

Third Edition

Solutions

Intermediate

Teacher's Guide

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Introduction to *Solutions Third Edition*

A note from the authors

Welcome to *Solutions Third Edition*. Teachers' responses to *Solutions* and *Solutions Second Edition* have been overwhelmingly positive. *Solutions Third Edition* has evolved, based on teacher feedback, whilst retaining the key features that teachers value in the *Solutions* series:

- engaging topics and texts
- a strong focus on exam topics and tasks
- a clear structure, with easy-to-follow lessons that always have an achievable outcome
- a familiar teaching and learning approach with plenty of extra practice material
- a guided and supported approach to speaking and writing

In the course of extensive research carried out for the new edition, we spoke to scores of teachers and asked them how we could improve the course.

In response to their requests, we have:

- provided 100% new content
- included a Listening lesson in every unit which will develop your students' listening skills
- included a Word Skills lesson in every unit which explores the grammar of key vocabulary and includes dictionary-based exercises
- addressed mixed ability, with extra support for all levels and suggested extension activities in the Teacher's Guide
- increased the amount of language recycling and included a *Recycle!* activity to consolidate grammar students have studied earlier in the course
- provided added flexibility with a bank of Culture lessons with supporting DVD documentary clips at the back of the Student's Book and extra activities on the Classroom Presentation Tool

Solutions Third Edition has benefited from collaboration with teachers with extensive experience of teaching and preparing students for exams. We would like to thank Christina de la Mare for sharing her expertise in writing the procedural notes in the Teacher's Guide.

We are confident that the result is a forward-thinking and modern course that will prepare your students for the future and provide you with all the support that you need. We hope that you and your students enjoy using it!

Tim Falla and Paul A Davies

The components of the course

Student's Book

The Student's Book contains:

- a four-page *Introduction Unit*, revising grammar and vocabulary
- nine topic-based units, each covering eight lessons
- five *Exam Skills Trainer* sections providing exam preparation and practice
- two *B2 Exam Skills Trainers* providing B2-level exam preparation and practice
- ten *Vocabulary Builders* with practice and extension
- ten *Grammar Builder* and *Grammar Reference* sections with further practice and a full grammar reference
- nine *Culture* lessons with linked documentary DVD clips

Strategy boxes appear throughout to provide advice on specific skills and how best to approach different task types. There are Strategy boxes for listening, speaking, reading and writing.

Workbook

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further lesson-by-lesson practice of the language and skills taught in the Student's Book
- more listening practice
- five *Exam Skills Trainer* sections providing further practice of typical exam tasks
- two *B2 Exam Skills Trainers* providing B2-level exam preparation and practice
- nine *Unit Reviews* to develop students' awareness of their progress
- Self-checks with *I can ...* statements at the end of every *Unit Review* to promote conscious learner development
- five *Cumulative Reviews* for Units 1-1, 1-3, 1-5, 1-7 and 1-9
- *Functions Bank* and *Writing Bank*
- a *Wordlist*
- an *irregular verbs list*

Students can download the Workbook Audio from www.oup.com/elt/solutions. The Workbook Audio is also available on the Workbook Audio CDs in the Teacher's Pack.

Student's Book and Workbook e-Books

Solutions Third Edition e-Books provide all the content from the Student's Books and Workbooks, with extra features to support your students' learning:

- Built-in audio allows students to access the course audio straight from the page.
- Students can slow down the audio to hear every word clearly.
- The listen, record, compare feature helps students practise their pronunciation.
- Built-in video in the Student's Book e-Book gives you the option of setting video homework for your students.

- Automatic marking in the Workbook e-Book lets students check their progress independently and saves precious class time.

Teacher's Pack

This pack provides everything you need to teach successful lessons with *Solutions Third Edition*. The pack includes:

- Essentials Teacher's Book – answer keys and audio scripts for both the Student's Book and the Workbook
- A Teacher's Resource Disk which contains:
 - 47 photocopiable activities
 - nine DVD worksheets with keys and scripts
 - Teacher's Guide: full teaching notes with ideas in every lesson for extra / alternative activities, suggestions on how to adapt material for strong and weak learners, and extension activities for fast finishers
 - Twenty-first Century Skills Projects
 - Course Test Audio, which can be played on your computer or on a CD player
- Workbook Audio CDs

Class Audio CDs

The Class Audio CDs contain all the listening material from the Student's Book, including recordings of all the reading texts from the Student's Book.

Course Tests

The tests are available in editable and ready-to-use formats. They include:

- two Short Tests per unit, A and B versions
- a longer Progress Test for every unit, A and B versions
- three Cumulative Tests for Units 1–5, 6–9 and 1–9, A and B versions

All tests are fully editable, so you can adapt them to match your students' needs.

Course DVD

The Course DVD provides teachers and students with 45 educational and informative DVD clips to extend the theme and topic of the Student's Book Culture lesson. The Course DVD includes the following resources for Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced:

- one documentary-style DVD clip for every Student's Book Culture lesson
- worksheet and teaching notes with background notes, answer key and script for every DVD clip
- optional subtitles in English

Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool. Class audio, video and answer keys, as well as your teaching notes, are available online or offline, and updated across your devices.

- one documentary-style DVD clip for every Student's Book Culture lesson
- optional lesson openers – additional lead-in activities to motivate students and recycle language
- optional lesson closers – quiz-style round-up activities to consolidate what students have learned in the lesson

- optional task support – for example, useful language or extra ideas to help students complete classroom tasks

Student's and Teacher's Websites

- The Student's Website provides the Workbook Audio (www.oup.com/elt/solutions).
- The Teacher's Website provides further resources and reference material (www.oup.com/elt/teacher/solutions).

Solutions Third Edition and exam preparation

Student's Book

The Student's Book includes five *Exam Skills Trainers* designed to familiarise students with the task-types for most exams. Additionally, there are two *B2 Exam Skills Trainers* providing B2-level exam preparation and practice.

These sections provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.

Each section provides practice of all the skills that students will need to demonstrate in most exams: use of English, listening, reading, speaking and writing.

Workbook

Every other unit in the Workbook is followed by a double-page exam section to practise tasks for both oral and written exams. Work in class can be followed up with tasks done as homework. There is also practice of B2-level exam tasks at the back of the Workbook.

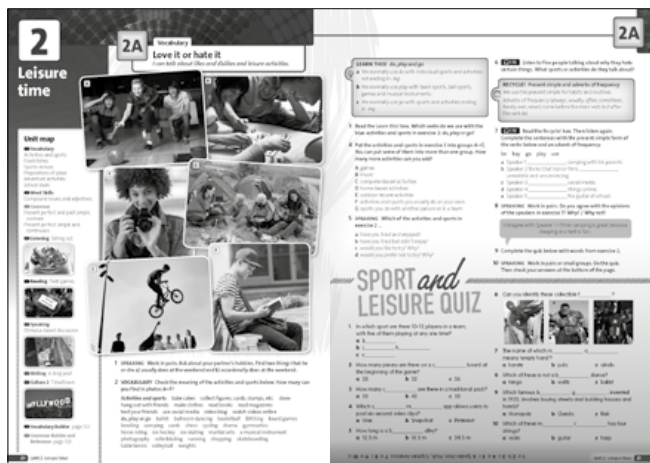
The audio for Workbook listening tasks is on the Workbook Audio CDs or can be downloaded from www.oup.com/elt/solutions.

Teacher's Guide

The Student's Book *Exam Skills Trainers* and *B2 Exam Skills Trainers* are accompanied by full procedural notes with advice and tips for exam preparation.

A tour of the Student's Book

As well as the Introduction Unit, there are nine units in the Student's Book. Each unit has eight lessons (A–H). Each lesson provides material for one classroom lesson of approximately 45 minutes.



Lesson A – Vocabulary

- Lesson A introduces the topic of the unit, presents the main vocabulary sets, and practises them through listening and other activities. The vocabulary is recycled throughout the rest of the unit.
- The unit map states the main language, skills and topic areas to be taught. It gives a visual reference to the skills pages and highlights the reference sections in each unit.
- I can ...* statements in every lesson establish a clear learning objective.
- Vocabulary is presented in lexical groups which aids learning, memorisation and recall of new language.
- The *Recycle!* activity recycles a grammar structure students have learned earlier in the course using the vocabulary from the lesson.
- The lesson finishes with a speaking task giving further personalised practice of the lesson vocabulary.



Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit. The new language is presented in a short text or other meaningful context.
- There are clear grammar tables and rules, and the grammar presentation is interactive. Students often have to complete tables and rules, helping them focus on the structures.
- Look out!* boxes appear wherever necessary and help students to avoid common errors. *Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder* and *Grammar Reference* at the back of the book, which provides further explanations with examples and more practice.
- There is always a supported final speaking activity for students to apply what they've learned in a productive task.



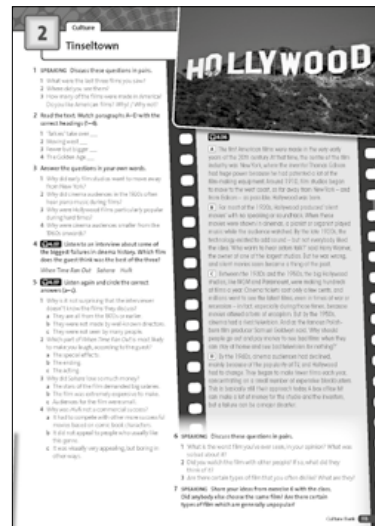
Lesson C – Listening

- Lesson C follows a comprehensive and systematic syllabus to improve students' listening skills.
- Lessons start with a vocabulary focus.
- There is a focus on one key sub-skill per lesson to allow extensive development and practice of listening skills.
- Each lesson has a listening strategy, focused on the sub-skill.
- The second part of the lesson allows students to apply the sub-skill to an exam-like listening task.
- Lessons end with a speaking task.



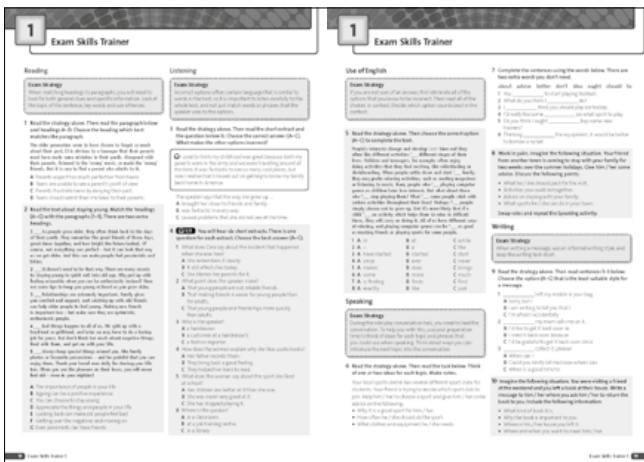
Lesson H - Writing

- Lesson H takes a structured approach to writing and prepares students for a wide range of writing exam tasks.
- The lesson always begins by looking at a model text or texts and studying the language and structure.
- Students learn and practise Key Phrases.
- In the final writing task, students are given support (prompts / ideas) to produce their own writing
- A *Writing Bank* in the Workbook provides models of typical exam writing task types and guidance on structure and language to use.



Culture Bank

- The Culture Bank consists of 9 ready-to-use culture lessons linked to the topic and language of the main unit.
- Each Culture lesson is supported by a DVD documentary clip with accompanying worksheets.



Exam Skills Trainer

- There are five *Exam Skills Trainers* (after units 2, 4, 6, 8 and 9) in the Student's Book. There are two *B2 Exam Skills Trainers* at the back of the Student's Book.
- Each *Exam Skills Trainer* and *B2 Exam Skills Trainer* includes exam tasks for use of English, listening, reading, speaking and writing.
- Each *Exam Skills Trainer* and *B2 Exam Skills Trainer* provides students with the language, strategies and exam skills they need to achieve success.
- The topics of the *Exam Skills Trainers* and *B2 Exam Skills Trainer* relate to the topics of the previous two units.



Solutions Third Edition Classroom Presentation Tool

Deliver heads-up lessons with the Classroom Presentation Tool.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your Classroom Presentation Tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

Use lesson openers, lesson closers and task support to motivate students, consolidate learning, and support students to complete classroom tasks.

Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.

- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.

- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to the course audio.



Introduction

Map of resources

IA Vocabulary

Student's Book, page 4; Workbook, page 4

IB Grammar

Student's Book, page 5; Workbook, page 5

IC Vocabulary

Student's Book, page 6; Workbook, page 6

Photocopiable: Vocabulary Review

ID Grammar

Student's Book, page 7; Workbook, page 7

Photocopiable: Grammar Review

Classroom Presentation Tool Unit I

End of unit

Short Tests: Unit I

IA Vocabulary

Holidays

LESSON SUMMARY

Reading: A dialogue about the summer holidays

Vocabulary: Tourist and visitor attractions; holiday activities

Grammar: Past simple

Speaking: Describing holidays

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students: *Did you go on holiday this summer? Did you return from your holiday feeling better? Do you think holidays are good for people? In what ways are they good for us?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 4

- Focus attention on the photo and the instructions.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.02 page 4

- Play the recording for students to read and listen and note down their answer.
- Check the answer as a class. Ask students which words and phrases helped them to choose their answer.

KEY

Anna had a more enjoyable holiday.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

- Go through the tourist attractions together. Check the meaning and practise the pronunciation, particularly for *aquarium* /ə'kwɛəriəm/ and *harbour* /'hɑ:bə(r)/.
- Students find three more attractions in the dialogue in exercise 2.
- Students brainstorm more attractions in pairs.
- Check answers as a class.

KEY

boat trip, music festival, theme park

For further practice of describing visitor attractions: Vocabulary Builder IA page 121

- 1 1 atmospheric 2 beautiful 3 boring 4 busy
5 cheap 6 crowded 7 disappointing 8 expensive
9 historic 10 impressive 11 peaceful 12 remote
13 romantic 14 spectacular 15 touristy
- 2 1 cheap, expensive 2 busy, crowded, touristy
3 boring, crowded, disappointing, expensive, touristy

Exercise 4 page 4

- In pairs, students take turns to ask and answer questions about the tourist attractions in exercise 3. Encourage them to give detailed reasons for their preferences.
- Ask a few students to share their ideas with the class.

Exercise 5 page 4

- Go through the instructions and holiday activities together. Check the meaning and pronunciation.
- Point out that the activities must match the verbs.
- Students do the exercise.
- Check answers as a class.

KEY

- 1 a castle 2 a theme park 3 kayaking 4 mountain biking
5 a bike ride 6 an excursion 7 a bike
8 beach volleyball 9 cards 10 the beach

Extra activity: Fast finishers

Ask **fast finishers** to brainstorm more activities like the ones in exercise 5, e.g.

visit: a zoo, a farm

go: climbing, horse riding, sightseeing

hire: a surfboard, a deck chair

play: badminton, football

Exercise 6 page 4

- Students find the three holiday activities in the dialogue in exercise 2.
- Check answers as a class.

KEY

visit a museum, go on a boat trip, visit a theme park

Exercise 7 page 4

- Go through the *Learn this!* box together.

- In pairs, students find examples of past simple forms.
- Check answers as a class.

KEY

1 We visited the Tower of London ...; ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to London. ... and went windsurfing. We went on a boat trip too. It was too expensive. I hung out with my friends. We went to a music festival ...; Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you get up to? Did you have a good time? / Did you go on the London Eye?

For further practice of the past simple:

Grammar Builder I.1 page 126

- 1 1 visited 2 was 3 could 4 sent 5 studied
6 sunbathed 7 went
- 2 1 didn't visit 2 wasn't 3 couldn't 4 didn't send
5 didn't study 6 didn't sunbathe 7 didn't go
- 3 Did you do any sport during the week? Did you have a big breakfast? Did you phone anybody yesterday? Did you send any texts? Did you buy anything last weekend?

Exercise 8 page 4

- Go through the instructions and the example questions and answers together.
- In pairs, students take turns to ask and answer the questions, giving as much information as they can.
- Elicit answers from all the pairs and find the most popular holiday activity in the class.

Exercise 9 page 4

- Ask students to think about the activities they enjoyed most and least during their summer holidays.
- In pairs, students ask and answer the questions and give reasons to explain their preferences.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about what I did in the school holidays. I can name different tourist and visitor attractions and holiday activities. I can use the past simple to talk about my holiday.*

IB Grammar

Present tense contrast

LESSON SUMMARY

Reading: A dialogue about school life

Grammar: Present tense contrast; dynamic and state verbs

Vocabulary: Social activities

Speaking: Discussing weekend activities and plans for the weekend

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Write the following on the board:
Some people believe that children and teenagers shouldn't get homework. They think that they should do all their learning in school. Do you agree with them?
What are the positive and negative points of homework?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 5

- Go through the task with the class.
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 1.03 page 5

- Play the recording for students to read and listen and note down the answer.
- Check the answer as a class.

KEY

He forgot they were supposed to revise together on Saturday.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

- Ask students to read the dialogue again and to note down all the present simple and present continuous verbs.
- Check answers as a class. With a **weaker class**, revise the affirmative, negative and interrogative forms of the present simple and the present continuous.

KEY

PS starts; haven't got; don't like; is; makes; That's; gives; don't mind; need to do; have; know; That's why; don't remember; get back; can't; have to help **PC** aren't wearing; You're always forgetting; I'm not feeling; (What) are you doing; is giving; we're revising; I'm going away; you're always forgetting; are decorating
There are 7 negative forms and 1 interrogative form.

Exercise 4 page 5

- Go through the instructions and the *Learn this!* box together.
- Ask students to complete the rules.
- Check answers as a class.

KEY

a present simple **b** present continuous **c** present continuous **d** present simple **e** present simple **f** present continuous **g** present simple

Exercise 5 page 5

- Read the sentences to the class. Read out the first one in a neutral tone, and use an annoyed tone to read out the second one so that students understand the difference.
- Check the answer as a class.

KEY

(Possible answer)

Sentence a expresses a fact. Sentence b expresses annoyance or jealousy that the person is always going shopping with Cathy.

Extra activity

Ask students to make sentences about things that annoy them using the present continuous and *always*, e.g. *My sister is always borrowing my clothes.*

Exercise 6 page 5

- Ask students to read the *Learn this!* box and find five examples of state verbs in the text. They should try to explain why they think the verbs are state verbs.
- Check answers as a class.

KEY

like, mind, need, know, remember – They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.

For further practice of dynamic and state verbs:

Grammar Builder 1.2 page 126

- 1 1 are (you) going; need 2 Do (you usually) wear
3 don't understand 4 are (you) smiling
5 Are (you) coming; don't like 6 leaves
- 2 1 a works b is working 2 a are having b have
3 a am taking b take 4 a arrive b is arriving
5 a are (you) listening (to) b listens
- 3 1 tastes 2 are you looking at 3 has
4 is appearing 5 I think 6 I don't see

Exercise 7 page 5

- Ask students to complete the sentences. With a **weaker class**, ask students to note any words that will help them to match the verbs with the rules in the first *Learn this!* box.
- Encourage students to use both *Learn this!* boxes for guidance while doing the exercise.
- Check answers as a class.

KEY

1 am meeting; Do you want 2 walk; are going 3 love; cost
4 don't want; is raining 5 Are you enjoying; do you prefer
6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence of their own for rules c–g in the first *Learn this!* box.

Exercise 8 page 5

- Go through the instructions, the activities and the example questions and answers together.
- Give students a minute to brainstorm more activities.
- With a **stronger class**, elicit more questions students could ask, e.g. *How often do you go for a bike ride? Who are you meeting in town?*
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to tell the class what their partner does.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple and present continuous to talk about the present and the future. I can use both tenses to discuss typical weekend activities and plans for this weekend.*

IC Vocabulary

Adjectives

LESSON SUMMARY

Reading: A dialogue about a school show

Vocabulary: Adjectives describing feelings; adjectives describing personality; *-ed* and *-ing* adjectives; negative prefixes

Speaking: Describing personality

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 9 for homework and omit exercise 10.

LEAD-IN: 2-3 MINUTES

- Ask: *Do you like going to the theatre? Explain what you like or don't like about it.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 6

- Focus attention on the photo and ask students to work in pairs and speculate about who they can see, where the people are, what they are doing and whether they are enjoying it.
- Ask a few students to share their ideas with the class.
- In pairs, students then discuss if they would like to appear in a theatre production and give reasons for their answers.
- Ask a few students to share their ideas with the class.

Exercise 2 1.04 page 6

- Go through the instructions together and check the meaning of *anxious* (worried and afraid) and *terrified* (very afraid).
- Play the recording for students to read and listen and note the answer.
- Check the answer as a class.

KEY

He's terrified because he now has to sing a song on his own.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

- Students find five adjectives in the dialogue in exercise 2.
- Check answers as a class. Ask students to use their dictionaries to check the meaning of any adjectives they do not know.

KEY

anxious, excited, frightened, terrified, upset

Exercise 4 page 6

- Ask students to work in pairs and take turns to ask and answer the questions. Encourage them to give reasons for their answers, e.g. *I think performers feel excited and frightened before a performance because they love performing but they don't want to make a mistake in front of the audience.*
- Ask a few students to share their ideas with the class.

Exercise 5 1.05 page 6

- Go through the instructions together.
- Play the recording for students to note down their answers.
- Check answers as a class. Ask why each person is feeling the way they do, e.g. *The first speaker is envious because his friend has a really nice new phone.*

KEY

1 envious 2 confused 3 relieved 4 embarrassed
5 suspicious 6 excited

Transcript

Speaker 1 Ooh, that's a really nice phone. Is it new? Yes, it's the latest model, isn't it? I wish I had one like that. One day, maybe ... if I win the lottery.

Speaker 2 Hang on, this doesn't make sense. Tom said he was waiting for me at the café. Now I'm at the café and he's sending me messages saying 'where are you?'. And there's only one café in this part of town. It's all very strange.

Speaker 3 Here's my passport! It was in my jacket pocket all along! I thought I'd lost it. Now I remember, I put it in my pocket as I was leaving the plane. Phew! I was so worried for a while.

Speaker 4 Hey, Tom! Come over here a minute and help me with this. Oh, I'm so sorry. I thought you were somebody else. He looks a bit like you. I mean, from behind. Sorry, madam. My fault. Silly mistake.

Speaker 5 I think somebody's been using my phone. Look – it says 'incorrect password'. But I haven't entered the password yet. Somebody else entered one and it was incorrect. Hmm. But who? Who was in this room while I was in the kitchen?

Speaker 6 It's my birthday tomorrow. I can't wait! I'm having a big meal with all my friends. We're going to a Mexican restaurant in town. We went there last year too. It was such a laugh!

Exercise 6 page 6

- Ask students to choose four adjectives from exercise 3 and to think about when they last experienced those feelings.
- In pairs, students tell each other which adjectives they have chosen. They then take turns to ask and answer questions about the feelings, explaining what caused them to feel that way.

Extra activity: Fast finishers

Ask **fast finishers** to choose more adjectives from exercise 3 and write sentences describing when they last experienced the feelings and why.

Exercise 7 page 6

- Ask students to read the adjectives and use their dictionaries to check their meanings if necessary.
- Students then find four more personality adjectives in the dialogue in exercise 2.
- Check answers as a class. Ask students to explain the meanings of the adjectives using the context.
- In pairs, students brainstorm more personality adjectives.
- Elicit answers as a class.

KEY

friendly, punctual, confident, brave

Exercise 8 page 6

- Go through the *Look out!* box together. Then say: *The girl is bored* and *The girl is boring*. Ask students to explain the difference in meaning by giving a reason, e.g. *The girl is bored because she has nothing to do. The girl is boring because she always talks about the same thing.*
- Students complete the sentences.
- Check answers as a class. Check the meanings of *amusing* (causing you to laugh or smile) and *moving* (causing strong feelings).

KEY

1 amusing 2 amazing 3 embarrassed 4 moving
5 surprised 6 bored 7 annoying

Extra activity

Ask students to write sentences with the unused adjective forms of the verbs in brackets in exercise 8, e.g. *amused*: *I was amused when my brother fell over while he was ice skating.*

Exercise 9 page 6

- Ask students to read the *Learn this!* box. Students then use their dictionaries to find out which adjectives have a negative prefix.
- Check answers as a class.

KEY

flexible – inflexible; honest – dishonest; kind – unkind;
loyal – disloyal; organised – disorganised; patient – impatient; reliable – unreliable; sensitive – insensitive

For further practice of adjective endings:

Vocabulary Builder IC page 121

- 4 1 meaningful 2 hopeless 3 meaningless
4 snowy 5 drinkable 6 affordable 7 adventurous
8 mountainous 9 impressive 10 supportive
- 5 1 courageous; supportive 2 mountainous;
dangerous 3 friendly; likeable 4 wonderful;
watchable 5 snowy; hazardous 6 helpful; careless

Exercise 10 page 6

- Ask students which adjectives in exercise 7 (with or without negative prefixes) they would apply to themselves.
- In pairs, students take turns to describe themselves using the adjectives and modifying adverbs. Encourage them to give reasons for their choice of adjectives, e.g. *I'm a bit unreliable at times because I often forget things.*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use feelings adjectives to describe how people might feel in certain situations. I can use 'ed' adjectives to describe how people are affected and 'ing' adjectives to describe the effect certain things have on people. I can use personality adjectives to describe myself.*

ID Grammar

Articles, *will* and *going to*

LESSON SUMMARY

Reading: A dialogue about weekend plans

Grammar: Articles; *will* and *going to*

Speaking: Talking about plans for the future

SHORTCUT

- To do the lesson in 30 minutes keep the lead-in brief and set exercises 5 and 7 for homework.

LEAD-IN: 2-3 MINUTES

- Tell students how you usually spend the weekend, e.g. *I usually spend the weekend with friends. When the weather is good, we often go walking and take a picnic with us.*
- Ask: *Who do you usually spend your weekends with? What kind of plans do you make?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 7

- Focus attention on the photo and elicit the activity. (cycling)
- In pairs, students discuss whether or not cycling is an activity they enjoy, giving reasons for their answer.
- Ask a few students to share their ideas with the class.

Exercise 2 page 7

- Students read the dialogue and complete the dialogue. Do not check answers at this point.

Exercise 3 1.06 page 7

- Play the recording for students to check their answers.
- Ask students when Toby and Leah are going to go cycling.
- Check answers as a class.

KEY

1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the
9 an 10 the 11 – 12 the
Toby and Leah are going cycling on Sunday afternoon.

Transcript

Leah What are you up to at the weekend, Toby?

Toby I'm going to go for a bike ride on Saturday. Do you fancy coming too?

L I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

T That doesn't sound like the best way to spend your weekend. Gardening is hard work! And according to the forecast, the weather isn't going to be good.

L I know. But the neighbour is going to pay us for it. And my dad's a gardener so he's got all the right tools.

T Really? I'll come and help you. I mean, if that's OK with you and your dad ...

L Sure. We'll share the money with you: £10 an hour. But what about the bike ride?

T I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

L Yes, please. I love bike rides. But let's go in the afternoon. I'll be exhausted when I wake up!

Exercise 4 page 7

- Go through the *Learn this!* box together. Then ask students to complete the rules.
- Check answers as a class.

KEY

1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an
7 the 8 the

Language note

We do not use an article when there is a preposition before certain nouns, e.g. *school, college, hospital, work, home, bed, breakfast, lunch, Christmas, Easter, bike, car.*
I always walk to school.
What do you want for breakfast?
We'll see you at Christmas.
They're going by car.

Exercise 5 page 7

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

KEY

1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the
5 an; the; an 6 a; the

For further practice of articles:

Grammar Builder I.3 page 127

1 ... so we had dinner in ... The restaurant was quite expensive – the water was about £5 a bottle ... the food was fantastic! For me, the best part ... and he's a chef so he knows ... My brother ordered steak because he hates fish ... leave the restaurant until 11:30 at night.

Extra activity: Fast finishers

Ask **fast finishers** to use the rules in the *Learn this!* box to write sentences with *a, an, the* or *no article*. If possible, they can write gapped sentences and give them to a partner to complete with the correct articles.

Exercise 6 page 7

- Go through the *Learn this!* box together.
- With a **weaker class**, revise how to form sentences with *will* and *going to*.
- Write the following sentences on the board.
I'm going to buy a car when I'm eighteen. (The speaker has decided to do something.)
You'll be OK. Don't worry. (The speaker believes that something will happen.)
Leave the bags. I'll take them upstairs for you. (The speaker is offering to do something.)
The students are being noisy. The teacher is going to get angry. (This is a prediction based on what the speaker can hear.)
Is the shop closed? I'll come back tomorrow. (The speaker is deciding to do something as he / she speaks.)
- Ask students why *will* or *going to* is used in each sentence.
- Students then find examples of *will* and *going to* in the dialogue in exercise 2.
- Check answers as a class.

KEY

a 1: ... the weather isn't going to be good. 2: The weather will probably be better ... I'll be exhausted ... b 1: I'm going to go for a bike ride ... I'm going to help my dad ... We're going to do some work ... the neighbour is going to pay us ... 2: We'll share the money ... I'll go on Sunday ... c I'll come and help you.

Exercise 7 page 7

- Students complete the sentences and note which rule they are following.
- Check answers as a class.

KEY

1 isn't going to stop (a1) 2 are going to spend (b1), 'll have (a2) 3 'm going to drop (a1), 'll take (c) 4 'm going to go (b1), won't be (c) 5 Are you going to invite (b1), won't come (a2)

For further practice of *will* and *going to*:**Grammar Builder 1.4** page 127

1 I'll buy 2 I'll have 3 'm going to have
4 'm going to do 5 Are (you) going to revise
6 'm going to go 7 'm going to meet 8 I'll get
9 I'll give 10 isn't going to be / won't be

Exercise 8 page 7

- Go through the instructions and activities together. With a **weaker class**, ask which are plans and which are predictions.
- Working individually, students write sentences.

Exercise 9 page 7

- In pairs, students take turns to read out their plans and predictions and make a note of any which are the same or similar.
- Elicit answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use articles correctly. I can use 'will' and 'going to' to talk about plans and predictions.*

Map of resources

1A Vocabulary

Student's Book, pages 8–9; Workbook, page 8
Photocopiable: 1A (Ages and stages)

1B Grammar

Student's Book, page 10; Workbook, page 9
Photocopiable: 1B (Past tense contrast)

1C Listening

Student's Book, page 11; Workbook, page 10

1D Grammar

Student's Book, page 12; Workbook, page 11
Photocopiable: 1D (*used to*)

1E Word Skills

Student's Book, page 13; Workbook, page 12

1F Reading

Student's Book, pages 14–15; Workbook, page 13

1G Speaking

Student's Book, page 16; Workbook, page 14

1H Writing

Student's Book, page 17; Workbook, page 15

Culture 1

Student's Book, page 112
DVD and DVD worksheet: Unit 1

Classroom Presentation Tool Unit 1

End of unit

Unit Review: Workbook, pages 16–17
Photocopiable: Grammar Review
Photocopiable: Vocabulary Review
Exam Skills Trainer 1: Student's Book, pages 18–19
Cumulative Review I–1: Workbook, pages 112–113
Progress Test and Short Tests: Unit 1

1A Vocabulary

Ages and stages

LESSON SUMMARY

Vocabulary: Stages of life; life events

Grammar: Past simple

Listening: People talking about their families and background

Speaking: Discussing life events; talking about your family and background

SHORTCUT

To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 1 and set exercise 6 for homework.

LEAD-IN: 2–3 MINUTES

- Give students a very brief summary of your life so far, e.g. *I was born in ... I went to school in ... I started university in ... I got my first job as a ...*
- In pairs, students give each other a summary of their lives to date.
- Elicit a few answers.

Culture note: *Oedipus the King*

Oedipus the King is a play by the ancient Greek playwright Sophocles. At one point in the story, Oedipus is on his way to the city of Thebes when he quarrels with a stranger and kills him. He then meets a Sphinx, who will not let him pass unless he can answer the famous riddle. Oedipus answers it correctly, and so wins the throne of the dead king of Thebes, Laius, and marries his widow, Jocasta. What no one knows is that the stranger that Oedipus has killed is his real father and that therefore he has married his mother. When the truth comes out, Jocasta commits suicide and Oedipus blinds himself.

Exercise 1 page 8

- Read out the riddle. In pairs, students try to find the answer to the riddle.
- Elicit a few answers and explanations.

KEY

a human being

Exercise 2 1.07 page 8

- Go through the stages of life together and check the meaning. Practise the pronunciation of *centenarian* /ˌsɛntɪˈneəriən/, *toddler* /ˈtɒdlə/ and *elderly* /ˈeldəli/.
- Working in pairs, students put them in order.
- Check answers as a class. Point out that in most countries, a person is legally an adult at 18.

KEY

See transcript.

Transcript

- | | |
|--------------------|-----------------------|
| 1 be an infant | 6 be in your twenties |
| 2 be a toddler | 7 be middle-aged |
| 3 be a young child | 8 be elderly |
| 4 be in your teens | 9 be a centenarian |
| 5 be an adult | |

Exercise 3 page 8

- Students study the pictures. In pairs, they match the phrases with the pictures.
- Check answers as a class.

KEY

(Possible answers)

In picture A, she is an infant. In picture B, she is a toddler. In picture C, she is a young child. In picture D, she is a teenager. In picture E, she is in her twenties. In picture F, she is middle-aged. In picture G, she is elderly. In picture H, she is a centenarian.

Exercise 4 page 8

- Go through the meaning of the life events and check their pronunciation.
- Focus attention on the groups A–E and ask students to decide in which periods of a person's life the events are most likely to happen.
- In pairs, students put the events in the groups. Point out that some events can happen at more than one period.
- Check answers as a class.

KEY

(Possible answers)

- A** be born; be brought up (by); go to university; grow up; learn to drive; leave home; leave school; start school
B buy a house or flat; get engaged; get married; get your first job; settle down; split up; start a family
C get divorced; have a change of career; inherit (money, a house, etc.); start a business
D become a grandparent; retire
E emigrate; fall in love; move house; pass away

Extra activity: Fast finishers

Ask **fast finishers** to think of three or more life events, e.g. *say your first word, do work experience, go on your first holiday with friends, have your heart broken for the first time, downsize your home as you get older.*

Extra activity

- Ask students which group in Exercise 4 has the most life events. Then ask: *Why do you think this is?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

Group A has the most life events because we develop the fastest during this period and the most dramatic changes take place, e.g. we are born, start school, grow up, etc.

Exercise 5 1.08 page 9

- Go through the instructions together. Tell students they do not have to understand every word of the recording. They should listen for key words to get the gist.
- Play the recording for students to find the answers.
- With a **weaker class**, play the recording a second time.
- Check answers as a class.

KEY

1 a 2 c 3 c 4 c

Transcript

- 1 My name's Bilal and I live in Bradford in the north of England. Both sets of my grandparents emigrated from Pakistan in the 1960s, just before my parents were born. My dad worked on the buses and my mum stayed at home and brought up the family. Dad would like a change of career but it's a bit late for him now to change jobs. I think he's just looking forward to retiring. I've got a sister who's 25. She didn't leave home until last summer, when she got married. My dad wants me to go to university in Birmingham and study law. But I think I'd like to start my own business, creating computer games.
- 2 **Boy** Tell me a bit about your background, Sandra.
Girl Well, I grew up in the village where my family has lived for generations. My great-great-grandad moved here from Birmingham in the 1930s, looking for work.
B What kind of work did he find?
G He found a job on a farm, just outside the village. He settled down, married a local girl and started a family. They worked incredibly hard and over the years they managed to save quite a bit of money and eventually bought a small farmhouse with some land.
B And does your family still own that land?
G Yes, it does. My great-great-grandparents had a son. When he got married, he bought more land and now the farm is quite big. I don't have any brothers or sisters so one day I'll inherit it and keep it running.
- 3 My mum met my dad while she was on holiday in France. She's British and he's French. They fell in love, got engaged after a week and were married a month later. And then I was born! They named me Charlotte as it's both an English and a French name. Anyway, unfortunately the marriage didn't last. They split up when I was just a toddler and got divorced a few months later. I was brought up by my mum after she moved back to the UK. It was tough for her being a single parent. But she went to university, got a degree and then became a teacher. She met my step-dad at university and they've been married for about 10 years.
- 4 My name's Callum. My mum's parents were from poor working-class families in Glasgow. They left school at sixteen and didn't go to university. But they started a successful business and didn't retire until they were in their seventies. My mum inherited quite a bit of money when they passed away, but she didn't want to work in the family business and sold it. She moved south and settled down in Liverpool. She got married and took an office job. But she soon wanted a change of career. I think she was fed up with the cold, wet weather too, because she persuaded my dad to emigrate to Australia when I was two. I'd love to visit Glasgow and Liverpool one day and see where my mum and her parents lived before emigrating.

For practice of noun plural forms:

Vocabulary Builder 1A page 121

- 1 1 -s, ancestors 2 -es, boxes, buses, lunches, kisses, wishes 3 -es or -s, videos / potatoes 4 -s, toys 5 -ies, countries 6 -ves, knives

Extra activity

- Write the following questions on the board:
 - Why isn't Bilal's dad going to change career? (It is a bit late for him to change jobs.)
 - What does Bilal want to do in the future? (He wants to start his own computer games business.)
 - Which members of Sandra's family first bought the farm? (her great-great-grandparents)
 - Who is going to inherit the farm? (Sandra)
 - How long were Charlotte's parents engaged before when they got married? (one month)
 - What did Charlotte's mother do in order to become a teacher? (She went to university and got a degree.)
 - How old was Callum when his family emigrated to Australia? (He was two.)
- Play the recording again for students to answer the questions.

Exercise 6 1.08 page 9

- Go through the *Recycle!* box together. Revise the past simple by writing the following verbs on the board and asking students to come up and write their past simple forms:
irregular verbs: *think, become, catch, write, sit, know*
regular verbs: *remember, invite, believe, ignore, marry, fit*
- With a **stronger class**, elicit three more verbs for each list.
- Go round the class and ask students to form negative sentences and questions with the verbs on the board.
- Students work individually to complete the sentences.
- Check answers as a class.

KEY

1 emigrated 2 didn't leave; got 3 grew up 4 bought 5 fell; got 6 was; moved 7 left; didn't go 8 started; didn't retire

Transcript

See exercise 5.

Exercise 7 page 9

- Revise the words for relatives by asking students to brainstorm as many relatives as they can in one minute.
- Go through the questions together.
- Students discuss the questions in pairs.
- Elicit a few answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify and use vocabulary for stages of life and life events. I can use the past simple.*

1B Grammar

Past tense contrast

LESSON SUMMARY

Reading: A text about the person with the longest lifespan in the world

Grammar: Past simple, past continuous and past perfect

Speaking: Describing the life of a person from a previous generation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and set exercise 7 as a written task for homework. Exercise 8 can be done in the next lesson.

LEAD-IN: 2-3 MINUTES

- Revise the stages of life from 1A. Ask: *Which do you think is the best stage of a person's life? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 10

- Students look at the woman in the photo and answer the questions in pairs.
- Elicit a few answers and write them on the board. Do not correct them at this point.

Exercise 2 page 10

- Students read the text quickly and find the answers to the questions in exercise 1.
- Check answers as a class.

KEY

She's 122 years old. She had the longest lifespan in the world.

Extra activity

- Ask: *Do you think it's good to live as long as Jeanne Calment? Do you think she had a good life? Why / Why not?* Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 page 10

- Go through the *Learn this!* box together.
- Students complete the sentences. Check answers as a class.
- Students then read the text in exercise 2 again and find another example of each tense.
- Elicit the examples and write them on the board. With a **weaker class**, revise the past continuous and past perfect. Write the following on the board and ask students to make the sentences negative and interrogative:
They were living in Paris.
He had left seven years earlier.

KEY

1 past simple 2 past continuous 3 past simple 4 past continuous 5 past perfect

- a ... she married Fernand Calment and then gave birth ...
b ... the US army was still fighting Native Americans and Alexander Bell was working on a new invention ...
c While she was serving in the shop in 1888, she met ...

d ... who had come in to buy pencils. Yvonne had had a son, but both she and her son had died many years earlier.

Exercise 4 page 10

- Students complete the sentence and then discuss the differences in meaning.
- Check answers as a class.

KEY

When Tom left school, he learned to drive. = First Tom left school, then learned to drive. When Tom left school, he was learning to drive. = Tom left school during the period when he was learning to drive. When Tom left school, he had learned to drive. = When Tom left school, he already knew how to drive.

Exercise 5 page 10

- Go through the instructions together.
- With a **weaker class**, ask students to find words which will help them to decide which tense to use, e.g. *while* (past continuous), *after* (past perfect), *when* (past simple).
- Students complete the sentences.
- Check answers as a class.

KEY

1 moved; was growing up 2 had learned / learned; bought
3 left; went; studied 4 were (you) living; got
5 got; had fallen; were working 6 wanted; emigrated

For further practice of past tense contrast:

Grammar Builder 1.1 page 128

- 1 1 had; was learning 2 got; was living
3 was raining; decided 4 were (you) doing; saw
5 didn't hear; was listening 6 broke; was skiing
7 was working; met 8 weren't listening; asked
- 2 1 had already got engaged; emigrated 2 couldn't buy; had forgotten 3 was; had split up 4 had started / started; left 5 had inherited / inherited; bought 6 retired; had become 7 had settled down / settled down; decided 8 had spent / spent; went
- 3 1 a 2 b 3 a 4 b 5 a 6 a

Extra activity: Fast finishers

Ask **fast finishers** to write three sentences: one using the past simple only, one using the past simple and past continuous, and one using the past simple and past perfect.

Exercise 6 page 10

- Ask students to read the text and try to guess which verbs would fit each gap without looking at the word pool.
- Students compare their ideas with the verbs in the word pool. They then complete the text.
- Check answers as a class.

KEY

1 was 2 wrote 3 left 4 got 5 was working 6 met
7 had been 8 retired 9 didn't stop 10 became
11 died 12 had lived 13 said

Exercise 7 page 10

- Tell students about a person from an earlier generation, e.g. *My mother was born in Spain in 1934 and left to come to England in 1961. While she was working in London, she met my father. By the time I was born, they had moved to Manchester and bought their first home ...*
- Ask students to prepare a short talk about a real or invented person from a previous generation. Working individually, students use the headings to think of facts or ideas and make notes.

Exercise 8 page 10

- Students use the prompts to make sentences about their person.
- Put students in groups. Then ask each student to give their talk to their group.
- Invite a few students to give their talk to the class.

KEY

(Possible answer)

She was born in 1934 in France. At the age of 17, she left school and got a job in a large department store. While she was living in Paris, she met my grandfather. She got married in 1960.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different past tenses correctly. I can use past tenses to describe the life of a person from an earlier generation.*

1C Listening

Family tensions

LESSON SUMMARY

Reading: A text about an app that stops children using technology

Vocabulary: Attitude adjectives

Exam Strategy: Listening for tone of voice

Listening: Teens talking about family tensions and arguments

Speaking: What causes family arguments?

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 6 and 7.

LEAD-IN: 2-3 MINUTES

- Use L1 to tell students about two things you have recently said to friends or family members, one positive and one negative. Then repeat what you said, this time in English, using appropriate intonation.
- Ask students to work in pairs and do the same activity. They should then explain to their partner the reason why they said those things and why they used that intonation.

Exercise 1 page 11

- Students look at the photo and discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

It allows parents to lock their children's phones at times when they should be doing other things such as studying. Some children might need this app because they spend too much time on their phones instead of doing other things.

Exercise 2 page 11

- Students read the text and check their answer.
- Ask a student to summarise the purpose of the app.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 11

- Check and practise the pronunciation of the adjectives.
- Students then decide which adjectives describe positive attitudes and which describe negative attitudes.
- Check answers as a class. Point out that *nostalgic* can be positive or negative, depending on the context.

KEY

positive calm, complimentary, enthusiastic, grateful, nostalgic, optimistic, sympathetic
negative accusing, aggressive, arrogant, bitter, miserable, nostalgic, pessimistic, sarcastic, urgent

Exercise 4 1.09 page 11

- Go through the Listening Strategy together. With a **stronger class**, ask students what tone people use when they are pessimistic or enthusiastic. Elicit ideas.
- Play the recording for students to choose the most appropriate adjective.
- Check answers as a class.

KEY

1 pessimistic 2 aggressive 3 complimentary
 4 sympathetic 5 grateful 6 urgent

Transcript

Speaker 1 We've got a big family dinner tonight. I expect there'll be an argument. There usually is. That's why I hate these dinners. They always end badly.

Speaker 2 Hey! Get out of my chair! I want to sit there. I can't see the TV if I sit on this side of the table, can I? Come on, hurry up!

Speaker 3 You're looking well. Is that a new shirt? It's very nice. I love the colour – it really suits you.

Speaker 4 I'm so sorry you didn't pass your test. You must be very disappointed. But don't worry, you can take it again next month – and I'm sure you'll pass it then.

Speaker 5 Thank you so much for inviting me round for dinner. I was going to buy some chips from the takeaway, but this is much nicer – and healthier too. Thanks!

Speaker 6 The match is going to start in five minutes. We need to finish eating and go into the living room. Quick! We don't want to miss the start. Come on!

Exercise 5 1.10 page 11

- Go through the instructions together.
- Play the recording for students to listen to the sentences.
- In pairs, they take turns to say the sentences in one of the two ways. Their partner must guess the correct adjective.

Transcript

See Student's Book, page 11.

Extra activity: Fast finishers

Ask **fast finishers** to work in pairs and take turns to say the sentences in exercise 5 to express other attitudes, e.g. sentence 1 can be said in an enthusiastic, miserable or bitter way. Their partner must guess the attitude being expressed.

Exercise 6 1.11 page 11

- Go through the instructions together.
- Play the recording for students to match the speakers with the adjectives.
- Check answers as a class.

KEY

Speaker 1: b; Speaker 2: c; Speaker 3: a; Speaker 4: d

Transcript

Speaker 1 We all know what it's like to argue with our family. It's just part of life, isn't it? Well, not necessarily. Sometimes, family arguments can become a habit ... a habit that is harmful and upsetting for the people involved. Our three-week course will teach you some simple tricks and techniques for breaking that habit. Do the course on your own or better still, persuade other members of your family to come along with you.

Speaker 2 When I was younger, I had a lot of arguments with my parents ... and with my sister too. I won a few of them, but mostly I lost. Then I realised what I was doing wrong: I wasn't preparing for the arguments. So I started treating them more like exams. I actually started revising for my family arguments! I prepared all my reasons, my examples. You really should take the same approach – it works like magic! Now I hardly ever lose an argument at home.

Speaker 3 Hi, Poppy, it's me. Look, this family meal is on Sunday ... that's this Sunday. Mum and Dad will be there, and so will Grandad. I'm not sure about Uncle John. But then, we've never been sure about Uncle John. Anyway, I really need to know that you're going to be there. Without you, it might be a disaster. You know how Grandad always tries to start an argument when we're out. He's much better when you're there. So give me a call and tell me you're coming. Please!

Speaker 4 I left home when I was seventeen after an argument with my parents, and to be honest, it was the best thing that happened to me. I had to grow up quickly! At nineteen, I started my own business. Now I live in a £5-million house in London and run a business with more than a thousand employees. That family argument gave me the push I needed. Of course, I've got a lot of talent too!

Exercise 7 1.11 page 11

- Ask students to read the sentences and underline key words.
- Play the recording again for students to match each speaker with one of the sentences.
- Check answers as a class.

KEY

Speaker 1: C; Speaker 2: A; Speaker 3: D; Speaker 4: B

Transcript

See exercise 6.

Exercise 8 page 11

- In pairs, students discuss the topics and decide which one causes the most family arguments.
- They then continue to work in their pairs to think of more topics that cause arguments.

Exercise 9 page 11

- Ask each pair to share their ideas from exercise 8 with the class. Give the other students the chance to disagree if they have a different opinion.
- Ask students to vote for the topic that causes the most family arguments.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify a person's attitude and intention through their intonation. I can use intonation to express my own attitudes and intentions. I can discuss which topics cause the most family arguments.*

1D Grammar

used to

LESSON SUMMARY

Listening: A conversation between a teenager and his grandfather

Grammar: *used to; be / get used to*

Speaking: Discussing how you used to be aged five

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework and omit exercise 9.

LEAD-IN: 2-3 MINUTES

- Ask students to imagine what schools in their country were like fifty years ago. Then ask them to work with a partner and take turns to describe a typical school of fifty years ago and its students. Do they think schools are better now?
- Ask a few students to share their ideas with the class.

Exercise 1 1.12 page 12

- Ask students to look at the photo and describe it.
- Go through the instructions together.
- Play the recording for students while they read the dialogue and note the answer.
- Check the answer as a class.

KEY

nostalgic

Transcript

See Student's Book, page 12.

Exercise 2 page 12

- Go through the *Learn this!* box together. Point out that we use *used to* to talk about past habits and past situations that lasted for a period of time. We do not use it to describe single past events; to do that we use the past simple.
- Students find the examples of *used to* in the dialogue in exercise 2.
- Check answers as a class.

KEY

affirmative You used to have great hair! I used to spend ages getting it just right. And I used to share clothes with my brother. I used to do that too.

negative I didn't use to have much money.

interrogative Did you use to spend a lot of money on them?

Extra activity

- Write the following prompts on the board:
I / live / in London
they / not go / to our school
you / like / rock music?
- Ask students to come to the board and use the prompts to make an affirmative sentence, a negative sentence and a question with *used to*.

KEY

I used to live in London.

They didn't use to go to our school.

Did you use to like rock music?

Exercise 3 page 12

- Ask students to read the dialogue and complete it. Do not check answers at this point.

Exercise 4 1.13 page 12

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

KEY

1 used to live 2 Did (you) use to go 3 didn't use to pay
4 didn't use to have 5 used to wait 6 used to do
7 used to be

Transcript

Mum I used to live opposite the Palace Cinema when I was ten.

Alice Did you use to go there often?

M Yes. But we didn't use to pay. It wasn't our fault – we didn't use to have any money for tickets.

A So how did you get in?

M We used to wait outside the fire exit and run in when somebody opened it!

A I can't believe you used to do that! You're always telling me how important it is to be honest!

M Well, yes. I used to be very naughty, but I grew out of it.

For further practice of *used to*:

Grammar Builder 1.2 page 129

- 1 1 used to have 2 used to be 3 used to like
4 didn't use to invite 5 didn't use to go 6 used to listen
7 did you use to listen 8 used to enjoy
9 Did you use to go 10 used to take
- 2 1 use to live 2 used to cost 3 didn't use to play
4 didn't use to sell 5 used to go 6 used to drink
7 used to cook 8 didn't use to win

Exercise 5 page 12

- Students work individually to complete the sentences.
- Check answers as a class.

KEY

- 1 used to live 2 used to be 3 didn't use to eat
 4 used to like 5 used to enjoy 6 used to spend
 7 didn't use to speak 8 didn't use to have

Extra activity: Fast finishers

- Ask **fast finishers** to write three sentences about their own past using *used to*. Two of the sentences should be true and one should be false.
- Students then swap sentences with a partner. Their partner must guess which sentence is false.

Language note: be / get used to

The meaning of *be / get used to* something is 'be / become accustomed to something'. The structure is:

be / get used to + noun / pronoun / -ing form of a verb

She'll get used to the new house.

At first I didn't like school, but I soon got used to it.

Are they used to getting up early?

Exercise 6 1.14 page 12

- Ask students to read the *Look out!* box.
- Play the recording for students to decide if it uses *be / get used to*, *used to* or both.
- Check answers as a class.

KEY

- 1 be used to 2 used to 3 get used to 4 used to; be used to 5 be used to 6 used to 7 used to; get used to

Transcript

- My grandma is used to living on her own.
- We used to live in an enormous house.
- These new shoes feel strange, but I'll get used to them.
- I used to hate this flat, but I'm used to it now.
- I found the job really difficult at first. I wasn't used to working so hard!
- Did you use to wear glasses?
- I didn't use to enjoy walking to work, but I got used to it.

Exercise 7 page 12

- Tell students about you as a five-year-old, e.g. *I used to sleep with the light on. I used to have a teddy that was bigger than I was.*
- Ask students to read the phrases and then write true sentences about themselves using *used to*. Students should do this individually and not show their sentences to anyone.

Exercise 8 page 12

- In pairs, students take turns to ask and answer questions.

Exercise 9 page 12

- Go through the instructions together. With a **stronger class**, ask students to think of more questions they can ask each other using different question words, e.g. *what time*, *how often*, *where*, *who* and *how*.
- In pairs, students take turns to ask and answer questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask the class: *What have you learned today? What can you do now?* and elicit answers: *I can use 'used to' to talk about things that were different in the past. I can tell the difference between 'used to' and 'be / get used to' and use them correctly.*

1E Word Skills**Phrasal verbs (1)****LESSON SUMMARY**

Reading: An article about the film *The Curious Case of Benjamin Button*

Vocabulary: Three-part phrasal verbs

Speaking: Using three-part phrasal verbs

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework and omit exercise 7.

LEAD-IN: 2-3 MINUTES

- Ask students to tell each other the story of a film they have seen recently.
- Ask a few students to share their ideas with the class.

Exercise 1 page 13

- Students read the article. In pairs, they summarise what makes the main character unusual.
- Elicit some answers.

KEY

(Possible answer)

He lives his life in reverse: he is born old and dies a baby.

Exercise 2 page 13

- Explain that the highlighted words in the text are three-part phrasal verbs and point out that, like all other phrasal verbs, their meanings may not be immediately clear.
- Ask students to read the text again and try to work out the meanings of the phrasal verbs from the context.
- Students then match the phrasal verbs with the definitions.
- Check answers as a class.

KEY

- 1 gets on with 2 walks out on 3 go through with
 4 lives up to 5 run out of 6 signs up for 7 catches up with
 8 fits in with 9 put up with

Exercise 3 page 13

- Go through the *Learn this!* box together and then ask students to complete it.
- Check answers as a class.

KEY

- 1 one 2 two 3 transitive 4 after

Extra activity: Fast finishers

Ask **fast finishers** to choose three of the phrasal verbs from exercise 2 and use them in sentences of their own.

Exercise 4 page 13

- Go through the Dictionary Strategy together.

- Put students in two groups and ask each group to find the meanings of half the phrasal verbs. Ask one person from each group to explain the meanings of their phrasal verbs to the other group.
- Check answers as a class.

KEY

look up to search for information in a book **look up to** to respect and admire somebody **get away** to succeed in leaving or escaping from somebody or a place **get away with** to do something bad and not be punished for it **make up** to invent something, often something that is not true **make up for** to do something that corrects a bad situation **get up** to get out of bed **get up to** to be busy with something, especially something secret or bad **go in** to enter **go in for** to do or have something as a hobby or interest **go back** to return to a place **go back on** to break a promise, an agreement, etc.

Exercise 5 page 13

- Students complete the sentences. With a **weaker class**, remind students to check the tense needed in each sentence.
- Check answers as a class.

KEY

1 make up for 2 go in for 3 looked up 4 go back on
5 get up to 6 make up

For further practice of phrasal verbs:

Vocabulary Builder 1E page 121

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

Exercise 6 page 13

- Students rewrite the sentences using phrasal verbs.
- Check answers as a class.

KEY

1 Which famous people do you look up to?
2 Which sports or games do you go in for?
3 What did you get up to last weekend?
4 What kind of behaviour is the most difficult to put up with?
5 What kind of people do you find it easiest to get on with?

Exercise 7 page 13

- In pairs, students take turns to ask and answer the questions they rewrote in exercise 6. Circulate and monitor, checking that students are using the phrasal verbs correctly.
- Elicit a few answers.

Extra activity

- Students choose five three-part phrasal verbs and write their definitions on a piece of paper.
- They then swap definitions with a partner. Their partner must guess the phrasal verb and make a sentence with it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the meanings of three-part phrasal verbs and differentiate them from similar two-part phrasal verbs. I can use the phrasal verbs to discuss a variety of topics.*

1F Reading

Adolescence

LESSON SUMMARY

Reading: A text on how to handle parents during adolescence

Vocabulary: Related nouns and adjectives

Exam Strategy: Gapped sentence tasks

Speaking: Presenting your ideas; discussing the changes a teenager goes through and how to handle parents during this time

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework and omit exercise 7.

LEAD-IN: 2–3 MINUTES

- Ask students: *Think of someone in your life who you look up to. Why is this person so important to you?* Students discuss the question in pairs.
- Elicit a few answers.

Exercise 1 page 14

- Go through the instructions and topics together. Then give students a minute to think of more things they argue with their parents about. Elicit ideas and write them on the board.
- In pairs, students answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 14

- Focus attention on the title of the text. Elicit its meaning and ask students if they know how to handle their parents. Students read the text quickly and find the best summary.
- Check the answer as a class.

KEY

c

Exercise 3 page 15

- Go through the Reading Strategy together.
- Students read the missing sentences and match them with the highlighted words.
- Check answers as a class.

KEY

- A Links to 'they have lost': ... but they are probably feeling a sense of loss ...
- B Extra sentence (does not link to any highlighted words)
- C Links to 'made decisions' and 'telling you to': ... decide things for yourself ... don't want to be told what to do ...
- D Links to 'physical change' and 'emotional changes': ... body changes ... think and feel differently ...
- E Extra sentence (does not link to any highlighted words)
- F Links to 'opinions' and 'idealistic': ... developing your own views ... your own sense of right and wrong ...

6 Links to 'in the company of' and 'privacy': ... to spend more time on your own.

Exercise 4 page 15

- Students match the missing sentences with the gaps in the text.
- Check answers as a class.

KEY

1 D 2 G 3 C 4 F 5 A

Extra activity: Fast finishers

Ask **fast finishers** to paraphrase the missing sentences so that they still fit correctly into the text.

Exercise 5 page 15

- Go through the instructions and word stems together.
- Students use the text and a dictionary to do the exercise.
- Check answers as a class and practise the pronunciation of the words.

KEY

1 adolescence; adolescent 2 dependence; dependent
3 freedom; free 4 emotion; emotional 5 privacy;
private 6 ideal; ideal / idealistic 7 impatience;
impatient 8 concern; concerned 9 safety; safe
10 irritant / irritation; irritated / irritating 11 critic /
criticism; critical 12 distrust; distrustful

Exercise 6 page 15

- Go through the instructions together.
- Ask students to include nouns and adjectives from exercise 5 in their discussion. Give an example, e.g. *I used to enjoy spending time with my parents, but now I often get irritated when I'm with them.*
- Refer students to the sentence openers and encourage them to use them when they are speaking.
- In pairs or groups, students discuss the five changes and the advice given in the text.

Exercise 7 page 15

- Ask individual students to share one of their opinions with the class. After each student has spoken, ask another student to say whether they agree or disagree, giving reasons. Continue until all students have had the chance to speak.

Extra activity

- Write the following questions on the board:
Do you think your parents had the same experiences as you when they were teenagers?
If you think of your parents as teenagers, does it make it easier for you to see things from their point of view?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about how teenagers can get on better with their parents. I can complete a gapped text with the correct sentences. I can give my opinion on how teenagers can handle their parents.*

1G Speaking

Role-play

LESSON SUMMARY

Vocabulary: Exchange programmes

Speaking: Advising someone about to spend a year with a family abroad

Exam Strategy: Preparing to speak

Grammar: *should* and *ought to* for advice

Listening: Advice for an exchange student

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 4 for homework and omit exercise 5.

LEAD-IN: 2-3 MINUTES

- Ask students to think about a place they have visited on holiday. What things they say about it? Give an example, e.g. *I often used to go on holiday in southern Spain. If you go there, you must visit Seville because it's beautiful. But it gets hot in summer, so don't go out in the middle of the day.*
- In pairs, students think of useful tips to give each other about a holiday destination they know.
- Ask a few students to share their ideas with the class.

Exercise 1 page 16

- Focus attention on the advert and explain to students that it shows a student who is spending a year with a family abroad.
- Go through the instructions and prompts together. Then give students two minutes to brainstorm more ideas.
- Elicit ideas and write them on the board.
- In pairs, students discuss the questions using the prompts in the book and the ideas on the board.
- Ask a few students to share their ideas with the class.

Exercise 2 page 16

- Go through the Speaking Strategy together.
- Ask students to think how else they could use their preparation time, e.g. thinking of vocabulary they can use in the activity, tenses, etc.
- Working individually, students match the ideas with the topics.
- Check answers as a class.

KEY

(Possible answers)

getting to know your exchange student doing hobbies together
useful things to take with you carrying a dictionary
going to school in England eating in the canteen, wearing a uniform
advice about staying with an English family keeping your room tidy, helping with housework

Extra activity: Fast finishers

Ask **fast finishers** to think of two more ideas to match each topic in exercise 2.

Exercise 3 1.16 page 16

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

KEY

She discusses all the topics. She mentions doing hobbies together, eating in the canteen and wearing a uniform.

Transcript

Boy So, did you have a good time in England?

Girl It was great. I stayed with a really nice family. And I got to know my exchange student quite well.

B Did you spend a lot of time together?

G Yes, we did. We had similar hobbies. For example, we both liked playing basketball, so we did that every weekend. It was good fun!

B I hope I get on well with my exchange student. I'm going to stay with him next term.

G You ought to find out about his hobbies. I think you should send him an email.

B Yes, that's a good idea. Maybe he likes tennis. I play tennis a lot.

G Well, don't forget to take your tennis racket with you. And anything else you need for your hobbies.

B Do you think I should take some food from home with me? I'm worried that I'm going to miss it!

G No, I don't think you should do that. It's easy to buy all kinds of food in the supermarkets in England.

B What's English food like?

G It's OK. At school, we had lunch in the canteen every day. The food was quite good.

B What was the school like?

G It was quite a small school. I was the only exchange student there. And everybody noticed me, because I wasn't wearing a uniform! But they were really friendly. And the lessons were interesting, but they were all in English, of course. I had to concentrate really hard.

B That sounds tiring.

G Yes, it was. But you get used to it. Don't worry!

B Have you got any other advice for me?

G Yes. You ought to take a present for the parents.

B Oh, OK. What should I buy for them?

G Just something small ... something for the house.

B OK. Good.

G And remember to say 'please' and 'thank you' when you're staying with them. The English are very polite!

B Great. Thanks for the advice!

Exercise 4 page 16

- Go through the *Learn this!* box together. Point out that *I don't think you should* is more polite and less direct than *you shouldn't*.
- With a **weaker class**, remind students that *should / ought to* is followed by infinitive without *to*.
- Students complete the sentences. Do not check answers at this point.

Exercise 5 1.16 page 16

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

KEY

1 ought to find out

2 think you should send

3 Do you think I should take; don't think you should do

4 ought to take

5 should I buy

Transcript

See exercise 3.

Extra activity

Students go through the ideas in exercise 2 again. In pairs, they think of an affirmative and negative sentence with *should* or *ought to* for each idea and take turns to say them, e.g. *You should do hobbies together. I don't think you should spend too much time alone. You ought to keep your room tidy. I don't think you ought to leave clothes on the floor.*

Exercise 6 page 16

- Put students in pairs, Student A and Student B.
- Students go through the topics together. Tell them to practise making questions about the topics.
- Students then work individually to decide how they can answer each question using *should* and *ought to*. Circulate and monitor, helping with grammar and vocabulary where necessary.

Exercise 7 page 16

- Go through the instructions and task together.
- Working individually, students make notes.

Exercise 8 page 16

- In pairs, students do the task in exercise 7. Circulate and monitor, making a note of any mistakes you hear for a group feedback session at the end of the lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about an exchange programme. I can use 'should' and 'ought to' to ask for and give advice.*

1H Writing

A message

LESSON SUMMARY

Reading: A message in response to an advertisement

Exam Strategy: Including all of the points in the task

Writing: Writing a message

SHORTCUT

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

LEAD-IN 2–3 MINUTES

- Ask: *How often do you write messages? Who do you write them to? What do you write them on (Post-It notes? your phone?)?*
- Elicit answers.

Exercise 1 page 17

- Give students a minute to brainstorm reasons for having a penfriend in a different country.
- Ask a few students to share their ideas with the class.

KEY

(Possible answers)

to practise their English, to learn about life in other countries, to have someone to visit in the future

Exercise 2 page 17

- Students read the advertisement and decide what information Adam asks for.
- Check answers as a class.

KEY

information about you, your family and why you are looking for a penfriend

Exercise 3 page 17

- Students read the task and the message from Dominik.
- Encourage them to read Adam's message again if necessary.
- With a **stronger class**, they could make notes of Dominik's answers to Adam's requests rather than just saying yes or no.
- Check answers as a class.

KEY

Yes. He asks for information about Newcastle and what it's like living there.

Exercise 4 page 17

- Go through the key phrases together and check their meaning and pronunciation.
- In pairs, students complete the task.
- Check answers as a class.

KEY

Adam: Could you please ...?

Dominik: Would you mind (+ -ing form)?

Exercise 5 page 17

- Go through the task together and make sure students understand what they have to do.
- Remind them to use the key phrases from exercise 4.
- With a **weaker class**, you could do the first one as an example.
- Check answers as a class.

KEY

(Possible answers)

Would it be possible for you to describe your earliest memory? Could you please describe your ideal day out? Would you mind telling me about your taste in music?

Exercise 6 page 17

- Go through the instructions and the Writing Strategy together. Remind students how important it is to read exam questions carefully and use a variety of ideas to develop points.
- Students read the exam task and the message again. They then look at Dominik's message again in exercise 3 and answer the question.

KEY

He develops the points.

Exercise 7 page 17

- Students match the sentences. They then think of other ways to add extra detail or information to sentences 1–5.
- Check answers as a class.

KEY

1 b 2 e 3 c 4 a 5 d

Exercise 8 page 17

- Go through the instructions and task together and make sure students understand what they have to do.
- With a **weaker class**, you could elicit ideas for each of the points and write them on the board.
- Monitor and help where necessary.

Exercise 9 page 17

- Students write their messages. Remind them to use the plan from exercise 8 and the key phrases from exercise 4 to sound more polite.
- Students use the *Check your work* box to edit their work.

Extra activity

Students swap messages with a partner and give each other feedback using the Writing Strategy as a guide.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a message in response to an advertisement for penfriends using polite requests.*

Exam Skills Trainer 1

LESSON SUMMARY

Exam strategies: Reading: matching headings to paragraphs; Listening: understanding information expressed in different ways; Use of English: completing a gapped text by eliminating obviously wrong answer options; Speaking: introducing the next topic into a conversation; Writing: using an informal writing style to write a message

Reading: An article about staying young

Listening: People talking about how the past affects life in the presents

Use of English: A gap fill text

Speaking: Giving advice to a friend

Writing: A message to a friend about a missing item

LEAD-IN: 2–3 MINUTES

- Ask students: *How much time do you spend with your parents? Do you enjoy being with them or do you prefer being with people your own age? Why is this?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading**Exercise 1** page 18

- Go through the strategy together. Ask students how they would go about matching a heading to a paragraph. (They might look for matching key words or topics that are paraphrased in the paragraph.)
- Students read the paragraph and match it with one of the headings A–D.
- Check the answer as a class.

KEY
C**Exercise 2** page 18

- Check the meaning of *optimistic* (expecting good things to happen or something to be successful), *enthusiastic* (full of excitement and interest in something) and *pessimistic* (expecting or believing that bad things will happen and that things will not be successful).
- Review the meaning of the following phrasal verbs: *put up with*, *catch up with*, *split up with* and *get on with*.
- Go through the headings together and ask students to note the key words.
- Students read the text and match the headings with the paragraphs.
- Check answers as a class.

KEY**1** E 2 B 3 A 4 F 5 D Listening**Exercise 3** page 18

- Ask students to read the strategy. They then read the extract and match it with one of the options.
- In pairs, students discuss why the other options are incorrect.
- Check answers as a class.

KEY

C is correct

A is incorrect because the extract says the writer missed out on getting to know her family.

B is incorrect because the writer describes one negative aspect of her upbringing, so it was not all positive.

Exercise 4 1.17 page 18

- Ask students to read the instructions and questions.
- In pairs, students discuss what they think each extract will be about.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

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

Transcript

- 1 James** I can't believe you don't know how to swim when you grew up near the coast.
- Cara** I know, but I've always found water totally scary.
- J** Do you know why, Cara?
- C** According to my parents, when I was about two years old I fell into a neighbour's pool, and they only found me at the last minute. After that, my mum and dad went mad every time I got near the water. And when my aunt tried to take me for swimming lessons, there was a terrible argument. So for me, swimming and trouble are pretty much the same thing.
- 2** Of course it's normal for young friends to fall out. A friend may promise to do something and then go back on their word. Or perhaps you've decided a new friend is the greatest person ever, then they don't live up to your expectations. The truth is that adults learn to put up with disappointments like these, but young people haven't yet learned that friendships go through difficult times.
- 3** Of course you get older customers who've had the same hairstyle since their twenties, and they just can't see that it makes them look old-fashioned now. Maybe doing their hair like that used to make them feel stylish – because everyone was wearing it that way at the time. But even when they're middle-aged or retired, you can encourage these customers to change a bit. Show them pictures of a similar modern hairstyle in a fashion magazine, or rearrange their hair in front of the mirror – then tell them how great it looks!
- 4 Man** I've noticed you always have audio books in your car. You must really enjoy listening to stories while you drive.
- Woman** I do. Actually, I think it comes from when I was a child. My dad used to read to me every night before I went to sleep, so I connect it with a really happy and peaceful time.
- M** Hmm. Perhaps that's why I find it difficult to listen to them. I can't remember anyone reading to me at all. I always read to myself at night.
- 5 Woman** Did you use to enjoy sport when you were a child? I've noticed you don't go in for any sports nowadays.
- Man** No, I didn't really do much sport – just what we had to do at school. I enjoyed things like tennis, but I wasn't much good as part of a team, so I hated football.
- W** I was mad about football. I played it from the age of five, and in secondary school I was the captain of the girls' team. I feel quite jealous when I watch my kids playing now. Maybe I should take it up again.
- 6** The writer got his first job in a supermarket when he was fifteen, and he was already feeling pessimistic about his future as a writer. Today, young people like you hope to go to university, but in the author's day, he knew his family could never afford to send him to university. He thought that he might spend his life working in boring jobs just to support himself. But then he met Walters, a quiet man with a job at the local library. And from that first meeting, things began to change.

Extra activity

- Ask students to think about an important event that happened to them in early childhood and how it affects their lives today.
- In pairs, students take turns to tell each other about the event.

Use of English

Exercise 5 page 19

- Go through the strategy together.
- Ask students to read the text and choose the correct answer options. If they are unsure about an answer, encourage them to think about which option sounds better. With a **stronger class**, ask students to try to complete each gap with their own ideas before looking at the options.
- Check answers as a class. Ask students if they guessed any of the correct options.

KEY

1 B 2 B 3 B 4 C 5 A 6 A 7 B 8 C

Extra activity

- Ask students: *Which activities do you enjoy doing most in your free time? Do you think you will continue to do them in the future?*
- Students discuss the questions in pairs.

Speaking

Exercise 6 page 19

- Go through the strategy together. Ask a few students how they would lead a conversation.
- Ask students to read the task. They then make notes.
- Elicit answers. Explain that option C means the same as option A, but *It's time* sounds more authoritative. Option B sounds rather weak and ineffectual.

Exercise 7 page 19

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

KEY

1 ought 2 should 3 don't 4 advice 5 to 6 about

Exercise 8 page 19

- Go through the task together and check that students understand what they have to discuss.
- Give students a minute to make notes.
- Students role-play the discussion in pairs.
- Ask a few pairs to role-play their discussions for the class.

Writing

Exercise 9 page 19

- Go through the strategy together. Then ask students to read the task.
- Ask students to read the ends of the sentences and decide whether the beginnings should be formal or informal.
- Remind them that they need to choose the beginning that is least suitable for a message.
- Check answers as a class.

KEY

1 B 2 C 3 B

Extra activity

Ask students: *Have you ever lost something important?* If they cannot think of an item they've lost, you could prompt them with your own ideas. For example: *I lost my passport before I went on holiday. I looked everywhere. I eventually found it in the scanner at home!*

If some students answer yes, ask them briefly to describe what they lost and how they felt. Ask them what the outcome was. Encourage students to ask them for more information.

Exercise 10 page 19

- Go through the task together. Tell students to make notes about each point in the task.
- Students write their messages. Circulate and monitor, helping with language where necessary.
- When students have finished writing, they edit their work, checking grammar, spelling and punctuation.

Extra activity

In groups, students read their messages to each other and decide whose is the best.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a message in response to an advertisement for penfriends using polite requests.*

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can match headings to paragraphs in a text. I can understand information in a recording that is expressed differently in questions and sentences. I can complete a gap fill text. I can lead a conversation. I can write a message about losing an item.*

Map of resources

2A Vocabulary

Student's Book, pages 20–21; Workbook, page 18
Photocopiable: 2A (Love it or hate it)

2B Grammar

Student's Book, page 22; Workbook, page 19
Photocopiable: 2B (Present perfect and past simple contrast)

2C Listening

Student's Book, page 23; Workbook, page 20

2D Grammar

Student's Book, page 24; Workbook, page 21
Photocopiable: 2D (Present perfect simple and continuous)

2E Word Skills

Student's Book, page 25; Workbook, page 22

2F Reading

Student's Book, pages 26–27; Workbook, page 23

2G Speaking

Student's Book, page 28; Workbook, page 24
Photocopiable: Functional Language Practice (Expressing preferences, raising objections and coming to an agreement)

2H Writing

Student's Book, page 29; Workbook, page 25

Culture 2

Student's Book, page 113
DVD and DVD worksheet: Unit 2

Classroom Presentation Tool Unit 2

End of unit

Unit Review: Workbook, pages 26–27
Photocopiable: Grammar Review
Exam Skills Trainer 1: Workbook, pages 28–29
Progress Test and Short Tests: Unit 2

2A Vocabulary

Love it or hate it

LESSON SUMMARY

Vocabulary: Activities and sports; *do, play* and *go*

Speaking: Sport and leisure quiz

Listening: Teens talking about things they hate

Grammar: Present simple and adverbs of frequency

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 9 for homework and omit exercise 10.

LEAD-IN: 2–3 MINUTES

- Tell students how you used to spend weekends when you were younger, e.g. *I used to spend every Saturday with my grandmother. I used to ride my bike and visit friends who lived near her house.*
- In pairs, students take turns to describe their weekends when they were younger.
- Ask a few students to share their ideas with the class.

Exercise 1 page 20

- Students take turns to ask and answer about each other's hobbies and their weekends.
- Ask a few students to share their ideas with the class.

Exercise 2 page 20

- Put students in two groups. Then ask each group to check the meanings of half the activities and sports.
- Ask one student from each group to tell the other group the meanings of their words.
- In pairs, students take turns to identify the sports and activities in the photos.
- Check answers as a class.

KEY

A bowling **B** board games **C** photography
D camping **E** BMXing **F** read books

Exercise 3 page 21

- Explain that in English we often use the verbs *do, play* and *go* to talk about taking part in different activities and sports.
- Go through the *Learn this!* box together.
- Students match the blue activities and sports in exercise 2 with *do, play* or *go*.
- Check answers as a class.

KEY

do ballet, drama, gymnastics, martial arts, photography, weights
play basketball, board games, cards, chess, ice hockey, a musical instrument, table tennis, volleyball
go ballroom dancing, BMXing, bowling, camping, cycling, horse riding, ice skating, rollerblading, running, shopping, skateboarding

Exercise 4 page 21

- Go through the instructions together.
- Students put the activities and sports in the groups A–G.
- Check answers as a class.

KEY

(Possible answers)

- A board games, cards, chess
- B ballet, ballroom dancing, a musical instrument
- C use social media, video blog, watch videos online
- D bake cakes, collect figures, cards, stamps, etc., draw, hang out with friends, make clothes, read books, read magazines, text your friends, use social media, video blog, watch videos online, board games, cards, chess, a musical instrument
- E cycling, BMXing, camping, hang out with friends, horse riding, ice skating, photography, rollerblading, running, skateboarding
- F bake cakes, collect figures, cards, stamps, etc., cycling, draw, make clothes, read books, read magazines, photography, running, weights
- G basketball, gymnastics, bowling, ice hockey, ice skating, martial arts, table tennis, volleyball, weights

Extra activity: Fast finishers

Ask **fast finishers** to think of more sports and activities to add to each of the categories, e.g. *bird watching, gardening, skiing, swimming, windsurfing*.

Extra activity

Ask individual students to come to the front of the class. Whisper one of the leisure activities to them and ask them to mime it for the class. The rest of the class must guess what it is and answer using *do, play or go*.

Exercise 5 page 21

- In pairs, students take turns to ask and answer the questions using the verb forms in their answers.
- Ask a few students to share their ideas with the class.

Exercise 6 1.18 page 21

- Play the recording for students to note down the answers.
- Check answers as a class.

KEY

Speaker 1 going camping **Speaker 2** watching horror films
Speaker 3 using social media **Speaker 4** going shopping
Speaker 5 playing a musical instrument

Transcript

Speaker 1 I can't understand why people are so keen on sleeping in a tent in a field in the middle of the countryside, with no proper toilets or bathroom. My parents love it, and they go every summer. And they always visit the same campsite! I mean, what's the point? You never sleep well, and you inevitably get cold and wet. I can't stand it. I'd much rather stay in a hotel. Luckily my parents never make me go with them.

Speaker 2 Don't get me wrong, I love going to the cinema or watching DVDs, but that kind of film really doesn't appeal to me. Frankly, I find them absolutely terrifying. And I don't like being scared when I'm trying to relax at home. Not only that, they're nothing like real life. The stories are always completely unbelievable. I mean, how many zombies have you seen walking down your local high street? None.

Speaker 3 My brother's a big fan and uses it all the time. He's always chatting about nothing at all, uploading terrible photos from his phone. And then he adds stupid comments on other people's posts and photos. He spends far too much time glued to his computer screen. I do use it but not very often. I prefer to talk face to face than chat online.

Speaker 4 My girlfriend absolutely loves it. She can't get enough. She's always going into shops, looking out for a bargain. The problem is, I loathe it. I can't think of anything worse. I hardly ever buy things in actual shops because I find the whole experience deeply depressing. I only go into a shop if I know exactly what I want so that I can get out as quickly as possible. I usually buy things from websites now instead. It's much easier.

Speaker 5 My brother has been learning for about a year, I think. The problem is he still can't play in tune and make a nice sound. When he plays, it usually sounds like a cat in pain. I don't think people should learn classical instruments. It's such a waste of time. He should give up and choose something easier, like the electric guitar. That's what I did. I've joined a band at school and we sometimes hang out and play. We get together about once a month. It's great fun. At the moment, we're learning a song by the Arctic Monkeys.

Exercise 7 1.18 page 21

- Go through the *Recycle!* box together.
- With a **stronger class**, ask students to try to complete the sentences before they listen to the recording again. With a **weaker class**, remind students to be careful about the position of the adverb of frequency.
- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

1 never goes 2 are always 3 rarely uses / doesn't often use 4 usually buys 5 sometimes plays

Transcript

See exercise 6.

Exercise 8 page 21

- In pairs, students discuss the speakers' opinions and say whether or not they agree with them, giving reasons.
- Ask a few students to share their ideas with the class.

Extra activity

In pairs, students discuss the sports and activities in exercise 2 and how often they do them, e.g. *'How often do you bake cakes?' 'I occasionally bake cakes at weekends.'*

Exercise 9 page 21

- Ask students to complete the quiz questions.
- Check answers as a class.

KEY

1 a basketball; b ice hockey; c volleyball 2 chess 3 cards
4 social media 5 bowling 6 figures 7 martial art
8 ballroom 9 board game 10 musical instruments

Exercise 10 page 21

- In pairs or groups, students take turns to ask and answer the questions.
- Check answers as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about leisure activities using 'do', 'play' and 'go', the present simple and adverbs of frequency. I can understand a listening text about different leisure activities.*

2B Grammar

Present perfect and past simple contrast

LESSON SUMMARY

Reading: An article about a man who collects McDonald's memorabilia

Grammar: Present perfect and past simple contrast

Speaking: Talking about experiences

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask: *Do you know anybody with a strange hobby?* Then give an example, e.g. *I have a friend who enters hundreds of online competitions every month. So far she's won a trip to Canada and a set of garden furniture.*
- In pairs, students discuss any people they know with unusual hobbies, or talk about their own unusual hobbies.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Focus attention on the photo and ask students to guess the man's hobby.
- Elicit answers but do not check answers.

Exercise 2 page 22

- Students read the article and check their answers.
- Ask: *Would you like to live in Mike's house? Why / Why not?*
- In pairs, discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

He collects McDonald's memorabilia.

Exercise 3 page 22

- Students read the article again and find all the examples of the present perfect and past simple.
- They then complete the rules in the *Learn this!* box and match each example of the present perfect and past simple with one of the rules.
- Check answers as a class.

KEY

past simple His first job was cooking Big Macs; ... he began collecting badges ...; ... Mike opened his own McDonald's restaurant ... **present perfect** ... has spent almost fifty years ...; He has already filled ...; Mike has been at McDonald's ...; ... and he hasn't stopped since; He has decorated it ...; ... they've ever seen ...

- 1 past simple 2 present perfect 3 present perfect
4 present perfect 5 present perfect

- a A year later, he began collecting badges ...; A few years ago, Mike opened his own McDonald's restaurant.
b The sixty-year-old McDonald's employee has spent almost fifty years ...; ... he has decorated it ...
c Mike has been at McDonald's since 1968; ... he hasn't stopped since!
d He has already filled nine rooms ...
e ... it's the most beautiful McDonald's restaurant they've ever seen ...

Exercise 4 page 22

- Students read the article again and study the sentences with the orange time expressions. They then complete the lists with the time expressions and answer the question.
- Check answers as a class.

KEY

1 A year later, A few years ago

2 almost fifty years, already, since 1968, ever

The past simple is used with 'finished time' phrases. The present perfect is used with 'unfinished time' phrases.

Language note: *been* and *gone*

- *Been* and *gone* are both past participles of *be*.
- *Been* is used to say that someone went somewhere in the past and came back.
I've been to Tenerife. I stayed there two years ago.
- In contrast, *gone* is used to say that someone went somewhere and is still there or has not yet returned.
Simon has gone to the cinema. He's seeing an action film.

Exercise 5 page 22

- Ask students to read the instructions and discuss in pairs the difference in meaning between the two sentences.
- Check answers as a class.

KEY

Sentence 1 means 'Jake was swimming, but now he has returned'.

Sentence 2 means 'Jake went swimming and he has not yet returned'.

For further practice of present perfect and past simple contrast: Grammar Builder 2.1

page 129

1 1 seen 2 had 3 spoken 4 broken 5 ridden
6 danced 7 stopped 8 hurried

- 2 3 Has Alice and David's plane landed? Yes, it has already landed.
4 Has Jim read *The Hobbit*? No, he hasn't read it yet.
5 Has Fran tidied her bedroom? Yes, she's already tidied it.
6 Have Simon and Clare arrived at school? No, they haven't arrived yet.
7 Has Terry seen the latest Batman film? Yes, he's already seen it.

3 1 gone 2 been 3 gone 4 gone 5 been

- 4 1 lived 2 has just brought out; Have you heard; downloaded 3 Have you been; have just arrived
4 Have you ever visited; went 5 Did you eat; left; did
6 have had

Exercise 6 page 22

- Ask students to read the text and underline any words that indicate which tense they should use.
- Students complete the text.
- Check answers as a class.

KEY

1 has spent 2 started 3 was 4 bought
5 purchased 6 walked out 7 felt 8 found
9 has (already almost) filled 10 has (he ever) thought

Extra activity: Fast finishers

- Write the following verbs on the board: *eat, see, meet, play, visit*.
- Ask **fast finishers** to work in pairs and make two connected sentences for each verb, one with the present perfect and one with the past simple, e.g. *I've eaten sushi. I ate it for the first time last summer.*

Extra activity

- In groups, students discuss the two hobbies described. Which do they find more interesting? Which do they find stranger? Who would they prefer to talk to about hobbies: Mike or Jian?
- Ask a few students to share their ideas with the class.

Exercise 7 page 22

- Students read the *Look out!* box and complete it.
- Check answers as a class.

KEY

1 Have (you ever) been 2 went

Exercise 8 page 22

- Tell students they are going to discuss experiences. Go through the model dialogue to show how the conversation moves from the present perfect to the past simple.
- With a **weaker class**, briefly revise the past simple and past participle forms of the verbs in the list.
- In pairs, students take turns to ask and answer questions. Circulate and monitor, helping with grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple and present perfect. I can understand a text about an unusual hobby. I can use the present perfect and past simple to discuss past experiences.*

2C Listening

Eating out

LESSON SUMMARY

Vocabulary: Food dishes; phrases to describe experience

Speaking: A food quiz; discussing food and restaurants

Exam Strategy: Identifying the context of a dialogue

Listening: Two conversations about food; two teens talk about eating out

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and set exercise 8 as a written task for homework.

LEAD-IN: 2-3 MINUTES

- Elicit a few adjectives to describe food, e.g. *spicy, bland, sweet, salty, rich*.
- Give an example of food that you found unappetising when you were younger, e.g. *When I was a teenager, my parents used to eat a lot of spicy food. I couldn't bear it. The worst thing my dad ever made was a curried egg pizza. I could eat it now and enjoy it but then I thought it was disgusting.*
- In pairs, students discuss food that their relatives like. They could also discuss if their tastes have changed as they have grown older.
- Ask a few students to share their ideas with the class.

Exercise 1 page 23

- Go through the dishes together and practise their pronunciation, especially *curry* /'kʌrɪ/, *pudding* /'pʊdɪŋ/, *risotto* /rɪ'zɒtəʊ/, *stew* /stju:/ and *stir-fry* /'stɜːfraɪ/.
- Students match the photos with the dishes and discuss with a partner which dishes they like and dislike, giving reasons.
- Check answers as a class.

KEY

A salad B pudding C sandwich D pie

Exercise 2 page 23

- Students do the quiz and then check their answers.
- Check the pronunciation of *mousse* /muːs/, *gluten* /'gluːt(ə)n/, *wheat* /wi:t/, *lactose* /'læktəʊs/, *vegan* /'viːg(ə)n/ and *vegetarian* /ˌvedʒə'teəriən/.

For further practice of diets vocabulary:

Vocabulary Builder 2C page 122

1 1 a 2 c 3 a 4 b 5 a 6 a 7 c

Extra activity: Fast finishers

Ask **fast finishers** to think of more famous dishes from countries around the world and write them on the board, e.g. *spanakopita* from Greece, *wonton dumplings* from China, *apple strudel* from Austria, *borscht soup* from Ukraine.

Exercise 3 1.19 page 23

- Go through the Listening Strategy together. Then ask students what clues might help them to find the information in the strategy, e.g. tone of voice, words that refer to a specific type of place.

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

KEY

1 to complain 2 lunchtime 3 a teacher
4 in a classroom

Transcript

1 **Waiter** Hi. Can I help you?

Man Yes. There are few problems with my food. For a start, I ordered seafood risotto, not seafood pasta.

W I'm so sorry. Shall I change it for you?

M There's no time now. I have to get back to work for a meeting this afternoon. But that's not all. These green beans on the side are almost raw – I think the chef forgot to cook them. And to make it worse, I had to wait nearly half an hour for them.

2 **Teacher** First, chop the onion and add it to your pan with some oil. You need to cook it for at least five minutes before you add the rice. Sofia! Why are you adding the rice now? What did I just say? Cook the onion for five minutes. Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it, if you're hungry at break-time. Luke, please don't sit on the desk. You need to stand up when you're cooking!

Exercise 4 1.19 page 23

- Play the recording again for students to note down any words that helped them answer the questions in exercise 3.
- Check answers as a class.

KEY

1 There are a few problems with my food; But that's not all; And to make it worse
2 I have to get back to work for a meeting this afternoon.
3 Why are you adding the rice now? What did I just say?
Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it if you're hungry at break time.
4 Luke, please don't sit on the desk.

Transcript

See exercise 3.

Exercise 5 1.20 page 23

- Go through the instructions and questions together.
- Play the recording for students to answer the questions. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 M 2 M 3 S 4 S 5 S

Transcript

Matthew Hi, Scarlett. How are you?

Scarlett Hi, Matthew. I'm on the bus. We're just passing the park, so we'll be in the city centre in about ten minutes.

M OK, I'm already here ... but I don't mind waiting.

S Have you chosen somewhere for dinner? What about that new Italian place on the high street?

M No, my dad ate there last week. He said it was a real let-down. The food was nothing special ... and the service wasn't up to standard.

S OK, forget that! When you're celebrating the end of your exams, you need somewhere good.

M I agree. What about the French restaurant in the Palace Hotel? That's a bit special. I've heard the food is out of this world.

S It's really expensive! Maybe we can go there next year, when I finish my exams.

M OK, maybe. Look, why don't we just go to the Mexican restaurant again? I love the atmosphere there and the food is fine.

S There's also the Chinese restaurant. The food is pretty average – but it's cheap!

M Let's decide when you get here. I'm happy with the Mexican or the Chinese.

S You should choose. It's your celebration!

M OK. Let's go to the Mexican place. We can meet outside.

S I'm not sure where it is. Let's meet by the post office. That way I won't get lost!

M OK, no problem. I'll go there now and wait for you.

S There's no hurry. This bus isn't moving! There's lots of traffic.

M Don't worry. I don't mind waiting. I can send some messages. My parents bought me a new phone. Did I tell you?

S No. Has your number changed?

M Of course not. You just called me!

S Oh yes. What did you do with your old phone?

M I gave it to my brother.

S Oh, that's a shame. It's a nice phone – and I don't like mine very much.

M Sorry. I didn't think of that. Anyway, see you soon!

Exercise 6 page 23

- Students put the phrases into the categories.
- Check answers as a class.

KEY

A a bit special, out of this world

B fine, nothing special, pretty average

C a real let-down, not up to standard

Exercise 7 1.20 page 23

- Play the recording again for students to match the phrases in exercise 6 with the restaurants.
- Check answers as a class.

KEY

Italian a real let-down, nothing special, not up to standard

French a bit special, out of this world **Mexican** fine

Chinese pretty average

Transcript

See exercise 5.

Language note

A bit is sometimes used in informal English to mean *really* or *very*.

She is a bit interested in him. (She really likes him.)

Extra activity: Stronger students

- On the board, write the following adjectives that can be used to describe food: *adequate, disappointing, exquisite, inedible, mouth-watering, reasonable, so-so, spectacular, unimpressive*.
- Ask **stronger students** to put them in the categories in exercise 6.

KEY

good *exquisite, mouth-watering, spectacular*

OK *adequate, reasonable, so-so*

bad *disappointing, inedible, unimpressive*

Exercise 8 page 23

- Go through the questions together.
- Students discuss the questions in pairs. Remind them to include phrases from exercise 6 in their discussion.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the context of a dialogue in a listening task. I can understand phrases used to describe food and use them in a discussion about restaurants and food preferences.*

2D Grammar

Present perfect simple and continuous

LESSON SUMMARY

Reading: A conversation about seeing a film

Grammar: Present perfect simple and continuous

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 4 and 5.

LEAD-IN: 2-3 MINUTES

- Tell students what you have done so far today, e.g. *I've had breakfast. I've driven to work. I've taught three lessons.* In pairs, students tell each other what they have done so far today using as many different verbs as they can.
- Ask a few students to share their ideas with the class.

Exercise 1 page 24

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.21 page 24

- Go through the instructions together and elicit the meaning of *enthusiastic* (full of excitement and interest in something).
- Students read and listen to the dialogue and answer the question in pairs, giving evidence for their opinions.
- Check the answer as a class.

KEY

(Possible answer)

Ellie is more enthusiastic. She wants to see the film even though it has already started.

Transcript

See Student's Book, page 24.

Exercise 3 page 24

- Go through the *Learn this!* box together. Then ask students to complete the rules and find all the examples of the present perfect continuous in the dialogue.
- Point out that the present continuous can also be used to talk about repeated completed actions in the past.
My sisters have been arguing a lot in the last few weeks. (They have had a lot of different arguments.)
- Practise the present perfect continuous by asking students to make affirmative and negative sentences, questions and short answers with the following prompts:
it / rain
they / study
you / relax
- Check answers as a class.

KEY

1 has 2 been 3 haven't been 4 since 5 have been
6 for 7 have been

There are six examples of present perfect continuous:
I've been waiting for ages. What have you been doing?
I've been trying to phone you since 7.30 ... I've been looking forward to it for weeks. It hasn't been raining.
I've been running for 25 minutes!

Extra activity: Fast finishers

Ask **fast finishers** to write as many sentences as they can with the present perfect continuous and *for* or *since*.

Exercise 4 page 24

- Students use the prompts to write questions.
- Check answers as a class.

KEY

- How long has Ellie been waiting?
- How long has Jack been trying to phone Ellie?
- How long has Ellie been looking forward to the film?
- Why has Ellie been looking forward to the film?
- How long has Jack been running?
- Why has Jack been running?

Exercise 5 page 24

- In pairs, students take turns to ask and answer the questions.
- Circulate and monitor, helping with grammar where necessary.
- Check answers as a class.

KEY

- She has been waiting for ages.
- He has been trying to phone Ellie since 7.30.
- She has been looking forward to the film for weeks.
- Because it stars her favourite actor.
- He has been running for 25 minutes.
- Because he was late.

Exercise 6 page 24

- Ask students to read the *Learn this!* box and find an example of the present perfect simple for a completed action.
- Check the answer as a class. Point out that we do not use state verbs (e.g. *like, believe, know, want*) in a continuous form. Also explain that we do not use the present perfect continuous with *already, yet* or *just*.

KEY

(Possible answers)

The film has started. And I've already bought the tickets.
I haven't eaten.

For further practice of the present perfect simple and continuous: Grammar Builder 2.2 page 130

- 1 have been playing 2 have been saving
3 have been worrying 4 Have (you) been watching
5 hasn't been using 6 hasn't been answering
7 have been making 8 have been cooking
- 2 1 hasn't been snowing 2 have been wearing
3 haven't been feeling 4 has been sitting
5 have been reading 6 have been living
- 3 1 I've seen 2 hasn't written 3 have you been waiting
4 she's been working 5 haven't finished 6 We've been getting 7 haven't understood
- 4 1 Have (you) been enjoying 2 haven't finished
3 haven't started 4 've been spending
5 haven't met 6 've been playing
7 's been teaching 8 Have (you) bought
9 've been talking

Exercise 7 page 24

- Ask students to read the sentences and highlight any words that will help them to decide which tense to use.
- Students complete the sentences.
- Check answers as a class.

KEY

- 1 have only been watching it
- 2 has Alex been a member
- 3 I haven't finished my homework
- 4 have been talking to each other
- 5 have turned off the TV
- 6 have they been making movies

Extra activity

- Write the following verbs on the board: *make, clean, write, speak, ride*.
- In pairs, students make two sentences for each verb, one with the present perfect continuous and one with the present perfect simple, e.g. *I've already made my bed. We've been making a cake – it's in the oven now.*

Exercise 8 page 24

- Check the meaning of the adjectives and practise the pronunciation of *exhausted* /ɪg'zɔːstɪd/, *guilty* /'ɡɪlti/ and *relieved* /rɪ'liːvd/.
- In pairs, students take turns to tell each other how they look and practise forming responses using the present perfect continuous and present perfect simple.

- Circulate and monitor, helping with grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present perfect simple and continuous. I can use the two tenses in a discussion.*

2E Word Skills

Compound nouns and adjectives

LESSON SUMMARY

Speaking: Describing sports venues

Vocabulary: Sports venues; compound nouns and adjectives

Listening: Students talk about school facilities

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 7 and 8.

LEAD-IN: 2–3 MINUTES

- Tell students about a beautiful place you have visited, e.g. *I flew to New York for the first time ten years ago. We arrived at night, and as we drove into the city I saw thousands of tiny lit windows like jewels lighting up the black silhouettes of the tallest buildings I had ever seen. I had never seen anything so beautiful.*
- Ask students to think of the most beautiful and exciting places they have ever visited. In pairs, students take turns to describe the places.
- Ask a few students to share their ideas with the class.

Culture notes

- Picture A shows a temporary tennis court on the helicopter landing pad of the Burj Al Arab tower in Dubai. Hundreds of metres high and with no barrier around the court, any missed balls fell into the sea and players had to be careful not to play too close to the edge.
- The rooftop pool in picture B is on top of the Joule Hotel in Dallas, Texas. With its special cantilevered design, the pool juts out over two metres from the building so that swimmers feel as if they are swimming off its edge.
- Picture C shows the Ottmar Hitzfeld Stadium in Switzerland. At 2000 metres above sea level, it is the highest sports stadium in Europe.

Exercise 1 page 25

- Focus attention on the photos. Then ask students to discuss the questions.
- Ask students which place they would most like to visit.
- Check the answer as a class.

KEY

They are sports facilities in unusual places.

Exercise 2 page 25

- Check the meaning of the compound nouns.
- Students then match the nouns with the photos.

- Check answers as a class.

KEY

A sea shore, tennis court, tennis player
B main road, swimming pool, tower block
C football pitch, mountain range

Exercise 3 1.22 page 25

- Play the recording for students to listen and repeat the words.
- Ask students which word is stressed in each compound noun.

KEY

The first word is stressed.

Transcript

See Student's Book, page 25.

Exercise 4 page 25

- Go through the *Learn this!* box together. Explain that there are no rules for when a compound noun is written as one word, two words or with a hyphen. Students need to check in a dictionary if they are not sure.
- Students find one example of each type of compound noun and answer the question.
- Check answers as a class.

KEY

1 flood lights, football pitch, mountain range, safety net, sea shore, tennis court, tennis player, tower block 2 swimming pool 3 main road

Type 1 has the most examples.

Exercise 5 page 25

- In pairs, students make compound nouns and find the sports venues in exercise 2.
- Check answers as a class.

KEY

athletics track, basketball court, bowling alley, boxing ring, climbing wall, dance studio, golf course, ice rink, weights room
football pitch, swimming pool, tennis court

Extra activity: Fast finishers

Ask **fast finishers** to think of more sports venues, e.g. *baseball pitch, race course, squash court.*

Extra activity

In pairs, students discuss which of the sports venues they have visited or used and what they did when they went to them, e.g. *I went to an ice rink for the first time when I was ten. I had a great time ice skating with my friends.*

Exercise 6 page 25

- Go through the *Learn this!* box together. Point out that compound adjectives commonly have a noun / adjective / adverb + word ending in *-ed* / past participle / present participle structure.
grey-haired (noun + word ending in *-ed*)
good-looking (adjective + present participle)
well-behaved (adverb + past participle)
- In pairs, students study the compound adjectives and decide which best describe the venues in exercises 2 and 5.
- Check answers as a class.

KEY

(Possible answers)

25-metre swimming pool 400-metre athletics track
air-conditioned basketball court, bowling alley, dance studio, weights room brightly lit athletics track, basketball court, boxing ring, dance studio, climbing wall, football pitch, ice rink eight-lane swimming pool eighteen-hole golf course full-sized swimming pool open-air athletics track, basketball court solar-heated swimming pool
soundproof dance studio well-equipped bowling alley, dance studio, weights room

Extra activity

In pairs, students practise making sentences with the sports venues and compound adjectives, e.g. *I've heard that the swimming pool at the new leisure centre is solar-heated.*

Exercise 7 1.23 page 25

- Go through the instructions together. Tell students that the speakers will not say the names of the facilities, so they must listen carefully for words linked to the facilities.
- Go through the facilities together and check the meaning of the compound adjectives and nouns.
- Play the recording for students to match the speakers with the facilities.
- Check answers as a class.

KEY

a 4 b 3 c 1 e 2

Transcript

- Without it, I don't think you can really claim that your school has up-to-date facilities. I mean, it affects every subject, doesn't it? And every part of school life – especially now that students are using tablets and smartphones more and more during lessons. Basically, it's something you expect to find in most places you go – even ordinary cafés and restaurants. So in a school, it's essential, I feel.
- It's definitely the most popular extra-curricular activity – mostly with the boys, but a lot of girls play too. The problem is, in the winter, games often get cancelled because the ground is too wet – or sometimes because the ground is frozen. It would be great if that didn't happen. It would be quite an expensive facility, but it would benefit a large number of students at the school.
- I think a lot of schools focus too much on the more academic subjects, like Maths and Science. And if they've got money to spend on new facilities, they usually spend it on technology. That's what a lot of parents expect. But in my opinion, drawing and painting are important activities – they develop your imagination and allow you to express yourself. This is exactly the kind of facility the school needs – something which helps students to be more creative.
- When people think of school music lessons, they think of learning to play the violin or the piano. But actually, music means a lot more than that – especially to young people. It's a whole industry, and lots of people work in it who don't play an instrument at all. They work behind the scenes. They're technicians. They're the ones who help singers and musicians to turn their ideas into real tracks, which people can then download and listen to. This facility would give students a chance to learn some of those skills while they're still at school.

Exercise 8 page 25

- Go through the instructions together.
- Elicit or pre-teach phrases that students could use in order to persuade others or disagree with them.

Persuading:

I feel this is a good idea because ...

I'm sure you'll agree that ...

Our school would benefit from this facility because ...

Imagine how this facility could help our school.

Disagreeing:

I see your point, but ...

I'm afraid I disagree because ...

I don't think so because ...

I would say the exact opposite.

- Put students in five groups and give each group one of the facilities to defend. In their groups, students think of arguments in favour of their facility.
- Begin a class discussion by asking one person from each group to give a point in favour of their chosen facility. Encourage students to disagree with each other, and to try to change each other's minds.
- When students have finished their discussion, they vote on the most popular choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the meaning of different compound nouns and adjectives. I can use them to describe sports venues. I can understand arguments in favour of different school facilities. I can argue in favour of a facility that I believe would benefit my school the most.*

2F Reading

Field games

LESSON SUMMARY

Reading: A blog about an outdoor game

Exam Strategy: Multiple-choice questions

Vocabulary: Prepositions

Speaking: Explaining whether you would like to play the game

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework, do exercise as a short, whole-class activity and omit exercise 7.

LEAD-IN 2-3 MINUTES

- Ask: *Do you prefer doing indoor or outdoor activities? Why? What are the advantages of spending time outside?*
- Elicit answers.

Exercise 1 page 26

- Focus attention on the pictures and the title.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.24 page 26

- Students skim read the text and check their ideas.
- Ask students to put their hands up if they had the right answer.

KEY

They are geocaching. The find geocaches with their smartphones.

Transcript

See Student's Book, page 27.

Exercise 3 page 26

- Go through the instructions and the Reading Strategy together.
- Students study the questions in exercise 4 and answer the questions in exercise 3.
- Check answers as a class.

KEY

1 a 6; b 4, 5; c 1, 2, 3

2 By looking for words that give clues, e.g. *The writer thinks* suggests that the question is about the writer's opinion.

3 question 6

Exercise 4 1.24 page 26

- Ask students to read the blog post again and answer the questions. Tell them that it can be useful to view each answer option in a multiple-choice task as a *true / false* statement. False statements often include words from the text, which can trick students into thinking they are correct.
- Check answers as a class.

KEY

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

Exercise 5 page 27

- Students match the prepositions with the definitions and find them in the text.
- Check answers as a class.

KEY

1 below 2 all along 3 across, all over 4 beside 5 by

For further practice of prepositions of place:

Vocabulary Builder 2F page 122

2 1 in 2 on 3 in 4 on 5 at 6 in 7 at 8 in
9 among 10 between 11 in front of 12 opposite
3 1 opposite 2 on; in 3 at 4 between 5 in
6 among 7 in front of

Exercise 6 page 27

- Working individually, students note down the words and phrases they would use to talk about the game.
- In pairs, students discuss the questions.

Exercise 7 page 27

- Ask each student to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a field game. I can identify and understand prepositions in a text. I can give my opinion of a field game.*

2G Speaking

Stimulus-based discussion

LESSON SUMMARY

Vocabulary: Adventure activities

Listening: Two friends planning a day out

Exam Strategy: Using a range of phrases to reach an agreement

Speaking: Expressing preferences; raising objections; coming to an agreement

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercise 6 in the next lesson.

LEAD-IN 2–3 MINUTES

- Give students one minute to brainstorm as many outdoor sports as they can.
- Elicit ideas and find out how many students do these activities. Find out which is the most popular, and then ask which is the most unusual.

Exercise 1 page 28

- Focus attention on the photos.
- Students complete the task individually or in pairs. Encourage them not to use a dictionary and if they aren't sure, guess.
- Go through the words together and check their meaning and pronunciation.
- Give students a minute to check their answers and then check answers as a class.
- With a **weaker class**, check the meaning of all the words before they start the task.

KEY

A climbing B karting C kayaking D hiking

Exercise 2 page 28

- Students take turns to ask and answer the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 1.25 page 28

- Go through the instructions and the task together.
- Play the recording for students to answer the questions.

KEY

They consider kayaking, surfing, parkour, karting and hiking.

They agree on karting.

Transcript

- A So, we're going to do an adventure activity on our day out. What do you think we should do?
- B Well, I'm quite keen on kayaking.
- A Really? I'd rather go surfing than kayaking.
- B The problem with surfing is that the sea is too cold at this time of year.
- A Yes, I suppose you're right. What about parkour?
- B Sorry, but I don't really fancy parkour.
- A Why not?
- B Well, don't you think it would be dangerous? I've never done it before. I'm sure I'd injure myself.
- A OK. How about karting? I like the idea of that.
- B Yes, I think karting would be fun. But it's quite expensive, isn't it? Hiking is another option.
- A Hiking would certainly be cheaper, but less fun in my opinion. OK, I think we need to make a decision. There's a good karting circuit near the shopping centre. I don't think it's very expensive. So, overall I think karting would be better.
- B OK. That's settled then. Let's go karting.

Exercise 4 1.25 page 28

- Go through the phrases together and check meaning. With a **weaker class**, elicit sentences using the phrases to check that students can use them correctly, e.g. *I quite fancy doing parkour. I think hiking is a better option than abseiling because it's less dangerous.*
- Play the recording for students to tick the phrases used in the recording.
- Check answers as a class.

KEY

I'm quite keen on ... , I'd rather (go surfing) than (kayaking). , Sorry, but I don't really fancy ... , I like the idea of ... , Overall, ... would be better. , That's settled then.

Transcript

See exercise 3.

Exercise 5 page 27

- Go through the instructions together.
- Set a time limit for students to complete the task.
- Remind them that they must each choose different activities.
- Circulate and monitor, helping where necessary.

Exercise 6 page 27

- In pairs, students work together to do the task, using their notes from exercise 5, the key phrases from exercise 4 and the ideas in the speaking strategy.
- Ask a few pairs to perform their discussion to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss ideas for a day out and justify my opinions.*

2H Writing

A blog post

LESSON SUMMARY

Reading: A blog post about a school event

Vocabulary: School clubs

Exam Strategy: Keeping within the word limit

Writing: A blog post about a school show

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students if their school ever puts on shows. What kind of shows are they? When do they take place? Do the students enjoy them?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 29

- Ask two students to describe the photos.
- Go through the school clubs together and practise the pronunciation of the words.
- Ask students to match the photos with two of the clubs.
- They then discuss which clubs they already belong to or which ones they would like to join. They should give reasons for their choices.
- Ask a few students to share their ideas with the class

KEY

A astronomy club **B** school choir

Exercise 2 page 29

- Go through the instructions and the task together.
- Students scan the blog post for the necessary information and answer the questions.
- Check answers as a class.

KEY

school choir, ballroom dancing club

The martial arts club and ice skating club are also mentioned.

Exercise 3 page 29

- Students read the blog post again and answer the questions.
- Check answers as a class.

KEY

a One Saturday last month **b** In my view, ...
c As well as that, ...

Exercise 4 page 29

- Go through the Writing Strategy together.
- In pairs, students decide which words can be cut from the blog post. In addition to unnecessary adjectives and examples, there may be other words they can cut without changing meaning.
- Check answers as a class. Ask students to give reasons why they think the post still makes sense without the words. For example, even if you cut *One Saturday*, readers will still know that the event took place in the recent past.

KEY

(Possible answers)

One Saturday; all; also in; to the school; of them; at the beginning of the next school year; who are; different school; at the stalls; to the visitors; short; great; very; lots of; including ballroom dancing and ice skating

Extra activity

- Ask students: *Does your school ever put on events like this? If not, do you think a similar event would be good for your school? Do school clubs help to broaden a person's education? How and why do they do this?*
- Students discuss the questions in pairs.

Exercise 5 page 29

- Go through the instructions and the task together, pointing out that one of the points is different from those in the previous task. Which one? (Suggest two improvements for next year's show.)
- Working individually, students follow the plan and make notes for each of the paragraphs.
- With a **weaker class**, ask students which tenses and structures they need to use in each paragraph, e.g. in paragraphs 1 and 2, they need to use the past simple to describe when the event happened. In paragraph 3, they could use the first conditional to describe a possible event in the future, e.g. *If the event starts earlier, I think more people will come*. In paragraph 4, they can use the present simple and imperatives with *please*.

Exercise 6 page 29

- In pairs, students compare notes and suggest improvements for their partner's plan.

Exercise 7 page 29

- Students write their blog posts. Remind them to keep within the word limit and to cut any unnecessary words.
- Students then use the *Check your work* box to edit their blog posts.

Extra activity

Students swap blog posts with a partner and correct each other's work.

Extra activity

Students write a blog post about a recent event that they have attended. They should use the paragraph structure in exercise 5.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a blog post expressing an opinion and include phrases to suggest improvements and make requests. I can also keep within the word limit by cutting unnecessary adjectives, examples and other words.*

Map of resources

3A Vocabulary

Student's Book, pages 30–31; Workbook, page 30

Photocopiable: 3A (Parts of the body)

3B Grammar

Student's Book, page 32; Workbook, page 31

Photocopiable: 3B (Speculating and predicting)

3C Listening

Student's Book, page 33; Workbook, page 32

3D Grammar

Student's Book, page 34; Workbook, page 33

Photocopiable: 3D (Future continuous and future perfect)

3E Word Skills

Student's Book, page 35; Workbook, page 34

3F Reading

Student's Book, pages 36–37; Workbook, page 35

3G Speaking

Student's Book, page 38; Workbook, page 36

Photocopiable: Functional Language Practice (Identifying people in photos and speculating about photos)

3H Writing

Student's Book, page 39; Workbook, page 37

Culture 3

Student's Book, page 114

DVD and DVD worksheet: Unit 3

Classroom Presentation Tool Unit 3

End of unit

Unit Review: Workbook, pages 38–39

Photocopiable: Grammar Review

Exam Skills Trainer 2: Student's Book, pages 40–41

Cumulative Review I–3: Workbook, pages 114–115

Progress Test and Short Tests: Unit 3

3A Vocabulary

Parts of the body

LESSON SUMMARY

Vocabulary: Parts of the body; treatments; accidents and injuries

Grammar: Present perfect and past simple

Listening: Dialogues between doctors and their patients

Speaking: Human body quiz; role-play: at the doctor's

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 4 and 7.

LEAD-IN: 2–3 MINUTES

- Write the following questions on the board:
What do you think is the most common reason for going to the doctor?
Do you think people in your country go to the doctor more than they need to? If so, why do you think they do this?
Do you think people in other countries behave in the same way?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 30

- Focus attention on the photo. In pairs, students discuss what might have happened to the woman.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

The footballer is lying on the football pitch. She is in pain and has probably hurt her ankle in a tackle.

Exercise 2 page 30

- Check the meaning of the words in the list.
- Ask students to match fourteen of the words with the parts of the body in the photo.
- Check answers as a class.

KEY

1 nail 2 wrist 3 calf 4 elbow 5 shoulder
6 neck 7 cheek 8 forehead 9 ankle 10 shin
11 knee 12 thigh 13 chin 14 thumb

Exercise 3 page 30

- In pairs, students answer the questions.
- Check answers as a class.

KEY

(Possible answers)

1 blood, brain, heart, intestine, kidney, lung, muscle, rib, skull, spine, stomach, throat 2 blood, brain, cheek, chin, eyebrow, eyelid, forehead, jaw, lip, muscle, scalp, skin, skull, spine, throat 3 blood, elbow, muscle, nail, skin, thumb, wrist 4 ankle, blood, calf, heel, muscle, nail, shin, skin, thigh, toe 5 blood, bottom, heart, hip, intestine, kidney, lung,

muscle, rib, shoulder, skin, spine, stomach, waist 6 ankle, calf, cheek, elbow, eyebrow, eyelid, heel, hip, kidney, lip, lung, shin, shoulder, thigh, thumb, wrist 7 rib, skull, spine

Exercise 4 page 30

- In pairs, students take turns to describe a different part of the body. Their partner guesses what it is.

Extra activity

In pairs, students take turns to call out different parts of the body. Their partner must point to them on their own bodies. Set a time limit and see how many parts of the body students can point to in one minute.

Exercise 5 page 31

- Go through the quiz questions together and check that students understand them.
- In pairs or groups, students do the quiz and write the answers in their notebooks. Do not check answers at this point.

Exercise 6 1.26 page 31

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

KEY

1 c 2 c 3 c 4 b 5 b 6 a 7 c 8 b 9 a

Transcript

- Few people have blood type B negative (about 5%), and even fewer have AB negative, which is the rarest blood type. The most common blood type is O positive. Approximately 36% of people have this type of blood.
- Finger nails grow at an average of about 36 millimetres a year, which is 3 millimetres in a month. That's much faster than toe nails, which grow about four times more slowly – about 0.75 millimetres a month.
- When people sing their national anthem, they often hold the left side of their chest, thinking that they are placing their hand over their heart. But in fact our heart is near the centre of our chest, just a little to the left.
- The average length of the small intestine in adults is seven metres. The average length of the large intestine is one and a half metres, so that's eight and a half metres in total.
- As adults, we have 206 bones in our bodies, but we start life with many more. We are born with nearly 300 bones, but as we grow, some of them join together, leaving us with 206.
- The blonder our hair, the more hairs we have on our scalp. Fair-haired people have on average 150,000 hairs, brown-haired people have 110,000, and black-haired people about 100,000. People with ginger hair have got the fewest: about 90,000 hairs.
- Most people don't think of their skin as an organ, like their heart, kidney, stomach and liver. But that's what it is. And it's the largest organ, by surface area and weight. The average brain weighs 1.3 kg and is the third largest organ in our body. The liver is also very large and weighs even more: on average 1.6 kg. But the surface area of skin on an average adult is between 1.5 and 2 m², and it weighs on average 10.8 kg.
- The thickness of our skin varies from about 0.5 mm on our eyelids to 4 mm or more on the soles of our feet and on the palms of your hands. But on average it is 2–3 mm thick.
- Different experts have different opinions. Some say it is the masseter muscle in our jaw, which helps us chew our food. Others say it is the muscles in our thighs, which

allow us to run. Other experts believe it is the gluteus maximus in our bottom and lower back, which holds our bodies upright. What is certain is that the largest muscle is the gluteus maximus, but it is impossible to say which is the strongest because they do such different things.

Exercise 7 1.27 page 31

- Go through the instructions together. Then check the meaning of the treatments and practise pronunciation.
- Play the recording for students to complete the table.
- Check answers as a class.

KEY

1 ankle; yesterday evening; bandage 2 head; this morning, about two hours ago; painkillers 3 thumb; last night; X-ray 4 hand; about an hour ago; cream and a dressing

Transcript

- Doctor** Good morning. What can I do for you?

Patient My ankle really hurts. I think I've twisted it.

D Let me have a look. When did you do it?

P Yesterday evening, while I was playing football.

D Yes, it's a bit swollen. You've sprained it. I'll give you a bandage for it.
- D** Good afternoon. How can I help you?

P I've had an accident. I've banged my head.

D How did it happen?

P I tripped over the cat and hit my head on the corner of a table.

D When did it happen?

P This morning. About two hours ago.

D May I take a look?

P Yes, sure.

D Is it painful?

P Ow! Yes!

D Sorry. I'll give you some painkillers.
- D** Hello, how can I help you?

P I've hurt my thumb. I trapped it in the car door last night.

D Can you show me? ... You've certainly bruised it. And you'll probably lose your nail.

P It's really painful. Do you think I've broken it?

D It might be broken. I think I'll send you to hospital for an X-ray.
- D** Good morning. How can I help you?

P I've burned my hand. I picked up a very hot saucepan.

D When did it happen?

P About an hour ago.

D It's quite a bad burn.

P What can you give me for it?

D I'll give you some cream and the nurse will put a dressing on it.

Exercise 8 1.27 page 31

- Ask students to read the *Recycle!* box. They then read the dialogues from the recording.
- Check the meaning of any unknown verbs, e.g. *twist* (to turn a part of your body while the rest stays still) and *sprain* (to injure part of your body, especially your wrist or your ankle, by suddenly bending or turning it).
- Students complete the dialogue.
- Play the recording again for students to check their answers.

KEY

a 've twisted b 've sprained c 've had; banged
d tripped; hit e 've hurt; trapped f 've (certainly) bruised
g 've broken h 've burned; picked up i did (it) happen

Transcript

See exercise 7.

Extra activity: Fast finishers

Ask **fast finishers** to write about different injuries they have suffered, describing how they happened. Give them an example, e.g. *When I was ten, I fell off a wall. I sprained my ankle and broke my arm.*

Exercise 9 page 31

- Go through the accidents and injuries together and check their meanings and pronunciation.
- Ask students to look at the example questions and answers, and to start their questions with *Have you ever ...?*
- In pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify parts of the body. I can talk about injuries using the present perfect and past simple.*

3B Grammar

Speculating and predicting

LESSON SUMMARY

Reading: An article about 3D bio-printing

Grammar: *will, may, might, could*; first conditional

Speaking: Making predictions about your future

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students: *How has medicine improved in recent years? What can doctors do now that they couldn't do in the past?*
- Give an example, e.g. *Doctors can replace people's hearts, lungs, livers, etc. with organs from other people. Antibiotics can cure diseases that used to kill us.*
- In pairs, students think of more ways in which medicine has improved.
- Ask a few students to share their ideas with the class.

Exercise 1 page 32

- Focus attention on the photo. Ask students what they can see. (a heart in someone's hand)
- Students then look at the title and discuss in pairs what the article might be about.
- Elicit a few answers.

Exercise 2 page 32

- Students read the article and check their ideas.
- Ask: *Did you know that 3D printing can print body parts? Are you surprised by this? How do you think 3D printers work?*
- Ask a few students to share their ideas with the class.

KEY

Using 3D printers to print human organs and body parts.

Exercise 3 page 32

- Go through the *Learn this!* box together. Students then match the highlighted phrases in the article with the rules in the box.
- Check answers as a class.

KEY

a will be able; won't die **b** will probably be; are certain that bio-printing will revolutionise **c** could save, could play **d** might not come

For further practice of speculating and predicting: Grammar Builder 3.1 page 131

1 2 You'll definitely pass all your exams. 3 I doubt (that) it'll rain tomorrow. 4 I'm sure (that) you'll enjoy the film. 5 Ben might come round later. 6 I may not go to school tomorrow. 7 I think (that) George will know the answer. 8 We probably won't go away this summer.

Exercise 4 page 32

- Go through the prompts together.
- Give students a couple of minutes to make notes on possible answers for each of the questions.
- In pairs, students take turns to make predictions and respond to them.
- Elicit some predictions and ask how many predictions their partner agrees with.

Exercise 5 page 32

- Ask students to read the *Learn this!* box and complete the rules.
- Check answers as a class.
- Point out that we use a comma when the sentence begins with the *if* clause. When the sentence begins with the main clause, we do not use a comma.
- Ask students what we use the first conditional for. (to talk about probable future events)

KEY

1 present simple 2 will 3 might

For further practice of first conditional: Grammar Builder 3.2 page 131

1 1 don't phone; will be 2 tell; will you promise 3 will have; doesn't rain 4 won't buy; lose 5 will you do; feel 6 give; will be able to 7 will make; sends 8 don't shout; won't get

Exercise 6 page 32

- Students find two examples of the first conditional in the article in exercise 2.
- Check answers as a class.

KEY

Moreover, if we can produce organs such as hearts and kidneys, patients won't die while they're waiting for an organ donor.
If they are successful, doctors could save millions of lives.

Exercise 7 page 32

- Go through the instructions together.
- Ask students to read the article and complete it. With a **weaker class**, remind students of the tenses in the *if* and main clause of a first conditional sentence.
- Check answers as a class.
- Make sure students understand that for questions 4 and 6, they must use a modal verb with the verb in brackets.

KEY

1 could / can 2 will be 3 start 4 will / may / might / could become 5 learn 6 may / might / could be

Exercise 8 page 32

- Go through the instructions and ideas together.
- Ask students to look at the example question and answer and tell them to start their questions in the same way.
- Students work in pairs to ask and answer questions.

Extra activity

- Ask students to imagine that their local healthcare centre may have to close due to government spending cuts. If that happens, patients will have to travel three miles to the nearest centre.
- In groups, ask students to speculate and make predictions about the effects of this closure on the local community.
- Start the activity by saying: *Older people might be unable to travel to the nearest healthcare centre.*
- When students have finished, elicit a few ideas.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can speculate about the future using 'may', 'might' and 'could'. I can make predictions about the future using the first conditional. I can make first conditional sentences less certain by using 'may', 'might' and 'could' in the main clause.*

3C Listening

The body's limits

LESSON SUMMARY

Reading: An article about surviving in extreme conditions

Vocabulary: The limits of human survival; large numbers, fractions, percentages, ratios, etc.

Exam Strategy: Listening for numbers, dates and measurements

Listening: An interview about the limits of human survival

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 4 and 7.

LEAD-IN: 2-3 MINUTES

- Write *endurance* on the board and elicit its meaning (the ability to continue doing something painful or difficult for a long period of time without complaining).

- Ask: *What kinds of things have you endured?* Give an example: *I once gave up sugar for a month. It was very hard at first, but after a while I stopped wanting it.* Ask students to think of other things they have endured and to discuss them with a partner.
- Ask a few students to share their ideas with the class.

Exercise 1 page 33

- Focus attention on the photos. Ask: *What sort of weather conditions are the people in? What sort of activities are they doing?*
- Elicit some answers.
- Students then discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY

(Possible answers)

Both show people doing physically challenging activities in extreme conditions. In photo A, the people are walking in a desert in extreme heat. They are lightly dressed and carrying rucksacks. If they aren't careful, they could become dehydrated and even die. In photo B, there is a climber sitting outside a tent in the mountains. He's wearing an oxygen mask to help him breathe at this high altitude.

Exercise 2 1.28 page 33

- Go through the Listening Strategy together. Also point out the following:
When we say numbers with decimals, we use *point*, e.g. 3.5 is *three point five*.
When we say years, we treat the first two digits as a separate number, e.g. 2015 is *twenty fifteen* rather than *two thousand and fifteen*.
When we say ratios, we use *to*, e.g. 20:2 is *twenty to two*.
When we talk about a range, we can say *between ... and ...* or *... to ...*. Therefore, 5–10 is *five to ten* or *between five and ten*.
- Students practise saying the numbers in pairs.
- Ask individual students to say the numbers.
- Play the recording for students to listen, check and repeat.

Transcript

See Student's Book, page 33.

Extra activity

- Ask students to write down one large number, one small number with a decimal, one year, one fraction, one percentage, one ratio and one temperature in numerical form. They must not show the numbers to anyone.
- In pairs, students take turns to read out their numbers. Their partners must write down what they hear in numerical form. Do the numbers match?

Exercise 3 1.29 page 33

- Ask students to read the article. Then play the recording for students to complete it.
- Check answers as a class.

KEY

1 -40°C 2 5°C 3 15°C 4 50% 5 57%
6 4,500 7 1/5 8 1/10

Transcript

There are many amazing stories of human survival, but actually our bodies are very fragile and do not cope well with extremes. Polar explorers can cope with temperatures of -40°C , but only if they keep warm. Most people will collapse if their body temperature drops by only 5°C , and if it drops by 15°C , they'll die. Heat can be just as dangerous. Temperatures of 35°C are safe provided humidity is not above 50%. High altitudes are dangerous too. We pass out when the pressure falls below 57% of normal atmospheric pressure. This happens at about 4,500 metres. Climbers can go higher because their bodies gradually get used to it, but no one survives for long at 8,000 metres. At high altitudes, lack of oxygen is another problem. At ground level, about 1/5 of the air is oxygen. If that falls below 1/10, we die.

Exercise 4 1.30 page 33

- Go through the instructions together.
- Ask students to read the sentences aloud in pairs. This will help them to get used to hearing the numbers.
- Play the recording for students to correct the mistakes.
- Check answers as a class.

KEY

See transcript.

Transcript

- 1 Normal body temperature for humans is $36.5\text{--}37^{\circ}\text{C}$.
- 2 An increase of just 0.5°C above normal body temperature can make you feel unwell.
- 3 About 5% of people who go to Accident and Emergency have a fever.
- 4 You can get frostbite if the temperature of your skin falls to 0°C or below.
- 5 In 2000, a Norwegian woman survived after her body temperature had fallen to 13.7°C .
- 6 Less than 1/3 of adults whose temperature drops below 28°C survive.

Exercise 5 1.31 page 33

- Go through the instructions together.
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY

Randy Gardner

Transcript

Host Professor Martin, you're interested in the limits of the human body. Is that right?

Professor Yes, that's right. So, for example, we've been asking: Is it possible to survive in a vacuum?

H And what's the answer?

P Well, sadly we know how long humans can survive in a vacuum in outer space. Three Russian cosmonauts died in 1971 when their space capsule had a major problem at an altitude of 168 kilometres. The pressure inside the capsule dropped to zero and the crew died after 30 to 40 seconds.

H What a tragedy.

P Yes, indeed. But it is possible to survive shorter periods of time in a vacuum. In 1966 a scientist was testing a spacesuit in a special room when the pressure suddenly dropped to almost zero for a period of 27 seconds. He passed out after 15 seconds and he woke up when the pressure inside the room returned to normal. He was fine.

H Good! So what else have you been studying?

P We've also been asking: how long can the human body survive without sleep?

H And what is the answer?

P Well, we can't force people to stay awake until they die, so it's impossible to know the exact limits. But we know about some extreme cases. For example, on 28 December 1963, Randy Gardner, a 17-year-old student, got up at 6 o'clock in the morning and didn't go back to sleep again until the morning of 8 January 1964. That's 264 hours.

H Amazing! How many days is that?

P About 11 days.

H He probably slept for a week after that!

P Actually, no. His first sleep after those 11 days lasted almost 15 hours.

Exercise 6 1.31 page 33

- Students read the sentences aloud in pairs.
- Play the recording again for students to mark the sentences as true or false and correct the false sentences.
- Check answers as a class.

KEY

1 F They died after 30–40 seconds. 2 T 3 F The pressure dropped to almost zero for 27 seconds. 4 T 5 F He slept for almost 15 hours.

Transcript

See exercise 5.

Exercise 7 page 33

- Ask students: *What does it feel like to not be allowed to sleep?* Elicit a few answers.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for specific information, particularly numbers, dates and measurements. I can describe my experience of enduring difficult situations.*

3D Grammar

Future continuous and future perfect

LESSON SUMMARY

Reading: An article about how humans are predicted to change over the next 100,000 years

Vocabulary: Future time expressions; asking for and offering a response

Grammar: Future continuous and future perfect

Speaking: Discussing predictions about the future

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask: *Do you know how long humans have existed?* (Fossil evidence suggests that modern humans evolved about 200,000 years ago). *How have humans evolved over time?* (e.g. *Our posture has become more upright. Our brains have increased in size.*)
- Students discuss the questions in pairs. Do not check answers at this point.

Exercise 1 page 34

- Focus attention on the photos. In pairs, students describe the differences between the first and last set of photos.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

In the last photo, the people have bigger eyes, larger noses and nostrils, larger brains and foreheads and darker skin.

Exercise 2 page 34

- Students read the article and compare their answers from exercise 1. Check the meaning of *nostrils* (the two openings at the end of your nose that you breathe through).
- Elicit any differences that are not mentioned in the text.

Exercise 3 page 34

- Ask students to read the *Learn this!* box and complete the rules.
- Students find examples of the tenses in the article in exercise 2.
- Check answers as a class.

KEY

1 will have 2 will be 3 perfect 4 continuous future perfect 5: **How will the human body have changed in 100,000 years? As a result, our eyelids will have become thicker ...; Our nostrils will have grown larger ...; The size of our skull will have increased ...; our brain will have got larger. future continuous** 2: **Humans will be living in other parts of the solar system; ... we will be using a nano-chip inside our head ...**

For further practice of future continuous and future perfect: Grammar Builder 3.3 page 132

- 1** 1 will be studying 2 will be having 3 will be shining
4 will be visiting 5 will be packing 6 will be staying
- 2** 1 will have returned 2 won't have finished
3 won't have received 4 will have done
5 won't have had 6 will have been

Extra activity

- Ask students to think of things that are likely to happen in the week ahead, e.g. what they will be having for a meal, where they expect to be on a certain date and at a certain time. Then ask them to think about things that they want to complete or do in the coming week, e.g. a history project, buy tickets for a concert.

- Ask students to practise making sentences about the week ahead with the future continuous and future perfect, e.g.
*Tomorrow evening I'll be sitting in front of the TV.
I'll be wearing jeans and a jumper and I'll be eating pizza.
I'll have finished marking your homework and I'll have prepared my lessons for the next day.*

Exercise 4 page 34

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

KEY

**1 will have finished 2 will be working 3 won't be living
4 will have told 5 will be shining 6 won't be playing**

Exercise 5 page 34

- Go through the *Learn this!* box together and check the meaning and pronunciation of *within* /wɪðɪn/ (in a period not longer than a particular length of time), *by* /baɪ/ (not later than; before), *foreseeable* /fɔː'siːəbəl/ (that can be expected; that you can guess will happen) and *long term* /lɒŋ tɜːm/ (for a long period of time).
- Students find two more time expressions in the article in exercise 2.
- Check answers as a class.

KEY

in 100,000 years; In the distant future

Exercise 6 page 34

- Go through the instructions and the prompts together.
- Ask students to make predictions with any of the time expressions in the *Learn this!* box.
- Students write their predictions in their notebooks.
- Circulate and monitor, helping where necessary.

KEY

(Possible answers)

2 I think / don't think most people will be living to 200 100 years from now. **3** I think / don't think new diseases will have appeared in 1,000 years' time. **4** I think / don't think a human will have run 100 m in five seconds by the end of the century. **5** I think / don't think computers will be managing all major companies in the foreseeable future. **6** I think / don't think the Earth will be fighting wars against other planets 10,000 years from now.

Extra activity: Fast finishers

Write the following prompts on the board and ask **fast finishers** to write sentences with the future continuous and future perfect:

By the year 5000, ...

our eyes / grow bigger

our skin / become darker

live / longer

be / healthier

our diets / improve

medical knowledge / advance

learn / how to cope with climate change

Exercise 7 page 34

- Go through the phrases together.
- Make a prediction using a prompt from exercise 6 and then ask for a response, e.g. *I think computers will be managing all major companies by the end of the century. Do you agree?* Elicit an answer using one of the phrases.
- In pairs, students take turns to read out their predictions and give their opinions.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about events in the future and when they will happen, using the future continuous and future perfect.*

3E Word Skills

Word families

LESSON SUMMARY

Reading: An article about how emotions affect the body

Vocabulary: Adjectives to describe feelings; related nouns, adjectives and adverbs

Speaking: Discussing emotions

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Tell students: *When I found out that I had got into university, I was so happy I jumped up and down and couldn't sit still.*
- Now ask students to think about how they react physically to good or bad events. Then ask: *What do you do when you hear exciting news? What do you do when you receive sad news?*
- Ask students, in pairs, to discuss times when they have reacted physically to news or events.
- Ask a few students to share their ideas with the class.

Exercise 1 page 35

- Check the meaning and pronunciation of the adjectives.
- In pairs, students discuss situations in which they experience the feelings.
- Ask a few students to share their ideas with the class.

Exercise 2 page 35

- Focus attention on the title and check the meaning of *gut* (the tube in the body that food passes through when it leaves the stomach).
- On the board, write the following: *I've got a gut feeling that our team is going to lose today.* Ask: *What do you think 'gut feeling' means?* (a feeling based on emotions rather than thought and reason)
- Students read the article and match the underlined words with pictures 1–4.
- Check answers as a class.

KEY

1 anger 2 happiness 3 depression 4 shame

Extra activity: Fast finishers

- Write the following questions about the article on the board:
 - 1 *What did the participants have to watch and listen to while they were colouring?* (They had to listen to words and stories and watch videos.)
 - 2 *Looking at the pictures, do you think you react physically in the same way?*
- Ask **fast finishers** to answer the questions.

Exercise 3 page 35

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

KEY

1 anger 2 anxious 3 shame 4 envy 5 happiness
6 proud 7 sadness 8 surprise

Exercise 4 page 35

- Ask students to read the *Learn this!* box and find two examples for each of the rules.

KEY

(Possible answers)

a tired – tiredness, merry – merriment **b** excited, exciting, dangerous, useful, harmless, funny, typical **c** slowly, differently **d** tidily – untidily, possible – impossible

Exercise 5 page 35

- With a **weaker class**, ask students to look at the position of each word and decide if it is an adjective or an adverb.
- Students complete the sentences.
- Check answers as a class.

KEY

1 angrily 2 hopeful 3 surprised 4 anxiously
5 sadly 6 ashamed

Exercise 6 page 35

- Tell students that they must decide whether they should use a noun, adjective or adverb and whether they also need to add a prefix.
- Students complete the sentences.
- Check answers as a class.

KEY

2 enviously 3 unsurprising 4 shame 5 proudly
6 annoyingly 7 unhappiness

Exercise 7 page 35

- Give students one or two minutes to read the questions and think of examples to support their answers. Give them an example, e.g. *Money makes me happy when I discover that I have more of it than I thought.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe and discuss feelings. I can form nouns, adjectives and adverbs from the same stem.*

3F Reading

Body clock

LESSON SUMMARY

Reading: An article about the body clock

Exam Strategy: Matching questions with texts and paragraphs

Vocabulary: Homonyms

Speaking: Discussing the body clock and gadgets that may disrupt it

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Tell students how you slept last night, e.g. *Usually I sleep deeply, but last night I kept waking up. When I got up this morning, I felt tired.*
- In pairs, students describe how they slept last night.
- Ask a few students to share their experience with the class.

Exercise 1 page 36

- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.
- Ask: *Why do you think our times for going to bed and getting up change as we get older?*
- Elicit a few answers.

Exercise 2 page 36

- Go through the Reading Strategy together. Then ask students what they could do to match a question with a paragraph. (They could look for the same words, words in the same word family or for associated words.)
- Students read the text and then answer the question.
- Check answers as a class.

KEY

C

Exercise 3 page 36

- Ask students to read the instructions carefully.
- With a **weaker class**, ask students to underline the key words in each question that will help them to match it with the correct part of the article.
- Students then read the article and match the paragraphs with the questions.
- Check answers as a class.

KEY

1 G 2 D 3 E 4 C 5 G 6 B 7 D 8 A 9 H 10 F

Exercise 4 1.32 page 36

- Pre-teach *lark* /lɑ:k/ (a small brown bird with a pleasant song, noted for its early rising) and *owl* /aʊl/ (a nocturnal bird with large eyes that hunts small animals at night).

- Students read the questions, scan the text for the answers and write the answers in their notebooks.
- Check answers as a class.

KEY

(Possible answers)

- 1 A young child needs about an hour more sleep than an adolescent.
- 2 'Larks' like to go to bed early and get up early. 'Owls' like to go to bed late and get up late.
- 3 Because your blood is thicker and your blood pressure is higher in the morning.
- 4 Between 3 p.m. and 6 p.m.
- 5 How much you eat is more important.
- 6 Because they give off blue light, which keeps you awake.

Exercise 5 page 36

- Ask students to read the *Learn this!* box. They then study the highlighted words in the article and decide whether they are nouns, verbs, adjectives or adverbs.
- Check answers as a class.

KEY

exercise verb **show** verb **work** noun **hard** adverb
record noun **light** noun **level** noun **rest** noun

Exercise 6 page 36

- Students find a homonym for each highlighted word in the article and write it in their notebooks with its meaning.
- Check answers as a class.

KEY

(Possible answers)

exercise noun, verb **show** verb (to give information about sth), noun (entertainment performed for an audience)
work noun, verb **hard** adverb (with great effort, energy or attention), adjective (not soft to touch; not easy)
record noun (the best performance ever reached in sth), verb (to write down or film facts or events so that they can be referred to later); to put music, a film, etc. onto a CD/DVD so that it can be listened to or watched again later) **light** noun (the energy from the sun, a lamp, etc. that makes it possible to see things), adjective (having a lot of light; pale; not of great weight; not deep) **level** noun, verb **rest** noun, verb

Extra activity: Fast finishers

- Write the following homonyms on the board: *beam, close, down, flat, lie, object, right, row, tear.*
- Ask **fast finishers** to find the different meanings, pronunciations and word types in their dictionaries.

For further practice of homonyms:

Vocabulary Builder 3F page 122

- 1 1 nail 2 chest 3 head 4 hand 5 head
6 nail 7 foot 8 arms 9 hand 10 foot
11 chest 12 arms

Exercise 7 page 36

- Go through the questions together. Elicit or pre-teach words that describe how some people feel when they wake up in the morning, e.g. *sluggish* /'slʌɡɪʃ/ (moving or working more slowly than normal in a way that seems lazy), *grumpy* /'grʌmpɪ/ (bad-tempered).
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the human body clock. I can match questions with texts or paragraphs. I can identify homonyms.*

3G Speaking

Photo description

LESSON SUMMARY

Listening: Students describing a sports class; students offering their personal opinion and recounting a personal experience

Exam Strategy: Giving your description a structure

Listening: Caring for your appearance

Speaking: Identifying people in photos; speculating about photos

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 8 and 10.

LEAD-IN: 2-3 MINUTES

- Begin a word web on the board by writing *fitness classes* in the centre.
- Elicit different types of fitness training, e.g. *jogging, weightlifting, aerobics, swimming*, and invite students to come to the board and add to the word web.
- Ask students to think of the benefits of each type of training, e.g. *flexibility, physical strength, increased speed*.
- Elicit sentences using the words in the word web, e.g. *I think that cycling can increase your physical strength and lung capacity.*

Exercise 1 page 38

- Focus attention on the photos.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.33 page 38

- Go through the instructions and Speaking Strategy together.
- Play the recording so that students can decide who covers the points in the Speaking Strategy better.
- Check answers as a class.

KEY

Student 2. *She covers all the points, gives her opinion and her answer is more detailed, focused and structured.*

Transcript

Student 1 This photo shows a group of women doing some exercise. It looks like some kind of dance class. They're in a park, or maybe in the countryside. It's most likely in the evening, because the shadows are long. The women with black leggings and stripy tops are leading the class, I think. It looks like the others are copying them. The woman in the stripy dress, in the middle of the photo, has stopped

dancing. I'd say that she's tired. Personally, I'd find this class quite difficult, I think. But I'd love to try it. It looks fun!

Student 2 In this photo, I can see some people doing exercises in a gym. I think it's a fitness class of some kind. They're in a large room with a rope near the wall. Next to the rope, two women are doing push-ups. Behind them, there's a sort of climbing frame. Two men are doing pull-ups, or something like that. The woman in the black vest-top isn't doing any exercise. She's the instructor, I would say. She looks very fit.

Exercise 3 page 38

- Go through the phrases in the table together and check their meaning and pronunciation.
- Ask students whether the phrases are for general or detailed comments.
- Elicit an answer.

KEY

for detailed comments

For further practice of describing appearance: Vocabulary Builder 3G page 122

2 (Possible answers)

A He has thick black hair, a beard and a moustache. He also has a tattoo on his arm. **B** She has brown hair in a short ponytail. She also has a fringe. Her skin is quite dark. **C** She has brown hair with two plaits and a centre parting. She has light skin, freckles and rosy cheeks.

Extra activity

- Describe a student in the class, e.g. *Anna is the girl with the ponytail who is sitting with her hand on her chin.*
- In pairs, students take turns to describe other class members using the phrases in exercise 3.
- Ask a few students to share their descriptions with the class.

Exercise 4 1.33 page 38

- Go through the phrases together. Check the meaning of *sort of* (type or kind of) and *most likely* (most probable or expected).
- Play the recording again for students to note the expressions they hear.

KEY

Student 1 It looks like some kind of; or maybe; It's most likely; I'd say that **Student 2** I think it's a fitness class of some kind; There's a sort of; or something like that; I would say

Exercise 5 1.34 page 38

- Ask students to read the instructions and question 1.
- Play the recording for students to answer the questions.

KEY

photo A; The student refers to lots of sunshine and fresh air.

Transcript

Teacher Do you think the people are enjoying the class?

Student Yes, I think they probably are enjoying it.

T Why do you think so?

S Well, firstly, they've chosen to do it, so it's obviously the kind of thing they enjoy. They all look very fit, so they probably do a lot of exercise. I'd say it's their hobby. And secondly, it looks like a beautiful place to do an exercise class. There's lots of sunshine and fresh air. Personally, I'd love to be there.

Exercise 6 page 38

- In pairs, students take turns to ask and answer the question from exercise 5 about the other photo (photo B). They should try to use phrases from exercise 4.

Exercise 7 page 38

- Ask students to study the questions and then match them with phrases a–h.
- Check answers as a class.
- With a **stronger class**, elicit more phrases for introducing an opinion and describing an incident or event in the past, e.g. *I really think that ...; I believe that ...; It's my belief that ...; There was one occasion when ...; On one particular day ...; A few months back ...*

KEY

2 b, d, e, g 3 a, c, f, h

Extra activity: Fast finishers

- Write the following questions on the board:
Do you think men should play against women in competitive sports?
Tell me about an occasion when you played against a member of the opposite sex in a competitive sport.
- Ask **fast finishers** to use phrases from exercise 7 to write an answer to one of the questions.

Exercise 8 1.35 page 38

- Go through the instructions and questions together.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 1: no; 2: yes; 3: maybe 2 2 3 a job interview (1), a wedding (2), a friend's party (3)

Transcript

- 1 **Teacher** Do you think men care as much about their appearance as women?
Student I don't think they do, really.
T And why do you think that is?
S Well, as I see it, women are just more interested in that kind of thing: hairstyles, fashion ... Whereas for men, it's pretty boring. For example, most women spend a lot more money at the hairdresser's than men do.
T I see. Thank you. Now, tell me about an occasion when you wanted to look your best.
S Hmm. Let me see. Oh, I know. Some time last year, I applied for a part-time job at a café in town. Before my interview, I had my hair cut and put my smartest clothes on. But it didn't help – I didn't get the job!
- 2 **T** Do you think men care as much about their appearance as women?
S I think they do, really. Although they don't always admit it!
T Why do you think so?
S Well, most people believe that women are the only ones who really care about their appearance. But I don't agree. In my opinion, men are also worried about how they look.
T OK. Tell me about an occasion when you wanted to look your best.
S A few months ago, my cousin got married. I was invited, of course – the whole family was invited. I made a big effort to look good because there are always so many photographs and videos.

- 3 **T** Do you think men care as much about their appearance as women?

S The way I look at it, men do care about how they look – you know, they want to look good. But do they care as much as women? I don't think so.

T Why not?

S Because I don't think people judge men's appearance as much. Other men don't really make comments about a man's appearance. But other women make comments about a woman's appearance. There's more competition!

T OK. Tell me about an occasion when you wanted to look your best.

S I remember once when my friend had a fancy dress party. The theme was film stars, and I made a big effort. I dressed as James Bond, but everybody thought I was Mr Bean.

Exercise 9 page 38

- Give students a minute to plan their answers.
- Students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 10 page 38

- Students turn to page 144 to do the speaking task.
- Go through the task together. Ask students which phrases they can use in different parts of the task. (to describe the photos: phrases for identifying people from exercise 3; to speculate about the photos: phrases from exercise 4; to express opinions and describe past experiences: phrases from exercise 7)
- In pairs, students take turns to ask and answer the questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos in detail. I can speculate about a photo and give my opinion of the activity shown in it. I can describe past personal experiences that are related to the photo.*

3H Writing

An opinion essay

LESSON SUMMARY

Reading: An opinion essay about teenagers not exercising enough

Exam Strategy: Structuring your essay and using appropriate language

Vocabulary: Phrases for introducing opinions, additional points, proposals and solutions, and conclusions

Speaking: Discussing sport at school

Writing: An essay about doing sport at school

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Put students in groups. Ask them to take turns to describe different sports without saying what the sport is. Give an example, e.g. *You hold a racket in one hand and hit the ball across a net to your opponent. People sometimes play this sport on grass.* (tennis)
- The other students in the group must guess the sport.

Exercise 1 page 39

- Ask students to think about what makes a lifestyle healthy and elicit some ideas, e.g. *eating healthy food, doing physical exercise, not smoking, sleeping well.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 39

- Ask students to read the task and identify the two elements.
- Check answers as a class.

KEY

first element describe the problem (teenagers not getting enough exercise)

second element ways of solving this problem

Exercise 3 page 39

- Ask students to read the essay and note down the causes and possible solutions mentioned.
- Check answers as a class.

KEY

She thinks that the problem is serious. She proposes two solutions: making school canteens serve healthy food and giving teenagers free membership of their local sports facilities.

Extra activity

- Write the following on the board: *Do you agree with the writer's opinions and possible solutions? Why / Why not?*
- Students discuss the questions in groups.
- Give students a minute to read the essay again and give their opinions on it.
- How many students agree with the writer? How many believe that time on gadgets should be limited?

Exercise 4 page 39

- Go through the Writing Strategy together. Then ask students to read the essay again and answer the questions.
- Check answers as a class.
- Ask students to find examples of formal language and style, e.g. full forms, words such as *tackle* rather than *solve*.

KEY

Yes. 1: 1 is an introduction, 2 and 3 are the main body and 4 is the conclusion. 2: 2 deals with the causes and 3 suggests solutions. 3: What is more, ...; In order to ...; Furthermore, ... 4: I strongly believe ...; What I propose is ...; I would strongly recommend ...

Exercise 5 page 39

- Go through the instructions together. Encourage students to try to complete the phrases without looking back at the essay.

- Students can use their dictionaries to find the meaning of the phrases if necessary. They then find twelve of the phrases in the essay.
- Check answers as a class.

KEY

1 view 2 seems 3 see 4 my 5 widely 6 said 7 common 8 agree 9 What 10 only 11 solution 12 propose 13 would 14 said 15 In order to 16 sum 17 conclusion

The ten phrases are most people agree that; I (strongly) believe that; What is more, ...; In order to tackle this problem, ...; In my view, ...; What I propose (instead) is that; Furthermore, ...; I would strongly recommend that; To conclude, ...; It seems to me that

Extra activity

Ask students to write their own sentences on the essay topic in exercise 2 using the phrases from exercise 5, e.g. *It seems to me that people worry too much about the lack of exercise in teenagers' lives.*

Exercise 6 page 39

- Ask students: *Do you do PE at school? Do you like doing it or would you like to drop it? Why / Why not?*
- Elicit some answers.
- Ask students to read the task and the questions. Check that they understand *distraction* (something that takes your attention away from what you were doing or thinking about).
- Students discuss the questions in pairs and make notes from their discussion.
- Ask a few students to share their ideas with the class.

Exercise 7 page 39

- Students write a paragraph plan using the Writing Strategy as a guide.
- Ask them to read the essay in exercise 3 again for more ideas and encourage them to study how the writer has used phrases from exercise 5.

Exercise 8 page 39

- Students use their paragraph plans to write their essays. Make sure they are aware of the word limit.
- When students have finished writing, they edit their essays using the *Check your work* box.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an essay about sport at school. I can plan an essay and use phrases for introducing my and other people's opinions, making additional points, introducing proposals and solutions and concluding.*

Exam Skills Trainer 2

LESSON SUMMARY

Exam strategies: Reading: completing a gapped text with sentences; Listening: listening to a speaker's style, intonation and vocabulary to identify the main idea, context or the speaker's intention; Use of English: thinking about which types of words complete the gaps in a text; Speaking: giving reasons for choosing one option and rejecting another; Writing: using a variety of expressions to present opinions

Reading: An article about hobbies

Listening: People talking about body-related issues

Use of English: Completing a text with the missing words

Speaking: Planning activities for the weekend

Writing: An opinion essay about teenagers and social media

LEAD-IN: 2-3 MINUTES

- Tell students about a holiday that went wrong, e.g.
I was in Spain for a holiday with my friends Katja and Anna. We were all excited and had a lot of plans for our stay there. But everything went wrong. First, my luggage didn't arrive, then Katja ate something bad and got food poisoning, and then Anna fell off a wall, broke her leg and had to fly home early. Katja spent the rest of the week in bed and I wore the same shorts and T-shirt for seven days. It was miserable!
- Ask students to think about holidays that did not turn out as they had hoped and tell a partner about their experiences.
- Elicit answers as a class.

Reading

Exercise 1 page 40

- Go through the strategy and the task together.
- Ask students to note down the key words in each of the answer options. Encourage students to read the sentences before and after each gap carefully.
- Students read the text and complete the gaps.
- Check answers as a class.

KEY

1 B 2 C

Exercise 2 page 40

- Ask students to skim-read the text. Then ask them what the text is about.
- Students read the text again and choose the correct sentences to complete it.
- Check answers as a class. Ask students which words in the text and answer options helped them to choose the answers.

KEY

1 F 2 G 3 C 4 B 5 D

Listening

Exercise 3 page 40

- Go through the strategy and the task together.
- Students match each extract with two descriptions.

- Check answers as a class. Ask students: *What helped you to identify the speakers' intentions?* (the speaker's style and vocabulary)

KEY

1 a, d 2 b, f

Exercise 4 1.36 page 40

- Ask students to read the task and answer options. Check that students understand them.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

1 D 2 B 3 A 4 E

Transcript

Speaker 1 All right, everyone, lift your arms up above your head and try to touch the ceiling. Excellent! If you reach high enough, you'll feel the muscles of your back. OK, great ... now keep your arms where they are and move sideways from the waist. Can you feel the muscles in your left side? Right. Now hold ... hold ... hold ... and slowly straighten up. Wonderful! Wait for a moment, then go to the other side ...

Speaker 2 Have you been trying to lose weight forever? Have you done diet after diet, and not got the results you want? Well, Nutrachum has the answer! The Nutrachum Diet Plan lets you eat what you want, when you want, all meals included. And we back it up with our money-back guarantee! Just call the number on your TV screen to get it for the amazing price of ...

Speaker 3 Everyone says that you are only as old as you feel inside, but I wish my body knew that! When you're younger you don't think about the things you've done to yourself. I injured my back in a skiing accident in my 30s, and I just decided to ignore it because it didn't hurt that badly. Well, now in my 70s, I'm really paying for it. I have to do special exercises every day, and I have to think twice before I bend over. It's a pain – literally.

Speaker 4 Yes, it's true that being overweight or obese has become more and more of an issue – but it's not just the weight itself that's the problem. If you think about it, you'll realize that carrying a lot of extra weight around is going to affect the rest of your body. Back pain, knee and ankle problems ... the list goes on. I'm afraid that if we continue like this, in 25 years we will have created one of the unhealthiest societies in history.

Use of English

Exercise 5 page 41

- Go through the strategy together.
- Ask students to complete the text. With a **weaker class**, ask students to look for clues that indicate which tense they should use and elicit them. With a **stronger class**, encourage students to try to complete the text with their own ideas before checking it against the answer options.
- Check answers as a class.

KEY

1 C 2 B 3 C 4 C 5 B

Speaking

Exercise 6 page 41

- Go through the instructions and task together.
- Ask a few students to share their ideas with the class.

Exercise 7 page 41

- Ask students to read the task. Then ask them to study the differences between the activities in the photos.
- Elicit the differences as a class.
- In pairs, students discuss the photos and choose which activity would be more suitable.
- Have a class vote to find out the more popular activity.

Extra activity

- Ask students to imagine that they are going to play host to visitors from another country who they don't know very well. The students have to organise activities for the weekend.
- Ask students to call out activities that can be done in the area where they live.
- In pairs, students discuss the activities. They have to agree on two activities to do with their visitors.

Writing

Extra activity

Revise parts of the body and injuries from 3A. Ask individual students to describe a body part or injury. The rest of the class must guess the body part or injury, e.g. *This is on the lower part of your leg at the front. It is hard and if you hit it, it's very painful.* (shin)

Exercise 9 page 41

- Go through the strategy together. Students then read the task, choose the correct options and then make notes for it.
- Circulate and monitor, making sure students address each point and that they include additional details.

KEY

1 view 2 suggest 3 tackle 4 sum

Exercise 10 page 41

- Go through the task together.
- As a class, brainstorm arguments that students could use in their essays.
- Students make detailed notes, ensuring that all points in the task are covered and that they include additional details.
- Ask students to think about the tenses they will need to use in their essay.
- Students write their opinion essays.
- When they have finished, they edit their work, checking spelling, grammar and punctuation.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can complete a gapped text with missing sentences. I can identify the main idea, context and a speaker's intention from their style, intonation and vocabulary. I can complete a text with the missing words. I can choose an activity for a weekend, giving reasons for my choice and reasons for rejecting other activities. I can cover all the points in a writing task and add details of my own. I can write an essay about teenagers and social media.*

Map of resources

4A Vocabulary

Student's Book, pages 42–43; Workbook, page 40
Photocopiable: 4A (Describing houses and homes)

4B Grammar

Student's Book, page 44; Workbook, page 41
Photocopiable: 4B (Comparison)

4C Listening

Student's Book, page 45; Workbook, page 42

4D Grammar

Student's Book, page 46; Workbook, page 43
Photocopiable: 4D (Imaginary situations)

4E Word Skills

Student's Book, page 47; Workbook, page 44

4F Reading

Student's Book, pages 48–49; Workbook, page 45

4G Speaking

Student's Book, page 50; Workbook, page 46
Photocopiable: Functional Language Practice (Phrases for gaining time)

4H Writing

Student's Book, page 51; Workbook, page 47

Culture 4

Student's Book, page 117
DVD and DVD worksheet: Unit 4

Classroom Presentation Tool Unit 4

End of unit

Unit Review: Workbook, pages 48–49
Photocopiable: Grammar Review
Exam Skills Trainer 2: Workbook, pages 50–51
Progress Test and Short Tests: Unit 4

4A Vocabulary

Describing houses and homes

LESSON SUMMARY

Vocabulary: Types of home; parts of a house and garden; describing houses and rooms

Listening: An estate agent shows someone round a house; teens describe their homes

Grammar: *some, any, much* and *many*

Speaking: Describing where you live

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 5 and set exercise 11 for homework.

LEAD-IN: 2–3 MINUTES

- Ask students to think about their favourite film or pop stars and to imagine what sort of homes they own. Give an example, e.g. *My favourite actor is Ryan Gosling. I imagine he has a beautiful apartment in New York with expensive antique furniture. I also think he has a house in the country. It's quite old-fashioned inside and it's big so he can have his friends round for dinner and parties.*
- In pairs, students discuss the imaginary homes of their favourite stars.
- Ask a few students to share their ideas with the class.

Exercise 1 2.02 page 42

- Go through the words together and check the meaning and pronunciation, particularly *bungalow* /'bʌŋɡələʊ/ (a house that is all on one level, without stairs), *thatched* /θætʃt/ (having a roof made of straw), *detached* /dɪ'tætʃt/ (not joined to any other house) and *terraced* /'terəst/ (forming part of a line of similar houses that are all joined together).
- Focus attention on the photos. In pairs, students describe them using words from exercise 1.
- Ask a few students to share their ideas with the class.

Transcript

See Student's Book, page 42.

Exercise 2 page 42

- Give students a minute to think about the pros and cons of living in the different homes in the photos.
- Students then discuss their preferences and the advantages and disadvantages of each type of home with a partner.
- Ask a few students to share their ideas with the class.

Exercise 3 2.03 page 42

- In pairs, students check the meanings of any unknown words in their dictionaries. They then put them into the two groups.
- Play the recording for students to check their answers.
- Play the recording again, pausing after each word so that students can repeat.

KEY

- a** attic, balcony, basement, cellar, conservatory, extension, hall, landing, porch, shutters, sliding doors, stairs
b drive, fence, flowerbed, garage, gate, hedge, lawn, path, patio, pond, swimming pool

Transcript

See Student's Book, page 42.

Exercise 4 page 42

- Give students two minutes to work in pairs and brainstorm as many more words as they can.
- Elicit answers.

KEY

(Possible answers)

parts of a house chimney, fireplace, gutter, loft, spare room, study, roof, roof terrace, utility room, veranda, windowsill
parts of a garden bicycle shed, garden wall, flower bed, gazebo, pergola, railings

Exercise 5 page 42

- Working individually, students find the odd one out in each group.
- Check answers as a class.

KEY

(Possible answers)

1 attic: It is at the top of the house; the cellar and basement are below the house. **2** bungalow: This has only a single storey. / mansion: This is larger and more impressive than a detached house or bungalow. **3** porch: The lawn and path are part of the garden. **4** detached house: It is not joined to another house. **5** gate: It is not a border; it's an entrance and it opens. **6** villa: It is not moveable. / houseboat: It is on the water. **7** patio: It does not contain water. **8** houseboat: It is a home on the water.

Extra activity: Fast finishers

Ask **fast finishers** to think of three more groups of words with an odd one out. They then swap them with a partner to guess.

Exercise 6 2.04 page 42

- Elicit the meaning of *estate agent* (a person whose job is to buy and sell houses and land for other people) and ask: *Has an estate agent ever shown you around a house? What character traits does an estate agent have?* Elicit some answers.
- Go through the instructions together.
- Play the recording for students to note the parts of a house mentioned.
- Check answers as a class. Then ask: *What is the woman's overall impression of the house? Is she likely to buy it?* Elicit ideas. (The woman does not sound enthusiastic about the house, and it seems unlikely that she will buy it.)

KEY

front gate, hall, living room, kitchen, back garden, (back) fence, main bedroom

Transcript

Estate agent So, this is the house ... As I say, it's conveniently located near to the shops. And there are lots of good restaurants and bars nearby.

Woman So it's quite noisy, then?

EA Lively, I'd say. We're in a very popular area of the town.

W The road's quite busy.

EA Well, yes, it can get busy. There are lots of buses that will take you right to the town centre. Here's one now, in fact!

W Oh, it's stopping right outside the front gate. There's a bus stop here!

EA Yes! What could be more convenient? Shall we go in? So this is the hall. And on the right is the living room. Cosy, isn't it?

W Hmm. It's certainly small, and a bit dark.

EA And through here is the kitchen.

W It's tiny.

EA It certainly isn't spacious, but I wouldn't say it's cramped. The cooker and fridge are new. And it looks out onto the back garden.

W Oh, yes. The owner isn't keen on gardening, then.

EA No, I suppose not!

W And the back fence is very dilapidated. It looks like it could fall down at any moment!

EA Yes, it might possibly need a bit of work ... Moving on upstairs ... This is the main bedroom. There's a charming view from the window.

W I can see right into the bus station.

EA Yes, er, I mean above that. You can see right across the town ... So, what do you think of the house?

W Hmm. I'm not sure.

EA It could be beautifully restored.

Exercise 7 page 43

- Students match nine of the words with their meanings.
- They then check the meanings of the other words in their dictionaries.
- Check answers as a class.

KEY

1 cramped **2** tiny **3** peaceful **4** remote
5 contemporary **6** conveniently located
7 dilapidated **8** spacious, substantial

Extra activity: Fast finishers

Write the following on the board:

A: *charming, cosy, impressive, popular*

B: *appealing, comfortable, delightful, grand, imposing, snug, sought-after, trendy*

Ask **fast finishers** to match each of the words in A with two of the words in B.

KEY

charming appealing, delightful
cosy comfortable, snug
impressive grand, imposing
popular sought-after, trendy

Exercise 8 2.04 page 43

- Go through the instructions together.
- Play the recording for students to complete the sentences. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 conveniently located **2** popular area **3** Cosy
4 tiny; spacious; cramped **5** dilapidated
6 charming **7** beautifully restored

Transcript

See exercise 6.

Exercise 9 2.05 page 43

- Go through the instructions together.
- Play the recording for students to match four of the sentences with the speakers.
- Check answers as a class.

KEY

a 4 b 1 c – d 2 e 3

Transcript

- 1 I live in quite an unusual home. It's a houseboat on the river Thames. My mum and dad are quite arty and alternative and they decided a few years ago to sell their house in Oxford and buy a houseboat. A houseboat is also so much cheaper than a house. They managed to get one for £20,000, which is amazingly cheap. Mind you, it was in a pretty poor state and needed some work doing on it, but they managed to do that fairly cheaply too. When I tell people I live on a houseboat, they usually think it's far away, in the middle of the countryside. But in fact the boat is parked on the canal in Oxford. Unfortunately, there aren't any spaces to park it near the centre, but we're still in the city.
- 2 I live in a block of flats on the outskirts of Prague. The flat is quite spacious and has got three bedrooms, a dining room, living room, bathroom and toilet. What I like best about it is the balcony. You reach it through some glass sliding doors from the living room. We're on the eighth floor so we can see right across the city, which is fantastic. The block has a garden that we share with all the other residents, but it would be nice to have a garden of our own. Unfortunately, my parents don't earn much money, so we can't afford to move anywhere better.
- 3 We lived in Florence for many years in a flat, but we recently moved to the country. The flat was quite cramped compared to our new house, which is an old farmhouse. There aren't many people living nearby. Our nearest neighbour is a five-minute walk away, and it's a couple of kilometres to the nearest town. Although the countryside round here is lovely, the views aren't great from the house as it's surrounded by trees. But it's a very spacious house, beautifully restored by the previous owners – so it wasn't cheap. It has six bedrooms, so I don't have to share with my sister any more. All in all, it's not a bad place to live, but I miss the excitement of city life.
- 4 We live in a terraced house in Boston. We've been living here for about a month now. It's a lovely house, quite old. My parents bought it from an old lady who lived here for 40 years. During that time she didn't really modernise it. It's in good condition but the décor is very old-fashioned. My parents want to create a much more contemporary look and are going to spend quite a bit of money on it until they've got it how they want it. They also need to insulate the roof so we don't waste any energy. I think they're going to start in the next month or two.

Exercise 10 2.05 page 43

- Refer students back to the types of home in exercise 1.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.
- Check answers as a class.

KEY

Speaker 1: a houseboat; Speaker 2: a block of flats;
Speaker 3: an old farmhouse; Speaker 4: a terraced house

Transcript

See exercise 9.

Exercise 11 2.05 page 43

- Ask students to read the *Recycle!* box. Remind them that we tend to use *much* and *many* in negative sentences and questions, although in formal written English we sometimes use the words in affirmative sentences too.
- With a **weaker class**, ask what we can use instead of *much* and *many* in a positive sentence. (a lot of)
- Students read the sentences and choose the correct option.
- Check answers as a class.

KEY

1a some b any 2a some b much 3 many 4 any

Transcript

See exercise 9.

Exercise 12 page 43

- In pairs, students take turns to describe their homes to their partner using the phrases. They should try to include as many of the words in exercises 1, 3 and 7 as they can.
- Circulate and monitor, helping with vocabulary or grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a conversation about a home. I can describe homes using vocabulary for types of home, parts of a house and garden and adjectives for describing houses and rooms.*

4B Grammar

Comparison

LESSON SUMMARY

Reading: A dialogue comparing flats for rent

Grammar: Comparative and superlative forms

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *Where do university students live when they leave home for the first time? What are their homes like?* Then describe the first home you had after leaving your parents' home, e.g. *It was an enormous, freezing Victorian house. The kitchen was old-fashioned, the roof leaked and we were miles from the city centre. But it was cheap.*
- In pairs, students discuss what they think is a typical university student's home.
- Ask a few students to share their ideas with the class.

Exercise 1 page 44

- Focus attention on the photo. In pairs, students discuss where the two women are and what they are doing there.
- Ask a few students to share their ideas with the class.

Exercise 2 page 44

- Students read the dialogue and check their answers in exercise 1.

KEY

(Possible answer)

The people are looking at property to rent. They are discussing which would be the best for them.

Extra activity

- Ask: *What do you think is the most important when choosing somewhere to live? Location, size or cost?*
- Have a class discussion.

Exercise 3 page 44

- Ask students to read the dialogue in exercise 2 and complete it.
- Check answers as a class.
- Briefly revise comparative and superlative forms by writing the following adjectives on the board and eliciting their comparative and superlative forms:
expensive, contemporary, cheap, easy, big and good.

KEY

1 nearest 2 worst 3 highest 4 further / farther
5 more spacious

a Adjectives with one syllable form the comparative with the ending *-er*. Adjectives with two syllables that end in *-y* drop the *-y* and add *-ier*. Longer adjectives form the comparative with *more*. **b** Adjectives with one syllable form the superlative with *the* and the ending *-est*. Adjectives with two syllables that end in *-y* drop the *-y* and add *-iest*. Longer adjectives form the superlative with *the most*.

Exercise 4 page 44

- Go through the *Learn this!* box together.
- Students then match each of the highlighted phrases in the dialogue in exercise 2 with the rules in the box.
- Check answers as a class.

KEY

a the best we've seen **b** less expensive than it seems
c higher and higher **d** The more we spend on rent,
the less we'll have for other things. **e** more easily
f the least expensive; the least space **g** the fewest rooms

For further practice of comparative and superlative forms: Grammar Builder 4.1 page 132

- 1 1 I'm busier today than I was yesterday. 2 He's the shortest boy in the class. 3 Kate's shorter than Alice.
4 You're not as clever as me. 5 Today is the longest day of the year.
- 2 1 faster than 2 better than 3 more beautifully than
4 more slowly than 5 later than 6 more fluently
- 3 1 the most neatly 2 the fastest 3 the worst
4 the loudest 5 the hardest 6 the earliest
- 4 1 is less confident than 2 is the least intelligent
3 is the least spacious 4 is less cramped than
5 in the least lively
- 5 2 as it was when I first moved into it 3 than it looks
from the outside 4 as I thought she would be
5 than there used to be 6 than I was before

- 6 1 My car isn't as big / large as yours. 2 There are fewer people on the beach now. 3 Flats are usually less expensive than houses. / Flats usually aren't as expensive as houses. 4 The weather is becoming hotter and hotter. 5 This is the least spacious hotel room we've ever stayed in. 6 The more you spend on the flat, the more valuable it becomes.
7 The rent was higher than I thought (it would be).

Extra activity: Fast finishers

Ask **fast finishers** to read the rules in the *Learn this!* box again and write their own sentences about looking for a house or flat to rent. They should try to write one sentence for each rule, e.g. for rule a: *This is the smallest apartment I have ever seen.*

Exercise 5 2.06 page 44

- Go through the instructions together.
- Students look at the table in pairs. With a **weaker class**, ask a few questions to check comprehension, e.g. *What does the number 5 tell us?* (that flat 2 has five rooms)
- Play the recording for students to decide if the sentences are true or false. Pause the recording after each sentence to give students time to write the sentence in their notebooks. They then write *T* (true) or *F* (false) next to the sentence.
- Check answers as a class.
- Students correct the false sentences in two different ways.
- Check answers as a class.

KEY

1 F Flat 1 has got the lowest rent. Flat 3 has got the highest rent. 2 T 3 F Flat 3 is the most comfortable of the three. Flat 2 is the least comfortable. 4 F Flat 2 is furthest from the centre. Flat 3 is nearest to the centre. 5 F You'll pay the least rent for flat 1. You'll pay the most rent for flat 3. 6 F Flat 3 is nearer to the station than flats 1 and 2. Flat 1 is further from the station than flats 2 and 3. 7 T
8 F Flat 2 has got the most rooms. Flat 1 has got the fewest rooms. 9 F Flat 3 is more comfortable and more spacious than flat 2. Flat 1 is more comfortable but less spacious than flat 2.

Transcript

- 1 Flat 1 has got the highest rent.
2 Flat 2 is less spacious than flat 3.
3 Flat 2 is the most comfortable of the three.
4 Flat 1 is furthest from the centre.
5 You'll pay the least rent for flat 2.
6 Flat 3 is further from the station than flats 1 and 2.
7 Flat 3 has got fewer rooms than flat 2.
8 Flat 1 has got the most rooms.
9 Flat 1 is more comfortable and more spacious than flat 2.

Extra activity

In pairs, students make sentences about the flats in the table in exercise 5 using the rules in the *Learn this!* box, e.g. *The further you live from the station, the less you pay in rent. Flat 1 is more expensive than I expected.*

Exercise 6 page 44

- Go through the instructions together.
- Students do the exercise.
- Check answers as a class.

KEY

1 sell more slowly in December 2 is less spacious than the villa 3 are becoming more (and more) expensive 4 older the flat gets, the more dilapidated it becomes 5 was cheaper than I expected 6 the cosiest living room I've ever seen

Exercise 7 page 44

- Go through the instructions, the prompts and the example question together.
- Elicit an answer to the question from a student.
- Students do the activity in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make comparisons using a variety of comparative and superlative forms.*

4C Listening

Young and homeless

LESSON SUMMARY

Reading: A text about an event supporting the homeless

Exam Strategy: Matching language in the listening to language used in the recording; register and context

Listening: People talking about aspects of homelessness

Speaking: Discussing homelessness

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- On the board, write *home comforts* and elicit the meaning (things in a house that make it comfortable).
- Ask: *What are your most important home comforts? Which ones could you manage without?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 45

- Focus attention on the photo, title and slogan. In pairs, students discuss what the *Big Sleep Out* might be and who might take part. Do not check answers at this point.

Exercise 2 page 45

- Students read the text and check their answers.
- Check answers as a class.
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

KEY

The Big Sleep Out is a charity event which raises money for young homeless people. People sleep rough for one night to understand what life is like for homeless people in the UK.

Exercise 3 page 45

- Go through Listening Strategy 1 together. Students then complete the idioms. Point out that the meaning of an idiom is often not immediately clear. Encourage students to note down any idioms they come across and to learn them as they will aid their fluency and understanding.
- Check answers as a class.

KEY

1 help 2 ignore 3 try 4 enjoy 5 talk 6 contact

Extra activity: Fast finishers

Ask **fast finishers** to write about different situations with the idioms in exercise 3, e.g. *Mum is trying to cook and clean the kitchen at the same time. I'll give her a hand.*

Exercise 4 2.07 page 45

- Go through the instructions together. Tell students that they will hear idioms from exercise 3.
- Ask students to read the questions. With a **weaker class**, ask students which questions include words that match the idioms.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 No, she didn't enjoy it. 2 No, she didn't. 3 Yes, he does. 4 No, they didn't. 5 Yes, she does. 6 Yes, she did.

Transcript

Speaker 1 I decided to try the Big Sleep Out for the first time this year. My neighbour did it and had the time of her life. But I didn't! Not because it was too cold but because some people next to me were making so much noise. I nearly had a word with the organisers, but decided not to in the end.

Speaker 2 I think the organisers did a good job. They made a big effort to publicise the event this year. Last year was a disaster. Nobody got in touch with the local newspaper or radio station, so there were no journalists there at all. It was a waste of time, really.

Speaker 3 I think charities do a great job to publicise the problem of homelessness. Politicians want to turn a blind eye to it, but they can't – the charities won't let them! That's why I decided to support this year's Big Sleep Out. I couldn't be there for the event itself, but I gave them a hand in the office.

Extra activity

- Ask students: *Would you take part in an event like the Big Sleep Out? Do you think that events like this can really help people in need?*
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Exercise 5 2.08 page 45

- Go through Listening Strategy 2 together. Tell students that if they can distinguish between formal and informal speech, this will help them to identify the role of a person who is speaking and the situation they are in.
- Go through the instructions and table together and make sure students understand what they have to do.
- Play the recording for students to record their answers.
- Check answers as a class.

KEY

Excerpts 1 and 3 use formal language.

Transcript

Speaker 1 I've been working for a charity called Safe Houses for three years now, and in that time the number of young people without a home has increased sharply. Charities like ours do not have enough time or money to deal with all the people who require assistance. Only the government can really solve the problem, but unfortunately, homelessness is not a high priority for most people. One of our aims as a charity is to change that.

Speaker 2 I was expecting to be one of the youngest people on the Sleep Out, but in fact there were lots of people my age or younger. I think young people care about homelessness – especially when they see people sleeping rough on the streets who need help. Whereas older people often just walk past, maybe because they're too busy. I suppose that's why so many young people want to be part of an event like the Big Sleep Out. I'm going to suggest that all of my friends take part next year.

Speaker 3 We're making two proposals for tackling the problem of homelessness in our city. Firstly, for people who are currently sleeping rough, we will provide free places at local youth hostels. And secondly, we're offering assistance for young, homeless people who need to find work – because we know how difficult it can be to gain employment when you are homeless. With these proposals, we aim to fulfil the promise we made during the election – to make our city a better place for all of its inhabitants.

Speaker 4 I've been sleeping on the streets, on and off, for about a year now. Nobody plans to do that – it just happens to you. I was in a children's home until I was 17 but I had to leave because there were a lot of arguments and fights. I needed some space and some time on my own – that was very important. At the moment, I don't mind living on the streets too much. The worst thing is when people call me lazy and tell me to find a job. That hurts me. They don't understand.

Speaker 5 We get quite a lot of homeless people in the city centre, and to be honest, I don't really like it. I think the number has gone up a lot recently. They make me feel a bit uncomfortable, especially if they talk to me when I'm on my own. I know they're probably harmless, but they don't look very friendly! In the evenings, a lot of them seem to hang around the High Street. I usually avoid that area if I'm walking home on my own.

Exercise 6  2.08 **page 45**

- Ask students to read the questions and highlight key words that will help them choose the correct options.
- Play the recording again for students to answer the questions. With a **weaker class**, play the recording a third time if necessary.
- Check answers as a class.

KEY

1 a 2 c 3 c 4 a 5 b

Transcript

See exercise 5.

Exercise 7 **page 45**

- Ask students to read the text in exercise 2 again. Ask them if they think the text reflects homelessness in their country, i.e. Is there a similar number of homeless people in their country? Are they a similar age? Are the causes the same?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand idioms and formal language in a listening task and match them with words with the same meaning. I can give my opinion on homelessness.*

4D Grammar**Imaginary situations****LESSON SUMMARY**

Reading: A fact file and dialogue about a stately home in England

Grammar: Second conditional; *I wish, if only*

Speaking: Discussing a stately home

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Tell students: *Imagine you are extremely rich. Where do you live? What is your life like? Do you work? Who are your friends?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 **page 46**

- Go through the instructions together. Check the meaning of *stately home* (a large old house that has historical interest and can be visited by the public).
- Students read the fact file and discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2  2.09 **page 46**

- Go through the instructions together.
- Play the recording for students to read and listen and make a note of the changes.
- Check answers as a class.
- Ask: *Do you agree with the changes mentioned?*
- Elicit a few answers.

KEY

(Possible answers)

removing trees to make room for a swimming pool; taking away statues ... to build a bowling alley

Transcript

See Student's Book, page 46.

Exercise 3 page 46

- Ask students to read the *Learn this!* box and complete the rule.
- Students look for examples of the second conditional in the dialogue. With a **weaker class**, remind students that the main clause can go before or after the *if* clause.
- Check answers as a class.

KEY

1 past simple 2 would

But if it were my house, I wouldn't allow people to visit.
If you had a party, you could invite hundreds of people!
The parties would be better if I made a few changes, though. Well, if those trees weren't there, there'd be room for a swimming pool! If you took away all the statues, you could build a great bowling alley there!

Exercise 4 page 46

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

KEY

1 lived; would have 2 visited; would sleep 3 could; was
4 wasn't; would watch 5 played; wouldn't find

For further practice of the second conditional: Grammar Builder 4.2 page 134

- 1 If I weren't too young, I could drive a car.
 - 2 If you were more reliable, he would offer you a job.
 - 3 If her flat weren't/wasn't so small / If her flat were/ was bigger/larger, she would have a dog.
 - 4 If I knew the password, I could use my brother's phone.
 - 5 If she practised, she would be a good guitarist.
 - 6 If it were/was sunny today, we could go to the beach.
- 2 1 lived 2 had 3 could 4 didn't exist 5 found

Extra activity: Fast finishers

Ask **fast finishers** to rewrite the sentences 1–4 making the affirmative clauses negative and the negative clauses affirmative, e.g. *If I didn't live in a mansion, I wouldn't have parties every week.*

Exercise 5 page 46

- Go through rule a in the *Learn this!* box together. Then ask students to find examples of *I wish ...* and *if only ...* in the dialogue in exercise 2. Elicit the tense of the verbs following the two phrases (the past simple).
- Go through rule b together. Then ask students to complete the rules.
- Check answers as a class.

KEY

I wish I lived here. If only I were a member of the Howard family!

1 had 2 lived 3 wouldn't 4 would

Exercise 6 page 46

- In pairs, students discuss the differences in meaning between the two sentences.
- Check answers as a class.

KEY

- a My penfriend cannot speak English.
b My penfriend can speak English but won't.

Exercise 7 page 46

- Go through the *Look out!* box together. Point out that although we often use *were* instead of *was* in second conditional sentences and with *if only* and *I wish*, *was* is equally correct. *Were* sounds slightly more formal, but it is also used in informal English.
- Students complete the sentences.
- Check answers as a class.

KEY

1 would come 2 would give 3 was / were 4 lived
5 was / were 6 would get 7 would leave 8 weren't
9 could

Extra activity

- Ask students to write four sentences, two starting with *I wish ...* and two starting with *if only ...*, e.g. *I wish I had longer hair. If only I were a professional football player.*
- Students then swap their sentences with a partner. They must now think of a matching second conditional sentence for each sentence they have been given and say it to their partner, e.g. *I wish I had longer hair. If I had longer hair, I'd wear it in lots of different styles.*
- Ask a few students to share their ideas with the class.

For further practice of *I wish ...*, *If only ...*: Grammar Builder 4.3 page 134

- 1 2 I wish / If only my dad wouldn't sing in the shower.
 - 3 I wish / If only she wouldn't send me text messages at night.
 - 4 I wish / If only you wouldn't borrow my dictionary.
 - 5 I wish / If only our car wouldn't break down on the motorway.
 - 6 I wish / If only you wouldn't tell people my secrets.
- 2 1 had 2 would stop 3 would take
4 understood 5 liked 6 would finish

Exercise 8 page 46

- Go through the instructions together and give students two minutes to think of two sentences for each of the points.
- In pairs, students compare their ideas.
- Circulate and monitor, making a note of any errors you hear. When students have finished, write the errors on the board without saying who made them. Students can correct the mistakes as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the second conditional, 'I wish ...' and 'if only ...' to talk about imaginary situations.*

4E Word Skills

do, make and take

LESSON SUMMARY

Reading: A dialogue about an unusual home

Vocabulary: *do, make and take*

Speaking: Describing homes

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Books closed, ask students: *What would be the perfect location for your house?* Give an example, e.g. *I'd like a house by the sea, not too close to the beach, but with a view of the water.*
- In pairs, students discuss their ideal location for a house.
- Ask a few students to share their ideas with the class.

Exercise 1 page 47

- Focus attention on the photo and go through the instructions together. Ask: *Do you think the house would be easy or difficult to sell? Why?*
- Elicit a few answers.
- Check the meaning and pronunciation of the nouns and adjectives, particularly *spectacular* /spek'tækjələ(r)/ and *unique* /ju:'ni:k/.
- In pairs, students take turns to act as an estate agent and try to sell the house using the nouns and adjectives.
- Elicit a few descriptions.

Exercise 2 page 47

- Ask students to read the dialogue and complete it. Do not check answers at this point.

Exercise 3 2.10 page 47

- Play the recording for students to check their answers.
- In pairs, they discuss whether or not they think the woman is likely to buy the house.
- Ask a few students to share their ideas with the class.

KEY

1 do 2 take 3 Take 4 make 5 do 6 take
7 make 8 do 9 make 10 do 11 take 12 take

Transcript

Agent Good morning. What can I do for you?

Woman Can I ask you about that amazing house that's built on a cliff?

A Yes, of course. You can take a look at some more pictures on my computer.

W Amazing! Are there any pictures of the inside?

A Yes – and they're just as impressive. Take this one, for example. Look at the view from that sofa!

W I love it. Can I make an appointment to look around?

A I'm afraid you can't do that. The house doesn't exist yet! You need to choose a location first. But the house would only take twelve weeks to build, according to Modscape, the company that supplies them.

W I see. I need to find somewhere soon, so I'll have to make up my mind quickly.

A Can I ask what you do?

W I'm a yoga teacher.

A Where do you teach?

W At the local sports centre. But if I moved to a bigger house, I'd want to make one room into a yoga studio.

A Well, this house would be a great place to do yoga! Just take your yoga mat outside onto the cliff. Imagine the sunrise over the waves, the solitude ...

W I suppose you would be alone there ... except for all the people who stop to take photos of your house!

Exercise 4 page 47

- Ask students to read the *Learn this!* box. They then match the examples in the dialogue with the meanings.
- Check answers as a class.

KEY

do What can I do for you? I'm afraid you can't do that. **Well, this house would be a great place to do yoga.**

make Can I make an appointment to look around?

take Just take your yoga mat outside onto the cliff.

Exercise 5 page 47

- Ask students to read the dictionary extract and answer the questions.
- Check answers as a class.

KEY

1 pt = past tense; pp = past participle 2 Three meanings are included. 3 They are separated with small arrows.

4 Because they show a useful collocation.

Extra activity: Fast finishers

Ask **fast finishers** to find the entry for *do* in their dictionaries and write down the collocations.

Extra activity

- Ask students to brainstorm as many *do, make and take* expressions as they can. Give them one minute for this.
- Elicit expressions. As a class, match them with the basic meanings in the *Learn this!* box where possible.

Exercise 6 page 47

- Students complete the sentences. With a **stronger class**, encourage students to do the exercise without using a dictionary.
- Check answers as a class. For item 1, note that C is the best answer, although A is also possible.

KEY

1 C 2 B 3 A 4 C

For further practice of do or make:

Vocabulary Builder 4E page 123

1 1 make 2 do 3 do 4 make 5 make
6 do 7 make 8 do

2 1 did 2 does 3 (have) made 4 make
5 makes / has made 6 doing

Exercise 7 page 47

- Tell students to check the meanings of the sentences in their dictionaries if necessary.

- They then think about the situations and describe them to a partner.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a variety of phrases with 'do', 'make' and 'take' and use them in a conversation.*

4F Reading

Alternative living

LESSON SUMMARY

Reading: An article about alternative homes

Exam Strategy: Finding evidence in the text for your answers

Vocabulary: Homes: compound nouns

Speaking: Discussing alternative homes

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Give students a minute to brainstorm vocabulary for types of home and parts of a house from 4A.
- Elicit answers.

Exercise 1 page 48

- Focus attention on the photos and the titles of the texts. In pairs, students discuss what the texts may be about.
- Ask a few students to share their ideas with the class. Do not check answers at this point.

Exercise 2 2.11 page 48

- Students read the texts quickly to find the answers.
- Check answers as a class.

KEY

Text A is about a sculptor who makes shelters for homeless people out of rubbish. Text B is about people who build their own tiny ecological homes. Text C is about a micro-house designed by the architect Renzo Piano, who designed the Shard in London. Text D is about converting shipping containers into homes for homeless people.

Exercise 3 page 48

- Go through the Reading Strategy together. Then elicit the kinds of words and phrases that would provide evidence to support an answer, e.g. *associated nouns, paraphrasing*.
- Students read the texts to match them with the photos and make a note of evidence to support their answers.
- Check answers as a class.

KEY

1 Text B: miniature homes; And with wheels on their home, ...; cosy wooden home 2 Text D: old shipping containers; stackable; The containers will sit on top of one another with stairs connecting them.

Exercise 4 page 48

- Ask students to read the texts again and match the texts with the sentences, making a note of evidence to support their answers.
- Check answers as a class, but do not ask students about the evidence they found at this point.

KEY

1 B (Now you can find thousands of instructional videos on YouTube, if you want to make your own!) 2 A (Gregory searches on rubbish dumps to find pieces to use. A washing machine door ... A fridge door ... has useful shelves on the inside.) 3 C (The house is called 'Diogene', named after the ancient Greek philosopher Diogenes, who rejected luxury by living in a large ceramic jar!) 4 B (Ryan Mitchell, founder of thetinylife.com website, who organises conferences for interested people.) 5 C (It's really energy-efficient, with solar panels on the roof.) 6 D (The Brighton Housing Trust has been inspired by a similar housing estate in the Netherlands.) 7 D (They are also stackable. The containers will sit on top of one another with stairs connecting them.)

Exercise 5 page 49

- In pairs, students compare the evidence they found to support their answers for exercise 4.
- Check answers as a class.

Exercise 6 page 49

- Students match the words to make compound nouns and identify the two which are written as one word.
- Check answers as a class. Ask students to work out the meaning of any unknown words from the context.

KEY

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

Extra activity: Fast finishers

- Write the following words on the board:
A central, double, kitchen, wall, water
B butt, diner, glazing, heating, insulation
- Ask **fast finishers** to match words from A with words from B to make compound nouns.
- Ask them why they would be important for an alternative home like the ones described in the text.

KEY

central heating, double glazing, kitchen diner, wall insulation, water butt

Exercise 7 2.11 page 49

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

KEY

1 He finds them in rubbish dumps. 2 He sometimes uses a fridge door. 3 She has been living there since 2004. 4 He is famous for designing the Shard in London. 5 It has solar panels and a container to collect rainwater. 6 In the Netherlands.

Transcript

See Student's Book, page 49.

Exercise 8 page 49

- Go through the questions together. Encourage students to use the compound nouns where possible in their discussion.
- In pairs students discuss the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Write *mobile home* on the board and elicit its meaning. Ask students which of the two homes in the texts are true mobile homes (a and b). Point out that all four homes can be moved around easily.
- Ask: *In the twenty-first century, is mobility important for people? Do you think mobility is sometimes more important than owning a big, comfortable home? Which age group might a mobile home most appeal to?*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about alternative homes. I can find evidence in a text to support my answers. I can understand and use compound nouns connected with homes. I can discuss alternative homes.*

4G Speaking

Photo comparison and discussion

LESSON SUMMARY

Vocabulary: In the house

Exam Strategy: Comparing and contrasting photos using comparative and superlative forms; phrases for gaining time

Listening: Students comparing and contrasting photos of student accommodation

Speaking: Discussing renting a flat on a gap year

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercises 10 and 11 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Tell students about an occasion when you travelled abroad alone for the first time or use the following example: *When I was fourteen, I travelled alone from England to Australia to visit family there. It was the first time I had travelled abroad without my family and I had never met my Australian relatives before. I was excited on the flight but after I arrived, the reality of what I had just done hit me and I missed my home very much.*
- Ask students to imagine they are going abroad on their own to a country they have never visited before to stay with people they have never met. Then ask: *How would you feel before and during the journey? How would you feel once you have arrived? What could you do to make your arrival in a new country easier?*
- Students discuss the questions in pairs.

- Ask a few students to share their ideas with the class.

Exercise 1 page 50

- Go through the furniture vocabulary together and check meaning and pronunciation.
- With a **weaker class**, briefly revise prepositions of place.
- In pairs, students describe the furniture in the rooms.
- Elicit some descriptions and ask a few students which room they like best and why.

KEY

bedside table, bunk bed, curtains, cushion, double bed duvet, fridge, hook, kitchen cupboard, lamp, microwave, pillow, shelf

For further practice of in the house vocabulary: Vocabulary Builder 4G page 123

3 1 stool 2 cot 3 chandelier 4 pillow
5 bucket 6 kettle

4 1 armchair, sofa, stool 2 basin, bucket, kettle, sink
3 chandelier, desk lamp, dishwasher, freezer, fridge, hairdryer, kettle, toaster, tumble dryer, wall light, washing machine, (electric) blinds, (electric) fireplace, (electric) radiator 4 bunk bed, cot, duvet, mattress, pillow, wardrobe 5 blinds, curtains, shutters
6 chandelier, desk lamp, wall light 7 fireplace, radiator 8 carpet, doormat, rug

Exercise 2 page 50

- Go through the instructions, Speaking Strategy 1 and the task together.
- Elicit that students need to complete the sentences with comparative and superlative forms.
- With a weaker class, you could do the first question together as an example.
- Check answers as a class.

KEY

1 less (tidy) than 2 more 3 isn't as (bright) as
4 the (nicest rooms I've) ever

Exercise 3 2.12 page 50

- Go through the instructions together.
- Play the recording for students to compare their ideas.
- Working individually or in pairs, students decide whether or not they agree with the speaker and give reasons.
- Ask a few students to share their ideas with the class.

KEY

Room A

Transcript

Both photos show rooms. Photo A is of a room in hostel, I think, whereas the second shows a small flat. There are bunk beds in the room in the hostel, but the other room has got a double bed. In photo A, I can also see some clothes and bags. I think photo B shows a one-bedroom flat because I can see a kitchen at the end of the room. While photo A shows a rather untidy room, the room in photo B is very tidy. The flat looks comfortable and the furniture is nice and modern. The room in the hostel looks quite cosy. However, the furniture looks a bit old and worn out.

I think I'd prefer to live in the first room, in the hostel. I like the idea of sharing with other students, despite the lack of privacy. I think I'd need the company of other people. Not only that, I think the flat would be very expensive, while the hostel would be much cheaper.

Exercise 4 2.12 page 50

- Go through the instructions together.
- Play the recording for students to complete their answers.
- With a **stronger class**, you could ask students to complete the sentences before listening again to check.
- With a **weaker class**, you could stop the recording after they have heard the answer to each question.
- Check answers as a class.

KEY

1 whereas 2 but 3 While 4 However 5 despite

Transcript

See exercise 3.

Exercise 5 page 50

- Go through the instructions and the task together.
- Elicit ideas for the first bullet point and write them on the board.
- Working individually or in pairs, students think of one advantage of staying with a host family and one of staying in university accommodation for the three remaining bullet points.
- Circulate and monitor, helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 6 2.13 page 50

- Go through the instructions together.
- Play the recording for students to listen and make notes.
- Check answers as a class.

Transcript

Girl I'm going to spend three months in the UK studying English at a British university. I can stay with a host family or in university accommodation. Can you give me some advice about which would be better?

Boy Yes, of course. Let me see. One advantage of staying in university accommodation is that it would be very convenient. You'd be on campus so you wouldn't have to travel.

G Yes, that's true, but I might have to share a room. And I'd have to buy meals. Do you think it might be more expensive than staying with a host family?

B I'm not sure about that. I think student canteens are quite cheap.

G What are the other advantages of university accommodation?

B I think the social life would be better. You'd be with a big group of students from all over the world. I think you'd make lots of new friends. You'd have lots of fun.

G That's a good point. What are the benefits of staying with a host family, do you think?

B Well, you wouldn't have to cook because you'd eat with the family. That would save a lot of time. What else? Well, with a host family you would speak lots of English so your English would improve.

G But the students in the university accommodation would all speak English together. English would be their common language.

B That's true, but they aren't native speakers, are they? I think it's better to speak with native speakers.

G OK, you could be right.

B Thinking about it, there's another advantage: you would experience the British way of life and learn about British culture.

G Yes, good point. All things considered, I suppose the host family would be better.

B I agree.

Exercise 7 page 50

- Go through Speaking Strategy 2 and the instructions together and make sure students understand what they have to do.
- Check answers as a class.
- Encourage students to read out the key phrases and check pronunciation and intonation.

KEY

1 see 2 think 3 Thinking 4 considered 5 suppose
6 else 7 point

Exercise 8 2.13 page 50

- Play the recording again for students to tick the phrases that were used.
- Check answers as a class.

KEY

Let me see, That's a good point, What else? Well, ... ,
Thinking about it, ... , All things considered, ...

Transcript

See exercise 6.

Exercise 9 page 50

- Go through the instructions and the task together.
- Students work in pairs to make notes for the four points.
- Circulate and monitor, helping where necessary.

Exercise 10 page 50

- Students practise their conversation in pairs.
- Ask a few pairs to perform their conversations for the class.

Exercise 11 page 50

- Students do the speaking task on page 144.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare ideas and justify opinions in a discussion about accommodation for a gap year. I can use phrases that buy time for me to formulate opinions.*

4H Writing

An email

LESSON SUMMARY

Vocabulary: Moving house; introducing preferences

Reading: An email about moving house

Exam Strategy: Appropriate language for informal emails and letters

Grammar: *would rather, had better*

Writing: An email about moving house

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students: *Has anyone moved house recently?*
- Elicit a few positive and negative experiences of moving house. If time allows, students can discuss in pairs the positive and negative effects of moving house.
- Ask a few students to share their ideas with the class.

Exercise 1 page 51

- Go through the instructions together.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.
- Then ask: *What do you think of the house in the photo?*
- Ask a few students to share their ideas with the class.

Exercise 2 page 51

- In pairs, students read the email and answer the question.
- Check answers as a class.

KEY

(Possible answer)

I think Ellie is happy with her new home. She talks about the advantages of the new flat, such as being close to the shops and making friends with her neighbour.

Exercise 3 page 51

- Go through the instructions and task together. Elicit whether or not the email covers all four points in the task.
- Students find sentences to match the points.

KEY

The email covers all four points in the task.

1 *It's brilliant being so close to the shops, and the flat is bigger than our old one.* **2** *It's quite noisy, though, as there is a lot of traffic. I'd rather it were further from the main road.* **3** *I met one of our neighbours yesterday. She's about my age.* **4** *Also, would it be OK if I used your bike for a few days?*

Exercise 4 page 51

- Go through the Writing Strategy and task together.
- Students study the email and answer the questions.
- Check answers as a class.

- With a **stronger class**, ask students how many informal versions of *I look forward to receiving your reply* they can come up with. With a **weaker class**, pre-teach the following informal equivalents:

Write soon.

Looking forward to hearing from you.

Hope to hear from you soon.

KEY

(Possible answers)

1 *I look forward to receiving your reply. More informal: Looking forward to hearing from you! Write soon!* **2** *We've, It's, I'd; She could have used: Hope everything's OK with you; There's a lot of traffic; Mine's at the bike shop.* **3** *Got to go now. 'I've' has been omitted.*

Language notes

- Omitting words is known as ellipsis. The type of ellipsis in the email occurs when words can be left out without affecting the meaning of the sentence. In informal English, unstressed words at the beginning of a sentence can be left out if the meaning is clear. *I've finished my homework!* = *Finished my homework!*
- Had better* is used to give strong advice and may suggest urgency or a threat. It is not often used in formal English. *You'd better leave now. It's about to rain.* *He'd better stop shouting. If he doesn't, he'll get into serious trouble!*

Exercise 5 page 51

- Go through the *Learn this!* box together. Make sure that students understand the difference between *would rather (not) + infinitive without to* and *would rather + subject + past simple*.
I'd rather not go to the cinema. (I don't want to go to the cinema.)
I'd rather you didn't go to the cinema. (I don't want you to go to the cinema.)
- Students find examples of the structures in the email.
- Check answers as a class.

KEY

would rather *I'd rather it was ... further from the main road. I'd rather not go alone. ... I'd rather cycle to school than get the bus.* **had better** *I'd better finish my homework before bed.*

Extra activity

- Write the following sentences on the board:
I don't like it when she stays out late.
I want them to leave now.
I'd prefer to sit outside.
You should talk to your teacher.
Ben doesn't want the pasta. He wants the pizza.
- Ask students to paraphrase the sentences using *would rather* or *had better*.

KEY

I'd rather she didn't stay out late.
I'd rather they left now.
I'd rather sit outside.
I'd rather you talked to your teacher.
Ben would rather not have the pasta. He would rather have the pizza.

For further practice of *would rather, had better*: Grammar Builder 4.4 page 135

- 1 **2** *I'd rather live near the mountains.* **3** *I'd rather she gave me CDs.* **4** *I'd rather she arrived early.*
5 *I'd rather he cooked burgers.*
6 *I'd rather they had a cat.*
- 2** **2** *We'd better save some money for the journey.*
3 *You'd better not tell her about that email.*
4 *We'd better go home – it's late.*
5 *We'd better work hard for these exams.*
6 *You'd better not drink that milk; it smells funny.*

Exercise 6 page 51

- Ask students to read the task and make notes for each of the points.
- Circulate and monitor, helping with ideas where necessary.

Exercise 7 page 51

- Students complete the phrases and find two more examples in the email.
- Check answers as a class.

KEY

1 hope **2** all **3** going **4** are **5** from **6** touch
7 write **8** hi **9** love
Hope everything's OK with you. Got to go now.

Exercise 8 page 51

- Check that students are aware of the word count before they start writing.
- Students write their emails using ideas, words and phrases from exercises 6 and 7. Remind them to use informal language, contractions and ellipsis where possible.
- Students edit their work using the *Check your work* box.

Extra activity: Fast finishers

Ask **fast finishers** to swap emails with a partner and give feedback on them.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an email using informal language, including contractions and ellipsis. I can write my own email about a move to the country using the target language.*

Map of resources

5A Vocabulary

Student's Book, pages 52–53; Workbook, page 52
Photocopiable: 5A (Computing)

5B Grammar

Student's Book, page 54; Workbook, page 53
Photocopiable: 5B (Quantifiers)

5C Listening

Student's Book, page 55; Workbook, page 54

5D Grammar

Student's Book, page 56; Workbook, page 55
Photocopiable: 5D (Modals in the past)

5E Word Skills

Student's Book, page 57; Workbook, page 56

5F Reading

Student's Book, pages 58–59; Workbook, page 57

5G Speaking

Student's Book, page 60; Workbook, page 58
Photocopiable: Functional Language Practice (Expressing opinions)

5H Writing

Student's Book, page 61; Workbook, page 59

Culture 5

Student's Book, page 118
DVD and DVD worksheet: Unit 5

Classroom Presentation Tool Unit 5

End of unit

Unit Review: Workbook, pages 60–61
Photocopiable: Grammar Review
Exam Skills Trainer 3: Student's Book, pages 62–63
Cumulative Review I–5: Workbook, pages 116–117
Progress Test and Short Tests: Unit 5
Cumulative Test: Units 1–5

5A Vocabulary

Computing

LESSON SUMMARY

Vocabulary: Computing verbs; computing: useful collocations

Listening: Calling a helpline

Grammar: Imperatives

Speaking: Technology quiz; instructions for digital technology

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercise 8 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Elicit technological devices, e.g. *tablet, mobile phone*.
- Tell students: *You are going to find out the following: How many devices does each student have? How many hours do they spend on them each day?*
- Put students in groups. Students take turns to ask the person next to them the questions. One person records the answers.
- Ask each group to report back to the class. Write the results on the board. Are any of the results surprising?

Exercise 1 page 52

- Go through the uses of computers and tablets together.
- Students decide which things they use their computers or tablets for and think of more uses.
- Elicit ideas.

Exercise 2 page 52

- In pairs, students take turns to ask and answer questions about the uses in exercise 1 using *How often ...?* Encourage them to answer giving as much information as they can.
- Elicit a few answers.

Exercise 3 page 52

- Check the meanings of the verbs and practise their pronunciation.
- Students complete the quiz questions in pairs.
- Check answers as a class.

KEY

2 upload 3 search 4 update 5 comment
6 rate 7 set up 8 log on 9 subscribe
10 forward 11 print 12 install

Exercise 4 page 53

- Go through the instructions together, making sure that students understand what they have to do.
- In pairs, students take turns to ask and answer the questions.
- Students calculate their partner's score and read the answer key to find out how tech-savvy they are.
- Find out the most common score in the class.

Exercise 5 2.14 page 53

- Ask students to read the instructions and the words and phrases in the table. Check any unknown vocabulary, e.g. *scroll (up / down)* (to move text up and down on a computer screen) and *paste* (to copy or move text or an image into a document from somewhere else).
- Students form the collocations.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

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

Transcript

See Student's Book, page 53.

Extra activity: Fast finishers

Ask **fast finishers** to write sentences using the collocations in exercise 5, e.g. *You close a document when you have finished reading it. You scroll down the page to read everything on it.*

Exercise 6 2.15 page 53

- Ask students to read the instructions and the questions. Check the meaning of *check out* (to pay for something online), *basket* (a facility on a website that records items selected by a customer for purchase until the transaction is completed) and *get money off* (to pay a lower price for something).
- Ask: *What is technical support? In what situations might you have to speak to a technical support assistant?*
- Play the recording for students to choose the correct options.
- Check answers as a class.

KEY

1 c 2 a 3 c

Transcript

1 **Helpdesk** Hello, how can I help?

Customer I'm trying to buy an MP3 player for my daughter. I've added it to my shopping basket. I've got a discount code here but I'm not sure what to do with it.

H Is the MP3 player in the basket?

C Yes, it is.

H OK. Click on 'Check out' then enter your payment details.

C I've already done that.

H Good. Click on 'Continue'. On the next page you'll see a summary of your transaction. Can you see that?

C Yes. There's a 'Complete your purchase' button.

H Don't click on that button just yet. Enter the discount code first.

C OK. RX4569PLQ. Click on 'Apply code?'

H Yes.

C Oh dear. It says it's out of date! What a nuisance. Can I have a discount anyway?

H No, I'm afraid not.

C OK, never mind. I'll click on 'Complete your purchase'. Done.

H Is there anything else I can help you with?

C No, that's all. Thanks for your help.

2 **Operator** Good morning. Oxford Savings Bank. How can I help?

Customer Oh, hello. I keep getting emails from you asking me to change my password.

O I'll put you through the department that deals with internet security.

C OK. Thanks.

Helpdesk Hello, technical support, can I help?

C I keep getting emails from you asking me to change my password. But my password works fine. I was wondering what I should do with them.

H You need to be very careful with emails like that. It's probably someone phishing.

C Fishing? On a website?

H It's when someone makes an email look like it's from a real organisation, like a bank. But in fact they're just trying to get personal information from you, like passwords.

C So it isn't from you?

H No, but can you forward it to us, please? And then you should delete the email from your inbox. And whatever you do, don't follow any links contained in the email.

C Who do I forward it to?

H security@osb.com.

C OK, thanks. I'll do that now.

3 **Helpdesk** Good morning. Can I take your name, please?

Customer James Ford.

H Is it all right if I call you James?

C Yes, sure.

H What can I do for you today, James?

C My friend has sent me an email, but I can't see it in my inbox. I've clicked on 'Send and Receive' but I keep getting an error message. It tells me to enter my username and password. I keep doing that, and it says I've got it wrong. But I know I haven't.

H OK, have you tried sending an email too?

C Yes, with the same result.

H You probably just need to reset your password. Can I just take you through a few security questions?

C Sure.

H What are the first and second letters of your mother's maiden name?

C B and R.

H And your house number and postcode?

C 51 and ZX3 HJ51.

H Thank you. And your date of birth?

C 20th July 1996.

H OK, I've sent you an email with a code to your other email address. Log on to your email account. Once you've got it, you can reset your password using the code provided.

C OK, thanks. I'll give it a go. It's odd because my other email account seems to be working perfectly well.

Exercise 7 2.15 page 53

- Ask students to read the *Recycle!* box and the instructions.
- Check the meaning of the verbs.
- With a **stronger class**, ask students to try to complete the sentences before they listen again.
- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

1 Don't click on 2 Enter 3 delete
4 don't follow 5 Log on

Transcript

See exercise 6.

Exercise 8 page 53

- Go through the instructions together.

- Give students a minute to read the target language in exercises 3, 5 and 7 again.
- Focus attention on the example and point out the word *then*. Elicit other words that can be used to sequence steps in a process, e.g. *first, second, next, after that, finally*.
- In pairs, students take turns to give each other instructions.
- Circulate and monitor, helping with vocabulary and grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about computers and communication technology using computing verbs, collocations and imperatives.*

5B Grammar

Quantifiers

LESSON SUMMARY

Reading: A text about a man who loves technology

Grammar: Quantifiers: *every one of* and *none of*

Speaking: Making predictions about classmates

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 8 and 9.

LEAD-IN: 2-3 MINUTES

- Tell students: *Think of parts of your day when you are not using technology, for example, when you're sleeping or when you're at school. Can you think of any other times?*
- Elicit some answers and write them on the board. Ask: *Do you think an app or some kind of device would be useful during these times? What would it do?* Give students an example, e.g. *I'd like an app that tells me how long it takes me to fall asleep and how well I sleep. I'd like a device that tells me how fast I'm walking.*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 54

- Focus attention on the photo and the title of the text. Students then answer the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 54

- Students read the text and check their ideas.
- Check the answer as a class.

KEY

The gadgets monitor data about his lifestyle.

Exercise 3 page 54

- Go through the instructions, quantifiers and the *Learn this!* box together. With a **weaker class**, revise the difference between countable and uncountable nouns.
- Students note the types of nouns following each quantifier in the text and complete the table.
- Check answers as a class.

KEY

1 each 2 every 3 a little 4 all 5 any 6 no
7 a few 8 any 9 both 10 many 11 some

Exercise 4 page 54

- Go through the *Look out!* box together. Ask students which part of the table in the *Learn this!* box *none* fits into (uncountable nouns and plural nouns).
- Students find three examples of *of* with quantifiers in the text.
- Check answers as a class. Point out that, with some exceptions, *of* is not used if the quantifier is immediately followed by a noun, e.g. *few people, many dogs, all children*. However, if a determiner (e.g. *the, this*) or pronoun (e.g. *my, its*) follows the quantifier, we use *of*, *one of* or *none of*.
Most children like ice cream.
Most of them like ice cream.
Exceptions to this rule are *plenty of, a lot of, a number of* and *a couple of*.
Plenty of students have their own YouTube channels.

KEY

Most of his gadgets; Every one of them; He doesn't wear all of his gadgets

Extra activity

- Ask students:
What do you think of Chris Dancy's lifestyle?
Do you think he has improved his quality of life?
Are there any disadvantages to his lifestyle?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 5 page 54

- Students study the sentences and work out the difference.
- Check answers as a class. Point out that we rarely use *little* and *few* in informal language. Instead, we tend to use *not much* and *not many*.

KEY

1 a This means 'I've got only a very small number of high-tech gadgets.' b This means 'I've got a number of high-tech gadgets.' 2 a This means 'I have a very limited amount of time / I don't have enough time for computer games.' b This means 'I have some time.'

For further practice of quantifiers:

Grammar Builder 5.1 page 135

- 1 a document, gadget, habit, website b health, homework, information, money, music, software
- 2 1 every 2 either 3 few 4 a little 5 many
6 all 7 every 8 Every; each
- 3 2 I'm going to invite all my friends / all of them to my party. 3 I haven't got any wearable gadgets.
4 I like both tablets and laptops. / I like both of them. 5 I've got a little money left. 6 None (of them / of the students) got full marks in the exam.
7 Yes, I won every match / every one of my matches / every one of them. 8 No, I don't like either Adele or Emeli Sandé / either of them.

Exercise 6 page 54

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

KEY

1 few 2 Most 3 some 4 any 5 both
6 None 7 little

Exercise 7 page 54

- Students rewrite the sentences. With a **weaker class**, remind students to add *of* after some of the quantifiers.
- Check answers as a class.

KEY

1 I have little IT homework this weekend. 2 Most (of the) students own a computer. 3 Few of my friends use Twitter. 4 Both Sam and Ben love Facebook. 5 I will text you either on Saturday or on Sunday. 6 There are no documents in the folder. 7 Marlon has a gadget on each wrist. 8 I downloaded every one of the apps to my new phone. 9 I don't spend much time using social media. 10 None of my gadgets are expensive.

Extra activity: Fast finishers

- Write the following on the board: *enough, several, plenty, a number, a couple, neither*
- Ask **fast finishers** to add them to the correct part of the table in the *Learn this!* box.

KEY

Enough and plenty can be used with plural and uncountable nouns.
Several, a number and a couple can be used with plural nouns.
Neither can be used with singular countable nouns.

Exercise 8 page 54

- Students write sentences about their classmates.

Exercise 9 page 54

- Encourage as many students as possible to give their predictions. When students have finished speaking, ask for a show of hands for each prediction and elicit a sentence for each, e.g. if only very few students shop online, write: *Very few students shop online.*
- Ask students if they are surprised by any of the results.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use quantifiers correctly. I can understand a text about a man who loves technology. I can make predictions about my classmates' use of technology using quantifiers.*

5C Listening**Navigation nightmare****LESSON SUMMARY**

Listening: A dialogue about an amusing satnav mistake; problems with gadgets

Exam Strategy: Distinguishing between fact and opinion

Vocabulary: Gadgets; expressing opinions

Speaking: Discussing technology

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students to imagine that the entire internet has stopped working. Then ask: *Will we be able to continue our lives as normal? Why / Why not? What do you think will happen?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 55

- Focus attention on the photo and elicit a description of what is happening.
- Go through the headlines and check the meaning of *satnav* (a computer system that uses information obtained from satellites to guide the driver of a vehicle).
- Ask a few students to share their ideas with the class.

Exercise 2 2.16 page 55

- Ask students to read the headlines again and note the key words.
- Play the recording for students to choose the correct headline.
- Check the answer as a class. Then ask a few students to say what they think about the story.

KEY

B

Transcript

Man Have you see this story in the newspaper?

Woman Which one?

M The one about Sabine Moreau, a woman from Belgium. It's quite funny. Listen to this: 'When 67-year-old Sabine Moreau got in her car and set off from her home in Belgium, she was planning to pick up a friend from a station about 60 km away. She used her satnav to guide her and did not notice when the satnav started taking her in the wrong direction. She ended up about 1500 km away in Croatia, having travelled through six different countries! The journey took two and a half days, it says here.'

W That's amazing. What did she do when she got Croatia?

M She had to drive all the way home again!

W I reckon she just wanted to spend a couple of days on her own. I mean, I don't think you can drive across six countries by mistake! Did anyone notice that she was missing?

M Er ... yes, they did. It says here: 'During that time, Ms Moreau's son contacted the police and told them that his mother had disappeared. When reporters asked Ms Moreau about her mistake, she told them that she had had a few things to think about and hadn't really noticed what was happening.'

W That's what she says now. But in my view, she invented the whole story about the satnav.

M I'm not sure. I expect hundreds of people end up in completely the wrong place because of their satnav. When you're following a satnav, you stop thinking for yourself.

W I know ... but you don't drive for two and half days. That's ridiculous!

Exercise 3 2.16 page 55

- Go through the Listening Strategy and the instructions together.

- Play the recording again for students to decide which sentences are fact and which are opinion.
- Check answers as a class.

KEY

1 fact 2 fact 3 opinion 4 fact 5 opinion 6 opinion

Transcript

See exercise 2.

Extra activity

Ask students if they believe Mrs Moreau's version of events. Students discuss what happened in pairs.

Exercise 4 page 55

- Check the meaning of the gadgets, especially *Bluetooth* (a wireless technology which allows you transmit data from one device to another over short distances).
- Students match the photos to three of the gadgets.
- Check answers as a class.

KEY

A smartwatch B digital radio C games console

Extra activity: Fast finishers

- Refer **fast finishers** to the headlines in exercise 1 and ask them to think of two more headlines for stories about a failure of technology.
- Students then swap headlines with a partner, who must come up with a plausible fact and an opinion for each headline, e.g.
'Man falls off roof trying to get internet connection'
 Fact: *The internet provider had a fault in the area.*
 Opinion: *I expect he was trying to get the latest football results.*

Exercise 5 2.17 page 55

- Play the recording for students to write down the gadgets.
- Check answers as a class.

KEY

1 smartphone 2 satnav 3 MP3 player
4 camcorder 5 games console

Transcript

1 **Customer** Hi. I wonder if you can help me?

Assistant Sure. What's the problem?

C My smartphone is locked. If I put the passcode in, nothing happens.

A Right. Can I see?

C Yes. Look: 5-2-6-1. Nothing.

A Hmm. This phone automatically locks if an incorrect passcode is entered three times. Are you sure you've got the right passcode?

C Yes, I'm sure. But my three-year-old son was playing with it this morning ...

A Ah, well that could be the problem. I expect he's pressed some keys and locked your phone. Anyway, I'm afraid I can't help you. We can't unlock phones here. You need to contact your phone network. They're the only people who can unlock it.

C How long does it take?

A It's hard to say. I reckon you should allow at least three or four days.

C Oh dear! That's quite a long time. Are you sure you can't do anything to help me?

A I'm afraid not.

2 **Man** Can I help you?

Woman Oh, yes. Do you live around here?

M You could say that. That's my house!

W I'm trying to find the Victoria Hotel. My satnav says it's up this road ...

M But this isn't a road. You can see that! And you're ruining my grass!

W Are you sure this isn't the Victoria Hotel?

M Of course I'm sure! I live here!!

W Oh, how annoying. All right, I'll turn around.

M Don't turn around, you'll ruin the plants. Just go backwards.

W All right. Look, it isn't my fault. I'm just following the satnav. Do you know where the hotel is?

M I think there's a hotel around the next corner. But it isn't called the Victoria Hotel. It's the Empire Hotel.

W The Empire Hotel. That's the one!

M You said the Victoria.

W I know, but I'm pretty sure it's called the Empire. Thank you. Bye!

M Don't drive over my ... roses.

3 **Girl** Have you been using my MP3 player?

Boy Er ... no.

G Yes, you have!

B Well, maybe once or twice. How do you know?

G Because all the songs are different!

B I added a few songs, you're right. Do you like them?

G Not really. Why did you erase all my songs?

B I didn't erase anything. I just copied about ten new songs onto it.

G You did erase them. Look – there are only ten songs on here now, and they're yours. Mine aren't here.

B Oh, I'm sorry. Never mind – you've got a back-up of your songs on your computer, haven't you?

G No, I haven't! I loaded them onto the MP3 player from a friend's tablet.

B That's stealing.

G It isn't stealing. He said it was OK.

B I don't mean stealing from your friend. I mean stealing from the people who made the songs. It's called copyright theft and it's damaging ...

G Look, that isn't the point! Don't use my MP3 player without asking!

4 **Dad** You were great. I didn't know you could dance so well!

Girl Thanks, Dad. Did you video any if it?

D Yes, I did. I used my new camcorder.

G Ooh. Let me see.

D There should be four or five clips.

G These are all clips of a football match!

D Oh. I recorded those yesterday. I wonder what happened.

G Basically, you didn't record anything at all tonight.

D I tried to! Actually, it did keep giving me a message – something about 'memory full'. I wasn't sure what it meant.

G It means the memory is full.

D So, what do I do about that?

G Never mind. Actually, all the members of the cast are getting together a bit later to celebrate the end of the show. I'll talk to people there. Maybe somebody else videoed it.

D I hope so. I think the man next to me had a camcorder too.

G OK. Anyway ... Thanks for coming. Glad you enjoyed it!

5 **Boy** Is that a new games console?

Girl No, it isn't. But it's a new game.

- B** It looks good. What's it called?
G Temple of Fear. It's fun ... but I'm stuck.
B I reckon you need to get to the other side of that river.
G I agree. But how?
B I'm not sure. Keep looking for clues. Maybe there's a secret bridge – or a boat.
G I've nearly run out time.
B How do you know?
G There's a timer in the corner. I've got less than twenty seconds left! And I've been stuck in the same place for ages.
B What does that number mean? Three. Is that how many lives you've got left?
G No, that's my score. I've got three points.
B Only three points? That's terrible.
G I know. But it's my first time.
B Even so ... three points! And look at the top score: it's over a million.
G Yes, all right. I know I'm doing badly, you don't need to tell me.

Exercise 6 2.17 page 55

- Ask students to read the questions and check any unknown vocabulary.
- Play the recording for students to choose the correct option.
- Check answers as a class.

KEY

1 b 2 a 3 c 4 c 5 a

Transcript

See exercise 5.

Exercise 7 page 55

- Go through the uses of each of the gadgets in exercise 4.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can distinguish between facts and opinions in a listening task. I can express my opinions in a conversation about technology.*

5D Grammar

Modals in the past

LESSON SUMMARY

Reading: A dialogue about a problem with a phone

Grammar: Modals in the past

Speaking: Speculating on what might have happened

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Write the following on the board and check the pronunciation and meaning: *cybercrime* /'saɪbəkraɪm/ (a crime that is committed using the internet, for example by sending a virus to somebody's computer); *hacker* /'hækə(r)/ (a person who secretly looks at and/or changes information on somebody else's computer system without permission); *malware* /'mælweə(r)/ (software such as a virus on a computer or computer network that the user does not know about or want).
- Ask students if they have ever had personal experience of cybercrime or malware.
- Elicit a few answers.

Exercise 1 page 56

- Students read the dialogue and decide who has a problem with their phone.
- In pairs, students explain their answer.
- Check the answer as a class.

KEY

(Possible answer)

Both. Archie's phone hasn't been working for a week. Freya might have downloaded malware on her phone.

Exercise 2 2.18 page 56

- Play the recording for students to focus on the pronunciation of *have*.
- Check and drill the pronunciation: /həv/.

Transcript

See Student's Book, page 56.

Exercise 3 page 56

- Ask students to read the *Learn this!* box.
- Elicit the structure of modal verbs to talk about the past: modal verb + *have* + past participle.
- Ask students to find the modal verbs in the dialogue.
- Check answers as a class.

KEY

might have sent; can't have sent; must have used; shouldn't have clicked (on); should have warned; might not have downloaded; could have gone

Exercise 4 page 56

- Students find the sentences which could also be expressed with *may*, *might* or *could have* and rewrite them.
- Check answers as a class.

KEY

You've possibly downloaded some malware onto your phone: You may / might / could have downloaded some malware onto your phone. It's possible that you were lucky: You may / might / could have been lucky.

For further practice of modals in the past:

Grammar Builder 5.2 page 136

- 1 1 a 2 c 3 a 4 c 5 c 6 c 7 a 8 b 9 c
 2 2 should have / ought to have 3 may / might / could have 4 can't have 5 must have
 6 shouldn't have / ought not to have 7 must have
 8 might / may / could have

Exercise 5 page 56

- Ask students to read the dialogues, paying special attention to the last line. Before students do the exercise, ask them to guess what a logical reply might be in the middle line.
- Students choose the correct options.
- Check answers as a class.

KEY

1 b 2 c 3 c

Exercise 6 page 56

- Students rewrite the sentences.
- Check answers as a class.

KEY

1 shouldn't have lent 2 could have deleted your messages
3 must have sent that email 4 may not have dialled
5 should have turned 6 can't have phoned

Exercise 7 page 56

- As a class, elicit what students can see.
- In pairs, students speculate on what might have happened.
- Ask a few students to share their ideas with the class.

Lesson outcome

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

5E Word Skills

Adjective + preposition

LESSON SUMMARY

Reading: An article about a man who tried to stop his son playing video games

Vocabulary: Adjective + preposition

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *When does using social media make you feel good? When does it make you feel bad?* Make a suggestion, e.g. *Maybe you feel bad when someone tags you in a photo. You don't like your appearance in the photo, but by the time you realise it's been posted online, all your friends and acquaintances have seen it.*
- In pairs, students answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 57

- Go through the instructions and the activities together.
- In pairs, students discuss the questions.
- Elicit a few answers. Then ask: *Do your parents ever try to stop you from doing the activities? What do they do?*

- Elicit a few answers.

Exercise 2 page 57

- Ask students to read the instructions and check the meaning of *addicted* (unable to stop taking or doing something harmful).
- Ask students to read the article and find the paragraph that goes into detail about video game addiction (the last one).
- Students discuss the questions in pairs.
- Check the answer as a class.

KEY

There is no evidence apart from his father's concern. We do not know how much time he spent playing them, and perhaps he just had difficulty finding a job.

Exercise 3 page 57

- Go through the *Learn this!* box together.
- Ask students to look for the adjectives and prepositions in the article.
- Check answers as a class.

KEY

addicted to, angry with, aware of, curious about, familiar with, good at, harmful to, shocked at, unhappy with, worried about

Exercise 4 page 57

- Go through the instructions and dictionary entry together. Students discuss the questions in pairs.
- Check answers as a class.

KEY

to and in; The choice depends on the meaning.

Exercise 5 page 57

- Students use their dictionaries to find the correct prepositions.
- Check answers as a class.

KEY

1 with 2 for 3 with 4 to 5 with 6 in

Exercise 6 page 57

- Students read the text and complete it.
- Check answers as a class. Ask students if they are surprised by the text and if they are, why.

KEY

1 to 2 to 3 for 4 of 5 with 6 with 7 to
8 with 9 about 10 with 11 in 12 to

Extra activity: Fast finishers

- Ask **fast finishers** to write a sentence for each of the adjectives in exercise 5.
- If time allows, ask students to gap the adjective or preposition. They then swap sentences with a partner and complete them with the correct adjectives or prepositions.

Exercise 7 page 57

- In pairs, students take turns to tell each other about the different things.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the correct prepositions after adjectives. I can understand them in a text and use them to discuss different subjects.*

5F Reading

Clever machines

LESSON SUMMARY

Reading: An article about the Turing test

Exam Strategy: Answering multiple-choice questions

Vocabulary: Computing collocations

Speaking: Questions to ask a robot that will prove that it is not human

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercises 6 and 7 as written tasks for homework and omit exercise 8.

LEAD-IN: 2-3 MINUTES

- Ask students: *What is the difference between robots and humans? What can a human do that a robot can't?*
- Students discuss the question in pairs.
- Ask students to share their ideas with the class.

Exercise 1 page 58

- Students read the conversation and discuss in pairs which is the robot. They should give reasons for their answers.
- Elicit ideas from a few students.

Exercise 2 page 58

- Students scan the text to check their answer in exercise 1.
- Check the answer as a class.

KEY

A is the computer and B is the human.

Exercise 3 page 58

- Go through the Reading Strategy together. Then ask students how information might be expressed differently, e.g. it might be paraphrased or synonyms or associated words might be used.
- Students do the task.
- Check answers as a class.

KEY

2 d; even then scientists believed that one day machines would be able to 'think' and that they would probably be as intelligent as humans. 3 It doesn't contain any of the same words as the answer. 4 Around the middle of the last century = Fifty or sixty years ago; in the future = one day; computers = machines; people = humans; be equally clever = be as intelligent as

Exercise 4 page 59

- Ask students to make a note of the phrases or words in the text that help them to choose the correct options.

- Check answers as a class.

KEY

2 b 3 c 4 a 5 c

Extra activity: Fast finishers

- Write the following questions about the text on the board:
 - 1 How often is the Loebner competition held? (every year)
 - 2 Which country's code did Turing help to break in the Second World War? (Germany's)
 - 3 How do the judges do the Turing test? (They sit at a screen and have a conversation with a chatbot for five minutes. They then decide if they are talking to a human or a machine.)
 - 4 Why didn't Mitsuku pass the Turing test? (It talked about humans in the third person.)
 - 5 Why do fans of the Turing test think humans are similar to computers? (They think humans are machines too.)
- Ask **fast finishers** to answer the questions.

Exercise 5 page 59

- In pairs, students discuss the questions
- Ask a few students to share their ideas with the class.

Exercise 6 page 59

- Students complete the collocations and then check their answers in the text.
- Check answers as a class.

KEY

1 (pass) a test 2 (break) a code 3 (come up with) an answer 4 (have) a conversation 5 (exchange) messages 6 (enter) a competition 7 (win) a prize 8 (search) a website

For further practice of verb-nouns collocations: Vocabulary Builder 5F page 123

1 1 make 2 opened 3 informing 4 took up
5 speculate 6 gained 7 post 8 smash

Extra activity

- Write the following questions on the board:
 - 1 Which tests have you passed recently and what results did you get?
 - 2 In what situations would you have to break a code?
 - 3 How do you exchange messages with friends?
 - 4 Think of a competition you entered. What was it and what was the prize?
 - 5 When did you last search a website and why did you search it?
 - 6 If you could have a conversation with someone famous, who would it be and why?
- In pairs, students take turns to ask and answer the questions.

Exercise 7 page 59

- Ask students: *What sort of things would you expect a chatbot to know? What things would they find more difficult to talk about?*
- Elicit ideas as a class.
- In pairs, students think of six questions and/or requests.

Exercise 8 page 59

- Ask two pairs to compare questions with another pair and choose their two best questions.
- Ask one person from each group to write their questions on the board.
- The class vote for the best question overall.

Exercise 9 page 59

- At home, students use their questions from exercises 7 and 8 to ask have a conversation with a chatbot, making a note of the chatbot's answers.
- In the next lesson, put students into groups and ask them to discuss the questions and answers, and if they think a chatbot could trick them.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about artificial intelligence. I can choose correct answers in a multiple-choice task. I can use verb–noun collocations. I can think of questions to prove that a chatbot is not human.*

5G Speaking

Photo comparison

LESSON SUMMARY

Vocabulary: School subjects

Exam Strategy: Finding similarities and differences when comparing and contrasting photos

Speaking: Speculating, comparing photos and introducing opinions

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 8 and do exercise 10 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students: *How good is the classroom technology in this school? Are there enough computers, for example? Imagine a classroom fifty years ago. Without any of today's technology, do you think it was a good place to learn in?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 60

- Ask students to read the instructions, questions and speech bubbles. Then ask: *Why are the modals used?* (Because the sentences are speculations.) *Are the speculations about the past or the present?* (both)
- In pairs, students ask and answer the questions.
- Ask a few students to share their ideas with the class.

KEY

1 science

Exercise 2 2.20 page 60

- Go through the instructions together.

- Play the recording for students to listen and make notes.
- Check answers as a class.

Transcript

This photo show three young students in a big field. It could be a science lesson. Their teacher might have asked them to do a project about the weather. The two girls are holding tablets and the boy is checking a piece of equipment – it looks like something to do with measuring wind. The girls might be recording some results or measurements on their tablets.

Exercise 3 2.20 page 60

- Play the recording again for students to note down the expression they hear. With a **weaker class**, pause the recording after the expression.
- Check answers as a class.

KEY

It looks to me as if ...

Transcript

See exercise 2.

Exercise 4 page 60

- Go through the instructions and the task together.
- Elicit ideas for the first bullet point and write them on the board.
- Students take turns to describe photo B
- Circulate and monitor helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 5 2.21 page 60

- Go through the instructions together. Make sure they understand what they have to do.
- Play the recording and encourage students to take notes.
- Check answers as a class.

KEY

Typical school subjects at primary level.

Transcript

Boy The common theme in the photos is education. Both photos show a lesson of some kind. And in both photos, there are three students. They look quite young, so they're probably primary school students. In the first photo, the students are outside, whereas in the second photo, they're in a classroom. There might be other students in the same classroom, but we can't see them in the photo. It looks like a typical classroom in a primary school: there are lots of pictures and charts on the walls, and it is quite colourful. Unlike the second photo, the first photo does not show the teacher. In the second photo, they're listening to the teacher rather than looking at tablets.

Teacher Do you think the students are finding their lessons interesting?

Boy Interesting? Yes, I do. Not all of them seem very excited – but they look to me as if they're concentrating and happy. So they must find it interesting. And it's really important to enjoy lessons at school, because if you enjoy it, you learn better. If you aren't enjoying a lesson, you often stop concentrating, and then you learn nothing.

Exercise 6 2.21 page 60

- Play the recording again for students to complete the phrases with the missing word.
- With a **weaker class**, you could pause after each key phrase.
- With a **stronger class**, you could encourage them to complete the exercise from memory.
- Check answers as a class.

KEY

1 education 2 lesson 3 classroom 4 teacher
5 tablets

Transcript

See exercise 5.

Exercise 7 page 60

- Ask students to work in pairs and discuss the questions. Remind them that they can refer to things they see in the photos.
- Circulate and monitor helping where necessary.
- Ask a few pairs of students to share their ideas with the class.

Exercise 8 2.22 page 60

- Go through the instruction and task together.
- Play the recording.
- Encourage students to take notes.
- Check answers as a class.

Transcript

Teacher Do you think using smartphones and tablets is a good way for students to learn?

Boy Yes, I do.

T Why?

B Because young people today love playing with phones and tablets. It seems to me that using them for lessons is very motivating for them. Also, you can use a smartphone to access all kinds of information. For me, the important thing is that you find the information yourself – so you're more likely to remember it. In the second photo, they're listening to the teacher rather than looking at tablets. Which is fine – but the way I see it, they're more likely to forget the information, because they aren't discovering it for themselves.

T Do you think it is possible to learn without a teacher?

B Personally, I think it is possible to learn without a teacher. For example, you can learn a lot from the internet. But in my view, you can learn much better when you have a teacher because he or she can explain things to you. In photo B, it looks as though one of the students is asking a question and the teacher is answering. So the teacher can make sure the student really understands. A tablet or a computer can't make sure you understand!

Exercise 9 2.22 page 60

- Play the recording again for students to note down the phrases they hear. With a weaker class, pause the recording after each expression.
- Check answers as a class.

KEY

It seems to me that ... ; For me, the important thing is (that) ... ; the way I see it, ... ; Personally, I think ... ; in my view, ...

Transcript

See exercise 8.

Exercise 10 page 50

- Students do the speaking task on page 144.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos, speculate about what I can see and express opinions.*

5H Writing

An internet forum post

LESSON SUMMARY

Reading: Two internet forum posts about computers

Grammar: Concession clauses

Exam Strategy: Answering all the elements in a writing task

Writing: An internet forum post

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *When you want to buy a new product, do you research it before you buy it?* Give an example, e.g. *I wanted to buy a new car. I wasn't sure which model was the most reliable, so I checked online and bought a few car magazines.*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 61

- Check the definition of *internet forum* (an online site where people can post comments and read about particular subjects).
- Students ask and answer the questions in pairs.
- Elicit answers. Then ask: *Do you ever look at internet forums for information? Do you find them helpful?*

Exercise 2 page 61

- Go through the Writing Strategy together.
- Ask students to read the task and make a note of the verbs which tell them what to do.
- Check answers as a class.

KEY

1 describe 2 compare 3 present 4 ask

Exercise 3 page 61

- In pairs, students read the posts and decide whether the writers completed the task correctly. They should give evidence for their answers.
- Check answers as a class.

KEY

Sam 245 has completed the task correctly. HollyXX has not. She describes her computer's appearance rather than her experience of using it. She gives her own opinion

about teenagers relying too much on computers rather than the opinions of other people.

Exercise 4 page 61

- Check that students understand the meanings of *although*, *even though*, *despite* and *in spite of*.
- Ask students to read the *Learn this!* box. Point out the structures that follow the conjunctions:
although / even though + clause + main clause
She went to school although she didn't feel well.
Even though it was snowing, he went out without a jacket.
despite / in spite of + noun / -ing form / *the fact that* + clause + main clause
Despite the terrible music, the party was great.
In spite of setting off early, I was still late for school.
Despite the fact that she worked hard, her business didn't do well.
- Students find examples of concession clauses in the text.
- Check answers as a class.

KEY

Although it was powerful, ...; Despite its small size, ...;
... despite the fact that I got it second-hand on eBay; ...
although I don't really think it's a serious problem.

Extra activity

Put students in groups. Tell each student to write the beginning of a sentence about the computer or tablet they use at home using *although*, *even though*, *despite* or *in spite of*, e.g. *My computer really belongs to my dad, despite ...*

Another student must complete the sentence, e.g.
My computer really belongs to my dad, despite the fact that it is in my bedroom.

For further practice of concession clauses:

Grammar Builder 5.3 page 136

- 1 **1** Although / Even though **2** despite / in spite of
3 although / even though **4** despite / in spite of
5 although / even though **6** although / even though

Exercise 5 page 61

- Students read the task and note down the key words in each point.
- Check answers as a class.

KEY

describe the tablet and ... its features; give ... instructions;
give your (overall) opinion; explain how it helps you

For further practice of describing computer equipment: Vocabulary Builder 5H page 123

- 2** **1** f **2** a **3** d **4** e **5** c **6** b **7** l **8** j **9** k
10 h **11** i **12** g
- 3** **1** all-in-one desktop **2** battery life **3** flash drive
4 spam filter **5** search engine **6** graphics card
7 Anti-virus protection **8** Trojan horse

Exercise 6 page 61

- Give students a few minutes to brainstorm ideas for each of the points in the task.
- Circulate and monitor, helping with vocabulary where necessary.

Exercise 7 page 61

- Students use their ideas to write their forum post including concession clauses where possible.

Extra activity: Fast finishers

Using their own ideas, **fast finishers** can rewrite the parts of the second forum post in exercise 3 that did not match the points set out in the task.

Extra activity

Students swap forum posts with a partner and give each other feedback on their work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an internet forum post. I can ensure that I address all of the elements in a writing task and use concession clauses.*

Exam Skills Trainer 3

LESSON SUMMARY

Exam strategies: Reading: identifying comprehension questions asking for general or specific information; Listening: listening for ideas and not just words used in true / false statements; Use of English: thinking about grammatical structures when transforming sentences; Speaking: interpreting a photo and giving reasons for your opinion; Writing: thinking of ideas and organising your writing into paragraphs

Reading: Three short extracts from different sources about homes

Listening: A conversation about smartphones

Use of English: Transforming sentences

Speaking: Describing photos and justifying assumptions or opinions

Writing: An internet forum post

LEAD-IN: 2-3 MINUTES

- Tell students about a building that you have vivid, happy memories of, e.g. *I have wonderful memories of my primary school, which was surrounded by gardens and playing fields. I clearly remember the heavy old furniture inside, and the smell of sharpened pencils. My overwhelming feeling when I think about my first school is one of happiness and security. This is because I had wonderful teachers who understood me and helped me to take my first steps in school life.*
- Ask students to think of a place which they have vivid memories of, good or bad.
- In pairs, students take turns to describe the place.
- Elicit some descriptions.

Reading

Exercise 1 page 62

- Go through the strategy and task together and ask students to read the questions carefully.

- Then ask students to note down any words or phrases that indicate whether the question is asking for specific or general information, but do not elicit any answers.
- Students do the task.
- Check answers as a class. Ask students which words helped them to choose their answers.

KEY

1 G 2 S 3 S 4 G 5 G

Exercise 2 page 62

- Students read the texts and choose the correct answer options.
- Check answers as a class. Ask students if the questions ask for specific or general information. (general)

KEY

1 C 2 D 3 B

Extra activity

- Ask students to write two questions for each text asking for specific information.
- In pairs, students take turns to ask and answer the questions they have written.
- Elicit some questions and answers as a class.

Listening

Exercise 3 page 62

- Go through the strategy and task together.
- Students read the statement and decide which extract it matches.
- Check the answer and ask students which words in the other extract might have confused them. Point out that words with more than one meaning, such as *miss*, can be particularly deceptive. Sometimes words which mean the opposite of those in a recording may be used in a true statement, so students need to listen carefully.

KEY

1 B

Exercise 4 2.23 page 62

- Go through the task and the statements together and check that students understand them.
- Play the recording and ask students just to listen.
- Play the recording again for students to answer the questions. With a **weaker class**, play the recording a third time if necessary.
- Check answers as a class.

KEY

1 F 2 F 3 T 4 T 5 F 6 T 7 F 8 F

Transcript

Tim You've got a new smartphone, Sal! Can I have a look at it?

Sal Yes, of course, Tim. I got it for a good price, and it's great for social networking. My parents didn't want me to buy it, though. They keep telling me I spend too much time on my phone already, and this one has even more things to keep me busy!

T You know, I sort of understand their point. I wish my sister would put her phone down once in a while. She even uses it

at the dinner table, and it drives us all crazy! She never hears what we're saying, or talks to us.

S Yeah, some of my friends are like that. It is frustrating. Anyway, my parents don't let anyone bring their phone to the dinner table.

T Really?

S Yeah, it's good because we really do talk about a lot of important things while we're eating. If our phones were on, we probably wouldn't communicate at all.

T Well, my mum thinks the MP3 player on my phone is bad for me, so she only lets me use it for an hour a day. She says it's going to damage my hearing.

S You do listen very loud. I've heard it from across the room. Maybe you could make a deal with your mum. Say you'll agree to play music much more quietly if you can use the MP3 player more often.

T That's a good idea. Thanks! Hey, can you show me what games you have on your phone?

Use of English

Exercise 5 page 63

- Go through the strategy and task together.
- Students read the sentences and answer options carefully and choose their answers.
- Check answers as a class.

KEY

1 few useful links 2 can't have deleted
3 isn't as fast as 4 shouldn't have stayed
5 None of her clothes are

Speaking

Exercise 6 page 63

- Go through the strategy together. Remind students to think about vocabulary they can use to justify their assumptions or opinions as this will affect the quality of their answers.
- Go through the task together. With a **weaker class**, brainstorm vocabulary students can use to describe the photo.
- Students look at the photo and choose the best words to complete the description.
- Check answers as a class. With a **stronger class**, ask students to think of more assumptions about the photo.

KEY

1 sleeping 2 the ground 3 if 4 blanket 5 unaware
6 closed 7 calm 8 asleep 9 tired

Exercise 7 page 63

- Students work individually or in pairs to contrast photos A and B.
- Remind them to include information for all three bullet points.
- With a **weaker class**, you could brainstorm vocabulary relating to the topic of homelessness and write it on the board.
- Circulate and monitor helping where necessary.
- Elicit some ideas.

Exercise 8 page 63

- In pairs, students take turns to answer the questions.

- Elicit some answers.

Writing

Exercise 9 page 63

- Go through the strategy and the instructions together. Encourage students to write brief notes for each of the points.
- Elicit some ideas.

Exercise 10 page 63

- Go through the task together. Make sure students understand that they have to write an internet forum post about a new smartphone.
- Students plan their blog post, thinking about suitable vocabulary and which tenses they need to use. Circulate and monitor, helping where necessary.
- Students write their blog posts.
- Students edit their blog posts and then swap with a partner.
- Students give feedback on their partner's blog posts.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can tell whether a question in a reading comprehension task is asking for general or specific information. I can identify trick words in true / false statements in a listening task. I can complete sentences so they have a similar meaning to the original sentences. I can use details in a photo to justify my assumptions and opinions about it. I can write a forum post using appropriate vocabulary.*

Map of resources

6A Vocabulary

Student's Book, pages 64–65; Workbook, page 62
Photocopiable: 6A (Describing character)

6B Grammar

Student's Book, page 66; Workbook, page 63
Photocopiable: 6B (Defining relative clauses)

6C Listening

Student's Book, page 67; Workbook, page 64

6D Grammar

Student's Book, page 68; Workbook, page 65
Photocopiable: 6D (Non-defining relative clauses)

6E Word Skills

Student's Book, page 69; Workbook, page 66

6F Reading

Student's Book, pages 70–71; Workbook, page 67

6G Speaking

Student's Book, page 72; Workbook, page 68
Photocopiable: Functional Language Practice (Asking for information about a job)

6H Writing

Student's Book, page 73; Workbook, page 69

Culture 6

Student's Book, page 117
DVD and DVD worksheet: Unit 6

Classroom Presentation Tool Unit 6

End of unit

Unit Review: Workbook, pages 70–71
Photocopiable: Grammar Review
Exam Skills Trainer 3: Workbook, pages 72–73
Progress Test and Short Tests: Unit 6

6A Vocabulary

Describing character

LESSON SUMMARY

Vocabulary: Describing character: nouns and adjectives; personal qualities

Grammar: Comparison

Listening: People discussing qualities needed for jobs

Speaking: Discussing personal qualities needed for different situations

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

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

Exercise 1 page 64

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

Exercise 2 page 64

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

KEY

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

Extra activity: Fast finishers

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

Exercise 3 2.24 page 64

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

KEY

See transcript.

Transcript

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

Exercise 4 page 65

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

Exercise 5 2.25 page 65

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

KEY

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

Transcript

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

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

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

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

Extra activity

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

Exercise 6 2.25 page 65

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

KEY

- more sympathetic; better
- as useful
- longer; longer
- the most important
- more popular
- important than
- the most useful

Transcript

See exercise 5.

Exercise 7 page 65

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use nouns and associated adjectives as well as phrases to describe personal qualities. I can understand descriptions of jobs defined by the personal qualities needed to do them. I can discuss the personal qualities needed for different jobs and situations.*

6B Grammar

Defining relative clauses

LESSON SUMMARY

Reading: A text about an ambitious young man

Grammar: Defining relative clauses; omitting the relative pronoun

Speaking: Defining jobs and places of work

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

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

Exercise 1 page 66

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

KEY

(Possible answer)

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

Language note

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

Exercise 2 page 66

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

KEY

a who b which c where d whose

Exercise 3 page 66

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

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

The bank where my mum works is near here.

The bank that my mum works in is near here.

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

KEY

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

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

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

Exercise 4 page 66

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

KEY

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

Extra activity

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

Exercise 5 page 66

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

KEY

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

Exercise 6 page 66

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

KEY

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

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

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

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

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

Exercise 7 page 66

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

KEY

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

Extra activity: Fast finishers

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

Exercise 8 page 66

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

KEY

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

Exercise 9 page 66

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

KEY

(Possible answers)

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use defining relative clauses. I can use 'which', 'who', 'whose', 'where' and 'that' correctly. I can use relative clauses to talk about different jobs and places of work.*

6C Listening

Nellie Bly

LESSON SUMMARY

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

Exam Strategy: Listening for linking words and phrases

Speaking: Discussing Nellie Bly as a role model

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 67

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

Exercise 2 page 67

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

KEY

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

Extra activity: Fast finishers

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

Exercise 3 2.26 page 67

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

KEY

(Possible answer)

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

Transcript

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

Exercise 4 page 67

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

KEY

a however b for that reason c indeed d for instance

Extra activity

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

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

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

Exercise 5 2.27 page 67

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

Transcript

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

Exercise 6 2.28 page 67

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

KEY

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

Transcript

See Student's Book, page 67.

Exercise 7 2.29 page 67

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

KEY

A San Francisco B London C Hong Kong

Transcript

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

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

P Eighty days seems like quite a long time.

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

P So how did Nellie pay for this adventure?

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

P Did the two women travel together?

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

P So it was a race?

G Exactly! Who could go around the world first?

P And how did Nellie get on?

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

P Oh dear. So what happened?

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

Exercise 8 2.29 page 67

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

KEY

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

Transcript

See exercise 7.

Exercise 9 page 67

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for specific information. I can understand linking words and phrases in a text which tell me how pieces of information are connected. I can discuss whether Nellie Bly is a good role model.*

6D Grammar

Non-defining relative clauses

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

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 68

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

Exercise 2 page 68

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

KEY

(Possible answer)

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

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

Exercise 3 page 68

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

KEY

1 after 2 makes sense 3 has

Exercise 4 page 68

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

KEY

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

Extra activity: Fast finishers

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

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

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

Exercise 5 page 68

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

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

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

KEY

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

Exercise 7 page 68

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

Silicon Valley

In California

250,000 people work in I.T.

One of the top research and development centres in the world

Adobe Systems based there

Statue of Liberty

On Liberty Island in New York Harbor

Height: 93 metres

Sent by France as a gift to the US

Represents Libertas, the Roman goddess of freedom

Lionel Messi

Born 1987

Professional footballer

Nickname: the Atomic Flea

FIFA player of the year in 2009

Hunger Games

Dystopian novel

The first book of a trilogy

Written by Suzanne Collins

Film starred Jennifer Lawrence as Katniss

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

Exercise 8 page 68

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

Extra activity

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify, use and punctuate non-defining relative clauses correctly. I can use them to talk about people, objects and places.*

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

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

Vocabulary: Separable and inseparable phrasal verbs

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 69

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

KEY

(Possible answers)

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

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

Exercise 2 page 69

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

KEY

1 before 2 after 3 inseparable

Exercise 3 page 69

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

KEY

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

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

Extra activity

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

Exercise 4 page 69

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

KEY

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

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

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

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

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

Exercise 5 page 69

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

KEY

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

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

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

Exercise 6 page 69

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

KEY

1 look up; look up to them

2 give up; give it up

3 ask out; ask them/her/him out

4 come across; came across it

5 take after; take after them/her/him

Extra activity: Fast finishers

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

Exercise 7 page 69

- In pairs, students take turns to ask and answer the questions in exercise 6.
- Ask a few students to share their ideas with the class.

Lesson outcome

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

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

Reading: An article about a fashion entrepreneur

Exam Strategy: Answering gapped sentence tasks

Vocabulary: Verb + preposition combinations

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

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

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

Exercise 1 page 70

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

Exercise 2 page 70

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

KEY

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

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

b A typical Nasty Gal employee is a woman.

Transcript

See Student's Book, pages 70–71.

Exercise 3 page 71

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

KEY

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

Exercise 4 page 71

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

KEY

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

Exercise 5 page 71

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

KEY

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

For further practice of verb plus preposition combinations:

Vocabulary Builder 6F page 124

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

Extra activity: Fast finishers

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

Extra activity

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

Exercise 6 page 71

- Ask students to read the questions and give them a minute or two to plan their answers by making notes for each one.
- Elicit phrases for offering opinions and agreeing / disagreeing, e.g.
Offering opinions: *In my opinion, ...; As I see it, ...; I'd say that ...*
Agreeing: *I see what you mean. I think you're right. I agree.*
Disagreeing: *Yes, but it could be argued that ...; I take your point. However, ...; I'm afraid I disagree.*
- Put students in groups of three or four. Each student should offer their opinion on one of the questions and then invite the other members of the group to comment.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a fashion entrepreneur. I can complete a gapped sentence task. I can understand verb + preposition combinations. I can give my opinion on Sophie Amoruso, discuss setting up a business and comment on the success of women in business.*

6G Speaking

Guided conversation

LESSON SUMMARY

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

Listening: A job interview with a hotel manager

Grammar: Indirect questions

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

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 72

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

Exercise 2 page 72

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

KEY

(Possible answer)

She is looking for a job at an employment agency.

Exercise 3 2.31 page 72

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

KEY

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

Moving on to the question of ...

Could I ask you about ...?

Transcript

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

Teacher Certainly. What would you like to know?

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

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

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

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

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

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

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

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

S So I would get Sunday and Monday off?

T Yes, that's right.

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

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

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

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

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

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

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

Extra activity

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

Exercise 4 2.31 page 72

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

KEY

1 I was wondering

2 I'd like to know

3 Could you tell me

4 I'd be interested to know

5 May I ask

6 I'd like to know

Transcript

See exercise 3.

Exercise 5 page 72

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

KEY

(Possible answer)

The student uses indirect questions to sound more polite.

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

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

Exercise 6 page 72

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

KEY

2 What does the job involve?

3 What would I be doing in the restaurant?

4 When do I start and finish work exactly?

5 What is the salary?

6 Is accommodation included?

Exercise 7 page 72

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

KEY

(Possible answers)

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

For further practice of working and employment conditions:

Vocabulary Builder 6G page 124

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

Exercise 8 page 72

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

KEY

(Possible answers)

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

Extra activity: Fast finishers

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

Exercise 9 page 72

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

Exercise 10 page 72

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

Extra activity

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can exchange information about holiday jobs and use indirect questions to ask for information.*

6H Writing

A for and against essay

LESSON SUMMARY

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

Exam Strategy: Rhetorical questions

Grammar: Preparatory *it*

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

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 73

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

KEY

(Possible answers)

doctor, nurse, lawyer, teacher

Exercise 2 page 73

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

Exercise 3 page 73

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

KEY

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

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

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

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

Exercise 4 page 73

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

KEY

1 It is certainly true that ...

2 It is also undeniable that ...

3 On the other hand, ...

4 Another problem is that ...

5 On balance, ...

Exercise 5 page 73

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

KEY

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

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

Extra activity: Fast finishers

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

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

How can it be fair that ...?

What could be more exciting than ...?

Exercise 6 page 73

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

KEY

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

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

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

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

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

Exercise 7 page 73

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

Exercise 8 page 73

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a for and against essay about vocational and paid work. I can divide my essay into clear paragraphs. I can understand the purpose of rhetorical questions and use them in an essay.*

Map of resources

7A Vocabulary

Student's Book, pages 74–75; Workbook, page 74
Photocopiable: 7A (Talking about the arts)

7B Grammar

Student's Book, page 76; Workbook, page 75
Photocopiable: 7B (The passive)

7C Listening

Student's Book, page 77; Workbook, page 76

7D Grammar

Student's Book, page 78; Workbook, page 77
Photocopiable: 7D (*have something done*)

7E Word Skills

Student's Book, page 79; Workbook, page 78

7F Reading

Student's Book, pages 80–81; Workbook, page 79

7G Speaking

Student's Book, page 82; Workbook, page 80
Photocopiable: Functional Language Practice (Likes and dislikes)

7H Writing

Student's Book, page 83; Workbook, page 81

Culture 7

Student's Book, page 118
DVD and DVD worksheet: Unit 7

Classroom Presentation Tool Unit 7

End of unit

Unit Review: Workbook, pages 82–83
Photocopiable: Grammar Review
Exam Skills Trainer 4: Student's Book, pages 84–85
Cumulative Review I–7: Workbook, pages 118–119
Progress Test and Short Tests: Unit 7

7A Vocabulary

Talking about the arts

LESSON SUMMARY

Vocabulary: Art forms; artists; artistic activities

Grammar: Articles

Listening: People talking about cultural events

Speaking: Arts quiz; describing a cultural event you have experienced

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Write *highbrow* and *lowbrow* on the board and elicit their meanings: *highbrow* /'haɪbraʊ/ (interested in or concerned with serious artistic or cultural ideas); *lowbrow* /'ləʊbraʊ/ (having no connection with or interest in serious artistic or cultural ideas).
- Elicit the sort of things a highbrow person would be interested in, e.g. *opera*, *classical literature*.
- Ask: *Do you consider yourself highbrow or lowbrow? What do you like doing in your free time? Discuss your hobbies and interests with a partner and let them decide whether you are highbrow or lowbrow.*
- Students discuss the questions in pairs.
- Elicit some answers.

Exercise 1 page 74

- Go through the instructions and art forms together. With a **weaker class**, elicit verbs that can be used with them, e.g. *dance in a ballet*, *draw a cartoon*.
- In pairs, students look at the photos and match them with the art forms. They then decide which art form requires the most skill and which the least, and use the phrases to give their opinions.
- Check answers as a class.

KEY

A ballet B cartoon C play D musical E sitcom
F drawing G dance H opera Students' own answers

Exercise 2 page 74

- Students put the art forms into the four groups.
- Check answers as a class.

KEY

A novel, play, poem B classical music, musical, opera, pop music
C ballet, classical music, dance, mime, musical, opera, play, pop music, sitcom
D cartoon, drawing, painting, sculpture

Exercise 3 page 74

- Ask students to read the artists and the people 1–12. Ask them how many they have heard of.

- Students work in pairs to match the famous people with the types of artists.
- Remind them that, if they don't know the answers, they should match the ones they can do and then guess the rest.
- Check answers as a class.
- Encourage students to read out the artist words and check pronunciation and intonation.

KEY

1 playwright 2 poet 3 novelist 4 painter
5 sculptor 6 singer 7 director 8 composer 9 actor
10 dancer / choreographer 11 opera singer

Culture notes

- Tennessee Williams (1911–1983) was an American playwright, regarded by many as one of the most important American playwrights of the 20th Century. He wrote *The Glass Menagerie* and *Sweet Bird of Youth*. He received the honour of being placed in the American Theater Hall of Fame.
- William Wordsworth (1770–1850) was an English poet who was part of the Romantic Age in English literature. Possibly his most famous poem is *I wondered Lonely as a Cloud*, which is also known as *Daffodils*.
- John Steinbeck (1902–1968) was an American novelist. Her best known works are *Of Mice and Men* and *The Grapes of Wrath*. An important theme in his work is injustice. He won the Pulitzer Prize for Fiction in 1940 and the Nobel Prize in Literature in 1962.
- Pablo Picasso (1881–1973) was a Spanish artist and a co-founder of the art movement known as Cubism. Some of his most famous paintings in the Cubist tradition are *Guernica*, *Les Femmes d'Alger* and *Three Dancers*.
- Auguste Rodin (1840–1917) was a French sculptor who also drew. His most famous works are *The Kiss*, *The Thinker* and *The Burghers of Calais*.
- Adele Laurie Blue Adkins (born 1988) is an award-winning British singer-songwriter. She released her debut album *19* in 2008 to great success. Two of her most famous songs are *Skyfall* and *Someone Like You*.
- George Lucas (born 1944) is an American filmmaker famous for creating the *Star Wars* and *Indiana Jones* films. He has been nominated for four Academy Awards.
- Antonio Lucio Vivaldi (1678–1741) was an Italian composer who is regarded as one of the greatest Baroque composers. He composed more than 40 operas.
- Jennifer Aniston (born 1969) is an American actress best known for her role as Rachel in the TV sitcom *Friends*. She has starred in a number of comedies including *Horrible Bosses* and *The Break-Up*.
- Fred Astaire (1899–1987) was a dancer and choreographer who made 32 musical films. He starred with another dancer Ginger Rogers in many of his works.

- Luciano Pavarotti (1935–2007) was an Italian opera singer. He performed some of his most famous roles in operas by Donizetti (e.g. *La Fille du Régiment*), Verdi (e.g. *Rigoletto*) and Puccini (e.g. *La Bohème*).
- Claudio Abbado (1933–2014) was a conductor who had a long career in music. He was conductor of the London Symphony Orchestra and music director of the Vienna State Opera and European Union Youth Orchestra amongst other achievements.

Exercise 4 page 75

- Students each choose six of the artists from exercise 4 and brainstorm works associated with them.
- Students then use the verbs to make sentences.
- Check that students have chosen the correct verbs for each artist but do not ask which works they have associated each artist with.

KEY

(Possible answers)

John Steinbeck wrote *Of Mice and Men*. Picasso painted *Guernica*. Adele sang *Someone like you*. Vivaldi composed *La Notte*. Jennifer Aniston appeared in *Friends*. Luciano Pavarotti sang *Nessun dorma*.

Exercise 5 page 75

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

KEY

1 painted 2 composer 3 ballet 4 directed 5 play
6 musical 7 painter 8 pop singer 9 actor
10 novelist 11 appear in 12 sculpture

Exercise 6 page 75

- In pairs, students do the quiz together and write down their answers.
- When they have finished, they can check their answers.

Extra activity: Fast finishers

Ask **fast finishers** to think of more questions and answer options to add to the quiz and swap them with a partner.

Exercise 7 3.02 page 75

- Ask students to read the instructions and the sentences. Make sure that students understand the sentences.
- Play the recording for students to match four of the sentences with the speakers.
- Check answers as a class.

KEY

1 A 2 C 3 B 4 E

Transcript

- 1 Last weekend I went to a gallery in London with my parents. There was a big exhibition of modern art on that they wanted to see. I really wasn't particularly keen to go as I'm not a big fan of modern art, but I like to keep an open mind and was prepared to revise my opinion. So I went along with them. The artist, who's already quite famous, had created some sculptures using everyday objects from around her home. My parents loved it, but although one or two of the sculptures were quite interesting, I didn't really

understand what the artist was trying to say. I'll think of an excuse if my parents ask me again.

- 2 Last summer I went to a music festival with a group of friends. It was the first time I'd been to a festival. I wasn't planning on going but a friend had a spare ticket. Anyway, I was really looking forward to it. Unfortunately it rained most of the time and the field we were camping in turned into a sea of mud! I didn't mind that really, but I thought the music would be better. The bands weren't particularly well known and the one band I was looking forward to seeing cancelled at the last minute. Despite that, we've agreed to go again next year.
- 3 Last month I went to the theatre with my family. We saw a play called *An Inspector Calls* by J. B. Priestly. We're studying the play at school. It's a bit boring and I'd already seen it a couple of times on DVD, but mum convinced me that it would be a good idea to see it again. Anyway, it was as bad as I'd feared. It was a local amateur theatre company and the acting was pretty awful. I suppose it didn't do me any harm though. Seeing a live performance at the theatre has helped me to get to know the play a bit better.
- 4 I hardly ever watch or listen to musicals – maybe about once a year, if that. But last weekend I went to see *Mamma Mia!* in London. I'm a big ABBA fan and I'd been meaning to go and see it for ages. I asked lots of friends to come along, but only two agreed. Anyway, I booked really good seats right at the front. It was an amazing experience! As I expected, the music was fantastic, as were the singers and dancers. I'm going to go again, but I need to find someone else to go with as my friends weren't so impressed by it.

Extra activity

- Write the following questions on the board:
Speaker 1: How much did he want to go to the art gallery? (He wasn't keen to go.)
Speaker 1: What had the artist used to make the sculptures? (everyday objects from around her home)
Speaker 2: Why did she go to the festival? (Her friend had a spare ticket.)
Speaker 3: What did he think of the acting? (He thought it was awful.)
Speaker 4: Why did she want to see 'Mamma Mia!'? (She's a big ABBA fan.)
- Play the recording again for students to answer the questions.

Exercise 8 3.02 page 75

- Go through the *Recycle!* box together.
- Students complete the sentences.
- Check answers as a class.

KEY

1 – 2 the 3 the 4 The; a 5 the
6 a; – 7 –; a 8 the; an

Transcript

See exercise 8.

Exercise 9 page 75

- In pairs, students take turns to ask and answer the questions, giving additional information and details.
- Ask a few students to share their partner's answers with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the arts using vocabulary for art forms, artists, artistic activities and cultural activities. I can use articles correctly.*

7B Grammar

The passive

LESSON SUMMARY

Reading: An article about the world's most successful art forger

Grammar: The passive

Speaking: Discussing works of art

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercises 7 and 9 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask students to think of a book, piece of music, painting or sculpture that they like and know well.
- Ask: *How would you describe the style of the writer, musician or artist?* Give an example, e.g. *My favourite painting is The Ambassadors by Hans Holbein. It is a realistic painting, but it has a strange distorted human skull in the foreground. Holbein was a famous portrait painter and his work is typically realistic, but it often includes symbols that refer to the people in his paintings.*
- Students discuss a work of art and the style of its creator.
- Ask a few students to share their ideas with the class.

Exercise 1 page 76

- Pre-teach *forgery* /'fɔːdʒəri/ (the crime of illegally copying a document, painting, etc.). Students then discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 76

- Ask students to read the article and discuss the question in pairs, giving reasons for their opinions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 76

- With a **weaker class**, revise the structure of the passive: subject + *be* + past participle. Remind students that we can use different tenses in the passive.
- Students match the highlighted words in the text with the passive forms.
- Check answers as a class.

KEY

1 are not signed 2 are being examined 3 was he finally caught 4 wasn't being used 5 have been identified 6 had been bought 7 will be returned 8 might never be discovered 9 had been bought by a company, are being examined by

Exercise 4 page 76

- Go through the *Learn this!* box together.
- Ask students to complete the rules. **With a stronger class**, ask students to try to complete the rules before looking back at the article.
- Check answers as a class.

KEY

1 the verb *be* 2 infinitive 3 subject 4 action 5 by

For further practice of the passive:

Grammar Builder 7.1 page 138

- 1 1 will be 2 was being 3 will be 4 is
5 is being 6 has been / is being 7 had been
- 2 1 were stolen 2 was being used
3 has (only) been performed 4 had been destroyed
5 are uploaded 6 will be sold 7 is being filmed
- 3 1 might be cancelled 2 must be left 3 should be
cooked 4 must not be taken 5 needn't be worn

Extra activity

- Write the following on the board: *tell, give, find, paint, arrest, steal, copy, write*.
- Ask students to work in pairs and make as many sentences as they can with the verbs and the passive forms in the *Learn this!* box, e.g. *The painting was stolen from a gallery. It may never be found.*

Exercise 5 page 76

- Students rewrite the sentences. With a **weaker class**, ask students to note the tense of the verb in each sentence and to think about how to make it passive.
- Check answers as a class.

KEY

- 2 A ballet is being performed at the concert hall this evening.
3 Are the costumes designed by Lady Gaga?
4 How many Hobbit films have been made?
5 The painting ought to be signed by the artist.
6 The gallery will be visited by thousands of people this year.

Exercise 6 page 76

- Ask students to read the text and work out the tense of the missing verbs. They then decide whether the verbs should be in the active or passive form.
- Students complete the text.
- Check answers as a class.

KEY

- 1 aren't sold 2 are painted 3 is written
4 forged 5 was caught 6 (was) sent
7 has been 8 have been bought 9 is

Extra activity: Fast finishers

Ask **fast finishers** to make the active sentences in exercise 6 passive and the passive sentences active, e.g. ... but he doesn't sell them as originals.

Exercise 7 page 76

- Give students two minutes to brainstorm the names of composers, directors, painters, performers, singers and writers, and works of art they have created or performed.
- Students write five questions about the artists and their works.
- Circulate and monitor, helping with grammar and vocabulary where necessary.

KEY

(Possible answers)

Who was the opera *Fidelio* composed by? (Beethoven)
Who was *A Theory of Everything* directed by? (James Marsh)
What year was *Guernica* painted? (1937) Where was *Don Giovanni* performed for the first time? (Prague) Who was the role of Susanna in Mozart's opera *The Marriage of Figaro* first sung by? (Nancy Storace) Who was *Don Quixote* written by? (Miguel De Cervantes)

Exercise 8 page 76

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

Exercise 9 page 76

- Students research a work of art they like online.
- They then write a description of it including at least three passive structures. They should not mention the name of the work or the artist.
- Students read their descriptions to the class. The class must listen carefully and guess the work and the artist.

Lesson outcome

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

7C Listening

Poetry in motion

LESSON SUMMARY

Reading: A palindrome poem

Exam Strategy: Listening for implication and subtext

Listening: People implying opinions; people talking about poetry

Speaking: Discussing poetry

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 6 and set exercise 8 as a writing task for homework.

LEAD-IN: 2-3 MINUTES

- Ask: *Who is your favourite author or songwriter? What do you like about the way they write?* Give an example, e.g. *My favourite songwriter is Adele because she describes feelings of young people very well in a way that shows she is wise beyond her years. She uses alliteration, repeating the same consonant to create hooks in her music. It makes it all the more enjoyable to listen to.*

Exercise 1 page 77

- Ask students: *What is the first song or poem you can remember?*
- Elicit some answers.
- Students ask and answer the questions in pairs. Encourage them to quote some poetry or lyrics they know by heart.

Exercise 2 3.03 page 77

- Focus attention on the title of the poem. Ask: *What do you think it means?* Elicit ideas and write them on the board.
- Play the recording while students read the poem.
- Ask: *How does the poem make you feel?* Elicit answers.
- In pairs, students answer the questions.
- Elicit answers.

KEY

(Possible answer)

pessimistic (it predicts life will get worse unless we make changes); The last line encourages us to think about how to make these changes.

Transcript

See Student's Book, page 77.

Exercise 3 page 77

- Students match the underlined words in the poem with the definitions. They can use their dictionaries if necessary.
- Check answers as a class.

KEY

a era b apathetic c straight d peers e quick fix
f foolish g the norm h lethargic

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for each of the underlined words and phrases in the poem.

Exercise 4 3.04 page 77

- Play the recording for students to decide how the meaning changes when the lines are read in reverse order. Which version do they agree with more?
- Elicit ideas. Explain that this type of poem is known as a palindrome poem.

KEY

It makes the poem optimistic about the future.

Transcript

See Student's Book, page 77.

Exercise 5 3.05 page 77

- Ask students if the meaning of the poem in exercise 4 is immediately clear or if they have to look for a meaning that is not stated directly. Elicit answers.
- Go through the Listening Strategy together.
- Ask students to read the task and check the meaning of *implication* (something that is suggested or said in a way that is not direct).
- Play the recording for students to choose the correct implication.
- Check answers as a class.

KEY

1 b 2 a 3 b 4 b 5 a

Transcript

Speaker 1 I went to the gym last week. It was the first time in years! I tried lifting some weights and could only manage about 120 kilos. I know that would be a lot for most people, but for me ... well, I was really surprised how little I can lift now.

Speaker 2 I went to see Robbie Williams in concert last weekend ... again! It was in Manchester. He played some of his old songs and some of the songs from his new album. It was OK ... but even I have to admit that he wasn't brilliant. Maybe he wasn't feeling good.

Speaker 3 I went out for a meal with some friends last weekend. We had Thai food because they wanted to try something different – and for once, I agreed! And you know, it wasn't too bad. A bit hot and spicy for me, but very tasty. I actually enjoyed it. I might try Indian some time ... perhaps.

Speaker 4 We stayed three nights in a hotel in Paris. All I can say is that at least the location was very good. As for the hotel itself ... well, I suppose it's just a place to sleep, isn't it? Who needs nice décor? Or polite staff?

Speaker 5 My sister called round and gave me my birthday present. It was a jumper, which was ... a surprise. She doesn't usually buy me clothes. It's quite a colourful jumper – red, blue and orange. Unusual. Well, anyway ... it was very kind of her to buy it for me.

Exercise 6 3.06 page 77

- Ask students to read the instructions and sentences.
- Play the recording for students to match the speakers with the sentences.
- Check answers as a class.

KEY

Speaker 1 D **Speaker 2** F **Speaker 3** B
Speaker 4 C **Speaker 5** A

Transcript

Speaker 1 If you take the time to listen carefully to the words of the best rappers – people like Eminem and Jay Z, and some of the female rappers too, like Lil' Kim and Missy Elliott – then you'll realize how good they are. It isn't just poetry, it's fantastic poetry. In fact, I'd say that some of them are the best poems being written today. Seriously, that's my opinion. Now a lot of people say that young people are no longer interested in great poetry. But that's wrong, isn't it? A lot of teenagers listen to rap music and rap can be great poetry – even though some people don't look at it like that. So I'd say that in some ways, poetry is more popular than ever among young people.

Speaker 2 You know the poems I hate most? They're the ones you get in greetings cards – birthday cards, Mother's Day cards, that kind of thing. I mean, a poem has to be original, doesn't it? To be a good poem, it has to come from the writer's heart and contain some real emotion. It has to be about why the poet loves a particular man or woman – or why the poet is feeling particularly sad. These poems in greetings cards are all the same. 'I hope your birthday is full of fun ... er ... You really are a wonderful son.' That kind of rubbish. I suppose people actually have to spend time writing them. Imagine doing that job! It would be so depressing, wouldn't it? Writing rubbish every day.

Speaker 3 We've been looking at some modern poetry at school, in our English classes. Some of it is OK but to be honest, I'm not keen on most of it. I just don't get it. I mean, half of it doesn't even mean anything! Or at least, I can't work out what it means. It just seems like random words. Poetry didn't use to be like that. In the past, it was always clear what the meaning of the lines was. And usually, it rhymed too. For me, that's what

poetry should be like. That's the skill of the poet, isn't it? If you don't worry about meaning or rhyme, then you can just write anything and call it a poem! A leaf on a tree ... the sun shines ... water flows ... life goes on! There, that's a poem. Huh!

Speaker 4 'Hope is the thing with feathers / That perches in the soul, / And sings the tune without the words, / And never stops at all! er ... 'And something something something heard, and something is the storm'. Hang on ... I can't remember the rest. But it's one of my favourites. It's by Emily Dickinson. I love her poems. In fact, most of the poems I like best are by women. I think women make better poets than men – but that's just my personal opinion, of course! I don't find it very easy to memorize poems. It takes me ages! But I enjoy doing it and I really like having a few poems that I know from memory.

Speaker 5 This is one I wrote last week. Ahem. 'Black clouds fill the sky. A child screams but nobody hears. A white dove sings but cannot fly. I cry, but nobody sees my tears.' Yeah. I know ... it's a bit sad, isn't it? Funny, really, because I wasn't feeling down or anything when I wrote it. It's often like that ... if I write a really sad poem, it doesn't mean I'm feeling sad. You know, it's a work of art, isn't it? It's not the truth. Like a singer can sing a really tragic song without actually feeling those emotions for real. Most of my poems are pretty black – about death, disease, that kind of thing. I'm not sure why. I just like writing about those topics. I think they're more powerful than happy topics. Who wants to read about people feeling great? It's boring.

Exercise 7 3.06 page 77

- Play the recording again for students to choose the correct words.
- Check answers as a class.

KEY

1 are 2 wouldn't 3 has 4 isn't 5 aren't

Transcript

See exercise 6.

Exercise 8 page 77

- Ask students to think about the negative and affirmative versions of the sentences in exercise 7 and decide which ones they agree with.
- In pairs, students discuss each statement.
- Ask a few students to share their ideas with the class.

Extra activity

Ask students to use the underlined words and phrases in the poem *Lost Generation* to write their own poems. Give the following example:

For me, reading books is the norm.

I know I have my priorities straight.

Some of my peers go straight to the movie but

I think that's a quick fix.

In my parents' era, books were more popular.

But today it seems that more and more people are too lethargic to read.

And then they become apathetic because they lack opinions.

It's foolish to let yourself be this way.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a poem about a generation's responsibility for its future. I can understand implications. I can give my opinion on different aspects of poetry.*

7D Grammar

have something done

LESSON SUMMARY

Reading: An article about tattoos

Grammar: *have something done*; reflexive pronouns

Speaking: Discussing getting a tattoo; discussing experiences

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 5 and 8.

LEAD-IN: 2–3 MINUTES

- Ask students: *Do you think children and teenagers should always be allowed to dress and style their hair in any way they want?* Give students your own opinion, e.g. *When I was a child and in my early teens, I was not allowed to choose my own clothes. I remember occasions when I felt very awkward because of the clothes I had to wear.*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 78

- Focus attention on the photo and ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 78

- Students read the text and answer the question.
- Check the answer as a class.

KEY

Because many employers have a negative attitude towards tattoos.

Exercise 3 page 78

- Go through the *Learn this!* box together. Ask: *Which part of the structure shows us the tense?* (the verb *have*)
- Students find examples of *have something done* in the article.
- Check answers as a class.

KEY

Amanda recently had a colourful face tattooed on the top of her arm. Brad had the names of his two daughters tattooed on his neck under his hair. His friend Doug had his back decorated with a large tattoo of a shield. Nevertheless, they deliberately had them done in places ...; ... they probably had their hair dyed a bright colour to shock their parents!

Exercise 4 page 78

- Ask students to read the prompts. With a **weaker class**, ask students which words indicate which tense to use.
- Students write sentences. They then match them with rule a or b in the *Learn this!* box.
- Check answers as a class.

KEY

1 Olivia had her hair dyed red for charity. 2 Josh had his bike stolen at the weekend. 3 The house had its roof blown off in the storm. 4 We had the carpets cleaned after the party last weekend. 5 My sister always has her nails done on Fridays. 6 She had her visa application refused last month. a 1, 4, 5 b 2, 3, 6

**For further practice of *have something done*:
Grammar Builder 7.2**

page 139

- 1 1 had our car vandalised 2 had her hair dyed
3 'm going to have my laptop repaired
4 Seth had his photo chosen 5 had his nose broken
6 had a new website designed

Extra activity: Fast finishers

Ask **fast finishers** to write five sentences about things they or people they know have had done recently.

Exercise 5 page 78

- Go through the instructions and task together.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 6 page 78

- Ask students to read the *Learn this!* box.
- Students find examples of rules a and b in the article.
- Check answers as a class.

KEY

rule a Because they want to give themselves the best possible chance of getting a job, ...; ... do not think that decorating yourself with tattoos is acceptable.

rule b For the people themselves ...; But when these employers were young themselves, ...

Exercise 7 page 78

- Elicit all the reflexive pronouns.
- Students complete the sentences. They then decide which reflexive pronouns add clarity and emphasis.
- Check answers as a class.

KEY

1 yourself / yourselves 2 ourselves 3 myself 4 myself
5 myself 6 yourself / yourselves 7 herself
In 2, 3, 4 and 6 they add clarity and emphasis.

**For further practice of reflexive pronouns:
Grammar Builder 7.3**

page 139

- 1 1 herself 2 ourselves 3 yourself 4 itself
5 yourselves 6 himself 7 myself 8 herself
2 1 ourselves 2 myself 3 yourself 4 himself
5 itself 6 yourselves

Exercise 8 page 78

- In pairs, students take turns to ask and answer the questions. Remind them to use the past simple to ask follow-up questions.
- Elicit some questions and answers.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about tattoos. I can understand and use the structure 'have something done' and reflexive pronouns. I can use 'have something done' to talk about experiences.*

7E Word Skills**Indefinite pronouns****LESSON SUMMARY**

Vocabulary: Musical genres; aspects of music

Listening: Listening to examples of different musical genres

Reading: An article about a famous experimental piece of music

Grammar: Indefinite pronouns; indefinite pronouns in offers and requests

Speaking: Discussing tastes in music

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students: *When you are doing your homework or revising for a test, do you listen to music or background sounds, or do you prefer silence? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 3.07 page 79

- Go through the music genres together and check their pronunciation, particularly *folk* /fɒk/ and *techno* /ˈteknəʊ/.
- Play the recording for students to match the genres with the excerpts.
- Check answers as a class. Ask students which excerpt they like the most.

KEY

2 pop / rock 3 folk 4 jazz 5 blues 6 hip hop / rap
7 techno 8 country and western 9 classical

Exercise 2 page 79

- Focus attention on the title of the article.
- Ask students what they expect experimental music to sound like. Elicit a few ideas, e.g. music with unusual melodies or instruments.
- Students read the article and discuss the question.
- Check the answer as a class. Then ask: *Would you be interested in hearing 4'33"? Why / Why not?*
- Elicit a few answers.

KEY

The performer walks on stage and then nothing happens. The audience just listen to the sounds around them.

Exercise 3 page 79

- Focus attention on the table. Students then complete it with indefinite pronouns from the article.
- Check answers as a class.

KEY

1 no one 2 anyone 3 everyone 4 everybody
5 nowhere 6 somewhere 7 nothing 8 anything
9 something

Exercise 4 page 79

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

KEY

1 affirmative 2 negative 3 questions 4 -body
5 affirmative 6 singular 7 plural

Extra activity

- Write the following sentences on the board:
I ate nothing yesterday. (I didn't eat anything yesterday.)
There's nowhere to sit. (There isn't anywhere to sit.)
I didn't know anyone at the party. (I knew no one at the party.)
Tell no one! (Don't tell anyone!)
The police searched for hours but they didn't find anything.
(The police searched for hours but they found nothing.)
- Ask students to rewrite the sentences using *no-* and *any-* indefinite pronouns.

Exercise 5 page 79

- Ask students to read the *Look out!* box and complete the text.
- Check answers as a class.

KEY

1 anything 2 something 3 nothing
4 somewhere 5 anywhere 6 anyone / anybody
7 no one / nobody 8 everything

Extra activity: Fast finishers

- Write the following on the board:
1 *somewhere / no one / anything*
2 *nobody / anyone / nothing*
3 *something / somewhere / anywhere*
4 *nobody / anything / anyone*
- Ask **fast finishers** to write one or two sentences for each group of indefinite pronouns, e.g. *I wanted to go to the beach but no one wanted to go swimming when we got there. In the end we didn't do anything.*

Exercise 6 page 79

- Go through the words for different aspects of music together.
- Give students two minutes to think how they could use the words to describe the genres they like listening to.
- In pairs, students discuss the genres and aspects of music.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about experimental music. I can understand and use indefinite pronouns. I can discuss and describe different genres of music.*

7F Reading

Graffiti's softer side

LESSON SUMMARY

Vocabulary: Things in the street; arguing your point

Reading: An article about yarn bombing

Exam Strategy: Answering multiple choice questions

Speaking: Discussing different forms of street art

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students what they understand by *public art* (art which is in public areas and freely accessible to everybody).
- Elicit forms of public art in the area(s) where students live, e.g. *statues, sculptures, mosaics on the walls of buildings*.
- Ask: *What do you think of them? Do they improve the appearance of your area? Should all art be accessible to the public?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 80

- Focus attention on the photos. Then go through the words together and check their meanings.
- In pairs, students take turns to describe one of the photos. Their partner must guess which photo they are talking about.
- Elicit some descriptions.

KEY

(Possible answers)

Photo 1 shows a tree at the side of a road. Its trunk has been covered with a striped patterned wool cover. Photo 2 shows a bus with a brightly-coloured patterned wool cover. Photo 3 shows the statue of a boxer wearing a pink knitted top. Photo 4 shows a woman kneeling down next to a parking meter and putting a striped wool cover on it.

Exercise 2 3.08 page 80

- Ask students to read the article and match the photos with two of the artists.
- Check answers as a class.

KEY

Jessie Hemmons A, C Magda Sayeg B, D

Exercise 3 page 80

- Go through the instructions and Reading Strategy together.
- Ask students to read the questions and find the one about the main idea or the writer's overall opinion.
- Check the answer as a class.

KEY

Yes, question 6 is about the writer's overall opinion.

Exercise 4 page 80

- Tell students to read each question and find the part of the text that matches it. They should then read that part of the text carefully and compare it to the answer options before choosing the correct option.
- Check answers as a class.

KEY

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

Extra activity: Fast finishers

- Write the following questions about the article on the board:
 - 1 What did Jessie Hemmons knit for the statue of Rocky? (a short pink jacket with the words 'Go see the art' on it)
 - 2 What is the difference between street art and yarn bombing? (Street art is male dominated but yarn bombing is more feminine.)
 - 3 What was the reaction to Magda's knitted cover for the handle on her shop door? (It was very positive.)
 - 4 What is Knitta Please? (a group of people who do yarn bombing)
 - 5 Where has Agata Oleksiak had her work shown? (all over the world)
- Ask **fast finishers** to read the article again and answer the questions.

Exercise 5 page 80

- Students scan the paragraphs for things you might find in the street.
- Check answers as a class. Students then brainstorm more things they could find in the street.

KEY

statue, pavement, stop sign, lamp post, parking meter, bus stops, bicycle racks, benches, phone boxes, fountains
Students' own answers

Exercise 6 page 80

- Ask students to read the questions.
- Give them two minutes to make notes about each question.
- Students discuss the questions in pairs and use the phrases for arguing your point.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about street art. I can understand how multiple-choice questions are organised. I can understand and use vocabulary for things in the street.*

7G Speaking

Photo comparison and role-play

LESSON SUMMARY

Vocabulary: Cultural events and shows

Listening: Choosing a show or cultural event

Exam Strategy: Using a variety of expressions; phrases for introducing negative preferences

Speaking: Discussing different types of show; expressing a preference for different types of show; choosing an event and arranging an outing

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students: *What was the last show you went to see? Did you enjoy it?*
- Students discuss the questions in pairs.
- Elicit some answers.

Exercise 1 page 82

- Go through the cultural events and shows together and elicit their meanings.
- In pairs, students match the photos with three of the types of show and take turns to describe the photos.
- Elicit some descriptions.

KEY

A a musical B a magic show C an open-air theatre

For further practice of cultural events and venues, go to: Vocabulary Builder 7G page 124

1 1 museum 2 circus 3 comedy club
4 opera house 5 art gallery 6 theatre
7 concert hall 8 Arena 9 Library

Exercise 2 page 60

- Go through the instructions together.
- One student chooses two photos without telling their partner which ones they have chosen. They then compare and contrast the photos. Can their partner guess which ones they chose?
- The second student chooses two photos and repeats the activity.
- Circulate and monitor helping where necessary.
- Ask a few students to share their ideas with the class.

Exercise 3 3.09 page 82

- Ask students to read the instructions and the task.
- Play the recording for students to note down the type of show each student chooses and the details they mention.

- Check answers as a class. Ask students if they agree with the speakers' choices.

KEY

They choose the musical.

They mention when to go, who will pay for the tickets and travelling to the show.

Transcript

Teacher So which of these shows do you think is most suitable? What about the magic show? My sister loves magic.

Student To be honest, I really can't stand magic shows.

T So, what do you like? There's a play at the open-air theatre and there's also a musical.

S Well, I enjoy musicals very much. And I think they're popular with people of all ages. So for that reason, it's a good choice for a family outing.

T Yes, I agree. I'm really keen on musicals. In fact, everyone in my family likes them. We all like plays too.

S Personally, plays aren't really my thing. I definitely prefer musicals.

T OK. That's fine. So when shall we go?

S Well, how about next Saturday? Can we check that everyone is free that evening?

T OK, we can ask them.

S I want everyone to go, because it's my treat. I'm definitely buying all the tickets.

T Really? That could be expensive.

S That's OK. I haven't spent much of the money I brought with me.

T OK. That's very kind of you! Now, where's the musical on?

S At the theatre in town. So we can go by bus.

T Good idea. That won't be expensive!

Exercise 4 page 82

- Ask students to read Speaking Strategy 1 and choose the strongest expressions.
- Check answers as a class.

KEY

I absolutely love ... I really can't stand ...

Extra activity: Fast finishers

Ask **fast finishers** to use the phrases in exercise 4 to write sentences about different types of cultural events or shows, e.g. *I'm a big fan of musicals. I'm really into magic shows.*

Exercise 5 3.09 page 82

- Go through Speaking Strategy 2 together.
- Play the recording again for students to note down the phrases from exercise 4 and Speaking Strategy 2 that they hear.
- Check answers as a class.

KEY

I'm really keen on ...; I enjoy ... very much.; ... is not really my thing.; I really can't stand ...

Introduced by phrases from the strategy: To be honest, I really can't stand ...; Personally, plays aren't really my thing.

Transcript

See exercise 2.

Extra activity

- Ask students to think of a type of music that they like and a type that they dislike.
- They then think of two positive things to say about the type they like and two negative things to say about the type they dislike.
- In pairs, they discuss their likes and dislikes using the phrases in exercise 3 and the phrases in Speaking Strategy 2, e.g. *I'm a big fan of folk music. I enjoy the harmonies and I absolutely love the instruments they use. I'm afraid I'm not a big fan of jazz. I really can't stand the way each piece seems to last forever and the saxophone doesn't do anything for me.*

Exercise 6 page 82

- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.
- Then have a class vote to find the most and least popular type of cultural event or show. Are the results surprising?

Exercise 7 page 82

- Students do the speaking task on page 144

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand students stating their preferences for different types of show. I can compare ideas and justify opinions using phrases for expressing preferences and phrases for introducing negative opinions.*

7H Writing

Article: a book review

LESSON SUMMARY

Reading: A book review of *The Hunger Games*

Exam Strategy: Attracting the reader's attention; structuring your article

Vocabulary: Describing stories

Writing: A book review for a school magazine

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set the writing task for homework.

LEAD-IN: 2-3 MINUTES

- Ask students to brainstorm as many book genres as they can in one minute.
- Ask students to call out book titles. The other students must guess the genre of the book, e.g. *'Twilight – Breaking Dawn.'* *'It's a love story / fantasy novel.'*

Exercise 1 page 83

- In pairs, students discuss the last books they read, answering the questions. Encourage them to give detailed answers.

- Elicit some answers.

Exercise 2 page 83

- Ask students to read the instructions, the task and the article. They then work in pairs to answer the questions.
- Elicit some answers. Then ask:
Does the book review make you want to read the book?
If you have already read it, do you think the writer could have said anything different?

KEY

(Possible answer)

The reader enjoyed the book very much. The only criticism is that the games themselves don't begin until chapter 10.

Exercise 3 page 83

- Ask students to read the first point in Writing Strategy 1 and the first paragraph of the article and answer the questions.
- Elicit answers.

KEY

(Possible answer)

Yes. She asks the reader 'Have you ever read a book that you just couldn't put down?'

Exercise 4 page 83

- Ask students to read the second point in Writing Strategy 1 and to read the task in exercise 2 again. Ask:
What style would you use in a school magazine? (informal)
- Elicit the answers to the questions.

KEY

(Possible answers)

Yes. The style is informal and lively.

Exercise 5 page 83

- Students read the third point in Writing Strategy 1 and choose the best title. They should use the words and phrases to justify their choice and explain why they have rejected the other options.
- Elicit some ideas.

KEY

(Possible answer)

1 and 4 are too boring and won't catch the reader's attention. 2 is better than 1, but too long. 3 is too vague and not appropriate. The best title is 5. It catches the reader's attention and includes a play on words ('hungry for a good book') that refers to the book's title (*Hunger Games*).

Exercise 6 page 83

- Ask students to read Writing Strategy 2 and answer the questions.
- Check answers as a class.

KEY

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

Extra activity: Fast finishers

Ask **fast finishers** to think of their own title for the article in exercise 2.

Exercise 7 page 83

- Ask students to read the article again and note down the tense.
- Check the answer as a class. Explain that the present simple is often used in book and film reviews.

KEY

present simple

Exercise 8 page 83

- Students read the article again and complete the phrases.
- Check answers as a class and check the meaning of *twists and turns* (unexpected changes or developments in a story) and *page-turner* (an exciting book).

KEY

1 set 2 tells 3 twists 4 page 5 recommend

For further practice of describing stories:

Vocabulary Builder 7H page 124

2 1 main 2 identify 3 made 4 story 5 What
6 based 7 characters

3 1 *The Hobbit* 2 *Twilight* 3 *Northern Lights*
4 *Lord of the Flies* 5 *The Catcher in the Rye* 6 *To Kill a Mockingbird* 7 *Harry Potter and the Philosopher's Stone*

Exercise 9 page 83

- Give students a few minutes to plan their articles. Tell them to work out their paragraph plan using Writing Strategy 2 for guidance.
- Students write their article.
- When students have finished writing, ask them to edit their work using the *Check your work* box.

Extra activity

Students swap book reviews with a partner and decide whether their partner's review inspires them to read the book.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a book review for a school magazine. I can attract the reader's attention in the first paragraph, use an appropriate style for my target audience, structure my text and choose a good title.*

Exam Skills Trainer 4

LESSON SUMMARY

Exam strategies: Reading: guessing the meaning from context; Listening: using key words in questions and answer options to find the correct answer; Use of English predicting the missing answer by choosing the option that is grammatically correct; Speaking: using expressions for a range of functions in a speaking task; Writing: organising information in a logical order

Reading: An article about temporary art

Listening: A talk by a dance instructor

Use of English: A text about street art

Writing: A book review

LEAD-IN 2-3 MINUTES

- Ask students if they have ever heard of crop circles (crop circles are enormous patterns that appear overnight in fields full of plants). Crop circles first appeared in the UK in the 1970s, and for some time people wondered if they had been made by space aliens. However, in 1991 two men called Doug Bower and Dave Chorley claimed that they had made the patterns. Since then, crop circles have appeared all over the world.
- Ask students: *Have you ever heard of crop circles in your country? Do you consider them a form of art? Would you be interested in seeing them? How can nature be used to create other forms of art?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 84

- Go through the strategy and the task together. Then ask students to read the article in exercise 2.
- Students match the underlined words with the definitions.
- With a **weaker class**, you could do the first one as an example.
- Check answers as a class.

KEY

1 disappear 2 attention 3 exist 4 temporary
5 portrait 6 set out

Exercise 2 page 84

- Ask students to read the text again and decide if the sentences are true or false.
- Check answers as a class.

KEY

1 F 2 F 3 T 4 F 5 F 6 T 7 F 8 T

Extra activity

- Ask students:
Is temporary art as important as other forms of art?
Does the fact that it disappears over time make it more or less memorable?
Would you have liked to see 'Of the Many, One' or other works by Jorge Rodriguez-Gerada?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Listening

Exercise 3 page 84

- Go through the strategy together.
- Ask students to note the key words in the questions. They then match the questions with the answers.
- Check answers as a class.

KEY

B

I like to work with people who show intelligence, thoughtfulness and creativity.

Exercise 4 3.10 page 84

- Ask students to read the questions and answer options and to note the key words.
- Play the recording for students to answer the questions.
- With a weaker class, play the recording again.
- Check answers as a class.

KEY

1 B 2 A 3 A 4 C 5 B

Transcript

Good morning. First of all, let me introduce myself. My name's Gillian Richardson, and I'm a dance instructor from Gold Performance, which is a Performing Arts Academy based in central London. Today, I've come to talk to you about our academy, and hopefully some of you might find what we do interesting and join our academy from next September!

Well, although I myself am a dance instructor, dance is not the only performing art we teach at our academy. We try to help students to develop their talents and go after their dreams in all of the performing arts, including drama and music. We can offer you specialist classes in dance, singing, drama and fitness. We encourage our students to build on their strengths and we also give our students the opportunity to take part in activities which help them get the confidence to work as part of a group or as solo artists. The lessons are held by qualified teachers and professionals from the performing arts industry, and many of our teachers have worked as choreographers with famous stars, such as Robbie Williams, Justin Bieber or Beyoncé, as well as appearing on TV shows and in theatre performances in the West End. All of our students work on performance techniques in the autumn term, such as dance styles in dance lessons, or mime or voice in the drama lessons. We also teach students how to communicate through their body, focusing on body language and expressing their emotions.

During the summer term our students work on their performance, as all of them perform in the end-of-year show. The show takes place at the Auburn Theatre, where all students are awarded a certificate for completing their course in our Annual Awards Ceremony. In addition to the theatre performance, we also put on another two performances each term, which take place in the hall at our academy.

Anyway, I know this a lot of information for you now, =so if you'd like to find out more, please visit our website. If you would like to arrange to come and see one of the classes before you apply, please do send us an email.

Use of English

Exercise 5 page 85

- Go through the strategy together.
- Ask students to read the text without looking at the answer options and to try to work out what the missing sentence should say. They then complete the task.
- Check answers as a class.

KEY

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

Speaking

Exercise 6 page 85

- Go through the strategy and the task together.
- Students match the functions with the phrases.
- Check answers as a class.
- In pairs, students brainstorm more expressions for each of the functions in exercise 6. Elicit ideas and write them on the board.

KEY

1 E 2 B 3 A 4 C 5 D

Exercise 7 page 85

- Ask students to read the task and make sure they understand all the things they need to discuss.
- Give students a minute to think about how they might include the expressions practised in exercise 6.
- In pairs, students do the activity twice, so that each partner has the chance to start the conversation.
- Circulate and monitor, making a note of any errors and particularly good language.
- Write the errors and good language on the board without saying who wrote them.
- Invite students to correct the errors as a class. Explain why you like the good language.

Writing

Exercise 8 page 85

- Go through the strategy and the instructions together.
- Students match the phrases with the paragraphs.
- Check answers as a class.

KEY

Paragraph 1: D

Paragraph 2: B

Paragraph 3: E, F

Paragraph 4: A, C, E

Exercise 9 page 85

- Ask students to read the task and check that they understand all the points they have to cover.
- Students plan their book review.
- Circulate and monitor while students are planning their reviews, helping with language where necessary.
- Students write their reviews. They should pay attention to the order of the paragraphs.
- They then edit their work, checking grammar, spelling and punctuation.

Extra activity

- Students swap book reviews with a partner.
- Students edit and give feedback on each other's work.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can say if sentences about a text are true or false. I can identify key words in multiple-choice questions and answers that will help me to choose the correct answers in a listening task. I can complete a gapfill text by predicting what types of words are needed. I can use a variety of expressions to express a range of functions in a conversation about a friend's party. I can write a book review and organise the information in a logical order.*

Map of resources

8A Vocabulary

Student's Book, pages 86–87; Workbook, page 84

Photocopiable: 8A (On the phone)

8B Grammar

Student's Book, page 88; Workbook, page 85

Photocopiable: 8B (Reported speech)

8C Listening

Student's Book, page 89; Workbook, page 86

8D Grammar

Student's Book, page 90; Workbook, page 87

Photocopiable: 8D (Reported questions)

8E Word Skills

Student's Book, page 91; Workbook, page 88

8F Reading

Student's Book, pages 92–93; Workbook, page 89

8G Speaking

Student's Book, page 94; Workbook, page 90

Photocopiable: Functional Language Practice (Speculating)

8H Writing

Student's Book, page 95; Workbook, page 91

Culture 8

Student's Book, page 119

DVD and DVD worksheet: Unit 8

Classroom Presentation Tool Unit 8

End of unit

Unit Review: Workbook, pages 92–93

Photocopiable: Grammar Review

Exam Skills Trainer 4: Workbook, pages 94–95

Progress Test and Short Tests: Unit 8

8A Vocabulary

On the phone

LESSON SUMMARY

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

Listening: Phone conversations

Speaking: Talking about mobile phones

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

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

Exercise 1 page 86

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

Exercise 2 page 86

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

KEY

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

Exercise 3 3.11 page 86

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

KEY

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

Transcript

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

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

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

Exercise 4 3.11 page 87

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

KEY

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

Transcript

See exercise 3.

Extra activity

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

Exercise 5 page 87

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

KEY

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

Extra activity: Fast finishers

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

Exercise 6 page 87

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

KEY

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

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

Exercise 7 3.12 page 87

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

KEY

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

Transcript

Tom Hi Jane.

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

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

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

T Is that better?

J A bit. Where are you?

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

J You're breaking up.

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

J No, the signal is terrible.

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

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

Exercise 8 3.12 page 87

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

KEY

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

Transcript

See exercise 7.

Exercise 9 page 87

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

Lesson outcome

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

8B Grammar

Reported speech

LESSON SUMMARY

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

Grammar: Reported speech

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 88

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

Exercise 2 page 88

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

KEY

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

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

Exercise 3 page 88

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

KEY

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

Exercise 4 page 88

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

KEY

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

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

Exercise 5 page 88

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

KEY

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

Extra activity

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

Exercise 6 page 88

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

KEY

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

For further practice of reported speech:

Grammar Builder 8.1 page 140

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

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

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

Extra activity: Fast finishers

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

Exercise 7 page 88

- Students write answers to the questions in their notebooks.

Exercise 8 page 88

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

Lesson outcome

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

8C Listening

Global network

LESSON SUMMARY

Listening: A radio programme about communication

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

Vocabulary: Phrasal verbs

Speaking: Talking about problems and solutions

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

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

Exercise 1 page 89

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

Exercise 2 3.13 page 89

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

KEY

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

Transcript

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

Professor Thank you.

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

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

H Oh really?

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

H What kind of cables? How big are they?

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

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

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

Extra activity

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

Exercise 3 3.13 page 89

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

KEY

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

Transcript

See exercise 2.

Exercise 4 3.14 page 89

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

KEY

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

Transcript

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

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

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

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

Exercise 5 3.15 page 89

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

KEY

c

Transcript

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

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

H That's several thousand kilometres.

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

H And how did they get on?

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

H But I guess he didn't give up.

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

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

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

H So the job was finished?

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

H Why's that?

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

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

Exercise 6 3.15 page 89

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

KEY

1 c 2 d 3 c 4 b 5 d

Transcript

See exercise 5.

Exercise 7 page 89

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

Exercise 8 3.15 page 89

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

KEY

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

Transcript

See exercise 5.

Exercise 9 page 89

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

Lesson outcome

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

8D Grammar

Reported questions

LESSON SUMMARY

Listening: An extract from a war film

Grammar: Reported questions

Speaking: Asking and answering questions in reported speech

SHORTCUT

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

LEAD-IN : 2-3 MINUTES

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

Exercise 1 page 90

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

Exercise 2  3.16 page 90

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

KEY

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

Transcript

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

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

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

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

W Of course.

CH When did you receive the message?

W Yesterday morning. And another one today.

CH I see. Who is sending the messages?

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

CH Really? That's strange.

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

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

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

CH I see. I'm sorry.

W I'm no friend of the enemy.

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

W Yes you can. I promise.

CH Hmm. How did you learn to speak English?

W My father is English ... was English.

CH Really? I see.

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

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

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

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

Exercise 3  3.16 page 90

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

KEY

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

Transcript

See exercise 2.

Exercise 4 page 90

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

KEY

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

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

1 1 why 2 what 3 if 4 how 5 if 6 when 7 if 8 if

- 2 1 'Why are you looking so sad?' I asked my brother.
2 'What's your best friend's name?' she asked.
3 'Is your favourite subject maths?' they asked her.
4 'How do you feel about your exam results?' I asked my friends.
5 'Will the bus arrive early or late?' we asked the driver.
6 'When's your birthday?' he asked me.
7 'Can you play the piano?' she asked him.
8 'Have you ever been to China?' I asked her.

- 3 1 My sister asked me where her dictionary was.
2 I asked Anna what she had done that morning.
3 Lucy asked me if / whether I was going to Jake's party.
4 Adam asked his mother why she was laughing at him.
5 I asked my uncle if / whether he would be there all day.
6 My brother asked me who had told me about his idea.

Exercise 5 page 90

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

KEY

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

Extra activity: Fast finishers

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

KEY

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

Exercise 6 3.17 page 90

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

KEY

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

Transcript

See Student's Book, page 90.

Exercise 7 page 90

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

Exercise 8 page 90

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

Extra activity

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

Lesson outcome

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

8E Word Skills

Verb patterns: reporting verbs

LESSON SUMMARY

Reading: A text about writing messages to strangers

Vocabulary: Reporting verbs

Grammar: Verb patterns

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 91

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

Exercise 2 page 91

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

KEY

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

Exercise 3 page 91

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

KEY

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

Exercise 4 page 91

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

KEY

1 encouraged 2 suggested 3 refused
4 warned 5 insisted on

Exercise 5 page 91

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

KEY

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

Extra activity: Fast finishers

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

Exercise 6 page 91

- Working individually, students make notes about the ideas.

Exercise 7 page 91

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

Lesson outcome

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

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

Reading: An article about cell phone novels

Exam Strategy: Answering gapped sentence tasks

Vocabulary: Reading matter; digital formats; compound nouns

Speaking: Discussing cell phone novels

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 92

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

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

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

Exercise 2 3.18 page 92

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

KEY

b

Exercise 3 page 92

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

KEY

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

Exercise 4 3.18 page 92

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

KEY

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

Extra activity: Fast finishers

- Write the following on the board:
2003
2.6 million
twenty-one
400,000
200
2009
- Ask **fast finishers** to find the significance of the numbers and years in the text.

KEY

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

Exercise 5 page 92

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

KEY

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

Exercise 6 page 92

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

KEY

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

Extra activity

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

Exercise 7 page 92

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

Lesson outcome

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

8G Speaking

Photo description

LESSON SUMMARY

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

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

Vocabulary: Speculating;

Listening: Talking about emergency phone calls

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

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

Exercise 1 page 94

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

KEY

(Possible answer)

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

Exercise 2 3.19 page 94

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

Transcript

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

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

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

Exercise 3 page 94

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

KEY

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

Exercise 4 3.19 page 94

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

KEY

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

Transcript

See exercise 2.

Extra activity

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

Exercise 5 page 94

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

Exercise 6 3.20 page 94

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

KEY

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

Transcript

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

Exercise 7 page 94

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

For further practice of road accidents:

Vocabulary Builder 8G page 125

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

Exercise 8 page 94

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

Exercise 9 page 94

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

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

Exercise 10 page 94

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

Exercise 11 page 94

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

Lesson outcome

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

8H Writing

A narrative

LESSON SUMMARY

Reading: A story about miscommunication

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

Grammar: Verbs with two objects

Writing: A story

SHORTCUT

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

LEAD-IN 2-3 MINUTES

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

Exercise 1 page 95

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

Exercise 2 page 95

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

KEY

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

Exercise 3 page 95

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

KEY

Paragraph 1: set the scene

Paragraph 2: lead up to the main event

Paragraph 3: main event

Paragraph 4: the ending

Exercise 4 page 95

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

KEY

obviously, fortunately

Exercise 5 page 95

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

KEY

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

1 set the scene: present perfect, past simple

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

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

Exercise 6 page 95

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

KEY

1 about a year ago 2 one Saturday last month

3 a few minutes later 4 later on 5 at last

6 in the end

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

Exercise 7 page 95

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

KEY

We offered him a lift ...

My friend ... bought my dad a present.

For further practice of verbs with two objects:

Grammar Builder 8.3 page 141

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

Exercise 8 page 95

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

Exercise 9 page 95

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

Lesson outcomes

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

Map of resources

9A Vocabulary

Student's Book, pages 96–97; Workbook, page 96

Photocopiable: 9A (Travel and transport)

9B Grammar

Student's Book, page 98; Workbook, page 97

Photocopiable: 9B (Third conditional)

9C Listening

Student's Book, page 99; Workbook, page 98

9D Grammar

Student's Book, page 100; Workbook, page 99

Photocopiable: 9D (Participle clauses)

9E Word Skills

Student's Book, page 101; Workbook, page 100

9F Reading

Student's Book, pages 102–103; Workbook, page 101

9G Speaking

Student's Book, page 104; Workbook, page 102

9H Writing

Student's Book, page 105; Workbook, page 103

Culture 9

Student's Book, page 120

DVD and DVD worksheet: Unit 9

Classroom Presentation Tool Unit 9

End of unit

Unit Review: Workbook, pages 104–105

Photocopiable: Grammar Review

Photocopiable: Vocabulary Review

Exam Skills Trainer 5: Student's Book, pages 106–107

Exam Skills Trainer 5: Workbook, pages 106–107

Cumulative Review I–9: Workbook, pages 120–121

Progress Test and Short Tests: Unit 9

Cumulative Test: Units 5–9

Cumulative Test: Units 1–9

9A Vocabulary

Travel and transport

LESSON SUMMARY

Vocabulary: Forms of transport; travel: places

Grammar: The passive

Speaking: Discussing forms of transport; travel role-plays

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 3 for homework and do exercise 9 in the next lesson.

LEAD-IN: 2–3 MINUTES

- Ask students: *What is the greatest number of places you've ever visited during one holiday? How did you travel to those places?* Give an example, e.g. *A few years ago I travelled around France, Spain and Italy. I travelled by ferry, train and bus.*
- In pairs, students discuss the questions.
- Elicit answers.

Exercise 1 page 96

- Focus attention on the photos and ask students to match them with the words. They then discuss the questions.
- Check answers as a class. Check the pronunciation of *hovercraft* /'hɒvəkra:ft/. Ask a few students to share their ideas about the most exciting way to travel with the class.

KEY

A ferry B cable car C hot-air balloon

D hovercraft E scooter F tram

Exercise 2 page 96

- In pairs, students check the meanings of the words in exercise 1 using their dictionaries if necessary.
- Check the pronunciation of *aircraft* /'eəkra:ft/, *cruise* /kru:z/ and *yacht* /jɒt/.
- In pairs, students brainstorm as many different forms of transport as possible in two minutes.
- Elicit ideas.

Culture notes

- Brothers Joseph-Michel Montgolfier (1740–1810) and Jacques-Étienne Montgolfier (1745–1799) were the developers of the hot air balloon and made the first manned flight in 1783.
- RMS *Titanic* was a British cruise ship that sank in 1912 on her maiden voyage from Southampton to New York. Over 1,500 people died. The tragedy happened as a result of the ship hitting an iceberg.
- The first section of the London Underground ran between Paddington and Farringdon Street and is still in use as part of the Metropolitan, Circle and Hammersmith lines.

- Leonardo da Vinci (1452–1519) was an artist and inventor. He designed many different types of vehicle and other machines, though few of his designs were ever built.

Exercise 3 page 96

- Ask students to read the sentences and note down the words that give them clues to the answer.
- Pre-teach *drone* /drəʊn/ (a remote-controlled pilotless aircraft or missile) and *unmanned* /,ʌn'mænd/ (not having or needing a person to control it).
- Students complete the sentences.
- Check answers as a class.

KEY

1 aircraft 2 hot-air balloon 3 cruise ship
4 underground 5 hovercraft 6 trams
7 cable car 8 helicopter

Exercise 4 page 96

- Go through the questions and sample answers together.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 5 page 97

- Put students in two groups. One group checks the meanings of the words up to *harbour* while the other group checks the meanings of the remaining words.
- Ask students from each group to explain the meanings of the words to the other group.
- Students then put the words into categories.
- Check answers as a class.

KEY

a cabin, deck, harbour, port b airport, arrivals hall, check-in desk, departure gate, lost property office, c bus stop, car park, coach bay, coach station, filling station, lost property office, level crossing, service station, taxi rank d buffet car, lost property office, level crossing, platform, sleeper, ticket barrier, ticket office, train station, waiting room

For further practice of travel problems:

Vocabulary Builder 9A page 125

- 1 1 diverted 2 dirty 3 congestion 4 choppy
2 deep – shallow; high – low; long – short;
narrow – wide; short – tall; thick – thin
3 1 high 2 deep 3 tall 4 long 5 long; wide
4 (Possible answers)
1 How long is it? How wide is it? 2 How big is it?
How long is it? How wide is it? How deep is it? How
heavy is it? 3 How tall is he / she? How heavy is he /
she? 4 How tall is it? How big is it?

Extra activity: Fast finishers

Ask **fast finishers** to write a short description of a real or imaginary journey they once took, mentioning the forms of transport they used and the places they visited.

Extra activity

In groups, students take turns to describe one of the forms of transport covered in the lesson without naming it. The other students must guess what they are describing.

Exercise 6 3.21 page 97

- Go through the instructions and questions together.
- Ask students to listen to the background noises for clues.
- Play the recording for students to note down their answers.
- Check answers as a class.

KEY

1 ferry; in the ticket office 2 train; ticket barrier
3 coach; lost property office 4 taxi; taxi rank
5 car; service station 6 train; buffet car

Transcript

- 1 **Clerk** Hello. Can I help you?
Woman Yes, I'd like two adult returns to Guernsey, please.
C When are you coming back?
W Tomorrow.
C That's £90, please ... Thank you.
W The next sailing is at 11, isn't it?
C Yes, that's right.
W How long is the crossing?
C It's three hours. Here's your boarding card. You can go through to the departure lounge.
W Thank you. Oh, what time are the ferries back tomorrow?
C There's one at 10.30 in the morning and another at 6.30 in the evening. You can travel on either with those tickets.
W Thank you.
- 2 **Girl** Hi Mike! Over here!
Boy Oh, hi Sally! How do I get out?
G Come through the barrier. Put your ticket in the slot.
B Oh yes.
G How was the journey?
B Bit of a nightmare, actually. There were engineering works on the line so part of the journey was by coach.
G Oh, dear.
B Then there was a big delay because the signal broke down. So we were stationary for about half an hour.
G Oh, well, never mind. You're here now.
- 3 **Clerk** Morning.
Girl Good morning. I left my jacket on the coach. Has it been handed in?
C Which coach did you leave it on?
G The one that arrived from Hastings at about 12.
C I need to know which one exactly. What time did it depart from Hastings?
G 10.15.
C OK. And where exactly did you leave it?
G On the luggage rack above my seat. I was at the front of the coach.
C Can you describe it?
G It was just like any other coach, really –
C No, the jacket. Can you describe the jacket?
G Oh, sorry. Yes, it's blue, made of cotton.
C OK, wait a moment. I'll go and have a look. ... No, sorry, it hasn't been handed in.
Girl Oh, dear.
C If you fill out this form, we'll contact you if it turns up.

- 4 **Taxi driver** Let me take your bag. I'll put it in the boot.
Boy OK, thanks. Can you take me to Queen Street, please?
T Sure. Can you put your seat belt on, please?
B Do I have to?
T Yes, I'm afraid it's the law now. Whereabouts in Queen Street are you going?
B Can you drop me off at the hostel near the tube station?
T Sure.
- 5 **Man** Are you going to finish your burger?
Woman No, it isn't very nice.
M Let's get going then. We'd better fill up with petrol before we leave.
W OK. Which way are we going to go? The motorway's closed between junctions 8 and 9.
M We can come off at junction 7 and take smaller roads. Did it say why they've closed it?
W No, but there were lots of police cars and a couple of ambulances heading that way, so it must be an accident.
- 6 **Woman** What can I get you?
Boy An egg sandwich, please, and a sausage roll.
W Sorry, we are out of egg sandwiches. We're picking up more sandwiches at Exeter, which is the next station, so if you come after that we'll have some.
B Don't worry. I'll have a ham sandwich instead.
W White or brown bread?
B White, please. And two teas.
W That's £11.40, please. ... Thank you. ... Here's your change. Would you like the sausage roll heated up?
B Yes, please.
W It'll just take a minute. Would you mind waiting while I serve the next customer?
B No, not at all.

Exercise 7 page 97

- Ask students to read the *Recycle!* box.
- Practise the passive infinitive after modal verbs by writing the following prompts on the board:
the child / wanted / carry / all the way home (The child wanted to be carried all the way home.)
the medicine has / take / three times a day (The medicine has to be taken three times a day.)
that child / refuses / tell / what to do! (That child refuses to be told what to do!)
the party might / cancel (The party might be cancelled.)
- As a class, make sentences with the prompts.
- Students complete the sentences.
- Check answers as a class.

KEY

1 can (the return tickets) be used 2 was (the train) delayed 3 was (the jacket) left 4 to be dropped off 5 has (the motorway) been closed 6 was (the passenger) asked

Exercise 8 3.21 page 97

- Play the recording again for students to note down the answers to the questions in exercise 7. With a **weaker class**, pause after each answer.
- Check answers as a class.

KEY

1 On the ferry leaving at 10.30 in the morning or the one leaving at 6.30 in the evening. 2 Because of engineering works on the line and part of the journey was by coach. 3 On the luggage rack above the passenger's seat at the front of the coach. 4 At the hostel near the tube station on Queen Street. 5 We don't know, but there may have been an accident. 6 Because heating up the sausage roll takes time.

Transcript

See exercise 6.

Exercise 9 page 97

- Go through the instructions together.
- In pairs, students select one of the options. Try to ensure that all of the options are used. Encourage students to make notes rather than writing sentences when they are planning.
- Students practise acting out their role-plays in their pairs.

Exercise 10 page 97

- Students take turns to act out their role-plays for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss different forms of transport and places to visit when travelling. I can use the passive. I can do role-plays to do with travelling.*

9B Grammar

Third conditional

LESSON SUMMARY

Reading: An argument about arriving somewhere late

Grammar: Third conditional

Speaking: Discussing imaginary situations using the third conditional; contracting *have* in spoken third conditional sentences

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *Think about something that you wish hadn't happened. (For example: I left my new mobile phone on the bus.) Why did this thing happen? What caused it to happen?* (For example: *I wanted to play a game on my phone, so I took it out of my bag. When I finished playing I put it in my pocket instead of my bag. It fell out of my pocket when I stood up to get off the bus.*)
- In pairs, discuss the questions.
- Elicit some answers.

Exercise 1 page 98

- Focus attention on the photo. Ask students: *Do the people look happy? What do you think they are talking about?*
- Elicit some ideas.

KEY

(Possible answers)

The people are having an argument because they are lost.
They are discussing the best route to take.

Exercise 2 3.22 page 98

- Ask students to read and listen to the dialogue.
- Then ask: *What structure is in the highlighted sentences?* (third conditional). Students look for one more third conditional sentence in the dialogue.
- Ask questions 1–3 to check comprehension of the text.
- Check answers as a class. Then ask: *Does the third conditional describe events that happened?* (No, it doesn't.) Explain that it describes imaginary situations in the past.

KEY

1 No, Ben didn't remember the satnav. 2 No, they didn't leave home on time. 3 No, they didn't make sandwiches for the journey. We'd have left on time if your mum hadn't phoned just as we were leaving.

Transcript

See Student's Book, page 98.

Exercise 3 page 98

- Go through the *Learn this!* box together.
- Students then complete the example sentences.
- Check answers as a class.

KEY

1 past perfect 2 would have + past participle 3 /həv/
1 had phoned 2 wouldn't have arrived 3 had left
4 wouldn't have been

For further practice of the third conditional:**Grammar Builder 9.1** page 141

- 1 1 had driven; would have arrived 2 had got; would have seen 3 would have known; had listened
4 wouldn't have cut; hadn't been 5 had had; would have called 6 wouldn't have got; hadn't been
7 would have passed; had worked
- 2 2 If Emma had caught the bus, she wouldn't have had to walk to school. 3 If the tickets hadn't been expensive, I'd have travelled by plane. 4 If I hadn't eaten too much, I wouldn't have felt ill. 5 If I hadn't spent all my money, I wouldn't have been broke.
6 If I hadn't taken a painkiller, my headache wouldn't have gone away. 7 If we'd saved a lot of money, we'd have been able to buy a new car.

Extra activity

- Ask students to think of an unfortunate event that happened to them and the things that caused it.
- In pairs, students take turns to tell each other about the event using the third conditional.

Exercise 4 page 98

- With a **weaker class**, ask students to make a note of where the *if* clause is in each sentence or question.
- Students write sentences and questions.
- Check answers as a class.

KEY

2 If you had found 80 € on the way to school this morning, would you have kept it? 3 If I had known it was your birthday, I would have bought you a present.
4 If we had walked all the way home, we would have been exhausted. 5 If I hadn't wanted to work on this journey, I wouldn't have taken the train. 6 Would Jim have passed his maths exams if he had worked harder? 7 If we had had more time, we could have changed some money at the airport. 8 What would you have done if you had overslept this morning?

Extra activity: Fast finishers

- Write the following on the board:
 - 1 I'd / if / hadn't / I / have / felt / ill / gone / to school (If I hadn't felt ill, I'd have gone to school.)
 - 2 been / if / Joe / have / invited / gone / to / the party / had / he'd (If Joe had been invited to the party, he'd have gone.)
 - 3 gone out / if / wouldn't / for dinner / been / hadn't empty / the fridge / we / have (If the fridge hadn't been empty, we wouldn't have gone out for dinner.)
- Ask **fast finishers** to put the words in the correct order to make third conditional sentences. They can begin with the *if* clause or the main clause.

Exercise 5 3.23 page 98

- Go through the *Look out!* box together and read out the first sentence in exercise 4 so that students hear a clear example of /əv/.
- In pairs, students read the sentences from exercise 4 aloud to each other, pronouncing *have* correctly.

Transcript

- 1 Tom would've taken a taxi if he'd had some cash on him.
2 If you'd found €80 on the way to school this morning, would you've kept it?
3 If I'd known it was your birthday, I'd've bought you a present.
4 If we'd walked all the way home, we'd've been exhausted.
5 If I hadn't wanted to work on this journey, I wouldn't've taken the train.
6 Would Jim've passed his maths exam if he'd worked harder?
7 If we'd had more time, we'd've changed some money at the airport.
8 What would you've done if you'd overslept this morning?

Exercise 6 page 98

- Ask students to note down the cause in each sentence and explain that this will become the *if* clause.
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 If the ticket hadn't been so expensive, I would have gone by train. 3 If I had known when you were arriving, I would have met you at the airport. 4 If we hadn't been nearly out of petrol, we wouldn't have stopped at the service station. 5 If I hadn't taken a taxi, I would have been late for the meeting. 6 If there had been a ticket office at the station, I wouldn't have bought the tickets on the train. 7 If you had checked the timetable, you wouldn't have missed your train.

Exercise 7 page 98

- Students complete the sentences with their own ideas.

Exercise 8 page 98

- Elicit a few questions, e.g. *What would you have done if you'd felt ill this morning?*
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their partner's answers with the class.

Lesson outcome

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

9C Listening

Travel solutions

LESSON SUMMARY

Reading: A text about a suitcase that you can ride on to the airport

Exam Strategy: Identifying names and proper nouns; identifying register

Vocabulary: Travel collocations

Listening: Travel problems

Speaking: Talking about travel problems

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Describe your favourite form of travel, saying why you like it, e.g. *My favourite form of travel is by train. It's more comfortable than travelling by car, and I feel safer on trains than any on other form of transport. In addition, you don't have the stress of getting lost or arguing about whose turn it is to drive.*
- In pairs, students discuss their favourite form of transport and explain why they like it.
- Ask a few students to share their ideas in the class.

Exercise 1 page 99

- Focus attention on the photo and ask students to describe it to a partner and discuss whether they think it is a good idea.
- Students read the text and find the name of the inventor and the invention.
- Check answers as a class.

KEY

He Liang; a suitcase you can ride like a motorbike

Exercise 2 page 99

- Go through the Listening Strategy together.
- Students match the verbs with the nouns.

- Check answers as a class.

KEY

board a plane / flight / a ship / a train, book a cab / taxi / a holiday / a hotel / a room, check in luggage / bags, check into a hotel, hail a cab / taxi, hire a cab / taxi / car, miss a plane / flight / a train, reach a destination, stay at a hotel

Extra activity: Fast finishers

- Write the following on the board:
When we got to the airport, we ...
Every time I go to New York, I ...
Jenny needs to spend two nights in Edinburgh, so ...
I'm not interested in walking everywhere. Let's ...
On their round-the-world cruise, Jean and Martin ...
- Ask **fast finishers** to complete them using their own ideas and the verb + noun collocations.

Exercise 3 3.24 page 99

- Tell students that they are going to listen to six extracts, each of which includes the names 1–6. Students must listen and find out what the names represent.
- Play the recording for students to note down their answers.
- Check answers as a class.

KEY

1 a (cruise) ship 2 a cab / taxi 3 a destination
4 a travel agency 5 a passenger 6 a hotel

Transcript

- I remember my first cruise as if it were yesterday. We travelled down to Southampton on the train and boarded the *Princess Ariadne* in the early evening. Lights were coming on all around the port and the atmosphere was really magical.
- Just as we stepped out of the hotel, it started to rain – and suddenly, it was raining really hard. I tried to hail a *tuk tuk*, but they weren't stopping! All the *tuk tuks* were full.
- I'd like to welcome passengers on board the 13:34 Great Eastern train from London. We are scheduled to reach Ely at 15:07, where the train will terminate. May I remind passengers that a range of light snacks and beverages may be purchased in the buffet car.
- We booked our holiday with Martins & Cole last year. They're expensive, but they take care of everything for you – flights, transfers, accommodation. So it's worth it, in my opinion.
- This is a passenger announcement. Will Damian Fairchild, Damian Fairchild, please proceed immediately to the information desk next to gate 15, where his wife is waiting to board British Airways flight 1782 to Dallas.
- It was our first trip to Las Vegas, so we booked a room at the Bellagio. It was amazing – there was a beautiful fireplace, and fantastic views from the windows. And our bathroom was enormous!

Exercise 4 3.24 page 99

- Go through Listening Strategy 2 together. Practise the pronunciation of the formal terms, particularly *adjacent* /ə'dʒeɪsnt/, *prior* /'praɪə/, *beverage* /'bevərɪdʒ/, *commence* /kə'mens/ and *proceed* /prə'si:d/.
- Play the recording for students to note the formal extracts.
- Play the recording again for students to note the formal terms they hear.

- Check answers as a class.

KEY

3, 5; terminate, beverages, to purchase, proceed, adjacent to

Transcript

See exercise 3.

Exercise 5 3.25 page 99

- Ask students to read the questions.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

1 c 2 b 3 a 4 c

Transcript

- 1 I regret to inform you that there will be a short delay of twenty to thirty minutes due to a minor technical problem. The problem concerns the air conditioning system and has no implications for safety. I would request that passengers remain seated during this period. I hope to give you an update in due course. Meanwhile, the cabin crew will pass through the cabin with complimentary refreshments. The captain and crew would like to thank you for your patience and assure you that they are doing all they can to resolve the issue.
- 2 When I checked in, they didn't mention any problems with the flight. It was only later, when I was in the departure lounge, that I noticed the word 'Delayed' on the screens. I went to the information desk and tried to find out how long the delay would be, but they couldn't tell me. They couldn't even tell me what the reason for the delay was, which was quite annoying. Personally, I reckon they knew. Why couldn't they tell us? Anyway, they just offered the passengers a free drink and told us to keep checking the screens for more information. Eventually, 'Delayed' changed to 'Delayed for 4 hours'. That's when the passengers really got angry! In the end, the flight took off six hours late. Six hours!
- 3 **Woman** Have you ever been on a flight that's ready to take off but can't, because one of the passengers is missing?
Man Yes, I have.
W It's annoying, isn't it? Well last month, that 'annoying passenger' was me.
M Oh no! You're kidding! What happened? Did you fall asleep?
W No! In fact, I was at the airport quite early, checked in my bags and went through security. I looked at the screen to see which gate I needed, and I thought it said 'gate 15'. So that's where I went ... and waited ... and waited. Then there was an announcement calling me to gate 18, so I ran. It was so embarrassing!
M Did you get there on time?
W No, I didn't. We were twenty minutes late taking off. I'll never make that mistake again.
- 4 Good afternoon, ladies and gentleman. As you will see if you look out of the window, we are approaching our destination and we should be there approximately ten minutes ahead of schedule. Unfortunately, it appears that there is a problem with the baggage handling at our destination. Passengers will not be able to retrieve their bags for at least an hour. We suggest that you wait in the arrivals hall for further information. We appreciate

that this is inconvenient after a long journey, but wish you a pleasant holiday all the same. Should you need any advice regarding the transfer to your hotel, please contact a member of staff in the terminal building.

Exercise 6 page 99

- Ask students to read the phrases and make them more formal. Do not check answers at this point.

Exercise 7 3.26 page 99

- Play the recording for students to check their answers to exercise 6.

KEY

1 regret, inform 2 request, remain 3 in due course.
4 complimentary, refreshments. 5 approaching
6 approximately, ahead of schedule. 7 appreciate

Transcript

- 1 I regret to inform you that there will be a short delay of twenty to thirty minutes due to a minor technical problem. The problem concerns the air conditioning system and has no implications for safety. I would request that passengers remain seated during this period. I hope to give you an update in due course. Meanwhile, the cabin crew will pass through the cabin with complimentary refreshments. The captain and crew would like to thank you for your patience and assure you that they are doing all they can to resolve the issue.
- 2 Good afternoon, ladies and gentleman. As you will see if you look out of the window, we are approaching our destination and we should be there approximately ten minutes ahead of schedule. Unfortunately, it appears that there is a problem with the baggage handling at our destination. Passengers will not be able to retrieve their bags for at least an hour. We suggest that you wait in the arrivals hall for further information. We appreciate that this is inconvenient after a long journey, but wish you a pleasant holiday all the same. Should you need any advice regarding the transfer to your hotel, please contact a member of staff in the terminal building.

Extra activity

- Practise the pronunciation of the formal phrases in exercise 6.
- In pairs, students write two travel announcements using the formal words from exercise 6 and Listening Strategy 2.
- Ask a few students to read out their announcements to the class.

Exercise 8 page 99

- Go through the instructions together and tell students about travel problems you have experienced, e.g. *last month I travelled to Edinburgh to visit a friend. The journey didn't begin well. The train was delayed by an hour and a half. Then we stopped in the middle of nowhere for some unexplained reason. While we were stopped, the air conditioning broke down, which was less than ideal on a hot summer's day. But the staff were apologetic and served us complimentary drinks to compensate.*
- In pairs, students take turns to describe such a journey.
- Elicit descriptions from a few students.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the context of a listening text and its register. I can understand and use verb + noun collocations and formal terms.*

9D Grammar

Participle clauses

LESSON SUMMARY

Reading: An article about the Apollo 13 space mission

Grammar: Participle clauses

Speaking: Discussing being an astronaut

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *What do you think is the hardest job in the world?* Give students a minute to brainstorm ideas in pairs.
- Give them another minute to discuss which jobs they think are the hardest, giving reasons why.
- Elicit ideas.

Exercise 1 page 100

- Go through the instructions together. Then ask students which countries have space programs. (Many countries have space programs, mostly involving the use of satellites, while only China, NASA and Russia / the former Soviet Union have sent astronauts into space.)
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 100

- Students read part 1 of the article and discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 page 100

- Ask a student to read out the first underlined clause in the article. Elicit its meaning in L1. Then explain that it is a participle clause.
- Ask students to read the *Learn this!* box and study the example sentences in the article.
- Ask students whether the participle clauses replace defining or non-defining relative clauses.

KEY

They replace both defining and non-defining relative clauses.

Exercise 4 page 100

- Go through the instructions together.
- Students rewrite the participle clauses.
- Check answers as a class.

KEY

... which / that was designed to land on the moon. ... who / that were chosen for the mission ... which was watched by millions on TV, ... which / that explained how they lived and worked in zero gravity. ... which / that contained oxygen ... who noticed a red warning light, ... which / that was floating 320,000 kilometres from Earth.

For further practice of participle clauses:

Grammar Builder 9.2 page 142

- 1 2 We talked to a young man wanting to study in England. 3 A suspected burglar, arrested by the police, has escaped. 4 My uncle bought a pen made of gold. 5 She was wearing a necklace belonging to her grandmother. 6 Three men, coming out of the restaurant late at night, saw the robbery.

Exercise 5 page 100

- Ask students to read part 2 of the article and discuss the question in pairs.
- Check the answer as a class.

KEY

Although Apollo did not reach the moon, NASA managed to bring the astronauts back to Earth alive. The crisis was discussed on TV, and people in the USA regained interest in the Space Program.

Exercise 6 page 100

- Students rewrite the relative clauses as participle clauses.
- Check answers as a class.

KEY

- 2 ... designed to hold only two people, ...
3 ... following instructions from the ground crew, ...
4 ... working 24 hours a day, ... 5 ... discussed on all the TV news programmes, ... 6 ... risking their lives ...
7 ... trying to save them ...

Exercise 7 page 100

- Students rewrite the sentences, replacing the relative clauses with participle clauses.
- Check answers as a class.

KEY

1 The word *astronaut*, formed from two Greek words, means 'star sailor'. 2 Only flights reaching an altitude of 100 km or more are considered space flights. 3 People chosen to become NASA astronauts have to complete a difficult training program lasting 20 months. 4 Astronauts spending long periods in space do exercises designed to keep them strong. 5 Spacecraft intending to escape from Earth's gravity need to reach a speed of about 40,000 km/h. 6 People watching the Apollo 13 mission on TV or listening on the radio were very relieved when the astronauts returned safely. 7 James Lovell received the Exceptional Service Medal, awarded by NASA. 8 The film *Apollo 13*, made in 1995 and starring Tom Hanks, was nominated for many awards, including nine Oscars.

Extra activity: Fast finishers

Ask **fast finishers** to read the question in exercise 1 again. Then ask them to think of three sentences with participle clauses to answer the question, e.g. *Space programs, costing millions, are an important part of scientific research.*

Exercise 8 page 100

- Go through the instructions and the task together.
- Students make notes for each question.
- With a **stronger class**, ask students to think of more nouns and adjectives they can use.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students the following questions:
Do you think you have the qualities to become an astronaut?
Would you ever consider becoming an astronaut?
Some people predict that humans will have to leave planet Earth to survive in the future. What do you think?
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use participle clauses correctly. I can discuss the importance of space programs and the qualities needed to become an astronaut.*

9E Word Skills

Verb patterns

LESSON SUMMARY

Reading: An article about a long boat trip

Grammar: Verb patterns

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *What's the longest journey you've ever been on? What were the good and bad things about it?* Give an example, e.g. *I went by coach from London to Florence. The journey took about 24 hours. The good things were that we stopped off in lots of places along the way. The bad thing was that the coach was hot and cramped and I was so uncomfortable that I barely slept.*
- In pairs, students take turns to discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 1 page 101

- Focus attention on the photo and ask students to describe it. Elicit a description.

- Go through the instructions and the words together. Ask students to think of more topics and write them on the board, e.g. communication with people not on the boat, illness, money, wildlife.
- In pairs, students discuss the question.

KEY

(Possible answer)

The best thing would be the relaxation and sightseeing.
The worst thing would be the accommodation.

Exercise 2 page 101

- Students read the text and answer the question. Encourage them to think about their answers and to look for examples to support their answers.
- Elicit some answers. Then ask: *Did Jane and Clive have a good time on their trip?* (Yes, they did.)

Exercise 3 page 101

- Go through the *Learn this!* box together. Students then find a verb which can be used with an infinitive or an *-ing* form in the text. (continue)
- Students identify the verb pattern that is not in the text.
- Check the answer as a class.

KEY

e

Language note

- We use the *-ing* form after verbs such as *remember*, *stop* and *forget* to describe an action that happened or started in the past.
Tom stopped throwing snowballs. (Tom had been throwing snowballs and then he stopped.)
- We use the infinitive after these verbs to describe an action that occurs after we remember, stop, forget, etc.
She stopped to smell the flowers. (She stopped what she was doing and smelt the flowers.)
- We can use *try* with the *-ing* form or the infinitive.
try + infinitive means 'to attempt to do something'.
Ellie tried to open the door but it wouldn't budge.
try + -ing form means 'to experiment with something you haven't done before'.
I'm going to try giving up chocolate. I'm not sure if I will be successful!

Exercise 4 page 101

- Students complete the table. They then use their dictionaries to find more verbs. Alternatively, write the following verbs on the board and ask students to add them to the table: *promise, pretend, refuse, would like, avoid, regret, feel like, recommend, begin*
- Check answers as a class.

KEY

verb + infinitive decide, expect, offer, manage, afford, agree
verb + -ing form fancy, keep, end up, enjoy **infinitive or -ing (same meaning)** continue **infinitive or -ing (different meaning)** stop

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for one verb from each column.

Exercise 5 page 101

- In pairs, students read the sentences and compare the differences in meaning.
- Check answers as a class.

KEY

1 a I bought a present to see if it would make her less angry. b I made an attempt to buy a present, but I didn't have enough money.

2 a I was talking to my friend, but stopped when the film started. b I began to talk to my friend when I met him.

3 a They were eating popcorn and when the film ended they continued to eat it. b The film ended and they went to eat pizza.

4 a I remember visiting the Taj Mahal (in the past) and I won't forget it. b I will remember to visit the Taj Mahal (in the future) because it is amazing.

Exercise 6 page 101

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

KEY

1 to spend 2 living 3 to stay 4 visiting 5 being
6 going 7 to become 8 living 9 hearing 10 have
11 to pay 12 to save 13 staying

Exercise 7 page 101

- Go through the topics together.
- Give students two minutes to think of ideas for each topic.
- In pairs, students take turns to talk about the topics.
- Ask a few students to share their partner's answers with the class.

Extra activity

- Tell students: *The reading text and gapped text are both about things that people have chosen to do later in life. What do you fancy doing when you retire?*
- Students discuss the question in pairs. Write a few verbs on the board: *fancy, stop, manage, continue, afford, expect, try, spend, end up, hope* and encourage students to use them in their discussion.

Lesson outcome

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

9F Reading

Miscalculations

LESSON SUMMARY

Reading: An article about very expensive mistakes

Exam Strategy: Matching more than one text with a question

Vocabulary: Units of measurement

Speaking: Discussing mistakes

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 5 and 7 for homework.

LEAD-IN: 2-3 MINUTES

- Pre-teach *plus* (+), *minus* (-), *multiplied by* (x), *divided by* (÷) and *equals* (=).
- On the board, write the following calculations:
 $18 \div 3 = (6)$
 $6 \times 7 = (42)$
 $9 \times 12 = (108)$
 $25 - 14 = (11)$
 $37 + 41 = (78)$
 $329 - 17 = (312)$
 $10,000 \div 5 = (2,000)$
 $541 + 57 = (598)$
- Ask students to work in pairs and do the calculations in English.

Exercise 1 page 102

- Ask students to read the saying and check that they understand *measure*.
- In pairs, students discuss the meaning of the saying and why it is good advice.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer) *You should be careful before you make a decision that can't be reversed.*

Exercise 2 3.27 page 102

- Ask students to read the titles. They then read the text and do the task.
- Check answers as a class.

KEY

A d – 2 (Too fat to fit!) B a – 1 (Can't slow down!)
C c – 3 (Meet you in the middle?) D b – 4 (Top heavy!)

Exercise 3 page 102

- Go through the Reading Strategy together.
- Students read text A carefully to see if one or both of the statements match with it.
- Check the answer as a class.

KEY

It matches with 1: '... there is no question of rebuilding them. It will be cheaper to alter the width of the platforms.'
It does not match with 2: 'The error appears to have happened because RFF, the company that runs the rail network, gave SNCF the wrong measurements. Instead of measuring all the platforms ... they only measured platforms that were less than thirty years old. They didn't realise that the gap between platforms ... a bit slimmer.'

Exercise 4 page 102

- Students read the texts and match them with the statements.
- Check answers as a class.

KEY

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

Extra activity

Ask students to find the following words in the texts and work out their meaning from the context.

Text A: *no question of* (no possibility of); *adjust* (to change something slightly, especially because it is not in the right position)

Text C: *aware of* (knowing about or realising something); *precise* (clear and accurate); *subtract* (to take one number or quantity away from another)

Text D: *armed* (carrying weapons); *tip over* (to fall or turn over); *unstable* (likely to fall down or move)

Exercise 5 page 102

- Ask students to read the text again and complete the sentences.
- Check answers as a class.

KEY

(Possible answers)

1 ... RFF had measured all the platforms.

2 ... the Mars Climate Orbiter would have gone into orbit around Mars. 3 ... the German side wouldn't have had to be lowered. 4 ... the top of the ship hadn't been too heavy (and if) the ship had not been asymmetrical.

Extra activity: Fast finishers

- Write the following on the board:
If the new trains had been the same width as the older ones, ... SNCF wouldn't have had to spend €50 million ...
The Mars Climate Orbiter might have discovered whether there was water on Mars ...
If the two halves of the bridge had been the same height, ...
If the Vasa hadn't been unstable, ...
- Ask **fast finishers** to write sentences about the mistakes using the third conditional.

Exercise 6 page 102

- If necessary, students can use their dictionaries to find the names for the units of length.
- Check answers as a class.

KEY

1 centimetres 2 millimetres 3 metres

4 kilometres 5 inches 6 feet

Centimetres, millimetres, metres and kilometres are metric.

For further practice of size and dimensions:

Vocabulary Builder 9F page 125

1 1 wide 2 long 3 deep 4 high 5 tall 6 tall

2 deep – shallow; high – low; long – short;
narrow – wide; short – tall; thick – thin

3 1 high 2 deep 3 tall 4 long 5 long; wide

4 (Possible answers)

1 How long is it? How wide is it? 2 How big is it?
How long is it? How wide is it? How deep is it? How
heavy is it? 3 How tall is he / she? How heavy is he /
she? 4 How tall is it? How big is it?

Exercise 7 page 102

- Students scan the text for the units of length and distance.
- In pairs, they discuss what the units refer to.

- Check answers as a class.

KEY

1 centimetres. The North Sea is 27 cm higher than the Mediterranean. The Germans added 27 cm instead of subtracting 27 cm. 2 millimetres. One set of engineers working on the Mars Climate Orbiter used millimetres and the other set of engineers used inches. 3 metres. The German side of the bridge was over 0.5 m higher than the Swiss side. 4 kilometres. The spacecraft was only sixty km from the surface of Mars instead of 160 km when the engines fired. 5 and 6 inches and feet. There are 12 inches in a Swedish foot, but 11 inches in an Amsterdam foot.

Exercise 8 page 102

- Go through the instructions together.
- Ask students to think about the consequences of each mistake and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 9 page 102

- Go through the instructions together.
- Students plan their presentation. Encourage them to use the third conditional to say what would have happened if the engineers had not made the mistake or how the mistake could have been prevented.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about mistakes. I can match statements with more than one text. I can understand and use units of length and distance. I can use the third conditional to describe how certain events could have been prevented.*

9G Speaking

Guided conversation

LESSON SUMMARY

Speaking: Describing a photo of a holiday scene and discussing holiday activities; planning a holiday

Exam Strategy: Using your preparation time; interacting appropriately

Grammar: Reply questions and question tags

Listening: Planning a holiday

Vocabulary: Holiday activities and accommodation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and set exercise 7 for homework.

LEAD-IN: 2–3 MINUTES

- Tell students about a holiday you went on recently, describing where you stayed, the activities you did and what you took with you, e.g. *I recently went to Rome for a holiday. I stayed in a lovely self-catering apartment near the city centre. I visited the Vatican, the Colosseum and the Spanish Steps amongst other places. I walked almost*

everywhere though I took a bus occasionally. I took summer clothes with me, my camera and a guide book.

- In pairs, students describe recent holidays in the same way.
- Elicit some descriptions.

Exercise 1 page 104

- Focus attention on the photo and holiday activities.
- Ask students to work in pairs and describe the scene and answer the questions. With a **stronger class**, ask students to think of more activities to add to the list.
- Ask a few students to share their ideas with the class.

Exercise 2 page 104

- Go through Speaking Strategy 1 and the task together.
- Students decide under which of the four points in the task they would be most likely to mention 1–8.
- Check answers as a class.

KEY

when you want to go and for how long 2 (a month of the year), 5 (a week / a fortnight) choice of destination 3 (a popular tourist area), 7 (youth hostels), 8 (beaches and the sea) transport 4 (buses and trains) paying for the holiday 1 (a job), 6 (borrowing / lending)

Exercise 3 3.28 page 104

- Go through the instructions and Speaking Strategy 2 together.
- Play the recording for students to decide how well the student reacts during the conversation.
- Elicit answers.

KEY

yes

Transcript

Teacher When should we go on our holiday?

Student I'd like to go away as soon as term finishes.

T Would you? Why?

S Well, we've got exams at the end of term, haven't we? So we'll need something to look forward to. I reckon we should go for three weeks.

T That's a long time!

S Is it? I think it's perfect. It's just long enough to relax and forget about school.

T OK. Let's go for three weeks!

S Great! Moving on to the question of destination – where shall we go?

T The Baltic Coast is lovely, isn't it?

S Yes. But I think I'd rather go to the Masurian lakes. There's more to do there.

T Is there?

S Yes, I think so. We could go kayaking, walking, fishing, sight-seeing. That's why I prefer that destination.

T It sounds great.

S We could go there by train. It doesn't cost too much. Then we could get a bus to a campsite.

T Or maybe a taxi, if it isn't too expensive.

S Yes, OK. That reminds me ... we need to talk about how we're going to pay for the holiday.

T I've got some money in the bank.

S I haven't got enough for a holiday. We need quite a lot of money, don't we?

T Yes! So what are you going to do?

S I'm going to work part time at my uncle's shop, just for a few hours a week. My parents will give me some money too.

T Will they? That's kind of them, isn't it?

S Yes. But only if I work hard for my exams ...

Exercise 4 page 104

- Go through the *Learn this!* box together.
- Ask: *How do we form a reply question or a question tag?* (with an auxiliary verb and subject pronoun)
- Point out that when the subject is a demonstrative pronoun (e.g. *this, those*) the corresponding pronoun in the reply question or question tag is *it* or *they*.
- Go through the statement together and make sure students understand that for items 1, 3 and 5 they have to respond to the statement, whereas for items 2, 4 and 6 they have to ask for confirmation of what they are saying.
- Students do the task. Do not check answers at this point.

Exercise 5 3.28 page 104

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

KEY

1 'That's a long time!' 'Is it?' 2 The Baltic coast is lovely, isn't it? 3 'There's more to do there.' 'Is there?' 4 We need quite a lot of money, don't we? 5 'My parents will give me some money too.' 'Will they?' 6 That's kind of them, isn't it?

Transcript

See exercise 3.

For further practice of reply questions and question tags: Grammar Builder 9.3 page 142

1 1 c 2 a 3 e 4 b 5 d

2 1 Do you? 2 Didn't they? 3 Aren't you? 4 Don't they? 5 Does it? 6 Can't they? 7 Would you? 8 Wouldn't they?

Grammar Builder 9.4 page 143

1 1 had you? 2 shall we? 3 wouldn't you? 4 were they? 5 will we? 6 weren't they? 7 aren't I? 8 didn't you?

2 1 is it 2 do they 3 had we 4 can you 5 is it 6 would he 7 are you 8 shall we 9 aren't I 10 are they 11 don't they 12 won't I

Extra activity: Fast finishers

- Ask **fast finishers** to think of five facts about holidays and write them down. Two sentences should be negative, e.g. *It's hot in Spain in summer.*
Air travel is considered to be the safest form of travel.
Tourists don't want bad weather on their holidays.
You can't travel abroad without a passport.
- Students swap sentences with a partner. They then add a reply question or a question tag to each of the statements.

Exercise 6 page 104

- In pairs, students use their dictionaries to check the meanings of the words.

- Students take turns to make a statement about the kind of accommodation they prefer. Their partner responds using reply questions, e.g.
'I prefer self-catering apartments.' 'Do you?'
'Self-catering holidays are much cheaper.' 'Are they?'

Exercise 7 page 104

- Ask students to read the instructions and task.
- Give them two minutes to prepare but remind them that they would normally have only 30 seconds.

Exercise 8 page 104

- Students do the task in exercise 7, taking turns to be teacher and student. Encourage them to use reply questions and question tags where possible.
- Circulate and monitor, making a note of any errors or particularly good sentences for a group correction and feedback activity at the end of the lesson.

Extra activity

- Ask students to think of two facts and write them down. One sentence should be affirmative and the other negative.
- Put students in groups of four or five. Students take turns to read out their facts to their group. The student on their right must respond with a reply question, e.g. *'The world isn't flat.' 'Isn't it?'*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can have a conversation about holiday plans. I can use vocabulary for different types of holiday activities and accommodation. I can use reply questions and question tags.*

9H Writing

A formal letter

LESSON SUMMARY

Reading: A formal letter of enquiry

Exam Strategy: Starting and finishing a formal letter; using paragraphs

Writing: A formal letter of enquiry to a hotel

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students: *When you're choosing somewhere to stay on holiday or a short break, what do you consider?*
- Students discuss the question in pairs.
- Elicit some opinions.

Exercise 1 page 105

- Focus attention on the photo and ask students to describe it. Elicit some descriptions.

- Students then discuss the questions in pairs. Elicit some answers.

Exercise 2 page 105

- Students read the writing task and the letter and decide if the writer has included all four elements of the task.
- Check the answer as a class.

KEY

Yes, the writer has included all elements of the task.

Exercise 3 page 105

- Students study the beginning and end of the letter. They then use the words to complete Writing Strategy 1.
- Check answers as a class.

KEY

1 Dear Miss / Mrs / Ms / Mr ..., 2 Yours sincerely,
3 Dear Sir or Madam, 4 Yours faithfully,

Exercise 4 page 105

- Ask students to read Writing Strategy 2 and divide the letter in exercise 2 into paragraphs.
- Students look for short forms in the letter (question 2) and then find the words that could be replaced by the more formal words (question 3).
- Check answers as a class by asking students to read the sentences the answers appear in.
- Students read the letter again and find the more formal equivalents of the words (question 4).
- Check answers as a class.

KEY

1 I am writing to enquire about a visit to your youth hostel in Bristol next month. 2 I'll be travelling to Bristol with three mates from school. All four of us are female and aged seventeen or eighteen. 3 We're planning to stay for seven nights between 10 and 17 August. Please tell me whether you have beds available for those dates. 4 I'd also like to know whether your youth hostel has a café or restaurant. If not, would it be possible to recommend any places to eat near the hostel which are not too expensive? 5 This will be our first visit to Bristol. Although I have read about the city on the internet, I'd love to hear any tips for places to visit in the city. 6 I look forward to getting an answer from you in due course so that we can finalise the details of our visit.
2 I'll be = I will be; We're = We are; I'd = I would
3 mates = friends; Please tell me whether = I'd be grateful if you could inform me; I'd love to + I would certainly be interested; getting an answer = receiving a reply; tips = recommendations
4 enquire about = ask about; in due course = soon; finalise = sort out; recommend = tell me about

Extra activity: Fast finishers

- Ask **fast finishers** to write a sentence for each of the formal equivalents of the words in question 4 of exercise 4.
- If time allows, students can write them as gapped sentences and swap them with a partner to complete.

Exercise 5 page 105

- Go through the task together.
- Students plan their letter using the plan to help them.

Exercise 6 page 105

- Students write their letters.
- Encourage students to include some of the formal words in exercise 4. They should also decide if they know the person they are writing to and address them appropriately.
- When they have finished writing, they edit their work using the *Check your work* box.

Extra activity

- Students swap letters with a partner.
- They then read their partner's letter and give feedback on it. They should consider how well their partner has completed the task and how appropriate the language is.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a formal letter of enquiry. I can divide it into paragraphs and identify and understand formal language in it. I can write a formal letter of enquiry addressing the recipient correctly and using an appropriate register.*

Exam Skills Trainer 5

LESSON SUMMARY

Exam strategies: Reading: using the order of a text to choose the correct answer options; Listening: completing the summary of a listening; Use of English: thinking about what type of word grammatically fits a gap; Speaking: relating an experience associated with photos by saying when it happened, who was involved, what they did and how everyone felt; Writing: checking for grammar, spelling or vocabulary mistakes

Reading: An article about the travel writer Thomas Coryat

Listening: A conversation about teenagers and mobile phones

Use of English: A text about a hovercraft

Speaking: Comparing and contrasting photos and answering questions relating to them

Writing: A letter of complaint

LEAD-IN

- Ask students: *Do you think that travel to other countries helps to broaden the mind? Do you believe that people can learn a lot about the world without travelling anywhere?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 106

- Go through the strategy together.

- With a **weaker class**, write the following gapped sentences and word pool on the board:
eat famous letters royal family walk
1 *Thomas Coryat's travel writing is very ____.* (famous)
2 *His first job was working for the ____.* (royal family)
3 *Coryat decided to ____ through some parts of Europe.* (walk)
4 *Coryat sent home ____ from the eastern Mediterranean, Persia and India.* (letters)
5 *Coryat may have changed the way we ____.* (eat)
- Ask students to skim-read the text and complete the sentences.
- Otherwise, students read the text and decide which options are incorrect.

KEY

(Possible answers)

Options that might be eliminated:

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

Exercise 2 page 106

- Remind students that synonyms and paraphrases may be used in the answer options.
- Students read the text again and choose the correct answers.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 D 5 C

Listening

Exercise 3 page 106

- Go through the strategy together.
- Ask students to skim-read the summary in exercise 4 to try to guess the possible answers. Remind them that, at this stage, any logical guess is acceptable.
- Elicit ideas and write them on the board

Exercise 4 3.29 page 106

- Ask students to read the instructions. Remind them that they must pay attention to word limits.
- Play the recording for students to write down their answers.
- With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 teenagers 2 a good idea 3 would be offended
4 trusted 5 interested in 6 annoying

Transcript

Carl Hi, Erin. What are you reading?

Erin Oh, hi Carl! It's an article about mobile phones. It says that some teenagers make written agreements with their parents about how they can use their mobiles.

C You're joking!

E No, it's true. The article says some kids in the United States sign a document for their mum and dad. It's like a contract, and it says how much they can use their phones – and what they can use them for.

C They actually sign a piece of paper? That's strange!

E Well, I actually think it's quite a good idea, Carl. If it's all on paper, at least you know exactly what you've agreed to do. You can't argue about it afterwards.

C I suppose ... but I'd still be offended if my parents asked me to sign a document like that. I like the fact that they trust me to do what I promise. Anyway, I'm not all that interested in phones. Sometimes I even forget to take my mobile into town with me.

E I'm just the opposite. My parents have accused me of liking my phone more than I like them!

C You do spend a lot of time on it, Erin. To be honest, it annoys me when people do that sometimes. It's hard to talk to a friend when they're staring at their mobile screen the whole time.

E I know! I'm trying to look at my phone much less these days. But when I've received a new text, I just have to look at it.

Use of English

Exercise 5 page 107

- Go through the strategy together.
- Ask students to read the text first and to try to work out what type of word is needed in each gap. They then complete the task.
- With a **weaker class**, you could check that they have identified what type of word is needed first.
- Check answers as a class.

KEY

1 ability 2 higher 3 difference 4 easily
5 environmentally 6 useful 7 manufacturers
8 safety

Speaking

Exercise 6 page 107

- Go through the strategy together.
- Ask students to read the task and make notes for each question using a real or invented experience.
- In pairs, students use the notes they made to relate their experiences to each other.

Exercise 7 page 107

- In pairs, students study the photos and note down as many details about them as possible as well as additional ideas of their own.
- In pairs, students compare and contrast the photos. They should not make assumptions or give opinions at this stage.

Exercise 8 page 107

- Give students one or two minutes to read the questions and make notes for their answers.
- Students take turns to ask and answer the questions in pairs.
- Ask a few students to relate their partner's ideas to the rest of the class.

Writing

Extra activity

- Revise journey-related vocabulary. Ask individual students to come to the front of the class and whisper one of the following words to them:
coach, ferry, hovercraft, tram
airport, cabin, check-in desk, harbour, service station, ticket barrier, holiday activities: kayaking, horse-riding, scuba-diving, sightseeing
B&B, campsite, hostel, self-catering apartment
- The student must then describe the thing without saying the word. The rest of the class must guess the word.

Exercise 9 page 107

- Go through the strategy together. Also point out the importance of checking punctuation.
- Students study the letter and find and correct the mistakes.
- Check answers as a class, asking students to identify the type of error made, i.e. grammar, spelling or vocabulary.

KEY

complain = to complain, delayed = was delayed; on the bus stop = at the bus stop; I'm showing = I was showing; travel = journey; finally = finally; inform = are informed; suggestions = suggestions

Exercise 10 page 107

- Go through the task together and check that students understand the different points they need to cover.
- Students plan their letters, thinking about the grammar and vocabulary they intend to use.
- Students write their letters.
- When they have finished writing, they check their work. Alternatively, ask students to swap letters with a partner and edit their partner's work.
- Circulate and monitor while students are editing, helping where necessary.

Lesson outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a seventeenth-century travel writer and answer multiple-choice question on it. I can understand a conversation about mobile phones and complete a summary. I can complete a text with the correct form of the words. I can compare and contrast photos and answer questions related to the topic. I can write a letter of complaint to an airline operator.*



1 Ethnic minorities in the UK

LESSON SUMMARY

Reading: A text about ethnic minorities in the UK

Listening: People whose families emigrated to the UK talking about their lives

Speaking: Discussing emigration and immigrants

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and set exercise 6 as a written task for homework.

LEAD-IN 2-3 MINUTES

- Elicit students' favourite food, music and TV programmes and write them on the board.
- Ask: *Which countries do these things come from?* Elicit answers as a class.

Exercise 1 page 112

- Focus attention on the photo. In pairs, students discuss where the children might be from and whether they look like typical British children, giving reasons for their answers.
- Elicit answers as a class.

Culture notes

- In 1707, England, Scotland and Wales joined to form one kingdom, Great Britain.
- In 1801, Ireland joined Great Britain to form the United Kingdom. In 1922, the southern part of Ireland became an independent state, leaving only Northern Ireland within the UK.
- The term *Britain* is often used to describe both the UK and Great Britain. The term *British* is used to describe anyone who is from the UK.

Exercise 2 4.04 page 112

- Elicit the meaning of *immigrant* (someone who comes to live permanently in a country that is not their own).
- Students scan the text and answer the questions.
- Check answers as a class.

KEY

1 the Caribbean 2 India and Pakistan; many Asians also came from Africa 3 continental Europe

Exercise 3 page 112

- Ask students to read the sentences. Remind them that the words in *true / false* sentences may be synonyms of words in the article or closely associated words.
- Students read the text and answer the questions.
- Check answers as a class.

KEY

1 T 2 T 3 F 4 T 5 T

Extra activity: Fast finishers

- Write the following questions about the text on the board:
 - When did Britain become a powerful country with control over many other countries?* (in the 17th century)
 - By the 1960s, what had happened in those countries?* (They had become independent.)
 - Which ethnic minority has been in Britain longer than any other?* (the black Caribbean population)
 - Which aspects of Caribbean culture have become part of British life?* (food and music)
 - Where had many people from India and Pakistan lived before coming to the UK?* (in British colonies in Africa)
- Ask **fast finishers** to read the text again and answer the questions.

Exercise 4 4.05 page 112

- Go through the instructions together. Check the meaning of *ethnic origin* (the country, race, culture, etc. that a person comes from).
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

Speaker 1 Polish Speaker 2 Nigerian Speaker 3 Jamaican
Speaker 4 Pakistani Speaker 5 Indian

Transcript

Speaker 1 Tomasz Piotrowski arrived in Britain ten years ago with his parents, when he was thirteen. He lives in Southampton. What does he think of life in the UK?

Tomasz I think there are lots of opportunities and a good standard of life here. When we first moved to Britain, my dad found work in a factory, and I went to school and quickly learned English. My parents now have their own business and so do I! I have a marketing company. I live with my parents, but am hoping to buy a flat quite soon. I'm settled and happy here. I have lots of English friends, speak fluent English and haven't experienced any prejudice. My parents talk about returning to Poland one day, but although we're proud of our background, my sister and I definitely won't go back.

Speaker 2 29-year-old Lydia Heather came to Britain to study acting four years ago, and now lives in Glasgow, Scotland.

Lydia Immigrants from Nigeria usually have the wrong idea about what their life is going to be like in Britain. They think it's going to be so easy, and they get a shock. And in my opinion, it's even harder if you're female. You can feel completely alone and anxious. I came here to be an actress and I'm very ambitious. My parents have quite a comfortable life back home in Nigeria. Here it's expensive, cold and difficult to find work. I've experienced some racism, but my Scottish friends have been wonderful, and I needed to come here for my career.

Speaker 3 Gary Younge is 74. He came to Britain in 1950 with his parents when he was ten. He grew up in Stevenage.

Gary Britain's fine to live in now, but it was really hard for black families in the 1950s. It was a more closed society, especially in the cities where there was much more racism and it was hard to find work. I was quite homesick and missed life in Jamaica. But I guess we were luckier because we lived in a smaller

community, and we had to integrate. There were only four black children in my school. I worked so hard because black people were considered to be lazy and I hated that.

Speaker 4 Sabah Choudhry is 19, was born in Britain, and is studying at a London university.

Sabah My parents emigrated here 22 years ago from Pakistan. Things have improved since then. I'm Muslim, but also British. I think it might be the best place to be a Muslim girl. Here there is so much more in terms of education, equality and human rights. I feel I'm able to follow my religion, but I can also study, have a career and participate in society. My friends are great – because of my religion I don't go into pubs or bars, so they go to a coffee shop with me instead.

Speaker 5 Jahid Joshi was born in Britain. He's a journalist in London.

Jahid My parents emigrated to Britain from India in the 1980s. They moved to North London where I was born and brought up. My childhood was a mixture of British and Indian culture, with holidays in India and Cornwall. Integration never seemed to be an issue. This is my country. When I got married to my English wife, our wedding was a wonderful mix of British and Indian traditions. It bothers me that people are very worried about immigration these days. We have so much to celebrate in our multicultural society.

Exercise 5 4.05 page 112

- Go through the instructions together and ask students to read the questions.
- Play the recording again for students to match the sentences to the speakers.
- Check answers as a class.

KEY

A 2, 3 B 2 C 4, 5 D 4, 5 E 1, 2, 4 F 2, 3

Transcript

See exercise 4.

Exercise 6 page 112

- Explain the meaning of *emigrate* (to leave your own country to go and live in another).
- In pairs, students use the expressions to suggest reasons why people emigrate and to talk about immigrants in their country.
- Ask a few students to share their ideas with the class.

Extra activity

- Write the following two situations on the board:
 - You are from a war-torn country and are thinking about emigrating to the UK.
How do you feel about leaving your country and possibly your family behind?
What help are you hoping for in your new country?
What will be the hardest things for you to cope with there?*
 - You have been offered a good job in the UK. You are shortly moving there with your family.
How long are you planning to stay there?
Do you want to try and integrate into British life?
What will be the hardest things for you to cope with there?*
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.
- Ask: *Do you think your country is tolerant towards immigrants?* Discuss the question as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about ethnic minorities in the UK. I can understand a recording about people whose families emigrated to the UK. I can discuss immigration and talk about immigrants in my country.*

2 Tinseltown

LESSON SUMMARY

Reading: A text about the history of the Hollywood film industry

Listening: An interview about the biggest failures in cinema history

Speaking: Discussing the worst films you have ever seen

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and exercise 1, elicit students' answers to exercise 6 as a class and omit exercise 7.

LEAD-IN 2–3 MINUTES

- Ask students: *How often do you go to the cinema? Are cinemas expensive or cheap in your country? Can you take your own drinks and snacks to the cinema or do you have to buy them there? Do you think cinemas offer good value for money?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 113

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 113

- Ask students to read the paragraph headings. Check the meaning of *talkie* (a film that has sound and not just pictures) and *golden age* (the best part of a period in history).
- Pre-teach *patent* (to obtain the official right to be the only person to make, use or sell a product or an invention).
- Students scan the text and match the paragraphs to the headings.
- Check answers as a class.

KEY

A 2 B 1 C 4 D 3

Exercise 3 page 113

- Students read the text again and answer the questions using their own words as much as possible.
- Check answers as a class.

KEY

1 Because Thomas Edison had too much power over the film industry. 2 Because movies were silent and a pianist played music while the audience watched the film. 3 Because they offered a form of escapism. 4 Because TV became popular.

Extra activity: Fast finishers

- Write the following sentences on the board:
 - 1 *Thomas Edison designed a lot of the film-making equipment.* (T)
 - 2 *By the end of the 1920s, everybody was bored with silent movies.* (F)
 - 3 *By the 1950s, cinemas had become too expensive.* (F)
 - 4 *Hollywood continues to make a small number of expensive films each year.* (T)
 - 5 *Box office failures rarely cause problems for Hollywood studios.* (F)
- Ask **fast finishers** to read the text again and decide if the sentences are true (T) or false (F).

Exercise 4 4.07 page 113

- Go through the instructions and film titles together.
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY
Hulk

Transcript

Host Hello, and welcome to Film Talk. And my guest in the studio tonight is the film critic Martin Waverley. And we're going to talk about failures – spectacular failures. Is that right?

Martin Yes. Some of your listeners may have seen the list that was recently published in several newspapers – a list of the films which have lost the most money at the box office.

H To be honest, I haven't heard of many of these films.

M No. Well, there's a reason for that. I mean they were failures – so by definition, people just didn't go to see them.

H This one, for example: *When Time Ran Out*. What was that about?

M Ah yes, *When Time Ran Out*. It should have been called *When Audiences Ran Out*. It was a disaster movie about a volcano. Disaster movies were very popular in the 1970s. But in this 1980 film, the story was too slow-moving, and the special effects were so bad that they were funny.

H Although the director was successful with other films, wasn't he?

M Yes, Irwin Allen, the director, made some of the most successful disaster movies ever. And the film starred Paul Newman, a great Hollywood actor who made some amazing films. But this was definitely not one of them. It's pretty dreadful from start to finish.

H Let's talk about another film: *Sahara*, released in 2005. This had some big Hollywood stars in it, didn't it?

M Yes, it did – Penélope Cruz, for example. But it still lost an amazing amount of money – something like \$100 million.

H Why was the film so unpopular?

M Actually, it wasn't. The problem was, they spent far too much making it. The original production budget was around \$80 million but they ended up spending twice that amount. They just didn't control the costs. For example, the first 46 seconds of the film cost more than \$2 million to make!

H And how did it do at the box office?

M Well, when it opened, it was number 1 at the box office in the US. Personally, I didn't think it was much good, but it got big audiences for a while. Unfortunately, they couldn't get back even half of the money they'd spent – so it lost a fortune.

H Oh dear! What other films on the list caught your eye?

M Well this one is interesting. It's called *Hulk* and it was made in 2003 by another highly successful director, Ang Lee.

H And it was based on the comic book character, the Incredible Hulk?

M Yes, it was. That kind of film is usually very popular with audiences: think of *Iron Man*, *Batman*, all those films. But *Hulk* had a very mixed reception. Some audiences and critics liked it, but some didn't.

H Why is that?

M I suppose it didn't have the simple kind of story which people want to see, if they're fans of comic book films. It just wasn't what they were expecting or hoping for, maybe. But personally, I thought it was a very interesting film – and very beautiful to look at.

H So not a failure in every sense.

M No, certainly not.

H Thanks, Martin.

Exercise 5 4.07 page 113

- Ask students to read the questions.
- Play the recording for students to choose the correct answer options. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 c 2 a 3 b 4 b

Transcript

See exercise 4.

Exercise 6 page 113

- Ask students to read the questions.
- Give them a minute to think of the worst film they have ever seen and the film genres they generally dislike.
- Students discuss the questions in pairs.

Exercise 7 page 113

- Ask students to share their ideas from exercise 6 with the class and find out if other people chose the same film(s).
- Find out the most unpopular film genres and ask students why they dislike them.

Extra activity

- Write *The Oscars* and the following questions on the board:

What do you think of the film awards?
Is it right that Hollywood actors should receive such recognition for what is a relatively easy job?
Should the money spent on the awards be spent instead on more worthwhile things?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the history of the Hollywood film industry. I can understand an interview about expensive failures in cinema history. I can discuss the worst film I have ever seen and the most unpopular film genres.*

3 British sporting events

LESSON SUMMARY

Speaking: A sports quiz; discussing the pros and cons of watching sporting events live or on television

Listening: People doing the sports quiz

Reading: Three fact files about different sports

SHORTCUT

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

LEAD-IN 2-3 MINUTES

- Ask students: *What are the most popular sports in your country? Does sporting coverage on TV favour male-dominated sports? Are certain sports preferred by different sections of society?* Give the following as an example: *In the UK, football is a very popular, male-dominated sport. Although more and more women are playing it, this is not represented adequately on television. Historically, football is seen as a working-class sport. This is in comparison to rugby union, which is regarded as an upper-class sport. However, the difference between fans of the two sports is now less obvious than in the past.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 114

- Ask students to read the quiz questions.
- They then do the quiz in pairs. Do not check answers at this point.

Exercise 2 4.08 page 114

- Play the recording for students to check their answers to the quiz.
- Play the recording again for students to note down whether John or Milly wins the quiz.
- Check answers as a class.

KEY

1 golf 2 tennis 3 rugby 4 rowing
5 cricket 6 horse racing

Neither John nor Milly win.

Transcript

Host So, round three of the quiz is called 'a sporting chance' and, as the name suggests, all of the questions are about sport. Today, the focus is on famous British sporting events, or events which involve British teams. Fingers on buzzers. And remember, the answers you need are all there on the screen – you just need to choose the correct one! So here we go. Question 1: The Open and the Ryder Cup are both famous events in which sport? John. That was very quick! What's your answer?

John Er ... I think ... hmm.

H I'm sorry, you must answer immediately after you've buzzed. Milly?

Milly Tennis?

H No, I'm sorry. The answer is golf. Question 2: in which sport does a British team compete against teams from other countries in the Davis Cup? Milly.

M Golf?

H No, this time the correct answer is: tennis. Question 3. In which sport do England, Wales, Scotland, Ireland, France and Italy compete in a competition called the Six Nations? John.

J Er ... is it ... er ...

H Milly?

M Tennis?

H No, it's rugby. Question 4. I want you to listen to this commentary and identify the sport. ... 'And as they approach the final bridge, Oxford are just in the lead ... but Cambridge are gaining on them. Now they're neck and neck! I think Cambridge are going to win.' John.

J Rowing!

H Yes! Correct! Well done. You have one point. Milly, you still have zero. But don't worry, there are still two questions left.

Question 5: If I tell you that I went to see England playing against Australia at Lords in an Ashes match, what sport did I see? Milly.

M Cricket!

H Yes! Well done. So it's 1–1, with one question to go. And here it is, question 6. The Grand National and the Derby are both famous events for which sport? John!

J Er ... hmm ... er

H Milly?

M Tennis?

H No, I'm sorry. The answer is horse racing.

Exercise 3 page 114

- Ask students to read the fact files and match the pieces of information to the fact files.
- Check answers as a class.

KEY

b and c

Extra activity: Fast finishers

- Write the following questions about the fact files on the board:
 - 1 *Where is Royal Ascot?* (in the south of England near Windsor Castle)
 - 2 *What is the dress code at Royal Ascot?* (It is formal; men must wear top hats.)
 - 3 *Which two events in the past prevented the FA cup from being held?* (the First and Second World Wars)
 - 4 *How did the Manchester City goalkeeper injure himself during the 1956 FA Cup final?* (He broke his neck.)
 - 5 *How long do the Wimbledon Tennis Championships last each year?* (two weeks)
 - 6 *How has prize money at Wimbledon for men and women changed since 1968?* (Men used to receive a lot more, but now men and women receive the same prize money.)
- Ask **fast finishers** to answer the questions.

Exercise 4 page 114

- Ask students: *Who has been to a live sporting event? What did you enjoy about it?*
- Elicit a few answers.

- Go through the instructions and the words together. Check the meaning of *action replay* (something on TV, on a DVD, etc. that you can watch or listen to again).
- Students do the task in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students: *Which of the three sports in the fact files do you like the most and why?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 5 page 114

- Students research a sporting event and use the list in exercise 3 as a guide to their research.
- They then use the information to write their own fact file. Students can style their fact file in a similar way to those on page 116 and use photographs to illustrate it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording of a sports quiz. I can understand fact files about different sports. I can discuss the pros and cons of watching sport live or on television. I can research a sport of my choice and present it as a fact file.*

4 Royal palaces

LESSON SUMMARY

Reading: A fact file about Buckingham Palace

Listening: A radio programme about Queen Elizabeth II's residences

Speaking: Discussing palaces, Queen Elizabeth's way of life and students' ideal homes

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and exercise 1.

LEAD-IN 2-3 MINUTES

- Write *Home* on the board and ask students to work in pairs to create their own word webs around the word. Before they begin, elicit one or two subtopics such as *rooms* or *activities* and write them on the board.
- Elicit students' ideas and write them on the board.

Exercise 1 page 115

- In pairs, students brainstorm castles and palaces in their country and decide which ones are the most famous, giving reasons.
- Students then discuss the questions.
- Elicit answers as a class.

Exercise 2 page 115

- Students cover the fact file on Buckingham Palace and do the quiz in pairs. Do not check answers at this point.

Exercise 3 page 115

- Tell students to scan the fact file for specific information and check their answers.
- Elicit which fact students find the most interesting or surprising.

KEY

1 c 2 b 3 c 4 b 5 c 6 b

Extra activity: Fast finishers

- Write the following questions on the board:
 - 1 Who does Buckingham Palace belong to? (the state)
 - 2 When did the palace become the home of a ruling monarch? (in 1837)
 - 3 Where do the secret tunnels lead? (to the Houses of Parliament)
 - 4 What did Edward Jones steal from Queen Victoria? (some of her underwear)
- Ask **fast finishers** to try to answer the questions without looking at the fact file. They can check their answers when they have finished.

Exercise 4 4.09 page 115

- Go through the place names together and check that students know that Belfast is the capital of Northern Ireland, Edinburgh is the capital of Scotland and Norfolk is a county in the east of England.
- Play the recording for students to complete the table.
- Check answers as a class.

KEY

Buckingham Palace London, England; state-owned
Windsor Castle near London, England; state-owned
Sandringham House Norfolk, England; private
Balmoral Castle the Highlands, Scotland; private
Holyrood Palace Edinburgh, Scotland; state-owned
Hillsborough Castle Belfast, Northern Ireland state-owned

Transcript

Interviewer My guest today is Bill Edwards, who has written a book about the royal residences. Welcome Bill.

Bill Thank you.

I So, first of all, how many residences does the Queen have?

B Well, the Queen herself has six royal homes, though she owns only two of them. She inherited these private residences from her father, King George VI. She uses them for holidays. The others are owned by the State.

I And which are they?

B Buckingham Palace, Windsor Castle, Holyrood Palace in Scotland and Hillsborough Castle in Northern Ireland. These are the four official royal residences.

I That's a lot of homes! Can you tell us a bit about how she uses them all?

B The Queen has quite a strict routine, actually, when she isn't travelling around the world. Buckingham Palace in the centre of London is the royal residence from Monday to Friday. And that's where she entertains all the heads of state and official visitors. She also meets with the Prime Minister every Tuesday evening to catch up with the nation's politics. Apparently, she is very well-informed and asks a lot of questions!

I And what does she do at weekends?

B She usually goes to Windsor Castle. That's her official country residence, and owned by the state. It's near London.

It's the largest and oldest inhabited castle in the world. It's been the family home of British kings and queens since the tenth century. The Queen spends most weekends there with her family, when she has time. The family always stay there for a month over Easter, too, and for a week in June. That's when the horse-racing at Ascot takes place. She loves Ascot and owns some nice racehorses.

I Where does she spend her other holidays?

B Well, Christmas and January are spent at Sandringham House in Norfolk. Prince Albert, Queen Victoria's eldest son, bought it in 1862 when he got married, so it's owned by the family privately. The family have loved the place ever since and have made many improvements over the years. The house was hit by bombs in the First World War and there were huge holes in the ground that filled with water. King George IV turned the holes into duck ponds!

I Really? And the Queen also goes to Scotland every year, doesn't she?

B She does – every summer. The family stay at Balmoral Castle in the Highlands of Scotland. Queen Victoria fell in love with the Scottish landscape and bought a private house so that the family could holiday there. That tradition has continued. The Castle is also a working estate and provides jobs for many people.

I The Queen has another residence in Scotland, though?

B Yes, her official residence is Holyrood Palace in Edinburgh, the capital city of Scotland. She stays there when she has official business. And she is there every July for a week. It is called 'Holyrood Week', appropriately.

I And is that the same for her official residence in Northern Ireland?

B Exactly. Hillsborough Castle is near the capital city of Belfast. She stays there and entertains guests when she is on official business in Northern Ireland.

I OK. So that's a lot of homes. How does the Queen look after them?

B Well, some are open to the public when the Queen is not in residence. Buckingham Palace is the latest one to open its doors. It's open for two months in the summer and it's extremely popular with visitors, both from home and abroad, as you can imagine.

I Indeed. It would be well worth a visit. Many thanks, Bill, for giving us the tour of the royal residences. A fascinating insight into royal life!

B Thank you. My pleasure.

Exercise 5 4.09 page 115

- Ask students to read the sentences.
- Play the recording again for students to complete each sentence with one, two or three words. **With a stronger class**, ask students to try to complete the sentences before listening to the recording again.
- Check answers as a class.

KEY

1 routine 2 Prime Minister 3 weekends
4 the tenth century 5 Christmas and January
6 World War 7 summer 8 the Scottish landscape
9 visitors

Transcript

See exercise 4.

Exercise 6 page 115

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Describe a famous building without giving its name, e.g. *It's a very tall building in London. It's made of glass. It looks like a piece of broken glass, and this gives it its name.* Students must guess which building it is. (the Shard)
- Ask students to think of a famous building anywhere in the world.
- Put students in groups. Students take turns to describe the building to their group without mentioning the building's name. The other students must guess which building it is.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a fact file about Buckingham Palace. I can understand a radio interview about the Queen's residences. I can give my opinion about her way of life. I can describe my ideal house.*

5 Benjamin Franklin

LESSON SUMMARY

Reading: A timeline of the life of Benjamin Franklin

Vocabulary: Collocations

Listening: A news report about Franklin's kite experiment

Speaking: Discussing quotes by Benjamin Franklin

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief, set exercise 3 for homework and omit exercise 4.

LEAD-IN 2-3 MINUTES

- Ask students: *What qualities do you need to be successful in life?*
- Students brainstorm the question in pairs, and come up with as many ideas as they can think of in two minutes.
- Elicit ideas.

Exercise 1 page 116

- Give students two minutes to brainstorm famous people from their country's history who are famous for more than one reason.
- Elicit answers and write them on the board.

Exercise 2 4.10 page 116

- Students read the introductory paragraph and timeline.
- Play the recording for students to complete the timeline with the dates.
- Check answers as a class.

KEY

1 1716 2 1729 3 1733 4 1752 5 1790

Transcript

Benjamin Franklin was born in Boston on 17th January, 1706. His father was hard-working – he made soap and candles – but he wasn't rich. Benjamin was the eighth of ten children, money was always a problem for such a large family. He started school in 1714, when he was eight years old, but left two years later when his parents couldn't afford to pay for his education. Despite leaving school at such a young age, Benjamin loved learning, and continued to read a lot. Because of his interest in books, his father decided that Benjamin should work for his elder brother, James, who had started a printing business. But the two brothers did not get on well and when he was sixteen, Benjamin ran away from Boston to Philadelphia. He spent a few years there working for other printers, before starting his own business in 1728.

The printing business was successful, but Benjamin was ambitious. So the following year, he and a friend bought a newspaper: the Pennsylvania Gazette. He printed the newspaper and also wrote articles for it. Soon it was the most popular newspaper in the region. His interest in books continued as well. In 1731, he and some friends who also loved books started the first library in America. Two years after that, he began publishing an Almanac; A book that contained recipes, stories, weather reports, puzzles and anything which Benjamin thought was interesting. The Almanacs, which he published once a year, were very popular and made him rich.

But Benjamin Franklin was much more than a businessman. He cared about the people in his society and wanted to help them so he founded a hospital and a fire service in Pennsylvania. He was also fascinated by science and in 1748, retired from business so that he could spend more time carrying out scientific experiments and writing about them. In 1750 he published his theories about electricity, which became well-known across Europe. And two years after that, he carried out a famous experiment with a kite, to prove that the lightning in storms is just electricity.

Franklin continued to carry out scientific investigations and experiments, but he had another interest: politics. He had been a member of the Pennsylvania government for many years but in 1776, just after the American was for independence he became the American ambassador to France. He worked in Paris until 1785 and built strong relations between the two countries. He didn't retire from this job until he was nearly 80. He had become such a well-known and important figure that when he died five years later, 20,000 people attended his funeral!

Extra activity

- In pairs, students read the timeline again and discuss which of Franklin's achievements they find most important or impressive.
- Ask a few students to share their ideas with the class.

Exercise 3 4.10 page 116

- Play the recording for students to complete the collocations. With a **stronger class**, ask students to try to complete the collocations before they listen again.
- Check answers as a class.

KEY

1 start 2 write 3 publish 4 found 5 carry out
6 build 7 retire 8 attend

Transcript

See exercise 2.

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences using the collocations in exercise 3.

Exercise 4 page 116

- In pairs, students study the picture and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 5 4.11 page 116

- Ask students to read the sentences and note down any key words they think will help them.
- Play the recording for students to decide if the sentences are true (T) or false (F).
- Check answers as a class.

KEY

1 T 2 F 3 T 4 F 5 F 6 F 7 T

Transcript

It is one of the most famous experiments in scientific history: children all over the world have learned how Benjamin Franklin risked his life while carrying out an experiment during a storm. He flew a kite directly under a storm cloud to prove that lightning was a kind of electricity. Franklin's success made him famous throughout the world. But a new study of Franklin's experiment suggests that he actually invented the whole story. According to the story that we all know, in the summer of 1752 Franklin thought of a simple way of testing his theory that lightning was a kind of electricity. He built a kite using two wooden sticks and a handkerchief and tied a piece of metal to the kite, he also tied a key near the bottom of the cord. Then he flew the kite during a thunderstorm.

According to the story, electricity ran down the cord to the key and a spark jumped from the key to Franklin's hand when he moved it close to the key. However, according to new research, Franklin carried out the experiment only in his imagination. Doctor Tom Tucker, an American university professor, first began to feel suspicious about the story while he was working for the US space agency NASA. He examined the original documents and noticed that Franklin never said that he actually carried out the experiment. Dr Tucker realised he was right when he tried to carry out Franklin's experiment himself – using an identical kite. He tried it several times – but the kite couldn't fly. According to Dr Tucker, even if the kite had flown, it couldn't have gone high enough to get electricity from the storm clouds. Dr Tucker then tried the experiment using a modern kite, but that did not work, either. Although Franklin probably did not carry out the experiment, Dr Tucker believes that Franklin's theory was completely correct.

Exercise 6 page 116

- Ask students to read the quotations.
- In pairs, students speculate on the meaning of the quotations and say whether or not they agree with them, giving reasons and examples to support their answers.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording about Benjamin Franklin's life. I can use collocations correctly. I can understand a news report about Franklin's kite experiment. I can discuss the meaning of famous quotations by Franklin.*

6 British public schools

LESSON SUMMARY

Reading: A text about British public schools

Vocabulary: Compound nouns

Listening: A radio interview about public schools

Speaking: Discussing traditions in schools in your country

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief, omit exercise 2 and set exercise 3 for homework.

LEAD-IN 2-3 MINUTES

- Ask students: *What are the different types of school in your country?*
- In pairs, students list the different types of school that children go to and describe their differences.
- Elicit some answers.

Exercise 1 page 117

- In pairs, students describe the photo, compare it with a typical lunchtime scene in a secondary school in their country and say whether or not they would like to have lunch there.
- Elicit some answers.
- Ask students to find more differences between the students in the photo and typical secondary school students in their country.

Exercise 2 4.12 page 117

- Ask students to read the text and choose the correct answer option.
- Check the answer as a class.

KEY

a

Exercise 3 page 117

- Ask students to match the words. They can then check their answers by finding the compounds in the text.
- Check answers as a class. Check the meaning of *armed forces* (a country's army, navy and air force) and *senior officer* (a person in a higher position of authority in the armed forces).

KEY

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

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences using the compound nouns from exercise 3.

Exercise 3 4.12 page 117

- Ask students to study the charts and think about what they illustrate.
- Students read the text again and complete the labels.
- Check answers as a class.

KEY

1 private schools 2 state schools 3 senior judges
4 senior officers in the armed forces 5 MPs

Exercise 5 4.13 page 117

- Play the recording for students to count the number of schools mentioned in the interview.
- Check the answer as a class.

KEY

Three schools are mentioned. (Eton College, Rugby College, Westminster School)

Transcript

Presenter In this part of the programme, I'm going to talk to David Brown, who's written a book about English public schools. David, welcome. Why did you choose this topic?

Guest Well, I didn't actually go to a public school myself – I went to an ordinary state school – but I've always been fascinated by the idea of them, and by their traditions. And I'm sure I'm not the only one. In fact, since I wrote my book, I've met lots of other people who share my interest.

P Really? Now, in your book, you describe quite a few of these traditions. For example, the Eton Wall Game is a very old tradition. It dates back to ... when exactly?

G 1766. Yes, it's a game that is played only at Eton College. It's a bit like football, but the pitch is very narrow and it's next to a wall. Each team has to get the ball to the end of the wall. If they do that, they score a goal. But it's so difficult to score that the last goal was in 1909, more than a hundred years ago!

P Are there any other unusual games played at public schools?

G Well, of course the sport of rugby gets its name from the public school where it was first played: Rugby College. The story is that during a game of ordinary football in 1823, a boy named William Webb Ellis picked up the ball and ran with it – so he invented the sport of 'rugby football'. That sport is now played all over the world. But the Eton Wall Game isn't! In fact I think it is still only played at Eton.

P Well, with one goal every hundred years, I'm not surprised.

G And then there's the Greaze.

P The Greaze?

G Yes, the Greaze – G-R-E-A-Z-E. It's a game that's played once a year, on pancake day, at Westminster School. The school cook makes a special pancake with horse hair in it, to make it stronger.

P That sounds disgusting. Horse hair?

G Yes, but they don't eat it. The cook throws the pancake in the air and the students fight over it for one minute. The student that gets the largest piece of the pancake is the winner and receives a prize – a gold coin. Then the whole school has a half-day holiday.

P Amazing.

G Yes. And in the past, there was another part of the tradition. If the cook didn't throw the pancake high enough, all the students threw their Latin books at him. But that doesn't happen now.

P That's good. Poor cook! Well, it sounds like a fascinating book. David Brown, thank you very much.

Exercise 6 4.13 page 117

- Ask students to read the questions.
- Play the recording again for students to choose the correct answer options. With a **weaker class**, play the recording a third time if necessary.
- Check answers as a class.

KEY

1 b 2 d 3 b 4 c

Transcript

See exercise 5.

Exercise 7 page 117

- Ask the class: *Why do you think there are unusual traditions in British public schools?*
- Elicit answers as a class.
- In pairs, students discuss traditions in Polish schools.
- Elicit answers as a class.

Extra activity

- Ask: *Does your school have any special traditions of its own?* If the answer is yes, elicit a description of the tradition(s) from one or two students.
- In groups, students invent a tradition for their school.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about public schools in the UK. I can understand and use compound nouns associated with public schools. I can understand a radio interview about traditions in public schools. I can talk about traditions in Polish schools.*

7 Charles Dickens

LESSON SUMMARY

Listening: A biography of the writer Charles Dickens; extracts from Dickens' novel *Oliver Twist*

Reading: A summary of the novel *Oliver Twist*

Speaking: Discussing the most important writer in the students' country

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and set exercises 3 and 7 for homework.

LEAD-IN 2-3 MINUTES

- Write the following words on the board: *healthcare, education, employment, poverty, childcare, care of the elderly*
- Ask students: *Is the standard of living in your country better now than it was in the past? How have things changed?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 118

- Students discuss the questions in pairs.
- If students do not know about Charles Dickens, tell them that he is regarded as one of Britain's most important writers.

Exercise 2 4.14 page 118

- Ask students to read the quiz questions. Check the meaning of *pessimism* (expecting or believing that bad things will happen and that things will not be successful).
- Students try to answer the questions. Tell them not to worry if they do not know the answers. The main purpose of the task is to listen for the correct information, and doing the quiz beforehand will help them to prepare for this.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

1 c 2 b 3 a 4 a 5 c

Transcript

Charles Dickens was born in 1812, on the south coast of England. He is one of the best-known writers in the world, and he wrote some of the most popular novels in the English language. When Dickens was eleven, his family moved to London – a city which Dickens later set many of his novels in. They were poor and had to borrow money which they could not pay back. When Dickens was twelve, his father was sent to prison. Dickens had to leave school and work in a factory. It was the end of his childhood.

Dickens worked as a journalist in London before he started writing novels. His first novel was called *The Pickwick Papers* and was incredibly successful. His second, *Oliver Twist*, was very popular too, both in England and in America. For a few years, Dickens found it hard to match that success. In 1843, he published a short novel called *A Christmas Carol* which introduced the character of Scrooge, a mean and cold-hearted man who hates everyone and everything – except money. Scrooge is one of the best-known characters in English literature, but Dickens' best novels were written later: Most people agree that his best novels are *Bleak House*, which he wrote in 1852, *Great Expectations*, published in 1860, and *Our Mutual Friend*, his last completed novel. Dickens himself had a favourite among his own work, *David Copperfield*, which he published in 1850.

Exercise 3 4.14 page 118

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

KEY

2 Twist 3 Christmas 4 House 5 Great
6 Friend 7 David

Transcript

See exercise 2.

Exercise 4 page 118

- Focus attention on the photos and explain that they are from the film version of *Oliver Twist*.
- Ask: *What do the photos tell you about the story of Oliver Twist?* Elicit ideas.
- Ask students to read the questions. They then read part 1 of the summary and answer the questions in pairs.
- Elicit answers as a class.

KEY

(Possible answers)

difficult; Dickens writes about people like this because he himself had a difficult time when he was young.

Exercise 5 4.15 page 118

- Tell students they are going to listen to two extracts from *Oliver Twist*. They must decide which extract describes the events in part 1 of the summary.
- Play the recording for students to answer the question.
- Check answers as a class.

KEY

Extract 1 shows the scene where he asks for more food.

Extract 2 shows the scene where the Artful Dodger introduces Oliver to Fagin.

Transcript

Extract 1 The room in the workhouse where the boys were fed was a large stone hall, and at one end the master and two women served the food. This consisted of a bowl of thin soup three times a day, with a piece of bread on Sundays. The boys ate everything and were always hungry. The bowls never needed washing. The boys polished them with their spoons until they shone. After three months of this slow starvation, one of the boys told the others he was so hungry that one night he might eat the boy who slept next to him. He had a wild hungry eye, and the other boys believed him. After a long discussion, they decided that one of them should ask for more food after supper that evening, and Oliver was chosen. The evening arrived; the soup was served, and the bowls were empty again in a few seconds. Oliver went up to the master, with his bowl in his hand. He felt very frightened, but also desperate with hunger.

'Please, sir, I want some more.'

The master was a fat, healthy man, but he turned pale. He looked at the little boy in front of him with amazement. Nobody else spoke.

'What?' he asked at last, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master hit him with the serving spoon, then seized Oliver's arms and shouted for the beadle. The beadle came quickly, heard the dreadful news, and immediately ran to tell the board. 'He asked for more?' Mr Limbkins, the fattest board member, asked in horror. 'Bumble – is this really true?'

'That boy will be hanged!' said the man who earlier had called Oliver a fool. 'You see if I'm not right.'

Oliver was led away to be locked up.

Extract 2 'Who's there?' a voice cried out.

'It's me,' said the Dodger. The faint light of a candle appeared in the hall.

'Who's the other one?'

'A new friend.'

They went up some dark and broken stairs. Oliver could hardly see where he was going, but the Dodger seemed to know the way, and helped Oliver up. They entered a room with walls that were black with age and dirt. In front of the fire was a table with a candle stuck into a bottle of beer, and an old man, with a horribly ugly face and red hair, stood next to the fire cooking. He was wearing a dirty old coat and seemed to divide his attention between his cooking and a number of silk handkerchiefs, which were hanging near the fire. There were several rough beds in the room. Four or five boys, about the same age as the Artful Dodger, sat round the table, smoking and drinking like middle-aged men. They all looked up when the Dodger and Oliver entered.

'This is him, Fagin,' the Dodger said to the old man. 'My friend Oliver Twist.'

Fagin smiled and shook Oliver's hand. Then all the young gentlemen came up to him and shook both his hands very hard, especially the hand which held his few possessions. One of the boys was particularly kind. He even put his hands in Oliver's pockets so that Oliver would not have to empty them himself when he went to bed. The boys would probably have been even more helpful, but Fagin hit them on their heads and shoulders until they left Oliver alone.

'We're very glad to see you, Oliver,' said Fagin. 'I see you're staring at the handkerchiefs, my dear. Aren't there a lot? We've just taken them all out to wash them, that's all! Ha! Ha! Ha!'

This seemed to be a joke, as the old gentleman and all his young friends gave loud shouts of laughter. Then supper began. Oliver ate his share of the food and was then given a glass of gin-and-water. Fagin told him to drink it fast. Immediately afterwards, Oliver felt himself lifted onto one of the beds and he sank into a deep sleep.

When he awoke it was late morning.

Exercise 6 4.15 page 118

- Ask students to read the questions and make sure they understand that some answers must be based on their own speculations or opinions.
- Check the meaning of *threaten* (to warn that you may hurt, kill or punish somebody).
- Play the recording again for students to answer the questions.
- Check answers as a class.

KEY

(Possible answers)

1 Because they ate everything and polished their bowls with their spoons. 2 He threatened to eat the boy. 3 He is contrasting the man, who is fat and healthy because he eats well, with the boys, who are thin and unhealthy because they don't have enough to eat. 4 The master hits him with the serving spoon and he is locked up. 5 The old man was cooking at the fire. There were beds in the room. They had supper in the room. 6 He may have felt relieved and grateful after his treatment at the workhouse. 7 Students' own answers 8 They probably steal and pick pockets. There are silk handkerchiefs in the room which have probably been stolen, and the boys take Oliver's possessions.

Transcript

See exercise 5.

Exercise 7 page 118

- Students complete the summary and check their answers to question 8 in exercise 6.
- Check answers as a class.

KEY

1 to 2 of 3 by 4 too 5 the 6 for

Extra activity: Fast finishers

- Write the following sentences and phrases from the summary on the board:
 - 1 *Oliver is born in a workhouse (a place ____ very poor and homeless people go to live).* (where)
 - 2 *His mother dies immediately ____ he is born, ...* (after)
 - 3 *Oliver is brought up ____ an orphan ...* (as)
 - 4 *... he runs ____ to London.* (away)
 - 5 *There, he meets a boy called Jack Dawkins, ____ nickname is the Artful Dodger.* (whose)
- Ask **fast finishers** to complete the sentences and phrases.

Exercise 8 page 118

- Give students a minute to brainstorm important writers from their country. Elicit answers and write them on the board.
- In groups, students discuss which of the writers they think is most important, giving reasons, and discussing the type of works he/she writes. They should also list the books they have read by that writer.
- Elicit answers from each group. Do any groups agree?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording about the life of Charles Dickens. I can understand summaries of and extracts from 'Oliver Twist'. I can discuss who I think is the most important writer from my country.*

8 Helen Keller

LESSON SUMMARY

Reading: A text about the early life of Helen Keller

Listening: The life of Helen Keller

Speaking: Discussing the practical and emotional problems deaf-blind people face

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and omit exercises 5 and 6.

LEAD-IN 2-3 MINUTES

- Ask students: *Do you know anyone with a disability? What makes life harder for them than for other people?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 119

- Ask students if they have heard of Helen Keller and if they know what her disabilities were. If necessary, tell them that she was an American woman who overcame two disabilities: deafness and blindness.
- Ask a student to read the quotation aloud to the class. In pairs, students discuss its meaning.
- Ask a few students to share their ideas with the class.

Exercise 2 4.16 page 119

- Ask students to read the sentences.
- They then read the text and decide if the sentences are true or false.
- Check answers as a class. Explain that *fly into a rage* means 'get violently angry'.

KEY

1 T 2 F A relation of one of the family servants invented a sign language with Helen. / Anne Sullivan taught Helen sign language. 3 F Helen was very unhappy and frequently got cross. 4 T 5 F The first word that Helen understood through finger-spelling was 'water'.

Extra activity

- Write the following questions about the text on the board:
 - 1 *What could Helen do when she was one year old?* (She could walk and talk.)
 - 2 *How old was she when she became very ill?* (eighteen months old)
 - 3 *How did Helen's mother know that Helen could be educated?* (She had read about the education of another deaf-blind child.)
 - 4 *What kind of school was the school in Boston?* (It was a school for blind children.)
 - 5 *What was Anne Sullivan's connection with the school in Boston?* (She had been a pupil there.)
 - 6 *When Helen finally understood the meaning of the movements on her palm, what happened next that day?* (She learned thirty new words.)
- Working individually, students answer the questions.

Exercise 3 4.17 page 119

- Ask individual students to read out the numbers and dates.
- Write the following key words on the board: *death (2x) degree school stroke university*
- Check the meaning of *stroke* (a sudden illness which attacks the brain and can leave a person unable to move part of their body, speak clearly, etc.)
- Play the recording for students to match the key words with the numbers and dates.
- Play the recording again so that students can write fuller answers.
- Check answers as a class.

KEY

a Helen spent 10 years at schools in Boston and New York, improving her communication skills. b Helen decided she would apply for university. c She graduated from Radcliffe College, becoming the first deaf-blind person to gain a degree. d Anne Sullivan died. e Aged 81, Helen suffered a series of strokes. f Helen died.

Transcript

In 1890 at the age of 10, Helen travelled with Anne to Boston, where she attended a school for the deaf. She began speech lessons and for 25 years she worked hard to learn to speak so that other people could understand her. She spent 10 years at schools in Boston and New York, gradually improving her communication skills. Anne Sullivan sat next to her in all her classes. As well as speech and finger-spelling, Helen had by this time mastered several other methods of communication, including touch-lip reading, Braille, and typing. She also studied

normal school subjects, and in 1900 Helen decided to apply for university. She wanted to go to Harvard, one of America's top universities, but Harvard didn't accept women at that time, so Helen applied for a place at Radcliffe College in Boston. Again, Anne went with her and helped her with her studies. During her time at university, Helen wrote her autobiography, called *The Story of my Life*. In 1904, she graduated from Radcliffe, becoming the first deaf-blind person to gain a degree. In 1905, Anne married John Macy, a Harvard teacher. She continued to help and guide Helen, who moved in with the Macys. John and Anne separated a few years later but Helen and Anne continued to live together. Helen was determined to help other people with disabilities and travelled widely giving talks and meeting with politicians and celebrities. She and Anne visited over 40 countries. She became a socialist, a feminist, a pacifist and fought for the rights of disabled people as well as for women's right to vote. At the time, people thought her views were really radical and extreme, but her fame spread and people read her books – she wrote 12 of them – and came to hear her speak. Anne remained Helen's constant companion until her death in 1936. A young woman called Polly Thompson, who had worked as a secretary for Helen and Anne since 1914, then became Helen's new companion. Helen continued to travel and to write into her old age, but at the age of 81, she suffered a stroke and spent the rest of her life at her home in Connecticut. She died in 1968, just a few weeks before her 88th birthday. Helen received many awards and honours in her life and through her many speeches and books, she brought inspiration and encouragement to millions of people.

Exercise 4 4.17 page 119

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

KEY

1 It took Helen 25 years to learn to speak. 2 Harvard didn't accept women at that time. 3 Helen wrote her autobiography, called *The Story of my Life*. 4 She was a socialist, a feminist, a pacifist and fought for the rights of disabled people as well as for women's right to vote. 5 She was nearly 88 years old.

Transcript

See exercise 3.

Exercise 5 page 119

- Tell students they are going to do an experiment to get an idea what it is like to communicate as a deaf-blind person.
- Using the example message as a guide, students write four or five short messages without showing them to anyone.

Exercise 6 page 119

- In pairs, students take turns to spell their messages on their partner's palm. Their partner has to write down what they think they have understood.
- Students then compare messages. Are they the same?

Exercise 7 page 119

- Go through the task together.
- Ask one or two students to summarise the practical and emotional problems Helen Keller faced.

- In pairs, students discuss the problems they think they would face if they were deaf-blind.

Exercise 8 page 119

- In pairs, students brainstorm other famous people who have overcome disabilities. Elicit some names and write them on the board.
- Students research one of the people on the board or they can think of another person.
- Students can prepare a presentation about the person for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article and a recording about the life of Helen Keller. I can appreciate the difficulties she had as a deaf-blind person and can discuss what problems I think I would encounter as a deaf-blind person. I can research an inspirational person in history who has overcome disability.*

9 Victorian explorers

LESSON SUMMARY

Reading: A text about the explorer Mary Kingsley

Listening: A recording about the expeditions of David Livingstone

Speaking: Discussing the work of Mary Kingsley and David Livingstone

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and omit exercises 1 and 4.

LEAD-IN 2–3 MINUTES

- Ask students: *If you could travel somewhere you have never been to before, where would you go and why? Which places wouldn't you visit? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

- Roald Amundsen (1872–1928) was a Norwegian explorer who was the first person to reach the South Pole in December 1911.
- Christopher Columbus (ca. 1450–1506) was an Italian explorer who made numerous trips across the Atlantic Ocean on behalf of the Spanish monarchy. Columbus was not the first European to reach the Americas. However, he is credited with initiating the Spanish colonisation of the Americas.
- Captain James Cook (1728–1779) was a British explorer and naval officer, whose mapping of the Pacific, Australia and New Zealand changed Western perceptions of the world. He was the first European to reach the east coast of Australia and claimed it for Britain, giving it the name New South Wales.

- Marco Polo (1254–1324) was an Italian trader and explorer who travelled extensively through Central Asia and China. His travels are recorded in his book, *The Travels of Marco Polo*.

Exercise 1 page 120

- Go through the names of the explorers together and elicit what students know about them.

Exercise 2 4.18 page 120

- Ask students to read the text about Mary Kingsley and complete it.
- Check answers as a class.

KEY

1 of 2 was 3 her 4 of 5 from 6 to 7 later 8 which / that 9 about 10 which 11 of 12 over 13 before

Transcript

See Student's Book, page 120.

Exercise 3 page 120

- Elicit or pre-teach the meaning of *convert* (to persuade somebody to change to a different religion). Students read the text again and answer the questions.
- Check answers as a class.

KEY

1 In those days, people didn't think it was necessary to educate girls. 2 She inherited £4,300 on the death of her parents. 3 She wore a long black dress. 4 She was critical of them because she thought they damaged the traditions and culture of the African people. 5 She went on three expeditions. 6 She died of typhoid.

Extra activity: Fast finishers

- Write the following sentences about the text on the board:
 - 1 Both Mary's parents had well-paid jobs. (F)
 - 2 Mary educated herself by reading her father's books. (T)
 - 3 Before she went to Africa, Mary had been abroad once. (T)
 - 4 In Sierra Leone, Mary lived alone in the jungle. (F)
 - 5 Mary took an animal from Africa back to England. (T)
 - 6 Mary never became very well-known. (F)
 - 7 On her last trip, she was able to travel north to a part of Africa that she loved. (F)
- Ask **fast finishers** to read the text again and decide if the sentences are true (T) or false (F).

Exercise 4 4.19 page 120

- Tell students that David Livingstone was another famous explorer.
- Ask students to study the map and ask: *Which continent did he explore?* (Africa)
- Explain that the green, orange and brown lines on the map show his travels there. Ask: *Which directions was he travelling in?*
- Elicit answers using *north, south, east* and *west*.
- Play the recording for students to answer the questions. If necessary, play the recording again.
- Check answers as a class.

KEY

1 **brown route** first expedition from Luanda across southern Africa **orange route** second expedition to explore the east coast of Africa and sail up the Zambezi River and the Ruvuma River into the centre of Africa **green route** third expedition beginning on the east coast of Africa to find the source of the Nile 2 **brown circle** Livingstone saw the Victoria Falls on the Zambezi River in 1855. **orange circle** Livingstone's wife Mary died in 1862. **green circle (1) (next to lake)** In 1871, Stanley found Livingstone at a place called Ujiji on the shore of Lake Tanganyika. **green circle (2)** Livingstone died here in 1873.

Transcript

Interviewer My guest today on Great Explorers is Emily Winston, professor of Modern History at London University. We will be discussing the great explorer, David Livingstone. Thank you for coming on the show, Emily.

Emily My pleasure.

I Can you start by telling us a bit about his background?

E Yes, David Livingstone was born near Glasgow, Scotland, on 19th March 1813. His parents worked in a cotton factory and David began working there too at the age of 10. He worked twelve hours a day and then had school lessons in the evening.

I So it was a hard life!

E Yes, very hard. Then in 1836, he went to Glasgow to study medicine and theology and decided to become a missionary doctor. At first he wanted to travel to China, but war broke out there so he chose Africa instead.

I Where did he go in Africa?

E His first visit was to western Africa. From Luanda he headed eastwards in 1854 towards the centre of the continent. He was the first European to see the enormous waterfalls on the River Zambezi, in 1855. He renamed them 'Victoria Falls' after the Queen. He continued eastwards and arrived at the mouth of the River Zambezi the following year. He was the first European to cross southern Africa.

I It must have been a very difficult and dangerous journey. Why did he do it? What motivated him?

E Well, he wanted to introduce African people to Christianity, but his main aim was to free them from slavery, which horrified him. His motto was 'Christianity, Commerce and Civilisation'. He thought that if he could bring Christianity and trade and commerce to Africa, the slave trade would die out. Having returned to Britain he wrote a book about his travels and tried to get support for his ideas.

I And were his ideas popular?

E Yes, Livingstone persuaded the British Government to pay for his second expedition, which lasted six years from 1858 to 1864. During that time he explored the east coast of Africa and tried to sail up the Zambezi River and the Ruvuma River into the centre of Africa. He hoped that these rivers would become important trade routes. In 1862 his wife Mary travelled to meet him at the mouth of the River Zambezi. But she tragically died a few months later of malaria.

I How awful for him.

E Yes, it must have been. And the expedition itself was a failure too. Livingstone found it impossible to get a boat far up either the Zambezi or the Ruvuma. He continued on land up the Zambezi and also explored Lake Malawi, but eventually he abandoned the expedition and returned to Britain.

I But he came back to Africa one more time, didn't he?

E Yes, in 1866 he returned to the east coast and set out to find the source of the Nile.

I So no one knew at that time where the Nile actually started?

E No. Livingstone spent six years looking for it, with no contact at all with the outside world. In fact, many people thought he was dead. And that's why an American reporter called Stanley set out to find him in 1869. When Stanley finally found Livingstone, two years later, at Ujiji on the shore of Lake Tanganyika, he greeted him with the now famous words, 'Dr Livingstone, I presume?'

I And did Livingstone find the source of the Nile?

E No, he didn't. He was ill by now, with malaria, and he died two years later. But the expedition wasn't a total failure as he discovered a number of lakes and rivers, as well as the Victoria Falls.

Exercise 5 4.19 page 120

- Ask students to read the sentences. Check the pronunciation of *Zambezi* /zæm'bi:zi/ and *Rovuma* /rʊ'vumə/.
- Ask students to try to order the events before they listen again.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

A 5 B 2 C 4 D 3 E 1

Transcript

See exercise 4.

Exercise 6 page 120

- Say: *Mary Kingsley and David Livingstone had opposite opinions about one thing. What was it?* (the work of missionaries in Africa)
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students: *What qualities do you need to be a good explorer?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 7 page 120

- Students research one of the explorers in exercise 1 or an explorer of their own choice.
- Students can prepare a poster about their explorer or expedition.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the explorer Mary Kingsley and a radio programme about the explorer David Livingstone. I can discuss the effects of their work in Africa. I can research an explorer or expedition of my own choice.*



Workbook answer keys and transcripts

Introduction

IA Vocabulary

Holidays

Exercise 1 page 4

1 statue 2 zoo 3 harbour 4 castle 5 opera house
6 square 7 ruins 8 monument

Exercise 2 page 4

1 wildlife park 2 aquarium 3 market 4 shopping district
5 national park 6 palace 7 harbour
8 theatre 9 old town 10 museum 11 tower
12 theme park

Exercise 3 page 4

1 went 2 didn't want 3 sunbathed 4 wasn't
5 went 6 didn't buy 7 played 8 had

Exercise 4 page 4

1 Did, have 2 was 3 visited 4 did, do 5 stayed
6 hired 7 went 8 Did, go away 9 stayed 10 went
11 visited

IB Grammar

Present tense contrast

Exercise 1 page 5

1 are you doing, I'm staying 2 get 3 rises, sets
4 are you laughing 5 leaves 6 is always borrowing
7 does your train arrive

Exercise 2 page 5

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

Exercise 3 page 5

1 starts 2 'm looking for 3 Do, know 4 are, losing
5 keep 6 Do, remember 7 don't need
8 get back 9 'm going

Exercise 4 page 5

1 Mel **belongs to** the drama club.
2 ✓
3 Call me as soon as **you arrive**.
4 Jack **hates** spaghetti.
5 ✓
6 I **don't understand** this maths calculation.

Exercise 5 page 5

1 looks; are, looking
2 are, thinking; do, think
3 's having; have

Exercise 6 page 5

1 do, go 2 do, do 3 does, start, finish are, doing

IC Vocabulary

Adjectives

Exercise 1 page 6

1 cross 2 disappointed 3 relieved 4 confused
5 anxious 6 bored 7 delighted 8 terrified 9 ashamed
10 envious 11 proud 12 shocked 13 upset

Exercise 2 page 6

1 envious 2 relieved 3 cross 4 confused
5 disappointed 6 ashamed

Exercise 3 page 6

1 brave 2 hard-working 3 organised 4 punctual
5 honest 6 outgoing 7 kind 8 loyal

Exercise 4 page 6

(Possible answers)
1 hard-working, kind 2 confident, patient
3 confident, outgoing 4 brave, honest.

Exercise 5 page 6

1 terrified, exciting 2 tiring 3 worrying
4 shocking 5 disappointed

Exercise 6 page 6

1 im 2 un 3 dis 4 un

ID Grammar

Articles, *will* and *going to*

Exercise 1 page 7

1 the 2 a 3 a 4 a 5 no article
6 no article 7 an 8 an

Exercise 2 page 7

2 a 3 the 4 the 5 the 6 the 7 the
8 – 9 a 10 an 11 The 12 the

Exercise 3 page 7

1 b 2 a 3 b 4 b 5 b 6 a 7 a 8 b 9 b

Exercise 4 page 7

1 'm going to go 2 are you going to meet 3 'll see
4 's going to be 5 'll get 6 won't cost 7 'll see
8 won't be

Unit 1 Generations

1A Vocabulary

Ages and stages

Exercise 1 page 8

- 1 toddler 2 in his teens 3 She's middle-aged. 4 He/She's an infant. 5 He's a centenarian. 6 She's elderly. 7 He/She's a young child. 8 He's in his twenties.

Exercise 2 page 8

- 1 be 2 start 3 fall 4 inherit 5 learn 6 split
7 go 8 move 9 get 10 get 11 be 12 emigrate
13 married 14 home / school 15 a family / school
16 down 17 home / school 18 a family / school
19 a change of career 20 a grandparent 21 up
22 away 23 a house or flat 24 divorced 25 from work

Exercise 4 1.02 page 8

- 1 late twenties 2 early twenties 3 30–35 4 30 (or so)

Transcript

- 1 **Interviewer** In your opinion, when is the best age for young people to leave home?
Woman Well, it obviously depends on the circumstances. But I wouldn't advise young people to be in a hurry to leave home. The advantage of living with your parents, even when you're working, is that you can save money. It can benefit your parents too, as you can pay them rent and also help out with housework, and so on. But I would say that your late twenties would be a good time to leave home.
- 2 **Interviewer** What's the best age to learn to drive, do you think?
Girl Well, my brother learned to drive as soon as he could, at the age of seventeen. But he couldn't afford a car until he was 21. When he finally bought one, he'd forgotten a lot of what he'd been taught and had to have more lessons before he felt confident to drive. So, I'd say wait till you are in your early twenties, when you can afford a car.
- 3 **Interviewer** What's the best age to start a family, in your opinion?
Boy I think most couples wait a few years before they start a family, and I think that's quite sensible – it's important to settle down first and have a nice home. And most people find themselves in the situation when they're between about 30 and 35.
- 4 **Interviewer** In your opinion, what's the best age to buy a house or flat?
Girl Most young couples in the UK want to own their own home and they usually try to do this when they are about 30 or so, and they are settled in their careers. And I think that's about the right age. Before that, they don't usually have enough money.

1B Grammar

Past tense contrast

Exercise 1 page 9

- 1 marrying, married, married 2 fighting, fought, fought
3 dying, died, died 4 meeting, met, met
5 retiring, retired, retired 6 thinking, thought, thought
7 stopping, stopped, stopped 8 riding, rode, ridden
9 falling, fell, fallen 10 learning, learned, learned

Exercise 2 page 9

- 1 bought 2 had got engaged 3 emigrated
4 Did Pam phone, were watching 5 stepped, was raining 6 didn't phone 7 'd had

Exercise 3 page 9

- 1 Why did you **get** angry with Mary?
2 ✓
3 I couldn't go out until I had **done** my homework.
4 It wasn't **raining** when we left the house.
5 ✓
6 We **were** eating when you phoned.
7 Where **did you have** lunch?

Exercise 4 page 9

- 2 Tom **didn't grow up** in London.; Did Tom grow up in London?
3 Her **parents didn't split up** last year.; Did her parents split up last year?
4 Harry **wasn't living** in Scotland.; Was Harry living in Scotland?
5 Sally **hadn't eaten** lunch.; Had Sally eaten lunch?

Exercise 5 page 9

- 1 had left 2 went out 3 weren't listening
4 had snowed 5 had lost 6 was shining

Exercise 6 page 9

- 1 died 2 was living 3 had spent 4 had lived
5 had 6 was, living

1C Listening

Family tensions

Exercise 1 page 10

- 1 d 2 c 3 c 4 b 5 d 6 a 7 b 8 d

Exercise 2 1.03 page 10

- 1 a 2 b 3 b 4 a

Transcript

- 1 The next train leaves in half an hour.
2 That's made me feel a lot better.
3 This is going to be rather painful.
4 We were too poor to even go on holidays.

Exercise 4 1.04 page 10

- Speaker 1** sympathetic **Speaker 2** enthusiastic
Speaker 3 arrogant **Speaker 4** urgent

Transcript

- 1 You've had a bad time, haven't you? You poor thing. Do you want to tell me all about it? Sometimes it helps to talk to somebody.
- 2 It's a wonderful place. You really should go. The food is fantastic – and there's so much to do there! You could never get bored.
- 3 It's important for me to have an expensive car, because people see it and judge me by it. And they need to know that I'm a highly successful person who deserves their respect and admiration.
- 4 Watch out! Don't touch that fence, it's an electric fence. You'll get a shock. Stop!

Exercise 5 page 10

- 1 enthusiastic 2 nostalgic 3 grateful
4 complimentary 5 miserable

Exercise 6 1.05 page 10

- 1 complimentary 2 enthusiastic 3 miserable
4 nostalgic

Transcript

- 1 To be honest, I think you did really well. We could all see that dad was about to lose his temper completely – and Lucy was pretty angry too. And then you suddenly started telling that long story about a family reunion twenty years ago ... and everybody thought, 'what's he talking about?' But it worked. You managed to change the subject, and everyone had a chance to calm down ... so well done!
- 2 In this month's edition of Family Issues, there's a fascinating feature on how to prevent arguments in your family. It's full of fantastic tips: how to get through a big family reunion without any tears, how to keep the whole family happy at meal times – and many more. Available now from all good newsagents, only £3.99.
- 3 You know, I really thought it would be nice to see everyone – especially after so many years. But I guess I was being too optimistic. As soon as we all got together, all the old arguments started again. My brother fell out with my dad and they almost had a fight! I just thought, I can't stand this – so I went home. I didn't say anything to anyone – I just left.
- 4 There were six of us in the family home: me, my mum and dad, my two brothers and my grandmother. I loved getting up late on Sunday morning and smelling the roast dinner cooking in the oven. We always had roast dinner on Sunday. My dad cooked the meal, but my grandmother used to give him lots of advice – advice he didn't ask for, or want. They used to argue sometimes, but it was never a bad argument. It was a happy time.

Exercise 7 1.05 page 10

- 1 D 2 A 3 E 4 B

Transcript

See exercise 6.

1D Grammar

used to

Exercise 1 page 11

- 1 used to visit 2 used to love 3 Did, use to play
4 used to have 5 Did, use to live 6 used to argue
7 used to go 8 didn't use to be 9 used to make
10 didn't use to go

Exercise 2 page 11

- 2 I didn't use to wear glasses 3 I used to drink milk
4 I used to be afraid of dogs 5 He used to collect stamps
6 She used to be a teacher 7 She didn't use to speak Japanese

Exercise 4 page 11

- 2 Did she use to have; No, she used to have long hair.
3 Did she use to work; No, she used to work in a café.
4 Did she use to play; No, she used to play tennis.
5 Did she use to wear; No, she used to wear shorts and a T-shirt.
6 Did she use to go; No she used to go horse riding in the winter.
7 Did she use to sleep; No, she used to sleep in a tent.

Exercise 5 page 11

- 1 b 2 a 3 a 4 b 5 b

1E Word Skills

Phrasal verbs (1)

Exercise 1 page 12

- 1 ran out of 2 put up with 3 go in for 4 go through with
5 sign up for 6 get up to 7 live up to

Exercise 2 page 12

- 1 gets up 2 go back 3 gets away with 4 fit in with
5 gets on with 6 walks out on 7 catches up with
8 make up

Exercise 3 page 12

- 1 up 2 in 3 up to 4 back on 5 in for 6 up for
7 away

Exercise 4 page 12

- 1 get on with them 2 look it up 3 didn't go through with it
4 came across it 5 put up with it 6 to write it down
7 made up for it

1F Reading

Family fortunes

Exercise 1 page 13

- 1 adolescent 2 dependence 3 free 4 emotion
5 private 6 ideal 7 impatient 8 concern 9 safe
10 irritant 11 critical 12 distrust

Exercise 2 page 13

- 1 private 2 freedom 3 impatient 4 Adolescence
5 distrustful 6 emotions

Exercise 3 page 13

3

Exercise 4 page 13

1 C 2 A 3 B 4 E

1G Speaking**Role-play****Exercise 1** page 14

1 should phone 2 ought to take
 3 you should take 4 you ought to
 5 ought to decorate 6 you should speak

Exercise 2 1.06 page 14

1 Most time: topic 4 Not discussed: topic 3

Transcript

Examiner So, tell me about the English student who stayed with you.

Student He was called Harry and he stayed with us for a month.

E Did he share your room?

S No, he didn't. He had my bedroom, and I shared with my brother. It was fine. What are you going to do when your student arrives?

E Oh, we've got a spare room – so she'll sleep there. But we need to make the room nice for her ... put up some pictures, that kind of thing.

S Yes, good idea. And will she go to school with you while she's there?

E Yes, she will. I hope she fits in OK.

S Harry really enjoyed going to my school. It took him a few days to feel comfortable there, though. He didn't understand most of the lessons because they were in a foreign language!

E Did he have to do the homework?

S Yes, he did. But of course the teachers knew about the language problem. He actually did well in some subjects. He helped me with my maths!

E My student only speaks English. She's going to have problems at school, I'm sure.

S But she'll learn quickly. You'll be surprised!

E I suppose so. Actually, I'm not really worried about school. My main worry is, will she miss her friends and family?

S Yes, that's true. A month is a long time. But you can help her to feel at home.

E Do you think I should have a party when she arrives, so she can meet all my friends? That might make her feel at home.

S Yes, that's not a bad idea.

Exercise 4 1.06 page 14

1 share 2 make 3 took 4 do 5 did 6 miss

Transcript

See exercise 2.

Exercise 5 page 14

A topic 3 B topic 4 C topic 2 D topic 1

1H Writing**A message****Exercise 1** page 15

1 possible 2 Could 3 mind 4 if 5 wonder

Exercise 2 page 15

1 Could you please tidy your room?
 2 Would you mind giving me your address?
 3 I wonder if you could phone me later.
 4 Would it be possible for you to bring me some coffee?

Exercise 3 page 15

1 C 3 A 4 D 5 B

Review Unit 1**Exercise 1** page 16

1 My niece is an infant.
 2 My little brother is a young child.
 3 My great-grandfather is a centenarian.
 4 My cousin Jack is in his teens.
 5 My mother is middle-aged.
 6 My nephew is a toddler.
 7 My sister is in her twenties.

Exercise 2 page 16

1 be 2 buy 3 leave 4 get 5 start 6 inherit

Exercise 3 page 16

1 retire 2 moved 3 emigrate 4 grew up
 5 settle down 6 passes away

Exercise 4 page 16

1 live up to 2 walked out on 3 fit in with
 4 signed up for 5 goes through with 6 catch up with
 7 put up with 8 run out of 9 get on with

Exercise 5 page 16

1 went in 2 got away with it 3 made up for it
 4 hadn't got up 5 look it up 6 go back on it

Exercise 6 page 17

1 didn't start 2 hadn't run 3 sent 4 was wearing
 5 completed 6 had set

Exercise 7 page 17

1 Did you use to watch; didn't use to watch; used to play
 2 did he use to do; used to work; didn't use to like 3 did you
 and your family use to spend; didn't use to have; used to go

Exercise 8 page 17

1 used to 2 get used to 3 get used to 4 used to
 5 used to 6 get used to

Exercise 9 page 17

1 b 2 a 3 a 4 c 5 a 6 b 7 a 8 c 9 c 10 b

Unit 2 Leisure time

2A Vocabulary

Love it or hate it

Exercise 1 page 18

- 1 gymnastics 2 chess 3 weightlifting 4 horse riding
5 ice hockey 6 cards 7 ballroom dancing 8 ballet
9 bowling 10 camping 11 ice skating 12 table tennis

Exercise 2 page 18

- 1 bake 2 hang out 3 read 4 make 5 read
6 text 7 watch 8 use 9 collect

Exercise 3 page 18

- do+ 1 drama 2 martial arts 3 photography
4 ballet 5 gymnastics 6 weightlifting
play+ 1 basketball 2 board games
3 a musical instrument 4 volleyball 5 cards
6 chess 7 ice hockey 8 table tennis
go+ 1 BMXing 2 cycling 3 rollerblading 4 running
5 shopping 6 skateboarding 7 ballroom dancing
8 bowling 9 camping 10 horse riding 11 ice skating

Exercise 4 1.07 page 18

- 1 photography, gymnastics 2 ice hockey, running

Transcript

- 1 I've always loved photography, and used my dad's camera for ages. I've taken loads of photos with it, but it's a bit old-fashioned. I've never had a really good camera. Anyway, I finally bought a new one a couple of weeks ago. Now I'll be able to take some really good pictures. My other hobby is gymnastics – I do it at a local club with other teenagers. I love being part of the team. The only problem I have is that I don't do gymnastics or photography as much as I'd like to. I'm so busy with homework and other things.
- 2 I've always loved going to the ice-rink and not long ago I took up ice hockey. I'm still a beginner, but I really enjoy it. I've got my own skates and my parents gave me a stick for my birthday last month, so I don't have to borrow one from the club any more. I used to only like individual sports, ones that you do on your own, like running. But now I much prefer to be part of a team.

Exercise 5 1.07 page 18

- a 2 b 1 c 2 d 1

Transcript

See exercise 4.

2B Grammar

Present perfect and past simple contrast

Exercise 1 page 19

- 1 went 2 Have you finished 3 have had 4 read
5 has already eaten 6 Did you go

Exercise 2 page 19

- 1 didn't go = haven't been 2 've fallen = fell
3 Did Jasmine text = Has Jasmine texted
4 has gone = went 5 didn't go = haven't been

Exercise 3 page 19

- 1 've been; went 2 did; bake; 've been baking
3 's been doing; did 4 Have; read; read

Exercise 4 page 19

- 2 has never been 3 played table tennis a year ago
4 texted me a moment ago 5 haven't vlogged for
6 Have you ever been to this gym 7 brother started collecting stamps

Exercise 5 page 19

- 1 did, start 2 went 3 stopped 4 took 5 has been
6 haven't been able to 7 've always admired 8 broke
9 Have, had 10 've won 11 came

2C Listening

Eating out

Exercise 1 page 20

- 1 risotto 2 salad 3 stir-fry 4 pie 5 curry 6 soup

Exercise 3 1.08 page 20

- a before b outside c restaurant d father

Transcript

- Woman I think we're early. Is anyone else there?
Man We aren't early. The invitation said dinner at 8.00. It's eight o'clock now.
W But I can't see anyone we know in there. Look through the window. It's empty.
M Hang on. Have you got the invitation with you?
W No, but I'm sure it said 8 o'clock on Friday 15th.
M I know. But did it say Marco's Italian or Mario's Italian restaurant?
W Hmm. Good question. This is Mario's.
M Yes. They might be at Marco's. I'll phone Harry and check.
W OK, Dad. Good idea.

Exercise 4 1.09 page 20

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

Transcript

- 1 Man Great. Here comes our food. It looks delicious.
Woman I don't want this. It's got chicken in it.
M Don't you like chicken?
W I'm a vegetarian! I don't eat meat at all.
M Oh, I see. Why did you order it then?
W I didn't read the menu properly. I thought it was a mushroom pie – but it's chicken and mushroom.
M Oh dear. Well, I suppose ...
W ... we can swap?
M No. I don't like mushrooms. I was going to say, I suppose you can call the waiter back and order something different.
W Yeah, right. Thanks. OK.

2 **Man** What's for dinner?

Woman I don't know. We haven't got anything in the house. Shall I order a pizza?

M I don't fancy pizza. Let's go out.

W But we've just got in ... and it's late.

M We could go to the Indian restaurant in the town centre. Come on, it's only five minutes' walk.

W OK. I quite fancy a curry, actually. Do we need to book?

M Probably not. They usually get busy after 9 p.m., but that gives us a couple of hours.

W OK, come on then. Let's go. I'm starving!

Exercise 5 page 20

1 bit 2 real 3 nothing 4 pretty 5 up 6 world

Exercise 6 1.10 page 20

Transcript

Tom Hi, Zoe. Have you booked a restaurant for next Saturday?

Zoe Not yet. I can't decide where to go. I want it to be a bit special because it's my dad's birthday.

T Where did you go last year?

Z To the Royal Hotel. It was a real let-down.

T Was it? Oh dear.

Z You were there, Tom! Have you forgotten?

T Er ... yes. I guess so.

Z Well, I don't blame you. It was nothing special. In fact, the whole evening was pretty average. So this year really has to be better.

T Have you looked at any reviews online?

Z No. I never look at restaurant reviews.

T Oh, I do. For example, a month ago, my mum booked an expensive French restaurant for a special meal with friends. I looked online and everyone said the food was not up to standard.

Z So did you warn your mum?

T Yes, I did ... and she cancelled. She ended up booking the Italian restaurant near the park – after I'd read the reviews and told her she should book it!

Z And was it OK?

T It was great, she said. Much cheaper ... and the food was out of this world!

Z Well why I don't I book that restaurant for next Saturday?

T I'm not sure. Doesn't your dad have a gluten-free diet?

Z Yes, he does. So I suppose an Italian restaurant isn't a great idea.

T No. Pizzas, pasta ... they contain wheat.

Z But lot of restaurants have gluten-free options too.

Why don't I call and find out?

T That's a good idea. It's definitely the best restaurant in town.

Z OK, I'll call now. Can you find the number?

T Sure. I'll look online.

Exercise 7 1.10 page 20

1 Z 2 T 3 T 4 T 5 Z

Transcript

See exercise 6.

2D Listening

Present perfect simple and continuous

Exercise 1 page 21

1 has been writing 2 's been posting
3 has attracted 4 have been visiting 5 've asked
6 hasn't been updating 7 hasn't been going
8 've been focussing 9 has been getting

Exercise 2 page 21

1 's been collecting, for 2 Have you been learning, for
3 haven't been feeling, since 4 has been drinking, for
5 hasn't been waiting, for 6 've been working, since

Exercise 3 page 21

1 b 2 a 3 a 4 a 5 b 6 b 7 a 8 a

Exercise 4 page 21

1 've been doing 2 've been trying 3 've reminded
4 haven't sent 5 have we been cooking 6 've texted
7 have you been doing 8 haven't been watching

2E Word Skills

Compound nouns and adjectives

Exercise 1 page 22

1 bowling 2 golf 3 track 4 ice 5 court 6 boxing
7 basketball 8 studio 9 wall 10 football 11 room
12 swimming
a weights room b bowling alley c golf course
d climbing wall e athletics track f ice rink

Exercise 2 page 22

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

Exercise 3 page 22

A adjective + noun main road

B -ing form + noun (any three of:) bowling alley, boxing ring, climbing wall, swimming pool

C noun + noun (any four of:) golf course, athletics track, ice rink, tennis court, basketball court, dance studio, football pitch, weights room, mountain range, floodlights, sea shore, tennis player, safety net, tower block

Exercise 4 page 22

1 full 2 open 3 air 4 well 5 25 6 sound

Exercise 5 page 22

2 which eats men 3 which costs a million dollars
4 with five storeys 5 who has prepared well

2F Reading

Sport changes lives

Exercise 1 page 23

1 all, over 2 all, along 3 beside 4 across, below
5 behind

Exercise 2 page 23

1 F 2 T

Exercise 3 page 23
1 d 2 b 3 b 4 a

2G Speaking

Stimulus-based discussion

Exercise 1 page 24

1 karting, G 2 kayaking, H 3 abseiling, A 4 climbing, D 5 snowboarding, K 6 surfing, L 7 bungee jumping, C 8 bodyboarding, B 9 parkour, J 10 hang-gliding, E 11 hiking, F 12 mountain biking, I

Exercise 3 1.11 page 24

1 She's never done it before and she'd really like to try it.
2 Some of his friends don't have bodyboards.
3 You don't need any equipment.
4 go climbing.

Transcript

A It's my birthday on Saturday. I'd like to go out for the day with you and a group of our friends. What do you think we should do?

B Well, I'm quite keen on body boarding. I've never done it before and I'd really like to try it.

A Sorry, but I don't think that's a very good idea. Some of my friends don't have body boards. What about abseiling? I quite fancy trying that.

B I think parkour is a better option than abseiling because you don't need any equipment.

A Oh, no. I really don't want to do parkour. It doesn't appeal to me at all.

B Well, how about climbing or karting?

A I don't think karting would be as much fun as climbing. And there's a new indoor climbing centre near the school. It would be good to try it.

B Yes, I agree.

A Can we agree on climbing, then?

B Yes.

Exercise 4 1.11 page 24

1 quite keen 2 think, good idea 3 quite fancy
4 better option 5 agree 6 can we agree

Transcript

See exercise 3.

2H Writing

A blog post

Exercise 1 page 25

1 handball club 2 film club 3 baking club 4 computer club 5 photography club 6 ballroom-dancing club

Exercise 2 page 25

1 school choir 2 drama society 3 science club
4 art club 5 debating society 6 fitness club
7 astronomy club 8 school orchestra

Exercise 3 page 25

a 2 b 3 c 1 d 4

Exercise 4 page 25
3rd sentence, 5th sentence

Review Unit 2

Exercise 1 page 26

1 draw 2 use 3 text 4 collect 5 hang out 6 make

Exercise 2 page 26

1 camping 2 drama 3 cycling / BMXing
4 ballroom dancing 5 gymnastics 6 volleyball
7 shopping 8 photography

Exercise 3 page 26

1 play 2 does 3 went 4 goes 5 's playing 6 do

Exercise 4 page 26

1 course 2 track 3 road 4 alley 5 range
6 rink 7 pitch

Exercise 5 page 26

1 open-air 2 air-conditioned 3 six-lane
4 soundproof 5 well-equipped 6 solar-heated

Exercise 6 page 26

1 choice 2 Overall 3 like 4 agree 5 settled
6 prefer to

Exercise 7 page 27

1 got 2 has taken 3 won 4 hasn't lived 5 left
6 didn't have 7 has made 8 has known

Exercise 8 page 27

1 has your sister been playing
2 hasn't been practising
3 's been studying
4 haven't been sleeping
5 've been waking up
6 Have you been working

Exercise 9 page 27

1 've been walking 2 's missed 3 Have you been waiting 4 've been 5 's been playing 6 haven't had

Exercise 10 page 27

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

Exam Skills Trainer 1

Exercise 1 page 28

1 C

Exercise 2 page 28

1 A 2 D 3 B

Exercise 3 page 28

1 grandparents, ambitious, their children
2 grandparents, both, university
3 mother, disappointed, parents

Exercise 4 page 28

1 T 2 F 3 F

Exercise 5 1.12 page 28

1 T 2 F 3 F 4 T 5 T

Transcript

Tim You weren't born in the UK, were you, Lila?

Lila No, Tim, but I was only six months old when my family emigrated here from the Ukraine. So I don't remember anything about it. Of course I've been there many times, but only Britain feels like my home.

T What made your family come here? That's a big change!

L Actually, my dad went to university in London, and then he went back and taught at a school in Kiev. He and my mum got married and started a family. But my dad really wanted to come to the UK – and my mum didn't really mind – so we moved here.

T My family on my mother's side came from abroad as well, but it's so long ago that no one really knows why they came here.

L Where did they come from?

T My great-grandparents on my mother's side came from Norway. My great-grandad made musical instruments like violins, and we guess he came here to start a business in London.

L Was he successful?

T Yes, he was. There's still a shop in the East End with his name on it, and it's quite well known.

L What about your father's family? Were they immigrants as well?

T No, not at all. They were farmers in the south of England. My dad was actually raised on a farm there, and he was the first in his family to go to university. I really look up to him. I'm particularly proud of him because he worked very hard to get where he is today.

Exercise 6 page 29

1a was 1b is 2a Have 2b Had 3a don't 3b didn't
4a want 4b used

Exercise 7 page 29

1 are 2 have 3 was 4 does 5 doesn't 6 don't
7 isn't 8 had 9 used 10 going

Exercise 11 page 29

1 all 2 hope 3 touch

Unit 3 The human body

3A Vocabulary

Parts of the body

Exercise 1 page 30

1 skull 2 forehead 3 lip 4 chin 5 jaw 6 cheek
7 eyebrow 8 eyelid 9 skin 10 wrist 11 thumb
12 waist 13 hip 14 thigh 15 knee 16 shoulder
17 elbow 18 nail 19 bottom 20 shin 21 toe
22 calf 23 ankle 24 heel

Exercise 2 page 30

1 twist 2 sprain 3 break 4 bruise / burn / cut
5 have 6 have 7 bruise / burn / cut 8 bang
9 bruise / burn / cut

Exercise 3 page 30

1 brain 2 muscle 3 spine 4 blood 5 skull
6 throat 7 heart 8 stomach 9 lungs 10 ribs
11 intestine 12 kidneys

Exercise 4 1.13 page 30

1 sprained her wrist 2 bruised his leg
3 burned herself

Transcript

1 **Doctor** Good morning. What can I do for you?

Patient I've hurt my wrist. I think I've sprained it.

D When did you do it?

P Yesterday evening. I fell off my bike.

D Can you move your hand?

P Not really.

D Does it hurt?

P It hurt a lot when I did it, but it isn't very painful now.

D I'll put a bandage on it. Try not to use your hand for a few days.

2 **Doctor** Hello. How can I help you?

Patient I've bruised my leg.

D Can you show me?

P Here, just above my ankle.

D Yes, that's a nasty bruise. How did you do it?

P I fell down the stairs. Do you think I've broken a bone? It really hurts when I walk.

D It's possible. I'll send you to the hospital for an X-ray.

3 **Doctor** Good afternoon. What can I do for you?

Patient I've burned myself.

D Oh dear. May I take a look?

P Sure.

D It's quite red. When did you do it?

P This morning.

D I'll put some cream and a dressing on it for you.

Exercise 5 page 30

1 antibiotics 2 bandage 3 cream 4 dressing
5 medicine 6 painkillers 7 X-ray

Exercise 6 1.13 page 30

2 bandage, 1 3 cream, 3 4 dressing, 3 7 X-ray, 2

Transcript

See exercise 4.

3B Grammar

Speculating and predicting

Exercise 1 page 31

2 I definitely won't go to bed late tonight.
3 Tom will definitely pass all his exams.
4 Lisa could / may / might go to the doctor's tomorrow.
5 I may not / might not get the answer right.
6 Fred will probably see his girlfriend this weekend.
7 Jade probably won't play computer games this evening.

Exercise 2 page 31

1 Scientists probably won't find a cure for cancer in the near future. 2 Doctors definitely won't find a cure for the common cold. 3 Millions of people may get ill from the flu virus this winter. 4 Bio-printing of organs will definitely become a reality. 5 People will probably be healthier in the future. 6 Antibiotics might not be effective in the future.

Exercise 3 page 31

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

Exercise 4 page 31

- 1 find, will live 2 gets, will rise 3 will die out, protect
4 won't be able to, don't use 5 cut down, will be
6 get rid of, will be

Exercise 5 page 31

- 1 If you go to the cinema, I might **go** too.
2 The weather **may not** / **might not** be very good tomorrow.
3 ✓
4 Sam **probably won't** be at home this evening.
5 ✓
6 I'll go to the concert if the tickets **are** cheap.

3C Listening

The body's limits

Exercise 1 1.14 page 32

- 1 c 2 a 3 a 4 c 5 b 6 c 7 c 8 a

Transcript

- 1 150,000
2 3.7 million
3 2.07
4 three tenths
5 30.5%
6 20–25
7 –25°C
8 1930

Exercise 3 1.15 page 32

- 1 2 million 2 100,000 3 10%, 90% 4 2%, 1/5
5 0.5°C 6 30,000 7 206 8 1.27 9 20–22; 15–16

Transcript

- 1 Your body makes 2 million new blood cells every second.
2 There are nearly 100,000 kilometres of blood vessels in an average adult body.
3 Only 10% of the cells in our body are human; the other 90% are bacteria.
4 Your brain is only 2% of your body's weight, but it uses one fifth of the oxygen.
5 Your temperature is usually about 0.5°C lower in the morning than in the evening.
6 Blondes have about 30,000 more hairs on their head than people with black hair.
7 Adult humans have 206 bones, but newborn babies have a lot more.
8 The smallest muscle in the body is inside the ear; it is only 1.27 millimetres long.
9 Men usually stop growing when they are 20–22 years old, women when they are 15–16.

Exercise 5 1.16 page 32

Summary c is correct.

The incorrect parts of the other options are:

- a Nobody found her for several hours. When she arrived at the hospital, she came back to life.
b Anna tried to rescue a colleague who had an accident in the mountains.

Transcript

Interviewer You have been looking at how the human body copes with very low temperatures. Is that right?

Scientist Yes, that's right.

I And what have you found?

S Well, it's an interesting question. Of course, freezing temperatures are bad for the body. You can get frostbite if your skin freezes. And about two thirds of people whose body temperature falls below 28° Celsius actually die. But at the same time, there are some people who have survived much lower body temperatures – and made a full recovery.

I Can you give us an example?

S Yes. There's the famous case of a Swedish doctor called Anna Bågenholm. She was skiing in the mountains in Norway when she had an accident.

I How did the accident happen?

S Well, she went skiing with two colleagues from hospital – Anna was a doctor, you see, and was studying to become a surgeon. Anyway, the three of them were skiing down a steep mountain when Anna lost control of her skis. She fell onto a sheet of ice, which was actually the surface of a stream. The ice broke and Anna fell headfirst through the hole, as far as her waist. Beneath the ice was water, freezing cold water.

I What did her two friends do?

S Well, they tried to pull her out by her legs – but she was trapped under the ice. She could breathe, because there was some air between the ice and the water, but she couldn't move. After trying for seven minutes to free her, her two colleagues gave up and phoned for help.

I And did help arrive quickly?

S Two rescue teams set off to help Anna, one from the top of the mountain and one from the bottom. The one from the top arrived first, but they couldn't pull her out of the ice.

I What about the second team?

S The second team managed to get her out by cutting a hole in the ice. But by the time they got her free, she had been in the freezing water for 80 minutes. Anna was not breathing and her heart was not beating. A helicopter took her to hospital. When she arrived, her body temperature was 13.7° Celsius. According to the doctor in charge of the emergency room, Anna was ice cold and looked dead.

I But I guess she wasn't.

S Well, no. There's an expression among some doctors: 'You aren't dead until you're warm and dead.' In other words, sometimes people who are extremely cold can come back to life when they get warmer. Doctors at the hospital worked for nine hours to save Anna. When her temperature had risen to 36.4° Celsius, her heart started beating again. Gradually, after and days and weeks, Anna made a full recovery.

I That's amazing.

S Yes, and in 2009, ten years after the accident, Anna got a job working as a doctor in the hospital that had saved her life!

Exercise 6 1.16 page 32

- 1 F About **two thirds** of people whose body temperature drops to below 28°C do not survive.
2 T
3 F The **second** rescue team cut a hole in the ice and pulled her out.
4 F Anna's body temperature was **13.7°C** when she arrived at the hospital.
5 T

Transcript

See exercise 5.

3D Grammar

Future continuous and future perfect

Exercise 1 page 33

- 2 'I'll be / won't be working 3 'I'll be / won't be earning
4 'I'll be / won't be spending 5 'I'll be / won't be driving
6 'I'll be / won't be living 7 'I'll be / won't be travelling
8 'I'll be / won't be seeing

Exercise 2 page 33

- 2 By 2019, the architects will have completed the plans.
3 By 2019, building work won't have begun.
4 By 2023, building work won't have finished.
5 By 2025, the first students will have arrived.
6 By 2027, the first students won't have graduated.
7 By 2029, the first students will have graduated.

Exercise 3 page 33

- 1 will have evolved 2 will be living 3 will be enjoying
4 will be leading 5 will have invented 6 won't be doing
7 will be spending 8 won't have changed

Exercise 4 page 33

- 2 from 3 at 4 in 5 by 6 into

Exercise 5 page 33

- 1 Humans will / won't be living on Mars.
2 Scientists will have / won't have accidentally created a new disease. 3 All wars will have / won't have ended.
4 Robots will / won't be doing most jobs. 5 Many people will / won't be having holidays in space. / Many people will have had / won't have had holidays in space.

3E Word Skills

Word families

Exercise 1 page 34

- 1 anger 2 anxious 3 depressed 4 envious
5 afraid 6 happiness 7 proud 8 sadness
9 ashamed 10 surprise

Exercise 2 page 34

- 2 sadly 3 Happily 4 anxiously 5 surprisingly
6 proudly 7 Hopefully 8 suspiciously 9 hungrily

Exercise 3 page 34

A Form adjective with -ed or -ing: bore, disgust, excite, surprise

B Form adjective with -ful or -less: care, help, hope, pain, power

Exercise 4 page 34

- 1 painful, surprised 2 helpful 3 annoyed, careless
4 powerful, exciting 5 boring 6 hopeless, disgusting

Exercise 5 page 34

- 1 happiness 2 happy 3 contentment 4 anxiety
5 disgusted 6 Surprisingly 7 depression 8 happy

3F Reading

Body clock

Exercise 1 page 35

- 1 record 2 exercise 3 work 4 show 5 rest
6 hard 7 light 8 level

Exercise 2 page 35

Yes

Exercise 3 page 35

- 1 C 2 A 3 B 4 C

3G Speaking

Photo description

Exercise 1 page 36

- 1 in / wearing 2 with 3 who is 4 in / with
5 with 6 wearing / with

Exercise 2 page 36

- 1 I would say 2 most likely 3 I'd say
4 It looks like some kind of 5 a sort of
6 something like that 7 or maybe

3H Writing

An opinion essay

Exercise 1 page 37

- 1 B 2 A 3 C 4 D

Exercise 2 page 37

- 1 In my view 2 as I see it 3 It seems to me that
4 Some people argue that 5 It is sometimes said that
6 Moreover 7 In order to tackle this problem
8 I suggest that 9 To sum up

Exercise 3 page 37

- 1 B 2 A 3 D 4 C

Review Unit 3

Exercise 1 page 38

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

Exercise 2 page 38

- 1 bandage 2 antibiotics 3 X-ray 4 dressing
5 painkillers 6 cream

Exercise 3 page 38

- 1 broke 2 had 3 banged 4 burned 5 cut
6 sprained 7 bruised

Exercise 4 page 38

- 1 proudly 2 envious 3 unhappily 4 hopeful
5 surprising 6 sadness 7 unashamed 8 anger

Exercise 5 page 38

- 1 in / with / wearing 2 like 3 with 4 say
5 who / that 6 kind / sort

Exercise 6 page 38

- 1 may / might / could be broken 2 will win
 3 may not / might not like 4 won't hurt
 5 may not / might not go out 6 may / might / could close

Exercise 7 page 39

- 1 will you do, 'I'll tell 2 starts, won't let 3 don't take, will get
 4 doesn't come, 'I'll walk 5 Will the doctor give, are

Exercise 8 page 39

- 1 'I'll be studying 2 'I'll have finished 3 'I'll be helping
 4 'I'll have spent 5 'I'll be thinking 6 'I'll have found
 7 'I'll be working 8 'I'll have started

Exercise 9 page 39

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

Unit 4 Home

4A Vocabulary

Describing houses and homes

Exercise 1 page 40

- 1 mansion 2 farmhouse 3 villa 4 mobile home
 5 flat 6 bungalow 7 houseboat 8 terraced house
 9 semi-detached house 10 thatched cottage
 11 detached house

Exercise 2 page 40

- 1 fence 2 extension 3 balcony 4 shutters
 5 gate 6 basement 7 flower bed 8 porch
 9 conservatory 10 sliding doors 11 patio 12 lawn
 13 path 14 pond 15 drive 16 garage 17 hedge

Exercise 3 1.17 page 40

- 1 contemporary 2 impressive 3 lively area
 4 conveniently located 5 cramped 6 spacious

Transcript

My ideal home is in the city. It's a contemporary flat, in an impressive, modern building in a lively area. It's conveniently located for shops, restaurants and cinemas. Inside, it isn't at all cramped. In fact, it's very spacious.

4B Grammar

Comparison

Exercise 1 page 41

- 2 more and more popular 3 taller and taller
 4 more and more expensive 5 more and more confident
 6 sillier and sillier

Exercise 2 page 41

- 1 The journey was longer than I thought.
 2 The flat was more spacious than it appeared.
 3 The weather here is hotter than it was in Greece.
 4 The house is much more dilapidated than it used to be.
 5 My grandad is shorter now than he was as a young man.
 6 This area isn't as popular as it was five years ago.

Exercise 3 page 41

- 1 longer; e more tired 2 more spacious; a more expensive
 3 faster; d more likely 4 more carefully; c fewer
 5 longer; b more impatient

Exercise 4 page 41

- 2 This is the remotest region of the UK I've ever visited.
 3 Those are the most expensive jeans I've ever bought.
 4 That is the most charming cottage I've ever stayed in.
 5 This is the liveliest area of town I've ever lived in.
 6 That is the prettiest flowerbed I've ever seen.

Exercise 5 page 41

- 1 the least 2 less 3 the fewest 4 less 5 the least
 6 the least 7 fewer 8 less

Exercise 6 page 41

- 1 slower, the slowest 2 harder, the hardest
 3 more fluently, the most fluently 4 faster, the fastest
 5 better, the best

4C Listening

Young and homeless

Exercise 1 page 42

- 1 make, effort 2 get, touch 3 turn, eye
 4 have, word 5 time, life 6 give, hand

Exercise 2 1.18 page 42

- 1 b 2 b 3 b 4 a

Transcript

- 1 I got a new bed two weeks ago, and to be honest, I don't think I've had a good night's sleep since I got it!
 2 I've got a new next-door neighbour. I saw him carrying some chairs into his flat last night. I was just going out, so I didn't have time to have a word with him.
 3 I'm sorry, my husband is on a camping trip in the mountains this weekend. There's no way to get in touch with him until Monday.
 4 I couldn't take part in the race last weekend. I made a big effort to get fit for it, but I wasn't ready – and 42 km is a long way!

Exercise 3 page 42

- 1 d (increase sharply) 2 f (require assistance)
 3 a (gain employment) 4 b (at the moment)
 5 c (a high priority) 6 e (suggest something)

Exercise 4 1.19 page 42

Number 1 require assistance; currently; a high priority
Number 2 increase sharply; gain employment; make a proposal

Transcript

- 1 **Woman** Can I help you?
Man Yes, I'd like an application form for housing benefit.
W Certainly. This is the form you need.
M Thank you. Do I return it to you?
W No, you don't. You need to complete the form and then send it by post to the local authority. But if you require assistance in completing the form, we can offer that here.
M Thank you.
W Is there anything else?

M Yes, there is one thing. Is there currently a long delay?

I need the money quite urgently.

W All new applications are treated as a high priority. There shouldn't be a delay of more than a week.

M Thank you. You've been very helpful.

- 2 Ladies and gentlemen, thank you for coming to this event organised by Rooftops, our local charity for homeless people. I know that many of you are regular supporters of our charity and we are extremely grateful for that support. Without it, we simply couldn't do the work we need to do. As many of you are aware, there are over a hundred people who regularly sleep rough in our town centre. You probably give money to some of them. And I know that many of you also show your support in ways that do not involve money: for example, talking to them, giving advice, treating them as human beings. But we all know that there is only one long-term solution to their problem: they need a job. That is why today, I am appealing for money for our charity's new project called Back to Work. This project has one main aim: to help homeless people to gain employment. But I'm not here just to ask for money: I'm here to make a proposal – I want you to become our partners.
- 3 Last year, I took part in the Big Sleep Out with a group of friends from school. I was quite anxious about it, to be honest. The weather forecast said the temperature was going to be -4°Celsius that night! In fact, I was so worried that I almost didn't turn up – but I didn't want to let my friends down. So I found all my warmest clothes – I had about four jumpers on! And I borrowed my brother's sleeping bag. And in fact, I wasn't cold at all. Well, only my face. But it was fine. We had a great time because there were about fifty people doing the Sleep Out altogether and we knew quite a few of them. And the fact that it was freezing cold made us feel like we had really achieved something.

Exercise 5 1.19 **page 42**

1 a 2 a 3 c

Transcript

See exercise 4.

4D Grammar

Imaginary situations

Exercise 1 **page 43**

1 worked 2 would make 3 did 4 gave 5 got
6 didn't spend 7 wouldn't believe

Exercise 2 **page 43**

1 was 2 would be 3 knew 4 wouldn't be 5 had
6 would be able to 7 wouldn't be 8 weren't
9 brought 10 would use

Exercise 3 **page 43**

2 If I lived in a detached house, I could play my music really loud. 3 If we had a nine-bedroom mansion, we would invite lots of friends and family to stay.
4 If our flat wasn't so small, my parents would allow me to have a pet. 5 If I closed my bedroom shutters at night, I wouldn't wake up early in the morning. 6 If they had a fence, their dog wouldn't keep running away. 7 If they were interested in gardening, their flowerbeds wouldn't be a mess. 8 If I didn't share a bedroom with my brother,

I could watch TV at night. 9 If our house wasn't near an airport, it wouldn't be noisy in the garden.

Exercise 4 **page 43**

1 would give 2 would turn 3 was / were 4 lived
5 would leave 6 was / were 7 would snow

4E Word Skills

do, make and take

Exercise 1 **page 44**

1 take 2 make 3 do

Exercise 2 **page 44**

1 take 2 take 3 make 4 do 5 do 6 make

Exercise 3 **page 44**

5

Exercise 4 **page 44**

1 3 2 1 3 1 4 2 5 2 6 3

Exercise 5 **page 44**

1 make 2 took 3 does 4 take 5 take
6 makes 7 made 8 did

Exercise 6 **page 44**

1 do 2 make 3 make 4 take 5 make 6 do

4F Reading

Alternative living

Exercise 1 **page 45**

1 sofa 2 shipping 3 front 4 rubbish 5 housing
6 studio 7 solar 8 sky 9 dining 10 rain

Exercise 2 **page 45**

1 solar panels 2 skyscraper 3 housing estate
4 front door 5 sofa bed 6 studio flat

Exercise 3 **page 45**

A

Exercise 4 **page 45**

1 B 2 C 3 A 4 A

4G Speaking

Photo comparison and discussion

Exercise 1 1.20 **page 46**

B

Transcript

Both photos show houses. The house in photo B is in a fantastic place with lovely views down to the beach. The house in photo A is right by the beach. The house in B stands on its own, whereas the house in A is too close to other houses, so there wouldn't be much privacy. The house in photo B is much bigger than the house in photo A. The house in A doesn't look very spacious – it isn't much bigger than a bungalow.

I think I'd rather stay in the house photo B. One reason is that I'm a keen wind-surfer and the beach looks ideal for that. Finally, I much prefer older houses, as they are generally cosier and more charming. The house in A looks a bit boring to me.

Exercise 2 page 46

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

4H Writing

An email

Exercise 1 page 47

Explain the reasons for the arrangement 1 Describe your relatives' house 3 Say who will be living in the house 2 Ask permission to borrow something 4

Exercise 2 page 47

I'm, we're, don't, He's, She's, You'd, I've, can't; Better get back to my homework.

Exercise 3 page 47

2 I'd rather my sister didn't find out. 3 I'd rather be outside. 4 I'd rather not go to bed yet. 5 I'd rather we spent more time together.

Exercise 4 page 47

2 had better not drive 3 had better ask 4 had better get 5 had better not go 6 had better save 7 had better cycle

Review Unit 4

Exercise 1 page 48

1 flat 2 semi-detached house 3 bungalow 4 thatched cottage 5 terraced house 6 mansion

Exercise 2 page 48

1 patio 2 fence 3 conservatory 4 basement 5 landing 6 attic 7 shutters 8 drive

Exercise 3 page 48

1 charming 2 cosy 3 lively 4 dilapidated 5 cramped 6 contemporary

Exercise 4 page 48

1 take 2 do 3 make 4 make 5 do 6 take

Exercise 5 page 48

1 Thinking 2 suppose 3 think 4 feelings 5 thought 6 considered

Exercise 6 page 48

1 larger 2 tiniest 3 more common 4 harder 5 fewer 6 less colourful 7 more heavily 8 least comfortable 9 higher, higher

Exercise 7 page 49

1 had, 'd buy 2 didn't clean, wouldn't give 3 were, wouldn't like 4 would you make, could 5 needed, 'd paint

Exercise 8 page 49

1 had 2 would help 3 didn't live 4 wouldn't play 5 wouldn't flood 6 was / were

Exercise 9 page 49

1 could buy a new house if we had enough money 2 mobile home was cosier than I expected 3 she didn't live in the city centre, she wouldn't be stressed 4 wish you would make your bed 5 the ugliest chest of drawers I've ever seen 6 only my room had a desk 7 is less cramped than the bathroom 8 'd use the stairs if there wasn't a lift

Exam Skills Trainer 2

Exercise 1 page 50

Correct: 1 B 2 A Seem correct, but aren't: 1 A 2 C

Exercise 2 page 50

1 D 2 A 3 C 4 C

Exercise 3 page 50

1 worked hard 2 didn't want to 3 enjoyed 4 talk to 5 his bedroom didn't

Exercise 4 1.21 page 51

1 an old detached 2 smaller 3 not 4 dad is 5 wants to

Transcript

Liz I heard that your family moved house recently. Where are you living now?

Steve We moved to a village about five kilometres out of town. It's an old detached house with about an acre of land.

L Wow, that sounds fantastic! Actually, we moved house last month too, but it was just to a bigger flat in the same area. It must be really peaceful where you are.

S You know, it's true that I sleep better there. I hadn't really realised how noisy our road in town was. But it's so much less convenient! I have guitar lessons in the evening, and I'm in a school theatre production too, so I spend hours waiting for buses. I used to just walk everywhere.

L Hmm. I've never really thought about that. We're right in the centre of town, so everything's so close. So where did the idea of moving to the countryside come from?

S Well ... my mum had always wanted to live in the country, and she's really enjoying having a big garden now. My dad seems to like it there as well. He likes doing DIY projects, and lots of things in the house are broken, so there's plenty for him to do. So I'm the only one who's not exactly thrilled.

L Well, I wouldn't mind putting up with it! I'd give anything to live in the countryside.

S I'm not so keen on it. But in a couple of years I'll be going off to university, so I'll just put up with it until then.

Exercise 5 page 51

1 A 2 D 3 C 4 C

Exercise 6 page 51

1 should 2 could 3 would 4 sure 5 keen 6 good

Exercise 8 page 51

1 In my view 2 a widely held 3 What is more 4 vital that

Unit 5 Technology

5A Vocabulary

Computing

Exercise 1 page 52

Across 3 search 4 log on 6 subscribe 8 upload
10 forward 12 comment 13 set up Down 1 rate
2 install 5 program 7 update 9 print 11 paste

Exercise 2 page 52

1 the trash 2 a link 3 your work 4 your username
5 a new window 6 a box 7 text 8 a button
9 a page 10 an account

Exercise 3 1.22 page 52

2

Transcript

Boy You know how Facebook works, don't you, Frances?

Girl Yes, I use it all the time.

B Can you help me with it?

G Sure, what do you want to do?

B Well, I've never used it before so I was thinking of joining.

G OK, that isn't difficult. So, first of all, go to facebook.com.

Then click on the 'Sign up' button and enter the information.

B OK, Name ... email ... password ... date of birth ...

G Then click on the green 'Sign up' button again.

B OK, done. It says it's going to send me an email.

G Yes, once you get it you'll need to confirm your email address by following the link in the email.

B Ah, here it is. So I follow the link ... and confirm. ... Now it's asking me if I want to search for friends. Shall I do that or skip that step?

G Skip it for now. You can come back and do that later. Let's create a profile for you.

B OK, how do I do that?

G Well, first, do you want a photo of yourself?

B Yes, why not?

G So, you need to upload a photo from your computer. Click on 'Update Profile Picture'. Then open the folder where your photos are stored.

B OK, done. Now it says 'Add basic information'. This isn't difficult. I think I can manage on my own now. Thanks for your help.

G No problem. Give me a shout if you have any problems.

B OK. Will do.

Exercise 4 1.22 page 52

1 button, enter 2 confirm, following 3 profile
4 upload 5 Open

Transcript

See exercise 3.

5B Grammar

Quantifiers

Exercise 1 page 53

1 singular countable noun 2 uncountable noun
3 plural noun

Exercise 2 page 53

1 d 2 c 3 c 4 b 5 b 6 d 7 b 8 b 9 b

Exercise 3 page 53

2 Some of **the** gadgets are difficult to use. 3 ✓

4 Tom can write with **both hands**. 5 Not **many** / **all** games are easy to program. 6 ✓ 7 Kate doesn't like any **of** these apps. 8 Jason spends **little** money on downloading music.

Exercise 4 page 53

1 Few 2 little 3 a few 4 a little 5 a few
6 few 7 little

Exercise 5 page 53

2 All of the students have played a computer game.

3 Almost all of the students have downloaded music.

4 None of the students have printed a document from their phone.

5 Very few of the students have searched within a specific website.

6 Most of the students have installed an app on their phone.

7 Some of the students have updated their profile on a social networking site.

5C Listening

Navigation nightmare

Exercise 1 page 54

1 camcorder 2 MP3 player 3 satnav
4 Bluetooth headset 5 smartwatch 6 games console
7 tablet 8 digital radio, Bluetooth speaker, smartphone
9 memory stick

Exercise 2 1.23 page 54

1 O 2 O 3 F 4 O

Transcript

1 Boy Have you read about this new computer virus that affects tablets and smartphones? I'm really worried about losing all my photos.

Girl You should keep a copy of them, just in case.

B Where? On a CD?

G In my opinion, a memory stick is the best place to keep copies.

B Really? I could easily lose a memory stick – they're tiny.

G Well, buy two then. They don't cost very much.

2 Boy I really want to buy one of these new smartwatches.

Girl They're so expensive though. It's not the right time to buy one.

B What do you mean?

G As I see it, the price is likely to come down over the next few years. That always happens with new technology.

B I suppose so.

3 Boy Did you see this report? Apparently, most people these days prefer to watch a film on their tablet than go to the cinema.

Girl That's ridiculous! In my view, it's much better to see it at the cinema. You get the big screen – and the sound is great.

B I agree. I'd never watch a film on a tablet.

- 4 **Girl** Look at this photo – it's a rubbish dump in Africa. It's where a lot of our old gadgets end up.
Boy That's terrible. It looks so polluted.
G The problem is, people are buying more and more gadgets.
B But is that true? It seems to me that people don't have as many gadgets these days. I mean, they've got a smartphone – and that does everything.
G Maybe. But they replace their smartphone quite often.

Exercise 3 1.23 page 54

1 opinion 2 as 3 in 4 problem 5 to

Transcript

See exercise 2.

Exercise 5 1.24 page 54

1 a 2 c 3 c 4 b

Transcript

- 1 **Man** I think we're here – look, the Adelphi Hotel.
Woman Really? But this is West Way. We need Windsor Avenue. Our hotel is in Windsor Avenue.
M But our hotel is definitely called the Adelphi, isn't it?
W Yes. Maybe there are two Adelphi hotels.
M I don't think there could be two Adelphi hotels in the same part of London.
W It seems to me that the hotel probably has two buildings – one here and one in Windsor Avenue.
M Yes, that seems more likely. We're quite close to Windsor Avenue.
W Let's try and park. Or do you want me to go in and ask?
M Yes, that's a good idea. I'll stop here and you can ask at reception.
- 2 **Man** What are you doing?
Woman I'm looking at the map. I'm working out exactly where we are.
M But I know exactly where we are. Look – my phone can tell us. We're here, half way between these two villages.
W Yes, I know that. But where does this little road go? Does it cross the river?
M I'm not sure. I'll just zoom in ... Hmm. That's strange.
W What?
M The map has disappeared. I can't get a signal. Oh, hang on. If I hold the phone up here, I can get a signal. But then I can't see what's on the screen, it's too small.
W So, let's look at my map. Yes, I see. The road crosses the river and then goes along the side of this field. Come on, follow me!
M It must be that hill. It's blocking the signal. OK, we'll use your map.
- 3 **Woman** Hello! Excuse me!
Pedestrian Yes? Can I help you?
W We're trying to find the Willow Sports Centre.
P Er ... the tennis club?
W No, it's a sports centre. There's a gym there and a swimming pool. It's called the Willow Sports Centre.
P You go straight on at these traffic lights, then you turn left. Keep going up the hill. Then turn right at the crossroads. It's just there on the left.
Man So straight on at the lights, turn left, up the hill, then right at the crossroads.
P Yes.
M Thanks.
W Thank you! Why are you going left? He said straight on at the lights.

- M** Yes, but he didn't know, did he? I mean, he didn't sound very sure. I think it's up this road.
W Well, you might be right. Let's see.
M He's waving at us. Look!
W Oh dear, how embarrassing! He's just trying to be helpful.
M Don't worry. He probably thinks we've forgotten what he said.
- 4 **Man** Phew! I just made it in time! Do you mind if I sit here?
Woman No, please, go ahead.
M Thanks. Ah ... it's good to sit down. I really thought I was going to miss this train!
W Yes, you got on just before it left.
M I had to run to the platform. But at least I can sit down now all the way to Oxford.
W Oxford? This train doesn't go to Oxford.
M Oh no! Where does it go?
W It goes to Bristol.
M You're joking!
W You needed the next train – the one at 10:04. This is the 9:55 to Bristol.
M But it was after 10 o'clock when I got on ...
W I know. We left a bit late. But it's definitely the train to Bristol.
M What am I going to do? I'm going to an interview in Oxford. I can't be late!
W Don't worry. This train stops at Reading. Just get off there and wait a few minutes. You can get on your train to Oxford. You won't even need to change platform. And you'll get to Oxford on time.
M Great! Thank you so much.
W No problem.

50 Grammar

Modals in the past

Exercise 1 page 55

1 might have 2 must have 3 can't have 4 could have
 5 could have 6 must have 7 must have 8 can't have

Exercise 2 page 55

1 must have missed 2 can't have got
 3 can't have taken 4 must have eaten
 5 must have finished 6 can't have injured

Exercise 3 page 55

1 d You shouldn't have dropped it on the pavement.
 2 a We should have brought the satnav.
 3 f You shouldn't have called your friend when you were abroad.
 4 b You should have chosen a better password.
 5 e You shouldn't have made those comments on Twitter.
 6 c You should have charged it overnight.

Exercise 4 page 55

1 must have 2 can't have 3 may / might / could have
 4 may / might / could have 5 might not have
 6 may / might / could have 7 can't have 8 must have

5E Word Skills

Adjective + preposition

Exercise 1 page 56

1 to 2 about 3 with 4 with 5 with 6 for
7 with 8 with

Exercise 2 page 56

1 of 2 to 3 about 4 at 5 to 6 on 7 at
8 with 9 about 10 in 11 to 12 about

Exercise 3 page 56

b

Exercise 4 page 56

1 with 2 about 3 to 4 to

Exercise 5 page 56

1 adjective 2 something 3 somebody
4 opposite 5 adverb

5F Reading

Intelligent footballers

Exercise 1 page 57

1 an answer 2 pass 3 competition, won 4 break
5 website 6 exchanged, conversation

Exercise 2 page 57

1 T 2 F

Exercise 3 page 57

1 b 2 c 3 b 4 d

5G Speaking

Photo comparison

Exercise 1 page 58

1 drama 2 music 3 science 4 I.C.T 5 P.E. 6 art
7 geography 8 maths

Exercise 3 page 58

1 theme 2 kind 3 whereas 4 Unlike 5 rather

Exercise 4 1, 2, 5 page 58

1, 3, 4

Transcript

The common theme in the photos is education. In particular, they show the use of technology in education. In the first photo, the students are using virtual reality headsets, whereas in the second photo, they're using tablets. Unlike the second photo, the first photo does not show the teacher, but he or she is probably in the room somewhere. In the second photo, the teacher is on a screen. He could be in another city or country. It looks as if the students are able to interact with the teacher, because one of the boys has his hand up.

5H Writing

An internet forum post

Exercise 1 page 59

1 in spite of 2 Although 3 even though 4 although

Exercise 2 page 59

1 It was quite expensive even though it was in the sale.
2 The image isn't very clear in spite of the size of the screen.
3 I don't agree, although it's obviously not a good idea to play for more than a few hours at a time.

Exercise 3 page 59

b 4 c 3 d 2 e 1

Exercise 4 page 59

compare, present, ask

Review Unit 5

Exercise 1 page 60

1 set up 2 update 3 comment 4 program
5 upload 6 forward 7 subscribe 8 install

Exercise 2 page 60

1 Scroll down 2 Click on 3 log on 4 create
5 check 6 Enter 7 Save 8 Print

Exercise 3 page 60

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

Exercise 4 page 60

1 like 2 thing 3 seems 4 look 5 think 6 see

Exercise 5 page 60

1 a few 2 all 3 Most 4 a little 5 every
6 much 7 any 8 many

Exercise 6 page 60

1 All the places 2 Few of my emails / Few of the emails I get
3 either of my phone chargers 4 every one of her contacts
5 None of the links 6 most of the apps

Exercise 7 page 61

1 must have paid 2 can't have left 3 might have broken
4 might not have lost 5 can't have saved 6 might have passed
7 might not have read 8 must have turned

Exercise 8 page 61

1 should have written 2 shouldn't have taken
3 shouldn't have put/left 4 should have installed
5 should have been 6 shouldn't have left/put

Exercise 9 page 61

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

Unit 6 High flyers

6A Vocabulary

Describing character

Exercise 1 page 62

1 ambitious 2 cheerfulness 3 creative 4 enthusiasm
5 flexible 6 generosity 7 honest 8 idealism
9 intelligent 10 loyalty 11 mature 12 modesty
13 optimistic 14 patience 15 pessimistic
16 punctuality 17 realistic 18 self-confidence
19 serious 20 shyness 21 sociable 22 stubbornness
23 sympathetic 24 thoughtfulness

Exercise 2 page 62

1 sense 2 common 3 skills 4 lack 5 courage
6 communicating 7 initiative 8 energy

Exercise 3 page 62

1 pessimistic 2 a good sense of humour 3 punctual
4 honest 5 modest 6 sociable 7 courage
8 sympathetic 9 shows lots of initiative

Exercise 4 1.26 page 62

1 cheerful, optimistic 2 intelligent, ambitious
3 serious, patient

Transcript

- 1 My friend Andy is great company – he's great to do things with and hang out with. This is because he's usually in a good mood. In fact, I can't remember the last time he was in a bad mood! He's always smiling and making a joke about something. He tends to see the positive in every situation and usually finds something nice to say about everybody. I don't know anybody who doesn't like him. He's a great friend to me, especially because I worry a lot and tend to see the negative side of life. But when I spend time with him, I always feel better after a while.
- 2 I'm very impressed with my sister Elise. She's always been good at school and she's usually at the top of the class or somewhere near it. She's got a good brain and uses it. She understands things quickly and remembers things well. It could make her a bit lazy, but actually she's the opposite! She works extremely hard. And she's also very focused. She usually has a plan and she works towards it. Now she wants to go to a top university to study biology, which is a very difficult thing to achieve, but she's determined. And I have no doubt that she will manage it. She's not afraid to aim high and put the work in to achieve her goals. I'm going to be more like her.
- 3 My dad is an interesting person, although he doesn't talk a lot and he doesn't smile easily. But he reads a lot and thinks about things. And he takes a while before he gives you his opinion about something. But that's OK because when he does finally express his view on a topic, then you know it's worth listening to and you might learn something. He's also very helpful with my homework. He'll sit for hours explaining things to me. He never rushes me or gets annoyed if I don't understand something. In fact, he'll start from the beginning and go through it all again until I get it. I think he really enjoys it.

Exercise 5 1.26 page 62

A 2 C 1 D 3

The extra sentence is B.

Transcript

See exercise 4.

6B Grammar

Defining relative clauses

Exercise 1 page 63

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

Exercise 2 page 63

1 who 2 whose 3 which / that 4 where
5 that / which 6 where 7 that

Exercise 3 page 63

1 ✓ 2 This is the town where I was born. 3 That's the woman who dropped her handbag. 4 The cheese which I bought **smells/smelt** really bad. 5 That's the boy **whose** dad is a newsagent. 6 Where's the book which I left on the table?

Exercise 4 page 63

2 Jo has an expensive car which she keeps in the garage.
3 Who's that man who's looking at us? 4 I opened the cupboard where we keep the glasses. 5 That's the girl who I saw you with. 6 Who is the boy whose homework you copied? 7 Website designer is a job which attracts a lot of young people.

Exercise 5 page 63

2 where we stayed last summer? 3 who you introduced me to a few days ago? 4 I wore to Beth's party. 5 who shows lots of initiative? 6 which is on the shelf in the living room? 7 whose husband works in France?
8 where you met Sam?

6C Listening

Margaret Fuller

Exercise 1 page 64

1 emphasis 2 contrast 3 result 4 example

Exercise 2 page 64

1 Consequently, 2 For instance, 3 For that reason,
4 Indeed, 5 As a result, 6 in fact,

Exercise 3 page 64

1 f 2 c 3 g 4 e 5 h 6 d

Exercise 4 page 64

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

Exercise 5 1.27 page 64

Students check answers.

Transcript

Host Last week, we heard about Nellie Bly, one of the first female journalists to become really famous. This week, we're going to talk about Margaret Fuller. She was born before Nellie Bly, wasn't she?

Guest Yes, that's right. Margaret Fuller was born near the start of the nineteenth century – in 1810.

H In America?

G Yes, in America. In Cambridge, which is a city on the East coast of the USA, near Boston. It's the home of Harvard University, one of the most famous universities in the world.

H And did Margaret have a good education?

G Yes, she did. Up to the age of nine, her education was at home, with her father. Margaret was an excellent student. In fact, by the age of six, she was translating Latin poetry into English.

H Was that unusual at the time?

G Yes, it was – for a girl. Boys often learned Latin, but girls learned different things: for instance, how to behave in public. Boys were given great works of literature to read; girls were given romantic novels.

H So did she receive all of her education at home?

G No, she didn't. By the age of ten, she was at school. And eventually, she qualified as a teacher. But even as an adult, her education continued. She taught herself several languages and read great literature from the around world. Indeed, many people considered her the best-educated person on the East Coast. And that's male or female!

H So, she had a hunger for education. What else was different about her? Why did she become so well known?

G Well, she had very strong opinions about the role of women, and particularly about what jobs they could do.

At that time, there were certain jobs which people thought of as suitable for women: for example, being a teacher. Margaret believed that a woman could do any job that a man could do.

H And what job did she do?

G Well, after teaching, she became a journalist. She worked for the *New York Tribune* and became its first female editor. She also wrote reviews for it, as she was well known for having strong opinions about literature. Some of the reviews she wrote were very negative. As a result, she was not always popular with novelists and poets of her time.

H Did she only write about literature?

G No, she was interested in many different topics. For example, she went into prisons and wrote about the conditions there. She wanted to make them better. She also wanted to change people's attitudes to Native Americans and African Americans.

H So, she fought a lot of good causes.

G Yes, she did. She definitely tried to make the world a better place. Mind you, during her lifetime, she was actually best known for being bad-tempered!

H Oh dear! Well, I suppose sometimes strong opinions can make you unpopular.

Exercise 6 1.27 page 64

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

Transcript

See exercise 5.

6D Grammar

Non-defining relative clauses

Exercise 1 page 65

1 which 2 where 3 whose 4 who

Exercise 2 page 65

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

Exercise 3 page 65

1 where which 2 that which 3 ✓ 4 ✓

5 which where 6 who's whose

Exercise 4 page 65

2 The car factory, where three hundred local people work, is closing down. 3 During his first interview, which was at *The Times* newspaper, he was very nervous. / He was very nervous during his first interview, which was at *The Times* newspaper. 4 My next door neighbour, who's a qualified doctor, works as a gardener. / My next door neighbour, who works as a gardener, is a qualified doctor. 5 The job interview, for which she had prepared well, lasted nearly two hours. 6 Our French teacher, whose husband is from Paris, wants to move to France and open a hotel. 7 My cousin, whose first degree was in maths, did a second degree in computer science. 8 I wrote an application letter, which I forgot to post.

6E Word Skills

Phrasal verbs (2)

Exercise 1 page 66

1 came up with 2 thrown away 3 ran out of
4 came across 5 look up 6 worked out 7 look up to 8 turned into

Exercise 2 page 66

1 look after 2 take after 3 hold up
4 look down on 5 count on

Exercise 3 page 66

1 He needed a lot of courage to ask her out. 2 I hope he doesn't bring them up when I see him. 3 They called it off because of the snow. 4 The members are calling for him to resign as their leader. 5 She's going to give it up for a year. 6 You should clean them up before you sell them.

Exercise 4 page 66

Separable look sth up, throw sth away, work sth out
Inseparable come across sth, come up with sth, look up to sb, run out of sth, turn into sth

Exercise 5 page 66

1 run out of them 2 If you come across it
3 you should look it up 4 My friend came up with it
5 so don't throw them away

6F Reading

Out of work

Exercise 1 page 67

1 spend, on 2 sit at 3 work for 4 appeal to
5 searched for 6 respond to 7 employ, as
8 worry about 9 arrested, for 10 complain about

Exercise 2 page 67

1 T 2 F 3 T

Exercise 3 page 67

1 C 2 A 3 E 4 D

6G Speaking

Guided conversation

Exercise 1 1.28 page 68

Job A (fruit picking) 1 pick apples 2 put them in boxes
Salary £8 p/h **Hours** 7 a.m.–4 p.m. **Accommodation** No

Transcript

Boy I'm ringing to enquire about the job of fruit-picker, which I saw advertised on your website. Could I possibly ask you some questions about it?

Manager Certainly. What would you like to know?

B Well, first of all, may I ask what the responsibilities are?

M That's an easy question to answer. You have to pick apples. And then you put them into boxes.

B I see. Another thing I wanted to know is, how much do you pay?

M We pay quite well. It's £8 an hour. Your total salary depends on how many hours you work, of course.

B Speaking of hours, what time would I start work? And what time would I finish?

M We start early, at seven in the morning and finish at four in the afternoon.

B Moving on to the question of accommodation, do you provide your workers with anywhere to stay, or do we have to find our own accommodation?

M No we don't provide accommodation, I'm afraid, but there is a large hostel near the farm.

B OK, thanks very much for your help. I'll have a think about it and get back to you.

M You're welcome. Bye now.

B Goodbye.

Exercise 2 page 68

1 question 2 thing 3 Something 4 ask
5 Speaking 6 reminds

Exercise 3 1.28 page 68

Moving on to the question of ..., Another thing I wanted to ask / know is ... Could I possibly ask you about ... ?, Speaking of ...

Transcript

See exercise 1.

Exercise 4 page 68

1 b 2 c 3 e 4 a 5 d

Exercise 5 1.29 page 68

1 hotel receptionist 2 checking guests in
3 checking guests out 4 answering the phone
5 £250 for a 35-hour week 6 No

Transcript

Receptionist Hello. King Edward Hotel. Can I help you?

Girl Yes, I'm ringing about the job of hotel receptionist.

R I'll put you through to the manager. Hold the line, please.

Manager Hello, can I help you?

G Yes, I'm calling about the post of hotel receptionist and I was wondering if I could ask you some questions.

M Sure. What would you like to know?

G Well, first of all, may I ask what the job involves?

M The main responsibilities are checking guests in, checking guests out, and answering the phone.

G OK. I'd be interested to know what experience is required.

M Yes, ideally we want someone who has experience of working in a hotel, and has dealt with guests.

G Well, I worked in a hotel in my hometown for three months last summer.

M That sounds ideal. And knowledge of French or Spanish would be an advantage.

G I speak a bit of French.

M That's good. You also need to be polite and hard-working, and very patient when dealing with the guests.

G Yes, I'm sure I can do that. Moving on to the question of pay, I'd like to know what the salary is.

M The salary is £250 for a 35-hour week.

G And are travel expenses included?

M No, they aren't.

G I see. Thank you.

M Well, we're interviewing next week. If you are still interested, please fill in the application online, and we'll contact you.

Exercise 6 1.29 page 68

1 I was wondering 2 May I ask
3 I'd be interested to know 4 I'd like to know

Transcript

See exercise 5.

6H Writing

A for and against essay

Exercise 1 page 69

Agrees

Exercise 2 page 69

1 2, 3 2 3, 2 3 4

Exercise 3 page 69

What could be better than spending an extra two or three years studying something you find fascinating?, c

Review Unit 6

Exercise 1 page 70

1 cheerfulness 2 flexibility 3 modest 4 idealistic
5 shyness 6 thoughtfulness 7 pessimistic 8 honest

Exercise 2 page 70

1 sympathetic 2 cheerfulness 3 ambitious 4 patience
5 creativity 6 enthusiastic 7 self-confident

Exercise 3 page 70

1 have 2 lack 3 have 4 be 5 have 6 show

Exercise 4 page 70

1 called it off 2 came across them 3 look up to him
4 take after him 5 brought it up 6 came up with it
7 asked her out 8 count on her

Exercise 5 page 70

1 Could you 2 I was 3 I'd like 4 May I
5 I'd be 6 Could I ask

Exercise 6 page 70

1 who 2 no pronoun 3 where 4 whose
5 no pronoun 6 which

Exercise 7 page 71

1 The girl with whom he fell in love was an old school friend.
2 The subject about which most students complain is physics.
3 The room in which we have our meetings is not air-conditioned.
4 The man to whom I gave the message did not pass it on.
5 The boy about whom I was telling you no longer attends my school.
6 The train on which we were travelling did not serve meals.

Exercise 8 page 71

1 A friend of mine, whose mother is a company director, helped me get a job.
2 The new shopping centre, which has over 200 different stores, will open next month.
3 Next summer, we're going to Ibiza, where my aunt and uncle have an apartment.
4 My tennis coach, who is nearly always on time, was late today.
5 My friend showed me a photo of her new boyfriend, who is a police officer.
6 That girl over there, whose name I don't remember, used to be in my class.
7 Thank you for your letter, which arrived yesterday morning.
8 The Grand Hotel, where my brother works, has offered me a job.

Exercise 9 page 71

1 b 2 b 3 a 4 c 5 a 6 c 7 b 8 a 9 c 10 a

Exam Skills Trainer 3**Exercise 1** page 72

A 2 B 1

Exercise 2 page 72

1 A 2 C 3 F 4 D

Exercise 3 page 72

1 location / setting 2 opinion / feeling 3 subject

Exercise 4 1.30 page 72

1 C 2 A 3 B 4 A 5 D

Transcript

- 1 **A** So what do you think of the candidates for the job?
B I have to say, not many of them have had the right kind of experience. I liked the last one, though – she showed a lot of intelligence, and she had plenty of self-confidence, too.
A She probably was the best of the lot today. Still, we have another group to interview tomorrow, so we might find someone who's perfect for the post.
- 2 Are you unhappy with your slow internet connection? Do you want an internet service that you can always rely on, with a high-speed connection for your online games, and great security for your shopping and bill-paying? Then you should give TickNet a call today. We have all the features you've come to expect, at the lowest price available! And if you call within the next 24 hours, we will even pay off whatever you owe your current internet service. You'll also receive your first month of TickNet internet absolutely free!
- 3 **Girl** My parents are unbelievable! They told me I can't go out in the evening for a whole month – just because I got home late on Saturday!
Boy Well if you make a deal with your parents, you have to stick to it, right?
G I suppose so. I mean, I know I shouldn't have come home late – or at least I should have rung them and said when I'd get home. But still ... I've never been late before, so it seems pretty extreme.
- 4 With us today we have a university professor who is as comfortable in front of a TV camera as in the classroom. She has written one of the most fascinating books I've come across this year. It talks about how the climate of a country influences its people and their personalities, and even the development of an entire culture. Professor Wilson, welcome to *Talk Time* on Radio 5. Now, your books suggests ...
- 5 Welcome to customer support. If you need to speak to a representative, please stay on the line and we will handle your call in the order it was received. We are handling a large number of calls right now, so if you don't want to wait, go online now to chat with a customer service agent. That's on our website. Before speaking to a representative, please make sure that you have all your information ready, including your account number and password.

Exercise 5 page 73

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

Exercise 6 page 73

A 4 B 2 C 1 D 3

Exercise 9 page 73

1 addition 2 Another 3 other 4 also
5 Furthermore 5 overall

Unit 7 Artists

7A Vocabulary

Talking about the arts

Exercise 1 page 74

1 ballet 2 classical music 3 dance 4 mime
5 poem 6 cartoon 7 drawing 8 musical 9 novel
10 opera 11 painting 12 play 13 pop music
14 sculpture 15 sitcom

Exercise 2 page 74

2 A choreographer 3 An opera singer 4 A director
5 A pop singer 6 A conductor 7 A painter
8 An actor 9 A novelist 10 A sculptor 11 A poet
12 A composer

Exercise 3 2.02 page 74

A 3 B 2 C 1

The extra sentence is D.

Transcript

1 **Interviewer** You're a dance student, aren't you, Ella?

What kind of dance do you study and why?

Ella I'm training as a ballet dancer, but I also study music. I love the movement of dance combined with the music. When a ballet is performed, the music plays such an important role. Some of the great classical composers wrote wonderful music just for dance.

I What kind of dance career do you hope to have in the future?

E I would like to work in a small, modern company where new combinations of dance and music are created. And I would like to choreograph ballets as well as perform them.

2 **Interviewer** Zak, you study at a school for the performing arts. What kind of career would you like?

Zak Well, I can't choose between acting and singing, but fortunately musicals are back in fashion now. And now they are being produced by big film studios. Many Hollywood stars can act and sing. Look at Meryl Streep. She's an Oscar-winning actor. But she also sings wonderfully in *Mamma Mia!*, a musical based on ABBA songs.

I But what if you don't make it big in Hollywood films?

Z Well, in Britain and America there is a strong theatre tradition. You have Broadway in New York and the West End in London, where musicals are performed every night of the year. I would love to appear in one of those musicals.

3 **Interviewer** Mandy, you study music at university. What exactly?

Mandy My specialised subject is singing. I study opera and operatic composers mainly, but we also look at other areas of singing – traditional folk music and tribal singing. Singing is seen as the oldest art form. And I also sing, of course!

I What sort of singing do you do?

M I sing in two choirs – a huge church choir and a small jazz choir. And I also sing in the evenings at a restaurant near the university, where I'm very well-paid. It helps me pay my university fees, and it's good practice for me.

I What would you like to do in the future?

M I don't mind, as long as it's some form of singing. One day, I'd also like to compose my own songs.

Exercise 4 2.02 page 74

Speaker 1 choreograph, perform **Speaker 2** carving, create **Speaker 3** sing, compose

Transcript

See exercise 3.

7B Grammar

The passive

Exercise 1 page 75

1 was, written 2 Have, been washed
3 had been cancelled 4 is being decorated
5 was being interviewed 6 will be sent 7 is spoken

Exercise 2 page 75

1 was known 2 was composed 3 were killed
4 was performed 5 were not, written
6 hasn't, been named 7 will be remembered

Exercise 3 page 75

1 The *Mona Lisa* was painted by Leonardo da Vinci.
2 The dance will be performed by a group of young men.
3 A new art gallery has been opened by the Queen.
4 *Star Wars: The Force Awakens* was directed by JJ Abrams.
5 The role of Stephen Hawking is played by Eddie Redmayne in *The Theory of Everything*.

Exercise 4 page 75

2 The concert might have been cancelled. 3 Foxes can often be seen in my garden. 4 Mobiles mustn't be used during lessons. 5 Your name has to be written in capital letters. 6 Toby can't be trusted! 7 Homework must be handed in on time. 8 Dirty shoes should be left by the door.

Exercise 5 page 75

1 I think we are **being** followed. 2 Peugeot cars are **made** in France. 3 ✓ 4 The book must be **returned** to the library. 5 Was German **taught** in your school? 6 ✓

7C Listening

Poetry in motion

Exercise 1 page 76

1 lethargic 2 peers 3 quick fix 4 the norm
5 apathetic 6 straight 7 era 8 foolish

Exercise 2 2.03 page 76

1 b 2 b 3 b 4 a

Transcript

1 **Josh** I went to see a modern dance performance with Katy last night. She's a big fan of dance shows. What did I think of it? Well ... let's just say this: I'm glad Katy liked it.

2 **Hannah** I went for a part in *Cats*, the musical. I didn't get it, though. That was no big surprise – there was one only part, and nearly 200 people went to the audition! Anyway, I've got two other auditions next week, for different shows.

3 **Ben** I went to an art exhibition last weekend. It was all modern art. With a lot of the pictures, it was hard to see the point. I just looked at them and thought, 'I could do that'. That's how I always react when I see modern art, really.

- 4 **Fatima** My dad and I often disagree about what music to play in the car. He says he likes pop music, but all his CDs are really ancient – from the 1980s! He claims it's much better than today's pop music, but that's ridiculous. I reckon it just reminds him of his youth.
- 5 **Toby** Some opera singers came to my school and did a show for us in the school hall. They had amazing voices – and although I'm not that keen on classical music, I did like the songs. But I guess it's different when you go to an opera house and see a real opera. You have to work out what's happening – although it's probably all in Italian, so you can't understand it – and it goes on for hours and hours.

Exercise 3 2.03 page 76

- 1 just say 2 no big 3 hard to see
4 that's ridiculous 5 hours and hours

Transcript

See exercise 2.

Exercise 4 2.04 page 76

3

Transcript

- 1 My uncle knew a lot of poems by heart, and he used to recite them to us sometimes. My sister and I loved them, although I'm not sure we understood them very well. One of them began 'There's a one-eyed yellow idol to the north of Kathmandu' – that was my favourite. But I didn't know what any of the words meant really – except for 'yellow'. Actually, now that I'm an adult, I've learned a couple of poems that I can recite from memory, and my own children love hearing them.
- 2 I was in London about a year ago, and had to get the Tube from Westminster to London Bridge. I was in my seat, and when I looked up, I noticed a poster on the wall of the carriage with a poem on it. So I read it aloud – it was short, only a few lines. A very romantic poem, about what it feels like to be in love. And this girl opposite me said, 'That was beautiful. Did you write it?' She didn't know I was reading it from a poster! Anyway, we started chatting and ended up swapping phone numbers. We see each other quite often now.
- 3 When I was about ten years old, I had a big argument with my best friend, Louise. I can't remember what it was about. I just remember we fell out badly and weren't talking to each other. I felt terrible. So I wrote her this poem. It was all about why I liked her and why I was sorry that I had upset her. I wanted to stay best friends with her. I wrote it on a piece of paper and put it through her door. That evening, she called me and said, 'Do you want to come round and play?' And that was it – everything was OK again. It was probably a terrible poem, but it worked! And of course, I meant it.

Exercise 5 2.04 page 76

- 1 A 2 C 3 B

Transcript

See exercise 4.

7D Grammar

have something done

Exercise 1 page 77

- 1 Have you had your hair dyed? 2 We've had an extension built. 3 I've had my phone stolen.
4 He's had his eyes tested. 5 They had had the locks changed. 6 Can we have a copy made?

Exercise 2 page 77

- 1 have their age guessed 2 have their hair done
3 have new clothes chosen 4 have their teeth fixed
5 have some work done 6 have their appearance judged

Exercise 3 page 77

- 1 should have it published 2 must have it removed
3 we had them stolen 4 should have the walls painted
5 might have your flat burgled

Exercise 4 page 77

- 1 ourselves 2 itself 3 themselves 4 themselves
5 yourself 6 herself 7 himself 8 yourselves

Exercise 5 page 77

- 1 injured myself 2 told myself 3 feed themselves
4 filmed herself 5 give yourself 6 see myself

7E Word Skills

Indefinite pronouns

Exercise 1 page 78

- 2 blues (genre) 3 chorus (aspect) 4 classical (genre)
5 country and western (genre) 6 folk (genre)
7 harmony (aspect) 8 heavy metal (genre) 9 hip hop / rap (genre) 10 jazz (genre) 11 lyrics (aspect)
12 melody / tune (aspect) 13 pop / rock (genre)
14 rhythm (aspect) 15 speed / tempo (aspect)
16 techno (genre) 17 verse (aspect)

Exercise 2 page 78

- 1 one / body 2 where 3 thing 4 one / body
5 thing 6 where

Exercise 3 page 78

- 1 We didn't see **anything** we liked in the art gallery.
2 I shouted, but **nobody** could hear me. 3 It doesn't look as if **anybody** is home yet. 4 Nobody saw you, did **they**? 5 Has everybody got **their** tickets? 6 I've looked **everywhere**, but I can't find my wallet. 7 Everyone **needs** to carry their own bags.

Exercise 4 page 78

- 1 something 2 nothing 3 Nobody / No one
4 everything 5 anybody / anyone 6 everywhere
7 no one / nobody 8 somewhere

Exercise 5 page 78

- 1 anything 2 somewhere 3 anything 4 everybody / everyone
5 something 6 anybody / anyone

7F Reading

Street art

Exercise 1 page 79

1 bicycle rack 2 bench 3 pavement 4 lamp post
5 phone box 6 sculpture 7 parking meter
8 bus stop 9 stop sign 10 fountain

Exercise 2 page 79

1 F 2 F 3 F

Exercise 3 page 79

1 d 2 b 3 c 4 a

7G Speaking

Photo comparison and role-play

Exercise 1 page 80

A a classical concert B a circus

Exercise 3 page 80

1 fan 2 quite 3 keen 4 absolutely 5 stand
6 much 7 thing 8 do

Exercise 4 page 80

1 afraid 2 say 3 frank 4 I'm 5 be

7H Writing

Article: a film review

Exercise 1 page 81

1a Paragraph 1: B, Paragraph 2: C, Paragraph 3: F b Yes

Exercise 2 page 81

1 If you're looking for a film that has romance and drama and makes you think, this one is for you! 2 informal 3 Yes

Exercise 3 page 81

1, 3, 4. Phrase 5 can't be used for films.

Review Unit 7

Exercise 1 page 82

1 plays 2 carves 3 writes 4 paints 5 performs
6 appeared in 7 composes 8 creates

Exercise 2 page 82

1 poem 2 cartoon 3 play 4 sculpture
5 novel 6 mime

Exercise 3 page 82

1 novelist 2 painter 3 playwright 4 sculptor
5 poet 6 composer

Exercise 4 page 82

1 everything 2 anybody / anyone 3 somewhere
4 nothing 5 everywhere 6 Somebody / Someone
7 anything

Exercise 5 page 82

1 thing 2 fan 3 on 4 into 5 stand 6 much
7 love 8 anything

Exercise 6 page 82

1 be shown 2 will be opened 3 is watched
4 have been made 5 was painted
6 is being performed / will be performed

Exercise 7 page 83

1 had my eyes tested 2 have it cleaned
3 have had my ears pierced 4 'm having it repaired
5 had it taken 6 'm having it decorated
7 've had my credit card stolen 8 have my hair cut

Exercise 8 page 83

1 himself 2 myself 3 yourselves 4 herself
5 yourself 6 themselves 7 itself 8 ourselves

Exercise 9 page 83

1 was 2 in 3 a 4 was 5 by 6 asks 7 had 8 had

Unit 8 Messages

8A Vocabulary

On the phone

Exercise 1 page 84

1 topped up 2 disable 3 made 4 send 5 save
6 text 7 enter 8 put 9 left 10 listen to 11 put
12 lose 13 recharge 14 call

Exercise 2 page 84

1 run out of 2 pick up 3 switch off
4 speak up, breaking up 5 get through
6 call, back 7 hang up 8 get back 9 cut off

Exercise 3 2.05 page 84

1 a 2 b 3 b

Transcript

1 **Holly** What are you doing, Sam?
Sam I'm just saving some numbers to my phone book.
H Miss Brown will be cross if she sees you.
S She isn't here right now, is she? And I'm not making a call or sending a text, am I? I can't get a signal here anyway.
H I can.
S Really? I have to go outside, in the playground.
H Watch out. Here's Miss Brown now. ...
Teacher Whose phone is that?
S Mine, Miss. Sorry, Miss.
T Switch it off. You know you aren't allowed to use phones in school.
S Not even in the corridor, Miss?
T Not even in the corridor. Now, come on everybody, into the classroom, please.
H You should've put it on silent!

- 2 Hi, Sally. It's me, Daniel. Listen, I'm sorry about yesterday. I didn't mean to cut you off. I wasn't angry – well, I was a bit angry, but not because of what you said on the phone. It's just that I'd left you a message about tomorrow evening – you know the film we were planning to go and see. And you didn't get back to me, so we can't go now because the tickets have all sold out. And I'm busy for the rest of the week, so it was my only chance. Anyway, I'm sorry, and let's fix something up for next weekend? OK? Bye now.
- 3 **Mum** You're good with gadgets, aren't you, Lucy? Can you help me with something?
Lucy Sure, Mum. What are you trying to do?
M Well, your grandad has sent me a text, and I want to be able to call him without dialling the number.
L The easiest thing would be to add his number to your contacts list.
M How do I do that?
L Select the message. Tap on this icon. ... That's right.
M Oh. The phone's gone dead. What's happened?
L Looks like the battery's run out of charge. Didn't you get a warning message about it?
M I got a message about ten minutes ago, but I didn't read it.
L Plug it into the charger. You put the lead in the small hole at —
M Yes, I know how to recharge my phone. I'm not that useless.
L OK, now it's coming back on. So, tap the icon I showed you, then tap on 'Save contact to address book'. Then you can type in Grandad's name and save it.
M OK, thanks. I think I can manage now.

8B Grammar

Reported speech

Exercise 1 page 85

- 1 past simple 2 past continuous 3 past perfect
 4 past perfect 5 past perfect 6 could / couldn't
 7 would / wouldn't 8 might 9 should

Exercise 2 page 85

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

Exercise 3 page 85

- 1 that day 2 a week earlier 3 the day before
 4 the year before 5 the next day
 6 the following month 7 there

Exercise 4 page 85

- 1 told 2 told 3 told 4 said 5 said 6 told
 7 said 8 told

Exercise 5 page 85

- 1 John told Sue (that) he had left a message for her the day before. 2 Mark said (that) he would top up his phone that evening. 3 Jenny told Dave (that) she couldn't hear him. 4 Ann said (that) she had checked her balance three times that week. 5 Jo told Si (that) he should turn off data roaming. 6 Kate said (that) she had already texted Harry the weekend before. 7 Fran told Fred (that) she had called Tom two days earlier.

Exercise 6 page 85

- 1 I fell over a few moments ago.
 2 That's an amazing coincidence; I've just done the same.
 3 My leg's hurting so much that I can't walk.
 4 My leg is OK and I can easily walk home.
 5 if you can't walk, you should call an ambulance.
 6 That won't be necessary. I can phone our parents.

8C Listening

Global network

Exercise 1 page 86

- 1 set off 2 work out 3 carry on 4 go back
 5 call off 6 give up

Exercise 2 2.06 page 86

- 1 b 2 a

Transcript

- 1 **Mike** Hi, Mary? I'm on the train. Look, I xxxx xxxx able to meet you in town this afternoon. I'm afraid xxxx xxxx work late. Really sorry.
Mary That's OK, Mike. Let's arrange something for next week.
Mike Good xxxx. xxxx xxxx or Wednesday, maybe. I'll give you a call.
Mary OK. I can't hear you very well. Let's speak tomorrow.
 2 **Kirstie** Hello?
Tom Hi, Kirstie?
K Hello, Tom. Where are you?
T I'm xxxx xxxx, doing some shopping. xxxx xxxx from the shops? Some food for dinner, maybe, or xxxx xxxxx?
K Oh, great. Yes. Can you buy some pasta?
T Yes, OK. What xxxx xxxx shall I get?
K Tom, I can't really hear you. Just get anything.
Tom OK. I'll xxxx xxxx later. OK?

Exercise 3 2.07 page 86

- b

Transcript

- Host** Good afternoon. My guest today is Julian Westbrook from the Association of Mobile Phone Networks. Welcome to the programme.
Guest Thank you.
H Now, most of us don't pay much attention to the mobile phone network – until we suddenly find that we can't get a signal. But in fact, building a network that covers the whole country was a big challenge, wasn't it?
G Yes, it was. After the first mobile phones appeared in the 1980s, the phone companies had to work very fast to build a network that covered as much of the UK as possible.
H Why was there such a hurry?
G Basically because mobile phones became popular so quickly. In the mid-1980s, there were two mobile phone companies in the UK. The government gave them both permission to build a network. Each company was hoping to attract about 20,000 users during the next ten years. But in fact, within three years, they had half a million users each!
H So how did they go about building this network? What is the network actually made of?
G Well, it's made up of base stations – lots of base stations. There are about 52,500 base stations in the UK today. They're all over the country, in towns and cities. Often they're

hidden – on the roofs of buildings for example – so we aren't always aware of them. And there are hundreds of microcells in towns and cities too.

H What are they?

G Microcells? Well, they're much smaller than base stations and they aren't as powerful, but they do the same job. Microcells are often hidden behind road signs or on the front of a building, disguised as part of it. They help to provide really good mobile phone reception in areas where lots of people need to use their phones.

H You say that base stations and microcells are hidden – or sometimes hidden – but people still complain about them, don't they?

G Yes, some people do. For two reasons, really: often, they can't be hidden and people think they look ugly, and secondly, some people worry about the health effects of living near these base stations.

H Yes, that is a concern for some people. But if we can just talk about the first point for moment – what people don't understand is, why do we need so many of them? You know, why choose a historic town, with beautiful buildings, and put an ugly base station in the middle of it? Aren't there any laws to stop that? Can't they go somewhere else? **G** Well, there are rules about where you can put base stations, but the simple answer is no, they can't just go somewhere else. To get good mobile reception all over the country, we need to have base stations quite close together. In towns, they need to be between 200 and 500 metres apart – no more than that. In the countryside, they can be between two and five kilometres apart, depending on the landscape.

H Why do they need to be so much closer together in towns?

G Two reasons: firstly, there are buildings in towns, and these block the signals, and secondly, there are more people making calls. Each base station can only deal with a certain number of calls at one time.

H I see. And what about those health effects you mentioned earlier? Is there any evidence that living near a base station is bad for your health?

G No, there isn't. And there have been plenty of studies into this. But some members of the public are not always convinced by these studies. So the research continues ...

H But as far as we can tell, these base stations are safe.

G Yes, they are.

H Julian, thank you very much.

Exercise 4 2.07 page 86

1 c 2 b 3 a 4 d

Transcript

See exercise 3.

8D Grammar

Reported questions

Exercise 1 page 87

2 He asked them what they were doing. – 'What are you doing?' 3 I asked you if you were afraid. – 'Are you afraid?' 4 We asked her why her mum was angry. – 'Why is your mum angry?' 5 I asked him what was happening. – 'What is happening?' 6 He asked me where I would stay. – 'Where will you stay?' 7 They asked if I could help them. – 'Can you help us?' 8 They asked me if I had ever been skiing. – 'Have

you ever been skiing?' 9 We asked him how much money he'd spent. – 'How much money did you spend?'

Exercise 2 2.08 page 87

1 where she wanted to go 2 what time the Italian restaurant opened 3 if she had tried 4 if it was still raining 5 if her brother would give them a lift

Transcript

1 **Man** Where do you want to go for dinner?

Woman I fancy a pizza.

2 **Woman** What time does the Italian restaurant open on Sundays?

Man I'm not sure. Six o'clock, I think.

3 **Man** Have you tried the new Chinese restaurant?

Woman No, I haven't. I'm not a big fan of Chinese food.

4 **Woman** Is it still raining heavily?

Man No, it isn't. It's much lighter now.

5 **Man** Will your brother give us a lift into town?

Woman Yes, he might. He usually does.

Exercise 3 page 87

1 Jake asked his sister what she was doing. 2 Poppy asked her mum if she had washed her jeans. 3 My friend asked me when I had finished my homework. 4 Freddie asked Luke if it was still raining. 5 Nadia asked me if I could play the saxophone. 6 My dad asked my sister when she would give him back his laptop.

Exercise 4 page 87

1 She asked them why they were being so noisy. 2 I asked her how she had hurt herself. 3 We asked them if / why they wanted to travel with us. 4 He asked me what I was listening to. 5 They asked who had told him the secret. 6 She asked him why he had phoned her the day before. 7 I asked her if she knew what was happening. 8 I asked him how many brothers he had.

Exercise 5 page 87

1 she knew Lily's email 2 wanted to invite her 3 (that) it was in her 4 (that) she would look 5 what she was doing 6 she was looking something up 7 what she needed to find out 8 it was a secret 9 if she could give him 10 she didn't want to spoil

8E Word Skills

Verb patterns: reporting verbs

Exercise 1 page 88

1 b 2 c 3 b 4 c 5 c 6 a 7 b 8 a

Exercise 2 page 88

1 encouraged, to sing 2 apologise, missing 3 mentioned, coming 4 accusing, copying 5 refused, to answer 6 begged, to pay 7 denied, staying 8 encouraged, to play 9 insist, having 10 begged, to leave 11 admitted, telling 12 accused, making

Exercise 3 page 88

1 not 2 on 3 of 4 for 5 about 6 to 7 to 8 me

Exercise 4 page 88

give + apology, encouragement, warning
make + accusation, promise, suggestion

Exercise 5 page 88

- 1 gave us a warning 2 gives, encouragement
3 gave her an apology 4 made, accusation
5 make, suggestions

8F Reading

Storytelling

Exercise 1 page 89

- 1 time 2 phone 3 TV 4 book 5 high 6 contract
7 bestseller 8 name 9 social 10 culture 11 love

Exercise 2 page 89

- 1 pen name 2 leisure time 3 bestseller lists
4 TV series 5 love story 6 book contract

Exercise 3 page 89

- 1 F 2 F 3 T

Exercise 4 page 89

- 1 B 2 D 3 A 4 E

8G Speaking

Photo description

Exercise 2 page 90

- 1 but I'd say (that) 2 be (that) 3 say, but 4 as if
5 pretty certain that 6 that 7 I'd say (that)

Exercise 4 page 90

- 1 thought 2 Personally 3 see 4 believe 5 considered

Transcript

Examiner Do you think that people who call the emergency services without a good reason should be punished?

Student Let me see. I'd have to give that some thought. Personally, I think it depends. I believe that some people should be punished, but not everyone.

E Can you explain why?

S Well, as I see it, it depends on why they made the call. If they are deliberately wasting the emergency services' time, then I believe that they should be punished, maybe with a fine. But if it was a genuine mistake or the person was confused in some way, it would be wrong to punish them. So, all things considered, you'd have to look at each unnecessary call individually.

8H Writing

A narrative

Exercise 1 page 91

- 1 A 2 D 3 B 4 C

Exercise 2 page 91

- 1 about two months ago ✓ 2 one Saturday last month
3 about two weeks later ✓ 4 after a while 5 eventually
6 in the end ✓

Exercise 3 page 91

- 1 to my surprise, naturally
2a mentioned, asked, replied, took, checked, was, had, told, suggested, accepted, arrived, told, said, phoned, got on, explained, left, were, heard
3b was having, were talking, were chatting, was getting
4c had happened, hadn't spoken

Exercise 4 page 91

- 1 to my surprise 2 luckily 3 Suddenly 4 Sadly
5 Wisely

Review Unit 8

Exercise 1 page 92

- 1 make 2 put 3 enable 4 add 5 top up
6 leave 7 recharge 8 lose

Exercise 2 page 92

- 1 get through to 2 pick up 3 speak up 4 call back
5 hang up 6 break up 7 cut off 8 run out of

Exercise 3 page 92

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

Exercise 4 page 92

- 1 advised her to check her phone bill 2 promised to get back to me later 3 apologised for being late 4 proposed having a party 5 encouraged me to join the debating society 6 accused her brother of reading her text messages

Exercise 5 page 92

- 1 It's hard 2 I'm pretty 3 Judging by 4 I can't
5 It's clear 6 It could 7 It looks

Exercise 6 page 92

- 1 (that) he thought (that) his battery had run out 2 (that) we didn't want to go home then/at that moment 3 (that) Beth had texted her an hour earlier 4 (that) he couldn't hear what I was saying 5 (that) he wouldn't be going to school the following day 6 (that) he hadn't had time to call me 7 (that) she'd been angry because he had forgotten her birthday 8 (that) she would like to get a new phone.

Exercise 7 page 93

- 1 told 2 said 3 told 4 said 5 said 6 told

Exercise 8 page 93

- 1 (me) if I had a signal
2 how much credit she would like
3 if we had switched off our phones
4 (me) if I had had a good time the day before
5 where I had left her tablet
6 when he would have finished the book
7 what he was doing that night
8 (her) if he could call her back that evening

Exercise 9 page 93

- 1 D 2 C 3 A 4 A 5 C 6 D 7 C 8 B

Exam Skills Trainer 4

Exercise 1 page 94

1 F 2 NG 3 NG 4 F

Exercise 2 page 94

1 NG 2 F 3 F 4 T 5 T 6 NG 7 T 8 F

Exercise 3 page 94

1 B 2 A 3 C

Exercise 4 2.10 page 94

A 3 B 1 D 2 E 4

Transcript

- 1 Hi Kelly, it's Josh. I keep getting your voicemail, so maybe your phone's switched off. Anyway, I wanted to tell you about this course. It's about how to get noticed as a blogger, and it sounds like we'd both learn a lot. They're going to talk about different ways to communicate using online video, social networking and things like that. It's next month, so let me know soon if you're interested.
- 2 Now for some local events. The new show at the Science Museum, called 'Communicate!', sounds fascinating. It includes all sorts of communication devices. For example, there's a telephone timeline, from the earliest phones to the first mobiles – those heavy, brick-like things – to the gadgets we use today. There's also a section about the history of computing. I'm definitely going, and I hope you'll give it try.
- 3 Hi everybody! I'm Nate, and this is my video weblog, Tech Tech. Today I'm talking about the latest version of the Saessou X-phone, the X 823A. You know I try out every new phone there is, so I know what's good – and this phone isn't. For one good thing, the battery takes ages to recharge, and it only lasts a few hours. I don't care for the screen layout either. So don't waste your money on this one.
- 4 OK, before I start, keep in mind that I'm going to assign a project related to this subject. So do take notes. Now, thinking of communication, the first thing that comes to mind nowadays is technology. But we often forget the most basic form of communication: the human face. Our expressions are like coded messages, and you'll be amazed what you can discover by studying expressions more closely. So, look at the face up on the screen and tell me what this person is communicating.

Exercise 5 page 95

1 a phone 2 on a beach 3 He rang it from his friend's phone. 4 a fisherman (Glen) 5 inside a fish 6 Yes, it smelled of fish.

Exercise 6 page 95

1 on 2 it 3 up 4 someone 5 was 6 her 7 that 8 been 2 through 3 had

Exercise 7 page 95

1 C 2 D 3 A 4 E 5 B

Exercise 10 page 95

1 *The Lion, the Witch and the Wardrobe* is set in Narnia. This is a fantasy world. 2 Some people say the film is funny and some say it's clever. Personally, I didn't think it was either. 3 *The Life of Pi* tells the story of a boy who is the only survivor of a shipwreck. 4 At 3 hours and 40 minutes, this film is rather long, but this didn't soil my overall enjoyment.

Unit 9 Journeys

9A Vocabulary

Travel and transport

Exercise 1 page 96

1 hot air balloon 2 yacht 3 tram 4 motorbike
5 cable car 6 cruise ship 7 hovercraft 8 underground
9 scooter 10 helicopter 11 coach 12 ferry 13 aircraft

Exercise 2 page 96

Air hot air balloon, helicopter, aircraft Sea yacht, cruise ship, hovercraft, ferry Rail tram, underground Road motorbike, scooter, coach

Exercise 3 page 96

1 hall 2 buffet 3 park 4 check-in 5 bay
6 coach / filling / train 7 gate 8 coach / filling / train
9 office 10 level 11 station 12 taxi 13 room
14 ticket 15 barrier 16 coach / filling / train

Exercise 4 page 96

1 arrivals hall 2 level crossing 3 lost property office
4 buffet car 5 filling station 6 check-in desk
7 ticket barrier 8 service station

Exercise 5 2.11 page 96

1 airport 2 platform 3 port

Transcript

- 1 Man Do you want the top bunk or the bottom?
Woman Bottom, please.
M OK.
W I hope the crossing isn't too rough.
M The forecast wasn't too bad. I think it'll be OK. Anyway, the crossing only takes a few hours. We'll be in the port by about seven o'clock in the morning.
- 2 Girl Which carriage is this?
Boy A.
G We're in G, aren't we? That's at the other end. You said carriage A would stop here.
B Yeah. Sorry. Come on. It's not far.
G I think we'd better get on. We don't want it to leave without us.
- 3 Girl Look at the queues to get on the ferry, Dad.
Man Don't worry, that's normal. It's a big ferry. It can take lots of cars.
G How long will we have to wait?
M They allow all the cars and passengers off first. Then we'll drive on.
G Have we got a cabin?
M No, but I reserved seats.
G I hope I don't feel seasick.
M If you do, we'll go out on the deck.

9B Grammar

Third conditional

Exercise 1 page 97

1 had been, would have bought 2 would have booked, hadn't been 3 had stopped, wouldn't have run out
4 had looked, would have known 5 would, have done, had lost 6 wouldn't have gone, hadn't been
7 had found, would, have taken 8 wouldn't have used, could have parked 9 had needed, would have waited

Exercise 2 page 97

2 c; We wouldn't have got lost if you hadn't forgotten the satnav.
3 a; I could have got on the plane if I had had my passport with me.
4 f; The train wouldn't have been late if there hadn't been snow on the line.
5 d; The car wouldn't have crashed if the driver had seen the red light.
6 b; we wouldn't have taken the cable car if we hadn't wanted to walk up the mountain.

Exercise 3 page 97

1 on holiday last summer if you had had the choice?
2 What would you have done if you had felt ill this morning? 3 What would you have bought last weekend if you had had lots of money? 4 What would you have done if today had been a public holiday? 5 What film would you have seen if you had gone to the cinema last night? 6 What would you have eaten yesterday evening if you had had the choice?

9C Listening

Travel solutions

Exercise 1 page 98

1 check in 2 book 3 reach 4 check into 5 hail
6 board 7 hire 8 miss

Exercise 2 2.12 page 98

1 taxi 2 hotel 3 luggage / bag 4 car

Transcript

1 **Woman** There's one! On the other side of the road! Quick!
Man Sorry! I tried to hail it, but it didn't stop. And I can't see any others. Shall we walk back to the hotel?
W No, it's too far.
M Well, let's start walking in the right direction. I'm sure another one will come along soon.
W Good idea.
2 **Man** Our ship sails at seven in the morning. That's early!
Woman We'll have to get up at about four o'clock. It's quite a long drive.
M I know. Let's drive down the night before. We can check into the Aurora for the night. We've stayed there before – it's fine.
W And then we don't have to get up so early. Good idea!

3 **Woman** We should go to the departure gate now. What's the matter?

Man I think I've lost ... hang on. Where is it?

W What? What are you looking for? Your boarding pass is in your hand.

M No it's not that. Oh! Silly me. I checked it in, didn't I?

W Come on.

Exercise 3 2.12 page 98

1 hail 2 check into 3 check in

Transcript

See exercise 2.

Exercise 4 page 98

1 proceed to, adjacent to 2 refreshments, purchase
3 depart, due to 4 terminates, beverages

Exercise 5 2.13 page 98

Extract 2 (formal) refreshments, to purchase, beverages

Extract 3 (informal) due to, prior to

Transcript

1 OK. Can everybody hear me? Good. Now, we've got all morning to explore the old town – take some photos, buy some souvenirs. If you want a map, I've got some here, just come and ask. But please, don't go yet ... listen to this, it's really important. Our coach is leaving at midday precisely. We can't be late because we've got a lot of distance to cover this afternoon. So I want everybody to be here at ten to twelve at the latest, ready to board the coach. Is that clear? Please, please don't be late. If you are, we will leave you behind, I promise!
2 Good afternoon. I would like to welcome all new passengers on board and remind them that refreshments are available from the buffet car, which is situated between carriages 9 and 10. We also offer a trolley service for passengers who wish to purchase light snacks and beverages from their seats. Please be aware that we will be arriving at our destination a few minutes ahead of schedule. We'd like to thank you for choosing Main Line Railways and hope to see you again in the near future.
3 Good afternoon, ladies and gentlemen. This is Samantha and I'm your chief flight attendant. On behalf of Captain Rodgers and his crew, I'd like to welcome you aboard Western Airways flight 456, our non-stop service from London to Paris which will depart in a few minutes. Please make sure your seat belt is correctly fastened prior to take-off, and that your seat back and tray are in an upright position. Any electronic equipment must be turned off for take-off due to the possibility of interference with our onboard navigation systems. Thank you.

Exercise 6 2.13 page 98

1 b 2 a 3 a 4 c

Transcript

See exercise 5.

9D Grammar

Participle clauses

Exercise 1 page 99

1 belonging 2 powered 3 travelling 4 decorating
5 known 6 taking 7 written 8 given

Exercise 2 page 99

- 2 not wearing helmets, **who are not wearing helmets**
- 3 wanting to employ her, **who want to employ her**
- 4 stolen from the National Gallery, **which were stolen from the National Gallery**
- 5 studying nineteenth-century literature, **who are studying nineteenth-century literature**
- 6 published in 1931, **which was published in 1931**
- 7 standing outside the hotel, **who were standing outside the hotel**
- 8 left on the platform, **which has been left on the platform**
- 9 not living at home, **who are not living at home**
- 10 decorated to look like a space capsule, **which was decorated to look like a space capsule**

Exercise 3 page 99

- 1 built 2 working 3 trained 4 chosen 5 taken
- 6 including 7 written 8 watched

Exercise 4 page 99

- 2 Astronauts, spending weeks in space, get homesick.
- 3 I lost a watch belonging to my cousin.
- 4 A man, smelling of coffee, sat down next to me.
- 5 The debates, shown live on TV, will help voters to decide.
- 6 He gave me a small box containing a key.

9E Word Skills

Verb patterns

Exercise 1 page 100

- 1 to go 2 to stay 3 travelling 4 doing 5 think
- 6 discussing 7 making 8 to give up 9 working
- 10 to save 11 to begin 12 to travel / travelling
- 13 to earn 14 to be / being

Exercise 2 page 100

- 1 to open 2 talking 3 going 4 visiting
- 5 buying 6 to turn 7 to lock 8 to do

9F Reading

Miscalculations

Exercise 1 page 101

- 1 6ft 2 9in 3 5ft 10in 4 2m 16cm
- 5 74km 6 56mm

Exercise 2 page 101

- 1 B 2 A 4 C

Exercise 3 page 101

- 1 A 2 B 3 B 4 C

9G Speaking

Guided conversation

Exercise 1 page 102

- 1 horse riding 2 skiing 3 kayaking 4 scuba-diving
- 5 mountain biking 6 fishing

Exercise 2 page 102

- 1 Haven't you 2 Do I 3 Had I 4 Don't I 5 Are you

Exercise 3 2.14 page 102

- 1 the lakes 2 train 3 swimming.
- They forget to cover point 4.

Transcript

Examiner So where are we going for our day trip? It shouldn't be too far, should it?

Student No, I suppose not. We don't want to spend too much time travelling.

E So what do you think? Where's the best place?

S We could go to the lakes.

E Why do you want to go there?

S I think it's really beautiful there. The scenery is amazing – and it's really clean. There's no pollution – unlike this city!

E Yes, you're right. How should we get there?

S The train is quite fast, isn't it? I think it takes about an hour and a half.

E Yes, that's a good idea. Although I've got a car – I could drive.

S I don't think that's a good idea. It takes much longer by car. The train is definitely the best way to get there.

E OK, that's fine. Let's go by train. It isn't too expensive, is it?

S No, I don't think so.

E So what are we going to do while we're there?

S I really like fishing.

E Really? I'm not keen on fishing. And I don't think many of our other classmates like it.

S Oh, OK. Well, that doesn't matter. There are lots of other things we could do, aren't there? We could go kayaking.

E Yes, I suppose so. Although that can be quite expensive.

S Or we could just go swimming. Everybody likes swimming, don't they?

E Yes, they do. And the water shouldn't be too cold at this time of year.

S Well, I think we've got a good plan. Let's tell the others, shall we?

T Good idea!

Exercise 4 page 102

- 1 should it 2 isn't it 3 is it 4 aren't there
- 5 don't they 6 shall we

Exercise 5 2.14 page 102

Students check answers

Transcript

See exercise 3.

Exercise 6 page 102

- 1 have you 2 should we 3 wouldn't you
- 4 aren't I 5 do you 6 will you

9H Writing

A formal letter

Exercise 1 page 103

- 1 madam 2 faithfully

Exercise 2 page 103

- 1 to enquire 2 parents 3 do not wish to 4 I would be grateful if
- 5 inform me 6 clarify 7 receiving your reply 8 in due course

Exercise 3 page 103

- 1 5
2 1 and 2

Review Unit 9

Exercise 1 page 104

- 1 ferry 2 tram 3 helicopter 4 cable car
5 hovercraft 6 coach 7 yacht

Exercise 2 page 104

- 1 check-in desk 2 arrivals hall 3 filling station 4 taxi
rank 5 departure gate 6 buffet car

Exercise 3 page 104

- 1 check into 2 reach 3 hire 4 board 5 book

Exercise 4 page 104

- 1 b 2 c 3 a 4 c 5 b 6 a 7 b 8 c

Exercise 5 page 104

- 1 using 2 to start 3 to come 4 visiting
5 to become 6 to admire 7 asking

Exercise 6 page 105

- 1 wouldn't have been, hadn't missed 2 'd worn,
wouldn't have twisted 3 'd stayed, wouldn't have got
4 'd have driven, hadn't been 5 'd have passed, 'd
remembered 6 hadn't taken, wouldn't have known
7 'd gone, 'd have arrived 8 'd have had, hadn't used

Exercise 7 page 105

- 1 arriving at platform 4
2 made in the 1960s
3 designed by the flight attendants
4 containing all of her travel documents
5 travelling to Manchester
6 booked a month in advance
7 injured in the car accident
8 wishing to purchase a season ticket

Exercise 8 page 105

- 1 flight 2 booking 3 unusual 4 confusing
5 location 6 unemployment 7 disappointment
8 unhappy

Exam Skills Trainer 5

Exercise 1 page 106

- A 2 B 4 C 3 D 1

Exercise 2 page 106

- 1 B 2 C 3 F 4 E

Exercise 3 page 106

- 1 incorrect (I don't at all regret that I took it on)
2 T
3 T
4 incorrect (Next time, someone else can do the organising)

Exercise 4 2.15 page 106

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

Transcript

David In the studio today we have fifteen-year-old Lindsay Adams. Lindsay has just completed a solo bike ride from Aberdeen, Scotland to Brighton, England, in order to help the families of blind children. Lindsay. Why did you decide to undertake this trip?

Lindsay Well, it started because my friend Stella had an accident last year and lost her sight. She was only fourteen then, and I saw all of the stress that it put on her family. Stella needed a lot of help, and it also takes a lot of money to provide everything a blind person needs. I just thought families like Stella's needed help.

D And why a bike ride? Did that have some special meaning?

L It did. Stella and I often used to go cycling together, so I thought she'd appreciate it.

D You got people to promise to give money before you started out. How did you do that?

L I did it partly through social media, and a website I'd set up. But I also went door to door in my town, just explaining what I was doing – and how people could help.

D So how long did the trip take?

L It took me two weeks to complete the whole trip, but I did stop quite a lot. I visited hospitals and places along the way that work with blind people.

D So how much money did you raise in the end?

L We raised nearly a quarter of a million pounds. And donations are still coming in. People's generosity is just amazing!

Exercise 5 page 107

- 1 less 2 un 3 y 4 im 5 al 6 dom
7 ing / ed 8 ing / ed

Exercise 6 page 107

- 1 sandy 2 itself 3 traditional 4 freedom 5 friendly
6 impossible 7 interesting 8 sightseeing

Exercise 7 page 107

- 1 Both 2 whereas 3 rather 4 Unlike

Exercise 9 page 107

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

Exercise 10 page 107

- 1 if / whether there is a swimming pool nearby
2 does a double room cost
3 Does the hotel have
4 if / whether we can check in before midday

B2 Exam Skills Trainer 1

Exercise 1 page 108

- 1 C

Exercise 2 page 108

- 1 C 2 C 3 C 4 A 5 D 6 B 7 B 8 C

Exercise 3 2.16 page 109

- 1 True 2 False 3 False 4 True 5 False 6 False

Transcript

1 **Boy** Hi, Jess! I've been looking up some facts for our school presentation on the London Underground.

Girl Did you find anything we can use?

B Yes, I did. Did you know that London has the oldest underground train system in the world?

G I did know that, actually. I've been doing some reading too, and I found this article that's full of information. For example, did you know that even though it's called 'the underground', less than half of the tracks are actually in tunnels?

B Really? I had no idea. What else did you learn?

G Wait, let me pull up the article. Here it is. I was surprised to read which the busiest station is too. Go on, have a guess.

B Well, Victoria certainly feels like the busiest at rush hour.

G Actually, it's Waterloo. Nearly 60,000 people enter the station every morning.

- 2** Welcome to the Newton School of Classical Dance. I hope you're all ready for a new term of hard work and constant improvement. As someone who is neither a dancer nor a choreographer, I can't tell you how thrilled I am to be chosen as your new principal. My deep appreciation of the art of dance has brought me here, and I will support your efforts with all my heart. Now ... I want to announce that we are adding a new component to the programme this year. Each of you will have the chance to work with one of our visiting choreographers on a new dance piece, from the very beginning of the process right through to a performance. We hope ...

- 3** Do you have something great to contribute, but don't have the confidence to express it? Are you tired of others not giving you a chance? Well, the Worth Academy is here to change that. If you know that you have talent and creativity, but it's just not coming out for others to see, our 'Better You' programme is just what you need. Every Saturday for six weeks you will meet with groups of people your age to take part in activities that motivate, inspire and build confidence. The programme is open to everyone between the ages of fourteen and eighteen. For more information, or to enrol, call us today or visit our website at www.worthacademy.co.uk.

Exercise 4 page 109

1 on 2 is 3 plenty 4 how 5 made 6 and
7 which 8 of 9 take 10 between

Exercise 6 page 109

B is the best introduction for the article. **A** isn't as good because it doesn't address the task. **C** isn't as good because it isn't written in an appropriate style for an article. **D** is more appropriate for a for and against essay.

B2 Exam Skills Trainer 2

Exercise 1 page 110

1 a number 2 an opinion 3 advice 4 direct speech

Exercise 2 page 110

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

Exercise 3 page 110

- the achievement of a long-term goal = dream come true
- fond of travelling by rail = adore train travel
- dissatisfied by the length of train journeys = in the UK even the longest trips seem to end too soon for my taste
- Other people on the train were more sociable than the speaker was used to = I found the Canadian passengers more willing to chat than the British

Exercise 4 2.17 page 110

1 B 2 A 3 D 4 C 5 D

Transcript

Girl Hi, and welcome to *School Talk*, your local school-produced online podcast. Today I'm interviewing Kevin Biggs, a good friend and fellow student here at Homewood School, who has just returned from a 10-month exchange programme to the United States. Kevin is fifteen, and he spent a whole school year in Seattle. So, Kevin, how did you feel when you first went there?

Kevin I was terrified. For one thing, I'd never flown before and it's a really long flight. It took about fourteen hours altogether, on three different planes. I kept worrying I'd get on the wrong plane or something – but of course I arrived safe and sound. I was also worried that I might not fit in with the family I was staying with, or I wouldn't make any friends. I'm a bit shy, so it was all pretty scary at first.

G So, were you right to be worried?

K Not at all. The family I stayed with were great – they're just really cheerful, enthusiastic people, and they did everything they could to make me feel at home. Plus they spent most of the school holidays taking me to different places in the US and Canada, so I got to see a lot of interesting things.

G What surprised you most about the experience?

K Gosh, a lot of things were unexpected. Of course the people are very open and friendly, but I knew that anyway. I was surprised at how interested they are in people from other countries. They wanted to know everything about life here in Britain. But I think the thing that really amazed me was how big the US is. I mean, the first trip we took was to Yellowstone Park, and we drove over a thousand kilometres – but that was like nothing at all to my host family. I mean, a thousand kilometres and we were still in the western part of the US! It makes everything here seem really small and close together.

G I've heard that train journeys across the US are pretty amazing too. Did you get to do one?

K No, I didn't. Maybe next time. But the cool thing about Seattle is that there's water everywhere, so there are lots of boats, ferries, and ships of all kinds. We actually went on a cruise to Alaska during the spring vacation, and that was amazing.

G So, do you have any advice for young people who are thinking about studying in the US?

K Here's one funny thing. If you're from the UK, everyone will think you're really intelligent – and they just can't resist British accents! More seriously, don't expect to be challenged by the school work. It all seems a bit more basic than what we study here. But I have to say it was easy to get used to the system there, and I learned a lot more maths and science, which I'm not great at, because of the way they teach it there.

G Well, thanks Kevin. You've made me want to go there now!

Exercise 5 page 111

1 and 2 though 3 While 4 Whereas 5 whatsoever
6 Instead 7 Seeing 8 In fact

Exercise 7 page 111

- adding another argument
- introducing the topic of a letter
- expressing a strong reaction
- ending a letter
- expressing an initial opinion

Cumulative Review 1 (Units 1–1)

Exercise 1 2.18 page 112

1 c 2 d 3 a 4 b

Transcript

- 1 I used to love going on holiday when I was a child, although we always used to go to the same place: a cottage near a farm in South Devon. We used to go for a fortnight in August each year, but I had always packed my bag by the middle of June. As soon as we arrived, I would run around the cottage to see if anything had changed since the previous year. When we had unpacked, we used to walk to the beach. It was a lovely walk, down narrow country lanes lined with beautiful wild flowers. I wish I could go back there, but the cottage has been sold.
- 2 Oh yes, I have great memories of our family holidays – not! My dad seemed to think it would be good for us to go camping each year. By camping, I don't mean on a campsite – oh, no – I'm talking about putting up a tent in the middle of nowhere. We used to wash every morning in a freezing cold river, and then go looking for wood to make a fire to cook our lunch. We took all of our food with us: tinned sausages and noodles in a pot – delicious! It's true that those camping holidays made the family grow closer, but you could hardly say they were enjoyable!
- 3 Family holidays? Ugh! I used to hate every minute of them. I've got two little brothers, so we always used to go away with my aunt and uncle and my six-year-old cousins – also boys. So while the adults were off having fun, I was put in charge of the little ones. Every day was the same: they would run around on the beach like hooligans until one of them got hurt. Then, they would all rush off and tell my parents. You can guess who got the blame! Honestly, I don't know if I'll ever be able to forgive my parents for putting me through so much misery each year.
- 4 I guess I was really lucky as a child because my parents took me to all sorts of wonderful places. One year, we'd fly to Paris to see the sights, and the next we'd be island hopping in Greece. I'm an only child, but I never got bored when we were away; my parents always made sure that we were doing something I liked. My best holiday was the time we visited a tiger sanctuary in Thailand. You could go right up to the animals and touch them – it was amazing! I can't thank my parents enough for those holidays – it's because of them that I love travelling so much.

Exercise 2 2.18 page 112

1 D 2 B 3 A 4 E

Transcript

See exercise 1.

Exercise 4 page 112

1 E 2 G 3 C 4 A 5 D

Exercise 5 page 113

- 1 with tears in their eyes, cries = so much emotion
 2 start looking for = the search began
 3 she thought it would be impossible = without success
 4 at the invitation of = She asked ... to take part in her research
 5 Malta = There

Exercise 6 page 113

1 a 2 b 3 c 4 c 5 a 6 b 7 c 8 a 9 b 10 b

Cumulative Review 2 (Units 1–3)

Exercise 1 2.19 page 114

1 F 2 T 3 F 4 T 5 F

Transcript

Host Endurance sports seem to be more popular than ever these days, especially in the case of cycling. Endurance cyclist Mike Croxford is with us today to tell us more about his sport. Mike, what's the difference between endurance cycling and ordinary cycling?

Guest Basically, it's a question of distance. An ordinary cyclist will ride for about 50 to 100 kilometres and then stop, whereas the minimum for an endurance cyclist is at least 200 kilometres. Endurance cyclists ride just as fast as normal cyclists; it's just that they go on for much longer.

H Mike, are there any special sports events for endurance cyclists to take part in?

G Yes. Yes, there are. One of the most well-known events is the Paris–Brest–Paris ride, which is held in France every four years. Participants have to complete the 1,200 kilometres from Paris to Brest and back in a time limit of 90 hours. This doesn't give cyclists much time to rest; when they feel the need to sleep, they just get off their bikes and lie down by the side of the road for a ten-minute nap. When they wake up, they get back onto their bikes and carry on.

H That sounds like a real challenge, Mike. How long do the winners usually take to finish?

G Paris–Brest–Paris isn't actually a race, so we need to talk about first place finishers rather than winners. The first time the event was held, back in 1891, the fastest cyclist finished in a time of just over 71 hours, but these days the first cyclists complete the course in less than 45 hours.

H That's quite an achievement! Are there any other important endurance cycling events?

G Yes, there are. Probably the most difficult event for endurance cyclists is the Race Across America, a ride from the east coast of America to the west, which covers over 4,800 kilometres. In contrast to Paris–Brest–Paris, this event is, in fact, a race with a winner. Riders can compete either individually or in teams, and the race has a twelve-day time limit. To complete the course, racers can't afford to sleep for more than four hours a day at the most, and the riders at the front sleep for as little as 90 minutes.

H And how long do the winners take to finish this event, Mike?

G The winner finishes in just over eight days, which means cycling between 300 and 450 kilometres per day with very little sleep. As you can imagine, those that manage to complete the course are absolutely exhausted when they finish. A lot of competitors drop out because of an injury to a muscle in the neck, which is specific to long-distance cycling.

H I'm not surprised! I'm afraid that's all we've got time for, Mike. Thank you so much for joining us.

Exercise 3 page 114

1 d 2 b 3 c 4 a 5 b

Exercise 4 page 115

1 a 2 b 3 a 4 b 5 c 6 c 7 a 8 c 9 b 10 c

Cumulative Review 3 (Units 1–5)

Exercise 1 2.20 page 116

1 c 2 b 3 a 4 b 5 a

Transcript

- 1 ... Listening to music on the go is a wonderful thing – as long as you have the right headphones. The ones that go over your ears are too big, and they are quite difficult to carry around. In-ear headphones are better, but no matter how carefully you put them in your bag, the cables always get tied up with something. Enter the world's first wireless smart in-ear headphones! You can store music on them, take phone calls with them, wear them swimming and even track your fitness with them. Awesome!
- 2 **Grandad** Jo, I want to call Dorothy. Can you show me how to use this phone?
Jo Sure. Have you turned it on yet?
G Um ...
J Press that button on the side ... That's right ... Now you have to unlock the phone ... Swipe that key to the right ... Good, now it's unlocked ... Who did you say you wanted to call?
G Dorothy. My sister.
J OK, then press 'contacts' ... right ... and scroll down the list until you find her name ... There it is! Now touch her name ... good ... and there's her number. All you have to do now is touch the number, and you'll be calling her ... Easy!
- 3 ... Hello, this is Jake from the repair shop. I'm calling to tell you your device is ready for collection. Um, I'm afraid the screen we've fitted was more expensive than we thought, so the repair is a little bit more than we told you the other day. It'll be €85 instead of €60. Also to let you know that we've got some new covers in the shop – we really do recommend that you get one for extra protection. Anyway, you can have a look at them when you come into the shop. Thanks a lot.
- 4 **Lucy** What's that you're wearing, Ben? Is it a smartwatch?
Ben Yes, it is. I got it for my birthday.
L Wow! Let me have a look at it! Gosh! It's really small.
B Well, that's the whole point, isn't it? You wouldn't want to be wearing a massive great phone on your wrist, would you?
L No, I suppose you're right.
B Actually, I was hoping for one with a colour display, but they were a bit expensive.
L Hmm. Black and white is a bit dull, isn't it? How long does the battery last?
B I can go for a whole week before it runs out.
L That's amazing! Most smartwatches only last for a couple of days.
B I know.
- 5 And now for some environmental news. A French company has come up with a new design for a wind turbine. The device looks a lot like a tree, complete with trunk, branches and leaves. The frame of the 'tree' is made of white steel and the trunk separates into three branches capable of holding 72 small green turbines. The turbines are able to spin with wind blowing as low as 7 km/h to generate electricity. The trees are currently only being installed around France, but there are plans to export them to neighbouring countries in the near future.

Exercise 3 page 116

- 1 D a set time when all devices must be put away
 2 B people drop their smartphones into a box the moment they arrive home
 3 (no match)
 4 E ban electronic devices altogether from the bedroom
 5 (no match)
 6 A the game of 'phone stacking'
 7 C ban electronic devices at certain times of day when the whole family is likely to be together

Exercise 4 page 117

1 b 2 b 3 a 4 c 5 a 6 b 7 c 8 c 9 b 10 c

Cumulative Review 4 (Units 1–7)

Exercise 1 2.21 page 118

1 C 2 E 3 D 4 A

Transcript

- 1 I have great memories of an exhibition I saw once at Bristol Museum featuring works by the street artist Banksy. In this exhibition, the artist was allowed to use the permanent exhibits of the museum as well as showing his own work. As a result, some of the pieces made me laugh. I remember a huge stone statue of a lion in the entrance hall sitting above the hat and jacket of what you were supposed to think was its owner. The lion looked so pleased with itself you could just imagine how much it would have enjoyed that meal!
- 2 I was at an exhibition of Giacometti sculptures once – you know, the Swiss artist, whose figures are all very tall and thin. I can't remember where it was, but I was made to feel like a criminal. There was one particular exhibit that fascinated me – it was a sculpture of his sister, Isabel, and I was trying to take a closer look at her face. Suddenly I heard a shout, and saw a guard marching towards me from the other side of the room. He told me, in a very loud voice, that I was not to go near the exhibits. All the other visitors turned around to see what was going on, which made me want to disappear. He went on to follow me all the way around the gallery, so I ended up walking out.
- 3 I think one of the artworks that has impressed me most was something I saw in the Egyptian Museum of Berlin. A friend of mine told me I should go there to see the bust of an Ancient Egyptian queen called Nefertiti. I am so glad I took her advice. The work is well over 3,000 years old, but it is in nearly perfect condition. You can really appreciate Queen Nefertiti's beauty, although only one of her eyes is finished. Actually, I spent all my time in the museum walking around the piece, admiring it from different angles. I didn't bother with the other works because I only had eyes for the queen.

4 I remember an exhibition I went to with my family once – it was in the Prado Museum in Madrid. Actually, it would be more accurate to say I remember the lead-up to it. My mum had booked tickets months in advance, which was probably a good idea as the gallery was packed. In fact, there were so many people that I started feeling dizzy while we were waiting in the queue. Who knows what we were going to see? I certainly don't because I never made it through the door. Before I could faint, my dad took me off to find a doctor. That was the end of the exhibition for us, and I could tell that my mum wasn't pleased!

Exercise 2 2.21 page 118

- 1 made me laugh
- 2 made me want to disappear
- 3 I only had eyes for the queen
- 4 Who knows what we were going to see?

Transcript

See exercise 1.

Exercise 4 page 119

- 1 a 2 b 3 c

Exercise 5 page 119

- 1 b 2 c 3 b 4 a 5 a 6 c 7 c 8 b 9 c 10 a

Cumulative Review 5 (Units 1–9)

Exercise 1 2.22 page 120

- 1 c 2 a 3 c 4 a 5 b

Transcript

- 1 ... Can I have your attention, please, ladies and gentlemen? Thank you. Just a few things before we set off for Plymouth. This coach is fitted with seat belts, which must be worn for the duration of the journey. Passengers caught not wearing one may be fined up to £500. The exits are the doors at the front and back of the vehicle, and the emergency exits are through the windows. These are clearly marked and there is a small hammer for breaking the glass. So now sit back, put your seat belts on, and please try to enjoy the journey. Thank you for your attention.
- 2 **Passenger** Um, excuse me. I wonder if you can help me.
Guard I'll certainly try.
P Can you tell me which platform the train to Birmingham goes from?
G Well, the Birmingham trains usually go from platform 3, but the next one is direct – that's the 11.15 – so it leaves from platform 8. But you'll have to hurry because it's 11.14 already.
P Thanks, but my train is the 11.45. Will that leave from platform 8 too?
G No, the 11.45 isn't direct, so it goes from platform 3.
P Thanks a lot.
- 3 This is an announcement for passengers waiting at gate B28 for flight EZY6035 to Bristol. We regret to inform you that this flight is delayed due to the late arrival of the incoming plane. This delay will be approximately 90 minutes. Please be advised that because of the delay, the gate number and boarding time of your flight has been changed. The flight will now be boarding from gate A8 at approximately 14.25. That's twenty-five past two at gate A8. We apologise for the inconvenience.

4 **Dan** You're new here, aren't you?

Ruby Yes, I am.

D So, what do you think of our school?

R I like it. But it takes me ages to get here. I walked this morning, and it took me nearly half an hour!

D Where do you live?

R Near the shopping mall on the other side of town.

D Me too! Why don't you get the bus? The number 23 stops right outside school.

R That might be better. Does it go from the mall? I've seen some bus stops outside the front entrance.

D No, the 23 goes past the car park and stops outside the cinema. Why don't we get the bus home together after school? Then I can show you the bus stop.

R Thanks. That would be great!

- 5 Why spend hours waiting at the airport when you could spend a day or more relaxing at sea on the way to your holiday destination? Our ferry service operates a luxury cruise to Spain with a choice of routes from Plymouth and Portsmouth to Santander and Bilbao. Departures from Plymouth are on Sunday afternoons, and by Monday lunchtime, you will be arriving at Santander. The return journey is on a Wednesday evening. From Portsmouth, there are two sailings each week to both Santander and Bilbao. Choose the best crossing for you, or mix and match routes as you please. Our on-board experience allows you to get into the holiday spirit from the moment you leave the country.

Exercise 3 page 121

- A 2 B 1 and 3 C 4 D 3 E 1 and 4 F 1

Exercise 4 page 121

- 1 a 2 c 3 c 4 b 5 a 6 c 7 a 8 b 9 c 10 b