	sentence stress: causative have	read an article about coffee
1.2	Life is busy page 11	present tenses: simple vs continuous, stative verbs	verb + preposition	connected speech: linking	
1.3	What would you take? page 14	describing everyday objects	everyday objects	stress patterns: responses	read a blog post called What would you in a fire?
1.4	Fair Isle page 16				
UNIT	2 MAKERS pag	te 19			
2.1	Genius inventions page 20	question forms; indirect questions	adjectives to describe inventions	intonation: statement questions	
2.2	Builders page 23	present perfect simple and continuous	buildings; word-building: prefixes and suffixes	silent letters	read an article about an amazing bu
2.3	Sounds like a plan! page 26	judging and evaluating ideas	projects	intonation: sounding enthusiastic	read about making a film
2.4	Creativity page 28				
UNIT	3 CHALLENG	ES page 31			
3.1	Surfing dreams page 32	narrative tenses	adverbs	word stress	read an article about The Soul Surfer
3.2	Personal challenges page 35	modals of obligation: present/past	life challenges; idioms: relationships	have: auxiliary vs main verb	
3.3	Conflict resolution page 38	resolving conflict	everyday issues	intonation: sounding tactful	read about conflict resolution
3.4	Overpopulation page 40				
LINUS	4 SCIENCE	47			
	4 SCIENCE pa	- 	l .		
4.1	Everyone's a scientist page 44	zero, first and second conditionals	science	would vs will	
4.2	Smart tech, lazy brain? page 47	passive reporting structures	reporting verbs; commonly confused words	stressed words/syllables	read an article about technology
4.3	Delete me! page 50	hedging	internet words/phrases	hesitation devices	read an article: Delete me!
4.4	Science lover? page 52				

DVD-ROM:

■ BBC INTERVIEWS AND SCRIPTS

CLASS AUDIO AND SCRIPTS

DVD CLIPS AND SCRIPTS

	LISTENING/DVD	SPEAKING	WRITING
		talk about your lifestyle	
	listen to a BBC radio programme about busy-ness	do a quiz	write an article
u save	listen to a conversation about special objects	describe everyday objects	
	Fair Isle: watch a BBC documentary about Britain's most remote inhabited island	explain the lifestyle you prefer	write a pros and cons essay
	listen to a radio programme	describe some genius inventions	
der		discuss an article	write a product description
	listen to conversations about making a film	discuss a project	
	watch people talking about creativity	discuss creativity	write an article
		tell a story	write a short biography
	listen to conversations about personal challenges	discuss life challenges	
	listen to conversations about personal challenges listen to people discussing everyday problems	discuss life challenges resolve a problem	
		_	write an essay
	listen to people discussing everyday problems Supersized Earth: watch a BBC documentary	resolve a problem	write an essay
	listen to people discussing everyday problems Supersized Earth: watch a BBC documentary	resolve a problem	write an essay write a proposal
	listen to people discussing everyday problems Supersized Earth: watch a BBC documentary about the cities of the future	resolve a problem discuss megacities	
	listen to people discussing everyday problems Supersized Earth: watch a BBC documentary about the cities of the future	resolve a problem discuss megacities talk about real vs hypothetical situations	

STUDENTS' BOOK CONTENTS

	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION R	EADING
UNIT	5 EXPLORE pa	age 55			
5.1	Journeys page 56	quantifiers	nature	connected speech: of	read a book review
5.2	My utopia page 59	-ing form and infinitive	types of people; formal vs informal register	connected speech: elision	
5.3	My perfect country page 62	expressing your opinion	society	word stress	read about a radio programme
5.4	Caribbean page 64				
UNIT	6 GOODNES	S page 67			
6.1	Good or bad? page 68	modals of deduction	extreme adjectives; two-part phrases	intonation: emphasis	read an article about good vs bad
6.2	Kind deeds page 71	third and mixed conditionals	money	connected speech: elision	
6.3	The good life page 74	asking for and expressing agreement/disagreement	happiness	intonation: showing agreement/disagreement	read about the happiest people or planet
6.4	A helping hand page 76				
UNIT	7 ARTS page 79				
7.1	Outsider art page 80	making comparisons; so/ such	visual arts; multi-word verbs 2	connected speech: schwa in comparatives	read about outsider art
7.2	The power of music page 83	be/get used to vs used to	music	the letter A	
7.3	Life hacks page 86	responding to suggestions	everyday objects	intonation: sounding positive or negative	read about life hacks
7.4	Graffiti page 88				
LINIT	L KNOWIED	GE page 91			<u></u>
UNIT 8.1	Lessons from the past page 92	GE page 91 relative clauses	lexical chunks with make, do and take	stress on lexical chunks	read about knowledge and power
	Lessons from the past		1	stress on lexical chunks numbers	read about knowledge and power read some facts about big data
8.1	Lessons from the past page 92 Big data	relative clauses	do and take critical thinking; numbers		
8.1	Lessons from the past page 92 Big data page 95 Idioms and origins	relative clauses future forms	do and take critical thinking; numbers and statistics	numbers	

IRREGULAR VERBS page 103

LANGUAGE BANK page 104

VOCABULARY BANK page 120

	LISTENING/DVD	SPEAKING	WRITING
		describe a travel destination	write a book review
	listen to people discussing their dream island	discuss your idea of utopia	
	listen to a conversation about policies	discuss different policies	
	Caribbean with Simon Reeve: watch a BBC programme about Haiti	talk about stereotypes	write a story
		discuss good and bad behaviour	
	listen to a news story	discuss a news story	write a thank you message
the	listen to a conversation about the rules for a happy life	decide on the rules for a happy life	
	watch people talking about helping others	a group discussion	write a short essay
		discuss art and creativity	
		anscuss are and creativity	
	listen to someone talking about their musical tastes	talk about music	write an essay
	listen to a conversation about life hacks	tell someone about a skill	
	Graffiti artists of Taiwan: watch a BBC news report about Taiwanese street artists	talk about a cultural experience	write a review
		tell an anecdote	write an anecdote
		tell an anecdote	write an anecdote
	listen to a radio programme about big data	discuss big data and future predictions	
	listen to people discussing the origins of some idioms	discuss some idioms	
	watch people talking about information and knowledge	a group discussion about information and knowledge	write a response to a proposal
	COMMUNICATION BANK page 128	AUDIO SCRIPTS page 134	





WELCOME TO SPEAKOUT SECOND EDITION

Welcome to Speakout Second Edition Intermediate Plus. Together with Speakout Second Edition Advanced Plus, it makes Speakout Second Edition a comprehensive 8-level series.

The process of learning a language is not linear. Learners inevitably go through periods when their language develops rapidly and other periods when they feel stuck. Two stages at which learners often experience a plateau are at *Intermediate* and *Advanced*. The new *Plus* levels offer learners an opportunity to both consolidate their previous knowledge and to learn new grammar and vocabulary.

Speakout Second Edition Intermediate Plus is designed for learners who may feel stuck at Intermediate level and who need further practice to help them move off the 'Intermediate plateau'. The syllabus revisits key language areas that are known to be problematic for learners at this level. It also goes into greater depth than a traditional Intermediate syllabus, looking at nuances of meaning and usage. Speakout Second Edition Intermediate Plus also covers completely new language points that sometimes 'slip between the cracks' of Intermediate and Upper Intermediate syllabi. These include grammar, vocabulary and functional language. Finally, there is a strong focus on developing learners' skills to ensure that students are truly ready for Upper Intermediate texts and tasks.

Speakout Second Edition Intermediate Plus includes all the features that have made *Speakout Second Edition* such a popular and successful series worldwide.

- **Video** Every unit includes motivating video material with engaging excerpts from BBC programmes as well as authentic street interviews filmed on location in London.
- Authentic texts and language We've included a broad range of authentic material that reflects the types of texts learners read and listen to outside the classroom. Listening texts feature a variety of international accents and include excerpts from BBC podcasts and radio programmes.
- Language and pronunciation There is a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation with plenty of form- and meaning- based practice.
- Speaking Most English language learners cite speaking as a key area for development. Speakout
 Second Edition provides an extensive range of motivating speaking activities which allow learners
 to gain confidence in expressing themselves on topics that interest them and to experiment with
 new language.
- Writing We've included an overt and systematic focus on advanced sub-skills of writing, including synthesising information from different media, choosing an appropriate style and editing a text.
- **Dramatic images and clear design** Great images motivate learners and provide excellent prompts for language activities. For these reasons, we've selected dramatic images to introduce each unit. Design also impacts on learning, and the clear, clean layout ensures that all levels of the series are easy to navigate.
- Supplementary material For those who want more practice in specific areas, Speakout Extra
 provides a bank of additional exercises that can be accessed via the Speakout website. Speakout
 Extra includes grammar, vocabulary, pronunciation and skills practice as well as worksheets for
 further exploiting the video material.

We really appreciate the feedback you've given us in developing *Speakout Second Edition* and hope you find *Intermediate Plus* as stimulating and user-friendly as the other levels in the series.



From left to right: Steve Oakes, Antonia Clare, JJ Wilson and Frances Eales

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK WITH DVD-ROM

- Eight units with 72 to 96 hours of teaching material
- Comprehensive Language bank with detailed explanations and extra practice
- Vocabulary bank to expand vocabulary
- Audio material for use in class
- DVD content (BBC clips and street interviews)
- Audio and video scripts

CLASS AUDIO CDs

 Audio material for use in class







SPEAKING

WORKBOOK

- · Additional grammar, vocabulary and pronunciation exercises to complement material in the Students' Book
- Additional functional language practice exercises
- · Additional reading, listening and writing practice
- Regular review sections
- With- and without-key versions

WORKBOOK AUDIO

- Audio material to practise listening, pronunciation and functional language
- Visit www.english.com/portal to download the audio



LISTENING

6 They don't allow dogs in the hotel

5 Complete the blog with the correct form of the verbs in the box and the words in brackets. Use the causative have.

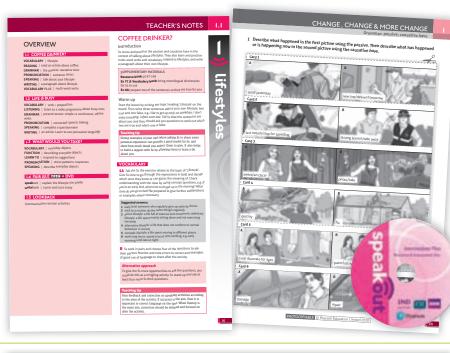
VOCABULARY PLUS

MYENGLISHLAB

Learning Management System that provides:

- Interactive Workbook with instant feedback
- Extra practice in grammar, vocabulary and skills
- Unit and achievement tests
- Mid- and end of course tests
- Street interviews and interactive exercises





TEACHER'S BOOK WITH RESOURCE AND ASSESSMENT DISC

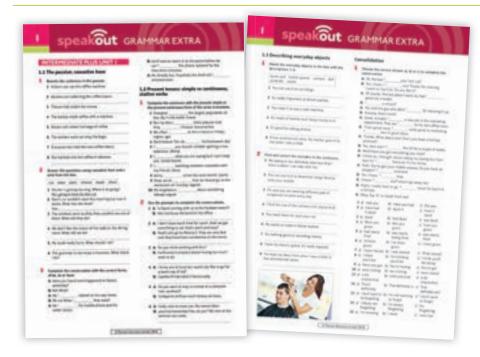
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation, using video, etc.
- Photocopiable grammar, vocabulary, and functional language worksheets for every unit
- Class audio and video scripts
- Videos, worksheets and scripts
- Unit and achievement tests
- Mid- and end of course tests
- Test audio, audio scripts and answer keys



ACTIVETEACH

Software for classroom use to help teachers get the most out of the course:

- Integrated audio and video content
- Answer-reveal feature
- Large extra resources section
- Grammar and vocabulary review games
- Videos and worksheets
- Assessment package containing all the course tests
- A host of useful classroom tools



WEBSITE AND SPEAKOUT EXTRA

- Information about the course
- Sample materials
- Placement test
- Teaching tips and ideas
- Free downloadable worksheets provide additional grammar, vocabulary, pronunciation and skills practice (Speakout Extra)
- Extra video-exploitation activities to help learners get the most out of the course (Speakout Extra)

Speakout Extra and other teacher's resources available at:

www.english.com/portal

A UNIT OF THE STUDENTS' BOOK

Speakout Second Edition Intermediate Plus Students' Book

is clearly designed and easy to use. Each unit follows the same pattern with an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme or a street interview. The unit culminates with a page of *Lookback* exercises and there is a detailed *Language bank*, *Vocabulary bank* and *Communication bank* at the back of the book.

- 1 Striking images provoke interest in the topic
- Language focus and outcomes clearly stated at the start of each lesson
- BBC clips and street interviews provide 'models' of authentic language
- Grammar presented in context with clear explanations and plenty of practice
- 5 Learners referred to Language bank at the back of the book for further practice
- 6 Key vocabulary introduced and practised in context
- Vocabulary *Plus* sections focus on word-building skills and other useful areas such as collocation, affixation, multi-word verbs, etc.
- 8 Special pronunciation sections in each lesson
- Focus on reading and/or listening in every spread
- Writing sections focus on different genres and sub-skills
- Useful learning tips included in each unit
- Speaking activities encourage learners to personalise language







"I take after my parents in that I like working outside. We live on a farm that has been handed down from generation to generation in my stamily, so there are always things to do. When I was twenty, I started running the farm. Nowadys work at least ten hours a day. I'm looking forward to retiring one day but that worlt be for another few years!" [Jake]

7 VOCABULARY PLUS

MULTI-WORD VERBS

take

Read the texts above. Match them with the lifestyles sedentary, active, nomadic. Which lifestyle would you p

B Find ten multi-word verbs in the texts in Exercise 7A. Match them with definitions 1–10.

___ start being responsible for a job that someone else was doing before you

be similar to your father, mother, etc., because you have a similar character or appearance give control or responsibility of something, e.g. a company, to someone give something to someone, especially to a younger person, so that they continue a tradition

delay doing something until later

accept an unpleasant situation without complaining

find out about something so that you can take action

_ be excited about something that is going to happen

prevent someone from doing something

10 understand all the most recent facts about something

C Read sentences 1-2 about multi-word verbs and complete

Multi-word verbs are idiomatic. You cannot usually guess the meaning from the words.

2 A multi-word verb has two or three words. The first word is a verb. The second (and third) word is a preposition. a) verb + preposition; example: take _____

 b) Multi-word verb with three words; example: look page 120 VOCABULARYBANK



...y alf's ago. When my mother handed over responsibility to me, I didn't realise how much work it was. I spend most up with our cases. I probably sit at my desk for heelve hours a day and drink about six cups of coffee! I'm looking into employing another lawyer to ease some of the pressure.'

(Sukh)



'I used to work in the city but I couldn't put up with the noise and the people. I was always direnning about escaping Eventually. I couldn't put it off any longer. I saved some money, left my job, and bought a camper van. I now travel all the time and make a living by doing odd jobs. I believe nothing should keep you from chasing your dreams, and I'm living my dream.' (Meredith)

12 SPEAKING

8 A Complete the sentences so they are true for you.

1 In my family, I take after/don't take after ...

2 Something I always/never put off

2 Something I always/rever put off doing Is...
3 For my work/studies, I have to/don't have to keep up with ...
4 One thing that has been/hasn't been handed down in my family is ...
5 Something i will/won't keep on doing for the rest of my life is ...
6 I always look froward to ...
7 I can't put up with ...

speakout TIP

When you learn new words and phrases, always write example sentences. It's a good idea to write <u>personalised</u> sentences; this means the sentences are about you. You have a better chance of remembering the new language if you personalise it.

B Work in pairs. Discuss your sentences from Exercise 8A. Explain your answers.

WRITING

9 Write a paragraph about your lifestyle, similar to the texts in Exercise 7A. Use at least three of the multi-word verbs from Exercise 7B or other multi-word verbs you know.

LISTENING

LIFE IS BUSY

VOCABULARY

VERB + PREPOSITION

1 A Work in pairs and discuss. Is your life very busy? Can you give examples? B Read what three people say about their workload. Do any of the comments describe how you feel?

I feel completely overwhelmed by the amount of work I'm expected to do. I spend my life racing around trying to keep up with everything. There just aren't enough hours in the day.

Victor:
My problem is I have no control over my
workload. My boss forces me to take on too
much and then I struggle with finding time
to do it all.

allow something to increase
 how you feel when something is too much or too difficult so you are unable to do it

have trouble managing or achieving something _____

7 go fast/do lots of different tasks quickly

8 not have the power to direct or manage

9 stop what you are doing in order to do something else for a while _____

ideas.

1 I sometimes feel overwhelmed by ...
2 I have a tendency to take on ...
3 During the week I often race around .
4 I try to make time for ...
5 One thing I have no control over is ...

something

Alejandra: I try not to let my work pile up too much. I prioritise my tasks and make sure that I take time out from work and make time for other things that are also important to me.

2 A Read about a BBC radio programme. What problem does it focus on?

Busy-ness is NOT a competition

In the modern workplace, when a workmate asks you how you are, the response is almost always, "Busy!" in so busy!" it sounds like a complaint, but are we actually proud of the fact that we have so much to do?

Oliver Burkeman

Despite all the new time-saving technology we have, we seem to be busier than ever. Perhaps we are just addicted to being



- B 13 Listen to the radio programme and answer the questions.

 1 How has 'the post-holiday ritual' changed in recent years' What happened before? What happens now?

 2 According to the programme, why do we all proclaim to be so busy?

C Listen again. Are the statements true (T) or false (F), according to the programme? Correct the false ements.

- 1 We are now more likely to say we're busy than in the
- Busy has become a brand. It makes us feel important and essential to the world.
- and essential to the world.

 3 If you're not busy, you are seen as someone who is not delivering or potentially someone that's incompetent.

 4 Status comes from our reputation the stuff that we can share on facebook to show people what we're doing.

 5 People began comparing their sixty-hour weeks, and 'busy' was equated with progress and success.

Work in groups. Discuss the questions.
 Do you think how busy someone is really defines their social status? Why/Why not? I is busy-ness a problem nowadays? Why/Why not? If it is, how can society deal with it?

GRAMMAR

PRESENT TENSES: SIMPLE VS CONTINUOUS, STATIVE VERBS

- 3 A Read the sentences. Why is the simple/continuous form used in each
- She's studying really hard for her exams at the moment.
- I often work late at night just to try and keep up with everything.
- 3 I want people to think I'm busy I'm always racing around trying to keep up with everything.
- 5 We're rushing around more crazily than

- ever.

 6 New technology saves us time, but we're still busier than before.

 7 Are you taking any work with you on your holiday?
- B Match sentences 1–7 in Exercise 3A with uses a)–g).

present simple
a) for habits/everyday actions
I get up at 5.00 a.m. every morning.
b) for facts/things that are always

crue

Coffee is addictive.
c) for states or feelings (with stative verbs, e.g. like, love, think, want, be, know)

know) He doesn't like his job.

present continuous

d) for actions happening now or
around now 1
They're both working too hard.
e) to describe a situation that is in
the process of changing

f) after words like always, forever,
and constantly, to describe repeate
actions (that may be annoying)

She's always complainine. She's always complaining.
g) to describe a planned future action He's starting a new job next week.

C Look at the stative verbs in the box and choose the correct alternative to complete the rule.

agree understand remember depend consist realise suppose need matter prefer forget believe

Stative verbs are/are not usually used in the continuous form.

> page 104 LANGUAGEBANK

- 4 A Find and correct one or two mistakes in the sentences. When are both the simple and continuous forms possible?

 1 I'm really being busy at the moment, so I'm try to get up at 5am. to give me more time to get things done.

 2 I try not to work in the evenings or at weekends. I'm preferring to get most of mry work done during normal office hours.

 3 My brother is always look at his phone while I try to have a conversation with him.

 4 Sometimes I'm not realising how long I spend on the computer I'm noting on the properties and information and the sometimes I'm not realising how long I spend on the
- 4 Sometimes I'm not realising how long I speend on the computer. I'm going on there to check some information and before I know it, two hours has disappeared.
 5 I'm not really agreeing with blanning social media for making us busy. I'm thinking the problem is related to work.
 6 When I go out to dinner with my husband, he's always check his phone for emails. I'm finding it really rude.

B 1.4 Listen and check your answers.

C Change three of the sentences in Exercise 4A so they are true for you. Then work in pairs and compare your ideas. I'm not busy at the moment because my boss is away. I'm really enjoying it because I don't have to get to work so early.

5 A 1.5 CONNECTED SPEECH: linking Listen and notice how the words are linked together in fast speech.

The male consonant + initial vowel: get_up - I'm trying to get_up.

The two of the same consonants: not_to work - I try not_to work in the evenings.

B 1.6 Listen and write the sentences. Then mark the linking.

C Listen and check. Then listen again and repeat.

12 SPEAKING

6 A Work in pairs. Make questions with the prompts.

Are you too busy?

- you / work / something important to you / at the moment?
 on average / hours / you / sleep / night?
 you / find / difficult / say 'no' / work / even / you / be / busy?

- be / busy?
 how often / you / see / friends?
 how many emails / be / your inbox / moment?
 you / feel / stressed / lot / time?
 you / plan / holiday / for the near future?
 you / have / hobby / pursue / regularly?
 you / ever / take / day off / do nothing?
 how often / you / come home late / from school or work?
- B Add two more questions to the quiz in Exercise 6A. C Work in groups. Ask and answer the questions in the quiz. Who do you think is too busy?

Seven reasons why being bored is good for you

As society gets busier and busier, we find that even when we're alone, we are constantly stimulated by smartphones and trying to keep up with social media. Have we forgotten thimportance of being bored? We think of boredom as something negative, to be avoided, but boredom might actually be good for us. Here are some reasons why.

- get ideas from being bored. It's only when you're bored that your mind has the time and the space to develop its own creative stimulation.
- Problem-solving: Our subconscious mind is usually better at solving problems than our conscious mind. This is because it is less regulated by rules and protocol. But you tend to only listen to your subconscious mind once you conscious mind has a moment to settle.
- 3 Self-reflection: Being bored encourages you to think about your current state, in a way that racing around being occupied and engaged does not. Self-reflection can be a catalyst for making changes to our jobs and lifestyle.
- 4 Selflessness: According to a study, boredom can inspire people to be altruistic, empathetic and engage in selfless tasks such as giving to charity, volunteering or donating blood.
- 5 Slow down: When we're feeling bored, it's easy to turn on your mobile phone or tablet for entertainment. Yet favouring this virtual world means we stop noticing the real world that surrounds us. Looking at the natural environment helps our minds to slow down and enjoy life.
- Breaking the cycle: Research shows we get a dopamine hit each time we experience something new. In our fast-paced and constant changing world, we have become accustomed experiencing this hit all the time. By embracing bredom we can break this cycle and start to enjoy the simple pleasures in life again.
- Taking time out: We live in a world of 24/7 connectivity. This keeps our minds constantly active. There is no downtime. Being bored allo us to take time out from the constant buzz of activity. It allows us to enter a more relaxed sta and stop the roller coaster feeling that many of us struggle with. Is that really such a bad thing







10 WRITING AN ARTICLE; LEARN TO USE PERSUASIVE LANGUAGE

A Can you think of any reasons why being bored might be good for you?

B Read the article. Does it mention any of your ideas from Exercise 7A?

C Tick the points in the article that you agree with. Put a question mark next to any you disagree with. Then work in pairs and discuss your ideas.

- discuss your ideas.

 Do you think these statements about listicles are true (T) or false (F)?

 1 A listicle is an article that is written as a list. 2 Listicles are a popular style for blogs and other online articles.

 3 Listicles are often used in magazines.

 4 Listicles tend to use very formal language.

 5 Listicles are a good way to grab a reader's attention.

E Find another example for each of these persuasive

devices in the article.		
	persuasive device	examples
	using the personal pronouns I, you and we	We find we are constantly stimulated by smartphones
	referring to research/ statistics/figures	According to a study,
	using declarative sentences	Boredom leads to creativity.
	using rhetorical questions	Have we forgotten the importance of being bored?

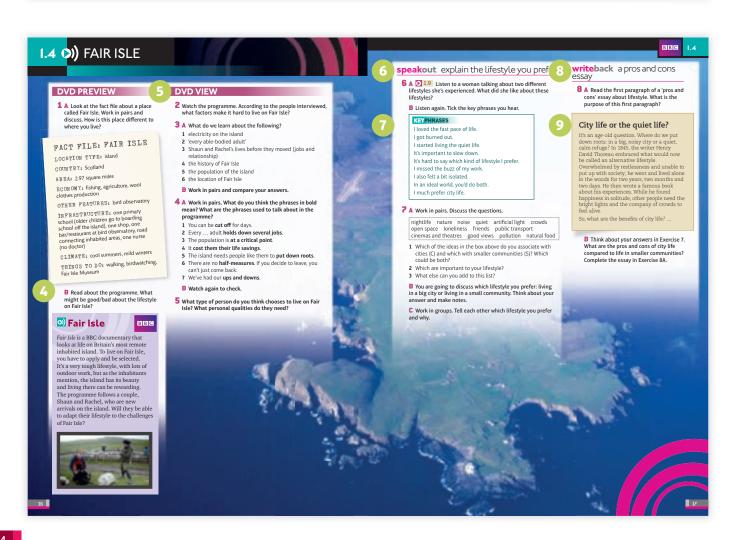
8 A Work in groups. Plan your own listicle. Follow steps 1-5.

- Work in groups. Plan your own listicle. Follow steps 1-5.
 Decide on a suitable topic. Think of it in terms of numbers (e.g. seven ways to leave your job). Apparently, odd numbers are more popular.
 Gather ideas about the topic. It doesn't matter if you have too many ideas -you can cut down later.
 Choose a tiyle. Do you want it to be funny, informative, chatty or serious? Are you giving advice? Is it formal or informal?

- 5 Make some notes for each point in your listicle.
- B Write your listicle (250–300 words). Add some pictures to help illustrate your ideas.



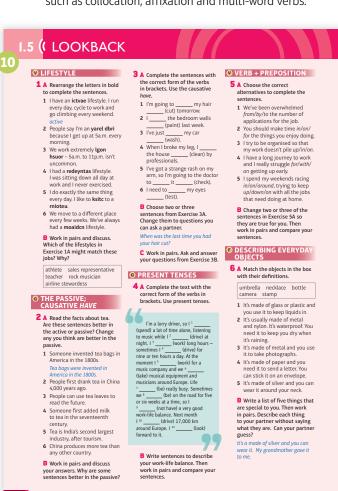


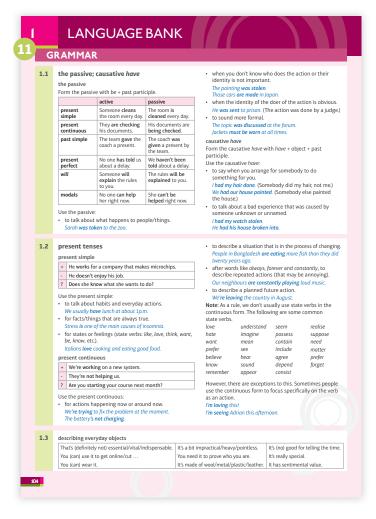


Speakout Second Edition Intermediate Plus Students' Book places particular emphasis on listening and speaking skills. Each unit has a functional lesson which develops useful communication skills as well as a motivating DVD spread which is designed to revise key language and act as a springboard for further speaking and writing tasks.

Each unit culminates with a *Lookback* page that provides a review of key language covered in the unit. There is a detailed *Language bank, Vocabulary bank* and *Communication bank* at the back of the book for further practice and consolidation.

- Reading and vocabulary exercises are a motivating lead-in to the lesson
- 2 Focus on useful functional areas such as describing everyday objects, judging and evaluating ideas, resolving conflict, etc.
- 3 Learn to sections develop listening and speaking skills
- Learners read about the DVD clip in preparation for viewing
- Different viewing tasks help learners understand and appreciate the DVD clip
- 6 Speakout tasks consolidate language and build learners' confidence
- Key phrases give learners the language they need to perform the task
- 8 Writeback tasks provide further communicative practice
- Models' are provided to help learners perform the task
- Lookback exercises are an enjoyable 'test' of language covered in unit
- Language bank provides detailed explanations and further practice
- Vocabulary bank focuses on word-building and useful areas such as collocation, affixation and multi-word verbs.







Complete the article with the words in the box.

nomadic active early alternative long sedentary

The wind in my hair



somewhat ² existence as a long-haut pure. as I move from place to place, never elseping in the same bed for more than a couple of days while I'm working. It's strange thought, my job is really at ³ occupation and I need to do the same as the passengers and get uot of my seat occasionally to wander up and down the aircraft and stretch my legs. Once I arrive, I do """ am to have more ⁴ and get to the horizont. down the aircraft and stretch my legs. Once I arrive, I do
take care to be more *_____ and get to the hot
gym or go for a swim in the sea if I'm near the coast, but
it's sometimes difficult as the *_____ hours we
fly mean that I really just want to get to bed. On my days
off, I'm definitely a(n) *_____ bird and get out
on my bike as the sun rises to feel the wind in my hair –
something that never happens on the plane!



4

2 A Underline the stressed syllables in the words in bold

- They led a nomgdic life.

 I may led a nomgdic life.

 Computer programming is a sedentary profession.

 My working day is very active.

 I like to stick to a routine.

 She's got an alternative lifestyle.

 He was always an early bird.

- B 1.1 Listen and check. Then listen again and repeat

about events that brought about impor changes in their lives. Match speakers 1 with events a)-d).

a) an accident 1 Martha 2 Daniel b) retirement

c) a holiday d) a meeting 4 Jack

- B Listen again and answer the questions. 1 What was Martha's previous job?
- 2 What does Martha do now?
- 3 Who made Daniel cry?
- 4 What two things has Daniel done to improve his lifestyle?
- 5 What two things does Jenny do to deal with her problems?
- 6 What two things does Jenny do to occupy her time?
- 7 What was Jack's previous job?
- 8 What two activities has Jack done
- © Read extracts 1–8 from the recording. Match the words/phrases in bold with definitions a)-h).
- What was a luxury tour in Africa turned into an eye-opener.
- 2 disease caused by lack of clean water
- 3 Liust broke down
- 4 | still crave cigarette
- 5 It's been tough getting used to the
- 6 be aware of the moment
- 8 I'm able to live life to the full
- a) hard

- e) a surprising discovery f) completely g) collapsed emotionally h) have a strong desire for

- Rewrite the sentences in the passive
- 1 Someone showed her the way to the station.
- She was shown the way to the sto 2 Something bit him on his leg.
- People are doing a lot of work
- 4 Scientists have discovered the cure
- 5 People make the blankets by hand
- 5 Complete the blog with the correct form of the verbs in the box and the words in brackets. Use the causative have.

cut install make remove paint replace

A big project!



The new house was a disaster when my sister and her husband first moved in. There was a lot of renovation needed and they couldn't do it by themselves, so they got some experts in to help them. First, they ' _____ (the windows) with PVC models because the wooden ones were broken. Afterwards, they ' ______ (the walls) in pastel colours to make the rooms lighter. They threw away the old curtains and ' ______ (new ones) in the little shop on the corner. They are lovely! As for the bathroom, they ' _______ (the years of dirt) by a special cleaning company and discovered that the tiles were palle green. Then they ' _______ (a new walls in shower), which is great. Finally, they called a gardener and ' _______ (the grass), it looks much better now.

- 6 Find and correct the mistakes in the sentences. Two sentences
- 1 A letter has being sent to the head teacher.
- My sister had her hair cut really short. The photos had been take from an old album.

- 3 The photos had been take from an old album.
 4 Has been he told about the crime yet?
 5 Harvey was vote the best employee of the year.
 6 Did you have your mails done in the new shop?
 7 The neighbours had a large wall putting up around the garden.
 8 The children are been helped by a special tutor this week.

VOCABULARY PLUS

- A Underline the correct alternatives to complete the sentences.
 - complete the sentences.

 1 I need to lose weight, so I'm trying very hard to keep myself from/to eating sweet things.

 2 The head teacher is retiring next week. She's handing up/over to her deputy.

 3 Do you think we can put on/off the meeting till Tuesday? I'm away till then.

 4 We'll have to look forward to/into the type of course you could study in the future.

 - 5 I don't want to take after/on any more work. I'm overloaded already
 - Her earrings were handed over/down to the eldest daughter in the family.
 - 7 His son takes after/on him in looks and temperament.

 - temperament.

 8 She had put off/up with his bad behaviour for years, but finally she left him.

 9 This year's been hard. I'm so looking forward at/fo the holidays.

 10 What do you do to keep on/up with the news: watch TV or use the internet?

- If you live in a student residence, you'll have to ____ a lot of noise.
 Fashion changes so quickly it's difficult to ____ the latest trends.
- to _____ the latest trends

 3 My niece starts work in the family business next year, so I'll ____ the office administration to her.
- 4 Do you think your daughter will
- her grandfather and become a doctor as well? 5 My new puppy loves shoes! I can't him ____ chewing
- he finds.
 6 I had to _____ my dentist's appointment three times because of urgent meetings at work.
 7 Thank you very much for your help and _____ receiving the order
- Bo you realise you'll have to
 a lot more responsibility
 if you become head of department?

5

WORKBOOK

Speakout Second Edition Intermediate Plus Workbook contains a wide variety of review and practice exercises and covers all of the language areas in the corresponding Students' Book unit. It also contains regular review sections to help learners consolidate what they have learned.

- Extensive practice of vocabulary and grammar covered in the Students' Book
- Additional practice of pronunciation points covered in the Students' Book
- Reading and listening texts develop learners' skills
- Writing exercises focus on useful sub-skills

Speakout Second Edition Intermediate Plus Workbook Audio is available online. Visit www.english.com/portal to download audio material to accompany the pronunciation, listening and functional practice exercises.

READING

- 6 A Read the title of the article. What do you think it means? Choose the best summary. Read and check.
- a) How we eat is a way of life.
 b) It's better for us to eat slowly.
 c) Modern lifestyles give us more eating choices.
- B Match headings a)-d) with paragraphs 1-4.

- a) What the real supporters do
 b) It's more than just eating to live
 c) The origins of Slow Food
 d) Recommendations for everyone

We are what we eat

It could only be in a country such as Italy, where good food and conversation at the table are such a tradition, that a movement like Slow Food started. What better way to spend your time than eating well in the company of good friends?

The Slow Food movement was started in 1989 with the aim of encouraging an interest in food – in both eating itself and in food production. At that time it seemed that fast food was taking over Europe. Restaurant chains were opening in many countries and m people felt that these new trends in eating were changing our lifes

2.
Staw Food recommends a lifestyle that thinks of food not only in terms of giving us energy and keeping healthy but also considers where our bod comes from. It advises us to support organic agriculture and food producers who by to provide us with quality products. They promote the idea of 'good, clean and fair food as a philosophy that goes of their than eating and is reflected in the way we treat other people and appreciate the world we live in as well.

It asses a nor time to be a true slow root on biomet. They grow then worn fruit and veglebbles and rear their own animals to eat. They est dishes made from basic ingredients. They also help others to devel community garders or spend time teaching children about help of good food and the importance of maintaining eating and cooking traditions. Would you be prepared to change your lifestyle to slow down your relationship with food?

WRITING AN ARTICLE; LEARN TO USE PERSUASIVE LANGUAGE

- A Match the tips for using persuasive language 1–3 with the extracts from an article a)–f).
- Use rhetorical questions to make the reader think
 Use personal pronouns to appeal directly to the
- Convince the reader with facts and figures.
- a) You become more aware of ..
- b) Experts say ...
- c) What do these apps do?
- d) Recent studies have shown that e) Who doesn't want to be ...?
- f) You'll make new friends. B Complete the article with phrases a)-f) in Exercise 7A.

fitter and healthier? One of the latest trends as hit the markets is to use technology to help es, I'm talking about fitness applications.

you. res, rin taiking about inthess applications.

2 Well, they record statistics about the walking, running or cycling you do and help you set realistic targets. You can also compare the calories you consume with the calories you burn to help you lose those extra kilos. That way 3 ______ how you need to change your habits.

change your habds. They are also easily personalised so you won't overdo the exercise when you start. They can calculate your level of fitness and create a programme for you to follow, which " will improve your health effectively. Even if you have a sedentary job and little time to do exercise, they will give you a realistic plan wor can follow.

are apps that can be connected to other users, friend family or even strangers in your area so that you can compare results, set each other challenges and find that extra motivation to improve. Maybe ⁵______this

Way do:

- they really can be life-changing. 6 ____ users of
these apps have quickly become used to a more active
lifestyle. I have had mine for two months now, so you use me – I have to run un the stai

- C Look at these philosophies and technologie: that can help you change your lifestyle. Choose one, research information if necessary and writ an article (200–250 words).
- mindfulness feng shui

7

MYENGLISHLAB

MyEnglishLab provides a fully blended and personalised learning environment that benefits both teachers and learners. It offers:

- An interactive Workbook with instant feedback and automatic grade book
- A common error report that highlights mistakes learners are making
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves
- Unit and achievement tests
- Mid- and end of course tests
- BBC video clips, street interviews and interactive exercises



ACTIVETEACH

Speakout Second Edition Intermediate Plus ActiveTeach contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

- Answers to exercises are revealed a the touch of a button
- Audio and video content fully integrated with time-coded scripting
- Shortcuts to the relevant pages of the Language bank and Vocabulary bank make navigation easy
- Extra resources section includes editable scripts, photocopiable worksheets, tests and videos for every unit with accompanying worksheets
- Grammar and vocabulary review games
- Assessment package containing all the course tests
- Useful tools include a regular keyboard, a phonetic keyboard, a stopwatch and scoreboard.



ADDITIONAL COMPONENTS

WEBSITE

Speakout Second Edition's website provides a wealth of information to support the course including:

- Information about the course, components and authors
- Introductory videos by the authors of the course
- Sample materials and free downloadable worksheets
- Teaching tips
- Placement test
- Editable audio and video scripts
- Global Scale of English mapping documents

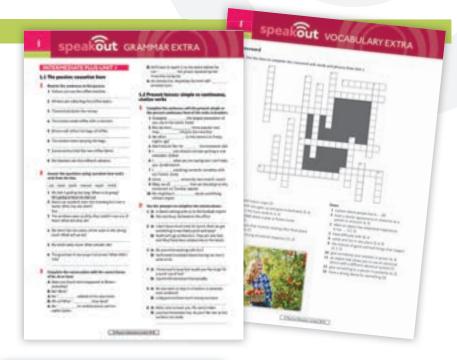
Visit www.english.com/portal to check out the range of material available.

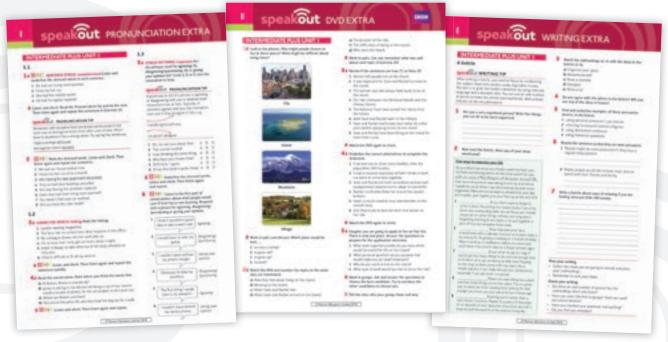
SPEAKOUT EXTRA

Speakout Extra provides a bank of additional downloadable exercises that can be accessed via the companion website:

- Downloadable grammar, vocabulary, pronunciation and skills worksheets
- Additional worksheets to accompany DVD clips in the Students' Books
- Updated regularly with new material

Visit www.english.com/portal to check out the range of material available.





The thinking behind Speakout Second Edition

Speakout Second Edition offers engaging topics with authentic BBC material and street interviews to really bring them to life. At the same time it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course might suggest, speaking activities are prominent, but that is not at the expense of the other core skills of reading, writing and listening, which are developed systematically throughout.

With this balanced approach to topics, language development and skills work, our aim has been to create a course book full of 'lessons that really work' in practice. Below we will briefly explain our approach in each of these areas.

TOPICS AND CONTENT

In Speakout Second Edition we have chosen topics that are relevant to students' lives and are global in nature. Where a topic area is covered in other ELT courses we have endeavoured to find a fresh angle on it. It is clear to us that authenticity is important to learners, and many texts come from the BBC's rich resources (audio, visual and print) as well as other real-world sources. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students while trying to keep the tone as authentic as possible. We have also attempted to match the authentic feel of a text with an authentic interaction. Every unit contains a variety of rich and authentic input material including street interviews (filmed on location in London, England) and DVD material, featuring some of the best drama, documentary and light entertainment programmes that the BBC has to offer.

GRAMMAR

Knowing how to recognise and use grammatical structures is central to our ability to communicate with each other. Although at first students can often get by with words and phrases, they increasingly need grammar to make themselves understood. Students also need to understand sentence formation when reading and listening, and to be able to produce accurate grammar in professional and exam situations. We share students' belief that learning grammar is a core feature of learning a language and believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice.

In Speakout Second Edition you will find:

- Grammar in context We want to be sure that the grammar focus is clear and memorable for students.
 Grammar is almost always taken from the listening or reading texts, so that learners can see the language in action, and understand how and when it is used.
- Focus on noticing We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and complete rules or tables.

- Cross-references to Language bank As well as a summary
 of rules within the unit, there are also cross-references to
 the Language bank at the back of the book which provides
 further explanation of the grammar point in focus as well
 as additional practice.
- Plentiful and varied practice We ensure that there is plenty of practice, both form- and meaning-based, in the Language bank to give students confidence in manipulating the new language. Additional form-based grammar practice is also provided in the Workbook and in Speakout Extra. On the main input page we include personalised practice, which is designed to be genuinely communicative, and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the Lookback pages. Again, the focus here is on moving learners towards communicative use of the language.

VOCABULARY

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use.

There is a prominent focus on vocabulary in *Speakout Second Edition*. We include vocabulary in almost all lessons, whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a DVD clip or a listening or reading text. Where we want students to use the language actively, we encourage them to use the vocabulary to talk about their own lives or opinions. At lower levels, the *Photo bank* also extends the vocabulary taught in the lessons, using memorable photographs and graphics to support students' understanding. Vocabulary items have been selected according to their usefulness with a strong focus on the following:

- Vocabulary 'chunks' As well as lexical sets, we also regularly focus on how words fit together with other words, often getting students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- Vocabulary systems We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the Vocabulary plus sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- Recycling Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, on the Lookback page, in subsequent lessons and in the Photo bank/Vocabulary bank at the back of the book.
 Additional vocabulary practice is also provided in the Workbook and in Speakout Extra.
- Learner training One of the main focuses of the Speakout tips – which look at all areas of language learning – is to highlight vocabulary-learning strategies, aiming to build good study skills that will enable students to gain and retain new language.

TEACHING APPROACHES

FUNCTIONAL LANGUAGE

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (buying something in a shop or phoning to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (talking about the weekend, or responding appropriately to good news). As one learner commented to us, 'Grammar rules aren't enough – I need to know what to say.' Although it is possible to categorise 'functions' under 'lexical phrases', we believe it is useful for learners to focus on functional phrases separately from vocabulary or grammar.

The third lesson in every unit of *Speakout Second Edition* looks at one such situation, and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both a written and a spoken context. Each of these lessons also includes a *Learn to* section, which highlights and practises a useful strategy for dealing with both transactional and interactional exchanges, for example, asking for clarification, showing interest, etc. Learners will find themselves not just more confident users of the language, but also more active listeners.

SPEAKING

The dynamism of most lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for a minute or more. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity. Also, where appropriate, students need to hear a model before they speak, in order to have a realistic goal.

In Speakout Second Edition there is a strong focus on:

- Communicative practice After introducing any new language (vocabulary, grammar or function) there are many opportunities for students to use it in a variety of activities which focus on communication as well as accuracy. These include personalised exchanges, dialogues, flow-charts and role-plays.
- Fluency development Opportunities are included in every unit for students to respond spontaneously. They might be asked to respond to a series of questions, to comment on a BBC DVD clip, street interview or text, or to take part in conversations, discussions and role-plays. These activities involve a variety of interaction patterns such as pairs and groups.
- Speaking strategies and sub-skills In the third lesson
 of each unit, students are encouraged to notice in a
 systematic way features which will help them improve their
 speaking. These include, for example, ways to manage a
 phone conversation, the use of mirror questions to ask for
 clarification, sentence starters to introduce an opinion and
 intonation to correct mistakes.

Extended speaking tasks – In the Speakout Second Edition
DVD lessons, as well as in other speaking tasks throughout
the course, students are encouraged to attempt more
adventurous and extended use of language in tasks such
as problem solving, developing a project or telling a story.
These tasks go beyond discussion; they include rehearsal
time, useful language and a concrete outcome.

LISTENING

For most users of English, listening is the most frequently used skill. A learner who can speak well but not understand at least as well is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening texts can act as a springboard to stimulate discussion in class.

The listening strands in Speakout Second Edition focus on:

- Authentic material In Speakout Second Edition, we believe that it is motivating for all levels of learner to try to access and cope with authentic material. Each unit includes a DVD extract from a BBC documentary, drama or light entertainment programme and/or a street interview filmed on location with real people giving their opinions. At the higher levels you will also find unscripted audio texts and BBC radio extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where recordings, particularly at lower levels, are scripted, they aim to reflect the patterns of natural speech.
- Sub-skills and strategies Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. These include: listening for global meaning and more detail; scanning for specific information; becoming sensitised to possible misunderstandings; and noticing nuances of intonation and expression. We also help learners to listen actively by using strategies such as asking for repetition and paraphrasing.
- Texts as a context for new language We see listening as a key mode of input and Speakout Second Edition includes many listening texts which contain target grammar, vocabulary or functions in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, often by using the audio scripts as a resource.
- Texts as a model for speaking In the third and fourth lessons of each unit the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example, with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' speaking.

READING

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral communication skills. Nowadays, the internet has given students access to an extraordinary range of English language reading material, and the availability

of English language newspapers, books and magazines is greater than ever before. The language learner who develops skill and confidence in reading in the classroom will be more motivated to read outside the classroom. Within the classroom, reading texts can also introduce stimulating topics and act as springboards for class discussion.

The reading strands in *Speakout Second Edition* focus on:

- Authentic texts As with Speakout Second Edition listening materials, there is an emphasis on authenticity, and this is reflected in a number of ways. Many of the reading texts in Speakout Second Edition are sourced from the BBC. Where texts have been adapted or graded, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. We have chosen upto-date, relevant texts to stimulate interest and motivate learners to read. The texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- Sub-skills and strategies In Speakout Second Edition
 we strive to maintain authenticity in the way the readers
 interact with a text. We always give students a reason to
 read, and provide tasks which bring about or simulate
 authentic reading, including real-life tasks such as
 summarising, extracting specific information, reacting
 to an opinion or following an anecdote. We also focus on
 strategies for decoding texts, such as guessing the meaning
 of unknown vocabulary, understanding pronoun referencing
 and following discourse markers.
- Noticing new language Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency in a language, and this is most easily achieved through reading. In Speakout Second Edition, reading texts often serve as valuable contexts for introducing grammar and vocabulary as well as discourse features.
- Texts as a model for writing In the writing sections, as well as the Writeback sections in the DVD lessons, the readings serve as models for students to refer to when they are writing, in terms of overall organisation as well as style and language content.

WRITING

In recent years the growth of email and the internet has led to a shift in the nature of the writing our students need to do. Email has also led to an increased informality in written English. However, many students need to develop their formal writing for professional and exam-taking purposes. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages.

There are four strands to writing in *Speakout Second Edition* which focus on:

Genres – In every unit at the six higher levels there is a section that focuses on a genre of writing, emails, for example. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We usually then ask the students to produce their own piece of writing. While there is always a written product, we also focus on the process of writing, including the relevant stages such as brainstorming, planning, and checking. At Starter and Elementary,

- we focus on more basic writing skills, including basic written sentence patterns, linking, punctuation and text organisation, in some cases linking this focus to a specific genre.
- Sub-skills and strategies While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns, while strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking the students to notice the feature. We then provide an opportunity for the students to practise it.
- Development of fluency At the end of every unit, following the DVD and final speaking task, we include a Writeback task. The idea behind these tasks is to develop fluency in their writing. While we always provide a model, the task is not tied to any particular grammatical structure. Instead the emphasis is on using writing to generate ideas and personal responses.
- Writing as a classroom activity We believe that writing
 can be very usefully employed as an aid to speaking and
 as a reflective technique for responding to texts akin to
 the practice of writing notes in the margins of books. It also
 provides a change of pace and focus in lessons. Activities
 such as short dictations, note-taking, brainstorming on
 paper and group story writing are all included in Speakout
 Second Edition and additional writing practice is provided in
 Speakout Extra.

PRONUNCIATION

In recent years, attitudes towards pronunciation in many English language classrooms have moved towards a focus on intelligibility: if students' spoken language is understandable, then the pronunciation is good enough. We are aware, however, that many learners and teachers place great importance on developing pronunciation that is more than 'good enough', and that systematic attention to pronunciation in a lesson, however brief, can have a significant impact on developing learners' speech.

In Speakout Second Edition, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items and functional language. Where relevant to the level, a grammatical or functional language focus is followed by a focus on a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it.

Each input lesson looks at a specific feature of pronunciation and the following strands are covered:

- Sentence stress We help learners to identify which words are stressed in a sentence. This is particularly important for helping learners to understand rapid spoken English where the important information is highlighted by the speaker.
- Word stress When dealing with new vocabulary, we emphasise the importance of using the correct word stress patterns. This helps listeners to identify the word being used and helps the speaker to use the correct vowel sounds.

TEACHING APPROACHES

- Intonation We look at how intonation and the way we deliver a sentence can influence its meaning, or how the sentence is received.
- Connected speech We help learners to understand rapid spoken English by looking at how the sounds change in fast speech. To encourage fluency we also help learners to produce rapid speech.
- Individual sounds Sometimes specific individual sounds can cause problems for learners. We help learners to identify and produce specific sounds where they are important.

Additional pronunciation practice is provided in the Workbook and in *Speakout Extra*.

TEACHING ADVANCED LEARNERS

Advanced classes can be extremely rewarding for the teacher. The students are able to express their opinions in greater depth than at other levels, conduct extended discussions and debates, and deal with a wide variety of authentic input. Besides this, advanced students tend to be highly motivated and able to use effective learning strategies – both of which explain how they became advanced students in the first place.

At the same time, an advanced class provides a real challenge, particularly for the less experienced teacher. The students have probably studied the most important grammatical structures several times, and they may have discussed certain topics repeatedly, e.g. work, holidays, hobbies. Furthermore, because they are already so competent in the language, it can be difficult for them to see progress. Teachers of advanced classes need to be flexible and prepared to adopt a slightly different approach. At this level, traditional teacher-centred presentations of new language may be less appropriate than low-key 'noticing' activities, as advanced students can often see patterns and work out rules for themselves.

There is also the question of level. Advanced students can be anything from post-First Certificate to Proficiency level, or they may have spent extended periods in an English-speaking environment and simply wish to brush up on their English. This variety, as with all mixed-ability classes, presents a challenge in itself. In addition, many students in advanced classes possess what can be termed 'false fluency' – that is, they speak extremely fluently about a very narrow range of topics and with a number of fossilised errors. The challenge here is to broaden the students' range, have them develop linguistic self-awareness, and take them out of their comfort zone.

Another key to teaching advanced classes is getting students to interact with the language outside the classroom. This might involve cross-curricular projects or internet research or journal-keeping. All students need to extend their contact with the target language beyond the classroom, but at advanced levels it is a more achievable goal, as they are better equipped to deal with authentic English and the many opportunities offered to them through internet and Web 2.0 tools.

Here are our top tips for teaching at this level:

 Do a thorough Needs Analysis at the beginning of the course. Find out what tasks your students need to achieve in English, and then tailor your course to include these tasks. Also find out the students' strengths and weaknesses. Usually, advanced students need to focus on refining their output for very specific purposes and audiences. While we

- may be unable, for reasons of time and preparation, to treat an advanced class as an ESP (English for Special Purposes) class, setting personalised homework and focusing closely on where individuals need to improve will always be beneficial.
- Help students to sustain their motivation by showing them ways to track their progress. The students can use vocabulary notebooks, journals, and language portfolios (CEF) that include essays, other written compositions, language projects, audio recordings, video podcasts, etc. A combination of these enable students to document their linguistic achievements.
- Be a resource for pointing out useful websites, podcasts, books, magazines and other sources of language input.
 At advanced level, students are able to interact with many authentic materials, e.g. literature, journalism and film clips.
- Work on collocations and chunks. It is usually more beneficial to teach interesting combinations of words the students already know (e.g. idioms) rather than obscure individual words. Generally, advanced students are independent enough to discover for themselves any obscure lexis that they need for their work or studies. What is harder for them to find without the teacher's help are phrases that use common words in new combinations. Help students to focus on the rich nature of natural spoken English with the video podcasts, and use this as a resource for learning new phrases.
- Encourage critical engagement, for example with reading texts. At this level, students are able to perceive nuances of tone and language that allow a deeper appreciation of a speaker's or a writer's intention. For example, they may be able to pick up on nuances such as irony, hyperbole and humour.
- Learn ways to exploit materials to the full. Advanced students tend to need less time to get through material than lower levels. They read more quickly, and have more resources to fall back on when it comes to dealing with new grammar and lexis. Teachers of advanced students need a number of extension activities in their repertoire. These might include text-reconstruction, open-ended questions, simulations, and 'treasure hunts' in which students find words or phrases belonging to specific categories, e.g. phrasal verbs. In addition, it may be beneficial if the teacher views the material as a springboard for explorations of the students' own ideas, rather than an end in itself.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. The scale is part of a wider GSE ecosystem that includes Learning Objectives or 'can do' statements that describe exactly what a learner can do at each point on the scale, teaching and learning materials in a variety of media, and low- and high-stakes tests – all aligned to the Global Scale of English. Using the Global Scale of English students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10–90, across each of the four skills: listening, reading, speaking and writing. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they've made and what they need to learn next.

The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

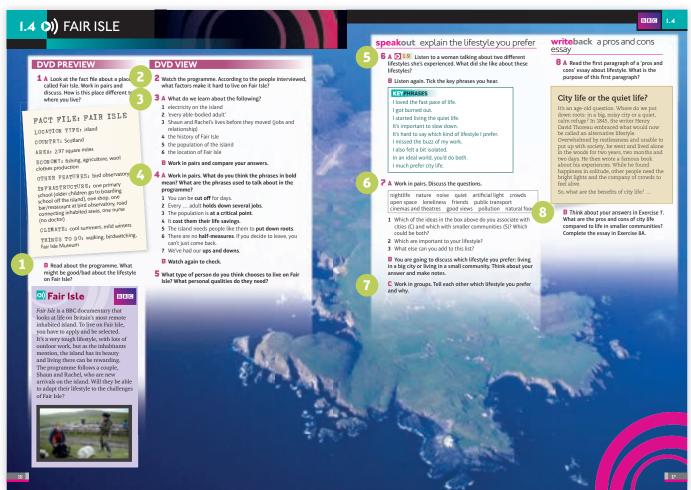
Visit English.com/gse for more information about the Global Scale of English.

SPEAKOUT SECOND EDITION AND THE GSE

The authors and editorial team were informed by the GSE Learning Objectives for Adult Learners during the writing and development of *Speakout Second Edition*. Revisions to the grammar, vocabulary and skills syllabuses were influenced by these GSE Learning Objectives, and they helped to ensure that the outcomes of each lesson are clear, meaningful and relevant to learners. The spread below shows how the GSE Learning Objectives for Adult learners are reflected in the skills content of a typical lesson of *Speakout Second Edition Intermediate Plus*:

- 1 Can make simple inferences based on information given in a short article. (Reading GSE 51)
- Can follow main points in TV programmes on familiar topics if delivered in clear standard speech. (Listening GSE 51)
- 3 Can understand a large part of many TV programmes on familiar topics. (Listening GSE 58)
- 4 Can extract the meaning of unknown words from context if the topic discussed is familiar. (Listening GSE 57)
- 5 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. (Listening GSE 59)
- 6 Can summarise and give opinions on issues and stories and answer questions in detail. (Speaking GSE 56)
- Can justify a viewpoint on a simple topic by discussing some pros and cons of various options. (Speaking GSE 57)
- 8 Can write a simple discursive essay. (Writing GSE 59)

Visit www.english.com/portal for the full list of GSE Learning Objectives for Adult Learners covered in each level of Speakout Second Edition.



TEACHER'S NOTES

INDEX

UNIT I	25
UNIT 2	35
UNIT 3	45
UNIT 4	55
UNIT 5	65
UNIT 6	75
UNIT 7	85
UNIT 8	95

LEAD-IN

The activities on the Lead-in page are designed to provide revision and communicative practice of lexical sets and functional language that intermediate Ss should be familiar with. Use the Lead-in page to assess your Ss' existing knowledge and revise/teach the target language.

GRAMMAR

- **1A** Introduce yourself with a short description similar to the text. Ss read the text alone, then discuss the question in pairs. Ask pairs to share what they have in common with Sandra.
- **B** Ss work alone to find examples of the grammar points in the text. They can then check their answers in pairs before feeding back to the class.

Answers:

the third conditional If I'd had a choice, I would have chosen a less rainy place.

the superlative the wettest city in the country

the passive I was told

reported speech My flatmate warned me it was the wettest city in the country!

the present perfect continuous I've been living the present perfect simple I've been to the past perfect I'd never travelled

a non-defining relative clause which is in the north of Spain

COMMON ERRORS

2 Ss work in pairs to find and correct errors in the sentences.

Answers: 1 What means this does this mean? 2 If I'll have time, I'll come to the party.

3 I like to drink coffee in the morning./I like drinking coffee in the morning.

4 He stopped to playing football because he was too old.

5 Where can I can buy a laptop?

6 Yesterday I've visited the museum.

7 I suggested her to (that) she arrive/arrived early.

8 Where are is your luggages?

9 I listen to music every day.

10 I've known her since for ten years.

VOCABULARY

3A Ss work alone to match the underlined words with the descriptions in the box. Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 -ing adjective 2 multi-word verb 3 verb phrase with preposition 4 collocation 5 suffix 6 compound noun 7 prefix 8 idiom

B Ss work in pairs to decide what the sentences mean. **Stronger Ss** should try to describe the meanings in English. **Weaker Ss** may need to translate into their L1. Elicit Ss' answers.

PRONUNCIATION

- **4A** Ask Ss to say the two words (*bear* and *fear*) to themselves to decide if the vowel sounds are the same. Elicit that they are different, even though they are spelt the same. Ss then work with a partner and decide which of the other pairs of words have the same vowel sound.
- **B** Play the recording for Ss to check their answers. Drill any difficult words.

Answers: Same vowel sound: 2, 3, 5, 6, 9

COLLOCATIONS

5A Refer Ss back to Ex 3 and ask what the example of a collocation was (took a photo = take + a photo). Elicit a definition of collocations from Ss (words often used together). Complete the first word web together as a class. Ss then work alone to complete other word webs.

Answers: have: a good time, a dream do: exercise, research make: an effort, a living go: by car, on a diet

B Ss work in pairs to say true sentences using the collocations in Ex 5A.

REGISTER

6 Look at the first sentence together. Elicit where you might read this (e.g. in a note from a friend, or similar), and if it is formal (F) or informal (I). Ss work alone to decide if the remaining sentences are formal/informal and where they might hear them.

Answers:

Formal: 2, 4, 5 (formal letter, business report) Informal: 1, 3, 6 (texts or notes)

OVERVIEW

1.1 COFFEE DRINKER?

VOCABULARY | lifestyle

READING | read an article about coffee GRAMMAR | the passive; causative have PRONUNCIATION | sentence stress SPEAKING | talk about your lifestyle WRITING | a paragraph about lifestyle VOCABULARY PLUS | multi-word verbs

1.2 LIFE IS BUSY

VOCABULARY | verb + preposition

LISTENING | listen to a radio programme about busy-ness **GRAMMAR** | present tenses: simple vs continuous, stative verbs

PRONUNCIATION | connected speech: linking

SPEAKING | complete a questionnaire

WRITING | an article. Learn to use persuasive language

1.3 WHAT WOULD YOU TAKE?

VOCABULARY | everyday objects

FUNCTION | describing everyday objects

LEARN TO | respond to suggestions

PRONUNCIATION | stress patterns: responses

SPEAKING | describe everyday objects

1.4 FAIR ISLE BBC 10 DVD

speakout | explain the lifestyle you prefer
writeback | a pros and cons essay

1.5 LOOKBACK

Communicative revision activities

COFFEE DRINKER?

Introduction

Ss revise and practise the passive and causative *have* in the context of talking about lifestyles. They also learn and practise multi-word verbs and vocabulary related to lifestyles, and write a paragraph about their own lifestyle.

SUPPLEMENTARY MATERIALS

Resource bank: 109, p110 and p111

Ex 7C & Vocabulary bank: bring monolingual dictionaries

for Ss to use

Ex 8A: prepare two of the sentences so they are true for you

Warm up

Start the lesson by writing the topic heading 'Lifestyle' on the board. Then write three sentences about your own lifestyle, two true and one false, e.g. I like to get up early on weekdays. I don't enjoy travelling. I often work late. Tell Ss that the sentences are about you and they should ask you questions to work out which two are true and which one is false.

Teaching tip

Giving examples of your own when asking Ss to share some personal experience can provide a good model for Ss, and show how much detail you expect them to give. It also helps to build a rapport with Ss by allowing them to learn a bit about you.

VOCABULARY

1A Tell the Ss the exercise relates to the topic of 'Lifestyle'. Give Ss time to go through the expressions in bold and decide which ones they know or can guess the meaning of. Check understanding with the class by using concept questions, e.g. If you're an early bird, what time to do get up in the morning? What time do you go to bed? Be prepared to give further explanations or examples where necessary.

Suggested answers:

- 1 early bird: someone who regularly gets up early by choice
- 2 stick to a routine: do the same thing/s regularly
- 3 active lifestyle: a life full of exercise and movement; sedentary lifestyle: a life spent mainly sitting down and not exercising the body
- 4 alternative lifestyle: a life that does not conform to normal behaviour in society
- 5 nomadic lifestyle: a life spent moving to different places
- **6** work long hours: spend a lot of time working, e.g. early morning until late at night

B Ss work in pairs and choose four of the questions to ask their partner. Monitor and note errors to correct and examples of good use of language to share after the activity.

Alternative approach

To give the Ss more opportunities to ask the questions, you could do this as a mingling activity. Ss stand up and ask at least four more Ss their questions.

Teaching tip

Vary feedback and correction on speaking activities according to the aims of the activity. If accuracy is the aim, then it is important to correct language on the spot. When fluency is the main aim, correction should be delayed and focused on after the activity.

READING

Culture notes

The Economist is an English-language weekly magazine. It discusses world news, politics, business, economics and finance.

- **2A** Focus the Ss on the picture and ask them if they know where the coffee they drink comes from. Ss discuss the questions in pairs. Elicit answers.
- **B** Ss read the article and see what information about coffee is new to them. They can then discuss their answers in pairs before feeding back to the class.
- C Ask Ss to read the questions. Check Ss understand that 'firsts' can refer to the first time for something OR the top/number 1 for something. Ss read the text again and answer the questions. They can then compare their answers in pairs before feeding back to the class.

Answers:

- 1 Khalid was a goat-herder who made a drink from coffee beans after noticing his goats becoming more energetic when they ate the beans. Baba Budan was a 17th century traveller who smuggled seven coffee beans to India.
- 2 Firsts: coffee discovered in Ethiopia in the 9th century AD; world's first coffee house opened in Constantinople (now called Istanbul) in 1475; Creme Puff was the world's oldest cat; the first time coffee was drunk with milk was when a 17th century French doctor prescribed milk and coffee for his patients; Scandinavians are the number one coffee drinkers; Brazil is the number one coffee producer.
 - Seconds: coffee is the world's second most popular drink, after tea; Grandpa Rex Allen was the second oldest cat; Vietnam is the world's second largest coffee producer.
- 3 It gives you energy and can act as an anti-depressant, help burn fat, and may protect people from Alzheimer's, Parkinson's and dementia.
- D Ss discuss the questions in small groups. When they have finished, nominate a S from each group to share their ideas with the class.

GRAMMAR THE PASSIVE; CAUSATIVE HAVE

3A Ask Ss to look at the example sentences 1–4. Ss then answer the grammar question a) and follow the instruction in b). Check the answers with the class. Be prepared to clarify any points Ss aren't sure about. If Ss ask about the different verb form in sentence 4, tell them that they will look at this in Ex C.

Answers: a) 4 b) 1 was discovered, 2 has been shown to have, 3 had never before been drunk, 4 had the beans planted and harvested

B Ask Ss to read the three rules and choose the correct alternative. Ss can then check in pairs before feeding back to the class.

Answers: 1 what happens to 2 unknown 3 past

C Explain to the Ss that these four sentences include a different form of the passive called the causative *have*. If Ss haven't already noticed, elicit/point out that this is the form in Ex A, sentence 4. Ask Ss to read the four sentences and then decide if the three rules are true or not. Ss check in pairs. Elicit Ss' answers.

Answers: all true

D Ask Ss to read the text again and find more examples of the passive and the causative *have*. Elicit examples from the class.

Answers:

Passives: Fact 2 – the drink was named after the place; coffee beans were exported. Fact 3 – coffee was prohibited; it's said now that. Fact 4 – it was shortened. Fact 8 – 500 billion cups are drunk. Fact 9 –coffee has been shown

Causative *have*: Fact 1 – he **had them turned** into a drink.

Alternative approach

As this is a long text which the Ss have read twice before, organise the Ss into pairs and ask A to read facts 1–6 and B to read facts 7–10. They can then share their examples with their partner, before feeding back to the class.

LANGUAGEBANK 1.1 p104-105

Stronger classes could read the notes at home, depending on how confident they seem with the passive and causative *have*. Otherwise, go through the notes with Ss. Ss work alone to complete the text in A and check answers in pairs. In feedback, either project or write the answers on the board. Ss work alone to form the sentences in B. Check answers orally.

Answers:

Δ

1 was mixed 2 has been enjoyed 3 is believed 4 were introduced 5 has been sold 6 sent 7 was sold 8 made 9 was made 10 is made

В

- 1 She had her handbag stolen.
- 2 I have my blood checked by the doctor every month./Every month I have my blood checked by the doctor.
- 3 He's having his hair cut.
- 4 We'll have the walls painted.
- **5** He had his nose broken by his opponent.
- **6** She had a dress made for the occasion.
- **7** We had him followed by a private investigator.
- 8 They had their roof repaired.
- **4A** Play the sentence and ask Ss to identify the stressed word. Ask why this is the stressed word (because it's the most important content word of the sentence).

Answer: nails

Unit 1 Recording 1

She had her nails done.

B Ss read the sentences and identify the stressed words. They can then check in pairs before feeding back to the class. Play the recording again and ask Ss to imitate the sentences. Repeat this until Ss feel comfortable pronouncing the sentences.

Answers: 1 watch 2 house 3 roof 4 car

Unit 1 Recording 2

- 1 I had my watch stolen.
- 2 He has his house cleaned.
- **3** We're having our roof fixed.
- 4 She's had her car broken into.
- **5** Ask Ss to read all the sentences and deal with any problem vocabulary. Elicit the answer to the first sentence. Ss work alone and then check in pairs. Elicit answers in whole class feedback.

Answers:

- 1 had our washing machine fixed
- 2 was given a prize
- 3 will be told
- 4 has been shown
- 5 had my hearing checked
- 6 are known for
- 7 had not been told
- 8 had their house broken

SPEAKING

6 Demonstrate the activity by asking one S to answer the first question. Ask follow up questions to elicit more information. Then organise Ss into pairs to ask and answer the questions.

VOCABULARY PLUS MULTI-WORD VERBS

7A Remind the Ss of the lifestyle vocabulary from 1A. Check sedentary, active and nomadic by asking concept questions, e.g. If you have a sedentary lifestyle, do you spend most of your time sitting or moving about? Ask Ss to look at the photographs and predict which lifestyle each person will have. Ss read the three texts to check their predictions.

Ss check their answers in pairs and discuss which lifestyle they would prefer and why. Elicit Ss' answers.

Answers: A active B sedentary C nomadic

7B Do the first verb together as an example (*take over*, text B). Ask Ss to work individually to find the remaining multi-word verbs in the texts and match them to the definitions. Ss can then check in pairs before feeding back to the class.

Answers: 1 over 2 after 3 over 4 down 5 off 6 up with 7 into 8 forward to 9 (someone) from 10 up with

7C Ss read the sentences and then complete the examples.

Answers: a) over / after b) forward to

VOCABULARYBANK p120 Multi-word verbs

Stronger Ss can do this alone. **Weaker Ss** can do the exercises in class.

- **1A** Focus attention on the pictures. Check *parachuting* and *valuables*. Ss match the captions to the pictures then check their answers in pairs.
- **B** Ss match the definitions to the verbs in bold in the sentences.
- **C** Ss work in pairs. Student As read a definition and Student Bs give the verb. Ss change roles and repeat.

Answers:

A 1D 2B 3A 4E 5C

B 1 keep to 2 put off 3 look back 4 hand back 5 take on 6 take up 7 put together 8 keep on 9 look ahead 10 hand in

SPEAKING

8A Choose two of the sentences, make them true for you and write them on the board. Encourage Ss to ask you further questions about your sentences. Then give Ss five mins to complete their own true sentences. Monitor and help with vocabulary and write any useful new words/phrases on the board.

speakout TIP

Read the tip with the Ss and point out that this is what they've done in Ex 8A. Suggest that Ss use their sentences from 8A to record the multi-word verbs.

B Ss work in pairs and discuss their sentences. Remind them to explain their answers to each other. In feedback, nominate Ss to share one or two of their partner's sentences with the class.

WRITING A PARAGRAPH ABOUT LIFESTYLES

9 Ask Ss to review the lifestyle vocabulary in Ex 1A and the multi-word verbs in Exs 7B and 8A and to choose the vocabulary that is relevant to them. They should then reread the paragraphs in Ex 7. Ss can now write their paragraph. Tell Ss not to write their name. Collect in the paragraphs and redistribute them around the class. Each Ss should then read and comment on the content, organisation and language of the paragraph they were given. Ss should then find their corrected paragraph. Collect and mark the paragraphs.

Homework ideas

- Ex 8A: Ss choose the multi-word verbs not used in Ex 8A and write personalised sentences
- Language bank: 1.1 p104–105
- Workbook: Ex 1–7, p4–5

LIFE IS BUSY

Introduction

Ss revise and practise the present simple, present continuous, and stative verbs in the context of a busy life. They learn and practise verbs with prepositions and persuasive language in a written text.

SUPPLEMENTARY MATERIALS

Resource bank: p112

Ex 1D: prepare two of the sentences that are true for you

Warm up

Write the following question on the board and ask Ss to brainstorm some ideas in pairs. What are the pros and cons of being very busy? Elicit Ss' ideas and write any new vocabulary on the board.

VOCABULARY VERB + PREPOSITION

- **1A** Organise the Ss into pairs to discuss the questions. Elicit some ideas from individual Ss and ask the other Ss if they feel the same.
- **B** Ss read the paragraphs and discuss in pairs which person they identify with most and why.
- C Ss read the definitions and match them.

Answers: 1 take on 2 make time for 3 keep up with 4 let (sth) pile up 5 overwhelmed by 6 struggle with 7 racing around 8 have no control over 9 take time out

D Ss write their sentences and then work in small groups to compare them. In feedback, elicit which Ss have similar sentences.

LISTENING

2A Ask Ss to read the paragraph introducing the programme to find out what the problem is. Elicit ideas from the class.

Answer: The programme focuses on the problem of people feeling too busy all the time.

B Ask Ss to read the two questions and elicit what is meant by ritual (e.g. routine/fixed actions, in this case actions done after a holiday). Ss then listen and note down their answers.

Answers:

- 1 Previously people compared their suntans or talked about the holiday. Nowadays people look at their phone/computer and talk about how many emails arrived while they were away.
- 2 According to the programme we claim to be busy because busyness is a part of our status. It makes us feel important to be busy.

Unit 1 Recording 3

M1 = Man 1 W1 = Woman 1 P = Presenter M2 = Man 2 W2 = Woman 2 W3 = Woman 3

- M1: When I was young, when we came back from holiday, what did we do? We'd roll up our sleeves, we'd hold forearms together to compare how brown we were, to show how good the holiday was. If you think about what the post-holiday ritual is now, we come back and we look at our phones with mock horror. And we say, 'Pff ... I had nearly a thousand emails when I came back from holiday. And then the person next to you says, 'Pff ... I had two thousand.'
- **W1:** Busy-ness is a competition. By saying the number of hours you've worked, by saying the number of emails you've done, by saying the amount of things that you do that's your badge of honour.
- P: Hello, how are you today? Actually, don't say it. I **know** what's coming. The pre-programmed response to that question used to be, 'Oh, I'm fine.' Now it's much more likely to be, 'Oh, you know,

- busy.' I say it all the time and it's the truth. But if I'm honest, I also **want** you to think I'm busy. I **mean**, what kind of loser has nowhere he needs to be?
- **M1:** Busy has become a brand. Somehow it speaks to our self-importance, it speaks to how essential we are to our world, if you like.
- **P:** Tony Crabbe is a psychologist and the author of a book about busy-ness.
- M1: And when we tell people we're busy, we persuade them with great detail about quite how busy we are because there's a need we **feel** for other people to validate our busy-ness.
- P: And when everyone around you is constantly proclaiming their busy-ness, it's like it's contagious. David Drever is a manager at the internet payment company WorldPay, and busy-ness has been on his mind ever since he grabbed a copy of Tony's book while racing to catch a plane.
- M2: I began to realise, albeit subconsciously, that whether you're in the lift, whether you're in the canteen, whether you're at home, whether it's my wife, every time you ask somebody, 'How are you?' 'Yeah, busy,' and it's really hard not to say it.
- W2: If you're not busy, you are seen as not somebody that's delivering or potentially somebody that's lazy, so you are preconditioned to actually say that you're busy to showcase the fact that you're there for a reason almost.
- **P:** That's Yasmin, who works with David. This need we **seem** to feel to demonstrate our busy-ness is so common these days you can lose sight of how strange it is. When did never having a spare moment become something to boast about?
- M1: So, in the past, status was about bigger car, bigger house, bigger castle depending on how far you go back and these were the things that gave us status. Now, I don't think we've left those behind, but where does status really come from today? Status comes from our reputation the stuff that we can share on Facebook so actually it's our experiences, it's the things that we can show people that we're doing.
- **P:** Stephanie Brown is a psychologist who works in Silicon Valley in the US. And as the economy's become more and more competitive there, she's watched people become ever more obsessed with demonstrating their busy-ness.
- **W3:** People began comparing their ninety-hour weeks and 'busy' was equated with progress and success. And we are always after success and how best to exhibit that.
- C Ss read the six sentences. Check that Ss understand incompetent (not having the necessary skills to do something well). Ss then listen again and decide if the sentences are true or false and try to correct the false sentences. Elicit Ss' answers.

Answers: 1 T 2 T 3 F ... seen as someone who is lazy (not stupid) 4 T 5 F ninety-hour weeks (not sixty)

D Organise the Ss into small groups to discuss the questions.

GRAMMAR PRESENT TENSES: SIMPLE VS CONTINUOUS, STATIVE VERBS

3A Ask Ss to read the sentences and then discuss the first sentence together – it's in the continuous form as it's referring to something happening now/around now. Then Ss look at the remaining sentences and discuss in pairs why they are in either the simple or continuous form.

Answers:

- 1 present continuous used for something happening around now (at the moment)
- 2 present simple used for a habit (I often/usually/always ..., etc.)
- 3 present simple for states (want, like, love, etc.)
- 4 present continuous used after words like *always/continuously*, etc. to describe a repeated action that might be annoying
- **5** present continuous for a changing situation
- **6** present simple for a fact
- 7 present continuous for a planned future action

B Ask the Ss to work alone to read the explanations and to match the sentences from Ex 3A to the correct explanation.

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

C Ss choose the correct alternative. Elicit Ss' answers.

Answer: are not

LANGUAGEBANK p104-105 Present tenses

A: Ss read the text and choose the correct words from the box and then check in pairs. In feedback, write the answers on the board. B: Elicit the first answer as an example. Ss work alone to choose the correct alternative and check their answers in pairs.

Answers:

- A 1 are always asking 2 have 3 think 4 spend 5 don't realise 6 get up 7 is 8 make 9 looking 10 check 11 'm rebuilding 12 paint 13 finish 14 collect 15 'm putting
- B 1 she's working 2 don't remember 3 depends 4 are you staying?
 5 prefers 6 I'm cutting down 7 is improving
 8 we're travelling
- **4A** Ss work individually to correct the mistakes. They can then compare their answers with a partner.
- B Play the recording for Ss to check their answers.

Answers:

- 1 try trying
- 2 I'm preferring prefer
- 3 look looking, try am trying
- 4 I'm not realising don't realise, spend I'm spending, I'm going go
- 5 I'm not really agreeing don't really agree, I'm thinking think
- 6 check checking, I'm finding find

Unit 1 Recording 4

- 1 I'm really busy at the moment, so I'm trying to get up at five a.m. to give me more time to get things done.
- 2 I try not to work in the evenings or at weekends. I prefer to get most of my work done during normal office hours.
- **3** My brother is always looking at his phone while I'm trying to have a conversation with him.
- **4** Sometimes I don't realise how long I spend on the computer. I go on there to check some information, and before I know it, two hours has disappeared.
- 5 I don't really agree with blaming social media for making us busy. I think the problem is related to work, where you're expected to work longer hours, and you're not paid enough, so both people in a relationship need to work.
- **6** When I go out to dinner with my husband he's always checking his phone for emails. I find it really rude.
- **C** Ss choose three of the examples to change. They can then compare their sentences in pairs before feeding back to the class.
- **5A** Play the recording and ask Ss to listen and notice the linking.

Unit 1 Recording 5

- 1 get up. I'm trying to get up
- 2 not to work. It try not to work in the evenings
- **B** Play the recording again and ask Ss to mark the linking. Ss check in pairs. Put the answers on the board.

Answers:

- 1 I'm trying to get_up_at five_a.m.
- 2 I'm really busy_at_the moment.
- **3** I try not_to_work_in the evenings.
- 4 Before I know it, two hours has disappeared.
- 5 He's always looking at his phone

Unit 1 Recording 6

- 1 I'm trying to get up at five a.m.
- 2 I'm really busy at the moment.
- 3 I try not to work in the evenings.
- 4 Before I know it, two hours have disappeared.
- 5 He's always looking at his phone.
- C Ss listen again and repeat.

SPEAKING

- **6A** Ss work in pairs to form questions. Remind Ss to think about whether the questions should be simple or continuous.
- **B** In pairs, Ss add two more questions to the quiz. Monitor and help with vocabulary and grammar.
- C Organise Ss into groups. Set a time limit for the activity.

WRITING AN ARTICLE; LEARN TO USE PERSUASIVE LANGUAGE

- **7A** Ss look at the illustrations and in pairs brainstorm ideas why being bored might be good for you. Elicit ideas and write them on the board.
- **B** Ss read the article and check if their ideas were mentioned.

Suggested answers:

Being bored might help you to think about your life and things you would like to change. Being bored might inspire you to do something creative, etc.

- **C** Ss discuss their ideas in pairs and explain their reasons. Ask Ss for feedback on the ideas they agree with and if they have personal experience of these points.
- D Tell Ss that the article is a 'listicle'. Then ask them to read the statements and decide if they are true or false. Ss can then check their answers in pairs before feeding back to the class.

E Ss look back at the article to find other examples. Ss can then check in pairs before feeding back to the class.

Answers:

Using personal pronouns: Have we forgotten \dots ? We think of boredom \dots (Intro)

Referring to research: Research shows we get a dopamine hit ... (6) Using declarative sentences: Our subconscious mind is usually better at solving problems ... (2)

Using rhetorical questions: Is that really such a bad thing? (7)

- **8A** Ss work in small groups to plan their listicle.
- **B** Ss work individually, using their notes, to write their listicle.

Homework ideas

- Language bank: 1.2 Ex A-B, p105
- Workbook: Ex 1–7, p6–7
- Ex 8A: Finish the listicle

WHAT WOULD YOU TAKE?

Introduction

Ss learn and practise ways of describing everyday objects, making suggestions and responding.

SUPPLEMENTARY MATERIALS

Resource bank: p113

Warm-up: prepare a brief description of a treasured possession. You could bring the possession itself, or a photo if it's too big to bring to class

Ex 4B: choose two or three items from the photos and prepare sentences about them

Warm up

Lead in to the topic by describing a possession of yours that is very special to you. Show Ss the possession (or a photo of it). Explain to Ss why this is one of your most treasured possessions. Elicit the meaning of *treasured possession* if necessary (something that is very special, important, or valuable to you). Ask Ss to discuss in pairs what their most treasured possessions are. They can then feed back to the class.

VOCABULARY EVERYDAY OBJECTS

- **1.A** Ss read the text and the three people's lists. They then work in pairs and look at the photos to see if they can find all the items mentioned in the lists. Elicit Ss' answers.
- **B** Ss can discuss in their pairs what they think the three lists tell them about the people who wrote them. They should then think about which of the items on the lists that they would save in a fire. Encourage Ss to justify/explain their ideas. Elicit Ss' answers.
 - VOCABULARYBANK p120 Everyday objects
 - **1A** In pairs, Ss match the words with the pictures. Check answers.
 - **B** Ss work alone and complete the gaps with the words from Ex 1A and then check in pairs.

Stronger classes can do the exercises at home.

Answers:

1A 1 E 2 G 3 A 4 C 5 I 6 B 7 H 8 F 9 J 10 D
 B 1 cushion 2 lighter 3 shoe laces 4 stool 5 adapter
 6 flash drive 7 envelope 8 button 9 belt 10 plug

FUNCTION DESCRIBING EVERYDAY OBJECTS

2A Focus Ss on the box and check they understand the vocabulary. Explain that Ss shouldn't worry if they don't understand every word, and that they will have another chance to listen in more detail in Ex 2B. Play the recording for Ss to tick the items they hear. They can then check in pairs before feeding back to the class.

Answers

mentioned (ticked): passport, laptop, hard drive, mobile phone, blanket, coffee pot, penknife, cooking pot, guitar, silver ring, dad's watch

not mentioned: torch, charger, necklace

Unit 1 Recording 7

W = Woman M = Man

- **W:** So my first item is my passport. I think it would be top of the list, definitely. That's indispensable. I mean you need it to prove who you are.
- M: Yeah, absolutely. I've got that too.
- **W:** And then I've got my laptop and hard drive. You know, most of my important documents and photos are on there, so that's essential too.
- M: Definitely. I agree. I've got my mobile phone. That's got everything on it, all my contacts, and photos, and you can use it to get online.
- W: Right. So phone. Yeah, that's vital.
- M: What have you got next?
- W: Umm, next I've got a blanket.
- **M:** A blanket? Why have you chosen that? I mean it's quite big to carry.
- **W:** Well, yeah, but it's really special. It's made of really soft wool, my sister gave it to me. And I always wrap it round me when I'm feeling sad or anything, so I think that would be useful. And it would keep you warm. You can wear it.
- M: OK, that's quite practical. A blanket. Anything else?
- W: My coffee pot.
- M: You're kidding.
- **W:** No, I love this coffee pot. You know, it's one of those Italian ones. I bought it when I was travelling there. It makes really strong coffee.
- **M:** That's not really essential though, is it? I don't think that would be my first choice.
- W: Hmm, I take your point. I guess not.
- M: In fact I don't even drink coffee.
- **W:** Ah, well that would explain that. OK. How about a penknife? That's more useful. You can use it to cut up food, make some dinner. I'd say a penknife is pretty important.
- M: Hmm. I was thinking the same thing. And a cooking pot.
- W: Cooking pot? Ooh I'm not sure about that.
- M: No, I've got this great cooking pot. It's a bit heavy, but you can cook anything in it. I always take it when we go camping, so you can always have a meal.
- W: OK I guess that sounds useful.
- M: And my guitar. I'd have to bring my guitar.
- **W:** Oh yeah, definitely. I've got music on my phone, but yes, a guitar. That should be on the list. And also my ring.
- M: Your ring? Tell me about it.
- **W:** Well, it's a silver ring, I was given on my sixteenth birthday, so it's pretty special.
- M: OK. Yeah, I've got my dad's watch too. It's no good for telling the time, but it has sentimental value.
- W: Great.
- **B** Ss listen again to answer which items the speakers did and did not agree on. Elicit Ss' answers.

Answer: They agree about all the items they mention, except the coffee pot.

- **3A** Ss read through the expressions. Check Ss understand *indispensable*, *vital* (synonyms of *essential*) and *sentimental value* (importance because of your feelings or memories relating to the object). Point out that they need to look at the grammar to join the sentences. Do the first one together as an example. Ss can then complete the rest.
- **B** Play recording again for Ss to check their answers. Drill the phrases for extra pronunciation practice.

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

LANGUAGEBANK 1.3 p104–105 Describing objects

Point out that the phrases in Ex 3 are summarised in the Language bank for their reference. If you feel that Ss need some practice with the phrases before moving on to Ex 4A, do Ex A in class. Otherwise, Ss could do it for homework. Ss work alone and complete the gaps with the words in the box and then check in pairs. Check answers with the whole class.

Answers: 1 leather, a 2 need 3 indispensable/essential, use 4 sentimental 5 good 6 essential/indispensable

4A Refer Ss to the previous exercise and the Language Bank to help them complete the sentences. Conduct whole class feedback by asking individual Ss to read out the sentences.

Answers: 1 indispensable, need **2** made, sentimental **3** heavy, use **4** no, can **5** that's, play

B Give the Ss an example of the activity by picking two items from the photos yourself and writing sentences about them on the board. Don't write or mention the names of the objects, only give the describions. Ask Ss if they can guess which objects you are describing. Ss then work individually to write their own sentences. Monitor and correct where necessary. Reorganise the Ss so they are not working in the same pairs as in Ex 1 (if you did the activity as pairwork). Ss read their sentences to their partners, who try to guess which objects they are talking about.

LEARN TO RESPOND TO SUGGESTIONS

5A Before listening again, Ss look at the gaps in pairs and try to decide what kind of words will complete them. Play the recording, pausing at the first sentence, and check the answer with the whole class. Play the rest of the recording so Ss can complete the gaps. Ss can then check their answers in pairs and feed back to the class.

Answers: 1 too 2 agree 3 thing 4 that 5 choice 6 sure 7 not really 8 kidding 9 useful 10 say

B Ask Ss to write the phrases in their notebooks on alternate lines. Play the first phrase. Elicit which words/syllables are stressed and show Ss how to mark the stresses by either underlining or putting a box or dot over the word/syllable on the board. Play the rest of the recording and Ss mark the stresses. In feedback, ask individual Ss to come to the board and mark the stresses on a phrase, asking the rest of the class if they agree before confirming or correcting the answers.

Unit 1 Recording 8

- 1 Yes, absolutely. I've got that too.
- 2 Definitely, I agree
- 3 I was thinking the same thing.
- 4 Why have you chosen that?
- 5 I don't think that would be my first choice.
- 6 Ooh I'm not sure about that.
- 7 That's not really essential though, is it?
- 8 Are you joking? /You're kidding.
- **9** That's quite practical./That sounds useful.
- 10 I'd say a penknife is pretty important

C Play the recording again pausing for Ss to repeat chorally. Nominate some Ss to repeat individually for each phrase. Encourage Ss to imitate the stresses and weak syllables accurately, modelling again yourself if necessary.

6A Ss choose the correct alternatives to complete the conversations. They can then check in pairs before feeding back to the class.

Answers: 1 impractical 2 think 3 can 4 sure 5 for 6 thing 7 watch 8 essential

B Ss practise the conversations in pairs.

Optional extra activity

Ss substitute their own objects in the conversation and practise.

SPEAKING

- **7A** Tell Ss to think of things that have real value to them either monetary value or sentimental value. Refer back to earlier discussions on treasured possessions for examples. Ss individually write down the 10 objects they would save if they had to.
- **B** Ss work in pairs to compare their lists and combine them into one list of 10 items. Remind Ss to use the target language from 5B and to refer to the table in the Language bank 1.3.
- **C** Ask each pair to report back to the class and then the whole class should try to decide which 10 items are the most valuable and/or essential.

Alternative approach

Organise a pyramid discussion. This depends on the number in the class. After the first round of pairwork combine two pairs to make groups of four. The groups have to decide again on one list of 10 items. Then combine groups again into groups of eight and repeat the discussion. Continue until the whole class is discussing.

Homework ideas

- Ex 4B: write a short description of a treasured possession
- Vocabulary bank: 1.3 Exs A–B
- Language bank: 1.3 Ex A, p104–105
- **Workbook:** Ex 1–4, p8

FAIR ISLE

Introduction

Ss watch an extract from a BBC documentary on the way of life on Fair Isle. They listen to two contrasting lifestyles, talk about the lifestyle they would prefer and write a pros and cons essay on lifestyles.

SUPPLEMENTARY MATERIALS

Warm up: source a map showing the location of Fair Isle, either online if you can project it, or on paper

Ex 4A: bring dictionaries for Ss to use

Warm up

Refer Ss to the pictures of Fair Isle and ask them whereabouts in the world they think it might be, and why. Elicit that it is an island north of mainland Scotland. Brainstorm what Ss know about Scotland and the islands off its coast. A map would be useful at this point, to illustrate the remoteness of Fair Isle and the location of the main cities/towns in Scotland.

DVD PREVIEW

- **1A** Ss read the Fact File. Help with any vocabulary if necessary. Then ask Ss to work in pairs to discuss how Fair Isle is different from where they live. If working with a multi-lingual class, put Ss into pairs with someone from a different country. Elicit ideas from the Ss.
- **B** Ss read the paragraph about the programme. Elicit ideas from the class about what might be good and bad about living on Fair Isle. Write any interesting ideas on the board.

Suggested answers:

Good: it's beautiful – 'the island has its beauty and living there can be rewarding'

Bad: it's hard work living there – 'a very tough lifestyle with lots of outdoor work'

DVD VIEW

2 Ask Ss to watch and make a note of the factors that make it hard to live on Fair Isle. Ss can then discuss their answers in pairs and see whether any of their ideas from exercise 1B were mentioned. During feedback, add the answers to the board.

Answers:

Problems with power supply

There's just one small shop

Everyone has to do more than one job

You're isolated

You have to do everything: 'If we want anything doing here, we have to do it for ourselves'.

You cannot leave easily: 'If a relationship wasn't working somewhere else, you could just pack the car and go and leave'.

The winters are probably cold: 'And they're yet to face their first winter on Fair Isle'.

DVD 1 Fair Isle

N = Narrator M1 = 1st man M2 = 2nd man R = Rachel W1 = 1st woman B = boy

- **N:** Fair Isle Britain's most remote, inhabited island. It's an extraordinary place to live.
- M1: There are so many moments when you walk outside or you even stand in the window on a stormy day and you just say "wow!"
- N: But life here is not for everyone. It can be cut off for days at any time of the year, there is no power at night, and just one small shop. Every able-bodied adult holds down several jobs just to

- keep the island going. But its population is at a critical point.
- **M2:** If we lose two or three more families, then the population crashes and that would be utter disaster for a remote place like this.
- N: Once, almost 400 people lived here. Now there are 57. Two of them, Sean and Rachel, moved here just five months ago. Getting here cost them their life savings.
- R: It was a leap of faith. It was a massive leap of faith, I think, on both our parts to come here together, y'know, with everything.
- N: The island needs people like them to put down roots if it's going to survive
- **W1:** Sometimes you'll be having a day when you think what am I doing here? Usually being isolated is a punishment for things. So sometimes I question that. And then other times, I kind of feel, God, aren't we lucky. I think you're aware, as well, that there's no half-measures here. If you decide to leave, you can't just come back. That would be your place gone.
- **B:** Fair Isle is a very small island at the top of the United Kingdom. It is halfway between these two groups of islands called the Shetland Islands and the Orkney Islands. It is three miles long and one and a half miles across, and it is Britain's most remote inhabited island. And it's our home.
- N: The National Trust for Scotland bought Fair Isle in 1954. 57 people live here, running 18 crofts and all the island's essential services.
- W: This is a working island. It's not a museum. It's a place where we live and if we want anything doing here, we have to do it for ourselves.
- N: Sean and Rachel are both ex-military and are well-equipped to adapt to island life. Rachel is a finisher for one of the island's knitters and Sean's a much-needed crew member on the island's ferry. Sean and Rachel had been together three months when they applied to live here.
- R: Since we've been here I think, you know, we've had our ups and downs. You know, we are still a very new relationship and we've only just been together a little over a year. You know, if a relationship wasn't working somewhere else, you could just pack the car and go and leave. Here I guess you have that added, you know, it's not that easy.
- **N:** And they're yet to face their first winter on Fair Isle.
- **3A** Ss read the questions. Check *able-bodied* (physically strong and healthy, especially when compared with someone who is disabled). Play the DVD again for Ss to make notes on the topics.
- **B** Ss compare their answers in pairs. Check answers with the whole class. During feedback, check Ss' understanding of *crofts* (small farms).

Answers:

- 1 There's no electricity at night and you can be cut off for days at any time of the year.
- 2 Every able-bodied adult has to do several jobs.
- 3 Shaun and Rachel were in the military. Their relationship is new. They had been together for only three months when they applied to live on the island.
- 4 Once, almost 400 people lived here. The National Trust for Scotland bought Fair Isle in 1954.
- **5** The population is 57. They run 18 crofts and all the island's essential services.
- 5 It's at the top of the United Kingdom, halfway between the Shetland Islands and the Orkney Islands. It is three miles long and one and a half miles across, and it is Britain's most remote inhabited island.
- **4A** Ss work in pairs and discuss the meaning of the phrases in bold. Allow Ss to use dictionaries if they are available. Ask Ss if they can recall what the phrases were used to talk about.
- **4B** Ss watch the DVD again and check their answers.

Answers:

- 1 be without power/electricity (used to talk about being isolated)
- 2 does several jobs (working conditions on Fair Isle)
- 3 in an extremely difficult situation when a change must happen (the number of people on Fair Isle)
- 4 they had to spend all of their money (Sean and Rachel's decision to move to Fair Isle)
- 5 stay permanently (Sean and Rachel)
- 6 weak actions that don't achieve much (you have to be 100% committed to life on the island)
- 7 good and bad moments (Sean and Rachel's relationship)
- **5** Put Ss into small groups to discuss the questions. Elicit interesting ideas. Ask individual Ss if they think they could live on the island or not, and why.

speakout explain the lifestyle you prefer

6A Tell Ss they will hear a woman talking her lifestyle in two different places; a big city and a smaller place in the country. Ask them to work in pairs and brainstorm ideas they associate with life and work in the two types of places. Elicit some ideas and write any useful words/phrases on the board. Play the recording and Ss note what she liked about each lifestyle. Ss then discuss their answers in pairs before feeding back to the class.

Answers:

Living in New York – she liked the money, the fast pace of life, the 'buzz' of her work.

Living in Ecuador – she was healthier, ate better food, did more exercise, and found time to relax. She loved experiencing nature and the ocean, going for walks and looking at the stars.

Unit 1 Recording 9

I spent eight years working as a lawyer in New York. My clients were Wall Street corporations. I was dancing with the devil every day. The money was amazing and I loved the fast pace of life. But after eight years, I got burned out, so I moved to a small town on the coast of Ecuador and started living the quiet life. My new house cost less than my bicycle in New York.

I was definitely healthier when I was living in Ecuador. I ate better food, did more exercise, and found time to relax. I loved experiencing nature and the ocean, going for walks, looking at the stars.

Overall, it's hard to say which kind of lifestyle I prefer. I stayed in Ecuador for two years, but I came back because I missed the buzz of my work. I also felt a bit isolated at times, with my family and friends so far away.

In an ideal world, you'd do both: spend part of the year in big cities and part of the year putting your feet up by the sea or in the countryside, but I know that's not possible for most people.

B Ss read the key phrases from the recording. Deal with any vocabulary problems. Elicit the meanings of *pace* (the speed at which something happens or is done), *burned out* (become unable to continue working because you are tired, ill, or unable to think of any new ideas, due to working too hard for a long period), *buzz* (a lot of activity or excitement) and *ideal world* (the best or most suitable that things could possibly be). Play the recording. Ss check in pairs. Elicit which phrases were not mentioned.

Answers: She says all the Key Phrases except: 'it's important to slow down' and 'I much prefer city life'.

7A Put Ss into pairs. Ask them to look at the ideas in the box and answer the first question by categorising the ideas. They can then answer questions 2 and 3. Elicit Ss' ideas and write any new vocabulary on the board.

- **B** Ss work alone to make notes on which lifestyle they prefer and why.
- C Organise Ss into small groups to discuss their opinions. In whole class feedback, take a vote on which lifestyle option is the most popular.

writeback a pros and cons essay

8A Give Ss a few minutes to read the paragraph and then discuss the question in pairs. Elicit the answer in class feedback.

Answer: It introduces the topic and gives an example of someone who has already explored this question.

B Refer Ss to their ideas from Ex 7 and discuss what they need to do to plan their essay. Elicit the main function of the essay (to discuss the pros and cons of both city and country lifestyles). Elicit some contrasting linkers, e.g. whereas, even though, etc. Set a word limit of 250 words and give Ss 10 mins to write a draft. Ss swap with a partner who reads and makes suggestions on language and content. Monitor and help where necessary. Ss can either write a final draft in class or for homework.

Teaching tip

When asking Ss to write, make sure they always make a plan first so their writing has a clear structure and they have organised their ideas well.

Homework ideas

- Ex 7C: write a description of your preferred lifestyle
- Ex 8B: write a final draft of your pros and cons essay

LOOKBACK

Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

LIFESTYLE

1A Ss read through all the sentences to ensure they know the vocabulary. Look at the example together. Ss rearrange the letters to complete the statements. They can then check their answers in pairs. Fast finishers could write the words up on the board.

Answers: 1 active **2** early bird **3** long hours **4** sedentary **5** stick (to a) routine **6** nomadic

B Ss work in pairs to discuss which lifestyles would suit which jobs and why. In feedback elicit any interesting ideas. Write the good and incorrect language on the board for Ss to note down or correct.

THE PASSIVE; CAUSATIVE HAVE

2A Ss work alone and decide which sentences would be better in the passive form and why. They should then rewrite any they think should be changed.

Answers:

- 2 Tea was first drunk in China 4,000 years ago.
- **3** Tea leaves can be used to read the future.
- 4 Milk was first added to tea in the 17th century.
- **5** OK
- **6** OK
- **B** Ss check their answers in pairs and discuss why they changed some sentences. Check answers with the whole class and elicit reasons for preferring the passive.

Answers:

- **2** The main topic of the sentence is tea, not people, so the passive is better here.
- 3 The main topic is tea leaves. The identity of the people is not important, so the passive is better here.
- 4 The main topic is milk. The person is unknown, so the passive is better here.
- **3A** Check *rash* (a lot of red spots on someone's skin, caused by an illness). Elicit the first answer as an example. Ss work alone to complete the sentences. They can then check their answers in pairs before feeding back to the class.

Answers: 1 have, cut **2** had, painted **3** had, washed **4** had, cleaned **5** have, checked **6** have, tested

B Ss should read the example question and then choose two or three of the ideas from A to create questions for their partner. Monitor and assist with any problems Ss have with forming the questions.

Suggested answers:

When was the last time you had your house painted/car washed? Where did you last have your hair cut?

Do you like to have your car washed by others or do you do it yourself?

Have you had your eyes tested recently?

C Ask one S to ask you a question and reply. Ss then work in pairs to ask and answer their questions. In feedback, ask individual Ss to share something they found out about their partner.

PRESENT TENSES

4A Ss read through the whole text before filling in the verb forms alone, then checking in pairs. Put the answers on the board and deal with any questions/problems.

Answers: 1 spend 2 'm driving 3 work 4 drive 5 'm working
6 are taking 7 is 8 are 9 don't have 10 'm driving
11 'm looking

B Ss write sentences describing their work–life balance. Monitor and point out errors but encourage Ss to correct themselves. Ss work in pairs to read each other's sentences and to see what they have in common. In feedback, ask Ss to report back on anything interesting.

VERB + PREPOSITION

5A Ss work alone to complete the sentences. They can then check their answers in pairs before feeding back to the class.

Answers: 1 by 2 for 3 up 4 with 5 around, up 6 on

B Give Ss an example or two about yourself, e.g. sentence 3: *I'm not very organised so my work piles up a lot*. Ss change two or three sentences to make them true for them, then work in pairs to compare. In feedback, ask individual Ss to share one interesting thing they learnt about their partner.

Suggested answers:

At the moment I'm overwhelmed by all the revision I need to do for my exams.

It's important for me to try and make time for playing the guitar.

DESCRIBING OBJECTS

6A Ss work alone to match the definitions and objects, then check in pairs. Write the answers on the board.

Answers: 1 bottle **2** umbrella **3** camera **4** stamp **5** necklace

B Ss work alone to write a list of five things that are special to them. They then work in pairs and take turns to describe their things without saying what they are. Ss should try to guess what kind of objects their partner is talking about. During feedback, encourage Ss to share information about their special things.

OVERVIEW

2.1 GENIUS INVENTIONS

VOCABULARY | adjectives to describe inventions **LISTENING** | listen to a radio programme **GRAMMAR** | question forms: indirect questions **PRONUNCIATION** | intonation: statement questions **SPEAKING** | describe some genius inventions **WRITING** | write a product description; learn to write persuasive copy

2.2 BUILDERS

VOCABULARY | buildings **PRONUNCIATION** | silent letters **READING** | read about different builders **GRAMMAR** | present perfect simple and continuous **VOCABULARY** *PLUS* | word-building: prefixes and suffixes SPEAKING | talk about organising and making

2.3 SOUNDS LIKE A PLAN!

VOCABULARY | projects **FUNCTION** | judging and evaluating ideas **LEARN TO** | give praise **PRONUNCIATION** | sounding enthusiastic **SPEAKING** | plan a project

2.4 CREATIVITY DVD

speakout | a discussion writeback | an article

2.5 LOOKBACK

Communicative revision activities

GENIUS INVENTIONS

Introduction

Ss revise/practise question forms, practise intonation and speak and write about unusual inventions.

SUPPLEMENTARY MATERIALS

Resource bank: p114 and p116

Ex 8C: bring some real product descriptions from magazines or websites

Warm up

In pairs or small groups, Ss discuss what they think are the best and most unusual inventions of the 20th and 21st centuries and what they wish had never been invented. In feedback, ask Ss to share their ideas and give reasons.

VOCABULARY ADJECTIVES TO DESCRIBE **INVENTIONS**

- **1A** Check Ss know that *sneakers* is the American English for trainers. Put Ss into pairs and give them five minutes to answer the questions. Elicit any interesting ideas.
- **B** Ss work alone to match the adjectives with the definitions. Don't pre-teach the words – wait until Ss have checked in pairs to see which ones are causing problems. In feedback, elicit Ss' answers. Drill the words, as Ss need to know how they are pronounced for Ex 1C.

Answers: 1 novel, groundbreaking **2** durable **3** flimsy 4 functional 5 flexible 6 stunning 7 portable 8 edible 9 unique 10 biodegradable 11 clip-on

C Read out the suggested answer below and ask Ss to guess the invention. In pairs, Ss describe the inventions without naming them, and their partners guess.

Suggested answers:

I like the fact that this is edible for fish – so it's actually biodegradable. (six pack rings)

LISTENING

2A Tell Ss they will listen to a radio programme. They need to identify which objects are being talked about. Play the recording. Ss can then check their answers in pairs.

Answers: birdy flight stimulator, edible spoons, horse sneakers, water for coffee drinkers

Unit 2 Recording 1

- P = Presenter D = Danny
- P: Hi and welcome back to Genius Designs where we're talking to Danny Schwartz about some of the latest designs to come out of the Design Show. So Danny ...
- P: Hi, Danny, so first of all, can I ask you what you know about some of these designs?
- D: Sure. Let's look at this first one. It's called Birdy and it's a flight simulator. Basically, you climb onto the machine, and it simulates the flight of a red kite flying over New York City ...
- P: Wow, the view of the city from above must be stunning.
- **D:** Yeah it's pretty cool. But what's amazing about it is that the flight of the machine is actually controlled by your body.
- P: Really? So as you move, you control the flight of the bird?
- **D:** Yeah, exactly.
- P: So who developed the idea?
- **D:** It was developed by scientists at Zurich University of the Arts.

TEACHER'S NOTES

- P: Amazing. But does it have any kind of functional use? Or is it just for fun?
- **D:** I'm not sure. I think it's just a fun gadget, you know, perhaps something that tourists might like to try out.
- P: Yeah, I'd have a go on that. It looks fun.
- **D:** Yeah, looking down over New York as if you were a bird.
- P: OK, so I'm looking at these strange sort of spoons now. Can you tell me if these are really edible?
- **D:** Yes, they are. Anatolly Omelchenko spent six years developing these special edible spoons.
- **P:** Six years? And what was the idea behind them? **Why would you want to eat your spoon?**
- **D:** Well, basically he was looking for a way to reduce the amount of plastic that's being used for take-away foods.
- P: OK
- **D:** So he developed a spoon, that's durable enough to use to eat your meal, but it's made out of dough, so when you've finished eating, instead of just throwing it away, you eat the spoon as well.
- P: And do you know what it tastes like? Is it tasty?
- **D:** Well, the dough can be flavoured however you like, so you can match the flavour of the spoon to the meal you're having.
- **P:** I like that. That's very flexible. It's actually quite a groundbreaking idea they're much better than plastic spoons, definitely, even biodegradable ones. But Danny, I have to say the design I'm most looking forward to hearing about is this one. Horse sneakers. Now, this has to be a joke.
- **D:** [laughs] No, it's serious. This is a really novel product I've never seen anything like it. These are the first ever running trainers designed specifically for horses.
- P: Trainers for horses? I'm sorry. Don't you think that's a bit ridiculous? I mean horses have steel horse shoes, right? How useful is it really for them to wear these trainers?
- **D:** Well, traditional horse shoes can be quite slippery on roads. These trainers are made of plastic, so they're lighter, and they move with the horse's hooves, so it's more comfortable for both the horse and the rider. And also they're clip-on, so you can put them on and take them off really easily.
- **P:** Hmm ... I'm not convinced I'm afraid. I mean who do you think would actually buy trainers for a horse?
- **D:** You'd be surprised. People are buying them.
- **P:** You're absolutely right, I am surprised. **Now, what have we got here?** Some very expensive water by the look of it.
- **D:** Yes, well this water was invented by coffee enthusiasts ...
- **B** Ss read the statements and decide in pairs if they are true or false

Answers: ${f 1}$ T ${f 2}$ T ${f 3}$ F – made of dough ${f 4}$ F – any flavour you like ${f 5}$ T ${f 6}$ T

C Play the recording again for Ss to check their answers.

GRAMMAR QUESTION FORMS; INDIRECT QUESTIONS

3A Play the recording for Ss to complete the gaps. They can then check their answers in pairs before feeding back to the class.

Answers: 1 you know **2** Who **3** it have **4** these are **5** would you

Unit 2 Recording 2

- 1 Can I ask you what you know about the designs?
- 2 Who developed the idea?
- 3 Does it have any kind of functional use?
- 4 Can you tell me if these are really edible?
- **5** Why would you want to eat your spoon?
- **B** Ss work alone to match the questions and descriptions and then check in pairs. Check answers with the whole class.

Answers: a) 3 b) 5 c) 1 and 4 d) 2

C Ss read through the grammar rules and choose the correct alternatives alone. They can then check in pairs before feeding back to the class. Elicit how they can identify an indirect question (there is a question phrase before the actual question).

Answers: 1 indirect **2** positive statements **3** don't use

4A Do the first question together as an example and write it on the board. Ss then work alone to form questions. Ask them to check in pairs and then elicit the answers. Drill the questions to give Ss practice with intonation in questions.

Answers:

- 1 Can I ask what you know about this invention?
- 2 Why would you want to buy this?
- 3 Who developed this idea?
- 4 Can you tell me if this is biodegradable?
- **5** Does it have a practical use?
- 6 Do you think this is a good idea?
- **B** Put Ss into pairs and assign them A and B roles. Student As turn to page 128 and Student Bs to page 130. Give them time to read about their invention and think about the answers to the questions in Ex 5A. Encourage them to make notes. Student B should then ask Student A the questions in Ex 5A and try to guess what A's invention is. They can then swap roles.

speakout TIP

Read the tip with the class and ask Ss how you can identify a statement question from the speaker's intonation. Elicit that rising intonation indicates that it's a question. Then ask Ss how they would recognise a statement question when it's written.

Answer: It has a question mark.

LANGUAGEBANK 2.1 p106–107

Stronger classes could read the notes and do the exercises at home. **Weaker classes** can do the exercises in class.

A Elicit the first answer as an example. Ss work alone to circle the correct answers. They can then check in pairs before feeding back to the class.

B Elicit the first answer as an example. Ss work alone and then check in pairs. Elicit Ss' answers.

Answers:

A 1 b) **2** c) **3** b) **4** a) **5** c) **6** a)

В

- 1 Can you tell me what time the show is?
- 2 Do you know where Marco put the luggage?
- 3 Can I ask you how old you are?
- 4 Can you tell me if you've ever seen one of these before?
- **5** Can I ask what you think of the idea?
- 6 Do you know what the problem is?
- **5A** Play the first one and answer it together as an example. Play the rest of the recording. Ss check in pairs, then check answers with the whole class.

Answers: See audio script 2.3 for answers.

Unit 2 Recording 3

- 1 These are spoons? They're edible?
- 2 You would buy one of these?
- 3 He's her father. He's Iranian.
- 4 It's nine o'clock. We're late.
- **5** You've seen it before?
- 6 She lives here? These are her things?
- **B** Play the recording again, pausing after each statement for Ss to repeat chorally and individually.

SPEAKING

- **6A** Put the Ss into groups of four and assign each S a role, A–D. Check each S knows which picture they should be focusing on. Then ask Ss to use the questions to help them prepare their pitch. Refer Ss to audio script 2.1 to give them more guidance. Encourage Ss to make notes to pitch from rather than write complete sentences.
- **B** Ss stay in their groups of four. They should listen to all the pitches in their group and then decide which invention idea they would invest in. Ss should ask questions after each pitch to get more information. Circulate and monitor, noting any good use of language and any errors for correction. During feedback, ask each group to say which invention they chose and why.

Alternative approach

Ask Ss to film each other as they pitch. The film clips can then be used for Ss to self-assess their pitch and decide what they could improve.

WRITING A PRODUCT DESCRIPTION; LEARN TO WRITE PERSUASIVE COPY

- **7A** Ss read the texts alone and then discuss in pairs whether they would buy the products and why/why not. In feedback, nominate pairs to share their ideas with the class.
- **B** Tell Ss to read the texts again to tick the information which is mentioned. Feedback by asking which are not mentioned. Draw Ss' attention to the structure of the texts, as outlined by the information in the table.

Answers: Not included: **3** info about shipping – clever clip **4** background info – clever clip

8A Ask Ss to read through the tips. Check Ss understand them and deal with any questions. Ss read the texts again if necessary and discuss their ideas in pairs.

Answer: Yes, the texts follow the advice in the tips.

B Tell Ss to write the matching tip number next to the underlined phrases. Note that more than one tip may apply in some cases. They can then check their answers in pairs before feeding back to the class.

Answers

Did you know that ...? = Tips 1, 6

So, if you want the perfect ... you need ... = Tip 3

- ... is the world's first = Tip 5
- ... enhance the taste and the aroma of = Tip 4

The MTA Hairclip is strengthened with ... = Tip 2

So next time you're ... = Tip 6

C Tell Ss to find examples from the texts for each of the tips in A and to underline them. They can then check in pairs.

Optional extra activity

Bring in some product adverts from magazines or websites. Put Ss into small groups and distribute the adverts. Ask Ss to read the advert/s they have and to see whether they can find examples of the tips in A. Circulate and check whether Ss need any help with vocabulary. Groups can then feed back to the class, explaining what product their advert is describing and saying whether any of the tips were exemplified.

Answers:

- 1 Are you a coffee enthusiast? So if you want the perfect cup of coffee
- 2 it's durable and it features a screwdriver, a bottle opener, a nail file, a trolley coin and a serrated knife, all contained within the 6x2.4 cm clip.
- 3 you can carry it on your key ring; So if you want the perfect cup of coffee in the morning, you need Aquiem, the world's first designer coffee water; to ensure you can brew the perfect cup of coffee whenever you want it
- 4 purified then blended; it looks like a normal hairclip
- 5 to give it its very best taste; extensive research; precise formula; truly multifunctional
- 6 ... whenever you want it; If you're not into coffee, you can also use Aquiem for tea! Never have a screwdriver when you need one? you can carry it on your keyring, so you never again ...
- **D** Ss work alone to complete the gaps with the phrases from the box. Check answers and write them on the board.

Answers:

- 1 Did you know that
- 2 is specially designed
- 3 Designed by
- 4 truly unique
- **5** So, if you want to spend
- 6 are perfect for you.
- **9** Give Ss 10–15 mins to write a draft description of one of the products from p20, or a product of their choice. Ss can refer to the structure in Ex 7B and the checklist in Ex 8A to help them. Ss then exchange drafts with a partner, who reads and makes suggestions on language/content.

- Ex 7A: Ss write a description of their new design
- Ex 9: Ss write a final draft of their product description
- Language bank: 2.1 Exs A–B, p106–107
- **Workbook:** Ex 1–10, p9–10

BUILDERS

Introduction

Ss revise and practise the present perfect simple and continuous. They focus on the pronunciation of words with silent letters, improve their vocabulary with the use of prefixes and suffixes and talk about things they are good at making and organising.

SUPPLEMENTARY MATERIALS

Warm up: bring in a photo of one of your favourite buildings **Resource bank:** p115 and p117

Ex 1A, Vocabulary bank Ex 1A: bring dictionaries for Ss to use

Ex 5B: prepare four sentences about yourself, two in the present perfect simple and two in the present perfect continuous. Two should be true and two false

Warm up

If you have brought in a photo of a favourite building, lead in by showing Ss the photo and talking briefly about what it is and why you like it. Ask Ss to discuss in pairs what their favourite building is and why.

VOCABULARY BUILDINGS

1A Ss work in pairs to match the words with the pictures and discuss questions 2–4. If you've brought dictionaries, give them out for Ss to use for question 4. Check answers with the whole class. Elicit any interesting answers to questions 2 and 3.

Answers:

1 A cathedral B temple C factory D mosque E castle
 4 windmill: building or structure with parts that turn around in the wind, used for producing electrical power or crushing grain barn: a large farm building for storing crops, or for keeping animals in

greenhouse: glass building used for growing plants warehouse: large building for storing large quantities of goods cave: large natural hole in the side of a cliff or hill, or under the ground

shed: small building, often made of wood, used especially for storing

shelter: building or an area with a roof over it that protects you from the weather or from danger

B Ss put the words in the correct category. They can then check their answers in pairs before feeding back to the class.

Answers: 1 cathedral, mosque, temple 2 warehouse, shed 3 barn, greenhouse 4 windmill, factory 5 shelter, castle 6 cave

C Point out that *traditionally* in number 1 means *in the past*. Ss work in small groups to answer the questions. Check answers with the whole class.

Answers: 1 castle **2** windmill **3** shed **4** shelter **5** greenhouse

2A Play the recording and Ss listen and repeat. Play the recording, pausing after each word to elicit which words have a silent *t*, *d* or *u*. Drill the words again if necessary.

Unit 2 Recording 4

windmill, barn, greenhouse, warehouse, cave, shed, factory, cathedral, temple, castle, shelter, mosque

Answers: d – windmill, t – castle, u – mosque

B Ss read the sentences and try to identify which letters are silent. Play the recording for Ss to check. Ss can then discuss in pairs which other words they know with silent letters. In feedback, elicit Ss' suggestions.

Answers: 1 p in cupboard 2 n in columns 3 k (first) in knocked 4 s in island 5 u in guard and t in castle 6 w in whole

Suggested answers: should, would, knee, thumb, sword, salmon, bomb, know

Unit 2 Recording 5

- 1 The shed has a cupboard.
- 2 The cathedral has tall columns.
- **3** He knocked on the door of the temple.
- 4 The temple is on an island.
- **5** There's a guard in front of the castle.
- 6 He owns the whole factory.

VOCABULARYBANK 2.2 p121

- **1A** In pairs, Ss discuss how many of the words in the box they know, then match them with the pictures. If you've brought dictionaries, give them out for Ss to use to check the meanings of the words. In feedback, check Ss' answers.
- **B** Ss discuss the answers in pairs. Elicit Ss' ideas.

Answers:

1A 1 chimney 2 solar panel 3 attic 4 roof 5 ceiling 6 hallway 7 basement 8 veranda 9 balcony 10 gutter B 1 solar panel 2 chimney (need a fire to keep warm); maybe gutter (in countries where it rains more in winter) 3 attic, basement 4 gutter (maybe chimney, maybe hallway) 5 veranda, balcony (maybe roof on some buildings)

READING

- **3A** This is a jigsaw reading, so tell Ss they will have different texts. Put Ss into groups of three and assign them a role, A, B or C. Student As read *Windmill man* on p24, Bs read *Cave digger* on p129, and Cs read *Shelter helper* on p131. Ask Ss to fill in their part of the table once they have read their text.
- **B** Ss work in their groups of three and exchange information to complete the table for all three texts.

Answers:

Windmill man: 1 William Kamkwamba built a windmill for his village in Malawi when he was fourteen years old. 2 He saw a diagram and explanation in a library book. 3 his family and the villagers 4 recycled materials, e.g. a bicycle frame, plastic pipes 5 built other windmills and a water pump, appeared on TV, written a book, given talks.

Cave digger: 1 Ra Paulette is a sculptor who creates beautiful caves 2 was working in a job digging wells when he decided to work with his hands 3 local people who commission them 4 The caves are natural. He shapes them using hand-held tools. 5 completed more than a dozen caves, had a documentary made about him. Life hasn't changed much.

Shelter helper: 1 Elvis Summers is a builder of shelters/homes for the homeless. 2 He saw a homeless woman every day and decided to help her. 3 the homeless 4 He buys materials and asks for donations of wood. 5 He has launched a fundraising campaign, built over 40 shelters, and is developing a mobile shower unit. His life has changed because of his work building and raising money for many shelters.

C Ss discuss the questions. Conduct whole class feedback.

GRAMMAR PRESENT PERFECT SIMPLE AND CONTINUOUS

4A Write the first sentence on the board and underline the verb forms together as an example. Ss then work alone and underline verb forms in the remaining sentences. Elicit answers.

Answers: 1 has become 2 has been giving 3 has been creating 4 has completed 5 has been building 6 have constructed

B Ss read the grammar questions alone and then answer them in pairs before feeding back to the class.

Answers:

- 1 Completed actions: 1, 4, 6. Ongoing, incomplete actions: 2, 3, 5
- **2** 1, 4, 6
- **3** 2, 3, 5

C Ss complete the rules alone. They can then check in pairs before feeding back to the class. Ask the Ss to identify which sentences from Ex 4A match rules 3–5.

Answers: 1 have **2** been **3** continuous **4** simple **5** simple

LANGUAGEBANK 2.2 p106-107

Stronger classes could read the notes and complete the exercises at home. **Weaker classes** can do the exercises in class.

- A Ss work alone and then check their answers in pairs.
- **B** Ss work alone to choose the correct verb form and then check in pairs. Check answers with the whole class.

Answers:

- A 1 enjoyed 2 built 3 been working 4 completed 5 been hidden 6 been trying
- B 1 been raining
 2 been doing
 3 watched
 4 spoken
 5 been waiting
 6 finished
 7 been working
 8 been planning
 9 written
 10 read
- **5A** Ss work alone to complete the sentences and then check their answers in pairs. Check answers with the whole class, eliciting why Ss have chosen the tenses before confirming answers. Discuss why both tenses are possible in question 10.

Answers: 1 have been planning 2 have received 3 have you seen 4 has been writing 5 haven't known 6 have been trying 7 has been painting 8 haven't included 9 have you been doing 10 has been working/has worked

B Ss work alone to write their four sentences. Ss then work in small groups to read their sentences to each other. Ss guess which sentences are false.

VOCABULARY PLUS WORD-BUILDING: PREFIXES AND SUFFIXES

6 Ask Ss to look at the picture and elicit ideas of what the Alyssa Levandry might have built when she was a child. Ss read the text quickly to check their ideas.

Answers: towers of wooden blocks, Lego castles and houses (empires), a dam in the stream, bridges of pasta and glue, a musical instrument of wood and rubber bands

7A Write review and childlike on the board and underline re- and -like. Elicit from the Ss what these are (prefix – something that comes before the word, and suffix – something that comes after the word). Circle review and underline childlike to demonstrate what

Ss have to do. Ss then work alone to find the words that use the prefixes, and the adjectives that use the suffixes.

Answers

- 1 midnight, misspent, co-creator, disassemble, reassemble
- 2 joyful, famous, childish, magical, reliable, musical, natural
- **B** Point Ss to the example and then ask them to work in pairs. Check answers with the whole class and elicit Ss' examples.

Answers:

- a) mis-, e.g. mishear, misunderstand
- b) re-, e.g. review
- c) mid-, e.g. mid-morning
- d) dis-, e.g. disapprove
- e) co-, e.g. co-worker
- Read the statement to the Ss and elicit the answer. Elicit that *magic* is a noun and rely is a verb, and that both become adjectives with a suffix. Point out to Ss that there are no strong rules for the use of suffixes so they have to learn the words.

Answer: True

8 Ss check their answers in pairs before feeding back to the class.

Answers: 1 dishonest 2 co-pilot 3 original 4 rebuild 5 mid-morning 6 doable 7 misjudged 8 mountainous 9 co-workers 10 helpful

VOCABULARYBANK 1.1 p121 Suffixes

2 In pairs, Ss choose the correct suffixes to complete the words. Check answers with the whole class.

Answers: 2 1 disastrous 2 dreadful 3 suitable 4 fabulous 5 capable 6 nervous 7 investment 8 kindness 9 admiration 10 foolish 11 amazement 12 selfish

SPEAKING

9A Ss work alone and choose the correct alternatives.

Answers: 1 useful **2** misunderstand **3** adventurous **4** disorganised **5** musical **6** rewrite

B Ss work alone and match the sentences to the topics. Ss can then check in pairs before feeding back to the class.

Answers: 1 handmade objects **2** jokes **3** food **4** parties **5** music **6** stories

C Ss work in small groups and tell the other Ss what they are good at. Ask Ss to try to find things in common to report to the class.

- Ex 9C: write sentences about things you are good at making or organising
- Workbook: Ex 1–9, p11–12
- Language bank: 2.2 Exs A–B, p106–107
- Vocabulary bank: 2.2 Exs 1A-B, p121

SOUNDS LIKE A PLAN!

Introduction

Ss learn and practise evaluating ideas and giving praise, and plan a project.

SUPPLEMENTARY MATERIALS

Resource bank: p118

Ex 2A: bring dictionaries for Ss to use

Ex 7A: Teaching tip: find an online presentation (e.g. TED Talk) in which the speaker uses movement/gestures to emphasise stressed words

Warm up

Refer the Ss to the picture and ask them to try to identify the roles of the people, e.g. *camera operator*, *director*, *sound assistant*. Then ask Ss how they choose a film to see, e.g. by the director, the actors, reviews.

VOCABULARY PROJECTS

1 Ss discuss the questions in pairs. In feedback, nominate individual Ss to answer.

2A Ss read the text alone and then work in small groups to discuss the meaning of the words in bold. They can use dictionaries if they get stuck. You might not want to go into too much detail about the definitions at this point, as the next exercise allows Ss to analyse meaning further.

Answers:

financing = funding (money) for a project fundraising = activities to make money for a project/charity grants = an amount of money given by a government or organisation for a particular purpose

sponsors = people or organisations that pay for an event or project budget = the amount of money needed for a project/event venues = places/locations where an organised event can take place personnel = people employed in a company equipment = things that are needed for a particular purpose logistics = the detailed organisation of a project/event/activity

logistics = the detailed organisation of a project/event/activity schedule = a timetable/plan for a project or event promotion = the publicising of an event or a product

publicity = giving out material or information to advertise something

Teaching tip

Remind Ss that they shouldn't stop at unknown words when reading. First they should decide if the word is needed to understand the meaning of the sentence. If it isn't they can ignore it and move on. If it is, they should try to work out the meaning from the context.

B Ask the Ss to read through the exercise. Ss then complete the exercise individually. Ask Ss to check their answers in pairs before feeding back to the class.

Answers: 1 Money: financing, fundraising, grants, sponsors, budget Written down: grants, budget

People or organisations: sponsors

- 2 promotion, publicity
- 3 personnel
- 4 equipment
- **5** venues
- **6** schedule
- **7** logistics

C Write *financing* on the board. Elicit which syllable is stressed and underline it. Play the recording, asking Ss to repeat each word and underline the stressed syllables.

Unit 2 Recording 6

financing, fundraising, grants, sponsors, budget, venues, personnel, equipment, logistics, schedule, promotion, publicity

Answers: financing, **fund**raising, **grants**, **spon**sors, **bud**get, pro**mo**tion, publicity, person**nel**, e**quip**ment, **ven**ues, **sched**ule, lo**gis**tics

FUNCTION JUDGING AND EVALUATING IDEAS

3A Tell the Ss they will listen to four conversations between the same two people – a man and a woman. They then listen and number the topics to match the conversations. Ask Ss to check their answers in pairs before feeding back to the class.

Answers: personnel 3 financing 1 schedule 2 venue 4

Unit 2 Recording 7

Conversation 1

P = Paul M = Maria

- **P:** I looked up this grant and it's for anything up to ten thousand pounds. It could solve our financing problems. I mean, at least the equipment and personnel. What do you think?
- M: What's the name of the organisation?
- P: Grey Fox Arts.
- M: Grey Fox?
- P: Yeah. I think it has potential.
- M: What's the deadline?
- **P:** A couple of weeks. It's a few forms to fill in. We have to include a description of the project with things like budget, personnel, equipment, that kind of thing.
- M: OK. That sounds great. Let's take a look together.

Conversation 2

- **P:** So, the schedule.
- M: I'm thinking we start filming mid-afternoon on Friday, around 3:00. How does that sound?
- **P:** Friday? Can't we begin on Thursday?
- **M:** The weather forecast says it's going to rain on Thursday, so that's a non-starter.
- **P:** Oh, OK. We can't film in the rain.
- M: No way. So around 3:00 on Friday?
- **P:** I'm not sure that'll work because of the light. Can we start earlier, before it gets dark?
- M: One-ish?
- P: Yeah, that would be better.

Conversation 3

- M: Hey, great news! Mark James has agreed to be in the film.
- P: Woah! Fantastic! He was amazing in that crime drama!
- M: And he'll do it for nothing.
- P: Amazing! How on earth did you manage that?
- M: I know his wife, Sandra. I told you ages ago, remember?
- P: Oh yeah.
- ${\bf M:}~{\sf So}~{\sf I}~{\sf spoke}$ to her and then she had a word with him and he agreed.

Conversation 4

- **M:** Well, we need to film in a shelter, and it has to be somewhere quiet. So I was thinking, there's an old public shelter by the river.
- **P:** OK. That's a possibility.
- M: Down the far end ...
- P: You mean in the park?
- M: Yeah.
- P: That might work.
- M: There's a shaded area with lots of trees. The shelter's there. It's quiet and I think it'll look fantastic.
- P: Excellent! I like the sound of that.

B Ask Ss to read through the exercise and see if they can remember any of the required information. Play the recording again so that Ss can answer the questions. Elicit Ss' answers.

Answers: 1 to apply for the grant 2 rain is forecast on Thursday, 3.00 is too late as it will get dark **3** A famous actor has agreed to star in the film. 4 at the old public shelter by the river in the park

4A Ask the Ss to read the sentences. Elicit what part of speech must come after you in the first question (verb). Ask Ss to look at the box and elicit the answer. Elicit Ss' answers.

Answers: 1 think 2 potential 3 sounds 4 sound 5 non-starter 6 work 7 That's 8 might 9 that

B Tell Ss that two of the phrases are just used to ask for an opinion. Elicit which ones they are (1 What do you think? and 4 How does that sound?). Ask Ss to look at the remaining 7 phrases again and decide which five are positive and which two are negative. Elicit answers.

Answers:

Positive expressions: I think it has potential; That sounds great; that's a possibility; that might work; I like the sound of that **Negative expressions:** that's a non-starter; I'm not sure that'll work.

5A Ss work alone to add the phrases to correct sections of the table. Ss can then check in pairs before feeding back to the class.

Answers: 1 Do you like the idea? 2 That might work. 3 That looks/sounds great! 4 I'm not convinced about that. 5 No way.

B Play the recording for Ss to check their answers. Then play it again so that Ss can listen and repeat.

Unit 2 Recording 8

- 1 What do you think?
- **2** How does that sound?
- **3** Do you like the idea?
- 4 It has potential.
- 5 That's a possibility.
- 6 That might work.
- 7 That seems like a really good idea.
- 8 I like the sound of that.
- **9** That looks great!
- 10 I'm not sure that'll work.
- 11 I have my doubts about that.
- 12 I'm not convinced about that.
- 13 That's a non-starter.
- 14 That's out of the question.
- **15** No way.

LANGUAGEBANK 2.3 p106

Stronger classes can read the notes and do the exercises at home. Otherwise, Ss work alone and read the examples of judging and evaluating ideas and then reorder the words. Ss can then check their answers in pairs. Elicit Ss' answers and then drill them to give them more practice with the phrases.

Answers:

- 1 A: Do you like the idea? B: I'm not convinced about it.
- **2 A:** How does that sound? **B:** That seems like a really good idea.
- B: I have my doubts about that. **3** A: That's a possibility.
- 4 A: I think it has potential. B: It's out of the question.
- **5 A:** What do you think? B: I like the sound of it.
- 6 A: I'm not sure it'll work. B: It's a non-starter.

6 Put Ss into pairs. Give them a few minutes to read through the flow chart individually and think about what they are going to say. Refer them back to the phrases in Ex 5A to help them. Ss then practise the role-play in pairs.

LEARN TO GIVE PRAISE

7A In pairs ask Ss to look at the ways of giving praise and decide which ones they use. They should practise saying the words to decide where the stress is and mark it. Elicit Ss' answers.

Answers: 1 Amazing! 2 Fantastic! 3 Excellent! 4 Wonderful! 5 Marvellous! 6 Brilliant! 7 Awesome!

speakout TIP

Say some of the words in Ex 7A to the class, using very flat, unenthusiastic intonation. Elicit the problem – flat intonation. Read the tip with the Ss. Point out that responding to someone with enthusiastic language, but monotone intonation could be seen as rude or sarcastic, therefore it's important to work on this type of intonation.

B Play the recording. Ss should repeat the phrases chorally and individually, copying the enthusiastic intonation.

Unit 2 Recording 9

- 1 That's amazing!
- 2 It's fantastic!
- 3 That's excellent! 4 How wonderful!
- **5** It's marvellous
- 6 That was brilliant!
- **7** She's awesome!

Teaching tip

Ss at this level can find it difficult to vary their intonation sufficiently to convey emotional messages. Ask Ss to expose themselves to as much native-speaker language as possible so that they can 'tune-in' to speakers' intonation. Advise Ss to watch TED talks online and ask them to listen out for rising/falling intonation as well as word and sentence stress.

In pairs, Ss practise the conversations and then swap roles. Monitor and check Ss' intonation, correcting and encouraging stronger intonation where appropriate. In feedback, ask any pairs who sounded appropriately enthusiastic to perform their dialogues for the class.

SPEAKING

- **8A** In pairs, Ss read the projects in the box and discuss which project to choose.
- **B** Ss read the questions and discuss their ideas. Make Ss aware that they will have to present the plan for their project to the class, so they need to use the questions to help them make notes on their plan. Monitor groups and remind Ss to divide the presentation between their group members so that they all get a chance to speak.
- C Groups now take turns to present their plans to the class. As they listen to each other's projects, they must think of questions to ask. They should also be ready to say what they think of the project. If time is an issue, Ss can prepare and/or video their presentations for the next class.

- Ex 6: record a video of the conversation with your partner
- Ex 8A-C: Ss either write up their plan, or video their presentation for the next class
- Language bank: 2.3 Ex A, p106–107
- Workbook: Ex 1–3, p13

CREATIVITY

Introduction

Ss watch street interviews of people in London answering questions about whether they are creative, if they like making things, if they have creative friends and if they think creativity can be taught. The presenter, Samantha, introduces the DVD.

Warm up

Write on the board Have you ever been asked to answer questions in the street? Do you know anyone else who has? Who asked you? What were the questions about? Did you answer the questions, or did you say no? If you did, did you enjoy being interviewed? Ss discuss the questions in pairs or small groups. In feedback, nominate Ss to share their ideas with the class.

DVD PREVIEW

- **1A** In pairs, Ss think of 10 creative activities, then check if any of the ones in the box are the same. Ss decide which ones they think are creative. In feedback, elicit Ss' ideas about which ones are creative and which are not. Ask Ss to explain their choices.
- **B** In pairs, Ss discuss which creative activities they do, if any. In feedback, elicit Ss' answers. If any Ss do creative activities, ask some follow up questions to encourage them to share more information with the class.

Culture notes

In the DVD, the following two people/characters are referred to: Stormzy is a rapper in a style of British urban music known as Grime which originated in London in the early 2000s. Starting as an underground scene, it became more widely known in the 2010s, with several Grime artists having mainstream success in the UK and USA. It is characterised by electronic beats and rapping with lyrics depicting the often harsh realities of urban life. Stormzy became a star when YouTube videos of him rapping went viral. His 2017 album Gang Signs and Prayer became the first Grime album to reach Number one in the UK charts. Roll Safe is a character created by British actor and comedian Kayode Ewumi, in a series of spoof documentary videos released on his YouTube channel in 2015. Roll Safe is a basically likeable character who claims to be a musician, rapper and artist and a big figure in his local area, but is clearly far less talented and well-connected than he believes he is.

DVD VIEW

2A Before playing the DVD, make sure Ss are clear they should concentrate on listening for the activities from 1A. Point out that they will be able to listen for more detail when they listen again. Play Part 1 of the DVD. Ss can then check their answers in pairs before feeding back to the class.

Answers: reading books, going to museums / the theatre, making something new from something old, playing games with children, doing housework, fixing things around the house, playing the guitar.

DVD 2 Part 1

S1 = Samantha C = Chris P1 = Paul P2 = Patricia R1 = Russell

51: Hi, my name's Samantha. I live in London and I work as a TV presenter. I'm quite a creative person, especially in the kitchen. I just love inventing new recipes with any food I can find. You know, just throw it all together. My flatmate is a real handy person, she's brilliant at fixing things round the house. What about you? Are you creative?

- C: I'd like to think I am a little bit creative, so I, my artwork is terrible, um, I suppose I like to read, er, read books as a kind of creative act, erm ... and enjoy going to you know museums, erm ... libraries so creative in that way but not necessarily in a kind of artistic way.
- P1: Erm I'd like to think so, erm ... music wise so I play the guitar, erm ... I like to sort of write a few words down as well you know write a few sort of lyrics now and again, erm ... and I suppose yeah I appreciate art and things like that as well, as well as different types of music you know from all over the world.
- P2: Mostly when I play with my son, he's four years old so basically I have to make up stories and make new things out of old things, so you know the, I dunno, er, a car a box that becomes something else, becomes a rocket.
- R1: My um ... art teacher told me I was, erm ... I think the words she used was I was artistic but I wasn't good at art.
- **B** Ask Ss to look at the photos of the speakers and make a note of their names, including the presenter (Samantha). Ss watch Part 1 again and note the creative activitiesnext to the name. Ss can then check their answers in pairs before feeding back to the class.

Answers:

Samantha: creative in the kitchen, inventing new recipes
Flat mate: handy person, brilliant at fixing things around the house
Chris: a little bit creative, artwork terrible but likes to read books as a
creative act, enjoys going to museums and libraries
Paul: plays the guitar, writes a few lyrics, appreciates art and
different types of music from around the world
Patricia: Plays with her son and has to make up stories and make
new things out of old things
Russell: artistic but not good at art

C Ask Ss to read the expressions. Match the first one together as an example. Point out to Ss that they need to look at the grammar as well as the content words. Ss can check their answers in pairs. Write the answers on the board.

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

3 Give Ss the names of the speakers in this part (Gene, Roxanne, Sophie). Ss then watch Part 2 and note who likes each of the activities. Elicit Ss' answers.

Answers: 1 Gene 2 Roxanne 3 Sophie 4 Roxanne 5 Roxanne 6 Sophie

DVD 2 Part 2

S1 = Samantha R2 = Roxanne G = Gene S2 = Sophie

- **S1:** Do you like making things?
- **R2:** I love to create things on film, photography. I love to do different vignettes. I'm either in my house creating things just with little things that I have, re-purposing things from old to new. Er, whatever I can really get my hands on and, er, make different or make new or make fun is what I like to do.
- **G:** Er, not terribly, erm ... more or less I like things already made.
- **S2:** Yeah, I love making things actually, erm ... I love making music actually, when I was in school I loved doing, erm ... crafting or yeah, painting, things like that.
- 4 Ss read the short texts before watching Part 3 and underlining the correct alternatives. Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 music **2** a rapper **3** young **4** directors **5** play games **6** theatre

DVD 2 Part 3

S1 = Samantha J = Julian P3 = Philippa

- **S1:** Tell us about any creative friends you have.
- J: Hmm, erm ... I have creative friends in the industry of music.

 Erm ... a friend that used to go to my school was a rapper called

 Stormzy, erm ... also I have creative friends in the arts of drama,

 erm ... a YouTube phenomenon called, um ... Kyodai, erm ...

 his name is Roll Safe he does a lot of, um ... YouTube videos for

 young people.
- P3: So I've got a few actor friends and friends that are directors, erm ... and they, their jobs are very creative cause they spend time in rehearsal rooms or they play games and make theatre so I kind of have a lot of creative friends I think just because of ... yeah, of working in theatre.
- **5** Give Ss the names of the speakers in this part (Paul, Patricia, Gene, Roxanne). Elicit the meaning of rusty and give an example, e.g. I can play the guitar, but not as well as I used to. I haven't practised much recently, so I'm a bit rusty. Ss read the sentences before watching. Play Part 4 and ask Ss to write the names of the speakers next to the sentences. Elicit Ss' answers.

Answers: 1 Gene 2 Patricia 3 Paul 4 Paul 5 Roxanne 6 Roxanne 7 Patricia 8 Roxanne 9 Roxanne 10 Roxanne

DVD 2 Part 4

S1 = Samantha P1 = Paul P2 = Patricia G = Gene R2 = Roxanne

- **S1:** Do you think creativity can be taught?
- P1: I think you can inspire not necessarily teach, erm ... I think everyone has it within them you've just gotta find the way of bringing it out and I think sometimes it can be reasonably artistic, sometimes it can be sort of engineering based if you like so I think there's creativity in many different forms from as you say from pen and paper to paint to music to, erm ... mechanics.
- P2: Not taught but I think it can be stimulated so basically before having my child I spent some time not using my creativity and I realised it got a bit rusty? Lazy? So, yeah, I think you need to stimulate creativity and it flows better, so you need to practise it.
- **G:** I do not think it can be taught. I think it is just natural or it's not there
- **R2:** I think it can be inspired. I think creativity is something that everyone has but just to varying degrees I think that you have to have some time and patience and you have to just be able to let things flow naturally and just go with it, there's really no right or wrong in a creative process.

speakout a discussion

- **6A** Refer Ss to Ex 2C. Ss work in pairs to write five questions about creativity to ask other Ss. Monitor and help as required. Tell both Ss in each pair to write the questions in their notebooks, as they will be working with a different partner in the next stage.
- **B** Reorganise Ss into different pairs so that they can ask and answer their questions. In feedback, elicit anything interesting the Ss discovered about their classmates.

Alternative approach

You could do this as a whole-class mingling activity instead. Ask Ss to stand up and discuss the questions with as many different classmates as possible.

Ask Ss to read the three quotes. Check they understand bring out used in this context (encourage or enable someone to find or express abilities they weren't using or didn't know they had). Give Ss time to think about their ideas and to think of personal experiences.

B Organise Ss into small groups to discuss the quotes. Monitor for good use of language, particularly the expressions focused on in this lesson, and incorrect language. In feedback, elicit Ss' ideas on the quotes. Share examples of good usage on the board, and write up incorrect language for Ss to try to correct.

Teaching tip

When sharing examples of language errors with Ss in feedback, don't mention the person who made the mistake, to avoid undermining their confidence in front of the class.

writeback an article

8A Ss read the text alone and then discuss their ideas in pairs.

Answer:

Yes. Because it's an important twenty-first-century skill; it's needed to cope with the rapidly changing world; employers will be looking for people with creative ideas, who can find creative solutions to problems.

B Ask Ss to choose one of the titles. Organise Ss who have chosen the same title into groups. Ask them to decide who the readers will be. They can then brainstorm their ideas and plan how they will organise their article. Ss then work alone to write a first draft. Ask Ss to swap their articles, and to comment on their partner's article. Before they comment, elicit criteria they can use, e.g. *Is the article clearly and logically structured? Have they used a range of language effectively?*

Remind Ss to give constructive suggestions for improvement and to also comment on things they liked.

- Ex 8B: write a final draft of the article, using the feedback to improve it
- Language bank: 1.1 Ex A & B, p104–105

LOOKBACK

Introduction

Ss revise and practise the language of Unit 2. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

INDIRECT QUESTIONS

1A Elicit the first answer as an example. Ss complete the sentences alone then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 Can you tell me what you're doing later?
- 2 Can I ask you where you're going at the weekend?
- 3 Can you tell me who your favourite musician / artist / designer is?
- 4 Do you have any idea where you're going for your next holiday?
- 5 Do you know what your plans are for the next year or two?
- **6** Can you tell me where you went to school?
- 7 Can I ask you if you enjoy learning languages?
- **B** Ss work in pairs and ask and answer the questions. In feedback, Ss can report anything interesting they found out.

ADJECTIVES TO DESCRIBE INVENTIONS

2 Ss choose the correct alternative from the two adjectives. Do the first one together, unless you are using it as a test. In feedback, elicit Ss' answers and correct any pronunciation mistakes.

Answers: 1 stunning 2 durable 3 groundbreaking 4 flimsy 5 unique 6 clip-on 7 biodegradable 8 edible

BUILDINGS

3A Do the first word together as an example, then ask Ss to find the buildings. Elicit Ss' answers. Early finishers could write the words up on the board.

Answers: mosque, greenhouse, windmill, barn, cave, shed, castle, shelter, temple, warehouse, factory, cathedral

B Describe one of the words yourself as an example (e.g. It's a building where you can grow plants – it's often made of glass.). Elicit the building you were describing (e.g. greenhouse). Then give Ss two–three minutes to think of descriptions for some of the other buildings. Ss work in pairs and take turns to describe the buildings. **Weaker Ss** may need to write down their descriptions first, before sharing with a partner. **Stronger Ss** should be able to do this orally.

PRESENT PERFECT SIMPLE AND CONTINUOUS

4A Ss read the to-do list. Point out that some of the tasks have been ticked – this show that they have been completed. Ss work alone to complete the sentences. They can then check their answers in pairs before feeding back to the class.

Answers: 1 've (have) been working 2 've (have) been waiting 3 've (have) cleaned 4 've (have) changed 5 've (have) been listening 6 've (have) ordered 7 've (have) been painting 8 've (have) taken

B Ss write their own to-do list for the week, including some tasks that they have already completed. In pairs, they tell each other what they have done and what they have been doing.

Alternative approach

Ss swap their to-do lists and ask each other questions about it, noting down what their partner has done/been doing that week. Pairs then join with another pair, and Ss tell the group about their partner. This will practise the 2nd person, questions and negatives, e.g. Ben has been studying for his Maths exam. He's bought a new pair of trainers.

JUDGING AND EVALUATING IDEAS

5A Ss work alone and complete the conversation. They can then check their answers in pairs. During feedback, write the correct answers on the board.

Answers: 1 think **2** sound **3** sure **4** work **5** doubts **6** possibility **7** way **8** wonderful

B In pairs, Ss practise the conversation. Ss can then change roles and add their own kinds of food to personalise. If time, ask some pairs to perform their conversations for the whole class.

OVERVIEW

3.1 SURFING DREAMS

READING | read an article about the Soul Surfer

GRAMMAR | narrative tenses **VOCABULARY** | adverbs

PRONUNCIATION | word stress: syllables

SPEAKING | telling a story **WRITING** | a biography **LEARN TO** | use linkers

3.2 PERSONAL CHALLENGES

SPEAKING | discuss life challenges

GRAMMAR | modals of obligation – present/past **PRONUNCIATION** | have: auxiliary vs main verb **LISTENING** | Listen to conversations about personal challenges

VOCABULARY | lexical chunks: life challenges

SPEAKING | discuss life challenges

VOCABULARY *PLUS* | idioms: relation life challenges ships

3.3 CONFLICT RESOLUTION

VOCABULARY | everyday issues **SPEAKING** | resolve a problem **FUNCTION** | resolving conflict

PRONUNCIATION | word stress, intonation: sounding tactful

LEARN TO | sound tactful

3.4 OVERPOPULATION BBC ON DVD

speakout | discuss megacities

writeback | write an essay about megacities

3.5 LOOKBACK

Communicative revision activities

SURFING DREAMS

Introduction

Ss revise/practise narrative tenses with linkers. They read about challenges, tell personal stories and write a biography of a sporting personality.

SUPPLEMENTARY MATERIALS

Resource bank: p119 and p121

Warm up

Write the following activities on the board and ask Ss: Which of these personal challenges have you faced? What did you find difficult about the challenge? Ask Ss to work in pairs to discuss their answers. In feedback, encourage Ss to share their experiences with the class.

- run a marathon/done a triathlon
- moved to a new city/country
- studied for and passed an exam/test
- saved money to buy a car/house/holiday
- overcome an illness/injury
- learnt a new skill how to play an instrument, a new language, a type of dance/exercise

READING

- **1A** Refer Ss to the photos in the article. Ss can then discuss the questions in pairs. Briefly elicit Ss' ideas.
- **B** Ss can now read the text alone to check their answers. Conduct whole class feedback.

Suggested answers: She is a one-armed surfer. She was a competitive surfer who survived a shark attack when she was 13 years old. A shark attacked her while she was surfing and took a bite out of the surfboard and also her left arm. Although she lost her arm, she continued to surf and win competitions.

2A Ss read the article again and then answer the questions in pairs, before feeding back to the class.

Answers:

- 1 She manages to surf competitively with just one arm. This is both brave and physically very demanding. She didn't allow what happened to her destroy her dreams for the future.
- 2 When she was eight.
- 3 She was attacked by a 15-foot tiger shark while surfing. She survived the attack but lost her left arm.
- 4 The water was very calm.
- **5** She stayed calm and tried to paddle towards the shore.
- **6** She received help from her friends and also immediate medical treatment.
- 7 Yes, she is ranked among the top 50 female surfers in the world
- **B** Refer Ss to the article and ask them to look for the words in bold. They should then match these words/phrases to the definitions. Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 a huge chunk 2 came out of the blue 3 hint of danger 4 ranked 5 numerous 6 rising star 7 lost her life 8 tragedy struck 9 paddle 10 dangling

C Put Ss into small groups to discuss the questions. Circulate and monitor, making a note of any errors to correct later. During feedback ask Ss to share opinions and write any errors on the board for Ss to correct.

GRAMMAR NARRATIVE TENSES

3A Ask Ss to find examples of the tenses in the article. Elicit Ss' answers.

Answers:

- 1 past simple: was bitten off (past simple passive), born (she was born), grew up, loved, spent, was, entered, was, competed, was, struck, was attacked, took, lost, came, had, were, saw, felt, didn't realise, looked down, saw, was, managed, started, tried, received, survived, received, looked, were, decided, wasn't going to, was inspired (past simple passive)
- **2** past continuous: the future was looking bright, was surfing, I was (just kind of) rolling along ... relaxing ... dangling, was winning
- 3 past perfect: what had happened, had gone
- **B** Ss read the rules and choose the correct alternatives. They can then check in pairs before feeding back to the class.

Answers: 1 past simple 2 past continuous 3 past continuous 4 past perfect

C Model the task for Ss by giving them some personal examples before they write the sentences, e.g. I stayed in last night as I was tired after work. It was raining all morning, so I didn't walk to work. While I was marking some work, a colleague was talking on the phone, so I couldn't concentrate. When I got home I realised I'd left my bag at work. Ss work alone to write their sentences and then compare in pairs or small groups.

Suggested answers:

- 1 I fell off a ladder.
- 2 The sun was shining. / I was lying on my surfboard not doing anything much. / It was a hot day and I was sweating.
- **3** I was walking along the beach, thinking about Jo.
- 4 We looked at the time and realised we had missed the train. / They had already left by the time we got there.

Alternative approach

Ask Ss to write connected sentences to make a short narrative/story, rather than unconnected sentences, using all the tenses in Ex 3A. Ss can then exchange their narratives with a partner. Encourage Ss to ask each other questions and to give each other feedback on language usage.

LANGUAGEBANK 3.1 p108–109

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the past perfect. Be prepared to give more examples and timelines to illustrate the idea of past events described in the past. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- A 1 was sleeping / went 2 were talking / walked 3 couldn't eat / hadn't booked 4 broke / was skateboarding 5 realised / hadn't seen 6 crashed / hadn't saved
- B 1 happened 2 were visiting 3 was living / lived 4 decided
 5 wanted 6 hadn't done 7 felt 8 calmed 9 explained
 10 travelled (or were travelling) 11 was looking (or looked)
 12 was feeling (or felt) 13 was enjoying / enjoyed

14 started **15** couldn't see **16** were swimming

- 17 couldn't find 18 decided 19 realised 20 had taken
- 21 were looking / looked

4A Ask Ss if they've heard of Simone Biles and if so, what they know about her. Check/elicit the meanings of *taken into care*

(when a child is taken from their parents to be looked after by the government), *foster home* (a private home where a child is looked after by people who are not its parents) and *adopt* (to take someone else's child into your home and legally become its parent). Ss then read the article and choose the correct words to complete it. During feedback, ask Ss what surprised them about Simone.

Answers: 1 struggled 2 had left 3 stayed 4 were waiting 5 found out 6 had happened 7 decided 8 was living 9 began 10 helped

VOCABULARY ADVERBS

5A Refer Ss back to the article in Ex 1B and ask them to find the example. Elicit a definition of an adverb (a word that adds to the meaning of a verb/adjective/another adverb). Ask Ss to find the remaining eight adverbs. Ss check in pairs. Elicit Ss' answers and drill the adverbs.

Answers: undoubtedly, typically, cheerfully, nearly, literally, desperately, amazingly, realistically, bravely

- **B** Complete the first sentence together as an example. Ss then complete the remaining gaps individually.
- C Play the recording for Ss to check their answers.

Unit 3 Recording 1

- 1 He desperately wanted to compete in the Olympics.
- 2 They fought bravely to defend their country.
- 3 Dean's recent race times have been amazing he's undoubtedly one of the best athletes in the group.
- 4 They typically train between twenty and thirty-two hours a week.
- 5 She doesn't realistically stand a chance. The other competitors are much stronger.
- 6 It was so disgusting! The area was literally covered in rubbish.
- 7 It looked like an impossible task, but amazingly she managed to win.
- **8** Ernesto was whistling cheerfully as he wandered through the park.

Answers: 1 desperately 2 bravely 3 undoubtedly 4 typically 5 realistically 6 literally 7 amazingly 8 cheerfully

- **6A** Check Ss know the word *syllable* (a part of a word having one vowel sound). Draw Ss attention to the example, *typically*. Say the word slowly and count the three syllables as you do so. Then ask Ss which of three syllables was stressed (the first one). Point out the three circles in the example and explain that the first one is larger to show that the first syllable is stressed. Ask Ss to look at the remaining adverbs and decide how many syllables each has and which of those is stressed. They can then compare their answers in pairs.
- **B** Play the recording again for Ss to check against. Check answers with the whole class, writing the words on the board and eliciting from Ss the number of circles and where the large circle should go in each.

Answers:

typically (3) Ooo bravely (2) Oo realistically (5) ooOoo undoubtedly (4) oOoo cheerfully (3) Ooo amazingly (4) oOoo literally (3) Ooo desperately (3) Ooo

Watch out!

Ss may struggle to identify the correct number of syllables, even when listening, as they may find it difficult to recognise silent letters in words such as *literally* and *desperately*. If Ss are having problems, it may help to write up the words on the board without the letters which are not pronounced, before drilling them, e.g. *typiclly*, *realisticlly*, *litrally*, *despratly*.

VOCABULARYBANK p122 OPINION ADVERBS

Stronger Ss can complete the exercises alone, before checking in pairs. **Weaker Ss** can complete the exercises together before feeding back to the class.

Answers:

A 1 D 2 E 3 A 4 F 5 F 6 C

B 1 apparently 2 seriously 3 obviously 4 definitely5 Personally 6 Certainly

SPEAKING TELLING A STORY

- **7A** Ss look at the example of situations for their stories and choose an appropriate one.
- B Remind Ss they should make notes, not write complete sentences, to answer the questions. Remind Ss of the reason for this if they are reading pre-written sentences they aren't speaking spontaneously. Tell Ss they can ask you for any vocabulary they need while they are preparing.

Teaching tip

If you ask Ss to do things in a particular way, it's a good idea to explain why you want them to do it in this way and what the benefits will be. Ss will be more engaged and willing to try new methods if they understand that there is a clear rationale and what the positive results should be.

C Ask Ss which situation they chose and organise them into small groups with different stories. Set the task to decide whose story was the most interesting. Using their notes they tell each other their stories, then discuss them. Ss report back to the class which story they found most interesting. If there is time, invite individual Ss to tell their stories to the class.

WRITING A BIOGRAPHY; LEARN TO USE LINKERS

8 Ask Ss to look at the photo and find out if they know anything about Rafaela Silva. Check that they know what a judoka is (a person who is an expert in judo). Ask Ss to look at the three headings. They should then skim read the text to decide where to put two of those headings. Elicit Ss' answers and be prepared to answer any questions about vocabulary in the text.

Answers: 1 Early life **2** Sporting achievements

Optional extra activity

Write all the years from the text on the board (2000, 2011, 2012, 2013, 2016) and ask Ss if they can remember what happened to Rafaela in each year. Ss can work in pairs to do this. They can then look back at the text to check their ideas.

9A Ask Ss to look at the table and point out that it lists various linking devices that are used in writing. They table shows how each linking device is used. Then ask Ss to look at the underlined linkers in the text and add them to the table. They can use context within the text to help them decide which section of the table to put each

linker in. When they are ready, check answers as a class.

Answers: 1 Consequently 2 as a result of this 3 Since 4 However 5 Despite 6 In addition to this 7 furthermore 8 as well as

B Write the names *Pelé* and *Messi* on the board. In pairs, Ss discuss what they know about them. In feedback, elicit ideas and write these on the board (use the Culture notes below to help you during feedback). Ss then read the texts and underline the correct alternatives. Ask Ss to check their answers in pairs before feeding back to the class.

Answers: 1 in spite of 2 furthermore 3 As a result 4 Although 5 Consequently 6 because of

Culture notes

Pelé (b. 1940, real name Edson Arantes do Nascimento) began playing for Brazilian club Santos at 15 years old, and for the Brazilian national team at 16. He is the only player to have won three World Cups, in 1958, 1962 and 1970, and is Brazil's leading goalscorer with 77 goals in 92 games.

Lionel Messi (b. 1987) is Argentinian but has played for his entire career so far for FC Barcelona in Spain. He also plays for the Argentinian national team, and is their leading goalscorer with 61 goals in 123 games (in late 2017). He won an Olympic gold medal with Argentina at the age of 20. He has captained the national team since 2011.

10 Ask Ss to think of a sports personality they are interested in. Refer Ss to the questions and headings and tell them to search for information under each heading and take notes. Ss write their biographies. Remind Ss to use linkers from the table in 9A in their writing. In small groups Ss can then read each other's texts to find information they didn't know.

Alternative approach

Ask Ss to write their biographies without including the name of the sports personality. When they have finished their texts, in pairs or small groups Ss read their partners' texts and see if they can guess who it is describing.

- **Ex 7C:** write up your story
- Ex 10: write a final draft of your biography, or write a biography of another sporting personality
- Language bank: 3.1 Ex A-B, p108-109
- Vocabulary bank: 3.1 A-B, p122
- Workbook: Ex 1–7, p18–19

PERSONAL CHALLENGES

Introduction

Ss revise and practise modals of obligation, talk about solutions to problems, listen to people talking about challenges they have faced and extend their vocabulary with idioms about relationships.

SUPPLEMENTARY MATERIALS

Resource bank: p120 and p122

Warm up

Write these quotes on the board:

'Life is either a daring adventure or nothing.' Helen Keller

'Happiness is not the absence of problems; it's the ability to deal with them.' Steve Maraboli

'I just want a quiet life. I think that's what everybody says when they get older.' Cherie Lunghi

Ask Ss to discuss the quotes in pairs and decide whether they agree with them or not.

SPEAKING

1A Refer Ss to the pictures and ask what kind of challenges they show (an adventure/heights; exams/studying; poverty/homelessness). Then ask Ss to work in pairs to discuss what they think the toughest challenges in life are and why. Elicit Ss' ideas.

B Give Ss time to read the problems and solutions before they match them. Ss can then check their answers in pairs.

Answers: 1 d) **2** a) **3** g) **4** f) **5** b) **6** h) **7** e) **8** c) **9** i)

C Ask Ss to work in groups to look back at the solutions in B and decide whether they are good or not. During feedback, encourage Ss to give their reasons.

GRAMMAR MODALS OF OBLIGATION: PRESENT/ PAST

2A Ss underline the modals in the present and circle the modals in the past in solutions a)–i) in Ex 1B. Ss compare answers in pairs. In feedback, elicit which ones do not show obligation.

Answers:

Obligation Present: a) must, c) should, e) shouldn't, f) mustn't,

g) have to

Past: b) should have, i) had to

No obligation Present: d) doesn't have to, h) don't have to

Past: h) didn't have to

B Ss complete the table and check in pairs.

Answers: 1 have 2 didn't 3 have

3 Do the first sentence together as an example. Point out to the Ss that they have to look both at the meaning of the verb and the choice of tense. Ss can then compare their answers in pairs.

Answers: 1 should have taught 2 don't have 3 had to 4 should 5 didn't 6 shouldn't 7 have 8 had to

LANGUAGEBANK 2.1 p106–107

Answers:

A 1 have 2 didn't 3 have 4 to 5 should 6 shouldn't 7 have 8 shouldn't 9 to 10 had 11 must 12 try

B 1 shouldn't work with 2 don't have to 3 must return 4 should have studied 5 didn't have to 6 shouldn't have sold

4A Ask Ss to look at the sentences and decide if *have* is an auxiliary verb or the main verb in each one. Elicit answers.

Answers: 1 auxiliary verb **2** main verb

B Play the recording and ask the Ss to notice the difference in the pronunciation. Drill the two sentences.

Unit 3 Recording 2

1 You should have come. 2 You have to come.

C Play the recording and Ss listen and repeat. Point out before listening that sentence 4 is different, as the verb is *had*. Then ask Ss to listen and repeat. Drill the sentences.

Unit 3 Recording 3

1 You don't have to stay. 2 You shouldn't have stayed.

3 We should have told him. 4 We had to tell him.

5 I didn't have to do it. 6 I shouldn't have done it.

LISTENING

5A Play the recording and Ss decide which topics are discussed.

Answers: 1 a) **2** b) **3** b)

Unit 3 Recording 4

Conversation 1

A = Aisha S = Samantha

- **A:** Since as long as I can remember I've had problems making friends. It's not that I wanted to fit in. I just didn't like the kind of things that other kids liked.
- **S:** You mean music, hobbies, clothes ...
- **A:** Yeah. All that stuff just seemed meaningless to me. I didn't want to hang out with the cool kids. I'm just not a cool kid and I don't want to be.
- **S:** And do you think it's connected to your family background? I mean ...
- **A:** Oh, definitely. My parents are really quiet and although there's four kids, we live in a quiet household. We read, we eat together, we're very respectful of each other's space, and we're just not into partying.
- **S:** So do you see this as a problem at school, like when you're trying to make friends?
- A: Um, a little bit. It's not so much a problem, more a feeling that I'm just very different. Like when other teenagers are starting to go out and have boyfriends and stuff like that, I'm happier staying in and studying. It's more a question of looking for similar people, wanting friends who have the same interests. Friends like you actually!
- **S:** Have you ever been teased or bullied about being quiet and studious?
- A: Never bullied, no. But I suppose there's some low-level teasing. Like, 'Why are you always reading? Why don't you come out with us?' But I think the important thing is to feel comfortable in your own skin and not try to pretend to be someone you're not.
- **S:** Yeah, 'cos that won't work.
- **A:** People see through that. You have to be yourself.

Conversation 2

B = Beth M = Mitch

- **B:** I'm going to finish my studies soon, and I'll need to get a job, and that's going to be a big challenge.
- M: Definitely.
- **B:** I remember my dad saying the toughest time of his life was when the economy collapsed around 2008 and he lost his job. It became very hard to make ends meet, but he said it wasn't just the money. You also want to do something useful for society and contribute, you know, not just sit at home. But there was nothing available, so he did a lot of temporary work, which he hated. He just couldn't deal with it.
- M: Manual labour, that kind of thing?

- **B:** Yeah. There's nothing wrong with manual labour, but he was on day-to-day contracts, so he never knew whether he'd have work tomorrow. So, for me, that's one of the things I know will be challenging after I finish university. What's next? What am I going to do with the rest of my life? Will there be a job for me? So the thing I dread the most is the uncertainty.
- **M:** Yeah. I think when you're at school or university everything is kind of organised for you, but then you have to take a leap into the unknown and it can be kind of scary.

Conversation 3

E = Enid N = Neil

- E: I think the most difficult challenges are usually transitional moments and becoming old is one of them. You become invisible. I think it happens when you reach a certain age. People just don't take any notice of you or value your opinion.
- **N:** Do you think it's something to do with the way society is set up? Society is all about being young, isn't it? Fashion, TV, film, music, all those things are really aimed at young people.
- E: To a certain extent. And what I've noticed is that sometimes I'll walk down the street and I'll catch someone's eye and in my head I'm a young person with ideas and energy, but to the other person, I'm just old and grey, I'm a grandma and I have nothing to offer.
- **N:** And older people have so much to offer.
- **E:** I know. We have experience and wisdom. And the thing is, I love being with young people. I love new technology and ideas. I'm not constantly saying how much better it was in the old days, but it's still difficult to have your opinions valued.
- **B** Allow time for Ss to read the questions. Play the recording again for Ss to answer the questions.

Answers:

- 1 She didn't like the kind of things that other kids liked.
- 2 to feel comfortable in your own skin and not try to pretend to be someone you're not
- **3** The economy collapsed and he lost his job.
- 4 At school/university, 'everything is kind of organised for you', but after that 'you have to take a leap into the unknown'.
- 5 Society is all about being young.
- **6** Young people may think she's just old and grey, a grandma with nothing to offer.

VOCABULARY LEXICAL CHUNKS: LIFE CHALLENGES

- **6A** Give time for Ss to read the sentences. They should then try to work out what the phrases in bold mean. Ask Ss to compare their ideas with a partner.
- **B** Ask Ss to read the definitions. They can then match them with the lexical chunks in Ex 6A.

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

speakout TIP

Read the tip with the class and encourage Ss to write the chunks in their notebooks in personalised sentences. Ask the Ss to answer the question in pairs. In feedback, elicit Ss' answers.

Answers:

happy or relaxed can replace comfortable a lot can replace so much

SPEAKING

? Give time for Ss to read the sentences alone so that they can decide which ones they agree with and which they don't. Then put Ss into small groups and ask them to discuss their reactions to the statements. Circulate making a note of any good and incorrect language. In feedback, elicit some of the Ss' ideas and write any mistakes on the board for Ss to correct.

VOCABULARY PLUS IDIOMS: RELATIONSHIPS

8 Ss match the idioms and the definitions. They can then check their answers in pairs before feeding back to the class.

Answers: 1 c 2 d 3 a 4 b

9A Give the Ss a few minutes to read the two texts and underline the idioms they find. Tell the Ss that there are 4 idioms in each text. In pairs Ss check what they have found and discuss the meanings.

Answers:

Story 1: saw eye to eye, a shoulder to cry on, under the thumb, broke my heart

Story 2: love at first sight, one in a million, my other half, give me a second chance

B Ss now match the idioms to the definitions. In feedback, elicit Ss' answers and drill the idioms. Point out that in *under the thumb*, 'the' changes to a pronoun e.g. *under his thumb*.

Answers: a one in a million b under the thumb c give me a second chance d a shoulder to cry on e my other half f broke my heart g love at first sight h saw eye to eye

C Ss discuss the question in pairs. In feedback, elicit examples from Ss. If you have a multi-lingual class, elicit similarities and differences between idioms from the Ss' different languages.

VOCABULARYBANK p122 IDIOMS

Answers.

- 1A 1 go around in circles2 be at a crossroads3 move in the same circles4 be back to square one5 go our separate ways6 be at a dead end
- **B** shapes: go around in circles, move in the same circles, be back to square one roads/journeys: be at a crossroads, go our separate ways, be at a dead end
- C 2 going around in circles 3 move in the same circles
- **4** go our separate ways **5** at a crossroads **6** back to square one
- **10** Complete the first sentence as an example. Ss then work alone to complete the other sentences.

Answers: 1 like a house on fire 2 clear the air 3 love at first sight 4 my other half 5 broke my heart 6 a shoulder to cry 7 see eye to eye 8 one in a million

- **11A** Ss write names of people they know against the idioms.
- **B** In pairs, Ss talk about and describe each person and why they fit the idiom. In feedback, nominate Ss to say if they found out anything interesting about the people their partner described.

- Ex 11A: Ss write sentences about the people they talked about, using the idioms
- Vocabulary bank: 3.2 A, B, C, p122
- Workbook: Ex 1-9, p20-21

CONFLICT RESOLUTION

Introduction

Ss learn and practise expressions for resolving conflicts and for how to sound tactful.

SUPPLEMENTARY MATERIALS

Resource bank: p123

Warm up

Lead in to the topic by eliciting the meaning of *conflict*, (a disagreement between two or more people) and the meaning of *resolution* (bringing a conflict/problem to an end – from the verb *resolve*). Then write the following questions on the class for Ss to discuss with a partner. During feedback, invite individual Ss to share their opinions.

- 1 Are you comfortable with conflict or do you try to avoid it?
- 2 What do you think has influenced your attitude to conflict? Personality? Family? Work?
- 3 Is it better to have an argument with someone or is it better to say nothing? Give reasons for your opinion.

VOCABULARY

1A Ss work in pairs and match the situations with the responses. Elicit Ss' answers.

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

B With the whole class, elicit which situations in 1A they can see in the photographs, A–D.

Answers: A8 B6 C2 D7

2A Refer Ss back to situations 1–8 in Ex 1A and point out that each sentence includes an adjective with the prefix (e.g. unacceptable). Tell Ss they are going to listen to the sentences from Ex 1A and to decide if the stress is on the prefix or the root word.

Answer: root word

Unit 3 Recording 5

- 1 This work is unacceptable.
- 2 This meat is undercooked.
- **3** This software is outdated.
- 4 This service is overpriced.
- 5 This information is misleading.
- 6 This accommodation is substandard.
- 7 This phone is disconnected.
- 8 This library book is overdue.
- **B** Play the recording again for Ss to listen and repeat. Drill the sentences again if necessary.
- **C** Ss work in pairs. Tell Student B to cover the sentences from 1–8. Student A says one of the sentences from 1–8. They have to change the noun in each sentence as they say it (see the example where work changes to homework). Student B has to respond using one of the sentences from a)–h). Use the example in the book to demonstrate with a stronger S.

SPEAKING

3A Ss read the problems alone and decide if they have experienced any of them. If they haven't ask them to try to think of a problem they have experienced.

B In pairs, Ss discuss their problems and the way they were solved. They should then look at the ones they hadn't experienced and think how these could be solved. Circulate and monitor, noting down any errors for later correction. In feedback, elicit Ss' ideas and ask the other Ss if they agree. Write any errors on the board for the Ss to correct as a class.

FUNCTION RESOLVING CONFLICT

- **4** Ss work alone and read the text and choose the three pieces of advice they think are the best. In pairs, they discuss what they have chosen and why. In feedback, elicit Ss' answers.
- **5A** Tell Ss that speakers in the listening will discuss one of the problems in Ex 3A. Play the recording. Ss listen and find out what the problem is and what the solution is. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: Problem: He is studying for an exam (Problem 1 in Ex 3A). There is a lot of noise coming from her flat late at night. Solution: she will play music quietly for a week or two.

Unit 3 Recording 6

E = Eric D = Daniela

- E: Hi, how are you?
- D: Fine, thanks.
- E: Look, there's something I need to talk to you about.
- D: Oh yeah?
- **E:** I have an exam coming up and I'm studying, and, well, the problem is there's a lot of noise coming from your flat, at night.
- D: Oh, you mean last weekend?
- E: Yeah, well, kind of every night. I mean last weekend but also during weekdays.
- D: Really? We had a party on Saturday.
- **E:** Yeah, the thing is I can't study because of the noise.
- D: Oh, sorry.
- E: That's OK.
- **D:** I didn't realise, to be honest.
- E: It's OK. So I'm thinking perhaps you could lower the music?
- **D:** I can turn the music down.
- E: Yeah, or would you be able to wear headphones?
- D: Sorry?
- E: What about wearing headphones?
- **D:** It's not just me who listens, though. We kind of listen to music together.
- **E:** Oh, OK. Um. I wonder if you could just keep it down ...
- **D:** When's your exam?
- E: It's coming up next week.
- **D:** Right. Well, you know what, we can just play music quietly for a week or two. That's not going to kill us. And then maybe when your exams are finished we just have a massive party for you! Because I think we all go to the same university and we're all taking exams. What do you reckon?
- E: That sounds like a great idea! Thanks a lot. What's your name?
- D: Daniela. And yours?
- E: I'm Eric.
- **D:** Well, great to meet you properly, Eric, and sorry about the noise. I've seen you around. What do you study?
- E: Um. Music.
- **B** Ss refer to Ex 4 and identify which pieces of advice were followed by the speakers in the listening. In feedback, elicit Ss' answers.

Answers: 1, 3, 4, 5, 6

6A Complete the first extract together as an example. Advise them to think about what kind of word is needed to fill each gap (i.e. noun, verb, preposition, etc.). Ss complete the remaining extracts alone.

B Play the recording for Ss to check their answers.

Answers: 1 something **2** problem **3** can't **4** could **5** would **6** about **7** can

Unit 3 Recording 7

E = Eric D = Daniela

- 1 E: Hi, how are you?
 - D: Fine, thanks.
 - E: Look, there's something I need to talk to you about.
- **2 E:** I have an exam coming up and I'm studying, and ... well, the problem is there's a lot of noise coming from your flat at night.
- 3 D: Really? We had a party on Saturday.
 - **E:** Yeah, the thing is I can't study because of the noise.
- 4 D: I didn't realise, to be honest.
 - E: It's OK. So I'm thinking perhaps you could lower the music?
- **5 D:** I can turn the music down.
 - E: Yeah, or would you be able to wear headphones?
- 6 D: Sorry?
 - E: What about wearing headphones?
- **7 E:** It's coming up next week.
 - **D:** Right. Well, you know what, we can just play music quietly for a week or two.
- C Ask Ss to look at the table and read the contents. They should then work alone to complete the table by putting the phrases in the box into the correct categories. Ss can check their answers in pairs before feeding back to the class.

Answers:

- 1 There's something I need to talk to you about.
- 2 The problem is ...
- 3 The thing is ...
- 4 I can't ... because of ...
- **5** Perhaps you could ...
- **6** What about ...?
- **7** We can just ...

LANGUAGEBANK 2.1 p106–107

Stronger classes can read the notes and do the exercises at home. Otherwise, refer Ss to the table and then ask them to underline the correct alternatives in Ex 3.3. Ss can then check their answers in pairs.

Answers: 1 about 2 about 3 making 4 able 5 What 6 could 7 if 8 thing

LEARN TO SOUND TACTFUL

Refer Ss to the definition of tactful. Ask concept questions to check Ss understand, e.g. I meet a friend I haven't seen for months in town. He looks pale and tired and has put on a lot of weight. I say, 'Wow! You look terrible!' Am I being tactful or tactless? (tactless). Elicit what you might say if you were being tactful. Ask Ss to think of situations when they need to be tactful. Ss look at the pairs of sentences and decide which one in each pair is more tactful.

Answers: 1 b) **2** b) **3** b)

B Play the recording for Ss to check their answers. Check answers with the whole class. Play the recording again for Ss to listen and repeat. Check Ss are copying the tactful intonation correctly. Repeat as necessary, then drill the sentences.

Unit 3 Recording 8

- 1 The thing is, I can't study because of the music.
- 2 I'm thinking perhaps you could lower the music?
- 3 I wonder if you could just keep it down.

speakout TIP

Read the tip with the Ss and then refer them to Ex 7A to find the three examples.

Answers: The thing is \dots , I'm thinking perhaps \dots , I wonder if you could \dots

8 Ss work alone to find the two correct sentences and to correct the remaining four sentences. They can then check their answers in pairs before feeding back to the class.

Answers:

- 1 There's something I need to talk to you about.
- 2 This is making it is impossible to study.
- 5 What if we are agree to do this together?
- 6 Would you be able for to organise a meeting

SPEAKING

- **9A** Divide Ss into As and Bs. Student As turn p128 and Bs to p130. Give Ss time to think about what they are going to say.
- **B** Put Ss into pairs to perform the role play. While they are speaking, monitor and note down any errors and examples of good language. In feedback, elicit any interesting answers and give Ss feedback on their language use.

Teaching tip

Stronger classes can do this immediately, but with weaker Ss put Ss in A/A and B/B pairs, or in small groups of As and Bs so they can work together to prepare what they can say, before changing to A/B pairs to perform the roleplays.

You may also want to break the activity down into three separate stages, with A/A and B/B preparation time before each roleplay situation.

- Ex 7B: write a conversation using the expressions.
- Ex 9B: write one of the roleplay situations up as a dialogue
- Language bank: 3.3 Ex A, p108–109
- Workbook: Ex 1-4, p22

OVERPOPULATION

Introduction

Ss watch an extract from a BBC documentary, *Supersized Earth*, about the cities of the future and the difficulties of managing their increasing populations. This extract concentrates on a favela (or slum) in Rio de Janeiro, Brazil. They then listen to a woman describing the problem of overcrowding in Hong Kong. Ss then learn and practise how to discuss a topical issue (megacities) and write a problem–solution essay.

SUPPLEMENTARY MATERIALS

Ex 1A: find the figures for the populations of the largest cities in your country

Warm up

Tell the Ss that the topic of this lesson is the growth in global cities and their populations. Write the following cities on the board and ask Ss to work in pairs to number them according to population size, with number 1 having the biggest population:

London, UK

Mumbai, India

Rio De Janeiro, Brazil

Shanghai, China

Tokyo, Japan

Sao Paulo, Brazil

Cairo, Egypt

Paris, France

Ask Ss to share ideas as a class and then give them the answers (population data from 2017).

1. Tokyo, Japan (38 million), 2. Shanghai, China (25 million), 3. Mumbai, India (21.7 million), 4. Sao Paulo, Brazil (21.5 million), 5. Cairo, Egypt (19 million), 6. Rio De Janeiro (13 million), 7. Paris, France (11 million), 8. London, UK (10.5 million).

As a follow-up, ask Ss if they were surprised by any of the answers and find out if anyone in the class has visited any of these cities.

DVD PREVIEW

- **1A** In pairs or small groups, Ss discuss the questions. In feedback, confirm the answers to question 1, and elicit Ss ideas on questions 2 and 3
- **B** Ask Ss to read the text and look at the picture. Then ask them to work in pairs and discuss problems that favela residents may face. In feedback, elicit Ss' ideas and compare as a class.

Suggested answers: Problems could include – getting around, crime, sanitation, lack of space, overcrowding, lack of electricity, poverty, rubbish on the streets, noise, pollution, etc.

DVD VIEW

2A Ss watch the programme and then discuss the question in pairs. Check answers with the class.

Answers:

- 1 A house. Daniella is eight months pregnant.
- 2 It allows them to get from one side of the favela to the other easily, cheaply and safely. It means they can travel more easily to work, for example.
- 3 The presenter wins the race. It only takes him a few minutes. The boys travelling on foot have to run down narrow streets and alleyways with lots of steps.

DVD 3 Supersized Earth

This is Earth's biggest construction project, well, at least part of it. And this is Ubi Rojara, the man behind it. Now it may not look much at the moment but people like him are laying more bricks, they're pouring more concrete, buildings, more houses than any place on Earth. If you look around here, these are actually the cities of the future.

Here in Brazil, slums are known as favelas. Rio alone has over seven hundred of them; home to up to one and a half million people. That's about double the population of Leeds crammed into slums.

This is Daniella. She's eight months pregnant, and the reason for this project. Her family have been slowly extending this house for four generations. It was Daniella's great grandfather who laid the first bricks in this house. And as time went by, and as the family expanded, future generations built more and more rooms.

Thousands of families extend their homes in this way. And it's this chaotic approach to urban planning that makes districts like this so cramped and overcrowded.

Slums, or shanty towns, favelas, whatever you want to call them, wherever you are in the world, they get a lot of bad press. But the city of Rio, cleverly has realised actually, you're never going to eradicate them, the best way to deal with them is to embrace them. And a central part of their plan is passing above my head right now.

Rio has built the most extensive urban cable car system in the world. And it's had a profound effect on the residents of the favelas. Where they used to be isolated from the rest of the city, now the cable car lets them fly above the chaotic streets below. It is a genius solution, isn't it? Suddenly all the people who live deep in the favela there have quick and easy access to the rest of the city; something that they just didn't have before. It's an investment the city hopes will transform people's lives.

OK, I'm going to try a little experiment, just to show you how much things have changed. This is Hamaris and Romerio. I'm going to go to that yellow cable car station over there using the actual cable car itself. And these two guys are going to run, at ground level, over there as fast as they can. Are you ready? Three, two, one...run!

Here we go..

Of course I've got the easy option. The boys' journey is a baffling labyrinth of narrow streets and endless steps.

You can see just how densely populated the houses are. There's absolutely no way you can drive in between the houses, let alone set up a bus system or a tram system or anything like that.

The houses are so tightly packed together, engineers had to lay the cables painstakingly across the rooftops, before raising them to a height of over 30 metres.

OK, so that is about \dots What? \dots Three and a half minutes from that station to this station, something like that. I wonder how my pals are getting on.

The cable car has only been open since July 2011, and it's already transforming this area. Darkness falls and ther's still no sign of the boys. In fairness, sunset's pretty rapid in this part of the world. Still, they have been gone for more than an hour.

You made it! Very good. Very good. Well done!

The cable car represents a brighter future for this area and who knows, one day this favela may become a sought after place to live.

- **3A** Ask Ss to look at the numbers in the box and try to remember what they represent. They can then check their answers in pairs.
- B Play the DVD again for Ss to check their answers.

Answers:

four – Daniella's family have been extending the house for four generations.

1.5 million – the number of people living in Rio's favelas 3½ minutes – the time it takes to do the journey in the cable car \$133 million – the cost of the project (seen on the screen) eight months – Daniella is eight months pregnant over 700 – the number of favelas (slums) in Rio

4 In pairs, Ss try to work out the meaning of the phrases in bold. Do the first one together as an example. Elicit information about the context of this phrase – the presenter is talking about the favelas in Rio, and emphasising how many people live in them, and later goes on to talk about the crowding and chaos, so elicit that *crammed* means something similar to crowded; without much room, etc. Check answers with the whole class.

Answers:

- 1 crammed = packed tightly into a small space
- 2 chaotic (approach) = without a clear plan or sense of order
- 3 cramped = in a space that is too small and uncomfortable; overcrowded = with too many people
- 4 get a lot of bad press = the media write bad things about them
- **5** a genius solution = a very good idea
- **6** a baffling labyrinth = a confusing maze of streets that is difficult to find your way out of
- 7 tightly packed = built next to each other with no space in between
- **5** In small groups, Ss discuss the questions. In feedback, ask individual Ss to share their group's ideas with the whole class.

Alternative approach

Do the activity as a pyramid discussion. Ss discuss the questions in pairs. Ask each pair to come up with a list of three proposals to improve life in favelas. Then combine two pairs into a group of four and repeat the discussion. The new group should try to agree a new list of three proposals. Then combine again and repeat in a group of eight. In feedback, elicit the best proposals from each group.

speakout A DISCUSSION

6A Ask Ss what they know about Hong Kong. Elicit that it's one of the most densely-populated cities in the world. Ask Ss to read the questions, then play the recording. Ss can then compare their answers in pairs before feeding back to the class.

Answers:

- 1 low wages and high rents
- 2 She gives the examples of families living in just one room and apartments which have been divided into small sections, with no room to move, no room for possessions, no window.
- 3 It was turned into a green park for tourists.
- **4** Put a limit on how much landlords can charge for rent, or increase wages so people can afford somewhere better to live.

Unit 3 Recording 9

P = Paulene

One of the biggest problems in Hong Kong is overcrowding, so in many parts of the city you find people living in these terribly cramped conditions, whole families living in one very small room, or apartments which have been divided up into small sections for people to live in. It's literally like living in a shoe box, with no room to move, no room to keep your possessions, no window. The issue is that real estate is very expensive in Hong Kong, so landlords make the rent really high, which means that people who need to live in the city for work, but are only earning a low wage, can't afford anywhere better to live. It's a real problem. Sometimes the government

pulls down the old buildings, like they did with the slum that was Kowloon Walled city, where the houses were built so closely together that it was always dark inside the city, and overcrowding and living conditions were terrible. They turned the area into a huge green park, which is great for tourists, and now it's a lovely space to sit and eat your lunch, or to go for a walk. But the housing problem still remains. One solution would be to put a limit on how much the landlords can charge for rent. Or perhaps introduce a system for increasing the wages for lower-paid jobs, so that families can afford somewhere better to live. I think those two things would certainly help.

B Play the recording again for Ss to choose the correct alternatives. Check answers with the class.

Answers: 1 overcrowding **2** expensive **3** live in **4** problem **5** landlords **6** wages **7** things

- C Ask Ss to work alone and note down the biggest problems of megacities. If Ss are struggling to come up with ideas, you could write one or two on the board to get them started (e.g. pollution, poor healthcare/sanitation, etc.). They should then note down some possible solutions.
- In groups, Ss share their ideas, using their notes. In feedback, ask groups to share their most interesting ideas.

writeback AN ESSAY

7A Ss read the introduction to the essay. Elicit the challenges it mentions.

Answers: Two of the issues: terrible living conditions and poor pay.

B Ss write a draft of their essay, using their ideas from Ex 6D to help them describe problems and suggest solutions. Remind Ss to try and use the vocabulary from Ex 4 and key phrases from Ex 6B. Monitor and help with vocabulary where needed. When they have finished, Ss can show their draft to a partner and give each other feedback.

Homework ideas

• Ex 7B: write a final draft of the essay, using the feedback to improve it

LOOKBACK

Introduction

Ss revise and practise the language of Unit 3. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

NARRATIVE TENSES

1A Ss read the text and then complete the gaps using the words in the box. They can then check their answers in pairs before feeding back to the class.

Answers:1 happened2 was travelling3 had planned4 had travelled5 was shining6 was looking7 was going8 took9 arrived10 had already finished11 drank12 disappeared13 continued14 wished15 had been

- **B** Ss work alone and plan their story about a memorable holiday. Encourage Ss to make notes but not to write complete sentences.
- **C** Ss work in pairs and take turns to tell their stories. Ask Ss to think of three questions to ask their partner while listening to their story.

ADVERBS

2A Ss work alone to choose the correct adverbs. They can then compare their answers in pairs before feeding back to the class.

Answers: 1 undoubtedly 2 Typically 3 literally 4 Realistically 5 desperately 6 cheerfully 7 amazingly 8 bravely

B Ss write sentences that are true for them, using the adverbs. Monitor and point out mistakes, but encourage the Ss to self-correct. In pairs, Ss read each other's sentences and ask for more information.

LEXICAL CHUNKS: LIFE CHALLENGES

3 Ss work alone and complete the gaps with the words in the box. They can then check their answers in pairs. In feedback, elicit Ss' answers and drill the lexical chunks.

Answers: 1 deal 2 fit 3 notice 4 offer 5 dread

MODALS OF OBLIGATION: PRESENT/PAST

4 Ask Ss to tell you which modals of obligation they can remember from the unit and write them on the board (e.g. *should*, *have to*, *must*). Ss then work in small groups and think of sentences for each situation. Remind them to include a modal in either the positive or negative form. In feedback, elicit Ss' ideas and check that they have formed correct sentences. Encourage correct intonation by drilling if necessary.

FUNCTIONS RESOLVING CONFLICT

5A Ss work alone to decide where the words are missing. They should then add the missing words. Check answers with the whole class.

Answers:

1

A: Can I talk to you about something?

B: Yes, of course.

A: The problem is your cat keeps coming into my house.

B: Oh, really?! Perhaps you could call me the next time it happens.

2

A: There's something I need to talk to you about.

B: What is it:

A: Would you be able to tidy the living room?

B: Why?

3

A: I need to talk to you.

B: What's the problem?

A: It's about your parties. The thing **is**, I can't sleep because of the noise.

B: What **about** joining us and not worrying about sleep?

4

A: Can I ask you about something?

B: Of course.

A: It's about that money you owe me. Perhaps you could pay me back?

B: What money?

B Ss work in pairs and practise the conversation in Ex 5A, continuing it until that have reached a resolution. Circulate and monitor. Give feedback on language usage.

- Ex 1A: write a short account of your memorable holiday
- Ex 4: write your sentences giving advice about the situation you chose

OVERVIEW

4.1 EVERYONE'S A SCIENTIST

VOCABULARY | science

LISTENING | listen to a radio programme about citizen science

science

GRAMMAR | zero, first and second conditionals

PRONUNCIATION | would vs will

SPEAKING | talk about real vs hypothetical situations **WRITING** | write a proposal; learn to use positive language

4.2 SMART TECH, LAZY BRAIN?

READING | read an article about technology

VOCABULARY | reporting verbs

GRAMMAR | passive reporting structures

PRONUNCIATION | stressed words and syllables

SPEAKING | talk about technology

VOCABULARY *PLUS* | commonly confused words

4.3 DELETE ME!

VOCABULARY | internet words/phrases

FUNCTION | hedging

LEARN TO | use hesitation devices

PRONUNCIATION | hesitation devices

SPEAKING | discuss your use of social media

4.4 SCIENCE LOVER? DVD

speakout | talk about famous scientists
writeback | a short biography

4.5 LOOKBACK

Communicative revision activities

EVERYONE'S A SCIENTIST

Introduction

Ss revise and practise zero, first and second conditionals in the context of talking about citizen science. They also practise writing proposals and learn how to use positive language in a proposal.

SUPPLEMENTARY MATERIALS

Vocabulary bank: Ex 1A, p123 bring monolingual

dictionaries for Ss to use

Resource bank: p124 and p126

Warm up

Refer Ss to the pictures. Ask Ss to describe what they can see in the photos and how it relates to the unit title. Teach/elicit binoculars and (take) a sample. Ask Ss if they have ever taken samples from nature for a school project or similar.

VOCABULARY SCIENCE

- **1A** Ask Ss to read the statements and think about their responses. Then put them into pairs to discuss their opinions. During feedback, elicit the Ss' opinions.
- **B** To help Ss answer these questions, brainstorm as a class the areas that scientists are involved in and what they actually do, e.g. areas: climate change, diseases, space, etc.; activities: take samples, conduct experiments, measure results, etc. Then ask Ss to think about why their work is important.
- **2A** Give Ss two–three minutes to look at the words in bold. Ask them to discuss what they mean in pairs. Then Ss work individually to match the definitions to the words. In feedback, elicit Ss' answers and ask them which of the words are exemplified in the photos (sample, findings, monitor, data).

Answers:

- a) data 1, database 4
- b) monitor 10, habitat 7
- c) findings 8
- **d)** samples 5, analyse 9
- e) experiments 2, measure 6
- f) organisms 3
- **B** Ss number the sentences so that they follow a logical order in a process. Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 e) **2** b) **3** d) **4** f) **5** a) **6** c)

VOCABULARYBANK 4.1 p123

- **1A** If you've brought dictionaries, give them out for Ss to use. Ss read the text alone, then in pairs work out definitions. In feedback, elicit Ss' answers.
- **B** Ss match the pictures to the words from Ex 1A. Elicit Ss' answers.

Answers:

Α

genetically modified food: food that has had its genetic structure changed so that it is not affected by particular disease or insects

immune: not affected by something bad (e.g., if you are immune to a disease, you cannot get the disease)

fossil fuels: fuels, e.g. coal or oil, that are produced by the gradual decaying of the remains of animals or plants over millions of years

global warming: a general increase in world temperatures because of increased carbon dioxide around the Earth

renewable energy: energy that replaces itself naturally, or can be replaced easily because there is a large supply of it

cloning: scientifically reproducing an exact copy of an animal or plant from its cells

DNA: a substance that carries genetic information in a cell extinction: when a type of animal or plant stops existing **evolution:** the gradual development of plants and animals over a long period of time

unethical: morally unacceptable

nanotechnology: the science of developing and making extremely small but powerful machines

matter: the material that everything in the universe is made of

B 1 cloning, (from) DNA 2 extinction 3 DNA 4 fossil fuels
 5 genetically modified food 6 global warming 7 renewable energy 8 evolution

LISTENING

3A Ss work alone to read the introduction and then discuss the question in pairs. Elicit Ss' answers.

Answer: Scientists train and give tasks to amateurs, who use special tools to measure the natural world and then report their findings to a central database.

B Play the recording and ask Ss to note down any other information about citizen science that they hear. Ss can then compare their notes in pairs.

Unit 4 Recording 1

AW = Anthony Walker JN = Janice Neil

AW: I'm Anthony Walker. Citizen science is one of the biggest trends in the scientific world. It's allowing normal people like you and me the chance to contribute to scientific projects that can help save the planet. I talked to research scientist Janice Neil about its impact.

AW: What do citizen scientists study?

JN: Citizen Scientists study all kinds of things including the weather, plants, animals, rivers and forests. There are no limits. If it's in the natural world, they study it.

AW: How important are the contributions of citizen scientists?

JN: If we didn't have citizen scientists working on these research projects, we wouldn't be able to do them. It's as simple as that. There's just too much work. Let me give you an example. Every year, we name 19,000 species of animal. Of that 19,000, citizen scientists are responsible for 60 percent. Amateurs discover and name nearly 12,000 species a year.

AW: Who are these scientists and what exactly do they do?

JN: There's a lot of variety. As I said, if it's in nature, it can be studied. There are schoolchildren in the States who observe the sky each morning and send their observations to NASA. There's a group of retired people who search for fossils in dry river beds. If they find something, they record it by adding it to a database. There's a project in the Congo in Africa. The people there use smartphones to collect data about the natural habitat. So there's a lot of variety.

AW: How is technology a part of this?

JN: Technology plays a big part. If you don't have the tools, you can't do the work, particularly when that work involves so much data. One big area at the moment is using data to simulate the real world, to make models. So for example if you can make a model of how a disease like malaria might spread, you'll have a chance to stop it. Well, making models is something we can only do with the right technology.

AW: Can Citizen Science make the world a better place?

JN: Citizen Science is about understanding the environments we live in. Unless we find out what's happening to the natural world, we can't protect it. So, yes, ultimately the idea of Citizen Science is to make the world a better place.

C Give Ss some time to read the questions. Then play the recording again so that Ss can answer them. They can then check their answers in pairs before feeding back to the class.

Answers:

- 1 all kinds of things including the weather, plants, animals, rivers and forests
- 2 very important. 'If we didn't have citizen scientists working on these research projects, we wouldn't be able to do them.'
- 3 there's a wide variety: schoolchildren in the States (USA) observe the sky and send their observations to NASA. Retired people search for fossils in dry river beds and add their findings to a database. People in the Congo use smartphones to collect data about the natural habitat
- 4 technology plays a big part, for example using data to make a model of the real world. Making models can only be done with the right technology
- 5 yes. It's about understanding the environment and finding out what's happening to the natural world
- **D** Ss discuss the questions in pairs. Elicit Ss' answers in whole class feedback.

GRAMMAR ZERO, FIRST AND SECOND CONDITIONALS

4A Give Ss time to read the sentences and the rules. Then ask them to match them. Elicit Ss' answers and be prepared to answer any questions about form and usage.

Answers: 1 a) **2** c) **3** b)

B Point out that the sentences all use conditionals, but that other words/phrases are used instead of *if*. Ss work alone to read the sentences and complete the rules. They can then compare their answers with a partner before feeding back to the class.

Answers: a) when b) when c) unless d) as soon as

C Ss work alone and rewrite the sentence in three different ways. Ask them to check their answers in pairs and discuss the changes in meaning. Elicit Ss' answers.

Answers:

When I see you, I'll give you the money. (The speaker is certain to see the listener.)

As soon as I see you, I'll give you the money. (The speaker will give the money to the listener immediately they see them.)

If I see you, I might give you the money. (It's not certain that the speaker will give the money to the listener.)

D Remind Ss that *unless* means *if not*. Ss then rewrite the sentences. Write the answers on the board and point out that when the condition is in the second clause, there is no comma.

Answers:

- 2 Unless we find an answer to global warming, we are in trouble.
- 3 We won't get enough data unless we monitor the habitat.

LANGUAGEBANK 4.1 p110-111

In each exercise, elicit the first answer as an example. Ss can work alone to complete the exercises, and then check their answers in pairs. Ss can refer to the notes.

Answers:

A 1 c 2 b 3 c 4 a 5 c 6 a 7 b 8 c

B 1 would 2 soon 3 would 4 unless 5 get 6 recommend

5 Ss work alone to match the sentence halves and decide what kind of conditional the sentences use. Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 h) zero conditional 2 g) first conditional

3 a) first conditional **4** e) second conditional **5** c) zero conditional

6 f) second conditional **7** d) zero conditional

8 b) zero conditional

6A Point out that Ss will have to listen out for whether they hear the word *would* or *will* in each case. Play the recording so that Ss can circle the sentences they hear. Elicit Ss' answers.

Answers: 1 a) **2** b) **3** a) **4** b) **5** b) **6** a)

Unit 4 Recording 2

- 1 Where would she go? 2 He'll like that very much
- **3** They wouldn't ask for money. **4** What will you eat?
- **5** I'll stay longer. **6** Would you do it for me?
- **B** Play the recording again and Ss repeat. With *weaker classes*, pause the recording after each sentence, and drill the sentences.
- C Put Ss into pairs. One S says one sentence from each pair and their partner has to say if it is a) or b). When the first S has said six sentences, they reverse roles.

SPEAKING

7A Look at the example sentence as a class. Elicit whether the situation is real or unreal and the conditional form (unreal/hypothetical, second conditional). Ask Ss to look at the remaining situations and decide if they are real or hypothetical for them. Remind them that this decision will affect the kind of conditional form they use for each sentence. They can then write sentences which are true for them. When they're ready.

WRITING A PROPOSAL; LEARN TO USE POSITIVE LANGUAGE

8A Ask Ss to read the instructions, and elicit what specific information they have to find (the goals). Tell Ss to skim read the proposal to get the information – give them a strict time limit of one minute. Elicit Ss' answers and ask them what tactic/s they used to find the information in a short space of time.

Δnswers

The goals are to develop a smart surfboard that can collect data about the effect of climate change on the oceans, and to make that data available to climate scientists.

(Ss may also mention 'making data collection easier' as a goal.)

Culture notes

Cornwall is the area on England's southwest tip and it has a large coast line on both its north and south side. It is a popular tourist destination as it is known for its natural beauty and picturesque fishing villages. It is also a popular with surfers.

B Elicit/check the meanings of *prototype* (first model made to test a new design), *sensor* (piece of equipment for discovering physical data), and *cost-effectiveness* (bringing the best profit/advantages for the lowest cost). Give Ss time to read the proposal in more detail this time so that they can match the headings to the questions. Ss can then compare their answers in pairs.

Answers: 1 Executive Summary **2** Budget **3** Organisation information **4** Goals and objectives **5** Evaluation criteria **6** Project description

9 Ss read the sentences about proposals and underline the correct alternatives. Elicit Ss' answers.

Answers: 1 formal **2** subheadings **3** who, what and why **4** use **5** will

- **10A** Look at the example sentence with the class. Elicit why *goal* is a better choice than *wish*. (It is more formal, suggests something concrete with a plan to work towards, rather than a vague desire.) Ss cover the text and change the underlined words to the words in the box.
- **B** Ss look back at the proposal to check their answers. Elicit why the choices are preferable in whole class feedback.

Answers:

- 1 goal
- 2 will allow us to will is certain and conveys purpose, allow us to is more formal
- 3 objective hope suggest vague desire; objective is concrete and certain, suggests they have a clear idea of what they want
- 4 make a valuable contribution to *help* is vague and imprecise; *valuable contribution* is clear, and suggests they are certain it will be useful and significant
- **5** develop *make* is too generic; *develop* suggests a systematic scientific process with a clear outcome
- 6 identify look for sounds vague and unfocused; identify suggests they will find them, and it will be a systematic process with clear criteria

speakout TIP

Read the tip with the class and elicit the answer.

Answer: Yes

11A Give Ss time to read the invitation to apply for a grant.

B Ss decide which proposal they would like to write. Put Ss with the same proposal in groups together. Ask Ss to brainstorm ideas and discuss possible plans for their proposals. Remind Ss to use the section headings in Ex 8 to organise their ideas. Ss can then write a first draft in class.

- Ex 7A: Ss write personal conditional sentences with their own sentence starters
- Ex 11: write the final draft of the proposal
- Language bank: 4.1 Ex A-B, p110-111
- Vocabulary bank: 4.1 Ex A-B, p123
- Workbook: Ex 1–11, p23–24

SMART TECH, LAZY BRAIN?

Introduction

Ss revise and practise reporting verbs, passive reporting structures and commonly confused words. They discuss their attitudes to technology.

SUPPLEMENTARY MATERIALS

Resource bank: p125 and p127

Ex 8A: bring monolingual dictionaries for Ss to use

Warm up

Write the following questions on the board and ask Ss to discuss them in pairs or small groups. During feedback, invite individual Ss to share their answers with the class.

- How many hours per day do you spend online?
- What are the sites you visit most often?
- Would you like to reduce or increase the amount of time you spend online? Why?
- If you couldn't go online for a week, what would you miss most?

READING

1A In pairs, Ss discuss how they think five areas could be affected by technology. They should then read the text to check their ideas.

Suggested answers:

attention: technology reduces our attention span because of the constant distractions

memory: our memories are not as good as they used to be because we rely on technology to remember things (like phone numbers, facts, information, etc.): this is sometimes called 'digital dementia'. In fact, our memory of events we take photographs of is reduced mood: heavy use of technology can affect our mood, making us depressed. Online interaction causes us to release stress hormones, whereas face-to-face interaction can make us happier multi-tasking: doing lots of different things at the same time (multi-tasking) can reduce your IQ. Multi-tasking when you are learning may mean that the learning is not as deep

sleep: technology keeps us awake. Many people now use technology for more hours a day than they sleep. Light from LED screens can affect sleep

B Give Ss time to read the questions. Then ask them to read the text again and answer the questions in pairs. Elicit Ss' answers.

Answers:

- 1 Social media to talk to friends, GPS to navigate, internet when we want to find out information about something, not learning phone numbers, routes or facts.
- 2 The article suggests that our brains are affected by our use of technology in various ways our ability to focus is reduced, also our ability to remember things (the text refers to digital dementia where a person's reliance on technology causes them to have difficulty remembering things). Studies suggest that the brains of people who are addicted to computer games actually get smaller. Also technology affects the hormones we produce, which affects our brains (stress hormones that make us depressed, and also less melatonin so we do not sleep).
- **3** The continuous bombardment of texts, and other technological distractions.
- 4 Pushing information we would normally store in our brains, back to technology such as our phones, etc. It could be a problem as it may mean that we no longer have the ability to use our brains as effectively. Our cognitive ability is reduced.

- **5** It's more stressful. Face-to-face interaction is preferable and makes you feel better.
- **6** Two ways in which technology makes us sleep less are by: 1) too much stimulation; 2) the blue light stops the brain from producing melatonin, which makes us sleep.
- 2 In small groups, Ss discuss the questions. Monitor and note down any common errors and examples of good language. When they have finished, ask Ss for the most interesting ideas.

Answer:

2 'we' usually refers to people in general (the writer and the reader). However, it's an overgeneralisation. The article refers to research done in the UK (2015 Ofcom survey), which looks at the average UK adult. There are plenty of people in the world (in the UK and not in the UK) who sleep more than they use technology.

VOCABULARY REPORTING VERBS

3A Give Ss time to read the statements, then ask them to discuss them in pairs. Ask them which statement they find most interesting and remind them to decide which one they think is false. Ask Ss' to share their thoughts with the class.

Answer: 5 = false: Research claims that millennials have worse memories than older people, not better.

B Ss work together to discuss the meanings of the verbs.

GRAMMAR PASSIVE REPORTING STRUCTURES

4 Ask Ss to read the sentences and point out that in each case, the second sentence uses a passive reporting structure to say the same thing – this structure is underlined. Then ask them to read the rule and choose the correct alternative. Be prepared to answer any questions about these structures.

Answer: formal

- **5A** Do the first sentence together as an example. Ss then work alone to transform the remaining sentences. Refer them back to the rules box in Ex 4 to help them. They can then compare their answers in pairs.
- **B** Play the recording so that Ss can check their answers. Elicit any alternative answers from Ss and write any correct alternatives on the board.

Answers:

- 1 is thought to be
- 2 has been claimed that ... (is claimed that is also possible)
- **3** is reported to cause (has been reported to cause is also possible)
- 4 has been shown that
- **5** has been suggested that (was suggested that is also possible)
- **6** has been confirmed that
- 7 estimated to have
- 8 been agreed that the parents

Unit 4 Recording 3

- 1 Mobile phone use is thought to be increasing.
- 2 It has been claimed that people aren't getting enough sleep.
- **3** Too much gaming is reported to cause addiction.
- 4 It has been shown that 13% of Americans do not use the Internet.
- **5** It has been suggested that teenagers may have been responsible for the explosion.
- 6 It has been confirmed that overuse of the device can cause depression.
- **7** Around five hundred students are estimated to have attended the event.
- 8 It has been agreed that the parents will supervise their children.

LANGUAGEBANK 4.2 p110-111

Stronger classes could read the notes at home. Otherwise, check the notes with Ss in class. In each exercise, elicit the first answer as an example. Ss can work alone to complete the exercises, and then check their answers in pairs.

Answers:

Α

- 1 It is thought that the government will lose the election.
- 2 It is said that taxes are going to increase.
- 3 A sugar-heavy diet is reported to cause an increased risk of heart disease.
- 4 It has been suggested that eating dark chocolate improves brain function.
- 5 Staying physically and mentally active is claimed to be a good way to prevent memory loss as you get older.
- 6 Mindfulness meditation has been shown to reduce stress.

- 1 Going for a five-minute walk is thought to be a good way to increase your energy in the afternoon.
- 2 Taking short breaks when you work is **claimed** to increase your productivity.
- 3 Studies have shown that being around positive people helps you to feel more energised.
- 4 correct
- 5 Studies suggest that extreme physical exertion or emotional upset may trigger heart attacks.
- 6 Coffee drinkers are said to live longer.

6A Ask Ss to look at the example. They should then listen again and underline the stressed words/syllables.

Answers:

- 1 Mobile phone use is thought to be increasing.
- 2 It has been claimed that people aren't getting enough sleep.
- 3 Too much gaming is reported to cause addiction.
- 4 It has been shown that thirteen percent of Americans do not use the internet.
- 5 It has been suggested that <u>teen</u>agers may have been re<u>spons</u>ible for the explosion.
- 6 It has been confirmed that overuse of the device can cause depression.
- 7 Around five hundred students are estimated to have attended the
- 8 It has been agreed that parents will supervise their children.
- B Play the recording again so that Ss can notice the weak forms in unstressed words, e.g. /təbi:/ in thought to be. Ask Ss to repeat the sentences using the correct sentence stress.

Alternative approach

Instead of listening and repeating, play the recording for Ss to shadow read as they listen (saying the sentences at the same time as the recording), using their marked sentences. Encourage Ss to try to match the intonation and stress of the recording.

SPEAKING

?A Refer the Ss to the first mind map and the prompts and elicit the question for favourite (What's your favourite form of technology?). Ss work alone to write the questions.

Teaching tip

Stronger classes can work from the prompts to form the questions and then work in pairs or groups. Weaker classes may need to brainstorm the questions together and have them written on the board.

- **B** Ss work in pairs or groups to ask and answer the questions. In feedback, elicit any interesting ideas.
- C If you are working in a class with a range of ages, then divide the Ss into their respective ages to discuss the questions.
- Ss summarise their group's ideas by using the target language and report back to the class.

VOCABULARY PLUS COMMONLY CONFUSED

WORDS

- **8** Give Ss a few minutes to look at the words in the box and see if they know or can work out the differences. Then ask Ss to discuss their ideas in pairs. If you don't have dictionaries, allow Ss to use their phones to check/translate the words.
- **9A** Do the first sentence as an example. Ss then work alone to complete the gaps.

Answers: 1 rightly **2** compliment **3** principal **4** opportunity 5 sensible 6 stationery 7 advice 8 accept 9 principle 10 economical

B Student A works through his/her situations and Student B responds. They then change roles. Monitor and note good examples.

VOCABULARYBANK 4.2 p123

- **1A** Ss work in pairs. Allow them to use dictionaries for support if necessary.
- **B** Ss complete the sentences with the words. They can then check in pairs before feeding back to the class.

Answers:

remember - have a picture or idea in your mind of people, places or events from the past

remind – to make someone remember something

dessert – sweet food served after the main part of a meal

desert – a large area of land where it is always very dry, there are few plants and there is a lot of sand or rocks

journey - an occasion when you travel from one place to another, especially over a long distance

travel – to go from one place to another, or to several places, especially ones that are far away

fun – an experience or activity that is very enjoyable or exciting funny – amusing, making you laugh

receipt – a piece of paper that you are given which shows that you have paid for something

recipe – a set of instructions for cooking a particular type of food nervous - worried or frightened about something, unable to relax irritable – getting annoyed quickly or easily

sympathetic - caring about someone's problems

nice - friendly, kind and polite

B 1 remind 2 irritable 3 nice 4 journey 5 fun 6 receipt 7 dessert

- Ex 7D: Ss write a report on the findings from the discussion
- Ex 9A: Ss choose 8 of the words and write their own
- Language bank: 4.2 Ex A–B, p110–111
- Vocabulary bank: 4.2 Ex A–B, p123
- Workbook: Ex 1–7, p25–26

DELETE ME!

Introduction

Ss revise and practise internet language. They also learn and practise hedging language and hesitation devices.

SUPPLEMENTARY MATERIALS

Resource bank: p128

Ex 6: Photocopy the audio script, or prepare sheets with the questions on

Warm up

Lead in to the topic by telling Ss that of 220,000 individual requests to delete information from Google, 95 percent have been by private individuals and only 5 percent relate to criminals, politicians and high-profile figures. Ask Ss: Are you happy with the amount of information about you that is online. Do you try to protect your privacy online?

VOCABULARY INTERNET WORDS/PHRASES

1A Ss work in pairs and discuss the questions. Elicit Ss' opinions.

B Give Ss time to look at the words in the box. Point out that *google* and screenshot here are used as verbs. Ask Ss to work alone to complete the article. They can then check their answers in pairs before feeding back to the class.

Answers: 1 digital footprint 2 click of a button 3 google
 4 online search engine 5 cyberbullying 6 posted updates
 7 email account profiles 8 social media 9 screenshot 10 delete

C Ss discuss the questions in pairs. In feedback, elicit Ss' ideas.

FUNCTION HEDGING

2A Give Ss time to read the summaries of the three conversations. Then play the recording so that Ss can select the correct summary for each one.

Answers: 1 a) 2 b) 3 a)

Unit 4 Recording 6

Conversation 1

M = Man W = Woman

- **M:** OK, so umm ... let me see ... I guess I would start with the obvious sites, things like Facebook, Instagram, Twitter ...
- W: Snapchat ...?
- M: Yeah, Snapchat. So I'd delete my profile from those sites. Presumably you can do that, right?
- **W:** Yes, I think so. Though some of those sites, like Facebook, I think you can, you know, deactivate the account, but I'm not sure you can actually delete it.
- M: Right. So that might be a problem, you know, ones you can't delete. But I guess you can delete most of them.
- W: Yeah, like YouTube ...
- M: Oh, hold on, I didn't think about YouTube. I've got a YouTube channel. In fact, when I start to think about it, I've got loads of different accounts, so getting to them all wouldn't be easy.
- W: Yeah, I know. Me too.
- **M:** So maybe a website like this one would be useful after all. You just tell them about your accounts and they go through them all for you.
- **W:** Yes, perhaps it would ... (fade out)

Conversation 2

W = Woman M = Man

- W: Right, so why would you do it?
- **M:** Well, I guess one reason might be that you've experienced some kind of bullying, I mean cyberbullying, or something.

- W: Yes, I suppose that's possible.
- M: Or maybe you posted something really stupid, like an article or something, and now you regret it
- W: Personally, I don't really understand it, you know, the idea that you can just disappear from the internet. It's like dropping out of society, because you don't like how society behaves. I don't really think the way to change it is to drop out. And it's kind of the same on the internet.
- M: But what about if you've had a really bad experience?
- **W:** Hmm ... I don't know. I think maybe you just have to learn to deal with it. Or ignore the problem or something.
- M: I suppose so. But I mean sometimes the online bullying can lead to people being afraid in real life. People who are afraid to leave their homes, for example, because of threats they've received online.
- **W:** OK, so obviously that's terrible, but I don't think you solve it by disappearing offline. I think you have to learn to ignore it, or fight back.

Conversation 3:

M = Man W = Woman

- **M:** Not really. I don't need to. You see, for me it's quite simple. I just avoid social media in the first place.
- W: Really? You don't use it at all?
- M: Nope.
- W: And don't you feel like you're missing out?
- M: Not really. I mean, I guess it's partly my age, but I really don't see the need for it. The thing is, if I want to talk to someone, I arrange to meet up, go for a drink or a meal, or I call them up for a chat. I honestly think that is a much more valuable type of social interaction. You know, talking to someone face-to-face, like this.
- W: Well, yes, obviously, but a lot of the time, when people meet up, they can chat about things that they've been sharing on social media. So, when I meet someone, they know that I've just come back from holiday, because they've seen the photos, so we can talk about that.
- M: Hmm ... but you see, I just don't think it's particularly interesting. You know, I don't really need to see what you had for breakfast this morning. I'd rather talk about something else.
- **W:** Exactly, and a lot of the time someone has posted an interesting article, or something, so you can talk about that.
- M: Really? I'm not sure. It seems to me that people just post all kinds of rubbish on social media to try and make themselves popular ...
- **B** Play Conversation 1 again and Ss underline the sentence they hear. Ss can then check their answers in pairs before feeding back to the class.

Answers:

- 1 Presumably you can do that right?
- 2 That might be a problem.
- 3 I guess you can delete most of them.
- 4 So maybe a website like this would be useful after all.
- **C** Ask Ss to look at the language in the table and to choose the correct alternatives to complete the rule. Elicit Ss' answers. Ask the Ss when they would hedge or be vague to ensure Ss understand the concept. Point out the purpose of hedging (to disagree, criticise, etc. without upsetting or offending the other person).

Answers: less direct; more polite

D Play conversations 2 and 3 again so that Ss can complete the extracts. They can then check their answers in pairs before feeding back to the class. Ask Ss to practise saying the sentences in pairs.

Answers: 1 guess, might, something 2 suppose 3 just 4 kind of 5 just 6 particularly

3 Change the first sentence together as an example. Ss can then change the remaining sentences individually, before checking in pairs. During class feedback, be prepared to deal with any

problems with word order, e.g. in question 5, It's really not ... would be emphasising the speaker's dislike, not hedging.

Answers:

- 1 I'm not particularly happy about this.
- 2 I suppose we should have asked him first./We should have asked him first, I suppose.
- 3 We may have a problem.
- 4 It's not really my favourite.
- 5 I just thought you should know.
- 6 We could buy her some flowers or something.

LANGUAGEBANK 4.3 p110-111

Stronger classes could read the notes at home. Otherwise, point out the hedging language table to Ss, and elicit the first answer as an example. Ss work alone to reorder the sentences, then check their answers in pairs. Check answers with the whole class, pointing out the possible variations in word order if necessary.

Answers:

- 1 We might visit the museum later.
- 2 He presumably knows where to find us./Presumably he knows where to find us.
- 3 I guess that would be a good idea./That would be a good idea, I guess.
- 4 I'm not particularly keen on hamburgers.
- 5 It's a kind of pastry.
- **6** I guess we could get a take-away or something./We could get a take-away or something, I guess.

LEARN TO USE HESITATION DEVICES

4 Ss read the conversation extracts and decide if removing the underlined sections changes the meaning. Elicit Ss' answers.

Answer: The meaning doesn't change. The underlined language is used to fill time and allow the speaker to think. (These words/phrases are known as hesitation devices.)

speakout TIP

Read the tip with the class and ask the Ss to look at the audioscript from Ex 2 to find the hesitation devices.

- **5** A Ss work alone to match the questions and responses. They can then compare their answers in pairs.
- B Play the recording for Ss to check their answers.

Answers: 1 d) **2** a) **3** f) **4** c) **5** b) **6** e)

Unit 4 Recording 7

- 1
- **A:** What did you do on Saturday?
- B: Um ... let me see ... I was working.
- 2
- A: Where shall we go to eat?
- **B:** We could, you know, try the new restaurant on Riverside.
- 3
- A: Have you decided whether to take the job?
- **B:** Well, the thing is, I'm not sure I'm really qualified.
- 4
- **A:** Have you got her phone number?
- B: Hold on, I think I might have it here.
- 5
- A: Do you want to come with us to the cinema?
- **B:** Hmm ... that would be great, but the thing is I really need to study.
- 6
- **A:** Have you bought the tickets?
- **B:** Um ... no. You see the problems is I don't have enough money.

- C Play the recording again. Ss listen first to notice how the speaker slows down and pauses. Then play the recording again for Ss to listen and repeat.
- **6** Play the recording so that Ss can hear the questions. Pause between each one to allow Ss to give answers.

Unit 4 Recording 8

- 1 What sports do you enjoy?
- 2 Which is your favourite restaurant?
- **3** What will you be doing in five years' time?
- 4 When will you next see your best friend?
- 5 What did you do last weekend?
- **6** Where are you going on your next holiday?

Suggested answers:

- 1 Umm, well I enjoy playing squash.
- 2 I guess it would have to be Mario's pizza restaurant on Neal Street.
- 3 Umm ... the thing is ... I really have no idea.
- 4 Let me see ... well ... I'm hoping to see her on Sunday.
- **5** Umm ... hold on ...erm, not a lot really. You see, I stayed at home most of the time.
- 6 Well, the thing is I haven't actually decided that yet.

Optional extra activity

Give out the photocopy of the audio script, or sheets of paper with the six questions on, if you've prepared them. If not, you could play the recording and ask Ss to write the questions down. Ss mingle, asking the questions and answering using hesitation devices.

SPEAKING

₹ Ss work in groups. One Ss takes the role of time keeper, another the role of language monitor. The first S decides on a topic from the list or one of their own and tries to speak for a minute. The language monitor notes how many times they use one of the hedging or hesitation devices. The S who spoke nominates the next S to speak. The timekeeper changes, as does the language monitor.

- Language bank: 4.3 Ex A, p110–111
- Workbook: Ex 1-4, p27

SCIENCE LOVER?

Introduction

Ss watch interviews with people in London who talk about whether they are scientific or artistic, how they felt about science at school and which famous scientists they can name. They also talk about which scientific invention they couldn't live without.

SUPPLEMENTARY MATERIALS

Ex 1B: bring monolingual dictionaries for Ss to use

Warm up

Write the following sentence on the board and ask Ss to discuss in pairs whether they agree with it or not, and why.

Men are more scientific and women more artistic.

DVD PREVIEW

1A In pairs, Ss think of three famous scientists and the reason why they are famous. Ss work in groups to swap their ideas.

B If you've brought dictionaries, give them out for Ss to use. Ss work alone to check meanings and to categorise the words/phrases.

Answers:

S: biology, chemistry, equations, experiments, formulas, geology, inventors, medical advances, quantum mechanics, space, split the atom, string theory, theory of relativity

A: English lit, theatre director

SA: innovation, practical/hands-on

C In pairs, Ss compare their ideas. In feedback, elicit Ss' ideas and discuss and differences.

DVD VIEW

2A Play Part 1 of the DVD. Ss watch and put S or A next to the speakers.

Answers: Samantha, Juliet, Caitlin, Atri = A; Anthony = S

DVD 4 Part 1

S = Samantha J = Juliet A1 = Anthony C = Caitlin A2 = Atri

- S: Hi there. Today I'm asking people about science. I was hopeless at science subjects at school. I just couldn't get my head around all the equations and formulas, but science and inventors have had such an influence on our lives in so many ways. In 1876 Alexander Graham Bell invented the first telephone try to imagine life without this now. Well are you more sciency or are you more artistic?
- J: I am definitely, probably more artistic than sciency but I think quite logically but I think I have to be quite innovative in my logic.
- **A1:** I would definitely say more sciency, ah, I work in physical therapy at an inpatient rehab hospital in Austin, Texas so definitely lean towards the science.
- **C:** Definitely more artistic than I am sciency. I definitely studied, or did my best to study a few subjects of science in school but didn't go so well and now I am a English lit.; theatre; music nutter so yeah definitely more artsy.
- **A2:** I am more artistic than sciency because I'm currently doing er I'm studying theatre directing and I'm training to be a theatre director, which is much more arty than sciency I think.

B Ask Ss to read the questions. Then they watch Part 1 again and answer them

Answers: 1 Samantha 2 Anthony 3 Samantha 4 Caitlin 5 Atri 6 Caitlin 7 Juliet

C In pairs, Ss discuss whether they are more sciency or artistic and give examples to show why.

Alternative approach

You could do this as a whole-class mingling activity instead. Ask Ss to stand up and discuss the question with as many different classmates as possible. Decide whether the majority of the class is sciency or artistic.

3A Give Ss time to read the five sentences, then play Part 2. Ss work alone to fill the gaps. They can then check their answers in pairs before feeding back to the class.

Answers: 1 practicals **2** bad **3** physics **4** science **5** know

DVD 4 Part 2

S = Samantha E = Errol D = David A1 = Anthony C = Caitlin

- **S:** What can you remember about studying science at school?
- E: Um, for me, science, I always really enjoyed it, there was a lot of practicals it was very hands on, um, and I really enjoyed that so it was always a lesson that I really looked forward to going to from like biology through to kind of the different experiments in chemistry so it was one that I really kind of enjoyed.
- D: Err I can remember being supremely bad at chemistry and so I dropped out of that very early on in the the O-level stage erm biology I think I dropped anyway cause I couldn't keep it all but physics I loved and so, yeah, er, I completed O level physics but I didn't take it any further.
- A1: Umm, I loved that you got to play with it um there's many different ways to get to a certain conclusion with science.
- C: I actually was reading through my old science books the other day, clearing out my house and was surprised at how much I used to know and how little I actually remember now but ah biology; geology ah learning about rocks and things, learning about space um yeah lots of bits and pieces.
- **B** Ss work in pairs and answer the questions. Check answers with the whole class.

Answers:

- 1 practical scientific experiments in a laboratory
- 2 to be very bad at it
- 3 No, you stop studying it.
- 4 An exam (now replaced by GCSE exams) which was taken by students in the UK when they were around 16 years old.
- **5** She was clearing out her house.

C Ss discuss the questions in groups. In feedback, find out who enjoyed science at school.

4A Play Part 3. Ask Ss to match the name of the scientists and what the interviewees say about them.

Answers:

Stephen Hawking = theoretical scientist

Albert Einstein = theoretical scientist/invented the theory of relativity

Ernest Rutherford = split the atom

Antonie van Leeuwenhoek = something to do with blood Max Planck = string theory of multiple realities/theory of quantum mechanics

DVD 4 Part 3

- S = Samantha D = David K = Kathryn C = Caitlin
- S: Can you name any famous scientists?
- **D:** Erm, well there's a lot of scientists to choose from, you could go for Stephen Hawking who's a theoretical scientist, you could go for Einstein who's also a theoretical scientist but then you can go for people like Rutherford who split the atom; there's a great choice out there of scientists to admire and follow.
- **K:** Well, Einstein who invented the theory of relativity, um, for some reason Leeuwenhoek comes to mind and I think he had something to do with blood.
- **C:** I think in high school, ah, a scientist I was particularly fascinated by was Max Planck, um, his theory of quantum mechanics and the idea of kind of string theory of multiple realities and universes existing alongside each other.
- **B** Ss watch Part 3 again to check their answers. Ask the class which answers they already knew.
- **5A** Ask Ss to look at the words in the box. Play Part 4 so that Ss can tick the items which are mentioned. Elicit Ss' answers.

Answers:

Mentioned: planes, trains, cars, medical advances, phone / telephone, laptop, iPad

Not mentioned: antibiotics, bicycles, microscopes

DVD 4 Part 4

S = Samantha K = Kathryn J = Juliet A2 = Atri R = Roxanne

- **S:** Are there any scientific inventions you couldn't live without?
- K: Planes, trains, cars, um, medical, um probably really more seriously than anything the medical advances that have been made in the last century or two are the most important.
- **J:** My phone, my laptop and my iPad, yeah.
- A2: I couldn't live without my laptop, I don't think, or my mobile phone I think I'd be stranded without both of those things
- R: Ah being over here in England I have family in the states so I think without a telephone, ah I think I would really be lost, I could, I could live without most other things but I think just hearing someone's voice on the other end is always a nice thing to hear, especially when you're, you're missing them.
- **B** Ask Ss to read the quotes and see if they can remember the order that they heard them in. Point out that b) is the first one.
- Play Part 4 again so that Ss can check their answers

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

D Ask Ss to choose three quotes that they agree or disagree with from 5B. Then ask them to work in pairs and take turns to explain their opinions to each other. Ss should then discuss which inventions they could not live without and why. During feedback, encourage Ss to share their opinions and find out what Ss couldn't live without.

speakout famous scientists

- **6A** Divide Ss into groups of four. Student As: read about Antonie van Leeuwenhoek on p128. Student Bs: read about Stephen Hawking on p130. Student Cs: read about Ernest Rutherford on p132. Student Ds: read about Albert Einstein on p133. Remind Ss to make notes only, not to write full sentences, so they won't be tempted to read out sentences when sharing with the group.
- **B** Ss exchange their information with the rest of their group and complete the table. Tell Ss to use their notes, not the original texts, when talking about their scientist, and to listen for the information on the other scientists, not read their partners' notes. Monitor closely.

Sam		Α	
Sam	nie	Δns	wer

Name	Where and when was the scientist born?	What scientific work are they famous for?	Other interesting facts / information
Antonie van Leeuwenhoek	Delft, Dutch republic, 24 October 1631	Development of the microscope	Saw his first simple microscope while working as a cloth merchant in Amsterdam. Had no fortune or higher education and his father was a basket maker. Often known as the 'Father of Microbiology'
Stephen Hawking	Oxford, England 8 January 1942	How the world began, basic laws of the universe and nature of black holes.	Wanted to study Maths but the college he wanted to go to didn't offer that course so he studied Physics instead. Suffered with ALS motor neurone disease. Wanted to travel into space.
Ernest Rutherford	New Zealand, 30 August 1871	Nuclear physics, splitting the atom,	Nobel prize for chemistry. During WW1 he worked on a secret project to help submarines avoid detection.
Albert Einstein	Germany, 14 March 1879	Theory of relativity	Nobel prize for physics. Family moved to Italy, but Einstein stayed in Germany for his studies. Often received poor grades at school and had a tendency to rebel against authority.

C In small groups, Ss discuss the questions. In feedback, elicit Ss' ideas. Ss may come up with various theories, but it may be worth pointing out that, until recently, women did not have the same access to education as they do now – and this would have had an effect on their performance within the field of science. Ss will learn more about this in the next section.

writeback a short biography

7A Ss read the text alone and then discuss the questions in pairs.

Answer: The main focus of the article is to highlight the achievements of female scientists.

B Ask Ss to research a female scientist. Ask them to plan how they will organise their paragraph, what it is for and who the audience is. Ss then work alone to write their paragraphs. If they are able to write their paragraphs in class, encourage them to exchange them with a partner for feedback. Otherwise, they can do their research and write their paragraphs for homework.

- Ex 5D: write a short paragraph on which scientific inventions you couldn't live without and why
- Ex 7B: research and write your short paragraph about a female scientist

LOOKBACK

Introduction

Ss revise and practise the language of Unit 4. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

SCIENCE

1A Ss work alone to unjumble the letters. In feedback, elicit Ss' answers.

Answers: 1 habitats **2** experiments **3** monitored **4** analysed **5** organisms **6** measured

- **B** Ss work in pairs to match the scientists to the sentences in A point out that they may have to guess. When Ss have done as much as possible in their pairs stop the activity.
- **C** Ss turn to page 129 to check their answers. Ss work in small groups to discuss the questions. In feedback, nominate Ss to talk about the scientists they have heard of.

Answers: 1 b) **2** d) **3** f) **4** c) **5** a) **6** e)

ZERO, FIRST AND SECOND CONDITIONALS

2A Organise Ss into pairs. A says an if clause using a phrase from the first box. B chooses the correct phrase from the second box to complete a conditional sentence. Monitor carefully and provide any necessary feedback.

Possible answers:

If I had the chance to travel, I'd go to Australia.

If my car breaks down, I'll take a taxi.

If I go to a restaurant today, I won't eat meat.

If I don't go to bed early tonight, I'll feel tired tomorrow.

If I learnt a new instrument, it would be the violin.

If don't do my homework, my teacher will get angry.

B Ss work alone to form conditional sentences which are true for them, then compare their sentences in pairs.

PASSIVE REPORTING STRUCTURES

3A Ss work alone to complete the gaps, then check in pairs. Write the answers on the board.

Answers: 1 have **2** that **3** reported **4** is **5** been **6** to **7** lt **8** be

B Ss discuss the statements in pairs and decide which ones they find surprising and why. In feedback, nominate Ss to give their opinions.

REPORTING VERBS

4 Ss work alone to unjumble the words. They can then check their answers in pairs. Elicit Ss' answers.

Answers: 1 claimed 2 suggests 3 confirmed 4 believe 5 reported 6 shown

HEDGING

5A Ss work alone to match the questions and responses. They can then check in pairs before feeding back to the class.

Answers: 1 c **2** a **3** d **4** e **5** b

B Ss practise the conversations in pairs.

OVERVIEW

5.1 JOURNEYS

VOCABULARY | nature

READING | read a book review

GRAMMAR | quantifiers

PRONUNCIATION | connected speech: of

SPEAKING | describe a travel destination

WRITING | write a short book review

LEARN TO | offer praise and criticism

HOW TO | talk about language

5.2 MY UTOPIA

VOCABULARY | types of people

LISTENING | listen to people discussing their dream island

GRAMMAR | -ing form and infinitive

PRONUNCIATION | connected speech: elision

SPEAKING | discuss your idea of utopia

VOCABULARY *PLUS* | formal vs informal register

5.3 MY PERFECT COUNTRY

VOCABULARY | society

FUNCTION | expressing your opinion

PRONUNCIATION | word stress

LISTENING | listen to a conversation about policies

LEARN TO | express doubt/question an opinion

SPEAKING | discuss different policies

5.4 CARIBBEAN BBC ON DVD

speakout | looking beyond stereotypes
writeback | a hidden story of a town/city

5.5 LOOKBACK

Communicative revision activities

JOURNEYS

Introduction

Ss revise/practise quantifiers in the context of travel writing. They also learn vocabulary related to nature, and read and write a book review.

SUPPLEMENTARY MATERIALS

Resource bank: p129 and p131

Exs 1A, 7A, 11B: bring monolingual dictionaries for Ss to

us

Ex 8A: think of a few known examples of books in different

genres to use as examples.

Warm up

Write the following places on the board:

The Amazonian rainforest, The Sahara desert, Antarctica, The Himalayas

Ask Ss to work in groups and brainstorm the dangers involved in visiting each of these places (e.g. dangerous animals, too hot/cold, altitude, lack of water, potential for injuries, etc.). Elicit Ss' ideas and then ask the class to vote on which of these places they would most like to visit. Encourage them to give reasons for their choices.

VOCABULARY NATURE

1A Ask Ss to read the text and look at the photos. They should then work in pairs and discuss which words in bold they can see in the photos and check that they are clear on what all the words mean. If you've brought dictionaries, give them out for Ss to use. Check answers with the class.

Answers:

rainforest, canopy, vegetation, creature, parasite, flash flood are in the photos

venomous snakes = poisonous snakes

tropical diseases = illnesses from the hottest parts of the world

B Give Ss time to read through the questions alone, then arrange Ss into small groups. Ask them to discuss the questions. Monitor for good and incorrect language. In feedback, go through each question and nominate a S to share interesting answers from their group. After feedback, write any errors on the board for Ss to correct.

VOCABULARYBANK 5.1 p124

- **1A** Ss match the words and the pictures and then check in pairs.
- **B** In pairs, Ss answer the questions in the quiz.

Answers

- A 1 reptile 2 prey (deer), predator (lion) 3 mammal 4 endangered species 5 ecosystem 6 food chain
- **B** Answers: see Communication Bank p133

READING

2A Give Ss time to read the instructions, then focus their attention on the words in the box. Check/elicit *expedition* (a journey taken by a group of people with a particular aim/purpose). Then put Ss into pairs so they can discuss what they think happens in the book.

B Give Ss five mins to read the review and check their ideas. For **stronger Ss**, you could reduce the time limit. **Weaker Ss** may need longer. In feedback, find out whose predictions were accurate.

Teaching tip

Time limits are suggested only. Once you know a class, adjust time limits for tasks to suit the level of the group. For a skim reading task like this, Ss should have just enough time to read through the text and complete the task quickly.

3A Ss read the review again and answer the questions. They can then check their answers in pairs before feeding back to the class.

Answers:

- 1 The ruins of an ancient civilisation are hidden under the rainforest the ruins are called the Lost City of the Monkey God.
- 2 To find the Lost City of the Monkey God. He achieves his goal.
- 3 The explorers who looked for the city, an archaeology professor, a foul-mouthed American, and some British soldiers.
- 4 Whether to remove them from the site.
- **5** Leishmaniasis, a tropical disease.
- **6** He returns to the jungle even after being infected by the parasite.

Optional extra activity

Write the following questions on the board:

- 1 Overall, do you think the review is positive or negative?
- 2 What phrases/sentences tell you this?
- 3 Would you like to read this book? Why/Why not?

In pairs, Ss discuss the questions. In feedback, elicit some of the words and phrases that show the review is positive. Ask who would like to read the book and why.

Possible positive words/phrases: all action, an astonishing discovery, a quite wonderful cast of characters, he's probably never invented more colourful people, a real-life Indiana Jones, The largest of the characters (in all senses), describes the beauty of untouched nature, a page-turner, always entertaining and informative, this tremendous book is full of truths that will outlive us all

GRAMMAR QUANTIFIERS

4A Ask Ss to read the statements. They should then read the review again to decide if the statements are true or false. Remind them that if they can't find any information at all about a statement, they should write DK (don't know). Ss can then check their answers in pairs before feeding back to the class.

Answers 1T **2**F **3**F **4**T **5**T **6**F **7**T **8**F **9**T **10** DK **11** DK **12** F

B Ask Ss to look back at the statements in Ex 4A and underline the nouns that follow each of the bolded quantifiers. Find the first one together if Ss need help. Then ask Ss to read the questions about the quantifiers and answer them. They can then check their answers in pairs before feeding back to the class.

Answers:

Nouns: 1 books 2 explorers 3 time 4 characters 5 creatures 6 soldiers 7 people 8 information 9 times 10 trouble 11 money 12 information

- 1 Countable: many, several, a large number of, a few, few, a couple of Uncountable: a little, a great deal of, amount of, too much Both: enough, lots of
- 2 Small numbers: several, a few, few, a little, a couple of Large numbers: many, lots of, a large number of, a great deal of, too much
- **3** Few means not many or almost none. It is used when we want to sound negative, as it emphasises the fact that it's a very small number. A few is used when we want to sound more positive. It means more than one or two.
- **5A** Ss listen to the sentences and notice how *of* is pronounced in connected speech.

Answer: of is pronounced /əv/ in connected speech.

Unit 5 Recording

- 1 Lots of people
- 2 An amount of money
- 3 A number of times
- 4 A few of us
- **B** Play the recording again for Ss to listen and repeat. Drill the phrases, focusing on correct pronunciation of the reduced of.
- **6** Ss work alone and underline the correct alternatives. Elicit Ss' answers.

Answers: 1 number 2 deal 3 enough 4 much 5 several 6 Few 7 couple of 8 many

LANGUAGEBANK 5.1 p112–113

Stronger classes can read the information alone. **Weaker classes** may need help and questioning, with more examples.

- A Ss complete gaps in the texts.
- **B** Ss insert of where required.

Answers:

- A 1 deal 2 of 3 plenty 4 enough 5 few 6 many 7 much 8 loads 9 several 10 number 11 of 12 bit
- B 1 Several of my 2 correct 3 a large number of venomous snakes 4 correct 5 correct 6 an enormous amount of time

SPEAKING

- Ask Ss to look back at the quantifiers in Ex 4A. Then ask them to work alone and plan their sentences, incorporating quantifiers where possible. If you've brought dictionaries, give them out for Ss to use.
- **B** In pairs, Ss tell each other their sentences. Their partner has to try to guess which place the student is describing.

Alternative approach

Ss work in groups of three. The third student monitors for how many quantifiers the student who is speaking uses correctly.

WRITING A SHORT BOOK REVIEW; LEARN TO OFFER PRAISE AND CRITICISM

- **8A** Ss discuss the questions. Elicit some ideas from the Ss.
- **B** Check Ss understand the different genres by giving some well-known examples of each. Ss work alone and decide which feature in the box is not included. Elicit the answer.

Answer: where to buy the book

9 Ss read the book review to find out what the book is about and what the reviewer thinks of it. Elicit Ss' answers.

Answer: The book is about a nature writer's search for tiger beetles in the wild. The reviewer thinks the book is powerful, compelling and original, and he would highly recommend it to adult readers interested in science.

10 Ss read *The Four As of Book* reviews and check the review in Ex 9 to see if it mentions all four As. Elicit the answer.

Answer: yes

11A Refer Ss back to the book review in Ex 9 and ask Ss to find the three adjectives that praise the book and write them in the table.

Answers: powerful, compelling, original

B If you've brought dictionaries, give them out for Ss to use. Ss look at the adjectives in the box and think about their meanings. They should then put them in the correct column in Ex 11A. Ss can check their answers in pairs before feeding back to the class.

Answers:

Praise: it's ... well-written, charming, persuasive, moving Criticism: it's ... too slow, unconvincing, difficult to follow, dull

speakout TIP

Read the tip with the Ss. In pairs, Ss discuss the meaning of the compound adjectives and what type of review they are used in. Refer Ss back to the text on page 56 to find the compound adjectives in the second paragraph. In feedback, elicit Ss' answers and check the meaning of *foul-mouthed* (someone who uses a lot of bad language/swear words).

Speakout TIP Answers:

world-famous: known all over the world. Can be used for anything. fast-paced: moving quickly. Can be used for books and stories. slow-moving: takes a long time to for action to start. Can be used for books and stories.

badly-drawn: not well described. Can be used for characters. well-researched: studied carefully. Can be used for books and stories. old-fashioned: not modern. Can be used to describe anything. The compound adjectives in Ex 2B are real-life, foul-mouthed, Hawaiian-shirt-wearing

- **12A** Ss decide on a book to review. Refer Ss to Ex 10 and remind them to include all the four As mentioned in the text. Give them 15–20 mins to plan and write their reviews. Monitor carefully and help Ss with any vocabulary they need.
- **B** Ss exchange their reviews in groups and decide which books they would like to read. Elicit Ss' ideas.

Homework ideas

- Ex 6A: write a description of another place, using sentences with quantifiers
- Ex 12A: write a film review
- Workbook: Ex 1–10, p32–33

MY UTOPIA

Introduction

Ss revise and practise verbs followed by infinitive or *-ing* in the context of personal 'utopias'. They listen to people talking about their private utopia and speak about their own. They also learn and practise vocabulary about types of people, and learn about the difference between formal and informal register.

SUPPLEMENTARY MATERIALS

Resource bank: p130 and p132

Exs 1A, 8B: bring monolingual dictionaries for Ss to use

Warm up

Lead into the lesson by telling Ss what your three favourite free time activities are. Encourage Ss to ask you questions about these activities. Then ask Ss to write down three of their own favourite free time activities to discuss in groups.

VOCABULARY TYPES OF PEOPLE

1A In pairs, Ss try to complete the phrases. In feedback, elicit answers and drill the words/phrases.

Answers: 1 book worm 2 telly addict 3 computer nerd 4 news junkie 5 film buff 6 music fan 7 rebellious teenager

B Do the first one together as an example. So can then work in pairs to decide on the register/style of each phrase. Discuss the answers as a class.

Answers:

- N: book lover/worm, sports fan/enthusiast, film buff, music fan, rebellious teenager
- I: couch potato (!), telly addict, techie, computer nerd (!), news junkie, beach bum (!)
- C Read the example sentence with the class. Give Ss a few minutes to think of phrases that describe them and reasons. Ss then work in small groups to tell each other about themselves and people they know.

VOCABULARYBANK 1.1 p120

- **1A** Ss match the words with the definitions and then check in pairs.
- **B** Ss underline the correct alternatives.

Answers

- A 1 bad-tempered 2 charming 3 anxious 4 dependable
 5 bossy 6 upbeat 7 big-headed 8 ambitious 9 sociable
 10 impulsive
- B 1 big-headed 2 upbeat 3 impulsive 4 charming5 dependable 6 ambitious 7 bossy 8 sociable

LISTENING

2A Refer the Ss to the pictures. Check/elicit utopia (an imagined place where everything is perfect). Ask them to read the text and discuss in pairs which types of islands the pictures show. In feedback, elicit Ss' ideas.

Possible answers: (Left to right) foodie island, teenager island, book lover's island, gadget island

B Ss listen to four people discussing their utopia island and complete the table. Ss can compare answers in pairs.

Speaker	Island	What people do there	What is not allowed
1	Book lover's island	Spend their days lying around in hammocks reading books. Sometimes people watch the film of a book. In the evenings there are poetry readings/ discussion groups. Themed evenings where you eat food related to the setting of the book. Attend the Literary festival to listen to authors talking about their books, and have the opportunity to ask them questions.	No television, no ™Kindles or e-readers, no e-books, no computers or computer games
2	Gadget island	Play around and experiment with new gadgets. Live in smart houses where you 'think' about something and it happens for you (e.g. robots cooking the food). Wi-Fi everywhere. Work in hi-tech, fun offices.	No technology would ever break down – everything would always work, no telephone call centres
3	Teenage utopia	Teenagers hang out, spend time doing whatever they want (not expected to do anything), playing on computer games or phones. People get up late, eat whatever they want, when they want, listen to music, refuse to go to school, learn to do things by themselves or teach each other. Spend time chilling out with mates, or practising surfing or other beach sports.	No adults, no hassling, no school, no teachers, no exams
4	Foodie island	Cooking/eating/making bread. Visiting different areas of the island that specialise in different foods. Trying different types of food. Everyone would be involved in growing the food, preparing it and eating it.	All food prepared from scratch. No pre prepared food or fast food

Unit 5 Recording 2

Speaker 1: My utopia? There's no doubt about it. I love reading so I fancy spending time on book lovers' island, where everywhere you look, there would be shelves of books, new books, old books, books in different languages, cookery books, art books. On book-lovers island, people would spend their days lying around in hammocks reading books. There'd be no television, except maybe for the showing the occasional film of a book. In the evenings people would get together for poetry readings or discussion groups, where you can talk about the book you're reading. You might have themed evenings, so

for example if you're talking about a book which is set in India, then you might eat some Indian food. Every month or so, there'd be a literary festival, where authors of books would be invited to give talks, so you could look forward to meeting the author and talking to him or her about the book. Anything that's not allowed? Yes, **Kindles, e-readers. All the books on the island would need to be real books, nothing on a screen. So no e-books. In fact, no computers, or computer games. Kids on this island would spend their time playing on the beach, swimming, or reading books.

Speaker 2: My island would be a gadget island, so everyone would be a super techie, gadget-lover like me, people would spend all their free time playing around with new gadgets, finding out how they work, experimenting. So you would always have the latest phone and computer, all the latest computer games. There would be super-fast mobile and Wi-Fi signal everywhere, so you'd never have to plug anything in, or recharge it. And all the houses would have all the latest technology, they'd be smart houses, where you only have to think about what you want to do, and it happens for you. I don't know, robots cooking and serving the food. Everyone would work in these amazing fun offices, you know, a bit like the Google offices. And none of the technology would ever break down, you know, everything would always work, and if there was ever a techy problem, or you didn't know how to do something, there would always be someone right there, on hand, to help you. So none of those telephone

call centres to deal with tech problems. **Speaker 3:** OK, so my island would be like a teenage utopia, where only teenagers can hang out, no adults. And we are not expected to do anything, so we could spend our time doing whatever we want, like just playing on computer games, or on our phones, and no-one would hassle us. We could get up late, like maybe in the afternoon, eat whatever we want to eat, whenever we want, like just go to the fridge and eat whatever you can find, and not need to sit at the table, or anything like that. There'd be loads of music and cool places to hang out together, doing not very much. We would refuse to go to school. There would be no teachers, or exams or anything like that. People would just learn to do things by themselves, or teach each other. People would just spend time chilling out with their mates, or you could practise

surfing or doing beach sports. Yeah, that would be great. **Speaker 4:** Right, well my island would be an island dedicated to the one thing which is essential in every person's life and about which I feel so passionate. I tend to spend a lot of time cooking, so my utopia would be a foodie-utopia, where every meal is an explosion of exotic tastes and flavours. There would be fruits of every shape and size, fresh vegetables, and amazing cuisine from all around the world, so you could visit different areas of the island that would specialise in certain types of food, like Thai or Chinese, or Korean food in one place and Portuguese or French cuisine somewhere else. So you could try all the different types of food. And everything would be prepared freshly from scratch. Nobody would be allowed to eat fast food, or pre-prepared food on the island, so bread would be freshly baked in the morning, no sliced bread, and everyone would be expected to get involved in growing the food, and would help to prepare the food, as well as enjoy eating it. I'm getting hungry just thinking about it.

3A Ss read the statements. Play the recording again so that Ss can decide whether the statements are true or false.

Answers: 1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 F

B Ss work in pairs and discuss the questions. Monitor and make a note of good and incorrect language.

GRAMMAR -ING FORM AND INFINITIVE

4A Ask the Ss to look at the words/phrases in bold first and check that they understand them. Then ask Ss to work alone and choose the correct alternatives. Elicit Ss' answers.

Answers:1 spending2 preparing, eating3 to spend, lying4 waiting5 eating6 to spend, listening, chilling7 watching, reading8 having

B Refer Ss to the table. Do the first one together. Ss look at Ex 4A again and find other examples of the patterns in the table. They can then check in pairs before feeding back to the class.

Answers:

- 1 I fancy spending time on .../Imagine never having a problem ...
- 2 I'm not very keen on eating .../I'd look forward to reading ...
- 3 Doing nothing/lying around all day/having a problem ...
- 4 I think I could manage to spend ...
- 5 ... and you have to take it somewhere to get it fixed.
- Ss listen to the recording and complete the gaps.

Answers: 1 expected **2** tend **3** not **4** could **5** promised **6** don't

Unit 5 Recording 3

- 1 We're not expected to do anything.
- 2 I tend to spend time just chilling.
- 3 I'm not very keen on running.
- 4 I think I could manage to get there.
- **5** He promised to contact me.
- 6 I don't mind not watching television.
- D Ss listen again and notice the elision of /d/ and /t/. Play the recording again for Ss to listen and repeat. Drill the sentences, focusing on practising the elision.

LANGUAGEBANK 5.2 p112

Stronger classes can read the notes and do the exercises at home. Otherwise, Ss read the information in the language bank, then complete the exercises.

Answers:

- A 1 going 2 listening 3 turning 4 to answer 5 Eating 6 to get up 7 living 8 to study
- B 1 being 2 to meet 3 to visit 4 listening 5 to make 6 flying
- **5A** Ss work alone to complete the sentences and then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 to go 2 listening, dancing 3 having 4 Surfing 5 running 6 seeing 7 to swim 8 to try

- **B** Organise Ss into pairs. They work alone to either rewrite sentences or write new ones using the verb forms.
- **6** Ss choose one of the personality types and describes it to their partner, using the example as a model. Encourage Ss to use the verb forms in their descriptions.

Suggested answer:

Rebellious teenagers tend to only think about themselves. They enjoy not doing what they've been asked to do. They're not very keen on rules and regulations. They don't mind not having anything to do.

SPEAKING

- **ZA** Ss work alone to plan their own private utopia, using the questions.
- Ss work in groups and present their ideas to the group. The other Ss must ask questions and then decide whose utopia they think is best. Circulate and monitor, noting any errors for later correction. During feedback, nominate the Ss who have the best ideas in each group to share their ideas with the whole class. Write any errors on the board for Ss to correct.

VOCABULARY PLUS FORMAL VS INFORMAL REGISTER

8A Ask Ss to read through the sentences and to notice the personal pronouns (*she*, *he*, *they*) as this will help them with the task.

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

B Ss find six words/phrases in bold in Ex 8A to match with the definitions. They can then check in pairs before feeding back to the class.

Answers: 1 chill **2** (be) hacked off **3** slobs **4** loaded **5** veg out **6** fit

C Ss work in pairs to put the part of speech next to the words. In feedback, elicit Ss' answers.

Answers: 1 loaded (adj) 2 go-getter (n) 3 hassle (n) 4 try-hard (n) 5 hacked off (adj) 6 fit (adj) 7 chill (v) 8 chatty (adj) 9 slobs (n) 1 0 veg out (v)

9A Ss review the words in 8A and then cover them so they can't see them. Refer the Ss to the illustration and the first situation and do this as an example.

Ss work in pairs to discuss the other scenarios. Elicit Ss' answers.

Suggested answers:

- 1 They are a bunch of teenage slobs.
- 2 The taxi driver was really chatty.
- 3 I'd rather stay at home and veg out/chill.
- 4 I'm really hacked off.
- **5** She's a real go-getter.
- **6** I wish she would just chill.
- **B** Ss work alone to choose one of the situations and write a short dialogue. In pairs, Ss then perform their dialogues for the class.

Example

Mum: Why haven't you put away your clothes?

Teenager: It's a hassle. I'll do it later.

Mum: That's not good enough. Why are you such a slob?

Teenager: Look, it's fine. Just chill.

- Language bank: 5.2 Ex A, p112–113 Ss choose eight of the verbs / expressions and write personalised sentences using them
- Vocabulary bank: 5.2 Ex A-B, p120
- **Workbook:** Ex 1–8, p34–35
- Ex 9A write another dialogue for a different situation OR Ss work together to video their dialogue to show in class

MY PERFECT COUNTRY

Introduction

Ss revise and practise giving their opinion, they learn how to express doubt and question an opinion and decide what their perfect country would be like. They also learn and practise vocabulary related to society and social issues.

SUPPLEMENTARY MATERIALS

Resource bank: p133

Ex1B: bring monolingual dictionaries for Ss to use

Warm up

Lead in to the topic by asking Ss what the best holiday destination they've been to is. Ask Ss follow up questions: What was so good about it? How long did you stay for? Were there any things you didn't like about it? Finish by asking: Do you think a perfect place exists?

VOCABULARY SOCIETY

- **1A** Give Ss an example of what your country does well and doesn't do well (e.g. healthcare, education, taxation, etc.). In pairs, Ss think of three things their country does well and three things they think their country could do better. Elicit Ss' ideas.
- **B** In pairs, Ss check the meaning of the words in the box. If you've brought dictionaries, give them out for Ss to use. Ss then discuss the issues and add any more they think are important to the list.
- **2A** Ss work alone and read the text to see which problems are mentioned. Ss then check in pairs before feeding back to the class.

Answers: healthcare (reduce smoking), housing, child poverty, media manipulation, violent crime

B Ss work in pairs and discuss their perfect country. Tell Ss to think about the words in the box in Ex 1B and also the list on the board.

FUNCTION EXPRESSING YOUR OPINION

3A Ss look at the photos and discuss which policies they represent. In feedback elicit their ideas. Ask if they represent any which are not in the box in Ex 1B.

Possible answers: housing; violent crime or terrorist threats; freedom of speech and/or giving people access to digital services

B Tell Ss they are going to listen to a discussion about three policies. They should fill in the chart with information on each policy. Play the recording. For *weaker classes*, pause the recording after each policy to give Ss time to make notes. You could also allow Ss to compare notes before listening to the next section.

Answers:		
Bermuda	All the roofs in Bermuda are designed to collect and purify rainwater. Each family responsible for its own clean water, so people are very careful about how much water they use. Could be adapted to other countries?	
Japan	Teach policemen to use martial arts when dealing with violent criminals, rather than using their weapon. When confronted with a violent criminal the police wrap them in a mattress and take them to the police station to calm down.	
Estonia	Digital revolution. When it separated from Russia the government decided Estonia should be a pioneer in digital services. Fast broadband speeds, digital voting in the elections,	
	medical records, car parking fines paid online,	

Unit 5 Recording 4

- Speaker 1: OK, so this is the first idea, and well, if you ask me, it's a really good idea. In Bermuda, they have no natural water resources, right?
- Speakers 2 and 3: Yeah.
- Speaker 1: So the only water that people have access to is rainwater. So what they did is build these special roofs on the houses, Bermuda white roofs with steps, and they are designed specially to collect, purify and store rainwater, so each family is responsible for their own water supply.
- Speaker 2: OK.
- **Speaker 1:** And obviously, this means that people are really careful about how much water they use.
- Speaker 2: Right.
- **Speaker 1:** So, the way I see it, this is the kind of idea that could easily be adapted to other countries, where access to water is a problem.
- Speaker 2: Hmm ...Personally, I'm not convinced. Don't you think it would be better if the government was responsible for making sure that everyone has access to clean water and sanitation? I mean for health and everything.
- **Speaker 3:** Yeah, and what about if you're in a country where it doesn't rain much?
- **Speaker 1:** Well, yes I guess that's a good point, but I feel that the idea of personal responsibility is a good one.
- **Speaker 2:** Yes, that may be true. But I still feel that ultimately it's the government's responsibility.
- **Speaker 1:** ... which is why the government requires all new buildings to have these special roofs.
- **Speaker 2:** OK. Fair point. What about this one? Japan has managed to virtually eradicate gun crime.
- Speakers 1 and 3: Really?
- **Speaker 3:** Wow. How have they done that?
- **Speaker 2:** Well, they teach their policemen to use martial arts, instead of relying on their weapons, when dealing with violent criminals.
- **Speaker 1:** That sounds good. But how does it work? I mean, as I see it, karate isn't much good to you when someone's pointing a gun in your face, surely?
- Speaker 2: Well, what happens is that when the police are faced with a violent criminal, rather than use their gun, they use these big futons, you know, mattresses, and they actually wrap the criminal inside these mattresses, like a big burrito, and carry them back to the station to calm down.
- **Speaker 3 / 1:** Excellent. That's quite funny.
- Speaker 2: Well, funny yes, but I'm absolutely convinced that kind of approach can really work. You know, not reacting to violence with more violence, but trying to calm down the situation.
- Speaker 3: Nice one.
- **Speaker 1:** I'm not sure about that. I think it might work some of the time
- **Speaker 2:** Well, it seems to be working in Japan.
- **Speaker 1:** Yeah, but there might be other reasons too. I'm not sure if it would work in America, for example.
- Speaker 3: Well, it might be worth a try. They seem to have quite a problem there. Anyway, here's my idea. This one is from Estonia. So, Estonia, when it separated from Russia, it decided to try and become a pioneer in digital services. The government pioneered a digital revolution, and it's been an amazing success story.
- **Speaker 2:** Sounds interesting.
- Speaker 3: Yeah, well, in my opinion the country is one of the best examples of how a country can run online. It has one of the fastest broadband speeds in the world and it was the first to allow online voting in a general election.
- Speakers 1 and 2: OK. Really?
- Speaker 3: All the classrooms are online, all the medical records are online, you pay for your car parking online. Apparently the entrepreneur who developed Skype comes from Estonia and there are more start-ups per person than Silicon Valley in California.
- **Speaker 1:** Wow, that sounds good.

Speaker 2: Hmm I don't know. I think there are more important things the government could spend its money on in

Estonia ...

Speaker 3: It seems to me that this one is working pretty well. So which policies should we include in our Perfect Country?

Speaker 2: Well, I'm absolutely convinced that ...

C Ss compare their notes in pairs. Monitor to assess whether Ss need to listen again to complete their notes. In feedback, elicit Ss' answers and then ask whether they would include any of these policies in their perfect country and why.

4A Ss listen again and fill in the gaps. They can the check their answers in pairs before feeding back to the class.

Answers: 1 good idea 2 convinced 3 see 4 approach 5 opinion 6 me

B Ss read the expressions and tick the ones they thought were in the listening. They can then turn to the audioscript to check.

Answers:

Well, if you ask me, ...

Personally, I'm convinced / Personally, I'm not convinced ...

As I see it, ... / The way I see it, ...

It seems to me that ...

I'm absolutely convinced that

I feel that ...

I think (that) ...

In my opinion, ...

- **C** Elicit which types of words are usually stressed (the main content words). Do the first one together as an example. Ss then underline the other stressed syllables.
- D Play the recording for Ss to check against. Then play it again so that Ss can listen and repeat. Drill the phrases, focusing on practising syllable stress.

Answers: See audioscript below.

Unit 5 Recording 5

Well, if you ask me, ...

Personally, I'm convinced / Personally, I'm not convinced ...

As <u>I see it</u>, ... / The <u>way I see</u> it, ...

It seems to me that ...

I'm absolutely convinced that

I have the feeling that ... / I feel that ...

You can take it from me that ...

I think that... / I don't think that ...

In my opinion, ...

LANGUAGEBANK 5.3 p113

Answers:

A: You can take it from me

B: Personally, **I'm** not convinced. ... The **way** I see it a perfect city ...

A: ... It **seems** to me that if you're looking for a good job, ... but in my **opinion** the cost of living is lower too. I **think** that you can live a pretty good life ...

B: Well, if you **ask** me, it's a really stressful city. . . . I feel **that** is too many people for one place. It's just too busy! I'm **absolutely** convinced that there are much better places to live.

A: I have the feeling I'm not going to be able to convince you ...

5A Ss work alone to reorder the words. They can then check their answers in pairs.

Answers:

- 1 I'm not convinced solar power
- 2 As I see it, we need
- 3 If you ask me,
- 4 In my opinion, unemployment
- 5 I'm absolutely convinced that
- 6 It seems to me that
- **B** Give the Ss a few mins to decide if they agree and to think of their reasons. Ask Ss to rewrite any statements they don't agree with to reflect their views. Elicit ways they could change the first sentence, e.g. I'm absolutely convinced solar power is Then Ss can work in pairs to discuss the ideas, explaining why they agree/ disagree with them. In feedback, elicit which ideas the Ss generally agreed on.

LEARN TO EXPRESS DOUBT/QUESTION AN OPINION

6A Ask Ss if they can remember any phrases used in the listening to express doubts or to question the other speakers. Write any ideas on the board. Then ask Ss to read the sentences and play the recording so that they can underline what they hear. During feedback, point out that the other alternatives in each sentence are also correct and can also be used.

Answers: 1 think 2 if 3 true 4 sure 5 consider 6 fair

Unit 5 Recording 6

- 1 Don't you think it would be better if ...?
- **2** What about if ...?
- **3** That may be true. But I still feel that ...
- 4 I'm not sure about that.
- **5** Shouldn't we consider ...?
- 6 That's a fair point, but ...
- **B** Play the recording again and Ss listen and repeat. Drill the phrases if necessary, focusing on polite intonation.
- **7** Ss work in pairs. Refer Ss to the example. Student A chooses an opinion from Ex 6A and Student B expresses doubt or questions the opinion using one of the expressions from Ex 7A. Reverse roles. Monitor to ensure Ss are using the expressions correctly.

SPEAKING

8 Tell the class they are going to plan their perfect country and its policies. Divide the class into groups of three. A turns to page 129. B turns to page 131 and C to page 132. Explain to Ss that they've each got the positive case for one policy, and criticisms of the policy of one of the other Ss in their group. Ask Ss to read their information and make notes on the key points. In the group discussion, they should put the positive case for their policy, and then another S can raise objections to it. Other Ss can then join in the discussion to decide if they want to include this policy. Ss must reach an agreement. They should take notes on the 'Perfect Country' and nominate one S to report to the class. Tell the other groups to listen and think of two questions they want to ask after the report.

- Ss write up the report on their perfect country
- Language bank: 5.3 Ex A, p112–113
- Workbook: Ex 1-3, p36

CARIBBEAN

Introduction

Ss watch an extract from a BBC documentary on the Caribbean. In this extract the presenter, Simon Reeve, visits Haiti and the biggest fortress in the Americas.

Culture notes

Haiti, like the rest of the Caribbean, was colonised by Europeans from the 16th Century on. Most of the indigenous population was wiped out, and huge numbers of slaves were imported from Africa to work on plantations. In the 1790s, Haitian slaves rebelled and finally defeated French colonial forces in 1803, establishing a free black republic. Under threat of invasion, Haiti was forced to pay a huge sum in reparations to France. This was finally paid off only in 1947, and was a major cause of the endemic economic problems Haiti has suffered.

Warm up

Before opening the book, ask Ss to list all the islands they have visited in their lives. Then ask them to compare lists with a partner and encourage them to ask each other questions about the islands they each visited. During feedback, find out which islands were most popular and why. Tell the Ss that this lesson will be about an island in the Caribbean.

DVD PREVIEW

1A Ss work in pairs and discuss the questions. In feedback, elicit Ss' answers and ideas.

Optional extra activity

If Ss can't think of any Caribbean countries, you could give them the following jumbled letters and Ss unjumble them to name the countries.

- 1 maajcai
- osabrdba
- 3 itiha
- 4 acbu

Answers: 1 Jamaica 2 Barbados 3 Haiti 4 Cuba

B Ss read the text. In pairs, Ss discuss the question.

Suggested answer: interesting historical sites

DVD VIEW

2A Tell the Ss they are going to watch part of a documentary about Haiti. Ss read the question. Play the DVD. Elicit Ss' answers.

Possible answers: People have an unfairly negative view of Haiti, but the reality is not as bad as it has been portrayed. In reality it has an 'extraordinary history' of slavery and the struggle for freedom and stunning historical sites.

DVD 5 Caribbean

SR = Simon Reeve JD = Jean-Daniel

SR (VO): I'm on a journey around the Caribbean Sea, with its thousands of beautiful islands. I'm starting my journey around the Caribbean Sea here on the exotic island of Hispaniola. It's an island divided between two countries - the Dominican Republic, where I am now, and poor, long-suffering Haiti, where I'll be heading to later on in my journey.

SR: Jean-Daniel! Very nice to meet you. So this is Jean-Daniel. We have a camera with us. First time we've met. Thanks for coming over.

JD: Thank you for being here

And Jean-Daniel is going to be our guide across Haiti. SR: [dialogue in French]

JD: We are now in Haiti.

It's quite busy here, mate, isn't it? SR:

JD: It's quite beautiful, too. This is normal, is it? SR:

Yeah, it's really normal. Things are not as bad as people JD:

have portrayed it.

SR: Alright. JD: Y'know.

SR: Well I'm really excited to visit and I'm really looking forward to our travels around the country.

Yes, I'm looking forward to it as well. JD:

SR (VO): Haiti wasn't always poor. In the 1700s it was a French colony and fortunes were made here from growing sugar, coffee, cocoa, tobacco, and cotton in the fertile climate. It was said to be the richest slave colony in the world, but not for long. The story of Haiti isn't all about suffering. It's also an extraordinary tale of struggle and victory against the greatest powers in the world.

SR: OK, you want me to get on this one? Look at my masterful control of this beastie.

SR (VO): I was off to see one of the wonders of the Caribbean.

Look at that! Like a castle in the clouds.

SR (VO): Perched on top of a mountain, the whopping Citadelle Laferrière is the largest fortress in all of the Americas.

SR: It's an astonishing place, this. This is not what people think of when they think of Haiti. People have, I think, an unfortunately negative view of the country. This is absolutely stunning.

SR (VO): It took, 20,000 workers 15 years to build the colossal structure.

SR: Look at the scale of this.

SR (VO): Its walls, up to four metres thick, seem as sturdy as the mountain itself. Its ramparts stand almost one thousand metres above sea level. It's an epic structure built to last forever.

SR: Oh wow! It's breathtaking. Goodness me, look how it dominates the area. This citadel represents something truly extraordinary. Haiti is the only country to have been formed as the result of a successful slave rebellion.

SR (VO): In the late 1700s Haiti's slaves rose up against their brutal French masters. In wars that followed, they managed to do the unthinkable. They defeated the forces of the French, the British, even the army of the Emperor Napoleon. In 1804 Haiti was declared independent, the first free black nation in the modern world.

B Ss read the questions and choose the correct option, based on what they can remember from the programme.

C Play the DVD again and Ss check their answers. Ask if there any they are not sure about and elicit the answers from other Ss. Ask if their predictions in Ex 1B were correct.

Answers: 1 b) 2 a) 3 b) 4 b) 5 a) 6 b)

3A Check any words the Ss are not sure about in Box B. Tell Ss. not to worry about the adjectives in Box A as they will look at the definitions later. In pairs, Ss match the adjectives and words in Box B. In feedback, elicit the Ss' answers.

exotic island of Hispaniola, long-suffering Haiti, fertile climate, extraordinary tale of struggle

astonishing place, negative view of the country, colossal structure, sturdy as the mountain itself, breathtaking (the) view

B Play the DVD again for Ss to check their answers. Ss match the adjectives from Ex 3A to the definitions, then check in pairs. In feedback elicit Ss' answers and drill the adjectives.

Answers: 1 astonishing 2 fertile 3 negative 4 sturdy
5 long-suffering 6 exotic 7 breathtaking 8 colossal
9 extraordinary

4 Give Ss a few minutes to think of their own reasons before they discuss their opinions in groups. In feedback, find out how many people would or wouldn't like to visit and why/why not.

speakout looking beyond stereotypes

5 Ss read the text alone and discuss the question in pairs. In feedback, elicit Ss' answers.

Answer: Hidden Stories documentaries look at the real stories, traditions, little-known neighbourhoods, and secrets of towns and cities, beyond stereotypes which the wider public believe.

6A Tell the Ss they are going to listen to someone talking about Detroit. Elicit what Ss know about this city and refer Ss to the questions. Play the recording. Ss discuss the questions in pairs. In feedback, elicit Ss' answers. Ask if there was anything they found surprising about the city. What did they learn?

Answers:

Image today: an industrial town (it made cars) that collapsed because of the economy and cheaper cars from Japan and Europe; a broken town with empty buildings, no jobs, and a lot of crime; a Third World city in the middle of America.

Less well-known side: it's a music town and always has been: jazz, gospel, rock n roll, rap, hip-hop, techno. It produced some of the biggest names in music, particularly African American singers. The music scene is still alive.

Unit 5 Recording 7

When people talk about Detroit, the first thing they say is it's a place where they make cars. The city is famous for it. Or it was in the past. It was a big old industrial town which got beaten up by the economy and by cheaper cars from Japan and Europe. They say Detroit has collapsed. It's a broken town. The buildings are empty, there's no jobs, there's crime, it's a Third World city in the middle of America. Well, some of that is true but there's a side people don't know about. This is a music town. Always has been. Jazz, gospel, rock n roll, rap, hip-hop, techno. Detroit produced some of the biggest names in music, particularly African American singers. You may never have heard of them but they probably influenced every musician you ever did hear of. Without Diana Ross, there's no Beyoncé. Without Stevie Wonder, there's no Michael Jackson. And the music scene is still alive here. There's all kinds of tunes coming out even today when people can barely put food on the table. That's the hidden side of Detroit. No matter if their world is falling apart, black folk will always sing, and that's why we survive.

B Ss read the key phrases. Play the recording again and Ss tick the phrases they hear. Ask the Ss to check with the audioscript.

Answers:

All of the phrases are used except The stereotype of [place] is that it's ..., People associate my city with ..., and The most interesting thing about [place] is ...

7A Tell Ss they are going to talk about the 'hidden stories' of a place they know well. Refer them to the questions, and give them five minutes to think of ideas, and to make notes. Monitor and make sure Ss are making notes and not writing out complete sentences.

B Organise Ss into small groups. If they are all from the same place and have chosen the same city/town, they can exchange the information and add to their own information. If they have chosen different places, they can talk through their notes and answer other Ss' questions.

writeback a hidden story of a town/city

- **8A** Ss read the example text. Ask them to think about how the text is structured (e.g. a description of the place, information about the stereotypes, details on what is surprising about the place).
- **B** Ss plan and write their 100-word summary using the notes from Ex 7A.

Teaching tip

Ss compare the audioscript and the summary and underline which ideas from the audioscript are in the summary.

C Ss swap their summaries and decide what they learned that was new and which places sound interesting. In feedback, elicit Ss' answers.

Homework ideas

 Ex 8A/B: turn your 'hidden story' text into an audioscript and record a short talk like the one in Ex 6A

LOOKBACK

Introduction

Ss revise and practise the language of Unit 5. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

NATURE

1A Elicit the vowels (*a*, *e*, *i*, *o*, *u*) and do the first one together. Ss complete the words, then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 rainforest 2 canopy 3 vegetation 4 creatures 5 venomous snakes 6 parasites 7 tropical diseases 8 flash floods

Alternative approach

You could do this as a team game and race. Put the Ss into groups and write the first one on the board. Ss confer and when they have decided which word it is. One student from the group runs up to the board and writes it up. Repeat for each word. The group who got the most right, first wins.

B Ss work in pairs. The first student chooses a word from Ex 1A and describes it, or gives an example and the other student guesses (e.g. the top branches of trees in a forest and create a layer of greenery = canopy). Reverse roles.

QUANTIFIERS

2A Ss work alone and circle the correct answers. They can then check in pairs before feeding back to the class.

Answers: 1 c) 2 a) 3 c) 4 b) 5 c) 6 b) 7 a) 8 c)

B Ss decide which sentences are true for them, and change the others to make them true. Ss compare their sentences in pairs.

TYPES OF PEOPLE

3A Do the first word together as an example, then Ss work alone to put the words in the correct sentence. Ss check in pairs. In feedback, elicit Ss's answers.

Answers: 1 bookworm **2** bum **3** addict **4** foodie **5** techie **6** teenager **7** enthusiast

- **B** Demonstrate by asking a student the example questions. Ss then work alone and write their three questions.
- C In pairs, Ss ask and answer their questions.

-ING FORM AND INFINITIVE

4A Ss underline the correct alternatives and then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 to spend 2 being 3 watching 4 to contact 5 waiting 6 to pay 7 to argue 8 to buy

B Give an example using the first prompt. Ss then write sentences that are true for them compare them in pairs or small groups.

EXPRESSING YOUR OPINION

5A Ss complete the conversations, then check in pairs.

Answers: 1 convinced **2** me **3** feeling **4** see **5** opinion **6** absolutely **7** think **8** seems

B In pairs, Ss practise the conversations. In feedback, ask pairs to perform one of the conversations for the class.

- Ex 3A: write a description of someone you know who is one
 of the types of people
- Ex 5A: write your own conversations using the words in the

OVERVIEW

6.1 GOOD OR BAD?

SPEAKING | discuss good or bad behaviour **READING** | read an article about good vs bad

GRAMMAR | modals of deduction **VOCABULARY** | extreme adjectives

SPEAKING | talk about extreme experiences

PRONUNCIATION | emphasis

VOCABULARY *PLUS* | two part phrases

6.2 KIND DEEDS

LISTENING | a news story

SPEAKING | discuss a news story

VOCABULARY | money

GRAMMAR | third and mixed conditional

PRONUNCIATION | elision

SPEAKING | talk about important life events

WRITING | write a thank you letter

LEARN TO | use informal / formal expressions

6.3 THE GOOD LIFE

VOCABULARY | happiness

FUNCTION | ask for and express agreement/disagreement

PRONUNCIATION | intonation: showing agreement/

disagreement

LISTENING | a conversation about policies

LEARN TO | agree using synonyms

SPEAKING | decide on the rules for a happy life

6.4 A HELPING HAND DVD

speakout | A group discussion
writeback | a short essay

6.5 LOOKBACK

Communicative revision activities

GOOD OR BAD?

Introduction

Ss revise/practise modals of deduction in the context of talking about good and bad behaviour. They also practise emphasis with extreme adjectives and talk about their experiences.

SUPPLEMENTARY MATERIALS

Resource bank: p134, p135 and p136

Warm up

Write the following three types of bad behaviour on the board. Ask Ss if they have seen anyone behaving in any of these ways recently. What happened?

- Dropping rubbish on the ground.
- Driving dangerously.
- Shouting in the street.

Elicit which one Ss think is the worst behaviour and why.

SPEAKING

- **1A** Put Ss into pairs and give them five minutes to read through the situations and rate the behaviour. In feedback, elicit which behaviour Ss thought was the worst and why. Ask Ss if they have any personal experience of any of these situations.
- **B** Ss work in pairs and discuss what they would do in these situations. In feedback, nominate Ss to give their answers. Find out whether the other Ss agree with the suggestions.

READING

2A Ask Ss to read Part 1 of the text fairly quickly this first time, with the aim of understanding its general meaning – they shouldn't look up any unknown words at this point. Elicit the good and bad behaviour mentioned.

Answers:

Good

Being kind and generous

Diving into the paths of cars to save children from being run over $% \left(1\right) =\left(1\right) \left(1\right)$

Diving into icy water to save a baby from drowning

Giving money/time to a good cause

Helping a stranger

(Doing altruistic acts)

Bad

Not sharing toys at nursery

Not doing the washing up

Not caring about other people or their opinions $% \left\{ \left(1\right) \right\} =\left\{ \left($

- **B** Organise Ss into pairs. Student As turn to page 128 and Student Bs turn to page 132. Tell them to read the texts and make a note of their answers to the questions.
- C In pairs, Ss tell their partners about the texts. Ss can then read each other's texts to confirm.

Answers:

Student A

- 1 It's good for your health and mood, and helps you live longer.
- 2 It was trying to see if being kind encourages others to also be kind.
- **3** He bought food and drinks for some homeless people. Student B
- 1 It can stop us from doing certain things.
- 2 Self-centred or antisocial people.
- 3 You might make better decisions, get more things done, earn more money and be more successful.

- **3A** Ask Ss to find the words in bold in the text and see if they can work out what they mean without using dictionaries. Then ask them to compare their ideas in pairs.
- **B** Ss match the words to definitions. In feedback, elicit Ss' answers and drill pronunciation if necessary.

Answers: 1 genuine **2** altruistic **3** abandon **4** selfish **5** convinced **6** spectacular

C Ask Ss to consider what they think about the issues raised in the article. Do they think it's better to be good or bad? Refer Ss to the expressions in the box and give them a few mins to think about their opinion and reasons. Then organise Ss into small groups to discuss. In feedback, nominate a student from each group to give a summary of the opinions.

Optional extra activity

Ask Ss to discuss the following questions in small groups.

- 1 Are some people born bad, or do things happen to them that make them bad?
- 2 Can prison help a bad person become good? Why/Why not?
- 3 'People who are always good and kind are boring.' Do you agree or disagree?

GRAMMAR MODALS OF DEDUCTION

4A Ss complete the sentences alone. They can then check in pairs before feeding back to the class.

Answers: 1 must 2 can't 3 may 4 shouldn't 5 won't 6 could

B Draw Ss' attention to the modal verbs in the left hand column of the table. Point out that *shan't* is the contracted form of *shall not*. Check/elicit the meaning of *shall* (e.g. similar to will and used to express strong intention –used most often in suggestions, e.g. *Shall we go for a walk?*). Ask Ss to read the table carefully and complete the second column. They can then check their answers in pairs before feeding back to the class.

Answers: 1 really certain 2 really certain 3 possible 4 very likely 5 very likely

- **5A** Read the first dialogue with the class and underline the correct alternative together as an example. Ss then work alone to choose the remaining correct alternatives before comparing in pairs.
- **B** Ss listen and check their answers. If there are any they are not sure of, either play the recording again or write the answers on the board.

Answers: 1 must be 2 won't be 3 could be 4 may not 5 shouldn't be 6 can't be

Unit 6 Recording 1

- 1 A: I can't find my phone. I left it on my desk.
 - **B:** Don't worry. It must be here somewhere.
- **2 B:** Thank you so much for agreeing to look after Oliver for me.
 - A: It's not a problem. I'm sure he won't be any trouble at all.
- **3 B:** I can't remember what Jo's studying at University.
 - **A:** It could be Psychology or it might be Sociology.
- 4 A: Do you know where Samantha is?
 - **B:** I'm not sure. She may not be at work today.
- **5 B:** We only have half an hour to get to the airport. Is that enough time?
 - A: It should be fine. There shouldn't be too much traffic at this time.
- 6 B: Is that Akihiro?
 - A: No that can't be him. He's got a beard.

- C Ss cover the conversations. Tell Ss they will hear the first part of each conversation and they should try to say the response. Play the recording of Speaker A. Ss respond together. Play it again and nominate Ss for each answer.
- **6A** Refer Ss to the examples. Ss work alone to write opinions or solutions to the three problems. Monitor and point out errors, but encourage Ss to correct themselves.
- **B** Organise Ss into small groups to discuss their opinions and to see if they agree or disagree. In feedback, ask which ideas Ss agreed on.

LANGUAGEBANK 6.1 p114

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the degrees of probability. Give further examples if necessary. Do the first sentence in each exercise as an example. Ss complete the exercises alone and then check in pairs.

Answers:

A 1 won't 2 might 3 must 4 can't 5 won't be 6 should

7 must 8 must

- 1 They can't be here already.
- 2 You might be making a mistake.
- 3 I'll be relieved when we get there.
- 4 You must be crazy!
- 5 There should be enough time to collect the tickets.
- 6 That can't be the best way to help them.
- 7 The shopping mall will be open until nine.

VOCABULARY EXTREME ADJECTIVES

speakout TIP

Read the tip with the class. Elicit extreme adjectives to substitute for the examples. If Ss can't think of any, move on to Ex 7A.

7A In pairs, Ss match the extreme adjectives to their meanings. Elicit Ss' answers by reading the definition and asking Ss to give the extreme adjective. Drill the extreme adjectives.

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

Teaching tip

Tell the Ss that they can't use very with the extreme adjectives, but they can use *absolutely* or *totally* with extreme adjectives.

- **B** Do the first one together as an example. Ss work alone to complete the sentences with the appropriate extreme adjective. Ss check in pairs.
- **C** Ss listen and check. Ask them to notice how the adjectives are emphasised. Play the recording again for Ss to repeat.

Answers: 1 ancient 2 filthy 3 packed 4 terrifying
 5 astonished 6 starving 7 spotless 8 hideous by speaking in an exaggerated voice – louder, slower and using higher pitch, with emphasis

Unit 6 Recording 3

- 1 We were interested in the history of the place, so we went on a tour through the <u>ancient</u> streets of the old city.
- 2 I spent all morning cleaning the flat after last night's party. It was filthy.
- 3 We travelled during rush hour and the train was <u>packed</u>. There were so many people, we had to stand for the whole journey.

- 4 We stood at the top of the tower, but I was too scared to look down. It was terrifying!
- 5 I was astonished when he said I'd won. I couldn't believe it.
- **6** Can we get lunch soon? I didn't have much for breakfast so I'm starving.
- 7 I spent all day cleaning the kitchen. It's absolutely spotless!
- ${\bf 8}\;$ I can't believe she wore that ugly dress. It looked $\underline{\text{hideous}}$ on her.

Optional extra activity

Practise the extreme adjectives by asking questions to elicit short answers from Ss, e.g. T: How old are the streets? Ss: They're ancient!; T: How scary is the dog? Ss: It's terrifying!

SPEAKING

- **8A** Give Ss a few mins to think about their experiences and to take notes if necessary. Remind them to use extreme adjectives where appropriate.
- **B** Refer Ss to the example and then organise Ss into small groups to talk about their experiences. Tell the Ss that while they are listening to each other, they must think of two questions to ask at the end. Ask each group what they found out that was interesting.

VOCABULARY PLUS TWO-PART PHRASES

9A Ask Ss to work alone and read the three texts to find out what they have in common in terms of theme.

Answer: they are all about people helping others

B Point out to Ss that there are a lot of set phrases in English with two parts. Often the two parts involve repetition or rhyme. Ss then work alone to complete the texts. Elicit Ss' answers. Check that Ss understand the set phrases and encourage them to look them up in a dictionary if they are unsure.

Answers: 1 bright and early 2 on and on 3 fair and square
4 Sick and tired 5 hustle and bustle 6 round and round
7 again and again 8 give and take 9 wine and dine
10 ups and downs

Optional extra activity

Ss practise the phrases as a class. You say the first word of a phrase and the Ss have to say the second part (e.g. T: hustle, S: and bustle).

10 Ss work in pairs and discuss the questions. In feedback, elicit Ss' ideas.

Homework ideas

- Language bank: 6.1 Ex A-B, p114-115
- Vocabulary bank: 6.1 Ex A-B, p125
- Workbook: Ex 1–9, p39–40
- Ex 8B: write up a short story about your experience. Try to use two-part phrases

KIND DEEDS

Introduction

Ss revise and practise the third and mixed conditionals in the context of a story about kind deed. Ss also improve their knowledge of money vocabulary and write an informal thank you message.

SUPPLEMENTARY MATERIALS

Resource bank: p137

Warm up

Begin by telling Ss about a kind deed someone did for you (e.g. when someone helped you with a project). Then ask Ss to work in pairs and discuss when someone did a kind deed for them. Elicit interesting stories from Ss.

LISTENING

- **1A** Refer Ss to the picture story. Elicit/check *garbage* (American English for *rubbish*). Then ask Ss to look at all the pictures in pairs and try to predict the story.
- **B** Play the recording for Ss to listen and check.

Unit 6 Recording 4

M = Man W = Woman

- M: And we finish with a heart-warming story from Brazil. João, a twenty-year-old, living in poverty in the northeast of Brazil, worked as a garbage sorter. Every day he would dig through mountains of rubbish to find recyclable objects. One day recently, he found something rather more valuable: a package containing one thousand four hundred dollars in cash. It had been put in the rubbish by mistake, of course, and the owner, a man named Bruno, was desperately looking for it.
- **W:** Bruno had taken out the money for a trip to Europe. He'd hidden it in a roll of paper in his car. But his seven-year-old nephew found it and thought it was rubbish. So he threw it out.
- **M:** Bruno then spent an evening in the recycling centre looking for his money, but he couldn't find it.
- W: The next morning, Joao, the garbage sorter, went to work and found the money. He'd heard that another man was looking for it, so what did he do? He returned it immediately every last cent.
- M: This garbage sorter lived in a tiny wooden shelter with his family, but he was so honest that he says he didn't even think of keeping the money.
- **W:** This is a tale with not one but two happy endings. The story hit the news in Brazil, and was noticed by a famous rap singer called Gabriel.
- M: Gabriel was so moved by the story that he wanted to give Joao a reward. So he asked his friends for donations. In the end, they collected a kitty worth ten thousand reals or three thousand dollars. Gabriel gave the money to Joao, saying 'this is a present from the heart'.
- **W:** The second happy ending was this. Bruno, the man who'd lost his money and got it back, owns a construction company. As a way to say thank you, he offered Joao a job, with double the salary that Joao had made as a garbage sorter.
- M: It shows us: honesty pays.
- W: Certainly does.
- **2A** Ss read the questions and answer them, based on what they can remember from the audio.
- **B** Ss listen again and check their answers.

Alternative approach

Stronger classes may not need to listen again. For **weaker classes**, ask Ss to read through the questions in Ex 2A, and then listen again for the answers. Ss compare answers in pairs, then listen once more to check.

Answers:

- 1 Bruno had taken out a lot of money for a trip to Europe.
- 2 His seven-year-old nephew.
- 3 In the recycling centre.
- 4 garbage sorter
- **5** He returned it.
- 6 A famous rap singer.
- 7 Asked his friends for donations.
- **8** Bruno offered João a job, with double the salary he made as a garbage sorter.

SPEAKING

3 Ss read the questions and discuss them in groups. In feedback, nominate Ss from each group to answer a question. Ask the other Ss to listen and see if they agree.

VOCABULARY MONEY

4A Ss read the sentences and complete them with the words from the box. They can then check their answers in pairs before feeding back to the class.

Answers: 1 salary **2** poverty **3** reward **4** donations

- **B** Ss read the paragraph. Then focus their attention on the words in bold and ask them to work out what they mean. They can discuss their ideas in pairs.
- C Ss now match the words to the definitions. Elicit Ss' answers.

Answers: 1 wealth **2** debt **3** income **4** savings **5** afford **6** fund **7** currency

speakout TIP

Read the tip with the class. Elicit that the b in debt is silent. In pairs, Ss work out the silent letters in the remaining words. Check answers, then drill the words to ensure that Ss can pronounce them correctly.

Answers: *h* in character, *n* in government, *h* in honest, *e* in heart

VOCABULARYBANK 6.2 p125

A Ask Ss to look at the example in the first sentence. Ss work alone and then check their answers in pairs. In feedback, write the answers on the board.

B Ss work in pairs and ask each other the questions.

Answers:

1 a) bankrupt2 a) sharesb) accountantb) investor

3 a) recession b) economy 4 a) tax b) inflation

GRAMMAR THIRD AND MIXED CONDITIONALS

5A Ss work alone to read the sentences and underline the verb forms. They should then answer the four questions. Ss can check in pairs before feeding back to the class.

Teaching tip

Stronger classes could answer the four questions alone. With weaker classes you may need to do it as a whole class.

Answers:

- 1 hadn't been, would have kept
- 2 'd kept, would have known
- 3 had known, wouldn't have been
- 4 hadn't been, wouldn't have collected
- 5 hadn't returned, would be
- a) past: 1, 2, 3, 4; past and present: 5
- b) past perfect
- c) past participle
- **d)** would + infinitive instead of would have + past participle to indicate an imaginary situation referring to the present, not the past (mixed conditionals are where the situation referred to is in the present)
- **B** Ss work alone to form the sentences. They can then check in pairs before feeding back to the class. Drill the sentences with the contractions and reduced forms.

Answers:

- 1 If he'd eaten his food, he wouldn't have been hungry. (third conditional)
 - If he'd eaten his food, he wouldn't be hungry. (mixed conditional)
- 2 If you'd practised the piano more, you'd have been a professional. If you'd practised the piano more, you'd be a professional.
- 3 If he hadn't met Juan, he wouldn't have been so happy. If he hadn't met Juan, he wouldn't be so happy.
- 4 If we'd planned the schedule better, we wouldn't have had problems.
 - If we'd planned the schedule better, we wouldn't have problems.
- 5 If I'd remembered my keys, I wouldn't have been locked out. If I'd remembered my keys, I wouldn't be locked out.

LANGUAGEBANK 6.2 p114

Stronger classes could read the notes and do the exercises at home. **Weaker classes** can do the exercise in class. Check the notes carefully with Ss and deal with any queries.

- **1.A** Refer Ss to the example, then do the second sentence together. Ss work in pairs to write sentences. In feedback, elicit Ss' answers and drill the sentences.
- **B** Elicit the first answer with the class as an example. Ss complete the sentences, then check their answers in pairs.

Answers:

Α

- 1 If I'd had time, I would have gone to the dinner.
- 2 If Amanda hadn't got stuck in a traffic jam, she wouldn't have missed the plane.
- 3 If you'd bought tickets online, it wouldn't have been expensive.
- 4 If I hadn't felt sick after one mile, I would have finished the race.
- 5 If he hadn't died young, he would have become famous.
- 6 If they'd studied, they wouldn't have failed the test.
- 7 If the police hadn't found her, she would have escaped.
- 8 If I'd had enough money, I would have bought the books I wanted.
- B 1 had noticed 2 hadn't 3 l'd seen 4 had 5 hadn't finished 6 you'd heard 7 write 8 hadn't lost
- **6A** Refer the Ss to the example and remind them that they are focusing only on third conditionals at this point. Ss work alone to form the sentences, then check in pairs. In feedback, elicit Ss' answers. Drill the sentences with the contractions and reduced forms.

Answers:

- 1 had sold, wouldn't have got
- 2 would have done, 'd had
- 3 'd had, would have bought
- 4 wouldn't have collected, hadn't funded
- 5 'd told, would have come
- 6 would have been, had stuck
- 7 wouldn't have finished, hadn't worked
- 8 hadn't felt, would have visited
- **B** Refer the Ss to the example. Ss work alone to form the mixed conditional sentences. They can then check in pairs before feeding back to the class.

Answers:

- 1 If she hadn't stopped for a snack, she'd be hungry now.
- 2 If I hadn't gone to the party, I wouldn't be friends with Erdem.
- 3 If I'd missed my flight, I'd still be in New York.
- 4 If they'd stayed late, they would be tired today.
- 5 If she hadn't met Professor Lindley, she wouldn't be doing her PhD.
- **7A** Play the recording and ask Ss to notice how the sounds are joined together.

Unit 6 Recording 5

1

would would have would have been

I would have been late.

2

would wouldn't

wouldn't have

wouldn't have seen

I wouldn't have seen her.

3

would

would you

would you have

Would you have come?

B Ss listen again and repeat.

SPEAKING

- **8A** Lead in by referring the Ss to the pictures and ask them to form conditional sentences about the people in them (e.g. If they hadn't met when they were young, they wouldn't be happy now. If she hadn't worked so hard, she wouldn't have graduated). Then refer Ss to the examples and the prompts and ask them to think of conditional sentences which are true for them.
- **B** Ss work in groups to share their conditional sentences. Encourage Ss to ask each other questions to find out more. Monitor, focusing on the use of conditionals. Note examples of errors with conditionals, and in feedback, write them on the board and ask Ss to correct them.

WRITING A THANK YOU MESSAGE; LEARN TO USE FORMAL/INFORMAL EXPRESSIONS

- **9A** Ss work in pairs and discuss the questions. In feedback, elicit examples from Ss and ask what they write thank you messages for.
- **B** Ask Ss to read the messages and decide why the writer is thanking the recipient. They should also underline the words/phrases which show formality or informality. They can then check their answers in pairs before feeding back to the class.

Answers:

- 1 Message 1: for showing her around, especially the National Museum
- Message 2: for help planning a conference Message 3: for a gift
- 2 Messages 1 and 3 are informal. Informal vocabulary: First message: thanks a lot; it was great to hang out; good luck; best wishes. Third message: hi, really kind, love Message 2 is formal. Formal vocabulary: we greatly appreciated; handling the logistics; this is, in no small part, due to your efforts; at your earliest convenience; I look forward to hearing from you; yours sincerely
- **10A** Ss work in pairs and add phrases from the messages to the table.
- **B** In their pairs, Ss now add the phrases from the box to the table and discuss which can be both formal and informal.

Answers:

	formal	Informal	
starting the message	Dear	Hi	
expressing thanks	Thank you very much Thank you very much indeed for	Thanks a lot for Thank you ever so much	
adding more information	We greatly appreciated I was delighted to receive I am very grateful for your help with	I really enjoyed I'll be back/I'll use the money I was delighted to receive I had a great time	
signing off	Yours sincerely Warm regards Kind regards	Best wishes Love All the best See you soon	

I was delighted to receive and Thank you very much indeed for could be formal or informal.

11 Ss read the note from the taxi driver. Ask Ss if it is formal or informal (informal). Ss work in pairs and decide which expressions from the box are appropriate for the thank you message. Ss then work alone and write their note. Collect in their notes for correction.

- Ex 12: write a formal thank you note
- Language bank: 6.2 Ex A–B, p114–115
- Vocabulary bank: 6.2 Ex A–B, p125
- Workbook: Ex 1–9, p39–40

THE GOOD LIFE

Introduction

Ss learn and practise ways of agreeing and disagreeing and talk about golden rules for being happy.

SUPPLEMENTARY MATERIALS

Resource bank: p138

Warm up

Lead in to the topic by asking Ss to think of the happiest day/ time in their lives. When they are ready, ask them to describe this day/time to a partner and explain why they were so happy. During feedback, nominate Ss to share their experiences.

VOCABULARY HAPPINESS

- **1A** Ask Ss to look at the photos and discuss in pairs what they represent and if these situations also make them happy. Ss write a list of the things that made them happy in the last 24 hours and compare lists with their partner. Elicit Ss' ideas.
- **B** Tell the Ss to read the text quickly to find out why the Danish are so happy. Elicit Ss' answers.

Possible answers:

Hygge – the idea of living cosily, taking pleasure in small comforts, enjoying time with friends and family, living in the moment. Danish people also have a good work-life balance, are less stressed and they trust each another.

Culture notes

Denmark, with a population of less than six million, is one of the wealthiest countries in the world. It also has very low levels of income inequality and high levels of social mobility. Tax levels are also high, but in return Danes enjoy free education, health care and generous and comprehensive welfare benefits. Employment and civil rights are strong, and workers have good holidays and shorter working hours than most countries.

C Ss read the definitions and match them to the phrases in bold in the text. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: 1 look on the bright side 2 (be) on top of the world
3 living in the moment 4 take pleasure in 5 having a good time
6 be contented (with)

D Ss work in pairs and discuss the questions. If Ss are struggling, ask them to think about issues such as crime levels, health care, education, employment, etc.

Optional extra activity

Ask Ss to find out which country came out top in the most recent happiness survey. Ask them to also find out which countries were the least happy. Conduct a class discussion on their findings.

VOCABULARYBANK 6.3 p125

- A Ss unscramble the letters and match the sentences to the pictures. They can then check their answers in pairs.
- **B** Ss correct the sentences or add in words. They can then check their answers in pairs before feeding back to the class.

Answers:

- A 1) moon, D
 2) air, E
 3) world, A
 4) cloud, F
 5) heaven, B
 6) better, C
 7) spirits, H
 8) mood, G
- B 1) We're absolutely over the moon.
 2) He's not in a very good mood.
 3) They were all in good spirits.
 4) In fact, I've never been better.
 5) I'm in seventh heaven.

FUNCTION ASKING FOR AND EXPRESSING AGREEMENT/DISAGREEMENT

2A Tell Ss they will listen to two people discussing happiness. Elicit/explain the meaning of *golden rule* (a basic principle that must always be followed to guarantee success in something). Tell Ss to read the ideas in the box, then play the recording. Ss number the ideas in order and then check their answers in pairs. In feedback, elicit Ss' answers and ask which was not mentioned.

Answers

preparing and eating good food (5) spending time in nature (1) getting eight hours sleep (4) living in the moment (3) focusing on the simple things in life (6) going out with good friends – not mentioned listening to music (2)

Unit 6 Recording 6

M = Man W = Woman

- **M:** I have something that I would consider to be one of the top five things that would mean a happy life.
- W: OK.
- M: Number one for me is being outside in nature.
- W: Yes, definitely...
- **M:** Absolutely, do you like doing that?
- W: Absolutely!
- M: So last year I went to Wales for the first time ... and uh ... I didn't know the beaches were so good in Wales, and on the coastal path, there's a national coastal path, and ...
- W: Oh that scenery must be just breath-taking.
- M: Oh, it's incredible.
- W: That's definitely one of the keys, isn't it?
- **M:** And there was no-one there, and I remember thinking, 'Where is everyone?' It was kind'uv a holiday time ...
- W: Oh gorgeous!
- **M:** And I felt this real stillness when I was there ... It was incredible. I'd never experienced it, living in a city all my life and ...
- W: It does make you happy.
- M: It ... Absolutely ... (it really does)
- **W:** And I think music is one of my keys to happiness. (M: OK) for sure, because it can change your mood completely.
- M: Yeah
- W: If you're down, you can listen to something and it will cheer you up. (M: yeah) Or if you're uptight, you can relax with some calming music. (M: yeah, yeah) I think that's amazing and I also think... increasingly we are focused on the future and I will be happy when this happens, or when that happens, (M: yeah) and I think it's all about the now, the present. (M: yeah) Past is done (M: yeah, yeah) future hasn't happened yet (M: yeah). It's all about living in the moment.
- M: That's hard to do, I think sometimes.
- W: That's number three, I think.
- **M:** Yeah focussing on the moment, I agree. That's definitely on my list.
- W: What else?
- M: Uh ... um, this one's a bit boring, but getting eight hours sleep.

- W: No, it's not at all, that's a luxury.
- M: Getting eight hours of sleep, right?
- W: Yes! How wonderful!
- M: It's so true. I never do. I never do.
- W: No, I think very few people do. But it's so important, isn't it?
- M: I have one of those sleep apps on my phone, where it actually measures how much I sleep and somehow it can measure the quality of my sleep, and I'm amazed that it's always less than six hours a night.
- W: Oh, well, yeah, it's so important ...
- M: So, like ... I have to change what time, I have to change something about my lifestyle, about what I do in the evening, how early I get into bed ...
- W: Ah ... Oh, another one, cooking and good food ...
- M: Really?!
- W: Yeah, incredibly important.
- M: I never do that. I never cook for myself.
- W: Well you see, you are what you eat ... so
- M: Wow, so...
- W: You stop at (M: gosh) fast food restaurants (M: yeah), and wonder why you don't feel good, because ... (M: Well, that's probably true ...) ... it is important I think. To be happy you've got to put good food (M: yeah) into your system. (M: yeah) Really healthy stuff.
- M: OK, here's another thing, which is kind of partly to do with focusing on the moment, is focusing on the simple things. The simple things. And for me one of those things is not eating on the run, even though I'm not cooking my own food. (W: Now there you go.) But not eating on the run, walking up to get public transport, and have something in my hand, which I'm eating breakfast that way. Sitting down, taking a moment, a coffee or some tea, and just, for five minutes, kind of settle the mind before the day gets going.
- W: Bliss. Let's do it now.
- **B** Ss work in pairs to answer the question. Elicit Ss' ideas, then play the recording again for them to check. Ask Ss to make notes on any ideas they missed. They discuss if they agree or not. In feedback, elicit which ones Ss don't agree with.

Answers:

- 1 spending time in nature He says he went to Wales and enjoyed the scenery and the fact that there was nobody there.
- 2 Listening to music can help to change your mood. The woman says it's one of her keys to happiness.
- 3 living in the moment people spend too much time focusing on the future, thinking 'I will be happy when this happens', or worrying about the past, rather than living in the present and focusing on that.
- 4 getting eight hours sleep seems boring, but it's so important even if the man never manages to do it. He has an app to measure the quality of his sleep, but he never usually sleeps more than six hours. He wants to change that habit. The woman says 'it's a luxury' but it's so important.
- 5 preparing and eating good food the woman says 'you are what you eat' it's incredibly important to cook and eat good food. The man says he never cooks for himself. The woman says if you eat at fast food restaurants and then you wonder why you don't feel good, it's because you need to put good, healthy food into your system to make you happy.
- 6 Focusing on the simple things the man says this is related to focusing on the moment, but it's about not always rushing and eating on the run, but taking time to sit down and enjoy a coffee or something to eat and just allowing the mind to settle before the day starts.
- **3A** Ss read the statements. Check *breathtaking* (astonishing to such an extent that it 'takes your breath away'). Tell Ss to mark each statement with *M* or *W*. Ss listen again and check their answers.

Answers: 1 W 2 M 3 W 4 W 5 M 6 M 7 W

B Ask Ss to look at the tags in the box. Elicit the rules for formation for 1,3 and 4., i.e. verb to be = isn't it in the negative when

the sentence is positive. Point out that *right* is informal. Ss work together to work out the tags for 1–5. Elicit Ss' answers.

Answers:

1 isn't it?/right? 2 isn't it?/right? 3 don't you?/right?

4 isn't it?/right? 5 don't you?/right?

speakout TIP

Read the tip with the class. Elicit Ss's ideas for the questions.

speakout TIP Answers:

yes? no? and OK? could all be used.

C Ss work in pairs and decide if the responses show agreement or disagreement. Elicit Ss' answers.

Answers:

A: Yes, definitely. It really does!

Absolutely.

l agree.

That's right./You're so right.

Totally!

Tell me about it!

No doubt about it.

That's so true./That's probably true.

D: Really?!

I don't think so. No way! (strong) Not necessarily.

I'd say the opposite.

LANGUAGEBANK 6.3 p114

Answers:

A 1 right 2 necessarily 3 Really 4 think so 5 isn't it 6 No doubt 7 way 8 that's probably 9 don't you 10 definitely 11 isn't it 12 It really does 13 Tell me

4A Play the first dialogue and ask the Ss if the voice is high or low, and if the speaker is agreeing or disagreeing. Play the second dialogue and repeat the questions. Then play the full recording.

Answer:

When the speaker agrees their voice is high, especially on the stressed syllable. When they disagree, their voice is lower.

Unit 6 Recording 7

M = Man W = Woman

- 1 M: Are you coming out later?
- W: Yes, definitely!
- 2 W: I love it when it rains.
 - M: Really?!
- **3 W:** Eating good food is so important.
 - M: I don't think so.
- 4 M: I need eight hours sleep.
- **W:** Absolutely.
- **5** M: Exercise is essential.
- **W:** I totally agree.
- **6 W:** It's important to do a job that you love.
 - M: That's right.
- **7 W:** Life is too short to be angry all the time.
 - M: You're so right.
- 8 M: I only eat raw food.
- W: No way!
- **9 M:** You need to be in love to be happy.
- W: Not necessarily.
- 10 W: Good friends are really important.
 - M: Totally!

Homework ideas

• Workbook: Ex 1-4, p41

- 11 W: One thing that stresses me is when I have too much to do.
 - M: Tell me about it!
- **12 W:** Sundays are so relaxing. It's my favourite day of the week.
 - M: No doubt about it.
- **13 W:** The only way to be happy is to be rich.
 - M: I'd say the opposite.
- 14 M: It's best to keep things simple.
 - W: That's so true.
- 15 M: The best advice is just not to worry. Things will be fine.'
 - W: That's probably true.
- **16 W:** I think laughing at your problems really helps you to stay happy.
 - M: It really does!
- **B** Ss listen again and repeat the responses.
- C Ss listen and choose an appropriate response from Ex 3C.

Unit 6 Recording 8

- 1 War is one of the biggest problems of our time.
- 2 It's essential that people have access to free healthcare.
- 3 Staying at home and watching TV is a great way to be happy.
- 4 People today worry too much about everything.
- **5** Money is the most important thing, isn't it?
- 6 If you work hard at a job you love, you will be happy.
- **5A** Ss complete the conversations. They can then check in pairs before feeding back to the class.

Answers: 1 isn't **2** totally **3** right? **4** way **5** it **6** true **7** necessarily **8** opposite

B Ss practise the conversations in pairs. Monitor for intonation in the responses and correct where necessary.

LEARN TO AGREE USING SYNONYMS

6A Refer the Ss to the example and ask them to underline the synonyms. Elicit Ss' answers.

Answers: 1 breathtaking, incredible **2** definitely, absolutely

B Ss read the two sets of sentences. Assist with vocabulary if necessary. In pairs, Ss match 1–6 to a–f. Ss check in pairs.

Answers:

- 1 d) rhythm, beat
- 2 f) crazy, mad
- 3 b) hot, boiling
- 4 e) busy, hurry
- **5** a) huge, enormous
- 6 c) so many people, packed

SPEAKING

- Ask Ss to write their own golden rules for a good life.
- **B** In pairs, Ss compare their circles and give reasons for their ideas. They must agree on five rules. Encourage Ss to use the expressions for agreeing and disagreeing from Ex 3C.
- C Put Ss into groups of four and again they must agree on five rules. In feedback, Ss report to the class and see how many rules they have in common.

Homework ideas

- Language bank: 6.3 Ex A, p114–115
- Vocabulary bank: 6.3 Ex A-B, p125
- Ex 2A: write a dialogue about golden rules for life
- Ex 7: write a list of your golden rules for life

A HELPING HAND

Introduction

Ss watch Samantha interview people about the last time they helped someone, the last time someone helped them, which causes are important to them and what would make the world a better place.

Warm up

Lead in by telling Ss about a time when you raised money for a charity. Then ask Ss to discuss in small groups which charities they have helped in the past and why.

DVD PREVIEW

- **1A** In pairs, Ss tell each other about three good things they have done for other people this week. During feedback, ask Ss to share their experiences with the class.
- **B** Ask Ss to read the information and then discuss in pairs who the most helpful person they know is. Elicit Ss' answers.

DVD VIEW

2A Ss watch Part 1 and note who helped the people (1–4).

Answers: 1 Russell 2 Chris 3 Chris 4 Simon

DVD 6 Part 1

S1 = Samantha C = Chris S2 = Simon R = Russell

- S1 Hi again. I feel a bit tired and achy today, 'cause I spent this last weekend helping my next-door neighbours tidy up their garden. They're quite elderly and not so mobile anymore and I try and lend a hand whenever they need something done, so a lot of hard, physical work. But it was for a good cause and worth it. What about you, when was the last time you helped someone?
- C: Er, so I suppose just this morning, helping a colleague, putting her in touch with someone that's a useful, kind of connection for her. Erm, er, so helping people in my community. Working with the local residents' association to, er, clear up service roads. That's all happened, sort of, relatively recently.
- **S2:** Yesterday, er, when I was in Calais, er, I was working with a group of refugees, helping them to acquire information that they will need when they come to the UK.
- R: There was a woman on the bus in Bristol a few months ago, who, she was Spanish and couldn't speak a word of English. And I just, erm I used to live in South America so I was able to just help her buy the ticket. I just remember the look on her face as it just dropped and went, 'Oh, thank God,' when she realized that there was someone there who could help.
- **B** In pairs Ss say how they helped them. In feedback, elicit Ss' answers. For weaker classes, play the recording again if necessary.

Answers:

Chris: a colleague, put her in touch with a useful connection; people in his community, worked with local resident

association to clear up service roads

Simon: a group of refugees, to get information they will need

when they come to the UK

Russell: a Spanish woman, to buy a bus ticket

C Ss complete the gaps. Play Part 1 again for Ss to check.

Answers: 1 lend 2 good 3 able

D Ss match the words in bold to the definitions.

Answers: 1 b 2 c 3 a

- **E** Ss work alone to complete the sentences with their own ideas. They then compare their sentences with other Ss.
- **3A** Ss read the questions. Then play Part 2 of the DVD. Ss can then discuss their answers in pairs before feeding back to the class.

Answers:

- 1 Simon needed a coffee and someone bought him one.
- 2 Juliet's parents couldn't afford singing lessons. The music teacher spoke to a singing teacher who gave her free lessons for three years. Juliet is now a singer.
- 3 Roxanne had a tough experience moving from one country to another. Her children were of primary and beginning secondary school age. Her husband was already here. Her community and friends helped her to get things organised and focus on the things that mattered and the things that didn't.

DVD 6 Part 2

- S1 = Samantha S2 = Simon J = Juliet R = Roxanne
- **S1:** Tell us about a time when someone helped you.
- **S2:** Yesterday, somebody bought me coffee when I needed coffee.
- J: This feels so long ago. Erm. My music teacher, she was an incredible lady who, I think she just saw value in my potential, and when I finished school, my parents couldn't afford to give me singing lessons and so she spoke to the teacher and the teacher gave me singing lessons for like three years after for free. And I'm now a singer, so it was just the most amazing help. Yep.
- R: For example when we moved here it was a really tough experience moving from one country to another. The transition was, was a bit rough. I have two children that were of primary and beginning secondary school age and er, my husband was already here, so er, my community and my good friends actually helped me to really get things organised, get things together, er, really focus on the things that mattered and the things that didn't. And that's invaluable.
- **B** Ss work in pairs and discuss any other details they remembered from the DVD. They can then watch again to check.
- **4A** Ask Ss to read the issues. Play Part 3 so that Ss can order the issues. In feedback, write the answers on the board.

Answers: diversity in the arts 4 refugees 1 mental health issues 3 social justice for children/trafficking 2

DVD 6 Part 3

S1 = Samantha S2 = Simon J = Juliet T = Tim

- **S1:** Are there any causes that are important to you?
- **52:** Erm, I work with a number of refugee organisations. I believe that people who are in need of support and help at a time of crisis in their life, need those who will get alongside them, listen to them, offer the support that they can do, practical and emotional.
- J: I believe that everyone has value and everyone has a place and I think when your value and your place has been ripped from you, that's not OK. So I try and do things like social justice for, erm, children and trafficking, that kind of thing. That's really close to my heart
- T: Mental health is close to my heart, and er particularly amongst men and like the charity ... oh, I won't say the name ... but charities which particularly help men to talk about mental health issues and to not put on a front and pretend that everything's OK when it's not.
- A: I'm very passionate about diversity in the arts and representation of different races and genders and ethnicities, particularly in the UK where it is still very white in many ways, and as an Indian-origin director it's something I'm very passionate about.

- **B** Ss complete the sentences and try to work out the meaning of the words in bold.
- **C** Ss compare answers in pairs. Play Part 3 again for Ss to check.

Answers: 1 in 2 close 3 front 4 about

be in need of = need.

close to my heart = personally important to me.

put on a front = pretend something in public (while the truth is different)

be very passionate about = feel very strongly about something

5A Ss read the quotes. Play Part 4 so that Ss can note who said them.

Answers: 1 Roxanne **2** Chris **3** Juliet **4** Roxanne **5** Juliet **6** Chris

DVD 6 Part 4

S1 = Samantha C = Chris J = Juliet R = Roxanne

- **S1:** What can people do to make the world a better place?
- C: I think, I think talk and be open about erm, some of the things that people are passionate about, the causes they are interested in and get active around that, so, so talk to people about things that are important to people but also for people to get active around those causes as well.
- **J:** Just smile, erm, think and say nice things to each other instead of thinking or saying the worst of each other.
- **R:** Kindness goes a long way. Er, being respectful is something that everyone should practise every day and everyone should just love who they are, love where they are and know that we're just all in this journey together. And it's not about the finish line it's about the destination.
- **B** Play Part 4 again. Ss discuss in pairs or small groups which they think is the best answer to the question, *What can people do to make the world a better place?*

speakout a group discussion

- **6A** Ss work alone and think of their answers to the four questions.
- **B** Organise Ss into small groups. Remind Ss of the language for agreeing/disagreeing. Ss exchange their ideas. Monitor for good and incorrect language. In feedback, ask groups to share their answers.

writeback a short essay

7A Ss read the text alone and then discuss the questions in pairs.

Answer:

Medical aid for people who are in need.

Médecins Sans Frontières is apolitical. It brings aid to people regardless of race, colour, gender or religious beliefs.

- **B** Ask Ss to research a cause they are interested in. Elicit the format of the essay as follows:
- 1. Say what the organisation is and what it does.
- 2. Say when it was founded/how many people work in different parts of the organisation/how many people it helps. Has it won any awards?
- 3. Say why you like it and think it is worth supporting. Ss write a draft (150–200 words) and then swap with a partner. Ss then give their partner some constructive suggestions and comments.

Homework ideas

• Ex 7B: write a final draft of the essay, using the feedback

LOOKBACK

Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

MODALS

1A Ss complete the sentences using the words in the box. They can then check their answers in pairs before feeding back to the class.

Answers: 1 won't be **2** must be **3** might be **4** can't be **5** should **6** could

B Give the Ss a few mins to decide on their replies. Ss then work in pairs to discuss. In feedback, elicit anything the Ss found interesting.

EXTREME ADJECTIVES

2A Do the first one together as an example. Ss then work alone to choose the correct alternatives. Ask them to check their answers in pairs. Elicit Ss' answers.

Answers: 1 terrifying **2** stunning **3** packed **4** hideous **5** gorgeous **6** filthy **7** astonished

B Ss read through the questions. Give them a few minutes to think of their answers. During their discussion, encourage Ss to ask each other follow-up questions. Circulate and monitor, noting down any errors and examples of good language. In feedback, elicit any interesting answers and give Ss feedback on their language use.

MONEY

3A Tell the Ss the words are only horizontal or vertical. Ss circle the words. They can then check their answers in pairs.

Answers

reward, salary, donation, income, currency, poverty, wealth, afford, savings, debt

r	е	W	a	r	d	a	S	С	f
S	а	٧	i	n	bul	S	a	е	a
d	S	٧	а	W	е	а	l	t	h
a	d	g	W	q	d	i	a	l	l
S	n	f	е	u	i	n	r	j	е
C	u	r	r	е	n	С	V	f	i
d	0	n	a	t	·	0	n	u	d
е	С	٧	r	е	u	m	k	n	0
b	a	i	р	0	V	е	r	t	У
t	a	f	f	0	r	d	0	j	l

Alternative approach

You could do this as a race. The first S to finish writes the words on the board. Other Ss check to see if they are right.

Teaching tip

Word squares and crosswords can be created quickly and easily online. There are many free websites that will turn a list of words into a word search which can be printed. This can be a good way to revise and practise vocabulary.

B Ss work in pairs. The first S describes one word and the second S has to guess the word. Reverse roles.

THIRD AND MIXED CONDITIONALS

- **4A** Remind Ss that they have to focus on the effect *now*, so this means they need to create some mixed conditional sentences. Write the following example on the board if they need help to get started: *If money hadn't been invented, we wouldn't have such differences between wealthy people and poor people.* Give time for Ss to write their sentences and give them feedback on any errors.
- **B** Alert Ss to the fact that they now have to think about past consequences, so they will need to construct 3rd conditional sentences. Ss work alone to complete the sentences with their own ideas
- **C** Ss can now work in groups and compare their sentences. They should discuss whether the world would be a better place if these ideas were real. In feedback, nominate a S from each group to share their conclusions with the class.

ASK FOR AND EXPRESS AGREEMENT / DISAGREEMENT

5A Ss work alone to put the words in order. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: 1 You're so right. 2 I'd say the opposite
3 That's probably true. 4 Tell me about it! 5 No doubt about it.
6 It really does!

B In pairs, Ss practise the conversations.

OVERVIEW

7.1 OUTSIDER ART

GRAMMAR | making comparisons; so/such **PRONUNCIATION** | schwa in comparatives

 $\textbf{READING} \ | \ \text{read about outsider art}$

VOCABULARY | visual arts

VOCABULARY PLUS | multi-word verbs 2 **SPEAKING** | discuss art and creativity

7.2 THE POWER OF MUSIC

SPEAKING | talk about music

VOCABULARY | music

PRONUNCIATION | the letter A

LISTENING | a conversation about music tastes

GRAMMAR | be/get used to vs used to

WRITING | an essay **LEARN TO** | use parallelism

7.3 LIFE HACKS

VOCABULARY | everyday objects **READING** | read about life hacks

FUNCTION | responding to suggestions **LISTENING** | a conversation about life hacks

PRONUNCIATION | intonation: sounding positive or negative

LEARN TO | agree using *me too/me neither* **SPEAKING** | tell someone about a skill

7.4 GRAFFITI BBC 🔊 DVD

speakout | a cultural experience
writeback | a review

7.5 LOOKBACK

Communicative revision activities

OUTSIDER ART

Introduction

Ss revise/practise comparative structures in the context of art. They read an article on Outsider Art, discuss how creative they are and learn and practise multiword verbs. They also learn and practise vocabulary related to the visual arts.

SUPPLEMENTARY MATERIALS

Resource bank: p139, p140 and p141

Ex 6A: pictures of modern art

Exs 8A, 9A: bring monolingual dictionaries for Ss to use

Warm up

Write the following three activities on the board: go to the movies, visit art galleries, go to live music concerts
Tell Ss they have to spend a week doing this activity
continuously. Which would they choose and why? Ask them
to discuss their opinions with a partner. In feedback, elicit Ss'
opinions and ask them to give reasons.

GRAMMAR MAKING COMPARISONS; SO/SUCH

1 In pairs, Ss discuss the questions about the pictures. In feedback, elicit interesting information. Ask Ss if they know the artists who created these pieces. Give them some information if they are interested (see Culture note below).

Culture notes

The first piece of art is a sculpture called *Tall Tree and the Eye*, by Anish Kapoor. Kapoor is a contemporary sculptor, born in India.

The second piece of art may be more recognisable to Ss. It's a self-portrait by the Dutch post-impressionist, Van Gogh. The third piece of art is *The Water Lily Pond*, by French Impressionist Claude Monet.

- **2A** Elicit/Check the meaning of *abstract* (in terms of art, this means when the art doesn't necessarily physically resemble what it is representing it's a move away from traditional art). Ss work alone and match the sentences to the pictures, based on their own opinions. In small groups, Ss then discuss their opinions to see if they agree. In feedback, elicit what Ss agreed on and what they disagreed on.
- **B** Refer Ss to the example. Ss then work alone to underline the comparatives and descriptions in 1–6. Ask them to check in pairs before feeding back to the class.

Answers: 1 more realistic than 2 the most 3 as good as 4 almost as famous as 5 so strange 6 such a beautiful picture that

C Ss complete the rules alone. Elicit Ss' answers.

Answers: 1 more **2** the most/the least **3** such **4** so **5** as + adjective + as

Teaching tip

Stronger classes can do this by themselves, whereas weaker classes may need to do it together with the teach er.

LANGUAGEBANK 7.1 p116-117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the rules for so/such. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the expressions with so/ such. Ss can refer to the notes to help them.

Answers:

Α

- 1 He's such a liar!
- 2 The exam was so difficult that no one passed.
- 3 That's not <u>such</u> a great idea, Tom.
- 4 I'm so hungry I could eat a horse!
- **5** We watched <u>such</u> a boring film I fell asleep halfway through.
- 6 He runs so fast that I can't keep up.
- 7 It was <u>such</u> a terrible waste of time.
- 8 You're so good at maths!

В

- 1 so loud we couldn't chat.
- 2 such a brilliant book that I read it twice.
- 3 doesn't play as well as Sara.
- 4 had such a bad headache that he went to the hospital.
- **5** was so angry I turned red!
- 6 is as tall as the old building.
- **3A** Ss discuss the two questions. Encourage Ss to say as good as and sentence 1 from Ex 2A in order to work out how it is pronounced. Play the recording and elicit the answers.

Unit 7 Recording 1

- 1 As good as
- 2 He's as good as me.
- 3 Better than
- 4 She's better than me.

Answers: 1/əz/ 2/ðən/

B Play the recording for Ss to listen and repeat. Drill the sentences if necessary, building up from phrases to full sentences as in the listening track.

Unit 7 Recording 2

Big as

As big as

He's as big as a bear.

Strong as

As strong as

She's as strong as me.

Intelligent as

As intelligent as

I'm not as intelligent as you. Smaller than

I'm smaller than you.

Quieter than

They're quieter than us.

Dangerous than

More dangerous than

It's more dangerous than you think.

4 Complete the first sentence together as an example. Ss can then complete the remaining sentences alone before checking in pairs. Elicit Ss' answers.

Answers: 1 such a beautiful 2 the most popular 3 so good 4 the least interesting 5 as gorgeous as 6 as big as 7 such a brilliant 8 so quickly

5 Look at the example sentence together. Ss work alone to write sentences which describe the pictures in Ex 1, using the structures the Rules box and the adjectives in the box. Monitor and point out errors, but encourage Ss to correct themselves. Ss can then compare their sentences in pairs. In feedback, elicit Ss' ideas.

READING

6A Check can't stand (really dislike/hate). Ss read the statements and then tell their partner their opinion.

Optional extra activity

Bring in/show some pictures of modern art, e.g. Rothko, Kandinsky, etc. Ask Ss to react to the art and give their opinions

B Elicit the meaning of *outsider* (a person who doesn't belong to a particular group or isn't accepted by them). Then ask Ss to read the text quickly to find out what the term outsider art means.

Answers:

Outsider art is art produced by people who are on the edges of society: prisoners or people with mental illness, who are untrained as artists. They often have a history of institutionalisation (orphanage, asylum, prison), little or no education, and an obsession with art-making. Their work tends to show fantasy worlds and extreme mental states, and it's made of anything that comes to hand.

7A Ss read the sentences and then refer back to the text to underline the parts of the text which tell them the sentences are false. Ss can then check their ideas in pairs before feeding back to the class.

Answers:

- 1 people ... who are untrained as artists
- 2 Outsider Art can mean sculptures of gorillas made of tin foil, plastic Star Wars figures glued to boards, chairs made of chicken bones, and stuffed squirrels fitted with angels' wings.
- 3 Edmondson (1874–1951) was the first African American to have an exhibition at the Museum of Modern Art, in 1937.
- 4 Guo Fengyi ... made ink drawings. She had worked in a rubber factory but retired at 39.
- **5** At a recent Venice Biennale, ... the main attraction was ... Il Palazzo Enciclopedico ... a copy of a 1950s work by self-taught Italian Marino Auriti.
- **6** Why is Outsider Art suddenly popular? For several years, there's been a growing interest in 'alternative' art ... major museums and galleries are starting to exhibit the work of self-taught artists.

Optional extra activity

Ask Ss to work in pairs and do some online research on the five outsider artists mentioned in the text (see names below). Ask them to find examples of artwork from each person, and to decide which of these artists they admire most, and why. Invite Ss to share their opinions with the class.

William Edmondson

Guo Fengyi

Marino Auriti

Huub Niessen

Marilena Pelosi

B Ss work in small groups and discuss the questions. Circulate and monitor, noting down any errors for later correction.

VOCABULARY VISUAL ARTS

8A Ss match the photos with the words in bold in the text. If Ss don't want to turn the page to refer back to the text, you could write the 12 words on the board (self-portrait, oil painting(s), watercolour(s), canvas, easel, sketch, charcoal, paintbrush, sculpture(s), installation, collage, multi-media) – although they may still need to refer to the text for context. Ss can then check their answers in pairs before feeding back to the class.

Answers: A charcoal B sketch C oil painting, D sculpture E self-portrait F collage G canvas H easel I paintbrush J multimedia K watercolour L installation

B Ss work in pairs and discuss the questions. In feedback, elicit anything interesting the Ss found out from their partner.

VOCABULARYBANK 7.1 p126 Visual Arts

- **1A** Ss complete the definitions with the words in the box, then check in pairs. In feedback, elicit Ss' answers.
- **B** Ss discuss the questions in pairs.

Answers: 1 patterns 2 body 3 technical 4 filmed 5 past 6 Greek 7 looks 8 dreams

VOCABULARY PLUS MULTI-WORD VERBS 2

9A Ask Ss if they ever do quizzes in magazines and if they believe in the results. Tell the Ss they are going to do a quiz on creativity, but first they need to find and underline multi-word verbs and work out what they mean. The first one is underlined for them. Give dictionaries out for Ss to use.

Answers:

From question 1: turn on = switch on/make work; make up = invent/create; look after = take care of

Question 2: throw away = put in the rubbish/trash; give up = stop; break down = stop working

Question 3: shop around = compare the price/quality of something by going to lots of different shops

Question 4: turn somebody/something down = say no to something/ somebody; come up with = produce something

Question 5: count on = rely on

Question 6: call (it) off = cancel

B Ss do the quiz alone and then compare their answers in pairs. They check their answers on page 129. Ss discuss if they think the results were accurate. Ask Ss who agreed/disagreed with their results and why.

VOCABULARYBANK 7.1 p126 Mulit-word verbs 2

2 Do the first one together as an example. Ss read the pairs of sentences and underline the multi-word verbs and then match them to their correct meanings. They can then check their answers in pairs before feeding back to the class.

Answers: 1 made up (b) 2 make up (a) 3 broke down (a) 4 break down (b) 5 gave up (b) 6 gave up (a) 7 turn down (a) 8 turned it down (b) 9 let down (a) 10 let down (b) 11 works out (b) 12 work out (a)

speakout TIP

Read the tip with the class and elicit some other ideas that Ss have on being creative in English. Ask Ss if they have tried any of these.

- Ss choose six of the multi-word verbs and write personalised sentence
- Do one of the things in the speakout tip for one week
- **Vocabulary bank:** 7.1 Ex 1, p126
- Workbook: Ex 1-8, p46-47

THE POWER OF MUSIC

Introduction

Ss revise and practise *be/get used to* vs *used to* in the context of talking about music. They also learn about parallelism and write the first draft of an essay.

SUPPLEMENTARY MATERIALS

Resource bank: p142 and p143

Ex 2A: bring monolingual dictionaries for Ss to use

Warm up

Write the following three questions on the board and ask Ss to discuss them in pairs/small groups. Invite Ss to share their answers with the class.

- 1 Can you play a musical instrument? If so, what and how well can you play it?
- 2 What musical instrument would you like to play in the future? Why?
- 3 'Everyone can sing' do you agree or disagree? Why?

SPEAKING

1 Give the Ss a few minutes to read the questions and think about their answers. Ss then work in pairs/small groups and discuss their answers. In feedback, nominate Ss from each pair/group to report on the most interesting points.

Optional extra activity

Ask Ss to work in pairs or small groups. Write the following five decades on the board. Ask Ss to work together to choose five songs – one for each decade. They should choose songs that they feel are representative for each era. Allow them to do research online if they need help.

The 1970s, The 1980s, The 1990s, The 2000s, The 2010s Invite Ss' to share their lists and see if the class can agree on a definitive list for the five decades.

VOCABULARY MUSIC

2A Ss match the meanings with the words in the box. Provide dictionaries if needed. Elicit Ss' answers and drill the words.

Answers: 1 speakers 2 album 3 rave 4 lyrics 5 rhythm 6 dance music 7 number one 8 download 9 track 10 fan 11 rap 12 techno

B Write the phonemes on the board and ask Ss to say the three examples in the box. Elicit the sound of each phoneme. Ss work in pairs to pronounce the words in the box and decide which sound to put them under. Play the recording for Ss to check.

Unit 7 Recording 3

1 /eɪ/ rave favourite shake tape

2 /æ/ rap fan album track

3 /aː/ dance class party last

Watch out!

In many accents in the UK and other English speaking countries dance, class and last are pronounced with the /æ/ sound.

Teaching tip

Remind Ss that the pronunciation examples in text books are typical 'standard' examples, and that real pronunciation varies widely — especially vowel sounds. For this reason, it is important that Ss try to listen to authentic sources with a wide variety of accents as much as they can.

- **C** Ss work alone to write questions. Monitor and point out errors but encourage Ss to correct themselves.
- D Ss work in groups to ask their questions. In feedback, elicit anything interesting that Ss found out.

LISTENING

3A Ss read the statements. Play the recording so that Ss can decide if the statements are true or false. Ss can then check their answers in pairs before feeding back to the class.

Watch Out!

The woman speaking in the recording refers to Shakatak as a 70s band – it was actually an 80s band – which she may not have been aware of, as it was her mum's music. Be prepared to offer this information if Ss question this.

Unit 7 Recording 4

I've always been a massive fan of music. Er, my mum used to have so many CDs, um, and tapes and records and I used to listen to all sorts of things. I used to do a lot of my listening in the car on the way to school, um, and we'd listen to a tape or whatever that we'd chosen from the supermarket at the weekend.

Erm, she had such an eclectic taste in music, from er classical music like Beethoven, Mozart, to 70s bands such like Shakatak, um, it's just amazing.

Erm, and I've always, always listened to electronic music and dance music. Erm, it started when I was about 13 years old, um, I used to go to, um, like raves for young people when I was at school and I've just always been into it and I've never ever grown out of it.

One thing that I can't get into is country and western. My boyfriend is a massive, massive fan and I just cannot get used to it. Um, I really have tried. I think as far as I will go is listening to the odd Dolly Parton track, but it's the sort of music that makes my toes curl. Erm, just can't, yeah, I just cannot get used to it.

But if I look on my iPod now, a lot of the music that I listen to now, I probably listened to back when I was four or five years old, er with the exception of some of the dance tracks which came in when I was a teenager. So yeah, I'd like to say that I listen to a wide spectrum of music, erm, and, yeah, I've got my mum to thank for that.

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

B Ss read the two sentence halves. Ss then work alone to match the two halves. Play the recording again for Ss to check against.

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

C Ss work in pairs to answer the vocabulary questions and the final discussion question. In feedback, elicit Ss' answers.

Suggested answers: 1 to be a big fan of 2 Yes 3 tried to enjoy it, but weren't able to 4 (very) negative – you dislike it so much it's a physical reaction

GRAMMAR BE/GET USED TO VS USED TO

- **4A** Ss work in pairs to discuss the differences between the three grammatical structures. They can check their ideas by completing the next exercise.
- **B** Ss work alone to match a)–c) to 1–3. Check in whole class feedback.

Answers: 1 c) **2** a) **3** b)

Teaching tip

Stronger classes can do Ex B alone, without feedback from Ex A. Weaker classes may need feedback between the two exercises and to do the rules together as a class.

LANGUAGEBANK 7.2 p116 be/get used to vs used to

Stronger Ss could do these as homework. **Weaker classes** should do it in class. Ss read the rules. Point out to Ss the dropping of the 'd' in the questions and negative form.

- A Do the first one together as an example. Ss work alone to correct the mistakes, then check in pairs. In feedback, elicit Ss' answers.
- **B** Ss complete the sentences in the response, then check in pairs. In feedback, elicit Ss' answers.

Answers:

- A 1 used to eat 2 get used to living 3 get used to live
 4 to be get used to 5 Correct 6 Correct
 7 ever getting get used to 8 not get used to
- B 1 I'm used to 2 used to 3 got used to 4 get used to5 use to 6 get used to
- **5** Do the first one together as an example. Ss work alone to choose the correct option. They can then check their answers in pairs before feeding back to the class.

Answers: 1 b) **2** b) **3** b) **4** a) **5** a) **6** b) **7** a) **8** b)

6 Ss discuss in pairs. Encourage them to use the target structures in their discussions. Monitor carefully for correct use of language and note any common errors for correction. Elicit any interesting answers. Write examples of errors you noted on the board and ask Ss to correct them. Review the relevant rules if necessary.

WRITING AN ESSAY; LEARN TO USE PARALLELISM

7A Tell the Ss to read the Essay writing tips all the way through and then to complete the gaps with the words from the box. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: 1 main idea **2** quotations **3** paragraph **4** topic sentence **5** conclusion **6** introduction

B Ss read the essay and find examples of the ideas mentioned in the text.

Answers:

Introduction

Music is an integral part of our lives. = presents the main idea
We carry it in our pockets and blast it from the rooftops. = dramatic
image

It controls our emotions and our behaviour, it can make us more intelligent, and it can even help us to make friends. = introduces main idea

As Henry Wadsworth Longfellow said, 'Music is the universal language of mankind'. = relevant quotation

Paragraph 1

Music affects our memories and our emotions. = topic sentence We remember the music that was playing at weddings and funerals, during our first kiss or a special holiday together. = supporting details We can use music to change our mood. Just think about how your emotions are affected by the soundtrack when you watch a scary scene in a movie. = example

Paragraph 2

Our brains are also affected by music. = topic sentence Music can help to relieve stress and depression, and even helps people to sleep better. Music affects our behaviour in other ways too. = supporting details

When calming music is played in shopping centres, people tend to walk more slowly and buy more. When we listen to loud music in the gym, we tend to work faster and do more exercise. Music can even make us more intelligent. People who listen to Mozart before doing an IQ test perform better. This is known as the 'Mozart effect'. = examples

Conclusion

Lastly, music has an incredible power to bring people together, even when they don't speak the same language. = referring back to introduction

Music and singing are ancient practices. They have been used by societies all around the world to help make social groups bond more strongly. Think about the way football fans sing and chant. There's no doubt about it, music has always been and will always be a fundamental part of our society, for all of these reasons, and perhaps for others we don't even know. The power of music is simply magical. = same/similar language as previously to reinforce message

- **C** Ss work in pairs and discuss the questions. Elicit anything they found surprising or interesting.
- **8** Ss read the sentences and in pairs, discuss which sound better and why. In feedback, elicit Ss' answers.

Answers:

They are more concise and have a clearer rhythm. The content is clearer – not repeating the verb, and listing the important content words, makes it easier to identify the important information.

1 b) 2 b) 3 b) 4 a)

speakout TIP

Read the tip with the class and Ss work to find examples of parallelism in Exs 7C and 8. Elicit some of the examples.

9 Do the first one together as an example. Ss work alone to choose the best answers, then check in pairs. Elicit answers and ask Ss' to explain why each one is the best choice.

Suggested answers: 1 b) 2 a) 3 b)

10 Ss look at the suggested topics in the box and decide which one they are most interested in. If Ss have chosen the same topics, they can work together to brainstorm ideas. Give Ss time to research their topics and plan their essay, referring them back to Ex 7A. Ss write their first draft. They can then swap drafts with a partner, who can point out areas where parallelism may improve the draft. Ss finalise their essays for homework.

- **Ex 9:** write the essay
- Language bank: 7.2 Ex A-B, p116-117
- Workbook: Ex 1–7, p48–49

LIFE HACKS

Introduction

Ss revise and practise ways of responding to suggestions and agreeing in the context of talking about 'life hacks'. They also revise/practise vocabulary for everyday objects, talk about a skill they have and give creative advice.

Warm up

Write the heading *Life Hacks* on the board and ask Ss if they know what it means. Elicit that life hacks are tips/tricks/shortcuts to make life easier. Write the following examples on the board:

- 1 Use an old, empty tissue box to keep plastic bags in.
- 2 Cut cakes with dental floss.
- 3 Wash your socks in a net bag so you don't lose any of them.
- 4 Take a photo with your phone of what's in your fridge before you go shopping.

Check that Ss understand all the vocabulary, then ask them to discuss in pairs what they think of each life hack. Is it useful or silly?

VOCABULARY EVERYDAY OBJECTS

1 Ss match the objects and the words in the box. They can then check their answers in pairs before feeding back to the class. Drill the words with stress on the first word or syllable, apart from *electric fan* where the stress is on *fan*.

Answers: A tea bag B hammer C paper towel D clothes peg E hairdryer F price tag G electric fan H watering can I wrapping paper J sponge

2 Draw Ss' attention to the definition of *life hacks*. Check/elicit *rusting* (when metal becomes red/brown due to too much water/air) and *cuff* (the band at the end of a shirt sleeve). Ss read the hacks and decide which they like and which are most useful. Ss discuss in pairs to see if they agree.

FUNCTION RESPONDING TO SUGGESTIONS

3A Tell the Ss they will listen to a recording of a woman describing life hacks to a man. She mentions six more hacks. Tell Ss to listen for the purpose of each hack. Play the recording. Ss check in pairs. In feedback, elicit the Ss' answers.

Answers:

- 1 stop your clothes from wrinkling in a suitcase
- 2 stop dirty clothes from smelling in a suitcase
- 3 how to treat a mosquito bite
- 4 stop mosquitoes from buzzing around you
- 5 stop your valuables from being stolen at the beach
- **6** What to do if you're caught in the rain on the street

Unit 7 Recording 5

W = Woman M = Man

- **W:** OK, I have a few suggestions for making life easier. Firstly, travel.
- M: Go on.
- **W:** Packing. You know when you fold your clothes and put them in the suitcase and you finally arrive and the clothes are all wrinkled?
- M: Yeah.
- W: Instead of folding them, roll them.
- M: Roll them? Oh, I see. Like wrapping paper or posters. And they don't get wrinkled?
- W: Nope.
- M: Does it actually work?
- **W:** Apparently. And on the same subject, if you're travelling and you have dirty laundry, keep it in a separate plastic bag but put a bar of scented soap in the bag as well.
- M: To stop the clothes from smelling bad?

- W: Yep.
- M: That's a good idea.
- W: Next one. You're on holiday and you get bitten by mosquitoes.
- M: OH
- **W:** Lick your finger and dip it in salt. Then rub the mixture of salt and saliva on the bite. It heals after a few minutes.
- M: Oh wow that sounds so easy. I'll try it.
- W: I know that one 'cos mosquitoes love me.
- M: Me too.
- **W:** And talking of mosquitoes, if you're at home and there are mosquitoes in the house buzzing around you ...
- M: Not likely, where I live ...
- **W:** ... switch on a fan and sit in the breeze. Mosquitoes are very light and can't fly in the wind.
- M: Oh, that's good.
- W: I've got a couple more.
- M: Go on then.
- **W:** You're on the beach and you want to go for a swim but you're scared someone will steal your stuff.
- M: Yep.
- **W:** Well, before you go to the beach, make a container out of an old sun lotion bottle. One of the rectangular ones.
- M: OF
- **W:** First, you clean it out. Then you cut the top off so you can fit your phone, keys and money in it. Then you fit the top back on. If it looks old and nasty, people are much less likely to steal it.
- M: I get it. That's such a good idea.
- **W:** I think so, too. OK, last one. You get caught in the rain with no umbrella, but you have to get somewhere on foot.
- M: Take a taxi?
- W: No, you're walking.
- M: Put a plastic bag over your head?
- W: No, you'll suffocate, silly! No, you stop at a café or bar and ask for an umbrella.
- M: Eh? I don't get it.
- **W:** Cafés and bars have lots of umbrellas that people leave there by mistake.
- M: Oh, right.
- **W:** The café owners don't know what to do with them, so if you ask for one they'll give it to you.
- M: Oh that's true. Very good. Nice life hacks.
- W: Thank you. Thought you'd like 'em.

B Ss read the questions and try to remember the details of the hacks in pairs. Play the recording again. Elicit Ss' answers. Ask Ss which they think are good ideas.

Answers:

- 1 Roll them. Don't fold them.
- 2 Put the clothes in a bag with a bar of scented soap.
- 3 Lick your finger and dip it in salt.
- 4 Switch on a fan and sit in the breeze.
- **5** A container from an old sun lotion bottle.
- 6 Stop at a café or bar and ask for an umbrella.

4A Ss try to complete the extracts, then check in pairs. Play the recording for Ss to check. Ask Ss which hack number 4 refers to (the suncream container hack).

Unit 7 Recording 6

- **W:** ... if you're travelling and you have dirty laundry, keep it in a separate plastic bag but put a bar of scented soap in the bag as well.
- **B:** To stop the clothes from smelling bad?
- W: Yep.
- **B:** That's a good idea.
- **W:** Lick your finger and dip it in salt. Then rub the mixture of salt and saliva on the bite. It heals after a few minutes.
- B: Oh wow that sounds so easy. I'll try it.
- **W:** ... switch on a fan and sit in the breeze. Mosquitoes are very light and can't fly in the wind.
- B: Oh, that's good.

- **W:** First, you clean it out. Then you cut the top off so you can fit your phone, keys and money in it. Then you fit the top back on. If it looks old and nasty, people are much less likely to steal it.
- B: I get it. That's such a good idea.

Answers: 1 idea 2 sounds 3 that 4 such

- **B** Refer Ss to the expressions in bold in Ex 4A and the example in the table. Ss categorise the other expressions. In feedback, elicit Ss' answers (see the underlined expressions in the Answer key in C below).
- **C** Ss look at the words/expressions and put them in the table. In feedback, elicit Ss' answers and drill the words/expressions.

Answers:	
questions	To stop the clothes from smelling bad? Is it really? Are you serious?
a so or such sentence	That's such a good idea. You're so clever! That's such a nice thing to do.
that sounds/that's + adjective (e.g. great/ amazing/interesting/ terrible)	That's a good idea. That sounds so easy, That's good. That's wonderful! That sounds terrible! That sounds amazing! That's unfair!
how + adjective	How awful! How interesting!
one-word comment	Brilliant! Congratulations! Excellent! Great!

LANGUAGEBANK 7.3 p116

A Ss complete the responses and practise the dialogues in pairs using the Language bank table to help them.

Answers: 1 That's 2 sounds 3 so 4 serious 5 such 6 it 7 awful 8 Excellent

5A Do the first one together as an example. Ss choose the correct alternatives. They can then check their answers in pairs.

Answers: 1 That sounds good. 2 You're so clever!3 That's a good idea! 4 Brilliant! 5 Are you serious?

6 That sounds terrible!

B Ask Ss what they noticed about the intonation of the second speaker's responses. Ask *Was it flat and neutral? (No) Was it exaggerated, with a big variation in tone? (Yes)* Explain that it's important to use intonation to sound positive or negative. Play the recording. Ss listen and repeat. Drill the phrases if necessary, until Ss' intonation sounds sufficiently positive or negative.

Unit 7 Recording 7

- 1 OK. That sounds good.
- **2** You're so clever! I've been trying to clean my keyboard forever.
- **3** That's a good idea!
- 4 Brilliant!
- **5** Olive oil on my face! Are you serious?
- 6 Oh no. That sounds terrible!

LEARN TO AGREE USING ME TOO/ME NEITHER

6 Ss read the mini dialogues and complete the rules. In feedback, elicit Ss' answers

Answers: 1 too 2 neither

Watch Out!

Point out to Ss that you can pronounce neither in two ways: /i:/ or /aɪ/. Model and drill both.

7A Ss listen to the recording and decide in which conversations the second speaker disagrees. In feedback, elicit Ss' answers. Ask Ss how the second speaker disagrees in each one. Play the recording again for Ss to listen if necessary. (They use *I do/I don't*.)

Answers: 7, 8, 9, 10

Unit 7 Recording 8

1

A: I drink coffee every morning.

B: Me too.

2

A: I don't write in a notebook.

B: Me neither.

3

A: I sometimes wash the dishes.

B: Me too.

4

A: I don't like mustard.

B: Me neither.

.

A: I work long hours.

B: Me too.

6

A: I don't listen to classical music.

B: Me neither.

7

A: I like DIY.

B: I don't.

8

A: I don't have a sedentary lifestyle.

B: I do

9

A: I water the plants at home.

B: I don't.

10

A: I don't own an umbrella.

B: I do.

- **B** Ss read the sentences and decide which are not true for them.
- C Tell the Ss that they say the statements they didn't put a cross for to their partners. A starts, then reverse roles for the next one. Partners agree or disagree using me too/me neither.
- Ss think of three true statements about themselves. Ss work in pairs responding with the correct response.

SPEAKING

- **8A** Give Ss a couple of minutes to think about their skill or something they know about. Organise Ss into groups of three.
- B Ss describe their hacks to each other. Tell Ss to respond using expressions from 4B and C. Monitor and check that Ss are using the correct phrases to agree and disagree. In feedback, ask Ss from each group who had the most interesting and creative hacks. Write any errors on the board for Ss to correct.

Homework ideas

• Ex 2 or 7B: write their own hacks

• Language bank: 7.3 Ex A, p116–117

• Workbook: Ex 1-3, p50

GRAFFITI

Introduction

Ss watch an extract from a BBC documentary on graffiti in Taiwan. They listen to a graffiti artist talking about the public view of graffiti in the past and now, and his own work.

SUPPLEMENTARY MATERIALS

Warm up: bring/download some pictures of different types of graffiti (e.g. 'art', such as Banksy/Keith Haring, name 'tags', etc.)

Warm up

Show Ss the pictures you have brought, and ask them what they show (different types of graffiti). Elicit/Teach the word graffiti. Ask Ss if any of them know where the word graffiti comes from (it comes from an Italian word meaning a scratch – in the past, scratches on walls were considered to be graffiti). Ask Ss what they think of the different examples and what countries they think are famous for graffiti art. Refer Ss to the picture in the Student's Book and ask them where they think it is and why. Were they surprised it was in Taiwan?

DVD PREVIEW

- **1A** In pairs, Ss discuss the questions. In feedback, elicit Ss' answers.
- **B** Check *penalties* by eliciting types of *penalties*, e.g. *fines* (amounts of money that people have to pay as punishment for something). Ss read the paragraph and discuss in pairs what has changed for Taiwanese street artists. In feedback, elicit Ss' answers.

Answers:

Graffiti used to be considered vandalism, but now artists are being encouraged and given legal spaces to create street art.

DVD VIEW

2A Tell the Ss they are going to watch a DVD of part of a documentary about graffiti in Taiwan and a Taiwanese street artist. Ss read the questions. Play the DVD. In pairs, Ss answer the questions. In feedback, elicit Ss' answers.

Answers:

- 1 People used to see graffiti as an annoyance. Now it is seen as a form of public art.
- 2 Graffiti has been legalised in some places and in others the fines are low, so people are encouraged to use graffiti to improve some areas which previously were abandoned.

DVD 7 Graffiti

JC = Jimmy Cheng voiceover

JC: When I began spraying graffiti twenty years ago, Taiwanese people didn't understand graffiti. I was scolded and fined one hundred US dollars. But over the past twenty years, I've seen the change in the public perception of graffiti. People used to see it as an annoyance, but now they like it and see it as a form of public art. In the Ximending area in central Taipei, graffiti has become its cultural spirit. It's the only inner city area in Taiwan where graffiti has been legalised. Here, we have legal spaces for people to spray, to practise, and to exhibit. This area used to be neglected. It was mostly vagrants and drug addicts who occupied this space. We came in and painted graffiti on all the walls, and afterwards many people came here to take pictures. At first we were learning from European countries and America, starting with spraying English words. But now, we hope to focus more on Taiwan's own images and unique culture. For example, our indigenous culture, Chinese opera and temple bodyguards. We want to put these cultural aspects into our creations, and

not just write A, B, Cs. English words are a part of the spirit of graffiti, that's how it got started, but perhaps we can use Chinese characters, traditional characters, and combine them into graffiti, along with images of Taiwan's unique culture. This is what we want to do.

In Taiwan, the fine is only up to 180 US dollars, which is very small compared to many other countries, and that's why so many foreigners like to come here to do graffiti. Taiwan's public acceptance of graffiti is actually higher than that of Europe and America. But in terms of technique it doesn't have the long experience of Europe and the US. But as more foreign artists come here, these exchanges with local artists will very quickly make Taiwan more beautiful.

- **B** Ss read the statements and discuss in pairs if they are true of false.
- C Play the programme again for Ss to check. In feedback, elicit Ss' answers. Ask the Ss their opinions of the DVD. Did they find it interesting? Did they learn anything new?

Answers: 1 F 2 T 3 T 4 F 5 F 6 T 7 T

3 Ss work in groups to discuss the questions. In feedback, elicit interesting ideas.

Alternative approach

For question 2, you could do this as debate. Ask which Ss are anti-graffiti and which are pro. Organise Ss into pro and anti groups, then in their groups they discuss their ideas and decide on their reasons. Then either choose two Ss to represent the views of their group to the whole class, or divide the class into smaller groups of half pro and half anti Ss, and they debate whether graffiti is a good or bad thing in their new groups.

speakout a cultural experience

4A Tell Ss they will listen to a woman talking about an art experience. Ss read the questions. Play the recording so that they can answer the questions. They can then check their answers in pairs before feeding back to the class.

Answers

- 1 She likes to wander around the city with her camera looking at street art.
- 2 The experience was a walking art tour of the Barranco district in Lima. Peru.
- 3 The area is home to many artists and the walls (inside and outside the houses) are covered in bright murals.
- 4 She learned a lot about the city and its history, enjoyed seeing murals that she wouldn't have found otherwise and hearing about them from someone who knows the artists and can explain the meaning of the murals. She also enjoyed a wonderful lunch looking out across the ocean and eating local food.

Unit 7 Recording 9

It's no secret that I love street art. Whenever I travel to a new city, it's one of my favourite things to see. I love the vibrant colours, and the exciting atmosphere that street art creates. I'm always on the lookout for good art or graffiti as I wander around a city with my camera. So, when I travelled to Lima, I was so excited when a friend told me about the Barranco district. The Barranco district is the cliff area of Lima. In the 1920s it was where the rich and famous Peruvians built their summer houses, but later in the century many of its buildings fell into decline. Now, however, the area is inhabited by artists, photographers and musicians. Many of the brightly-coloured buildings have been restored and taken over by artists' collectives. The result is that the walls of the houses, both inside and out are covered with the most amazingly imaginative and colourful murals. I went on a walking

art tour of the area with my guide Cecilia, from Lima Art tours. She knew a lot of the artists personally, so as we walked around she was able to explain the meaning of many of the murals to me. Some of the artworks have been painted by a collaboration of artists from Colombia, Argentina and Chile. They were so beautiful, and it was really fascinating to hear about their history. Also she took me down back streets to find murals that undoubtedly I would not have discovered without her. We also went into some of the more formal art galleries to see the art on exhibition there. And to top it all, we had a wonderful lunch looking out across the ocean and eating local food. The best thing about the tour? I learned so much about street art in Lima, I learned a lot about the city and its history, and I made a new friend too!

B Ss read the key phrases from the recording. Play the recording again for Ss to choose the option they hear (remind Ss that both options form correct phrases). Ss can then check their answers in pairs before feeding back to the class.

Answers: 1 love **2** my favourite things to see **3** exciting **4** art **5** excited **6** inhabited **7** fascinating **8** Undoubtedly **9** top **10** tour

- **C** Ss choose an idea from the box, or their own idea. Give Ss some time to plan what they will say, using the questions to help them. Monitor and help with vocabulary if necessary. Remind Ss they can take notes but not to write whole sentences.
- D Ss work in small groups. Tell the Ss who are listening to think of questions to ask the speaker. Monitor and make a note of good and incorrect language. In feedback, ask which experience Ss heard about that they would like to try. Write any language errors on the board for Ss to correct.

writeback a review

- **5A** Ss read the review and discuss the question.
- **B** Tell Ss they should use the review in Ex A as a model for their own review. Once they have written the first draft of their review, they can swap reviews with a partner and give each other feedback. Ss can write their final drafts for homework.

Optional extra activity

If time, ask Ss to work in pairs to analyse the structure of the review. Ask them to underline sections of the review that fulfil the criteria in bold below (answers are in brackets):

A 'hook' (See Lesson 7.2). A strong comment to grab the reader's attention. = This has to be one of the best things to do in London!

Who you went with, and a brief description of the tour and how you felt about it. = I went with my fourteen-year-old niece and we really enjoyed getting off the tourist trail and taking photos of the amazing art.

A description of the area the tour visits. = The tour takes place in Shoreditch ... including Banksy and Deface.

What happens/What you do on the tour. = The tour takes you around ... one of the world's epicentres for street art.

A concluding comment summing up your opinion of the tour, repeating the opening comment. = Don't miss it.

Point out that Ss can use this basic structure to review any cultural event, and they should try to use the sections in their own review.

Homework ideas

 Ex 5B: write a final draft of the review, using the feedback to improve it

LOOKBACK

Introduction

Ss revise and practise the language of Unit 7. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

VISUAL ARTS

1A Ss complete the gaps in the sentences by using the words that have the beginning and ending letters. Do the first one together as an example. Ss check in pairs. In feedback, write the words on the board.

Answers: 1 brushes 2 water<u>colo</u>urs 3 pai<u>nting</u>s 4 self-po<u>rtra</u>its 5 sketch 6 charcoal 7 canvas 8 easel

B Give Ss some time to think about making art when they were younger. Be prepared to help with vocabulary. Organise Ss into small groups to exchange their experiences.

GRAMMAR MAKING COMPARISONS; SO/SUCH

2A Point out the capital letters as either names or the first word in the sentence. Do the first sentence together as an example, then Ss can reorder the other sentences. Ss then check in pairs before feeding back to the class. Ask the Ss if they learned anything from the information.

Answers:

- 1 Michelangelo was such a great artist that he was known as 'the divine one' during his lifetime.
- **2** As a sculptor, architect and painter, Michelangelo had a greater range of artistic interests than Picasso.
- 3 Art critic Robert Hughes wrote, 'No painter or sculptor, not even Michelangelo, had been as famous as Picasso in his own lifetime'.
- 4 More of Picasso's paintings have been stolen than any other artist's, and a Picasso picture also holds the record for the highest price ever paid for a painting.
- **B** Tell Ss to think people, things or places that they know a lot about. Ss write sentences comparing their two chosen people/things/places using the words in the box. Monitor and point out errors, but encourage Ss to correct themselves. Ss can then compare their sentences in pairs.

BE/GET USED TO VS USED TO

3A Tell Ss to read the text all the way through and then to complete the gaps with the words in the box. Ss check in pairs. In feedback, write the answers on the board and deal with any questions/problems.

Answers: 1 used to do 2 used to be 3 get used to 4 used to 5 'm used to 6 used to it

B Give Ss two-three mins to prepare. If they're struggling to think of something, give them an example, e.g. I used to play the piano as a child. I don't do it now because I don't own a piano. I miss it and I always take the opportunity to play when I'm at a house where there is a piano. They can then work in pairs to tell their partner about what they used to do as a child but they don't do now and if it affects their life now.

MUSIC

4A Ss underline the correct alternative and then check in pairs. In

feedback, elicit Ss' answers.

Answers:

- 1 album, tracks
- 2 fan, dance, techno
- 3 track, download
- 4 speakers, rhythm
- 5 rap, number one

B Ss work in pairs to discuss 1–3. In feedback, elicit anything they were surprised about.

Alternative approach

Ss could decide on their own topics to talk about concerning music, as some of the given topics may not be suitable for older Ss. Elicit some ideas, e.g. *Has your taste in music changed? Do you go to concerts?*

RESPONDING TO SUGGESTIONS

5A Ss complete the conversations using the words in the box. Ss can then compare their answers in pairs. In feedback, ask two Ss to read each dialogue aloud.

Answers: 1 serious 2 sounds 3 idea 4 such 5 it 6 so

B Focus Ss on the example. In pairs, Ss read the situations and offer suggestions and respond. Reverse roles. In feedback ask pairs to perform the mini-dialogues aloud for the class.

- Ex 3B: write about some of the things you used to do as a child but don't do now. Does this affect your life now
- Ex 5B: write mini-dialogues for each situation

OVERVIEW

8.1 LESSONS FROM THE PAST

READING | read about knowledge and power **VOCABULARY** | lexical chunks with *make*, *do*, *take* **PRONUNCIATION** | stress on lexical chunks

GRAMMAR | relative clauses
SPEAKING | tell an anecdote
WRITING | an anecdote
LEARN TO | set the scene

8.2 BIG DATA

LISTENING | a radio programme about big data

GRAMMAR | future forms **VOCABULARY** | critical thinking

SPEAKING | discuss big data and future predictions

VOCABULARY PLUS | numbers and statistics

PRONUNCIATION | numbers

READING | Read some facts about big data

8.3 IDIOMS AND ORIGINS

VOCABULARY | idioms

FUNCTION | guessing and estimating

LISTENING | a conversation

LEARN TO | give short responses to new information **PRONUNCIATION** | intonation in short responses

SPEAKING | discuss some idioms

8.4 FINDING OUT

speakout | a group discussion
writeback | a response to a proposal

8.5 LOOKBACK

Communicative revision activities

BBC (3) PODCAST VIDEO PODCAST?

LESSONS FROM THE PAST

Introduction

Ss revise/practise relative clauses, they learn lexical chunks and tell and write an anecdote.

SUPPLEMENTARY MATERIALS

Resource bank: p144 and p146

Ex 12A: bring monolingual dictionaries for Ss to use

Warm up

Write the following quotes on the board:

'Knowledge is power.' Francis Bacon

'Any fool can know. The point is to understand.' Albert Einstein Ask Ss to work in pairs/small groups and discuss whether they agree or disagree with the quotes, and why. Ask them to consider the following questions:

Do you think that the more you know, the more you can control events?

Does knowing lots of facts mean that you are intelligent?

SPEAKING

1 Put Ss into small groups and then see if they can identify the people in the photos. They should then discuss what they know about the ones they recognised (see the Culture Notes below for some information on the people). Ss then go on to discuss great historical figures from their countries. In feedback, elicit Ss' ideas.

Answers:

Marie Curie, Winston Churchill, Michelangelo, Hatshepsut (Ancient Egyptian queen)

Teaching tip

If you are teaching a multilingual class then organise Ss into groups from different countries to exchange information. If Ss are all from the same country, then ask them to work alone to think of three great historical figures and then to compare in small groups to see if they agree.

Culture notes

Marie Curie (1867–1934) was a Polish born, French naturalised physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize.

Winston Churchill (1874–1965) was a British Prime Minister who was famous for his role in World War Two.

Michelangelo (1475–1564) was an Italian sculptor, famous for the statue of David.

Hatshepsut (1507–1458 BC) was the second female Egyptian pharaoh.

READING

- **2A** Ss read the stories individually and decide which they like best. In pairs, Ss discuss their choices and give reasons, and see if they agree.
- **B** Ss match the stories with the lessons. They can then check their ideas in pairs before feeding back to the class.

Answers: a) 3 b) 4 c) 1 d) 2

C Ask Ss to work in pairs and discuss their opinions of the lessons. They should also discuss whether any of the lessons have applied to them. During feedback, ask Ss to share their opinions and experiences.

VOCABULARY LEXICAL CHUNKS WITH MAKE, DO, TAKE

3 Ss read the definitions of the lexical chunks and then look in the text to find phrases which match. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: 1 alterations 2 a deal 3 a pact 4 money 5 damage
 6 something wrong 7 do a deed 8 do (her) utmost
 9 (someone/something) seriously
 10 advantage of (something)
 11 control of (something)
 12 (something) for granted

4A Tell the Ss they will listen to a recording of the chunks in Ex 3 and they should listen for which word is stressed. Play the recording. Elicit the answers.

Answer: the second part of each phrase is stressed (not the verb, preposition or article)

Unit 8 Recording 1

We made a deal.
We'll make alterations.
They made a pact.
Did you make some money?
It did some damage
Did I do something wrong?
She did the deed.
Do your utmost.
Don't take him seriously.
Take advantage of it.
We took control of it.
Don't take it for granted.

B Play the recording again for Ss to listen and repeat. Drill the phrases if necessary.

VOCABULARYBANK 8.1 p127 Lexical chunks

- A Do the first set (expressions with make) together as an example. Ss then work alone to complete do and take. They can then check in pairs before feeding back to the class.
- **B** Ss complete the sentences to make them true for them. They compare with a partner and ask questions to find out more. In feedback, elicit any interesting sentences and further information from Ss.

Answers: 1b 2a 3a 4c 5a 6b 7b 8c 9a

GRAMMAR RELATIVE CLAUSES

5A Underline the relative clause in the first sentence together as a class. Ss then work alone to underline the relative clauses in the remaining sentences. Elicit Ss' answers.

Answers:

- 1 whose achievements in science won her Nobel Prizes in Physics and Chemistry
- 2 who thought he was an expert
- 3 that showed her as the daughter of the god Amun
- 4 who helped her to get an education

B Ask Ss to read the questions and make sure they understand what 'essential to the sentence' means (the sentence is incomplete and makes no sense without the information). In pairs, Ss look at the sentences in Ex 5A again and work out which relative clauses are providing essential information, and which are providing extra information.

Answers: essential: 3, 4 extra: 1, 2

© Ss read the rules and underline the correct alternative. They should use Exs 5A and B for reference to help them. They can then check their answers in pairs before feeding back to the class.

Answers: 1 defining 2 non-defining 3 non-defining 4 defining 5 whose

D Ss read the rules and then discuss in pairs which one they think is false. Elicit Ss' answer.

Answer: 4

Optional extra activity

Ask Ss to work in pairs/groups and to think back to the historical figures from their own countries that they discussed in Ex 1. Ask them to write some sentences about these people, including relative clauses in each sentence as appropriate.

LANGUAGEBANK 8.1 p119

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

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

В

- 1 where you were born
- 2 whose daughter is a famous dancer
- 3 which arrived today, is
- 4 who talked to me was from
- 5 when the phone rang
- 6 which I hated
- **6** Draw Ss' attention to the example. Ss work alone to transform the sentences. They can then check their answers in pairs before feeding back to the class.

Answers:

- 2 My father, who lives in New Zealand, is staying with me.
- **3** I visited Lagos, where my mother is from.
- 4 The castle, which was built in 1684, was owned by the royal family.
- **4** My friend Joan, whose guitar I borrowed, will come over later.
- 5 Sunil moved to Delhi, where he went to university.
- 6 He studied physics, which he loved.
- **?** Ask Ss to look at the example. Ss work alone to transform the sentences. Elicit Ss' answers.

Answers:

- **2** This is the place where we grew up.
- 3 The taxi that/which we took was yellow.
- 4 Was that the girl whose father went to prison?
- **5** The nightclub which has four dance floors is the best in town.
- 6 It's that man who I spoke to yesterday.
- 7 Is this the restaurant where you ate last night?
- 8 The lady whose house we bought later became famous.

SPEAKING

- **8A** Ss work alone to plan their anecdote. Remind Ss to use the sentence heads to help them. They should only make rough notes, as they will need to focus on speaking. Circulate and help Ss with vocabulary if they need it.
- **B** Ss work in groups to tell their anecdotes. Tell the Ss who are listening they must ask questions to find out more. In the group they decide which anecdote was the most interesting and nominate that S to tell their story to the whole class. In feedback, the chosen person from each group tells their anecdote.

WRITING ANECDOTE; LEARN TO SET THE SCENE

9A Ask the Ss to read the questions. Ss read the text and discuss their answers in pairs. In feedback elicit Ss' answers. Ask the Ss if they found the text interesting and what they found most moving.

Answers:

'Lesson' is a play on words. Soumaya's mother gave Soumaya a lesson in how to treat other people. But she also gave real lessons as she taught Soumaya.

The lesson was to show the child that she believed in her despite the teacher's negative opinion.

B Ss look at the useful phrases box and find the words to complete the phrases in the text. In feedback, elicit Ss' answers.

Answers: 1 eight years old **2** windy little town **3** teacher imaginable **4** years ago

10 Ss read the statements and discuss them in pairs. In feedback, elicit Ss' answers.

- **11A** Ss work alone and refer back to their anecdote from Ex 8B or think of another one. Ss plan their written anecdotes using the box in Ex 9B to help them with structure and language. Then Ss write a draft of their anecdotes. Tell Ss they can use dictionaries if needed.
- **B** Ss swap their anecdotes and think of a question to ask their partners. In feedback, ask some Ss to comment on their partner's anecdote: Did they enjoy it? Was there a 'lesson'?

Optional extra activity

Ss put their anecdotes up on the wall around the room. They circulate and read all the anecdotes. The whole class can then vote for the best written, funniest, most interesting, etc.

- Ex 8A: record yourself telling your anecdote. Practise until you are happy with the final version.
- Ex 11A: write another anecdote
- Vocabulary bank: 8.1 Ex A, p127
- Language bank: 8.1 Ex A–B, p118–119
- Workbook: Ex 1–8, p51–52

BIG DATA

Introduction

Ss learn and practise some future forms and revise and practise others, in the context of talking about big data and critical thinking. They listen to an interview about big data and discuss the pros and cons of this. They also practise pronouncing numbers and statistics.

SUPPLEMENTARY MATERIALS

Resource bank: p145 and p147 **Ex 6A:** bring dictionaries for Ss to use

Warm up

Write the following questions on the board and ask Ss to discuss them in pairs.

Which websites do you visit every day? Why? How long do you spend online per day? Is this too much? Elicit Ss' answers and see whether they were similarities between many of the Ss.

SPEAKING

- **1A** Ss discuss the image in small groups. Elicit their ideas. Ss may mention ideas such as: we're too attached to our devices these days, there is data available on everyone due to our online activities, etc.
- **B** Ss read the questions and the article and discuss their answers in pairs. You may need to check/elicit the meaning of the noun exhaust in this context (waste gases/air expelled from a car in this context it would be 'waste data' expelled when we go online). In feedback, elicit Ss' answers.

Suggested answers:

1 posts on social media, check-in to localities, Google searches, CCTV footage, motorway tolls, GPS in cars, shopping tracked through loyalty card, etc., work hours, what you eat in a restaurant

LISTENING

2A Refer the Ss to the topics in the box. Play the recording for Ss to listen and tick the topics they hear. Ss can then check their answers in pairs before feeding back to the class.

Answers: healthcare, crime prevention, online dating, traffic, sports

Unit 8 Recording 2

I = Interviewer E = Expert

- **I:** Big Data is set to become one of the greatest sources of power in the 21st Century. So how is big data going to change things for us in the future?
- E: Well the amount of data we produce is enormous. And it's already being used for all kind of things, many of which I'm sure you know about, but a few that maybe you don't. First of all, let's look at healthcare. Big data is being used to help predict epidemics, like flu epidemics, by looking at what people search for on the internet (for example, people searching for 'flu symptoms' in Google) and looking at who is absent from work. Then by looking at travel data, about where people are likely to travel to, experts try to work out where the disease is going to spread to. In the future big data will be used to cure diseases like cancer, by very carefully matching the patient to the exact type of treatment that will help them, by monitoring people more closely so that we can detect cancer in its very early stages. So, with the devices people wear on their arms which monitor levels of activity, nutrition, sleep patterns, blood pressure. All of this information can go towards helping to prevent illness before it happens. You know the work that was done to decode the human genome – it

- took more than ten years to complete. With big data that same work can be done in just 26 hours. So it's really speeding things up in the area of scientific research.
- **!:** That's amazing. So data in healthcare enables us to predict when there might be a problem, and find cures for diseases?
- E: Hopefully. That's right.
- I: And in what other areas is big data having an impact?
- E: Another interesting area is crime prevention. Police forces in California are using big data to help reduce crime rates. They use the data to help predict where crime is likely to occur, and then send officers to the scene before the crime actually happens. When the police officers arrive at the scene where the crime is about to happen, it reduces the chances of the crime happening. And it really works. In some areas they have managed to reduce the crime rate by 33 percent.
- **I:** So big data is actually making us safer?
- E: You could say that, yes.
- I: What about love? Big data is being used by online dating websites. Is that right?
- E: Yes, online dating is another area where it's important to make accurate predictions. Information gathered from people's social networks allows companies to make much more accurate predictions of whether two people will get on well with each other. Do they like doing the same kinds of things, for example? It's incredibly easy to predict a person's personality and behaviour based on their Facebook data. Companies are able to accurately predict your intelligence, personality traits, age, gender, and even religious views, based on the information you share on Facebook.
- **I:** I see, and that information can then be used to help find a love match.
- E: Exactly. Sport is another one. Video analytics can track a player's performance, so every player in a football match or a baseball game is tracked to see how well they are performing. The coach then uses the information to decide who is going play in the next match. Many sports teams even track their athletes outside the sporting environment too, using smart technology to track their nutrition and sleep, but also to monitor social media conversations allowing them to observe the emotional wellbeing of the players.
- I: Hmm, I'm not sure about that. It seems a bit intrusive to me. I mean the players ought to be able to have a private social life, without being spied on, surely?
- E: Yes, maybe.
- I: And what about smart cities? What are the plans there?
- E: Yes, data analytics are being used in cities to help control traffic. So in the future you'll probably never get stuck in a traffic jam, because the analytics will find the best route for you to travel. In fact, by redirecting the traffic, the system will try to ensure there are no traffic jams. And the chances are you won't be driving your own car either, it'll be driving itself.
- I: That sounds a bit scary. There are bound to be problems if machines are in charge of everything, don't you think?
- **E:** [laughs] Yes, I think a lot of people do find it scary, but believe me, big data is due to change the world. And I think it will be for the better.

Culture note

Using big data to reduce crime rates: Ss may ask questions about how this would work in practice. It could mean that the police will use information about crime hotspots (e.g. areas where there have been lots of burglaries recently) so that they can be present in the area to help prevent further crime. Alternatively, they may use information about former criminals' behaviour and location to make predictions as to whether they will commit another crime, etc.

B In pairs, Ss discuss what was said on each topic from memory. In feedback, elicit Ss' answers.

Answers:

healthcare – data used to predict epidemics and the spread of diseases like flu. Also monitoring people should help prevent disease before it happens.

crime prevention – police using data to predict where crime is likely to happen, then they go to the scene to prevent the crime before it happens – reducing crime by 33 percent in some areas

online dating – information gathered from people's social networks is used to help find an exact match of personalities and predict if two people will get on.

sport – video analytics track a sports player's performance. Also they can track a player's habits outside the sporting environment to predict whether they are on good form.

traffic – data used to help control traffic / find best route for you to travel. Cars will drive themselves.

3A Ss read the options and discuss their answers in pairs. Play the recording again. In feedback, elicit Ss' answers.

Answers: 1 b) **2** a) **3** a) **4** b) **5** b)

Teaching tip

As this is a long and quite difficult listening, weaker Ss can turn to the transcript to read and listen again. They can check their own answers to 3A.

B Check downsides (cons/disadvantages). Ss work in groups to discuss the good and bad effects of big data analytics. Ask groups to decide if they think there are more benefits than downsides, or vice versa. In feedback, elicit each group's decision, and some of their reasons.

Alternative approach

Divide the class into two teams. Ask **Team A** to prepare arguments for saying that there are **more benefits** to big data analytics than downsides. **Team B** should prepare to argue that there are **more downsides** than benefits. When Ss are ready, they can have a class debate. Give feedback on which team's arguments were most persuasive.

GRAMMAR FUTURE FORMS

4A Underline the future form in the first sentence together as a class. Then ask Ss to underline the future forms in the other sentences in pairs and to discuss why they think each form is used.

Answers:

- 1 it's about to for something that is going to happen soon
- 2 is going to for a prediction based on evidence
- 3 it will be for a general prediction
- 4 might be for a prediction which is less certain
- **5** is likely to for a prediction which is probable
- 6 you'll probably to make a prediction less certain
- 7 won't be, it'll be driving for a general prediction
- 8 There are bound to be for a prediction that is likely
- 9 is due to, will be for something that is expected to happen
- **B** Ss match the rules a)–h) to the sentences in Ex 4A. Tell Ss that two sentences match with one rule. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: 1 e) 2 a) 3 b) 4 d) 5 f) 6 c) 7 b) 8 h) 9 g)

LANGUAGEBANK 8.2 p118

Stronger classes can do these at home. **Weaker classes** should do these in class. Focus Ss' attention on the future forms in the notes.

- A Do the first one together as an example. Ss work alone and then check in pairs. In feedback, write the extra words on the board.
- **B** Tell Ss to read the text all the way through before starting the multiple choice. Do the first one together as an example. Ss work alone. They can then check their answers in pairs before feeding back to the class.

Answers:

- Α
- 1 I'm will about
- 2 not to very likely
- 3 probably to travel
- 4 I'm might due
- 5 We might will probably
- **6** due to will arrive
- 7 bound about to get
- 8 going will to
- **B 1** a) **2** b) **3** c) **4** c) **5** a) **6** b) **7** c) **8** a) **9** b)
- **5A** Ask Ss to read the text and underline the correct alternatives. Ss can check their answers in pairs before feeding back to the class. Then ask these follow-up comprehension questions to check that Ss have understood the text: *How does 'Robocop' use dig data?* (to identify criminals) *What does big data tell us about ice cream?* (People eat more in the summer).

Answers:1 going2 probably3 are4 about to5 might6 are about to7 are8 is due9 will10 will11 might12 likely13 is going14 we'll have

B Give Ss a few mins to reread the text and to think of ideas for and against Robocop. Organise Ss into small groups to discuss these ideas (possible arguments: good = cheaper than hiring people, easier to control, won't mind working shifts, etc.; bad = won't be able to react emotionally to a situation so may not be able to calm someone down or negotiate, may be more likely to pursue former criminals and won't expect them to have been rehabilitated, etc.). In feedback, ask for the consensus in each group.

Optional extra activity

Ask Ss to find out more about Robocop online and uncover more about the potential pros and cons. Ask Ss to bring their findings to the next lesson to share with the class.

VOCABULARY CRITICAL THINKING

6A Ss work alone to match the words in bold with the definitions. If you've brought dictionaries, give them out for Ss to use. Ss check in pairs. In feedback, elicit Ss' answers.

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

Watch out!

Point out which phrases in 1–10 are medium and strong collocations. Strong: plausible explanation, fatally flawed, reasonable solution, rational explanation. Also that open minded is followed by about.

B Ask Ss to read the questions. Give Ss a few minutes to decide on their opinions. Organise Ss into pairs to discuss. Remind Ss to try to use the language from Ex 6A and monitor for use. In feedback, ask Ss which question they found most interesting and elicit some answers. Share some examples of good use of the phrases, and correct any mistakes.

SPEAKING

7A Ss read the topics and the questions. Ask Ss to look at the example and then to make some notes on the questions for each area, using future forms.

Teaching tip

With *weaker classes*, brainstorm some possible topics for each idea and write them on the board for Ss to refer to. You could also add some relevant vocabulary for each one.

7B Organise Ss into small groups to discuss. Monitor Ss' discussion making notes of good and incorrect use of the future forms. In feedback, elicit which challenges the Ss think will be the greatest and any solutions. Share some examples of good use of future forms, and give SS some examples of errors and elicit corrections from the class.

VOCABULARY PLUS NUMBERS AND STATISTICS

- **8A** Ss read the facts box alone and then in pairs discuss which facts surprised them.
- **B** Ss read the sentences aloud to try and pronounce the numbers.
- Play the recording for Ss to check against. Drill any numbers they found difficult.

Unit 8 Recording 3

- 1 Every two days we create as much data as we did from the beginning of time until 2013.
- 2 Over 90 percent of all the data in the world was created in the last two years.
- 3 Every minute we send 204 million emails, generate 1.8 million Facebook likes, send 278,000 Tweets and upload 200,000 photos to Facebook.
- 4 Google processes on average over 40,000 search queries per second, which amounts to 3.5 billion in a single day.
- 5 Around 100 hours of video are uploaded to YouTube every minute. It would take you around 15 years to watch every video uploaded by users in one day.
- 6 If you burned all of the data created in just one day onto DVDs, you could stack them on top of each other and reach the moon (384,400 km) twice.
- 7 570 new websites spring into existence every minute of every day.
- 8 The number of bits of information stored in the digital universe is thought to have exceeded the number of stars in the physical universe in 2007.
- **9** Ss work alone and match the numbers to the descriptions 1–8. They can then check their answers in pairs before feeding back to the class.

Answers: 1 1,800,000 2 276,000 km 3 10% 4 50 m² 5 -10°C 6 3.2 7 150 kg 8 10:1

- **10A** Organise Ss into pairs. Tell Student A to turn to page 132 and Student B to page 133. Give Ss some time to work out the questions, monitoring and helping if necessary. Ss ask questions in their pairs to complete the statistics.
- **B** Ss discuss which statistics they found surprising or unbelievable. Tell Ss to check these on Google, if they think Google is reliable.

Optional extra activity

Ss work in pairs and use their phones/tablets to create a short quiz. All the questions should be about big data/big numbers and could have two or three multiple choice answer options. You can adjust the number of questions according to the time available. You can do the final quizzes with the whole class or in groups.

- Ex 7A: write up some of the predictions with problems/ consequences/solutions and the influence of big data
- Ex 10B: check the statistics online. Write some critical notes on their reliability
- Language bank: 8.2 Ex A-B, p118-119
- Workbook: Ex 1–5, p53–54

IDIOMS AND ORIGINS

Introduction

Ss learn and practise expressions for guessing and estimating and responding to new information. They learn idioms and talk about their origins.

SUPPLEMENTARY MATERIALS

Warm up: think of or look up a few examples of idioms

Resource bank: p148

Warm up

Say one or two sentences using idioms, e.g. *I was a bit under the weather yesterday, but I'm full of beans now.* Elicit/Explain the meaning of the sentence and the idioms. Elicit a definition of idiom (a group of words that has a special meaning that is different from the ordinary meaning of each separate word). Ask Ss to think of their favourite one in either English or their own language. Ss tell the class the idiom and the meaning.

VOCABULARY IDIOMS

- **1A** Give Ss a few mins to discuss in pairs the meaning of the idioms.
- **B** Ask Ss to work alone to match the idioms to the meanings. Ss check in pairs. In feedback, write the answers on the board. Ss discuss in pairs if they have any similar idioms in their language.

Answers:

not relevant 9

fail to submit work on time 4

deliberately not see something 3

lose your job **5**

recently made 6

start discussing something unrelated 2

doesn't know anything 8

liberal or conservative 10

is unfriendly or ignores (someone) 7

tell the secret 1

C Refer Ss to the pictures and elicit the names of the objects. In pairs, Ss discuss which of the idioms involve the items in the photos. Elicit Ss' answers.

Answers:

- **A** beans (spill the beans)
- **B** a shoulder (get the cold shoulder)
- **C** a blind eye (turn a blind eye)
- **D** a train track (get side-tracked)
- **E** a sack (get the sack)
- F magnifying glass looking for clues (doesn't have a clue)
- **G** a branding iron (brand new)
- **H** arrows pointing left and right (left-wing or right-wing)
- **2A** Ss work alone to complete the responses. Remind then to use the correct verb forms. They can then check in pairs before feeding back to the class. Drill the idioms to make sure Ss can say them correctly.

Answers: 1 miss the/your deadline 2 don't have a clue 3 Spill the beans 4 turn a blind eye 5 beside the point

6 gave me the cold shoulder 7 brand new 8 left-wing

9 get the sack **10** getting side-tracked

B Ss practise in pairs. Student A starts and they then reverse roles.

VOCABULARYBANK 8.3 p127 Idioms

- A Ss discuss the idioms in pairs and then check in a dictionary.
- **B** Ss match the idioms with their definitions. They can then check in pairs before feeding back to the class.
- **C** Ss can complete these idioms in pairs. Elicit Ss' answers.
- **D** Give Ss time to write their sentences. They can then share their sentences with a partner. Monitor and check their sentences for any errors.

Answers:

B 1 C 2 D 3 G 4 A 5 J 6 I 7 F 8 B 9 H 10 E
C 1 under the weather 2 make ends meet 3 keep a straight face 4 face like thunder 5 sit on the fence 6 got the sack 7 with a pinch of salt 8 fuel to the fire 9 eye to eye
10 my head off

Optional extra activity

Ss work in pairs to research three different idioms in English. They should write three sentences – one for each idiom. Combine pairs into groups of four. Each pair reads their sentences, and the other pair has to work out what each idiom means.

FUNCTION GUESSING AND ESTIMATING

3A Ask the Ss which idioms they think they could guess the meaning of from the words. Ask them to look at the Speakout tip.

Possible answers: get side tracked, doesn't have a clue, beside the point

speakout TIP

Read the tip with the class and remind Ss how few of the idioms in 1A it was possible to guess the meaning of. Go through a few, eliciting the literal meaning of the words. You don't need to do them all, just enough to make sure Ss have got the point that the literal meaning usually has nothing to do with the actual meaning. Emphasise to the Ss that this means they must learn idioms as chunks, and learn the meaning, without worrying about the literal meaning of the individual words.

Answers: get the sack, brand new, give someone the cold shoulder, don't have a clue, beside the point, left-wing and right-wing

Unit 8 Recording 4

T = Tamara B = Bill

- T: Where do you think the expression get the sack comes from?
- **B:** I have no idea. Perhaps it's something like Father Christmas carrying a sack of presents. No. I don't know.
- **T:** OK, before the Industrial Revolution, workers used to carry their tools in a sack. When the job was finished, the boss returned their sack. It meant the end of their employment.
- B: I see.
- T: What about brand new?
- **B:** I'd imagine it's connected to the word brand, as in supermarket brand or a brand of food, the company that makes it.
- **T:** OK, well a brand was a fire in a furnace. It was used to make things out of metal. If you say something is brand new, it means it's

freshly made from the fire.

- B: I was more or less right, then.
- **T:** Kind of. What about giving someone the cold shoulder?
- **B:** Well, if you turn your shoulder to someone, it's like you're turning your back on them. Same thing, right?
- **T:** Nope. This idiom is from the Middle Ages. The cold shoulder was food. It was the worst part of the lamb that you're eating, and you'd give it to people you didn't like. This meant they would go away and not bother you anymore.
- B: Oh, I'd never have guessed that.
- **T:** What about the expression don't have a clue?
- **B:** Is it from Sherlock Holmes? You're trying to solve a mystery but you don't have any clues?
- **T:** No, a clue was a ball of string in old English. Traditionally, if you entered a cave or a maze, you'd roll out the string so that if you got lost, you'd follow the string back to the entrance.
- B: Oh, I get it.
- **T:** If you don't have a clue, it means you don't have the ball of string so you can't get out.
- B: Oh, OK.
- **T:** Here's another one. 'Beside the point.' Where does that come from?
- B: No idea.
- **T:** It comes from archery, y'know bows and arrows. If your shot is beside the point, it means that you aimed at the target and missed.
- **B:** I see. So instead of hitting the target, your arrow went to the side of the target. Beside the point.
- T: Yes. OK, last one. Why do we say left-wing and right-wing for political views?
- **B:** Is it something to do with where people sat in parliament?
- **T:** Very good! In France, two-hundred years ago, King Louis the Sixteenth called a large group of politicians together. The conservatives sat on his right and the liberals sat on his left. From then on, conservatives have been described as being right-wing and liberals as being left-wing.
- B: I thought it was something like that. Oh well, I got one right.
- T: Yes, you did. Very good. And it was ...

B Tell the Ss to listen and make a note of the origins of the idioms the speakers talk about. Play the recording again. Ss can then discuss their answers in pairs. Tell Ss to check their answers against the audio script.

Answers:

get the sack: Workers used to carry their tools in a sack. When the job was finished, the boss returned their sack. It meant the end of their employment.

brand new: A brand was a fire in a furnace, used to make things out of metal. If you say something is brand new, it means it's freshly made from the fire.

give someone the cold shoulder: The cold shoulder was the worst part of the lamb. You'd give it to people you didn't like. This meant they would go away and not bother you anymore.

don't have a clue: A clue was a ball of string in old English. Traditionally, if you entered a cave or a maze, you'd roll out the string so that if you got lost, you'd follow the string back to the entrance. beside the point: comes from archery. If your shot is beside the point, it means that you aimed at the target and missed left-wing and right-wing: King Louis the Sixteenth called a large group of politicians together. The conservatives sat on his right and the liberals on his left. Conservatives have since been described as being right-wing and liberals as left-wing.

5A Ss work alone to underline the phrases for guessing answers. In feedback, elicit Ss' answers.

Answers:

- 1 Perhaps it's something like
- 2 I'd imagine it's
- 3 Is it something to do with

B Tell Ss to match the phrases in box A with phrases in box B.

Answers:

approximately – more or less it might be – it could be I'm not sure, but I'd estimate – at a rough guess, I'd say there's no way it's – it can't be

C 8.5 Play the recording for Ss to check.

Unit 8 Recording 5

- 1 There are approximately ten of them. There are more or less ten of them.
- 2 The keys might be in the car. The keys could be in the car.
- 3 I'm not sure, but I'd estimate one thousand Euros. At a rough guess, I'd say one thousand Euros.
- 4 There's no way it's more than that. It can't be more than that.

LANGUAGEBANK 8.3 p118

Stronger classes could read the notes at home. Otherwise, Ss can refer to the notes on page 118 when they do the exercise. Ss work alone to complete the gaps. They can then check in pairs before feeding back to the class.

Answers: 1 less **2** do **3** estimate **4** rough **5** could **6** approximately

6A Ss work alone to put the words in the correct order to make sentences, then check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 At a rough guess, Id' say eight.
- 2 There's no way it's that many.
- 3 It could be.
- 4 It can't be more than six.
- 5 I'm not sure but I'd estimate ten countries.
- 6 That's more or less the same as me.

LEARN TO GIVE SHORT RESPONSES TO NEW INFORMATION

7A Refer Ss to the short responses 1–6. Remind them that some were used in the recording they just listened to. Ss work alone to match them to questions a)–d). Elicit Ss' answers.

Answers: a) 2, 5, 6 b) 1 c) 4 d) 3

B 8.6 Play the recording for Ss to listen to the intonation. Play again and Ss repeat. Repeat, or drill the responses, until Ss can reproduce the intonation well.

Unit 8 Recording 6

- 1 I see
- 2 Oh wow
- 3 Kind of
- 4 No idea
- 5 No way!
- 6 You're kidding!

Teaching tip

Emphasise that as the responses function to show the speaker you are interested in and following what they are saying, appropriate intonation is as important as the actual words in conveying the meaning of the responses.

SPEAKING

8 Organise Ss into pairs. Tell Student As to turn to page 130 and Student Bs to page 132. They explain to their partners where two of the idioms from Ex 1B come from. Encourage Ss to react using phrases they have focused on in this lesson.

- Ex 7A: Ss write sentences to elicit the responses / a short dialogue containing some of the responses
- Ex 8: find two more idioms you like and research and write a paragraph on their origins.
- Language bank: 8.3 Ex A, p118–119
- Workbook: Ex 1–3, p55

FINDING OUT

Introduction

Ss watch people in London answering questions about where they get information from, if they believe what they read on the internet, if the internet is making us smarter or more stupid and what kind of knowledge was passed on in their family. The presenter, Samantha, introduces the DVD.

Warm up

Ask Ss what information (news, friends' anecdotes, practical info, etc.) they have accessed online already that day and what their sources were. Ask them which source they thought was reliable and which unreliable. Do they ever check things they read online? Do they think it's important to know, or not?

DVD PREVIEW

1 Give the Ss some time to think about the quotations and then in small groups Ss discuss if they agree or not and why. In feedback, elicit Ss' ideas.

DVD VIEW

2 Play Part 1. Ss watch and number the answers in the order they hear them. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: a) 3 b) 2 c) 4 d) 1

DVD 8 Part 1

S = Samantha S1 = Simon A1 = Adam A2 = Anthony M = Marie

- S: Hi. I like to keep up with what's going on in the world and I usually have a look at different online news resources every day. The problem is there's so much information you can access on the internet nowadays, I feel sometimes a bit overwhelmed by it all, I mean, it's tricky to decide what's real or true and what might be fake? What about you? How do you usually get information?
- **S1:** I get information from a variety of sources, such as books, the internet, TV, films, er talking to people.
- **A1:** Er, probably through like blog posts, bloggers themselves, or just through sort of news channels on my phone and stuff like that.
- A2: Erm, from my colleagues, er books that I keep from school, usually you, you know turn 'em back in and get your money back, but I keep all of mine, and then research online.
- **M:** I read the newspaper in the morning and sometimes I turn the radio on in the car.
- **3A** Ss read the questions. Play Part 2. Ss check answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 You have to learn to filter information so you understand where it's coming from.
- 2 You don't want to just google something and go with the first answer that you find.
- 3 Not everything. She says you have to be very careful and select the information.
- 4 It's very important to research what you're reading and to discover any sources so you can come to your own conclusion.

DVD 8 Part 2

- S = Samantha D = David A = Anthony M = Marie J = Julian
- **S:** Do you believe what you read on the internet?
- **D:** Well, you have to filter, this is one of the things I think about the modern world, you have to learn to filter information, erm, so that you understand where it's coming from. Does it have a trusted source? Er, so my source for information on the internet,

- for instance, would tend to be a, er, an established newspaper website, so The Guardian or the BBC.
- **A:** Not all of it, no you have to make sure that you get your sources right, you don't want to just google something and go with the first answer that you find.
- $\mbox{\bf M:}\,$ Not everything. I think we have to be very careful and select the information.
- J: Not all the time. Erm, I take what I read from the internet with a pinch of salt. It's very important to research what you are reading and, and to discover many sources to see if you can come to your own conclusion of what the real story is.
- **B** Ss work in pairs to decide which is the correct word. Tell them to look at the grammar as well as try to work out the meaning of the word. Ss check in pairs. Tell Ss that they will go into detail on the meaning of these words/phrases in the next exercise. Play Part 2 again for Ss to check their answers.

Answers: 1 filter 2 source 3 pinch 4 your own

C Ss work in pairs to discuss the questions. In feedback, elicit Ss' answers.

Answers:

- 1 A filter is something you put gas, liquid, etc. through in order to remove unwanted parts and make it useable. Filter information means remove words or information you don't trust in order to find the truth.
- **2** A source is the thing, person or place that you get something from. A *trusted source* means you trust where the information is coming from so you can believe it is true.
- 3 You do not believe it completely.
- 4 Thinking for yourself.
- **4** Tell Ss to read the true or false statements. Play Part 3. Ss check in pairs. In feedback, elicit Ss' answers. Ask Ss to correct the false answers.

Answers: 1T 2F 3T 4F

DVD 8 Part 3

S = Samantha S1 = Simon I = Isabelle S2 = Sophie A = Anthony

- **S:** Do you think the internet is making us smarter or more stupid?
- **S1:** I think the internet is a mixed blessing. There's a lot of good stuff out online but there's also a lot of very unhelpful things. So, you need to be a discerning user of it as with every source of information. Think about what you're accessing.
- I: I think it's making us lazy, in the sense that we don't feel like we need to learn as many things by heart anymore, because it's there and we can, er, receive it quite easily, er, but I also think like, we're more connected that ever and people can, we've got so much access now to knowledge and to information, so it's all about what you make out of it.
- **52:** I think it can do both if you are using the internet to research things or to educate yourself it can definitely make you smarter, but if you're just using it for like, erm, you know, that whole kind of watching other people's life, not question anything, then it's probably going to make you more stupid.
- **A:** I would have to say for those who know how to use the internet, it's making them smarter, for those that don't quite know how to use their resources properly, it can definitely make them not as smart.
- **5A** Ss work alone to complete the extracts, then check in pairs.

Answers: 1 mixed 2 discerning 3 heart 4 access

B Play Part 3 again for Ss to check their answers.

C Ask Ss to look at the completed extracts in Ex 5A and to match them to the definitions. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: a) 3 b) 4 c) 1 d) 2

- D Give Ss a few mins to think about their answers and reasons. In pairs, Ss discuss the questions. In feedback, ask individual Ss to give their opinions and briefly explain their reasons.
- **6A** Ss read the four topics. Play Part 4 for Ss to listen and number the topics as they hear them. Ss check in pairs. In feedback, elicit Ss' answers.

Answers: believe in people **3** values **2** a love of history **4** a love of books **1**

DVD 8 Part 4

S = Samantha S1 = Simon J1 = Juliet J2 = Julian A1 = Atri

- **S:** What kind of knowledge was passed on in your family from one generation to another?
- 51: Er, practical things like how to cook, erm, how to clean the house, those sorts of things. But also a love of books. My mother read, erm, all the time. She passed that on to us as a place where you got entertained, and you got knowledge and you found out about the world.
- J1: Yeah, I think it was the values of who I am, my place in society, my place within, you know understanding who I am, erm, how to live life well, so it wasn't so much about making money or anything.
- J2: Believe in people, believe in one another and also believing in yourself.
- A1: So, my grandfather was a historian, and my mother was also a historian and she was an art ... she is an art historian and she became interested in history because of her father and then that means that I was also very interested in history when I was growing up because I'd been exposed to it from a very young age. And my mother used to take me to museums and galleries all the time when I was growing up
- **B** Ss read the questions and answer them. They can then discuss their answers in pairs.

Teaching tip

With repeated pair work, make sure you ask Ss to change partners regularly so they get a variety of opinions and interactions.

Answers:

- 1 Books are a place where you got entertained and you got knowledge and you found out about the world.
- 2 Making money.
- 3 In people, in one another, and in yourself.
- **4** His grandfather and mother. His grandfather was a historian. His mother is an art historian. She took him to museums and galleries all the time when he was growing up.
- C Play Part 4 for Ss to check their answers. In feedback, elicit Ss' answers

speakout a group discussion

- **7A** Give Ss time to think of their answers to the questions.
- **B** Organise Ss into small groups to discuss the questions. Monitor for good and incorrect language. In feedback, find out about Ss' ideas and write any errors on the board for correction.

writeback a response

8A Ss read the text alone and then discuss their ideas in pairs. Ask Ss' if Mary Lou likes the idea.

Answer: no

- **B** Ask Ss to look at the response to the proposal. Elicit the structure.
- 1 responder's opinion
- 2 reason for opinion
- 3 references other people
- 4 more reasons
- 5 refers back to original proposal
- 6 consequence of the proposal

Ss write a draft of their own (70–100 word) response to the proposal. Ss swap with Ss who have the opposite opinion and read their response. Ask Ss if they have changed their mind.

With weaker classes, you could put Ss into pairs or small groups, according to whether they agree or disagree with the proposal, and give them some time to discuss reasons and ideas which they can use in their response. Ss then write their drafts individually.

Optional extra activity

Ask Ss to spend a whole day during the next week without accessing the Internet. Then ask them to write a blog entry describing their experience. Ask them to consider the following: How often did you think about going online during the day? Which websites did you miss the most? Why? What was the most difficult aspect of not using the Internet for 24 hours?

Were there any positives to take from the experience? Would you repeat the experiment? Why/Why not?

Ss can exchange their writing with a partner for feedback. Ss can then write a final draft and submit it to you for correction/feedback.

- Exs 1–5: write your own responses to the four questions Samantha asks
- Ex 8B: write a final version of the response, with the feedback from your partner

LOOKBACK

Introduction

Ss revise and practise the language of Unit 8. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

LEXICAL CHUNKS WITH MAKE, DO, TAKE

1A Ss complete the sentences using the words in the box, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 alterations 2 seriously 3 deal 4 damage 5 advantage 6 control 7 granted 8 utmost

B Ss may need to refer back to page 92 to see the phrases. Ss then work alone to write their own sentences. They should then work in pairs and guess which of their partner's sentences are true and which are false.

RELATIVE CLAUSES

2A Tell the Ss to read the text all the way through and the choses the correct options to complete the story. Ss check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 who
- 2 the places where
- 3 whose father
- 4 the moment when
- **5** berries that
- **6** whose basket
- 7 who had seen
- 8 the place where
- **B** Ask Ss to read the story again and to decide what the lesson is (e.g. negatives can sometimes turn into positives). Ss discuss in pairs. In feedback, elicit Ss' answers. Did they agree on the lesson? Do they agree with it?

FUTURE FORMS

3 Do the first one together as an example. Ss work alone to correct the mistakes. Ss check in pairs. In feedback, nominate a S to read each correct sentence.

Answers:

- 1 The train is due to arrive at 14.30.
- 2 I was just about to telephone you.
- 3 Unfortunately, we're not likely to see them again soon.
- 4 I'd take an umbrella. It might to rain later.
- 5 We don't need to buy any food. They are bound to have lots already.
- 6 I'm not convinced we'll to be finished by lunchtime.
- 7 We haven't seen each other for over a year. We're going **to** have a brilliant time
- 8 They'll probably arrive just before the start.

CRITICAL THINKING

4 Do the first one together as an example. Encourage Ss to do the exercise without looking at Ex 6 on page 96. Ss work alone and then turn to page 96 to check their answers.

 Answers:
 1 plausible
 2 accurate
 3 reliable
 4 well-informed

 5 misleading
 6 biased
 7 reasonable
 8 open-minded
 9 flawed

 10 rational

GUESSING AND ESTIMATING

5A Ss work alone to cross out the incorrect expression, then check in pairs. In feedback, elicit the two correct alternatives.

The possible alternatives:

- 1 It could be, It might be
- 2 Perhaps it's something to do with, I'm not sure but I think it's
- 3 There's no way it's, It can't be
- **B** Ss work in pairs to guess the answers. Elicit some ideas. Tell Ss to turn to page 128 for the answers.

Index of photocopiables

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
109	1	Lifestyle links	Vocabulary: lifestyle • review vocabulary of lifestyle • practise speaking skills by discussing true/false sentences	20-30
110	1	Getting to know all about you	 Vocabulary plus: multi-word verbs review multi-word verbs practise speaking skills by asking and answering questions 	25-35
111	1	Change, change & more change	Grammar: passive; causative have use the passive and causative have practise speaking skills by describing pictures	
112	1	How well do I know you?	 Grammar: present tenses and stative verbs use present tenses and stative verbs practise speaking skills by asking and answering questions 	20-30
113	1	What am I?	Functional language: describing everyday objects • practise functional language for describing everyday objects	30-40
114	2	Design descriptions	Vocabulary: adjectives to describe designs review adjectives to describe designs practise reading skills by reading design descriptions	25-30
115	2	Word-builder dominoes	Vocabulary plus: word-building: prefixes and suffixes • review prefixes and suffixes • practise reading and speaking skills in the context of a game	25-30
116	2	Market research	Grammar: question forms; indirect questions use question forms and indirect questionspractise speaking skills by discussing product designs	30-40
117	2	Present perfect dice	 Grammar: present perfect simple and continuous use present perfect simple and continuous practise speaking skills by asking and answering questions 	25-30
118	2	International food day	 Functional language: judging and evaluating ideas practise functional language for judging and evaluating ideas in the context of organising an event 	30-40
119	3	Adverbs analysis	Vocabulary: adverbs • review adverbs • practise speaking skills by discussing statements	30-40
120	3	Don't say a word!	Vocabulary plus: idioms: relationships • review idioms related to relationships • practise speaking skills by describing idioms	25-30
121	3	What went wrong?	Grammar: narrative tenses • use narrative tenses • practise writing skills by writing short stories	30-40
122	3	Dilemmas, dilemmas	Grammar: modals of obligation (present and past) • practise present and past modals of obligation	25-40
123	3	A solution to the problem	Functional language: resolving conflict • practise functional language for resolving conflict	30-40
124	4	Science & information technology	Vocabulary: science and the internet • review vocabulary of science and the internet • practise speaking skills by completing crosswords	30-40
125	4	Which word?	Vocabulary plus: commonly confused words • review some commonly confused words • practise speaking skills by discussing completed sentences	25-30
126	4	Conditional conclusions	Grammar: conditionals 0, 1 and 2 • practise conditionals 0, 1 and 2 • practise speaking skills in the context of a board game	30-40
127	4	Reportedly accurate?	 Grammar: passive reporting structures use passive reporting structures practise speaking skills by agreeing or disagreeing with statements 	25-30
128	4	Polite enough	Functional language: hedging • practise functional language for hedging in the context of a role-play	30-40

RESOURCE BANK

Index of photocopiables

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
129	5	What am I?	Vocabulary: nature and types of people • review vocabulary of nature and types of people • practise speaking skills by defining words and phrases orally	25-30
130	5	Formal vs informal	Vocabulary plus: formal vs informal register compare formal with informal register	25-30
131	5	Pelmanism	 Grammar: quantifiers practise quantifiers practise speaking skills in the context of a word game 	30-40
132	5	Stepping stones	 Grammar: -ing forms and infinitives use -ing forms and infinitives practise speaking skills by discussing statements 	25-30
133	5	What do you think?	Functional language: expressing your opinion • practise functional language for expressing your opinion	30-40
134	6	Find your perfect match	Vocabulary: extreme adjectives • review extreme adjectives • practise speaking skills by discussing sentences	25-30
135	6	Two-part phrases	Vocabulary plus: two-part phrases • review two-part phrases	20-25
136	6	What's the story?	Grammar: modals of deduction use modals of deduction practise speaking skills by making deductions about different situations	25-40
137	6	Consequences	Grammar: third and mixed conditionals • practise third and mixed conditionals	25-30
138	6	For or against?	Functional language: asking for and expressing agreement/disagreement • practise functional language for expressing agreement/disagreement about different issues	30-40
139	7	Arts and music	Vocabulary: visual arts and music review vocabulary of the visual arts and music practise speaking skills through oral storytelling	30-40
140	7	Multi-word verbs match	ocabulary <i>plus</i> : multi-word verbs 2 review multi-word verbs	
141	7	Having so much fun	Grammar: making comparisons; so and such • practise making comparisons and using so and such in the context of a board game	30-40
142	7	Change of circumstances	Grammar: used to vs get/be used to use used to, get used to and be used to practise speaking skills by playing a guessing game	
143	7	What would you do?	Functional language: responding to advice • practise functional language for responding to advice about different scenarios	
144	8	Make, do or take?	Vocabulary: lexical chunks with make, do and take • review lexical chunks with make, do and take • practise speaking skills in the context of a guessing game	
145	8	The numbers game	Vocabulary plus: numbers and statistics review numbers and statistics practise speaking skills by discussing statements	
146	8	Relative clauses quiz	Grammar: relative clauses use relative clauses practise speaking skills by discussing statements use relative clauses practise speaking skills in the context of a quiz	
147	8	Future predictions	Grammar: future forms use future formspractise speaking skills by discussing predictions	25-30
148	8	Guesstimating	Functional language: guessing and estimating • practise functional language for guessing and estimating in the context of a game	30-40

1	Match the sentence	halves	to make	correct	phrases.
---	--------------------	--------	---------	---------	----------

bird because I don't go to bed late and I am most productive in the mornings.
+
to a routine. I like variety in my life, especially in my personal life choices.
lifestyle has many health benefits.
quite sedentary over time.
lifestyle, so I'd never do something like that.
that was nomadic because I would miss my home country too much.
long hours, would be if the salary was good.
s them with your partner. Write follow-up quest

Vocabulary plus: multi-word verbs



	My Answer	Name
Who do you take the most in your family in terms of personality?		
2 What domestic jobs around the house do you always put doing until it is necessary?		
3 Do you like to keep up both national and international news?		
4 What are you looking forward doing when you get home today?		
5 What do you find difficult to put up in your job or studies?		
6 If you had the opportunity to study another language, which one would you look?		
7 What is keeping you chasing your dreams and achieving your goals in life now.		
8 If a friend handed responsibility to you for taking care of their small children for a day, how would you react?		
9 If you could take one business in the whole world, which would it be?		
10 What important things have been handed from generation to generation in your family?		

1 Describe what happened in the first picture using the passive. Then describe what has happened or is happening now in the second picture using the causative *have*.



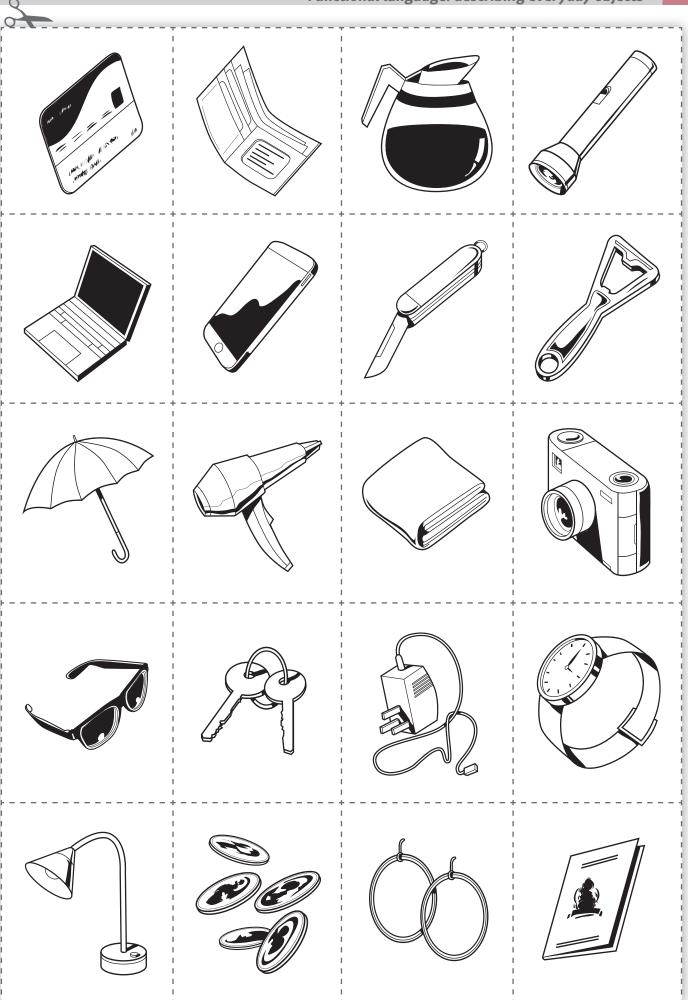
HOW WELL DO I KNOW YOU?

Grammar: present tenses (present vs continuous, stative verbs)

2

d			ı you	IS		_
	·					
	You often					
	You forever			(COMPLAIN)	
	You					
	You			. (1).4	PD 01/5)	
	You think					
	You always					
h	In English class you (NOT THINK)		grammar is more di	fficult than _		<u> </u>
Yo An	ead the sentences to selve a follow-up question our partner will read to a sewer their follow-up	on to find out their sentence questions an	more information. es to you. Tell them d give more inform	if they ar	re true or false fo	or yo
As Yo An	k a follow-up question our partner will read t nswer their follow-up	on to find out their sentence questions and	more information. es to you. Tell them d give more inform	if they are nation.	re true or false fo	or yo
As Yo An Orl Co or	k a follow-up question of the second of the	on to find out their sentence questions and	more information. es to you. Tell them d give more inform	if they are nation.	re true or false fo	or yo
As Yo An Orl Co or yo	k a follow-up question our partner will read to nswer their follow-up ksheet B omplete the sentence continuous). Then, wo our imagination! You prefer	their sentence questions and es using the co	more information. es to you. Tell them d give more inform orrect form of the vences to make ther our own language rathe	r if they are nation. Werb in brain true for	re true or false for seckets (present singular partner – unglish. (WATCH)	imp
As Yo An Orl Co or yo	ksheet B omplete the sentence continuous). Then, wo ur imagination! You prefer You You	their sentence questions and es using the co	more information. es to you. Tell them d give more inform orrect form of the vences to make ther our own language rathe media sites	r if they are nation. Verb in brain true for	re true or false for seckets (present singular partner – unglish. (WATCH)	imp
As Yo An Co or yo a	ksheet B omplete the sentence continuous). Then, wour imagination! You prefer You You You You You	cheir sentence questions and es using the contribute the sente	more information. es to you. Tell them d give more inform prrect form of the vences to make ther our own language rathe media sites for breakfast. (NOT EAT)	rerb in brantrue for	re true or false for ackets (present so your partner – use glish. (WATCH)	imp ise
As Yo An Co or yo a b	ksheet B continuous). Then, wour imagination! You prefer You You Currently, you	es using the contribute the sente	more information. es to you. Tell them d give more inform orrect form of the vences to make ther our own language rathe media sites for breakfast. (NOT EAT) o more	rer than in Eng	re true or false for ackets (present singular partner – unglish. (WATCH) times a day. (CHEC	imp se
As Yo An Co or yo a b c d e	ksheet B continuous). Then, wour imagination! You prefer You Currently, you At the weekends, you At the weekends, you	es using the courite the sente	more information. es to you. Tell them d give more inform orrect form of the vences to make ther our own language rathe media sites for breakfast. (NOT EAT) o more forward to going to	verb in brantrue for	re true or false for ackets (present so your partner – unglish. (WATCH) times a day. (CHECO to for your daily routin	imp se
As Yo An Co or yo a b c	ksheet B mplete the sentence continuous). Then, wour imagination! You prefer You Currently, you At the weekends, you On the next public holioned	es using the corrite the sente	more information. es to you. Tell them d give more inform orrect form of the vences to make ther our own language rathe media sites for breakfast. (NOT EAT) o more forward to going to to do	verb in brant true for	re true or false for ackets (present singular partner – under times a day. (CHEC) To of your daily routin (NOT LOOK) (WANT)	imp se CK)
As Yo An Co or yo a b c d e	ksheet B continuous). Then, wour imagination! You prefer You Currently, you At the weekends, you At the weekends, you	es using the courite the sente	more information. es to you. Tell them d give more inform orrect form of the vences to make ther our own language rathe media sites for breakfast. (NOT EAT) o more forward to going to for be	verb in brantier than in Engage	re true or false for ackets (present singular partner – unglish. (WATCH) times a day. (CHECT of your daily routin (NOT LOOK). (WANT) d women. (NOT AGRE	or you have been depicted in the control of the con

Functional language: describing everyday objects



Vocabulary: adjectives to describe designs



I bought a very stylish dress for my friend's wedding last year. Since then, I have also worn it to other parties and events. Everybody gives me lots of compliments when I wear it and says I look beautiful.

I bought a great garden chair the other day. The best thing about it is that it is made of wood. Wood will always stay in good condition over time, even in bad weather. It will last for years.

I saw this amazing new necklace which is the perfect present for kids. They can wear it and the best thing is that you can eat it too. It comes in many different flavours.

How would you describe it?

How would you describe it?

How would you describe it?

stunning

durable

edible

Some countries now have bags that you can buy in the supermarket that are completely recyclable. If the bag gets left behind on a beach or in a park, it will simply decompose. It is much better for the environment.

Recently, there have been many new discoveries in finding a cure for cancer. There has been a lot of interesting research that has helped to make great advances so we can fight this disease.

I saw this great old-fashioned radio the other day. It was 1950's style and it came with a record player. It's rather big and heavy but the fantastic thing is that it is easy to carry around with you.

How would you describe it?

How would you describe it?

How would you describe it?

biodegradable

groundbreaking

portable

This new photo frame is useful, especially if you are travelling or moving to a new house and you are worried it might get damaged. The glass that protects the photo won't break and isn't rigid.

I bought a dress the other day but when I wish I hadn't. It is beautiful, and I like the style, but the material is very thin and light. In the wind, it lifts up and it doesn't keep me warm.

There is a new shoe shop on the high street which sells trainers that are designed especially for you. You can choose the colour, design and style all from a computer program and put your signature on them - no one else will have the same.

How would you describe it?

flexible

situations.

How would you describe it?

How would you describe it?

My sister bought a penknife the other day. It may not be the best brand but it is very practical. It has many different uses for lots of Last year I was given a present which was quite unusual and interesting. I was so curious to know where my friend had found it. I had never seen anything like it before!

I bought some earrings for a friend for her birthday. They were ideal, especially as they attach to your ears very easily. You don't have to put them through a hole in your ears.

How would you describe it?

functional

How would you describe it?

novel

flimsy

How would you describe it?

clip-on

unique

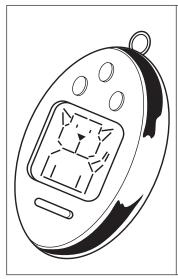
Vocabulary plus: word-building prefixes and suffixes

3		3	
creator of a company / business.	Nowadays you have to be very care	ful on the Internet, especially when giving personal details.	If I don't have a snack or a drink around mid
morning then I am often very unproductive until lunchtime comes.	It isn't always a good idea to make friends with your co	workers because as the saying goes 'You shouldn't mix business with pleasure'.	If I discovered my partner was dis
honest, I would have to end the relationship.	I would prefer to live in a city rather than a mountain	ous landscape.	As far as I'm concerned, it is quite child
ish to enjoy fantasy films and books.	I'm not a night owl, I always like to be in bed before mid	night. Otherwise, it is impossible to wake up in the morning.	As I see it, my childhood was mis
spent . I should have used the time better.	If I moved to a new house, dis	assembling and reassembling furniture would be the worst thing to have to do.	Watching TV series in English is help
ful for learning new vocabulary and improving listening.	The last time somebody mis	judged me, I proved them to be wrong.	I wish I had studied more use
ful subjects at school.	I prefer to read an origin	al version of a book rather than watching a film adaptation.	I can't sing or play music
al instruments. I'm really bad at both!	I'm the most dis	organised person I know. I hate trying to make a schedule.	I would rather be my own boss than a co

Grammar: question forms, indirect questions



Worksheet A



Petagotcha: The new and slightly bigger pocket-sized version of the high-maintenance digital pet Tamagotchi. It comes with voice activation, interactive games and pedometer. It will attract a whole new generation of fans as well as older people who are nostalgic for the 1990s.

The **Petagotcha** comes on a key chain which makes it both practical and portable. The gadget also comes with multiple settings which can help you look after and bring up your very own virtual pet but also communicate with it via recordings. The settings provide numerous interactive games with the pets which plays off mobile gaming – it brings a caring element which is fashionable.

The device is solar powered, and the pet only needs looking after, e.g. feeding, three times a day. There is an app which can be downloaded and gives a progress report at the end of the week.

The toy also comes with a practical, clip-on pedometer which allows you to track how far you and your pet walk every day.

Other products: Signature Stripes trainers and Pencycle

Worksheet B



Signature Stripes: The latest and unique style in footwear. **Signature Stripes** are fashionable, ground-breaking trainers designed for the individual.

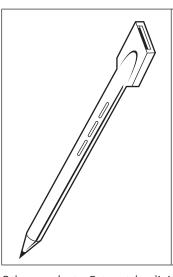
The design of the shoes comes from a computer program which allows buyers to select their own style, patterns, colours and signature which is imprinted on the left trainer. Each pair of trainers is therefore completely individual and could not be mistaken for another pair.

The trainers come with a plastic light in the base of the heel which mean that in the dark you can be seen walking. This element can be activated via a button on the base of the plastic light on the right heel.

The trainers are durable and come with the finest waterproof material. They will last for a minimum of at least five years.

Other products: Petagotcha digital pet and pedometer and Pencycle

Worksheet C



Pencycle: The latest technology in stationery. This new and robust pen comes with three settings. Each setting makes the pen more invaluable.

Setting 1 allows the pen to make a digital record of everything it writes. It comes with a USB drive sitting in the top of the pen which is connected to this individual pen.

Setting 2 allows the pen to change colour via an in-built speak recognition programme. There are five different colour options including black, blue, green, red and purple.

Setting 3 changes the style of the nib and pen so you can change your handwriting to look like calligraphy. This will make everyday 'to do' lists and important documents really look different.

The **Pencycle** is made of sterling silver and comes with its own velvet soft pouch, making it portable and easily protected.

Other products: Petagotcha digital pet and pedometer and Signature Stripes trainers

Grammar: present perfect simple and continuous

9						
	1	2	3	4	5	6
1	I have gone / been going to my local gym twice a week for over a year.	Summer temperatures have increased / have been increasing this decade.	I have taken / have been taking the dog for a walk this morning.	Free question	My grandparents have felt / have been feeling ill recently.	I have listened / have been listening to the radio this afternoon.
2	Free question	I have read / I have been reading a book for one month.	I have worked / have been working in my current job for less than two years.	The council have reduced / have been reducing the price of public transport where I live.	I have written / have been writing a diary for years.	I have walked / have been walking in the mountains every weekend to relax.
3	My best friend has had / has been having a birthday party recently.	I have watched / have been watching TV series in English this month.	My friends and I have seen / been seeing three films already this month.	Leisure facilities have improved / have been improving where I live.	Free question	I have slept / have been sleeping eight hours a day.
4	I have visited / have been visiting some new art galleries.	Free question	I have lived / have been living here for ages.	My city / town has built / has been building new shopping centres this year.	I have watched / have been watching the news today.	My family have met / have been meeting famous people.
5	I have been / have been going abroad more than two times this year.	My best friend has been / has been being vegetarian since we met.	Free question	I have had / have been having long hair for years.	I have known / been knowing my best friend since school.	My local gym has increased / has been increasing prices this year.
6	I have played / have been playing tennis for ages.	I have donated / been donating money to a local charity every year for a decade.	My family has thought / has been thinking about living abroad.	I have been / have been being feeling tired this week.	Since I was a child, I have studied / I have been studying foreign languages.	Free question

Q

Functional language: judging and evaluating ideas



•
When?
Where?
Cost per person?
Types of food?
1
2
3
4
Prepare or buy the food?
Activities for children and adults?
Decorations?



When?	
Where?	
Cost per person?	
Types of food?	
1	
2	
3	
4	
Prepare or buy the food?	
Activities for children and adults?	
Decorations?	



<u> </u>
When?
Where?
Cost per person?
Types of food?
1
2
3
4
Prepare or buy the food?
Activities for children and adults?
Decorations?

INTERNATIONAL FOOD DAY
<u> </u>
When?
Where?
Cost per person?
Types of food?
1
2
3
4
Prepare or buy the food?
Activities for children and adults?
Decorations?



Worksheet A

1 Read out your sentences.

1 I bravely wanted to be in a sports team as a child.

(WRONG – answer: desperately)

2 American TV series are <u>cheerfully</u> one of the best types of entertainment for relaxation.

(WRONG – answer: undoubtedly)

3 My local gym has <u>amazingly</u> varied activities you can do.

(RIGHT)

4 Most idioms cannot be translated <u>literally</u> from my own language into English.

(RIGHT)

5 Desperately, I can only read for fun at the weekends or on holiday because there is no chance of doing it during the week.

(WRONG - answer: realistically)

2 Listen to your partner's sentences and say if they are right or wrong. If they are wrong, choose the correct word from the box below.

undoubtedly typically bravely cheerfully amazingly

3 Make the sentences true for you.

Worksheet B

1 Listen to your partner's sentences and say if they are right or wrong. If they are wrong, choose the correct word from the box below.

undoubtedly literally realistically desperately typically

2 Read out your sentences.

1 <u>Literally</u>, I try to do exercise two or three times a week.

(WRONG - answer: typically)

2 I bravely tried to run a marathon for charity when I was younger.

(RIGHT)

3 I often sing or whistle <u>cheerfully</u> in the shower to make myself happy.

(RIGHT)

4 I usually did <u>undoubtedly</u> well in Maths at school. It was always my strongest subject.

(Wrong – answer: amazingly)

5 <u>Cheerfully</u>, Santorini in Greece is one of the most incredible islands I have ever been on holiday to.

(WRONG - answer: *Undoubtedly*)

3 Make the sentences true for you.

Vocabulary plus: idioms: relationships



Worksheet A

Describe each idiom to your partner but do not use the words in italics. Your partner will guess the idiom.

to clear the air	to get on like a house on fire
clear air conflict	get house fire
to feel under the thumb	to see eye-to-eye
under thumb not free	see eye same opinions
to break someone's heart	one in a million
break heart sad	one million special

Worksheet B

Describe each idiom to your partner but do not use the words in italics. Your partner will guess the idiom.

a fair-weather friend	to have a stormy relationship
fair-weather friend disappear	stormy relationship fight
love at first sight	a shoulder to cry on
love sight strong feelings	shoulder cry listen to
meet halfway	to give somebody a second chance
meet halfway compromise	give second chance

Grammar: narrative tenses

THE WORST DAY, EVER!!	Write about
1 It was a horrible winter's day. It and	Weather
2 It had been the most challenging day of Lucy's life. She had and	Three things done during the day
3 While she had breakfast, Lucy for a business meeting later. However, it was impossible to do it. There were too many people in her favourite café.	Activity during breakfast
4 Just as the meeting began, her boss asked and Lucy started to go crazy and become stressed.	Extra task / responsibility from boss
5 Seconds after the meeting finished, the phone rang. It was her flatmate. Lucy couldn't believe that The flat was fine hen she left in the morning.	Problem in the flat
6 Then she realised that What a nightmare !	Consequence of problem in flat
7 By the time the end of the working day came, Lucy felt and all she wanted to do was	Feeling and desire / wish
8 But that was impossible! So asking herself, 'Could this day get any worse?' she reached into her bag only to realise Lucy could have cried!	Final problem

Grammar: modals of obligation (present and past)



Worksheet A

- 1 Read your sentences below to your partner. Your partner will choose the best verb form and answer to respond to you.
 - 1 These flowers are for you! Thank you for your help the other day!
 - 2 I've been feeling ill all week and I can't sleep.
 - 3 The plane is leaving in 10 minutes and I am still at security control!
 - 4 I find it difficult to concentrate at the moment.
 - **5** I feel really tired today.
- 2 Listen to your partner read their sentences/questions. Choose the best verb form and answer from the list below to respond.
 - a You musn't / don't have to buy her a present. She'd just like you to visit her.
 - **b** You *should / don't have to* try their special dish. Everyone is saying it is really tasty.
 - **c** You have to / mustn't do it— the flat is a complete mess!
 - **d** You didn't need to study / mustn't have studied all last weekend in the end!
 - **e** You *should have / must have* left it in the car. That's the last place we've been.

Worksheet B

- 1 Listen to your partner read their sentences/questions. Choose the best verb form and answer from the list below to respond.
 - **a** You *must / must have run* to the gate to catch the plane.
 - **b** Oh, they're lovely but you mustn't have bought / didn't need to buy me anything.
 - **c** You shouldn't have / mustn't have stayed up so late watching series last night.
 - **d** You shouldn't / hadn't to work such long hours. Get some exercise and take regular breaks.
 - e You should have gone / should go to the doctor's right now.
- 2 Read your sentences/questions below to your partner. Your partner will choose the best verb form and answer to respond to you.
 - 1 I thought we had an exam this Monday but it was a normal class.
 - 2 I don't want to do housework. It is boring and I don't like cleaning!
 - 3 I don't know what to get mum for her birthday. Any ideas?
 - 4 I can't find my purse. Have you seen it anywhere?
 - **5** I am going to the new restaurant that opened on our street.



Worksheet A

You share a flat with one other person. You have been living together for one month and there are some problems. You have both decided to have a meeting to discuss the issues and find a resolution.



You feel:

- 1 Your flatmate's boyfriend should contribute towards the electricity. He spends three days a week in the flat and most weekends.
- **2** You do most of the cleaning in the communal rooms and always take the rubbish out. You feel your flatmate does not do the same amount of work.

Your flatmate feels:

- 1 You play your music too loud during the week when they have work the next day.
- **2** You smoke in the flat and this is not appropriate. They thought it was a non-smoking flat.

Worksheet B

You share a flat with one other person. You have been living together for one month and there are some problems. You have both decided to have a meeting to discuss the issues and find a resolution.



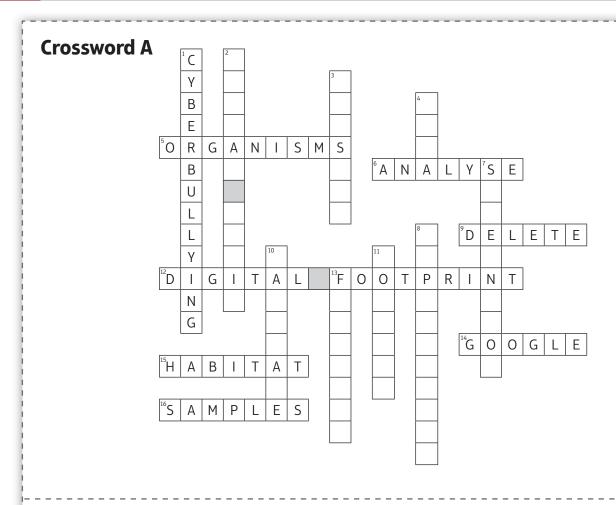
You feel:

- 1 Your flatmate plays their music too loud most evenings and it is disturbing you, especially when you have work early the next morning.
- **2** You flatmate smokes in the flat and you thought it was a non-smoking flat.

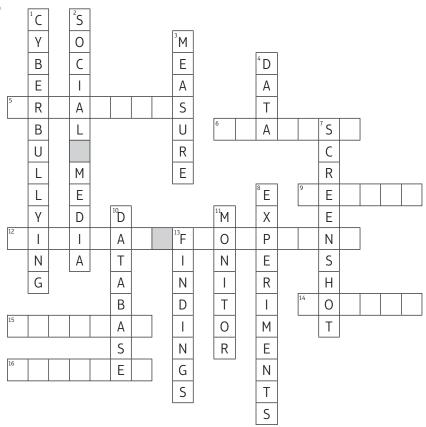
Your flatmate feels:

- 1 Because your boyfriend stays three nights during the week and most weekends, he should contribute towards bills e.g. electricity and water.
- **2** The housework is not done equally that they do most of the work and always take out the rubbish.

Vocabulary: science & internet words/phrases



Crossword B





W	orksheet A	
1	Read your sentences to your partner. Wh Your partner will choose the correct work	nere there is a gap, say the word 'banana'. d to complete each sentence.
	1 I always try to be opinions about their taste in clothes and music	to my friends' feelings, especially when I give . (<i>sensitive</i>)
	•	about what they are wearing or
		e from my friends
	4 When I was a child I was a big fan of notebooks and post-it notes. (<i>stationery</i>)	I used to buy lots of pens,
	•	to go somewhere really different on my next holiday
2	Listen to your partner. Complete each se below.	ntence with the correct word from the box
	experience/experiment principal/princi right/rightly economic/economical accept	
3	Make the sentences true for you.	
	orksheet B Listen to your partner. Complete each se box below.	
	complement/compliment advice/advise po sensible/sensitive stationary/sta	
2	Read your sentences to your partner. W Your partner will choose the correct wo	here there is a gap, say the word 'banana'. rd to complete each sentence.
	1 I always change phone and electricity companie prices. (<i>economical</i>)	es in order to find the most
	2 like tovariety! (experiment)	with different types of food when I am cooking. I love
	·	es for Game of
	·	should be the environment because there
		about everything. He/she
3		

CONDITIONAL CONCLUSIONS

Grammar: conditionals 0, 1 and 2

FINISH	If I could make one wish come true,	If we don't protect endangered animals,	If I could change one thing about my routine,	FREE SQUARE	If I get ill,
If I could enter the Olympics,	If I get lost in a new place,	FREE SQUARE	If I wanted to do something cultural this weekend,	If people want to lose weight,	If I have some free time this evening,
FREE SQUARE	When I want to buy birthday presents for friends,	If I wrote a book,	If the weather is horrible this weekend,	If I could start my own business,	If I am late for work/college,
If I fail an exam,	If I could live anywhere in the world for one year,	When I go shopping for food,	FREE SQUARE	If I saw a spider or a cockroach,	If I can't sleep tonight,
When I go home,	FREE SQUARE	If I had a magic power,	If I could be any kind of animal,	If I had a lot of money,	If I get stuck in a traffic jam,
START	When I next travel abroad,	If I could try a new activity,	If I don't get enough exercise, 	If I could meet somebody famous, alive or dead,	FREE SQUARE

Grammar: passive Reporting structures

1 oceans will contain more plastic than fish by 2050.	thought
2 we shouldn't use any form of technology for at least 30 minutes before going to bed	said
that robots will replace 25% of jobs performed by humans within the next 30 years.	suggested
4 In the past, intelligenceto be associated with laziness and untidiness.	reported
5 Research social media is responsible for a lack of of face-to-face communication.	shown
6 In recent years drones could start making deliveries to hospitals.	claimed
7 that by 2050, global warming will have increased so much that there will be only two seasons: summer and winter.	confirmed
8space trips to Mars will be taking place by 2030.	agreed
9 that within the next 50–70 years, Chinese will have become the universal language, followed by German and then English.	estimated
10 Virtual reality replacing textbooks.	thought

POLITE ENOUGH

Functional language: hedging



You had a graduation party with your university friends on a weekday evening in the flat without telling your neighbours.

Your friend really wants to go on a safari for your next holiday together which is not something you really want to do but you don't want to disappointment them.

You disagree that cyberbullying should be treated as a crime, but your friends feel differently.

Response: I suppose I should ...

Response: It's not really ...

Response: I'm not particularly ...

Your friend is moving abroad to live and work. You have known them since your childhood. You talk to your friends about buying them a leaving present.

You go round to a friend's house and they give you a massive meal. You know there is dessert after too. You only had lunch 5 hours ago.

You have a lot of plans. Your best friend suddenly asks you to help her with a really important task. You feel guilty but know you have no free time.

Response: We could ... or something

Your friend has won a free meal to an Indian restaurant. You are allergic to spices. You don't want to upset your friend but know another friend that loves Indian food.

Response: Sorry, I'm just not ...

You have a lot of projects at work/ college which should be completed by Friday. You are stressed and need more time to finish them. You talk to your boss/tutor.

Response: I'm afraid I'm kind of ...

Your boss wants to start an important meeting but one of your colleagues hasn't arrived yet. Your boss asks you where your workmate is. You don't want to make them angry.

Response: Actually, it's not ... Perhaps you could ...

You and your sister arrive at the airport. She asks you where the adaptor is to charge her phone battery when on holiday. You suddenly realise you left it at home. You have had a terrible day at work/ college. It is your turn to cook for your friends tonight. You don't feel like cooking.

Response: Do you think you could ...?

Response: Presumably, ...

Your workmates give you a shirt for your birthday. You don't like the colour or the shape. You don't want to wear it or upset feelings. After two weeks they ask you about the shirt.

Response: I guess I may ...

Response: Perhaps we could ...

Response: It's not really the kind of ...

Nature		
rainforest	vegetation	canopy
creatures	venomous snakes	parasites
tropical diseases	flash floods	expedition

Types of people

.3		,,
book lover	foodie	couch potato
techie	beach bum	film buff
sports fan	rebellious teenager	news junkie

Vocabulary plus: formal vs informal register

20

Student A

veg out
to chill
go-getter
slobs
try-hard

I have neighbours who are very rich!

You have neighbours who are loaded!

I get annoyed when my sister borrows clothes from me without asking!

You get **hacked off** when your sister borrows clothes from you without asking!

There is a new person in my yoga class and they are in very good physical shape

There is a new person in your yoga class and they are **fit**.

Booking cinema tickets online is easy and saves queuing up.

Booking cinema tickets online saves a lot of **hassle**.

Both of my sisters always like to talk a lot, but in a friendly way.

Both of your sisters are very **chatty**.

Student B

hacked off
hassle
loaded
chatty
fit

I couldn't live with my cousins because they are so lazy and leave everything dirty and in a mess.

You couldn't live with your cousins because they are **slobs**.

My favourite thing to do on a Saturday night is to sit around watching television and not do much very much.

Your favourite thing to do on a Saturday night is to veg out.

The best way for me to relax and stop worrying is by doing exercise.

The best way for you **to chill** is by doing exercise.

One of my good friends is a lovely person, but they always want people to admire them.

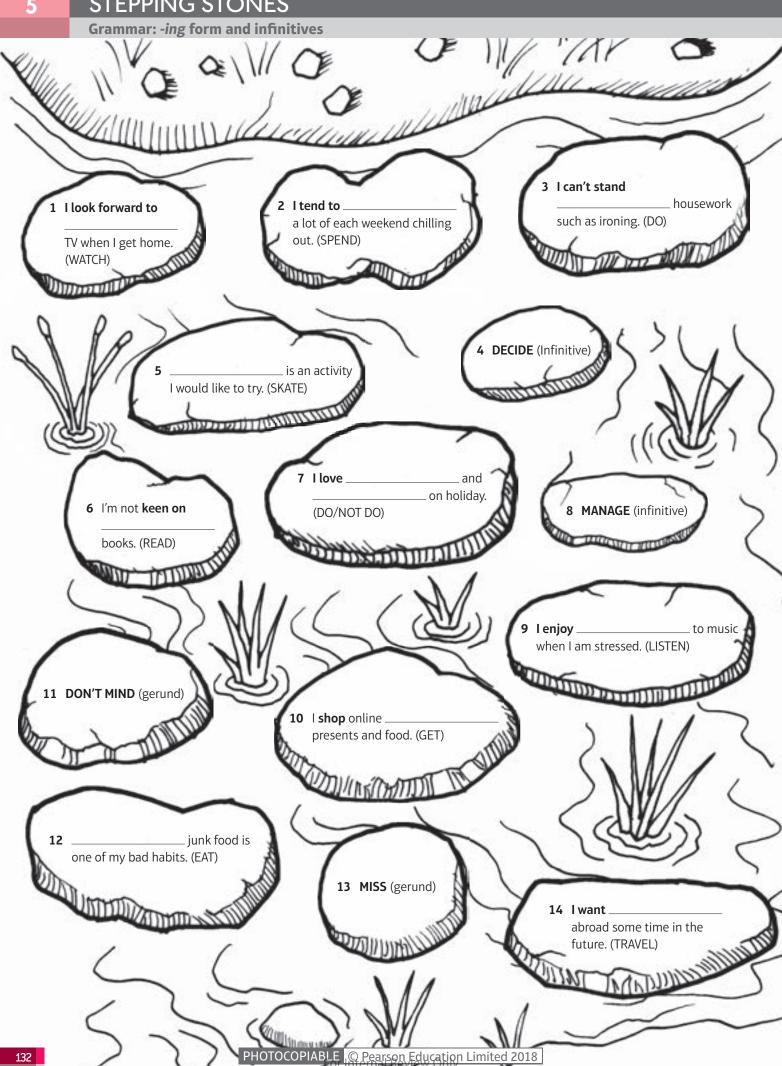
One of your good friends is a lovely person, but they are a **try-hard**.

I am very determined and ambitious.

You are a go-getter.

Grammar: quantifiers

3		GI	rammar: quantifiers
many	few	pollution	parks
several	a little	interesting characters	time
enough	a couple of	information	poisonous creatures
lots of	a great deal	traffic	money
a large number of	amount of	social media sites	people
a few	too much	advice	peace and quiet



www.frenglish.ru

Functional language: expressing your opinion

3	·	unctional language: expr	essing your opinion
Climate change is the biggest problem the world is facing now.	For every tree that is cut down, another should be planted.	Only non-renewable energy resources should be used.	Horror films are much better than adventure films.
Animals shouldn't be a form of entertainment in a zoo or a circus.	Social media sites will end face-to-face communication.	It's better to be a TV addict than a foodie.	Music helps adolescents through a rebellious teenage stage.
It is always best to plan every trip you go on. Being spontaneous is dangerous.	Learning some of the language when going abroad on holiday is necessary.	Karate and martial arts are useful skills to learn.	Unemployment is the biggest problem facing young people today.

3		,
Well, if you ask me,	It seems to me that	You can take it from me that
Personally, I'm (not) convinced	I'm absolutely convinced that	l (don't) think that
As I see it / The way I see it,	I have the feeling that / I feel that	In my opinion,

Vocabulary: extreme adjectives



Worksheet A

- 1 Read out the sentences to your partner for them to guess the correct extreme adjective
 - 1 My main phobia is **very big** spiders. (GIGANTIC)
 - 2 I hate watching films that are very scary. (TERRIFYING)
 - **3** I don't like going to places that are **very crowded**. (PACKED)
 - 4 I like my house to be very clean all the time. (SPOTLESS)
 - 5 I love visiting cultural monuments and buildings that are **very old**. (ANCIENT)
- 2 Listen to your partner's sentences and say the correct extreme adjective.
- 3 Make the sentences true for you. Discuss them with your partner.



Worksheet B

- 1 Listen to your partner's sentences and say the correct extreme adjective.
- 2 Read out the sentences to you partner for them to guess the correct extreme adjective.
 - 1 I was **very shocked** by the last piece of news I read. (ASTONISHED)
 - 2 I think that modern art is **very ugly** to look at. (HIDEOUS)
 - 3 When I am very hungry, my brain doesn't function well, and my work isn't effective. (STARVING)
 - 4 The streets and parks in my city are often very dirty and full of rubbish. (FILTHY)
 - 5 I think everybody looks **very beautiful** in the colour purple. It is a royal and regal colour. (GORGEOUS)
- 3 Make the sentences true for you. Discuss them with your partner.

Tell your partner about ...

1 a place in your city you like to go and enjoy the hustle and
2 a friend or family member who never plays games fair and
3 something in the news that you are sick and of.
4 the last time a friend invited you to their house to wine andyou.
5 somebody you know who likes to get up bright and in the morning.
6 a song you have heard again and on the radio recently.
7 a relationship or friendship where there is no give and between you and the other person.
8 a recent experience in which you have had both ups and
9 a time when you got lost somewhere and went round and without making any progress.

10 a charity or organisation whose message is **loud and** ______

Grammar: modals of deduction

	i deddelliii		
You go to the supermarket on the way home. You can't find your purse/wallet, but you remember having it at lunchtime.	Your workmate is late for work and your boss asks you where he/she is. You remember him saying something about a dentist's appointment.	A friend wants to buy your mutual best friend a present for her new born baby. They want to buy a soft toy elephant but you know that the friend doesn't want more toys.	Your workmate wants to ask your boss for a day off work to go to a wedding. However, you know that your boss is not in a good mood today.
You might/must	They could/might	That might not	It might not
Your mother asks when your sister will be coming home. Dinner is ready on the table. You send a text message and she responds saying she's staying out late with friends.	You go to a café while on holiday and order four coffees and cake. When the bill comes at the end, it's much too expensive.	Your brother has two part-time jobs and his second child has just be born. The baby isn't sleeping well, and your brother is finding it difficult to concentrate at work.	Your friend wants a lift home from work. You have a very busy day, but know they don't have the money for a taxi.
She won't	They can't	He must	It shouldn't
You and your friends are going to the cinema. They like sci-fi and go to the cinema a lot so you want to find something new. You look online and see a new sci-fi film is just out today.	Your classmate has had a bad cold for two weeks and it hasn't improved. The teacher asks how they are and if they are coming back to class.	Your friend thinks that they have seen an old friend of yours in the street this morning, but you know they are in Greece on holiday this week.	Your son is going through a rebellious teenage stage and you have tried many ways to help him and improve his behaviour.
They won't	They may not	lt can't	There must

Grammar: third and mixed conditionals					
If social media applications hadn't been invented,	If I had been born in a different country,	If more women had been made CEO's of big corporate businesses in the last 50 years,	If I had learned more languages at school,		
If I hadn't come to class today,	If I had been born an animal,	If I'd eaten breakfast this morning,	If I hadn't done this course,		
If I had been born the opposite sex,	If I hadn't gone out clubbing last night,	If I had saved more money in the last couple of years,	If I hadn't met my best friend,		
If I had been born in a different century,	if I hadn't oversiept yesterday morning,	lf money had not been invented,	If it had rained at the weekend,		
If penicillin hadn't been discovered,	If I had been more careful when running in the park,	If I had done more exercise when I was younger,	If planes hadn't been invented,		

Functional language: asking for and expressing agreement/disagreement

Торіс	Student A	Student B	Student C
Money	Money is more important than health.	Health is more important that money.	Family and friends are more important that money.
Animals in zoos	Zoos should be closed down. They are cruel to animals.	Zoos should be allowed. They are entertaining and fun for children.	Zoos should be allowed but only for educational purposes.
Smoking	Smoking should be banned in public spaces.	People should be allowed to smoke anywhere.	Smoking should be made completely illegal.
Love	There is only one perfect match for all of us.	Love at first sight does exist.	Love is blind and long-term relationships are impossible.
Films	Downloading films should be made illegal.	Going to the cinema should be much cheaper.	Watching films and going to the cinema is a waste of time.
Books	Print books will never be replaced by e-books.	E-books will definitely replace books in the near future.	The films and documentaries made from books are usually better than the book.
Environment	Climate change is a serious reality and humans are responsible.	Climate change is not real – the changes happening are natural for our planet.	We have more important problems than Climate change.
Social Media	Social media is the most useful communication tool.	Social media will destroy face-to-face communication.	Social media sites are dangerous.



Worksheet A - Visual arts

1 Look at the underlined letters in the words in the box. Put the words in the correct sound column. Check your answers.

self-portr <u>ai</u> t	oil p <u>ai</u> ntings	<u>ea</u> sel	c <u>a</u> nvas	sk <u>e</u> tch	p <u>ai</u> ntbrush	coll <u>a</u> ge	multim <u>e</u> dia	ch <u>a</u> rcoal
	/i:/			/0/			/m/	
	/1./			/e/			/æ/	
	/a:/			/eı/				

- 2 Say your words on the topic of visual arts to your partner. They write the word in the correct sound column.
- 3 Listen to your partner say words on the topic of music. Write them in the correct sound column.
- 4 With your partner, create a story using as many items of vocabulary from both topics.

Worksheet B - Music

1 Look at the underlined letters in the words in the box. Put the words in the correct sound column. Check your answers.

<u>ra</u> ve r <u>a</u> p d	<u>a</u> nce f <u>a</u> n <u>a</u> l	bum t <u>a</u> pe	tr <u>a</u> ck t <u>e</u> chno	sp <u>ea</u> kers	
/i:/			/e/		/æ/
/a:/			/eı/		

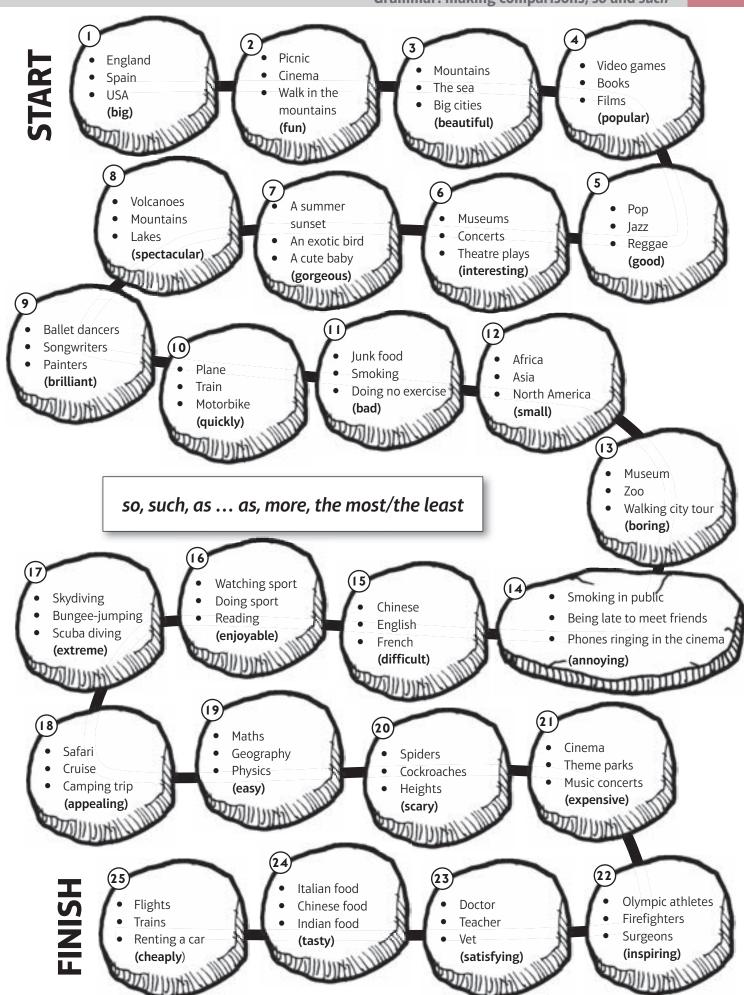
- 2 Say your words on the topic of music to your partner. They write the word in the correct sound column.
- 3 Listen to your partner say words on the topic of visual arts. Write them in the correct sound column.
- 4 With your partner, create a story using as many items of vocabulary from both topics.

MULTI-WORD VERBS MATCH

Vocabulary plus: multi-word verbs 2

1 Which would you prefer to look	A up one bad habit what would it be and why?
If a friend invited you on holiday, but you didn't want to go because you find them annoying, how would you turn	B on the TV or read a book?
3 Do you ever make	C off a plan to meet up with a friend?
4 If you were bored, would you prefer to turn	D up with any ideas to practise English outside class?
5 If an appliance, e.g. the washing machine, breaks	E them away or do you recycle?
6 If you could give	F after: your friend's young child for the evening or your friend's six month old puppy for the weekend?
7 Do you like to shop	G down at home, do you try to repair it alone or get someone to do it?
8 Can you come	H around before you buy, or are you impulsive?
9 Who was the last person to let	I on first to support you? Why?
10 If it were raining, would you call	J up stories or tell a white lie? When?
11 When it comes to plastics, do you throw	K them down? Would you make an excuse or tell the truth?
12 In an emergency situation, who would you count	L you down? What happened?

Grammar: making comparisons, so and such



CHANGE OF CIRCUMSTANCES

Grammar: used to vs get/be used to



Worksheet A			Answers
You moved from the	1	eat dinner early, about 6 p.m. Now I eat at	used to
UK to Europe six	around 8.30 p.m.		l I
months ago.	I can't	driving on the right. It's very confusing!	get used to
	1	_ speaking a new language yet. It's quite	am not used to
	difficult.		l !
You have become	I	washing my own clothes for the first time.	am getting used to
independent and	I	_ have all my meals prepared for me. My dad	used to
moved from home.	was a great cook!		
	I	having to budget and plan with my money.	am not used to /
	My parents did it for	getting used to	
You have given up	Until last year, I	train three times a week.	used to
playing a sport due to	1	_ being so inactive. Exercise was always an	ı ı am not used to
a serious injury.	important part of my	routine.	
	I am slowly	doing other activities, like reading	getting used to
	and cooking.		
You have recently	1	$_{-}$ work Monday to Friday every week in the	used to
retired from work.	past.		
		having more free time for myself, little by	am getting used
	little.		l I
	1	<u>o</u>	get used to
	meet. It feels very str	ange.	
			l .

Worksheet B		Answers
You have recently left university and got	I waking up early every day during the week, bit by bit.	am getting used to
your first job.	I stay in bed longer before.	used to
	I commuting to work yet. It's so tiring!	am not used to
You live with your sister and she's just	I go out clubbing with my sister every weekend. Now she stays in at home.	used to
had a baby.	I being woken up by loud cries in the night. I can't having less sleep than before. The baby is exhausting!	am not used to / am not getting used to get used to
You have recently started a new diet.	I be unhealthy in my eating habits for many years. I eating less sugar and white bread than before. I'm definitely feeling better. I doing so much exercise. I was inactive before.	used to am getting used to am not used to
You have recently started driving.	I driving long distances every day now. I travel on public transport more often in the past. I spending money on car parks. They are so expensive!	am getting used to / am used to used to am not used to / not getting used to

Functional language: responding to advice

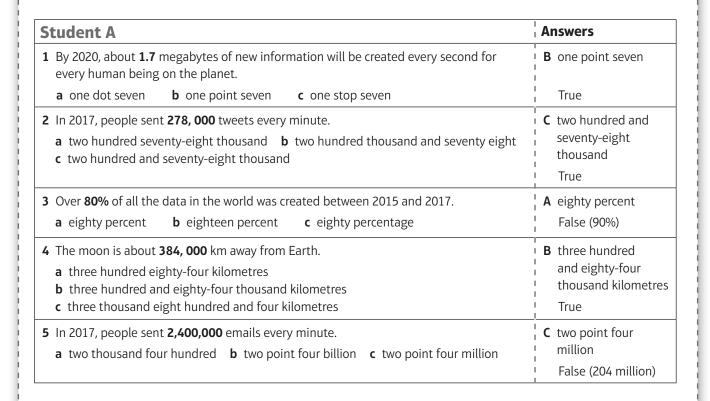
Q Functional language: responding to advice							
0							
Your shoes smell very strongly. You always feel embarrassed to take them off.	You are going to a music festival for four days. The weather forecasts rain for the whole event.	You get caught in an electrical storm.	You are worried about your teenage son/ daughter. They are behaving strangely				
Your friend had her bag and passport stolen on holiday and you are worried the same will happen to you.	You are going to a tropical country for three weeks but you are worried about insect bites and getting sunburnt.	You are stressed at work and overloaded with things to do.	You don't know what to buy your grandparents for their 50 th wedding anniversary present.				
You are on holiday in a hot country. You do not put on enough sun tan lotion and by day three you have extreme sunburn.	You are going on a trek for five weeks with only a small rucksack and don't know how to pack well.	Your neighbours have parties every weekend and you can't sleep or rest.	Your computer always runs really slowly.				
You feel tired all the time. You cannot sleep at nights. You often get a maximum of three hours sleep.	Your best friend is really mean and never invites anyone to a drink when you go out.	You never have enough money to get to the end of the month.	You don't like confined spaces but work in a small office.				

Vocabulary: lexical chunks with make, do and take

vocabutary. texteat citariks	with make, do died take	
 Businesses want to do this To earn a living One reason why we work 	 To adapt things To transform things To change things 	To cause injury To cause harm To cause destruction
Answer: make money	Answer: make alterations	Answer: do damage
 To establish an arrangement To negotiate something To come to an agreement 	 To give respect To pay attention to someone To believe someone's opinion is important 	 An action that is not right The opposite of correct To make a mistake
Answer: make a deal	Answer: take somebody seriously	Answer: do something wrong
 To exploit someone or something To be unfair to someone To use someone or something to get what you want 	 When people come to an understanding To make a promise to a person or people When there is an agreement between people 	 To become the person who has responsibility To be in charge of something To become the boss of something
Answer: take advantage of	Answer: make a pact	Answer: take control of something
 To carry out responsibilities that are significant To do something essential To do an important task 	 To assume something is true To believe something without thinking To not ask any questions about something 	 To carry out every necessary action To make a big effort To try everything possible you can
Answer: do (various/good) deeds	Answer: take something for granted	Answer: do your utmost

9





Student B	Answers	
 1 In 2017, people carried out about 20,000 searches per second on Google alone. a twenty thousand b twenty million c twenty thousand 	C twenty thousand False (40,000)	
 2 By 2020, data production will have risen 44:1 since 2009. a forty-four over one b forty-four to one c forty-four by one 	B forty-four to one	
 3 A tennis court is about 260 m² in size. a two hundred and sixty square metres b two hundred sixty metres square c two hundred and sixty metres squared 	A two hundred and sixty square metres True	
 Winters in Antarctica can be on average -60°C. a minus sixteen degrees celsius b minus sixty degrees celsius c sixty degrees celsius below 	B minus sixty degrees celsius False (-85oC)	
 The maximum weight of a male polar bear is around 680kg. a six hundred and eighty kilograms b six hundred eight kilograms c six eight hundred kilograms 	A six hundred and eighty kilograms	

RELATIVE CLAUSES QUIZ

Grammar: relative clauses



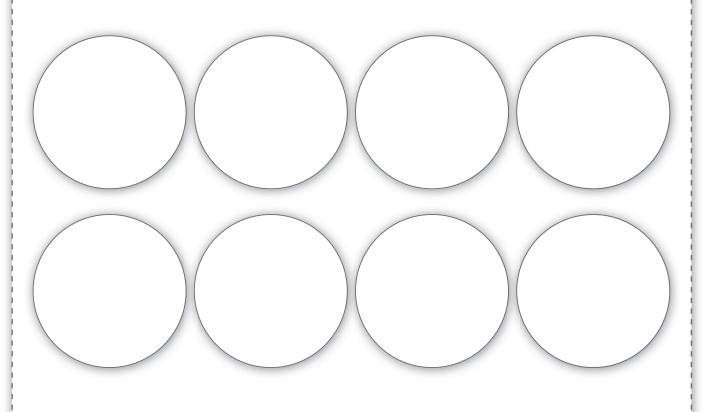
Student A	1
1 What is the name of the continent which is in all four hemispheres?	OK
a b Africa c	1 1
2 North America which has 50 states has which city as its capital?	commas needed
a Washington D.C. b c	1
3 How many countries are there where English is either the official or the primary language?	OK
a b c 50	I
4 An agoraphobic is a person who is afraid of what?	OK
a Open places b c	
How fast can a baseball which is what baseball players hit at travel a b about 160 km/h c	commas needed

Student B	
Germany which is in Europe is bordered by how many different countries?	commas needed
a 9 b c	
2 The African continent's longest river is which of these?	OK
a b The Nile c	
3 Somebody with frigophobia is a person who is afraid of what?	OK
a cold b c	
4 Quidditch which is a game involving a Quaffle, Bludgers and a Snitch can be found in which famous children's novels?	commas needed
a b c Harry Potter	
5 The first day after Thanksgiving when people start shopping for bargains is called what?	commas needed
a b Black Friday c	

Student C	 	
1 Red with a white moon and star appear on which country's flag?a Turkeybc	OK	
2 Mufasa who is the father of Simba comes from which Disney film? commas needed a b The Lion King c		
The 2017 Oscar winning actor for the film <i>La La Land</i> was who? a b c Emma Stone	OK	
4 D which is a Roman numeral represents what number? a 500 b c	commas needed	
5 The Berlin Wall is an iconic part of history that came down in which year? a b c 1989	OK	



- **2** A piece of technology from your childhood that **is about to** make a return to the shops.
- **3** A disease or illness that **is going to be** cured in the next century.
- 4 A country you will have visited by 2030.
- **5** A goal or ambition you **probably won't** have achieved in the next year.
- **6** A sport which **is likely to** enter the Olympics within the next 20 years.
- **7** An arrangement you **are due to** make in the next month.
- **8** Something you are bound to do this weekend.



Functional language: guessing and estimating

,	,	70
The total number of different languages the class speak.	The total number of people who have lived abroad for a minimum of one month.	The total number of people who have use public transport to come to class.
The total number of siblings the class have combined.	The total number of people who have played in a sports team at university or school.	The total number of people who have the latest model of a mobile phone.
The total number of people who have never travelled out of their country.	The total number of people who can play a musical instrument.	The total number of people that have children.
The total number of pets that the class have combined.	The total number of people who have watched Game of Thrones.	The total number of people who prefer pasta to pizza.

UNIT I

LIFESTYLE LINKS

Materials: One set of cards per pair of Ss

Ss work in pairs. Give out one set of cut up cards per pair. Ss put the cards face-up on the table in front of them.

Ss match the sentence halves, making correct phrases to describe lifestyle.

Ss check they have the correct answers by referring to the vocabulary in Unit 1.1, 1A.

Then ask Ss to go through the sentences and discuss if they are true or false for themselves.

Tell Ss to change the false ones and make them true.

Encourage Ss to ask follow-up questions to find out more information.

Elicit any interesting information they found for feedback as a class.

Answer Key

- 1 early bird
- 2 stick to a routine
- 3 active lifestyle (has many health benefits)
- 4 lifestyle quite sedentary (over time)
- 5 (a completely) alternative lifestyle
- 6 lifestyle (that was) nomadic
- 7 worked long hours

GETTING TO KNOW ALL ABOUT YOU

Materials: One worksheet per Ss

Distribute the worksheets and ask Ss to read the questions and fill in the missing prepositions.

If they can't remember the prepositions, suggest they look back at Unit 1.1, 7B.

When they have finished, check the answers.

Ask Ss to write their own answers in the My Answer column.

When Ss have finished they stand up and mingle, asking questions and try to find other people with similar answers. Give Ss 10-15 minutes to complete this activity.

They write the name of the person with the matching answer next to the relevant question, in the Name column.

Monitor carefully, encouraging Ss to ask follow-up questions. Elicit any interesting answers in feedback as a class and deal with any problems with the language.

Answer Key

- 1 take after
- 2 put off
- 3 keep up with
- 4 looking forward to
- 5 put up with
- 6 look into
- 7 keeping you from
- 8 handed over
- 9 take over
- 10 handed down

CHANGE, CHANGE & MORE CHANGE

Materials: One set of cards per pair of Ss

Ss work in pairs. Give out one set of cut up cards per pair. There are six cards per set (each card containing both the before and now pictures).

Ss put the cards face down on the table in front of them.

In pairs, Ss turn over a picture card and describe what happened using the passive structure and the prompts. Encourage students to add details to their sentences and not just use the prompts.

Ss then go on to describe the second picture using a sentence with the causative *have*. Make sure Ss realise the second picture is the result or consequence of the first.

Demonstrate the activity by using an open pair in the classroom first to model the task. For example, for card 1 Ss could say 'His phone was stolen yesterday' and 'He's having a new one delivered tomorrow.'

Write the elicited sentences on the board to highlight the structures to be used.

Monitor closely during the activity and encourage Ss to use the target language.

Elicit any interesting information for feedback and deal with any common problems with the language, especially in terms of form.

Possible/Suggested Answers

- 1 His phone was stolen yesterday. / He's having a new one delivered tomorrow.
- 2 He has been stopped by the police for speeding. / He's had his driving licence taken away.
- 3 She was awarded an Oscar for her performance. / Right now, she's having her photo taken by the press.
- 4 The roof was destroyed by the storm. / He's having it fixed.
- 5 Their living room hadn't been decorated for ages. / So, they had it painted last week.
- 6 Her car was damaged in an accident. / She's had it repaired and now it's as good as new.

HOW WELL DO I KNOW YOU?

Materials: One copy of Worksheet A and Worksheet B per pair of Ss

Arrange Ss in pairs (A and B) and distribute the worksheets.

Explain that in each of their sentences they need to complete it:

- a) with the correct form of the verb and
- b) to make it true for their partner.

Tell Ss they may need to use their imagination and invent some of the answers but not to worry, as they will be able to check with their partner later.

Ss complete the sentences individually. Monitor closely and help as needed.

When Ss have finished they can check answers for the verb forms only. Encourage Ss to explain the differences in meaning between the items.

Ss then take it in turns to read out their sentences starting with $Se\ \Lambda$

Ss A read their sentences to Ss B and Ss B say if they are true or false for them, personally.

Ss A ask a follow-up question to get more information from their partner.

Then Ss B read out their sentences and the procedure is repeated with Ss A saying if they are true or false for them personally and answering a question to give Ss B more information.

Elicit any interesting information they found for feedback.

Answer Key

Worksheet A

- a you get up is + infinitive without to
- **b** you often wear
- c you always complain about something / -ing
- **d** you don't like + -ing
- e you are learning something / to do something
- f ... is/are improving
- g you always look at
- h you don't think

Worksheet B

- a you prefer watching
- **b** you check
- c you don't eat
- d currently, you are trying to do ...
- e at the weekends, you don't look forward to + -ing
- f you want to do something
- g you don't agree with
- h you realise that

WHAT AM I?

Materials: One set of cards per pair of Ss

Arrange Ss in pairs and distribute one set of cards already cut up for each pair.

Ss put the cards face down on the table.

Ss take it in turns to turn over a card and describe the object to their partner in no more than five sentences. If Ss require help formulating sentences, they can refer back to Lesson 1.3, 3A to check some of the language/ expressions.

If their partner guesses the everyday object correctly, the person who described the object keeps the card.

Demonstrate the activity with a student (you can use it to buy things, it's made of plastic, you can use it to pay for things online and it's essential to buy very expensive items such as furniture or a car – a credit card)

Ss take it in turn to pick up a card. The person who has the most cards at the end is the winner.

Monitor the activity closely and talk about anything that needs checking or correcting in feedback.

UNIT 2

DESIGN DESCRIPTIONS

Materials: One set of cards per pair/group of Ss

Ss work in pairs. Distribute one set of cards per pair. Ss put them face down on the table. The first student picks up a card and reads the text in **bold** to their partner. They listen and answer the question on the card *How would you describe it?* The answer is written in **bold** at the bottom of each card.

If the student gives the correct answer they win the card. If they don't, the student who read the description can give them clues instead to elicit the design adjective. For example, 'It begins with the letter S and finishes with the letter G.' If the student gives the correct answer on this second attempt, the person who elicits the adjective wins the card. If the student does not give the correct answer the second time, the answer is revealed, and no one wins the card. The winner is the student with the most cards at the end. Monitor and deal with any problems in feedback.

WORD-BUILDER DOMINOES

Materials: One set of cards per group of Ss

Ss work in groups of three or four. Give out one set of cut up cards per group.

Deal out the cards. Each player has the same number of cards which they put face-up on the table in front of them.

The cards contain different halves of sentences with either a prefix or suffix to a word. To begin, the first player puts one of their cards in the middle of the table or desk. The next student has to add a card to make a grammatically and lexically correct sentence. They can add to the beginning or the end of the sentence.

If a player is unable to put down a correct card, it is the next player's turn. The winner is the first person to get rid of all their cards

When all the cards have been used, check that all the sentences are correct

Ss then discuss the sentences with their group and say whether they agree or disagree with them/are true or not for them personally.

Encourage students to ask follow-up questions to find more information.

Elicit interesting ideas from the whole class in feedback at the end of the activity.

Answer (for word building words)

co-creator, careful, mid-morning, co-workers, dishonest, mountainous, childish, midnight, misspent, disassembling, helpful, misjudged, useful, original, musical, disorganised

MARKET RESEARCH

Materials: One Worksheet per student

Ss begin by working in pairs. Give out worksheets in pairs (AA, BB, CC).

Explain the activity. Ss work for a company that is always looking for new and innovative designs to sell to its customers. The Ss have been sent to a conference in which their competitors will have some new ideas for the market. Their objective is to enquire and ask questions to get as much information as possible about their products and choose one to take back and report to their boss.

In pairs, Ss read about the idea that they will present at the conference. Ss brainstorm questions to take to the conference in order to find out more information about the design being presented by their competitors. Write the following prompts on the board for the questions: its name, its function, the problem that it solves, who it is for, why it is special/unique, etc.

Remind and encourage them to use a variety of question forms and polite indirect questions seen in Lesson 2.1, 4A.

Ss are then regrouped into groups of three (ABCABC).

Ss take it in turns to ask and answer their competitors' questions. Ss take notes to their questions in order to report back to their original partner later.

Ss then return to their original pairs (AABBCC) and discuss the findings to their questions before making a decision as to which idea they will present to their boss.

A vote is cast at the end and the winning design is the one with the most votes. Feedback on any interesting ideas from the discussions to conclude.

PRESENT PERFECT DICE

Materials: One worksheet per pair, one dice per pair and one counter per Ss

Ss work in pairs. Give out one worksheet per pair.

Ss role a dice twice. On the first roll they go across (horizontal) to the right and on the second roll they go down (vertical).

Ss decide which form of the verb makes the sentence correct - present perfect simple or continuous. In some sentences both tenses can be used.

Demonstrate the activity with 3x3 (My friends and I have seen / been seeing three films already this month.)

Elicit the correct answer from the group – **have seen** three films already this month – completed action. In **free question** boxes, Ss practise asking each other a question using the present perfect simple or continuous form, e.g. What have you been studying this week? Have you done anything interesting this month?

Ss then discuss each of the statements and make them true for themselves.

Demonstrate this with the group, e.g. 1x1 – I have been doing yoga to relax for two years.

Encourage Ss to use the correct verb forms as they are creating their own statements and to ask follow-up questions to get more information from their partner.

Ss then continue to roll the dice and move around the board/grid. Feedback on any interesting points and ideas discussed once the activity is completed.

Answer

1.1 been going 1.2 both 1.3 have taken 1.5 have been feeling 1.6 have been listening

2.2 have been reading 2.3 both 2.4 have reduced 2.5 have been writing 2.6 have been walking 3.1 has had 3.2 have been watching 3.3 have seen 3.4 have improved 3.6 have been sleeping 4.1 both 4.3 both 4.4 has built 4.5 both 4.6 have met 5.1 have been 5.2 has been 5.4 have had 5.5 have known 5.6 has increased 6.1 have been playing 6.2 have been donating 6.3 has been thinking 6.4 have been 6.5 have been studying

INTERNATIONAL FOOD DAY

Materials: One set of cards per group of four Ss

Ss work in groups of three or four. Give out one set of cut up cards per group.

Set the scene and explain to the Ss that they will be organising an International Food Day event.

They will discuss their ideas and make an evaluation on each other's ideas to reach a conclusion and make some final decisions to prepare for the event.

Ss first individually complete their ideas card for the event. Then, in groups, Ss discuss and evaluate the ideas.

Remind Ss to use the target language expressions in Lesson 2.3, 5A when ideas are suggested and encourage follow-up questions to be asked in order to get as much information as possible.

The activity ends once there is an agreement on all the different criteria in each group.

Encourage any interesting points and ideas made in feedback.

UNIT 3

ADVERBS ANALYSIS

Materials: One copy of the Student A and Student B worksheet per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets.

Explain that in each of their sentences, the students decide if the underlined adverb is right or wrong.

Student A reads out their sentences, and Student B responds by saying right or wrong. If the adverb is wrong, Student B responds by choosing the correct replacement adverb from their box and saying it to Student A. Student A tells them if they are right or wrong. The students then change roles.

Then ask Ss, in their pairs, to discuss their statements and make them true for themselves.

Go round and help where necessary. Elicit some interesting answers for feedback.

DON'T SAY A WORD!

Materials: One copy of the Student A and Student B worksheet per pair of Ss

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheet. Explain the activity. Ss take it in turns to describe the idiom in bold to their partner, but they can't use any of the words in italics in their descriptions. The other student tries to guess the idiom.

Demonstrate the activity with a stronger student. For example, to have a conversation with a friend and be honest. Usually this is after a disagreement or a problem. You speak with the person and explain how you feel – to clear the air. While they are working, go round and help where necessary.

After students have guessed all the expressions, encourage them to use them in a sentence of their own, personalising the language through anecdotes. For feedback, elicit some descriptions.

WHAT WENT WRONG?

Materials: One copy of the worksheet per student or pair of Ss

Tell Ss they are going to write a story with the title *The worst day, ever!!* using the narrative tenses. Ss can work in pairs or alone and are given a worksheet. Ask Ss to read and complete the first stage of the story only, using the suggestion on the right to guide them. They should then fold over what they have written so the student they hand their story to can't see what they have written before they pass the story to the next student or pair who fill in the next stage. Students continue passing on their stories until the story is finished.

Monitor closely to make sure Ss are looking at the suggestions to write about and give ideas where necessary. It is important to ensure Ss are using the narrative tenses and there isn't too much waiting in between each section. Set a time limit of about a minute if needed. When Ss have filled in the last section of the story, they can unfold it and read it. Ss should decide which story is a) the most accurate (using narrative tenses), b) funniest, c) implausible, etc. Look at any incorrect uses of the narrative tenses or issues that come up in feedback.

DILEMMAS, DILEMMAS

Materials: One copy of the Student A and the Student B worksheet per pair of Ss

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheet. Explain the activity. Ss A read their sentences out loud. Ss B choose the appropriate answer from the list of options on their worksheet, using the correct form of the modal structure in their response.

Demonstrate the activity with a strong student using the first sentence on Worksheet A – These flowers are for you! Thank you for your help the other day! Ss B responds with answer b. Oh, they re lovely but you didn't need to buy me anything!

Once Ss A have completed reading their sentences, Ss B read their sentences and Ss A choose the appropriate answer from the list of options on their worksheet, using the correct forms of the verbs in their response.

In feedback, focus any inaccurate use of verb forms.

As an extra activity, ask students to write three more sentences with a dilemma in pairs. They then pass their sentences to another pair who write three responses for the sentences with two possible modal verb forms, as in the A/B worksheets. Students then pass their sentences and responses back to the original pair who decide which form is the correct form in each sentence. Monitor and check for any errors or questions.

Answer Key

Worksheet A

- 1 b don't have to
- 2 e should
- **3** a have to
- 4 d didn't need to study
- **5** c must have left

Worksheet B

- 1 d must
- **2** c don't have to buy
- 3 a shouldn't have stayed up
- 4 e should
- **5** b shouldn't

A SOLUTION TO THE PROBLEM

Materials: One copy of the Student A and Student B worksheet per pair of Ss

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheet. Explain the activity. Ss are flatmates who are going to have a meeting to resolve some issues and conflicts about living together. Ss read their profiles and spend a few minutes preparing their solutions to the conflicts. Review the functional language in Lesson 3.3 for conflict resolution before starting the activity. Some sentence stems and useful language on the board would be useful to guide the discussions.

Ss discuss their ideas and put together a resolution. Remind the Ss to make notes about their decisions to help them with their presentation to the whole group later. Encourage Ss to use the functional language from Lesson 3.3 when putting forward their resolutions. Monitor and help with any language they need. When the conflicts are resolved, Ss present them to the class and the rest of the class vote on which one is the best.

UNIT 4

SCIENCE & INFORMATION TECHNOLOGY

Materials: One copy of the Student A and Student B crossword per pair of Ss

Ss work in pairs. Explain that each pair has the same crossword, but that Student A's has some words and they need to ask about the missing the words that Student B's has, and vice versa. Tell Ss that they must give each other clues for each word in their crosswords, but they must not say the actual word. Demonstrate the activity using 1 down, cyber bullying, as an example. 'When people send messages on the internet or social media that insult someone. It's usually a group of people who attack one individual and make them feel bad.'

Pre-teach/Check the questions or expressions Ss need to ask for clues, e.g. What's 2 down? What's 6 across? Can you give me another clue? Tell Ss they should answer their partner's questions by giving a definition or explanation with an example. Ss take it in turns to ask for and give these definitions until their crosswords are complete. Check as a whole class at the end of the activity.

WHICH WORD?

Materials: One copy of the Student A and Student B worksheet per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets.

Explain that in each of their sentences, the students decide which is the missing word that fills the gap.

Student A reads out their sentences, saying the word 'banana' where the gap is, and Student B responds by choosing the correct commonly confused word from the pairs of words from their box and saying it to Student A. Student A tells them if they are right or wrong. The students then change roles.

Then ask Ss, in their pairs, to discuss their statements and make them true for them.

Go round and help where necessary. Elicit some interesting answers for feedback.

CONDITIONAL CONCLUSIONS

Materials: One copy of worksheet per pair/group, a dice per pair/group and one counter per student

Ss work in pairs or a small group of three. Give them a board, enlarged to A3 if possible, a dice and counters. Ss take it in turns to roll the dice and move around the board. They have to finish the sentences in the squares they land on to make a complete sentence with the correct conditional form. If a student successfully finishes a sentence according to the other Ss, they stay on that square. If they do not, they need to go back to the square they were on before. If a student lands on a 'free square' they must make a correct sentence using the 0, 1st or 2nd conditional. Monitor and go round helping in case students need to check any sentences for correctness. Encourage the Ss to give details with their sentences and for the other Ss to ask questions to get more information. The winner is the first student to reach the finish. Check any difficulties with the structures or elicit some interesting ideas in feedback.

REPORTEDLY ACCURATE?

Materials: One copy of worksheet, cut up into sections, per pair of Ss

Arrange Ss into pairs and distribute the worksheets cut up into statements. Ss place the statements face down and one by one they turn them over in pairs and complete them using the word on the right as a guide to help them produce the correct passive reporting structure. Go round and monitor, guiding Ss where needed. Once all the statements have been completed, answers can be checked as a group. Check and deal with any common problems with form.

Answer Key

- 1 It is thought that ...
- 2 It is said that ...
- 3 it has been suggested
- 4 was reported
- 5 has shown that
- 6 it has been claimed that
- 7 It has been confirmed/It is confirmed ...
- 8 It has been agreed that ...
- **9** It has been estimated ...
- 10 is thought to be

Ss then discuss the statements, giving their opinions on the topics and whether they agree or disagree with each other. Encourage Ss to ask follow-up questions to get more information. Elicit some interesting ideas in feedback.

POLITE ENOUGH

Materials: One set of cards per pair of Ss

Arrange Ss into A and B pairs. Distribute the worksheets cut up into sets of cards, one set per pair.

Ss place the cards face down. Explain the activity.

Ss turn over a card from the top of the pile and read a hypothetical situation. The Ss need to imagine they are in this situation and what they would say as a response to be polite.

Before beginning the activity, go over the functional language/expressions for 'hedging' from Lesson 4.3, 2C.

Demonstrate the activity with a stronger Ss. Read out the first card and write the corresponding hint (stem for the response) on the board. Elicit a model answer or response from the student. For example, 'I suppose I should have told my neighbours / I suppose I should have ended the party earlier / I suppose I should have had the party on a different day'.

Remind Ss that there is a response suggestion at the bottom of the scenario that they can use to help them formulate their polite and non-direct response.

Go round and help Ss where necessary. Encourage Ss to ask each other follow-up questions and personalise the situations, making them true for themselves.

Elicit interesting ideas and responses in feedback.

UNIT 5

WHAT AM I?

Materials: One set of cards per group of Ss

Ss work in groups of three or four. In Round 1, give each group a set of cut up cards for the vocabulary on **Nature**. The cards are placed face down in the middle and the first student picks up a card. They have to elicit from the other Ss the word(s) on the card by describing it.

Ss can say anything to elicit the word(s), but they are not allowed to use the words on the card, or any other related forms of these words, e.g. if *venomous snakes* is one of the words on the card, Ss are not allowed to use words like *venom* but they could use *poison*, *poisonous* or *poisoned* in their definitions. The first student to guess the word(s) being described wins the card. The winner is the student with the most cards at the end. Ss should keep a record of the number of cards.

Repeat the activity for Round 2. Give each group a set of cut up cards for the vocabulary on **Types of people**. Once again, cards are placed face down and Ss take it in turns to elicit from the other Ss the word(s). Ss are not allowed to use words on the card, or any other related forms. The overall winner is the student with the most cards at the end of the two rounds.

Extra idea: To extend the activity, in Round 3, put both sets of cards together face down on the table. Ss take it in turns to elicit from the other Ss the word(s) on the card but by only saying the vocabulary type and one word to describe it, e.g. 'Nature, poisonous' for venomous snakes.

FORMAL VS INFORMAL

Materials: One copy of the Student A and Student B worksheet per pair of Ss

Ss work in pairs. Give them Student A and Student B worksheets. They take it in turns to read each other their sentences which contain a more formal expression. These sentences are in **bold**. The student who is listening has to reformulate the sentence in a natural conversational way using one of informal expressions in the grid at the top of their worksheet, e.g. if Student A reads the first sentence in bold (*I have neighbours who are very rich!*) Student B looks for a suitable informal expression and replies with, *You have neighbours who are loaded!* Student A can check to see if Student B is right by looking at the expression under the sentence in bold. If Student B is correct, it's Student B's turn to read a sentence to Student A for reformulation and Student B can cross off *loaded* from the grid.

The expressions are only used once. If a student doesn't reformulate correctly, Ss can go back to the sentence later when there are fewer options to choose from.

Once Ss have completed the reformulation, in pairs they can make the informal statements true for themselves.

PELMANISM

Materials: One set of cards per group of Ss

Prepare for the activity by cutting up one set of cards for each group of three Ss (or four Ss if you have a large class) Within each set, split the quantifiers from the nouns. Arrange Ss into groups of three or four, and give one set of cards to each group. Ask the Ss to spread out the cards, face down, on a flat surface – the quantifiers on one table (or part of the table) and the nouns on another (part of a) table.

TEACHER'S NOTES

Ss take it in turns to turn over two cards, one from each set, at the same time. If they turn over a pair of words which make a correct collocation, they have to say a sentence with the correct collocation in it. For example, many and parks is a possible collocation and Ss might say 'There are many parks in the city where I live.'

Their partner decides if the matched words and sentences are correct and in the event of a disagreement, the teacher acts as referee. In the case of a pair of words matching, remove and keep the quantifier card but place the noun card back, faced down, in a different position. If the two words chosen do not match, both words should be placed back in their respective positions, faced down. Ss keep going until there are no more quantifiers to be selected. While Ss are doing the activity, go round and help where necessary. The student with the most quantifier cards at the end wins.

STEPPING STONES

Materials: One copy of the worksheet per pair of Ss

Arrange the Ss into pairs. Ss start at one side of the river bank and move to the first stepping stone. Ss read the sentence and, in pairs, decide if the statement needs either the *-ing* form of the verb or the infinitive. Ss mark their answers on the stones. Ss then continue to stone 2 and work their way through to stone 12 before stepping onto the other side of the river bank. On stones where there is a verb and verb form in brackets. Ss must think of their own sentence.

Once all pairs of Ss have crossed the river banks, Ss can check their answers and common problems with the target language can be dealt with at this stage.

Answer Key

- $\textbf{1} \hspace{0.1in} \text{(look forward to) watching} \hspace{-0.1in} \hspace{-0.1in} \textit{ing} \hspace{0.1in} \text{form}$
- 2 (tend to) spend infinitive
- 3 (can't stand) doing ing form
- 4 Example sentence: I've **decided to go** to Italy on holiday next summer.
- **5** Skating *ing* form (noun subject)
- **6** (keen on) reading *ing* form
- 7 (love) doing (and) not doing *ing* form (infinitive form also possible here)
- 8 Example sentence: I've managed to do all my homework this week.
- **9** (enjoy) listening *ing* form
- 10 to get infinitive (purpose)
- 11 Example sentence: I don't mind doing the housework.
- **12** Eating *ing* form (noun subject)
- 13 Example sentence: I miss living at home with all my family
- 14 (want) to travel infinitive

In pairs, Ss discuss the sentences, making them true for themselves. Encourage Ss to ask follow-up questions to get more information from their partners. In feedback, highlight some interesting points made and elicit these points from the students, using the target language, where possible.

WHAT DO YOU THINK?

Materials: One set of topic and opinion cards per group of Ss

Arrange the Ss into groups of three or four depending on the size of the class. Give each group a set of topic cards, faced down on one table. Ss turn over the first card and each give their opinion on the topic. Encourage Ss to ask follow-up questions in order to get

detailed opinions from their partners. Before starting the activity, it is a good idea to review, as a class, the language for expressing/giving opinions in Unit 5 Lesson 3.

If the group are divided in their opinions, the statement card is put into a pile, face up, on the left. If the group share the same opinion, the statement card is put into a pile, face up, on the right. At the end, in feedback, the different groups share their ideas and opinions on the statements they were divided on with the whole group.

Extra idea: Give each group a set of opinion language cards, face down and spread out on a part of the table or another table. One student in each group can pick up an expression each time a topic is discussed and try to use it when they speak. Students take turns to pick up a card as the topics are discussed.

Go round and monitor or help as is needed. In feedback, highlight interesting points made.

UNIT 6

FIND YOUR PERFECT MATCH

Materials: One copy of Worksheet A and Worksheet B per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets.

Explain that in each of their sentences, the students need to try and say the extreme adjective and replace the adjective with *very*. Student A reads out their sentences, and Student B responds by saying the extreme adjective that corresponds to the one with *very*. If Ss get the answer wrong the first time, encourage the Ss to have a second guess and for their partner to help them or try to give them a clue, e.g. *The first letter is A*. Ss then change roles.

Then ask Ss in their pairs to make the statements true for themselves.

Go round and help where necessary. Elicit any interesting answers when doing feedback.

TWO-PART PHRASES

Materials: One copy of the worksheet per pair of Ss

Ss have a worksheet each and work alone to complete the missing words. When they have finished, they check their answers in pairs before checking them as a class. Then, put Ss into new pairs, and give them a few minutes to think of some ideas to talk about related to each point and prepare what they are going to say. When the Ss are ready, the discussion starts and they share their ideas. Encourage Ss to give plenty of details when speaking and to ask other questions to elicit more information. In feedback, highlight some interesting points from discussions.

Answer Key

1 bustle 2 square 3 tired 4 dine 5 early 6 again 7 take 8 downs 9 round 10 clear

WHAT'S THE STORY?

Materials: One set of cards per group of Ss

Ss work in pairs. Give each pair of Ss a set of cards face down on the table. In pairs, Ss turn over a situation card and using the **words in bold** at the bottom of the card, they make at least one, preferably two, deduction(s) about each situation.

Before beginning the activity, take some time to review the target language from Lesson 6.1. Demonstrate the activity with a strong student using the first card: 'You go to the supermarket on the way home. You can't find your purse/wallet, but you remember having it at lunchtime.' – Possible answers include: 'You must have put it down in the cafeteria. You might have left it in the place where you had lunch out'

While Ss do the activity, go round and help where necessary. Encourage the Ss to use the target language throughout the activity.

Once there are no cards left, as a whole group, elicit ideas and deductions for each situation. The class can vote on the best deductions made for each situation. The winners are the pair of Ss with the most votes.

CONSEQUENCES

Materials: One set of cards per group of Ss

Arrange students into pairs or groups of three. Give each group of Ss a set of cards face down on the table. Ss read the sentence stem and they have to complete the sentence using the correct conditional, either third or mixed. At this point, before starting the activity, spend some time reviewing the target language from Lesson 6.2.

Demonstrate the activity with a strong student using the first card 'If social media applications hadn't been invented, ...'. Possible answer – 'it wouldn't be possible to share news or photos so easily.' While Ss complete the activity, go round and give help where needed. Encourage Ss to think of more than one possible way to complete the sentences using the target language. Remind Ss to try and use the contracted conditional forms. Refer students back to Lesson 6.2, 8A before they start to say their sentences if you think this would be useful.

When all the cards have been used, as a whole group, pairs share ideas for each situation. The group can vote on the most plausible, funniest answers, etc. The winner is the group with the most votes. Check any difficulties with the contracted forms of the conditional structures in feedback.

FOR OR AGAINST?

Materials: One copy of the Student A, Student B and Student C worksheet per group of Ss and a timer

Arrange Ss into groups of three (if it is a small group, in pairs). Give Ss the first topic on the board, 'Money'. Distribute corresponding cards for each Student – A, B (and C).

Explain that Ss will discuss the topic, asking for opinions and expressing agreement/disagreement, each using the roles/opinions given on their card. Ss need to argue for the opinion expressed on their card, even if they disagree (completely or to a certain degree).

Remind Ss of the language for agreeing/disagree using language chunks on the board or referring Ss back to Lesson 6.3.

Give Ss a couple of minutes to prepare their thoughts and ideas for their role on the given topic and when Ss are ready set a time of three minutes to discuss and argue about the topic. While Ss are completing the activity, go round and help where necessary, encouraging Ss to use the target language if needed.

Once the time is up, put the second topic on the board and continue the activity, repeating each step until all topics have been discussed.

In feedback, elicit some interesting points from each group on the topics. Ss can give their real opinion on each topic by saying whether they agree or disagree with their role card.

UNIT 7

ARTS AND MUSIC

Materials: One copy of Worksheet A and Worksheet B per pair of students

Arrange Ss in pairs (AA BB) and then distribute worksheets. Ss A put the words for visual arts in the column with the correct sound. Ss B put the words for music in the column with the correct sound. Students should look at the underlined letters to help them decide which box to write the word in. Ss can then check their answers – provide them with a key below.

Answer Key:

Visual Arts

/i:/ easel, multimedia

/e/ sketch

/æ/ canvas

/a:/ charcoal, collage

/ei/ self-portrait, oil paintings, paintbrush

Music

/i:/ speakers

/e/ techno

/æ∕ rap, fan, album, track

/a:/ dance

/eı/ rave, tape

Ss then change partners so they are seated ABAB. Ss A begins by saying the words on visual arts from the box and Ss B writes the word down in the correct column according to the sound. Go around and monitor carefully, helping out with any difficult words. Once Ss A has finished pronouncing all their words and Ss B has all the words in the correct column (Ss A can give Ss B the answers to encourage peer teaching). Ss then change roles and repeat the activity for the music words.

When all words are in the correct columns, do some choral and individual drilling of the words as a whole group. Make sure to check the meaning of any words might not remember before drilling them.

Once the words have been drilled, in pairs Ss can then create a story orally using as many words as possible from the two categories. Set a time limit of about 10 minutes. Ss work together to create their story and write it down. If you think students need some help, they can start the story with *It was quiet in the arts/dance academy...* . Go round and monitor closely, helping out with pronunciation where needed.

Ss can then pass on their stories to the other groups to read. In feedback, do some error correction and check pronunciation of the target words. Ss can vote on the most original story and the one with the most words used in a natural context.

MULTI-WORD VERBS MATCH

Materials: One copy of the worksheet per pair of Ss

Arrange Ss in pairs and distribute worksheets.

In pairs, Ss match the questions halves by forming correct multiword verbs. Review the meaning of the multi-word verbs at this stage from Lesson 7.1, 9A before Ss complete the activity. Once Ss have matched the question halves, they can check their answers.

Answer Key

- 1 F (look after)
- 2 K (turn them down)
- 3 J (make up stories)
- 4 B (turn on)
- **5** G (breaks down)
- 6 A (give up one bad habit)
- 7 H (shop around)
- 8 D (come up with)
- **9** L (**let** you **down**)
- **10** C (call off the plan)
- **11** E (**throw** them **away**)
- 12 | (count on someone)

Individually, Ss can then choose five of the questions they would like to talk about with their partner. Once Ss have chosen their preferred questions, in pairs, Ss ask and talk about their questions together. Encourage them to explain why/why not or give reasons and examples where possible. Ss can also be reminded to ask follow-up questions to get as much information from their partner as possible. Monitor closely and note down interesting points or areas for correction to highlight as a class in group feedback.

HAVING SO MUCH FUN

Materials: One copy of the worksheet per pair of Ss and a dice per group of Ss and one counter per student

Ss work in small groups (three–four). Give each group a board, enlarged to A3 size if possible, a dice and a counter each. Ss all place their counters on the 'Start' square. The first student rolls the dice and moves the number of places shown. They have to make a sentence, comparing the three bullet points using the adjective/adverb in brackets and one of the language stems from the box in the middle of the page.

Demonstrate the activity with a strong student using the first square 'The USA is so much bigger than Spain and the UK' or 'Both the UK and Spain are not as big as The USA'.

If the student gives an appropriate comparison, they can stay on that square. If not, they have to go back to where they were before. The other Ss decide whether the response is possible or not, referring to the teacher if there are any disputes. If two Ss land on the same square, they can't give exactly the same response – the second student has to find a different comparison to say. The first student to reach the 'Finish' square is the winner.

CHANGE OF CIRCUMSTANCES

Materials: One copy of the worksheets A and B per pair of Ss

Organise Ss into groups of Student As and Student Bs. Give each student a worksheet, making sure the answer section is folded over so Ss cannot see the answers. Review the three different forms of the language point before starting the activity as a whole group. Refer students back to Lesson 7.2, 4 if necessary

In the first stage of the activity, Ss work together in their groups and read the situations. Then they complete the gaps with the

correct from of used to/ be used to/get used to. When Ss have completed the gaps, they unfold the answers and check them in their groups. Answer any questions as they arise.

For the second stage of the activity, put Ss into ABAB pairs. Ss take it in turns to read out the three sentences that they completed and the other Ss has to guess the situation. Correct guesses win a point and the winner is the student with the most points at the end.

WHAT WOULD YOU DO?

Materials: One set of cards per group

Write on the board: *Going camping in the mountains for two weeks.* Tell the group you would like some suggestions on keeping clothes clean, preventing insect bites, etc. Elicit from the group any advice they can give and why, responding to their suggestions.

Arrange Ss into groups of three or four (in pairs if a small class), and give each group a set of cards, placed face down in the middle. Ss take it in turn to take a card and read it out loud to the rest of the group. The other Ss give suggestions and respond to each other's suggestions using the functional language. Revise the target language and expressions in Lesson 7.3 3A and 4A. Before another card is taken, a decision on the best suggestion should be made and noted by one of the people in each group/pair for class feedback later.

Go round and monitor, encouraging Ss to use the target language and helping out with vocabulary and give any input where necessary.

For feedback, elicit some of the most interesting answers and best suggestions from each group for different scenarios and elicit responses from the other groups in the class (encouraging the target language to be used).

UNIT 8

MAKE, DO OR TAKE?

Materials: One set of cards per group

Arrange Ss in groups of three (or pairs if a small group). Distribute a set of cards cut up per group (or pair). Ss take it in turn to pick up a card and try to elicit the correct collocation without saying either the verb or the noun from the collocation itself. Ss can explain the collocation using the ideas on the card, which go from more complex to easier at the bottom. If their partner(s) is/are struggling to guess the collocation after giving all the prompts, (also using any other ideas or language they have) the noun can be given but their partner(s) must guess the verb which collocates with the

One point is given for each correct guess. The winner is the student with the most points at the end.

THE NUMBERS GAME

Materials: One copy of the worksheets A and B per pair of Ss

Arrange Ss into two groups, Student A's and Student B's. Give each student a corresponding worksheet. Make sure the answers on the right are folded over so that Ss cannot see the answers at this stage. In groups, Ss decide how the figure in bold should be said. Once each group has finished, they can open up their worksheet and check their answers. Deal with any questions at this stage. In the next stage of the activity, regroup Ss into pairs (ABABABAB). Ss take it in turns to read out their statement to their partners,

making sure they say the figure correctly. Their partner then decides if the statement is True or False. One point is awarded for each correct guess. The person with the most points at the end is the winner

RELATIVE CLAUSE QUIZ

Materials: One copy of the worksheets A, B and C per pair of Ss

Organise Ss into three groups, Student A's, B's and C's. Give each student the corresponding worksheet with the answers folded on the right-hand side. In groups, Ss decide if the question requires commas (as a non-defining relative clause) or is good without commas (as a defining relative clause). If it is a non-defining clause, then they should add the necessary commas. At this point it is worth reminding Ss of the difference by reviewing the rules box in Lesson 8.1.

Once each group has finished completing their sentences, they can unfold their sheet and check their answers in the final column. The students then work with their group to think of two incorrect answers for each of the questions and write these onto the card. Explain that they should make these as believable as possible as later they are going to use them for a quiz.

Remind Ss that the answers in bold on their cards are obviously the correct ones. When all the groups are ready, the quiz starts and the groups take it in turns to read questions to the other groups. The other teams have to guess which of the three given alternatives is the correct answer. A correct guess wins a point. Keep score and the team with the most points at the end is the winner.

FUTURE PREDICTIONS

Materials: One copy of the worksheet per Ss, cut in half so that they have sentences 1-8 on one piece of paper and the empty circles on another piece of paper.

Give both halves of the worksheet to every student. Give them five minutes to think of one example for each sentence 1-8. Review the target language if necessary – see the rules box in Lesson 8.2. Ss work alone and write an example for each sentence in a different circle – **they shouldn't fill out the circles in a logical order.** If necessary, write the first sentence as an example on the board 'A Language that might not exist in about 100 years.' Elicit ideas from the group in answer to this example. Ss might write dialects from within certain countries or a group of countries.

Once Ss have written an example in every circle, put them into pairs. Ss swap examples and try to match their partner's examples with the sentences. They must check their guesses with their partner by making statements or asking questions, e.g. I think Welsh is the language you believe might not exist in the next 100 years or Is Welsh the language you think might not exist in the next 100 years? If Ss don't guess correctly, their partner should give further information and clues to help them get the correct answer. When Ss have finished, elicit interesting ideas from the whole class.

GUESSTIMATING

Materials: One set of cards per group

Introduce the activity by explaining the idea of 'guesstimating' – a mix of guessing and estimating.

Write on the board: 'The number of people in class who have studied a science degree'. Elicit from the group guesses and estimates as to the number of people in class who have done this. Check who had the closest estimate.

Organise Ss into small groups of three. Give each group a cut up set of cards. Ss pick up a card from the pile and then make a guess or estimate regarding the class. As a group they decide on an estimate and make a note of the number on the card. Make sure each group keep a record of their guess/estimate for group feedback later.

Once each group has worked their way through the cards and made their estimates, as a group elicit guesses from the whole class for each topic. The group with the nearest guess/estimate to the true figure wins a point for their team. Create a grid on the board and mark them down with a column for the true figure. The winning group is the one with the most points at the end of the activity.

Pearson Education Limited

KAO Two, KAO Park, Harlow, Essex. CM17 9NA Associated Companies throughout the world

www.english.com/portal

© Pearson Education Limited 2018

The right of Steve Longworth, Kate Leigh and Tamanique King to be identified as authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.

Photocopying: The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by the classes they teach. Institutional purchasers may make copies for use by their staff and students, but this permissions does not extend to additional institutions of branches. Under no circumstances may any part of this book be photocopied for resale.

First published 2018
ISBN 978-1-292-24155-5
Set in Aptifer Sans LT Pro
Printed and bound by LE.G.O. S.p.A. Lavis (TN) – Italy

Acknowledgements
We are grateful to the following for permission to reproduce copyright material:
Illustration Acknowledgements
Sean/kja-artists: p113, 116, 127 Eric/kja-artists: p110, 111, 123, 134
All other images © Pearson Education