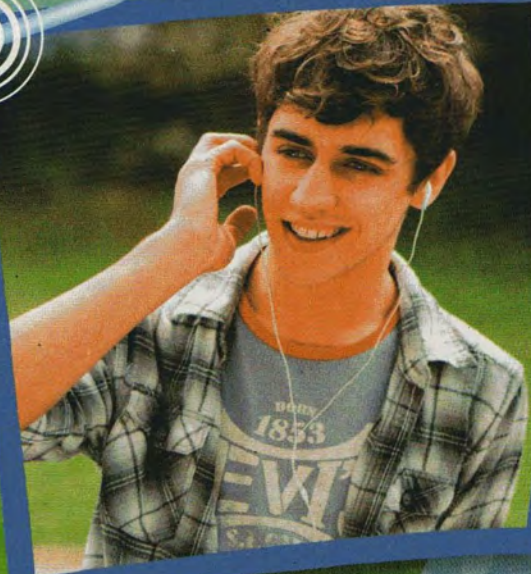


# Cosmic

B1+

Teacher's  
Book



Paula Fraser



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## Introduction

Teaching teenagers can be a challenging task but at the same time, it is immensely rewarding. One crucial factor is to create the right kind of learning environment; one in which students feel safe and supported, where they know they can learn but where they also know that if they fail at times to understand, they will get the support and encouragement they need. Given that supportive and positive environment, another of the key factors is to make sure that the students are motivated and engaged and that they find the material interesting and relevant. The Cosmic series has been prepared with those considerations in mind.

Cosmic is a three-level course for B1, B1+ and B2 and has been specially written with the needs of today's teenage learners as a guiding factor. Throughout the series, the guiding aim is to achieve a pass in one or more of the various B2-level examinations.

The Students' Books in the series are all attractively laid out and easy to navigate, both for students and for teachers. Unit topics have been carefully chosen so that they not only fit with the common topics used in the various exams but are also appropriate to the level and experience of the students. The use of bright, lively photographs, along with age-appropriate, up-to-date illustrations, serves to enhance the overall feel of the book and make it eye-catching and attractive.

The course as a whole presents the material in an exciting and up-to-the-minute way, incorporating themes and topics that today's teenagers find both interesting and motivating. The emphasis on technology and gadgets, topics that are familiar to and popular with the teenagers of today, is present throughout the series and places the course firmly at the forefront of the contemporary ELT market.

Skills training is a vital attribute for students who are seeking to gain exam success and become competent students of English. In acknowledgment of this fact, the Cosmic series retains a strong emphasis on all aspects of skills and sub-skills development, with plenty of opportunities for practice and consolidation. Wherever possible, separate skills or linguistic features are presented on separate pages, for clarity. Students are given full support whilst they learn - there is a clear progression from receptive skills to productive ones; students are carefully prepared and guided through the language skills before they are expected to use them to produce their own material.

Taking into consideration the pressures that are put on teachers to complete a coursebook within the time available, Cosmic B1+ has been carefully planned so as to be teachable within one school year. The units have been designed so that everything is covered in sufficient detail and is given enough time. By the end of the school year, teachers will feel satisfied that they have fully covered all the essential language and structures for this upper-intermediate level.

These Teacher's Notes have been written with the needs of teachers in mind. The Notes have been prepared in such a way as to provide you with a clear and comprehensive guide to the Students' Book material. You will find detailed suggestions as to how you might like to teach each of the lessons, along with extra details which we hope you will find helpful.

Every care has been taken not to include irrelevant or unnecessary information, as we appreciate that teachers are busy people who need precise guidelines that are both accessible and constructive.





The Teacher's Book is interleaved to make it easier for you to instantly see the Students' Book page you are working on.

### **B1+ Students' Book**

The B1 Students' Book is aimed at students who are working towards one or more of the various B2-level examinations. Students will be using the B1+ coursebook as part of their exam preparation. This shift in emphasis from the B1 book has been carefully accommodated during the writing of the material. The B1+ coursebook places a strong emphasis on exam support, whilst not overlooking the fact that many of the students will still be relatively young. There is a strong support element throughout the book so that students will feel secure rather than intimidated. B2-level exam tasks are overtly included whilst at the same time care has been taken to ensure that the skills emphasis is in no way compromised. The B1+ book also includes plenty of recycling of previously-learnt material.

As in the B1 book, reading texts have been specially prepared so as to be interesting to mid-teens, moving out from the 'teen' world to the wider world outside. Every unit has a unit lead-in, which is a vehicle for the introduction of key vocabulary and ideas, but always with a light, non-threatening approach through photos, quizzes and puzzles.

The book contains 10 units, making it possible to complete the course in one school year and giving teachers the flexibility to progress through the course at a pace best-suited to the needs of their students.

### **Unit format**

There are ten units in the B1+ book, all of which incorporate the following items:

#### **A unit opener**

As well as a photographic presentation, this includes a character blog and a presentation of the vocabulary related to the unit topic. Careful thought has been given to the level and type of vocabulary taught in

each unit, to ensure it is relevant and appropriate according to the level.

#### **A reading spread**

The spread is led by a pre-reading character blog, which sets the scene. The topics for reading have been selected according to their interest value for the age group. There is always a pre-text reading task, which focuses on skills training, as well as the main reading text(s). Efforts have been made to find topics that will engage the students and have some meaning or relevance for them personally. The material in the reading sections has been presented in different formats so as to provide the students with as wide a range of text types as possible in accordance with the texts in the various B2 exams. Post-text reading skills tasks reflect B2 exam task types and are accompanied by useful skills tips and a web link to one or more sites that are relevant to the theme of the unit. The section also features Chatroom, which provides the opportunity for students to react to the reading text and express their views on related topics. Another feature of all the reading sections is the addition of an audio component. All the reading texts are included in full on the Class audio CD and can be used alongside the exercises in order to complement reading, or can be used at the end of the reading tasks in order for students to check their answers.

#### **A vocabulary spread**

This section extends the topic vocabulary of the unit and also provides more comprehensive word analysis and construction features (word formation, word patterns, collocations, compound nouns, phrasal verbs, expressions, etc.) that will equip the students with vital lexical skills. The spread also includes a Chatroom, which enables oral activation of the target vocabulary.

#### **A grammar spread**

Each grammar section presents at least one new grammar topic and includes both interactive presentation and practice. There is also a detailed **Grammar File** at the back of the Students' Book, which goes into more detail about the specific grammar rules, presenting the structures in clear, tabular form.





The spread also includes Back up your grammar, a B2 exam-style grammar consolidation task, and Chatrooms, which provide the opportunity for oral activation of the target structures.

### A dedicated listening section

The section is led by a pre-listening character blog to set the scene. Two different listenings have been incorporated in the section so as to provide the students with as many different listening skills as possible. The listening section includes supported B2 exam-style listening tasks and listening skills tips.

### A dedicated speaking section

A number of speaking opportunities are built in to every lesson, so as to reinforce this essential skill. There is also a dedicated speaking section in which students have a chance to develop and practise the various oral skills they need in the context of supported B2 exam-style tasks accompanied by skills tips. The Language Upload box provides the students with useful language.

### A dedicated writing section

Each writing section is based around the ultimate production of an extended B2-style writing task. Students are carefully guided through the necessary stages that prepare them for the specific writing task in each unit. There is always a model to refer to and extra help is provided in the form of a writing plan and the provision of useful words and phrases in the Memory Flash feature. The Connecting words feature focuses on useful linking devices and discourse markers. The writing sections throughout the book cover all the relevant writing task types (letters, emails, reports, articles, essays, etc.) that are needed for B2 exams.

There is a **Revision** page at the end of every unit. This reviews the language and structures from the unit in a number of different exercises.

At the back of the Students' Book, there are five 4-page **Use Your English** sections. Each one consolidates the language from the relevant two units through B2 exam-style task types. The first two pages focus on vocabulary, the second two pages focus on grammar. In the Teacher's Book, the answers are overprinted. There is also a detailed **Word List** for each unit.

## Components

### For Students

Students' Book

Student's Active Books with interactive exercises and extra competitive gaming

English in Use Book

Test Book

Workbook with audio CD

Website

### For Teachers

Interleaved Teacher's Book

Active Teach (teacher's IWB materials) with extra editable tests

Class audio CD

Overprinted Teachers' versions of Workbook, English in Use Book, Test Book

Website

### Teacher's Book

The Teacher's Book consists of full **instructions** for each of the Students' Book activities. An element of variation has been incorporated so that the same exercise type is not necessarily dealt with in exactly the same way every time, though when it best serves the needs of the students there are times when that is the case.

As well as teaching suggestions, the Teacher's Book contains detailed **answer keys**. The answer keys include notes explaining the **justification** for the answers wherever this is appropriate. This is a key feature as it helps students to understand how they should go about certain exercises and where to look for justification for their answer choices. Helping them to develop these skills at this stage will stand them in good stead as they progress towards exams.

Apart from including suggested procedures for teaching every item in the Students' Book, the teaching notes also contain extra information which you and





your students might find helpful or interesting:

There are specific **warm-up activities** wherever appropriate, designed to get the students to think around the topic and explore ideas.

Where appropriate, there are **pre-reading** and **pre-listening** activities, designed to set the scene for the tasks that follow and prompt the students to think about the topic.

Every reading spread includes **background information** relating to the theme of the reading texts.

The Teacher's Book also contains details of the **websites** listed in the WebSearch feature.

Wherever there are skills **tips**, the Teacher's Notes elaborate on these.

There are a number of **Extra** activities throughout the notes; these are particularly useful in mixed-ability classes where there are likely to be a number of fast finishers. There is significant evidence to suggest that students learn best in a teaching environment where the differences in learning styles and abilities are taken into account. The selective application of **Extra** activities is one way in which this can be accommodated. However, the **Extra** activities can also be used as a general supplement to the lessons if appropriate.

There is also a **writing model answer** for every writing task. This can be used in whatever ways the teacher feels will be most constructive for the students.

Full **audioscripts** of the audio material in the listening tasks are included at the end of this Teacher's Book, with relevant sections containing the answers underlined, for easy reference for the busy teacher.

## Using the interactive whiteboard

In this Teacher's Book you will find extra notes on most pages to give you ideas for using the Cosmic interactive whiteboard software with the class. These are by no means exhaustive and, as you become more proficient at using both the whiteboard and the software, you will find yourself becoming more and more inventive as you explore this exciting teaching aid.

What the interactive whiteboard does for you is to help you to:

**Motivate your students!** Students are excited by working 'physically'; they tend to concentrate better on what is going on because the whiteboard focuses their attention. They are more interested in what they are doing and much more enthusiastic, even about things which they would usually consider boring!

**Control your students!** Because the class is focused, interested and concentrated you have far fewer classroom management problems.

**Pace your lessons!** Working with the whiteboard enables you to work at a fairly fast pace, allowing you to focus on and spend extra time on what your class really needs time for.

**Get better results!** Using the screens and the tools on the interactive whiteboard makes a huge visual impact; students often learn better as they can picture what they learn.

Using the interactive whiteboard involves students physically by allowing them to move words around on the board; this helps them memorise.

Using the interactive whiteboard means you can repeat exercises as many times as you want whenever you want, without this being boring for the students. Repetition helps them learn.

Using the interactive whiteboard makes learning effective and fun!

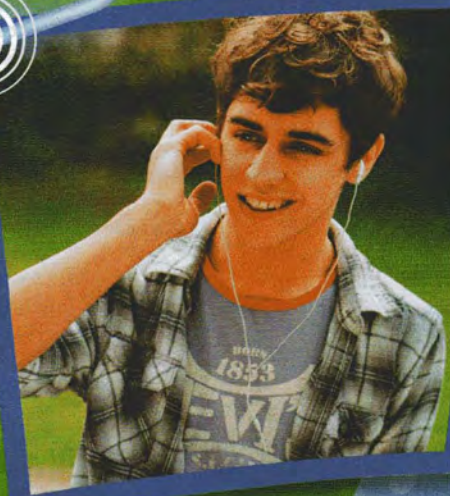
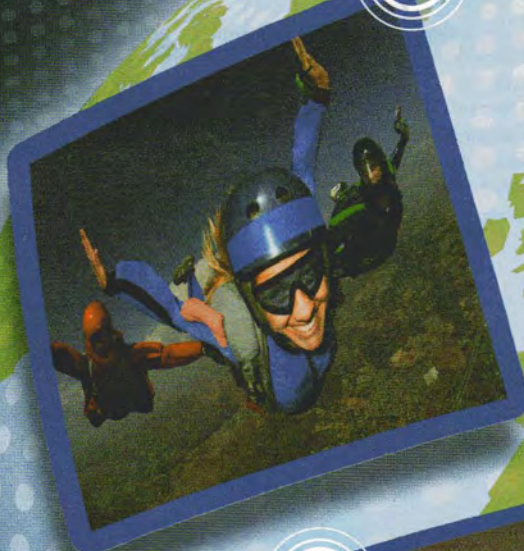




# Cosmic

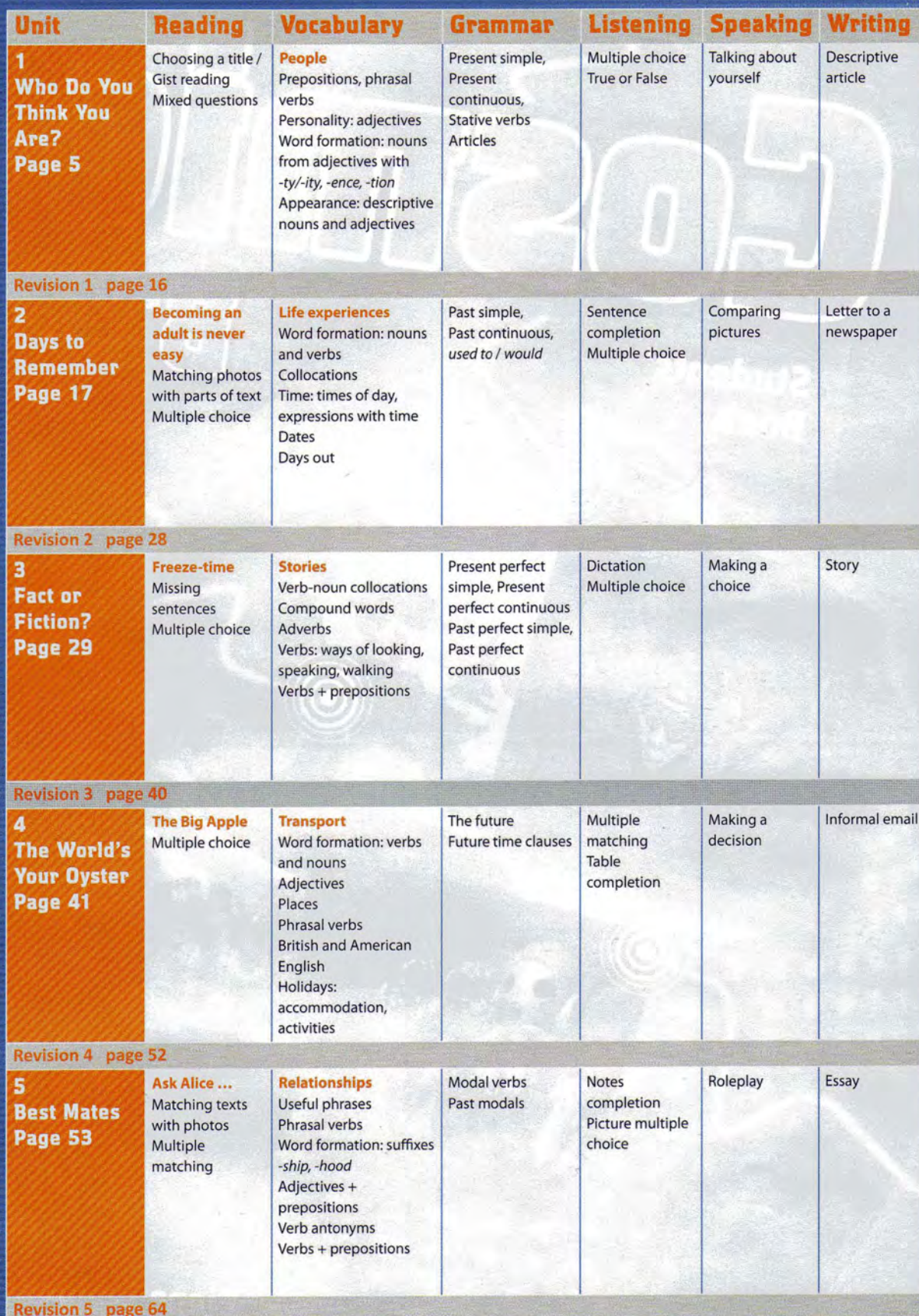
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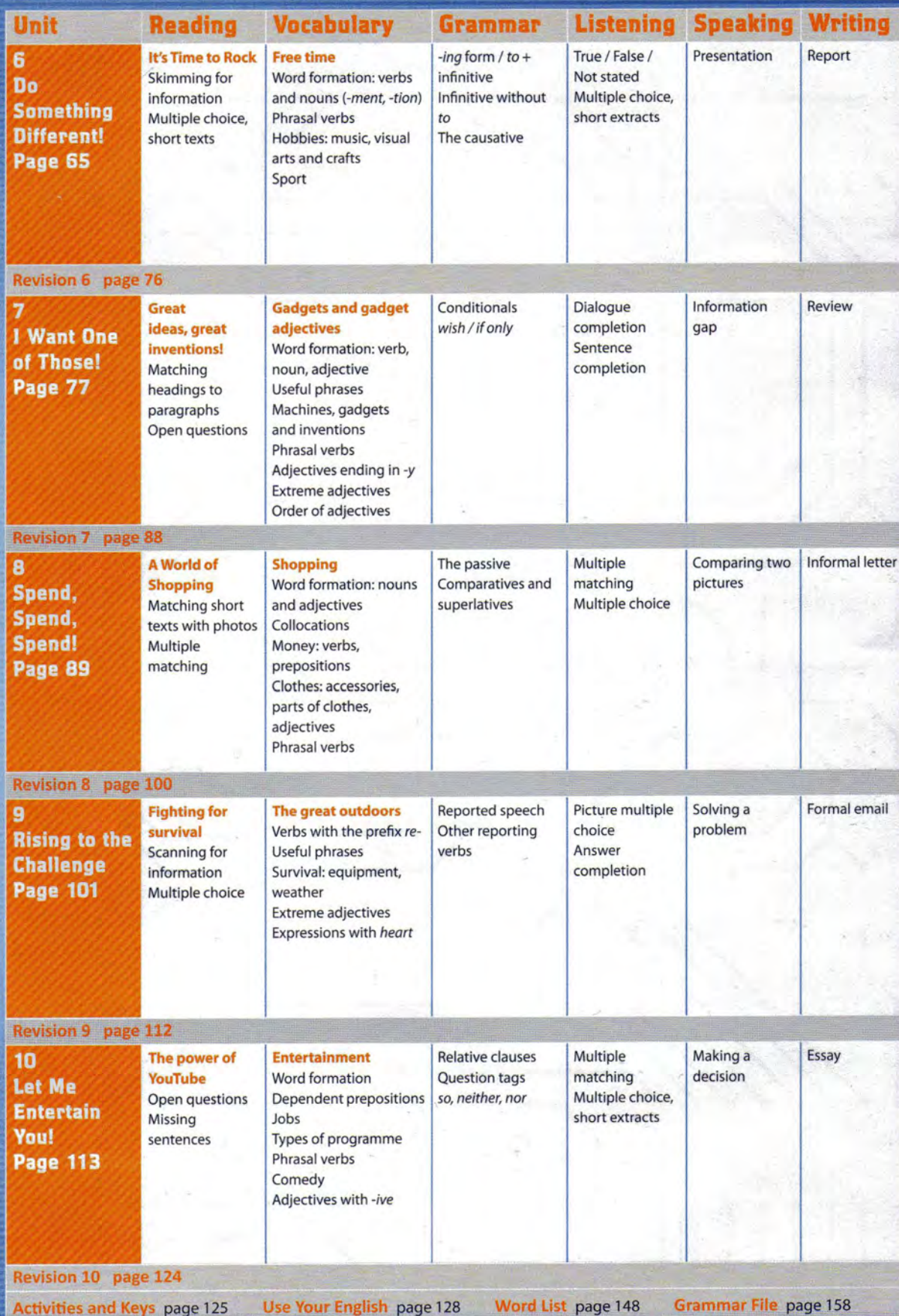


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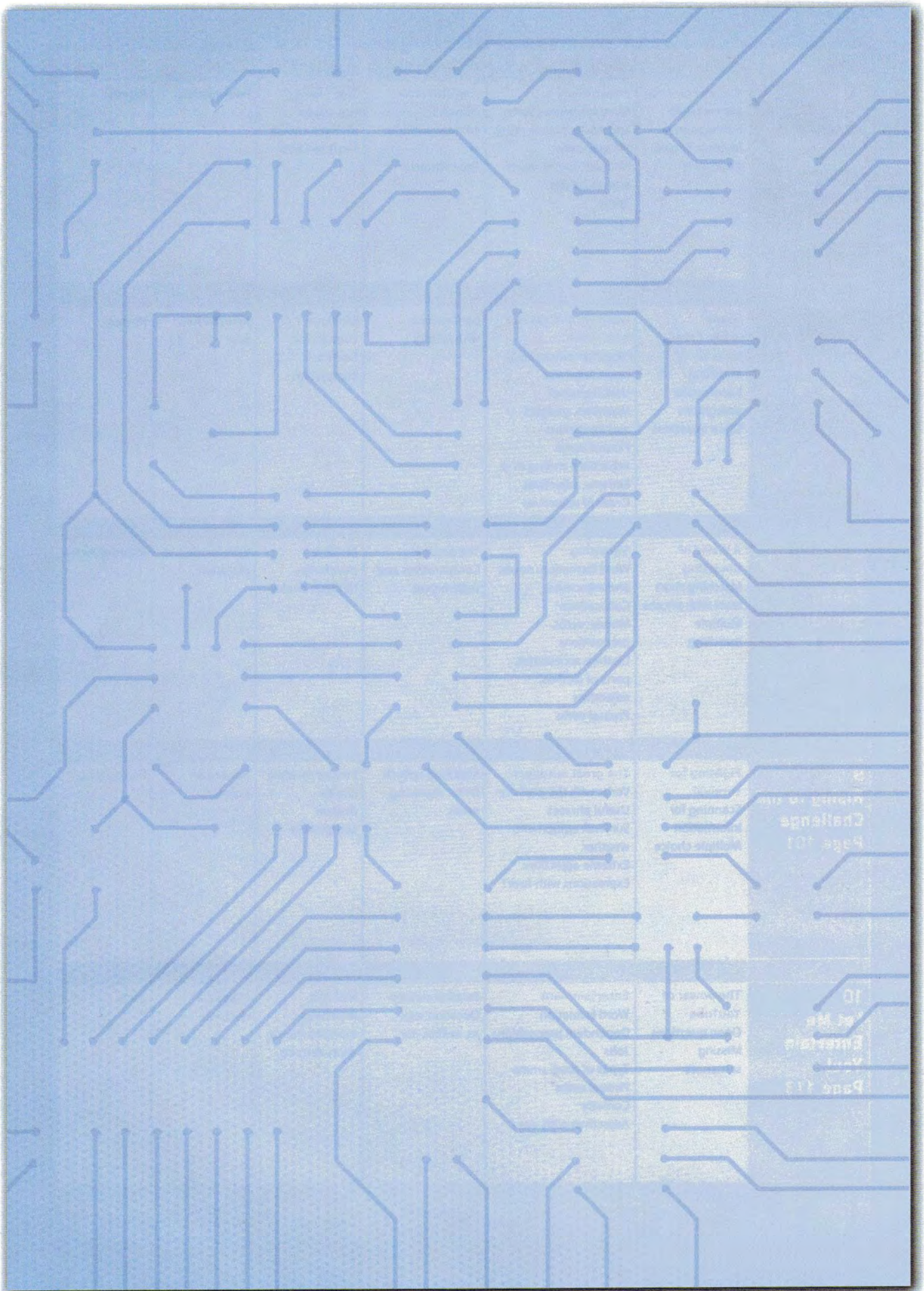














# Who Do You Think You Are?

## Unit objectives

**Topic:** people, personality and appearance

**Reading:** read a magazine article for gist and choose a title, and then answer detailed comprehension questions

**Vocabulary:** people, prepositions, phrasal verbs, personality adjectives, word formation: nouns from adjectives, appearance

**Grammar:** Present simple and Present continuous, Stative verbs, Articles

**Listening:** listen for detail in order to answer multiple choice questions, listen for specific information in order to decide if statements are true or false

**Speaking:** talking about yourself, interviewing a partner

**Writing:** a description

## Blog

- Ask for a volunteer to read ShyBoy27's blog as a class. Check understanding.
- Put the students in small groups to talk about the person or people who have had the biggest influence on their lives. Encourage them to talk about what characteristics made the person/people so important and influential to them.
- Take feedback as a class and see if there are any common themes.

## Unit title

Write the unit title on the board. Ask the students if they can think how the title is linked to the unit theme of people and personalities (*our personality reflects who we are; it is what we 'show' to other people*).

## Vocabulary Starter

### People

### Warm up

Spend a minute or two looking at the photos with the class. Ask the students what they can see in each photo. Encourage the students to guess what the relationships between the people in each of the photos might be.

1

### Answers

- 1 a *half brother* shares one parent with his other half brothers/sisters; a *stepbrother* is the son of the new partner of a child's mother/father
- 2 a *niece* is the daughter of a person's brother or sister; a *nephew* is the son of a person's brother or sister
- 3 a *grandparent* is the parent of a child's mother or father; a *great-grandparent* is the parent of a child's grandparent
- 4 a *sibling* is a brother or sister; a *twin* is a child born from the same mother at the same time as another child
- 5 a *relative* is someone related by birth or marriage to someone else; an *ancestor* is a family member from whom a child is descended
- 6 a *mother-in-law* is the mother of a person's husband/wife; a *stepmother* is the new female partner of a child's father
- 7 a *first cousin* is the child of a person's aunt/uncle; a *second cousin* is the child of a first cousin of someone's parent
- 8 a *great-aunt* is the aunt of a person's parent; a *great-uncle* is the uncle of a person's parent
- 9 an *only child* is the one and only child of a set of parents and has no brothers or sisters; a *lonely child* is a child who has few or no friends and feels alone

2

### Answers

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

## Chatroom

- Ask a student to read the question. Check understanding.
- Put the students in small groups to talk about the questions.
- End by having a short class discussion with students sharing their answers to the questions.

## Round up

Go round the class asking students to tell you how many people there are in their family.



ShyBoy27 Logged in

Hi, guys! Everyone's different, but what makes us who we are?  
Who has had the biggest influence on your life?



# Who Do You Think You Are?



## Vocabulary Starter

### People

1 Explain the difference between the following:

- 1 a **half-brother** and a **stepbrother**
- 2 a **niece** and a **nephew**
- 3 a **grandparent** and a **great-grandparent**
- 4 a **sibling** and a **twin**
- 5 a **relative** and an **ancestor**
- 6 a **mother-in-law** and a **stepmother**
- 7 a **first cousin** and a **second cousin**
- 8 a **great-aunt** and a **great-uncle**
- 9 an **only child** and a **lonely child**

2 Match the underlined words with the definitions below.

- 1 Your rich great-aunt dies and you inherit everything.
- 2 Your best friend moves to another town and you lose touch.
- 3 There's a new person in your class and the two of you have a lot in common.
- 4 At your birthday party, your mum shows your friends a video of your birth.
- 5 You travel back in time and repeat your early childhood.
- 6 Friends keep saying that you look similar to your favourite film star.
- 7 You and a friend arrive at a party wearing identical clothes.
- 8 Your parents decided to adopt a baby.

- a almost the same \_\_\_\_\_
- b exactly the same \_\_\_\_\_
- c time as a child \_\_\_\_\_
- d share the same interests \_\_\_\_\_
- e make another person's child your own child by law \_\_\_\_\_
- f time when a baby comes out of its mother's body \_\_\_\_\_
- g stop speaking or writing to someone \_\_\_\_\_
- h get money from someone who dies \_\_\_\_\_

### CHATROOM

How would you feel if the things in Exercise 2 happened to you? Why?



## Reading

ShyBoy27 Logged In



I've got friends who are identical twins. It's funny. I usually know which twin is which, but the teachers don't. Sometimes the twins swap lessons and they don't get into trouble for it! Do you know any twins? Are they identical? Would you like to be a twin?

More soon ... Watch this space.

- 1 You are going to read a magazine article. Read the article quickly and choose the most suitable title.

- a Life as an only child
- b Growing up with an identical twin
- c Twins reunited

### Reading Tip: reading quickly

When you first read a text, read it quickly to find out what it is about. Don't read every word. Read the first and last paragraphs, and the first sentence of the other paragraphs.

- 2 Read the article again and answer the questions.

- 1 When Kathryn was a young child, what aspect of her life did she want to be different? \_\_\_\_\_
- 2 What started happening when she moved house? \_\_\_\_\_
- 3 Why was Kathryn angry when someone kissed her? \_\_\_\_\_

For questions 4–8, tick (✓) the box.

- 4 Maddy and Kathryn are identical twins.  
True ☐ False ☐
- 5 Maddy and Kathryn grew up in similar families.  
True ☐ False ☐
- 6 Compared to Maddy, Kathryn is  
A more generous. ☐  
B more sociable. ☐  
C more self-confident. ☐
- 7 What has increased since Maddy and Kathryn met?  
A Kathryn's weight ☐  
B Maddy's weight ☐  
C Kathryn's self-confidence ☐
- 8 Maddy is worried that  
A boys don't like identical twins. ☐  
B her boyfriend might prefer Kathryn. ☐  
C Kathryn hasn't got a boyfriend. ☐

6



For questions 9–10, write the words.

- 9 Find the word or phrase in the passage which means the same as:  
wanted very much (paragraph 2) \_\_\_\_\_  
people you don't know (paragraph 3) \_\_\_\_\_  
meetings that haven't been arranged (paragraph 4) \_\_\_\_\_
- 10 Find the word or phrase in the passage that follows in these word sequences:  
none, a few, ... (paragraph 2) \_\_\_\_\_  
possibly, probably, ... (paragraph 6) \_\_\_\_\_



## Reading

### Pre-reading

- Write the three titles from Exercise 1 on the board (*Life as an only child*, *Growing up with an identical twin*, *Twins reunited*).
- Ask the students to speculate about what kind of information they might read in an article with each title. Allow one to two minutes for this activity.

### Blog

- Ask a student to read ShyBoy27's blog.
- Have a class discussion about whether or not any students are a twin, or know anyone who is a twin.
- Have a vote on how many students would like to be a twin.

### Background

- There are numerous stories about twins who were separated at birth and later reunited, and how many similarities they have despite having been apart for years (and often never having lived together at all), the twins are almost always found to have similar characteristics, preferences, habits and personalities.
- There are two types of twins – twins that develop from the same egg or twins that develop from two separate eggs. Twins from two separate eggs are never identical. Twins from the same egg are identical.
- About 1.9% of the world's population are twins.
- It is estimated that there are approximately 10 million twins or triplets in the world.

- 1 Ask a student to read the rubric and the titles.
  - Choose a student to read the tip out loud. Explain that when students read a text for the first time, they should be trying to get the general idea of the text; that's why it isn't necessary to read every word, nor to understand unknown words.
  - Ask the students to read the text to themselves. Remind them that they are reading to decide which title is most suitable.
  - Ask different students for their answer. Ask the students to explain why they chose that title.

### Answers

Twins reunited

## 2 [CD 1 Track 02]

Explain that the students are going to read the article again, this time to answer specific questions.

- Ask the students what they are going to do first – re-read the article or read the questions (*read the questions*).
- Give students the option of doing the exercise individually or with a partner. If they work in pairs, they should discuss their answers with their partner. All students should underline the justification for their answers and be ready to explain that to the class.
- Check answers as a class. Ask different students to share and explain their answers.

### Answers

- 1 She didn't want to be an only child (... *I always longed for a brother or sister.*)
- 2 People started speaking to her as if they knew her ('*Strangers kept coming up to me in the street; ...*')
- 3 It was someone she didn't know (*One guy came and gave me a kiss, and I'd never met him in my life.*)
- 4 True
- 5 False (... *we have a lot in common. But we've got completely different personalities. I grew up with two older brothers ...*)
- 6 A (... *Kathryn's ... also more generous ...*)
- 7 C (... *it really helped my self-confidence ...*)
- 8 B (... *But if he likes the way you look, he likes the way your sister looks too. You definitely don't want to give him the chance to work out which one of you he prefers!*)
- 9 longed for, strangers, encounters
- 10 several, definitely

The recording of the reading text [CD1 Track 02] may be played after the students have completed the reading tasks.



## Extra!

Put the students in pairs to think of four questions they would have wanted to ask Kathryn if they had been Maddy meeting her for the first time. If there's time, they can act out the meeting.

## Chatroom

- Ask the students to read the questions.
- Put the students in small groups to discuss the questions. Try to make sure the groups all contain a mixture of students who do and do not have siblings.
- Take feedback as a class. Have a vote about how many students would like to change their family situation if they could.

## WebSearch

- Refer the students to the WebSearch information. If it's appropriate, you could ask all or some of the students to look at the site before the next lesson and to report back to the class.
- <http://en.wikipedia.org/wiki/Twins> is a site with info about the ten most fascinating twin stories. Students should find the stories interesting.
- [www.twin.com](http://www.twin.com) is a resource site for twins and parents of twins.

## IWB Extra notes

### Unit opener page

- Zoom up the introductory blog and ask students to answer the question. Move to the photos on zoom. Elicit information about the people; ask students to vote on who has the most influence on a teenager's life. Elicit vocabulary and ask students to write their words next to each photo.
- Click on the first exercise to do with the class. If students are hesitant, click to bring up the definition on the board.
- Ask students to come up to the board to match the words to the definitions in Exercise 2. Alternatively, divide the class into two teams, each with one person standing at the board; the team members select a definition they think they know and advise the marker. If the answer is incorrect, it is the other team's turn to choose the word.
- Exercises 1 & 2 can be done on the interactive whiteboard as many times as you want!

### Reading

- Students should always read the reading texts from the book first.
- Click to bring the blog up on the board. Highlight the key points for discussion before eliciting the students' views.
- Exercise 1: Show the possible titles on the board. The students vote for the best title. When everyone has agreed, click to bring the reading text up on the board and ask students to highlight the words or sections on the board that gave them their answer.
- Go on to check the answers to Exercise 2. Whether the answer given is correct or incorrect, always click to show the justification in the text.



1 In many ways, only children are lucky. Compared to children with siblings, they get more attention from their parents, more presents, more help with homework, more space to themselves. But for some, life as an only child can be very lonely.

2 Kathryn Greet grew up as an only child in the north of England. 'I had a happy childhood,' she says, 'but I always longed for a brother or sister. I had several pets, but it wasn't the same. I was adopted at birth, and I sometimes wondered if my genetic parents had had any other children. I dreamed that I would meet them one day.'

3 When she was sixteen, she and her parents moved to Bristol, in southwest England, and within a week the strangest things started to happen. 'Strangers kept coming up to me in the street,' she remembers with a laugh. 'They started talking about their party last night, or their homework - all sorts of things that I knew nothing about. One guy came and gave me a kiss, and I'd never met him in my life. I was really angry!'

4 Kathryn started to realise that there was a girl in Bristol who looked very like her. In one of Kathryn's strange encounters on the street, she found out that the girl's name was Maddy. She asked for Maddy's email address and soon got in touch. It turned out that Maddy had been having similar experiences over the past few months, and that she too had been brought up by adoptive parents. They arranged to exchange photos by email. Neither of them could believe what they saw when they opened the photos on their computers. The two girls looked absolutely identical: the same green eyes, the same long dark hair, the same smile. They were even holding their heads in exactly the same position in the photos!

5 Later that week, the twin sisters met up for the first time, and since then they have become good friends. 'We are doing the same course at university,' says Kathryn, 'so we see each other almost every day.'

6 'We get on incredibly well,' continues Maddy, 'and we have a lot in common. But we've got completely different personalities. I grew up with two older brothers, and I'm probably more outgoing and sociable than Kathryn, and more energetic too! Kathryn's definitely lazier. She's always chilling out instead of studying. But she's also more generous, and much more sensible than I am.'

7 What's the best thing about having an identical twin? 'It sounds silly,' says Kathryn, 'but it really helped my self-confidence. I used to think that I was too fat, but Maddy is the same size as me and she looks great. So now I know that my worries about my weight are just in my head.'

8 And the worst thing? 'Introducing your boyfriend to your twin sister,' laughs Maddy. 'You want to believe that you are the only person in the world for him. But if he likes the way you look, he likes the way your sister looks too. You definitely don't want to give him the chance to work out which one of you he prefers!'



#### CHATROOM

- If you have brothers and sisters, would you like to be an only child? Would you like more siblings? Why/Why not?
- If you are an only child, would you like brothers and sisters? Why/Why not?



#### WebSearch

<http://en.wikipedia.org/wiki/Twins>  
[www.twin.com](http://www.twin.com)



## Vocabulary

### Words from the text

#### Prepositions

#### 1 Choose the correct word to complete the sentences.

- 1 He's the same size \_\_\_\_\_ me.  
A of B to C with D as
- 2 What's the worst thing \_\_\_\_\_ living in your town?  
A about B with C of D in
- 3 I haven't introduced him \_\_\_\_\_ my parents yet.  
A for B to C with D at
- 4 Can you send me that photo \_\_\_\_\_ email, please?  
A on B in C with D by
- 5 You aren't the best in the class, but you're good compared \_\_\_\_\_ me.  
A at B to C as D by
- 6 Tonight I'm going to see my new baby brother \_\_\_\_\_ the first time.  
A on B for C at D with
- 7 A journalist got \_\_\_\_\_ touch with me last week.  
A on B to C at D in

#### Phrasal verbs

#### 2 Complete the phrasal verbs in the text with out or up.

Charlie Murphy **grew** <sup>1</sup> \_\_\_\_\_ on the same street as me. We were best friends until Charlie's mum married someone from Ireland and they decided to **bring** <sup>2</sup> \_\_\_\_\_ Charlie there. We weren't very good at emailing, so we lost touch.

Later I tried to **find** <sup>3</sup> \_\_\_\_\_ what had happened to Charlie, but I couldn't. There were a lot of people called Charlie Murphy in Ireland and I couldn't **work** <sup>4</sup> \_\_\_\_\_ which one he was. Then, last year, I went on holiday to Ireland with my family, and I saw a big poster for a new TV show. Charlie was in the poster! It **turned** <sup>5</sup> \_\_\_\_\_ that he was a big star in Ireland. I sent him an email, and soon after that we **met** <sup>6</sup> \_\_\_\_\_. After all those years, we still got on really well. Now Charlie has moved back to England and we see each other every week. He's a great person to **chill** <sup>7</sup> \_\_\_\_\_ with.

#### 3 Match the phrasal verbs from Exercise 2 with these definitions.

- 1 spend your childhood \_\_\_\_\_
- 2 meet by arrangement \_\_\_\_\_
- 3 decide after thinking carefully \_\_\_\_\_
- 4 look after a child \_\_\_\_\_
- 5 happen in a particular way \_\_\_\_\_
- 6 relax \_\_\_\_\_
- 7 get information about something \_\_\_\_\_

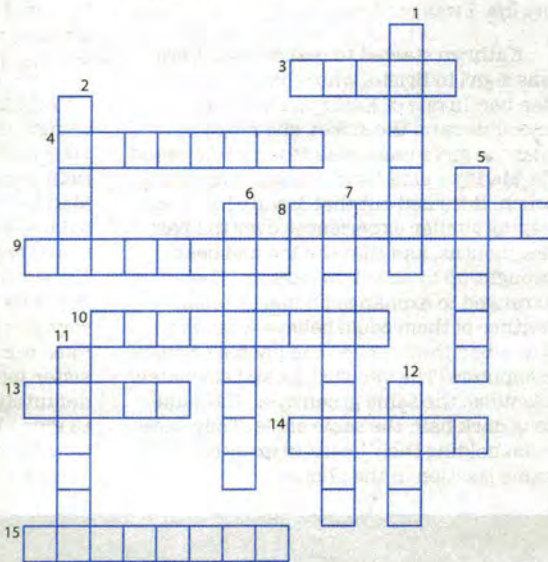
## Personality Adjectives

#### 4 Complete the crossword with adjectives from the box.

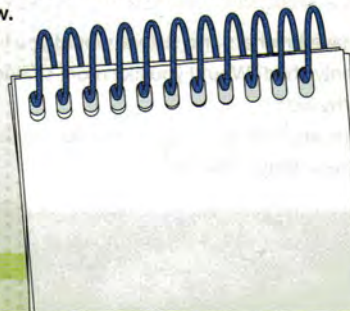
outgoing energetic loyal polite romantic  
modest brave moody sensible cautious  
mean naughty generous ambitious honest

#### Someone who:

- 1 behaves badly is ...
- 2 isn't easily scared is ...
- 3 always supports his/her friends is ...
- 4 dreams of perfect love is ...
- 5 doesn't often talk about his/her abilities and achievements is ...
- 6 enjoys meeting and talking to people is ...
- 7 wants to get an important job is ...
- 8 is careful to avoid danger and risk is ...
- 9 gives a lot of presents is ...
- 10 is very active and full of energy is ...
- 11 behaves and speaks in the correct way and is never rude is ...
- 12 isn't kind is ...
- 13 gets upset easily is ...
- 14 always tells the truth is ...
- 15 shows good judgement is ...



#### 5 Make a list of other personality adjectives that you know.





## Vocabulary

### Words from the text: Prepositions

- 1 Introduce the exercise by brainstorming prepositions. Write suggestions on the board, separating them out into groups (prepositions of time, place, movement, etc.) as appropriate.
  - The students complete the exercise in pairs. Remind the students to look back at the text for help.
  - Check answers by writing the gapped sentences on the board and inviting students to come and fill in the gaps.

#### Answers

1 D, 2 A, 3 B, 4 D, 5 B, 6 B, 7 D

### Phrasal verbs

- 2 Spend one minute asking students to tell you phrasal verbs they know. The students should say the verb and the meaning (or tell you the phrasal verb in a sentence that exemplifies the meaning).
  - Do question 1 as a class if you think it's necessary.
  - The students complete the exercise in pairs. Point out that they should read quickly through the text first to get an idea of the meaning before they go back to complete the phrasal verbs.
  - Remind the students to look back at the text for help.
  - Check the answers by asking different students to read through the text, reading one or two sentences each, including the missing words.

#### Answers

1 up, 2 up, 3 out, 4 out, 5 out, 6 up, 7 out

- 3 Say *Where did you spend your childhood?* and ask which phrasal verb has this meaning (*grow up*).
  - Have the students complete the exercise individually. Tell them they can work out meanings from the context so they don't need to use dictionaries.
  - Check the answers by reading the definitions and asking the students to say the phrasal verbs chorally.

#### Answers

1 grow up, 2 meet up, 3 work out, 4 bring up, 5 turn out, 6 chill out, 7 find out

### Extra!

Write the phrasal verbs on the board and ask students to say something about their childhood using two of the phrasal verbs.

### Personality: Adjectives

- 4 Ask the students to read through the words in the box. Have a show of hands for each word to find out which ones the students already know.
  - The students do the exercise individually. Remind them that the crossword grid will tell them how many letters the words have got, and that this will help them match the unknown words.
  - Check the answers as a class.

#### Answers

1 naughty, 2 brave, 3 loyal, 4 romantic, 5 modest, 6 outgoing, 7 ambitious, 8 cautious, 9 generous, 10 energetic, 11 polite, 12 mean, 13 moody, 14 honest, 15 sensible

- 5 Do this exercise as a class. Invite students to call out personality adjectives they know.
  - Write their suggestions on the board.
  - If there's time, ask students to help you categorise the adjectives into positive and negative words.

### IWB Extra notes

- Use the whiteboard tools to involve the students and make the lesson more interactive and memorable. Using the whiteboard also means you can move through the tasks at the speed that suits you: slowing down and speeding up as you wish.
- Ex 2 can also be exploited as an open cloze by using the black highlight tool to blank out the word of your choice. Exercise 8 is visual and therefore memorable. Exercise 10 can be done as a team activity on the board.
- Always click on the key words to bring definitions up on the board.
- Bring the word list onto the board to review and test understanding.
- Remember you can do these activities on the board as many times as you like for revision.



## Word formation: nouns from adjectives

6

### Answers

1 loyal, 2 honesty, 3 modesty, 4 generous, 5 creativity, 6 responsible, 7 maturity, 8 self-confident, 9 impatience, 10 ambition, 11 cautious

### Extra!

Ask some students to describe themselves using some words from the table.

- 7 Explain that the students will decide whether the words in the table in Exercise 6 are qualities, faults or neutral.

- The students complete the exercise in pairs.
- Check answers by calling out the words one at a time, with the students saying *quality*, *fault* or *neutral* each time.

### Answers

Students' own answers

## Appearance

- 8 Read through the words in the box with the students. The students may well know the meaning of most or even all of them. If there are some words they don't know, encourage them to guess.

- Ask the students to complete the exercise individually.
- Check the answers by pointing to the various parts of your face. Each time, the students call out the correct word.

### Answers

1 fringe, 2 forehead, 3 eyebrow, 4 nose, 5 cheek, 6 lip, 7 chin, 8 ponytail

- 9 Explain that the students must say where on the body each of the things in the box can be found.

- As they say the words, the others can put up their hand if they know the answer. Otherwise, encourage guesses.
- As a class, talk about the other questions in the rubric. Have a class vote to find the most attractive feature(s). Find out which feature(s) the students find the least attractive.

### Answers

wrinkles – face/neck/hands; a tattoo – back, shoulder, arm, hand, leg, foot, stomach, chest, face (unusual); a beard – face (male); a moustache – face (male); freckles – face, arms, body; a scar – anywhere on the body; make-up – face (female, usually)

- 10 Ask the students to read through the words in the box silently.

- Call out two or three of the words at random (e.g., *curly*, *tanned*, *pale*) and ask the students to point to the relevant part of their body.

### Answers

**Hair:** wavy, straight, curly, blond, shoulder-length, dark, fair, spiky

**Body:** slim, well-built, overweight, skinny

**Skin:** pale, tanned, dark, fair

**Age:** elderly, middle-aged, teenage

**Opinion:** pretty, good-looking, ugly, handsome, cute

11

### Answers

1 slim, 2 skinny, 3 overweight, 4 handsome, 5 pretty, 6 wavy, 7 shoulder-length

- 12 Ask the students to look at the photos. Do they recognise the people?

- Put the students in small groups. The students describe the people one at a time. One student starts by saying something about the person in the first picture then another student in the group adds to the description. The students continue in that way until there is nothing more to say about the person. Then they repeat the process with the other pictures.
- Check answers as a class by inviting different groups to describe one of the people.

### Answers

Example answer for picture 1: He is well-built and handsome. He's got dark hair and tanned skin. His hair is short and straight. He hasn't got very big eyes but his nose is quite big. He's got a slim face, etc.

## Chatroom

- Invite some students to think of their favourite film star or singer and to describe them briefly to the class.
- Ask the students to make some notes about what some of their friends and family members look like. Allow two or three minutes for this. Then invite students to describe their friends and family to the class.

Further practice of the vocabulary covered in this unit can be found in Use your English: Units 1 and 2 (pages 128–129). Note that this section should be used after Unit 2, as it covers vocabulary from both Units 1 and 2.



# Word formation: nouns from adjectives

6 Complete the table.

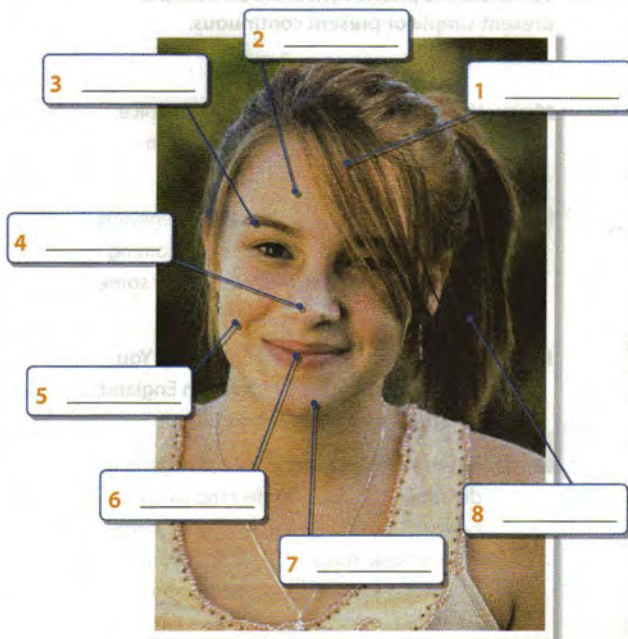
	adjective	noun
		-ty/-ity
1		loyalty
2	honest	
3	modest	
4		generosity
5	creative	
6		responsibility
7	mature	
		-ence
8		self-confidence
9	impatient	
		-tion
10	ambitious	
11		caution

7 Decide which of the nouns in Exercise 6 are qualities, which are faults and which are neutral.

## Appearance

8 Match the words with the parts of the face.

cheek eyebrow chin forehead  
nose lip fringe ponytail



9 Where on the body do you find these things? Do you think any of them are attractive? Which ones?

wrinkles a tattoo a beard  
a moustache freckles a scar make-up

## Who Do You Think You Are?

1

10 Complete the table with these words. You can write some words twice.

slim wavy elderly pale straight curly  
middle-aged teenage well-built blond  
pretty shoulder-length tanned dark  
overweight skinny good-looking ugly  
handsome fair spiky cute

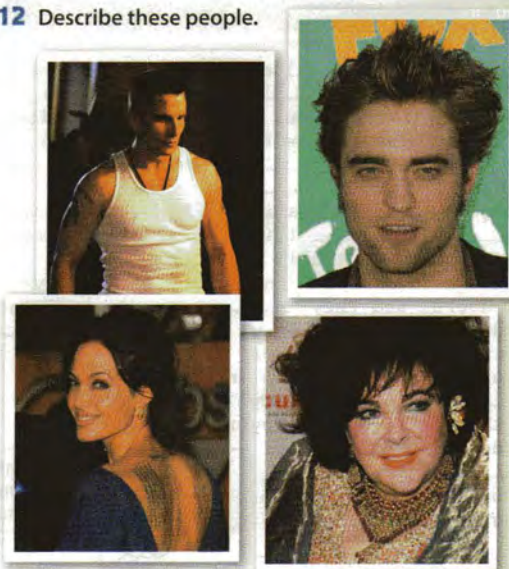
Hair	Body	Skin	Age	Opinion

11 Answer the questions about the words in Exercise 10.

### Which word:

- means *thin in a good way*?
- means *thin in a bad way*?
- is a more polite way to say *fat*?
- is usually only used to describe men and boys?
- is usually only used to describe women and girls?
- means *a little bit curly*?
- means *not long and not short*?

12 Describe these people.



### CHATROOM

- Describe the appearance of your favourite film star or singer.
- Talk about friends and family. What do they look like? What are they like?



## Grammar

### Present simple and Present continuous

1 Match the examples (a–g) with the forms and uses in the grammar notes.

- a We're doing the same course at university.
- b A class is held every morning.
- c We see each other almost every day.
- d She's always chilling out instead of studying.
- e Only children get more attention from their parents.
- f They are being photographed for the magazine.
- g They're holding their heads in the same position.

#### Present simple

- a regular action or habit <sup>1</sup> \_\_\_\_\_
- a permanent situation or general truth <sup>2</sup> \_\_\_\_\_

Passive form: <sup>3</sup> \_\_\_\_\_

#### Present continuous

- an action that is happening at the moment <sup>4</sup> \_\_\_\_\_
- a temporary situation <sup>5</sup> \_\_\_\_\_
- a habit with *always* (often annoying) <sup>6</sup> \_\_\_\_\_

Passive form: <sup>7</sup> \_\_\_\_\_

See Grammar File, page 158.

2 Complete the text with the present simple or present continuous, active or passive.

Logged in

I've got relatives all over the world. My half-brother Mark <sup>1</sup> \_\_\_\_\_ (live) in New York this year, but he's coming home after Christmas. Mum will be happy when he's back. She <sup>2</sup> \_\_\_\_\_ (complain always) that Mark <sup>3</sup> \_\_\_\_\_ (phone never) us. Dad grew up in Australia and my grandparents <sup>4</sup> \_\_\_\_\_ (live still) over there. Flights from Australia to Britain <sup>5</sup> \_\_\_\_\_ (take) at least twenty-two hours, and they <sup>6</sup> \_\_\_\_\_ (cost) hundreds of pounds, so we <sup>7</sup> \_\_\_\_\_ (not see) each other very often. I've also got relatives in Canada. I <sup>8</sup> \_\_\_\_\_ (study) really hard at the moment because every year the top student in Year Nine <sup>9</sup> \_\_\_\_\_ (chose) for an exchange programme to Canada!

The grandkids say the Internet has made the world a smaller place, but I'm not so sure.



### Stative verbs

3 Read the grammar notes and circle the correct options.

#### Stative verbs include:

*agree, be, believe, like, love, hate, have, hear, imagine, know, mean, need, own, prefer, promise, realise, remember, see, understand, want*

We usually use stative verbs in the **present simple / present continuous**, even when they are describing a temporary situation.

*I don't understand the question.*

*I love your hair today.*

Some words can be stative verbs with one meaning and ordinary verbs with another meaning.

*I have a new watch.* (have = possess)

<sup>2</sup>stative verb / ordinary verb

*I'm having lunch.* (have = eat)

<sup>3</sup>stative verb / ordinary verb

*I think she's cool.* (think = believe)

<sup>4</sup>stative verb / ordinary verb

*I'm thinking of learning French.* (think = consider)

<sup>5</sup>stative verb / ordinary verb

See Grammar File, pages 158–159.

4 Complete the phone conversation with the present simple or present continuous.

**Mark:** Mum! Hi! It's Mark.

**Mum:** Hello, Mark. It's great to hear your voice.

<sup>1</sup> \_\_\_\_\_ (you / have) a good time in New York?

**Mark:** It's OK, but I <sup>2</sup> \_\_\_\_\_ (not know) enough people here. I <sup>3</sup> \_\_\_\_\_ (think) of joining a basketball club so that I can make some new friends.

**Mum:** That's a good idea! But don't worry. You <sup>4</sup> \_\_\_\_\_ (have) lots of friends in England, and you'll be back here soon.

**Mark:** But New York is great in lots of ways. I definitely <sup>5</sup> \_\_\_\_\_ (prefer) the weather here. It <sup>6</sup> \_\_\_\_\_ (snow) at the moment. A lot of New Yorkers <sup>7</sup> \_\_\_\_\_ (not like) the winter, but I <sup>8</sup> \_\_\_\_\_ (think) this cold weather is wonderful.

**Mum:** Oh, I <sup>9</sup> \_\_\_\_\_ (not agree) with you. Warm weather is so much nicer. In fact, at the moment we <sup>10</sup> \_\_\_\_\_ (try) to organise a winter holiday to Tunisia.



# Grammar

## Present simple and Present continuous

- 1 Start by asking the students to read through the sentences and the grammar box silently.
  - Read through the grammar box again with the students, one point at a time. Each time, ask the students which sentence (a–g) they think exemplifies the rule.
  - Ask the students to say what we use each tense to talk about. Review the time phrases used with each tense (*every day* etc for present simple and *now, at the moment* etc for present continuous). Review how to form the passive: object + verb *to be* in the present simple or present continuous + past participle of the main verb.
  - Reinforce the structure by asking students to think of their own sentences for each rule as you work through the material.

### Answers

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

Refer the students to the Grammar File on page 158.

- 2 Explain that the students will use the present simple or continuous, active or passive forms, to complete the text.
  - Remind the students to think about the meaning and time reference for each sentence as well as who the verb is being done by and whether it is active or passive.
  - The students complete the exercise individually.
  - Check answers by asking individual students to read the text, filling in the gaps.

### Answers

1 is living, 2 is always complaining, 3 never phones, 4 are still living, 5 take, 6 cost, 7 don't see, 8 am studying, 9 is chosen

## Stative verbs

- 3 Start by asking the students to read through the grammar box silently.
  - Read through the grammar box again with the students. See if they can think of any other stative verbs.
  - Check understanding of the fact that stative verbs are not normally used in **any** of the continuous tenses.
  - As you read the explanation about usage, check understanding and ask the students which the correct option is (*present simple*).

- Read the example sentences and ask the students which the correct option is each time.
- Elicit other verbs that can be used both statively and non- statively with a change in meaning.
- Reinforce the structure by asking students to think of their own sentences for each verb/form.

### Answers

1 present simple, 2 stative verb, 3 ordinary verb, 4 stative verb, 5 ordinary verb

Refer the students to the Grammar File on pages 158–159.

- 4 Explain that the students will use the present simple or continuous to complete the phone conversation.
  - Remind the students to think about the meaning and time reference for each sentence.
  - The students complete the exercise individually or in pairs.
  - Check answers as a class. Put the students into two groups (*Mum and Mark*) and ask them to read the phone conversation, filling in the gaps.

### Answers

1 Are you having, 2 don't know, 3 am thinking, 4 have, 5 prefer, 6 is snowing, 7 don't like, 8 think, 9 don't agree, 10 are trying



## Articles

- 5 Start by asking the students to read through the sentences and the grammar box silently.
- Read through the grammar box again with the students, one point at a time. Each time, ask the students which examples (a–c) they think match the rule.
  - Emphasise the fact that *the* is normally used for something or somebody we know about already; *a* is not.
  - Reinforce the structure by asking students to think of their own sentences for each rule as you work through the material.

### Answers

b, c, a

Refer the students to the Grammar File on page 159.

- 6 Explain that the students will use *a*, *an* or *the* to complete the email or will leave the gap blank where no article is needed.
- Remind the students to think back to the rules in the grammar box if they are not sure which option to choose.
  - The students complete the exercise individually.
  - Check answers as a class by asking the students to read the email chorally, filling in the gaps as they read.

### Answers

1 -, 2 an, 3 -, 4 the, 5 a, 6 the, 7 a, 8 the, 9 -, 10 the, 11 -, 12 a, 13 the, 14 the, 15 -, 16 the, 17 a, 18 the

## Back up your grammar

- 7 Explain that this exercise reviews the grammar the students have learned in this unit.
- The students complete the exercise individually.
  - Check answers as a class by asking different students to read one question each.

### Answers

1 B, 2 D, 3 D, 4 D, 5 A, 6 B, 7 B, 8 B

## Chatroom

- Ask the students to read through the points in the box.
- Put the students in pairs to talk about the topics.
- If there's time, invite some pairs to repeat part of their discussion in front of the class.

Further practice of the grammar covered in this unit can be found in Use your English: Units 1 and 2 (pages 130–131). Note that this section should be used after Unit 2, as it covers grammar from both Units 1 and 2.

### IWB Extra notes

- Grammar can be very easily reviewed on the whiteboard. Start either by clicking on the link to the Grammar File and review the present simple and continuous, then go to the interactive grammar box on page 10, or the other way round. You can easily move between the Grammar File and the grammar box on the board. Do the same for articles.
- Do the exercises on the board with the students. If they are uncertain of any grammar points, bring the Grammar File back up onto the screen to remind them of usage.
- Use the Back up your grammar exercise as a quick review. To make it more interesting, ask the students to work in teams. One representative of each team stands at the board to mark the answers. The teams take it in turns to tell their representative the answer. The team with the most correct answers wins.
- As with the vocabulary exercises, these activities can be repeated!



## Articles

5 Match the rules in the grammar notes with the groups of examples, a, b and c.

- a Children without siblings are lucky.  
I love music.  
We both like eating chocolate.
- b I always longed for a brother or sister.  
There was a girl in Bristol who looked very like Kathryn.
- c Later that week, the twin sisters met up.  
What's the best thing about it?  
The girl's name was Maddy.  
The music at the concert was lovely.

**a/an + singular countable noun**

- to talk about something or someone that is not specific, or one of many, or mentioned for the first time

(See examples \_\_\_\_\_)

**the + countable, uncountable or plural noun**

- to talk about something or someone that is specific, unique, mentioned before, or with superlatives

(See examples \_\_\_\_\_)

**no article + uncountable or plural noun**

- to talk about things or people in general

(See examples \_\_\_\_\_)

See Grammar File, page 159.

6 Complete the email with *a*, *an* or *the*. Leave the gap empty if no article is needed.

New Reply

Hi Ed,

Thanks for <sup>1</sup> \_\_\_\_\_ your email. It was nice to hear from you!

I had <sup>2</sup> \_\_\_\_\_ interesting day yesterday. My dog <sup>3</sup> \_\_\_\_\_ Biggles loves digging in <sup>4</sup> \_\_\_\_\_ garden, and yesterday he dug up <sup>5</sup> \_\_\_\_\_ big pile of earth. I was looking at <sup>6</sup> \_\_\_\_\_ pile when I saw <sup>7</sup> \_\_\_\_\_ ring! It turns out that <sup>8</sup> \_\_\_\_\_ ring had been my great-great-grandmother's. She gave it to my grandmother and she lost it <sup>9</sup> \_\_\_\_\_ ten years ago. My great-great-grandfather was <sup>10</sup> \_\_\_\_\_ King's <sup>11</sup> \_\_\_\_\_ doctor and my great-grandmother was <sup>12</sup> \_\_\_\_\_ politician!

Come and visit in <sup>13</sup> \_\_\_\_\_ summer. We can meet in <sup>14</sup> \_\_\_\_\_ centre of <sup>15</sup> \_\_\_\_\_ London and see <sup>16</sup> \_\_\_\_\_ sights. Would you like to go for <sup>17</sup> \_\_\_\_\_ walk next to <sup>18</sup> \_\_\_\_\_ River Thames?

Write soon!

Love Jess

## Who Do You Think You Are?

1

## Back up your grammar

7 Choose the correct word or phrase, A, B, C or D to complete the sentences.

- 1 Look! That girl \_\_\_\_\_ at you!  
A smiles C smiling  
B is smiling D smile
- 2 My birthday is on \_\_\_\_\_ July.  
A the last day in the C last day in  
B a day in the D the last day in
- 3 She \_\_\_\_\_ Italian boy in her class.  
A doesn't like a C isn't liking  
B is liking an D likes the
- 4 Because it's so sunny at the moment, I \_\_\_\_\_ lots of freckles.  
A am having C has  
B having D have
- 5 They spend \_\_\_\_\_ school every day.  
A a long time at C long time at the  
B the long time at D a long time at the
- 6 I \_\_\_\_\_ generosity is a very important quality in people.  
A think the C am thinking the  
B think D am thinking
- 7 Egypt is \_\_\_\_\_ Africa.  
A a country in the B a country in  
C the country in the D country in
- 8 I \_\_\_\_\_ teacher when I'm older.  
A want to be C am wanting to be  
B want to be a D am wanting to be a



## CHATROOM

Talk about the following:

- what your friends and family are doing right now.
- what you enjoy doing with them.
- what annoying habits they have.

More practice on pages 130–131.



## Listening



**Cancer**  
June 22 – July 23



**Aries**  
March 21 – April 20



**Taurus**  
April 21 – May 21



**Gemini**  
May 22 – June 21



**Scorpio**  
Oct 24 – Nov 22



**Leo**  
July 24 – Aug 23



**Virgo**  
Aug 24 – Sept 23



**Libra**  
Sept 24 – Oct 23



**Capricorn**  
Dec 23 – Jan 20



**Sagittarius**  
Nov 23 – Dec 22



**Aquarius**  
Jan 21 – Feb 19



**Pisces**  
Feb 20 – Mar 20

ShyBoy27 Logged in



My cousin's really into star signs and reads her horoscope every day. I wonder if any of it's true. What star sign are you? Do you read your horoscope? Do you think your star sign has any influence on your personality?

More soon ... Watch this space.

### Listening 1

- 1 Listen to this conversation and circle the correct answer.

#### Listening Tip: multiple choice

Read the questions carefully before you listen, and underline the key words.

- Where was Ethan last night?  
A at Sam and Max's house C at a party  
B at his girlfriend's house D with Katie
- What does Rebecca look like?  
A She's tall. C She's pretty.  
B She's got dark hair. D She wears glasses.
- Ethan and Rebecca don't like the same  
A sports. C teachers.  
B music. D books.
- Ethan's star sign is  
A Scorpio. C Capricorn.  
B Libra. D Sagittarius.
- Katie knows about star signs from  
A a book that she got for her birthday.  
B her friend Jasmine's book.  
C Kyle and Liam.  
D a book from the library.

- What does Ethan think of Katie's ideas about star signs?  
A He wants to learn more about them.  
B He doesn't believe them.  
C He thinks they will make her unhappy.  
D He thinks they're true.
- Ethan wants to  
A get in touch with Rebecca.  
B find out when Rebecca's birthday is.  
C keep talking to Katie.  
D apologise to Katie.

### Listening 2

- 2 You are going to hear a radio interview with Tom Bevan, who is talking about his research. Decide if the statements are true (T) or false (F).

- Tom is explaining how we inherit our character from our parents. ☐
- There are a lot of politicians who are eldest children. ☐
- Eldest children hate making mistakes. ☐
- The second child is usually the naughtiest member of the family. ☐
- Second children are often competitive. ☐
- Middle children often think they're very lucky. ☐
- A lot of scientists are middle children. ☐
- Youngest children usually choose very serious, responsible jobs. ☐
- Only children usually help their parents a lot at home. ☐
- A lot of only children are very creative. ☐

#### CHATROOM

Think of some people you know and the position they have among their siblings. How well does Tom's description fit their personality?



#### WebSearch

[www.birtherorderandpersonality.com](http://www.birtherorderandpersonality.com)



# Listening

## Pre-listening

- Have a brief class discussion about horoscopes. Do students all know what star sign they are? (They don't need to say what sign they are at this stage.) Do the students read horoscopes? What do they think of them?

## Blog

- Ask the students to read ShyBoy 27's blog. Put the students in small groups to discuss the questions. Allow two minutes for this activity.
- Take feedback as a class. Briefly discuss any points the students feel strongly about.

### 1 [CD1 Track 03 Audioscript page T176]

- Explain that the students will hear a conversation then choose the correct answer options.
- Choose a student to read the tip out loud. Explain that the more familiar the students are with the questions and answer options before they listen, the easier it will be for them to identify the relevant information as they listen.
- Point out that the students will hear the conversation twice.
- Allow time for the students to read through the questions and answer options.
- Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. If they do, allow time for the students to circle their answers.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

1 C, 2 C, 3 B, 4 A, 5 D, 6 B, 7 A

### 2 [CD1 Track 04 Audioscript page T176]

- Explain that this time the students are going to listen to an interview then decide whether the statements are true or false according to what they heard.
- Ask the students if they think they should hear the interview first or read the statements first (*read the statements*).
- Allow time for the students to read through the statements. Point out that the relevant information on the CD will be in the same order as the statements.
- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time for the students to complete as many of the answers as they can.

- Play the CD again so students can check or complete their answers.
- Check the answers as a class.

### Answers

1 F, 2 T, 3 T, 4 F, 5 T, 6 F, 7 T, 8 F, 9 F, 10 T

## Chatroom

- Ask the students to read through the *Chatroom* box.
- Discuss the question as a class.
- Encourage the students to talk about their own position in the family and to relate it to what they heard on the CD if they want to.

## WebSearch

- Refer the students to the WebSearch information. If it's appropriate, you could ask all or some of the students to look at the site before the next lesson.
- <http://www.birthorderandpersonality.com> is a site with information about the effects of birth order on personality and even includes information about twins and their personalities.

## IWB Extra notes

- Click on the blog and the signs of the zodiac to introduce the topic.
- Bring up the listening tip and discuss. Click the audio on screen and let the students listen and write their answers/notes in their notebooks, not on the board while listening. Check answers on the board and bring up the audioscript to show answer justifications.



# Speaking

## Talking about yourself

- 1 Read the rubric and make sure the students are clear about what they are going to do.
  - Put the students in pairs. Invite a more confident pair to demonstrate the activity in front of the class.
  - The students do the activity in their pairs.
  - Check to see how many students correctly worked out which of their partner's sentences was the false one.
- 2 [CD1 Track 05 Audioscript page T177]
  - Refer the students to the Language Upload box. Ask the students to read through the box silently to themselves.
  - Explain that the students are going to hear a conversation and will underline the words in blue in the box that they hear on the CD.
  - Play the CD. Ask the students to underline the words as they listen. Play the CD a second time if necessary.
  - Check the answers as a class.

### Answers

1 a flat, 2 three bedrooms, a garden, 3 the ground floor, 4 a quiet residential area, 5 school, 6 friends, 7 shops, 8 a bowling alley, 9 about once a month, 10 clothes shopping, to a café for a chat, 11 dancing, 12 the beach

- 3 Go back to the Language Upload box. Read through each section with the students.
  - Each time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Questions*, the students could add *Do you play a lot of sport in your free-time?* For *Your home*, they could add *My home isn't very large but it's comfortable.*
  - Refer the students to the cartoon. Invite comments.
  - Choose a student to read the tip out loud. Explain that speaking activities are the students' chance to show how well they can use English in a discussion. It is therefore important that the students say as much as they can whenever they have the chance. So the students should always try to avoid one-word answers.
  - Ask the students to pair up with a new partner (not the same one as in Exercise 1).
  - The students take turns to interview each other about the topics listed. Remind the students to use as many phrases from the Language Upload box as possible.

### Extra!

If there's time, go back to the Language Upload and pick out phrases at random. Each time, invite students to say something about themselves using that phrase.

### IWB Extra notes

- First click on the speaking tip.
- Bring up the Language Upload on the board. Focus the student's attention on the language they need to use while they do the speaking task.



## Speaking

### Talking about yourself

- 1 How well do you know your classmates? Tell a partner two true sentences and one false sentence about yourself. Your partner has to ask questions and work out which sentence is false.
- 2 Listen to the conversation. Underline the words in blue in the Language Upload box that you hear.
- 3 Work with a partner. Take turns being the interviewer and giving information about yourself. Talk about these things:
  - your family
  - your home
  - your local area
  - free time



### Speaking Tip: talking about yourself

Try not to give one-word answers.

If you don't understand a question, say calmly: *Sorry. Please could you repeat the question?*

Mum, it'll only take me five minutes to install this new software. My friend Jason and I are really into a new game. I'll do my homework later ...



## Who Do You Think You Are?

1

### Language Upload

#### Questions

Could you tell me something about ...?  
 Could you describe ... to me?  
 What do you like about ...?  
 Is there anything you'd like to change about ...?  
 How often do you go to ...?  
 What (else) do you like doing in your free time?

#### Your family

(See pages 5, 8 and 9.)

#### Your home

I live in <sup>1</sup> a flat / a house.  
 My home has got <sup>2</sup> three bedrooms / a balcony / a garden.  
 It's on <sup>3</sup> the ground floor / the first floor / the top floor.  
 It's in <sup>4</sup> the city centre / a quiet residential area / a town / a village / the countryside.

#### Your local area

It (only) takes me five minutes to walk to <sup>5</sup> the shops / the station / the bus stop / school.  
 A lot of my <sup>6</sup> friends / relatives live nearby.  
 There's (not) a lot to do in the area.  
 It would be good if there were more <sup>7</sup> shops / sports facilities / restaurants.  
 It would be good if there was <sup>8</sup> a cinema / a bowling alley / a school nearby.

#### Free time

I go to the city centre <sup>9</sup> every week / about once a month / three times a year.  
 We sometimes go <sup>10</sup> clothes shopping / to a café for a chat / to the cinema.  
 I'm really into <sup>11</sup> football / video games / dancing.  
 I love going to <sup>12</sup> the mountains / the beach / my friend's house.



## Writing: Descriptive article

### Before you write

- 1 Read the writing task and answer the questions.

You have seen this notice in your school magazine. Write an article for the magazine. Use 120–180 words.

### Writers Wanted!

Write about someone who has had a big influence on your life. Describe the person's appearance and personality, and explain the influence that he or she has had on you.

The best articles will be published next month!

- 1 What should the article be about?
- 2 Who is going to read the article?
- 3 What important information should you include?
- 4 On which pages of this unit will you find useful vocabulary for the article?

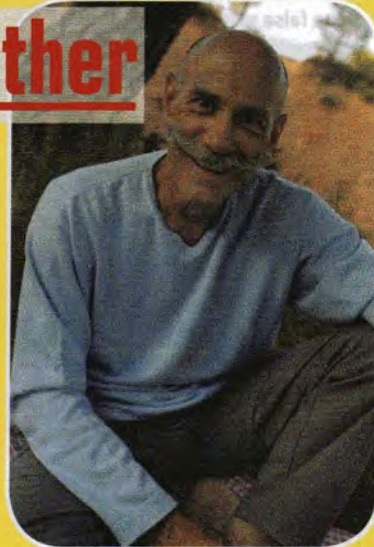
- 2 Read Jason's article. Who is it about? Would you like a person like this in your family? Why/Why not?

## My grandfather

I love sport, and one of the main reasons for that is my grandfather. He comes to every tennis and basketball match that I play in and he always shouts words of encouragement. He's <sup>1</sup> \_\_\_\_\_ wonderful person, and he has had a huge influence on my life.

When you first see <sup>2</sup> \_\_\_\_\_ grandfather, you only notice one thing: his moustache. It's big and grey, and covers half his face. He's got a nice smile, red cheeks and kind brown eyes. He hasn't <sup>3</sup> \_\_\_\_\_ much hair, but his eyebrows are big and grey and move a lot when he talks. <sup>4</sup> \_\_\_\_\_ tall and well-built. He's <sup>5</sup> \_\_\_\_\_ old man, but when he's playing sport with me he seems like a teenager because he's very energetic.

He's very patient, and he's never moody. He's <sup>6</sup> \_\_\_\_\_ honest too.



When he says that I've done well, I know that he means it.

My grandfather has taught me that you can only succeed in something if you work hard at it. It's my ambition to become <sup>7</sup> \_\_\_\_\_ professional basketball player. Because of my grandfather, I have the confidence to achieve that ambition.

- 3 Now complete the gaps with a suitable word or phrase.
- 4 Complete Jason's plan for his article.

### Writing Plan



Paragraph 1	Introduce the person and his/her importance to me	<ul style="list-style-type: none"> <li>• my grandfather and sport</li> <li>• huge influence on my life</li> </ul>
Paragraph 2	Describe his/her appearance	<ul style="list-style-type: none"> <li>• face: big grey _____, nice smile, red _____, kind brown _____, big grey _____</li> <li>• hair: not much</li> <li>• body: tall, _____</li> <li>• age: an old man (but very energetic)</li> </ul>
Paragraph 3	Describe his/her personality	<ul style="list-style-type: none"> <li>• patient</li> <li>• never _____</li> <li>• honest</li> </ul>
Paragraph 4	Say what influence he/she has had on me	<ul style="list-style-type: none"> <li>• hard work</li> <li>• confidence to achieve my ambition</li> </ul>



# Writing: Descriptive article

## Warm up

Start the lesson by asking the students to think of which people are most likely to influence the lives of young children. Ask if this changes over the years as children grow older and become teenagers. Take some random feedback as to who these people are. Allow two minutes or so for this.

## Before you write

- 1 Allow time for the students to read through the writing task and the questions.
  - Put the students in pairs to discuss their answers.
  - Check answers as a class.

### Answers

- 1 a person who has been influential on the life of the writer
- 2 readers of the school magazine
- 3 the appearance and personality of the person, and their influences
- 4 the vocabulary pages

- 2 Ask a student to read the rubric out loud.
  - Ask how many questions the students need to answer (*three*) and what they are (*who the article is about, whether the students would like this person in their family and why/why not*).
  - Allow time for the students to read the article. Tell the students not to worry about the gaps at this stage.
  - Ask the students to think about their answers to the questions. For the second and third questions, remind the students that you will expect them to justify their answers.
  - Check answers as a class.

### Answers

- 1 It is about Jason's grandfather. 2 and 3 Students' own answers

## Extra!

Have a brief discussion about what the students think of the article. Do the students think it is well-written? Why/why not? What part of the article do the students like best and why? Can they think of anything that would have made the article more interesting to read?

- 3 Ask the students to go back to the article and to complete the gaps.
  - Check answers as a class.

### Answers

- 1 a, 2 my, 3 got, 4 He's, 5 an, 6 very, 7 a

- 4 Start by looking at the model article in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the article:

In which paragraph does Jason explain that his grandfather was influential on his love of sport? (*paragraph 1*)

Where does Jason describe what his grandfather looks like? (*paragraph 2*)

Where does Jason say that his grandfather taught him that you can succeed if you work hard? (*paragraph 4*)

Where does Jason describe his grandfather's personality? (*paragraph 3*)

- Each time they answer, ask the students to read the relevant sentence(s) from the article.
- Help the students to complete Jason's writing plan. Remind the students to look back at the model article for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

### Answers

Paragraph 2: moustache, cheeks, eyes, eyebrows, well-built

Paragraph 3: moody

## IWB Extra notes

- Zoom up the photos for discussion with the students.
- Click on Exercise 1 and focus on the task.
- Do Exercises 2 and 3 on the board to focus students' attention on the model. Then complete the writing plan on the board.
- Click on the Writing Plan and ask students to complete this on the board, moving back to the model article when necessary.
- Click on the Memory Flash and hide sections of the text. Elicit other possible words and phrases from the students and write these in.
- Leaving the model article up on the board for reference, take students through the writing task orally, eliciting the article they will write for homework; write notes on the model article on the board where appropriate.



- 5 Start by going through the information about connecting words with the students. Read the words/phrases one at a time, and ask the students to read the example sentence for that word/phrase out loud each time.

- Point out that we use these words/phrases when we are giving reasons.
- Ask the students to read the examples and to find and read out examples of the words/phrases in the article.

#### Answers

I love sport and *one of the main reasons* for that is my grandfather.

*Because of* my grandfather, I have the confidence to achieve that ambition.

- 6 Ask the students to read the rubric and check understanding.

- Ask the students to do the exercise individually.
- Check the answers as a class.

#### Answers

2 ... is so generous, I can buy a new MP3 player.

3 ... your honesty, we know what happened to the money.

4 ... for my impatience.

- 7 Explain that the students are going to make sentences using the connecting words and their own ideas.

- Put the students in pairs to discuss their ideas for each sentence. Allow three minutes then take feedback as a class.

#### Answers

Students' own answers (check the sentences are structured correctly)

### Time to write

- 8 Explain that the students are now going to prepare to write their own article. Ask them to re-read the writing task in Exercise 1 and to choose the person they are going to write about.

- The students then make their plan. They could do this in pairs but if it's appropriate, encourage the students to work individually on this so they get used to writing essay plans on their own. Remind the students to look back at Jason's plan and to use similar ideas.

- 9 Refer the students to the Memory Flash. Remind the students that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class.

- Choose a student to read the tip out loud. Point out that it is always important to answer every aspect of the question in a writing task. In an exam, the students will lose marks if they miss part of the question out.
- Remind the students that they can use the model article to help them as well as their writing plan and the phrases in the Memory Flash. They should also try to use as much of the grammar and vocabulary of the unit as possible in their articles.
- If there is time in the lesson, the students can write or start to write their articles. However, it might be best to set this as a homework task so that the students have plenty of time to think about their articles without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

### Model answer: descriptive article

#### My Art Teacher

I'm really into art, and one of the main reasons for that is Mrs Bruce, my art teacher at secondary school. She's a wonderful teacher, and she has had a huge influence on my life.

When you first see Mrs Bruce, you only notice one thing: her lips. She wears a lot of make-up, and her lips are always bright red. She has a big, smiling mouth, big dark eyes and long, curly red hair that she usually wears in a ponytail. She's middle-aged but when she's teaching she seems like a little girl because she's very energetic.

She's very outgoing, and loves finding out about the lives of her students. She's very creative, too. She can draw fantastic pictures and she can make amazing works of art from the rubbish that she finds at school.

Mrs Bruce has taught me that you can only draw well if you look at things carefully. She is good at getting people to do their best, and because of her, I am hoping to have a career as an artist.

[180 words]



- 5 Find some examples of these connecting words in Jason's article.

## Connecting words

### Giving reasons

#### because + clause

I'm interested in sport **because** my grandfather has always encouraged me.

#### because of / thanks to + noun

**Because of** my grandfather's encouragement, I'm quite a confident person.

**Thanks to** my grandfather's encouragement, I've won lots of matches.

#### noun + is the reason for + noun

My grandfather's encouragement **is the reason for** my successful sporting career.

- 6 Rewrite the sentences using the connecting words from Exercise 5.

- People don't think I'm good at things because I'm very modest.  
*Because of my modesty, people don't think I'm good at things.*
- Thanks to my stepmother's generosity, I can buy a new MP3 player.  
Because my stepmother \_\_\_\_\_
- We know what happened to the money because you were honest.  
Thanks to \_\_\_\_\_
- I'm impatient because I stay up too late at night.  
My late nights are the reason \_\_\_\_\_

## Memory Flash



### Introducing the person

He's a wonderful person.  
He has had a huge influence on my life.

### Describing appearance

When you first see my grandfather, you only notice one thing: his ...  
He's got a nice smile.  
When he ..., he seems/ doesn't seem ...

### Describing personality

He's very ...  
He's never ...  
He can ...

### Explaining the person's influence

Because of my grandfather, ...  
My grandfather has taught me that ...

## Who Do You Think You Are?

1

- 7 Write sentences about the following, and the reasons for them. Use the connecting words from Exercise 5.

- a fantastic day  
*Last Saturday was fantastic because I was with my best friends all day.*
- your results in a test  
\_\_\_\_\_
- an achievement in a hobby or sport  
\_\_\_\_\_
- a time when you were very angry  
\_\_\_\_\_
- a time when you were very late for something  
\_\_\_\_\_

### Time to write

- You are going to do the writing task in Exercise 1. Choose a person to write about then make a plan for your article using the plan opposite to help you.
- Now write your article. Use the Memory Flash and Connecting words box to help you.

### Writing Tip

Remember to read the task very carefully. Include everything that it mentions.





## Revision 1



## Vocabulary

1 Complete the sentences with the correct form of the word in capitals.

- 1 She paints beautiful pictures, and she's a writer too. She's so \_\_\_\_\_. CREATE
- 2 He's thirteen, but he looks and behaves much older. His \_\_\_\_\_ is very unusual. MATURE
- 3 \_\_\_\_\_ is needed when you cross busy roads. CAUTIOUS
- 4 Why are you so \_\_\_\_\_? Just wait – I'll be ready soon. PATIENT
- 5 Thanks to her \_\_\_\_\_, I always have a friend when I need one. LOYAL
- 6 Is it possible to learn \_\_\_\_\_, or do we inherit it from our parents? SELF-CONFIDENT

2 Choose the correct word, A, B, C or D to complete the sentences.

- 1 I hope we don't lose \_\_\_\_\_ when we leave school.  
A touch C common  
B relative D friend
- 2 He isn't skinny. He's \_\_\_\_\_ and very handsome.  
A well-built C ugly  
B shoulder-length D pretty
- 3 My parents \_\_\_\_\_ me at birth.  
A adopted C brought up  
B inherited D meant
- 4 She's got long blond hair that she wears in a \_\_\_\_\_.  
A cheek C moustache  
B tattoo D ponytail
- 5 Don't be so \_\_\_\_\_. You're not OK at music, you're fantastic!  
A romantic C naughty  
B modest D moody
- 6 I can't \_\_\_\_\_ how I know you.  
A chill out C work out  
B turn out D grow up
- 7 He's got a lot of wrinkles on his \_\_\_\_\_.  
A fringe C forehead  
B scar D beard
- 8 I've got five \_\_\_\_\_ – two brothers and three sisters.  
A twins C ancestors  
B siblings D nieces
- 9 She only looks good if she wears a lot of \_\_\_\_\_.  
A lips C eyebrows  
B make-up D chin
- 10 He'd never do anything so silly. He's always very \_\_\_\_\_.  
A energetic C sensible  
B mean D brave

## Grammar

3 Complete the mini-dialogues with the present simple or present continuous.

- 1 A: \_\_\_\_\_ (you / have) a good time at the party?  
B: Yes, but I \_\_\_\_\_ (not know) many people here.
- 2 A: Where \_\_\_\_\_ (your stepdad / be)?  
B: He \_\_\_\_\_ (visit) his nephew in Manchester.
- 3 A: I \_\_\_\_\_ (not understand) my homework. Can you help me?  
B: Oh, you \_\_\_\_\_ (always ask) for help!
- 4 A: \_\_\_\_\_ (you / remember) how to get to Jack's?  
B: Yes, it's easy. My grandparents \_\_\_\_\_ (live) on the same street.
- 5 A: You \_\_\_\_\_ (not drink) anything. I've got some juice, if you like.  
B: Yes please. I \_\_\_\_\_ (prefer) juice to tea or coffee.

4 Complete the gaps with *a*, *an* or *the*. Leave the gap empty if no article is needed.

<sup>1</sup> \_\_\_\_\_ Sassy is <sup>2</sup> \_\_\_\_\_ friend of <sup>3</sup> \_\_\_\_\_ mine. In fact, she's <sup>4</sup> \_\_\_\_\_ best friend I've ever had. <sup>5</sup> \_\_\_\_\_ last year, our families went to <sup>6</sup> \_\_\_\_\_ Wales on <sup>7</sup> \_\_\_\_\_ holiday together. She's got <sup>8</sup> \_\_\_\_\_ little brother. He's <sup>9</sup> \_\_\_\_\_ very energetic boy. He can cycle <sup>10</sup> \_\_\_\_\_ hundred kilometres in one day! We had <sup>11</sup> \_\_\_\_\_ pool, and spent <sup>12</sup> \_\_\_\_\_ hours in it every day.

5 Complete each gap with a suitable word.

What does your pet say about you?



If you are <sup>1</sup> \_\_\_\_\_ of buying a pet, be warned! People can find out a lot about your personality from your choice of pet.

<sup>2</sup> \_\_\_\_\_ you have a cute little dog that goes with you everywhere? <sup>3</sup> \_\_\_\_\_ he sitting in your bag at this moment? Then you are a kind and generous person, and are probably interested in fashion. If, however, you <sup>4</sup> \_\_\_\_\_ a larger dog, this shows that you are energetic and outgoing. Perhaps you have a cat <sup>5</sup> \_\_\_\_\_ home. Is it <sup>6</sup> \_\_\_\_\_ on your bed now, waiting for you? Then you are <sup>7</sup> \_\_\_\_\_ hard-working and loyal person.

Owners of reptiles like snakes and lizards don't like to be <sup>8</sup> \_\_\_\_\_ same as others. They see themselves as brave and independent. If goldfish are your thing, that may be because you <sup>9</sup> \_\_\_\_\_ a cautious person who likes routine. Tropical fish, however, tell a different story. They show that you are romantic and <sup>10</sup> \_\_\_\_\_ adventure.



# Revision 1

## Vocabulary

- 1 Ask the students to read through the sentences and the words. Point out that this is a word formation exercise so the students will be trying to work out which form of the word fits in the gap each time.
  - The students complete the exercise individually.
  - Check the answers by asking different students to read out a sentence each.

### Answers

1 creative, 2 maturity, 3 Caution, 4 impatient, 5 loyalty, 6 self-confidence

- 2 Ask the students to read the sentences, think about the meaning and choose the correct option to complete each one.
  - Check the answers as a class.

### Answers

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

## Grammar

- 3 Explain that the students will choose the correct tense to complete each of the mini dialogues. Remind the students to think about the grammar rules they learned in the unit but encourage them to try to complete the exercise without checking back to the grammar boxes.
  - Ask the students to complete the exercise. The students can work individually or in pairs.
  - Check the answers by having different pairs read one mini dialogue each.

### Answers

1 Are you having, don't know, 2 is your stepdad, is visiting, 3 don't understand, are always asking, 4 Do you remember, live, 5 aren't drinking, prefer

- 4 Ask the students to read the rubric and tell you what they're going to do (*complete the gaps with the correct article or no article at all*).
  - The students do the exercise individually. Check the answers as a class.

### Answers

1 -, 2 a, 3 -, 4 the, 5 -, 6 -, 7 -, 8 a, 9 a, 10 a, 11 a, 12 -

- 5 Explain that the students will complete the text with one word in each gap. Point out that the students might need to use some or all of the various grammar points they have learned in the unit.

- The students complete the exercise in pairs. Encourage them to discuss the answers.
- Check the answers as a class.

### Answers

1 thinking, 2 Do, 3 Is, 4 have, 5 at, 6 lying/sitting/sleeping, 7 a, 8 the, 9 are, 10 like/love

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 1. See if there is anything the students would like to go over again before you leave Unit 1 and move on to Unit 2.



# Days to Remember

## Unit objectives

**Topic:** life experiences, important events in our lives, days out

**Reading:** read an article for gist and to answer multiple choice questions

**Vocabulary:** life experiences, word formation: nouns and verbs, collocations, times of day, expressions with *time*, dates, days out

**Grammar:** Past simple and Past continuous, *used to* and *would*

**Listening:** listen for information in order to complete sentences, listen for specific information in order to answer multiple choice questions

**Speaking:** comparing pictures

**Writing:** a letter to a newspaper

- 2 Explain that the students are going to number the clues for the crossword by reading the clues and finding the matching word in the completed crossword grid.

- Allow two or three minutes for the students to read the clues and the words in the grid silently to themselves.
- Work through the first item with the class. Read the clue and ask for suggestions as to which word from the grid matches (*dull*).
- Students complete the exercise in pairs. Encourage the students to discuss their choices fully. If they disagree, ask the students to note this.
- Check the answers as a class by saying the clues and eliciting the words chorally.

### Answers

boring 13, making your face go red when you think about it 8, very unusual or surprising 10, very impressive and exciting to look at 7, strange 1, liked by a lot of people 11, very interesting 5, making part of your body hurt 2, difficult in an interesting way 6, very good 12, too painful or difficult 4, making you rest and stop worrying 3, providing useful or interesting information 9, making you want to achieve something even if you have to work hard 14

## Blog

- Ask for a volunteer to read LizzieLu's blog as a class. Check understanding.
- Put the students in small groups to talk about the biggest moment in their lives so far.
- Encourage the students to talk about what it was that made those moments so special.
- Take feedback as a class and see if there are any common themes.

## Unit title

Write the unit title on the board. Ask the students if they can think of any other suitable titles for a unit that is about memorable days in people's lives. Have a vote to see which the class thinks is the best suggestion.

## Vocabulary Starter

Life experiences

### Warm up

Spend a minute or two having a class discussion about ways in which people store their memories (for example, *photos, recordings, newspaper cuttings, keeping a scrapbook*, etc.). Which way(s) do the students think are best?

1

### Answers

1 adolescents, 2 culture, 3 tribes, 4 tradition, 5 wedding, 6 ceremony

## Chatroom

- Ask a student to read the questions. Check understanding.
- Put the students in small groups to talk about the questions. Encourage the students to use a variety of adjectives. Ask the students to allocate a spokesperson (this student will feedback).
- End by having a short class discussion, with students sharing their answers to the questions. Start by taking brief feedback from each spokesperson, then broaden the discussion out so everyone gets a chance to contribute.

## Round up

Go round the class inviting students to describe how they felt during one of their memorable moments/days.

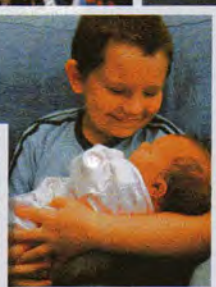


LizzieLu Logged in

We all remember some days more than others. What have been the biggest moments in your life so far?



## Days to Remember



### Vocabulary Starter

Life experiences

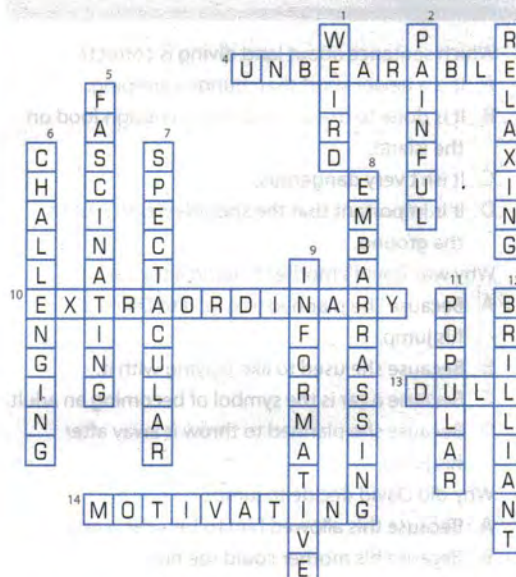
1 Complete the sentences with words from the box.

culture adolescents tribes  
ceremony tradition wedding

- In some places, people are expected to get married as \_\_\_\_\_, around the age of fifteen.
- People usually get married in their twenties or thirties in European \_\_\_\_\_.
- In England two thousand years ago, there were many different \_\_\_\_\_, each with a different language.
- It's a \_\_\_\_\_ in Britain that the woman getting married wears something old, something new, something borrowed and something blue.
- My stepbrother Charlie's getting married! I'm going to his \_\_\_\_\_ tomorrow.
- The \_\_\_\_\_ starts at three o'clock, and after that they will be officially married.

2 Which clue? Number the clues to the adjectives crossword below.

- ☐ boring
- ☐ making your face go red when you think about it
- ☐ very unusual or surprising
- ☐ very impressive and exciting to look at
- ☐ strange
- ☐ liked by a lot of people
- ☐ very interesting
- ☐ making part of your body hurt
- ☐ difficult in an interesting way
- ☐ very good
- ☐ too painful or difficult
- ☐ making you rest and stop worrying
- ☐ providing useful or interesting information
- ☐ making you want to achieve something, even if you have to work hard



### CHATROOM

- How do you think the people in the photos would describe their experience?
- Have you experienced any of the events in the photos? What were they like?



## Reading

Logged in



LizzieLu

I've been finding out about ceremonies for teenagers in different cultures. There are some really weird traditions! Are there any traditional ceremonies for children and young people in your country? What happens in them?

More soon ... Watch this space.

- 1 You are going to read an article about teenage ceremonies. Read the article quickly and find out where the photos were taken and what they show.
- 2 Read the article again and choose the best answer, A, B, C or D.

### Reading Tip: multiple choice

First read the text. Then read the questions, but not the multiple-choice answers.

Find the relevant part of the text.

Read the multiple-choice answers and choose the best one.

- 1 Which sentence about land diving is correct?
  - A It is a newer sport than bungee jumping.
  - B It is done to make sure there is enough food on the island.
  - C It isn't very dangerous.
  - D It is important that the shoulders don't touch the ground.
- 2 Why was David's mother holding a toy car?
  - A Because she planned to give it to David after his jump.
  - B Because she used to like playing with it.
  - C Because a car is the symbol of becoming an adult.
  - D Because she planned to throw it away after his jump.
- 3 Why did David decide to jump?
  - A Because this allowed him to become a man.
  - B Because his mother could see him.
  - C Because he wanted to be injured.
  - D Because he knew that he wouldn't be seriously injured.
- 4 Since jumping, how has life changed for David?
  - A Everyone now sees him as an adult.
  - B He is more interested in girls.
  - C He is more attractive to the opposite sex.
  - D He is no longer interested in toys.
- 5 What is special about the ceremonial gloves of the Satere Mawé people?
  - A Young men are shot by a bullet when they wear them.
  - B They are full of wasps.
  - C They cause a great deal of pain.
  - D Only over-18s are allowed to wear them.
- 6 What happened to Mari while he was wearing the gloves?
  - A The gloves permanently damaged his hands.
  - B His uncle took away his pain.
  - C He screamed and screamed.
  - D His brother tried to help him.
- 7 What are Mari's intentions for the future?
  - A To wear the gloves many more times.
  - B To go on a journey.
  - C To wear the gloves for three hours.
  - D To find other ways to prove that he's grown up.





## Reading

### Pre-reading

Have a short class discussion about what age students think teenagers become adults. Do they agree with the age restrictions for driving a car, voting, getting married, etc. in their country?

### Blog

- Ask a student to read Lizzielu's blog.
- Put the students in small groups to talk about traditional ceremonies in their own country. Encourage the students to talk about any ceremonies they have heard of in other countries as well.
- Take feedback as a class. Find out which ceremonies the students like.

### Background

- Many countries have special ceremonies to mark the transition from adolescence to adulthood.
- The Maori people of New Zealand tattoo their young men (and occasionally women, too) to mark their acceptance into adulthood.

In Papua, New Guinea, they have a ceremony called *Kovave*. In this ceremony, adolescent boys dress up in a conical hat with long strands of leaves hanging from the edge, down to below the waist. The name *Kovave* is also used to describe the head-dress. After the ceremony, the boys are seen as men in society.

- Lots of societies (e.g., America and Japan) have big parties or dances to mark the passage from adolescence to adulthood.
- Some of the ceremonies are linked to religion and others to ancient culture or tradition.

- 1 Ask a student to read the rubric.
  - Ask if students will have to read and understand every word of the text in order to do the task (*no, they will skim the text to find out information about the photos*).
  - Ask the students to read the text quickly to themselves. Remind them that they are reading to find out where the photos were taken and what they show.
  - Ask different students for their answer. Ask the students to justify their answers with information from the text.

### Answers

Photo a was taken on Pentecost Island and it shows land diving (*he had to become a land diver. Land diving is a tradition on Pentecost Island ...*)

Photo b was taken in the Amazon and it shows a bullet ant (*In the Amazon, the teenage boys of the Satere Mawé tribe have to go through the terrible pain of the glove ceremony ... gloves are filled with 400 highly poisonous bullet ants.*)

Photo c was taken in the Amazon and it shows a boy with ceremonial glove (*In the Amazon ... A pair of big ceremonial gloves ...*)

### 2 [CD 1 Track 06]

Read the rubric and ask a student to explain what they are going to do (*read the text so as to find the correct answer choice for each question*).

- Choose a student to read the tip out loud. Explain that when students are doing a multiple-choice task, it is better to try to find the answers in the text first before reading the multiple-choice answers.
- Give students the option of doing the exercise individually or with a partner. If the students work in pairs, they should discuss their answers with their partner.
- Check answers as a class. Ask different students to share and explain their answers.

### Answers

- 1 B (*People believe that this will help the crops on the island to grow.*)
- 2 D (*After a boy's first land dive, his favourite toy is thrown away to show that he is no longer a child.*)
- 3 A (*... you can't become a proper man without being a land diver.*)
- 4 C (*And the girls in my village are much more interested in me than they were before.*)
- 5 C (*... have to go through the terrible pain of the glove ceremony.*)
- 6 D (*My brother was saying encouraging things in my ear, ...*)
- 7 A (*I have to put on the bullet ant gloves twenty times in total.*)

The recording of the reading text [CD1 Track 06] may be played after the students have completed the reading tasks.



- 3 Ask a student to read the rubric. Point out that the students are told which paragraph to look in each time.
- Remind the students to think about context and gist. This will help the students identify the words they need.
  - The students can do the exercise individually.
  - Check answers as a class by reading the definitions and asking the students to say the word chorally.

### Answers

1 inspired, 2 crops, 3 coward, 4 panicked, 5 bruises, 6 bullet, 7 wasp

### Chatroom

- Ask the students to read the questions.
- Put the students in small groups to discuss the questions. Encourage the students to be as detailed as possible in their answers.
- Take feedback as a class.

### WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and to listen to the speakers.
- [www.spotlightradio.net/listen/becoming-an-adult](http://www.spotlightradio.net/listen/becoming-an-adult) is a site with lots of interesting information, including speakers talking about different traditions related to becoming an adult. The site allows you to listen to the speakers as well as read the transcript. The speakers are slow and clear so students will find them easy to understand.

### IWB Extra notes

#### Unit opener page

- Use the zoom tool to enlarge the photos and elicit the events. Then bring up the blog on the page for more discussion.
- Do Exercise 1 on the board with the class. Then move to Exercise 2.
- Use the masking tool to mask and unmask the words in the crossword and ask students to spot the definitions. Remember that the whiteboard is a visual tool and the visual approach makes the words more memorable for the students.

#### Reading

- Reading Exercise 1: Use the zoom tool to bring up the photos on the board to set the scene.
- Exercise 2: Develop reading skills by first focusing on the reading tip, using the highlighter to highlight the approach point by point. Then use the masking tool to hide all except the question, and take the students through the text, highlighting the relevant section on the board. Making the task more visual in this way engages the students in the learning process.
- Finally ask the students to look at the relevant section of the text on the board and make their choice, justifying their answers.



# Becoming an adult is never easy

'Can't you see that I'm not a child any more? What do I have to do to prove that I've grown up?' It's a question that is asked time after time by teenagers around the world, and in every culture there's a different answer.

- 1 For David, growing up on Pentecost Island in the South Pacific, the answer had always been clear. He had to become a land diver. Land diving is a tradition on Pentecost Island which inspired the better known sport of bungee jumping. Land diving, however, is much more dangerous.
- 2 Every year at a ceremony called Naghol, the men of the island jump off towers thirty metres tall, with long vines, not elastic, tied to their feet. A perfect jump is one in which the shoulders land gently on the ground. People believe that this will help the crops on the island to grow. If the vine is too short and the jumper's fall is stopped before the shoulders touch the ground, the jumper is considered a coward. If the vine is too long, the result can be serious injury or death.
- 3 As David climbed the tower, his mother watched from below. She was holding a toy car that he used to play with when he was younger. After a boy's first land dive, his favourite toy is thrown away to show that he is no longer a child.
- 4 'Before my jump, I felt very nervous,' remembers fourteen-year-old David. 'As a child, I always used to watch the land divers at Naghol. Every year someone would get an injury. For a second, I panicked. I thought about changing my mind ... but you can't become a proper man without being a land diver.'
- 5 David jumped. While the people down below were playing drums and singing, he fell head-first to the ground. Luckily, he landed safely and walked away with just a few bruises. And does he feel like a man now? 'Well, I certainly feel more mature,' he smiles. 'And the girls in my village are much more interested in me than they were before.'
- 6 The people of Pentecost Island are not alone in giving their adolescents a dangerous, painful or challenging task to prove their maturity. In the Amazon, the teenage boys of the Satere Mawé tribe have to go through the terrible pain of the glove ceremony. A pair of big ceremonial gloves are filled with 400 highly poisonous bullet ants. Bullet ants have their name for a reason: a sting from one of these two-centimetre-long ants feels like a gun shot. It causes thirty times the pain of a wasp sting.
- 7 Fourteen-year-old Mari recently went through this extraordinary ceremony. 'All my family was there with me, helping me and giving me advice,' he remembers. 'I had to keep the gloves on for ten minutes. The pain was unbearable and I wanted to scream, but that wasn't allowed. It was important not to make a noise in front of the rest of the tribe. I was being held up by my uncle and my older brother because I couldn't stand on my own. My brother was saying encouraging things in my ear, but I wasn't listening. The pain was too great. When the gloves were taken off, the pain didn't stop. The next three hours were the worst of my life. My hands were twice their normal size. Twenty-four hours later, though, I was fine.'
- 8 So, is Mari now seen as an adult by the rest of his tribe? 'Not yet,' says Mari with an uncomfortable smile. 'I have to put on the bullet ant gloves twenty times in total. I don't think I'll ever get used to that pain, but it's still worth it. After the twentieth time I'll be a man.'
- 9 Becoming an adult is rarely an easy journey, but it's easier in some places than in others. What would you do to prove you've grown up?

## 3 Find words or phrases in the article that match these meanings.

- 1 gave people an idea (paragraph 1) \_\_\_\_\_
- 2 plants grown for food (paragraph 2) \_\_\_\_\_
- 3 someone who isn't brave (paragraph 2) \_\_\_\_\_
- 4 felt so scared that it was impossible to think clearly (paragraph 4) \_\_\_\_\_
- 5 purple or brown marks on the skin, caused by falling or being hit (paragraph 5) \_\_\_\_\_
- 6 a small piece of metal that comes out of a gun (paragraph 6) \_\_\_\_\_
- 7 a yellow and black insect that stings (paragraph 6) \_\_\_\_\_

## CHATROOM

- What do you think of the ceremonies described in the article? Would you be interested in taking part?
- When do people officially become adults in your country? Do they have to behave differently after that? What are they allowed to do that they can't do before?



## WebSearch

[www.spotlightradio.net/listen/becoming-an-adult](http://www.spotlightradio.net/listen/becoming-an-adult)



## Vocabulary

### Words from the text

#### Word formation: nouns and verbs

- 1 Complete the table. You can find the words in the article on page 19.

	Noun	Verb
1	proof	
2	growth	
3		result
4	cause	
5		injure
6	dive	
7		shoot
8		advise

- 2 Complete the sentences with a word from Exercise 1.

- If you jump from too high, you might \_\_\_\_\_ your legs.
- I told you not to do it, but you never listen to my \_\_\_\_\_!
- The \_\_\_\_\_ of the town has been very fast. It was only a small village ten years ago.
- We've found some of his hair in the room. We've now got \_\_\_\_\_ that he was there.
- Please don't \_\_\_\_\_! Put the gun down before you do something that you'll regret!
- Your fantastic score in the test is a \_\_\_\_\_ of all your hard work this term.
- Sports injuries can sometimes \_\_\_\_\_ health problems in later life.
- Let's \_\_\_\_\_ off the boat and into the sea.

#### Collocations

- 3 Choose the best word to complete the sentences. Then look back at the text on page 19 to check.

- She dived head-\_\_\_\_\_ into the swimming pool.  
A down B first C ways D forward
- I suggest you bring a \_\_\_\_\_ of gloves with you.  
A couple B pair C double D two
- Have you got any cream to put on a wasp \_\_\_\_\_?  
A bite B sting C injury D hurt
- I don't like travelling on \_\_\_\_\_.  
A myself B own C my own D alone
- Sorry, I'm not coming after all. I've changed my \_\_\_\_\_.  
A choice B decision C thought D mind
- They don't enjoy playing with toys \_\_\_\_\_ more.  
A for B now C any D at
- We've been to the rainforest seven times \_\_\_\_\_ total.  
A in B at C on D for

## Time

### Times of day

- 4 Match the times of day with the definitions. Then say what you are usually doing at each time.

- |            |  |
|------------|--|
| 1 sunrise  | a twelve o'clock – also called 'midday'              |
| 2 dawn     | b the time when the sun disappears in the evening    |
| 3 dusk     | c the time of evening when it starts to get dark     |
| 4 sunset   | d the time when the sun first appears in the morning |
| 5 noon     | e the time of day when light first appears           |
| 6 midnight | f twelve o'clock, the middle of the night            |



### Expressions with time

- 5 Read the sentences and match expressions 1–8 with definitions a–h.

- They always get up **on time**.
- We arrived just **in time** to see the start of the film.
- You've been studying for hours. Take some **time off**.
- I'm studying **full time** at the moment.
- Next year she wants to work **part time** in a restaurant.
- Oh no! It's six o'clock already. How **time flies**!
- I enjoy going to the cinema **from time to time**.
- Time's up!** That's the end of the exam.

- sometimes \_\_\_\_\_
- time passes quickly \_\_\_\_\_
- at the right time \_\_\_\_\_
- less than thirty-five hours per week \_\_\_\_\_
- more than thirty-five hours per week \_\_\_\_\_
- early enough to do something \_\_\_\_\_
- time when you are not working \_\_\_\_\_
- there's no more time \_\_\_\_\_



# Vocabulary

## Words from the text. Word formation: nouns and verbs

- 1 Introduce the exercise by writing some nouns/verbs on the board and asking the students to provide the corresponding verb/noun. For example, write *imagine*, *write*, *work*, *think*, etc.
  - The students complete the exercise individually. Remind the students to look back at the text for help and point out that all the words they need are there.
  - Check answers by writing the table on the board and inviting students to come and fill in the gaps.

### Answers

1 prove, 2 grow, 3 result, 4 cause, 5 injury, 6 dive, 7 shot, 8 advice

- 2 The students are going to use the words from the table in Exercise 1 to complete the sentences. Remind the students that they need to think about both meaning and form.
  - Work through the first sentence as a class if you think it is necessary.
  - The students complete the exercise in pairs. Encourage them to explain their choices.
  - Check the answers by asking different students to read a sentence each.

### Answers

1 injure, 2 advice, 3 growth, 4 proof, 5 shoot, 6 result, 7 cause, 8 dive

## Collocations

- 3 Ask the students to read the rubric then tell you what they have to do (*choose the best word to complete each sentence from the four answer options*).
  - Have the students complete the exercise individually. Remind them to look back at the reading text for help to check their answers, but make sure they answer all the questions first.
  - Check the answers by asking the students to read out the sentences.

### Answers

1 C, 2 B, 3 B, 4 C, 5 D, 6 C, 7 A

## Time: Times of day

- 4 Start by asking the students to tell you what words they already know for times of day. Write their suggestions on the board.
  - Ask the students to complete the first half of the exercise (matching the times with the definitions)

in pairs. Then check answers to that part before the students move on to say what they are usually doing at each time of day. The second half of the exercise can be done in pairs or as a class.

### Answers

1 d, 2 e, 3 c, 4 b, 5 a, 6 f  
and students' own answers

## Expressions with time

- 5 Ask the students to read the rubric and to look through the sentences to notice the expressions in bold.
  - Put the students in pairs to do the exercise. Explain that they will be able to work out the meaning of most of the expressions from the context of the sentence.
  - Check the answers by reading out the sentences and asking the students to say the meaning of the expression each time.

### Answers

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

## Extra!

Go round the class saying one of the expressions to students and asking them to think of a sentence using that expression.

## IWB Extra notes

- Work quickly through these exercises on the board once.
- Then bring them up again later in the lesson and do them again with the class working in two teams, to fix the vocabulary in their minds. Remember that exercises on the whiteboard can be done as many times as you like in as many different ways as you like. The students are never bored by repetition!



- 6 Explain that the students will work out the meaning of the sentences and complete the gaps with expressions from Exercise 5.

- Students complete the exercise individually.
- Check the answers as a class.

### Answers

1 Time's up, 2 on time, 3 time off, 4 part time, 5 Time flies, 6 from time to time, 7 full time, 8 in time

### Dates

- 7 Spend a minute or two reviewing dates. Ask the students to each name a special date (their birthday, a holiday date, today's date, etc.).

- The students complete the exercise in pairs.
- Check answers by writing the dates on the board and asking students to come up and number them in order; each student adds one number.

### Answers

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

- 8 Explain that the students are going to do a quiz about time.

- Ask the students to complete the exercise in pairs. They will probably have to guess some of the answers but encourage the students to discuss the choices and think logically about them.
- Check the answers as a class by reading out the events and asking the students to say the dates.
- Ask students to identify the remaining times that have not been used. Write them on the board. Ask the students to write sentences for these times in their notebooks.

### Answers

1 b, 2 a, 3 g, 4 e, 5 i, 6 d

### Days out

- 9 Start by brainstorming places for days out. Write suggestions on the board. Ask the students to look at the pictures and say whether or not any of them match the places on the board.

- The students complete the exercise in pairs.
- Check answers as a class by calling out the number of the pictures and having the students say the name of the place.

### Answers

1 stadium, 2 museum, 3 aquarium, 4 art gallery, 5 bowling alley, 6 temple, 7 ice rink, 8 safari park, 9 concert hall, 10 beauty spot, 11 seaside resort, 12 zoo

### Extra!

Put the students in pairs. The students choose their three favourite places for a day out from the pictures. They have to agree, so encourage the students to negotiate and to try and persuade their partner of their choices.

- 10 Ask the students to read through the rubric silently to themselves.

- The students complete the exercise in pairs.
- Check answers as a class.

### Answers

- 1 a zoo has animals in enclosures; a safari park is very large and the animals are free to move around as they please
- 2 a fire is something that is burning; fireworks are special things that use fire to make them look impressive
- 3 a picnic is a meal made at home then taken somewhere else (often the countryside or beach) to eat; a meal out is usually a meal that's bought and eaten in a restaurant or café

### Chatroom

- Invite a student to read the questions in the box.
- Put the students in new pairs to complete the exercise. Remind the students to give five full reasons for their choices and encourage them to add personal examples and experiences of their own to illustrate their opinions.
- You could ask some pairs to share their ideas with the rest of the class.

Refer students to the Use Your English section on pages 128-129 of their books. This provides more practice of the vocabulary from both Units 1 and 2, using exam-style tasks.



## 6 Complete the sentences with expressions from Exercise 5.

- 1 \_\_\_\_\_, I'm afraid. Did you manage to finish?
- 2 The train didn't leave the station \_\_\_\_\_. It was ten minutes late.
- 3 They took some \_\_\_\_\_ last week and had a relaxing day on the beach.
- 4 He works \_\_\_\_\_ so he goes to work three days a week.
- 5 I can't believe it's so late! \_\_\_\_\_ when you're having fun!
- 6 She sees him \_\_\_\_\_, but not very often.
- 7 Their mum works \_\_\_\_\_, so she's out for most of the day.
- 8 We want to get home \_\_\_\_\_ to watch our favourite programme on TV.

## Dates

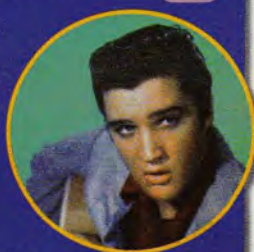
### 7 Put these times in the past into the correct order.

- a in the late 1950s
- b in the early twentieth century
- c the day before yesterday
- d in prehistoric times
- e in the first millennium BC
- f a decade ago
- g in 79 AD
- h the year before last
- i in the Middle Ages

### 8 Match these events to times from Exercise 7. Then write your own sentences for the remaining three times in your notebook.

**1** The first plane flew

**2** Elvis Presley became a famous singer



**3** The Italian volcano Vesuvius erupted

**4** The Olympic Games were always held in Greece

**5** People started eating with forks

**6** A lot of people lived in caves

## Days to Remember

2

### Days out

### 9 Match the words with the places 1-12.

bowling alley   safari park   ice rink   temple  
seaside resort   aquarium   beauty spot   zoo  
art gallery   stadium   concert hall   museum



1



2



3



4



5



6



7



8



9



10



11



12

### 10 Explain the difference between the following:

- 1 a **zoo** and a **safari park**.
- 2 a **fire** and **fireworks**.
- 3 a **picnic** and a **meal out**.

### CHAT ROOM

What places do you like going to on a day out with your friends or family? What places do you hate going to? Give reasons.



## Grammar

### Past simple and Past continuous

1 Read the grammar notes and complete the gaps.

#### Past simple

- a completed action at a specific time in the past  
I <sup>1</sup> \_\_\_\_\_ (go) to Pentecost Island last year.
  - a sequence of completed actions in the past  
He landed safely and <sup>2</sup> \_\_\_\_\_ (walk) away.
  - a past habit or regular past event  
In past years, David always <sup>3</sup> \_\_\_\_\_ (have) fun at Naghol.
  - a situation in the past  
I <sup>4</sup> \_\_\_\_\_ (feel) very nervous.
- Past simple passive: *The gloves were taken off.*

#### Past continuous

- an action in progress at a particular time in the past  
At the time of David's jump, his mother <sup>5</sup> \_\_\_\_\_ (hold) a toy car.
  - two actions in progress at the same time in the past  
My brother <sup>6</sup> \_\_\_\_\_ (say) encouraging things in my ear, but I <sup>7</sup> \_\_\_\_\_ (not listen).
  - an unfinished action interrupted by a short action  
While I <sup>8</sup> \_\_\_\_\_ (stand) there, I panicked for a second.
  - the background information in a story  
The people down below <sup>9</sup> \_\_\_\_\_ (play) drums and singing.  
David jumped.
- Past continuous passive: *I was being held up by my uncle.*

Remember! Stative verbs cannot be used in the past continuous.

See Grammar File, page 160.

2 Complete different people's memories below with the past simple or past continuous, active or passive.

## Embarrassing Moments

- Three weeks ago I <sup>1</sup> \_\_\_\_\_ (write) in my diary about a cute boy in my class. The next day, my sister <sup>2</sup> \_\_\_\_\_ (read) it to everyone in the lunch queue!
- I was acting in a very sad play at school and hundreds of people <sup>3</sup> \_\_\_\_\_ (watch) me. Suddenly my mobile phone <sup>4</sup> \_\_\_\_\_ (start) playing the *Star Wars* theme tune!
- When I was ten, my parents <sup>5</sup> \_\_\_\_\_ (be given) a pink car by my dad's boss. I <sup>6</sup> \_\_\_\_\_ (be driven) to school in it every day.
- As I <sup>7</sup> \_\_\_\_\_ (talk) to my teacher, I <sup>8</sup> \_\_\_\_\_ (call) her 'mum' by mistake.
- While we <sup>9</sup> \_\_\_\_\_ (visit) a forest on a school trip, I <sup>10</sup> \_\_\_\_\_ (climb) up a tree. Unfortunately, I <sup>11</sup> \_\_\_\_\_ (not manage) to climb down again!

3 Complete the text with the past simple or past continuous, active or passive.



Kate would never forget her Prom night.

Prom night is a big deal here in the USA. It's a party at the end of your last year at high school.

Before my Prom, I <sup>1</sup> \_\_\_\_\_ (drive) to my girlfriend Kate's house. She <sup>2</sup> \_\_\_\_\_ (still get) ready. An hour later, when she finally <sup>3</sup> \_\_\_\_\_ (come) downstairs, she <sup>4</sup> \_\_\_\_\_ (wear) a long red dress. She looked wonderful.

But then – disaster! As we <sup>5</sup> \_\_\_\_\_ (walk) to the car, I <sup>6</sup> \_\_\_\_\_ (not see) a step in the path. I <sup>7</sup> \_\_\_\_\_ (fall), and landed on the bottom of Kate's dress. The dress ripped. It <sup>8</sup> \_\_\_\_\_ (be ruined)!

The next few minutes were terrible. Kate <sup>9</sup> \_\_\_\_\_ (cry) and her dad <sup>10</sup> \_\_\_\_\_ (shout) at me. I felt really bad. Eventually, though, a dress <sup>11</sup> \_\_\_\_\_ (be borrowed) from Kate's cousin, and we could drive to the Prom. By the time we finally <sup>12</sup> \_\_\_\_\_ (arrive), all our friends <sup>13</sup> \_\_\_\_\_ (have) dinner. They were very pleased to see us – even if we were three hours late!

#### CHATROOM

- Describe an embarrassing moment in your life.



# Grammar

## Past simple and Past continuous

- 1 Start by asking the students to read through the grammar box.
  - Ask if any of the students think they can complete the gaps at this stage. If so, encourage them to do so.
  - Ask the students to say what we use each tense to talk about. Review the time phrases used with each tense (*yesterday, ago* etc for past simple and *at that moment, while* etc for past continuous). Review how to form the passive: object + verb *to be* in the past simple or past continuous + past participle of the main verb.
  - Read through the grammar box again with the students, one point at a time. Each time, ask the students which word completes the gap.
  - Reinforce the structure by asking students to think of their own sentences for each rule as you work through the material.

### Answers

1 went, 2 walked, 3 had, 4 felt, 5 was holding, 6 was saying, 7 wasn't listening, 8 was standing, 9 were playing

### Extra!

Read out the situations (*a completed action at a specific time in the past, etc.*) at random. Each time ask students for example sentences to match.

Refer the students to the Grammar File on page 160.

- 2 Explain that the students will use the past simple or continuous, active or passive forms, to complete the different people's memories.
  - Remind the students to think about the meaning and situation for each sentence as well as who the verb is being done by and whether it is active or passive.
  - The students complete the exercise individually.
  - Check answers by asking individual students to read the sentences, filling in the gaps.

### Answers

1 wrote, 2 read, 3 were watching, 4 started, 5 were given, 6 was driven, 7 was talking, 8 called, 9 were visiting, 10 climbed, 11 didn't manage

- 3 Explain that the students are now going to complete a longer text with the same tenses as in Exercise 2.
  - Ask the students to read through the text quickly to themselves to get the gist of it and start to think about tenses. Ask them to look at the cartoon

and say which part of the story it depicts (*the boy stepping on Kate's dress and ripping it*).

- Ask the students to complete the exercise individually.
- Check the answers by choosing students to read different sections of the text.

### Answers

1 drove, 2 was still getting, 3 came, 4 was wearing, 5 were walking, 6 didn't see, 7 fell, 8 was ruined, 9 was crying, 10 was shouting, 11 was borrowed, 12 arrived, 13 were having

## Chatroom

- Read the rubric and ask the students to think for a minute or so about an embarrassing moment they could describe.
- Invite volunteers to share their moments with the class.

### IWB Extra notes

- First bring up the grammar box and review the past simple and past continuous with the class. Then ask the class to fill the gaps in the table. If they give the incorrect tense, click on the link to the Grammar File and review the past simple and past continuous.
- Remind them of the rules and then click to show the answers.
- Work through Exercises 2 and 3 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for *used to* and *would*.
- For extra practice use the dark highlighter to blank out more verbs in the text in Exercise 6.



## used to and would

- 4 Start by asking the students to read through the grammar box.
  - Read through the grammar box again with the students, one point at a time.
  - Emphasise the difference in use between *used to* and *would* (*would* is only used for habits and events, not states), e.g. 'I would pass the house every day' is correct. 'I would live in Germany when I was young.' is not.
  - Reinforce the structure by asking students to think of their own sentences for each rule as you work through the material.

Refer the students to the Grammar File on pages 160-161.

- 5 Explain that the students will apply the grammar rules and choose the best answer option to complete each sentence.
  - The students can complete the exercise in pairs. Encourage them to discuss their answer choices and to refer back to the grammar box to identify which scenario each sentence relates to.
  - Check answers as a class by asking different pairs to share an answer, then asking if the others agree or not.

### Answers

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

## Back up your grammar

- 6 Explain that this exercise reviews the grammar the students have learned in this unit.
  - Explain that it is best for students to read through all gapped texts quickly before they try to complete them, so they have a full understanding of the gist.
  - The students complete the exercise individually. Remind them to think back to the rules in the grammar box if they are not sure which option to choose.
  - Check answers as a class by asking different students to read one section of the text each.

### Answers

1 started/began, 2 would, 3 to, 4 did, 5 was, 6 used, 7 was, 8 got

Refer students to the Use Your English section on pages 130-131 of their books. This provides more practice of the grammar from both Units 1 and 2, using exam-style tasks.

## Chatroom

- Ask the students to read through the questions in the box as a class.
- Put the students in small groups to talk about the topics.
- If there is time, invite some groups to share their answers with the class. See if there are any common favourite films or TV shows.



## used to and would

### 4 Read the grammar notes.

#### used to + infinitive

- a past habit or regular past event

*As a child, I always **used to watch** the land divers at Naghol.*

- a past state

*He **used to be** a good friend of mine.*

#### would + infinitive

- a past habit or regular past event (but NOT a past state)

*During my childhood, someone **would get** an injury every year.*

#### be used to + -ing form

- to say that something is no longer strange because we have experienced it so often

*I'm **used to seeing** enormous insects. I've lived in the rainforest for years.*

*get used to* means *become used to*.

*I'll never **get used to** that pain.*

See Grammar File, pages 160–161.

### 5 Choose the best word or phrase, A, B, C or D to complete the sentences.

- Rich Americans living in the north of the USA \_\_\_\_\_ to like their cold winters.  
A didn't use                      C wasn't used  
B wouldn't                      D didn't used
- Some of them \_\_\_\_\_ come and spend the winter in a small Californian village called Hollywood.  
A used                              C would  
B got used to                      D didn't use
- New York \_\_\_\_\_ be the centre of the American film industry back then.  
A was used to                      C would  
B used to                              D use to
- The first film makers arrived in Hollywood in 1910, and they soon \_\_\_\_\_ to the friendly people and the long sunny days.  
A get used                              C used  
B got used                              D be used
- The first films with sound were made in the late 1920s. They amazed their audiences, who \_\_\_\_\_ to silent films.  
A used                                  C get used  
B would                                  D were used
- The first Disney film, *Snow White*, was released in 1938. Did you \_\_\_\_\_ enjoy watching Disney films when you were a little kid?  
A used to                              C use to  
B would                                  D get used to

## Days to Remember

2

### Back up your grammar

- 6 Read the text. Complete each gap with **one** suitable word. Don't forget to read the whole text before you complete the gaps.

## Shia LeBeouf



is now a famous Hollywood actor, star of the latest *Indiana Jones* and *Transformers* films,

but he <sup>1</sup> \_\_\_\_\_ his

show business career at the age of ten, telling jokes in comedy clubs.

Every weekend he <sup>2</sup> \_\_\_\_\_ go surfing. One of his surfing friends always used <sup>3</sup> \_\_\_\_\_

have cool stuff – new games consoles, new shoes, new watches. Shia <sup>4</sup> \_\_\_\_\_ not have any of these things, and he was jealous. He found out that his friend acted in a TV show and Shia decided to try something similar.

A few days later he walked into an agent's office, and before long he <sup>5</sup> \_\_\_\_\_ chosen to be the star of the Disney TV show *Even Stevens*. It was challenging at first because he wasn't <sup>6</sup> \_\_\_\_\_ to the long working days. When he <sup>7</sup> \_\_\_\_\_ filming, he hardly saw his parents. But he soon <sup>8</sup> \_\_\_\_\_ used to it.

### CHATROOM

- What were your favourite films and TV shows when you were little? What did you use to enjoy most about them?
- Talk about a big and exciting change in your life. What was life like for you before and after that moment? How did you adapt to your new life?

More practice on pages 130–131.

23



## Listening

Logged in



**LizzieLu**

I'm really looking forward to New Year's Eve. I'm going to a friend's house to celebrate. At midnight, they're going to have a fireworks display in the garden. I can't wait! What do you usually do at New Year?

More soon ... Watch this space.

### Listening 1

- 1 You are going to hear a radio programme describing the first moments of the twenty-first century. Listen and complete the sentences.

#### Listening Tip: sentence completion

Read the sentences before you listen and try to guess what kind of information is missing: a person's name, a place name, a date ...?

Kiribati was the  1 place to celebrate the new millennium.

There was a big  2 display in Sydney, Australia.

There was a  3 for two thousand couples in Bangkok, Thailand.

In Germany,  4 were born in different millennia.

The world's first millennium baby was born in a city in  5.

The baby's parents didn't want to talk to people who worked for  6.

Many people were worried about the problems that  7 might cause.

There weren't a lot of people travelling by  8 that night.

A German man was paid lots of money by his  9.

At a video store in the USA, there was some confusion about which  10 it was.

### Listening 2

- 2 You are going to hear Emma talking about what she did on New Year's Eve, 1999. Listen to the conversation and the questions, then choose the best answers, A, B or C.



#### Listening Tip: multiple choice

Look at the possible answers before you listen, and try to guess what sort of question it might be: *What ...? How ...? Who ...? Why ...?* or a *yes/no* question.

- 1 A ride on a big wheel  
B visit relatives in London  
C buy tickets to a concert
- 2 A angry B embarrassed C excited
- 3 A Her grandparents bought them.  
B Her mother won them.  
C Her friends changed their minds about going.
- 4 A Yes.  
B No, because the wheel wasn't safe.  
C No, because Emma and her mother weren't well.
- 5 A have a meal out in London  
B buy some fireworks  
C have fun at home
- 6 A by boat B by car C by train
- 7 A a meal in a restaurant  
B some food from a shop  
C some fruit
- 8 A They were all friendly.  
B They were all from London.  
C They were all from other countries.
- 9 A rainy B snowy C cold
- 10 A very colourful B quite short  
C not very good

#### CHATROOM

What traditions are associated with New Year's Eve in your country?



#### WebSearch

www.everything2000.com



# Listening

## Pre-listening

- Have a brief class discussion about parties. Invite some students to share descriptions of the best party they have ever been to. If the students prefer, they can describe their ideal/dream party instead.

## Blog

- Ask the students to read LizzieLu's blog. Put the students in small groups to discuss what they do at New Year. Allow two minutes for this activity.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

### 1 [CD 1 Track 07 Audioscript page T178]

- Explain that the students will hear an extract from a radio programme and then complete the sentences.
- Choose a student to read the tip out loud. Explain that the more information the students have about the kind of information they need in each gap, the easier it will be to complete the sentences as they listen.
- Point out that the students will hear the conversation twice.
- Allow time for the students to read through the gapped text.
- Play the CD all the way through once.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

1 first, 2 fireworks, 3 wedding ceremony, 4 twins, 5 New Zealand, 6 newspapers, 7 computers, 8 planes, 9 bank, 10 year

### Extra!

Ask students how old they were and where they were at the start of the millennium.

## Listening 2

### 2 [CD 1 Track 08 Audioscript page T178]

- Explain that this time the students are going to listen to a girl called Emma talking about what she did on New Year's Eve, 1999. Explain that the interview is in several parts, with two or three questions after each part. The questions themselves are recorded but are not printed on the page; only the answer options are shown.

- Choose a student to read the tip out loud. Explain that if the students read the answers and think about what sort of questions they may hear, they will be better prepared for the exercise.
- Allow time for the students to read through the answer options.
- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time for the students to complete the answers.
- Check the answers as a class, replaying parts of the CD as necessary.

### Answers

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

## Chatroom

- Ask the students to read the question in the *Chatroom* box.
- Discuss the question as a class.

## WebSearch

- <http://www.everything2000.com> is a site with lots of information on everything to do with the year 2000 with resources on events, news and products.

## IWB Extra notes

- Exercise 1: use the zoom tool to bring up the text on the board and ask students to write in the gaps what they would expect to hear. You will have already told the students of the importance of the following points, but seeing them on the board is what makes the process real to them. When they fill in the gaps they need to see that what they suggest is:
  - a) logical – it makes sense
  - b) grammatically appropriate
  - c) only a few words
- After doing the task, ask students to write their answers on the board. Elicit from the class that they meet the above criteria before checking answers on the board.
- Exercise 2: after doing the task, bring up the audioscript while checking answers to show the underlined answer justifications.



## Speaking

### Comparing pictures

- 1 Read the rubric and make sure the students are clear about what they are going to do.
  - Put the students in pairs and ask them to discuss and agree on their lists of the three most important things. Encourage the students to agree and disagree with each other and to use persuasion.
  - Take feedback from as many pairs as possible.

#### Extra!

If there's time, have a class vote to find the most important three things.

- 2 [CD 1 Track 09 Audioscript page T179]

- Ask the students to look at the photos. Elicit a brief description of each one.
- Explain that the students are going to listen to a student comparing the photos and decide which two photos she is talking about.
- Play the CD. Ask the students to choose the two photos.
- Check the answers as a class. Encourage students to explain how they made their choices.

#### Answers

Pictures A and C (*the speaker refers to meals so we can eliminate picture D; the speaker says the people in the pictures are having meals, so we can eliminate picture B*)

#### Extra!

Ask students which of the celebrations they would prefer to go to and why.

- 3 [CD 1 Track 10 Audioscript page T179]

- Explain that the students are going to listen to the speaker again in order to complete the table.
- Allow time for the students to read the table and familiarise themselves with the headings.
- Play the CD again. Ask the students to complete the table.
- Check the answers as a class.

#### Answers

**Similarities:** having a meal, people look happy

**Differences:** one inside and one outside, one teenagers and one people of different ages

**Whose birthday she thinks it is – first picture:** the girl on the left; **second picture:** the man with grey hair

**Which celebration she would prefer to go to, and why** – the restaurant – she thinks you can have more fun with friends and the food is better.

- 4 Explain that the students are now going to compare photos A and D, and photos B and C.

- Choose a student to read the tip out loud. Explain how important it is to always read the instructions carefully. Point out that a minute can feel like a long time and that students should practice speaking for that long as often as possible.
- Go through the Language Upload box. Read through each section with the students. Each time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Describing a picture*, they could add *Some of the people are ... / None of the people are ...*
- The students complete the exercise in pairs. Remind them to use as many phrases from the Language Upload box as possible.

#### IWB Extra notes

- Ask students to complete the table in Exercise 3 on the board.
- Bring up the Language Upload and rehearse the task from Exercise 2 with the class, pointing at the appropriate language from the box.
- Then ask them to do the task, leaving the Language Upload on the board for reference.



## Speaking

### Comparing pictures

1 What makes a birthday fun? Work with a partner and try to agree on the three most important things.

- a being with your best friends
- b getting some cool presents
- c being with your family
- d having a special meal
- e having a big party
- f doing an activity that you don't often do
- g staying up late

2 Look at these photos of different birthday celebrations. Listen to a person doing the task below and decide which two photos she is talking about.

Compare these two photos of birthday celebrations. Whose birthday do you think it is? Which celebration would you prefer to go to, and why?



A



B



C



D

## Days to Remember

2

3 Listen again and complete the table.

Similarities	
Differences	
Whose birthday she thinks it is	
First picture:	
Second picture:	
Which celebration she would prefer to go to, and why	

4 Now read the task in Exercise 2 again and take it in turns to compare photos A and D and B and C. Use the Language Upload box to help you.

### Speaking Tip: comparing pictures

Read the task carefully before you start speaking. Make sure you cover all parts of the task.

You have to speak for about one minute.

Think about the similarities and differences in: the people, the place, what they are doing, how they feel.

## Language Upload

### Describing a picture

The picture shows ...

The people in the picture look happy.

They seem to be having a great time.

In the background / foreground ...

In the top left hand corner there's ...

At the bottom of the picture you can see ...

### Talking about similarities and differences

Both the pictures are of ...

In one picture, ... In the other (picture), ...

In the first picture, ... In the second (picture), ...

### Taking a guess

I'm guessing it's ... 's birthday.

I don't think it's ... 's birthday.

It's probably ... 's birthday.

### Expressing a preference and a reason

I think I'd prefer to be at ...

I'd definitely rather go to ...

... because I'm not too keen on ...

... because I've never been to a party like that before.

... because ... is better than ...



## Writing: Letter to a newspaper

Before you write

- 1 Read the newspaper extract and the task below. Then answer the questions.

### The Daily Times Best London Museum Competition

The *Daily Times* is sponsoring a competition to find the best museum in London. We want readers to tell us about their favourite museum and explain its appeal. Please send your nomination to the editor.

Write a letter to the editor of the *Daily Times*. Name the museum that you think should win the competition. Describe your experience(s) at the museum. Start your letter 'Dear Editor' and write 140–180 words.

- 1 Who or what can win the competition?
- 2 Who are you going to write to?
- 3 What information should your letter contain?
- 4 Should you use formal or informal language in your letter?

- 2 Read Rick's letter. Complete each gap with the correct sentence.

- a This was really fascinating.
- b I am writing to nominate Madame Tussauds for the Best London Museum Competition.
- c I would thoroughly recommend it to anyone.
- d We had to walk through a dark room where scary-looking actors were hiding.



Dear Editor,

Madame Tussauds has life-size wax statues of the world's most famous people: Hollywood stars, sports stars, politicians and musicians. I went last year with a group of friends and it was a fantastic experience.

The great thing about it was that we could touch the statues and ask our friends to take photos of us with our favourite celebrities. We were also impressed with the Chamber of Horrors. \_\_\_\_\_ The actors would jump out at us suddenly and give us the shock of our lives. It was terrifying, but fun too. Another aspect of the visit that we particularly enjoyed was the 'Spirit of London' section, where we learnt about the history of the city from the sixteenth century to the late 1980s. \_\_\_\_\_ All in all, Madame Tussauds is a brilliant place for a day out. \_\_\_\_\_

Yours faithfully,

Rick

- 3 Complete Rick's plan for his letter.

## Writing Plan



Paragraph 1	Explain your reason for writing	<ul style="list-style-type: none"> <li>• Dear ...</li> <li>• nominate _____ for competition</li> </ul>
Paragraph 2	Brief introduction to the place	<ul style="list-style-type: none"> <li>• life-size wax _____</li> <li>• Hollywood stars, sports stars, _____, musicians</li> <li>• fantastic experience</li> </ul>
Paragraph 3	Say what was good about the place	<ul style="list-style-type: none"> <li>• touch the statues</li> <li>• take _____ with the statues</li> <li>• Chamber of Horrors, with scary-looking _____</li> <li>• 'Spirit of London' section</li> </ul>
Paragraph 4	Summarise your impression of the place and close	<ul style="list-style-type: none"> <li>• a _____ place for a day out</li> <li>• Yours faithfully, ...</li> </ul>



# Writing: Letter to a newspaper

## Warm-up

Start the lesson by having a brief discussion about newspapers. Do the students ever read a newspaper? An English one? What do the students think of newspapers generally?

## Before you write

- 1 Allow time for the students to read through the newspaper extract and the task. Then ask the students to read the questions and think about their answers.
  - Invite students to share their answers.

### Answers

1 a museum in London, 2 the editor, 3 a description of your experiences at the museum, 4 formal

- 2 Explain that the students are going to read Rick's letter and replace the missing sentences. Remind them to look for clues in the sentences before and after the gaps.
  - Allow time for the students to complete the exercise.
  - Check the answers as a class.

### Answers

1 b, 2 d, 3 a, 4 c

- 3 Start by looking again at the model letter in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the letter:

In which paragraphs does Rick say why he is writing? (*paragraph 1*)

Where does Rick say he recommends the museum to anyone? (*paragraph 4*)

Does Rick talk about what he did at the museum? (*Yes, he does.*)

Does Rick use a lot of adjectives to describe the museum? (*Yes, he does.*)

- Each time they answer, ask the students to read the relevant sentence(s) from the letter.
- Ask the students to complete Rick's plan individually. Remind them to look back at the model letter for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

## Answers

Paragraph 1: Madame Tussauds

Paragraph 2: statues, politicians

Paragraph 3: photos, actors

Paragraph 4: brilliant

## IWB Extra notes

- It is very important that the class understand the structure of a letter or email and the enlargement of the model on the board makes this much easier.
- After going through the task in Exercise 1, bring up the model on the board and fill the gaps with the class. Use different colours to highlight each paragraph and elicit what each paragraph is about.
- Then bring up the Writing Plan and check answers.
- Go back to the model and ask students to highlight the connecting words before completing Exercise 5.
- After reading the writing task in Exercise 6, bring up the Memory Flash and work on the board with the students to help them with their homework task. Move back to the Writing Plan when necessary to remind them of the plan. This will make their homework task simple and achievable.



- 4 Start by going through the information about connecting words with the students. Read the phrases one at a time, and ask the students to read the example sentence each time.
- Point out that we use these phrases when we are summarising.
  - Ask the students to find which phrase is in the article.

**Answer**

All in all

- 5 Ask the students to read the rubric and check understanding.
- Ask the students to do the exercise individually.
  - Check the answers as a class.

**Answers**

1 To, 2 In, 3 things, 4 All, 5 To, 6 In

**Time to write**

- 6 Explain that the students are now going to prepare to write their own letter.
- Check that everyone has thought of a suitable place to write about.
  - The students then make their plan. The students could do this in pairs but if it's appropriate, encourage them to work individually on this so they get used to writing plans on their own.
  - Remind the students to look back at Rick's plan and to use similar ideas.
- 7 Refer the students to the Memory Flash. Remind the students that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class.
- Choose a student to read the tip out loud. Point out that it is always important to use the correct tone of language when writing letters. In a formal letter, the students must not be chatty and they shouldn't use abbreviations.
  - Remind the students that they can use the model letter to help them as well as their writing plan and the phrases in the Memory Flash. They should also try to use as much of the grammar and vocabulary of the unit as possible in their letters.
  - If there is time in the lesson, the students can write or start to write their letters. However, it might be best to set this as a homework task so that the students have plenty of time to think about their letters without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

**Model answer: letter to a newspaper**

Dear Editor,

I'm writing to nominate Longleat Safari Park for your Best Days Out website.

Longleat is a safari park in Somerset, with lots of lions and tigers and other beautiful animals. I went there last year with my family and it was a fascinating experience.

The great thing about it was that we could drive into the areas where the different animals live. There were no bars between us and the animals, and we didn't get tired as we usually do at a zoo. We were also impressed with the informative CD which came with our tickets and told us lots of facts about the different species. Another aspect of the visit that we particularly enjoyed was our time with a group of monkeys. There were monkeys of every age, including tiny babies, and they climbed all over our car. We were able to take some great pictures.

All things considered, Longleat is a brilliant place for a day out. I would thoroughly recommend it to anyone.

Yours faithfully,

Bethany

[168 words]



- 4 Which of the phrases in bold can you find in Rick's letter?

## Connecting words

### Summarising

**All in all**, I would thoroughly recommend it.

**To sum up**, it's a place that everyone can enjoy.

**In conclusion**, I believe that there's no better museum in London.

**All things considered**, it's a fantastic day out for the whole family.

**In short**, the play is not appropriate for young children.

**To conclude**, I wasn't impressed by the book.

- 5 Complete the gaps with one suitable word.

- \_\_\_\_\_ sum up, it's a fantastic film in every way.
- \_\_\_\_\_ conclusion, my visit to the museum was one of the worst experiences of my life.
- All \_\_\_\_\_ considered, I won't be going back to the bowling alley soon.
- \_\_\_\_\_ in all, the new safari park is superb for all the family.
- \_\_\_\_\_ conclude, Mrs Johnston was by far the best teacher I'd ever had.
- \_\_\_\_\_ short, the performance could have been better.



## Memory Flash



### Opening a formal letter

Dear ...,  
I am writing to nominate  
... for ...

### Saying what was good about a place

The great thing about it  
was that we could ...

We were also impressed  
with ...

Another aspect of the  
visit that we particularly  
enjoyed was ...

### Making recommendations

I would thoroughly  
recommend it to anyone.

It is a brilliant place for a  
day out.

### Closing a formal letter

Yours faithfully,

Yours sincerely,

## Days to Remember

2

### Time to write

- 6 Read the writing task below. Then make a plan for your letter, using the plan opposite to help you.



### The Daily Times Best Days Out Website

The *Daily Times* is creating a new website covering the best places for days out in your region. We want readers to tell us about their favourite place for a day out and explain its appeal. Please send your nomination to the editor.

Write a letter to the editor of the *Daily Times*. Name your favourite place for a day out in your local area. Describe your experience(s) there. Start your letter 'Dear Editor'.

- 7 Now write your letter (140–180 words). Use the Memory Flash and the Connecting words box to help you.

### Writing Tip: formal letters and emails

Remember to use formal language, especially when you close your letter. Use *Yours faithfully* if you don't know the name of the person you are writing to, and *Yours sincerely* if you use their name.



## Revision 2



## Vocabulary

1 Circle a word or phrase in the second sentence so that it has a similar meaning to the first sentence.

- 1 I don't have to study during the school holidays.  
I can have some **part time / time off / time up** during the school holidays.
- 2 I really hate this.  
This is **unbearable / brilliant / spectacular**.
- 3 In European culture, few people get married as teenagers.  
There aren't many weddings between **adolescents / tribes / pairs** in European culture.
- 4 He was born in 1998.  
He was born **in the early 1990s / in the 19th century / more than a decade ago**.
- 5 I was bored by the TV show.  
The TV show was **fascinating / dull / painful**.
- 6 I was late, so I didn't see the first part of the concert.  
I didn't arrive **in / on / from** time to see the first part of the concert.
- 7 Everyone liked the ceremony.  
The ceremony was **relaxing / challenging / popular**.

2 Complete each mini-dialogue with a suitable word.

- 1 A You said you'd come to that new art \_\_\_\_\_ with me today.  
B Oh, sorry. I've changed my \_\_\_\_\_. I'm going to the ice \_\_\_\_\_ with Ellie instead.
- 2 A The train arrives at twelve o'clock.  
B Twelve midnight or twelve \_\_\_\_\_?
- 3 A You can get a lot of people into a concert \_\_\_\_\_.  
B Maybe, but you can get more into a football \_\_\_\_\_.
- 4 A He's a farmer, isn't he? Does he work hard?  
B He works from \_\_\_\_\_ to \_\_\_\_\_.  
Whenever there's daylight, he's working.

3 Complete the text with the correct form of the word in capitals.

- 1 In races, you should start running when you hear a \_\_\_\_\_ from a gun. SHOOT
- 2 Milly has always found running races very \_\_\_\_\_. MOTIVATE
- 3 She was the fastest runner in her class until she got a foot \_\_\_\_\_. INJURE
- 4 When she hurt her foot, her doctor \_\_\_\_\_ her to stop running for three months. ADVICE
- 5 While she was resting, she read a very \_\_\_\_\_ book about sport psychology. INFORMATION

- 6 When she started running again, the \_\_\_\_\_ in her self-confidence was amazing. GROW
- 7 Milly's extraordinary success is \_\_\_\_\_ that a book can change lives. PROVE

## Grammar

4 Complete the text with the past simple or past continuous.

When I was younger, we <sup>1</sup> \_\_\_\_\_ (go) to the park every year on 5th November to celebrate Bonfire Night. We <sup>2</sup> \_\_\_\_\_ (always enjoy) ourselves there ... until two years ago. That year we <sup>3</sup> \_\_\_\_\_ (have) a new dog, Pogo, and we <sup>4</sup> \_\_\_\_\_ (decide) to take him with us. While we <sup>5</sup> \_\_\_\_\_ (watch) the fireworks, Pogo <sup>6</sup> \_\_\_\_\_ (run) away because the loud noises <sup>7</sup> \_\_\_\_\_ (scare) him. We <sup>8</sup> \_\_\_\_\_ (look) for him for ages before we finally <sup>9</sup> \_\_\_\_\_ (find) him. He <sup>10</sup> \_\_\_\_\_ (hide) under our car. Poor Pogo! He really <sup>11</sup> \_\_\_\_\_ (not like) those fireworks.

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- 1 Were you at the cinema last night?  
**go**  
\_\_\_\_\_ to the cinema last night?
- 2 This hot weather is becoming normal for us.  
**getting**  
We are \_\_\_\_\_ this hot weather.
- 3 She met some nice people during her visit to Norway.  
**while**  
She met some nice people \_\_\_\_\_ visiting Norway.
- 4 It still feels weird living in my new house.  
**used**  
I'm still \_\_\_\_\_ living in my new house.
- 5 Every Saturday, I watched the football with my dad.  
**would**  
Every Saturday, \_\_\_\_\_ the football with my dad.
- 6 At the time of the accident, he was having a shower.  
**when**  
\_\_\_\_\_, he was having a shower.



# Revision 2

## Vocabulary

- 1 Ask the students to read through the sentences and the word options. Point out that the students need to take clues from the rest of the sentence in order to work out which word choice is correct each time.
  - The students complete the exercise individually.
  - Check the answers by asking different students to read out a sentence each.

### Answers

1 time off, 2 unbearable, 3 adolescents, 4 more than a decade ago, 5 dull, 6 in, 7 popular

- 2 Ask the students to read the mini dialogues, think about the meaning and think of the words needed to complete each one.
  - Check the answers as a class.

### Answers

1 A gallery, B mind, rink, 2 midday, 3 A hall, B stadium, 4 dawn, dusk

- 3 Explain that the students will complete the sentences with the correct form of the words given. Remind them to think about meaning and structure.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

1 shot, 2 motivating, 3 injury, 4 advised, 5 informative, 6 growth, 7 proof

## Grammar

- 4 Ask the students to read the rubric and tell you which tenses they are going to use (*past simple or past continuous*).
  - The students do the exercise individually. Check the answers as a class.

### Answers

1 went, 2 always enjoyed, 3 had, 4 decided, 5 were watching, 6 ran, 7 scared, 8 looked, 9 found, 10 was hiding, 11 didn't like

- 5 Explain that the students will complete the second sentences using the word given and up to four other words. Remind them that the second sentence must have a similar meaning to the first sentence.

- The students complete the exercise in pairs. Encourage the students to discuss the answers.
- Check the answers as a class.

### Answers

1 Did you go, 2 getting used to, 3 while she was, 4 not used to, 5 I would watch, 6 When the accident happened

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 2. See if there is anything the students would like to go over again before you leave Unit 2 and move on to Unit 3.



# Fact or Fiction?

## Unit objectives

**Topic:** stories, facts or fiction

**Reading:** read a short story in order to replace missing sentences and answer multiple choice questions

**Vocabulary:** stories, verb-noun collocations, compound words, adverbs, verbs – ways of looking, ways of speaking, ways of walking, verbs + prepositions

**Grammar:** Present perfect simple and Present perfect continuous, Past perfect simple and Past perfect continuous

**Listening:** listen to a news item to write what you hear, listen to a radio programme in order to choose phrases to complete sentences

**Speaking:** exchanging information, making and justifying choices, discussing opinion questions

**Writing:** a story

## Unit title

Write the unit title on the board. Ask the students to explain the difference between fact and fiction (*facts are true and fiction is imaginary*).

## Blog

- Ask for a volunteer to read SuperDan's blog as a class. Check understanding.
- Put the students in pairs to discuss whether they prefer true stories or fiction and why.

## Vocabulary Starter

### Stories (1)

## Warm up

Spend a minute or two having the students look at the photos and saying which one they like best and why. Avoid going into detail about the types of story each image illustrates (as they will talk about this later).

1

### Answers

(clockwise from top left) picture 1 – science fiction (sci-fi), picture 2 – historical novel, picture 3 – thriller/horror story, picture 4 – romance, picture 5 – fantasy/fairy tale

2

### Answers

1 heroine, 2 a villain, 3 setting, 4 a superhero, 5 revenge, 6 fiction

3 Explain that the students are going to do a quiz.

- The students can work in pairs and take turns to ask their partner a question. The students should each answer for themselves (rather than having to agree on answers).
- Either the students can check their own answers or you can check the answers as a class by asking students to read the scenarios one at a time. Each time, have a show of hands for *Fact* then a show of hands for *Fiction* before clarifying the correct answer (from page 125 of the Student's Book).

### Answers

- 1 FACT. This happened to the future King Hussein of Jordan in 1951. His grandfather, who had told him to wear the medal, was killed in the attack.
- 2 FICTION. Many New Yorkers believe it is fact, however.
- 3 FICTION. This is one of the most famous stories from Ancient Greece. Most historians believe that there really was a long war between the Greeks and the Trojans, but no details are known.
- 4 FACT. The first flies went into space in 1947, followed by the first monkey in 1948.
- 5 FICTION. The famous sixteenth century play by William Shakespeare was based on this story, which first appeared in fifteenth century Italian writings.

## Chatroom

- Ask a student to read the questions. Check understanding.
- Put the students in small groups to talk about the questions.
- Take feedback as a class. Go through the responses to the second question together – there are no right/wrong answers here as long as the students can reasonably justify their choices.

## Round up

Take a vote on some of the favourite stories the students talked about in the *Chatroom* activity. Find the class favourite.

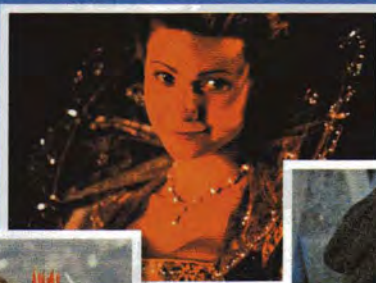


SuperDan Logged in

Everyone loves a good story - but what do you prefer?  
Fiction, or true stories?



## Fact or Fiction?



3 Do the quiz. Choose **fact** or **fiction**, then check your answers on page 125.

### Vocabulary Starter

#### Stories (1)

1 Which types of story do you think the photos illustrate? Which do you like to read?

adventure story horror story fairy tale  
science fiction (sci-fi) thriller  
historical novel romance detective story  
biography autobiography comic book fantasy

2 Circle the correct word. Then make sentences about the other words. Use your dictionary to help you.

- The main female character in a story is called the **hero** / heroine.
- A bad character in a story is called a **villain** / a vampire.
- The time and place of a story is called the **plot** / setting.
- A person with extraordinary powers is an **alien** / a superhero.
- If you do something bad to someone because they've done something bad to you, you take **revenge** / victims.
- A story about people that don't really exist is **fact** / fiction.

## Fact or Fiction?

- A 15-year-old future king narrowly escaped death when a bullet hit the medal that he was wearing on his chest. **Fact** Fiction
- Alligators have for many years been living in the dark, wet tunnels under the city of New York. **Fact** Fiction
- The Greeks won their ten-year war against the Trojans by hiding in a wooden horse. **Fact** Fiction
- The first two types of creature that travelled from our planet into space were flies and monkeys. **Fact** Fiction
- Italian teenagers Romeo and Juliet got married in secret because their families hated each other. **Fact** Fiction

### CHATROOM

- Talk about one of your favourite stories: mention the type of story, setting, characters and plot.
- If you were writing stories based on the sentences in Exercise 3, what type of story would you choose for each one?





## Reading

Logged in



SuperDan

I love stories about superheroes. I've been reading a fantastic comic book about people who can fly, change their shape and freeze time - but I can't decide which superpower is the coolest. Have you got a favourite superhero? Who? If you could have one superpower, what would it be?

More soon ... Watch this space.

- 1** You are going to read a short story. Six sentences have been removed from the text. Choose from sentences A-G the one which fits each gap (1-6). There is one extra sentence that you do not need.

### Reading Tip: missing sentences

Use the nouns and pronouns in the sentences to help you. The pronouns often refer to people and things that have been mentioned in the previous sentence. The nouns may be referred to again in the following sentence.

- A He paid her well.
- B With her extraordinary powers, she felt no pain.
- C She pushed a pot of paint off her desk, then focused her mind.
- D In horror, Nina realised that the woman was talking to her.
- E Anyone who failed it had to do extra work every night for a month.
- F He was like a man in a photograph.
- G Nina saw the car centimetres from the boy's nose, and focused her mind.

30

## Freeze

Nina was fourteen when it first happened. She'd been at her cousin's wedding all weekend and hadn't studied for Mr Emsworth's Geography test.

'Conrad's much better looking than Robbie.'

'Yeah, but he can't sing.'

Waiting for Mr Emsworth's lesson, Nina hardly listened to her friends' conversation about the latest talent show on TV. She was too worried about the test. 'I need more time. I haven't done enough revision ... more time,' she thought. The words went round and round inside her head like a dog chasing its tail.

And then it happened. One minute her friends were arguing about the competition, and the next minute they had stopped mid-sentence, open-mouthed. Frozen. She stared at them, not understanding. She glanced into the classroom. Mr Emsworth was there, walking towards the classroom door. Except, he wasn't moving. A statue. One foot was in the air ready to take another step. Nina got out her books hurriedly and spent a few hours reading her geography notes. Then finally she started to relax. She scratched her ear.

'... His singing's really bad! It's not surprising no one voted for him.'

Her friends were back. The conversation went on as if it had never stopped. Mr Emsworth called them into the classroom to start the test. It was not too difficult now that Nina had studied for it. It was lunchtime before Nina could talk to anyone about what had happened.

'While we were waiting outside Mr Emsworth's classroom, did you notice anything strange?' she asked her best friend Jaz.

'What, apart from people liking Robbie more than Conrad?'

'Yeah. I ... well ... time seemed to ...'

'Come on, Nina. Tell me later. Let's get some lunch.'

There never was a right time to talk to anyone about it. 'Time stopped, and I studied for the test for three hours that didn't exist.' She could imagine Jaz's response. 'Nina, stop being weird. You've been reading too many sci-fi stories.'





## Reading

### Pre-reading

Have a short class discussion about the cartoon picture. Ask the students who the superheroes are, what their powers are and which one they like best (and why).

### Blog

- Ask a student to read SuperDan's blog.
- Put the students in small groups to talk about which super power they would like to have and why.
- Take feedback as a class. Find out if there is one power that is more popular than the others.

#### Background

- The first really famous superhero was *Superman*. He appeared for the first time in 1938. There had been a couple of superheroes before that (*The Shadow* 1931, *The Phantom* 1936).
- Superheroes usually use their powers to help the police fight crime. They are always good guys.
- Superheroes often have hidden identities so their everyday friends and colleagues do not know who they 'really' are (e.g., *Superman* was Clark Kent, a geeky-looking newspaper reporter).
- Most superheroes have a special costume and at least one special power. Many of them also have an instrument, machine or car (*Batman – the Batmobile*, for example) that helps them in their fight for good and justice. These gadgets are usually very ultra-modern and high-tech – often hidden away in the secret base from which the superhero operates (*Batman – the bat cave*, for example).

[CD1 Track 11]

#### 1 Ask a student to read the rubric.

- Before they read the tip, ask the students which parts of the text they will concentrate on as they look for clues about where to replace the missing sentences (*before and after the gaps*).
- Choose a student to read the tip out loud. Explain that pronouns are reference words as they refer back to something already mentioned; that's why they are a good help in exercises like this one where students need to place information back into a text.
- Ask the students to read the short story quickly to themselves. Remind the students that they should read quickly at this stage to get the gist of the story and to get an understanding of the story as a whole.
- The students then read the removed sentences and then re-read the story in order to replace the sentences. The students can do this in pairs.

Encourage them to discuss their choices and explain their justification.

- Check the answers as a class and make sure the students share their justification.

#### Answers

- 1 E (*the preceding sentence refers to an exam; the removed sentence refers to failing 'it'*)
- 2 F (*the preceding sentence says 'He wasn't moving'; the removed sentence also refers to He' and says he was like a man in a photograph; then the sentence after the gap goes on to talk about statues*)
- 3 C (*the removed sentence talks about a pot of paint and the sentence after the gap also talks about a pot*)
- 4 A (*the preceding sentence refers to Nina's boss and the removed sentence also refers to him and says he paid her well; the sentence after the gap talks about what she did with the money she got paid*)
- 5 D (*the preceding sentence refers to a woman talking; the removed sentence says Nina realised the woman was talking to her and it refers to a face; the sentence after the gap also refers to a face (Nina's)*)
- 6 G (*the preceding sentence talks about a car almost hitting a boy; the removed sentence goes on to say what Nina did to stop the car from hitting the boy*)

The recording of the reading text [CD1 Track 11] may be played after the students have completed the reading task.



## 2 Ask a student to read the rubric.

- Give students the option of doing the exercise individually or with a partner. If the students work in pairs, they should discuss their answers with their partner. All students should underline the justification for their answers and be ready to explain that to the class.
- The students might be able to answer some of the questions without reading the story again. In that case, the students can read the story again to check their answers.
- Check answers as a class. Ask different students to share and explain their answers.

### Answers

- 1 D (*Mr Emsworth was there, walking towards the classroom door.*)
- 2 D (*There never was a right time to talk to anyone about it.*)
- 3 A (*... the pot stopped in mid-air ...*)
- 4 C (*... but froze time whenever she needed to sleep.*)
- 5 C (*The woman was right. Nina had the face of a thirty-year-old.*)
- 6 B (*But she knew that she could help these people. Reluctantly, she focused her mind again.*)

## 3 Ask a student to read the rubric. Point out that the students are told which line to look in each time.

- Remind the students to think about context and gist. This will help them understand the meaning.
- The students can do the exercise individually. Check answers as a class by reading the words and asking the students to say the definition chorally.

### Answers

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

## Chatroom

- Ask the students to read the question out loud as a class.
- Put the students in small groups to discuss the question and think about their reasons.
- Take feedback as a class. Encourage the students to be as detailed as possible in their answers.

## WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site(s) and get some information from there to share with the class next time.
- [www.superherodb.com](http://www.superherodb.com) is a site containing a database of all superheroes, villains, teams and super powers. The students are likely to find it quite fun and can find information on any superhero they choose.
- [www.thesuperheroquiz.com](http://www.thesuperheroquiz.com) gives students the opportunity to take a quiz and find out which superhero they would be.

## IWB Extra notes

### Unit opener page

- Use the zoom tool to enlarge the photos and elicit which are the different genres from the students. Alternatively ask a student to come to the board and write their choice against each picture.
- Click on the word for definitions if the students are uncertain of a meaning.
- For Exercise 3, use the masking tool to reveal the sections one by one. Ask students to work in groups to decide if this is fact or fiction. Check answers at the end – the winning group has the most correct guesses.

### Reading

- Exercise 1: develop reading skills here by underlining the sentences before and after the text. Ask students to highlight the key words or phrases and elicit what they think will fill the gaps. Then ask them to match these key words to the key word or phrase in the sentence options. Check answers on the board. Use different colours for greater effect.
- For Exercise 2, use the masking tool to hide the A B C D options and ask students to find the part of the text that gives the answer. Check answers and justifications on the board.



# time

But in her bedroom, in secret, she practised. <sup>3</sup> \_\_\_\_\_ The pot stopped in mid-air, and Nina caught it safely before paint went all over the floor.

'Hey, Jaz, do you want to come and see that new fantasy film later? I'll pay.'

Since that Geography test last year, Nina had been delivering newspapers around town. Her boss couldn't understand how a schoolgirl could deliver 20,000 newspapers each week, but he didn't ask too many questions. <sup>4</sup> \_\_\_\_\_ She could invite her friends to all the films, pop concerts and meals out that they'd ever dreamed of. She had never been more popular.

She always did her homework on time these days. After all, it never interfered with having fun. She spent freeze-time days relaxing on the beach. She stayed up all night, but froze time whenever she needed to sleep. Once, when her mum asked her to tidy her room, she froze time for a month so that she could lie in bed eating crisps and popcorn. Life couldn't get any better.

Nina spent a lot of time shopping.

'For older skin like yours, you might prefer this,' said the woman in the make-up shop. <sup>5</sup> \_\_\_\_\_

She studied her face in the mirror. With her finger, she followed the lines of her wrinkles. The woman was right. Nina had the face of a thirty-year-old.

She rushed out of the shop. This was terrible. She was becoming middle-aged, and the only explanation was her freeze-time lifestyle. Each time everyone froze and she continued living, she got older than her friends. There had been too much freeze-time. It had to stop.

A car came down the street, too fast. The driver hadn't noticed the little boy crossing. <sup>6</sup> \_\_\_\_\_ The car froze. Gently, she moved the boy out of the way of the car, then touched her ear. The driver sped on, and the boy ran into the park after his mother.

'Sometimes you have to make an exception,' she thought. 'But that's it. Freeze-time has finished.'

She walked past a TV shop. A news report caught her eye. A bus had had an accident on a mountain road. Rescuers were getting the passengers off but they didn't think they would have time to save them all.

Nina didn't want to be a heroine, and she didn't want to be middle-aged. Not yet. But she knew that she could help these people. Reluctantly, she focused her mind again.

## Fact or Fiction?

3

2 Read the story again. For questions 1–6, choose the answer, A, B, C or D which you think fits best according to the text.

- What was happening the first time Nina froze time?
  - Nina's friends were dancing.
  - Someone was taking a photograph.
  - Nina was thinking about a dog.
  - Mr Emsworth was walking across the classroom.
- When did Nina tell Jaz about the strange incident?
  - Before lunch.
  - After lunch.
  - After reading some sci-fi stories.
  - Never.
- What did Nina practise in her bedroom?
  - Freezing time.
  - Painting.
  - Throwing and catching.
  - Keeping secrets.
- Which sentence is **incorrect** about Nina a year after the Geography test?
  - She was a good student.
  - She enjoyed her life.
  - She didn't get enough sleep.
  - She always ate healthy food.
- What did Nina realise during her shopping trip?
  - That she wasn't wearing make-up.
  - That she looked thirty years older than she was.
  - That she was ageing faster than her friends.
  - That the woman in the shop could freeze time.
- At the end, what did Nina decide to do?
  - Never freeze time again.
  - Freeze time in order to help people.
  - Help people without freezing time.
  - Never become middle-aged.

3 Match the words and phrases from the story with their definitions.

- |                       |  |
|-----------------------|--|
| 1 chase (line 11)     | a reply or reaction  |
| 2 response (line 37)  | b person who saves someone from danger                       |
| 3 deliver (line 45)   | c someone who is travelling in a car, train, bus, etc.       |
| 4 interfere (line 52) | d take something to the place where it's being sent          |
| 5 rescuer (line 77)   | e follow someone or something quickly in order to catch them |
| 6 passenger (line 78) | f stop something from happening                              |



## WebSearch

www.superherodb.com  
www.thesuperheroquiz.com

## CHATROOM

Do you think Nina is lucky or unlucky? Why?



## Vocabulary

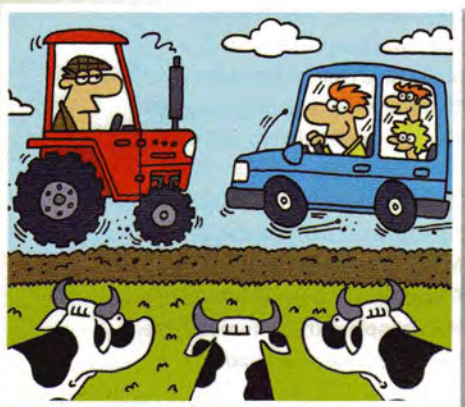
### Words from the text

#### Verb-noun collocations

- 1 Complete the sentences with the words in the box.

catch make take move fail have

- Usually we don't have students under the age of sixteen here, but we'll \_\_\_\_\_ **an exception** in your case.
- The new superhero books always \_\_\_\_\_ **my eye** when I'm in the bookshop.
- Let's \_\_\_\_\_ **out of the way** of the people in the race.
- If they \_\_\_\_\_ **the test**, they'll have to take it again next month.
- I know your foot hurts, but please try to \_\_\_\_\_ **a step** towards me.
- Drive more slowly, or you'll \_\_\_\_\_ **an accident**!



#### Compound words

- 2 Match the two parts of the compound words and use them to complete the sentences. Then look back at the text on page 30 to check.

life mid- open- pop mid-

style mouthed air sentence corn

- My dog can jump really high and catch a ball in \_\_\_\_\_.
- I'd love to be an actor. They have such a cool \_\_\_\_\_.
- She looked at him, \_\_\_\_\_. She couldn't believe what she was seeing!
- '... and then they ...' He stopped \_\_\_\_\_.
- We always buy \_\_\_\_\_ to eat while we watch a film.

## Stories (2)

### Adverbs

- 3 Complete the sentences with these adverbs.

safely reluctantly well gently lazily badly enthusiastically

- I didn't want to, but \_\_\_\_\_ I agreed.
- She can sing really \_\_\_\_\_. She should be a pop star!
- I just hope that they all get back home \_\_\_\_\_.
- They lay in the sun \_\_\_\_\_. What a relaxing day!
- We lost the match 6-0. We played very \_\_\_\_\_.
- \_\_\_\_\_, she picked up the sleeping boy without waking him up.
- 'I'd love to go on the trip!' she said \_\_\_\_\_.

- 4 What are the adjective forms of the adverbs in Exercise 3?

- 5 These words can be adjectives or adverbs. Complete the sentences and decide if the word is used as an adjective or adverb.

hard far early fast late

- 'Have you walked \_\_\_\_\_?' 'No, only a couple of kilometres.'
- I had a \_\_\_\_\_ night yesterday. I didn't get to bed until 1 a.m.
- That test was \_\_\_\_\_, but you got a good mark. Well done!
- I always get up \_\_\_\_\_ so that I can see the sunrise.
- You'll have to move \_\_\_\_\_ to get to the shop before it closes.

- 6 Match the adverbs in bold with their meanings.

- |  |                        |
|--|------------------------|
| 1 I've been working <b>hard</b> .      | a almost not           |
| 2 I've <b>hardly</b> done any work.    | b recently             |
| 3 She always arrives <b>late</b> .     | c not on time          |
| 4 She hasn't been here <b>lately</b> . | d with a lot of effort |

## Verbs

### Ways of looking

- 7 Read the sentences and write the verbs in bold next to the definitions below.

- They **stared** at me for several minutes without smiling. 'How rude!' I thought.
  - She **glared** at her sister. She was too angry to speak.
  - He **studied** the diamond carefully. 'Yes, it's real,' he said at last.
  - I **glanced** at my watch. I still had plenty of time.
  - She **peered** through the window. Someone was there, but it was too dark to see their face.
- a looked carefully, because it was difficult to see \_\_\_\_\_  
 b looked at something or someone for a long time without moving the eyes \_\_\_\_\_  
 c looked at something carefully in order to find something out \_\_\_\_\_  
 d looked angrily at someone for a long time \_\_\_\_\_  
 e looked quickly at something or someone \_\_\_\_\_



# Vocabulary

## Words from the text: verb-noun collocations

1

### Answers

1 make, 2 catch, 3 move, 4 fail, 5 take, 6 have

### Extra!

Write the verbs and nouns from the collocations randomly on the board. Invite students to come to the board, cross out a verb and the matching noun, and say a sentence of their own with that collocation.

## Compound words

2

### Answers

life style, mid-air, open-mouthed, pop corn, mid-sentence

1 mid-air, 2 lifestyle, 3 open-mouthed, 4 mid-sentence, 5 pop corn

## Stories (2): Adverbs

- 3 Ask for a volunteer to explain what an adverb is (*a word that describes the way in which a verb is done*). Explain that adverbs add interest to a story as they help to 'paint' more of a picture of what's happening.

- Ask the students to read the adverbs in the box. See if there are any unknown words and if so, ask a student to look them up and explain the meaning to the rest of the class.
- Have the students complete the exercise individually. Remind them to think about context/meaning as they decide which adverb to add to each sentence.
- Check the answers by asking the students to read the sentences chorally.

### Answers

1 reluctantly, 2 well, 3 safely, 4 lazily, 5 badly, 6 Gently, 7 enthusiastically

- 4 Write on the board *quickly* and ask students what the adjective would be (*quick*).
- Repeat with other adverbs (*dangerously, interestingly, etc.*) if necessary.
  - Ask the students to read the rubric and complete the exercise individually.
  - Check the answers as a class.

### Answers

safe, reluctant, good, gentle, lazy, bad, enthusiastic

### Extra!

See if the students can think of sentences that contain both the adverb and the adjective from the same root (e.g. *They got home safely. We were happy to hear they were safe.*).

- 5 Ask the students to read the rubric. Explain that some words are irregular and have the same word for both the adjective and the adverb – it is only possible to tell the function of the word by reading and understanding the sentence it is in.

- Put the students in pairs to do the exercise.
- Check the answers as a class.

### Answers

1 far (adverb), 2 late (adjective), 3 hard (adjective), 4 early (adverb), 5 fast (adverb)

- 6 Explain that the students will work out the meaning of the adverbs from the context in the sentence.

- Students complete the exercise individually.
- Check the answers as a class.

### Answers

1 d, 2 a, 3 c, 4 b

## Verbs: Ways of looking

- 7 Remind students that there are often a number of different verbs that can be used to talk about a particular action. Point out that in this unit the students are going to look at verbs about looking, speaking and walking.

- Without the students looking in their books, see what verbs they already know that refer to looking. Write their suggestions on the board.
- Put the students in pairs to do the exercise. Explain that they can work out meaning from the sentences but allow the use of dictionaries to check their work once they have completed all their answers, if they want to.
- Check answers by going through everything with the class. Ask students who have checked their work with a dictionary to share their answers with the class.

### Answers

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



## Ways of speaking

- 8 Explain that the students are going to choose the correct adverb/phrase for each speaking verb.
- Ask the students to read the verbs. Ask if they know any of them already.
  - Students do the exercise in pairs. Encourage them to speculate about verbs they don't know but they can check their answers with a dictionary if they want to.
  - Check answers with the class.

### Answers

1 nervously, 2 softly, 3 in terror, 4 quietly but angrily, 5 loudly

## 9 [CD1 Track 12]

Ask the students to read the rubric silently. Ask them to explain what they are going to do (*listen to the CD and write down how each person is speaking, using the verbs from the previous exercise*).

- The students complete the exercise individually.
- Play the CD. Ask the students to write any answers they can while they listen.
- Play the CD a second time for the students to check or complete their answers.
- Check answers as a class by reading the sentence stems and asking the students to say the verb.

### Answers

1 screamed, 2 hissed, 3 yelled, 4 stammered, 5 whispered

## Extra!

Call out the speaking verbs at random. Each time, point to a student and ask the students to say their name in the manner of the verb.

## Ways of walking

- 10 Ask the students to read through the rubric silently to themselves. Choose a student to describe what they are going to do (*match the verbs and phrases, then match the complete phrase to a picture*).
- The students complete the exercise in pairs.
  - Check answers as a class.

### Answers

1 march like a soldier, 2 limp painfully, 3 stroll in a slow and relaxed way, 4 rush quickly, 5 creep quietly

## Verbs + prepositions

- 11 Ask the students what prepositions they remember. Write their suggestions on the board. Can the students think of any verbs that go with a preposition? If not, give an example (e.g., *look for, talk to, think about, etc.*).
- Explain that the students are going to choose the correct prepositions in the text.
  - The students complete the exercise individually.
  - Check answers as a class by reading the passage and stopping at each preposition for students to call out the correct word.
  - Ask the students to look at the cartoon. Ask for a volunteer to explain it (*the aliens think the girl's mobile phone is a 'silly communication box' and very old-fashioned*).

### Answers

1 in, 2 at, 3 for, 4 for, 5 on, 6 for, 7 with

## Chatroom

- Invite a student to read the text in the box.
- Put the students in pairs to complete the exercise. Remind them to use the ideas in the box or their own ideas if they prefer. Allow three or four minutes for this and walk round while the students are speaking to check for correct language.
- Invite some pairs to repeat their descriptions in front of the class.

### Answers

Students' own answers

Further practice of the vocabulary covered in this unit can be found in Use your English: Units 3 and 4 (pages 132–133). Note that this section should be used after Unit 4, as it covers vocabulary from both Units 3 and 4.

## IWB Extra notes

- Divide the class into groups and assign one set of exercises to each group. Each group comes to the board to do their exercises, and is challenged by the rest of the class if they are wrong. Score the groups. The group with the most correct answers is the winner.
- Later in the lesson bring up the word list and remind the class of the words and phrases and do some of the tasks quickly again on the board to see what they remember!



## Ways of speaking

8 Circle the correct option.

- 1 stammer **loudly** / nervously
- 2 whisper **softly** / in terror
- 3 scream **softly** / in terror
- 4 hiss **loudly** / quietly but angrily
- 5 yell **softly** / loudly

9 How are the people speaking? Listen and complete the sentences with verb phrases from Exercise 8. Use the past simple form.

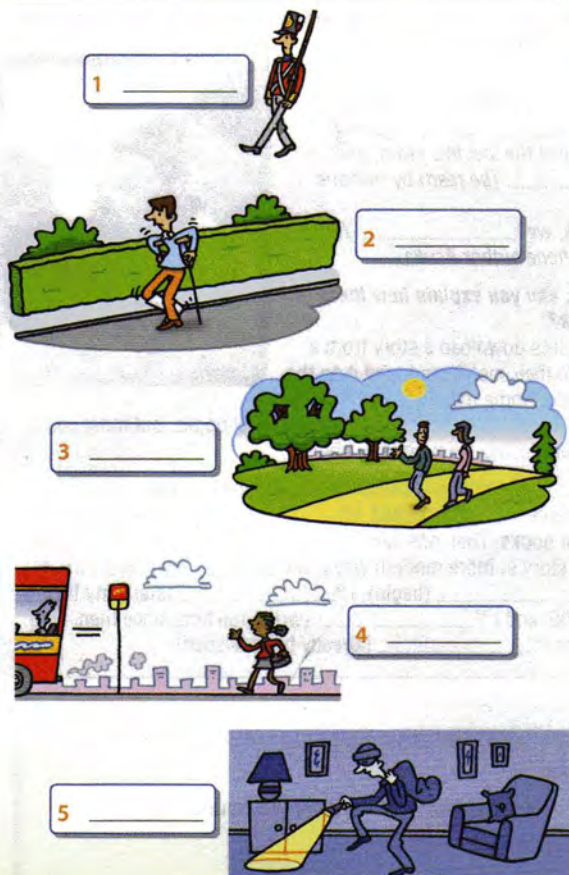
- 1 'Help!' she \_\_\_\_\_.
- 2 'You stupid idiot!' he \_\_\_\_\_.
- 3 'I'm over here!' he \_\_\_\_\_.
- 4 'H-h-hello! N-n-nice to m-m-meet you,' she \_\_\_\_\_.
- 5 'You look beautiful tonight,' he \_\_\_\_\_.

## Ways of walking

10 Match the verbs (a-e) and adverbs / adverbial phrases (i-v) with the pictures (1-5).

a stroll b limp c creep d march e rush

i painfully ii like a soldier iii quickly iv quietly  
v in a slow and relaxed way



## Verbs + prepositions

11 Read the text and circle the correct preposition.

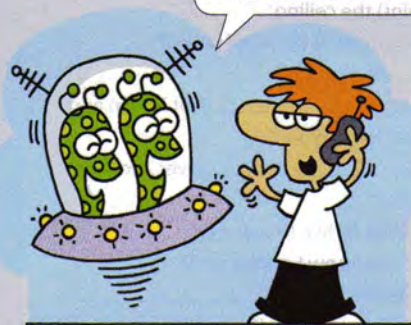
Do you believe <sup>1</sup>in / at / for

## aliens?

Many people think that they have seen spaceships from other planets here on Earth. Many others laugh <sup>2</sup>for / to / at these people and blame sci-fi writers <sup>3</sup>about / with / for putting crazy ideas into their heads. 'It's easy to mistake a plane <sup>4</sup>for / with / by an alien ship,' they say.

Of course, we shouldn't rely <sup>5</sup>in / on / of the stories of a few individuals, but thousands of people around the world, including several astronauts, tell very similar stories of what they have seen. Four hundred years ago, scientists were punished <sup>6</sup>for / on / about saying that the Earth was round, not flat. Now few people disagree <sup>7</sup>to / with / against their ideas. Will an alien encounter be the next great event to change our beliefs for ever?

They have those silly communication boxes like our ancestors did!



## CHATROOM

- Describe situations when you have walked, looked or spoken in a different way from normal. Use some of the ideas below or your own ideas.

- an argument
- an injury
- a frightening situation
- a secret
- a difficult situation
- being late
- being outside in the dark

e.g. I had an argument with my brother last week, and I really yelled at him for the first time.



## Grammar

### Present perfect simple and Present perfect continuous

#### 1 Read the grammar notes and circle the correct options.

##### Present perfect simple

- states and completed actions at a(n) <sup>1</sup>specified / unspecified time in the past  
*I've heard that story before.*

- states and actions that began in the past and <sup>2</sup>continue / don't continue up to now (often with *for* and *since*)

*I haven't been interested in fairy tales since I was five years old!*

- actions completed <sup>3</sup>recently / long ago  
*I've just finished reading it.*
- repeated actions in the recent past  
*They've met their favourite writer three times.*
- with expressions like *the first, the best, the worst*  
*It's the first biography I've ever bought.*

Passive: *The film has been seen by millions of people.*

##### Present perfect continuous

- actions that began in the past and <sup>4</sup>continue / don't continue up to now (often with *for* and *since*)

*She's been writing her autobiography since April.*

- longer actions in the recent past, where the results <sup>5</sup>can / can't still be seen

*You've been reading too many sci-fi stories, so now you're imagining aliens everywhere.*

There is no passive form.

##### Past simple vs Present perfect

The past simple is used for a <sup>6</sup>specified / unspecified time in the past.

*I saw that film last week.*

Compare with the present perfect simple.

*I've seen that film before.*

##### Time expressions often used with the Present perfect:

*for, since, just, already, yet, ever, never, before, this week/month/year, today, recently, lately*

See Grammar File, page 161.

#### 2 Complete the sentences with the present perfect simple or continuous.

- 'Why has she got paint in her hair?'  
'Because she \_\_\_\_\_ (paint) the ceiling.'
- 'Is Charlotte a friend of yours?'  
'Yes, although we \_\_\_\_\_ (not know) each other for very long.'
- '\_\_\_\_\_ (ever / you / be) on TV?'  
'No, but I'd like to one day.'
- 'Do you know London well?'  
'Not very, but I \_\_\_\_\_ (stroll) round the city centre a couple of times.'
- 'Where's Matt?'  
'In the park. He \_\_\_\_\_ (play) football there for hours.'
- 'So where's your new computer?'  
'It \_\_\_\_\_ (not be delivered) yet.'
- 'Can I speak to Cara, please?'  
'Sorry, I'm afraid she \_\_\_\_\_ (just go) out.'
- 'Is *New Moon* a good book?'  
'It's brilliant! It's one of the best books I \_\_\_\_\_ (ever read).'

#### 3 Complete the text with the past simple, present perfect simple or present perfect continuous.

In Japan, mobile phone novels are big news. They <sup>1</sup>\_\_\_\_\_ (grow) in popularity in the last few years, and <sup>2</sup>\_\_\_\_\_ (be read) by millions of people.

Last week, we <sup>3</sup>\_\_\_\_\_ (speak) to mobile phone author Asuka.

'So, Asuka, can you explain how these novels work?'

'Well, readers download a story from a website onto their mobile and read it on the mobile screen. Some mobile phone novels <sup>4</sup>\_\_\_\_\_ (also be made) into traditional books, but most young people prefer reading them on their phones.'

<sup>5</sup>\_\_\_\_\_ (you / want) to be an author for a long time?'

'No, not really. As a young child, I <sup>6</sup>\_\_\_\_\_ (never be) very interested in books. Then one day I <sup>7</sup>\_\_\_\_\_ (realise) that you could tell a story in more modern ways, and suddenly my interest in writing <sup>8</sup>\_\_\_\_\_ (begin). I <sup>9</sup>\_\_\_\_\_ (start) my first novel in 2009, and I <sup>10</sup>\_\_\_\_\_ (write) full time since then. Four of my novels <sup>11</sup>\_\_\_\_\_ (already be published).'



#### CHATROOM

Talk about:

- what you've been doing in the last few hours.
- what you've done this week.
- what you have achieved in your life so far.



## Grammar

### Present perfect simple and Present perfect continuous

- 1 Start by asking the students to read through the grammar box silently.
  - Draw a horizontal line on the board. Mark *now* and *yesterday* on the line. Elicit the tenses used for these times. Then draw a line connecting *yesterday* to *now* and elicit which tense we would use to express 'from the past to the present' (present perfect).
  - Ask if any of the students think they can circle any of the options at this stage. If so, encourage them to do so.
  - Read through the grammar box again with the students, one point at a time. Each time, ask the students which word is correct.
  - Review the time adverbs used with the present perfect tenses (*just, never, ever, so far, recently* etc).
  - Reinforce the structure by asking students to think of their own sentences for each rule as you work through the material.
  - Review how to form the present perfect passive: object + verb *to be* in the present perfect simple + past participle of the main verb.
  - Point out that we usually use the present perfect continuous to **emphasise** that an action is still continuing or has obvious results now.

#### Answers

1 unspecified, 2 continue, 3 recently, 4 continue, 5 can, 6 specified

#### Extra!

Call out a variety of time expressions for present perfect tenses, randomly. Each time, elicit example sentences from the students.

Refer the students to the Grammar File on page 161.

- 2 Explain that the students will use the present perfect simple or continuous to complete the sentences.
  - Remind the students to think about the meaning and situation for each sentence.
  - The students complete the exercise individually.
  - Check answers by asking the students to read a sentence each.

#### Answers

1 has been painting, 2 haven't known, 3 Have you ever been, 4 have strolled, 5 has been playing, 6 hasn't been delivered, 7 has just gone, 8 have ever read

- 3 Explain that the students are now going to complete a text with the same two tenses as in Exercise 2 or the past simple. Quickly review when we use the past simple tense (for a completed action at a specific time in the past.)

- Ask the students to read the text quickly to themselves to get the gist of it and start to think about tenses.
- Ask the students to complete the exercise individually.
- Check the answers by choosing students to read different sections of the text.

#### Answers

1 have grown, 2 have been read, 3 spoke, 4 have also been made, 5 Have you wanted, 6 was never, 7 realised, 8 began, 9 started, 10 have been writing, 11 have already been published

### Chatroom

- Read the rubric and ask the students to think for a minute or so about how they can answer the three questions.
- Put the students in pairs to talk about the topics.
- Invite volunteers to share their moments with the class.

#### IWB Extra notes

- First bring up the grammar box and review the present perfect simple and continuous with the class. Then ask the class to fill the gaps in the table. If they give the incorrect tense, click on the link to the Grammar File and review the present perfect simple and continuous. Work through Exercises 2 and 3 on the board, again clicking to show answers when you are sure the students have understood the usage. In Exercise 3 highlight the time expressions to focus the students on the tense usage.
- Repeat the process for the past perfect simple and continuous.
- For extra practice use the dark highlighter to blank out more verbs in the text in Exercise 6.



## Past perfect simple and Past perfect continuous

- 4 Start by asking the students to read through the grammar box silently.
- Draw a horizontal line on the board. Mark *yesterday* and *the day before yesterday* on the line. Elicit the tense used for *yesterday* (*past simple*). Then draw a line connecting *yesterday* to *the day before yesterday* and elicit which tense we would use to express 'from the past to before the past' (*past perfect*).
  - Ask if any of the students think they can match the uses with the examples at this stage. If so, encourage them to do so.
  - Read through the grammar box again with the students, one point at a time. Each time, ask the students which use matches which example.
  - Review how to form the past perfect passive: object + verb *to be* in the past perfect simple + past participle of the main verb.
  - Reinforce the structure by asking students to think of their own sentences for each rule as you work through the material.
  - Point out that we usually use the past perfect continuous to **emphasise** that an action continued up to a time in the past.
  - Reiterate that there is no passive form for the Past perfect continuous tense.

### Answers

1 B, 2 A, 3 D, 4 C

Refer the students to the Grammar File on page 162.

- 5 Explain that the students will use the past perfect simple or continuous to complete the sentences.
- The students can complete the exercise in pairs. Encourage them to discuss their answer choices and to refer back to the grammar box to identify which rule each sentence relates to.
  - Check answers as a class by asking different pairs to share an answer, then asking if the others agree or not.

### Answers

1 hadn't had, 2 had Ben been learning, 3 had already finished, 4 hadn't read, 5 hadn't been sent, 6 had been studying, 7 had been waiting

## Back up your grammar

- 6 Explain that this exercise reviews the grammar the students have learned in this unit.
- The students complete the exercise individually. Remind them to think back to the rules in the grammar box if they are not sure which option to choose.
  - Check answers as a class by asking different students to read one section of the text each.

### Answers

1 A, 2 D, 3 D, 4 A, 5 B, 6 A, 7 A, 8 B

Further practice of the grammar covered in this unit can be found in *Use your English: Units 3 and 4* (pages 134–135). Note that this section should be used after Unit 4, as it covers grammar from both Units 3 and 4.

## Chatroom

- Ask the students to read through the text in the box.
- Put the students in small groups to talk about the topics.
- If there's time, invite some groups to share their answers with the class.



## Past perfect simple and Past perfect continuous

**Fact or Fiction?** 3

4 Read the grammar notes and match the uses with the examples.

### Past perfect simple

- an action that was completed before another past action  
(example <sup>1</sup> \_\_\_\_\_)
- an action that was completed before a specific time in the past.  
(example <sup>2</sup> \_\_\_\_\_)

#### Examples

**A** Two months later, Megan **had found** a job.

**B** The test **wasn't difficult** because she **had studied** for it.

Passive: She **realised** that she **had been given** a special skill.

### Past perfect continuous

- to say how long something continued, up to a time or event in the past  
(example <sup>3</sup> \_\_\_\_\_)
- a longer action that was completed before a specific time in the past, where the results could still be seen  
(example <sup>4</sup> \_\_\_\_\_)

#### Examples

**C** They **were tired** because they **had been shopping** all day.

**D** Megan **had been delivering** newspapers for a year before she **noticed** her wrinkles.

There is no passive form.

See Grammar File, page 162.

5 Complete the sentences with the past perfect simple or past perfect continuous form of the verb in brackets.

- At five o'clock yesterday, we still \_\_\_\_\_ (not have) our lunch.
- How long \_\_\_\_\_ (Ben / learn) English before he went to stay in London?
- Their favourite TV programme \_\_\_\_\_ (already finish) when they got home.
- When I first met Peter, I \_\_\_\_\_ (not read) any of his novels.
- We couldn't make the machine work because we \_\_\_\_\_ (not be sent) any instructions.
- Her eyes were hurting because she \_\_\_\_\_ (study) things under a microscope all day.
- By the time Saskia arrived, we \_\_\_\_\_ (wait) for almost an hour.

### CHATROOM

Choose from the situations below and tell the story. Explain what had happened previously and what you'd been doing just before.

- you lost something important
- you found something surprising
- you saw an unusual event
- you were very frightened

## Back up your grammar

6 Read the text and choose the best option, A, B, C or D to complete each gap.

### STRANGE BUT TRUE – news just in

A crocodile <sup>1</sup> \_\_\_\_\_ flying and rescuers <sup>6</sup> \_\_\_\_\_ to catch the animal. It <sup>7</sup> \_\_\_\_\_ given back to its owner. It <sup>8</sup> \_\_\_\_\_ one of its teeth, but apart from that it is unharmed.

Yesterday morning, the one-metre crocodile <sup>2</sup> \_\_\_\_\_ on a pavement after it <sup>3</sup> \_\_\_\_\_ out of the window of the twelfth-floor flat where it had been living for several years. Experts think that it <sup>4</sup> \_\_\_\_\_ out of the window to sunbathe.

When the crocodile was discovered, terrified locals <sup>5</sup> \_\_\_\_\_ the emergency services



- |                      |                     |
|----------------------|---------------------|
| 1 A has been seen    | C has seen          |
| B had been seen      | D had been          |
| 2 A has landed       | C has been landing  |
| B had landed         | D landed            |
| 3 A has fallen       | C has been falling  |
| B is falling         | D had fallen        |
| 4 A had been leaning | C has been leaning  |
| B had been           | D has leaned        |
| 5 A were called      | C had been called   |
| B called             | D had called        |
| 6 A managed          | C had been managing |
| B have been managing | D had managed       |
| 7 A has now been     | C has now           |
| B had now been       | D had now           |
| 8 A broken           | C had been breaking |
| B has broken         | D has been broken   |

More practice on pages 134–135.





## Listening

Logged in



**SuperDan**

I saw a Dracula film on TV last night. It made me laugh so much - it wasn't scary at all. My sister is terrified of monsters and vampires, though. She only lasted ten minutes and then she was too scared to watch. Do you like horror films? What's the scariest film you've ever seen?

More soon ... Watch this space.

### Listening 1

- 1 You will hear a news item about Bran Castle in Romania. Listen and write what you hear. You will hear the recording twice.

Bran Castle has ...

### Listening Tip: dictation

If you have difficulty with a word or phrase, write down the sound you hear, even if it is not a real word.

When the recording has finished, go back to the difficult words and write down your best guess. Use the context to help you.

Check your text carefully for spelling mistakes.

### Listening 2

- 2 Listen to part of a radio programme and choose the phrase that best completes each sentence.

### Listening Tip: multiple choice

Remember, an answer isn't correct just because you hear some of the same words on the recording. Think about general meaning, not individual words.

- James Metcalf is on the radio because  
A he wrote a book. C he is in a film.  
B he is a scientist.
- The character Victor Frankenstein  
A becomes a monster. C creates a new life.  
B brings his dead friends back to life.
- When Victor sees the monster alive, he  
A leaves him on his own. C looks after him.  
B teaches him about the world.
- The monster kills people because  
A he's a very bad person. C Victor asks him to.  
B he wants revenge on Victor.
- The first version of the Frankenstein story was  
A written by a teenager. C written by a poet.  
B a traditional fairy tale.
- The idea for the Frankenstein story came to the writer while she was  
A reading a science book. C walking in the rain.  
B staying with friends in Switzerland.
- At the same time, John Polidori wrote  
A a story about vampires. C a fairy tale.  
B a story about Dracula.

### CHATROOM

Have you ever seen a film or TV show of the Frankenstein story, or about vampires? What did you think of them?



### WebSearch

[www.brancastrlemuseum.ro](http://www.brancastrlemuseum.ro)



# Listening

## Pre-listening

- Have a brief class discussion about romantic films. How many students like them?
- What are their favourite romantic films? Why do some students not like them?

## Blog

- Ask the students to read SuperDan's blog. Put the students in small groups to discuss how they feel about horror films and to say what the scariest film they have ever seen is.
- Encourage the students to be as descriptive as possible.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

1 [CD 1 Track 13 Audioscript page T179]

- Explain that the students will hear an extract from a radio programme and will write down exactly what they hear.
- Choose a student to read the tip out loud. Explain that if the students write down what they think they hear, when they go back to check their work, any missing words might become obvious from the context of the whole text.
- Point out that the students will hear the conversation twice.
- Play the CD all the way through once. Allow time for students to write.
- Play the CD a second time for students to complete the dictation and check answers.

### Answers

As audioscript

## Listening 2

2 [CD 1 Track 14 Audioscript page T179]

- Explain that this time the students are going to listen to a radio interview with an actor from a horror film. The students will then choose the correct phrases to complete sentences. Ask if the students have heard of Frankenstein. Invite the students to share what they know.
- Choose a student to read the tip out loud. Explain that it is important for the students to pay careful attention to meaning as they listen, not just words.
- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time for the students to complete as many of the answers as they can. Remind them to try and remember the justification for their answers.

- Play the CD again so students can check or complete their answers.

### Answers

- 1 C (... but first, can you tell us something about your acting role in the film?)
- 2 C (I create a person from parts of dead bodies.)
- 3 A (I run away as fast as I can.)
- 4 B (... he turns to revenge. He blames Victor for all his problems. He decides to punish Victor for creating him, and for not loving him.)
- 5 A (It was written in 1816, by a British writer called Mary Shelley. She was only 18 years old at the time.)
- 6 B (In Geneva ... and they decided to stay with some other friends in a house on the lake. ... A short time after that, Mary had the idea for Frankenstein)
- 7 A (But one of the people staying with Byron was called John Polidori, and he wrote a short story called The Vampyre.)

## Chatroom

- Ask the students to read the questions in the Chatroom box.
- Discuss the questions as a class.

## WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and get some information from there to share with the class next time.
- [www.brancastle museum.ro](http://www.brancastle museum.ro) is the official site of Bran Castle Museum, providing students with interesting facts, information and history about the castle.

## IWB Extra notes

- Exercise 1: When the students have done the task bring the audioscript up onto the board and ask them to compare what they have noted with what is in the script. Elicit the parts the students found difficult. Then listen again.
- For Exercise 2, before listening, use the same technique as for a multiple choice reading task. Use the masking tool to uncover the question stems one by one, to focus the students' attention on the questions rather than the options.



## Speaking

### Making a choice

- 1 Read the rubric and make sure the students are clear about what they are going to do.
  - Put the students in pairs to do the exercise.
  - Take feedback from as many pairs as possible.
- 2 [CD 1 Track 15 Audioscript page T180]
  - Explain that the students are going to listen to a teenager talking about the photos and choosing one for a film.
  - Play the CD once, or twice if the students need to hear the conversation again.
  - Check the answers as a class. Encourage students to explain how they made their choices.

#### Answers

The speaker chooses picture 2 because he thinks it will make a good thriller. He rejects picture 1 because he isn't a fan of sci-fi films, doesn't think they're interesting and doesn't like sci-fi characters.

- 3 Explain that the students are going to decide whether or not they agree with the speaker in Exercise 2.
  - Put the students in small groups to talk about the question.
  - Take feedback as a class.
- 4 Explain that the students are now going to talk about photos 3 and 4.
  - Choose a student to read the tip out loud. Explain that it is important to give both positive and negative reasons when the students are justifying their choices.
  - Read through the instructions with the students. Check understanding.
  - Go through the Language Upload box. Read through each section with the students. Each time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Expressing a choice*, they could add *I found it hard to choose, but ...* or *In the end, I chose ...*
  - The students complete the exercise in pairs. Remind them to use as many phrases from the Language Upload box as possible.
  - Check answers as a class.

#### Answers

##### Picture 3

Type of story: historical adventure

Setting: the city of Rome, second century AD

Characters: Scopus (the hero) is a young actor; actors in Rome are poor and unimportant. Flavia (the heroine) is a girl from an important Roman family, and secretly Scopus's girlfriend. Macrinus (the villain) is a powerful Roman politician; he wants to marry Flavia because her father is rich.

Plot: Scopus uses his acting skills and is mistaken for a rich man ... until Macrinus finds out the truth.

##### Picture 4

Type of story: teenage romance

Setting: North High School, USA, 2010

Characters: Stefanos (the hero) a Greek teenager who moves to the USA; he loves football, but football is mostly played by girls at his new school. Maddy (the heroine) is the best footballer at North High; Luke and Lisa (the villains) are twins who think they rule the school; they're very nice-looking but not very kind.

Plot: Lisa wants Stefanos to be her boyfriend. When Stefanos becomes friendly with Maddy, Lisa uses her brother Luke to get revenge.

- 5 Explain that the students are now going to talk about some more general questions.
  - Put the students in pairs to discuss the questions.
  - Check answers as a class.

#### IWB Extra notes

- Zoom up the pictures in Exercise 1 and take the students through the task.
- Bring up the Language Upload box and ask the students to do the task, leaving the Language Upload on the board for reference.



## Speaking

### Making a choice

1 Imagine you work for a film company and you have to choose a story to make into a film. In pairs, look at pictures 1 and 2. Student A: ask the questions below to find out about the stories. Student B: give answers, using the information on page 125.

- What type of story is it?
- Where is the story set?
- Who are the characters?
- What happens in the story?



- 2 Listen to the conversation. Which story has the speaker chosen to make into a film? Why? Which story has the speaker rejected? Why?
- 3 Do you agree or disagree with the speaker's choice?
- 4 Now do the speaking task below in your pairs. Use the Language Upload box to help you.

#### Situation

Imagine you work for a film company. Choose one of these stories to make into a film for teenagers.

#### Student B

Look at pictures 3 and 4 and ask:

- What type of story is it?
- Where is the story set?
- Who are the characters?
- What happens in the story?

Student A: give answers, using the information on page 125.

#### Student B

When you have all the information you need, explain which story you have chosen. Be ready to explain why you didn't choose the other story. Remember to use information you learn to explain your choice.



Fact or Fiction?

3

### Speaking Tip: making a choice

Try to give several reasons for your choice, and explain why you've rejected the alternative.

5 Talk about these questions.

- 1 Do the pictures remind you of any films that you've seen? How are they similar or different?
- 2 Do you watch many films? Where and when do you usually watch them?
- 3 Do you prefer watching films in your own language or in English? Why?
- 4 Who are your favourite film actors at the moment? What good films have they been in recently?

## Language Upload

### Expressing a choice

This is an easy/hard choice to make.  
I've chosen the sci-fi story.

### Giving an opinion

In my opinion, you can't beat a good thriller.  
Personally, I'm (not) a big fan of ...  
I'm (not) very keen on ...  
I prefer ...  
The setting sounds good.  
... sounds like an interesting character.  
I (don't) think the plot sounds very exciting/  
entertaining/interesting/scary.



## Writing: A story

### Before you write

#### 1 Read the writing task and answer the questions below.

Your teacher has asked you to write a story for your school's English magazine. The story must begin with the following words:  
*I continued to follow the path through the trees. I was exhausted, and completely lost.*

Write a story of 120–180 words.

- 1 Who is going to read the story?
- 2 What situation is the person in the story in?
- 3 Which part of the story has already been written?

#### 2 Read Sara's story. What scares the narrator?



I continued to follow the path through the trees. I was exhausted, and completely lost. I usually walked home from school through the park.

<sup>1</sup>**That afternoon / After that**, however, the park gate had been locked, so reluctantly I had taken the path through Widden Woods. Dusk was now falling. I had been walking for hours.

The leaves moved gently in the wind <sup>2</sup>**as / by now** I followed the path round a corner.

<sup>3</sup>**Meanwhile / At last**, some luck! There was a little cottage next to the path. Delighted, I peered in through the window.

I screamed in horror. A scary-looking witch was staring back at me! I turned and ran, but <sup>4</sup>**immediately / the next day** my foot hit something hard. It hurt terribly but I limped on, wanting to get away from the cottage.

<sup>5</sup>**Suddenly / Finally**, I heard footsteps behind me. I froze, terrified.

'I hope I didn't scare you,' said a friendly voice. I glanced back and saw the witch there, smiling at me. 'I'm f-f-fine,' I stammered weakly. 'I'm going to a rehearsal of *The Witch's Cat* at the theatre,' said the woman. 'If you're lost, you can follow me to the bus stop.'

#### 3 Read Sara's story again and circle the best time markers.

#### 4 Complete Sara's plan for the story.

### Writing Plan



#### Paragraph 1

Set the scene for the story

use story opener in task, then:

- park gate was \_\_\_\_\_
- \_\_\_\_\_ was falling

#### Paragraphs 2 – 3

Main part of the story: say what happened

- saw a house
- saw a \_\_\_\_\_ through the window
- ran away
- hurt \_\_\_\_\_
- heard footsteps – it was the \_\_\_\_\_!

#### Paragraph 4

End the story in a satisfying or surprising way

- witch explains that she's in a play, and offers to help find the \_\_\_\_\_



## Writing: A story

### Warm up

Start the lesson by asking students to tell you the name and plot of the last story they read.

### Before you write

- 1 Allow time for the students to read through the writing task. Then ask the students to read the questions and think about their answers.
  - Invite students to share their answers.

#### Answers

1 The readers of the school's English magazine. 2 The person is exhausted and lost. 3 The beginning of the story.

- 2 Explain that the students are going to read Sara's story in order to find out what scares the narrator.
  - Ask the students if they will need to read and understand every word of the story at this stage (*no*).
  - Allow time for the students to skim the story and find the answer.
  - Check the answers as a class.

#### Answers

The narrator was scared when she saw a witch, then when she heard footsteps behind her.

- 3 Ask the students to read the rubric and to say what they are going to look for when they read the story this time (*the best time markers*).
  - Ask if the students can remember any of the time markers in the story from when they skimmed through it before.
  - Allow time for the students to re-read the story and find the time markers.
  - Check answers as a class.

#### Answers

1 That afternoon, 2 as, 3 At last, 4 immediately, 5 Suddenly

- 4 Start by looking at the model story in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the story:

In which paragraphs does Sara say what frightened her? (*paragraph 3*)

Where does Sara say how long she had been walking? (*paragraph 2*)

Does Sara use direct speech in her story? (*Yes, she does.*)

Does Sara use adjectives and adverbs in her story? (*Yes, she does.*)

- Each time they answer, ask the students to read the relevant sentence(s) from the story.
- Ask the students to complete Sara's plan individually. Remind them to look back at the model story for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

#### Answers

Paragraph 1: locked, dusk

Paragraph 2-3: witch, her foot, witch

Paragraph 4: bus stop

### IWB Extra notes

- The whiteboard can help students with understanding the structure and sequencing necessary in a story, as well as underlining the importance of the tenses used.
- Work with the model on the board. First ask a student to highlight the tenses used (past tenses for narration and present tenses for direct speech). Do Exercise 3 on the board. Then ask students to point to the function of each paragraph, highlighting each one in a different colour.
- Bring up the Writing Plan and elicit completion on the board. Check answers.
- Use the Memory Flash on the board to walk students through their writing task.
- Refer to the Workbook writing model on the board if necessary.
- The whiteboard gives the lesson a more practical, hands-on approach and engages and involves students in the learning process.



- 5 Start by going through the information about connecting words with the students. Read the words/phrases one at a time, and ask the students to read the example sentence each time.

- Point out that we use these structures when we are showing emotion or attitude.
- Ask the students to find examples of each kind of structure in the story.

#### Answers

-ed adjective: exhausted, adverb of manner: reluctantly, in + noun: in horror, participle clause: wanting to get away from the cottage

6

#### Answers

1 painfully, 2 excitement, 3 laughing, 4 fascinated

- 7 Explain that the students are going to complete the sentence using the same kinds of connecting words as in Exercise 5 and their own ideas.

- Put the students in pairs to discuss their ideas for each sentence. Allow two minutes then take feedback as a class.

#### Answers

Students' own answers (check that the sentences are structured correctly)

### Time to write

- 8 Explain that the students are now going to prepare to write their own story. Ask them to read the writing task and the questions (point out that the task is not exactly the same as the writing task in Exercise 1, though the questions are).

- Ask the students to think of their answers to the questions.
- Check answers as a class.

#### Answers

1 The readers of a magazine for learners of English.  
2 They were late and rushing; it was a day they should not have been late. 3 The beginning.

- 9 The students need to decide on the details of their story now.

- Read through the questions with the class. As you read each one, ask the students to think about it and make some notes in their notebooks. Allow time for this.
- If there are questions that students seem to find difficult, allow extra time and have some class discussion to stimulate ideas.

- After having gone through all the questions, check that everyone feels they have enough details for their story.

- 10 Explain that the students need to prepare the plan for their story.

- They could do this in pairs but if it is appropriate, encourage the students to work individually on this so they get used to writing plans on their own.
- Remind the students to look back at Sara's plan for help.
- Refer the students to the Memory Flash. Remind students that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class.
- Remind the students that they can use the model story to help them as well as their writing plan and the phrases in the Memory Flash. They should also try to use as much of the grammar and vocabulary of the unit as possible in their stories.

#### Model answer: story

I rushed along in a panic. I was late again, and today was the one day that I really couldn't be late. I had been so careful to set the alarm clock when I went to bed, but for some reason it hadn't woken me. My favourite pop star, Daryl Dean, was at the Megastore in town this morning, signing T-shirts – but only until ten o'clock. It was now five to ten and I was running along the pavement as fast as I could.

I flew past a man carrying a coffee. The coffee went everywhere and the man glared at me angrily. 'Sorry!' I shouted as I rushed on. When I finally reached the Megastore, I collapsed in a chair, exhausted and miserable. It was ten past ten. Too late!

'Excuse me! Is there a nice café around here?' asked a man in dark glasses. It was Daryl Dean!

'Sure,' I said, trying to hide my excitement. 'I'm going to one now, so you can follow me if you want. Why are you in town this morning?'

[178 words]



- 5 Find examples of these connecting words in the story.

## Connecting words

### Showing emotion and attitude

#### -ed adjective

I listened to his story, **amazed**.

#### adverb of manner

We said goodbye **sadly**.

#### in + noun

She glared at him **in anger**.

#### participle clause

I walked through the trees, **hoping to find a road**.

- 6 Complete the sentences with these words.

excitement laughing painfully fascinated

- 1 He limped \_\_\_\_\_ to the door.
  - 2 I screamed in \_\_\_\_\_ when I heard the good news.
  - 3 They sat in the classroom, \_\_\_\_\_ at Ben's jokes.
  - 4 We stared at the weird creature, \_\_\_\_\_.
- 7 Expand these sentences to show the subject's emotions or attitude. Use the connecting words from Exercise 5.
- 1 She looked over her shoulder at the vampire \_\_\_\_\_
  - 2 The two brothers rushed towards each other \_\_\_\_\_
  - 3 I heard a voice coming from inside the cupboard \_\_\_\_\_
  - 4 We decided to go home \_\_\_\_\_

## Fact or Fiction? 3

### Time to write

- 8 You are going to write a story. Read the writing task and answer the questions below.

You have seen this advert in an international magazine for learners of English. Write a story for the competition.

### Short Story Competition

Write a story of 120–180 words. The story must begin with the following words:

*I rushed along in panic. I was late again, and today was the one day that I really couldn't be late.*

The best stories will be published in the magazine.

- 1 Who is going to read your story?
  - 2 What situation is the person in the story in?
  - 3 Which part of the story has already been written?
- 9 Decide the details of your story. Make notes about these questions.
- 1 Where was the narrator going?
  - 2 Why was it so important to be on time?
  - 3 Why was he/she late? What had happened before that?
  - 4 Where was he/she?
  - 5 Did the narrator arrive on time? If yes, how? If not, what were the consequences?
  - 6 What happened in the end? Did the story have a happy ending, a sad ending or a surprising ending?
- 10 Make a plan for your story, similar to the writing plan in Exercise 4. Then write your story, using the Memory Flash and the Connecting words box to help you.

### Writing Tip: a story

Make your writing sound more interesting by:

- using a mix of long and short sentences.
- starting your sentences in different ways.
- including some direct speech.

## Memory Flash



### Saying what had happened previously

The park gate had been locked.

I had taken the path through Widden Woods.

I had been walking for hours.

### Describing the background situation

Dusk was falling.

I was running along a crowded pavement.

### Saying what happened

Suddenly, I saw / heard ...

There was ...

### What people said

'...' said a friendly voice.

'...' I stammered weakly.



## Revision 3



## Vocabulary

1 Complete the text with words from the box.

superhero heroine villain alien victim  
setting plot revenge thriller facts

## Rain Cloud

Author:

Andy Taylor



Andy Taylor is a successful comic book writer. His best known stories are about the <sup>1</sup> \_\_\_\_\_ AstroMan, who can turn into the shape of any <sup>2</sup> \_\_\_\_\_ from any planet in the cosmos. He has also written some fascinating books with weird <sup>3</sup> \_\_\_\_\_ about science, but his latest book is a <sup>4</sup> \_\_\_\_\_.

The <sup>5</sup> \_\_\_\_\_ of his new novel, *Rain Cloud*, is a likeable teenage girl called Liesel. Liesel's father was killed in an accident at work. Now, Liesel wants to find out exactly what happened. She gets in touch with Mick, the son of another <sup>6</sup> \_\_\_\_\_ of the accident. At first Liesel and Mick work together; but after some time Liesel realises that, in <sup>7</sup> \_\_\_\_\_ for his mother's death, Mick has been killing the people responsible. Liesel has to stop him before more people die!

Mick is the perfect <sup>8</sup> \_\_\_\_\_ – a very unpleasant person indeed, and the <sup>9</sup> \_\_\_\_\_ of the story, in small-town USA, makes an interesting change from the big city environment of most crime stories. The <sup>10</sup> \_\_\_\_\_ moves quickly and is very exciting. If you're a fan of thrillers, you should definitely read this book!

2 Circle the correct word.

- I don't **believe** / **rely** in ghosts.
- 'It's all your fault,' she **hissed** / **stammered** angrily at Natasha.
- 'You can't **blame** / **mistake** me for all your problems,' she replied.
- He **marched** / **crept** up to him quickly and confidently and asked for an explanation.
- Have you read any good books **late** / **lately**?
- 'That's the actor in *Transformers*,' he **screamed** / **whispered** quietly in my ear.
- She **glanced** / **stared** at her watch for a second.
- I've been studying very **hard** / **hardly** for the test.
- We **strolled** / **rushed** slowly back from school.
- I don't want my parents to **punish** / **disagree** me for coming home late.

## Grammar

3 Complete each sentence with a suitable word or phrase.

- I \_\_\_\_\_ never enjoyed detective stories before I read this one last week.
- It's the first time she \_\_\_\_\_ ever been here.
- Before she got ill, she'd \_\_\_\_\_ hoping to visit Romania.
- 'What's wrong?' 'My story \_\_\_\_\_ been chosen to appear in the magazine and I'm a bit disappointed about it.'
- \_\_\_\_\_ you see that adventure film on Tuesday?
- They \_\_\_\_\_ bought the DVD yet, but they're planning to get it tomorrow.
- When the alien appeared, they \_\_\_\_\_ already been living in space for several months.
- When the alien appeared, they \_\_\_\_\_ know what to do.

4 Expand the prompts in blue to make sentences in your notebook.

- I can't believe it!  
I / just / see / a ghost
- She was late for class.  
her alarm clock / not wake her up
- I felt ready for the test.  
I / study / for days
- He's very tired.  
he / not sleep / well / recently
- His mum blamed him for the accident.  
he / be told / to stay away from the fire
- I'm not used to my new school yet.  
I / only / go / there / since September
- That TV show with the Scottish detective is good.  
you / ever / watch / it / ?
- We can't have any fun this weekend.  
we / be given / too much homework
- Jimmy's clothes are wet.  
what / he / do / ?
- Her French wasn't very good.  
she / not learn / for very long
- Don't worry about your school books.  
I / already / put them / in your bag
- Why was she so angry with them?  
they / not do / anything wrong



# Revision 3

## Vocabulary

- 1 Ask the students to read the rubric and say what they have to do (*complete the text using the words in the box*).
  - The students complete the exercise individually.
  - Check the answers by asking different students to read out a sentence each.

### Answers

1 superhero, 2 alien, 3 facts, 4 thriller, 5 heroine, 6 victim, 7 revenge, 8 villain, 9 setting, 10 plot

- 2 Ask the students to read the sentences and circle the correct words. Remind them to think about meaning.
  - The students can complete the exercise in pairs. If so, the students should discuss their answer choices.
  - Check the answers as a class.

### Answers

1 believe, 2 hissed, 3 blame, 4 marched, 5 lately, 6 whispered, 7 glanced, 8 hard, 9 strolled, 10 punish

## Grammar

- 3 • The students do the exercise individually.
  - Check the answers as a class.

### Answers

1 had, 2 has, 3 been, 4 hasn't, 5 Did, 6 haven't, 7 had, 8 didn't

- 4 Explain that the students are going to make sentences from the prompts in blue. Point out that the sentences the students make will follow on from the first sentence in each question.
  - The students complete the exercise in pairs. Encourage them to discuss the answers.
  - Check the answers as a class.

### Answers

1 I have just seen a ghost. 2 Her alarm clock didn't wake her up. 3 I had been studying for days. 4 He hasn't been sleeping well recently. 5 He had been told to stay away from the fire. 6 I've only been going there since September. 7 Have you ever watched it? 8 We've been given too much homework. 9 What has he been doing? 10 She hadn't been learning for very long. 11 I've already put them in your bag. 12 They hadn't done anything wrong.

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 3. See if there is anything the students would like to go over again before you leave Unit 3 and move on to Unit 4.



# The World's Your Oyster

## Unit objectives

**Topic:** transport, travelling, tourism

**Reading:** skim an information sheet for general information, read to answer multiple choice questions

**Vocabulary:** transport, word formation: verbs and nouns, adjectives, places, phrasal verbs, British and American English, holidays: accommodation, activities

**Grammar:** The future, future time clauses

**Listening:** listen to match speakers with information, listen for specific information in order to complete gaps in a table

**Speaking:** making a decision, discussing opinion questions

**Writing:** an informal email

## Blog

- Ask for a volunteer to read GlobalGiraffe's blog. Check understanding.
- Put the students in small groups to talk about where in the world they would like to go.
- Remind the students to justify their choices.
- Take feedback as a class and see if there are any common themes.

## Unit title

Write the unit title on the board. Ask the students what they think the phrase means. If they don't know, explain that it means you have many choices and can do what you want with your life or go wherever you want in the world. It first appeared in a Shakespeare play and is often used to refer to people who have a lot of money and/or fame. Some people use it in relation to younger people who have their lives ahead of them.

## Vocabulary Starter

### Transport (1)

### Warm up

Spend a minute or two having a class discussion about the different forms of transport the students have been on in the last month.

1

### Answers

- 1 ferry, cable car, spacecraft, hot air balloon, sledge
- 2 land: sledge, coach, tram, high-speed train, snowmobile, van, air: cable car, spacecraft, hot air balloon, sea: ferry, yacht, speedboat, jet ski
- 3 ferry, coach, tram, high-speed train
- 4 biggest – ferry, smallest – jet ski/snowmobile, fastest – spacecraft, slowest – hot air balloon
- 5 Students' own answers

### Extra!

Ask students to describe a short journey on one of the forms of transport from Exercise 1. The students do not mention the form of transport. The others guess.

2

### Answers

- 1 landmark, 2 guided tour, 3 excursion, 4 backpack, 5 return, 6 guidebook, 7 departure, 8 arrival, 9 luggage, 10 destination

3 Ask the students to read the question.

- Explain that the students will use the letters in squares from their answers in Exercise 2 to form the name of the city.
- Ask the students to write the name of the city.
- Check the answer by asking the students to say the city chorally.

### Answer

Los Angeles

## Chatroom

- Ask a student to read the task.
- Put the students in pairs. The students take turns to ask and answer the questions.
- Check answers by asking some pairs to share their views.

## Round up

Go round the class asking different students to say whether or not they have ever been abroad and if so, where to.



GlobalGiraffe Logged in

The world's a big place. I'd love to have the time and money to explore it properly one day, but I can't decide where I'd go first. What about you? Where would you most like to go?



4

# The World's Your Oyster



## Vocabulary Starter

### Transport (1)

- 1 Look at the words in the box and answer the questions.

ferry sledge coach tram yacht  
cable car high-speed train speedboat  
spacecraft snowmobile van  
hot air balloon jet ski

- Which can you see in the photos?
- Which travel on land, which by air, and which by sea?
- Which are forms of public transport, carrying lots of passengers?
- Which do you think is the biggest, the smallest, the fastest, and the slowest?
- Which would you most like to travel on?

- 2 Complete the sentences with the words in the box.

guidebook landmark arrival return  
departure excursion guided tour  
backpack destination luggage

- What's the most famous  in your country?
- Do you prefer exploring places on your own, or going on a ?
- Would you like to go on an  to see some beautiful caves?
- Do you like carrying your stuff in a  when you travel?
- Is it more expensive to buy two single tickets than a ?
- Do you read a  about a place before you go there on holiday?
- Have you ever had problems because of the late  of a plane, train or coach?
- Would you prefer an  time of 7 a.m. or 7 p.m.?
- How many items of  do you usually take with you on holiday?
- Which  would you choose, Thailand, the UK or South Africa?

- 3 Answer the quiz question by completing the missing word with the letters in the boxes in Exercise 2.

**W**hich city, now the second biggest in the USA, was part of Mexico before 1848?

## CHATROOM

Ask and answer the questions in Exercise 2.



## Reading

Logged in



GlobalGiraffe

One of my friends has recently moved to New York and I'm hoping to visit her soon. I've seen the city so many times in films and it would be great to see what it's really like. Where in the USA would you most like to go? Why?

More soon ... Watch this space.

- 1 Read the information sheet quickly and tick the subjects it includes.

- |                       |                          |                   |                          |
|-----------------------|--------------------------|-------------------|--------------------------|
| • hotel               | <input type="checkbox"/> | • things to do    | <input type="checkbox"/> |
| • transport           | <input type="checkbox"/> | • things to bring | <input type="checkbox"/> |
| • business travellers | <input type="checkbox"/> | • Internet access | <input type="checkbox"/> |

- 2 Read the information sheet again and choose the best answer, A, B, C or D.

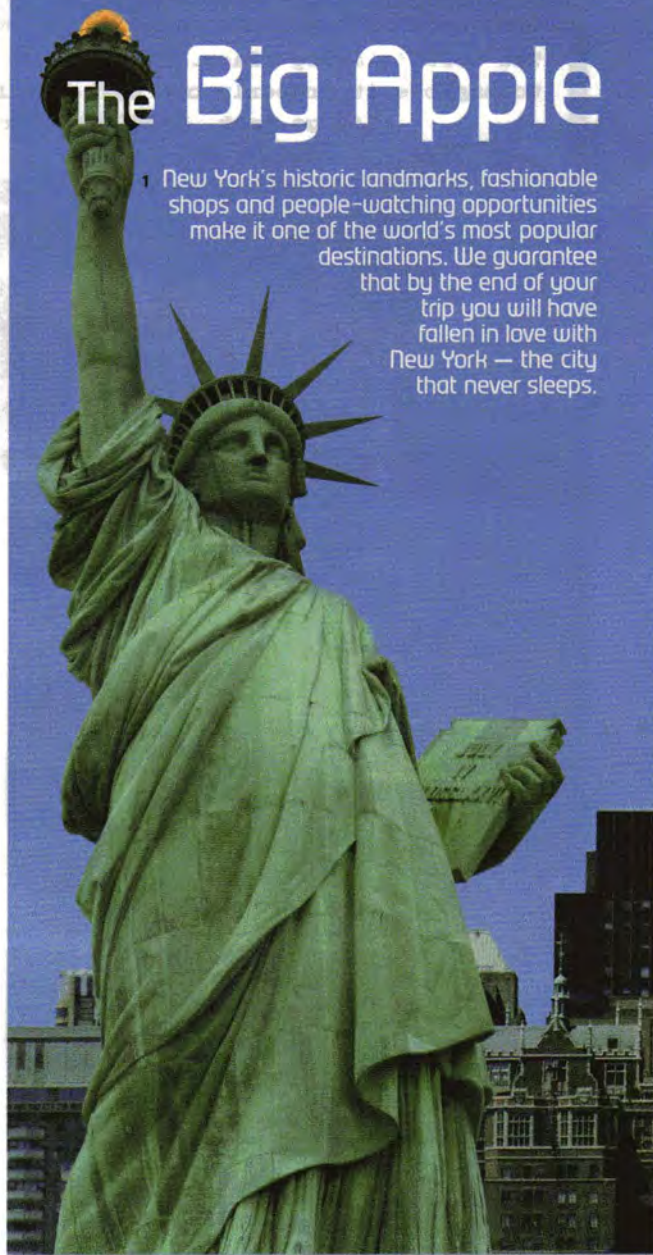
### Reading Tip: Information sheet

Use the headings to help you find the relevant information quickly.

- Why has Felix been sent this information sheet?
  - because he is trying to choose a holiday
  - because he has reserved a place on the tour
  - because he is going to be a guide on the tour
  - because he has recently been on the tour
- Which of these will Felix have to pay extra to do?
  - go to the top of the Empire State Building
  - see a live sporting event
  - go ice skating
  - take a ferry to the Statue of Liberty
- What happened on Ellis Island eighty years ago?
  - People built ships.
  - People found out about their ancestors.
  - People went on sightseeing tours.
  - People from other countries were examined by doctors.
- When can Felix check in at JFK Airport?
  - 7.20
  - 9.20
  - 9.45
  - 11.45
- On which day is there a free afternoon?
  - Day 1
  - Day 2
  - Day 3
  - Day 4
- Felix's friend Sophie is going on the Big Apple Tour in May. What should she pack?
  - a sunhat
  - a winter coat
  - comfortable shoes
  - sunglasses

# The Big Apple

- 1 New York's historic landmarks, fashionable shops and people-watching opportunities make it one of the world's most popular destinations. We guarantee that by the end of your trip you will have fallen in love with New York — the city that never sleeps.



- Felix's surname is Lodge. What should he do?
  - buy a new ticket
  - get a new passport
  - tell the airline what his surname is
  - tell Top Tours what his surname is
- What was a world record-holder until 1973?
  - the New York Yankees baseball team
  - the Statue of Liberty
  - Chicago
  - the Empire State Building
- What is the first activity on the tour?
  - rollerblading
  - travelling on a boat
  - eating out in the city
  - visiting the shops



# Reading

## Pre-reading

Have a short class discussion about America. What do the students know about people and places in America? What do they think the good and bad things about America are?

## Blog

- Ask a student to read GlobalGiraffe's blog.
- Put the students in pairs to talk about whether or not they would like to go to New York. Make sure the students give reasons for their answers.
- Take feedback as a class. Find out what the majority view is.

### Background

Here are some interesting facts about New York to share with your students:

- New York became a state on July 6<sup>th</sup>, 1788.
- New York is the 27<sup>th</sup> largest state in America. It is 87,669 square kilometres.
- There are 1,162 kilometres of subway track in New York. There are also over 112,000 kilometres of rivers and streams.
- The first pizzeria was opened in New York in 1895.
- European settlers introduced apples to New York in the 1600s when they took seeds there.
- New York was the first American state to have license plates on cars.
- More than 18 million people live in New York State.
- 'The Big Apple' is a common nickname for New York City.

- 1 Ask a student to read the rubric.

- Ask if students will have to read and understand every word of the information sheet in order to do the task (*no, they will scan the text to find out what subjects are included*).
- Ask the students to read the list of subjects then to scan the information sheet to see what subjects are included.
- Ask different students for their answers.

### Answers

The subjects included are: hotel, transport, things to do, things to bring

[CD 1 Track 16]

- 2 Read the rubric and ask a student to explain what they are going to do (*read the text so as to find the correct answer choice for each question*).

- Choose a student to read the tip out loud. Explain that in reports, information sheets, etc. the headings will help students to know where exactly they will find particular kinds of information.
- Give students the option of doing the exercise individually or with a partner. If the students work in pairs, they should discuss their answers with their partner. All students should underline the justification for their answers and be ready to explain that to the class.
- Check answers as a class. Ask different students to share and explain their answers.

### Answers

- 1 B (*Your booking reference ...*)
- 2 B (*Optional extras: Watch one of the top US baseball teams, the New York Yankees, in action ...*)
- 3 D (*... were given medical checks ...*)
- 4 C (*Check-in opens two hours before departure.*)
- 5 D (*Free afternoon to relax ...*)
- 6 B (*Be sure to bring comfortable shoes.*)
- 7 D (*You will be sent a ticket with your name spelled as above, unless you notify us of a correction.*)
- 8 D (*... the tallest building in the world for more than forty years ... in 1931*)
- 9 B (*Day 1 ... Welcome meal in a restaurant near Times Square.*)

The recording of the reading text [CD1 Track 16] may be played after the students have completed the reading tasks.

### Extra!

Ask the students to choose one thing they would do if they were going to New York next weekend.



3 Ask a student to read the rubric. Point out that they should find the words in their context first as this will help them to understand meanings.

- The students can do the exercise individually.
- Check answers as a class by reading the words and asking different students to say the definitions.

#### Answers

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

### Chatroom

- Ask the students to read the questions.
- Put the students in small groups to discuss the questions. Encourage the students to be as detailed as possible in their answers.
- Take feedback as a class.

### WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and get some information to share with the class.
- [www.newyork.com](http://www.newyork.com) is a site full of information on just about everything in New York. It is worth a visit as students can learn a great deal about the city.

### IWB Extra notes

#### Unit opener page

- Use the zoom tool to enlarge the photos. Ask students to write the words from the box next to the pictures. Click on the words for the definitions if the students are uncertain of a meaning.
- Ask students to come to the board to do Exercise 2. Click on the words for definitions if necessary.

#### Reading

- Reading Exercise 1: Make this more interesting as a quick game. Students have five minutes to find the information and tick the correct boxes on the board.
- Do Reading Exercise 2 as for Unit 2: mask the A B C D options and ask students to search the text for the information. Check answers and justifications on the board.



## 2 Thank you for making your booking with

**TOP TOURS**

Your booking reference: 1284792

Tour name: Big Apple Tour

Tour Reference: BATJAN13

Dates: JAN 3 – JAN 7

Passenger name: Felix Hodge

### PLEASE NOTE:

You will be sent a ticket with your name spelled as above, unless you notify us of a correction. Some airlines will refuse to carry passengers whose name on the ticket does not match exactly the name on their passport.

### 3 Flight details

#### Outward journey

London Heathrow to New York  
JFK, Flight VG271,  
Economy Class  
Departure: 09:20  
Arrival: 12:20  
Duration: 8 hours

#### Return journey

New York JFK to London  
Heathrow, Flight VG305,  
Economy Class  
Departure: 11:45  
Arrival: 23:55  
Duration: 7 hours 10 mins

### PLEASE NOTE:

- Check-in opens two hours before departure.
- Two hot meals will be provided on the plane.
- You are flying with Virgin Atlantic Airlines. Please see their website for more information.

### 4 Accommodation

During your holiday you will be staying at the Cube Hotel ([www.cubehotelny.com](http://www.cubehotelny.com)), just ten minutes' walk from Times Square. This modern, two-star hotel is the perfect base for your visit to New York. The rooms offer TV, telephone and shared shower.

### 5 Itinerary

**Day 1** – Fly London to New York. Coach transfer to your hotel accommodation. Welcome meal in a restaurant near Times Square.

**Day 2** – Guided sightseeing tour of Manhattan, including an elevator ride to the top of the Empire State Building.

**Day 3** – Free morning to explore the city's famous museums, art galleries and shops. Afternoon: ice-skating or rollerblading in Central Park.

**Day 4** – Morning: guided tour of the Statue of Liberty and Ellis Island. Free afternoon to relax or to continue exploring the city.

**Day 5** – Coach transfer to airport. Fly New York to London.

### 6 Highlights

**The Empire State Building** was designed to look like a pencil. It was the tallest building in the world for more than forty years after its completion in 1931 and, at 443 metres, is currently the tallest skyscraper in New York.

**The Statue of Liberty** was sent to the USA as a gift from the people of France in the late nineteenth century. For millions of people arriving on ships from Europe, the green lady's head was their first sight of America. The ferry from Manhattan sails past yachts and speedboats in New York Harbour to the island where the statue stands. From the ferry, enjoy an unforgettable view of the New York skyline.

**Ellis Island** was the arrival point for millions of immigrants entering the United States between 1892 and 1954. More than 100 million Americans can follow their family history back to this island, where their ancestors were given medical checks before starting new lives in the New World.

### 7 Optional extras

- Watch one of the top US baseball teams, the New York Yankees, in action at their home stadium.
- Go to a Broadway show and experience the world's most famous theatre district. The choice includes *Chicago*, *Mamma Mia* and *The Phantom of the Opera*.

**PLEASE NOTE:** Booking essential. Tickets not included in tour price – please enquire for details.

### 8 What to pack

- Suncream, sunhats and sunglasses are recommended from June to early September. Temperatures in July and August often reach 32°C.
- From December to March, snow is not uncommon, and temperatures can drop to -12°C. Warm winter clothes are essential.
- Our guided tours involve a lot of walking. Be sure to bring comfortable shoes.
- You'll want to take a lot of photos. Don't forget some extra memory cards for your camera.

### 3 Match the words with their definitions.

- |                          |  |
|--------------------------|--|
| 1 guarantee (section 1)  | a someone who comes from abroad to live permanently in another country |
| 2 notify (section 2)     | b particular area of a city or the countryside                         |
| 3 duration (section 3)   | c very tall city building  |
| 4 itinerary (section 5)  | d formally tell someone about something                                |
| 5 skyscraper (section 6) | e the length of time that something continues                          |
| 6 immigrant (section 6)  | f plan or list of places you will visit on a journey                   |
| 7 district (section 7)   | g promise something will happen  |

### CHATROOM

What do you think of the New York holiday described in the text? What aspects of it would you like and/or dislike? Why?



### WebSearch

[www.newyork.com](http://www.newyork.com)



## Vocabulary

Words from the text

Word formation: verbs and nouns

- 1 Complete the table. You can find the words in the information sheet on page 43.

	Verb	Noun
1		enquiry
2	correct	
3	see	
4	book	
5		experience
6	give	
7		refusal
8	complete	

- 2 Complete the sentences with words from Exercise 1.

- I've had an answer to my \_\_\_\_\_ about the holiday.
- Remember to \_\_\_\_\_ that mistake with the booking.
- This T-shirt was a \_\_\_\_\_ from my granny after her holiday in Greece.
- They \_\_\_\_\_ to go on the trip unless we go too.
- In Hawaii, you can \_\_\_\_\_ the excitement of surfing in the Pacific Ocean.
- The \_\_\_\_\_ of the Alps as we flew over them is something I'll never forget.
- Since the \_\_\_\_\_ of the bridge in 2003, a billion vehicles have driven across it.
- In order to \_\_\_\_\_ a room, please fill in the form.

### Adjectives

- 3 Circle the correct adjectives.

## BARCELONA

- Visiting Barcelona is a(n) <sup>1</sup> **unforgettable** / **common** experience.
- The <sup>2</sup> **modern** / **historic** district known as the Barri Gotic dates back to the Middle Ages.
- The city's famous street entertainers are especially <sup>3</sup> **common** / **historic** on a street called Las Ramblas.
- The Sagrada Familia is an extraordinary, <sup>4</sup> **modern** / **optional** church that is still being built.
- There is an <sup>5</sup> **essential** / **optional** visit to the Picasso Museum, for those interested in art.
- It is not <sup>6</sup> **unforgettable** / **essential** to learn Barcelona's official language, Catalan.



## Transport (2)

Places

- 4 Complete the table with these words. You can use some words more than once. What happens at each place?

passport control   deck   check-in desk  
departure gate   harbour   platform  
ticket office   cabin

Air	Sea	Rail

### Phrasal verbs

- 5 Match the phrasal verbs with their definitions.

- |   |  |
|---|--|
| 1 My friend can <b>put me up</b> for the night.         | a start to go somewhere                        |
| 2 I'm leaving at eight. Can you <b>see me off</b> ?     | b arrive (used for a train, plane, etc.)       |
| 3 I hope the train doesn't <b>break down</b> .          | c stop working                                 |
| 4 Dad, can you <b>pick me up</b> in the car?            | d stand in a line                              |
| 5 Please <b>queue up</b> here to buy tickets.           | e make me late                                 |
| 6 If we <b>set off</b> at six, we'll be there by seven. | f collect me                                   |
| 7 Don't <b>hold me up</b> now. I've got to go!          | g let me stay in his/her home                  |
| 8 When does the train from Bath <b>get in</b> ?         | h come to my place of departure to say goodbye |

- 6 Complete the dialogue with phrasal verbs from Exercise 5.

- A: When are you going on your surfing trip?  
B: Tomorrow. The train leaves at nine.  
A: How exciting! I'll come to the station and <sup>1</sup> \_\_\_\_\_ (you) if you want.  
B: That would be nice. We should probably <sup>2</sup> \_\_\_\_\_ for the station before eight because you sometimes have to <sup>3</sup> \_\_\_\_\_ for ages at the ticket office.  
A: Yes, I agree. Is it a high-speed train?  
B: No! It doesn't <sup>4</sup> \_\_\_\_\_ to Newquay until half past four – if it's on time. Something might <sup>5</sup> \_\_\_\_\_ (it) and make us even later.  
A: And is Aunt Meg planning to <sup>6</sup> \_\_\_\_\_ (you) when you arrive?  
B: Probably. Her car is causing her problems, but she's hoping it won't <sup>7</sup> \_\_\_\_\_ tomorrow! It's really kind of her to <sup>8</sup> \_\_\_\_\_ (me) at her house.



## Vocabulary

### Words from the text: Word formation: verbs and nouns

1

#### Answers

1 enquire, 2 correction, 3 sight, 4 booking, 5 experience, 6 gift, 7 refuse, 8 completion

- 2 The students are going to use the words from the table in Exercise 1 to complete the sentences. Remind them that they need to think about both meaning and form.

- Work through the first sentence as a class if you think it is necessary.
- The students complete the exercise in pairs. Encourage the students to explain their choices.
- Check the answers by asking different students to read a sentence each.

#### Answers

1 enquiry, 2 correct, 3 gift, 4 refuse, 5 experience, 6 sight, 7 completion, 8 book

### Adjectives

3

#### Answers

1 unforgettable, 2 historic, 3 common, 4 modern, 5 optional, 6 essential

### Transport (2): Places

4

#### Answers

Air: passport control, check-in desk, departure gate, ticket office  
Sea: passport control, deck, harbour, ticket office, cabin  
Rail: passport control, platform, ticket office, cabin

### Phrasal verbs

- 5 Ask the students what phrasal verbs they can remember. Write their suggestions on the board and elicit example sentences for each one.
- Put the students in pairs to do the exercise. Explain that they will be able to work out the meaning of most of the expressions from the context of the sentence.
  - Check the answers by reading out the sentences and asking the students to say the meaning of the phrasal verb each time.

#### Answers

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

### Extra!

Go round the class saying one of the expressions to students and asking them to think of a sentence using that expression.

- 6 Explain that the students will use the phrasal verbs to complete the dialogues.

- Students complete the exercise individually.
- Check the answers as a class.

#### Answers

1 see you off, 2 set off, 3 queue up, 4 get in, 5 hold it up, 6 pick you up, 7 break down, 8 put me up

### IWB Extra notes

- Bring up the exercises on the board, focusing on the heading for each section (Adjectives, Transport etc). Then work through the exercises quickly on the board and check answers.
- Bring up the Chatroom questions on the board. Work in two teams, one for each, and give each team 5 minutes to come up and write as many words as they can from the exercises which connect to each Chatroom. Check and discuss as a class. Divide the class into groups and assign one set of exercises to each group.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## British and American English

- 7 Spend a minute or two brainstorming any words the students know that are different in British and American English. You could prompt by saying the British word (e.g., *tap*, *trousers*, etc.) and asking if the students have any idea what the American word might be.
- The students complete the exercise in pairs. The students can start by reading one of the texts each quietly to their partner.
  - Check answers by writing the table on the board and inviting different students to come up and add a word.

### Answers

1 elevator, 2 roundabout, 3 apartment, 4 petrol, 5 motorway, 6 closet, 7 subway, 8 car park

## Chatroom

- Invite a student to read the text in the box.
- Put the students in new pairs to complete the exercise. Suggest they make brief notes before they start talking, so they remember all the details of the journey.
- You could ask some pairs to share their ideas with the rest of the class.

## Holidays: accommodation

- 8 Explain that the students are going to look at words with similar meanings and explain the differences.
- Ask the students to read through the words. See if the students know the meanings of them all; if not, they can check in a dictionary.
  - Students complete the exercise in pairs. Encourage them to be as detailed as possible in explaining the differences.
  - Check the answers as a class by reading out the words and choosing students to say the differences.

### Answers

- 1 a **campsite** is somewhere you can stay in a tent or caravan, probably sharing toilets and showers with other campers; a **hostel** is basic accommodation with beds and a kitchen and bathroom facilities which the guests share
- 2 a **budget hotel** has basic accommodation and is cheap; a **luxury hotel** has luxurious accommodation and facilities and is expensive
- 3 **self catering** means you cook your own meals; **bed and breakfast** means you get breakfast cooked for you

### Answers

- 4 an **ensuite bathroom** is attached to your bedroom and is your private bathroom; a **shared bathroom** is separate from your bedroom and shared with other guests
- 5 a **single room** is for one person; a **double room** is for two people and often has a double bed; a **twin room** is for two people and has two single beds

## Activities

- 9 Start by asking the students to read each item in the list. Ask them to describe what each one involves.
- The students complete the exercise individually.
  - Check answers as a class by reading the items on the list one at a time. If Gloria Goody didn't do the activity, the students call out *No*; if she did do the activity, they call out *Yes*.

### Answers

b, e, h, i

## Extra!

Put the students in pairs. Have the students choose two activities they would like to do together from those on the list.

- 10 Ask the students to read through the rubric.

- The students do the exercise in pairs, completing the sentences with the activities from Exercise 9.
- Check answers as a class.

### Answers

1 hitchhike, 2 shop for souvenirs, 3 go scuba diving, 4 go sightseeing, 5 go on a cruise

## Chatroom



- Invite a student to read the text in the box.
- Put the students in new pairs to complete the exercise. Remind them to add their own personal experiences if they can, to illustrate their opinions.
- You could ask some pairs to share their ideas with the rest of the class.

Refer students to the Use Your English section on pages 132-133 of their books. This provides more practice of the vocabulary from both Units 3 and 4, using exam-style tasks.



## British and American English

- 7 Complete the table with the words underlined in the texts below.

	UK	US
		
1	lift	
2		traffic circle
3	flat	
4		gas
5		freeway
6	cupboard	
7	underground	
8		parking lot

### Tourist apartment in Washington D.C.

The apartment has two bedrooms, two bathrooms, and a huge closet in every room. It is only two minutes' walk from the nearest subway station.

**Please Note:** The apartment is on the fourth floor and there is no elevator, so it is unsuitable for wheelchair users.

#### Britain: The Pocket Guide

19

In Britain, teenagers have to pass a driving test before they can drive alone and on motorways. To pass the test, they must show that they can change direction, drive round a roundabout, and park at the edge of the road and in a car park. A good teacher will also discuss how to drive without wasting petrol.

Motoring

#### CHATROOM

Talk about a long journey that you've made. Say where and when you started and give details of all the places you went to before reaching your destination.

## The World's Your Oyster

4

## Holidays

## Accommodation

- 8 Explain the difference between the following:

- 1 a **campsite** and a **hostel**
- 2 a **budget hotel** and a **luxury hotel**
- 3 **self-catering** and **bed and breakfast**
- 4 an **ensuite bathroom** and a **shared bathroom**
- 5 a **single room**, a **double room** and a **twin room**

## Activities

- 9 Look at the pictures of film star Gloria Goody on holiday. Which four of these activities did she do?

- |                          |                               |
|--------------------------|-------------------------------|
| a go on a cruise         | f go scuba diving             |
| b sunbathe               | g go sightseeing              |
| c hitchhike              | h taste the local specialties |
| d shop for souvenirs     | i go snorkelling              |
| e go white-water rafting |                               |



- 10 Complete the sentences with activities from Exercise 9.

- 1 When the car broke down, I had to \_\_\_\_\_ home.
- 2 I want to \_\_\_\_\_ to help me remember our holiday.
- 3 When you \_\_\_\_\_, you have a tank of air on your back so you can stay underwater.
- 4 You should definitely \_\_\_\_\_ while you're in Athens. It's got the world's most famous ancient buildings.
- 5 I don't think I'd like to \_\_\_\_\_. I always feel sick when I'm on ships.

#### CHATROOM

Talk about what you like to do and where you like to stay on holiday.



## Grammar

### The future

1 Read the grammar notes and match the examples (a-f) to the uses.

- a I'm **going to** buy lots of souvenirs.
- b Check-in **opens** two hours before departure.
- c You'll **want** to take a lot of photos.
- d You **are flying** with Virgin Atlantic Airlines.
- e During your holiday, you **will be staying** at the Cube Hotel.
- f By the end of your trip you **will have fallen** in love with New York.

#### Future simple (will)

- facts about the future

*It **will be** early afternoon when the plane gets in.*

- spontaneous decisions, offers, promises and requests

*I'll **come** and see you off at the airport if you want.*

- predictions

1 \_\_\_\_\_

#### going to

- plans and intentions

2 \_\_\_\_\_

- predictions based on present evidence

*It's eight o'clock! You're **going to be** late for check-in.*

#### Present simple

- timetabled events

3 \_\_\_\_\_

#### Present continuous

- fixed or personal arrangements

4 \_\_\_\_\_

#### Future continuous

- actions that will be in progress at a certain time in the future

5 \_\_\_\_\_

#### Future perfect simple

- actions that will be completed before a certain time in the future

6 \_\_\_\_\_

#### Passive forms

*Meals **will be provided** on the plane.*

*I **am going to be given** a guided tour of the city.*

*By January, the new art gallery **will have been completed**.*

There is no passive form of the future continuous.

See Grammar File, page 163.

2 Circle the correct option.

- 1 Look at those clouds! It **is going to rain** / **is raining** later.
- 2 **Will anyone have invented** / **Does anyone invent** flying cars by the end of the century?
- 3 It **isn't being** / **won't be** summer in Argentina in July.
- 4 The first cable car of the morning **goes** / **will have gone** at eight o'clock tomorrow.
- 5 This time next week, we **will lie** / **will be lying** on a beach, sunbathing.
- 6 She **is being picked up** / **is picked up** at the airport at half past five.
- 7 **Will you get** / **Do you get** my passport out of the bag, please?

3 Complete the text with the correct future form. Use the verb in brackets in one of the tenses given (see key).

Predicting the future isn't easy. 'In fifty years, people

1 \_\_\_\_\_ (travel PS / FC) to work by hot air balloon,' predicted a scientist just before the invention of the plane.

'Astronauts 2 \_\_\_\_\_ (visit PS / FP) Mars before the end of the twentieth century,' many people involved in early space travel believed. 'By the year 2010, cars 3 \_\_\_\_\_ (be powered FS / GT) by the sun,' said environmental campaigners two decades ago. They were all wrong.

Some visions of the future, however, seem to be coming true. Next month, Steve Buckley 4 \_\_\_\_\_ (become GT / PS) the tenth tourist to travel into space. I asked him a few questions.

'How 5 \_\_\_\_\_ (you get PC / PS) into space, Steve?'

'I've booked a trip on a Russian spacecraft, the Soyuz. We

6 \_\_\_\_\_ (set off PS / FP) at 2 a.m. on 5 March, and reach the International Space Station fifty-one hours later.'

'You're going to be on the space station for two weeks. What 7 \_\_\_\_\_ (you do GT / FP) there?'

'I 8 \_\_\_\_\_ (be given PS / GT) lots of science experiments to do. I 9 \_\_\_\_\_ (not have FS / FP) time to get bored!'

#### Key:

- PS present simple
- PC present continuous
- FS future simple
- FC future continuous
- FP future perfect
- GT going to



Soyuz spacecraft



WebSearch

www.spaceadventures.com



# Grammar

## The future

- 1 Start by asking the students to read the examples (a–f), then to read through the grammar box silently. Ask if any of the students think they can match any of the examples to the uses at this stage. If so, encourage them to do so.
  - Point out that in English there are many different ways of expressing the future, not just 'will'. What you choose depends on what you want to get across.
  - Ask the students how many different future forms they know and write them on the board. Ask them to tell you in which situations they would use them.
  - Read through the examples and the grammar box again with the students, one point at a time. Each time, ask the students which example matches each use.
  - Remind the students of the time words and phrases often used with the future perfect (*by the end of the week*, etc) and the future continuous (*this time next week*, *in two weeks time* etc).
  - Reinforce the structures by asking students to think of their own sentences for each use as you work through the material.
  - Review how to form the passive using future tenses: object + verb *to be* in one of the future forms + past participle of the main verb. Remind students that there is no passive for the future continuous.

### Answers

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

Refer the students to the Grammar File on page 163.

- 2 Explain that the students will circle the correct option in each sentence according to the grammar rules they have just studied.
  - Remind the students to think about the meaning and situation for each sentence as well as who the verb is being done by and whether it is active or passive.
  - The students complete the exercise individually.
  - Check answers by asking individual students to read the sentences.

### Answers

1 is going to rain, 2 Will anyone have invented, 3 won't be, 4 goes, 5 will be lying, 6 is being picked up, 7 Will you get

## Extra!

Read the sentences from Exercise 2 and ask the students to say which use from the grammar table each one exemplifies. (1 *prediction*, 2 *actions that will be completed before a certain time in the future*, 3 *fact about the future*, 4 *timetabled event*, 5 *action that will be in progress at a certain time in the future*, 6 *same as 5 but passive*, 7 *request*)

- 3 Explain that the students are now going to complete a longer text with the future tenses from the grammar box.
  - Remind the students that it is often hard to decide which future tense is most appropriate. Point out that in this exercise they have two choices each time – refer the students to the key.
  - Ask the students to read the text quickly to themselves to get the gist of it and start to think about tenses.
  - Ask the students to complete the exercise in pairs. Encourage them to discuss their choice of tense each time.
  - Check the answers by choosing students to read different sections of the text.

### Answers

1 will be travelling FC, 2 will have visited FP, 3 will be powered FS, 4 is going to become GT, 5 are you getting PC, 6 set off PS, 7 are you going to do GT, 8 am going to be given GT, 9 won't have FS

## WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and to listen to the speakers.
- [www.spaceadventures.com](http://www.spaceadventures.com) is the website of the only private company that sends private individuals into space. The site contains details of the company and their plans, etc.



## Future time clauses

- 4 Start by telling students that you are all going to be thinking about what will happen tomorrow. Then write the word 'Before' on the board and ask them to complete the sentence about their day tomorrow (e.g. *Before I go to school, I'll take the dog for a walk!*). Do the same with other time words from the box, each time underlining the tense sequence to highlight that these words are **never** followed by *will* or *going to* for the future.

- Read through the grammar box again with the students to check understanding.

Refer the students to the Grammar File on page 163.

- 5 Ask the students to read the rubric and explain what they are going to do (*complete the sentences with the correct future tenses of the verbs in brackets*).
- The students can complete the exercise in pairs. Encourage them to discuss their answer choices and to pay attention to the time words/clauses.
  - Check answers as a class by asking different pairs to read a sentence each.

### Answers

1 finishes, 2 has ended/ends, 3 get, 4 go, 5 get, 6 wake up

- 6 Read the rubric to the students.
- The students can complete the exercise in pairs though they must write their own individual answers. Encourage them to discuss their answer choices and to pay attention to the time words/clauses.
  - Check answers as a class by asking different pairs to read a sentence each.

## Chatroom

- Ask the students to read through the questions in the box.
- Put the students in small groups to talk about the topics. Make sure the students cover all the topics.
- If there's time, invite some groups to share their answers with the class. See if there are any common predictions.

## Back up your grammar

- 7 Ask the students to look at the cartoon and read the caption. See if the students can explain it.
- Explain that this exercise reviews the grammar the students have learned in this unit.
  - The students complete the exercise individually. Remind them to think back to the rules in the grammar box if they are not sure which option to choose.

- Check answers as a class by asking different students to read one section of the text each.

### Answers

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

Refer students to the Use Your English section on pages 134-135 of their books. This provides more practice of the grammar from both Units 3 and 4, using exam-style tasks.

### IWB Extra notes

- First bring up the grammar box and review the future tenses with the class. Then ask the class to fill the gaps in the table. If they give the incorrect tense, click on the link to the Grammar File and review the future tenses.
- Work through Exercises 2 and 3 on the board, again clicking to show answers when you are sure the students have understood the usage. In Exercise 3 highlight the time expressions to focus the students on the tense usage.
- Repeat the process for the present tenses for future.
- Use Back up your grammar as a quick quiz with two teams. Each team has a representative standing at the board to mark the answers. The team members call out their choice. If one team gives an incorrect answer, the turn passes to the other team.



## Future time clauses

### 4 Read the grammar notes.

#### Present tenses for future

We use present tenses after these time words:

*when, while, before, after, as soon as, by the time, until, the moment*

*I won't phone you until I arrive.*

*No one will be able to take photos while this work is going on.*

Remember! Don't use *will* or *going to* in future time clauses.

See Grammar File, page 163.



"IT MAKES NO SENSE TO WORRY ABOUT THE FUTURE. BY THE TIME YOU GET THERE, IT'S THE PAST!"

### 5 Complete the sentences with the correct form of the verbs in brackets.

- There'll be lots of exams before school \_\_\_\_\_ (finish) for the summer.
- The moment our last exam \_\_\_\_\_ (end), my friends and I are going to go camping.
- By the time we \_\_\_\_\_ (get) to the campsite, the sun will have set.
- We'll have to put up our tent in the dark before we \_\_\_\_\_ (go) to bed.
- My friend Kate is going to cook our supper while we \_\_\_\_\_ (get) the tent ready.
- As soon as we \_\_\_\_\_ (wake up) in the morning, we're going to have a swim in the campsite pool.

### 6 Complete these sentences about your plans, intentions and predictions for the future.

- When I go on my next holiday, \_\_\_\_\_.
- \_\_\_\_\_ stay at school until \_\_\_\_\_.
- After I leave school, \_\_\_\_\_.
- As soon as I get a job, \_\_\_\_\_.
- \_\_\_\_\_ while I'm still young.
- \_\_\_\_\_ get married before \_\_\_\_\_.

#### CHATROOM

How do you think the world will be different at various times in the future (next year, by 2030, in the twenty-second century, when you're fifty, etc.)? Talk about travel and transport, education, entertainment, celebrities, homes and the environment.

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### Back up your grammar

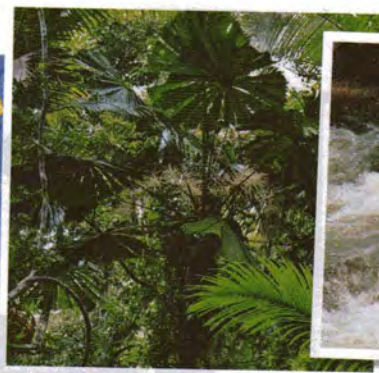
#### 7 Choose the best answer, A, B, C or D.

- Don't take the motorway! You \_\_\_\_\_ for ages because of the accident.  
A will hold up                      C will be held up  
B are held up                      D are being held up
- By ten o'clock tonight, the plane \_\_\_\_\_ 5000 kilometres.  
A flies                                  C will be flying  
B will have flown                  D is flying
- When I'm older, I \_\_\_\_\_ an airline pilot.  
A will have been                  C am  
B am being                          D am going to be
- Please \_\_\_\_\_ with my luggage?  
A will you help                      C are you going to help  
B are you helping                  D do you help
- Before I \_\_\_\_\_ a room at a bed and breakfast, I'm going to ask Liz if she can put us up.  
A will be booking                  C am going to book  
B book                                  D will book
- Don't worry. I \_\_\_\_\_ for the tickets in the morning.  
A will have queued up              C will queue up  
B am queuing up                  D queue up
- At three o'clock this afternoon, she \_\_\_\_\_ on the deck of Liam's yacht. Why aren't I there, too?  
A will have sunbathed              C will be sunbathing  
B is sunbathing                      D sunbathes
- We're running out of petrol! We \_\_\_\_\_ to a petrol station in time.  
A aren't going to get                  C won't have got  
B won't be getting                  D aren't getting

More practice on pages 134–135.



## Listening



### Listening 2

- 2 Listen to an Australian travel agent's recorded message about their excursions and complete the gaps.

Logged in



GlobalGiraffe

I've just got back from a holiday with my friend Nick. What a nightmare! I love waking up early and being active. For him, a holiday isn't a holiday unless he can stay in bed most of the morning. Do you prefer being active or lazy on holiday? Have you ever been away with anyone who has very different ideas about holidays from you?

More soon ... Watch this space.

### Listening 1

- 1 You will hear five different people talking about travel. Match the descriptions (A-F) with the speakers. There is one extra letter which you do not need to use.

#### Listening Tip: multiple matching

You will hear the recording twice. If you are unsure of an answer, wait for the second listening before making your choice.

This person:

- A can't often visit the destinations he/she flies to.
- B loves budget travel.
- C is worried about the insects he/she might see.
- D doesn't enjoy travelling very much.
- E isn't looking forward to his/her journey.
- F likes travelling, but not too fast.

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

AUSTRALIA TRAVEL EXCURSIONS FROM CAIRNS			
	Excursion 1	Excursion 2	Excursion 3
Activity	Ride in a 1 _____	Three-day 6 _____	11 _____
Location	Daintree Rainforest	the Great Barrier Reef	the Tully River
Day/Date	Every 2 _____	Wednesday 7 _____	Every day except 12 _____
Start time	3 _____	8 _____	13 _____
Meeting point	Office at 22 4 _____, Cairns	9 _____, Cairns	14 _____ of the Sea View Hotel, Cairns
Price	\$101 for adults, 5 _____ for children	\$520 per person. Scuba diving: 10 _____ per day	€195 including 15 _____

#### CHATROOM

Would you like to go on any of the excursions in Exercise 2? Why/Why not?



#### WebSearch

www.tourstogo.com.au



# Listening

## Pre-listening

- Have a brief class discussion about the photos. What sort of holidays do they show? Would the students be interested in doing the activities shown?

## Blog

- Ask the students to read GlobalGiraffe's blog. Put the students in small groups to discuss the two questions about holidays. Allow two minutes for this activity.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

- 1 [CD 1 Track 17 Audioscript page T180]

- Explain that the students will hear different speakers and will match them with the descriptions.
- Choose a student to read the tip out loud. Explain that students can check the answers they are unsure of during the second listening.
- Allow time for the students to read through the descriptions.
- Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. Play the CD a second time for students to check or complete their answers.
- Check answers as a class. Encourage the students to justify their answer choices.

### Answers

Speaker 1 D (*But real travel is different. You get hot and dirty and tired. Trains break down. People steal your luggage. You go to the wrong departure gate and miss your plane.*)

Speaker 2 C (*I'm terrified of spiders, and I'm sure we'll see some horrible ones on our trek. What am I going to do if I wake up in the middle of the night and find an enormous spider in my tent?!*)

Speaker 3 E (... *it's going to be a twenty-two hour flight. I'm not sure what I'm going to do while I'm sitting on a plane for all that time. I must admit, I'm feeling quite nervous about it.*)

Speaker 4 F (*Sightseeing is fun, but if you rush around seeing too many sights in a short time, you can't remember them properly afterwards.*)

Speaker 5 A (*I've got to know a huge number of airports in my time, but I haven't had many opportunities to leave an airport and explore the city.*)

## Extra!

Ask the students which of the five speakers they most agree with, and why.

## Listening 2

- 2 [CD 1 Track 18 Audioscript page T181]

- Explain that this time the students are going to listen to a recorded message from a travel agent in order to complete the table.
- Choose a student to read the tip out loud. Explain that the more familiar the students are with the table before they read, the easier it will be for them to find the information to complete it.
- Ask the students to read through the gapped table and think about the information they need.
- Play the CD all the way through twice while the students complete the table.
- Check the answers as a class.

### Answers

1 cable car, 2 Tuesday and Friday, 3 twelve noon, 4 Main Street, 5 \$51, 6 cruise, 7 17<sup>th</sup> November, 8 eight in the morning, 9 the harbour, 10 \$40, 11 white-water rafting, 12 Sunday, 13 7.15 a.m., 14 the car park, 15 a picnic lunch.

## Chatroom

- Discuss the question as a class.

## WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and to choose a holiday to tell the class about.
- [www.tourstogo.com.au](http://www.tourstogo.com.au) is a holiday company site with details of holidays all over Australia.

## IWB Extra notes

- Exercise 1: Bring up the options onto the board and elicit the key word in each option from the students. Highlight these using different colours. Then ask the student to listen to each speaker. Pause and ask them what the speaker said and whether it matched any of the highlighted words. Then continue with the task. If necessary bring up the audioscript at the end to confirm students' answers.
- For Exercise 2, before listening, use the same technique as for Unit 2 Exercise 1.



## Speaking

### Making a decision

- 1 Read the rubric and make sure the students are clear about what they are going to do.
  - Put the students in pairs and ask them to talk about what kind of holiday each picture shows.
  - Take feedback from as many pairs as possible.

### Extra!

If there's time, have a show of hands about whether the students have ever been on the various types of holidays in the photos.

- 2 [CD 1 Track 19 Audioscript page T181]

- Ask the students to read the rubric and the speaking task in the box. The students should read silently to themselves.
- Explain that the students are going to listen to two students doing the speaking task, then answer the questions.
- Play the CD. Ask the students to answer the questions.
- Check the answers as a class. Encourage students to explain how they made their choices.

### Answers

1 the cruise holiday, 2 the boy

- 3 Explain that the students are now going to do the speaking task from Exercise 2 themselves.
  - Choose a student to read the tip out loud. Explain that it is important to take an active part in speaking activities but not to dominate them.
  - Go through the Language Upload box. Read through each section with the students. Each time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Managing a discussion*, they could add *How about you?* or *What's your view on this?*
  - The students complete the exercise in pairs. Remind them to use as many phrases from the Language Upload box as possible.
- 4 Explain that the students are now going to talk about some more general questions.
  - Put the students in pairs to discuss the questions.
  - Check answers as a class.

### IWB Extra notes

- Zoom up the pictures in Exercise 1 and elicit descriptions and reactions from the students. Write their reactions next to each picture and take the students through the task.
- Bring up the Language Upload box and go through the language. Ask two students to model the task in Exercise 2, using the language from the box, and pointing to the language as they use it. Then ask the class to do the task in pairs.



## Speaking

### Making a decision

- 1 What kind of holidays do these photos show?



- 2 Two students are doing the task below. Listen to part of their conversation and answer the questions.

Imagine that you have won a free holiday to go on together. You can choose any of the holidays in the photos. First, talk to each other about how much fun each holiday would be. Then decide which holiday to go on.

- Which holiday are they talking about?
  - Who is more enthusiastic about it, the boy or the girl?
- 3 Work with a partner and do the task in Exercise 2. Use the Language Upload box to help you.

### Speaking Tip:

Try to share the conversation equally between the two of you. Say something, then ask your partner a question.

## The World's Your Oyster

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- 4 With a partner, talk about the following questions.

- What's the best holiday you've ever been on? What made it so good?
- Do you like to know a lot about your holiday before you go, or do you prefer to just go and see what happens?
- Which area of your country would you like to get to know better? Why?
- In your experience, do people of different ages usually prefer different types of holiday? Give examples.
- Many experts think that it will soon be possible to wear a helmet and a special suit and experience a virtual world as if it's real. Do you think virtual travel will become more popular than real travel in the future? Why / Why not?

## Language Upload

### Managing a discussion

Shall we start with this one?  
What do you think?  
How do you feel about ...?  
Shall we move on to ...?

### Expressing and justifying opinions

I think ... looks fantastic.  
I (don't) think we'd have fun at ... because we could ...  
In my opinion, ... would be a good choice because there would be ...

### Agreeing and disagreeing

I agree, but I also think ...  
Yes, that's true.  
I don't feel quite the same way. I think ...  
I'm not so sure. Perhaps we should ...

### Making a decision

Do you agree that the best choice is ...?  
Let's go for ...  
We've chosen ...



## Writing: Informal email

### Before you write

#### 1 Read the writing task and answer the questions.

Your family has invited your English-speaking friend Melissa to stay with you. Read Melissa's email and the notes you have made. Then write an email to Melissa using all your notes.

Write your email in 120-150 words.



Thursday  
- say why

No, hotel - describe it

Yes - give  
details

Hi Cara,

Thank you so much for inviting me to stay with you. My mum says I can come. I'm so excited! Will it be better to arrive on Thursday 11 April or Friday 12? Both flights get in at 17.10.

You mentioned that you're planning to visit your grandparents' village in the mountains that week. That sounds nice. Will we be staying in their house? And will we be able to do some mountain activities?

One last question: what clothes should I bring with me? I'm really looking forward to seeing you again. Write soon!

Bye for now, Melissa

Describe weather  
in April and suggest  
suitable clothes.

- 1 Who is Melissa?
- 2 Why has she written to Cara?
- 3 When Cara replies, how many points should she cover?
- 4 Should she use formal or informal language?

#### 2 Read Cara's reply. Then complete each gap with a suitable word.

Dear Melissa,

I'm so glad you can come and stay. That's great news!

You asked about your flight. The Thursday flight will probably be better because Mum won't be able to pick you up from the <sup>1</sup> \_\_\_\_\_ until eight p.m. on Friday.

In my grandparents' village, we'll be staying in a hotel because their house is too small. You and I will be in a twin <sup>2</sup> \_\_\_\_\_ together, and we'll even have an ensuite <sup>3</sup> \_\_\_\_\_. We'll be able to do some cool <sup>4</sup> \_\_\_\_\_ like white-water rafting, horse riding and rock climbing.

To answer your last question, you <sup>5</sup> \_\_\_\_\_ definitely need some summer clothes because it is usually quite hot in April. I suggest you bring some warm <sup>6</sup> \_\_\_\_\_ too, though - a coat and a thick jumper, for example - because it's a lot colder in the mountains in the evenings.

Let me know if you think of any other questions.

Love, Cara 😊

#### 3 Complete Cara's plan for her email.

### Writing Plan



#### Paragraph 1

Introduction and react to Melissa's news in a friendly way

I'm so glad you can come and stay.

#### Paragraphs 2-4

Cover the four points in the notes

#### Flight

- better on \_\_\_\_\_
- earliest pick-up on Friday: \_\_\_\_\_ p.m.

#### Accommodation

- \_\_\_\_\_
- twin room with ensuite bathroom

#### Activities

- \_\_\_\_\_, horse riding, \_\_\_\_\_

#### Clothes

- summer clothes and warm clothes
- weather: hot, but \_\_\_\_\_ in the mountains

#### Paragraph 5

End in a helpful and friendly way

Let me know if you think of any more questions.



## Writing: Informal email

### Warm up

Start the lesson by having a brief discussion about emails. How often do the students send emails? Who do they mostly send them to? What style do they use?

### Before you write

- 1 Allow time for the students to read through the writing task. Remind them to read the notes as well as the email. Then ask the students to read the questions and think about their answers.
  - Invite students to share their answers.

#### Answers

1 Cara's English-speaking friend, 2 Because Cara has invited her to stay, 3 four, 4 informal

- 2 Explain that the students are going to read Cara's reply and complete the gaps with suitable words. Remind them to look for clues in the gapped sentences.
  - Allow time for the students to complete the exercise.
  - Check answers as a class.

#### Answers

1 airport, 2 room, 3 bathroom, 4 sports/activities, 5 will, 6 clothes

- 3 Start by looking at the model email in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the email:

In which paragraph does Cara ask Melissa to tell her if she has any other questions? (*the last paragraph*)

Where does Cara say how pleased she is that Melissa can stay with her? (*the first paragraph*)

Does Cara answer all of Melissa's questions? (*Yes, she does.*)

- Each time they answer, ask the students to read the relevant sentence(s) from the email.
- Ask the students to complete Cara's plan individually. Remind the students to look back at the model email for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

#### Answers

Paragraphs 2-4: **Flight:** Thursday, 8, **Accommodation:** hotel, **Activities:** white-water rafting, rock climbing, **Clothes:** a lot colder

### IWB Extra notes

- Bring up the first task on the board and focus on the callout notes. Elicit from the students what they have to do. Write notes on the board.
- Do Exercise 2 on the board. Match the model to the suggestions made by the students for Exercise 1. Highlight these.
- Bring up the Writing Plan and elicit completion on the board. Check answers.
- Bring up the writing task in Exercise 6 and repeat the procedure in the first point above.
- Use the Memory Flash on the board to walk students through their writing task
- Refer to the Workbook writing model on the board if necessary.
- The whiteboard gives the lesson a more practical, hands-on approach and engages and involves students in the learning process.



- 4 Start by going through the information about connecting words with the students. Read the words/phrases one at a time, and ask the students to read the example sentence each time.

- Point out that we use these words/phrases when we are giving examples.
- Ask the students to find examples in the email.

#### Answers

... like white-water rafting, ...  
... a thick jumper, for example, ...

- 5 Ask the students to read the rubric and check understanding.
- Ask the students to do the exercise individually. Check the answers as a class.

#### Answers

1 like, 2 for example/including, 3 for instance,  
4 for example, 5 such as

### Time to write

- 6 Explain that the students are now going to prepare to write their own email. Ask them to read the writing task. Point out that it is not exactly the same as the example reading task in Exercise 1. Allow time for the students to read the email and the notes.
- The students then make their plan. The students could do this in pairs but if it is appropriate, encourage them to work individually on this so they get used to writing plans on their own.
  - Remind the students to look back at Cara's plan and to use similar ideas.
- 7 Refer the students to the Memory Flash. Remind them that this is designed to help students focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind them to look through the connecting words again as well.
- Choose a student to read the tip out loud. Point out that it is important to cover all the points in the notes when the students do this kind of writing task.
  - Remind the students that they can use the model email to help them as well as their writing plan and the phrases in the Memory Flash. They should also try to use as much of the grammar and vocabulary of the unit as possible in their emails.
  - If there is time in the lesson, the students can write or start to write their emails. However, it might be best to set this as a homework task so that the students have plenty of time to think about their emails without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

### Model answer: informal email

Dear Edward,

I'm so glad that your flight has been booked. That's great news!

I'm afraid we won't be able to pick you up at the airport because both my parents will be working late. I'll be at home, though, and a taxi shouldn't cost more than €10.

You asked about our accommodation on the island. We'll be staying in a self-catering flat next to the beach. We'll be able to do lots of cool things, including snorkelling and jet skiing ... and sunbathing of course!

To answer your last question, it'll be very hot so you will only need thin summer clothes. You will definitely want your swimming things and some sunglasses, and I suggest you also pack something to pass the time on the beach – an iPod and some books, for example.

Let me know if you think of any other questions.

Love,

Rachel

[147 words]



4 Look at the Connecting words box. Find examples in Cara's letter.

5 Complete the sentences with connecting words from Exercise 4.

- 1 Active holidays \_\_\_\_\_ ski trips and treks are much more fun than beach holidays.
- 2 A lot of celebrities have stayed here, \_\_\_\_\_ Brad Pitt and Angelina Jolie.
- 3 I'd love to live in another country – Australia, \_\_\_\_\_.
- 4 There are some interesting landmarks in the town. You should definitely visit the Temple of Apollo, \_\_\_\_\_.
- 5 Local specialities \_\_\_\_\_ Thailand's fried insects are delicious.

#### Time to write

6 Read the writing task below. Then make a plan for your letter, using the writing plan opposite to help you.

Your family has invited your English-speaking friend Edward to stay with you during the school holidays. Read Edward's email and the notes you have made. Then write an email to Edward using all your notes.

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## Connecting words

### Giving examples

Let's go somewhere fun **like** the beach.

There are lots of ski resorts in countries **such as** Switzerland. Let's invite some other people too – Milly and Jack, **for instance**.

Dress for hot weather. A sunhat would be useful, **for example**. Wear warm clothes, **for example** a coat.

There are lots of interesting landmarks, **including** a statue in the harbour.

Hi there,

My parents have booked my flight! It's flight HG104 from Manchester, and it gets in at 15.20 on 21 July. Will you be able to pick me up at the airport, or should I get a taxi to your house?

Taxi, because ...

I'm so excited about the weekend on the island that you mentioned. What sort of accommodation will we be staying in? And what activities are we going to do there?

Describe it

Is there anything in particular that I should pack?

I can't wait to see you on the 21st. Write soon!

Bye for now,

Edward

Give details

Describe weather in July and give suggestions.

### Writing Tip: Informal emails

Read the instructions, the original letter and the notes very carefully before you start. Use all the notes in your reply.

7 Now write your letter (120–150 words). Use the Memory Flash and Connecting words box to help you.

### Memory Flash



Reacting to good news	Describing a future holiday	Introducing the answer to a question	Saying what to bring
I'm so glad that ...	We'll be able to ...	You asked about ...	You will definitely need ...
That's great news!	We'll be staying at ...	To answer your last question, ...	I suggest you bring ...



## Revision 4



## Vocabulary

- 1 Match the words in the two boxes, and use them to complete the sentences.

self- sun camp scuba  
land back hitch hot air

balloon bathing diving pack  
catering site hike mark

- 1 We're going to stay in a \_\_\_\_\_ cottage.
- 2 I'd love to fly in a \_\_\_\_\_.
- 3 I can't pay for a coach ticket, so I'll \_\_\_\_\_.
- 4 I love \_\_\_\_\_ on the beach in the summer.
- 5 We are staying in a tent at the \_\_\_\_\_.
- 6 The Statue of Liberty is the only \_\_\_\_\_ in New York I know about.
- 7 I've never been \_\_\_\_\_ because I'm scared of going underwater.
- 8 She doesn't take much with her when she's travelling – just a few clothes in her \_\_\_\_\_.

- 2 Complete each sentence with the correct form of the word in capitals.

- 1 What time is your \_\_\_\_\_? DEPART
- 2 His \_\_\_\_\_ to learn a foreign language makes it difficult for him to travel. REFUSE
- 3 Thank you for your \_\_\_\_\_ about our scuba diving holidays. ENQUIRE
- 4 Visiting Russia was \_\_\_\_\_! FORGET
- 5 We should get to the airport in time for the plane's \_\_\_\_\_. ARRIVE
- 6 We made a \_\_\_\_\_ for a double room. BOOK
- 7 It's essential to bring a passport, but a camera is \_\_\_\_\_. OPTION
- 8 Seville is an attractive, \_\_\_\_\_ city in Spain. HISTORY

- 3 Complete each sentence with the correct verb.

queue put see set hold pick get

- 1 If you can \_\_\_\_\_ me up, I won't have to pay for a taxi.
- 2 Let's buy our tickets online, so we don't have to \_\_\_\_\_ up.
- 3 The first ferry doesn't \_\_\_\_\_ in until nine a.m.
- 4 Let's go to the airport to \_\_\_\_\_ Kitty off.
- 5 Don't worry. We can \_\_\_\_\_ you up at our house tonight.
- 6 Josie will \_\_\_\_\_ me up because she walks so slowly.
- 7 \_\_\_\_\_ off soon, or you won't arrive until really late.

## Grammar

- 4 Expand the prompts to make sentences about the future. Write them in your notebook.

- 1 while / you / pack / I / make a picnic
- 2 the plane / not leave / before / you / get on it
- 3 by the time / we / find our hostel / it / be closed for the night
- 4 they / have a great time / when / they / visit Berlin
- 5 the moment / I / reach the island / I / go snorkelling

- 5 Read the text and choose the best answer, A, B, C or D to complete the gaps.

At the moment, Sweden's famous Ice Hotel doesn't exist. The building work <sup>1</sup>\_\_\_\_\_ until the temperature drops below 0°C. When this <sup>2</sup>\_\_\_\_\_, we are going to cut ice from the river and the sixty-two bedrooms of this winter's Ice Hotel <sup>3</sup>\_\_\_\_\_. During November and December, artists from around the world <sup>4</sup>\_\_\_\_\_ hard, creating works of art from ice. <sup>5</sup>\_\_\_\_\_ our first guests arrive, the hotel will have been <sup>6</sup>\_\_\_\_\_. From December to April, we <sup>7</sup>\_\_\_\_\_ a wide choice of excursions and activities to our guests. In February, when the sun <sup>8</sup>\_\_\_\_\_ after 100 days of darkness, the ski resort of Björkliden opens. A coach <sup>9</sup>\_\_\_\_\_ from the hotel at eight a.m. every morning to take you there.

The moment spring arrives, the Ice Hotel will start to disappear. But don't worry – it <sup>10</sup>\_\_\_\_\_ back again next winter.

- |                          |                      |
|--------------------------|----------------------|
| 1 A will start           | C won't start        |
| B is starting            | D starts             |
| 2 A will happen          | C is going to happen |
| B happens                | D will have happened |
| 3 A will be building     | C will build         |
| B will be built          | D is being built     |
| 4 A will be working      | C will have worked   |
| B are working            | D work               |
| 5 A Until                | C While              |
| B By the time            | D After              |
| 6 A complete             | C completes          |
| B completing             | D completed          |
| 7 A are offered          | C are being offered  |
| B will have been offered | D are offering       |
| 8 A is returning         | C returns            |
| B will return            | D will be returning  |
| 9 A is setting off       | C sets off           |
| B will have set off      | D is set off         |
| 10 A won't be            | C will be            |
| B is going               | D isn't going        |



# Revision 4

## Vocabulary

- 1 Ask the students to read through the words in both boxes. Explain that the students will match the words then use them to complete the sentences.

- The students complete the exercise individually.
- Check the answers by asking different students to read out a sentence each.

### Answers

1 self-catering, 2 hot air balloon, 3 hitchhike, 4 sunbathing, 5 campsite, 6 landmark, 7 scuba diving, 8 backpack

- 2 Explain that this is a word formation exercise and students will complete the sentences with the correct form of the words in capitals.

- Ask the students to read the sentences and decide what form of word they need to complete each one. The students complete the exercise individually.
- Check the answers as a class.

### Answers

1 departure, 2 refusal, 3 enquiry, 4 unforgettable, 5 arrival, 6 booking, 7 optional, 8 historical

- 3 Explain that the students will complete the sentences with the words in the box. Point out that the sentences all contain phrasal verbs.

- Ask the students to complete the exercise individually.
- Check the answers as a class.

### Answers

1 pick, 2 queue, 3 get, 4 see, 5 put, 6 hold, 7 Set

## Grammar

- 4 Ask the students to tell you the names of the future tenses they might need to use (*present simple, present continuous, future simple, future perfect, future perfect continuous, going to*).

- Read the rubric to the students.
- The students do the exercise individually. Check the answers as a class.

### Answers

1 While you pack I will make a picnic. 2 The plane won't leave before you have got on it. 3 By the time we find/have found our hostel, it will be closed for the night. 4 They will have a great time when they visit Berlin. 5 The moment I reach the island, I am going snorkelling.

- 5 Explain that the students will choose the correct options to complete the sentences.

- The students complete the exercise in pairs. Encourage them to discuss the answers and list the tenses in each set of options.
- Check the answers as a class.

### Answers

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

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 4. See if there is anything the students would like to go over again before you leave Unit 4 and move on to Unit 5.



# Best Mates

## Unit objectives

**Topic:** relationships, friends

**Reading:** scan an online problem page to match people with photos, read in detail to match people with information

**Vocabulary:** relationships, useful phrases, phrasal verbs, word formation: suffixes *-ship* and *-hood*, adjectives + prepositions, verb antonyms, verbs + prepositions

**Grammar:** Modal verbs, Past modals

**Listening:** listen to complete a form, listen to choose pictures

**Speaking:** role play different situations

**Writing:** an essay

## Extra!

Ask students to think about some of the people from the exercise and to describe the ones they know personally.

- 2 Explain that the students are going to complete the sentences with the verbs in the box.
  - Allow a minute or two for the students to read the verbs in pairs and discuss the meanings.
  - The students complete the exercise in pairs. Encourage them to talk about the meaning of the words in bold before they complete the sentences.
  - Check the answers as a class by asking different students to read a sentence each.

## Answers

1 tells, 2 calls, 3 tells, 4 gets, 5 spreads, 6 hurts, 7 makes, 8 has, 9 makes, 10 keeps

- 3 Ask the students to read the question.
  - Put the students in small groups to complete the exercise. Encourage them to discuss the options fully and to try to reach an agreement about the people.
  - Check the answers by asking a spokesperson from each group to share their group's views.

## Chatroom

- Ask a student to read the text.
- Put the students in pairs. Ask them to take turns to ask and answer the question.
- Check answers by asking some pairs to share their views.

## Round up

Go round the class asking different students to say what they would do to make a good impression if they were being introduced to someone famous (e.g., *their favourite pop star, sports star, etc.*)

## Blog

- Ask for a volunteer to read BlogChick's blog as a class. Check understanding.
- Put the students in small groups to talk about whether they think it's best to have a best friend or a group of friends.
- Take feedback as a class and see if there are any common themes.

## Unit title

Write the unit title on the board. Ask the students what the phrase means (*best friends*). Have a short discussion about the students' best mates.

## Vocabulary Starter

### Relationships (1)

## Warm up

Spend a minute or two having a class discussion about the different people the students meet in the course of an average week. Prompt the students to think about school, home, around town, sports venues, etc.

1

## Answers

1 colleagues, classmates, teammates, a coach,  
2 flatmates, 3 a headteacher, 4 an ex, 5 a gang,  
6 a bully, 7 neighbours



BlogChick Logged in

I haven't got a best friend. I prefer having lots of mates that I can hang out with on different days. What do you think? Is a best friend cool, or does a group of mates rule?



5

## Best Mates



### Vocabulary

#### Relationships (1)

- 1 Answer the questions below with words from the box.

classmates a coach an ex colleagues  
a gang flatmates a headteacher  
teammates neighbours a bully

- Which people can you see in the pictures?
- Who might you live with when you leave your family home?
- Who is in charge of your school?
- Who was once a person's boyfriend, girlfriend, husband or wife?
- What do you call a group of friends?
- Who is often mean to someone?
- Which people live very near you?

- 2 Complete the sentences with words from the box.

makes (x 2) spreads has tells (x 2)  
gets keeps hurts calls

- This person often \_\_\_\_\_ lies.
- This person \_\_\_\_\_ you names.
- This person always \_\_\_\_\_ the truth.
- This person often \_\_\_\_\_ you into trouble.
- This person \_\_\_\_\_ rumours about you.
- This person often \_\_\_\_\_ your feelings.
- This person always \_\_\_\_\_ a good impression on adults.
- This person \_\_\_\_\_ a crush on you.
- This person always \_\_\_\_\_ excuses instead of helping you.
- This person always \_\_\_\_\_ a secret for a friend.

- 3 Which people in Exercise 2 would you want as friends? Which would you not want?

#### CHATROOM

What are the two most important qualities, and the two worst faults in a friend? Use ideas from Exercise 2 or ideas of your own.



## Reading

Logged in



BlogChick

Whenever I have a problem, I ask for advice on online problem pages. I usually get some rubbish replies, but some good ones too. A problem shared is a problem halved, as the saying goes! Who do you like to tell about your problems? Do you ever look on the Internet for advice? Is it ever helpful?

More soon ... Watch this space.

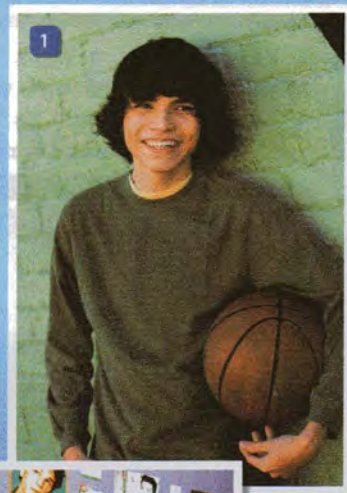
- 1 You are going to read part of an online problem page. Read the texts quickly and match the people (A–D) with the photos (1–4).
- 2 Choose one of the people (A–D) for each question. The people may be chosen more than once.

### Reading Tip: multiple matching

Read the question carefully and underline key words and phrases. Look for words and phrases in the text that mean the same thing.

#### Which person:

- |  |                         |
|--|-------------------------|
| is advised to give up a bad habit?                             | 1 <input type="text"/>  |
| is worried about the behaviour of people he/she likes?         | 2 <input type="text"/>  |
| is taking advantage of someone else's hard work?               | 3 <input type="text"/>  |
| is losing interest in a hobby?                                 | 4 <input type="text"/>  |
| should do more jobs around the house?                          | 5 <input type="text"/>  |
| enjoys different things from his/her friends?                  | 6 <input type="text"/>  |
| is advised to take more exercise?                              | 7 <input type="text"/>  |
| thinks that he/she has to follow unfair rules?                 | 8 <input type="text"/>  |
| is told to stop keeping secrets from his/her friends?          | 9 <input type="text"/>  |
| is advised to be friendly to someone who isn't his/her friend? | 10 <input type="text"/> |
| has been given praise that he/she didn't deserve?              | 11 <input type="text"/> |
| should be careful not to say everything he/she is thinking?    | 12 <input type="text"/> |
| feels that he/she is more talented than someone else           | 13 <input type="text"/> |
| ought to be ready to change friends?                           | 14 <input type="text"/> |
| would like to be trusted more?                                 | 15 <input type="text"/> |



- 3 Underline words or phrases in the article that match these meanings.

- 1 support him (A, 2 phrases)
- 2 behaving dishonestly or against the rules (B, 2 phrases)
- 3 feel sorry about something you've done (B)
- 4 chooses (C)
- 5 hard work and loyalty (C)
- 6 power to choose what to do (D)
- 7 make something less strict (D)



# Reading

## Pre-reading

Write on the board *A problem shared is a problem halved* (from the blog). Have a class discussion about whether or not students agree with this. Encourage them to give examples if they can.

## Blog

- Ask a student to read BlogChick's blog.
- Put the students in pairs to talk about whether or not they ever look on the Internet for advice and whether or not they think it can be helpful.
- Take feedback as a class. Find out what the majority view is.

### Background

- The Internet started in the 1960s, having first been developed as a way of communicating for the American military services.
- Since the start of the Internet, it has developed incredibly fast. In 2009, it was estimated that a quarter of the world's population use Internet services.
- Anyone can post information on the Internet, so it is important to make sure the sites you use are authentic and reputable.
- There are numerous Internet advice sites – some for technical problems and some for personal problems.
- People can send their problems in and either have a reply from a professional, or have replies from other Internet users who feel they have valuable advice to share.

- 1 Ask a student to read the rubric.
  - Ask the students what exactly they are going to do (*reading to find enough information to match the texts with the photos*).
  - Ask the students to look at the photos and think for a minute about the differences between each of them.
  - The students scan the texts then match them with the photos. Encourage them to think about what information gave them the clues they needed.
  - Ask different students for their answers.

### Answers

A 3, B 4, C 1, D 2

## 2 [CD 2 Track 01]

Read the rubric and ask a student to explain what they are going to do (*read the texts and decide which person each question applies to*).

- Choose a student to read the tip out loud. Explain that in exercises like this, it is important to look for synonyms. Point out that the questions and the texts will not usually have the same words in them; they will have different words that say the same thing.
- The students can do the exercise in pairs. The students should discuss their answers with their partner and make sure they have explained the reasons for their choices. They should underline the justification for their answers and be ready to explain that to the class.
- Check answers as a class. Ask different pairs to share and explain their answers.

### Answers

- 1 B (*First of all, stop cheating.*)
- 2 A (*My best friends are great ... the problem is, they're bullies.*)
- 3 B (*I've been copying my sister's History coursework for ages.*)
- 4 C (*I'm thinking of giving up basketball altogether, ...*)
- 5 D (*I suggest you start helping out more at home.*)
- 6 A (*How can they enjoy being so mean?*)
- 7 C (*... working hard on your fitness and ball skills in your spare time.*)
- 8 D (*... I'm not allowed out without an adult, even though I'm sixteen years old!*)
- 9 D (*... you mustn't keep on lying to your friends.*)
- 10 A (*It's also important to let Michael know that you are on his side.*)
- 11 B (*He told the whole class that he was really proud of me.*)
- 12 C (*... don't say anything against his son.*)
- 13 C (*Instead he picks his own son, who's useless at basketball.*)
- 14 A (*... if they don't, it's time to find some new friends.*)
- 15 D (*How can I persuade my parents that I'm old enough to go out on my own?*)

The recording of the reading text [CD2 Track 01] may be played after the students have completed the reading tasks.

### Extra!

Ask students if they have ever experienced any of the problems in the texts. (Don't insist on any of them to answer, as some of them might not want to share their experiences.)



- 3 Ask a student to read the rubric. Point out that they are told which text to look in each time.
- The students can do the exercise individually.
  - Check answers as a class by reading the words and asking different students to say the definitions.

#### Answers

1 stick up for, be on (his) side, 2 copying, cheating,  
3 regret, 4 picks, 5 commitment, 6 freedom, 7 relax

### Chatroom

- Ask the students to read the questions out loud as a class.
- Put the students in small groups to discuss the questions. Encourage them to be as detailed as possible in their answers.
- Take feedback as a class.

### WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and to get some information to share with the class.
- [www.friendship.com.au](http://www.friendship.com.au) is a site dedicated to celebrating friendship. Students will be able to chat to friends, read poetry about friendship, listen to songs and watch films, and receive friendship advice.

### IWB Extra notes

#### Unit opener page

- Bring the blog onto the board for discussion. Zoom up the photos and elicit reactions.
- Bring Exercises 1 and 2 onto the board; elicit and check answers. Click on the words for definitions if necessary.
- Remember that these exercises can be repeated at any time for quick revision.

#### Reading

- Reading Exercise 1: first bring up the questions on the board and ask students to highlight the key words in each.
- Move between texts and questions to find the answers. Use the masking tool to mask all but one question and move through each text on the board asking students to match. Emphasise that the key words must match words in the text. Underline these when the students identify them.



A

[http://www.ask\\_alice.com](http://www.ask_alice.com)

## Ask Alice ...

My best friends are great ... most of the time. It's fun being in their gang, but the problem is, they're bullies. They keep picking on a boy in our class called Michael. They're always calling him horrible names. They trip him up and throw things at him as well. It's all a laugh to them, but I hate it. How can they enjoy being so mean? I'm never mean to Michael myself, but I never stick up for him either because I don't want to lose my friends.

Tom, Manchester

*You say that your best friends are fun to be with, but it doesn't sound as though you're having much fun with them. Do they really deserve your friendship? You should tell them clearly and calmly that you think what they're doing to Michael is wrong. They might listen to you, but if they don't, it's time to find some new friends. It's also important to let Michael know that you are on his side. Bullying can cause terrible psychological damage, and some kind words from you could make a big difference.*

Alice

B

[http://www.ask\\_alice.com](http://www.ask_alice.com)

## Ask Alice ...

I've been copying my sister's History coursework for ages. One night last year, I was in a panic about homework, so my big sister gave me her old work to copy ... and my teacher loved it. He told the whole class that he was really proud of me. After that, I copied more and more, and now my teacher wants me to take my exam early. Help! I'll get terrible marks if that happens. What should I do?

Maddy, Cornwall

*As you've already realised, cheating is never a good idea. It's easy to start, but you'll always regret it in the long run. What should you do? First of all, stop cheating. From now on, only hand in work that is truly yours. If your teacher still wants you to take the exam early, tell him that you don't feel ready. If he doesn't listen, perhaps you'll have to do what you should have done a long time ago – be honest.*

Alice

4



C

[http://www.ask\\_alice.com](http://www.ask_alice.com)

## Ask Alice ...

I'm in a basketball club and I used to really enjoy it. Recently, though, things have changed. We've got a new coach and he never picks me for the team, even though all my teammates say I'm easily good enough. Instead he picks his own son, who's useless at basketball. It's so unfair! It's the only team in my neighbourhood, so I can't play for a different one. I'm thinking of giving up basketball altogether, but it seems a shame when I used to love it so much.

Connor, Kent

*Your basketball club has been great for you in the past, so don't give it up without a fight. I think you ought to try showing your commitment to the team by working hard on your fitness and ball skills in your spare time. Then tell the coach how hard you've been practising and ask him to give you another chance on the team. If that doesn't work, perhaps your friends could talk to him on your behalf. A word of warning, though: don't say anything against his son. That might make your problem worse. Good luck!*

Alice

D

[http://www.ask\\_alice.com](http://www.ask_alice.com)

## Ask Alice ...

I've got lots of great mates at school, but they do fun stuff together at the weekend and I'm starting to feel really left out. You see, I have to stay at home because I'm not allowed out without an adult, even though I'm sixteen years old! I'm too embarrassed to tell my friends that my parents treat me like a little kid, but I'm starting to run out of excuses for not going out with them. How can I persuade my parents that I'm old enough to go out on my own?

Amy, Hull

*It must be hard living with parents with such strict rules, but remember that they're only being strict because they care about you. You might have done some things in the past that make them feel anxious about giving you more freedom, but now it's time to show them how mature and responsible you are. I suggest you start helping out more at home. This may persuade them to relax their rules. Even if it doesn't, you mustn't keep on lying to your friends. Tell them the truth and I'm sure they'll understand.*

Alice

## CHATROOM

Do you agree with Alice's advice for each person?  
What other advice would you give them?



## WebSearch

[www.friendship.com.au](http://www.friendship.com.au)



## Vocabulary

### Words from the text

#### Useful phrases

- 1 Choose the correct prepositions to complete these phrases from the text on page 55.

- 1 from now **on / up / off**
- 2 **from / in / at** the long run
- 3 a word **in / for / of** warning
- 4 **on / in / at** your spare time
- 5 **for / on / at** your behalf
- 6 feel left **up / out / off**

- 2 Complete the sentences with phrases from Exercise 1.

- 1 Do you do any sport \_\_\_\_\_?
- 2 I've done some silly things in the past, but \_\_\_\_\_ I'm going to be really sensible.
- 3 Shall I talk to him \_\_\_\_\_ and tell him how you feel?
- 4 I should give you \_\_\_\_\_ about Amy. She gets upset very easily.
- 5 When people go to parties without me, I \_\_\_\_\_.
- 6 He doesn't like staying in at the weekend to study, but it will help him \_\_\_\_\_.

#### Phrasal verbs

- 3 Complete the text with the words from the box.

trips given picks hands run sticks

[http://www.ask\\_eric.com](http://www.ask_eric.com)

### Ask Eric ...

My sister Beth used to be really nice, but she's changed. She <sup>1</sup> \_\_\_\_\_ **on** our little brother for no reason, and sometimes she <sup>2</sup> \_\_\_\_\_ him **up** just for a laugh. Until recently she studied hard, but now she <sup>3</sup> \_\_\_\_\_ **in** her homework late – or doesn't do it at all. She always seems to have <sup>4</sup> \_\_\_\_\_ **out of** pocket money, too, and keeps asking to borrow mine. I've tried speaking to Mum about her, but I've <sup>5</sup> \_\_\_\_\_ **up** now. Mum always <sup>6</sup> \_\_\_\_\_ **up** for her and doesn't really listen to what I'm saying. What should I do?

#### CHATROOM

What advice would you give in response to the email in Exercise 3?

## Word formation

### Suffixes -ship and -hood

- 4 Read the text below and complete the table.

Leonardo DiCaprio and Tobey Maguire have been friends for decades. DiCaprio's childhood was similar to Maguire's. They both grew up without a father at home, and lived in poor neighbourhoods of Los Angeles. Their relationship started in the early 1990s, when they were trying to get the same acting jobs. A close friendship soon developed.

As adults, they are both members of the famous Academy of Motion Picture Arts and Sciences which awards the Oscars. They love going to basketball matches together, and there are rumours that an acting partnership will be coming to our screens soon.



	Person	Person + suffix
1	friend	
2	relation	
3	child	
4		membership
5	neighbour	
6		adulthood
7	partner	
8		fatherhood

- 5 Complete the sentences with words from Exercise 4.

- 1 'Where's your new home?' 'In a nice, friendly \_\_\_\_\_ just east of the city centre.'
- 2 I can't wait for \_\_\_\_\_, so I can get a job and live on my own.
- 3 Rachel and I have a great dance \_\_\_\_\_. We've won lots of competitions together.
- 4 I want to join the Fitness Club, but \_\_\_\_\_ costs £100 a year.
- 5 I have a very good \_\_\_\_\_ with my brother, but I don't get on as well with my sister.
- 6 Tom and Rob have been best mates since they were three. They're lucky to have a \_\_\_\_\_ like that!



## Vocabulary

### Words from the text: Useful phrases

- 1 Introduce the exercise by calling out some phrases that have prepositions (*keen on/interested in/good at/looking forward to*, etc.) but leave out the preposition. The students call out the preposition to complete the phrase.
  - Ask the students to read the rubric.
  - The students complete the exercise individually. Remind them to look back at the text for help. Check answers by writing the table on the board and inviting students to come and fill in the gaps.

#### Answers

1 on, 2 in, 3 of, 4 in, 5 on 6 out

- 2 The students are going to use the phrases from Exercise 1 to complete the sentences.
  - Remind the students that they need to think about meaning.
  - Work through the first sentence as a class if you think it is necessary.
  - The students complete the exercise in pairs. Encourage them to explain their choices.
  - Check the answers by asking different students to read a sentence each.

#### Answers

1 in your spare time, 2 from now on, 3 on your behalf, 4 a word of warning, 5 feel left out, 6 in the long run

### Phrasal verbs

- 3 Ask the students to read the rubric and the words in the box out loud.
  - Have the students complete the exercise individually. Remind them to look back at the reading text for help.
  - Check the answers by asking different students to read a part of the text each.

#### Answers

1 picks, 2 trips, 3 hands, 4 run, 5 given, 6 sticks

### Extra!

Ask the students to think of sentences using the phrasal verbs in Exercise 3.

## Chatroom

- Invite a student to read the question in the box.
- Put the students in new pairs to complete the exercise.
- Once the students have agreed on what advice to give, suggest they role play the advice situation in their pairs. One student explains the problem and the other gives the advice.
- You could ask some pairs to do their role play in front of the class.

### Word formation: Suffixes *-ship* and *-hood*

- 4 Start by asking the students to look at the photo. Ask if they know who the two people are (*Leonardo DiCaprio and Tobey Maguire*).
  - Ask the students to read the text silently to themselves.
  - Ask the students to complete the table with the other forms of the words. Tell the students to look back at the table if they need to but remind them that they only use one of the two suffixes each time.
  - Check the answers by writing the table on the board and inviting students to come up and add words.

#### Answers

1 friendship, 2 relationship, 3 childhood, 4 member, 5 neighbourhood, 6 adult, 7 partnership, 8 father

- 5 Start by calling out some of the person words from the table in Exercise 4. Each time, the students call out the person + suffix word.
  - Put the students in pairs to do the exercise.
  - Check the answers by asking different pairs to read a sentence each.

#### Answers

1 neighbourhood, 2 adulthood, 3 partnership, 4 membership, 5 relationship, 6 friendship



## Relationships (2): Adjectives + prepositions

- 6 Ask the students to read the adjectives in the box.
- Before they do the exercise, go round the class giving different students one of the adjectives and asking them to think of a sentence.
  - Students complete the exercise individually.
  - Check the answers as a class.

### Answers

1 jealous, 2 guilty, 3 proud, 4 anxious, 5 mean, 6 bored, 7 popular, 8 pleased, 9 interested

## Verb antonyms

- 7 Start by asking the students if they can think of any pairs of opposites – they don't have to be verbs.
- Ask the students to close their books. Read out the verbs 1–5. See if they can think of the opposite for any of them. Don't say at this stage whether they are correct or not.
  - The students open their books and complete the first part of the exercise individually.
  - Check answers to this part of the exercise by saying the verbs 1–5 again and asking the students to call out the opposites.
  - The students do the rest of the exercise in pairs, using the verbs to complete the sentences. Remind them to use the correct form of the verbs.
  - Check answers as a class.

### Answers

1 e, 2 a, 3 d, 4 b, 5 c  
1 encouraged, 2 admit, 3 reject, 4 criticising, 5 ignore, 6 discouraged, 7 praised, 8 accept, 9 denies, 10 Pay attention to

## Verbs + prepositions

- 8 Explain that the students are going to complete the text with the prepositions in the box.
- Ask the students to read through the prepositions. See if they can think of any verbs/phrases that use each of the prepositions.
  - Students complete the exercise in pairs..
  - Check the answers as a class by asking different students to read out sections of the text.

### Answers

1 about, 2 of, 3 about, 4 like, 5 about, 6 in, 7 for, 8 in, 9 in, 10 on

## Chatroom

- Invite a student to read the questions in the box.
- It might be more interesting to conduct this as a class discussion, with students sharing their views with the rest of the class.
- See if there are any series that dominate the discussion.

Further practice of the vocabulary covered in this unit can be found in Use your English: Units 5 and 6 (pages 136–137). Note that this section should be used after Unit 6, as it covers vocabulary from both Units 5 and 6.

## IWB Extra notes

- Work through the exercises quickly on the board and check answers.
- Bring up the text for Exercise 4 and ask students to highlight on the board, e.g. friend – friendship. Then complete the table on the board and do Exercise 5.
- Exercise 8 can be used for extra vocabulary practice using the highlighter to create different blanks in the text.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## Relationships (2)

## Adjectives + prepositions

6 Complete the sentences with these adjectives.

proud bored jealous guilty popular  
mean interested anxious pleased

- I'm a bit \_\_\_\_\_ of him because he's much better-looking than I am!
- I feel really \_\_\_\_\_ about cheating in the race.
- You were brilliant in the play. I'm so \_\_\_\_\_ of you!
- She's feeling very \_\_\_\_\_ about the competition. She's worried she'll make a mistake.
- The bully is always being \_\_\_\_\_ to the little kids at school.
- I'm \_\_\_\_\_ of doing the same thing every day.
- He's attractive, outgoing, funny – very \_\_\_\_\_ with the girls in his class.
- Tina's \_\_\_\_\_ with the lovely presents her friends gave her.
- They're \_\_\_\_\_ in science because they have a very motivating teacher.

## Verb antonyms

7 Match the opposites. Then complete the sentences below with a verb in the correct form.

- |             |                    |
|-------------|--------------------|
| 1 ignore    | a deny             |
| 2 admit     | b discourage       |
| 3 praise    | c reject           |
| 4 encourage | d criticise        |
| 5 accept    | e pay attention to |

- Tonia's parents have always \_\_\_\_\_ her to dance. They'd be delighted if she became a professional dancer.
- I \_\_\_\_\_ I made a mistake, but I promise I won't do it again.
- Why did you \_\_\_\_\_ Lucy's offer of help? Now there'll be no one to help you.
- My grandparents are always \_\_\_\_\_ me. They're unhappy about my friends, my clothes, my music, ... everything!
- When my little sister gets angry, we don't even look at her. We just \_\_\_\_\_ her, and she soon calms down.
- His parents have always \_\_\_\_\_ his interest in horseriding because it's such an expensive hobby, and can be dangerous too.
- Everyone \_\_\_\_\_ her for her fantastic performance in the concert last week.
- 'Are you going to \_\_\_\_\_ their invitation?' 'Yes, I can't wait to go.'
- Everyone says he did it, but he \_\_\_\_\_ it. He says he's not the person responsible.
- \_\_\_\_\_ the teacher, so that you know what to do.

## Best Mates

5

## Verbs + prepositions

8 Complete the text with the correct prepositions from the box.

about (x3) like for of in (x3) on

## TV Week Highlights



### Showdown

This week's exciting episode starts with a huge argument between Kate and Jade. Kate has found out <sup>1</sup> \_\_\_\_\_ Jade's relationship with Micky and is accusing Jade <sup>2</sup> \_\_\_\_\_ being disloyal. Jade replies that Kate doesn't care <sup>3</sup> \_\_\_\_\_ anyone except herself and treats her friends <sup>4</sup> \_\_\_\_\_ dirt. All the boys tease Micky <sup>5</sup> \_\_\_\_\_ the trouble he's caused, but Micky confides <sup>6</sup> \_\_\_\_\_ Sam and tells him that he's no longer interested in Jade. Sam thinks he should apologise to both girls <sup>7</sup> \_\_\_\_\_ his behaviour but Micky doesn't want to. In the end, Sam decides to interfere <sup>8</sup> \_\_\_\_\_ the girls' argument, and this results <sup>9</sup> \_\_\_\_\_ disaster. We can always depend <sup>10</sup> \_\_\_\_\_ Sam to make things worse! Don't miss this episode!

→ Wednesday, 8.30 p.m., Channel 5

### CHATROOM

What TV series do you like? Describe the problems that characters in the series have in their relationships.



## Grammar

### Modal verbs

1 Read the grammar notes and match the examples to the uses.

- a He **can't** be ill, because I saw him shopping in town a few minutes ago.
- b That **might** make your problem worse.
- c You **mustn't** lie to your friends.
- d You **should** tell them to stop being bullies.
- e I **can't** do anything to stop them.
- f I **have to** stay at home because I'm not allowed out without an adult.

ability **can, be able to**

1 \_\_\_\_\_

advice **should, ought to**

2 \_\_\_\_\_

asking permission **can, could, may**

*May I have another biscuit?*

obligation or necessity **must, have to, need to**

3 \_\_\_\_\_

lack of necessity **don't have to, don't need to, needn't**

*You needn't pick me up from school - I'll walk home.*

prohibition **mustn't**

4 \_\_\_\_\_

present and future possibility **might, may, could**

5 \_\_\_\_\_

present certainty **must**

*It must be hard living with parents with such strict rules.*

present impossibility **can't**

6 \_\_\_\_\_

See Grammar File, page 164.

2 Use the modals in the box to complete these rules. Where two options are possible, write them both.

mustn't   don't have to   has to  
must   have to   needn't

### Rules For Using The School Computer Room

- 1 A teacher \_\_\_\_\_ / \_\_\_\_\_ be in the room before you can enter.
- 2 You \_\_\_\_\_ / \_\_\_\_\_ listen carefully to your teacher's instructions.
- 3 You \_\_\_\_\_ play computer games or download software.
- 4 Students \_\_\_\_\_ give their password to anyone else.
- 5 You \_\_\_\_\_ / \_\_\_\_\_ switch off the computer at the end of the lesson; the computers can be left on until the end of the school day.

3 Circle the correct option.

A: Hey! Look at this photo of all of us at the park ... but who's that boy with red hair?

B: It <sup>1</sup> **can't / must** be Dom's brother. He's got red hair.

A: No, it <sup>2</sup> **can't / might** be Dom's brother. Dom's emailed me to ask who he is!

B: Katerina's boyfriend <sup>3</sup> **can / might** have red hair.

A: No, I think he's blond. Let's show Becky the photo tomorrow. She <sup>4</sup> **can't / may** know him.

B: Good idea ... although I suppose he <sup>5</sup> **could / must** be someone who was just walking through the park.

4 Choose the correct word or phrase, A, B or C to complete each gap.

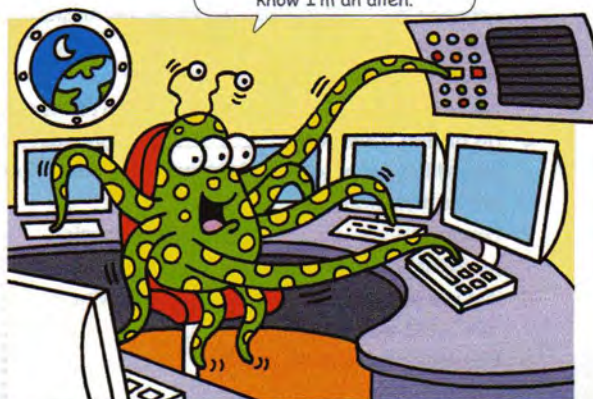
Logged in

Facebook is a great way to keep in touch with friends online. How does it work?

- You <sup>1</sup> \_\_\_\_\_ to ask people if you can be their friend on Facebook.
- When someone gets a message saying '2 \_\_\_\_\_ be your friend?', they <sup>3</sup> \_\_\_\_\_ say yes. They <sup>4</sup> \_\_\_\_\_ choose to reject your friendship request.
- You can put up pictures on your Facebook page. However, you <sup>5</sup> \_\_\_\_\_ put up any pictures that <sup>6</sup> \_\_\_\_\_ upset people.
- You <sup>7</sup> \_\_\_\_\_ be very careful about meeting up with friends that you've got to know online.

- 1 A must      B have      C can
- 2 A can I      B I should      C Ought I
- 3 A haven't      B mustn't      C don't have to
- 4 A mustn't      B don't need      C might
- 5 A shouldn't      B can      C ought not
- 6 A should      B needs      C could
- 7 A can      B must      C ought

I've got 12 million Facebook friends, and none of them know I'm an alien.





# Grammar

## Modal verbs

- Start by reminding students of the most important differences between modal verbs and ordinary verbs:
  - the modal verb never changes form – there is no third person 's'.
  - modal verbs are always followed by the bare infinitive.
  - There are only two tense forms: present/future and past.
  - the same verb can have more than one meaning according to the context.

*Ought to* and *have to* are semi-modals and exceptions to the above.

  - Ask the students how many modal verbs they know. Write these on one side of the board.
  - Now write up the following categories on the board and ask students to match modal verb to category, eliciting example sentences as you go:
 

Ability	Advice	No necessity
Permission		Possibility
Prohibition		Impossibility
Obligation		Certainty
Necessity		
  - Read through the examples and the grammar box again with the students, one point at a time. Each time, ask the students which example matches each note.
  - Reinforce the structure by asking students to think of their own sentences for each modal as you work through the material.

### Answers

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

Refer the students to the Grammar File on page 164.

- Explain that the students are going to complete some rules with the modal verbs in the box.
  - Start by asking the students to close their books. Read out the modals one at a time and ask students to think of one school rule of their own.
  - The students open their books. Ask them to read the verbs in the box, then the gapped text silently to themselves.
  - Remind the students to think about the meaning and 'strength' of each rule.
  - The students complete the exercise individually.
  - Check answers by asking individual students to read the sentences.

### Answers

1 has to/must, 2 must/have to, 3 mustn't, 4 mustn't, 5 don't have to/needn't

## Extra!

Put the students in pairs to think of four more rules for their own school using modal verbs. Invite them to share their rules with the class.

- Explain that the students are going to choose the correct option for each sentence.
  - Ask the students to complete the exercise in pairs. Encourage them to discuss their choice of tense each time.
  - Check the answers by choosing different students to read an utterance each. Check to see if the rest of the class agrees.

### Answers

1 must, 2 can't, 3 might, 4 may, 5 could

- Explain that the students are going to choose the correct option to complete a short text about *Facebook*.
  - Start by asking the students if they can think of any sentences of their own about *Facebook*, using modal verbs.
  - Ask the students to complete the exercise in pairs. Encourage them to discuss their choice of tense each time.
  - Check the answers as a class by asking four volunteers to read one point each from the text.
  - Ask the students to look at the cartoon. Elicit their responses to it – do the students use *Facebook*? Do they have any friends they don't know?

### Answers

1 B, 2 A, 3 C, 4 C, 5 A, 6 C, 7 B



## Past modals

- 5 Start by drawing a line down the centre of the board.
- On one side write the heading 'Present'; on the other write the heading 'Past'. Elicit a present modal form from the students and write in the appropriate column. Ask them to give you a verb to go with it e.g. elicit *should*. Then, *go* = *should go*. Then ask students how they would express that in the past. Elicit *'should have gone'* and so on, pointing out the exceptions such as *can/could* and *have to/had to*. Limit yourself to looking at the form at this point.
  - Now look at the table and ask students to match the headings to the sections in the table.
  - Go through the grammar box with the students, focusing on the different meanings of the past forms.
  - Reinforce the structure by asking students to think of their own sentences for each past modal as you work through the material. Encourage them to say true sentences about themselves each time.

### Answers

1 b, 2 c, 3 a

Refer the students to the Grammar File on page 165.

- 6 Ask the students to read the rubric and explain what they are going to do (*make sentences from the prompts and the correct modal verb by looking at the pictures to clarify meaning*).
- Work through the example with the class.
  - The students can complete the exercise in pairs.
  - Check answers as a class by asking different pairs to read a sentence each.

### Answers

2 He can't have left home on time. 3 She may have accused him of lying. 4 She shouldn't have teased him about his hair. 5 He must have had some good news.

## Back up your grammar

- 7 Explain that this exercise reviews the grammar the students have learned in this unit.
- Ask the students to read the rubric. Check understanding.
  - The students complete the exercise individually. Remind them to make sure the second sentences have a similar meaning to the first sentences.
  - Check answers as a class by asking different students to read a sentence each.

### Answers

1 shouldn't have picked, 2 may have decided, 3 mustn't tell, 4 needn't have apologised, 5 ought to admit, 6 had to give

## Chatroom

- Ask the students to read through the text in the box.
- Put the students in small groups to talk about the topics.
- If there is time, invite some groups to share their answers with the class.

Further practice of the grammar covered in this unit can be found in Use your English: Units 5 and 6 (pages 138–139). Note that this section should be used after Unit 6, as it covers grammar from both Units 5 and 6.

## IWB Extra notes

- First bring up the first grammar box and review modal verbs (present and future only) with the class. Then ask the class to fill the gaps in the table. If they give the incorrect tense, click on the link to the Grammar File and review the modal verbs (present and future only).
- Work through Exercises 2 - 4 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for past modals.
- Back up your grammar: Transformation sentences need the students to be careful and accurate. The enlargement of the exercise on the whiteboard helps this a great deal. Bring Exercise 7 up on the board. Mask all except the first item. Highlight 1) the word(s) that match the key word given (*were wrong* = *shouldn't*) 2) the tense used, then elicit the answer and check. Repeat through all items.



## Past modals

## Best Mates

5

## 5 Complete the grammar notes with these headings.

a past certainty    b past ability    c past obligation or necessity

1 _____ <b>could / was/were able to + infinitive</b> <i>I <b>wasn't able to</b> ride a bike until I was eight years old.</i>	<b>lack of necessity in the past</b> <b>didn't have to / didn't need to + infinitive</b> <i>We <b>didn't have to</b> do the washing up on holiday because there was a dishwasher.</i>
<b>regret or criticism about the past</b> <b>should have / ought to have + past participle</b> <i>You <b>should have stopped</b> them from bullying Michael.</i>	<b>needn't have + past participle</b> (Note: You can only use this structure if the action happened.) <i>Thanks for doing the washing up, but you <b>needn't have done</b> it. We've got a dishwasher!</i>
2 _____ <b>had to + infinitive</b> <i>Last month we <b>had to study</b> very hard for our exams.</i>	3 _____ <b>must have + past participle</b> <i>His parents died when he was young, so he <b>must have had</b> a difficult childhood.</i>
<b>past possibility</b> <b>might have / may have / could have + past participle</b> <i>'Why don't my parents trust me?' 'You <b>might have done</b> some naughty things in the past.'</i>	<b>past impossibility</b> <b>can't have + past participle</b> <i>They <b>can't have finished</b> their homework yet. They only started five minutes ago.</i>

See Grammar File, page 165.

## 6 Look at the pictures and choose the most suitable modal to make sentences.

- ignore the sign (shouldn't have / might have)  
*She **shouldn't have ignored** the sign.*
- leave home on time (could have / can't have)
- accuse him of lying (may have / ought to have)
- tease him about his hair (shouldn't have / could have)
- have some good news (must have / can't have)



## Back up your grammar

## 7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- We were wrong to pick on her.  
**shouldn't**  
We \_\_\_\_\_ on her.
- Perhaps he has decided not to come.  
**may**  
He \_\_\_\_\_ not to come.
- It's important that you don't tell a lie.  
**mustn't**  
You \_\_\_\_\_ a lie.
- It wasn't necessary to apologise for their mistake.  
**needn't**  
They \_\_\_\_\_ for their mistake.
- It's time for me to admit I was wrong.  
**ought**  
I \_\_\_\_\_ I was wrong.
- It was my duty to give him the news.  
**had**  
I \_\_\_\_\_ him the news.

## CHATROOM

Talk about your actions last week: things it was necessary to do, things that you regret doing, and things that were impossible to do.

More practice on pages 138–139.



## Listening

Logged in



My friends are great, but with each one I have a slightly different relationship. Some are great for a good time but with others, I love having a quiet night in. Do your friendships work in a similar way?

BlogChick

More soon ... Watch this space.

### Listening 1

- 1 A TV company is looking for teenagers to take part in their new show, *With Friends Like These*. Listen to a phone interview with someone who wants to be on the show and complete the form.

#### Listening Tip: taking notes

Before you listen, think of other words associated with the categories in the left column of the form. Listen out for these words as you hear the recording.

#### APPLICANTS FOR

### *With Friends Like These*

Name of applicant: 1

Age: 2

Name of best friend: 3

When they first met: when they were

4

How they first met: their 5  were friends

Best memory: our 6  at school

Worst argument: about a 7

Friend's best quality: 8

Friend's worst fault: 9

Availability in April: free after

10

#### CHATROOM

Imagine you and your partner work for a TV company. Think of an idea for a new TV show about teenage friendships.

### Listening 2

- 2 You will hear ten short conversations. After each conversation, you will be asked a question. Choose the correct picture, A, B or C.

#### Listening Tip: choosing the correct picture

Before you listen, think of the English words for the pictures and any connected words.

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



# Listening

## Pre-listening

- Have a brief class discussion about the sorts of things students like to do with their friends. Do the students prefer going to cafés, spending time at home with them, doing sports together, etc.?

## Blog

- Ask the students to read BlogChick's blog. Put the students in small groups to discuss whether their friendships are similar to those described in the blog.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

1 [CD 2 Track 02 Audioscript page T182]

- Explain that the students will hear a teenage girl being interviewed about taking part in a TV show. The students are going to complete the notes according to what they hear.
- Choose a student to read the tip out loud. Explain that they need to read the gapped notes and think carefully about what words or types of words might fill each gap, as that will help them to focus appropriately on the audio material as they listen.
- Point out that the students will hear the conversation twice.
- Allow time for the students to read through the gapped notes.
- Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. If the students do, allow time for them to write their answers.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

1 Jamila Patel, 2 15 – 16 in 3 weeks, 3 Grace Smith, 4 babies, 5 mums, 6 first day, 7 pop star, 8 loyal, 9 moody, 10 the 15<sup>th</sup>

## Listening 2

2 [CD 2 Track 03 Audioscript page T182]

- Explain that this time the students are going to listen to short conversations and will answer a question about each one by choosing the correct picture.
- Ask the students to look at the pictures in pairs and to discuss the differences between them.
- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time

for the students to complete as many of the answers as they can.

- Play the CD again so students can check or complete their answers.
- Check the answers as a class.

### Answers

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

## Chatroom

- Ask the students to read the question in the box.
- Discuss the question as a class. If there is time, see if the class can agree on one TV show from the suggestions made.

### IWB Extra notes

- For Exercise 1, before listening, use the same technique as for Unit 2 exercise 1.
- Exercise 2: bring the pictures onto the board and focus the students' attention on the differences between each picture. Start with set 1, then listen and check. Repeat, always focusing on the differences and making the students listen for the these.



## Speaking

### Roleplay

#### 1 [CD 2 Track 04 Audioscript page T183]

- Read the rubric and make sure the students are clear about what they are going to do.
- Put the students in pairs and ask them to read the situations and discuss what kinds of things the students might say when role playing them.
- Play the CD. Ask the students to guess the situation.
- Check the answer as a class. Ask for justification.

#### Answers

2

#### 2 Explain that the students are going to role play the situations from Exercise 1.

- Put the students in new pairs. The students complete the exercise. Point out that they only need to say two lines for each roleplay.
- Invite some pairs to do their roleplays in front of the class.

#### 3 [CD 2 Track 05 Audioscript page T183]

- Explain that the students are now going to read a speaking task then listen to a student doing the task.
- Choose a student to read the role cards out loud. Ask another student to read the question.
- Play the CD. Ask the students to think about their answers. Play the CD a second time if absolutely necessary.
- Check the answer by asking several students to say their answers to the questions.

#### Answers

1 It is one of the most important matches of the season and none of her teammates are good goalkeepers. 2 For the girl to play in the game, then go to the party. 3 No – the grandfather lives too far away. 4 They agree the girl will go to the party.

#### 4 [CD 2 Track 06 Audioscript page T183]

Explain that the students are now going to listen to the CD again, this time to listen for specific expressions from the Language Upload box.

- Go through the Language Upload box. Read through each section with the students. Each time, encourage them to think of other similar sentences or phrases they could use that match those in the box. For example, for *Apologising*, they could add *I must apologise for .../Please accept my apologies, but ...*
- Play the CD. The students can do the exercise in pairs.
- Check answers as a class.

#### Answers

I'm afraid I can't ..., I'm sorry but I (really) can't ..., Oh dear. That's a bit of a problem, You see ..., The problem is ..., Is there any way you could ...?, Oh well – never mind

#### 5 Explain that the students are now going to role play a conversation of their own.

- Choose a student to read the tip out loud. Explain that students can prepare for roleplays by thinking of vocabulary relevant to the topic, but they can never plan exactly what they want to say as they have to respond to what their partner says.
- The students can do the exercise in pairs. One of them is the teacher and one the student.
- If there is time, you could role play the situation with one or two students.
- Check the answers as a class.

#### IWB Extra notes

- Zoom up the pictures in Exercise 1 and elicit what might be happening in each photo.
- Bring the Language Upload box up onto the board and ask the students which phrases/sentence beginnings they would use for each situation in Exercise 1. Number the phrases/sentence beginnings on the board and ask students to practise.





Best Mates

5



## Speaking

### Roleplay

- 1 Listen and decide which situation the students are roleplaying.
  - 1 You are friends. Student A starts:  
'Do you want to come round to my house tonight?'
  - 2 You are neighbours. Student A starts:  
'We've got lots of friends coming round for a meal today. Could we borrow some knives and forks, please?'
  - 3 You are classmates. Student B starts:  
'Do you think you're ready for the exam tomorrow?'
  - 4 You are teammates. Student B starts:  
'How did we lose that match? We were winning 2-0 at half-time.'
- 2 Work with a partner. Roleplay the other conversations in Exercise 1. Add two or three lines for each.
- 3 Read the role card. Then listen to the dialogue and answer the questions below.

#### The situation

You can't play in the football match next Saturday because you have to go to your grandfather's seventieth birthday celebration. You speak to your football coach.

#### Your goal

Explain the problem and apologise.

- 1 Why is it a problem that the girl can't play in the match?
  - 2 What solution does the coach suggest?
  - 3 Is the coach's suggested solution going to work? Why/Why not?
  - 4 Do they finally agree that the girl is going to play in the match, go to her grandfather's celebration, or both?
- 4 Listen again and tick the expressions in the Language Upload box that you hear.

- 5 Roleplay the conversation below. The English teacher's role card is on page 125.

#### The situation

You are late for your after-school English class, and may be late for other classes in the future because the bus timetable has changed. You speak to your English teacher.

#### Your goal

Explain the problem and apologise. Try to find a solution to the problem.

### Speaking Tip: roleplay

Think about useful language before you start speaking, but don't plan what you're going to say too carefully. Make sure that you respond correctly to your partner's words.

## Language Upload

### Apologising

I'm so sorry I'm late.  
I'm sorry, but I can't ...  
I'm afraid I can't ...

### Responding to an apology

Don't worry.  
Oh well – never mind.  
Oh dear. That's a bit of a problem.

### Explaining a problem

You see, ...  
The problem is, ...

### Discussing a solution

Is there any way you could ...?  
I might be able to ...  
Perhaps we should ...





## Writing: An Essay

### Before you write

#### 1 Read the writing task and answer the questions opposite.

Your teacher has asked you to write an essay giving your opinion on the following statement:

*'A good friend always keeps your secrets.'*

Write your essay in 120–180 words.

1 What must you write?

2 What must you give your opinion about?

3 Should you use formal or informal language for the task?

#### 2 Read Jonah's essay. Do you agree with his arguments and conclusion?

Most of us like to confide <sup>1</sup> \_\_\_\_\_ a friend from time to time. Is it possible to have a good friend who tells other people our secrets?

Most people would agree that they can't trust a friend who doesn't keep their secrets. Without trust, there's no friendship. Moreover, secrets are usually secret for a reason. When the wrong people find out <sup>2</sup> \_\_\_\_\_ them, there can be big problems.

However, perhaps sometimes secrets are unfair. If someone keeps a secret about something bad that their friend has done, they might get into trouble themselves when the truth is discovered. Their friend shouldn't <sup>3</sup> \_\_\_\_\_ told them the secret in the first place. Furthermore, if someone knows that their friend is in danger, they ought <sup>4</sup> \_\_\_\_\_ help their friend however they can. Imagine they know their friend is stealing or taking drugs. They should do all they can to stop this behaviour, if necessary by telling other people.

In conclusion, while I agree that in most circumstances a good friend <sup>5</sup> \_\_\_\_\_ your secrets, there are a few situations when that isn't true.

#### 3 Now complete the gaps in the essay with suitable words.

#### 4 Complete Jonah's plan for the essay.

### Writing Plan



#### Paragraph 1

introduce the issue

• it's nice to \_\_\_\_\_ in a friend

#### Paragraph 2

arguments agreeing with the statement

• can't \_\_\_\_\_ someone who doesn't keep secrets  
• problems when the \_\_\_\_\_ people find out about secrets

#### Paragraph 3

arguments disagreeing with the statement

• a secret is \_\_\_\_\_ if a friend might get in trouble for keeping it  
• important to help if you know a friend is in \_\_\_\_\_

#### Paragraph 4

conclusion

• in a few situations, the statement isn't true



# Writing: Essay

## Warm up

- Start the lesson by having a brief discussion about the last essay the students wrote – it can be in any subject, not just English. What was easy and not so easy about writing it? What would have made it easier?
- Ask the students to look at the cartoon. Invite their comments on it – what is it showing? Is this something they have strong feelings about?

## Before you write

- 1 Allow time for the students to read through the reading task and the questions.
  - Invite students to share their answers.

### Answers

1 an essay, 2 the statement 'A good friend always keeps your secrets', 3 formal

- 2 Explain that the students are going to read Jonah's essay and then say whether or not they agree with his arguments and conclusion.
  - Allow time for the students to read the essay silently to themselves.
  - Check answers by eliciting responses from a variety of students. Open it out into a class discussion.
- 3 Ask the students to read the essay again and complete the gaps with suitable words.
  - Allow time for the students to complete the exercise.
  - Check answers as a class.

### Answers

1 in, 2 about, 3 have, 4 to, 5 keeps

- 4 Start by looking at the model essay in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the essay:

Does Jonah clarify what the essay is about in the first paragraph? (*Yes, he does.*)

In which paragraph does Jonah explain why sometimes it is not right to keep a secret? (*paragraph 3*)

Does Jonah repeat everything he's already said in his conclusion? (*No, he doesn't.*)

What does Jonah do in his conclusion? (*sums up his opinion*)

- Ask the students to complete Jonah's plan individually. Remind them to look back at the model essay for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

### Answers

Paragraph 1: confide

Paragraph 2: trust, wrong

Paragraph 3: unfair, danger

## IWB Extra notes

- Bring up the first task on the board and brainstorm with the students. Then bring up the model and ask one student to underline the opinions already mentioned in one colour and those not mentioned in another.
- Highlight each paragraph in a different colour and elicit from the students the purpose of each paragraph.
- Bring up the Writing Plan and elicit completion on the board. Check answers.
- Go back to the model and this time, ask students to highlight all the connecting words using a different colour for words with different functions (contrast, addition, concluding). Then do Exercises 5 and 6 on the board.
- Bring up the writing task in Exercise 7 and brainstorm with the class.
- Use the Memory Flash and Writing Plan on the board to walk students through their writing task.
- Refer to the Workbook writing model on the board if necessary.



- 5 Start by going through the information about connecting words with the students. Read the words/phrases one at a time, and ask the students to read the example sentence each time.
- Point out that we use these words/phrases when we are adding a similar argument.
  - Ask the students to find examples in the essay.

#### Answers

Moreover, secrets are usually ...

Furthermore, if someone knows ...

- 6 Ask the students to read the rubric and check understanding.
- Ask the students to do the exercise individually.
  - Check the answers as a class.

#### Answers

1 as well/too, 2 Furthermore/Moreover, 3 In addition, 4 also, 5 Furthermore/Moreover, 6 as well/too

### Time to write

- 7 Explain that the students are now going to prepare to write their own essay. Ask the students to read the writing task. Point out that it is not exactly the same as the example reading task in Exercise 1, although it is also about friends. Allow time for the students to read the rubric and the reading task.
- The students discuss their ideas.
  - Allow two or three minutes for this then take feedback as a class.
- 8 Ask the students to read the rubric.
- Do this exercise in the form of a class activity. Read the questions one at a time and elicit views and opinions from the students.
  - See if it is possible to reach a class consensus each time.
- 9 The students then make their plan. They could do this in pairs but if it is appropriate, encourage them to work individually on this so they get used to writing plans on their own.
- Remind the students to look back at Jonah's plan and to use similar ideas.
- 10 Refer the students to the Memory Flash. Remind the students that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind them to look through the connecting words again as well.
- Choose a student to read the tip out loud. Point out that it is important to use a variety of language in essays as that makes their work more interesting to read.

- Remind the students that they can use the model essay to help them as well as their writing plan and the phrases in the Memory Flash. They should also try to use as much of the grammar and vocabulary of the unit as possible in their essays.
- If there's time in the lesson, the students can write or start to write their essays. However, it might be best to set this as a homework task so that the students have plenty of time to think about their essays without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

#### Answers

Students' own answers

### Model answer: essay

Most of us like to think our friends are honest with us, but is complete honesty really a good idea?

Most people would agree that there are times when honesty is important. When a person asks a friend for advice on their love life or their choice of career, the truth may hurt the person's feelings but will be helpful in the long run. Furthermore, a friend can help someone to become a better person by being honest about their faults.

However, sometimes honesty is a bad idea. For example, if someone says that they don't like a friend's new clothes, they are hurting the friend's feelings for no reason just because their own taste is not the same as others. Moreover, when they hear other people criticising their friend, they shouldn't always tell the friend what has been said. People don't always mean what they say, especially when they are jealous or upset.

In conclusion, while I agree that in most circumstances a friend should be honest, there are some situations when it is better to think before you speak.

[180 words]



- 5 Find some examples of these connecting words in Jonah's essay.

## Connecting words

### Adding a similar argument

#### Furthermore, Moreover, In addition

Furthermore, you might lose your friend's trust for ever.

#### Also

Secrets can also be very difficult to keep.

#### Too, As well

People should think of their friend's safety as well.

- 6 Complete the sentences with the connecting words from Exercise 5.

- 1 A good friend knows how to listen, and might be able to help you \_\_\_\_\_.
- 2 Keeping a diary is fun. \_\_\_\_\_, it can be helpful to write about your problems.
- 3 Sometimes teachers give good advice about bullying. \_\_\_\_\_, the headteacher can speak to the bully about his or her behaviour.
- 4 My parents don't understand my problems. They're \_\_\_\_\_ too busy to listen properly when I want to talk.
- 5 Discussing your problems with parents can make your relationship stronger. \_\_\_\_\_, their advice will be useful because they have a lot of life experience.
- 6 I often confide in my big sister. I sometimes confide in my twin brother \_\_\_\_\_.

## Best Mates

5

### Time to write

- 7 You are going to write the following essay. With a partner, discuss ideas that support and disagree with the statement.

Your teacher has asked you to write an essay giving your opinion on the following statement.

'A good friend is always honest.'

Write your essay in 120–180 words.

- 8 Read these questions and say if a good friend would give honest replies.

Do you like my new trousers?

Am I a good singer?

What do Jack and Eliza say about me?

Was I wrong when I told him he'd upset me?

- 9 Make a plan for your essay using the writing plan opposite to help you.
- 10 Now write your essay, using the Memory Flash and the Connecting words box to help you.

### Writing Tip: essays

Don't forget to include suitable connecting words.

## Memory Flash



Opening the essay	Starting an argument	Giving examples	Describing responsibilities	Giving an opinion
Most of us like to ... Is it possible to have a good friend who ...?	Most people would agree that ...	For example, ... Imagine ...	They should ... A friend ought to ... There are times when ... is important.	While I agree that in most circumstances ..., there are a few situations when ...



## Revision 5



## Vocabulary

1 Complete each gap with ONE suitable word.

My sister Saffy has a best friend called Rachel, and I must admit, I don't understand their <sup>1</sup> \_\_\_\_\_ at all. One moment they're getting on well, and the next they're being really mean <sup>2</sup> \_\_\_\_\_ each other. Last week, for example, Saffy got jealous <sup>3</sup> \_\_\_\_\_ Rachel because she had a new iPod. She started spreading <sup>4</sup> \_\_\_\_\_ that Rachel had stolen it, and lots of people believed them. When Rachel <sup>5</sup> \_\_\_\_\_ out about this, she didn't speak to Saffy for days. She completely <sup>6</sup> \_\_\_\_\_ her. Saffy started to feel guilty <sup>7</sup> \_\_\_\_\_ what she'd done, and she apologised to Rachel <sup>8</sup> \_\_\_\_\_ her unkindness. Rachel didn't <sup>9</sup> \_\_\_\_\_ her apology, though. Instead, she <sup>10</sup> \_\_\_\_\_ the teachers lies about Saffy in order to <sup>11</sup> \_\_\_\_\_ Saffy into trouble at school. Finally, a boy called Tyson started teasing them <sup>12</sup> \_\_\_\_\_ their silly behaviour. They both have a crush <sup>13</sup> \_\_\_\_\_ Tyson, so they really <sup>14</sup> \_\_\_\_\_ about what he thinks of them. Soon, they'd decided to be best friends again!

2 Circle the correct word in these sentences.

- Our school's got a new **headteacher** / **colleague** / **neighbour**.
- We live in the same **membership** / **neighbourhood** / **gang**.
- He **denied** / **interfered** / **confided** breaking the window.
- I'm **pleased** / **anxious** / **bored** of hanging out with the same people every day.
- The argument **resulted** / **depended** / **rejected** in the end of their friendship.
- Her coach **criticised** / **discouraged** / **praised** her for her fantastic goal.

3 Match the sentence halves.

- |                               |                    |
|-------------------------------|--------------------|
| 1 You made a really good      | a for me.          |
| 2 This is important, so pay   | b my feelings.     |
| 3 I don't know why you make   | c impression.      |
| 4 Her parents treat her       | d secrets.         |
| 5 I'm terrible at keeping     | e like an adult.   |
| 6 No one ever sticks up       | f excuses for her. |
| 7 We want to live together as | g attention.       |
| 8 He really hurt              | h flatmates.       |

## Grammar

4 Circle the correct options.

- A: You <sup>1</sup> **don't have to** / **mustn't** forget to phone Charlie.
- B: Oh yes. I'll phone him now ... No answer!
- A: He <sup>2</sup> **may** / **needn't** have left his phone at home. Or he <sup>3</sup> **can't** / **could** be somewhere noisy where he can't hear it ringing.
- B: Well, I <sup>4</sup> **can't** / **needn't** keep phoning him. I <sup>5</sup> **should** / **should have** charged my phone last night, but I forgot. The battery's almost dead.
- A: You <sup>6</sup> **can** / **might** use my phone if you want.
- B: Thanks. In fact, <sup>7</sup> **might** / **may** I use it now?
- A: Sure. Here you are.
- B: He's still not answering. Oh dear! Next time we <sup>8</sup> **should** / **ought to** arrange everything before we go out.
- A: Hey, look! There's Charlie!
- B: Oh good! Someone <sup>9</sup> **must have told** / **had to tell** him we were here.
- A: Yes. We <sup>10</sup> **mustn't** / **needn't** have worried about him.

5 Rewrite the first sentence so that it refers to the time in brackets. Replace the underlined word(s).

- I can't dance in the show tonight. (last week)  
I couldn't dance in the show last week.
- We don't have to buy any milk this morning. (yesterday)  
\_\_\_\_\_
- They needn't have done their homework last Tuesday. (tomorrow)  
\_\_\_\_\_
- You must be tired now. (earlier)  
\_\_\_\_\_
- He could be on the way to school at the moment. (an hour ago)  
\_\_\_\_\_
- They must remember to take some money with them today. (yesterday)  
\_\_\_\_\_
- It might have resulted in disaster last weekend. (next weekend)  
\_\_\_\_\_
- She shouldn't say that all the time. (last night)  
\_\_\_\_\_



# Revision 5

## Vocabulary

- 1 Ask the students to read the rubric and say what they are going to do (*complete the text with one word in each gap*).
  - Ask the students to read through the text quickly and see how many words they can complete right away, almost without thinking. Check their totals.
  - The students complete the exercise individually.
  - Check the answers by asking different students to read out a sentence each.

### Answers

1 friendship/relationship, 2 to, 3 of, 4 rumours, 5 found, 6 ignored, 7 about, 8 for, 9 accept, 10 told, 11 get, 12 about, 13 on, 14 care

- 2 Explain that the students will choose the correct words in each sentence and will need to focus on meaning.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

1 headteacher, 2 neighbourhood, 3 denied, 4 bored, 5 resulted, 6 praised

- 3 Explain that the students will match the sentence halves by thinking about the words that follow on from the end of the sentence stem each time.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

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

## Grammar

- 4 Ask the students what grammar points they have learned in this unit (*modal verbs and past modals*). Ask them to give examples of situations where we use a modal.
  - Ask the students to read the rubric silently to themselves.
  - The students do the exercise individually. Check the answers as a class.

### Answers

1 mustn't, 2 may, 3 could, 4 can't, 5 should have, 6 can, 7 may, 8 ought, 9 must have told, 10 needn't

- 5 Ask the students to read the rubric. Check understanding.

- The students complete the exercise in pairs. Encourage them to discuss the answers.
- Point out that the students are rewriting the whole sentence in the time frame given; they will need to make changes to tenses.
- Work through the example with the class.
- Check the answers as a class.

### Answers

- 2 We didn't have to buy any milk yesterday.
- 3 They don't have to do their homework tomorrow.
- 4 You must have been tired earlier.
- 5 He could have been on the way to school an hour ago.
- 6 They should have remembered to take some money with them yesterday.
- 7 It might result in disaster next weekend.
- 8 She shouldn't have said that last night.

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 5. See if there is anything the students would like to go over again before you leave Unit 5 and move on to Unit 6.



# Do Something Different!

## Unit objectives

**Topic:** free time, hobbies

**Reading:** read adverts for gist, read in detail to answer multiple choice questions

**Vocabulary:** free time, word formation: verbs and nouns, phrasal verbs, hobbies: music, visual arts and crafts, sport

**Grammar:** *-ing* form vs *to* + infinitive, infinitive without *to*, the causative

**Listening:** listen to decide whether statements are true, false or not stated, listen to answer multiple choice questions

**Speaking:** making a presentation

**Writing:** a report

2

### Answers

a techniques, b instructors, c express yourself, d demanding, e fresh air, f productive

### Extra!

Ask the students if they can think of two more reasons for doing a hobby. The students could do this in small groups, to pool their ideas.

3 Ask the students to read the rubric.

- Put the students in small groups (or they stay in the groups from the *Extra!* activity above) to complete the exercise. Encourage them to discuss the reasons for their choices fully and to try to reach agreement within their group.
- Check the answers by asking a spokesperson from each group to share their group's views.

### Chatroom

- Ask a student to read the questions.
- Put the students in pairs. The students take turns to ask and answer the questions.
- Take feedback as a class. Make sure the students use the words and expressions from the exercises when they present their views.

### Round up

Go round the class asking different students to say which of the hobbies in the photos they would/would not like to do and why.

### Blog

- Ask for a volunteer to read Mad4It's blog as a class. Check understanding.
- Put the students in small groups to talk about whether they think hobbies are a waste of time or not. Remind the students to support their opinions with reasons and to include examples if they can.
- Take feedback as a class and see if there are any common themes.

### Unit title

Write the unit title on the board. Ask the students what the phrase means to them. What unusual hobbies might they like to try? Ask what the hobbies in the photos are (*sailing, sky diving, painting, environmental conservation*).

## Vocabulary Starter

Free time

### Warm up

Spend a minute or two having a class discussion about how much free time the students have and when they have it. Do the students think they have enough free time? If not, why not?

1

### Answers

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



Mad4It Logged in

Some people say hobbies are a waste of time, but I think they're so wrong! I learn just as much from my hobbies as I do at school, and they keep me fit too. What do you think?  
Are your hobbies a waste of time? Why/Why not?



## Do Something

## Different!



### Vocabulary Starter

#### Free time

1 Read the sentences and match the words and phrases in bold with the definitions below.

- 1 Chess often **appeals to** people who like Maths.
- 2 You shouldn't do skydiving **casually**, without thinking about the dangers.
- 3 Cameron Diaz campaigns on green issues, and **takes** this work very **seriously**.
- 4 **Experts** say that playing video games is good for your eyes.
- 5 If you **have a passion for** adventure, you'll love sailing.
- 6 Johnny Depp can play the guitar **to a high standard**.
- 7 I'm absolutely **hooked on** this book. I can't put it down!
- 8 She **is** really **enthusiastic about** her new art classes.
- 9 This cookery course aims to **attract** people who've never cooked before.

- a seems interesting to \_\_\_\_\_
- b people with special knowledge of a subject \_\_\_\_\_
- c love \_\_\_\_\_
- d not seriously \_\_\_\_\_
- e addicted to \_\_\_\_\_
- f make someone want to participate \_\_\_\_\_
- g believes that something is important \_\_\_\_\_
- h enjoys and is very interested in \_\_\_\_\_
- i very well \_\_\_\_\_

2 Complete the list of reasons for doing a hobby with words from the box.

instructors techniques productive  
demanding express yourself fresh air

### Why do a hobby? Because you can ...

- a learn new skills and \_\_\_\_\_ ☐
- b be taught by \_\_\_\_\_ that you like. ☐
- c \_\_\_\_\_ creatively. ☐
- d do something physically \_\_\_\_\_ ☐
- e go outside and get some \_\_\_\_\_ ☐
- f do something \_\_\_\_\_ with your time. ☐

3 Put the list in Exercise 2 in order of importance. Explain your reasons.

#### CHATROOM

Talk about the hobbies in the photos, and other hobbies you know about. What do they involve? What kind of people do they appeal to? Use expressions from Exercises 1 and 2.



## Reading

Logged in



Mad4It

I love the school holidays. I always try to do something I've never done before. Last year I did a white-water rafting course for three days. It was brilliant! What would you like to learn during the school holidays?

More soon ... Watch this space.

- 1 Read the adverts below and on page 67 quickly. Talk about each one. Would you be interested in doing the activities offered? Why/Why not?

- 2 Choose the correct answers, A, B, C or D.

### Reading Tip: adverts

You don't have to understand all the information in the adverts. Skim the text quickly until you find the information required for the question. Only read that part of the text carefully.

- You want to have a birthday party for ten friends. Where could you have it?  
A 1      B 2      C 3      D 5
- You like checking out activities on the Internet first. Which activity could you look at?  
A 1      B 2      C 3      D 4
- You want to try something new, but Dunton is too far away from your home. Which activity might be possible?  
A 1      B 3      C 4      D 5
- Which do you have to get organised a long time in advance?  
A 1      B 2      C 3      D 4

## 1 It's Time to Rock

Come and take part in the Wellington Rock School this half-term!

Rock School allows guitarists, keyboard players, drummers and singers to play together in a band. Spend the week rehearsing, then invite your family and friends to enjoy a spectacular performance on the last day.

You'll discover talents you never knew you had, and you'll even have the chance to jam and perform with world-class musicians.

Young musicians of all levels are welcome, from beginners through to experienced performers. Please bring your own instrument. Microphones and other equipment are provided in our rehearsal rooms at Green Tiger Recording Studio in Wellington.

21–25 February

Morning, afternoon and all-day sessions available.

To participate, ☎ 03285 385392 or visit our website [www.timetorock.org.uk](http://www.timetorock.org.uk) for more details.

## 2 YOUR LOCAL ULTIMATE FRISBEE CLUB NEEDS YOU!

Whether you are new to the sport of Ultimate Frisbee, have played it casually with friends, or are already an experienced player, you're welcome to come and join in here at Dunton Ultimate.

Ultimate Frisbee is catching on in a big way, and there's always plenty going on at our club: indoor and outdoor practice sessions, matches against other clubs, and plenty of social events too. We compete in all divisions (Men's, Women's, Mixed Adult, Boys', Girls' and Mixed Junior), so we're sure to have a team that's just right for you!



### Practice Times (term time only)

#### Wednesday

Great Field (Outdoors)

Juniors: 4–6p.m.

Adults: 6–8p.m.

#### Saturday

Parker Sports Hall (Indoors)

Juniors: 10a.m.–1p.m.

Adults: 1–4p.m.



## Reading

### Pre-reading

Go round the class asking the students to say what they usually do during the school holidays.

### Blog

- Ask a student to read Mad4It's blog.
- Put the students in pairs to talk about whether or not they like to learn new things during the holidays.
- Take feedback as a class. Find out what the majority view is.
- Find out who has gone and who would like to go white-water rafting.

### Background

- Although we might think the idea of summer camps for kids is relatively new, the idea seems to have started in the 1870s in the Alps when Pastor Bion set up holiday camps where children could make tree-houses, sing songs, do drama, make kites and have adventure games.
- The idea of summer camps, both for kids to lose weight and also for them to do special activities, really took off in America.
- Nowadays, about 10 million kids a year go to summer camps in America.
- There are now summer camps in countries as far away as Russia, China, Israel and Australia.
- Sports camps offering extreme or unusual sports are becoming increasingly popular. As well as learning a sport, the kids learn to co-operate and collaborate, becoming better team players and generally more confident people.

#### 1 Ask a student to read the rubric.

- Ask the students what exactly they are going to do (*read the adverts quickly then discuss whether they would be interested in doing the activities in each one, giving reasons*).
- Put the students in pairs to do the exercise. Start by asking them to read the titles of the adverts and to speculate with their partner as to what the adverts might be about.
- The students then scan the adverts and discuss what they think about each one, according to the questions in the rubric.
- Invite any strong pairs to the front to repeat part of their discussion in front of the class.
- Have a brief class discussion to pick up on the students' opinions.

#### 2 [CD 2 Track 07]

Ask a student to read the rubric to the class and to explain it.

- Choose a student to read the tip out loud. Explain that once the students have read the questions, they will know exactly what information they are looking for and that they should focus their comprehension on the parts of the adverts that contain that information.
- The students can do the exercise in pairs. They can take turns to ask their partner a question. If they disagree as to the answers, they each write down their own choice. Remind the students to underline the justification for their choices.
- Check answers as a class. Ask different pairs to share and explain their answers.

### Answers

- 1 C (*Looking for something different to do for your birthday party? ...maximum fifteen guests ...*)
- 2 A (*... visit our website [www.timetorock.org.uk](http://www.timetorock.org.uk) for more details.*)
- 3 B (*Making jewellery ... either here at the studio or in your own home*)
- 4 D (*Limited availability. Book early to avoid disappointment!*)
- 5 A (*We compete in all divisions (Men's, Women's, ...) so we're sure to have the team that's just right for you!*)
- 6 C (*Age 12-17*)
- 7 D (*... brand-new course ... opens next week!*)
- 8 C (*... Wellington Rock School this half-term! ... Courses run during every half-term ...*)
- 9 A (*... from beginners through to experienced performers. ... Whether you are new to the sport of Ultimate Frisbee, have played it casually with friends, or are already an experienced player ...*)
- 10 C (*... the sport of Ultimate Frisbee ...Parkour ... fantastic for fitness ...*)

The recording of the reading text [CD2 Track 07] may be played after the students have completed the reading tasks.

### Extra!

Ask students which advert they think is the best-written and most attractive, and why.



- 3 Ask a student to read the rubric. Point out that the students are told which advert to look in each time.
- The students can do the exercise individually.
  - Check answers as a class by reading the definitions and asking different students to say the words or phrases.

#### Answers

1 talents, 2 jam, 3 social events, 4 junior, 5 guests, 6 forthcoming

### Chatroom

- Ask the students to read the task.
- Put the students in pairs to decide on their adverts.
- Take feedback as a class.

### Extra!

Distribute drawing paper or card. Ask the students to produce their adverts from the Chatroom exercise.

### WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and to pick a hobby they've never tried before.
- [www.findmeahobby.com](http://www.findmeahobby.com) is a site full of information on all kinds of hobbies – to suit all ages and all interests. It has modern ideas as well as more traditional hobbies.

### IWB Extra notes

#### Unit opener page

- Bring the blog onto the board for discussion. Zoom up the photos and elicit names of the activities shown and whether the students would enjoy these.
- Do Exercise 1 on the board and then ask students to match sentences to photos
- Bring Exercise 2 onto the board; elicit and check answers. Click on the words for definitions if necessary.
- Remember that these exercises can be repeated at any time for quick revision.

#### Reading

- Reading Exercise 2: bring up each text one by one and ask students to highlight key information. Then match to answers. Check and show justification.



- 5 Your friend Nessa has very strict parents who only let her do free-time activities with other girls. Which activity can they be sure is OK for her?  
A 2 B 3 C 4 D 5
- 6 You are eighteen years old. Which activity or activities are you unable to do?  
A 1 B 2 and 5 C 4 D 4 and 5
- 7 You want to do something that no one in your area has done before. Which activities interest you?  
A 1 and 2 B 2 and 5 C 1 and 4 D 4 and 5
- 8 You are interested in trying a new activity during the week of half-term. Which activities could you do?  
A 1 and 2 B 2 and 4 C 1 and 4 D 3 and 5
- 9 Which adverts say they want to attract both beginners and people with more experience?  
A 1 and 2 B 2 and 3 C 1 and 4 D 4 and 5
- 10 You are looking for something that will get you fit. Which activities appeal to you?  
A 1 and 2 B 3 and 4 C 2 and 5 D 1 and 5

## Do Something Different!

6

- 3 Find words or phrases in the adverts that match these meanings.

- 1 natural abilities or skills (advert 1) \_\_\_\_\_  
2 play music with others without practising first (advert 1) \_\_\_\_\_  
3 opportunities for meeting friends (advert 2) \_\_\_\_\_  
4 not adult (advert 2) \_\_\_\_\_  
5 people who are invited (advert 3) \_\_\_\_\_  
6 in the future (advert 4) \_\_\_\_\_

### CHATROOM

With a partner, choose another activity to advertise. Decide what to include in the advert.

## Jewellery making at Silver Heart Studio

- ❖ Express yourself creatively
- ❖ Create the jewellery to suit your individual style
- ❖ Make beautiful gifts for family and friends
- ❖ Learn all the essential techniques for this fabulous art form

**Classes every Saturday, 10–12**

Looking for something different to do for your birthday party? Making jewellery is the perfect activity, either here at the studio or in your own home. (maximum fifteen guests)

*Silver Heart Studio, 17 Reach Lane, Dunton*

## Don't Just Play Video Games. Create Your Own!

If you have a passion for video games, you'd better sign up for this brand-new course today! You'll be amazed to find out how easy game programming can be. Explore the world of video game creation and, no matter where your imagination takes you, you'll have your very own game to bring home with you at the end of the week. Courses run during every half-term and school holiday.

**Forthcoming dates in Dunton:** 21–25 February, 4–8 April, 11–15 April  
10a.m.–4p.m. Age 12–17

**Limited availability. Book early to avoid disappointment!**

### WebSearch

[www.findmeahobby.com](http://www.findmeahobby.com)

## The Parkour training area in Dunton Park opens next week!

You've seen it on TV. Now come and try it out. Parkour involves running, jumping and climbing – fantastic for fitness, and fantastic fun! In celebration of Dunton's wonderful new training area, instructors from *Jump Dunton* will be getting people to try some parkour moves at informal training sessions throughout January. There is also a three-week course on offer for those who are interested in taking up the sport.

### Free sessions

Every Saturday in January, 10–3, Dunton Park

### Course for beginners

Monday 7th, 14th and 21st March, 6–7.30p.m.,  
Dunton Leisure Centre, £15

*Unfortunately, under 13s are not allowed to participate in Jump Dunton's training sessions.*





## Vocabulary

### Words from the text

#### Word formation: verbs and nouns

- 1 Complete the table. You can find the words in the adverts on pages 66–67.

	verb	noun
1	create	
2	imagine	
3		participation
4	disappoint	
5		competition
6	celebrate	
7		invitation
8	equip	

- 2 Complete the sentences with words from Exercise 1.

- It was a \_\_\_\_\_ when the show was cancelled. Everyone had been looking forward to it.
- Anyone who can write novels must have a fantastic \_\_\_\_\_.
- Have you received an \_\_\_\_\_ to the sports club party?
- We've got all the \_\_\_\_\_ we need to cut stones for the jewellery.
- If he enters the dancing \_\_\_\_\_, he'll probably win.
- The \_\_\_\_\_ of so many pop stars in the campaign helped to get the issues discussed on TV.
- We're having a big \_\_\_\_\_ on Friday, because our team has won all its matches this year.
- The \_\_\_\_\_ of a new skate park in town would be very popular with local teenagers.

#### Phrasal verbs

- 3 Circle the correct options. Then match the infinitive form of the phrasal verbs to the definitions below.

- What's **going on / in / up** after school this week?
- Please **sign on / up / over** by Thursday if you want to be in the show.
- We often kick a ball around in the park, but Chris never **joins up / off / in**.
- Have you **tried up / off / out** your new video game?
- My dad invented a new sport called Hodball, but it didn't **catch up / out / on**.
- Did you take **place in / part in / point in** the competition?

- participate in
- use or do something to see what it's like
- become popular
- put your name on a list to do something
- happen
- do something with people who are already doing it

## Hobbies

### Music

- 4 Match some of the words with the picture.

audience composer drummer guitarist  
keyboard player lead singer microphone  
musical instrument rehearsal



- 5 Complete the sentences with the remaining words from Exercise 4.

- A \_\_\_\_\_ is a person who writes music.
- The \_\_\_\_\_ are the people watching a concert.
- You can play a \_\_\_\_\_ to make music.
- You have a \_\_\_\_\_ before a performance, to practise.

#### Visual arts and crafts

- 6 What activities do you do to make these things? Complete the table with the activities in the box.

jewellery making sketching sculpture pottery  
carpentry animation fashion design  
web design digital photography filmmaking

things to wear	
useful things for the home	
moving images	
still images in 2D	
works of art in 3D	

#### CHATROOM

What musical hobbies do you have, or would you like to have? What are the advantages and disadvantages of learning a musical instrument?



## Vocabulary

### Words from the text

#### Word formation: verbs and nouns

- 1 Introduce the exercise by calling out some nouns or verbs (e.g., *know/knowledge, realise/realisation, inform/information, investigate/investigation, perform/performance*, etc.) and asking the students to say the corresponding verb/noun.
  - Ask the students to read the rubric.
  - The students complete the exercise individually. Remind them to look back at the text for help.
  - Check answers by writing the table on the board and inviting students to come and fill in the gaps.

#### Answers

1 creation, 2 imagination, 3 participate, 4 disappointment, 5 compete, 6 celebration, 7 invite, 8 equipment

2

#### Answers

1 disappointment, 2 imagination, 3 invitation, 4 equipment, 5 competition, 6 participation, 7 celebration, 8 creation

#### Phrasal verbs

- 3 Ask the students to read the rubric. Check understanding.
  - Have the students complete the first part of the exercise individually. Remind them to look back at the reading text for help.
  - Check the answers to the first part of the exercise as a class.
  - Put the students in pairs to complete the exercise by matching the phrasal verbs with their meanings.
  - Check answers by asking different pairs to say a phrasal verb and a definition each.

#### Answers

1 on, 2 up, 3 in, 4 out, 5 on, 6 part in  
and 1e 2d 3f 4b 5c 6a

#### Extra!

Put the students in new pairs. One says a phrasal verb and the other thinks of a sentence using that verb. The students take turns.

### Hobbies: music

4

#### Answers

1 keyboard player, 2 drummer, 3 guitarist, 4 lead singer, 5 microphone

- 5 Read the rubric and ask the students what words are left from Exercise 4.
  - Put the students in pairs to do the exercise. Remind them that they won't have to use all the words.
  - Check the answers by asking different pairs to read a sentence each.

#### Answers

1 composer, 2 audience, 3 musical instrument, 4 rehearsal

### Visual arts and crafts

- 6 Ask the students if they can think of any examples of visual arts and crafts without reading the exercise.
  - Read the rubric and ask the students to read the words in the box chorally. Then ask the students to look at the table and read the items in the left column. Check understanding.
  - Make sure the students know the difference between 2D and 3D (*2D is created on a flat surface; 3D items have depth*).
  - Students complete the exercise in pairs. Encourage them to discuss what the words in the box all mean.
  - Check the answers as a class.

#### Answers

things to wear: jewellery making, fashion design  
useful things for the home: pottery, carpentry  
moving images: animation, filmmaking  
still images in 2D: sketching, web design, digital photography  
works of art in 3D: sculpture

### Chatroom

- Invite a student to read the questions in the box.
- Put the students in pairs to discuss both the questions.
- Take feedback as a class and list the advantages and disadvantages on the free side of the board.



## Sport

7 Start by asking the students to read the rubric and to look at the exercise.

- Ask the students to explain what it is they are going to do (*match the places and verbs with the sports in the box and/or with ideas of their own*).
- Put the students in pairs to complete the exercise.
- Check answers by writing the places and verbs on the board and inviting students to come up and write a sport next to one of the words. Continue until all the words in the box have been used and students have run out of ideas of their own.

### Answers

(Note to teacher: words in brackets = examples of possible extra suggestions)

#### Places:

court – tennis, volleyball, basketball, (badminton);  
ring – boxing, (wrestling);  
pitch – baseball, football, hockey, cricket (rugby);  
course – golf, (mountain biking);  
track – horseracing, running, motor racing, (athletics)

#### Verbs:

tackle – football, hockey, (rugby);  
shoot – football, basketball;  
score – baseball, football, tennis, hockey, cricket, boxing, basketball, volleyball, (snooker, darts);  
attack – football, hockey, boxing, basketball, volleyball, (rugby);  
defend – football, hockey, boxing, basketball, volleyball, (rugby);  
pass – football, hockey, basketball, volleyball, (ice hockey);  
overtake – running, motor racing, (cycle racing);  
sprint – running (relay race);  
serve – tennis (badminton)

8 Explain that the students are going to match the speech bubbles 1–4 with meanings a–d. Point out that all the speech bubbles relate to how a match went (i.e., *the score/outcome*).

- Ask the students to read through the speech bubbles 1–4 out loud.
- Students complete the exercise in pairs.
- Check the answers as a class by asking different pairs to read out one set of matching speech bubbles each.

### Answers

1 d, 2 c, 3 a, 4 b

9 Read the rubric. Check understanding.

- Ask the students to skim the text very quickly and tell you what it is about (*it is the report of some football matches played by a junior club*).
- Put the students in pairs to complete the exercise.
- Check answers by choosing different students to read out a section of the text each.

### Answers

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

## Chatroom

- Invite a student to read the questions in the box.
- Put the students in small groups to discuss the questions.
- Take feedback as a class. See if you can identify the two most popular sports in the class.

Refer students to the Use Your English section on pages 136–137 of their books. This provides more practice of the vocabulary from both Units 5 and 6, using exam-style tasks.

### IWB Extra notes

- Bring the word list up onto the board first and work through the list eliciting meaning and clicking on the definitions when necessary.
- Then work through the exercises quickly on the board and check answers.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## Sport

- 7 Which sports involve the places and verbs below? Choose from the sports in the box, or use ideas of your own.

golf baseball football tennis horseracing  
running hockey cricket boxing  
motor racing basketball volleyball

## Places

court  
ring  
pitch  
course  
track

## Verbs

tackle  
shoot  
defend  
overtake  
serve  
score  
attack  
pass  
sprint

- 8 Match the speech bubbles with the same meaning.

How did the match go?

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1 We were in the lead at half-time. | a Victory!                      |
| 2 We lost.                          | b We drew.                      |
| 3 We beat the other team.           | c We were defeated.             |
| 4 It was a tie.                     | d We were winning at half-time. |

## Do Something Different!

6

- 9 Choose the correct words, A, B, C or D to complete the gaps.

<http://www.jedborofc.org.uk>

## Jedborough Football Club

### Under 16s

The season began with a 7-1 <sup>1</sup> \_\_\_\_\_ against Ruxton. Liam Telson <sup>2</sup> \_\_\_\_\_ six of our goals!

A week later, however, we played on a very wet <sup>3</sup> \_\_\_\_\_. We <sup>4</sup> \_\_\_\_\_ badly and lost 2-1: a disappointing performance.

In our third match, we managed to win 3-2 against Sunderton who were in the <sup>5</sup> \_\_\_\_\_ until the final ten minutes, and in our fourth we <sup>6</sup> \_\_\_\_\_ 2-2. Then, in a terrible fifth match, Liam Telson was injured when he was dangerously <sup>7</sup> \_\_\_\_\_, and we were <sup>8</sup> \_\_\_\_\_ 9-0.

Luckily we weren't <sup>9</sup> \_\_\_\_\_ during the rest of the season, and we finished in seventh place. Well done to everyone in the team for their hard work and commitment!

- |               |            |
|---------------|------------|
| 1 A tie       | C track    |
| B draw        | D victory  |
| 2 A passed    | C scored   |
| B tackled     | D sprinted |
| 3 A course    | C ring     |
| B pitch       | D court    |
| 4 A defended  | C served   |
| B beat        | D scored   |
| 5 A tie       | C winning  |
| B lead        | D victory  |
| 6 A drew      | C served   |
| B won         | D passed   |
| 7 A overtaken | C served   |
| B tackled     | D shot     |
| 8 A defended  | C won      |
| B defeated    | D lost     |
| 9 A scored    | C won      |
| B beaten      | D lost     |

#### CHAT ROOM

What sports have you tried? Which aspects of the sports are/were you good at? Which aspects would you like to get better at?

More practice on pages 136-137.



## Grammar

### -ing form vs to + infinitive

1 Read the grammar notes and match the examples (a-f) with the uses.

#### -ing form

- the subject of a sentence

*Making jewellery is the perfect activity.*

- after prepositions

*Are you interested in taking up the sport?*

1 \_\_\_\_\_

- after certain verbs

*e.g. avoid, dislike, enjoy, finish, involve, keep, suggest*

*He dislikes playing team sports.*

2 \_\_\_\_\_

- after certain expressions

*it's (not) worth, don't mind, can't help, can't stand, there's no point, look forward to*

3 \_\_\_\_\_

#### to + infinitive

- after certain verbs (without object)

*e.g. agree, arrange, choose, continue, decide, deserve, expect, forget, hope, manage, plan, pretend, seem, tend, want, would like, would prefer*

*I'm hoping to be given a new mountain bike for my birthday.*

4 \_\_\_\_\_

- after certain verbs (with object)

*e.g. allow, encourage, expect, help, want, would like*

5 \_\_\_\_\_

- after certain adjectives

*e.g. first, last, happy, sad, surprised, excited, amazed, easy, difficult, likely*

6 \_\_\_\_\_

See Grammar File, page 166.

- I've **arranged to learn** more about it.
- He apologised **for being** late for the match.
- You'll be **amazed to find** out how easy game programming can be.
- I **can't stand playing** hockey in the rain.
- Rock School **allows musicians to play** together in a band.
- I **enjoy being** taught new skills.

2 Complete the text with -ing or to + infinitive.

Logged in

In Switzerland, we tend <sup>1</sup> \_\_\_\_\_ (get) a lot of snow in winter. My friends and I always look forward to <sup>2</sup> \_\_\_\_\_ (go) snowboarding. Between December and April, we manage <sup>3</sup> \_\_\_\_\_ (spend) most of our Sundays in the mountains. We usually arrange <sup>4</sup> \_\_\_\_\_ (meet) early to avoid <sup>5</sup> \_\_\_\_\_ (travel) when the roads are busiest. We don't mind <sup>6</sup> \_\_\_\_\_ (get up) early for snowboarding!



3 Read the grammar notes and match the forms (1 and 2) with explanations (a and b).

#### verbs followed by -ing form and to + infinitive

- with the same meaning

*e.g. begin, like, prefer, start*

*I started skiing when I was three.*

*= I started to ski when I was three.*

- with a different meaning

*e.g. regret, remember, stop, try*

*Halfway through the race, I stopped to drink some water.*

*I've stopped drinking cola because it's bad for my teeth.*

1 stop + -ing      a the activity of drinking finishes

2 stop + to + infinitive      b something else finishes so the activity of drinking can start

See Grammar File, page 166.

4 Complete the sentences with the correct form of the verb.

- After an hour, they **stopped** \_\_\_\_\_ (have) a rest.
- They **stopped** \_\_\_\_\_ (swim) at 5 o'clock.
- I **remember** \_\_\_\_\_ (hear) that song.
- I **didn't remember** \_\_\_\_\_ (bring) my gloves.
- She **tried** \_\_\_\_\_ (play) golf but she found it boring.
- She **tried** \_\_\_\_\_ (hit) the ball straight but she couldn't.
- I **regret** \_\_\_\_\_ (go) skiing yesterday.
- I **regret** \_\_\_\_\_ (tell) you that you haven't been chosen.



# Grammar

## -ing form vs to + infinitive

- 1 Start by asking the students to read the examples (a-f) then to read through the grammar box. Point out that the -ing form is the same as a noun.
  - Read through the examples and the grammar box again with the students, one point at a time. Each time, ask the students which example matches each use.
  - Reinforce the structure by asking students to think of their own sentences for each verb as you work through the material.

### Answers

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

Refer the students to the Grammar File on page 166.

- 2 Explain that the students are going to complete the text with either the -ing form of the verb or the infinitive.
  - Start by calling out some of the verbs cited in the grammar presentation box and asking students to think of sentences using those verbs with either an -ing or infinitive form of a second verb.
  - The students can complete the exercise in pairs. Encourage them to refer back to the rules and check which rule they are applying each time.
  - Check answers by asking individual students to read the sentences.

### Answers

1 to get, 2 going, 3 to spend, 4 to meet, 5 travelling, 6 getting up

- 3 Explain that some verbs can be followed by either an -ing verb or an infinitive and that the meaning may or may not change depending on the verb.
  - Ask the students to read through the grammar box. See if the students can match the forms and explanations.
  - Read through the grammar box again with the students, and match (or check) the forms and explanations.
  - Refer students to the Grammar File at the back for examples of *regret*, *remember*, *stop* and *try* with a change in meaning. Go through these with the students.
  - Reinforce the structure by asking students to think of their own sentences for some of the verbs.

### Answers

1 a, 2 b

Refer the students to the Grammar File on page 166.

- 4 Explain that the students are going to choose the correct form of the verb to complete the sentences. Remind them to think carefully about meaning.
  - Ask the students to complete the exercise in pairs. Encourage them to discuss their choice each time and to clarify the meaning of the sentences.
  - Check the answers as a class by asking different students to read a sentence each.

### Answers

1 to have, 2 swimming, 3 hearing, 4 to bring, 5 playing, 6 to hit, 7 going, 8 to tell



## Infinitive without to

- 5 Start by asking the students to read through the grammar box.
- Check understanding. See if the students can match the four verbs with their meanings.
  - Read through the grammar box again with the students, matching the verbs and meanings as you go.
  - Reinforce the structure by asking students to think of their own sentences for each verb as you work through the material. Encourage the students to say true sentences about themselves each time.

### Answers

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

Refer the students to the Grammar File on page 167.

- 6 Ask the students to read the rubric. Check understanding.
- Work through the first sentence with the class.
  - The students can complete the exercise in pairs. Encourage them to discuss their answer choices and to pay attention to meaning.
  - Check answers as a class by asking different pairs to read a sentence each.

### Answers

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

## The causative

- 7 Start by asking the students to read through the grammar box silently to themselves and to complete the gaps if they can.
- Read through the grammar box again with the students, completing the gaps as you go.
  - Reinforce the structure by asking students to think of things they have had done for them.

### Answers

1 made, 2 to try

Refer the students to the Grammar File on page 167.

## Chatroom

- Invite a student to read the questions in the box.
- Put the students in small groups to discuss the questions.
- Take feedback as a class. See if you can identify some common things that most students' parents make, allow and don't allow students to do.

- 8 Read the rubric and ask the students what two verbs we use in the causative (*have* and *get*).
- The students complete the exercise individually.
  - Check the answers as a class.

### Answers

1 got my dad to lend, 2 to get my dad to make, 3 to have their photos taken, 4 had their photos framed, 5 haven't got all my photos printed, 6 get my parents to give

## Back up your grammar

- 9 Explain that this exercise reviews the grammar the students have learned in this unit.
- Ask the students to read the rubric.
  - The students complete the exercise individually. Remind them to make sure the second sentences have a similar meaning to the first sentences.
  - Check answers as a class by asking different students to read a sentence each.
  - Ask the students to look at the cartoon. Elicit their comments.

### Answers

1 won't/don't let me do, 2 got Max to take, 3 to balance, 4 I managed to stand, 5 kept throwing me, 6 rather not go

Refer students to the Use Your English section on pages 138-139 of their books. This provides more practice of the grammar from both Units 5 and 6, using exam-style tasks.

## IWB Extra notes

- Work on the first grammar table. First bring up the grammar reference and review *-ing* forms vs *to* infinitive with the class. Then ask the class to fill the gaps in the table. If they give an incorrect answer, remind them of the rules, then click to show the answers.
- Work through exercises 2-4 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for infinitive without *to* and the causative form.
- Back up your grammar: bring Exercise 9 up on the board. Mask all except the first item. Highlight 1) the word(s) that match the key word given (*allowed* = *let*) 2) the tense and form used, then elicit the answer and check. Repeat for all items.



### Infinitive without to

- 5 Read the grammar notes and match the verbs (1–4) with their meanings (a–d).

*My mum **makes me learn** the violin, but I hate it.  
Her parents only **let her do** spare-time activities with other girls.  
They'd **rather go** home to bed than play football.  
You'd **better sign up** for this course today.*

- |                |                   |
|----------------|-------------------|
| 1 make         | a should          |
| 2 let          | b allow to        |
| 3 would rather | c oblige to       |
| 4 had better   | d would prefer to |

See Grammar File, page 167.

- 6 Choose the best word, A, B, C or D to complete the sentences.

- I'd \_\_\_\_\_ go. I've got an art class in a few minutes.  
A should B better C like D prefer
- I can't \_\_\_\_\_ you learn golf if you don't want to.  
A like B must C let D make
- He'd \_\_\_\_\_ to take up windsurfing rather than sailing.  
A rather B better C prefer D enjoy
- Leah isn't \_\_\_\_\_ to go skiing, as it's expensive.  
A allowed B allow C let D better
- They don't \_\_\_\_\_ us dive into the pool.  
A allowed B allow C let D better
- They'd \_\_\_\_\_ not play in the match, but they don't have any choice.  
A like B choose C prefer D rather

### The causative

- 7 Read the grammar notes and complete the gaps.

We use the causative for things that we've arranged for someone else to do for us.

*have / get + object + past participle (+ by + agent)*  
*I **had** my portrait **painted** by a local artist.  
I **got** a ring \_\_\_\_\_ (make) for Sophie's birthday.*

*get + agent + to + infinitive*  
*Instructors **will be getting** people \_\_\_\_\_ (try) some parkour moves.*

See Grammar File, page 167.

### CHATROOM

What things do your parents make you do?  
What things do they not let you do?

### Do Something Different! 6

- 8 Complete the sentences using the causative.

- When I was seven, I \_\_\_\_\_ (get / my dad / lend) me his digital camera.
- I managed \_\_\_\_\_ (get / my dad / make) some very silly faces for the camera!
- My friends soon wanted \_\_\_\_\_ (have / their photos / take) too.
- They've \_\_\_\_\_ (have / their photos / frame) and hung them on their walls.
- I \_\_\_\_\_ (not get / all my photos / print) yet, because prints are so expensive.
- I must \_\_\_\_\_ (get / my parents / give) me more pocket money!

### Back up your grammar

- 9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- I'm not allowed to do watersports on my own. **let**  
My parents \_\_\_\_\_ watersports on my own.
- They made arrangements for Max to take me surfing. **got**  
They \_\_\_\_\_ me surfing.
- Balancing on the surfboard was very difficult. **balance**  
It was very difficult \_\_\_\_\_ on the surfboard.
- After a lot of practice, I succeeded in standing for about a second! **managed**  
After a lot of practice, \_\_\_\_\_ for about a second!
- The waves continued to throw me off the board. **kept**  
The waves \_\_\_\_\_ off the board.
- I'd prefer not to go surfing again! **rather**  
I \_\_\_\_\_ surfing again!



More practice on pages 138–139.



## Listening

Logged in



Mad4It

More soon ... Watch this space.

My friend sent me a great ecard the other day, with a cartoon dog on a surfboard. Do you ever send or receive ecards?

### Listening 1

- 1 You will hear a radio interview with a teenager called Natasha. Listen and tick *True*, *False* or *Not stated* for each statement.

#### Listening Tip: true/false statements

You will hear many words on the recording that appear in the statements. Be careful! That doesn't always mean the statement is true.

- Natasha creates cartoon characters.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- She has a passion for computers.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- As a child, she loved cartoons on television.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- She was good at doing magic tricks.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- The flick book that she made when she was five was brilliant.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- She was given her first animation computer program by her brother.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- Her business partner helped her start the business.  
☐ TRUE ☐ FALSE ☐ NOT STATED
- She is very rich because of her business.  
☐ TRUE ☐ FALSE ☐ NOT STATED



### Listening 2

- 2 You will hear people talking in eight different situations. Choose the best answer, A, B or C.

- You hear two people talking about a friend's hobby of collecting spoons. What do they think of the hobby?  
A It's strange.  
B It's fascinating.  
C It costs too much money.
- You hear a mum talking to her son. What is she trying to persuade him to do?  
A return to an old hobby  
B start a new hobby  
C give up his hobbies and study harder
- You hear a girl talking about her voluntary work at an animal rescue centre. How does she feel when she's working there?  
A useful  
B sad  
C angry
- You hear a news report about an international texting competition. What are the winner's plans for the future?  
A to win more texting competitions  
B to become a professional musician  
C to work for a mobile phone company
- You hear two people talking about a sculpture. Who has made it?  
A an artist  
B the girl who is speaking  
C a four-year-old child
- You hear two people talking about a forthcoming concert. Who's giving the concert?  
A the speakers' favourite band  
B a band that the speakers don't like  
C people that one of the speakers knows
- You hear two people doing a hobby together. What's the hobby?  
A cookery  
B fashion design  
C carpentry
- You hear a coach talking to some players. When is this conversation taking place?  
A just before a match  
B at half time  
C at the end of the match

#### CHATROOM

Do you think it's a good idea for teenagers to have a job or do voluntary work? Why/Why not?



# Listening

## Pre-listening

- Have a brief class discussion about the sorts of things people send cards to each other for (e.g. *birthdays, good luck, get well soon, moving house, wedding cards, sympathy cards, etc.*).

## Blog

- Ask the students to read Mad4It's blog. Put the students in small groups to discuss any ecards that they have received.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

### 1 [CD 2 Track 08 Audioscript page T183]

- Explain that the students will hear a teenage girl being interviewed about ecards. The students are going to decide whether the information in the questions is true, false or not stated.
- Start by asking the students to look at the illustration of ecards. Have a quick discussion about the pictures on the cards and which card the students like best.
- Ask a student read the tip out loud. Explain that although they might hear a word from a statement, it may not necessarily be a correct statement.
- Ask the students what they think they should do first (*read the questions*). Allow time for the students to do this. Encourage them to think about what each statement means and other ways it might be said on the CD.
- Point out that the students will hear the conversation twice.
- Play the CD all the way through once.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

1 True, 2 False, 3 True, 4 Not stated, 5 False, 6 False, 7 True, 8 Not stated

## Listening 2

### 2 [CD 2 Track 09 Audioscript page T184]

- Explain that this time the students are going to hear people talking in eight different situations.
- Each time, the students will hear a question and they will choose the best answers.
- Ask the students to read through the questions and answer options.

- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time after each item for the students to choose the answer if they can.
- Play the CD again so students can check or complete their answers.
- Check the answers as a class. See if the students can remember the justification for their choices.

### Answers

1 A, 2 B, 3 A, 4 B, 5 A, 6 C, 7 A, 8 B

## Chatroom

- Ask a student to read the questions.
- Put the students in pairs and have them discuss the questions saying why or why not.
- Take feedback as a class. Make sure the students use the words and expressions from the exercises when they feed back.

### IWB Extra notes

- Bring up Exercise 1 and focus the students' attention on the statements. Highlight the key words. Then listen with students focusing on the statements. Bring the audioscript script up to check answers.
- Exercise 2: focus the students' attention on the questions. Check answers and match answers to words in the audio.



# Speaking

## A presentation

### 1 [CD 2 Track 10 Audioscript page T185]

- Read the rubric and ask the students to read the question and then the table. Make sure the students are clear about what they are going to do.
- Put the students in pairs and ask them to do the activity together.
- Play the CD and ask the students to complete as many answers in their pairs as they can.
- Play the CD again for the pairs to complete or check their answers.
- Check the answer as a class. Ask for justification.

#### Answers

1 kite, 2 sitting in, 3 jumps, 4 beach, 5 years, 6 friend, 7 weekends, 8 France

### 2 [CD 2 Track 11 Audioscript page T185]

Explain that the students are going to listen to different speakers saying the same sentence, to see the different intonation/expression that can be made.

- The students listen and circle the speaker who sounds enthusiastic each time.
- Play the CD. The students make their choices.
- Check the answers as a class.

#### Answers

1 boy, 2 girl, 3 boy

### 3 Explain that the students are now going to prepare to make a presentation in answer to the question in Exercise 1.

- Re-read the question in Exercise 1.
- Ask the students to look at the table. Read through the questions with the students.
- Ask all the students to choose the hobby they are going to talk about. Make sure they have all thought of something; help if necessary.
- The students work individually to answer the questions in the table.
- Make sure everyone is happy with their answers, but don't go through them unless students have a specific problem or query.

### 4 Read the rubric to the class. Check understanding by asking the students to explain it back to you.

- Ask the students to think of two more questions and to add them to their table.
- Ask the students to prioritise the questions for their presentation now. If the students prefer, they can do this in pairs, but they must end up with their own priorities, not shared ones.

- Make sure everyone is happy with their work and feels ready to present their information.

### 5 Go through the Language Upload box. Read through each section with the students. Each time, encourage them to think of other similar sentences or phrases they could use that match those in the box. For example, for *Describing an activity*, the students could add *You have to .../You need to ...*

- Choose a student to read the tip out loud. Explain that students should speak slowly and clearly. Make sure they speak for long enough and always try to express their emotions as they speak to make it interesting.
- The students make their presentations in pairs.
- If there is time, invite some students to make their presentation to the class.

### 6 Explain that the students are now going to discuss some questions with a partner.

- The students can stay in the same pairs. The students work through the questions one at a time, making sure they discuss each one fully.

#### IWB Extra notes

- Bring Exercise 1 up onto the board. Students listen and tell you which option to choose.
- Before doing Exercise 5, bring the Language Upload box onto the board and go through it with the students, inviting them to complete the sentences. Leave it on the board for reference as they do their speaking task.



## Speaking

### A presentation

- 1 Listen to a student called Oscar answering this question. Choose the correct options in the table.

Can you tell me about something you enjoy doing in your free time?

1	What's the activity?	kite / bike bugging
2	What does it involve?	sitting in / standing on a buggy attached to a kite
3	What does he like most about it?	the fresh air / jumps
4	Where does he do it?	the park / beach
5	How long has he been doing it?	two months / years
6	How did he get into it?	His friend / brother persuaded him to try it.
7	When does he do it?	windy evenings / weekends
8	What are his plans for the future?	to go to the USA / France

- 2 Listen to two different speakers saying these sentences. Circle the speaker who sounds enthusiastic.

- |                                     |            |
|-------------------------------------|------------|
| 1 I just love it!                   | girl / boy |
| 2 It's a fantastic feeling.         | girl / boy |
| 3 There are some brilliant beaches. | girl / boy |

- 3 You are going to give a presentation to your partner, answering the task question in Exercise 1. Think of a hobby and answer the questions in the table.

What's the activity?	
What does it involve?	
Where do you do it?	
What do you like most about it?	
How long have you been doing it?	
How did you get into it?	
When do you do it?	
What are your plans for the future?	

## Do Something Different!

6



- 4 Write two more questions about your hobby in the table, and write in your answers. Then number them in a logical order for your presentation.

- 5 Look at the Language Upload box. Then give your presentation.

### Speaking Tip: presentation

Try to speak for at least a minute and a half. Look at your partner as you speak and try to express your enthusiasm in your face and voice.

- 6 With a partner, ask and answer the follow-up questions below.

- Do your friends have the same hobbies as you?
- How has your choice of hobbies changed over the years?
- What new hobby would you most like to take up?
- Would you like to have a job that involved a favourite hobby?

## Language Upload

### Describing an activity

It involves ...  
It (almost) feels like flying.  
It's important to ...

### Expressing enthusiasm

I just love it!  
It's a fantastic feeling!  
What I love most about it is that you ...  
It's great to be able to ...

### Talking about abilities

I've managed to learn ...  
I'm pretty good at ...  
I'd love to be able to ...



## Writing: Report

### Before you write

- 1 What musical activities are on offer at your school and in your local area? Should there be more?
- 2 Read the writing task and answer the questions below.

You are a member of a youth club. The leader of the club wants to encourage more interest in music among young people. He has asked you to write a report on the musical activities available to young people in your area, and to suggest how the youth club could improve the music scene in the area.

Write your report in 120–180 words.

- 1 What are you going to write?
- 2 Who are you going to give your written work to?
- 3 What is the purpose of the task?

- 3 Read Robert's report. What recommendation(s) does he make? Think of at least one alternative recommendation.

### Introduction

The purpose of this report is to outline the musical opportunities for young people in Lexbridge and to recommend a way for the youth club <sup>1</sup> **encouraging / to encourage** more participation in music.

### Music at school

All schools offer individual classes in a variety of musical instruments. School music teachers also organise groups that rehearse and perform together. These groups tend <sup>2</sup> **being / to be** very well equipped but are popular only with people who take their music very seriously.



### Music outside school

A lot of young people play in bands, either casually or more seriously. It is difficult for these bands <sup>3</sup> **buying / to buy** the equipment they need, and there is often no one to give them advice. <sup>4</sup> **Organising / To organise** performances can also be a problem.

### Recommendation

I suggest <sup>5</sup> **having / to have** band nights at the youth club where local bands could perform. This would help musicians to build up their confidence and would also create more interest in the local music scene. Professional musicians could come to the events and give advice.

- 4 Now circle the correct options in the report.

- 5 Complete Robert's plan for the report.

## Writing Plan

Paragraph 1	Introduction: write the purpose of the report and who it's for	<ul style="list-style-type: none"> <li>• outline musical opportunities</li> <li>• recommend a way to encourage more participation</li> </ul>
Paragraph 2	Music at school	<ul style="list-style-type: none"> <li>• can learn musical _____</li> <li>• groups organised by teachers</li> </ul>
Paragraph 3	Music outside school	<ul style="list-style-type: none"> <li>• bands</li> <li>• problems with buying _____ no one _____</li> </ul>
Paragraph 4	Recommendation	<ul style="list-style-type: none"> <li>• band nights</li> <li>• build up _____</li> <li>• more interest in the local music scene</li> <li>• professional _____ to give advice</li> </ul>



# Writing: A report

## Warm up

- Start the lesson by having a brief discussion about music. Ask what sort(s) of music the students like. Find out where they listen to music and how often.
- Ask the students to look at the cartoon. Invite their comments on it – what is it showing?

## Before you write

- 1 Ask the students to read the rubric.
  - The students discuss the questions in small groups.
  - Invite groups to share their answers with the class.
- 2 Explain that the students are going to read the writing task then answer the questions.
  - Allow time for the students to read and think about their answers.
  - Check answers as a class by asking the questions and eliciting answers from different students.

### Answers

- 1 a report about musical activities available for young people in your area
  - 2 the leader of the youth club
  - 3 to suggest how the youth club could improve the music scene in the area
- 3 Explain that the students are going to read Robert's report and find his recommendations. The students will also add a recommendation of their own.
    - Allow time for the students to read through the report. Tell them not to worry about the word choices at this stage.
    - Check answers as a class.

### Answers

Robert recommends having band nights where local bands could perform.

- 4 Explain that the students are going to re-read the report and circle the correct options.
  - The students complete the exercise individually.
  - Check answers as a class.

### Answers

1 to encourage, 2 to be, 3 to buy, 4 Organising, 5 having

- 5 Start by looking at the model report in Exercise 3 with the class. Ask some questions to get the students to focus on the structure of the report:

Does Robert use headings in his report? (Yes, he does.)

In which section does Robert talk about problems bands sometimes have? (section 3 – Music outside school)

Does Robert clarify what the purpose of his report is? (Yes, he does.)

Does Robert refer to his own experience of playing a musical instrument? (No, he doesn't)

Does Robert state his arguments clearly? (Yes, he does.)

- Ask the students to complete Robert's plan individually. Remind them to look back at the model report for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

### Answers

Paragraph 2: instruments

Paragraph 3: equipment, to give advice

Paragraph 4: confidence, musicians

## IWB Extra notes

- One way of approaching this on the whiteboard would be to bring up the model and blank out the text using the highlighter, leaving only the headings. Then elicit from the students what might be said under each heading. Uncover the sections of text one by one to compare answers.
- After doing Exercise 4, bring up the Writing Plan and complete the table. Check answers.
- Bring up the writing task in Exercise 8 and brainstorm with the class.
- Use the Memory Flash and Writing Plan on the board to walk students through their writing task.
- Refer to the Workbook writing model on the board if necessary.



- 6 Start by going through the information about connecting words with the students. Read the words/phrases one at a time, and ask the students to read the example sentence each time.
- Point out that we use these words/phrases when we are making or justifying a recommendation.
  - Ask the students to find examples in the report.

#### Answers

I suggest having band nights ...  
This would help musicians ...

7

#### Answers

- 1 I recommend that schools provide more cookery lessons.
- 2 This would mean that young people would know more about the food that they eat.
- 3 In my opinion, schools should stop selling crisps and fizzy drinks.
- 4 Young people would then be unable to buy unhealthy food during the school day.
- 5 I suggest putting we put up healthy food posters.
- 6 This would help us to remember to eat healthily.

### Time to write

- 8 Explain that the students are now going to prepare to write their own report. Ask them to read the writing task. Point out that it is not exactly the same as the example writing task in Exercise 2. Allow time for the students to read the rubric and the writing task.
- Ask the students to look at the cartoon. Ask what the students think it means (*the person spends all his time playing computer games and using a hand-held control and is saying this is exercise as he has 'fit' thumbs*).
- 9 Ask the students to read the rubric.
- The students can do this exercise in pairs, ticking the things that are true for their school and area.
  - Take feedback as a class. Go through each question and elicit students' responses.
- 10 The students then make their plan. The students could do this in pairs but if it is appropriate, encourage them to work individually on this so they get used to writing plans on their own.
- Remind the students to look back at Robert's plan and to use similar ideas.
  - Refer the students to the Memory Flash. Remind the students that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind them to look through the connecting words again as well.

- Choose a student to read the tip out loud. Explain that students should sort out their ideas so that they fit into four or so headings in their report – an introduction and recommendation and at least two middle sections.
- Remind the students that they can use the model report to help them as well as their writing plan and the phrases in the Memory Flash. They should also try to use as much of the grammar and vocabulary of the unit as possible in their reports.

### Model answer: report

#### Introduction

The purpose of this report is to outline the sporting opportunities for young people in Lexbridge and to recommend a way to encourage pupils at Lexbridge School to get fitter.

#### Sport at school

Pupils do three PE lessons per week. The PE teachers also organise sports teams that practise at lunchtime and after school. These teams are very successful, but tend to involve only the best sportspeople in the school.

#### Sport outside school

There are a lot of sporting activities available to young people, and many clubs encourage less sporty people to take part. Most of the activities are expensive, however. Transport to the activities can also be a problem. Without parents' help, it is often impossible to participate.

#### Recommendation

I suggest that new sports clubs are organised at school at lunchtime and after school. These should be free and should let less sporty people take part. They ought to involve physical activities that are not taught during PE lessons. This would help more young people to get fit because they would appeal to many more people.

[178 words]



- 6 Find some examples of these connecting words in the report.

## Connecting words

### Making a recommendation

I **recommend/suggest** having band nights at the youth club.

I **recommend/suggest** that the youth club organises equipment hire for local bands.

In my **opinion**, we **should** create a recording studio at the youth club.

### Justifying a recommendation

This **would mean** that young people could give more performances.

This **would help** young people to build up their confidence.

More young people **would then be able** to participate in music.

- 7 Use the prompts to make and justify recommendations.

- 1 recommend / schools / provide / more cookery lessons
- 2 this / mean / young people / know more / about the food that they eat
- 3 opinion / schools / should / stop / selling crisps and fizzy drinks
- 4 young people / then / unable / buy unhealthy food during the school day
- 5 suggest / put up / healthy food posters
- 6 this / help / us / remember / eat healthily

## Do Something Different!

6

### Time to write

- 8 You are going to write the following report. Read the writing task and answer the questions below.

Your headteacher is worried about the low fitness levels of pupils at your school. He has asked you to write a report on the sporting activities that young people can do in your area, both at school and elsewhere, and to suggest something that would help to improve pupils' fitness.

Write your report in 120–180 words.

What do you mean, I'm not fit? I've got the fittest thumbs in the school.



- 9 Tick the notes that are true for your school and local area.

At school	Outside school
1 three PE lessons per week	5 many activities available to young people
2 PE teachers organise sports teams	6 clubs encourage less sporty people to take part
3 teams practise after school - not enough time for homework!	7 expensive
4 only best sportspeople in teams	8 transport to activities a problem

- 10 Make a plan for your report, using the writing plan opposite to help you. Then write your report. Use the Memory Flash and the Connecting words box to help you.

## Memory Flash



### Writing Tip: reports

Use headings to organise your report.

Always include an introduction at the start and a recommendation at the end.

#### Introducing a report

The purpose of this report is to outline the opportunities for ... / recommend a way to ...

#### Outlining opportunities

There are a lot of ... available to young people.  
Most of the activities are ...

#### Outlining problems

It is difficult/impossible for people to ...  
There is often no one to ...  
... can also be a problem.

#### Making generalisations

All/A lot of schools ...  
These groups tend to ...  
There is/are often ...



## Revision 6



## Vocabulary

1 Complete the texts with words from the box.

sprinting serving shoots win beat track  
victory overtake tie court passes lead

What an exciting tennis match! Murray is <sup>1</sup> \_\_\_\_\_ well, and Federer is <sup>2</sup> \_\_\_\_\_ from one side of the <sup>3</sup> \_\_\_\_\_ to the other, reaching every ball. He's a hard player to <sup>4</sup> \_\_\_\_\_.

The cars are racing round the <sup>5</sup> \_\_\_\_\_, with Alonso in the <sup>6</sup> \_\_\_\_\_. Hamilton keeps trying to <sup>7</sup> \_\_\_\_\_, but he can't get past the driver in front. <sup>8</sup> \_\_\_\_\_ is going to go to Alonso in this race.

He <sup>9</sup> \_\_\_\_\_ the ball to Papaloukas, who <sup>10</sup> \_\_\_\_\_. Yes! The ball goes in the basket! It's a <sup>11</sup> \_\_\_\_\_, 55 all. Either team could <sup>12</sup> \_\_\_\_\_!

2 Choose the best word A, B, C or D to complete the sentences.

- I'm so tired. It's the most physically \_\_\_\_\_ sport I've ever tried!  
A demanding                      C productive  
B disappointing                D enthusiastic
- We're hooked \_\_\_\_\_ the game *Lava World* at the moment.  
A in            B at            C onto            D on
- He's an \_\_\_\_\_ golfer. He's beaten lots of professional players.  
A easy                              C expert  
B express                         D equipped
- Speak into the \_\_\_\_\_ so that your voice is loud enough for everyone to hear.  
A sculpture                      C audience  
B microphone                  D instrument
- I made a table at school once, but I can't do carpentry to a very high \_\_\_\_\_.  
A standard                      C passion  
B creation                        D technique
- Are you planning to \_\_\_\_\_ the competition?  
A sign up                         C catch on  
B take part in                  D participate
- The boxers are in the \_\_\_\_\_, waiting for the match to start.  
A track    B course    C ring            D pitch
- I've always loved clothes, so a course in \_\_\_\_\_ really appeals to me.  
A fashion design                C pottery  
B web design                    D sketching

3 Complete the sentences with the correct form of the words in capitals.

- I'm the \_\_\_\_\_ in a band. GUITAR
- Why don't you use your \_\_\_\_\_ more? IMAGINE
- I'd really like to learn a \_\_\_\_\_ instrument. MUSIC
- The \_\_\_\_\_ starts at eight. Don't be late! REHEARSE
- They need to buy some new \_\_\_\_\_. EQUIP
- We should have a \_\_\_\_\_ if we pass. CELEBRATE

## Grammar

4 Complete each gap with ONE suitable word.

- We \_\_\_\_\_ better ask the instructor for some help.
- 'Does your sister \_\_\_\_\_ you borrow her clothes?'
- The audience got the band \_\_\_\_\_ play some more songs.
- I'm going to \_\_\_\_\_ my photo taken.
- Please don't \_\_\_\_\_ me go into the cold water!
- I'd \_\_\_\_\_ go skydiving than make jewellery.
- I'm looking forward \_\_\_\_\_ going scuba diving.

5 Circle the correct option.

I've been interested in <sup>1</sup> **to dance** / **dancing** since I was about three years old, but I wasn't allowed <sup>2</sup> **to have** / **have** lessons until I was five. After that I was hooked, and I seemed <sup>3</sup> **spending** / **to spend** all my spare time at the dance studio. I was the first person in my family <sup>4</sup> **to be** / **being** in a show in a proper theatre. <sup>5</sup> **Being chosen** / **To be chosen** for that show was brilliant. I had a pretty little dress <sup>6</sup> **to make** / **made** for me. I remember <sup>7</sup> **standing** / **to stand** in front of the audience, feeling so excited. At one moment, I kept <sup>8</sup> **dance** / **dancing** after everyone else had stopped because I was enjoying <sup>9</sup> **to perform** / **performing** so much! I really wanted <sup>10</sup> **to go** / **going** to a special secondary school for dancers when I was eleven, but my parents made me <sup>11</sup> **to go** / **go** to my local school instead. They'd prefer me <sup>12</sup> **to learn** / **learning** all the ordinary subjects properly, and they don't think it's easy <sup>13</sup> **to do** / **doing** that at a dance school. They've agreed <sup>14</sup> **letting** / **to let** me <sup>15</sup> **to study** / **study** dance when I've left school, though. I'm hoping <sup>16</sup> **to become** / **becoming** a professional dancer. It will be difficult, but I don't mind <sup>17</sup> **working** / **to work** when I'm doing something that I love.





# Revision 6

## Vocabulary

- 1 Ask the students to read the rubric and say what they are going to do (*complete the texts with the words in the box*).
  - Ask the students to read through the texts quickly and see how many words they can complete right away, almost without thinking. Check their totals.
  - The students complete the exercise individually.
  - Check the answers by asking different students to read out a sentence from one of the texts each.

### Answers

1 serving, 2 sprinting, 3 court, 4 beat, 5 track, 6 lead, 7 overtake, 8 Victory, 9 passes, 10 shoots, 11 tie, 12 win

- 2 Explain that the students will choose the correct answers to complete the sentences.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

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

- 3 Explain that the students will use the correct form of the words in capitals to complete the sentences. Remind them that this means they need to think what form of the word is needed each time.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

1 guitarist, 2 imagination, 3 musical, 4 rehearsal, 5 equipment, 6 celebration

## Grammar

- 4 Read the rubric to the students. Check understanding.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

1 had, 2 let, 3 to, 4 have, 5 make, 6 rather, 7 to

- 5 Ask the students to look at the cartoon and guess what the girl's hobby is (*dancing*).
  - Explain that the students will circle the correct words in the text.

- The students complete the exercise in pairs. Encourage them to discuss the choices and say which structure they are using each time.
- Check the answers as a class.

### Answers

1 dancing, 2 to have, 3 to spend, 4 to be, 5 Being chosen, 6 made, 7 standing, 8 dancing, 9 performing, 10 to go, 11 go, 12 to learn, 13 to do, 14 to let, 15 study, 16 to become, 17 working

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 6. See if there is anything the students would like to go over again before you leave Unit 6 and move on to Unit 7.



# I Want One of Those!

## Unit objectives

**Topic:** gadgets and machines

**Reading:** read an article to match headings with paragraphs, read an article to answer comprehension questions

**Vocabulary:** gadgets and gadget adjectives, word formation, useful phrases, verbs for machines, gadgets and inventions, machine parts, phrasal verbs, adjectives ending in -y, extreme adjectives, order of adjectives

**Grammar:** conditionals, *wish/if only*

**Listening:** listen to complete conversations, listen to complete sentences

**Speaking:** information gap: exchanging information and opinions; reaching a decision

**Writing:** a review

## Blog

- Ask for a volunteer to read Technofreak's blog as a class. Check understanding.
- Put the students in small groups to discuss what they think the greatest gadget ever invented is. If there is disagreement in the groups, encourage the students to continue talking until they agree on one gadget.
- Take feedback as a class. See what the most popular choice was.

## Unit title

Write the unit title on the board. Ask the students to say what it makes them think of. Do they ever use this phrase? Why do the students think it has been chosen as the title of a unit about gadgets (*because lots of people like to have the latest gadgets*).

## Vocabulary Starter

Gadgets and gadget adjectives

## Warm up

Spend a minute or two having a class discussion about how different life was when the students' great-grandparents were young. What things did they have to do without gadgets?

1

## Answers

1 environmentally-friendly, 2 waterproof, 3 transparent, 4 remote-controlled, 5 wind-powered, 6 high-tech, 7 touch-sensitive, 8 lightweight, 9 portable, 10 solar-powered

- 2 Explain that the students are first going to find pictures of the words in bold. Ask them to read the words in bold.
  - The students complete the first part of the activity in pairs.
  - Check answers by asking different students to hold up their books and point to the picture each time.
  - Ask the students to do the quiz individually.
  - Put the students in pairs to check each other's answers from the key at the bottom of the page.
  - Check scores around the class.

## Answers

Pictures: nail varnish – p. 79, solar panel – p. 77, Velcro® – p. 78, bubble wrap – p. 79, roundabout – p. 77, robot – p. 77, glue – p. 77

[Note to teacher: there is no picture of a games console in the unit]

## Chatroom

- Ask a student to read the rubric.
- Put the students in pairs. The students take turns to describe a gadget each.
- Take feedback as a class. Make sure the students use the words and expressions from the exercises when they feed back.

## Round up

Go round the class asking different students to say how they would communicate with their friends if email and text messages didn't exist.



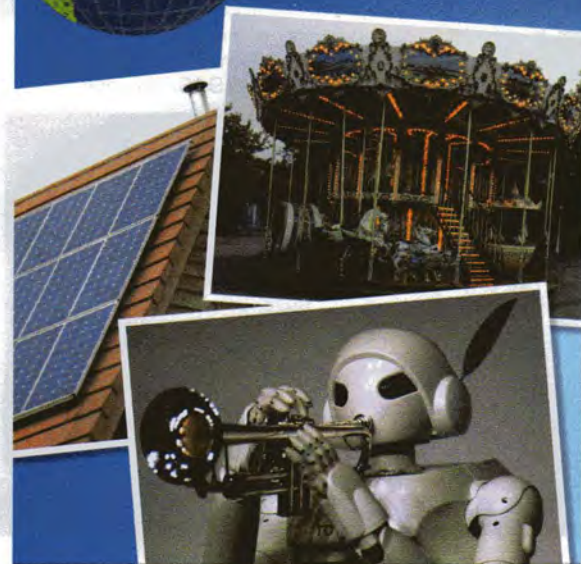
Technofreak Logged in

I love gadget websites. It's amazing what you can buy these days! What do you reckon is the greatest gadget ever invented?



7

# I Want One of Those!



- 2 Find pictures of the words in bold, either on this page or later in this unit. Do the quiz. Then check your answers at the bottom of the page.

## Trivia Quiz

- 1 The first known **nail varnish** dates from around 3000 BC. True False
- 2 **Solar panels** can be made out of human hair. True False
- 3 **Velcro®** was used to stop soldiers falling off their horses in the nineteenth century. True False
- 4 A girl in the USA can pop seventy-one bubbles in a sheet of **Bubble Wrap®** in fifteen seconds, using only her hands. True False
- 5 Children's **roundabouts** were invented by the Italian artist Leonardo da Vinci. True False
- 6 Human-shaped **robots** existed in the thirteenth century. True False
- 7 The world's first **games console**, which came out in 1972, was American. True False
- 8 A coin-sized area of the world's strongest **glue** can stick an adult elephant to the ceiling. True False



## Vocabulary Starter

### Gadgets and gadget adjectives

- 1 Complete the sentences with words from the box.

transparent waterproof environmentally-friendly  
portable lightweight high-tech wind-powered  
solar-powered remote-controlled touch-sensitive

- 1 I always cycle to school because I prefer to use \_\_\_\_\_ transport.
- 2 I wear a \_\_\_\_\_ watch when I'm scuba diving.
- 3 I've got a \_\_\_\_\_ umbrella, so I can put it right over my head and still see where I'm walking.
- 4 My brother's \_\_\_\_\_ car needs new batteries.
- 5 Sailing boats are \_\_\_\_\_ and don't need petrol.
- 6 My uncle spends a lot of money on the latest \_\_\_\_\_ gadgets.
- 7 My latest mobile doesn't have number keys. The numbers appear on a \_\_\_\_\_ screen.
- 8 My MP3 player is so \_\_\_\_\_ I can hardly feel it in my pocket.
- 9 You can carry a \_\_\_\_\_ computer in a bag.
- 10 The electric light in the garden is \_\_\_\_\_ – great in the summer but more of a problem on rainy days.

## CHATROOM

Describe some gadgets that you use. Use words from Exercise 1.

Answers: 1 T, 2 F, 3 F, 4 T, 5 F, 6 T, 7 F, 8 F, 9 F, 10 F. (The world's first games console was created in 1972, was American, a substance produced by bacteria found in rivers has the potential to do this)



## Reading

Logged in



Technofreak

I'd love to be an inventor. I'm OK at carpentry - I've made a table and a toy lorry for my little cousin. But I'd really like to learn electronics and invent cool, hi-tech gadgets. That would be brilliant! What about you? Do you enjoy making things? What have you made?

More soon ... Watch this space.

- 1 Read this article about inventions and match the headings (A-H) with the sections of the article (1-6). There are TWO headings that you do not need.

- |                         |                      |
|-------------------------|----------------------|
| A Bending the rules     | E Shaping the future |
| B The digital age       | F Unusual results    |
| C That eureka moment    | G In a spin          |
| D Life in the fast lane | H A big mistake      |

- 2 Read the article again and answer the questions.

### Reading Tip: open questions

When you've written your answer, read the question again to check that you've answered it fully and accurately.

- How did plant seeds attach themselves to George de Mestral's dog?  
\_\_\_\_\_
- What was Bubble Wrap® originally supposed to be?  
\_\_\_\_\_
- In what way does vanishing nail varnish change when it isn't in sunlight?  
\_\_\_\_\_
- What problem did one of the inventors of the nail varnish have at school in the past?  
\_\_\_\_\_
- What annoying habit does Elvis have?  
\_\_\_\_\_
- What two benefits has Peter Ash got from his invention?  
\_\_\_\_\_
- How did Rishi Bhat make money as a teenager?  
\_\_\_\_\_
- Why was Shawn Fanning unpopular with many business people?  
\_\_\_\_\_

'I wish there was a gadget that could do that!' We all think this from time to time, but few of us have the skills and determination to invent the gadgets we dream of. For inventors, however, these passing thoughts can provide vital inspiration.

It was a boring, everyday event that triggered George de Mestral's most famous invention. On a Swiss summer's day in 1948, he took his dog for a walk. Returning home, he discovered that his dog's fur and his own clothes were covered in little sticky plant seeds. The tiny hooks on these seeds made them very difficult to remove. As de Mestral carefully cleaned his dog, the idea for Velcro® was born.



- 3 Find words or phrases in the article that match these meanings.

- essential (introduction) \_\_\_\_\_
- made something happen suddenly (section 1) \_\_\_\_\_
- animal hair (section 1) \_\_\_\_\_
- take away (section 1) \_\_\_\_\_
- the material used to cover and protect something (section 2) \_\_\_\_\_
- something that disappears (section 3) \_\_\_\_\_
- saying that something isn't allowed (section 3) \_\_\_\_\_
- make people feel shocked and frightened (section 5) \_\_\_\_\_

### CHATROOM

Do you think young people in your country are interested in becoming inventors? Why/Why not?



### WebSearch

[www.ideafinder.com](http://www.ideafinder.com)  
[www.yankodesign.com](http://www.yankodesign.com)



# Reading

## Pre-reading

Go round the class asking the students to think of an imaginary gadget that they would like to have. Encourage them to be as inventive and futuristic as possible!

## Blog

- Ask a student to read Technofreak's blog.
- Put the students in pairs to talk about whether or not they enjoy making things and to tell each other about things they have made.
- Take feedback as a class.

## Background

- Here are some important inventions of the twentieth century – you might like to ask the students to try to guess, say, six inventions of the twentieth century and see how close their guesses are to this list. OR write the inventions on the board and get students to guess the chronological order.  
vacuum cleaner 1901, parachute 1913, electronic TV 1923, sliced bread 1928, ballpoint pen 1938, microwave oven 1945, laser 1960, Rubik's cube 1974, mobile phone 1977, CD 1980, GPS 1983

## 1 [CD 2 Track 12]

Ask a student to read the rubric. Check understanding.

- Put the students in pairs to do the exercise. Start by asking them to read the headings together and to speculate as to what type of information they might find in a text with that heading.
- The students then skim read the article to find the main theme of each section, then match the headings with the sections).
- Remind the students there are two headings they don't need.
- Remind the students to note the justification for their answers.
- Check answers as a class.

## Answers

- 1 C (*As de Mestral carefully cleaned his dog, the idea for Velcro® was born.*)
- 2 F (*... could be used for another purpose.*)
- 3 A (*If your school has strict rules banning nail varnish, you'll love this product ...*)
- 4 G (*... thirty minutes of talk time for every two minutes that Elvis goes for a spin.*)
- 5 B (*Many successful computer programmes have been the work of people who were still at school.*)
- 6 E (*It is impossible to guess the future of this planet but ... it will rely on ... today's young people.*)

## 2 Ask a student to read the rubric to the class.

- Choose a student to read the tip out loud. Explain that they should always check their answers carefully to make sure they have covered everything in the question properly.
- The students can do the exercise in pairs. They can take turns to ask their partner a question.
- Remind the students to underline the justification for their answers.
- Check answers as a class. Ask different pairs to share and explain their answers.

## Answers

- 1 The tiny hooks on the seeds caught in the dog's fur.
- 2 Modern-looking plastic wallpaper
- 3 It becomes much paler, almost transparent.
- 4 She got caught for wearing nail varnish.
- 5 He runs noisily in his wheel at night.
- 6 He passed his electronics exam and he can charge his mobile phone for free.
- 7 He wrote computer software.
- 8 Because his software allowed people to download music from the Internet for free.

The recording of the reading text [CD2 Track 12] may be played after the students have completed the reading tasks.

## IWB Extra notes

### Unit opener page

- Bring the blog onto the board for discussion. Zoom up the photos and elicit what is shown and what the students know about them.
- Do Exercise 1 on the board. Elicit and check answers. Click on the words for definitions if necessary.
- Bring Exercise 2 onto the board; elicit and check answers. Click on the words for definitions if necessary.
- Remember that these exercises can be repeated at any time for quick revision.

### Reading

- Reading Exercise 1: bring up each section of the text one by one and ask students to highlight key information. Then match to answers. Check and use the highlighting tool to show justification.



## Extra!

Ask students which of the inventions in the texts they think is the most useful and why.

- 3 Ask a student to read the rubric. Point out that they are told which text to look in each time.
  - The students can do the exercise individually.
  - Check answers as a class by reading the definitions and asking different students to say the words or phrases.

## Answers

1 vital, 2 triggered, 3 fur, 4 remove, 5 packaging, 6 vanishing, 7 banning, 8 horrify

## Chatroom

- Ask the students to read the questions.
- Put the students in pairs to discuss their views.
- Take feedback as a class.

## WebSearch

- Refer the students to the WebSearch information.
- [www.ideafinder.com](http://www.ideafinder.com) is a site with lots of information about the history of ideas, myths and facts about ideas, and so on.
- [www.yankodesign.com](http://www.yankodesign.com) is a site containing a list of links to sites showing new and innovative designs.



# Great ideas, great inventions!

2

One thing essential to an inventor is an open mind. Take Bubble Wrap®, for example. In the 1950s, Alfred W. Fielding and Marc Chavannes worked hard to invent some modern-looking plastic wallpaper. All their efforts came to nothing, however, until Fielding realised that their bubbly creation, useless as wallpaper, could be used for another purpose. Packaging has never been the same since.



Those sticky yellow Post-it® notes have a similar story. They were the result of an experiment to create a new glue, thought to be a failure until it was realised that a weak glue could have good uses too.

3

Middle-aged scientists aren't the only ones with good ideas for inventions. The recent successes of some girls at secondary school in the UK have shown that it's not about age or experience, but about knowing the people you're inventing for. While working on a business project at school, they came up with a great new idea: vanishing nail varnish.

The nail varnish is bright red in natural sunlight, but indoors it transforms into a much paler colour that is almost transparent.

'If your school has strict rules banning nail varnish, you'll love this product,' explained one of its young inventors.

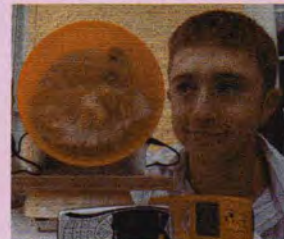
'If only this product had been around last year!' laughed another. 'I got into loads of trouble for wearing nail varnish at school. It was awful. But I'd never have been caught if I'd been wearing vanishing nail varnish.'

The nail varnish is already being made in China and will soon be available in the shops, in a choice of thirty-two different colours. Go girls!



4

Sixteen-year-old Peter Ash from Somerset is another young inventor. He came up with his bright idea, an environmentally-friendly mobile phone charger,



when his sister complained about getting too little sleep. Her problem? The family hamster, Elvis, who spent his nights running around noisily in his exercise wheel.

'Elvis is in his wheel for four or five hours a night, keeping my sister awake,' said Peter. 'I thought, if he's feeling energetic, he should do something useful!'

Peter started to wonder if Elvis's favourite activity could be used to make electricity, and for the next thirteen months he worked on the project. The resulting invention helped him to pass his electronics exam with flying colours. Even better, he can now charge his mobile for free, getting thirty minutes of talk time for every two minutes that Elvis goes for a spin.

5

When it comes to computer technology, teenagers rule. Many successful computer programs have been the work of people who were still at school. Some teens, like Rishi Bhat, invent things that the adult world is grateful for. Rishi wrote his software *SiegeSoft* at the age of fifteen, and sold it a year later for \$1.6 million. Others, like Shawn Fanning, create things that horrify the adult world. Shawn's software *Napster*®, written in the very early days of MP3, upset the business community as it helped people around the world to download their favourite music for free. *Napster* changed the music industry for ever.

6

It is impossible to guess the future of this planet, but one thing is certain: it will rely on the inventive minds of today's young people. What world will you invent?



## Vocabulary

Words from the text  
Word formation

- 1 Complete the table. You can find the words in the article on pages 78–79.

	Verb	Noun	Adjective
1	invent	a invention b inventor	
2	succeed		successful
3	use	use	a useful b
4	determine		determined
5	fail		failed
6	experiment		experimental

- 2 Read the text below. Use the word in capitals at the end of some of the lines to form a word that fits the gap in the same line.

### I don't believe it!

In 1770, the Hungarian <sup>1</sup> \_\_\_\_\_ Wolfgang von Kempelen created an incredible machine — a chess-playing robot called the Turk. It seemed to play with great <sup>2</sup> \_\_\_\_\_ and skill. Some of the best chess players in Europe <sup>3</sup> \_\_\_\_\_ in beating it, but many more were embarrassed by their <sup>4</sup> \_\_\_\_\_ to defeat this mindless machine. The French leader, Napoleon Bonaparte, tried several times. He <sup>5</sup> \_\_\_\_\_ on it by covering its eyes, and by putting a magnet on the chess board to make its machinery <sup>6</sup> \_\_\_\_\_. Nothing worked, and he lost every time. After von Kempelen's death, people found out that the Turk's movements had really been controlled by a human chess player hidden under its seat!

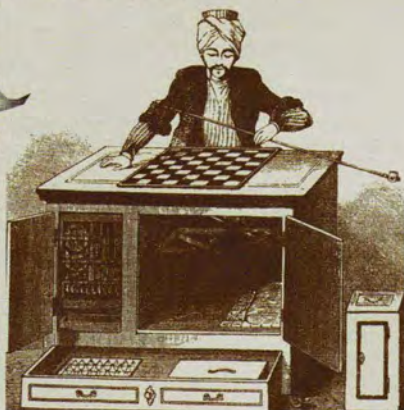
INVENT

DETERMINE

SUCCESS  
FAIL

EXPERIMENT

USE



## Useful phrases

- 3 Choose the correct option A, B, C or D to complete the sentences.

- She passed the exam with flying \_\_\_\_\_.  
A numbers B colours C pigs D birds
- Don't decide too soon. Keep an \_\_\_\_\_ mind.  
A even B air C open D other
- We were really disappointed that all our hard work came to \_\_\_\_\_.  
A not B nowhere C nil D nothing
- You don't have to pay for water. You can get it \_\_\_\_\_ free.  
A of B for C with D at
- That's a \_\_\_\_\_ idea. In fact, it's brilliant!  
A light B quick C bright D fast

## Machines, gadgets and inventions

Verbs

- 4 Complete the text with words from the box. Then, with a partner, decide which of the inventions described are likely to exist in the next 100 years.

mend vanish transform spin  
charge store steer bend

Logged in

It would be fascinating if we could see the most important inventions of the next hundred years! Here are some possibilities:

- A mobile phone that can <sup>1</sup> \_\_\_\_\_, so you can wrap it round your wrist.
- A machine that makes people <sup>2</sup> \_\_\_\_\_, and then appear again in a different place.
- A car that can <sup>3</sup> \_\_\_\_\_ itself through traffic without the driver's help.
- A computer the size of a coin that can <sup>4</sup> \_\_\_\_\_ every novel ever written.
- A machine that can <sup>5</sup> \_\_\_\_\_ rubbish into healthy food.
- Sunglasses made of solar panels that can <sup>6</sup> \_\_\_\_\_ all your electrical gadgets.
- A machine that can <sup>7</sup> \_\_\_\_\_ people round and round very fast to make them lose weight.
- A watch that you never have to <sup>8</sup> \_\_\_\_\_ because it stays in perfect condition for ever.



## Vocabulary

### Words from the text: Word formation

- 1 Introduce the exercise by calling out some verbs and eliciting the corresponding nouns and adjectives. For example, *interest*, *pollute*, *understand*, etc.
  - Ask the students to read the rubric.
  - The students complete the exercise individually. Remind them to look back at the text for help.
  - Check answers by writing the table on the board and inviting students to come and fill in the gaps.

#### Answers

1 inventive, 2 success, 3 useless, 4 determination, 5 failure, 6 experiment

- 2 Start by writing some root words on the board and asking students to call out any related words. For example, write *DANGER*, *KNOW*, *COMPETE*.
  - Ask the students to look at the exercise (not the rubric) and say what they think they have to do. The students check by reading the rubric.
  - The students complete the exercise in pairs. Encourage them to say what form of the word they have made each time.
  - Check the answers by asking different students to read a sentence from the text each.

#### Answers

1 inventor, 2 determination, 3 succeeded, 4 failure, 5 experimented, 6 useless

### Useful phrases

- 3 Ask the students to read the rubric. Check understanding.
  - Have the students complete the exercise individually. Remind them to look back at the reading text for help.
  - Check the answers to the first part of the exercise as a class.

#### Answers

1 B, 2 C, 3 D, 4 B, 5 C

### Extra!

Put the students in pairs. One says a phrase from Exercise 3 and the other thinks of a sentence using that phrase. The students take turns.

### Machines, gadgets and inventions: Verbs

- 4 Start by brainstorming all the words students can think of that are connected with technology. Keep count so you can tell the students how many technology words they know!
  - Ask the students to read the words in the box out loud. Are any of them unknown? If so, invite students who do know the word(s) to explain the definition(s). Otherwise, ask a student to use their dictionary and share the definition.
  - Ask the students to complete the exercise individually by completing the sentences with the words.
  - Check the answers to this part of the exercise as a class.
  - Put the students in pairs to do the second part of the exercise, deciding which of the inventions are likely to exist in the next 100 years.

#### Answers

1 bend, 2 vanish, 3 steer, 4 store, 5 transform, 6 charge, 7 spin, 8 mend

### IWB Extra notes

- Bring the word list up onto the board first and work through the list eliciting meaning and clicking on the definitions when necessary.
- Then work through the exercises quickly on the board and check answers.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## Machine parts

5

### Answers

1 controls, 2 pump, 3 handle, 4 pedal, 5 button, 6 wire, 7 switch, 8 engine, 9 hook

## Phrasal verbs

6

### Answers

1 out, up, 2 up with, up, 3 out, in

## Adjectives

### Adjectives ending in -y

- 7 Start by asking the students to close their books. Ask if they can think of any adjectives that end in -y (e.g. *silly, happy, windy, funny*, etc.).
- Ask the students to open their books and read through the exercise.
  - The students match the sentence halves individually.
  - Check answers by writing the sentence stems on the board and inviting students to come up and write the adjectives.

### Answers

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

## Extreme adjectives

- 8 Explain that sometimes there are several adjectives we can use to mean the same thing but that they have different strengths; some adjectives are what we call *extreme adjectives* and they have a very strong meaning.
- Ask the students to read the rubric out loud. Check understanding.
  - Ask the students to read the adjectives in the box silently to themselves.
  - Students complete the exercise in pairs.
  - Check the answers as a class by saying the basic adjectives and asking students to say the extreme adjective each time.
  - Ask students to now think of sentences using the extreme adjectives and to write them in their notebooks.

### Answers

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

## Order of adjectives

- 9 Ask the students to read the rubric. Check understanding.
- Ask students to describe something they own, using at least three adjectives in the correct order.
  - Put the students in pairs to complete the exercise.
  - Check answers by choosing different students to read a sentence each. Check whether everyone else agrees before you confirm whether or not the answer is correct.

### Answers

1 tiny black Japanese portable, 2 useful square plastic, 3 successful nineteenth-century American, 4 lovely new digital, 5 fascinating little science, 6 hideous purple environmentally-friendly

- 10 Read the rubric. Check understanding.

- Ask the students to complete the exercise individually.
- Check answers by choosing different students to read out a sentence each.

### Answers

Students' own answers (check that adjective order is correct) Suggested answers: 1 sharp, metal, portable, 2 useful, cool, portable, 3 small, round, metal, 4 useful, portable

## Extra!

Ask the students to look at the sentences in Exercise 10 again and to add one more adjective to each one. Invite some students to share their sentences.

## Chatroom

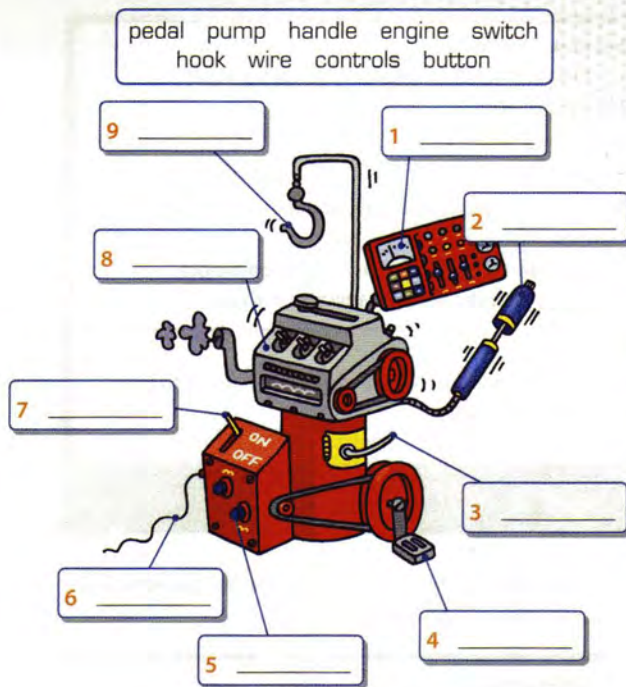
- Invite a student to read the text in the box.
- Put the students in small groups to describe their objects.
- If there is time, invite some students to describe their objects to the class. The class guesses.

Further practice of the vocabulary covered in this unit can be found in Use your English: Units 7 and 8 (pages 140–141). Note that this section should be used after Unit 8, as it covers vocabulary from both Units 7 and 8.



## Machine parts

- 5 Match the words with the picture. Can you think of any other words for parts of machines or computers?



## Phrasal verbs

- 6 Complete the phrasal verbs with prepositions from the box.

out (x2) up (x2) in up with

- 1 A: I can't **figure** \_\_\_\_\_ how this clock works.  
B: It's an old-fashioned one. It won't work unless you **wind** it \_\_\_\_\_.
- 2 A: I'm trying to **come** \_\_\_\_\_ a good idea for a new invention.  
B: How about a robot that'll **fold** \_\_\_\_\_ all these clothes for me!
- 3 A: Apparently, they're **bringing** \_\_\_\_\_ a new type of solar heating.  
B: But I'm cold *now*. Can you **plug** \_\_\_\_\_ the electric heater for me?

## Adjectives

## Adjectives ending in -y

- 7 Match the sentence halves.

- |                       |             |
|-----------------------|-------------|
| 1 Silver and gold are | a fizzy.    |
| 2 A tennis ball is    | b shiny.    |
| 3 Glue and honey are  | c bendy.    |
| 4 Elastic is          | d sticky.   |
| 5 Wire is             | e stretchy. |
| 6 Soda water is very  | f bouncy.   |

## I Want One of Those!

## Extreme adjectives

- 8 Match the normal adjectives (a-h) with their stronger equivalents (1-8). Then write sentences in your notebook, using each of the extreme adjectives.

a clean b dirty c big d small e old  
f good g beautiful h ugly

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> fabulous | 5 <input type="checkbox"/> filthy   |
| 2 <input type="checkbox"/> ancient  | 6 <input type="checkbox"/> tiny     |
| 3 <input type="checkbox"/> spotless | 7 <input type="checkbox"/> hideous  |
| 4 <input type="checkbox"/> gorgeous | 8 <input type="checkbox"/> enormous |

## Order of adjectives

- 9 Read the information then order the adjectives in the sentences below.

Adjectives usually go in this order in a sentence:  
*opinion, size, age, shape, colour, origin, material, type*  
We rarely use more than four adjectives in a row.

- 1 If I were you, I'd buy one of those **black / tiny / portable / Japanese** computers.
- 2 She's got a **plastic / square / useful** thing for carrying her paintings in.
- 3 Thomas Edison was a **nineteenth-century / successful / American** inventor.
- 4 Her **lovely / digital / new** camera will be perfect for her holiday.
- 5 You should read this **science / little / fascinating** book about space travel.
- 6 Whose is that **purple / hideous / environmentally-friendly** car?
- 10 Complete the sentences with two or more adjectives from the box in the correct order.

long modern useful small flat  
sharp round cool metal portable

- 1 A kitchen knife is a \_\_\_\_\_ tool for cutting vegetables.
- 2 A mobile phone is a \_\_\_\_\_ gadget for communicating with friends.
- 3 A coin is a \_\_\_\_\_ object that you use to pay for things.
- 4 A watch is a \_\_\_\_\_ thing that tells you the time.

## CHATROOM

Describe objects for your partner to guess. Use three adjectives for each.



## Grammar

### Conditionals

1 Read the grammar notes and complete the examples with the clauses (a–d) below.

#### Zero conditional

- general truths

**if + present simple // present simple**

*If water gets colder than 0°C, <sup>1</sup> \_\_\_\_\_.*

#### First conditional

- events that we expect to happen in the future

**if + present simple // will**

*If your school has strict rules banning nail varnish,*

<sup>2</sup> \_\_\_\_\_.

#### Second conditional

- imaginary, hypothetical or unlikely situations

**if + past // would**

<sup>3</sup> \_\_\_\_\_ if we could see the inventions of the future.

#### Third conditional

- possible events in the past that did not actually happen

**if + past perfect // would have + past participle**

<sup>4</sup> \_\_\_\_\_ if I'd been wearing vanishing nail varnish.

#### Notes

Modal verbs can be used instead of *will* and *would*, e.g. *can*, *could*, *might* and *should*.

*If he's feeling energetic, he should do something useful.*

- We sometimes use *were* instead of *was* in second conditional sentences.

*If I were you, I'd buy one of those cameras.*

See Grammar File, page 168.

- a I'd never **have been caught**
- b you'll **love** this product
- c it **freezes**
- d It **would be** fascinating

2 Complete the sentences with the correct form of the verb in brackets.

- If you get one of those, you \_\_\_\_\_ (not use) it very much.
- Who would be able to mend it if it \_\_\_\_\_ (break)?
- Why \_\_\_\_\_ (anyone / want) a waterproof watch if they didn't like swimming?
- If I \_\_\_\_\_ (hear) my mobile ringing, I'd have answered it.
- The machine always \_\_\_\_\_ (make) a noise if that button is pressed.
- We \_\_\_\_\_ (can try out) his new remote-controlled plane if we'd been there.
- If they \_\_\_\_\_ (bring out) a better games console, I'll definitely buy it.
- He shouldn't work in the garden if it \_\_\_\_\_ (rain).

#### CHATROOM

- How do you feel if your gadgets go wrong? How would you feel if you lost or broke your favourite gadget?
- Talk about something bad that happened to you recently and how you could have avoided it.

3 Read the grammar notes and circle the correct word in the example sentences.

**Unless** means *if not*.

*It <sup>1</sup> won't / wouldn't work unless you wind it up.*

**As long as** and **provided/providing** have a similar meaning to *if*.

*It'll last for years provided you <sup>2</sup> look / will look after it properly.*

**Supposing** means *imagining the situation that*.

*Supposing you were offered a job designing motorbikes, <sup>3</sup> would / did you take it?*

**In case** means *because it's possible that*.

*I'll / I'd bring my charger in case the battery runs out.*

See Grammar File, page 169.

4 Circle the correct option.

- You won't be able to become an inventor **unless** / **as long as** you study hard in science.
- We could spend the day at the robot museum, **provided** / **in case** it's open.
- Supposing** / **Unless** his invention had been successful, would he have become a millionaire?
- Bring a normal battery for your solar-powered laptop, **provided** / **in case** you want to use it at night.
- I think it'll work **supposing** / **as long as** it's lightweight enough.



# Grammar

## Conditionals

1 Start by reviewing the basic conditional forms.

- Write 'First conditional' on the board and elicit 'if' + the tenses needed to form this conditional. Do the same with the second and third conditionals. Remind students that the zero conditional is very similar to the first except that it uses two present tenses.
- Read through the grammar box again with the students, one point at a time. Each time, ask them which clause matches each note.
- Reinforce the structures by asking students to think of their own sentences for each conditional as you work through the material.
- Emphasise the differences in time and reality: i.e. only the third conditional is used to talk about the past; only the first and zero conditional are used to talk about 'real' situations.

### Answers

1 c, 2 b, 3 d, 4 a

Refer the students to the Grammar File on page 168.

2 Explain that the students are going to complete the sentences with the correct form of the verbs. Point out that the students will be forming a variety of conditional sentences so they will have to think carefully about which sort of conditional each one is.

- The students can complete the exercise in pairs. Encourage them to refer back to the rules if they need to.
- Check answers by asking individual students to read the sentences.

### Answers

1 won't use, 2 broke/was broken, 3 would anyone want, 4 had heard, 5 makes, 6 could have tried out, 7 bring out, 8 rains

## Chatroom

- Divide the class into groups to discuss the questions. Allow about two minutes for each of the discussions (*how they feel when gadgets go wrong; how they would feel if they lost or broke their favorite gadget; something bad that has happened to them recently and ways it could have been avoided*).
- If there's time, invite a spokesperson from each group to give some feedback about the views expressed in their group.

3 Start by asking the students to read the notes silently to themselves. Ask if any of the students think they can circle the correct words at this stage. If so, encourage them to do so.

- Read through the grammar box again with the students. As you read, ask the students which word is correct.
- Reinforce the structure by asking students to think of their own sentences for each word/phrase as you work through the material.
- It's worth pointing out that while all the other phrases are stronger forms of *if*, *in case* does not mean the same as *if* and cannot be used to replace it. To underline the point, write up these sentences on the board and elicit what they mean:  
I'll take my umbrella **if** it rains (*When I see the rain, I'll take my umbrella.*)  
I'll take my umbrella **in case** it rains (*I'll take my umbrella now because it might rain later.*)

### Answers

1 won't, 2 look, 3 would, 4 I'll

Refer the students to the Grammar File on page 169.

- 4
- Ask the students to complete the exercise individually.
  - Check the answers as a class by asking different students to read a sentence each.

### Answers

1 unless, 2 provided, 3 Supposing, 4 in case, 5 as long as

## IWB Extra notes

- Work first on the conditionals grammar tables. First bring up the grammar reference and review conditionals with the class. Then ask the class to fill the gaps in the table. If they give an incorrect answer, remind them of the rules, then click to show the answers.
- Work through Exercises 2-4 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for Wish /If only.
- Back up your grammar: Bring Exercise 7 up on the board. Elicit and check answers. For extra practice use the dark highlighter to blank out more words in the text. This form of repetition can help the students become more accurate.



**wish/if only**

- 5 Start by going round the class asking students what they would wish for if they had one wish to make today.
- Read through the grammar box with the students, matching the notes and tenses as you go. Check understanding.
  - Reinforce the structure by asking students to think of their own sentences for *I wish* and *if only*. The students are not allowed to repeat the wish they shared at the start of the exercise!

**Answers**

1 b, 2 c, 3 a

Refer the students to the Grammar File on page 169.

- 6 Ask the students to read the rubric. Check understanding.
- Work through the example with the class.
  - The students can complete the exercise in pairs. Encourage the students to discuss their answer choices and to pay attention to meaning.
  - Check answers as a class by asking different pairs to read a sentence each.

**Answers**

- 2 If only the engine hadn't broken down here.  
 3 I wish he'd thought of a different way up.  
 4 I wish I'd used glue instead.  
 5 If only I had a new mobile.  
 6 If only someone had invented the wheel sooner.

**Back up your grammar**

- 7 Explain that this exercise reviews the grammar the students have learned in this unit.
- Ask the students to read the rubric. Check understanding. Point out that they will use only one word in each gap.
  - The students complete the exercise individually. Remind the students to make sure they have used the correct tense for verbs.
  - Check answers as a class by asking different students to read a sentence each.

**Answers**

1 will, 2 unless, 3 builds, 4 would, 5 as, 6 had, 7 only, 8 had, 9 could

**Chatroom**

- Invite a student to read the text in the box.
- The students talk about the topic in small groups.
- If there is time, invite a spokesperson from each group to give some feedback about the views expressed in their group. See if there are any similarities between groups.

Further practice of the grammar covered in this unit can be found in Use your English: Units 7 and 8 (pages 142–143). Note that this section should be used after Unit 8, as it covers grammar from both Units 7 and 8.



## wish / if only

5 Complete the grammar notes with the following:

- a past perfect    b past simple    c would

wish / if only + <sup>1</sup> \_\_\_\_\_

regrets about the present

*I wish there **was** a gadget that could do that.*wish / if only + <sup>2</sup> \_\_\_\_\_

complaints about the present and/or desire for something to change in the future

*I wish he **would** help us more.*wish / if only + <sup>3</sup> \_\_\_\_\_

regrets about the past

*If only this product **had been** around last year.*

See Grammar File, page 169.

6 Complete the thought bubbles. Use *I wish* or *If only*.

1 I / can / fly

I wish I could fly.



2 the engine / not break down / here



3 he / think of / a different way up



4 I / use / glue / instead



## I Want One of Those!

7

5 I / have / a new mobile



6 someone / invent / the wheel / soon



## Back up your grammar

7 Read the text and think of the word which best fits each gap. Use only one word in each gap.

## TV Week Highlights

## Rubbish Race

If you like crazy machines, you <sup>1</sup> \_\_\_\_\_ love *The Rubbish Race*! Don't miss the latest episode (at 7 p.m. on Sunday night), <sup>2</sup> \_\_\_\_\_ of course you're too busy building your own crazy machine ...

Each week, two teams have to design a machine to do an unusual task and build it out of rubbish. If your team <sup>3</sup> \_\_\_\_\_ the best machine, you compete again the following week.

Mike Davis recently took part in the show. 'You only have two days to build your machine,' he told me. 'It <sup>4</sup> \_\_\_\_\_ be a lot easier if you had more time. It was great fun though. As long <sup>5</sup> \_\_\_\_\_ you get on well with your team, you can have a brilliant time.'

And did their machine win? 'Well, no. If it <sup>6</sup> \_\_\_\_\_ not crashed ten metres before the end of the race, we might have had a better chance. If <sup>7</sup> \_\_\_\_\_ that wheel hadn't fallen off! I wish we <sup>8</sup> \_\_\_\_\_ won. And I wish we <sup>9</sup> \_\_\_\_\_ take part in other episodes. I learnt so many useful things on the show.'

→ Sunday, 7 p.m., Channel 6

## CHATROOM

- Talk about the aspects of your life now and in the past that you wish you could change.

More practice on pages 142–143.



## Listening

Logged in



Technofreak

I had a bad day yesterday. First I sent a very personal text message to the wrong person - how embarrassing! Next I lost my MP3 player on the way home from school and it took me ages to find it. Then my computer didn't work. Grrr! Sometimes I wonder whether technology causes more problems than it solves! What do you think? Does technology make the world a better place?

More soon ... Watch this space.

### Listening 1

- 1** You will hear six short unfinished conversations. Choose the best reply to continue the conversation.

#### Listening Tip: dialogue completion

Try to get the gist of the conversation. Don't panic if you don't understand every word.

- 1 A No, not really. This one's just right.  
B Oh no! Now the handle's broken too.  
C Just in case it rains.  
D OK, I'll help if you want.
- 2 A She can't find it.  
B The pedals don't spin round.  
C Maybe we could mend it tomorrow.  
D Wow! That's gorgeous!
- 3 A Maybe I need something stretchy.  
B I'd steer more carefully if I were you.  
C I love old-fashioned photos.  
D Yes, it does, next to the on/off switch.
- 4 A Well, I hope it's waterproof.  
B The shiny ones are so cool.  
C If it's bendy, it'll be useless.  
D And try not to miss the bus!
- 5 A I won't unless I'm really late.  
B Don't forget to phone!  
C I'd go if you came with me.  
D Yeah, but the music sounds great!
- 6 A It's so tiny I can hardly see it.  
B I can't believe you just did that!  
C And how much does that cost?  
D It would be awful if you fell.

### Listening 2

- 2** You will hear an interview about the Clean Green Machine Competition. For questions 1-10, complete the sentences.

#### Listening Tip: sentence completion

Read the text before and after listening to make sure the words you have chosen make sense.

## The Clean Green Machine Competition

It's a competition for  1 of all ages.

You can enter as an individual or as a  2.

The winner of each category will get  3.

The overall winner will be given a week in  4.

The PlayPump was invented in  5.

Many people in South Africa walk a long way to get  6.

Trevor Field liked the idea of a PlayPump because it was  7, and fun too.

The first PlayPump design didn't work because it wasn't  8 to play on.

There are now PlayPumps in thousands of  9 in Africa.

Where there's a PlayPump, families don't get as many  10.



#### CHATROOM

In groups, try to come up with an idea for an invention that you could enter in the Clean Green Machine Competition.



#### WebSearch

www.stepin.org



# Listening

## Pre-listening

- Have a brief class discussion about which gadget the students use most every day.

## Blog

- Ask the students to read Technofreak's blog. Put the students in small groups to discuss whether or not they think technology makes the world a better place.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

1 [CD 2 Track 13 Audioscript page T185]

- Explain that the students will hear six conversations that are not finished and they will choose the best sentence to continue each one.
- Choose a student to read the tip out loud. Explain that when the students read the options they should try to guess what the preceding part of the conversation might be about, as it makes them better informed when they listen to the CD.
- Ask the students what they think they should do first (*read the answer options*). Allow time for the students to do this.
- Point out that the students will hear the conversations twice. Remind the students to listen for reference words like *it, that*, etc. and to listen for the topic and key points of each conversation.
- Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. If they do, allow time for the students to mark their answers.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

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

## Listening 2

2 [CD 2 Track 14 Audioscript page T185]

- Explain that this time the students are going to listen to an interview and complete the notes.
- Ask the students to read through the gapped notes. Ask the students to say what kind of words are missing in each case.
- Choose a student to read the tip out loud. Explain that students should always read through the gapped text again once they have completed it, to check that words make sense, are in the right form, etc.

- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time after each item for the students to choose the answer if they can.
- Play the CD again so students can check or complete their answers.
- Check the answers as a class.

### Answers

1 inventors, 2 group, 3 £500, 4 Japan, 5 South Africa, 6 water, 7 environmentally-friendly, 8 fun, 9 villages, 10 diseases

## Chatroom

- Invite a student to read the text in the box.
- The students discuss their ideas in small groups.
- Allow time for a spokesperson from each group to tell the class about their invention. Have a class vote for the best invention.

## WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site and report back to the class.
- [www.stepin.org](http://www.stepin.org) is a site full of information about an education project on sustainable technology.

## IWB Extra notes

- Bring up Exercise 1 and focus the students' attention on the answers. Highlight the key words. Then listen with students focusing on the questions. Bring the audioscript script up to check answers.
- Exercise 2: use the zoom tool to bring up the text on the board and ask students to write in the gaps what they would expect to hear. You will have already told the students of the importance of the following points, but seeing them on the board is what makes the process real to them. When they fill in the gaps they need to see that what they suggest is: a) logical – it makes sense, b) grammatically appropriate and c) only a few words



## Speaking

### Information gap

- 1 Put the students in pairs. Ask the students to imagine they have just landed on Earth from another planet and are seeing various gadgets (e.g. *mobile phone, laptop, car, MP3 player*, etc.) for the first time. The students take turns to describe a gadget to their partner, through the eyes of an alien.

- Read the rubric and check understanding. Ask the students to read the list of factors silently to themselves.
- Put the students in pairs and ask them to do the activity together.
- Take feedback as a class.

- 2 Explain that the students are going to prepare for a speaking task involving completing information by asking questions to find out what they need to know.

- The students read the task. Make sure they understand exactly what the task is asking for.
- The students then read one of the information cards.
- Ask which students have read card *a* and which have read card *b*.

3

#### Answers

1 What, 2 like, 3 How, 4 does, 5 How

- 4 Ask the students to read the rubric silently to themselves. Check understanding.

- The students complete the exercise in pairs. They can take turns to ask the questions and they could choose one card each to answer from.
- Make sure that every student has now decided which gadget to choose.

#### Answers

- a The Seabreacher, b Solar-powered tent
- a It looks like a dolphin-shaped aeroplane that's really a boat!, b It looks like a strange tent with lights inside.
- a As an exciting watercraft, etc. b As a tent for the twenty-first century etc.
- a Can jump, spin and dive, b Wireless internet connection, charger, heating system and remote controlled lighting.
- a £30,000, b £599

- 5 [CD 2 Track 15 Audioscript page T186]

- Read the rubric to the students. Check understanding.
- Put the students in pairs and ask them to do the activity together.

- Play the CD and ask the students to listen for the information they need.
- Check the answer as a class.

#### Answers

The students on the CD chose the Seabreacher.

- 6 [CD 2 Track 16 Audioscript page T186]

- Go through the Language Upload box. Read through each section with the students. Each time, encourage them to think of other similar sentences or phrases they could use that match those in the box. For example, for *Asking for opinion* the students could add *Tell me your view.* or *How do you feel about it?*
- Play the CD again and ask the students to listen carefully and tick the expressions they hear.
- Check answers as a class.

#### Answers

... the tent sounds fascinating ..., What do you think of it?, ... the dolphin boat looks fabulous ..., So, shall we choose the ...,  
Yes, I think so. Are you happy with that decision?

- 7 Explain that the students are now going to do the task themselves.

- Choose a student to read the tip out loud. Explain that even if students don't agree with each other, they have to make a joint decision, so they need to negotiate and persuade where necessary.
- The students work in pairs. Refer the students to page 127 and ask them to choose one gadget each.
- The students complete the activity.
- Allow enough time to have some stronger pairs repeat their discussion for the class.

#### IWB Extra notes

- Zoom up the pictures required for Exercise 7 and take the students through the task.
- Bring up the Language Upload box and ask the students to do the task, leaving the Language Upload on the board for reference.



## Speaking

### Information gap

- 1 With a partner, decide which of the factors below are most important in choosing a new gadget.
- |                          |                      |
|--------------------------|----------------------|
| 1 sensible price         | 4 no one else has it |
| 2 high quality           | 5 very hi-tech       |
| 3 all my friends have it | 6 cool features      |
- 2 In your pairs, read the speaking task below.  
Student A: your information card is A on this page.  
Student B: your information card is B on page 126.
- 5 Listen to two people doing the last part of the task in Exercise 2. Do they make the same choice as you?
- 6 Listen again and tick the expressions in the Language Upload box that you hear.
- 7 Now do the task in Exercise 2 about two gadgets.  
Student A: your information card is D on page 127.  
Student B: your information card is C on this page.

You work for a hi-tech online product shop and are looking for a new product to sell. Work with a partner. Each of you has been sent information about a different product. Read your own information card. Then ask questions about your partner's card and decide which product to choose.

**A**



### The Seabreacher

An exciting watercraft that moves through the water like a dolphin

**Features:**

- can jump, spin in the air, and dive 1.5 metres underwater
- seats two adults
- maximum speed: 65 kilometres per hour

Recommended price: £30,000

- 3 Complete the gaps in these questions.

- \_\_\_\_\_ is it called?
- What does it look \_\_\_\_\_?
- \_\_\_\_\_ is it described?
- What features \_\_\_\_\_ it have?
- \_\_\_\_\_ much is it?

- 4 Now ask and answer the questions in Exercise 3 about the products on the cards. Then decide which product to choose.

### Speaking Tip: information gap

Remember to ask the person you are talking to for their opinion. You have to reach a joint decision.

## Rocket alarm clock

The alarm clock that will *really* get you up in the morning.

### Features:

- a rocket which shoots into your bedroom when the alarm starts
- the alarm can only be switched off if you get up and find the rocket

Recommended price: £15



## Language Upload

### Asking for opinion

What do you think of the ...?  
Does the ... look cool / attractive?

### Stating opinion

The ... looks / sounds fabulous.  
If we put the ... on the website, it would be really popular.  
I think it's a great product.  
It's quite good value.

### Reaching a decision

Shall we choose the ...?  
Are you happy with that decision?  
Yes, I think so.



## Writing: A review

### Before you write

- 1 People write reviews of many different things: films, books, concerts, video games, hotels, restaurants, products. Do you ever read reviews? Of what? How often do you agree with the review writer?
- 2 Read the writing task and answer the questions below.

You recently saw this notice in an English language magazine called *Gadgets Galore*.

### Reviews needed!

Have you bought or been given an environmentally-friendly gadget recently? If so, could you write us a review of it? Include information on its appearance, features, strong points and drawbacks, and give your overall opinion.

Write your review in 120–180 words.

- 1 What sort of text are you going to write?
- 2 What should your text be about?
- 3 What information should it include?
- 4 Who is going to read it?

- 3 Read Tamsin's review. Would you like to own the product described? Why/Why not?

The EMP Revolution is an environmentally-friendly MP3 player. You don't charge it by plugging it in. Instead, you turn a little handle to wind it up.

Its shiny black and silver design <sup>1</sup> attractive and it has lots of useful features. It can play music (MP3 and radio), play video, take photos, record sound ... and you can even <sup>2</sup> a mobile phone with it! What's great about this gadget is that you can <sup>3</sup> all its features without feeling guilty about global warming.

However, it does have a few drawbacks. It is 2.5cm thick, so it doesn't fit into a pocket as easily as most MP3 players. Personally, I <sup>4</sup> its controls were easier to use and that it had more memory. With four gigabytes, it can only <sup>5</sup> about 1,000 songs, whereas most MP3 players at a similar price can store 2,000 or more.

In my opinion, the pros outweigh the cons, however. If you have more than £100 to spend on an MP3 player and you care about the environment, you should definitely <sup>6</sup> it.



- 4 Now complete the gaps in the review with these words.

enjoy charge consider store looks wish

- 5 Complete Tamsin's plan for the review.

### Writing Plan



**Paragraph 1** write a basic description

**Paragraph 2** give the strong points

**Paragraph 3** explain the drawbacks

**Paragraph 4** write an overall opinion

- environmentally-friendly \_\_\_\_\_
- turn a \_\_\_\_\_ to wind it up
- attractive design
- a lot of useful \_\_\_\_\_ (play music, play video, take photos, record sound, charge a phone)
- don't have to feel guilty about global \_\_\_\_\_
- thicker than most MP3 players
- \_\_\_\_\_ not easy to use
- not enough \_\_\_\_\_
- a good choice if you care about the \_\_\_\_\_ and have more than £100



## Writing: A review

### Warm up

Start the lesson by having a brief discussion about the best film, book, restaurant, video game, etc. that students have experienced recently. See if the students can explain what made it so good in each case.

### Before you write

- 1 Ask the students to read the rubric.
  - The students discuss the questions in small groups. See how common it is for the students to actually read reviews generally.
- 2 Explain that the students are going to read the writing task then answer the questions.
  - Allow time for the students to read both the task and the questions and to think about their answers.
  - Check answers as a class by asking the questions and eliciting answers from different students.

#### Answers

1 a review, 2 an environmentally-friendly gadget, 3 appearance, features, strong points, drawbacks, opinion, 4 readers of the English language magazine *Gadgets Galore*

- 3 Explain that the students are going to read Tamsin's review and decide whether or not they would like to own the product she reviewed. The students will need to give their reasons.
  - Allow time for the students to read through the review. Tell them not to worry about the gaps at this stage.
  - Check answers as a class.
- 4 Explain that the students are going to re-read the review and complete the gaps with the words in the box.
  - Ask the students to read the words in the box. Ask what sort of words they are (*verbs*).
  - The students complete the exercise individually.
  - Check answers as a class.

#### Answers

1 looks, 2 charge, 3 enjoy, 4 wish, 5 store, 6 consider

- 5 Start by looking at the model review in Exercise 3 with the class. Ask some questions to get the students to focus on the structure of the essay:

Does Tamsin use headings in her review? (*No, she doesn't.*)

In which paragraph does Tamsin say what the product actually is? (*paragraph 1*)

Does Tamsin give her opinion of the gadget? (*Yes, she does.*)

Does Tamsin include both good and bad things about the gadget in her review? (*Yes, she does.*)

- Ask the students to complete Tamsin's plan individually. Remind them to look back at the model review for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

#### Answers

Paragraph 1: MP3 player, little handle

Paragraph 2: features, warming

Paragraph 3: controls, memory

Paragraph 4: environment

### IWB Extra notes

- After going through the tasks in exercises 2 and 4, bring up the model on the board. Use different colours to highlight each paragraph and elicit what each paragraph is about.
- Bring up the Writing Plan and elicit completion on the board. Check answers.
- Go back to the model and ask students to highlight the connecting words before completing Exercise 7.
- Use the Memory Flash and Writing Plan on the board to walk students through their writing task.
- Refer to the Workbook writing model on the board if necessary.



- 6 Start by going through the information about connecting words with the students. Read the words one at a time, and ask the students to read the example sentence each time.
- Point out that we use these words when we are contrasting two or more points.
  - Ask the students to find examples in the review.

#### Answers

However, it does have ...  
... whereas most MP3 players ...

- 7 Ask the students to read the rubric and check understanding.
- Ask the students to do the exercise individually.
  - Check the answers as a class.

#### Answers

1 despite, 2 Although, 3 but/however, 4 however,  
5 although, 6 In spite of/Despite, 7 However

### Time to write

- 8 Explain that the students are now going to prepare to write their own review. Ask the students to read the writing task. Point out that it is not exactly the same as the example writing task in Exercise 2. Allow time for them to read the rubric and the task.
- Put the students in pairs to discuss some of the things they feel they might say in their review.

9

#### Answers

1 U, 2 S, 3 D, 4 S, 5 S, 6 S, 7 S, 8 U

- 10 The students make their plan. The students could do this in pairs but if it is appropriate, encourage them to work individually on this so they get used to writing plans on their own.
- Remind the students to look back at Tamsin's plan and to use similar ideas.
  - Refer the students to the Memory Flash. Remind them that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind the students to look through the connecting words again as well.
  - Choose a student to read the tip out loud. Explain that adjectives always make writing more interesting to read as they help to paint a picture. Remind them to use extreme adjectives where appropriate.
  - Remind the students that they can use the model review to help them as well as their writing plan and the phrases in the Memory Flash. They should also

try to use as much of the grammar and vocabulary of the unit as possible in their reviews.

- If there is time in the lesson, the students can write or start to write their reviews. However, it might be best to set this as a homework task so that the students have plenty of time to think about their reviews without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

#### Model answer: review

The iPad® is a portable, lightweight, touch-sensitive screen with lots of fantastic features. It's about 25cm wide and 1.3cm thick.

It's very easy to use. If you're writing emails, a virtual keyboard appears on the screen. If you're surfing the Internet, you can easily change the size of the webpage you're reading. You can download, store and enjoy a whole library of books and lots of your favourite films and songs. You can also play hundreds of brilliant games. What's great about this gadget is that you can do all these things on a screen of a sensible size while sitting comfortably on the sofa or travelling on the bus.

It does, however, have a few drawbacks. The screen needs to be cleaned regularly, and you can only do one thing on it at a time. It would be better if you could listen to music while reading a book, for example.

In my opinion, the pros outweigh the cons, however. If you want a portable gadget that provides all your entertainment, you should definitely consider the iPad®.

[178 words]



- 6 Find some examples of these connecting words in the review.

## Connecting words

### Contrast

**but, whereas, although, despite, in spite of, however**

**Although** it can store a lot of songs, the sound quality isn't great.

I like listening to MP3s, **whereas** my sister prefers the radio.

It looks fabulous, **but** it's too expensive.

He managed to buy one, **despite** the queues at the shop.

**In spite of** its attractive appearance, it doesn't appeal to me.

It has some good features. **However**, it isn't very popular.

It has a camera. The photos it takes are not very good, **however**.

- 7 Complete the sentences with connecting words from Exercise 6.

- 1 It is selling well, \_\_\_\_\_ its limited features.
- 2 \_\_\_\_\_ it's expensive, it's useful.
- 3 I think it's a fantastic gadget, \_\_\_\_\_ few people agree with me.
- 4 I like its touch-sensitive screen. It's very heavy, \_\_\_\_\_.
- 5 I want one, \_\_\_\_\_ I won't use it very often.
- 6 \_\_\_\_\_ having no Internet connection, they found out the information they needed.
- 7 Films take up a lot of memory. \_\_\_\_\_, it's worth downloading one or two.

## I Want One of Those!

### Time to write

- 8 Read the writing task for the review which you are going to write.

You recently saw this notice in an English language magazine called *Gadgets Galore*.

### Reviews needed!

The next issue of our magazine is going to have a section on the top ten gadgets of the twenty-first century. Please write us a review of a gadget that you think should be included. Provide information on its appearance, features, strong points and drawbacks, and give your overall opinion.

Write your review in 120–180 words.

- 9 A student has written some notes in preparation for the writing task, but some ideas are unsuitable in a review. Write S (strong point), D (drawback), or U (unsuitable).

- |                    |                          |                          |                          |
|--------------------|--------------------------|--------------------------|--------------------------|
| 1 friend got one   | <input type="checkbox"/> | 5 possible birthday gift | <input type="checkbox"/> |
| 2 easy to use      | <input type="checkbox"/> | 6 wide choice of colours | <input type="checkbox"/> |
| 3 expensive        | <input type="checkbox"/> | 7 120 gigabytes memory   | <input type="checkbox"/> |
| 4 can use anywhere | <input type="checkbox"/> | 8 matches my bag         | <input type="checkbox"/> |

- 10 Make notes about the gadget you will write about and then make a plan for your review, using the writing plan opposite to help you. Write your review. Use the Memory Flash and the Connecting words box to help you.

### Writing Tip: reviews

Try to use a variety of adjectives to make your review sound interesting.

## Memory Flash



### Describing the object's appearance

It's about ... cm long/  
wide/thick.

### Talking about strong points

Its ... design is attractive.

It has a lot of useful features.

You can ..., and you can even ... with it.

... is easy to use.

What's great about this gadget is that ...

### Talking about drawbacks

However, it does have a few drawbacks.

I wish it was ... / could ... / had ...

It would be better if it was ... / could ... / had ...

### Giving an overall opinion

In my opinion, ...

The pros outweigh the cons.

If you want a ..., you should definitely consider the ...



## Revision 7



## Vocabulary

- 1 Match to make words and phrases to describe gadgets.

- |                    |              |
|--------------------|--------------|
| 1 water            | a weight     |
| 2 environmentally- | b proof      |
| 3 solar-           | c controlled |
| 4 remote-          | d powered    |
| 5 hi-              | e friendly   |
| 6 touch-           | f tech       |
| 7 light            | g sensitive  |

- 2 Complete the sentences with words from the box.

spotless vanished shiny panels bent  
varnish figure pedal plug glue

- I wish I could \_\_\_\_\_ out how to make this gadget work.
- I love the colour of your nail \_\_\_\_\_. It's gorgeous!
- If you push that \_\_\_\_\_ down with your foot, the car will start moving.
- You have to \_\_\_\_\_ the radio in somewhere – it hasn't got batteries.
- 'Why are your hands so sticky?'  
'I've been using \_\_\_\_\_.'
- If you have solar \_\_\_\_\_ near the swimming pool, you can heat the water for free.
- Who's \_\_\_\_\_ my knife? It's useless now!
- 'What's that \_\_\_\_\_ thing on the ground? Is it a coin?'  
'No. It's a little round mirror.'
- 'Wow! Your bedroom's \_\_\_\_\_!'  
'Yes. I've been tidying it all day.'
- Where's Sam? He was here a minute ago, but now he's \_\_\_\_\_.

- 3 Complete the sentences with *a/an* and the words in brackets in the correct order.

- Archimedes was \_\_\_\_\_ (inventor / ancient / Greek).
- Her TV has got \_\_\_\_\_ (flat / screen / enormous).
- He's got \_\_\_\_\_ (digital / square / watch / hideous).
- Wind it up with \_\_\_\_\_ (long / handle / metal / black).
- For the show, he's been transformed into \_\_\_\_\_ (king / British / middle-aged / fat).
- She made me some \_\_\_\_\_ (round / tiny / biscuits / chocolate).

## Grammar



- 4 Complete the dialogue with the correct form of the verbs in brackets.

A: If there hadn't been such bad weather last week, I <sup>1</sup> \_\_\_\_\_ (can fly) in my flying machine. But today the weather is perfect.

B: If it doesn't work, you <sup>2</sup> \_\_\_\_\_ (be killed)!

A: I wouldn't jump if I <sup>3</sup> \_\_\_\_\_ (not be) sure about it.

B: You were sure about your last machine, and you would have died in it if it <sup>4</sup> \_\_\_\_\_ (not land) in the lake.

A: Oh yes! If only you <sup>5</sup> \_\_\_\_\_ (have) a camera that day! It was very funny!

B: You almost died! And the same thing <sup>6</sup> \_\_\_\_\_ (happen) again today unless you're really lucky.

A: I wish you <sup>7</sup> \_\_\_\_\_ (stop) taking things so seriously.

B: Well, I wish I <sup>8</sup> \_\_\_\_\_ (not worry) about you so much. If I were you, I <sup>9</sup> \_\_\_\_\_ (forget) about flying machines and invent something safer.

- 5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

- The machine won't fly if it hasn't got wings. **unless**  
The machine won't fly \_\_\_\_\_ wings.
- I didn't mend my bike so I couldn't cycle to school. **if**  
\_\_\_\_\_ my bike, I could have cycled to school.
- I'd like to have more memory on my computer. **wish**  
I \_\_\_\_\_ more memory on my computer.
- You should bring your MP3 player, because you might want to listen to music. **case**  
You should bring your MP3 player \_\_\_\_\_ listen to music.
- No one is interested in his inventions because they aren't useful. **if**  
People might be interested in his inventions \_\_\_\_\_ useful.
- A camera will be useful, provided it's a lightweight one. **long**  
A camera will be useful, \_\_\_\_\_ a lightweight one.
- Imagine living somewhere without electricity. Would you get bored? **supposing**  
\_\_\_\_\_ somewhere without electricity, would you get bored?



# Revision 7

## Vocabulary

1 Ask the students to read the rubric and say what they are going to do (*match the words from each column to make phrases that describe gadgets*).

- Ask the students to read through the words in both lists.
- The students complete the exercise individually.
- Check the answers by asking different students to read out a phrase each.

### Answers

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

2 Explain that the students will choose the correct words from the box to complete the sentences.

- Ask the students to complete the exercise individually.
- Check the answers as a class.

### Answers

1 figure, 2 varnish, 3 pedal, 4 plug, 5 glue, 6 panels, 7 bent, 8 shiny, 9 spotless, 10 vanished

3 Explain that the students will use *a/an* and the given words to complete the sentences.

- Point out that the students must put the words in the correct order.
- Ask the students to read the words in brackets and say what sort of words they are (*adjectives and nouns*).
- Ask the students to complete the exercise individually.
- Check the answers as a class.

### Answers

1 an ancient Greek inventor, 2 an enormous flat screen, 3 a hideous square digital watch, 4 a long black metal handle, 5 a fat middle-aged British king, 6 tiny round chocolate biscuits

## Grammar

4 Read the rubric to the students. Check understanding.

- Ask the students to complete the exercise individually.
- Check the answers as a class.

### Answers

1 could have flown, 2 will be killed, 3 wasn't/weren't, 4 hadn't landed, 5 had had, 6 will happen, 7 would stop, 8 didn't worry, 9 would forget

5 Ask the students to read the rubric. Ask them how many words they are going to write for each answer (*between two and five*).

- Remind the students that the second sentence must have a similar meaning to the first one.
- The students complete the exercise in pairs. Encourage them to discuss the choices.
- Check the answers as a class.

### Answers

1 unless it has got, 2 If I had mended, 3 wish I had, 4 in case you want to, 5 if they were, 6 as long as it's, 7 Supposing you lived

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 7. See if there is anything the students would like to go over again before you leave Unit 7 and move on to Unit 8.



# Spend, Spend, Spend!

## Unit objectives

**Topic:** shopping, clothes and accessories

**Reading:** read an article to match places with photos, read an article in detail for multiple matching

**Vocabulary:** shopping, word formation: nouns and adjectives, collocations, money: verbs, prepositions, clothes: accessories, parts of clothes, adjectives, phrasal verbs

**Grammar:** the passive, comparatives and superlatives

**Listening:** listen to match speakers with descriptions, listen to an interview to answer multiple choice questions

**Speaking:** comparing two pictures

**Writing:** an informal letter

## Blog

- Ask for a volunteer to read Ollz99's blog. Check understanding.
- Put the students in small groups to discuss whether they save their money or shop till they drop.
- Take feedback as a class. See what option most students went for.

## Unit title

Write the unit title on the board. Ask the students to say what it means to them. Explain that the title was the name of a famous film (also a book and a musical) about a woman called Viv Nicholson, who won a lot of money and when asked what she was going to do with it, said 'spend, spend, spend!'. Ask students if they would have said the same in her situation.

## Vocabulary Starter

### Shopping

### Warm up

Spend a minute or two having a class discussion about the different shops the students like to go to when they go out shopping.

1

### Answers

- 1 baker's, shopping mall/fashion boutique, newsagents, supermarket
- 2 designer clothes: shopping mall, department store, fashion boutique  
cheap clothes: online seller, market stall, hypermarket  
food: butcher's, baker's, supermarket, market stall, greengrocer's, hypermarket  
medicine: chemist's  
magazines: newsagent's  
antiques: auction house
- 3 Students' own answers

- 2 Explain that the students are going to complete the sentences with the words given.

- Allow a minute or two for the students to read the words in pairs and discuss the meanings.
- The students complete the exercise in pairs. Encourage them to talk about the meaning of the sentences before they complete them.
- Check the answers as a class by asking different students to read a sentence each.
- Ask the students to work out the names of the two cities from the letters in the squares.

## Extra!

Ask students to talk about shopping malls they have been to. What are they like? Why do the students go there? How often do they go?

### Answers

- 1 shop assistant, 2 offer, 3 bargain, 4 traders, 5 customers, 6 receipt, 7 samples, 8 complaint, 9 dishonest
- Paris and Milan

## Round up

Go round the class asking different students to say which city they would like to shop in if they could go anywhere in the world. See if the students can give reasons.



Ollz99 Logged in

I love going shopping, but I never spend very much. What about you? Do you save your money, or shop until you drop?



# Spend, Spend, Spend!



## Vocabulary Starter

### Shopping

- 1 Look at the words in the box and answer the questions.

newsagent's post office shopping mall  
butcher's department store baker's  
online seller chemist's jeweller's  
auction house supermarket market stall  
fashion boutique greengrocer's hypermarket

- Which can you see in the photos?
- From which can you buy the following?  
designer clothes cheap clothes  
second-hand clothes food medicine  
magazines antiques
- Which do you go to regularly? What do you do there?

- 2 Complete the sentences with these words. With the letters in the boxes, spell out the names of two cities famous for their fashion boutiques.



P \_\_\_\_\_ and \_\_\_\_\_

- I like shopping at that boutique because the \_\_\_\_\_ P \_\_\_\_\_ is very helpful.
- There's a special \_\_\_\_\_ on MP3 players this month. They're half price!
- Clothes are very cheap at the hypermarket, so you can always find a \_\_\_\_\_ there.
- The market opens at six a.m., so the \_\_\_\_\_ there have to start work very early.
- The mall is never busy in the morning. Most \_\_\_\_\_ don't start shopping until lunchtime.
- I bought a new watch but I wasn't given a \_\_\_\_\_ . Now I can't return it if it stops working.
- They were giving away free \_\_\_\_\_ of a new chocolate bar in town today.
- I want to make a \_\_\_\_\_ . I bought this bag here last week and it's already broken.
- Don't believe everything that he tells you. He can be very \_\_\_\_\_ when he's trying to sell something.



## Reading

Logged in



Ollz99

I love shopping for clothes on the Internet because there's so much choice, but sometimes the clothes look very different from the pictures online. My new green trousers have just arrived, but they aren't green - they're a horrible brown colour. What a disaster! What's your favourite place to go shopping? Why do you like it? Have you ever shopped on the Internet, or abroad? What was it like?

More soon ... Watch this space.

- 1 You are going to read an article about four places where you can go shopping. Read the article quickly and match the places (A-D) with the photos (1-4).
- 2 Choose one of the places (A-D) for each question. The places may be chosen more than once.

### Reading Tip: multiple matching

Read the question carefully and underline key words and phrases.

Look for words and phrases in the text that mean the same thing.

Read the question again before choosing your answer.

#### In which place ...

- do shoppers never see the people that they are buying from?
- were the bones of an extinct animal sold?
- is there a very international range of shops?
- can you buy turtles?
- are the shop assistants unwelcoming to ordinary people?
- is the food very expensive?
- are there people who want to see celebrities?
- can you eat the traditional food of the local area?
- can you do a sport as well as shopping?
- are there people who try to trick you?
- do traders start selling before the sun is up?
- are there good opportunities for taking photos?
- do you have to walk a long way when you shop?
- is it often possible to buy things very cheaply?
- do you have to book ahead before entering a shop?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	



A

Vietnam is famous for its floating markets, and one of the best is at Phung Hiep.

Trading begins as early as 4 a.m., and by sunrise the water is packed tight with the long, narrow boats of both traders and customers. On a typical day you might see coconuts, mangoes, a pile of turtles or even a box of snakes being sold at the busy market. People selling small items put samples on long sticks and wave them around in the air so that everyone can see them.

Shoppers arrive by land and water, and climb from boat to boat to discuss prices. Their shopping is often interrupted to enjoy a bowl of noodles, a favourite in this part of Vietnam. The noodles are cooked on an open fire in one of the market's many 'fast food' boats.

Be sure to bring a camera to this colourful market. With the beautiful landscape, the houses on the river, the traditional boats and the local people, the photographic possibilities are endless.

- 3 Find words or phrases in the article that match these meanings.

- 1 staying on top of the water  
(A) \_\_\_\_\_
- 2 stopped in the middle (A) \_\_\_\_\_
- 3 an answer to a problem (B) \_\_\_\_\_
- 4 unusual (B) \_\_\_\_\_
- 5 a long, narrow route under something  
(C) \_\_\_\_\_
- 6 look at things in the shops without planning to buy anything  
(D) \_\_\_\_\_
- 7 notice or see something  
(D) \_\_\_\_\_

#### CHATROOM

- Which place would you most like to visit as a tourist?
  - At which place would you spend the most money?
- Give reasons for your answers.



# Reading

## Pre-reading

Go round the class asking the students if they have ever had any shopping disasters. If so, ask them to share with the class.

## Blog

- Ask a student to read Ollz99's blog.
- Put the students in pairs to talk about their favourite places to shop and whether they have ever shopped online or abroad.
- Take feedback as a class.

### Background

- Shopping malls are a modern extension of street markets. In malls, there is a wide range of shops as well as parking facilities, cafés and restaurants and often amusement facilities.
- The first shopping mall was opened in Kansas, USA, in 1922.
- In the 1980s, the trend for enormous shopping malls started with the West Edmonton mall in Alberta, Canada, which had over 800 shops as well as a small golf course and a water park and lake.
- The biggest American mall is the Mall of America® in Bloomington, Minnesota – it covers almost 400,000 square metres!
- The first mail order catalogue was created in 1872 by a man called Aaron Montgomery Ward of Chicago, USA. The catalogue was a single sheet of paper with a small price list and some instructions telling people how to order.
- Bloomingdales, thought to be the first ever department store, was opened in 1872 in America.
- One shopping mall in Dubai, in the Middle East, is so huge that it has ski slopes inside.

### 1 [CD3 Track 01]

Ask a student to read the rubric. Check understanding.

- Ask the students how they will go about doing the exercise (*look at the photos, scan the texts quickly to find information that will help identify the photos, then match the places with the photos.*).
- Put the students in pairs to do the exercise. Encourage them to discuss their reasons as they match the photos with the places.
- Check answers as a class.

### Answers

A 4, B 3, C 2, D 1

- 2 Ask a student to read the rubric to the class and to explain it.

- Choose a student to read the tip out loud. Explain that students should identify key words as they will help them to locate the information they're looking for in the texts.
- The students can do the exercise in pairs. They can take turns to ask their partner a question.
- Remind the students to underline the justification for their answers.
- Check answers as a class. Go through the statements one at a time, choosing different pairs to share and explain their answers each time.

### Answers

- 1 B (*For those who don't like to leave home to go shopping ...*)
- 2 B (*... a mammoth skeleton for £61,000 ...*)
- 3 C (*... French department store ... British supermarket ... Japanese bookshop ...*)
- 4 A (*... a pile of turtles ...*)
- 5 D (*The shop assistants on Rodeo drive ... friendly only to those who look rich... she was asked to leave the shop.*)
- 6 D (*Even a quick bite to eat will cost a fortune.*)
- 7 D (*tourists window-shop while trying to spot a star.*)
- 8 A (*... a bowl of noodles, a favourite in this part of Vietnam.*)
- 9 C (*... put on some skates for a turn on the mall's ice rink ...*)
- 10 B (*You have to be careful of dishonest traders ...*)
- 11 A (*Trading begins as early as 4 a.m. ...*)
- 12 A (*Be sure to bring a camera ...*)
- 13 C (*... shopping here will involve lots of walking!*)
- 14 B (*There are lots of bargains to be found ...*)
- 15 D (*You must have an appointment just to go inside ...*)

The recording of the reading text [CD3 Track 01] may be played after the students have completed the reading tasks.

### Extra!

Put the students in pairs. The students take turns to think of three more questions to ask their partner about the places in the texts.



- 3 Ask a student to read the rubric. Point out that they are told which text to look in each time.
- The students can do the exercise individually.
  - Check answers as a class by reading the definitions and asking different students to say the words or phrases.

#### Answers

1 floating, 2 interrupted, 3 solution, 4 rare, 5 tunnel, 6 window-shop, 7 recognise

#### Chatroom

- Put the students in pairs to discuss their views. Make sure they give full reasons for their choices.
- Take feedback as a class. Find out which is the most popular shopping venue for the class as a whole.

#### WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the sites and select some interesting information to report back to the class.
- <http://en.wikipedia.org/wiki/Shopping> is a site that provides a definition of shopping, the history and information about shopping throughout the years.
- [www.worldreviewer.com](http://www.worldreviewer.com) is another site full of great information about holiday and shopping destinations.
- <http://thejokes.co.uk/jokes-about-shopping.php> is a site dedicated to jokes on all different subjects.

#### IWB Extra notes

- Bring the blog onto the board for discussion. Zoom up the photos and elicit names of the places shown and what items the students could buy there.
- Ask students to come to board to do Exercise 1. Click on the words for definitions if necessary.
- Bring Exercise 2 onto the board; elicit and check answers. Click on the words for the definitions if necessary.
- Remember that these exercises can be repeated at any time for quick revision.
- Reading Exercise 2: bring up each text one by one and ask students to highlight key information. Then match to answers. Check and show justification.



# A World of Shopping



B

For those who don't like to leave home to go shopping, eBay is the perfect solution. You can buy just about anything on this online auction website: a stylish second-hand dress, a signed photo of your favourite celebrity, or a DVD of an old film. There are lots of bargains to be found, but not everything comes cheap. A date with Scarlett Johansson was sold (for charity) for £20,000, a mammoth skeleton for £61,000, and a cornflake in the shape of the US state of Illinois for \$1,350!

You have to be careful of dishonest traders, of course. One item described as 'PlayStation2 – Original Box and Receipt' was sold for around \$425. The buyer then received exactly what the seller had described ... a PlayStation2 box and receipt, with no games console in the box!

These problems are rare, however. On a website where an MP3 player is sold every minute and a mobile phone every twenty-one seconds, there are very few complaints and millions of happy customers.



C

The Dubai Mall in United Arab Emirates is one of the world's biggest shopping malls. It covers an area as big as fifty football fields, so wear comfortable shoes – shopping here will involve lots of walking! With more than 1,200 shops, there's something for everyone. You can visit the French department store Galeries Lafayette, do your weekly food shopping at the British supermarket Waitrose, or choose from half a million books in six different languages at the Japanese bookshop Kinokuniya. And when you've done your shopping, put on some skates for a turn on the mall's ice rink, or walk along a glass tunnel under its giant aquarium – home to 33,000 species of sea creature including sharks and giant turtles. With a twenty-two-screen cinema and an indoor theme park inside the mall, too, you will never get bored.

D

Rodeo Drive in Beverly Hills is probably the most expensive shopping area in the world. It is here that the rich and famous buy their clothes, and tourists window-shop while trying to spot a star.

All the world's most famous fashion and jewellery designers have shops on the street: Armani, Gucci, Valentino, Cartier, Tiffany ... The most expensive shop in the world is here. It's a men's boutique called Bijan. You must have an appointment just to go inside, and the average customer spends about \$100,000 at each visit.

The shop assistants on Rodeo Drive are famous for being friendly only to those who look rich. Film star Jennifer Love Hewitt went shopping recently at Valentino's. No one recognised her in her casual clothes, and she was asked to leave the shop. We can only imagine the shop assistants' embarrassment when they realised that she was actually a wealthy actress!

Bargains will be impossible to find here. Even a quick bite to eat will cost a fortune. For people-watching in one of the world's most glamorous locations, however, Rodeo Drive is fantastic!



## WebSearch

<http://en.wikipedia.org/wiki/Shopping>

[www.worldreviewer.com](http://www.worldreviewer.com)

<http://thejokes.co.uk/jokes-about-shopping.php>



## Vocabulary

### Words from the text

Word formation: nouns and adjectives

- 1 Complete the table. You can find the words in the article on pages 90–91.

	noun	adjective
1	colour	
2	tradition	
3		possible
4	comfort	
5	style	
6	friend	
7		embarrassed
8	wealth	

- 2 Complete the sentences with the correct form of the word in capitals.

- The fruit stall at the market always looks so \_\_\_\_\_. COLOUR
- We discussed the \_\_\_\_\_ of opening a shop together. POSSIBLE
- When I broke the necklace in the jeweller's, I almost died of \_\_\_\_\_. EMBARRASSED
- The people in Vietnam are incredibly \_\_\_\_\_. FRIEND
- I love the \_\_\_\_\_ clothes that Vietnamese people wear on special occasions. TRADITION
- He always looks \_\_\_\_\_, even when he's only wearing jeans and a jumper. STYLE
- Are all their friends as \_\_\_\_\_ as they are? WEALTH
- Those shorts really suit you, but are they \_\_\_\_\_? COMFORT

### Collocations

- 3 Choose the best word, A, B, C or D to complete the sentences. Then look back at the text on pages 90–91 to check.

- I'm hungry. Shall we get a \_\_\_\_\_ to eat?  
A bit                      C bite  
B plate                    D food
- The meal was delicious, but it cost a \_\_\_\_\_.  
A luxury                  C money  
B fortune                  D height
- You have to make an \_\_\_\_\_ if you want to meet her.  
A advantage              C attitude  
B appointment          D arrangement
- Some of the most expensive hotels in the \_\_\_\_\_ are in Dubai.  
A earth                    C planet  
B world                    D existence
- 'What are you wearing to the party?'  
'Just \_\_\_\_\_ clothes – shorts and a T-shirt.'  
A casual                   C living  
B general                  D generous

## Money

### Verbs

- 4 Complete the text with words from the box.

afford borrow save waste  
lend earn pay buy

- Some people prefer to <sup>1</sup> \_\_\_\_\_ all their money and keep it in the bank until they need it. Others like to <sup>2</sup> \_\_\_\_\_ something nice for themselves every week. But what about the ones who spend money on things that they can't <sup>3</sup> \_\_\_\_\_? The ones who think 'want' is the same as 'need'? There is a word for people like this. They are called 'shopaholics'.
- Do you <sup>4</sup> \_\_\_\_\_ money on clothes that you never wear, or gadgets that you never use? Do you <sup>5</sup> \_\_\_\_\_ money from your friends and family until no one will <sup>6</sup> \_\_\_\_\_ any more to you? Then, like an estimated five percent of the population, you are probably a shopaholic. Let's hope you get a good job in the future and <sup>7</sup> \_\_\_\_\_ lots of money so that you can <sup>8</sup> \_\_\_\_\_ for your expensive tastes!

### Prepositions

- 5 Circle the correct option.

- I never lend money **to** / **for** my friends.
- How much did you pay **on** / **for** that DVD?
- If you haven't got any cash, you can pay **by** / **on** cheque or credit card.
- Maybe we could borrow some money **by** / **from** Mum.
- Don't waste your money **on** / **with** that rubbish!
- I spend a lot of money **on** / **for** presents for my family.

### CHATROOM

- What do you spend your money on? Do you ever waste money? How?
- Are you good at saving money? Where do you keep your savings?
- Do you ever borrow or lend money? Who do you borrow from or lend to?



# Vocabulary

## Words from the text: nouns and adjectives

- 1 Introduce the exercise by calling out some nouns or adjectives and eliciting the corresponding adjective or noun. For example, *knowledgeable*, *inventive*, *fright*, etc.
  - Ask the students to read the rubric.
  - The students complete the exercise individually. Remind them to look back at the text for help.
  - Check answers by writing the table on the board and inviting students to come and fill in the gaps.

### Answers

1 colourful, 2 traditional, 3 possibility, 4 comfortable, 5 stylish, 6 friendly, 7 embarrassment, 8 wealthy

- 2 Start by writing some root words on the board and asking students to call out any related words. For example, write *TEACH*, *TECHNOLOGY*, *DEPART*, *ASSIST*, etc.
  - Ask the students to read the rubric and look at the words in capitals. Point out that all the words they will use are in Exercise 1.
  - The students complete the exercise in pairs. Encourage them to say what form of the word they have made each time.
  - Check the answers by asking different students to read a sentence from the text each.

### Answers

1 colourful, 2 possibility, 3 embarrassment, 4 friendly, 5 traditional, 6 stylish, 7 wealthy, 8 comfortable

## Collocations

3

### Answers

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

## Extra!

Put the students in pairs. One chooses a word from the answer options (not necessarily a word that was used as an answer) and their partner makes up a sentence using that word. The students take turns.

## Money: Verbs

- 4 Start by brainstorming all the verbs students can think of connected in any way with shopping. Keep count and point out how much vocabulary the students now know.
  - Ask the students to read the words in the box out loud. There shouldn't be any that are unknown, but if there are, ask other students who do know the definition to explain them.

- Ask the students to complete the exercise individually by completing the sentences with the verbs.
- Check the answers as a class.

### Answers

1 save, 2 buy, 3 afford, 4 waste, 5 borrow, 6 lend, 7 earn, 8 pay

## Prepositions

- 5 Start by going round the class asking students to say a sentence containing a preposition.
  - Ask the students to read the rubric.
  - Ask the students to complete the exercise individually by choosing the correct words.
  - Check the answers as a class.

### Answers

1 to, 2 for, 3 by, 4 from, 5 on, 6 on

## Chatroom

- Invite a student to read the questions in the box.
- Have a class discussion about the questions. Allow about two minutes for each question. Try to make sure as many students as possible make a contribution.
- See if there are any majority views.

## IWB Extra notes

- Bring the word list up onto the board first and work through the list eliciting meaning and clicking on the definitions when necessary.
- Then work through the exercises quickly on the board and check answers.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## Clothes: Accessories

- 6 Ask the students to look at the illustrations. Find out which of the items depicted are owned by most of the students – call out the picture numbers and have a show of hands each time. Don't say or elicit what the items are called at this stage.
- Read the rubric and ask the students to read the words in the box chorally.
  - The students match the words and accessories.
  - Check the answers by calling out the numbers and asking the students to say the words.
  - See if the students can think of any other popular accessories that are not included in the exercise. Help with unknown vocabulary if necessary.

### Answers

1 bracelet, 2 sandals, 3 necklace, 4 earring, 5 gloves, 6 scarf, 7 baseball cap, 8 ring, 9 belt

## Parts of clothes

- 7 Ask the students to read the words in the box.
- Students complete the exercise in pairs by labelling the jacket with the words in the box. If there are words the students don't know, encourage them to guess.
  - Check the answers to this part of the exercise as a class.
  - Students then use the words to complete the text. They can do this part of the exercise individually.
  - Check answers as a class.

### Answers

1 sleeves, 2 hood, 3 zip, 4 pockets, 5 collar, 6 buttons

## Adjectives

- 8 Start by asking the students to describe something they are wearing, using as many adjectives as possible.
- Ask the students to read the words in the box silently to themselves.
  - The students complete the table with the words. They can work individually or in pairs, whichever you feel is best.
  - Check answers by writing the table on the board and inviting students to come up and add a word each.

### Answers

Opinion: glamorous

Shape: tight

Pattern: plain, spotty, checked

Material: cotton, denim, silk, woollen, fleece

## Phrasal verbs

- 9 Start by asking if the students can think of any phrasal verbs connected with shopping.
- Ask the students to read the rubric out loud. Check understanding.
  - Ask the students to read the phrasal verbs in the box silently to themselves.
  - Students complete the exercise in pairs.
  - Check the answers as a class by asking different students to read a sentence each.

### Answers

1 up, 2 out of, 3 after, 4 up, 5 on, 6 out of

## Chatroom

- Invite a student to read the text in the box.
- Put the students in pairs to talk about their clothes. Remind them to use adjectives.
- If there is time, invite some students to tell the class about their clothes. The class guesses.

### Extra!

Call out the phrasal verbs and ask the students to say the meaning (the word in brackets) each time.

Refer students to the Use Your English section on pages 140-141 of their books. This provides more practice of the vocabulary from both Units 7 and 8, using exam-style tasks.



## Clothes Accessories

Spend, Spend, Spend! 8

6 Match the words with accessories 1–9.

belt scarf baseball cap necklace ring earrings sandals bracelet gloves



## Parts of clothes

7 Complete the text with words from the box.

hood pockets collar  
sleeves zip buttons

## Adjectives

8 Complete the table with these words.

stripy baggy leather tight trendy plain  
cotton spotty denim silk checked woollen  
fleece glamorous

This is the perfect jacket for British summers! The jacket has long <sup>1</sup>\_\_\_\_\_, so you won't get cold. It has a <sup>2</sup>\_\_\_\_\_ to keep the rain off your head. This great jacket has a <sup>3</sup>\_\_\_\_\_, so you can take it off easily when the sun comes out. There are two useful <sup>4</sup>\_\_\_\_\_ at the front, big enough to carry your mobile phone. The <sup>5</sup>\_\_\_\_\_ is made of fleece so it feels wonderfully comfortable around your neck. And with smart metal <sup>6</sup>\_\_\_\_\_ down the front, you will always look stylish!

Opinion	Shape	Pattern	Material
trendy	baggy	stripy	leather

## Phrasal verbs

9 Circle the correct words so that the meaning of the phrasal verb is similar to the meaning of the word in brackets.

- It's cold today. Do **on / up** your coat! (close)
- I can't wear those trousers. I've grown **up / out of** them. (they're too small).
- She doesn't look **for / after** her clothes. (take care of)
- I want to dress **up / out** for tonight's party. (wear special clothes)
- Don't buy it without trying it **on / up**. (putting it on to see if it fits)
- I can't get **out of / off** my dress. It's too tight. (take off)

## CHATROOM

Tell a partner about your favourite clothes:

- for an ordinary day.
- for the beach.
- for a party.

Remember to use the correct order for adjectives (see page 81).



## Grammar

### The passive

#### 1 Complete the grammar notes.

**be + past participle (+ by)**

**present simple**

*The collar **is made** (make) of fleece.*

**present continuous**

*More money **is being** <sup>1</sup> (spend) on mobile phones every year.*

**present perfect simple**

*The photo **has been** <sup>2</sup> (sign) by Scarlett Johansson.*

**past simple**

*It **was** <sup>3</sup> (sell) for £20,000.*

**past continuous**

*A box of snakes **was being** <sup>4</sup> (carry) to the market.*

**past perfect**

*He found out that a famous film star **had been** <sup>5</sup> (ask) to leave the shop.*

**future simple**

*A big new mall **will be** <sup>6</sup> (build) here next year.*

**modal**

*It **can be** <sup>7</sup> (buy) very cheaply on eBay.*

**impersonal**

*It **is said that** Paris has got the best clothes shops.*

See Grammar File, page 170.

#### 2 Circle the correct option.

- Traditional jeans **make / are made** of a strong, blue material called denim.
- Levi Strauss first **designed / was designed** his jeans in the 1850s for Californian gold miners.
- Before this, denim trousers **had often worn / had often been worn** by American slaves.
- Jeans **didn't start / weren't started** to become popular outside the USA until the 1950s.
- They usually have several pockets, and can **be done up / been done up** with buttons or a zip.
- The average American **is said to own / is said that he owns** eight pairs of jeans.



#### 3 Rewrite the sentences in the passive.

- They hold London Fashion Week every September.  
London Fashion Week \_\_\_\_\_.
- It is thought to be one of the most important fashion events in the world.  
It is thought that \_\_\_\_\_.
- We have created some gorgeous jeans for the event.  
Some gorgeous jeans \_\_\_\_\_.
- Is a famous model going to wear them?  
Are they \_\_\_\_\_?
- You can buy the stripy dress for £10,000.  
It \_\_\_\_\_.
- Have you decorated it with real diamonds?  
Has it \_\_\_\_\_?

#### 4 Complete the text with the correct passive forms.

### The world's first shopping trolley



The shopping trolley <sup>1</sup> (invent) in 1940 by American shop owner Sylvan Goldman. Before that, people's shopping <sup>2</sup> (carry) in baskets. At first, customers hated Goldman's new invention. 'Does Goldman think that we aren't strong enough to carry our own shopping?' said the male customers. 'We have <sup>3</sup> (never, insult) like this before!'

'Babies <sup>4</sup> (push) around town in things like this,' said the female customers. 'We don't want to push our shopping around too!'

Goldman had an idea. 'Maybe models could <sup>5</sup> (hire) to push trolleys around my shops,' he thought. 'Then people will <sup>6</sup> (persuade) that trolleys are useful.' The idea was a great success. Soon trolleys <sup>7</sup> (use), not only at Goldman's shops but around the world, and Goldman became a multimillionaire.

#### CHATROOM

- Choose an item of clothing and look at its label. Where was it made? What is it made of? How should it be cleaned?
- Are jeans popular in your country? Which age groups are they worn by? Are they trendier if they are decorated or if they are plain?



# Grammar

## The passive

- 1 Start by reviewing the passive with the students. This should be quite quick as passive forms have already been introduced in the first few units.
  - Remind them of the form by writing a simple sentence on the board (*Jim drives the bus.*) and then move the parts of the sentence to make the equivalent passive sentence (*The bus is driven by Jim*)
  - Read through the grammar box again with the students, one point at a time. This time, complete the verbs with the students as you go along.
  - Elicit from the students who actually does the action e.g. *Who makes the collar? We don't know.* This is in order to make the point that we are not interested in the actor in passive sentences, only the action.
  - Ask the students what form of the main verb we always use in passive sentences (*the past participle*).
  - Reinforce the structure by asking students to think of their own passive sentences for each tense as you work through the material.

### Answers

1 spent, 2 signed, 3 sold, 4 carried, 5 asked, 6 built, 7 bought

Refer the students to the Grammar File on page 170.

- 2 Explain that the students are going to complete the sentences with the correct form of the verbs. Point out that they will have to think about whether the verb needs to be in an active or passive form each time.
  - The students can complete the exercise in pairs. Encourage the students to refer back to the rules if they need to.
  - Check answers by asking individual students to read the sentences one at a time.

### Answers

1 are made, 2 designed, 3 had often been worn, 4 didn't start, 5 be done up, 6 is said to own

### Extra!

Ask the students if they can say a sentence about an item of clothing they own, using the passive form.

- 3 Start by writing an active sentence on the board. (*They had sold the black jeans an hour earlier.*) Ask the students to make the sentence passive. (*The black jeans had been sold an hour earlier.*) Repeat with a few other sentences if you think it's necessary for practice.

- Ask the students to read the rubric and complete the exercise individually.
- Check the answers by asking students to read out one sentence each.

### Answers

1 is held every September, 2 it is one of the most important fashion events in the world, 3 have been created for the event, 4 going to be worn by a famous model, 5 can be bought for £10,000, 6 been decorated with real diamonds

- 4 Explain that the students are going to complete the text with the correct passive forms.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class by asking different students to read a sentence each.

### Answers

1 was invented, 2 was carried, 3 never been insulted, 4 are pushed, 5 be hired, 6 be persuaded, 7 were being used

## Chatroom

- Invite a student to read the questions.
- Put the students into small groups to discuss their answers to the questions.
- If there is time, invite a spokesperson from each group to give some feedback about the views expressed in their group.



## Comparatives and superlatives

- 5 Start by asking the students what they already know about comparatives and superlatives. Can the students give examples of both forms?
- Ask the students to read through the grammar box. Check understanding.
  - Pay special attention to the forms they may be less familiar with ( *as ... as* and *the ... the ...* ).
  - Reinforce the structure by asking students to think of their own sentences for each form.

Refer the students to the Grammar File on page 171.

- 6 Ask the students to read the rubric. Check understanding.
- Work through the example with the class.
  - The students can complete the exercise in pairs. Encourage them to discuss their answer choices.
  - Check answers as a class by asking different pairs to read a sentence each.

### Answers

2 easier, 3 as likely, 4 less, 5 better, 6 biggest, 7 fastest, 8 least, 9 higher, 10 hotter, more interested

## Back up your grammar

- 7 Explain that this exercise reviews the grammar the students have learned in this unit.
- Ask the students to read the rubric. Check understanding.
  - The students complete the exercise individually. Remind them to make sure they check their answers.
  - Check answers as a class by asking different students to read a sentence each.

### Answers

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

## Chatroom

- Invite a student to read the text in the *Chatroom* box.
- The students talk about the topic in groups of three.
- If there is time, do the activity with the class – you choose a snack food and elicit comparisons from the students.

Refer students to the Use Your English section on pages 142-143 of their books. This provides more practice of the grammar from both Units 7 and 8, using exam-style tasks.

## IWB Extra notes

- Work first on the grammar table. First bring up the grammar reference and review the passive with the class. Then ask the class to fill the gaps in the table. If they give an incorrect answer, remind them of the rules, then click to show the answers.
- Work through exercises 2-4 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for comparatives and superlatives.
- Use Back up your grammar as a quick quiz with two teams. Each team has a representative standing at the board to mark the answers. The team members call out their choice. If one team gives an incorrect answer the turn passes to the other team.



## Comparatives and superlatives

Spend, Spend, Spend! 8

## 5 Read the grammar notes.

**as + adjective + (as)**

to compare two things that are equal  
*It's **as big as** the Dubai Mall.*

**comparative (+ than)****OR not as + adjective + as**

to compare two things that are not equal  
*The gloves are **cheaper than** the earrings.*  
*Woollen scarves are **less comfortable than** silk ones.*  
*Denim **isn't as strong as** leather.*

**the + superlative**

to compare three or more things that are not equal  
*They're **the best** games I've ever played.*  
*It's **the most expensive** shop in the world.*  
*She's **the least friendly** shop assistant I've ever met.*

**the + comparative, the + comparative**

to talk about two changes which happen together  
***The bigger the mall, the further you have to walk.***

See Grammar File, page 171.

## 6 Complete the sentences. Use the correct form of the words in brackets.

- Ice cream is the world's most popular (popular) summer treat.
- Buying ice cream is \_\_\_\_\_ (easy) than making it yourself!
- Women are not \_\_\_\_\_ (likely) to eat ice cream for dessert as men.
- Ice cream is \_\_\_\_\_ (little) healthy than fruit.
- Expensive ice cream is usually \_\_\_\_\_ (good) for you than cheap ice cream.
- In Italy, the \_\_\_\_\_ (big) ice cream queues are late at night.
- The world's \_\_\_\_\_ (fast) ice cream eater can eat 1.53 kg of ice cream in 31.67 seconds!
- Garlic ice cream is very popular in Japan, but in Britain it is one of the \_\_\_\_\_ (little) popular flavours.
- Ice cream should not be kept at a temperature \_\_\_\_\_ (high) than -18°C.
- The \_\_\_\_\_ (hot) the weather, the \_\_\_\_\_ (interested) people are in buying ice cream.



## Back up your grammar

## 7 Choose the correct answer.

- It \_\_\_\_\_ pizzas were invented in Naples, Italy.  
 A is thought to be      C is thought by  
 B is thought that      D is thought to
- In the first pizza restaurant in Naples, the pizzas \_\_\_\_\_ in ovens heated by hot rocks from the volcano Vesuvius.  
 A were cooked      C were being cooked  
 B were cooking      D have cooked
- Tomatoes were unknown in Europe before the 16th century, and for many years they were believed \_\_\_\_\_ poisonous.  
 A that they were      C to be  
 B they were      D be
- The \_\_\_\_\_ type of pizza, cheese and tomato, was created for Queen Margherita of Italy in 1889.  
 A cheap      C cheapest  
 B cheaper      D cheap as
- No other cheese tastes \_\_\_\_\_ on pizzas as mozzarella.  
 A better      C as good  
 B best      D better than
- The biggest pizza that \_\_\_\_\_ made was 37.4 metres wide.  
 A has ever been      C is being  
 B can have      D has
- Burgers are bought by \_\_\_\_\_ people than pizzas.  
 A the most      C more  
 B many      D as many
- Macdonald's burger restaurants can \_\_\_\_\_ in at least 121 countries.  
 A been found      C find  
 B have been found      D be found

## CHATROOM

Work in groups of three. Each person chooses a snack food. Make comparisons. Which snack is the healthiest? the most delicious? The cheapest?

More practice on pages 142–143.



## Listening

Logged in



Ollz99

There's an advert that I really like on TV. I love the music, but it's for a drink that I don't like, so it'll never persuade me to buy the drink!

What are your favourite adverts - on TV, on the radio, on billboards ...? Which adverts annoy you? How often do adverts make you want to buy things?

More soon ... Watch this space.

### Listening 1

- 1 You will hear five different people talking about an advert they've seen or heard. Match the descriptions (A-F) with the speakers. There is one extra letter which you do not need to use.

#### Listening Tip: multiple matching

Read the options carefully and think of some other ways to say the same thing. Listen carefully for any relevant information.

- A an advert that makes me give in to temptation
- B an advert that gives me a place to dream about
- C an advert that I find confusing
- D an advert with irritating music
- E an advert that encourages me to spend too much money
- F an advert that I like because of the actor in it

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3



### Listening 2

- 2 You are going to hear a radio interview with a film maker who specialises in adverts. You will hear the interview in several parts. After each part you will hear some questions. Choose the correct answers.

#### Listening Tip: multiple choice

Note down key information as you listen. Listen to the questions very carefully.

- 1 A He made a film.  
B He worked in advertising.  
C He wrote stories.
- 2 A when the client is looking for ideas  
B when the client has decided on an idea  
C when a product is successful
- 3 A The length varies from country to country.  
B The length varies because of the actors.  
C thirty seconds
- 4 A a day  
B a week  
C Some adverts take longer than others.
- 5 A making adverts with big crowds of people in them  
B getting people to do things for you  
C using computers
- 6 A An actor was ill.  
B A helicopter crashed.  
C A camera wasn't working.
- 7 A an advert for clothes  
B an advert for an airline  
C an advert for a movie
- 8 A dance  
B use a computer  
C take photos
- 9 A actors  
B clients  
C sports stars
- 10 A He changes the plan for an advert.  
B He forgets what to say.  
C He makes sports stars say silly lines.

#### CHATROOM

Do famous sportspeople ever appear in TV adverts in your country? Are they good at acting? Describe some adverts you remember.



# Listening

## Pre-listening

- Have a brief class discussion about where students see adverts. Do the students mostly see them on TV? In magazines? On the streets? On public transport? Somewhere else?

## Blog

- Ask the students to read Ollz99's blog. Put the students in small groups to discuss the questions about adverts.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

### 1 [CD3 Track 02 Audioscript page T187]

- Explain that the students will hear five people talking about different adverts and will match them to descriptions.
- Choose a student to read the tip out loud. Remind the students that it is always important to think about other ways of saying the same thing when they do listening exercises; the students are unlikely to hear all the same words on the CD as they read in the question.
- Ask the students whether they are going to use all the descriptions (*no, there is one extra one*).
- Point out that the students will hear the conversations twice.
- Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. If the students do, allow time for them to mark their answers.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

Speaker 1 C, Speaker 2 F, Speaker 3 D, Speaker 4 A, Speaker 5 B

## Listening 2

### 2 [CD3 Track 03 Audioscript page T187]

- Explain that this time the students are going to listen to an interview. They will hear the interview in several parts and will answer questions after each part. The questions themselves are recorded but are not printed on the page; only the answer options are shown.
- Choose a student to read the tip out loud. Explain that it is very important for students to take notes in exercises like this one as they only hear the CD once.

The students should note everything they think might be relevant – the answer options will give them clues.

- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time after each section for the students to choose their answers.
- Check the answers as a class. Each time, check with students to see whether or not they had made a note of the relevant information from the interview as they listened.

### Answers

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

## Chatroom

- Invite a student to read the text in the box.
- The students discuss their ideas in small groups.
- Allow time for a spokesperson from each group to tell the class about the sportspeople/adverts they discussed.

### IWB Extra notes

- Bring up Exercise 1 and focus the students' attention on the statements. Highlight the key words. Then listen with students focusing on the statements. Bring the audioscript up to check answers.
- Bring up Exercise 2 and focus the students' attention on the answers. Highlight the key words. Then listen with students focusing on the questions. Bring the audioscript up to check answers.



## Speaking

### Comparing two pictures

- 1 Put the students in pairs. Ask the students to read through the rubric quietly together. Check understanding.
  - Ask the students to read the list of items.
  - Explain that the students are going to prioritise the items in the list. Ask the students how they are going to do this (*discuss the items one at a time, saying how important they feel each one is, then going back to talk about the items again to put them in order*).
  - The students do the exercise in their pairs.
  - Check the answer as a class. See if there is any agreement between the groups as to the most important and least important items.
- 2 Explain that the students are going to prepare for a speaking task involving comparing pictures.
  - The students read the task. Make sure they understand exactly what the task is asking for.
  - The students work in pairs again but this time put them in new pairs.
  - Write the three points on the board that the students need to talk about.
  - The students complete the text in their pairs.
  - Set a time limit of two minutes. Encourage the students NOT to stop talking before the end of the time limit.
  - If there is a particularly strong pair, invite the students to repeat their discussion in front of the class.
- 3 Explain that the students are now going to complete the speaking task, using two different pictures.
  - Choose a student to read the task out loud. Ask how many specific questions the students are going to answer (*three*).
  - Choose a student to read the tip out loud. Explain that there are always different ways to say things and that the students should try to use different words to describe something if they can't think of the exact word they're looking for. Reiterate the fact that the use of linking words as well as a wide range of adjectives help to make them sound more proficient.
  - Go through the Language Upload box. Read through each section with the students. Each time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Talking about similarities* they could add *In both pictures, there is/are ...* or *Another similarity is the fact that ...* etc.

- The students do the task in pairs. Again, put the students into new pairs to do this exercise.
- Set a time limit of three minutes.

#### IWB Extra notes

- Bring Exercise 1 up onto the board. Brainstorm with class.
- Before doing Exercises 2 and 3, bring the Language Upload box onto the board and go through it with the students, inviting them to complete the sentences. Leave it on the board for reference as they do their speaking task.



## Speaking

### Comparing two pictures

1 What is important for a successful advert in a city centre? Work with a partner and discuss this list. Decide on a number from 1 (the most important) to 8 (the least important) for each item.

- a It is funny. ☐
- b It has big, clear writing. ☐
- c It is in a place that lots of people see. ☐
- d It is colourful. ☐
- e People know immediately what it is advertising. ☐
- f It shows something unusual or surprising. ☐
- g It has a celebrity on it. ☐
- h It is very big. ☐

2 Look at these photos of unusual adverts or billboards. With a partner, compare photos 1 and 2, thinking about these points:

- their similarities and differences
- what they might advertise
- which you prefer and why



3 Now read the task and talk about photos 3 and 4. Use the Language Upload box to help you.

Compare the photos. Which would you look at and why? Which do you think is cleverer? Do you think they might make you buy or use the products?

### Speaking Tip: comparing photos

Don't panic if you don't know the word for something. You don't have to describe the picture in detail.

Use linking words like *however* and *whereas* to help you sound more confident.



### Language Upload

#### Talking about similarities

Both the pictures are ...

They both show ...

I think they're both ...

#### Talking about differences

The advert / billboard in picture 1 is ..., whereas the advert in picture 2 is ...

The first advert is definitely more / less / -er ... than the second advert.

However, I think the second one is better because ...

#### Vocabulary

eye-catching impressive advertiser product



## Writing: Informal Letter

Before you write

- 1 Read this letter from your family's English-speaking friend, Callum, who owns a shop. You have made some notes on the letter. Answer the questions below.

Describe some popular styles.

There are a lot of teenage students from your country here in the summer, and it would be great if we could sell things in our shop that would interest them. I'm hoping you can give me some ideas.

First of all, can you tell me what styles of clothes are popular in your country at the moment?

Apart from clothes, what do teenagers like to buy when they're abroad? Have you got any ideas of cool things to sell?

Make some suggestions.

We're going to need some teenage shop assistants in the summer holidays. Would you like to come and stay at our house and work in the shop? We can afford to pay you a fair salary, and I think you'd have fun.

Yes, but...

Best wishes,  
Callum

Ask for details.

- 1 Why has Callum written to you?
- 2 When you reply, how many points should you cover?
- 3 Should you use formal or informal language?

- 2 Read Kikki's reply. Complete each gap with a suitable word.

Dear Callum,

It's great to hear from you. Of course I'm happy to give you some ideas for your shop. First of all, you asked about fashion. The '\_\_\_\_\_ popular styles here are checked cotton shirts with big black belts for girls, and baggier jeans, trainers and sweatshirts with hoods for boys.

As for other things to sell in the shop, you could try video games. Teenagers here spend a lot of money \_\_\_\_\_ them and they are often cheaper abroad \_\_\_\_\_ at home. Bracelets and bags are always popular too.

As far as working in the shop is concerned, I'd love to do it, but I can't come until August because I've got to do a Maths course before that. You mentioned that you could \_\_\_\_\_ me something. Please could you let me know how much?

Good luck with the shop, and I hope to hear from you soon.

Best wishes,  
Kikki



- 3 Complete Kikki's plan for her letter.

### Writing Plan



Paragraph 1 Introduction

- Say I received the letter and am happy to help

Paragraphs 2-4

Cover the four points in the notes

Popular styles of clothes

- girls: checked cotton shirts, big black \_\_\_\_\_, tight jeans
- boys: baggier jeans, trainers, sweatshirts with \_\_\_\_\_

Suggestions of other things to sell

- video games, bracelets, \_\_\_\_\_

Reply to invitation

- Yes, but not until \_\_\_\_\_

Ask for details about payment

- How much?

Paragraph 5 Closing

- End in a friendly way



# Writing: Informal letter

## Warm up

Start the lesson by having a brief discussion about whether or not the students ever write letters any more. If so, what are the circumstances? If not, do the students think this is a good or bad thing?

## Before you write

- 1 Explain that the students are going to read a letter and also some notes that the writer of the letter made. The students will then answer the questions.
  - Allow time for the students to read both the letter and the questions and to think about their answers.
  - Check answers as a class by asking the questions and eliciting answers from different students.

### Answers

1 He wants ideas about what to sell in his shop. 2 four, 3 informal

## Extra!

Go round the class asking students to say one thing they would include in their letter if they were writing back to Callum.

- 2 Explain that the students are going to read Kikki's reply to the letter in Exercise 1 and complete it with one word in each gap.
  - Allow time for the students to read through the letter but ask them not complete the gaps at this stage.
  - Ask the students if Kikki has answered all the points in her notes in Exercise 1 (*yes, she has*).
  - Ask the students to read the letter again and complete the gaps.
  - Check answers as a class.

### Answers

1 most, 2 on, 3 than, 4 pay

- 3 Start by looking at the model letter in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the letter:

Where does Kikki say that it was nice to hear from Callum? (*paragraph 1*)

Where does Kikki say when she could start to work in the shop? (*paragraph 4*)

Apart from clothes, how many other things does Kikki suggest Callum could sell and where does she say this? (*three things – video games, bracelets, bags – paragraph 3*)

Does Kikki say she hopes Callum will write again soon? (*Yes, she does.*)

- Ask the students to complete Kikki's plan individually. Remind them to look back at the model letter for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

### Answers

Paragraphs 2-4: belts, hoods, bags, August

## IWB Extra notes

- Bring up the first task onto the board and focus on the call out notes. Elicit from the students what they have to do. Write notes on the board.
- Bring up the Writing Plan and elicit completion on the board. Check answers.
- Go back to the model and ask students to highlight the connecting words before completing Exercise 5.
- Bring up the writing task in Exercise 6 and brainstorm with the class.
- Use the Memory Flash and Writing Plan on the board to walk students through their writing task
- Refer to the Workbook writing model on the board if necessary.



- 4 Start by going through the information about connecting words with the students. Read the words one at a time, and ask the students to read the example sentence each time.

- Point out that we use these words when we are referring to points in a letter.
- Ask the students to find examples in the letter.

#### Answers

First of all, you asked about fashion ...

As for other things ...

As far as working ...

You mentioned that you could ...

- 5 Ask the students to read the rubric and check understanding. Make sure the students know they may write one or two words to complete the sentences.

- Ask the students to do the exercise individually.
- Check the answers as a class.

#### Answers

1 far, 2 of all, 3 As, 4 mentioned

### Time to write

- 6 Explain that the students are now going to prepare to write their own letter. Ask them to read the writing task. Allow time for the students to read the rubric and the task.

- The students then make their plan. The students could do this in pairs but if it is appropriate, encourage them to work individually on this so they get used to writing plans on their own.
- Remind the students to look back at Kikki's plan and to use similar ideas.
- Refer the students to the Memory Flash. Remind them that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind the students to look through the connecting words again as well.

- 7 The students are now going to write their letters.

- Ask the students how many points they must address in their reply (*four*). Ask who the students are replying to (*Trudy*).
- Choose a student to read the tip out loud. Stress again that it is very important for students to get into the habit of checking all their work, but especially writing.
- Remind the students that they can use the model letter to help them as well as their writing plan and the phrases in the Memory Flash. They should also

try to use as much of the grammar and vocabulary of the unit as possible in their letters.

- If there is time in the lesson, the students can write or start to write their letters. However, it might be best to set this as a homework task so that the students have plenty of time to think about their letters without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

#### Model answer: informal letter

Dear Trudy,

It's great to hear from you. Your idea for an online fashion business sounds very interesting.

First of all, you asked about online clothes shopping here. Well, traditional shopping is more popular than shopping online, but don't worry – a lot of clothes are bought online too. As for popular fashion styles, girls here love wearing tight fashionable tops and tight jeans with big black belts. Boys usually wear baggier jeans, trainers and leather jackets.

As far as working as a model is concerned, I'd love to do it, but I can't come until July because I've got to study for my exams before that. You mentioned that you could pay me something. Any chance you could tell me about this?

Good luck with the business, and I hope to hear from you soon.

Best wishes,

Lucy

[138 words]



- 4 Look at the Connecting words box. Which phrases does Kikki use in her letter?

## Connecting words

### Referring to points in a letter...

**First of all, you asked about** my favourite shops.

**As for** jewellery, I haven't bought any rings or necklaces for six months.

**As far as** saving money **is concerned**, I've got more than €100 in the bank.

**You mentioned that** there were a lot of students in the summer.

- 5 Complete the sentences with a phrase from the Connecting words box.

- 1 As \_\_\_\_\_ as shoes are concerned, sandals are very trendy this summer.
- 2 First \_\_\_\_\_, you asked about the shops in town.
- 3 \_\_\_\_\_ for the newsagent's, it's a great place to buy magazines.
- 4 You \_\_\_\_\_ that you want to open a new shop.

### Writing Tip: informal letter

When you've finished writing, read your work and check the grammar, spelling and punctuation.

Spend, Spend, Spend!

8

### Time to write

- 6 Read the writing task below. Then make a plan for your letter using the writing plan opposite to help you.

Your English-speaking friend Trudy is thinking of starting an online fashion business. Read Trudy's letter and the notes you have made. Then write a letter to Trudy using all your notes.

I'm thinking of starting my own online fashion business! I'm very excited about it, but I'm a bit worried too. Online shopping is quite new here. In your country, are many clothes bought online, or do people prefer traditional clothes shops?

Tell Trudy.

I'm looking for fashion ideas from around the world. What styles are popular with teenagers in your country at the moment?

Describe some popular styles.

I'm going to need photos of teenagers wearing my clothes. Would you like to be a model for me? You could stay at my house for a week, and you'd be paid for it, of course.

Yes, but ...

Ask for details.

Best wishes,  
Trudy

- 7 Now write your letter (120–150 words). Use the Memory Flash and the Connecting words box to help you.

## Memory Flash



### Opening an informal letter

Dear ....  
It's great to hear from you.  
Of course I'm happy to ...  
Your idea for ... sounds very interesting/unusual/exciting.

### Comparing

The most popular styles here are ...  
... is more/less popular than ...

### Responding to an invitation

I'd love to come and work as a ...  
I can't ... because ...  
Please could you let me know ...?

### Closing an informal letter

Good luck with the ...  
I hope to hear from you soon.  
Best wishes, ...



## Revision 8



## Vocabulary

## 1 Circle the odd one out.

- 1 baker's collar hypermarket greengrocer's
- 2 silk woollen belt cotton
- 3 auction hood pocket zip
- 4 customer leather trader shop assistant
- 5 necklace earring bracelet offer
- 6 afford borrow sandals save
- 7 trendy stylish glamorous sleeve
- 8 gloves scarf baggy cap
- 9 stripy checked plain fleece

## 2 Choose the best word to complete the sentences.

- 1 I need to buy some stamps at the \_\_\_\_\_ office.  
A post B letter C sending D mail
- 2 My new jacket \_\_\_\_\_ a fortune.  
A paid B cost C spent D tried on
- 3 If you buy them in the smaller size, you'll soon grow \_\_\_\_\_ them.  
A up to B out of C up D for
- 4 He \_\_\_\_\_ £10 an hour in his new job at the butcher's.  
A earns B pays C affords D buys
- 5 She always buys her clothes in department \_\_\_\_\_.  
A malls B shops C stores D stalls
- 6 My neck gets hot if I do \_\_\_\_\_ the top button on my shirt.  
A up B after C out D off
- 7 You shouldn't waste all your money \_\_\_\_\_ sweets.  
A in B for C with D on
- 8 My new sandals were very cheap – a real \_\_\_\_\_.  
A sample C complaint  
B bargain D receipt

## 3 Complete the text with the correct form of the words in capitals.

Waterproof, <sup>1</sup> \_\_\_\_\_ and warm, these winter jackets are the <sup>2</sup> \_\_\_\_\_ clothing of the Sami people of Scandinavia. Until now, only the <sup>3</sup> \_\_\_\_\_ could afford one of these <sup>4</sup> \_\_\_\_\_ jackets, but they are now available for only £20 – and not from a <sup>5</sup> \_\_\_\_\_ online <sup>6</sup> \_\_\_\_\_, either, but from StreetSmart, the <sup>7</sup> \_\_\_\_\_ fashion boutique on West Street.

COMFORT  
TRADITIONWEALTH  
COLOURHONEST  
SELL  
FRIEND

## Grammar

## 4 Look at the information and complete the sentences. Include the correct form of the word in brackets.

			
	Superzooms	V10s	Tektraks
Sports	running	tennis, volleyball	running
Price	£12	£40	£28
Quality	*	*****	***
Country	India	China	China
Designer	Evie Smith	Chad Harper	Su Lin

- 1 Superzooms are not as expensive as Tektraks. (expensive)
- 2 V10s should \_\_\_\_\_ for running. (not wear)
- 3 Tektraks and V10s \_\_\_\_\_ in China. (make)
- 4 Superzooms are \_\_\_\_\_ of the three. (cheap)
- 5 Superzooms can \_\_\_\_\_ for running. (use)
- 6 Tektraks are \_\_\_\_\_ V10s. (bad quality)
- 7 The more you spend, the \_\_\_\_\_ the shoes. (good)
- 8 V10s \_\_\_\_\_ by Su Lin. (not design)

## 5 Complete each gap with one suitable word.

In 1985, the Coca-Cola® Company was in trouble. People were drinking <sup>1</sup> \_\_\_\_\_ Coke every year, and Pepsi was now more popular than Coke in America.

<sup>2</sup> \_\_\_\_\_ was thought that this was because Pepsi was sweeter <sup>3</sup> \_\_\_\_\_ Coke, so the decision <sup>4</sup> \_\_\_\_\_ made to change the recipe of Coke. 'New Coke' was born.

When Americans heard about New Coke, they were not <sup>5</sup> \_\_\_\_\_ pleased as the Coca-Cola® Company had hoped. Thousands of angry letters were <sup>6</sup> \_\_\_\_\_ to the company. The last few bottles of original Coke were <sup>7</sup> \_\_\_\_\_ expensive than usual, because they <sup>8</sup> \_\_\_\_\_ now seen as collector's items.

The boss of the Coca-Cola® Company realised that New Coke was the <sup>9</sup> \_\_\_\_\_ mistake of his career. He acted fast. Within three months, original Coke had <sup>10</sup> \_\_\_\_\_ put back on the supermarket shelves.

This was the <sup>11</sup> \_\_\_\_\_ embarrassing moment in the history of the Coca-Cola® Company, but it was the right decision. Coca-Cola® is now one of <sup>12</sup> \_\_\_\_\_ most successful companies in the world.



# Revision 8

## Vocabulary

- Ask the students to read the rubric and say what they are going to do (*find the one word in each row that doesn't match for some reason*). Ask the students to read through the words in question 1. Ask what the odd word out is and why (*collar – the others are all types of shops*).
  - The students complete the exercise individually.
  - Check the answers as a class.

### Answers

1 collar (*the others are shops*), 2 belt (*the others are materials*), 3 auction (*the others are parts of clothing*), 4 leather (*the others are people*), 5 offer (*the others are accessories*), 6 sandals (*the others are verbs*), 7 sleeve (*the others are opinion words*), 8 baggy (*the others are accessories*), 9 fleece (*the others are patterns*)

- Explain that the students will choose the correct words to complete the sentences.
  - Ask the students to complete the exercise individually. Remind them to think carefully about meaning.
  - Check the answers as a class.

### Answers

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

- Explain that the students will form appropriate words to complete the sentences, using the words given.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

1 comfortable, 2 traditional, 3 wealthy, 4 colourful, 5 dishonest, 6 seller, 7 friendly/friendliest

## Grammar

- Read the rubric to the students. Check understanding.
  - Ask the students to read through the information in the table silently to themselves then to read through the gapped sentences.
  - Ask the students what structure they will be using to complete the sentences (*comparatives and superlatives, passive forms*).
  - Work through the example with the class.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

2 not be worn, 3 are made, 4 the cheapest, 5 be used, 6 worse quality/not as good quality, 7 better, 8 are not designed

- Ask the students to read the rubric. Ask them how many words they are going to write for each answer (*one*).
  - The students complete the exercise in pairs. Encourage them to discuss their choices.
  - Check the answers as a class.

### Answers

1 less, 2 It, 3 than, 4 was, 5 as, 6 sent, 7 more, 8 were, 9 biggest, 10 been, 11 most, 12 the

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 8. See if there is anything the students would like to go over again before you leave Unit 8 and move on to Unit 9.



# Rising to the Challenge

## Unit objectives

**Topic:** outdoor activities and survival

**Reading:** read a true story for specific information and to answer multiple choice questions

**Vocabulary:** the great outdoors, verbs with the prefix *re-*, useful phrases, survival: equipment, weather, extreme adjectives, expressions with *heart*

**Grammar:** reported speech, other reporting verbs

**Listening:** listen to answer questions by choosing the correct picture, listen to an interview in order to complete answers

**Speaking:** solving a problem

**Writing:** a formal email

## Blog

- Ask for a volunteer to read Joe2Go's blog as a class. Check understanding.
- Put the students in small groups to discuss whether or not they enjoy being outside like Joe2Go.
- Take feedback as a class. See what the majority opinion is.

## Unit title

Write the unit title on the board. Ask the students to say what it means to them. Explain that we use the phrase when we are talking about people trying to achieve something difficult and using all their strength, skills, etc. in order to succeed.

## Vocabulary Starter

The great outdoors

### Warm up

Spend a minute or two having a class discussion about the different things students like doing outdoors.

1

### Answers

- 1 glacier – a huge solid piece of ice, attached to the land; iceberg – a very large lump of ice floating in the sea
- 2 puddle – small amount of water, often caused by rain filling hollows in the ground; stream – a small river
- 3 cave – a hole in rock into which people can sometimes walk; cliff – a steep rock face, usually leading down to the sea
- 4 oasis – an area of plants and/or water in a desert; sand dune – a large 'hill' or ridge of sand, usually created by the wind

### Extra!

Ask students to think of sentences using one of the words from Exercise 1.

2

### Answers

- 1 a compass, 2 on an expedition, 3 risks, 4 the weather forecast, 5 a search party, 6 a positive attitude, 7 ordeal, 8 medical attention, 9 a shelter, 10 a fire, 11 an SOS, 12 a flare, 13 the water

## Chatroom

- Ask the students to read the questions silently to themselves.
- Put the students in pairs to discuss their views. Make sure they give full reasons for their choices.
- Take feedback as a class. Allow a few minutes for this so that all the students can contribute and share their views.
- Ask the students if they think they would survive if they were stranded in the wilderness for a week. Ask why/why not.

## Round up

Go round the class asking different students to say one good reason why teenagers ought to spend more time outdoors than they do now.



Joe2Go Logged in

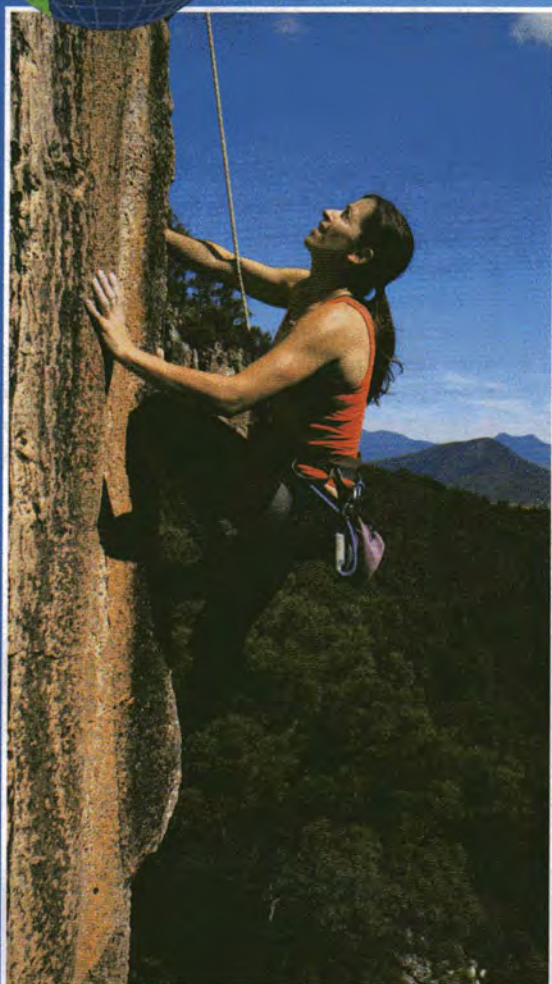
I live in the city but whenever I can, I escape to the wilderness: fresh air, great views and healthy exercise.

I love it! What about you? What do you like or dislike about the great outdoors?



## 9

## Rising to the Challenge



2 Complete the instructions below with words and phrases from the box.

a search party a shelter the water an SOS  
the weather forecast on an expedition  
a compass a flare ordeal medical attention  
risks a positive attitude a fire

## How to survive in the wilderness

- ◆ Learn the basics first, especially how to read a map and navigate with <sup>1</sup>\_\_\_\_\_.
- ◆ When you go <sup>2</sup>\_\_\_\_\_, plan carefully and don't take unnecessary <sup>3</sup>\_\_\_\_\_.
- ◆ Check <sup>4</sup>\_\_\_\_\_ before setting off, and bring everything you might need in the predicted weather conditions.
- ◆ Always tell other people your plans. That way they'll be able to send out <sup>5</sup>\_\_\_\_\_ if you get lost.
- ◆ Your most important survival tool is your brain. Always use it well, and keep <sup>6</sup>\_\_\_\_\_.

In an emergency situation, follow these instructions, in this order, to survive your <sup>7</sup>\_\_\_\_\_:

- a S.T.O.P. (Stop, Think, Observe, Plan)
- b Do what you can to help anyone who needs <sup>8</sup>\_\_\_\_\_.
- c Find a building or cave. Alternatively, build <sup>9</sup>\_\_\_\_\_ out of tree branches, leaves, or even snow.
- d Light <sup>10</sup>\_\_\_\_\_ to keep yourself warm. Make sure it's not near any trees.
- e Send <sup>11</sup>\_\_\_\_\_ to ask for help. One way to do this, especially at sea, is to set off <sup>12</sup>\_\_\_\_\_.
- f Drink plenty. If you drink from a stream, lake or puddle, purify <sup>13</sup>\_\_\_\_\_ first, for example by boiling it over a fire.
- g Last on the list, think about food. Remember – you can survive for weeks without eating.

## Vocabulary Starter

The great outdoors

1 What do these pairs have in common? How are they different?

- 1 a glacier and an iceberg
- 2 a puddle and a stream
- 3 a cave and a cliff
- 4 an oasis and a sand dune

## CHATROOM

Which aspects of the advice in Exercise 2 would be easy for you? Which would be hard? Why?



## Reading

Logged in



Joe2Go

I've never run a marathon, but I'd like to one day. What I never want to do is run an ultramarathon - several days of marathon running in a row. The guys who do those races are crazy! What about you? What's the furthest you've run in a day? Does long-distance running appeal to you? Why/Why not?

More soon ... Watch this space.

- 1** You are going to read a true story about a man who got lost in the desert. Read the story quickly and find out:

- 1 his name
- 2 his age
- 3 how long he was lost

- 2** Read the story again and choose the answer, A, B, C or D which you think fits best according to the text.

### Reading Tip: multiple choice

Read the relevant parts of the text very carefully! Be sure the option you choose does not just give correct information. It must answer the question correctly.

- 1** What was the biggest challenge for the marathon runners?
  - A carrying enough water to survive a week in the desert
  - B building their own shelters to sleep in at night
  - C finding the right route
  - D running a long way with equipment in hot weather
- 2** Why did Prosperi stop running?
  - A Because a sandstorm started.
  - B Because he wasn't winning the race.
  - C Because the sand was causing him pain.
  - D Because he was too tired to continue.
- 3** After the sandstorm, why didn't Prosperi start walking immediately?
  - A Because he wanted to enjoy the beauty of the desert.
  - B Because he could see rescue planes in the distance.
  - C Because he didn't know which way to go.
  - D Because he had been told not to.

- 4** When Prosperi finally realised that he was lost, what did he think about first?
  - A his chances of success in the race
  - B his water supply
  - C the weather
  - D how to let people know where he was
- 5** Which sentence is true of Prosperi's journey through the desert?
  - A He walked at night and slept in the day.
  - B He ate whatever plants and animals he could find.
  - C It was difficult to sleep at night because it was so hot.
  - D He did nothing to tell people where he was going.
- 6** What happened when Prosperi arrived at the oasis?
  - A He saw a footprint there.
  - B He immediately started feeling better.
  - C He felt worse before he felt better.
  - D He found a beautiful lake full of water.
- 7** How did the girl react when she first saw Prosperi?
  - A She was scared of him.
  - B She gave him medical attention.
  - C She decided that he didn't need any help.
  - D She thought he was funny.
- 8** Which sentence is true of Prosperi?
  - A He's avoided running in ultramarathons since 1994.
  - B He was in good health after his ordeal in the desert.
  - C The desert environment doesn't appeal to him now.
  - D He travelled a huge distance while he was lost.

- 3** Find words or phrases in the article that match these meanings.

- 1 making little holes in (paragraph 3) \_\_\_\_\_
- 2 find out where he was (paragraph 5) \_\_\_\_\_
- 3 people in a responsible position (paragraph 6) \_\_\_\_\_
- 4 insects with a round, hard back (paragraph 7) \_\_\_\_\_
- 5 with excitement (paragraph 8) \_\_\_\_\_
- 6 group of animals (paragraph 9) \_\_\_\_\_
- 7 unable to understand (paragraph 9) \_\_\_\_\_
- 8 bones of the head (paragraph 9) \_\_\_\_\_

### CHATROOM

- Do you think you would survive in a situation like Prosperi's? Why/Why not?
- What makes some people more likely to survive than others?



### WebSearch

<http://en.wikipedia.org/wiki/YouTube>



# Reading

## Pre-reading

Go round the class asking the students to say what the hardest, most exhausting thing they have ever done is. If the students can't think of anything, encourage them to imagine something they would find almost impossible to do physically.

## Blog

- Ask a student to read Joe2Go's blog.
- Put the students in pairs to talk about the questions.
- Take feedback as a class.

### Background

- An ultramarathon (also called *ultra distance*) is any sporting event that involves running more than the usual marathon distance of 42.195 kilometres.
- There are two types of ultramarathons: some cover a specific distance, and some take place within a specific time – the winner is the person who covers the most distance within that time. The distances are usually 50 or 100 kilometres.
- Some examples of ultra sporting events include:
  - The Ultra-Trail du Mont Blanc which is a 166 km circuit around the mountain, including climbs up to a height of 9,400 metres;
  - The 90 km Comrades marathon in South Africa. About 12,000 people compete in it every year;
  - The Western States Endurance Run in North America, which is the world's oldest 161-km trail run.
- One other thing worth sharing with the students is the story about comedian Eddie Izzard, who ran 43 marathons in 51 days in 2009, to raise money for charity!

### 1 [CD3 Track 04]

Ask a student to read the rubric. Check understanding.

- Ask the students how they will go about doing the exercise (*read the three things they have got to find out, then scan the story quickly to find that specific information*).
- Put the students in pairs to do the exercise. Time the students scanning the text to see how quickly they can find the information.
- Check answers as a class.

### Answers

1 Mauro Prosperi, 2 39, 3 9 days

### 2 Ask a student to read the rubric to the class and to explain it.

- Choose a student to read the tip out loud. Explain that students must pay very careful attention to exactly what the questions actually ask, not just the words they use; only in that way can they be sure they will answer the questions correctly.
- The students can do the exercise in pairs.
- Remind the students to underline the justification for their answers.
- Check answers as a class. Go through the questions one at a time, choosing different pairs to share and explain their answers each time.

### Answers

- 1 D (... they had to carry their own clothes, food, camping stove, first aid kit and sleeping bag in a backpack.)
- 2 C (The sand felt like needles piercing his skin, ...)
- 3 C (He was lost.)
- 4 A (He was absolutely furious with himself, because now he had no chance of winning the race.)
- 5 B (He ate beetles and plants, and he once managed to kill and eat a snake.)
- 6 C (He ... drank, but was immediately sick. He drank again – more slowly this time ...)
- 7 A (... she ran away screaming.)
- 8 D (... he was ... almost 200 kilometres away from the race in Morocco!)

### Extra!

Put the students in pairs. Ask them to discuss what Prosperi did and say whether or not they would have done the same, or what they would have done differently.

The recording of the reading text [CD3 Track 04] may be played after the students have completed the reading tasks.

### 3 Ask a student to read the rubric. Point out that they are told which paragraph to look in each time.

- The students can do the exercise individually.
- Check answers as a class by reading the definitions and asking different students to say the words or phrases.

### Answers

1 piercing, 2 get his bearings, 3 officials, 4 beetles, 5 eagerly, 6 a herd, 7 puzzled, 8 skull



## Chatroom

- Ask the students to read the questions silently to themselves.
- Put the students in small groups to discuss their views. Make sure the students give full reasons for their choices.
- Take feedback as a class. Allow enough time for a full discussion.

### IWB Extra notes

#### Unit opener page

- Use the zoom tool to enlarge the photo and elicit the activity. Then bring up the blog on the page for more discussion.
- Do Exercise 1 on the board with the class, then move on to Exercise 2.
- Bring Exercise 2 onto the board; elicit and check answers. Click on the words for definitions if necessary
- Remember that these exercises can be repeated at any time for quick revision.

#### Reading

- Reading, Exercise 2; Develop reading skills by first focusing on the reading tip, using the highlighter to highlight the approach point by point. Then use the masking tool to hide all except the question, and take the students through the text, highlighting the relevant section on the board. Making the task more visual in this way engages the students in the learning process.
- Finally ask the students to look at the relevant section of the text on the board and make their choice, justifying their answers.



# Fighting for survival

- 1 Mauro Prosperi's feet kicked up the sand as he ran through the desert. Although facing a run of eighty-four kilometres that day in temperatures of 46°C, his confidence was high. He was in seventh place in the world's most challenging running race.
- 2 It was April 1994 and thirty-nine-year-old Prosperi was taking part in the famous *Marathon des Sables* ('Marathon of the Sands') – an ultramarathon, almost 250 kilometres long, run over one week in the sand dunes and rocky emptiness of the Moroccan Sahara Desert. The organisers gave the competitors water and shelter for each night, but they had to carry their own clothes, food, camping stove, first aid kit and sleeping bag in a backpack. It was a race for the very fit, the very brave ... or the mad.
- 3 It was about one o'clock when the sandstorm blew up. Prosperi soon lost sight of the other competitors but, reluctant to let anyone overtake him, he decided to keep on running. The sand felt like needles piercing his skin, however, and he was forced to reconsider his decision. He tied a towel round his face and found shelter behind a bush.
- 4 When the sandstorm finally died down, it was almost dark. Prosperi looked for the path, but found no sign of it. He was lost. He was absolutely furious with himself, because now he had no chance of winning the race. He got into his sleeping bag for the night, telling himself that a search party would be sent out for him the next day.
- 5 In the morning he climbed to the top of the nearest sand dune to get his bearings. His heart sank. In every direction stretched an endless ocean of sand. No runners, no buildings, no race markers. He had no idea where he was, and in the baking heat of the desert he had almost no water.
- 6 Officials had advised competitors to stay put if they got lost. Prosperi did just that at first. In the next couple of days, two rescue planes flew by, but despite setting off a flare, lighting a fire with the contents of his bag and writing an enormous SOS in the sand, Prosperi failed to attract their attention. He decided that his only hope of surviving this ordeal was to walk to safety.
- 7 He headed for a range of mountains on the distant horizon. He walked only in the early morning and the evening, leaving behind him a piece of shiny metal at the top of each dune to show the route he was taking. In the heat of the day, he rested in the shadow of cliffs and caves. He drank almost nothing – just the tiny drops of water that formed on rocks at night. He ate beetles and plants, and he once managed to kill and eat a snake. Every evening he dug a hole in the sand and slept inside it. This kept him warm during the cold desert nights.
- 8 After four days like this, he came to an oasis with a small puddle of water. He threw himself into it eagerly and drank, but was immediately sick. He drank again, more slowly this time – a small sip of water every ten minutes. All night he lay by the pool drinking, and by morning he had regained some of his strength. He decided to continue his journey.
- 9 After walking non-stop for twenty-four hours, his luck finally changed. He found a child's footprint in the sand. Soon he saw a young girl with a herd of goats. Prosperi limped towards her, but she ran away screaming. Puzzled by this reaction, he glanced at himself in the little mirror in his bag. His skin was like that of a tortoise, his eyes had almost disappeared inside his skull, and he had lost fifteen kilos since the start of the race. He was a horrifying sight.
- 10 The girl soon reappeared, this time with her grandmother, and led Prosperi to their home. Their family took him to the nearest town to get medical attention. When Prosperi asked where he was, he was told that he was in Algeria, almost 200 kilometres away from the race in Morocco!
- 11 After recovering in hospital for several months, Prosperi went home to Italy. Astonishingly, he returned to the *Marathon des Sables* four years later, and he has now completed the race six times. Despite those terrible nine days lost in the Sahara, he still loves the desert.



## Vocabulary

### Words from the text

#### Verbs with the prefix re-

#### 1 Match the words with their definitions.

- |              |  |
|--------------|--|
| 1 reconsider | a get something back   |
| 2 reappear   | b be seen again  |
| 3 react      | c get better after ill health                                    |
| 4 recover    | d think again about something                                    |
| 5 regain     | e behave in a certain way because of something that has happened |

#### 2 Complete the sentences with the verbs in Exercise 1.

- I think you've made the wrong choice. Please \_\_\_\_\_.
- It'll take him several months to \_\_\_\_\_ from the accident.
- His success today has helped him to \_\_\_\_\_ the confidence that he lost last week.
- He vanished under the water, and didn't \_\_\_\_\_ for a few moments.
- No one knows how they'll \_\_\_\_\_ in an emergency until it actually happens.

#### Useful phrases

#### 3 Choose the correct option, A, B, C or D, to complete the sentences.

- We lost \_\_\_\_\_ of the campsite when we climbed down the other side of the mountain.  
A look B seeing C sight D eyes
- On the last day, a storm blew \_\_\_\_\_ suddenly and we couldn't finish the race.  
A up B off C out D over
- Don't go anywhere. Just stay \_\_\_\_\_ until I get back.  
A set B put C got D had
- Head \_\_\_\_\_ the hill with the tower on the top and you can't get lost.  
A for B onto C of D off
- One little \_\_\_\_\_ of water isn't enough when you're as thirsty as I am!  
A piece B sip C lump D bite
- I swam \_\_\_\_\_ stop for three hours.  
A not B no C never D non

## Survival Equipment

#### 4 Match the words with the pictures.

blanket camping stove first aid kit  
fishing rod GPS device insect repellent  
matches mosquito net parachute  
raft rope sleeping bag sunscreen  
torch whistle



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

5 \_\_\_\_\_

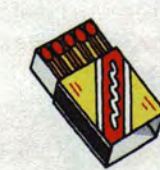
6 \_\_\_\_\_



7 \_\_\_\_\_

8 \_\_\_\_\_

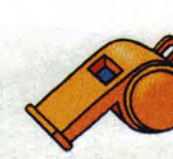
9 \_\_\_\_\_



10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_



13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

#### 5 Make sentences to explain why the objects in Exercise 4 are useful in dangerous situations.

*You can stay warm at night in a sleeping bag.*



## Vocabulary

### Words from the text: Verbs with the prefix re-

- 1 Ask if any students can think of verbs beginning with *re-* (*repeat, review, revise, etc.*)
  - Ask the students to read the rubric.
  - The students complete the exercise individually. Remind them to look back at the text for help.
  - Check answers by reading the definitions and asking the students to call out the verb.

#### Answers

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

- 2 Start by asking the students to read the rubric and say what they are going to do (*use the verbs from Exercise 1 to complete the sentences*).
  - The students complete the exercise in pairs.
  - Check the answers by asking different students to read a sentence each.

#### Answers

1 reconsider, 2 recover, 3 regain, 4 reappear, 5 react

### Useful phrases

- 3 Ask the students to read the rubric. Check understanding.
  - Have the students complete the exercise individually. Remind them to check their answers and to make sure they answer every question, even if it means guessing an answer.
  - Check the answers as a class.

#### Answers

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

### Extra!

Put the students in pairs. One student calls out a number (1–5) and their partner finds that sentence in Exercise 3, finds the key phrase and thinks of a sentence using that phrase.

### Survival: Equipment

- 4 Start by brainstorming all the words students can think of for equipment they might need if they are doing outdoor activities.
  - Ask the students to read the words in the box out loud. There shouldn't be any that are unknown, but if there are, ask other students who do know the definition to explain them.
  - Ask the students to complete the exercise in pairs by labelling the pictures with the words.
  - Check the answers as a class.

#### Answers

1 first aid kit, 2 mosquito net, 3 rope, 4 fishing rod, 5 parachute, 6 raft, 7 sunscreen, 8 torch, 9 sleeping bag, 10 GPS device, 11 blanket, 12 matches, 13 camping stove, 14 whistle, 15 insect repellent

- 5 Read the rubric to the students.
  - Choose a student to read the example.
  - Put the students in pairs to do the exercise. The students take turns to say a word; their partner says a sentence about that item.

### IWB Extra notes

- Bring the wordlist up onto the board first and work through, eliciting meaning and clicking on the definitions when necessary.
- Then work through the exercises quickly on the board and check answers.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## Weather

- 6 Start by asking the students to describe the weather today in as much detail as they can.
- Read the rubric and ask the students to read the words in the box silently to themselves and then to look at the table and read the headings.
  - The students complete the exercise in pairs.
  - Check the answers by writing the table headings on the board and inviting students to come up and add a word each.

### Answers

Wind: gale

Snow and Ice: blizzard, hail

Water: flood, downpour

Electric storms: lightning, thunder

Visibility: fog, mist

- 7 Ask the students to skim the factfile and tell you two pieces of information from it.
- Read the rubric. Check understanding.
  - The students complete the factfile with the words from Exercise 6. The students can do the exercise individually.
  - Check the answers by asking for volunteers to read each section of the factfile.

### Answers

1 thunder, 2 lightning, 3 Hail, 4 gale, 5 blizzard, 6 flood, 7 downpour, 8 mist/fog, 9 mist/fog

## Chatroom

- Invite a student to read the text in the box.
- Put the students in pairs to order the weather conditions.
- Do the second part of the activity (*talking about what to take on the expeditions*) as a class. Try to make sure everyone contributes to the discussion. Write the ideas on the board.
- If there is time, invite some students to say which ONE item they would take on each of the expeditions.

## Extreme adjectives (2)

- 8 Ask the students if they remember any of the extreme adjectives they learned in Unit 7 (*fabulous, gorgeous, hideous, enormous*, etc.).
- Read the rubric and ask the students to read the words in both columns silently to themselves.
  - The students match the extreme adjectives with their weaker equivalents.
  - Check the answers by calling out the numbers and asking the students to say the word pairs.

### Answers

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

- 9 Ask the students to read the rubric and look quickly through the sentences.
- The students complete the exercise in pairs.
  - Check the answers by calling out the numbers and asking different students to read the sentences.

### Answers

1 miserable, 2 astonished, 3 terrified, 4 soaking, 5 delighted, 6 freezing, 7 furious, 8 exhausted, 9 starving, 10 baking

## Extra!

Put the students in pairs. The students take turn to act out one of the extreme adjectives. Their partner guesses.

## Expressions with heart

10

### Answers

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

## Chatroom

- Invite a student to read the text in the box.
- Put the students in pairs to talk about their challenging situations. Remind them to use adjectives and other vocabulary from this lesson.
- If there's time, invite some students to tell the class about their experiences. The class guesses.

Further practice of the vocabulary covered in this unit can be found in Use your English: Units 9 and 10 (pages 144–145). Note that this section should be used after Unit 10, as it covers vocabulary from both Units 9 and 10.



## Weather

6 Complete the table with the words in the box.

blizzard fog hail lightning gale  
flood mist thunder downpour

Wind	Snow and ice	Water	Electric storms	Visibility

7 Complete the factfile with the words from Exercise 6.

## FACTFILE

## Weather

- ☀ Roy Sullivan from the USA was often outside in a storm, and ignored the loud noise of the <sup>1</sup>\_\_\_\_\_. He was hit by <sup>2</sup>\_\_\_\_\_ seven times and, amazingly, survived each time.
- ☀ <sup>3</sup>\_\_\_\_\_ can be dangerous too. In 1986, balls of ice almost as big as footballs fell to earth in Bangladesh and killed ninety-two people.
- ☀ The world's windiest place is Commonwealth Bay in Antarctica. A <sup>4</sup>\_\_\_\_\_ there often blows at 200 km per hour. When snow falls during wind like this, the <sup>5</sup>\_\_\_\_\_ makes it impossible to see things only a metre in front of you.
- ☀ It is thought that there was a big <sup>6</sup>\_\_\_\_\_ 7500 years ago, when the Black Sea first became joined to the Mediterranean. Perhaps this explains the story of Noah and his boat full of animals.
- ☀ Forks, home of Bella and Edward in the *Twilight* books, is a real town in the USA, and it's a great place for people who don't like sunlight. There's often a <sup>7</sup>\_\_\_\_\_ of rain, and it can be unsafe to drive because of the poor visibility due to <sup>8</sup>\_\_\_\_\_ and <sup>9</sup>\_\_\_\_\_.

## CHATROOM

- Order the weather conditions in Exercise 6 from the most dangerous to the least dangerous.
- What would be the three most important things to take with you on expeditions to the following environments?  
a) a mountain with glaciers   b) a hot desert  
c) a jungle   d) the Mediterranean Sea

## Rising to the Challenge 9

## Extreme adjectives (2)

8 Match the extreme adjectives (1–10) with their weaker equivalents (a–j).

- |              |             |
|--------------|-------------|
| 1 baking     | a angry     |
| 2 soaking    | b unhappy   |
| 3 freezing   | c tired     |
| 4 starving   | d hot       |
| 5 astonished | e surprised |
| 6 terrified  | f wet       |
| 7 delighted  | g hungry    |
| 8 furious    | h happy     |
| 9 exhausted  | i cold      |
| 10 miserable | j scared    |

9 Circle the correct word.

- 1 I felt really **miserable** / **starving** when my friends went on the expedition without me.
- 2 We're **exhausted** / **astonished** that there's been a flood, because it hardly ever rains here.
- 3 My sister always cries during a storm because she's **terrified** / **furious** of thunder.
- 4 She was **soaking** / **baking** because she'd fallen into the stream.
- 5 They were **delighted** / **freezing** when they heard your good news.
- 6 After a night sleeping without a blanket, I was **freezing** / **terrified**.
- 7 We were **furious** / **miserable** with Katie for forgetting the camping stove.
- 8 I was **delighted** / **exhausted** after working hard all day.
- 9 We've eaten nothing since breakfast, so we're absolutely **soaking** / **starving**.
- 10 It was a hot day, and he was **baking** / **astonished** inside his jumper.

## Expressions with heart

10 Match the sentence halves.

- |   |  |
|---|--|
| 1 Her <b>heart sank</b>                   | a when her dog had an accident.                      |
| 2 She's very <b>hard-hearted</b> .        | b Even now, she's refusing to help us.               |
| 3 She was <b>heartbroken</b>              | c She's decided to come on the expedition after all. |
| 4 She's <b>had a change of heart</b> .    | d She helps whenever she can.                        |
| 5 Her <b>heart's in the right place</b> . | e when she realised she was lost.                    |

## CHATROOM

Talk about a challenging situation that you've been in.



## Grammar

### Reported speech

#### 1 Read and complete the grammar notes.

##### Reported statements

- The verb moves one tense back from the direct speech tense.
- Pronouns and time and place words are often different from those used in direct speech.
- We mention the person spoken to after the verb tell.
- We don't mention the person spoken to after the verb say.

##### Direct

*'You're in Algeria,' they told him.*

*'A search party will be sent out tomorrow,' he said.*

##### Reported

*They told him that he was in Algeria.*

*He said a search party would be sent out the next day.*

##### Reported questions

- The verb moves one tense back from the direct speech tense.
- The subject and verb change position after question words.
- We use *if* or *whether* to introduce *yes/no* questions.

##### Direct

*'Where am I?' he asked.*

*'Can he survive?' they wondered.*

##### Reported

*He asked where <sup>1</sup> \_\_\_\_\_.*

*They wondered if he <sup>2</sup> \_\_\_\_\_ survive.*

##### Reported commands and requests

We use *tell/ask* + object (+ *not*) + *to* + infinitive.

##### Direct

*'Don't get lost,' they told the runners.*

*'Please help me,' he said to the girl.*

##### Reported

*They told the runners not to <sup>3</sup> \_\_\_\_\_ lost.*

*He asked the girl to <sup>4</sup> \_\_\_\_\_ him.*

See Grammar File, pages 172–173.

#### 2 Write the reported statements in your notebook.

- 1 'We're feeling nervous about our survival course tomorrow,' they said.  
*They said they were feeling nervous about their survival course the next day.*
- 2 'We've never spent a night in the wild before,' they said.
- 3 'I'm an expert in survival skills,' the instructor told them.
- 4 'The skills you learn today may save your life,' he said.
- 5 'You can't sleep in this cave because a bear lives here,' he told them.
- 6 'I'll teach you to make a shelter,' he said.
- 7 'We went to a hotel for the night,' they told me.



#### 3 Order the words in these reported questions. Write them in your notebook.

- 1 any matches / asked / She / had / if / we.
- 2 We / been / whether / the path / had / destroyed / wondered.
- 3 was / me / They / what / the matter / asked.
- 4 gone / had / asked / where / He / a man / everyone.
- 5 wondered / help / I / who / us / would.
- 6 if / the weather / was / getting / worse / asked / She.

#### 4 Change the sentences into reported statements, questions, commands or requests. Write each sentence in your notebook. Start with *He* and the verb in brackets.

- 1 'Would you like to join me on the expedition?' (asked)  
*He asked me if I'd like to join him on the expedition.*
- 2 'Last year we had a great time.' (said)
- 3 'You should definitely come with us.' (said)
- 4 'Please think about it.' (asked)
- 5 'Don't worry about the cold temperatures.' (told)
- 6 'Everyone will wear very warm clothes.' (told)
- 7 'Can you afford the plane ticket?' (asked)
- 8 'Please phone Mike and find out more about the trip.' (asked)

#### CHATROOM

Think of an important event in your life, e.g. going away without your family for the first time, or taking an important exam, or starting at a new school. What did people say to you before, during and after the event? Report some of their statements, questions and instructions.



# Grammar

## Reported speech

- 1 Start by asking the students to read the grammar notes for Reported statements.
  - Ask the students what usually happens to tenses in reported speech (*they go one tense 'back'*).
  - Elicit the changes to pronouns, time and place words (refer them to the Grammar File if necessary).
  - Draw their attention to the changes in sentence structure after *say* and *tell* (*only tell with a personal object*). Write sentences on the board.
  - Read through the rest of the grammar box with the students, one point at a time. This time, complete the gaps with the students as you go along.
  - Make sure that students are clear as to which is a command (*Go!*) and which is a request (*Please go!*).
  - Reinforce the structure by saying some sentences in direct speech and asking students to report them.

### Answers

1 he was, 2 could, 3 get, 4 help

Refer the students to the Grammar File on pages 172-173.

- 2 Explain that the students are going to read the direct speech and rewrite it as reported speech in their notebooks.
  - Work through the example with the class, asking the students to explain each change.
  - The students can complete the exercise in pairs. Encourage them to refer back to the rules if they need to.
  - Check answers by asking the students to read the sentences round the class.
  - Ask the students to look at the cartoon. Elicit their comments.

### Answers

- 2 They said they had never spent a night in the wild before.
- 3 The instructor told them he was an expert in survival skills.
- 4 He said that the skills they learned that day might save their lives.
- 5 He told them they couldn't sleep in that cave because a bear lived there.
- 6 He said he would teach them to make a shelter.
- 7 They told me they had gone to a hotel for the night.

## Extra!

Put the students in groups of three. The first student says a sentence and the second student tells the third student what the first one said. The students take turns to say sentences.

3

### Answers

- 1 She asked if we had any matches.
- 2 We wondered whether the path had been destroyed.
- 3 They asked me what the matter was.
- 4 He asked a man where everyone had gone.
- 5 I wondered who would help us.
- 6 She asked if the weather was getting worse.

- 4 Explain that the students are going to rewrite all the forms of direct speech as reported speech. Point out that there are statements, questions, requests and commands so remind the students to use the correct structures.
  - Ask the students what word each of their answers is going to start with (*He*).
  - Work through the example with the class. Read the direct speech and ask whether it is a statement, command, question or request (*question*).
  - Ask the students to complete the exercise in pairs.
  - Check the answers as a class by asking different students to read an answer each.

### Answers

- 2 He said they had had a great time the previous year.
- 3 He said I/we should definitely go with them.
- 4 He asked me/us to think about it.
- 5 He told me/us not to worry about the cold temperatures.
- 6 He told me/us everyone would wear very warm clothes.
- 7 He asked if I/we could afford the plane ticket.
- 8 He asked me to phone Mike and find out more about the trip.

## Chatroom

- Invite a student to read the questions. Check that everyone understands what they are going to talk about.
- Put the students into small groups to discuss their life events and the things people said to them.
- If there is time, invite a spokesperson from each group to give some feedback about the views expressed in their group. The students use reported speech.

### Answers

Students' own answers



## Other reporting verbs

5 Start by asking the students what reporting verbs they can think of. See if the students can think of examples of reported speech using those verbs.

- Ask the students to read through the grammar box silently. See if they can complete the notes with the words in the box.
- Read through the grammar box again with the students. This time, complete the notes as you go.
- Reinforce the structure by asking students to think of their own sentences for each reporting verb in the presentation.

### Answers

1 loved, 2 feeling, 3 congratulated, 4 refused, 5 go

Refer the students to the Grammar File on page 173.

6 Ask the students to read the rubric. Check understanding.

- The students can complete the exercise in pairs. Ask them to start by reading the text before the questions, to set the scene. Encourage the students to discuss their answer choices.
- Check answers as a class by asking different pairs to read a sentence each.

### Answers

1 for not talking to me yesterday, 2 there had been a big gale, 3 not to sail in the Southern Ocean in April, 4 that some adults had been rude about her sailing skills, 5 being too young for a journey like that, 6 that everyone went on a trip like hers, 7 she would be very happy to get home to New Zealand, 8 me to go and celebrate the end of her journey with her, 9 to take me sailing with her soon

## Back up your grammar

7 Explain that this exercise reviews the grammar the students have learned in this unit.

- Ask the students to read the rubric. Check understanding.
- The students complete the exercise individually. Remind them to make sure they check their answers.
- Check answers as a class by asking different students to read a sentence each.

### Answers

1 was planning, 2 to make, 3 would, 4 of being, 5 to forget, 6 she could, 7 to let, 8 had had, 9 wanted, 10 what

Further practice of the grammar covered in this unit can be found in Use your English: Units 9 and 10 (pages 146–147). Note that this section should be used after Unit 8, as it covers grammar from both Units 9 and 10.

### IWB Extra notes

- Work first on the grammar table. First bring up the grammar reference and review reported speech with the class. Then ask the class to fill the gaps in the table. If they give an incorrect answer, remind them of the rules, then click to show the answers.
- Work through Exercises 2–4 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for other reporting verbs.
- Back up your grammar: Bring Exercise 7 up onto the board. Elicit and check answers. For extra practice use the dark highlighter to blank out some words in the text. This form of repetition can help the students become more accurate.



## Other reporting verbs

## Rising to the Challenge 9

5 Complete the grammar notes with words from the box.

refused go feeling congratulated loved

<b>Verb (+ that) + clause</b> e.g. admit, agree, complain, decide, deny, explain, promise, recommend, suggest, write, + the verbs of speaking on page 33 <i>'I love the desert.'</i> He <b>explained</b> that he <sup>1</sup> _____ the desert.	<b>Verb + -ing</b> e.g. suggest, admit, deny <i>'I felt scared.'</i> He <b>admitted</b> <sup>2</sup> _____ scared.	<b>Verb + (not) to + infinitive</b> e.g. agree, refuse, offer, promise <i>'No, I won't help you.'</i> She <sup>4</sup> _____ to help him.
<b>Verb + preposition + -ing</b> e.g. apologise for, blame someone for, accuse someone of, congratulate someone on <i>'Well done for winning the race, Liz.'</i> We <sup>3</sup> _____ Liz <b>on</b> winning the race.	<b>Verb + object + (not) to + infinitive</b> e.g. invite, remind, warn, encourage, order, advise <i>'Don't go anywhere,' they advised me.</i> They <b>advised</b> me not to <sup>5</sup> _____ anywhere.	

See Grammar File, page 173.

6 Complete the second sentence so that it has a similar meaning to the first sentence.

Seventeen-year-old Jennifer Graham from New Zealand has nearly finished sailing around the world, all on her own and without stopping. On her satellite phone, she told me about her amazing journey.

- 'I'm sorry I didn't talk to you yesterday,' she said.  
She apologised \_\_\_\_\_.
- 'There was a big gale,' she told me.  
She explained \_\_\_\_\_.
- 'Don't sail in the Southern Ocean in April!' she said.  
She advised me \_\_\_\_\_.
- 'Some adults have been rude about my sailing skills,' she told me.  
She complained \_\_\_\_\_.
- 'I'm not too young for a journey like this,' she said.  
She denied \_\_\_\_\_.
- 'I suggest everyone goes on a trip like mine!' she told me.  
She recommended \_\_\_\_\_.
- 'I will be very happy to get home to New Zealand,' she said.  
She admitted that \_\_\_\_\_.
- 'Come and celebrate the end of my journey with me,' she said.  
She invited \_\_\_\_\_.
- 'I'll take you sailing with me soon,' she said.  
She offered \_\_\_\_\_.

## Back up your grammar

7 Read the text and circle the correct words.

Laura Dekker, the schoolgirl who went missing from her home in the Netherlands, has been found.

Last year thirteen-year-old Laura told journalists that she <sup>1</sup>was planning / to plan to sail around the world on her own. Her father was encouraging her <sup>2</sup>making / to make the journey, but the Dutch authorities warned it <sup>3</sup>will / would not be good for her to spend so much time alone. Many people accused her father <sup>4</sup>that he was / of being an irresponsible parent, and in the end a Dutch court ordered Laura <sup>5</sup>she forgot / to forget about her journey until she was older.

Furious, Laura asked her father if <sup>6</sup>she could / she can ignore the court's order and set off on her adventure. When he refused <sup>7</sup>to let / letting her do that, she decided to run away from home.

Four days ago, she disappeared. In a letter, she told her father that she <sup>8</sup>had had / would have enough of her life in the Netherlands and never <sup>9</sup>wanted / had wanted to come back. She has now been found on the island of St Maarten in the Caribbean.

We are all asking ourselves <sup>10</sup>if / what this brave but stubborn young yachtswoman will do next.




More practice on pages 146–147.



## Listening

Logged in



**Joe2Go**

I went caving with some friends last weekend and we left our sandwiches at home. My friend Sam got really upset because he doesn't cope well with hunger. For me, it's cold weather that's the problem. What about you? Which challenges do you cope well with? Which do you cope badly with?

More soon ... Watch this space.

### Listening 1

- 1 You will hear eight short conversations. After each conversation, you will be asked a question. Choose the correct answer, A, B or C.

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

### Listening 2

- 2 You are going to hear an interview with Leo Gardiner, a teenager who went to the South Pole. Listen and complete the answers to the questions.

#### Listening Tip: completing answers

Before you listen, read the questions and answers carefully and try to guess the missing words.



#### Questions

#### Answers

- |  |                               |
|--|-------------------------------|
| 1 What was Leo's ambition as a young boy?          | to be an _____                |
| 2 What first made Leo want to go to Antarctica?    | a visit to _____              |
| 3 When did Captain Scott reach the South Pole?     | five weeks _____              |
| 4 Who encouraged Leo to go on the expedition?      | Amundsen his _____            |
| 5 What help did Leo get when he reached the Pole?  | A _____ came to collect him.  |
| 6 How did Leo transport his clothes and equipment? | on a _____                    |
| 7 What did Leo miss when he was in Antarctica?     | the _____ that he has at home |
| 8 What's Leo's next goal?                          | to _____ his _____            |

#### CHATROOM

Would you like to visit Antarctica? Why/Why not?



# Listening

## Pre-listening

- Have a brief class discussion about what things the students are scared of.

## Blog

- Ask the students to read Joe2Go's blog. Put the students in small groups to discuss the questions about which challenges they cope well and not so well with.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

### 1 [CD3 Track 05 Audioscript page T188]

- Explain that the students will hear eight conversations and will choose the picture that answers the question after each one.
- Ask the students what they think they should do first (*look at the pictures and think about the differences between each set of three*).
- Point out that the students will hear the conversations twice.
- Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. If the students do, allow time for them to mark their answers.
- Play the CD a second time for students to check or complete their answers.
- Check answers as a class.

### Answers

1 A, 2 C, 3 C, 4 B, 5 C, 6 A, 7 A, 8 A

## Listening 2

### 2 [CD3 Track 06 Audioscript page T189]

- Explain that this time the students are going to listen to an interview. The students will complete the answers to the questions.
- Choose a student to read the tip out loud. Explain that the students should think about the sort of words that might complete the questions so they are more prepared for the information they should listen out for.
- Play the CD all the way through. Ask the students to listen out for the information they need. Allow time after each item for the students to complete their answers.
- Check the answers as a class. Each time, check with students to see whether or not they had thought of the appropriate sort of information when they were pre-reading the questions and answers.

### Answers

1 explorer, 2 a museum, 3 after, 4 parents, 5 helicopter, 6 sledge, 7 food, 8 pass, exams

## Chatroom

- Invite a student to read the text in the box.
- The students discuss their ideas in small groups.
- Have a class discussion about how students feel about visiting Antarctica.

### IWB Extra notes

- Bring up Exercise 1 and focus the students' attention on the pictures. Then listen with students, focusing on the questions. Bring the audioscript up to check answers.
- Bring up Exercise 2 and focus the students' attention on the questions. Highlight the key words. Elicit possible answers. Then listen with students focusing on the statements. Bring the audioscript up to check answers.



## Speaking

### Solving a problem

- Put the students in pairs. Ask the students to read through the rubric. Check understanding.
  - Ask the students to read Situation A in their pairs.
  - Allow the students two minutes at the most to read and answer the four questions in Part 1 of the task. Student A asks the questions given here, and Student B answers, using the information on page 126.
  - Check the answers to the Part 1 questions as a class.
  - Read through the Part 2 task with the class. Check understanding.
  - The students complete Part 2 in their pairs. Student A gives the advice, based on the information learnt from Student B in Part 1. They can create their own alternative solutions to the problem if they want.
  - Go round the class, comparing solutions.

#### Answers

Part 1:

- a friend
- We are mountain biking in the woods. It's getting dark and we are lost.
- The options are keep on cycling or spend the night in the forest.
- We might have an accident or get more lost.
  - Our families will be worried. We have no food or drink, or sleeping bags, and it's cold.

- [CD 3 Track 07 Audioscript page T189]  
Explain that the students are going to hear a student giving her advice about the problem the students have just discussed.
  - The students read the rubric. Ask the students how many questions they are going to answer (*three*).
  - Play the CD. The students listen and think about their answers.
  - Check the answers as a class.

#### Answers

- She suggests walking with the bikes through the forest to the road. The parents could then pick the girls up.
- She rejects the other options because it's dangerous to cycle in the woods without a light, and uncomfortable to stay all night in the woods.

- [CD 3 Track 08 Audioscript page T189]  
Explain that the students are going to listen to the CD again to tick phrases from the Language Upload box.
  - Start by going through the Language Upload box. Read through each section with the students. Each

time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Expressing an opinion* they could add *I (don't) really think ...* or *I wonder if ...*

- The students do the task in pairs. Play the CD again and ask the students to note what phrases they hear.
- Check answers as a class.

#### Answers

I don't think it's a good idea ...

Anything could happen.

... it would be even more dangerous if ...

... you could have a serious accident.

Instead of that, I'd suggest (walking) ...

- Read the rubric to the class. Check understanding.
  - Choose a student to read the tip out loud. Explain that it is important for students to be able to justify what they say.
  - Put the students in pairs and ask them to read the instructions for the task in Exercise 1 again, so they are clear about what they need to do.
  - This time Student B should ask the questions, and Student A answer them, using the information on page 127. Then Student B should give advice to Student B, based on that information.
  - Remind the students to use the useful phrases in the Language Upload box.
  - Check answers by eliciting the details of the problem and comparing the advice different students gave.
- Ask the students to read the rubric and the questions. Check understanding.
  - Put the students in pairs to talk about the questions.
  - Take feedback about each question as a class.

#### IWB Extra notes

- Zoom up the pictures in Exercise 1 and elicit what the suggestion might be in each case.
- Before doing Exercise 4, bring the Language Upload box onto the board and go through it with the students, inviting them to complete the sentences. Leave it on the board for reference as they do their speaking task.
- Bring up the information tables on pages 126 and 127 when checking students' answers to the tasks in Exercises 1 and 4.



## Speaking

### Solving a problem

- 1 Work in pairs. Student A: read Situation A below. Student B: read the Information Card for Situation A on page 126. Do both parts of the task.

#### Situation

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

#### Task

- Look at the pictures below and ask:
  - Who is this person?
  - What is the problem?
  - What are the options?
  - What are the disadvantages of each option?
- When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions in the pictures, or create your own solution to the problem. Remember to use information you have learnt in part 1 to explain your final choice.

A



- 2 Listen to the recording. What suggestion does the speaker make? Why does she reject the other option? Do you agree with her?
- 3 Listen again and tick the phrases in the Language Upload box that you hear.

## Rising to the Challenge

9

- 4 Now look at the photos for Situation B and do the task from Exercise 1. Student A: read the Information Card for Situation B on page 127.

B



### Speaking Tip: solving a problem

There is no 'right' solution. Any solution is fine, as long as you explain clearly why you have chosen it.

- 5 Discuss these questions.

- Have you ever done mountain biking or sailing?
- Which are the most popular adventure sports for teenagers in your country?
- What skills do you have that might one day save your life, or the lives of other people?
- Do you think schools have a responsibility to teach their students to swim and to do first aid? Why/Why not? What other life-saving skills should schools teach?

## Language Upload

### Expressing an opinion

I (don't) think it's a good idea to ...

I'm (not) keen on the idea of ... ing.

I'm (not) sure it would be sensible to ...

### Talking about danger

Anything could happen.

It would be even more dangerous if ...

You could have a serious accident.

### Choosing an option

The best option is to ...

All things considered, I think it would be best to ...

### Making an alternative suggestion

Instead of that, I'd suggest ... ing.

Instead, why don't you ...?



## Writing: Formal email

### Before you write

#### 1 Read the writing task and answer the questions below.

Write an email of application for the expedition advertised below. You can apply as yourself or as an imaginary person.

Write your email in 120–150 words.

## VOLUNTEERS FOR EXPEDITION NEEDED!

Destination: the Indian Himalayas  
 Aim: to collect information about glaciers and plant life in the region  
 Skills you will learn: ice climbing, mountain survival  
 Requirements: an excellent level of fitness, an ability to work well in a team

To apply, send an email to [youthexpeditions@himalayas.com](mailto:youthexpeditions@himalayas.com) outlining:

- your reasons for wanting to take part
- your skills, experience and character traits that will make you a useful member of the team

Selection weekend will be held on May 15<sup>th</sup>.



- 1 What sort of text are you going to write?
- 2 Who is going to read it?
- 3 Should you use formal or informal language?
- 4 What information should you include?

#### 2 Read Martha's email. Do you think she is likely to be selected for the expedition? Why/Why not?

New
Reply

Dear Sirs,

1 \_\_\_\_\_ apply for a place on the expedition to the Indian Himalayas.

2 \_\_\_\_\_ visit the Himalayas and do something useful. I would really like to participate in your expedition and learn more about the plants and glaciers in the area.

3 \_\_\_\_\_ an experienced rock climber. I have also been a volunteer in search parties, which has given me a good understanding of mountain safety. I also play hockey for my school. This keeps me fit and has taught me a lot about teamwork. My coach says that my positive attitude has helped my teammates, and that I am mature and hard-working. I'm sure I could be a useful member of your team.

4 \_\_\_\_\_ invite me to the selection weekend so that I can find out more about the expedition. I look forward to hearing from you.

Yours faithfully,

Martha Jones

#### 3 Now complete the email with these phrases.

- a It has always been my dream to
- b I am already
- c I very much hope you will
- d I am writing to

#### 4 Complete Martha's plan for the email.

### Writing Plan

Paragraph 1	reason for writing
Paragraph 2	reason(s) for my interest in the expedition
Paragraph 3	reasons why I'd be a useful member of the team
Paragraph 4	close in a polite and confident way

- apply for a place on the \_\_\_\_\_
- visit the Himalayas to do something \_\_\_\_\_
- learn more about plants and \_\_\_\_\_
- \_\_\_\_\_ rock climber
- volunteer in search \_\_\_\_\_
- team sports at school
- positive attitude
- \_\_\_\_\_ and hard-working
- hope to find out more at selection weekend



## Writing: Formal email

### Warm up

Start the lesson by having a brief discussion about which people the students send emails to. How many emails do the students send a day?

### Before you write

- 1 Explain that the students are going to read a writing task then answer some questions.
  - Ask the students to read the writing task.
  - Ask for a volunteer to read the advert out loud to the class.
  - The students complete the exercise individually.
  - Check answers as a class by asking the questions and eliciting answers from different students.

#### Answers

1 an email, 2 the people organising the expedition, 3 formal, 4 reasons for writing and wanting to take part, skills, experience and character traits

### Extra!

Go round the class asking students to say whether or not they would like to go on the expedition, and why.

- 2 Explain that the students are going to read Martha's email response to the advert in Exercise 1 and decide whether she should be accepted or not.
  - Allow time for the students to read through the email. Tell them to ignore the gaps at this stage.
  - Ask the students if Martha is likely to be selected for the expedition or not and to give their reasons.
  - Check answers as a class.

#### Answers

Yes, she is – she has addressed all the points in the advert and has relevant experience.

- 3 Ask the students to go back to the email and to complete it with the given phrases.
  - The students complete the exercise individually.
  - Check answers as a class.

#### Answers

1 d, 2 a, 3 b, 4 c

- 4 Start by looking at the model email in Exercise 2 with the class. Ask some questions to get the students to focus on the structure of the essay:

Where does Martha list her experience?  
(paragraph 3)

Where does Martha say when she hopes to be invited to the selection weekend? (paragraph 4)

Does Martha say why she would like to go on the expedition? (Yes, she does.)

Does Martha say why she is writing? (Yes, she does.)

- Ask the students to complete Martha's plan individually. Remind them to look back at the model email for help.
- Check the answers as a class.

#### Answers

Paragraph 1: expedition

Paragraph 2: useful, glaciers

Paragraph 3: experienced, parties, mature

### IWB Extra notes

- It is very important that the class understand the structure of a letter or email and the enlargement of the model on the board makes this much easier.
- After going through the task in Exercise 1, bring up the model on the board and fill the gaps with the class. Use different colours to highlight each paragraph and elicit what each paragraph is about.
- Then bring up the Writing Plan and check answers.
- Go back to the model and ask students to highlight the connecting words before completing Exercise 6.
- Bring up the writing task in Exercise 7 and brainstorm with the class.
- Use the Memory Flash and Writing Plan on the board to walk students through their writing task
- Refer to the Workbook writing model on the board if necessary.



- 5 Start by going through the information about connecting words with the students. Read the words one at a time, and ask the students to read the example sentence each time.

- Point out that we use these words when we are explaining purpose.
- Ask the students to find examples in the letter.

#### Answers

to apply for a place ...

... so that I can find out more ...

- 6 Ask the students to read the rubric and check understanding. Make sure they know they will only write one word in each gap.

- Ask the students to do the exercise individually.
- Check the answers as a class.

#### Answers

1 order, 2 so, 3 so, 4 in, 5 as, 6 to, 7 so

### Time to write

- 7 Explain that the students are now going to prepare to write their own email. Ask them to read the writing task. Point out that it is not exactly the same as the example writing task in Exercise 1. Allow time for the students to read the rubric and the task.

- Once the students have read the advert, elicit their responses. Would they like to go on the Amazon adventure? Ask for reasons.
- Ask if the students have to write an honest email from themselves in reply to the advert. (*No, the students can apply as an imaginary person.*)

- 8 Ask a student to read the rubric out loud. Ask another student to explain what they're going to do (*tick the things they could include in their email*).

- The students read the items listed and tick the ones they feel could be included in the email.
- Check their answers as a class. Ask students to explain why they ticked each item.

#### Answers

Ticked: 1, 5, 6, 8

- 9 Tell the students they are now going to make their plans and write their emails.

- Refer the students to the Memory Flash. Remind them that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind the students to look through the connecting words again as well.

- Make sure the students look back at the model plan for help. They should also try to use as much of the grammar and vocabulary of the unit as possible in their emails.
- If there is time in the lesson, the students can write or start to write their emails. However, it might be best to set this as a homework task so that the students have plenty of time to think about their emails without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

### Model answer: formal email

Dear Mr Spacey,

I am writing to apply for a place on your expedition to the Peruvian Amazon.

It has always been my dream to visit the world's largest rainforest – not as a tourist, but in order to help the environment. I would really like to participate in your expedition and learn more about the animals of the Amazon.

I enjoy travelling by canoe. Last year I did a 200 km sponsored canoe trip on the river Thames, from my home in Lechlade to London, in order to raise money for an environmental charity. Every Saturday I help at an animal rescue centre so that I can get experience of working with animals, because I hope one day to become a vet. I am an energetic and sociable person, and I'm sure I could be a useful member of your team.

I very much hope you will invite me to the selection weekend so that I can find out more about the expedition. I look forward to hearing from you.

Yours sincerely,

Matt Crane

[174 words]



- 5 Which of these connecting words are used in Martha's email?

## Connecting words

### Purpose

#### so that + clause

I want to join your expedition **so that I can learn** about wildlife conservation.

#### in order to / so as to + infinitive

I've been running every day **in order to improve** my fitness.

- 6 Complete each sentence with one word.

- Saskia wanted to go on the expedition in \_\_\_\_\_ to improve her survival skills.
- She applied early \_\_\_\_\_ that she had a good chance of being accepted.
- The expedition leaders interviewed her \_\_\_\_\_ as to find out if she'd be a useful team member.
- They then wrote to her \_\_\_\_\_ order to tell her she'd been selected.
- Her parents read all the information carefully so \_\_\_\_\_ to check it wouldn't be too dangerous.
- She borrowed her brother's backpack \_\_\_\_\_ carry all her stuff in.
- She caught an early train \_\_\_\_\_ that she would arrive on time for the start of the expedition.

### Time to write

- 7 You are going to write the following email. Read the task and answer the questions below.

Write an email of application for the expedition advertised below. You can apply as yourself or as an imaginary person. Write your email in 120–150 words.

## Young people needed for Amazon adventure!

Destination: the Peruvian Amazon  
Aim: to collect information about the wildlife of the region  
Skills you will learn: canoeing, jungle survival  
Requirements: an interest in animals or ecology, a responsible attitude

To apply, send an email to [AndrewSpacey@amazonadventure.com](mailto:AndrewSpacey@amazonadventure.com) outlining:

- your reasons for wanting to take part
- your skills, experience and character traits that will make you a useful member of the team

Selection weekend will be held on November 9<sup>th</sup>.



- 8 Tick the information that you could include in your email.

- |   |   |
|---|---|
| 1 hope to be a vet <input type="checkbox"/>         | 5 help at animal rescue centre <input type="checkbox"/> |
| 2 good at making jewellery <input type="checkbox"/> | 6 environmental charity <input type="checkbox"/>        |
| 3 father been to Amazon <input type="checkbox"/>    | 7 love sci-fi films <input type="checkbox"/>            |
| 4 stubborn and pessimistic <input type="checkbox"/> | 8 energetic and sociable <input type="checkbox"/>       |

- 9 Make a plan for your email, similar to the writing plan in Exercise 4. Then write your email. Use the Memory Flash and the Connecting words box to help you.

### Memory Flash



Opening a formal letter / email of application	Talking about motivation	Talking about previous experience	Talking about character traits	Closing a formal letter / email of application
Dear Sirs, / Dear Mr Spacey,  I am writing to apply for ...	It has always been my dream to ...  I would really like to ...	I am already an experienced rock climber.  This experience has given me a good understanding of ...  This has taught me a lot about ...	I am mature and hard-working.  I am sure I could be a useful member of your team.	I very much hope that ...  I look forward to hearing from you.  Yours faithfully, / Yours sincerely,



## Revision 9



## Vocabulary

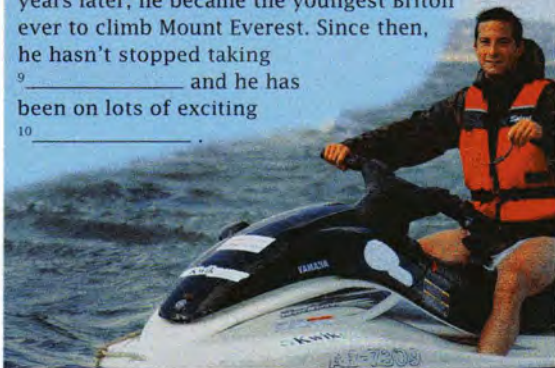
## 1 Circle the correct word.

- I can't see where I'm going because of the **fog** / **lightning** / **puddle**.
- The spider vanished behind a rock, but soon **reconsidered** / **reappeared** / **reacted**.
- If you want to read in the dark, you'll need a **compass** / **flare** / **torch**.
- Don't climb that cliff unless you use a **rope** / **raft** / **stove**.
- The **mist** / **flood** / **hail** was hitting my face as it fell.
- It would have been easier to light the fire if we'd had **whistles** / **matches** / **blankets**.
- We won't have any more water to drink until we reach the next **dune** / **cliff** / **oasis**.
- I'd be **hard-hearted** / **heart-broken** / **exhausted** if I had to stop doing the hobbies I love.
- I'm **terrified** / **baking** / **soaking** that I'll have an accident if I go skiing.
- If you don't want to be bitten, bring some insect **device** / **repellent** / **rod**.

## 2 Complete the text with words from the box.

astonished attitude change delighted  
expeditions miserable ordeal  
parachute recovered risks

Bear Grylls is <sup>1</sup> \_\_\_\_\_ with the success of his TV show, *Born Survivor*. Life hasn't always been easy for the TV presenter, however. When he was twenty-one, Grylls jumped out of a plane. His <sup>2</sup> \_\_\_\_\_ didn't open properly, and he broke three bones in his back. Grylls was <sup>3</sup> \_\_\_\_\_ because he thought that such an <sup>4</sup> \_\_\_\_\_ meant the adventurous future he'd dreamed of was now impossible. Then he had a <sup>5</sup> \_\_\_\_\_ of heart. He decided that, with a positive <sup>6</sup> \_\_\_\_\_, anything was possible. He soon <sup>7</sup> \_\_\_\_\_ from his injuries. His doctors were <sup>8</sup> \_\_\_\_\_ when, only two years later, he became the youngest Briton ever to climb Mount Everest. Since then, he hasn't stopped taking <sup>9</sup> \_\_\_\_\_ and he has been on lots of exciting <sup>10</sup> \_\_\_\_\_.



## Grammar

## 3 Choose A, B, C or D to complete the sentences.

- He told her \_\_\_\_\_ a fire.  
A to light C lighting  
B that she lit D to have lit
- She asked them where \_\_\_\_\_.  
A was the cave C the cave was  
B is the cave D the cave is
- We all agreed \_\_\_\_\_ freezing outside.  
A being C to be  
B that we are D that we were
- He \_\_\_\_\_ my positive attitude had saved his life.  
A told that C told  
B said me D said
- They denied that the weather forecast \_\_\_\_\_ a blizzard.  
A mentioning C had mentioned  
B mentions D to mention
- I warned him \_\_\_\_\_ on the expedition.  
A going C not to go  
B that he doesn't go D not going
- We asked them \_\_\_\_\_ been there before.  
A had they C if they'd  
B that they'd D have they
- They accused her \_\_\_\_\_ unnecessary risks.  
A of taking C to take  
B that she had taken D that she took
- I said they \_\_\_\_\_ rock climbing with us.  
A should come C can't come  
B not to come D will come
- She complained \_\_\_\_\_ miserable on the trip.  
A that she'd been C that she's been  
B to be D being

## 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

- 'What do you want to do?' she asked me. I asked her \_\_\_\_\_ to do.
- They said that they wouldn't walk. **refused**  
They \_\_\_\_\_ walk.
- I suggested that he built a shelter. **told**  
I \_\_\_\_\_ a shelter.
- He said that I'd started the fire. **blamed**  
He \_\_\_\_\_ the fire.
- We decided to have a sip of water. **would**  
We decided \_\_\_\_\_ have a sip of water.
- He recommended that we didn't go. **advised**  
He \_\_\_\_\_ to go.
- I told you not to forget your GPS device. **reminded**  
I \_\_\_\_\_ bring your GPS device.



# Revision 9

## Vocabulary

- 1 Ask the students to read the rubric and say what they are going to do (*choose the correct words from a choice of three to complete the sentences*).
  - Ask the students to read through the words in question 1 and tell you the correct word (*fog*).
  - The students complete the exercise individually.
  - Check the answers by asking different students to read out a sentence each.

### Answers

1 fog, 2 reappeared, 3 torch, 4 rope, 5 hail, 6 matches, 7 oasis, 8 heart-broken, 9 terrified, 10 repellent

### Extra!

Put the students in pairs. The students take turns to call out one of the word options (used or unused). Their partner thinks of a sentence using that word.

- 2 Explain that the students will choose the correct words to complete the sentences.
  - Ask the students to complete the exercise individually. Remind them to think carefully about meaning.
  - Check the answers as a class.

### Answers

1 delighted, 2 parachute, 3 miserable, 4 ordeal, 5 change, 6 attitude, 7 recovered, 8 astonished, 9 risks, 10 expeditions

## Grammar

- 3 Read the rubric to the students. Check understanding.
  - Work through the first sentence with the class.
  - Remind the students to check their answers carefully.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

### Answers

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

- 4 Ask the students to read the rubric. Ask them how many words they are going to write for each answer (*between two and five*).
  - Ask if the second sentence can have a different meaning from the first one (*no, it can't*).

- The students complete the exercise in pairs. Encourage them to discuss the choices.
- Check the answers as a class.

### Answers

1 what I wanted, 2 refused to, 3 told him to build, 4 blamed me for starting, 5 we would, 6 advised us not, 7 reminded you to

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 9. See if there is anything the students would like to go over again before you leave Unit 9 and move on to Unit 10.



# Let Me Entertain You!

## Unit objectives

**Topic:** entertainment

**Reading:** read an article to answer specific questions, and to replace missing sentences

**Vocabulary:** entertainment, word formation, dependent prepositions, entertainment jobs, types of programme, phrasal verbs, comedy, adjectives with *-ive*

**Grammar:** relative clauses, question tags, *so*, *neither* and *nor*

**Listening:** listen to match speakers with information, listen to short conversations in order to answer multiple choice questions

**Speaking:** making a decision

**Writing:** an essay

## Answers

- 3 wannabe: someone who aims to be famous; star: someone who is famous  
4 role: the part an actor has in a film, play or musical; costume: the clothes an actor wears in a movie, play or musical  
5 publish: to present in printed form (book, magazine, etc.) for many people to read; broadcast: present on TV or radio for many people to see/hear

## 2

## Answers

- 1 showbiz, 2 media, 3 radio station, 4 fan club, 5 autograph, 6 video clips, 7 special effects, 8 scenes

- 3 Explain that the students are now going to complete the survey for themselves.

- Do the activity as a class. Choose different students to read out the statements, one at a time. Each time, the class chooses and circles their answer.
- Ask the students to check their results with the key on page 126.
- Go round the class asking different students to share their results and say whether or not they agree with them.

## Chatroom

- Put the students in small groups to discuss the questions.
- Take feedback as a class. Allow a few minutes for this so that all the students can contribute and share their views.
- See if there are certain celebrities and TV programmes that are popular with the majority of students.

## Round up

Go round the class asking different students to say which TV programme or film role they would love to have had if they were an actor.

## Blog

- Ask for a volunteer to read StarStruck97's blog as a class. Check understanding.
- Put the students in small groups to discuss what sort of entertainment they enjoy.
- Take feedback as a class. See what the most popular forms of entertainment are.

## Unit title

Write the unit title on the board. Ask the students to say what it means to them.

## Vocabulary Starter

### Entertainment (1)

## Warm up

Spend a minute or two having a class discussion about whether the students think there is enough entertainment for people of their age – both on TV and locally where they live.

## 1

## Answers

- 1 TV programme: one of many separate items that can be watched on TV throughout the day; TV channel: a company that presents a selection TV programmes every day  
2 movie: a film performed by actors, usually seen at the cinema or on TV; play: a drama performed by actors and often presented live at the theatre; musical: a play which includes singing



StarStruck97 Logged In

I watch quite a lot of TV, but I prefer live entertainment. I'm lucky living in London. Loads of great bands come here to give concerts, and theatres often have cheap tickets for teenagers.

What about you? What sort of entertainment do you like best?



# 10 Let Me Entertain You!

## Vocabulary Starter

### Entertainment (1)

1 Explain the difference between the following.

- 1 a TV programme and a TV channel
- 2 a movie, a play and a musical
- 3 a wannabe and a star
- 4 a role and a costume
- 5 to publish and to broadcast

2 Complete the survey with these words.

media radio station showbiz autograph  
scenes special effects video clips fan club



## Star Surveys

Are you a <sup>1</sup> \_\_\_\_\_ addict? Let's find out.

- a I can't last twenty-four hours without the radio, TV or other types of <sup>2</sup> \_\_\_\_\_. TRUE / FALSE
- b I love it when the DJs on my favourite <sup>3</sup> \_\_\_\_\_ do interviews with pop stars. TRUE / FALSE
- c I am or have been a member of a band's or star's <sup>4</sup> \_\_\_\_\_. TRUE / FALSE
- d I've got the <sup>5</sup> \_\_\_\_\_ of a famous person written on a piece of paper. TRUE / FALSE
- e I watch <sup>6</sup> \_\_\_\_\_ on the Internet almost every day. TRUE / FALSE
- f I don't care if a movie is in 3D or has amazing <sup>7</sup> \_\_\_\_\_. It's the stars that make it worth watching. TRUE / FALSE
- g I've watched my favourite <sup>8</sup> \_\_\_\_\_ from my favourite TV shows so often that I know all the words. TRUE / FALSE

3 Circle True or False in the survey. Then add up your results and read the key on page 126.

### CHATROOM

- Who's your favourite pop star or film star? Why do you like him/her? How much would you pay for his/her autograph?
- Describe some of your favourite TV or radio programmes.



## Reading

Logged in



StarStruck97

I was watching YouTube last night. There are so many great things on it. I found an advert that Leonardo DiCaprio made when he was little - so cute! Have you ever watched YouTube or other video-sharing websites? What kind of video clips do/would you like to watch?

More soon ... Watch this space.

## 1 Read the article and answer the questions.

- 1 What did the YouTube video of David Bernal show?
- 2 Is it easy for David to find work now?
- 3 In which country is Rebecca popular?
- 4 Is her dad happy about her success?
- 5 Why was YouTube started?
- 6 How many YouTube videos are watched every day?
- 7 What record does *Charlie Bit My Finger Again!* hold?

## 2 Read the article again and choose from sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

## Reading Tip: missing sentences

Read the missing sentences. Then read carefully the sentences before and after the gaps in the text.

- A She has always told him when there have been problems online.
- B Calendars with their photos have been published, and people want their autographs.
- C Some enter TV talent shows.
- D He has also danced in several adverts, including ones for Pepsi® and the iPod®.
- E Apart from the pain on the older boy's face, that's really all there is to see.
- F And in this weird online world, that's only the start of the problem, it seems.
- G YouTube is also a popular site for political comment, and has won an award for its contribution to democracy worldwide.
- H David's dance moves were unlike anything they'd ever seen before.

## THE POWER OF

- 1 Millions of people dream of a showbiz career but, in the competitive world of entertainment, being talented isn't enough. The challenge for the determined wannabe is to find a way to stand out from the crowd. 1  Some work hard at making friends in the right places. Others turn to the Internet to show off their talent.
- 2 Aged twenty-one and studying Art at university, David Bernal enjoyed breakdancing in his spare time. One night, he had one of his dance performances recorded on video then uploaded onto the video-sharing website YouTube. A few people watched it and, despite the low quality of the video, they loved what they saw. 2  They sent the video to friends and before long, it had been watched by millions of people.
- 3 Since then, David hasn't looked back. An agent took him on, and he was soon appearing on many of the USA's most famous TV chat shows. 3  Often people don't even want to meet him before they hire him. They've seen his dancing on the YouTube video, and that's enough. David's life has been completely transformed by YouTube.
- 4 So has Rebecca Flint's. Fourteen-year-old Rebecca, whose hobby was to sing and dance dressed up as her favourite manga characters, put some of her performances on YouTube. While living in her home on the Isle of Man, a small island halfway between Britain and Ireland, she became an Internet phenomenon in Japan, and her videos were watched millions of times. A Japanese music company became interested, and Rebecca, who is known online as Beckii Cruel, has just brought out her first album.
- 5 Her father, police officer Derek Flint, is well aware of the dangers of the Internet, but feels comfortable that Rebecca knows what she is doing. 4  He's very enthusiastic about the opportunities that YouTube has brought his daughter, and so is Rebecca herself. All the global travel and media attention have been a tremendous experience for the whole family.

## 3 Find words or phrases in the article that match these meanings.

- 1 give someone a paid job (paragraph 3) \_\_\_\_\_
- 2 something very interesting and unusual (paragraph 4) \_\_\_\_\_
- 3 collection of songs (paragraph 4) \_\_\_\_\_
- 4 very good (paragraph 5) \_\_\_\_\_
- 5 around the world (paragraph 5) \_\_\_\_\_
- 6 became known to more and more people (paragraph 6) \_\_\_\_\_
- 7 place that you get something from (paragraph 6) \_\_\_\_\_



# Reading

## Pre-reading

Go round the class asking the students how much time a day (if any) they spend on a computer. What are the main activities the students do on a computer during that time?

## Blog

- Ask a student to read StarStruck97's blog.
- Have this as a class discussion so students can share their views with everyone.
- Have a hand count to find out how many students watch YouTube.
- Find out what the most popular sort of video clips are (comedy, music, etc.).

### Background

- Here are some facts about the development of YouTube:

#### February 14, 2005

- Three friends, Chad Hurley, Steve Chen and Jawed Karim try to find the best way to upload a video to the Internet so everyone can see it. The very next day, they register [www.youtube.com](http://www.youtube.com).

#### October 21, 2005

- The sports company, Nike, sees the potential in YouTube, in terms of advertising, so they put a promotional video on YouTube. The video was of footballer, Ronaldo. YouTube really starts to take off from then on.

#### April 5, 2006

- The video clip 'The Evolution of Dance', which is a six-minute mashup of 50 years of dance crazes, is uploaded onto YouTube.

#### October 9, 2006

- Google buys YouTube for \$1.65 billion.

#### April 11, 2009

- Susan Boyle becomes a worldwide celebrity after her audition on the British *X Factor* show is uploaded and watched by 80 million people!

#### October 12, 2009

- YouTube passes 1 billion videos viewed a day.
- There is other information about the last five years of YouTube on: <http://www.website-monitoring.com/blog/2010/05/17/youtube-facts-and-figures-history-statistics/>

### 1 [CD3 Track 09]

Ask a student to read the rubric.

- Ask the students how they will go about doing the exercise (*read the questions then scan the article*

*looking specifically for the information that will answer the questions).*

- Put the students in pairs to do the exercise. Set a time limit for the students to scan the article (2 minutes maximum) to see how many of the answers they can find in that time.
- Check answers as a class.

### Answers

1 one of his breakdancing performances, 2 yes, 3 Japan, 4 yes, 5 some friends wanted to find a way to share funny videos they'd recorded at a party, 6 more than a billion, 7 the most popular video clip in YouTube's history

### 2 Read the rubric to the class. Ask a student to explain it.

- Choose a student to read the tip out loud. Explain that they will find clues from the sentences on either side of the gaps. Ask what kinds of words might help the students to replace the sentences (*reference words, pronouns, names*).
- The students can do the exercise in pairs.
- Check answers as a class. Choose a different pair to share and explain one of the answers each time.

### Answers

- 1 C (*The sentence before the gap talks about 'wannabes' and the removed sentence refers to something 'some' of them do.*)
- 2 H (*The sentence before the gap is about people watching David's clip and the removed sentence goes on to talk about what David's moves were like.*)
- 3 D (*The sentence before the gap is about David appearing on TV shows and the removed sentence mentions something else he has also appeared in.*)
- 4 A (*The sentence before the gap talks about Rebecca's dad and how he feels about what she does and the removed sentence goes on to say that she always tells him if there are problems; the sentence after the gap continues to refer to Rebecca's dad.*)
- 5 G (*The sentence before the gap talks about the kinds of things people watch on YouTube and the removed sentence goes on to say that it is also popular for political comment.*)
- 6 E (*The sentence before the gap talks about the video clip of Charlie biting his brother's finger and the removed sentence goes on to refer to the older boy.*)
- 7 B (*The sentence before the gap talks about how popular Charlie and Harry are and the removed sentence talks about people wanting calendars with their faces on them and wanting their autographs.*)

The recording of the reading text [CD3 Track 09] may be played after the students have completed the reading tasks.



- 3 Ask a student to read the rubric. Point out that they are told which paragraph to look in each time.
- The students can do the exercise individually.
  - Check answers as a class by reading the definitions and asking different students to say the words or phrases.

#### Answers

1 hire, 2 phenomenon, 3 album, 4 tremendous,  
5 global, 6 spread, 7 source

### Chatroom

- Put the students in small groups to discuss their views. Make sure they give full reasons for their choices.
- Take feedback as a class. Allow enough time for a full discussion.

### WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the site.
- <http://www.youtube.com> is the site the text is about – students can sign up to get their own account and save all their favourite video clips in their own personal playlist. The students can also find out which are the most popular clips, which ones are being watched at the moment, etc.
- Also you can refer students to <http://en.wikipedia.org/wiki/YouTube>: a reference site which provides information on the history of the website YouTube.

### IWB Extra notes

#### Unit opener page

- Use the zoom tool to enlarge the photos and elicit the events. Then bring up the blog on the board for more discussion.
- Bring Exercise 2 onto the board; elicit and check answers. Click on the words for definitions if necessary
- Remember that these exercises can be repeated at any time for quick revision.

#### Reading

- Reading, Exercise 2: develop reading skills here by underlining the sentences before and after the text. Ask students to highlight the key words or phrases and elicit what they think will fill the gaps. Then ask them to match these key words to the key words or phrases in the sentence options. Check answers on the board. Use different colours for greater effect.



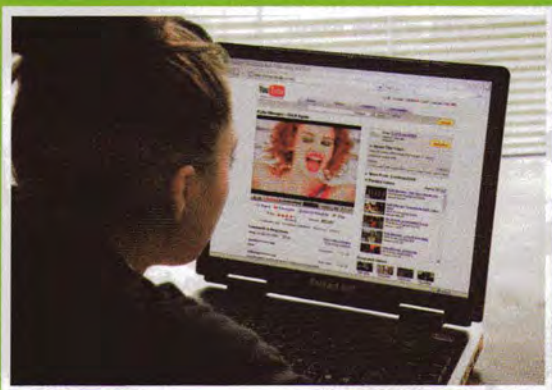
# You Tube<sup>®</sup>: HOW TO GET FAMOUS IN ONE MINUTE

- 6 The idea for YouTube was born in 2005, while three friends were trying to figure out an easy way to upload and share the funny videos they'd taken at a party. Through email and social networking sites, word of YouTube spread quickly, and the site was soon not just a place where people shared homemade videos, but also a source of favourite scenes from popular films and TV shows. YouTube users watch more than a billion clips a day, and that number is increasing every month. It is addictive viewing for anyone who wants to laugh at music videos from the days when their parents were teenagers, see interviews with their favourite stars, or watch endless clips of piano-playing cats and footballing parrots. 5
- 7 It can be extremely hard to explain why a particular clip becomes popular while others are ignored. Take *Charlie Bit My Finger Again!*, a fifty-five-second video of two young English brothers. It was only uploaded onto YouTube so that a friend in the USA could see how the boys were growing up. No one ever imagined it could have the massive success that it has. The video shows one-year-old Charlie biting his three-year-old brother Harry's finger. 6 There's no plot, no clever joke,

and yet it's the most popular video in YouTube's history, with more than 130 million viewings.

- 8 There are Harry and Charlie fan clubs in several countries around the world, including Lebanon and Belize. 7 'It's just crazy,' laughs their father.

YouTube has created some unlikely stars in its time. Who will be next?



## CHATROOM

There are now full-length TV shows on YouTube. What are the advantages and disadvantages of watching TV programmes on the Internet? Do you think websites like YouTube could ever replace TV channels? Why/Why not?



WebSearch

<http://www.youtube.com>



## Vocabulary

### Words from the text

#### Word formation

- 1 Read the text below. Use the word in capitals at the end of some of the lines to form a word that fits the gap in the same line.

## Oprah!



Oprah Winfrey is one of the USA's biggest stars. Her power in the world of <sup>1</sup>\_\_\_\_\_ is enormous. When she makes her <sup>2</sup>\_\_\_\_\_ views known, a million more people decide to vote for the politician she supports. Her 1993 interview with singer Michael Jackson has had more <sup>3</sup>\_\_\_\_\_ than any other TV interview. She is also a <sup>4</sup>\_\_\_\_\_ actress. Her role in the 1985 Steven Spielberg movie *The Color Purple* almost won her an Oscar. Her incredible success seemed <sup>5</sup>\_\_\_\_\_ when she was growing up. As a child, Oprah was very poor. Now, however, she is <sup>6</sup>\_\_\_\_\_ rich. She has made generous gifts to <sup>7</sup>\_\_\_\_\_ charities, including a \$40 million <sup>8</sup>\_\_\_\_\_ to a girls' boarding school that she's set up in South Africa.

ENTERTAIN  
POLITICS

VIEW

TALENT

LIKELY

EXTREME  
END

CONTRIBUTE

#### Dependent prepositions

- 2 Choose the correct option, A, B, C or D, to complete the sentences.

- Shawn Corey Carter is known \_\_\_\_\_ Jay-Z.  
A for B by C to D as
- I've got to dress up \_\_\_\_\_ a cat in the show.  
A in B by C as D of
- We weren't aware \_\_\_\_\_ his illness until we heard about it on TV.  
A at B of C by D from
- Actor Heath Ledger, who died at the age of 28, made a huge contribution \_\_\_\_\_ the film industry.  
A to B with C for D over
- I'm happy to watch anything apart \_\_\_\_\_ a horror film.  
A to B of C with D from
- Upload some of your videos \_\_\_\_\_ YouTube.  
A onto B to C on D up

## Entertainment (2)

### Jobs

- 3 Answer the questions with words from the box.

agent stuntman DJ make-up artist  
cameraman director extra presenter critic

#### Who ...

- makes sure celebrities look their best for the cameras?
- introduces clips and guests on TV programmes?
- does the most dangerous scenes in a film?
- is part of a large crowd in a film, but doesn't say anything?
- controls the filming equipment when a film is made?
- comments on new films, shows, etc. in the media?
- helps performers and other creative people to find work?
- gives instructions to the actors and cameramen?
- plays music on the radio or at dance clubs?

#### Types of programme

- 4 Match the speech bubbles with the types of TV programme.

the news a chat show a documentary  
a drama a talent show a quiz show

- 1 What's the capital city of Australia?

- 2 A man has been arrested for stealing £1 million worth of jewellery from a London department store.

- 3 That was a fantastic performance – a big improvement on last week. Well done!

- 4 Please don't leave me, Jen! I can't live without you!

- 5 When the baby dolphin is born, the mother pushes it up to the air so that it can breathe.

- 6 So, how did you feel when you were chosen for the role?

#### CHATROOM

- Which of the jobs in Exercise 3 would be:
  - most interesting?
  - most difficult?
  - most likely to make you famous?
- What do you think of the types of programme in Exercise 4? Which do you enjoy, and which do you prefer to switch off?



## Vocabulary

### Words from the text: Word formation

- Start by writing some words on the board and asking students to call out derivatives. For example, *act*, *publish*, *comedy*, *possible*, *perform*, etc.
  - Ask the students to read the rubric.
  - Ask the students if they know who Oprah is. If they do, ask the students to share what they know about her.
  - The students complete the exercise in pairs. Remind them to look back at the text for help.
  - Check answers by asking different students to read a section of the text each.

#### Answers

1 entertainment, 2 political, 3 viewers, 4 talented, 5 unlikely, 6 extremely, 7 endless, 8 contribution

### Dependent prepositions

- Start by asking the students to say what phrases with dependent prepositions they can remember. Encourage them to explain the meaning or to give an example sentence for the phrases they know.
  - The students complete the exercise in pairs.
  - Check the answers by asking different students to read a sentence each.

#### Answers

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

### Entertainment (2): Jobs

- Ask the students to read the rubric.
  - Ask the students to read through the words in the box. Ask if they know the meaning of all the words. If not, see if other students can explain. Allow the use of dictionaries if necessary.
  - Have the students complete the exercise in pairs. The students can take turns to ask each other the questions. Remind them to check their answers and to make sure they don't use one word twice.
  - Check the answers as a class.

#### Answers

1 make-up artist, 2 presenter, 3 stuntman, 4 extra, 5 cameraman, 6 critic, 7 agent, 8 director, 9 DJ

### Extra!

Put the students in pairs. One student calls out a word from the box and the other explains what it means in their own words. Encourage the students to find their own ways of clarifying the definitions rather than using the ones from Exercise 3.

### Types of programme

- Start by brainstorming all the words students can think of for different types of TV programmes.
  - Ask the students to read the words in the box out loud. There shouldn't be any that are unknown, but if there are ask other students who do know the definition to explain them.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class.

#### Answers

1 a quiz show, 2 the news, 3 a talent show, 4 a drama, 5 a documentary, 6 a chat show

### Chatroom

- Invite a student to read the text in the box.
- Put the students in pairs to discuss the questions.
- Take feedback as a class. Allow enough time for a class discussion as this is a popular topic and the students will probably have a lot to say.

### IWB Extra notes

- Bring the wordlist up onto the board first and work through eliciting meaning and clicking on the definitions when necessary.
- Then work through the exercises quickly on the board and check answers.
- Remember that you can repeat the exercises on the board whenever you need to revise.



## Phrasal verbs

5 Read the rubric to the students.

- Put the students in pairs to do the exercise. The students take turns to say a word; their partner says a sentence about that item.
- Check answers as a class by asking different students to read a section of the text each.

### Answers

1 on, 2 out, 3 on, 4 out for, 5 over, 6 off

### Extra!

Ask the students to work in pairs to make a list of the phrasal verbs from Exercise 5 then to think of sentences with each one.

6 Start by asking the students to read the rubric.

- The students complete the exercise in pairs.
- Ask the students what word the infinitive form of verbs starts with (*to*).
- Check the answers by asking different pairs to read a sentence each.

### Answers

1 to show off, 2 to stand out, 3 to take (somebody) on, 4 to be cut out for, 5 to be over, 6 to go on to

## Comedy

7 Ask the students to read the rubric then look at the expressions 1–6.

- The students complete the first part of the activity individually.
- Check the answers for the first part of the exercise as a class. Say the definitions and ask the students to call out the expression.
- Put the students in pairs to complete the second part of the exercise. The students complete the dialogue using the expressions.
- Check answers by asking for a volunteer pair to read out the dialogue to the class. See if the others agree with the answers before confirming or negating them.

### Answers

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

1 telling, 2 sense, 3 find, 4 impression, 5 fun, 6 getting

## Adjectives with *-ive*

8 Start by asking the students if they can think of any adjectives ending in *-ive*.

- Read the rubric and ask the students to read the words in the box.
- The students complete the exercise individually.
- Check the answers by asking different students to read a sentence each.

### Answers

1 additive, 2 competitive, 3 massive, 4 active, 5 effective, 6 passive, 7 interactive

## Chatroom

- Invite a student to read the questions in the box.
- Put the students in pairs to discuss the topics.
- Make sure you allow time for the students to feed back to the class. See whether the students seem to have the same sense of humour or not. When the students describe a showbiz star, they could avoid saying the name and see if the class can guess who they are describing.

### Answers

Students' own answers

Refer students to the Use Your English section on pages 144–145 of their books. This provides more practice of the vocabulary from both Units 9 and 10, using exam-style tasks.



## Phrasal verbs

## 5 Circle the correct prepositions.

Winning a TV talent show seems like a dream come true. But how easy is it for winners to keep their dream alive and **go** <sup>1</sup> **on** / **up** to have a successful career?

When Gareth Gates went on the British TV show *Pop Idol*, he **stood** <sup>2</sup> **up** / **out** from the start. Although he didn't win the competition, he won millions of fans. A big music company **took him** <sup>3</sup> **up** / **on** and he brought out a few successful songs. Many critics, however, said he **wasn't cut** <sup>4</sup> **into** / **out for** showbiz because he was terrible on chat shows. Soon his fans lost interest, and so did the music company. His career **was** <sup>5</sup> **over** / **out**.

Or was it? A few years later, he was **showing** <sup>6</sup> **up** / **off** his singing voice in a big London musical, and the audience loved him. Careers in pop don't last for ever, but if you have talent, determination and a famous face, the possibilities are endless.



## 6 Match the infinitive form of the phrasal verbs from Exercise 5 to the definitions below.

- 1 show something that you are proud of to a lot of people \_\_\_\_\_
- 2 be easy to notice because of looking or sounding different from the rest \_\_\_\_\_
- 3 start to give someone work \_\_\_\_\_
- 4 have the qualities needed for a particular job or activity \_\_\_\_\_
- 5 be finished \_\_\_\_\_
- 6 do something after you have finished doing something else \_\_\_\_\_

## Comedy

## 7 Match the expressions with their meanings. Then complete the expressions in the dialogue below.

- |                               |   |
|-------------------------------|---|
| 1 get a joke                  | a think someone is funny  |
| 2 tell a joke                 | b copy the speech and behaviour of someone to make other people laugh |
| 3 make fun of someone         | c make an unkind joke about someone                                   |
| 4 do an impression of someone | d be able to enjoy funny situations and laugh at things               |
| 5 find someone funny          | e tell a short, funny story   |
| 6 have a sense of humour      | f understand why a joke is funny                                      |

A: Jack's so good at <sup>1</sup> \_\_\_\_\_ jokes, but Lauren never laughs at them. She has no <sup>2</sup> \_\_\_\_\_ of humour.

B: That isn't true. She just doesn't <sup>3</sup> \_\_\_\_\_ Jack funny.

A: Jack does a really good <sup>4</sup> \_\_\_\_\_ of her. Have you seen it?

B: No, but I wish he wouldn't make <sup>5</sup> \_\_\_\_\_ of her. Lauren's really clever in a lot of ways. She's just not good at <sup>6</sup> \_\_\_\_\_ a joke.

## Adjectives with -ive

## 8 Complete the sentences with words from the box.

active passive interactive addictive  
massive competitive effective

- 1 For me, watching TV is very \_\_\_\_\_. Once the TV's on, I find it very hard to switch it off.
- 2 My friends and I are really \_\_\_\_\_ when we do tests. Everyone wants to get the best marks.
- 3 There's a \_\_\_\_\_ screen, as big as my house, to watch the concert on.
- 4 She's very \_\_\_\_\_ and spends a lot of time doing sport.
- 5 Social networking sites can be a very \_\_\_\_\_ way for musicians to attract fans and become famous.
- 6 When I'm tired, I don't want to make any effort. I want to do something \_\_\_\_\_ like watching TV.
- 7 When I'm not tired, I like to do something mentally challenging like an \_\_\_\_\_ video game.

## CHATROOM

- What and who do you find funny? Do you and your friends have the same sense of humour?
- Choose a talented showbiz star that you know about. Tell your partner about his/her life.



## Grammar

### Relative clauses

1 Read the grammar notes. Then choose the correct options for 1–3 and complete the gaps for 4–7.

#### Defining relative clauses

- These give more information about the noun they follow. They make it clear who or what we are talking about.

*YouTube started as a site where people shared homemade videos. He's very enthusiastic about the opportunities that YouTube has brought his daughter.*

*David's dance moves were unlike anything (that) they'd ever seen before.*

We <sup>1</sup> **do / don't** use a comma to separate the relative clause from the rest of the sentence.

We <sup>2</sup> **can / can't** use *that* instead of *who* and *which*.

We <sup>3</sup> **can / can't** omit the relative pronoun.

#### Relative pronouns

<sup>4</sup> \_\_\_\_\_ for people, *which* for things, <sup>5</sup> \_\_\_\_\_ for people and things, <sup>6</sup> \_\_\_\_\_ for possession, \_\_\_\_\_ for times, <sup>7</sup> \_\_\_\_\_ for places, *why* for reasons

#### Non-defining relative clauses

- These give extra information that is not essential to identify the person or thing we are talking about.

*Rebecca, whose hobby was to sing and dance, uploaded some of her performances onto YouTube. Rebecca, who is known online as Beckii Cruel, has just released her first album.*

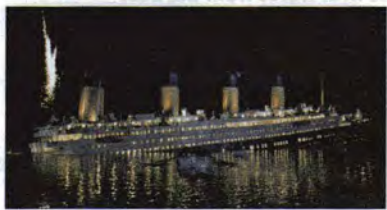
We use a comma to separate the relative clause from the rest of the sentence.

We can't use *that* instead of *who* and *which*.

We can't omit the relative pronoun.

See Grammar File, page 174.

2 Complete the sentences with the relative clauses (a–f) below. Use commas where necessary.



- Titanic* \_\_\_\_\_ was once the most successful film in history.
- However, since 1997 \_\_\_\_\_ another James Cameron film has become even more successful.
- His 2009 sci-fi film *Avatar* is about a planet \_\_\_\_\_.
- One reason \_\_\_\_\_ was its incredible use of special effects.
- The actors \_\_\_\_\_ did not wear alien costumes or make-up.
- Instead, their alien appearance was added later by people \_\_\_\_\_.

- who are experts in new types of animation
- where humans and aliens are at war
- why the film was so popular
- which was made by Canadian director James Cameron
- that played aliens in the film
- when *Titanic* was brought out

3 Rewrite the sentences using relative pronouns. Add commas when necessary and put the relative pronoun in brackets when it can be left out.

- Sam Worthington was the Australian actor. He starred in *Avatar*.  
The Australian actor who starred in *Avatar* was Sam Worthington.
- He had a friend. Her dream was to become an actress.  
He had a friend \_\_\_\_\_ to become an actress.
- Together, they visited Australia's best drama school. Cate Blanchett and Mel Gibson had studied there.  
Together, they visited Australia's best drama school \_\_\_\_\_.
- People were invited to study at the drama school. Sam was one of them.  
Sam was one of the people \_\_\_\_\_ to study at the drama school.
- Now Sam is the man. All directors want him in their action films.  
Now Sam is the man \_\_\_\_\_ in their action films.



#### CHATROOM

Test your partner's movie knowledge. Say the name of a film, character, actor, director, or place in a film. Your partner has to make a true sentence about it.

*Gotham City* It's the city where *Batman* lives.



## Grammar

### Relative clauses

- 1 Start by asking the students to read the grammar notes. They should try to choose the correct options for items 1–3 and complete the gaps for items 4–7.
  - Read through the grammar box again with the students, one point at a time. This time, complete the gaps and choose the options with the students as you go along.
  - Make sure the students understand the differences between defining and non-defining relative clauses.
  - Reinforce the structure by eliciting some example sentences of each type of clause from the students. Give the students topics to talk about and ask them to think of appropriate sentences.

#### Answers

1 don't, 2 can, 3 can, 4 who, 5 that, 6 whose, 7 where

Refer the students to the Grammar File on page 174.

- 2 Explain that the students are going to use the relative clauses to complete the sentences. Ask them to explain what sorts of clues they will look for in the gapped sentences (*they will see whether the missing clause refers to a person, place, thing, etc., they will see if the sentence makes sense without the clause, they will check reference words, pronouns, etc.*).
  - Ask the students if they will need to add commas to some of the sentences (yes).
  - The students can complete the exercise in pairs. Encourage them to refer back to the rules if they need to.
  - Check answers by asking individual students to read a sentence each.

#### Answers

- 1 which was made by Canadian director James Cameron,
- 2 when *Titanic* was brought out,
- 3 where humans and aliens are at war
- 4 why the film was so popular
- 5 that played aliens in the film
- 6 who are experts in new types of animation

- 3 Explain that the students are going to rewrite the sentences using relative clauses of both types. Point out that they will find all the information they need in the first sentence each time.
  - Work through the example with the class.
  - Ask the students to complete the exercise individually.
  - Check the answers as a class by asking different students to read a sentence each.

#### Answers

- 2 whose dream was
- 3 where Cate Blanchett and Mel Gibson had studied
- 4 who were invited
- 5 who/that all directors want

### Chatroom

- Ask the students to look at the pictures and say which film they are from (*Avatar* and *Titanic*). Invite a student to read the text in the box.
- Put the students in pairs to test each other's movie knowledge.
- If there is time, invite some pairs to the front to repeat one of their question/answer sessions in front of the class.

### IWB Extra notes

- Work first on the relative clauses grammar table. First bring up the grammar reference and review relative clauses with the class. Then ask the class to choose the options and fill the gaps in the table. If they give an incorrect answer, remind them of the rules, then click to show the answers.
- Work through Exercises 2 and 3 on the board, again clicking to show answers when you are sure the students have understood the usage.
- Repeat the process for question tags and *so*, *neither* and *nor*.
- Back up your grammar: Bring Exercise 8 up onto the board. Elicit and check answers. For extra practice use the dark highlighter to blank out some more words in the text. This form of repetition can only help the students become more accurate.



### Question tags

- 4 Start by asking the students to read the grammar notes.
- Read through the grammar box again with the students. Choose the options together with the students as you go through the examples.
  - Make sure students understand the connection between the main verb and the auxiliary verb in the question tag (present simple: *do/does*; past simple: *did*; present perfect: *have/has*; past perfect: *had*, etc)
  - Reinforce the structure by saying some statements and asking the students to add the question tags at the end.

#### Answers

1 haven't, 2 did

Refer the students to the Grammar File on page 175.

- 5 Ask the students to read the rubric.
- The students complete the exercise individually.
  - Check answers as a class by asking the students to read the complete questions.

#### Answers

1 mustn't it, 2 has he, 3 won't there, 4 shouldn't we, 5 did she, 6 can it, 7 don't they, 8 were you

### So, neither and nor

- 6 Start by reading through the grammar box with the students and complete the gaps as you go.
- Reinforce the structure by putting the students in pairs to talk about TV programmes, using the words.

#### Answers

1 so, 2 neither or nor

Refer the students to the Grammar File on pages 175.

- 7 Ask the students to read the rubric.
- Explain that the students will use the words to complete the sentences but will also have to add a verb they think is suitable.
  - The students complete the exercise individually. Remind them to make sure they check their answers.
  - Check answers as a class by asking different students to read a sentence each.

#### Answers

1 so does, 2 Neither do, 3 Nor have, 4 so was, 5 neither can, 6 so is

### Back up your grammar

- 8 Explain that this exercise reviews the grammar the students have learned in this unit.
- Ask the students to read the rubric. Check understanding.
  - The students complete the exercise individually. Remind them to make sure they check their answers.
  - Check answers as a class by saying the answer numbers and asking the students to say the answer.

#### Answers

1 would, 2 it, 3 when, 4 kids/people, 5 So, 6 who, 7 which, 8 whose, 9 which

### Extra!

Put the students in pairs to practice reading the dialogue.

### Chatroom

- Invite a student to read the text in the box out loud.
- Put the students in pairs to do the activity.
- If there's time, invite some pairs to share part of their discussion with the class.

Refer students to the Use Your English section on pages 146-147 of their books. This provides more practice of the grammar from both Units 9 and 10, using exam-style tasks.



## Question tags

- 4 Read the grammar notes and circle the correct options in the examples.

If the main verb is positive, the question tag is negative.  
*You've seen that funny film on YouTube, <sup>1</sup> have / haven't you?*  
 If the main verb is negative, the question tag is positive.  
*YouTube didn't exist in 2003, <sup>2</sup> did / didn't it?*

See Grammar File, page 175.

- 5 Complete the gaps with question tags.

- 1 It must be fun working in the film industry, \_\_\_\_\_?
- 2 Johnny Depp has never won an Oscar, \_\_\_\_\_?
- 3 There'll be a make-up artist, \_\_\_\_\_?
- 4 We should go to the cinema more often, \_\_\_\_\_?
- 5 She didn't enjoy the film last night, \_\_\_\_\_?
- 6 The DVD can't have finished already, \_\_\_\_\_?
- 7 Most film stars live in Los Angeles, \_\_\_\_\_?
- 8 You weren't in last year's school play, \_\_\_\_\_?

## so, neither and nor

- 6 Read the grammar notes and complete the gaps with *so* or *neither*.

To agree with a positive or negative statement, we use:  
*so/neither/nor + auxiliary verb + subject*  
*'I don't like that film.' 'Neither do I.'*  
*David's life has been completely transformed by YouTube, and so has Rebecca's.*  
 When we are reacting to a positive sentence, we use \_\_\_\_\_.  
 When we are reacting to a negative sentence, we use \_\_\_\_\_ or *nor*.  
 The subject goes **after** the auxiliary verb.  
 The auxiliary verb is always **positive**.

See Grammar File, page 175.

- 7 Complete the gaps with *so*, *neither* or *nor* and a suitable auxiliary verb.

- 1 I hate horror movies, and \_\_\_\_\_ Melissa.
- 2 'I don't think Brad Pitt is as young as he looks!'  
 '\_\_\_\_\_ I.'
- 3 'I haven't seen the film.'  
 '\_\_\_\_\_ my parents.'
- 4 Michael Jackson was famous as a child, and \_\_\_\_\_  
 Christian Bale.
- 5 Kate can't be in the show tonight, and \_\_\_\_\_ we.
- 6 The music's great, and \_\_\_\_\_ the dancing.

## Let Me Entertain You! 10

## Back up your grammar

- 8 Read the dialogue and complete each gap with one suitable word.



- A: I'd like to watch a film tonight.  
 B: Yeah, so <sup>1</sup> \_\_\_\_\_ I. Have you got anything good on DVD?  
 A: How about *The Boat That Rocked*?  
 B: That's about a radio station, isn't it <sup>2</sup> \_\_\_\_\_?  
 A: That's right. It's about radio in Britain in the 1960s, <sup>3</sup> \_\_\_\_\_ the only radio station allowed by the government was the BBC. The BBC didn't play the kind of music <sup>4</sup> \_\_\_\_\_ of our age were interested in.  
 B: Some of that old music from the sixties is great – the Beach Boys, the Beatles, the Rolling Stones. I love that stuff.  
 A: <sup>5</sup> \_\_\_\_\_ do I. But anyone <sup>6</sup> \_\_\_\_\_ wanted to hear pop music in those days had to listen to pirate radio stations, <sup>7</sup> \_\_\_\_\_ were broadcast from boats.  
 B: What happened to the pirate stations eventually?  
 A: Well, many of the DJs <sup>8</sup> \_\_\_\_\_ talents had made pirate radio successful started working for a new BBC radio station <sup>9</sup> \_\_\_\_\_ played pop music. Pirate radio boats weren't around for many years, but they had a dramatic effect on the British music industry.

## CHATROOM


Talk about some recent films. Use question tags and *so/nor/neither*.

- A: *Clash of the Titans* was good, wasn't it?  
 B: Yes, it was, but I didn't like the scene at the end very much.  
 A: Neither did I, but I'd like to see ...



## Listening

Logged in



**StarStruck97**

It's a nightmare at home at the moment. We all want to watch different things on TV. Sometimes I watch stuff on the computer while my brothers are watching TV, but even then we have arguments. Wouldn't it be nice if everyone liked the same things?! Do you enjoy the same entertainment as other people in your family?

More soon ... Watch this space.

### Listening 1

- 1 You will hear five different people talking about their favourite forms of entertainment. Choose from items A–F what each person likes best. There is one extra letter which you do not need to use.

#### Listening Tip: multiple matching

An answer is only correct if it matches the speaker's general meaning. Sometimes speakers use words from incorrect answers – don't let that confuse you.

- A singing competitions on TV
- B watching a music documentary
- C a programme that other people in his/her family don't enjoy
- D interactive forms of entertainment
- E romantic comedy movies
- F reading

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

### WebSearch

<http://myshowbiztalent.com>  
[www.skillset.org/careers](http://www.skillset.org/careers)

### Listening 2

- 2 You are going to hear people talking in eight different situations. For questions 1–8, choose the best answer, A, B or C.

- 1 You hear a woman talking about her job. What is it?  
 A camerawoman  
 B make-up artist  
 C actress
- 2 You hear a couple talking. What does the man want the woman to do?  
 A stop being an actress  
 B continue being an actress  
 C get a job in a café
- 3 You hear a girl talking about a musical. What did she think of it?  
 A It was great.  
 B It was OK, but not very exciting.  
 C She wishes she'd stayed at home instead.
- 4 You hear a news report about the film industry. What does the news reporter announce?  
 A an accident  
 B the winner of a competition  
 C the popularity of a new film
- 5 You hear two people talking about the school holidays. What's the boy planning to do?  
 A sell DVDs at the market  
 B make costumes for a film  
 C be an extra in a film
- 6 You hear a critic talking about a TV programme. What type of programme is it?  
 A a drama  
 B a news programme  
 C a quiz show
- 7 You hear someone who works for a music company talking with a singer. Does the company want to bring out any of her songs?  
 A yes  
 B no  
 C maybe
- 8 You hear a conversation between a young actor and his mother. What is the boy going to be doing soon?  
 A getting a new agent  
 B acting in a film  
 C giving up school

### CHATROOM

What are the advantages and disadvantages of being a child actor? Would you like to get acting jobs while you're still at school?



# Listening

## Pre-listening

- Have a brief class discussion about how many hours students spend watching TV each day/week. Do the students think it is too much or not enough?

## Blog

- Ask the students to read StarStruck97's blog. Put the students in small groups to discuss the questions about whether or not they like the same entertainment as the other members of their family.
- Take feedback as a class. Discuss any interesting points that arise.

## Listening 1

- [CD 3 Track 10 Audioscript page T190]
  - Explain that the students will hear five people talking about entertainment and will match the speakers to the types of entertainment.
  - Ask the students what they think they should do first (*read the options about entertainment and think of other words that might be used to express the same thing*).
  - Choose a student to read the tip out loud. Explain that the students should never assume that because they hear the same words on the CD as they read in a statement, that it means the two things match.
  - Point out that the students will hear the conversations twice.
  - Play the CD all the way through once. Ask if students feel able to answer any of the questions yet. If the students do, allow time for them to mark their answers.
  - Play the CD a second time for students to check or complete their answers.
  - Check answers as a class.

### Answers

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

## Listening 2

- [CD 3 Track 11 Audioscript page T190]
  - Explain that this time the students are going to listen to people talking in different situations and will choose the correct answer to the question for each situation.
  - Explain that the students should try to make a choice for each answer the first time they listen to the CD then listen to confirm/check their answers the second time.
  - Allow time for the students to read through the questions and answer options.

- Remind the students to think of other ways of expressing the same things as stated in the answer options.
- Play the CD all the way through. Ask the students to listen out for the information they need and put a symbol next to the answer options.
- Play the CD again for the students to check their answer choices.
- Check the answers as a class. Each time, check with students to see whether or not they were correct with their answer choices the first time they listened.

### Answers

1 B, 2 B, 3 A, 4 A, 5 C, 6 A, 7 C, 8 B

## Chatroom

- Invite a student to read the text in the box.
- The students discuss their ideas in small groups.
- Have a class discussion about how students feel about child actors.

## WebSearch

- Refer the students to the WebSearch information. If it is appropriate, you could ask all or some of the students to look at the sites and report back to the class.
- <http://myshowbiztalent.com> is a site containing all sorts of advice on how to become an actor.
- [www.skillset.org/careers](http://www.skillset.org/careers) is a site containing careers advice for people who want to go into different creative careers.

## IWB Extra notes

- Bring up Exercise 1 and focus the students' attention on the activities A-F. After listening, bring the audioscript up to check answers.
- Bring up Exercise 2 and focus the students' attention on the questions. Highlight the key words. Then listen with students focusing on the statements. Bring the audioscript up to check answers.



## Speaking

### Making a decision

- 1 Ask the students to read through the rubric. Check understanding.
  - Have a class discussion about the question. Invite different students to share their opinions.
  - Find out if the students prefer going to the cinema to watching a DVD at home.
- 2 [CD 3 Track 12 Audioscript page T191]  
Explain that the students are going to hear an extract from two students doing a speaking task.
  - Ask the students to read the task. Check understanding.
  - Choose a student to read the questions out loud.
  - Play the CD. The students listen and think about their answers.
  - Check the answers as a class. Ask different students to share their answers before you confirm or negate each one.

#### Answers

1 picture c, 2 the boy, 3 No, they don't.

- 3 [CD 3 Track 13 Audioscript page T191]  
Explain that the students are going to listen to the CD again to tick phrases from the Language Upload Box.
  - Start by going through the Language Upload box. Read through each section with the students. Each time, encourage the students to think of other similar sentences or phrases they could use that match those in the box. For example, for *Managing a discussion* they could add *Let's move on to picture ...* or *Well, what about picture ...*
  - The students do the task in pairs. Play the CD again and ask the students to note what phrases they hear.
  - Check answers as a class.

#### Answers

And what about the picture with ...  
Do you think that would ...  
So you think we should choose ...  
It might make sense.  
You're probably right.  
What other ideas are there?

- 4 Read the rubric and explain that the students are now going to do the speaking task in Exercise 2 themselves.
  - Choose a student to read the tip out loud. Explain that the discussion needs to be two-way and students must react to what their partner says.

- Put the students in pairs to do the task.
- Take feedback about each question as a class. See how much agreement there is about which idea is best.

- 5 Read the rubric to the class. Check understanding.
  - Put the students in new pairs to discuss their answers to the questions.
  - Set a time limit of three minutes.

### IWB Extra notes

- Zoom up the pictures in exercise 2 and take the students through the task.
- Bring up the Language Upload box and go through the language.
- After Exercise 3 ask two students to model the task in Exercise 2, using the language from the box, and pointing to the language as they use it. Then ask the class to do the task in pairs.



## Speaking

### Making a decision

- 1 What are the cinemas near your home like? Do a lot of people go to them? Why/Why not?

- 2 Two students are doing the task below. Listen to part of their conversation and answer the questions.

Your local cinema needs more business if it's going to survive. It wants young people to decide what it should do to attract more customers. You must choose one of the ideas in these pictures. First, talk to each other about how effective each idea might be. Then decide which is the best idea.

- 1 Which picture are they talking about?
- 2 Who is more enthusiastic about it, the boy or the girl?
- 3 Do they decide to choose that idea?



## Let Me Entertain You! 10

- 3 Listen again and tick the phrases in the Language Upload box that you hear.

- 4 Work with a partner and do the task in Exercise 2.

### Speaking Tip:

Listen carefully to what your partner is saying, so that you can respond appropriately.

- 5 With a partner, talk about the following questions:

- 1 How often do you go to the cinema? Would you like to go more often? Why/Why not?
- 2 How would you describe the type of films you like best? Have you got an all-time favourite film?
- 3 On the whole, do you find full-length films more or less entertaining than TV shows? Why?
- 4 How do you feel about film stars earning millions of pounds for each film they're in? Do you think it's fair? Why/Why not?

## Language Upload

### Managing a discussion

Which one shall we start with?  
What about the picture with the ...?  
Do you think that would make more people go to the cinema?  
What other ideas are there?

### Expressing and justifying opinions

I (don't) think it's a good idea because ...  
I (don't) think that would attract a lot of customers.  
It seems to me that ...  
It might make sense.

### Agreeing and disagreeing

I don't agree with you there. I think ...  
Maybe, but we also have to remember that ...  
You're probably right.  
Absolutely!

### Making the decision

So you think we should choose that one, do you?  
I think the best idea is ...  
We've decided to choose ...



## Writing: An essay

### Before you write

1 What is your favourite form of entertainment? Why do you like it? What, if anything, do you dislike about it?

2 Read the writing task and answer the questions below.

People listen to the radio an average of twenty hours per week. Write an essay discussing the advantages and disadvantages of listening to the radio.

Write your essay in 120–180 words.

1 What must you write?

2 What must you give your opinion about?

3 Should you use formal or informal language for the task?

3 Read Emily's essay. Do you agree with her arguments and conclusion?

There are lots of different radio stations for many different types <sup>1</sup> \_\_\_\_\_ listener, but is the radio good entertainment?

There are many things in its favour. Firstly, you don't need to look at it <sup>2</sup> \_\_\_\_\_ order to enjoy it. Consequently, it can help you through boring jobs like tidying your room. Secondly, there's a lot <sup>3</sup> \_\_\_\_\_ variety on many radio stations. In half an hour you might hear songs, the news and weather, people telling jokes and funny stories, and a competition for listeners. As a result, the radio is good company when you're <sup>4</sup> \_\_\_\_\_ your own.

Listening to the radio does have some disadvantages, however. No radio station plays your perfect choice of music all the time, so you will have to listen <sup>5</sup> \_\_\_\_\_ music you don't like occasionally. Another disadvantage is that there are often a lot of adverts, which can be very annoying.

However, <sup>6</sup> \_\_\_\_\_ my opinion, the advantages outweigh the disadvantages. With the variety of radio stations now available, radio is a great form of entertainment for people of all ages.

4 Now complete the essay with suitable prepositions.

5 Complete Emily's plan for the essay.



"THERE'S NOTHING WRONG WITH YOUR IPOD, DAD. IT'S JUST TOO EMBARRASSED TO PLAY THE KIND OF MUSIC YOU LIKE!"

### Writing Plan



Paragraph 1 introduce the issue

Paragraph 2 explain some advantages

Paragraph 3 explain some disadvantages

Paragraph 4 give my opinion

- many different radio \_\_\_\_\_
- is it good entertainment?

- don't need to \_\_\_\_\_ at it → can do boring jobs at the same time
- a lot of variety (songs, news, \_\_\_\_\_, jokes, funny stories, \_\_\_\_\_) → good company

- can't choose the music → sometimes have to listen to music you don't like
- a lot of \_\_\_\_\_ → annoying

- the advantages outweigh the disadvantages
- great form of \_\_\_\_\_



## Writing: An essay

### Warm up

Start the lesson by having a brief discussion about whether or not students think it is right that famous actors and pop stars, etc. to earn such enormous amounts of money. Encourage the students to justify their opinions.

### Before you write

- 1 Read the rubric to the class.
  - Have a class discussion about the questions. Try to make sure that as many students as possible make a contribution.
- 2 Explain that the students are going to read a writing task then answer some questions.
  - Ask the students to read the writing task silently to themselves.
  - Ask for a volunteer to read the questions out loud to the class.
  - The students complete the exercise in pairs.
  - Check answers as a class by asking the questions and eliciting answers from different pairs. Check whether or not other pairs agree before you confirm or negate the answer.

#### Answers

1 an essay, 2 the advantages and disadvantages of listening to the radio, 3 formal

### Extra!

Go round the class asking students to say whether or not they listen to the radio. If so, which stations do they listen to?

- 3 Explain that the students are going to read Emily's essay and are going to say whether or not they agree with Emily's arguments and conclusion.
  - Allow time for the students to read through the essay. Tell them to ignore the gaps at this stage.
  - Put the students in pairs to discuss whether or not they agree with Emily.
  - Check answers as a class by inviting different students to share their opinions.
- 4 Ask the students to go back to the essay and to complete it with suitable prepositions.
  - The students complete the exercise individually.
  - Check answers as a class.

#### Answers

1 of, 2 in, 3 of, 4 on, 5 to, 6 in

- 5 Start by looking at the model essay in Exercise 3 with the class. Ask some questions to get the students to focus on the structure of the essay:

Where does Emily ask a question? (*paragraph 1*)

Does Emily put the advantages or the disadvantages first in her essay? (*the advantages*)

How many disadvantages does Emily mention? (*two*)

Does Emily sum up properly in her conclusion? (*Yes, she does.*)

- Ask the students to complete Emily's plan individually. Remind them to look back at the model essay for help.
- Check the answers as a class – you could write the plan on the board and have students come up to complete the sections.

#### Answers

Paragraph 1: stations

Paragraph 2: look, weather, competitions

Paragraph 3: adverts

Paragraph 4: entertainment

### IWB Extra notes

- It is very important that the class understand the structure of an essay and the enlargement of the model on the board makes this much easier.
- After going through the task in Exercise 3, bring up the model on the board and fill the gaps with the class. Use different colours to highlight each paragraph and elicit what each paragraph is about.
- Then bring up the Writing Plan and check answers.
- Go back to the model and ask students to highlight the connecting words before completing Exercise 7.
- Bring up the writing task in Exercise 8 and brainstorm with the class.
- Use the Memory Flash and Writing Plan on the board to walk students through their writing task
- Refer to the Workbook writing model on the board if necessary.



- 6 Start by going through the information about connecting words with the students. Read the words one at a time, and ask the students to read the example sentence each time.
- Point out that we use these words when we are explaining results.
  - Ask the students to find examples in the essay.

### Answers

Consequently, it can help you ...

As a result, the radio is ...

... so you will have to listen to ...

Consequently and therefore are generally used in formal language; As a result, so and This means that can be used in both formal and informal language.

- 7 Ask the students to read the rubric and check understanding. Make sure they know they may write more than one word in each gap.
- Ask the students to do the exercise individually.
  - Check the answers as a class.

### Answers

1 Consequently/As a result, 2 This means that, 3 As a result/Consequently, 4 therefore, 5 so

## Time to write

- 8 Explain that the students are now going to prepare to write their own essay. Ask the students to read the writing task. Allow time for the students to read the rubric and the task.
- Once the students have read the advert, elicit their responses.
  - Ask the students to think about the topic and decide if they are going to end up being in favour of playing video games or not.
- 9 Ask a student to read the rubric out loud. Ask another student to explain what they're going to do (*decide which points are advantages and which are disadvantages*).
- The students read the items listed and mark them appropriately.
  - Check their answers as a class.

### Answers

A: 1, 2, 3, 5, 7

D: 4, 6, 8

- 10 Tell the students they are now going to make their plans then write their essays.

- Refer the students to the Memory Flash. Remind them that this is designed to help them focus on phrases and structures that might help them with the specific writing task they are going to do. Read through each section with the class. Remind the students to look through the connecting words again as well. They should also try to use as much of the grammar and vocabulary of the unit as possible in their essays.
- Make sure the students look back at the model plan for help.
- If there is time in the lesson, the students can write or start to write their essays. However, it might be best to set this as a homework task so that the students have plenty of time to think about their essays without rushing. In either case, check that all the students feel they have enough ideas, etc. before they start writing.

### Model answer: essay

Video games are everywhere these days, but are they good entertainment? As always there are two sides to this discussion.

There are many things in their favour. Firstly, video games are interactive. You can take part in a story and create your own virtual world. Games are therefore more challenging than passive forms of entertainment such as TV. Secondly, you can take hand-held consoles anywhere and play games where there's nothing else to do – on the bus, or on a long car journey, for example. This means that they are a great way to pass the time.

Playing video games does have some disadvantages, however. Most games need no physical activity. Consequently, they are not as good for our health and fitness as many other hobbies. Another disadvantage is that new consoles are brought out regularly, and it can be very expensive if you always want the latest consoles and games.

However, in my opinion the advantages outweigh the disadvantages. With the variety of video games now available, they are a great form of entertainment for people of all ages.

[180 words]



- 6 Which of these connecting words are used in the essay in Exercise 3? Which are only used in formal language? Which can be used in both formal and informal language?

## Connecting words

### Result

Jamie works as a DJ. **Consequently**, he gets to meet all the coolest bands.

We don't listen to the radio in the car. **As a result**, we never know where the traffic jams are going to be.

I prefer sci-fi to fantasy. I've **therefore** decided to watch *Star Wars*.

I've got a fantastic new video game, **so** I'll probably be playing it all weekend.

My TV isn't working. **This means that** I can't watch any of my favourite programmes.

- 7 Complete the sentences about the advantages and disadvantages of TV. Use the connecting words from Exercise 6.

- There are a lot of adverts on TV. \_\_\_\_\_, it can take an hour to watch a forty-minute programme.
- Becoming a TV presenter is very competitive. \_\_\_\_\_ those who get work are very good at their job.
- Most people sit still when they watch TV. \_\_\_\_\_, they don't get enough exercise.
- The people who choose the programmes to show on TV are not teenagers. They \_\_\_\_\_ struggle to understand what people of our age group like watching.
- The TV channels for the best sports events cost a lot of money, \_\_\_\_\_ not everyone can watch them at home.

## Let Me Entertain You! 10

### Time to write

- 8 You are going to do the following writing task. With a partner, discuss some ideas for the essay.

Huge amounts of money are spent each year on video games and the consoles to play them on. Write an essay discussing the advantages and disadvantages of playing video games.

Write your essay in 120–180 words.

- 9 Look at these notes that a student has written for the task in Exercise 8, and decide which points are advantages (A) and which are disadvantages (D).

- a wide variety of games available ☐
- interactive – you can take part in a story and create your own virtual world ☐
- more challenging than passive entertainment ☐
- addictive – hard to stop once you've started ☐
- you can take hand-held consoles anywhere ☐
- new consoles are brought out regularly – expensive if you always want the latest one ☐
- a great way to pass the time ☐
- no physical activity needed – not good for health and fitness ☐

- 10 Make a plan for your essay, using the writing plan opposite to help you. Then write your essay. Use the Memory Flash and the Connecting words box to help you.

### Writing Tip: essays

Remember to give a clear personal opinion at the end of your essay.

## Memory Flash



### Introducing advantages and disadvantages

There are many things in its/their favour.

... does/do have some disadvantages, however.

Another advantage/disadvantage is that ...

### Sequencing

Firstly, ...

Secondly, ...

Finally, ...

### Giving an opinion

In my opinion, ...

It's a great form of entertainment for people of all ages.



## Revision 10

## Vocabulary

## 1 Circle the odd one out.

- 1 news documentary critic talent show
- 2 agent stuntman extra costume
- 3 movie wannabe play musical
- 4 quiz show drama chat show autograph
- 5 channel make-up artist director DJ

## 2 Complete the sentences with the correct form of the words in capitals.

- 1 I'd love to star in a \_\_\_\_\_ at the theatre, but I'm not \_\_\_\_\_ enough. MUSIC / TALENT
- 2 The \_\_\_\_\_ makes an important \_\_\_\_\_ to a TV show. PRESENT / CONTRIBUTE
- 3 He's very \_\_\_\_\_, so he gets \_\_\_\_\_ unhappy if he doesn't win. COMPETE / EXTREME
- 4 There are \_\_\_\_\_ programmes on TV with boring \_\_\_\_\_ discussions! END / POLITICS
- 5 For me, video games are definitely the most \_\_\_\_\_ form of \_\_\_\_\_. ADDICT / ENTERTAIN

## 3 Complete the speech bubbles with words from the box.

broadcast find go on humour role scenes show off stands out stars

# glee

Glee is hugely popular on TV in the USA and around the world. What's the secret of its success?

Its <sup>1</sup> \_\_\_\_\_, especially Matthew Morrison. He's gorgeous! He plays the <sup>2</sup> \_\_\_\_\_ of a teacher who runs a school singing club.

The dialogue is brilliant. The writers have a great sense of <sup>3</sup> \_\_\_\_\_. The characters <sup>4</sup> \_\_\_\_\_ a lot, and I <sup>5</sup> \_\_\_\_\_ the things they say so funny!

My friends and I love the music. After the show is <sup>6</sup> \_\_\_\_\_, most of the songs <sup>7</sup> \_\_\_\_\_ to be sold on iTunes. We buy them all!

For me it's the dancing that <sup>8</sup> \_\_\_\_\_. I love the <sup>9</sup> \_\_\_\_\_ when the characters try out their coolest moves.

## Grammar

## 4 Choose the best option, A, B, C or D, to complete the sentences. Look carefully at the punctuation in the options given.

- 1 Would you be interested in seeing a film of a \_\_\_\_\_ like?  
A game C game, which you  
B game, that you D game you
- 2 Many video games use a \_\_\_\_\_ has been taken from a film.  
A story C story which  
B story who D story where
- 3 In the past, any \_\_\_\_\_ was based on a video game was unlikely to be successful.  
A movie, that C movie  
B movie that D movie, whose
- 4 The first successful movie based on a video game was \_\_\_\_\_ came out in 2001 and made Angelina Jolie famous.  
A Tomb Raider, which C Tomb Raider who  
B Tomb Raider it D Tomb Raider
- 5 Now there are lots of Hollywood \_\_\_\_\_ want to make video games into films.  
A directors which C directors, who  
B directors who D directors, that
- 6 The fantastic quality of the latest games is the main reason \_\_\_\_\_ this is happening.  
A for B so C why D which
- 7 The animators and musicians \_\_\_\_\_ work is used on video games are the best in the world.  
A who B that C who's D whose
- 8 There are sometimes long queues outside shops on \_\_\_\_\_ an exciting new video game comes out.  
A the day which C the day, when  
B the day when D the day, which
- 9 Video games are a popular form of entertainment, and \_\_\_\_\_ are movies.  
A so B neither C which D that

## 5 Complete the dialogues with suitable phrases. Use so, neither, nor or a question tag.

- 1 'That action film wasn't very good, \_\_\_\_\_?'  
'No, it was terrible.'
- 2 'I can't go to the cinema tonight.' '\_\_\_\_\_ Jamie.'
- 3 'I had a great time on the show.' '\_\_\_\_\_ I.'
- 4 'He's a cameraman, \_\_\_\_\_?' 'Yes, I think so.'
- 5 'They wouldn't want to be TV presenters, \_\_\_\_\_?'  
'I've no idea.'
- 6 'She hasn't heard from her agent recently.' '\_\_\_\_\_ we.'
- 7 'She does great impressions of film stars, \_\_\_\_\_?'  
'Yes, she really makes me laugh.'
- 8 'You should try to get a role in a musical.' '\_\_\_\_\_ you.'



# Revision 10

## Vocabulary

1 Ask the students to read the rubric and say what they are going to do. (*Circle the word that does not fit with the other three words each time.*)

- The students complete the exercise individually.
- Check the answers by asking different students to say the odd word out in each question. Make sure they explain their choices.

### Answers

- 1 critic (*the others are TV programmes*)
- 2 costume (*the others are people*)
- 3 wannabe (*the others are types of entertainment*)
- 4 autograph (*the others are shows/programmes*)
- 5 channel (*the others are people*)

2 Explain that the students will complete the sentences with the correct forms of the words in capitals as well as deciding which word goes into which gap.

- Ask the students to complete the exercise in pairs. Remind them to think carefully about what form of the word they need each time.
- Check the answers as a class.

### Answers

- 1 musical, talented, 2 presenter, contribution,
- 3 competitive, extremely, 4 endless, political,
- 5 addictive, entertainment

3 Read the rubric to the students. Check understanding.

- Ask the students to read the words in the box and complete the exercise individually.
- Remind the students to check their answers carefully.
- Check the answers as a class.

### Answers

- 1 stars, 2 role, 3 humour, 4 show off, 5 find,
- 6 broadcast, 7 go on, 8 stands out, 9 scenes

## Grammar

4 Read the rubric to the students. Check understanding.

- Ask the students to complete the exercise individually.
- Remind the students to check their answers carefully.
- Check the answers as a class by asking different students to read one sentence each.
- Check whether the others agree with the answer before you say if it is correct or not.

### Answers

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

5 Ask the students to read the rubric. Ask the students how many structures they can choose from to complete the sentences (*two – connecting words or question tags*).

- The students complete the exercise in pairs. Encourage the students to discuss the choices.
- Check the answers as a class.

### Answers

- 1 was it, 2 Neither can, 3 So did, 4 isn't he, 5 would they, 6 Neither have, 7 doesn't she, 8 So should

## Round up

As a class, discuss which things from the unit the students have found easy and which they have found difficult. Point out the progress the students have made whilst working through Unit 10 and indeed throughout the whole book! Congratulate the students on finishing all the units in the book.





## Activities and Keys

### Unit 3, Vocabulary Starter, page 29, Exercise 3

- 1 **FACT.** This happened to the future King Hussein of Jordan in 1951. His grandfather, who had told him to wear the medal, was killed in the attack.
- 2 **FICTION.** Many New Yorkers believe it is fact, however.
- 3 **FICTION.** This is one of the most famous stories from Ancient Greece. Most historians believe that there really was a long war between the Greeks and the Trojans, but no details are known.
- 4 **FACT.** The first flies went into space in 1947, followed by the first monkey in 1948.
- 5 **FICTION.** The famous sixteenth century play by William Shakespeare was based on this story, which first appeared in fifteenth century Italian writings.

### Unit 3, Speaking, page 37, Exercise 1

#### Picture 1

**Type of story:** sci-fi adventure  
**Setting:** the planet Zadoc, thirty-ninth century, home to some clever but peace-loving aliens  
**Characters:** **Col (the hero)** an alien from Zadoc, and captain of a spaceship  
**Gad (the heroine)** Col's assistant, also from Zadoc  
**The Jords (the villains)** a group of scary aliens from a distant planet  
**Plot:** The Jords want to kill everyone on Zadoc and live there themselves, but Col and Gad have a clever plan to send them back home.

#### Picture 2

**Type of story:** detective thriller  
**Setting:** Los Angeles, 2012  
**Characters:** **Slash (the villain)** a dangerous and ambitious criminal  
**Rick (the hero)** a police detective who has been secretly working for his criminal brother Slash; he's in love with Susie  
**Susie (the heroine)** a police detective  
**Plot:** Slash thinks Susie knows too much, and decides to have her killed. Only Rick can save her.

#### Picture 3

**Type of story:** historical adventure  
**Setting:** the city of Rome, second century AD  
**Characters:** **Scorpus (the hero)** a young actor; actors in Rome are poor and unimportant  
**Flavia (the heroine)** a girl from an important Roman family, and secretly Scorpus's girlfriend  
**Macrinus (the villain)** a powerful Roman politician; he wants to marry Flavia because her father is rich  
**Plot:** Scorpus uses his acting skills and is mistaken for a rich man ... until Macrinus finds out the truth.

#### Picture 4

**Type of story:** teenage romance  
**Setting:** North High School, USA, 2010  
**Characters:** **Stefanos (the hero)** a Greek teenager who moves to the USA; he loves football, but football is mostly played by girls at his new school.  
**Maddy (the heroine)** the best footballer at North High  
**Luke and Lisa (the villains)** twins who think they rule the school; they're very nice-looking but not very kind  
**Plot:** Lisa wants Stefanos to be her boyfriend. When Stefanos becomes friendly with Maddy, Lisa uses her brother Luke to get revenge.

### Unit 5, Speaking, page 61, Exercise 5

#### English teacher's rolecard

##### Suggested prompts:

*The problem is, you can't miss half the class each week.  
 Is there any way you could catch an earlier bus?  
 Are you sure there isn't another way to get to class?  
 I might be able to put you into my later class.  
 Finally agree to a new class time.*





## Unit 7, Speaking, page 85, Exercise 2

B

### Solar-powered Tent



A tent for the twenty-first century camper, powered by the sun

#### Features:

- wireless internet connection
- charger for electronic gadgets
- heating system in the floor of the tent
- lights up by remote control if you're trying to find it in the dark

Recommended price: £599

## Unit 9, page 109, Speaking, Exercise 1

### Situation A Information Card

Who the person is	My friend, Katie	
What the problem is	Katie and I have gone mountain biking in the woods. We have got lost and it is now getting dark. We have no bike lights. We have to decide what to do next.	
Solutions	Keep on cycling.	Spend the night in the forest, and try to find our way home tomorrow.
Disadvantages	We might have an accident. We might get even more lost. It's that bad.	Our families will be worried all night. We haven't got food, drink or sleeping bags, and it's quite cold at night.



## Unit 10, page 113, Exercise 3

### KEY

**6-7 true:** You're a showbiz addict. You know a lot about your favourite stars, but make sure you find time for some other hobbies.

**3-5 true:** You're interested in showbiz, but it doesn't control your life. That's a good thing - as long as you're not hoping for a media career.

**0-2 true:** What planet are you living on?! It's great to have your own interests, but conversation may be difficult if you ever come to Earth for a visit.





Unit 7, Speaking, page 85, Exercise 7

D

# Origami DVD player

A big-screen DVD player that folds up to the size of a normal CD

Features:

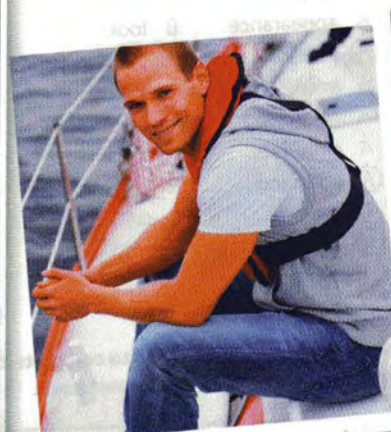
- screen 24 cm x 18 cm
- weighs only 40g

Recommended price: £119

Unit 9, page 109, Speaking, Exercise 4

Situation B Information Card

Who the person is	My friend, Alfie	
What the problem is	Alfie and I are half-way through a non-stop round-the-world sailing race. We're currently in the lead, and about 200km from the nearest coast. However, there's been a storm and our flares and some of our food have fallen into the sea.	
Solutions	Keep going with the race.	Sail to the nearest coast and buy more food and flares.
Disadvantages	We won't have enough to eat if the race takes longer than expected. We can't set off flares if we get into trouble.	We won't be able to compete in the race any more. We won't achieve our goal of sailing round the world without stopping.







# Use Your English Units 1 and 2

1 Read the text below and decide which answer, A, B, C or D, best fits each gap.

New
Reply

Hi Emma,

I've just got back from my first day at my new school. It was <sup>1</sup> \_\_\_\_\_! There are loads of people in my class that we knew when we were little!

Megan Taylor was there - remember her? She looks completely different now. She isn't <sup>2</sup> \_\_\_\_\_ any more. She's really slim and she wears <sup>3</sup> \_\_\_\_\_ to hide her freckles. She's got shoulder-<sup>4</sup> \_\_\_\_\_ hair now too. I hardly recognised her! Her <sup>5</sup> \_\_\_\_\_ hasn't changed though. She's still really naughty. I don't think she's very <sup>6</sup> \_\_\_\_\_ with the teachers!

The Kennet <sup>7</sup> \_\_\_\_\_ were there too. They told me to say 'hi' to you. They still look <sup>8</sup> \_\_\_\_\_, and they're really good-looking. They've got <sup>9</sup> \_\_\_\_\_ blond hair and tanned skin. Very cute!

They introduced me to a friend of theirs called Jody. She was really <sup>10</sup> \_\_\_\_\_ and friendly, and we had a lot in <sup>11</sup> \_\_\_\_\_. She suggested we should meet <sup>12</sup> \_\_\_\_\_ after school some time, but I don't know if she was just being <sup>13</sup> \_\_\_\_\_. I gave her my phone number, and I really hope she gets in <sup>14</sup> \_\_\_\_\_. It would be great to be friends with her.

Anyway, talk soon!

Love

Daisy

- |                 |                |                 |               |
|-----------------|----------------|-----------------|---------------|
| 1 A challenging | B straight     | C fair          | D brilliant   |
| 2 A overweight  | B elderly      | C wavy          | D motivating  |
| 3 A clothes     | B a beard      | C make-up       | D eyebrows    |
| 4 A long        | B height       | C length        | D short       |
| 5 A appearance  | B look         | C tradition     | D personality |
| 6 A popular     | B embarrassing | C extraordinary | D spectacular |
| 7 A ancestors   | B strangers    | C twins         | D pets        |
| 8 A cautious    | B identical    | C brave         | D informative |
| 9 A generous    | B spiky        | C skinny        | D relaxing    |
| 10 A outgoing   | B painful      | C handsome      | D curly       |
| 11 A like       | B culture      | C tribe         | D common      |
| 12 A up         | B with         | C out           | D off         |
| 13 A polite     | B dull         | C unbearable    | D pretty      |
| 14 A mobile     | B talk         | C touch         | D hold        |

2 Use the phrases below (A-H) to complete the conversations. Use each option only once. There are two options you do not need.

- |                  |             |             |                     |
|------------------|-------------|-------------|---------------------|
| A change my mind | B on time   | C part-time | D on my own         |
| E time flies     | F chill out | G work out  | H from time to time |

- A Are you sure you don't want to come?

B I think so, but I'll tell you if I A.
- A Oh no! What are we going to do now?!

B Hey, F, Lucy! There's nothing to worry about.
- A Sorry I'm late.

B It's OK. I'm used to it. You're never B.
- A Where do you like going at the weekend?

B I go to the bowling alley H.
- A I hate doing my homework D.

B Me too. Do you want to come and do it at my house?
- A I never have any money!

B Why don't you get a C job that you can do at the weekends?





## Use Your English

### 3 Choose the correct option, A, B, C or D to complete each gap.

1 She \_\_\_\_\_ up in New Zealand, but she lives in France now.

- A went C brought  
B grew D born

2 She's got six \_\_\_\_\_ – two brothers and four sisters!

- A siblings C nephews  
B parents D nieces

3 I bought a lovely \_\_\_\_\_ of gloves yesterday.

- A two C pair  
B partner D couple

4 I've lost \_\_\_\_\_ with all my friends from primary school.

- A childhood C seeing  
B touch D close

5 We've got the same mum but different dads, so we're \_\_\_\_\_.

- A brothers-in-law C twins  
B stepbrothers D half-brothers

6 There's some fascinating new art at the \_\_\_\_\_ in town.

- A hall C stadium  
B temple D gallery

7 I've been studying all weekend. I'd love some time \_\_\_\_\_.

- A up C off  
B out D on

8 'How long is a \_\_\_\_\_?'  
'A thousand years.'

- A decade C millennium  
B century D age

9 'When did Matt Damon first become famous?'

'In 1997 or 1998, I think. Sometime in the \_\_\_\_\_ 1990s, anyway.'

- A high C late  
B after D top

10 We usually spend a week at a seaside \_\_\_\_\_ every summer.

- A resort C rink  
B spot D alley

### 4 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

## WANTED: Swimming Pool Attendant



Is it your <sup>1</sup> ambition to work in sport and leisure?

AMBITIOUS

Then this might be the perfect job for you. Because of the

<sup>2</sup> growth in the popularity of Pancroft Pool, we are looking for

GROW

someone with <sup>3</sup> maturity and

MATURE

<sup>4</sup> self-confidence to join our team of

SELF-CONFIDENT

attendants. Dangerous diving

<sup>5</sup> causes a lot of accidents

CAUSE

at swimming pools, and the

<sup>6</sup> injuries that result can be very

INJURE

serious. It is the attendant's

<sup>7</sup> responsibility to keep swimmers safe

RESPONSIBLE

in the pool area and <sup>8</sup> advise

ADVICE

people about the dangers of breaking

the rules. If you are a good swimmer

and can <sup>9</sup> prove that you are a

PROOF

<sup>10</sup> sensible, hard-working and

SENSE

<sup>11</sup> energetic person, we'd like to

ENERGY

hear from you.

Please apply in writing by 12<sup>th</sup> May to:

The Manager, Pancroft Pool, Park Street, Pancroft, DH1 4HL

We will reply to everyone, but please be

<sup>12</sup> patient. Choosing the right

PATIENCE

person for the job will take some time.





**5** Choose the correct option, A, B, C or D to complete each gap.

- 6** Read the text below and think of the word which best fits each gap. Use only one word in each gap.

130





## Use Your English

7 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

- 1 She's very generous. **person**  
She's a very generous person.
- 2 Before the Internet, people used to find things out at the library. **would**  
Before the Internet, people would find things out at the library.
- 3 He lost his keys during his walk home from school. **while**  
He lost his keys while he was walking home from school.
- 4 We're finding our Maths very hard at the moment. **understand**  
We don't understand our Maths at the moment.
- 5 Seeing you with a fringe is strange for me. **used**  
I am not used to seeing you with a fringe.
- 6 It isn't always easy being a teenager. **life**  
Life is not always easy for teenagers.
- 7 We had a picnic the day before yesterday. **ago**  
We had a picnic two days ago.
- 8 She felt very scared at the time of the accident. **happened**  
She felt very scared when the accident happened.

8 Complete the sentences with the correct form of the verb in brackets.

## What really **annoys** you?

**Homework!** I <sup>1</sup> am/m trying (try) to do my French homework at the moment, but I don't understand (not understand) any of it. It's impossible! And even when the homework's easy, I still <sup>3</sup> get (get) into trouble about it. Last week, I got to school and <sup>4</sup> realised (realise) that my geography homework <sup>5</sup> was sitting (sit) on the kitchen table at home. My Geography teacher <sup>6</sup> gave (give) me loads of extra work because of that.

**People who aren't polite.** I <sup>7</sup> was walking (walk) to the bus stop this morning when someone pushed past me. He <sup>8</sup> was eating (eat) a banana while he was walking, and some of the banana <sup>9</sup> got (got) on my clothes. Yuk! And the man <sup>10</sup> didn't stop (not stop) to say sorry. How rude!

**Football.** Conversation with my friends <sup>11</sup> is (be) so dull at the moment because they <sup>12</sup> are/re always talking (always talk) about football, football, football. They <sup>13</sup> have (have) no idea how boring that is! I <sup>14</sup> hate (hate) football!





## Use Your English Units 3 and 4

1 Read the text below and decide which answer, A, B, C or D, best fits each gap.

### Come to Mumbai, India's most exciting city!

**Sightseeing**

The spectacular Gateway of India building is Mumbai's most famous  
1 \_\_\_\_\_, but you'll also want to see the business district with its  
2 \_\_\_\_\_ skyscrapers. The beautiful underground temples on Elephanta  
Island are another popular 3 \_\_\_\_\_, a short ferry ride from Mumbai  
4 \_\_\_\_\_.

**Bollywood**

Mumbai is the centre of India's 'Bollywood' film industry, so you shouldn't  
miss a trip to the cinema while you're in town. Every film is a 5 \_\_\_\_\_,  
so you can be sure that true love will win and the horrible 6 \_\_\_\_\_ will  
be punished 7 \_\_\_\_\_ his bad behaviour! An 8 \_\_\_\_\_ to Film City  
is also a great 9 \_\_\_\_\_, giving you the chance to have lunch where the  
films are made and drive past the homes of Bollywood's most popular actors.  
Many film fans will also want to go on a guided 10 \_\_\_\_\_ of Dharavi, the  
poorest district of Mumbai, which became famous as the 11 \_\_\_\_\_ for the  
film *Slumdog Millionaire*.

**Food**

Mumbai is famous for its restaurants, so make sure you 12 \_\_\_\_\_ some  
spicy pav bhaji and other local specialities.

- |                 |              |             |                |
|-----------------|--------------|-------------|----------------|
| 1 A arrival     | B deck       | C fantasy   | D landmark     |
| 2 A optional    | B modern     | C essential | D shared       |
| 3 A destination | B roundabout | C souvenir  | D speciality   |
| 4 A airport     | B cabin      | C platform  | D harbour      |
| 5 A romance     | B thriller   | C biography | D horror story |
| 6 A hero        | B victim     | C passenger | D villain      |
| 7 A on          | B at         | C for       | D to           |
| 8 A elevator    | B exception  | C enquiry   | D excursion    |
| 9 A experience  | B departure  | C return    | D novel        |
| 10 A tale       | B tour       | C test      | D fiction      |
| 11 A alien      | B fact       | C setting   | D plot         |
| 12 A blame      | B taste      | C stroll    | D glance       |

2 Read the texts and complete each gap with the correct word, A, B or C.

1

New Reply  
Thank you for your  
booking enquiry.  
We can offer you a  
\_\_\_\_\_ on 26<sup>th</sup>  
April for £45 per  
person per night.

- A twin room  
B departure gate  
C cupboard

2

Please take your  
\_\_\_\_\_,  
passport and tickets  
to the check-in desk  
at least two hours  
before your flight  
leaves.

- A petrol  
B luggage  
C cruise

3

Everyone interested  
in the life of actress  
Mia Meadows will  
be pleased to hear  
that she has written  
her \_\_\_\_\_.

- A historical novel  
B adventure story  
C autobiography

4

Drivers are asked  
to leave their  
vehicles in the  
\_\_\_\_\_ at the  
back of the building  
and not in front of  
the gate.

- A subway  
B flat  
C car park





## Use Your English

### 3 Choose the correct option, A, B, C or D to complete each gap.

- 1 Hey, look! It's snowing. Let's get out the \_\_\_\_\_.  
A jet ski      **B** sledge      C yacht      D van
- 2 Sorry I'm late. I was \_\_\_\_\_ up by an accident on the motorway.  
**A** held      B queued      C picked      D got
- 3 I haven't got a lot of money, so I'll be staying in a \_\_\_\_\_ hotel.  
A luxury      B single      **C** budget      D ensuite
- 4 We'll get in before noon if we take the \_\_\_\_\_ train.  
A cable      B hot air      **C** high-speed      D self-catering
- 5 I'd love to go scuba \_\_\_\_\_ one day.  
A rafting      **B** diving      C snorkelling      D hitchhiking
- 6 You can't rely on your dad's car – it's always breaking \_\_\_\_\_.  
A up      B on      C over      **D** down
- 7 We aren't in the same class, so we've \_\_\_\_\_ seen each other this year.  
**A** hardly      B hard      C lately      D late
- 8 'I love you,' she \_\_\_\_\_ quietly in his ear.  
A screamed      B yelled      C stammered      **D** whispered
- 9 If you \_\_\_\_\_ the test, you'll have to take it again in September.  
A catch      B make      **C** fail      D mistake
- 10 She stood and \_\_\_\_\_ at him, too angry to speak.  
A studied      B limped      **C** glared      D crept

### 4 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

## Amelia Earhart

Amelia Earhart took her first <sup>1</sup> flight in a plane in 1920, and it was an <sup>2</sup> unforgettable experience for her. Her <sup>3</sup> refusal to try flying as a child was now a distant memory, and by the time she had been brought <sup>4</sup> safely back to land, her only ambition was to take flying lessons. Helped by a <sup>5</sup> gift of money from her mother, she soon made a <sup>6</sup> booking with a flying teacher. This was the start of a great career. In 1932 she became the first woman to fly on her own from America to Britain, and was soon a <sup>7</sup> heroine for millions of fans. After her first <sup>8</sup> historical journey, she planned to fly around the world. At the <sup>9</sup> completion of the first 35,000 km of the trip, everything seemed to be going <sup>10</sup> well, but her <sup>11</sup> departure from Papua New Guinea in 1937 was the last <sup>12</sup> sight that anyone had of her. Her plane disappeared somewhere in the Pacific, and has never been found.

FLY  
FORGET  
REFUSE  
SAFE  
  
GIVE  
BOOK  
  
HERO  
HISTORY  
COMPLETE  
GOOD  
DEPART  
SEE





## Use Your English Units 3 and 4

5 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

'By the time you read this, I will <sup>1</sup> have been dead for exactly a hundred years. I will <sup>2</sup> be waiting for you tonight at midnight.'

Keiran stared at the strange, curly writing <sup>3</sup> in amazement. It was on a piece of paper that he had found in a hole in the wall of his new bedroom. For months he had <sup>4</sup> been looking forward to moving into this strange old house, which <sup>5</sup> had been a train station in the early twentieth century. Now he wasn't sure that he wanted to be here.

He went to bed early that night, but at midnight he suddenly <sup>6</sup> woke up. He heard the hissing sound of an old train, but when he rushed to the window there was nothing there. He went back to sleep.

The next morning there was a note on his bed, in the same curly writing. 'The next train <sup>7</sup> is at midnight tonight. Be on it or you <sup>8</sup> will be sorry!'

That night he slept badly. 'What's going on?' he wondered in the morning. 'Why <sup>9</sup> have I been dreaming about trains all night?'

There was another note. 'You have <sup>10</sup> been warned! Now I'm <sup>11</sup> going to come for you.'

He heard the distant sound of a train. It got louder and louder until, in horror, Keiran saw a train appear through his bedroom wall. It <sup>12</sup> had come for him.

6 Choose the sentence, A, B, C or D which is closest in meaning to the first sentence.

- 1 We've been having problems with our car lately.  
☒ A The problems with our car started a short time ago and are still going on.  
☐ B Our car wasn't working very well recently, but now it's OK.  
☐ C One day our car didn't work very well.  
☐ D Our car often breaks down late at night.
- 2 We won't decide about the cinema until Jack phones.  
☐ A We've already decided about the cinema.  
☐ B Jack will phone when we've decided about the cinema.  
☐ C Jack won't phone until we decide about the cinema.  
☒ D We'll wait for Jack to phone before we decide about the cinema.
- 3 When he joined our team, he had already played a lot of football.  
☐ A He joined our team and then played a lot of football.  
☒ B He played a lot of football and then joined our team.  
☐ C He was playing in a match at the time that he joined our team.  
☐ D When he joined our team, he planned to play a lot of football.
- 4 By June 30th, you'll have finished all your exams.  
☐ A All your exams will finish on June 30th.  
☒ B Your last exam will finish on or before June 30th.  
☐ C You're going to take all your exams on June 30th.  
☐ D You won't start your exams before June 30th.



**7 Choose the correct option, A, B, C or D to complete each gap.**

- 1 At this time tomorrow, we \_\_\_\_\_ on the beach.  
A will sunbathe                      C sunbathe  
B will be sunbathing              D are sunbathing
- 2 Are you going to finish your homework before you \_\_\_\_\_ out?  
A are going                          C will go  
B are going to go                  D go
- 3 I \_\_\_\_\_ him twice before, but I don't know him very well.  
A have been meeting              C had met  
B have met                          D had been meeting
- 4 The tram \_\_\_\_\_ every fifteen minutes from the coach station.  
A is setting off                      C sets off  
B will be setting off              D will have set off
- 5 I had never believed in ghosts before I \_\_\_\_\_ that girl in the mirror.  
A had seen                          C had been seeing  
B saw                                  D have seen
- 6 \_\_\_\_\_ been taken for a ride on a snowmobile?  
A Is she going to                      C Will she  
B Has she ever                      D Does she ever
- 7 Sarah arrived at six o'clock, but James \_\_\_\_\_.  
A had already been going          C has already gone  
B already went                      D had already gone
- 8 I can't help you tomorrow because I \_\_\_\_\_ my grandparents.  
A will visit                          C am visiting  
B visit                                  D have visited
- 9 We were all wet because we \_\_\_\_\_ football in the rain.  
A had been playing                  C have been playing  
B have played                      D will have played
- 10 Please \_\_\_\_\_ and see me off at the station?  
A are you going to come          C will you be coming  
B will you come                      D will you have come

**8 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.**

- 1 They've arranged to meet up with Ella tonight. **are**  
They are meeting up with Ella tonight.
- 2 I ran onto the platform, but I was too late to catch the train. **already**  
I ran onto the platform, but the train had already left.
- 3 She doesn't want to stay at school until the age of eighteen. **she**  
She doesn't want to stay at school until she is/reaches/becomes eighteen.
- 4 We were tired after working all day. **had**  
We were tired because we had been working all day.
- 5 I'll tell you the moment I hear from him. **soon**  
I'll tell you as soon as I hear from him.
- 6 This is my first visit to Sweden. **never**  
I have never visited Sweden before.
- 7 When Cara gets here, we'll have finished. **time**  
By the time Cara gets here, we'll have finished.
- 8 When did you start learning the guitar? **been**  
How long have you been learning the guitar?





## Use Your English Units 5 and 6

1 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

### Actors and their hidden talents

All through his <sup>1</sup> childhood, Tom Cruise was a determined sportsman. It was a big <sup>2</sup> disappointment when, in his late teens, a knee injury made <sup>3</sup> participating in sports <sup>4</sup> competitions impossible. He tried out some other hobbies, and soon he was <sup>5</sup> invited to act in the school play. He made a great <sup>6</sup> impression on the audience, and now, of course, he's a famous actor ... but in most of his films we see him running really fast. Perhaps, in his head, he's still a school sportsman.

CHILD  
DISAPPOINT  
PARTICIPATE  
COMPETE  
INVITE  
IMPRESS

Film star Johnny Depp also has hidden talents. In fact, he left school early to be the <sup>7</sup> guitarist in a band. Two weeks later he almost changed his mind, but his headteacher <sup>8</sup> discouraged him from returning to school. Instead, he advised him to express himself <sup>9</sup> creatively and follow his dreams. It was through his <sup>10</sup> friendship with actor Nicholas Cage that he eventually became <sup>11</sup> interested in acting, but watch his film *Chocolat* and you'll see that his <sup>12</sup> musical skills haven't been forgotten.

GUITAR  
COURAGE  
CREATE  
FRIEND  
INTEREST  
MUSIC

2 Choose the correct option, A, B, C or D to complete each gap.

- 1 He needs to \_\_\_\_\_ the Kenyan runner if he wants to win.  
A defend      **B overtake**      C sprint      D score
- 2 He really hurt my \_\_\_\_\_.  
A feel      B feeling      **C feelings**      D feels
- 3 The coach has a great \_\_\_\_\_ with the players.  
**A relationship**      B relation      C relative      D relate
- 4 If everyone is in the club except Tom, he'll feel \_\_\_\_\_.  
A tripped up      **B left out**      C handed in      D denied
- 5 Sylvia loves creating new clothes, so she's hoping to do a course in \_\_\_\_\_ design.  
A pottery      B web      C carpentry      **D fashion**
- 6 'How's the match going?'  
'Our team is in the \_\_\_\_\_!'  
A win      B victory      **C lead**      D pass
- 7 They're building some new tennis \_\_\_\_\_ in town.  
**A courts**      B pitches      C tracks      D courses
- 8 I think you should tell him \_\_\_\_\_.  
A truth      B true      **C the truth**      D the true
- 9 Jewellery making doesn't really \_\_\_\_\_ to me, I'm afraid.  
A attract      B ignore      C take      **D appeal**
- 10 I'm going to do more exercise from now \_\_\_\_\_.  
A off      B up      **C on**      D out





# Use Your English

3 Read the text below and decide which answer, A, B, C or D, best fits each gap.

When Kerry Jamieson went to a new school, she quickly had a <sup>1</sup>\_\_\_\_\_ of great friends. Kerry was an <sup>2</sup>\_\_\_\_\_ at chess. Before she could tell her friends about her hobby, however, she found out about a <sup>3</sup>\_\_\_\_\_ called Toby. Her friends were mean <sup>4</sup>\_\_\_\_\_ Toby because he was in the school chess club. Perhaps Kerry should have stuck <sup>5</sup>\_\_\_\_\_ this boy, but she didn't. When her friends laughed at Toby, she <sup>6</sup>\_\_\_\_\_.

A year later, she had to play against Toby in a chess competition. She <sup>7</sup>\_\_\_\_\_ him easily, and won the whole competition. She asked Toby not to tell anyone, but Toby wasn't very good at <sup>8</sup>\_\_\_\_\_ secrets. <sup>9</sup>\_\_\_\_\_ of her hobby soon spread around the class. She finally <sup>10</sup>\_\_\_\_\_ to her friends that she played chess. She expected her friends to <sup>11</sup>\_\_\_\_\_ her and was amazed when, instead, they organised a night out to celebrate her <sup>12</sup>\_\_\_\_\_ in the competition. 'If you enjoy chess, it must be a cool game,' they said.

- |               |              |               |                 |
|---------------|--------------|---------------|-----------------|
| 1 A colleague | B membership | C gang        | D crush         |
| 2 A ex        | B expert     | C audience    | D adult         |
| 3 A classmate | B partner    | C partnership | D friendship    |
| 4 A to        | B for        | C at          | D in            |
| 5 A up to     | B into       | C up for      | D out of        |
| 6 A joined in | B caught on  | C signed up   | D went on       |
| 7 A won       | B lost       | C beat        | D drew          |
| 8 A giving    | B making     | C keeping     | D holding       |
| 9 A Rings     | B Sculptures | C Pitches     | D Rumours       |
| 10 A denied   | B admitted   | C praised     | D criticised    |
| 11 A reject   | B lose       | C serve       | D defeat        |
| 12 A tie      | B creation   | C victory     | D neighbourhood |

4 In the following sentences, one of the underlined words or phrases (A, B, C, or D) is wrong. Circle the one that is incorrect and write the correct form underneath.

- 1 He should have(A) pass(B) the ball earlier, but it's too late now because he's been(C) tackled(D).

B passed

- 2 She's always had(A) a passion of(B) music and could(C) be a famous composer(D) one day.

B for

- 3 If you don't want to take(A) the show seriously, you'd(B) better not make(C) part in(D) it.

C take

- 4 He encouraged(A) her going(B) outside and get some(C) fresh air(D).

B to go

- 5 I don't(A) mind running(B) but I can't(C) stand to play(D) volleyball.

D playing





## Use Your English Units 5 and 6

5 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

### **the Blizzards**

The *Blizzards* gave their first UK concert last night and I regret <sup>1</sup> to say that it was the worst concert I've ever been to. I'm usually a big fan of this band, so I was expecting <sup>2</sup> to have a great night. Unfortunately, however, the lead singer, Baz, was ill and <sup>3</sup> could not sing. In my opinion the concert <sup>4</sup> should have been cancelled, but instead the band <sup>5</sup> had the drummer, Danny, take Baz's place. It must <sup>6</sup> have been difficult for him, but it was even more difficult for the audience. Danny <sup>7</sup> was forgetting the words, and <sup>8</sup> had to start one song three times before he got it right. If you're planning to go to a *Blizzards* concert, you had <sup>9</sup> better check that Baz <sup>10</sup> is able to sing. If he isn't, there's <sup>11</sup> no point buying a ticket. Trust me – you <sup>12</sup> would rather eat spiders than listen to Danny's singing.

6 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

- 1 Playing a musical instrument isn't easy. **play**  
It isn't easy to play a musical instrument.
- 2 I'm sure he isn't a bully. **can't**  
He can't be a bully.
- 3 Someone cut her hair in town last week. **had**  
She had her hair cut in town last week.
- 4 We regret not working harder for our exams. **should**  
We should have worked harder for our exams.
- 5 I don't think I've met him before. **remember**  
I don't remember meeting him before.
- 6 He didn't bring his phone because it wasn't necessary for him to phone anyone. **need**  
He didn't bring his phone because he didn't need to phone / had no need to phone anyone.
- 7 They never allow me to wear my favourite clothes. **let**  
They never let me wear my favourite clothes.
- 8 I'd like a glass of water, please. **may**  
Please may I have a glass of water?





## Use Your English

### 7 Choose the correct option, A, B, C or D to complete each gap.

- 1 Last year, I \_\_\_\_\_ to have extra Maths lessons.  
A was having                      C had  
B must                              D needn't
- 2 She often makes excuses to avoid \_\_\_\_\_ her homework.  
A have done                      C doing  
B do                                  D to do
- 3 We mustn't \_\_\_\_\_ him the letter.  
A to forget sending              C to forget to send  
B forget sending                  D forget to send
- 4 They \_\_\_\_\_ to come with us, but they're not sure yet.  
A might                            C could  
B may be able                      D have suggested
- 5 He doesn't deserve \_\_\_\_\_ in the team.  
A being                              C have been  
B to be                                D be
- 6 I tried \_\_\_\_\_ the match but I couldn't.  
A winning                          C win  
B to win                              D to have won
- 7 I think I might \_\_\_\_\_ here before.  
A have been                          C to be  
B was                                  D being
- 8 They can't \_\_\_\_\_ a bit anxious about it.  
A to feel                              C have to feel  
B help to feel                      D help feeling
- 9 She's really proud of \_\_\_\_\_ such good marks in the test.  
A getting                              C have got  
B get                                  D to get
- 10 You \_\_\_\_\_ to take up a new hobby.  
A should                              C could  
B might                                D ought

### 8 Use the expressions below (a-f) to complete the gaps in Column A. The descriptions given in Column B will help you.

- a I don't really think you should
- b You must not
- c Could you
- d I think I'd rather
- e You needn't have
- f Please let me

#### COLUMN A

- 1 \_\_\_\_\_ d \_\_\_\_\_ have it done by someone else.
- 2 \_\_\_\_\_ c \_\_\_\_\_ ask him on my behalf?
- 3 \_\_\_\_\_ a \_\_\_\_\_ phone her again today.
- 4 \_\_\_\_\_ f \_\_\_\_\_ try it out.
- 5 \_\_\_\_\_ b \_\_\_\_\_ do that again. Do you understand?
- 6 \_\_\_\_\_ e \_\_\_\_\_ worried about me. I'm fine.

#### COLUMN B

- Expressing a preference
- Request from a student to a teacher
- Gently discouraging a friend from doing something
- Asking for permission to do something
- Order from a headteacher to a student
- Explaining that something wasn't necessary





## Use Your English Units 7 and 8

1 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

### Clothes of the future

You've probably never tried wearing a computer, but if you did, you'd soon be making <sup>1</sup> complaints that it wasn't very <sup>2</sup> comfortable. The future may be very different, however. <sup>3</sup> Inventors are working on material with tiny wires inside, which can be used to make computers and other high-tech gadgets. It feels like <sup>4</sup> traditional material, and it can be made into <sup>5</sup> stylish clothes that would cause no <sup>6</sup> embarrassment to the wearer, but the wearer could also use these <sup>7</sup> experimental clothes to search the Internet, play music or provide information about the body's health. The experiments have been very <sup>8</sup> successful and computer-clothes are available to buy – if you're <sup>9</sup> wealthy enough. But scientists are <sup>10</sup> determined to make the clothes cheaper and <sup>11</sup> better. Their aim? To create clothes that can make their own electricity every time the wearer bends an arm or leg. Now that would be <sup>12</sup> useful!

COMPLAIN  
COMFORT  
INVENT  
  
TRADITION  
STYLE  
EMBARRASS  
EXPERIMENT  
  
SUCCEED  
WEALTH  
DETERMINE  
GOOD  
  
USE

2 Choose the correct option, A, B, C or D to complete each gap.

- 1 I need a belt for these trousers. May I \_\_\_\_\_ yours?  
A lend      B borrow      C look after      D dress up
- 2 Will you be paying \_\_\_\_\_ credit card?  
A for      B by      C at      D on
- 3 Why has he got that horrible \_\_\_\_\_ on his head?  
A glove      B sandal      C bracelet      D baseball cap
- 4 He's got a \_\_\_\_\_ games console.  
A new Japanese fantastic      C fantastic Japanese new  
B Japanese fantastic new      D fantastic new Japanese
- 5 A lot of \_\_\_\_\_ are made of silk.  
A necklaces      B earrings      C scarves      D rings
- 6 That big, heavy camera will never sell. A camera has to be \_\_\_\_\_.  
A transparent      B portable      C bendy      D woollen
- 7 I love stripy clothes. Something colourful is nicer than \_\_\_\_\_ white.  
A plain      B glamorous      C tight      D cotton
- 8 Please can you buy me some chicken at the \_\_\_\_\_?  
A baker's      B greengrocer's      C butcher's      D jeweller's
- 9 Maybe the handle would stay on the cup if you used stronger \_\_\_\_\_.  
A panels      B robots      C glue      D varnish
- 10 My new top's got short \_\_\_\_\_ so it'll be great for the summer.  
A buttons      B hoods      C sleeves      D collars





## Use Your English

3 Read the text below and decide which answer, A, B, C or D, best fits each gap.

<sup>1</sup> \_\_\_\_\_ such as the train, plane and car have changed the world, but many experts think that the bicycle has brought us just as many changes.

This <sup>2</sup> \_\_\_\_\_ form of transport first appeared in the 1860s. Early bicycles had <sup>3</sup> \_\_\_\_\_ front wheels, and it was difficult to turn the <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_ at the same time. Designers soon <sup>6</sup> \_\_\_\_\_ better bikes, however, and in the 1890s they were everywhere. Cities were <sup>7</sup> \_\_\_\_\_, as people were now able to travel further to their place of work. Women cyclists couldn't wear their usual long skirts, so <sup>8</sup> \_\_\_\_\_ trousers called 'bloomers' became <sup>9</sup> \_\_\_\_\_, to the horror of many husbands and fathers! In the early twentieth century, cars became available, but they cost a <sup>10</sup> \_\_\_\_\_ and buying petrol to power the <sup>11</sup> \_\_\_\_\_ was expensive too. In contrast, most ordinary people could <sup>12</sup> \_\_\_\_\_ a bike.

- |                  |                |                     |                            |
|------------------|----------------|---------------------|----------------------------|
| 1 A Inventing    | B Invents      | C Inventions        | D Inventors                |
| 2 A wind-powered | B high-tech    | C remote-controlled | D environmentally friendly |
| 3 A stretchy     | B filthy       | C ancient           | D enormous                 |
| 4 A hooks        | B wires        | C pedals            | D pump                     |
| 5 A steer        | B charge       | C mend              | D vanish                   |
| 6 A wound up     | B came up with | C tried on          | D did up                   |
| 7 A dressed up   | B transformed  | C looked after      | D wasted                   |
| 8 A sticky       | B spotless     | C baggy             | D ancient                  |
| 9 A trendy       | B gorgeous     | C hideous           | D shiny                    |
| 10 A sample      | B bargain      | C fashion           | D fortune                  |
| 11 A engine      | B handle       | C controls          | D switch                   |
| 12 A pay         | B afford       | C waste             | D spin                     |

4 Complete the sentences using the correct form of the words in brackets.

- His failure in his science exams was a big disappointment. (fail)
- There are a lot of friendly people at my new school. (friend)
- There's a possibility that I'll be in London next week. (possible)
- Her shiny leather boots look fabulous. (shine)
- I'm useless at French so I always make lots of mistakes. (use)
- Would you like to make an appointment to see a doctor? (appoint)
- It's a very colourful picture, with lots of red, green and yellow paint. (colour)
- It's dishonest to say you're eighteen when you're only fifteen. (honest)
- The traders at the market shout really loudly to attract customers. (trade)
- You can only take that games console back to the shop if you've still got the receipt. (receive)
- I'm sure you'll pass the test with flying colours. (fly)
- I need some bread, but the bakery closed an hour ago. (bake)





## Use Your English Units 7 and 8

5 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Harrods, Britain's <sup>1</sup> most famous department store, has been selling to London's richest customers for more <sup>2</sup> than a century. It is still as popular <sup>3</sup> as it ever was, with about 15 million customers a year.

The first Harrods food shop was opened in 1849. By the late 1880s, the store had become <sup>4</sup> bigger/larger in size and included a bank as well as departments for food, make-up and pens. There <sup>5</sup> are now said to be 330 different departments. Over the years, an enormous range of products have <sup>6</sup> been sold there. A young lion was <sup>7</sup> bought from the store in 1969 and lived in a flat nearby for six months before it had to <sup>8</sup> be taken to a <sup>9</sup> more suitable home in Kenya. Now trading in wild animals <sup>10</sup> has been banned in the UK, but perhaps you'd be interested in Harrods' most recent new product, gold bars. Sadly, you won't be able to afford <sup>11</sup> the heaviest bar <sup>12</sup> unless you have £300,000 in your pocket! You could, however, buy a <sup>13</sup> less expensive chocolate bar for £9.95.

6 Choose the correct option, A, B, C or D to complete each gap.

- 1 He always wears that ugly colourful shirt. I wish he \_\_\_\_\_.  
A doesn't      B ☒ wouldn't      C hadn't      D wasn't
- 2 Fleece clothes are a good choice if \_\_\_\_\_ cold.  
A it'll be      B only      C ☒ it's      D it's going to be
- 3 We've decided not to go scuba diving after all, but we'll bring a waterproof camera with us \_\_\_\_\_ we change our minds.  
A unless      B as long as      C providing      D ☒ in case
- 4 \_\_\_\_\_ the gadget, the easier it is to lose.  
A The smallest      B Tiny      C ☒ The smaller      D Tinier
- 5 If the plane had been invented earlier, Christopher Columbus \_\_\_\_\_ flown to America.  
A ☒ could have      B will have      C had been      D was
- 6 Metal money is believed \_\_\_\_\_ used for the first time 3000 years ago, in China.  
A to have      B ☒ to have been      C that it was      D that it had
- 7 Imogen is \_\_\_\_\_ ambitious person I know.  
A the less      B ☒ the least      C less      D most
- 8 If the nail varnish \_\_\_\_\_ brighter, maybe more people would want to buy it.  
A would be      B is      C will be      D ☒ was
- 9 It will be \_\_\_\_\_ from the highest quality leather.  
A ☒ made      B make      C making      D been made
- 10 Supposing you had £1000, what \_\_\_\_\_ it on?  
A did you spend      B was spent      C ☒ would you spend      D had been spent





## Use Your English

7 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

- 1 I regret lending him all my money. **only**  
If only I hadn't lent him all my money.
- 2 He's not as friendly as he used to be. **less**  
He's less friendly than he used to be.
- 3 The shoes are said to have been designed by Coco Chanel. **that**  
It is said \_\_\_\_\_ by Coco Chanel. that the shoes were designed
- 4 They must put a zip on that jacket. **be**  
A zip must be put on that jacket.
- 5 We won't be able to afford it if I don't get a job. **unless**  
We won't be able to afford it unless I get a job.
- 6 He only knew about it because he went to the chemist's. **if**  
If he hadn't gone to the chemist's he'd never have known about it.
- 7 It's bouncier than any other ball in the world. **the**  
It's the bounciest ball in the world.
- 8 We'll bring some food provided we get to the supermarket in time. **long**  
We'll bring some food as long as we get to the supermarket in time.

8 Read the text and complete the gaps with the correct word, A, B, C or D.

If you're interested in robots, <sup>1</sup> \_\_\_\_\_ the new Robot Room at the Museum of Science. I went there for a couple of hours yesterday and I wish <sup>2</sup> \_\_\_\_\_ able to stay longer.

The <sup>3</sup> \_\_\_\_\_ of the robots is Topio, a human-like machine from Vietnam. Visitors <sup>4</sup> \_\_\_\_\_ the chance to play table tennis against him. <sup>5</sup> \_\_\_\_\_ lost my match, I'd have been very, very embarrassed, but luckily he wasn't <sup>6</sup> \_\_\_\_\_ to beat as I'd feared. The moving ball was <sup>7</sup> \_\_\_\_\_ the cameras in his 'eyes', but his arm movements needed to be <sup>8</sup> \_\_\_\_\_.

Another interesting robot was a dog called Barclay. <sup>9</sup> \_\_\_\_\_ you are to Barclay, the friendlier he is. If you <sup>10</sup> \_\_\_\_\_ at him or sound angry, he walks away and hides. He has fur, looks very cute, and makes <sup>11</sup> \_\_\_\_\_ mess than a real dog. If I had a spare £1000, I <sup>12</sup> \_\_\_\_\_ one.

- |                           |                         |                     |                       |
|---------------------------|-------------------------|---------------------|-----------------------|
| 1 A you love              | B you are loving        | C you'll love       | D you loved           |
| 2 A I'd been              | B I would be            | C I'm               | D I've been           |
| 3 A more interesting      | B less interesting      | C as interesting    | D most interesting    |
| 4 A give                  | B have given            | C are given         | D had been given      |
| 5 A If I                  | B Unless I              | C If I'd            | D Unless I'd          |
| 6 A as hard               | B harder                | C hardest           | D harder than         |
| 7 A saw                   | B seen by               | C seen for          | D see by              |
| 8 A as fast as            | B faster than           | C as fast           | D faster              |
| 9 A The kind              | B The kinder            | C The kindest       | D Kind                |
| 10 A shout                | B will shout            | C would             | D shouted             |
| 11 A the less             | B the least             | C less              | D least               |
| 12 A would definitely buy | B had definitely bought | C definitely bought | D will definitely buy |





## Use Your English Units 9 and 10

1 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

There's a great singing competition on TV at the moment, with girls who want to be the star of a <sup>1</sup> musical in a London theatre. The <sup>2</sup> presenter, Dan Spence, has a great sense of humour, and the girls are so <sup>3</sup> talented. They're really <sup>4</sup> competitive, too, because winning the show is <sup>5</sup> extremely important to them. They all know they're <sup>6</sup> unlikely to get another chance to become famous. When the experts' comments about their songs aren't positive, it's hard for them to <sup>7</sup> regain their confidence. It's amazing how often they <sup>8</sup> recover, though, and sing much better the following week. The two girls who perform worst have to <sup>9</sup> reappear at the end of the show and sing again, and then one of them has to leave the show. It's really sad seeing how they <sup>10</sup> react when they lose, but in general the programme is great <sup>11</sup> entertainment. It's really <sup>12</sup> addictive to watch!

MUSIC  
PRESENT  
TALENT  
COMPETE  
EXTREME  
LIKELY  
GAIN  
COVER  
APPEAR  
ACT  
ENTERTAIN  
ADDICT

2 Choose the correct option, A, B, C or D to complete each gap.

- 1 The sand \_\_\_\_\_ in the desert look like big yellow hills.  
A glaciers      B cliffs      C oases      **D dunes**
- 2 My big sister's been taken \_\_\_\_\_ as a TV make-up artist.  
A up      B out      C over      **D on**
- 3 We should bring a first aid \_\_\_\_\_ in case there's an accident.  
A stove      B device      **C kit**      D net
- 4 The \_\_\_\_\_ was so strong that it blew down a tree outside our house.  
A hail      **B gale**      C downpour      D mist
- 5 If only we had \_\_\_\_\_ to help us light a fire!  
A a raft      B a blanket      C a whistle      **D matches**
- 6 Maybe you're just not \_\_\_\_\_ out for a career in showbiz.  
A got      B found      **C cut**      D known
- 7 'It's too dark to see anything!'  
'Here, use my \_\_\_\_\_.'  
A sunscreen      **B torch**      C parachute      D rod
- 8 He can do really good \_\_\_\_\_ of famous people.  
**A impressions**      B fun      C jokes      D contributions
- 9 Do you think we should build \_\_\_\_\_ somewhere?  
**A a shelter**      B a flare      C an SOS      D a sip
- 10 I got all the answers right on the \_\_\_\_\_ show!  
A chat      **B quiz**      C talent      D critic





## Use Your English

### 3 Read the text below and decide which answer, A, B, C or D, best fits each gap.

The film *2012* starts in the <sup>1</sup> \_\_\_\_\_ heat of an underground science station in India, where it has been discovered that life as we know it will soon be <sup>2</sup> \_\_\_\_\_. The US President and his <sup>3</sup> \_\_\_\_\_ advisors are made aware <sup>4</sup> \_\_\_\_\_ the problem. They have <sup>5</sup> \_\_\_\_\_ ships built secretly in <sup>6</sup> \_\_\_\_\_ under the Himalayas, to prepare for the terrible <sup>7</sup> \_\_\_\_\_ that will soon cover the Earth with water.

A radio <sup>8</sup> \_\_\_\_\_ called Charlie finds out about the coming disaster and <sup>9</sup> \_\_\_\_\_ the information to anyone who'll listen. Jackson is one of the people who listens to Charlie's radio station and, when the worst happens, Jackson and his family manage to <sup>10</sup> \_\_\_\_\_ the ordeal.

This <sup>11</sup> \_\_\_\_\_ has been very popular around the world. With its exciting plot, <sup>12</sup> \_\_\_\_\_ action scenes and fabulous <sup>13</sup> \_\_\_\_\_ effects, it has helped to make its German <sup>14</sup> \_\_\_\_\_, Roland Emmerich, Europe's most successful filmmaker ever.

- |                |               |               |               |
|----------------|---------------|---------------|---------------|
| 1 A freezing   | B soaking     | C baking      | D starving    |
| 2 A off        | B over        | C above       | D down        |
| 3 A political  | B furious     | C passive     | D interactive |
| 4 A at         | B with        | C by          | D of          |
| 5 A massive    | B astonished  | C delighted   | D exhausted   |
| 6 A icebergs   | B puddles     | C streams     | D caves       |
| 7 A blizzards  | B floods      | C thunder     | D fog         |
| 8 A cameraman  | B extra       | C agent       | D DJ          |
| 9 A publishes  | B uploads     | C broadcasts  | D contributes |
| 10 A survive   | B navigate    | C stand out   | D show off    |
| 11 A media     | B channel     | C documentary | D movie       |
| 12 A miserable | B heartbroken | C nonstop     | D terrified   |
| 13 A special   | B active      | C play        | D showbiz     |
| 14 A fan       | B wannabe     | C director    | D drama       |

### 4 Decide on the best answer, A, B or C to complete the sentences.

- He told us to stay \_\_\_\_\_, not to explore.  
A putting B put C puts
- Why didn't you bring a \_\_\_\_\_ bag to keep you warm at night?  
A sleeping B sleep C sleeper
- My grandmother keeps herself \_\_\_\_\_ – she walks at least five kilometres every day.  
A actual B acting C active
- The tree looks black and burned because it's been hit by \_\_\_\_\_.  
A lightning B lighting C light
- I'm so bored of his \_\_\_\_\_ stories about fishing!  
A ending B ended C endless
- The clip has had a lot of \_\_\_\_\_, but there may only be a few people watching it again and again.  
A views B viewings C viewers





## Use Your English Units 9 and 10

5 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

In 1971, a plane <sup>1</sup> that had been flying over the Amazon Rainforest crashed to the ground. Everyone on the plane was killed apart <sup>2</sup> from seventeen-year-old Juliane Koepcke. One of Juliane's eyes was injured and <sup>3</sup> so were her shoulder and arm, but amazingly she could still walk. She wondered if a search party <sup>4</sup> would ever find her, but decided <sup>5</sup> that this was unlikely. Instead Juliane, <sup>6</sup> whose parents were both biologists and had taught her jungle survival skills, decided <sup>7</sup> to follow streams and rivers until she found help. She walked for eleven days. The crocodiles in the rivers didn't scare her and <sup>8</sup> nor/neither did the enormous jungle insects, but she later admitted that she <sup>9</sup> had been very close to death. She was eventually found by some woodcutters, <sup>10</sup> who took her by boat to a town <sup>11</sup> where she could be given medical attention.

6 Choose the correct option, A, B, C or D to complete each gap.

- 1 He'd never done that before, \_\_\_\_\_?  
A would he      B wouldn't he      C had he      D hadn't he
- 2 'They were extras in the film.'  
'\_\_\_\_\_ Rosie.'  
A So were      B So was      C Neither were      D Neither was
- 3 She accused me \_\_\_\_\_ no sense of humour.  
A of having      B to have      C that I had      D having
- 4 He asked \_\_\_\_\_ his autograph.  
A to want      B for wanting      C did we want      D whether we wanted
- 5 I \_\_\_\_\_ wait for me.  
A told to      B told them      C told them they      D told them to
- 6 Freddie said \_\_\_\_\_ be there.  
A that he would      B that he      C he's going      D me that he's going to
- 7 They promised \_\_\_\_\_ on the quiz show, but later they had a change of heart.  
A going      B to go      C they go      D for going
- 8 The movie \_\_\_\_\_ last night was terrible.  
A that saw      B which saw      C I saw      D who I saw
- 9 That's the boy \_\_\_\_\_ Dad's a stuntman.  
A who's      B that's      C whose      D that
- 10 The play *Romeo and Juliet*, \_\_\_\_\_ can see at the theatre next week, was written by William Shakespeare.  
A you      B that you      C who you      D which you





## Use Your English

### 7 Read the dialogue and complete the gaps with the correct word, A, B, C or D.

It's freezing tonight, <sup>1</sup> \_\_\_\_\_ ?

- 1 A is it C isn't it  
B yes, it is D it isn't

Yes. The weather forecast said it <sup>2</sup> \_\_\_\_\_ cold. Shall we light a fire?

- 2 A will be C to be  
B was going to be D is going to be

That's a good idea ... but where can we put it? I did a survival course once, and the instructor advised <sup>3</sup> \_\_\_\_\_ very careful with fires. We don't want it to spread.

- 3 A to be C us being  
B we were D us to be

That area <sup>4</sup> \_\_\_\_\_ Jemima's sitting might be a good place. There are no trees nearby.

- 4 A where C whose  
B which D that

OK. I'll go and get some wood <sup>5</sup> \_\_\_\_\_ put on it.

- 5 A we can C who we  
B for D which

<sup>6</sup> \_\_\_\_\_ I. And Jemima can help us too, <sup>7</sup> \_\_\_\_\_ ?

- 6 A So do C Nor can  
B Neither will D So will

I don't know. She was a bit moody earlier. She refused <sup>8</sup> \_\_\_\_\_ with putting up the tent. Maybe we should just do it ourselves.

- 7 A can she C can't she  
B neither can she D so can she

- 8 A to help C that she helped  
B helping D not helping

### 8 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

1 'Did you see her last week?' he asked us. **we**

He asked us if we had seen her last week.

2 I think the cliff is too dangerous. Do you agree? **it**

The cliff is too dangerous, isn't it ?

3 He said he hadn't taken unnecessary risks. **denied**

He denied having taken unnecessary risks.

4 It's easier for people to be successful in showbiz if their parents are famous. **whose**

It's easier for people whose parents are famous to be successful in showbiz.

5 She advised me to keep a positive attitude. **said**

She said I should keep a positive attitude.

6 Jane couldn't go on the expedition. We couldn't go on the expedition either. **nor**

Jane couldn't go on the expedition, and nor could we.

7 I heard it on the news at six this morning. You were still asleep then. **when**

I heard it on the news at six this morning, when you were still asleep.

8 'Don't lose your compass!' he said to me. **told**

He told me not to lose my compass.





# Word List

## UNIT 1

### People

adopt  
ancestor  
birth  
childhood  
first cousin  
grandparent  
great-aunt  
great-grandparent  
great-uncle  
half-brother  
have (something) in common  
identical  
inherit  
lonely  
lose touch  
mother-in-law  
nephew  
niece  
only child  
relative  
second cousin  
sibling  
similar  
stepbrother  
stepmother  
twin

### Reading text

definitely	several
encounter	stranger
long for	

### Prepositions

by email  
compared to  
for the first time  
get in touch with  
introduce (someone) to  
the same as  
the worst thing about (someone/something)

### Phrasal verbs

bring up	meet up
chill out	turn out
find out	work out
grow up	

### Personality

#### Adjectives

ambitious	honest	naughty
brave	loyal	outgoing
cautious	mean	polite
energetic	modest	romantic
generous	moody	sensible

### Word formation: nouns from adjectives

ambitious ►► ambition  
cautious ►► caution  
creative ►► creativity  
generous ►► generosity  
honest ►► honesty  
impatient ►► impatience  
loyal ►► loyalty  
mature ►► maturity  
modest ►► modesty  
responsible ►► responsibility  
self-confident ►► self-confidence

### Appearance

beard	nose
blond	overweight
cheek	pale
chin	ponytail
curly	pretty
cute	scar
dark	shoulder-length
elderly	skinny
eyebrow	slim
fair	spiky
forehead	straight
freckles	tanned
fringe	tattoo
good-looking	teenage
handsome	ugly
lip	wavy
make-up	well-built
middle-aged	wrinkles
moustache	





## UNIT 2

### Word List

#### Life experiences

adolescent	motivating
brilliant	painful
ceremony	popular
challenging	relaxing
culture	spectacular
dull	tradition
embarrassing	tribe
extraordinary	unbearable
fascinating	wedding
informative	weird

#### Reading text

bruise	crop	panic
bullet	inspire	wasp
coward		

#### Word formation: nouns and verbs

advice ► advise	injury ► injure
cause ► cause	proof ► prove
dive ► dive	result ► result
growth ► grow	shot ► shoot

#### Collocations

a pair of gloves	head-first
a wasp sting	in total
any more	on my own
change my mind	

#### Time

##### Times of day

dawn	midnight	sunrise
dusk	noon	sunset

#### Expressions with time

from time to time	part time
full time	time flies
in time	time off
on time	time's up

#### Dates

AD	the day before yesterday
BC	in the early twentieth century
century	in the late 1950s
decade	in the Middle Ages
millennium	the year before last
in prehistoric times	

#### Days out

aquarium	ice rink
art gallery	museum
beauty spot	picnic
bowling alley	safari park
concert hall	seaside resort
fire	stadium
fireworks	temple
have a meal out	zoo





## UNIT 3

### Stories (1)

adventure story	historical novel
alien	horror story
autobiography	plot
biography	revenge
comic book	romance
detective story	science fiction (sci-fi)
fact	setting
fairy tale	superhero
fantasy	thriller
fiction	vampire
hero	victim
heroine	villain

### Reading text

chase	interfere	rescuer
deliver	passenger	response

### Verb-noun collocations

catch my eye	make an exception
fail a test	move out of the way
have an accident	take a step

### Compound words

lifestyle	open-mouthed
mid-air	popcorn
mid-sentence	

### Stories (2)

#### Adverbs

badly	gently	lazily
early	hard	reluctantly
enthusiastically	hardly	safely
far	late	well
fast	late	

### Verbs

#### Ways of looking

glance	stare
glare	study
peer	

#### Ways of speaking

hiss (quietly but angrily)	whisper (softly)
scream (in terror)	yell (loudly)
stammer (nervously)	

#### Ways of walking

creep	rush
limp	stroll
march	

### Verbs + prepositions

believe in	mistake (something) for
blame (someone) for	punish (someone) for
disagree with	rely on
laugh at	





## UNIT 4

### Word List

#### Transport (1)

arrival	guidebook	sledge
backpack	guided tour	snowmobile
cable car	high-speed train	spacecraft
coach (vehicle)	hot air balloon	speedboat
departure	jet ski	tram
destination	landmark	van
excursion	luggage	yacht
ferry	return	

#### Reading text

district	immigrant	notify
duration	itinerary	skyscraper
guarantee		

#### Word formation: verbs and nouns

book ➤ booking	experience ➤ experience
complete ➤ completion	give ➤ gift
correct ➤ correction	refuse ➤ refusal
enquire ➤ enquiry	see ➤ sight

#### Adjectives

common	historic	optional
essential	modern	unforgettable

#### Transport (2)

##### Places

cabin	departure gate	platform
check-in desk	harbour	ticket office
deck	passport control	

#### Phrasal verbs

break down	put (someone) up
get in	queue up
hold (someone) up	see (someone) off
pick (someone) up	set off

#### British and American English

apartment (US)	lift (UK)
car park (UK)	motorway (UK)
closet (US)	parking lot (US)
cupboard (UK)	petrol (UK)
elevator (US)	roundabout (UK)
flat (UK)	subway (US)
freeway (US)	traffic circle (US)
gas (US)	underground (UK)

#### Accommodation

bed and breakfast	luxury hotel
budget hotel	self-catering
campsite	shared bathroom
double room	single room
ensuite bathroom	twin room
hostel	

#### Activities

go on a cruise	hitchhike
go scuba diving	shop for souvenirs
go sightseeing	sunbathe
go snorkelling	taste the local specialities
go white-water rafting	





## UNIT 5

### Relationships (1)

bully	headteacher
call (someone) names	hurt (someone's) feelings
classmate	keep a secret
coach (person)	make a good impression on
colleague	make excuses
ex	neighbour
flatmate	spread rumours about
gang	teammate
get (someone) into trouble	tell lies
have a crush on	tell the truth

### Reading text

be on (someone's) side /	freedom
stick up for	pick
cheat / copy	regret
commitment	relax

### Useful phrases

a word of warning	in the long run
feel left out	in your spare time
from now on	on your behalf

### Phrasal verbs

give up	pick on	stick up for
hand in	run out of	trip up

### Word formation

Suffixes *ship* and *hood*

adult ►► adulthood	member ►► membership
child ►► childhood	neighbour ►► neighbourhood
father ►► fatherhood	partner ►► partnership
friend ►► friendship	relation ►► relationship

### Relationships (2)

Adjective + preposition

anxious about	interested in	pleased with
bored of	jealous of	popular with
guilty about	mean to	proud of

### Verb antonyms

accept	discourage	pay attention to
admit	encourage	praise
criticise	ignore	reject
deny		

### Verb and prepositions

accuse (someone) of	find out about
apologise (to someone) for	interfere in
something	result in
care about	tease (someone) about
confide in (someone)	treat (someone) like
depend on	





## UNIT 6

### Word List

#### Free time

(do something) casually  
 (do something) physically demanding  
 (do something) to a high standard  
 appeal to  
 attract  
 enthusiastic about  
 expert  
 express yourself creatively  
 get some fresh air  
 have a passion for  
 hooked on  
 instructor  
 productive  
 take (something) seriously  
 technique

#### Reading text

forthcoming	junior
guest	social event
jam	talent

#### Word formation: verbs and nouns

create ►► creation	compete ►► competition
imagine ►► imagination	celebrate ►► celebration
participate ►► participation	invite ►► invitation
disappoint ►► disappointment	equip ►► equipment

#### Phrasal verbs

catch on	join in	try out
go on	sign up	take part in

#### Hobbies

##### Music

audience	lead singer
composer	microphone
drummer	musical instrument
guitarist	rehearsal
keyboard player	

##### Visual arts and crafts

animation	jewellery making
carpentry	pottery
digital photography	sculpture
fashion design	sketching
filmmaking	web design

#### Sport

attack	football	score
baseball	golf	serve
basketball	half-time	shoot
be in the lead	hockey	sprint
beat	horseracing	tackle
boxing	lose	tennis
course	motor racing	tie
court	overtake	track
cricket	pass	victory
defeat	pitch	volleyball
defend	ring	win
draw	running	





## UNIT 7

### Gadgets

Bubble Wrap	robot
environmentally-friendly	roundabout
games console	solar panel
glue	solar-powered
high-tech	touch-sensitive
lightweight	transparent
nail varnish	Velcro
portable	waterproof
remote-controlled	wind-powered

### Reading text

ban	remove
fur	trigger
horrify	vanishing
packaging	vital

### Word formation

determine ►► determination ►► determined  
 experiment ►► experiment ►► experimental  
 fail ►► failure ►► failed  
 invent ►► invention/inventor ►► inventive  
 succeed ►► success ►► successful  
 use ►► use ►► useful/useless

### Useful phrases

a bright idea  
 come to nothing  
 get (something) for free  
 keep an open mind  
 pass (something) with flying colours

### Machines, gadgets and inventions

Verbs		
bend	spin	transform
charge	steer	vanish
mend	store	

### Machine parts

button	handle	pump
controls	hook	switch
engine	pedal	wire

### Phrasal verbs

bring out	figure out	plug in
come up with	fold up	wind up

### Adjectives

#### Adjectives ending in -y

bendy	fizzy	sticky
bouncy	shiny	stretchy

### Extreme adjectives

ancient	filthy	spotless
enormous	gorgeous	tiny
fabulous	hideous	





## UNIT 8

### Word List

#### Shopping

auction house	jeweller's
baker's	market stall
bargain	newsagent's
butcher's	offer
chemist's	online seller
complaint	post office
customer	receipt
department store	sample
dishonest	shop assistant
fashion boutique	shopping mall
greengrocer's	supermarket
hypermarket	trader

#### Reading text

float	spot
interrupt	tunnel
rare	window-shop
solution	

#### Word formation: nouns and adjectives

colour ►► colourful	possibility ►► possible
comfort ►► comfortable	style ►► stylish
embarrassment ►► embarrassed	tradition ►► traditional
friend ►► friendly	wealth ►► wealthy

#### Collocations

a bite to eat	make an appointment
casual clothes	the most (adjective) in the world
cost a fortune	

#### Money

##### Verbs

afford	earn	save
borrow	lend	waste
buy	pay	

#### Prepositions

borrow (something) from	pay for (an item)
lend (something) to	spend (something) on
pay by (cheque/credit card)	waste (something) on

#### Clothes

##### Accessories

baseball cap	earrings	ring
belt	gloves	sandals
bracelet	hood	scarf
button	necklace	sleeve
collar	pocket	zip

#### Adjectives

baggy	glamorous	stripy
checked	leather	tight
cotton	plain	trendy
denim	silk	woollen
fleece	spotty	

#### Phrasal verbs

do up	get out of	look after
dress up	grow out of	try on





## UNIT 9

### The great outdoors

build a shelter	oasis
cave	puddle
check the weather forecast	purify the water
cliff	sand dune
glacier	send an SOS
go on an expedition	send out a search party
iceberg	set off a flare
keep a positive attitude	stream
light a fire	survive an ordeal
navigate with a compass	take risks
need medical attention	

### Reading text

beetle	official
eagerly	pierce
get your bearings	puzzled
herd	skull

### Verbs with the prefix re-

react	recover
reappear	regain
reconsider	

### Useful phrases

blow up (of a storm)	nonstop
head for	sip of water
lose sight of	stay put

### Survival Equipment

blanket	insect repellent	rope
camping stove	matches	sleeping bag
first aid kit	mosquito net	sunscreen
fishing rod	parachute	torch
GPS device	raft	whistle

### Weather

blizzard	fog	lightning
downpour	gale	mist
flood	hail	thunder

### Extreme adjectives (2)

astonished	freezing	soaking
baking	furious	starving
delighted	miserable	terrified
exhausted		

### Expressions with heart

(someone's) heart sank  
 (someone's) heart's in the right place  
 hard-hearted  
 have a change of heart  
 heartbroken





## UNIT 10

### Word List

#### Entertainment (1)

autograph	role
broadcast	scene
costume	showbiz
fan club	special effects
media	star
movie	TV channel
musical	TV programme
play (n)	video clip
publish	wannabe
radio station	

#### Reading text

album	source
global	spread
hire	tremendous
phenomenon	

#### Word formation

contribute ►► contribution	likely ►► unlikely
end ►► endless	politics ►► political
entertain ►► entertainment	talent ►► talented
extreme ►► extremely	view ►► viewer

#### Dependent prepositions

apart from	known as
aware of	make a contribution to
dress up as	upload (something) onto

#### Entertainment (2)

Jobs		
agent	director	make-up artist
cameraman	DJ	presenter
critic	extra	stuntman

#### Types of programme

chat show	news
documentary	quiz show
drama	talent show

#### Phrasal verbs

be cut out for	show off
be over	stand out
go on to	take (someone) on

#### Comedy

do an impression of someone	have a sense of humour
find someone funny	make fun of someone
get a joke	tell a joke

#### Adjectives with -ive

active	interactive
addictive	massive
competitive	passive
effective	





# Grammar File

## Unit 1

Present simple, Present continuous

Form	Use	Example
<b>Present simple</b> I give He/she gives Do you give? Does he/she give? He/she doesn't give They don't give <b>Passive:</b> They are given	<ul style="list-style-type: none"> <li>permanent situations</li> <li>general truths</li> <li>regular actions or habits</li> <li>timetables (future)</li> <li>with stative verbs (see below)</li> </ul>	<i>They <b>come</b> from London.</i> <i>It <b>rains</b> a lot in winter.</i> <i>I never <b>play</b> tennis on Fridays.</i> <i>The plane <b>leaves</b> at nine o'clock.</i> <i>I <b>don't know</b> the answer to the question.</i>
<b>Present continuous</b> I'm eating We're eating Is he/she eating? Are you eating? I'm not eating They aren't eating <b>Passive:</b> It is being eaten	<ul style="list-style-type: none"> <li>actions that are happening at the moment</li> <li>temporary situations</li> <li>future arrangements</li> <li>habits with <i>always</i> (often annoying)</li> </ul>	<i>The boys <b>are playing</b> football at the moment.</i> <i>Dad <b>is travelling</b> abroad a lot this year.</i> <i><b>Are you having</b> a party on Saturday?</i> <i>They're <b>always arguing</b> about his homework!</i>

### Notes

#### 1 Adverbs of frequency and adverbial phrases

- Time phrases commonly used with the present simple:  
*always, normally, usually, often, sometimes, rarely, never, once/twice a week, most of the time, all the time, every day, on Saturdays, etc.*
- Time phrases commonly used with the present continuous:  
*at the moment, right now, these days, today, this evening, tomorrow, next summer, on Saturday, always (for an annoying habit), etc.*

### Stative verbs

Stative verbs are verbs that are not normally used in the continuous form. Here are some of the most common stative verbs:

Feelings	<i>dislike, hate, like, love, trust</i>
Thinking / believing	<i>agree, believe, find (= think, feel), guess, imagine, know, realise, remember, suppose, think, understand</i>
Wanting	<i>hope, need, prefer, want, wish</i>
Senses (often used with 'can')	<i>feel, hear, see, smell, taste</i>
Being	<i>appear, be, look (= seem), seem</i>
Having	<i>belong to, have, own</i>
Other	<i>mean, promise</i>





## Stative verbs with change in meaning

Some stative verbs are also used in the present continuous to describe actions.

There is a change of meaning:

I **think** she's really nice. (= believe)

I'm **thinking** about the test tomorrow. (= considering)

Do you **see** that boat over there? (= ability to see something)

We're **seeing** our friends next weekend. (= visiting)

I **have** some good DVDs. (= own)

I'm **having** pizza with my friends tonight. (= eating)

## Articles

Form	Use	Example
a / an + singular countable noun	<ul style="list-style-type: none"> <li>something or someone which is not specific</li> <li>one of many</li> <li>something or someone mentioned for the first time</li> <li>jobs</li> <li>certain numbers</li> </ul>	<p>There's <b>a</b> girl outside.</p> <p>I'd like <b>a</b> piece of cake.</p> <p><b>A</b> man rang last night.</p> <p>She's <b>a</b> doctor.</p> <p><b>a</b> hundred, <b>a</b> thousand, <b>a</b> million</p>
the + singular or plural, countable or uncountable noun	<ul style="list-style-type: none"> <li>something or someone specific</li> <li>something or someone unique</li> <li>something or someone mentioned before</li> <li>the names of rivers and certain countries</li> <li>superlatives</li> <li>musical instruments</li> <li>certain phrases</li> <li>parts of the day</li> <li>place names</li> </ul>	<p><b>The</b> girl who lives next door is outside.</p> <p>You're <b>the</b> winner of our competition.</p> <p>A man rang. <b>The</b> man wanted to speak to you.</p> <p><b>the</b> Amazon, <b>the</b> UK, <b>the</b> USA, <b>the</b> Netherlands</p> <p>It was <b>the</b> best day of my life.</p> <p>I can play <b>the</b> piano.</p> <p>see <b>the</b> sights, they look <b>the</b> same, etc.</p> <p>in <b>the</b> morning / afternoon / evening</p> <p><b>the</b> beach</p>
no article	<ul style="list-style-type: none"> <li>things or people in general</li> <li>the names of people, towns and most countries</li> <li>sports and activities</li> <li>school subjects</li> <li>certain time expressions</li> <li>certain phrases</li> <li>meals</li> <li>possessive adjectives</li> </ul>	<p>Life is short.</p> <p>Nerea lives in Spain.</p> <p>He's been playing tennis.</p> <p>I love Geography.</p> <p>last year, next week, at night</p> <p>at home, by car, on holiday, etc.</p> <p>breakfast, lunch, dinner</p> <p>My best friend lives here.</p>





## Unit 2

### Past simple, Past continuous

Form	Use	Example
<b>Past simple</b> I liked Did you like? He didn't like <b>Passive:</b> It was liked	<ul style="list-style-type: none"> <li>completed actions at a specific time in the past</li> <li>a sequence of completed actions in the past</li> <li>past habits or regular past events</li> <li>situations or states in the past</li> </ul>	After the meeting, he <b>got</b> in the car and <b>drove</b> off. Yesterday I <b>played</b> tennis, <b>ran</b> ten kilometres and <b>swam</b> for an hour. We <b>went</b> swimming every day in the summer. <b>Did</b> you <b>live</b> in France when you <b>were</b> younger?
<b>Past continuous</b> I/He/She was eating You/We/They were eating <b>Passive:</b> They were being eaten	<ul style="list-style-type: none"> <li>actions in progress at a particular time in the past</li> <li>two actions in progress at the same time in the past</li> </ul>	At ten o'clock in the morning, they <b>were swimming</b> in the lake. He <b>was playing</b> his music quietly but it <b>was</b> still <b>annoying</b> her.
<b>Past continuous vs Past simple</b>	<ul style="list-style-type: none"> <li>an event that was in progress when another event happened</li> <li>an unfinished action (past continuous) interrupted by a short action (past simple)</li> <li>the background information (past continuous) and events (past simple) in a story</li> </ul>	I <b>was sitting</b> in the caravan when suddenly it <b>started</b> to rain hard. I <b>was watching</b> TV when the lights <b>went off</b> . The sun <b>was shining</b> and everyone on the beach <b>was enjoying</b> the nice weather. I <b>was watching</b> TV when the lights <b>went off</b> .

#### Notes

- 1 Time phrases commonly used with the past simple:  
*at that moment, suddenly, then, when*
- 2 Time phrases commonly used with the past continuous:  
*while, as, when, at that time, meanwhile*
- 3 Stative verbs (see Unit 1) cannot be used in the past continuous.

#### Used to, would

Form	Use	Example
<b>used to + infinitive</b>	<ul style="list-style-type: none"> <li>past habits and regular past events that don't happen any more</li> <li>past states that are no longer true</li> </ul>	Grandma <b>used to</b> walk to school every day when she was a child. There <b>didn't use to</b> be so many cars on the roads. <b>Did you use to</b> like bananas?
<b>would + infinitive</b>	<ul style="list-style-type: none"> <li>past habits and regular past events that don't happen any more</li> </ul>	Every summer we <b>would</b> stay in a caravan by a lake.

#### Notes

- 1 **Used to** acts like a normal, regular, past simple verb. It forms questions and negatives with the auxiliary *did* and drops the final *-d* in both forms.
- 2 **Would** is not used for past states.
- 3 **Would** with a past meaning is not commonly used in the question or negative form.





## Be used to, get used to

## Grammar File

Form	Use	Example
<b>be used to</b>	<ul style="list-style-type: none"> <li>to say that something is no longer strange because we have experienced it so often</li> </ul>	<i>I <b>wasn't used to</b> walking to school so I got very tired. They <b>are used to</b> doing lots of homework so they don't complain.</i>
<b>get used to</b>	<ul style="list-style-type: none"> <li>to say that something is becoming less strange because we have been experiencing it</li> </ul>	<i><b>Have you got used to</b> your new school yet? You'll soon <b>get used to</b> sleeping in your new bed.</i>

### Notes

- 1 Tenses of *be* and *get* are formed in the normal way and are followed by *used to* + noun, pronoun or *-ing* form.

## Unit 3

### Present perfect simple and continuous, Past simple

Form	Use	Example
<b>Present perfect simple</b> I've seen He/She's seen Have you seen? Has he/she seen? We haven't seen They haven't seen <b>Passive:</b> We have been seen	<ul style="list-style-type: none"> <li>states and completed actions at an unstated time in the past</li> <li>states and actions that began in the past and continue up to now</li> <li>actions completed recently</li> <li>repeated actions in the recent past</li> <li>with expressions like <i>the first, the best, the worst</i></li> </ul>	<i>I've <b>travelled</b> by boat but I've never travelled by plane.</i> <i>I've <b>been</b> friends with her since last year.</i> <i>I've <b>just had</b> a dance lesson and I'm exhausted.</i> <i>She's <b>seen</b> that film five times.</i> <i>It's the best book I've <b>ever read</b>.</i>
<b>Present perfect continuous</b> I've been walking He/She's been walking Have you been walking? Have they been walking? He/she hasn't been walking We haven't been walking	<ul style="list-style-type: none"> <li>actions that began in the past and continue up to now</li> <li>longer actions in the recent past, where the results can still be seen</li> </ul>	<i>It's <b>been snowing</b> heavily since last night.</i> <i>We've <b>been working</b> together on a school project so now we know each other really well.</i>
<b>Present perfect simple / continuous vs Past simple</b>	<ul style="list-style-type: none"> <li>Present perfect simple or continuous: states and actions at an unstated time in the past</li> <li>Past simple: states and actions at a known time in the past</li> </ul>	<i>My dad <b>has visited</b> lots of different countries. In October, he <b>went</b> to Japan.</i>

### Notes

- 1 The present perfect continuous is not used in the passive form.
- 2 Time phrases
  - Commonly used with the present perfect simple:  
*already, yet, just, ever, never, for, since, before, how long, today, recently, lately, this week/month/year*
  - Commonly used with the present perfect continuous:  
*how long, for, since, today, recently, lately, all morning/afternoon/day/week, etc.*
- 3 *been / gone*  
 Remember the difference in the present perfect simple between *been* and *gone*.  
*I've **been** to London.* (= I've visited London in the past but I'm not there now.)  
*She's **gone** to London.* (= She is visiting London and is there now.)





## Past perfect simple and continuous, Past simple

Form	Use	Example
<b>Past perfect simple</b> I had eaten He/she had eaten Had you eaten? Had he/she eaten? We hadn't eaten They hadn't eaten <b>Passive:</b> It had been eaten	<ul style="list-style-type: none"> <li>a past action that was completed before another past action</li> <li>an action that was completed before a specific time in the past</li> </ul>	<i>By the time we arrived, most of the guests <b>had already left</b>.</i> <i>It was nine o'clock. My parents <b>had finished</b> their meal and they were watching TV.</i>
<b>Past perfect continuous</b> I'd been playing He/she'd been playing Had you been playing? Had they been playing? We hadn't been playing They hadn't been playing	<ul style="list-style-type: none"> <li>to say how long something continued, up to a time or event in the past</li> <li>for a longer action that was completed before a specific time in the past, where the results could still be seen</li> </ul>	<i>We <b>had been going out</b> for three months when she told me she loved someone else.</i> <i>We <b>had been walking</b> for half an hour and we were very tired.</i>
<b>Past perfect simple / continuous vs Past simple</b>	<ul style="list-style-type: none"> <li>to show the sequence of events, when one event happens before another</li> </ul>	<i>I <b>had already gone</b> to bed when the phone <b>rang</b>.</i> <i>She <b>had been looking</b> for her keys for ages before she <b>found</b> them on the bookcase.</i>

### Notes

- The past perfect continuous is not used in the passive form.
- Time phrases
  - Commonly used with the past perfect:  
*by the time, as soon as, when, after, already, ever, never, (not) ... before*
  - Commonly used with the past perfect continuous:  
*before, until, for a long time / for ages, all day/evening, etc.*
- When the order of events is clear from the context of the sentence, the past perfect is not necessary.  
*We left the café and, a few minutes later, we met our friends in the street. NOT We had left the café...*
- If two events happened before another past action, the auxiliary *had* is normally only used once.  
*By the time my mum got home I had done the washing up and cooked dinner. NOT had-cooked.*
- In dependent clauses, the past simple can be used after a past perfect verb.  
*I arrived home and realised that someone had stolen the TV **while I was out** / **while I had been out**.*





## Unit 4

### The future

## Grammar File

Form	Use	Example
<b>Future simple</b> I'll visit Will she visit? They won't visit <b>Passive:</b> He will be visited	<ul style="list-style-type: none"> <li>facts about the future</li> <li>decisions made at the moment of speaking</li> <li>offers, promises, requests, refusals</li> <li>predictions</li> </ul>	Tomorrow <b>will be</b> March 3 <sup>rd</sup> . I <b>won't have</b> the fish, I'll <b>have</b> the spaghetti.  <b>Will</b> your dad <b>bring</b> us home after the cinema? No, I <b>won't lend</b> you my iPod! You'll <b>enjoy</b> the party because all your friends <b>will be</b> there.
<b>Future perfect simple</b> I'll have finished Will you have finished? She won't have finished <b>Passive:</b> It will have been finished	<ul style="list-style-type: none"> <li>actions that will be completed before a certain time in the future</li> </ul>	I'll <b>have finished</b> my homework by nine o'clock.
<b>Future continuous</b> He'll be travelling Will they be travelling? We won't be travelling	<ul style="list-style-type: none"> <li>actions that will be in progress at a certain time in the future</li> </ul>	This time next month, we'll <b>be skiing</b> in Switzerland!
<b>going to</b> I'm going to see Is she going to see? They aren't going to see <b>Passive:</b> It's going to be seen	<ul style="list-style-type: none"> <li>future plans and intentions</li> <li>predictions based on present evidence</li> </ul>	What <b>are you going to</b> get your sister for Christmas? Oh no! That was our bus! Now we're <b>going to</b> be late.
<b>Present continuous</b>	<ul style="list-style-type: none"> <li>fixed or personal arrangements</li> </ul>	We're <b>having</b> a meal out in town this evening.
<b>Present simple</b>	<ul style="list-style-type: none"> <li>timetabled events</li> </ul>	What time <b>does</b> the concert <b>start</b> ?

### Notes

1 The future continuous is not generally used in the passive form.

2 Phrases commonly used with the future simple:

*probably, I'm sure, I think, I expect, I hope*

3 Time phrases commonly used with the future perfect:

*by the time, by 2020, by next year, by the end of the week*

4 Time phrases commonly used with the future continuous:

*in five years' time, this time next week*

5 **Shall** is used for offers and suggestions, instead of **will**.

**Shall** I take the dog for a walk?

Where **shall** we meet tomorrow?

### Future time clauses

We use **present tenses** to talk about a future time in clauses after these words:

*when, while, before, after, as soon as, by the time, until, the moment*

She's going to get a job **when she leaves** school.

We're going to have a lot of fun **while they're staying** with us.

**Before** I go to Rome, I'm going to visit Venice.

They'll be really tired **after they climb** the Eiffel Tower.

**As soon as** I hear from him, I'll tell you.

It'll be dark **by the time we land** at the airport.

She won't do it **until she feels** more confident.

**The moment it arrives**, we'll bring it to show you.

### Notes

1 The present perfect is also possible in future time clauses.

When I've **finished** my homework, I'm going to watch TV.





## Unit 5

### Modals

Modal verb	Use	Example
<i>should / ought to</i>	<ul style="list-style-type: none"><li>advice</li></ul>	You <b>should</b> try to do more exercise. We <b>ought to</b> go for a long walk.
<i>can</i>	<ul style="list-style-type: none"><li>ability</li><li>permission</li></ul>	Jocelyn <b>can</b> cook really well. <b>Can</b> Joe and Dan stay here tonight?
<i>be able to</i>	<ul style="list-style-type: none"><li>ability</li></ul>	Dan <b>is able to</b> teach us yoga.
<i>can't</i>	<ul style="list-style-type: none"><li>present impossibility</li></ul>	That <b>can't</b> be your mum! She looks so young!
<i>could</i>	<ul style="list-style-type: none"><li>present and future possibility</li><li>permission (polite)</li></ul>	Yes, that <b>could</b> be the new gym teacher. <b>Could</b> I go to the cinema tomorrow?
<i>may</i>	<ul style="list-style-type: none"><li>present and future possibility</li><li>permission (polite)</li></ul>	We <b>may</b> be late home this evening. <b>May</b> I go to Jane's party at the weekend?
<i>might</i>	<ul style="list-style-type: none"><li>present and future possibility</li></ul>	It <b>might</b> rain later.
<i>must</i>	<ul style="list-style-type: none"><li>present certainty</li><li>obligation or necessity</li></ul>	He <b>must</b> be tired after all that hard work. You <b>must</b> eat well in order to stay healthy.
<i>have to / need to</i>	<ul style="list-style-type: none"><li>obligation or necessity</li></ul>	We <b>have to</b> drink lots of water every day because it's good for our bodies. I <b>need to</b> be on time for the plane.
<i>mustn't</i>	<ul style="list-style-type: none"><li>prohibition (not allowed)</li></ul>	You <b>mustn't</b> eat chocolate after every meal!
<i>don't have to / don't need to / needn't</i>	<ul style="list-style-type: none"><li>lack of necessity (not necessary)</li></ul>	You <b>don't have to</b> go to the gym every day; three times a week is enough. You <b>don't need to</b> do your homework tonight – you can do it tomorrow. You <b>needn't</b> pay me back – it's a present!

#### Notes

- 1 Most modal verbs have one form and don't change.  
He **must** take more care about what he eats.  
The semi-modals (*have to*, *need to* and *be able to*) change according to person and tense.  
He **doesn't have to** go to work today.
- 2 There is little difference between *must* and *have to*. We use *must* more often to talk about a decision we have made ourselves about what is necessary and *have to* for a decision someone else has told us is necessary.  
I **must** eat less fast food.  
The doctor says I **have to** improve my diet.
- 3 *Mustn't* and *don't have/need to* do not mean the same.  
You **mustn't** go into that room. (It isn't allowed.)  
You **don't have to** / **don't need to** go into that room. (It isn't necessary.)
- 4 There are two negative forms of *need to*: *don't need to* and *needn't*. They have the same meaning.





## Past modals

## Grammar File

Modal verb	Use	Example
<i>should have / ought to have + past participle</i>	<ul style="list-style-type: none"> <li>regret or criticism about the past</li> </ul>	You agreed to look after the cat so you <b>should have</b> fed her every day while I was away. We <b>ought to have</b> offered to help Mum when she wasn't well.
<i>could / was able to + infinitive</i>	<ul style="list-style-type: none"> <li>ability in the past</li> </ul>	Ten years ago, Dad <b>could</b> touch his toes, but he can't now! She <b>was able to</b> speak three languages before the age of five.
<i>can't have + past participle</i>	<ul style="list-style-type: none"> <li>impossibility about a past situation</li> </ul>	That round-the-world cruise <b>can't have</b> been cheap! You <b>can't have</b> studied – you only got 12%!
<i>could have + past participle</i>	<ul style="list-style-type: none"> <li>possibility about a past situation</li> </ul>	Peter <b>could have</b> broken the window – he was playing football in the garden. You <b>could have</b> come camping with us, you know.
<i>may/might have + past participle</i>	<ul style="list-style-type: none"> <li>possibility about a past situation</li> </ul>	Andrew didn't come to school today; he <b>might have</b> been ill. Lisa <b>may have</b> been at the party. I didn't see her, so I'm not sure.
<i>must have + past participle</i>	<ul style="list-style-type: none"> <li>certainty about a past situation</li> </ul>	You <b>must have</b> had an amazing holiday in Australia. Sam <b>must have</b> left already because all the lights in the house are off.
<i>had to + infinitive</i>	<ul style="list-style-type: none"> <li>obligation or necessity in the past</li> </ul>	They <b>had to</b> climb for five hours to get to the top of the mountain.
<i>didn't have to / didn't need to + infinitive</i>	<ul style="list-style-type: none"> <li>lack of necessity or obligation in the past</li> </ul>	The trekking group <b>didn't have to</b> carry their own bags. They <b>didn't need to</b> take the bus because it was only a five-minute walk.

### Notes

- 1** We use *was/were able to* to say that somebody managed to do something on one occasion (usually something that was not easy).

He **was able to** pass his exams the second time. (We cannot use *could* in this case.)

- 2** We use *didn't have to / didn't need to + infinitive* whether or not the action happened.

I **didn't need to** study last night so I watched TV instead.

I **didn't need to** study last night, but I read through my school work anyway.

We only use **needn't have + past participle** if the action happened but was probably not necessary.

Thanks for buying the food, but you **needn't have bought** it. We've already got plenty.

- 3** We use *wasn't/weren't allowed to* to talk about prohibition in the past (see *Allow*, unit 6).

When I was ten I **wasn't allowed to** stay up after ten o'clock.





## Unit 6

### -ing form vs to + infinitive

Form	Use	Example
verb + <b>-ing</b> (gerund)	• as the subject of a sentence	<b>Watching</b> too much TV is not good for your health.
	• after prepositions	Are you good <b>at making</b> things?
	• after certain verbs	Jamie <b>enjoys playing</b> computer games.
	• after certain expressions	It <b>isn't worth learning</b> Swedish, because Swedish people speak such good English.
to + infinitive	• after certain verbs (with or without an object)	Did you <b>manage to join</b> the tennis class? We <b>expected him to arrive</b> earlier.
	• after certain adjectives	I was the <b>first to hear</b> the news.

+ <b>-ing</b>	+ to + infinitive
admit avoid be worth can't help can't stand delay deny discuss dislike enjoy feel like finish give up imagine involve keep (on) look forward to (don't) mind miss practise risk suggest there's no point in	afford agree allow appear arrange ask choose continue decide deserve encourage expect fail forget help hope learn manage offer plan pretend promise refuse seem tend want would like would prefer
+ <b>-ing</b> OR to + infinitive with no change of meaning	+ <b>-ing</b> OR to + infinitive with a change of meaning
begin hate love prefer start	regret remember stop try

#### Notes

- Some common adjectives followed by an infinitive with **to** are:  
*difficult, easy, excited, first, happy, last, likely, sad, surprised*
- Some verbs can be followed by either the **-ing** form or the infinitive with no change of meaning. For others, the meaning changes depending on the structure used.

#### regret

I **regret** going skiing yesterday because I **didn't enjoy** it. (I am sorry about something I've done.)

I **regret** to tell you that you **haven't been chosen** for the national team. (I am giving bad news and I am sorry about it.)

#### remember

He **remembered locking** the doors. (He locked the doors and then he remembered that action.)

He **remembered to lock** the doors. (He remembered first and then he locked the doors.)

#### stop

He **stopped buying** chocolate every day. (He was buying chocolate every day and then he stopped.)

He **stopped to buy** chocolate every day. (He stopped (at a shop) first and then he bought the chocolate.)

#### try

They **tried talking** to Joe but he wouldn't listen. (They were experimenting to see if it worked.)

They **tried to talk** to Joe but he wouldn't listen. (It was a difficult thing to do.)





## Infinitive without to

## Grammar File

Form	Use	Example
<i>let</i> + object + infinitive (without to)	• give permission	Jack's parents <b>won't let him try</b> horseriding.
<i>make</i> + object + infinitive (without to) Passive: <i>be made</i> + to + infinitive	• create an obligation	The teacher <b>made the students do</b> the exercise again. The students <b>were made to do</b> the exercise again.
<i>would rather</i> + infinitive (without to)	• give a preference	Jack <b>would rather go</b> horseriding than play football.
<i>had better</i> + infinitive (without to)	• give advice	You <b>had better</b> walk home before it gets dark.

### Notes

#### 1 *let* and *allow*.

- *let* has a similar meaning to *allow*, but *let* can only be used with an object.  
Compare these pairs of sentences:

**Do they allow skateboarding** in that park?

**Do they let people skateboard** in that park?

- Remember that we don't use *to* after *let*, but we need *to* after *allow*.

My mum **doesn't allow me to go** out during the week.

My mum **doesn't let me go** out during the week.

- *Let* is not used in the passive, but the passive form of *allow* is very common.

**I'm not allowed to go** out during the week.

- #### 2
- Remember that we use *to* + infinitive with the passive form of *make*, but we don't use *to* with the active form.

### The causative

<i>Have / Get</i> + object + past participle	<i>Get</i> + agent + <i>to</i> + infinitive + object
They <b>get</b> the house <b>painted</b> every three years.	They <b>get</b> my uncle <b>to paint</b> the house every three years.
She <b>got</b> extensions <b>put</b> in her hair last week.	She <b>got</b> her hairdresser <b>to put</b> extensions in her hair last week.
<b>Have</b> you <b>had</b> your hair <b>cut</b> ? It looks nice!	<b>Have</b> you <b>got</b> your hairdresser <b>to cut</b> your hair? It looks nice!
She <b>had</b> already <b>had</b> the car <b>fixed</b> by the time I arrived.	She <b>had</b> already <b>got</b> the mechanic <b>to fix</b> the car by the time I arrived.
Do you think they'll <b>get</b> a swimming pool <b>built</b> in the garden?	Do you think they'll <b>get</b> the builders <b>to build</b> a swimming pool in the garden?
You <b>should get</b> your satellite <b>moved</b> .	You <b>should get</b> someone <b>to move</b> your satellite.
I hate <b>getting</b> my teeth <b>cleaned</b> .	I hate <b>getting</b> the dentist <b>to clean</b> my teeth.
I'd like <b>to have</b> my photo <b>taken</b> .	I'd like <b>to get</b> a professional photographer <b>to take</b> my photo.

### Note

- #### 1
- We use the causative when we arrange for somebody else to do something for us.





## Unit 7

Conditionals: zero, first, second, third

Form	Use	Example
<b>Zero conditional</b> if + present simple // present simple	<ul style="list-style-type: none"> <li>general truths</li> </ul>	If I <b>get up</b> very early, I'm always tired by lunchtime. Food <b>goes</b> bad if you <b>don't keep</b> it in the fridge.
<b>First conditional</b> if + present simple // will// can/may/might/ could//should/imperative	<ul style="list-style-type: none"> <li>events that we expect to happen in the future</li> </ul>	If she <b>doesn't like</b> the present, I'll <b>buy</b> her something else. If you <b>are</b> free tomorrow evening, we <b>could go</b> to the cinema. If you <b>like</b> the CD, <b>buy</b> it!
<b>Second conditional</b> if + past simple // would/ could/might	<ul style="list-style-type: none"> <li>imaginary, hypothetical or unlikely situations in the present or future</li> <li>giving advice</li> </ul>	If my dad <b>knew</b> how to fly a plane, he'd <b>have</b> his own helicopter! If I <b>went</b> to your party on Saturday, I <b>might wear</b> my new dress. If I <b>were</b> you, I'd <b>buy</b> those trainers.
<b>Third conditional</b> if + past perfect // would/ could/might have	<ul style="list-style-type: none"> <li>unreal situations in the past</li> </ul>	If I <b>hadn't been</b> ill yesterday, I <b>wouldn't have missed</b> the maths test! If he <b>had played</b> in the match, we <b>could have won</b> .

### Notes

- The **if**-clause can come before or after the main clause in the sentence. If it comes after the main clause, we don't use a comma.

If we **had** a dog, I'd **be** really happy.

I'd **be** really happy if we **had** a dog.

If Paul **hadn't had** a great voice, he **wouldn't have** become a singer.

Paul **wouldn't have** become a singer if he **hadn't had** a great voice.

- We sometimes use continuous instead of simple tenses.

If you **were living** in another city, I'd really miss you.

We'll stay at home if it's **raining** in the afternoon.

If he'd **been concentrating**, he wouldn't have lost the match.

- To give advice, we often use **If I were you** (instead of **If I was you**).





Alternatives to <i>if</i>	Example	Meaning
<i>unless</i> (= if not)	I won't go <b>unless</b> you go. He won't pass his exams <b>unless</b> he works hard.	I won't go if you don't go. He'll only pass his exams if he works hard.
<i>as long as</i> <i>providing</i> <i>provided</i> (= only if)	She'll have a great time <b>as long as</b> James is there. It'll be safe to eat <b>providing</b> it's cooked properly. I'll go <b>provided</b> you give me a lift home.	She'll only have a great time if James is there. It'll only be safe to eat if it's cooked properly. I'll go but only if you give me a lift home.
<i>supposing</i> (= imagine the situation that)	Supposing no one turns <b>up</b> , what will you do?	Imagine the situation if no one turns up. What will you do?
<i>in case</i> (= because it's possible that)	Take an umbrella <b>in case</b> it rains.	Take an umbrella because it's possible that it will rain.

## Notes

- 1 **Unless**, **as long as**, **providing**, **provided** and **in case** are generally used with the first conditional. **Supposing** can be used with the first, second and third conditional.

Supposing you **won** the lottery, what **would** you do?

Supposing you **had been caught** cheating in your exams, what **would** your parents **have said**?

- 2 **On condition that** is a more formal way of saying **providing**.

You will be allowed to have a party here **on condition that** there are no more than twenty guests.

- 3 We can use **Suppose** instead of **Supposing**, but with two separate sentences.

**Supposing** your bike was stolen, **how would** you get home?

**Suppose** your bike was stolen. **How would** you get home?

## Wish / if only

Form	Use	Example
<i>I wish / If only + past simple</i>	• a wish or regret about the present	<i>I wish I <b>had</b> an electric guitar!</i> <i>If only the holidays <b>were</b> longer!</i> <i>I wish I <b>could</b> run really fast.</i>
<i>I wish / If only + would</i>	• a complaint about the present or a desire for something to change in the future	<i>I wish they <b>would</b> stop shouting!</i> <i>If only the weather <b>would</b> get warmer!</i>
<i>I wish / If only + past perfect</i>	• a regret about the past	<i>I wish I <b>hadn't spoken</b> to him like that.</i> <i>If only I <b>hadn't dropped</b> tomato sauce on my best jeans!</i>

## Notes

- 1 Don't confuse **wish** and **hope**!

*I wish (hope) you happiness!*

*I hope (wish) you will be happy!*

- 2 We don't use **wish + would** about our own habits.

*I wish I **could** stop biting my nails. NOT **would stop***

*I wish I **wasn't** always late. NOT **wouldn't always be late***





## Unit 8

### The passive

	Active	Passive
Present simple	They <b>lock</b> the door every night.	The door <b>is locked</b> every night.
Present continuous	They <b>are watching</b> the shop.	The shop <b>is being watched</b> .
Past simple	The burglars <b>broke</b> the window.	The window <b>was broken</b> by the burglars.
Past continuous	They <b>were making</b> a film.	A film <b>was being made</b> .
Present perfect	The police <b>have found</b> a white van.	A white van <b>has been found</b> (by the police).
Past perfect	No one <b>had ever seen</b> the monster	The monster <b>had never been seen</b> .
Future simple	Thousands of people <b>will visit</b> Stonehenge this summer.	Stonehenge <b>will be visited</b> by thousands of people this summer.
Future perfect	By the end of the week, the new restaurant <b>will have served</b> seven thousand customers!	Seven thousand customers <b>will have been served</b> at the new restaurant by the end of the week!
Modals	You <b>mustn't use</b> the TV after ten o'clock.	The TV <b>mustn't be used</b> after ten o'clock.
-ing forms	Celebrities <b>like</b> people <b>recognising</b> them in the street.	Celebrities <b>like being recognised</b> in the street.
Infinitives	We <b>have to give</b> these library books back.	These library books <b>have to be given</b> back.

#### Notes

- 1 We use the passive to describe what happens to people or things, when we want to focus on the action rather than the person who does it, and when we don't know who does it. It is often used in news reports and historical accounts.
- 2 To form passives, we use the verb *to be* in the correct tense and the past participle of the main verb.
- 3 If it is important to say who completed the action, then we use *by* added to the end of the sentence.  
*The pyramids were built **by the Egyptians**.*
- 4 Questions in the passive are formed by using the question form of the verb *to be*:  
*Who **was** chosen for the school team?    Where **have you been** employed before?*
- 5 Some verbs can have two direct objects; they can have two passive forms.  
*Dan sent me two text messages.*  
*I **was sent** two text messages by Dan.    Two text messages **were sent** to me by Dan.*

#### Impersonal structures

<i>It + passive + that + clause</i>	<i><b>It is believed</b> that the dinosaurs were killed by a meteorite. <b>It is said</b> that carrots are good for your eyesight. <b>It was thought</b> that the Earth was flat.</i>
<i>Subject + passive + to + infinitive</i>	<i>Dinosaurs <b>are believed to have been killed</b> by a meteorite. Carrots <b>are said to be</b> good for your eyesight. The Earth <b>was thought to be (have been)</b> flat.</i>

#### Notes

- 1 Several different verbs can be used with this structure:  
*say, think, believe, expect, understand, claim, know, etc.*
- 2 This structure is used when it isn't important to state who the people saying or thinking are.





## Comparatives, superlatives and (not) as ... as

## Grammar File

Adjective	Comparative	Superlative
quick	quicker than	the quickest
big	bigger than	the biggest
nice	nicer than	the nicest
happy	happier than	the happiest
impressive	more impressive	the most impressive

## Notes

## 1 Remember the irregular adjectives!

good – better – the best

bad – worse – the worst

far – further/farther – furthest/farthest

little – less – the least

much/many – more – the most

## 2 We use the comparative form to compare one thing or group of things with another.

My brother's **taller than** me.

These books are **more difficult than** last year's books.

3 We use the superlative form to compare one thing or group of things with a number of others. Superlatives are often used with **ever** and present perfect and past perfect tenses.

My friend Maria is **the best** in the class.

**The most important** thing is to be confident about what you can do.

The USA is **the most interesting** country I've ever visited.

It was **the nicest dress** she'd ever seen.

## 4 We use (not) as ... as to compare one thing and another.

Their new flat **isn't as big as** their old one.

He's **as intelligent as** his sisters.

5 We can also use **less ... than**, **the least** (+ adjective) to compare one or more things with other things.

These boots are **less heavy than** those boots.

= These boots are **lighter than** those boots.

The **least** difficult part of the test is the Speaking, I think.

= The **easiest** part of the test is the Speaking, I think.

6 We can use **the + comparative**, **the + comparative** to say that two changes happen together.

**The hotter** the weather, **the more** water you should drink.

**The older** she gets, **the more beautiful** she becomes.





## Unit 9

### Reported statements

Direct speech	Reported speech
<b>Present simple</b> She said, 'I <b>feel</b> tired.'	<b>Past simple</b> She said (that) she <b>felt</b> tired.
<b>Present continuous</b> She said, 'I <b>m watching</b> TV.'	<b>Past continuous</b> She said (that) she <b>was watching</b> TV.
<b>Past simple</b> She said, 'I <b>played</b> tennis.'	<b>Past perfect</b> She said (that) she <b>had played</b> tennis.
<b>Past continuous</b> She said, 'We <b>were studying</b> hard.'	<b>Past perfect continuous</b> She said (that) they'd <b>been studying</b> hard.
<b>Present perfect</b> She said, 'I <b>ve seen</b> that film before.'	<b>Past perfect</b> She said (that) she'd <b>seen</b> that film before.
<b>will</b> She said, 'I <b>ll go</b> for a walk.'	<b>would</b> She said (that) she <b>would go</b> for a walk.
<b>is going to</b> She said, 'I <b>m going to</b> phone Sam.'	<b>was going to</b> She said (that) she <b>was going to</b> phone Sam.
<b>must</b> She said, 'I <b>must</b> go home.'	<b>had to</b> She said (that) she <b>had to</b> go home.
<b>can</b> She said, 'I <b>can</b> run fast.'	<b>could</b> She said (that) she <b>could</b> run fast.
<b>may</b> She said, 'I <b>may</b> watch a film.'	<b>might</b> She said (that) she <b>might</b> watch a film.

#### Notes

- 1** After present, future and present perfect reporting verbs, e.g. *says*, *has asked* etc., the verb form is generally the same as in direct speech.

Ben: 'I **ve found** the keys.'  
Ben says he's **found** the keys.

- 2** In reported speech, we often need to change the pronoun e.g. *I*, *he*, *us*, etc.

'I saw them in the shopping centre,' she said.  
She said that **she** had seen them in the shopping centre.

- 3** Place/time words may change in reported speech:

yesterday → the day before / the previous day  
tomorrow → the following day / the next day  
now → then / at that time  
today → that day  
this → that  
these → those  
here → there  
next → the following  
ago → before / previously  
last → the previous

- 4** Infinitives do not change in reported speech.

'I want **to have** an ice cream,' said Saskia.  
Saskia said (that) she wanted **to have** an ice cream.

- 5** We can use *say* and *tell* (and other verbs) to report statements. When we use *say* we don't use an object. When we use *tell* we use an object.

Ben **said (that)** he **would** bring a picnic.  
Ben **told me (that)** he **would** bring a picnic.

#### Reported questions

Wh- questions	
<b>Direct speech</b> Question word + auxiliary verb + subject + verb 'Where <b>are you going</b> ?' I asked. 'What <b>did you do</b> ?' he asked.	<b>Reported speech</b> Question word + subject + verb I asked him <b>where he was going</b> . He asked me <b>what I had done</b> .
Yes/No questions	
<b>Direct speech</b> Auxiliary verb + subject + verb 'Can <b>you help</b> me?' I asked. 'Does <b>he like</b> chocolate?' she asked.	<b>Reported speech</b> If/Whether + subject + verb I asked him <b>if he could help</b> me. She asked <b>whether he liked</b> chocolate.





## Grammar File

### Notes

- 1 We use *if* or *whether* to introduce *yes/no* questions.
- 2 We often use *ask* to report a question. *Wonder* can also be used.  
*'Have you seen her anywhere?'*  
He **wondered** if I'd seen her anywhere.
- 3 The tense changes as for reported statements.
- 4 For reported questions/offers with *shall*, *shall* changes to *should*.  
*'Shall I open the window?'*  
She asked if/whether she **should** open the window.

### Reported commands and requests

Direct speech	Reported speech
<b>Imperative</b> 'Open it!' he said. 'Don't say anything!' I said. 'Please <b>lend</b> me some money,' she said.	(not) to + infinitive He told her <b>to open</b> it. I told them <b>not to say</b> anything. She asked me <b>to lend</b> her some money.

### Notes

- 1 We usually introduce a reported command with *tell* and a reported request with *ask*.
- 2 We always use an object after *tell* and *ask*: *I told them*, *They asked their parents*, etc.

### Other reporting verbs

Form	Verbs	Examples
Verb (+ <i>that</i> ) + clause	<i>admit, agree, complain, decide, deny, explain, hiss, promise, recommend, scream, stammer, suggest, whisper, write, yell</i>	'It's not fair,' he complained. → He complained that it wasn't fair. 'We'll help,' they promised. → They promised that they'd help.
Verb + <i>-ing</i>	<i>admit, deny, suggest</i>	'I didn't break it,' she said. → She denied breaking it. 'Let's go to the beach,' he said. → He suggested going to the beach.
Verb + preposition + <i>-ing</i>	<i>apologise for, accuse someone of, blame someone for, congratulate someone on</i>	'I'm sorry I shouted,' she said. → She apologised for shouting. 'Sam stole my mobile,' he said. → He accused Sam of stealing his mobile.
Verb + (not) to + infinitive	<i>agree, offer, promise, refuse</i>	'OK. I won't take any photos,' he said. → He agreed not to take any photos. 'We can take her to the station,' they said. → They offered to take her to the station.
Verb + object + (not) to + infinitive	<i>advise, encourage, invite, order, remind, warn</i>	'You shouldn't buy it!' they said. → They advised me not to buy it. 'Don't forget to bring a map,' he said. → He reminded them to bring a map.

### Notes

- 1 To use the structures *admit / deny + ing* and *agree / promise + to + infinitive*, the subject of both verbs must be the same. If the subject is different, use *that* + clause.

'I made the phone call,' I admitted.  
→ I **admitted making** the phone call. OR  
I **admitted that** I'd made the phone call.

'He made the phone call,' I admitted.  
→ I **admitted that** he'd made the phone call.





## Unit 10

### Relative clauses

Relative clauses give more information about the noun.

Relative pronoun	Use	Example
who	to refer to people	I know some people <b>who</b> spend all their free time watching TV! Terry Jones, <b>who</b> lives in Brighton, is an excellent guitar player.
that	replaces <i>who</i> or <i>which</i> in defining relative clauses only	Have you got the book <b>that</b> I lent you last week?
which	to refer to things	Where's the CD <b>which</b> I was listening to? These football cards, <b>which</b> I collected when I was young, are worth something now.
whose	the possessive of <i>who</i> or <i>which</i>	I met someone <b>whose</b> brother is a famous photographer. Henry, <b>whose</b> new book I am reading, won a prize in a writing competition.
where	to refer to places	That's the house <b>where</b> we used to live. London, <b>where</b> my cousin lives, is a great city to visit.
when	to refer to time	Do you remember the day <b>when</b> there was a fire at the school? Last July, <b>when</b> they were in Paris, John asked Polly to marry him!
why	to refer to reasons	Do you know the reason <b>why</b> he left so early?

#### Notes

#### 1 Defining relative clauses make it clear who or what we are talking about

- We don't use commas.
- *that* can replace the relative pronouns *who* or *which*.
- We can omit the relative pronouns *who*, *which* and *that* when they are the object of the relative clause not the subject.  
*Where's the **book (that)** I was reading?* *That's the **girl (who)** I met last week.*
- We can omit *when* and *why* in defining relative clauses, but we cannot omit *whose* or *where*.  
*That was the day (**when**) I took my exam.*  
*I know a **shop where** you can buy cheap clothes.*

#### 2 Non-defining relative clauses give extra information about something. The information is not necessary to understand who or what we are talking about.

- We use commas.
- We don't usually use *that*.
- The relative pronoun cannot be omitted.





## Question tags

## Grammar File

<b>Present simple</b>	You love skiing, <b>don't you?</b> She doesn't play tennis, <b>does she?</b> He isn't happy about it, <b>is he?</b> I'm late, <b>aren't I?</b>
<b>Past simple</b>	We didn't say that, <b>did we?</b> They went to France, <b>didn't they?</b> You were there, <b>weren't you?</b>
<b>Past continuous</b>	He was living in Athens at the time, <b>wasn't he?</b> They weren't sleeping, <b>were they?</b>
<b>Present perfect</b>	You haven't met him, <b>have you?</b> It's been difficult, <b>hasn't it?</b>
<b>Past perfect</b>	She hadn't seen it, <b>had she?</b> They'd already finished, <b>hadn't they?</b>
<b>Futures</b>	You'll come, <b>won't you?</b> She's going to find out, <b>isn't she?</b> We won't be sitting at home, <b>will we?</b>
<b>Modals</b>	She can't do it, <b>can she?</b> You should get a job, <b>shouldn't you?</b>
<b>Passives</b>	It was made in China, <b>wasn't it?</b> They've been sent the letter, <b>haven't they?</b>
<b>Imperatives</b>	Tidy your room, <b>won't you?</b> Don't forget your bag, <b>will you?</b>
<b>Let's</b>	Let's go out tonight, <b>shall we?</b>

### Note

After a positive statement, the question tag is usually negative.

After a negative statement, the question tag is usually positive.

### so, neither and nor

Initial statement	Response
I love skiing. I don't often eat out.	<b>So</b> do Brandon and Lara. <b>Neither/Nor</b> do I.
I went to France last year. My mum didn't like the concert.	<b>So</b> did we. <b>Neither/Nor</b> did mine.
My sister's going to study Spanish. I'm not going to worry about the exams.	<b>So</b> is my brother. <b>Neither/Nor</b> am I.
I've been to Egypt. She hasn't been to Egypt.	<b>So</b> have I. <b>Neither/Nor</b> has anyone else in the class.
Jimmy can play the guitar. You can't play the guitar.	<b>So</b> can Katia. <b>Neither/Nor</b> can you.
They'll be late this evening. I won't be late this evening.	<b>So</b> will I. <b>Neither/Nor</b> will we.

### Notes

We use **so** to agree with a positive statement.

We use **neither** or **nor** to agree with a negative statement.





## Audioscripts

### Unit 1. Page 12. Exercise 1. [CD1 Track 03]

**Katie:** Hi Ethan. How was **1C** the party last night?

**Ethan:** Good! ... Really good, actually ...

**Katie:** Oh yeah? Did you dance a lot?

**Ethan:** Yes, I did. The music was great. Sam and Max brought some of their CDs.

**Katie:** And who did you dance with?

**Ethan:** Sam, Max ...

**Katie:** Any girls? ... Hey, Ethan, why are you going a funny colour? Your cheeks are bright red! You met someone at the party, didn't you?! A girl! Oh, how exciting! Who was she?!

**Ethan:** Oh, Katie. I don't have to tell you everything.

**Katie:** es, you do! I'm your big sister. It's my job to know all about your girlfriends. So, what's her name?

**Ethan:** Rebecca.

**Katie:** And what does she look like?

**Ethan:** Beautiful.

**Katie:** Oh, come on, Ethan. You can do better than that. Is she tall, short, blonde, dark?

**Ethan:** She's got long curly hair, quite fair, and big blue eyes and really cute freckles. She's not very tall but she's slim and pretty. **2C**

**Katie:** And what's she like?

**Ethan:** She's very funny. She's got a really nice laugh.

**Katie:** And?

**Ethan:** Oh, I don't know! She seems very energetic. Well, she likes playing tennis anyway. She wants to be a teacher. She thinks that Coldplay is the greatest band in history.

**Katie:** Coldplay? Really? Is she mad?

**Ethan:** Yes, well, I agree with you. Coldplay isn't great. I admit, **3B** Rebecca and I don't have the same taste in music. But we got on really well last night.

**Katie:** And what's her star sign?

**Ethan:** Her star sign?! I don't know. I didn't ask her.

**Katie:** Well, when's her birthday?

**Ethan:** I've got no idea, Katie. I've only just met her. Why are you asking me about her star sign, anyway?

**Katie:** Well, **4A** you're a Scorpio because your birthday's on November 3rd. And because you're a Scorpio, you should have a girlfriend who's Capricorn.

**Ethan:** But that's just silly. I should have a girlfriend that I get on with.

**Katie:** Exactly. But your star sign can tell you who you'll get on with. **5D** I borrowed a book about star signs from the library. It was really interesting.

**Ethan:** Just because it's in a book, it doesn't mean that it's true.

**Katie:** But it is true. My friend Jasmine is Capricorn, and her boyfriend Liam is Scorpio, and they get on really well. And she had a terrible time with that boy Kyle, and Kyle was Sagittarius. Sagittarians and Capricorns never get on.

**Ethan:** But why would your star sign make any difference?

**Katie:** It's all about the position of the Sun, Moon and planets on the day that you're born. That has a huge effect on your personality. I'm Libra, so I'm romantic and outgoing. You're Scorpio, so you're ambitious but a bit moody.

**Ethan:** I'm not moody!

**Katie:** Hmmm. Well, we'll agree to disagree on that one, shall we?

**Ethan:** But Katie, **6B** you don't really believe all this, do you? It's completely crazy. The planets don't control your personality.

**Katie:** It's not crazy at all. Just you wait. If your girl ... what was her name?

**Ethan:** Rebecca.

**Katie:** If your Rebecca turns out to be Aries, she'll make you really unhappy, because Scorpio and Aries just don't get on. And when you're really unhappy, you'll be sorry that you didn't listen to me...

**Ethan:** OK, Katie. When that day comes, I'll say sorry for laughing at you. But in the meantime, can you leave me alone for a minute. **7A** I want to send Rebecca a text message.

**Katie:** Remember to ask her when her birthday is!

**Ethan:** Go away, Katie. You're impossible!

### Unit 1. Page 12. Exercise 2. [CD1 Track 04]

**Presenter:** Everyone's different. That's what makes the world an exciting place. But why are we so different? Well, one of the experts on this is Professor Tom Bevan.

**Professor:** Well, Maddy, **1F** there has been a lot of research about children's positions in the family – whether they are the eldest, the youngest, an only child, the middle child of three, etc. – and it seems that this has a huge influence on personality.

**Presenter:** That's interesting. So – I'm the eldest in my family. I've got two younger brothers. What should I be like?

**Professor:** Well, eldest children are usually polite and hard-working, and get better jobs than their brothers





and sisters. They're usually very responsible, too, and like looking after other people. Find out about the families of your country's presidents and prime ministers, and you'll probably see that lots and lots of them are the eldest in the family. **2T** Barack Obama, Angela Merkel, Silvio Berlusconi ... they're all the eldest.

**Presenter:** That's interesting. So it's a good thing to be the eldest, then?

**Professor:** Well, there are bad things too. **3T** Eldest children are often too cautious, and they really hate it when they get something wrong. Mistakes can really upset them.

**Presenter:** Oh dear. That sounds just like me! What about second children?

**Professor:** **4F** Well, a second child will probably be exactly what the elder brother or sister is not! So, if your elder sibling behaves well at home, you will be naughty. If your elder sibling is naughty, you'll be very good. **5T** And second children are always trying to win, to be better at things than their big brother or sister.

**Presenter:** Interesting. Is there a difference between second children who only have one sibling, and middle children, who have an older and a younger sibling?

**Professor:** Yes, there is. **6F** A typical middle child will think that life is very difficult for them. They feel that they don't get any of the advantages of being the oldest or the youngest, and that no one loves them.

**Presenter:** Oh no! I'm glad I wasn't a middle child!

**Professor:** Oh, I don't know! It's not all bad. **7T** Middle children love asking difficult questions, so a lot of people in the world of science and technology are middle children – Copernicus, Charles Darwin, Bill Gates, to name a few.

**Presenter:** I see. So, we've talked about the eldest child and the second child. What about the youngest of three or four children?

**Professor:** **8F** Most youngest children are not very ambitious, but they really know how to have fun. They often choose interesting, fun jobs. A lot of actors and comedians are youngest children – Cameron Diaz, Eddie Murphy and Jim Carrey, for example.

**Presenter:** And how does being an only child influence your personality?

**Professor:** Well, only children live in a world of adults, so they are often very sensible and mature in their attitudes. They usually work hard at school, but at home many only children are very lazy. They leave their parents to do everything. **9F**

**Presenter:** And many only children spend a lot of time on their own.

**Professor:** Yes, and this can be an advantage in life. Music, art, writing stories – **10T** only children often become very good at creative hobbies like these because they have more time for them than other children. The artist Leonardo da Vinci – he was an only child. So was the writer Hans Christian Anderson, and musicians John Lennon and Elvis Presley.

**Presenter:** So, Tom, the big question now is, which position in the family is best?

**Professor:** [laughs] I'm afraid that's impossible to answer! There are advantages and disadvantages with all of them.

### Unit 1. Page 13. Exercise 2 [CD1 Track 05]

**Interviewer:** Could you tell me something about your family?

**Student:** I'm the eldest of three sisters. My mum's a hairdresser and my dad's a builder. My sisters and I all look very similar. We've all got the same straight red hair.

**Interviewer:** And what about your family home? Could you describe it to me?

**Student:** Well, it's **1** a flat in Hinton, on the south side of the city. It's got **2** three bedrooms. My sisters have to share a bedroom but I have my own bedroom. And we've got a little **2** garden because we're on **3** the ground floor. It's in **4** a quiet residential area.

**Interviewer:** What do you like about living there?

**Student:** Well, it's quite near my **5** school. It only takes me five minutes to walk to school. And a lot of my **6** friends live nearby.

**Interviewer:** Is there anything you'd like to change about it?

**Student:** There's not a lot to do in the area, and the shopping is terrible. It would be good if there were more clothes **7** shops, and **8** a bowling alley, too, maybe. But you can always go into the city centre for things like that, I suppose.

**Interviewer:** How often do you go into the city centre?

**Student:** **9** About once a month. Maybe more than that during the school holidays.

**Interviewer:** And what do you like to do there?

**Student:** I meet up with friends. We sometimes go **10** clothes shopping, or we go to **10** a café for a chat.

**Interviewer:** And what else do you like doing in your free time?

**Student:** I'm really into **11** dancing, and I love going to **12** the beach with a group of friends.





## Unit 2. Page 24. Exercise 1. [CD1 Track 07]

When midnight arrived on 31st December 1999, a new millennium began. One by one, the different time zones around the world stepped into the year 2000.

The 1 first place to welcome the new millennium was Kiribati. Few people have heard of Kiribati, a country of small islands in the Pacific Ocean. But while the people of Europe were still having breakfast on the morning of 31st December, the clocks of Kiribati reached midnight. It was a huge moment for the people of these islands, and for the world. To mark the occasion, the country's most eastern island was given a new name. Yes, you guessed it – it was called Millennium Island. Soon after that, Australia's millennium celebrations began. At midnight, 2 a fireworks display lit up the sky above Sydney Harbour. People said it was the biggest fireworks display in the world. From there the celebrations spread slowly west. Each country had its own way of celebrating, with concerts, fireworks displays and parties at some of the world's most famous sites. Romance was in the air in Thailand, 3 as two thousand couples were married in a single wedding ceremony. The ceremony took place in a huge building outside Bangkok, Thailand's capital city, and included three hundred couples who had travelled from other parts of the world to be married. Lots of people around the world wanted to have their baby at exactly midnight. In Germany, a mother had a baby boy one minute before twelve o'clock. Five minutes later, his twin brother arrived. 4 The twins were born in different years ... different centuries ... different millennia! Everyone also wanted to know about the world's very 5 first millennium baby. Who was it? A little boy, born in the city of Auckland in New Zealand at one minute past midnight. The newspapers were desperate to find out more about the baby and take his photo. They offered the baby's parents lots of money. But the parents weren't interested. They were happy to have a healthy son, and 6 wanted to keep their family out of the newspapers. No one even found out the baby's name. Meanwhile, other people were looking carefully at their 7 computers. There were fears that computers wouldn't understand that the year zero-zero followed the year ninety-nine. And computers controlled so much in the world. Without them, what would happen? Some people thought that cities would soon have no electricity, no water, no food.

Terrified of the chaos that would follow, they moved their families to the countryside and bought food and drink to last them several months. There were so many things to worry about! Would computer problems cause the start of a nuclear war? Would hospital machines stop working? Would planes fall out of the sky? In fact, 8 there were very few planes in the sky that night, because people were too scared to travel. But no disasters happened. Computers kept on working as normal, except for a few small problems. 9 A man in Germany received a fantastic present for the new millennium, when his bank paid him millions of euros by mistake. Unfortunately, he had to give the money back. In the USA, a man was asked to pay \$90,000 for a video that he'd rented. Why? 10 Because the computer thought the year was 1900 and the man was returning the video 100 years late!

## Unit 2. Page 24. Exercise 2. [CD1 Track 08]

- A: Can you remember what you were doing on New Year's Eve in 1999, Emma?
- B: Oh yes. I was still quite young, but I'll never forget it ... for all sorts of reasons. 1A My family had tickets to go on the London Eye.
- A: Really? That was lucky. I remember 2C everyone was so excited about the London Eye when it first went up. The dad of one of my friends helped to build it, and we were always asking him how it was going. 'Not very well,' was his usual answer.
- B: Yes, there were a lot of problems with it in the early days, but everyone was talking about how cool it was. It was the biggest wheel in the world at the time, I think. There are probably bigger ones now, but then, in 1999, it was really unique. Anyway, New Year's Eve was the day that the London Eye was opened, and we had tickets to ride on it.
- Narrator:** 1 What did Emma's family plan to do on New Year's Eve?
- Narrator:** 2 When the London Eye was built, how did people feel about it?
- A: But how did you get tickets? Did you buy them?
- B: No, 3B my mum entered a competition in a newspaper, and she was one of the lucky winners. She could invite nine people, so she invited my dad, my brother and me, granny and granddad, and some of her best friends. We were really looking forward to it. We knew that there would be an amazing view of the whole of London, and all the fireworks displays and everything. It was really exciting. But then we





heard that there was a problem ... a change of plan.

**4B** No one could ride on the wheel, because it had failed a safety check. It was too dangerous. They were very sorry, but they couldn't do anything about it.

**A:** Oh no! I bet you were really disappointed.

**B:** Well, yes, we were. Mum and I were really sad.

**Narrator:** 3 How did Emma's family get the tickets?

**Narrator:** 4 Did they go on the wheel that night?

**B:** But then Dad suggested that we had a big night out in London anyway. He didn't want the problems with the London Eye to ruin our night.

**A:** What did you do?

**B:** Well, **5A** we decided to go for a meal out near the river, and then watch the fireworks. So **6C** we got on a train to London.

**A:** And was it fun?

**B:** Well, we didn't even get to London for a long time. The train journey usually takes an hour, but that evening it took three hours because so many people were travelling at the same time. When we got there, there were lots and lots of people ... and no space in any of the restaurants! We tried about thirty different restaurants, but there wasn't an empty table anywhere. All the shops were closed by this time, of course, so we couldn't buy any food. We were so hungry! **7C** We ate some apples that Mum had in her bag. We had nothing else to eat all evening.

**Narrator:** 5 What did they decide to do instead?

**Narrator:** 6 How did they travel?

**Narrator:** 7 What did they have to eat?

**A:** And did you see the fireworks in the end?

**B:** Yes, we did. We waited for a long time in the cold, **8A** but everyone in the crowd was great. There were tourists from other parts of Britain and from other countries, and there were Londoners too. Someone told me that there were about two million people there in total. People in London aren't always friendly, but that night everyone chatted happily. We had a lot of fun despite **9C** the cold and our hungry tummies. Then, at midnight, the fireworks started. The whole sky was lit up over the river and Big Ben, in every colour you could imagine. The display lasted a really long time. It **10A** was absolutely fantastic. I'll never forget those fireworks as long as I live.

**Narrator:** 8 What were the other people in the crowd like?

**Narrator:** 9 What was the weather like?

**Narrator:** 10 What was the fireworks display like?

**Unit 2. Page 25. Exercise 2.** [CD1 Track 09]

**Girl:** Well, both the pictures show groups of people having a meal. The people look happy in both pictures,

too. In one picture they're having a meal inside, in a fast food restaurant. In the other, they are outside, having a picnic. There are mountains and a lake in the background, so I think this is a local beauty spot. In the first picture I can only see teenagers. I'm guessing it's the birthday of the girl on the left. The second picture shows people of lots of different ages. There are children, but I don't think it's one of the children's birthdays. It's probably their granddad's birthday – the man in the middle, with grey hair. I'd prefer to go to the restaurant, I think, because you can have more fun with your friends, and the food is usually better in restaurants than on picnics.

**Unit 2. Page 25. Exercise 3.** [CD1 Track 10]

[REPEAT TAPESCRIPPT ABOVE]

**Unit 3. Page 33. Exercise 9.** [CD1 Track 12]

- 1 'Help!' (said as a scream)
- 2 'You stupid idiot!' (hissing angrily but quietly)
- 3 'I'm over here!' (yelling)
- 4 'H-h-hello! N-n-nice to m-m-meet you,' (stammering nervously)
- 5 'You look beautiful tonight,' (whispering)

**Unit 3. Page 36. Exercise 1.** [CD1 Track 13]

**Newsreader:** Bran Castle has opened today under new management. The news has been welcomed by vampire fans because of the castle's connection with the real Dracula. Dracula ruled part of Romania five centuries ago and killed hundreds of thousands of people. Although he wasn't a vampire, he was a terrifying man.

**Unit 3. Page 36. Exercise 2.** [CD1 Track 14]

**Presenter:** Today we're joined in the studio by James Metcalf, star of the new film *Frankenstein*, which came out last week. James, thanks for talking to us today. Now, I know that you also directed the film, and we'll talk about that later, but first, **1C** can you tell us something about your acting role in the film?

**Metcalf:** Well, I play the part of Victor Frankenstein, a young scientist who becomes interested in the creation of life. **2C** I create a person from parts of dead bodies. It all goes well until I bring this person to life, and suddenly I realise that I've created a monster.

**Presenter:** And what do you do then?

**Metcalf:** **3A** I run away as fast as I can. The monster is all alone.





He's like a new born baby in some ways, because he doesn't understand how the world works. And because I've run away, he has no one to look after him, no one to teach him.

**Presenter:** The monster sounds rather nice. Sad and lonely. Is he the hero of the film?

**Metcalf:** Well, no, not exactly. The monster is a good person who wants love and kindness. But when he doesn't find love, **4B** he turns to revenge. He blames Victor for all his problems. He decides to punish Victor for creating him, and for not loving him. He kills all the people that Victor loves: his brother, his friend, his wife ... Victor is a victim of the monster, but the monster is a victim of Victor too.

**Presenter:** Lots of films have been made about Victor Frankenstein and his monster. Perhaps you could tell us a little about the original story and where it came from. Was it a traditional fairy tale?

**Metcalf:** No, it wasn't. **5A** It was written in 1816, by a British writer called Mary Shelley. She was only 18 years old at the time.

**Presenter:** Wow! Imagine writing a story at the age of 18 that is still famous almost 200 years later! How did she think of the plot?

**Metcalf:** Well, she had been travelling in France and Switzerland with Percy Shelley, who was a famous British poet. **6B** In Geneva, they met up with another poet, Lord Byron, and they decided to stay with some other friends in a house on the lake. It was summer, but the weather was terrible. Day after day, it rained. The friends spent a lot of their time inside, talking about science and reading ghost stories to each other. One day Byron suggested that they all try writing a scary story. A short time after that, Mary had the idea for Frankenstein.

**Presenter:** And what about everyone else? Did they write stories too?

**Metcalf:** Not all of them. **7A** But one of the people staying with Byron was called John Polidori, and he wrote a short story called The Vampyre. Before that, there had been fairy tales about vampires, but this was the first time that anyone had written about a vampire who seemed like a normal person and lived in the modern world.

**Presenter:** Did Dracula appear in the story?

**Metcalf:** No, the novel Dracula was written many years later, but Polidori's vampire story was very popular ... and it was a big influence on Dracula and many other later horror stories.

**Presenter:** So, if anyone listening wants to write a successful horror story, you should probably go and stay in Switzerland. Wait for the rain, and then start writing!

**Metcalf:** Yes.

**Presenter:** But before you do that, go and see Frankenstein at the cinema. I saw it at the weekend, and it's a fantastic film. The ...

### Unit 3. Page 37. Exercise 2. [CD1 Track 15]

**Boy:** Well, personally, I'm not a big fan of sci-fi films so I haven't chosen that story. Those sorts of films usually rely on their exciting special effects, but the stories themselves aren't very interesting. I'm not very keen on the characters in that sci-fi story either. I prefer stories about real people, and in this one all the main characters seem to be aliens. So, the story I've chosen is the thriller. Rik, the police detective, sounds like a really interesting character – a good man, but with a darker side – and in my opinion you can't beat a good thriller.

### Unit 4. Page 48. Exercise 1. [CD1 Track 17]

**Narrator:** Speaker 1

**Man:** I love travel ... but only in my sitting room. I'm what they call an armchair traveller. I read guidebooks about Guatemala and Indonesia and Uzbekistan, and I really feel like I'm there. The photos of these places are so beautiful. Looking at them is a wonderful escape from my everyday life. **1D** But real travel is different. You get hot and dirty and tired. Trains break down. People steal your luggage. You go to the wrong departure gate and miss your plane. Oh, there are a million things that can go wrong when you really travel. Armchair travelling is much more fun!

**Narrator:** Speaker 2

**Boy:** I'm going on a long trek through the Amazon rainforest in February. There'll be sixteen of us in total and we're walking 150 kilometres. I'm getting very excited about it. Every night I dream that I'm already there! It's going to be a brilliant experience, but there's one thing I'm not looking forward to. **2C** I'm terrified of spiders, and I'm sure we'll see some horrible ones on our trek. What am I going to do if I wake up in the middle of the night and find an enormous spider in my tent?!

**Narrator:** Speaker 3

**Girl:** Next month I'm flying to Sydney, Australia. The plane stops for a few hours in Singapore, but **3E** it's going to be a twenty-two hour flight. I'm not sure what I'm going to do while I'm sitting on a plane for all that time. I must admit, I'm feeling quite nervous about it. It'll be great when I finally get there, though. I'm staying with a friend who moved to Australia two





years ago, and it'll be wonderful to see her again. And there's so much to see and do in Australia. I'm going to have lots of photos to show you when I get home.

**Narrator:** Speaker 4

**Boy:** My friend wants me to go travelling with her in the summer, but I'm not too sure. I love travelling, but she and I have different ideas on how to do it. She wants to take a backpack and a tent and hitchhike round Europe, seeing as many cities as possible. I prefer to take things slower and spend a bit more. I hate campsites and hostels. A luxury hotel with a pool is more my thing. **4F** Sightseeing is fun, but if you rush around seeing too many sights in a short time, you can't remember them properly afterwards.

**Narrator:** Speaker 5

**MWoman:** I work as an airline pilot, so I do a lot of travelling. Next week I'm on a Tuesday flight to Dubai, and I don't come home until Friday. My company owns a little apartment near the beach in Dubai, and employees are allowed to stay there from time to time. It's going to be great! It's really nice when you can have some time off in a foreign country, but it doesn't often happen like that. **5A** I've got to know a huge number of airports in my time, but I haven't had many opportunities to leave an airport and explore the city.

#### Unit 4. Page 48. Exercise 2. [CD1 Track 18]

**Man:** Australia Travel. Excursions from Cairns. First, we have information about the Skyrail Tour. This tour takes you on a spectacular ride in a **1** cable car above and between the trees of the beautiful Daintree Rainforest. Come and enjoy views usually only seen by the birds – of the wildlife and plants of the rainforest, of the green of the mountains and the blue of the sea. This is a one-day excursion and takes place every **2** Tuesday and Friday. The good news is, you don't have to wake up too early for this one. The excursion starts at **3** twelve noon and lasts about six hours. If you're interested in coming on the tour, there's no need to book. Just come along to the meeting point at our office – 22 **4** Main Street, Cairns – and you can buy your tickets then. The cost is \$101 for adults and **5** \$51 for children. We also offer a fantastic three-day **6** cruise in the Great Barrier Reef. Relaxing on our luxury cruise ship, The Victoria, is the perfect way to see the wonders of the world's largest coral reef. The next cruise starts on Wednesday the **7** 17th of November and returns late on Friday the 19th, and we can currently offer a choice of single, double and twin

cabins on the ship. Tickets are selling fast, though, so it's a good idea to book as soon as you can. Departure is at **8** eight in the morning, so make sure you set your alarm clock! We won't wait for you if you're late. The ship leaves from the **9** harbour in Cairns – there'll be plenty of signs so you should find us easily. This cruise is great value at \$520 per person. You can use the ship's snorkelling equipment for free, and experienced scuba divers can dive using the ship's scuba diving equipment for just **10** \$40 a day. Finally there's our popular **11** white-water rafting experience on the world-famous Tully River. If you're new to white water rafting, don't worry. We'll make sure you stay safe and we guarantee you'll have a fantastic time. Experienced rafters won't be bored either. The Tully River has great routes for everyone. This rafting excursion takes place every day except **12** Sunday, and many people enjoy it so much that they come along several times! You don't need to book – just be ready to leave at **13** 7.15 a.m. It's early, we know, but it's worth it! The coach picks you up from **14** the car park of the Sea View Hotel in Cairns. From there it's a two-hour drive to the river, and you'll then have five hours of unforgettable white-water excitement. The day costs €195 and includes a delicious **15** picnic lunch beside the river.

#### Unit 4. Page 49. Exercise 2. [CD1 Track 19]

**Girl:** [fade in] ... Yeah, I agree. And what about the photo of the people on the ship? That's a cruise holiday, I suppose. How do you feel about a cruise?

**Boy:** I think that ship looks fantastic. I'd love to spend a holiday on a ship like that. And you can see loads of interesting places on a cruise without having to carry heavy luggage from place to place. You have the same bed in the same cabin, but you're in a different place every day. I really like that idea. It's a great way to sightsee. What do you think?

**Girl:** Well, I don't feel quite the same way. I can see that a cruise is great if you're into sightseeing, but for me that's not the most important thing for a holiday. I just want to have a laugh with people my own age. I don't think we'd have much fun on a cruise because there wouldn't be many teenagers. Most people on cruises are old. Also, when you're in different places it's nice to taste the local specialties, but I don't think you can do that if you're eating on a cruise ship.

**Boy:** That's true. OK, shall we move onto the photo of ... [fade out]





**Unit 5. Page 60. Exercise 1.** [CD2 Track 02]

**Researcher:** Hello. Friends Like These.

**Girl:** Oh, yes, hi there. I saw an advert saying you were looking for people to be on the show.

**Researcher:** Yes, that's right. If you're interested in appearing on the show, I just need to find out a little about you . . . and your best friend, of course.

**Girl:** OK, that's fine. What do you need to know?

**Researcher:** Well, first of all, can I take your name?

**Girl:** Yes, of course. It's **1 Jamila Patel.**

**Researcher:** Jamila ... sorry, how do you spell that?

**Girl:** J-A-M-I-L-A.

**Researcher:** Thanks. And Patel, that's P-A-T-E-L, isn't it?

**Girl:** Yes, that's right.

**Researcher:** OK ... and how old are you, Jamila?

**Girl:** **2 Fifteen.**

**Researcher:** Oh. You have to be at least sixteen to be on the show, you know ...

**Girl:** Well, that's alright, because I'm going to be sixteen in three weeks.

**Researcher:** That's good. Right, now, what about your best friend? What's his or her name?

**Girl:** **3 Grace – that's G-R-A-C-E – Smith.**

**Researcher:** And can you tell me a little bit about your friendship?

**Girl:** Well, we've been friends for ever, just about, **4 since we were little babies. 5 Our mums got to know each other when they were eleven,** and they always stayed friends after school. They had babies at the same time, so Grace and I have kind of grown up together.

**Researcher:** Wow! You must have so many great memories. Any particularly good ones?

**Girl:** Oh, I don't know... Well, the day we started at primary school was funny. We were both four, and because we lived in different parts of town we thought we had to go to different schools. We were so, so sad about it. Then, when I got to the school playground, Grace was there too! It turned out there had been a last-minute change of plan, but our mums had decided to keep it secret. I went into the classroom holding hands with my best friend, the happiest girl in the world. That's probably my best memory of our friendship, **6 our first day at school.**

**Researcher:** Do you always get on well, or do you argue sometimes?

**Girl:** We don't fall out often, but when we do we can have some big arguments. They're often about silly things, too. Our biggest argument ever was about a **7 pop star that Grace liked and I didn't.**

**Researcher:** Why do you think you get on so well most of the time?

**Girl:** Partly because Grace is so unselfish, partly because we're both quite outgoing. But what I like most about her is that I can always depend on her, whatever happens. That's her best quality, I think, the fact that **8 she's a very loyal person.**

**Researcher:** She sounds like a wonderful person to be friends with. Doesn't she have any faults?

**Girl:** Oh, yes, she's got plenty of those too.

**Researcher:** What's the worst thing about her?

**Girl:** Hmm, let me think ... **9 she can be terribly moody,** especially first thing in the morning. You never want to meet her before ten o'clock!

**Researcher:** Great, that's pretty much all I need to know for now. The only other thing is what you're doing in April, so that we know when we could record the show if you're chosen.

**Girl:** Well, **10 I'm at school until the 15<sup>th</sup>, and then it's the school holidays for the second half of the month.**

**Researcher:** And are you going away at all during the holidays?

**Girl:** No, no, I'll be free if you want me.

**Researcher:** Fantastic. Well, thanks very much for phoning, Jamila. We'll be in touch if you're selected for the show.

**Girl:** OK. Thanks. Bye then!

**Researcher:** Bye.

**Unit 5. Page 60. Exercise 2.** [CD2 Track 03]

**Narrator:** 1

**Boy:** Do you want to come to the cinema later?

**Girl:** I'd love to, but I might not be allowed.

**Boy:** Well, text me tonight and let me know.

**Girl:** I've lost my mobile, but **1A I'll send you an email.**

**Narrator:** How will the girl communicate with the boy tonight?

**Narrator:** 2

**A:** How did you get to the concert?

**B:** Well, we should have got a coach, but we missed it. Luckily, **2B Chloe's mum was able to drive us there.**

**A:** What about the journey home?

**B:** We took a taxi.

**Narrator:** How did they travel to the concert?

**Narrator:** 3

**A:** So how do you know Oscar?

**B:** We live on the same street. **3A He lives at number seven** and I live at number nine.

**A:** Do your parents know each other?

**B:** No. My mum's friends with the people at number eight, but she doesn't know Oscar's family very well.





**Narrator:** Which is Oscar's house?

**Narrator:** 4

**A:** Hello. Can I help you?

**B:** Oh, yes, thanks. **4A** I'm looking for a CD by a band called The Lemons.

**A:** It'll be over there, in front of the video games.

**Narrator:** What does he want to buy?

**Narrator:** 5

**Girl 1:** So what time do you think we should meet?

**Girl 2:** Seven o'clock. That gives us half an hour to get to the party on time.

**Girl 1:** If **5C** the party starts at half past seven, maybe we could meet at quarter past. It won't take longer than fifteen minutes to get there, will it?

**Narrator:** What time does the party begin?

**Narrator:** 6

**Girl:** Oh, Mum, is it OK if my friend Suzie comes round for supper tomorrow?

**Mum:** Yeah, that's OK. Any idea what I should cook for her?

**Girl:** **6A** Anything except meat, because she's a vegetarian.

**Narrator:** What would Suzie like to eat?

**Narrator:** 7

**Boy 1:** What's your new coach like?

**Boy 2:** Cool! He's an amazingly sporty guy. He's fantastic at golf as well as tennis ... and his flatmate's a professional basketball player.

**Boy 1:** And is he a good teacher?

**Boy 2:** Yeah, he's a great coach. **7A** My tennis is getting better every week.

**Narrator:** What sport does the coach teach the boy?

**Narrator:** 8

**Girl 1:** If you've got a problem at school, do you tell your parents about it?

**Girl 2:** No, I usually keep that sort of thing secret, even from my friends.

**Girl 1:** Really?

**Girl 2:** Well, if something's really upsetting me, **8C** I might confide in my grandmother. She always gives good advice.

**Narrator:** Who does the girl talk to when she has a big problem?

**Narrator:** 9

**Boy 1:** Hey, Matt! Johnny and I are going bowling at the weekend. Do you want to come too?

**Boy 2:** I might do if it's not too expensive. I spent £30 last weekend and now I've only got about £4.

**Boy 1:** I think it's about **9A** £3 for a game, so you should be OK.

**Narrator:** How much will it cost Matt to go bowling?

**Narrator:** 10

**Girl:** That homework last night was really hard. Did you manage to do it?

**Boy:** The Science, do you mean? Yeah, it took me ages.

**Girl:** No, **10A** I meant the Maths. It was so difficult!

**Boy:** I didn't even start the Maths, because the Science and Geography took so long.

**Narrator:** Which homework did the girl find hard?

#### Unit 5. Page 61. Exercise 1. [CD2 Track 04]

**B** Of course you can. How many would you like?

**A** About six of each, if you have enough.

**B** Certainly. I'll just go and get them.

#### Unit 5. Page 61. Exercise 3. [CD2 Track 05]

**Girl:** Mr Cunningham, I need to talk to you about the match next Saturday. I'm afraid I can't play in it.

**Man:** Oh dear. That's a bit of a problem. You see, **1** it's one of the most important matches of the season, and we really need you in goal. None of your teammates are good goalkeepers.

**Girl:** I'm sorry, but I really can't be there. The problem is, it's my grandfather's seventieth birthday celebration that day.

**Man:** **2** Is there any way you could play in the match first and go to your grandfather's party straight after it? I might be able to bring the match forward, so it's finished by eleven.

**Girl:** **3** I don't think that's going to help. I'm afraid. Grandad lives in Brighton, so we have to set off really early to get there for lunch.

**Man:** **4** Oh well – never mind. I can understand that your grandfather wants you to be there with him. Think of the team on Saturday – and have fun in Brighton.

**Girl:** Thank you.

#### Unit 5. Page 61. Exercise 4. [CD2 Track 06]

[REPEAT TAPESCRIPPT ABOVE]

#### Unit 6. Page 72. Exercise 1. [CD2 Track 08]

**Interviewer:** Today I'm joined in the studio by Natasha Blume, who has managed to turn a childhood hobby into a successful business – and all this before she's reached the age of sixteen. So Natasha, can you tell us a little about what you do?

**Girl:** Yes, of course. **1T** I create online animation, for ecards and websites ... you know, little cartoon characters that move about on the screen and do funny things.

**Interviewer:** That sounds fun. You must be very good at computer programming!

**Girl:** Well, not really, to be honest. **2F** Computers have never appealed to me particularly. It's animation that





I'm interested in, and it just happens that it's easiest to do animation on a computer.

**Interviewer:** How did your passion for animation begin?

**Girl:** When I was really young. **3T** It started with all the cartoons on TV, which I loved. Someone told me they were just pictures that people had drawn.

**4 NS** I was fascinated by that, and I'd watch the cartoons again and again, trying to work out how the magic worked. Then, for my fifth birthday, I was given one of those old-fashioned flick books with the same picture on every page, in a slightly different position each time. You flick through the book and see the picture as a moving image. My book had a picture of a monkey playing the drums. I absolutely loved it.

**Interviewer:** And when did you start making your own animated stories?

**Girl:** Well, **5F** I tried making my own flick book around the same time, but it was a total disaster. It was much too hard for a five-year-old. I quickly gave up on that and did cartoon strip stories instead – you know, pages with lots of pictures and speech bubbles with the words that the characters are saying. That was fun. I did a lot of sketching, and my pictures got pretty good because I practised so much.

**Interviewer:** So what made you return to animation?

**Girl:** **6F** My friend Kate was given some animation software for her computer. She found it difficult to use, and after a while she gave it to me. That was it really. That was when I took up animation as a hobby.

**Interviewer:** What sort of things could you do when you first started?

**Girl:** First of all, I drew little animals and made them move their legs, open and close their eyes, things like that. The computer programme let me do that sort of thing really quickly and easily. It was brilliant. Slowly I learnt to do more complicated things, and I started sending my friends animated ecards that I'd created.

**Interviewer:** And did you expect them to be so popular?

**Girl:** Well, I wasn't surprised to find out that my friends liked them – but I certainly didn't expect to be able to make money out of them.

**Interviewer:** So how did that start ... the business side of things?

**Girl:** **7T** The brother of one of my friends worked for an ecard company. He thought I should sell my cards, and in the end we went into partnership together. He got the business started for me. I certainly couldn't have done it without his help.

**Interviewer:** And how do you manage to do your school work and run a business?

**Girl:** It isn't easy! But I tend to do homework from Monday

to Friday and work on new animation stuff at the weekend. It kind of works ...

**Interviewer:** Do you ever get bored of working so hard?

**Girl:** Definitely not! **8NS** I feel really lucky that I can make money from something that I love doing. Having a hobby that pays – it's everyone's dream, isn't it?

## Unit 6. Page 72. Exercise 2. [CD2 Track 09]

**Narrator:** 1

**Man:** How's Kate?

**Woman:** OK. Quite excited actually.

**Man:** Why's that?

**Woman:** You can probably guess ...

**Man:** Not another spoon?!

**Woman:** That's right (laugh). It's eighteenth-century, she reckons. Silver. It's quite pretty, I suppose, but, well ... it's just a spoon.

**Man:** Yes, **1A** I can't really understand why she keeps buying them. She must have about 300 by now ...

**Narrator:** 2

**Mum:** If you ask me, you should think really hard before you go back on to a tennis court. Your shoulder will only get injured again, and ... well, it's great to do sport to a high standard, but **2B** why not take up a team sport instead? Hockey, maybe, or basketball. Something where you play with your friends, not against them.

**Narrator:** 3

**Girl:** I come here for a couple of hours each week and help feed the animals, clean their cages, walk the dogs, that sort of thing. A lot of the animals here have had very sad lives in the past, but we make them feel loved. **3A** It's great to be able to do something to help, however small my contribution.

**Narrator:** 4

**Newsreader:** Seventeen-year-old Bae Yeong Ho from South Korea has beaten competitors from twelve different countries to become the Texting Champion of the World. The lucky winner goes home with \$50,000 in prize money, **4B** which he's going to use, not to buy the latest mobile technology, but to pay for his studies to become an opera singer.

**Narrator:** 5

**Boy:** What's this called?

**Girl:** Woman Reclining.

**Boy:** It doesn't look like a woman. It looks like something a four-year-old has made in a pottery class.

**Girl:** You're missing the point. Shape has been used to suggest a human body. It's not meant to look real. According to the guidebook, **5A** this is an important work of art by a well-known artist.





**Boy:** But it hasn't even got a nose!

**Narrator:** 6

**Boy 1:** We've got to be there by seven, OK?

**Boy 2:** OK... but Si, are you sure these guys aren't going to be rubbish?

**Boy 1:** Don't worry. You'll love them. And we can meet up with them after the concert too. **6C** My friend Dan's the drummer, and I've hung out with the rest of the band a few times too.

**Narrator:** 7

**Girl 1:** Are you sure you want to wear that jumper?

**7A** Don't you mind getting food on it?

**Girl 2:** GRRR!

**Girl 1:** What's the problem?

**Girl 2:** I can't cut this.

**Girl 1:** OK, give me the knife. I'll cut the sausage and you can get the flour out of the cupboard.

**Girl 2:** Where is it exactly?

**Girl 1:** On the top shelf. Stand on a chair if you can't reach it.

**Narrator:** 8

**Coach:** The other team's been attacking well – that's why they're in the lead – but they're not so good in defence. **8B** They're only winning by two goals at the moment. You can still beat them. Go back out there, keep the ball moving, and believe in yourselves. This match is yours!

#### Unit 6. Page 73. Exercise 1. [CD2 Track 10]

**Interviewer:** Now, Oscar, can you tell me about something you enjoy doing in your free time?

**Student:** Well, my favourite hobby at the moment is **1** kite bugging. I just love it! It involves **2** sitting in a little buggy – like a go-cart – and attaching yourself to a huge kite. The wind fills the kite and pulls you along. You get loads of fresh air, but what I love most about it is that you do lots of **3** jumps. It's a fantastic feeling! It almost feels like flying. I usually do it on the **4** beach, although you can do it in a big field or a park as well. It's important to drive carefully, of course, to avoid hitting people.

My **6** friend Matt got me to try it for the first time two **5** years ago, and now I'm hooked. It's only worth doing when it's windy, but every windy **7** weekend Matt and I are there on the beach. I've managed to learn a few easy tricks. I'm pretty good at some of them, but I'd love to be able to do more difficult stuff. Maybe I can if I keep practising. Next year I'm hoping to go to **8** France with Matt, because there are some brilliant beaches for kite bugging there.

#### Unit 7. Page 84. Exercise 1. [CD2 Track 13]

**Narrator:** 1

**Mum:** Are you sure this is the one you want?

**Boy:** Yep. It's got an enormous memory, which is just what I need.

**Mum:** But wouldn't you like something more lightweight?

**Narrator:** 2

**Girl:** Why are your hands so filthy?

**Boy:** I've been trying to mend my bike.

**Girl:** Why? What's wrong with it?

**Narrator:** 3

**Dad:** I wish I could figure out how to do that!

**Son:** You just press the 'camera' button.

**Dad:** But it doesn't have a 'camera' button.

**Narrator:** 4

**Girl:** Where are my jeans?

**Mum:** In the washing machine.

**Girl:** But I left my watch in my jeans pocket!

**Narrator:** 5

**Boy 1:** Why are you wearing such an enormous hat?!

**Boy 2:** It's my new invention – the hat radio.

**Boy 1:** It looks a bit... unusual.

**Narrator:** 6

**A:** The touch-sensitive screen is very easy to use.

**B:** Won't it get dirty with sticky fingers touching it all the time?

**A:** It'll always be spotless if you use this special cleaning product.

#### Unit 7. Page 84. Exercise 2. [CD2 Track 14]

**Presenter:** And today we're talking about a new competition for **1** inventors. It's called the Clean Green Machine Competition, and Tammy Jackson from the TV show Machine Matters has come to tell us about it. Thanks for being here with us today, Tammy.

**Tammy:** It's a pleasure.

**Presenter:** So, who can enter this competition?

**Tammy:** Anyone who likes inventing things! We have categories for primary school inventors, 11-14 year olds, 15-18 year olds, and adult inventors too. We expect that most people will enter as individuals, but if you wanted to enter as **2** a group, that would be OK too. The invention must be your own idea, however. You shouldn't get any help from a teacher or parent.

**Presenter:** And what will you get if you win?

**Tammy:** If you win your category, you'll be given **3** £500...

**Presenter:** £500! That's not bad!

**Tammy:** And if you're the overall winner – the inventor who comes up with the best idea of the whole competition – you'll also have the chance to show





your idea at the International Green Technology Fair in Japan in March. That would mean a week in **4 Japan**, with plenty of time to explore, of course.

**Presenter:** Wow! Fantastic! And what sort of things should people try to invent?

**Tammy:** Well, we want people to come up with inventions that are environmentally friendly or help the planet in some way. So try to think of inventions that don't use electricity – or that recycle things. If your invention needs electricity, think about using solar or wind power. The greener your machine, the more chance you have of winning!

**Presenter:** So what are some examples of great green machines? The sort of machines you're hoping for?

**Tammy:** Oh, I don't know ... there are lots of wonderful inventions that help the planet ... One that particularly appeals to me was invented in **5 South Africa**. It's called the Play Pump.

**Presenter:** And what does it do?

**Tammy:** Essentially it pumps water. It's an interesting story, actually. Its inventor, Trevor Field, would see **6 women and girls in South Africa walking miles to the nearest water pump**, then back again carrying heavy containers full of water. Many pumps were wind-powered so, when the wind didn't blow, there was no water. Field came up with a brilliant idea: a roundabout that schoolkids could play on, that pumped water for their village as it was spinning. The idea appealed to Field for two reasons. It was an **7 environmentally-friendly** way to pump water, and it would also give the children something fun to play on in places which had no play equipment.

**Presenter:** And was it easy to make?

**Tammy:** Not so easy, no. The first pump that he got built didn't work because the roundabout had to be turned only in one direction. **8 It wasn't enough fun**. The kids soon got bored and stopped playing on it. Finally though, they figured out a way to make it work whichever way it was turned, and that design's been enormously successful. Thousands of **9 villages** in Africa are benefiting from it. If Trevor Field hadn't had this great idea, lots of kids would have died of **10 diseases** caused by dirty water, but now, thanks to the PlayPump, kids can have fun, their mums can get water without having to walk for hours, and everyone in the family can stay healthy. If anyone can come up with an invention as good as that for the competition, they'll definitely be going to Japan!

#### Unit 7. Page 85. Exercise 5. [CD2 Track 15]

- A:** I think the tent sounds fascinating. If you had a tent like that, camping would be great fun. What do you think of it?
- B:** Well, I like it, but it's quite expensive. People usually go camping because it's cheap.
- A:** But if it's got a heated floor, you can use it all year. That's really useful. In my opinion, it's quite good value. Anyway, the dolphin boat looks fabulous, but it's very expensive. No one could buy it!
- B:** Perhaps a company could buy it and sell rides at the beach. Lots of people would like to go in a Seabreacher for an hour, and that wouldn't be so expensive.
- A:** Yes! Going in one for an hour or two could work really well.
- B:** So shall we choose the Seabreacher?
- A:** Yes, I think so. Are you happy with that decision?
- B:** Yes.

#### Unit 7. Page 85. Exercise 6. [CD2 Track 16]

[REPEAT TAPESCRIPPT ABOVE]

#### Unit 8. Page 96. Exercise 1. [CD3 Track 02]

- Boy:** **1C** Some adverts are very hard to understand. There was one on TV the other night. There was a forest and a stream, then a road ... a coast with high cliffs ... some classical music. Then there was the name of a car company. It was an advert for cars, but you didn't even see a car in it. It seemed much more like an advert for a holiday or something. I don't see how that advert can sell cars.
- Girl:** My favourite advert is one I see quite often on TV. It's a great ad, even though it's for something boring like a bank. Who cares what it's for, though! **2F** The important thing is that there's a really good-looking man in it. He's on a white sailing boat. The sky and the sea are so blue, and his eyes are blue too. Then he dives into the water from his boat, and he's swimming, and ... well, you'd understand if you'd seen the advert yourself. It's fantastic!
- Boy:** I love listening to the radio. My favourite radio station is Capital Two. The music's brilliant, and the DJs are too. The only thing I don't like about it is the advertising. There are lots of boring adverts for hair products and make-up, but the one I hate most is for toothpaste. I probably hear it at least five times a day. **3D** It's got a really annoying song, and the worst thing is that I find myself singing the song when I'm walking to school. It's so embarrassing.





**Girl:** I hate it when I'm watching TV and there's an advert for chocolate. They always seem to put them on in the middle of the best films! It drives me mad. Anyway, **4A** even if I'm not hungry, as soon as I've seen the ad, that's all I think about. I can't concentrate on anything else until I've gone to the kitchen and eaten something unhealthy. I know it's silly. I know I should be stronger-willed. But I can't stop myself.

**Boy:** I go to school by bus, and every day at the bus stop I see a billboard with a photo of a Greek island. I don't know which island it is, but it looks really cool. So whenever things are going badly at school, **5B** I close my eyes and think of that photo and imagine I'm there, on that island. I've even written down the name of the travel company that the billboard is advertising, just in case I win the lottery or something. It would be great if I could go there one day and see it for myself.

#### Unit 8. Page 96. Exercise 2. [CD3 Track 03]

**Reporter:** Good evening. Today I'm talking to Michael Hanroy, who is the film maker behind many of the nation's favourite TV adverts. So, Michael, how did you first get into the world of advertising?

**Film maker:** When I started working, I tried to get jobs in advertising, but it was very difficult. No one wanted to hire me. Then **1A** some friends and I made a cheap feature film, Hands of Time, and that was quite successful. After that, people were more interested in me and the advertising work started coming in.

**Reporter:** Who usually has the idea for the advert, you or your client?

**Film maker:** The client. They decide what message the advert's going to give people about the product, what story it's going to tell...

**Reporter:** So when do you get involved?

**Film maker:** **2B** When the client is happy with the idea, they come to me, and it's my job to turn an idea into a 30-second film.

**Narrator:** **1** What job did Michael Hanroy do first?

- a He made a film.
- b He worked in advertising.
- c He wrote stories.

**2** When does Michael start work on an advert?

- a when the client is looking for ideas
- b when the client has decided on an idea
- c when a product is successful

**Reporter:** Are all TV adverts 30 seconds?

**Film maker:** **3A** No, it depends on the country where the advert is shown. When we film an advert, we usually plan on having three versions – **10 seconds, 30 seconds and one minute.** Then the advert can be used in most countries around the world.

**Reporter:** And how long does that take to film?

**Film maker:** That varies a lot. It depends if it's being filmed outside or in a studio. It depends on the actors, on the weather... **4C** The easiest adverts take a day, but others can take a week.

**Reporter:** What's the most difficult sort of advert to make?

**Film maker:** Well, the hardest ones are usually the ones with lots of people. These days you can have 1000 people and use computers to make them look like 15,000 people. **5A** But in the old days that wasn't possible. If you wanted a crowd of 15,000 people, you had to have 15,000. But it was really difficult to get 15,000 people to do the right thing at the right time.

**Narrator:** **3** How long are TV adverts?

- a The length varies from country to country.
- b The length varies because of the actors.
- c 30 seconds.

**4** How long does it take to film adverts?

- a a day
- b a week
- c Some adverts take longer than others

**5** What was very difficult for Michael in the past but easier now?

- a making adverts with big crowds of people in them
- b getting people to do things for you
- c using computers

**Reporter:** Any particularly bad memories?

**Film maker:** Oh yes! There was one advert I did with lots of people on a beach. No one was listening to instructions, and then – disaster – **6C** the camera in the helicopter broke down so we couldn't do any filming. We had to pay everyone for being there, but we filmed nothing. I still feel ill just thinking about it!

**Reporter:** And what about the advert that you're proudest of?

**Film maker:** **7B** Probably an advert that I did for an airline. The plane turned into a robot and started dancing. It was great fun to make, and it worked really well!

**Reporter:** Oh, I remember that one. Did you film real robots for that?

**Film maker:** No! That would have been impossible. We filmed a person dancing. He was dressed in a special black suit. And we had a photo of a plane. The computers did the rest. **8A** The computers made the plane follow the movements of the dancer. It's amazing what technology can do.





**Narrator:** 6 What problem was there with the advert on the beach?

- a An actor was ill.
- b A helicopter crashed.
- c A camera wasn't working.

7 Which advert did Michael enjoy making?

- a an advert for clothes
- b an advert for an airline
- c an advert for a movie

8 What did the plane do in the advert?

- a dance
- b use a computer
- c take photos

**Reporter:** You have made some great adverts with sports stars. How do you manage to get such good performances from people who aren't known for their acting skills?

**Film maker:** Well, it isn't always easy. **9C** Some sportspeople can be very shy in front of the camera. It's important to get to know them ... make them feel comfortable. And you have to be flexible. Sometimes sportspeople feel silly saying their lines. They're good at sport, but they aren't actors. It's not fair to ask them to act. **10A** So sometimes it's better to forget about their lines and do something completely different. I ask the sports star, 'What do you want to say?' and start from there. This way of doing things can drive my clients mad, but it gets good results.

**Narrator:** 9 Who are sometimes shy when they make adverts?

- a actors
- b clients
- c sports stars

10 What does Michael sometimes do?

- a He changes the plan for an advert.
- b He forgets what to say.
- c He makes sports stars say silly lines.

**Unit 9. Page 108. Exercise 1.** [CD3 Track 05]

**Narrator:** 1

- A:** Ow! I've been bitten again. These mosquitoes are really annoying!
- B:** I think they like the taste of your sunscreen. Why don't you put on some insect repellent?
- A:** I have been putting it on, but it doesn't seem to be working.
- B:** I wonder if it's too old. Maybe we should buy **1A** a new bottle.

**Narrator:** What might they buy?

2

**A:** I can't believe the wing just fell off the plane!

**B:** I know. It was so lucky there were enough **2C** parachutes.

**A:** How are we going to get off this island, though? Should we build a raft?

**B:** First, I think we should write a big SOS on the beach.

**Narrator:** What saved their lives?

3

**Boy 1:** Mark said there were loads of fish in the stream.

**Boy 2:** Well, he was wrong.

**Boy 1:** Or maybe we aren't using the fishing rod right. Have we got the wrong kind of hook, do you think?

**Boy 2:** I don't know, but it's disappointing that **3C** we haven't caught a single one.

**Narrator:** What have they caught?

4

**Girl 1:** Oh no! Look at **4B** the poor tree! It must have been struck by lightning.

**Girl 2:** What a shame! It was one of the few trees that survived those gales last year.

**Girl 1:** Oh well, at least no one was standing under it when it was hit.

**Girl 2:** Yes, but it's dangerous to leave it as it is. We'll have to cut it down.

**Narrator:** What has destroyed the tree?

5

**Boy 1:** Great! **5C** Water!

**Boy 2:** But how are we going to purify it? It isn't safe to drink it straight from the stream.

**Boy 1:** Yes, it's silly to take the risk, I suppose. Let's get some wood and light a fire, so we can boil it before we drink it.

**Narrator:** What have they found?

6

**Girl:** Gosh! It's freezing this morning.

**Boy:** Yes. Mum said it was cold. And she told you to wear your hat and gloves, but you didn't listen.

**Girl:** Never mind. With my hood up and my hands in the **6A** pockets, it's not too bad.

**Narrator:** What's the girl got to keep her warm?

7

**A:** Did he set off a flare when his boat was destroyed?

**B:** Yes. We knew he was in trouble, but there was so much mist! It was difficult to see anything.

**A:** So how did you find him?

**B:** Luckily, **7A** he had a whistle. We heard the whistle and followed the sound.

**Narrator:** How did they know where the man was?





8

- A:** Let's sail near that iceberg. We might see some penguins on it.
- B:** OK, good idea. ... Hey, watch out!
- A:** What was that?!
- B:** Wow! **8A** A whale. I think! Its tail almost hit the boat!
- Narrator:** What nearly caused an accident?

**Unit 9. Page 108. Exercise 2.** [CD3 Track 06]

**Reporter:** We are joined today by seventeen-year-old Leo Gardiner, who has just returned from an expedition to the South Pole. Leo, congratulations on completing the journey.

**Leo:** Thanks.

**Reporter:** Antarctica is the coldest and windiest place on earth – not much fun for a holiday. What made you want to go there?

**Leo:** It's hard to explain, but **1** I'd always dreamed of being an explorer. Going to the South Pole was something I'd wanted to do since I was very young. To stand at the bottom of the world, to defeat the terrible weather and come home alive – I've spent my life waiting for the chance to do that.

**Reporter:** Where did this ambition come from, do you think?

**Leo:** I think it was probably **2** a visit to a museum that put the idea of going to Antarctica into my head in the first place. The museum was near my home, and I went there loads of times. It had lots of stuff about the famous Antarctic explorer Captain Scott. About a hundred years ago, Captain Scott and a Norwegian explorer called Amundsen were in a race to be the first people ever to reach the South Pole. **3** When Scott and his team got there, they found that they'd arrived five weeks after Amundsen. They were terribly disappointed not to have been first to the Pole. And then, on the way back, there were terrible storms and blizzards. They kept going for about 1000km, but one blizzard was so bad that they had to stay in their tent for days. They ran out of food and eventually died.

**Reporter:** The story of Scott is inspiring in some ways, but it's a clear warning that when you travel in Antarctica, you're risking your life. How did your parents feel about your expedition? Did they tell you it was too dangerous?

**Leo:** No, they didn't, actually. In fact, **4** my parents really encouraged me to go. They said that I should follow my dream. Antarctica is still dangerous, of course, but these days you can navigate with a GPS device. Weather forecasts can warn you that bad weather's

coming. Medical attention is only a phone call away. Also, we only had to walk 180 kilometres – nothing like the 1300 kilometres that Scott and Amundsen had to cover, and **5** once we got to the Pole, we were picked up by helicopter. If Scott had had a helicopter at that point, he'd have survived. Travelling to the Pole is much less dangerous than it used to be.

**Reporter:** It must have been very difficult, though, to walk 180km in temperatures of -40°C.

**Leo:** Yes, and I had to pull my sledge across the ice with me. That was the hardest part. **6** The sledge weighed about forty kilograms and carried my food and clothes and a share of the team's equipment. Walking in those freezing conditions, with a gale blowing in my face, was exhausting, but it felt great when we finally got to the Pole.

**Reporter:** And how does it feel to be back home?

**Leo:** Brilliant. It's great to be with my family again, and to eat real **7** food. I've really missed my mum's cooking. The food in the Antarctic was horrible.

**Reporter:** And what's next? Are you planning another expedition to the Pole?

**Leo:** Well, I'd love to go again one day, but at the moment I've got to catch up on my school work. I've got important **8** exams at the moment, so my next goal has to be to pass those. The Antarctic will have to wait a few years.

**Unit 9. Page 109. Exercise 2.** [CD3 Track 07]

**Girl:** Well, I don't think it's a good idea to cycle in the dark if you don't have bike lights. Anything could happen. In the woods, you could cycle into a tree, or off a cliff ... and it would be even more dangerous if you came to a road and cycled along it. Cars wouldn't be able to see you and you could have a serious accident. It probably wouldn't be as dangerous to stay all night in the woods, but it would be very uncomfortable. Instead of that, I'd suggest walking through the woods, pushing your bikes. Walking would be slower than cycling so it would be safer. If you came to a road, you'd probably be able to figure out where you were. Then you could ask your parents to pick you up.

**Unit 9. Page 109. Exercise 3.** [CD3 Track 08]

[REPEAT TAPESCRIPPT ABOVE]





**Unit 10. Page 120. Exercise 1.** [CD3 Track 10]

**Narrator: 1**

**Girl:** I don't know why it is, but whenever I go to the cinema and see the latest film, I'm disappointed. I suppose it's my own fault really. I usually only bother to see the film if it's based on a story I've read ... and if I know the story, I've already got a picture in my head of how the characters should look. So when I see the movie, the people are all wrong. I hate it! Call me old-fashioned, but **1F** nothing beats lying on the sofa with a big fat novel and getting lost in the story. Nothing you can watch on a screen can compare with the power of your own imagination.

**Narrator: 2**

**Boy:** I don't watch much TV, but there's one programme I never miss. It's a comedy show with lots of impressions of celebrities – pop stars, actors, TV presenters and stuff – and it makes fun of their lives and the silly things they say. They do brilliant songs on the show, too, using real pop songs but changing the words. They really make me laugh. **2C** My mum doesn't find the show at all funny, and neither does my little brother, but that's just because they don't get the jokes. They don't even recognise half the celebrities in the impressions. But for people my age, it's definitely the best thing on TV at the moment.

**Narrator: 3**

**Girl:** When I've had a bad week with too much homework, I don't have the energy to go out on Friday night. I don't even feel like inviting someone to hang out at my house. What I usually do instead is borrow my dad's laptop and bring it up to my bedroom. Then I make myself comfortable in bed and put on a DVD. It has to be **3E** a film that's romantic and funny – you know, boy meets girl ... they hate each other ... they fall in love. Even better if it's got a gorgeous actor in it, and an actress that isn't too thin and beautiful. I laugh, I cry, I eat lots of chocolate – perfect.

**Narrator: 4**

**Boy:** Film, TV, it's all boring. Passive. I look at my parents sitting there watching a screen, doing nothing. I don't understand why anyone would want to do that when modern technology gives you so many ways to interact with a story. **4D** I spend a lot of time online, playing adventure games. The great thing about them is you can be part of the story, change the story. You're the one in control, not some director you've never met. The picture quality's almost as good as TV now, and the plots are really exciting. There's no way I'm going back to watching some boring

TV documentary or quiz show every night. You're welcome to them, but they're definitely not for me.

**Narrator: 5**

**Girl:** I watch way too much TV, probably, especially at the weekend. I'll watch anything, even if I'm not enjoying it very much. **5A** The programmes I like best, though, are the talent shows where they're looking for the next big pop star. The people in the show perform on Saturday night, and then on Sunday I end up watching again to find out who's still in the show and who's not got enough votes and has to leave. It's really addictive. You really feel that you're getting to know the people in the show, too. My friends and I talk about them all week, and we can't wait for the weekend so we can see them performing again.

**Unit 10. Page 120. Exercise 2.** [CD3 Track 11]

**Narrator: 1**

**Woman:** There are lots of film jobs where you don't really get to know the actors – if you're a cameraman, for example – but one of the nice things about my job is that I really get to know **1B** the people whose make-up I'm doing. You've got to get on well with them, because it often takes two or three hours to get an actress's hair and face ready for filming. Another thing I love is being able to go to the cinema and see the films I've worked on, on the big screen. There's nothing to beat that feeling.

**Narrator: 2**

**Woman:** I just don't think I'm cut out for this.

**Man:** That's not true. You're good at it. You've been fantastic in every play you've been in.

**Woman:** But I never get any good roles. I spend most of my time working in a café because I can't afford anything on the money I make from acting.

**Man:** It can't be easy, but **2B** don't give up. Lots of actors have a hard time at the start of their career and then go on to be really successful. Don't worry. Your time will come.

**Narrator: 3**

**A:** So how was the show?

**B:** **3A** It was brilliant, actually. One of the best musicals I've seen. I'd really recommend it. Great songs, great dancing, great plot, and the costumes were amazing too. The only problem was the journey home when the show was over.

**A:** Why?

**B:** Oh, a boring story. We missed the train and had to sit for almost an hour on the platform. It was freezing!





We just sat there feeling miserable, wishing we were at home.

**A:** Oh dear, that was bad luck, wasn't it!

**Narrator:** 4

**News reporter:** **4A** A stuntman has been seriously injured in a car crash while working on the new James Bond film in Italy. This is the latest of many problems to hold up filming on the movie, which stars actor Daniel Craig as the British spy. The Bond films are famous for their impressive stunts, including the fight scene sixty metres above the ground at the start of Casino Royale, which recently won the vote for 'Best Bond Stunt ever'. This popular stunt was done by Daniel Craig himself, but others, such as the one that went so badly wrong yesterday, are the work of professional stuntmen. The injured man is recovering in hospital.

**Narrator:** 5

**Girl:** Are you looking forward to the school holidays?

**Boy:** Yeah, I'm really excited, actually. **5C** I saw an advert for extras for a movie they're making around here. It sounded quite fun, so I applied ... and I got an email yesterday saying they want me to do it.

**Girl:** That's so cool! What's the film?

**Boy:** I don't know what it's called, but I've got to dress up as someone from the Middle Ages. It's for a scene at a market.

**Girl:** Wow! I'd love to do something like that.

**Boy:** Well, maybe you can. Why don't you write and see if they're still looking for people?

**Narrator:** 6

**TV critic:** It really is entertainment at its best. The actors do a fantastic job, making you feel that the characters are people you already know. There's something very true about the way it's written. Police, criminals, politicians – there are good guys and bad guys among them all, and most are a mix of the two. It takes several weeks to work out what's happening – there are a lot of different plots going on at the same time. **6A** It's not the sort of show with a story that starts and finishes in a single week, but if you watch for a month or so, you'll be hooked.

**Narrator:** 7

**Man:** We've heard the song you sent in, and it's good.

You've certainly got a voice, and you've got the personality too ... but to be a successful performer you're going to need to be able to dance.

**Woman:** I can dance. I've been going to classes since I was tiny.

**Man:** Hmm. Well, I think we need to give you some sessions with a dance instructor. You can work on some new moves. **7C** We're definitely interested in you, but I don't think you're ready to bring anything out yet.

Work on your dancing for a few months, and then we'll see.

**Narrator:** 8

**Boy:** **8B** I've got the role in the film! Ye-hay! I can't believe it!

**Mum:** Wow! Well done, darling! That new agent of yours has certainly been doing a good job.

**Boy:** Yeah. He says filming starts in May and it'll take about two months.

**Mum:** Two months in Mexico! That'll be exciting.

**Boy:** Two months without school!

**Mum:** Well, that's something we'll have to find out about. You'll have to have a teacher out there. You can't just forget about your school work for all that time. Five hours of work and three or four hours studying, that's the rule.

**Boy:** Oh, Mum!

#### Unit 10. Page 121. Exercise 2. [CD3 Track 12]

**Boy:** [fade in] ... Yeah, maybe. And what about the picture with the popcorn? Anyone who comes to a film gets free popcorn, I suppose. Do you think that would make more people go to the cinema?

**Girl:** Well, it wouldn't make me go. I never eat popcorn. If they gave out free sweets, that might be different. I like to eat sweets at the cinema.

**Boy:** You don't eat popcorn, but a lot of people do. There are always loads of people queuing up to buy popcorn before a film. And it's very expensive to buy, which is annoying. It costs almost as much as a ticket sometimes.

**Girl:** So you think we should choose that one, do you?

**Boy:** I don't know. It might make sense. I'm always starving when I go to the cinema.

**Girl:** But one thing I don't like about going to the cinema is that it's so dirty. People are always leaving food and drink on the floor. If they didn't have to pay for the food, more of it would be wasted. The cinema would get filthy, wouldn't it? And then even fewer people would go.

**Boy:** You're probably right. So what other ideas are there?

**Girl:** There's that picture of ... [fade out]

#### Unit 10. Page 121. Exercise 3. [CD3 Track 13]

[REPEAT TAPESCRIPT ABOVE]



## EXAMS TASK TYPES

B1 AND B2 ENGLISH EXAMINATIONS		
FCE	University of Cambridge ESOL First Certificate in English	B2
PET	University of Cambridge ESOL Preliminary English Test	B1
ECCE	University of Michigan Examination for the Certificate of Competency in English	B2
PTE	Pearson Tests of English General (Edexcel)	B1 B2
ESB	English Speaking Board ESOL International Examinations	B1 B2
C&G	City and Guilds International ESOL and International Spoken ESOL Examinations	B1 B2
EDI	Educational Development International ESOL Examinations	B1 B2
КПГ	Greek State English Language Certification	B1 B2
Polish Matura	Polish Secondary School Leaving Examination	B1 B2
Russian EGE	Russian Unified State Examination of English	B1 B2
Trinity	Trinity College Integrated Skills in English Examinations and Graded Examinations in Spoken English	B1 B2

READING	
TASK	EXAM RELEVANCE
Multiple-choice questions	PET, FCE, ECCE, PTE, ESB, C&G, EDI, Polish Matura, Russian EGE, КПГ
Match missing sentences with gaps in text	FCE, C&G, Russian EGE, Polish Matura
Multiple matching texts / paragraphs with statements / information	PET, FCE, C&G, Polish Matura, КПГ
Open questions	PTE, C&G
Gap-fill text / note completion	PTE
Match headings with paragraphs / texts	ESB, EDI, Russian EGE
True or false	PET, ESB, Polish Matura
True, false or not stated / no information	EDI, Russian EGE

SPEAKING	
TASK	EXAM RELEVANCE
Personal questions	PET, FCE, ECCE, ESB, PTE, C&G, EDI, КПГ
Situational discussion with visual prompts	PET, FCE, Polish Matura
Describe / compare pictures	PET, FCE, PTE, Polish Matura
Topic discussion	PET, FCE, ECCE, ESB, PTE, C&G, EDI, Polish Matura, Trinity
Information gap exchange	ECCE, C&G
Evaluate options, make a choice / suggest a solution	FCE, ECCE, C&G
Short speech/presentation	ESB, PTE, C&G, Trinity, Polish Matura, КПГ
Roleplay	PTE, C&G, Polish Matura
Mediation	КПГ

LISTENING	
TASK	EXAM RELEVANCE
Multiple-choice questions	PET, FCE, ECCE, ESB, PTE, C&G, EDI, Russian EGE, Polish Matura, КПГ
Multiple-choice pictures	PET, ECCE
Multiple-choice responses	C&G
Multiple matching eg texts / people with statements / information	FCE, Russian EGE, Polish Matura
Gap-fill text / notes completion	PET, FCE, PTE, C&G, КПГ
True or false / Yes or no	PET, ESB, Polish Matura
True, false or unknown / not stated	EDI, Russian EGE
Dictation	PTE

WRITING	
TASK	EXAM RELEVANCE
Short message, note, postcard, blog	PET, PTE, Polish Matura
Informal letter / email	PET, FCE, ESB, PTE, C&G, Polish Matura, Russian EGE, Trinity
Semi-formal letter of opinion to magazine	ECCE, ESB, C&G, PTE, Polish Matura
Formal letter (complaint, application)	FCE, C&G, EDI, Polish Matura
Article	FCE, PTE, C&G, Trinity
Report	FCE, PTE, C&G, КПГ, Trinity
Review	FCE, PTE, EDI, Polish Matura, Trinity
Story	PET, FCE, ESB, C&G, Polish Matura, Trinity
Discursive essay	FCE, ECCE, ESB, PTE, C&G, EDI, Polish Matura, Russian EGE
Instructions	PTE
Leaflet, advert	PTE, Polish Matura
Description	ESB, C&G, Polish Matura, Trinity

GRAMMAR/VOCABULARY/USE OF ENGLISH	
TASK	EXAM RELEVANCE
Multiple-choice sentences / dialogues completion	ECCE, ESB, EDI, Polish Matura
Multiple-choice cloze passage	PET, FCE, ESB, Russian EGE
Open cloze passage	FCE, EDI, Polish Matura
Gap fill word pool selection	КПГ
Key word transformation sentences	FCE
Transformation sentences, no key word	PET, EDI, Polish Matura
Word formation text / sentences	FCE, ESB, Russian EGE, Polish Matura, КПГ
Correct or incorrect words / phrases	ESB, C&G, EDI
Same meaning sentences	ESB
Put verbs in correct tense	EDI, Russian EGE
Conversation responses	EDI
Complete / expand sentences from prompts	EDI
Word puzzles	КПГ



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