CAMBRIDGE UNIVERSITY PRESS

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

EMPOWER

INTERMEDIATE TEACHER'S BOOK

B1+

Rachel Godfrey
with Ruth Gairns, Stuart Redman, Wayne Rimmer,
Stephanie Dimond-Bayir and Julian Oakley

Welcome to *Cambridge English Empower*

A unique mix of learning and assessment

Cambridge English Empower is a new general English adult course that combines course content from Cambridge University Press with validated assessment from Cambridge English Language Assessment.

This unique mix of engaging classroom material and reliable assessment, with personalised online practice, enables learners to make consistent and measurable progress.

What could your students achieve with **Cambridge English Empower?**

Teacher's Book contents

Introduction

Page 2 Welcome
Page 4 Course methodology
Page 7 Learning Oriented Assessment
Page 9 Unit overview
Page 16 Syllabus

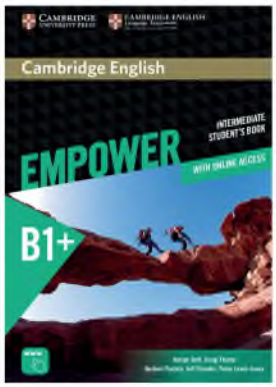
Teaching notes

Page 20 Unit 1
Page 33 Unit 2
Page 46 Unit 3
Page 59 Unit 4
Page 73 Unit 5
Page 86 Unit 6
Page 99 Unit 7
Page 113 Unit 8
Page 126 Unit 9
Page 139 Unit 10
Page 152 Teaching plus

Photocopiable activities

Page 156 Overview
Page 160 Teacher's notes
Page 181 Grammar
Page 201 Vocabulary
Page 221 Wordpower
Page 231 Pronunciation

For Students



Student's Book
with online access

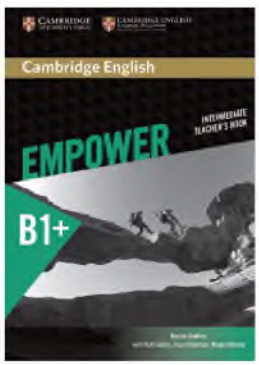
Online Assessment
Online Practice
Online Workbook

Student's Book also available as Interactive eBook

Also available

- Student's Book (or eBook) without online access
- Print Workbook (with and without answers), with downloadable audio and video

For Teachers



Teacher's Book
with photocopiable activities and online access

Class Audio CDs

Class DVD

Presentation Plus

Student's Book with online access

- Comes complete with access to Online Assessment, Online Practice, and Online Workbook – delivered via the Cambridge Learning Management System (CLMS)
- Syllabus informed by English Profile, the Cambridge English Corpus, and benchmarked to the CEFR

English Profile
www.englishprofile.org

Interactive eBook

- With the Interactive eBook, you can do the Student's Book activities in interactive form (specially designed for tablets), play all Class Audio and Video, check and display answers, control audio speed, create text and voice notes, and more.
- The Interactive eBook can be accessed with the Cambridge Bookshelf iPad app, or using the Cambridge Bookshelf Web Reader on a desktop or laptop computer, and can be used offline (after initial download).

Online Assessment

- Validated and reliable assessment throughout the course – developed by experts at Cambridge English Language Assessment
- A learning-oriented approach – assessment that regularly informs teaching and learning
- A Unit Progress Test for every unit (automatically marked) – covering grammar, vocabulary, and functional language – plus a Unit Speaking Test
- Mid-course and end-of-course competency tests that cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level

For more details about the **Cambridge English Empower** assessment package, and Learning Oriented Assessment, please see pages 7–8.

Online Practice

- Personalised practice – automatically assigned according to each student's score in the Unit Progress Test, so their time is spent on what they need most
- Language presentations, practice activities, and skills-based extension activities for every unit
- Automatically marked

Online Workbook

- Extra practice of all the grammar, vocabulary and functional language, plus extra writing
- Automatically marked

Teacher's Book

- Detailed teacher's notes for every lesson, including extra tips, ideas and support, and answer keys
- Photocopiable activities – a range of communicative extra practice activities for every unit, including grammar, vocabulary, pronunciation, and Wordpower

Online access for teachers

- To access **Cambridge English Empower**'s unique online assessment and practice package, please go to **cambridgelms.org/empower,** select 'Register' and follow the instructions.

Presentation Plus

- With Presentation Plus, you can display all Student's Book material, play all Class Audio and Video, show answer keys, and more.
- Presentation Plus can be used with all types of interactive whiteboards, or with a computer and projector.

Class DVD

- All the video material for the Student's Book, plus Video Extra

Class Audio CDs

- All the listening material for the Student's Book

Print tests

- Downloadable from **cambridge.org/empower**

For more information and extra resources, go to:
cambridge.org/empower

Course methodology

A learner-centred approach

Cambridge English Empower, with its unique mix of learning and assessment, places the learner at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills.

Supporting the teacher

Cambridge English Empower also supports the teacher through classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between learners and teachers. **Cambridge English Empower:**

1 encourages learner engagement
2 delivers manageable learning
3 is rich in practice
4 provides a comprehensive approach to productive skills

Measurable progress

This leads to motivated learners, successful lessons, and measurable progress. This progress is then measured by a uniquely reliable assessment package, developed by test experts at Cambridge English Language Assessment.

Key methodological principles

1 Learner engagement

Getting Started

Each unit begins with a 'Getting Started' page, designed to engage learners from the very start of the unit – leading to greater motivation and more successful learning. It does this in three ways:

- **Clear learning goals** – 'can do' statements immediately focus learners on their objectives.
- **Striking images** that take an unusual perspective on the unit theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Short **speaking activities** that prompt a personal response – leading to longer-lasting learning and a sense of ownership from the start. These activities also offer a diagnostic opportunity to the teacher.

Remarkable texts and images

Throughout the course, learners encounter texts and images that inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, provoke an emotional response, and prompt new insights and perspectives – this means that learners are consistently motivated to engage, read, listen, and communicate.

The texts have been carefully selected to appeal to a wide range of learners from a variety of cultural backgrounds. They have an international focus and flavour, and each text has a story to tell or a point of view to offer that will be of interest to learners. All texts are accompanied by receptive tasks that support the development of reading and listening skills.

Frequent opportunities for personal response

There are frequent opportunities to practise speaking throughout every lesson. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. But not only that – there are also regular activities that encourage learners to respond personally to the content of texts and images. These **personal response** activities foster successful learning because they:

- make learning more memorable – so it lasts longer
- are inclusive – there is no 'correct' answer, so all learners can participate successfully
- promote spontaneous spoken interaction – this further enhances the learner's sense of freedom and ownership, enhances motivation, and makes learning more relevant and enjoyable

2 Manageable learning

A second core principle that informs **Cambridge English Empower** is recognition of the importance of manageable learning. This offers learners (and their teachers) reassurance that they will not be overwhelmed at any point in their learning journey, leading to more successful learning outcomes and sustained motivation. The **Cambridge English Empower** classroom material reflects the concept of manageable learning in three main ways:

- Syllabus planning and the selection of language
- Lesson flow
- Task design

Syllabus planning and the selection of language

A key element in making learning material manageable concerns the selection of target language. In **Cambridge English Empower**, two powerful Cambridge English resources – the *Cambridge Corpus* and *English Profile* – have been used to inform the development of the course syllabus and the writing of the material. These resources provide reliable information as to which language items learners are likely to be able to learn successfully at each level of the CEFR (Common European Framework of Reference). This means learners using **Cambridge English Empower** are presented with target language that they are able to incorporate and use at that point in their learning journey, and they won't encounter too much above-level language in reading and listening texts. It also means that learners are not overwhelmed with unrealistic amounts of language because the *Cambridge Corpus* and *English Profile* are also able to give an indication of what constitutes a manageable quantity of language at each level.

Lesson flow

Learning is also made more manageable through the careful staging and sequencing of activities. Every lesson starts with a clear 'Learn to ...' objective and ends with a substantial output task. Each lesson is comprised of several manageable sections, each with a clear focus on language and/or skills. Each section builds towards the next, and activities within sections do likewise. The final activity of each spread involves a productive learning outcome that brings together the language and the topic of the lesson, allowing learners to put what they have learnt into immediate use.

Task and activity design

Tasks and activities have been designed to give learners an appropriate balance between freedom and support. Grammar and vocabulary presentations take a straightforward approach to dealing with the meaning and form of new language, and practice is carefully staged, with additional support in the 'Grammar Focus' and 'Vocabulary Focus' sections at the back of the book. Reading and listening activities allow learners to process information in texts in a gradual, supportive way. Speaking and writing activities are made manageable by means of clear models, appropriate scaffolding, and a focus on relevant sub-skills associated with a specific spoken or written outcome.

As an overall principle, the methodology throughout **Cambridge English Empower** anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports learners, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson – this also means that necessary preparation time is reduced to a minimum.

3 Rich in practice

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way in order to gain confidence in using it, and of course meaningful practice also makes new language more memorable.

Cambridge English Empower is rich in practice activities and provides learners and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each **Cambridge English Empower** Student's Book, learners are offered a wide variety of practice activities, appropriate to the stage of the lesson or unit:

- Ample opportunities are provided for controlled practice of target language.
- Many of the practice activities provide learners with an opportunity to personalise language.
- There are frequent opportunities for communicative spoken practice. Communicative practice activities are clearly contextualised and carefully staged and scaffolded, in line with the principle of manageable learning.
- Further spoken practice is provided in the final speaking activity in each of the A, B, and C lessons, providing the principal communicative learning outcome in each of these lessons.
- In the 'Grammar Focus' and 'Vocabulary Focus' pages at the back the Student's Book, there are more opportunities for practice of grammar and vocabulary, helping to consolidate learning.

- In the 'Review and Extension' page at the end of each unit, there are more opportunities for both written and spoken practice of target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Many such activities – six per unit – are provided in the photocopiable activities in the Teacher's Book, providing fun, communicative practice of grammar, vocabulary and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

Through the Cambridge LMS, **Cambridge English Empower** provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom:

- The Online Practice component offers interactive language presentations followed by practice and extension activities. Learners are automatically directed to the appropriate point in this practice cycle, according to their score in the Unit Progress Test (at the end of Student's Book lesson C).
- The Workbook (Online or Print) provides practice of the target language after each A, B, and C lesson.

4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often than not a priority for learners. **Cambridge English Empower** is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – 'Everyday English' – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of high-frequency functional/situational language. The target language is clearly contextualised by means of engaging video (also available as audio-only via the Class CDs), filmed in the real world in contexts that will be relevant and familiar to adult learners. These 'Everyday English' lessons focus on three key elements of spoken language:

- Useful language – focusing on the functional and situational language that is most relevant to learners' needs, and manageable within the target level
- Pronunciation – focusing on intelligibility and covering many aspects of phonology and the characteristics of natural speech, from individual sounds to extended utterances
- Conversation skills – speaking strategies and sub-skills, the 'polish' that helps learners to become more effective communicators

The final speaking task in each 'Everyday English' lesson provides learners with an opportunity to activate all three of these elements. This comprehensive approach ensures that speaking skills are actively developed, not just practised.

Writing

Across each level of **Cambridge English Empower**, learners receive guidance and practice in writing a wide range of text types. The **D lesson** in each unit – 'Skills for Writing' – builds to a learning outcome in which learners produce a written text that is relevant to their real-life needs, appropriate to the level, and related to the topic of the unit. However, these are not 'heads-down' writing lessons – instead, and in keeping with the overall course methodology, they are highly communicative mixed-skills lessons, with a special focus on writing. This means that writing is fully integrated with listening, reading and speaking – as it is in real life – and is not practised in isolation. Each 'Skills for Writing' lesson follows a tried and tested formula:

1. Learners engage with the topic through activities that focus on speaking and listening skills.
2. They read a text which also provides a model for the later writing output task.
3. They then do a series of activities which develop aspects of a specific writing sub-skill that has been encountered in the model text.
4. They then go on to write their own text, in collaboration with other learners.
5. Process writing skills are embedded in the instructions for writing activities and encourage learners to self-correct and seek peer feedback.

Also, while the **A and B lessons** provide the main input and practice of the core language syllabus, they also provide frequent opportunities for learners to develop their receptive and productive skills.

In line with other elements of **Cambridge English Empower**, the texts used for skills development engage learners and provide them with opportunities to personalise language. Likewise, the tasks are designed in such a way as to make the learning manageable.

The extension activities in the Online Practice component (via the Cambridge LMS) also offer further practice in reading and listening skills.

Learning Oriented Assessment

What is Learning Oriented Assessment (LOA)?

As a teacher, you'll naturally be interested in your learners' progress. Every time they step into your classroom, you'll note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, you'll know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with more formal or structured assessment such as end-of-unit or end-of-course tests. Ideally supported by a learner management system (LMS), LOA is an approach that allows you to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into learners and their progress feeds into **total assessment** of the learner. It also allows you to use all of this information not just to produce a report on a learner's level of competence but also to plan and inform future learning.

For more information about LOA, go to **cambridgeenglish.org/loa**

How does Cambridge English Empower support LOA?

Cambridge English Empower supports LOA both informally and formally, and both inside and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests, Unit Speaking Tests, and skills-based Competency Tests)
- Targeted extra practice online via the Cambridge Learning Management System (CLMS) to address areas in which the tests show that learners need more support
- Opportunities to do the test again and improve performance
- Clear record of learner performance through the CLMS

2 LOA classroom support

- Clear learning objectives – and activities that clearly build towards those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into your lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

Cambridge English Empower offers three types of tests written and developed by teams of Cambridge English exam writers. All tests in the course have been trialled on thousands of candidates to ensure that test items are appropriate to the level.

Cambridge English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

Cambridge English Empower tests are designed around the following essential principles:

Validity – tests are authentic tests of real-life English and test the language covered in the coursebook

Reliability – tasks selected are consistent and fair

Impact – tests have a positive effect on teaching and learning in and outside the classroom

Practicality – tests are user-friendly and practical for teachers and students

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit, testing the target grammar, vocabulary and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas where the learner has either encountered difficulties and needs more support, or has mastered well. According to their score in each section of the test, the learner is directed either to extension activities or to a sequence of practice activities appropriate to their level, focusing on the language points where they need most support. This means that learners can focus their time and effort on activities that will really benefit them. They then have the opportunity to retake the Unit Progress Test – questions they got right first time will still be filled in, meaning that they can focus on those with which they had difficulty first-time round.

Unit Speaking Tests

Cambridge English Empower provides a comprehensive approach to speaking skills. For every unit, there is an online Unit Speaking Test which offers learners the opportunity to test and practise a range of aspects of pronunciation and fluency. These tests use innovative voice-recognition software and allow the learner to listen to model utterances, record themselves, and re-record if they wish before submitting.

Competency Tests

Cambridge English Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, Listening and Speaking, and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and learners with a reliable indication of level, as well as a record of their progress – a CEFR report is

generated for each learner, showing their performance within the relevant CEFR level (both overall and for each of the skills).

The **Cambridge Learning Management System** (CLMS) provides teachers and learners with a clear and comprehensive record of each learner's progress during the course, including all test results and also their scores relating to the online practice activities that follow the tests – helping teachers and learners to recognise achievement and identify further learning needs. Within the CLMS, a number of different web tools, including message boards, forums and e-portfolios, provide opportunities for teachers and learners to communicate outside of class, and for learners to do additional practice. These tools can also be used by teachers to give more specific feedback based on the teacher's informal evaluation during lessons. The CLMS helps teachers to systematically collect and record evidence of learning and performance and in doing so demonstrates to teachers and learners how much progress has been made over time.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In **Cambridge English Empower**, each unit begins with a clear set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to ...' goal, and the activities all contribute towards this goal, leading to a significant practical outcome at the end of the lesson. At the end of each unit, there is a 'Review your progress' feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning, and peer feedback.

LOA classroom tips for teachers

In a typical lesson you're likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- encourage learners to **review** and **reflect** after they've worked on a task

The table below summarises core and LOA-specific aims for each of the above techniques. All these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of your thinking that involve forming evaluations or judgments about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *And what does that mean for the next step in the learning process?*

The **Cambridge English Empower** Teacher's Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well-balanced, so it helps learners to know what they are doing well in addition to what needs a little more work.

	Teaching techniques				
	monitoring	**eliciting**	**concept checking**	**drilling**	**review and reflect**
Core aims	• checking learners are on task • checking learners' progress • making yourself available to learners who are having problems	• checking what learners know about a topic in order to generate interest	• checking that learners understand the use and meaning of new language	• providing highly controlled practice of new language	• finding out what ideas learners generated when working on a task • praising learners' performance of a task • indicating where improvement can be made
LOA aims	• listening to learners' oral language, and checking learners' written language, in order to: » diagnose potential needs » check if they can use new language correctly in context	• finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students' individual starting points and interests	• checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals	• checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language	• asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering 'learning how to learn' skills

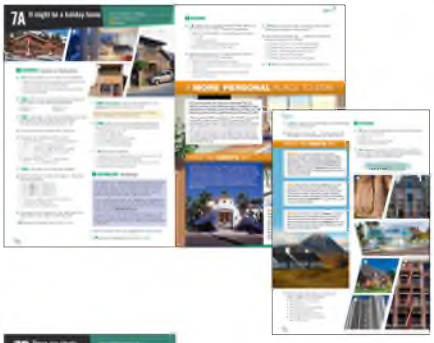
Unit overview

Getting Started page

- clear learning objectives to give an immediate sense of purpose
- striking and unusual images to arouse curiosity
- activities that promote emotional engagement and a personal response

Lesson A and Lesson B

- input and practice of core grammar and vocabulary, plus a mix of skills



Lesson C

- functional language in common everyday situations
- language is presented through video filmed in the real world

Unit Progress Test

- covering grammar, vocabulary and functional language

Also available:

- Speaking Test for every unit
- mid-course and end-of-course competency tests

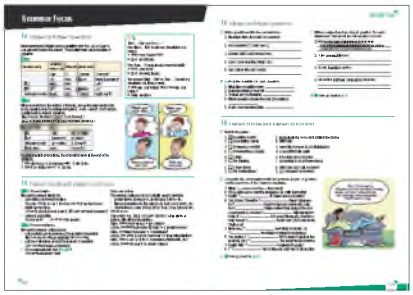
Lesson D

- highly communicative integrated skills lesson
- special focus on writing skills
- recycling of core language from the A, B and C lessons

Review and Extension

- extra practice of grammar and vocabulary
- Wordpower vocabulary extension
- 'Review your progress' to reflect on success

For extra input and practice, every unit includes illustrated **Grammar Focus** and **Vocabulary Focus** sections at the back of the book.



Lessons A and B

Grammar and Vocabulary and a mix of skills

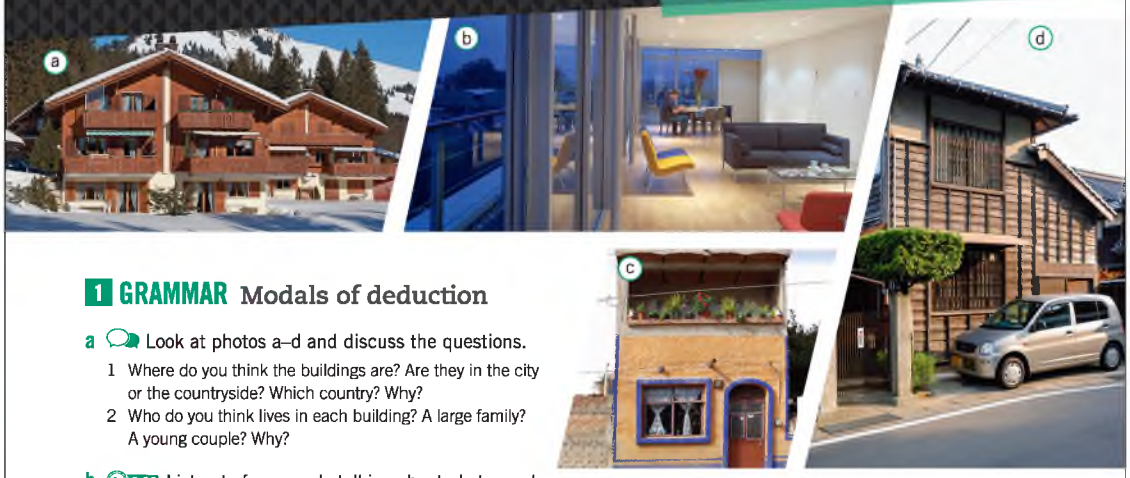
Clear goals
Each lesson starts with a clear, practical and achievable learning goal, creating an immediate sense of purpose.

'Teach off the page'
Straightforward approach and clear lesson flow for minimum preparation time.

Rich in practice
Clear signposts to **Grammar Focus** and **Vocabulary Focus** sections for extra support and practice.

7A It might be a holiday home

Learn to describe a building
G Modals of deduction
V Buildings



1 GRAMMAR Modals of deduction

a Look at photos a–d and discuss the questions.
1 Where do you think the buildings are? Are they in the city or the countryside? Which country? Why?
2 Who do you think lives in each building? A large family? A young couple? Why?

b 2.38 Listen to four people talking about photos a–d. Which photo is each person talking about?
Speaker 1 ___ Speaker 3 ___
Speaker 2 ___ Speaker 4 ___

c 2.38 Listen again. Where do the speakers think the buildings are? Who do they think lives there? Are their answers the same as yours in 1a?

d Do you like these buildings? Why / Why not?

e Complete each sentence with one word.
1 It's very small, so it _____ belong to a big family.
2 There _____ be much space in there!
3 It _____ belong to a single person or a couple.
4 It _____ be on the outskirts of any big city.
5 It _____ not be a house.
6 Whoever lives there _____ have children.
7 Or it _____ be a holiday home.

f 2.38 Listen again and check your answers.

g Match sentences 1–4 with meanings a–c. Two have the same meaning.
1 ☐ It **must** be a holiday home.
2 ☐ It **might** be a holiday home.
3 ☐ It **could** be a holiday home.
4 ☐ It **can't** be a holiday home.

a I think it's a holiday home (but I'm not sure).
b I'm sure it's a holiday home.
c I'm sure it's not a holiday home.

h Look again at the sentences in 1g. What verb form comes after *must*, *might*, *could* and *can't*?

i ▶ Now go to Grammar Focus 7A on p.144

j 2.40 **Pronunciation** Listen to the sentences in 1g. Underline the correct words in the rule.

We *pronounce / don't pronounce* the final *t* or *d* in a word when it is followed by a consonant sound.

k 2.41 Listen and tick (✓) the sentences where you hear the final *t* or *d*. Practise saying the sentences.
1 ☐ It can't get much sun.
2 ☐ You could be right.
3 ☐ She must earn a lot of money.
4 ☐ It might be very expensive.
5 ☐ You must enjoy living here!

l Discuss the questions.
1 What do you think it might be like to live in the homes in 1a?
2 What would you see from the windows?
3 Would you have a lot of space? Are there a lot of rooms?
4 What might the bedrooms be like?

2 VOCABULARY Buildings

I'm [1]*moving house / moving my house* next Friday, so here's my new address: Flat 4c, 82 Buckington Road, Banville, BN1 8UV. I'm [2]*renting / buying* it for six months and if I like it I'll stay longer. It's on the fourth [3]*level / floor* of a modern [4]*house / block* of flats and it's got [5]*views / sights* of the sea!

It's in a good [6]*location / place*. The [7]*neighbour / neighbourhood* is quiet, but there are some nice cafés and shops nearby. You'd like it – you should come and visit. If it's sunny, we can sit on the [8]*upstairs / balcony* and look at the sea!

I've got to move out [9]*of / to* this house on Tuesday, but I can't move [10]*of / into* my new place until Friday, so I'll be staying with my parents for a few days next week. Are you going to be in the area?

a Read Amanda's email and underline the correct words.

b ▶ Now go to Vocabulary Focus 7A on p.158

80

Manageable learning

The syllabus is informed by *English Profile* and the *Cambridge English Corpus*. Students will learn the most relevant and useful language, at the appropriate point in their learning journey. The target language is benchmarked to the CEFR.

UNIT 7

3 READING

a Imagine you're going to stay for three nights in a city that you don't know. Discuss the questions.

1 What are the advantages and disadvantages of staying in:
- a hotel?
- a rented apartment?
- a spare room in a local person's house?

2 Where would you prefer to stay? Why?

b Read the introduction of *A more personal place to stay* and choose the best summary.

1 Airbnb is an advertising website for hotels.
2 Airbnb is a website for travellers and people who have rooms to rent.
3 Airbnb is a travel advice website that has reviews of hotels and restaurants.

c Would you like to stay in someone else's home? What would be good or bad about it?

d Read *What the guests say ...* . Answer the questions. Write A (Antonia) or K (Kumi).

1 ☐ Who could swim at the place they stayed?
2 ☐ Who felt 'at home' in the neighbourhood?
3 ☐ Who could easily get around the city?
4 ☐ Who cooked their own food?
5 ☐ Who is going to see their host(s) again?

e Which of the places would you rather stay in?

A MORE PERSONAL PLACE TO STAY

Do you find hotels too cold and unfriendly? Do you want to live like a local when you go on holiday? A new generation of websites, such as Airbnb, can help you find privately owned rooms, apartments and houses to rent.

'Hosts' create profiles of places to rent. 'Guests' can browse the profiles, read reviews written by guests and make reservations online. Prices range from about £25 to £100 per night, depending on the accommodation and the location.

But what's it like to stay at a stranger's house when you're on holiday? And if you're a host, what's it like to open your home to people you don't know? We spoke to some guests and hosts to find out.

WHAT THE GUESTS SAY ...

Antonia My friend and I stayed in this amazing modern villa in California for ten days. It had eight bedrooms, a pool and the biggest kitchen I've ever seen (in which Jeff, our host, cooked fantastic breakfasts for us!). Jeff was so nice. He gave us lots of information about the local area and invited us to join him for dinner. We ended up becoming good friends – he's going to come and stay in my house when he comes to Italy next year.

Kumi I've s
stayed in a ho
I had the who
rent included
about. The ho
we had good
use the kitche
are quite expe
was staying a
friendly. I felt

UNIT 7

f What might be the advantages and disadvantages of being an Airbnb host?

g Read *What the hosts say ...* . Do they mention the advantages and disadvantages you talked about?

WHAT THE HOSTS SAY ...

Roberto I've been an Airbnb host for three years. In that time I've met some wonderful people – musicians, families, sportspeople, professors, hikers and students – who've needed accommodation for different reasons. They've come from different parts of the world and it's been a pleasure to get to know them. The only problem is that you have to do so much washing and cleaning!

Lisa Some people worry about theft, but I've had more than 100 guests and no one has ever stolen anything from me. Some guests are nicer than others, of course, but on the whole they've been charming and friendly. I usually ask people why they're travelling when they make a reservation. It's a good way to get to know a bit about them.

Clara My family has a holiday cottage in Scotland. We decided to rent it out when we're not using it. It was easy to set up the profile on the website. You have to trust people to treat your property as if it was their own home, but we only accept reservations from guests who have good reviews.

h Read the texts above again and match the words in **bold** with the definitions.

1 a building that someone owns
2 place(s) to stay
3 a small house in the countryside
4 an enjoyable experience
5 the crime of stealing something
6 an arrangement to stay somewhere (e.g. a hotel room)

82

4 SPEAKING

a Look at the buildings below and discuss the questions.

1 How old is the building?
2 Where is it?
3 What do you think it's like inside?
4 Would you like to live there?

b Imagine you are going on holiday with your partner. Discuss which of the houses/flats you would like to stay in. Can you agree on one house/flat to visit?

I'd like to stay in the New York flat in 'e'. It must be a really great city to visit.

Regular speaking activities

Frequent speaking stages to get students talking throughout the lesson.

Spoken outcome

Each A and B lesson ends with a practical spoken outcome so learners can use language immediately.

Learner engagement

Engaging images and texts motivate learners to respond personally. This makes learning more memorable and gives learners ownership of the language.

Lesson C

Prepares learners for effective real-world spoken communication

Everyday English
Thorough coverage of functional language for common everyday situations, helping learners to communicate effectively in the real world.

Real-world video
Language is showcased through high-quality video filmed in the real world, which shows language clearly and in context.

Comprehensive approach to speaking skills
A unique combination of language input, pronunciation and speaking strategies offers a comprehensive approach to speaking skills.

7C Everyday English

Is there anything we can do to help?

Learn to make offers and ask for permission
P Sounding polite
S Imagining people's feelings

1 LISTENING

a Discuss the questions.
1 Do you take presents when you visit someone's house? What might you take?
2 What should you do to be polite when visiting someone's house? (e.g. arrive on time, take your shoes off, etc.)

b Look at the photos on this page. What do you think is happening? How do you think the people feel?

c 2.50 Watch or listen to Part 1 and check your ideas.

d 2.50 Watch or listen again. Are the sentences true (T) or false (F)?
1 Becky hasn't met Tom's parents before.
2 Michael wants to watch a football match.
3 Becky got Charlotte's name wrong.
4 Charlotte is a teacher.
5 Tom tried to tell his parents that Becky is a vegetarian.

e Do you think that Becky has been a good guest? Has she made a good first impression?

2 USEFUL LANGUAGE Offers, requests and asking for permission

a Match questions 1–5 with responses a–e.
1 **Is there anything we can do to help?** [c]
2 **Do you think you could** give me a hand? [ ]
3 **Let me** get you something else. [ ]
4 **Is it OK if I** just have some bread and butter? [ ]
5 **I'll** get you a green salad. [ ]

a No, it's fine, really.
b Sure.
c Oh no, it's all under control!
d OK, that would be lovely. Thanks.
e No, we can do better than that.

b What phrases in **bold** in 2a do we use to ...
1 offer something politely?
2 ask for help politely?
3 ask for permission?

c Match requests 1–5 with responses a–e.
1 [ ] Do you mind if I borrow some money?
2 [ ] May I sit here?
3 [ ] Do you think I could have a glass of water?
4 [ ] Can I use your phone for a moment?
5 [ ] Would you mind if I opened the window?

a Yes, of course. Let me get you one.
b Not at all. How much do you want?
c Sure. Here it is.
d Not at all. It's hot in here.
e Of course. There's plenty of space.

86

Comprehensive approach to speaking skills
A unique combination of language input, pronunciation and speaking strategies offers a comprehensive approach to speaking skills.

3 LISTENING

a Look at the photo. What do you think Tom and Michael are talking about?

b 2.51 Watch or listen to Part 2 and check.

c 2.51 Watch or listen again. Are the sentences true (T) or false (F)?

1 Tom thinks Becky hasn't made a good impression.
2 Michael doesn't like Becky.

4 CONVERSATION SKILLS
Imagining people's feelings

a 2.52 What word is missing in each sentence? Listen and check.

1 I _____ you're excited about the match this afternoon.
2 Tom tells me you're an architect. That _____ be very interesting.

b Read the exchanges and underline the phrases we use to imagine what someone else is feeling.

1 **A** I'm doing three part-time jobs at the moment.
B You must be very tired!
2 **A** I'm going to meet my boyfriend's parents for the first time.
B I imagine you're a bit nervous!

c Look at the sentences below. Respond with *must* and an appropriate adjective.

1 I'm planning a holiday to France.
2 I've just broken my tooth!
3 I've lost my smartphone – and I can't remember any of my friends' numbers.
4 I'm learning Japanese at the moment.

I'm planning a holiday to France.
That must be exciting!

d Tell your partner about some of the things below. Answer with a phrase from 4a or 4b.

- something you're planning on doing soon
- a hobby you have
- a problem you have at school/work

I go to Spanish lessons at 7.30 in the morning before I go to work.
That must be tiring.
Yes, but I really enjoy them.

5 PRONUNCIATION Sounding polite

a 2.53 Listen to these sentences spoken twice. Which sentence sounds more polite, a or b?

1 Do you think you could give me a hand? *a / b*
2 It's lovely to meet you at last. *a / b*

b 2.54 Listen to three more pairs of sentences. Which sentences sound more polite, a or b?

1 How long are you staying? *a / b*
2 She seems really great. *a / b*
3 I'm really happy to hear that. *a / b*

c Practise saying the sentences in 5b with polite intonation.

6 SPEAKING

Communication 7C Student A: Read the instructions below. Student B: Go to p.128.

Student A

1 You are staying with Student B in his/her home. During the conversation, ask permission to:
- use the internet
- have a shower
- wash some clothes

2 Student B is a new colleague in your office. Ask him/her how it's going and try to sound interested (e.g. *That must be ...*). He/She will ask you permission to do things. Decide whether or not to give permission.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Spoken outcome
Each C lesson ends with a practical spoken outcome.

Support for learners
Tasks are scaffolded to facilitate success.

Unit Progress Test
Learners are now ready to do the Unit Progress Test, developed by experts at Cambridge English Language Assessment.

Lesson D

Integrated skills with a special focus on writing

Skills for writing
The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B and C lessons.

Receptive skills development
Clearly-staged tasks practise and develop listening and reading skills while supporting learners' understanding of texts.

7D Skills for Writing

Make yourselves at home

Learn to write a note with useful information

W Offering choices

1 SPEAKING

a Talk about a recent holiday.

1 What kind of activities did you do?
2 Did the people you were with want to do the same things as you or different things?
3 Think of a holiday you would like to go on. What would you do on the holiday?

2 READING AND LISTENING

a You're going to read about Miami. Before you do, discuss the questions.

1 Where is Miami? Have you ever been there? Do you know anyone who's been there?
2 What is it like, or what do you imagine it's like? Talk about:
- the weather
- the people
- buildings
- the atmosphere
- things to see and do

b Read about the top five things to do in and around Miami. Which would you like to do? Why? Are there any you would not want to do? Why not?

c 2.55 Sue is talking to a colleague. Listen to their conversation and answer the questions.

1 How many people are in Sue's family?
2 Where are they staying?
3 Which of the 'top five things' are they going to do?

d 2.55 Listen again and make notes in the table.

	Where does he/she want to go?	Why does he/she want to go there?
Sue's daughter		
Sue's son		
Sue's husband		
Sue		

e Do you think Sue is looking forward to the holiday? Why / Why not?

Top five things to do
... in and around Miami, Florida

1 Admire the architecture of Miami Beach
Wander the streets of Miami Beach and admire the art deco hotels and houses from the 1930s. The movie stars from the 1930s stayed here when they came to Miami. Many of the buildings have been repainted in their original colours.

2 Go to the beach
Miami has endless sandy beaches along the coast. You can find crowds if you want them or you can have a beach to yourself. And the water is always warm.

3 Visit the Everglades
Ninety minutes from Miami are the Everglades, a huge area of natural swamp which is home to alligators, snakes and rare birds. Take a boat through the area and get a close-up view of the wildlife.

4 Spend a day at Disney World
Disney World is just a day's drive away from Miami – a great day trip. You can find all the characters from Disney films and have hours of fun with (or without) your kids.

5 Take a trip to Cape Canaveral
North of Miami is Cape Canaveral, where the USA sends its rockets into space. You can take a tour round the Kennedy Space Center and see where they built the Apollo space rockets.

Comprehensive approach to writing skills
Clear focus on key aspects of writing helps develop effective real-world writing skills.

UNIT 7

3 READING

a Read the note below which Sue's cousin left in the apartment in Miami. Underline the correct words.

1 The streets are safe *in the daytime / all the time.*
2 The apartment is *in the centre of / just outside* Miami.
3 The apartment is *right next to / far from* the sea.
4 Jutka will be away for *a week / more than a week.*

b Which adjectives in the box best describe the tone of the note? What words or phrases in the note helped you decide?

friendly formal funny practical

c Match the purposes a–f with sections 1–6 in the note.

a ☐ to explain options for buying food
b ☐ to give information about going to places further away
c ☐ to finish the note
d ☐ to greet the reader and say what the note is about
e ☐ to give safety advice about the area round the apartment
f ☐ to give information about things in the apartment

d What general order are the paragraphs in? Choose the correct answer.

1 things the reader needs to know now → things they need later
2 things which are very important → things which are less important
3 things which are less important → things which are more important

(1) Welcome to Miami! Hope you have a nice stay in the apartment. Here are a few things you need to know …
(2) Please make yourselves at home and help yourselves to anything in the kitchen. There's some chicken in the fridge, and lots of fruit and salad, so that should be enough for a couple of meals. I also got a couple of pizzas for the kids – they're in the freezer.
(3) After that, you'll need to go shopping. The best place is the Sunshine Center. Go out of the main entrance of the apartment and turn left, and you'll see it about 100 metres down the road. It's got a couple of supermarkets, a good bookshop and a few good places to eat. Otherwise, there's a good place for burgers a bit further down the road. Apart from that, there are some good restaurants by the sea, but they're a bit further away.
(4) By the way, if you do go out in the evening, don't walk around late at night – the streets round here are not very safe at night, though they're OK during the daytime.
(5) Anyway, the car's in the parking lot, so you can use that for any trips. If you're going into Miami, another possibility is to take the train, but you'll find the car easier! You'll also need the car to go to the beach. The nearest one is Golden Beach, about 15 minutes' drive away. Another option is Ocean Beach, about 30 minutes further north, which is usually much less crowded. Alternatively, you could try Miami Beach nearer the centre, but it can be difficult to park.
(6) Enjoy your stay and see you in a fortnight!
Love,
Jutka

4 WRITING SKILLS Offering choices

a What do the words in **bold** mean below?

1 The Sunshine Center has got a few good places to eat. **Otherwise**, there's a good place for burgers a bit further down the road.
   a if you don't like that idea
   b however
   c finally
2 The nearest one is Golden Beach, about 15 minutes' drive away. **Another option is** Ocean Beach, about 30 minutes further north.
   a A different direction is
   b A different choice is
   c A much better beach is

b Read the note again and find three more words or phrases that you could use instead of *Otherwise* or *Another option is … .*

c Use words or phrases from 4a and 4b in the second sentences below.

1 If you drive north, you can visit Disney World. You can also go to the Space Center at Cape Canaveral.
   Another option is the Space Center at Cape Canaveral.
2 There are lots of good restaurants at Miami Beach. Or you can try the restaurants at South Beach.
3 To go to the West Coast you can get an inter-city bus. You can also hire a car for a few days.
4 You can drive through the Everglades and stop to look at the birds and alligators. You can also go round them by boat.

5 WRITING A note with useful information

a You are going to write a note for someone who will be staying in your home while you are away. Think about:

- things in the house/flat
- things he/she can and can't do
- things you want to ask him/her to do
- food and shopping
- things to do in the area.

b Compare your ideas with a partner.

c Read another student's note and answer the questions.

1 Did you understand all the information?
2 Did he/she put the information in a logical order?
3 Did he/she use words and phrases from 4a or 4b correctly?

d Write a reply.

Staged for success
Careful staging and scaffolding generates successful outcomes.

Written outcome
Each D lesson ends with a practical written outcome, so learners can put new language into practice straight away.

Personal response
Frequent opportunities for personal response make learning more memorable.

Clear models for writing
Clear model texts are provided, on which students can base their own writing.

Also in every unit:
- Review and Extension page
- Grammar Focus
- Vocabulary Focus
- Communication Plus

Syllabus

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Talk					
Getting started	Talk about communication				
1A	Talk about different forms of communication	Subject and object questions	Communication	Sound and spelling: /ɪ/ and /iː/	
1B	Describe experiences in the present	Present simple and present continuous	Gradable and extreme adjectives	Sentence stress: gradable and extreme adjectives	
1C	Give and respond to opinions			Word groups	Giving and responding to opinions
1D	Write a guide				
Review and extension	More practice		**WORDPOWER** *yourself*		
Unit 2 Modern life					
Getting started	Talk about the workplace				
2A	Talk about experiences of work and training	Present perfect simple and past simple	Work	Present perfect and past simple: *I've worked* / *I worked*	
2B	Talk about technology	Present perfect simple and present perfect continuous	Technology	Sentence stress: main verb / auxiliary verb	
2C	Make and respond to suggestions			Sentence stress	Making and responding to suggestions
2D	Write an email giving news				
Review and extension	More practice		**WORDPOWER** *look*		
Unit 3 Relationships					
Getting started	Talk about relationships				
3A	Talk about a friendship	Narrative tenses	Relationships	Linking sounds	
3B	Talk about families	*used to, usually*	Family; Multi-word verbs	Sentence stress: multi-word verbs	
3C	Tell a story			Stress in word groups	Telling a story
3D	Write about someone's life				
Review and extension	More practice		**WORDPOWER** *have*		
Unit 4 Personality					
Getting started	Talk about people				
4A	Describe people and their abilities	Modals and phrases of ability	Ability	Stress in modal verbs	
4B	Describe feelings	Articles	*-ed* / *-ing* adjectives; Personality adjectives	Sound and spelling: final *-ed* in adjectives	
4C	Offer and ask for help			Intonation in question tags	Offering and asking for help
4D	Write an informal online advert				
Review and extension	More practice		**WORDPOWER** *so* and *such*		
Unit 5 The natural world					
Getting started	Talk about endangered animals				
5A	Talk about the future	Future forms	Environmental issues	Sound and spelling: *a*	
5B	Talk about *if* and *when*	Zero conditional and first conditional	The natural world	Consonant clusters	
5C	Give reasons, results and examples			Voiced and unvoiced consonants	Giving reasons, results and examples
5D	Write a discussion essay				
Review and extension	More practice		**WORDPOWER** *problem*		

Listening and Video	Reading	Speaking	Writing
A talk: communicating across the generations	Article: *How do you communicate?*	Things you have done recently	
	Article: *Can you really learn a language in 22 hours?*	Learning a foreign language	
At the flower shop		Giving and responding to opinions; Using *me too, me neither*	Unit Progress Test
Conversation: learning vocabulary	Article: *What kind of learner are you?*	Ways of learning vocabulary	A guide Introducing a purpose; Referring pronouns
Radio report: likeability	Article: *Not the best interview I've ever had!*	Work-related experiences	
	Article: *What's your favourite app?*	Interviewing classmates about technology	
A problem		Making and responding to suggestions; Sounding sympathetic or pleased	Unit Progress Test
Conversation: life changes	An email about a new job	Life changes	An informal email Adding new information
	Film review: '*Untouchable' – the true story of an unlikely friendship*	The story of a friendship	
Two monologues: being a twin		Family traditions	
A mistake		Reacting to what people say; Telling a story	Unit Progress Test
Conversation: grandparents	An email about how grandparents met	A member of your family	A biography Describing time
Radio programme: successful people	Article: *What happens to talented children when they grow up?*	Becoming successful at something	
	Article: *Why the world needs introverts*	A time when you experienced strong feelings	
Asking for help		Question tags; Offering and asking for help	Unit Progress Test
Three monologues: websites	Three online adverts	Using the internet to buy and sell things	An informal online advert The language of adverts
Conversation: an environmental project	Web page: *The Whitley Fund for Nature*	Predictions about the future	
Interview: inventions inspired by nature	Article: *Animals have adapted to survive everywhere*	The best place to experience natural beauty	
Talking about possible jobs		Reasons, results and examples; Giving yourself time to think	Unit Progress Test
Monologue: rescuing whales	An essay about water pollution	A quiz about whales	A discussion essay Organising an essay; Signposting language

Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Different cultures					
Getting started Talk about different cultures					
6A	Talk about advice and rules	Modals of obligation	Compound nouns; Multi-word verbs	Word stress: compound nouns	
6B	Describe food	Comparatives and superlatives	Describing food	Sound and spelling: /ʃ/ and /tʃ/	
6C	Ask for and give recommendations			Sounding interested	Asking for and giving recommendations
6D	Write a review of a restaurant or café				
Review and extension	More practice		**WORDPOWER** *go*		
Unit 7 House and home					
Getting started Talk about ideal houses					
7A	Describe a building	Modals of deduction	Buildings	Modal verbs: sounding the final *t* or *d*	
7B	Describe a town or city	Quantifiers	Verbs and prepositions	Sentence stress: verbs and prepositions	
7C	Make offers and ask for permission			Sounding polite	Making offers and asking for permission
7D	Write a note with useful information				
Review and extension	More practice		**WORDPOWER** *over*		
Unit 8 Information					
Getting started Talk about an interesting news story					
8A	Talk about the news	Reported speech	The news	Sound and spelling: /g/ and /k/	
8B	Talk about what other people say	Verb patterns	Shopping; Reporting verbs	Sound and spelling: /s/ and /z/	
8C	Generalise and be vague			Sound and spelling: /h/ and /w/	Generalising and being vague
8D	Write an email summary of a news story				
Review and extension	More practice		**WORDPOWER** *in/on + noun*		
Unit 9 Entertainment					
Getting started Talk about street entertainers					
9A	Talk about films and TV	The passive	Cinema and TV	Auxiliary verbs in passive sentences	
9B	Give extra information	Defining and non-defining relative clauses	Music; Word-building (nouns)	Relative clauses: pausing; Word stress	
9C	Recommend and respond to recommendations			Showing contrast	Recommending and responding
9D	Write an article				
Review and extension	More practice		**WORDPOWER** *see, look at, watch, hear, listen to*		
Unit 10 Opportunities					
Getting started Talk about different kinds of opportunities					
10A	Talk about new things you would like to do	Second conditional	Sport; Adjectives and prepositions	Sentence stress: *would*	
10B	Talk about imagined past events	Third conditional	Expressions with *do*, *make* and *take*	Sentence stress: *would* and *have*	
10C	Talk about possible problems and reassure someone			Sounding sure and unsure	Talking about possible problems and reassuring someone
10D	Write an email with advice				
Review and extension	More practice		**WORDPOWER** *Easily confused words*		
Communication Plus p.127		**Grammar Focus** p.132		**Vocabulary Focus** p.152	

Listening and Video	Reading	Speaking	Writing
Conversation: a TV programme	Article: *The Toughest Place to be a …*	Advice about living in another country	
Monologue: vending machines in Japan	Blog: *Hungry adventures*	Describing a special meal	
Planning to get married		Asking for and giving recommendations; Sounding interested	Unit Progress Test
Three monologues: special occasions	Reviews of a café	Places to go out	Two reviews Positive and negative language; adverbs
	Web page: *A more personal place to stay*	Describing buildings	
Conversation: comparing life in a town and a city	Five reasons why small towns are better than cities	Talking about where you live	
Meeting the parents		Making offers, requests and asking for permission; Imagining people's feelings	Unit Progress Test
Conversation: a holiday in Florida	Article: *Top five things to do … in and around Miami*; A note	A recent holiday	A note with useful information Offering choices
	Article: *Everyone's a journalist*	A news website	
Conversation: a fake restaurant		Describing experiences using reporting verbs	
Giving good news		Generalising; Being vague	Unit Progress Test
Monologue: a news story	A news story	Air travel	An email about a news story Summarising information
Radio discussion: CGI in films	Article: *Film-making has changed a lot in the last 100 years – or has it … ?*	Recommending a film or TV show	
Three monologues: music experiences	Article: *The three best music festivals you've probably never heard of*	A music experience	
Planning an evening out		Recommending and responding; Asking someone to wait	Unit Progress Test
Two monologues: live music	A blog about staying at home	Live music	An article about a form of entertainment Contrasting ideas; The structure of an article
Conversation: trying new sports		Taking new opportunities	
	Article: *Searching for serendipity*	A past event that made life better	
Making a marriage proposal		Talking about possible problems and reassuring someone; Changing the subject	Unit Progress Test
Monologue: volunteering	A web page about volunteering; Emails giving advice	Volunteering	An email with advice Advising someone a course of action

Audioscripts p.162 **Phonemic symbols and Irregular verbs** p.174

UNIT 1

Talk

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about communication and learning experiences
- talk about different forms of communication
- talk about language learning
- describe experiences in the present
- use appropriate phrases for giving and responding to opinions
- write a guide

UNIT CONTENTS

G GRAMMAR

- Subject and object questions
- Present simple and present continuous

V VOCABULARY

- Communication: *argue, complain, encourage, express feelings, face to face, give a presentation, give opinions, greet, insist, interview, keep in touch, persuade, speak in public, tell a joke*
- Gradable and extreme adjectives: *awful, boiling, brilliant, confident, delicious, enormous, exhausted, fantastic, filthy, freezing, furious, important, impossible, miserable, tiny, useful, useless*
- Wordpower: *be yourself, do it yourself, enjoy yourself, help yourself (to something), hurt yourself, look after yourself, make yourself at home, talk to yourself, teach yourself, tell yourself (something)*

P PRONUNCIATION

- Sound and spelling: /ɪ/ and /iː/
- Sentence stress: gradable and extreme adjectives
- Word groups

C COMMUNICATION SKILLS

- Talking about different forms of communication
- Describing experiences in the present
- Using appropriate phrases for giving and responding to opinions
- Using *me too / me neither*
- Writing a guide

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs or small groups. Ask them to tell each other about five different people they have talked to today and what they talked about. Give an example of your own, e.g. *I phoned a friend and we talked about going out this evening. I talked to a man in the petrol station about the cost of petrol.* Take feedback as a class. If appropriate, the class can vote on who the most talkative student in the class is.

a Ask students to look at the photo and the title of the unit, *Talk*. Give them one minute to think about their answers to questions 1–3. Divide the class into small groups and ask them to talk about the photo. You may wish to ask additional questions, e.g. *How old do you think the boy is?*

Monitor and help as necessary. You may wish to teach vocabulary items that students need to discuss the photo, e.g. *express yourself* (communicate your feelings and opinions clearly), *gesture* (move the body – especially the hands and the head – to communicate something) and *facial expression* (the movement of the face to communicate feelings).

CULTURE NOTE

The photo was taken at a school in Addis Ababa, Ethopia.

b Students discuss the questions in pairs. Take feedback as a class and ask students whether they and their partner have similar or very different answers.

EXTRA ACTIVITY

In pairs or small groups, students talk about how much they talked at school when they were children, e.g. you could ask them how much they talked (or listened) to the teacher, and how much they were allowed to talk to their classmates.

Then, ask students to discuss how much they expect to talk in their English classes now. Do they expect to practise talking a lot with other students, or do they expect to talk mostly to the teacher? Take feedback as a class and collate ideas on the board.

1A Keeping in touch

At the end of this lesson, students will be able to:

- use a lexical set of different kinds of communication correctly
- understand an article about how people of different generations communicate with each other
- ask subject and object questions correctly
- understand a talk about the problems that people from different generations have in communicating with each other
- talk about recent experiences of communicating with different people

OPTIONAL LEAD-IN

Books closed. Write the word *COMMUNICATION* on the board in large letters. Then, to the left of it, write *with words* and to the right, *without words*.

Put students into small groups and give them two minutes to think of different ways of communicating that you could categorise as being *with* or *without* words.

You may wish to give some ideas to help them start (with: *chat*, *shout*, *whisper*; without: *clap*, *wave*, *smile*, *point*).

Take feedback as a class and collate their ideas on the board. Students then work in pairs to discuss when and why people use these different ways of communicating.

1 VOCABULARY Communication

a In pairs, students look at the photos and discuss the questions. Check the answers to question 1 by using the photos to elicit as many of the communication phrases in the box as possible. Nominate a few students to tell the class how their partner answered questions 2 and 3.

Suggested answers

a keeping in touch
b giving a presentation, speaking in public and possibly telling a joke as well
c face to face, interviewing
d face to face, expressing feelings, giving opinions
e keeping in touch

b 1.1 **Pronunciation** Tell students to focus in particular on the underlined vowels. Check the first word, *feelings*, together as an example. Play the recording. Students then check in pairs. Take feedback as a class.

Answers

1 long
2 short
3 long (speaking); short (public)
4 long
5 short (giving); short (opinions)

c 1.2 Play the recording again for students to listen and repeat.

d 1.3–1.4 Students complete the exercises in Vocabulary Focus 1A on SB p.152. Play the recording for students to check their answers to Exercises a and b, and do Exercise c as a class. Monitor Exercise d. Tell students to go back to SB p.8.

Answers (Vocabulary Focus 1A SB p.152)

b 1 don't agree 2 not happy 3 good 4 agree 5 must happen 6 arrive at

c Suggested answers

1 The people are encouraging the athletes.
2 The woman is complaining about the muddy footprints.
3 The neighbours are arguing. / One neighbour is complaining.
4 The father is persuading the baby to eat. / The waiter is greeting the customers.

EXTRA ACTIVITY

Check understanding of the vocabulary by saying the following sentences and asking the class to say which verbs can describe. Use intonation and gestures to help students guess.

I'm really not happy about this. It isn't very good! (= complain)

Come on. Everyone says it's a great film. It'll be really good! (= persuade)

No I didn't! That's rubbish! You should get your facts straight! (= argue)

Hi, how are you? It's nice to see you! (= greet)

Come on! Keep going! You're doing really well! (= encourage)

2 READING

a Elicit the meaning of the word *generation* (all the people of about the same age within a society or a particular family). Tell students to look quickly at the article and pictures on p.9. Ask: *What is the article about?* (the different communication styles of people from different generations).

Give students five minutes to read the article and answer the questions individually. Put students into small groups to discuss their answers. Take feedback as a class.

b Students read the article again and match the quotes with the generations. Check answers as a class. Encourage students to justify their answers with explanations from the article.

Answers

1 b 2 a 3 d 4 c

c Students discuss the question in pairs or small groups. Take feedback as a class.

3 GRAMMAR Subject and object questions

a Individually, students underline the correct words. Check answers as a class.

Answers

a subject b object c object

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

Answers

1 object
2 subject
3 object
4 subject
5 subject
6 object

CAREFUL!

Students often make mistakes with tenses in questions, e.g. ~~*Are you liking it?*~~ (Correct form = ***Do you like*** *it?*), ~~*Do you have a good time?*~~ (Correct form = ***Are you having*** …), ~~*Have I tell you?*~~ (Correct form = *Have I* ***told*** …) and ~~*Did he passed?*~~ (Correct form = *Did he* ***pass*** …).

Students are also likely to forget to use *do* in present simple questions with *why*, e.g. ~~*Why we need computers?*~~ (Correct form = *Why* ***do*** *we need* …), and have problems using *did* + verb in past simple questions, e.g. ~~*How he knew my email address?*~~ (Correct form = *How* ***did he know*** …).

Other typical errors include confusing *how* and *what*, e.g. ~~*How was the weather like?*~~ (Correct form = ***What*** *was the weather like?*) and forgetting to use a question mark.

c 1.5–1.6 Students read the information in Grammar Focus 1A on SB p.132. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students use the correct question forms. Tell students to go back to p.9.

Answers (Grammar Focus 1A SB p.133)

a 1 Why isn't anybody listening to me?
2 Can I ask you a question?
3 Whose book did you borrow?
4 What are you worrying about?
5 Who has eaten my cake?

b 1 What time will you be here?
2 What happened to your leg?
3 What are you listening to?
4 Which speaker gave the best presentation?
5 What's your new friend like? / How's your new friend?

c 2 What damaged the roof? What did the fire damage?
3 Who is afraid of spiders? What is Joanna afraid of?
4 Who told them a joke about elephants? What did his brother tell them a joke about?

LOOT TIP ELICITING

Write the following sentences on the board, one by one, to elicit the correct question forms. Don't put all the questions on the board at once or students may look ahead to the next sentence rather than focus on what you're asking.

1 I gave David a book for his birthday.

2 My sister helped an old lady on the bus.

3 My dad lent me his car this morning.

4 The teacher gave Anna some extra homework.

Point to a different word in each sentence to elicit the correct question, e.g. *I gave David a book for his birthday.* (Point to 'I' to elicit the question: *Who gave David a book for his birthday?* Then point to 'book' to elicit : *What did you give David for his birthday?*)

You may wish to extend this by asking students to individually write similar sentences and then, in pairs, elicit the questions from their partners.

d Individually, students write the questions. Ask different students to read out the completed questions.

Answers

1 Who phoned you yesterday?
2 Who did you email yesterday?
3 What do you and your friends talk about?
4 What makes you and your friends laugh?
5 Which of your friends do you see every day?
6 Which of your friends know(s) you best?

e Read the example with the class. Point out that asking follow-up questions is useful and helps people communicate better. Students do the activity in pairs. When everyone has finished, ask pairs of students across the classroom to ask each other some of the questions.

4 LISTENING

a Say the example opinion in the speech bubble. Ask: *Do you agree? Have you noticed this happening?* Elicit more problems and discuss them as a class.

b 1.7 Play the recording for students to tick the things the speaker mentions.

Answers

1, 3, 5, 7

Audioscript

Four generations – and they all prefer communicating in different ways. There are sure to be misunderstandings and other problems, right? Well, there don't have to be.

OK, so I'm a Millennial – I was born in 1990 – and so being able to connect with people is really important to me. I'm constantly trying to learn, grow and change. And, for me, fast on-screen communication is the best way to do this. I love the way that the internet puts you in touch with all kinds of people you wouldn't meet in everyday life.

Generation X, on the other hand, uses communication to build relationships and develop ideas. This sounds pretty good, but they express their feelings and opinions directly, and aren't afraid to say or write how they feel. My boss is Generation X, and she definitely has an opinion on everything!

And, of course, at home I spend time with Baby Boomers and Veterans. My dad is a typical Baby Boomer. They have a lot in common with Generation X – they can be quite direct about what they think. I don't always agree with his opinions, but I do appreciate his honesty – usually! And Baby Boomers definitely prefer face-to-face communication. My dad's really not very good with emails, social networking or anything like that.

My grandparents are in the generation called Veterans. For them, communication is something that keeps people together and traditions alive. Both Veterans and Baby Boomers take time to talk things over that matter to their job or family, but are not that interested in chatting about personal goals and development.

Understanding these different communication styles is really important for improving our relationships, both at work and at home.

So, for example, one really big difference between us Millennials and the other three generations is that we expect people to tell us – gently – how we're doing. So, I used to get a bit annoyed with my boss for not giving me enough feedback about how things are going at work. But then I realised that other generations don't necessarily notice this difference, so I learnt not to be upset if older people didn't praise me all the time, and I also learnt to ask for help if I needed it.

Similarly, some of us Millennials find it difficult when people criticise us or disagree with us. Generation X and Baby Boomers will tell you clearly if they don't like something. Don't take it personally – although that's often easier said than done!

On a practical level, it can help to use different communication styles with different generations. Pick up the phone, write emails, and make time for face-to-face conversation. When you do, pay attention to your writing style. You might think an informal style is friendly, but to an older person it can seem rude.

Finally, understand that communication differences across generations do exist. So talk about them – with people of all ages. This can open the door to other conversations. You can learn a lot by hearing older people's experiences, and in turn you might be able to teach them about life in the modern world.

c 1.1 Play the recording again for students to listen and answer the questions. They compare answers in pairs. Check answers as a class.

Answers

1 Millennials.
2 Building relationships and developing ideas.
3 Veterans and Baby Boomers.
4 How they're doing.
5 Teaching them about life in the modern world.

d Give students time to read the list and think about their answers. Put them into small groups to talk about their ideas. Take feedback at the end of the activity by asking different students: *Who in your group is good at talking to older people? Who in your group finds it difficult to listen when people criticise them?*

5 SPEAKING

a Give students time to tick the things they've done and make notes.

b Put students into pairs. Tell them to swap books and look at the experiences their partner has ticked. Give them about five minutes to write questions about these experiences. Monitor and help as necessary, making sure the questions are correctly formed.

c Students work in pairs and discuss their experiences. As you monitor, note down examples of correct and incorrect use of question forms and communication vocabulary. You can use your notes for feedback at the end of the lesson or at the beginning of the next lesson. At the end of the activity, ask: *Did you mostly agree or disagree with each other? Whose statements created the most discussion?*

FAST FINISHERS

Ask fast finishers to imagine they have done one of the things they did not tick and to tell their partner about this experience. Ask for examples of these during feedback.

ADDITIONAL MATERIAL

- Workbook 1A
- Photocopiable activities: Grammar p.160, Vocabulary p.165, Pronunciation p.173 and p.174

1B I'm using an app for learning English

At the end of this lesson, students will be able to:

- talk about learning a new language
- understand an article about a language-learning app
- use the present simple and present continuous correctly
- use a lexical set of gradable and extreme adjectives correctly
- talk about their experiences of learning English

OPTIONAL LEAD-IN

Books closed. Put students into three groups: A, B and C. Write these three questions on the board, one for each group.

A *How did people learn a new language 75 years ago without modern technology?*

B *What technology do people use to learn languages today?*

C *What new technology do you think will help people learn languages in the future?*

Make sure students can pronounce *language* /ˈlæŋgwɪdʒ/ and *languages* /ˈlæŋgwɪdʒɪz/ correctly.

Give students a few minutes to answer their question, then ask each group to share their ideas with the rest of the class. Encourage students to listen and add to each other's answers.

1 SPEAKING

a Tell students to look at the group of words on the right. Explain that they are all ways of saying 'hello' in different languages. Ask: *Can you see your language here?* Which languages do you recognise? (Students may recognise *Guten Tag* – German, *Salut* – French, *Bonjour!* – French, *Hallo* – Afrikaans/German, *Ç'kemi* – Albanian, *Ahoj* – Czech/Slovak, *BiTaю* – Ukrainian, *Góðan dag* – Icelandic, *Hoi* – Frisian, *Salud* – Breton, *Bon dia* – Catalan).

In pairs, students discuss the questions. Find out which foreign languages are spoken, and how well.

b Give students a few minutes to complete the sentence. Monitor, giving help where necessary.

c In small groups, students compare ideas. Ask: *Were your ideas about language learning similar or very different?* Encourage the groups to give reasons for their answer.

d Tell students that photos a–d show people using or learning a foreign language. Ask: *What can you see in each photo?* (a someone using a foreign language in a market abroad, b a grammar book, c a language-learning app, d a language classroom). In pairs, students discuss the questions. Check their pronunciation of *advantage(s)* /ədˈvɑːntɪdʒ(ɪz)/ and *disadvantage(s)* /dɪsədˈvɑːntɪdʒ(ɪz)/. Nominate a few pairs to tell the class their answers.

2 READING

a Books closed. Write the following question on the board: *Can you really learn a language in 22 hours?* Ask: *What do you think? Is it possible? How?* Tell students to look at the picture in the article on SB p.12. Ask: *What can you see? What's the connection with language learning?*

Give students two minutes to scan the article and answer the comprehension questions. Explain that they will read the article again more carefully later on. Students compare their answers in pairs. Check answers as a class.

Answers

1 A language-learning app.
2 Because he's trying to learn Lingala.
3 Hundreds of words.

CULTURE NOTES

Memrise.com is an online learning tool where people can learn many different languages. It combines scientific ideas about learning and memory with game-like elements.

Lingala is one of the main languages spoken in the Democratic Republic of Congo and the Republic of Congo. It has borrowed a lot of words from French, especially vocabulary connected with science and technology.

b Give students a few minutes to read the article again and answer the multiple-choice questions. Students compare answers in pairs. Check answers as a class.

Answers

1 b 2 a 3 c 4 b

Refer back to the picture in the article. Were students' guesses about it correct? (It's a 'mem' – a picture to help someone who's learning Lingala to remember the word *motele* for 'engine' by associating an engine with the word *motel*.)

c Individually, students match the words in **bold** in the article with their meanings. Encourage them to look at the context (the words around the vocabulary items in **bold**) to help them understand the meaning. They then compare answers in pairs. Check answers as a class.

Answers

1 making progress 2 translates 3 aim 4 memorised
5 challenge 6 fluent 7 remind 8 repeat

d Students discuss the question in small groups. Take feedback as a class.

EXTRA ACTIVITY

Summarise the advantages and disadvantages of the app.

- advantages: it's fun; it's motivating because you want to get to the next level; you only have to do a bit every day and you make progress
- disadvantages: it only teaches vocabulary; for some people, the process of using and/or creating mems would take too much time and be more confusing than just associating the word with its translation

Refer back to the title of the article. Ask: *Has the writer learnt a language in 22 hours?* (He has learnt a lot of vocabulary, but, as he says, 'I know this won't make me a fluent speaker.') Use this as an opportunity to discuss what learning a language really means: practising reading, writing, listening and speaking skills, functional language/everyday expressions, pronunciation and grammar, as well as vocabulary.

3 GRAMMAR

Present simple and continuous

a In pairs, students match the three present simple sentences with their uses. Check each answer by reading out the uses and asking students to say the correct example sentences.

Answers
1 c 2 a 3 b

b In pairs, students match the three present continuous sentences with their uses. Check each answer by reading out the uses and asking students to say the correct example sentences.

Answers
1 b 2 a 3 c

Ask: *Does the article contain more verbs in the present simple or the present continuous?* (the present simple). Then ask: *Why?* (Because the article is mainly about language-learning in general.)

EXTRA ACTIVITY

Ask students to find more examples of the present continuous in the Memrise article (*I'm using*, *We're trying*, etc.). Point out that the present continuous in *Next month, I'm travelling to a remote area of Central Africa* is used to talk about an arrangement in the future.

CAREFUL!

The most frequent error with the present simple is the omission of the third person -s ending, e.g. ~~*Amy know the answer*~~ (Correct form = *Amy* ***knows*** ...). Students sometimes also inflect the verb wrongly, e.g. ~~*I coming from France*~~ (Correct form = *I* ***come*** ...).

Mistakes with the present continuous include using the present simple, e.g. ~~*I wait for Rajan*~~ (Correct form = ***I'm waiting*** *for* ...) and omitting *be*, e.g. ~~*I going home*~~ (Correct form = *I'**m** going home*).

Spelling errors in present participles are also common, e.g. ~~*writting*~~, ~~*studing*~~, ~~*comming*~~, ~~*seing*~~, ~~*rainning*~~, ~~*shinning*~~, ~~*enjoing*~~ (Correct forms = *writing*, *studying*, *coming*, *seeing*, *raining*, *shining*, *enjoying*).

c Students read the information in Grammar Focus 1B on SB p.132. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.13.

Answers (Grammar Focus 1B SB p.133)
a 3 c 4 d 5 e 6 f 7 h 8 g
b 2 Does it have 3 is/'s learning 4 wants 5 always revises 6 still remembers 7 doesn't sound 8 knows 9 see 10 are you thinking 11 am/'m trying 12 am/'m not making 13 are you learning 14 am/'m going

d Do one or two examples with the class, then put students into pairs. If you think they need extra support, give students time to prepare the questions on paper before they start speaking. Take feedback as a class by asking seven pairs of students to ask each other questions across the classroom.

Answers
1 Do you think you communicate well in your own language?
2 How often do you hear foreign languages where you live?
3 Do you think (that) you have a good memory?
4 What helps you (to) learn English grammar?
5 What are you thinking about right now?
6 Are you preparing for an exam at the moment?
7 Are more people learning languages in your country than before?

e Divide the class into pairs and assign A and B roles. Student As look at the picture on SB p.127 and Student Bs look at the picture on SB p.131. Tell them to describe their pictures and find eight differences. They should not look at each other's pictures. Monitor and listen to their conversations and note down examples of correct and incorrect use of the present simple and continuous. Check answers as a class. Tell them to go back to SB p.13.

Answers
[A] The sun is shining; [B] It's raining.
[A] This week they're studying the Present simple; [B] This week they're studying the Present continuous.
[A] They're going to the Science Museum on Monday 9th July; [B] They're going to the Science Museum on Monday 9th June.
[A] A man is talking to a woman on his right; [B] A man is talking to a woman on his left.
[A] A male student is thirsty (he's thinking about a glass of water); [B] A male student is hungry (he's thinking about pizza).
[A] The teacher is wearing a blue top and a white skirt; [B] The teacher is wearing a white top and a blue skirt.
[A] A student's phone is ringing in a bag; [B] The phone isn't ringing.
[A] A student is wearing a T-shirt that says 'I [love] New York'; [B] A student is wearing a T-shirt that says 'I [love] Paris'.

FAST FINISHERS

Ask fast finishers to write six sentences about themselves using the present simple and continuous. Some sentences should be true, but at least two should be false. In groups, students take turns to read their sentences aloud, and the others try to guess which sentences are true.

4 VOCABULARY

Gradable and extreme adjectives

a 1.10 Tell students that they are going to hear four people talking about their feelings and opinions. Play the recording for students to underline the correct words. Check answers as a class.

> **Answers**
> 1 very 2 doesn't like 3 very 4 will

> **Audioscript**
>
> **1**
> **A** Are you OK, James?
> **B** No, I'm not. I'm absolutely exhausted! I've been speaking Spanish all day!
>
> **2**
> **C** Hi, Linda. Are you learning Russian?
> **D** I'm trying to, but this book's useless! It teaches you how to say 'my uncle's black trousers', but not how to say 'hello'!
>
> **3**
> **E** Hey, guess what? I've just read about this girl and she's only 10 but she's fluent in several different languages.
> **F** That's fantastic. I can only speak one language – English.
>
> **4**
> **G** Listen, Olivier: *squirrel*.
> **H** *Squi…Squill…* It's impossible! I'll never get it right!
> **G** No, it's not impossible, just difficult. You need to practise. Try again. Listen: *Squirrel*.
> **H** *Squi…rrel…*
> **G** Well done!

b 1.10 Individually, students complete the sentences with the words in the box. Play the recording again for students to listen and check. Check answers as a class. Ask: *Does the speaker's voice move up and down a little or a lot in these sentences?* (a lot, because the speakers are expressing strong feelings).

> **Answers**
> 1 exhausted 2 useless 3 fantastic 4 impossible

> **LANGUAGE NOTE**
>
> In English, we use intonation more when we want to express strong feelings and opinions. If we do not use intonation, but speak with a flat monotone, then it might sound like we have no feelings about what we are saying.
>
> With something like *I'm absolutely exhausted*, we would use a wider pitch range and we would also place a strong stress on *absolutely*.

c Students read the information about gradable and extreme adjectives. Give them a couple of minutes to complete the sentences and compare answers in pairs. Do not check answers as a class at this point.

d 1.11 **Pronunciation** Play the recording for students to check their answers.

> **Answers**
> 1 very 2 absolutely 3 very 4 absolutely
> 5 absolutely 6 very

Discuss the questions as a class.

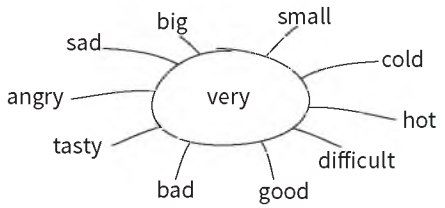
> **Answers**
> 1 In sentences with *very*, the word *very* is stressed. In sentences with *absolutely*, both *absolutely* and the following adjective are usually stressed.
> 2 We usually stress extreme adjectives.

e 1.11 Play the recording again for students to listen and repeat.

> **TIP DRILLING**
>
> Give students very controlled practice with this drill. Encourage them to use appropriate intonation to express some feeling behind the phrases.
>
> *very tired* ➜ *absolutely exhausted*
> *very small* ➜ *absolutely tiny*
> *very difficult* ➜ *absolutely impossible*
> *very big* ➜ *absolutely enormous*
> *very cold* ➜ *absolutely freezing*

f 1.12–1.13 Students complete the exercises in Vocabulary Focus 1B on SB p.153. Play the recording for students to do Exercise a. After students do Exercise b play the recording for them to check their answers. Monitor Exercises c and d. Tell students to go back to SB p.13.

> **Answers (Vocabulary Focus 1B SB p.153)**
> **a** awful boiling brilliant delicious enormous filthy freezing furious miserable tiny
> **b** 1 enormous 2 boiling 3 miserable 4 brilliant 5 awful 6 furious 7 tiny 8 freezing 9 filthy 10 delicious
> **c** Students' own answers
> **d** **Suggested answers**
> 1 The traffic is awful; the driver is furious.
> 2 The man is freezing. 3 The pizza is enormous; it looks delicious. 4 The dog is tiny.

> **EXTRA ACTIVITY**
>
> Books closed. Draw this diagram on the board.
>
> 
>
>
> In pairs, students take turns to test each other's recall of the extreme adjectives, e.g. *A Very cold. B Freezing.*

5 SPEAKING

a Elicit the meaning of *native speakers* (people who speak English as their first language). Working in pairs, students use the questions to interview each other. Monitor and help as necessary. Note down examples of correct and incorrect use of the present simple and present continuous and gradable and extreme adjectives. Give feedback at the end of the lesson or at the beginning of the next lesson.

b Ask students to report back to the whole class on what they learnt about their partner.

> **ADDITIONAL MATERIAL**
>
> - Workbook 1B
> - Photocopiable activities: Grammar p.160, Vocabulary p.165, Pronunciation p.174

1C Everyday English
Well, if you ask me …

At the end of this lesson, students will be able to:

- understand informal conversations in which people give and respond to opinions
- use appropriate phrases for giving and responding to opinions
- identify pauses in word groups
- use *me too / me neither* for agreeing with positive and negative statements
- give and respond to opinions in informal conversations

OPTIONAL LEAD-IN

Books closed. Write the following question on the board: *How do we meet new people?* Ask students to call out different ideas. Write their answers in a list (possible answers: at school or college, at work, through friends, through family, online, on public transport).

Put students into small groups to discuss the advantages and disadvantages of each way of meeting new people, then ask each group to share one or two opinions with the rest of the class.

1 LISTENING

a Pre-teach *make a good first impression (on someone)* (someone has a good opinion of you the first time they meet you) and *get to know someone* (spend time with someone and gradually learn more about him/her). Students discuss the questions in pairs. Take feedback as a class.

b Tell students to look at the photo at the top of the page and answer the question.

c 1.14 Play Part 1 of the video or audio recording and check the answer as a class. Ask: *Did Rachel make a good first impression on Becky?* (no).

Answer
The customer is buying flowers.

Video/Audioscript (Part 1)

RACHEL Really? Oh, no … the bookshop?! What? Are you sure? Oh, thanks for letting me know. Yes, see you soon, Jo. Bye.
BECKY Excuse me?
R Oh, sorry! I thought you were just looking.
B Um, I want something for a friend's wife. I'm going there for dinner.
R OK. What sort of flowers does she like?
B Oh, I don't know. I haven't met her yet.
R Right, well, in my opinion, roses are always a good option.
B Um, aren't they a bit romantic?
R Yes, I know what you mean. I guess something like tulips might be better.
B Yes, they're lovely. How much are they? … How much are the tulips?
R Oh, they're … sorry.
B It's OK. I'll try somewhere else. Thank you.
R Hello? Yes. Yes, it is.

d 1.14 Give students a minute to read the questions, then play Part 1 again. Put students into pairs to compare answers, then check as a class.

Answers
1 going to someone's house
2 they're too romantic
3 likes
4 buy flowers in another shop

e Tell students to look at the photo and answer the questions. Elicit ideas, but do not confirm answers at this point.

f Play Part 2 of the video or audio recording for students to check.

Answers
1 They're at home in their flat.
2 They're cooking and laying the table for dinner.

Video/Audioscript (Part 2)

MARK Rachel? You OK?
RACHEL Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florist's.
M The bookshop on the corner? I didn't know they'd sold it.
R Me neither. What am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.
M Yeah. Was Jo sure about this?
R I don't know. She seemed pretty certain.
M Well, if you ask me, it's not worth worrying about until we know for sure.
R I know, but I can't help it – it's on my mind. I was even rude to a customer today.
M Really? That's not like you. What happened?
R Well, I wasn't exactly rude, just not very helpful.
M Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!
R Me too!
M Anyway, Tom and Becky will be here in a minute. I think we should check on the food.
R Yes. I don't want anything else to go wrong today. So, what's Becky like?
M That'll be them now!

VOCABULARY SUPPORT

florist's – a shop that sells cut flowers and plants for inside the house

g 1.15 Give students a minute to read the questions, then play Part 2 again. Put students into pairs to compare answers, then check as a class. Ask: *Which customer is Rachel talking about?* (Becky, who we saw in Part 1).

Answers
1 It's going to be another florist's.
2 It will be even harder for her to make money.
3 Don't worry about it until you're sure.
4 She was rude to a customer.

2 USEFUL LANGUAGE Giving and responding to opinions

a 1.16 Play the recording for students to complete the sentences. Check answers as a class. You may wish to play the recording again for students to listen and repeat.

Answers
1 opinion
2 guess
3 think
4 ask

b In pairs, students order the words in each phrase. Check answers as a class. Model the phrases and ask students to repeat them, making sure the correct words or syllables are stressed.

Answers
(stressed words/syllables are underlined)
1 It seems to me that
2 As far as I'm concerned

EXTRA ACTIVITY
Ask students to practise the more formal phrases in 2b by using them to replace the opinion phrases in 2a (*Well, as far as I'm concerned, roses are always a good option. It seems to me that something like tulips might be better,* etc.).

c Put students into pairs to do the task. Check answers as a class.

Answers
1 D 2 A 3 D 4 A 5 D

LANGUAGE NOTE
Point out that each phrase in 2c has one word which is stressed more than the others.

I know what you mean, but …
I know exactly what you mean.
I'm not so sure about that.
That's right.
I see where you're coming from, but…

d Students work individually to tick or change the sentences. Monitor and help if necessary.

e In small groups, students discuss their opinions from 2d. Monitor to check they are using the language of giving and responding to opinions correctly.

FAST FINISHERS
Ask fast finishers to prepare more statements of opinion for other students to agree or disagree with.

3 PRONUNCIATION Word groups

a 1.17 Tell the class they're going to learn about when and when not to pause (stop for a short time) when speaking English. Write the two sentences from the exercise on the board. Play the recording. Check that students know where the speaker pauses (after *worried*) and mark the pause with //.

Answer
I'm really worried. // Jo phoned today with some bad news.

b 1.18 Write the sentence on the board. Play the recording and ask: *Does the speaker pause?* Check the answer as a class.

Answer
No, the speaker doesn't pause.

c Put students into pairs and give them a couple of minutes to complete the task.

d 1.19 Play the recording for students to listen and check. Check answers as a class. You may wish to put students into pairs to practise reading the conversation, focusing on when and when not to pause.

Answers
Rachel Oh, // I'm sorry, love. // I'm just a bit worried. // Jo phoned today and said that the old bookshop is going to be turned into another florist's.
Mark The bookshop on the corner? // I didn't know they'd sold it.
R Me neither. // But what am I going to do? // It's hard enough already to make money, // but I think it's going to be impossible with another florist's in the same street.

4 CONVERSATION SKILLS Using *me too / me neither*

a 1.20 Play the recording for students to listen and underline the correct words. Check answers as a class by asking four students to read out the exchanges. Read through the rules with the class.

Answers
1 neither 2 too

b Put students into pairs to complete the exchanges. Check answers as a class. Ask students to practise reading the exchanges. Point out that *neither* can be pronounced in two ways: /ˈnaɪðə/ or /ˈniːðə/.

Answers
1 Me too.
2 Me neither.
3 Me neither.
4 Me too.
5 Me neither.
6 Me too.

FAST FINISHERS
Ask fast finishers to write two more positive and and two more negative sentences for their classmates to respond to.

5 LISTENING

a Tell students to look at the photo. Put them into pairs to discuss the questions. Elicit ideas, but don't confirm answers at this point.

b 1.21 Play Part 3 of the video or audio recording for students to check if their guesses were correct.

Video/Audioscript (Part 3)

MARK Hi! Come in! Hello. Come on in. Rachel, this is Tom and Becky.
TOM Hello, Rachel. Good to meet you.
RACHEL Hi, Tom.
BECKY Hi, Rachel. I think we've met before!
R I'm so sorry about earlier! I had something on my mind.
B Don't worry. Um, I was going to bring you some flowers, but I couldn't get any!
R Thank you.

c Students discuss the questions in pairs or small groups. Take feedback as a class.

6 SPEAKING

a Give students a few minutes to think of examples individually. Encourage them to use expressions from 2a and 2b for giving their opinion (*Well, in my opinion, It seems to me that,* etc.). Monitor and help where necessary.

LOOK TIP MONITORING

Monitoring during a task like this, where students are working individually, is a good opportunity to give additional help to those students who are weaker than the rest of the class, without drawing attention to them. You can help with ideas and structuring their sentences. Be careful not to do the work for them but ask questions to help. It is also an opportunity to stretch the stronger members of the group by encouraging them to use a range of vocabulary and structures. Make sure that every student has at least one good idea for each point before they go into the discussion phase.

b Students discuss their ideas in small groups. Take feedback as a class. Ask: *Did you mostly agree or disagree with each other? Whose statements created the most discussion?*

Finish the lesson by asking a few students to read out a statement for other students to agree or disagree with.

ADDITIONAL MATERIAL

- Workbook 1C
- Unit Progress Test
- Personalised online practice

1D Skills for Writing
Different ways of learning

At the end of this lesson, students will be able to:

- understand a conversation in which people talk about different ways of learning vocabulary
- understand an article in which different learning styles are outlined and discussed
- use phrases for introducing a purpose in writing
- use pronouns to refer to previously mentioned ideas
- write a guide about how to learn a new skill

OPTIONAL LEAD-IN

Books closed. Tell students they are going to do a short vocabulary quiz. Ask them to write down the answers.

1 *The name given to the generation born between 1945 and 1957.*
2 *An extreme adjective which means 'very, very dirty'.*
3 *A word which means 'something difficult which tests your ability'.*

Check answers as a class (1 Baby Boomers 2 filthy 3 challenge).

Students compare results in pairs. Ask: *Did anyone get all three answers correct? How did you learn these vocabulary items? Were some easier than others to remember? Why?*

Tell students they are going to think about different ways of learning vocabulary in this lesson.

1 SPEAKING AND LISTENING

a Tell students to look at the photos in which two people, Maria and Gilberto, are learning vocabulary in different ways. In pairs, students discuss the question. Take feedback as a class.

b 1.22 Play the recording for students to listen and answer the question. Find out which students are more like Maria and which are more like Gilberto.

Audioscript

MARIA How's your revision going?
GILBERTO Not so good. I think I can remember most of the grammar, but remembering vocabulary's a bit harder, for me anyway.
M Yes, there are a lot of words to remember.
G What about you?
M For me, it is probably the opposite – I find the grammar hard to get my head around, but the vocabulary is a lot easier. I've been testing myself at home and it's OK.
G How do you manage to remember all the words, though? What's your secret?
M Well, it's no secret! I have this kind of system for learning words that seems to make it easy ...
G OK, what?
M Well, when I get home from class, I record all the new words I've learnt onto my phone. And then I might do something like go for a run, and I listen to them when I'm running. And I make up these sentences with the words and say them to myself.
G As you're running?
M Yes, as I'm running – I just say the sentences quietly to myself.
G Do you remember what the words mean?
M Most of the time. If I forget, I check in my notebook when I get home from my run. And sometimes I play the words and write them down. I think the most important thing is to keep repeating them. I don't know why, but remembering the sounds of the words is important for me. Like, last week I learnt the word 'shine' – you know, like 'the sun is shining'. And that 'sh' sound at the beginning of the word makes me think of light that's getting brighter and brighter.
G Interesting. But I don't know if it would work for me. I need to see things written down. I need to look at the word.
M Right – my sister's like that too. She uses vocabulary cards. Have you tried that?
G No. How does that work?
M She has these small cards and writes all the new words on a card with a picture, or a definition and an example – sometimes a translation too. It worked really well ... for a while.
G For a while? Why? What happened?
M She left all the cards on a train.
G Oh, yes. That's probably what I would do!
M I felt so sorry for her – after all that work.
G It sounds like a good idea, but it sounds like you have to be quite organised to have a card system.
M Yes, that's true.
G And, to be honest, I think I'm maybe too lazy to write all those cards and keep them with me wherever I go!

c 1.23 Give students time to read the three comprehension questions. Make sure they understand the word *system* (a method or way of doing something). Play the recording again and check answers as a class. Ask: *Have you tried either of the systems that Maria and Gilberto talked about? Would you like to? Why / Why not?*

Answers

1 She records words on her phone, then listens to them while she's running and puts them into sentences.
2 She writes words on cards and adds a picture or a definition, an example and sometimes a translation, too.
3 No, because he needs to see things written down, but he thinks he's too lazy to write word cards.

d Give students a couple of minutes to read the descriptions. Check answers as a class.

Answers

Maria is an auditory and kinaesthetic learner. Gilberto (and Maria's sister) are visual learners.

e Put students into pairs for this speaking task. Ask for a show of hands from the visual learners, the auditory learners, kinaesthetic learners and those who prefer a mix of different styles.

2 READING

a Students read the article about learning styles quickly and answer the questions. Check answers as a class.

Answers

1 The article mentions Maria's idea about moving around while learning.
2 The article is more about remembering new information.

VOCABULARY SUPPORT

highlight (B2) – draw attention to

image (B2) – picture

podcast – an audio file that is a radio show or part of a radio show which you can download and listen to on your phone or computer

b Give students about five minutes to read the article again and make notes on the key study techniques for each learning style. They then check in pairs. Check answers as a class. Ask: *Which of these study techniques do you already use? Which do you think you will use in the future?*

Answers
Visual learners: study in a quiet place; think of an image in their head; draw diagrams
Auditory learners: go to lectures; read their notes aloud; use the new words when you talk to people; listen to podcasts
Kinaesthetic learners: move around; touch things, take regular breaks and go for walks

3 WRITING SKILLS Introducing a purpose; referring pronouns

a Students work individually. Check answers as a class. Point out that we can use *to* and *in order to* when we introduce the purpose at the beginning of the sentence or at the end, but we usually use *so* when we introduce the purpose at the end of the sentence.

Answers
1 In order to 2 so 3 To

b Students work individually. Check answers as a class.

Answers
It helps to study in a quiet place so that you can concentrate.
... make a diagram to highlight different points.
In order to learn new information, you need to be doing something.
To study effectively, you need to experiment and find the most suitable method.

EXTRA ACTIVITY

Ask individual students *Why*-questions for them to answer with *so (that)* or *to*, e.g.

Teacher: Paolo, why have you got different coloured pens on your desk?
Paolo: So I can make notes in different colours.
Teacher: Marie, I saw you in the library yesterday. Why did you go there?
Marie: To do my homework.

c Students work individually, then compare answers in pairs. Check answers by asking different students to read out their sentences.

Answers
1 I write the new words in the vocabulary notebook to/in order to remember them. / I write the new words in the vocabulary notebook so (that) I remember them.
2 To/In order to practise pronunciation, I record myself saying words on my phone.
3 I write grammar rules on a piece of paper so (that) I understand them better. / I write grammar rules on a piece of paper to/in order to understand them better.

d Students work individually. Check answers as a class. Ask: *Why are referring pronouns useful?* (because you don't have to repeat words or whole phrases).

Answers
a ideas already mentioned
b a complete idea
c a noun

4 WRITING A guide

a Individually, students make notes for their guides. Monitor and make sure everyone has a topic they feel confident enough to write about.

b If you're short of time, students can write their guides for homework and bring them to the next class.

FAST FINISHERS

Ask fast finishers to choose another skill they know how to do well and write a list of *Dos* and *Don'ts* for people who want to learn it. Check these during feedback and ask them to give their reasons for saying *Do* or *Don't*.

c Put students into pairs, and ask them to swap guides. Ask different students to say how easy they think it would be to learn their partner's skill. Mention some of the skills that the students have written about and say which you would like to learn.

REVIEW AND REFLECT

Give students three minutes to write down some of the new language they know now that they didn't know before they started the unit. This could be new words, phrases, structures, etc. They then compare their lists with a partner. Ask for examples during feedback.

ADDITIONAL MATERIAL

Workbook 1D

UNIT 1
Review and extension

1 GRAMMAR

a Individually, students complete the questions. Check answers as a class. Put students into pairs to ask and answer the questions.

Answers
2 woke you up 3 do you talk to 4 did you read
5 has/'s made you laugh 6 speaks to you 7 do you know
8 work best for you

EXTRA ACTIVITY
Get students to change some of the key words in the questions, e.g. *What woke you up yesterday?*
Who do you talk to once or twice a year?
What did you eat yesterday?
Then put students into different pairs so that they can ask and answer their new questions with a different partner.

b Students work in pairs. Ask them to find the incorrect sentences and correct the verb forms that are wrong. Check answers as a class.

Answers
1 ✓
2 Do you agree?
3 I hardly ever write letters.
4 What are you thinking about?
5 ✓
6 ✓
7 Carrie isn't working this week because she's ill.
8 ✓

2 VOCABULARY

a Individually, students complete the sentences, then compare answers in pairs. Check answers as a class by asking different students to read out the completed sentences.

Answers
1 complain 2 keep 3 tell 4 give 5 express 6 persuade
7 speak 8 argue

b Students match the adjectives, then compare answers in pairs. Check answers as a class.

Answers
1 enormous 2 filthy 3 tiny 4 freezing 5 exhausted
6 furious 7 awful 8 brilliant

EXTRA ACTIVITY
In pairs, students take turns to test each other on the extreme adjectives (one student closes their book and the other reads out the gradable adjectives).

3 WORDPOWER *yourself*

a Tell students that *yourself* is a reflexive pronoun. Explain that they're going to learn and practise some everyday phrases with *yourself*. Individually, students match the sentence beginnings with their endings. They then check answers in pairs.

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

b Give students time to think about the rule, then check the answer as a class.

Answer
the same as

LANGUAGE NOTE
We can use reflexive pronouns after dependent prepositions, but not after prepositions of place:
You have to rely on yourself (NOT ~~*You have to rely on you.*~~)
You should hold the flowers behind you! (NOT ~~*You should hold the flowers behind yourself!*~~)

c Individually, students underline the correct words then compare answers in pairs. Check answers as a class.

Answers
1 teach 2 do it 3 help 4 Be 5 at 6 tell

d Individually, students complete the questions. Check answers as a class.

Answers
1 taught yourself
2 look after yourself
3 hurt yourself
4 talk to yourself
5 enjoying yourself

e Put students into pairs to ask and answer the questions in 3d. Monitor, but don't interrupt unless students make mistakes with *yourself*. Ask different students to report back on what their partner told them.

FAST FINISHERS
Pairs who finish early can write short conversations containing phrases with *yourself*, e.g.
A *Where are you going?*
B *Ice-skating.*
A *Oh. Enjoy yourself! Don't hurt yourself!*
B *I'll try not to!*
They can act out their conversations to the rest of the class at the end of the lesson.

Photocopiable activities: Wordpower p.171

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 2 Modern life

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- **understand texts and conversations about interviews, work skills and technology**
- **talk about job interviews, work and training**
- **talk about the use of modern technology, particularly apps**
- **talk about experiences and past activities**
- **use appropriate phrases to make and respond to suggestions**
- **write an email giving news**

UNIT CONTENTS

G GRAMMAR

- Present perfect simple and past simple
- Present perfect simple and present perfect continuous

V VOCABULARY

- Work: *apply for, business contacts, candidate, career, CV, employee, employer, grades, in charge of, knowledge, practical skills, problem-solving skills, team*
- Technology: *app, browse, browser, button, click on, connect to, delete, device, download, icon, install, password, press send, share, text message, turn on, turn off, upload, username*
- Wordpower: *look* + adjective, *look after, look around, look at, look for, look forward to, look out, look something up*

P PRONUNCIATION

- Present perfect and past simple: *I've worked / I worked*
- Sentence stress: main verb / auxiliary verb
- Sentence stress

C COMMUNICATION SKILLS

- Talking about experiences of work and training
- Talking about technology
- Using appropriate phrases for making and responding to suggestions
- Sounding sympathetic or pleased
- Writing an email giving news

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think of a place they have worked in. If they haven't worked yet, this could be a school/college room or home office. They should tell their partner about their workplace and find out as many differences as they can between the two places. Elicit from the class what topics they could discuss, e.g. size, equipment, number of people, atmosphere, facilities, etc. Take feedback as a class and ask for any differences they discovered. Find out which student has worked in the most modern or most traditional workplace.

a Tell students to look at the photo and the title of the unit and ask them where they think the woman is. Elicit students' ideas, then play the recording for them to listen and check.

Answers and audioscript

I've just started a new job, and the best thing about it is the office building. It's really modern – bright and colourful. We all work in the same room in the main part of the building, but they've created a lot of small spaces for us to go and think by ourselves. I really like being able to go and read quietly when I need to.

CULTURE NOTE

The photograph shows a woman sitting in an integrated lounge area inside the wall of a modern office. There has been a big move away from traditional, small, isolated office spaces in recent years to create relaxing and inspirational work environments that encourage productivity and creativity. One film company equipped their offices with table-tennis tables and encouraged their employees to travel around the buildings on roller blades. Other companies have slides for employees to get from floor to floor, and even floors made of whiteboards where people can write their ideas. In another company, workers can use bicycles to move round the building, bring their dogs to work, and play a piano.

b Put students into pairs to discuss the questions, then nominate a few pairs to share their answers as a class.

EXTRA ACTIVITY

In pairs or small groups, students design an 'extreme' working environment that we might see in the future. They should imagine that they have no money limit. They should think about fun aspects as well as functional ones. Ask for ideas and descriptions during feedback and ask the class to vote on the best design.

2A They've just offered me the job

At the end of this lesson, students will be able to:

- understand a text about job interview experiences
- use a lexical set of work-related words correctly
- use the present perfect simple and past simple to talk about experiences or past events
- understand a discussion in which people talk about what employers want from job candidates
- talk about work and training experiences

OPTIONAL LEAD-IN

Books closed. Put students into small groups and give them a few minutes to think of 4–6 questions that people are often asked at job interviews. Monitor and help as necessary. Possible questions could include the following:

– *Why do you want this job?*
– *Why did you leave your last job?*
– *What are your best points?*
– *What are your weak points?*
– *What did you do in your last job?*
– *Have you ever made a mistake at work? How did you sort it out?*

Ask: *Which questions do you think are the easiest/most difficult to answer? Why?* Discuss the question as a class.

1 READING

a Tell students to look at the photo. Ask: *What's happening? How do you think the people are feeling?* Tell students to look at the title of the article: *Not the best interview I've ever had!* Ask: *Do you think the article will be serious or funny? Why?*

Put students into pairs or small groups to discuss the questions. Check answers as a class. If any students do have 'bad interview' experiences, ask one or two to be shared with the whole class.

b Give students two minutes to read the job interview stories and see who got the job. Check answers as a class.

Answer
Ellie and Laura got the job, but Andy and Dan didn't.

c Give students a few minutes to read the article again and match stories a–d with the headings. They then check in pairs. Take feedback as a class.

Answers
1 a 2 c 3 d 4 b

d Put students into pairs to discuss the questions. Point out that they should only share stories they feel comfortable talking about.

EXTRA ACTIVITY

Write the following questions on the board:

– *Have you ever done something wrong because you didn't understand an instruction correctly?*
– *Have you ever phoned someone at a bad time?*
– *Have you ever sent a message or email to the wrong person?*
– *Have you ever said that you could do something, but actually you couldn't?*

Put students into small groups to discuss the questions.

2 VOCABULARY Work

a Put students into pairs to look at the photos and match them with the sentences. Take feedback as a class.

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

VOCABULARY SUPPORT

practical (B2) – relating to experience, real situations, or actions, rather than ideas or imagination

b Individually, students match the vocabulary from 2a with the meanings, then check answers in pairs. Take feedback as a whole class by reading out the meanings and getting the students to say the words. Make sure they can pronounce the words correctly. Draw students' attention to the /ɪ/ sound in knowledge /ˈnɒlɪdʒ/ and business /ˈbɪznɪs/ and the different stress patterns in *employer* and *employee*.

Answers
1 career 2 business contacts 3 applied for 4 employees
5 grades 6 knowledge 7 candidates 8 in charge of
9 employers 10 CV

c Pre-teach *problem-solving* (the process of finding solutions to problems) and *attitude* (a feeling or opinion about something or someone). Individually, students read through the list and make their choices. Put students in pairs to discuss their choices. Then, put them into pairs with other pairs to form bigger groups and discuss their ideas.

Take feedback as a class. Ask: *Which four qualities are most important?* Students may say: *It depends on the job.* If so, ask what two or three things managers would probably look for in people applying for each of these jobs: nurse, website designer, salesperson, taxi driver, secretary.

3 GRAMMAR Present perfect simple and past simple

a Individually, students answer the question. Take feedback as a class.

Answers
1 present perfect 2 present perfect 3 past simple
4 present perfect

b Individually, students complete the rules. Take feedback as a class.

Answers
1 present perfect 2 present perfect 3 past simple

CAREFUL!

Students are likely to have difficulties choosing between the present perfect and past simple, e.g. ~~*I already ate*~~ (Correct form = *I'**ve** already **eaten** …*), and ~~*He's seen the photos yesterday*~~ (Correct form = *He **saw** …*). Students may also use the present simple instead of the present perfect, e.g. ~~*I live here since 1995*~~ (Correct form = *I'**ve lived** …*).

Another problem with the past simple is making an incorrect verb choice. Typical confusions include: *came/went, said/told, felt/fell, made/did* and *got/went*, e.g. ~~*He felt in the river*~~ (Correct form = *He **fell** …*). Also, students at this level commonly make spelling errors with past forms, e.g. ~~*bougth*~~, ~~*choosen*~~, ~~*cryed*~~, ~~*complaint*~~, ~~*happend*~~, ~~*heared*~~, ~~*payed*~~, ~~*teached*~~ (Correct forms = *bought, chose, cried, complained, happened, heard, paid, taught*).

c 1.24 **Pronunciation** Give students time to read the task. Play the recording. Take feedback as a class.

Answers
1 b 2 a

d 1.25 Put students into pairs to practise saying the four sentences in 3c.

LOOK TIP DRILLING

Use this prompt drill to give students some controlled practice of saying present perfect simple and past simple sentences. Demonstrate how the drill works by saying the prompts *apply for a job* and *just* and asking students to repeat. Then say the full sentence: *I've just applied for a job.* Ask students to repeat. Next, just say the prompts and ask students to respond with a full sentence.

apply for a job / just → *I've just applied for a job.*
never → *I've never applied for a job.*
two weeks ago → *I applied for a job two weeks ago.*

write my CV / just → *I've just written my CV*
three times → *I've written my CV three times.*
last week → *I wrote my CV last week.*

have an interview / never → *I've never had an interview.*
just → *I've just had an interview.*
yesterday → *I had an interview yesterday.*

Repeat the prompt drill two or three times until students can produce the target sentences confidently.

e 1.26–1.28 Students read the information in Grammar Focus 2A on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students choose correctly between the past simple and the present perfect simple. Tell students to go back to SB p.21.

Answers (Grammar Focus 2A SB p.135)
a 2 ~~haven't been~~ didn't go 3 ~~I've done it yet~~ I've already done it 4 ~~hasn't never~~ has never 5 ~~I've been~~ I was 6 ~~She's told~~ She told 7 ~~I've started~~ I started
b 2 haven't read 3 've/have had 4 've/have never worked 5 've/have worked 6 've/have done 7 worked 8 was 9 has changed 10 told 11 was 12 applied 13 've/have just emailed 14 Have you accepted

EXTRA ACTIVITY

Write these present perfect simple statements on the board:

1 *Look what I've just bought!*
2 *I've just had a job interview.*
3 *I've lost my phone!*
4 *I've just installed a really good new app.*

Put students into pairs and give them a couple of minutes to think of follow-up questions to each statement. Take feedback as a class and write any good questions on the board (e.g. 1 How much was it? Where did you get it? 2 How did it go? What did they ask? 3 Where did you have it last? 4 What does it do? Did you have to pay for it?)

Put students into pairs. Tell them to choose one or two of the ideas on the board and develop them into longer conversations. Nominate a few pairs to act out their conversations for the class.

f Individually, students complete the sentences. Take feedback as a class.

Answers
1 've/have never had 2 forgot 3 've/have been, was 4 got 5 've/have studied 6 've/have always been 7 've/have already worked 8 knew

g Give students a few minutes to think about which sentences are true for them and which they need to change. Put students into pairs to discuss their answers. Monitor to see if they are using the present perfect simple and past simple correctly.

FAST FINISHERS

Fast finishers can prepare and ask each other questions about work and studies using *Have you ever …?*. You may wish to give them these verbs/phrases to use: *study, learn how to, fail, apply for, write, speak, make a big mistake, earn.*

4 LISTENING

a Put students into pairs to think of reasons, then put them into small groups to compare ideas. Take feedback as a class.

b Tell students that they are going to hear the beginning of a radio interview about getting a job and give them time to read questions 1 and 2. Play the recording for students to listen and answer the questions.

Answers
1 Students' own answers
2 likeability (the ability to work well with people)

Audioscript
You've got good grades and you've been to lots of interviews, but no one's offered you a job yet. Why? Is it because your knowledge and practical skills aren't right for the job?
Well, according to one careers expert, Nancy Maynard, it's probably because you just haven't got the 'likeability' factor. Likeability is the ability to work well with people. It isn't something you can learn easily at school, but employers want it and they're quick to see it in candidates at interview. Without likeability, Maynard believes, good grades and practical skills are worth very little. In the first 18 months in a job, most of an employee's success is linked to their likeability, not to how well he or she does the job. Likeability is much more important than other abilities, and anyone who's looking for a job should be trying their hardest to improve their own by spending time with other people.

Advice for job hunters goes like this: apply for the jobs that you want, even if you haven't got the right qualifications. If you get an interview, then impress the interviewers with your 'soft skills'. Soft skills are your personal skills – your friendly personality, your positive attitude to work, your ability to communicate with people and your problem-solving skills. It's simple.
Or is it? Is likeability really more important than knowledge and experience? We took to the streets and asked some people for their opinions.

VOCABULARY SUPPORT

job hunter – someone who is trying to find a job

c 1.29 Play the recording again for students to complete the sentences. Take feedback as a class.

Answers
1 work well 2 18 months 3 other people 4 qualifications 5 impress

CULTURE NOTE

The term 'soft skills' is relatively new. It is used to describe the positive personal characteristics and habits which employers often look for in people (as opposed to 'hard skills' like qualifications and practical professional skills). Soft skills include qualities like confidence, honesty, flexibility, optimism, politeness, punctuality, friendliness and the ability to see things from other people's point of view. People with good soft skills can communicate clearly, think creatively, solve problems, teach other people, and learn from other people or from their own mistakes. They can follow instructions, but can also use their initiative and take action without being told what to do.

d 1.30 Tell students that they are going to hear five speakers commenting on likeability and other soft skills. Give them time to read the task, then play the recording for students to answer the questions. Take feedback as a class.

Answers
1 A 2 A 3 D 4 A 5 D

Audioscript

SPEAKER 1: People don't realise how important likeability is because employers don't like to talk about it, so they usually give other reasons for not offering someone a job. But let's be honest, if you're paying someone to do a job, you want them to work well with the people around them.

SPEAKER 2: Yes, soft skills and likeability are much more important than specific job skills – like being able to use a computer – for the employer and for yourself too. There's no such thing as 'a job for life' any more. Develop your soft skills – be good at working with other people – and you'll always be able to get work.

SPEAKER 3: I've been a doctor since I graduated from medical school. I've worked at this hospital for 18 years. My practical skills and my knowledge are all that matters. Without those, I couldn't do my job. I listen to my patients, but I certainly don't believe that I need to be charming and sociable all the time. I've never believed that.

SPEAKER 4: I'm afraid it's true and it makes me angry. I'm 23 and I haven't worked since I left college. The only way to develop soft skills is to work with people, but the only way to get work is to have soft skills. It's a no-win situation.

SPEAKER 5: When people talk like this, it makes education and hard work sound second best, and that's simply not true. Yes, you need to be able to make a good first impression, but come on, what really matters is that you can offer practical skills and experience to an organisation, not just a friendly face.

e 1.30 Give students time to read the comprehension questions then play the recording again for students to listen and answer the questions.

Answers
1 Because employers don't like to talk about it.
2 You'll always be able to work.
3 He listens to them. He doesn't believe he has to be charming and sociable all the time.
4 You need to work with people to develop soft skills, but you can't get a job without them.
5 Practical skills and experience.

EXTRA ACTIVITY

Write these gapped extracts on the board:

1 *There's no such thing as a '_____' any more.*
2 *It's a _____ situation.*
3 *You need to be able to make a _____.*
4 *not just a _____*

Play the recording again so students can listen for the missing phrases (1 job for life 2 no-win 3 good first impression 4 friendly face).

Check that students understand what each expression means.

1 If someone has a 'job for life' they do the same job from the start to the end of their career, often working their way up in the organisation.
2 In a 'no-win situation', it's impossible to do the right thing.
3 If you make a 'good first impression', you present yourself well so that people like you.
4 A 'friendly face' is someone who is smiley, cheerful and helpful. If someone is more than just a friendly face, they have other, more important skills to offer.

f Put students into pairs or small groups to discuss the questions. Take feedback as a class on the most interesting ideas their partners talked about.

5 SPEAKING

a Ask students to look at the photo. Ask: *What do you think they're doing?* (working on a project). *Do you think they are working well as a team? Who do you think is in charge of the project?* Give students time to read the task and make notes on their experiences. Monitor and help as necessary.

b Put students into pairs or small groups to talk about their experiences. Monitor as students work, without interrupting their fluency. Listen to their conversations, making sure they're asking each other questions, and noting how well they are using the present perfect simple, the past simple, and the vocabulary of work and training.

Take feedback as a class. Ask students to say what they learned about each other. Establish as a group whether people have had similar or very different experiences.

ADDITIONAL MATERIAL

- Workbook 2A
- Photocopiable activities: Grammar p.160, Vocabulary p.166

2B I've been playing on my phone all morning

At the end of this lesson, students will be able to:

- use a lexical set about technology correctly
- understand an article about apps
- use the present perfect simple and present perfect continuous to talk about experiences and past activities
- talk about being addicted to different kinds of technology

OPTIONAL LEAD-IN

Books closed. Write these topics on the board. Ask students to put them on a timeline from oldest to newest.

– *mobile phones/smartphones*

– *computer games*

– *the World Wide Web*

– *DVD players*

Check answers as a class (computer games – 1962; mobile phones – 1973; the World Wide Web – 1989; DVD players – 1994; smartphones –1997).

Ask students to say which piece of technology they would find it hard to live without, and why.

1 VOCABULARY Technology

a Put students into pairs to discuss the question, then put students into small groups to compare ideas. Take feedback as a class.

b Put students into pairs to do the matching task. Take feedback as a class. Read out the definitions and invite different students to say the answers. Point out that *text messages* are often just called *texts*, and *to text someone* is a verb.

Answers
1 e 2 c 3 d 4 b 5 a

VOCABULARY SUPPORT

device (B2) – an object or machine that has been invented for a particular purpose

c Give students five minutes to do this collocation task. Put them into pairs to check answers. Then go through the correct answers as a class by inviting different students to read out the two correct verbs in each line.

Answers
1 turn off 2 press 3 install 4 press 5 delete 6 upload 7 send 8 turn on

EXTRA ACTIVITY

Books closed. Ask a few questions to check how many collocations the students can remember from the exercise.

What can you … ?

– *turn on and off* (a smartphone, a computer, any electronic device)

– *delete* (an email, a photo)

– *change* (your username or password)

– *share* (videos, photos)

– *install* (apps and other programs)

– *press* (a button)

– *click on* (an icon)

– *browse* (the internet)

– *connect to* (the internet)

– *upload and download* (music, photos, videos and other files)

d Give students a few minutes to prepare some sentences individually, then put students into pairs to share their sentences and ask each other questions.

e Put students into small groups to discuss the questions. Take feedback as a class.

2 READING

a Tell students to read the title of the text. Ask: *What kind of text is it?* (a magazine or web article) and *What's the purpose of the article?* (to share readers' app recommendations). Give students two or three minutes to read the text quickly to find the answers to questions 1–8. Take feedback as a class.

Answers
1 Tunespotter 2 SkyWatch 3 Balloon Pop 4 ThingsToDo 5 Imagegram 6 Crazy Faces 7 StopApp 8 ActivityTracker

VOCABULARY SUPPORT

addictive (C1) – an activity or food that you cannot stop doing or eating once you have started

b Give students time to read the comprehension questions, then give them up to 10 minutes to read the article and answer the questions. They then compare their answers in pairs.

Answers
1 A list of everything you've done.
2 Type in the name of the planet.
3 You can make them look old-fashioned, or use brighter colours.
4 He wants to get to the next level – It's very addictive.
5 Your speed, distance and heart rate.
6 The name of the song and the singer.
7 It turns off other apps and can make the phone faster.
8 The photos of baby faces on adult bodies.

c Put students into small groups to discuss the questions for about five minutes.

3 GRAMMAR Present perfect simple and continuous

a Put students into pairs to discuss the questions. Take feedback as a class.

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

LOOP TIP CONCEPT CHECKING

Use these concept-checking questions to check students' understanding of the differences between the present perfect simple and the present perfect continuous.

- Write this gapped sentence on the board:

  I've _____ (use) SkyWatch three times this week.

  Ask students which is the correct verb form to fill the gap and why: *used* or *been using* (*used* because the quantity *three times* is stated).

- Next, write this gapped sentence on the board:

  Have you ever _____ (upload) a video?

  Ask students which is the correct verb form to fill the gap and why: *uploaded* or *been uploading* (*uploaded* because we are asking about a past experience in someone's life).

- Now, write this sentence on the board:

  People started using smartphone apps in 2008.

  Ask students to change the sentence so that it begins *People have ... .*

  (*People have used smartphone apps since 2008. People have been using smartphone apps since 2008.* The first sentence focuses more on the action. The second sentence focuses more on the duration.)

b Give students a few minutes to complete the sentences. Take feedback as a class.

Answers
1 've/have just bought 2 've/have never searched 3 've/have watched 4 've/have been saving up 5 've/have been thinking

CAREFUL!

Students are likely to use the present simple or past perfect instead of the present perfect simple, e.g. ~~*Stamp collecting is/had been my hobby since 1979*~~ (Correct form = *Stamp collecting* ***has been*** *my hobby since 1979*).

They might also use the present simple or present continuous instead of the present perfect continuous, e.g. ~~*Our company grows/is growing since 2002*~~ (Correct form = *Our company* ***has been growing*** *since 2002*).

Time expressions used with these present perfect forms can be problematic. Students at this level often use *since* instead of *for*, e.g. ~~*We've known each other since 12 years*~~ (Correct form = ***for*** *12 years*), and *from* instead of *since*, e.g. ~~*She's worked here from March*~~ (Correct form = ***since*** *March*). Students may also replace *for* with *during* or miss it out altogether, e.g. ~~*I've lived in London during three years*~~ (Correct form = ***for*** *three years*).

c 1.31 **Pronunciation** Give students time to read the task. Play the recording two or three times for students to complete the rule.

Answers
main verb
don't stress

d 1.31 Play the recording again for students to listen and repeat the sentences.

e Students read the information in Grammar Focus 2B on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are choosing correctly between the simple and continuous forms. Tell students to go back to SB p.25.

Answers (Grammar Focus 2B SB p.135)
a 3 c 4 d 5 f 6 e
b 2 he's been cutting the grass 3 they've been trying to fix the computer 4 I've been cooking 5 It's been raining 6 they've been playing outside
c 1 she's been talking 2 I've just found 3 I've known 4 I've been working 5 I've wanted 6 They've been studying

f Give students one minute to think about which sentences are true for them and to change the sentences which aren't true. Put students into pairs to compare their sentences. Take feedback as a class.

FAST FINISHERS

Fast finishers can write more statements like the ones in 3b and compare them with a partner.

4 SPEAKING

a Ask: *What adjective did Enzo use to describe the Balloon Pop app?* (addictive). Tell students that they are going to prepare and use a questionnaire to find out who in the class is most addicted to technology. Put students into pairs to prepare their questions.

b Give students ten minutes to interview as many people as they can with their questionnaire. Monitor as students work, without interrupting their fluency. Listen to their conversations, making sure they're asking each other questions, and noting how well they are using the language from this lesson. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 2B
- Photocopiable activities: Grammar p.161, Vocabulary p.166, Pronunciation p.175

2C Everyday English
Could you take it back to the shop?

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about problems
- use appropriate phrases for making suggestions
- use appropriate phrases to sound sympathetic or pleased
- identify the main stress in sentences
- talk about recent problems and make appropriate suggestions

OPTIONAL LEAD-IN

Books closed. Write the word *PROBLEMS* on the board and then this list:

– *computers*
– *relationships*
– *cars*
– *the environment*
– *work / money*

Ask students: *What kind of problems can you have with these topics? What are the solutions?* Put students into pairs to discuss the questions, then take feedback as a class.

1 LISTENING

a Put students into pairs to discuss the questions. Then discuss the questions as a class.

b Tell students to look at the photos and ask: *What's happened?* Ask students to suggest some things that people might say in this situation, e.g. *Oh dear! I'm sorry! It was an accident! It wasn't my fault!*

c 1.33 Play Part 1 of the video or audio recording for students to check their answers.

Answer
Becky has accidentally knocked a glass of orange juice over her phone.

Video/Audioscript (Part 1)

RACHEL Hi, Becky!
BECKY Oh, hi Rachel. Oh no!
R Oh! Oh Becky, I'm so sorry.
B Why are you sorry? It was me that knocked it over.
R But I distracted you.
B What, by saying hello? Don't worry about it! It was my fault.
R At least let me get you another orange juice!

VOCABULARY SUPPORT

distract (B2) – to make someone stop giving their attention to something

d Discuss the question as a class. Ask: *Has anything like this ever happened to your mobile phone?*

e 1.34 Play Part 2 of the video or audio recording for students to check their answers.

Video/Audioscript (Part 2)

RACHEL How's the phone?
BECKY Not good. The screen's frozen.
R Oh dear! Have you tried turning it off and on again?
B I was just doing that, but still nothing.
R What about taking the SIM card out and drying it?
B That's worth a try. Thank you. Oh, I hope I haven't lost all my contacts. I haven't saved them anywhere else.
B Oh yes?
R They said you put the phone in a bag of rice and apparently it dries it out. You could try that.
B That sounds a bit weird.
R I know but there were lots of comments from people saying that it had worked.
B OK, I'll give it a try. What have I got to lose?
R Exactly, it's cheaper than buying a new phone!

VOCABULARY SUPPORT

claim (B2) – to make an official request for money after an accident

insurance (B2) – an agreement in which you pay an insurance company money and they pay your costs if you damage something, have an accident, injury, etc.

trick (B2) – an effective or quick way of doing something

weird (B2) – very strange and unusual, unexpected or not natural

f 1.34 Play Part 2 of the video or audio recording again for students to answer the questions.

Answers
1 F It's frozen (stuck).
2 T
3 T
4 F She bought it over a year ago.
5 F Her insurance ran out a week ago.
6 F She read about it.

2 USEFUL LANGUAGE
Making suggestions

a Individually, students choose the correct words. Don't check answers at this point.

b 1.34 Play Part 2 of the video or audio recording for students to check their answers.

Answers
1 turning
2 taking
3 take
4 claim
5 try

EXTRA ACTIVITY

Ask students to cover 2a. Tell them they have to finish sentences from the conversation. Give the beginnings and encourage them to say the ending, e.g.

How's … (the phone)?

Not good. The … (screen's frozen).

Have you tried … (turning it off and on)?

I was just doing that, but … (still nothing).

What about … (taking the SIM card out)?

c Put students into pairs to complete the sentences, then check the answers as a class by inviting four pairs of students to read out the four exchanges.

Answers
1 give
2 worth
3 why
4 idea

LANGUAGE NOTE

Point out that some phrases in 2a and 2c are followed by the infinitive form of the verb, and others are followed by the *-ing* form.

+ infinitive	**+ *-ing***
You / We could …	*Have you tried …?*
Why don't you / we …?	*How about …?*
Let's …	*What about …?*
Shall we …?	

d Individually, students think of possible solutions for the problems. Monitor and help as necessary.

LOW TIP DRILLING

Use this drill to give students controlled practice of the form and pronunciation of ways of making suggestions.

- Demonstrate by saying the prompt *You could ask James for help. How about …?* Then say the full suggestion with *How about …?* (*How about asking James for help?*). Continue by saying the other prompts and asking students to say a full suggestion.

  Why don't you open it? / Have you tried … ?
  ➜ *Have you tried opening it?*

  What about looking online? / You could …
  ➜ *You could look online.*

  Have you tried using the rice trick? Why don't you… ?
  ➜ *Why don't you try using the rice trick?*
- Repeat the drill until students can say the suggestions with confidence.

e Put students into pairs to ask for advice and make suggestions. Students take turns to be the one who has the problem and the one to offer solutions. Encourage students to use as many different ways of making suggestions as possible.

3 LISTENING

a Put students into pairs to look at the photo and discuss the question.

b 1.36 Play Part 3 of the video or audio recording for students to check their answers to 3a and 3b.

Answers
She's talking to Rachel.
Yes, it does. She used the rice trick.

Video/Audioscript (Part 3)

RACHEL *Fantastic Flowers.*
BECKY Hi, Rachel, It's Becky.
R Hi, Becky. How are you?
B I'm good, and guess what? My phone's working. That rice trick worked.
R That's brilliant! I'm really glad to hear that.

4 CONVERSATION SKILLS
Sounding sympathetic or pleased

a 1.38 Give students one minute to read through the conversations, then play the recording for students to complete the sentences.

Answers
1 Oh dear
2 how awful
3 brilliant, glad

b Discuss the question as a class.

Answers
Oh dear! and *Oh no, how awful*, sound sympathetic.
That's brilliant! and *I'm really glad to hear that!* sound pleased.

c Put students into pairs to do the activity. Monitor and check that students sound sympathetic or pleased.

5 PRONUNCIATION Sentence stress

a 1.37 Give students time to read the sentences. Play the recording twice for students to listen and underline the stressed syllables. They then check in pairs.

Answers
1 Have you tried turning it off and on again?
2 What about taking the SIM card out and drying it?
3 Could you take it back to the shop?
4 Can you claim on your insurance?

b Ask: *Which kind of words do we stress?* (nouns, verbs, adverbs, adjectives). Then ask: *Why do we stress these words?* (because they carry the main meaning of our message).

Put students into pairs to look at the sentences. Encourage them to read the sentences aloud as they do so.

c 1.38 Play the recording for students to check their answers. Then put students into pairs to practise saying the sentences. Elicit students' ideas, but don't check answers at this point.

Answers

1 I can't find my phone!
2 My computer's broken. I've lost all my work!
3 I have a very annoying colleague at work – he complains about everything.
4 I'm really worried. I have a big exam tomorrow.
5 My car has been making a strange noise recently. I hope there isn't a problem.

6 SPEAKING

a Students decide on a problem and make notes. Tell students that it can be an imaginary problem.

b Put students into pairs to explain their problems and make suggestions for how to solve them. Go round and monitor, but don't interrupt their fluency. Then ask different students to say whether they were given useful suggestions by their partner.

FAST FINISHERS

Ask fast finishers to choose another problem. They should say they have done everything their partner suggests and explain why it didn't work. Their partner must offer as many suggestions as possible for the problem. During feedback, ask students to tell the class about their conversations and find out which students came up with the most suggestions.

ADDITIONAL MATERIAL

- Workbook 2C
- Photocopiable activities: Pronunciation p.175
- Unit Progress Test
- Personalised online practice

2D Skills for Writing
I'm going to look for a new job

At the end of this lesson, students will be able to:

- understand a conversation about life changes
- understand an informal email giving personal news
- add new information in writing
- write an informal email giving good news

OPTIONAL LEAD-IN

Books closed. Write the following headings on the board: ☺ *good news* / ☹ *bad news*. Elicit three examples of good news that people might tell their friends and family and two examples of bad news. Write the five pieces of news on the board (e.g. ☺ *I'm going to get married.* ☹ *I lost my wallet.*) Then ask: *How would you tell this news to your friends and family?* Write these options on the board:

– *in a letter*

– *face to face*

– *in an email*

– *in a text message*

– *in a phone call*

– *online*

Put students into pairs or small groups to discuss their answers, then take feedback from the different pairs/groups. Are the answers similar or very different?

Leave the 'good news' ideas on the board for the writing activity later in the lesson.

1 SPEAKING AND LISTENING

a Give students time to read the task and decide which aspect of their life they're going to talk about. Encourage them to make notes about the details of what they would like to change and why.

b Put students into pairs or small groups to discuss and compare their ideas. Encourage them to justify their ideas as far as possible.

c 1.26 Ask students to look at the photo of Tania and Lin and the photo at the bottom of SB p.29. Ask: *What do you think they're talking about? Why do you think so?* Tell students to listen for the two changes Tania is thinking about making. Play the recording.

Answers

Tania is thinking about looking for a new job and moving to Hong Kong.

Audioscript

LIN Have you done that presentation yet?
TANIA Yeah, I did it yesterday.
L How did it go?
T Well, you know, the usual thing: I presented my ideas, everyone smiled and thanked me and then said nothing.
L So they didn't even give their opinion?
T No, but I could see they didn't like the idea. The problem with the company I work for is that they're continuing to use the same ideas and aren't thinking enough about new markets. They're not thinking enough about the phone app market.
L Isn't that why they employed you?
T That's what I thought. I mean, I've been working there for just over a year now and they haven't said yes to any of my ideas. When they offered me the job, they said things like, 'Oh yes, we're very interested in your creative thinking and your problem-solving skills' – but do they really want to use them? I get the feeling they don't.
L Yes, it's very disappointing.
T I think I've more or less decided. I'm going to look for a new job.
L Really?
T Yeah, it's getting hard to keep having a positive attitude.
L I can understand that. And I thought your app idea was a really good one.
T Thanks. So tell me, are there many jobs in IT in Hong Kong?
L In Hong Kong? Why there?
T Well, I'm thinking about making a big change.
L What? Going to live in Hong Kong?
T Yeah, well, you decided to come and live here – maybe I can do the opposite.
L Wow! That's a very big change.
T I want to travel more and I'm really interested in Chinese culture – I'd love to find out more about it.
L Well, yes, everyone says there are plenty of IT jobs in Hong Kong, but it's a bit of a crazy city.
T Well, it could be fun!

EXTRA ACTIVITY

Write these questions on the board:

1 *What did Tania do yesterday?*
2 *Who was she talking to?*
3 *What was she talking about?*
4 *Was she happy with the response she got? Why?/Why not?*
5 *What does she think her company needs to think about?*
6 *How many of her new ideas have her company said 'yes' to?*
7 *How does she feel?*

Put students into pairs to see how many of the questions they can answer, then play the first half of the recording again (up to when Lin says, 'Yes, it's very disappointing').

Check answers as a class (1 Gave a presentation. 2 People at her company. 3 New ideas for phone apps. 4 No, because nobody said anything and she could see they didn't like her ideas. 5 New markets for their phone apps. 6 None. 7 Disappointed).

Make sure that students understand the meaning of *market* in this business context (groups of people who buy a certain product).

d 1.27 Give students time to read through the email. Then play the recording again. They then compare answers in pairs.

Answers

1 working 2 a/one year 3 creative 4 problem-solving 5 attitude 6 Chinese culture

e Ask: *Would any of you like to work abroad? If so, where? Why? For how long? If not, why not?* Discuss the questions as a class. Then give students time to read questions 1 and 2. Put students into small groups to discuss their answers. After a few minutes, nominate a few groups to share their answers with the class.

2 READING

a Tell students to read Tania's email quickly and answer the two questions. Check answers as a class.

Answers
1 good news 2 some time in the next week

b Give students time to read the questions, then give them five minutes to read the email again. They then compare answers in pairs.

Answers
1 She did a practical test.
2 apps that can be used for making mobile payment
3 No, she'll work on new products too.
4 Yes, it has 'a good salary'.
5 learn Cantonese

3 WRITING SKILLS
Adding new information

a Put students into pairs to choose the correct reason. Then check answers as a class.

Answer
2 to introduce new information

LOA TIP ELICITING

- After looking at the email and the key phrases in it, ask students how many paragraphs are in the email (five). Ask students why Tania has structured her email into different paragraphs. Elicit that doing this makes it clear that she has organised her ideas, and that each paragraph has a different function or topic.
- Elicit the function of each paragraph and build up the structure of Tania's email on the board.

  Paragraph 1: Opening paragraph / 'small talk' about the recent past

  Paragraph 2: Main news

  Paragraph 3: Information about the job

  Paragraph 4: Going to live in Hong Kong

  Paragraph 5: Closing paragraph / 'small talk' about future plans
- Leave the paragraph structure on the board as support for the writing activity later in the lesson.

b Put students into pairs to complete the activity, then check answers as a class by inviting three students up to the board to write the phrases.

Answers
1 You'll/will never believe this, but …
2 And what's really fascinating is that …
3 But the most fantastic thing is that …

c Individually, students put the words in order to make sentences.

Answers
1 You'll never believe this, but I've bought a house!
2 What's even more amazing is the location.
3 But the best thing is that it wasn't too expensive.

d Tell students that this next exercise focuses on how Tania introduces additional information in her emails. Put students into pairs to complete the task. Then check answers as a class.

Answers
1 beginning 2 formal 3 *-ing* form or a noun 4 also

e Put students into pairs to decide what the words/phrases mean. Take feedback as a class.

Answers
1 except for 2 as well as 3 as well as 4 except for

LANGUAGE NOTE

Apart from and *besides* can both mean 'except for' or 'as well as'.

Apart from the low salary, it's a great job! (= except for)

He works until nine o'clock every day, and that's apart from the work he does at the weekend! (= as well as)

Besides his main job, John also writes a blog each week. (= as well as)

Amy doesn't have any family besides her sister. (= except for)

You may wish to write the following examples on the board and ask students what the underlined phrases mean.

1 *Apart from New York and Boston, I've also been to Chicago and Denver.* (= as well as)
2 *Besides the piano, I can play the guitar and the saxophone.* (= as well as)
3 *I'm free every day, besides Tuesday.* (= except for)

f Individually, students rewrite the sentences. They then compare answers in pairs.

Suggested answers
1 In addition to a degree in software development, I (also) have a diploma in interactive media design.
2 Apart from paying for a hotel when I arrive, they'll (also) pay the first month's rent on an apartment.
3 Besides giving me a return airfare now, they're (also) going to pay for another return airfare in the middle of my contract.

4 WRITING An informal email

a Tell students that they are going to write an email in which they give some news. They can choose one of the topics in the exercise, or their own idea. If you did the optional lead-in, students could choose one of the 'good news' topics they listed there.

Give students time to think about all the extra details they are going to write about in their email. Encourage them to plan how many paragraphs their email will have, and how they will divide the information up between those paragraphs. Ask: *Which expressions will you use for introducing news and adding new information?* Encourage students to include friendly opening and closing paragraphs in their emails.

b Before students start writing their emails, put them in pairs to compare their ideas.

FAST FINISHERS

Fast finishers can role-play giving their news on the phone or face to face. They can still use the phrases *You won't believe this, but …, And the best thing is …, (And) what's really exciting is …,* as these expressions may be used in speaking as well as writing.

c Give students up to 20 minutes to write their emails. Monitor and help if necessary.

d Students work with a partner who they haven't worked with so far in this stage of the lesson. They exchange their emails, compare their news and assess each other's use of phrases which add information. To close the activity, nominate a few students to read out their response to their partner's email to the rest of the class.

Give students feedback on their written work, focusing on the structure of their emails and the way they used phrases which add information when telling their news.

ADDITIONAL MATERIAL

Workbook 2D

UNIT 2
Review and extension

1 GRAMMAR

a Individually, students choose the best answers. Check answers as a class by asking different students to read out the questions.

Answers
1 did you want
2 have you been using
3 have you written
4 lost
5 have you known
6 Have you taken

b Individually, students complete the text. Check answers as a class.

Answers
1 Have you ever imagined
2 've/have always loved
3 've /have been playing
4 left
5 worked
6 developed
7 've/have already gained
8 've/have been working

2 VOCABULARY

a Put students into pairs to complete the words. Check answers as a class by nominating a few students to read out the completed sentences.

Answers
1 employees
2 candidates
3 practical
4 problem-solving
5 career

b Students match the words with the definitions. Check answers as a class.

Answers
1 browser
2 password
3 keyboard
4 app
5 device
6 display

FAST FINISHERS
Fast finishers can write down more definitions for technology-related vocabulary from the lesson, and use the definitions to test a partner.

3 WORDPOWER *look*

a Individually, students do the matching task. They then compare answers in pairs.

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

b Put students into pairs to match the phrases with the definitions. Then check answers as a class.

Answers
1 look for something/someone
2 look forward to something
3 look (something) up
4 look around (somewhere)
5 look after someone/something
6 look + adjective
7 look out
8 look at someone/something

c Individually, students complete the sentences. They then compare answers in pairs.

Answers
1 looking at/to look at
2 looking after
3 looked around
4 looking for
5 look up
6 looking forward
7 look
8 look out

d Put students into pairs to ask and answer the questions in 3c. Take feedback as a class on the most interesting things their partner talked about.

EXTRA ACTIVITY
In pairs, students write four sentences using *look* + particle, but leave a gap for the particles. They then swap with another pair and complete the gaps.

Photocopiable activities: Wordpower p.171

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 3 Relationships

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange and convey information and opinions about family relationships and friendships
- talk about past events using narrative tenses
- talk about habits in the past
- tell stories and react to other people's stories
- use appropriate phrases for reacting to what people say
- write a short biography about someone they know

UNIT CONTENTS

G GRAMMAR

- Narrative tenses
- *used to*, *usually*

V VOCABULARY

- Relationships: *background*, *emotional support*, *friendship*, *get on with*, *get to know*, *have in common*, *keep in touch*, *personality*, *relationship*, *relative*, *sense of humour*, *shared interests*, *stranger*
- Family: *childhood*, *generation*, *nephew*, *niece*, *older/oldest child/brother/sister*, *middle child*, *only child*, *raise children*
- Multi-word verbs: *bring someone up*, *cut something off*, *get together*, *grow apart*, *grow up*, *hang out with*, *mix things/people up*, *ring someone up*, *take after someone*
- Wordpower: *have an accident*, *have brothers/sisters*, *have brown hair*, *blue eyes*, etc., *have a drink*, *have fun*, *have a go*, *have a lesson*, *have a look*, *have lunch*, *have no idea*

P PRONUNCIATION

- Linking sounds
- Sentence stress: multi-word verbs
- Stress in word groups

C COMMUNICATION SKILLS

- Talking about a friendship
- Talking about families
- Telling a story
- Using appropriate phrases for reacting to what people say
- Writing about someone's life

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to think about a trip they've recently been on with a friend. Write on the board: *Who*, *Where*, *When*, *Why*, *What* and tell students to use these prompts to ask and answer questions about the trip with their partner. Nominate a few students to tell the class about their partner's trip. Ask how the trips might have been different with a family member instead of a friend.

a Ask students to look at the photo and the title of the unit, *Relationships*. Put them into small groups and give them a few minutes to discuss the questions. Take feedback as a class.

b Elicit the meaning of *an old friend* (a friend you have known for a long time, not necessarily someone who is old). Also elicit the meaning of *close friend* (a friend who knows you very well and likes you a lot). Give students time to write down their answers.

c Put students into small groups to talk about the people they wrote about. Take feedback as a class.

EXTRA ACTIVITY

Write on the board: A *true friend is someone who* … . Ask students to complete the sentence in their own words. They should then compare their sentences with their partner and discuss what they've written. Elicit sentences and find out whose definition the class thinks is the best and why.

3A I was working at a café when we met

At the end of this lesson, students will be able to:

- use a lexical set about relationships correctly
- link sounds in connected speech
- understand an article about a film based on a true story
- understand and use narrative tenses to talk about past events
- talk about how a close friendship began

OPTIONAL LEAD-IN

Books closed. Write the word *Friends* on the board with these phrases around it: *laugh, talk, watch sports, watch films, watch TV, do sports, eat, listen to music, study, go on holiday, go shopping*.

Put students into pairs to ask and answer these questions: *Which of these things do you prefer doing with friends? Which do you prefer doing with family? Which do you prefer doing alone? Why?*

Nominate a few students to say whether their answers were similar to or very different from their partner's.

1 VOCABULARY Relationships

a Ask students to write down the names of three people they know well, then put them into pairs to ask and answer the questions. Take feedback as a class.

b Give students five minutes to underline the correct answers. They then compare answers in pairs.

Answers

1 have in common
2 strangers
3 get on with
4 relationship
5 get to know
6 support
7 background
8 relatives
9 sense of humour
10 keeping in touch
11 friendship
12 interests

LANGUAGE NOTES

The schwa /ə/ sound appears in *common, stranger, relationship, get to know, support, relative* and *sense of humour*. Help students to pronounce the words correctly by modelling the words for them to repeat after you. Point out that the schwa sound is common in prepositions.

You may also wish to contrast the pronunciation of the *ou* spelling in *humour* /ˈhjuːmə/, *touch* /tʌtʃ/ and *background* /ˈbækɡraʊnd/.

c Give students time to tick the sentences in 1b that are true for them, then put them into pairs or small groups to discuss their ideas. Take feedback as a class.

2 PRONUNCIATION Linking sounds

a Tell students to read through the information in the box about linking. Play the recording for students to listen and notice the linking sounds in sentences 1–3.

b Put students into pairs to identify where they think the linking sounds will be in the sentences. Elicit students' ideas, but don't check answers at this point.

c 1.41 Play the recording once or twice for students to listen and check their answers. Then put students into pairs to practise saying the sentences.

Answers

1 I fell in love with my husband the moment I saw him.
2 Kate lives in the USA, but we keep in touch online.
3 My friends and I have a very silly sense of humour.
4 I don't think a shared background is important.
5 My relatives are all very close.

3 READING

a Ask students to look at the film poster and guess what kind of film it is. If anyone in the class has seen *Untouchable*, encourage them to say a little about the film without giving too much away about the story. Put students into pairs to discuss the questions. Then take feedback as a class. Collate students' ideas on the board and leave them there for 3b. Don't say which suggestions are correct at this point.

CULTURE NOTE

Untouchable is a 2011 French comedy based on the true story of a friendship between Philippe Pozzo di Borgo and Abdel Sellou. In 1993, a paragliding accident changed Philippe's life. A French aristocrat who had once lived a life of great comfort, Philippe was now completely wheelchair-bound. His suffering was emotional as much as physical. His carer, Abdel, became an unlikely source of emotional strength, and brought joy back into Philippe's life.

In the film, Abdel is played by Omar Sly and Philippe by François Cluzet. Sly won the César Award (the French equivalent of the Oscars) for Best Actor for his role in this film. Critics describe *Untouchable* as funny and moving, with much of the film's humour coming from the contrast between the cultural differences and the emotional closeness between the two men.

VOCABULARY SUPPORT

box office hit – a measure of how popular and financially successful a film or actor is

paragliding – the sport of jumping out of an aircraft with a special parachute that allows you to travel a long horizontal distance before you land

b Give students five minutes to read the first part of the article to check their ideas.

Answers

1 Abdel became Philippe's nurse and they became friends.
2 Philippe is in a wheelchair because he lost the use of his arms and legs after a paragliding accident.

EXTRA ACTIVITY

Write these questions on the board and put students into pairs to answer them.

1 *Where and when did the two men meet?* (Paris, 1993)
2 *What was Philippe's job before the accident?* (businessman)
3 *What country did Abdel come from?* (Algeria)
4 *What sort of help did Philippe need?* (practical help with his day-to-day life)
5 *How long was Abdel planning to be Philippe's nurse?* (not long)

c Students guess the answers to the questions before they read the second part of the article. Again, collate students' ideas on the board and leave them there for 3d. Don't check answers at this point.

d Give students five minutes to read the second part of the article and see if any of their guesses were correct. They compare answers in pairs. Check answers as a class.

Answers

1 Abdel gave Philippe support, but also fun and excitement.
2 Abdel worked for Philippe for 10 years.
3 Philippe helped Abdel by introducing him to a new way of life.
4 They keep in touch regularly.

e Put students into pairs to do the activity. Check answers as a class.

Answers

1 an aristocrat
2 wealthy
3 lonely
4 lively
5 support
6 sense of fun

f Give students time to read the questions then put them into small groups to discuss their ideas. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to discuss any other films or books they know which focus on friendships. Ask them to say what happened, who the friends were, and whether it was a happy or sad story.

4 GRAMMAR Narrative tenses

a Individually, students underline the correct words. Check answers as a class.

Answers

1 first met
2 was looking for
3 had been
4 lost
5 struggled
6 liked
7 offered

b Use these two questions to check students' understanding of the past continuous and the past perfect.

Answers

1 for a long time 2 before he met Abdel

c In pairs, students find more examples. Take feedback as a class.

Answers

Past continuous: Philippe was struggling to imagine the future; Abdel wasn't planning on staying in the job for long
Past perfect: Abdel, who had quit a life of crime; he had made a bad choice

LOA TIP CONCEPT CHECKING

- After looking at examples of the past continuous and past perfect, write the following sentences on the board to check students' understanding of why the different narrative tenses are used.
- Write: *We watched the film and then we went to a party.* Ask students which tense is used and why (the past simple, to talk about a sequence of events).
- Write: *I fell asleep while I was watching the film.* Ask students which two tenses are used here, and why (the past simple and the past continuous, to talk about an event and the background situation around that event).
- Write: *I had read the book before I saw the film.* Ask students which two tenses are used here, and why (the past perfect and the past simple, to say that one event happened before another event).

d Individually, students complete the story. Check answers as a class.

Answers

1 met
2 was working
3 went
4 wasn't
5 had just finished
6 noticed
7 was reading
8 started
9 heard
10 decided

CAREFUL!

At this level, students often make mistakes with narrative tenses.

Instead of the past simple, students tend to use the present simple, past continuous or past perfect, e.g. ~~*We walked for a bit then we start to run*~~ (Correct form = *then we* ***started***).

Where the past perfect is required, students may use the past simple, e.g. ~~*The shops were busy because everyone came to buy new clothes*~~ (Correct form = *because everyone* ***had come*** *…*).

Instead of the past continuous, students may use the present continuous or the past simple, e.g. ~~*We went to see what is happening*~~ (Correct form = *what* ***was*** *happening*). Students may also have problems with subject/auxiliary agreement in the past continuous, e.g. ~~*We was waiting for the bus*~~ (Correct form = *We* ***were*** *waiting …*).

e Students read the information in Grammar Focus 3A on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students choose the appropriate narrative tenses. Tell students to go back to SB p.34.

Answers (Grammar Focus 3A SB p.137)

a 1 met
2 was fixing
3 had fallen
4 was trying
5 was walking
6 saw
7 offered
8 became
9 met
10 was
11 had fallen
12 had broken
13 was
14 had injured
15 started
16 were waiting
17 arrived
18 had become

b 2 happened
3 was driving
4 saw
5 turned/was turning
6 fell
7 had pushed
8 stopped
9 jumped
10 ran
11 was lying
12 was crying
13 Did you notice
14 was
15 had it come
16 had fallen
17 had pushed
18 saved/had saved

5 SPEAKING

a Tell students they are going to prepare to tell the story of how a close friendship began. They can talk about one of their own friendships or a friendship between two other people they know. Give students time to make notes before they begin. Monitor and help with vocabulary or any other support the students need.

b Put students into pairs or small groups to tell their stories. Monitor and help without interrupting their fluency. Listen to their conversations, noting how well they are using narrative tenses and relationships vocabulary. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 3A
- Photocopiable activities: Grammar p.161, Vocabulary p.166, Pronunciation p.175

3B We used to get together every year

At the end of this lesson, students will be able to:

- use a lexical set about families correctly
- understand a listening about two twins
- understand and use multi-word verbs correctly
- use *used to* and *usually* to talk about habits in the past and the present
- talk about a family tradition

OPTIONAL LEAD-IN

Books closed. Write *HABITS* on the board and then add these phrases around it: *wake up first, go to bed last, lock the door at night, take the rubbish out, do the washing-up, cook dinner, watch TV.*

Tell students to think about their families or the people they live with at the moment. Who always does which activity? Who never does what? Give them a few minutes to talk in pairs or small groups. Then take feedback as a class on some of the habits of the people that students live with.

1 VOCABULARY Family

a Ask a few general questions about the photos, for example: *Who's the oldest person you can see? Who's the youngest? How old do you think they are? What's this family doing?* Put students into small groups to talk about the photos for about five minutes. Take feedback as a class.

b Put students into pairs and give them five minutes to match the sentences with the photos. Check answers as a class.

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

c Give students a few minutes to think about what they will say about their own family before putting them in pairs to talk. Take feedback as a class on anything interesting students heard about their partners.

FAST FINISHERS

Ask fast finishers to draw simple family trees for two families they know which have different family shapes (e.g. lots of children, more than three generations, etc.). In pairs or small groups, they show and talk about the family trees they have drawn.

2 LISTENING

a Tell students to look at the photo. Ask: *What's the relationship between the girls? Do they look very similar or exactly the same?* Establish that they are twins – identical twins.

Put students into small groups to discuss the questions. Take feedback as a class.

b 1.45 Play the recording for students to answer the questions. Check answers as a class.

Answers

Charlotte
1 They looked identical. They didn't talk to each other very much when playing together, because they knew what the other was thinking.
2 They wanted to create their own unique identities. They dressed very differently.
3 They're really good friends. They speak on the phone every day and get together as often as they can.

Megan
1 She was Megan's best friend. She was imaginative and used to make up stories.
2 They started to grow apart and made different friends.
3 They both love beach holidays, playing football, and they both frequently complain about their hair.

Audioscript

CHARLOTTE When people find out I'm a twin, they generally ask the same questions: What's it like? Can you read each other's thoughts? Can people tell you apart? Do you do everything together?
It's true that I often know what Megan is thinking or feeling, but that's because we grew up together and we're very close. We're no different from ordinary sisters.
But if you look at photos of us when we were younger, even I can't say which one is me. We used to look absolutely identical. And Mum says we didn't use to talk much when we were playing together – we seemed to know what each other was thinking.
I guess as we grew up we wanted to create our own unique identities. I remember at school Megan used to dress as differently from me as she could. I went through a phase of wearing lots of black and looking quite messy. So of course, Megan started wearing flowery dresses!
We used to have a lot of arguments as teenagers but now we're really good friends. We usually speak on the phone two or three times a day, and we get together as often as we can. So, what's it like to have a twin? It's great – you have a best friend for life!

MEGAN Charlotte and I had a wonderful childhood. We did everything together. I had my best friend with me 24/7 and we used to be very close. She had a brilliant imagination and used to invent wonderful stories. Of course, we played the usual twin jokes. At school, we used to swap clothes and confuse the teachers. I'm not sure they even noticed some of the time – we looked so similar that even our parents used to mix us up.
We didn't use to argue much, but in our teenage years we started to grow apart. We were trying to find our own identity, I think, and we each made a different group of friends. Later on, we went to universities in different towns. But it turned out that you can never escape being a twin. After our first year away, we hadn't seen each other for six months. The day we went home, we saw that we'd both cut all our hair off!
These days, I think we have quite different personalities. Charlotte is very kind and caring, but often forgets things and gets lost. I'm a bit more confident and organised. But we still have lots in common – we both love beach holidays, playing football and we both complain about our hair!

VOCABULARY SUPPORT

confuse (B2) – to mix up two separate things or people in your mind, imagining that they are one

identical (B2) – exactly the same, or very similar

identity (B2) – who a person is, or the qualities of a person or group that makes them different from others

swap (C1) – to give something and be given something else instead

c Put students into pairs to discuss the question.

d 1.45 Give students time to read the questions, then play the recording again. Check answers as a class.

Answers
1 C 2 M 3 B 4 M 5 B 6 C

EXTRA ACTIVITY

As you go through the answers, check that students heard and understood the following phrases:

– *to read each other's thoughts* (to know what each other is thinking)

– *24/7* (all day, every day/all the time)

– *turn out* (happen)

e Put students into small groups to discuss the questions.

3 VOCABULARY Multi-word verbs

a Write the following sentence on the board: *When people find out that I'm a twin, they generally ask the same question.* Ask: *What's the multi-word verb in this sentence? What does it mean?* (*find out* = discover).

Tell students that they are going to look at more multi-word verbs from the recording. Put students into pairs to match the verbs with the meanings. Check answers as a class by reading out the meanings and asking a few students to say the sentence with the multi-word verb in it.

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

b Put students into pairs to read the five sentences and complete the rules. Then check answers as a class.

Answers
1 grow apart
2 cut off
3 take after

c 1.46 **Pronunciation** Give students time to read the task then play the recording for students to decide which words are stressed.

Answers
1 As we grew up we wanted to create our own unique identities.
2 We wanted to hang out with each other.
3 We saw that we'd cut all our hair off!

Give students time to read through the rule about the pronunciation of multi-word verbs.

d 1.46 Play the recording again for students to listen and repeat the sentences.

LOA TIP DRILLING

- Use this transformation drill with the class to give students some very controlled practice of using pronouns with multi-word verbs. Demonstrate how the drill works by saying this prompt: *I always mix up Jack and John. / them.* Then, elicit the follow-up statement: *I always mix them up.*

  Why don't you phone up Carl? / him
  ➜ *Why don't you phone him up?*

  I cut the corner off. / it
  ➜ *I cut it off.*

  They brought up my three brothers and me. / us
  ➜ *They brought us up.*

  Do you take after your mum? / her
  ➜ *Do you take after her?*

  I like hanging out with you and Anna. / you
  ➜ *I like hanging out with you.*

- Repeat the drill two or three times until students can produce the target sentences confidently.

e Give students time to think about their answers. Put them into pairs or small groups to discuss the questions. Monitor, without interrupting their fluency. Listen to their conversations, noting how well they're using the multi-word verbs from the lesson.

Nominate a few students to share something new they have learnt about their partners.

4 GRAMMAR *used to, usually*

a 1.47 Play the recording for students to underline what the speakers say. Check answers as a class. You may wish to point out that in sentences 1 and 3, both options are correct, but *used to* adds more information about past situations.

Answers
1 used to dress
2 started
3 used to be
4 usually speak

CAREFUL!

Although students at this level sometimes omit the *d* in *used*, e.g. ~~*I use to live there*~~ (Correct form = *I* ***used to*** *live* …), most errors with *used to* and *usually* relate to their meaning and use.

Students may be tempted to use *used to* when they should use the past simple or present perfect, e.g. ~~*He used to drive to Madrid last week. I used to listen to music since I was a young child.*~~ (Correct form = *He* ***drove*** … *I'****ve listened to*** …). They may also confuse *used to* with the present simple and *usually* to talk about present habits, e.g. ~~*I used to go shopping on Saturdays with my friends*~~ (Correct form = *I* ***usually*** *go shopping*).

Make sure students pronounce *used to* as /ˈjuːstə/ (not /juːzt tuː/).

b Put students into pairs to complete the rules, then check answers as a class.

Answers
1 the past simple
2 used to
3 always, usually

c 1.48 Students read the information in Grammar Focus 3B on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.37.

Answers (Grammar Focus 3B SB p.137)

a 2 lived
3 use to have
4 didn't use to go
5 used to have
6 used to enjoy
7 live
8 don't go
9 don't live
10 went
11 usually visit
12 used to be

b 3 used to have
4 did you use to live
5 ✗
6 didn't use to wear
7 used to spend
8 Did you use to play
9 ✗
10 didn't use to be

EXTRA ACTIVITY

Write these activities on the board:

– *go to restaurants*
– *watch TV*
– *wake up late*
– *go to the dentist's*
– *go on holiday*
– *have a big breakfast*

Put students into pairs to ask and answer questions with *How often do you … ?* and *How often did you … ?*

d Tell students that they are going to prepare some sentences about past and present habits of their own families and families in their countries. Point out that this could be anything from simple daily or weekly habits, to less common events like parties and other celebrations. Students prepare their sentences individually. Monitor and give help as necessary.

e Put students into pairs or small groups to discuss their answers. Take feedback as a class.

5 SPEAKING

a Elicit the meaning of *tradition* (a custom or way of behaving that has existed for a long time in a group or society, e.g. national festivals, New Year, birthdays, etc.). Tell the class they are going to talk about *family traditions* – things that their family always or often does together.

Give students time to read through the questions and make notes. Monitor and help as necessary.

b Put students into pairs or small groups to talk together. Monitor, but don't interrupt fluency unless students make mistakes with *used to* or *usually*, or any family vocabulary and multi-word verbs from the lesson. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 3B
- Photocopiable activities: Grammar p.161, Vocabulary p.167

3C Everyday English
You won't believe what I did!

At the end of this lesson, students will be able to:

- understand informal conversations in which people tell stories about what happened to them
- use appropriate phrases for reacting to what people say
- use appropriate phrases when starting or finishing a story, or adding new information in a story
- identify the main stress in word groups
- tell a story about an interesting thing that happened recently

OPTIONAL LEAD-IN

Books closed. Write these mistakes on the board:

– *You send an email or text message to the wrong person.*

– *You put salt instead of sugar in someone's coffee.*

– *You arrive late for a job interview.*

– *You put the wrong kind of fuel in your car or motorbike.*

– *You forget someone's name.*

– *You call someone by the wrong name.*

– *You fall asleep during a lesson or an exam.*

Ask students to consider which mistakes are important, and which ones don't matter much. Put them into pairs or small groups to compare opinions. Take feedback as a class.

1 LISTENING

a Put students into pairs to discuss the questions about presents and shopping. Take feedback as a class.

b Tell students to look at the photo and the words in the box. Put them into pairs to answer the question. Elicit students' ideas, but don't check answers at this point.

c 1.49 Play Part 1 of the video or the audio recording for students to check if their guesses were correct and what mistake Mark made.

Answers
Mark bought a desk online for his father, but it was a child's desk, so it was very small. He forgot to check the measurements on the website.

Video/Audioscript (Part 1)

PAULA Hi, Mark. Hi, Tom.
MARK Hi, Paula.
TOM Hi!
M We're still meeting at 10, right?
P Yes, we are. We're in meeting room 3, I think. See you in there?
T Yep!
M See you in a minute.
T Coffee?
M Yes, please.
T So, did you have a good weekend?
M It was good, thanks. But you won't believe what I did.
T What?
M Remember I told you my dad wanted a desk for his new office? And I offered to help him find one online?
T Oh yeah?
M Well, I found one. It looked perfect, exactly what I was looking for. It was a fantastic price too.
T Sounds good.
M Exactly, so I ordered it.
T Great!
M And it arrived on Saturday. But, the funny thing is, it was really, really small.
T How small?
M It only came up to my knees!
T Eh?
M It turned out I'd ordered a desk for a child.
T No way!
M Mm-mm! I forgot to check the measurements on the website!
T So, what did you do?

VOCABULARY SUPPORT

measure (B2) – to discover the exact size or amount of something, or to be of a particular size

measurement (B2) – the size, shape, etc. of something which you discover by measuring it

2 CONVERSATION SKILLS
Reacting to what people say

a 1.49 Ask: *Why is it important to react to what people say?* (it shows you're interested and it keeps the conversation going).

Give students time to read the task, then play Part 1 of the video or the audio recording again. Put them into pairs to compare answers. Check answers as a class.

Answers
1 b 2 c 3 a 4 d

b In pairs, students do the matching task. Explain that one option is used twice. Check answers as a class.

Answers
1 a, c 2 b, d 3 b

c In pairs, students underline the ways to show surprise. Check answers as a class.

Answers
Wow!
Really?

EXTRA ACTIVITY

Demonstrate to students how the voice moves more when we encourage the speaker to say more. Point out that there is a rising-falling tone at the end of statements, and a rising tone at the end of questions.

Sounds good. Great! What?

Now, show students that the voice moves in a similar way when we are showing surprise.

Wow! Really? No way!

Put students into pairs to practise saying the expressions.

d Give students time to complete the sentences. Monitor and help if necessary.

e In pairs, students say their sentences and react to each other. Encourage them to add a comment or question after reacting with one of the expressions, as in the example speech bubble. Take feedback as a class.

3 LISTENING

a Ask: *What do you think Mark did when he discovered he'd ordered a desk for a child?* Write students' suggestions on the board.

b 1.51 Play Part 2 of the video or the audio recording for students to see what Mark did and whether he got a desk for his dad. Elicit the meaning of *refund* (your money back if something you've bought isn't right).

> **Answers**
> Mark phoned the company and they gave him a refund. He found another desk on a freecycling website. The second desk was free.

Video/Audioscript (Part 2)

TOM So, what did you do?
MARK Well, I phoned the company to explain, and luckily they agreed to give me a refund.
T Really? That was very good of them.
M Yeah, it was. But anyway, I still had to find a desk. I was looking everywhere, but I couldn't find anything. In the end, Rachel suggested I try one of those freecycling websites.
T Freecycling? What's that?
M It's where people get rid of stuff they don't want any more. I've never heard of it either. But there are a couple of websites for this area. I found the perfect desk straight away – and the best thing is, it's free.
T It's free?
M Yeah, I think the owner doesn't have enough space for it, so he's just giving it away. So all I have to do is go and pick it up.
T Wow! That's good. And you're sure it's the right size this time?
M Ha-ha. Yeah, I double-checked the measurements this time.
P Guys!
M Oh, sorry, Paula! It's my fault. I was just explaining to Tom about my desk mix-up.

c 1.52 Students read through the sentences. Play Part 2 of the video or the audio recording again. Check answers as a class.
Ask the class to correct the false sentences.

> **Answers**
> 1 F They agreed to give him a refund.
> 2 T
> 3 T
> 4 F Tom says, 'Freecycling? What's that?'
> 5 F He has to go and pick it up (collect it).

CULTURE NOTE

Freecycling is a service in which someone uses the internet to advertise possessions they no longer need and that they want to pass on to other people who need them, for no money. Freecycling limits the amount of waste going to landfill and also cuts down on the amount of new goods being manufactured. There are thousands of freecycling groups around the world listing items that are available in that area.

EXTRA ACTIVITY

Focus on the phrases *get rid of*, *double-check* and *mix-up* by asking the following questions:

– *What do people use Freecycle for?* (to get rid of stuff they don't want any more)
– *How does Mark know the new desk is the right size?* (He's double-checked the measurements.)
– *What's another word for 'confusion' or 'mistake' that Mark uses at the end of the conversation?* (mix-up)

d Students work in small groups to discuss the questions. Encourage them to react to what they hear. Nominate a few students to talk about their experiences to the class.

4 USEFUL LANGUAGE Telling a story

a 1.53 Give students one minute to complete the sentences. Then play the recording for them to check. Check answers as a class.

> **Answers**
> 2 funny
> 3 turned out
> 4 anyway
> 5 end
> 6 best

LANGUAGE NOTES

We often use the multi-word verb *turn out* in stories to mean 'was discovered' or 'was understood'.

I couldn't understand why Emma didn't say anything about my news. It turned out she'd never received my email. (I found out later that she hadn't received my email.)

b In pairs, students complete the sentences. Check answers as a class.

> **Answers**
> starting a story: You won't believe what (I did).
> adding new information: The funny thing is, ... The best thing is, ...
> finishing a story (or part of a story): It turned out that ..., In the end...

c Give students five minutes to prepare their stories individually. Then students work in small groups to tell each other their stories.

5 PRONUNCIATION
Stress in word groups

a 1.52 Write this sentence on the board and read it aloud, marking the natural break between the word groups as you do so: *It turned out // I'd ordered a children's desk.*

Remind students that we pause between word groups to make a message clearer. Play the recording for students to mark where the speaker pauses. Check answers as a class.

> **Answers**
> 1 The funny thing is, // it was really, really small.
> 2 In the end, // Rachel suggested I try one of those // 'freecycling' websites.
> 3 Well, // I phoned the company to explain, // and luckily // they agreed to give me a refund.

b 1.53 Ask students to read through the information in the box. Play the recording again for them to underline the stressed syllables.

> **Answers**
> 1 The funny thing is, // it was really, really small.
> 2 In the end, // Rachel suggested I try one of those // 'freecycling' websites.
> 3 Well, // I phoned the company to explain, // and luckily // they agreed to give me a refund.

c 1.53 Play the recording again. Pause it after each sentence for the students to listen and repeat.

6 SPEAKING

a Give students up to five minutes to prepare their stories. Monitor and help as necessary.

b Students work in pairs and tell each other their stories. Put students into different pairs so they can tell their stories to someone else. Monitor, but don't interrupt fluency unless students make mistakes with stress in word groups or phrases to react to what they are hearing. Nominate a few pairs to tell their stories for the class.

LOA TIP MONITORING

As you monitor, listen for examples of good language to mention during feedback. Giving positive feedback is motivating for students. Try not to note these down with pen and paper while you're monitoring, as this can be distracting and sometimes worrying for students. If it's hard to remember what you're monitoring, return to note things down at your desk from time to time.

ADDITIONAL MATERIAL

- Workbook 3C
- Photocopiable activities: Pronunciation p.176
- Unit Progress Test
- Personalised online practice

3D Skills for Writing
He wanted to see the world

At the end of this lesson, students will be able to:

- understand a person telling a story
- understand an email giving more information about a story
- use phrases for describing points or periods of time in a story
- write a biography of someone they know or know about

OPTIONAL LEAD-IN

Books closed. Write this list on the board:

Important life events
– graduating from university
– marriage
– starting school
– learning to drive
– the birth of a younger brother/sister
– meeting your best friend
– going abroad for the first time
– having children
– moving house

Students work individually to decide which three events they think are the most life-changing and why.

Put students into small groups to compare their choices and explain their reasons. Encourage students to justify their answers as far as possible. Take feedback as a class.

1 SPEAKING AND LISTENING

a Put students into pairs to discuss the questions. Take feedback as a class. Ask: *Who knows more about their family history, you or your partner? How and when did you/your partner learn about it?*

b Give students time to read the question. Play the recording for students to listen and answer it.

Answer
They're talking about their grandparents.

Audioscript

BRYAN It's a shame we don't know much about our grandfather, isn't it? Mom used to love talking about him and Grandma. She always used to tell so many interesting stories about them. But I've got no idea where or when they met.

SUSIE Yeah. Well, I know he was born in England.

B Who, Grandad? Yes, I know. And he wanted to go out and see the world, didn't he? That's why he went to train as a chef – so he could get work on a ship.

S What kind of ship?

B Cruise ships. And that was before the war. Some time in the 1930s.

S Oh, right.

B He loved travelling and that was the best way to see the world if you didn't have a lot of money back then.

S So, how did he meet Gran? She was a nurse, wasn't she? And how did they both end up in Canada?

B I ... I don't know. I guess we'll have to do some research!

c Tell the students to look at the black-and-white photos. Ask: *How do you think Bryan and Susie's grandparents met?*

Answer
They probably met on a ship they were working on.

d Give students time to think and make notes about a family member who interests them. Point out that this person doesn't have to be someone who is still alive. Monitor and help as necessary.

e Put students into pairs to talk about the family member they made notes about.

2 READING

TIP ELICITING

Ask students to cover the email and the pictures on the next page. Elicit ideas about why Bryan and Susie's grandparents decided to live in Canada. Put their ideas on the board. When eliciting ideas like this, you can elicit directly from a strong group or indirectly (give students some thinking time in pairs first) from a weaker class. Compare their ideas with the real story after reading.

a Students read Bryan's email to Susie and answer the question. In pairs, students discuss the answer. Check answers as a class.

Answers
They both liked Vancouver and decided they would start a new life in Canada.

CULTURE NOTE

Vancouver, on the west coast of Canada, is often listed as one of the world's most pleasant cities to live in. It is one of the country's largest cities, with a population of more than 600,000.

b Give students five minutes to read the email again and put the pictures on SB p.41 in order. Students discuss the answers in pairs. Check answers as a class.

Answers
1 b 2 d 3 a 4 c 5 e

EXTRA ACTIVITY

Write these extra questions on the board and give the students five minutes to read the email again and find the answers.

1 *Where are their grandparents in picture b?* (on a cruise ship going from England to Vancouver)
2 *How long did their grandfather work on cruise ships?* (for two years)
3 *How did their grandmother feel before she started working at the hospital?* (lonely)
4 *Where did they get married?* (in Canada)
5 *Has Bryan been to the house in Vancouver where their grandparents lived?* (Yes, he used to go and visit them when he was at school.)

3 WRITING SKILLS Describing time

a Put students into pairs to look at the words in **bold**. Check the answer as a class.

> **Answer**
> They all describe a period of time.

b Individually, students study the rules and choose the correct answers. They compare answers in pairs. Check answers as a class.

> **Answers**
> 1 during
> 2 while
> 3 can't
> 4 Meanwhile
> 5 Over

LANGUAGE NOTE

We use *over* to mean *during* with time phrases like *the next few / the last few days/weeks/months/years/decades*:

*Technology has changed a lot **over** the last few decades.*

We can also use *over* with seasons (*the winter/spring/summer/autumn*) or specific periods of time (*the school holidays*, etc.):

*I hope we can meet up a few times **over** the summer holidays.*

We can't use *over* to mean *during* with nouns like *film* or *lesson*:

*Sally fell asleep **during** the film.* (NOT ~~*Sally fell asleep over the film*~~.)

c Students work individually to choose the correct words. Check answers as a class.

> **Answers**
> 1 from, until
> 2 during
> 3 over
> 4 while
> 5 for, Meanwhile

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

> **Answers**
> 1 for
> 2 while
> 3 from
> 4 Meanwhile
> 5 until

e Give students time to make notes about the details of four or five important events in their lives. Tell them to write complete sentences using expressions for describing time. Monitor and help as necessary.

f Put students into pairs to read their sentences to each other. Monitor and listen for correct usage of the target language from this lesson. Nominate a few pairs to perform their conversations for the class.

4 WRITING

a Tell students that they going to write a biography of someone they know or know about. Give them time to plan their work using the questions in the book to guide them.

b Give students up to 20 minutes to write the biography. Remind them to include words and expressions from the lesson for describing time. Monitor and point out errors for students to self-correct.

FAST FINISHERS

Ask fast finishers to choose one key event from their biography and write two or three more details about it. Encourage them to be creative and use their imaginations to give surprising or interesting details. Check their work during feedback.

c Put students into pairs to read each other's work. Make sure they all think of a question to ask about the person their partner has written about. Give the class feedback on their written work, focusing on their use of expressions for describing time as well as their use of narrative tenses.

ADDITIONAL MATERIAL

Workbook 3D

UNIT 3
Review and extension

1 GRAMMAR

a Individually, students do the exercise. Point out that more than one answer may be possible. They then compare in pairs. Check answers as a class.

Answers
1 got, was waiting, had planned
2 woke up, had, had blown, had blocked/was blocking
3 showed, knew, had broken
4 sat/was sitting, realised, had put on, felt

EXTRA ACTIVITY
Ask students to think of a time they have been in a similar situation to any of those in 1a.

Give students time to think about how they will tell their stories, then put them into small groups to talk together.

When all the groups have finished, invite some students to say briefly which story was the funniest, most dramatic, etc.

b Individually, students do the exercise. They then compare in pairs. Check answers as a class.

Answers
1 occasionally 2 gave 3 use 4 always wear
5 always used to walk 6 usually 7 use to 8 used to be

2 VOCABULARY

a In pairs, students complete the words. Check answers as a class.

Answers
1 only child 2 relatives 3 stranger 4 niece 5 nephew

b Individually, students do the task. They then check answers in pairs.

Answers
2 cut, off 3 grow up 4 grew apart 5 hang out

3 WORDPOWER *have*

a Write this gapped sentence on the board and ask what the missing verb is (*have*): *Charlotte and Megan used to ___ a lot of arguments as teenagers.* Point out that *have* appears in lots of everyday expressions. Give students five minutes to read the conversations and add the missing sentences. Check answers as a class.

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

b Ask students to look at the table. Remind them of an expression from earlier, *have an argument*, and ask them where it goes in the table (under *experience*). Put students into pairs to complete the task. Check answers as a class.

Answers

eating/drinking	possession	experience	other phrases
have lunch	has three brothers	have an accident	have no idea
have a drink	have brown eyes and a beard	had a go	have some lessons
			have a look

EXTRA ACTIVITY
Remind the class how words which end in a consonant sound can link with words that begin with a vowel sound, for example *have_an_argument*. Put students into pairs to find all the links in the expressions in the table. Check answers as a class (*have_a drink*, *have_an_accident*, *have_a go*, *have_a lesson*, *have_a look*).

c Individually, students complete the sentences. Check answers as a class by asking students to read out the questions. Make sure they are linking the expressions where appropriate (*had_a special meal*, *have_a look*, *had_an_accident*, *have_a good time*, *have_a go*).

Answers
1 have 2 had a 3 having 4 have a 5 have 6 had an
7 have a 8 have a

d Put students into pairs to ask and answer the questions. Take feedback as a class.

FAST FINISHERS
Ask fast finishers to write two or three more questions using *have a/an* + a phrase from this section to ask the rest of the class during feedback.

Photocopiable activities: Wordpower p.172

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 4 Personality

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about people's abilities, feelings and personality
- talk about talented people
- talk about introverts and extroverts
- use appropriate phrases to offer and ask for help
- write an informal online advert

UNIT CONTENTS

G GRAMMAR

- Modals and phrases of ability
- Articles

V VOCABULARY

- Ability: *ability, achievement, bright, brilliant at, confident at, determined, give up, intelligent, a positive attitude, success, successful, talented at*
- *-ed/-ing* adjectives: *amused, amusing, bored, boring, depressed, depressing, disappointed, disappointing, fascinated, fascinating, interested, interesting, relaxed, relaxing, satisfied, satisfying, terrified, terrifying*
- Personality adjectives: *active, lively, sensitive, shy, sociable, talkative*
- Wordpower: *so* and *such, and so on, or so, so far*

P PRONUNCIATION

- Stress in modal verbs
- Sound and spelling: final *-ed* in adjectives
- Intonation in question tags

C COMMUNICATION SKILLS

- Describing people and their abilities
- Describing feelings
- Using appropriate phrases to offer and ask for help
- Using question tags
- Writing an informal online advert

OPTIONAL LEAD-IN

Books closed. Write this gapped word on the board: _ E _ _ O _ A _ I _ _. Ask students to take turns to guess the letters to find the title of the unit. Tell them that this is something we all have, but it is different for all of us. Give the class 10 chances to guess the word and cross one off every time they guess a wrong letter.

Put students into pairs and ask them to tell their partners how their personalities have changed since they were children or whether they have stayed the same. Ask them to give examples. Take feedback as a class and find out who has changed the most since childhood.

GETTING STARTED

a Ask students to look at the photo and the title of the unit, *Personality*. Put students into small groups to discuss the questions. Take feedback as a class.

Suggested answers

1 shy, quiet, thoughtful, calm, peaceful
2 lively, funny, outgoing, noisy, confident

EXTRA ACTIVITY

Ask: *Do you think these children are like this all the time? Why? Why not? Do you think these two children's personalities will change much as they grow older? Why/Why not?*

Take feedback as a class.

b Elicit the meaning of *take after someone* (to be similar to an older member of the family). Put students into pairs to discuss the questions. Take feedback as a class on the most interesting people students talked about.

4A I could sing quite well when I was younger

At the end of this lesson, students will be able to:
- use a lexical set related to ability correctly
- understand a radio programme about talented people
- use modals and phrases of ability to talk about things they can and could do
- talk about personal success and what helped them be successful

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board:

skiingcommunicatingwithpeoplemusiccomputingcookingridingabike

Ask two or three students to come up to the board to divide the wordsnake into words or phrases. Encourage the rest of the class to help them. Check answers as a class (skiing, communicating with people, music, computing, cooking, riding a bike).

Ask: *What are these things examples of?* (skills)

Put students into pairs and ask them to divide the skills into academic skills (connected with study and learning), life skills and physical skills. Take feedback as a class. Suggested answers are below, but students may have different ideas:

academic skills: music, computing

life skills: communicating with people, cooking

physical skills: skiing, riding a bike

Ask the class to think of one or two more skills for each category.

1 VOCABULARY Ability

a Give students two minutes to write down what they think they are good at. Encourage them to think of reasons.

b Put students into pairs to talk about the things they are good at. Take feedback as a class.

c Ask students to look at the title of the article and the two photos. Ask: *Have you heard of Andrew Halliburton? What about Oprah Winfrey?*

Give students one minute to read the article quickly and answer the question.

Answer
Oprah Winfrey became successful, but Andrew Halliburton didn't.

EXTRA ACTIVITY

Write these questions on the board. Ask students to read the article again and answer the questions.

1 *What subject is Andrew Halliburton good at?* (maths)
2 *Why did he leave university early?* (He thought the course was too easy.)
3 *What did he do after university?* (He cleared tables in a fast-food restaurant.)
4 *What was his childhood like?* (His parents pushed him; he didn't spend enough time making friends; other children didn't like him because he was so clever – or at least that's what he thinks now.)
5 *What is Oprah Winfrey's most well-known job?* (She is a TV presenter.)
6 *What was her childhood like?* (Difficult; her family had no money; she did well at school.)
7 *Did she feel positive or negative about her future when she was young?* (positive)

CULTURE NOTE

IQ (intelligence quotient) tests measure people's cognitive ability. The average result is 100. A result over 130 is considered exceptional. Andrew Halliburton has an IQ of 145. Stephen Hawking, Bill Gates and Quentin Tarantino are all reported to have IQs of 160.

d Students underline the correct words in the article. They then compare answers in pairs. Monitor to check that students are pronouncing the words correctly.

Answers
1 talented
2 gave up
3 successful
4 intelligent
5 positive attitude
6 determined
7 success

e Put students into pairs to discuss the words and phrases. Check answers as a class.

Answers
1 talented, brilliant, ability, intelligent, bright
2 confident, a positive attitude
3 successful, achievement
4 give up

LANGUAGE NOTE

We tend to use *have the ability to* for specific talents, e.g. *He **has the ability to** sing two notes at the same time.* For a normal singing ability, we would usually say *He **can** sing*, and for a very good singing ability *He **is talented at** singing*.

We can also use the expression *have an ability in* + noun, e.g. *… bright kids who **have a particular ability in** maths, music or science.*

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

Answers
1 at
2 at
3 at
4 to/towards
5 to

g Give students time to complete the sentences. Point out that we use an *-ing* form of the verb after prepositions (e.g. *good **at swimming***). However, we use *to* + infinitive after *need* (e.g. *you need **to practise***). Monitor and help as necessary.

h Put students into small groups to compare and discuss their sentences in 1g. Take feedback as a class on the most interesting things students talked about.

2 LISTENING

CULTURE NOTES

The listening compares two 'early achievers' (Tsung Tsung and Lionel Messi) with two 'late bloomers' (Vivienne Westwood and Andrea Bocelli).

- Tsung Tsung is a young classical pianist from Hong Kong who has now become famous in the US and beyond.
- Lionel Messi is a footballer from Argentina who plays for FC Barcelona and the Argentine national team.
- Vivienne Westwood is an unconventional fashion designer from Britain. In the 1970s her style influenced the punk rock movement.
- Andrea Bocelli is an Italian singer. He is completely blind after losing his sight in a football accident when he was 12.

a Put students into pairs or small groups to discuss the questions. Elicit students' ideas but don't check answers at this point.

b 1.53 Play the recording for students to check which of their ideas were correct.

Answers

Tsung-Tsung could play the piano at three.
Lionel Messi was playing football at five.
Vivienne Westwood became a successful fashion designer in her 30s.
Andrea Bocelli became a famous classical singer at 36.

Audioscript

PRESENTER That was Rimsky-Korsakov's *Flight of the Bumblebee*, a piece which was recently performed to a live audience on TV by a six-year-old boy called Tsung Tsung. Tsung Tsung could play the piano when he was three. At the age of five, an internet clip with him at the piano made him famous. Now, he says, he wants to be able to play like Mozart. Our question today is: Do we have to start young to succeed? We've all heard about kids like Tsung Tsung, bright kids who have a particular ability in, say, music, maths or science. But do they grow up to be successful adults? And if you're over 30 and you haven't achieved your goals yet, is it too late? Ed Bickley's been looking into it for us. Ed, what have you found out?

ED OK, well, clearly some talented children go on to do very well as adults. Take Lionel Messi. He started playing football on the street at the age of five. Soon, he was playing against much older boys – and they couldn't get the ball off him. He was so good that he was able to join the Barcelona junior team when he was 11, and achieved international success at 20. Now he's one of the greatest players in the world!

P A real success story!

E Yes. But what's surprising is that most of these talented children when they grow up don't actually achieve much more than other adults. A recent study followed a group of talented children from 1974 until now. Less than 5% managed to become very successful adults.

P That does seem surprising.

E And now for the good news! If you haven't achieved your goals by the time you're 30, don't give up! Plenty of people have found success much later in life. British fashion designer Vivienne Westwood's first job was in teaching. She always wanted to be a designer, but her successful fashion career didn't begin until she was 30 when she started making clothes for a shop in London called *Let it Rock*. Then there's Andrea Bocelli. He's been able to sing well since he was a child, but he didn't become a famous classical singer until he was 36. At 41, his album became the most successful classical album by a solo artist of all time, with 5 million copies sold around the world.

P So to do well at something, we don't have to be good at it at a young age?

E That's right. In most cases, talent develops with experience. You need to practise, make mistakes, get frustrated, learn from your mistakes, practise more ... it's hard work. You need a lot of patience, a lot of determination. Confidence and a positive attitude help, too. Say to yourself, 'I can do it!' And just maybe you will! And don't worry if your 10-year-old child can't play the piano. Maybe they'll be able to do it when they're a bit older.

P Ed, you've given us all hope! Thank you very much.

c 1.54 Give students time to read through the sentences, then play the recording again. Students compare answers in pairs. Check answers as a class. Ask students to correct the sentences which are false.

Answers

1 F An internet clip had already made him famous before he appeared on TV.
2 T
3 F The study showed that less than 5% of talented children did very well when they grew up.
4 T
5 T
6 F He believes they learn from their mistakes.

EXTRA ACTIVITY

Ask: *Of the four people you've just heard about, whose story do you find most interesting? Why?*

Put students into small groups to discuss the question, then take feedback as a class to get a general sense of how the students feel about the four people. You may wish to ask: *How do you think Tsung Tsung and Messi's careers will develop in the future?*

d Give students time to think about whether they agree or disagree with the statements and why. First, put students into pairs to discuss their opinions, then put pairs with other pairs to form small groups to extend and develop the discussion. Take feedback as a class to find out whether students generally agree or disagree with each statement.

3 GRAMMAR

Modals and phrases of ability

a Individually, students underline the words and phrases. Check answers as a class.

Answers

2 be able to
3 was able to
4 managed to
5 has been able to
6 can
7 'll be able to

b Put students into pairs to complete the rules, then check answers as a class.

Answers

1 can
2 could, was/were able to
3 be able to
4 will be able to
5 manage to

c **Pronunciation** Give students time to read the first pronunciation task, then play the recording. Make sure students can pronounce the unstressed *could* /kəd/ correctly. Get them to repeat the sentence a few times.

Answer
play

LOA TIP DRILLING

- Give students some controlled practice of the language with this substitution drill. For the first sentence, they listen and repeat. After that, they use the word you give them to change the sentence. Make sure students are stressing the sentences correctly.

I can swim.	➜ *I can swim.*
she	➜ *She can swim.*
could	➜ *She could swim.*
he	➜ *He could swim.*
couldn't	➜ *He couldn't swim.*
swim to the island	➜ *He couldn't swim to the island.*
was able to	➜ *He was able to swim to the island.*
We	➜ *We were able to swim to the island.*
managed to	➜ *We managed to swim to the island.*

- Go through the drill once slowly, then once or twice more at a faster pace until students are producing the sentences comfortably.

d Play the recording for students to listen and decide which word is stressed the most. Ask students to repeat the sentence.

Answer
can

e Put students into pairs to discuss the pronunciation rules. Check answers as a class.

Answers
1 don't usually
2 usually

f Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers
1 was able to / managed to
2 managed to / were able to
3 been able to
4 could
5 can't / 'm/am not able to
6 be able to

CAREFUL!

Students at this level make errors with the verb forms which follow these modals, e.g. ~~*He can sang very well*~~ or ~~*He can to sing*~~ (Correct form = *He* ***can sing*** *…*), ~~*They won't be able agree*~~ (Correct form = *They won't be able* ***to*** *agree*).

However, most problems relate to meaning and use. Students don't use *be able to* enough when talking about an achievement on one occasion or future ability, e.g. ~~*I could find his phone number, so I called him*~~ (Correct form = I ***was able to*** *find…*), ~~*We'll can visit Sarah*~~ (Correct form = *We'll* ***be able to*** *visit…*). They overuse *be able to* when talking about general ability, e.g. ~~*I can be able to cook Chinese food*~~ (Correct form = *I* ***can*** *cook).* They may also confuse *could* and *can*, e.g. ~~*He can walk when he was nine months old*~~ (Correct form = *He* ***could*** *walk …*).

g Students read the information in Grammar Focus 4A on SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.46.

Answers (Grammar Focus 4A SB p.139)
a 2 He's been able to swim 3 both 4 both 5 could, can't 6 be able to 7 be able to 8 not being able to 9 both 10 be able to
b 2 to be able to 3 couldn't walk 4 was able to jump 5 didn't manage to 6 could all swim 7 was able to stand 8 managed to climb 9 needed to be able 10 can swim

h Give students five minutes to make notes on the topics. Monitor and help as necessary.

i Put students into pairs to talk about the topics. Encourage students to listen carefully to each other and to think of questions to ask at the end. Take feedback as a class.

4 SPEAKING

a Ask the class a few questions about the graduation photo: *What's just happened? How's he feeling?* Give students time to read through the topics and prepare what they are going to say. You may wish to give a short, personal example of your own as a model.

b Put students into small groups and make sure each student gets a chance to talk for a minute or so. Encourage students to listen carefully to each other and to think of questions to ask at the end. Monitor for correct usage of vocabulary to talk about ability and modals and phrases of ability. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to discuss which of the points in 4a can help someone to learn English well and why. Check their ideas during class feedback. See if the rest of the class agree.

ADDITIONAL MATERIAL

- Workbook 4A
- Photocopiable activities: Grammar p.161, Vocabulary p.167, Pronunciation p.176

4B Are you an introvert?

At the end of this lesson, students will be able to:

- use *-ed* and *-ing* adjectives to talk about things, people and feelings
- understand an article about introverts
- use a lexical set of personality adjectives correctly
- use articles correctly
- talk about a time when they experienced strong feelings

OPTIONAL LEAD-IN

Books closed. Ask students to stand up. Make sure two areas of the classroom have enough space for all the students to stand in, if necessary. Ask: *Which do you like best – mornings or evenings?* Indicate a 'morning' area of the class and an 'evening' area of the class. Students have to make a quick decision and move to the appropriate area. They can briefly talk to the others there about why they like that option best. Ask the following questions:

Which do you like best:

… reading books or watching films?

… staying in or going out?

… working alone or with a team?

… the city or the countryside?

… summer or winter?

… large or small parties?

If students can't move around the class, they work in small groups and write down their choices in secret before revealing them to the rest of the group and giving reasons for their choice.

1 VOCABULARY *-ed/-ing* adjectives

a Put students into pairs to discuss the questions. Take feedback as a class. Ask who thinks they are introvert and who thinks they are extrovert.

CULTURE NOTE

The 20th-century psychologist Carl Jung identified *introverts* and *extroverts* as two basic personality types. According to Jung's theories, everyone is either an introvert (with their focus directed inside themselves, towards their own thoughts and feelings) or an extrovert (with their focus directed outwards, to the people around them and the outside world).

It is generally agreed that this division is too simple and most people are *ambiverts*, falling somewhere on the scale between introvert and extrovert.

b Give students time to read the description of the book and the reviews below it. Allow them time to make notes about their ideas, then put them into pairs to discuss the question. Take feedback as a class.

EXTRA ACTIVITY

Ask students to read the description of the book and the reviews in more detail. Write these statements on the board and give students five minutes to read the texts again and decide if they are true or false.

1 *Introverts and extroverts need different amounts of sleep.* (true)

2 *Susan Cain is an introvert.* (true)

3 *JD liked speaking in public at school.* (false – He/she was often terrified.)

4 *'Quiet' compares the way introverts are seen in different countries.* (false – Susan Cain only writes about society in the USA.)

5 *'Thinker' didn't find the information about business in the books very interesting.* (true)

c Individually, students match the words with the meanings. Check answers as a class.

Answers

1 depressed
2 bored
3 satisfying
4 disappointed
5 terrified
6 boring
7 fascinating

d 1.58 **Pronunciation** Play the recording for students to listen and complete the table. Don't check the answers yet. You may wish to point out that the pronunciation of the *-ed* sound in these adjectives follows the same rules as the pronunciation of regular past simple endings.

e 1.59 Play the recording for students to listen, check and repeat.

Answers

/d/	/t/	/ɪd/
amused	depressed	disappointed
bored	relaxed	fascinated
satisfied		interested
terrified		

f Ask students to look at the illustration of the man with the book, then put them into pairs to match the sentence halves. Check answers as a class.

Answers

1 b 2 a

g Put students into pairs to complete the sentences. Check answers as a class.

Answers
1 interested
2 depressing
3 disappointing
4 amused
5 terrified
6 fascinated

h Individually, students make notes on the topics. Monitor and help as necessary.

i Put students into pairs. Make sure they understand how the activity works by demonstrating with an example of your own for them to guess. Monitor and listen for correct usage of *-ing* and *-ed* adjectives. Take feedback as a class.

2 READING

a Tell the class that they are going to do a quiz to find out if they are an introvert or an extrovert. Give students about five minutes to read and do the quiz. Once they've counted up their *Yes* answers, they go to SB p.128 and read about their results.

Put students into small groups to compare their answers and tell each other whether or not they think the results describe them well.

FAST FINISHERS

Ask fast finishers to think of two more statements they could add to the quiz, one for an extrovert and one for an introvert. They can read their statements to the rest of the class during feedback and see which students would tick *Yes* or *No*.

b Put students into small groups to share what they know about the four famous people. Take feedback as a class.

c Give students up to 10 minutes to read the article and check their ideas. Take feedback as a class.

CULTURE NOTES

Mahatma Gandhi helped to gain freedom for India but he lived a peaceful life and avoided too much attention. He once said, 'In a gentle way, you can shake the world.'

Rosa Parks named her autobiography *Quiet Strength*. People described her as 'timid and shy' but with 'the courage of a lion'.

Mark Zuckerberg became the world's youngest billionaire in 2008, four years after launching Facebook. He is quiet and thoughtful and described by most people who know him as an introvert.

Angelina Jolie, Oscar-winning actor, has visited more than 30 countries as part of her work for the UNHCR (United Nations High Commissioner for Refugees). She says she likes staying at home and describes herself as 'not very social'.

Vincent Van Gogh spent many hours painting alone. He is quoted as saying, 'often whole days pass without my speaking to anyone'.

Albert Einstein, who developed the Theory of Relativity, is quoted as saying 'the monotony and solitude of a quiet life stimulates the creative mind'.

d Allow students time to read the questions, then give them up to 10 minutes to read the article again and answer them. Tell students not to worry about the words in **bold** at this point. Put students into pairs to compare answers. Check answers as a class.

Answers
1 The attitude is that the qualities of extroverts are valued more than the qualities of introverts.
2 So students can work in groups more easily and put employees in shared offices so they can work in teams.
3 Extroverts can communicate introverts' ideas to the world.

e Give students time to think about their answers, then put them into small groups to discuss the questions. Take feedback as a class.

3 VOCABULARY Personality adjectives

a Individually, students complete the definitions. They then check in pairs.

Answers
1 Talkative
2 Sensitive
3 Sociable
4 Active
5 Lively
6 Shy

b Put students into pairs to decide which adjective describes each person. Check answers as a class. You may wish to elicit the difference in meaning between *sensitive* (easily upset by the things people say or do) and *sensible* (based on or acting on good judgement and practical ideas).

Answers
1 sensitive
2 shy
3 talkative
4 sociable
5 active
6 lively

EXTRA ACTIVITY

Ask students to think of and write down the names of family and friends that the six personality adjectives describe. Put students into pairs to talk about the people they listed, using the sentences in 3b as examples.

4 GRAMMAR Articles

a Students do the task individually. They then compare answers in pairs. Check answers as a class.

Answers
1 an 2 Ø 3 a 4 Ø 5 a 6 the 7 the 8 the 9 Ø

b Put students into pairs to complete the rules. Check answers as a class.

Answers
1 the
2 a/an
3 the
4 Ø

CAREFUL!

Errors with articles are very frequent at this level: students often mix them up, add them unnecessarily, or miss them out altogether.

They may use *the* or *a/an* where no article is needed, especially before time periods, e.g. ~~*The last week, I was ill*~~ (Correct form = ***Last*** *week …*) and uncountable nouns, e.g. ~~*We need a new software*~~ (Correct form = *We need* ***new software***). There is often confusion about nouns that have both countable/specific meanings and uncountable/general meanings, such as *school*, *life*, *work* and *time*, e.g. ~~*When will she start the school?*~~ (Correct form = *start* ***school***).

Students may miss out *the* before *next*, *first* and *last*, especially when talking about time, e.g. ~~*We had a party on last day*~~ (Correct form = *…on* ***the*** *last day*). This is also true of the following words: ***the*** *cinema*, ***the*** *countryside*, ***the*** *city*, ***the*** *same*, ***the*** *time*, ***the*** *park*.

Similarly, students often omit *a/an* after *have*, e.g. ~~*If you have problem, call me!*~~ (Correct form = *If you have a problem …*). Also, before these words: ***a*** *very* (e.g. good idea), ***a*** *new* (e.g. key), ***a*** *good* (e.g. holiday), ***a*** *lot*, ***a*** *few*, ***a*** *big* (e.g. mistake), ***a*** *long* (e.g. time).

c 1.06 Students read the information in Grammar Focus 4B on SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct articles in their answers. Tell students to go back to SB p.49.

Answers (Grammar Focus 4B SB p.139)

a 2 Can you give me (some) advice?
3 I want to buy a new shirt.
4 We had good fun at the beach.
5 I want to go to the countryside.
6 I hope we have good weather at the weekend.
7 If you have a problem, call me.
8 I was in shock for a few days.
9 My brother is an engineer.
10 Please visit us if you have time.

b 2 Ø 3 Ø 4 a 5 the 6 the 7 Ø 8 Ø 9 The 10 the 11 the 12 a 13 The 14 Ø 15 Ø 16 an 17 the 18 the 19 the 20 the 21 Ø 22 the 23 the 24 the 25 the 26 Ø

d Give students up to ten minutes to write a paragraph individually. Monitor and help with articles as needed.

e In pairs, students read and check each other's work. Encourage them to comment on the content of their partner's writing so that they're not only focusing on the use of articles. Monitor and point out errors for students to self-correct.

EXTRA ACTIVITY

Books closed. Put students into teams. Say the quiz questions below. Teams write down the answers. Check answers as a class and give one point for every correct answer and one point for every correct use of articles.

1 *Which animals have black and white fur and eat bamboo?* (**Ø** Pandas)
2 *In which sea or ocean are the Canary Islands?* (**the** Atlantic Ocean)
3 *How often is it 3 o'clock?* (twice/two times **a** day)
4 *Where is Manila?* (**the** Philippines)
5 *Who works in a clinic and looks after your teeth?* (**a** dentist)
6 *When you travel by taxi, who do you give the money to?* (**the** driver)
7 *Which river begins in the mountains north-west of Moscow and finishes in the Caspian Sea?* (**the** Volga)
8 *Where are Chad, Togo and Malawi?* (**Ø** Africa)

5 SPEAKING

a Give students time to read the task and tell them to look at the speech bubble below 5b. Give students up to 10 minutes to think about what they are going to say. Monitor and help as needed.

TIP ELICITING

Students sometimes need help to come up with ideas for a task like 5a. Before they work individually, spend a short time eliciting ideas from the whole class. Ask for examples of possible experiences for the different ideas in the box and possible feelings. Put some of these on the board to encourage weaker members of the group (or the less creative). Tell students that if they cannot think of a real example, they can invent one.

b Put students into small groups to talk about their experiences. Monitor, but don't interrupt fluency unless students make mistakes with articles and *-ing/-ed* adjectives. Take feedback as a class and ask students to say which of the stories were most interesting and why.

ADDITIONAL MATERIAL

- Workbook 4B
- Photocopiable activities: Grammar p.162, Vocabulary p.168, Pronunciation p.176

4C Everyday English
Do you need a hand?

At the end of this lesson, students will be able to:

- understand informal conversations in which people offer and ask for help
- use question tags correctly to check information
- use appropriate intonation in question tags
- use appropriate phrases to offer and ask for help
- maintain informal conversations in which they offer and ask for help

OPTIONAL LEAD-IN

Books closed. Write *Help* on the board in a speech bubble and put students into pairs or small groups to make a list of the kinds of help people can give and receive. After a few minutes, build up a list of ideas with the class. Write it on one side of the board so you can leave it there throughout the lesson. The list may look something like this:

– *manual/physical work (e.g. lifting and carrying)*
– *jobs around the house (e.g. DIY)*
– *housework*
– *help with your studies*
– *technical help (e.g. with computers and other equipment)*
– *medical help (e.g. First Aid)*
– *emotional support*
– *advice about work*

1 LISTENING

a Put students into pairs or small groups to discuss the questions for a few minutes, then take feedback as a class.

b Tell students to look at the photo of Tom. Ask: *What's he trying to show? Why?* Take feedback as a class and write students' suggestions on the board (adding them to the list already on the board if you did the optional lead-in). Don't confirm answers at this point.

c 1.61 Play Part 1 of the video or audio recording for students to check if their answers were correct.

Answers
Tom is offering to help Mark move the desk.

Video/Audioscript (Part 1)

BECKY And these are the photos. You haven't seen the ones of our holiday, have you?
RACHEL No, I haven't. Oh, wow! That's a great photo. That's the hotel you stayed in, isn't it?
B Yes. And there's the beach. It was only a few metres from the hotel.
R Wow, Becky, these are really good.
B Thanks. I enjoyed taking them.
R They're amazing. Actually, can I ask a big favour? You know I'm making a new website, don't you? Well, I need some photos of the shop for it. Do you think you could take them?
B Hmm, I'm not sure. I'm not a real photographer. It's just a hobby.
R But I really love your pictures. Will you do it?
B Well, if you're sure. I'd love to.
R Great!
B So, Mark, Tom told me about your internet shopping mistake. You bought a child's desk instead of an adult one, didn't you?
MARK It was an easy mistake to make – could have happened to anyone! Anyway, it all turned out well in the end. Actually, I'm going to get the desk on Saturday.
B Oh, do you need a hand? I'm sure Tom will help.
TOM Oh yes? You'll need a bit of muscle!
R It would be great if you could, wouldn't it, Mark?
M Yeah, I was wondering how I was going to move it on my own.
T Why not? But could I ask you a favour in return, Rachel?
R Yes, of course. What?
T I'll tell you later.

d 1.61 Give students time to read the task, then play Part 1 of the video or audio recording again. Put students into pairs to discuss the answers, then check answers as a class.

Answers
1 holiday
2 her website
3 pick up
4 Tom helps Mark

e Elicit the meaning of *a favour* (a kind action that you do for someone). Point out that, at the end of the video, Tom says to Rachel, 'Could I ask you a favour in return?' When Rachel asks what he needs help with, he says, 'I'll tell you later'. Ask: *What sort of help might Tom need?* If you did the optional lead-in, refer to the 'Help!' list on the board.

2 CONVERSATION SKILLS
Question tags

a 1.62 Give students time to read the task, then play the recording for students to listen and match the question tags with the uses.

Answers
1 b 2 a

b Put students into pairs to complete the rules. Check answers as a class. Remind students that for past simple sentences when the main verb isn't *be*, the auxiliary is *did(n't)*.

Answers
1 b 2 a 3 d 4 c

c Students do the task individually. They then compare answers in pairs.

Answers
1 do you
2 isn't it
3 haven't you
4 wasn't it
5 hasn't he
6 did you

3 PRONUNCIATION

Intonation in question tags

a 1.63 Give students time to read the question. Play the recording for students to check the intonation.

> **Answer**
> The intonation goes down.

b 1.64 Play the recording for students to check the intonation.

> **Answer**
> The intonation goes up.

LOA TIP CONCEPT CHECKING

Check students' understanding of intonation in question tags. Tell them you're going to say some sentences with question tags and that they have to tell you if you're checking something or asking a real question. Make sure you use falling intonation when checking and rising intonation when asking 'real' questions.

You like swimming, don't you? (checking)

I saw you at the cinema, didn't I? (question)

That man used to be an actor, didn't he? (question)

We're going to miss the bus, aren't we? (checking)

EXTRA ACTIVITY

Ask students to look again at questions 1 and 2 in 2c. Put students into pairs to read them both as if checking something they already think is true, with falling intonation.

They can then try reading sentences 3–6 as 'real' questions, with rising intonation.

4 LISTENING

a 1.65 Remind students that Tom wanted to ask Rachel a favour. Play Part 2 of the video or audio recording for students to choose the correct words. Check answers as a class.

> **Answers**
> 1 buy a ring
> 2 agrees

Video/Audioscript (Part 2)

RACHEL So, what do you need?
TOM Well, I'm going to ask Becky to marry me.
R Wow, that is great news!
T Thanks, but I wondered if you could come with me to buy the ring. I've never done this before and I don't know where to start.
R Yes of course I could. Oh, that is brilliant.
BECKY What are you two gossiping about?
T Oh, nothing!

b Put students into pairs to look at the photo of Tom and Mark. Students say what is happening. Elicit students' ideas, but don't confirm answers at this point.

c Play Part 3 of the video or audio recording for students to check their ideas.

> **Answer**
> Tom is helping Mark get the desk.

Video/Audioscript (Part 3)

MARK Go on. Pull it a bit harder.
TOM I can't, it's too heavy!
M We're almost there. Go on.
T No, it's not going to work.
M All right. Put it down.
T What's it made of?
M Metal.
T Let's do it together, both sides. Ready?
M All right. One, two, three ... No, put it down, put it down.
T Let's move it across.
M All right. Ready? One, two, three...
T Job done.

d Give students time to read through the topics and think about their ideas. Put students into small groups to tell their stories. Take feedback as a class.

5 USEFUL LANGUAGE

Offering and asking for help

a 1.67 Give students time to read through the phrases, then play the recording for them to complete the sentences.

> **Answers**
> 1 could
> 2 need
> 3 ask
> 4 need
> 5 wondered

b Put students into pairs to add the phrases to the table. Check answers as a class, then tell students to practise saying the complete phrases in pairs.

> **Answers**
> See 5c.

c In pairs, students complete the table.

> **Answers**

Offers to help	Asking for help
Do you need a hand?	Do you think you could ...?
What do you need?	Could I ask you a favour ...?
Is there something I can do?	I wondered if you could ...
How can I help you?	Can you do something for me?
	Can you give me a hand?

d Students read the conversations and complete them in pairs. Check answers as a class. Put students into pairs to practise reading out the conversations.

> **Answers**
> 1 Do you need a hand?
> 2 Can you give me a hand, Do you think you could
> 3 Could I ask you a favour? / Can you do something for me?, I wondered if you could

6 SPEAKING

a Divide the class into pairs and assign A and B roles. Student As go to 6b. Student Bs go to SB p.128 and read the instructions.

b Give students about five minutes to read their role cards and prepare what they're going to say in each conversation.

c Students have their conversations. Monitor, but don't interrupt fluency. Listen for correct usage of phrases for asking for and offering help. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to role-play another situation asking for help with something. They can think of the situation themselves, or you can give them an idea, e.g. your car is getting repaired and you'll need some lifts for two days. Ask them to repeat the roleplay for the class during feedback.

ADDITIONAL MATERIAL

- Workbook 4C
- Unit Progress Test
- Personalised online practice

4D Skills for Writing
No experience needed

At the end of this lesson, students will be able to:

- understand people talking about websites they used
- understand online adverts
- understand the style and language of informal adverts
- write an informal online advert

OPTIONAL LEAD-IN

Books closed. Write *FOR SALE* and *WANTED* on the board and ask: *Where do you see these headings?* (written adverts)

Discuss the following questions as a class:

– *What do people advertise for in 'Wanted' adverts?* (volunteers, furniture, companions)
– *Where do you see them?* (websites, magazines, newspapers, shop windows, noticeboards)
– *Have you ever written one?*
– *Have you ever responded to one?*

Tell students they'll be writing an informal advert at the end of the lesson.

1 SPEAKING AND LISTENING

a Put students into small groups to discuss the questions. Take feedback as a class.

b 1.58 Tell the class they're going to hear three people talking about a website they have used. Play the recording for students to decide the purpose of each website. Pre-teach *volunteer* (a person who does something, especially helping other people, willingly and without being forced or paid to do it).

Answers

Travel Groups: to contact people who want to travel to the same places as you
Volunteer Community Project: to advertise volunteering jobs
Short Work: to advertise short jobs for a few days or a couple of weeks

Audioscript

SHEENA Last year, I had some free time and a bit of money to spend. I'd always wanted to go walking and climbing in the Himalayas, but I didn't want to go on my own and none of my friends wanted to go. So I found a website called *Travel Groups*, where you can contact other people who want to go to the same places as you, and you can join up and go together as a group. Anyway, I found three other people to go with and we all met in Delhi in north India and we travelled together. It worked out really well. I think websites like this are a good idea because lots of people don't want to travel on their own, and it works as long as everyone's reasonably sociable. I'm quite self-confident and I think I'm an extrovert, so I think I'm quite good at getting on with people and making friends.

ALYA I had a few months off after university, so I looked on the internet for volunteer work and found a really good website for last-minute volunteer jobs called the *Volunteer Community Project*. It was good because you can arrange things straight away and they pay your fares, and you get basic accommodation and food. You don't earn money, but you don't really spend much either. I went to London and worked there with young children from problem families. I didn't have any experience, but that doesn't matter. You just need to be able to get on with kids and understand what they need. I never realised before, but actually it seems like I've got a natural talent for teaching children. So it was a really great experience and now I've decided to train as a primary school teacher.

BRAD I really needed to earn some money and I couldn't get a proper job. Someone told me about this website called *Short Work*, where people offer short jobs for a few days or a couple of weeks that they need doing, like helping out with things or fixing things for people. I'm quite good at things like that, and I know a bit about electricity and plumbing. I found this advert for a family who've got a large house and needed someone to do some basic work on it. So I went along and chatted to them, and they gave me the job. I think they could see that I was quite serious about it and I was determined to work hard. It was really good. I was only there for two weeks, but in that time I managed to clear their garden, mend their garden fence, I painted three rooms for them, and I got their kitchen light working. So not bad for two weeks' work!

EXTRA ACTIVITY

Ask questions about the photos to help students predict what they will hear.

Photo a: Where do you think these people are climbing?
Photo b: How old are these children? Why do you think they're here?
Photo c: Is this man working in his own garden or in someone else's garden?

Take feedback as a class.

c 1.58 Give students time to read through the topics. Play the recording again. Put students in pairs to compare their answers, then check answers as a class.

Answers

1 She travelled with a group of people she'd found on a website.
2 She's self-confident and an extrovert.
3 You don't earn money when you volunteer.
4 She's got a natural talent for teaching children and she's decided to train as a primary school teacher.
5 He is good at helping out and fixing things. He knows a bit about electricity and plumbing.
6 The family could see he was serious about the job and determined to work hard.

d Put students into pairs to discuss the question. Take feedback as a class.

2 READING

a Give students two minutes to look through the adverts and complete the task. Check answers as a class.

Answers
Advert a: dates or times, money, travelling, types of people
Advert b: dates or times, types of people, work
Advert c: dates or times, money, types of people, work

VOCABULARY SUPPORT

domestic – (B2) belonging or relating to the home, house or family

duty – (B1) something you have to do because it is part of your job, or something that you feel is the right thing to do

plumbing – the work of connecting water and other pipes in a building

b Students read the adverts again and answer the questions. Put students into pairs to compare answers.

Answers
Advert a:
1 North India and the Himalayas
2 one or two
3 male or female under 30, sociable and not too serious, reasonably fit, able to live cheaply
Advert b:
1 teaching, leading educational play groups
2 next month
3 positive and outgoing, good with young children
Advert c:
1 general work in the garden, painting, fixing electrical problems
2 none
3 two weeks

3 WRITING SKILLS

The language of adverts

a Put students into pairs to match the sentences with the adverts.

Answers
2 b, c 3 b 4 b, c 5 a, c 6 a

b Discuss the questions as a class.

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

c Individually, students identify the purpose of each section. Check answers as a class.

Answers
a 4 b 2 c 1 d 3

d Point out that these reduced expressions are useful in 'wanted'/'looking for' adverts because they communicate the advertiser's requirements very clearly and simply.

Answers
1 No experience needed.
2 Climbing experience preferred.
3 Volunteer needed.
4 No qualifications required.

LANGUAGE NOTES

The expressions in 3d are reduced passive forms in which the verb *be* is omitted. They catch people's attention without sounding too formal.

No experience ~~is~~ required. Climbing experience ~~is~~ preferred. No qualifications ~~are~~ required.

In the case of 3, the article has also been omitted.

~~A~~ volunteer ~~is~~ needed.

This kind of 'telegraphic' (only using key words) style is often used in newspaper headlines. Reducing the number of words means larger lettering can be used: the overall effect is attention-grabbing.

e Put students into pairs to write sentences. Take feedback as a class.

Answers
1 Assistance is urgently needed.
2 A driving licence is required.
3 A male or female under 40 is preferred.
4 Accommodation is included.

4 WRITING An informal online advert

a Tell students they are going to write an informal 'wanted'/'looking for' advert. Put students into pairs and give them up to 15 minutes to choose a topic, discuss their advert and plan it. Monitor and help as necessary. Remind students to think about wording the advert so that it's not too formal, and encourage them to include reduced expressions like *No experience required*. Then give a further 5–10 minutes to write the advert out in full. Even though they are working in pairs, each student should write out their own version of the final advert. Make sure they write their name on it.

LOA TIP MONITORING

As you may not get the opportunity to check the written work unless you take it in at the end of the lesson, use your monitoring time to point out errors and encourage self-correction at this stage. Focus on the points covered in the lesson, but also look out for basic grammatical, vocabulary or punctuation mistakes too.

b Students do a final check of their work using the two questions.

c When all the students have finished writing, they exchange their adverts so that each student has a different advert to look at. Give students 10 minutes to write a reply to their new advert.

When everyone is ready, tell students to give their responses – along with the original adverts – back to the advert writers. In pairs, students look at the two responses and decide who they think sounds more suitable and why.

Give the class feedback on their written work, focusing on the level of formality they used in their adverts and on how effectively they used reduced expressions.

FAST FINISHERS

Ask fast finishers to write another short reply to the same advert, but this time they should write it from the point of view of someone who is not suitable. They should give this back with their other reply to the advert writers.

ADDITIONAL MATERIAL

Workbook 4D

UNIT 4
Review and extension

1 GRAMMAR

a Put students into pairs to tick the correct sentences. Check answers as a class.

Answers
1 a 2 both 3 both 4 b

b Individually, students choose the correct words. Check answers as a class.

Answers
1 a 2 Ø 3 Ø 4 The 5 Ø 6 the 7 an 8 Ø

c Individually, students work to complete the questions. Check answers as a class. Put students into pairs to ask and answer the questions.

Answers
1 the 2 a, the 3 the 4 the 5 Ø 6 the 7 an

2 VOCABULARY

a Individually, students choose the correct words. Check answers as a class. Give students time to think about which sentences are true for them, then put them into pairs or small groups to compare their answers.

Answers
1 confident 2 successful 3 achieved 4 patient 5 talkative

b Individually, students complete the task. Check answers as a class.

Answers
1 depressing 2 terrifying 3 disappointed 4 relaxing 5 satisfied

3 WORDPOWER *so* and *such*

a Individually, students do the matching task. Check answers as a class.

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

b Put students into pairs to complete the rules.

Answers
1 c 2 2, d 3 5, f

LANGUAGE NOTE

When we say *such a* or *such an*, the two words have a linking sound:

That was such_a good meal.

He's such_an_interesting person.

When *so* is followed by a vowel sound, we often use a /w/ sound to link the words smoothly:

He's so_/w/_interesting.

EXTRA ACTIVITY

Do this drill as a class to give controlled practice of *so* and *such* for emphasis. Encourage students to say the sentences with the stress on *so* and *such* and with a wide intonation range to express feeling.

She sings so well. / good singer → *She's such a good singer!*
He drives so badly. / bad driver → *He's such a bad driver!*
She eats so slowly. / slow eater → *She's such a slow eater!*
She's such a good singer! / so → *She sings so well.*
He's such a bad driver! / so → *He drives so badly.*
She's such a slow eater! / so → *She eats so slowly.*

c Individually, students match the meanings with the words. Check answers as a class.

Answers
1 so far 2 and so on 3 or so

d Individually, students complete the sentences. Check answers as a class.

Answers
1 so 2 or so 3 so 4 such an 5 so far 6 such 7 and so on 8 such a

e Put students into pairs or small groups to think of different famous people to complete the descriptions. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to write two more gapped descriptions for famous people, e.g.

… acts so brilliantly.

… is such a clever writer.

During feedback ask the class to complete the descriptions.

Photocopiable activities: Wordpower p.172

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 5
The natural world

UNIT OBJECTIVES

At the end of this unit, students will be able to:
- understand information, texts and conversations about wildlife, the environment and environmental issues and exchange information and opinions
- talk about problems and solutions in relation to environmental issues
- talk about inventions and the natural world
- learn to give reasons, results and examples
- use appropriate expressions for giving yourself time to think
- write a discussion essay

UNIT CONTENTS

G GRAMMAR
- Future forms (*will*, *be going to* and the present continuous)
- Zero conditional and first conditional

V VOCABULARY
- Environmental issues: *climate change*, *conservation project*, *creature*, *damage*, *destroy*, *endangered*, *the environment*, *environmentally friendly*, *limit*, *local*, *natural*, *pollution*, *prevent*, *protect*, *recycle*, *save*, *species*, *survive*, *wildlife*
- The natural world (plants and animals): *branch*, *feather*, *fur*, *leaf*, *paws*, *petals*, *scales*, *skin*, *tail*, *web*; (geographical features): *bay*, *cave*, *coast*, *desert*, *lake*, *national park*, *ocean*, *rainforest*, *sea*, *stream*, *valley*, *waterfall*
- Wordpower: *be aware of a problem*, *cause a problem*, *face a problem*, *fix a problem*, *solve a problem*, *tackle a problem*

P PRONUNCIATION
- Sound and spelling: *a*
- Consonant clusters
- Voiced and unvoiced consonants

C COMMUNICATION SKILLS
- Talking about the future
- Talking about *if* and *when*
- Giving reasons, results and examples
- Using appropriate phrases for giving yourself time to think
- Writing a discussion essay

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the anagram *HETHACE* on the board and tell students that this is an animal. Find out which student can solve the anagram the fastest (cheetah).

Put students into pairs and ask them to write down as many other animals that live in Africa as they can in three minutes. Stop them after three minutes and check the animals. If you are not sure whether the animal is found in Africa, take a class vote and abide by the decision. Find out the pair with the most animals.

a Tell students to look at the photo and the title of the unit, *The natural world*. Give students time to think about the questions, then put them into small groups to discuss their answers.

b Pre-teach *endangered* (of animals or plants that may die out because so few still exist). Put students into pairs to discuss the questions. Take feedback as a class.

CULTURE NOTE

Cheetahs live in eastern and southern Africa. There is also a small population in north-eastern Iran. This photo was taken in South Africa.

They eat small to mid-size animals, such as gazelles and impala. Cheetahs don't consider humans as prey (animals to be hunted and caught for food). They generally avoid people if they can, and aren't dangerous in the way that lions, tigers and leopards are. Of course, if you annoy them (for example, by going near their cubs), they will probably hurt you in self-defence.

Cheetahs are an endangered species. There were over 100,000 cheetahs in the last century, but only around 11,000 today. There are two main reasons for this: their habitat has become smaller because of human activity (e.g. farming) and they are sometimes hunted and killed for their fur.

c Put students into small groups to discuss the questions. Take feedback as a class. Nominate a few students to talk about what they are doing about the environment or endangered animals.

EXTRA ACTIVITY

Ask students to write down five animals they think people probably will no longer see in the wild a hundred years from now. Students should then compare their lists with a partner and see if they agree. Ask for examples with reasons during feedback.

5A People will care more about the environment

At the end of this lesson, students will be able to:

- use a lexical set about the environment to talk about problems and solutions
- read and understand a text about a charity which supports environmental causes
- use future forms correctly
- make predictions about the future

OPTIONAL LEAD-IN

Books closed. Write these groups of words on the board:

1 *ape, butterfly, panda, fox* (They're all mammals except *butterfly*, which is an insect.)
2 *orchid, tree, camel, grass* (They're all plants except *camel*, which is an animal.)
3 *gorilla, snake, crocodile, turtle* (They're all reptiles except *gorilla*, which is a mammal.)
4 *duck, vulture, shark, penguin* (They're all birds except *shark*, which is a fish.)
5 *ant, bee, fly, lizard* (They're all insects except *lizard*, which is a reptile.)

Tell students to look at the groups and decide which word is the odd one out in each. Check the meaning of all the words before students give their answers.

Students then compare answers in pairs. Check answers as a class.

1 VOCABULARY Environmental issues

a Tell students to look at the photo at the bottom of the page and ask: *What's the problem here? Why is it happening? What possible solutions are there?* Put students into pairs to do the matching task. Check answers as a class. You may wish to point out that the *n* in *environment* and *environmentally*, while not completely silent, isn't pronounced strongly.

Answers

a the environment
b prevent, protect, save, recycle
c damaged
d pollution, climate change
e conservation projects
f wildlife
g endangered
h environmentally friendly

b **Pronunciation** Read through the words in the box, and make sure students know what the vowel sound at the top of each column in the table is. Put students into pairs to complete the table. Encourage them to say the words out loud to each other. Play the recording for students to check their answers.

Answers

/eɪ/	/ɑː/	/æ/	/ə/
change	glass	damaged	animals
conservation	plants	natural	climate
endangered			
paper			

c Play the recording again for students to listen and repeat.

d Ask students to read the questions again and choose two that interest them. Put students into small groups to discuss their answers. Take feedback as a class.

e Students complete the exercises in Vocabulary Focus 5A on SB p.154. Individually, students do Exercise a. In pairs, students complete Exercise b. Play the recording for students to check their answers. Monitor Exercise c. Put students into small groups to do Exercise d. Tell students to go back to SB p.56.

Answers (Vocabulary Focus 5A SB p.154)

a 1 natural 2 local 3 limit 4 species 5 survive 6 destroy 7 creature 8 endangered
b 1 endangered 2 destroyed 3 creature/species 4 natural 5 creatures/species 6 survive 7 limit 8 local

2 READING

a Ask: *Has anyone heard of the Whitley Fund for Nature?* Give students two minutes to read the text and answer the questions. They then compare answers in pairs. Check answers as a class.

Answers

1 They give money to environmental projects in different parts of the world.
2 They give up to £35,000.
3 They can use the money for local environmental projects.

CULTURE NOTE

The Whitley Fund for Nature (WFN) has existed since 1994. Since then, it has awarded more than £10 million to over 160 conservation projects in 70 different countries around the world.

The money is invested in conservationist project leaders who are passionate about their local environment. These are local people who want to build organisations that will balance the needs of the local community as well as the environment and its wildlife. There are Whitley Award winners in every continent, working to preserve all kinds of environments – from deserts, mountain ranges, caves and rainforests to rivers, oceans, wetlands and coral reefs.

b Students look at the photos on SB p.57 and guess what the three projects are. Elicit suggestions from the class, but don't say if they're correct at this point.

c Divide the class into groups of three and assign texts a, b and c. Give students up to 10 minutes to individually read their text and answer the comprehension questions. You may wish to put students into pairs or small groups with other students reading the same text if you think they will find the reading difficult. Tell them that they don't need to read the two other texts at this stage. Monitor and help as necessary.

Answers

Text a

1 Ekwoge Enang Abwe works in the Ebo Forest in Cameroon.
2 He grew up in Cameroon so his love for chimpanzees began at an early age.
3 Eleven primates including the Nigeria-Cameroon chimpanzee and gorillas, and the Goliath frog.
4 Yes, he does. He encourages local communities to be proud of the forest's biodiversity, and he manages a project which does biological research in the forest.
5 He hopes they will be able to create a safe future for the Ebo forest.

Text b

1 Dr Aparajita Datta works in the Pakke Tiger Reserve in north-east India.
2 She arrived there to study the local wildlife, and her attention was instantly captured by the hornbills there.
3 She leads a programme to conserve hornbills in the region.
4 Yes, she works with local people and the government. She tells local people about what the hornbills do.
5 She hopes they will find a balance between wildlife conservation and the local communities' needs.

Text c

1 Çağan Sekercioğlu works in different parts of Turkey.
2 A local wetland area near where he had played as a child was destroyed.
3 In 2008, his aim was to protect the natural environment around Lake Kuyucuk, including 40,000 birds of 227 species. In 2013, he persuaded the Turkish government to create Turkey's first wildlife corridor, the largest conservation project in the country. Four and a half million trees will be planted, which will also allow large animals like the wolf, brown bear, and lynx to move freely and safely.
4 Yes, he does. His work has included education programmes for schools.
5 He hopes to stop the construction of a dam that could destroy an important wetland.

VOCABULARY SUPPORT

biodiversity – the number and types of plants and animals that exist in a particular area

dam – a wall built across a river that stops the river's flow and collects the water

resource (B2) – a useful or valuable possession or quality of a country, organisation or person

tribe (B2) – a group of people who live together, sharing the same language, culture and history, especially those who do not live in towns or cities

FAST FINISHERS

Ask fast finishers to underline any unfamiliar vocabulary in the part of the article that they read. They should use the context to try to guess the meanings. Check this during feedback.

d Put students into groups of three with people who read the other two texts. Students discuss the questions by sharing what they have learnt from their text. Take feedback as a class.

EXTRA ACTIVITY

Use these extra reading questions to exploit the reading text further. Write the questions on the board and tell students to look through the whole article to find the answers.

1 *Why is the Nigeria-Cameroon chimpanzee amazing?* (It uses tools to catch fish and open fruit.)
2 *Why is the Goliath frog special?* (It's the largest frog in the world.)
3 *Why are the rainforests in north-east India so important to some tribes?* (The tribes depend on them for resources.)
4 *What different kinds of natural environments are there in Turkey, according to the article?* (Mediterranean forests, coastal mountains, wetlands.)
5 *What is a 'Wildlife Corridor'?* (It's an area created in order to join environments together so that animals can move between them freely and safely.)

3 GRAMMAR Future forms

a Ask students what they can see in the photos at the top of the page. Check that they know where Costa Rica is. Tell students they're going to listen to a conversation between Masha and her friend Phil. Give students time to read the question, then play the recording. Check the answer as a class.

Answer

Masha doesn't know much about the project, only that it's something to do with looking after turtles.

Audioscript

PHIL Are they environmentally friendly in Costa Rica? Do they protect their rainforests and animals?

MASHA Well, yes they do. The government is doing a lot, but it takes quite a long time for forests to recover if they've already been cut down. They'll probably grow back, but not immediately.

P Are you going to work in the rainforests?

M No, no I'm not. I'll be by the sea. I'm going to work on a project that looks after turtles.

P Turtles? That's very cool. But how do you look after turtles? I mean, what do you do?

M Well, to be honest – I don't really know! Tomorrow I'm meeting someone who worked on the project, and she's going to tell me about the kinds of things I'm going to do.

P So, who else works on the project? Just people from overseas or local people too?

M I'm not sure about that either. Perhaps I'll work with local people as well.

P So, you're off to save the world. I think that's great.

M Don't know about saving the world. But I'll definitely be able to save some turtles! And I'm going to make the most of my time in Costa Rica and learn some Spanish too.

P Let me know how things go.

M Sure. Actually, I'm going to keep a blog, so I'll write regular updates on the blog and you can follow that.

P Good idea. I'm sure you'll have a great time.

M Yeah, so am I.

CULTURE NOTE

Costa Rica, in Central America, has a population of about 4.5 million. One fifth of this country is covered by forest: both tropical dry forest and tropical rainforest. The country has over 2,000 different kinds of trees, 9,000 species of flowering plants, 200 species of reptiles and many kinds of mammals and insects.

b Give students time to read the sentences. Play the recording again. Check answers as a class.

Answers
1 T 2 T 3 F 4 F

c Put students into pairs to match the verb forms with the uses. Check answers as a class.

Answers
1 b 2 d 3 a 4 c

LOOK TIP MONITORING

Give sentence starters to the class and nominate different students to complete the sentence in their own words.

1 After class, I'm going to …

2 At the weekend, I'll probably …

3 Next lesson, we'll …

4 On Saturday afternoon, I'm …

CAREFUL!

Students at this level sometimes have difficulty using *will* for predictions correctly, e.g. ~~*I think you enjoy/enjoying it*~~ (Correct form = *I think you* ***will/'ll*** *enjoy it*). A common problem is *will be*, with students often using the present simple instead, e.g. ~~*Tonight, there's food, drinks, music and dancing*~~ (Correct form = *Tonight, there'****ll be*** *food, drink…*).

The most common error with *be going to* is to use *will* instead, e.g. ~~*My parents will travel around the world next year*~~ (Correct form = *My parents* ***are going to*** *travel …*). Students also sometimes use the present simple or continuous where *be going to* would be more appropriate.

Students sometimes avoid using *shall* for its appropriate uses (making offers, asking opinions), but they may also use it incorrectly when *should*, *would*, *must* or *can* would be better.

d Put students into pairs to do the task. Check answers as a class.

Answers
1 a bit sure, probably 2 very sure, definitely
3 a bit sure, Perhaps 4 very sure, sure

LANGUAGE NOTE

I'm sure …, *definitely* and *probably* can be used with *be going to* for future predictions that we have some degree of certainty about. Highlight the position of *probably* and *definitely* (between *be* and *going to*):

– I'm sure you're going to have a good time.

– We're definitely going to win!

– It's probably going to rain.

e Give students a minute to read Masha's blog. Individually, students choose the best phrases. Check answers as a class. Ask: *Would you like to work on the same conservation project as Masha? Why/Why not?* and find out what different students think.

Answers
1 I'm going 2 I'm working 3 It will definitely be
4 I'm going to work 5 I'm probably going to have
6 I'll be 7 I'm leaving 8 I'll write 9 I'll be

f Students read the information in Grammar Focus 5A on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the most appropriate future forms. Tell students to go back to SB p.58.

Answers (Grammar Focus 5A SB p.141)
a 1 I'll 2 Shall 3 I'm going to 4 I'll 5 I'm going to
b 2 shall we meet 3 Are you going to cook 4 'm going to (go)
5 'll come 6 'm going to have/'ll have, I'll have
7 's going to talk 8 will/'ll like
c 2 'm going to try 3 'll be 4 Shall we say 5 'm taking
6 will you be 7 will probably finish/is probably going to finish
8 Shall I pick 9 are you staying 10 I'm going to be/I'll be
11 'll phone 12 'll be

g Give students time to write predictions about their partner. Monitor and help as necessary. You may wish to write some adverbs and expressions of time and place on the board for them to add to the end of their sentences, e.g. *soon*, *this week*, *in the next few years*, *in this country*, *in this town*.

h Put students into pairs to discuss their predictions. Ask students to make a note of how many of their partner's predictions they agree with. Take feedback as a class.

EXTRA ACTIVITY

Write this task on the board:

Work in pairs. Plan these things:

– a meal

– a day out

– an evening out

Put students into pairs and encourage them to use *Shall we …?*, *Shall I …?* and *I'll …* as they make their plans. Monitor and listen for correct usage of the target language from this lesson. Take feedback as a class.

4 SPEAKING

a Give students a few minutes to read and change the sentences where necessary. Encourage students to justify their answers as far as possible. They can note down the key words and phrases they will need to use for this. Monitor and help as necessary.

b Put students into small groups to compare, discuss and justify their views. Monitor, making sure they're asking each other questions and noting how well they are using the vocabulary from the lesson and future forms. Towards the end of the activity, remind them to think about the two questions: do they generally agree with each other and are they optimistic or pessimistic about the future? Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 5A
- Photocopiable activities: Grammar p.162, Vocabulary p.168, Pronunciation p.176

5B If you go to the beach, you can see dolphins

At the end of this lesson, students will be able to:

- understand a conversation from a programme about how things from the natural world inspired inventions
- use the zero and first conditional correctly
- use a lexical set about the natural world correctly
- understand an article about how animals adapt to their environments
- talk about the best place to experience the natural beauty of their country

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them one minute to answer these questions:

How many man-made things (objects and materials) can you see ***outside*** *the classroom? Make a list.*

How many natural things (objects and materials) can you see ***inside*** *the classroom? Make a list.*

Put students into small groups to compare their lists.

1 LISTENING

a In pairs or small groups, students look at photos a and b and discuss the questions. Elicit students' ideas but don't check answers at this point.

b Pre-teach *inspire* (to give someone an idea for a book, film, product, etc.). Students read the TV guide extract. Check answers as a class.

Answers

1 Photo a shows a plant. Photo b shows Velcro.
2 Velcro is used for fixing two things together, e.g. a strap on a shoe.
3 The design of Velcro was inspired by the plant – in particular the system it uses to move its seeds.

EXTRA ACTIVITY

Write these questions on the board.

1 *When was Velcro invented?* (1948)
2 *Who invented it?* (George de Mestral, a Swiss engineer)
3 *How did the plant inspire him?* (He noticed how the seeds stuck to his dog's fur.)

Put students into pairs to ask and answer the questions. Take feedback as a class.

c Put students into pairs or small groups to do the matching task. Elicit students' ideas but don't check answers at this point.

d 2.8 Play the recording for students to listen and check their ideas.

Answers

1 c 2 a 3 b

Audioscript

PRESENTER I visited biologist Andrew Parker to find out more about how the natural world has inspired everyday objects. Andrew, hello! What's this little animal you've got here?

ANDREW It's a thorny dragon lizard from the Australian desert. As you can see, it's quite small, about 20cm long. But it's an amazing animal. You see, what I'm really interested in is what this little creature can teach us about collecting water.

P OK.

A So, as I said, this lizard lives in the desert in Australia. And, as you know, it's an incredibly dry place. But this lizard manages to live there very successfully. And we've discovered one of the reasons for this. If the lizard puts a foot somewhere wet – even just a tiny, tiny bit wet – its skin pulls the water up and over its whole body. When the water reaches the lizard's mouth, it drinks it.

P That's very clever!

A Yes. On the lizard's skin, well, in fact, in the skin, we discovered there's like a system of very, very small pipes. So the skin collects the water and these pipes pull it towards the lizard's mouth.

P That sounds really efficient.

A Well, right, yeah. So, you see, we want to copy that system and use it in a device that collects water. If we are successful, the device will provide water for people who live in very dry environments.

P That's fantastic. And what other ideas have we taken from nature?

A Engineers are doing a lot with robots these days. For example, there's the rescue robot. It's just like a spider because it moves on eight legs. And so it can move very quickly and make itself very small. So these rescue robots will be able to help people who are stuck in small spaces, or who are trapped in buildings, for example, if there's an earthquake.

P So they'll be able to help save lives.

A Exactly. And then we're looking at seashells, which are very strong, but, at the same time, they're very light – they don't weigh much at all. Scientists have discovered that seashells are made of lots of tiny blocks that fit together, but this makes them really hard to break. The plan is to copy this material to make safety equipment such as gloves and helmets.

P So this material will protect people like a shell protects a turtle.

A That's right. And again, this could help save lives.

e 2.8 Give students time to read the summary, then play the recording again. Check answers as a class.

Answers

1 skin 2 collect 3 dry 4 quickly 5 rescue 6 small 7 strong 8 equipment

f Individually, students answer the question.

g Put students into small groups to compare ideas and discuss the question. Take feedback as a class. Ask students if they know of any other man-made things inspired by the natural world.

2 GRAMMAR Zero and first conditional

a Put students into pairs to complete the rules. Check answers as a class. Remind students that the *if*-clause can be the second part of the sentence. In that case, we don't use a comma to separate the clauses.

Answers

1 first conditional
2 zero conditional

LOA TIP CONCEPT CHECKING

Write these two gapped sentences on the board and ask students to complete them:

– *If spiders _____ (need) to get into small spaces, they _____ (can) make themselves very small.*

– *If you _____ (try) to break a sea shell, you _____ (find) it very difficult.*

Ask concept-checking questions to confirm understanding:

– *If spiders need to get into small spaces, they can make themselves very small. Is this something that's generally true, or only a future possibility?* (generally true, so we use the zero conditional)

– *If you try to break a seashell, you'll find it very difficult. Is this something that's generally true, or only a future possibility?* (a future possibility, so we use the first conditional).

b Give students time to complete the rules. Check answers as a class.

Answers
1 If 2 when

CAREFUL!

The most common student error with the first conditional is to use *will* or the past simple instead of the present simple in the *if*-clause, e.g. ~~*If I'll have enough money, I'll go there with my friends.*~~ (Correct form = *If* ***I have*** …).

Another area of difficulty for students at this level can be the confusion between *if* and *when*, e.g. ~~*When you need to book accommodation, you can ask us*~~ (Correct form = ***If*** *you need to book* …) and ~~*If term finishes, I'll have to take an exam*~~ (Correct form = ***When*** *term finishes,* …).

c Put students into pairs to complete the text. Check answers as a class.

Answers
1 attach 2 make 3 try 4 fall off 5 succeed 6 will save

Ask: *So, how might sharks have the answer to biofouling?* (Natural objects don't stick to a shark's skin, so scientists are trying to develop a paint for ships which is based on the design of a shark's skin.)

d 2.9–2.11 Students read the information in Grammar Focus 5B on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct conditional forms. Tell students to go back to SB p.60.

Answers (Grammar Focus 5B SB p.141)
a 2 S 3 S 4 D 5 S 6 D
b 1 eat 2 wakes up 3 I'll send 4 won't 5 go 6 I'm 7 won't speak 8 phones 9 If 10 come
c 2 don't want, 'll do 3 won't make, starts 4 don't finish, won't have 5 feel 6 's, 'll try 7 won't get, don't take 8 aren't, 'll leave

e Give students time to prepare the sentences individually. Monitor and help as necessary. Put students into pairs to compare their sentences. Take feedback as a class.

3 READING AND VOCABULARY
The natural world

a Elicit the meaning of *adapt* (to change something to suit different conditions or uses). Put students into pairs to discuss the photos on SB p.61. Check answers as a class. You may wish to point out that the *p* is silent in *ptarmigan* /ˈtɑːmɪgən/.

Answers
polar bear
bird (ptarmigan)
fish (flatfish)
flower (orchid)
butterfly
spider

b In pairs, students say which words can be seen in the photos. Check answers as a class.

Answers
polar bear: fur, paws
bird: feathers, tail
fish: scales, skin, tail
flower: leaf, petals
butterfly: branch, leaf (these are not part of a butterfly, but part of a tree, which the butterfly in the photo has adapted to look like)
spider: web

EXTRA ACTIVITY

Books closed. Ask students these questions to check the vocabulary.

1 *What grows out from the main part of a tree?* (branches)
2 *What is green and grows on a plant?* (leaf)
3 *What are the coloured parts of a flower?* (petals)
4 *We have hands and feet – what do cats have?* (paws)
5 *What structure does a spider make?* (a web)
6 *What do fish have on their skin?* (scales)
7 *What do birds have on their skin?* (feathers)
8 *What do dogs have on their skin?* (fur)

c Give students five minutes to complete the article. Check answers as a class. Point out that the plural of *leaf* is *leaves*.

Answers
1 skin 2 fur 3 paws 4 feathers 5 tail 6 petals 7 scales 8 leaf 9 branch 10 web

d 2.12 **Pronunciation** Write *branch* on the board and ask students to try saying the word. Ask: *Is it difficult to pronounce? Why?* (It has a lot of consonants together.) Play the recording for students to listen and practise saying the words.

e Give students time to think about their answers, then put them into small groups to discuss the questions. Take feedback as a class.

f Students can use bilingual dictionaries to check any unknown words. Do an example as a class to demonstrate the activity, then put students into pairs to play the game.

FAST FINISHERS

Fast finishers can continue the game by describing other plants and animals to each other.

g Students complete the exercises in Vocabulary Focus 5B on SB p.155. Play the recordings for students to check their answers to Exercise a and Exercise b.

For Exercise c, tell students to look at the photos. Ask: *What do all the photos have in common?* (They all show plants and animals which have adapted to their environment.) Put students into pairs to talk about the plants and animals and their environment. Take feedback as a class. Then, tell students to turn to SB p.61.

Answers (Vocabulary Focus 5B SB p.155)

a 1 waterfall 2 valley 3 coast 4 stream 5 rainforest 6 desert 7 cave 8 bay

b 1 national park 2 river 3 oceans 4 rainforest 5 lake

EXTRA ACTIVITY

Write these questions on the board:

– *Which natural features do you have in your country?*

– *Which ones have you visited in the last few years?*

– *Which famous lake/waterfall/rainforest/river would you like to visit? Why?*

Put students into small groups to discuss the questions. Take feedback as a class.

4 SPEAKING

a Tell students that they are going to give a short informal talk about the best place to experience the natural beauty of their country, including the landscape and its natural features, the plants and the animals. Give students up to 10 minutes to prepare what they're going to say. Monitor and help as necessary.

b In pairs, students prepare and practise zero and first conditional sentences to include in their talks.

c Put pairs with other pairs to give their talks. Encourage the listeners to think of comments and questions. Monitor and listen for correct usage of the target language from this lesson. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 5B
- Photocopiable activities: Grammar p.162, Vocabulary p.168, Pronunciation p.177

5C Everyday English
Why did you become a florist?

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about decisions they have made
- use appropriate phrases for talking about reasons, results and examples
- give themselves time to think in conversations
- pronounce voiced and unvoiced consonants
- maintain informal conversations based around decisions

OPTIONAL LEAD-IN

Books closed. Divide the class into four or five groups and give students two minutes to make a list of as many hobbies and interests as they can think of connected to these aspects of the natural world:

– animals, birds and fish

– rivers, seas and lakes

– hills and mountains

– flowers, trees and plants

After two minutes, collate their answers by telling a student from each group to come to the board and write their list. Leave the list there for the first activity of the lesson.

1 LISTENING

a Establish with the class some general categories of hobbies, e.g. art, games, music, sports, outdoor activities, etc. Put students into pairs or small groups to discuss the questions. Take feedback as a class.

b Ask the class if they can remember what Rachel's job is (*she's a florist*). Point out that Rachel owns her own shop. She doesn't work for someone else. Put students into pairs to discuss the questions. Take feedback as a class.

c 2.1 Play Part 1 of the video or audio recording for students to see if Becky and Rachel mention any of their ideas.

Video/audioscript (Part 1)

BECKY Hi!
RACHEL Oh hi, Becky.
B How are you?
R I'm fine, thanks.
B So, are you ready for your photoshoot?
R Ha! I guess so.
B The shop looks great!
R Oh, that's because of Tina. She spent the morning cleaning up!
B Well, she did a great job. So Tina, are you going to be in the photos too?
TINA No. I hate having my photo taken!
B I see! Anyway, if you're ready.
R Make sure you get my good side!
B You look great!
R Thank you! So, how do you want to do this?
B Let me see. I think it would be best if I just take some natural shots of you looking busy with the flowers.
R OK.
B Hmm! That's really good!
R Oh, shall I carry on?
B Yes, that's great. So, why did you become a florist?
R That's a good question. I've always loved flowers, ever since I was a little girl, so it seemed a natural thing for me to do. I think it's really important that you do something that you enjoy.
B Fantastic! Yeah, it must be nice to have a job like yours, the freedom you have, and you can be creative, and you're your own boss.
R You sound like you don't enjoy your job.
B No, not at the moment. Not for a while, actually.
R Really? What's wrong with it?
B Oh, lots of things. For instance, all I seem to do is deal with other people's problems, like issues with their pay or holidays. And I hate being stuck inside an office all day, staring at the clock.
R Oh dear!
B I wish I had a job where I could travel the world, spread my wings, be free!
R Such as?
B I don't know, that's the problem. ... Lovely!
R Can I see?
B Sure. Here you go.
R Hmm! That's great.
B Thank you.
R Well, how about becoming a professional photographer? You're really good!
B I don't know. Tina, how about a quick shot of you and Rachel together?
T Do I have to?
B Oh, go on! Just stand by Rachel for a moment.

d 2.1 Play Part 1 of the video or audio recording again. Put students into pairs to discuss the answers. Check answers as a class.

Answers

1 cleaning up
2 doesn't want
3 boss
4 problems
5 professional photographer

2 USEFUL LANGUAGE
Reasons, results and examples

a Individually, students complete the sentences. Elicit students' ideas, but don't check answers at this point.

b 2.2 Play the recording for students to listen and check their answers.

Answers

1 because of
2 For instance, like
3 Such as

c Put students into pairs to complete the table. Check answers as a class.

Answers

Giving reasons	Giving results	Giving examples
because due to since because of	as a result so	for instance like for example such as

LANGUAGE NOTES

These words and phrases are followed by different forms:

- *because, since, so, as a result* + clause:
  I went home early since/as/because there was nothing else to do at work.
  I didn't have lunch so I'm really hungry. I didn't have lunch. As a result, I'm really hungry.
- *due to, because of, such as, like* + noun:
  It's quiet in the office because of / due to / thanks to the management meeting.
  There are lots of things we need to think about, such as/like the food and the music.
- *for example, for instance* + noun/clause (both are possible):
  You need to eat more citrus fruit, for example/for instance, oranges, lemons, grapefruit …
  You should take more exercise. For example/For instance you could play tennis or go running.

EXTRA ACTIVITY

Put students into pairs. Ask them to write down the beginnings of four sentences finishing with a word or phrase from the box. Give them an example, e.g. *I missed my train home from work yesterday. As a result …*. They should swap sentences with another pair for them to complete. If you have a strong group, they can write the sentences individually and ask their partner to finish them. Check some examples during feedback.

d Individually, students choose the correct words/phrases. Check answers as a class.

Answers
1 for example
2 like
3 because of
4 so
5 such as

LISTENING

a Put students into pairs to look at the three photos for Rachel's website and choose the best one. Take feedback as a class.

b 2.16 Play Part 2 of the video or audio recording for students to answer the questions.

Answers
Rachel suggests using photo c first. Becky doesn't agree.

Video/audioscript (Part 2)

RACHEL So, look at this. There are loads of photography courses you can do. Photojournalism, for example, or portrait photography.
BECKY Thanks, that's great, but we're meant to be choosing which photos you want for your website.
R OK, but I just think it's something that you should consider.
B Well, maybe. Let's look at the photos for now.
MARK Hey, Becky. These are great!
B Thank you!
R I think this is the best one.
B Rachel, we can't see you in that one!
R OK, let me see, I think this one.

c Discuss the questions as a class.

Answers
1 She's looking for photography courses. Then she looks for photos for her website.
2 Yes.

d Put students into small groups to discuss the question. Take feedback as a class.

4 CONVERSATION SKILLS

Giving yourself time to think

a 2.17 Give students time to read the task, then play the recording for students to complete the sentence. Tell students that Rachel says this because she's giving herself time to think.

Answer
let me see

b Individually, students complete the exchanges.

Answers
1 Let
2 sure
3 That's
4 Just
5 Well

c Put students into pairs to ask and answer the questions. Monitor and listen to their conversations, noticing how well they're using phrases to give themselves time to think.

FAST FINISHERS

Ask fast finishers to write more *Wh*-questions to ask other students. Encourage them to write the kind of questions that their partner might need time to think about. Put them into pairs to ask and answer the questions.

5 PRONUNCIATION

Voiced and unvoiced consonants

LANGUAGE NOTE

Many voiced consonants have an unvoiced 'partner':
/b/ and /p/
/g/ and /k/
/d/ and / t /
/v/ and /f/, etc.
The focus in this lesson is on the voiced consonant /b/ and unvoiced consonant /p/.

a 2.18 **Pronunciation** Give students time to read the task, then play the recording for students to hear the sounds.

b In pairs, students do the task and complete the rules. Check answers as a class.

Answers
1 /b/ 2 /p/

c 2.19 Give students time to look at the pairs of words, then play the recording for students to decide which words they hear. Check answers as a class by playing the audio again and pausing it after each word. Write the correct answers on the board.

Answers

1 bay
2 pie
3 bear
4 rope
5 pride

d 2.20 Play the recording for students to practise saying the pairs of words in 5c.

Answers

The words with 'b' are voiced. The words with 'p' are not voiced.

LOA TIP DRILLING

Repetition drills can help pronunciation a lot because the more we repeat something, the more it becomes a pattern that we remember. Write the pairs of words on the board and model each pair for the class to repeat. To vary the drill, sometimes nominate an individual student to repeat the word. Students can then repeat the drill in pairs with one student pointing at a word for their partner to say:

lap/lab, plank/blank, park/bark, pump/bump, tap/tab

6 SPEAKING

Divide the class into pairs and assign A and B roles. Tell Student Bs to turn to SB p.128. Give students about five minutes to read their role cards and prepare what they're going to say in each conversation. They will need to use their imagination to answer the questions about their situation and they also need to prepare some questions to ask each other. Encourage them to think about what reasons, results and examples they can include. Monitor and help as necessary.

Put them into pairs to have their conversations. Monitor and listen for correct usage of the target language from this lesson.

ADDITIONAL MATERIAL

- Workbook 5C
- Unit Progress Test
- Personalised online practice

5D Skills for Writing
Looking after the seas

At the end of this lesson, students will be able to:

- understand a live news report
- understand an essay about pollution
- organise an essay correctly
- use phrases for signposting an essay correctly
- write a discussion essay on an environmental issue

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board:

shorebucketfloattowelwetsuitmarinenet

Tell students there are seven words in the word snake connected with the topic of water. Ask: *Can you find the seven words?*

After a minute, invite one or two students to the board to circle the words (shore, bucket, float, towel, wetsuit, marine, net).

Make sure students understand what all the words mean by telling them to turn to SB p.64 and asking these questions:

– *Which of the words can you see in the photos?* (shore, wetsuit)

– *Which word means 'connected with the sea'?* (marine)

– *What can you dry yourself with?* (a towel)

– *What do you carry water in?* (a bucket)

– *What do people use to catch fish?* (a net)

– *What's the opposite of 'float'?* (sink)

1 SPEAKING AND LISTENING

a Put students into small groups to discuss the question. If they need some ideas to get them going, ask: *Where do they live? How many different kinds of whales can you name? How big are they? What dangers do they face? How do they breathe? How do they communicate?*

b In pairs, students do the quiz and check on SB p.127.

c 2.21 Pre-teach *come ashore* (arrive on land after being in or on the water). Students look at the photo of people on a beach. Ask: *What are they doing?* (helping whales who have come ashore and can't swim away). Play the recording for students to listen and answer the questions.

Answers

1 Up to 30 whales have come ashore, but Liz is looking after one whale.
2 In a group of four people.
3 The whale floated when the tide came in and swam back out to sea.

Audioscript

LIZ I'm on my way to Lane Cove where between 20 and 30 whales have come ashore and can't get back out to sea again. When I get to Lane Cove, I'm meeting Sam Collins from the Marine Life Service. I'm going to help Sam and a team of local people to try and save these whales. OK, I've just arrived and talked to Sam. It's quite cold, so I think I'll change into my wetsuit before going down onto the beach to work with other people who've come here to help these whales. So far about 50 people have turned up and more are coming. If more people come, we'll have a chance of succeeding.
So, I'm in a team of four people and we're looking after just one poor whale. Sam says it's female, and what we've done is we've covered her with wet towels and we're pouring buckets of water over her to keep her cool. We have to be careful where we put the towels. If we cover her blowhole, she won't be able to breathe. Sam says our whale's in good condition and he thinks she'll survive. The tide's coming in soon. I'm going to help dig up sand around the whale to make a hole. When the water comes in, it'll fill up the hole. Better get going ...
Yes! Success! The tide came in, our whale floated again. There were about five of us. We pushed and pushed and she fought back a bit, then she took off. What a great feeling! She's swimming back out to sea. I think she's going to be OK.

d 2.21 Pre-teach *tide* (the rise and fall of the sea that happens twice a day). Play the recording again for students to listen and complete the sentences. Check answers as a class.

Answers

1 Life
2 cold
3 wet
4 cool
5 cover
6 hole
7 push

EXTRA ACTIVITY

Ask: *Do you know what other dangers whales face?* Put students into pairs to discuss the question. Take feedback as a class. Possible ideas include the following:

– getting caught in the fishing nets of fishermen who are catching other kinds of fish (this is the biggest threat not only to whales but also to dolphins).

– whaling (people catching whales for their meat and oil).

– water or noise pollution (ships and underwater equipment create noises which interfere with the communication between whales).

– climate change is making the seas and oceans warmer; as a result, some of the species of fish that whales eat are dying out.

2 READING

a Students look at the essay quickly. Give students one minute to find the answer to the question. Check the answer as a class. To expand on this answer, ask: *How does Tomas, the writer, suggest we can do this?* (We should remember to take our rubbish away with us when we have been near water.)

Answer

All of us.

b Give students five minutes to read the essay again and complete the task. Check answers as a class.

Answers

1 T 2 F 3 T 4 T 5 F

c Discuss the question as a class.

3 WRITING SKILLS Organising an essay; signposting language

a Put students into pairs to answer the question, then check the answer as a class.

Answer
1

b Point out that we use signposting phrases to make the structure of an essay clear to the reader. Put students into pairs to answer the questions, then check the answers as a class. Elicit the phrase that introduces the final paragraph (*in conclusion*). Remind students that they can use *Firstly*, … as well as *First of all*, … to introduce the first topic.

Answers
1 Paragraph 2
2 It introduces a new topic.
3 Secondly; Finally

c Individually, students answer the questions. They then compare answers in pairs.

Answers
1 the reader
2 people in general
3 Tomas uses *you* to communicate directly with the reader. He uses *we* to try to suggest that most people will think like this.
4 'I would say that'

4 WRITING

a Tell students they are going to write an essay on an environmental issue. They can choose a topic from the box or their own idea.

If you think students need help generating ideas for their essays, put them into pairs or small groups to discuss some of the topics in the box and see which they feel most strongly and have most ideas about.

Monitor and help as necessary. Make sure they have made notes on each of the five paragraphs before they begin writing.

b Put students into pairs to compare their ideas.

c Allow up to 20 minutes for students to write their essays. Monitor and point out errors for students to self-correct.

FAST FINISHERS

Fast finishers can look again at the topics in the box and write down three main points for each one. This will prepare them for when they read other students' essays at the next stage.

LOA PREPARE FOR SUCCESS!

Ask students to write down some information about the natural world that they have learned in this unit. These should be things that they didn't know about before studying the unit. They should then compare the information they have written down in pairs. Check ideas during feedback and ask which is the most important piece of information they think they've learned and why.

d When all the students have finished, tell them to read each other's essays (at least three, if possible) and think about whether they agree or disagree with the other students' opinions.

Give the class feedback on their written work, focusing on the structure of their essays, the signposting phrases they used and how they communicated with the reader in the introduction and conclusion.

ADDITIONAL MATERIAL

Workbook 5D

UNIT 5
Review and extension

1 GRAMMAR

a Put students into pairs to choose the correct words. Check answers as a class.

Answers
1 touch
2 going to build
3 Shall
4 will die out
5 don't
6 unless

b Individually, students complete the sentences. Check answers as a class.

Answers
1 'm not doing / 'm not going to do
2 Will you carry on / Are you going to carry on, finish
3 's going to snow / 'll snow
4 is, will rain

FAST FINISHERS
Put fast finishers in pairs to talk about their plans for the rest of the day, the rest of the week, next weekend and the rest of the year.

EXTRA ACTIVITY
Tell students to look again at sentence 4: *If the sky is red in the morning, it will rain later*. Ask: *Do people say this in your country? Do you think it's true?*

Ask students if they know any other predictions like this which are based on signs in the natural world. Make sure they use zero and first conditional sentences. If you know any, share them with the class, too.

2 VOCABULARY

a Individually, students choose the correct options. Check answers as a class.

Answers
1 stream 2 rainforest 3 cave 4 branch 5 scales 6 paws

b In pairs, students complete the words. Check answers as a class.

Answers
1 wildlife 2 endangered species 3 recycle 4 climate
5 damages 6 cut down

FAST FINISHERS
Ask fast finishers to look at the photos on SB p.57 and name as many things as they can using vocabulary from the unit.

3 WORDPOWER *problem*

a Put students into pairs to talk about what's happening in each picture. Give them time to do the matching task, then check answers as a class.

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

b Individually, students replace the words in **bold** with a form of the verbs in the box. Check answers as a class.

Answers
1 are aware of
2 facing
3 fixing/solving
4 causes
5 tackle
6 solve/fix

c Give students time to think about whether they agree or disagree with the sentences, then put them into pairs to discuss their opinions. Take feedback as a class.

Photocopiable activities: Wordpower p.172

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 6 Different cultures

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about different cultures and what it's like to experience different cultures
- talk about jobs they would like to do or think are difficult
- talk about food and preparing food
- learn to ask for and give recommendations
- use appropriate phrases to express surprise
- write a review of a restaurant, café or venue with music

UNIT CONTENTS

G GRAMMAR

- Modals of obligation
- Comparatives and superlatives

V VOCABULARY

- Compound nouns: *air conditioning, bus driver, culture shock, cycle lane, Emergency Department, firefighter, forest fires, living conditions, pedestrian crossing, rush hour, traffic jam, traffic lights, workplace*
- Multi-word verbs: *eat out, get around, go away, go back, look around, pick something up (a skill or language), show someone around, turn up*
- Describing food: *bitter, cooked, creamy, crunchy, dried, fresh, heavy, hot, light, raw, rich, sour, spicy, sweet, tasty*
- Food preparation verbs: *add, chop, fry, heat up, mash, mix, serve, squeeze, stir*
- Wordpower: *go* = disappear, *go* = lead to, *go* = match (e.g. *it goes with your eyes*), *go* = change (e.g. *go grey*), *go well/badly, go wrong*

P PRONUNCIATION

- Word stress: compound nouns
- Sound and spelling: /ʃ/ and /tʃ/
- Sounding interested

C COMMUNICATION SKILLS

- Talking about advice and rules
- Describing food
- Asking for and giving recommendations
- Using appropriate phrases to express surprise
- Writing a review of a restaurant, café or venue with music

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Tell students about a festival from your country. Say when it happens, what it includes and what it celebrates. Then put them into pairs. If you have a class made up of different nationalities, ask them to tell their partner about a festival from their countries. If you have a class from the same country, ask them to choose a festival and describe it to their partner without giving the name for their partner to guess. Take feedback as a class and ask the class to vote on what sounds like the most interesting festival.

a Students look at the photo and the title of the unit, *Different cultures*. Put students into pairs or small groups to discuss the questions for a few minutes, guessing as much as they can about the people in the photo. Take feedback as a class.

Although there are no right or wrong answers to these questions, use the discussion to bring out the themes which run through this unit (of experiencing different cultures by spending time in other countries).

CULTURE NOTE

The photograph shows two visitors to Chiang Mai in Thailand, talking to a Thai woman dressed in traditional clothes. Chiang Mai is the largest city in northern Thailand and is very popular with tourists. It used to be an ancient walled city and visitors can still see the old walls and visit the historic town. The attractions of Chiang Mai include many ancient temples and festivals. Visitors can see traditional clothes, dance and music as well as taste traditional food.

b Students discuss the questions in pairs or small groups. Take feedback as a class.

EXTRA ACTIVITY

Ask students to tell their partners which country's culture they would like to learn more about and why. Ask for ideas during feedback.

6A You have to use pedestrian crossings

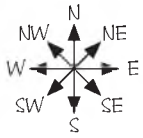
At the end of this lesson, students will be able to:

- talk about jobs they would like to do or think are difficult
- recognise and form compound nouns
- understand a conversation about a documentary
- use a lexical set of multi-word verbs correctly
- use modals of obligation
- give advice on living or working in a different country

OPTIONAL LEAD-IN

Books closed. Ask students what comes to mind when they think about the 'culture' of a different country (e.g. food, language, music, religion and other beliefs, clothing, etc.).

Draw a simple compass in the middle of the board with the abbreviated compass points marked on it.



Elicit eight places (countries, regions or cities, near or far) that are in eight different directions from where you all are right now. Write the place names on the board at the relevant points on the compass.

Put students into small groups and ask them to talk about which (if any) of the places on the board they have visited. Ask: *What do you know about the culture in those places? Is it similar to or very different from your culture?* Students discuss the questions. Take feedback as a class.

1 READING AND SPEAKING

a Put students into small groups to discuss the questions for a couple of minutes. At the feedback stage, choose five or six of the most difficult jobs they mention and write them on the board.

b Ask students to look at the photos which are with *The Toughest Place to be a …* . Put students into pairs to discuss what they can see and which country they think each photo was taken in.

Students then read *The Toughest Place to be a …* and answer the questions. Give students one or two minutes to do this before comparing their answers in pairs. Take feedback as a class.

VOCABULARY SUPPORT

densely (B2) – with a lot of things close together

episode (B2) – one of the single parts into which a story is divided, especially when it is broadcast on television or radio

jeepney (B1) – a means of public transport in the Philippines, similar to a bus

tough (B2) – difficult to do or deal with

CULTURE NOTE

The Toughest Place to be a … was a BBC TV documentary series, first shown in 2011. Among the jobs and places featured were a paramedic (in Guatemala), a bus driver (Philippines), a midwife (Liberia), a refuse collector (Indonesia), a fisherman (Sierra Leone), a train driver (Peru), a miner (Mongolia), a ferryman (Bangladesh), a nurse (Mexico) and a farmer (Kenya).

The series raised awareness of the difficult situations in which people in the host countries have to work, compared with conditions in the UK.

2 VOCABULARY Compound nouns

a Ask: *Can you see a compound noun in the title of this lesson?* (pedestrian crossings = safe places to cross a road, marked by lights and/or black and white stripes).

Give students one minute to read through the rules about compound nouns. Students then underline the compound nouns in the article and check answers in pairs. Take feedback as a class, writing the compound nouns on the board.

Answers

taxi driver, Emergency Department, bus driver, firefighter, forest fires, culture shock, workplace, living conditions

LANGUAGE NOTE

A compound noun is a single item, composed of two parts. It can be difficult to decide whether two words are an adjective + noun phrase or a compound noun. Usually, a compound noun cannot be interrupted by other items, e.g. *new country* is not a compound noun because it could be interrupted (*a new and interesting country*). Similarly, *working environment* can be interrupted (*working and living environment*).

We usually (but not always) stress the first word in compound nouns and the second word in adjective + noun phrases. Compare *a greenhouse* (compound noun = a glass building for growing plants in) and *a green house* (adjective + noun = a house painted green).

b **Pronunciation** Play the recording for students to listen and check. Then put students into pairs to practise saying the compound nouns.

Answer

We usually stress the first word in the compound noun

c Put students into pairs to complete the exercise. Check answers as a class.

Answers

1 pedestrian crossing
2 air conditioning
3 rush hour
4 traffic lights
5 traffic jam
6 cycle lane

d Give students two minutes to complete the email. They then compare answers in pairs.

Answers

1 rush hour 2 traffic lights 3 pedestrian crossing
4 traffic jam 5 air conditioning 6 cycle lane

e Put students into pairs and tell them to turn to SB p.129. Give them two minutes to find as many compound nouns as they can.

Find out which pair has found the most compound nouns. Check answers as a class. Point out that all the compound nouns in this list are stressed on their first word apart from *pedestrian crossing*. Tell students to turn to SB p.69.

Suggested answers
traffic lights, road sign, pedestrian crossing, cycle lane, ambulance driver, ice cream, ice-cream van, taxi driver, sunglasses, bus driver, headscarf, walking stick, market stall, hairbrushes, toothbrushes, toothpaste, cash machine, bookshop, washing line, swimming costume, swimming pool, sports centre, football, football pitch, football players, car park, ticket machine, litter/rubbish bin

3 LISTENING

a Ask students to read about the episode and to think about what a UK taxi driver would find difficult about working in one of India's largest cities. Take feedback as a class.

At this stage, you could ask if anyone in the class has been to Mumbai or anywhere else in India. If so, find out about their experience of travelling by road.

b 2.23 Play the recording for students to tick the things that are mentioned.

Answers
1, 3, 6, 9

Audioscript

HARRY Hi, Mel!
MEL Ah, there you are! Hi.
GEMMA We were just talking about that programme last night – that *Toughest Place to be* … Did you see it?
M No, why?
H It was about this London taxi driver …
G Mason something.
H … and he went to Mumbai. It looks like a nightmare – really, really busy roads, and people and cars all over the place! And people – even little kids – walking through the traffic.
M So … what, did the guy have to be a taxi driver in Mumbai? I've seen some of that series. It's such a culture shock for the people when they discover how different their job is somewhere else.
G Yeah. This one was good. Mason was a very likeable guy, you know, and he got on really well with Pradeep, the guy who showed him around. You really wanted him to do OK, and he did in the end. He didn't find it easy, though. He'd spent about three years in London learning all the street names and where everything was. And then he only had a week in Mumbai to learn the job. And apart from anything else, it was so hot.
M Yeah, I can imagine.
H He drove two different cars and neither of them were 'cool cabs' – that's what they call the taxis there with air conditioning – and the temperature was over 40°, so he was finding it really difficult. And in the old car he had to use hand signals instead of lights to indicate left and right.
M Bit different from London! And did he manage on his own OK?
H Yes, it was amazing, actually. He learned how to get around the city pretty quickly, and he did all right when he went out on his own. He picked up a few phrases of the local language and of course a lot of people in India speak English.
M Mm-hmm.
H But there's a lot of competition, so he had to work really hard to get passengers.
M I guess that's true for all taxi drivers in Mumbai.
G Well, yeah. It was clear that taxi drivers in Mumbai have to work very hard and don't earn much money. Pradeep works 15 hours a day to support his family and his brother's family, and only earns about £10 a day. When Mason went back to London, he collected money to send to Pradeep and his family.
M Wow, that's really good of him.
H Yeah, so, anyway, I guess we should check out the menu …

c 2.23 Give students a minute to read through the sentences. Then play the recording again. They then compare answers in pairs.

Answers
1 three
2 week
3 two
4 cool
5 40
6 hand
7 15
8 10

d Put students into small groups to discuss the questions. Take feedback as a class.

EXTRA ACTIVITY

Put students into pairs. Ask them to read about the three other people in the programme on SB p.68 again. They should choose one of these people or another person who might have been featured, e.g. a teacher, and discuss what changes and difficulties the person might have faced. They then swap pairs and take turns to role-play an interview with their new partner. Take feedback and nominate some pairs to repeat their roleplays if appropriate.

4 VOCABULARY Multi-word verbs

a 2.24 Put students into pairs to complete the sentences. Play the recording for students to check.

Answers and audioscript
1 He got on really well with Pradeep, the guy who showed him around.
2 He learned how to get around the city pretty quickly.
3 He picked up a few phrases of the local language.

b Students complete the exercises in Vocabulary Focus 6A on SB p.156. Put students into pairs to complete Exercise a. Individually, students complete Exercise b. Monitor Exercise c and take feedback as a class. Tell students to turn to SB p.70.

Answers (Vocabulary Focus 6A SB p.156)
a 1 e 2 f 3 c 4 d 5 b 6 a 7 h 8 g

FAST FINISHERS

Write these multi-word verbs with *around* on the board and ask fast finishers what they might mean:

1 *bounce around* (be moved around by the movement of something, e.g. in a car)
2 *glance around* (look around quickly)
3 *hang around* (wait with nothing to do)
4 *pass something around* (transfer something from person to person)
5 *throw something around* (throw something from person to person)

5 GRAMMAR Modals of obligation

a Discuss the question as a class.

b Give students two minutes to read *Culture shock* and find four things people might find difficult about living in another culture. Check answers as a class.

> **Answers**
> Life feels too fast or too slow; the food tastes strange; you miss your favourite television programmes; laws are different.

c Put students into small groups to discuss the question, then take feedback by asking each group to summarise their experiences of culture shock.

d Tell students that *obligation* refers to rules, laws and other pressures from outside, while *advice* refers to helpful suggestions. Give students one minute to read the text again and underline any words or phrases which express obligation or advice. You may wish to tell students that they also have to find an example of a lack of obligation (*don't have to spoil*). They then compare answers in pairs.

> **Answers**
> obligation: have to move, mustn't do, can do, don't have to spoil
> advice: ought to be prepared

e Put students into pairs to complete the grammar rules. Check answers as a class.

> **Answers**
> 1 ought to, should
> 2 don't have to
> 3 have to, must
> 4 can't, mustn't
> 5 can

> **CAREFUL!**
> Students are likely to make a number of errors of form and use with modals of obligation.
>
> Problems with form include using the wrong verb form after a modal, e.g. ~~*I must to go*~~ (Correct form = *I must* ***go***). With *have to*, students may also contract the structure inappropriately, e.g. ~~*I've to go to the doctor*~~ (Correct form = *I have* ***to go*** …). They also make mistakes with word order, e.g. ~~*We have also to wear a uniform*~~ (Correct form = *We* ***also have to wear***…).
>
> The difference between *mustn't* and *don't have to* can also be difficult for students at this level, e.g. ~~*You don't have to eat too many sweets.*~~ *They're bad for you.* (Correct form = ***You mustn't eat*** …), and ~~*I mustn't go to the shops.*~~ *There's enough milk* (Correct form = *I* ***don't have to*** *go* …).

f 2.25–2.27 Students read the information in Grammar Focus 6A on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.70.

> **Answers (Grammar Focus 6A SB p.143)**
> **a** 2 had to 3 Does (Alex) have to 4 mustn't 5 didn't have to 6 must 7 have to 8 mustn't
> **b** 2 don't have to pay 3 mustn't/shouldn't leave 4 mustn't/can't use 5 must/should only use

g Give students up to five minutes to think about rules associated with travel and transport in their country and to complete the sentences. Monitor and help as necessary.

If your class is multi-national, put students from different countries in groups to compare their answers. Take feedback as a class.

h Give students up to 10 minutes to prepare some advice and rules. Monitor and help with vocabulary as necessary.

i Put students into pairs or small groups to discuss their tips. They should listen to each other's rules carefully and then discuss questions 1–3. Take feedback as a class and ask a student from each group to read out one or two rules connected with safety and one or two rules about being polite to people. Encourage a full class discussion about the most important rules.

6 SPEAKING

a Tell students to imagine they can work or study anywhere they want to in the world. It could be in a different part of their own country, or in a foreign country far away. Give students time to make notes on the questions. Monitor and help students with any language they need.

b Put students into pairs to tell each other about where they would like to go and why, and to give each other advice. Monitor and check that students are using modals of obligation appropriately. Nominate a few pairs to perform their conversations for the class.

> **LOA TIP MONITORING**
> When students are having a paired discussion like this, it can be easy for a more dominant student to do most of the talking. As you monitor, try to redress the balance if possible by gesturing to the quieter speaker to make a contribution or by asking him/her directly, e.g. *What else should your partner think about? What sort of clothes should he/she take?*

> **ADDITIONAL MATERIAL**
> - Workbook 6A
> - Photocopiable activities: Grammar p.162, Vocabulary p.168, Pronunciation p.177

6B It's tastier than I expected

At the end of this lesson, students will be able to:

- use a lexical set to describe food and talk about preparing food
- understand a radio programme about using vending machines in Japan
- use comparative and superlative adjectives correctly
- read and understand a blog post about eating out in Singapore
- talk about a special meal that they have made or eaten

OPTIONAL LEAD-IN

Books closed. Ask students to think of the different kinds of food and drink they have had so far today. Tell them to write the names of the ingredients, rather than just the dish, e.g. *beefburger* = beef, onions, lettuce, bread, etc. They then compare lists with a partner and create a combined list of their words. Elicit a few examples and write them on the board. Check the spelling, pronunciation and form of the words.

1 VOCABULARY Describing food

a Ask students to look at the five photos of food and ask what they think is in each photo. Elicit ideas, but don't check answers at this point. Put students into pairs or small groups to discuss the four questions. Take feedback as a class.

VOCABULARY SUPPORT

dish (A2) – food prepared in a particular way as part of a meal

ingredients (B1) – food that is used with other foods in the preparation of a particular dish

vegetarian (B1) – a person who does not eat meat for health or religious reasons or because they want to avoid being cruel to animals

b Put students into pairs to complete this matching task. Tell them not to worry about all the vocabulary at this stage. Check answers as a class. Ask: *Has anyone changed their answers to the questions in 1a after reading the descriptions?*

Answers
1 b 2 e 3 d 4 c 5 a

c Give students two minutes to think about the question. They then compare answers in pairs. Check answers as a class.

Answers
A salad: tasty, fresh, light, raw, crunchy (a salad with mayonnaise might also be creamy, and a salad with chicory or other leaves could be bitter)
A soup: tasty, fresh, spicy, hot, light, creamy, rich
A curry: tasty, spicy, hot, creamy, rich

d Students complete the exercises in Vocabulary Focus 6B on SB p.156 and p.157. Individually, students complete Exercise a. Play the recording for students to check their answers. Put students into pairs to complete Exercise b. Individually, students do Exercise c. Put students into small groups for Exercise d. Monitor and help if necessary. Tell students to go back to SB p.71.

Answers (Vocabulary Focus 6B SB pp.156–157)
a 1a: cooked 1b: raw
2a: creamy 2b: crunchy
3a: sweet 3b: sour
4a: heavy 4b: light
5a: fresh 5b: dried
b Guacamole: 1 Chop 2 Mash 3 Mix 4 Squeeze 5 Serve
Meatballs in tomato sauce: 1 Chop 2 Add 3 Heat up 4 Fry 5 Stir

EXTRA ACTIVITY

Write these pairs of words on the board with the vowels underlined, and ask students to decide if the pronunciation of the vowel sounds is the same (S) or different (D).

1 light – dried (S)
2 sour – soup (D)
3 creamy – sweet (S)
4 rich – bitter (S)
5 raw – sauce (S)
6 heavy – creamy (D)
7 slice – light (S)
8 tasty – grapes (S)

Check answers as a class. Then ask students to practise saying the words.

e **Pronunciation** Play the recording for students to listen and repeat the words. Put students into pairs to practise saying the words.

f Write the following question on the board: *What should I eat while I'm here?* Tell the class to imagine they are giving advice to a visitor to their town. Give students time to prepare what they are going to talk about. If they can't think of an appropriate local dish, they can think of a national dish that someone from another country might not know. Monitor and help with vocabulary if necessary.

Put students into pairs to conduct the roleplay. Student B is the visitor and can begin the conversation by asking: *What should I eat while I'm here?* Monitor and note down any common errors to deal with during feedback.

g Students change roles for the second roleplay. Monitor and point out errors for students to self-correct. Take feedback as a class and ask a few students to say how well their partner described the dish. Would they like to eat it? Why/Why not?

2 LISTENING

a Ask students to look at the photo and elicit the name of the machine the woman is using (a vending machine). Put students into pairs or small groups to discuss the questions, then take feedback as a class.

b Give students time to read the questions, then play the recording. Play the recording again if necessary. Check answers as a class.

Answers

1 coffee, bananas, snacks, (instant) noodles, curry and rice
2 It's quicker and easier.
3 It's much better than he expected.

Audioscript

PRESENTER Japan has by far the highest number of vending machines per person in the world. In fact it has 5.6 million – that's one vending machine for every 20 people. These machines sell all sorts of things, from coffee to bananas, flowers and umbrellas. In a busy society, they play an important role. It's much cheaper for sellers to run a vending machine than a shop. And customers can buy things more quickly and easily from a machine than in a shop. And we're not talking here just about drinks and cold snacks. Japan also has vending machines that serve hot food, like instant noodles. Japanese students love curry and rice, it's one of the most popular meals there, and, sure enough, you can get it from a machine. The meal comes out of the machine hot and ready to eat. It's more convenient than cooking at home. But is curry and rice from a machine as good as curry and rice from a restaurant? Our reporter Luke went to central Tokyo to find out.

LUKE OK, I've just put my 300 yen into the vending machine and I'm waiting for my curry and rice to appear. Hmm, it's taking a bit longer than I imagined. OK, so my meal is here. I just have to open the packet of steamed rice. Hmm … the curry smells, well, it smells OK, like a lot of instant curries. Right, let me go and find somewhere to sit down and try it. OK, this will do. Well, this is fine. It's actually much better than I expected. What can I say? I think it might be the best vending machine meal I've ever eaten – just not the best curry I've ever eaten! For 300 yen – that's less than two pounds – I can't really complain. But I think next time I'll spend a bit more and go to a proper restaurant!

VOCABULARY SUPPORT

convenient (B1) – easy to get to or use

instant (adj) (B2) – happening immediately and without delay

c Discuss the question as a class. Find out if anyone in the class has eaten hot food from a vending machine and what it was like. You could also ask if they eat any other kind of 'instant' hot food (e.g. soups or noodles to which you add hot water).

3 GRAMMAR

Comparatives and superlatives

a Put students into pairs and ask them to complete the sentences from memory. Then play the recording for them to listen and check their answers.

Answers and audioscript

1 Japan has by far the highest number of vending machines per person in the world.
2 It's much cheaper for sellers to run a vending machine than a shop.
3 But is curry and rice from a machine as good as curry and rice from a restaurant?
4 It's taking a bit longer than I imagined.
5 It's actually much better than I expected.
6 I think it might be the best vending machine meal I've ever eaten.

LOA TIP CONCEPT CHECKING

Ask these questions to check understanding of the words and expressions:

Which phrase do we use to say there is no difference? (*as … as*)

Which words or phrases do we use to show that there is a big difference between two things? (*much, by far*)

Which phrase do we use to say that there is a small difference? (*a bit*)

CAREFUL!

Students at this level may use comparatives unnecessarily, e.g. ~~*It's very cheaper*~~ (Correct form = *It's very* ***cheap***) and have difficulty with word order, e.g. ~~*We need a cupboard bigger*~~ (Correct form = … *a* ***bigger cupboard***).

Most errors involve the use of *more*. Students may add it unnecessarily before a comparative adjective, e.g. ~~*Life is more easier now*~~ (Correct form = *Life is* ***easier*** *now*) or use *more* instead of a comparative adjective, e.g. ~~*My town will be more big in 20 years' time*~~ (Correct form = … *will be* ***bigger***).

Similarly, students make errors with *most* when using superlatives. They may leave it out before long adjectives, e.g. ~~*It's the beautiful city in the world*~~ or use *more* instead of *most*, e.g. ~~*It's the more beautiful city in the world*~~ (Correct form = … ***the most beautiful*** *city* …). They may also add it unnecessarily, e.g. ~~*She's the most kind person I know*~~ (Correct form = … ***the kindest*** *person*).

Students also often forget to use *the* before a superlative, e.g. ~~*It was best day of my life*~~ (Correct form = … ***the best*** *day*).

Other errors are connected with spelling, e.g. ~~*easyer*~~, ~~*thiner*~~, ~~*bigest*~~ (Correct forms = ***easier***, ***thinner***, ***biggest***).

b Students read the information in Grammar Focus 6B on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct comparative or superlative forms. Tell students to go back to SB p.72.

Answers (Grammar Focus 6B SB p.143)

a 2 the most delicious 3 hotter than 4 slower (driver) than 5 the cleverest 6 worst 7 better than 8 busiest
b 2 more delicious 3 as hot as 4 more slowly than 5 as clever as / cleverer than 6 worse than 7 well as 8 busier than
c 2 the, ever 3 nearly, expected 4 one, most 5 bit, than 6 slightly 7 By, in 8 just, as

c Write the following words on the board: *dark chocolate*, *milk chocolate* and *white chocolate*. Point out the example sentence in the book (*Dark chocolate isn't as nice as white chocolate*) and find out who agrees/disagrees with the statement. Elicit more sentences comparing the three kinds of chocolate from the class, then give students five minutes to write more sentences using the ideas in the box. Monitor and point out errors for students to self-correct.

d Put students into small groups to read out and compare their sentences. Take feedback as a class and find out which sentences caused the most disagreement in each group.

4 READING

a Put students into pairs to look at the photo and guess which country it shows. Elicit students' ideas but don't check the answer at this point.

b Give students 30 seconds to look through the blog quickly and check the answer to 4a. Ask: *Why has the person written the blog?* (to share experiences of Singapore's food with her readers). You may wish to find out how much students know about Singapore. Ask: *Where is it? How big is it? What language(s) do people speak there?*

Answer

Singapore

CULTURE NOTE

Singapore has a population of over 5 million and is located south of the Malay peninsula in south-east Asia. It consists of Singapore Island and more than 50 smaller islands.

Singapore is culturally very diverse. About 75% of the population are Chinese, with the rest being mostly Malay, Indian and European.

c Give students a few minutes to read the blog again and match the dishes with the photos. They then compare answers in pairs. Ask: *Which word does the writer use in her May 14th entry to mean 'a cooking style connected to particular culture'?* (*cuisine*). Point out that *cuisine* is a French word, pronounced /kwɪˈziːn/.

Answers

1 d 2 c 3 b 4 a

d Put students into pairs or small groups to discuss the questions. Take feedback as a class.

e Give students a few minutes to read the blog again and answer the comprehension questions. Put students into pairs to compare answers. Check answers as a class.

Answers

1 They have five or six meals a day and they greet each other with the question 'Have you eaten?'.
2 A soft bread roll.
3 It's illegal to sell cooked food in the streets in Singapore.
4 She wanted something lighter.
5 She wasn't hungry.
6 Chinatown.

f Tell students to imagine that they have two days in Singapore. Tell them to plan where and what they will eat. Give them up to five minutes to discuss their plan, then nominate a few pairs to tell the class what they have decided and why.

5 SPEAKING

a Tell students that they're going to talk about a special meal they have had or made. Give them time to look at the ideas and make notes about what they're going to say. Each student should aim to speak for about a minute. Encourage students to think about how they can use adjectives to make their descriptions more effective. Monitor and help if necessary.

b Put students into groups to describe their memorable meals. Tell them to listen out for which meal sounds the most delicious. Monitor for any problems and clarify these as you check answers as a class.

Take feedback as a class on the most interesting or fun meals their partners talked about. Give the class feedback on their speaking skills, focusing mostly on their positive achievements.

FAST FINISHERS

Ask fast finishers to work in pairs and talk about:

- the first meal they ever cooked.
- the most expensive meal they've ever had.
- the longest meal they've ever had.
- a quick and easy meal they enjoy cooking.

ADDITIONAL MATERIAL

- Workbook 6B
- Photocopiable activities: Grammar p.163, Vocabulary p.169, Pronunciation p.177

6C Everyday English

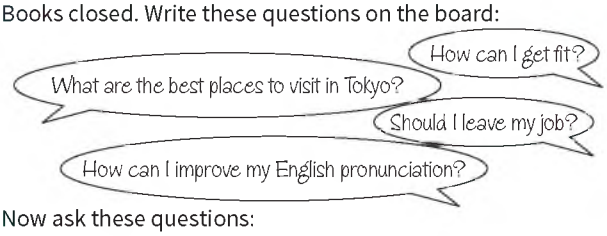
Do you think I should take her somewhere special?

At the end of this lesson, students will be able to:

- understand informal conversations in which people ask for and give recommendations
- use appropriate phrases for asking for and giving recommendations
- express surprise appropriately
- use intonation to sound interested
- ask for and give recommendations

OPTIONAL LEAD-IN

Books closed. Write these questions on the board:



Now ask these questions:

– *Imagine you need answers for these questions. What would you do?*

– *Imagine someone asks you for help on the topics above. Would you be able to help them?*

Put students into pairs or small groups to discuss the questions. Take feedback as a class.

1 LISTENING

a You may wish to check that students understand the compound adjectives *homemade* (made at home, not bought) and *handwritten* (written by hand, not printed).

Put students into pairs or small groups to discuss these questions for a few minutes, then take feedback as a class.

b Students look at the photo. Give them a few minutes to discuss the questions in pairs. Take feedback as a class.

c 7.33 Play Part 1 of the video or audio recording for students to check their answers.

Answers

They are in a shopping mall. They're going to look at rings. They're talking about how and where Tom should ask Becky to marry him.

Video/Audioscript (Part 1)

RACHEL Hi, am I late?
TOM No, you're right on time.
R So are you ready to go shopping? I am so excited! I still can't believe you're going to ask Becky to marry you.
T Well, I've been thinking about that.
R Oh no! Don't tell me that you've changed your mind!
T Oh no, not at all. I just don't know how to do it.
R What do you mean?
T Well, do you think I should take her somewhere special?
R Um, yes!
T Maybe Paris? I was thinking I could propose at the top of the Eiffel Tower.
R Wow! Just like in the movies!
T Do you think that's too much?
R No, but is it what Becky would really like?
T Um, I just don't know. What do you suggest?
R Well, if I were you, I'd take her somewhere special.
T Exactly, like Paris.
R I mean special for the two of you! Like Mark took me to the place where we first met. It was really romantic, because he'd clearly thought about it. Where did you two first meet?
T At the office where we both worked.
R Oh OK, but there must be somewhere special.
T Hmm, maybe. How about the restaurant where we had our first date?
R Now that sounds like a possibility. Anyway, let's go and look for this ring.

VOCABULARY SUPPORT

propose (B2) – to ask someone to marry you

d 7.33 Give students time to read the sentences. Play Part 1 of the video or audio recording again. Students then compare answers in pairs. Check answers as a class.

Answers

1 F He is, but he doesn't know how or where to ask her.
2 F He's thinking about it, but he hasn't decided yet.
3 T
4 T

EXTRA ACTIVITY

Ask: *Where was Tom thinking of proposing to Becky?* (on top of the Eiffel Tower). Ask: *Why there?* (Because Paris, and the Eiffel Tower in particular, is considered by many people to be a romantic place.) Ask students if they have been to Paris or what they know about it. Then ask them which cities they think are the most romantic, and why. If there are any students who are married in the class, you could ask them to tell the other students how they proposed or were proposed to.

e Put students into pairs to discuss the questions. Take feedback as a class.

2 USEFUL LANGUAGE Asking for and giving recommendations

a Put students into pairs to categorise the phrases, then check answers as a class. You may wish to point out that *worth* and *recommend* are followed by verb + *-ing* (e.g. *It's worth asking for help.*).

Answers

Asking for recommendations: 1, 4, 5
Giving recommendations: 2, 3, 6, 7

b Individually, students complete the sentences. They then compare answers in pairs.

Answers

Conversation 1: 1 get 2 would/'d ask 3 to get
Conversation 2: 1 having 2 asking 3 do 4 to contact

TIP ELICITING

Tell students the (imaginary) situations or problems below, and elicit their recommendations using the phrases from 2a.

1 *My car keeps breaking down.*
2 *I can't remember English vocabulary easily.*
3 *I've lost my purse/wallet.*
4 *I don't know what to get my friends for their wedding.*
5 *I keep getting colds.*

3 CONVERSATION SKILLS

Expressing surprise

a Ask: *What's happening in the photo?* Give students one minute to read the task and guess the answers. Elicit students' ideas but don't check answers at this point.

b 2.34 Play Part 2 of the video or audio recording for students to check their answers.

Answers
1 something that's Becky's style
2 expensive
3 hide in the shop

Video/Audioscript (Part 2)

TOM So what about the ring? What would you buy? A big diamond, right? So she can show it to her friends?
RACHEL Seriously? Tom, do you know Becky at all? It's much better to buy something that's her style. Something that you think she'll like. She doesn't need to show off.
T I'm getting this all wrong!
R That's why I'm here. Come on.
R How about that ring?
T Oh, that's a nice one.
R It's £1500.
T I don't believe it! That's ridiculous.
R Tom! It's Becky! Over there.
T You're kidding! What should we do?
R Quick! Let's go in.

c 2.34 Play Part 2 of the video or audio recording again. Check answers as a class. You may wish to check that students understand the meaning of *kidding* (joking). Ask students to think of other ways to express surprise, and write them on the board (*You're joking! No way! Really? What?!*, etc.). Play the audio again so students can listen to the speakers' intonation.

Answers
1 Seriously
2 don't believe it
3 You're kidding

d Put students into pairs to do this practice task. After a few minutes, nominate a few pairs of students sitting across the class from each other to have the mini-conversations in front of the class.

4 PRONUNCIATION

Sounding interested

a 2.35 Give students time to read through the rule as well as the extract. You may wish to use hand gestures to make sure students understand *varied* (changing) and *flat* (staying the same). Play the recording for students to listen to the extract and complete the rule.

Answer
Rachel's intonation isn't flat.

b 2.35 Give students time to read through the exchanges. Play the recording for students to listen and decide which speaker sounds bored. Ask students to think of other adjectives they could use when sounding interested, and write them on the board (*wonderful*, *brilliant*, *fantastic*, *excellent*, *awful*, *dreadful*, etc.).

Answer
The second speaker in 2 sounds bored.

c Put students into pairs to practise reading the exchanges a few times. Encourage them to sound as interested as possible.

FAST FINISHERS
Students who finish early can try saying the exchanges again but with different adjectives (*wonderful*, *brilliant*, etc.).

5 SPEAKING

Divide the class into pairs and assign A and B roles. Tell all the Student Bs to turn to SB p.128.

Give students time to prepare what they are going to say during the roleplay. Encourage them to think about how they can present their news, e.g. with introductory phrases like *Guess what?* or *I've got some exciting news!* and to think about some extra details they can add. Make sure they plan how they will ask for recommendations. Remind them to sound surprised and interested when they hear their partner's news, and to listen carefully so they can give their partner some good advice. Take feedback as a class.

ADDITIONAL MATERIAL
- Workbook 6C
- Unit Progress Test
- Personalised online practice

6D Skills for Writing
It's definitely worth a visit

At the end of this lesson, students will be able to:

- understand people talking about places they go to
- read and understand reviews of a café
- use positive and negative phrases in reviews appropriately
- write a review of a place to go out to

OPTIONAL LEAD-IN

Books closed. Put students into groups and give them one minute to make a list of these things:

– a very cheap local café or restaurant

– a very expensive local café or restaurant

– a local café or restaurant where you can sit outside

– a local venue where you can hear music.

Tell each group to read out their list to the rest of the class. Have the other students heard of the places? Don't start any discussion about the different places yet as there's an opportunity for this later in the lesson.

1 SPEAKING AND LISTENING

a Give students a few minutes to read the question and consider the options.

b Put students into pairs or small groups to discuss these questions, then take feedback as a class. Does everyone agree?

c 2.37 Give students time to read the task and look at the photos. Play the recording for students to listen and decide which photo matches each speaker.

Answers

Jeff is talking about photo 3.
Fabio is talking about photo 1.
Carla is talking about photo 2.

Audioscript

JEFF I like eating out, but I don't really like expensive restaurants. It's not the money so much as the atmosphere. The waiters are often quite unfriendly and you feel you have to talk quietly, or I do anyway. No one seems to be very relaxed. And the food can be good, but you don't often get much on your plate. I'd much rather go somewhere where the food's good and you don't have to pay so much.

FABIO I love going to cafés, either with friends or on my own. I sometimes take a book or a newspaper to read, or I just order a coffee and sit there. I sometimes start talking to someone, in fact I've got quite a good friend who I met in a café. We started talking and then found out we both liked the same kind of music. I like pavement cafés best. You don't have to think about anything, you can just sit and watch the world go by. It's a great way to pass time, I think, very relaxing.

CARLA I really love dancing, so I often go out with a group of friends to a club in the evening. It's such a good way to spend the evening. We usually order some food, maybe just some starters and some grilled meat and something to drink, and then we start dancing. There's a favourite place of mine where they have live music and we all dance Latin American dances like *salsa* or *merengue*. It's quite cheap. You have to pay something to get in, but it's not much and it's always full of people, maybe 200 people all dancing. It's got an amazing atmosphere.

EXTRA ACTIVITY

Ask students if they can recall the words/phrases used in the listening for these things:

– the mood or feeling of a place (*atmosphere*)

– watch people walk past, for pleasure (*watch the world go by*)

– a word to describe music that's not recorded (*live*)

If necessary, play the recording again, pausing just after the vocabulary items. Write the words on the board.

d Give students time to read the comprehension questions then play the recording again. Students compare answers in pairs. Check answers as a class.

Answers

1 The waiters are unfriendly and you feel you have to talk quietly.
2 It's good but you don't often get much on your plate.
3 Both.
4 You don't have to think about anything – you can just sit and watch the world go by.
5 She orders some food and something to drink.
6 Latin American dances.

e Ask students to think of the kind of things people judge when they go out somewhere (atmosphere, quality of food, etc.). Individually, students decide on a place they like and another place they don't like. Give students one or two minutes to make notes on each place. Monitor and help if necessary. Encourage students to justify their opinions as far as possible.

f Put students into small groups to tell each other about their two places. Tell students to listen carefully – they might hear a description of a place they know. Take feedback and ask: *Did anyone describe a place you know? If so, do you agree with their description? Did anyone describe a place you'd like to go to? Why would you like to go there?*

2 READING

a Ask: *Do you ever read reviews of cafés or restaurants? Why/Why not?* Discuss the question as a class. Give students two minutes to read the four reviews and decide how many stars each one might get. They then compare their ideas in pairs.

Suggested answers

b Four stars – the only negative point is that it's a bit noisy.
c One star – the only positive comment is about the waiters being friendly, but they were also very slow.
d Three stars – there are more positive than negative comments, but overall the reviewer isn't very enthusiastic.

VOCABULARY SUPPORT

overcooked – cooked for longer than necessary

overpriced – too expensive

overrated – when something is considered to be better or more important than it really is

tasteless (C1) – having no flavour

b Put students into pairs to find words or phrases in the reviews. Take feedback as a class.

Answers

1 the atmosphere: relaxing (a); great place to sit and relax, a bit noisy (b); a fairly pleasant atmosphere (d)
2 the kind of food and drinks they serve: coffee and cakes, free birthday drinks (a); fish, salads (b); pasta, soup (c)
3 the quality of the food: delicious (a); lovely food, fresh, delicious (b); overcooked, completely tasteless, tasty, half cold (c); good food, portions aren't very generous (d)
4 the service: very friendly (a); waiters were friendly (b); awful, friendly enough, so slow (c); reasonably friendly and relaxed (d)
5 value for money: a bit overpriced (d)
6 the location: right in the town centre, a convenient place to meet, fairly easy to get to (b)

LANGUAGE NOTE

The prefixes *over-* and *under-* mean 'too much' and 'too little'. Other words containing these prefixes include *overcrowded* (too many people), *oversleep* (sleep too late), *undercooked* (not cooked enough) and *underused* (not used enough).

3 WRITING SKILLS

Positive and negative language; adverbs

a Elicit the meaning of *fairly* (quite, a bit), then give students a few minutes to do the task.

positive	fairly positive
relaxing plenty of space very friendly definitely recommend lovely food fresh great place to sit and relax friendly a convenient place to meet definitely worth a visit tasty	fairly easy to get to a fairly pleasant atmosphere reasonably friendly and relaxed
fairly negative	**negative**
portions aren't very generous a bit overpriced	extremely disappointing overcooked completely tasteless half cold so slow

b Put students into pairs to compare their answers. Take feedback as a class.

c Put students into pairs to do the task, then check the answer as a class.

Answer

b The writer doesn't want to be too negative.

LANGUAGE NOTE

The adverbs in this lesson are adverbs of degree.

Most of them can be used before positive and negative gradable adjectives, e.g. *not very generous*, *fairly pleasant*, *a bit overpriced*, *extremely disappointing*. We usually use *completely* before extreme adjectives. It often conveys a negative meaning, e.g. *My meal is completely tasteless! It was completely unacceptable.*

We can use *absolutely* before positive and negative extreme adjectives (e.g. *absolutely delicious*, *absolutely tasteless*).

d Put students into pairs to do the task. Check answers as a class.

Answers

1 very negative
2 slightly negative
3 very negative
4 slightly negative
5 slightly negative
6 very negative

e In pairs, students sort the adverbs into two groups. Take feedback as a class.

Answers

stronger: absolutely, completely, extremely, really, terribly
weaker: a bit, fairly, not really, not very, quite, rather, reasonably, quite

LANGUAGE NOTES

- You may wish to explain that *rather* is often used to mean 'not as I expected' (e.g. *The portions were rather small* = they were smaller than I expected). We can also use *rather* in a positive sense (e.g. *The food was rather delicious!* = more delicious than I expected).
- Before gradable adjectives, *quite* usually means 'a bit' (*It was quite good.*). But before extreme adjectives, it can mean 'absolutely' (*It was quite delicious!*).
- Although the adjective *terrible* means 'unpleasant', the adverb *terribly* can mean 'very much' if it is placed before an adjective (*The food was terribly good.*).

f Individually, students rewrite the sentences. Point out that there are several possible answers. Students compare answers in pairs. Take feedback as a class.

Suggested answers

3 The sauce wasn't very tasty.
4 My soup was completely cold.
5 The portions were absolutely tiny.
6 The service wasn't very good.

4 WRITING A review

a Tell students that they are going to write two short reviews of places they know. If you did the Optional lead-in, you could remind them of some of the places they thought of then, but they don't have to write about somewhere local. Give them time to read the task and make notes individually.

b Put students into pairs to compare their ideas.

c Give up to 20 minutes for students to write their two reviews. Monitor and note down any common mistakes to deal with during feedback.

FAST FINISHERS

Ask fast finishers to write a short email to the manager of the place they gave a bad review to and outline what could be improved and why. They can read their emails to the class during feedback.

d In pairs, students read and check each other's work, checking for points 1–3.

e Give students five minutes to read each other's reviews. Nominate some students to tell the rest of the class whether they've been to any of the places they read about. If so, did they agree with the review(s)? Why/Why not?

Give the class feedback on their written work, focusing on how clearly they communicated their opinions and the positive and negative language (and adverbs) they used.

LOOK TIP REVIEW AND REFLECT

Put students into small groups and ask them to note down new words they've learned in this unit from these categories: compound nouns, multi-word verbs, adjectives to describe food and food preparation verbs. Ask students to prioritise the words they've noted in order of usefulness. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 6D

UNIT 6
Review and extension

1 GRAMMAR

a Write *Essaouira* on the board and ask if anyone knows which country it's in (Morocco). Give students two minutes to read the text and choose the best answers. Check answers as a class. You may wish to explain that *kite-surfing* is similar to wind-surfing, but with the use of a kite to catch the energy of the wind.

Answers
1 can 2 should 3 must 4 should 5 shouldn't
6 don't have to 7 should 8 don't have to

b Individually, students complete the sentences using the words in brackets. Check answers as a class.

Answers
1 slightly cheaper than 2 a bit hotter than 3 much faster than
4 by far the spiciest 5 quite as expensive as

EXTRA ACTIVITY

Write this information about Iceland onto the board:

ICELAND

– Size: 103,000km²

– Population: About 320,000

– Latitude (how far north/south of the equator): 65° 00 North

– Climate: average winter temperature: 0° C, average summer temperature 12°C

– Average price of a burger: $11

– Life expectancy: 82 years

Put students into pairs to compare their own country with Iceland using the points above and adjectives and adverbs like: *big, far north of the equator, cold, warm, expensive, long, more, less.*

Remind students to use *much, slightly, a bit*, etc. if possible. Take feedback as a class. To finish the activity, invite some students to share some of their sentences with the class.

2 VOCABULARY

a Individually, students complete the sentences in pairs. Check answers as a class.

Answers
1 pedestrian crossing 2 air conditioning 3 rush hour
4 public transport 5 traffic jam 6 traffic lights 7 cycle lane
8 cash machine

EXTRA ACTIVITY

Write these two groups of words on the board. Divide the class into teams and give them one minute to form as many compound nouns as they can. Can they find all ten?

TV, fire, driving, hand, driving, culture, meat, vending, food, pavement	*balls, café, fighter, instructor, lesson, machine, market, series, shock, signals*

Check answers as a class (TV series, firefighter, driving instructor, hand signals, driving lesson, culture shock, meatballs, vending machine, food market, pavement café).

b Students complete the sentences in pairs. Check answers as a class.

Answers
1 up 2 around 3 out 4 up

3 WORDPOWER *go*

a Tell students that they are going to look at some different meanings and uses of the verb *go*. Individually, students do the matching task. They then compare answers in pairs. Check answers as a class by asking six pairs to read out an exchange each.

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

b Put students into pairs to match the descriptions with the example sentences. Check answers as a class.

Answers
look similar/look good together: 3
go towards: 1
develop problems/not succeed: f
describe how things happen: 2
describe a change: e

c Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class by asking six students to read out a sentence each.

Answers
1 go orange 2 went really well 3 goes wrong
4 gone 5 goes around 6 goes/went with my eyes

d Put students into pairs to discuss what the people might be talking about. Then put pairs with other pairs to compare answers. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to write two or three more sentences about different situations using different uses of *go*. They can ask the rest of the class what the sentences might refer to during feedback.

Photocopiable activities: Wordpower p.172

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 7
House and home

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about buildings, travel accommodation and life in big cities and small towns
- talk about alternative places to stay when travelling
- talk about living in towns and cities
- make polite offers and ask for permission
- use appropriate phrases to show that you can imagine other people's feelings
- write a note with useful information

UNIT CONTENTS

G GRAMMAR

- Modals of deduction
- Quantifiers

V VOCABULARY

- Describing houses and buildings: *attic, balcony, basement, block of flats, doorbell, downstairs, (ground/first/second) floor, flat, front door, landing, location, lock, move house, move into, move out of, neighbourhood, rent, steps, terrace, upstairs, view*
- Verbs and prepositions: *apologise for, argue about/with, believe in, belong to, care about, complain to/about, cope with, depend on, pay for, rely on, succeed in, think about, wait for, worry about*
- Wordpower: *over* (= finished, across/from one side to the other, more than, during, the other way up, covering)

P PRONUNCIATION

- Modal verbs: sounding the final *t* or *d*
- Sentence stress: verbs and prepositions
- Sounding polite

C COMMUNICATION SKILLS

- Describing houses and buildings
- Describing a town or city
- Making polite offers and requests and asking for permission
- Using appropriate phrases to show that you can imagine other people's feelings
- Offering choices
- Writing a note with useful information

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs and ask them to tell their partners about the different homes they have lived in during their lives. If they have lived in the same place all their life, they should describe changes that have been made to the home. They should also tell their partner about a memory they associate with each home. Ask for examples during feedback. Find out who has lived in the most unusual home and who has the most interesting memory.

a Ask students to look at the photo and the title of the unit, *House and home*. Put them into small groups and ask them to discuss the questions. Nominate a few groups to share their ideas with the rest of the class.

Although there are no right or wrong answers to these questions, use this whole-class discussion stage to bring out the themes which run through this unit: different styles of houses and other forms of accommodation.

CULTURE NOTE

The photo shows guests having breakfast at *ICEHOTEL* in Jukkasjärvi, a village in northern Sweden. It was the first ice hotel in the world and was first built in the early 1990s. It is constructed from 20,000 tons of snow and 3,000 tons of ice each year, including the tables, chairs and glasses. Artists from around the world apply every year to design the hotel's famous suites.

b Give students time to think about the questions. Put them into pairs to discuss their ideas. Take feedback by asking a few students to report back on their partner's ideal home and whether they would like to live there too.

EXTRA ACTIVITY

Write this question on the board: *Which room do you think is the most important in a house? Why?* Ask students to compare their choices in small groups. They should discuss their reasons and find out if their views about why this room is the most important have changed since they were children and why. Ask for their answers in feedback and see which room is the most popular.

7A It might be a holiday home

At the end of this lesson, students will be able to:

- use modals of deduction appropriately
- use a lexical set to describe houses and buildings correctly
- understand an article about alternative places to stay when travelling
- discuss homes and places to stay

OPTIONAL LEAD-IN

Books closed. Write this sentence on the board: *Home is where the heart is.*

You may wish to explain that this proverb means: 'Home isn't a building, but the place where the people you love are.'

Ask: *Do you have a similar expression in your own language? What does it mean? Do you agree with the expression?*

1 GRAMMAR Modals of deduction

a Tell students to look at the four photos of different homes. Put students into pairs or small groups to discuss the questions. Take feedback as a class by asking different groups to say something about each photo. Write their ideas on the board. Do the other groups agree? Add notes from what the other groups say, and leave them there for 1c.

b 2.38 Play the recording for students to listen and match the speakers with the photos. Check answers as a class.

Answers
1 c 2 d 3 b 4 a

Audioscript

SPEAKER 1 Well, it's very small so it can't belong to a big family, maybe a small family or an older couple who live on their own. Where is it? It's somewhere dry and sunny, so it could be Mexico, maybe, or Spain.

SPEAKER 2 There can't be much space in there, so I think it must belong to a single person or a couple. And where is it? It could be in any big city, but on the outskirts of the city, I think. It might be somewhere like Tokyo, where land's expensive so you can't build big houses. It might not be a house; it might be two separate flats. No, they can't be flats, the ground floor one is too small, so it must be a house.

SPEAKER 3 You can see tall buildings outside the window, so this flat must be somewhere like Dubai or some modern city. Whoever lives there can't have children; it's much too tidy. It might be someone who works a lot, or someone who doesn't spend much time there.

SPEAKER 4 It's a huge house, so a very big family must live there, or maybe two or three different families. Or it might be a holiday home because it's in the mountains somewhere. It could be Switzerland or Austria, or perhaps Slovenia. Somewhere in Europe.

VOCABULARY SUPPORT

outskirts (B2) – the areas that form the edge of a town or city

c 2.38 Refer students back to their suggestions on the board for 1a. Ask: *Did you hear the speakers talking about any of the ideas on the board?* Play the recording again for students to listen and check their ideas. Then check answers as a class.

You may wish to tell students that the buildings in the photos are in: a Switzerland, b Dubai, c Mexico, and d Japan.

Answers
Photo a: Switzerland, Austria or Slovenia; a big family, or two or three different families; it might be a holiday home.
Photo b: Dubai or a modern city; someone without children, someone who works a lot; someone who doesn't spend much time there.
Photo c: Mexico or Spain; a small family or an older couple.
Photo d: Tokyo, a big city; a single person or a couple.

d Discuss the question as a class.

e Ask: *Why did the speakers use the words 'maybe' and 'perhaps' when they were talking about the four houses?* (Because they weren't sure; they were making guesses.) Tell students that they are going to look at other ways of making deductions (guesses based on limited information). Put students into pairs to complete the sentences. Elicit students' ideas but don't check answers at this point.

f 2.38 Play the recording again for students to check their answers.

Answers
1 can't
2 can't
3 must
4 could
5 might not
6 can't
7 might

g Students complete the task individually. Check answers as a class.

Answers
1 b 2 a 3 a 4 c

h Discuss the question as a class. You may wish to point out that we often use *be* after modals of deduction, but other verbs are possible (e.g. *have*, *get*, etc.).

Answers
the infinitive without *to*

TIP ELICITING

Write these sentences on the board and elicit ways of rephrasing them using modals of deduction. Suggested answers are given below in brackets.

1 *I'm sure that's a noisy area.* (That must be a noisy area.)
2 *It's possible that it's cheaper to live in the country.* (It might/could be cheaper to live in the country.)
3 *I'm sure that isn't my phone.* (That can't be my phone.)
4 *Perhaps the teacher speaks French.* (The teacher might/could speak French.)

If you have a strong group, ask them to give you reasons for each deduction.

CAREFUL!

The most frequent error with modals of deduction is using other modals where *must* or *might* is required. Instead of *must*, students often use *have to* or *should*, e.g. ~~*You have to be / should be tired*~~ (Correct form = *You* ***must*** *be tired*). Instead of *might*, students often use *can*, e.g. ~~*I think this can be the key*~~ (Correct form = *I think this* ***might*** *be …*).

i 2.40 Students read the information in Grammar Focus 7A on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the most appropriate modals. Tell students to go back to SB p.80.

Answers (Grammar Focus 7A SB p.145)

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

b 2 must be right.
3 could/may/might want to sell their flat.
4 can't be speaking Russian
5 could/may/might be the perfect person for the job.
6 may/might not know the answer.
7 can't need that coat today
8 could/may/might be building a new shopping centre.

FAST FINISHERS

To focus on deductions about things happening now, ask fast finishers to think of a few famous people and imagine what they might be doing right now.

j 2.40 **Pronunciation** Give students time to read the sentences in 1g again. Then play the recording, pausing after each sentence. Take feedback as a class. Elicit that we don't pronounce the final *t* or *d* in a word when it's followed by a consonant sound. We do pronounce it when it's followed by a vowel sound.

Answers

don't pronounce

k 2.41 Give students time to read the sentences. Then play the recording, pausing after each sentence. Check answers as a class, then put students into pairs to practise saying the sentences.

Answers

3, 5

l Give students time to think about their answers, then put them into pairs to discuss the questions. Take feedback as a class.

2 VOCABULARY Buildings

a Individually, students read the email and choose the correct words. They then compare answers in pairs. You may wish to point out that we also use the expression *move house* when we move to a flat or apartment, not only when we move to a house.

Answers

1 moving house
2 renting
3 floor
4 block
5 views
6 location
7 neighbourhood
8 balcony
9 of
10 into

b Students do the exercises in Vocabulary Focus 7A on SB p.158. Individually, students do Exercises a and b. Play the recordings for students to check their answers. Put students into pairs to do Exercise c. Monitor for Exercise d and take feedback as a class. Tell students to turn to SB p.81.

Answers (Vocabulary Focus 7A SB p.158)

a 1 block of flats 2 balcony 3 first floor 4 flat 5 ground floor 6 steps 7 doorbell 8 terrace 9 landing 10 basement 11 front door 12 attic 13 lock

b 1 rent 2 moved 3 neighbourhood 4 balcony 5 location 6 attic 7 floor 8 view

EXTRA ACTIVITY

Ask students some questions about the building you are in at the moment:

– *Which floor are we on?*
– *What's upstairs from here?*
– *What's downstairs from here?*
– *Does this building have a balcony?*
– *Does it have a basement?*
– *What's in the neighbourhood?*

3 READING

a Tell students to imagine they're travelling on their own to a city they don't know. They'll be staying there for three nights. Where would they prefer to stay? Give students time to look at the three options then put them into pairs or small groups to compare their choices, giving reasons and referring to the advantages and disadvantages of each one. Take feedback as a class. Ask for a show of hands for who'd rather stay in a hotel and ask those students to explain why. Repeat for the other two options.

b Pre-teach the word *host* (someone who has guests). Give students one minute to read the introduction and choose the best summary. They then compare their choice with a partner. Check answers with the class. Ask: *Has anyone heard of or used Airbnb?*

Answers

2 Airbnb is a website for travellers and people who have rooms to rent.

CULTURE NOTE

Airbnb is a website that helps people who want to rent out rooms in their own homes for other people to stay in (for short stays or longer). It was founded in 2008. It has more than 600,000 listings worldwide in nearly 200 countries. Most of the places listed are rooms in houses and flats, but there are also hosts offering rooms in castles, tree houses and on boats. The website has user reviews for every listing.

c Before students read the next part, ask them to imagine the good and bad points of paying to stay in someone else's home. Put them into pairs or small groups to discuss their ideas, then take feedback as a class.

Suggested answers

Good points: it's cheaper and more personal than other forms of accommodation.
Bad points: it could feel too personal, or it might not be as clean or well organised as a hotel.

d Students look at the photos. Ask: *What kind of buildings can you see?* Tell students that they are going to read what two guests, Antonia and Kumi, say about their experiences as guests in these places. Individually, students read the article and do the task. They then compare answers in pairs. Check answers as a class. Ask students to justify their answers by using information quoted from the article.

Answers

1 A 'It had ... a pool'
2 K 'I felt like a local by the end of the week!'
3 K 'the rent included a bicycle too'
4 K 'They let me use the kitchen'
5 A 'he's going to come and stay in my house when he comes to Italy next year'

EXTRA ACTIVITY

If you think your students need to spend more time processing the article before doing 3e, write these comprehension questions on the board. Give students time to read the article again and answer the questions.

1 *How do you use a website like Airbnb if you want to find a place to stay?* (You browse the profiles of places to rent.)
2 *How much do most places cost per night?* (between about £25 and £100)
3 *Where is the villa?* (California)
4 *Who cooked Antonia's breakfast?* (Jeff, the host)
5 *Where is the old house?* (Berlin)
6 *Which part of the house did Kumi have?* (the whole of the top floor)
7 *What happened at mealtimes?* (She ate and chatted with the hosts.)
8 *Why was Kuni glad she could use the kitchen?* (The restaurants nearby were quite expensive.)

e Put students into small groups to discuss which of the two places they'd rather stay in and why. Take feedback as a class.

f Before students read the next part of the article, ask them to imagine the advantages and disadvantages of being an Airbnb host. Put them into pairs or small groups to discuss their ideas, then take feedback as a class and write some of their ideas on the board. Leave them there for 3g.

g Give students one or two minutes to read the texts quickly to see if any of the ideas on the board are mentioned. They then compare answers in pairs. Ask: *Would you like to be an Airbnb host? Why/Why not?*

Answers

Advantages: you meet wonderful people, from all over the world; most people are charming and friendly.
Disadvantage: you have to do a lot of washing and cleaning; you have to trust people to treat your property as if it was their own home.

h Give students one minute to read the texts again and match the words with the definitions. Check answers as a class by reading out the definitions and asking students to say the words. Make sure they can pronounce the words correctly.

Answers

1 property 2 accommodation 3 cottage 4 pleasure
5 theft 6 reservation

4 SPEAKING

a Ask students to look at the photos. Explain that they are going to guess things about each building. You may wish to remind them to use modals of deduction, or wait and see whether they produce them naturally as they speak. Put students into pairs or small groups to discuss the questions. Monitor to check how well they are using modals of deduction and vocabulary from the lesson.

Take feedback as a class and find out if students have the same or different ideas about each building.

b Put students into pairs for this speaking activity, in which they imagine that they can stay in one of the buildings for a few days. (If possible, mix students up so they are talking to someone they haven't just been speaking to.) Give them one or two minutes to try and agree on which house or flat they like best. Nominate a few pairs to share their final decisions with the rest of the class, and to say whether it was easy or difficult to agree.

FAST FINISHERS

Ask fast finishers to think about the best area to live for the following people:

– a young couple who have just got married
– a university student
– a pensioner living alone

Check their ideas during feedback.

ADDITIONAL MATERIAL

- Workbook 7A
- Photocopiable activities: Grammar p.163, Vocabulary p.169, Pronunciation p.177

7B There are plenty of things to do

At the end of this lesson, students will be able to:

- understand an informal discussion about living in towns and cities
- use a lexical set of verbs and their dependent prepositions correctly
- use quantifiers appropriately
- talk about the area where they live

OPTIONAL LEAD-IN

Books closed. Write these words on the board: *lighthouse, skyscraper, tree house, museum, cottage, hospital, chalet.*

Put students into small groups to discuss whether you usually find each building in a city or in the countryside.

Take feedback as a class. Ask: *Which of the buildings have you been in? When? Why?*

1 LISTENING

a Put students into pairs or small groups to discuss the questions. Nominate a few students to share their answers with the class.

b Give students a few minutes to read the list and answer the questions. Put them into pairs to discuss their answers. Take feedback as a class and find out if students have more reasons for why small towns are better than cities. Possible reasons might include: there's less crime; it's quieter; property prices are cheaper; the air is cleaner; you can see the stars at night.

c Put students into pairs to make a list of reasons why cities are better places to live than small towns. After a few minutes, take feedback by writing a list of students' reasons on the board. Leave the list on the board for 1d.

d 2.44 Tell students that they are going to hear two people, Tim and Kate, talking about the same topic. Does Tim mention any of the reasons on the board? Play the recording for students to listen and check. Take feedback as a class. Ask: *Did any of Tim's reasons surprise you?*

Answers

Tim thinks cities are better places to live than small towns because: there is so much going on; it's safer to live in a big city; it's better for the environment.

Audioscript

TIM What are you reading?

KATE Fran just sent me the link to this list of five reasons why small towns are better than cities.

T Ha-ha!

K What are you laughing at? Small towns are better than cities.

T Yes, if you want to have nothing to do and never meet anyone new!

K Well, I loved growing up in a small town. There's a real sense of community. People care about you. It's like you belong to one big family.

T Yes, I know you liked it. But I've always been a city boy. I love being in the centre of things – there's so much going on here. Cinemas, restaurants, museums. And there are lots more work opportunities in big cities than in a small town.

K But there's also more crime. Life's more dangerous here.

T Actually, research has shown that it's actually safer to live in the city.

K Really? I find that hard to believe.

T Yes, they did a study in the US that compared the number of accidents in country and city areas. And in the country there was a much higher number of accidents than in the city. Car crashes mainly, because people drive more in the countryside.

K That makes sense if you think about it. And hospitals are nearer, I suppose, so you get help quicker.

T Exactly. So it's actually safer to live in the city. And it's better for the environment.

K Really? How do you work that out?

T Well, you can't rely on public transport in the countryside like you can in the city, so you have to drive more. It's been proved that if you live in the city, you actually have a smaller carbon footprint, especially if you live somewhere with good public transport.

K I've definitely noticed that I walk more now I live in the city. Everything's closer, I guess. And it is nice not to have to get into the car just to go to a supermarket.

T You see! There are a lot of advantages to living in a city. You can't argue with that.

K No, I can't – there are definitely advantages. But I still miss my little home town.

e 2.44 Give students time to read the statements. You may wish to pre-teach the phrase *carbon footprint* (a measurement of the amount of carbon dioxide that someone's activities produce). Play the recording again. Students compare answers in pairs. Encourage students to justify their answers as far as possible.

Answers

1 T
2 T
3 T
4 F A study in the US showed that there were more accidents in the country than the city.
5 F People who live in the country generally drive more and so have a bigger carbon footprint.

f Give students time to read through the questions. Put them into pairs to discuss their ideas. After a few minutes, put pairs with other pairs to extend the discussion. Take feedback as a class. Nominate a few students to talk about the question that their group discussed the most.

2 VOCABULARY Verbs and prepositions

a Write this extract from the recording on the board with the preposition gapped: *You can't argue ___ that.* Focus on the verb *argue* and ask: *What's the missing preposition?* (with).

Tell the class that they are going to learn more verb and preposition combinations. Individually, students complete the sentences then compare answers in pairs. Elicit their ideas but don't check answers at this point.

b 2.45 **Pronunciation** Play the recording for students to listen and check their answers.

Answers and audioscript

1 People care about you.
2 It's like you belong to one big family.
3 That makes sense if you think about it.
4 You can't rely on public transport in the countryside like you can in the city.

LOOP TIP CONCEPT CHECKING

Check that students understand the meaning of the verbs plus their dependent prepositions by asking these questions:

Who do people usually 'care about' most? (friends and family – or perhaps just themselves!)

If something 'belongs to' you, is it yours? (yes)

If you can 'rely on' someone, do you trust them or worry about them? (trust them)

Give students time to read through the pronunciation rule. Then play the recording again for students to complete the rule.

Answers
usually, don't stress

c 2.45 Play the recording again for students to listen and practise saying the sentences in 2a.

d Students work in pairs to match the verbs with the prepositions. Check answers as a class.

Answers
1 argue
2 cope
3–5 care, complain, worry
6 apologise
7 believe
8 succeed
9 depend
10 belong/apologise

EXTRA ACTIVITY

Write these symbols on the board:

o

oO

Oo

oOoo

Tell students that the patterns represent syllables and stress. Say each verb from exercise 2d clearly, and ask different students to come to the board and write the verbs next to the correct stress pattern. Ask the other students to help.

o	care, cope, pay, think, wait
oO	complain, believe, belong, depend, rely, succeed
Oo	argue, worry
oOoo	apologise

Put students into pairs to practise saying the verbs with their prepositions. Remind students not to stress the prepositions.

e Give students five minutes to complete the sentences with the verbs and prepositions from 2d. They then compare answers in pairs. Check answers as a class.

Answers
1 depends on
2 cope with
3 succeeded in
4 apologise for
5 argued with
6 complain about
7 believe in
8 belongs to

f Give students time to look quickly through the instructions, then ask them to add the missing prepositions. They shouldn't discuss the game topics at this point. Check the correct prepositions as a class.

Answers
b about
c for
d for
e about
f in

Divide the class into teams to play the game. Make sure they understand that they'll win more points by writing down things that the other teams might not think of. Create a competitive atmosphere by asking the teams to give themselves a name. Set a time limit of three minutes and encourage students to think carefully before they write down their answers. Remind them to keep their voices quiet so that other teams don't hear their ideas.

Stop the teams when the time limit is up. Check answers and award points by reading each question and asking each team to give their answers. Teams win points for answers that no one else has. The team with the most points at the end wins.

Suggested answers
a in cash, by cheque, online, with a credit card, on the phone
b noise, the food, a lack of hot water
c I'm sorry I'm late; Sorry I'm late; Please forgive me for being late.
d check their phones, listen to music, read
e health, money, work
f fairies, magic, Father Christmas

3 GRAMMAR Quantifiers

a Put students into pairs or small groups to discuss the questions. Take feedback as a class.

b Tell students to look at the photo of the High Line, New York. Invite a few students to describe what they can see in the photo. Ask: *What's unusual about it?* Then give students one or two minutes to read the article and check. Check the answer as a class. Find out if anyone in the class has been to or heard of the High Line or would like to go there.

Answer
It's on an old railway bridge, 10 metres above the street.

CULTURE NOTE

The High Line project was started in 1999, when two local residents, Joshua David and Robert Hammond, had the idea of transforming a 2.3km-long stretch of disused railway track into a park.

Six years before work on the High Line began, Paris already had its own elevated park created on reclaimed urban space. The Promenade Plantée, built in 1993, stretches for almost 5km across the city on a railway line which closed in 1969.

c Give students a few minutes to read the article again and underline the correct words. They then compare answers in pairs.

Answers
1 lots of
2 many
3 very little
4 too many
5 lots of
6 not much

CAREFUL!
Students are likely to omit *some* and *any* before plurals and general nouns, e.g. ~~*I'd like to ask you questions.*~~ (Correct form = … *ask you* ***some questions***) or ~~*We got there without trouble*~~. (Correct form = … *without* ***any*** *trouble.*)

Students read the information in Grammar Focus 7B on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct quantifiers. Tell students to go back to SB p.85.

Answers (Grammar Focus 7B SB p.145)
a 2 a lot of 3 enough 4 much 5 enough 6 a lot of 7 a lot 8 none 9 a few 10 too
b 2 few chairs for everyone. 3 none left. 4 lot of money. 5 give us enough information. 6 few people. 7 no money. 8 lot of time tomorrow.

EXTRA ACTIVITY
Write these sentences on the board and put students into pairs to find and correct the mistakes in the underlined phrases.

1 *There are a lot bookshops here.* (a lot of/lots of)
2 *I didn't bring plenty bags. We need more.* (enough)
3 *Nina gave me plenty advice about what to do.* (plenty of)
4 *We saw many butterflies.* (a lot of/lots of)
5 *The station is too much far to walk.* (too far)
6 *Few of people know about this place, so it's usually very quiet.* (Few)
7 *They aren't building the new school enough fast.* (fast enough)
8 *I'd like to ask you any questions, if you have time.* (some)

e Ask students to read through the task. Demonstrate the activity by describing a place that all the students should know. Can they guess the place you're talking about? Give students five minutes to prepare what they're going to say individually. Monitor and check that they are using quantifiers correctly. Encourage them to add some details at the end of their descriptions that will help the other students guess.

f Put students into pairs to read out their sentences. Monitor and point out any errors for students to self-correct. Take feedback as a class and ask students which descriptions they found easier/harder to guess.

4 SPEAKING

a Tell students that they are going to talk for one or two minutes about the place where they live. Give students up to five minutes to read the task and prepare what they're going to say. Monitor and help with any vocabulary that they need.

b Put students into small groups. Before they begin talking, make sure they know what they need to listen for and think about. Tell students not to rush this speaking activity. Encourage each student to talk about their place for at least a minute. When everyone has spoken, the group should discuss which places would suit the teenager, the family with young children, etc. Monitor and listen for correct usage of the target language from the lesson. Take feedback as a class.

ADDITIONAL MATERIAL
- Workbook 7B
- Photocopiable activities: Grammar p.163, Vocabulary p.169

7C Everyday English

Is there anything we can do to help?

At the end of this lesson, students will be able to:

- understand informal conversations in which people visit other people's homes
- use appropriate phrases for making offers, requests and asking for permission
- use phrases to show that you are trying to imagine how someone else is feeling
- use intonation to sound polite

OPTIONAL LEAD-IN

Write this word snake of adjectives on the board:

annoyingstressfulworriedannoyedembarrassingpainfulembarrassed

Put students into pairs and ask them to find adjectives in the word snake. Tell them to use the words to finish these sentences.

– *People can feel …*

– *Situations can be …*

Check answers as a class (people can feel worried, annoyed, and embarrassed; situations can be annoying, stressful, embarrassing, and painful).

Tell the class that they will need some of the adjectives later on in the lesson.

1 LISTENING

a Put students into small groups and give them a few minutes to discuss the questions about visiting people's houses. Nominate a few students to share their group's answers with the rest of the class.

b In the same groups, students discuss what they think is happening in the photos and how they think the people feel. Take feedback as a class.

c 2.45 Pre-teach the word *allergic* (having a condition that makes a person sick or develop skin or breathing problems because they have eaten certain foods). Play Part 1 of the video or audio recording for students to see if their guesses were correct. Check answers as a class.

Answers

Becky is meeting Tom's parents for the first time. She's feeling a bit nervous.

Video/Audioscript (Part 1)

BECKY Do I look OK, Tom?
TOM You look great! You've got nothing to worry about.
B Oh, I really hope your parents like me.
T Of course they will. You'll be fine! After you, go on. … Dad, this is Becky.
MICHAEL Hello, Becky. I'm Michael. It's very nice to meet you.
B Nice to meet you.
T And this is my mum, Charlotte.
CHARLOTTE Hello! It's lovely to meet you at last!
B Oh, you too!
C Thank you. They're lovely.
M Take a seat, Becky.
B Oh, thank you.
C Would you excuse me for a moment? I just need to check on the food.
B Of course. Is there anything we can do to help?
C Oh no, it's all under control!
B So, Martin …
T Michael!
B Er, Michael. I expect you're excited about the match this afternoon.
M I'm not really a football fan, to be honest. I prefer golf.
B Oh, I see.
C Tom, do you think you could give me a hand in here?
T Sure.
M So, do you play golf?
B No.
B So Caroline, Tom tells me you're an architect. That must be very interesting.
C Oh, er, yes, I really enjoy it. In fact, at the moment, I'm working on…
M Here we go.
B Oh, this looks delicious.
M It's my own recipe.
B What's in it?
M It's chicken and mushroom.
B Oh. Um …
M Is something wrong?
T She's a vegetarian!
B And I'm allergic to mushrooms.
C What? Tom, why didn't you tell us?
T I sent you an email yesterday. Didn't you see it?
M Oh no, we didn't!
C I'm really sorry, Becky. Let me get you something else.
B Oh no, Caroline, it's fine, really. Is it OK if I just have some bread and butter?
C No, we can do better than that. I'll get you a green salad.
B Oh OK, that would be lovely. Thanks.
T Becky, my mum's name is Charlotte, not Caroline.
B Oh no! How embarrassing!

d 2.45 Give students time to read through the sentences. Play Part 1 of the video or audio recording again. Students compare their answers in pairs. Check answers as a class. Ask: *Why can't Becky eat mushrooms?* (because she's allergic to them). To check understanding, ask: *What else are some people allergic to?* (e.g. eggs, nuts, seafood, pollen from plants in summer). You may wish to contrast the pronunciation of the adjective *allergic* /əˈlɜːdʒɪk/ and *allergy* /ˈælədʒi/.

Answers

1 T
2 F Becky thinks that Michael will watch the football match, but he isn't interested in football.
3 T
4 F She's an architect.
5 T

e Discuss the questions as a class. You may wish to mention that Becky hasn't been a bad guest, but she has been a bit awkward and made a few mistakes. She probably hasn't made a very good impression, but she has tried to be friendly and interested in Michael and Charlotte. She is also very polite when she is offered food that she can't eat.

EXTRA ACTIVITY

Ask students to think of a time when they were hoping to make a good impression and made some mistakes. If they can't think of one, they can recall a time when they were worried about meeting someone and how the meeting went. Put students into pairs to tell their partners about the event. Ask for examples during feedback. Find out whose experience was the most embarrassing or most successful.

2 USEFUL LANGUAGE
Offers, requests and asking for permission

a Put students into pairs to match the questions and responses.

Answers
2 b 3 a 4 e 5 d

b Discuss the phrases in **bold** as a class.

Answers
1 Is there anything we can do to help?; Let me …; I'll …
2 Do you think you could …?
3 Is it OK if I … ?

c Put students into pairs to match the requests and responses, then check answers as a class. You may wish to point out that *Do you mind?* means *Is it a problem?*. So we reply with *Not at all* or *No, that's fine* if we are happy about the request, e.g. *Do you mind if I leave now? No, that's fine.*

Answers
1 b 2 e 3 a 4 c 5 d

3 LISTENING

a Ask the class to guess what Tom and Michael are talking about.

b 2.51 Play Part 2 of the video or audio recording for students to see if their guesses were correct.

Answer
They're talking about Becky.

Video/Audioscript (Part 1)

TOM Listen, I know today hasn't gone very well.
MICHAEL What do you mean?
T Well, Becky kept getting your names wrong. And she didn't eat the food you made.
M Oh, don't worry about that. It wasn't her fault. Becky seems really great.
T You really think so?
M Yes, of course.
T Well, I'm really happy to hear that, because, well, I'm thinking of asking her to marry me.
M Really? But that's great!

c 2.51 Give students time to read the sentences. Play Part 2 of the video or audio recording again. Check the correct answers as a class. Ask: *How do you think Tom feels about his dad's reaction?* (happy).

Answers
1 T
2 F Michael likes Becky.

4 CONVERSATION SKILLS Imagining people's feelings

a 2.52 Put students into pairs to complete the sentences. Play the recording for students to listen and check. Ask: *Does Becky know how Tom's dad feels about football and how Tom's mum feels about being an architect, or is she guessing?* (She's guessing.)

Answers and audioscript
1 I expect you're excited about the match this afternoon.
2 Tom tells me you're an architect. That must be very interesting.

b Give students one minute to read the exchanges and underline phrases for imagining how someone else is feeling. Check answers as a class.

Answers
1 You must be very tired!
2 I imagine you're a bit nervous!

c Tell students to look at the example and ask for some other possible responses, e.g. *You must be very busy!* Remind students of the silent *ts* in *That must be* /ðæˈmʌsbɪ/. Put students into pairs to think of good responses to sentences 2–4. They then practise short conversations. Encourage them to sound like they can really imagine the other person's feelings.

Suggested answers
2 That must be really painful. You must be in a lot of pain.
3 That must be so annoying! You must be fed up!
4 That must be interesting. That must be quite difficult.

LANGUAGE NOTES

We follow *I expect/imagine you're/You must be* with adjectives that describe feelings (*excited, stressed, annoyed, nervous, etc.*), e.g. *You must be really annoyed (about that)!*

We follow *That must be* with adjectives that describe things or situations (*exciting, stressful, annoying, nerve-wracking, etc*), e.g. *That must be really annoying!*

When imagining other people's feelings, we often use adverbs like *rather, quite, so, very, really* and *extremely* before gradable adjectives and *absolutely* before extreme adjectives, e.g. *You must be really angry. You must be absolutely furious!*

TIP DRILLING

Give students intonation practice with a substitution drill. Say the following sentence with the correct intonation:

That must be exciting!

Use these different adjectives one at a time for students to substitute: *interesting, disappointing, fun, difficult, frightening, easy, dangerous, enjoyable*, e.g.:

– *interesting* (That must be interesting!)

– *disappointing* (That must be disappointing!)

d Give students time to prepare the plan, hobby and problem they're going to talk about. Then put students into pairs to practise listening to each other and show empathy by imagining each other's feelings.

5 PRONUNCIATION Sounding polite

a 2.15 Tell students that they are going to hear two sentences. Each sentence will be said in two different ways. They need to listen and decide which version sounds more polite. Play the recording for students to listen and decide. Check answers as a class.

Ask: *What makes one question sound more polite than the other?* Establish that the difference lies in the intonation. In the polite versions, the voice moves up and down on the key words, whereas in the other versions, the voice doesn't move much. Play the recording again for students to listen and notice.

Answers
1 b 2 a

b 2.16 This task gives students more practice in noticing the difference in intonation. Play the recording for students to listen and check. They then compare answers in pairs.

Answers
1 b 2 a 3 a

c Put students into pairs to practise saying the sentences in 5b with polite intonation. Encourage them to use appropriate facial expressions to look and sound more interested.

6 SPEAKING

a Divide the class into pairs and assign A and B roles. Student B looks at the instructions on p.131. Give students about five minutes to read through their instructions and prepare what they are going to say. Then put them in pairs to role-play the two conversations. Monitor but don't interrupt fluency unless students make mistakes in their choice of language when asking for and giving permission.

Nominate a few pairs to perform their conversations for the class. Ask Student As: *How helpful was your partner? Can you do all the things you want to do in his/her home? And how polite was he/she? Did he/she sound interested in your new job?* Ask Student Bs: *How polite was your partner? Did you get permission for everything you want to do in the office?*

FAST FINISHERS

Ask fast finishers to write a short email to the friend or the colleague to thank them for their hospitality or their help. Students can read these out during feedback.

ADDITIONAL MATERIAL

- Workbook 7C
- Photocopiable activity p.178
- Unit Progress Test
- Personalised online practice

7D Skills for Writing
Make yourselves at home

At the end of this lesson, students will be able to:

- talk about a recent holiday
- understand information about a place to go to on holiday
- understand an informal conversation about holiday plans
- understand a note in which useful information is given
- use phrases for offering choices
- write a note with useful information

OPTIONAL LEAD-IN

Books closed. Draw these speech bubbles on the board:

I'm hungry and I've got no food with me!

I'm so tired!

I don't know what to do this weekend.

What film shall I watch this evening?

Where shall I go on holiday?

I'm bored but I've got no money!

I need to look after two young children tomorrow and I don't know what to do.

Choose one statement and say it to the class, as though you really mean it. Ask for suggestions about what to do. Encourage students to use *You could …* in their suggestions. Listen to students' suggestions and choose the best one. Then put students into groups to repeat the activity with the other statements on the board.

Take feedback as a class. Ask: *Who made the most suggestions?*

1 SPEAKING

Put students into pairs to discuss the questions for a few minutes. Take feedback as a class.

2 READING AND LISTENING

a Put students into small groups to discuss the questions. Take feedback as a class.

CULTURE NOTE

Miami is a city on the Atlantic coast of south-eastern Florida, US. The area has a tropical monsoon climate, so it's always warm there, but with a lot of rain. The area also suffers from hurricanes and tropical storms.
Miami Beach is a smaller city near Miami. It is a popular holiday destination for American and international tourists. Its architecture is a mix of modern business blocks, art-deco houses and old Spanish-style buildings.

b Give students time to read the information. Then put them into small groups to compare and discuss their answers. Take feedback as a class. Ask: *Did you all want to do similar or very different things?*

VOCABULARY SUPPORT

wander (B2) – walk slowly

endless (B2) – never seeming to finish

swamp – (an area of) very wet, soft land

c Tell students that they are going to hear a woman called Sue talking to her friend Jon about a trip she and her family are going to make to Miami. Give them time to read through the questions. Play the recording for students to listen and check. Put students into pairs to compare answers. Check answers as a class.

Answers

1 four
2 In Sue's cousin's apartment near Miami Beach
3 go to the beach, visit the Everglades, spend a day at Disney World, take a trip to Cape Canaveral

Audioscript

JON So you're going to Florida, Sue. Lucky you! It must be nice and warm – not like here.
SUE Yes, it's about 30°C, I think.
J I'm so jealous! Where are you staying? In a hotel?
S No, we've got an apartment near Miami Beach, with a swimming pool. It actually belongs to my cousin, but she's going to New York so she said we can use it while she's away. And her car.
J And her car? Wow, she must like you a lot!
S Well, yes, it's really generous of her. It means we're just paying for the flight. We couldn't afford it otherwise, not with the four of us.
J So, what are you going to do? Are you going to travel around?
S Well, it depends on the weather. It's hurricane season so it might be quite windy. But we'll probably go to the beach for a start – we all like swimming. Then Mia, my daughter, she's really into wildlife, so she wants to go to the Everglades and see the alligators, so we'll definitely do that. And of course we're going to have to go to Disney World for a day. I don't really want to, but Mark – that's my son – he wants to go there, and he wants to go on all the rides.
J Oh, come on, it might be fun. You'll enjoy it.
S Yes, I might.
J Sounds like you're going to be busy, anyway.
S Yeah. Oh, and my husband says we've got to go to Cape Canaveral – he wants to see the Apollo space rockets, so I guess we'll spend a couple of days doing that. I don't really want to go there. It's so far away, I'm not sure I can cope with so much driving. But there's no point in arguing with him about it. Once he gets an idea in his head.
J So, you're doing everything your family wants. What about you? What do you want to do?
S Me? Oh, I'd just like to relax and do nothing – sit by the pool and read a few books.
J Well, it sounds like you're going to be too busy. You won't have time for that.
S No …

d 2.5 Play the recording again for students to complete the table. They then compare answers. Check answers as a class.

	Where does he/she want to go?	Why does he/she want to go there?
Sue's daughter	the Everglades	She's really into wildlife.
Sue's son	Disney World	He wants to go on all the rides.
Sue's husband	Cape Canaveral	He wants to see the Apollo space rockets.
Sue	by the pool	She'd like to relax and do nothing.

EXTRA ACTIVITY

Write the following sentences on the board:

1 *Sue thinks it's about 20°C in Miami.*
2 *Jon wouldn't like to go to Miami.*
3 *Sue can use her cousin's car while they're there.*
4 *Sue and her family are paying for the flight.*
5 *Sue doesn't think the weather will be windy.*
6 *They plan to spend about two days at Cape Canaveral.*
7 *Sue thinks she'll have time to read.*

Ask students to decide which sentences are true or false. Play the recording again for them to listen and check. Put students into pairs to compare answers, then check the correct answers as a class (1 F 2 F 3 T 4 T 5 F 6 T 7 F).

e Discuss the question as a class.

3 READING

a Give students a few minutes to read the note and choose the correct words. They then compare answers in pairs. Check answers as a class. Ask students to say which section contains each answer. You may wish to teach the word *fortnight* (two weeks).

Answers
1 in the daytime (section 4)
2 just outside (section 5)
3 far from (section 5)
4 more than a week (section 6)

b Put students into pairs to discuss the questions. Check answers as a class.

Suggested answers
The note is friendly and practical.
Friendly phrases: Welcome; Hope you have a nice stay; Please make yourselves at home; Enjoy your stay and see you in a fortnight!
Practical phrases: Here are a few things you need to know; There's some chicken in the fridge (and all of section 2); You'll need to go shopping; If you do go out in the evening; don't walk around late at night; the car's in the parking lot; You'll also need the car to go to the beach; it can be difficult to park

c Give students time to read the note again and do the matching task. They then compare answers in pairs. Check answers as a class.

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

d Ask: *How is the whole note organised – 1, 2 or 3?* Check the answer as a class. Point out that all the information is important, but Jutka thinks Sue will need to know about food before she starts planning trips to the beach.

Answer
1

4 WRITING SKILLS Offering choices

a Individually, students decide what the **bold** words mean. Check answers as a class. You may wish to point out that Jutka is offering different choices, not recommending one place more than another.

Answers
1 a 2 b

b Put students into pairs to find the other words or phrases for offering choices in the note. Check answers as a class.

Answers
Apart from that
another possibility is
Alternatively

c Give students up to 10 minutes to complete the task. Monitor and point out any errors for students to self-correct.

Answers
2 There are lots of good restaurants at Miami Beach. Alternatively, / Otherwise, / Apart from that, you can try the restaurants at South Beach.
or Another option/possibility is the restaurants at South Beach.
3 To go to the West Coast you can get an inter-city bus. Alternatively, / Otherwise, / Apart from that, you can hire a car for a few days.
or Another option/possibility is to hire a car for a few days.
4 You can drive through the Everglades and stop to look at the birds and alligators. Alternatively, / Otherwise, / Apart from that, you can also go round them by boat.
or Another option/possibility is to go round them by boat.

5 WRITING

A note with useful information

a Tell students that they are going to write a note like Jutka's. Give them time to read the task and make notes before they start writing. Give students up to 20 minutes to write their notes.

LOA TIP MONITORING

It is a good idea to have a particular focus when you monitor. As you monitor this activity, look in particular at the way the students have structured their notes and the order of the information. Encourage them to write notes that are neither too short and sharp, nor too long and detailed, and to use linking words in their sentence construction.

b Put students into pairs to compare their ideas.

c In different pairs, students read and check each other's work.

d Tell students to imagine they have just arrived at their partner's home and seen the note. Ask them to write a short email in reply, thanking them for the information and responding to anything else in the note they want to. Give students up to 10 minutes for this stage.

Give the class feedback on their written work, focusing on the structure of their notes and the expressions they used for offering choices.

ADDITIONAL MATERIAL

Workbook 7D

UNIT 7
Review and extension

1 GRAMMAR

a Give students one or two minutes to choose the correct answers. Check answers as a class. Put students into pairs to discuss whether each sentence is true or false about the building you're in at the moment.

Answers
1 too many 2 enough light 3 much 4 lots of 5 few 6 many

EXTRA ACTIVITY
Write the following quantifiers and nouns on the board:
plenty of, no, a few, lots of, very little, a couple of, some money, pens, in my bag, really good friends, in this building, beautiful parks, in this town, free time, things to worry about
Put students into pairs or small groups. Tell them to make true sentences about themselves with the words/phrases and *I've got* and *There is/are*.

b Put students into pairs or small groups to make deductions about the pictures. Monitor and check that students are using modals of deduction appropriately. Take feedback as a class.

Suggested answers
a 1 It must be a woman. / It can't be a man.
2 She might be in her 30s or 40s.
3 She could be at work.
b 1 It could be a man.
2 He might be older than 70.
3 He could be at home.

2 VOCABULARY

a Write *home swapping* on the board and elicit the meaning of *swap* (exchange). Ask students to read the text quickly to find the nationalities of the two families who swapped homes for a holiday (Welsh or British and Portuguese). Give students one or two minutes to read the text again and complete the sentences. Check answers as a class. In pairs, students tell each other which of the two homes they would rather stay in for a week and why.

Answers
1 location 2 views 3 floor 4 block 5 neighbourhood

b Put students into pairs to add the missing prepositions. Check answers as a class.

Answers
1 about 2 to 3 for 4 with 5 on 6 in 7 about

3 WORDPOWER *over*

a Write this gapped sentence on the board: *You can enjoy views ___ Paris from the top of the Eiffel Tower.* Ask the class what the missing preposition is (there are three possible answers: *of*, *over*, *across*). Tell the class that they are going to look at more meanings of *over*. Individually, they match the questions with the responses. They then compare answers. Check answers as a class.

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

b In the same pairs, students match the meanings of *over* with the example sentences in 3a. Check answers as a class.

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

c Pre-teach *lifetime* (the period of time during which someone is alive). Give students one or two minutes to complete the sentences. Check answers as a class.

Answers
1 over your city
2 over the world
3 over the last few days
4 over 16
5 over a lifetime
6 over
7 over someone
8 over the next few days

d Put students into pairs or small groups to ask and answer the questions.

FAST FINISHERS
Ask fast finishers to write three more questions with different uses of *over*. During feedback, they can ask the rest of the class their questions.

Photocopiable activities: Wordpower p.172

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 8 Information

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about the news and what other people say
- talk about news and social media
- talk about shopping experiences
- summarise and comment on a news story
- use appropriate phrases for generalising and being vague
- write an email summary

UNIT CONTENTS

G GRAMMAR

- Reported speech
- Verb patterns

V VOCABULARY

- The news: *article, blogger, breaking news, business news, celebrity news/gossip, current affairs, editor, entertainment news, news feed, news organisations, headline, journalist, post a comment, presenter, reporter, social media, spread, the news*
- Shopping: *be able to afford something, be in stock, be on sale, come out, get a refund, good value for money, have a guarantee, look for a bargain, reasonably priced, take/send something back*
- Reporting verbs: *agree to do, admit doing, advise someone to do something, invite someone to do something, offer to do, promise to do, recommend doing, refuse to do, remind someone to do something, suggest doing, threaten to do, warn someone (not) to do something*
- Wordpower: *in/on* + noun: *in a magazine, in capital letters, in cash, in euros, in pencil, in print, in size (9), in stock, in the photo/picture, in the (first) paragraph, on a website, on page (4), on the label, on the radio, on the sign, on the ticket, on your phone*

P PRONUNCIATION

- Sound and spelling: /g/ and /k/
- Sound and spelling: /s/ and /z/
- Sound and spelling: /h/ and /w/

C COMMUNICATION SKILLS

- Talking about the news
- Talking about what other people say
- Using appropriate phrases for generalising and being vague
- Writing an email summary of a news story

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Students play 'Guess the sportsperson'. They choose a famous sportsperson – someone who is known internationally (if your class is multilingual) or well known in their country (if the group is monolingual). In pairs, students take turns to ask *yes/no*-questions to guess the person. Take feedback to find out the most popular sportsperson, then ask which sportspeople have been in the news recently and why.

a Students look at the photo and the title of the unit, *Information*. Elicit the meaning of *headline* (the title of a news photo or story). Put them into groups to discuss the questions. Take feedback as a class.

CULTURE NOTE

The photograph shows famous footballer, Cristiano Ronaldo, being interviewed by the press and media. Ronaldo is a professional Portuguese footballer who has played for Manchester United and Real Madrid. He became the most expensive player in the world in 2009 when he moved to Real Madrid and is said by many to have been the highest-paid and best footballer of his generation.

b Give students one minute to read the question and think about the news story they want to talk about. Put them into pairs or small groups to tell each other their stories.

EXTRA ACTIVITY

In pairs, students choose two famous sportspeople that have been in the news recently and role-play interviews with them. First, give them some time to think of questions they would like to ask these people. Ask some pairs to repeat their role plays for the class if appropriate.

8A He said he'd read the news online

At the end of this lesson, students will be able to:

- use a lexical set about the news correctly
- understand an article about news and social media
- use reported speech (statements and questions) appropriately
- talk about a website that they often visit

OPTIONAL LEAD-IN

Books closed. Write this question on the board with the gapped options below it:

What kind of news do people share with each other?

1 *updates on international e_ents*
2 *l_c_l news*
3 *hu_an-i_te_est sto_ies*
4 *funny i_cide_ts that have happened to them*
5 *u_da_es on their personal lives*
6 *g_ss_p about friends and neighbours*

Ask students to complete as many of the gapped words as they can. Check answers as a class, making sure that students know what all the words mean (1 events 2 local 3 human-interest stories 4 incidents 5 updates 6 gossip).

Put students into pairs to talk about the kind of news they have shared with other people over the last few days, referring to the list on the board.

1 VOCABULARY The news

a Put students into pairs or small groups to discuss the questions. Take feedback as a class.

b Give students two minutes to look at the infographic and check if their answers are similar. If they aren't, ask: *Why do you think your answers are different from the information here?*

EXTRA ACTIVITY

Ask: *Look at the infographic again. Which of the facts and figures do you think will change in the future? How? Why?*

Give students one minute to think about their answers. Then put them into pairs or small groups to discuss the question. Take feedback as a class.

c Tell students to read the blog quickly, ignoring the gaps at this stage, to find the answer to these questions:

1 Does the writer think he/she is addicted to the news? (yes)
2 Does he/she want to stop being so addicted? (yes)

Individually, students complete the blog. They then compare answers in pairs. You may wish to point out or elicit that *current* in *current affairs* means 'happening now'.

Answers
1 the news
2 articles
3 news feeds
4 affairs
5 breaking
6 celebrity
7 headlines

d Tell students to think about their answers first, then put them into small groups to discuss the questions. Take feedback as a class by asking some students to say whether their answers were similar or very different.

e Students complete the exercises in Vocabulary Focus 8A on SB p.159. Individually, students do Exercises a–c. Monitor for Exercise d and take feedback as a class. Tell students to go back to SB p.92.

Answers (Vocabulary Focus 8A SB p.159)
a 1 b 2 d 3 c 4 a
b 1 Presenters 2 Bloggers 3 Reporters 4 Editors
c 1 social 2 post 3 organisations 4 spreads 5 journalist

FAST FINISHERS

Ask fast finishers to think of one current news story for each of the kinds of news in Exercise a. They can then share their ideas with the rest of the class.

f 3.2 **Pronunciation** Play the recording for students to listen and notice the pronunciation.

Answers
blogger /g/
breaking /k/
comments /k/
current /k/
gossip /g/
organisation /g/

g Go through the rules as a class.

Answers
1 /g/ 2 /k/

h 3.2 Play the recording again for students to listen and repeat the words in 1f.

2 READING

a Ask the class to look at the photos. Put students into pairs or small groups to guess what happened, or talk about the stories, if they know about them.

b Give students about five minutes to read the article and answer the questions. They then compare answers in pairs. You may wish to pre-teach the word *tweet* (it literally means the short sound made by a bird, but it can also be used to describe a short remark or piece of information published on Twitter).

Answers
1 The photos show news stories which were spread on social media.
2 A story about ice being found on Mars; an earthquake (a sudden movement of the Earth's surface, causing damage) in Haiti; a story about a hurricane in New York.
3 Some stories are false.

VOCABULARY SUPPORT

collapse (B2) – to fall down suddenly because of pressure or having no strength or support

crash (B1) – to hit something, often making a loud noise or a lot of damage

crash-land (B1) – to land an aircraft suddenly because of an emergency, sometimes resulting in serious damage or injuries

crew (B1) – a group of people who work together (especially on a ship or aircraft)

explode (B1) – to break up into pieces violently

hurricane – a violent wind that has a circular movement

meteor – a piece of rock from space that produces a bright light as it travels through the Earth's atmosphere

c Tell students to read the article again and answer the comprehension questions. They then compare answers in pairs. Check answers as a class.

Answers

1 No one died.
2 on social-media sites
3 the discovery of ice on Mars
4 He used information on social-media sites to help people find family members after the earthquake.
5 They were fakes.

CULTURE NOTES

The Hudson River crash
When his plane struck some birds shortly after take-off, Captain Sullenberger took the decision to land the plane in the Hudson River. The event occurred in a densely populated area during the day, so there were many eyewitnesses and the news spread quickly. Jim Hanrahan's tweet, sent just four minutes after the crash, read 'I just watched a plane crash into the hudson riv in manhattan'.

Carel Pedre
More than 100,000 people lost their lives in the 2010 earthquake in Haiti. For his work in communicating news of the earthquake to the rest of the world and helping people find their loved ones, Haitian journalist Carel Pedre was awarded the 2012 Humanitarian Shorty Award. The French media call him 'The eye of Haiti' and 'the host with the big heart'.

The Meteor over Chelyabinsk
This meteor was a 10,000-tonne space rock which broke apart high in the atmosphere. More than 1,000 people were injured by the flying debris. According to NASA, the shockwave was so powerful it travelled around the world twice.

Ice on Mars
The discovery of water ice on Mars, made by NASA's Phoenix mission, shows that there could be places on Mars that might be able to support life.

Hurricane Sandy
Hundreds of people died when Hurricane Sandy swept through the Caribbean and up the east coast of the US in 2012. Winds of over 80mph combined with a full moon to make sea tides 20% higher than usual. This created a dramatic storm surge which battered towns and cities along the coast.

d Students read the article again and find the words. They then compare answers in pairs.

Answers

1 scene
2 dramatic
3 discovered
4 disaster
5 eyewitness
6 hoaxes
7 fakes

Make sure students can pronounce these words correctly. Point out or elicit that *dramatic* /drəˈmætɪk/, *discovered* /dɪˈskʌvəd/ and *disaster* /dɪˈzɑːstə/ are all three-syllable words with the stress on the middle syllable.

EXTRA ACTIVITY

To exploit the article further, write these words and numbers on the board:

1 *155*
2 *Jim Hanrahan*
3 *videos*
4 *celebrate*
5 *emergency*
6 *sharks, seals and a deep-sea diver*

Put students into pairs to discuss their significance in the article, referring back to the context when they need to. Discuss the answers as a class (1 the number of passengers on the plane that crashed into the Hudson River; 2 the first person to tweet about the crash; 3 people took videos of the plane crash and the meteor and posted them online; 4 NASA used this word because the discovery of ice on Mars was so exciting; 5 local people in Haiti used social media to tell the world how bad the situation was; 6 people used photos of these things to start deliberate hoaxes about the after-effects of Hurricane Sandy on New York).

e Individually, students read the questions and think about their answers. Put them into pairs or small groups to discuss the questions. Take feedback as a class. If you feel it's appropriate with your class, you may wish to open the discussion up to cover the ways in which social media can bring about social/political change.

3 GRAMMAR Reported speech (statements and questions)

a Ask students to underline the examples of reported speech. Check answers as a class by asking different students to read out the parts of the sentences that are reported speech.

Answers

2 what was happening
3 there had been an earthquake
4 it was an emergency and houses were collapsing
5 if their relatives were safe

b Put students into pairs to complete the sentences. Check answers as a class.

Answers
1 've just seen
2 's happening
3 has been
4 Is, are
5 Are

c Put students into pairs to complete and discuss the rules. Check answers as a class.

Answers
1 backwards
2 normal sentence order
3 still true

d Students complete the task individually. Check answers as a class.

Answers
Present simple – Past simple
Past simple – Past perfect
Present perfect – Past perfect
Present perfect continuous – Past perfect continuous
will – would

CAREFUL!

Students at this level make a number of errors involving the use of *say* and *tell* with reported statements, often confusing the two verbs, e.g. ~~*Mary told that I was late. I said her she was wrong*~~ (Correct form = *Mary **said** that I was late. I **told** her she was wrong*), as well as making tense errors with these verbs, e.g. ~~*You say you would come*~~ (Correct form = *You **said** you would come*). They may also omit the pronoun after *tell*, e.g. ~~*He told it was broken*~~ (Correct form = *He **told us** it …*).

When forming reported questions, students often use *tell* instead of *ask*, e.g. ~~*She told me if I was OK*~~ (Correct form = *She **asked** me if I was OK*). In reported commands, students may use *say* instead of *tell*, e.g. ~~*Someone said her to come in*~~ (Correct form = *Someone **told** her to come in*).

e Students read the information in Grammar Focus 8A on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the correct reported speech forms. Tell students to go back to SB p.94.

Answers (Grammar Focus 8A SB p.147)
a 2 didn't want to go out
3 were waiting
4 couldn't drive
5 had lost
6 might have
7 would help me/us
8 had bought
b 1 your
2 yesterday
3 there
4 he was
5 you
6 you liked
7 you read
8 I'd
9 earlier
10 you'd
11 he was
12 you'd love it

LOOK TIP DRILLING

If students need more support, give the class statements with different tenses to report. They can do this as a class, but vary the activity by nominating different students from time to time. Tell students that they should start with *You said that* or *You asked him*, e.g.:

– *Are you OK?* (You asked him if he was OK.)

– *I've read an interesting news story.* (You said that you'd read an interesting news story.)

f Tell the class that they are going to build a story by working in pairs and following instructions in four steps. Make sure each pair has a piece of paper to write on.

Ask students to read step 1. Remind students of the different kinds of news that people share with each other (updates on their personal lives, gossip, local news, etc.). Give students time to copy the first sentence and then plan and write the next sentence.

When all the pairs are ready, tell students to pass their papers to another pair and do step 2. Monitor as students work, making sure they are using reported speech correctly and giving help where needed. Continue in the same way for steps 3 and 4, but for step 4 make sure students check that the reported speech is correct.

Ask one student in each pair to read their story to the class. Ask: *Which story was the funniest? Which story would you like to know more about?*

4 SPEAKING

a Students read through the task and prepare what they're going to say. Monitor and help if necessary.

b Put students into pairs for the speaking stage. Encourage them to talk for at least a minute. Their partner should listen carefully and think of questions to ask at the end. Monitor to check that students are using vocabulary connected with news and information.

Nominate a few students to tell the class which website their partner told them about, the questions they asked their partner and how their partner replied.

FAST FINISHERS

Put fast finishers into new pairs and ask them to summarise the conversation they've just had to their partner.

ADDITIONAL MATERIAL

- Workbook 8A
- Photocopiable activities: Grammar p.164, Vocabulary p.169, Pronunciation p.178

8B I recommend visiting a local restaurant

At the end of this lesson, students will be able to:

- use a lexical set to talk about shopping experiences
- understand an informal conversation about online reviews
- use verb patterns correctly
- use reporting verbs correctly
- talk about an experience using reporting verbs

OPTIONAL LEAD-IN

Books closed. Write the names of six things on the board:

– two shopping websites

– two big local shops

– two local cafés or restaurants

Students work individually to rate each one by giving it between one and five stars. Students then work in pairs to discuss and perhaps modify their ratings. Take feedback as a class.

1 VOCABULARY Shopping

a Give students time to think about their answers, then put them into pairs or small groups to discuss the questions. Take feedback as a class.

b 3.5 Students complete the exercises in Vocabulary Focus 8B on SB p.159. Discuss Exercise a as a class. Individually, students do Exercise b. Play the recording for students to check their answers. Put students into small groups to do Exercise c. Monitor and help if necessary. Tell students to go back to SB p.95.

Answers (Vocabulary Focus 8B SB p.159)

a things customers do: be able to afford something, get a refund, look for a bargain, take/send something back
talking about products: be in stock, be on sale, come out, good value for money, have a guarantee, reasonably priced

b 1 out
2 was
3 bargains
4 couldn't afford
5 for
6 send
7 get
8 Did it have a guarantee

2 LISTENING

a Put students into pairs to discuss the questions. Take feedback as a class.

b Give students time to read the review and answer the questions. Put them into pairs to compare answers. Check answers as a class.

Answers

1 on a boat
2 It changes every season.
3 fish (which the staff catch for you)

c Discuss the question as a class.

d 3.6 Tell students they're going to listen to Harry and Erica talking about a restaurant called *Oscar's*. Play the recording for students to answer the question. Put students into pairs to compare answers.

Answer

It doesn't exist.

Audioscript

ERICA How do you like the sound of this restaurant, Harry? Have a look at the reviews.

HARRY Hmm. *Oscar's* restaurant, mostly five stars, 'One of the best places to eat in Britain', 'Magical place' …

E Sounds pretty good, doesn't it?

H Yeah. Why?

E There's only one problem. It doesn't exist! Lots of people read those reviews and wanted to go there. But when they tried to book a table, there was no response.

H Uh?

e 3.7 Play the whole recording for students to listen and decide whether the statements are true or not. Encourage students to justify their answers as far as possible.

Answers

1 T
2 F A friend of the person who owned *Oscar's* had a hotel.
3 F Another hotel owner wrote bad reviews about his friend's hotel, and his friend lost a lot of business.
4 T
5 T

Audioscript

ERICA How do you like the sound of this restaurant, Harry? Have a look at the reviews.

HARRY Hmm. *Oscar's* restaurant, mostly five stars, 'One of the best places to eat in Britain', 'Magical place' …

E Sounds pretty good, doesn't it?

H Yeah. Why?

E There's only one problem. It doesn't exist! Lots of people read those reviews and wanted to go there. But when they tried to book a table, there was no response.

H Uh?

E People even went there to see if they could find it. But all they found was an empty street full of rubbish bins. Because the whole thing is a joke, a hoax, and there is actually no restaurant at all.

H So someone made it up, made the whole restaurant up, and then wrote reviews about it?

E Yeah, exactly.

H But why would someone do that, go to all that trouble?

E Well, apparently it was this businessman. He had a friend who owned a hotel. Another hotel owner wrote lots of bad reviews about the friend's hotel, and the hotel lost a lot of business and had financial problems because of the fake reviews. So this businessman wanted to make a point about online reviews.

H About how they can damage people's businesses?

E Exactly. He wanted to show that, really, anyone can write their opinion about anything online and a lot of people will believe it.

H Wow! I never knew these review sites had so much power.

E Yeah, they do. And I think this guy made a really good point. There should be much more control over which reviews are posted. People shouldn't just be able to write anything they like.

H Actually, now I read these reviews again, they're not very realistic, are they? And all these fake reviewers have only written one review on the website. So, yes of course, they're all fake reviewers. Yes, it's obvious. I would have spotted that if I'd had more time to look at them.

E Ahem. Yes, of course.

EXTRA ACTIVITY

To exploit the listening further, write these key words from the audioscript on the board: *magical*, *rubbish bins*, *financial problems*, *power*, *obvious*.

Check that students understand *obvious* (easy to see), then put students into pairs to talk about the significance of the five words and phrases in relation to Erica and Harry's conversation.

Play the recording again, then check answers as a class (one of the reviews described *Oscar's* as magical; when people went to find *Oscar's*, they found an empty street full of rubbish bins; the hotel owner had financial problems as a result of the fake reviews; Harry hadn't realised how much power online reviews have; at the end of the conversation Harry says it's obvious that the reviews for *Oscar's* are fake).

f Put students into pairs or small groups to discuss the questions. Take feedback as a class.

3 GRAMMAR Verb patterns

a Put students into pairs to match the *-ing* verbs with the rules. Check answers as a class by reading rules a–d and asking students to give the correct example sentence.

Answers
1 d 2 c 3 b 4 a

b Put students into pairs to match the *to* + infinitive forms with the rules. Check answers as a class by reading rules a–d and asking students to give the correct example sentence.

Answers
1 c 2 b 3 d 4 a

CAREFUL!

Students at this level may use the verb + *-ing* form where *to* + infinitive is required, e.g. ~~*We've decided leaving*~~ (Correct form = *We've* ***decided to leave***) and vice versa, e.g. ~~*I enjoyed to meet your brother*~~ (Correct form = *I* ***enjoyed meeting*** …). Another typical error is to use the infinitive for the second verb, e.g. ~~*I like be at home*~~ (Correct form = *I like* ***being*** …).

c 3.8 Students read the information in Grammar Focus 8B on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the correct verb patterns. Tell students to go back to SB p.96.

Answers (Grammar Focus 8B SB p.147)
a 2 taking 3 to collect 4 to make 5 sit 6 to watch 7 to make 8 walking 9 them to have 10 stay
b 2 to go 3 looking 4 to find 5 to see 6 Checking 7 forgetting 8 to ask 9 to ask 10 to do 11 helping 12 switching 13 to see 14 doing 15 to start 16 to fix 17 to take 18 to break

d Students complete the sentences by adding the verbs in the correct form and choosing an option or finishing the sentences in a way that is true for them. Read out the correct verb patterns for the eight sentences so students can check that their sentences are accurate.

LOA TIP CONCEPT CHECKING

Check students fully understand when we use the different verb patterns by writing sentences based on the Grammar Focus rules on p.146 on the board with the forms underlined, and asking students why these verb patterns are used, e.g.

– *I find it hard to remember grammar rules.* (*to* + infinitive after an adjective)

– *I don't mind waiting here for a moment.* (*-ing* after certain verbs)

Answers
1 shopping
2 to get
3 to choose
4 to write
5 spending
6 hearing
7 to see, to buy
8 Going

e Put students into groups to compare and discuss their sentences. Take feedback as a class.

4 VOCABULARY Reporting verbs

a 3.9 Ask students to look at the pictures. Ask: *Where is each place?* (a restaurant, a hotel reception, a hairdresser's). Play the recording for students to do the matching task. Students compare answers in pairs. Check answers as a class. Ask: *Have any of you ever been in a similar situation in a restaurant or hotel or at a hairdresser's? What happened?*

Answers
1 c happy 2 b happy 3 a not happy

Audioscript

Conversation 1

HAIRDRESSER So I was thinking, maybe we could go for a much shorter style this time? What do you think? Something very different, really short.
WOMAN Yes, yes, really short! Do it!
H If you like, I can use this new product on your hair this time. It's very good. It'll make the cut a bit more expensive, though.
W Oh, no. No, thanks.

Conversation 2

WOMAN Here are the keys. It's been fantastic. Thank you.
RECEPTIONIST That's good to hear. Don't forget to write a review on our website when you get home!
W Yes, we will. We'll give you excellent feedback, don't worry!

Conversation 3

WAITER Here's your bill.
WOMAN I'm sorry, but I'm not going to pay for the dessert. It was terrible.
WA But you ate it, madam.
WO Well, yes, but …
WA Then you have to pay for it, madam.
WO But it wasn't …
WA Would you like me to get the manager?

b Play the recording again for students to listen and decide if the sentences are true or false. You may wish to point out that the reporting verbs in **bold** report the general sense of what people say, rather than their exact words. If students are unclear about the meaning of any of the verbs, give examples of direct speech to clarify them, e.g. *threaten*: 'If I have to pay for this dessert, I'll write a bad review about this restaurant.' Check answers as a class.

Answers

1 a T b F c T d F
2 a F b T c T d F
3 a T b T c F d T

EXTRA ACTIVITY

Ask students to categorise the reporting verbs according to these three headings:

followed by verb + *-ing* (admit, suggest, recommend)

followed by *to* + infinitive (agree, promise, refuse, threaten, offer)

followed by object + *to* + infinitive (warn, invite, remind, advise)

c **Pronunciation** Play the recording for students to listen and notice the pronunciation of the letter *s*.

Answers

1 /s/ 2 /s/ 3 /z/ 4 /z/

d Put students into pairs to practise saying the words.

e Tell students to look at the pictures. In pairs, they decide which reporting verbs best complete the sentences. Check answers as a class.

Answers

2 admitted
3 promised
4 advised
5 offered
6 warned
7 suggested
8 refused

FAST FINISHERS

In pairs, students take turns to cover up reported sentences 1–8 and try to re-create them just by looking at the pictures and the direct speech.

5 SPEAKING

a Tell students to read the task. Give them five minutes to prepare what they're going to say. Monitor and give help if necessary. When they've chosen which experience to write about, encourage them to think what details they can add (why the situation had occurred, what happened as a result, etc.).

b Put students into small groups to tell their stories. Each student should try to talk for at least a minute. The others should listen and think about whether they've been in a similar situation. Monitor to check that students are using verb patterns and reporting verbs correctly.

ADDITIONAL MATERIAL

- Workbook 8B
- Photocopiable activities: Grammar p.164, Vocabulary p.170, Pronunciation p.178

8C Everyday English

On the whole, I prefer taking action shots

At the end of this lesson, students will be able to:

- understand informal conversations in which people share their news
- use appropriate phrases for generalising
- use vague language appropriately
- recognise and say the sounds /h/ and /w/
- ask for and give general advice

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them five minutes to make a note of everything they can remember about the people in the story so far. Don't allow them to look at the Student's Book. Ask the pairs to write two questions based on their notes. Say that they should try to make them as difficult as possible. Monitor and point out errors for students to self-correct.

As a whole class, nominate students to ask their questions. Tell the others that they should write down, not say the answers. Take feedback as a class.

1 LISTENING

a Put students into small groups to discuss the questions. Take feedback as a class.

b Put students into pairs to look at the photo and answer the questions. Elicit that Becky is having her interview for the photography course and she's probably feeling nervous.

c 3.11 Play Part 1 of the video or audio recording for students to answer the questions.

Answers

1 A work placement and trips abroad.
2 Pretty well.

Video/Audioscript (Part 1)

MARK Hi!
RACHEL Hi! What are you doing here?
M I left work a bit early, so I brought you some cakes.
R Really? Thank you! I was just getting hungry, actually. I haven't even had lunch yet. We've been really busy today.
M Well, that's good.
R Yes, yes it is.
M Are you still worried about that new florist's opening up down the road?
R Yes, kind of. I just don't know whether there's enough business around here for two places.
M Hmm. And have you heard anything from Becky? She's got her interview today, right?
R Yes, she should be there right now. I hope it goes well – she really wants a place on that course.

BEN And finally, what kind of photos do you enjoy taking the most? You have a couple of portraits in your portfolio.
BECKY Well, taking portraits can be really rewarding, especially if the person likes the final photo. But I think, on the whole, I prefer taking action shots – sport and that sort of thing. It's so satisfying when you manage to take the photo at just the right moment.
BEN OK, well that's all the questions I have. Do you have any questions for me?
B Actually, yes, I do. The course description mentions a work placement. Could you tell me a little more about that?
BEN Of course. It tends to either be working at a local gallery on a photography exhibition or working with a professional photographer as an assistant. The placement generally lasts two weeks and normally happens during the holidays.
B OK, and there are trips abroad too, aren't there?
BEN Yes, typically each class has two opportunities to go on study visits per year. Last year they went to Paris and Berlin to see exhibitions. In Berlin, they even had a private question-and-answer session with the photographer.
B That sounds fantastic.

TOM So, how did it go?
B Yeah. Pretty well I think, on the whole. But it was much more difficult than I thought it was going to be. I was there around two hours.
T Wow.
B Yeah. There was one question I didn't know how to answer, but otherwise, yeah, pretty well.
T What was the question?
B Oh, it was something about my opinion of a famous photographer. I'm not very good with that sort of thing.
T Don't worry. Surely that's what the course is for. Did you find out much about the course?
B Yeah, he told me quite a lot about it. It looks great. There's a job placement where we get to work with professional photographers. And the university itself seems really nice.
T When will you find out if you have a place?
B Well, normally they don't tell you during the interview, but the tutor said they'd be in touch this week.

d 3.11 Play the recording again for students to complete the sentences. Put them into pairs to compare answers. Check answers as a class.

Answers

1 business
2 action shots
3 placement
4 study visits
5 difficult
6 this week

EXTRA ACTIVITY

Write these details from the listening on the board:

1 *lunch*
2 *rewarding*
3 *two weeks*
4 *Paris and Berlin*
5 *two hours*
6 *a famous photographer*

Ask students what each of the details refers to. Play the recording again, pausing after each conversation to check the correct answers (1 Rachel's hungry because she hasn't had lunch yet. 2 Becky finds taking portraits rewarding. 3 The work placement lasts two weeks. 4 last year's study visits 5 how long the interview lasted 6 Becky was asked a difficult question about a famous photographer.).

e Put students into pairs or small groups to discuss the questions. Take feedback as a class.

2 USEFUL LANGUAGE Generalising

a 3.12 Elicit the meaning of *generalise* (say something basic which is often, but not always, true). Give students time to read through the sentences, then play the recording. You may wish to explain that *on the whole*, *generally*, *typically* and *normally* are adverbs while *tend* is a verb followed by *to* + infinitive.

Answers
1 on the whole
2 tends to
3 generally
4 typically
5 normally

b Put students into pairs to underline more phrases for generalising. Check answers as a class.

Answers
1 It can be
2 As a rule
3 don't usually

c Students decide which sentences are true for them and change any that aren't. They then compare answers in small groups.

3 CONVERSATION SKILLS Being vague

a Pre-teach *vague* /veɪg/ (not clear). Point out that sometimes we don't want to or we aren't able to be precise or give details, and in these cases we can use vague language. Students do the task individually. They then compare in pairs.

Answers
1 things
2 a couple of
3 sort

b Students work individually. Check answers as a class. Put students into pairs to practise saying the sentences.

Answers
1 things/stuff like that, that sort/kind of thing
2 a couple of
3 things/stuff like that, that sort/kind of thing

EXTRA ACTIVITY

Write these topics on the board: *weekends*, *clothes*, *breakfast*, *sport*, *evenings*, *sleep*.

Ask students to use the topics to write six generalised, vague statements about themselves or people in their country. Put them into pairs or small groups to compare sentences.

4 LISTENING

a Put students into pairs to look at the photos and discuss the two questions.

b 3.13 Play Part 2 of the video or audio recording for students to check their answers. Ask: *How does Rachel feel?* (very happy, relieved). *How does Becky feel?* (very happy, excited).

Answers
1 b
2 c

Video/Audioscript (Part 2)

MARK Hi Tina, how are you?
TINA Hi Mark, I'm good thanks. Listen, I just saw Sam from the newsagent's. Apparently that new shop's not going to be a florist's. It's going to be a clothes shop.
RACHEL Really?
TINA Really!
M That's brilliant.
R Yes, that's fantastic news. Though of course we'd have had no problem with a bit of competition!

BECKY Thank you. I've got an email from the university. Tom, I've got a place. They've accepted me on the course.
TOM Wow, that's fantastic. I knew they would!
B Oh, I'm so excited, I can't wait to start.
T We should celebrate!
B We should, but first I have to phone Rachel. After all, it was all her idea in the first place.
B Hi, Rachel. I've got some fantastic news!
R So have I! You first!

TIP ELICITING

Read from the audioscript and pause to elicit words or phrases the characters used:

Hi, Tina, how … (are you)?

Hi Mark, I'm good … (thanks). *I just saw Sam from …* (the newsagent's). *Apparently, that new shop's …* (not going to be a florist's). *It's …* (going to be a clothes shop).

Really?

That's … (brilliant!), etc.

5 PRONUNCIATION
The sounds /h/ and /w/

a 3.14 Give students time to read the sentences then play the recording. Students compare answers in pairs. Check answers as a class. You may wish to point out that the letter *w* is silent when followed by *h* or *r*, e.g. *write*. Point out that the letter *h* is sometimes silent after *w*, e.g. *where*, *why* and *when*. It is also silent at the beginning of some words, e.g. *hour* or *honour*.

Answers
1 /h/ 2 /w/ 3 /aʊ/

b 3.15 Put students into pairs to match the words and sounds. Encourage them to say the words. Play the recording for students to listen and check.

Answers
/h/ hotel, who
/w/ white, work
first letter silent: honest, wrap

c 3.16 Play the recording for students to listen and choose the words they can hear. Put students into pairs to practise saying the two different versions of each sentence. Can their partner hear which version they're saying?

Answers
1 heat
2 in white
3 earring
4 vest
5 ate

6 SPEAKING

Ask students to read the task and look at the example conversation in speech bubbles. Give them time to write down a specific course, restaurant and area.

Put students into pairs. Encourage them to listen carefully to each other and to make some general comments about the course, restaurant and area they mention (or to be specific if they can). Monitor without interrupting their fluency, and observe how well they are generalising and being vague.

Nominate a few pairs to perform their conversations for the class.

FAST FINISHERS

Ask fast finishers to choose one of the points they didn't use in the activity to ask for and give advice on. Check their advice during feedback.

ADDITIONAL MATERIAL

- Workbook 8C
- Unit Progress Test
- Personalised online practice

8D Skills for Writing

Fortunately, everything was all right

At the end of this lesson, students will be able to:

- understand people talking about a news story
- read and understand a short news story
- summarise information
- write a summary of a news story

OPTIONAL LEAD-IN

Books closed. Write *human interest* on the board. Point out that human-interest stories are about people's experiences of personal drama. They can be sad, happy, funny or serious. Ask students to think about the kind of themes that might appear in human-interest stories (e.g. crime, animals, illness, being a parent, coincidences, etc.) and write these on the board.

Put students into pairs to discuss the following questions:

– *Do you like reading human-interest stories? Why/Why not?*

– *Which topics in the list interest you/don't interest you?*

– *Why do you think people like reading 'human-interest' news stories?*

Nominate a few students to share their answers with the class.

1 LISTENING AND SPEAKING

a Put students into pairs to talk about what's happening in the photos. Check answers as a class. You may wish to teach the words *passport control* and *security check*.

Suggested answers

a Passengers are boarding a plane.
b Passengers are going through a security check.
c A passenger is having her passport checked at passport control (or at the check-in desk).

b Discuss the question as a class.

c Tell students to look at the key words from a news story. Put them into pairs to discuss their ideas about what happened.

d Put pairs with other pairs to compare their ideas, then take feedback as a class. Write notes on the board from their suggestions, and leave them there for the next exercise.

e 3.17 Play the recording for students to listen and compare what really happened with their guesses. Put students into pairs to discuss whether any of the guesses on the board were right and what actually happened. Check the answer as a class.

Answer

An 11-year-old boy was shopping in Manchester with his mother. He left her without her noticing ('slipped away') and went to the airport where he managed to get through security and onto a plane to Rome. His mother complained to the airline.

Audioscript

People were commenting online recently about an 11-year-old boy from Manchester in England, who flew to Rome on his own. He was out shopping with his mother at a shopping centre near Manchester Airport and while she was busy looking at something, he slipped away and walked into the airport. Of course he had no money or anything, he was only 11 years old, but he followed a family who were going on holiday and no one noticed him – everyone thought he was part of that family.

Incredibly, he managed to get through security. It seems that no one noticed he didn't have a boarding pass, and they even let him get on the plane. Normally, of course, they check your boarding pass when you get on, but I guess they just thought he was with the family. Anyway, they let him on and he found an empty seat somewhere. They normally count the passengers to make sure they've got the right number, but it seems either they didn't do it this time or they didn't do it properly, so the plane took off and he flew to Rome. Then, luckily, when he got to Rome they found out he was on his own without a passport and they put him on the next flight back to Manchester.

Naturally, his mother was extremely worried about him and she complained about it. Both the airline and the airport admitted it was their fault straight away and they promised to look at their security. And they even offered her a free flight.

It's incredible that he managed to get through all the airport security controls without them noticing. But apparently, it happens quite often, and it's nearly always boys of about that age, between 11 and 14, who want to go on a plane.

f Give students time to read through the statements. Put them into pairs to compare their answers. Encourage students to justify their answers as far as possible. Elicit students' ideas but don't check answers at this point.

g 3.17 Play the recording again for students to check their answers to 1f.

Answers

1 F The speaker read about the story online.
2 F He was with his mother.
3 DK
4 F No one noticed him.
5 T
6 DK
7 F They only offered her one free flight.
8 F It happens quite often.

h Put students into small groups to discuss the questions. Take feedback as a class.

2 READING

a Ask students to look at the headline. Put them into pairs to do the task.

b Give students one minute to read the story to see if their guesses were correct. Check answers as a class.

Answers

1 a 2 b

c Individually, students read the article again and do the task. They then compare answers in pairs. Ask: *How do you think Kenton's mother felt about what happened? Why?*

Answer

Both boys took a flight alone, without their parents knowing, and with no ID.

EXTRA ACTIVITY

Write these extra questions about the article on the board:

1 *How old is Kenton?* (13)
2 *How many flights did he take?* (two)
3 *Where were the flights from and to?* (from Florida to Chicago, then from Chicago to San José, in California)
4 *Where do his parents live?* (His father lives in Florida and his mother lives in California.)
5 *Why does Dean think Kenton flew to San José?* (because he's fascinated by airplanes)
6 *How does Dean think Kenton paid for the flight?* (perhaps online, using Dean's credit card)

Ask students to read the article again and answer the questions.

3 WRITING SKILLS

Summarising information

a Students read the summary and answer the questions. Tell them not to worry about the highlighted sentence at this point. Ask students to compare answers in pairs. Check answers as a class.

Answers
1 Apparently, It seems that 2 incredible, Amazingly, Fortunately

b Tell students to look at audioscript 3.17 on p.171 and find more commenting words and phrases. Check answers as a class. You may wish to point out that we use phrases like these to draw attention to key points and show our attitude towards them.

Answers
Of course, Incredibly, I guess, luckily, Naturally

c Tell students to compare the sentences. Discuss the questions as a class.

Answers
1 There are five in 3c, but only one in 3a.
2 Apparently, and then, who
3 the boy, his mother, California; they're changed or left out to avoid repetition
4 The summary contains all the key points in a single sentence, and the sequence of events is clear. It's easier to understand what happened and isn't repetitive.

d Individually, students complete this task. Monitor and help if necessary, checking students' sentence construction for accuracy.

Suggested answer
I read an incredible news story about a boy who apparently flew alone from Florida to California. He was only 13, but he managed to fly alone across America, and he even changed planes in Chicago. He bought a ticket online with his father's credit card number but no one at the airport asked him any questions. He even took his father's car and parked it in the airport car park before he got on the plane.

e Put students into pairs to read each other's summaries and to see how similar or different they are.

FAST FINISHERS

Ask fast finishers to reduce the summary even further, starting with: *Amazing story in news today . . . .* Ask them to read these to the class during feedback.

4 WRITING

a Ask students to look at the headlines. Ask: *Does each one describe the beginning or ending of a dramatic situation?* (They all announce an ending apart from the second headline, which announces the beginning of a situation.)

Put students into pairs to choose one of the headlines or a story in the news at the moment. Give them five minutes to make up the story for the headline they chose, or note down the key facts of the real news story.

TIP MONITORING

Some pairs may be quite imaginative and creative and have no problem finding ideas for a story for the headlines. Others, however, may need help. Monitor carefully to see which students need help with ideas and encourage them by suggesting that they think about questions with *Who*, *When*, *Where* and *Why*.

b Explain to students that they are going to write a summary of the story in an email to a friend. The style can be fairly informal, as though they were speaking. Give students up to 20 minutes to write their summaries. Monitor and help if necessary.

c Put pairs with other pairs and ask them to exchange their emails. Ask them to read and check each other's work using the four questions.

d Put pairs with other pairs, but this time they talk about the new stories they read. Take feedback as a class. Encourage them to use the 'commenting' words in their speaking, too.

Give the class feedback on their written work, focusing on how well the key points of the news stories were organised and on the 'commenting' words they used.

ADDITIONAL MATERIAL

Workbook 8D

UNIT 8
Review and extension

1 GRAMMAR

a Remind students of the tense-backshift rules of reported speech. Put them into pairs to do the exercise. Check answers as a class by asking four students to read out the completed sentences.

Answers
1 you'd/would never go 2 what he was going
3 me to rewrite 4 if I'd/I had ever written

b Individually, students read the text and choose the correct verb patterns. Check answers as a class.

Answers
1 losing 2 seeing 3 to find out 4 getting 5 to understand
6 to have 7 to pay

2 VOCABULARY

a Students complete the task individually. They then compare answers in pairs. Check answers as a class.

Answers
1 came out 2 spread 3 a journalist 4 browsing
5 can't afford 6 current affairs

FAST FINISHERS
Put students into pairs to discuss whether they can remember the meanings of the words in the box that they didn't use.

b Students complete the verbs individually and then write sentences. Check answers as a class.

Answers
1 advise 2 warn 3 threaten 4 recommend 5 promise

3 WORDPOWER *in/on* + noun

a Tell students to close their books. Write these questions on the board. Ask: *What are the missing prepositions?*

– *What have you watched __ TV recently?* (on)

– *What's __ the news at the moment?* (in)

Students open their books, read the phrases in the box and complete the task. They then compare answers in pairs. Check answers as a class.

Answers
1 on (on the label)
2 in (in the photo)
3 on (on a website)
4 in (in capital letters, in a magazine)
5 in (in cash)

EXTRA ACTIVITY
Ask students if they think they can remember the phrases in the box. Give them a little more time to look at them, then ask them to close their books. Ask the following questions and see if students can answer them using the phrases from the box:

– *How did you pay?* (in cash)

– *Where was the price?* (on the label)

– *How was it written?* (in capital letters)

– *Where did you see it?* (in the photo, in a magazine, on a website)

b Individually, students complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers
1 in 2 on 3 in 4 in 5 on 6 on 7 in 8 in 9 on
10 in, in 11 on 12 in

c Put students into pairs to test each other on the phrases in 3b.

Photocopiable activities: Wordpower p.173

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 9 Entertainment

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about films, music, music festivals and other forms of entertainment
- talk about famous or popular films and TV shows
- talk about experiences related to music
- use appropriate phrases to recommend and respond to recommendations
- write an article about one form of entertainment

UNIT CONTENTS

G GRAMMAR

- The passive
- Defining and non-defining relative clauses

V VOCABULARY

- Cinema and TV: *action, animation, based on, character, chat show, comedy, director, documentary, drama, film, game show, horror, romance, scene, science fiction, soap opera, studio, thriller*
- Music: *album, audience, choir, DJ, festival, instrument, musician, orchestra, perform, playlist, play live, track*
- Word-building (nouns): (*-ance/-ence*) *intelligence, patience, performance*; (*-er/-or*) *designer, organiser, performer, writer*; (*-ist*) *artist, guitarist, pianist*; (*-ity*) *ability, charity, creativity, responsibility*; (*-ment*) *development*; (*-ness*) *fitness, happiness, sadness*; (*-tion*) *celebration, location, relaxation*; (*-ty*) *beauty, honesty, loyalty*; (*-ure*) *culture*
- Wordpower: *see, look at, watch, hear, listen to*

P PRONUNCIATION

- Auxiliary verbs in passive sentences
- Relative clauses: pausing
- Word stress
- Showing contrast

C COMMUNICATION SKILLS

- Talking about films and TV
- Giving extra information
- Recommending and responding to recommendations
- Using appropriate phrases for asking someone to wait
- Writing an article

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write this gapped word on the board and ask students to guess the letters to find the word. Tell students that it is something we all need in our free time.

E _ _ E _ _ A I _ _ E _ _ (ENTERTAINMENT)

When they have guessed the word, put them into pairs and ask them to write down as many different types of entertainment as they can in two minutes. Take feedback and see which pair has found the most.

a Tell students to look at the photo and the title of the unit, *Entertainment*. If necessary, explain what *entertainment* means (music, films, theatre, etc.). Pre-teach *passers-by* (people who are going past a particular place). Give students one minute to think about their answers to the questions before talking about the photo as a class.

You may also wish to teach the words *entertainer* (someone who entertains people for money), *performer* (someone who sings, dances, acts or plays a musical instrument) and the adjective *live* /laɪv/ (not recorded).

b 9.1 Play the recording for students to listen and check their answers.

Audioscript

We've been doing this for about five years now. We'd seen different kinds of street performers and thought it looked like a fun way of making some extra money – so we gave it a try. The costumes came later and we got more of a reaction, and more money. So now we always dress up. Some people give us strange looks, but most people are friendly. Some even stop to sing along or dance! We always play near the station – we try to bring a bit of fun into people's lives when they go to work every day.

CULTURE NOTE

The photograph shows a band called the Xylopholks performing in the Times Square subway station in New York. The band dresses in furry animal costumes and plays music from the 1920s on a range of instruments, but always featuring a xylophone (pronounced /ˈzaɪ.lə.fəʊn/).

c Discuss the questions as a class.

d Put students into small groups to discuss the questions for a few minutes. Take feedback as a class. Ask a few students to tell the class which they like best and why. Possible answers might include buskers (people who play music or sing in public so that other people will give them money), human statues (people who dress up and stay very still for long periods of time), jugglers, fire-eaters, clowns, etc.

EXTRA ACTIVITY

Put students into pairs or small groups and ask them to write a short music quiz. They should write three multiple-choice questions, each with a choice of three answers. When they have finished, ask them to swap their quizzes with another pair or group to answer. Take feedback as a class and allow pairs to ask the rest of the group their questions.

9A The film is still loved today

At the end of this lesson, students will be able to:

- use a lexical set to describe films and TV programmes correctly
- listen and understand an informal conversation about the use of computer-generated imagery in films
- understand an article about film-making techniques
- use the passive correctly
- recommend a film or TV show

OPTIONAL LEAD-IN

Put students into pairs or small groups. Assign A and B roles. Ask Student A to write down as many kinds of TV programmes in the time limit as they can, e.g. *reality TV show*, *cartoons*, *news*. Ask Student B to write down as many different kinds of films as they can in the time limit, e.g. *thriller*, *comedy*. Allow two or three minutes, then stop the students and take feedback. Put their answers on the board to check against when they do the exercises in 1b.

1 VOCABULARY Cinema and TV

a Put students into small groups to discuss the questions. If your class is made up of students from different countries, tell them not to worry if they can't translate a TV show's name into English: they can just describe what kind of show it is. Nominate a few students to report back on what programmes the group talked about.

b Students do the exercises in Vocabulary Focus 9A on SB p.160. Individually, students do Exercises a and b. Play the recordings for students to check their answers. Students make notes individually in Exercise c. Put students into pairs to do Exercise d. Tell students to go back to SB p.104.

Answers (Vocabulary Focus 9A SB p.160)

a 1 thriller 2 documentary 3 chat show 4 comedy 5 game show 6 action 7 science fiction 8 drama 9 animation 10 soap opera 11 horror 12 romance

b 1 director 2 scene 3 studio 4 based on 5 film 6 character

EXTRA ACTIVITY

Write the following pairs of words on the board:

1 *action – drama* (same)
2 *animation – science fiction* (same)
3 *documentary – comedy* (different)
4 *game show – chat show* (same)
5 *thriller – horror* (same)

Ask: *Is the stress pattern in each pair of words the same or different?* Put students into pairs to say the pairs of words aloud and decide.

2 LISTENING

a Tell students to look at the film posters. Ask: *Have you seen any of these films? Did you like them? Why/Why not?* Give students time to read the two questions and check that everyone understands the difference between *CGI* (computer-generated images) and *special effects* (a more general word used to describe images that are created to look real but aren't, e.g. by the use of equipment and clever camera work). Put students into pairs to look at the posters and discuss the questions. Take feedback as a class.

b Give students time to read through the information about *The Big View* and discuss the question in small groups. Take feedback as a class about what different points of view there might be on CGI.

c Play the recording for students to listen and answer the question. Check answers as a class.

Answers

One of the presenters (Ellie) thinks there is too much CGI in modern films. The other presenter (Nick) disagrees.

Audioscript

ELLIE Nick, it's time to talk about cinema.
NICK OK.
E Yeah, the thing is, I have a bit of a problem with films these days.
N What's that?
E Well, I'm getting a bit sick and tired of all the CGI. You know, I go to watch a drama, or an action film – and it just doesn't look real. It's the directors! They just seem to focus so much on cool special effects – they forget about the story. Think about classic films like *Casablanca*. They had absolutely no special effects. Just good story-telling, good characters, good acting.
N But Ellie, even *Casablanca* has special effects. You know those scenes where they're driving through the streets of Paris – well, that wasn't Paris – it was all filmed in a studio in California! I think CGI is a fantastic tool for directors. Nowadays we can tell stories that wouldn't have been possible 50 years ago. *The Hobbit*, *The Life of Pi*, even *Star Wars*. You couldn't make any of them without special effects.
E But still … I really think special effects are used so much more than necessary. Take Christopher Nolan …
N Christopher Nolan who made the Batman films? And *Inception*? He uses loads of special effects!
E Yes, but he only uses them when he really has to. When he was making *Inception*, he filmed in six different countries to get the different scenes he needed. And remember that fight scene in the room that was moving and turning?
N Oh yes, I do.
E Well, that wasn't done with special effects. They made a room that actually moved around. Leonardo DiCaprio and Joseph Gordon-Levitt had to fight in it.
N Wow, I didn't know that.
E Impressive, right?
N OK, yes, that's clever. But I think that just shows that good directors can have good actors and a good story and they can also use modern technology. And when the technology is used with imagination and creativity, the results can be amazing. Really spectacular.

d Play the recording again for students to listen and decide which sentences are true. Encourage students to justify their answers as far as possible.

Answers

1 T
2 F It was all filmed in a studio in California.
3 F '… that wasn't done with special effects. They made a room that actually moved around.'
4 T

e Give students time to think about their answers to the questions. Put them into small groups to discuss their ideas. Take feedback as a class.

3 READING

a Tell students to look at the two film posters and put them into pairs to discuss the questions. Take feedback as a class.

b Give students two minutes to read the article to find out the writer's overall opinion. They then compare answers in pairs.

> **Answer**
> The writer seems to prefer traditional animated films ('handmade films will always be more impressive and fun to watch').

c Give students five minutes to scan the article and complete the task. Check answers as a class. You may wish to explain the word *frame* (one of the single pictures that together forms an animated film).

> **Answers**
> 33 – the number of animators who worked on *The Pirates!*
> 1, 500,000 – more than 1, 500,000 frames were used to make *Snow White and the Seven Dwarfs*
> 4 – On average, it took a day to make just four seconds of screen action in *The Pirates!*.
> 24 – For every second of finished film in *The Pirates!*, the puppets and models in each scene were moved up to 24 times.
> 10,318 – the number of puppet mouths used during filming
> 1937 – the year that *Snow White and the Seven Dwarfs* was made
> 525 – the number of people who worked on *The Pirates!*
> 3 – the number of years it took to make *Snow White and the Seven Dwarfs*

EXTRA ACTIVITY

To exploit the article further, ask students to find words/phrases in the article which mean:

1 *pleasant and attractive* (charming)
2 *grand and difficult* (ambitious)
3 *extreme care* (great attention to detail)
4 *something you admire because it is special or important* (impressive)

d You may wish to write a list of animated films on the board first. Ask students to list films they have seen or know about. Put students into small groups to discuss the questions. Take feedback as a class.

4 GRAMMAR The passive

a Go through the rule as a class. Individually, students decide whether the underlined phrases are passive or not. Check answers as a class.

> **Answers**
> 1 A 2 A 3 P 4 P 5 A 6 P 7 P

b 3.22 **Pronunciation** Play the recording for students to notice the pronunciation of *be*.

> **Answer**
> No, the auxiliary verb *be* isn't stressed.

c 3.23 Play the recording again. Put students into pairs to practise saying the passive sentences in 4a.

d Put students into pairs to go through the rules. Check answers as a class.

> **Answers**
> 1 don't know
> 2 not obvious
> 3 not important
> 4 with
> 5 by

CAREFUL!

Students at this level make errors with both the form and use of the passive.

With the present simple and past simple passive, students are likely to omit the auxiliary verb *be* or make agreement errors, e.g. ~~*All the children given a present*~~ (Correct form = *All the children* ***are*** *given …*) or ~~*The letter were sent yesterday*~~ (Correct form = *The letter* ***was*** *sent …*).

Students may overuse the past simple and present perfect passive where the active is required, e.g. ~~*The situation was changed last year*~~ (Correct form = *The situation* ***changed*** *…*) or ~~*We have been thought it was a good idea*~~. (Correct form = *We* ***thought*** *…*).

Students are also likely to make errors with future passives, using *would* instead of *will*, e.g. ~~*The results would announced tomorrow*~~ (Correct form = *The results* ***will be*** *announced …*) or using the active form instead, e.g. ~~*It will send to you this afternoon*~~ (Correct form = *It will* ***be sent*** *to you this afternoon*).

e Students read the information in Grammar Focus 9A on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the most appropriate passive forms. Tell students to go back to SB p.106.

> **Answers (Grammar Focus 9A SB p.149)**
> **a** 3 bridge will be built next year.
> 4 was given this watch by my grandfather.
> 5 has been told to be here on time.
> 6 will be laughed at if you wear that hat.
> 7 are created by a computer program.
> 8 is being looked after by my parents this week.
> 9 was offered £1,000 for my painting.
> 10 was being repaired at the time.
> **b** 3 The work won't be finished by Saturday.
> 4 Is the film being made in Brazil?
> 5 Are tomatoes grown in Spain?
> 6 The car wasn't being driven too fast.
> 7 Were the costumes made by hand?
> 8 The sculpture hasn't been taken to the piazza.

LOA TIP CONCEPT CHECKING

Write these two sentences on the board and ask concept questions to check students' understanding of the passive:

The new film was made in Wales. Ask: *Do we know who made the film?* (no) *Is it important?* (no) *What is most important about the sentence?* (Wales – the place it was filmed in)

The writer of the film is being interviewed on TV at the moment. Ask: *Do we know who is interviewing the writer?* (no) *Can we guess?* (yes – a presenter/interviewer) *Is it important?* (no) *What is most important about the sentence?* (the interview)

f Tell students that they are going to prepare a film quiz. They have all the information they need, including answers in brackets. Divide the class into two groups and assign A and B roles. Student Bs turn to SB p.130. Give them time to read through the questions and to complete the gaps with the correct passive form of the verbs in brackets. Monitor and help as necessary.

In pairs, students take turns to ask their questions. Their partner should try and guess the answer to the question (given in brackets at the end of each question).

Answers

Student A: 1 has been awarded 2 was made 3 has been seen 4 is/has been paid 5 will be made

Student B: 1 has been destroyed 2 was made 3 are (most films) produced 4 has been played 5 will be watched

EXTRA ACTIVITY

Students create their own film quizzes for each other, using the following verbs and their own ideas: *was filmed, is based on, has been made, will be filmed, was banned, is going to be re-made*.

5 SPEAKING

a Tell students that they are going to talk about a film or TV show they like. Give students five minutes to read the questions and make notes on their answers. Monitor and help with vocabulary as necessary.

b Give students time to think of their reasons. If necessary, tell them to think of the music, the actors, the special effects, the plot (or story), the characters, the presenter, etc.

c Put students into small groups and make sure they know what they need to do. Each student should try to talk about their favourite film or TV show for at least one minute. When each person finishes speaking, the others in the group should give their response. Monitor to check that students are using language from this lesson appropriately.

FAST FINISHERS

Ask fast finishers to think of another film or TV show and to make notes using the questions in 5a.

ADDITIONAL MATERIAL

- Workbook 9A
- Photocopiable activities: Grammar p.164, Vocabulary p.170, Pronunciation p.179

9B I went to a concert which changed my life

At the end of this lesson, students will be able to:

- use a lexical set about music correctly
- understand people talking about experiences they have had related to music
- use defining and non-defining relative clauses correctly
- understand an article about different music festivals
- form nouns based on a set of noun endings
- talk about an experience which involved music

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board:

trumpetdrumsingingfluteviolinkeyboardsilencepianowhistlingguitarcello

Put students into pairs and give them one minute to find eight musical instruments, two sounds that people make and one other word related to sound. Check answers as a class, explaining any words that need clarifying.

– musical instruments: *trumpet*, *drum*, *flute*, *violin*, *keyboard*, *piano*, *guitar*, *cello*

– sounds that people make: *singing*, *whistling*

– other word: *silence*

Ask: *Which sounds do you like? Which don't you like?* Put students into small groups to discuss the questions. Take feedback as a class.

1 VOCABULARY Music

a Put students into pairs or small groups to talk about what's happening in the photos, using as many of the words in the box as they can. Encourage them to ask each other what any new words mean before checking in a dictionary. Take feedback as a class and ask different students to talk about what they can see in each photo. Make sure students can pronounce *choir* /ˈkwaɪə/, *orchestra* /ˈɔːkɪ.strə/, *audience* /ˈɔːdi.əns/ and *musician* /mjuːˈzɪʃn/ correctly.

Suggested answers

1 A DJ is performing to an audience at a festival.
2 He's playing his guitar, but he isn't performing to anyone.
3 An orchestra is playing live to an audience. We can see several musicians, but we can't see a choir.

b 3.2 Play the recording for students to identify the kind of music being played. Check answers as a class.

Answers

1 live
2 musician
3 enjoying
4 a choir

c Give students time to read the questions and make sure they understand all the words in **bold**. Ask: *Which word means 'a recorded song or piece of music'?* (a track) *What is a personal collection of tracks?* (a playlist). Put students into small groups to discuss the questions. Take feedback as a class.

2 LISTENING

a Put students into pairs and give them one or two minutes to make lists.

Suggested answers

playing in a band, dancing, having music lessons at school, learning an instrument, singing to children, singing in the car, singing around a campfire or on a beach with friends, hearing your favourite band perform live, singing in public

b Put pairs with other pairs to compare their lists and answer the questions. If students don't have many ideas, build a longer list on the board as a class.

c 3.2 Play the recording for students to listen and match the people with the photos.

Answers

Annie c Jeff a Erica b

Audioscript

ANNIE Well, my music experience sort of started when I was seven. It was my grandmother who started it. She gave me a CD of samba music. I loved the rhythms. I played it constantly. My mum says I was always dancing to it. Samba music is Brazilian music with African rhythms and it's very loud, very energetic. Eventually, I decided I wanted to play the music, not just listen to it, so I saved up and bought a drum. It was an *atabaque* … it's a drum you play with your hands. I taught myself to play it. And this year, I played in my first street carnival. We were playing in the street, and people around us were dancing, and it was like my whole body was part of the rhythm. It was incredible, the best thing I've ever done! So now I've decided that I want to be a music teacher.

JEFF Yeah, well, my music experience was going to the opera. I was travelling through Italy with a group from university. We got to Verona and there was this opera festival on. I wasn't really interested in opera, but my friends persuaded me to go. To be honest, it was a bit boring at first. But then it started to get dark. It was a clear night and you could see the stars. I was sitting next to one of the people who was in my group, Laura, and it was, you know, romantic, sitting under the stars, listening to this amazing music. And, well, we've been together ever since! We even went back to Verona for our honeymoon. Although we didn't go to the opera!

ERICA My friend Mark was living in Budapest, in Hungary, and I went to visit him. Mark knew a lot of places in the city and he took me to an old boat on the river, where you can hear bands practising. The atmosphere was great. It's the kind of place where you could sit and chat all night. Anyway, this band was amazing. They were playing folk music from Transylvania. I particularly remember the violinist. I'll never forget the way he played – so fast, but so relaxed. So there I was, in the middle of a freezing, icy river, listening to this amazing music. And I realised this is where I want to be. So a few months later, I quit my job, and Mark helped me find a job in Budapest. And I stayed there for nearly 10 years.

d 3.25 Play the recording again for students to listen and make notes.

Suggested answers

	What sort of music do they talk about?	Where was the event?	How did it change his/her life?
Annie	samba	in the street	decided to become a teacher
Jeff	opera	in a stadium in Verona, Italy	one of the people in his group became his wife
Erica	folk music	on a boat in Budapest, Hungary	moved to Hungary

e Put students into small groups to discuss the question. Take feedback as a class.

3 GRAMMAR

Defining and non-defining relative clauses

a Individually, students circle the noun phrases. They then compare answers in pairs. Check answers as a class. Ask: *Are the relative clauses in these sentences defining or non-defining?* (defining – they give identifying information about the noun).

Answers

1 my grandmother 2 a drum 3 one of the people
4 the kind of place

b Put students into pairs to study the two sentences and underline the correct answer in the rule. Check the answer as a class. If students need extra support, you may wish to write the following sentences on the board and underline the subjects to highlight their relationship to the verbs:

You play the drum with your hands. → *It's a drum you play with your hands.*

The rhythm gets right inside you. → *It's a rhythm that/which gets right inside you.*

Answer

don't need to

CAREFUL!

When using defining relative clauses, students at this level often choose the wrong relative pronoun, using *what* instead of ***that/which***, e.g. ~~*Here's the information what you asked for*~~ (Correct form = *the information* ***that/which*** *…*) and *which* instead of *who* for people, e.g. ~~*Is there someone which can help?*~~ (Correct form = *someone* ***who*** *…*).

The most frequent error with non-defining relative clauses is the omission of the comma, e.g. ~~*We stayed at the Palace Hotel which is right next to the beach*~~ (Correct form = *the Palace Hotel, which is …*). This might be because students have difficulty distinguishing between defining and non-defining relative clauses.

Students also tend to use *that* and sometimes *what* instead of *which* in non-defining relative clauses, e.g. ~~*I finally went to the US, that/what I had always dreamed of visiting*~~ (Correct form = *…* ***which*** *I had always dreamed of …*).

c 3.26 **Pronunciation** Play the recording for students to notice pausing in the sentences. Check the answer as a class. Point out that the comma in the written sentence matches the pause in the spoken sentence.

Answer

sentence 2

d Students read the information in Grammar Focus 9B on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the correct relative clauses. Tell students to go back to SB p.108.

Answers (Grammar Focus 9B SB p.149)

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

b 2 Plácido Domingo, who is a well-known opera singer and conductor, studied music in Mexico.
3 We're going to Cuba, where mambo music comes from.
4 Glastonbury Festival, which is most famous as a music festival, also has theatre, comedy and circus performances.
5 My favourite singer is Adele, whose album '21' is one of the most successful albums of all time.
6 The best day of the festival is the last day, when there's a big firework display.

c 2 That's the DJ who/that was here two weeks ago.
3 We need music which/that makes you want to dance.
4 That's the stage where we're going to perform.
5 I've got a CD you'll like.
6 What did you think of the music I chose?
7 What's the name of your friend whose CD you borrowed?
8 The song which/that is playing on the radio changed my life.

d 2 both 3 a ✗ b ✓ 4 a ✗ b ✓

LOOK TIP ELICITING

Give students the beginnings of sentences to elicit relative clauses. If your group is strong, give these orally; if the group is weaker, write them on the board. Nominate different students to finish the sentences. Note that there are no correct answers and the clauses can be finished in many ways.

1 That's the restaurant where …

2 May 10th is when …

3 The shop assistant who …

4 I particularly like chicken which …

5 It was my father who …

6 I bought a CD which …

e Read through the example with the class. Put students into pairs to play the game. Monitor and listen for correct usage of the target language from this lesson.

FAST FINISHERS

Ask fast finishers to work in pairs and define more nouns from the lesson.

4 READING AND VOCABULARY
Word-building (nouns)

a Put students into pairs or small groups to discuss the questions. Take feedback as a class.

b Give students up to five minutes to read the article and choose which of the three festivals they'd like to go to most. Put them into small groups to compare their choices. Take feedback as a class and encourage students to justify their opinions.

c Give students five minutes to read the article again and match the comments with the festivals. Point out that they need to read each part of the article carefully to find information that supports each comment. Students compare answers in pairs. Check answers as a class.

Answers
1 F 2 F 3 R 4 C 5 R 6 C

d Put students into pairs to complete the table. Check answers as a class and write them on the board. Circle the endings (suffixes) on the ends of the nouns: *-ist*, *-ty*, *-tion*, *-ity*, *-ure*, *-ment*, *-ness*, *-ian*, *-er* and *-ance*. Point out that these are common noun endings.

Answers
1 artist 2 beauty 3 celebration 4 charity 5 creativity
6 culture 7 development 8 happiness 9 musician
10 organiser 11 performer 12 performance

LANGUAGE NOTE

Prefixes, which appear at the beginning of words, change the meaning of the word they are attached to, e.g. *un-* and *il-* mean *not* (e.g. *unhappy*, *illegal*).

Suffixes, which appear at the end of words, often indicate word class, e.g. many adverbs end in *-ly* (e.g. *slowly*) and *-ate* and *-ise* are common verb endings (e.g. *celebrate*, *organise*). In this lesson, the focus is on typical noun endings (*-ist*, *-ty*, *-tion*, etc.).

It's useful to be able to recognise what part of speech an unknown word is when trying to deduce its meaning from context.

Some noun endings like *-y*, *-ness*, *-ty* and *-ment* are typical in abstract nouns, e.g. nouns connected with ideas and values (e.g. *beauty*, *charity*), feelings (*happiness*), personal qualities (*creativity*) and processes (*development*).

e 3.28 **Pronunciation** Play the recording for students to listen and notice the stress patterns.

Answers
artistic, artist
beautiful, beauty
celebration, celebrate
charitable, charity
creative, creativity, create
cultural, culture
development, develop
happy, happiness
musical, musician
organised, organiser, organise
performer, performance, perform

f 3.29 Play the recording again. Put students into pairs to practise saying the words.

g In pairs, students complete the pairs of words. Check answers as a class.

Answers
1 honesty 2 fitness, sadness 3 ability, responsibility
4 designer, writer 5 intelligence, patience 6 pianist, guitarist
7 location, relaxation

h Students read the task and think about their answers. Put them into pairs to share their opinions. Take feedback as a class.

5 SPEAKING

a Tell students that they are going to talk for about one minute on an interesting or exciting musical experience. Give students five minutes to read the task and prepare what they want to say. Monitor as students make notes. Help with vocabulary as necessary.

b Put students into small groups and encourage each person to try to talk for at least a minute. Remind them that when they're listening to others, they should think of questions to ask at the end. Monitor for correct usage of the language from this lesson.

Take feedback as a class. Ask: *Which musical experience sounded the most interesting/exciting/romantic?*

ADDITIONAL MATERIAL

- Workbook 9B
- Photocopiable activities: Grammar p.164, Vocabulary p.170, Pronunciation p.179

9C Everyday English
It's meant to be excellent

At the end of this lesson, students will be able to:

- understand informal conversations in which people arrange an evening out
- use appropriate phrases for recommending and responding
- use stress to show contrast
- use appropriate phrases for to asking someone to wait
- discuss places to go out to

OPTIONAL LEAD-IN

Books closed. Think of (or invent) an evening out you had with friends. Tell the class they must try and guess what you did by asking you no more than 10 questions. Explain that they can only use *yes/no* questions. Give the class 10 lives and cross one off every time they ask a question.

1 LISTENING

a Put students into pairs to discuss the questions. Take feedback as a class.

b 3.29 Give students time to read the task then play Part 1 of the video or audio recording. Check the answer as a class. Elicit or explain the meaning of *retro* in the conversation (similar to styles, fashions, etc. from the past).

Answer
They mention going to a jazz club or a classical music festival. They decide to go and see a local band called The Snowmen.

Video and audioscript (Part 1)

RACHEL Hi, Becky.
BECKY Hi, Rachel!
R How are you?
B I'm good, thanks. Listen, Tom and I were thinking about going to see a band tomorrow night. Would you guys like to come?
R Oh, that's a great idea. Who were you planning to see?
B Well, we thought about going to that jazz club in town. They have live music every Friday and it's meant to be excellent.
R Wait a sec, I'll just ask Mark. … Mark, it's Becky. She wants to know if we'd like to go to a jazz club tomorrow evening. … Ah, sorry, Becky. Mark says he's not that keen on jazz. How about going to the classical music festival at the university? It's supposed to be really good.
B Hmm, I'm not a big fan of classical music. I'm sure Tom would like it, but not me. Hang on. Tom wants to say something.
TOM Why don't we go and see that local band, The Snowmen? They're playing at the Empire tomorrow and they've had great reviews.
B Did you hear what Tom said?
R Yes, but I'm not sure Mark would be interested. What kind of music do they play?
B What kind of music is it, Tom?
T It's rock, but it's a bit retro. They sound quite 1980s, so Mark should like it.
B Tom says it's rock, but a bit retro. 80s' music.
R I doubt Mark would be interested. He hasn't seen a rock band for about 10 years. Wait a moment, I'll ask him. Tom's suggesting an 80s' rock band.
MARK Um, yeah! Sounds good. Let's do it!
R Really?
M Yeah, why not? Something a bit different.
R Um, Becky, are you still there?
B Yeah.
R Mark says yes! So what time does it start?
B Hang on a moment, I'll pass you over to Tom. What time does it start?
T Hi, Rach. It starts at 8, so shall we meet outside at half past seven?
R Great. See you there.
T Oh, and tell Mark to wear something cool.

c 3.29 Give students time to read the task then play Part 1 of the video or audio recording again. They compare answers in pairs. Check answers as a class. Ask: *What was the last thing Tom said?* ('tell Mark to wear something cool'). Ask: *Why do you think he said this?* (Probably because he thinks Mark doesn't usually wear cool or fashionable clothes.)

Answers
1 Becky
2 Rachel
3 Becky
4 Tom
5 Mark

2 USEFUL LANGUAGE
Recommending and responding

a 3.30 Point out that the four friends recommended different musical events in the conversation, and the others responded to those recommendations. Play Part 1 of the video or audio recording again. Students compare answers in pairs. Check answers as a class.

Answers
Phrases heard: 1, 2, 4, 5, 6, 7, 9

b Put students into pairs to categorise the phrases. Check answers as a class. Point out that we stress *meant* and *supposed* to emphasise that we are passing on a recommendation we've heard or read about. Model the phrases. Put students into pairs to practise saying them a few times.

Answers
1 give a recommendation or opinion: 2, 3, 4, 6, 7, 8
2 respond to a recommendation: 1, 5, 9, 10

c Give students time to look at the diagram, then put them into groups of three to have their conversations. Assign A, B and C roles. Encourage them to repeat the conversation a few times, changing roles and replacing the activities with alternative ideas. Monitor and help as necessary.

3 PRONUNCIATION Showing contrast

a 3.31 Give students time to read the task then play the recording twice. Check the answer as a class.

Answer
classical

b 3.31 Students read the sentences. Play the recording twice for students to decide which words are stressed.

Answers and audioscript
1
A You like classical music, don't you?
B No. Tom likes classical music. I like rock music.
2
A Does Tom like pop music?
B No, Tom likes classical music.

EXTRA ACTIVITY

Point to some things in the room and ask questions that are obviously wrong so that students can practise correcting you, e.g.

Is the window open? → *No, it's closed!*

Is this Kumi's bag? → *No, it's Joe's bag!*

Encourage students to use stress to make the contrast really clear. Then put students into pairs to say and respond to similar statements about things around the room.

c Put students into pairs to practise saying the questions and replies. Monitor and correct their pronunciation as necessary.

LOOK TIP ELICITING

To practise using stress to show contrast, write these sentences on the board:

1 We saw the film at the cinema.

2 It was filmed in London.

3 It came out in March.

Then ask these questions and elicit the answers and stressed words in brackets:

1 Did you see the film on TV? (No, we saw it at the cinema.)

2 Was it filmed in New York? (No, it was filmed in London.)

3 Did it come out in June? (No, it came out in March.)

4 CONVERSATION SKILLS

Asking someone to wait

a 3.32 Play the recording twice for students to complete the sentences. Check answers as a class by writing the missing words on the board.

Answers and audioscript

1

Rachel Wait a sec. I'll just ask Mark.

2

Becky Hang on, Tom wants to say something.

b Put students into pairs to complete the table. Check answers as a class. Model the phrases so students can practise the pronunciation.

Answers

1 Hang 2 Wait 3 second 4 please 5 check

c Discuss the question as a class.

Answer

One moment, please.

d Students read through the diagram, then put them into pairs to have a conversation. They should have the conversation at least twice so they can take both roles. Monitor and help as necessary. Nominate one or two pairs to perform their conversations for the class.

5 LISTENING

a Remind students what Tom said at the end of the conversation about going out ('tell Mark to wear something cool'). Put students into pairs to look at the pictures and discuss the questions. Take feedback as a class.

b 3.33 Play Part 2 of the video or audio recording so students can check their ideas.

Answers

Mark is wearing the clothes shown in c. The others don't like his clothes.

Video/Audioscript (Part 2)

BECKY Oh, there they are.
TOM What's he wearing?
B I don't know.
RACHEL Hi, guys.
B Hi.
T Mark, what are you wearing?
MARK It's my 'going out' jacket! Don't you like it?
T Er, not really!

c Put students into pairs or small groups to discuss the questions. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to think of other occasions when people have to think about the right clothes to wear, e.g. for a job interview, for college or university, at school, at a party, in the street, on the beach, etc. Ask for examples during feedback.

6 SPEAKING

Ask two students to read out the example conversation (in speech bubbles) to the rest of the class. Divide the class into pairs and assign A and B roles. Tell Student Bs to go to SB p.130.

Give students time to prepare what they are going to say. Encourage them to think about how to recommend the places and events, using phrases like: *It's meant to be very good.* They should also think about how they will respond to suggestions, using phrases like: *I'm not a big fan of … .*

Give students up to 10 minutes to have conversations. Monitor to check that students are making correct usage of the language from the lesson. Take feedback as a class by asking a few pairs what their final plans are.

EXTRA ACTIVITY

In pairs, students have similar conversations about real places and events in the area. Nominate two pairs to perform their conversations for the class.

ADDITIONAL MATERIAL

- Workbook 9C
- Unit Progress Test
- Personalised online practice

9D Skills for Writing

I like going out, but …

At the end of this lesson, students will be able to:

- understand people talking about going out or staying in
- understand a blog about going out or staying in
- contrast ideas in an article
- organise an article correctly
- write an article about a kind of entertainment they love or hate

OPTIONAL LEAD-IN

Books closed. Write these words on the board: *popcorn, switch off, queues, box set, comfortable, darkness.*

Ask students which words are about going to the cinema, watching TV or both. Put students into pairs to compare their ideas, then discuss the answers as a class.

You may wish to point out or elicit that you get *queues* at the cinema, *box sets* (several series of one TV show on a collection of DVDs) are connected with TV, and you can *switch off* the TV.

All the other words depend on people's personal preference, though *popcorn* and *darkness* may be strongly associated with the cinema.

1 SPEAKING AND LISTENING

a Students look at the photos. Ask: *What kinds of entertainment can you see?* (a a ballet b a musical c a stand-up comedy act d a singer e an orchestra playing classical music). Ask: *Are these events live or recorded?* (live). Give students a few minutes in groups or pairs to discuss the questions, then take feedback as a class.

b 3.34 Give students time to read the questions, then play the recording. Students compare answers in pairs. Check answers as a class.

Answers

1 Anna
2 Camila
3 She doesn't want to go because she doesn't like live music. This is because in concerts, the musicians often make mistakes. She doesn't like the crowds and you can usually only see the singer on the big screen.

Audioscript

ANNA I got two free tickets to the Kanye West concert. I mean, I couldn't believe it! Kanye West, one of the biggest hip-hop stars, for free! So I invited my friend Camila and she said 'no thanks'! And I said 'What? Are you crazy? The ticket costs nothing'. But then she tells me she doesn't like live music. She'd prefer to stay at home and listen to music on her computer. I find that very strange because, for me, music is something full of … full of the singer's feelings, and if you can watch a singer perform, you can see what they're feeling and experience the music much more. But Camila thinks recorded music is better because you can hear everything more clearly. The quality's better, and you don't have crowds around you, and it's just easier to enjoy it. For me, it's more important to see the song come to life when the singer or band connects with the audience. And the other thing I love at the concert is the music is really loud. Anyway, Camila won't be coming with me, but lots of other people will want to.

CAMILA My friend Anna invited me to go to the Kanye West concert next month. She managed to get hold of two free tickets – she's very lucky. She asked me to go with her, but I said no. She thinks I must be mad, saying no to free tickets! I mean, I really like Kanye West and I've got all his albums, but I just don't like going to live concerts. I really prefer listening to music at home or through headphones. In a concert, singers and musicians always make mistakes. They get the rhythm a bit wrong or play notes that are wrong or something. And you see, mistakes can be fixed in recording. Well, that's part of it. The other thing is, but I didn't tell Anna this, I hate the crowds and there are usually so many people that you can only see the singer on the big screen. So what's the point? I know lots of friends who will want the ticket. It was very kind of Anna, but no.

c Give students five minutes to make notes on the positive and negative points of live and recorded performances. Remind them of some of the different kinds of entertainment event there are, including the ones in the photos.

d Put students into small groups to discuss the question. Take feedback as a class.

2 READING

a Give students one or two minutes to read the blog and choose the best summary sentence. Check the answer as a class.

Answer

2

b Give students one or two minutes to read the blog again and answer the questions. They then compare answers in pairs. Check answers as a class.

Answers

1 They comment loudly on the film or laugh loudly.
2 They continued being noisy after she asked them to be quiet.
3 She stops the film and watches something else, or fast-forwards through the boring bits.
4 It gives characters time to develop in interesting and unexpected ways.

EXTRA ACTIVITY

Write these adjectives on the board:

1 *expensive*
2 *long*
3 *uncomfortable*
4 *sociable*
5 *funny*
6 *disappointed*

Put students into pairs to find the words in the blog and what they refer to. Check answers as a class (1 expensive tickets 2 long queues 3 uncomfortable seats 4 The writer says many people think the cinema is a good chance to go out and be sociable. 5 The annoying couple laughed loudly at things that weren't even funny. 6 The writer was disappointed with a film she watched recently.).

Ask: *Do you prefer going to the cinema or watching films and TV at home? Why?* Discuss the question as a class.

3 WRITING SKILLS

Contrasting ideas; the structure of an article

a Ask these questions about the blog: *Does the writer like films?* (yes) *Does the writer like going out with friends?* (yes) *Does the writer like going out to the cinema?* (no). Tell them to look at the example with *however*. Ask: *What short word means the same as 'however'?* (but). Give students one or two minutes to find more examples in the blog. They then compare answers in pairs.

Answers
Although, Despite this, In spite of, While

b Give students five minutes to complete the sentences. They then compare answers in pairs. Check answers as a class.

Answers
1 However
2 however
3 Although/While
4 Although/While
5 although/while
6 although/while
7 Despite / In spite of
8 Despite / In spite of
9 despite / In spite of
10 despite / In spite of

c Give students time to complete the task. Remind them to refer to the rules in 3b if they're not sure about the form. Monitor and help as necessary. Check answers as a class.

Answers
1 b I was given two free tickets to a jazz concert. However, I don't like that kind of music, so I'll give them away.
2 e Although music is something we normally listen to, it's always interesting to watch musicians perform.
3 c Although TV screens have got bigger and bigger, there's nothing like the big screen at the cinema.
4 a While the beat is very important in hip-hop music, singers still have to know how to sing a tune.
5 f In spite of the convenience of watching a film at home, I prefer to see films at a cinema.
6 d Despite my love of special effects, I still want films to have a good story and good acting.

d Tell students to look at paragraphs 2–4 of the blog and complete the task. Check answers as a class.

Answers
Paragraph 2 a
Paragraph 3 b
Paragraph 4 b

e Put students into pairs to discuss the questions about the blog. Take feedback as a class.

Answers
1 The beginning.
2 Yes – examples from her personal experience.
3 With questions.
4 No, because the purpose of the conclusion is to summarise the ideas already given and close the blog in an interesting way.

4 WRITING An article

a Tell students that they are going to write an article about a kind of entertainment they love or hate. Give them time to read the task and make notes before they start writing. Give students up to 10 minutes to write their notes. Monitor and help as necessary.

b Put students into pairs to compare their ideas.

c Give students 10 minutes for this planning stage. Monitor and help with vocabulary as necessary.

FAST FINISHERS

Ask fast finishers to start writing their articles. If this leads to them finishing early in the writing phase, ask them to make notes for another article about one of the other topics they didn't write about.

d Give students up to 20 minutes for the writing stage. When all the students have finished, tell them to read each other's articles (at least three, if possible) and to say whether they agree or disagree with the other students' opinions.

Give the class feedback on their written work, focusing on the structure of their articles, and the language of contrast they used.

LOOP TIP MONITORING

Monitor while students are writing, as this is a good opportunity to give individual help where needed. Encourage students to check their work for grammatical accuracy, range of vocabulary, punctuation and spelling. Help them with this as you monitor, by giving them a particular focus depending on their ability and types of mistakes rather than showing them the errors directly. Bear in mind that weaker students may need more direct advice about what they've done wrong in order to benefit most from your help.

ADDITIONAL MATERIAL

- Workbook 9D

UNIT 9
Review and extension

1 GRAMMAR

a Pre-teach or elicit *compose* (to write music) and *composer* (someone who writes music). Give students five minutes to read the text and choose the correct words. They then compare answers in pairs. Ask: *Which of the films mentioned in the text have you seen? Can you remember the music? Did you like it?*

Answers
1 which 2 that 3 is seen 4 has been nominated
5 whose 6 by 7 which

b Point out that questions 1–3 in this transformation task practise relative clauses and questions 4 and 5 practise the passive. Individually, students complete the sentences. They then compare answers in pairs.

Answers
1 book I loved
2 where the final
3 which came out
4 are being forgotten
5 was being recorded

EXTRA ACTIVITY
Draw a simple picture of a violin and a bow on the board and label them *violin* and *bow*. Then write these prompts on the board:
– *It / make / in 1886*
– *It / make / hand*
– *It / play / a bow*
– *It / play / many famous people*
– *Tomorrow, it / sell for a lot of money*
Ask students to use the prompts to make five sentences about the violin (It was made in 1886. It was made by hand. It's played with a bow. It has been played by many famous people. Tomorrow, it will be sold for a lot of money.)

2 VOCABULARY

a Give students time to read the text and choose the correct words. They then compare answers in pairs. Ask: *Has anyone seen the film 'Les Misérables'? If so, did you like it? Why/Why not?*

Answers
1 on 2 characters 3 Director 4 scenes 5 studio
6 live 7 an orchestra

b In pairs, students complete the sentences. Check answers as a class.

Answers
1 celebration 2 organisers 3 beauty 4 musicians, performance

FAST FINISHERS
Give fast finishers a noun ending (*-ist*, *-ty*, *-tion*, *-ity*, *-ure*, *-ment*, *-ness*, *-ian*, *-er*, *-or*, *-ence*, or *-ance*) and ask them to make a list of as many words with that ending as they can.

3 WORDPOWER
see, look at, watch, hear, listen to

a Put students into pairs to do the matching task. Check answers as a class by asking pairs to read out the questions and answers.

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

b Put students into pairs to complete the table. Check answers as a class.

Answers
1 look at 2 watch 3 see 4 hear 5 listen to

c Students choose the correct words. Then check answers as a class. Put students into pairs to discuss the questions. Take feedback as a class.

Answers
1 look at 2 see 3 listen to 4 Look, see
5 Listen, hear 6 heard, see 7 seen

EXTRA ACTIVITY
Put students into pairs. Ask them to write the first line of a story together. Tell them that they must include an example of one of these verbs: *look (at), see, watch, hear, listen (to)*. If they need a starting point, give them this start: *Yesterday evening at 8.30, I …* . Take feedback and nominate some students to read out their stories. Take a class vote on the most original story.

Photocopiable activities: Wordpower p.173

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 10 Opportunities

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about sports, life-changing decisions and choices
- talk about sports they have tried or would like to try
- talk about a time when something good happened to them
- talk about possible problems and reassure someone
- use appropriate phrases for changing the subject
- ask for and give advice on a course of action
- write an email with advice

UNIT CONTENTS

G GRAMMAR

- Second conditional
- Third conditional

V VOCABULARY

- Sport: *attack, beat, compete (for something), competitor, court, extreme sport, have a go, lose, miss (a ball), net, opponent, referee, score, track, training, win (a point, game, match), workout*
- Adjectives and prepositions: *afraid of, essential for, interested in, perfect for, popular with, proud of, right for, scared of, similar to, tired of, worried about*
- Expressions with *do, make* and *take*: *make (a decision, a difference, a mistake, a phone call, friends, money, progress, sense, the most of something, your own luck), take (a break, a rest, a chance, a risk, action, advantage of something, an opportunity, care of someone, it easy, part in something), do (your best, your homework, research, well, badly)*
- Wordpower: Easily confused words: *borrow/lend, currently/actually, miss/lose, raise/rise, rob/steal, take/bring*

P PRONUNCIATION

- Sentence stress: *would* and *have*
- Sentence stress: *would*
- Sounding sure and unsure

C COMMUNICATION SKILLS

- Talking about new things you would like to do
- Talking about imagined past events
- Talking about possible problems and reassuring someone
- Using appropriate phrases for changing the subject
- Writing an email with advice

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think about two memorable experiences they had at school or college/university – one should be memorable for positive reasons, the other should be memorable for negative reasons. You could give some examples of your own. Students tell their partners about the two experiences. Take feedback and ask the class to vote on the best positive experience and the worst negative one.

a Tell students to look at the photo. Discuss the question as a class. You may wish to teach the words *graduate* (noun) /ˈgrædʒuət/ (a person who has a first degree from a university or college) and *graduate* (verb) /ˈgrædʒueɪt/ (to complete a university or college course), pointing out the difference in pronunciation.

b Put students into small groups to discuss the question. After a few minutes, ask some students to share their group's ideas with the rest of the class.

CULTURE NOTES

The photo shows students after a graduation ceremony at Birmingham University in the UK. It is a very old tradition for students who are graduating to wear a *gown* (a special coat) and a *mortar board* (a special hat) during the ceremony. Most people do not buy or own these items, but hire them especially for the event.

Different universities in the UK have different graduation traditions. At Oxford University, for example, parts of the ceremony are in Latin. At Edinburgh University, each graduate is tapped on the head with a special *bonnet* (a hat). It is quite a common tradition for graduates to throw their mortar boards into the air after graduating.

c Focus on the title of the unit, *Opportunities*. Pre-teach *opportunity* (an occasion or situation that makes it possible to do something that you want to do, or the possibility of doing something) and how to pronounce it /ɒpəˈtjuːnəti/. Give students time to read the questions and think about their answers. Then put them into pairs to discuss the questions. Take feedback as a class.

EXTRA ACTIVITY

Ask students to work in pairs to make a list of things they think everyone should do at some time in their lives, e.g. travel to another continent, learn another language, etc. Take feedback and compare lists. Find out how many students have already done the things in the lists.

10A If I was fitter, I'd do it!

At the end of this lesson, students will be able to:

- talk about different sports they have tried or would like to try
- use a lexical set about sport correctly
- understand an informal conversation about trying new sports
- use the second conditional appropriately
- use a lexical set of adjectives and prepositions correctly
- talk about taking new opportunities

OPTIONAL LEAD-IN

Books closed. Draw a ball on the board or just write *a ball*. Put students into pairs and give them one minute to write down as many actions that people can do with a ball in sports or games as they can think of. After a minute, take feedback and find out which pair has the longest list.

Possible answers: *roll, kick, throw, catch, miss, bounce* (hit a surface and move up), *spin* (turn), *pass* (kick the ball to another player, e.g. in football).

1 SPEAKING

a Put students into small groups to discuss the photos. Then take feedback as a class.

Suggested answers

1 The man has just begun his ski jump. He is about to land.
2 The player has just made a mistake. He might have just lost the match.
3 The surfer is riding a particularly large wave.

b Give students one minute to add as many sports to the lists as they can. They then compare ideas in pairs. Take feedback as a class.

Suggested answers

winter sports: skiing (downhill and cross-country), ice-skating, snowboarding
ball sports: golf, football, tennis, rugby, cricket, basketball, netball, baseball, table tennis, snooker
water sports: windsurfing, sailing, body-boarding, water-skiing, kite-surfing, diving

c Put students into small groups to discuss the questions. Take feedback as a class.

2 VOCABULARY Sport

a Put students into small groups to match the sentences with the pictures. Help with vocabulary as necessary. Check answers as a class.

Suggested answers

1 snowboarding
2 snowboarding, volleyball, wrestling
3 table tennis
4 snowboarding
5 snowboarding, wrestling, diving

LOST TIP CONCEPT CHECKING

To check understanding of the vocabulary, ask the following questions:

Which phrase means 'it exercises your whole body'? (It's a really good workout.)

Which phrase means 'try'? (have a go)

Is jogging an extreme sport? (no)

What's the opposite of 'miss the ball'? (hit or catch)

Why do people train? (to learn and practise a sport)

Do people only get 'points' in sports or in other games too? (other games too)

b Students complete the exercises in Vocabulary Focus 10A on SB p.161. Play the recording for students to check their answers to Exercise a. For Exercise b, students work individually to choose the incorrect word. Put students into pairs to discuss the questions in Exercise c. Students work individually to make notes in Exercise d. Monitor for Exercise e and take feedback as a class. Tell students to turn to SB p.117.

Answers (Vocabulary Focus 10A SB p.161)

a 1 court 2 opponents 3 net 4 competitor 5 track 6 referee
b 1 beat 2 score 3 competitor 4 score

3 LISTENING

a Put students into pairs to discuss the photos and questions. Elicit *scuba diving* (the sport of swimming underwater with special breathing equipment). Take feedback as a class.

b 3.3 Give students time to read the task then play the recording. Students compare answers in pairs. Check answers as a class.

Answers

1 Gina liked seeing the fish and the coral. Libby enjoyed the Colour Run because it's not too long and not too competitive and it's fun because you get covered in paint and there's a party at the end.
2 They agree to train/prepare together for the Colour Run.

Audioscript

LIBBY So, how are you, Gina? How was your holiday?

GINA Oh, it was great. Really good. Thailand was beautiful. And the food was amazing. But the best bit was when we went scuba diving.

L Scuba diving? I didn't realise you were going to do that!

G Neither did we! But we went to this gorgeous island called Koh Tao, and it turned out it's famous for its diving. Everyone there told us how amazing it is to dive there, so we decided to have a go.

L Wow. So did you have to do some training before you went in the sea?

G Yes, we did a three-day course – PADI, it's called. We had to do a few sessions in a classroom and in a pool, but by the second day we were already diving in the open water.

L Was it scary? I think if I went, I'd be terrified!

G I was a bit worried about it before we went into the water for the first time. You start imagining sharks, and running out of oxygen, and all kinds of things! But once we got in, I relaxed really quickly. There were so many amazing fish to see – the colours were fantastic. In fact, I got so excited that I was moving around too much and using up all my oxygen. The instructor told me off. Apparently, diving is a sport for lazy people. You're not

supposed to move around too much!

L Oh really? It sounds perfect for me!

G And on the third day we went to Shark Island. Luckily, it turns out that the name comes from the shape of the island – it looks like a fin – not the local wildlife! The coral there was just so beautiful – all these gorgeous colours.

L It all sounds so amazing.

G It really was. If you get the chance, you should definitely go scuba diving. If you went, you would absolutely love it.

L OK, well, if I ever go to somewhere like Thailand, I might try it.

G So, how are you? What's been happening here?

L Not much, really. Oh, I've just signed up for my first ever public run!

G Oh, great! I was wondering if you were still going running. A marathon?!

L No, not quite! I wouldn't do a full marathon – I'm not fit enough! It's only five kilometres, and it's not a timed race, or anything. It's just for fun, really. It's called the Colour Run, because every kilometre they cover you in coloured powder paint. So, by the end, you're all covered in different colours.

G Ha-ha, that sounds like fun.

L Yes, I think it'll be a bit more relaxed than a proper race – not quite so competitive. And at the end of the race, there's a big party, with music – and loads more powder paint. And it's popular with all kinds of people.

G Excellent!

L You should do it too! It would be great if there was a big group of us going. Would you like to try?

G Hmm, yes, I would, but I don't know. If I was a bit fitter, I would definitely do it. When is it?

L It's not for a couple of months. You've got time to prepare. And five kilometres is not very far.

G Hmm, OK then. I'll give it a try!

VOCABULARY SUPPORT

coral (C2) – a substance like rock, formed in the sea by groups of particular types of small animals

marathon (B2) – a running race of slightly over 26 miles (42.195 kilometres)

oxygen (B2) – a gas with no smell or colour – it is needed by plants and animals to survive

c 3.36 Give students time to read the task, then play the recording again. Students compare answers in pairs. Check answers as a class.

Answers
1 In Thailand (off an island called Koh Tao)
2 a three-day course
3 She was worried about sharks and running out of oxygen.
4 five kilometres
5 People cover the runners in powder paint every kilometre; there's a big party at the end with music and more paint.

CULTURE NOTE

The Colour Run series was founded in the US in 2011. Runners start a race in white T-shirts, and every kilometre volunteers throw brightly coloured powders (made from 100% eco-friendly material) over them. The focus of these runs is on participation rather than competition.

d Discuss the questions as a class.

e Give students one or two minutes to think about the question and make notes. Tell students to find a partner who has chosen a different sport. They discuss their reasons. Take feedback as a class and ask a few pairs to report back on what their sports have in common and how they are different. If they've never tried it, would they like to try their partner's sport? Why/Why not?

4 GRAMMAR Second conditional

a Go through the sentences and the questions as a class.

Answers
1 b
2 past simple (second conditional), present simple (first conditional); *would, might*

b 3.37 **Pronunciation** Give students time to read the question. Then play the recording. Put students into pairs to compare answers. Check answers as a class.

Answers
1 W 2 S 3 W 4 S 5 S 6 W

c 3.37 Play the recording again. Put students into pairs to practise saying the sentences.

CAREFUL!

The most common mistake students make with the second conditional is using the wrong tense in one or both of the clauses, and putting *would* + verb in the *if*-clause, e.g. ~~*If I would see it again, I'd take a photo*~~ (Correct form = *If I* ***saw*** *it again …*) and *will* instead of *would* in the consequence clause, e.g. ~~*If you came with me, it will be fun*~~ (Correct form = *it* ***would*** *be fun*).

Another typical error is the use of *can* or *will* instead of *could* to express an imagined possibility, e.g. ~~*If we went to the shops we can get an ice cream*~~ (Correct form = *we* ***could*** *get …*).

d 3.38 Students read the information in Grammar Focus 10A on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then do the exercises. Check answers as a class, making sure students are using the appropriate conditional forms. Tell students to go back to SB p.117.

Answers (Grammar Focus 10A SB p.151)
a 2 g 3 f 4 a 5 h 6 b 7 d 8 e
b 2 I knew, I'd call 3 Would, I asked 4 didn't, would 5 You'd be, didn't 6 I were, I'd get 7 would, you saw 8 treated, would
c 2 can/'ll be able to, stays 3 could, 'd join 4 won, 'd buy 5 win, won't be 6 didn't drink, wouldn't be 7 won't have, doesn't stop 8 lived, 'd be

e Remind students that we use the second conditional when we imagine if things were different. Go through the example about running long distances as a class so everyone understands how the exercise works. Give students five minutes to write their sentences. Monitor and help as necessary.

f Put students into pairs or small groups to compare and discuss their sentences. Take feedback as a class.

5 VOCABULARY

Adjectives and prepositions

a Put students into pairs to complete the sentences. Elicit students' ideas but don't check answers at this point.

b 3.39 Play the recording for students to listen and check their answers.

> **Answers and audioscript**
> 1 I was a bit worried about it before we went into the water for the first time.
> 2 It sounds perfect for me!
> 3 It's popular with all kinds of people.

c Give students one or two minutes to choose the correct prepositions. They then compare answers in pairs. Check answers as a class.

> **Answers**
> 1 of 2 of 3 of 4 for 5 in 6 about 7 of 8 for 9 to

d Individually, students do the task. They then compare their answers in pairs. Take feedback as a class.

e Tell students to look at the three adverts for physical activities. Ask: *What's happening in each photo?*

Give students up to five minutes to read the adverts and find the missing prepositions. They then compare answers in pairs. Check answers as a class. Ask: *Which of the activities in the adverts would/wouldn't you like to do? Why?*

> **Answers**
> Advert 1: worried about getting unfit; afraid of joining a gym; essential for good health; proud of our team
> Advert 2: interested in helping people; popular with blind people
> Advert 3: tired of the usual exercise classes; similar to an Army-style Boot Camp

CULTURE NOTE

A *boot camp*, also known as outdoor fitness and military fitness, is an approach to fitness which originated in the US. Boot camp instructors and personal trainers help participants improve their levels of fitness by pushing them a lot further than normal. There's also a strong emphasis on getting people to work in teams to achieve a common goal, just as people work together in military organisations.

EXTRA ACTIVITY

Put students into small groups. Ask them to choose a new opportunity for people to get fit. They should then write a short advert for it, like the ones on SB p.118 and use as many of the adjectives + prepositions from 5c as they can. They can read their adverts to the class during feedback and the class can vote on which opportunity they would most like to take.

6 SPEAKING

a Tell students that they are going to talk about an imaginary opportunity. Give students about five minutes to read the task and make notes on their ideas about one of the opportunities. Monitor and help as necessary.

b Put students into pairs for the speaking stage. Tell students to listen carefully to their partner to see if they would like to do the things their partner would. Change pairs a few times to extend the activity. Monitor and check that students are using the second conditional and adjective + preposition combinations. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to make notes about one of the other topics in the task. If there isn't enough time for them to discuss this new topic with a partner in 6b, check this during feedback and see how many other students agree.

ADDITIONAL MATERIAL

- Workbook 10A
- Photocopiable activities: Grammar p.165, Vocabulary p.170, Pronunciation p.180

10B Making the most of opportunities

At the end of this lesson, students will be able to:

- talk about a time when something good happened to them
- understand an article about experiencing good luck
- use a lexical set of expressions with *do*, *make* and *take*
- use the third conditional appropriately
- talk about a past event that made their lives better

OPTIONAL LEAD-IN

Books closed. Write the following expressions on the board:

– *Good luck!* (to a friend before an exam or another difficult situation)

– *That was lucky!* (when something bad nearly happens: e.g., you drop a glass but someone else catches it before it hits the floor)

– *That was unlucky!* (when something bad, but not terrible, happens to a friend, e.g. you drop a glass and it breaks)

– *It was beginner's luck!* (when someone plays a game for the first time and wins or does really well)

Put students into small groups to discuss when or why people would say each expression.

Ask students if they have the same expressions in their own language.

1 SPEAKING

a Give students up to five minutes to make notes about a good experience they've had. Tell them that they are going to talk about their experiences.

b Put students into small groups to tell their stories. Ask them to discuss what made their good experiences happen. Take feedback as a class on the most interesting things their partners talked about.

2 READING

a Put students into pairs to look at the three groups of photos and guess what the different stories might be about. Monitor and help with vocabulary as necessary.

b Put students into groups to compare ideas. Take feedback as a class.

c Pre-teach *biker* (a member of a group of people riding motorbicycles), *serendipity* (finding interesting or valuable things by chance) and *subscribe* (to pay money to an organisation in order to receive a product or use a service regularly). Give students two or three minutes to scan the article. Take feedback as a class on which of their ideas from 2a and 2b were mentioned in the article. Use this stage to establish the basic facts of what happened in each story in relation to the photos on SB p.119. You may wish to point out that *end up doing something* (a phrase which Tom uses at the end of his story) is useful for talking about the unexpected outcome of a good luck story.

Answers

Anna emailed the wrong person because of her friend's bad handwriting. She ended up working with and then marrying that person.

Tom was intending to unsubscribe from a job website, but then he saw an interesting job. He ended up living and working in New York City.

Carla's mother, who was in her 70s, started chatting with a biker in a café. She ended up having a motorbike ride for the first time in her life.

VOCABULARY SUPPORT

handwriting (B1) – the particular way in which someone forms letters with a pen or pencil

random (C1) – happening by chance, rather than according to a plan

d Individually, students read through the article again and complete the sentences. They then compare their answers in pairs. Check answers as a class.

Answers

1 Tom 2 Betty 3 Carla 4 Matt 5 Anna 6 Kenny

e Students read the questions and think about their answers. Put them into small groups to discuss the questions. Take feedback as a class.

3 VOCABULARY

Expressions with *do*, *make* and *take*

a You may wish to point out that collocations with *do*, *make* and *take* are very common, and students often make mistakes with them. Put students into pairs to choose the correct words, then check answers as a class.

Answers

1 make 2 doing 3 taking 4 take 5 make 6 take

LANGUAGE NOTE

In collocations like these:

– *do* is often associated with longer activities (*do a job*, *do some research*, *do a hobby*)

– *make* often means 'create' (*make your own luck*, *make money*, *make the most of something*)

– *take* is often associated with quick decisions and actions (*take a photo*, *take a look*, *take a chance*)

b Students complete the exercises in Vocabulary Focus 10B on SB p.161. Individually, students complete the collocations in Exercise a. Monitor as students do Exercise b. Put students into pairs for Exercise c. Tell students to go back to SB p.121.

Answers (Vocabulary Focus 10B SB p.161)

a 1 make 2 take 3 make 4 do 5 do 6 take 7 take 8 make

b 1 took 2 made 3 made 4 took 5 made 6 made 7 did 8 made 9 took 10 did

4 GRAMMAR Third conditional

a Students choose the correct words. They then compare answers in pairs. Check answers as a class.

Answers
1 had had
2 wouldn't have been
3 wouldn't have met

b Put students into pairs to discuss these questions about the information in 4a, then check answers as a class.

Answers
1 no, yes, yes
2 b
3 past perfect, *would* + *have* + past participle

c 3.40 Tell students to look at the pictures. Ask: *What are the people doing?* Check students' ideas. Then play the recording.

Answers
1 c 2 a 3 b 4 d

Audioscript

1
A How did the match go?
B Oh, I lost 5-1.
A Oh dear.
B Well, I wasn't playing my best. Of course I would have won easily if I hadn't hurt my arm.
A Oh, of course.

2
C It's no good. I can't start the engine.
D Oh great. This car's nothing but trouble.
C I know. I wouldn't have bought it if I'd known it was in such bad condition.
D Well, what did you expect for such a cheap price?

3
E Careful! Are you OK?
F Yes, thank you, I'm fine. Thank you. If you hadn't pushed me, that car would have hit me!
E Yes, I know. Some people just don't look.
F Yes. Thank you so much anyway.
E That's all right. You be careful, though.

4
G We found out that he was lying all the time. He had a daughter living in Hong Kong and he was sending her all the money.
H Ah, that explains why his bank account was empty.
G Yes exactly. I wouldn't have discovered the truth if I hadn't read her letters. I found them in a box in his attic.
H Well done. Good work.

d 3.41 **Pronunciation** Give students time to read the task then play the recording. Check answers as a class.

Answers
1 I would have won easily if I hadn't hurt my arm.
2 I wouldn't have bought it if I'd known it was in such bad condition.
3 If you hadn't pushed me, that car would have hit me!
4 I wouldn't have discovered the truth if I hadn't read her letters.

LANGUAGE NOTE

Because we don't pronounce the *h* in *have*, the final consonant in *would* and *wouldn't* links to the vowel sound at the beginning of *have*, which is pronounced as the weak form /əv/.

e 3.41 Play the recording again. In pairs, students practise saying the sentences.

EXTRA ACTIVITY

Tell students that you are going to give them four situations. They have to imagine that they had been in these situations and say what they would have done. Read out the following situations:

1 *John dropped his sandwich on the floor. He ate it.*
2 *Maria fell over. Some people laughed.*
3 *My bags were really heavy. Nobody helped me.*
4 *I didn't know the answer.*

Encourage students to use the third conditional in their responses (e.g. *I wouldn't have eaten it. I wouldn't have laughed. I would have helped. I would have known the answer.*). Make sure students pronounce *would have* and *wouldn't have* correctly. Repeat the activity a couple of times until students can produce the sentences comfortably.

CAREFUL!

When students at this level use the third conditional, they are likely to make tense errors in both of the clauses, e.g. ~~*If you have been there, you had enjoyed yourself*~~ (Correct form = *If you **had** been there, you **would have enjoyed** yourself*).

The *would have* clause in general is problematic for students as they often replace it with the past perfect, or *would* or *will* when imagining a different version of the past, e.g. ~~*It had been better to stay at home*~~ (Correct form = *It **would have** been better …*).

f 3.42 Students read the information in Grammar Focus 10B on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students are using the most appropriate conditional forms. Tell students to go back to SB p.121.

Answers (Grammar Focus 10B SB p.151)
a 2 would 3 had 4 would, had 5 would
b 2 hadn't gone to live in Japan, he wouldn't have met his wife.
3 could have gone to the concert if the car hadn't been broken.
4 would have gone to see the film if I'd known it was so good.
5 you had taken my advice, you wouldn't have got lost.
6 have been so successful if you hadn't helped me so much.
c 2 ~~wouldn't have lent~~ hadn't lent
3 ~~could burned~~ could have burned
4 ~~If I know~~ If I'd known
5 ~~What you would have done~~ What would you have done
6 ~~If he'd have~~ If he'd had
7 ~~If they'd arrive~~ If they'd arrived

TIP CONCEPT ELICITING

Give the following sentences for students to complete using the correct form of the third conditional. Tell them that there is no single correct answer – they should use their imaginations. Do this as a spoken exercise to elicit the correct forms and also check pronunciation.

1 *If I'd studied harder at school, I …*
2 *I would have become a doctor if …*
3 *If the weather had been better last weekend, I …*
4 *I wouldn't have got wet if I …*
5 *If I hadn't missed the bus, I …*
6 *I would have gone to the party if I …*

g Give students up to 10 minutes to write sentences. Monitor and check that students are using the third conditional correctly.

h Put students into pairs to compare their sentences. Take feedback as a class.

5 SPEAKING

a Tell students that they are going to tell the story of a past event that made their life better. Give them up to 10 minutes to read the task and prepare what they're going to say. Monitor and help with vocabulary as necessary.

b Put students into small groups for the speaking stage. Tell them not to rush their storytelling – each student should try to talk for at least one minute. Remind them that when they listen to others, they should think of questions to ask at the end. Monitor and check that students are making correct usage of the language from the lesson.

Ask: *Whose past event made the biggest difference to their life? Why do you think so?*

FAST FINISHERS

Ask fast finishers to tell their partners of another past event related to another topic from the list in 5a.

ADDITIONAL MATERIAL

- Workbook 10B
- Photocopiable activities: Grammar p.165, Vocabulary p.170, Pronunciation p.180

10C Everyday English
You've got nothing to worry about

At the end of this lesson, students will be able to:

- understand informal conversations in which people talk about their feelings
- use appropriate phrases for talking about possible problems and reassuring someone
- identify when speakers sound sure or unsure
- use appropriate phrases for changing the subject
- maintain informal conversations in which they talk about their feelings

OPTIONAL LEAD-IN

Books closed. Write these conversation topics on the board:

– *sport*
– *food*
– *work and study*
– *funny stories*
– *the weather*
– *politics*
– *films, music and books*
– *future plans, worries, hopes and dreams*

Put students into pairs. Ask: *How often do you talk about each of these topics? Which have you talked about so far today?*

1 LISTENING

a Put students into pairs to discuss the questions.

b 3.43 Play Part 1 of the video or audio recording. Elicit students' ideas but don't confirm answers at this point.

Video/Audioscript (Part 1)

MARK Thanks, Tom. So have you ...?
TOM Not yet.
M Right.
T I'm going to ask her tonight.
M Oh! How do you feel?
T A bit nervous! How did you feel when you did it?

c 3.44 Play Part 2 of the video or audio recording for students to check their ideas.

Answer
Tom's talking about asking Becky to marry him.

Video/Audioscript (Part 2)

TOM How did you feel when you did it?
MARK When I asked Rachel to marry me? Um, fine, I think. You've got nothing to worry about. I'm sure it'll be OK.
T I wish I had your confidence.
M So, where are you taking her?
T I've booked a table at *Bella Vita*. It's the place where we went on our first date.
M That's a good idea.
T Do you think so? You don't think it's a bit boring?
M No, not at all.
T Hmm. I'm still worried that something will go wrong. What if she says no?
M She's definitely not going to say no. You two are perfect for each other.
T Hmm, but what if?
M All right, enough!

EXTRA ACTIVITY

Remind students that another word for *ask someone to marry you* is *propose*. Write these questions on the board:

1 *Was Mark nervous when he proposed to Rachel?*
2 *What two things does Tom say he's worried about?*

Play Part 2 of the video or audio recording again for students to answer the questions. Check answers as a class (1 No. 2 He's worried that the restaurant is a boring place to propose and that Becky might say no.).

2 USEFUL LANGUAGE
Talking about possible problems and reassuring someone

a 3.45 Ask: *When Tom was talking about his worries, what was Mark trying to do?* (make Tom feel better by stopping him from worrying). Pre-teach *reassure*, which has the same meaning. Give students time to read the task then play Part 2 of the video or audio recording again. Students compare answers in pairs. Play the video or audio recording again if necessary. Check answers as a class.

Answers
1 nothing
2 sure
3 think
4 worried
5 if
6 definitely

b Put students into pairs to complete the table. Check answers as a class by asking students to say all the 'problem' sentences and then all the 'reassuring' sentences. Underline the sentence stems in the 'problem' sentences.

Answers

Talking about a problem	Reassuring someone
You don't think it's a bit boring? I'm still worried that something will go wrong. What if she says no?	I'm sure it'll be OK. She's definitely not going to say no.

c Give students time to prepare their real or invented worries, then put them into pairs to do the speaking activity. Monitor and help if necessary. Nominate a few pairs to perform their exchanges for the class.

3 PRONUNCIATION
Sounding sure and unsure

a Give students time to read the extract and question, then play the recording.

> **Answer**
> He sounds sure.

b 3.44 Play Part 2 of the video or audio recording again and check the answer to the question as a class.

> **Answer**
> He sounds unsure when he talks about how worried he is.

c 3.46 Individually, students read the sentences. Play the recording for them to decide. Play the recording again then check answers as a class.

> **Answers**
> 1 unsure
> 2 sure
> 3 unsure
> 4 sure

LOOP TIP DRILLING

Give students practice sounding sure or unsure by writing some questions and responses on the board:

1 *Will the shop be open?* (I think so, yes.)
2 *What was the lecture like?* (It was OK.)
3 *Did you enjoy the trip?* (I had a good time, yes.)
4 *Will you go to lessons tomorrow?* (I think I will, yes.)

Read the first question to the class and then reply sounding sure or unsure. The class must repeat the answer but sound the opposite. Repeat this with the other questions and responses. The drill can be repeated by reading the question and pointing to *S* or *U* (which you have written on the board) for students to give the correct response.

4 LISTENING

a Ask: *What's Tom going to do?* (propose to Becky) *How does he feel?* (nervous). Put students into pairs to predict what will happen next. Elicit students' answers, but don't confirm them at this point.

b 3.47 Play Part 3 of the video or audio recording for students to check their answers. Take feedback as a class. Ask: *Do you like happy endings like this?*

> **Answer**
> 3

Video and audioscript (Part 3)

BECKY Thank you!
TOM Thanks!
B So what are you going to get? I'm starving!
T I don't know. Maybe a pizza.
B Yeah, the pizzas do look really good.
T So, um, Becky, ever since I've known you …
B It's been a long time since we were here last.
T Yeah, we came here on our first date, didn't we?
B Really? I thought we went somewhere else. That reminds me, I need to book the restaurant for the office party. Let me just make a note of that before I forget. Were you trying to give me a ring earlier?
T A ring? What?! No!
B I've got a missed call from you on my phone.
T Oh! Oh, yeah, I just wanted to check that you knew which restaurant it was.
B Oh, OK.
T So, anyway, as I was saying, you've really changed my life.
WAITER Are you ready to order?
B Oh, we haven't even looked at the menus yet! Could you give us a couple more minutes?
W Of course.
T Becky, there's something I want to ask you.
B Oh yes, me too. Are you free this weekend? My parents are coming to stay and –
T Listen, I'm trying to ask you to marry me!
B What? Tom! Oh, I had no idea. How long have you been planning this? … This ring is gorgeous. When did you buy that? Oh, I know! That's what you were doing with Rachel in the shopping centre. I was sure something was going on!
T Becky, will you marry me?
B Of course I will!

c Put students into pairs to compare answers, then check answers as a class. Encourage students to justify their answers as far as possible. Ask: *What was the confusion about the word 'ring'?* (Becky says, 'Were you trying to give me a ring earlier?' She means, 'give me a phone call'. Tom thinks she means *ring*, a piece of jewellery.)

> **Answers**
> 1 F Becky thinks they went somewhere else.
> 2 T
> 3 T
> 4 F She says 'I had no idea.'
> 5 T

5 CONVERSATION SKILLS
Changing the subject

a 3.48 You may wish to explain that *changing the subject* means to change the topic, or start talking about something else. Play the recording for students to listen and complete the sentences.

> **Answers**
> 1 reminds
> 2 saying

b Put students into pairs to discuss the questions. Check answers as a class.

> **Answer**
> Becky is starting a completely new subject (work). Tom is returning to a previous subject (his feelings for Becky).

c Discuss the question as a class.

> **Answer**
> Both phrases are used to change the subject of the conversation.

d Put students into pairs to do the speaking activity. Monitor and help if necessary. Nominate a few pairs to perform their conversations for the class.

6 SPEAKING

Divide the class into pairs and assign A and B roles. Tell all the Student Bs to turn to SB p.130. Give enough time for students to read their information and make notes.

Before students start speaking, remind them of the expressions for reassuring someone and for changing the subject. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson. When students have finished, ask: *Who did most of the talking in your conversation? Did your partner reassure you about your worries?*

FAST FINISHERS

Ask fast finishers to think of good excuses to make if you get bored with a conversation and want to end it. Ask for examples of these during feedback and see if other students use these excuses themselves.

ADDITIONAL MATERIAL

- Workbook 6C
- Unit Progress Test
- Personalised online practice

10D Skills for Writing
I think you should go for it

At the end of this lesson, students will be able to:

- understand an advert asking for volunteers
- understand someone talking about their volunteering experience
- understand emails asking for advice on a course of action
- use expressions to advise a course of action
- write an email with advice

OPTIONAL LEAD-IN

Books closed. Ask students to think of as many verbs as they can that collocate with *money*.

Possible answers include: *earn money*, *make money*, *spend money*, *borrow money*, *save money*, *waste money*, *run out of money*, *raise money*.

1 SPEAKING AND READING

a Elicit the meaning of *volunteer* (a person who does something, especially helping people, willingly and without being forced or paid to do it). Tell students to look at the advert. Put students into pairs or small groups to discuss the questions. Elicit students' ideas, but don't confirm the answers at this point.

b Students read the web page quickly and check their answers to 1a. They then compare answers in pairs. Check answers as a class.

Answers

1 NowVolunteer is an organisation that offers volunteering programs in 50 countries. Programs include working with children, helping local communities or working on environmental projects.
2 Gap-year students, to gain experience for their CVs, make new friends and learn new skills.
3 Volunteers have to find the money (through sponsorship if possible) to work on a program.

VOCABULARY SUPPORT

gap year – a year between leaving school and starting university that is usually spent travelling or working

raise (B2) – to cause something (e.g. money) to exist

2 LISTENING AND SPEAKING

a Tell students to look at the photos. Check that everyone knows where Madagascar is. Discuss the question as a class.

CULTURE NOTE

Madagascar is situated off the south-east coast of Africa in the Indian Ocean. It is the world's fourth largest island – about the same size as Kenya or France – and has many species of wildlife, most of which aren't found anywhere else in the world.

b 3.49 Play the recording for students to check their ideas from 2a. Take feedback as a class.

Audioscript

GREG I finished training as a nurse in Auckland and I was expecting to get a job in a small hospital somewhere. But then a friend told me about NowVolunteer and I decided to apply. I'd always wanted to go to an African country and use my nursing skills to help people and here was a chance to do that, so I decided to take the opportunity while I could. I had to raise $500 before I went, but that was quite easy – I got two hospitals to sponsor me and then I borrowed some money from the bank.
So I went to Madagascar and joined a team of people working with a local supervisor. We set up a program where we went round villages and taught basic ways to improve hygiene and to avoid catching diseases. For example, we gave instruction about how to avoid catching malaria and distributed mosquito nets to some of the homes. I think we did some good, I hope so anyway, but I also learned a huge amount from it. I was suddenly in a completely different culture, teaching people who had such a different lifestyle from my own, so I think it made a big difference to the way I see the world. And I also made some very good friends out there, both local people and the other volunteers. We had such good times together and we've kept in touch since then.
After I came back, I got accepted straight away for a job at the university hospital, which is one of the best hospitals in Auckland. I'm sure I wouldn't have managed to do that if I hadn't worked in Madagascar and got this practical experience.
So I'd recommend NowVolunteer to anyone. I think their programs are great.

VOCABULARY SUPPORT

distribute (B2) – to give something out to several people, or to spread or supply something

hygiene (C1) – the degree to which people keep themselves or their environment clean, especially to prevent disease

sponsor (B2) – to support a person, organisation or activity by giving money, or other help

c 3.49 Students listen to the recording again and complete the table. Students compare notes in pairs. Monitor and help as necessary. Check answers as a class by asking different students to read out different answers.

Suggested answers

1 nursing
2 always wanted to go to African country to use nursing skills to help people
3 two hospitals sponsored him, and borrowed money from bank
4 went round villages, taught basic ways to improve hygiene and avoid catching diseases
5 got a job at university hospital in Auckland

d Put students into pairs or small groups and give them five minutes to discuss the questions. Take feedback as a class.

TIP MONITORING

When you monitor, it is often a good idea to contribute to the discussions with your own ideas, opinions and experiences. This can help in many ways. Firstly, it can encourage students to develop their conversations. Secondly, it can help create a good rapport with your students. Thirdly, you can learn more about your students and their individual language problems. For this activity you could mention any volunteer work you have done or would like to do.

EXTRA ACTIVITY

Put students into pairs or small groups. Tell them they have to think of a worthwhile volunteering opportunity – this could be something that already exists or something completely new. They should think about where it is, what the work involves, and why it's worthwhile. Together, they write a short advert for the volunteering position. Ask students to read out their adverts during feedback.

3 READING

a Individually, students read Vicky's email and answer the questions. They then compare answers in pairs.

Answers

1 looking after elephants in Thailand, teaching English in China
2 raising the money for NowVolunteer

b Divide the class into pairs and assign A and B roles. Tell Student As to look at SB p.127 to read Amanda's reply and Student Bs to look at SB p.131 to read Laura's reply. Individually, they read the information and think about the question. Tell students not to discuss anything at this point.

c Put students into A/B pairs to tell each other about the reply that they read and discuss who they agree with. Take feedback as a class on what they think Vicky should do and why.

4 WRITING SKILLS

Advising a course of action

a Tell students to look at both emails (on SB p.127 and p.131) to decide who uses which expression. Check answers as a class.

Answers

1 A 2 L 3 A 4 L 5 A 6 L 7 L

b Put students into pairs to answer the questions. Then discuss the answers as a class.

Answers

1 Expressions 1, 4, 6 and 7 only give advice; Expressions 2, 3 and 5 also imagine what would (or wouldn't) happen.
2 Laura uses more 'careful' language because she's advising a friend not to do something they want to do (b).
3 a, c, e

c Give students five minutes to rewrite the sentences. Then check answers slowly and clearly as a class.

Answers

1 If I were you, I'd write to them and ask where they spend the money.
2 Maybe it would be better to look for a job with a marketing company in Thailand.
3 I'm not sure it would be very interesting.
4 I expect you'd meet a lot of interesting people.
5 I'm just suggesting that you look at other alternatives.

5 WRITING An email with advice

a Tell students that they are going to write emails like Vicky's. Ask students to suggest a few possible things that people might do for a year as an alternative to their normal lifestyle or job. Encourage them to think imaginatively at this stage. Give 10 minutes for students to write an email asking for advice. Monitor and help as necessary.

b Put students into pairs to read each other's emails and write a reply. Encourage them to sound either careful or positive and enthusiastic. Give 15 minutes for this reading and writing stage. Monitor and check that students are using expressions from the lesson.

c When students have finished, they read their partner's reply and answer the questions in the book. Take feedback as a class.

Give the class feedback on their written work, focusing on how successfully their emails advise a course of action, and how careful or positive and enthusiastic their emails sound.

FAST FINISHERS

Ask fast finishers to write a short reply to thank the sender for his/her advice and say what they plan to do. Ask students to read examples of these during feedback.

ADDITIONAL MATERIAL

Workbook 10D

UNIT 10
Review and extension

1 GRAMMAR

Tell students to read the six exchanges which practise the second and third conditionals. Ask: *Is each exchange about the present or the past?* (1 the past 2 the present 3 the past 4 the past 5 the present 6 the past). Give students time to do the task and then compare answers in pairs. Check answers as a class by inviting six pairs to read out the exchanges.

Answers
1 have scored, 'd done
2 would, were
3 hadn't missed, have met
4 could have
5 wasn't
6 would, hadn't

2 VOCABULARY

a Individually, students complete the sentences. Check answers as a class.

Answers
1 workout 2 point 3 lose 4 net 5 beat 6 track 7 pass

EXTRA ACTIVITY

Tell students that in Unit 10, they've seen lots of examples of verb + noun collocations.

To extend the vocabulary review, ask the following questions:

– *You can score points. What else can you score?* (goals)
– *You can score points or you can … ?* (win them, lose them)
– *You can win points. What else can you win?* (a prize, a game, a match)
– *Before someone wins a game or match, what do the players do for the prize?* (compete for it)
– *What do we call all the players in a game or match?* (the competitors)
– *What do we call the competitors we want to beat?* (your opponents)

b Individually, students complete the questions. Check answers as a class.

Answers
1 do 2 takes 3 take 4 make 5 do 6 made 7 make

c Put students into pairs to ask and answer the questions in 2b. Take feedback as a class and ask a few students to tell the class anything new they found out about their partner.

3 WORDPOWER
Easily confused words

a Give students five minutes to do the exercise. They then compare answers in pairs. Check answers as a class by asking six students to read out a pair of matched sentences each.

Answers
1 a 2 b 3 b 4 a 5 b 6 a 7 a 8 b 9 b 10 a 11 a 12 b

b Individually, students choose the correct words. Check answers as a class.

Answers
1 a take
b give
2 a not take
b not win
3 a move away from here
b move to here
4 a lift something
b go up
5 a take from a person or place
b take something
6 a at the moment
b in fact

EXTRA ACTIVITY

Say the following sentences and ask students to reply, using one of the words from this section:

Can I have your dictionary for a minute? → *Can I **borrow** your dictionary?*
I can give you money. → *I can **lend** you some money.*
I can't find my phone! → *I'**ve lost** my phone!*
The bus went without me. → *I **missed** the bus.*
Come here with your books. → ***Bring** your books here.*
Go there with your bags. → ***Take** your bags there.*
The sun comes up every day. → *The sun **rises** every day.*
Put your arms up. → ***Raise** your arms.*
They took money from us. → *They **robbed** us.*

c Individually, students make notes on their ideas for each topic. Monitor and help with vocabulary as necessary.

d Put students into small groups to compare their answers and extend their lists. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to write pairs of gapped sentences to practise *miss/lose*, *actually/currently* and *raise/rise*. Ask the class to complete the sentences during feedback.

Photocopiable activities: Wordpower p.173

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called 'pre-teaching'. There are a number of ways to do this. Here are some ideas:

Give a definition: Use a short sentence to explain the meaning of a word. If you wish, use the definitions given in the Vocabulary support boxes throughout the Teacher's Notes. You could also use a learner dictionary to find on-level definitions, e.g. *dive – to swim under water, usually with breathing equipment* (from *Cambridge Essential English Dictionary,* Second Edition).

Draw/Show a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board, or show a picture on the interactive whiteboard or on a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g. to teach the word *dive* you could find a picture of a diver with a big shark behind him.

Act it out: It can be useful to show the word by acting it out, rather than giving definitions which may use above-level vocabulary.

Elicit it: Elicitation allows you to check what words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying open-ended sentences, e.g. *What is the activity when we swim under the sea and look at fish?* or *When we swim under water and look at fish, we … ?* (*dive*).

Gapped sentences: It's useful for students to see the word in a sentence to understand the context. Write a gapped sentence on the board (this can be one from the text), e.g. *Cristina _____ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water.* (dives). Allow students to guess what word goes in the gap, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

Discussion questions: With stronger students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

Pre-teaching for listening: You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

Extra ideas – how to …

Class survey

Use: to revise tenses, verb patterns, verb collocations, conversational language
Dynamic: whole class
Procedure:

- Write a list of questions which practise the target language. Ideally, each student will have a different question, but if this is difficult, aim to have one question per two students.
- Photocopy the list and cut up into strips to give out. Make sure each student has a question, even if the question is the same as another student's. Alternatively, dictate each question to one (or two) student(s) in turn.
- Ask students a question as an example and elicit a response which uses the target structure. Write the response on the board.
- Set a time limit for the activity, e.g. 10 minutes. Students move around the class and ask their question to as many different other students as they can. They write down the responses in their notebooks.
- When the time is up, divide students into smaller groups and ask them to compare their most interesting responses.

Running dictation

Use: to revise all kinds of vocabulary
Dynamic: whole class
Procedure:

- Choose a short text or a list of sentences/questions which you wish to revise. Around six to ten sentences should be adequate, depending on how confident your students are. Choose a text of the appropriate level for your students and which does not contain unfamiliar words.
- You will need one sheet for each pair of students, plus a few extra sheets.
  Put the extra sheets on a far wall of the classroom or just outside the classroom door. Mark the halfway point on the text.
- Divide the class into pairs: Student A is a reader and Student B is a writer. A has to go to the text/list and memorise as much as he/she can. Encourage students to remember a few words accurately rather than try to memorise too much. Student A goes back to Student B and dictates what he/she can remember. Student A must walk over to Student B before dictating and not shout the text out! Student A is not allowed to do any writing at this stage. The dictation continues until Student A has reached the halfway point of the text.
- The students swap roles with Student B dictating and Student A writing.
- As each pair finishes, give them a copy of the text and allow them to check their text against the original. Students should correct their mistakes. Monitor and help students to decide whether any differences are grammatically correct or not.

Grammar auction

Use: to revise a specific grammar area or general grammar
Dynamic: whole class (in teams)
Procedure:

- Prepare 10–15 sentences containing items of grammar from the unit you are currently working on or areas of grammar which you know students find problematic. Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an *auction* is (when you sell something to the person who offers the most money).
- Put students into small groups and tell them they have £100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.
- The winning group is the one which has bought the most correct sentences. If it's a draw, then the group which has got the most money left wins.

Guess who?

Use: to practise question forms, present simple, present continuous, past simple, etc.
Dynamic: whole class (with optional group/pair extension)
Procedure:

- Tell students that you are thinking of a person and that they have to guess who it is by asking *Yes/No* questions.
- If you wish to practise a specific grammar area, you might tell students that this person is living (for present tenses) or dead (for past tenses). Alternatively, you can use this activity to practise question forms in general by not specifying anything about the person.
- Put students into pairs or small groups to brainstorm possible questions. Specify a total number of questions, between five and ten, for the class to try and guess who you're thinking of. Students then take turns to ask you some of the questions they thought of.
- Make sure you reply only with *yes* or *no* (NOT ~~*Yes, he/she is.*~~) in order not to give away if the person is a man or a woman.
- Students win if they guess the person within the specified number of questions. The teacher wins if students can't guess the person.
- Continue the game either as a class, by asking a student to choose a person and take over from you at the front of the class, or by putting students into pairs or small groups to play.

Classroom whispers

Use: to revise tenses, verb patterns, verb collocations, pronunciation and listening skills
Dynamic: whole class
Procedure:

- You will need a list of short sentences and/or questions which practise the structures you wish to revise. You will need one sheet per three students in the class.
- Divide students into groups of three. All the Student As go to one part of the classroom, all the Student Bs to another, and Student Cs to another.
- Model the activity by standing with the Student As and showing them the first sentence on the sheet. The Student As then walk to the Student Bs and whisper the sentence they have remembered. Make sure the Student Cs can't hear. The Student Bs then go to the Student Cs and repeat the sentence and the Student Cs write down what they heard. Write the correct sentence on the board. Student Cs compare this with what they have written.
- Start the activity by showing the second item on the list to the Student As. The activity then continues as per your model. After the Student As have had two or three turns, they swap roles with the others in their group. The activity continues like this until they reach the end of the list.
- When the students have finished, give each group of three a copy of the sheet and they compare this against what they have written. The group with the fewest mistakes wins.

Sentence chains

Use: to revise a specific lexical set, e.g. items to take on holiday, etc.
Dynamic: groups/pairs
Procedure:

- Before the class, decide which lexical set you're going to test students on and decide the best sentence to lead in to this. You can use: *Before I went on holiday I packed…* (*my ticket*, *a guidebook*, *my clothes*, *a map*). However, if you want to revise a different tense as well as the target lexical set, you could amend the sentence as appropriate, e.g. *I came home from holiday and I had spent all my money. I had …* (*bought a lot of souvenirs*, *done a lot of sightseeing*, *stayed in a luxury hotel*).
- Demonstrate the activity with the lead-in sentence and then the first item, e.g. *Before I went on holiday, I packed my ticket.* Gesture to a student to repeat your sentence and add a new verb phrase e.g. *Before I went on holiday, I packed my ticket and a guidebook.* Nominate the next student who repeats the sentence and adds another item and so on until the list is too long to remember.
- Put students into groups of three to five to play together.
- Depending on your students, you may wish to adjust the difficulty of the activity, e.g. ask students to include the information about a list of nouns, e.g. *my plane ticket*, *a heavy guidebook*, *my beach clothes*, *a local map.*

Backs to the board

Use: to revise a specific lexical set or general vocabulary
Dynamic: whole class (in teams)
Procedure:

- Put students into small groups of four to five. If possible, mix stronger students with weaker students so no group is noticeably stronger or weaker than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this, drawing pictures, mime, synonyms, simple explanations, etc. However, use of their own language will mean they are disqualified.
- When the student(s) with their back to the board think they know the word, they put their hand up. Ask the first student to put their hand up to say the word and, if they are correct, award their group a point. If they aren't, the other teams continue. Any student who shouts out the answer is also disqualified.
- The winning group is the one with the most points at the end of the game.

Tennis

Use: to revise specific word pairs, e.g. opposite adjectives, past simple / past participle forms, collocations
Dynamic: pairs
Procedure:

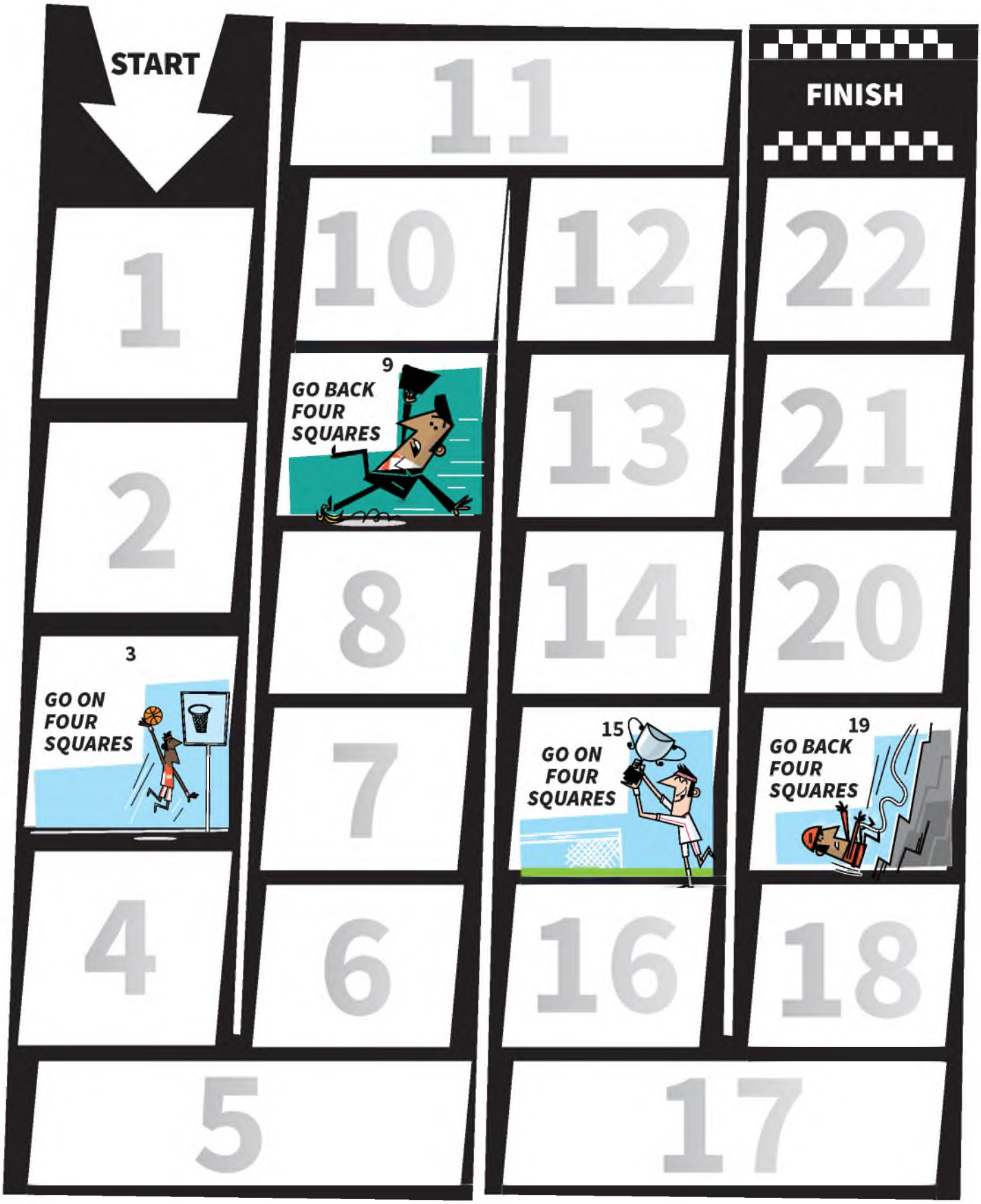
- Explain which lexical set you're going to work on, e.g. *travel collocations*. Demonstrate the activity by asking a stronger student to help you. Say the first word of the pair, e.g. *pack* and ask the student to respond with the second, e.g. *a bag*. The student continues with a different first word and you respond with the second, e.g. ***A** pack **B** a bag – stay at **A** home – stay in **B** a hotel –*, etc.
- Tell students that, just like in a real game of tennis, it's important not to pause for a long time. If one of the students pauses too long between items, they lose that round, e.g. in ***A** travel **B** abroad – make **A** plans – plan **B** ummm ahhh … a holiday*, B would lose.
- Put students into pairs to play together. Tell them they should continue for as long as possible. If one student loses the round, they start again.

Board game

Use: to revise vocabulary or grammar structures from any lesson in the Student's Book
Dynamic: small groups
Procedure:

- Before the class, decide which lexical set, or grammar structure you want to give students extra practice in, e.g. Communication vocabulary from Lesson 1A, or Present simple and continuous from Lesson 1B.
- Divide the class into groups of three or four and give each group a board game sheet and a dice. Explain that students take turns to roll the dice and move around the board. Whenever a student lands on a square, they must practise a grammar or vocabulary item related to the number of that square. You will write these vocabulary or grammar items on the board later. If a student lands on squares 3, 9, 15 or 19, they must go back or go on, as indicated.
- If you are practising vocabulary, you will need 18 lexical items. Decide on these items, and write them on the board, numbered 1–22. Note that there will be no items numbered 3, 9, 15 or 19. When a student lands on a square, they must talk for one minute, making sure that they use the lexical item when they are talking. (You can ask students to talk for less, or more, than a minute, depending on their level and confidence. You can also give students a time range, e.g. 30 seconds to one minute, if you have a class with mixed ability.)
- Alternatively, you may wish to test students' vocabulary knowledge by writing 18 gapped sentences on the board, e.g. *1 It's difficult to keep in ___ with friends when they live abroad.* When students land on that number, they must say what they think the missing word is (e.g. *touch*).
- To give further practice of grammar structures, write 18 sentences with an option for each sentence, e.g. *1 What do you think / are you thinking about right now?* As students land on that numbered square, they decide which is the best way to complete the sentence.
- Alternatively, write 9 grammatically correct sentences on the board, and 9 incorrect sentences (e.g. *What do you think about right now?*) on the board. When students land on a square, they must decide whether the sentence is correct or not, and if not, they correct it.
- Monitor and help with any questions students have about correct language.
- Students play until the winner reaches the *FINISH* square.

Board game


START
FINISH
1
2
3
GO ON FOUR SQUARES
4
5
6
7
8
9
GO BACK FOUR SQUARES
10
11
12
13
14
15
GO ON FOUR SQUARES
16
17
18
19
GO BACK FOUR SQUARES
20
21
22

Photocopiable activities overview

GRAMMAR

	Target language	Activity type	Dynamic	Teacher's notes
1A	Subject and object questions	Question completion and personal interviews	Pairs and mingle	p.160
1B	Present simple and present continuous	Card game and role play	Groups of three or four	p.160
2A	Present perfect simple and past simple	Discussing ambitions	Groups of three or four	p.160
2B	Present perfect simple and present perfect continuous	Sentence completion and personal interviews	Individually and groups of three	p.161
3A	Narrative tenses	Card game and story-telling	Pairs	p.161
3B	*used to, usually*	Completing prompts and guessing game	Individually and pairs	p.161
4A	Modals and phrases of ability	Dictation and discussion	Individually and groups of three or four	p.161
4B	Articles	Board game	Groups of three or four	p.162
5A	Future forms	Dialogue completion	Pairs	p.162
5B	Zero conditional and first conditional	Guessing game	Groups of four	p.162
6A	Modals of obligation	Writing sentence endings and guessing game	Pairs and groups of four	p.162
6B	Comparatives and superlatives	Comparing ideas	Individually and groups of three or four	p.163
7A	Modals of deduction	Pelmanism	Small groups	p.163
7B	Quantifiers	Card game and 30-second talk	Small groups and individually	p.163
8A	Reported speech	Question completion and personal interviews	Individually, mingle and small groups	p.164
8B	Verb patterns	Sentence maze	Groups of four, six or eight	p.164
9A	The passive	Sentence completion and quiz	Small groups and individually	p.164
9B	Defining and non-defining relative clauses	Categorising and guessing game	Individually and small groups	p.164
10A	Second conditional	Personal interviews	Mingle	p.165
10B	Third conditional	Guessing game	Groups of three or four	p.165

VOCABULARY

	Target language	Activity type	Dynamic	Teacher's notes
1A	Communication	Question completion and discussion	Individually, pairs or small groups	p.165
1B	Gradable and extreme adjectives	*Snap* and story-telling	Groups of three	p.165
2A	Work	Matching and discussion	Individually, pairs, small groups	p.166
2B	Technology	Unscrambling words, sentence completion and quiz	Individually, pairs	p.166
3A	Relationships	Ordering sentences, questionnaire and discussion	Individually, pairs, small groups	p.167
3B	Family; Multi-word verbs	Guessing game	Pairs	p.167
4A	Ability	Guessing game	Pairs	p.167
4B	*-ed/-ing* adjectives; Personality adjectives	Identifying feelings and puzzle	Pairs	p.168
5A	Environmental issues	Matching collocations and discussion	Individually, pairs	p.168
5B	The natural world	Crossword	Pairs	p.168
6A	Compound nouns; Multi-word verbs	Sentence completion, questionnaire and discussion	Individually, pairs	p.168
6B	Describing food	Puzzle, categorising and discussion	Individually, pairs	p.169
7A	Describing houses and buildings	Guessing game	Small groups	p.169
7B	Verbs and prepositions	Sentence completion and guessing game	Pairs	p.169
8A	The news	True or false, table completion and discussion	Individually, pairs	p.169
8B	Shopping; Reporting verbs	Guessing game, sentence completion and guessing game	Pairs, individually, small groups	p.170
9A	Cinema and TV	Guessing game and Find someone who …	Individually, mingle	p.170
9B	Word-building	Sentence completion	Individually, pairs or small groups	p.170
10A	Sport; Adjectives and prepositions	Sentence completion and discussion, table completion and discussion	Individually, pairs	p.170
10B	Expressions with *do*, *make* and *take*	Guessing game, sentence completion and discussion	Pairs, individually, small groups	p.171

WORDPOWER

	Target language	Activity type	Dynamic	Teacher's notes
Unit 1	*yourself*	Responding to questions	Pairs	p.171
Unit 2	*look*	Card game	Pairs, small groups	p.171
Unit 3	*have*	Find someone who …	Mingle, groups of four	p.172
Unit 4	*so* and *such*	Card game	Groups of three or four	p.172
Unit 5	*problem*	Table completion discussion	Pairs	p.172
Unit 6	*go*	Discussion	Groups of three or four	p.172
Unit 7	*over*	Dominoes	Groups of four	p.172
Unit 8	*in/on* + noun	Guessing game and discussion	Pairs, groups of four	p.173
Unit 9	*see, look at, watch, hear, listen to*	Interviews	Mingle	p.173
Unit 10	Easily confused words	Question completion and interviews	Individually, mingle, pairs or small groups	p.173

PRONUNCIATION

	Target language	Activity type	Dynamic	Teacher's notes
Welcome!	Phonemic symbols	Identifying sounds, word search	Individually, pairs	p.173
1A	Sound and spelling: /ɪ/ and /iː/	Card game	Pairs	p.174
1B	Sentence stress: gradable and extreme adjectives	Quiz	Pairs, groups of four	p.174
2B	Sentence stress: main verb / auxiliary verb	Guessing game	Pairs	p.175
2C	Sentence stress	Card game	Groups of three	p.175
3A	Linking sounds	Identifying connected speech and dictation	Pairs	p.175
3C	Stress in word groups	Story-telling	Pairs, groups of four	p.176
4A	Stress in modal verbs	Board game	Groups of three or four	p.176
4B	Sound and spelling: final *-ed* in adjectives	Guessing game	Pairs	p.176
5A	Sound and spelling: *a*	Find the 'odd word out'	Groups of three	p.176
5B	Consonant clusters	Four in a row	Pairs	p.177
6A	Word stress: compound nouns	Dominoes	Pairs	p.177
6B	Sound and spelling: /ʃ/ and /ʧ/	Pelmanism	Pairs	p.177
7A	Modal verbs: sounding the final *t* or *d*	Responding to statements	Pairs	p.177
7C	Sounding polite	Flowchart conversation	Pairs	p.178
8A	Sound and spelling: /g/ and /k/	Sound maze	Pairs, individually	p.178
8B	Sound and spelling: /s/ and /z/	Identifying sounds, grid completion and *Battleships*	Individually, pairs	p.178
9A	Auxiliary verbs in passive sentences	Find the differences	Pairs	p.179
9B	Relative clauses: pausing	Table completion	Mingle	p.179
10A	Sentence stress: *would*	Dictation and discussion	Pairs	p.180
10B	Sentence stress: *would* and *have*	Matching	Pairs	p.180

Teacher's notes for photocopiable activities

GRAMMAR

1A Subject and object questions

Photocopiable activity on p.181

You will need one sheet for each student.

Ask students to think of a place they have travelled to recently. It could be a place nearby in their own country, or somewhere abroad.

Give each student a sheet and ask them to look at Activity A. Put students into pairs and tell them to complete the *yes/no*-questions in column A with the correct form of the verb in brackets. Do question 1 as an example: *Have you travelled recently?*

Next, ask students to focus on the follow-up object questions in Column C. Elicit that they should use the past simple. Do question 2 as an example: *Where did you go?* Students complete the questions with the correct form of the words in brackets. Check answers for both columns as a class.

Answers

1 Have you travelled recently?
2 Where did you go?
3 Did you go with a friend?
4 Who did you go with?
5 Did you see a famous building or place?
6 What did you see?
7 Did you take lots of photos?
8 What did you take photos of?
9 Did you eat something interesting?
10 What did you have?
11 Did you enjoy your visit and do you want to go back?
12 Why did you like it?

Tell students they're going to move round the class and try to find a different person for each question in column A. Explain that they must first ask the *yes/no*-questions, and start each exchange with: *Have you travelled recently?* If they find someone who answers 'yes', they should write their name in column B and ask the follow-up question in column C. They should then make notes on the answers they hear in column C.

Students then look at Activity B. Ask them to complete the subject questions with the correct form of the words in brackets. Do the first one as an example: *Who has travelled recently?* Check that the questions have been formed correctly.

Put students into small groups to ask and answer the subject questions, e.g. **A** *Who saw a famous building or place?* **B** *Maria. She went to New York and saw the Empire State Building.*

Get feedback from the class. Ask for the most interesting information the students found out about the people they interviewed.

Answers

1 Who has travelled recently?
2 Who went with a friend?
3 Who saw a famous building or place?
4 Who took lots of photos?
5 Who ate something interesting?
6 Who enjoyed their visit and wants to go back?

1B Present simple and present continuous

Photocopiable activity on p.182

You will need one sheet for each group of three or four students, cut up.

Explain that this is a guessing game, practising the present simple and present continuous.

Demonstrate by writing the following sentence on the board: *I'm working very hard at the moment.* Do not say the exact sentence, or exact words from the sentence, but try to explain it using other present simple or present continuous phrases, e.g. *Every day, I get up at 5 o'clock in the morning. I go to the office, and I work for 14 hours every day. I only get home at 9 o'clock at night, and that's why I'm feeling really tired right now!*

Divide the class into small groups of three or four. Give each group a set of cards and ask them to put the cards face down in front of them. Students take it in turns to pick up a card and to talk about the sentence they read. The other students in the group should try to guess what the sentence is. The student who guesses the sentence (or nearly the same sentence) can keep the card.

The winner is the student with the most cards.

VARIATION

Play the game as a whole class and divide the class into two teams. With a weaker class, you could explain the sentences on the cards yourself. The first team to say the same sentence on the card (or nearly the same) wins the point.

With a stronger class, you could ask different students from each team to pick a card and explain their sentence in front of the class. Again, the first team to say the sentence wins the point.

2A Present perfect simple and past simple

Photocopiable activity on p.183

You will need one sheet for each student.

Divide the class into groups of three or four. Explain that students are going to talk about things they haven't done yet but would like to do.

Students look at the ambitions at the top of the sheet and choose six, numbering them 1–6. They can write their own idea next to 'something else?' if they have a different ambition.

Demonstrate spinning the pencil in the centre of the circle, or letting it drop vertically from upright in the centre until a number is selected. Students take it in turns to select a number in this way. Each student should clarify the item on their list corresponding to that number, and describe something they haven't done yet but would like to do. Other students can explain if they have done this activity and discuss it.

Continue until each student has spoken about most of the items on their list.

2B Present perfect simple and present perfect continuous

Photocopiable activity on p.184

You will need one sheet for each student.

Divide the class into groups of three and give each student a sheet.

Ask students to look at the sentences and to underline the best verb forms in each one. Point out that sometimes both forms may be possible.

If necessary, remind students that we don't use the present perfect continuous with state verbs and that we often use the present perfect continuous to focus on the duration of an activity, or when doing (rather than completing) an activity has a result now.

FAST FINISHERS

Fast finishers can create their own sentences. They can look back at 2B for ideas.

Answers

1 I've known
2 We've lived / We've been living
3 I've owned
4 I've done / I've been doing
5 I've studied / I've been studying
6 I haven't read
7 I've read / I've been reading
8 I've worked / I've been working
9 I've lived
10 I've just finished

Students change the sentences so they are true for themselves in the 'Me' column. If necessary, write an example on the board: *I've known my best friend since I was 17. We haven't been living in the same town for a long time – she lives in Madrid and I live in Barcelona.*

Tell students they should now find out about each other by asking questions. Ask students to think of the question forms needed. Give an example: *How long have you known your best friend?*

Students talk to the two other members in their group and make notes in the table.

Get feedback by asking one or two groups to tell you anything interesting they talked about.

3A Narrative tenses

Photocopiable activity on p.185

You will need one sheet for each pair of students, cut into a set of story cards (A–J).

Explain to students that they are going to create a story from some story cards. Divide the class into pairs and give each pair a set of cards.

Give the pairs five minutes to order the story, then ask them to work with another pair and compare their story order.

Elicit the correct order and write this on the board.

Answers

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

EXTRA ACTIVITY

Divide the class so that each student is working with a different partner. Ask students to retell the story one more time. Pay close attention to their use of narrative tenses.

3B *used to, usually*

Photocopiable activity on p.186

You will need one sheet for each student.

Give each student a sheet. Students work individually and choose six of the prompts at the top of the page. They should write their answers (just one or two words for each one) in the six shapes on the sheet.

Divide the class into pairs. They should show each other their sheets. Students look at the answers in the shapes and ask their partner questions to find out what each answer refers to e.g. *Did you use to spend a lot of time at your grandmother's house?*

Students explain their answers as fully as possible, e.g. *Yes, I used to go and visit her every weekend, but then we moved to a different town, and I don't see her so much now, but we usually see her in the summer.* Encourage students to ask follow-up questions.

Students report back to the class on their partner's most interesting answers.

4A Modals and phrases of ability

Photocopiable activity on p.187

You will need one sheet for each student.

Tell the class that they are going to practise modals and phrases of ability. Quickly elicit phrases which can talk about ability (*be able to, should be able to, manage to, need to*, etc.).

Give each student a sheet. Tell them that you will read out 10 sentences. Students listen and write down the sentences they hear in the first column.

1 *I can play a musical instrument.*
2 *I like being able to speak English.*
3 *I won't be able to relax this weekend.*
4 *Everyone should be able to go to university.*
5 *I want to be able to drive in the future.*
6 *I couldn't speak any English a year ago.*
7 *I'm not able to run more than five kilometres.*
8 *I managed to do something very difficult recently.*
9 *I've been able to meet lots of interesting people recently.*
10 *I worry about not being able to get a good job in the future.*

Ask students to decide which sentences they agree with and to change the sentences which are not true, e.g. ~~*I can play a musical instrument.*~~ *I could play a musical instrument when I was younger, but I can't now.*

Divide the class into small groups of three or four. Ask students to discuss their ten sentences, and to give as much information as they can, e.g. *I can't play a musical instrument. I could play the piano when I was younger, but I can't now. I've forgotten how to do it.* Encourage students to ask follow-up questions to find out more.

Go round and monitor to check students are using modals of ability and *be able to* correctly

Students report back to the class on anything interesting they discussed in their groups.

4B Articles

Photocopiable activity on p.188

You will need one sheet for each group of three or four students. Each group will need a dice and something to use as counters for each student (e.g. a coin).

Explain that students take turns to move around the board. Whenever they land on a square, they must first complete the sentence they see with the correct article (*a, an, the* or no article Ø). If they can't, they have to move back to the previous square.

If students land on a *True or false?* square, they must also agree or disagree with the statement and explain why. If they land on a *Talk about...* square, they need to talk about the topic for at least 30 seconds.

As students are playing, go round and monitor to check students are using the articles correctly.

The winner is the first student to reach the *FINISH* square.

Answers

1 a 2 the 3 the 4 a 5 an 6 a 8 Ø, Ø 9 the
10 Ø 11 the 13 Ø 15 Ø 16 Ø 17 the 18 a
20 the 21 the 22 the 23 the

FAST FINISHERS

Ask fast finishers to create gapped sentences with missing articles. They can write these on the board while the other groups are finishing their game. Check answers as a class.

5A Future forms

Photocopiable activity on p.189

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet. Explain that you are going to read out ten sentences and students should decide which response is better: *a* or *b*.

Read out the sentences, repeating them if necessary:

1 *What are your plans this summer?*

2 *I'm having a party tonight. Do you want to come?*

3 *Are you busy this afternoon?*

4 *I forgot my wallet – I can't buy anything for lunch today.*

5 *When are you going to New York?*

6 *Do you think Sarah will be OK in her exam?*

7 *These books are so heavy.*

8 *The party starts at five. Bring your own food or drink if you want.*

9 *It's gone really cold.*

10 *I heard on the TV that it's going to be sunny tomorrow.*

Answers

1 b 2 a 3 a 4 b 5 a 6 a 7 b 8 a 9 a 10 b

Check answers as a class. Ask students to discuss why each answer they chose was correct.

5B Zero conditional and first conditional

Photocopiable activity on p.190

You will need one sheet for each group of students.

Divide the class into groups of four. Tell students that they are going to play a game where one student chooses a zero conditional or first conditional sentence and the other students guess which sentence has been chosen.

Demonstrate by choosing a sentence from the sheet. Don't tell the class which one you've chosen. Instead, talk about it by inventing a situation or talking about something from your own experience, e.g. *I want to go to the beach this weekend, but I've just checked the weather forecast. It says it's going to be cold and rainy, so I might not go. Maybe I'll just stay in and watch DVDs. I'll wait until Friday, and then I'll decide.* Ask the class which sentence is the best match for this situation (*12 Unless it's sunny, you'll stay at home*).

Students take turns to choose a sentence and explain the situation related to that sentence. The first student to guess the sentence correctly can cross off the square and write their initials on it.

The winner is the student who has correctly guessed the most sentences.

VARIATION

With a white-out pen, gap a word in each situation, e.g. *10 When you see a _____, you always feel scared*. Divide the class into pairs and give this modified version of the sheet to each pair. Divide the class into pairs and ask them to complete the sentences. Take feedback as a class and see how many of the answers were the same.

6A Modals of obligation

Photocopiable activity on p.191

You will need one sheet for each pair.

Divide the class into pairs and give each pair a sheet. Ask students to read the sentence beginnings and to discuss their ideas on how to complete each sentence. Demonstrate this by reading sentence 1 *When you use public transport, you must …* and eliciting some possible ideas for how to complete the sentence e.g. *buy a ticket, give up your seat to people who need it, etc.*

Students continue to read the sentences and write the sentence endings in one of the boxes at the bottom of the worksheet. Ask students not to write their endings in order. Monitor and help as necessary.

When students have finished, divide the class again so each pair is working with another pair in groups of four. Ask pairs to swap sheets and try to guess which answer goes with which sentence.

Pairs then work together to check answers and to confirm their completed sentences. They then discuss whether they agree with the completed sentences or not.

Get feedback from the class and elicit an ending for each sentence. Correct any mistakes.

6B Comparatives and superlatives

Photocopiable activity on p.192

You will need one sheet for each student.

Tell students that they are going to discuss different topics using comparative and superlative language.

Demonstrate by writing the following on the board: *Think of two jobs.* Elicit different jobs from the class and write them on the board. Then, write the following question: *Which is the most popular?* Elicit answers from the class. Encourage students to use more than just a simple range of language for comparing things, e.g. *it's as good as ..., a bit ..., by far ..., much ...* . Encourage the class to give reasons for their decision.

Give each student a sheet. First, ask them to write down their own ideas. They should write items for each prompt, and then make notes about why one might be better, more difficult, etc. than the other.

Put students into small groups of three or four. They should say the things in their lists, and then discuss together which one is better, worse, etc.

Go round and monitor for correct language. Finally, ask a few groups to tell the class about the lists they discussed.

EXTRA ACTIVITY

In their groups, students think of three more categories and write questions for each one on a sheet of paper. Tell the groups to swap their sheets with another group's and to answer their questions. Get feedback as a class by asking one student from each group to talk about one of the answers they gave.

7A Modals of deduction

Photocopiable activity on p.193

You will need one sheet for each group of students, cut up.

Divide the class into small groups and give each group the two sets of cards. Students should put the two sets of cards face down on the desk and spread out the cards into two groups.

Students must take turns to turn over a numbered sentence 1–12. As a group, they should speculate on the situation. Encourage students to use modals of deduction (*could, can't, might* and *must*).

Students then try to match the first sentence in **bold** with a logical second sentence. Demonstrate by turning over two cards and reading them to the class. Ask if the cards match or not. If the cards match, the students can keep the cards and turn over another card to try and find another matching pair. If not, the cards are turned over and placed back down again.

The winner is the student with the most matching sentences.

Answers

1 She can't be cold.
2 He must be ill.
3 We can't be late.
4 She might be angry with you.
5 She must really enjoy it.
6 We could be too late.
7 She might be a famous person.
8 He could be on holiday.
9 It can't be boring.
10 He must earn a lot of money.
11 He could be wrong.
12 It might not be very cheap.

VARIATION

Cut up the second group of sentences but don't cut up 1–12. Divide the class into pairs. Ask students to match sentences 1–12 with the correct second sentence.

7B Quantifiers

Photocopiable activity on p.194

You will need one sheet for each group of students, cut up.

Divide the class into small groups and give each group a set of cards. Students put the two sets of cards face down on the desk in front of them.

Students must take turns to turn over a card and look at the sentence. They should show it to the other members of their group. The first person to say whether the sentence is grammatically correct or not (and to correct the sentence) gets the chance to talk about the topic (agreeing or disagreeing with the statement) on the card for 30 seconds. Point out that the sentences may contain mistakes with quantifiers, but not with any other grammar point.

The winner is the student with the most cards.

Answers

1 ✓
2 There isn't a lot of space in my home.
3 There is too much traffic in my town.
4 I haven't got any work to do tomorrow.
5 ✓
6 There are too many people in my house – it's very crowded.
7 I think young people have far too many mobile devices these days.
8 Most people have enough money to buy what they want.
9 There aren't many good places to eat in my town.
10 ✓
11 ✓
12 There are too few / aren't enough chairs in this room – some people will have to stand.
13 There are a few shops where I live – enough to buy basics.
14 ✓
15 ✓
16 There is too much information online.
17 ✓
18 ✓
19 There aren't any nice parks in this city.
20 I haven't got many online friends.
21 ✓

NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to decide whether the sentences are correct or not.

8A Reported speech

Photocopiable activity on p.195

You will need one sheet for each student.

Individually, students complete the question forms in the first column of the table using the words from the box. Tell them that the words can be used more than once.

Answers

1 did, were	2 Did	3 was	4 was	5 do	6 Do
7 have	8 do	9 are	10 will	11 Are	12 Can

Tell students to move around the class. They should ask their questions to three other students and make notes of their answers in the table.

Write this example of reported information on the board and remind students of the rules of reported speech:

I asked Simona what she had enjoyed doing when she was a child. She said that she had enjoyed playing video games. She also told me that she hadn't enjoyed school very much because she thought it was boring.

Divide the class into small groups so that students work with people they didn't interview. Each person should give a short report on what they found out about the people they interviewed. Each group should see if their reports have anything in common.

8B Verb patterns

Photocopiable activity on p.196

You will need one sheet for each group of students.

Divide the class into groups of four, six or eight and then further divide each group into two teams: A and B (or an alternative name chosen by them).

Explain that each team must try and win as many words as possible.

Tell students that to win a hexagon, they must create a correct sentence using the verb inside the shape, plus the *-ing* form or *to* + infinitive. Demonstrate by asking what sentence they could make if the hexagon contained the word *enjoy*. If they produce a sentence using the form *enjoy doing something*, tell them they would win the hexagon. If they produce an incorrect sentence (*enjoy to do something*) then the other team will have a chance to win the hexagon by offering an alternative sentence.

Get each team to toss a coin to decide which team goes first. They should take turns till the game is over. When they win a hexagon thay should write 'A' or 'B' (or the name of the group) in the shape. Go round and monitor for correct language use.

VARIATION

For a shorter game (but still in teams), students just have to say whether each verb is followed by the *-ing* form or *to* + infinitive to win a hexagon.

9A The passive

Photocopiable activity on p.197

You will need one sheet for each group of students, cut up.

Divide the class into small groups and give each group a set of cards. Students put the cards face down on the desk in front of them.

Students must take turns to turn over a card and look at the sentence. They mustn't show it to the other members of their group. First, they decide how to complete the gap with the passive form of the verb in brackets. They then read out the full sentence. Point out that sometimes there may be more than one possible way of completing the sentence. Go round and answer any questions students have about the choice of passive form.

Other members of the group compete to be the first to follow the instruction, naming two things belonging to that category.

The winner is the student who named the most things at the end.

Answers

1 were born
2 were painted / have been painted
3 were written / have been written
4 are produced / are being produced
5 were made / have been made
6 are loved
7 are made
8 be done
9 are watched
10 are based / were based
11 be done
12 are spoken
13 were built
14 are sold / are being sold
15 have been published

9B Defining and non-defining relative clauses

Photocopiable activity on p.198

You will need one sheet for each student.

Give each student a sheet. Individually, students look at the five categories and write three items in each one. Monitor in case any students need help with ideas.

Tell students to start thinking about how to define each of the things they listed. Demonstrate by telling students that you are going to define something in the *Places/Buildings* category. Write the following description on the board: *It's a place where people go if they are ill. The people who work there are doctors and nurses.* Elicit the answer *hospital* from the class. Students then define the things they listed. They can make notes if they want.

Divide the class into small groups. Explain that students will take it in turns to define one of their words. They start by nominating the first person to begin. The group choose a category (e.g. *Jobs*) and the person defining chooses one item from their own list and says their first sentence. Each definition must contain a relative clause. The student continues saying sentences until the group can guess the item. Allow the game to continue until all the participants have defined the things on their lists.

EXTRA ACTIVITY

Put students into pairs. Ask them to select one item from each category from either of their lists. They should then write two sentences – one a defining and the other a non-defining relative clause. Encourage them to try and be as creative as possible.

Put each pair of students with another pair to form a new group of four. Each pair tests the other pair to see who can guess the most items from the definitions.

10A Second conditional

Photocopiable activity on p.199

You will need enough sheets to give at least one strip to each student. In larger classes, more than one student may have the same item. Before the class, cut up the strips.

In this activity, students move around the class and ask their classmates questions. Demonstrate by writing *What would you do if ... ?* on the board. Then write *meet* (the name of a famous person). Ask students how you could make a second conditional question from this (*What would you do if you met [the name of a famous person]?*). Encourage students to answer the question, using the second conditional (*I'd ...*).

Give students one question strip each. They should move around the classroom asking as many other students as possible to answer the *What would you do if ...?* question. They make notes of the response in a notebook. Monitor to check students are using the second conditional correctly.

As a class, or in groups, students talk about the funniest or most interesting responses they heard.

VARIATION

In larger classes (or where mingling is difficult), students could work in pairs or small groups, taking turns to ask and answer the questions.

10B Third conditional

Photocopiable activity on p.200

You will need one sheet for each group of students, cut up.

Explain that they are going to play a game using the third conditional. Demonstrate by asking students to identify the situation you are talking about. Tell the class the following information:

If I'd written it down, I would have remembered it.

If someone had told me, I could have bought something.

I might have remembered if I hadn't been so busy.

Ask the class what they think you are talking about (*I forgot a friend's birthday*).

Divide the class into small groups of three or four students and give each group a set of sentences face down.

Ask each student to take a sentence, and read the situation. Tell them to think about what caused each problem, and how to talk about it using the third conditional (with *would, could* or *might*). Give students a few minutes to do this. They can make notes or write full sentences if they wish.

Students take turns to talk about their regrets, without saying the information on their cards. The first person in the group to guess the situation wins the sentence. This continues until all the situations have been discussed. Monitor to check students are using the third conditional correctly.

The winner is the student with the most sentences.

VOCABULARY

1A Communication

Photocopiable activity on p.201

You will need one sheet for each student.

Explain to students that they are going to do a questionnaire which practises words related to communication.

Give each student a sheet. Complete the first question together, then students can work individually or in pairs to complete the gaps.

Check answers as a class, including the pronunciation of any difficult items, e.g. *persuade, argue, public.*

Answers

1 face, face
2 complain
3 opinion
4 give
5 public
6 tells
7 feelings
8 persuade
9 insist
10 argue

Divide the class into pairs or small groups. Ask students to look at the first situation and think about what they would do and why. Elicit ideas from the group and encourage them to disagree so that they have to justify their answers. Students then continue with the other situations.

Monitor to check correct language use. Get feedback on the different situations.

1B Gradable and extreme adjectives

Photocopiable activity on p.202

You will need one sheet for each group of three students. Before the lesson, cut up the Student A, B and C cards to make one set of 12 cards for each student. Also cut out one *Situations* card for each student.

Explain to students that first they are going to play the game *snap* with adjectives.

Divide the class into groups of three.

Give each Student A the 12 gradable adjectives jumbled up, and give Students B and C a set of 12 extreme adjectives each. Students B and C should put their adjectives face up in front of them. Student A should not show them the set of gradable adjectives.

Student A then places one gradable adjective in front of the other students, and they must try to be the first to match it with the appropriate extreme adjective (e.g. *tiny* matches *small*), using the correct pronunciation. If there is disagreement about the pronunciation, you must be the judge. Continue until all the adjectives have been used up.

The winner is the student with the most correct matches. You can then repeat the game once or twice, with students taking different roles.

Next, ask students to put the 36 adjectives in front of them and to choose 12 different adjectives. These can be a mix of gradable or extreme adjectives. Give each student a *Situation* card and tell them to talk about their situation in reasonable detail, using the 12 adjectives appropriately. They can use any adjective as much as they like, but they must try to use all 12 of them at least once. Tell them they can make notes in the empty space on their cards. Monitor while they do the activity and help where necessary.

Get students to take turns telling each other about the different events (e.g. *Last summer I went on holiday to Crete. It was July, so it was boiling and we had a fantastic time...*).

EXTRA ACTIVITY

Divide the class into pairs so each Student A is sitting with another Student A, each Student B with another Student B, and each Student C with another Student C. Ask the pairs to compare the stories they invented and to tell each other which adjectives they used.

2A Work

Photocopiable activity on p.203

You will need one sheet for each student.

Individually, students do the matching task in Activity A. They then compare answers in pairs. Check answers as a class.

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

Next, ask students to read statements 1–8 in Activity B and decide which ones are true for them. If they don't think a statement is true, they should think of reasons why not.

Put students into small groups to discuss the statements. Students can take it in turns to read one of their statements, saying why they agree or disagree with it and the others can then respond by giving their own opinion. Encourage them to develop the conversations by finding out why others answered in the way they did. Monitor the discussions, and note important language points and any interesting ideas to discuss with the class afterwards.

2B Technology

Photocopiable activity on p.204

You will need one sheet for each student. Before the class, cut up the Student A and Student B cards for Activity C.

Ask students to look at Activity A. This could be done as a race, individually or in pairs. Students have to unscramble the words. Check answers and correct any pronunciation errors in words such as *browser, message, delete* and *username*.

Answers
1 browser
2 install
3 password
4 button
5 message
6 upload
7 delete
8 click on
9 turn off
10 username

Students look at Activity B. This can be done individually or in pairs. Monitor and help as necessary. Check answers as a class.

Answers
1 install
2 message
3 turned off
4 password
5 delete
6 click on
7 upload
8 button

For Activity C, divide the class into pairs and give each student an A or a B card. First, ask students to read through their questions and decide if the answer is 'yes' or 'no' to each one.You could set a time limit for this. Monitor while the students are working, but avoid giving the answers at this stage.

Answers
Student A
1 no 2 yes 3 yes 4 no 5 yes 6 yes 7 no 8 yes
Student B
1 yes 2 yes 3 no 4 no 5 yes 6 yes 7 no 8 yes

When they have all finished, tell students to face each other and take turns to read their questions to their partner (who cannot see the questions). The partner should answer within five seconds. Once they have been through all the questions for both students, they can compare answers.

Check answers as a class and deal with any problems.

VARIATION

You could drill some of the dialogues in Activity B quickly, then ask pairs to practise saying them naturally and warn them that they will need to memorise the responses. Monitor and correct where necessary. At the end, arrange the pairs so that they are facing each other, one with the dialogues asking the questions, and the other without. It will be a challenge for them to remember all the dialogues, so be flexible about any close answers.

3A Relationships

Photocopiable activity on p.205

You will need one sheet for each student.

Ask students to look at Activity A. They work on the activity individually and then compare answers with a partner. Make sure they read out their sentences rather than just look at each other's answers. Check answers as a class.

Answers

1 We come from a similar background.
2 How did you get to know them?
3 We keep in touch by phone.
4 We have a lot of shared interests.
5 She always gave me lots of emotional support.
6 We don't have a lot in common.
7 We have the same sense of humour.
8 I don't get on with my boss.

Ask students to look at Activity B and to read the statement endings in the table. Encourage them to think carefully about each one, and to look for examples from their own lives to support their ideas. If you think some of your students might need more help, you could put them into pairs to compare their ideas.

Put students into small groups. If they worked in pairs previously, divide the pairs so that everyone is now in a new group. Monitor the discussion and note language points and any ideas to discuss with them afterwards.

Ask someone from each group to give a quick summary of any ideas where students agreed or disagreed strongly.

3B Family; Multi-word verbs

Photocopiable activity on p.206

You will need one sheet for each pair of students, cut up.

Divide the class into A and B students, and give each student a part of the sheet. First, ask Student As to work together and Student Bs to work together in pairs.

Explain that there are eight words/phrases which need to be explained later to a new partner, so students have to prepare definitions/explanations. Begin by putting one or two words on the board (not from the game) and ask students in pairs to provide suitable definitions (e.g. *friendship*, *stranger*). Get feedback on their ideas and ask the class to agree on which definitions work best (*friendship* = a relationship with another person who is not from your family; *stranger* = a person that you don't know/haven't met before).

Ask students to work in pairs to prepare definitions for their words/phrases. Monitor as they work, helping as necessary. It would be better if students did this activity without a dictionary, otherwise they will just copy definitions and not necessarily show any real understanding of the items.

When they have finished, divide the class into A/B pairs. Tell students they have to find out the words/phrases which go in the blank squares. For example, A asks B: *What's 1A?* Student B then defines *twins*. Student A writes their answer in square 1A. At this stage, B should not confirm the answer. If A doesn't know, B can put a question mark in the box. Students then play the game themselves, taking it in turn to ask. If a square has nothing in it, they miss a turn. Monitor as they play the game and note any problems for feedback at the end.

Finally, when students have finished, they can compare their worksheets and see where there were any problems.

EXTRA ACTIVITY

Write these topics on the board. Ask students to discuss them in pairs or small groups. You can ask students to choose the statements they find the most interesting.

- *Parents and children always grow apart.*
- *Childhood is the best time of your life.*
- *The oldest child does better in school than their younger brothers and sisters.*
- *Raising a boy is more expensive than raising a girl.*
- *It's very difficult for three generations to live in the same house.*
- *Would you like to be a twin?*

4A Ability

Photocopiable activity on p.207

You will need one sheet for each pair of students, cut up.

Ask students what kind of school reports they had when they were younger. Were the reports for the students, their parents, the other teachers or someone else? What did they look like and how important were they?

Divide the class into pairs, and give each student a sheet, A or B. Explain that the students will read two reports about a pair of twins, Gemma and Leo, and complete the gaps.

Students take turns to read a section (e.g. *English* or *Maths*) and try to guess the missing word is. Their partner can tell them whether they completed the gap correctly. If they made a mistake, they should make a note of the correct answer. Monitor and go over any problems at the end.

Answers

Student A	**Student B**
1 bright	1 talented
2 confident	2 ability
3 gives	3 success
4 successful	4 confidence
5 determined	5 give
6 talented	6 determined
7 achievement	7 good
8 attitude	8 achievement
9 brilliant	9 intelligent
10 ability	10 successful

EXTRA ACTIVITY

Give students a few minutes to read both reports again quickly. Ask them to try to grade the students for each subject (A = excellent; B = good; C = average; D = poor). You may find some interesting differences in the way they award grades which might lead to a lively discussion.

Give students time to think about Gemma's and Leo's strengths, and what type of careers might suit them, either straight after school or university. Monitor the group work and at the end, give them feedback on the content of the discussion and any language points which have emerged.

4B *-ed/-ing* adjectives; Personality adjectives

Photocopiable activity on p.208

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet. Ask students to look at the pictures in Activity A. Give them a few minutes to decide how each person is feeling, and then ask them to compare their ideas in pairs. Monitor and help as necessary and note any pronunciation problems. Check answers as a class.

Answers

1 amused 2 fascinated 3 relaxed 4 depressed
5 serious/fascinated 6 terrified 7 shy 8 bored

Next, ask students to look at the puzzle in Activity B. Students have to read the clues and complete the puzzle. Monitor and help as necessary. Check answers as a class.

Answers

				1 L	I	V	E	L	Y		
			2 A	M	U	S	I	N	G		
		3 S	O	C	I	A	B	L	E		
		4 T	E	R	R	I	F	I	E	D	
5 D	I	S	A	P	P	O	I	N	T	E	D
	6 F	A	S	C	I	N	A	T	I	N	G
	7 D	E	P	R	E	S	S	I	N	G	
		8 S	E	N	S	I	T	I	V	E	
			9 S	E	R	I	O	U	S		
				10 A	C	T	I	V	E		

5A Environmental issues

Photocopiable activity on p.209

You will need one sheet for each student.

Give each student a sheet and ask students to match the words to make collocations in Activity A. Students can do this individually and then compare their answers with a partner. Many of these words can be difficult to pronounce e.g. *damage, endangered, environmentally, climate, species,* so drill the answers with the class to ensure the students' pronunciation is reasonably accurate.

Answers

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

Ask students to look at the news headlines in Activity B. Let students work individually, then check answers and clarify any headlines that might be causing problems.

Suggested answers

Good news: 3 and 5
Bad news: 1, 2, 4 and 6

Ask students to look at Activity C and discuss three of the headlines. Monitor to make sure students are using vocabulary accurately and effectively.

5B The natural world

Photocopiable activity on p.210

You will need one sheet for each pair of students, cut up.

Divide the class into pairs. Give students a copy of their crossword but tell them not to look at their partner's crossword. Explain that the crosswords are the same, but they each have different words filled in, and students can only complete the crosswords by answering clues prepared by the other student.

First, students need to prepare definitions for their own words. Demonstrate by putting a few words which are not in the crossword on the board, e.g. *skin* and *coast*, and asking students to define them. For *skin*, they could say: 'it covers your body'; for *coast* they could say 'this part of the land is next to the sea'. Monitor and help as necessary.

Rearrange students into A/B pairs, facing each other. Tell them they should not look at each other's crosswords, but must ask for definitions.

Students then compare crosswords to check their answers. Get feedback as a class to clear up any misunderstandings or errors.

6A Compound nouns; Multi-word verbs

Photocopiable activity on p.211

You will need one sheet for each student.

Give each student a sheet. Students look at Activity A and individually complete the questions with one word in each gap. Put students into pairs to check their answers.

Answers

1 out
2 rush
3 air
4 lanes
5 machine
6 pedestrian
7 public
8 get/travel
9 up
10 go
11 looking
12 showed
13 jams
14 pick

Ask students to look at Activity B and to think of one follow-up question for each item in Activity A. Again, you could put students into pairs to do this. Point out the example and, if necessary, elicit follow-up questions for question 2 as well. (The follow-up question may be something as simple as 'Why's that?'.) Monitor while students prepare their questions in pairs, and help as necessary.

Divide the class into pairs and ask them to do the questionnaire with each other. Monitor and note any important errors or examples of good language to discuss with the class afterwards.

6B Describing food

Photocopiable activity on p.212

You will need one sheet for each student.

Give each student a sheet and ask them to find the eight words in Activity A.

Answers

C	H	E	M	M	S
R	U	P	N	T	Q
U	O	A	D	A	U
N	S	O	U	S	E
C	W	B	S	T	E
H	E	A	V	Y	Z
Y	E	D	W	N	E
F	T	D	L	S	G
C	R	E	A	M	Y
G	L	I	G	H	T

VARIATION

Divide the class into pairs, A and B. Give Students A the eight words and ask them to make clues for each one, e.g. *It's a taste – chocolate is like this* (*sweet*). Student B listens to the clues and searches for the words.

Suggested answers

1 coffee, chicory (or just types of lettuce), dark chocolate
2 most fruit, lettuce, cucumber
3 types of fruit, e.g. figs, plums, apricots, chillies, many herbs
4 lemon, lime
5 potatoes, avocado
6 onions, carrots, meat
7 eggs, sausages, meat, fish
8 lemons, limes, oranges, grapefruit
9 curry, chilli con carne (plus many examples from different types of cuisine)
10 lemon, vinegar
11 creamy puddings, chocolate cake, food with cheese
12 soup, pasta
13 soup, risotto, different sauces
14 fish, seafood

For Activity C, divide the class into pairs. They compare lists and write down any new examples. Then, divide the class so that students are working in new pairs. Students say their examples and their partner must guess what they are talking about.

7A Describing houses and buildings

Photocopiable activity on p.213

You will need one sheet for each group of students, cut up.

Divide the class into small groups. Explain that they are going to play a game where they have to describe words connected with houses and buildings, without using two key words. Demonstrate by writing the phrase *block of flats* on the board. Then write two key words under it: *homes, apartments.* Explain the phrase *block of flats* without mentioning any of the key words e.g. *It's a large building where many people live; you can see a lot of them in cities; they are usually very high.*

Give each group a set of cards. They place the cards face down in front of them. Each student takes turns to turn over a card without showing it to the other students in their group. They try to explain the main word without saying any of the key words.

The first student to guess the word correctly wins the card. The winner is the student with the most cards.

7B Verbs and prepositions

Photocopiable activity on p.214

You will need one sheet for each pair of students, cut up.

Divide the class into pairs and give each student their part of the sheet. Tell them not to look at each other's sheet at this stage.

Ask the pairs to sit facing each other. Tell them to read out their sentences to each other and say what word they think goes in the gap. The other student says whether the word is correct or not.

Monitor the activity and note any common errors. The winner is the student with the most correct answers.

8A The news

Photocopiable activity on p.215

You will need one sheet for each student.

Give each student a sheet. Ask them to look at Activity A and go through statements 1–12, correcting the ones they think are not true.

Put students into pairs to compare their answers and decide which are true and which are false. At this point, you could go over the answers but don't say why the false definitions are wrong. Put the students back into pairs to amend the wrong definitions. Check answers as a class.

Answers

True: 1, 3, 7, 8, 10
False:
2 Breaking news is news that is just appearing now.
4 Gossip is a story or report about someone's private life that may or may not be true.
5 A blogger is someone who writes about topics on a website.
6 If news spreads, a lot of people know about it.
9 If you post a comment, you put/leave a comment on a website.
11 Current affairs are events of political or social importance that are happening now.
12 An editor is the person in charge of a newspaper or magazine.

Divide the class into different pairs for Activity B and ask them to look at the table. If possible, encourage students to use the internet if they have smartphones or access to computers.

Monitor while they do the activity and make sure they write clear notes which describe the news item in reasonable detail, and the source for the news item, i.e. where they found the item. When most pairs have finished, get feedback as a class to find out more about the different news stories. If the students express a particular interest in any of them, they could all find the story and read it.

VARIATION

Students look for examples of the different types of news in their own language if they are in a monolingual environment. They will still have to use English to translate and/or describe the stories later.

8B Shopping; Reporting verbs

Photocopiable activity on p.216

You will need one sheet for each student.

Give each student a sheet and divide the class into pairs.

Ask students to look at Activity A. Tell them to cover their partner's sentences. One student reads out a statement (1–6) and the other student says which word/phrase from the box the statement relates to. Monitor and make note of any problems or mistakes to correct afterwards.

Answers

Student A

1 can't afford 2 come out 3 browsing
4 remind 5 recommend 6 warn

Student B

1 bargain 2 get a refund 3 refuse
4 admit 5 in stock 6 guarantee

Ask students to look at Activity B. Individually, students complete the sentences in any way which seems logical to them. Check they understand the reporting verbs in **bold**.

Put students into pairs or small groups. They take turns to read out a sentence ending only. Ask them not to do this in order, but to pick a statement at random. Other students respond by saying which number statement (1–8) it was.

9A Cinema and TV

Photocopiable activity on p.217

You will need one sheet for each student.

Give each student a sheet and ask them to look at Activity A. Individually, they identify the kinds of film or TV programme being talked about in each quote.

If students have trouble with this, you could write the answers on the board (in a random order) for students to choose from.

Answers

1 horror 2 soap opera 3 game shows 4 romance
5 chat show 6 documentaries 7 drama 8 animation
9 action 10 science fiction

Next, students look at Activity B and use the answers from Activity A to complete the *Find someone who …* sentences. Ask them to move around the class to find someone who matches each statement. Explain that they have to make questions using the sentences. Do an example with the class first, e.g. *Have you ever seen a horror film?* Tell them to write the names of the people who have had these experiences in the right-hand column.

Encourage students to ask follow-up questions, e.g. *Why haven't you ever seen a horror film? Would you like to see one?* and to make notes on these answers too, on their sheet.

Finally, ask students to share any funny or interesting information they found out about other people in the class.

9B Word-building

Photocopiable activity on p.218

You will need one sheet for each student.

Give each student a sheet and ask them to look at Activity A. Individually they complete 1–12 with the correct form of the words in brackets. Point out that students will need the noun, adjective or verb form of the word.

Answers

1 artist 2 creative 3 happiness 4 culture
5 honest 6 Beauty 7 musical 8 relax
9 celebrate 10 perform 11 Charity 12 patient

In Activity B, students think about whether they agree or disagree with each statement in Activity A and why. Ask them to make notes on the sheet. Go round and monitor, helping students with any vocabulary they need.

Divide the class into pairs or small groups. Ask them to discuss each of the statements, and to say why they agree or disagree with each one.

Get feedback from the class and find out their opinions on each statement.

10A Sport; Adjectives and prepositions

Photocopiable activity on p.219

You will need one sheet for each student.

Ask students to look at Activity A and complete questions 1–8 individually. They can work with a partner when they have finished, but make sure they ask and answer the questions and don't just look at each other's answers.

Answers

1 the referee 2 You lost. 3 two 4 a court
5 You lose a point. 6 You win. 7 a/the net 8 a/the track

Ask students to look at Activity B. Demonstrate the activity by doing the first question together. Ask for suggestions from the class and if someone mentions *afraid*, see if you can elicit another possibility, e.g. *scared* or *frightened*. Students then work individually.

Answers

1 afraid/scared/frightened 2 interested 3 good/talented
4 worry/think 5 similar 6 proud
7 essential/necessary/important 8 popular

VARIATION

Do a quick check of the prepositions. Tell students to turn over their sheets, then say an adjective and ask students to say the preposition.

Next, ask students to write their own answers to the questions in the *You* column. Monitor while they do so, and help with any language difficulties. When they have finished, put them with a new partner so they can ask and answer the questions.

Get feedback from the class and discuss any questions which produced a range of answers.

10B Expressions with *do*, *make* and *take*

Photocopiable activity on p.220

You will need one sheet for each student. Before the class, cut up Activity A into two cards: one for Student A and one for Student B.

For Activity A, put the students into pairs and give each one a list. Ask them to say the words in **bold**, and their partner must say: *do, make* or *take*. Demonstrate this with a few examples at random, then students can test each other on the remaining phrases.

VARIATION

Ask students to do this in small groups. One student reads all the phrases out. Other students compete to say the verb in brackets first and win a point. The winner is the student with the most points.

Ask students to look at Activity B. Students can work individually or in pairs to complete the sentences. Monitor and check answers as a class.

Answers

1 take 2 makes/made 3 takes 4 take 5 takes
6 did 7 do 8 takes 9 make 10 makes

Put students into pairs or small groups to discuss the statements. Ask them to say whether they would be happy or unhappy in the situations, or if anything similar has ever happened to them. Monitor and, at the end, ask for any interesting stories to be told to the rest of the class.

WORDPOWER

Unit 1 *yourself*

Photocopiable activity on p.221

You will need one sheet for each pair of students, cut up.

Put students into pairs. Students take it in turns to ask each other the questions on their sheet. Explain that they need to elicit a response which includes the expression given in brackets. Tell students that they should not read out the expression to their partners.

Suggested answers

Student A

1 Please make yourself at home.
2 You should do it yourself.
3 Why don't you teach yourself?
4 Tell yourself you can do it!
5 I hope you enjoy yourself.

Student B

1 I hope you didn't hurt yourself.
2 Just be yourself and everything will be OK.
3 Help yourself to anything you want.
4 Make sure you look after yourself.
5 Please don't talk to yourself.

EXTRA ACTIVITY

Students can work together to think of other situations which would elicit the expressions. Ask the class to give two situations for each expression.

Unit 2 *look*

Photocopiable activity on p.222

You will need one sheet for each pair or group of students, cut up into two sets of cards (the topic cards in **bold** and the *look* cards).

Divide the class into pairs or small groups. Ask them to shuffle each set of cards and to put them face down on the table. Students take it in turns to pick up one topic card and one verb card. If they can make a sentence (or sentences) using the phrase with *look* and the topic, they keep that pair of cards. If they can't, both cards are put back into the two piles. Point out that many topic cards can be used with different *look* cards. Students can use their imagination as long as they produce correct language.

Demonstrate by showing students two cards, e.g. *my keys* and *look for*. Say *I've lost my keys – I've looked for them everywhere, but I can't find them!* Explain that students should produce detailed sentences. If the other student/ students don't think a sentence is detailed enough, they can ask *Where? Why?* etc. to get more detail.

The winner is the student with the most cards.

EXTRA ACTIVITY

Students pick up the *look* cards one by one and think of a new sentence using each phrase.

Unit 3 *have*

Photocopiable activity on p.223

You will need one sheet for every group of four students, cut up.

Give each student an A, B, C or D questionnaire and tell them to find six students in the class for the items on their sheet. Write an example on the board: *Find someone who has a large family.* Tell students they need to ask questions to find out the information and elicit: *Do you have a large family?* Ask the question to different students until a student gives you a positive answer. Write the student's name on the board and ask a follow-up question: *How many brothers and sisters do you have?* Also note the student's answer to this question on the board.

Ask students to mingle and ask questions for each item on their sheet. They should write down names and any extra details. Encourage them to ask follow-up questions and make notes on the answers.

Allow enough time for the majority of students to complete their questionnaires as far as possible. Monitor and help as necessary.

Put students into groups of four (A, B, C and D) to report their findings to each other, e.g. *Kris has had a go at riding a horse. He visited his uncle's farm last year and ...*

Unit 4 *so* and *such*

Photocopiable activity on p.224

You will need one sheet for each group of students, cut up.

Divide the class into groups of three or four students and give each group a set of cards. Explain that students are going to turn over a card each and talk about a topic, using the phrase with *so* or *such* on the card. If they can talk for at least 30 seconds, they can keep the card. If they can't say anything or can't talk for that long, then another student has a turn.

Demonstrate by writing the following phrase on the board: *... and so I never went back.* Talk about an experience you had which uses this prompt, e.g. *I once went into a café because I wanted a coffee. I was waiting at the table for about 10 minutes, but the waiter never came near me! After waving to him and even calling him, he ignored me. I was really angry, so I never went back.*

The winner is the student with the most cards.

Unit 5 *problem*

Photocopiable activity on p.225

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each student a sheet. Explain that students are going to make notes on their ideas about certain problems and how to solve them. They are then going to discuss their ideas.

Give students 5–10 minutes to read through the four questions on their sheet and make notes individually in the 'My ideas' column. Go round and help with any vocabulary students might need and give them extra ideas if necessary.

Ask students to discuss the four questions on their sheet, and talk about their ideas. Their partner can then say if they agree with the ideas or not, and add their own. Students write any ideas their partner has in the 'My partner's ideas' column.

EXTRA ACTIVITY

Ask pairs to work with another pair in groups of four. Together, they discuss the eight questions, and say if they agree or disagree. Get feedback by asking one or two groups to summarise their discussion for the whole class to hear.

Unit 6 *go*

Photocopiable activity on p.226

You will need one sheet for each group of students, cut up.

Divide the class into small groups of three or four. Explain that they are going to discuss topics which feature the word *go*.

Demonstrate by writing the following topic on the board: *a holiday that went far too quickly.* Elicit the meaning of *went* (*pass* or *disappear*). Explain that students will take it in turns to talk about a topic like this for at least 30 seconds.

Students take turns to pick up a card and read out the topic. The first student in the group to put up their hand must speak about the topic for 30 seconds, after which, they can win the card. If they can't speak for 30 seconds continuously, or hesitate too long at the beginning, then another student has a chance to speak. If no one in the group is able to say anything, the card is put back on the table and play continues with another card.

The winner is the student with the most cards.

Unit 7 *over*

Photocopiable activity on p.227

You will need enough sheets cut up to make one set of dominoes for each group.

Explain to students that they are going to play a game of dominoes with the word *over*. Divide the class into groups of four and give a set of dominoes to each group. Each student in the group takes an equal number of dominoes.

One student begins by placing a domino on the table in front of the group. Then, students take turns to play by placing down a domino which can complete a sentence. The sentences must make logical sense. Every time a sentence is placed, e.g. *I haven't slept a lot over the last few days*, the student says whether this is true for him/her or not and why.

The game continues until all the students have placed their dominoes correctly.

Unit 8 *in/on* + noun

Photocopiable activity on p.228

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet. They read the prompts and think about what could be listed for each sentence. Demonstrate this by doing the first one as a class e.g. *What can you hang on a wall?*. Elicit some possible ideas, e.g. *a painting, a poster* ... .

Students write one item in each shape. Ask students not to write their items in order. Monitor and help as necessary.

When students have finished, put pairs together to make groups of four. Ask them to swap sheets and try to guess which shape/answer goes with which prompt.

Students then work together to check their answers. They should discuss whether they agree with the other pair's ideas or not.

Unit 9 *see, look at, watch, hear, listen to*

Photocopiable activity on p.229

You will need enough sheets cut up to give at least one question card to each student. In larger classes, more than one student may have the same question.

Explain that students must move around the class and ask their classmates questions. Demonstrate by writing *Do you like listening to the radio?* on the board. Ask one or more students this question, then elicit possible follow-up questions, e.g. *What do you usually listen to? Did you hear ... yesterday?*, etc.

Give students one question each. If necessary, explain the meaning of *optician* (a specialist doctor who checks people's eyes). Students move around the classroom asking as many other students their question. They should then ask a follow-up question and make notes of the response in a notebook.

As a class, or in groups, students talk about the funniest or most interesting responses they heard.

VARIATION

In larger classes (or where mingling is difficult), students could work in pairs or small groups, taking turns to ask and answer the questions.

Unit 10 Easily confused words

Photocopiable activity on p.230

You will need one sheet for each student.

Give each student a sheet. Explain that they are going to interview each other using the questions on the sheet, but first, they need to underline the correct word in each sentence. If necessary, explain the meaning of *raise your voice* (to speak louder, or even shout).

Answers

1 missed 2 lost 3 rise 4 raise 5 currently
6 actually 7 stole 8 robbing 9 bring 10 taken
11 lent 12 borrow

Students work individually to make notes on their answers to each question in the *My answers* column.

When students have done this, ask them to move around the class and ask each question to different students. If necessary, students can ask follow-up questions to find out extra details. They make notes on the answers they get in the *My partners' answers* column. Make sure they write the students' names.

Finally, divide the class into pairs or small groups. Together, they discuss the answers they collected. Ask the class for any particularly interesting or funny answers they heard.

VARIATION

If it isn't possible for students to move around the class, students can work sitting in groups.

PRONUNCIATION

Welcome! Phonemic symbols

Photocopiable activity on p.231

You will need one sheet for each student.

The aim of this sheet is to revise phonemic script. Revise the symbols by writing some simple transcriptions on the board for students to say the word, e.g. /bʊk/ (book), /haʊs/ (house), /gəʊ/ (go).

Ask students to look at the phonemic symbols on p.174 of the Student's Book and find which symbols are the same as alphabet letters, e.g. /w/ and /e/, and which are different, e.g. /θ/ and /æ/.

For Activity A, students look at the sounds which are different and underline the part of the word in the table which contains that sound. Drill the target sounds and then drill the words to help students link the sound with the phonemic symbol.

Answers

/uː/ who /ə/ teacher /ɪə/ near /eɪ/ late /ɜː/ shirt
/ɔː/ walk /ʊə/ tour /ɔɪ/ boy /əʊ/ coat /ɪ/ chip /æ/ man
/ʌ/ but /ʊ/ put /ɑː/ part /ɒ/ got /eə/ hair /aɪ/ fine
/aʊ/ now /tʃ/ chair /dʒ/ job /θ/ think /ð/ the /ʃ/ shoe
/ʒ/ television /j/ yes /ŋ/ sing

For Activity B, demonstrate the activity by eliciting the first sound of an easy word (*glasses* = /g/) and a more difficult word (*enough* = /ɪ/). Students then find each of these sounds followed by the next sounds of the words in the wordsearch.

Divide the class into pairs. Ask students to look at the wordlist and find the transcriptions in the wordsearch. Remind students that the words can go across or down. Check answers as a class.

Answers

n	dʒ	æ	k	ɪ	t	ð	d	t	v
uː	θ	ʌ	s	ə	p	r	aɪ	z	d
n	p	ɒ	s	θ	ɒ	l	n	r	r
ə	b	ɪ	g	ɪ	n	ɪ	ŋ	i	ɔɪ
r	ɜː	k	d	g	l	ɑː	s	ɪ	z
w	tʃ	m	ɑː	eə	aɪ	r	ɔː	θ	i
ɪ	k	uː	c	ə	n	b	t	p	w
ð	ʒ	v	ɔː	ɒ	ɪ	n	ʌ	f	eə
aʊ	r	i	l	iː	ŋ	tʃ	k	aʊ	h
t	k	w	e	s	tʃ	ə	n	v	i

VARIATION

You can make it more difficult for students who know the phonemic script quite well by getting them to cover up the ten words in the wordlist.

EXTRA ACTIVITY

Give an example of a *homophone* (a word that is pronounced the same as another word, but has a different meaning or spelling, or both), e.g. /aɪ/ = *eye* and *I*.

Write these homophones on the board for the students to find the words: /raɪt/ (*right*, *write*), /nəʊ/ (*no*, *know*), /weɪt/ (*wait*, *weight*), /peə/ (*pair*, *pear*), /rəʊd/ (*road*, *rode*).

1A Sound and spelling: /ɪ/ and /iː/

Photocopiable activity on p.232

You will need one sheet for each pair of students, cut up.

Divide the class into pairs and give each pair a set of cards. Ask them to put the cards face down and spread out on the table in front of them.

Explain that students are going to take turns picking up two cards each. Each card has a word on it with a vowel sound underlined. If the two vowel sounds are the same, then students keep both cards.

Demonstrate the game by picking up two cards and saying the words on each. Model the sounds and say whether the vowel sounds are the same.

Students play the game. If the vowel sounds are not the same, they must put the cards randomly face down back on the table.

The winner is the student with the most cards.

Answers

/ɪ/	/iː/
situation	feelings
express	money
public	receive
interview	employee
family	experience
opinions	speak
give	keep
communicate	weekend
listen	babies
interview	reading
different	area
independent	routine
confident	colleagues
talking	audience

1B Sentence stress: gradable and extreme adjectives

Photocopiable activity on p.233

You will need one sheet for each student.

Ask students how long they have lived in the town/city where they live now, and how much they like it. Then, write the following sentences on the board:

It's a very nice place. *It's a fantastic place.*

Ask students to compare the stress on the adjectives in the two sentences. Elicit that *fantastic* is stressed more because it is an extreme adjective.

Give each student a sheet and ask them to underline all the extreme adjectives. Check their answers and drill the pronunciation of these adjectives.

Answers

1 delicious, disgusting
2 gorgeous, horrible, freezing, boiling
3 fantastic, awful, miserable
4 enormous, tiny
5 delighted, terrible
6 fantastic, filthy
7 brilliant, awful
8 wonderful, impossible, furious

Divide the class into pairs. Students do the quiz in pairs by interviewing each other. They take turns to ask the questions and read the three options. The other student listens and says their answer without looking at the sheet. They should say the full answer rather than just *a*, *b* or *c*, making sure they stress the extreme adjectives more.

Monitor and make sure students are stressing the extreme adjectives more. Next, put pairs with another pair to form groups of four. Students check and compare their answers. Get feedback by finding out who loves where they live the most.

VARIATION

Divide the class into pairs, A and B. Tell Student B to cover questions 1–4 and Student A asks Student B those questions. The pairs then swap roles. Student A covers questions 5–8 and Student B asks Student A those questions.

EXTRA ACTIVITY

The quiz is a light-hearted one, but you could follow it up with a serious discussion of whether the place they live in now is changing for the better or for the worse. You could also ask students what they would like to change about their town/city, and how they would do this.

2B Sentence stress: main verb / auxiliary verb

Photocopiable activity on p.234

You will need one sheet for each pair of students, cut in half.

Demonstrate the game by saying *I feel sad* and ask the students to give possible reasons for this using the present perfect simple and continuous, e.g. *You've lost something, You've been having an argument with your friend.* Elicit which words are stressed when we use the present perfect and which are not.

Divide the class into pairs and give each student a list of situations and reasons. Remind them that in positive present perfect statements, we usually stress the main verb and *just*, if it appears. We often contract *has*, *have* and *not*. In the present perfect continuous, we use the weak form of *been*. In the present perfect negative, we stress the negative form.

Ask them to underline all the stressed syllables in the verbs and *just* in the *Reasons* sentences.

Answers

Student A

He's just downloaded a new app.
You haven't been browsing the internet all day.
You've been working too hard.
You haven't been using it.
They've been standing there for ages.
She's just had some bad news.
You've been saving up money.
You've probably downloaded a virus.

Student B

He hasn't been feeling too well.
She's / He's just seen your credit card bill.
You've forgotten your password.
They haven't found the problem yet.
She's been sitting in a traffic jam.
The post office has lost them.
She hasn't been connected to the internet.
Someone has dropped it.

Student A starts by reading out the first situation on their card. Student B listens and chooses an appropriate reason from their card. If that reason matches the reason given on the Student A card, Student B gets a point. Student A continues with the other seven situations. Then it is Student B's turn to read out the situations and Student A's turn to respond with the appropriate reason. Go round and monitor, making sure they are putting the stress in the correct places and help as necessary.

The winner is the student with the most points.

2C Sentence stress

Photocopiable activity on p.235

You will need one sheet for each group of three students, cut out into a set of *Group* cards and a set of *Student* cards.

Remind students of the concept of main stress by writing the following sentence on the board: *Sam came second in the maths test.* Say the sentence in several ways, changing the stressed word each time and asking the students to explain how the stress changes the meaning:

Sam came second in the maths test. (The word 'second' becomes important. He didn't come first or third.)

Sam came second in the maths test. (The word 'Sam' becomes important. It was Sam who came second, not someone else.)

Sam came second in the maths test. (The word 'maths' becomes important. It was the maths test, not another test.)

Divide students into groups of three and give each group a set of *Group* cards, and give each student a *Student* card. Explain that there are 12 rounds. In each round, one student picks up a *Group* card and reads the sentence, putting the main stress on the underlined word. The student with the appropriate explanation reads their sentence.

Monitor and help as necessary.

Answers

1 B 2 C 3 A 4 C 5 C 6 B 7 B 8 C 9 A
10 A 11 B 12 C

NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to work individually or together to match the sentences in the 'Group cards' section with the correct responses in the 'Student cards' section.

3A Linking sounds

Photocopiable activity on p.236

You will need one sheet for each pair of students, cut in half.

Remind students that when we say a group of words, if one word ends in a consonant sound and the next word begins with a vowel sound, we usually link them together.

Divide the class into pairs and give each student their part of the sheet. Ask them to look at the picture. Pre-teach *genie*, *wish* and *desert island* and ask: *What do genies usually do in stories?* Ask students to tell you about any stories or films they know about desert islands.

Ask students to look at their stories individually. Point out that they do not yet have the complete story, but ask them to underline the words which will be linked together when they are read out loud. The first is done as an example. If necessary, elicit another example – one from a Student A and one from a Student B.

The students dictate their text to each other until they both have a complete text. Get Student A to begin dictating and Student B to write in the gap, then Student B dictates the rest of the sentence for Student A to write down. If necessary, demonstrate in front of the whole class with a stronger student, you being Student A.

Monitor that they are doing the task correctly, reading out full phrases rather than spelling out each word and linking the words correctly. Students then check their answers with each other.

Read out the whole story aloud for the students to listen and check. Then, students practise reading the whole story aloud, concentrating on linking.

Finally, ask students what they think the last line of the story could be.

Answers

Three men went on a sea journey. Their boat sank in a storm and they swam to a desert island. They didn't find anyone else and they stayed there for months with no chance of getting away. One afternoon, the three men found a bottle on the beach. They opened it and out came a genie. The genie said, 'Thank you for getting me out of the bottle. You have three wishes, one each.' The first man thought and said, 'I miss my family, and I want to go home.' The man immediately disappeared. The second man said, 'I want to eat good food again so take me home.' The man immediately disappeared. The third man looked around and said, 'I feel lonely here without my two friends. Bring them back!'

3C Stress in word groups

Photocopiable activity on p.237

You will need one sheet for each pair of students. You will also need a dice for each pair.

Divide the class into pairs and give each pair a sheet and a dice.

Explain that students are going to roll their dice and make a story with the phrases on the sheet, e.g. Student A rolls the dice then starts the story with the corresponding number on box A (number 3 on dice = *Yesterday afternoon*). Student B then rolls the dice, continuing the story with the corresponding number on box B (number 6 on the dice = *in this city*).

The students take it in turns to continue the story until they have used all of the cards. You could demonstrate making a story like this while the rest of the class watches. Point out that there should be short pauses between the word groups, *Yesterday afternoon* || *in this city*. Remind students that each word group has one word which is stressed more than the others. Let the pairs do the activity themselves. Monitor and help as necessary and make sure they are pausing between, not in the middle of, the phrases, and putting stress on the word with the most importance. When they have reached the last box, students can continue the story, finishing it in any way they like.

Put students with another pair to make a group of four. They take turns to say their full stories, remembering to pause between word groups.

EXTRA ACTIVITY

When they have finished, ask students to turn over the cards and retell their stories from memory. They can help each other if any student can't remember.

4A Stress in modal verbs

Photocopiable activity on p.238

You will need one sheet for each group of students. You will also need a dice and counters for each group.

Divide the class into groups of three or four students. Give each group a dice and make sure each student has something they can use as a counter (e.g. a coin).

Remind students that we don't usually stress auxiliaries and modal verbs. However, we do often stress main verbs, *managed* and *able*. Demonstrate by writing these sentences on the board and drilling them:

I managed to get up early this morning.

I can play a musical instrument.

One day, we'll be able to travel in time.

Ask students to take it in turns to roll the dice, go round the board and say the statements they land on. They should read out the statement, using the correct stress, and say whether they agree with it or not, e.g.

I managed to get up early this morning. No, I didn't. I got up very late.

Monitor and help as necessary. Drill some of the statements and see what interesting answers the students gave as feedback.

4B Sound and spelling: final *-ed* in adjectives

Photocopiable activity on p.239

You will need one sheet for each pair of students, cut in half.

Divide students into pairs and give each student a sheet. Explain that they need to complete the puzzle by asking their partner for information about their missing words, e.g. Student A could ask *What is number 2?* Student B should respond by explaining the word *depressed*, without saying the word.

When students have finished, drill all the adjectives, making sure that students can pronounce the final *-ed* correctly.

Answers

1 satisfied /d/	2 depressed /t/	3 relaxed /t/
4 amused /d/	5 amazed /d/	6 disappointed /ɪd/
7 embarrassed /t/	8 exhausted /ɪd/	9 shocked /t/
10 delighted /ɪd/	11 confused /d/	12 excited /ɪd/
13 interested /ɪd/	14 fascinated /ɪd/	15 crowded /ɪd/
16 terrified /d/		

VARIATION

Before you give students the sheets, give them two minutes to write down as many adjectives ending with *-ed* as they can, e.g. *bored*, *surprised*. Elicit the three pronunciations of *-ed* endings (/d/, /t/ and /ɪd/) and get the students to put the adjectives they found in the three categories.

5A Sound and spelling: *a*

Photocopiable activity on p.240

You will need one sheet for each group of three students, cut into three.

Write the following sentence on the board: *A long time ago, we played that game on the grass.* Underline all the *a* letters and ask students to say how each one is pronounced.

a = /ə/

ago = /ə/

played = /eɪ/

that = /æ/

game = /eɪ/

grass = /ɑː/

Divide the class into groups of three and give each student a card. Explain that there are 12 rounds in this activity. In each round, each student says their word and they all have to find out what the odd word out is. The odd word has a different sound for the letter *a*. Demonstrate with word 1: *plant* and *glass* both have an /ɑː/ sound. So, *paper* is the odd one out, because it has an /eɪ/ sound.

When students have finished, drill all the words.

Answers

1 paper	2 aunt	3 certain	4 ability	5 late
6 answer	7 tasty	8 afternoon	9 blanket	10 lazy
11 woman	12 usually			

EXTRA ACTIVITY

Ask students to make their own Student A/B/C cards for other groups to play.

5B Consonant clusters

Photocopiable activity on p.241

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet.

Ask students if they can see anything in common in the pronunciation of the words on the sheet (they all have 'consonant clusters', i.e. combinations of two consonants or more said together). Write down some of the words on the board and ask for the pronunciation to demonstrate the consonant clusters.

Explain that students are going to play a game where they have to get lines of four adjacent words. The lines can be horizontal, vertical or diagonal. Their partner also has to try to get lines of four words. They take it in turns to say the word and write A or B there. The person with the most lines, horizontally, vertically or diagonally, is the winner.

Monitor and help as necessary. Get feedback by drilling some of the words.

VARIATION

Ask students to play the game but say the word in a sentence to 'win' the square, e.g. *I love mushroom soup*.

6A Word stress: compound nouns

Photocopiable activity on p.242

You will need one sheet for each pair of students, cut up to make a set of dominoes.

Explain to students that they are going to play *Dominoes*, making compound nouns.

First, write the following compound nouns on the board and ask students to say them:

– *swimming pool*

– *newspaper*

– *windsurfing*

Elicit which syllable is stressed in each compound noun (the first).

Divide the class into pairs and give each pair a set of dominoes. Ask students to each take half the dominoes, and to look through them.

One student begins and puts a domino down on the table. The other student must put a domino next to it so that the two words next to each other make a compound noun.

Students should also say the compound, stressing the first syllable. If the student can't find a word, puts one down that makes an incorrect compound noun or stresses the noun wrongly, the other player has another go.

It is sometimes possible for the students to make other combinations, e.g. *wind machine*. They should check with you about these first. Note that some compounds are spelt as separate words, e.g. *cash machine* and others are written as one word, e.g. *blackbird*. This is a pronunciation activity so tell the students not to worry about this.

The students play until they have used all their cards. Get feedback from the class and drill all the compounds on the sheet.

6B Sound and spelling: /ʃ/ and /ʧ/

Photocopiable activity on p.243

You will need one sheet for each pair of students, cut up.

Remind students of the difference between the sounds /ʃ/ and /ʧ/. Write the following words on the board: *fish* and *chips*. Model the words and drill them with the class.

Explain that students are going to play a game where they turn over two cards. If both cards contain the same sound (/ʃ/ or /ʧ/), then they can keep the cards. If the cards do not contain a matching pair of these sounds, the cards must go back in the pile.

Divide the class into pairs and give each pair a set of cards. Students place them face down on the table in front of them. They then take turns to turn over a pair of cards, saying the words. Go round and monitor to answer any questions that students have.

The winner is the student with the most pairs of cards.

NO-CUT VARIATION

You will need one sheet for each student or pair of students. Ask them to circle all the words with the /ʃ/ sound and underline all the words with the /tʃ/ sound. Check answers as a class. The winner is the student or pair with the most correct answers. Drill the words as a class to check.

7A Modal verbs: sounding the final *t* or *d*

Photocopiable activity on p.244

You will need one sheet for each pair of students, cut in half.

Write these sentences on the board and underline the *t* or *d* sounds which are not clearly pronounced:

It must look nice.

That could be mine.

She can't enjoy the work much.

Remind students that the final /t/ or /d/ of words like *must*, *might*, *could* or *can't* is not usually pronounced when followed by a word beginning with a consonant sound.

Divide the class into pairs and give each student a sheet.

Student A begins by reading out sentences 1–6. Student B replies by choosing one of the responses in their list. Then Student B does the same. Monitor and help as necessary, making sure that students are pronouncing the modal verbs correctly, and not pronouncing the final *t* or *d* when it is followed by a consonant sound.

Put the students into different pairs. They repeat the activity, choosing different responses.

7C Sounding polite

Photocopiable activity on p.245

You will need one sheet for each student.

Read these sentences to students, speaking with a flat falling intonation:

– *What's the time?*

– *Are you ready?*

Repeat the sentences, but with appropriate intonation. Ask students whether they were more polite the first or second time (the second). Explain that the intonation is often as important as the grammar and vocabulary when you want to sound polite.

Give each student a sheet. Demonstrate the flowchart activity with one of the stronger students, taking it in turns to start with *Hello, do you speak English?* Point out that the conversation is between a tourist and a local person in a busy town. With weaker classes, go all the way through the flowchart; with stronger classes, just demonstrate a few turns. There are different directions for the conversation to go, so the student taking part in the demonstration can choose which arrow to follow and which response to give.

Divide the class into pairs to have a complete conversation. Monitor and help as necessary. Make sure that they use polite intonation.

The students should take it in turns to start the conversation and go through different directions in the flowchart. They can then repeat the activity with a new partner.

Get feedback from the class and drill all the question forms using polite intonation.

EXTRA ACTIVITY

Ask students to think of a different situation where people need to be polite to each other, e.g. asking for help in a shop. They then practise and act out a conversation between two people, using polite intonation.

8A Sound and spelling: /g/ and /k/

Photocopiable activity on p.246

You will need one sheet for each student.

Drill these pairs with the students. Write the words on the board and point out or elicit that the only difference in the pronunciation of the word is one sound: /g/ or /k/

goat – coat

bag – back

gate – Kate

gold – cold

glass – class

glue – clue

Divide the class into pairs and give each student a sheet. Ask students to look at the grid in Activity A and explain that it is a maze. Students need to get from *Square one* to *Finish* using words which have a /k/ sound only. They can move horizontally, vertically or diagonally.

Demonstrate by saying, *After 'square one' would the next word be 'current' or 'clue' or 'exist'?* (both *current* and *clue* are possible next moves).

Monitor and help as necessary as students work their way through the maze in pairs. Encourage them to say the words as they come across them.

Answers

SQUARE ONE	clue	packet	back	ghost
current	exist	stomach	guess	degree
anger	**comments**	green	girlfriend	blogger
organise	**class**	frog	ankle	glass
clean	glue	good	**chicken**	dogs
clue	dug	**quiet**	again	**queen**
monkey	**circus**	bigger	ignore	**ache**
colour	cost	gold	**duck**	goat
hockey	gossip	grass	**called**	exhausted
bag	cold	angle	**pick**	**FINISH**

Ask students to look at Activity B and make their own maze in the second blank grid. They can do this individually or in pairs. This time, however, students should create a maze where following the /g/ sound will take them through to *FINISH*. To help them, say they can start the maze with *go*.

When they have finished, ask them to give their mazes to another student (or another pair of students) to solve.

8B Sound and spelling: /s/ and /z/

Photocopiable activity on p.247

You will need one sheet for each student.

Say some words with /s/ and /z/ sounds, e.g. *promise* and *refuse*. Ask students to think of more examples with these sounds.

Divide the class into pairs and give each student a sheet. Ask students to look at Activity A and underline the words with a /s/ sound. Check and drill all the words.

Answers

peace – peas
easy – essay
lose – loose
plays – place
false – falls
pens – pence
ice – eyes

Ask students to look at Activity B. The students then put the words from Activity A into the two grids. The students might have played *Battleships* in their own language so you just need to tell them what the game is. They must have the same order of words in both grids or the *Battleships* game won't work.

Students then have five minutes to choose eight words from the vocabulary or reading exercises in Unit 8, up to a maximum of six letters, and write them in their own grid.

They then take it in turns to find each other's words, using the /s/ and /z/ coordinates and marking the words their partner has said or blank squares on their second grid. The game finishes after 15 minutes or when one student finds all their partner's words.

Demonstrate the game with a stronger student and then let the students play in pairs. Monitor and help as necessary. Make sure they are pronouncing the words correctly.

9A Auxiliary verbs in passive sentences

Photocopiable activity on p.248

You will need one sheet for each pair of students, cut in half.

Ask two students to go outside the room. Tell them to have a good look around the classroom before they go. Then rearrange things in the room, e.g. open the window and put a bag on a desk. Bring the students back into the room and ask them to say what has been changed. Make sure the students use the passive, e.g. *The window has been opened, a bag has been put on a desk*. Write the sentences on the board. Get students to underline the auxiliary verbs (*has, been*). Tell students that these auxiliary verbs are not usually stressed in passive sentences. Drill the sentences.

Divide the class into pairs and give each student a sheet, A or B. Ask them not to show the pictures to each other. Tell students that their pictures are similar but Picture A was in the morning and Picture B was in the evening. Things have changed in the room and there are eight differences. Explain that the students need to talk about and compare their pictures to find the differences. They should not look at each other's pictures but describe them.

When students have finished speaking, elicit the eight differences and agree on the correct sentences. Ask students to use the present perfect. The students then underline the auxiliaries in each of the sentences, e.g. *The window has been closed.*

Drill the sentences, making sure the auxiliaries are not stressed.

Answers

1 The window has been closed.
2 Some books have been put back.
3 The milk has been drunk.
4 The biscuits have been eaten.
5 The bed has been made.
6 The computer has been turned off.
7 The chair has been moved.
8 The desk has been tidied.

VARIATION

Elicit the verbs students will need for their sentences or write them on the board: *close, put back, drink, eat, make, turn on / off, move, tidy*.

9B Relative clauses: pausing

Photocopiable activity on p.249

You will need one sheet for each group of 10 students, cut up into one illustration and 10 sentence cards.

Draw this seat plan of a train carriage on the board:

3	4
2	5
1	6

Explain the situation. A businessman, Lewis James, was travelling from London to Bucharest by train in seat 3 of carriage T. During the journey, someone stole his gold ring. The police think it must have been one of the other five people in his carriage – John Stoker, Maria Stoker, David Sewell, Lucy Wiest and Arthur Woods (write these names on the board, if you like). The police want to know who stole Lewis James's ring. If necessary, pre-teach *alibi*.

Write these sentences on the board:

John, who is a lawyer, was in seat number one.

The person who was in seat number 4 is a doctor.

Ask how the relative clauses are pronounced here: there is a pause before and after the relative clause in the first sentence, but no pause in the second. Drill the sentences.

Ask students where John is (seat 1) and where the doctor is (seat 4) and tell them to write *John* and *doctor* in the correct part of the table.

Arrange the students into groups of 10. Give each student in the group a different sentence. The group should underline all the relative clauses in their sentences and practise reading them as preparation for the next stage.

Tell students that they must share information to find out about the people in the carriage. The students stand up, go around the group reading out their sentences to each other and filling in their individual tables. Set a time limit of 15 minutes so that the activity does not go on too long. Monitor and help as necessary, making sure that students read, not show, their sentences, pausing correctly.

Get feedback from the class to find out who they think stole the ring. Then drill some of the sentences with the whole class.

Answers

Name	John Stoker	Maria Stoker	David Sewell	Lucy Wiest	Arthur Woods
Seat number	1	2	4	5	6
Destination	Frankfurt	Frankfurt	Budapest	Vienna	Bucharest
Occupation	lawyer	teacher	doctor	unemployed	artist
Alibi	in the restaurant carriage	in the restaurant carriage	sleeping in seat	walking down the corridor	can't remember
Other information	jealous	John saw her talking to Lewis	next to window	expensive jewellery in her case	fell in love with Lucy

Arthur stole the ring because he fell in love with Lucy and he found out she liked jewellery. He thought the ring would be a nice present for her.

10A Sentence stress: *would*

Photocopiable activity on p.250

You will need one sheet for each pair of students, cut in half.

Write the following question on the board: *Would you like to meet a famous sportsperson?* Ask one or two students to say the question. Remind them that *would* is not stressed in this question, but the main verb *meet* is. Encourage various students to give responses (*Yes, I would* or *No, I wouldn't*). Point out that *would* is stressed in short positive or negative answers.

Divide the class into pairs and give each student a sheet. Ask them to look at their questions and choose three they would like to ask their partner. Then, students dictate their questions and their partner writes them down.

Next, students take turns to discuss the questions they wrote down. Go round and monitor students are pronouncing *would* appropriately.

Finally, ask each pair to work with another pair in a group of four. They then take turns to discuss any further questions they have chosen.

10B Sentence stress: *would* and *have*

Photocopiable activity on p.251

You will need one sheet for each pair of students, cut up.

Write these third conditional sentences on the board. Underline *would* and the auxiliary verbs *have* and *had* and model them.

– *If it had snowed this morning, I would have felt really excited.*

– *The traffic would have been terrible if it had snowed this morning.*

Elicit that *would* and positive auxiliaries are not usually stressed in third conditional sentences and that there is a pause between the two clauses.

Ask which sentence on the board has a hypothetical negative outcome (*The traffic would have been terrible if it had snowed this morning*) and which one a hypothetical positive outcome (*If it had snowed this morning, I would have felt really excited*).

Divide the class into pairs and give each pair a set of *Situation* and *Outcome* cards. One student takes an *Outcome* card and says what it is (positive or negative). The other student takes a *Situation* card and reads out the appropriate sentence, with either a positive or negative outcome.

Demonstrate with a situation: positive outcome = *If Tom had found out, he would have been delighted.*

Monitor and help as necessary. Get feedback from the class and drill all the sentences on the situation cards.

EXTRA ACTIVITY

Students take a *Situation* card and continue the story with third conditional sentences, making sure they pronounce the auxiliaries as weak forms, e.g.

If I hadn't lost my job, I wouldn't have started my own business.

If I hadn't started my own business, I wouldn't have become a millionaire.

If I hadn't become a millionaire, I wouldn't have bought a private plane.

etc.

1A Grammar
Subject and object questions

Activity A

Complete the questions in the table.

A	B	C
1 _____ recently? (you travel)	_____	Where [2] _____? (you / go) _____ _____
3 _____ with a friend? (you go)	_____	Who [4] _____? (you / go / with) _____ _____
5 _____ a famous building or place? (you see)	_____	What [6] _____? (you / see) _____ _____
7 _____ lots of photos? (you take)	_____	What [8] _____ photos of? (you / take) _____ _____
9 _____ something interesting? (you eat)	_____	What [10] _____? (you / have) _____ _____
11 _____ your visit and do you want to go back? (you enjoy)	_____	Why [12] _____ it? (you / like) _____ _____

Activity B

Complete questions 1–6.

1 _____ recently? (who / travel)

2 _____ with a friend? (who / go)

3 _____ a famous building or place? (who / see)

4 _____ lots of photos? (who / take)

5 _____ something interesting? (who / eat)

6 _____ their visit and wants to go back? (who / enjoy)

1B Grammar

Present simple and present continuous

I study for an hour every evening.	I always wear expensive clothes.	I'm seeing the dentist this afternoon.
I'm reading a very interesting book at the moment.	I'm having a difficult day today.	I'm feeling very hot!
I learn best in the mornings.	I'm seeing a friend tonight.	I'm learning to drive at the moment.
I'm not wearing a coat.	I feel sad when it rains.	I'm studying Japanese at the moment.
I'm thinking about what to do at the weekend.	I have three sisters and two brothers.	I live in a small flat.
I'm living in New York this year.	I'm thinking about my birthday.	I never get up late.

2A Grammar

Present perfect simple and past simple

learn how to give a presentation

find my dream job

start a website

buy my own house

learn a new skill

travel to a different country

work for a famous company

write a book

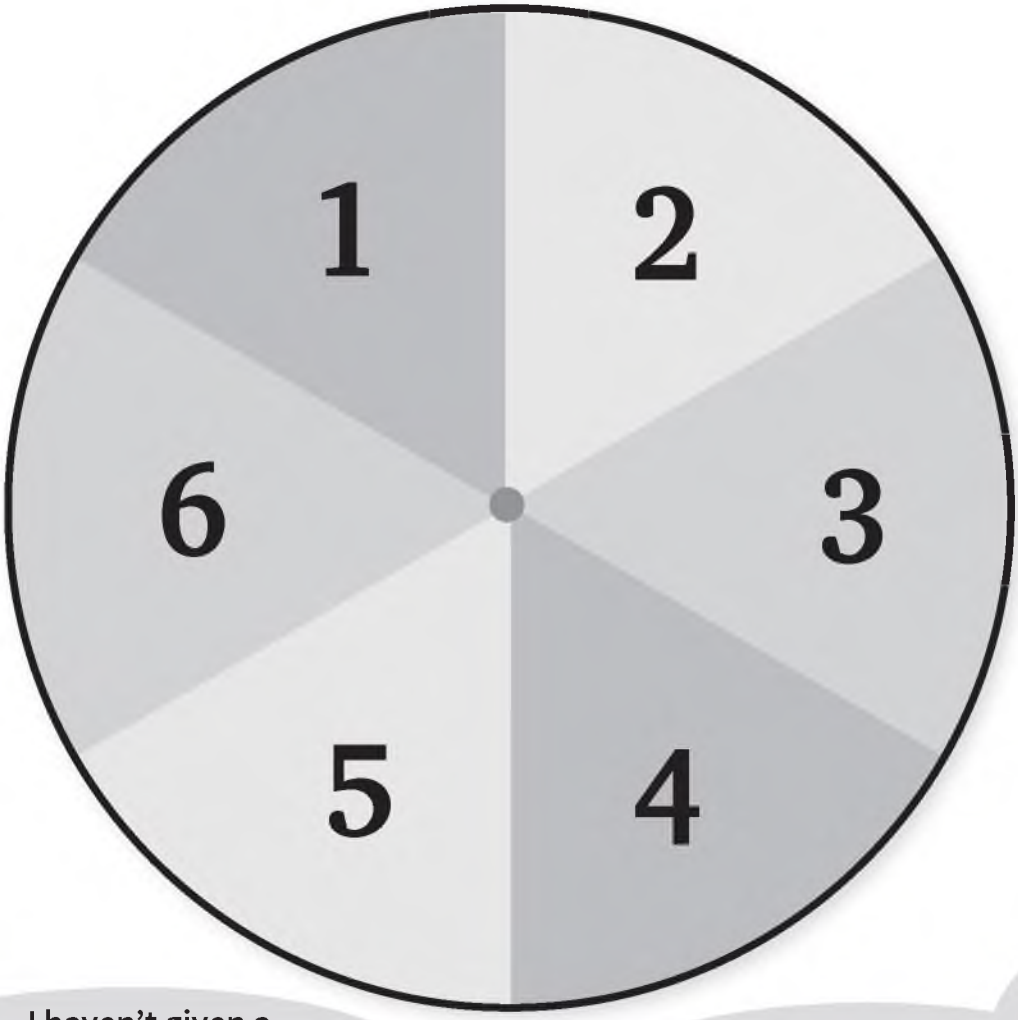
get more qualifications

change my career

work for a lot of money

start my own company

something else? _____



I haven't given a presentation yet, but I'd like to. Have any of you given one?

Yes, I have. I gave one last year. I was really nervous ...

2B Grammar

Present perfect simple and present perfect continuous

	Me	Student 1	Student 2
[1]*I've known / I've been knowing* my best friend since I was a child. [2]*We've lived / We've been living* in the same town for a long time.			
[3]*I've owned / I've been owning* my phone for over a year.			
[4]*I've done / I've been doing* a lot of sport recently – I exercise two or three times a week.			
[5]*I've studied / I've been studying* English for more than five years – but I still have a lot to learn!			
[6]*I haven't read / haven't been reading* any books for a long time – [7]*I've read / I've been reading* more things online recently.			
[8]*I've worked / I've been working* a lot today – that's why I'm tired at the moment.			
[9]*I've lived / I've been living* in more than one place in my life. But I really like where I live now.			
[10]*I've just finished / I've just been finishing* eating. I don't feel hungry any more.			

How long have you known your best friend?

What have you been reading recently?

3A Grammar
Narrative tenses

A Later, Billy saw the ring was in his cup and took it to a jewellery shop. They told him it was worth $4,000.

B Then, one day, she was walking in the street where Billy was sitting, and was amazed when Billy Ray shouted at her and gave the ring back to her. He explained that he had felt uncomfortable about selling the ring, so he had kept it for her.

C When people heard about Billy's story, more and more people gave money. After three months, Sarah had collected $190,000.

D In 2013, Billy Ray Harris was living on the streets in Kansas City. He was homeless and every day he held out a cup and asked passers-by for spare change.

E Sarah looked everywhere in her house for her ring, but couldn't find it. She was very sad.

F Six months later, Billy had a house and a car and was no longer living on the streets.

G One day everything changed. A woman called Sarah Darling was walking past and dropped some money into his cup.

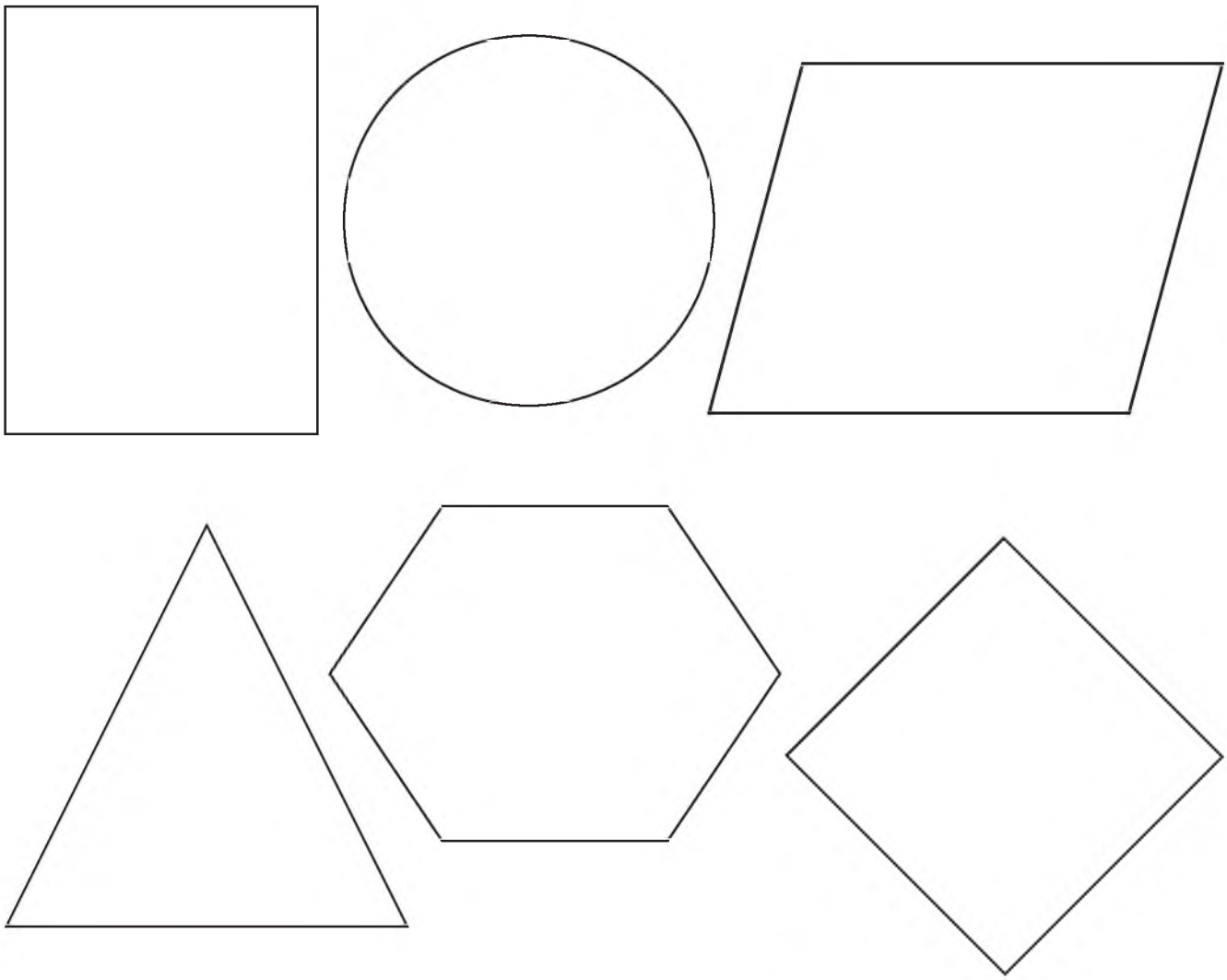
H He also appeared on TV, where members of his family saw him for the first time in 16 years and decided to meet him.

I What she didn't notice, though, was that she had accidentally dropped her engagement ring into the cup.

J Sarah was so happy she gave him $60 from her purse. But she thought Billy deserved more, so she started collecting money for him. She wanted to raise about $1,000 – enough for some new clothes and basic things.

3B Grammar
used to, usually

- a place where you used to spend a lot of time as a child
- an activity or hobby you enjoyed but don't do any more
- a kind of food you still like from when you were a child
- a book or film you used to love when you were younger
- a person who you used to listen to when you were growing up
- a kind of food you usually eat on special occasions
- a kind of food you didn't use to like, but now you do
- a place you usually go to in the summer
- somewhere you don't visit any more
- something you usually do in your spare time
- a person you no longer spend time with
- a book/film you usually read/watch when you want to make yourself happy



4A Grammar

Modals and phrases of ability

		Your sentence
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

4B Grammar
Articles

START

1
True or false?
I go to the gym three times _____ week.

2
A: Which one is your car?
B: It's _____ blue one over there.

3
Talk about…
_____ most beautiful place in your country.

4
A: What does your father do?
B: He's _____ doctor.

5
True or false?
I saw _____ interesting film recently.

6
Talk about…
_____ new language you would like to learn.

7
GO BACK THREE SPACES

8
True or false?
I prefer _____ cats to _____ dogs.

9
Talk about…
_____ person you like most.

10
True or false?
I usually go to _____ bed early.

11
Talk about…
something interesting you've done in _____ last week.

12
MISS A TURN

13
True or false?
I've never been to _____ China.

14
GO BACK ONE SPACE

15
Talk about…
what you had for _____ lunch or dinner yesterday.

16
True or false?
I go to _____ work on Monday to Friday every week.

17
I used to live in _____ countryside.

18
Talk about…
_____ person you think is funny.

19
GO FORWARD TWO SPACES

20
A: Where were you born?
B: In _____ USA.

21
True or false?
I never listen to _____ radio. I prefer watching TV.

22
A: Do you like reading?
B: Yes, all _____ time.

23
Talk about…
what you usually do in _____ summer.

FINISH

5A Grammar
Future forms

1

a I'm having a holiday in August. I'll go to Italy.

b I'm going to have a holiday in August. I'm going to Italy.

2

a Sure! I'll come! It sounds good.

b Yes, I'm going to come. It sounds good.

3

a Yes. I'm seeing my boss at 3 o'clock.

b Yes. I'll see my boss at 3 o'clock.

4

a Don't worry, I'm going to give you some money.

b Don't worry. I'll give you some money.

5

a We're flying out next week.

b We'll fly out next week.

6

a I think she'll pass – she seems confident.

b I think she's passing – she seems confident.

7

a I'm going to carry some, if you like.

b I'll carry some, if you like.

8

a OK. We'll bring some cakes.

b OK. We're bringing some cakes.

9

a Yes, I think it's going to snow.

b Yes, I think it's snowing.

10

a Are we going to the beach?

b Shall we go to the beach?

5B Grammar

Zero conditional and first conditional

1 You'll feel bad if you don't go.	2 *When you're with your dog, you always feel happy.*	3 **Unless someone invites you to the party, you're not going.**
4 If you aren't ready in 10 minutes, you'll miss the start of the film.	5 If you don't go out on a Saturday night, you always feel lonely.	6 *You always feel bad when you eat this kind of food.*
7 If you don't want to do it, then don't!	8 **You'll finish a lot quicker if you stop checking things on the internet.**	9 *If you don't find a job soon, you won't have any money.*
10 When you see a spider, you always feel scared.	11 If you finish early, you can go and meet your friends.	12 Unless it's sunny, you'll stay at home.
13 **You always feel happy when you eat chocolate.**	14 When you go out, you always spend too much money.	15 If you finish your work today, you can go out tonight.
16 If you go to bed early, you feel much better the next day.	17 *If you want to do it, then nothing will stop you.*	18 Unless you have a holiday soon, you're going to be really tired.
19 You'll stay at home at the weekend if you want to relax.	20 **Unless you fix your computer, you won't be able to finish your work.**	21 *You usually feel sad when it's raining.*

6A Grammar
Modals of obligation

Sentences

1 When you use public transport, you must …
2 At school, I had to …
3 When you go abroad, you mustn't …
4 When you're studying a foreign language, you ought to …
5 Before a job interview, you should …
6 Before the age of 18, you can't …
7 Twenty years ago, people couldn't …
8 When you start a new job, you have to …
9 When you go on holiday, you don't have to …
10 When I was young, I didn't have to …

Your sentence endings

6B Grammar

Comparatives and superlatives

Write down the names of two restaurants or cafés in your town. Which is the best? Why?

Write down two kinds of food you don't like. Which is the worst? Why?

Write down two different types of music. Which do you prefer? Why?

Write down three different jobs. Which is the most difficult? Why?

Write down two different makes of smartphone or computer. Which is better? Why?

Write down two kinds of wild animal. Which would you most like to see? Why?

Write down three countries. Which one is least like your own country? Why?

Write down three personality adjectives. Which one is most like you? Why?

7A Grammar
Modals of deduction

1 It's 30°C today, but Linda's wearing a coat.	**2** My friend looks really bad. He hasn't eaten anything for two days and he sleeps all day.	**3** Where's the train? We've been waiting here for an hour.	**4** Sarah didn't want to speak to me this morning.
5 My sister spends all her time studying. She prefers reading to going out or watching TV.	**6** Oh no … I checked online, and it looks like there might be no more cheap hotels left.	**7** There's a person living in my street who always wears dark sunglasses and a hat when she goes out.	**8** I've emailed Jack four times this week, but he hasn't answered me.
9 It was one of the most popular films of all time.	**10** My friend has three cars, five motorbikes, and lives in a huge apartment near the sea.	**11** Mark said it's going to rain today, but it looks sunny outside.	**12** Why doesn't anyone go to that restaurant? It looks really nice from the outside.

She can't be cold.	He must be ill.	We can't be late.	She might be angry with you.
She must really enjoy it.	We could be too late.	She might be a famous person.	He could be on holiday.
It can't be boring.	He must earn a lot of money!	He could be wrong.	It might not be very cheap.

7B Grammar
Quantifiers

1 There are a lot of people living in my town.	**2** There aren't a lot of space in my home.	**3** There is too many traffic in my town.
4 I haven't got some work to do tomorrow.	**5** I've got very little time to go out these days.	**6** There are too much people in my house – it's very crowded.
7 I think young people have far too much mobile devices these days.	**8** Most people have money enough to buy what they want.	**9** There aren't much good places to eat in my town.
10 People in the finance industry earn a lot of money.	**11** Most people haven't got enough time to enjoy themselves.	**12** There aren't few chairs in this room – some people will have to stand.
13 There are few shops where I live – enough to buy basics.	**14** I always put a little sugar in my coffee.	**15** I love reading – I have quite a lot of books at home.
16 There is too many information online.	**17** I have quite a few tracks on my MP3 player.	**18** There are some lovely buildings in my town.
19 There aren't some nice parks in this city.	**20** I haven't got much online friends.	**21** I haven't got enough confidence to speak in public.

8A Grammar
Reported speech

will are do were can have did was

	Person A	Person B	Person C
1 What _____ you enjoy doing most when you _____ a child?			
2 _____ you enjoy school when you were younger? Why/Why not?			
3 Who _____ your best friend when you were a child?			
4 What _____ a typical day for you when you were younger?			
5 What _____ you do in your free time now?			
6 _____ you like your job/studies at the moment? Why/Why not?			
7 Who _____ you spent most time with recently?			
8 What _____ you do in a typical day now?			
9 What _____ you planning to do in the next year?			
10 Where do you think you _____ be in five years' time?			
11 _____ you going to do anything special next weekend?			
12 _____ you do something that many other people find difficult (e.g. play the piano, draw)?			

8B Grammar
Verb patterns

9A Grammar
The passive

1 Name two actors who _____ (be born) in the US.	**2** Name two paintings which _____ (paint) by Italian artists.	**3** Name two books which _____ (write) by British authors.
4 Name two things which _____ (produce) in your country.	**5** Name two films which _____ (make) using CGI.	**6** Name two TV shows which _____ (love) in your country.
7 Name two things which _____ (make) by hand.	**8** Name two things which should only _____ (do) by an expert.	**9** Name two TV shows which _____ (watch) by young people.
10 Name two films which _____ (base) on a true story.	**11** Name two things which can only _____ (do) with a computer.	**12** Name two languages which _____ (speak) in Europe.
13 Name two buildings which _____ (build) more than 100 years ago.	**14** Name two things which _____ (sell) for a lot of money.	**15** Name two books which _____ (publish) in the last ten years.

9B Grammar

Defining and non-defining relative clauses

Jobs

Food

Activities

Places/ Buildings

Music

10A Grammar

Second conditional

win a lot of money

get your ideal job

meet your favourite film star

lose your smartphone/tablet computer

find some money in the street

speak English perfectly

be on TV

lose your wallet or money

win airplane tickets to anywhere in the world

break your arm

be able to sing really well

someone gives you a famous painting

lose the keys to your home

can be extremely good at sport

10B Grammar
Third conditional

I failed my exams.

I missed my train.

My mother/father is annoyed with me.

I feel exhausted.

My home is really messy.

I have a headache.

My holiday photos look terrible.

I argued with a friend.

I haven't got any money left.

I've got a bad stomach.

I was very late this morning.

My teacher was angry with me.

Communicating with others – what do you think?

- You have to tell a close friend some bad news. Is it better to tell them in an email or [1]f_____ to f _____?
- In a restaurant, you're very unhappy with the service. Do you [2]c_____ to the manager or just say nothing?
- A close friend asks you what you think of their new hairstyle. Unfortunately, you don't like it very much. Do you give your [3]o_____ or say nothing?
- You have to [4]g _____ a two-minute presentation to the class tomorrow about your hobby. Are you happy to speak in [5]p_____?
- You're with a group of friends, and one of them [6]t_____ a joke which isn't funny and isn't very polite. Do you smile and say nothing, or express your real [7]f_____ about it?
- A friend tries to [8]p_____ you to do their English homework for them. It's about an hour's work, and you're very busy at the moment. Do you say 'yes' or 'no'?
- You're waiting in a queue for tickets for a concert, and two young men try to go ahead of you. Do you [9]i_____ on going first?
- You're are on a train and another passenger starts speaking very loudly on his phone. You ask him politely to be quiet, but he ignores you. Do you [10]a_____ with him or say nothing?

1B Vocabulary

Gradable and extreme adjectives

Student A	Student B	Student C
small	tiny	tiny
big	enormous	enormous
tired	exhausted	exhausted
hot	boiling	boiling
cold	freezing	freezing
difficult	impossible	impossible
bad	awful	awful
good	brilliant/fantastic	brilliant/fantastic
dirty	filthy	filthy
angry	furious	furious
unhappy	miserable	miserable
nice (food)	delicious	delicious

Situations

Student A	Student B	Student C
You went on holiday. (Where did you go? What was it like? The weather? The food? The hotel?)	You bought something online. (What was it? Are you pleased with it?)	You hurt yourself! (What happened? How did you feel?)

2A Vocabulary
Work

Activity A

Match words/phrases 1–10 with comments a–j.

1 apply for a job
2 practical skills
3 job interview
4 business contacts
5 CV
6 knowledge
7 employer
8 career
9 grades
10 team

a They asked me lots of difficult questions.

b He knows a lot of people in banking.

c I've learnt so much on this course.

d That woman owns the company where I work.

e I wrote to more than 20 companies.

f These are more important than qualifications in my job.

g I got good marks in my exams.

h Mark's been an engineer all his working life.

i I work quite closely with four other people.

j You must include your qualifications, work experience, education and interests.

Activity B

Tick (✓) the statements which are true for you. Discuss your opinions.

1 **I'm not really interested in a career in business.** ☐

2 **I haven't got a lot of experience to put on my CV.** ☐

3 **I'd prefer to be an employee in a large organisation.** ☐

4 **I haven't applied for many jobs in my life.** ☐

5 **I think practical skills are more important than qualifications.** ☐

6 **I've got lots of business contacts.** ☐

7 **I don't think I am good at job interviews.** ☐

8 **I'd love to be in charge of a team.** ☐

2B Vocabulary
Technology

Activity A

Write the words.

w s r b o r e	1 browser	s i l t n l a	2 _____
r p d s a w o s	3 _____	t n o b t u	4 _____
s e m a g e s	5 _____	o a u l p d	6 _____
t l e e d e	7 _____	n o l k c c i	8 _____
t f n r u f o	9 _____	n s m u e a r e	10 _____

Activity B

Complete the exchanges with words from Activity A.

A How do I [1]_____ a new browser on my computer?
B Why don't you check online?

A Did you get my text [2]_____?
B Sorry, I [3]_____ my phone by mistake.

A My [4]_____ is '123abc'. Is that OK, do you think?
B That's terrible! You should change it.

A I don't want to keep this email. How do I [5]_____ it?
B You [6]_____ the 'trash' icon.

A How can I share photos with all my friends?
B That's easy. You just [7]_____ them to the internet or email them.

A How do I switch this on?
B You just press this [8]_____ here, at the back.

Activity C

Student A	**Student B**
1 Is a password the same as a username?	1 Can you connect to the internet on a smartphone?
2 Can you type a text message?	2 Can you browse the internet on a tablet?
3 Is a button something you press?	3 Can you press an app?
4 Can you click on a password?	4 Can you type a browser?
5 Is an icon a kind of picture?	5 Can you download an app to a phone?
6 Can you install an app on a phone?	6 Can you upload a video to the internet?
7 Can you upload a button?	7 If you delete something, do you keep it?
8 Can you delete an app?	8 Can you share photos online?

3A Vocabulary
Relationships

Activity A

Put the words in order to make sentences.

1 similar come a we background from _____

2 did know how them get you to ? _____

3 keep by we touch phone in _____

4 shared a have of interests lot we _____

5 always me of gave support lots she emotional _____

6 lot common we have a don't in _____

7 sense have same humour we the of _____

8 with get I boss on don't get my _____

Activity B

Read each statement ending and tick (✓) how important you think it is.

In any friendship or relationship, you need ...	very important	quite important	not very important	not important
to have a lot in common.				
to come from the same background.				
a similar sense of humour.				
to get on with each other's friends.				
to get on with each other's relatives.				
to give a lot of emotional support to each other.				
to keep in touch with each other constantly.				

Take turns to say a statement from the table and give your opinion about how important it is. Do others agree? Why / Why not?

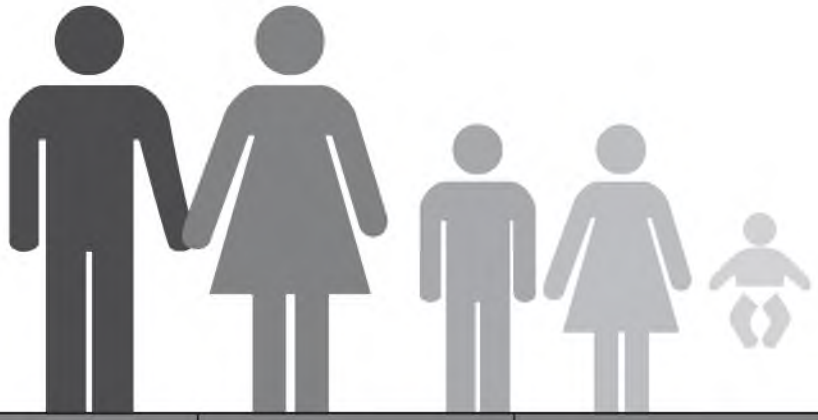
I think having a lot in common isn't very important because …

3B Vocabulary

Family; Multi-word verbs

Student A

	A	B	C	D
1			nephew	take after someone
2	generation	cousin		
3				raise children
4	grow up		only child	
5		bring someone up		



Student B

	A	B	C	D
1	twins	middle child		
2				grow apart
3	get together		niece	
4		hang out with someone		childhood
5			mix someone up	

4A Vocabulary
Ability

Student A

SCHOOL REPORT

	Gemma Robertson	Leo Robertson
English	Gemma is a [1]_____ student, but she isn't always [2]_____ in herself and [3]_____ up too easily.	Leo works hard and is [1]talented at writing. He has the [2]ability to produce some excellent work.
Maths	Gemma has had a [4]_____ year with excellent results!	Sadly, Maths is not his best subject. He has not had much [3]success this year.
Science	She works hard and is [5]_____ to do well.	Leo needs to have more [4]confidence and not [5]give up so quickly.
Computer technology	A good year's work. She is clearly [6]_____ at programming.	He has worked hard and is [6]determined to do well.
History	Very good progress – 95% in her exam is a great [7]_____.	Leo is [7]good at History, but does not show much interest in the subject.
Art and design	Sadly, Gemma does not have a positive [8]_____ towards this subject.	Leo won the school prize for his wonderful artwork. A great [8]achievement!
Languages	She's [9]_____ at speaking Spanish, but she has the [10]_____ to do better in her writing.	Leo's German is excellent. He is an [9]intelligent student who has been very [10]successful this year.

Student B

SCHOOL REPORT

	Leo Robertson	Gemma Robertson
English	Leo works hard and is [1]_____ at writing. He has the [2]_____ to produce some excellent work.	Gemma is a [1]bright student, but she isn't always [2]confident in herself, and [3]gives up too easily.
Maths	Sadly, Maths is not his best subject. He has not had much [3]_____ this year.	Gemma has had a [4]successful year with excellent results!
Science	Leo needs to have more [4]_____ and not [5]_____ up so quickly.	She works hard and is [5]determined to do well.
Computer technology	He has worked hard and is [6]_____ to do well.	A good year's work. She is clearly [6]talented at programming.
History	Leo is [7]_____ at History, but does not show much interest in the subject.	Very good progress – 95% in her final exam is a great [7]achievement.
Art and design	Leo won the school prize for his wonderful artwork. A great [8]_____!	Sadly, Gemma does not have a positive [8]attitude towards this subject.
Languages	Leo's German is excellent. He is an [9]_____ student who has been very [10]_____ this year.	She's [9]brilliant at speaking Spanish, but has the [10]ability to do better in her writing.

4B Vocabulary

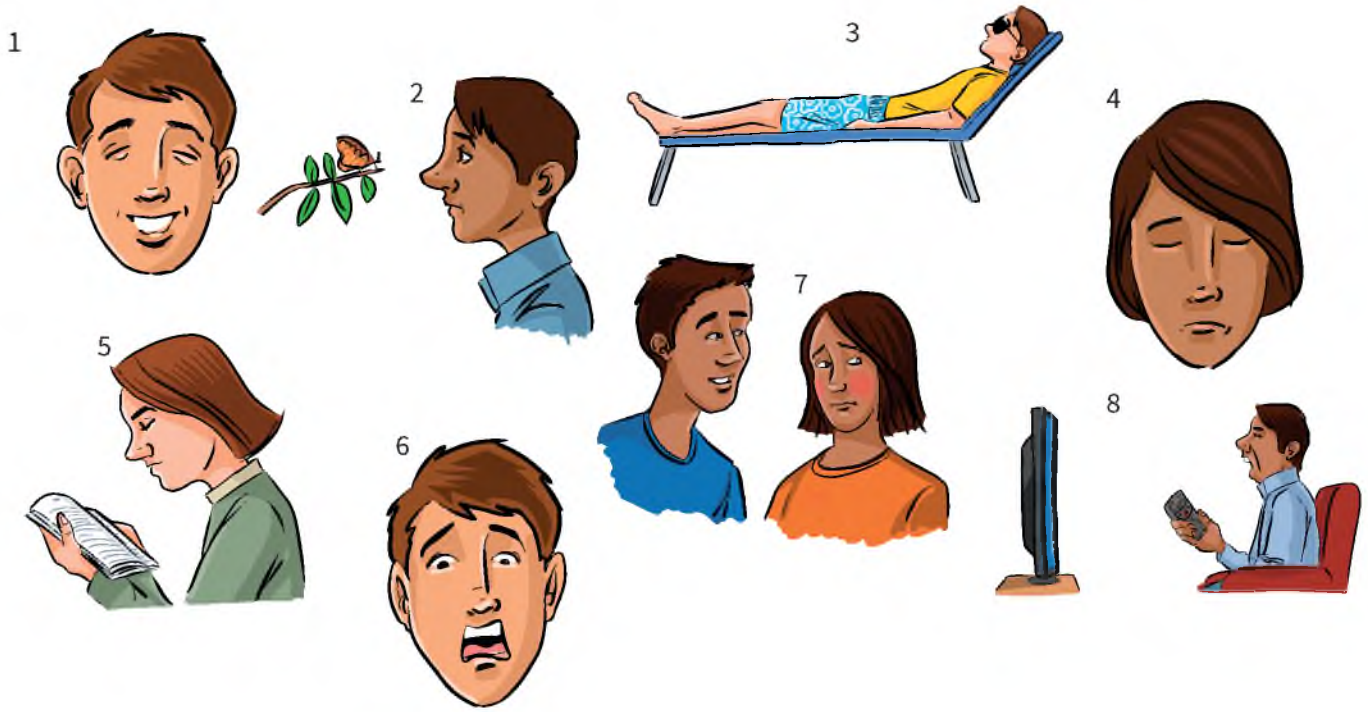
-ed/-ing adjectives; Personality adjectives

Activity A

How do these people look? Use the adjectives in the box.

I think the first person looks amused.

depressed relaxed bored serious
shy amused fascinated terrified



Activity B

Read the clues and complete the puzzle with suitable adjectives.

1 'People say I'm energetic and cheerful.'

2 'The film was good and it made me laugh.'

3 'I love spending time with other people.'

4 'I was so frightened I didn't know what to do.'

5 'They told me the film was going to be fantastic, but I didn't think it was very good.'

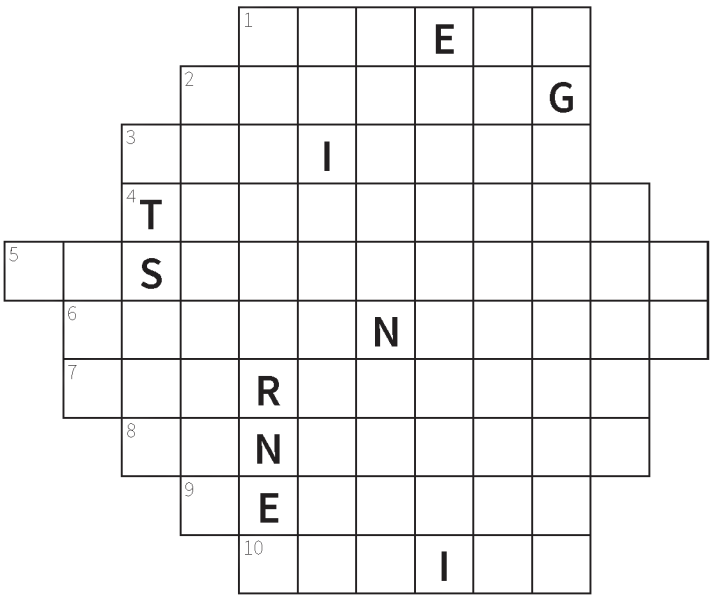
6 'The story was amazing! I couldn't stop reading it.'

7 'I can't watch the news on TV. It's so negative and it just makes me unhappy.'

8 'I hate it when people criticise me.'

9 'People say I think about things a lot and don't laugh very much.'

10 'I'm always busy doing things, especially outdoors.'



5A Vocabulary
Environmental issues

Activity A

Match words 1–9 with words a–i to form phrases connected with environmental issues.

1 damage	a project
2 endangered	b pollution
3 recycle	c the environment
4 environmentally	d wildlife
5 air	e bottles and newspapers
6 climate	f communities
7 conservation	g friendly
8 protect	h change
9 local	i species

Activity B

a Look at the news headlines. Are they reporting good news or bad news?

1 **STORMS DESTROY CITY CENTRE**

2 **Pollution increasing in towns**

3 ***Local communities helping to save wildlife***

4 **MORE MONEY NEEDED TO PREVENT FLOOD DAMAGE**

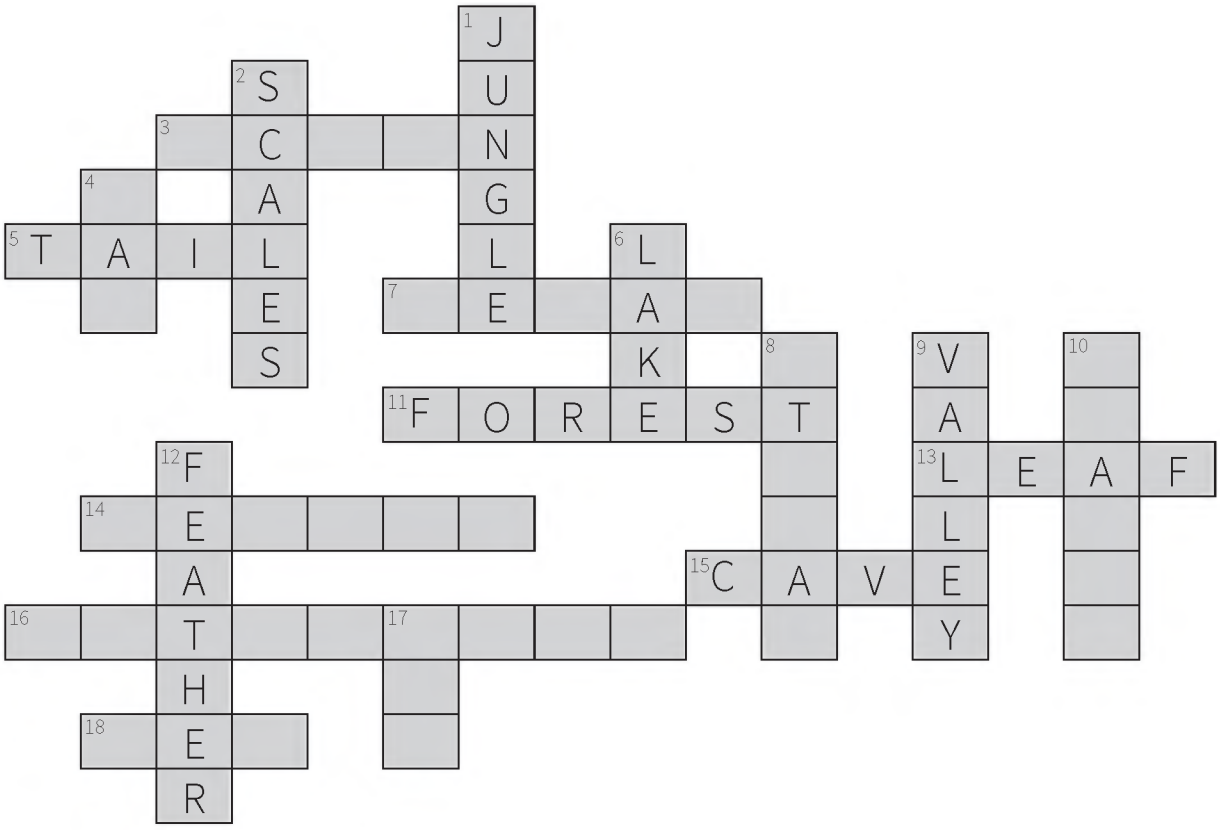
5 **Towns now recycling more than 70% of waste**

6 ***Rainforest species may not survive much longer***

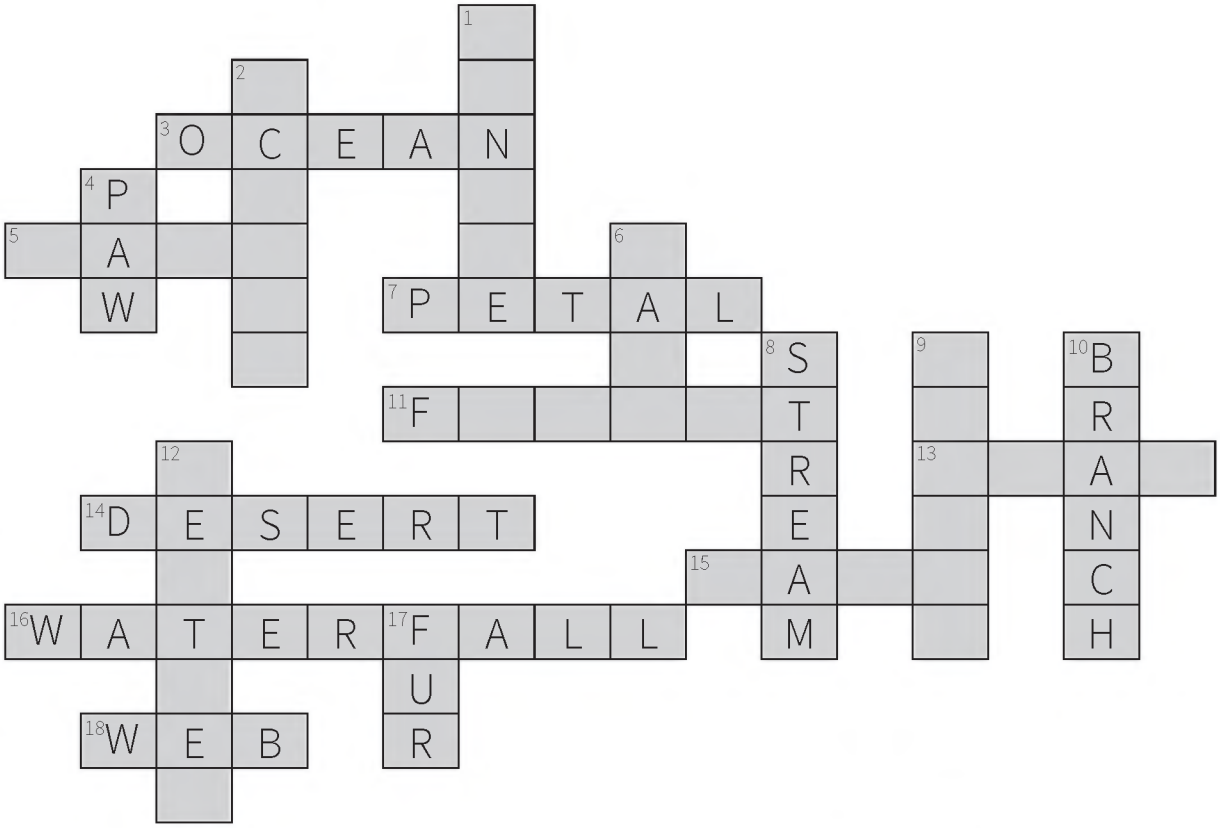
b Choose three headlines and discuss possible reasons why these things have happened or are happening.

5B Vocabulary
The natural world

Student A



Student B



6A Vocabulary

Compound nouns; Multi-word verbs

Activity A

Complete the questions with one word in each gap.

You, your town, your country

1 How often do you eat _____?

2 When is the _____ hour in your city?

3 Do most people have _____ conditioning in your country?

4 Are there many cycle _____ in your town?

5 How often do you get money from a cash _____?

6 Do drivers always stop at _____ crossings in your country?

7 How often do you use _____ transport?

8 What's the best way to _____ around in your country?

9 Is it normal to turn _____ late when you are invited to someone's home?

10 How often do you _____ away each year?

11 Do you like _____ around the shops in your town?

12 If you _____ someone around your town, what places would you go to?

13 How often do you have to sit in traffic _____?

14 Do you find it easy or difficult to _____ up new English vocabulary?

Activity B

Think of a follow-up question for each question.

Why do you eat out? *What places do you go to?* *Do you always go to the same places?*

Take turns to ask and answer your questions in Activity A, including your follow-up questions.

6B Vocabulary
Describing food

Activity A

Look at the puzzle. Find eight words connected with food and cooking.

C	H	E	M	M	S
R	U	P	N	T	Q
U	O	A	D	A	U
N	S	O	U	S	E
C	W	B	S	T	E
H	E	A	V	Y	Z
Y	E	D	W	N	E
F	T	D	L	S	G
C	R	E	A	M	Y
G	L	I	G	H	T

Activity B

Write one or two examples for 1–14. Think of a food or drink that:

1 is usually bitter. _____
2 you usually eat raw. _____
3 can be fresh or dried. _____
4 is usually sour. _____
5 you can mash. _____
6 you can chop. _____
7 you can fry. _____
8 you can squeeze. _____
9 is hot and spicy. _____
10 you often mix with oil. _____
11 is very rich. _____
12 you often serve in large bowls. _____
13 you stir when you're cooking it. _____
14 you don't usually heat up twice. _____

Activity C

Tell each other your examples. How many are the same? Can you add more to the list?

Work with a new partner. Take turns to say your examples only. Your partner must say what they are examples of.

7A Vocabulary

Describing houses and buildings

balcony • view • stand	**basement** • inside • room	**terrace** • sit • eat
attic • inside • up	**flat** • apartment • home	**steps** • walk • front door
doorbell • front door • button	**rent** • live • home	**view** • outside • beautiful
move • different • live	**neighbourhood** • location • people	**lock** • door • close

7B Vocabulary
Verbs and prepositions

Student A

1 He doesn't care _____ other people's feelings.

2 The service was terrible, so I _____ about it to the manager.

3 She spends all day arguing _____ her colleagues.

4 I don't _____ in diets. I've tried them and they don't work.

5 He succeeded _____ getting a place at university.

6 That bag doesn't _____ to Kate – it's Sandy's.

7 You will have to wait _____ the doctor to return.

8 They offered me the job, but I want to _____ about it.

9 We might need more food. It depends _____ the number of people who come.

10 Don't _____ about the money. I'll lend you some.

11 How do you cope _____ the terrible cold weather here?

12 We went to the concert and my uncle _____ for the tickets.

Student B's answers

1 apologise	2 in	3 waited	4 to	5 cares	6 for
7 depends	8 on	9 argue	10 about	11 cope	12 about

Student B

1 I must _____ for being so late. There was a problem with the trains.

2 There are many things I don't believe _____.

3 We _____ for the bus for half an hour and then decided to walk.

4 Does this coat belong _____ you? It's beautiful.

5 Mr Davies is a wonderful boss. He really _____ about his employees.

6 It's Jenny's turn to pay _____ dinner. I pay too often!

7 We might go to the beach, but it _____ on the weather.

8 Don't rely _____ John. He nearly always arrives late.

9 You should never _____ with your parents. They are always right!

10 My mother worries _____ me all the time.

11 He's got too much work and he can't _____ with it.

12 I had to complain _____ the food – mine was cold and really unpleasant.

Student A's answers

1 about	2 complained	3 with	4 believe	5 in	6 belong
7 for	8 think	9 on	10 worry	11 with	12 paid

8A Vocabulary
The news

Activity A

Are the sentences true or false? Rewrite the false sentences to make them true.

NEWS

1 An article is a piece of writing on a particular subject in a newspaper or magazine. _____

2 Breaking news is bad news. _____

3 A headline is the title of a newspaper story written in large letters at the top of the story. _____

4 Gossip is a story or report about someone's private life that is not true. _____

5 A blogger is someone who writes about topics in a newspaper. _____

6 If news spreads, nobody knows about it. _____

7 Entertainment news is about TV, cinema, music, etc. _____

8 A reporter collects news stories and describes them on TV, radio or in a newspaper. _____

9 If you post a comment, you delete or remove a comment from a website. _____

10 A celebrity is a famous person, often from the world of entertainment. _____

11 Current affairs are events of political or social importance that happened in the past. _____

12 An editor is the person who owns a newspaper or magazine. _____

Activity B

Think of recent examples of the kinds of news in the table. Make notes of what happened and where you found it.

	What?	Where?
foreign news		
business news		
current affairs		
breaking news		
celebrity gossip		
something by a blogger		
entertainment news		

Compare the information you found with other students.

8B Vocabulary
Shopping; Reporting verbs

Activity A

Read out one of your sentences (1–6). Your partner will say a word/phrase from the box.

get a refund recommend bargain refuse browsing remind
can't afford admit come out guarantee in stock warn

Student A

1 'I haven't got enough money for it.'

2 'It's a new DVD. It was on sale for the first time yesterday.'

3 'I'm just looking, thanks.'

4 'I asked him not to forget.'

5 'She said the restaurant was very good.'

6 'Don't go near the city centre on a Saturday.'

Student B

1 'It was very cheap – 50% off in the sales.'

2 'They gave me my money back.'

3 'No, I won't help you.'

4 'He agreed that he was bad at choosing clothes.'

5 'They always have it in the shop.'

6 'If it breaks in the first year, they'll give me a new one.'

Activity B

Complete each sentence in a logical way.

1 I **agreed** to lend my friend the money because _____.

2 I **threatened** to write a bad review of the restaurant because _____.

3 Someone **suggested** complaining to the shop manager because _____.

4 Someone **warned** me not to buy anything in that shop because _____.

5 I **offered** to help the old woman because _____.

6 I **advised** my friend to buy a new computer because _____.

7 I **recommend** looking for bargains online because _____.

8 The shop manager **promised** to give me a discount because _____.

Take turns to read the second part of your sentences.
Can other students tell you the correct sentence beginning?

9A Vocabulary
Cinema and TV

Activity A

What kinds of film or TV programme are the people talking about?

1 'I was so scared!'

2 'Well, Bob found out that Sam wasn't telling the truth, and then Linda lost her job, and ...'

3 'I love watching them, but not if the questions are too hard!'

4 'I always cry when I watch them.'

5 'My favourite singer was on last night. He talked a lot about his latest album'

6 'I don't usually watch them, except the ones with animals. You can learn a lot about wildlife.'

7 'I really like the historic ones – the characters and the clothes are usually so good.'

8 'I used to watch a lot of them when I was a kid – but I don't watch them now.'

9 'My favourites are the James Bond films. I never miss them.'

10 'I've always loved these kinds of movies. It started when I watched *Star Wars* when I was a teenager.'

Activity B

Find someone who ...

	Name
1 has never seen a _____ film.	_____
2 watches a _____ regularly.	_____
3 likes to relax by watching _____ shows.	_____
4 often cries when they see _____ films.	_____
5 enjoys watching famous people on _____ shows.	_____
6 thinks it's important to watch _____.	_____
7 prefers comedies to serious _____.	_____
8 watched a lot of _____ films when they were younger.	_____
9 loves thrillers and films with lots of _____.	_____
10 hates _____.	_____

9B Vocabulary
Word-building

Activity A

Complete the statements with the correct form of the words in brackets.

What do you think?

1 Anyone can be an _____ (art).

2 There are lots of different ways to be _____ (creativity).

3 Money can't buy you _____ (happy).

4 You can't learn a language without learning the _____ (cultural) too.

5 It's important always to be _____ (honesty).

6 _____ (beautiful) is only skin deep.

7 Most people are _____ (music) in some way.

8 It's difficult to find time to _____ (relaxation) these days.

9 It's important to _____ (celebration) your birthday.

10 Most people love to _____ (performer).

11 _____ (charitable) begins at home.

12 People these days are less _____ (patience) than they used to be.

Activity B

Write your responses to statements 1–12. Then discuss your ideas with other students.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

10A Vocabulary

Sport; Adjectives and prepositions

Activity A

Write your answers.

1 **You are playing a game of football. Who is in charge?** _____

2 **The final score was two points to your opponent, one point to you. Did you win or lose?** _____

3 **You are playing a doubles match at tennis. How many opponents do you have?** _____

4 **What do you play tennis and basketball on?** _____

5 **What happens if you miss the ball in tennis or table tennis?** _____

6 **If you beat someone in a game, do you win or lose?** _____

7 **What is between you and your opponent in tennis?** _____

8 **What do athletes run on?** _____

Ask and answer the questions with a partner. Are your answers the same?

Activity B

Complete the questions with a suitable adjective.

	Example	You	Your partner
fear: What are you [1]_____ of?	Spiders … and heights as well.		
sport: What sports are you [2]_____ in?	Football and rugby. I've played a lot of both.		
ability: Tell me one thing you're [3]_____ at.	My friends tell me I'm a great cook.		
stress: What do you [4]_____ about at night?	Not having enough money.		
family: Who are you most [5]_____ to in your family?	I take after my father. I look like him a lot.		
achievements: Tell me one thing you are [6]_____ of.	I won a writing competition at school.		
life: Tell me one thing that you think is [7]_____ for a happy life.	I think you have to have a positive attitude – even when things go wrong.		
friends: Can you think of an activity that is [8]_____ with most of your friends?	Almost all my friends enjoy going to the beach in the summer.		

Write your answers to the questions. Then ask and answer the questions with a partner. Make notes on their answers.

10B Vocabulary

Expressions with *do*, *make* and *take*

Activity A

Student A	Student B
a rest (take)	**a mistake** (make)
a difference (make)	**well** (do)
some money (make)	**a chance** (take)
research (do)	**the most of something** (make)
action (take)	**it easy** (take)
badly (do)	**a phone call** (make)
friends (make)	**a decision** (make)
your best (do)	**part in something** (take)
advantage of something (take)	**progress** (make)
care of someone (take)	**a risk** (take)
sense (make)	**a break** (take)

Activity B

Complete each sentence with the correct form of *do*, *make* or *take*.

HAPPY OR NOT?

1 **You _____ part in a race and come first.**

2 **Someone _____ an overseas phone call on your mobile phone.**

3 **You're in a queue at the supermarket and when you get to the front, the shop assistant _____ a break.**

4 **Someone offers you a free holiday, but you can't _____ advantage of it.**

5 **It's your first day in a new job, but no one _____ care of you.**

6 **You _____ an exam and to your surprise, you did well.**

7 **You couldn't _____ your best at something because you weren't feeling well.**

8 **You're in a car and the driver _____ a stupid risk.**

9 **A friend gave you directions to a party, but they didn't _____ sense.**

10 **A shop assistant _____ a mistake and gives you €50 change instead of €5.**

Would you be happy or unhappy in the situations above? Which of them or something similar has happened to you?

I took part in a cycle race last summer. I didn't come first, but I did quite well.

Unit 1 Wordpower

yourself

Student A

1 I've come to your house for dinner. What do you say when I arrive?
(*make yourself at home*)

2 I want to paint my own flat, but I plan to pay a professional painter. You think this will be too expensive. What do you say?
(*do it yourself*)

3 I'd like to have piano lessons, but you think I can learn just using a book and practising alone. What do you say?
(*teach yourself*)

4 I have an exam tomorrow, but I don't feel confident about it. What do you say?
(*tell yourself*)

5 I'm going to a party tonight. What do you say?
(*enjoy yourself*)

Student B

1 You see me fall over and you want to make sure I'm OK. What do you say?
(*hurt yourself*)

2 I have an interview tomorrow and you want me to relax and behave naturally. What do you say?
(*be yourself*)

3 I'm at your house and you want me to eat as much as I want. What do you say?
(*help yourself*)

4 I'm going on holiday tomorrow. You don't want anything bad to happen to me. What do you say?
(*look after yourself*)

5 I often say what I'm thinking, even when I'm watching the TV or reading. It annoys you and you want to ask me not to do it. What do you say?
(*talk to yourself*)

Unit 2 Wordpower
look

my keys	look for
good news	look happy
beautiful sunset	look at
driving too fast	look out
go online	look up
my friend's cat	look after
the shops in town	look around
a party tonight	look forward to
my friend	look annoyed
my clothes	look old
a poster for a film	look sad
a concert	look interesting
a difficult word	look up
my mother	look young

Unit 3 Wordpower

have

Student A

Find someone who …	Name	Details
has had an accident at home.		
has had a go at an interesting sport.		
has no idea what s/he will do tonight.		
had a beard in the past.		
has had swimming lessons.		
never has breakfast.		

Student B

Find someone who …	Name	Details
doesn't have any brothers or sisters.		
has no idea where she/he will be next year.		
has had an accident playing a sport.		
has coffee every morning.		
has had a go at writing a poem/story.		
had long hair in the past.		

Student C

Find someone who …	Name	Details
had a special meal recently.		
wants to have dancing lessons.		
had fun last weekend.		
has no idea how to cook.		
has a big family.		
has had a go at skiing.		

Student D

Find someone who …	Name	Details
has had a go at riding a horse.		
had different-coloured hair in the past.		
often has dinner in a nice restaurant.		
has had singing lessons.		
has a look at a news website every day.		
has more than two brothers/sisters.		

Unit 4 Wordpower

so and *such*

When I was six years old or so, I ...	I know someone who is such a good ...	The most interesting thing I've done so far this year is ...
The best place to buy clothes, shoes and so on is ...	For lunch, I usually eat ... and so on.	... and so I became angry.
Once, I was so tired that I ...	... so I never went back.	My country is such an interesting place because ...
The best place in my country to go sightseeing, visit museums and so on is ...	When people are 16 years old or so, they ...	I had such a good time when ...
I was so disappointed when ...	So far today, I've ...	... so I said 'yes'.
The best book I've read so far this year is ...	I have a friend who is so ...	When I'm 65 or so, I'll ...

Unit 5 Wordpower *problem*

Student A

	My ideas	My partner's ideas
What are some of the biggest problems that students learning English face?		
Why do these things cause students problems in class?		
How can a teacher help students to deal with these problems?		
What is the best way for students to solve these problems by themselves?		

Student B

	My ideas	My partner's ideas
What are some of the biggest problems facing the environment today?		
How can we make more people aware of these problems?		
What can governments do to fix these problems?		
How can ordinary people tackle these problems?		

Unit 6 Wordpower

go

a holiday that went far too quickly	food that goes well with fish	a time when you were late and the bus/train had gone
how you go to work/school	a journey that went badly	what clothes go with jeans
a party that went well	a time when you wanted to buy something but the best things had gone	a food that goes with coffee
something you tried to make which went wrong	a time when you went red because you felt embarrassed	a plan which went wrong
a date or meeting that went well	how people feel when their hair goes grey	a time which went very slowly

Unit 7 Wordpower

over

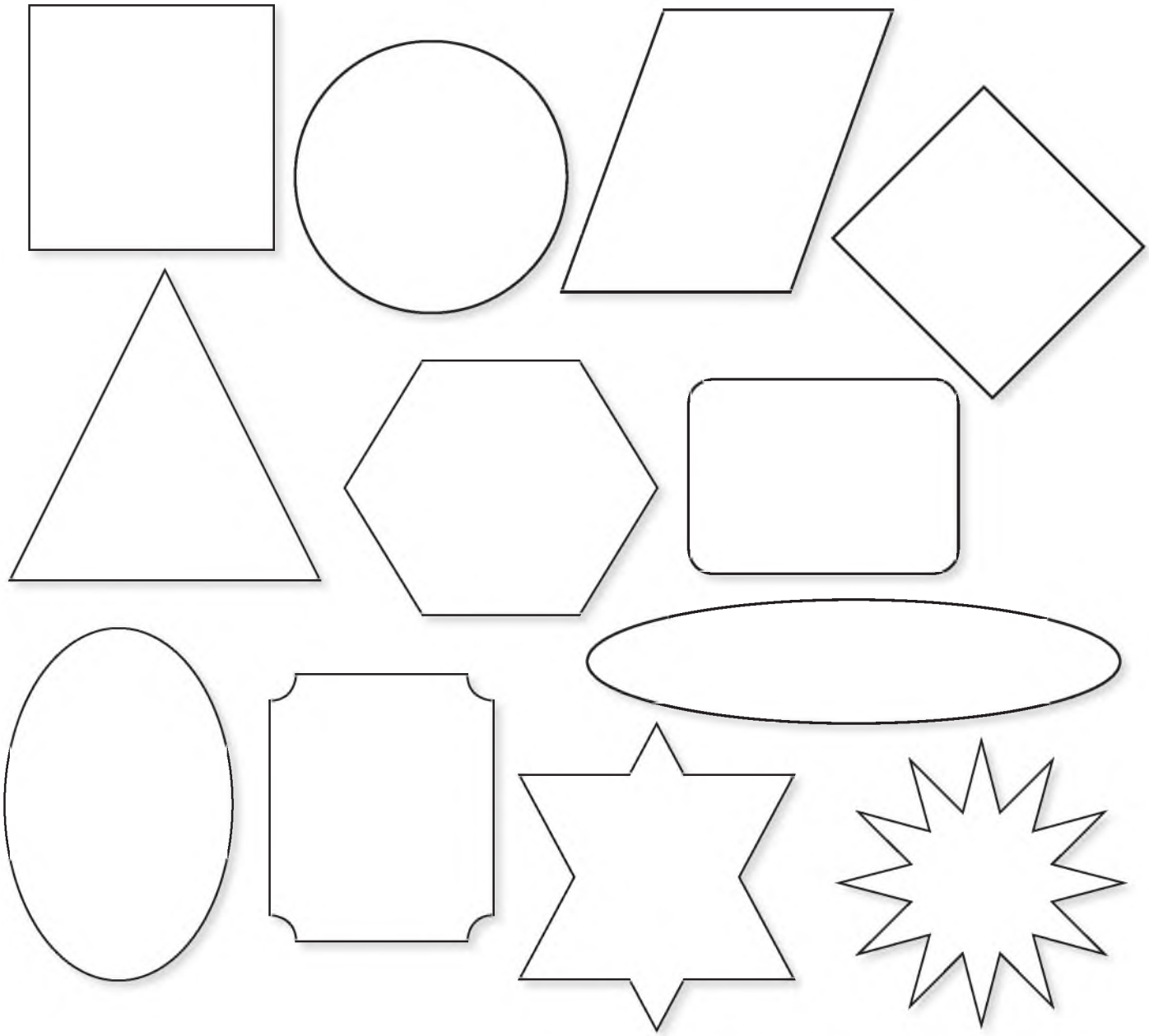
the river.	I haven't slept a lot over
the last few days.	I've got mud all over
my shoes.	In my country, people can drive when they are over
the age of 18.	This lesson will be over
in about 30 minutes.	I've got relatives all over
the world.	I've got over
1,000 friends online.	When this lesson is over,
I'm going to eat something.	There are lots of shops over
the road from my house.	I've lived in many different places over
the last 15 years.	In my wallet, I have over
$1,000.	When I'm over 60,
I'm going to retire.	I always go on holiday over
the summer.	I have to travel over
the city to get home.	My home has a great view over

Unit 8 Wordpower

in/on + noun

Write down something ...

1 you can hang on a wall
2 you often see in town centres
3 you can see on TV every day
4 you can look up on a website
5 you usually pay for in cash rather than by card
6 people put on social media sites for others to see
7 you can see printed in a newspaper
8 you can see on a concert ticket
9 you can buy in different sizes
10 you see on a restaurant menu
11 people often send in an email attachment
12 you can see on your computer/ phone screen



Unit 9 Wordpower

see, look at, watch, hear, listen to

1 *What music did you like listening to as a child?*	**2** *What TV shows do you like watching at the moment?*
3 *Do you always see what the teacher means in class?*	**4** *When was the last time you saw an optician?*
5 *What was the most exciting sports match you've ever watched?*	**6** *What's the best film you've seen this year?*
7 *Do you like looking at friends' photos online?*	**8** *What's the most interesting news you've heard so far this week?*
9 *What music do you hate listening to?*	**10** *When was the last time you saw your best friend?*
11 *Did you usually listen to your parents when you were younger?*	**12** *Do you sometimes look at other people to see what they're wearing?*

Unit 10 Wordpower

Easily confused words

	My answers	My partners' answers
1 Have you ever *lost / missed* something (e.g. the start of an exam or film, a train) because you were late?		
2 Have you ever *lost / missed* something important (e.g. a phone, your wallet)?		
3 When was the last time you watched the sun *rise / raise* ?		
4 Have you ever needed to *rise / raise* your voice?		
5 Are you *currently / actually* reading anything interesting?		
6 Have you ever agreed to do something when *currently / actually*, you didn't really want to do it?		
7 If someone *robbed / stole* your passwords, what would you do?		
8 If you saw someone *robbing / stealing* a bank, what would you do?		
9 Did you forget to *take / bring* anything to class with you today?		
10 Have you ever accidentally *taken / brought* something that didn't belong to you?		
11 Have you ever *borrowed / lent* something to someone and they didn't give it back?		
12 If you needed to *borrow / lend* some money, who would you ask first?		

Welcome! Pronunciation

Phonemic symbols

Activity A

Look at the phonemic symbols. Some are the same as alphabet letters and some are different. In the 'different' section, underline the parts of the words that have the sound of the phonemic symbols.

Same	i v	e s	p z	b m	t n	d h	k l	g r	f w		
Different	iː cheap əʊ coat aʊ now	uː who ɪ chip tʃ chair	ə teacher æ man dʒ job	ɪə near ʌ but θ think	eɪ late ʊ put ð the	ɜː shirt aː part ʃ shoe	ɔː walk ɒ got ʒ television	ʊə tour eə hair j yes	ɔɪ boy aɪ fine ŋ sing		

Activity B

Find the phonemic script for 10 words in the wordsearch. The words can be horizontal or vertical.

beginning draw enough glasses jacket
movie online question surprised without

n	dʒ	æ	k	ɪ	t	ð	d	t	v
uː	θ	ʌ	s	ə	p	r	aɪ	z	d
n	p	ɒ	s	θ	ɒ	l	n	r	r
ə	b	ɪ	g	ɪ	n	ɪ	ŋ	i	ɔː
r	ɜː	k	d	g	l	ɑː	s	ɪ	z
w	tʃ	m	ɑː	eə	aɪ	r	ɔː	θ	i
ɪ	k	uː	c	ə	n	b	t	p	w
ð	ʒ	v	ɔː	ɒ	ɪ	n	ʌ	f	eə
aʊ	r	i	l	iː	ŋ	tʃ	k	aʊ	h
t	k	w	e	s	tʃ	ə	n	v	i

1A Pronunciation

Sound and spelling: /ɪ/ and /iː/

s**i**tuation	**e**xpress	f**ee**lings	mon**ey**
publ**i**c	**i**nterview	rec**ei**ve	employ**ee**
fam**i**ly	op**i**nions	exp**e**rience	sp**ea**k
g**i**ve	commun**i**cate	k**ee**p	w**ee**kend
l**i**sten	**i**nterview	bab**ie**s	r**ea**ding
d**i**fferent	ind**e**pendent	ar**e**a	rout**i**ne
conf**i**dent	talk**i**ng	coll**ea**gues	aud**i**ence

1B Pronunciation

Sentence stress: gradable and extreme adjectives

Are you happy living where you are now?

1 What do you think about the typical food where you're living?

a It's really delicious.
b It's absolutely disgusting.
c It's OK.

2 What's the weather like?

a It's absolutely gorgeous.
b It's horrible – it's either freezing cold or boiling hot.
c So-so.

3 What do you think of the people?

a They're fantastic – really lovely.
b Awful. Everyone's miserable and rude!
c It depends. Some people are nice – some aren't.

4 Are there lots of things to do here in your free time?

a Yes. There's an enormous amount of things to do and see.
b No. There's only a tiny number of things to do and see.
c I think there are enough things to do.

5 Would you like to live here for a long time?

a Yes, I'd be delighted to live here forever.
b No! That's a terrible idea!
c Maybe. But I have no plans to move.

6 Are there enough green spaces?

a Yes. There are lots of fantastic parks and gardens.
b No. And the streets are absolutely filthy.
c There are some parks, but I'd like more.

7 Is it a good place for families with young children?

a Yes, it's a brilliant place for kids.
b No, it's absolutely awful!
c I think it's OK.

8 What's the public transport like?

a Wonderful. It's so easy to travel around.
b It's really bad. It's impossible to travel around easily. It makes me furious!
c It's not bad.

2B Pronunciation

Sentence stress: main verb / auxiliary verb

Student A

Situations

1 I can't check my emails. (You've forgotten your password.)
2 My friend is half an hour late. (She's been sitting in a traffic jam.)
3 The garage haven't repaired my car. (They haven't found the problem yet.)
4 My friend hasn't answered any of my emails. (She hasn't been connected to the internet.)
5 The books I ordered haven't come. (The post office has lost them.)
6 My best friend can't come to my party. (He hasn't been feeling too well.)
7 My wife / husband looks furious. (She's / He's just seen your credit card bill.)
8 My tablet is broken! (Someone has dropped it.)

Reasons

He's just downloaded a new app.
You haven't been browsing the internet all day.
You've been working too hard.
You haven't been using it.
They've been standing there for ages.
She's just had some bad news.
You've been saving up money.
You've probably downloaded a virus.

Student B

Situations

1 My computer isn't working. (You've probably downloaded a virus.)
2 I feel really tired. (You've been working too hard.)
3 There's somebody at the door. (They've been standing there for ages.)
4 My friend is about to cry. (She's just had some bad news.)
5 I've been working hard today. (You haven't been browsing the internet all day.)
6 I'll delete this app. (You haven't been using it.)
7 My friend can now make very cheap phone calls. (He's just downloaded a new app.)
8 I haven't bought a new laptop yet. (You've been saving up money.)

Reasons

He hasn't been feeling too well.
She's / He's just seen your credit card bill.
You've forgotten your password.
They haven't found the problem yet.
She's been sitting in a traffic jam.
The post office has lost them.
She hasn't been connected to the internet.
Someone has dropped it.

2C Pronunciation
Sentence stress

Group cards

1 Sam came <u>second</u> in the maths test.	2 I've got two <u>sisters</u>.	3 Let's meet <u>outside</u> the cinema at seven.
4 There <u>was</u> some cheese in the fridge.	5 Do you <u>know</u> Mike?	6 <u>Jane</u> goes swimming every day.
7 My watch is broken <u>again</u>.	8 There is an <u>annoying</u> colleague at work.	9 Alex is flying to <u>Madrid</u> tomorrow.
10 <u>John's</u> computer is broken again.	11 I was <u>really</u> happy with the service.	12 I can't find <u>my</u> phone!

Student cards

Student A	Student B	Student C
1 Not Tim.	1 He almost came top.	1 Not the English test.
2 Not Mark.	2 Not three.	2 Alice and Emily.
3 Near the entrance.	3 The big multi-screen.	3 Don't be late.
4 English Cheddar.	4 At the bottom.	4 But it's not there now.
5 Most people do.	5 The tall guy in glasses.	5 He would never do that.
6 It's a great way to keep fit.	6 Have you met her?	6 It's too often.
7 I dropped it.	7 It's the second time.	7 Not Jane's.
8 Not at school.	8 My boss is fine.	8 He makes me angry.
9 He lives there.	9 Not today.	9 He's our manager.
10 Not mine.	10 It's the third time.	10 Not his phone.
11 But the food wasn't great.	11 It was wonderful.	11 But Kate wasn't.
12 I've been looking all morning!	12 But I can find my keys.	12 But I know where Paula's phone is.

3A Pronunciation
Linking sounds

Student A

Three men **went on a** sea journey. _____
_____ and they swam to a desert island.
_____
and they stayed there for months _____
_____. One afternoon, the three men
_____.
They opened it _____. The
genie said, 'Thank you for getting me out of the bottle.
_____.'
The first man thought and said, '_____
and I want to go home.' _____
_____. The second man said, '
_____ so take me home.'
_____. The third man looked around and
said, '_____
_____. . . .'

What do you think the last line of the story is?

Student B

a Read this story and underline the words which you think will be linked together (consonant sound + vowel sound).

b Work with Student A. Take turns to read your parts of the story and complete the gaps.

_____. Their boat **sank in** a storm
_____. They didn't find anyone else
_____ with no chance of getting
away. _____ and found a bottle.
_____ and out came a genie.
_____, '_____.
You have three wishes, one each.' _____,
'I miss my family _____.' The man
immediately disappeared. _____, 'I want
to have some delicious food again _____.'
The man immediately disappeared. _____,
'I feel lonely here without my two friends. . . .'

What do you think the last line of the story is?

3C Pronunciation

Stress in word groups

A

1 Two weeks ago
2 Last Friday night
3 Yesterday afternoon
4 Not long ago
5 Last night
6 Last month

B

1 somewhere far away
2 not far from here
3 quite near here
4 just down the road
5 in a small town in the mountains
6 in this city

C

1 a friend of a friend
2 my uncle
3 young woman
4 my neighbour
5 man
6 a famous person

D

1 was walking in the city centre
2 was going home
3 went to a fashion show
4 was working in the kitchen
5 was walking in the forest
6 sat down

E

1 and met the president
2 and saw strange lights
3 and walked up to a super model
4 and was surprised to see a famous person
5 and saw Dracula
6 and shook hands with my friend

F

1 in the shops
2 in the sky
3 in the street
4 in the garden
5 on a path
6 on a bus

G

1 and said
2 and thought
3 and shouted
4 and said
5 and started to scream
6 and said

H

1 'Hello!'
2 'What shall I do?'
3 'What a surprise!'
4 'I can't believe it!'
5 'Help!'
6 'It's nice to meet you.'

I

1 And after that ...
2 But then ...
3 The next thing that happened was ...
4 Unfortunately, ...
5 Suddenly, ...
6 Then ...

4A Pronunciation

Stress in modal verbs

1
I managed to get up early this morning.

2
I can play a musical instrument.

3
One day, we will be able to travel in time.

4
I could do lots of things really well when I was at school.

5
There were some things I couldn't do very well at school.

6
I managed to finish all my homework last week.

7
I was able to swim when I was younger.

8
I could speak English three years ago.

9
I can name all the planets.

10
I managed to get to class on time today.

11
I can drive.

12
People will be able to live to 150 one day.

13
I could sleep better when I was younger.

14
I can keep calm in stressful situations.

15
Computers are able to replace teachers.

16
I managed to do everything I wanted last weekend.

17
People could do lots of things for entertainment 100 years ago.

18
I can go a whole day without eating.

19
I was able to go on holiday last summer.

20
We will manage to save our planet.

START

FINISH

4B Pronunciation

Sound and spelling: final *-ed* in adjectives

Student A

1 S	A	T	I	S	F	I	E	D			
2											
3											
4 A	M	U	S	E	D						
5 A	M	A	Z	E	D						
6											
7											
8 E	X	H	A	U	S	T	E	D			
9											
10 D	E	L	I	G	H	T	E	D			
11 C	O	N	F	U	S	E	D				
12											
13											
14 F	A	S	C	I	N	A	T	E	D		
15 C	R	O	W	D	E	D					
16											

Student B

1											
2 D	E	P	R	E	S	S	E	D			
3 R	E	L	A	X	E	D					
4											
5											
6 D	I	S	A	P	P	O	I	N	T	E	D
7 E	M	B	A	R	R	A	S	S	E	D	
8											
9 S	H	O	C	K	E	D					
10											
11											
12 E	X	C	I	T	E	D					
13 I	N	T	E	R	E	S	T	E	D		
14											
15											
16 T	E	R	R	I	F	I	E	D			

5A Pronunciation

Sound and spelling: *a*

Student A

1 plant	**2** aunt	**3** understand	**4** ability
5 climate	**6** agreement	**7** sharp	**8** afternoon
9 change	**10** lazy	**11** black	**12** statue

Student B

1 paper	**2** endangered	**3** satisfied	**4** creative
5 late	**6** answer	**7** father	**8** crazy
9 conservation	**10** laugh	**11** happiness	**12** usually

Student C

1 glass	**2** waiter	**3** certain	**4** able
5 asleep	**6** sofa	**7** tasty	**8** situation
9 blanket	**10** bathroom	**11** woman	**12** antique

5B Pronunciation
Consonant clusters

branch	square	mathematics	chemists	thunderstorm
gymnastics	background	toothbrush	hundred	entrance
celebrity	question	adapt	seventh	experiment
comfortable	stomach	text	destruction	possibly
moustache	scales	snake	umbrella	spreading
receptionist	underground	splash	temperature	grandfather
against	customer	ambulance	mushroom	goldfish
secretary	scream	threatened	snowboard	spider
practice	tourist	thirsty	instructions	downstairs

6A Pronunciation

Word stress: compound nouns

machine	swimming	pool	news
paper	wind	surfing	air
conditioning	traffic	jam	pedestrian
crossing	rush	hour	cycle
lane	bus	stop	business
person	digital	camera	motor
way	book	shop	hand
writing	film	maker	black
bird	board	game	mobile
phone	class	room	lunch
time	train	station	hand
bag	cash	machine	car
park	shopping	centre	washing

6B Pronunciation

Sound and spelling: /ʃ/ and /ʧ/

fashion	chocolate	furniture	shoe
machine	chop	shop	match
wash	catch	cheap	mushroom
mash	adventure	future	which
fresh	sugar	sheep	question
luxury	rich	kitchen	shout
watch	push	crunchy	finish
dish	choose	chef	shock
change	station	delicious	Chinese

7A Pronunciation

Modal verbs: sounding the final *t* or *d*

Student A

Say these sentences to your partner and listen to their response.

1 I'd like to buy a sports car.
2 Helen hasn't got here yet.
3 The washing machine is broken.
4 Jack has a new job.
5 I want to move to a different country.
6 Why is that man running down the road?

Now listen to your partner's sentences and choose the best response for each one.

1 She *must want some milk / can't be happy / might only want to be picked up.*
2 It *could be John / might wake the baby up / could just be your imagination.*
3 He *must like her / might feel guilty about something / could think she's ill.*
4 It *can't be a virus / must be too old / might be broken.*
5 That *could take you ages / might earn you a lot of money / can't be easy.*
6 She *must feel really tired / might be ill / can't be so tired.*

Student B

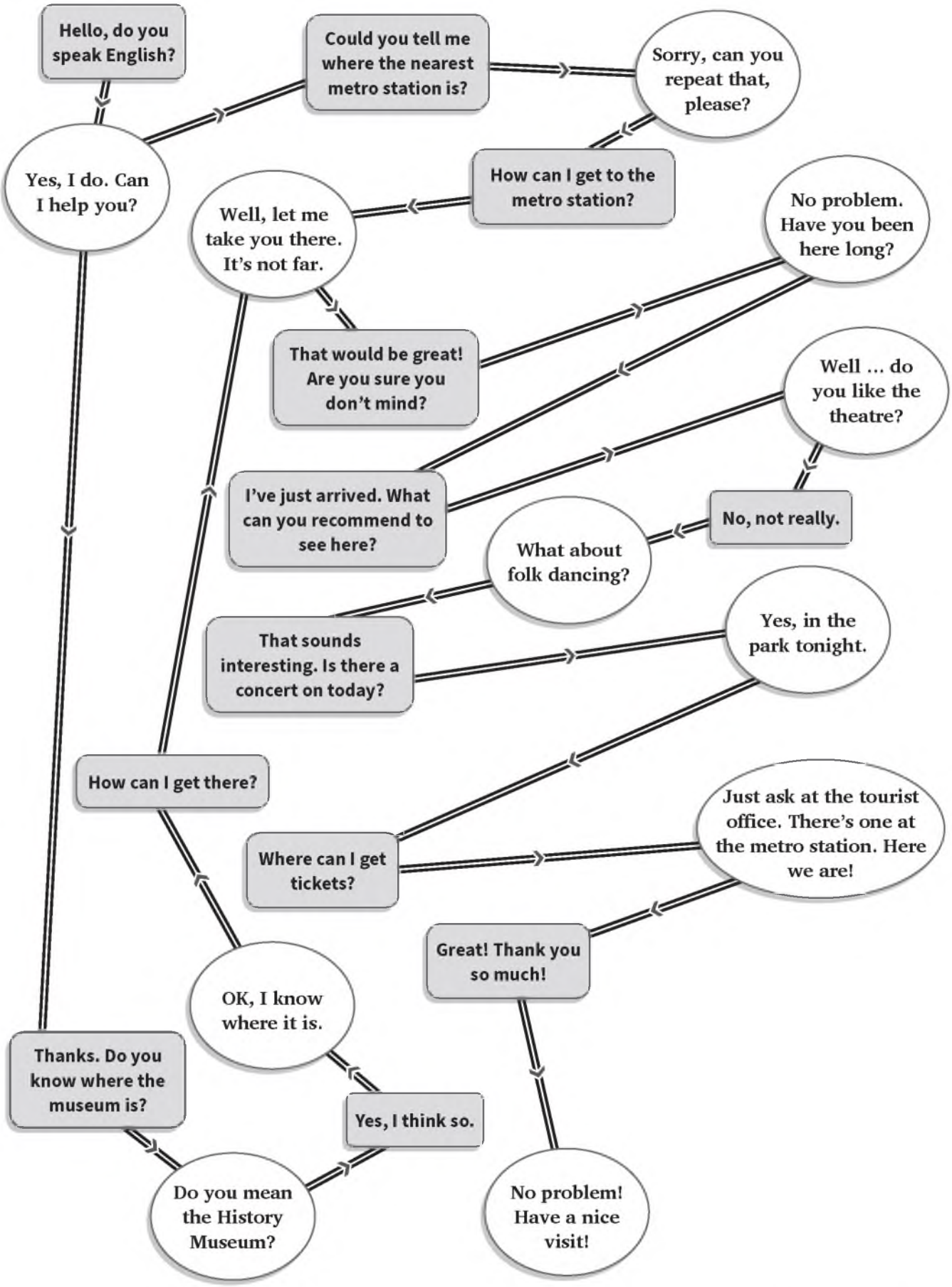
Your partner will say eight sentences. Choose the best response for each one.

1 A car like that *must cost a lot / could be dangerous / might use a lot of petrol.*
2 She *might arrive later / must be late / could have some kind of problem.*
3 It *can't take long to repair / might be broken / could need some new parts.*
4 He *must earn a lot of money / might regret it / could be promoted.*
5 You *can't be serious / must have a good reason to go / could be making a big mistake.*
6 He *must be in trouble / could enjoy it / might be a thief.*

Now say these sentences to your partner and listen to their response.

1 The baby is crying.
2 Someone is knocking at the door.
3 Dan bought Jane some flowers.
4 My computer isn't working.
5 I'm writing a book.
6 Kate is still sleeping.

7C Pronunciation
Sounding polite



8A Pronunciation

Sound and spelling: /g/ and /k/

Activity A

Move through the maze from *square one* to *finish* using words with the /k/ sound only. You can only move one square at a time, horizontally, vertically or diagonally.

SQUARE ONE	clue	packet	back	ghost
current	exist	stomach	guess	degree
anger	comments	green	girlfriend	blogger
organise	class	frog	ankle	glass
clean	glue	good	chicken	dogs
clue	dug	quiet	again	queen
monkey	circus	bigger	ignore	ache
colour	cost	gold	duck	goat
hockey	gossip	grass	called	exhausted
bag	cold	angle	pick	**FINISH**

Activity B

Now make your own maze using words from A. This time, make a maze where your partner can only move using words with the /g/ sound.

8B Pronunciation

Sound and spelling: /s/ and /z/

Activity A

Look at the pairs of words below. Each pair of words has a /s/ sound (e.g. *advice*) and a /z/ sound (e.g. *advise*). Underline the words with a /s/ sound.

peace – peas

easy – essay

loose – lose

plays – place

false – falls

pens – pence

ice – eyes

Activity B

Work on your own. Add the words with /s/ sounds to the left column of each grid. Add the words with /z/ sounds to the bottom row. The words must be in the same order in each grid.

Activity C

Play battleships. Your teacher will give you your instructions.

You

advice								
/s/↑ /z/→	*advise*							

Your partner

advice								
/s/↑ /z/→	*advise*							

9A Pronunciation

Auxiliary verbs in passive sentences

Student A

Look at the picture of a teenager's bedroom in the morning. Your partner has a picture of the same bedroom later in the evening. Compare your pictures and find eight differences. Discuss the differences using the passive, e.g. *The window was / has been closed.*

Student B

Look at the picture of a teenager's bedroom in the evening. Your partner has a picture of the same bedroom earlier in the morning. Compare your pictures and find eight differences. Discuss the differences using the passive, e.g. *The window was / has been closed.*

9B Pronunciation
Relative clauses: pausing

Name						
Seat number	1	2	3	4	5	6
Destination						
Occupation						
Alibi						
Other information						

The woman who was single was walking down the corridor.
Arthur, who fell in love with Lucy on the journey, says he can't remember what he was doing.

John, who is a lawyer, was in seat number 1.
David was the person in seat number 4.

The person who was in seat number 4 is a doctor.
Lucy is the only passenger who doesn't have a job.

The person who was going to Hungary was asleep in their seat.
Seat number 6, which was the last seat, was Arthur's.

In Lucy's case there was some jewellery which was expensive.
Maria was going to Frankfurt, which is in Germany.

The Stokers, who are married, were going to the same place.
Lucy, who has an unusual surname, was in seat 5.

Arthur, who is an artist, was going to the same place as Lewis James.
Maria, who is John's wife, was in the seat next to her husband.

John's wife, who was next to him the whole journey, is a teacher.
The person that was in seat 5 was travelling to Vienna.

The lawyer was in the restaurant, which was in a different part of the train.
The person who was sleeping was next to the window.

The doctor was visiting friends he knew in Budapest.
John, who is a very jealous man, saw his wife talking to Lewis James.

10A Pronunciation

Sentence stress: *would*

Student A

1 Choose three questions to dictate to your partner.
2 Write down the questions your partner dictates to you.
3 Ask and answer the questions.
4 Together, choose the questions to ask other students.

Which **new sports would you like to try?**

Would **you be able to run a long distance?**

If **you wanted to become fitter, what would you do?**

If **you could be very good at one sport, what would it be?**

Do **you think everyone would be happier if they had to exercise more often?**

Student B

1 Choose three questions to dictate to your partner.
2 Write down the questions your partner dictates to you.
3 Ask and answer the questions.
4 Together, choose the questions to ask other students.

If **someone gave you free membership to a gym, would you be happy?**

Would **you like to raise money for charity?**

Would **you be upset if your country didn't do well in the Olympics?**

Which **famous sportsperson would you most like to meet?**

What **sports wouldn't you like to try?**

10B Pronunciation

Sentence stress: *would* and *have*

Situation cards

If Tom had found out, he would have been delighted.
Tom would have been furious if he had found out.

If I hadn't lost my job, I wouldn't have started my own business.
I wouldn't have been unemployed if I hadn't lost my job.

If she had bought the hat, she would have regretted it.
She would have impressed all her friends if she had bought the hat.

If it had rained, the party would have been a disaster.
The plants would have grown better if it had rained.

If I hadn't gone on holiday, I wouldn't have met my wife.
I wouldn't have broken my leg if I hadn't gone on holiday.

If I had studied harder, I would have got a place at university.
I would have exhausted myself if I had studied harder.

If they had built the shopping centre, house prices would have fallen.
It would have been so convenient if they had built the shopping centre.

If Dad hadn't retired, he wouldn't have found a new hobby.
Dad would have got very bored at home if he had retired.

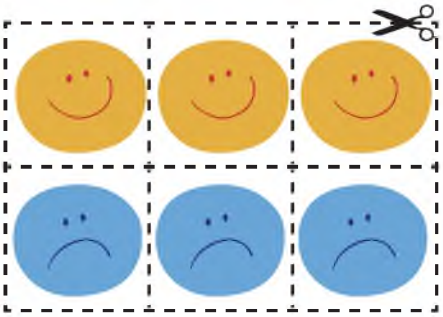
If Jill hadn't rung, I would have forgotten about Brian's birthday.
I would have met some friends in the café if Jill hadn't rung.

If we had booked earlier, we would have got a discount.
We would have had to cancel everything if we had booked earlier.

If the train had been late, I would have missed the plane.
I would have had time for a coffee if the train had been late.

If it had been cold, I wouldn't have jumped in.
It would have tasted better if it had been cold.

Outcome cards



Cambridge English Empower B1+ Teacher's Book

Acknowledgements

The publishers would like to thank the following illustrators:

Mark Bird, Sean (KJA), Paul Williams

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps us to produce better language teaching materials.

English Profile

This product is informed by English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge English Language Assessment and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org.

CALD

The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org. © Cambridge University Press, Fourth Edition, 2013 reproduced with permission.

Photo acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: UO = Unit Overview, L = left, C = centre, R = right, T = top, B = bottom

UO p9(TL): Corbis/Michael Freeman; UO p9 Lesson 7A(L)(a): Shutterstock/Natali Glado; UO p9 Lesson 7A(L)(b): Superstock/View Pictures Ltd; UO p9 Lesson 7A(L)(c): Alamy/Peter Donaldson; UO p9 Lesson 7A(L)(d): Alamy/CulturalEyes-N; UO p9 Lesson 7A(C)(T): Shutterstock/Breadmaker; UO p9 Lesson 7A(C)(BL): Alamy/Greg Balfour Evans; UO p9 Lesson 7A(C)(BR); Superstock/View Pictures Ltd; UO p9 Lesson 7A R(Scottish cottage): Alamy/les polders; UO p9 Lesson 7A R(a): Alamy/ Images&Stories; UO p9 Lesson 7A R(b): Alamy/Jon Arnold Images Ltd; UO p9 Lesson 7A R(c): Alamy/David J. Green; UO p9 Lesson 7A R(d): Alamy/Adam Burton; UO p9 Lesson 7 R(e): Alamy/Clive Sawyer; UO p9 Lesson 7A R(f): Alamy/Doug Houghton; UO p9 Lesson 7B(L)(T): Nicholas Sodling; UO p9 7B(L)(B): Alamy/David Lyon; UO p9 Lesson 7B R(B): Corbis/Atlantide Phototravel; UO p9 Lesson 7B R(Liam): Masterfile; UO p9 Lesson 7B R(Jen): Masterfile/Beth Dixson; UO p9 Lesson 7B R(Kira): Masterfile; UO p9 Lesson 7C: Rob Maidment and Sharp Focus Productions for Cambridge University Press; UO p9 Lesson 7D(TR): Shutterstock/Richard Goldberg; UO p9 Lesson 7D(CR): Alamy/North Wind Picture Archives; UO p9 Lesson 7D(rocket): Science Photo Library/ National Reconnaissance Office; Lessons A&B p10(a): Shutterstock/Natali Glado; Lessons A&B p10(b): Superstock/View Pictures Ltd; Lessons A&B p10(c): Alamy/Peter Donaldson; Lessons A&B p10(d): Alamy/CulturalEyes-N; Lessons A&B p11(TL): Shutterstock/Breadmaker; Lessons A&B p11(BL): Alamy/Greg Balfour Evans; Lessons A&B p11(CL): Superstock/View Pictures Ltd; Lessons A&B p11(Scottish cottage): Alamy/les polders; Lessons A&B p11 R(a): Alamy/Images&Stories; Lessons A&B p11 R(b): Alamy/Jon Arnold Images Ltd; Lessons A&B p11 R(c): Alamy/David J. Green; Lessons A&B p11 R(d): Alamy/Adam Burton; Lessons A&B p11 R(e): Alamy/Clive Sawyer; Lessons A&B p11 R(f): Alamy/Doug Houghton; Lesson 7C pp12/13: Rob Maidment and Sharp Focus Productions for Cambridge University Press; Lesson D p14(TR): Shutterstock/Richard Goldberg; Lesson D p14(CR): Alamy/North Wind Picture Archives; Lesson D p14(rocket): Science Photo Library/National Reconnaissance Office; Lesson D p15: Shutterstock/Richard Cavalleri.

Front cover photograph by Alamy/imageBROKER.