SECOND EDITION

face2face

Intermediate Teacher's Book

Chris Redston & Theresa Clementson with Gillie Cunningham

CAMBRIDGE UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781107694743

© Cambridge University Press 2013

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The Teacher's DVD-ROM Instructions in the Introduction, Class Activities worksheets, Vocabulary Plus worksheets, Extra Reading worksheets, Study Skills worksheets and Progress Tests are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 2013
Reprinted 2019

Printed in Italy by Rotolito S.p.A.

ISBN 978-1-107-69474-3 Intermediate Teacher's Book with DVD
ISBN 978-1-108-73336-6 Student's Book
ISBN 978-1-108-77380-5 Student's Book with Online Workbook
ISBN 978-1-107-60954-9 Intermediate Workbook with Key
ISBN 978-1-107-60955-6 Intermediate Workbook without Key
ISBN 978-1-107-42212-4 Intermediate Class Audio CDs (3)
ISBN 978-1-107-60996-9 Intermediate Testmaker CD-ROM with Audio CD
ISBN 978-1-107-69304-3 Intermediate Presentation Plus DVD-ROM
ISBN 978-1-139-87743-5 Intermediate Online Workbook (e-commerce for Students)
ISBN 978-1-139-85879-3 Intermediate Online Workbook (Institutional Model – Student Access)
ISBN 978-1-139-88074-9 Intermediate Online Workbook (Teacher Access)

Cambridge University Press has no responsibility for the persistence or accuracy of the URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

Welcome to face2face Second edition!

face2face Second edition p4
face2face Second edition Intermediate Components p4
New Features of face2face Second edition Intermediate p5
A Guide to the Student's Book p6
Teacher's DVD Instructions p10
Cambridge Dictionary +Plus p11
The Common European Framework (CEFR) p14
English Vocabulary Profile p15
CEFR Tables: Listening and Reading p16
CEFR Tables: Speaking and Writing p18
The face2face Approach p20
Teaching Tips p21
Classroom Activities and Games p24

Teaching Notes

Lessons 1A–D p26
Lessons 2A–D p38
Lessons 3A–D p47
Lessons 4A–D p57
Lessons 5A–D p67
Lessons 6A–D p77
Lessons 7A–D p86
Lessons 8A–D p96
Lessons 9A–D p106
Lessons 10A–D p115
Lessons 11A–D p124
Lessons 12A–C p133

Photocopiable Materials

Class Activities

Instructions p141
1A Our free time p155
1C Preposition bubbles p156
1D Make it snappy! p157
2A World rules p158
2B Opening night p159
2C The absolutely amazing game! p161
3B The world's greatest traveller p162
3C Suffix dominoes p163
3D Blockbuster p164
4A Celebrity engagement p167
4B Rainforest adventure p168
4C Adjective crossword p169
5A House hunting p170
5B Look into the future p171
5C Who said what? p172
6A Men and women p173
6C Synonyms bingo p174
6D Round the board p175
7A Guess my name p177
7B The conditional game p178
7C Article auction p179
8A Passive knowledge p180
8B The airport p181
8C Beginnings and endings p183
9A Fighting fit p184
9B Perfect circles p185
9D Noughts and crosses p186
10A Excuses, excuses! p188
10B Where's Robin? p189
10C Go up the ladder p190
11A Work dominoes p191
11B Teach your own language p192
11C Spy school p193
12A Wish list p194
12B *get* stories p196

Vocabulary Plus

Instructions p197
1 *-ed/-ing* adjectives p201
2 Food and drink p202
3 Travelling by car p203
4 Compound adjectives for character p204
5 Shopping p205
6 Antonyms p206
7 Computer and TV verbs p207
8 Weather conditions p208
9 Injuries and health problems p209
10 Moods and relationships p210
11 Working life p211
12 Phrasal verbs for plans p212

Extra Reading

Instructions p213
1 Happiness p217
2 Sleepwalkers p218
3 A unique experience p219
4 Born to sail p220
5 Trash or treasure? p221
6 Great failures p222
7 Christian the lion p223
8 Riding the waves p224
9 Brain food p225
10 Lost and found p226
11 Jobs you didn't know you wanted p227
12 Turning points p228

Study Skills

Instructions p229
1 Independent learning p231
2 Using dictionaries for pronunciation p232
3 Developing reading skills p233
4 Collocations p234

Progress Tests

Instructions p235
Answer Key and Audio Scripts p235
Progress Test 1 p240
Progress Test 2 p242
Progress Test 3 p244
Progress Test 4 p246
Progress Test 5 p248
Progress Test 6 p250
Progress Test 7 p252
Progress Test 8 p254
Progress Test 9 p256
Progress Test 10 p258
Progress Test 11 p260
Progress Test 12 p262

Welcome to face2face Second edition!

face2face Second edition

face2face Second edition is a general English course for adults and young adults who want to learn to communicate quickly and effectively in today's world. Based on the communicative approach, it combines the best in current methodology with innovative new features designed to make learning and teaching easier. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

The **face2face** Second edition syllabus integrates the learning of new language with skills development and places equal emphasis on vocabulary and grammar. The course uses a guided discovery approach to learning, first allowing students to check what they know, then helping them to work out the rules for themselves through carefully structured examples and concept questions.

There is a strong focus on listening and speaking throughout **face2face** Second edition. Innovative *Help with Listening* sections help students to understand natural spoken English in context and there are numerous opportunities for communicative, personalised speaking practice. The *Real World* lessons in each unit focus on the functional and situational language students need for day-to-day life.

This language can now be presented using video material on the Teacher's DVD at the back of this book. For more on the **face2face** approach, see p20.

All new language is included in the interactive *Language Summaries* in the back of the Student's Book and is regularly recycled and reviewed. Students can also review new language in the *Extra Practice* section in the Student's Book and in the Workbook.

The Student's Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the inclusion of the photocopiable materials and extra ideas in this Teacher's Book.

The vocabulary selection in **face2face** Second edition has been informed by the *English Vocabulary Profile* (see p15) as well as the *Cambridge International Corpus* and the *Cambridge Learner Corpus.*

face2face Second edition is fully compatible with the *Common European Framework of Reference for Languages* (CEFR) and gives students regular opportunities to evaluate their progress. The Intermediate Student's Book completes the B1 level and starts B2 (see p14–p19).

face2face Second edition Intermediate Components

Student's Book

The **Student's Book** provides 12 thematically linked units, each with four lessons of two pages. Each lesson takes approximately 90 minutes (see p6–p9).

Teacher's Book with Teacher's DVD

This **Teacher's Book** includes *Teaching Tips*, *Classroom Activities and Games* and *Teaching Notes* for each lesson, as well as an extensive bank of photocopiable materials (see p3). The **Teacher's DVD** contains video presentation material for all the *Real World* lessons in the Student's Book, as well as printable PDFs of all the Teaching Notes and photocopiable materials (see p10).

Class Audio CDs

The three **Class Audio CDs** contain all the listening material for the Student's Book and the listening sections of the *Progress Tests* for units 6 and 12.

Workbook and Online Workbook

The **Workbook** provides further practice of all language presented in the Student's Book. It also includes a 24-page *Reading and Writing Portfolio* based on the *CEFR*. The Online **Workbook** provides students with the same Workbook exercises in an easy-to-use online format, as well as additional audio and supporting activities. It also allows teachers to monitor students' work online.

Testmaker CD-ROM and Audio CD

The Testmaker enables teachers to create, edit, save and print their own tests, choosing exercises from the Progress Tests and a bank of extra questions. Testmaker also allows teachers to produce two versions of each test to prevent students from sharing answers.

Website

Visit www.cambridge.org/elt/face2face for bilingual Word Lists, sample materials, full details of how **face2face** covers the language areas specified by the CEFR and much more!

New Features of face2face Second edition Intermediate



NEW optional **VIDEO** presentation material for all **REALWORLD** lessons in the Student's Book.

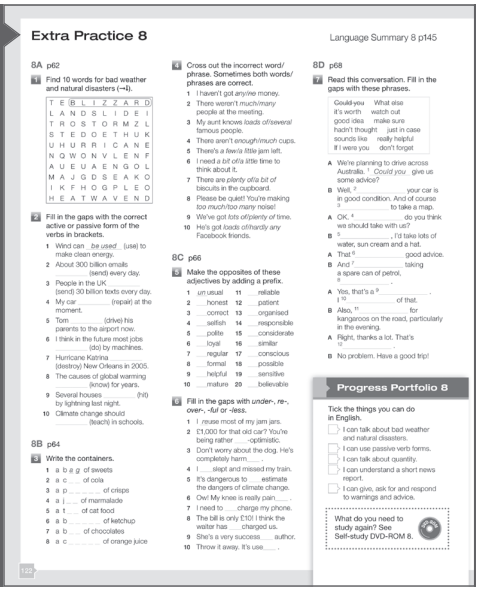
2 **a** VIDEO 3 CD1 26 Look at the photo on p29. Ella and Mike are going on a trip to Delhi. They're asking Rebecca and Charlie for recommendations. Watch or listen to their conversation and tick the topics they talk about. Which two topics don't they talk about?

- the best time to visit
- things (not) to see in the city
- things to see outside Delhi
- dangers and problems
- getting around
- changing money
- places to eat
- places to stay



NEW Teacher's DVD with all the Real World video presentation material, Teacher's Notes and photocopiable materials from this Teacher's Book.

NEW full-page **Extra Practice and Progress Portfolio** sections for each unit in the back of the Student's Book provide further controlled practice of all new language.



Extra Practice 8

Language Summary 8 p145

8A p62

1 Find 10 words for bad weather and natural disasters (–/).

T E B L I Z Z A R D
L A N D S L I D E I
T R O S T O R M Z L
S T E D O E T H U K
U H U R R I C A N E
N Q W O N V L E N F
A U E U A E N G O L
M A J G D S E A K O
I K F H O G P L E O
H E A T W A V E N D

2 Fill in the gaps with the correct active or passive form of the verbs in brackets.

1 Wind can *be used* (use) to make clean energy.
2 About 300 billion emails _____ (send) every day.
3 People in the UK (send) 30 billion texts every day.
4 My car _____ (repair) at the moment.
5 Tom _____ (drive) his parents to the airport now.
6 I think in the future most jobs _____ (do) by machines.
7 Hurricane Katrina _____ (destroy) New Orleans in 2005.
8 The causes of global warming _____ (know) for years.
9 Several houses _____ (hit) by lightning last night.
10 Climate change should _____ (teach) in schools.

8B p64

3 Write the containers.

1 a b*ag* of sweets
2 a c_____ of cola
3 a p_____ of crisps
4 a j_____ of marmalade
5 a t_____ of cat food
6 a b_____ of ketchup
7 a b_____ of chocolates
8 a c_____ of orange juice

4 Cross out the incorrect word/phrase. Sometimes both words/phrases are correct.

1 I haven't got *any/no* money.
2 There weren't *much/many* people at the meeting.
3 My aunt knows *loads of/several* famous people.
4 There aren't *enough/much* cups.
5 There's *a few/a little* jam left.
6 I need a bit *of/a little* time to think about it.
7 There are *plenty of/a bit of* biscuits in the cupboard.
8 Please be quiet! You're making *too much/too many* noise!
9 We've got *lots of/plenty of* time.
10 He's got *loads of/hardly any* Facebook friends.

8C p66

5 Make the opposites of these adjectives by adding a prefix.

1 *un*usual
2 _____honest
3 _____correct
4 _____selfish
5 _____polite
6 _____loyal
7 _____regular
8 _____formal
9 _____helpful
10 _____mature
11 _____reliable
12 _____patient
13 _____organised
14 _____responsible
15 _____considerate
16 _____similar
17 _____conscious
18 _____possible
19 _____sensitive
20 _____believable

6 Fill in the gaps with *under-*, *re-*, *over-*, *-ful* or *-less*.

1 I *re*use most of my jam jars.
2 £1,000 for that old car? You're being rather _____optimistic.
3 Don't worry about the dog. He's completely harm_____.
4 I _____slept and missed my train.
5 It's dangerous to _____estimate the dangers of climate change.
6 Ow! My knee is really pain_____.
7 I need to _____charge my phone.
8 The bill is only £10! I think the waiter has _____charged us.
9 She's a very success_____author.
10 Throw it away. It's use_____.

8D p68

7 Read this conversation. Fill in the gaps with these phrases.

Could you | What else | it's worth | watch out | good idea | make sure | hadn't thought | just in case | sounds like | really helpful | If I were you | don't forget

A We're planning to drive across Australia. [1] *Could you* give us some advice?
B Well, [2] _____ your car is in good condition. And of course [3] _____ to take a map.
A OK, [4] _____ do you think we should take with us?
B [5] _____, I'd take lots of water, sun cream and a hat.
A That [6] _____ good advice.
B And [7] _____ taking a spare can of petrol, [8] _____.
A Yes, that's a [9] _____ . I [10] _____ of that.
B Also, [11] _____ for kangaroos on the road, particularly in the evening.
A Right, thanks a lot. That's [12] _____.
B No problem. Have a good trip!

Progress Portfolio 8

Tick the things you can do in English.

- I can talk about bad weather and natural disasters.
- I can use passive verb forms.
- I can talk about quantity.
- I can understand a short news report.
- I can give, ask for and respond to warnings and advices.

What do you need to study again? See Self-study DVD-ROM 8.

NEW Help with Pronunciation sections at the end of each unit in the Student's Book enable students to improve their pronunciation and help them to communicate more effectively.

HELP WITH PRONUNCIATION The letters *or*

1 **a** CD1 40 Listen and notice three ways we say the letters *or*. Listen again and practise.

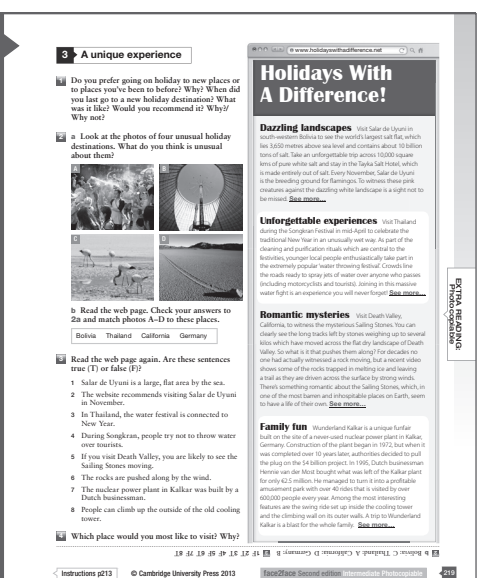
1 /ɔː/ **or**ganised m**or**ning div**or**ced
2 /ə/ f**or**get opp**or**tunity stubb**or**n
3 /ɜː/ w**or**se w**or**ld w**or**kaholic

b Look at the words in **1a** again. How do we say the letters *or*: when this syllable is stressed? when this syllable is not stressed? after the letter *w*?

2 **a** Work in pairs. Match the letters *or* in these words to sounds 1, 2 or 3 in **1a**.

c*or*rect *2* w*or*st en*or*mous inf*or*mation sn*or*ing w*or*th g*or*illa g*or*geous b*or*ing motb*or*bike homew*or*k unf*or*tunately uni*form* mirr*or*

NEW Extra Reading photocopiable worksheets in the back of this Teacher's Book provide extended reading practice in class or for self-study.



3 A unique experience

1 Do you prefer going on holiday to new places or to places you've been to before? Why? When did you last go to a new holiday destination? What was it like? Would you recommend it? Why/ Why not?

2 a Look at the photos of four unusual holiday destinations. What do you think is unusual about them?

b Read the web page. Check your answers to 2a and match photos A–D to these places.

Bolivia Thailand California Germany

3 Read the web page again. Are these sentences true (T) or false (F)?

1 Salar de Uyuni is a large, flat area by the sea.
2 The website recommends visiting Salar de Uyuni in November.
3 In Thailand, the water festival is connected to New Year.
4 During Songkran, people try not to throw water over tourists.
5 If you visit Death Valley, you are likely to see the Sailing Stones moving.
6 The rocks are pushed along by the wind.
7 The nuclear power plant in Kalkar was built by a Dutch businessman.
8 People can climb up the outside of the old cooling tower.

4 Which place would you most like to visit? Why?

Holidays With A Difference!

Dazzling landscapes Visit Salar de Uyuni in south-western Bolivia to see the world's largest salt flat, which lies 3,650 metres above sea level and contains about 10 billion tons of salt. Take an unforgettable trip across 10,000 square kms of pure white salt and stay in the Tayka Salt Hotel, which is made entirely out of salt. Every November, Salar de Uyuni is the breeding ground for flamingos. To witness these pink creatures against the dazzling white landscape is a sight not to be missed. See more...

Unforgettable experiences Visit Thailand during the Songkran Festival in mid-April to celebrate the traditional New Year in an unusually wet way. As part of the cleaning and purification rituals which are central to the festivities, younger local people enthusiastically take part in the extremely popular 'water throwing festival'. Crowds line the roads ready to spray jets of water over anyone who passes (including motorcyclists and tourists). Joining in this massive water fight is an experience you will never forget! See more...

Romantic mysteries Visit Death Valley, California, to witness the mysterious Sailing Stones. You can clearly see the long tracks left by stones weighing up to several kilos which have moved across the flat dry landscape of Death Valley. So what is it that pushes them along? For decades no one had actually witnessed a rock moving, but a recent video shows some of the rocks trapped in melting ice and leaving a trail as they are driven across the surface by strong winds. There's something romantic about the Sailing Stones, which, in one of the most barren and inhospitable places on Earth, seem to have a life of their own. See more...

Family fun Wunderland Kalkar is a unique funfair built on the site of a never-used nuclear power plant in Kalkar, Germany. Construction of the plant began in 1972, but when it was completed over 10 years later, authorities decided to pull the plug on the 54 billion project. In 1995, Dutch businessman Hennie van der Most bought what was left of the Kalkar plant for only €2.5 million. He managed to turn it into a profitable amusement park with over 40 rides that is visited by over 600,000 people every year. Among the most interesting features are the swing ride set up inside the cooling tower and the climbing wall on its outer walls. A trip to Wunderland Kalkar is a blast for the whole family. See more...

EXTRA READING: PHOTOCOPIABLE

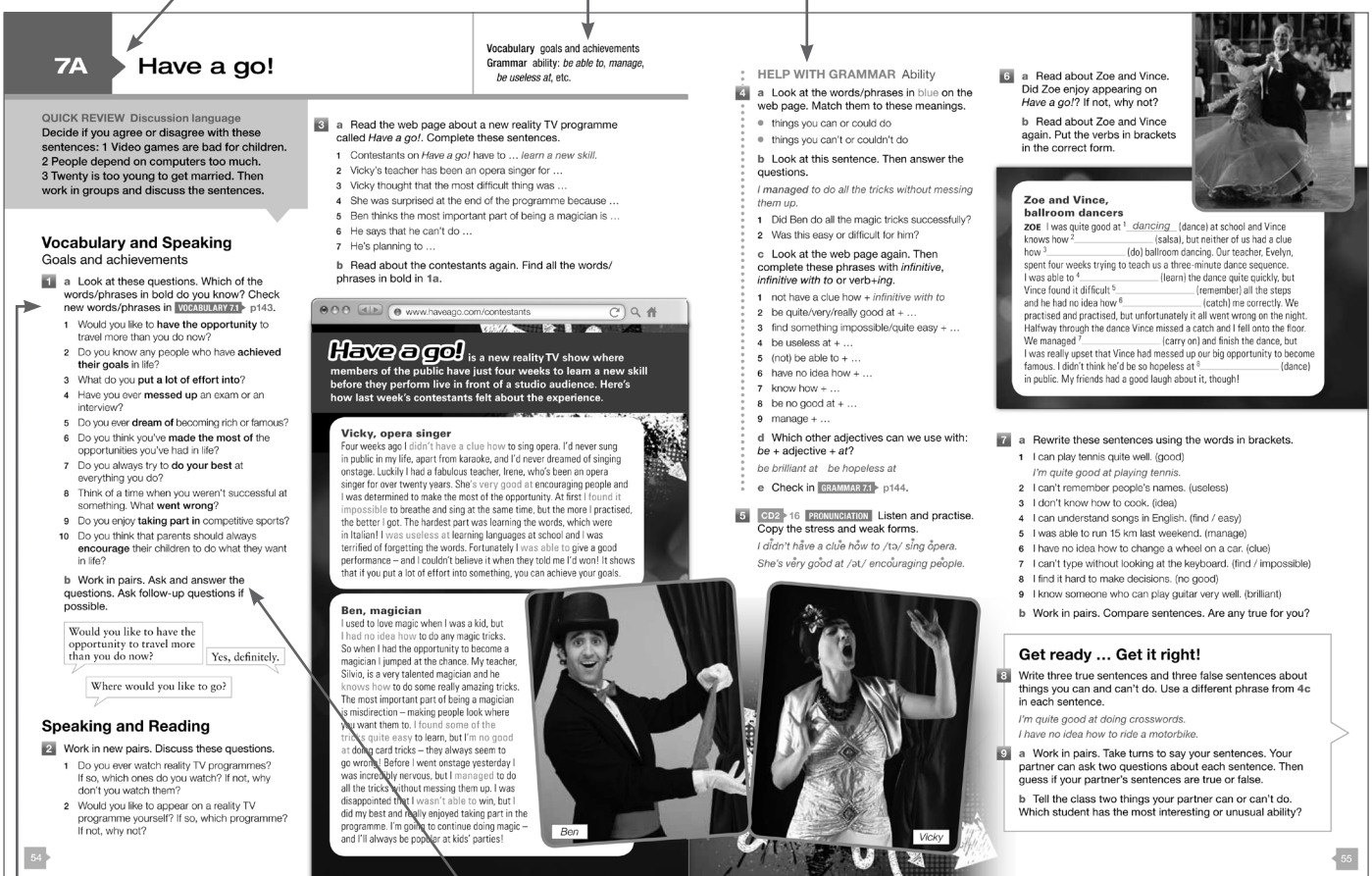
Instructions p213 © Cambridge University Press 2013 face2face Second edition Intermediate Photocopiable 219

A Guide to the Student's Book

Lessons A and B in each unit introduce and practise new vocabulary and grammar in realistic contexts.

The menu lists the language taught in each lesson.

Help with Grammar sections encourage students to work out the rules of form and use for themselves before checking their answers in the interactive *Language Summary* for the unit.



7A Have a go!

Vocabulary goals and achievements
Grammar ability: *be able to, manage, be useless at*, etc.

QUICK REVIEW Discussion language
Decide if you agree or disagree with these sentences: 1 Video games are bad for children. 2 People depend on computers too much. 3 Twenty is too young to get married. Then work in groups and discuss the sentences.

Vocabulary and Speaking
Goals and achievements

1 a Look at these questions. Which of the words/phrases in bold do you know? Check new words/phrases in VOCABULARY 7.1 p143.
1 Would you like to **have the opportunity** to travel more than you do now?
2 Do you know any people who have **achieved their goals** in life?
3 What do you **put a lot of effort into**?
4 Have you ever **messed up** an exam or an interview?
5 Do you ever **dream of** becoming rich or famous?
6 Do you think you've **made the most of** the opportunities you've had in life?
7 Do you always try to **do your best** at everything you do?
8 Think of a time when you weren't successful at something. What **went wrong**?
9 Do you enjoy **taking part in** competitive sports?
10 Do you think that parents should always **encourage** their children to do what they want in life?

b Work in pairs. Ask and answer the questions. Ask follow-up questions if possible.

Would you like to have the opportunity to travel more than you do now? Yes, definitely. Where would you like to go?

Speaking and Reading

2 Work in new pairs. Discuss these questions.
1 Do you ever watch reality TV programmes? If so, which ones do you watch? If not, why don't you watch them?
2 Would you like to appear on a reality TV programme yourself? If so, which programme? If not, why not?

3 a Read the web page about a new reality TV programme called *Have a go!*. Complete these sentences.
1 Contestants on *Have a go!* have to … *learn a new skill.*
2 Vicky's teacher has been an opera singer for …
3 Vicky thought that the most difficult thing was …
4 She was surprised at the end of the programme because …
5 Ben thinks the most important part of being a magician is …
6 He says that he can't do …
7 He's planning to …

b Read about the contestants again. Find all the words/phrases in bold in 1a.

www.haveago.com/contestants

Have a go! is a new reality TV show where members of the public have just four weeks to learn a new skill before they perform live in front of a studio audience. Here's how last week's contestants felt about the experience.

Vicky, opera singer
Four weeks ago I didn't have a clue how to sing opera. I'd never sung in public in my life, apart from karaoke, and I'd never dreamed of singing onstage. Luckily I had a fabulous teacher, Irene, who's been an opera singer for over twenty years. She's very good at encouraging people and I was determined to make the most of the opportunity. At first I found it impossible to breathe and sing at the same time, but the more I practised, the better I got. The hardest part was learning the words, which were in Italian! I was useless at learning languages at school and I was terrified of forgetting the words. Fortunately I was able to give a good performance – and I couldn't believe it when they told me I'd won! It shows that if you put a lot of effort into something, you can achieve your goals.

Ben, magician
I used to love magic when I was a kid, but I had no idea how to do any magic tricks. So when I had the opportunity to become a magician I jumped at the chance. My teacher, Silvio, is a very talented magician and he knows how to do some really amazing tricks. The most important part of being a magician is misdirection – making people look where you want them to. I found some of the tricks quite easy to learn, but I'm no good at doing card tricks – they always seem to go wrong! Before I went onstage yesterday I was incredibly nervous, but I managed to do all the tricks without messing them up. I was disappointed that I wasn't able to win, but I did my best and really enjoyed taking part in the programme. I'm going to continue doing magic – and I'll always be popular at kids' parties!

Ben

Vicky

54

HELP WITH GRAMMAR Ability

4 a Look at the words/phrases in blue on the web page. Match them to these meanings.
- things you can or could do
- things you can't or couldn't do

b Look at this sentence. Then answer the questions.
*I **managed** to do all the tricks without messing them up.*
1 Did Ben do all the magic tricks successfully?
2 Was this easy or difficult for him?

c Look at the web page again. Then complete these phrases with *infinitive*, *infinitive with to* or verb+*ing*.
1 not have a clue how + *infinitive with to*
2 be quite/very/really good at + …
3 find something impossible/quite easy + …
4 be useless at + …
5 (not) be able to + …
6 have no idea how + …
7 know how + …
8 be no good at + …
9 manage + …

d Which other adjectives can we use with: *be* + adjective + *at*?
be brilliant at *be hopeless at*

e Check in GRAMMAR 7.1 p144.

5 CD2 ▸ 16 PRONUNCIATION Listen and practise. Copy the stress and weak forms.
I dĭdn't hăve a clŭe hŏw to /tə/ sĭng ŏpera.
She's vĕry gŏod at /ət/ encŏuraging pĕople.

6 a Read about Zoe and Vince. Did Zoe enjoy appearing on *Have a go!*? If not, why not?

b Read about Zoe and Vince again. Put the verbs in brackets in the correct form.

Zoe and Vince, ballroom dancers
ZOE I was quite good at [1] *dancing* (dance) at school and Vince knows how [2] _____ (salsa), but neither of us had a clue how [3] _____ (do) ballroom dancing. Our teacher, Evelyn, spent four weeks trying to teach us a three-minute dance sequence. I was able to [4] _____ (learn) the dance quite quickly, but Vince found it difficult [5] _____ (remember) all the steps and he had no idea how [6] _____ (catch) me correctly. We practised and practised, but unfortunately it all went wrong on the night. Halfway through the dance Vince missed a catch and I fell onto the floor. We managed [7] _____ (carry on) and finish the dance, but I was really upset that Vince had messed up our big opportunity to become famous. I didn't think he'd be so hopeless at [8] _____ (dance) in public. My friends had a good laugh about it, though!

7 a Rewrite these sentences using the words in brackets.
1 I can play tennis quite well. (good)
I'm quite good at playing tennis.
2 I can't remember people's names. (useless)
3 I don't know how to cook. (idea)
4 I can understand songs in English. (find / easy)
5 I was able to run 15 km last weekend. (manage)
6 I have no idea how to change a wheel on a car. (clue)
7 I can't type without looking at the keyboard. (find / impossible)
8 I find it hard to make decisions. (no good)
9 I know someone who can play guitar very well. (brilliant)

b Work in pairs. Compare sentences. Are any true for you?

Get ready … Get it right!

8 Write three true sentences and three false sentences about things you can and can't do. Use a different phrase from 4c in each sentence.
I'm quite good at doing crosswords.
I have no idea how to ride a motorbike.

9 a Work in pairs. Take turns to say your sentences. Your partner can ask two questions about each sentence. Then guess if your partner's sentences are true or false.

b Tell the class two things your partner can or can't do. Which student has the most interesting or unusual ability?

55

Students can learn and check the meaning of new vocabulary in the interactive *Language Summary* for the unit in the back of the Student's Book.

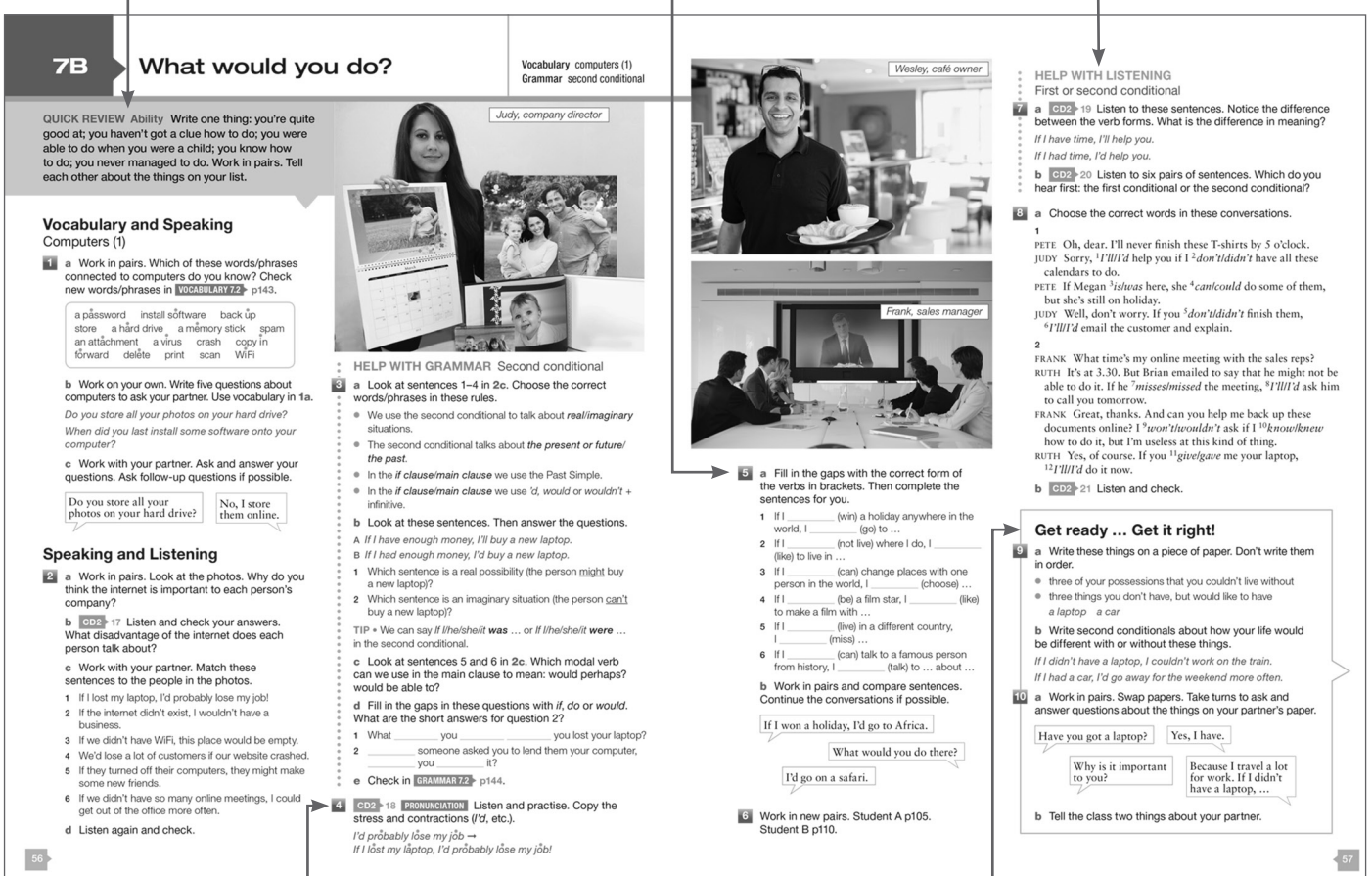
There are practice activities immediately after the presentation of vocabulary to help consolidate the new language.

Reduced sample pages from the **face2face** Second edition Intermediate Student's Book

Quick Reviews at the beginning of each lesson recycle previously learned language and get the class off to a lively, student-centred start.

Controlled practice exercises check students have understood the meaning and form of new language.

Help with Listening sections focus on the areas that make spoken English so difficult to understand and teach students how to listen more effectively.



7B What would you do?

Vocabulary computers (1)
Grammar second conditional

QUICK REVIEW Ability Write one thing: you're quite good at; you haven't got a clue how to do; you were able to do when you were a child; you know how to do; you never managed to do. Work in pairs. Tell each other about the things on your list.

Vocabulary and Speaking
Computers (1)

1 **a** Work in pairs. Which of these words/phrases connected to computers do you know? Check new words/phrases in VOCABULARY 7.2 p143.

a password install software back up store a hard drive a memory stick spam an attachment a virus crash copy in forward delete print scan WiFi

b Work on your own. Write five questions about computers to ask your partner. Use vocabulary in **1a**.

Do you store all your photos on your hard drive?
When did you last install some software onto your computer?

c Work with your partner. Ask and answer your questions. Ask follow-up questions if possible.

Do you store all your photos on your hard drive? — No, I store them online.

Speaking and Listening

2 **a** Work in pairs. Look at the photos. Why do you think the internet is important to each person's company?

b CD2 17 Listen and check your answers. What disadvantage of the internet does each person talk about?

c Work with your partner. Match these sentences to the people in the photos.

1 If I lost my laptop, I'd probably lose my job!
2 If the internet didn't exist, I wouldn't have a business.
3 If we didn't have WiFi, this place would be empty.
4 We'd lose a lot of customers if our website crashed.
5 If they turned off their computers, they might make some new friends.
6 If we didn't have so many online meetings, I could get out of the office more often.

d Listen again and check.

Judy, company director

HELP WITH GRAMMAR Second conditional

3 **a** Look at sentences 1–4 in **2c**. Choose the correct words/phrases in these rules.

- We use the second conditional to talk about ***real/imaginary*** situations.
- The second conditional talks about ***the present or future/ the past***.
- In the ***if clause/main clause*** we use the Past Simple.
- In the ***if clause/main clause*** we use *'d, would* or *wouldn't* + infinitive.

b Look at these sentences. Then answer the questions.

A *If I have enough money, I'll buy a new laptop.*
B *If I had enough money, I'd buy a new laptop.*

1 Which sentence is a real possibility (the person might buy a new laptop)?
2 Which sentence is an imaginary situation (the person can't buy a new laptop)?

TIP • We can say *If I/he/she/it* ***was*** … or *If I/he/she/it* ***were*** … in the second conditional.

c Look at sentences 5 and 6 in **2c**. Which modal verb can we use in the main clause to mean: would perhaps? would be able to?

d Fill in the gaps in these questions with *if, do* or *would*. What are the short answers for question 2?

1 What _____ you _____ _____ you lost your laptop?
2 _____ someone asked you to lend them your computer, _____ you _____ it?

e Check in GRAMMAR 7.2 p144.

4 CD2 18 PRONUNCIATION Listen and practise. Copy the stress and contractions (*I'd*, etc.).

I'd probably lose my job →
If I lost my laptop, I'd probably lose my job!

Wesley, café owner

Frank, sales manager

5 **a** Fill in the gaps with the correct form of the verbs in brackets. Then complete the sentences for you.

1 If I _____ (win) a holiday anywhere in the world, I _____ (go) to …
2 If I _____ (not live) where I do, I _____ (like) to live in …
3 If I _____ (can) change places with one person in the world, I _____ (choose) …
4 If I _____ (be) a film star, I _____ (like) to make a film with …
5 If I _____ (live) in a different country, I _____ (miss) …
6 If I _____ (can) talk to a famous person from history, I _____ (talk) to … about …

b Work in pairs and compare sentences. Continue the conversations if possible.

If I won a holiday, I'd go to Africa. — What would you do there? — I'd go on a safari.

6 Work in new pairs. Student A p105. Student B p110.

HELP WITH LISTENING
First or second conditional

7 **a** CD2 19 Listen to these sentences. Notice the difference between the verb forms. What is the difference in meaning?

If I have time, I'll help you.
If I had time, I'd help you.

b CD2 20 Listen to six pairs of sentences. Which do you hear first: the first conditional or the second conditional?

8 **a** Choose the correct words in these conversations.

1
PETE Oh, dear. I'll never finish these T-shirts by 5 o'clock.
JUDY Sorry, [1]*I'll/I'd* help you if I [2]*don't/didn't* have all these calendars to do.
PETE If Megan [3]*is/was* here, she [4]*can/could* do some of them, but she's still on holiday.
JUDY Well, don't worry. If you [5]*don't/didn't* finish them, [6]*I'll/I'd* email the customer and explain.

2
FRANK What time's my online meeting with the sales reps?
RUTH It's at 3.30. But Brian emailed to say that he might not be able to do it. If he [7]*misses/missed* the meeting, [8]*I'll/I'd* ask him to call you tomorrow.
FRANK Great, thanks. And can you help me back up these documents online? I [9]*won't/wouldn't* ask if I [10]*know/knew* how to do it, but I'm useless at this kind of thing.
RUTH Yes, of course. If you [11]*give/gave* me your laptop, [12]*I'll/I'd* do it now.

b CD2 21 Listen and check.

Get ready … Get it right!

9 **a** Write these things on a piece of paper. Don't write them in order.

- three of your possessions that you couldn't live without
- three things you don't have, but would like to have

a laptop a car

b Write second conditionals about how your life would be different with or without these things.

If I didn't have a laptop, I couldn't work on the train.
If I had a car, I'd go away for the weekend more often.

10 **a** Work in pairs. Swap papers. Take turns to ask and answer questions about the things on your partner's paper.

Have you got a laptop? — Yes, I have. — Why is it important to you? — Because I travel a lot for work. If I didn't have a laptop, …

b Tell the class two things about your partner.

56

57

The integrated pronunciation syllabus includes drills for all new grammar structures.

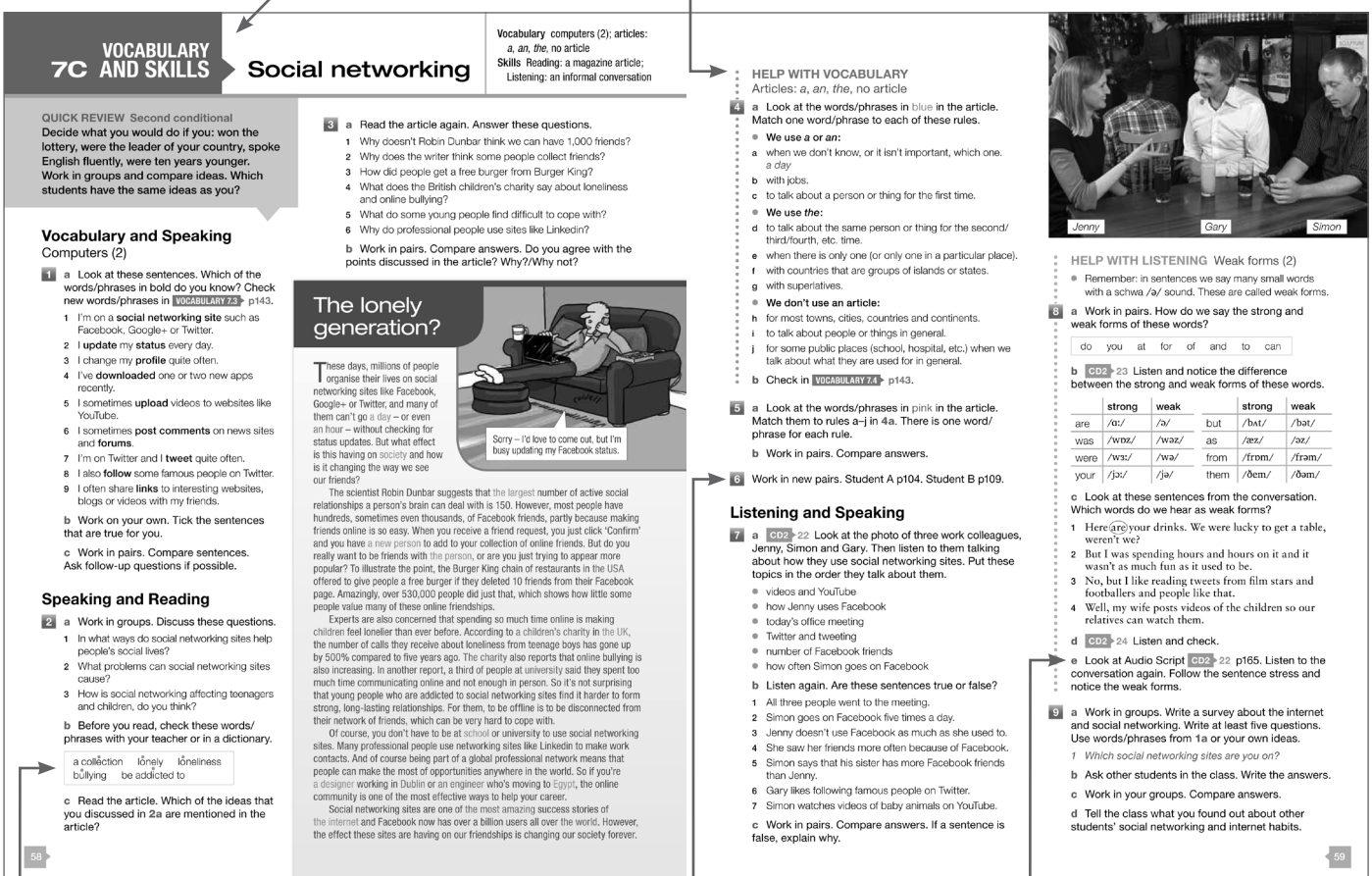
Get ready … Get it right! sections are structured communicative speaking tasks that focus on both accuracy and fluency. The *Get ready …* stage provides the opportunity for students to plan the language and content of what they are going to say so that they can *Get it right!* when they do the communicative stage of the activity.

Reduced sample pages from the **face2face**
Second edition Intermediate Student's Book

A Guide to the Student's Book

Lesson C VOCABULARY AND SKILLS lessons develop students' range of receptive skills by providing opportunities to see and hear new words and phrases in extended reading and listening texts.

Help with Vocabulary sections encourage students to work out the rules of form and use of new vocabulary themselves, before checking in the interactive *Language Summary* for the unit.



7C VOCABULARY AND SKILLS

Social networking

Vocabulary computers (2); articles: *a, an, the,* no article
Skills Reading: a magazine article; Listening: an informal conversation

QUICK REVIEW Second conditional
Decide what you would do if you: won the lottery, were the leader of your country, spoke English fluently, were ten years younger. Work in groups and compare ideas. Which students have the same ideas as you?

Vocabulary and Speaking
Computers (2)

1 **a** Look at these sentences. Which of the words/phrases in bold do you know? Check new words/phrases in VOCABULARY 7.3 p143.
1 I'm on a **social networking site** such as Facebook, Google+ or Twitter.
2 I **update** my **status** every day.
3 I change my **profile** quite often.
4 I've **downloaded** one or two new apps recently.
5 I sometimes **upload** videos to websites like YouTube.
6 I sometimes **post comments** on news sites and **forums**.
7 I'm on Twitter and I **tweet** quite often.
8 I also **follow** some famous people on Twitter.
9 I often share **links** to interesting websites, blogs or videos with my friends.

b Work on your own. Tick the sentences that are true for you.

c Work in pairs. Compare sentences. Ask follow-up questions if possible.

Speaking and Reading

2 **a** Work in groups. Discuss these questions.
1 In what ways do social networking sites help people's social lives?
2 What problems can social networking sites cause?
3 How is social networking affecting teenagers and children, do you think?

b Before you read, check these words/phrases with your teacher or in a dictionary.

a collection · lonely · loneliness · bullying · be addicted to

c Read the article. Which of the ideas that you discussed in 2a are mentioned in the article?

3 **a** Read the article again. Answer these questions.
1 Why doesn't Robin Dunbar think we can have 1,000 friends?
2 Why does the writer think some people collect friends?
3 How did people get a free burger from Burger King?
4 What does the British children's charity say about loneliness and online bullying?
5 What do some young people find difficult to cope with?
6 Why do professional people use sites like Linkedin?

b Work in pairs. Compare answers. Do you agree with the points discussed in the article? Why?/Why not?

The lonely generation?

These days, millions of people organise their lives on social networking sites like Facebook, Google+ or Twitter, and many of them can't go a day – or even an hour – without checking for status updates. But what effect is this having on society and how is it changing the way we see our friends?

The scientist Robin Dunbar suggests that the largest number of active social relationships a person's brain can deal with is 150. However, most people have hundreds, sometimes even thousands, of Facebook friends, partly because making friends online is so easy. When you receive a friend request, you just click 'Confirm' and you have a new person to add to your collection of online friends. But do you really want to be friends with the person, or are you just trying to appear more popular? To illustrate the point, the Burger King chain of restaurants in the USA offered to give people a free burger if they deleted 10 friends from their Facebook page. Amazingly, over 530,000 people did just that, which shows how little some people value many of these online friendships.

Experts are also concerned that spending so much time online is making children feel lonelier than ever before. According to a children's charity in the UK, the number of calls they receive about loneliness from teenage boys has gone up by 500% compared to five years ago. The charity also reports that online bullying is also increasing. In another report, a third of people at university said they spent too much time communicating online and not enough in person. So it's not surprising that young people who are addicted to social networking sites find it harder to form strong, long-lasting relationships. For them, to be offline is to be disconnected from their network of friends, which can be very hard to cope with.

Of course, you don't have to be at school or university to use social networking sites. Many professional people use networking sites like Linkedin to make work contacts. And of course being part of a global professional network means that people can make the most of opportunities anywhere in the world. So if you're a designer working in Dublin or an engineer who's moving to Egypt, the online community is one of the most effective ways to help your career.

Social networking sites are one of the most amazing success stories of the internet and Facebook now has over a billion users all over the world. However, the effect these sites are having on our friendships is changing our society forever.

58

HELP WITH VOCABULARY
Articles: *a, an, the,* no article

4 **a** Look at the words/phrases in blue in the article. Match one word/phrase to each of these rules.
- **We use *a* or *an*:**
a when we don't know, or it isn't important, which one. *a day*
b with jobs.
c to talk about a person or thing for the first time.
- **We use *the*:**
d to talk about the same person or thing for the second/third/fourth, etc. time.
e when there is only one (or only one in a particular place).
f with countries that are groups of islands or states.
g with superlatives.
- **We don't use an article:**
h for most towns, cities, countries and continents.
i to talk about people or things in general.
j for some public places (school, hospital, etc.) when we talk about what they are used for in general.

b Check in VOCABULARY 7.4 p143.

5 **a** Look at the words/phrases in pink in the article. Match them to rules a–j in 4a. There is one word/phrase for each rule.

b Work in pairs. Compare answers.

6 Work in new pairs. Student A p104. Student B p109.

Listening and Speaking

7 **a** CD2 22 Look at the photo of three work colleagues, Jenny, Simon and Gary. Then listen to them talking about how they use social networking sites. Put these topics in the order they talk about them.
- videos and YouTube
- how Jenny uses Facebook
- today's office meeting
- Twitter and tweeting
- number of Facebook friends
- how often Simon goes on Facebook

b Listen again. Are these sentences true or false?
1 All three people went to the meeting.
2 Simon goes on Facebook five times a day.
3 Jenny doesn't use Facebook as much as she used to.
4 She saw her friends more often because of Facebook.
5 Simon says that his sister has more Facebook friends than Jenny.
6 Gary likes following famous people on Twitter.
7 Simon watches videos of baby animals on YouTube.

c Work in pairs. Compare answers. If a sentence is false, explain why.

HELP WITH LISTENING Weak forms (2)
- Remember: in sentences we say many small words with a schwa /ə/ sound. These are called weak forms.

8 **a** Work in pairs. How do we say the strong and weak forms of these words?

do you at for of and to can

b CD2 23 Listen and notice the difference between the strong and weak forms of these words.

	strong	weak		strong	weak
are	/ɑː/	/ə/	but	/bʌt/	/bət/
was	/wɒz/	/wəz/	as	/æz/	/əz/
were	/wɜː/	/wə/	from	/frɒm/	/frəm/
your	/jɔː/	/jə/	them	/ðem/	/ðəm/

c Look at these sentences from the conversation. Which words do we hear as weak forms?
1 Here (are) your drinks. We were lucky to get a table, weren't we?
2 But I was spending hours and hours on it and it wasn't as much fun as it used to be.
3 No, but I like reading tweets from film stars and footballers and people like that.
4 Well, my wife posts videos of the children so our relatives can watch them.

d CD2 24 Listen and check.

e Look at Audio Script CD2 22 p165. Listen to the conversation again. Follow the sentence stress and notice the weak forms.

9 **a** Work in groups. Write a survey about the internet and social networking. Write at least five questions. Use words/phrases from 1a or your own ideas.
1 Which social networking sites are you on?

b Ask other students in the class. Write the answers.

c Work in your groups. Compare answers.

d Tell the class what you found out about other students' social networking and internet habits.

59

Key vocabulary in listening and reading texts is pre-taught before students listen or read.

The *Pair and Group Work* section at the back of the Student's Book provides numerous communicative speaking practice activities.

Students are often asked to refer to the *Audio and Video Scripts* in the back of the Student's Book to help develop their ability in both listening and pronunciation.

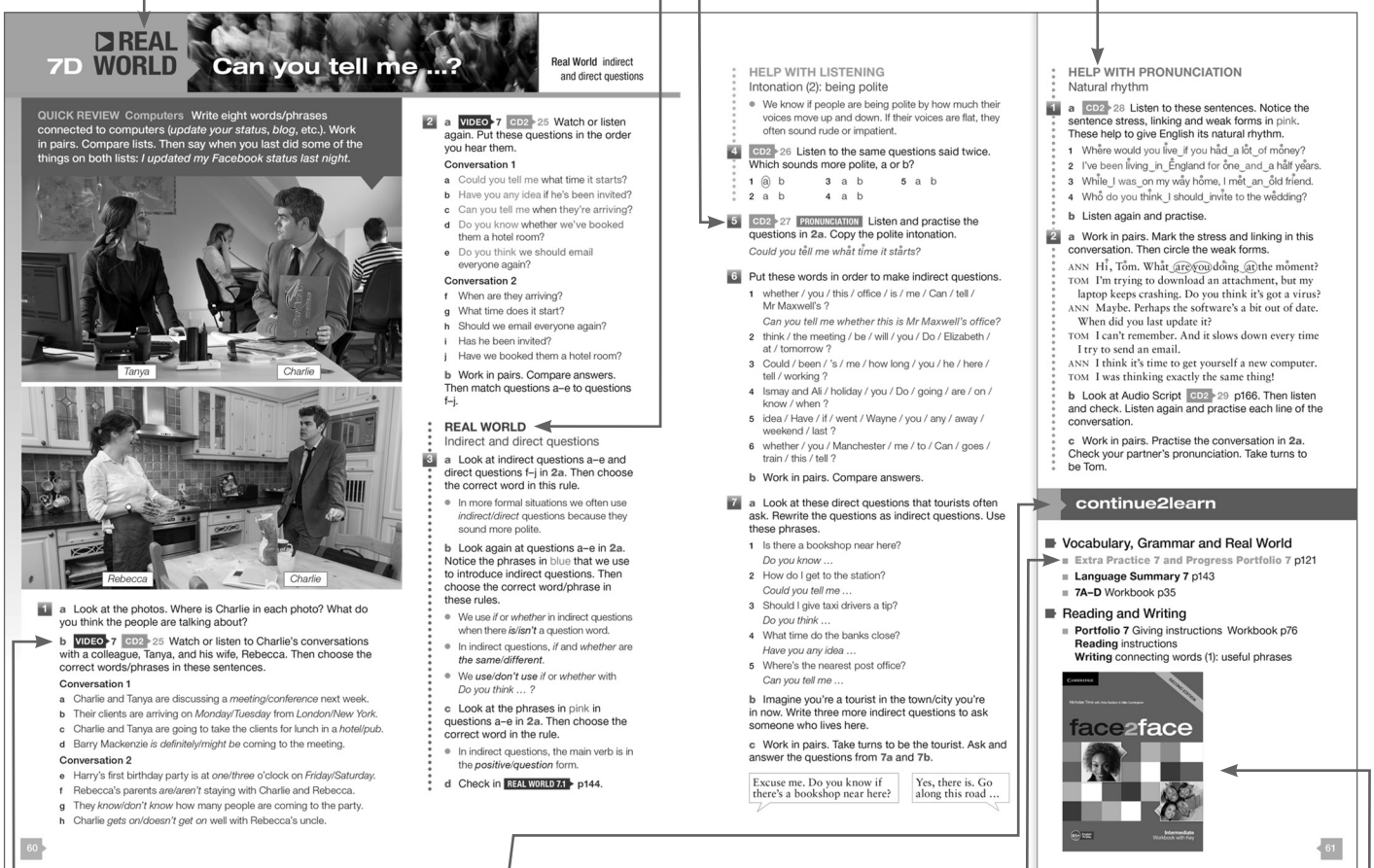
Reduced sample pages from the **face2face** Second edition Intermediate Student's Book

Lesson D REAL WORLD lessons focus on the functional and situational language that students need for day-to-day life.

Real World sections help students to analyse the functional and situational language for themselves before checking in the interactive *Language Summary* for the unit.

The integrated pronunciation syllabus includes drills for all new *Real World* language.

Help with Pronunciation sections help students with specific areas of pronunciation that they often find problematic.



7D REAL WORLD Can you tell me ...?

Real World indirect and direct questions

QUICK REVIEW Computers Write eight words/phrases connected to computers (*update your status*, *blog*, etc.). Work in pairs. Compare lists. Then say when you last did some of the things on both lists: *I updated my Facebook status last night.*

Tanya Charlie

Rebecca Charlie

1 a Look at the photos. Where is Charlie in each photo? What do you think the people are talking about?

b VIDEO 7 CD2 25 Watch or listen to Charlie's conversations with a colleague, Tanya, and his wife, Rebecca. Then choose the correct words/phrases in these sentences.

Conversation 1

a Charlie and Tanya are discussing a *meeting/conference* next week.
b Their clients are arriving on *Monday/Tuesday* from *London/New York*.
c Charlie and Tanya are going to take the clients for lunch in a *hotel/pub*.
d Barry Mackenzie *is definitely/might be* coming to the meeting.

Conversation 2

e Harry's first birthday party is at *one/three* o'clock on *Friday/Saturday*.
f Rebecca's parents *are/aren't* staying with Charlie and Rebecca.
g They *know/don't know* how many people are coming to the party.
h Charlie *gets on/doesn't get on* well with Rebecca's uncle.

2 a VIDEO 7 CD2 25 Watch or listen again. Put these questions in the order you hear them.

Conversation 1

a Could you tell me what time it starts?
b Have you any idea if he's been invited?
c Can you tell me when they're arriving?
d Do you know whether we've booked them a hotel room?
e Do you think we should email everyone again?

Conversation 2

f When are they arriving?
g What time does it start?
h Should we email everyone again?
i Has he been invited?
j Have we booked them a hotel room?

b Work in pairs. Compare answers. Then match questions a–e to questions f–j.

REAL WORLD
Indirect and direct questions

3 a Look at indirect questions a–e and direct questions f–j in **2a**. Then choose the correct word in this rule.

- In more formal situations we often use *indirect/direct* questions because they sound more polite.

b Look again at questions a–e in **2a**. Notice the phrases in blue that we use to introduce indirect questions. Then choose the correct word/phrase in these rules.

- We use *if* or *whether* in indirect questions when there *is/isn't* a question word.
- In indirect questions, *if* and *whether* are *the same/different*.
- We *use/don't use if* or *whether* with *Do you think … ?*

c Look at the phrases in pink in questions a–e in **2a**. Then choose the correct word in the rule.

- In indirect questions, the main verb is in the *positive/question* form.

d Check in REAL WORLD 7.1 p144.

HELP WITH LISTENING
Intonation (2): being polite

- We know if people are being polite by how much their voices move up and down. If their voices are flat, they often sound rude or impatient.

4 CD2 26 Listen to the same questions said twice. Which sounds more polite, a or b?

1 a (b) 3 a b 5 a b
2 a b 4 a b

5 CD2 27 PRONUNCIATION Listen and practise the questions in **2a**. Copy the polite intonation.

Could you tell me what time it starts?

6 Put these words in order to make indirect questions.

1 whether / you / this / office / is / me / Can / tell / Mr Maxwell's ?
Can you tell me whether this is Mr Maxwell's office?
2 think / the meeting / be / will / you / Do / Elizabeth / at / tomorrow ?
3 Could / been / 's / me / how long / you / he / here / tell / working ?
4 Ismay and Ali / holiday / you / Do / going / are / on / know / when ?
5 idea / Have / if / went / Wayne / you / any / away / weekend / last ?
6 whether / you / Manchester / me / to / Can / goes / train / this / tell ?

b Work in pairs. Compare answers.

7 a Look at these direct questions that tourists often ask. Rewrite the questions as indirect questions. Use these phrases.

1 Is there a bookshop near here?
Do you know …
2 How do I get to the station?
Could you tell me …
3 Should I give taxi drivers a tip?
Do you think …
4 What time do the banks close?
Have you any idea …
5 Where's the nearest post office?
Can you tell me …

b Imagine you're a tourist in the town/city you're in now. Write three more indirect questions to ask someone who lives here.

c Work in pairs. Take turns to be the tourist. Ask and answer the questions from **7a** and **7b**.

Excuse me. Do you know if there's a bookshop near here?

Yes, there is. Go along this road …

HELP WITH PRONUNCIATION
Natural rhythm

1 a CD2 28 Listen to these sentences. Notice the sentence stress, linking and weak forms in pink. These help to give English its natural rhythm.

1 Where would you live if you had a lot of money?
2 I've been living in England for one and a half years.
3 While I was on my way home, I met an old friend.
4 Who do you think I should invite to the wedding?

b Listen again and practise.

2 a Work in pairs. Mark the stress and linking in this conversation. Then circle the weak forms.

ANN Hi, Tom. What are you doing at the moment?
TOM I'm trying to download an attachment, but my laptop keeps crashing. Do you think it's got a virus?
ANN Maybe. Perhaps the software's a bit out of date. When did you last update it?
TOM I can't remember. And it slows down every time I try to send an email.
ANN I think it's time to get yourself a new computer.
TOM I was thinking exactly the same thing!

b Look at Audio Script CD2 29 p166. Then listen and check. Listen again and practise each line of the conversation.

c Work in pairs. Practise the conversation in **2a**. Check your partner's pronunciation. Take turns to be Tom.

continue2learn

- Vocabulary, Grammar and Real World
  - Extra Practice 7 and Progress Portfolio 7 p121
  - Language Summary 7 p143
  - 7A–D Workbook p35
- Reading and Writing
  - Portfolio 7 Giving instructions Workbook p76
  - Reading instructions
  - Writing connecting words (1): useful phrases

face2face

60 61

Add variety to your lessons by presenting *Real World* language visually using the new video clips on the Teacher's DVD.

The *continue2learn* sections show students where they can continue practising and extending their knowledge of the language taught in the unit.

There is a full-page *Extra Practice* section in the back of the Student's Book, which provides revision of key language from the unit. Students can also monitor their progress by completing the *Progress Portfolio*, which is based on the requirements of the *Common European Framework of Reference for Languages*.

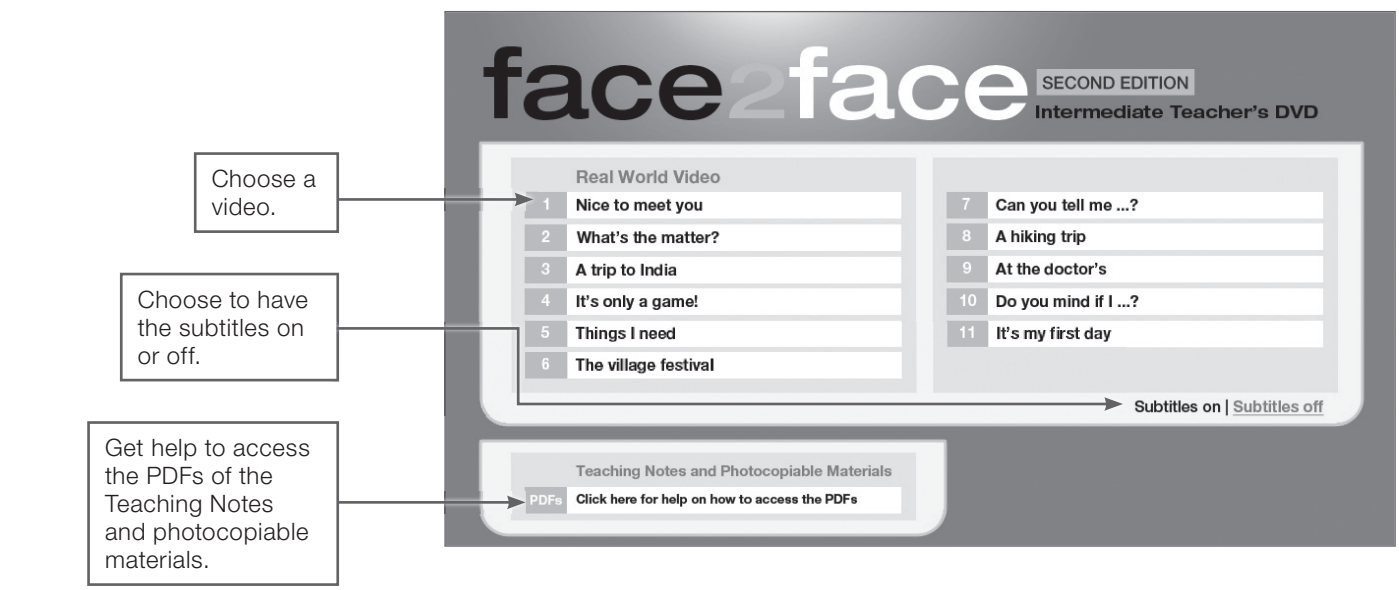
The Workbook provides further practice activities. The Reading and Writing portfolio contains a double-page lesson per unit.

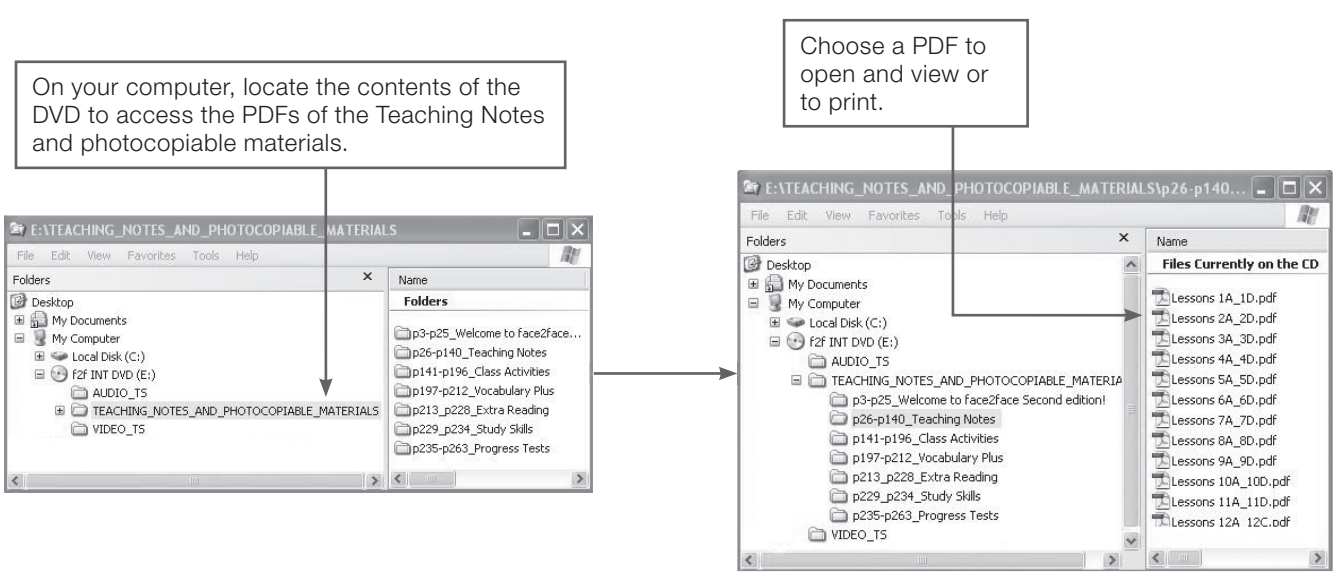
Reduced sample pages from the **face2face**
Second edition Intermediate Student's Book

Teacher's DVD Instructions

The Teacher's DVD contains the *Real World* video presentation material as well as printable PDFs of all the Teaching Notes and photocopiable materials from this Teacher's Book.

- To play the *Real World* video presentation material you can use the DVD in a DVD player or in a computer. Insert the DVD and follow the instructions on the main menu.
- To access the PDFs on a Windows operating system, double-click **My Computer**. Right click on the CD/DVD drive and choose *Explore*. Open the "Teaching Notes and Photocopiable Materials" folder and double-click on the PDFs you want to view or print.
- To access the PDFs on a computer with a Mac operating system, double-click on the DVD icon on the desktop. Open the "Teaching Notes and Photocopiable Materials" folder and double-click on the PDFs you want to view or print.



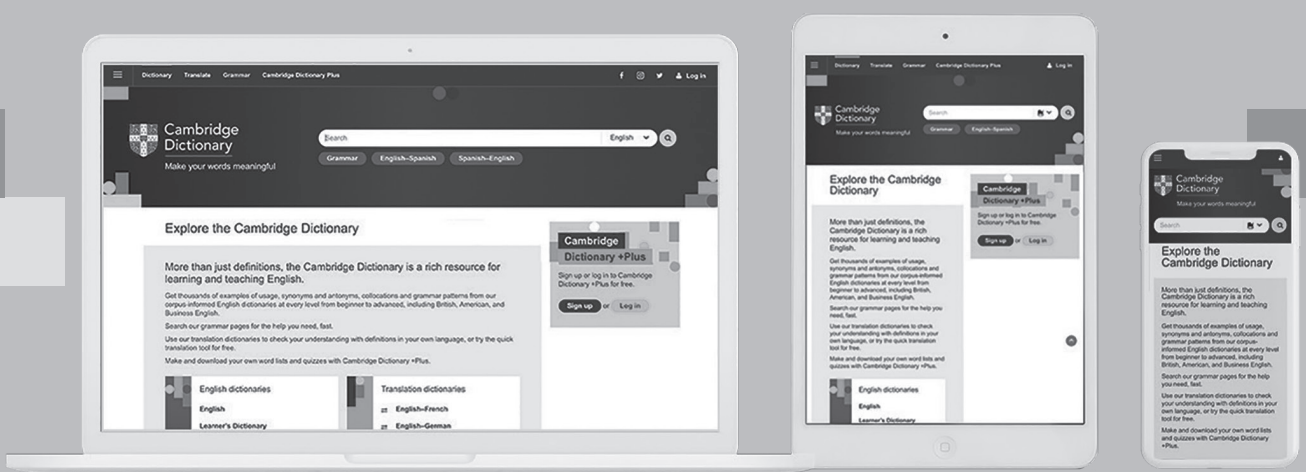


To view or print the Teaching Notes and photocopiable materials you will need a software program that can read PDFs such as Adobe® Reader®, which is free to download and install at www.adobe.com.

Cambridge Dictionary

Make your words meaningful

Free, trustworthy, corpus-informed dictionaries, grammar reference and language learning resources.



Definitions, audio, translations and grammar

Written especially for learners of English, our definitions are clear and easy to understand. You'll also find American and British English audio pronunciations for each word, grammar advice, lots of example sentences, and translation dictionaries in more than 20 languages.

Optimised for smartphones

Perfect for looking up definitions, checking grammar and listening to pronunciations on the move. Cambridge Dictionary is as easy to use on a mobile phone as it is on a tablet or laptop.

Always up to date

Follow our blog to find out about new words and to get advice on grammar, vocabulary, phrasal verbs and idioms. Join us on Facebook, Twitter and Instagram for our Word of the Day and to become part of our community.

Personalised for you

Create and share personalised wordlists, quiz yourself and be the first to receive information about new features by signing up for Dictionary +Plus.

- @cambridgewords
- @cambridgewords
- @cambridgedictionariesonline
- Cambridge Dictionary

dictionary.cambridge.org

face2face teaches adult and young adult learners to communicate with confidence.

ENGAGING CONTENT FOR LEARNERS



REAL WORLD SITUATIONS

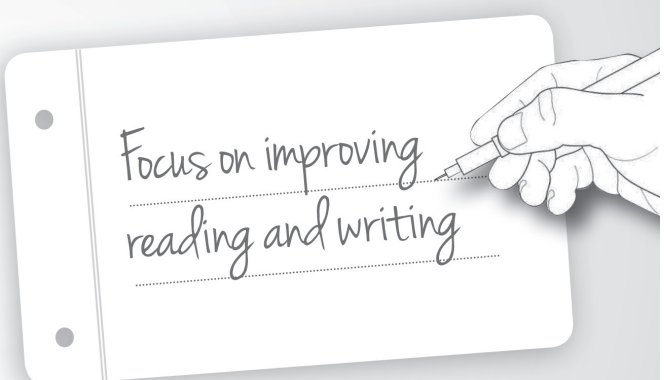
HELP WITH:





GET READY, GET IT RIGHT!

COMMUNICATE PRECISELY AND CONFIDENTLY









- BUILT-IN STRONG FOCUS ON **REVISION**
- ADDRESS STUDENTS' **INDIVIDUAL NEEDS**

Teach Listening
Don't just practise it

FOCUS ON TEACHING LISTENING SKILLS

Using Natural Joined-up Speech



REAL WORLD VIDEOS

bring to **life** the **functional** and **social language** learners need on a day-to-day basis

face2face and all its best-selling content is available in a number of different ways

PRINTED COURSE BOOKS





ONLINE WORKBOOKS

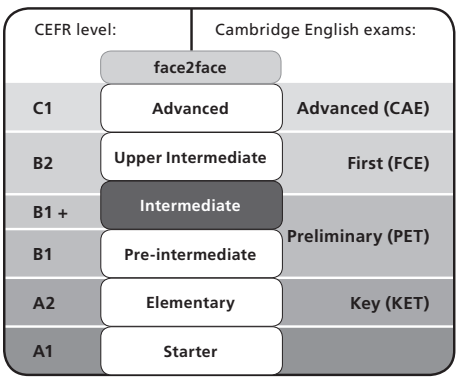
TRACK LEARNERS' PROGRESS AT A GLANCE

The Common European Framework (CEFR)

What is the Common European Framework (CEFR)?

Since the early 1970s, a series of Council of Europe initiatives has developed a description of the language knowledge and skills that people need to live, work and survive in any European country. *Waystage 1990*[1], *Threshold 1990*[2] and *Vantage*[3] detail the knowledge and skills required at different levels of ability. In 2001, the contents of these documents were further developed into sets of 'can do' statements or 'competences' and officially launched as the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR)[4]. A related document, *The European Language Portfolio*, encourages learners to assess their progress by matching their competence against the 'can do' statements.

face2face Second edition has been developed to include comprehensive coverage of the requirements of the CEFR. The table above right shows how **face2face** Second edition relates to the CEFR and the examinations which can be taken at each level through Cambridge English Language Assessment, which is a member of ALTE (The Association of Language Testers in Europe).



In the spirit of *The European Language Portfolio* developed from the CEFR, **face2face** Second edition provides a Progress Portfolio for each unit in the Student's Book. In the Workbook there is a 24-page *Reading and Writing Portfolio* section (2 pages for each unit) linked to the CEFR and a comprehensive list of 'can do' statements in the *Reading and Writing Progress Portfolio*, which allows students to track their own progress.

face2face Second edition Intermediate and CEFR level B1

		B1
UNDERSTANDING	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

The table on the left describes the general degree of skill required at level B1 of the CEFR. Details of the language knowledge required for B1 are listed in *Threshold* 1990. The 'can do' statements for B1 are listed in the *Common European Framework of Reference for Languages: Learning, teaching, assessment*.

The Listening, Reading, Speaking and Writing tables on p16–p19 show where the required competences for level B1 are covered in **face2face** Second edition Intermediate. For more information about how **face2face** covers the areas specified by the Common European Framework of Reference for Languages, see the **face2face** website: www.cambridge.org/elt/face2face.

[1]*Waystage 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 0 521 56707 6
[2]*Threshold 1990* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 0 521 56706 8
[3]*Vantage* J A van Ek and J L M Trim, Council of Europe, Cambridge University Press ISBN 0 521 56705 X
[4]*Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001) Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press ISBN 0 521 00531 0

English Vocabulary Profile

What is the English Vocabulary Profile?

The English Vocabulary Profile is part of English Profile, a ground-breaking and innovative programme which is shaping the future of English language learning, teaching and assessment worldwide. Endorsed by the Council of Europe, English Profile provides a unique benchmark for progress in English by clearly describing the language that learners need at each level of the Common European Framework (CEFR).

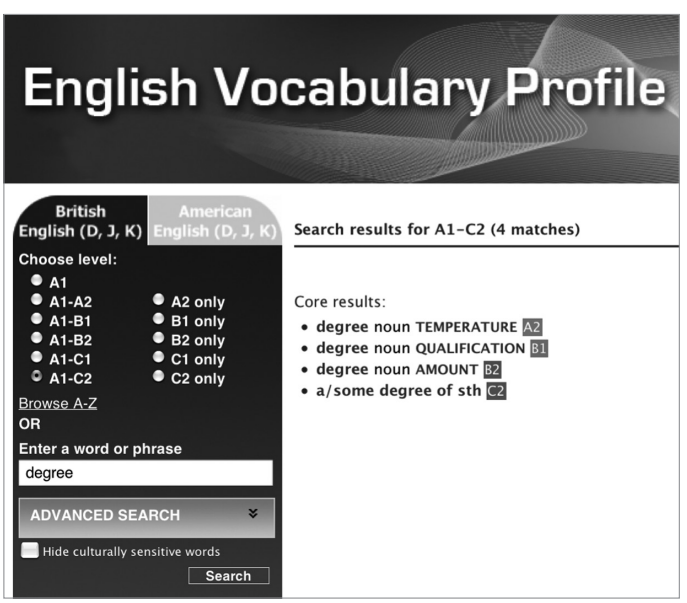
The CEFR is already widely used around the world to assess language ability. However, because it is 'language neutral' it needs to be interpreted appropriately for each language. English Profile makes the CEFR even more relevant to English language teachers by showing the specific vocabulary, grammar and functional language that students can be expected to master at each level in English. By making the CEFR more accessible in this way, it provides unparalleled support for the development of curricula and teaching materials, and in assessing students' language proficiency.

The English Vocabulary Profile shows, in both British and American English, which words and phrases learners around the world know at each level – A1 to C2 – of the CEFR. Rather than providing a syllabus of the vocabulary that learners *should* know, the English Vocabulary Profile verifies what they *do* know at each level. CEFR levels are assigned not just to the words themselves, but to each individual meaning of these words. So, for instance, the word *degree* is assigned level A2 for the meaning *temperature*, B1 for *qualification*, B2 for *amount* and C2 for the phrase *a/some degree of (sth)*. The capitalised guidewords help the user to navigate longer entries, and phrases are listed separately within an entry.

face2face Second edition Intermediate and the English Vocabulary Profile

The vocabulary taught in **face2face** Second edition Intermediate has been informed by the English Vocabulary Profile to ensure that the majority of the new words and phrases taught in the Student's Book are B1 (or B2).

To find out more about the English Vocabulary Profile and the English Profile project or to get involved, visit www.englishprofile.org.



English Profile is a collaborative project between:

CAMBRIDGE ENGLISH Language Assessment Part of the University of Cambridge · CAMBRIDGE UNIVERSITY PRESS · BRITISH COUNCIL · UNIVERSITY OF CAMBRIDGE · University of Bedfordshire · ENGLISHUK

CEFR Tables: Listening and Reading

Listening

A language user at level B1 and B2* can:	1	2	3
follow clearly articulated speech in everyday conversation			
follow the main points of a clearly articulated discussion between native speakers	1C 1D	2D	3C 3D
understand a short narrative and form hypotheses about what will happen next			
understand the main points of recorded materials on familiar subjects	1A 1B	2A 2C	3A 3C
catch the main points in TV and radio programmes on familiar topics			3C
follow in outline straightforward short talks on familiar topics			
follow films in which the visuals and action carry much of the storyline			
understand TV and radio programmes, and identify the speaker's mood and tone*			
use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues*			

Reading

A language user at level B1 and B2* can:	1	2	3
understand the main points in short newspaper articles	1A 1C WB1C	2B 2C WB2C	3B WB3C 3C
distinguish fact from comment in columns or interviews in newspapers and magazines	1B		3C
skim short texts to find relevant facts and information		WBP2	3C
understand information in everyday material such as brochures and letters		WBP2	
understand simple messages			WBP3
understand standard letters			WBP3
understand descriptions of events, feelings and wishes	WBP1	2C	3C
guess the meaning of single unknown words from their context			
understand straightforward instructions			
identify the main conclusions in clearly signalled argumentative texts			
understand in a narrative the motives for the characters' actions and their consequences for the development of the plot*			
understand articles on current problems in which the writers express specific attitudes and points of view*			

* refers to descriptors for B2
1A = face2face Second edition Intermediate Student's Book Lesson 1A
WB1A = face2face Second edition Intermediate Workbook Lesson 1A
WBP1 = face2face Second edition Intermediate Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
This interactive competence is practised throughout the course, in particular in the *Get ready … Get it right!* sections.								
4B 4D	5A 5B 5D	6A 6C 6D	7D	8B 8D	9D	10A 10B 10D	11A 11B 11D	12A
4C							11C	
4A 4C	5C		7B	8C	9B 9C	10C		12B
4C				8C	9C	10C		
			7C					
This competence is practised throughout the course on the Audio CD.								
						10C	11C	12C
						10A 10B 10C	11C 11D	12B 12C

4	5	6	7	8	9	10	11	12
4A 4C WB4C	5B 5C	6B 6C WB6C	WB7C	8A 8C	9A 9C WB9C	10C	WB11C	12C
		6B WBP6		WBP8				
4C WB4C	5A 5C WB5C WBP5		7C	8A 8C	WB9C WBP9	10C	WB11C	WB12C
	5A		7A		WBP9			
	WBP5		7C	8A 8C	9A	10C WBP10	WBP11	WB12C WBP12
4C WB4C						10C		
			WBP7					
WBP4		WBP6						
				8C	9C	10C WB10C WBP10	11C WBP11	WB12C WBP12
				WBP8 8A	9A			

CEFR Tables: Speaking and Writing

Speaking

A language user at level B1 and B2*can:	1	2	3
enter unprepared into conversations on familiar topics		2B 2D	3B 3C
start, maintain and close a simple face-to-face conversation on familiar topics	1A 1B 1D	2B 2D	3A
deal with most situations likely to arise when travelling			3A 3D
express and respond to feelings (surprise, happiness, sadness, interest, etc.)	1A 1B	2C 2D	
make his/her opinions/reactions clear as regards finding solutions to problems, etc.	1C	2D	3D
agree and disagree politely			
express beliefs, views and opinions in discussing topics of interest	1A 1B 1C	2A 2C	3C 3D
use a prepared questionnaire and make spontaneous follow-up questions	1A 1D	2B	3A 3B
narrate a story			
give detailed accounts of experiences, describing feelings and reactions	1C		3B 3C
describe dreams, hopes and ambitions			
explain and give reasons for his/her plans, intentions and actions			
paraphrase short written passages orally in a simple fashion			
give straightforward descriptions on a variety of familiar subjects		2A	
ask someone to clarify or elaborate what he/she has just said			
use a simple word with a similar meaning when he/she can't think of the exact word			
help a discussion along on familiar ground, confirming comprehension, etc.*			
speculate about causes, consequences, hypothetical situations*			
initiate, maintain and end discourse naturally with effective turn-taking*			

Writing

A language user at level B1 and B2* can:	1	2	3
write simple connected texts on a range of topics, express personal views/opinions			
link a series of discrete items into a connected linear sequence of points		2C	
narrate a story			
write a description of an event – real or imagined	WBP1		
write accounts of experiences, describe feelings and reactions			
write very brief reports to a standard conventionalised format			
write notes conveying simple information		WBP2	
write personal letters describing experiences, feelings and events in some detail	WBP1		
convey information/ideas on abstract and concrete topics, ask about/explain problems			WBP3
express feelings such as grief, happiness, interest, regret and sympathy in a letter	WBP1		
describe the plot of a film or a book or give an account of a concert			
reply in written form to adverts and ask for more information			
convey short simple factual information to friends/colleagues or ask for information			WBP3
describe how to do something, giving detailed instructions			
write detailed descriptions on a range of familiar subjects			
write about events/real or fictional experiences in a detailed and easily readable way*			
make a note of 'favourite mistakes' and consciously monitor his/her work for them*			

* refers to descriptors for B2
1A = face2face Second edition Intermediate Student's Book Lesson 1A
WB1A = face2face Second edition Intermediate Workbook Lesson 1A
WBP1 = face2face Second edition Intermediate Workbook Reading and Writing Portfolio 1

4	5	6	7	8	9	10	11	12
4C 4D		6B 6D	7C	8C	9A 9B 9C	10C 10D	11C 11D	12C
4A 4B 4D	5A	6A 6B 6D	7A 7B	8B	9A 9B	10C 10D	11B	12A 12C
	5D		7D	8D	9D			
	5B	6A 6D	7C	8D	9D		11D	
4D		6D		8B		10A 10D		
4D	5A	6B 6C 6D	7B	8A 8B	9A	10A 10B 10C	11B 11C	12A
4A	5C	6A	7B			10A 10C		
4C				8C	9C			12B
4A	5B			8C	9C 9D	10A		12B
			7B					12A
	5B	6A 6D	7C		9D	10A		12A
	5C	6A						
4B	5A 5D		7A		9A	10B	11A	12C
							11D	
	5D							
		6D						
			7B	8D		10B		12A 12B
		6D		8D		10D		12A

4	5	6	7	8	9	10	11	12
4C WBP4	5C WBP5	WBP6		WBP8			WBP11	WBP12
WBP4	5C	6B WBP6	WBP7				11C	
4C						WBP10	11C WBP11	WBP12
4C	WBP5						11C WBP11	WBP12
						WBP10	WBP11	WBP12
	5C	WBP6						
			WBP7				11D	
	WBP5			WBP8				
			WBP7					
WBP4								
					WBP9			
	WBP5							
			WBP7					
						WBP10	WBP11	
							11C WBP11	WBP12
								WBP12

Listening

A typical listening practice activity in most coursebooks checks students' understanding of gist, and then asks questions about specific details. The innovative *Help with Listening* sections take students a step further by focusing on the underlying reasons why listening to English can be so problematic. Activities in these sections help students to listen more effectively by:

- focusing on the stress system in English.
- examining features of connected speech, such as linking, weak forms and elision.
- preparing them for typical features of informal spoken English.
- focus on different native speakers' accents.
- highlighting how intonation conveys moods and feelings.
- encouraging students to make the link between the written and the spoken word by asking them to work with the *Audio and Video Scripts* while they listen.

For *Teaching Tips* on Listening, see p21.

Speaking

All the lessons in Intermediate Student's Book and the *Class Activities* photocopiables provide students with numerous speaking opportunities. Many of these activities focus on accuracy, while the fluency activities help students to gain confidence and try out what they have learned. For fluency activities to be truly 'fluent', however, students often need time to formulate their ideas before they speak, and this preparation is incorporated into the *Get ready ... Get it right!* activities.

For *Teaching Tips* on Speaking, see p21.

Reading and Writing

In the Intermediate Student's Book, reading texts from a wide variety of genres are used both to present new language and to provide reading practice. Reading sub-skills, such as skimming and scanning, are extensively practised and there are also controlled writing activities to consolidate the language input of the lesson.

For classes that require more reading and writing, there is a 24-page *Reading and Writing Portfolio* in the Intermediate Workbook. This section contains 12 double-page stand-alone lessons which are designed for students to do at home or in class. The topics and content of these lessons are based closely on the CEFR reading and writing competences for levels B1 and B2. There are also 12 *Extra Reading* photocopiable worksheets (p217–p228), which can be used in class or given for homework.

Vocabulary

face2face recognises the importance of vocabulary in successful communication. There is lexical input in every lesson, which is consolidated for student reference in the interactive *Language Summaries* in the back of the Student's Book.

In addition, each unit in the Student's Book includes at least one *Help with Vocabulary* section, designed to guide students towards a better understanding of the lexical systems of English.

For longer courses and/or more able students, this Teacher's Book also contains one *Vocabulary Plus* worksheet for each unit (p197–p212). These worksheets introduce and practise new vocabulary that is not included in the Student's Book.

For *Teaching Tips* on Vocabulary, see p21.

Grammar

Grammar is a central strand in the **face2face** Second edition Intermediate syllabus and new grammar structures are always introduced in context in a listening or a reading text. We believe students are more likely to understand and remember new language if they have actively tried to work out the rules for themselves, rather than just being given them. Therefore in the *Help with Grammar* sections students are asked to work out the meaning and form of the structure for themselves, before checking their answers in the *Language Summaries*, All new grammar forms are practised in regular recorded pronunciation drills and communicative speaking activities, and consolidated through written practice.

For *Teaching Tips* on Grammar, see p22.

Functional and Situational Language

face2face places great emphasis on the functional and situational language that students need in their daily lives. Each unit contains a *Real World* lesson that introduces and practises this language in a variety of situations. This language can now be presented either by using the video clips on the Teacher's DVD or by using the recordings on the Class Audio CDs.

Pronunciation

Pronunciation is integrated throughout **face2face** Second edition Intermediate. Drills for every new grammar structure and all new *Real World* language are included on the Class Audio CDs. These drills focus on sentence stress, weak forms, intonation, etc. Students also practise specific phonological features and problem sounds in the *Help with Pronunciation* sections at the end of each unit.

For *Teaching Tips* on Pronunciation, see p22.

Reviewing and Recycling

We believe that regular revision and recycling of language are essential to students' language development, so language is recycled in every lesson of the **face2face** Intermediate Student's Book. Opportunities for review are also provided in the Quick Review sections at the beginning of every lesson, the full-page *Extra Practice* section and the 12 photocopiable *Progress Tests* in this Teacher's Book (p235–p263).

For *Teaching Tips* on Revision and Recycling, see p23.

Teaching Tips

Listening

- Make full use of the *Help with Listening* sections in the Student's Book, which are designed to help students understand natural spoken English and develop their ability to anticipate and understand what is being said.
- Before asking students to listen to a recording, establish the context, the characters and what information you want them to listen for.
- Also give students time to read the comprehension questions in the Student's Book. Deal with any problems or new language in these questions before playing a recording.
- When you play a recording for a second or third time, you can ask students to read the *Audio and Video Scripts* at the back of the Student's Book while they listen. This helps them to 'tune in' to spoken English and connect what they hear with what they read.
- When students need to listen and write their answers, you can stop the recording after each answer in second and subsequent listenings to give them time to write.

Speaking

Pair and Group Work

- Make full use of all the communicative speaking activities in the Student's Book, particularly the *Get ready ... Get it right!* sections.
- Help students with the language they need to do speaking tasks by drawing their attention to the 'transactional language' in the speech bubbles.
- Try to ensure that students work with a number of different partners during a class. If it is difficult for students to swap places in class, you can ask them to work with students in front of or behind them as well as on either side of them.
- It is often useful to provide a model of the tasks you expect students to do. For example, before asking students to talk about their family in pairs, you can talk about your family with the whole class.
- Remember that students often find speaking activities much easier if they are personalised, as they don't need to think of ideas as well as language.
- Go around the class and monitor students while they are speaking in their pairs or groups. At this stage you can provide extra language or ideas and correct any language or pronunciation which is impeding communication.
- Avoid becoming too involved in speaking activities yourself unless you see students have misunderstood your instructions or you are asked for help.
- When giving feedback on speaking, remember to praise good communication as well as good English and focus on the result of the task as well as the language used.

Correction

- When you hear a mistake, it is often useful to correct it immediately and ask the student to say the word or phrase again in the correct form. This is particularly effective if the mistake relates to the language you have been working on in the lesson.
- Alternatively, when you point out a mistake to a student you can encourage him/her to correct it himself/herself before giving him/her the correct version.
- Another approach to correction during a freer speaking activity is to note down any mistakes you hear, but not correct them immediately. At the end of the activity write the mistakes on the board. Students can then work in pairs and correct the mistakes. Alternatively, you can discuss the mistakes with the whole class.
- You don't have to correct every mistake when students are doing a freer speaking activity, particularly when the mistake is not specifically in the language they have been asked to practise. Effective communication is often just as important as accuracy.

Vocabulary

- Give students time to work through the exercises in the *Help with Vocabulary* sections on their own or in pairs. This gives students the opportunity to work out the rules themselves before checking their answers in the *Language Summaries* in the back of the Student's Book. You can then check students have understood the main points with the whole class.
- Point out the stress marks (ˈ) on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. These show the main stress only in each new word or phrase.
- When you write a new vocabulary item on the board, make sure students know the stress and part of speech. Give students time to copy new vocabulary into their notebooks.
- Make students aware of collocations in English (for example, *work overtime, meet deadlines*) by pointing them out when they occur and encouraging students to record them as one phrase in their notebooks.
- Review and recycle vocabulary at every opportunity in class, using the *Extra Practice* sections, the *Language Summaries*, Classroom Activities and Games (p24–p25) and the *Class Activities* (p155–p196).
- Use the photocopiable *Vocabulary Plus* worksheets (p201–p212) to introduce and practise extra vocabulary which is not included in the Student's Book. They can be used for self-study in class or as homework, or as the basis of a classroom lesson. There is one worksheet per unit in the Student's Book.
- Use the photocopiable *Study Skills* worksheets (p231–p234) in class to help students understand other aspects of vocabulary, such as word stress and collocations.

Teaching Tips

Grammar

- Give students time to work through the exercises in the *Help with Grammar* sections on their own or in pairs, rather than doing this with the whole class. This gives students the opportunity to try and work out the grammar rules themselves before checking their answers in the *Language Summaries* in the back of the Student's Book. You can then check students have understood the main points with the whole class.
- Teach your students useful grammatical terms (for example, adverb, phrasal verb, second conditional, Past Perfect, etc.) when the opportunity arises. This helps students become more independent and allows them to use grammar reference books more effectively.
- Use different colour pens for different parts of speech when writing sentences on the board (for example, active and passive sentences). This helps students see the patterns in grammar structures.
- If you know the students' first language, highlight grammatical differences between their language and English. This raises their awareness of potential problems if they try to translate. It is also useful to highlight grammatical similarities to show students when a structure in English is the same as in their own language.
- After teaching a grammatical item, use reading and listening texts as reinforcement by asking students to find examples of that grammatical item in the text. This helps students to see the language in a realistic context.

Pronunciation

- Make full use of the pronunciation drills on the Class Audio CDs. These drills are marked with the pronunciation icon PRONUNCIATION in the Student's Book and give standard British native-speaker models of the language being taught.
- Use the *Help with Pronunciation* sections at the end of each unit. These give extra practice of problematic sounds and aspects of connected speech.
- Point out the stress marks on all new vocabulary in the vocabulary boxes in the lessons and the *Language Summaries*. Note that only the main stress in each new word or phrase is shown. For example, in the phrase *visit relatives*, the main stress on *relatives* is shown, but the secondary stress on *visit* is not. We feel this is the most effective way of encouraging students to stress words and phrases correctly.
- Also point out the example sentences in the Student's Book before using the pronunciation drills. Note that in the examples of sentences in *Grammar* or *Real World* drills, all stresses in the sentences are shown.
- When using the recordings of these drills, there are usually sufficient pauses for students to repeat chorally without stopping the recording. Alternatively, you can pause the recording and ask each student to repeat individually before continuing.
- For variety, model and drill the sentences yourself instead of using the recordings.
- Point out the stress, linking and weak forms marked in some of the *Audio and Video Scripts* (Student's Book p156–p174).

Helping students with sounds

- Consider teaching your students the phonemic symbols (Student's Book p175). This allows students to look up the pronunciation of the words and record difficult pronunciation themselves in their notebooks. It is often easier to take a 'little and often' approach to teaching these symbols, rather than trying to teach them all in one lesson.
- Write the phonemic transcription for difficult words on the board and ask students to work out how the words are pronounced.
- For sounds students often have problems with (for example /θ/) you can demonstrate the shape of the mouth and the position of the tongue in front of the class (or draw this on the board). Often students can't say these sounds simply because they don't know the mouth position required to do so.
- Remember that many sounds in English are often the same in students' own language(s). Draw students' attention to the sounds which are the same as well as highlighting the ones that are different.

Helping students with stress and intonation

- Drill all new words, phrases and sentences, and pay particular attention to words that sound different from how they are spelt.
- When you write words or sentences on the board, mark the stress in the correct place or ask the students to tell you which syllables or words are stressed.
- When you model sentences yourself it may be helpful to over-emphasise the stress pattern to help students hear the stress. You can also 'beat' the stress with your hand or fist.
- Emphasise that intonation is an important part of meaning in English and often shows how we feel. For example, a falling intonation on the word *please* can sound very impolite to a native English speaker.
- Show the intonation pattern of model sentences by drawing arrows on the board or making hand gestures.
- Hum the sentences you are focusing on. It is sometimes easier for students to hear the stress or intonation pattern when there are no words.

Drilling

- Make sure students know the meaning of new language before drilling this with the class.
- When you model a phrase or sentence, make sure that you speak at normal speed with natural stress and contractions. Repeat the target language two or three times before asking the whole class to repeat after you in a 'choral drill'.
- After choral drilling it is usually helpful to do some individual drilling. Start with the strongest students and drill around the class in random order.
- As the aim of drilling is accuracy, you should correct students when they make a mistake. However, avoid making the students feel uncomfortable and don't spend too long with one student.
- Praise students for good/comprehensible pronunciation and acknowledge weak students' improvement, even if their pronunciation is not perfect.
- Use 'mumble' drills. Ask students to say the phrase or sentence to themselves initially, then increase the volume each time until they are speaking at a normal volume. Shy students often appreciate the chance to say things quietly until they feel more confident about their pronunciation.

Reviewing and Recycling

- Use the *Quick Reviews* at the beginning of each lesson. They are easy to set up and should take no more than five to ten minutes. They are a good way of getting the class to speak immediately as well as reviewing what students learned in previous lessons.
- Exploit the *Extra Practice* sections for each unit. They can be done in class when students have finished the unit, or set for homework. Alternatively, individual exercises can be used as quick fillers at the beginning or end of a lesson, as the exercises and activities are organised in lesson order.
- After a mid-lesson break, ask students to write down in one minute all the words they can remember from the first part of the lesson. These quick *What have we just learned?* activities are very important for helping students transfer information from their short-term memory to their long-term memory.
- Start a class vocabulary box. You or the students write each new vocabulary item on a separate card and put the cards in the box. The cards can be used for various revision activities, for example *Know, Might Know, Don't Know* (see p24).
- Encourage students to review new language by reading the *Language Summary* for the lesson.
- Set homework after every class. The **face2face** Second edition Intermediate Workbook has a section for each lesson in the Student's Book, which reviews all the key language taught in that lesson.

Teaching Intermediate Classes

Although most students at this level have reached a reasonable level of communicative competence, they often tend to be rather inaccurate, particularly in conversation. Another problem with Intermediate classes is that students often don't feel that they are making progress quickly enough. This 'Intermediate plateau' can sometimes be rather demotivating for students. If this is the case for your class, try some of the following suggestions:

- Give students time to prepare what they are going to say, as in the *Get Ready ... Get it Right!* sections of the Student's Book. This allows students to work out what language they need before they do the communicative stage of the activity, helping them to retain the accuracy that has been built up during the lesson.
- Use every opportunity for correction during the class and praise students who use new language correctly.
- Focus on 'fossilised errors' which have become part of the students' lexis or grammar (for example, leaving off the *–s* with *he/she/it* forms of the Present Simple).
- Ask students to make a list of their own typical mistakes, or collect typical mistakes for the class yourself. You can collect the 'top ten' class mistakes and make a poster of these for the classroom.
- Record or video your students during communicative activities, then use the recordings for error correction later in the class or in the next class.
- Encourage students to broaden their vocabulary, for example by using *brilliant* or *amazing* instead of *very good*. Students at this level often like to stay in their linguistic 'comfort zone' and need to be persuaded to use more advanced language.
- Use the *Extra Practice* sections in the Student's Book and the *Progress Tests* in the Teacher's Book (p240–p263). Keep a record of students' scores on the Progress Tests for end-of-term reports.
- Use the *Vocabulary Plus* worksheets (p201–p212) to give classes extra input of new lexical items.
- When monitoring during pair and group work, go to the weaker students first to check they understood the instructions and are doing the activity correctly.
- Plan which students are going to work together in pair and group work. Mix stronger students with weaker ones when they can give help, for example in a vocabulary matching activity. On other occasions, for example in freer speaking activities, it is often a good idea to place stronger students in the same group. Weaker students may feel more confident speaking with other students at their own level.
- Have ideas for extra activities to give early finishers something to do while the slower ones are still working, for example an exercise from an *Extra Practice* section or the Workbook, or a *Vocabulary Plus* worksheet.
- Set weaker students extra homework from the Workbook.

Classroom Activities and Games

These activities and games can be used to practise a variety of different language areas in class. The Teaching Notes (p26–p133) suggest when they can be used alongside the lessons in the Student's Book.

Hot Seats

This revision activity revises vocabulary taught on the course through a lively, enjoyable team game.

- Place two chairs – or 'hot seats' – at the front of the classroom facing the students, one chair on each side of the classroom.
- Divide the class into two teams. Ask one confident member of each team to come and sit in the hot seats.
- ✍ Write a word/phrase that you want to revise on the board. Alternatively, prepare cards with the words/phrases written on before the class and hold them up behind the two students. The students in the hot seats are not allowed to look at the words/phrases.
- Each team tries to convey the meaning of the word/phrase in any way they can (definition, mime, synonym, etc.) without saying or spelling the word/phrase.
- The first student in the hot seats who says the correct word/phrase gets a point for his/her team. ✍ Mark each team's points on the board.
- After they have tried to guess a few words, ask the students in the chairs to change places with other members of their team. The activity continues with different students in the hot seats.
- The team that gets the most points wins.

Know, Might Know, Don't Know

This activity helps you to find out what vocabulary students already know. It is a good activity for mixed-level classes, as stronger students can teach lower-level students vocabulary that they don't know.

- Before the lesson, write a worksheet containing 15–20 words or phrases you want to teach or review.
- Photocopy one worksheet for each student.
- In class, give each student a copy of the worksheet. Tell students to divide the words into three groups: **A** (I know this word/phrase and can give an example or definition), **B** (I think I know this word/phrase, but I'm not sure) and **C** (I don't know this word/phrase).
- Students work in pairs or groups and compare their answers. If one student knows a word, he/she should teach it to his/her partner or the other members of the group. Alternatively, students can move around the room and talk to various students.
- When they have finished, students say which words/phrases they still don't know. Encourage other groups to give definitions to help them, or give the meanings and examples yourself.
- Allow time for students to record any new vocabulary in their notebooks.

Dialogue Build

This activity focuses on grammatical accuracy as well as giving students confidence in speaking.

- Before the lesson, prepare a 6- to 8-line conversation based on language the students should know. Find a magazine picture of each person in the conversation (or draw two people on the board).
- In class, set the context, for example, on the telephone. Put the two speakers' pictures on either side of the board.
- ✍ Draw a speech bubble from the person who speaks first and insert a prompt, for example, *What/matter?*. Elicit the target sentence, for example, *What's the matter?*. Model and drill the target language with the whole class and then individually. Don't write the sentence on the board at this stage.
- ✍ Draw a reply speech bubble from the other person and insert a prompt, for example, *just/have/accident*. Elicit the target sentence, for example *I've just had an accident*. and continue as above, establishing one line each time until the conversation is complete.
- Students practise the conversation in pairs. They then change roles and practise the conversation again.
- ✍ Re-elicit the whole conversation, writing each line on the board by the appropriate prompt. Give students time to copy the conversation into their notebooks.

Running Dictation

This activity involves all four skills (reading, writing, speaking and listening) and is a good way to inject some energy into a class.

- Before the lesson, choose a short text. This text can be used to introduce a topic in a lesson, provide a context for new language, review a language area already covered or simply provide extra reading practice.
- Photocopy one copy of the text for each student.
- In class, divide students into pairs, one reporter and one secretary. Secretaries sit near the back of the class with pen and paper.
- Put one copy of the text on the board. With larger classes, put other copies on the wall at the front of the class.
- When you say *Go*, students must remember as much as they can of the text, then run back to their partners, who must write down the exact words they hear. When a reporter has told his/her secretary all he/she can remember, he/she goes back to the board and repeats the process.
- In the middle of the activity, clap your hands and tell students to change roles.
- The first pair to complete the text wins. Continue the activity until most or all of the students have finished.
- Give a copy of the text to each student. Students then check their version of the text against the original.

Words Connected to Me

This activity practises vocabulary in a personalised way and provides a springboard to freer speaking practice.

- Ask students to draw a table with two columns on a piece of paper. They should head one column *Words connected to me* and the other *Words not connected to me*.
- Dictate a set of words/phrases that you have taught in a recent lesson. If a word/phrase (for example, *go on a package tour*) is connected to them in some way, they write the phrase in the *Words connected to me* column. If not, they write the phrase in the other column.
- Point out that the word/phrase can be connected to them in any way they like, for example, it could relate to the student's life now or in the past, people in her family, something they want to do in the future, etc.
- Students compare their lists in groups and discuss why they have written all the words/phrases in the *Words connected to me* column.

Grammar Auction

This is a fun grammar revision activity which involves the whole class.

- Before the class, prepare a worksheet with 10–12 sentences on it, based on the grammar areas you have covered with your class. Some of the sentences should be correct English and some should contain mistakes.
- Photocopy one worksheet for each student.
- In the lesson, divide the class into teams of four or five. Give one worksheet to each student. Students discuss in their groups which sentences are correct and which are incorrect. Students should speak quietly so that other teams can't hear them.
- Check that they know what an auction is and how to buy something. Tell the class each group has £20,000 to spend. Act as the auctioneer and sell the sentences one at a time.
- Students try to buy the correct sentences. They can also use tactics to persuade other teams to buy the incorrect ones, for example, bidding for incorrect sentences to put doubt into the minds of the other students.
- When a group buys a sentence, they mark that sentence on their worksheet. Students must stop bidding when they have no more money.
- When all the sentences have been sold, check which are correct with the class. The team with the most correct sentences wins. In the case of a tie, the team with the most money left wins.
- At the end of the auction, students work in their groups and correct the incorrect sentences. Check answers with the class.

Pyramid Discussion

This activity encourages students to exchange ideas and opinions in a fun, student-centred way.

- Set a context (for example, tell students they are going on a two-week jungle survival trip and need to decide what to take with them).
- Give each student a list of 10–15 items or write them on the board.
- Students work on their own and choose the five most useful items to take with them. Students should also think of a reason for choosing each one.
- Each student then shows their list of five items to a partner. Together they must agree on only five items from both their lists.
- Students work in groups of four and repeat the previous stage so that they end up with a new list of only five items. If you have a big class, you can then put students into groups of eight, and so on.
- Finally, the whole class share their ideas and try to agree on the best five answers.

Consequences

This activity gives students freer practice of collaborative writing. It allows them to be creative while practising language taught in the lesson (for example, Past Simple and Past Continuous or connecting words).

- Give each student a clean piece of paper to write on (or ask each of them to take one page from their notebooks).
- Give students a series of instructions about what to write (for example, a woman's name, a man's name, where and how they met, what they were doing when they met, what they said to each other, what they did next, when they saw each other again, what happened in the end). Check that students are writing full sentences.
- After each student has written an answer to each instruction, they fold their paper just enough to hide what they have written and pass it on to the student on their left.
- When students have finished the story, they fold the paper one more time and pass it to the person on their left. This student opens it and reads it. Ask students to read out any funny or interesting examples to the class.
- Display the stories around the class for everyone to read. Students decide which one is the best and why.

1A Be happy!

Student's Book p6–p7

Vocabulary weekend activities
Grammar question forms

QUICK REVIEW Quick Reviews begin each lesson in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on the **face2face** approach to reviewing and recycling, see p20. For **Teaching Tips** on reviewing and recycling, see p23.
This activity gives students the opportunity to meet one another. Students move around the room and introduce themselves to three other students, then find out two things about each person. If students can't move around the room, they should talk to three students sitting near them. At the end of the activity, ask students to tell the class about one person they spoke to.

EXTRA IDEA

- Draw a plan of the classroom on the board and write the names of each student next to his/her seat. Give students time to copy the plan. You can also copy this yourself to help you remember your students' names.

Vocabulary and Speaking

Weekend activities

1 **a** Ask students to tell the class one or two things they did last weekend that they enjoyed. Then ask students to do the matching exercise on their own.
Students then check their answers in Language Summary 1 VOCABULARY 1.1 SB (Student's Book) p127.
Check answers with the class, using the pictures in the Language Summary to check the meaning of *have a lie-in*, *have people round for dinner* and *tidy up the house/flat*. Also point out that only the main stress (•) in phrases is shown in Language Summaries.
Highlight that *a relative* is a person in your extended family (an aunt, a grandparent, a cousin, etc.) and that your *parents* are your mother and father only.
Check students understand that *a quiet night in* is a quiet night at home, and that *a gig* is an informal word for *a concert*.
Point out that we also use *chat* or *have a chat* to mean 'talk to someone in a friendly and informal way': *He's chatting with friends*.
You can also highlight the difference between *do (some) exercise* (running, going to the gym, etc.) and *do an exercise* (in class, the workbook, etc.).
Model and drill the phrases with the class. Highlight the pronunciation of *yoga* /ˈjəʊgə/ and *tidy* /ˈtaɪdi/. Point out the stress on *lie-in*.

have a lie-in; **go to** concerts/gigs; **chat** to friends online; **have** a quiet night in; **do** yoga; **meet up** with friends; **tidy up** the house/the flat; **go to** museums/art galleries; **do** exercise; **have** people round for dinner; **go out** for a drink/meal

b Focus students on the speech bubbles. Check they understand the phrases *How often do you ... ?*, *When did you last ... ?* and *Do you ever ... ?*.
Students do the activity in pairs. Remind students to choose an appropriate question phrase for each weekend activity in **1a**. Also encourage them to ask follow-up questions if possible.
When they have finished, students can tell the class any interesting or surprising things they have found out about their partner.

Reading and Speaking

2 **a** Focus students on the article *The Secret of Happiness*. Avoid discussing what makes your students happy at this stage, as they are asked to do this later in the lesson.
If necessary, pre-teach *research* (when someone studies something in detail to find out more about it).
Students read the beginning of the article and find out how scientists made their top ten list. Check the answer with the class.

Scientists examined hundreds of research studies from around the world.

b Focus students on the ten reasons for happiness. Pre-teach *genes* /dʒiːnz/ and *religion* /rɪˈlɪdʒən/. Drill these words with the class.
Students do the exercise on their own.

c Students compare lists in pairs and explain the order they chose.

EXTRA IDEA

- Ask the class to vote for what they think is the most important reason for happiness and write it on the board. Continue to ask for votes until you have a class list of ten reasons in order on the board. Students can then compare the class list to the list in the article after they have done **3**.

3 Ask students to turn to SB p112.

a Students read the rest of the article and compare the top ten list with their own list from **2b**.
Find out which student's list is the closest to the article.

b Students discuss the questions in groups.
Ask students to share interesting ideas and opinions with the class.

Listening and Speaking

4 **a** Focus students on the photos of Fiona, Maxie and Caroline. Ask the class what they think makes each person happy and write their ideas on the board.

b CD1 ▸ 1 Play the recording (SB p156). Students listen and write two things that make each person happy.
Check answers with the class and compare them with the students' ideas on the board from **4a**.

FIONA doing yoga; teaching yoga; spending time with her son; having a lie-in
MAXIE playing guitar (and playing live); visiting new places
CAROLINE going to art galleries; working in the garden; seeing her grandchildren

c Give students time to read questions 1–9, then play the recording again. Students listen and answer the questions, then compare answers in pairs.
Check answers with the class.

2 He's playing a video game. **3** She had a lie-in (and didn't get up till midday). **4** About 25. **5** A video of his band. **6** Six. **7** Her twin sister, Mary.
8 Cooking. **9** Their grandchildren.

EXTRA IDEA

- If students find the recording difficult, ask them to look at Audio Script CD1 ▸ 1, SB p156. Play the recording again. Students listen, read and check their answers.

HELP WITH GRAMMAR

Question forms

Help with Grammar sections help students to examine examples of language and discover the rules of meaning, form and use for themselves. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary.
For more information on the **face2face** approach to grammar, see p20. For **Teaching Tips** on grammar, see p22.

5 **a–e** Students do the exercises on their own or in pairs, then check in GRAMMAR 1.1 ▸ SB p128.
While students are working, draw the table from **5b** on the board so that you are ready to check their answers.
Check answers with the class.

- **a** **Present Continuous** question 2; **Past Simple** question 3; **Present Perfect Simple** question 4
- **b** Focus students on the table on the board. Elicit which words in questions 2–4 from **4c** go in each column and complete the table (see the table in GRAMMAR 1.1 ▸ SB p128).
- Highlight the typical word order in questions: question word + auxiliary + subject + verb + ...
- Check students remember which auxiliary verbs are used to make questions for each tense (**Present Simple** *do, does*; **Present Continuous** *am, are, is*; **Past Simple** *did*; **Present Perfect Simple** *have, has*.
- Note that students will study all of these verb forms again later on in the course, so you don't need to go into too much detail here.
- **c** **1** The question word is the object in questions 5, 6 and 7. It is the subject in questions 8 and 9.
- Point out that subject questions ask about the subject of a sentence: **A** ***What*** *makes her husband happy?* **B** ***Cooking*** *makes him happy.*
  2 Because we don't use an auxiliary (*do, does*) in Present Simple subject questions: *Who visits them most weekends?* not ~~*Who does visit them most weekends?*~~
- Also point out that we don't use the auxiliary *did* in Past Simple subject questions: *Who lived here?*
- Use questions 8 and 9 in **4c** to highlight that the word order in subject questions is the same as positive sentences.
- You can also point out that we can make subject questions with *Who, What, Whose* and *Which*.
- **d** Questions 6 and 7 have a preposition at the end.
- Point out that we don't usually put prepositions at the beginning of questions: *What are you talking about?* not ~~*About what are you talking?*~~
  Remind students that questions with prepositions at the end are very common in spoken English.

6 Focus students on the example and tell students they have to fill in the gaps with the correct auxiliary, or no auxiliary (for subject questions). Use the example to teach *Whereabouts* (in which part of a town/city/country).
Students do the exercise on their own, then compare answers in pairs.
Check answers with the class. Point out that questions 3 and 8 are subject questions and don't have an auxiliary.

2 have **3** – **4** do **5** are **6** did
7 have **8** – **9** did **10** are

HELP WITH LISTENING

Questions with *you*

Help with Listening sections are designed to help students understand natural spoken English. They often focus on phonological aspects of spoken English which make listening problematic for students.
For more information on the **face2face** approach to listening, see p20. For **Teaching Tips** on listening, see p21.
This *Help with Listening* section focuses on how we say auxiliaries and *you* in questions.

7 **a** Students work in pairs and discuss how we usually say *do you, have you, are you* and *did you* in the questions in **6**. Encourage students to say the questions at normal speed and notice how they say the auxiliary + *you*.

b CD1 ▸ 2 Play the recording (SB p156). Students listen and notice how we usually say *do you* /dəjə/, *have you* /həvjə/, *are you* /əjə/ and *did you* /dɪdʒə/.

Use the questions to teach students the schwa /ə/. Point out that this is the most common sound in spoken English. Note that students study the schwa and weak forms in more detail in lessons 2C and 7C.

Note also that native speakers say *do you* in various ways, for example /dəjə/, /djə/, /dʒə/. The important point is to encourage students to use the schwa, and to avoid saying the strong form /duː juː/ in Present Simple questions, which will make them sound rather unnatural.

8 **a** CD1 ▸ 2 PRONUNCIATION Play the recording again. Students listen and practise. Check they are pronouncing 'auxiliary + *you*' correctly. Play the recording again if necessary.

b Students do the exercise in pairs. Encourage students to ask follow-up questions if possible. While they are working, monitor and correct their pronunciation where necessary.

Ask students to tell the class one interesting thing they found out about their partner.

For more information on the face2face approach to pronunciation, see p20. For **Teaching Tips** on pronunciation, including tips on helping students with sounds, stress, intonation and drilling, see p22.

9 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to SB p107. Check students are all looking at the correct exercise.

a Focus students on the examples and highlight the prepositions at the end of the questions.

Students then work on their own and make questions with the words. While they are working, monitor and check their questions for accuracy.

If necessary, check answers with the class.

Student A

2 What do you and your friends argue about?
3 Which radio station do you normally listen to?
4 Who do you usually go on holiday with?
5 Who gets up first in your home?
6 Who does most of the cooking in your home?

Student B

2 What do you and your friends like talking about?
3 Who do you usually go to the cinema with?
4 Which countries do you want to go to?
5 Who goes to bed last in your home?
6 Who watches the most TV in your home?

Questions 1–4 have prepositions at the end. Questions 5 and 6 are subject questions.

b Students work with their partner and take turns to ask and answer their questions. Encourage students to pronounce the auxiliary + *you* correctly and to ask follow-up questions.

Get ready … Get it right!

There is a *Get ready … Get it right!* activity at the end of every A and B lesson. The *Get ready …* stage helps students to collect their ideas and prepare the language they need to complete the task. The *Get it right!* stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have built up during the controlled practice stages of the lesson.

For more on the face2face approach to speaking, see p20. For **Teaching Tips** on speaking and correction, see p21.

10 Focus students on the examples. Students then do the exercise on their own. Be prepared to help students with any new vocabulary they need.

11 **a** Put students into groups of three. If you have extra students, have one or two groups of four. Focus students on the speech bubbles and use them to explain what they are going to do.

Students work in their groups and take turns to tell one another about each thing on their lists. The other students in the group ask one or two questions about each thing.

b Finally, ask some or all of the students to tell the class about one thing that makes them happy.

WRITING

For homework, ask students to write a paragraph about one or two of the things on their list in **10**. Encourage them to give more information about them, saying how often they do them, when they last did it, etc. Ask students not to put their names on their papers. At the beginning of the next class collect the students' work and put it around the classroom. Students move around the room in pairs and discuss who they think wrote each one. Alternatively, collect in their work for checking and correction and give it back next class.

FURTHER PRACTICE

Ph **Class Activity** 1A Our free time p155 (Instructions p141)

- Note that Ph refers to activities, worksheets and tests that are in the Photocopiable Materials section at the back of this Teacher's Book.

Extra Practice 1A SB p115

Workbook Lesson 1A p5

1B Love it or hate it

Student's Book p8–p9

Vocabulary likes and dislikes
Grammar positive and negative verb forms, words and phrases

QUICK REVIEW This activity reviews question forms. Put students into pairs, but don't let them talk to each other yet. Students write four questions to ask their partner. Students then work in pairs and take turns to ask and answer their questions. Encourage students to continue the conversations if possible. Ask students to share interesting answers with the class.

Vocabulary and Speaking

Likes and dislikes

1 Focus students on groups 1–3 and the two examples in the box. Students do the exercise in pairs before checking in VOCABULARY 1.2 SB p127. Check answers with the class.

Check students understand that *I can't stand ...* and *I can't bear ...* both mean the same as *I hate ...*, and that *I don't mind ...* means 'it's not a problem for me'.

Highlight the prepositions in the phrases *interested in* and *keen on* and point out that the phrases *... (really) get(s) on my nerves* and *... (really) drive(s) me crazy* are informal.

Also check students understand that *great, brilliant* and *wonderful* all mean 'very good' and *awful, terrible* and *dreadful* all mean 'very bad'.

Highlight that we can use pronouns, nouns or verb+*ing* with the phrases for likes and dislikes: *I love it. I can't stand football. Waiting in queues drives me crazy.*

Model and drill the phrases, using *it* to complete each phrase (*I really love it, I really hate it*, etc.). Highlight the pronunciation of *nerves* /nɜːvz/ and *bear* /beə/. Point out that only the main stress (•) in phrases is shown in vocabulary boxes.

EXTRA IDEA

- Before the class, write the phrases in **1** on separate pieces of card. Write the headings for groups 1–3 on the board. Give each student (or pair of students) a card and ask them to put it in the correct place on the board. Then ask students to check the class's answers in the Language Summary on SB p127.

2 **a** Focus students on the eight bulleted topics and highlight the verb+*ing* form at the beginning of each phrase. Pre-teach and drill *waiting in queues* /kjuːz/ and teach the American English phrase *waiting in line*.

Students do the exercise on their own. Remind students to use a different phrase from **1** for each thing before they begin. With a weaker class you can ask students to write sentences for each phrase.

b Students compare their ideas in groups, giving reasons for how they feel about each topic.

Ask each group to tell the class one or two things they felt the same about.

Avoid asking students about other things they like or don't like at this stage. Students have the opportunity to personalise the topic later in the lesson.

EXTRA IDEA

- Before doing **2b**, write these phrases on the board: *So do I. Neither do I. Neither can I. So am I. Neither am I. Me too. Me neither.* Students work in pairs and decide which of these phrases we can use to agree with the phrases for likes and dislikes in **1**. Check answers with the class.

I love ...; I hate ...; I enjoy ...; all sentences beginning *I think ...*; ***So do I./Me too.***
I don't like ... at all.; I don't mind ...; ***Neither do I./Me neither.***
I can't stand ...; I can't bear ...; ***Neither can I./ Me neither.***
I'm interested in ...; I'm keen on ...; ***So am I./ Me too.***
I'm not very keen on ...; ***Neither am I. Me neither.***
... (really) get(s) on my nerves.; ... (really) drive(s) me crazy.; ***Me too.***

Reading

3 Focus students on photos A–D and the comments on the internet forum. Use the photos to check students understand the meaning of *a call centre, commuting* and *a reality TV programme*. Also check students understand what *an internet forum* is (a website or part of a website where people can discuss particular topics, post comments, etc.).

Students do the exercise on their own. Check answers with the class.

1 phoning call centres
2 reality TV programmes
3 commuting
4 flying

4 **a** Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

2F 3T 4F 5T 6F 7T 8F

b Students do the exercise in groups. Before they begin, remind students to use phrases from **1** in their conversations.

Ask a few students to share their opinions with the class.

HELP WITH GRAMMAR Positive and negative verb forms, words and phrases

5 **a–e** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 1.2 SB p128.
Check answers with the class.

- **a** **Present Simple** you don't want; I know **Present Continuous** you're waiting; I'm not feeling **Present Perfect Simple** I've seen; She hasn't flown **Past Simple** I waited; I didn't get
- Use the examples to point out that we make:
  Present Simple negatives with *don't/doesn't* + infinitive
  Present Continuous negatives with *'m not/aren't/isn't* + verb+*ing*
  Present Perfect Simple negatives with *haven't/hasn't* + past participle
  Past Simple negatives with *didn't* + infinitive.
- Note that all these tenses are dealt with in more detail in later units of the course.
- **b** We usually make *I think* ... negative, not the main verb: *I don't think that's right*. not ~~*I think that isn't right*~~.; *I don't think I could do that*. not ~~*I think I couldn't do that*~~.
- **c** We can use *no* to make negatives with *there is/there are*: *There aren't any traffic jams. = There are no traffic jams. There isn't a better way to travel. = There's no better way to travel.*
- Remind students that we can also use *no* to make negatives with *have got/has got*: *I've got no money. = I haven't got any money.*
- **d** always – never; usually – hardly ever; everyone – no one; all – none; both – neither
- Point out that we can say *don't always, don't usually* and *don't often*, but not ~~*don't sometimes*~~, ~~*don't hardly ever*~~ or ~~*don't never*~~.
- Highlight that we can say *everyone* or *everybody* and *no one* or *nobody*, and that *nothing* and *nowhere* also have a negative meaning.
- Also point out that we don't usually use double negatives. We say *I didn't talk to anyone*. not ~~*I didn't talk to no one*~~.
- Highlight that we use plural verb forms with *both* (*Both of my sisters **have got** cars.*) and singular verb forms with *neither* (*Neither of them **likes** driving.*). Note, however, that a plural verb after *neither* is possible, but is less common in British English (*Neither of them **like** driving.*).

6 **a** Focus students on the example before asking them to do the exercise on their own. Point out that there can sometimes be more than one possible answer before they begin.

b Students compare answers in pairs. Check answers with the class.

2 No one/Nobody in my family likes tennis.
3 My mum hasn't lost her mobile.
4 I don't think I'll buy a new phone.
5 There's no doctor in the village./There isn't a doctor in the village.
6 None of my friends have got cars.
7 Neither of my brothers likes cooking.
8 There's no milk in the fridge./There isn't any milk in the fridge.

7 CD1 ▸ 3 PRONUNCIATION Play the recording (SB p156). Students listen and practise the sentences. Check they pronounce the negative forms correctly. Point out that *neither* can be pronounced /ˈnaɪðə/ or /ˈniːðə/. Play the recording again if necessary.

Get ready … Get it right!

8 Students do the exercise on their own. Remind them to use the phrases for likes and dislikes in **1**, and remind them that we can use all these phrases with verb+*ing* forms or nouns, as shown in the examples.
While students are working, monitor and check their sentences for accuracy.

9 **a** Students move around the room saying their sentences, or say their sentences to people sitting near them. They must find one student in the class who agrees with each of their sentences. Encourage students to ask follow-up questions where possible, as shown in the speech bubbles. While students are working, monitor and help with any problems.

b Finally, ask students to tell the class two things they have in common with other students.

WRITING

Students write sentences about things that people in their family like and dislike. Ask students to use at least six phrases from **1** in their sentences. At the beginning of the next class, you can put students into groups and ask them to tell each other about their families' likes and dislikes.

FURTHER PRACTICE

Ph **Study Skills** 1 Independent learning p231 (Instructions p229)
Extra Practice 1B SB p115
Workbook Lesson 1B p6

1C VOCABULARY AND SKILLS

Join the club!

Student's Book p10–p11

Vocabulary adjectives (1): feelings; prepositions with adjectives

Skills Listening: an informal conversation; Reading: a magazine article

QUICK REVIEW This activity reviews ways to express your likes and dislikes. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other about the people on their list, as shown in the example. Ask students to share interesting ideas with the class.

Vocabulary and Speaking

Adjectives (1): feelings

1 **a** Students do the exercise on their own or in pairs, then check in VOCABULARY 1.3 SB p127.

Check students understand the meaning of any new words. Point out that many of the adjectives end in *-ed* because they describe how people feel.

Model and drill the words, highlighting that the letter *l* is silent in *calm* /kɑːm/.

Also highlight that the *-ed* endings of *relaxed*, *embarrassed* and *depressed* are pronounced /t/, and the *-ed* endings of *confused* and *concerned* are pronounced /d/. Point out that the *-ed* ending of *disappointed* is pronounced /ɪd/ because it follows the letter *t*. Also point out that *pleased, stressed*, *scared* and *shocked* are one-syllable words.

Relaxed, pleased, calm, satisfied and *glad* describe positive feelings. The other adjectives describe negative feelings.

b Students do the exercise on their own. Remind students to make notes, but ask them not to write complete sentences.

c Students do the exercise in pairs. Encourage students to ask follow-up questions if possible, as shown in the example.

Ask students to share interesting or surprising experiences with the class.

EXTRA IDEA

- If you want to do further work on *-ed/-ing* adjectives, use **Vocabulary Plus 1** *-ed/-ing* adjectives p201 (Instructions p197) and the *Help with Pronunciation* section on *-ed* adjectives on SB p13.

Listening and Speaking

2 **a** Put students into new pairs. Students discuss the questions with their partner.

Ask students to tell the class about any clubs they have belonged to.

b Focus students on the four clubs. Avoid explaining what people do in each type of club at this stage, as this is the focus of the listening.

CD1 **4** Play the recording (SB p156). Students listen and put the clubs in the order they hear them. They should also make notes on what people do in each club.

Students can compare answers in pairs or groups. Check answers with the class.

In Sally's **drama club**, people choose a play and then three months later they put it on at the local theatre. In Eric's **book club**, every month someone chooses a book and they all read it. Then they meet up a month later at someone's house and talk about what they thought of the book.
In the **animation club** that Peter went to, people watch each other's animated films and then talk about how they made them.
In Alice's **glee club**, they choose some songs and then learn the words and dance steps. At the end of the year they're going to put on a performance for charity.

c Give students time to read questions 1–8. Play the recording again. Students listen, tick the true sentences and correct the false ones.

d Students compare answers in pairs and discuss whether they would like to join any of the clubs.

Check answers with the class. Ask students which clubs they would like to join. Encourage them to give reasons for their choices.

2F Her character in the play is **a confused** old lady.
3F Eric's book club meets once a **month**. 4T
5F Peter**'s brother** runs an animation club. 6T
7F Alice is better at **singing** than **dancing**. 8T

HELP WITH LISTENING

Sentence stress (1)

This *Help with Listening* section develops students' understanding of sentence stress by focusing on what types of words are usually stressed or unstressed.

3 **a** CD1 **4** Focus students on the beginning of the conversation, then play the recording again. Students listen, read and notice which words are stressed.

b Check students know the parts of speech in the box. Students do the exercise on their own or in pairs.

Check answers with the class. Point out that we always stress names (*Sally*, etc.), and that we usually contract auxiliaries and the verb *be* when they are used with pronouns (*I'm, I've, you've*, etc.) and that these words are usually unstressed.

You can also highlight that in English we usually stress the important words that carry meaning (adjectives, verbs, nouns, etc.) and don't usually stress the 'grammar' words (positive auxiliaries, pronouns, articles, etc.).

adjectives *Sorry, late, (my), vegetarian, Great, late, drama*. Usually stressed.
pronouns *I, you*. Usually unstressed.
positive auxiliaries *'m, Did, 've, Were, 've*. Usually unstressed.
main verbs *get, ordered, working, go, know, joined*. Usually stressed (apart from the verb *be*).
nouns *text, pizza, lot, club, Mondays*. Usually stressed.
articles *the, a*. Usually unstressed.
prepositions *to, on*. Usually unstressed.
negative auxiliaries *didn't*. Usually stressed.

EXTRA IDEA

- If your students don't know the words for parts of speech in English, write this sentence on the board: *Tom has put a new picture on the wall, but Julia doesn't like it.* Students match words in the sentence to the parts of speech in **3b**. Check answers with the class.

  adjective *new*; pronoun *it*; positive auxiliary *has*; main verbs *put, like*; nouns *picture, wall*; articles *a*, *the*; preposition *on*; negative auxiliary *doesn't*.

c Students turn to Audio Script CD1 ▶ 4 SB p156. Play the recording again. Students listen and follow the sentence stress.

Note that while this might seem a rather passive activity from a teacher's point of view (in that there are no answers to check), students usually have to work quite hard to connect what they hear to what they see on the page. Furthermore, this type of work on 'receptive pronunciation' is very important in helping students to develop their listening skills and 'tune in' to the rhythm of natural spoken English.

Reading and Speaking

4 **a** Focus students on the photos and the headline of the article on SB p11. Ask students what they think the article is about. Students should not read the article at this stage.

b Be prepared to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves. You can use opposites (*reduce* is the opposite of *increase*, etc.), mime (*clap your hands*, etc.), simple definitions (*fake* = not real, etc.), or translation to convey the meaning of words/phrases that appear in these pre-teach boxes. Also tell students that *reduce* is a verb and that *fake* can be an adjective, a verb or a noun.

The aim of this exercise is to highlight which words/phrases you need to pre-teach to help students understand the article that follows. This vocabulary is not in the Language Summary in the Student's Book.

c Students do the exercise on their own. Check answers with the class.

a5 b3 c1 d4 e2

5 **a** Students do the exercise on their own. Ask students to find the answers to the questions in the article and underline them if they wish.

1 They began in Mumbai, India, in 1995. **2** Young children laugh about 300 times a day. Adults laugh between 7 and 15 times a day. **3** There's a World Laughter Day on the first Sunday in May every year. **4** It reduces stress in the body, strengthens the immune system and is very good for the heart. **5** They clap their hands and say 'ho ho ho, ha ha ha' while looking at each other. They spend an hour doing different types of laughter exercises. **6** Because our bodies can't tell the difference between fake laughter and real laughter, so they still produce the same healthy chemicals. **7** He/She felt very calm and relaxed.

b Students compare answers in pairs and then discuss whether or not they would like to join a Laughter Club, giving reasons for their answers. Check answers with the class. Ask students whether they would like to join a Laughter Club and encourage them to give reasons for their answers.

HELP WITH VOCABULARY
Prepositions with adjectives

Help with Vocabulary sections help students to explore and understand how vocabulary works, often focusing on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. Check the main points with the class as necessary.

For more information on the face2face approach to vocabulary, see p20. For **Teaching Tips** on vocabulary, see p21.

6 **a–c** Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 1.4 ▶ SB p127. Check answers with the class.

- **a** happy **with**; interested **in**; nervous **about**; keen **on**; worried **about**; surprised **by**; upset **about**; fed up **with**; pleased **with**
- **b** bored **with** (by, of); frightened **of** (by); annoyed **at** (with, by); bad **at**; satisfied **with** (by); embarrassed **by** (about); concerned **about** (by); angry **about** (at) something; angry **with** (at) someone
- Point out that the prepositions in bold in the Language Summary are the most common, based on the Cambridge English Corpus. Other prepositions we can use with these adjectives are in brackets.
- Also highlight that after a preposition we use a noun, a pronoun or verb+*ing*: *I'm not very keen on* ***the idea****. They're interested in* ***it****. He's worried about* ***being late****.*

EXTRA IDEA

- Students work in pairs and take turns to test each other on the adjective–preposition collocations. One student says an adjective, for example *good*, and his/her partner says the whole collocation, for example *good at*.

7 **a** Students do the exercise on their own. Make sure students write the adjectives and the names of the people, but don't write complete sentences.

b If possible, put students into new pairs with someone they haven't worked with in this lesson. Students take turns to tell their partner about the people on their list. Encourage students to ask follow-up questions, as shown in the example.
While they are working, monitor and correct any mistakes you hear.

8 Put students into groups of three or four. Ask all students to turn to SB p112. Check they are all looking at the correct exercise.

a Tell the class that each group is going to start a club for their school, university or local community, depending on your teaching situation and your students' background. Focus the students on the prompts in the box before they begin. You can set a time limit of two minutes for this stage of the activity to encourage students to make a quick decision.

b Focus students on the prompts. Students do the activity in their groups. Tell students that they must **all** make notes on their club, as they will each have to describe it to other students in the next stage of the activity.
While they are working, move around the room and help students with language and ideas. You can allow students about ten minutes for this stage.

c–d Reorganise the class so that students from different groups are working together. Alternatively, if you have a small number of students or are running out of time, you can do this stage with the whole class.
Students take turns to describe their club to the other students in their group, using their notes and ideas from **b**. You can encourage students to ask a few questions about each club after each description.
When they have all finished, ask students to decide which clubs they want to join.
Finally, ask students which clubs they have chosen, giving reasons for their answers, and find out which is the most popular.

EXTRA IDEAS

- Before putting students back into their groups in **b**, tell the class that they will be presenting their club to the rest of the class. While students are discussing their topics, each group must decide who is going to talk about each one, so that every student makes a contribution. When students are ready, invite each group in turn to tell the class about their groups.
- Write the name of each club on the board. At the end of the activity, ask each student which club they want to join, giving reasons for their answers. Write the names of the students who join each club on the board to find out which is the most popular.

WRITING

Students make a poster for the club they have discussed in **8**. Encourage them to make the posters attractive by using different colours, photos, illustrations, etc. These can be collected in next class and displayed around the room for other students to read. Students can then vote for the best poster.

FURTHER PRACTICE

Ph **Class Activity** 1C Preposition bubbles p156 (Instructions p141)
Ph **Vocabulary Plus** 1 *-ed/-ing* adjectives p201 (Instructions p197)
Extra Practice 1C SB p115
Workbook Lesson 1C p8

Nice to meet you

Student's Book p12–p13

QUICK REVIEW This activity reviews prepositions with adjectives. Students do the activity in pairs. Encourage students to use *Me too.*, *So am I.* and *Oh, I'm not.* in response to their partner's sentences. Ask students to share interesting or surprising answers with the class.

1 Students discuss the questions in pairs.
Ask one or two confident students to tell the class about the last time they met someone new.

2 **a** Focus students on the photo. Ask students where the people are (in a pub) and what they think the people are talking about (the two women are talking about the baby; the two men are greeting each other).

b Pre-teach *a package tour* (a holiday where the hotel, flight, meals, etc. are included in the price).
VIDEO 1 CD1 5 Give students time to read sentences 1–8, then play the video or audio recording (SB p156).
Check answers with the class.
Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book. For more information on the Teacher's DVD, see p10. If you are not able to use video in your classroom, use the audio recording on the Class Audio CD instead.
Note that the content of the videos and the audio recordings are identical.

2 Lisa **3** Lisa's **4** Daniel **5** Charlie **6** Daniel; Charlie **7** Harry

3 **a** Focus students on the phrases in the box and tell them that these are called 'question tags'. Use the example in 1 (*don't you?*) to show that the question tags complete the questions in the left-hand speech bubbles.
Students do the exercise in pairs. Don't check the answers at this stage.

b Focus students on the short answers in the box. Point out that the short answers are responses to questions 1–6 and should go in speech bubbles a–f, as shown in the example.
Students do the exercise in pairs. Again, don't check the answers at this stage.

c VIDEO 1 CD1 5 Play the video or audio recording again. Students check their answers to **3a** and **3b**. Check answers with the class.

2 Barbara went to Liverpool university, **didn't she? b Yes, she did.** **3** You've been diving, **haven't you? c No, I haven't, actually.** **4** It was a great match yesterday, **wasn't it? d Yes, it was.** **5** You haven't ordered any food yet, **have you? e No, we haven't.** **6** You don't have any kids, **do you? f No, I don't.**

REAL WORLD

Question tags

Real World sections introduce students to functional and situational language that they will need in real-world situations. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary.

a–c Students do the exercises on their own or in pairs, then check their answers in REAL WORLD 1.1 SB p128. Check answers with the class.

- **a** We usually use question tags (*don't you?*, etc.) to check information that we think is correct.
- We usually use the auxiliary in question tags: *You live next door to Lisa, **don't** you?*
- We only use pronouns in question tags: *Barbara went to Liverpool University, didn't **she**?*
- If the main verb is positive, the question tag is usually negative: *It was a great match yesterday, **wasn't it**?*
- If the main verb is negative, the question tag is usually positive: *You haven't ordered any food yet, **have you**?*
- **b** The short answers to questions **1, 2, 4, 5** and **6** say that the information is correct.
- The short answer to question **3** says the information isn't correct.
- Use question **3** to highlight that when the information isn't correct, we often use *actually* after the short answer to sound more polite, then give more information: **A** *You've been diving, haven't you?* **B** *No, I haven't, actually. It sounds a bit too dangerous to me.*
- Use the **TIP** to point out that we can also use *Yes, that's right.* to say that the information is correct: **A** *You're from London originally, aren't you?* **B** *Yes, that's right. / Yes, I am.*
- Check that students understand that if the main verb is in the positive form of the Present Simple or Past Simple, we use *don't, doesn't* or *didn't* in the question tag: *Jim lives in the USA, doesn't he?*
- Also highlight that we say *aren't I?* not ~~*amn't I?*~~ (*I'm late, aren't I?*) and that we use commas before question tags.

5 **a** CD1 6 Play the recording. Students listen and decide if the intonation on the question tag goes up or down (it goes down).
Note that intonation on question tags can also go up when we are asking a question we don't know the answer to. However, 'down' intonation, which is usually used to check information, is the most common pattern and therefore the most useful for students to learn.

b PRONUNCIATION Play the recording again. Students listen and practise the questions in **3a**. Check they are copying the intonation of the question tags correctly. Repeat the drill if necessary.

6 **a** Point out that all the questions are about the people in the photo that they were watching or listening to earlier in the lesson.
Students do the exercise on their own, then compare answers in pairs.
Check the question tags with the class, but don't discuss the answers to the questions at this stage.

2 have they? **3** don't they?
4 hasn't he? **5** didn't he?
6 didn't they? **7** doesn't he?
8 is she? **9** isn't he?
10 has he?

b Students do the exercise in pairs. Remind them to answer the questions using the appropriate short answers, as shown in the speech bubbles, and to say *I can't remember.* or *I'm not sure.* if they don't know the answer.
Students can either check their partner's answers in **Audio Script** CD1 ▸ **5** on SB p156. Tell students to ask all the questions first before checking in the Audio Script.
Check answers with the class.

1 No, they aren't./No, they're not.
2 No, they haven't.
3 Yes, they do./Yes, that's right.
4 Yes, he has./Yes, that's right.
5 No, he didn't, actually. He left London two years ago.
6 No, they didn't, actually. Daniel's brother shared a flat with Lisa's sister.
7 Yes, he does./Yes, that's right.
8 No, she isn't.
9 Yes, he is./Yes, that's right.
10 No, he hasn't.

7 Put the students into new pairs and ask them to turn to SB p114. Check they are all looking at the correct exercise.

a Students do the exercise with their partners. Remind them to write questions with question tags, as shown in the examples. Before they begin, point out that both students in each pair must write the questions, as they will be working separately in the next stage of the activity. If students aren't able to move around the room, they should only write questions about the students that they can talk to from where they are sitting.
While they are working, monitor and check their questions for accuracy.

EXTRA IDEA

- If students need help with ideas for questions, write these prompts on the board: live, work, family, free time, things he/she loves/hates, how he/she relaxes, countries visited, etc.

b Students move around the room and ask their questions. If this isn't possible, students ask the people sitting near them the questions they have prepared. Encourage students to respond with short answers. If the information is correct, students should ask follow-up questions, as shown in the speech bubbles.

c Finally, ask students to tell the class two things that they have found out about other students.

FURTHER PRACTICE

Ph **Class Activity** 1D Make it snappy! p157 (Instructions p142)
Extra Practice 1 SB p115
Workbook Lesson 1D p9
Workbook Reading and Writing Portfolio 1 p64–p65
Ph **Progress Test** 1 p240–p241

HELP WITH PRONUNCIATION

-ed adjectives

Help with Pronunciation sections are designed to help students with aspects of pronunciation that are often problematic.
For **Teaching Tips** on pronunciation, see p22.

1 **a** Focus students on the words in the box and the table. Point out that all these words were taught or reviewed in lesson 1C. Use the examples to check students understand the first column of the table (*stressed* is a one-syllable adjective, *annoyed* is a two-syllable adjective with the stress on the second syllable, *excited* is a three-syllable adjective with the stress on the middle syllable).
Students do the exercise in pairs. Encourage students to say the words to each other to help them complete the table.

b CD1 ▸ **7** Play the recording (SB p157). Students listen and check their answers.
Highlight that the *-ed* endings in *interested*, *excited* and *exhausted* are pronounced /ɪd/ because they follow the letter *t*.
With a strong class, you can also point out that we say *-ed* as /t/ after most unvoiced consonant sounds (/s/, /k/, etc.) and as /d/ after vowel sounds (/eə/, /ɔɪ/, /aɪ/, etc.) and voiced consonant sounds (/n/, /z/, etc.).
Play the recording again. Students listen and practise. Check students pronounce the *-ed* endings correctly. Play the recording again if necessary.

1 syllable stressed, scared, worried
●● worried, frightened
●● annoyed, confused, relaxed, concerned, depressed
●●● satisfied, terrified, interested
●●● excited, embarrassed, exhausted

EXTRA IDEAS

- While students are doing **1a**, draw the table on the board. Ask the class where each word goes in the table and write them on the board. Do not say if the words are correct at this stage. If students disagree, write the word in both places with a question mark after it. Then play CD1 ▸ 7 to check.
- Before the class, write each adjective on a separate card. Give one or two cards to each student or pair. Draw the table in **1a** on the board. Ask students to come up to the board and stick their card or cards in the correct place on the table. Then play CD1 ▸ 7 to check.

2 **a** Ask students to cover the table in **1a**. Go through the example with the class. Check students understand that the exercise focuses on the stress pattern and number of syllables of each word. Students do the exercise in pairs.

b CD1 ▸ 8 Play the recording. Students listen and check their answers.

Play the recording again. Students listen and practise the pairs of adjectives.

2D 3S 4D 5S 6S 7D 8D

continue2learn

There is a *continue2learn* section at the end of each unit. The **Vocabulary, Grammar and Real World** section highlights where students can review and practise the language from the unit. The **Reading and Writing** section directs students to the Reading and Writing Portfolio in the face2face Second edition Intermediate Workbook. This portfolio contains 12 stand-alone reading and writing lessons that can be done either in class or at home. For more on the face2face approach to writing, see page 20.

Focus students on the *continue2learn* section on SB p13. Tell students that this section shows where they can review and practise the language taught from Unit 1.

Ask students to turn to **Extra Practice 1 and Progress Portfolio 1** on SB p115. Students can do these exercises in class or for homework. For more information on the Extra Practice and Progress Portfolio sections, see p37.

Also remind students that **Language Summary 1** on SB p127–p128 contains all the key language taught in the unit, along with extra information, examples and tips. Note that if you are planning to give your students Progress Test 1 (see p240–p241), you can tell the class that this test will only contain questions about the language that is included in Language Summary 1.

If your students have the face2face Second edition Intermediate Workbook, point out that there are practice exercises for lessons A–D in the Student's Book (WB p5–p9). If students haven't already done these exercises when they have finished each lesson, they can do them at the end of the unit.

If your students need more practice in reading and writing, you can either do **Reading and Writing Portfolio 1** (WB p64–p65) in class or ask students to do it at home. They can check the answers in the Workbook or with you next class. Note that students are asked to do a piece of writing at the end of each lesson, which they hand to you next class for checking.

Extra Practice

The *Extra Practice* sections in the back of the Student's Book provide further controlled practice of the language taught in the unit. They can be done in class, or students can do the exercises on their own for homework. There are exercises for each lesson (1A, 1B, etc.), which can also be done as 'fillers' if you finish the final activity of a lesson a few minutes early.

For **Teaching Tips** on Reviewing and Recycling, see p23.

Here are some ideas for exploiting the Extra Practice sections in class.

Make it a competition

Ask students to do individual exercises in pairs or groups (for example, Exercise 2 on SB p115). Give students a time limit of two or three minutes. Check the answers with the class. The pair or group with the most correct answers wins.

Alternatively, put students into pairs and ask them to complete all the Extra Practice exercises. You can set a time limit of 20 or 30 minutes. Check the answers with the class and give one point for each correct answer. The pair with the most points wins. You may wish to give the winners a small prize at the end of the lesson!

Extension

After finishing an exercise, ask students to write similar sentences about themselves and people they know (for example, Exercise 3 on SB p115). Students then compare sentences in pairs and check their partner's work.

Word stress

After vocabulary exercises that focus on individual words (for example, Exercise 5 on SB p115), ask students to mark the stress on each word. Check the answers on the board, drilling problematic vocabulary as necessary.

Personalisation

Where appropriate, ask students to complete sentences about themselves, (for example, Exercise 6 on SB p115). You can also ask students to say how many of the sentences in an exercise are true for them, or ask students to tick vocabulary items that are true for them (for example, Exercise 5 on SB p115).

Role-play

Put students into pairs to practise conversations (for example, Exercise 7 on SB p115). Students can then change roles and practise the conversation again. You can also ask them to memorise the conversation, close their books and practise the conversations again.

Extra Practice 1 SB p115

1A

1 **2** do **3** visit **4** go out **5** have **6** go to **7** tidy up **8** chat **9** have **10** do **11** go to **12** have

2 **2** When were you born? **3** Where did Alice/she work? **4** Who lived in Rome? **5** What's/What is he talking about? **6** How long have you known them? **7** Who did she go out with? **8** What time/When does Kevin/he leave home? **9** Who gets home at 6.00? **10** How many countries has Jim/he been to?

1B

3 **2** in **3** on **4** right **5** drive **6** all **7** mind **8** stand **9** awful **10** nerves

4 **2** **None** of my friends like football. **3** **No one/ Nobody** I know has a car. **4** I **hardly ever** work on Saturdays. **5** I **hate** travelling by train. **6** I **never** study at the weekend. **7** I **didn't buy** a laptop last month. **8** **There's no** café in my street./**There isn't a** café in my street. **9** Kim **hasn't been** there before. **10** They **aren't watching** TV./They**'re not watching** TV.

1C

5 **2** shocked **3** stressed **4** concerned **5** relaxed **6** disappointed **7** calm **8** scared **9** embarrassed **10** pleased **11** confused **12** glad **13** upset **14** satisfied

6 **2** of **3** with **4** at **5** with **6** with **7** by **8** about **9** with **10** about **11** at **12** about

1D

7 **3** do you **4** I don't **5** didn't he **6** he did **7** aren't you **8** I'm not **9** doesn't he **10** he does **11** hasn't he **12** he has **13** did she **14** she did **15** have you **16** I haven't **17** haven't they **18** they have

Progress Portfolio 1

The *Progress Portfolio* sections at the end of each Extra Practice section encourage students to reflect on what they have learned and help them decide which areas they need to study again.

Note that the *I can …* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEFR) for levels B1 and B2. For more information on the CEFR, see p14 and the tables of competences on p16–p19.

a Students work through the list of *I can …* statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish.

Students can also work in pairs or groups and compare which statements they have ticked.

b Students work on their own, in pairs or in groups and decide which areas they need to study again.

There is further practice on all key language taught in the Student's Book in the **face2face** Second edition Intermediate Workbook.

2A Slow down!

Student's Book p14–p15

Vocabulary collocations (1): work
Grammar *be able to, be supposed to, be allowed to,* modal verbs (1)

QUICK REVIEW This activity reviews questions with question tags. Put students into pairs, but don't let them talk to each other yet. Ask students to write three things they think they know about their partner. Students then work in their pairs and ask questions with question tags to check that the information they wrote is correct. At the end of the activity, ask students to share any interesting information about their partners with the class.

Vocabulary and Speaking

Collocations (1): work

1 **a** Students do the exercise on their own or in pairs, then check in VOCABULARY 2.1 SB p129.
Check answers with the class.
Check students understand the new words in the dictionary box in the Language Summary, using the example sentences to highlight meaning if necessary.
Point out that we can say *meet deadlines* or *hit deadlines*, and *take time off work* or *take time off*: *I'm taking a day off tomorrow.* Also highlight that *-holic* in *a workaholic* means 'addicted to' and elicit other words that end in *oholic* (*an alcoholic, a chocoholic*, etc.).
Model and drill the phrases. Check students say *work* /wɜːk/, not *walk* /wɔːk/, and also highlight the pronunciation of *pressure* /ˈpreʃə/. Also point out that only the main stress in phrases is shown in vocabulary boxes and the Language Summaries.

1 take work home **2 have** time to relax **3 work** long hours **4 work** overtime **5 be** a workaholic **6 meet** deadlines **7 take** time off work **8 be** under (a lot of) pressure at work **9 spend** a lot of time at work **10 have** good working conditions

b Students do the exercise on their own.

c Students do the exercise in pairs. Remind students to use the phrases they chose in **1b** when talking about each person. Also encourage students to say more about each person if possible (how they know him/her, their jobs, where they work, etc.).
When they have finished, each pair decides which of the people they talked about works the hardest.
Ask students to tell the class about one or two of the people they discussed.

Listening and Speaking

2 **a** Focus students on the book cover, the cartoon and the photos. Use the title of the book to pre-teach *praise* /preɪz/ (when you say or show admiration or approval for someone or something). Point out that *praise* can be a noun or a verb. Ask students what is happening in the photos and the cartoon. Also ask students what they think the book is about, but don't tell students the answer at this stage.

b Students do the exercise in pairs. Don't check answers at this stage.

c Tell students they are going to listen to a radio programme where two journalists, Kim and Rob, are discussing Carl Honoré's book *In Praise of Slow.*
CD1 ▸ 9 Play the recording (SB p157). Students listen and check their answers to the questions in **2a** and **2b**. Check answers with the class.

In Praise of Slow tells us that we are living too fast and working too hard, and that we should all slow down.
1 Germany **2** France **3** Americans; Europeans **4** 60 **5** 60% **6** Japanese

3 **a** CD1 ▸ 9 Give students time to read sentences 1–9, then play the recording again. Students listen and fill in the gaps with one or two words.
Students compare answers in pairs. Check answers with the class.

2 thirty-five **3** our families **4** 3 p.m. **5** ideas **6** sleep **7** four hours **8** work home **9** travelling

b Students discuss the questions in pairs. Ask students to share their ideas with the class, giving reasons to support their opinions.

HELP WITH GRAMMAR *be able to, be supposed to, be allowed to,* modal verbs (1)

4 **a–d** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 2.1 SB p130. Check answers with the class.

- **a** We use ***can*** and ***be able to*** to talk about ability or possibility. Highlight these verb forms in sentences 5 and 9 in **3a**.
- We use ***be supposed to*** to say a person is expected to do something. Highlight this verb form in sentence 7 in **3a**.
- We use ***be allowed to*** and ***can*** to say we have permission to do something. Highlight these verb forms in sentences 4 and 6 in **3a**.
- We use ***must*** and ***have to*** to say something is necessary. Highlight these verb forms in sentences 1 and 8 in **3a**.
- We use ***should*** and ***ought to*** to give advice. Highlight these verb forms in sentences 2 and 3 in **3a**.
- Highlight that *can, must, have to, should* and *ought to* are modal verbs. You can teach the students how to say *ought to* /ˈɔːtə/ at this stage.
- Point out that we can use *have to* or *have got to* to say something is necessary: *I have to work tonight.* = *I've got to work tonight.* Also highlight that *have got to* is very common in spoken English, particularly in the UK.

- **b** **1** We use the infinitive (*he must **take***, etc.).
  2 *be allowed to, ought to, be supposed to, have to, be able to.*
  3 and 4 See the table and bullet points in GRAMMAR 2.1 ▸ SB p130.
- Check students understand all the other **TIPS** in GRAMMAR 2.1 ▸ SB p130.
- **c** We use ***don't have to*** to say something isn't necessary: *You don't have to wear a suit to work, but you can if you want to.*
- We use ***mustn't*** to say something is not allowed: *You mustn't send personal emails from the office. You can only send work emails.*
- Remind students that *must* and *have to* are very similar in meaning in their positive forms.
- Point out that when we want to say something wasn't necessary in the past, we use *didn't have to*, not ~~*hadn't to*~~: *I didn't have to work yesterday.* not ~~*I hadn't to work yesterday.*~~

5 **a** Check students remember Kim and Rob from the radio programme. Ask what jobs they do (they're journalists). Tell the class that in this exercise they are having a conversation after the programme has finished. Don't check answers at this stage.
Students do the exercise on their own, then compare answers in pairs.

b CD1 ▸ **10** Play the recording. Students listen and check their answers.
Check answers with the class. Ask the class who has the best working conditions (Kim).

2 I must **3** Are you able to **4** I'm supposed to **5** don't have to **6** Are you allowed to **7** can **8** have to **9** ought to **10** have to **11** mustn't

6 CD1 ▸ **11** PRONUNCIATION Play the recording, pausing after each sentence. Students listen and practise. Check students copy the stress and pronounce *have to* /ˈhævtə/, *ought to* /ˈɔːtə/ and *mustn't* /ˈmʌsnt/ correctly. Also highlight that the first *t* in *mustn't* is not pronounced. Play the recording again if necessary.

Get ready … Get it right!

7 Focus students on bullet points and the example sentences, and remind students to use verb forms from **4a** in their sentences.
Students do the exercise on their own. They can choose whether they write sentences about the place where they work, their school or university. If all your students work for the same company or go to the same school or university, they can all write about the same place.
While they are working, monitor and check their sentences for accuracy.

8 **a** Students do the activity in groups of three or four. If you have a few students who work or study at the same place, put them in different groups if possible.
While students are working, monitor and help with ideas and language. Make sure students use the language from **4a** in their discussions.

b Finally, ask students to tell the class about two of the rules they discussed in their groups. Alternatively, if your students discussed rules at different places in **8a**, ask them which place has the best rules, giving examples.

EXTRA IDEA

- As an alternative to the *Get ready … Get it right!* activity in the Student's Book, put students into groups and ask them to imagine they run a company with good working conditions. You can allocate each group a company, for example, a fast food restaurant, a website design company, a café, a clothes shop, a travel agent's, a language school, a small hotel, etc. Students make notes on the important things about their company.
  Write these prompts on the board before they begin:
  - the name of the company
  - what your company does
  - the number of employees
  - working hours and overtime
  - what employees can wear
  - breaks and holidays
- Tell students that they must all make notes as they will each have to describe the company to other students. When students are ready, reorganise the class so that students from different groups are working together. Students take turns to describe their companies, using language from **4a** if possible. Each group can then decide which is the best company to work for.

WRITING

Students write a list of rules for their English language classroom that will help students to learn quickly and enjoy their lessons. Ask students to write at least ten rules and to use the language from **5** in their sentences. In the next class, students can compare sentences in pairs or groups and decide on the five most important classroom rules.

FURTHER PRACTICE

Ph **Class Activity** 2A World rules p158 (Instructions p142)
Extra Practice 2A SB p116
Workbook Lesson 2A p10

2B Street food

Student's Book p16–p17

Vocabulary food and ways of cooking
Grammar Present Continuous and Present Simple

QUICK REVIEW This activity reviews modal verbs and *be supposed to*. Students do the first part of the activity on their own. Put students into pairs. Students tell their partners about the things they have to do, ought to do, etc. next week and then decide who is going to have the busiest week. Ask students to share interesting ideas with the class.

Vocabulary and Speaking

Food and ways of cooking

1 **a** Focus students on the words in the box and groups 1–5. Students do the exercise on their own. If there are words they don't know, ask them to put a question mark next to them. The meaning of these words will be dealt with later in the exercise and students should not check in the Language Summary at this stage.

b Students work in pairs and compare the words they have put in groups 1–4. Encourage students to teach each other the meaning of any new words.
Students then check in VOCABULARY 2.2 SB p129.
Check answers with the class.
Point out that *beef* is meat from cows and *lamb* is meat from young sheep, and that both words are uncountable. Highlight that we use the countable noun *a lamb* to describe the animal. Also highlight that *flour, sauce* and *cream* are uncountable nouns.
Note that many food words can be either countable or uncountable, depending on the context. We often use a countable noun to describe the whole fruit or vegetable, and the uncountable noun to describe pieces of it. *Could you buy me* ***a cucumber****, please? There's* ***some cucumber*** *in these sandwiches.*
Note that *chilli* can be countable (*a chilli*) or uncountable (*chilli* = the ingredient you use to cook with).
You can also point out that *beans* can also refer to green beans, which are long and thin.
Check students understand the ways of cooking and the additional vocabulary in the **TIPS**.
Model and drill the words. Highlight the pronunciation of *onion* /ˈʌnjən/, *lettuce* /ˈletɪs/, *lamb* /læm/ and *flour* /flaʊə/.

EXTRA IDEAS

- Do this as a *Know, Might Know, Don't Know* activity (p24).
- To review this vocabulary after a break or at the beginning of the next class, do as a *Hot Seats* activity (p24).
- If you wish to teach your students some adjectives often used with food (*sour, fresh, ripe,* etc.), use **Vocabulary Plus** 2 *Food and drink* p202 (Instructions p197).
- If you have a monolingual class, teach words for different types of fruit, vegetables, etc. that are common in your students' country.

c Remind students that when we are talking about types of food we often/never eat, we do not use an article and usually use the plural form of countable nouns: *I never eat cream*. not ~~*I never eat the cream*~~.; *I often eat peaches*. not ~~*I often eat a peach*~~. etc.
Students do the activity in pairs. If you have students from different countries, put them in pairs with someone from another country.
Ask students to share interesting answers with the class.

Speaking and Reading

2 **a** Put students into new pairs and ask them to look at photos A–C. Students discuss the questions with their partner. Alternatively, discuss the questions with the whole class.

b Pre-teach *sour* (the opposite of *sweet*). Students do the exercise on their own before comparing answers in pairs.
Check answers with the class.

Photo A (pad thai) Stir fry some noodles, then add eggs, fish sauce, chillies, chicken, peanuts, herbs and spices.
Photo B (a burrito) Start with a freshly-made flour tortilla, then fill it with grilled beef or chicken and serve with beans, rice, sour cream, onions, lettuce and avocado.
Photo C (satay) Either grill lamb or chicken, or barbecue it over an open fire. Then cover the cooked meat with a spicy peanut sauce and serve with onions, cucumber and rice cakes.

3 **a** Students do the exercise on their own, then compare answers in pairs.
Check answers with the class.

1 Because he's a photographer. **2** Because he thinks it's the best way to get to know a country and its people. **3** Over three years ago. **4** Every year. **5** At a busy street food market in Jakarta, Indonesia. **6** Yes, he does.

b Students discuss the questions in pairs. Alternatively, if you have a multilingual class, put students into groups of three or four, so that students from different countries are working together.
Ask students to share interesting answers with the class.

EXTRA IDEA

- If you have a multilingual class, ask students to tell the class how to cook a type of street food that is traditional in their country.

HELP WITH GRAMMAR

Present Continuous and Present Simple

4 **a–d** Focus students on the verb forms in blue in the blog. Students do the exercises on their own or in pairs, then check answers in GRAMMAR 2.2 SB p131. Check answers with the class.

- **a** **Present Continuous** a *('m blogging); 'm sitting* b *'m writing; 're working* c *is becoming; are visiting*
  Present Simple a *(try)*; *come* b *live; eat* c *has got; want*
- Point out that we often use *still* with the Present Simple and Present Continuous to mean something that started in the past and continues in the present: *People **still eat** a lot of street food in Indonesia. I'**m still waiting** for him to call me.*
- **b** **Activities:** *talk, spend, eat, learn, buy, cook, take, happen*. **States:** *seem, agree, taste, prefer, know, own, understand, remember, believe, need, love*. We don't usually use state verbs in the Present Continuous (or other continuous tenses).
- Focus students on the table of common state verbs in GRAMMAR 2.2 SB p131. Check the meaning of any new verbs. Encourage students to learn all the verbs in the table.
- Point out that we often use *can* with verbs that describe the senses to talk about what is happening now: *I can hear a noise outside. I can't see anything.*
- Also highlight that some verbs can be both activity verbs and state verbs: *I'm having dinner at the moment.* (activity); *They have two dogs.* (state); *What are you thinking about?* (activity); *I think football is boring.* (state)
- **c** See the bullet points and examples in GRAMMAR 2.2 SB p131.

5 CD1 ▸ 12 PRONUNCIATION Play the recording (SB p157). Students listen and practise the sentences. Check that students copy the stress and contractions (*I'm*, etc.) correctly.

6 **a** Focus students on the blog entry. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.
Ask students if they would like to go to this festival, and if there are similar festivals in their town, city or country.

2 'm blogging **3** happens **4** love **5** 's/is becoming **6** are **7** are enjoying **8** come **9** don't understand **10** don't have **11** 'm having **12** 's/is eating **13** want

7 **a** Pre-teach *organic food* (food grown or produced without chemical fertilisers or pesticides).
Students do the exercise on their own, as shown in the example.

b Put students into groups of three or four. Students compare sentences to find out if any are the same. Encourage students to discuss any differences they may have, giving reasons for their opinions.
Ask students to share a few of their sentences with the class.

Get ready … Get it right!

8 Students do the exercise on their own. Check answers with the class.

2 Do you usually eat **3** Do you cook **4** Are you trying **5** Do you want **6** Are you looking **7** Do you often read **8** Are you watching

9 **a** Students move around the room and ask other students their questions. If they can't move around the room, they should ask as many people as they can sitting near them.
When they find a student who answers *yes*, they write the person's name next to the question. Students then ask two follow-up questions to find out more information. Students should try and find a different person who answers *yes* for each question.
While they are working, monitor and help students with any problems. Encourage students to move on to talk to a new person when they have finished asking their follow-up questions.

b Students do the activity in groups.
Finally, ask each group to share one or two interesting things they found out about other students with the class.

WRITING

Students write a blog entry about street food in their town, city or country. Encourage them to use vocabulary from **1a** in their descriptions. You can also suggest that they include photos of the food they are describing. If you have a class blog, ask students to post their entries online for other students to read. If not, ask students to hand their descriptions in next class and put them around the room for other students to read.

FURTHER PRACTICE

Ph **Class Activity** 2B Opening night p159–p160 (Instructions p142)
Ph **Vocabulary Plus** 2 Food and drink p202 (Instructions p197)
Extra Practice 2B SB p116
Workbook Lesson 2B p11

2C VOCABULARY AND SKILLS

Sleepless nights

Student's Book p18–p19

Vocabulary sleep; gradable and strong adjectives; adverbs
Skills Listening: a TV interview; Reading: a newspaper article

QUICK REVIEW This activity reviews food and ways of cooking. Students do the first part of the activity on their own, as shown in the examples. Put students into pairs. Students take turns to say their two types of food. Their partner guesses the verb, as shown in the examples.

Vocabulary and Speaking Sleep

1 Students work in pairs and tick the words/phrases that they know, then check any new words/phrases in VOCABULARY 2.3 SB p129.
Check the meaning of any new words/phrases with the class, referring to the definitions and examples in the Language Summary if necessary.
Compare *sleep*, which can also be a noun or verb, with the adjective *asleep*. Also tell students that we can *wake up* or *wake someone up*: *Can you wake me up at eight?*
Highlight the adjective/noun collocations *be wide awake, be fast asleep* and *be a light/heavy sleeper*. Also point out that *dream* can be a noun and a verb. You can also teach students that a person who has insomnia is called *an insomniac* /ɪnˈsɒmniæk/.
Model and drill the words/phrases as necessary.

2 **a** Students do the exercise on their own.

b Students do the activity in groups, asking follow-up questions where appropriate.
Ask each group to tell the class one or two interesting things they have found out about each other.

EXTRA IDEA

- Do **2** as a *Words Connected to Me* activity (p25).

3 Focus students on the cartoons and sentences 1–6. Students do the exercise in pairs. Don't check answers at this stage.

4 **a** CD1 ▸ **13** Tell students they are going to listen to an interview with a sleep scientist. Play the recording (SB p157). Students listen and check their answers to **3**.
Students compare answers with the partner they worked with in **3**. Check answers with the class.

1 more **2** 30% **3** 90
4 more **5** two hours
6 the same amount of

b Give students time to read questions 1–5, then play the recording again. Students listen and answer the questions, then compare answers in pairs.
Check answers with the class. Ask students if they were surprised by any of the information in the interview.

1 30%. **2** People went to sleep when it got dark and got up when it got light. **3** Older people. **4** Fewer students missed school and the exam results in English and maths were much better than the previous year. **5** They organise information they've collected during the day.

HELP WITH LISTENING Weak forms (1)

This *Help with Listening* section focuses on common weak forms and highlights the relationship between weak forms and sentence stress.

5 **a** Focus students on the introductory bullet point and remind students of the schwa /ə/ sound.
CD1 ▸ **14** Play the recording. Students listen and notice the difference between the strong and weak forms of these words. Ask students if we usually say these words in their strong or weak forms (their weak forms). Also highlight the schwa sound in all of the weak forms.
You can point out that we usually use these words in their strong forms when they are at the end of a short answer, sentence or question: *Yes, I do* /duː/. *I don't think I can* /kæn/. *What are you looking for* /fɔː/*?* etc.
Note that the *Help with Pronunciation* section for this unit (SB p21) also focuses on weak and strong forms.

EXTRA IDEA

- Write these parts of speech on the board: *auxiliary, pronoun, preposition, connecting word*. Students work in pairs and match the words in the tables in **5a** to these parts of speech. Check answers with the class.

auxiliary *do, can*; **pronoun** *you*; **preposition** *at, for, of, to*; **connecting word** *and*

b Focus students on the sentences from the beginning of the interview. Students work on their own or in pairs and circle the words they think they will hear as weak forms. Highlight the examples before they begin.
While students are working, write the beginning of the interview on the board.

c CD1 ▸ **14** Play the beginning of the recording again. Students listen and check their answers.
Elicit students' answers and circle the weak forms on the board. Ask students if weak forms are stressed (they aren't).

How many people (do) (you) know who have trouble sleeping (at) night? (For) many (of) us insomnia's part (of) life, (and) not being able (to) get (to) sleep isn't just annoying, it (can) also be very dangerous.

d Students turn to Audio Script CD1 ▸ 13, SB p157. Play the whole recording again. Students listen and notice the weak forms and sentence stress.
Ask students which other words in the recording we often hear as weak forms (*than* /ðən/, *are* /ə/, *were* /wə/, *was* /wəz/, *as* /əz/).

EXTRA IDEA

- Before students do **4d**, ask them to decide which words in the sentences on the board are stressed. Mark them on the board. Students can check their answers in Audio Script CD1 ▸ 13, SB p157 before they listen to the complete recording.

Reading, Vocabulary and Speaking

6 **a** Students do the activity in pairs.
Ask each group to tell the class things that people can do to get to sleep and write them on the board. You can also ask students if they, or people they know, have ever tried any of these ways of getting to sleep and if they were successful.

b Focus students on the article and photo of Kevin Wells on SB p19. Ask students what Kevin's problem is (he has insomnia).
Pre-teach *hypnosis* /hɪp'nəʊsɪs/ and *become addicted to something* if necessary.
Students read the article and answer the questions. Check answers with the class.

Reasons for Kevin's insomnia: Work is part of the problem and he has to meet deadlines every week. He works really long hours and he's always under a lot of pressure. He works at home a lot and finds it difficult to relax at the end of the day because there's always more work he can do. He also worries about money a lot because he's just bought a new flat and he's getting married soon.
Ways he has tried to get a good night's sleep: going to the gym; not drinking coffee after 4 p.m.; listening to relaxation CDs; hypnosis; online support groups; buying a new bed.

c Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 5 hours (3½ hours between 11.30 and 3.00, 1½ hours between 5.30 and 7.00) **2** He goes to sleep for a short time, then wakes up and can't get back to sleep. **3** When he's on holiday. **4** He has to meet deadlines every week. **5** He hasn't tried sleeping pills because he's terrified of becoming addicted to them.

d Students discuss their advice for Kevin in pairs. Remind students of the ways of giving advice from lesson 2A, *He should ...* and *He ought to ...* , before they begin.
Ask students to share some of their advice for Kevin with the class.

HELP WITH VOCABULARY
Gradable and strong adjectives; adverbs

7 **a–d** Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 2.4 ▸ SB p130. Check answers with the class. Alternatively, students can do each exercise in turn and check answers with you after each exercise.

- **a** good → brilliant, fantastic; bad → terrible, awful; tired → exhausted, shattered; big → huge; difficult → impossible; frightened → terrified; surprised → amazed
- Check students understand that strong adjectives already include the idea of *very*, for example *brilliant* means *very good*.
- Model and drill the words, paying particular attention to the pronunciation of *awful* /'ɔːfəl/, *exhausted* /ɪg'zɔːstɪd/ and *huge* /hjuːdʒ/.
- Point out that these strong adjectives all mean 'very good': *amazing, excellent, fabulous, incredible, marvellous, superb, terrific, wonderful*. Model and drill these words if necessary.
- Also highlight the difference in meaning between *terrible* (very bad), *terrified* (very frightened) and *terrific* (very good).
- **b** tasty → delicious; small → tiny; cold → freezing; hot → boiling; beautiful → gorgeous; big → enormous; interested → fascinated; angry → furious; happy → delighted; dirty → filthy
- Model and drill the words, paying particular attention to the pronunciation of *delicious* /dɪ'lɪʃəs/, *tiny* /'taɪni/, *gorgeous* /'gɔːdʒəs/, *furious* /'fjʊəriəs/ and *filthy* /'fɪlθi/.
- Point out that *huge* and *enormous* both mean 'very big'.
- **c** We use the adverbs *fairly, very, extremely* and *incredibly* with gradable adjectives. We use *absolutely* with strong adjectives. We use *really* with both gradable and strong adjectives.
- Point out that *fairly* is less strong than *very*, and that *incredibly* and *extremely* are stronger than *very*.
- Remind students that we can also use *quite* with gradable adjectives: *It was quite good*.

EXTRA IDEA

- Students work in pairs and take turns to test each other on the gradable and strong adjectives. One student says the gradable adjective, for example *small*, and his/her partner says the strong adjective, for example *tiny*.

8 **a** Students do the exercise on their own. Encourage students to use different adverbs from **7c** in each sentence if possible.
While they are working, monitor and check their sentences for accuracy.

b Put students into new pairs. Students take turns to say their sentences. Encourage students to ask follow-up questions about each sentence if possible.
Ask students to share any interesting sentences with the class.

9 **a** Put students into groups of four and give each group a letter (A, B, C, D, etc.). Each group writes questions for a sleep survey, as shown in the example. Encourage students to use the words/phrases in **1** in their questions. Tell all the students in each group to write the questions as they will be working separately in **9b**. Each group should write at least five questions.
While students are working, monitor and check their questions for accuracy.

EXTRA IDEA

- Write the following prompts on the board to help students think of questions for their sleep surveys: *How often do you ... ?; What time do/did you ... ?; When did you last ... ?; Do you usually/ever ... ?; Are you a ... ?; Is it easy/difficult for you to ... ?; Does anyone in your family ... ?*

b Reorganise the class so that students are sitting with students from other groups. Students take turns to ask and answer their questions. Make sure all the students write the answers.

Alternatively, students can move around the room and ask each other questions. Students should check if the other person has already answered his/her group's sleep survey by saying the letter of his/her group before asking their questions.

c Students work in the same groups as in **9a**. Students compare their answers and produce a set of results for their survey.

d Finally, ask students to tell the class some of the results of their sleep survey, particularly any results that they found surprising or unusual.

WRITING

Students write a report about their class based on the results of their group's sleep survey in **9**. At the beginning of the next class, these reports can be displayed around the room for other students to read.

FURTHER PRACTICE

Ph **Class Activity** 2C The absolutely amazing game! p161 (Instructions p143)
Extra Practice 2C SB p116
Workbook Lesson 2C p13

2D REAL WORLD

What's the matter?

Student's Book p20–p21

Real World showing concern, giving and responding to advice

QUICK REVIEW This activity reviews gradable and strong adjectives. Students work on their own and write five strong adjectives. Students compare lists in pairs, then decide what the gradable adjective is for each strong adjective on their lists. Students then think of one person, place or thing for each strong adjective, as shown in the example. Ask each pair to share one or two of their ideas with the class.

1 Check students understand *advice*. Also remind students that *advice* is an uncountable noun and that we say *some advice* not ~~*an advice*~~. Also teach students that when we want to say 'one advice', we say *a piece of advice*: *Let me give you a piece of advice*.
Students discuss the questions in pairs. Ask students to share interesting answers with the class.

2 **a** Focus students on the photos. Students work in new pairs and discuss what they remember about Lisa, Rebecca and Charlie. If necessary, remind students that they saw or listened to these people in lesson 1D. Check students' ideas with the class.

Rebecca and Charlie are married and have a six-month-old baby boy called Harry. Charlie works for a package tour company called Getaway Tours and supports Manchester United. Lisa lives next door to Rebecca and Charlie. She has a new boyfriend, Daniel, who works for a water sports company.

b VIDEO 2 CD1 15 Play the video or audio recording (SB p158). Students watch or listen to the conversations and decide what problems Rebecca and Charlie talk about. Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.

c Students compare answers with their partner from **2a**. Check answers with the class.

Their son, Harry, isn't sleeping very well at the moment, so Rebecca and Charlie wake up a lot in the night. Charlie is shattered when he goes to work the next day. When he gets home from work he's exhausted and fed up. They're having a lot of arguments, often about how much money Rebecca is spending.

3 **a** Students do the exercise in the same pairs. Don't check students' answers at this stage.

b VIDEO 2 CD1 15 Play the video or audio recording again. Students watch or listen and check their answers to **3a**.

c Students work with their partner from **3a** and compare answers. They should also correct the false sentences. Check answers with the class.

aF The baby wakes up **four or five** times every night. **b**T **c**F **Charlie** thinks **Rebecca** is spending too much money. **d**F Lisa thinks that Rebecca and Charlie should have **one evening** off a week. **e**T **f**F Charlie thinks Rebecca buys too many things for **the house and the baby** (that they don't need). **g**T **h**F Andy thinks Charlie should take Rebecca **out for a (really nice) meal**.

REAL WORLD Showing concern, giving and responding to advice

4 **a–d** Check students understand *showing concern* (you show concern when you are worried about someone or something).
Students do the exercises on their own, then check their answers in REAL WORLD 2.1 SB p131. Check answers with the class.

- **a** 1 showing concern 2 giving advice 3 responding to advice
- Check students understand all the sentences and when to use them.
- **b** After *Have you tried …* we use **verb+*ing***: *Have you tried **talking** to him about it?*
- After *you ought to … , you should … , Why don't you …* and *I'd* (= *I would*) … we use the **infinitive**: *Perhaps you ought to **spend** more time together.*
- **c** 1 What **should I** do? 2 What do you think **I should** do?
- Point out that we use these sentences to ask for advice and highlight the word order of *should* and *I* in each sentence.
- Note that students study indirect questions with *Do you think …* in lesson 7D.

EXTRA IDEA

- Ask students to turn to Audio and Video Script VIDEO 2 CD1 15, SB p158. Students read the script and underline all the sentences for showing concern, giving and responding to advice. Students then work in pairs and check they have both found all the sentences in **4a**.

HELP WITH LISTENING

Intonation (1): sounding concerned

This *Help with Listening* section focuses on the polite intonation patterns we usually use when we show concern.

5 CD1 16 Play the recording (SB p158). Students listen and decide which person sounds more concerned, a or b. Play the recording again if necessary. Check answers with the class.
Use the examples on the recording to point out that we often use a wide voice range when we are showing concern. If our voices are too flat, people might think we're unconcerned or bored.

2a 3b 4b 5b 6a

6 CD1 17 PRONUNCIATION Play the recording. Students listen and practise the sentences in **4a**. Check they are copying the polite intonation and sentence stress correctly. Play the recording again if necessary.

7 **a** Focus students on the first conversation between Bob and Tim. Students do the exercise on their own, as shown in the example. You can ask them to cover the phrases in **4a** before they begin.

b Students compare answers in pairs. Check answers with the class.

2 **Oh,** dear. **I'm** sorry **to** hear that. 3 What **should** I do? 4 Perhaps **you** ought **to** write her an email to say sorry. 5 Well, **it's** worth **a** try, **I** guess. 6 And **I'd** send her some flowers. 7 Yes, **that's a** good idea. 8 I **might** try that. 9 Yes, **I** see what **you** mean. 10 What **do you** think I **should** do? 11 Have **you tried giving** it more water? 12 Yes, **I've tried** that, but it didn't work. 13 Well, why **don't you** put it in a bigger pot? 14 Yes, **you** could **be** right.

c Students practise the conversations in their pairs. While they are working, monitor and check they are using the correct intonation when showing concern. Ask confident students to practise the conversations for the whole class.

EXTRA IDEAS

- Tell students to choose a role in each conversation. Students practise each conversation until they have memorised their lines. Students then close their books and practise the conversations again.
- Do this activity as a *Dialogue Build* (p24).

8 Put students into groups of three, student A, student B and student C. Student As turn to SB p102, student Bs turn to SB p107 and student Cs turn to p112. If you have one or two extra students, ask them to work in pairs with other students. Check students are all looking at the correct exercise.

a Students do the exercise on their own.

b Focus students on the speech bubbles, which show how to start the conversation. Students work in their groups and take turns to explain their problems. Encourage students to use their own words, not read the problem from the book. Their partners show concern and give advice. Students decide which piece of advice they have received is the best.

While they are working, monitor and correct any mistakes you hear. Encourage students to use natural intonation when showing concern.

c Finally, students tell the class the best piece of advice they received for each problem.

FURTHER PRACTICE

Extra Practice 2 SB p116
Workbook Lesson 2D p14
Workbook Reading and Writing Portfolio 2 p66
Ph Progress Test 2 p242–p243

HELP WITH PRONUNCIATION

Strong and weak forms

1 Students work in pairs and see if they can remember how to say the strong and weak forms of these words. Note that students were introduced to the weak forms of these words in lesson 2C, **5a**, SB p18.
CD1 ▸ 14 Play the recording. Note that this is the same recording that was used in lesson 2C, so be careful you choose the correct recording number! Students listen and check their ideas.
Play the recording again. Students listen and practise.

2 **a** Give students time to read the conversation. Ask a few questions to check students have understood it, for example, *Who does Ed work for?* (Getaway Holidays) *What does Jo want?* (a cheap flight) *Where does Jo's brother work?* (a hotel called The Island Palace in the Caribbean) *How long does she want to go on holiday?* (three weeks if she can).
CD1 ▸ 18 Play the recording. Students listen and circle the words in pink that they hear in their strong forms. Play the recording again if necessary.

b Students compare answers in pairs. Check answers with the class. Ask the class when we usually use the strong forms of the words in **1** (at the end of a short answer, sentence or question).
Remind students that the other words in pink are pronounced in their weak forms.

ED Yes, maybe I (can). Where do you want to fly (to)?
ED Which hotel is he working (at)?
ED Yes, I (do). How long do you want to go (for)?
JO About three weeks if I (can).
ED OK, I'll see what I can do for (you).

EXTRA IDEA

- Write the conversation on the board while students are doing **1**. When eliciting students' answers in **2a**, circle the correct words on the board.

c **CD1 ▸ 18** Play the recording again, pausing the recording after each sentence to allow students time to repeat. Check students are pronouncing the strong and weak forms correctly.

d Drill *island* /ˈaɪlənd/ with the class. Students practise the conversation in pairs, taking turns to be Jo or Ed. While they are working, monitor and correct students' pronunciation of the strong and weak forms in the conversation if necessary.
Finally, ask a few pairs to practise the conversation for the class.

continue2learn

Focus students on the *continue2learn* section on SB p21. See p36 for ideas on how to use this section in class.

Extra Practice 2 SB p116

See p37 for ideas on how to use this section in class.

2A
1 **2** meet **3** be **4** work **5** take **6** have **7** have **8** be **9** have **10** work
2 **2** You ought to apologise to him. **3** You're not/You aren't allowed to go into that room. **4** You're supposed to wear a tie. **5** You mustn't tell your father. **6** You're able to leave work early on Fridays. **7** You don't have to call him back. **8** You're allowed to wear jeans in the office.

2B
3 **2** flour (not a way of cooking) **3** cucumber (not a fruit) **4** bakes (not something you add to food/a verb not a plural noun) **5** coconut (not a way of cooking) **6** red pepper (not meat) **7** pie (not a vegetable) **8** noodles (not something you put on food/not an uncountable noun)
4 **2** 'm making **3** Do ... want **4** think **5** 's/is becoming **6** never eat **7** prefer **8** 'm working **9** Do ... like **10** 's getting

2C
5 **2** have **3** sleep **4** awake **5** sleeping **6** asleep **7** have **8** sleeper
6 **2** enormous **3** terrified **4** furious **5** fascinated **6** gorgeous **7** exhausted
7 **1** very **2** extremely **3** both possible **4** absolutely **5** incredibly **6** really

2D
8 **2** I'm sorry **3** should **4** worth a try **5** I'd **6** could be **7** a shame **8** you tried **9** I've tried **10** ought to **11** good idea

Progress Portfolio 2

- See p37 for ideas on how to use this section in class.

3A The tourist trade

Student's Book p22–p23

Vocabulary phrasal verbs (1): travel
Grammar Present Perfect Simple: experience, unfinished past and recent events

QUICK REVIEW This activity reviews ways of giving and responding to advice. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell their partners about the problems and give advice. Encourage students to show concern when hearing about their partner's problems. At the end of the activity you can ask students to share one or two problems with the class.

Vocabulary and Speaking

Phrasal verbs (1): travel

1 **a** Students do the exercise in pairs. Tell students not to answer the questions at this stage.

Encourage students to try and guess the meaning of all the phrasal verbs in bold before they check their ideas in VOCABULARY 3.1 ▸ SB p132.

Check students understand the meaning of all the phrasal verbs, referring to the definitions, examples and illustrations in the Language Summary if necessary.

Point out that you can also *check in* for a flight at an airport or online. Highlight that we say *get back home*, not ~~*get (back) to home*~~.

Also point out that we often use a verb+*ing* form after *look forward to*: *I'm looking forward to* ***going*** *on holiday*.

Note that the grammar of phrasal verbs is taught in lesson 10C. We suggest you don't begin teaching the position of objects in phrasal verbs at this stage of the course.

Model and drill the phrasal verbs if necessary. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b Use the speech bubbles to remind students of short answers and follow-up questions. Students do the activity in new pairs.

Ask students to share interesting things they have found out about their partners with the class.

Listening

2 **a** Focus students on the photos. Use the photo of Megan to teach the meaning of *a hiking tour guide*. Check students know that Banff is a town in the Rocky Mountains in Canada and the Lake District is a part of the UK that is very popular with tourists. Ask students which of these jobs they would prefer to do and why.

CD1 ▸ 19 Give students time to read questions 1 and 2, then play the recording (SB p158). Students listen and answer the questions.

Students can compare answers in pairs. Check answers with the class.

1 **Megan** likes her job. **Clive** doesn't like his job.
2 **Megan** has to deal with difficult weather conditions and sometimes it can be quite dangerous. She also has to put up with a few people who do stupid things, like go walking in the mountains on their own without telling anyone.
Clive thinks running a tourist hotel is quite stressful, particularly when people complain about things. If guests don't check out on time it makes life very difficult for him. Also either he or his wife has to be at the hotel and it's very hard for them to get a holiday together.

b Students do the exercise in pairs. Don't check answers at this stage.

c Play the recording again. Students listen, check their answers and put the sentences in the order they hear them.

Students compare answers with their partner from **2b**. Check answers with the class.

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

EXTRA IDEA

- Students turn to Audio Script CD1 ▸ 19, SB p158. Play the recording again (or ask students to read the texts). Ask students to listen/read and underline all the phrasal verbs from **1a.**

HELP WITH GRAMMAR

Present Perfect Simple

3 **a–f** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 3.1 ▸ SB p133. Check answers with the class.

Alternatively, students can do each exercise in turn and check answers with you after each one.

- **a** We use the **Present Perfect Simple** for experiences that happened some time before now, but we don't know or don't say when they happened. To give more information about an experience we use the **Past Simple**, as shown in sentences a and b in **2b**.
- We use the **Past Simple** to say when something happened, as shown in sentences c and d in **2b**.
- We use the **Present Perfect Simple** for something that started in the past and continues in the present, as shown in sentences e and f in **2b**.
- We use the **Present Perfect Simple** for something that happened a short time ago, but we don't say exactly when, as shown in sentences g and h in **2b**.

- **b** We make the Present Perfect Simple **positive** and **negative** with:
  I/you/we/they + *'ve, have* or *haven't* + past participle
  he/she/it + *'s, has* or *hasn't* + past participle
- We make Present Perfect Simple **questions** with: (question word) + *have* or *has* + subject + past participle
  How long have I/you/we/they lived here?
  Has he/she/it been there before?
- **c** We use *for* with a period of time (how long): *I've lived in this country* ***for*** *about three years.*
- We use *since* with a point in time (when something started): *We've had this place* ***since*** *2008.*
- *Go* has two past participles, *been* and *gone*. We use ***been*** to mean 'go and come back': *I've* ***been*** *to Banff to pick him up from the hospital.* (I'm back at the place I started from now).
  We use ***gone*** to mean 'go, but not come back yet': *My wife's* ***gone*** *to see some friends off at Manchester airport.* (she's not back yet)
- Remind students that we can also use *for* with the Past Simple: *I lived in Colombia for six years.* (but I don't live there now)
- Highlight that we don't usually use *during* with the Present Perfect Simple: *I've been here for a week.* not ~~*I've been here* ***during*** *a week*~~.
- **d** We can use these words/phrases with the Present Perfect Simple: *never, ever, recently, lately, before, this week, just, yet, already.*
- We must use the Past Simple with phrases that say a definite time: *ago, in 1997, last week, at 10 o'clock.*
- For more information on these adverbs and time phrases, see GRAMMAR 3.1 ▸ SB p133.
- **e** After *this is the first time, this is the second time*, etc. we use the Present Perfect Simple: *This is the first time we've been here.* not ~~*This is the first time we* ***are*** *here*~~.
- Point out that we also use the Present Perfect Simple with *this week/month/year*, etc. and with *this morning, this afternoon*, etc. if it is still that time of day.

4 CD1 ▸ 20 PRONUNCIATION Play the recording (SB p159). Students listen and practise. Encourage students to copy the sentence stress and the contractions (*I've*, etc.) correctly. Play the recording again if necessary.

HELP WITH LISTENING

Present Perfect Simple or Past Simple

This *Help with Listening* section focuses on how we say the Present Perfect Simple and the Past Simple, and helps students to hear the difference between these two verb forms.

5 **a** CD1 ▸ 21 Play the recording. Students listen and notice the difference between the pairs of phrases. Highlight the extra sound of the auxiliary (*'ve* and *'s*) in each Present Perfect Simple phrase.

b CD1 ▸ 22 Play the recording (SB p159). Students listen to six sentences and decide if the verbs are in the Present Perfect Simple or the Past Simple. Play the recording again, pausing after each sentence to check students' answers.

1 Past Simple **2** Present Perfect Simple
3 Present Perfect Simple **4** Past Simple
5 Present Perfect Simple **6** Past Simple

6 **a** Focus students on the photo of Lewis and Veronica and their restaurant. Tell students they are British, but they run a restaurant in The Canary Islands. Note that these islands are Spanish and lie off the northwest coast of Africa. Students may know the names of some of the islands, such as Tenerife, Lanzarote and Gran Canaria.
Students do the exercise on their own.

b Students compare answers in pairs and discuss why they have chosen each answer. Don't check the answers with the class at this stage.

c CD1 ▸ 23 Play the recording. Students listen and check. Play the recording again if necessary, pausing where appropriate to check answers with the class.

2 came **3** moved **4** opened (we know when these three events happened) **5** 've/have lived (started in the past and continues in the present) **6** 've/have just opened (happened a short time ago) **7** 've/have had (started in the past and continues in the present) **8** arrived (we know when this happened) **9** 've/have visited (experience after *it's the fourth time*) **10** 's/has just gone (happened a short time ago) **11** 've/have been (experience) **12** was (we know when this happened) **13** haven't had (started in the past and continues in the present)

7 Put students into pairs, student A and student B. Student As turn to SB p102 and student Bs turn to SB p107. Check students are all looking at the correct exercise.

a Focus students on the example and highlight that all the questions have *you* as the subject. Students do the exercise on their own.
If necessary, check the verb forms only (not the questions) with the class.

Student A **2** Have you (ever) had **3** Did you watch **4** Have you decided **5** have you known **6** Did you go away **7** Have you spoken **8** you've studied
Student B **2** have you had **3** Did you do **4** Have you been on **5** Have you seen **6** did you get **7** Have you looked **8** you've studied

b Students work with their partner and take turns to ask and answer the questions. Student A asks the first question. Encourage students to ask follow-up questions if possible. While students are working, monitor and correct any mistakes you hear.
Ask students to share any interesting or surprising answers with the class.

Get ready … Get it right!

8 Students do the activity on their own. Tell students to write short answers (*Andrea, my watch, Rome*, etc.), not whole sentences. Make sure students don't write the answers in the same order as the prompts.

9 **a** Students work in pairs and swap papers. Students take turns to ask questions about the information on their partner's papers (*Have you known Andrea for most of your life? Did you get a watch for your last birthday? Have you been to Rome this year?*, etc.).
Encourage students to ask follow-up questions and to continue each conversation for 30 seconds if possible.
While they are working, monitor and help students with any problems.

b Finally, ask students to tell the class two things they found out about their partner.

EXTRA IDEA

- To demonstrate the *Get ready … Get it right!* activity, write your own answers to the prompts in **8** on the board. Make sure you don't write them in the same order as the prompts. Before doing **9a**, elicit questions from students for each of the prompts you wrote on the board.

WRITING

Students write about their travel experiences, using phrasal verbs from **1a**, the Present Perfect Simple and Past Simple. If you have a class blog, you can ask students to post their travel experiences online and ask other students to comment on them.

FURTHER PRACTICE

Extra Practice 3A SB p117
Workbook Lesson 3A p15

3B Lonely Planet

Student's Book p24–p25

Vocabulary phrases with *travel, get* and *go on*
Grammar Present Perfect Continuous and Present Perfect Simple

QUICK REVIEW This activity reviews Present Perfect Simple questions with *Have you ever … ?*. Students do the activity in pairs. If you think your students will have trouble thinking of questions, write these prompts on the board: *go, do, eat, try, meet, study, see, visit, play, win*. At the end of the activity, ask students to share interesting answers with the class.

1 Focus students on the phrases in the box and check students understand that they must decide whether each phrase is used with the verbs *travel, get* or *go on*. Students should write 1, 2 or 3 next to each phrase, as in the examples.
Students do the activity in pairs, then check their answers in VOCABULARY 3.2 SB p132.
Check students understand all the new words/phrases, referring to the definitions and examples in the dictionary box in the Language Summary if necessary.
Point out that *a journey* refers to travelling in one direction (for example, from London to Paris), while *a trip* includes the return journey (you go to Paris and then come back to London).
Check students remember that *travel* is usually a verb. When we want to use a noun, we usually use *a journey* or *a trip*: *How was your trip/journey*? not ~~*How was your travel?*~~
Also point out that we *get into/out of* a car or a taxi, and *get on/off* public transport (buses, planes, trains, boats, etc.) and bikes/motorbikes.
Highlight that we say *get a taxi home* not ~~*get a taxi to home*~~. Also check students understand *by* in *get here by 10.30* means 'at or before 10.30'.
Model and drill the phrases. Pay particular attention to the pronunciation of *tour* /tʊə/, *journey* /ˈdʒɜːni/, *cruise* /kruːz/, *separately* /ˈseprətli/ and *package* /ˈpækɪdʒ/. Point out the stress on *independently* and *economy*.

2 **a** Students do the exercise on their own. Remind students to use the correct form of the verb in each sentence.
Early finishers can compare their answers in pairs.
Check answers with the class.

1 going on (to go on) **2** get
3 went on **4** travelling **5** get
6 've/have … been on **7** travel

b Students do the exercise on their own.

c Put students into pairs. Students take turns to say their sentences to each other. Encourage students to ask follow-up questions if possible.
Ask students to share a few of their sentences with the class.

Speaking and Reading

3 **a** Check students understand *a guide book, recommend, advantages* /əd'vɑːntɪdʒɪz/ and *disadvantages* /dɪsəd'vɑːntɪdʒɪz/. Drill these words with the class. Also point out that *guide book* can also be written as one word (*guidebook*).
Students discuss the questions in groups. If you have a multilingual class, put students from different countries in each group if possible.
Ask students to share their ideas with the class.

b Focus students on the photos. Ask students who they think Tony and Maureen Wheeler are (the people who started the publishing company *Lonely Planet*). Ask the class if anyone has ever used a Lonely Planet guide book. If so, ask them to tell the class what they thought of it.
Before students read the article, pre-teach *publish, a park bench, a van, a best-seller* and check students remember *an internet forum* and *an app*.
Students do the exercise on their own. Check answers with the class.

1B 2D 3A 4E 5C

4 Students do the exercise on their own. Early finishers can compare answers in pairs.
Check answers with the class. Ask students what they think is the most interesting or surprising thing in the article.

1 For 40 years. 2 They travelled across Europe and Asia to Australia in an old van. 3 In a Singapore hotel room. 4 Over 650 books. 5 It's the Lonely Planet internet forum (and one of the most popular places online for advice on travelling). 6 It also makes TV programmes, publishes a monthly magazine and has apps for your phone.

HELP WITH GRAMMAR
Present Perfect Continuous and Present Perfect Simple

5 **a–e** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 3.2 SB p134. Check answers with the class.
Alternatively, students can do each exercise in turn and check answers with you after each one.

- **a** We usually use the **Present Perfect Continuous** to talk about an **activity** that started in the past and continues in the present: *The company **has been publishing** guide books for 40 years.*
- We usually use the **Present Perfect Simple** to talk about a **state** that started in the past and continues in the present: *The book **has been** a best-seller since it was published in 1973.*
- Focus students on the timelines for these sentences in GRAMMAR 3.2 SB p134, or elicit them onto the board. Check students understand when we use the Present Perfect Continuous by focusing on sentence 1 and asking: *When did Lonely Planet start publishing guide books?* (40 years ago.) *Do they still publish them now?* (Yes, they do.)
- Also check students understand the three **TIPS** below the timelines in the Language Summary.
- Point out that we often use *for* and *since* with the Present Perfect Continuous: *They've been watching TV **for** three hours. I've been trying to call you **since** lunchtime.*
- **b** We make the **positive** form of the Present Perfect Continuous with:
  I/you/we/they + 've or *have + been* + verb+*ing*
  he/she/it + 's or *has + been* + verb+*ing*
- We make the **negative** form of the Present Perfect Continuous with:
  I/you/we/they + haven't + been + verb+*ing*
  he/she/it + hasn't + been + verb+*ing*
- **c** We usually use the **Present Perfect Continuous** to say **how long** an activity has been happening: *Their television company, Lonely Planet TV, has been making programmes since 2004.*
- We usually use the **Present Perfect Simple** to say **how many** things are finished: *Lonely Planet has published over 650 guidebooks since the company began.*
- Check students understand the two **TIPS** below the *How long* and *How many* rules in GRAMMAR 3.2 SB p121.
- **d** We make Present Perfect Continuous questions with: *How long* + *have* or *has* + subject + *been* + verb+*ing* … .
- We make Present Perfect Simple questions with: *How many* (+ noun) + *have* or *has* + subject + past participle … .
- Point out we can also make questions with the Present Perfect Simple and *How much* (+ noun): *How much money have you spent so far?*

6 **a** Go through the example with the class. Students do the exercise on their own. Remind them to use the Present Perfect Continuous if possible, as this often sounds more natural.

b Students compare their answers in pairs, giving reasons why they chose each verb form. Encourage students to refer to the rules in **5a** and **5c** when discussing their answers.
Don't check answers with the class at this stage.

c CD1 24 Play the recording (SB p159). Students listen and check their answers.
Check answers with the class. Ask students to say why they chose each verb form.

2 have … been travelling (activity) 3 's/has been writing (activity); since 4 's/has written (number of things finished) 5 haven't been playing (activity); for 6 has ... had (state) 7 've/have known (state); since 8 've/have … been waiting (activity); for

PRONUNCIATION Play the recording again. Students listen and practise. Check they copy the sentence stress and the weak forms of *been* /bɪn/, *for* /fə/, *have* /əv/ and *has* /əz/ correctly. Play the recording again if necessary.
You can also ask students to turn to Audio Script CD1 ▶ 24, SB p159. They can then follow the sentence stress and weak forms as they listen and practise.

7 Put students into two groups, group A and group B. Students in group A turn to SB p102 and students in group B turn to SB p107. Check they are all looking at the correct exercise.

a Focus students on the photo. Ask students which mountain it is (Mount Kilimanjaro) and which country it's in (Kenya).
Students work on their own and read about Polly's job. Tell students to ignore the gaps at this stage. Ask students what Polly's job is (she writes guide books).

b Students work with a partner from the same group and make questions with *How long … ?* or *How many … ?* to complete the text. Focus students on the examples before they start.
While students are working, monitor and check their questions for accuracy.

Student A
2 How long has she been living in Africa?
3 How many different places has she visited (so far)?
4 How long have they been walking?
5 How many elephants has she seen (so far)?
6 How many times has Polly's guide/Shola climbed Kilimanjaro this year?

Student B
b How long has she been travelling around Kenya?
c How long has she wanted to climb Mount Kilimanjaro/this mountain?
d How far/How many kilometres have they travelled today?
e How long has Polly's guide/Shola been doing this job?
f How long has Polly/she known him/Shola?

c Reorganise the class so that each student from group A is sitting with a student from group B. Students are not allowed to look at each other's text.
Students take turns to ask and answer their questions and fill in the gaps in the text. Student A asks the first question.
Encourage students to give natural short answers at this stage (*For four years. Three.*, etc.).

d Students compare texts and check their answers. Check answers with the class if necessary.

Student A
1 four **2** I left university **3** six **4** 7 a.m. **5** about 15 **6** nine

Student B
a three **b** two weeks **c** I arrived in Africa **d** about 15 **e** 30 years **f** three days

Get ready … Get it right!

8 **a** Focus the students on the prompts and the timeline. Ask students when the person met Marco (in 2001), started living in his/her flat (in 2006) and started his/her job (in July).
Alternatively, draw your own timeline on the board and ask the students similar questions. Students work on their own and draw their own timeline based on the prompts.

b Focus students on the timeline in the Student's Book. Elicit sentences for each prompt on the timeline using the Present Perfect Continuous or the Present Perfect Simple: *I've known Marco since 2001/for … years.; I've been living in my flat since 2006/ for … years.; I've had this job since July.*, etc.
Students work on their own and plan what they are going to say about their timeline, using the Present Perfect Continuous or the Present Perfect Simple with *for* or *since*.

9 **a** Put students into pairs. Students take turns to tell their partner about their timeline using the language they have prepared in **8b**. Encourage students to ask follow-up questions when they want more information, as shown in the example.

b Reorganise the class so that students are working in new pairs. Students tell their new partner five things they remember about the person they talked to in **9a**.
Finally, ask students to share any interesting or unusual information with the class.

EXTRA IDEA

- Ask students to visit the Lonely Planet website and read what it says about their country, town or city.

WRITING

Students write a profile about themselves, based on the information on their timelines. Students can add photos of places, people, etc. to their profiles if they wish. These can be put up around the class next class for other students to read or uploaded to the class blog if you have one.

FURTHER PRACTICE

Ph **Class Activity** 3B The world's greatest traveller p162 (Instructions p143)
Extra Practice 3B SB p117
Workbook Lesson 3B p16

3C VOCABULARY AND SKILLS

Voluntourism

Student's Book p26–p27

Vocabulary word building (1): suffixes for adjectives and nouns
Skills Listening: a radio interview; Reading: holiday blogs

QUICK REVIEW This activity reviews questions in the Present Perfect Continuous with *How long …?*. Elicit the question for the first prompt (*How long have you been coming to this school?*) before organising the class into groups of four. Students do the activity in their groups. Ask groups to share their answers with the class.

Speaking and Listening

1 Pre-teach *childhood* (the time in someone's life when you are a child). Students discuss the questions in pairs. Ask students to share any interesting answers with the class.

2 **a** Tell students they are going to listen to a radio interview with a travel expert. Don't define *voluntourism* at this stage.
CD1 ▸ 25 Students listen to the recording (SB p159) and answer the questions.
Check answers with the class. Check students understand the word *voluntourism* is made from the words *volunteer* and *tourism*.

Voluntourism is when people go to another part of the world on holiday, or on a longer trip, and volunteer to work for free in the place they're visiting. It is becoming very popular because a lot of people want to do something practical to help with all the problems in the world. It's also a great way to get to know the people and culture of the place you're visiting. A lot of older people want more from their holiday than just sitting on a beach or going on guided tours.

b Give students time to read sentences 1–7, then play the recording again. Students listen and choose the correct words, phrases or numbers in the sentences.

c Students compare answers in pairs. Check answers with the class. Ask students what they think of voluntourism and if they would like to go on a voluntourism holiday, giving reasons for their answers.

1 25%; 25 **2** for people of all ages
3 hard **4** have to **5** thinks

HELP WITH LISTENING

Linking (1): consonant–vowel links

This *Help with Listening* section focuses on consonant–vowel linking and shows students that we often link words together in natural spoken English.

4 **a** CD1 ▸ 25 Play the beginning of the recording again. Students listen and notice the consonant–vowel links. Use these examples to show that we usually link words that end in a consonant sound with words that start with a vowel sound.

b Ask students to turn to Audio Script CD1 ▸ 25, SB p159. Play the whole recording again. Students listen, read and follow the linking.

Reading, Vocabulary and Speaking

4 **a** Tell the class that two tourists have written blogs on the Voluntours website. Use the photo of Grenada to pre-teach *a turtle* /ˈtɜːtl/ and *lay eggs*.
Divide the class into two groups, group A and group B. Ask students in group A to cover William's blog and students in group B to cover Shelley's blog.
Students in group A read about Shelley's holiday and answer questions 1–8. Students in group B read about William's holiday and answer the same questions.
Early finishers can compare their answers with a student from the same group. Students are not allowed to read the other blog at this stage.

b Reorganise the class so that each student from group A is working with a student from group B. Students take turns to ask and answer the questions in **4a**. Don't check the answers at this stage.

c Students read their partner's blog and check their answers.
Check answers with the class.

SHELLEY **1** In a village near Kathmandu, in Nepal. **2** For two weeks. **3** She's staying with a Nepalese family in the village and shares a room with another volunteer. **4** She works in a school, mainly helping teachers in the classroom and organising games. She also teaches English to the older children. **5** She goes walking in the mountains. **6** Working with the children. **7** Being away from her family. **8** Yes.
WILLIAM **1** Grenada, in the Caribbean. **2** For three weeks. **3** He's staying at a campsite near the beach and shares a tent with two other volunteers. **4** He protects the turtles from other animals and people who want to steal their eggs. He also checks each turtle's health and measures how big they are. **5** He goes diving around the coral reefs. **6** Watching a turtle walk out of the sea and lay her eggs on the beach. **7** Preparing meals for the group. **8** Yes.

d Discuss the question with the class. Ask students to give reasons for their answers.
Note that students have the opportunity to discuss more voluntourism holidays they can go on at the end of the lesson in **7**.

EXTRA IDEA

- Ask students to read both blogs and underline all the examples of the Present Perfect Continuous and Present Perfect Simple they can find. Students can then compare their answers in pairs or groups.

HELP WITH VOCABULARY

Word formation (1): suffixes for nouns and adjectives

5 **a–c** Focus students on the introductory bullet and check students understand what a suffix is.
Students do exercises **a–c** on their own or in pairs.
While they are working, draw the table from **5b** on the board so that you are ready to check their answers. Make each row of the table deep enough for three words, so you can include the answers to **5e** in the same table. Check answers with the class.

- **a** The adjectives are in pink. The nouns are in blue.
- The suffixes are: *kindness, patience, comfortable, healthy, dangerous, difficulty, natural, popularity*.
- **b** Check answers with the class by pointing to each space in the table on the board and eliciting the correct word (see the table in VOCABULARY 3.3 SB p133).
- Point out that we can often tell whether a word is a noun or an adjective by looking at the suffix. Also highlight that both nouns and adjectives can end in *-y* (*difficulty, healthy*, etc.).
- Drill the words with the class. Highlight that *comfortable* is three syllables, not four. Point out the different stress pattern in *popular/popularity*.
- Note that the *Help with Pronunciation* section for this unit (SB p29) focuses on the use of the schwa /ə/ in suffixes.
- **c** *Difficult, kind, popular, danger, comfort* and *health* only add the suffix. *Patient* → *patience* and *nature* → *natural* have extra changes in spelling. Use these examples to show we sometimes have to change the spelling if a word ends in *-t* or *-e*.

d–f Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 3.3 SB p133. Check answers with the class.

- **d** Check answers by asking students where each of the words in **5d** goes in the table on the board (see the table in VOCABULARY 3.3 SB p133).
- Be prepared to teach the meanings of any words students might not know (for example *modesty*).
- Point out that we describe places with lots of tourists as *touristy*, not ~~*touristic*~~ (which doesn't exist in English).
- **e** Elicit the matching nouns and adjectives for the words in **7d** and write them in the table on the board (see VOCABULARY 3.3 SB p133).
- Drill the words with the class. Highlight the pronunciation of *knowledge* /ˈnɒlɪdʒ/ and *knowledgeable* /ˈnɒlɪdʒəbl/, and the different stress patterns in *possible/possibility* and *active/activity*.
- Point out that words ending in *-y* (*lazy* → *laziness*, etc.) often change their spelling from *y* → *i*.

6 Put students into pairs. Students take turns to test each other on the nouns and adjectives in **5b** and **5d**, as shown in the speech bubbles.

7 Put students into groups of three. Student As turn to SB p105. Student Bs turn to SB p110. Student Cs turn to SB p113. Check students are all looking at the correct exercise.

a Students read the fact files about the voluntourism holidays and make notes on the main points. Point out that they are going to tell the other members of their group about the holiday (without looking at the fact file) before they begin.
While they are working, monitor and help students with any vocabulary problems.

b Ask students to close their books. Students do the activity in their groups. Encourage students to tell their partners as much about their holidays as they can remember without looking at their books.
While students are working, monitor and help with any communication problems.

c Students do the activity in their groups.

d Students tell the class which holiday they've chosen, giving reasons for their choices.
Finally, ask the class to vote on which holiday is the most popular.

EXTRA IDEA

- If you have a young class and feel the activity in **7** is not appropriate, ask students to make a list of five things that they think make a good holiday (a nice beach, a quiet hotel, etc.). Then reorganise the class so that students are working together in groups of four. Students compare lists and decide on the five best things from both lists. Finally, either put the class in larger groups or finish the discussion with the whole class. Students agree on the five best things that make a good holiday.

WRITING

Ask students to imagine they are on the voluntourism holiday they chose in **7**. Students write a blog entry describing the holiday, similar to Shelley and William's blog entries. If you have a class blog, students can post their entries online.
Alternatively, ask students to write a description of the last holiday they had, or the best holiday they've ever been on.

FURTHER PRACTICE

Ph **Class Activity** 3C Suffix dominoes p163 (Instructions p143)
Extra Practice 3C SB p117
Workbook Lesson 3C p18

A trip to India

Student's Book p28–p29

QUICK REVIEW This activity reviews suffixes for adjectives and nouns. Put students into pairs. Student As write six adjectives that they can remember from lesson 3C (*kind*, *patient,* etc.). Student Bs write six nouns they can remember from the same lesson (*comfort, sadness*, etc.). Students work with their partner and take turns to say their words. Their partner says the corresponding noun or adjective, as in the example.

1 Focus students on the photos and ask them which country this is (India). Tell students that the main photo is a street called Chandhi Chowk in Delhi, the capital of India. Ask students the name of the building in the small photo (the Taj Mahal).
Students do the activity in groups. Ask students to share their ideas with the class.
Alternatively, do the activity with the whole class.

EXTRA IDEA

- If you think your students will have difficulty thinking of things they know about India, write these prompts on the board before they begin: *population, languages, cities, famous tourist sites, sport, food, films, industry, wildlife, history, religion, geography, neighbouring countries,* etc.

2 **a** Focus students on the photo on SB p29. Ask students what they remember about Charlie and Rebecca (they're married, they have a baby called Harry, Charlie works for a travel company and has problems sleeping, etc.). Tell students that Ella is Rebecca's sister and that Mike is Ella's boyfriend. Also tell the class that Ella and Mike are going on a trip to Delhi soon and are asking Charlie and Rebecca for recommendations.
VIDEO 3 CD1 26 Give students time to read the topics, then play the video or audio recording (SB p159). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book. Students listen and tick the topics they talk about.
Ask the class which two topics they don't talk about (the best time to visit; changing money).

b Point out the Red Fort in the main photo on SB p28 and ask students if they know which Indian city the Taj Mahal is in (Agra). Also use the main photo to pre-teach *a rickshaw* (a small motorised vehicle that carries people around a town or city). Tell students that Connaught /ˈkɒnɔːt/ Place is an important commercial and shopping centre in Delhi.
Give students time to read sentences 1–6, then play the video or audio recording again. Students listen, tick the true sentences and correct the false ones.
Students compare answers in pairs. Check answers with the class.

1T 2F It's better to travel to other cities by **train**. 3F Ellen and Mike **shouldn't** visit the museums in Delhi. 4T 5T 6F There are **lots of** really good restaurants in Connaught Place.

REAL WORLD

Asking for and making recommendations

3 **a–c** Students do the exercises on their own or in pairs, then check answers in REAL WORLD 3.1 SB p134. Check answers with the class.

- **a** 2 best 3 visiting 4 about 5 tips 6 best 7 recommend 8 definitely 9 worth 10 must 11 bother 12 worth 13 Don't 14 wouldn't 15 know 16 sounds 17 useful 18 heard
- **b** 1 After *It's (well/not) worth …* we use verb+*ing*: *That's well worth* ***seeing****.*
  2 After *Don't bother …* we use verb+*ing*: *Don't bother* ***going*** *to the museums.*
  3 After *I'd/I wouldn't …* we use the infinitive: *I'd* ***recommend*** *the trains.*

4 CD1 27 PRONUNCIATION Play the recording. Students listen and practise. Check students copy the sentence stress correctly. Play the recording again if necessary.

5 **a** Students work on their own and write conversations from the prompts, as in the example.
b Students compare answers in pairs. Check answers with the class.

1
A Do you know any good places to eat in town?
B Well, you **should** definitely go **to** Nero's in the city centre.
A What **about** places near where we're staying?
B **I'd** recommend the Grove Restaurant. It's opposite the hotel.
A Thanks, that**'s really** useful.
2
A Where**'s the** best place **to** stay?
B **It's** probably best **to** stay in the Madison. It's the nicest hotel in the city.
A OK, thanks. **Have you** got **any** other tips?
B I **wouldn't** carry too much money at night.
A **That's** good **to** know. Thanks.
3
A What **are** the best places **to** visit in the city centre?
B **You (really)** must go to the National Art Gallery. It's amazing.
A What else **is** worth **seeing**? Are there any good museums?
B Well, I **wouldn't** bother **going to** the City Museum. It**'s** not worth **visiting**, I **don't** think.
A Yes, **I've heard that** before.

c Students practise the conversations with their partners. You can ask students to memorise the conversations and then practise them without looking at the Student's Book.
Ask a few pairs to role-play a conversation for the class.

6 **a** Students do the exercise on their own. They can make recommendations based on the topics in **2a** or their own ideas. Encourage students to choose unusual places if possible, and not the town or city they are in now.
Encourage students to make notes (time to visit: Sept to Dec; see: museums, opera house; not see: art gallery, etc.) but not to write complete sentences.

EXTRA IDEA

- Before doing **6a**, put students into pairs and give them a few moments to choose a place they know, but their partner doesn't know. Then ask students to do **6a** on their own.

b Put students to work in pairs. If possible, ask students who have chosen different places to work together.
Students do the activity in their pairs. If your students have chosen different places, they should take turns to ask for and give recommendations, using language from **3a**.
If a pair of students has chosen the same place, they should take turns to be a tourist and ask their partner for recommendations.
While they are working, monitor and check they are asking for and giving recommendations correctly.
Finally, ask students to tell the class the most interesting recommendation or the most useful tip they received from their partner.

EXTRA IDEA

- If you have a multilingual class, ask students from the same country to work together to prepare recommendations for tourists visiting their country. If you have only one student from a particular country, he/she can work alone. When students are ready, put students into pairs with someone from a different country. Students take turns to ask for and give recommendations using the language from **3a**.

WRITING

Students write recommendations for students visiting the town, city or country they chose in **6a**, or the town, city or country they are in now. These can be put up around the room for other students to read, or posted on the class blog if you have one.
Alternatively, ask students to imagine that some friends from the UK are coming to visit their town, city or country. Students write their friends an email recommending things to do and see, places to stay/eat, etc.

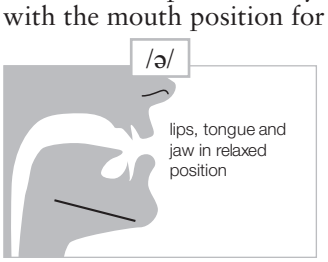
FURTHER PRACTICE

Ph **Class Activity** 3D Blockbuster p164–p166 (Instructions p144)
Ph **Vocabulary Plus** 3 Travelling by car p203 (Instructions p197)
Extra Practice 3 SB p117
Workbook Lesson 3D p19
Workbook Reading and Writing Portfolio 3 p68
Ph **Progress Test** 3 p244–p245

HELP WITH PRONUNCIATION

The schwa /ə/ in suffixes

1 **a** Focus students on the words in the box. Remind students that they studied some of these words in lesson 3C.
CD1 ▶ **28** Play the recording. Students listen and notice how we say the suffixes in blue. Point out that the vowel sound in each suffix is a schwa /ə/. If students have problems saying the schwa, help them with the mouth position for this sound.



To make the /ə/ sound, the mouth is slightly open and the lips, tongue and jaw are relaxed. Also point out that /ə/ is a short sound.

Remind students that the /ə/ sound is often used in weak forms (*do* /də/, *you* /jə/, *at* /ət/, *can* /kən/ etc.) and that it is the most common sound in English.

b Play the recording again. Students listen and repeat the words. Check they are pronouncing the suffixes correctly. Ask students if the suffixes are stressed (they aren't).

2 **a** Students do the exercise on their own. Check answers with the class if necessary.

1 dangerous, ambitious, adventurous **2** accountant, assistant, important **3** knowledgeable, reliable, fashionable **4** happiness, sadness, illness **5** director, visitors, author, doctor, actor **6** discussion, decision, revision **7** traditional, medical, natural, herbal **8** disappointment, government, improvement, unemployment

b CD1 ▶ **29** Play the recording. Students listen and practise the sentences. Play the recording again, pausing if necessary to give time for individual students to practise each sentence.

c Students work in pairs and take turns to say the sentences. Encourage students to check their partner's pronunciation is correct before moving on to the next sentence. While they are working, monitor and help students with any difficulties.
Finally, ask each student to say one of the sentences for the class.

continue2learn

Focus students on the *continue2learn* section on SB p29. See p36 for ideas on how to use this section in class.

Extra Practice 3 SB p117

See p37 for ideas on how to use this section in class.

3A

1 **pick up** your parents; **get around** the UK; **check in** at reception; **check out** at 10 a.m.; **look after** a cat; **go away** for a week; **deal with** problems; **get back** from Spain; **put up with** a lot of noise; **see them off** at the airport; **look forward to** a holiday

2 **1** Have **2** been **3** 've been **4** visited **5** went **6** Did **7** enjoy **8** had **9** gone **10** Did **11** say **12** didn't **13** phoned **14** gone

3B

3 **2** go on **3** get **4** travel **5** get **6** go on **7** travel **8** go on **9** travel

4 **2** Marco and Luis **have** been studying English for three years. **3** My son's **had** this bike for six months. **4** She's **been** working for the company since July. **5** They've been living in their flat **for** ten years. **6** I've **liked** this band since I was a child. **7** We've been waiting for the train **for** two hours. **8** I've **known** my boss for five years.

5 **2** How long has she been living in Moscow? **3** How long have they been chatting online? **4** How many art galleries has he visited this month? **5** How many English teachers have you had in your life? **6** How long have you had your laptop? **7** How many companies has he worked for? **8** How long has she been working?

3C

6 **a** **2**A **3**N **4**A **5**N **6**A **7**N **8**N **9**A **10**A **11**N **12**A **13**N **14**A **15**N **16**A

b **2** health **3** famous **4** honesty **5** sad **6** patience **7** natural **8** comfortable **9** fashion **10** tradition **11** active **12** popularity **13** confident **14** possible **15** modest **16** adventure

3D

7 **1** know **2** recommend **3** sounds **4** best **5** get **6** It's **7** to take **8** go **9** to see **10** to know **11** tips **12** should **13** bother **14** seeing **15** that **16** buy **17** that's

Progress Portfolio 3

- See p37 for ideas on how to use this section in class.

4A Musical experiences

Student's Book p30–p31

Vocabulary collocations (2): music
Grammar Past Simple and Past Continuous; *used to*

QUICK REVIEW This activity reviews ways of asking for and making recommendations. Students do the activity in pairs. Early finishers can swap roles and repeat the activity. At the end of the activity, ask a few pairs to share their recommendations with the class.

Vocabulary and Speaking

Collocations (2): music

1 Students do the exercise in pairs, then check their answers in VOCABULARY 4.1 SB p135.
Check answers with the class. Also check that students understand all the new words in the dictionary box in the Language Summary.
Remind students that *a gig* is an informal word for any kind of concert except a classical concert.
Highlight that we can also use *tour* as a verb. (*My favourite band are touring at the moment.*)
Point out that we can also use *live* to talk about TV programmes or sporting events we can see at the same time as they are happening.
You can also teach *a venue* /'venjuː/ to talk about a place where bands or singers play concerts: *There are lots of great venues in London.*
Model and drill the phrases, highlighting the pronunciation of *tour* /tʊə/ and *live* /laɪv/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

be a big fan of a singer/band; **release** a new single/album/CD; **do** an encore; **download** a track onto my phone; **be/go** on tour; **have** an album/a CD in the charts; **see** someone play live; **be/go** onstage

2 **a** Pre-teach *a composer* (Bach, Beethoven, etc.). Students do the exercise on their own. Encourage students to think of at least two phrases from **1** that they can use to talk about each band, musician, composer or singer they have chosen.

b Students do the activity in pairs. Remind students to ask follow-up questions to find out more information before they begin.
Ask students to share interesting ideas with the class. Note that students talk about their best ever musical experiences in **10**, so don't go into too much detail about specific events here.

EXTRA IDEA

- Use mime to teach students some vocabulary for musical instruments, for example *guitar, drums, bass guitar, violin, piano,* etc. Ask students what the words for the people who play these instruments are (*a guitarist, a drummer, a bass guitarist, a violinist, a pianist*, etc.).

Reading

3 Focus students on the photos. Ask students if they know who is singing in the top photo (Lady Gaga) and what they know about her. Also ask students where the people are in the bottom photo (in a club) and what the man's job is (he's the DJ /'diːdʒeɪ/). Point out that we can use *DJ* as a noun and a verb.
Check students understand the phrase *best ever musical experience*. Pre-teach and drill *a costume* /'kɒstjuːm/, *a souvenir* /suːvə'nɪə/ and *turn up* (= arrive at a place).
Students do the exercise on their own. Early finishers can compare answers in pairs.
Check answers with the class.

The concert was special for **Nikki** because it was her 21st birthday and she caught one of Lady Gaga's shoes, which she still keeps as a souvenir of the gig. **Danny**'s experience was special because he played in front of 1,000 people in a London club and all the clubbers were dancing and having a good time.

4 **a** Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class. If necessary, point out that eBay is a website where people can buy and sell things online.

1 Five years ago.
2 Near the front.
3 For over two hours.
4 He wanted to sell it on eBay.
5 At friends' parties (in Dublin).
6 In a club in London called Dreamworld.
7 Because the main DJ didn't turn up.
8 Because he broke his arm.

EXTRA IDEA

- Ask students to read the texts again and find as many phrases from **1** as they can.

HELP WITH GRAMMAR

Past Simple and Past Continuous; *used to*

5 **a–c** Check students understand *a habit* (something you do often or regularly).
Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 4.1 SB p136.
While they are working, draw the timeline on SB p136 on the board. Check answers with the class.

- **a** **Past Simple** a (*bought*); *moved* b *listened; practised* c *wanted; loved*
- Past Continuous a *(was living); was standing* b *were singing; were dancing* c *was doing; was playing*

- Focus students on the timeline on the board and use it to highlight the relationship between the two tenses. Ask students which is the longer action (*was doing*) and which is the shorter action (*threw*).
- Point out that we can also use the Past Continuous when the longer action is interrupted: *While we were having a picnic, it started to rain.* (so we went home)
- Also point out that we don't usually use the Past Continuous with state verbs: *I had an old car*. not ~~*I was having an old car*~~.
- Remind students that we can use *when* or *while* with the Past Continuous: *He called me when/ while I was waiting for the train*. We don't usually use *while* with the Past Simple: ~~***While** he phoned me, I was waiting for a train*~~.
- **b** We make the Past Simple **positive** of regular verbs by adding *-ed* or *-d* to the infinitive: *work* → *work**ed***, *live* → *live**d***, etc. Remind students that there are no rules for irregular verbs and point out that there's an Irregular Verb List on SB p175.
- We make the Past Simple **negative** with: subject + *didn't* + infinitive.
  We make Past Simple **questions** with: (question word) + *did* + subject + infinitive.
- We make the Past Continuous **positive** and **negative** with: subject + *was, were, wasn't* or *weren't* + verb+*ing*.
  We make Past Continuous **questions** with: (question word) + *was* or *were* + subject + verb+*ing*.

6 **a–c** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 4.2 SB p137. Check answers with the class.

- **a** **1** Sentences a, b and c. **2** We can use *used to* in sentence b because it's a repeated action or a habit in the past: *I used to listen to her second album all the time*. We can also use *used to* in sentence c because it's a state in the past: *I used to be one of Lady Gaga's biggest fans*. We can't use *used to* in sentence d because the sentence talks about one action in the past.
- Point out that we can only use *used to* to talk about the past. When we want to talk about habits or repeated actions in the present, we use *usually* + Present Simple: *I **used to work** at the weekend*. (I don't work at the weekend now.)
  I usually work at the weekend. (I work at the weekend now.)
- **b** We make **positive** sentences with *used to* with: subject + *used to* + infinitive.
- We make **negative** sentences with *used to* with: subject + *didn't* + *use to* + infinitive.
- We make **questions** with *used to* with: (question word) + *did* + subject + *use to* + infinitive.
- Point out that *used to* is the same for all subjects and highlight the spelling of *use to* in the negative and question forms.
- Also highlight that we can make negative sentences with *didn't use to* or *never used to*: *I never used to go to gigs when I was young.*
- Point out that the short answers to *yes/no* questions with *used to* are: *Yes, I did./No, I didn't.; Yes, he did./No, he didn't.*, etc.

7 CD1 ▸ 30 PRONUNCIATION Play the recording (SB p159). Students listen and practise. Check students copy the sentence stress and weak forms correctly. Play the recording again if necessary.

8 **a** Focus students on the photo. Ask students what the people are doing (playing a classical concert) and what instrument the girls are playing (the violin). Use the photo and context to teach *an orchestra* /ˈɔːkɪstrə/ and *the audience* /ˈɔːdiənts/.
Students do the exercise on their own. Tell students not to worry about the verbs at this stage.
Check the answer with the class. Note that the Schools Prom is an event that takes place every year in November at the Royal Albert Hall in London. Over 3,000 young musicians and singers from all over the UK come together to perform for three nights in front of thousands of people.

Sophie's best ever musical experience was playing at the Schools Prom at the Albert Hall in London.

b Students do the exercise on their own. Before they begin, check students understand that sometimes both verb forms are possible.

c Students compare answers in pairs. Check answers with the class.

2 played **3** both are possible **4** gave **5** both are possible **6** loved **7** joined **8** won **9** was **10** arrived **11** were waiting **12** started **13** got **14** began **15** were playing **16** noticed **17** looked

9 **a** Students do the exercise on their own. Tell students to use a form of *used to* in their questions if possible.
Check questions with the class. Point out that we use *used to* (without *did*) in question 1 because it is a subject question. Note that all the questions would also be correct in the Past Simple.

1 Who used to be your best friend when you were 12? **2** When did you first meet him or her? **3** Did you use to like the same music? **4** Did you use to go to gigs together? **5** Did you use to buy the same singles or albums? **6** Did you use to like the same TV programmes? **7** When did you last see him or her?

b Give students a minute or two to think of their answers to the questions in **9a**.
Put students into pairs. Students take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible.
Ask students to share interesting information about their partners with the class.

Get ready … Get it right!

10 Put students into groups of three or four. Ask all the students to look at SB p113. Check they are all looking at the correct exercise.

a Students work on their own and make notes on their best ever musical experience based on the prompts. Point out that the experience could be a concert, a club night, a festival, etc. that they have been to (or performed at) at any time in their lives.
While students are working, monitor and help with language and ideas. Make sure students write notes, not complete sentences.

b Students work in their groups and take turns to talk about their best ever musical experiences. Encourage other students to ask questions to find out more information. While they are working, monitor and help with any communication difficulties.
After all the students in each group have shared their musical experiences, the group decides which one was the best.
Finally, ask each group to tell the class about the most interesting musical experience in the group.

EXTRA IDEA

- To demonstrate the activity for the class, begin by telling the class about your best ever musical experience, based on the prompts in SB p113. When you have finished, allow time for students to ask questions to find out more information.

WRITING

Students write about their best ever musical experiences they described in **10**. Remind them to use Past Simple, Past Continuous and *used to* in their descriptions. Students can post their descriptions on the class blog if you have one, or their work can be put up around the room for other students to read.

FURTHER PRACTICE

Ph **Class Activity** 4A Celebrity engagement p167 (Instructions p144)
Extra Practice 2A SB p118
Workbook Lesson 4A p20

4B Modern adventurers

Student's Book p32–p33

Vocabulary adjectives (2): character
Grammar Past Perfect

QUICK REVIEW This activity reviews the Past Continuous. Students work on their own and write three true and three false sentences. Put students into pairs and ask them to swap sentences. Students ask questions about each of their partner's sentences to try and find out which ones are false. Ask students to share a few of their true sentences with the class.

Vocabulary and Speaking

Adjectives (2): character

1 **a** Students work in pairs and discuss which of the character adjectives they know, then check the meanings of new words in VOCABULARY 4.2 SB p135.
Highlight the difference between *sensible* and *sensitive* by asking: *What does a sensible person do the day before an exam?* (revise, go to bed early, etc.). Note that *sensitive* can also have a negative meaning (easily upset by things people say or do), which you may also want to teach.
Ask students which adjectives have a negative meaning (*stubborn*, *mean*, *aggressive*, *optimistic*).

Model and drill the words. Highlight the pronunciation of *sensible* /'sensɪbəl/, *determined* /dɪ'tɜːmɪnd/, *stubborn* /'stʌbən/, *ambitious* /æm'bɪʃəs/ and *responsible* /rɪ'spɒnsɪbəl/, and the stress on *independent* and *organised*.

b Students do the exercise on their own. Encourage students to choose at least two adjectives for each person and reasons why they chose those adjectives.

c Students do the exercise in pairs. Encourage students to ask questions about each person their partner describes.
At the end of the activity, each pair decides which of the people they talked about is the most interesting. Ask a few pairs to tell the class about the person they chose.

EXTRA IDEA

- Students work in pairs or groups and think of famous people that they could describe with the adjectives in **1a**. Alternatively, write the names of some famous people that you think your class will know on the board. Put students into groups and ask them to decide which adjectives they would use to describe each person.

Listening and Speaking

2 Students do the activity in new pairs.

Ask students to share interesting stories and ideas with the class. Don't go into detail about the answers to question 3, as students will be able to check their ideas in **3**.

3 **a** Be prepared with photos, board illustrations, definitions, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to highlight which words/phrases you need to pre-teach to help students understand the conversation they're about to listen to. This vocabulary is not in the Language Summary.

Point out that *sting* is also an irregular verb (*sting, stung, stung*).

Drill the words/phrases with the class, highlighting the pronunciation of *jungle* /ˈdʒʌŋgl/.

b Tell the class they are going to listen to a conversation between two TV producers, Paul and Josie. Check students understand what a TV producer does (makes TV programmes).

CD1 ▸ 31 Give students time to read questions 1–4, then play the recording (SB p160). Students listen and answer the questions.

Ask students to compare answers in pairs. Check answers with the class.

1 It's about a man called Ed Stafford, who became the first man to walk the length of the River Amazon in 2010.
2 He sometimes ran out of food and had to eat what he could find. He was bitten a lot by mosquitoes and ants, and stung by wasps and scorpions.
3 Because every day Ed wrote his blog or uploaded a video of his journey onto his website.
4 He had a rest, then a few weeks later he ran four marathons in 27 hours.

4 **a** Students do the exercise in pairs.

b CD1 ▸ 31 Play the recording again. Students listen and check their answers.

c Students work in new pairs and compare answers. Check answers with the class.

Ask the class which adjectives in **1a** describe Ed Stafford (possible answers: adventurous, brave, determined, independent, stubborn, ambitious, confident, practical).

a Ed Stafford finished his walk in 2010. **b** The walk took him 2½ years. **c** Luke Collyer was Ed's friend and they started the walk together. **d** Luke went home after 68 days. **e** Cho was a Peruvian guide who joined the expedition after Luke left. He planned to only walk with Ed for 5 days, but ended up staying with him till the end. **f** Ed walked a total of 6,000 miles on the expedition. **g** Ed got 200,000 mosquito and ant bites. **h** He also got 600 wasp stings and 12 scorpion stings. **i** When Ed got home, he ran four marathons in 27 hours.

HELP WITH GRAMMAR Past Perfect

5 **a–e** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 4.3 ▸ SB p137. Check answers with the class.

- **a** 1 had gone; had sent; 'd walked 2 joined; read; calculated 3 joined; read; calculated 4 had gone; had sent; 'd walked
- **b** When there is more than one action in the past, we often use the Past Perfect for the action that happened first. The Past Perfect is sometimes referred to as 'past-in-the-past'.
- **c** In the first sentence, I turned on the TV, then the programme started almost immediately. In the second sentence, first the programme started, then I turned on the TV.
- Highlight that if the order of past events is clear from the context, we don't usually use the Past Perfect: *We had dinner, watched TV and then went to bed.*
- Similarly, we don't always use the Past Perfect with *before* and *after* because the order of events is clear: *We (had) finished eating before they arrived.*
- **d** We make the Past Perfect **positive** with: subject + *had* or *'d* + past participle.
  We make the Past Perfect **negative** with: subject + *hadn't* + past participle.
- Highlight that we usually use *had* after names and nouns (*Luke had gone, people had sent,* etc.) and *'d* after pronouns (*he'd walked*, etc.).
- Point out that we can make Past Perfect questions with: (question word) + *had* + subject + past participle (*What had he done before he became an explorer?*), but these questions are not very common.
- Tell students the Past Perfect is the same for all subjects, and that the short answers to Past Perfect *yes/no* questions are: *Yes, I had./ No, I hadn't*, etc.
- Check students understand the rest of the **TIPS** in GRAMMAR 4.2 ▸ SB p137.

6 Focus students on the examples and highlight the sentence stress and the weak form of *had* /əd/.

CD1 ▸ 32 PRONUNCIATION Play the recording (SB p160). Students listen and practise. Encourage students to copy the sentence stress and weak forms. Play the recording again if necessary.

EXTRA IDEA

- Ask students to look at **Audio Script** CD1 ▸ 32, SB p160. Play the recording again. Students listen and underline all the examples of the Past Perfect they can find.

7 **a** Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.

If students are having difficulties with any of the sentences, ask them which action they think happened first and which happened second.

2 hadn't thought; heard **3** went; 'd/had sold out **4** had finished; got **5** invited; 'd/had arranged **6** got; 'd/had forgotten **7** asked; 'd/had already booked **8** saw; was; hadn't seen

HELP WITH LISTENING

Past Simple or Past Perfect

This *Help with Listening* section highlights how we say the Past Perfect and helps students to hear the difference between the Past Simple and the Past Perfect.

8 **a** CD1 ▸ **33** Play the recording. Students listen and notice the difference between the Past Simple verb forms in pink and the Past Perfect verb forms in blue.
Play the recording again, highlighting the contracted form *'d* in *I'd* and *He'd*, and the weak form of *had* /əd/ in *My parents had bought it.* and *Nick had worked there.*

b CD1 ▸ **34** Play the recording (SB p160). Students listen to six pairs of sentences and decide which tense they hear first.
Play the recording again, pausing after each sentence to check students' answers.

1 Past Simple **2** Past Perfect **3** Past Simple
4 Past Perfect **5** Past Perfect **6** Past Simple

9 **a** Focus students on the photo of Martin Strel. Students read the text to find out his connection to Ed Stafford. You can set a time limit of one minute to encourage students to read for gist. Tell students not to worry about the gaps at this stage.
Check the answer with the class. (Martin Strel was the first man to swim the Amazon, while Ed Stafford was the first man to walk the Amazon.) Ask students which achievement they think was the most difficult, giving reasons for their answers.

b Students do the exercise on their own. Early finishers can compare answers in pairs.

c CD1 ▸ **35** Play the recording (SB p160). Students listen and check their answers.
Play the recording again, pausing after each sentence to check answers with the class.

2 became **3** had already tried **4** swam **5** took **6** 'd/had broken **7** swam **8** had ever done **9** travelled **10** swam **11** arrived **12** 'd/had been

Get ready … Get it right!

10 Put students into groups of three or four. Ask all the students to look at SB p114. Check they are all looking at the correct exercise.

a Students work on their own and make notes about an interesting journey they've been on. If necessary, go through the prompts with the class before they begin. Tell students to write brief notes on each of the prompts, not complete sentences. Also ask students to consider when they might use the Past Perfect in their stories.
While they are working, monitor and help students with ideas and vocabulary.

b Students work in their groups and take turns to tell their stories. Students can ask questions to find out more information about their partners' stories.
While they are working, monitor and correct any mistakes you hear, as well as praising appropriate use of past verb forms.
When all the students have finished, ask them to decide which story is the most interesting.

c Ask students to tell the class about the most interesting journey in each group.
Finally, ask students to decide which was the most interesting story in the class.

EXTRA IDEA

- Begin the activity by telling the class about an interesting journey you have been on. Make sure that you include a few examples of the Past Perfect in your story.

WRITING

Students write a description of the interesting journey they discussed in **10**. Tell students to use at least three examples of the Past Perfect in their story.

FURTHER PRACTICE

Ph **Class Activity** 4B Rainforest adventure p168 (Instructions p144)
Ph **Vocabulary Plus** 4 Compound adjectives for character p204 (Instructions p198)
Ph **Study Skills** 2 Using dictionaries for pronunciation p232 (Instructions p229)
Extra Practice 4B SB p118
Workbook Lesson 4B p21

4C VOCABULARY AND SKILLS

Unusual days out

Student's Book p34–p35

Vocabulary guessing meaning from context
Skills Reading: a magazine article; Listening: a radio discussion

QUICK REVIEW This activity reviews the Past Perfect. Students do the first part of the activity on their own. Put students into pairs. Students take turns to talk about the things on their list, as in the example. Students then decide if any of the things they talked about are the same. Ask students to share these ideas with the class.

Speaking and Reading

1 **a** Students do the activity on their own.

b Students do the activity in pairs. Ask students from different countries to work together if possible. If your students are from the same country, ask a few pairs to tell the class the top five places on their lists. If you have a multilingual class, ask a few students to tell the class about one or two places on their lists.

EXTRA IDEA

- If all your students are from the same country, put pairs into groups of four after they have done **1b**. Students decide the top five places from both pairs' lists. Then ask each group to tell the class their top five places. Students can then decide on a top-five list for the whole class.

2 **a** Put students into new pairs. Students discuss what they can see in photos A–E.

b Students do the exercise on their own, then compare answers with their partner. Tell students not to worry about the blue and pink words in the article at this stage. Check answers with the class.

A the Hamburger museum **B** the Marikina Shoe Museum **C** the Cancún Underwater Museum **D** the Museum of Bad Art **E** the Miniatur Wunderland

c Students do the exercise on their own.

d Students compare answers in pairs. Students should also decide which of the museums they would most like to visit.
Check answers with the class. Ask students which museum they would most like to visit, giving reasons for their choices.

1 In Massachusetts, USA, and online. **2** Imelda Marcos was the wife of the President of the Philippines. She had over 3,000 pairs of shoes. **3** You can dive or snorkel to explore the museum, or you can hire a glass-bottomed boat. **4** Because it is a very large museum with hundreds of trains and thousands of people, but all of the things in the museum are very small. **5** Burger-shaped biscuit jars, clocks, hats, music boxes, pencil holders, children's toys, a bed shaped like a giant cheeseburger, a hamburger-shaped Harley-Davidson motorbike.

HELP WITH VOCABULARY

Guessing meaning from context

3 **a–b** Discuss the importance of being able to guess meaning from context with the class. Point out that you can sometimes guess the meaning of a word by:

- deciding which part of speech it is.
- understanding the rest of the sentence and the general meaning of the text.
- recognising a similar word in your language or another language you know.

Remind students to be careful of words/phrases that are 'false friends' in their language when guessing meaning from context. Ask students what false friends they know in their language or languages.
Focus the students on the words in blue in the article. Students do exercises **a** and **b** on their own, then check their answers in VOCABULARY 4.3 SB p136.
Check answers with the class.

- **a–b** **1** verb (past participle of a regular verb), a **2** adjective, b **3** adjective, b **4** noun, a **5** verb, b **6** plural noun, a **7** adjective, b **8** verb (past participle of a phrasal verb), a
- Point out *highlight* can also be a regular verb, and that *peckish* is an informal adjective.
- Model and drill the words, highlighting the pronunciation of *wandered* /ˈwɒndəd/, *bizarre* /bɪˈzɑː/ and *carriages* /ˈkærɪdʒɪz/.

c–d Put students into pairs and ask them to look at the words in pink in the article. Students decide what parts of speech the words are and guess what the words mean from the context, then check their ideas in VOCABULARY 4.3 SB p136.
Check answers with the class.

- **c** See the dictionary box in VOCABULARY 4.3 SB p136 for definitions of the words in pink in the article.
- Point out that *display* can also be a noun.
- Model and drill the words, highlighting the pronunciation of *sculptures* /ˈskʌlptʃəz/ and *miniature* /ˈmɪnətʃə/. Also highlight the stress in *breathtaking* and *impressive*.

EXTRA IDEA

- In future classes, when your students have done all the exercises for a reading or listening text, ask students to read the text again and underline four words/phrases they don't know. Students work in pairs and try to guess the part of speech and meaning of the words/phrases from the context. Students can check their ideas in a dictionary or with you.

Listening and Speaking

4 **a** Check students understand the phrase *a free day out* (something interesting you can do in a town or city that doesn't cost any money).
Students discuss the question in groups. Ask students to think of at least four places people can go for a free day out in the town or city they are in now.
Students share their ideas with the class. Students can also decide which is the best free day out.

b Tell the class they are going to listen to a radio programme about free days out in London.
Give students time to read the prompts. Tell the class that the Houses of Parliament is where the British government debates and passes new laws. Pre-teach *a trial* (the process in a court to decide if a person is guilty of committing a crime) and tell the class that the Old Bailey is the UK's most important criminal court.
CD1 ▸ 36 Play the recording (SB p160). Students listen and put the things in the order they are discussed. Check answers with the class.

1 museums and art galleries 2 downloadable walking tours 3 free music 4 radio and TV programmes 5 the Houses of Parliament 6 a trial at the Old Bailey 7 city farms

c Give students time to read sentences 1–7, then play the recording again. Students listen, tick the true sentences and correct the false ones.

d Students compare answers in pairs and decide which of the free activities discussed on the programme they would like to do.
Check answers with the class. Ask students which of the free activities they'd like to do, giving reasons for their answers.

1 ✓ 2 You **don't** need to take a map when you follow a downloadable walking tour. 3 You can see free opera at lunchtime on **Mondays**. 4 ✓ 5 You **can't** go on a tour of the Houses of Parliament for free. 6 ✓ 7 You **can** feed the animals at city farms.

HELP WITH LISTENING
Linking (2): /w/, /j/ and /r/ sounds

This *Help with Listening* section introduces extra linking sounds that we often use to link words together in natural spoken English.

5 **a** Go through the introductory bullet point with the class. Point out that we use the extra sounds /w/, /j/ and /r/ to link words that end with a vowel sound with words that begin with a vowel sound. Focus students on the table to show which sounds at the end of a word produce each linking sound.
Note that students don't need to learn this table, but they can look at the Phonemic Symbols on SB p175 to check the sounds if necessary.

CD1 ▸ 37 Play the recording. Students listen and read the sentences from the radio programme and notice the linking sounds.
Play the recording again, pausing after each sentence to highlight the different linking sounds.
Note that in British English the final /r/ sound in words is not usually pronounced, unless it is followed by a vowel sound. In American English the final /r/ sound is always pronounced. Note that students study the difference between British and American accents in lesson 9C.

b Ask students to turn to Audio Script CD1 ▸ 36, SB p160.
CD1 ▸ 36 Play the recording again. Students listen and notice the linking sounds.
Note that students study linking again in lesson 8C.

6 **a** Students do the exercise on their own. Remind students to write notes on the free time activity they have chosen, but not to write complete sentences. Encourage students to think of interesting details about their chosen activity.
While they are working, monitor and help students with vocabulary.

b Students work in groups and take turns to tell each other about their free time activity. Encourage students to try and talk for at least one minute.
After each talk, other students in the group can ask questions to clarify anything they don't understand or to find out more information.
While they are working, monitor and help students with any language problems.
When they have finished, each group decides which was the most interesting story.
Finally, ask a few students to tell the class about the most interesting or unusual story in their groups.

EXTRA IDEA

- Students can make up a story using *Consequences* (p25).

WRITING

Students write a description of the free-time activity they discussed in **6**.
Alternatively, students write a description of free things to do in their town or city. Ask students to write about at least five things. If you have a class blog, ask students to post their stories online, or you can put students' work up around the room for their classmates to read.

FURTHER PRACTICE

Ph **Class Activity** 4C Adjective crossword p169 (Instructions p145)
Extra Practice 2C SB p118
Workbook Lesson 4C p23

4D REAL WORLD

It's just a game!

Student's Book p36–p37

Real World softening opinions and making generalisations

QUICK REVIEW This activity reviews adjectives to describe people's character. Students make a list of character adjectives on their own. Set a time limit of two or three minutes. Students compare their lists in pairs. Students then use the adjectives from their lists to describe people in their family.

1 Pre-teach *support a football team, a football fan* and *get into a fight*.
Students discuss the questions in groups. If possible, include men and women in each group.
Ask students to share interesting ideas and any disagreements with the class.

2 **a** Focus students on the photo on SB p36. Ask students what they remember about Charlie, Daniel, Rebecca and Lisa. (Charlie and Rebecca are married and have a baby boy called Harry. Charlie works for a holiday company. Lisa is their next door neighbour and Daniel is her boyfriend. Charlie and Daniel both support Manchester United.)
Ask students what they think Charlie and Daniel are doing in the photo (watching football on TV) and how Rebecca and Lisa feel about that (they aren't very happy).
VIDEO 4 CD1 38 Play the video or audio recording (SB p161). Students watch or listen to the conversation and decide why Rebecca and Lisa don't like football very much. Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students compare answers in pairs or groups. Check answers with the class.

Rebecca thinks that most football fans are really rude and aggressive, and that footballers don't behave themselves. She doesn't want Harry growing up and becoming obsessed with football.
Lisa can't believe how much footballers get paid and she can't understand why men take football so seriously.

b Students do the exercise in pairs. If students can't remember who said each sentence, encourage them to guess.

c Play the video or audio recording again. Students watch or listen and check their answers.
Check answers with the class.

2 Charlie
3 Lisa
4 Daniel
5 Rebecca
6 Daniel
7 Daniel

REAL WORLD

Softening opinions and making generalisations

3 **a–d** Focus students on the introductory bullet point. Check students understand what we mean by softening opinions and making generalisations, and that we soften our opinions so we don't sound rude or offensive.
Students do the exercises on their own or in pairs, then check answers in REAL WORLD 4.1 SB p137.
Check answers with the class.

- **a** **1**c **2**d **3**b **4**a **5**f **6**e
- Point out that the phrases in bold are ways to soften opinions and make generalisations. These phrases can be quantifiers (*Some of them, not very, most, a bit*), adverbs (*quite, rather, perhaps*), fixed phrases (*at times, Generally speaking, On the whole*) or verbs (*can, tend to*).
- Check students understand the meaning of *tend to* (= usually behave in a particular way).
- Point out that we often use *a lot of* with *rather*: *Footballers tend to make rather a lot of money.*
- **b** After *tend to* we use **the infinitive**: *He tends to **be** a bit mean.*
- *Rather, quite, not very* and *a bit* usually come **before** an adjective: *They can get quite/rather/a bit noisy at times. That's not very sensible behaviour, is it?*
- We usually put *generally speaking* and *on the whole* at the **beginning** of a sentence: *Generally speaking most football fans aren't violent at all. On the whole, most football fans just want to see a good game.* Also highlight that we use a comma after these phrases.
- Also point out that we usually put *at times* at the end of a sentence: *Some of them can be quite aggressive at times.*
- **c** **1** Sentence B. **2** We use *not very* with positive adjectives.
- Check students understand that we often use '*not very* + positive adjective' to criticise someone or something politely: *That's not very sensible behaviour.* (That's stupid behaviour.); *He wasn't very polite.* (He was rude.)

EXTRA IDEA

- Ask students to look at Audio Script CD1 38, SB p161. Students read the conversation and underline all the sentences in **3a**. Students can compare answers in pairs.

4 CD1 39 PRONUNCIATION Play the recording. Students listen and practise. Check students are copying the sentence stress correctly. Play the recording again if necessary.

5 **a** Tell students that sentences 1–7 are all about children. Go through the example with the class. Students do the exercise on their own.

b Students compare answers in pairs, then discuss whether they agree with the sentences. Encourage students to give reasons for their opinions if possible. Check answers with the class. Ask students to share any interesting differences of opinion with the class.

2 Perhaps they tend to be a bit stubborn.
3 They can be quite rude to their teachers at times.
4 Some of them aren't very healthy.
5 On the whole, they tend to watch quite a lot of TV.
6 Generally speaking, they're not very patient.
7 Some of them can be rather selfish at times.
8 Perhaps some of them spend a bit too much time playing video games.

EXTRA IDEA

- Before doing **5b**, write these ways of agreeing and disagreeing on the board:
  Yes, definitely.
  Yes, I tend to agree (with that).
  Yes, I think that's right.
  I'm not sure about that.
  Maybe, but … .
  I'm not sure I agree with that.
  For one thing, … .
  Encourage students to use these phrases when discussing the sentences in **5a**.

6 **a** Students do the exercise on their own. You can ask students to write sentences for each point using language from **3a** if you wish.

b Students discuss the sentences in **6a** in groups. Encourage students to use the language from **3a** in their conversations. Students should try to continue each conversation for at least 30 seconds.

c Finally, ask students to tell the class which sentences everyone in their group agreed or disagreed with, giving reasons for their opinions.

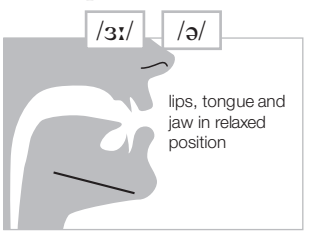
FURTHER PRACTICE

Extra Practice 4 SB p118
Workbook Lesson 4D p24
Workbook Reading and Writing Portfolio 4 p70
Ph Progress Test 4 p246–p247

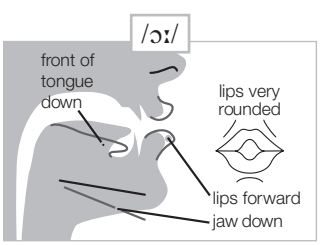
HELP WITH PRONUNCIATION

The letters *or*

1 Focus students on the phonemes /ɔː/, /ə/ and /ɜː/ and the words. Highlight the letters *or* in bold.
CD1 ▶ **40** Play the recording. Students listen and notice three ways we say the letters *or*.
Play the recording again. Students listen and practise the sounds and the words. If students are having problems producing the sounds, help them with the mouth position for each sound.



We use the same mouth position to make the /ɜː/ sound and the /ə/ sound. The mouth is slightly open and the lips, tongue and jaw are relaxed. The difference between the sounds is that /ɜː/ is a long sound, while /ə/ is a short sound.



To make the /ɔː/ sound, the lips are very rounded and pushed forward, the front of the tongue is down and the jaw is also down. Point out that /ɔː/ is also a long sound.

b Students do the exercise on their own or in pairs. Check answers with the class.

We say the letters *or* as /ɔː/ when this syllable is stressed. We say the letters *or* as /ə/ when this syllable is not stressed. We say the letters *or* as /ɜː/ after the letter *w*.

2 **a** Focus students on the words in the box and the example. Students do the exercise in pairs. Encourage students to say the words to each other while doing the exercise and to decide which syllable is stressed.

b **CD2** ▶ **41** Play the recording (SB p161). Students listen and check their answers.
Play the recording again. Students listen and practise. Check they are saying *or* correctly in each word.

1 /ɔː/ enormous, snoring, gorgeous, boring, unfortunately, uniform
2 /ə/ correct, information, gorilla, motorbike, mirror
3 /ɜː/ worst, worth, homework

c Students work in the same pairs and take turns to say the sentences. Encourage students to check their partner's pronunciation is correct before moving on to the next sentence.
Finally, ask each student to say one of the sentences for the class.

continue2learn

Focus students on the *continue2learn* section on SB p37. See p36 for ideas on how to use this section in class.

Extra Practice 4 SB p118

See p37 for ideas on how to use this section in class.

4A

1 **2** released **3** onto **4** seen **5** live **6** did **7** onstage **8** did **9** going **10** have

2 **2** was walking **3** fell **4** didn't know **5** was wearing **6** started **7** were running **8** saw **9** jumped **10** pulled **11** started

3 **2** not possible with *used to* **3** He used to go to school by bus. **4** He used to get into trouble a lot. **5** He used to do a lot of sports. **6** not possible with *used to* **7** He used to play video games a lot. **8** not possible with *used to* **9** not possible with *used to* **10** He used to enjoy working there. **11** He used to work 50 hours a week. **12** not possible with *used to*

4B

4

A	M	B	I	T	I	O	U	S	D
G	O	R	B	S	J	R	T	P	E
G	G	A	S	E	E	G	E	S	T
R	E	V	I	N	B	A	W	Z	E
E	N	E	Q	S	T	N	C	I	R
S	E	N	S	I	T	I	V	E	M
S	R	V	G	B	O	S	X	S	I
I	O	P	E	L	M	E	A	N	N
V	U	A	N	E	V	D	L	R	E
E	S	T	U	B	B	O	R	N	D

5 **1** (met); 'd/had been **2** wasn't; 'd/had already had **3** realised; 'd/had left **4** bought; 'd/had already read **5** got; had gone

4C

6 **1** peckish **2** well-known **3** wander **4** highlight **5** check out **6** appear **7** carriage

4D

7 **2** Generally speaking, old people tend to watch rather a lot of TV. **3** Traffic jams can be a bit annoying at times. **4** Perhaps some neighbours can be a bit noisy. **5** On the whole, my friends aren't very reliable. **6** Generally speaking, most young people tend to drive a bit fast. **7** Some teenage boys can be quite aggressive at times. **8** On the whole, most soap operas tend to be rather boring. **9** Watching the news can be a bit depressing at times. **10** My grandfather tends to be quite stubborn.

Progress Portfolio 4

- See p37 for ideas on how to use this section in class.

5A Our new home

Student's Book p38–p39

Vocabulary homes
Grammar making comparisons: comparatives, superlatives, *(not) as … as*, etc.

QUICK REVIEW This activity reviews ways of making generalisations. Students do the first part of the activity on their own, using the phrases given. Put students into groups. If possible, include different nationalities in each group. Students take turns to say their sentences. The other students in the group say whether they agree or disagree with their partners' sentences, giving reasons for their ideas. Ask students to share interesting ideas and things they disagreed about with the class.

Vocabulary and Speaking Homes

1 Focus students on groups 1–3 below the vocabulary box. Check they understand *location* (the heading for group 3) and go through the examples with the class.
Students work in pairs and put the rest of the words/phrases into groups 1–3. Students can then check their answers and the meaning of any new words in VOCABULARY 5.1 ▸ SB p138.
Check answers with the class, using the pictures and definitions in the Language Summary to deal with any queries.
Point out that we can say *an apartment block, an apartment building* or *a block of flats*. Note that although *an apartment* is American English, this word is used more frequently in the UK these days, particularly by estate agents.
Highlight that *a cottage* is usually in the country, not the city.
Also check that students understand the difference between *a detached house* (which stands alone) and *a terraced house* (which shares walls with the two houses on either side).
Check students understand that *a loft* is a room under the roof of your house where you store things.
Tell students that in the UK *the suburbs* of a town or city often have a lot of detached houses and are usually quite expensive places to live.
Also highlight that *the ground floor* (UK) = *the first floor* (US), *the first floor* (UK) = *the second floor* (US), etc.
You can also point out that British people often say *part of town* to mean *neighbourhood*: *Which part of town are you living in now?*
Model and drill the words/phrases. Pay particular attention to the pronunciation of *cottage* /ˈkɒtɪdʒ/, *detached* /dɪˈtætʃt/, *terraced* /ˈterəst/, *garage* /ˈgærɑːʒ/, *suburbs* /ˈsʌbɜːb/, *neighbourhood* /ˈneɪbəhʊd/ and *lively* /ˈlaɪvli/.
You can also point out that *garage* can also be pronounced /ˈgærɪdʒ/.
Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

1 a cottage, a detached house, a terraced house
2 a garage, a loft, a study, a roof, stairs
3 in the country, in the suburbs, in a quiet/lively/friendly neighbourhood, in a residential area, on the ground/first/top floor

EXTRA IDEA

- If you have a monolingual class, ask students to write down five other words in their language connected to their homes that they would like to know in English. Students then move around the room (or work in groups) and teach each other any words on the other students' lists that they know. Finally, students can check the meanings of other words with you or in a dictionary.

2 **a** Students do the exercise on their own. Focus students on the examples before they begin. Tell students to write words/phrases, not complete sentences.

b Students do the activity in pairs.
Ask each pair to tell the class any things that they both chose. Avoid discussing students' own homes or the homes of people they know at this stage, as they do this in **9** and **10**.

Reading and Listening

3 **a** Focus students on the online ad and ask students what sort of business B&W is (an estate agent's). Check students understand the heading PROPERTIES TO RENT and point out that estate agents often refer to houses and flats available to buy or rent as *properties*. Tell students that the places are in Bristol, a city in the south-west of England.
Give students a minute or two to read the online ad and decide which place they like best.
Ask students to share their ideas with the class, giving reasons for their answers.
If necessary, check students understand any new words in the ad, for example *spacious* /ˈspeɪʃəs/, *central heating, air conditioning, a river view, unfurnished*. Also check students know that *pcm* means *per calendar month*.
You can point out that it is style in these types of ad not to use articles (*a, an, the*) with nouns: *(A) spacious terraced house in (a) friendly neighbourhood*.

b Tell students that Tim and Jo are a married couple who are looking for a new place to rent, and have just been to look at the three places in the ad. They are now discussing what they thought of them.
CD1 ▸ **42** Play the recording (SB p161). Students listen and decide which place Tim and Jo want to see again.
Check the answer with the class.

Tim and Jo want to see the terraced house in Bishopston again, because it is very similar to where they live now and all their furniture will fit OK. It's also less expensive than the Redland house. (It also has a lovely back garden and a new kitchen.)

4 **a** Students do the exercise in pairs, as shown in the example. Tell students not to worry about the words/phrases in pink and blue at this stage.

b CD1 ▸ 42 Play the recording again. Students listen and check their answers to **4a**. Check answers with the class.

2B 3R 4R 5H 6H 7H 8R 9R 10B 11B

HELP WITH GRAMMAR

Making comparisons

5 **a–d** Students do the exercises in pairs, then check their answers in GRAMMAR 5.1 ▸ SB p139. Check answers with the class.

- **a** 1 bigger; further, more spacious, smaller, noisier, better, less expensive
  2 least expensive; oldest; most amazing; worst
  3 We use *-er* and *-est* to make comparatives and superlatives of one-syllable adjectives (*old* → *older, oldest*, etc.), and 2-syllable adjectives ending in *-y* (*noisy* → *noisier*, *noisiest*, etc.).
  4 We use *more* and *most* to make comparatives and superlatives of other 2-syllable adjectives (*spacious* → *more spacious, most spacious*, etc.), and long adjectives (*amazing* → *more amazing, most amazing*, etc.).
  5 The irregular adjectives are *good* → *better, best, bad* → *worse, worst, far* → *further, furthest*.
  6 The opposite of *more* is *less*. The opposite of *most* is *least*.
- Use sentence 1 in **4a** to show that we use *than* after a comparative when we are comparing two things in the same sentence.
- Use sentence 3 in **4a** to highlight the common structure *one of the* + superlative.
- Check students remember the spelling rules in the **TIPS** in GRAMMAR 5.1 ▸ SB p139.
- Point out that we can also say *far* → *farther, farthest*.
- Remind students that we use *the*, possessive *'s* or a possessive adjective before a superlative: *It had **the** most amazing view. He's **Peter's** best friend. This is **their** biggest room.* The most common form is '*the* + superlative'.
- Also point out that we can also use *more* or *most* with nouns: *It's got more space. This house has got the most rooms.*
- **b** We use *much, far* or *a lot* before a comparative to say there's a **big** difference.
- We use *slightly* /'slaɪtli/, *a little* or *a bit* before a comparative to say there's a **small** difference.
- Point out the difference between *far* as an adjective (*I live far away from here.*) and *far* as an adverb to say there is a big difference (*It's far bigger than I thought.*).
- **c** 1 We use *the same … as* and *as … as* when we are comparing things that are the same. We use *similar to* to compare things that are nearly the same. We use *not as … as* and *different from* to compare things that are not the same.
  2 We use the adjective with *(not) as … as*, not its comparative form.
- Point out that we can say *different from* or *different to*. *Different from* is more common.

6 CD1 ▸ 43 Focus students on the examples. Play the first two sentences of the recording. Point out we usually say *than* /ðən/ and *as* /əz/ in their weak forms in comparative sentences. Highlight the schwa /ə/ in both of these weak forms.
PRONUNCIATION Play the whole recording (SB p161). Students listen and practise. Check students copy the sentence stress and weak forms.

EXTRA IDEA

- Ask students to turn to Audio Script CD1 ▸ 43, SB p162. Play the recording again. Students can then follow the stress and notice the weak forms as they practise.

7 Students do the exercise on their own. Remind students to use *the* where necessary with superlatives. Students compare answers in pairs. Check answers with the class.

2 nearer 3 the least expensive 4 busier 5 more attractive 6 the furthest/farthest 7 brighter 8 the most modern 9 the friendliest (the most friendly)

8 **a** Focus students on the example and point out that they must use the words in brackets when rewriting the sentences.
Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 She's more organised than me. 3 She looks different from me./I look different from her. 4 My taste in music is similar to hers./Her taste in music is similar to mine. 5 She's a bit less confident than me. 6 She's not as ambitious as me. 7 She's much more stubborn than me. 8 She's as old as me./I'm as old as her.

b Give students a few moments to choose a woman or girl they know well (for example a friend or a family member). Students look at the sentences in **8a** and their rewritten versions, and choose sentences from each pair that are true for them and the woman or girl they have chosen.

c Students do the activity in pairs. Encourage students to ask follow-up questions if possible.

EXTRA IDEA

- Ask students to repeat **8b** and **8c** by talking about a man or boy they know well with a different partner.

Get ready … Get it right!

9 Give students a few moments to choose three houses or flats that they know well.
Focus students on the prompts and the example sentences, then allow students to do the exercise on their own. Encourage students to use language from **5** that is new to them, not just simple comparatives and superlatives.
While students are working, monitor and correct any mistakes you see.

10 **a** Put students into different pairs from **8c**. Students take turns to tell their partners about the houses or flats they chose. Encourage students to ask follow-up questions and give more information where possible.

b Finally, ask each pair to tell the class two interesting things about the homes they talked about.

WRITING

Students write a description comparing two places they have lived in during their life. If students have only ever lived in one house or flat, they can write a description of their home and their neighbourhood.
Alternatively, ask students to write a description of their perfect home.

FURTHER PRACTICE

Ph **Class Activity** 5A House hunting p170 (Instructions p145)
Extra Practice 5A SB p119
Workbook Lesson 5A p25

5B A load of old junk

Student's Book p40–p41

Vocabulary phrasal verbs (2)
Grammar the future: *will, be going to*, Present Continuous

QUICK REVIEW This activity reviews ways of making comparisons. Students do the first part of the activity on their own. Students can write adjectives for each person in their family, but not complete sentences. Put students into pairs. Students take turns to tell each other about the people in their families, using comparatives, superlatives, *(not) as … as*, *similar to*, *different from*, etc.

Reading, Vocabulary and Speaking

Phrasal verbs (2)

1 **a** Students work in pairs and decide which words they know.
Be prepared with definitions, examples, pictures, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves.
Point out that *get rid of* and *keep* are opposites. Also highlight that we use *stuff* to refer to things in general and *junk* to talk about things we think are useless. Tell students that *stuff* and *junk* are both uncountable nouns, and that they are informal words.
Model and drill the words, highlighting the pronunciation of *drawer* /drɔː/ and *cupboard* /ˈkʌbəd/.

b Focus students on the title of the article and ask them what they think the article is about.
Students read the article, tick the true sentences and correct the false ones.
Students compare answers in pairs. Check answers with the class.

1 T **2** F You need at least two hours for each room. **3** T **4** F You put things you can't decide about in a junk drawer. **5** T

c Students discuss what they think of the advice in the article in groups or with the whole class.
Find out how many students think they need to do this in their home and ask them what kind of things they need to throw out.

2 Focus students on the phrasal verbs in bold in the article. Students work in pairs and guess the meanings of these verbs. Students check their answers in VOCABULARY 5.2 SB p138.
Check answers with the class, using the definitions and examples in the Language Summary to clarify meaning if necessary.
Point out that *throw away* and *throw out* have the same meaning. Tell students that *tidy* is also an adjective and can be used to describe places or people: *This room is very tidy. My son isn't very tidy.* Also highlight that we can *tidy up* (*I've been tidying up this morning.*) or *tidy something up* (*I've just tidied up the study.*).

Model and drill the phrasal verbs if necessary. Note that the grammar of phrasal verbs is taught in lesson 10C, so we suggest you don't begin teaching the rules governing the position of objects in phrasal verbs at this stage of the course.

3 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p108. Check they are all looking at the correct exercise.

a Students do the exercise on their own.
If necessary, check the answers with the class. Only check the words they need to fill in the gaps, so that the other group doesn't hear the questions they are about to be asked.

Student A 2 up 3 away 4 out 5 away
6 through; away/out 7 away/out
Student B 2 out 3 up 4 away/out 5 out
6 through 7 out

b Students work with their partner and take turns to ask and answer their questions. When they have finished, they decide who is tidier.
Ask a few pairs to tell the class which student is tidier, giving reasons for their answers.

Listening and Speaking

4 **a** Focus students on the picture and tell students that the two people are Tim and Jo, the married couple who were looking for a place to rent in lesson 5A. Ask students what they are doing in the picture (deciding what to keep and what to throw away) and why they are doing this (because they are going to move house).
Students work in pairs and discuss what is in each pile. Check answers with the class.

1 a plant, a lamp, a suitcase, a coffee table, a pair of walking boots, a box of photos, some CDs
2 some videos, a TV, a video recorder (a VCR), a printer, some letters, some magazines
3 a picture, some books, a jumper, a toy panda, a CD player, a laptop

b Students do the exercise on their own or in pairs. You can ask students what they think Tim and Jo are going to do with each pile, but don't tell them the answers yet.

c CD1 ▸ 44 Play the recording (SB p162). Students listen and check their answers to **4b**. Check answers with the class.

They're going to give away pile 3, throw away pile 2 and keep pile 1.

5 **a** Check students know the words for things A–E (D = *a tennis racket*).
Students do the exercise in the same pairs.

b CD1 ▸ 44 Play the recording again. Students listen and check their answers to **5a**. Check answers with the class.

1E 2C 3A 4B 5D

HELP WITH GRAMMAR The future

6 **a–d** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 5.2 ▸ SB p140. Check answers with the class.

- **a** a We use ***will*** when we decide to do something at the time of speaking: *OK, I'll throw those away.*
- b We use ***be going to*** when we already have a plan or an intention to do something: *I'm going to sort out the rest of them at the weekend.*
- c We use the **Present Continuous** when we have an arrangement with another person: *He's picking them up tomorrow evening after work.*
- We use the Present Continuous for future arrangements, we usually know exactly when the arrangements are happening: *I'm having dinner with Richard on Saturday.*
- Point out that the arrangement doesn't have to be in the 'near future'. The important thing is how certain we are about them: *We're getting married on May 18th.* (We've decided on the dates, booked the venue and invited everyone to the wedding.)
- You can also highlight that we can also use *be going to* for future arrangements: *What are you going to do tomorrow?*
- **b** d We use *be going to* for a prediction that is based on present evidence (something we can see now): *It's going to break the first time she uses it!*
  e We use *will* for a prediction that is personal opinion and not based on present evidence: *But you'll never listen to them again.*
- **c** We make the **positive** and **negative** forms of *will* with: subject + *'ll, will* or *won't* + infinitive.
- We make **questions** with *will* with: (question word) + *will* + subject + infinitive.
- We make the **positive** and **negative** forms of *be going to* with: subject + *am, are* or *is* + (*not*) + *going to* + infinitive.
- We make **questions** with: (question word) + *am, are* or *is* + subject + *going to* + infinitive.
- For how to make the positive, negative and question forms of the Present Continuous, see GRAMMAR 2.2 ▸ SB p131.
- Check students understand the **TIPS** in GRAMMAR 5.2 ▸ SB p140.

EXTRA IDEA

- Ask students to turn to Audio Script CD1 ▸ 44, SB p162. Students read the conversation and underline all the future verb forms they can find, then compare their answers in pairs. Check answers with the class.

HELP WITH LISTENING

Future verb forms

This *Help with Listening* section helps students to hear the difference between future verb forms and highlights two different ways we say *going to*.

7 **a** CD1 ▸ 45 Play the recording (SB p162). Students listen and write the sentences they hear. Point out that students will hear each sentence twice.
Play the recording again. Pause to check students' answers for each sentence. As you check, elicit the sentences and write them on the board.

1 I'm going to sort out the living room tomorrow.
2 It's going to rain in a few minutes.
3 I'll put away all the stuff we want to keep.
4 I think he'll become famous one day.
5 We're having some friends round for dinner on Saturday.

b Play sentences 1 and 2 again and ask students how each person says *going to*. Point out that in the first sentence the speaker says /ˈgəʊɪŋtə/ and in the second the speaker says /ˈgənə/. Tell students that both ways are correct, but that /ˈgənə/ is often considered to be more informal.

c Focus students on the sentences from **7a** on the board. Students do the exercise in pairs. Check answers with the class.

1b 2d 3a 4e 5c

8 CD1 ▸ 46 PRONUNCIATION Play the recording. Students listen and practise. Check they copy the pronunciation of *going to* and the sentence stress correctly.

9 **a** Students do the exercise on their own. Tell students not to worry about the verbs at this stage. Check answers with the class.

They're going to give away the guitar. They're going to throw away the curtains. They're going to keep the trainers and the mirror.

b Students do the exercise on their own. Early finishers can compare answers in pairs.

c CD1 ▸ 47 Play the recording (SB p162). Students listen and check their answers. Check answers with the class.

1 he'll use 2 I'll throw 3 He's coming 4 I'll put 5 I'm going to start 6 It'll look 7 we're meeting 8 I'll finish
When Tim leaves, Jo throws out his trainers and the tennis racket, and keeps her old letters.

10 **a** Students do the exercise on their own. Tell students to write words or short phrases, not complete sentences (*meet my sister for lunch, go to the cinema, sort out my office*, etc.).

b Students work in groups and take turns to tell each other their ideas. Remind students to use the correct future verb form for each idea. Each group then decides who is going to have the busiest or the most interesting four weeks.
You can ask one or two groups to share interesting ideas with the class.

Get ready … Get it right!

11 Students do the exercise on their own. Make sure each student writes a list of six things.

12 **a** Students move around the room and try to sell or give away the things on their lists to other students. If students can't move around the room, students should try to sell or give away their things to people sitting near them. Point out that they all have £50 to spend, but remind them that they can also give items away if they choose. Tell students to try and get rid of as many items as possible. Highlight the use of *will* in the example conversation in the speech bubbles before they begin.

b Students work in groups and tell each other about the things on their list. Before they begin, remind students to use *be going to* in their sentences, for example, *Roberto's going to buy my old bike for £15. I'm going to give my Simpsons DVDs to Adriana.*
Finally, ask each group to tell the class who made the most money and who got rid of all the items on their list.

WRITING

Tell students to imagine that they are moving house next week. Students write an email to a friend telling them about the move. Remind students to use different future verb forms and at least four phrasal verbs from the lesson in their emails.

FURTHER PRACTICE

Ph **Class Activity** 5B Look into the future p171 (Instructions p145)
Extra Practice 5B SB p119
Workbook Lesson 5B p26

5C VOCABULARY AND SKILLS

Birthdays

Student's Book p42–p43

Vocabulary verb patterns (1)
Skills Reading: a magazine article; Listening: personal stories

QUICK REVIEW This activity reviews *be going to* for future plans. Focus students on the examples. Students do the activity in pairs. Ask each pair to share interesting ideas with the class.

Speaking, Reading and Vocabulary

1 Students discuss the questions in groups. If you have a multilingual class, ask students from different countries to work together.

Ask students to share interesting answers with the class. You can also tell students what you did on your last birthday!

2 **a** Be prepared with pictures, mimes, definitions, examples, translations, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to highlight which words you need to pre-teach in order to help students understand the article they are about to read. This vocabulary is not in the Language Summary in the Student's Book.

Point out that *shine* is usually a verb, *seaweed* is an uncountable noun and *blindfold* can be a verb or a countable noun.

Model and drill the words if necessary.

b Ask students to cover the article and focus students on photos A–E. Students discuss what they know about these wedding traditions. Don't check their ideas at this stage.

c Students do the exercise on their own. Early finishers can compare answers in pairs.

Check answers with the class.

1D 2E 3B 4A 5C

3 **a** Students do the exercise on their own.

b Students compare answers in pairs and then discuss what they found the most interesting and surprising things in the article.

Check answers with the class and ask students to share their ideas about the article.

1 They are round so that they look like the full moon. We put candles on them to make them shine like the moon. **2** Over $2 million. **3** In China they eat small birthday cakes called sou bao. In Korea they eat seaweed soup. **4** They sent birthday cards if they couldn't come to a person's birthday party or if they didn't remember to send a present. **5** A piñata usually looks like a donkey and you get sweets out of it by hitting it with a stick. **6** Adults give children a red envelope containing 'lucky money' to help them celebrate becoming one year older.

HELP WITH VOCABULARY

Verb patterns (1)

4 **a** Remind students that when we use two verbs together, the form of the second verb usually depends on the first verb.

Focus the students on the table. Ask students to find the five verbs in the left-hand column of the table (*start, decide, can, tell* and *make*) in the article and underline the verb form that follows each one. Use these to check students understand the five verb forms in the right-hand column of the table.

Students work on their own and put the other verbs in bold in the article in the correct place in the table. Remind students to write the infinitive form of the verbs in bold in the table.

While students are working, copy the table on the board so that you are ready to check their answers. Students should not check their answers in the Language Summary at this stage.

Check answers with the class.

- **a** Focus students on the table on the board. Elicit which verbs in bold go in each row and write them in the correct place in the table (see the table in VOCABULARY 5.3 SB p139).

b–c Students do the exercises in pairs. Point out that some verbs can go in more than one place.

Students check answers in VOCABULARY 5.3 SB p139.

Check answers with the class.

- **b** Focus students on the table on the board. Elicit which verbs go in each row and complete the table (see the table in VOCABULARY 5.3 SB p139).
- Point out that some verbs (shown in blue in the Language Summary) have more than one verb pattern, but both the verb patterns have the same meaning.
- Also highlight that we usually say *like/love/hate* + verb+*ing* in British English (*I like watching sport.*) and *like/love/hate* + infinitive with *to* in American English (*I like to watch sport.*).
- Note that some verbs can have different meanings, depending on the verb patterns that follow (*remember doing, remember to do; stop doing, stop to do*, etc.). These are taught in face2face Second edition Upper Intermediate and are not included here.

5 Put students into pairs, student A and student B. Ask student As to look at SB p103 and student Bs to look at SB p108. Check all students are looking at the correct exercise.

a Students do the exercise on their own. Point out that there can be more than one possible answer before they begin.

If necessary, check the answers with the class. Only check the words/phrases they need to fill in the gaps, so that the other group doesn't hear the questions they are about to be asked.

Student A **1** going **2** organise/to organise **3** have **4** to buy **5** thank **6** give
Student B **a** to do **b** celebrating/to celebrate **c** to buy **d** stay **e** to get **f** planning/to plan

b Students work with their partners and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible.
Ask students to share interesting things they have found out about their partner with the class.

Listening and Speaking

6 **a** Focus students on the four photos and tell the class that they are going to hear these people talking about their most memorable birthdays.
CD1 ▸ 48 Give students time to read 1–4, then play the recording. Students listen and match 1–4 to the people in the photos.

b Students compare answers in pairs and explain why each person's birthday was so memorable.
Check answers with the class.

1 Jean (She was 100 and she got a birthday card from the Queen.) **2** Ruby (It was her 30th birthday and she had an old-fashioned birthday party with her twin sister.) **3** Stuart (It was his 40th birthday and he started going out with a gorgeous woman called Patricia.) **4** Ashley (It was in 2000, the beginning of the new millennium, and he went to London to watch the fireworks.)

HELP WITH LISTENING
Fillers and false starts

This *Help with Listening* section focuses on ways we give ourselves time to think when we are speaking and helps students to identify common fillers in English.

7 **a** Focus students on the introductory bullet and highlight the examples of fillers and false starts in brackets.
Students do the exercise on their own, then compare answers in pairs. Check answers with the class.
Point out that fillers have no meaning and we use them to give us 'thinking time' when we're deciding what to say next.
Note that students often confuse fillers such as *like, kind of, sort of*, etc. with other uses of these words: *What is he like?, What kind of place is it?, What sort of music do you like?*, etc.

1 **fillers** I mean, kind of; **false start** (So it's …)
2 **fillers** You see, um, er, you know
3 **fillers** um, you know, like; **false start** I never …
4 **fillers** Well, er, sort of; **false start** I don't like …

b Ask students to turn to Audio Script CD1 ▸ 48, SB p162.
CD1 ▸ 48 Play the recording again and ask students to listen and notice all the fillers and false starts in Ashley and Jean's sections. (The fillers and false starts are underlined in the Audio Script.)
Then play Ruby and Stuart's sections of the recording. Students listen and underline all the fillers and false starts.
Students can compare answers in pairs.
Check answers with the class. If necessary, play these sections of the recording again, pausing after each sentence to elicit students' answers.

Ruby I'm er ... I'm a twin, you see, and so every birthday is my sister Daisy's birthday too. I never ... um I didn't enjoy birthdays very much when I was a kid because you know I always had to like share them with my sister. And we ... um we only had one cake between the two of us! After we grew up Daisy moved to Ireland so we like stopped having birthday parties together. And I really missed her – I mean, it just wasn't the same. Anyway, last year it was our 30th so Daisy and I had an old-fashioned birthday party at our parents' house, you know, with balloons and er party games and um ice cream and stuff. And it … um it was the best birthday party I've ever had! And er we both had our own birthday cakes with our names on, which was fantastic!

Stuart Well, I don't like ... er I hate getting older, so I just sort of pretend that it's a normal day. People send me … um, I still get a lot of birthday cards, which is kind of annoying. But the best ... er my most memorable birthday must be my 40th when my brother organised a surprise party for me. I mean, it was nice of him, I suppose, but um I wasn't very happy about it at the time. He had ... um he'd invited some of his friends along, including um a woman called Patricia, who I thought was you know absolutely gorgeous. Anyway, to cut a long story short, Patricia and I spent the whole evening talking and um we started going out together soon afterwards. So er birthdays can be good sometimes, I suppose!

8 **a** Ask students to think about their most memorable birthday and go through the prompts with the class. Students do the exercise on their own. Remind students to write notes, not complete sentences.
While they are working, monitor and help students with any vocabulary they may need.

EXTRA IDEA

- Before doing **8a**, tell the class about your most memorable birthday as a model for students.

b Students work in groups and take turns to tell each other about their memorable birthdays. Encourage students to ask follow-up questions to find out more information.
While they are working, monitor and help students with any language problems.
When students have finished discussing their birthdays, they decide which birthday was the most interesting.

c Finally, ask a student from each group to tell the class about his or her memorable birthday.
Students can then decide who had the most memorable birthday in the class.

WRITING

Students write a description of their most memorable birthday from **8a**. Alternatively, students can write about birthday traditions in their country or family.

FURTHER PRACTICE

Ph **Class Activity** 5C Who said what? p172 (Instructions p146)
Extra Practice 5C SB p119
Workbook Lesson 5C p28

5D REAL WORLD

Things I need

Student's Book p44–p45

Real World explaining what you need
Vocabulary materials

QUICK REVIEW This activity reviews verb patterns. Students write five sentences about themselves, using the prompts. If they need to check any verb patterns, they can look at VOCABULARY 5.3 SB p139. Put students into pairs. Students take turns to say their sentences and ask follow-up questions. At the end of the activity, ask students to share any interesting information with the class.

1 **a** Students do the exercise in pairs, then check new words in VOCABULARY 5.4 SB p139. Model and drill the words if necessary.

b Students do the exercise in the same pairs. Tell students that they should not write the words in the same order as the materials.
While they are working, monitor and help with any new vocabulary.

c Students swap papers with another pair and write the correct materials next to the things on the paper.

d Students check their answers to **1c** with the pair who wrote the list.

EXTRA IDEA

- Alternatively, begin the class by putting students into pairs and asking them to write down all the types of material they can think of *(wood, metal*, etc.). Set a time limit of two minutes. Students compare their lists with the vocabulary box in **1a**.

2 **a** Focus students on the photo of Katharina. Tell the class that she's from Holland, but now lives in the UK. Tell students that Katharina needs to buy some things for her new flat. Ask students who she's talking to and what her job is (Lisa, who is a sales assistant in a department store).

VIDEO 5 CD2 1 Focus students on photos A–H, then play the audio or video recording (SB p162). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book. Also note that this is the first audio recording on **Class Audio CD2**.
Students watch or listen to the conversations and tick the things in photos A–H that Katharina buys.
Check answers with the class by asking students to tell you the letter for each picture only. Don't tell them the words for the things that Katharina bought at this stage.

Katharina buys items E, B, A and H.

b Students do the exercise in pairs. Again, do not check students' answers at this stage.

c Check students remember *an escalator* and *a shelf*. Play the video or audio recording again. Students watch or listen, check their answers and match the things in **2b** to places 1–4 in the department store.
Students compare answers with their partners.
Check answers with the class. Model and drill the new vocabulary, highlighting the main stress on *stain remover* and *ear muffs*.

E = a blender; 4
B = stain remover; 2
A = needles; 3
H = ear muffs; 1

REAL WORLD

Explaining what you need

3 **a–c** Students do the exercises on their own or in pairs, then check their answers in REAL WORLD 5.1 SB p140. Check answers with the class.

- **a** **a** saying you don't know the name of something **b** describing what something is used for **c** describing what something looks like **d** checking something is the right thing
- **b** We often use *stuff* to talk about **uncountable** nouns we don't know the name of: *It's stuff for getting marks off your clothes.*
- After *It's a thing for …* and *It's stuff for …* we use **verb+*ing***: *It's a thing for **making** soup.*
- After *You use it/them …* we use the infinitive with *to*: *You use them **to mend** your clothes.*
- Also remind students that we also use *stuff* to talk about things in general, as in lesson 5B: *Is your home full of stuff that you never use?*
- Point out that we often say *Excuse me?* to get people's attention in shops.

4 CD2 ▶ 2 **PRONUNCIATION** Play the recording. Students listen and practise. Check students copy the sentence stress correctly.

5 **a** Focus students on the example and point out that students need to make sentences by adding words and putting the verbs in the correct form. Students do the exercise on their own.

b Students compare answers in pairs and then match the things Katharina wants to buy to four of the photos A–H.

Check answers with the class by saying the question numbers and eliciting the correct sentences.

Model and drill *a kettle* /'ketl/, *air freshener*, *drawing pins* and *a shredder* /'ʃredə/. Also check students know all the other vocabulary in the conversations (*perfume, posters, (a pair of) scissors* /'sɪzəz/, *a rubbish bin*, etc.), drilling these words if necessary.

2 I'**m** sorry, I'**ve forgotten** what **it's** called.
3 Is this **what** you'**re looking** for?
4 What'**s it** called **in** English?
5 It's stuff for **making** things smell nice.
6 I'**m** sorry, I **don't** know **the** word **for** it.
7 Do **you** mean perfume?
8 No, you use **it** when **you** want **to** make a room smell nicer.
9 Oh, **you** mean air freshener.
10 I **don't know** what they'**re called in** English.
11 They'**re made of** metal and they'**ve got a** round top.
12 I'**m** not sure what **you** mean.
13 You use them **to** put posters **on** the wall.
14 Oh, **you** mean drawing pins.
15 I'**m** sorry, **I** can't remember **what** it's called.
16 You use it **to** cut up paper.
17 Do **you** mean **a** pair **of** scissors?
18 No, **it's a** type **of** machine.
19 It **looks like** a rubbish bin.
20 Oh, **you** mean a shredder.

a kettle = C; air freshener = D;
drawing pins = F; a shredder = G

c Students practise the conversations in **5a** with their partner, taking turns to be the sales assistant. Ask a few pairs to role-play the conversations for the class.

EXTRA IDEAS

- Give students in each pair a role, either the customer or the sales assistant. Students practise the conversations until they have memorised them. Ask students to close their books. Students practise the conversations again.
- Do these conversations as *Dialogue Build* (p24).

6 Put students into new pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Focus students on the pictures. Tell students that they want to buy these things, but don't know the English words for them. Students work on their own and decide how they can explain them to a sales assistant. Students can refer to **3a** on SB p45 or REAL WORLD 5.1 ▶ SB p140 if necessary. Students can make brief notes on what they're going to say, but tell them not to write the whole conversation.

b Students work with their partners. Student A is a customer and student B is the sales assistant. Student A describes the four things he/she wants to buy from his/her partner's shop, using the language he/she has prepared in **a**. When student B understands what student A is describing, he/she tells him/her the English word. Student A then writes the word in the correct place in his/her book. Students are not allowed to look at their partner's book. Note that the sales assistants have four things in their shop that the customers don't want to buy.

While they are working, monitor and check students are using the language in **3a** correctly.

c Students swap roles, so that student A is the sales assistant and student B is the customer, and repeat the activity.

d Students compare books with their partners and check they have bought the correct items.

Ask how many students correctly bought all four things they wanted.

Finally, model and drill the words for the things they bought, and the words for the other things that students didn't buy.

FURTHER PRACTICE

Ph **Vocabulary Plus** 5 Shopping p205 (Instructions p198)
Extra Practice 5 SB p119
Workbook Lesson 5D p29
Workbook Reading and Writing Portfolio 5 p72
Ph **Progress Test** 5 p248–p249

HELP WITH PRONUNCIATION

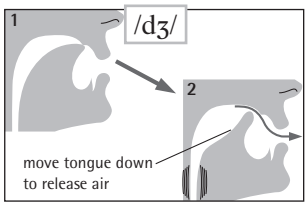
/dʒ/, /j/ and /juː/

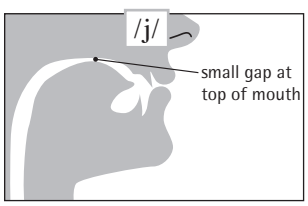
1 Focus students on the phonemes /dʒ/, /j/ and /juː/ and the words. Point out that each word has the letters for the appropriate sound in bold.

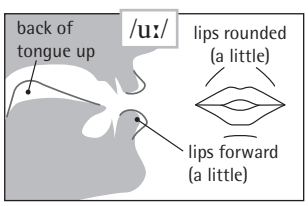
CD2 ▶ **3** Play the recording. Students listen to the sounds and words.

Play the recording again. Students listen and practise. If students are having problems, help them with the mouth position for each sound.

Point out that we make the /dʒ/ sound by placing the tongue on the top of the mouth behind the teeth, then moving the tongue down to release air. Also point out that this is a voiced sound. Highlight that this is how we usually say the letter *j* and sometimes the letters *ge*.







Point out that we make the /j/ sound by making a small gap between the tongue and the top of the mouth, then moving the tongue down to open the gap and pushing air through the mouth. The jaw also moves down a little. Highlight that this is how we usually say the letter *y*.

Point out that /juː/ is a combination of the /j/ sound (as described above) and the /uː/ sound. To make the /juː/ sound, we first make the /j/ sound and then the lips are rounded and moved forward, with the back of the tongue up, to make the /uː/ sound. Highlight that this is how we often say the letters *u, ue* and *ew*.

2 **a** Focus students on the words in the box and the example. Students do the exercise in pairs. Encourage students to say the words to help them to decide which is the correct sound.

b CD2 ▶ **4** Play the recording (SB p163). Students listen and check their answers.

Play the recording again. Students listen and practise. Check they say sounds 1–3 correctly in each word.

1 /dʒ/ **j**ourney, ve**g**etable, **J**uly, dan**g**erous
2 /j/ **y**our, **y**ear, **y**et, on**i**ons
3 /juː/ **u**sually, h**u**ge, barbec**ue**, m**u**sic

3 **a** Ask students to cover **1** and **2a**. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.

Students then take turns to say the sentences to each other. Students check their partner's pronunciation is correct before moving on to the next sentence.

While they are working, monitor and help students with any pronunciation problems.

Finally, ask each student to say one of the sentences for the class.

1 **Y**our **y**ounger sister went to **y**oga **y**esterday.
2 She grows gor**g**eous lar**g**e vegetables in **J**uly.
3 There aren't any **y**ellow on**i**ons **y**et this **y**ear.
4 A f**ew** st**u**dents went to **u**niversity on T**ue**sday.
5 Wear a **j**acket on your dan**g**erous **j**ungle **j**ourney.
6 I **u**sually have h**u**ge barbec**ue**s with great m**u**sic.

continue2learn

Focus students on the *continue2learn* section on SB p45. See p36 for ideas on how to use this section in class.

Extra Practice 5 SB p119

See p37 for ideas on how to use this section in class.

5A

1 **2** cottage; country **3** garage **4** floor; apartment block **5** balcony; loft **6** detached; suburbs **7** terraced; neighbourhood

2 **2** Your flat is bigger **than** mine. **3** This flat isn't as **nice** as ours. **4** Your boyfriend's new car is the same **as** John's. **5** This hotel is similar **to** the one we stayed in last year. **6** It's certainly different **from/to** all the other hotels. **7** She's as **old** as I am. **8** He's **less** patient than me. **9** I have **a** bit more free time than I used to. **10** This room's a bit **noisier** than the other one. **11** Paul's definitely the **worst** driver I've ever seen.

5B

3 **2** took **3** throw **4** give; throw **5** go **6** sort **7** comes; tidy **8** clear

4 **2** both verb forms are possible **3** ~~he'll have~~ **4** ~~are being~~ **5** both verb forms are possible **6** ~~you're having~~ **7** ~~it's raining~~ **8** ~~I'm getting~~

5C

5 **2** to look **3** showing **4** to be **5** lend **6** borrowing **7** to rent **8** living **9** to pay

6 **2** paper **3** glass **4** wool **5** steel **6** wood **7** metal **8** rubber **9** cardboard **10** cotton **11** plastic **12** leather

5D

7 **2** remember **3** called **4** use **5** mean **6** stuff **7** type **8** forgotten **9** looking **10** what **11** called **12** use **13** made **14** mean

PROGRESS PORTFOLIO 5

- See p37 for ideas on how to use this section in class.

6A Make up your mind

Student's Book p46–p47

Vocabulary *make* and *do*
Grammar first conditional and future time clauses

QUICK REVIEW This activity reviews ways to explain what you need in a shop. Students work on their own and write a list of four things in their house. Put students into pairs. Students take turns to describe the things and guess what their partner's things are, as in the example. Students must not say the word for the thing itself. If necessary, refer students to REAL WORLD 5.1 ▸ SB p140 before they begin.

Vocabulary and Speaking

make and *do*

1 **a** Focus students on the words/phrases and the two examples below the box. Students do the exercise in pairs, then check their answers in VOCABULARY 6.1 ▸ SB p141.

Check answers with the class. Also check students understand any new vocabulary, referring to the definitions and examples in the dictionary box in the Language Summary as necessary.

Point out these patterns:

- We often use *make* for 'food' words: *make lunch, make dinner, make a cake*, etc.
- We often use *do* for 'study' words: *do homework, do a degree, do an exam*, etc.
- We usually use *do* for jobs connected with the house: *do the cleaning, do the washing*, etc.

Highlight that we use *do* with *nothing, something* and *anything*: *I'm not doing anything this weekend*. Check students understand the difference between *do exercise* (go for a run, etc.) and *do an exercise* (in the Workbook, etc.).

Point out that we say *do the washing-up* in British English and *do the dishes* in American English, and that *make a decision* and *make up your mind* are synonyms.

Highlight that we use *make an appointment* with a doctor, dentist, etc., not with friends. When we talk about something that we have planned with a friend, we usually use *arrange to meet*: *I've arranged to meet a friend after work*.

Model and drill the phrases with *make* and *do*. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

make: a decision, a mistake, money, friends, a noise, dinner, an excuse, someone laugh/cry, up your mind, progress, a cake, an appointment, a mess of something.
do: the cleaning, a course, homework, nothing, exercise, the washing-up, the shopping, some work, the washing, a degree, an exam, the housework, someone a favour

b Students work in pairs and test each other on the phrases in **1a**, as shown in the speech bubbles.

2 **a** Students do the exercise on their own. Check answers with the class.

2 do **3** making **4** do **5** done **6** make **7** doing **8** made **9** doing (to do) **10** make

b Students move around the room and ask other students the questions from **2a**. If they are not able to leave their seats, they should ask as many people as they can sitting near them. When they find a student who answers *yes* to one of their questions, they write the person's name next to the question. Students then ask follow-up questions to find out more information. Tell students that they should try and find a different person who answers *yes* for each question.

When they have finished, ask students to tell the class a few things they found out about their classmates.

Speaking and Listening

3 **a** Students discuss the questions in pairs. Ask students to share interesting ideas with the class.

b Focus students on the photos and tell the class that Lily and Adam are sister and brother. Give students time to read questions 1–3.

Divide the class into pairs, student A and student B. Tell student As to answer the questions 1–3 about Lily and student Bs to answer the same questions about Adam.

CD2 ▸ **5** Play the recording (SB p163). Students listen and answer the questions about Lily or Adam.

c Students compare answers in their pairs, then discuss what they think Lily and Adam should do.

Check answers with the class. Ask students what their advice is for Lily and Adam. Also ask the class to decide the best piece of advice for each person.

LILY **1** No, she doesn't. **2** She's trying to decide if she should go back to teaching or do a degree in fashion design. **3** She advises Adam to take the job and do an intensive course in Chinese before he goes to Beijing.
ADAM **1** Yes, he does. He's a sales manager. **2** He's trying to decide if he should take a new job in Beijing. **3** He advises Lily to ask their parents to lend her some money, and also to do what will make her happy.

4 **a** Students do the exercise in the same pairs. Don't check answers with the class at this stage.

b CD2 ▸ **5** Play the recording again. Students listen and check their answers to **4a**. Check answers with the class.

1 Lily **2** Adam **3** Adam **4** Lily **5** Lily **6** Lily **7** Adam **8** Lily **9** Adam

HELP WITH GRAMMAR

First conditional and future time clauses

5 **a–d** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 6.1 SB p142. Check answers with the class.

- **a** **a** The *if* clause is *If I start teaching again*. **b** The main clause is *I'll be exhausted after a year*. **c** We use the Present Simple in the *if* clause and *'ll* (= *will*) + infinitive in the main clause.
- **b** **a** They talk about the future. **b** The *if* clause talks about things that are possible, but not certain (maybe I will start teaching again). The main clause says what we think the result will be in this situation (I'm sure I will be exhausted after a year). **c** The *if* clause can be first or second in the sentence. **d** We make first conditional questions with: (question word) + *will* + subject + infinitive: *What will you study if you do another degree?* **e** In sentence 3 in **4a**, *might* means 'will perhaps'.
- Point out that when the *if* clause is first in the sentence, we use a comma after this clause. When the main clause is first in the sentence, we don't use a comma.
- **c** **a** In sentence 4 in **4a**, *unless* means 'if not'. **b** *But if I don't do it now, I'll be too old.*

6 **a–b** Students do **6a** on their own or in pairs, then check their answers in GRAMMAR 6.2 SB p142. Check answers with the class.

- **a** **a** Sentences 5–9 in **4a** (with *before, as soon as, after, until* and *when*) also talk about the future. **b** In these sentences we use *'ll, will* or *won't* + infinitive in the main clause: *I'll **make** a decision after I talk to him.* **c** We use the Present Simple in clauses beginning with *before, as soon as, after, until* and *when*: *I won't say anything to them until you **decide** what to do.*
- Point out that we use *when* to say we are certain that something will happen: *I'll tell Jo when I see her.* (I'm certain I will see Jo.) *I'll tell Jo if I see her.* (Maybe I will see Jo.)
- Remind students that we use *as soon as* to say that something will happen immediately after something else: *As soon as I make up my mind, I'll let you know.*
- As with first conditional sentences, the future time clause with *before, when*, etc. can come first or second in the sentence.

7 CD2 ▸ 6 PRONUNCIATION Play the recording (SB p163). Students listen and practise. Check students copy the contraction *I'll* /aɪəl/ and the sentence stress correctly.
You can also ask students to turn to Audio Script CD2 ▸ 6, SB p163. They can then follow the sentence stress as they listen and practise.

8 Focus students on the example. Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 I'll come out tonight unless I have to work.
3 He might call you if he has time.
4 I'll have to sell the car if I don't find a job soon.
5 Unless Tony arrives in the next ten minutes, we'll go without him.
6 I might go away this weekend if my friends don't come to visit.

9 Students do the exercise on their own before comparing answers in pairs.
Check answers with the class.

2 'll make; do 3 'll do 4 do; I'll do 5 make 6 'll do 7 make; do 8 'll make 9 'll do; make

EXTRA IDEA

- Before doing **9**, ask students to close their books. Then give students two minutes to write down all the phrases with *make* and *do* that they can remember. Students can compare their answers in pairs or groups, then check in VOCABULARY 6.1 SB p141.

10 **a** Students complete the sentences for themselves.

b Put students into pairs. Students take turns to say their sentences and tick any that are the same. Students can also ask follow-up questions if they wish.
Ask each pair to tell the class one or two sentences that are the same for both students.

Get ready … Get it right!

11 Put students into groups of three, student A, student B and student C. Student As turn to SB p103, student Bs turn to SB p108 and student Cs turn to SB p113. Check students are all looking at the correct answers.

a Tell students they each have a problem in their lives that they need to do something about. Students work on their own and read about their problem, then think of three ways they can deal with it. They should decide what will happen if they choose each of the options they have chosen. Encourage students to make notes, but not write complete sentences, as shown in the example.
While they are working, monitor and help students with language and ideas.

b Students work with the other members of their group. Students take turns to tell their partners about their problem and their three options. Students should tell each other about their problem in their own words, rather than reading out the paragraph from the book.

Students then discuss what will happen if they choose each option. Other students can also suggest other options.
Encourage students to use first conditionals and sentences with future time clauses in their conversations.

c Students decide what to do to solve their own problems. The rest of the group can say whether they think their partners have made the right decision.
Finally, ask students to tell the class how they are planning to solve their problems. You can also ask the class to vote on the best solution for each of the three problems.

WRITING

Students write an email to a friend about the problem they have in **11**. In the email they should describe the problem and the options they have for solving it, using first conditionals and future time clauses where possible.

FURTHER PRACTICE

Ph **Class Activity** 6A Men and women p173 (Instructions p146)
Extra Practice 6A SB p120
Workbook Lesson 6A p30

6B Fear of failure

Student's Book p48–p49

Vocabulary reflexive pronouns
Grammar zero conditional; conditionals with imperatives and modal verbs; *in case*

QUICK REVIEW This activity reviews phrases with *make* and *do*. Give students a minute or two to do the first part of the activity on their own. Put students into pairs. Students take turns to tell their partner why they chose their phrases. Encourage students to ask one or two follow-up questions for each phrase, as shown in the example. Ask a few students to share interesting ideas with the class.

Speaking and Reading

1 Check students understand the difference between things that parents make children do (things that children don't want to do) and things that parents let them do (things children want to do).
Students discuss the questions in groups.
At the end of the activity, ask each group to share interesting ideas with the class.

EXTRA IDEA

- To review *make* and *let* in more detail, write these ideas on the board before doing **1**: 1 go to bed early 2 go to bed late 3 tidy their room 4 play video games 5 sleep at a friend's house 6 do jobs around the house 7 eat all their vegetables 8 put posters up in their room. Students work in pairs and decide which things parents make children do (1, 3, 6, 7) and which things parents let children do (2, 4, 5, 8).

2 **a** Be prepared with definitions, examples, translations, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves.
Note that the aim of this exercise is to highlight which words you need to pre-teach to help students understand the article that they are about to read. This vocabulary is not in the Language Summary.
Check students understand that *success* and *failure* are opposites, and remind students of the verbs *succeed* and *fail*. Also, highlight that *develop* is a verb and that *praise* can be a verb or a noun.

b Students read the article and choose the sentence that describes the article best. You can set a time limit of two minutes to encourage students to read for gist.
Check the answer with the class (sentence 2).

c Students do the exercise on their own

d Students compare answers in pairs. Check answers with the class. Ask students for their opinion of the article, giving reasons for their answers.

1 They make their children study all the time so they can get into the best universities. **2** He thinks that they learn how to get on with other children and how to become part of society. **3** Because this can make them feel like they're failures, which can lead to psychological problems when they become adults. **4** They will find it harder to be happy and successful in life.

HELP WITH GRAMMAR

Zero conditional; conditionals with imperatives and modal verbs; *in case*

3 **a–d** Students do the exercises on their own or in pairs, then check their answers in **GRAMMAR 6.3** SB p142. Check answers with the class.

- **a** The zero conditional talks about things that are **always true**: *If you have children, you want them to be happy and successful.*
- In the zero conditional both verbs are in the **Present Simple**: *If children study all the time, they don't develop in other ways.*
- Point out that *if* and *when* have the same meaning in the zero conditional: *If/When I'm stressed, I don't sleep very well.*
- Focus students on the 'Zero or first conditional' section in GRAMMAR 6.3 SB p142 to clarify the difference between these two conditional forms.
- **b** **a** sentences 3 and 5 **b** sentence 4 **c** the Present Simple
- Use example sentences 3–5 in the article to highlight that we can use modal verbs (*should, can*, etc.) and imperatives (*praise, don't give*, etc.) in the main clause of conditionals. As with first conditionals, we use the Present Simple in the *if* clause in these types of conditionals.
- Point out that we can use other modal verbs (*must*, *have to*, *might*, etc.) in these types of conditionals: *If you want to stay out late, you must ask me first.*
- **c** We use *in case* to say that we are prepared for something that might happen in the future. *In case* and *if* have different meanings.
- To highlight the difference between *in case* and *if*, focus students on Mike and James's sentences in GRAMMAR 6.3 SB p142 and go through the explanations with the class.

4 CD2 7 PRONUNCIATION Play the recording (SB p163). Students listen and practise. Check students copy the sentence stress correctly. Play the recording again if necessary.
You can also ask students to turn to Audio Script CD2 7, SB p163 and to follow the sentence stress as they listen and practise.

5 **a** Students do the exercise on their own. Remind students to choose *if* or *in case* in each sentence as well as filling in the gaps.

b Students compare answers in pairs and then decide if any of sentences 1–4 are true for them. Check answers with the class. Ask students to share any sentences that are true for them with the class.

1 if; don't get
2 have; in case; get
3 should start; in case; lose
4 can't work; if; is playing
5 If; don't want; give

HELP WITH LISTENING
Zero or first conditional

This *Help with Listening* section helps students to hear the difference between zero conditionals and first conditionals.

6 **a** Focus students on the examples and ask students which is a zero conditional (the 1st sentence) and which is a first conditional (the 2nd sentence).
CD2 6.4 Play the recording. Students listen and notice the difference between the sentences. Highlight the contracted form *they'll* in the first conditional sentence. Check students understand the difference in meaning between the sentences.

The zero conditional talks about something that is always true. (She praises her children <u>every time</u> they make a lot of effort.) The first conditional talks about one specific time in the future. (She'll praise her children if they make a lot of effort to pass their <u>next</u> exam.)

b CD2 9 Play the recording (SB p163). Students listen and write the sentences they hear. Play the recording again if necessary.
Students compare sentences in pairs and decide which are zero conditionals and which are first conditionals.
Play the recording again, pausing after each sentence. Elicit each sentence and write it on the board. Ask students if each sentence is a zero conditional or a first conditional.

1 If my children work hard, they get good grades. (zero) **2** If you fail the exam, you have to take it again. (zero) **3** I'll text you if there's a problem. (first) **4** We'll call you if we don't get there on time. (first) **5** If she doesn't call me, I worry. (zero)
6 If I see him, I'll say hello. (first)

HELP WITH VOCABULARY
Reflexive pronouns

7 **a–c** Focus students on sentences a–c from the article. Tell the class *themselves* is called a reflexive pronoun.
Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 6.2 SB p141. Check answers with the class.

- **a** In sentence a, *They* and *themselves* are the same people. In sentence b, *by themselves* means *alone*. In sentence c, *themselves* emphasises that children do this instead of someone else.
- **b** *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*. Model and drill these words with the class. Point out that the stress is always on the second syllable.
- If appropriate, point out that some verbs that are reflexive in other languages aren't reflexive in English, for example *meet, relax* and *feel*.
- Highlight that we usually say *have a wash/shower/shave*, not ~~*wash/shower/shave myself*~~, and *get dressed* not ~~*dress myself*~~.
- Also highlight that we often use reflexive pronouns with the verb *enjoy*: *I really enjoyed myself last night*. not ~~*I enjoyed me last night*~~.

- Teach students that we can say *on my own, on your own*, etc. instead of *by myself, by yourself*, etc.: *I enjoy living by myself/on my own*. Point out that we don't say ~~*by my own*~~.
- Use the two pictures of Nicky and Alice in VOCABULARY 6.2 SB p141 to teach the difference between *themselves* and *each other*.

8 Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

2 himself **3** ourselves **4** herself **5** myself **6** themselves

EXTRA IDEA

- Students write three sentences about things they like doing by themselves and three things they don't, for example *I (don't) like going to the cinema by myself*. Students can then compare sentences in groups.

Get ready … Get it right!

9 Focus students on the examples. Students do the exercise in pairs. They should write sentences using zero conditionals, conditionals with modal verbs and imperatives, and *in case*.
While they are working, monitor and help students with any grammar problems.

10 **a** Students work in groups of four with another pair. Students take turns to tell each other their tips. Then the group decides on the best five tips.

b Either organise the class into larger groups, or conclude the activity with the whole class. Students decide which they think are the best five tips.
If students have done this stage in groups, ask each group to tell the class their top five tips.
Finally, ask students to choose the best tip for learning languages.

WRITING

Students write their top ten tips for new students at their school, college, university or language class, using the language from the lesson. These tips can be put up around the room next class for other students to read. Alternatively, students write their top ten tips for parents with young children.

FURTHER PRACTICE

Extra Practice 6B SB p120
Workbook Lesson 6B p31

6C VOCABULARY AND SKILLS

Touch wood

Student's Book p50–p51

Vocabulary synonyms
Skills Listening: an informal conversation; Reading: a magazine article

QUICK REVIEW This activity reviews zero conditionals. Students work on their own and think about what they usually do in these situations. Put students into groups of three or four. Students take turns to tell each other their ideas, as in the example. Ask each group to share interesting ideas with the class.

Vocabulary and Speaking

1 **a** Focus students on photos A–H. Pre-teach the noun *a superstition* and the adjective *superstitious*. However, don't go into detail about superstitions in the UK or in students' countries at this stage.
Students do the exercise in pairs. Check answers with the class. Note that these words/phrases are not included in the Language Summary.
Model and drill the words/phrases if necessary.

A a ladder **B** an umbrella **C** salt **D** a black cat
E a lucky charm **F** wood **G** a shooting star **H** a mirror

b Pre-teach *make a wish, spill* and *a shoulder* if necessary. Alternatively, students can guess the meaning of these words from the context when they do the exercise.
Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 a black cat **2** a mirror **3** a lucky charm
4 a shooting star **5** wood **6** salt **7** a ladder
8 an umbrella

2 Students do the exercise in groups. Include students from different countries in each group if possible.
Ask students to share interesting ideas and superstitions with the class. Find out which is the most popular superstition and (if appropriate) which student is the most superstitious.

3 **a** Be prepared with definitions, translations, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves.

Note that the aim of this exercise is to highlight which words you need to pre-teach in order to help students understand the conversation they are about to hear. These words are not in the Language Summary.
Model and drill the words/phrases with the class.

b Tell students that they are going to listen to two friends, Edward and Charlotte, talking about superstitions.
CD2 ▸ 10 Focus students on sentences 1–7 in **1b**, then play the recording (SB p163). Students listen and tick the superstitions that Edward and Charlotte talk about. Check answers with the class.

Edward and Charlotte talk about: **1** (black cats) **2** (breaking mirrors) **3** (lucky charms/a rabbit's foot) **5** (touching wood) **6** (spilling salt)

c Give students time to read sentences 1–5, then play the recording again. Students listen and complete the sentences.
Students compare answers in pairs. Check answers with the class. Ask students which reason for a superstition they found most interesting or surprising.

1 the Romans **2** babies **3** trees **4** medicine **5** left

HELP WITH LISTENING Sentence stress (2)

This *Help with Listening* section reviews and extends students' understanding of sentence stress, which they studied in lesson 1C.

4 **a** Students do the exercise on their own. Check answers with the class. If necessary, check that students know all the parts of speech by eliciting a few examples of each one before they begin.

We **usually** stress names, nouns, main verbs, adjectives and negative auxiliaries.
We **don't usually** stress pronouns, prepositions, articles and positive auxiliaries.

b Focus students on the beginning of the conversation between Edward and Charlotte and highlight the examples of stress in Edward's first sentence. Students work in pairs and decide which other words are stressed. Early finishers can compare their answers with another pair.
While students are working, copy the beginning of the conversation onto the board ready for checking.

c CD2 ▸ 10 Play the recording again. Students listen to the beginning of the conversation and check their answers.
Check answers with the class by playing each sentence, then pausing and eliciting which words are stressed. Mark the stressed words on the board.

EDWARD Charlotte, are you very superstitious?
CHARLOTTE No, not really. Why do you ask?
EDWARD I'm reading a fascinating book called *The History of Superstitions*. Did you know that in Britain, people think that seeing a black cat is good luck, but in nearly every other country it's bad luck?

d Ask students to turn to Audio Script CD2 ▸ 10, SB p163. Play the rest of the recording. Students listen and follow the sentence stress.
Ask students if question words (*Why*, etc.), adverbs (*very*, etc.) and connecting words (*and*, etc.) are usually stressed or unstressed. (Question words and adverbs are usually stressed; connecting words are usually unstressed.)

Speaking, Reading and Vocabulary

5 **a** Students do the exercise in pairs. Then ask one or two groups to share their ideas with the class.
You can also ask students if they think that they are lucky, giving reasons for their ideas.

b Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

Dr Wiseman disagrees with sentence 1 and agrees with sentences 2 and 3.

c Pre-teach *intuition* (the ability to understand or know something quickly without needing to think about it). Students read the article again and answer the questions.

d Students compare answers in pairs and then discuss what they think about Dr Wiseman's ideas about luck.
Check answers with the class. Ask students if they agree with Dr Wiseman's ideas, giving reasons for their answers.

1 Maureen Wilcox **didn't win** the lottery in June 1980. **2** Dr Wiseman has spent **over** ten years studying luck. **3** Lucky people behave in **a different way to** unlucky people. **4** **Lucky** people meet more new people than **unlucky** people. **5** This sentence is correct. **6** **80%** of the volunteers who went to luck school became luckier.

HELP WITH VOCABULARY Synonyms

6 **a** Tell students that we often use synonyms (words that mean the same, or almost the same) when we are speaking or writing so that we don't repeat words.
Focus students on the words in pink in the article. Check students know the meanings of all the words. Be prepared to teach any of these words if necessary.

b Focus students on the words in blue in the article. Students work on their own and match them to the synonyms in the table. Remind students to write the infinitive forms of the verbs.
While students are working, copy the table onto the board ready for checking.

Check answers with the class by eliciting the synonyms and writing them in the correct place in the table on the board.
Model and drill the words/phrases. Pay particular attention to the pronunciation of *fortunate* /ˈfɔːtʃənət/. Point out that the stress on *content* is on the second syllable, not the first.

satisfied → content; lucky → fortunate;
behave → act; notice → spot;
by chance → accidentally; attitude → approach;
sure → certain; deal with → cope with;
show → reveal

c–d Students do the exercise on their own or in pairs, then check answers in VOCABULARY 6.3 SB p141.
Note that all these words/phrases have appeared earlier in the Student's Book.
Check answers with the class. Model and drill the words/phrases.
Note that *try* + infinitive with *to* means 'attempt to do' or 'make an effort to do': *I'm trying to get a job with a TV company.* You can compare this to *try* + verb+*ing*, which means 'do something to see if it solves a problem': *Have you tried talking to him about it?* This meaning was introduced in lesson 2D.

frightened → scared; make a decision → make up your mind; try to do → have a go at doing;
talk to someone → chat to someone;
nice → pleasant; enormous → huge; pleased → glad;
wonderful → brilliant; terrible → awful

7 Students do the exercise in pairs. One student says a word/phrase from **6a** or **6b**, for example *by chance*, and his/her partner says the synonym, for example *accidentally*. You can ask the student who is being tested to close his/her book.

8 Put students into two groups, group A and group B. Students in group A turn to SB p103 and students in group B turn to SB p108. Check they are all looking at the correct exercise.

a Students work in pairs with someone from the same group and write the synonyms for the words in bold. Students can check they are using the correct synonyms in VOCABULARY 6.3 SB p141.
If necessary, check answers with the class. Only check the synonyms, so that the other group doesn't hear the questions they are about to be asked.

Group A **2** satisfied **3** make up your mind **4** chat to **5** scared **6** fortunate
Group B **2** by chance **3** attitude **4** concerned **5** coping with **6** had a go at doing

b Students work in pairs with someone from the other group. Students take turns to ask and answer their questions. Make sure students say the questions with the synonym they have just written, as well as all three possible answers. Students circle the answers that their partner chooses.

c Students work out their partner's score on their own.

d Students tell their partner his/her score, then look at SB p155 to find out what their score means. Students then decide who is luckier.
Ask students to tell the class their scores to find out who is the luckiest student in the class!
Finally, ask students if they think the summary of how lucky they are is correct or not, giving reasons for their answers.

WRITING

Students write a description of a very lucky (or a very unlucky) day they have had in their lives. These can be true stories, or students can invent a very lucky or unlucky day.

FURTHER PRACTICE

Ph **Class Activity** 6C Synonyms bingo p174 (Instructions p147)
Ph **Vocabulary Plus** 6 Antonyms p206 (Instructions p198)
Extra Practice 6C SB p120
Workbook Lesson 6C p33

6D REAL WORLD The village festival

Student's Book p52–p53

Real World discussion language

QUICK REVIEW This activity reviews synonyms. Students do the first part of the activity on their own. Students then work in pairs and take turns to say one of their words/phrases. Their partner guesses the synonym.

1 Students discuss the questions in groups.
Ask students to share any interesting experiences of festivals or street parties with the class. Also check students' answers to questions 2 and 3.

2 **a** Be prepared with definitions, translations, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves. This vocabulary is not in the Language Summary.
Point out that *donate* is a regular verb and that the noun is *a donation*, and highlight the preposition in *involve people **in** something.*

b Focus students on the photo. Tell students that the people are at a village hall in the UK and they are discussing a festival for their village. If necessary, explain that *a village hall* is a place where people can go for meetings, events, classes, film nights, etc. and is usually the social centre of the village. You can also ask students if they recognise any of the people from previous lessons (Rebecca and Lisa) and ask students what they know about them. (Rebecca is married to Charlie and has a baby called Harry. Lisa is her next-door neighbour and she works in a department store, etc.)
VIDEO ▸ 6 CD2 ▸ 11 Play the video or audio recording (SB p164). Students watch or listen to the conversation and decide what sort of entertainment the people are planning to have at the festival. Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students compare answers in pairs. Check answers with the class.

They are planning to have: some live music (with local bands); a festival raffle; a musical (performed by the local school); stalls selling food (chips, burgers, sandwiches, etc.); some competitions for people who live in the village (the best cake, the biggest vegetables, the most beautiful pet, etc.)

3 **a** Students do the exercise in pairs. Remind students to explain why they think a sentence is false.

b VIDEO ▸ 6 CD2 ▸ 11 Play the video or audio recording again. Students listen and check their answers. Students can compare their answers with their partners to see how many sentences they had answered correctly in **3a**.
Check answers with the class. Ask students whether they think the festival will be a success, giving reasons for their answers.

1F The festival is to celebrate the 200th anniversary of the village. 2F They **aren't going to charge people anything** to get into the festival. 3T 4F They want **local businesses** to donate prizes for the raffle. 5T 6F Lisa **doesn't think** that the people in the village should make the food. 7F **Duncan** suggests having some competitions for people in the village.

REAL WORLD Discussion language

4 **a–b** Students do **4a** on their own or in pairs, then check their answers in REAL WORLD 6.1 ▸ SB p142.
Check answers with the class.

- 2 point 3 say 4 How 5 could 6 about 7 thought 8 suggest 9 sounds 10 worth 11 bad 12 might 13 That's 14 sure 15 Sorry 16 idea
- Point out that we usually use verb+*ing* after *How about ...* and *What about ... .*
  *How about **having** some live music?*
  *What about **charging** people £5 each?*
- Also highlight that we often use *I'm not sure about that.* as a polite way of disagreeing.

5 CD2 ▸ 12 PRONUNCIATION Play the recording. Students listen and practise. Check students copy the sentence stress and polite intonation correctly. Play the recording again if necessary.

6 **a** Tell the class that the people in the village hall continued their discussion about the festival. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.
Ask the class what the people discussed about the festival (it's going to be a two-day festival in August, they are going to organise a football match, they might ask a celebrity to open the festival).

2 What about having the festival in August?
3 Yes, that sounds like a good idea.
4 Perhaps we could have a three-day festival.
5 Sorry, I don't think we should do that.
6 How about organising a football match?
7 Yes, that's not a bad idea.
8 I suggest we talk to the local football club.
9 Can I just say something here?
10 Have you thought of asking a celebrity to open the festival?
11 Yes, that's a brilliant idea!
12 Well, it's definitely worth a try.
13 I'm sorry, I'm not sure that's a good idea.

7 **a** Tell the class that they're going to organise a festival at the school, college or university they are in now. If your students are in another location (for example, at their place of work) they can organise a festival there instead. Go through the bulleted topics with the class.
Students work in pairs and think of ideas for each topic. Encourage students to make notes of their ideas and remind them to use language from **4a** in their discussions.

b Put students into groups of four. If you have extra students, have one or two groups of five.
If possible, reorganise the chairs so that the students in each group are sitting in a circle. You may also wish to appoint a confident student as the chairperson in each group to control the meeting.
Students do the exercise in their groups. Remind students to use the language in **4a** in their discussion, as shown in the speech bubbles. Also tell students (or the chairperson) to make notes of any decisions they make, as they will need to tell the class about their festival after their meeting.

c Ask each group to tell the class about their group's plans for the festival.
Finally, ask the class to decide which festival will be the best, giving reasons for their answers.

FURTHER PRACTICE

Ph **Class Activity** 6D Round the board p175–p176 (Instructions p147)
Extra Practice 6 SB p120
Workbook Lesson 6D p34
Workbook Reading and Writing Portfolio 6 p74
Ph **Progress Test** 6 p250–p251

HELP WITH PRONUNCIATION

Words ending in *-ate*

1 **a** Focus students on sounds 1 and 2 and the words. Point out that each word ends in the letters *-ate*.
CD2 ▸ **13** Play the recording. Students listen and notice the two ways we say *-ate* at the ends of words.
Ask students how we say *-ate* at the end of verbs (/eɪt/) and at the end of adjectives and nouns (/ət/).

b Play the recording again. Students listen and practise. If students are having problems producing the sounds, point out that the /eɪt/ sound is the same as the number *eight*, and that the vowel sound in /ət/ is a schwa.

2 **a** Students do the exercise in pairs. Encourage students to say the words to each other while doing the exercise and to decide whether the words are verbs, nouns or adjectives.
When students have finished, go through the **TIP** with the class and check students understand the difference in pronunciation between the words *graduate* when it is a verb or a noun, and *separate* when it is a verb or an adjective.

b CD2 ▸ **14** Play the recording (SB p164). Students listen and check their answers.
Play the recording again. Students listen and practise. Check they are saying *-ate* correctly at the end of each word. Note that the two ways to pronounce *graduate* and *separate* are included on the recording.
Ask students which words that match sound 2 /ət/ are adjectives and which are nouns.

1 /eɪt/ decorate, donate, create, meditate, appreciate, graduate, separate (all verbs)
2 /ət/ considerate (adjective), immediate (adjective), climate (noun), pirate (noun), chocolate (noun), graduate (noun), separate (adjective)

3 Students work in pairs and take turns to say the sentences. Tell students to say the sentences two or three times each to encourage fluency as well as accuracy.
Finally, students say one sentence for the class.

continue2learn

Focus students on the *continue2learn* section on SB p53. See p36 for ideas on how to use this section in class.

Extra Practice 6 SB p120

See p37 for ideas on how to use this section in class.

6A
1 **2** made **3** do **4** made **5** doing **6** done **7** make **8** doing **9** do **10** to do **11** make **12** to make
2 **2** gets; 'll tell **3** 'll phone; go **4** won't go; don't come **5** 'm not going; come **6** finish; 'll help **7** 'll wait; get **8** need; 'll give

6B
3 **2** themselves **3** herself **4** yourself **5** himself **6** ourselves **7** yourselves
4 **2** He gets extremely angry when people don't agree with him. **3** You can take it back to the shop if you don't like it. **4** I always have a dictionary in my bag in case I want to look something up. **5** You ought to take a map in case you get lost. **6** If you have kids, you should read to them every night. **7** When you can't get to sleep, read a book instead. **8** If you want to stay healthy, don't eat fast food. **9** Give me your phone number in case I need to call you.
5 **1** Sentence a talks about something that is always true. Sentence b talks about one specific time in the future. **2** In sentence a, I might take the car, but only if it rains before I leave the house. In sentence b, I've just decided to take the car because I think it might rain later. **3** Both sentences have the same meaning. **4** In sentence a, maybe I will help if he can't do it. In sentence b, I will definitely help if he can't do it. **5** Both sentences have the same meaning.

6C
6 **2** by chance **3** scared **4** certain **5** cope with **6** fortunate **7** content **8** pick **9** pleasant **10** act

6D
7 **2** make **3** using **4** like **5** do **6** one **7** spending **8** bad **9** Can **10** something **11** of **12** could **13** What **14** it's **15** a try

Progress Portfolio 6

- See p37 for ideas on how to use this section in class.

7A Have a go!

Student's Book p54–p55

Vocabulary goals and achievements
Grammar ability: *be able to*, *manage*, *be useless at*, etc.

QUICK REVIEW This activity reviews discussion language. Give students a minute or two to decide if they agree or disagree with sentences 1–3. Put students into groups of three or four. Students discuss the sentences in groups, using the discussion language from lesson 6D where appropriate. You can write some of the language from REAL WORLD 6.1 SB p142 on the board before they begin. Briefly ask groups whether they agreed or disagreed with the sentences, giving reasons for their answers.

Vocabulary and Speaking

Goals and achievements

1 **a** Focus students on the phrases in bold in sentences 1–10. Students work on their own and decide which of these phrases they know, then check new phrases in VOCABULARY 7.1 SB p143. Tell students to only focus on the phrases in bold and not to answer the questions at this stage.

Check students understand all the phrases, using the examples in the dictionary box in the Language Summary to clarify meaning if necessary.

Highlight the preposition *into* in the phrase *put a lot of effort into something* (which was taught in lesson 6A), and point out that we can also say *make an effort to do something*.

Point out that we say *have an/the opportunity to do something*, not ~~*have a/the possibility to do something*~~, and highlight that *have the opportunity* is followed by the infinitive with *to*.

Remind students that we can say *make a mess of something* instead of *mess something up*, and point out that both of these phrases are informal.

You can also teach students that after *encourage* we use an object and the infinitive with *to*: *My friends encouraged **me to write** a novel.*

Model and drill the phrases, paying particular attention to the pronunciation of *achieve* /əˈtʃiːv/ and *encourage* /ɪnˈkʌrɪdʒ/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b Students work in pairs and take turns to ask and answer the questions in **1a**. Encourage students to ask follow-up questions if possible, as shown in the speech bubbles.

Ask students to share any interesting things they have found out about their partner with the class.

EXTRA IDEA

- Before putting students into pairs in **1b**, give students two minutes to think of their own answers to the questions. Tell students they can make brief notes of their answers, but not write complete answers.

Speaking and Reading

2 Students discuss the questions in new pairs.

Ask students to share their ideas with the class and find out how many people would like to appear on a reality TV programme.

3 **a** Focus students on the web page and the photos of Ben and Vicky. Tell the class that *Have a go!* is a new reality TV programme and that Ben and Vicky recently appeared on the programme. Use this context to pre-teach *a contestant*. Also use the photo of Ben to pre-teach *a magic trick*.

Students do the exercise on their own. Tell students not to worry about the phrases in blue at this stage.

Early finishers can compare answers in pairs. Check answers with the class.

Ask students if they would like to be contestants on *Have a go!*, and if so, what skills they would like to learn for the programme.

2 ... over twenty years. **3** ... learning the words.
4 ... they told her she'd won. **5** ... misdirection.
6 ... card tricks. **7** ... continue doing magic.

b Students do the exercise on their own before comparing answers in pairs.

Check answers with the class by asking individual students to say a sentence which contains the words/phrases in **1a**.

VICKY **I'd never dreamed of** singing onstage. She's very good at **encouraging** people. I was determined to **make the most of** the opportunity. It shows that if you **put a lot of effort into something** you can **achieve your goals**.
BEN So when I **had the opportunity** to become a magician, I jumped at the chance. They always seem to **go wrong**. I managed to do all the tricks without **messing them up**. I **did my best** and really enjoyed **taking part in** the programme.

HELP WITH GRAMMAR Ability

4 **a–e** Students do the exercises on their own or in pairs, then check answers in GRAMMAR 7.1 SB p144. Check answers with the class.

- **a** Things you **can** or **could** do: *'s very good at; was able to; knows how; found (some of the tricks) quite easy; managed.*
- Things you **can't** or **couldn't** do: *found it impossible; was useless at; had no idea how; didn't have a clue how; 'm no good at; wasn't able to.*
- Point out that all these phrases can be used in the past, present or future.

- **b** **1** Yes, he did. **2** It was difficult for him.
- Check students understand that we use *manage to do sth* to talk about something you do successfully, but is difficult.
- **c** **2** verb+*ing* **3** infinitive with *to* **4** verb+*ing* **5** infinitive **6** infinitive with *to* **7** infinitive with *to* **8** verb+*ing* **9** infinitive with *to*
- Point out that we can also use *find something impossible/quite easy* without 'infinitive with *to*': *I find performing in public really difficult*.
- Highlight that we can also use a noun or a pronoun after *be good at, be useless at*, etc.: *Tim's hopeless at* ***tennis****, but Ian's brilliant at* ***it****.*
- **d** We can also use: *be brilliant/great/excellent/not bad at doing sth* to say people are good at something and *be hopeless/bad/terrible/awful/rubbish at doing sth* to say people are bad at something.
- Highlight that we can also say *find something difficult/hard to do*.
- Point out that we often say: *I'm not bad at something.* when we're actually very good at it.

5 CD2 ▶ 16 **PRONUNCIATION** Play the recording (SB p164). Students listen and practise. Check students copy the sentence stress and the weak forms of *to* /tə/, *at* /ət/ and *was* /wəz/.

You can ask students to look at Audio Script CD2 ▶ 16 (SB p164). Play the recording again. Students listen and practise while following the stress and weak forms.

6 **a** Focus students on the photo of Zoe and Vince. Tell students that they were also contestants on *Have a go!* and ask what they are doing in the photo (ballroom dancing).

Students do the exercise on their own. Tell students not to fill in the gaps at this stage. You can set a time limit of one or two minutes to encourage students to read for gist.

Check answers with the class.

Zoe and Vince didn't enjoy appearing on *Have a go!* because it all went wrong on the night. Halfway through the dance Vince missed a catch and Zoe fell onto the floor.

b Students do the exercise again. Early finishers can compare answers in pairs.

Check answers with the class.

2 to salsa **3** to do **4** learn **5** to remember **6** to catch **7** to carry on **8** dancing

7 **a** Go through the example with the class. Students do the exercise on their own.

b Students compare sentences in pairs and decide if any of the sentences are true for them.

Check answers with the class. Ask students to tell the class which sentences are true for them.

2 I'm useless at remembering people's names. **3** I have no idea how to cook. **4** I find it easy to understand songs in English. **5** I managed to run 15 km last weekend. **6** I don't have a clue how to change a wheel on a car. **7** I find it impossible to type without looking at the keyboard. **8** I'm no good at making decisions. **9** I know someone who is brilliant at playing the guitar.

Get ready … Get it right!

8 Students do the exercise on their own, as shown in the examples. Encourage them to use a different phrase from **4c** in each sentence. Also tell them not to write the sentences in order.

While students are working, monitor and correct any mistakes you see.

EXTRA IDEA

- If you think that your students might have problems thinking of ideas in **8**, write some prompts on the board, for example: *musical instruments, machines in the home, computers and mobile phones, mornings, cooking, cars, languages, saving money, remembering birthdays, choosing presents for people, doing exams, jobs around the house, singing, dancing, sports.*

9 **a** Put students into pairs. Students should not allow their partner to see their paper. Students take turns to say one of their sentences from **8**. Their partner can ask two questions only about each sentence before guessing if it is true or false. The student who gets most guesses right wins.

b Ask students who got the most guesses right in each pair.

Finally, ask students to tell the class about any interesting or unusual abilities they discovered about their partner.

WRITING

Students write about the things that people in their family can/can't/could/couldn't do. Students should write about at least three people and use a new paragraph for each person. Encourage them to use all the phrases from **4a** if possible.

FURTHER PRACTICE

Ph **Class Activity** 7A Guess my name p177 (Instructions p148)

Extra Practice 7A SB p121

Workbook Lesson 7A p35

7B What would you do?

Student's Book p56–p57

Vocabulary computers (1)
Grammar second conditional

QUICK REVIEW This activity reviews ways of expressing ability. Students do the first part of the activity on their own. Put students into pairs. Students tell each other about the things on their lists. Encourage students to ask follow-up questions if possible. Ask a few students to share interesting things they have found out about their partner with the class.

Vocabulary and Speaking

Computers (1)

1 **a** Students do the exercise in pairs, then check new words/phrases in VOCABULARY 7.3 ▸ SB p143.

Check students understand all the vocabulary, referring to the definitions in the dictionary box in the Language Summary if necessary. You may wish to teach further vocabulary related to computers that is relevant for your students at this stage.

Point out that we can say *a memory stick, a USB drive* or *a USB stick*. Note that there are other names for this piece of equipment, such as *a pen drive*, *a flash drive* and *a key drive*.

Also highlight the prepositions in *install software* ***onto*** *a computer*, *copy somebody* ***in*** *(****on*** *an email)* and *forward something* ***to*** *someone*.

Also point out that we can say *print* or *print out*: *Can you print (out) this document for me, please?*

Model and drill the words/phrases with the class, highlighting the pronunciation of *virus* /ˈvaɪrəs/.

b Focus students on the example questions and ask which words/phrases from **1a** are in each question (*store, hard drive, install software*).

Students do the exercise on their own. While they are working, monitor and check their questions for accuracy.

c Students ask and answer their questions in pairs, as shown in the speech bubbles. Encourage students to ask follow-up questions if possible. They can begin their conversation by asking their partner what type of computer they have (a desktop computer, a laptop, a tablet computer/an iPad, etc.).

Students can share interesting or surprising answers with the class.

EXTRA IDEAS

- If you don't think all your students have computers, ask them to work on their own and write five sentences with gaps for the words in **1a**, for example, *Oh no! My computer's got a ..... .*; *Can you help me ..... this software?*, etc. Put students into pairs. Students swap sentences and try to fill in the gaps in their partner's sentences.
- For a simple gapfill to use instead, see Exercise 3 in **Extra Practice** 7, SB p121.

Speaking and Listening

2 **a** Focus students on the three photos. Students do the exercise in pairs.

Elicit students' ideas onto the board. Don't tell them if they are correct at this stage.

b CD2 ▸ 17 Pre-teach *a disadvantage*, then play the recording (SB p164). Students listen, check their answers to **2a**, and also find one disadvantage of the internet that each person talks about. Note that Judy is from Scotland and Wesley is from Birmingham, England's second biggest city.

Students can compare answers in pairs. Check answers with the class by referring to the idea written on the board.

JUDY The internet is important to her company because all of her customers order online. She says that one disadvantage of the internet is that she never talks to customers any more.
WESLEY The internet is important for his café because customers come in for a coffee and then use the WiFi to check their email. He thinks that one disadvantage of the internet is that people talk to each other less than they used to because they are all online in their own little worlds.
FRANK The internet is important for his company because he has lots of meetings online nowadays, which saves a lot of time. One disadvantage is that he hardly ever travels for work any more, which he used to enjoy.

c Students do the exercise in the same pairs. Don't check answers at this stage.

d Play the recording again. Students listen and check their answers. Check answers with the class.

1 Frank **2** Judy **3** Wesley **4** Judy **5** Wesley **6** Frank

HELP WITH GRAMMAR

Second conditional

3 **a–e** Tell the class that the sentences in **2c** are called second conditionals. Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 7.2 ▸ SB p144. Check answers with the class.

- **a** We use the second conditional to talk about imaginary situations.
- The second conditional talks about the present or future.
- In the *if* clause we use the Past Simple.
- In the main clause we use *'d, would* or *wouldn't* + infinitive.
- We often use the second conditional to talk about the opposite of what is true or real: *If we didn't have WiFi, this place would be empty*. (But we have WiFi, so this is an imaginary situation.)

- Also point out that the *if* clause can be first or second in the sentence. When the *if* clause is first, we use a comma: *If our website crashed, we'd lose a lot of customers.*
- **b** **1** Sentence A. **2** Sentence B.
- Point out that sentence A is a first conditional, which students studied in lesson 6A.
- Check students understand that first conditionals talk about real possibilities and that second conditionals talk about imaginary situations.
- Also point out that we can use *was* or *were* with *I, he, she* or *it* in the *if* clause in the second conditional: *If I* ***was/were*** *rich, I'd buy a big house in the country.*
- **c** We use *might* + infinitive in the main clause to mean 'would perhaps'.
- We use *could* + infinitive in the main clause to mean 'would be able to'.
- **d** **1** What **would** you **do if** you lost your laptop? **2** **If** someone asked you to lend them your computer, **would** you **do** it?
- Use sentence 1 to highlight that we often ask questions in the second conditional with *What would you do if ... ?*. Also point out that we can begin questions with the *if* clause: *If you lost your laptop, what would you do?*
- Use sentence 2 to highlight that we can also make *yes/no* questions in the second conditional. Point out that the short answers to these *yes/no* questions are *Yes, I would*. and *No, I wouldn't*. We can also say *(Yes,) I might*.

4 CD2 ▸ 18 PRONUNCIATION Play the recording (SB p165). Students listen and practise. Check that students copy the sentence stress and contractions (*I'd*, etc.) correctly. Play the recording again if necessary.
You can also ask students to turn to Audio Script CD2 ▸ 18, SB p165. They can then follow the sentence stress as they listen and practise.

5 **a** Students do the exercise on their own. Before they begin, point out that they should fill in the gaps with the correct verb forms, but they can complete the sentences in any way they like.
Check the answers to the verb forms only with the class.

1 won; 'd go **2** didn't live; 'd like
3 could; 'd choose **4** was/were; 'd like
5 lived; 'd miss **6** could; 'd talk

b Put students into pairs. Students take turns to say their sentences from **5a**. Encourage students to continue the conversations if possible, as shown in the speech bubbles.
Ask students to share interesting or surprising sentences with the class.

6 Put students into new pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p110. Check students are all looking at the correct exercise.

a Pre-teach *a karaoke* /kæri'əʊki/ *bar* and *a personal diary* (a diary in which you write your personal thoughts, feelings and experiences).
Students fill in the gaps in the questions on their own.
If necessary, check the answers with the class. Only check the words they need to fill in the gaps, so that the other group doesn't hear the questions they are about to be asked.

Student A **1** would ... do; became **2** didn't study; would ... like **3** had to; would ... sing **4** would ... be; lived **5** could; would ... choose
Student B **a** weren't; would ... be **b** would ... do; found **c** had to; would ... take **d** would ... change; became **e** found; would ... do

b Students work with their partner and take turns to ask their questions. Remind students to ask follow-up questions if possible. While they are working, monitor and correct any mistakes you hear.
At the end of the activity, ask students to share interesting answers with the class.

HELP WITH LISTENING
First or second conditional

This *Help with Listening* section helps students to hear the difference between first and second conditionals.

7 **a** CD2 ▸ 19 Play the recording. Students listen and notice the difference between the verb forms in the example sentences. Play the recording again, highlighting the difference in pronunciation between *have* and *had*, and the contractions *I'll* and *I'd*.
Ask students to explain the difference in meaning between the two sentences (the first sentence is a first conditional and talks about a real possibility, while the second sentence is a second conditional and talks about an imaginary situation).

b CD2 ▸ 20 Play the recording (SB p165). Students listen to the six pairs of sentences and decide which they hear first, the first conditional or the second conditional. Play the recording again if necessary. Check answers with the class.

1 first conditional **2** second conditional
3 second conditional **4** first conditional
5 first conditional **6** second conditional

EXTRA IDEA

- Play the recording again and ask students to write the sentences. Students can check their answers in pairs or in Audio Script CD2 ▸ 20, SB p165.

8 **a** Remind students who Judy and Frank are by focusing on their photos. Tell the class that they are each talking to a colleague at work.
Students do the exercise on their own, then compare answers in pairs. Don't check answers at this stage.

b CD2 ▸ 21 Play the recording. Students listen and check their answers.
Check answers with the class. You can ask students to explain why the speaker uses the first or the second conditional in each case.

1 I'd **2** didn't **3** was **4** could **5** don't **6** I'll **7** misses **8** I'll **9** wouldn't **10** knew **11** give **12** I'll

Get ready … Get it right!

9 **a** Check students understand the phrase *couldn't live without something*. Students do the exercise on their own. Tell them to write the six things in random order, not in two groups of three. Students can use words/phrases from **1a** or their own ideas.

b Students write second conditionals about how life would be different with or without each of the things on their list. Make sure students **don't** write these sentences on the same piece of paper as their lists from **9a**.
While students are working, monitor and correct any mistakes you see in students' second conditionals.

10 **a** Students work in pairs and swap papers. Make sure that students don't give their partner the second conditionals they have prepared.
Students ask questions about the things on their partner's paper, as shown in the speech bubbles. Students should include the second conditionals from **9b** in their conversations.

b Finally, students tell the class two things that they have found out about their partner.

EXTRA IDEA

- Demonstrate **9a** by writing your own ideas on the board in random order. Also prepare second conditionals to explain why your life would be different and think of reasons why your life would be different with or without these things. Before students do **10a**, they can ask you questions about the things you have written on the board.

WRITING

Students write about how their life would be different if they suddenly became extremely rich, married someone famous or lived in a different country (students can choose which country).

FURTHER PRACTICE

Ph **Class Activity** 7B The conditional game p178 (Instructions p148)
Extra Practice 7B SB p121
Workbook Lesson 7B p36

7C VOCABULARY AND SKILLS

Social networking

Student's Book p58–p59

Vocabulary computers (2); articles: *a, an, the*, no article
Skills Reading: a magazine article; Listening: an informal conversation

QUICK REVIEW This activity reviews the second conditional. Students work on their own and decide what they would do in these situations. Students compare their ideas in groups and find out if anyone has the same ideas. Ask students to share interesting ideas with the class.

Vocabulary and Speaking

Computers (2)

1 **a** Students do the exercise on their own or in pairs, then check the meanings of any words they don't know in VOCABULARY 7.3 ▸ SB p143. Tell students to only check the vocabulary in bold at this stage.

Check any new words with the class, referring to the sentences in the Language Summary if necessary to clarify meaning.
Point out that we say *a forum* or *a message board*, and that *tweet* can be a noun or a verb.
Also highlight that we *upload something* ***onto*** a website and *download something* ***from*** a website.
Check students remember *an app* and teach *a tablet* (a small flat computer) and *a smartphone* (a phone that connects to the internet).
Model and drill the words/phrases with the class.

b Students do the exercise on their own.

c Students compare the sentences they have ticked in pairs, asking follow-up questions if possible.

Ask students to share some of the sentences that are true for them with the class and find out which social networking site is the most popular with your students.

Speaking and Reading

2 **a** Students discuss the questions in groups.

While they are working, draw three columns on the board with the headings 1, 2 and 3.

Ask students to share their ideas for each question with the class and write them on the board under the appropriate question number.

b Be prepared with definitions, examples, translations, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.

Note that the aim of this box is to highlight which words you need to pre-teach in order to help students understand the article they are about to read. This vocabulary is not in the Language Summary.

Check students understand the difference between *alone* (when you are not with other people) and *lonely* (when you feel unhappy because you are alone).

Also point out that *bullying* (hurting or frightening someone who is smaller or less powerful than you) is an uncountable noun and that a person who bullies someone is called *a bully* /'bʊli/. Highlight that *bully* is also a regular verb.

c Students read the article and decide which of the ideas they discussed in **2a** are mentioned. Tell students not to worry about the words/phrases in blue and pink at this stage. Early finishers can compare ideas with their partners.

Check answers with the class by asking students which of the topics on the board were mentioned in the article.

3 **a** Students do the exercise on their own.

b Students compare answers in pairs and decide if they agree with the points discussed in the article, giving reasons for their answers.

Check answers with the class. Ask students to share their opinions about the points raised in the article. Encourage students to comment on the effect of social networking on their lives and on the lives of people they know.

1 Because he thinks that the largest number of active social relationships a person's brain can deal with is 150. **2** Because making friends online is so easy. **3** They had to delete 10 friends from their Facebook page. **4** The number of calls they receive about loneliness from teenage boys has gone up by 500% compared to five years ago, and online bullying is also increasing. **5** Being offline, because they feel that they are disconnected from their network of friends. **6** Because they can use them to make work contacts around the world.

HELP WITH VOCABULARY

Articles: *a*, *an*, *the*, no article

4 **a–b** Focus students on the words/phrases in blue in the article. Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 7.4 SB p143.

Check answers with the class.

- **a** **b** a designer **c** a new person **d** the person **e** the internet **f** the UK **g** The largest **h** Egypt **i** society **j** school
- Point out that we use *the* with public places (school, hospital, university, college, prison, church, etc.) when we talk about the building. Compare these two sentences: *His mother's in hospital.* (She's ill and needs medical treatment: we are thinking of hospital as a general idea). *He's gone to the hospital to visit his mother.* (He's gone to the building: we're thinking of a specific hospital in a particular place).
- Remind students that we use *the* in some fixed phrases: *in the morning/afternoon, at the weekend, go to the cinema/the theatre/the bank/ the shops, the news,* etc.

5 **a** Focus students on the words/phrases in pink in the article. Students do the exercise on their own. Point out that there is one word/phrase for each rule a–j in **4a** before they begin.

b Students compare answers in pairs, giving reasons for their choices.

Check answers with the class.

a an hour **b** an engineer **c** a children's charity **d** the charity **e** the world **f** the USA **g** the most amazing **h** Dublin **i** children **j** university

6 Put students into pairs, student A and student B. Student As turn to SB p104 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Students fill in the gaps on their own.

While they are working, monitor and correct any mistakes you see.

If necessary, check answers with the class. Only check the gaps, so that the other group doesn't hear the questions they are about to be asked.

Student A **1** a **2** a; the **3** –; – **4** the; the **5** the; – **6** – **7** a; an
Student B **a** an; a; the **b** –; – **c** – **d** –; the **e** the; the **f** a **g** a; an; a

b Students work with their partner and take turns to ask and answer their questions. Encourage students to ask follow-up questions if possible.

Ask students to share interesting answers with the class.

Listening and Speaking

7 **a** Focus students on the photo of Jenny, Simon and Gary. Tell the class that they are work colleagues and they are having a drink after work together.
CD2 ▸ 22 Give students a few moments to read the bullet points, then play the recording (SB p165). Students listen and put the topics in the order the people talk about them.
Check answers with the class.

1 today's office meeting 2 how often Simon goes on Facebook 3 how Jenny uses Facebook 4 number of Facebook friends 5 Twitter and tweeting 6 videos and YouTube

b Give students time to read sentences 1–7, then play the recording again. Students listen and decide if they are true or false.

c Students compare answers in pairs, giving reasons why they think sentences are false.
Check answers with the class. Ask students if they agree with any of the people's views about social networking.

1F **Jenny** went to the meeting, **but Gary didn't.** (We don't know if Simon went to the meeting or not.)
2F Simon goes on Facebook about **ten or fifteen** times a day. 3T 4F She saw her friends **less** often because of Facebook. 5F Simon says that his **sister's rabbit** has more Facebook friends than Jenny.
6T 7F **Jenny** watches videos of baby animals on YouTube.

HELP WITH LISTENING Weak forms (2)

This *Help with Listening* section reviews and extends students' knowledge of weak forms, which they first studied in lesson 2C.

8 **a** Focus students on the introductory bullet point and check students remember what a weak form is. Point out that most weak forms contain the schwa /ə/ sound.
Students work in pairs and decide how we say the strong and weak forms of the words in the box, all of which they studied in lesson 2C. If students are having difficulty, you can refer them back to **5a**, SB p18.
Check answers with the class.

	strong	weak		strong	weak
do	/duː/	/də/	of	/ɒv/	/əv/
you	/juː/	/jə/	and	/ænd/	/ən/
at	/æt/	/ət/	to	/tuː/	/tə/
for	/fɔː/	/fə/	can	/kæn/	/kən/

EXTRA IDEA

- Check answers to **3a** by asking students to look back at **5a**, SB p18 and playing recording CD1 ▸ 14.

b CD2 ▸ 23 Focus students on the tables, then play the recording. Students listen and notice the difference between the strong and the weak forms of the words. Highlight the schwas in the weak forms.

c Focus students on the sentences from the conversation and on the circled example of a weak form in sentence 1.
Students work on their own or in pairs and circle the words they think we hear as weak forms.
While students are working, copy the sentences onto the board ready for checking.

d Ask students which words they think we hear as weak forms and circle these words on the board.
CD2 ▸ 24 Play the recording. Students listen and check their answers.
Check the sentences on the board and make any changes that are needed. Play the recording again if necessary. Ask students if weak forms are ever stressed (they aren't).

1 Here (are) (your) drinks. We (were) lucky (to) get a table, weren't we?
2 (But) I (was) spending hours (and) hours on it (and) it wasn't (as) much fun (as) it used (to) be.
3 No, (but) I like reading tweets (from) film stars (and) footballers (and) people like that.
4 Well, my wife posts videos (of) the children so our relatives (can) watch (them).

EXTRA IDEA

- Put students into pairs and ask students to predict which words in the sentences on the board are stressed. Elicit their answers and mark the stress on the board. Students can check their answers when they turn to Audio Script CD2 ▸ 22, SB p165 in **8e**.

e Ask students to turn to Audio Script CD2 ▸ 22, SB p165. Play the recording again. Students listen, follow the sentence stress and notice the weak forms.
Note that only the weak forms that students have studied so far in the course are marked in the Audio Script.

9 **a** Put students in groups of three or four, with people they haven't worked with so far in the lesson. Give each group a letter (A, B, C, etc.).
Ask students to write a survey about the internet and social networking. They should write at least five questions, as shown in the example, and use vocabulary from **1a** if possible.
Tell students that all the questions in their survey don't have to be about social networking and that they can write questions about other aspects of the internet if they wish.
While they are working, monitor and help students with any vocabulary or grammar they need.

b Students move around the room and ask other students their questions. Tell students to say their group's letter (A, B, C, etc.) to their interviewees before they start asking the questions. If a student has already talked to someone from that group, they should not answer the same questions again. Before they begin, point out that all students should write their interviewees' answers, as they will need them to compile their results.

c Students compare answers in their groups and compile their results.

d Ask each group to tell the class what they have found out about other students' social networking and internet habits.
Finally, ask each group what they thought was the most interesting thing they found out.

EXTRA IDEA

- Consider setting up a social networking page or a blog for your class. Students can then post comments, photos, etc. on the site and keep in touch with each other (and yourself) outside class.

WRITING

Students write a summary of their results from their social networking and internet survey in **9**. These can be put up around the room at the beginning of the next class for other students to read.
Alternatively, students write a paragraph about the different ways they use social networking sites and the internet.

FURTHER PRACTICE

Ph **Class Activity** 7C Article auction p179 (Instructions p148)
Ph **Vocabulary Plus** 7 Computer and TV verbs p207 (Instructions p199)
Extra Practice 7C SB p121
Workbook Lesson 7C p38

7D REAL WORLD

Can you tell me ... ?

Student's Book p60–p61

Real World indirect and direct questions

QUICK REVIEW This activity reviews computer vocabulary. Students do the first part of the activity on their own. Put students into pairs. Students compare their lists and say when they last did some of the things on their lists, as in the example.

1 **a** Focus students on the photos. Check students remember Charlie and Rebecca, and tell the class that Tanya is a colleague of Charlie's at Getaway Holidays.
Ask students where Charlie is in each photo (in an office, in his kitchen at home) and what they think the people are talking about (possible answers: Tanya and Charlie – a meeting they've had or are going to have, a new contract/client for Getaway Holidays, recent sales figures, etc. Rebecca and Charlie: what Rebecca is making, Charlie's day at work, what's for dinner, where Harry is, etc.).
Alternatively, this activity can be done in pairs.

b VIDEO 7 CD2 25 Give students time to read sentences a–h, then play the video or audio recording (SB p165). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students watch or listen to the conversations, then choose the correct words/phrases in sentences a–h.
Students can compare answers in pairs. Check answers with the class.

a meeting **b** Monday; New York **c** pub
d might **e** three; Saturday **f** aren't
g don't know **h** doesn't get on

2 **a** VIDEO 7 CD2 25 Give students time to read questions a–j, then play the video or audio recording again. Students listen and put the questions in the order they hear them.

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

b Students compare answers in pairs and then match questions a–e to questions f–j. Check answers with the class.

a and g; b and i; c and f; d and j; e and h

REAL WORLD
Indirect and direct questions

3 **a–d** Tell students that questions a–e in **2a** are called indirect questions and questions f–j are called direct questions.
Students do the exercises on their own or in pairs, then check in REAL WORLD 7.1 SB p144.
While students are working, draw the table from REAL WORLD 7.1 SB p144 on the board ready to check their answers. Check answers with the class.

- **a** In more formal situations we often use indirect questions because they sound more polite. For example, *Could you tell me what time it starts?* sounds more polite than *What time does it start?*
- **b** Focus students on the table on the board and ask them which parts of questions a–d in **2a** go in each column. Write students' answers in the table (see **REAL WORLD 7.1** ▸ SB p144).
- Use the sentences in the table to highlight the phrases we use to introduce indirect questions: *Could you tell me ... ?; Do you know ... ?; Have you got any idea ... ?; Can you tell me ... ?.*
- Point out we don't use *if/whether* in indirect questions when there isn't a question word.
- In indirect questions, *if* and *whether* are the same: *Do you know if/whether he's been invited?*
- We don't use *if/whether* with *Do you think ... ?*: *Do you think we should email everyone again?* not ~~*Do you think if/whether we should email everyone again?*~~
- **c** In indirect questions, the main verb is in the positive form, not the question form. We say: *Can you tell me when **they are** arriving?* not ~~*Can you tell me when are they arriving?*~~
- Focus students on the other phrases in pink in questions a–e in **2a** (or on the board) to show that we use the positive verb form in each one, not the question form.

HELP WITH LISTENING

Intonation (2): being polite

This *Help with Listening* section introduces students to polite intonation patterns for asking indirect questions.

4 Focus students on the introductory bullet point. Highlight the importance of using polite intonation when asking indirect questions. Many students have problems achieving the required voice movement, so it is worth stressing that if their voices are flat, they often sound rude or impatient to native English speakers.

CD2 ▸ **26** Play the recording (SB p166). Students listen and decide which sentences sound polite. Check answers with the class by playing the recording again and pausing after each pair of sentences to elicit students' answers. Point out that in the polite versions the speaker's voices start at a higher pitch and move up and down more.

2b 3a 4b 5b

5 **CD2** ▸ **27** **PRONUNCIATION** Play the recording. Students listen and practise the indirect questions in **2a**. Check students copy the polite intonation and sentence stress. Play the recording again if necessary.

6 Focus students on the example. Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 Do you think Elizabeth will be at the meeting tomorrow? 3 Could you tell me how long he's been working here? 4 Do you know when Ismay and Ali are going on holiday? 5 Have you any idea if Wayne went away last weekend? 6 Can you tell me whether this train goes to Manchester?

7 **a** Check students understand *give someone a tip* (for example, waiters, taxi drivers, etc.).

Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 Do you know if/whether there's a bookshop near here? 2 Could you tell me how I get to the station? 3 Do you think I should give taxi drivers a tip? 4 Have you any idea what time the banks close? 5 Can you tell me where the nearest post office is?

b Students do the exercise on their own. While students are working, monitor and check their questions for accuracy.

c Put students into pairs. Students take turns to be the tourist and ask their questions from **7a** and **7b**. Students should answer with the correct information if they know it. Encourage students to continue each conversation if appropriate and to thank the person for their help at the end.

While they are working, monitor and correct any mistakes that you hear.

Finally, ask a few pairs to role-play one of their conversations for the class.

FURTHER PRACTICE

Ph **Study Skills** 3 Developing reading skills p233 (Instructions p230)
Extra Practice SB p121
Workbook Lesson 7D p39
Workbook Reading and Writing Portfolio 7 p76
Ph **Progress Test** 7 p252–p253

HELP WITH PRONUNCIATION

Natural rhythm

1 **a** **CD2** ▸ **28** Focus students on sentences 1–4, then play the recording. Students listen and notice the sentence stress, linking and the weak forms in pink. Point out that these features help to give English its natural rhythm.

Note that only consonant–vowel links are practised in this *Help with Pronunciation* section, not linking with extra sounds. These are practised at the end of Unit 10, SB p85.

b Play the recording again. Students listen and practise. Encourage them to copy the sentence stress, linking and weak forms.

Play the recording again if necessary, pausing after each sentence to allow individual students to repeat each one.

2 **a** Focus students on the first line of the conversation and highlight the stress blobs, the linking symbols and the circles around the three weak forms. Students do the exercise on their own.

b Ask students to look at Audio Script CD2 ▸ 29 SB p166. Play the recording and ask students to check their answers.
Play the recording again, pausing after each sentence for students to repeat. Again encourage them to copy the sentence stress, linking and weak forms.

ANN Hi, Tom. What (are) (you) doing (at) the moment?
TOM I'm trying (to) download_an_attachment, (but) my laptop keeps crashing. (Do) (you) think_it's got_a virus?
ANN Maybe. Perhaps the software's_a bit_out_(of) date. When did (you) last_update_it?
TOM I can't remember. (And)_it slows down_every time_I try (to) send_an_email.
ANN I think_it's time (to) get yourself_a new computer.
TOM I (was) thinking_exactly the same thing!

c Put students into new pairs if possible. Students practise the conversation in **2a**, taking turns to be Ann. Encourage students to check their partner's pronunciation.
While they are working, monitor and help students with any pronunciation problems.
Finally, ask a few pairs to practise the conversations for the class, praising students' natural rhythm and correcting errors if necessary.

EXTRA IDEAS

- While students are doing **2a**, write the conversation on the board. Before playing the recording in **2b**, elicit students' answers and mark the stress blobs, linking and weak forms on the board. Then play CD2 ▸ 29 and ask students to check their answers against the marked-up version on the board, rather than the Audio Script in the back of the Student's Book.
- Assign each student a role, Ann or Tom, and ask them to practise the conversation until they can remember it. Then students close their books and practise the conversation from memory.

continue2learn

Focus students on the *continue2learn* section on SB p61. See p36 for ideas on how to use this section in class.

Extra Practice 7 SB p121

See p37 for ideas on how to use this section in class.

7A

1 **2** achieve **3** encouraged **4** to have **5** make **6** messed up **7** dream **8** to go **9** did **10** taken

2 **2** Karen has no idea how to cook Japanese food. **3** We weren't able to understand what he was saying. **4** Henrietta's no good at reading maps. **5** We managed to get to the meeting on time. **6** Christopher's really good at playing football. **7** Mark's useless at playing video games. **8** My mum didn't have a clue how to speak Italian. **9** My parents are able to pick us up at the airport. **10** My brother finds it impossible to keep a secret.

7B

3 **2** attachment **3** crashed **4** virus **5** back **6** documents **7** memory stick **8** delete **9** hard drive **10** store **11** install **12** software

4 **2** What would you do if you lost your mobile? **3** If I lived in the USA, I'd be able to speak English fluently. **4** He'd come out tonight if he didn't have to work. **5** If you could go anywhere in the world, where would you go? **6** If I knew the answer, I wouldn't need to ask.

7C

5 **2** link **3** profile **4** update **5** posted **6** tweet

6 **1** a; an; the; –; the; the **2** –; – **3** –; the **4** a; the; the; the

7D

7 **2** Could you tell me when it starts? **3** Have you any idea where Pete went? **4** Do you know if/whether this bus goes to Ely? **5** Do you think we should leave now? **6** Can you tell me if/whether this is Ali's number? **7** Have you any idea what it's called? **8** Do you think she's lost her job?

Progress Portfolio 7

- See p37 for ideas on how to use this section in class.

8A Angry planet

Student's Book p62–p63

Vocabulary bad weather and natural disasters
Grammar the passive

QUICK REVIEW This activity reviews indirect questions. Students do the first part of the activity on their own. Students can refer to **REAL WORLD 7.1** ▸ SB p144 if necessary. If students are having problems thinking of ideas, write the following prompts on the board or invent your own: *nearest bookshop/bank/park*, etc.; *time of last bus/train*; *best museum/café/restaurant*; *best way to get around*; *tip waiters/hairdressers/taxi drivers*, etc. Put students into pairs. Students take turns to ask and answer their questions. Ask students to share interesting answers with the class.

Vocabulary and Speaking

Bad weather and natural disasters

1 Students do the exercise in pairs, then check new words in **VOCABULARY 8.1** ▸ SB p145.

Check students understand all the new words, referring to the definitions and examples in the Language Summary as necessary.

Tell students that the adjective for *storm* is *stormy*. Highlight that *thunder* and *lightning* are uncountable nouns and that we say *thunder and lightning* not ~~*lightning and thunder*~~.

Also highlight that *a hurricane, a typhoon* /taɪ'fuːn/ and *a cyclone* /'saɪkləʊn/ all mean the same thing. Tell students that we say *a tornado* in British English and *a twister* in American English.

Point out *flood* can be a noun and a verb and that the adjective is *flooded*. Also tell students that *heat wave* is sometimes written as one word (*heatwave*).

You can check meaning by asking students to describe the photos in the lesson (an earthquake, a drought, a melting iceberg/a flood, a tsunami).

Model and drill the words. Pay particular attention to the pronunciation of *flood* /flʌd/, *earthquake* /'ɜːθkweɪk/ and *drought* /draʊt/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

2 Students discuss the questions in groups. If possible, include students of different nationalities in the same group.

Ask students to share any interesting or surprising answers with the class.

Reading

3 **a** Be prepared with definitions, translations, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to highlight which words you need to pre-teach in order to help students understand the article they are about to read. This vocabulary is not in the Language Summary.

Point out that *prevent, melt, erupt* and *evaporate* are all regular verbs, and that *deep* is an adjective.

You can also teach the nouns *prevention, a (volcanic) eruption* and *evaporation*.

Model and drill the words with the class.

b Ask students to cover the Q&A article, then focus them on questions 1–5. Students work in pairs and discuss what they think the answers are, giving reasons for their ideas if possible. Do not check answers at this stage.

c Focus students on the article and ask what Q&A stands for (Question and Answer). Students do the exercise on their own, then compare answers with their partner.

Check answers with the class. Ask students to say how many of the answers they guessed correctly in **3a**.

1 D No, they can't, but they can predict which places are going to be hit sometime in the future.
2 B We can plant more trees. **3** A They can be caused by earthquakes under the ocean, a landslide or a volcano erupting. **4** E Yes, it is. **5** D The sea level will rise around the world and a lot of towns and cities on the coast will be flooded.

EXTRA IDEA

- Elicit students' answers to questions 1–5 in **3a** and write them on the board. Don't say if any of the answers are correct at this stage. Students then read the Q&A article and check the class's ideas.

d Students do the exercise on their own. Early finishers can compare answers in pairs.

Check answers with the class. Ask students if there was anything interesting or surprising in the texts that they didn't already know and encourage them to share their reactions to the article with the class.

1 Because the ocean is less deep there. **2** Because the water isn't held in the ground, so it evaporates. **3** Over 50%. **4** The Caribbean, Chile, Indonesia, Japan and North America. **5** On average the world's temperature has increased by 1.5°C in the last 150 years and eight of the ten hottest years have been recorded in the last two decades.

HELP WITH GRAMMAR The passive

4 **a–e** Students do the exercises on their own or in pairs, then check their answers in **GRAMMAR 8.1** ▸ SB p146.

While students are working, draw the table from **4c** on the board so that you are ready to check their answers. Check answers with the class.

- **a** **1** The subject of the active sentence is *Earthquakes under the ocean*. The subject of the passive sentence is *Tsunamis*. **2** The object of the active sentence is *tsunamis*. **3** In the active sentence the focus is on *earthquakes under the ocean* (the thing doing the action). In the passive sentence the focus is on *tsunamis* (the result of the action). **4** We use '*by* + the agent' in the passive sentence to say who or what does the action.
- Check students understand that the object of the active sentence becomes the subject of the passive sentence.
- Point out that we only use '*by* + the agent' when this is important or unusual information. We don't usually use it when the agent is clear from the context: *Twelve people were arrested ~~by the police~~.*
- **b** We often use the passive when we are more interested in what happens to someone or something than in who or what did the action: *Droughts often happen because all the trees have been cut down.*
- **c** We make the passive with: subject + *be* + past participle.
- Focus students on the table on the board. Elicit which words from the phrases in bold in the article go in each column and complete the table (see the table in **GRAMMAR 8.1** SB p146).
- Point out that we can also use other modal verbs (*could, must, should,* etc.) in passive verb forms: *Many people could be made homeless.*
- **d** We make negative passive sentences by using the negative form of the auxiliary *be*: *it **isn't** caused, they **haven't been** cut down*, etc.
- Point out that we can also make questions in the passive using different forms of the auxiliary *be*: ***Was** he arrested? Where **is** your car **being** serviced?* etc.

5 **a** Focus students on the Q&A article again. Students work on their own and underline all the other examples of the passive they can find.

b Students compare answers in pairs. Check answers with the class.

A A large quantity of water **is pushed** to the surface of the ocean ... **B** A drought **is caused** by not enough rainfall ... ; ... it **isn't held** in the ground by the trees.; ... tens of millions of trees **are going to be planted** in the next decade ... **C** ... and many of these places **will be destroyed**. **D** No other examples of the passive. **E** The world's temperature **has been measured** accurately for about 150 years ... ; Also, eight of the ten hottest years **have been recorded** in the last two decades ...

6 **CD2** ▶ **30** **PRONUNCIATION** Play the recording (SB p166). Students listen and practise. Check they copy the sentence stress correctly. Play the recording again if necessary.

7 **a** Students read the text about Roy Sullivan and find out what happened to him. Tell students not to choose the correct answers at this stage.
Check the answer with the class (he was hit by lightning seven times in his lifetime).

b Pre-teach *a park ranger* /ˈreɪndʒə/, *a toenail*, *an eyebrow* and *a lightning strike*.
Students do the exercise on their own. Point out that there can be more than one possible answer before they begin.
Early finishers can compare answers in pairs. Check answers with the class.

1 is hit **2** will be hit **3** spend **4** was hit **5** lost **6** happened **7** was taken

8 **a** Focus students on the photo. Ask students which city it is (Venice, in Italy) and what problems the city has (the water level is rising and parts of the city are often flooded).

b Students do the exercise on their own. Early finishers can compare answers in pairs. Check answers with the class.

1 are flooded **2** will be flooded/is going to be flooded **3** has already been collected **4** have now been repaired/are now being repaired **5** be found **6** be saved **7** isn't done **8** will be lost/are going to be lost

Get ready … Get it right!

9 Put students into two groups, group A and group B. Students in group A turn to SB p106 and students in group B turn to SB p111. Check they are all looking at the correct exercise.

a Put students into pairs with someone from the same group. Students work with their partners and write complete questions in the correct active or passive form.
While they are working, monitor and check their questions for accuracy.
If necessary, check the answers with the class. Only check the verb forms and the use of *by* (shown in bold below) so that the other group doesn't hear the questions they are about to be asked.

Student A 1 In which year **was** New Orleans **destroyed by** Hurricane Katrina? **2** What percentage of people who **are killed by** lightning every year are male? **3** Which of these countries **has had** the most tornadoes in the last 20 years? **4** Which country **was hit by** the world's biggest earthquake in 1960? **5** Which country **has got** the largest number of active volcanoes in the world? **6** What percentage of the Earth's surface **is covered by/in** water?

Student B 1 In which year **was** Japan **hit by** a tsunami? 2 What is the fastest wind that **has ever been recorded** inside a tornado? 3 Which of these natural disasters **kills** the most people every year? 4 What percentage of the Earth's surface **is covered by/in** forest? 5 What is the most snow that **has ever fallen** in a single storm? 6 Which of these countries **will not be affected** by a rise in sea levels in the future?

b Reorganise the class so that a pair from group A is working with a pair from group B. Students take turns to ask and answer their questions. Before they begin, check students understand that they must read out the three possible answers and point out that the correct answer is in bold. Students are not allowed to look at each other's books.

c Students work out which pair got more answers right.
Finally, find out which pair in the class got the most answers right and ask students if they found any of the answers surprising.

FURTHER PRACTICE

Ph **Class Activity** 8A Passive knowledge p180 (Instructions p149)
Ph **Vocabulary Plus** 8 Weather conditions p208 (Instructions p199)
Extra Practice 8A SB p122
Workbook Lesson 8A p40

8B Recycle!

Student's Book p64–p65

Vocabulary containers
Grammar quantifiers: *a bit of, too much/many, (not) enough, plenty of*, etc.

QUICK REVIEW This activity reviews weather vocabulary. Students do the first part of the activity on their own. Put students into pairs. Students compare words and tell their partner why they have chosen these words, as in the example. At the end of the activity, ask students to share interesting answers with the class.

Vocabulary Containers

1 **a** Students do the exercise in pairs, then check their answers in VOCABULARY 8.2 SB p145.
Check answers with the class (see VOCABULARY 8.2 SB p145). Note that some products may come in different containers in some countries.
Point out that we usually use *a tin* for food (a tin of tomatoes) and *a can* for drink (a can of cola).
Also point out that *marmalade* is made from citrus fruit (oranges, etc.) and *jam* is made from soft fruit (strawberries, etc.).
Highlight that in the UK *crisps* (US: *chips*) are thin, cold fried potatoes that are often sold in bags. In the UK *chips* (US: *French fries*) are hot, fried potatoes that are often eaten with meals.
Point out that we say *a box of chocolates* but *a bar of chocolate*, and that we say *sweets* in British English and *candy* in American English.
Model and drill the complete phrases (*a bottle of milk, a bag of crisps*, etc.). Pay particular attention to the pronunciation of *jar* /dʒɑː/, *honey* /ˈhʌni/, *biscuits* /ˈbɪskɪts/, *marmalade* /ˈmɑːməleɪd/, *chocolates* /ˈtʃɒkləts/, *tissues* /ˈtɪʃuːz/ and *crisps* /krɪsps/.
Point out that we say the weak form of *of* /əv/ in these phrases. Also highlight that the stress on *cárton* is on the first syllable, not the second.

b Students do the exercise in the same pairs. Ask students to think of at least one more thing for each container.
Check answers by writing the containers on the board and eliciting answers for each one. Write all the correct collocations on the board for students to copy into their notebooks. Clean the board before doing **2a**.

Possible answers a bottle of wine; a bag of rice; a tin of sardines; a box of matches; a can of lemonade; a carton of tomato juice; a jar of olives; a packet of pasta

2 **a** Students do the exercise in new pairs. Remind students that they can test each other on collocations from **1a** and also the ones you wrote on the board in **1b**. You can ask students to close their books while they are being tested.

b Students do the exercise in the same pairs.
Ask a few students to tell the class what they have in their kitchen.

Speaking and Listening

3 Pre-teach the verb *recycle* /riːˈsaɪkl/ and the noun or adjective *recycling* /riːˈsaɪklɪŋ/. Also check students remember *a law* /lɔː/. Model and drill these words with the class.

Students discuss the questions in groups. If possible, include students of different nationalities in the same group.
Ask students to share their answers with the class.

4 **a** Focus students on the picture. Ask students to cover the vocabulary boxes in **1a**. Students work on their own or in pairs and write down all the containers and products they can see in the picture, for example *a bottle of lemonade*. Set a time limit of two minutes.
Check answers with the class and find out which student or pair has the most phrases.

In the cupboards a packet of crisps, some tins of cat food, some tins of tuna, some tins of beans, a jar of honey, a jar of (strawberry) jam, a packet of pasta, a bottle of olive oil, a bottle of ketchup, two packets of biscuits, some packets of soup
On the table a bottle of lemonade, some cans of cola, a carton of orange juice, a bag of potatoes, a box of chocolates, a packet/bag of sweets, a bag of oranges, a packet of tea

b Focus students on the picture again. Tell students that Val and her boyfriend, Pete, are visiting Val's brother, James.
CD2 ▶ **31** Give students time to read sentences 1–6, then play the recording (SB p166). Students listen and choose the correct answers.
Students compare answers in pairs. Check answers with the class.

1 don't have anything **2** doesn't recycle any **3** 40% **4** 7 **5** tins **6** is

5 **a** Focus students on sentences 1–12. Tell students not to worry about the words/phrases in blue or pink at this stage.
Students work in pairs and decide who says each sentence, Val, Pete or James. Don't check students' answers at this stage.

b CD2 ▶ **31** Play the recording again. Students listen and check their answers. Check answers with the class.

2 Val **3** Pete **4** James **5** Val **6** Pete **7** Val **8** Val **9** Pete **10** Val **11** James **12** Val

EXTRA IDEA

- Put students into pairs. Students look at the picture again and decide which things James can recycle.

HELP WITH GRAMMAR Quantifiers

6 **a–d** Students do the exercises in pairs, then check their answers in GRAMMAR 8.2 ▶ SB p146.
While students are working, draw the table from **6b** on the board so that you are ready to check their answers. Check answers with the class.

- **a** **Countable nouns** tins; people; places; bottles; friends **Uncountable nouns** pasta; sugar; milk; rubbish; paper; information; progress
- **b** Focus students on the table on the board. Elicit which words/phrases in blue in **5a** go in each column and complete the table (see the table in GRAMMAR 8.2 ▶ SB p146).
- Remind students that we can say *There aren't any biscuits.* or *There are no biscuits.* and *There isn't any sugar.* or *There's no sugar.*
- Point out that *not many, hardly any* and *not much* have a negative meaning and that *several, a few, a bit of* and *a little* have a positive meaning. *Several* is usually more than *a few*.
- Also highlight that *loads of* is more informal than *a lot of* and *lots of*.
- Highlight the differences in word order with *not enough* and *enough*:
  1 *not* + *enough* + *noun*: *There aren't enough places.*
  2 *not* + adjective + *enough*: *It isn't big enough.*
  3 *enough* + noun: *There's enough milk.*
  4 adjective + *enough*: *That's hot enough.*
- Drill these sentences with the class, highlighting the pronunciation of *enough* /ɪˈnʌf/.
- **c** We usually use *some* in positive sentences: *I've found some coffee.* We usually use *any* in negative sentences and questions: *There isn't any sugar. Is there any milk?*
- We don't usually use *much* or *many* in positive sentences: *There's a lot of stuff here.* not ~~*There's much stuff here*~~. *I've got lots of old books.* not ~~*I've got many old books*~~.
- Check students remember that we use *some* and *any* with plural countable nouns (*biscuits, beans*, etc.) and uncountable nouns (*pasta, milk*, etc.).
- Remind students that we often use *some* in questions with *Would you like … ?*: *Would you like some coffee?*

HELP WITH LISTENING Quantifiers

This *Help with Listening* section focuses on how we say quantifiers and reviews sentence stress, linking and weak forms.

7 **a** CD2 ▶ **32** Play the recording (SB p166). Students listen and write the sentences. Point out that they will hear each sentence twice before they start.

b Students do the exercise on their own. Before they begin, point out that contractions (*there's*, etc.) count as two words.

c Students compare sentences in pairs and underline the quantifiers in each sentence.
Check answers with the class by eliciting the sentences and writing them on the board. Also ask students where the linking is on each sentence and mark it on the board.
Play the recording again. Students listen and check the sentences and the linking. Also highlight the weak form of *of* /əv/.

1 I think there's_a bit_of milk_in the fridge. (11 words)
2 We haven't got_enough bags_of crisps. (8 words)
3 There's hardly_/j/_any food_in the cupboard. (8 words)
4 He's got_a lot_of tins_of cat food. (10 words)
5 We need to get_a few packets_of biscuits. (9 words)
6 There's lots_of coffee_/j/_and plenty_/j/_of cups. (9 words)

8 CD2 ▸ 33 **PRONUNCIATION** Play the recording (SB p166). Students listen and practise, copying the linking and sentence stress. Note that these are the same sentences as in CD2 ▸ 32, but are said only once on this recording.

9 **a** Pre-teach *a recycling bin* (a large container in the street where you can recycle bottles, cans, newspapers, etc.). Students do the exercise on their own. Check answers with the class.

1 no **2** too much **3** hardly any **4** a few **5** several **6** plenty of **7** enough **8** some **9** too many **10** a little

b Students do the exercise on their own.

c Students do the exercise in pairs. Encourage students to ask follow-up questions if possible. Ask students to share one or two of the sentences that are true for them with the class.

Get ready … Get it right!

10 Pre-teach *a cycle lane* (a part of a road that only people on bikes can travel along) and check students remember the other words/phrases in the box.
Focus students on the example sentences and ask students what the quantifiers are in each sentence (*too much, n't enough*).

Students work on their own and write four good things and four bad things about the town or city they are in now. Encourage them to use the ideas in the box or their own, and the quantifiers from **6b**.
While they are working, monitor and correct any mistakes you see in their sentences.

11 **a** Put the students into groups of three or four. Students take turns to say their sentences. The other students say whether they agree or disagree, giving reasons for their answers.
When students have discussed all of their sentences, they choose the two best and the two worst things about the town or city they are in now.

b Ask each group to tell the class their two best and two worst things about the town or city they are in now.
Finally, ask the class to decide what they think is the best and the worst thing about the town or city, giving reasons for their answers.

WRITING

Students write a letter to the local newspaper about the things they would like to change in the town or city they are in now. They can discuss the topics in **10** or their own ideas. Encourage students to use quantifiers from **6** in their letter.

FURTHER PRACTICE

Ph **Class Activity** 8B The airport p181 (Instructions p149)
Extra Practice 8B SB p122
Workbook Lesson 8B p41

8C VOCABULARY AND SKILLS

Dangers at sea

Student's Book p66–p67

Vocabulary word building (2): prefixes and opposites, other prefixes and suffixes
Skills Listening: a TV news report; Reading: a newspaper article

QUICK REVIEW This activity reviews types of container. Students do the activity in pairs. Check students' answers by saying the containers in **1a** on SB p64 and eliciting things that can come in each container.

Speaking and Listening

1 Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 **a** Focus students on the photo and use this to pre-teach *a shark, attack* and *bite*. Point out that *attack* can be a noun or a regular verb, and that *bite* is a noun or an irregular verb (*bite, bit, bitten*).
Also pre-teach *oxygen* /ˈɒksɪdʒən/.

b Tell students that they are going to listen to a TV news report.
CD2 ▸ 34 Give students time to read questions 1–4, then play the recording (SB p166). Students listen and answer the questions. Check answers with the class.

1 A British tourist has been attacked by a shark off the coast of Texas. **2** Dead zones are areas in the ocean where there isn't enough oxygen, so all the fish die. **3** People./Too much pollution in the sea. **4** Over 400.

c Give students time to read sentences 1–7, then play the recording again. Students listen and choose the correct information in each sentence.
Students compare answers in pairs. Check answers with the class.

1 eight **2** quite near **3** leg **4** very big **5** a lot **6** bad **7** aren't

HELP WITH LISTENING

Linking (3): review

This *Help with Listening* section reviews consonant–vowel links and linking with /w/, /j/ and /r/ sounds, which were first introduced in lessons 3C and 4C.

3 **a** Check students remember which letters are vowels (*a, e, i, o, u*) and which are consonants (*b, c, d,* etc.).
Focus students on the sentence from the news report. Students do the exercise on their own.
Check the answers with the class. Use the example sentence to highlight the consonant–vowel links and the three extra linking sounds.

We usually link words that end in a consonant sound with words that start with a **vowel** sound. When a word ends in a **vowel** sound and the next word also starts with a **vowel** sound, we often link these words with a /w/, /j/ or /r/ sound.

EXTRA IDEA

- Students can refer back to the introductory bullet point in the *Help with Listening* section on SB p35 to find out when we use /w/, /j/ and /r/ sounds.

b Put students into pairs. Focus students on the sentences from the beginning of the news report. Students draw the consonant–vowel links (for example, *been‿attacked*) and complete the extra linking sounds (for example, *by ‿/j/‿a shark*).

c Students turn to Audio Script CD2 ▸ 34, SB p166 and check their answers.
If necessary, check the answers with the class (see EXTRA IDEA).
CD2 ▸ 34 Play the whole recording again. Students listen, read and notice the different types of linking.

A British tourist has been‿attacked by‿/j/‿a shark‿off the coast‿of Texas, making‿it the‿/j/‿eighth shark‿attack‿in‿America this year. We now go‿/w/‿over live to‿/w/‿Andrew‿/w/‿Evans for‿/r/‿a special report. Andrew, I‿/j/‿understand that the man didn't do‿/w/‿anything‿unusual to cause this‿attack.

EXTRA IDEA

- While students are doing **3b**, write the sentences from the beginning of the news report on the board. To check students' answers in **3c**, elicit the linking for each sentence and mark it on the board. Then play the beginning of CD2 ▸ 34 to check.

Reading, Vocabulary and Speaking

4 **a** Be prepared with definitions, translations, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves. Note that the aim of this box is to highlight which words you need to pre-teach in order to help students understand the article they are about to read. This vocabulary is not in the Language Summary.
Tell students that *conscious* /ˈkɒnʃəs/ is an adjective and that *attach* is a regular verb. Also highlight that *estimate* and *harm* can be verbs or nouns, and that *harm* is an uncountable noun.
Model and drill the words. Note that the *-ate* ending in *estimate* is pronounced /eɪt/ for the verb and /ət/ for the noun (in a similar way to *graduate* and *separate*, see the **TIP** in *Help with Pronunciation* **2a** SB p53).

b Focus students on the title of the article. Point out that this is a true story. Students say what they think happened to Jesse. Don't tell them if they are correct at this stage.

c Students read the article and decide if their predictions were correct. Check the answer with the class.

Jesse's arm was bitten off by a shark. He was taken to hospital, where his arm was reattached.

5 Students do the exercise on their own. Early finishers can compare answers in pairs.
Check answers with the class. Ask students for their reaction to the story and whether it would stop them from swimming in the sea.

1 F The shark bit off **the whole of** Jesse's arm. **2** T **3** F **A park ranger** shot the shark and **a volunteer firefighter** got Jesse's arm from inside it. **4** T **5** F The park ranger said shark attacks are very **uncommon/unusual**.

HELP WITH VOCABULARY

Word building (2): prefixes and opposites, other prefixes and suffixes

6 **a–c** Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 8.3 ▸ SB p145. Check answers with the class. You may wish to check the answer to **6a** before students move on to **6b**.

- **a** We often use the prefixes *un-*, *dis-*, *im-*, *in-* and *ir-* to make opposites of words.
- Elicit examples of words with these prefixes from the article (*unconscious*, *disappeared*, *impossible*, *incorrect*, *irresponsible*).
- Point out that we use these prefixes to make opposites of adjectives (*conscious* → *unconscious*, etc.) and verbs (*appear* → *disappear*, etc.).
- Point out that adjectives beginning with *p* usually take the prefix *im-* (*patient* → *impatient*, etc.) and adjectives beginning with *r* usually take the prefix *ir-* (*responsible* → *irresponsible*, etc.)
- **b** unbelievable; impatient; unselfish; dishonest; inconsiderate; impolite; disorganised; irregular; unreliable; disloyal; immature; unambitious; informal; dissimilar; insensitive; unhelpful
- Model and drill the words. Point out that prefixes aren't usually stressed.

EXTRA IDEAS

- Before drilling the opposites in **6b**, students work in pairs and decide which syllable is stressed in each word. Students can check their answers in VOCABULARY 8.3 SB p145.
- Students work in pairs and take turns to test each other on the opposites in **6b**. One student says the adjective, for example *honest*, and his/her partner says the opposite, for example *dishonest*. Encourage students to stress the words correctly and to avoid stressing the prefixes.

7 **a–c** Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 8.4 SB p145.

While students are working, draw the table from **7a** on the board so that you are ready to check their answers.

Check answers with the class. You may wish to check the answer to **7a** before students move on to **7b**.

- **a** Focus students on the table on the board and the answers from the class (see VOCABULARY 8.4 SB p145). Only write in the words in pink from the article in the table at this stage (*underestimate*, *reattach*, *over-optimistic*, *hopeful*, *harmless*). Check students understand the meanings of the prefixes and suffixes.
- **b** underpaid; repaid, overpaid; rewrite; painful, painless; oversleep, sleepless; undercharge, recharge, overcharge; careful, careless; remarry; successful; replay, playful; underuse, reuse, overuse, useful, useless
- Elicit the answers and write them in the correct places in the table on the board (see VOCABULARY 8.4 SB p145).
- Check the meaning of any words you think your students might have problems with (for example, people might overcharge you in a shop, etc.).

Point out that *over-optimistic* is the only word in the table that has a hyphen (-).

- Note that *unhelpful* means 'not helpful'. *Helpless* means 'not able to do things for yourself or protect yourself': *A baby is helpless without its mother*.
- Also highlight that the opposite of *successful* is *unsuccessful*, not ~~*successless*~~.

8 **a** Tell students they are going to tell other people in the class about an exciting or frightening experience that has happened to them, or to someone they know. Give students a minute or two to think of an appropriate story.

Students work on their own and make brief notes on what they are going to say, based on the prompts. Make sure students write notes, not complete sentences.

While students are working, monitor and help them with new language and vocabulary.

b Put students into groups of three or four. Students take turns to tell their stories. After each story, students can ask questions to find out more information. Students then decide which of the stories is the most exciting or frightening.

While students are working, monitor and help them with any communication difficulties.

EXTRA IDEA

- Before doing **8b**, students can practise telling their story in pairs. This will give students extra 'rehearsal time' before they tell the story in groups, as well as giving shy students more confidence.

c Ask students to tell the class about the best story from their groups.

Finally, ask the class to decide which is the most exciting or frightening story in the class.

WRITING

Students write their story about an exciting or frightening experience that has happened to them from **8**. These can be collected next class and displayed around the room for other students to read, or posted on the class blog. Alternatively, correct the stories and give them back to students in the following class. Students can then write a final version of their stories in class or for homework.

FURTHER PRACTICE

Ph **Class Activity** 8C Beginnings and endings p183 (Instructions p150)

Extra Practice 8C SB p122

Workbook Lesson 8C p43

8D REAL WORLD

A hiking trip

Student's Book p68–p69

Real World warnings and advice

QUICK REVIEW This activity reviews word building with prefixes and suffixes. Students work on their own and write six words with prefixes or suffixes, as in the examples.

If your students need some extra help, write the following prefixes and suffixes on the board before they begin: *un-, dis-, im-, in-, ir-, under-, re-, over-, -ful, -less*. Put students into pairs. Students take turns to say sentences with their partner's words, as in the example.

1 Students discuss the questions in groups.

Ask students to share any interesting experiences or ideas with the class.

2 **a** Focus students on the photo. Ask students what they remember about Lisa and Rebecca (they are next-door neighbours, they are both involved in the village festival, Rebecca has a son called Harry, etc.).

Students work on their own or in pairs and decide which of the things in the box they can see in the photo. Students can check new words/phrases with you or in a dictionary.

Check answers with the class. Also check students understand all the words/phrases.

Point out that *waterproof clothing* is a general phrase for clothes that keep you dry and we can say *a waterproof jacket*, *waterproof trousers*, etc. Highlight that we can say *a rucksack* or *a backpack*. Also check students understand *spare batteries* (batteries that you have in case the ones in your camera, torch, etc. run out).

Model and drill the words/phrases, paying particular attention to the pronunciation of *clothing* /ˈkləʊðɪŋ/ and *compass* /ˈkʌmpəs/.

a tent, a rucksack, a sleeping bag, walking boots

b VIDEO 8 CD2 35 Give students time to read the bulleted prompts, then play the video or audio recording (SB p167). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.

Students watch or listen to the conversation and put the things in the order Lisa and Rebecca talk about them. Before you begin, point out that there are two things in the list that they don't talk about.

Students can compare answers in pairs. Check answers with the class.

You can also ask students who is going on a hiking trip (Lisa and her boyfriend, Daniel) and how she feels about it (she's a bit nervous).

1 Daniel's tent **2** what to wear **3** food to take **4** getting lost **5** crossing rivers **6** dangerous animals
They don't talk about hotels and pubs or the best mountains.

c Pre-teach *blisters* and *GPS* (which stands for *global positioning system*).

Play the video or audio recording again. Students watch or listen and make a list of all the things that Rebecca advises Lisa to take on her hiking trip.

d Students compare lists in pairs and discuss why Lisa should take each thing.

Check answers with the class.

a new tent (because Daniel's old tent doesn't look very waterproof); **plenty of warm clothes** (because it can get really cold at night in a tent); **waterproof clothing** (in case it rains); **comfortable walking boots** (because Lisa will get blisters on her feet if she wears new boots); **dried food and pasta** (because it isn't very heavy to carry); **a torch** (in case they have to walk in the dark and to use when they're camping); **some spare batteries for her torch and camera** (in case the other batteries run out); **a map** (because it's easy to get lost in the mountains, particularly in bad weather); **a compass** (the GPS on her phone may not work because you can't always get reception)

REAL WORLD Warnings and advice

3 **a–c** Focus students on the introductory bullet point and check students understand 'warnings'.

Students do the exercises on their own or in pairs, then check their answers in REAL WORLD 8.1 SB p146.

Check answers with the class.

- **a** **a** asking for advice **b** giving advice **c** giving warnings **d** responding to advice/warnings
- **b** **1** *If I were you, I'd …* + **infinitive**:
  *If I were you, I'd **buy** a new tent.*
  2 *You'd better …* (= *you had better*) + **infinitive**:
  *You'd better **take** a torch.*
  3 *It's a good idea …* + **infinitive with *to***:
  *It's a good idea **to take** some waterproof clothing.*
  4 *Don't forget …* + **infinitive with *to***:
  *Don't forget **to take** a map.*
  5 *It's worth ...* + **verb+*ing***:
  *It's worth **taking** a compass.*
  6 *Whatever you do, …* + **imperative** (usually the negative imperative):
  *Whatever you do, **don't lose** sight of each other.*
- Highlight that *If I were you, I'd buy a new tent.* is a second conditional. Remind students that we often miss out the first clause in these sentences when we give advice: *I'd buy a new tent.*
- Remind students that we often use *in case* to give reasons why we're doing something: *You'd better take a torch **in case** you have to walk in the dark.*
- Also point out that we often use the phrase *just in case* when the reason is obvious: *It's worth taking a compass, **just in case**.* (= in case you get lost).
- Point out that after *Be careful* we can also use *of* + noun: *Be careful of snakes.*

4 CD2 ▸ 36 **PRONUNCIATION** Play the recording. Students listen and practise. Check they copy the sentence stress correctly. Play the recording again if necessary. You can also ask students to turn to REAL WORLD 8.1 ▸ SB p146. They can then follow the sentence stress while they listen and practise.

5 **a** Tell students that Mia is going sailing at the weekend and is asking a friend, Zak, for advice. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.
Students then practise the conversation in their pairs, taking turns to be Mia.

2 some **3** make **4** you'd **5** wear **6** in **7** like **8** I should **9** taking **10** just **11** That's **12** hadn't **13** if **14** were **15** I'd **16** for **17** helpful

6 **a** Focus students on sentences 1–8 and point out that these sentences give advice for people visiting the UK. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.

2 Make sure **3** Whatever you do, **4** It's a good idea **5** Don't **6** Be careful **7** If I were you, **8** It's worth

7 **a** Students do the exercise on their own. Encourage them to use a different phrase from **3a** in each sentence.
While students are working, monitor and check their sentences for accuracy.

b Put students into groups. If possible, include students of different nationalities in the same group. Students take turns to say their sentences. If the students are from the same country or city, they must decide if they agree or disagree with their partners' sentences. If your students are from different countries, they can decide how many of the other students' sentences are also true for their country. All students should also decide which warning or piece of advice is the most useful.
Finally, ask each group to share the most important warnings or pieces of advice with the class.

EXTRA IDEAS

- If you think your students will have difficulty thinking of ideas for **7a**, write these prompts on the board: *travelling around; buying tickets; taxis; travelling at night; local food; good/bad restaurants and cafés; weather; things to bring with you; things to buy; driving; dangerous areas of the town/city; using your phone; body language; how to be polite.*
- If you have a multilingual class, put students into pairs with a student from a different country in **7b**. Ask students to imagine that they have just arrived in their partner's country. Students take turns to give their partner advice/warnings about their country.

WRITING

Students write a letter or email giving advice to a friend from the UK who is coming to visit them in their country or city. Tell students to use at least six phrases from **3a** in their letter or email.

FURTHER PRACTICE

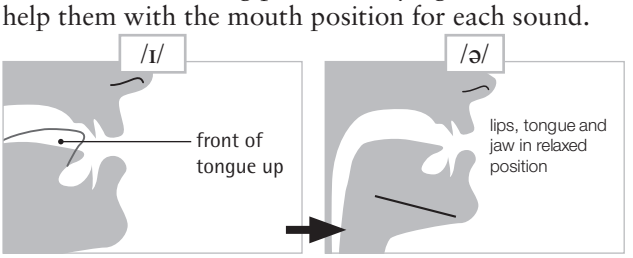
Extra Practice SB p122
Workbook Lesson 8D p44
Workbook Reading and Writing Portfolio 8 p78
Ph **Progress Test** 8 p254–p255

HELP WITH PRONUNCIATION

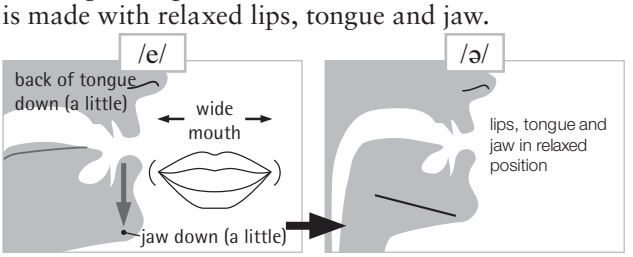
/ɪə/, /eə/ and /ɜː/

1 **a** CD2 ▸ 37 Focus students on sounds and words 1–3, then play the recording. Students listen and notice the three ways we say the letters *ear*.

b Play the recording again. Students listen and practise the sounds and words. Ask students if we usually say the letter *r* in the words in **1a** in British English (we don't). Point out that in American English the letter *r* in these words is usually pronounced.
If students are having problems saying the sounds, help them with the mouth position for each sound.

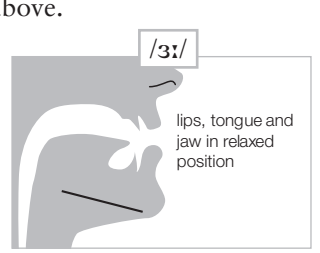


To make the /ɪə/ sound, first make the mouth position for the /ɪ/ sound. The mouth is wide and the front of the tongue is up. Then move to the /ə/ sound, which is made with relaxed lips, tongue and jaw.



To make the /eə/ sound, first make the mouth position for the /e/ sound. The mouth is wide, the jaw and the back of the tongue are down a little. Then move to the /ə/ sound as above.

To make the /ɜː/ sound, the mouth is slightly open and the lips, tongue and jaw are all in a relaxed position. Note that /ɜː/ is a long sound.



2 **a** Focus students on the words in the box and the example. Students do the exercise in pairs. Encourage students to say the words to each other while doing the exercise and to decide which syllable is stressed.

b CD2 ▸ **38** Play the recording (SB p167). Students listen and check their answers. Check answers with the class if necessary.

Play the recording again. Students listen and practise.

Ask students what other ways we can spell sounds 1–3 in **1a** and write them on the board.

1 /ɪə/ hear, near, fear, beer, volunteer, engineer, cheer
2 /eə/ scared, nightmare, software, spare, stairs, fair, hair
3 /ɜː/ early, earn, heard, murder, turn, further, burglar
/ɪə/ can also be spelt ***eer***
/eə/ can also be spelt ***are*** and ***air***
/ɜː/ can also be spelt ***ur***

3 Ask students to cover **1** and **2a**. Go through the example with the class.

Students do the exercise in pairs. Encourage students to say the words to each other to help them decide which word has a different sound. Check answers with the class.

Finally, ask students to say each set of three words for the class.

2 murder **3** search **4** hear
5 bear **6** wear **7** ear **8** early

continue2learn

Focus students on the *continue2learn* section on SB p69. See p36 for ideas on how to use this section in class.

Extra Practice 8 SB p122

See p37 for ideas on how to use this section in class.

8A

1

T	E	B	L	I	Z	Z	A	R	D
L	A	N	D	S	L	I	D	E	I
T	R	O	S	T	O	R	M	Z	L
S	T	E	D	O	E	T	H	U	K
U	H	U	R	R	I	C	A	N	E
N	Q	W	O	N	V	L	E	N	F
A	U	E	U	A	E	N	G	O	L
M	A	J	G	D	S	E	A	K	O
I	K	F	H	O	G	P	L	E	O
H	E	A	T	W	A	V	E	N	D

2 **2** are sent **3** send **4** 's/is being repaired
5 's/is driving **6** will be done **7** destroyed
8 have been known **9** were hit **10** be taught

8B

3 **2** can **3** packet **4** jar **5** tin **6** bottle **7** box **8** carton

4 **2** ~~much~~ **3** both are correct **4** ~~much~~ *5* ~~a few~~
6 both are correct **7** ~~a bit of~~ **8** ~~too many~~
9 both are correct **10** both are correct

8C

5 **2** dishonest **3** incorrect **4** unselfish **5** impolite
6 disloyal **7** irregular **8** informal **9** unhelpful
10 immature **11** unreliable **12** impatient
13 disorganised **14** irresponsible **15** inconsiderate
16 dissimilar **17** unconscious **18** impossible
19 insensitive **20** unbelievable

6 **2** over-optimistic **3** harmless **4** overslept
5 underestimate **6** painful **7** recharge
8 undercharged **9** successful **10** useless

8D

7 **2** make sure **3** don't forget **4** What else
5 If I were you **6** sounds like **7** it's worth
8 just in case **9** good idea **10** hadn't thought
11 watch out **12** really helpful

Progress Portfolio 8

- See p37 for ideas on how to use this section in class.

9A Get healthy!

Student's Book p70–p71

Vocabulary health
Grammar relative clauses with *who*, *that*, *which*, *whose*, *where* and *when*

QUICK REVIEW This activity reviews warnings and advice. Students do the first part of the activity on their own. Put students into pairs. Students compare sentences and decide what is the most important warning or piece of advice. Ask students to share their ideas with the class.

Reading and Listening

1 Pre-teach *have a healthy diet* (when you eat a good balance of healthy food) and compare this with *go on a diet* (when you try to lose weight).
Students discuss the questions in groups. Ask each group to share interesting answers with the class.

2 **a** Be prepared with definitions, translations, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves. Note that the aim of this box is to highlight which words you need to pre-teach to help students understand the article they are about to read. This vocabulary is not in the Language Summary.
Check students don't confuse *a fast* (a period of time when you don't eat any food) with the adjective *fast*, and point out that *fast* is also a regular verb (*I fasted for two days*.). Also check students understand *go on a retreat* (go to a place away from your normal life to fast, study, meditate, etc.) and teach *a retreat centre* (a place where you go on a retreat).
Model and drill the words, highlighting the pronunciation of *digest* /daɪˈdʒest/.

b Focus students on the headline and photos in the article. Ask students what they think the article is about (going on a fast at a retreat centre and drinking only juice).
Students read the article and answer the questions. Check answers with the class.

The journalist felt healthier after her retreat because she felt more relaxed than she'd been for years and she'd lost three kilos.

3 **a** Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 F You drink fruit and vegetable juice on the retreat. **2** T **3** F Louise was also on the retreat (and she had been on it four times before). **4** T **5** F On day two of the retreat, Joanne had an awful headache and felt as if she was getting a cold. **6** T **7** T

b Students discuss the questions in pairs.
Ask students to share their ideas with the class. Find out how many students would like to go on a retreat like the one described in the article.

HELP WITH GRAMMAR

Relative clauses with *who*, *that*, *which*, *whose*, *where* and *when*

4 **a–c** Focus students on the introductory bullet point and check that students understand what a relative clause is.
Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 9.1 ▸ SB p148. Check answers with the class.

- **a** **1** *who* or *that* for people **2** *that* or *which* for things **3** *where* for places **4** *whose* for possessives **5** *when* for times
- Point out that we usually use *who* for people (but *that* is also correct), and that we usually use *that* for things (but *which* is also correct).
- Highlight that we don't use *what* in relative clauses: ~~*The food* ***what*** *we usually eat* ~~… . We can use *what* to mean 'the thing/things that': *Now I'm much more careful about what I eat*. (= the things that I eat).
- **b** **1** The subject of *eats* in sentence A is *that*. **2** The subject of *eat* in sentence B is *we*.
- We can leave out *who*, *that* or *which* when it **isn't** the subject of the relative clause.
- Tell students that we never leave out *whose* in relative clauses.
- Point out that we can usually leave out *where* if we add a preposition at the end of the relative clause: *That's the café where I met my wife*. → *That's the café I met my wife* ***in***.
- Also highlight that we can only leave out *when* if the time reference is clear: *Monday's the day (when) I play tennis*. If the time reference isn't clear, we must use *when*: *This was also when I started getting really hungry.*

5 **a** Students do the exercise on their own, then compare answers in pairs. Before they begin, point out that there can sometimes be more than one answer. Check answers with the class.

2 who/that **3** who/that **4** that/which **5** who/that **6** that/which **7** whose **8** where **9** when **10** where

b Students do the exercise on their own or in pairs. Check answers with the class.

We can leave out *who, that* or *which* in sentences 1, 4 and 6.

c Students do the exercise on their own.

d Students compare sentences in groups and find out how many are the same. Ask students to tell the class which sentences are the same for all the students in the group.

Vocabulary and Speaking Health

6 **a** Students work in pairs and choose the correct words or phrases.

b CD2 ▸ 39 Play the recording. Students listen and check their answers. Check answers with the class. Don't tell students the meanings of the other words at this stage.

Tell students that *A&E* stands for 'Accident and Emergency'. In the UK this department is also called *the casualty* /'kæʒjuəlti/ *department*, or just *casualty*. In the USA this department is called *ER*, which stands for 'Emergency Room'. *Mark's had a car accident. They've taken him to A&E/casualty/ER.*

Highlight that we also say we're *allergic* /əl'ɜːdʒɪk/ *to* something: *My sister is allergic to nuts.*

Model and drill the words. Pay particular attention to the pronunciation of *surgeon* /'sɜːdʒən/, *asthma* /'æzmə/ and *allergy* /'ælədʒi/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

1 A surgeon **2** An operating theatre **3** Asthma
4 A specialist **5** The A&E department **6** An allergy

7 **a** Focus students on the six incorrect words in **6a** (*a GP, a surgery, an infection, a prescription, a ward, a migraine*).

Students do the exercise on their own. Point out that the words from **6a** go in the first gap in each sentence and that *who*, *that*, etc. go in the second gap. Early finishers can compare answers in pairs.

b Students check their answers in VOCABULARY 9.1 ▸ SB p147. Check answers with the class.

Ask students in which sentence we can leave out the relative pronoun (sentence 5). You can point out that we can also leave out *where* in sentence 4 if we add a preposition to the end of the relative clause: *A surgery is a building or an office you can go **to** and ask a GP or a dentist for medical advice.*

Highlight that *a GP* is short for 'a general practitioner', but point out that the full phrase is hardly ever used.

Model and drill the words. Pay particular attention to the pronunciation of *surgery* /'sɜːdʒəri/ and point out that *migraine* can be pronounced /'maɪgreɪn/ or /'miːgreɪn/.

1 A migraine; that/which
2 A ward; where
3 A GP; who/that; who/that
4 A surgery; where
5 A prescription; (that/which)
6 An infection; that/which

8 Students do the exercise in pairs, as shown in the speech bubbles. Tell students to use relative clauses in their definitions. You can also ask the student who is being tested to close his/her book.

Get ready … Get it right!

9 Put students into two groups, group A and group B. Students in group A turn to SB p105 and students in group B turn to SB p110. Check they are all looking at the correct exercise.

a Put students into pairs with someone from the same group. Students write sentences with relative clauses to define words/phrases 1–8, as shown in the example. Point out that they are not allowed to use the words/phrases in their definitions. Note that all this vocabulary has appeared in earlier units of the Student's Book.

While students are working, monitor and help them with their definitions. Don't check their sentences with the class at this stage.

b Reorganise the class so that a pair from group A is working with a pair from group B. Students take turns to say their sentences and guess the other pair's words. You can allow pairs to have two or three guesses for each word.

Ask each group to tell the class which pair guessed more words correctly.

Finally, check the definitions for the words with the whole class.

Possible answers
Group A a garage A place where you put your car at night. **a blender** A machine that/which makes soup./A machine that/which you use to make soup. **a memory stick** A thing that/which you use for storing information or photos./A thing that/which you store information or photos on. **a vegetarian** A person who/that doesn't eat meat or fish. **an optimist** A person who/that is optimistic./A person who/that has a positive view of life. **a residential area** A part of a town where a lot of people live. **an estate agent** A person who/that sells houses and flats.
Group B a volunteer A person who/that works because they want to and doesn't get paid. **a package holiday** A holiday that/which has everything included in the price. **a detached house** A house that/which is not attached to other houses. **a football fan** A person who/that really likes football. **a loft** A place where you put things at the top of your house. **an internet forum** A place on the internet where people can leave messages and discuss things. **a workaholic** A person who/that works too hard.

FURTHER PRACTICE

Ph **Class Activity** 9A Fighting fit p184 (Instructions p150)
Extra Practice 9A SB p123
Workbook Lesson 9A p45

9B Good news, bad news

Student's Book p72–p73

Vocabulary collocations (3): the news
Grammar Present Perfect Simple active and passive for recent events

QUICK REVIEW This activity reviews health vocabulary. Students work on their own and write four words/phrases connected to health. Put students into pairs. Students ask their partners to describe their words/phrases, as in the example. Encourage students to use relative clauses in their descriptions if possible.

Speaking and Vocabulary

Collocations (3): the news

1 Students discuss the questions in pairs. Ask students to share their answers with the class. You can also discuss any stories that are in the news at the moment.

2 **a** Students do the exercise on their own, then check their answers in VOCABULARY 9.2 SB p147. Check answers with the class.
Point out that *protest* can be a verb or a noun and highlight the different stress pattern on the verb (*protést*) and the noun (*a prótest*). Also tell students that a person who protests is called *a protester* and a person who demonstrates is called *a demonstrator*.
Point out that *accept* and *reject* are opposites. Also highlight the lack of an article in *go on strike* (not ~~*go on a strike*~~) and compare it to *call off a strike*.
Highlight that we can use the verbs *go* or *be* with *on strike*: *They're going on strike at midnight. The factory's closed because everyone is on strike.*
Model and drill the phrases with the class.

take part in a demonstration; **protest** against something; **take** somebody to hospital; **publish** a report; **meet** a target; **discover** something new; **accept/reject** an offer; **go** on strike; **call off** a strike

b Students work in pairs and take turns to test each other on the collocations in **2a**, as shown in the speech bubbles. You can ask students who are being tested to close their books.

Listening

3 **a** Focus students on photos A–D, but tell students not to read the speech bubbles yet. Point out that the photos are of today's main news stories.
Students work in pairs and discuss what they think the news stories in the photos are about. Encourage students to use the collocations in **2a** where possible.

b CD2 ▸ **40** Play the recording of today's news (SB p167). Students listen and put photos A–D in the same order as the news stories.
Check answers with the class. Ask students to explain what is shown in each photo.

1D 2A 3C 4B

c Give students time to read the speech bubbles. Play the recording again. Students listen and fill in the gaps in the speech bubbles with the correct words or phrases.
Students compare answers in pairs. Check answers with the class.

2 economy **3** forty **4** six **5** environment
6 targets **7** progress **8** 2.7% **9** 1,500
10 teacher **11** century **12** government

EXTRA IDEA

- Ask students to turn to Audio Script CD2 ▸ **40** SB p167. Students read the news report and underline all the collocations from **2a** they can find. They can then compare answers in pairs or groups.

HELP WITH GRAMMAR

Present Perfect Simple active and passive for recent events

4 **a–d** Focus students on the introductory bullet point to remind students of this important use of the Present Perfect Simple.
Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 9.2 ▸ SB p149. Check answers with the class.

- **a** **1** The verb form *has failed* is in the Present Perfect Simple active. The verb form *have been arrested* is in the Present Perfect Simple passive.
  2 We make the Present Perfect Simple active with: *I/you/we/they* + *'ve, have* or *haven't* + past participle: *We **haven't met** our targets yet.*
  he/she/it + *'s, has* or *hasn't* + past participle: *The UK **has failed** to meet its targets.*
  We make the Present Perfect Simple passive with: *I/you/we/they* + *'ve, have* or *haven't* + *been* + past participle: *At least forty people **have been arrested**.*
  he/she/it + *'s, has* or *hasn't* + *been* + past participle: *Some of the items still **haven't been examined**.*
- Point out that we often use passive verb forms in radio and TV news reports and newspaper articles.
- Remind students that when we say the exact time something happened; we must use the Past Simple active or passive: *Gareth Jones found the treasure five days ago*. not ~~*Gareth Jones has found the treasure five days ago*~~.
- **b** We use ***just*** to say something happened a short time ago. We put *just* after the auxiliary.
- We use ***yet*** to say something hasn't happened, but we think it will happen in the future. We put *yet* at the end of the sentence or clause.

- We use ***already*** to say something happened some time in the past, maybe sooner than we expected. We put *already* after the auxiliary.
- We use ***still*** to say something started in the past and continues in the present. We put *still* before the auxiliary.
- Point out that we don't use *just* or *already* in negative sentences and that we don't use *yet* in positive sentences.
- Also highlight that we only use *still* in negative sentences with the Present Perfect Simple active and passive.

5 **a** Focus students on the verb forms in bold in the speech bubbles. Students do the exercise on their own.

b Students compare answers in pairs. Check answers with the class.

Present Perfect Simple active have met; has failed; haven't met; haven't (we) heard
Present Perfect Simple passive have been arrested; have been taken; has just been published; has (already) been reduced; have been discovered; haven't been examined

HELP WITH LISTENING

Present Perfect Simple active and passive

This *Help with Listening* section helps students to hear the difference between the Present Perfect Simple active and passive.

6 **a** CD2 ▸ 41 Focus students on the two example sentences. Play the recording. Students listen and notice the weak forms of *have* /həv/, *has* /həz/ and *been* /bɪn/. Play the recording again if necessary.
You can also point out that we sometimes drop the /h/ sound in the weak forms of *have* /əv/ and *has* /əz/, particularly in informal speech.

b CD2 ▸ 42 Play the recording (SB p168). Students listen to eight sentences and decide if the verbs are in the Present Perfect Simple active (A) or passive (P).
Play the recording again, pausing after each sentence to check students' answers.

1 P (has just been published)
2 A (has just published)
3 P (have been taken)
4 A (have taken)
5 A (hasn't met)
6 P (haven't been met)
7 P (has already been rejected)
8 A (have already rejected)

EXTRA IDEA

- Play CD2 ▸ 42 again, pausing after each sentence. Students listen and write the sentences. Alternatively, play the recording again and ask students to write down the verb forms only.

7 CD2 ▸ 42 PRONUNCIATION Play the recording again. Students listen and practise. Check that students copy the sentence stress and weak forms correctly. Play the recording again if necessary.

8 **a** Focus students on the four speech bubbles. Tell students these are also stories from today's news.
Students do the exercise on their own, then compare answers in pairs. Don't check answers at this stage.

b CD2 ▸ 43 Play the recording. Students listen and check their answers.
Play the recording again, pausing after each verb form to check the answers with the class.

1 has been rejected 2 has just confirmed 3 has been called off 4 have found 5 have been discovered 6 has just arrived 7 has already sold 8 've/have just heard 9 has been taken 10 has been described

9 Students do the exercise on their own. Check answers with the class.

1 The strike has already lasted three weeks.
2 The Prime Minister has just arrived.
3 The relatives haven't been told yet.
4 He's already been questioned by the police.
5 Three men have just been arrested.
6 Has the match finished yet?
7 The results still haven't been published.

Get ready … Get it right!

10 Put students into two groups, group A and group B. Students in group A turn to SB p104 and students in group B turn to SB p109. Check they are all looking at the correct exercise.

a Tell students that they are all going to be newsreaders. Students work with a partner from the same group and choose the correct auxiliaries in their news summaries. If necessary, check students' answers by writing the auxiliaries only (not the complete texts) on the board.

Student A 1 has 2 have 3 have been 4 have been 5 has 6 has just 7 have 8 has been
Student B 1 have been 2 has 3 have just been 4 have been 5 has just 6 has already been 7 has

b Students practise reading the news summary to their partner from **a**. Allow time for each student to read their summary at least twice. Encourage students to read the summary with natural rhythm and stress.

c Reorganise the class so that a student from group A is working with a student from group B. Students take turns to read their news summaries without stopping. Students make brief notes on their partner's news summary. They are not allowed to look at their partner's books.

If necessary, students can ask their partners to read the news summaries a second time.

d Students work with the partner that they worked with in **a** and compare notes. Students decide what the other group's news stories were about and see what they can remember about each one.
Finally, ask students to tell the class what the other group's news stories were about, giving as much information about each one as they can.

WRITING

Students write a news summary, using the Present Perfect Simple active and passive and, if possible, collocations from **2a**. The stories can be based on real events that are happening in their country and around the world, or can be invented.

FURTHER PRACTICE

Ph **Class Activity** 9B Perfect circles p185 (Instructions p151)
Extra Practice 9B SB p123
Workbook Lesson 9B p46

9C VOCABULARY AND SKILLS

Human behaviour

Student's Book p74–p75

Vocabulary body movements and responses; connecting words
Skills Reading: a magazine article; Listening: a TV interview

QUICK REVIEW This activity reviews the Present Perfect Simple active and passive. Students do the first part of the activity on their own, as in the examples. Put students into groups. Students take turns to tell the other students their news and ask follow-up questions if possible. Encourage students to use the Present Perfect Simple active and passive when giving news, and the Past Simple to give more information. Ask each group to share one interesting piece of news with the class.

Vocabulary and Speaking

Body movements and responses

1 **a** Students do the exercise in pairs, then check new words in VOCABULARY 9.3 SB p147.
Check answers with the class by asking students to mime, demonstrate or explain the verbs.
Model and drill the verbs as necessary, highlighting the pronunciation of *yawn* /jɔːn/ and *crawl* /krɔːl/.

b Students do the activity in pairs. Encourage students to start their answers with *When ...* .
Ask individual students to explain to the class when people do the things in **1a**.

Reading

2 **a** Be prepared with definitions, translations, examples, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to highlight which words you need to pre-teach to help students understand the article they are about to read. These words are not in the Language Summary.

Point out that *evolve* is a regular verb (you can also teach the noun *evolution*).
Highlight that we produce *tears* /tɪəz/when we cry, and that if you have *an itch*, you want to scratch it. You can point out that *itch* can also be a verb: *This mosquito bite really itches*.
Also highlight that *forgive* is an irregular verb (*forgive*, *forgave*, *forgiven*).

b Focus students on pictures A–E and ask them to cover the article. Students do the exercise in pairs. Don't check answers at this stage.

c Students read the article and check their answers to **2b**.
Check answers with the class.

1D 2C 3B 4E 5A

3 **a** Students do the exercise on their own.

b Students compare answers in pairs and discuss which piece of information is the most surprising.
Check answers with the class. Ask students which piece of information they thought was the most interesting or surprising.

Crying also evolved to show other humans that we are unhappy or in pain and we need help from other people in our group. **Yawning** also evolved to help groups of early humans stay awake and notice danger. We also **laugh** because something is funny, and to signal to other humans that we're playing, or that danger has passed. **Scratching** also stimulates the parts of the brain that make us happy. **Blushing** has evolved to show the other person that we know we've done something wrong, and that we are sorry about this.

HELP WITH VOCABULARY
Connecting words

4 **a–c** Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 9.4 SB p147. Check answers with the class.

- **a** *Although*, *even though*, *despite*, *in spite of* and *however* are similar in meaning to *but*.
- We use *although*, *even though*, *despite* and *in spite of* to contrast two clauses in the same sentence.
- We use *however* to contrast two sentences. We put a comma (,) after *however*.
- Drill *although* /ɔːlˈðəʊ/ and *even though* /ðəʊ/ with the class. Point out that *even though* is usually stronger than *although*.
- **b** After *despite* and *in spite of* we usually use a noun or verb+*ing*: *In spite of* ***this knowledge****, ...; Despite* ***appearing*** *rude, ...*
- After *although* and *even though* we usually use a clause: *Although/Even though* ***we don't enjoy crying****, ...*
- Highlight that we can put *although*, *even though*, *despite* and *in spite of* at the beginning or in the middle of a sentence, with a comma to separate the two clauses.
- Also highlight that we usually put *however* at the beginning of a sentence.
- Point out that in spoken English, we often use *though* /ðəʊ/ instead of *although* or *even though*: **A** *I enjoyed the film.* **B** *Me too. I didn't like the ending, though.* We usually put *though* at the end of the sentence.

5 **a** Focus students on the example. Students rewrite the rest of the sentences on their own. While students are working, monitor and help them with any problems.

b Students compare answers in pairs. Check answers with the class.

2 Robin slept really well, in spite of the noise./In spite of the noise, Robin slept really well. (Note that the clauses can be reversed in all the answers apart from sentence 4.) **3** Even though I don't get paid very much, I enjoy my job. **4** Erica was well-qualified. However, she didn't get the job. **5** We enjoyed the concert, even though there weren't many people there. **6** They watched TV all night, despite having to work the next day. **7** Even though the teacher explained it twice, I still didn't understand it.

Speaking and Listening

6 **a** Check students remember *lie* and teach *a liar* /ˈlaɪə/. Students discuss the questions in pairs. Ask students to share interesting answers with the class.

b Focus students on photos 1–4. Students do the exercise in pairs or with the whole class. Don't tell students the answers at this stage.

c Tell students that they are going to listen to a radio interview with Dr Miriam Richards, an expert in body language.

CD2 ▸ **44** Play the recording (SB p168). Students listen and check whether the woman in photos 1–2 in **6b** is lying or not.

Students can compare answers in pairs, giving reasons for their choices if possible. Check answers with the class.

A She's telling the truth. (This is a real smile.)
B She's lying. (Her eyes are going left.)
C She's telling the truth. (She's looking up.)
D She's lying. (She's touching her nose and covering her mouth.)

7 **a** Students do the exercise in pairs.

b CD2 ▸ **44** Play the recording again. Students listen and check their answers to **7a**. Check answers with the class.

Ask students what they found interesting or surprising in the interview.

1 more **2** often smile a lot **3** eyes
4 left **5** right **6** mouth

HELP WITH LISTENING
British and American accents

This *Help with Listening* section helps students to hear the difference between British and American accents.

8 **a** Give students a few moments to read the words in 1–5. Point out the letters in bold in each set of words. Tell students they are going to listen to how we say these letters differently in a British and an American accent. They will hear the British accent first.

CD2 ▸ **45** Play the recording. Students listen and notice the different ways we say the letters in bold in the five sets of words.

Highlight that the vowel sounds in 1–3 are usually said differently in British English (UK) and American English (US): 1 *hot* UK /hɒt/; US /hɑːt/ 2 *saw* UK /sɔː/; US /sɑː/ 3 *aunt* UK /ɑːnt/; US /ænt/.

Point out that the letter '*r*' is usually pronounced in American English (as in 4), whereas in British English the letter *r* isn't usually pronounced (unless it is followed by a vowel sound).

Also highlight that in American English, a *t* between two vowel sounds is pronounced more like a *d* (as in 5).

b CD2 ▸ **46** Play the recording (SB p167). Students listen and decide which accent they hear first.

Play the recording again, pausing after each pair of sentences to check students' answers.

1 British **2** American
3 American **4** British
5 British **6** American

c Ask students to turn to Audio Script CD2 ▸ 44 SB p168. Play the recording of the interview again. Students listen and notice the difference between the interviewer's British accent and Dr Richards's American accent. Tell students that the voices on these recordings are standard British and American accents, and point out there is a wide variety of regional accents in both countries.

9 Put the class into groups of four. If you have extra students, have one or two groups of three or five. Ask all students to turn to SB p114. Check they are all looking at the correct exercise.

a Students do the exercise on their own. Tell students that they can write one or two words only to remember each of the four things, and ask them not to write them in order.

b Students work in their groups and take turns to tell the group their four things. Other students in the group can ask one question about each thing to try and find out if the person is lying. When each student has finished talking about his/her four things, the other three students then decide which two things he/she is lying about.

When students have finished, ask each group to decide who the best and worst liar was, and why.

c Ask students to tell the class who the worst liar in each group was and how they could tell he/she was lying.
Finally, ask students who was the best liar in each group.

EXTRA IDEA

- Finish the class by saying two true and two false sentences about yourself and ask students to decide when you are lying!

FURTHER PRACTICE

Ph **Study Skills** 4 Collocations p234 (Instructions p230)
Extra Practice 9C SB p123
Workbook Lesson 9C p48

9D ▶ REAL WORLD

At the doctor's

Student's Book p76–p77

Real World what doctors say; what patients say
Vocabulary health problems, symptoms and treatment

QUICK REVIEW This activity reviews verbs for body movements and responses. Students do the first part of the activity on their own. Put students into pairs. Students take turns to mime or describe the verbs on their list and their partner says the verb.

1 Focus students on groups 1–3 under the vocabulary box and the examples. Check students understand the meaning of *symptoms* (group 2) and *treatment* (group 3).
Students do the exercise in pairs, then check new words/phrases in VOCABULARY 9.5 ▸ SB p148. Note that only new words/phrases are included in the dictionary box in the Language Summary.
While students are working, draw a three-column table on the board with three headings: 1 *health problems,* 2 *symptoms*, 3 *treatment*.
Check answers with the class by eliciting which column each word/phrase goes in and writing it on the board, checking meaning as necessary. Note that some words/phrases, such as *a stomach ache*, could be included in groups 1 and 2.
Check students understand the difference between *a runny nose* and *a blocked-up nose*. You can also point out that *flu* is short for *influenza*.

Highlight that *hay fever* is a type of allergy, usually to pollen. Also tell students that *wheezy* is an adjective and *sneeze* can be a noun or a verb. Teach students that when other people sneeze, we usually say *Bless you!*.
Point out that we can say *I've got* ***a*** *stomach ache/toothache*. or *I've got stomach ache/toothache*.
We can also say *I've got* ***a*** *headache*, but not ~~*I've got headache*~~.
Note that *be sick* has two meanings: 'be ill' or 'vomit/throw up'. In American English, *be sick* is more common than *be ill*: *Sorry, I can't come to work today. I'm ill*. (UK) *I'm sick*. (US).
Point out that we don't usually add an *-s* to make the plural of *paracetamol*: *Take two paracetamol every four hours*.
You can also teach students that the opposite of *have diarrhoea* is *be constipated*, which is a false friend in some languages.
Model and drill the words/phrases with the class. Highlight the pronunciation of *virus* /ˈvɑɪərəs/, *throat* /θrəʊt/, *cough* /kɒf/, *diarrhoea* /daɪəˈriːə/, *stomach ache* /ˈstʌmək eɪk/ and *antibiotics* /æntɪbaɪˈɒtɪks/. Also point out that *temperature* /ˈtemprətʃə/ is three syllables, not four, and that the stress on *hay fever* is on the first word, not the second.

1 asthma; an allergy; hay fever; flu; a migraine; an infection; a virus; food poisoning; a cold
2 a runny nose; a blocked-up nose; wheezy; sneeze; be sick; throw up; a sore throat; a temperature; a cough; diarrhoea; a stomach ache; a rash
3 antibiotics; penicillin; painkillers; paracetamol; cough medicine

EXTRA IDEA

- Do **1** as a *Know, Might Know, Don't Know* activity (p24).

REAL WORLD What doctors say

2 **a** Focus students on sentences 1–10 and tell them that these are things that doctors often say to patients. Check students remember *allergic* /əl'ɜːdʒɪk/ and *a prescription* from lesson 9A.
Students do the exercise on their own, then compare answers in pairs.

b CD2 ▸ 47 Play the recording. Students listen and check their answers. Check answers with the class. Note that these sentences are in REAL WORLD 9.1 ▸ SB p149, but students don't need to refer to them during the lesson.

2 feeling 3 allergic 4 eaten 5 back 6 taking
7 symptoms 8 look 9 temperature 10 prescription

3 Focus students on the photos and ask students where the people are (in a GP's surgery). Also ask students what they remember about the two men. (SB p76 – Andy Philips, who is a colleague of Charlie's at Getaway Holidays; SB p77 – Daniel Green, who is Lisa's boyfriend, a Manchester United fan and he works for a water sports company.) Note that Andy is referred to as Mr Philips and Daniel as Mr Green by the doctor in the video and audio recordings.
VIDEO ▸ 9 CD2 ▸ 48 Play the video or audio recording (SB p168). Students watch or listen and answer the questions. Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students can compare answers in pairs. Check answers with the class.

1 **Mr Philips** has a terrible stomach ache and keeps throwing up.
Mr Green's chest hurts, he keeps having really bad headaches and can't stop sneezing.
2 **Mr Philips** The doctor thinks he's got food poisoning.
Mr Green The doctor thinks he's got a virus.

4 VIDEO ▸ 9 CD2 ▸ 48 Give students time to read sentences a–h, then play the audio or video recording again. Students watch or listen, tick the true sentences and correct the false ones.
Students can compare answers in pairs. Check answers with the class.

aT **b**F His children cooked him a meal for his **wedding anniversary**. **c**T **d**F Mr Philips **doesn't have to** come back to see the doctor again (but he can if he isn't feeling better in two days). **e**T **f**F He started feeling ill **three** days ago. **g**T **h**F The doctor gives him a prescription for some **painkillers**.

REAL WORLD What patients say

5 **a–c** Students do the exercises on their own or in pairs, then check their answers in REAL WORLD 9.1 ▸ SB p149. Check answers with the class.

- **a** 2a 3d 4e 5b 6g 7j 8f 9h 10i
- **b** We use *I keep ...* and *I can't stop ...* for things that happen lots of times. We don't want these things to happen: *I keep waking up at night.*
- After *I keep ...* and *I can't stop ...* we use verb+*ing*: *I can't stop* ***coughing***.
- Point out that we only use *-ache* to talk about a pain in your head, tooth, stomach, back or ear (*headache, toothache, stomach ache, backache* or *earache*): *I've got a terrible headache*. For other parts of the body we use *My ... hurts*: *My knee hurts*. not ~~*I've got kneeache*~~.
- Highlight that we can also say *I've got a pain in my ...* (*knee, chest, shoulder*, etc.).

6 CD2 ▸ 49 Play the recording. Students listen and practise. Check students are copying the sentence stress correctly. Play the recording again if necessary.

7 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 throw up 3 hay fever 4 a temperature 5 food poisoning 6 headache 7 migraine 8 sneeze

8 **a** Focus students on the first sentence in the conversation and the example answer.
Students do the exercise in pairs. You can ask students to cover SB p76 before they begin.
Check answers with the class.

2 I **haven't been feeling** very well recently. 3 My chest **hurts** and I can't stop **coughing**. 4 Do **you** know if you**'re** allergic **to** anything? 5 Have **you** got **any** other symptoms? 6 Yes, **I** keep waking up **at** night with **a** blocked-up nose. 7 Right, let **me** have **a** look **at** you. 8 How long **have** you **been feeling** (or **felt**) like this? 9 **I'm** just **going to** take **your** temperature. 10 Here**'s a** prescription **for** some antibiotics. 11 How often **should** (or **do**) **I** take **them**? 12 Four times **a** day for **a** week. 13 Come back **if** you**'re not feeling** (**don't feel**) better **in** three days.

b Students practise the conversation in their pairs, taking turns to be the doctor. While they are working, monitor and correct any mistakes you hear.
Ask one or two confident pairs to role-play the conversation for the class.

9 Put students into new pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p111. Check students are all looking at the correct exercise.

a Students work on their own and read the information about the two conversations they are going to have. Tell students they can make brief notes for each conversation, but they shouldn't write exactly what they are going to say.

b Students role-play the conversations with their partner. Student A starts conversation 1 and student B starts conversation 2.
While they are working, monitor and check they are using the sentences from **2a** and **5a** correctly.

c Ask students to tell the class about their symptoms and the treatment their doctors suggested. Finally, find out if students were happy with their doctor's advice, giving reasons for their answers.

FURTHER PRACTICE

Ph **Class Activity** 9D Noughts and crosses p186–p187 (Instructions p151)
Ph **Vocabulary Plus** 9 Injuries and health problems p209 (Instructions p199)
Extra Practice SB p123
Workbook Lesson 9D p49
Workbook Reading and Writing Portfolio 9 p80
Ph **Progress Test** 9 p256–p257

HELP WITH PRONUNCIATION

The letters *ough*

1 **a** Students do the exercise in pairs. Check answers with the class by asking students to say each sound and word. If necessary, drill the sounds and words with the class.

b Check students know the meaning of all the words in the box and point out that they all contain the letters *ough*.
Students do the exercise in the same pairs.

c CD2 ▶ **50** Play the recording. Students listen and check their answers.
Play the recording again. Students listen and practise the sounds and words.

/ɔː/ sort, ought, bought, brought, fought, thought
/ʌ/ stuff, enough, rough, tough
/əʊ/ grow, though, although
/aʊ/ shout, drought
/uː/ too, through
/ɒ/ off, cough

EXTRA IDEA

- While students are doing **1b**, copy the table from **1a** onto the board. Before playing the recording in **1c**, ask students where each word goes in the table and write them on the board. Don't say if they are correct at this stage. Students then listen to CD2 ▶ **50** and check the table on the board.

2 Put students into new pairs. Students take turns to say the sentences. Encourage students to check their partner's pronunciation. If necessary, model and drill the sentences with the class first.
Finally, ask each student to say one of the sentences for the class.

continue2learn

Focus students on the *continue2learn* section on SB p77. See p36 for ideas on how to use this section in class.

Extra Practice 9 SB p123

See p37 for ideas on how to use this section in class.

9A
1 **2** a surgeon **3** an operating theatre **4** a specialist **5** a surgery **6** a prescription **7** an infection **8** asthma **9** an allergy **10** a migraine
2 **a** **2** whose **3** when **4** where **5** which/that **6** who/that **7** that/which **8** who/that
b We can leave out *who*, *that* or *which* in sentences 1, 7 and 8.

9B
3 **2** meet **3** publish **4** take **5** protest **6** discover **7** call off **8** take **9** accept **10** pay off
4 **1** have published **2** correct **3** has been called off **4** has accepted **5** correct **6** has just been published **7** correct **8** has been welcomed

9C
5 **2** laugh **3** smile **4** scratch **5** frown **6** sweat **7** wave **8** stretch **9** yawn **10** blush **11** crawl **12** shiver
6 **1** Although **2** Despite **3** However, **4** even though **5** in spite of **6** although

9D
7 **a** **2** better **3** feeling **4** have **5** symptoms **6** prescription **7** antibiotics **8** stop **9** getting **10** to make
b a, i, e, j, c, g, d, h, f, k, b

Progress Portfolio 9

- See p37 for ideas on how to use this section in class.

10A The anniversary

Student's Book p78–p79

Vocabulary contacting people
Grammar *was/were going to, was/were supposed to*

QUICK REVIEW This activity reviews health problems and symptoms. Students do the first part of the activity on their own. Put students into pairs. Students take turns to mime their words/phrases. Their partner guesses what the health problem or symptom is.

Vocabulary and Speaking

Contacting people

1 Students do the exercise on their own, then check their answers in VOCABULARY 10.1 ▸ SB p150.
Check answers with the class, using the definitions and examples in the Language Summary to clarify meaning if necessary.
Highlight that *get hold of* implies difficulty and is often used with *manage* or *can't/couldn't*: *Did you manage to get hold of Mrs Edwards?*
Point out that we can say ***keep*** *in touch with somebody* or ***stay*** *in touch with somebody*, and teach students the phrase *get* ***back*** *in touch with somebody* (communicate with someone again after a long time).
Also point out that we can say *be/lose/keep/get in* ***touch*** *with somebody* or *be/lose/keep/get in* ***contact*** *with somebody*: *I'm still in touch/contact with my old boss.*
Model and drill the phrases if necessary. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

2 give **3** leave; call **4** let **5** 're/are
6 lost **7** keep **8** heard; get

2 Students do the activity in pairs. Encourage students to ask follow-up questions if possible.
Ask each pair to share interesting or surprising answers with the class.

Speaking and Listening

3 **a** Check students understand the difference between *a marriage* /'mærɪdʒ/ (the relationship between a husband and wife) and *a wedding* (the ceremony when two people get married).
Students work on their own and make a list of five things people need for a successful marriage, as in the example.

b Put students into pairs. Students take turns to explain why they have chosen the things on their lists. Each pair then chooses the five most important things from both lists.

c Ask each pair to tell the class their top five things. Students decide if any other pair have chosen the same things as them. Also ask the class to decide on the most important thing for a successful marriage.

EXTRA IDEA

- Ask each pair to tell the class their top five things and write them on the board. The class can then choose a final list of five things from all the things on the board.

4 **a** Focus students on the picture of a wedding. Ask students which person is *the bride* (Peggy), *the groom* (Tom), *the bridesmaid* (Brenda) and *the best man* (Derek).
Check students understand that the bride and the groom are the man and woman getting married. In British weddings the groom usually has a best man, who looks after the wedding ring and makes a speech at the reception. The bride usually has one or more bridesmaids, who help her prepare for the wedding.
Don't go into too much detail about wedding traditions in different countries at this stage, as these are discussed in Lesson 10C.

b Tell students they are going to listen to Peggy talking to her son, Leo, about her wedding anniversary.
CD3 ▸ **1** Give students time to read questions 1–3, then play the recording (SB p169). Students listen and answer the questions.
Note that this is the first recording on Class Audio **CD3**.
Check answers with the class.

1 No, they're not. **2** They want to organise a party. **3** Because they want to invite all the people who came to their parents' wedding.

c Put students into pairs. Students read the summary of Peggy and Leo's conversation and try to correct five mistakes. Don't check their answers at this stage.

d Play the recording again. Students listen and check their answers to **4c**.
Check answers with the class.

Peggy and her husband, Tom. have been married for **twenty-five** years. Their children, Leo and Karen, want to invite everyone who was at their parents' wedding to a party. The best man at the wedding, Derek Bradley, and his **wife**, Brenda, moved to **the USA** many years ago. Peggy **doesn't know** how to get in touch with them. She's **still in touch** with Trevor Jones and his wife, Sheila.

EXTRA IDEA

- If you think your students will find **4c** difficult, play CD3 ▸ **1** again and ask them to correct the mistakes in the summary while they listen.

HELP WITH GRAMMAR

was/were going to, was/were supposed to

5 **a–d** Focus students on the four sentences in blue. Point out that these are all things that Peggy said in her conversation with her son, Leo.
Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 10.1 ▸ SB p151. Check answers with the class.

- **a** 1 Yes, they did. 2 No, they didn't. 3 Yes, they did. 4 No, they aren't. 5 Yes, he did. 6 No, he didn't. 7 Yes, he did. 8 No, she didn't.
- **b** We use *was/were going to* to talk about plans we made in the past which didn't happen, or won't happen in the future.
- We use *was/were supposed to* to talk about things we agreed to do, or other people expected us to do, but we didn't do.
- Tell students that we often use *was/were going to* or *was/were supposed to* to apologise for not doing something. We usually give a reason: *Sorry, I was going to call you back last night, but I didn't get home until late.*
- Note that *was/were going to* and *was/were supposed to* are quite similar in meaning and native speakers sometimes confuse the two forms.
- You can also teach students *was/were meant to* as an alternative way to say *was/were supposed to*: *Tom was meant to book the cottage months ago, but he forgot.* Check students can pronounce *meant* /ment/ correctly.
- **c** After *was/were going to* and *was/were supposed to* we use the **infinitive**: *It was going to **be** a surprise party. I was supposed to **call** you back.*
- Point out that we can also *was/were going to* and *was/were supposed to* in negative sentences and questions: *He wasn't supposed to know I was coming to the party. When were you going to tell me about it?*

6 Focus students on the examples and highlight that we usually use the weak forms of *was* /wəz/ and *were* /wə/ in sentences with *was/were going to* and *was/were supposed to*.
CD3 ▸ 2 PRONUNCIATION Play the recording (SB p169). Students listen and practise. Check students copy the sentence stress and weak forms of *was*, *were* and *to* correctly.
You can also ask students to turn to Audio Script CD3 ▸ 2, SB p169. Students can listen and follow the stress and weak forms as they practise.

7 **a** Students do the exercise on their own. Check answers with the class.

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

b Focus students on the example. Students do the exercise on their own. Early finishers can compare sentences in pairs. Check answers with the class.

2 Peggy and Tom were going to call Trevor and Sheila, but they lost their phone number.
3 Leo was supposed to try and find the Bradleys' address on the internet, but his computer wasn't working.
4 Karen was going to get her parents a present on Monday, but she couldn't find her credit card.
5 Leo was going to buy himself a new suit last week, but he didn't have enough money.
6 Leo was supposed to get in touch with Jane Lewis, but he lost her phone number.
7 Leo's parents/Tom and Peggy were supposed to go through their old address books, but they couldn't find them.

Get ready ... Get it right!

8 Students do the exercise on their own. Tell students to write words or phrases, as in the example, not complete sentences.
While they are working, monitor and help students with any new vocabulary.

9 **a** Put students into pairs. Students take turns to tell their partner about the things on their list, as in the speech bubbles. Encourage students to ask follow-up questions and to continue each conversation for at least 30 seconds if possible.
While students are working, monitor and correct any mistakes you hear.

b Finally, ask students to tell the class their partner's best reason for not doing one of the things on his or her list.

EXTRA IDEA

- At the beginning of the next class, write the following prompt on the board: *I was going to hand in my homework today, but …* . Give students a few moments to think of an interesting or unusual excuse for not handing in their homework. Go around the class and elicit students' sentences. The class decides which is the most original excuse.

WRITING

Students write a letter to a friend apologising for not coming to his/her wedding, giving reasons. Tell students to use at least three examples of *was/were going to* or *was/were supposed to* in their letter or email.

FURTHER PRACTICE

Ph **Class Activity** 10A Excuses, excuses! p188 (Instructions p151)
Extra Practice 10A SB p124
Workbook Lesson 10A p50

10B Who's that?

Student's Book p80–p81

Vocabulary describing people
Grammar modal verbs (2): making deductions

QUICK REVIEW This activity reviews vocabulary for contacting people. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell their partners about the people on their list. Encourage students to ask follow-up questions about the people if possible. At the end of the activity, ask students to tell the class about one person on their (or their partner's) list.

Vocabulary and Speaking

Describing people

1 **a** Students do the exercise on their own, then check new words/phrases in VOCABULARY 10.2 SB p150.

Deal with any problems in meaning by referring to the pictures and definitions in the Language Summary or by referring to students' own hairstyles, clothes, etc. if appropriate.

Teach students the regular verb *dye*: *I'm going to dye my hair red*.

Check students understand that when a man is losing his hair we say: *He's going bald*. If he has no hair, we just say: *He's bald*. For people whose hair is turning grey we can also say: *He/She's going grey*.

Point out that *glasses* is a plural noun and teach the phrase *a pair of glasses*. Also highlight that *jewellery* is an uncountable noun.

Tell students that when we use more than one adjective to describe someone's hair, we usually use the order 'length, style, colour': *She's got long, straight, brown hair.*

Also point out that we use *in his/her teens/early twenties/mid-thirties/late forties*, etc. to talk about someone's approximate age. We use a hyphen (-) with *mid-twenties*, *mid-thirties*, etc. but not with *early forties, late fifties*, etc.

Highlight that we use *The person/man/woman/one **with** …* + (red hair, glasses, a beard, etc.), but *The person/man/woman/one **in** …* + clothes: *She's the woman **with** long wavy hair and glasses. He's the one **in** a blue suit.*

Model and drill the words/phrases that are in the APPEARANCE section of VOCABULARY 10.2 SB p150, paying particular attention to the pronunciation of *dyed* /daɪd/, *bald* /bɔːld/, *striped* /straɪpt/ and *jewellery* /ˈdʒuːəlri/.

b Focus students on the picture of Tom and Peggy's 25th wedding anniversary party. Ask students what they remember about Tom and Peggy's wedding and family from lesson 10A.

Focus students on the speech bubbles and ask which person at the party is being described (person 2). Use the speech bubbles to teach the phrase *You mean him/her?* to refer to a person in the picture.

Students work in pairs and take turns to describe the people, using words/phrases from **1a** and their own ideas. Their partner guesses who he/she is describing.

While students are working, monitor and check they are using the language from **1a** correctly.

Ask individual students to describe people 1–7 for the class.

EXTRA IDEA

- Ask students to draw their family tree. Put students into pairs. Students take turns to describe members of their family using the language from **1a**.

Listening

2 **a** CD3 3 Play the recording (SB p169). Students listen and match the names to people 1–7 in the picture, and find out where Peggy's husband, Tom, is.

Students compare answers in pairs, giving reasons for their choices. Check answers with the class.

Also check which people are talking on the recording (Karen, Peggy, Jane, Leo and Trevor). Ask students which people in the picture are Karen and Leo. (They are standing at the back. Leo is wearing a striped shirt and glasses. Karen is wearing a long black dress and has her hair in a ponytail.)

Brenda 4 Jane 3 Derek 1 Nick 6 Trevor 7 Sheila 5
Tom is in the bathroom (practising his speech).

b Give students time to read sentences 1–10. Check students understand *a speech*.

Play the recording again. Students listen and decide who said each sentence: Peggy, Karen or Leo.

c Students compare answers in pairs. Check answers with the class.

2 Karen 3 Peggy 4 Leo 5 Karen 6 Leo
7 Peggy 8 Leo 9 Leo 10 Peggy

HELP WITH GRAMMAR

Modal verbs (2): making deductions

3 **a** Ask students if sentences 1–10 in **2b** talk about the past, the present or the future (the present).

b Students do the exercise on their own or in pairs. Check answers with the class.

b 3; 10 c 4; 5; 8 d 2; 7 e 6

c–f Students do the rest of the exercises on their own or in pairs, then check their answers in GRAMMAR 10.2 SB p151.

Check answers with the class.

- **c** We use *must* to talk about something that we believe is true (see sentences 3 and 10 in **2b**).
- We use *could, may* or *might* to talk about something that we think is possibly true (see sentences 1, 4, 5 and 8 in **2b**).
- We use *can't* to talk about something that we believe isn't true (see sentences 2 and 7 in **2b**).
- When we know something is definitely true, or is definitely not true, we don't use a modal verb (see sentences 6 and 9 in **2b**).
- To illustrate the point, compare these two sentences: **A** *Leo's in the dining room.* (I know this because I saw him go in there.) **B** *Leo must be in the dining room.* (I can't see him anywhere else so I am making a deduction.)
- Point out that we don't use *can* or *mustn't* to make deductions. We say: *It could be him.* not ~~*It can be him.*~~ *He can't be a millionaire*. not ~~*He mustn't be a millionaire*~~.
- Also tell students that *could* and *might* are more common than *may* for making deductions.
- **d** Sentences 2, 4, 5, 6, 8 and 10 are talking about states. Sentences 1, 3, 7 and 9 are talking about something happening now.
- **e** To make deductions about states we use: modal verb + infinitive.
- To make deductions about something happening now we use: modal verb + *be* + verb+*ing*.

4 CD3 ▸ 4 **PRONUNCIATION** Play the recording. Students listen and practise. Check they copy the sentence stress correctly.

5 Check that students remember who Karen is (Peggy and Tom's daughter). Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

1 could **2** may **3** can't **4** must **5** might
6 must **7** can't **8** could; may

6 Students do the exercise on their own. Remind them to use the infinitive or a form of *be* + verb+*ing* in the gaps. Check answers with the class.

2 be doing **3** know **4** love
5 be working **6** be losing **7** need

7 **a** CD3 ▸ 5 Tell students they are going to hear six short recordings of sounds and voices. Play the six recordings. Students listen and write sentences with *must, may, might, could* or *can't* about what they think is happening in each recording. Pause after each recording to allow students time to write.

b Students compare sentences in groups and find out if any of their deductions are the same.

c Play the six recordings again, pausing after each recording to elicit students' sentences. Say whether you think each sentence is correct. Only accept sentences that contain a modal verb of deduction.

Possible answers 1 The water must be too cold./ Someone must be having a shower. **2** Someone must be cooking sausages/frying something. **3** He might be late./He must be stuck in a traffic jam. **4** They must be watching a sporting event at a stadium./ They could be watching a football match. **5** They must be at work./They must be colleagues. **6** Someone might be making a cup of soup/ hot chocolate.

Get ready ... Get it right!

8 Elicit the names of the people at the party and write them on the board (Tom, Peggy, Karen, Leo, Derek, Brenda, Trevor, Sheila, Nick, Jane). Focus students on the picture. Tell students that all these things belong to people at the party. Students work on their own and decide who they think owns each thing in the picture.

9 **a** Students work in groups and discuss who they think each thing belongs to, using modal verbs of deduction. Encourage students to give reasons for their deductions, as in the example. While students are working, monitor and correct any mistakes you hear.

b Students turn to SB p155 and check their answers.
Finally, ask the class how many answers they got right.

baseball cap: Nick Bradley; **wedding photos**: Peggy; **glasses case**: Brenda Bradley; **speech**: Tom; **earrings**: Jane Lewis; **wedding ring**: Sheila Jones; **football key ring**: Leo; **driving test book**: Karen; **London book**: Brenda Bradley; **wallet**: Derek Bradley; **watch**: Trevor Jones

EXTRA IDEA

- To provide more practice of modal verbs of deduction, do **Class Activity** 10B Where's Robin? (p189). In this activity, students must work out why Karen's boyfriend, Robin, is not at the party.

WRITING

Students write a mystery story that begins: *One day I was walking in the woods and I heard a strange noise. I had no idea what it could be. Then on the path in front of me I found a ...* . Students must include at least five sentences with modals of deduction in their story.

FURTHER PRACTICE

Ph **Class Activity** 10B Where's Robin? p189 (Instructions p152)
Extra Practice 10B SB p124
Workbook Lesson 10B p51

VOCABULARY 10C AND SKILLS

I do!

Student's Book p82–p83

Vocabulary phrasal verbs (3)
Skills Reading: a magazine article; Listening: a radio interview

QUICK REVIEW This activity reviews vocabulary for describing people and modal verbs of deduction. Students write descriptions of three people in the class on their own, as in the example. Tell students not to include the person's name in their sentences. Put students into pairs. Students take turns to say their sentences. Their partner guesses who the person is, using modal verbs of deduction, as in the example.

Reading and Vocabulary

1 Students discuss the questions in groups. If possible, include students from different countries in the same group.
Ask students to share their ideas with the class.

2 **a** Focus students on the magazine article. You can point out that the title 'For better, for worse', is taken from the vows that people make when they get married: *I (groom/bride) take you (bride/groom) to be my (wife/husband), to have and to hold from this day forward; for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death do us part.*
Students do the exercise on their own. Early finishers can compare answers in pairs. Check answers with the class.

1 fourth **2** went **3** had **4** has **5** Fewer

b Students do the exercise on their own, then compare answers in pairs.
Check answers with the class. Ask students if any of the numbers surprised them. If appropriate, you can also ask students about how these numbers compare to weddings in their own countries.

A typical wedding in the UK costs about **£20,000.**
A typical wedding in the UK lasts **six hours**.
A typical wedding in the UK costs about **£3,300** an hour.
The average cost of a divorce if you have to go to court is **£15,000.**
In 1971 there were **459,000** weddings in the UK.
In 2009 there were only **231,000** weddings in the UK.
The divorce rate in the UK is about **45%.**
The divorce rate in Italy is **12%**.

3 **a** Focus the students on the phrasal verbs in bold in the article. Students work on their own and match them to meanings 1–10. Encourage students to guess the meaning of the phrasal verbs from the context where possible. Remind students to write the infinitives of the verbs, as in the example. Early finishers can compare answers in pairs.

b Students check their answers in VOCABULARY 10.3 SB p150. Check answers with the class.
Tell students that we can say *split up (with somebody)* or *break up (with somebody).*

2 get over **3** go up **4** look up **5** point out **6** put off **7** fall out **8** come up with **9** split up **10** come across

HELP WITH VOCABULARY
Phrasal verbs (3)

4 **a** Go through the explanation of the four types of phrasal verbs with the class, highlighting the phrasal verbs in blue and the position of the object in pink.
Alternatively, write the examples on the board, highlighting the position of the object for phrasal verbs types 2, 3 and 4.

b–c Students do **4b** in pairs, then check their answers in VOCABULARY 10.4 SB p150. Check answers with the class. Use the definitions in **3a** and examples in the article to clarify meaning if necessary.

- **b** **type 1** split up; go up **type 2** come across sth **type 3** put sth off; point sth out **type 4** come up with sth
- Point out that we can sometimes add a preposition to some type 1 phrasal verbs to make them type 4 phrasal verbs: *I've never fallen out **with** my brother. Georgina has just split up **with** her boyfriend.*
- Note that if the object in a type 3 phrasal verb is long, we put it at the end of the sentence or clause: *He pointed out some problems in the report.* not ~~*He pointed some problems in the report out*~~.

EXTRA IDEA

- Write these phrasal verbs on the board in random order: *come back, get back, set off* (type 1); *deal with, go through, look after* (type 2); *tidy up, pick up, sort out, back up* (type 3); *look forward to, put up with, go out with* (type 4). Students work in pairs and decide if the phrasal verbs are type 1, 2, 3 or 4. Note that all these phrasal verbs have been taught earlier in the course.

5 Focus students on the example and highlight that we can put the words in brackets (*her divorce*) in the second gap in the sentence, but not the first.
Students do the exercise on their own before comparing answers in pairs.
Check answers with the class. Ask students to give reasons for their answers by saying what type of phrasal verb is in each sentence.

2 ✓; ✓ **3** ✓; ✗ **4** ✗; ✓ **5** ✓; ✓ **6** ✓; ✗ **7** ✗; ✓ **8** ✓; ✓ **9** ✓; ✗

6 Put students into pairs, student A and student B. Student As turn to SB p106 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a Students do the exercise on their own.
Check the answers with the class. Only check the words students need to fill in the gaps, so that the students in the other group don't hear the questions they are about to be asked.

Student A **1** split up **2** get over **3** coming up with **4** get out of **5** looked up **6** put … off
Student B **a** get out of **b** fallen out **c** get over **d** gone up **e** point … out **f** come across

b Students work with their partner and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible.
Ask students to tell the class one thing they have found out about their partner.

Listening and Speaking

7 **a** Focus students on photos A–F and check students understand all the words/phrases in the captions.
Students do the exercise in pairs. If you have a multilingual class, ask students from different countries to work together.
Ask students to share their ideas about wedding traditions A–F with the class.

b Be prepared with definitions, translations, etc. to pre-teach the vocabulary in the box, or bring in a set of dictionaries for students to check the meanings themselves.
Point out that *kidnap* is a verb and the person who commits this crime is *a kidnapper*. Also check students remember the meaning of *fertility*, which was taught in lesson 6C.
Model and drill the words/phrases, paying particular attention to the pronunciation of *vein* /veɪn/.

c Tell students that they are going to listen to a radio programme about wedding traditions.
CD3 ▸ **6** Play the recording (SB p169). Students listen and put photos A–F in the order the people talk about them. Check answers with the class.

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

8 **a** Put students into pairs, student A and student B.
CD3 ▸ **6** Play the recording again. Student As listen and make notes on the wedding traditions in photos A, B and C. Student Bs listen and make notes on the wedding traditions in photos D, E and F.

b Students work with their partner and take turns to explain the origins of the wedding traditions in the photos, based on the notes they have made in **8a**.
Ask six students to briefly explain the history of each wedding tradition to the class. Also ask students which wedding tradition they found the most interesting or surprising.

Student A
the best man: In parts of Europe around 2,000 years ago, if there weren't enough single women in the village, men often went and kidnapped a woman from another village. The man always took a close friend with him to help with the kidnapping, which is where the tradition of the 'best man' comes from. The best man also stands next to the groom during the wedding ceremony, so he could protect the bride if her family tried to come and take her back.
the wedding cake: These have been around since Ancient Greek and Roman times. The Greeks used to throw small cakes at the bride and groom, while the Romans used to break a cake over the bride's head. Both of these were symbols of fertility.
the honeymoon: One theory says this started in Babylonia about 4,000 years ago. After the wedding the bride's father gave his new son-in-law all the mead (beer made from honey) the man could drink. This was drunk for the next month – and as the calendar was based on the moon, this period of time after the wedding became known as the honeymoon.
Student B
wedding rings: This tradition was started by the Ancient Egyptians. And the wedding ring is always worn on the third finger of the left hand because the Ancient Egyptians believed the vein of that finger was the 'vein of love' and ran directly to the heart.
confetti: Guests used to throw wheat, rice or nuts coated in sugar over the happy couple to help them have children, and also to wish for a successful harvest. These days, people throw confetti instead.
women proposing: In the UK, women are traditionally allowed to propose to men on the 29th February. This dates back hundreds of years, when the leap year wasn't recognised by law. For this reason, women believed that they didn't have to follow the usual traditions, so they felt they could ask their men to marry them.

HELP WITH LISTENING
/t/ and /d/ at the end of words

This *Help with Listening* section focuses on when we say /t/ and /d/ at the end of words in natural spoken English and when we leave these sounds out.

9 **a** Go through the introductory bullet with the class.
Focus students on the sentences from the recording. Point out that we hear the *t* in *first of all* because it is followed by a vowel sound, but we don't hear the *d* in *should start* as it is followed by a consonant sound.
Students do the exercise on their own or in pairs.
While students are working, write the sentences on the board so that you are ready to check their answers.

b CD3 ▸ **7** Play the recording. Students listen and check their answers.
Play the recording again, pausing after each sentence. Elicit students' answers and circle or cross out each *t* or *d* in **bold** on SB p83 in the sentences on the board.

Point out that the /t/ and /d/ sounds which are pronounced link to the vowel sound at the beginning of the next word (*first_of, most_obvious*, etc.). Mark these links on the board.

Wendy, firs**t**_of all, we shoul[d] star[t] with the mos**t**_obvious question. When di**d**_our ancestors star[t] getting marrie[d] to each other?
Well, I'm pleased tha[t] things have move**d**_on a bi[t] since then. And wha**t**_abou[t] wedding rings. Where di[d] they originate?

c Ask students to turn to CD3 ▸ 6 SB p169. Play the whole recording again. Students listen and notice when we say and don't say the /t/ and /d/ sounds at the end of words.

10 **a** Go through the bullet points with the class. Teach students that *the reception* is the formal party (with a meal for all the guests, speeches, cutting the cake, dancing, etc.) that takes place after the wedding service.
Students work on their own and make notes about a wedding they have been to (this can be their own wedding if they are married). Students who haven't been to a wedding should imagine their perfect wedding and make notes on this instead.

b Put students into groups. Students take turns to describe the wedding they have made notes on. Students can ask follow-up questions if they wish. Each group then decides which wedding they thought was the most interesting.
Finally, ask students to tell the class about the most interesting wedding in their group.

WRITING

Students write a description of the wedding they discussed in **10**. Alternatively, students write a description of some wedding traditions in their country.

FURTHER PRACTICE

Ph **Class Activity** 10C Go up the ladder p190 (Instructions p152)
Ph **Vocabulary Plus** 10 Moods and relationships p210 (Instructions p200)
Extra Practice 10C SB p124
Workbook Lesson 10C p53

REAL WORLD 10D

Do you mind?

Student's Book p84–p85

Real World asking for, giving and refusing permission

QUICK REVIEW This activity reviews phrasal verbs. Students work on their own and write five phrasal verbs. Put students into pairs and ask them to swap papers. Students complete the activity in their pairs. Ask a few students to tell the class one of their sentences.

1 Check students remember *a relative* (an uncle, an aunt, a cousin, etc.). Students discuss the questions in groups. Ask each group to share interesting answers with the class.

2 **a** Focus students on the photos. Ask students who Ella and Mike are (Ella is Rebecca's sister and Mike is her boyfriend) and where they have been on holiday (India). You can remind students that Ella and Mike asked Rebecca and Charlie for advice about going to Delhi in lesson 3D.
VIDEO ▸ 10 CD3 ▸ 8 Give students time to read questions a–f, then play the video or audio recording (SB p170). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students watch or listen to the conversations and answer the questions.
Students can compare answers in pairs. Check answers with the class.

a For nearly 12 hours.
b For as long as they like.
c Because Ella needs a job and they need a new PA (personal assistant) in Charlie's office.
d For a month.
e About 20 miles away.
f Because he doesn't have any credit on his mobile.

b Check students remember *a landline* (the phone in your house or flat). Students do the exercise in pairs. Don't check answers at this stage.

c Students do the exercise in the same pairs. Again, don't check answers at this stage.

d Play the video or audio recording again. Students listen and check their answers to **2b** and **2c**.
Check answers with the class.

1 breakfast; response b; giving permission
2 washing machine; response e; refusing permission
3 jumper; response c; giving permission
4 laptop; response f; refusing permission
5 car; response d; refusing permission
6 landline; response a; giving permission

REAL WORLD

Asking for, giving and refusing permission

3 **a–d** Students do the exercises on their own or in pairs, then check their answers in REAL WORLD 10.1 SB p151. Check answers with the class.

- **a** **2** *May I* + **infinitive** ... *?*
  3 *Do you mind if I* + **Present Simple** ... *?*
  4 *Is it OK if I* + **Present Simple** ... *?*
  5 *Would you mind if I* + **Past Simple** ... *?*
  6 *Do you think I could* + **infinitive** ... *?*
- Point out that we use phrases 1–6 in **3a** to ask for permission to do something.
- Also point out that *could, may* and *can* are modal verbs and are therefore followed by an infinitive.
- *Is it OK if I … ?* and *Do you mind if I … ?* are followed by the Present Simple, not the infinitive, as *I* is the subject of the *if* clause. You can illustrate this by eliciting how you can ask permission for other people to do things: *Is it OK if Mike* ***borrows*** *a jumper too?*.
- Also point out that *Would you mind if I borrowed your car?* is a second conditional and is a very polite way to ask for permission. We often use this phrase if we don't know the other person very well or if we have a very big favour to ask: *Would you mind if I stayed for a few days?*
- We also use *Could I … ?* or *Is it all right if I … ?* to ask for permission: *Could I borrow your pen? Is it all right if I sit here?*
- **b** **1** Yes, of course. **2** No, not at all.
- Point out that we also say *No, not at all.* to give permission to questions that begin with *Would you mind if I ... (borrowed your car some time this week)?*
- Point out that *Do you mind if I … ?* and *Would you mind if I … ?* mean 'Is it a problem if I do this?', which is why we use *No, not at all.* to give permission (= *No, it isn't a problem if you do this.*).
- Highlight that for the other phrases in **3a**, we usually give permission by saying: *Yes, of course.; Yes, of course you can.; Yes, of course it is.; Sure, go ahead.; Help yourself.* etc.
- **c** **1** No, we don't. **2** Yes, we do. **3** Actually, … ; Sorry, ...
- Tell students that we don't usually say *no* to refuse permission because it isn't polite. We usually give a reason instead.
- Tell students that *Actually, I'd rather you didn't, if you don't mind.* is a very polite way to refuse permission.

HELP WITH LISTENING

Intonation (3): asking for permission

This *Help with Listening* section focuses on the difference between polite and impolite intonation patterns when asking for permission.

4 CD3 ▸ **9** Play the recording. Students listen and decide which question sounds more polite, a or b.
Play the recording again. Pause after each pair of sentences to check students' answers. Use the example (a) to point out that when we are being polite, our voice starts higher and moves up and down more. Remind students that a flat intonation pattern makes the person sound rude or bored and is less likely to get a positive response.

2a **3**b **4**a **5**a **6**b

5 CD3 ▸ **10** PRONUNCIATION Play the recording. Students listen and practise the questions in **2b** and the responses in **2c**. Note that this recording includes responses as well as ways of asking for permission. Check students copy the polite intonation when they ask for permission.

6 **a** Students do the exercise on their own.
Check answers with the class. Model and drill the sentences if necessary.

1 May I see what you've written? **2** Can I use your dictionary for a moment? **3** Do you think I could borrow some money? **4** Do you mind if I take a photo of you? **5** Is it OK if I borrow your DVD-ROM for a few days? **6** Would you mind if I used your mobile to call the USA?

b Put students into pairs. Students take turns to say the sentences in **6a**. His/Her partner gives or refuses permission, as shown in the speech bubbles. If students refuse permission, they must give a reason.

7 Put students into pairs, A and B. Student As turn to SB p105 and student Bs turn to SB p110. Check they are all looking at the correct exercise.

a Students work on their own and read the information about the two conversations, then decide what to say in each conversation. Encourage students to use a different phrase for each request. Also remind students that if they want to refuse permission, they must give a reason.

b Students work with their partners and role-play the conversations. Before they begin, remind students that student A starts conversation 1 and student B starts conversation 2.

c Students tell the class which things their partner refused permission for and the reasons they gave. Finally, you can ask one or two pairs to role-play their conversations for the class.

FURTHER PRACTICE

Extra Practice 10 SB p124
Workbook Lesson 10D p54
Workbook Reading and Writing Portfolio 10 p82
Ph **Progress Test** 10 p258–p259

HELP WITH PRONUNCIATION

Linking with phrasal verbs

1 Focus students on the phrasal verbs. Ask students to work in pairs and check they understand the meaning of each verb. Note that all these verbs have been taught in earlier units in this course.
Check the meaning of any verbs students don't know.
CD3 ▸ 11 Play the recording. Students listen and notice the different types of linking.
Point out that the first six phrasal verbs illustrate consonant–vowel linking (*look‿it‿up*, etc.) and that the rest of the phrasal verbs illustrate linking with the extra sounds /w/, /r/ and /j/ (*go‿/w/‿up*, etc.).
Remind students that they have studied these types of linking in *Help with Listening* sections in lessons 3C, 4C and 7C.

2 **a** Focus students on the first two lines of the conversation. Highlight the consonant–vowel linking in *What‿are* and *doing‿at*, and the extra linking sound in the phrasal verb *go‿/w/‿away*.
Put students into pairs. Students mark the consonant–vowel links and complete the extra linking sounds.

EXTRA IDEA

- While students are doing **2a**, copy the conversation onto the board. Instead of asking students to turn to the Audio Script in **2b**, elicit students' answers for each sentence and write them on the board. Play CD3 ▸ 12 and ask students to listen and check the version on the board. Play the recording again, pausing to make corrections as necessary.

b Ask students to look at Audio Script CD3 ▸ 12 SB p170. CD3 ▸ 12 Play the recording. Students listen and check their answers.
Alternatively, students can check their answers against the audio script first, then listen and check against the recording. Check answers with the class.
Play the recording again, pausing after each line of the conversation so that students can practise. Check they copy the linking correctly.

ROB Hi, Sue. What‿are you doing‿at the weekend?
SUE We're planning to go‿/w/‿away.
R Really? Where‿/r/‿are you‿/w/‿off to?
S We're‿/r/‿off to Dublin for‿/r/‿a wedding. We have to check‿in‿at ten, so we're setting‿off‿at‿eight.
R Well, this weekend‿I'm going to tidy‿/j/‿up my‿/j/‿office. I've been putting‿it‿off for‿/r/‿ages, but‿I really need to sort‿it‿out.
S So‿/w/‿are you going to be‿/j/‿in‿all weekend?
R Yes,‿I‿/j/‿am. Do you want me to look‿after your cat while you're‿/r/‿away?
S That'd be great, thanks. See you‿/w/‿on Monday!

c Students practise the conversation in **2a** with their partner, taking turns to be Rob.
Finally, ask a few pairs to practise the conversation for the class.

continue2learn

Focus students on the *continue2learn* section on SB p85. See p36 for ideas on how to use this section in class.

Extra Practice 10 SB p124

See p37 for ideas on how to use this section in class.

10A

1 **1** got **2** heard **3** get **4** kept **5** lost **6** 'm **7** give **8** let

2 **2** I was going to go to the gym after work, but I was too tired. **3** I was supposed to help Liam buy a new laptop, but I was ill. **4** I was supposed to take Dave and Tina to the airport, but I forgot. **5** We were going to drive to the wedding, but we went by train instead.

10B

3 **1** flowery **2** light; striped **3** ponytail; plain **4** shoulder-length; bald **5** glasses; jewellery **6** curly; dyed

4 **1** may **2** be having **3** could **4** must **5** might **6** try **7** can't **8** be trying

10C

5 **a** **2** fell out **3** look up **4** pointed out **5** come up with **6** came across **7** get over **8** split up with **9** got out of **10** put off

b **4** The mechanic pointed it out to us. **5** I'm sure we'll come up with it sooner or later. **6** I came across it when I was clearing out the loft. **7** It took Samantha a long time to get over it. **8** Sam's split up with her. **9** I got out of it by pretending to be ill. **10** We had to put it off because my dad was ill.

10D

6 **a** **1** both phrases are possible **2** Would you mind if I **3** Do you mind if I **4** both phrases are possible **5** Can I **6** Would you mind if I
b **b** 1 **c** 3 **d** 6 **e** 4 **f** 2

Progress Portfolio 10

- See p37 for ideas on how to use this section in class.

11A Any messages?

Student's Book p86–p87

Vocabulary things people do at work
Grammar reported speech: sentences

QUICK REVIEW This activity reviews ways of asking for, giving and refusing permission. Put students into pairs, but don't let them talk to each other yet. Students do the first part of the activity on their own. Students then work with their partners and take turns to ask for, give or refuse permission. Remind students that when they refuse permission, they must give a reason. At the end of the activity, ask students to tell the class one or two things their partners gave them permission to do.

Vocabulary and Speaking

Things people do at work

1 Students do the exercise on their own, then check their answers in VOCABULARY 11.1 SB p152.
Check answers with the class, referring to the definitions and examples in the Language Summary to highlight meaning if necessary.
Check students understand that *unsocial hours* are times when most people don't work, for example evenings, nights and weekends.
Point out that we can say *do overtime* or *work overtime*.
Also check students understand that *run a department* means *manage a department*.
Highlight that we usually use *customers* to talk about people who buy things from shops, restaurants and businesses. We usually use *clients* to talk about people who pay money for services from lawyers, banks, etc.
Also teach students that people who *work shifts* often refer to the *morning shift, afternoon shift, evening shift* or *night shift*.
Model and drill the phrases, paying particular attention to the pronunciation of *audition* /ɔːˈdɪʃən/, *finances* /ˈfaɪnænsɪz/, *shifts* /ʃɪfts/ and *clients* /ˈklaɪənts/. Also point out that the stress on *organise* is on the first syllable, not the third.
Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

work unsocial hours; **sort out** people's problems; **organise** conferences; **do** overtime; **go** for an audition; **run** a department; **be** responsible for the finances; **deal with** customers/clients; **arrange** meetings; **work** shifts; **be in charge of** a company

EXTRA IDEA

- Students work in pairs and take turns to test each other on the collocations. One student says the words/phrases from B, for example *conferences*, and his/her partner says the whole collocation, for example *organise conferences*.

2 **a** Students do the exercise on their own.

b Put students into pairs. Students take turns to tell their partner about the people whose names they wrote down in **2a**. Encourage students to use phrases from **1** in their conversations and to ask follow-up questions if possible. You can also ask each pair to decide which person has the most interesting job.
Ask students to tell the class about one of the people they discussed.

Listening

3 Tell students they are going to listen to a phone conversation between Gabi, who is a PA (personal assistant) for a TV company called On The Box, and an actress called Fiona. You can tell students that *on the box* (and *on the telly*) are informal phrases which mean *on TV*.
CD3 13 Give students time to read questions 1–4, then play the recording (SB p170). Students listen and answer the questions. Check answers with the class.

1 He's in a meeting all day. 2 She's in hospital.
3 She was in a car accident and she's broken her leg.
4 She's going to ask him to call Fiona back in the morning.

4 **a** Students do the exercise in pairs. If students can't remember an answer, encourage them to guess.

b CD3 13 Play the recording again. Students listen and fill in the gaps. Students then compare answers with their partners to see how many they had guessed correctly. Check answers with the class.

2 accident 3 month 4 operation 5 Friday
6 programme 7 soon 8 Max

5 **a** Focus students on the photo and ask who Max is (Gabi's boss). Tell the class that it is now the next day and Gabi is giving Max his messages from the previous day.
CD3 14 Give students time to read sentences a–h, then play the recording (SB p171). Students listen and put the sentences in the order Gabi says them.
Check answers with the class. You can also ask students what Gabi is going to do to solve the problem (she's going to find three people who can come in for auditions tomorrow morning).

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

b Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

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

HELP WITH GRAMMAR

Reported speech: sentences

6 **a–c** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 11.1 SB p153. Check answers with the class.

- **a** Present Continuous → Past Continuous; Present Perfect Simple → Past Perfect; Past Simple → Past Perfect; *am/is/are going to* → *was/were going to*; *will* → *would*; *can* → *could*; *must* → *had to*.
- Remind students that we use reported speech when we want to tell someone what another person said. We usually change the verb form in reported speech.
- Highlight that modal verbs *could, should, would, might* and *ought to* don't change in reported speech. The modal verb *may* changes to *might*: "*I may be late.*" → *He said he might be late.*
- Tell students that the Past Simple doesn't have to change to the Past Perfect. It can stay the same: "*I met him in 2011.*" → *She said she met him in 2011.*
- You can also point out that we don't have to change the verb form if the reported sentence is about something general, or something that is still in the future: "*I love classical music.*" → *I told him I love classical music.* "*John's going on holiday in June.*" → *I told her that John's going on holiday in June.*
- **b** We never use an object (*me, her*, etc.) with *say*: *She said (that) ...* not ~~*She said me (that) ...*~~ .
- We always use an object (*me, her*, etc.) with *tell*: *She told me (that) ...* not ~~*She told (that) ...*~~ .
- We don't have to use *that* after *say* and *tell* in reported speech: *She told me (that) she'd broken her leg.*
- Pronouns (*I, he,* etc.) and possessive adjectives (*my, his*, etc.) usually change in reported speech: "***We*** *can't come to* ***your*** *party.*" → *She told me that* ***they*** *couldn't come to* ***my*** *party.*
- Point out that we often change time expressions in reported speech: *tomorrow* → *the next day*; *next week* → *the following week*; *last week* → *the week before*, etc.

7 CD3 ▶ 15 PRONUNCIATION Play the recording. Students listen and practise. Check students are copying the sentence stress, weak forms and contractions correctly. Highlight that we usually say *that* in its weak form /ðət/ in reported speech.

8 **a** Tell the class that Gabi is now giving Max some other messages she took yesterday. Focus students on the example. Point out that they must use the verb *say* or *tell* in brackets when they write the sentences in reported speech, as shown in the example.
Students do the exercise on their own, then compare answers in pairs.

b CD3 ▶ 16 Play the recording (SB p171). Students listen and check their answers. Check answers with the class. Note that *that* is optional in all answers.

2 Carl told me (that) he was going to be in New York next week/the following week. **3** Sid said (that) he hadn't understood your email. **4** Linda Wise said (that) she couldn't come to Monday's meeting. **5** Mrs Lee told me (that) the designs would be ready on Monday. **6** Ted Black said (that) he was having a party on Saturday. **7** Ted Black said (that) he wanted to talk to you about a new project. **8** Your ex-wife told me (that) she'd/she had sold the house.

HELP WITH LISTENING

/h/ in *he*, *his*, *him* and *her*

This *Help with Listening* section helps students to understand when we don't say the /h/ at the beginning of words like *he, his, him* and *her*.

9 **a** Focus students on the beginning of Gabi and Max's conversation and give students a few moments to read it.
CD3 ▶ 16 Play the beginning of the recording. Students listen, circle each *h* in **bold** they hear and cross out each *h* in **bold** they don't hear. Play the recording again if necessary.
Students compare answers in pairs. Check answers with the class.

GABI Well, Mr Hall said **h**e had to talk to you.
MAX OK, I'll call **h**im later. What's **h**is number?
GABI (H)e only gave me (h)is mobile number. Here it is.
MAX What does **h**e want, anyway? I talked to (h)im last week.
GABI Apparently (h)is wife wants **h**er script back.

b Students do the exercise on their own or in pairs. Check answers with the class.
Point out when we leave out the /h/ sound the two words often link together (*said_[h]e*, *call_[h]im*, etc.). This can make these words difficult to hear in natural spoken English.

We usually hear /h/ in *he, his, him* and *her* if it follows a **vowel** sound.
We don't usually hear /h/ in *he, his, him* and *her* if it follows a **consonant** sound.

c Ask students to turn to Audio Script CD3 ▶ 16, SB p171. Before you play the recording, point out that the *h*'s we say are in bold and the ones we don't say are in brackets.
CD3 ▶ 16 Play the whole of the recording again. Students listen and notice when we say and don't say /h/ in *he, his, him* and *her*.

Get ready … Get it right!

10 Focus students on the prompts in the box and the examples. Students write four true sentences and four false sentences about themselves, using the prompts and their own ideas. Tell students to write their sentences in random order, not in two groups of four.

11 **a** Put students into pairs. Students take turns to say their sentences and guess if their partner's sentences are true or false. Before they begin, tell students that they will need to remember their partner's sentences for the next part of the activity. To help them do so, they can write one word only for each sentence.

b Reorganise the class so that students are working with a new partner. Students take turns to tell each other their first partner's sentences using reported speech, as in the speech bubbles. Their new partner guesses if the sentences are true or false.

c Find out how many students guessed all their partner's true or false sentences correctly.
Finally, ask students to tell the class two things they found out about their first partner, using reported speech.

FURTHER PRACTICE

Ph **Class Activity** 11A Work dominoes p191 (Instructions p153)
Extra Practice 11A SB p125
Workbook Lesson 11A p55

11B How did it go?

Student's Book p88–p89

Vocabulary adjectives (3): jobs
Grammar reported speech: questions, requests and imperatives

QUICK REVIEW This activity reviews reported speech. Students do the first part of the activity on their own. Put students into pairs to complete the activity. Remind students to say who the people are and to ask follow-up questions if possible, as shown in the example. Ask students to share one or two interesting reported sentences with the class.

Vocabulary and Speaking

Adjectives (3): jobs

1 **a** Students work in pairs and decide which of the adjectives they know, then check new words in VOCABULARY 11.2 SB p152.
Check answers with the class, using the definitions in the Language Summary to clarify meaning if necessary.
Highlight that we can also say *I work full-time* and *I work part-time* and point out that we can say *a rewarding job* or *a satisfying job*.
Also remind students that *lonely* has a negative meaning. Compare these two sentences: *I was alone*. (I was on my own.) *I was lonely*. (I was on my own and unhappy about it.)
Model and drill the adjectives, focusing on stress. Highlight the pronunciation of *temporary* /ˈtempərəri/, *glamorous* /ˈglæmərəs/ and *dull* /dʌl/.

b Students do the exercise on their own.

c Put students into groups of three or four. Students take turns to say which jobs they chose and why they chose them, using the adjectives in **1a**. You can also ask students to decide which job each group would most like to do, and which they would least like to do.
Ask students to share interesting answers with the class.

Speaking and Listening

2 **a** Focus students on the title of the lesson and tell the class that we usually say *How did it go?* to people after they have just had an interview or done an exam.
Students discuss the questions in pairs. Ask students to share their ideas and experiences with the class.

b Focus students on the photo and ask if they recognise any of the people (Max and Gabi, from lesson 11A). Tell students that the other woman, Eva, is doing an audition for a part in a TV programme. Ask students why Max and Gabi need to find another actress quickly (in lesson 11A, the actress who was going to be in the TV programme phoned to say that she had broken her leg).
CD3 ▸ 17 Give students time to read sentences 1–6, then play the recording (SB p171). Students listen and fill in the gaps with one or two words.
Check answers with the class.

2 three months **3** acting job **4** parts
5 study acting **6** next week

c Play the recording again. Students listen and answer the questions in **2b**.
Students compare answers in pairs. Check answers with the class.

1 Not at the moment./No, she isn't. **2** Maybe.
3 She played a nurse. **4** She was a schoolteacher.
5 The London School of Drama. **6** Yes, she is.

3 **a** Tell students that they are going to listen to Eva telling her boyfriend, Joe, about the audition.

CD3 ▸ 18 Give students time to read sentences a–f, then play the recording (SB p172). Students listen and put the sentences in the order Eva says them. Check answers with the class.

2f 3c 4e 5b 6d

b Students do the exercise on their own. Check answers with the class.

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

HELP WITH GRAMMAR
Reported speech: questions

4 **a–c** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 11.2 ▸ SB p153. Check answers with the class.

- **a** We don't use the auxiliaries *do*, *does* or *did* in reported questions: *He asked if I had any acting work*. not ~~*He asked if I did have any acting work*~~.
- We use *if* or *whether* when we report questions without a question word: *First he asked me if/whether I was working at the moment.*
- We sometimes use an object (*me*, *him*, etc.) with *ask*: *He asked (me) whether I was available to start next week.*
- The changes in the verb forms in reported questions are the same as reported sentences: *"What other parts have you had recently?"* → *He asked me what other parts I'd had recently.*
- Remind students that we use reported questions when we want to tell someone what another person asked us.
- **b** We make reported *Wh-* questions with: *He/She asked (me)* or *He/She wanted to know* + question word + subject + verb: *He wanted to know where I'd studied acting.*
- We make reported *yes/no* questions with: *He asked (me)/He wanted to know* + *if* or *whether* + subject + verb: *He asked me if/whether I was working at the moment.*
- Point out that the word order in reported questions is the same as in positive sentences: *I asked her where her brother was*. not ~~*I asked her where was her brother*~~.
- Also highlight that we don't use question marks with reported questions.

5 CD3 ▸ 19 PRONUNCIATION Play the recording. Students listen and practise. Check students copy the sentence stress and weak forms.

6 **a** Focus students on sentences 1–10 and the cartoons. Tell students that these are real questions that people have asked in interviews. Go through the example with the class.
Students do the exercise on their own.

b Students compare answers in pairs, then decide which question is the funniest. Check answers with the class.

2 She asked him what his star sign was. 3 He asked him if/whether it was a problem if he was angry most of the time. 4 He asked her if/whether the company would pay to look after his horse. 5 He wanted to know if/whether he had to wear a suit for the next interview. 6 He wanted to know which job he was applying for. 7 He asked him if/whether he had been in prison too. 8 She wanted to know why she was here/there. 9 She asked them why they weren't in a more interesting business. 10 She wanted to know if/whether she could come back when she found her glasses.

7 Tell students that Max is phoning Eva later the same day to tell her that she's got the job.
CD3 ▸ 20 Give students time to read questions 1–4, then play the recording (SB p172). Students listen and answer the questions.
Check answers with the class.

1 She has to go to the offices of On The Box for a meeting. 2 At ten o'clock. 3 The director and all the other actors. 4 For the next three months, at least.

HELP WITH GRAMMAR
Reported speech: requests and imperatives

8 **a–c** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 11.3 ▸ SB p153. Check answers with the class.

- **a** The first sentence is a request. The second and third sentences are imperatives.
- **b** To report requests, we use *asked* + object + (*not*) + infinitive with *to*: "*Can you come to a meeting on Monday?*" → *He asked me to come to a meeting on Monday.*
- Point out that it is also correct to report the complete request: *He asked me if I could come to a meeting on Monday.*
- To report imperatives, we use *told* + object + (*not*) + infinitive with *to*: "*Be at our offices at ten.*" → *He told me to be at their offices at ten.*
"*Don't accept any more work.*" → *He told me not to accept any more work.*
- Highlight the position of *not* when reporting negative imperatives.
- You can tell students that we also use *asked* + object + (*not*) + infinitive with *to* to report invitations: "*Would you like to go with me?*" → *He asked me to go with him.*

9 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 She told him to call her at lunchtime. 3 She asked him to pick her up after the meeting. 4 She told him not to worry about her. 5 She asked him to book a table at their favourite restaurant. 6 She told him not to tell anyone about the job yet. 7 She asked him to help her learn her lines.

Get ready … Get it right!

10 Allow students to choose a partner, or put students into pairs yourself. If possible, put students in pairs with someone they don't know very well.
Students write six questions to ask their partner, using the prompts and their own ideas. They should write questions that they don't know the answer to. Students are not allowed to talk to their partner at this stage of the activity.

11 **a** Students work with their partners and take turns to ask and answer their questions. Make sure all students make notes on their partner's answers, as they will need them for the final stage of the activity.

b Reorganise the class so that students are working with a different partner. Students take turns to tell their new partner about their conversation with their first partner in **11a**. Students should report the questions and the answers, as in the speech bubble.
Tell students that they can report the six questions they were asked by their first partner and also the six questions they asked him/her (twelve questions in total).

While students are working, monitor and correct any mistakes you hear in the reported questions. Encourage students to discuss any interesting information and ask follow-up questions, rather than just report the questions one by one.

c Finally, ask students to tell the class two interesting things they found out about their first partner.

WRITING

Students write a description of their job (if they are working) or a job they would love to do (if they aren't working at the moment). Encourage students to use adjectives from **1a** and phrases from Lesson 11A, exercise **1**, in their descriptions.

FURTHER PRACTICE

Ph **Class Activity** 11B Teach your own language p192 (Instructions p153)
Ph **Vocabulary Plus** 11 Working life p211 (Instructions p200)
Extra Practice 11B SB p125
Workbook Lesson 11B p56

11C VOCABULARY AND SKILLS

Undercover

Student's Book p90–p91

Vocabulary verb patterns (2): reporting verbs
Skills Reading: a review; Listening: a TV programme

QUICK REVIEW This activity reviews adjectives to describe jobs. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other their jobs and adjectives, and then decide if they agree with their partner's adjectives.

Speaking, Reading and Vocabulary

1 Check students understand that *a police drama* is a type of TV programme where the police try and solve crimes and catch criminals.
Students discuss the questions in groups. Ask students to share interesting answers with the class.

2 **a** Be prepared with definitions, translations, examples, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to pre-teach vocabulary that students need to understand the review they are about to read. This vocabulary is not in the Language Summary.

Point out that *a cop* is informal for a police officer and *an undercover cop* is a police officer who pretends to be someone else to find out information about criminals. Note that the meaning of *a bug* in the article is a secret listening device, not an insect.
Model and drill the words/phrases, highlighting the pronunciation of *statue* /ˈstætʃuː/ and *warehouse* /ˈweəhaʊs/.

b Focus students on the review and the photos. Tell the class that *Undercover* is a new TV cop show. Ask students which company made the TV programme *Undercover* (On The Box) and the name of the actress who appears in both photos (Eva).
Students do the exercise on their own.
Students compare answers in groups and decide who the people are in the photos. Check answers with the class.

1c 2e 3a 4f 5b 6d
Photo on SB p90: Gloria, Rupert and Kat
Photo on SB p91: Kat and Dom

c Students read the article again and then compare answers in pairs.
Check answers with the class. Note that students discuss what they think is going to happen in the next episode of *Undercover* in **6a**, so don't start this discussion here.

1 At a London art gallery. **2** Because Kat put a bug in the phone in Rupert's private study. **3** Gloria. **4** Dom is in love with Kat, but she isn't in love with him. **5** Kat is going to have dinner with Dom, and Hendrik is going to deliver three of his statues to Rupert's warehouse.

3 Students tick the verbs they know, then check new verbs in VOCABULARY 11.3 ▸ SB p152.
Note that the dictionary box in the Language Summary contains examples of reported speech for each verb, each of which is reporting a sentence from episode 4 of *Undercover*. If necessary, focus students on these sentences in the dictionary box to clarify meaning of the verbs.
Model and drill the verbs, focusing on stress.

HELP WITH VOCABULARY
Verb patterns (2): reporting verbs

4 **a–b** Students do **4a** on their own, then check their answers in VOCABULARY 11.4 ▸ SB p152. Check answers with the class.

- **a** (*invite*), *remind, warn* + object + (*not*) + infinitive with *to*
  (*offer*), *refuse, promise, agree*, *threaten* + (*not*) + infinitive with *to*
  (*admit*), *suggest* + verb+*ing*
- Use the verbs in bold in the review to highlight the verb patterns in the table: *Rupert invited her to have dinner.* etc.
- Also highlight that verb forms in other clauses still change as normal: *He threatened to kill him if anything **went** wrong.*
- Note that when we use these reporting verbs, we don't have to report every word people say. It's more important to report the idea: "*OK, it's true. I was the one who crashed your car.*" → *He admitted crashing her car.*
- Point out that some reporting verbs can have more than one verb pattern. For example, after *promise, agree, admit* and *suggest* we can also use *that* + clause: *Kat promised (Dom) that she would go out with him. Dom admitted that he was madly in love with Kat.*
- Point out that we often use *not* with *warn*: *Rupert warned Hendrik **not** to tell anyone about their plan.*

5 **a** Focus students on the two conversations and point out that they are from the script of episode 4 of *Undercover*.
Students work on their own and put the sentences in bold in reported speech. Go through the example with the class before they begin if necessary.

b Students compare sentences in pairs. Check answers with the class.

2 Dom/He offered to book a table.
3 He invited Kat to come/go to Paris next weekend/the following weekend.
4 He admitted saying some stupid things sometimes.
5 Kat agreed to talk about Paris after dinner.
6 Rupert warned Hendrik not to be late.
7 Hendrik promised to be there on time.
8 Rupert reminded him to watch out for the cops.
9 Hendrik threatened to tell the police everything he knew/knows.
10 Rupert refused to believe him.

Listening and Speaking

6 **a** Put students into groups. Students discuss what they think is going to happen in episode 5 of *Undercover*, as in the speech bubble.
Elicit students' ideas and write them on the board for checking in **6b**. Do not say if they are correct at this stage.

b CD3 ▸ **21** Play the recording (SB p172). Students listen and decide if any of the ideas on the board are correct.
Check answers with the class by referring to the ideas on the board.

c Give students time to read sentences 1–8, then play the recording again. Students listen and decide if the sentences are true or false.
Students compare answers in pairs. Check answers with the class.

1 T **2** F **3** F **4** T **5** F **6** T **7** F **8** T

HELP WITH LISTENING
Missing words

This *Help with Listening* section shows students that we often miss out words in spoken English when the meaning is clear.

7 **a** Go through the introductory bullet point with the class and check they understand when we miss out words in informal spoken English. Point out that this is very common in TV programmes and films, particularly soap operas, cop shows, etc.
Focus students on the beginning of episode 5 of *Undercover*. Students read the conversation and notice the missing words. Ask students what kind of words we often miss out (the verb *be*, pronouns, articles, prepositions and positive auxiliaries).

b Ask students to turn to Audio Script CD3 ▸ **21**, SB p175. Students listen to the first two parts of episode 5 of *Undercover* again and notice the missing words in brackets.

8 Focus students on sentences 1–10 in bold in Audio Script CD3 21, SB p172. Students work in pairs and take turns to say the sentences in reported speech, as in the speech bubble. Students should do this as a speaking activity, not a writing activity. Check answers with the class.

2 Darren suggested calling Kat. **3** Glenn reminded Darren to turn on the camera when they arrived. **4** Hendrik offered to put them/the statues in Rupert's car himself. **5** Hendrik invited Rupert to come and visit him in Amsterdam. **6** Rupert promised to buy some more of his/Hendrik's statues. **7** Gloria threatened to kill Kat if she turned around. **8** Kat admitted working for the SCS. **9** Gloria refused to help the police. **10** Gloria warned Kat not to say a word.

9 **a** Students work in the same pairs as in **6a** and decide what happened at the end of episode 5 of *Undercover*. Encourage students to include all the characters if possible (see **2b**). Also tell all students to make notes on their ideas because they will need to explain them to other students in **9b**.

b Reorganise the class so that students are working in groups of four with another pair. If you have a spare pair, have one group of six.
Students compare ideas for what happens in episode 5 and discuss the best way to end the episode.

c Ask students to tell the class their group's ideas and how they would end the episode.
Finally, ask students to decide which group's ideas are the best.

WRITING

Students write a review of episode 5 of *Undercover*, based on their ideas in **9a** and **9b**. Encourage students to use at least five reporting verbs from **3** in their review.

FURTHER PRACTICE

Ph **Class Activity** 11C Spy school p193 (Instructions p153)
Extra Practice 11C SB p125
Workbook Lesson 11C p58

11D REAL WORLD

It's my first day

Student's Book p92–p93

Real World checking information

QUICK REVIEW This activity reviews reporting verbs. Students do the activity in pairs, using reporting verbs where possible, as in the examples. If you have some students who weren't at the last class, put them in groups with students who were. If your students can't remember the characters' names, write them on the board (see **2b** on SB p90). Ask students to share what they remember about the programme with the class.

1 Students discuss the questions in pairs. Ask students to share interesting answers with the class.

2 **a** Focus students on the photo. Ask students who the woman is (Ella) and what they know about her (she's Rebecca's sister, she's just come back from a holiday in India with her boyfriend, Mike, she was looking for a job, etc.). Tell students that she has got a job working as a PA at Getaway Holidays, the company where Charlie works. Ask students if they can remember who else works for Getaway Holidays (Andy from lesson 2D, Tanya from lesson 7D).
Pre-teach *a sales rep* (a person who visits customers to sell the company's products) and point out that *rep* is short for *representative*. Also check students understand *a sales conference*.

VIDEO 11 CD3 22 Give students time to read questions 1–6, then play the video or audio recording (SB p173). Note that all the Real World videos can be found on the **Teacher's DVD** at the back of this book.
Students watch or listen to the conversations and answer the questions.

b Students compare answers in pairs. Check answers with the class.

1 Because she's out of the office all day. **2** Because he wants to meet her when he comes to the UK next week to discuss a contract. **3** For 48 hours. **4** He's going to Morocco tomorrow. **5** To tell him that the meeting on Wednesday has been cancelled. **6** He wants her to check that all their sales reps have been invited to the sales conference.

c Give students time to read the information on Ella's notepad, then play the video or audio recording again. Students watch or listen and choose the correct words on the notepad.
Students compare answers in pairs. Check answers with the class.

1 Krane **2** Thursday **3** lunch **4** BA614 **5** 11.15 **6** Nielson **7** 19th **8** European **9** Lisbon **10** 900372

REAL WORLD Checking information

3 **a–c** Students do the exercises on their own, then check answers in REAL WORLD 11.1 ▸ SB p153. Check answers with the class.

- **a** **2** with **3** didn't **4** say **5** mean **6** could **7** spelt **8** talking **9** catch **10** give
- **b** Sentences 1, 3, 4, 6, 9 and 10 ask someone to repeat information. Sentences 2, 5, 7 and 8 check that the information you have is correct.
- Tell students that we can say *I didn't quite **catch** that.* or *I didn't quite **get** that.*

4 CD3 ▸ **23** PRONUNCIATION Play the recording. Students listen and practise. Check that students copy the stress and polite intonation correctly.

HELP WITH LISTENING Contrastive stress

This *Help with Listening* section focuses on how we usually put the main stress on information that we want to check or correct.

5 **a** Focus students on the introductory bullet point and check they understand it.
CD3 ▸ **24** Play the recording. Students listen and mark the main stresses in Mr Krane's sentence. Check answers with the class.

Mr Krane stresses *fifty* as this is incorrect information and stresses *fifteen* as this is correct information.

b CD3 ▸ **25** Play the recording (SB p173). Students listen and write which words, letters or numbers have the main stress.
Play the recording again, pausing after each pair of sentences to check answers with the class.

1 Ella stresses *C*. Mr Krane stresses *K*. **2** Ella stresses *this* and *twelfth*. Andy stresses *next* and *nineteenth*. **3** Andy stresses the *o* in *N-i-e-l-s-o-n*. **4** Ella stresses *UK*. Andy stresses *European*.

c Ask students to look at CD3 ▸ **25**, SB p173. Students work in pairs and practise saying the pairs of sentences they listened to in **5b**. Ask students to take turns to be Ella.

6 **a** Students do the exercise on their own. Don't check answers at this stage.

b Students compare answers in pairs and decide where the main stresses are in the sentences in bold in **6a**. Don't check answers at this stage.

c CD3 ▸ **26** Play the recording (SB p173). Students listen and check their answers.
Play the recording again, pausing after each sentence to check the answers with the class.

2 mean **3** get **4** say **5** talking **6** catch **7** give **8** that **9** with **10** with **11** what **12** spelt **13** want **14** about

A Do you mean Ron Smith?
B No, Ed Smith.

B Did you say extension 233?
A No, extension 223.
B And are you talking about today's meeting?
A No, tomorrow's meeting.

A Is that Gerrard with a G?
B No, it's with a J.

A And is that spelt M-a-r-t-i-n?
B No, it's M-a-r-t-y-n.
A And do you want to talk to him about this year's conference?
B No, next year's conference.

d Students practise the conversations in **6a** in the same pairs, taking turns to be A and B.
Ask a few pairs of students to role-play the conversations for the class.

7 Put students into pairs, A and B. Student As turn to SB p106 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a Students work on their own, read the information and underline the main points, as in the examples. Students then plan what they are going to say in their phone conversations. They can make brief notes, but tell them not to write out the whole conversation. Students are not allowed to look at each other's books at any stage of the activity.

b Students work with their partners and student As phone student Bs. Encourage student Bs to check information if necessary, using language from **3a**.

c Students swap roles so that student Bs phone student As.

d Students check their partner's message to see if he/she has written down the correct information.
Finally, ask how many students wrote down all the information in the message correctly.

FURTHER PRACTICE

Extra Practice 11 SB p125
Workbook Lesson 11D p59
Workbook Reading and Writing Portfolio 11 p84
Ph **Progress Test** 11 p260–p261

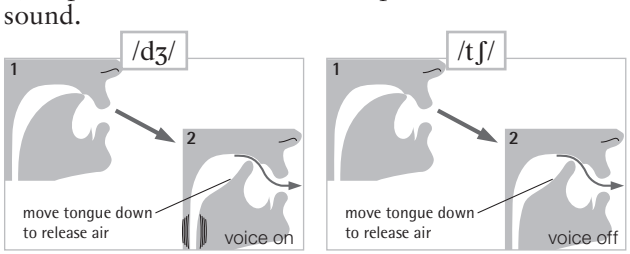
HELP WITH PRONUNCIATION

Words ending in *-tion*, *-age* and *-ture*

1 Focus students on the sounds and words, pointing out the suffixes in bold.
CD3 ▸ **27** Play the recording. Students listen and notice how we say the suffixes in bold.
Play the recording again. Students listen and practise. Check they copy the stress correctly.

Point out the schwa /ə/ sound in the suffixes in group 1 and tell students that /ʃ/ is the sound you make for the letters *sh*.

If students are having problems saying the consonant sounds /dʒ/ and /tʃ/ in the suffixes for groups 2 and 3, help students with the mouth position for each sound.



Point out that we make the /dʒ/ sound by placing the tongue on the top of the mouth behind the teeth, then moving the tongue down to release air. Highlight that this is a voiced sound (there is vibration in the throat because the vocal cords are 'switched on'). This is the sound we often make for the letter *j*.

Also point out that we use the same mouth position to make the /tʃ/ sound, but this is an unvoiced sound (there is no vibration in the throat because the vocal cords are 'switched off'). This is the sound we often make for the letters *ch*.

2 **a** Students work in pairs and mark the stress on the three sets of words.

While they are working, write the words on the board ready for checking.

b CD3 ▶ 28 Play the recording (SB p173). Students listen and check their answers.

Check answers with the class by eliciting the stress for each word and marking it on the board.

Ask students if the suffixes are stressed or unstressed (they are unstressed). Also ask students which syllable is stressed in words ending in *-tion* (the syllable before the suffix).

Play the recording again. Students listen and practise. Check students are pronouncing the endings correctly.

1 /ʃən/ reception, collection, promotion, prescription, education, invitation, conversation, information, organisation, pronunciation, examination
2 /ɪdʒ/ message, village, language, damage, sausage, luggage, package
3 /tʃə/ future, miniature, temperature, manufacture

3 Students work in pairs and take turns saying the sentences. Ask students to check each other's pronunciation of the suffixes in **1** and encourage them to say the sentences with natural rhythm and correct stress. Alternatively, model and drill the sentences with the class before asking them to practise in pairs.

While they are working, monitor and correct any pronunciation mistakes you hear.

Finally, ask each student to say one of the sentences for the class.

continue2learn

Focus students on the *continue2learn* section on SB p93. See p36 for ideas on how to use this section in class.

Extra Practice 11 SB p125

See p37 for ideas on how to use this section in class.

11A

1 **2** work **3** go **4** deal with **5** run **6** sort out **7** organise **8** arrange **9** do **10** have **11** work **12** be

2 **2** She told me (that) she couldn't swim. **3** They said (that) they were going on holiday on Sunday. **4** He said (that) he'd got my email. **5** He told me (that) his brother was going to buy him a new car. **6** She said (that) she'd/she would text me. **7** She told me (that) she had to go. **8** He said (that) he'd/he had been to Brazil. **9** They told him (that) they needed to borrow some money. **10** She said (that) they hadn't called.

11B

3 **1** well-paid **2** stressful **3** temporary **4** glamorous **5** rewarding **6** demanding **7** challenging **8** lonely **9** part-time ↓ permanent

4 **2** She told him not to wear trainers. **3** She told him to be polite to everyone. **4** She told him not to be late. **5** She asked (him) to give her a call after the interview. **6** She asked (him) to come for dinner tomorrow evening.

5 **2** His dad wanted to know if he'd/he had heard from them yet. **3** His mum asked (him) when they were going to contact him. **4** His dad wanted to know what the company did. **5** His mum asked (him) if he wanted to work for them.

11C

6 **2** Fiona suggested going to the cinema. **3** Gabi refused to apologise. **4** Kevin offered to pay for dinner. **5** Zak promised to pay me/us back soon. **6** Mark admitted stealing the money. **7** Chris threatened to tell the police if Mark didn't give it back. **8** Tom invited Ruth (to go) for a drink. **9** Liz warned Ann not to trust him. **10** Patricia reminded Dave to pay the gas bill.

11D

7 **2** was **3** that **4** with **5** catch/get **6** say **7** mean **8** Sorry **9** catch/get **10** give **11** again **12** can/could **13** tell **14** spelt

Progress Portfolio 11

- See p37 for ideas on how to use this section in class.

12A I wish!

Student's Book p94–p95

Vocabulary informal words and phrases
Grammar wishes

QUICK REVIEW This activity reviews ways of checking information. Students do the first part of the activity on their own. Students can invent the names and addresses if they wish. While students are working, write the phrases from REAL WORLD 11.1 SB p153 on the board. Put students into pairs. Students take turns saying the names and addresses to each other. Their partner writes them down. Encourage students to use the language on the board to check information where necessary. Students then check the names and addresses with their partner.

Vocabulary and Speaking

Informal words and phrases

1 **a** Students do the exercise in pairs before checking their answers in VOCABULARY 12.1 SB p154.

Check answers with the class by referring to the definitions and examples in the Language Summary as necessary.

Highlight that *fancy* is followed by either a noun, a pronoun or verb+*ing* and that *can't be bothered* is followed by the infinitive with *to*.

Also highlight that *broke* in this context is an adjective, not the Past Simple of *break*.

Point out that the phrases ending in prepositions (*feel up to, have a go at, be into, could do with, be sick of*) can be followed by either a noun, a pronoun or verb+*ing*.

Teach students that *hang around* and *be off* are type 1 phrasal verbs (they don't have an object). Note that we also say *I'm off.* to mean 'I'm leaving now': *Right, I'm off. See you tomorrow.*

Model and drill sentences 1–12 with the class. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries.

b Students do the exercise on their own.

c Students do the exercise with their partner from **1a**. Encourage students to ask follow-up questions and continue each conversation for 20 seconds.

Ask students to tell the class about one or two conversations they had.

Listening

2 **a** Focus students on photos A–E. Students work in pairs and discuss what they think the people in each photo are talking about.

Ask students to share their ideas with the class. Don't tell students the answers at this stage.

b CD3 29 Play the recording (SB p172). Students listen and match the conversations to the photos. Check answers with the class. Ask students if their predictions in **2a** were correct.

1E 2A 3C 4D 5B

c Give students time to read sentences 1–5, then play the recording again. Students listen and fill in the gaps.

Check answers with the class.

1 car 2 with you 3 beach 4 party 5 theatre

HELP WITH GRAMMAR Wishes

3 **a–d** Students do the exercises on their own or in pairs, then check their answers in GRAMMAR 12.1 SB p155.

Check answers with the class.

- **a** 1 The sentences talk about imaginary situations. 2 They talk about the present/future.
- **b** 1 No, she hasn't. 2 Yes, she would.
- Use this example to highlight that we often use sentences with *I wish …* to talk about the opposite of what is true or real: *I wish we had a car.* (Juliet hasn't got a car now, but she would like to have one.)
- Highlight that although the sentences talk about the present or future, we use a past verb form.
- **c** To make wishes about states we use *wish* + Past Simple: *I wish we had a car. I wish I was on a beach somewhere.*
- To make wishes about activities happening now we use *wish* + Past Continuous: *I wish you were coming to the theatre with me.*
- To make wishes about abilities or possibilities we use *wish* + *could* + infinitive: *I wish I could come with you.*
- To make wishes about obligations we use *wish* + *didn't have to* + infinitive: *I wish we didn't have to go to this party.*
- Point out that we can say *I wish I/he/she/it* ***was*** *…* or *I wish I/he/she/it* ***were*** *…* : *I wish I was/were taller.*
- Also highlight that we often use the second conditional to give reasons for wishes: *I wish we had a car. If we had one, I wouldn't spend half my life waiting for buses.*
- Note that students often confuse *I wish* ... and *I hope* ... . Point out that we use *I wish* ... for imaginary situations and *I hope* ... for real possibilities. Compare the following sentences: *I wish you were coming to the party.* (I know that you aren't coming = imaginary situation); *I hope you're coming to the party.* (I think that you might come = real possibility)
- We can also make sentences with *wish* with *you/he/she/we/they*: *He wishes he lived somewhere hotter.*
- Note that *wish* + Past Perfect for past wishes and *wish* + *would* + infinitive are taught in **face2face** Second edition Upper Intermediate.

4 **a** Students do the exercise on their own.

b CD3 30 Play the recording. Students listen and check their answers. Check answers with the class.
PRONUNCIATION Play the recording again. Students listen and practise.

1 could 2 wasn't/weren't 3 didn't have to
4 had 5 were staying 6 was/were 7 could
8 didn't have to 9 liked 10 was/were sitting

c Students work in pairs and match the sentences in **4a** to the people in photos A–E. Point out that there is one sentence for each person before they begin. Check answers with the class.

1 Lenny 2 Tina 3 Dylan 4 Molly 5 Patrick 6 Juliet
7 Amanda 8 Ryan 9 Barbara 10 Jason

EXTRA IDEA

- Students work in pairs and match sentences 1–10 in **4a** with the different uses of wishes in **3c**.

5 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 I wish I wasn't/weren't sitting in a traffic jam.
3 I wish we didn't have to get up at six o'clock every day.
4 I wish I could afford to go on holiday this year.
5 I wish we didn't live/weren't living in a very dangerous neighbourhood.
6 I wish my wife wasn't/weren't working late this evening.
7 I wish I knew how to sail.

6 **a** Focus students on sentence a. Ask students what type of conditional this is (a second conditional). Students do the exercise on their own or in pairs. Check answers with the class.

b 'd meet/'d be meeting; didn't have c wasn't/weren't; 'd be d could; 'd go e 'd take/'d be taking; didn't have to f wouldn't have to; lived g lived; 'd go out

b Remind students that we often use second conditionals to give reasons for wishes. Students do the exercise on their own. Check answers with the class.

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

Get ready ... Get it right!

7 **a** Check students understand all the prompts. Students do the exercise on their own. While they are working, monitor and check their questions for accuracy.

b Students think of second conditionals to explain how their life would be different if their wishes in **7a** came true, as in the example. If necessary, you can ask your students to write these conditionals next to their wishes from **7a**. While they are working, monitor and help students with any problems.

8 **a** Students do the activity in groups of three or four. Encourage students to ask follow-up questions and continue the conversations, as shown in the speech bubbles. When each group has finished, ask them to decide which are the most interesting or surprising wishes.

b Students tell the class about the most interesting or surprising wishes in their group. Finally, students can decide on the most unusual or surprising wish in the whole class.

FURTHER PRACTICE

Ph **Class Activity** 12A Wish list p194–p195 (Instructions p154)
Extra Practice 12A SB p126
Workbook Lesson 12A p60

12B Important moments

Student's Book p96–p97

Vocabulary phrases with *get*
Grammar third conditional

QUICK REVIEW This activity reviews wishes and second conditionals. Students do the first part of the activity on their own. Highlight the examples before they begin. Put students into pairs. Students take turns to tell their partner about their wishes and reasons. Ask students to share their partner's interesting or surprising wishes with the class.

Vocabulary and Speaking

Phrases with *get*

1 **a** Focus students on the table. Tell the class that *get* in English has many different meanings. Students work on their own and tick the phrases they know.

Check students understand the meanings and phrases in the table, and teach any that students don't know.
Highlight the meaning of *get to know someone* (learn more about a person by spending time with them) and compare this phrase with *meet someone* and *know someone*: *I **met** Tony on holiday five years ago. We spent two weeks in the same hotel and **got to know** each other quite well. I also **know** his brother, Leo.* (I've met him and I know who he is.)

b Students work in pairs and fill in the gaps in the table with the phrases in the box. Point out that there are three phrases for each meaning in the table before they begin. Students then check their answers in VOCABULARY 12.2 ▸ SB p154. Check answers with the class if necessary.
Ask students how children at school can *get into trouble* (by being rude to teachers, bullying other children, fighting, etc.).
Point out that we can use other adjectives with *get* (*get upset, get tired, get annoyed*, etc.).
Remind students that we also use *get* to mean *buy*: *Could you get me some bread from the shops?*
Model and drill the phrases if necessary.

c Students work in pairs and write other phrases with *get* that they know, as in the examples.
Elicit students' ideas onto the board and check the whole class understands what each phrase means.

Possible answers get upset; get tired; get excited; get bored; get embarrassed; get married; get engaged; get divorced; get ready; get something right/wrong; get (back) to sleep; get ill/sick; get asthma; get flu/a cold; get over something; get up; get dressed; get sacked/fired; get arrested; get into/out of a car; get on/off a bus/plane; get a taxi; get hold of someone; get out of doing something.

EXTRA IDEA

- While students are doing **1a**, draw the table on the board. When checking **1b**, elicit students' answers and write them in the table. When checking **1c**, elicit students' ideas and ask where to put each phrase in the table, depending on the meaning of *get*.

2 **a** Students do the exercise on their own, as in the examples. Point out that their sentences can be in the past, present or future, and tell them to write their sentences in random order, not in two groups of three.
While students are working, monitor and check they are using the phrases with *get* correctly.

b Put students into pairs. Students take turns to say their sentences. Students can ask two questions about each of their partner's sentences. They then guess which three of their partner's sentences are false.
Ask students to share any interesting or surprising true sentences with the class.

Listening

3 Focus students on the photos. Tell students that they are going to listen to the people in the photos talking about important moments in their lives.
CD3 ▸ 31 Give students time to read sentences 1–6, then play the recording (SB p174). Students listen and choose the correct answers.
Students can compare answers in pairs. Check answers with the class.

1 at a party
2 the airport was closed
3 lost his job
4 the country
5 get into trouble
6 wants to compete

4 **a** Students do the exercise in pairs.

b CD3 ▸ 31 Play the recording again. Students listen, check their answers to **4a** and put the sentences in the order they hear them. Check answers with the class.

Carol said sentences a and c.
Anthony said sentences b and e.
Michelle said sentences d and f.
1a 2c 3b 4e 5d 6f

HELP WITH GRAMMAR Third conditional

5 **a–d** Students do the exercises on their own or in pairs, then check answers in GRAMMAR 12.2 ▸ SB p155. Check answers with the class.

- **a** 1 The past. 2 Imaginary. 3 No, she didn't. 4 Yes, she did.
- Use the example sentence to show students that we use the third conditional to talk about imaginary situations in the past. They are often the opposite of what really happened: *If I'd stayed at home, I wouldn't have met my husband.* (She didn't stay at home and so she met her husband).
- **b** In the *if* clause we use the Past Perfect (*had* + past participle).
- In the main clause we use *'d, would* or *wouldn't* + *have* + past participle.
- The *if* clause can be first or second in the sentence.
- Point out that we use a comma (,) when the *if* clause is first in the sentence: *If I hadn't won that race, I wouldn't have become a serious athlete.* = *I wouldn't have become a serious athlete if I hadn't won that race.*
- Tell students that we can use *could have* in the main clause of the third conditional to talk about ability: *If I'd been there, I could have helped you.*
- We can also use *might have* in the main clause of the third conditional to mean 'would have perhaps': *If you hadn't got lost, we might have got there on time.*

- Note that we don't usually use *would* in the *if* clause: *If I'd known, I'd have told you.* not ~~*If I would have known, I'd have told you*~~.
- Also point out that in spoken English we can say *I'd have* or *I would've* in the main clause: "*I would've got into a lot more trouble if I hadn't started doing this.*"

HELP WITH LISTENING Third conditional

This *Help with Listening* section helps students to recognise and understand the third conditional in natural spoken English.

6 **a** CD3 ▸ 32 Focus students on the examples, then play the recording. Students listen and read the sentences. Highlight the contractions *I'd, wouldn't* and *hadn't*, and the weak form of *have* /əv/.

b CD3 ▸ 33 Play the recording (SB p174). Students listen and write the sentences. Play the recording again if necessary. Ask students to compare answers in pairs.

Play the recording again, pausing after each sentence to elicit students' answers and write them on the board. Check that all the contractions are included in each sentence.

1 They'd have come to the party if they'd wanted to. **2** If you'd left a message, I'd have called you back. **3** He wouldn't have sold his car if he hadn't lost his job. **4** If I hadn't been so tired, I'd have gone out last night. **5** If he hadn't moved to New York, he wouldn't have met his wife.

7 CD3 ▸ 34 PRONUNCIATION Play the recording (SB p174). Students listen and practise. Check students copy the stress, contractions and weak form of *have* /əv/ correctly. Play the recording again if necessary.

You can also ask students to turn to Audio Script CD3 ▸ 34, SB p174. They can then follow the sentence stress and the weak forms of *have* as they listen and practise.

8 **a** Go through the example with the class. Students do the exercise on their own.

b Put students into pairs. Students check their answers to **8a** and then match the sentences to the people in the photos. Check answers with the class.

2 'd have become; 'd come **3** hadn't got; wouldn't have started **4** 'd have stayed; hadn't lost **5** 'd gone back; wouldn't have seen
1 Carol **2** Michelle **3** Anthony **4** Anthony **5** Owen

EXTRA IDEA

- Ask students to look again at the sentences in **8a** and say what actually happened using *because* or *so*. For example, sentence 1: *Carol met Owen because her friend introduced them.* Students can also do this for the sentences they wrote down in **6b**.

9 Go through the example with the class. Students do the exercise on their own.

While students are working, monitor and help them with any problems.

Early finishers can compare answers in pairs. Check answers with the class.

2 They wouldn't have got lost if they'd taken a map. **3** If Roberta hadn't been exhausted, she'd have gone out. **4** If Paula hadn't been ill, she'd have gone to school. **5** Kevin wouldn't have got depressed if his wife hadn't left him. **6** I'd have called you if I hadn't lost my phone.

Get ready ... Get it right!

10 **a** Focus students on the prompts. Students work on their own and think about three important moments in their lives.

b Students write third conditionals about their three important moments from **10a**.

While students are working, monitor and correct any mistakes you see.

11 Put students into pairs. Students take turns to tell each other about the important moments in their lives. They should include the sentences they prepared in **10b** in their conversations. Encourage students to ask follow-up questions and to discuss each important moment for at least 30 seconds.

Finally, ask students to share their most important moment with the class.

WRITING

Students write about two of the important moments in their life they discussed in **11**. Encourage students to give some background information about each moment (place, people, situation, etc.). Students should also include at least two third conditionals in the description of each important moment.

FURTHER PRACTICE

Ph **Class Activity** 12B *get* stories p196 (Instructions p154)
Ph **Vocabulary Plus** 12 Phrasal verbs for plans p212 (Instructions p200)
Extra Practice 12B SB p126
Workbook Lesson 12B p61

VOCABULARY 12C AND SKILLS

Superheroes

Student's Book p98–p99

Vocabulary word formation (3): word families

Skills Listening: a radio interview; Reading: a magazine article

QUICK REVIEW This activity reviews the third conditional. Students do the first part of the activity on their own, as in the example. Put students into pairs and ask them to swap sentences. Students take turns to make third conditionals from their partner's sentences, as in the example. Students then say their sentences to each other and check they are correct. At the end of the activity, ask a few students to tell the class one of their third conditionals about their partner.

Speaking and Listening

1 Pre-teach *superheroes* (imaginary characters from comics, TV or films who fight evil, help people and save the world) and *superpowers* (special abilities that superheroes have).
Students discuss the questions in groups. Ask students to share their answers with the class.

1 Spider-Man's superpowers include the ability to climb up the sides of buildings, super strength, and an ability to sense danger with his 'spider sense'.
2 **Possible answers** Superman (he can fly); The Incredible Hulk (he has super strength); The Fantastic Four (Mr Fantastic can stretch; Invisible Girl can become invisible; The Human Torch can fly and become a ball of fire; The Thing is made of rock and has super strength).
3 Stan Lee created the Spider-Man character and wrote the original Spider-Man comics.

EXTRA IDEA

- Find photos or illustrations of other superheroes from magazines or the internet, for example Superman, The Incredible Hulk, The Fantastic Four, Batman, Wonder Woman, The X-Men, etc. Put the pictures on the board so that students can discuss them in **1**.

2 **a** Tell students that they are going to listen to a radio interview with the writer, Robin Baker, who has just written a book about Stan Lee.
CD3 ▸ 35 Give students time to read sentences a–e, then play the recording (SB p174). Students listen and put the topics in order. Check answers with the class.

1a 2c 3b 4e 5d

c Give students time to read sentences 1–6. Play the recording again. Students listen and decide if the sentences are true or false.
Students compare answers in pairs. Check answers with the class. If the sentences are false, ask students to explain why.

1T 2F He saw **a fly** crawling up a wall. 3F He also thought of **Insect-Man, Crawling-Man and Mosquito-Man**. 4F He has **the same problems as** other young people. 5T 6F He's usually a **hot-dog** seller in his characters' movies.

HELP WITH LISTENING

Sentence stress and weak forms: review

This *Help with Listening* section reviews the work on sentence stress and weak forms that students have done earlier in the course.

3 **a** Focus students on the beginning of the interview. Point out the stress marks on *Hello*, *welcome* and *programme* and the circled weak forms *and* /ən/ and *to* /tə/.
Students work in pairs and decide which words are stressed and which words are in their weak forms.
While students are working, write the beginning of the interview on the board ready for checking.

EXTRA IDEA

- Elicit which words are often said as weak forms and write them on the board (see *Help with Listening* sections on SB p18 and SB p58). Check students know how to say the strong and weak forms of these words.

b CD3 ▸ 35 Play the recording. Students listen and check their answers.
Play the recording again, pausing after each sentence and eliciting students' answers. Mark the stress on the sentences on the board and circle the weak forms.

Hello and welcome to the programme. Stories of superheroes have entertained us for nearly eighty years and one of the most popular of these is Spider-Man. Today I'm talking to the author Robin Baker, whose new book, *Superhero*, tells the story of Spider-Man's creator, Stan Lee. Welcome to the programme, Robin.

c Ask students to turn to Audio Script CD3 ▸ 35, SB p174. Play the whole recording again. Students listen and follow the sentence stress and weak forms.

Reading and Vocabulary

4 **a** Focus students on the photo of Alain Robert on SB p99. Ask what he is doing (climbing up the side of a tall building) and why students think he is doing this (possible answers: because he enjoys it, because he likes doing things that are challenging, for money or fame – or because he's a bit crazy!).

b Be prepared with definitions, examples, etc. to pre-teach the vocabulary in the box, or bring in dictionaries for students to check the meanings themselves. Note that the aim of this exercise is to pre-teach vocabulary students need to understand the article they are about to read. This vocabulary does not appear in the Language Summary.

Point out that *equipment* is an uncountable noun and the stress on *a skyscraper* is on the first syllable, not the second. Model and drill the words if necessary.

c Students read the article and match the topics to paragraphs 1–6.

Check answers with the class.

a2 c4 d3 e6 f5

d Students read the article again and answer the questions. Early finishers can compare answers in pairs.

Check answers with the class. Ask students for their reactions to the article and their opinion of Alain Robert.

1 Because he'd forgotten his keys. **2** Because they said he'd never climb again after a bad fall, but he was back on a mountain after only six months. **3** Because he climbs without ropes or protective equipment. **4** Because he usually climbs without permission. **5** He climbed the tallest skyscraper in Venezuela wearing a Spider-Man costume. **6** He was arrested and held in prison for five days. **7** Because it is a form of relaxation and it gives him a sense of what is important on Earth.

EXTRA IDEA

- For homework, ask students to visit Alain Robert's website to find out more about his life and the buildings he has climbed.

HELP WITH VOCABULARY

Word building (3): word families

5 **a–d** Students do the exercises on their own or in pairs, then check their answers in VOCABULARY 12.3 SB p154.

While students are working, draw the table from **5a** on the board so that you are ready to check their answers.

Check answers with the class.

- **a** Focus students on the table on the board. Elicit which words from the article go in each column and complete the table (see the table in VOCABULARY 12.3 SB p154).
- **b** Focus students on the table again and elicit which are the suffixes for each noun and adjective. Underline these suffixes on the board.
- **c** We use these suffixes to make nouns: *-ment, -ion, -ence, -ation*.
- We use these suffixes to make adjectives: *-ing, -ed, -able, -ive, -ful, -less*.
- Point out that sometimes the verb and the noun are the same: *They really **care** about the environment.* (verb); *He puts a lot of **care** into his work.* (noun)
- Highlight that we often use *-able* to mean 'can': *It's a very enjoyable film.* = people can enjoy this film. *He's very dependable.* = you can depend on him.
- Remind students that we use *-ful* to mean 'with'. We use *-less* to mean 'without'.

6 **a–b** Students do **6a** in pairs, then check their answers in VOCABULARY 12.4 SB p154.

While students are working, draw the table from **6a** on the board so that you are ready to check their answers.

Check answers with the class.

- **a** Focus students on the table on the board. Elicit which words go in each column and complete the table (see the table in VOCABULARY 12.4 SB p154).
- Check students understand the difference in meaning between the pairs of adjectives.
- Point out that we often don't include the final *-e* on verbs when we add suffixes: *create* → *creation, pollute* → *pollution, confuse* → *confusing*, etc.

7 Give students two or three minutes to learn the verb families.

Students do the activity in pairs. One student says a verb from **5a** or **6a** and his/her partner says the other words in the word family, as in the speech bubbles. You can tell students to close their books while they are being tested.

8 Put students into groups of three or four. Ask all students to turn to SB p114. Check students are all looking at the correct exercise.

a Check students understand the phrases in the box and teach any new phrases if necessary. Students work in their groups and create their own superhero. Students can choose their hero's superpowers from the ideas in the box or invent their own.

b Students continue working in their groups. Each group continues to develop their superhero's character based on the prompts. Make sure that all students take notes at this stage, as each student will have to describe the group's superhero to other students in the next stage of the activity.

While students are working, monitor and help them with ideas and new language.

c Reorganise the class so that students from different groups are sitting together. Students take turns to describe their superhero to the other people in the group. When all the students in the group have described their superhero, they decide which they think is the best.

Finally, ask students to tell the class about the best superhero in their group.

WRITING

Students write a description of their superhero from **8** and draw a picture of him/her if possible. These descriptions can be collected next class and displayed around the room for other students to read.

FURTHER PRACTICE

Extra Practice 12 SB p126
Workbook Lesson 12C p63
Workbook Reading and Writing Portfolio 12 p86
Ph **Progress Test** 12 p262–p263

HELP WITH PRONUNCIATION

Review quiz

1 Students do the pronunciation quiz in pairs or groups. You can set a time limit of 5 or 10 minutes. Encourage students to say the words, phrases and sentences out loud to help them decide on the correct answers. Don't help students at this stage.
Note that all the questions review aspects of pronunciation that are taught in *Help with Pronunciation* sections in earlier units in the Student's Book.

2 **CD3** ▶ **36** Play the recording. Students listen and check their answers.
Check answers with the class, writing the answers on the board if necessary. Ask students how many points their group got and find out which group got the most points (there is a possible total of 20 points).
Play the recording again. Students listen and practise. Help students with any problems, playing sections of the recording again if necessary.

1 manage, honesty **2** a frightened b terrified **3** 1c 2a 3b **4** a the same b the same c the same d different e the same f different **5** clear‿/r/‿out; go‿/w/‿up; see‿/j/‿off **6** *were, to* and *was* are said in their weak forms; *from* is said in its strong form.

EXTRA IDEA

- Organise the quiz as a competition and bring in small prizes for the members of the winning group (for example, some bars of chocolate).

continue2learn

Focus students on the *continue2learn* section on SB p100. See p36 for ideas on how to use this section in class.

Extra Practice 12 SB p126

See p37 for ideas on how to use this section in class.

12A

1 **2** could do **3** hang around **4** feel **5** broke **6** up to **7** rubbish **8** really into **9** fancy **10** reckon **11** sick of **12** can't be bothered

2 **2** I wish I had a job. **3** I wish I didn't have to get up at 5.30 tomorrow morning. **4** I wish I wasn't working in a fast food restaurant./I wish I didn't (have to) work in a fast food restaurant. **5** I wish I could afford a new phone. **6** I wish I didn't get nervous when I meet new people. **7** I wish I didn't have to work all weekend. **8** I wish I wasn't/weren't standing in the rain waiting for a bus./I wish a/the bus would arrive soon. **9** I wish I didn't live/wasn't living next to a railway./I wish the railway wasn't so noisy. **10** I wish I was going away on holiday this year.

12B

3 **2** got lost **3** getting (going to get) back from **4** get rid of **5** get ... to eat **6** got fed up with **7** get in touch with **8** get around **9** getting/got better at **10** got ... message

4 **2** hadn't told; wouldn't have known **3** wouldn't have been; 'd left **4** would have become; hadn't broken **5** had known; 'd have gone **6** 'd have finished; hadn't crashed **7** hadn't gone; wouldn't have met

12C

5 **a** **2** enjoyment **3** creation **4** prediction **5** reservation **6** dependence **7** protection **8** entertainment **9** preference
b **2** enjoyable **3** creative **4** predictable **5** reserved **6** dependable **7** protective **8** entertaining **9** preferable

6 **a** **2** disappointing, disappointed **3** harmful, harmless **4** polluted, polluting **5** confusing, confused **6** careful, careless **7** employed, employable **8** embarrassing, embarrassed
b **2** disappointment **3** harm **4** pollution **5** confusion **6** care **7** employment **8** embarrassment

Progress Portfolio 12

- See p37 for ideas on how to use this section in class.

End of Course Review

Student's Book p100–p101

The aim of this activity is to review language that students have learned throughout the course in a fun, student-centred way. The activity takes about 30–45 minutes.

Check students understand *a counter, throw a dice*, *land on a square* and *move forward/back*.

Give students time to read the rules on SB p100 and answer any questions they may have.

Ask students what happens when a student lands on a **Grammar** or **Vocabulary** square for the first time (they answer question 1 only).

Ask what happens when a second student lands on the same square (they answer question 2).

Also check what happens when a third student lands on the square (they can stay there without answering a question).

Ask students what happens when a student lands on a **Talk about** square for the first time (they talk about the topic for 30 seconds).

Ask what happens when a second or third student lands on the same square (they also talk about the topic for 30 seconds).

Put students into groups of four and give a dice and counters to each group (or students can make their own counters).

Ask a student with a watch in each group to be the time-keeper for the group. He/She should time students when they land on a **Talk about** square and have to talk about a topic for 30 seconds.

Students take turns to throw the dice and move around the board.

If a student thinks another student's answer to a question on a **Grammar** or **Vocabulary** square is wrong, he/she can check in the Language Summaries in the Student's Book, or ask you to adjudicate.

While students are working, monitor and help with any problems.

The first student to get to *FINISH* is the winner. Students can continue playing until three students have finished.

If one group finishes early, ask them to look at all the squares they didn't land on and answer the questions.

1 1 good at; nervous about; interested in; upset about (by) 2 keen on; fed up with; worried about; scared of (by)

2 1 How long has she been living in Rome? 2 How long have you had your car?

5 1 hot → boiling; surprised → amazed; tired → exhausted/shattered; bad → awful/terrible/dreadful
2 big → huge/enormous; dirty → filthy; small → tiny; hot → boiling

6 1 If I **was/were** younger, I'd go travelling. 2 Could you tell me what time **it starts**?

8 1 See VOCABULARY 9.5 SB p148.
2 See VOCABULARY 8.1 SB p145.

10 1 **travel** first class; **go on** a cruise; **get** on a bus
2 **go on** a trip; **travel** on your own; **get** a taxi

12 1 *Seem* and *own* usually describe states. *Watch* and *eat* usually describe activities.
2 *Prefer* and *need* usually describe states. *Buy* and *cook* usually describe activities.

13 1 disappointed/disappointing, protective, relaxing/relaxed, careful/careless
2 attractive, predictable, relaxed/relaxing, entertaining

15 1 See VOCABULARY 1.3 SB p127.
2 See VOCABULARY 4.2 SB p135.

16 1 didn't you? 2 does he?

18 1 take part in sth, protest against (about) sth, go on strike
2 keep in touch with sb, get hold of sb

19 1 I've **visited** six countries so far.
2 He's been working here **for** two years.

21 1 My phone has been stolen.
2 My car is being repainted.

22 1 *keep* + verb+*ing* (*keep doing*); *need* + infinitive with *to* (*need someone to do*); *make* + object + infinitive (*make someone do*); *will* + infinitive (*will do*)
2 *let* + object + infinitive (*let someone do*); *seem* + infinitive with *to* (*seem to do*); *would* + infinitive (*would do*); *finish* + verb+*ing* (*finish doing*)

24 1 be useless at doing; manage to do; could do
2 know how to do; be able to do; be no good at doing

26 1 See VOCABULARY 9.3 SB p147.
2 See VOCABULARY 11.2 SB p152.

27 1 *refuse* + infinitive with *to* (*refuse to do*); *admit* + verb+*ing* (*admit doing*); *remind* + object + infinitive with *to* (*remind somebody to do*)
2 *invite* + object + infinitive with *to* (*invite someone to do*); *suggest* verb+*ing* (*suggest doing*); *agree* + infinitive with *to* (*agree to do*)

29 1 sadness, danger, popularity, health
2 difficulty, kindness, patience, possibility

30 1 I wish I had a laptop.
2 I wish I didn't have to go to a meeting.

32 1 do a course; make up your mind; make money; do exercise
2 make a noise; do a degree; make progress; do an exam

34 1 He/She asked (him/her) what he/she was doing.
2 He/She asked (him/her) if/whether Jim worked in the city centre.

36 1 His phone's not as **old** as mine.
2 This house is the same size **as** ours.

38 1 painless; incorrect; uncommon; impolite
2 irresponsible; useful; disappear; unreliable

Class Activities

Instructions

There are 35 Class Activities worksheets (p155–p196). These worksheets give extra communicative speaking practice of the key language taught in the Student's Book. Each activity matches a lesson in the Student's Book, for example, *1A Our free time* matches lesson 1A, and *1C Preposition bubbles* matches lesson 1C, etc. There are three activities for units 1–11 and two activities for unit 12. The Class Activities can be used as extra practice when you have finished the relevant lesson or as review activities in the next class or later in the course. Many of the activities involve students working in pairs or groups. When you have an odd number of students, you can:

- ask two lower-level students to share a role card.
- give two role cards to a stronger student.
- vary the size of the groups.

1A Our free time p155

Language

Question forms; weekend activities

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 1A. 15–25 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Explain that they are going to try to find someone in the class who answers *yes* to each question. Focus students on the example. Students work on their own and write the other nine questions. Check questions with the class. Drill these questions if necessary.
- Students move around the room and ask their questions. If students are not able to leave their seats, they should ask as many students as they can sitting near them. When they find a student who answers *yes* to a question, they write the student's name in the second column on the worksheet. Students then ask a follow-up question based on the prompts in the third column. Encourage students to talk to as many different people as possible. Students only need to find one person who answers *yes* to each question. Demonstrate this stage of the activity with the whole class before students begin. With a low-level class you may also want to check the follow-up questions with the class before they begin.
- When students have finished, they work in pairs and tell their partners what they have learned about their classmates. Finish the activity by asking each student to tell the class two interesting things they have found out.

2 Did you go to a concert last weekend?
3 Are you reading a good book at the moment?
4 Did you go to an art gallery last month?
5 Have you had people round for dinner this month?
6 Do you go out for a meal most weekends?
7 Did you have a lie-in last weekend?
8 Are you trying to get fit at the moment?
9 Did you meet up with friends last week?
10 Have you (ever) tried a dangerous sport?

1C Preposition bubbles p156

Language

Prepositions with adjectives

Activity type, when to use and time

Personalised guessing game. Use any time after lesson 1C. 15–30 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give a copy of the worksheet to each student. Students work on their own and choose the correct prepositions for each prompt, as shown in the example. Check answers with the class.
- Students continue working on their own and write ten things or people in the thought bubbles. Check students understand that they don't have to write a thing or person for every prompt in the box.
- Students should write single words, names or short phrases, for example *my English exam, my brother, table tennis, Alexandra,* etc. They can write the answers in any thought bubble they want, but **not** in the same order as the prompts. You can demonstrate this before they begin by drawing some thought bubbles on the board and writing in your own ideas in random order.
- Students work in pairs and swap worksheets with their partner. Students then take turns to guess why their partner has written the things in the thought bubbles. For example, if a student has written *my brother*, his/her partner might ask: *Is your brother the last person you were angry with?*, *Are you a bit concerned about your brother at the moment?*, *Have you been embarrassed by your brother in the past?* etc. When a student has found out why his/her partner has written a particular person or thing, he/she should ask one or two follow-up questions for each point, for example, *Why were you angry with him?*
- Finally, students can tell the class one or two things they have found out about their partner.

2 with **3** at **4** at **5** of **6** about **7** with **8** on **9** with **10** about **11** of **12** by **13** at **14** in **15** with **16** by

1D Make it snappy! p157

Language
Question tags

Activity type, when to use and time
'Snap' game. Use any time after lesson 1D. 10–15 minutes.

Preparation
Photocopy one set of Sentence cards and **two** sets of Question tag cards for each group of three students. Cut into separate sets and shuffle each set.

Procedure
- Put students into groups of three. If you have extra students, have one or two groups of four. Give a set of Sentence cards to one student (A) in each group and ask them to put the cards face-down in a pile in front of them.
- Give a complete set of Question tag cards to students B and C in each group. Ask students to spread their cards out in front of them face-up so they can see all fifteen cards.
- Student A turns over the first Sentence card and reads out the sentence only (not the answer), for example *He's very tall*. Students B and C try to find the correct Question tag card (*isn't he?*) and give it to student A, saying the question tag out loud at the same time. The first student to give student A the correct card wins both cards as a 'trick'.
- The game ends when student A has finished all the Sentence cards. The student (B or C) with the most 'tricks' wins.
- Students can shuffle the sets of cards and repeat the game, with student B turning over the Sentence cards and students A and C trying to win tricks.

2A World rules p158

Language
be able to, *be supposed to*, *be allowed to*, modal verbs (1)

Activity type, when to use and time
Quiz. Use any time after lesson 2A. 15–25 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Pre-teach *a primary school*, *do military service*, *mow the lawn*, *vote*, *tip waiters/waitresses* and *burn*.
- Put students into teams of three or four. Give a copy of the worksheet to each student. Explain that all the sentences are about rules in different countries around the world.
- Students work with their partners and choose the correct answers in each sentence.
- Check answers with the class. Give each team one point for each correct answer. The team with the most points wins.
- Finish the activity by asking students what the rules for military service, voting, tipping, etc. are in their country/ countries, and (if appropriate) whether they agree with these rules.

1 can't (you must be 17 years old) **2** have to **3** aren't allowed to **4** don't have to **5** aren't allowed to **6** mustn't **7** couldn't **8** are allowed to **9** can **10** have to **11** shouldn't **12** are supposed to **13** aren't allowed to **14** have to **15** weren't allowed to

2B Opening night p159–p160

Language
Present Continuous and Present Simple

Activity type, when to use and time
Role play and gap-fill activity. Use any time after lesson 2B. 20–30 minutes.

Preparation
Photocopy one set of role cards for every twelve students and one *What do you remember?* worksheet for each student. Cut the role cards into twelve separate cards.

Procedure
- Tell students they are at the opening party of a new restaurant in London. Give each student a role card and allow them time to read and memorise the information. Give out the cards in random order. If you have more than 12 students, you can give out duplicate cards without affecting the outcome of the activity. If you have fewer than 12 students, omit the later role cards and delete the later sentences on the *What do you remember?* worksheet.
- Elicit these questions and write them on the board: *Where are you from? What do you do? What are you doing in London? What do you do in your free time?*
- Explain that students must meet all of the other guests and find out as much as they can about each of them. Tell students that they must try to remember what they hear because they will be asked to use this information after the party.
- Students move around the room and talk to the other guests. Encourage students to ask the questions on the board when they meet new people.
- When students have finished, put them in pairs and give each pair a copy of the *What do you remember?* worksheet. Ask students to fill in the gaps with the appropriate information and choose the correct verb form in italics. Point out that the first gap in each sentence is a student's name.
- Check answers with the class. Students get 1 point for each correct piece of information and 1 point for each correct verb form. The pair with the most points wins.

a is opening ... restaurant **b** New York ... is visiting **c** goes ... exhibitions **d** writes ... food **e** is studying ... chef **f** usually directs ... horror **g** is doing ... clubbing **h** Los Angeles ... is making **i** plays volleyball **j** chef ... is doing **k** plays ... piano **l** pop singer ... is writing

2C The absolutely amazing game! p161

Language
Gradable and strong adjectives; adverbs

Activity type, when to use and time
Board game. Use any time after lesson 2C. 20–30 minutes.

Preparation
Photocopy one board for each group of three or four students. You also need a dice for each group and a counter for each student.

Procedure
- Put students into groups of three or four. Give each group a copy of the board, a dice and counters (or students can make their own counters). Ask a student with a watch in each group to be the timekeeper.
- Students take turns to throw the dice and move around the board. When they land on a sentence square, they must choose the correct word and say the complete sentence. If a student gets the sentence wrong, he/she must move back to his/her previous square.
- If a student thinks that another student's answer is wrong, he/she should ask you to adjudicate.
- When a student lands on a *Talk about* square, he/she must talk about the topic for 30 seconds. If he/she stops talking before 30 seconds is up, he/she must move back to his/her previous square.
- The first student to reach the *FINISH* square wins. If groups finish early, students can go through the squares in order and take turns to say the correct sentences. They can also discuss the topics in the *Talk about* squares they didn't land on during the game.

1 terrified **3** happy **5** good **7** big **9** shattered
10 absolutely **13** incredibly **16** delicious **17** difficult
21 absolutely **23** surprised **25** absolutely **26** terrible
28 big **30** beautiful **32** furious **33** very

3B The world's greatest traveller p162

Language
Present Perfect Continuous and Present Perfect Simple

Activity type, when to use and time
Pairwork role play. Use any time after lesson 3B. 20–30 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into separate role cards.

Procedure
- Put the students into two groups, A and B. Give a copy of the Traveller role card to each student in group A and a copy of the Interviewer role card to each student in group B. If you have an odd number of students, have an extra interviewer.
- Explain that the interviewers in group B are going to interview the travellers in group A for a TV documentary series called *Around the World*.
- Students work on their own and follow the instructions on their role cards. Encourage the travellers to use their imagination when preparing their roles and to think of interesting information they can tell the interviewer about each topic. Also check interviewers' questions for accuracy and help them with any problems. Encourage students to make questions with the Present Perfect Continuous and Present Perfect Simple where possible. With a low-level class, interviewers can prepare questions in pairs.
- Reorganise the class so that one interviewer is sitting with one traveller. Students do the role play in pairs. Encourage the interviewer to greet the traveller and make him/her feel comfortable before beginning the interview.
- When students have finished the role play, ask the interviewers to tell the class a few interesting things about the travellers they have just talked to. The class can then decide who is 'the world's greatest traveller'.

3C Suffix dominoes p163

Language
Suffixes for adjectives and nouns

Activity type, when to use and time
Dominoes. Use any time after lesson 3C. 15–25 minutes.

Preparation
Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure
- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. Students are not allowed to look at each other's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the word and the suffix make a new word. Students continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks the word and suffix don't match, he/she can challenge his/her partner. If the match is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can't agree, they should check in VOCABULARY 3.3 SB p133 or ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes or until neither student can make a correct match. The student who finishes first, or who has the fewer dominoes remaining, is the winner.
- Early finishers can take turns to make sentences with the new words.

3D Blockbuster p164–p166

Language
Review of lessons 1A–3D

Activity type, when to use and time
Board game. Use any time after lesson 3D.
25–40 minutes.

Preparation
Photocopy one board for every four or six students in your class. Photocopy one Team A question sheet for half the number of students in your class and one Team B question sheet for the other half. You also need a counter for each team.

Procedure
- Put students into groups of four or six. Divide each group into two teams: team A and team B. Give each student in each team A a copy of the Team A question sheet and each student in each team B a copy of the Team B question sheet. Students are not allowed to look at the other team's question sheet.
- Each team puts a counter on their 'home square', which is marked with A or B. The object of the game is to move your team's counter to the other team's home square. Each team can only move one square at a time, and can only move to a square which has a side that is touching the square they are on.
- Tell students that G = grammar, V = vocabulary, M = mystery question and T = talk about. When a team lands on a G, V or M square, the other team reads out a grammar question, a vocabulary question or mystery question from their question sheet. Students read out the questions on their question sheet in number order. The other team must answer it correctly in order to stay on the square. (Note that the answers are in brackets on the question sheet.) If a team gets the answer wrong, they must move back to their original square and they must move to a different square for their next go.
- If a team lands on a T square, students must nominate a member of their team to talk about the topic before the other team tells them the topic. The student must then talk about the topic for 30 seconds without stopping. When the team lands on another T square, they must nominate a different student each time until all the students in their team have talked about a topic.
- The team that gets to the other team's home square first is the winner. It is advisable to demonstrate this game on the board or in front of the class before students start playing in their groups.
- If one group finishes early they can take turns to ask and answer the remaining questions on their question sheets.

4A Celebrity engagement p167

Language
Past Simple and Past Continuous

Activity type, when to use and time
Role play. Use any time after lesson 4A. 25–35 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into separate role cards.

Procedure
- Pre-teach *a celebrity*, *the media*, *an engagement*, *a publicity stunt* and *propose to someone*.
- Elicit some famous celebrity couples from the class. Ask students if they think these people are in love or if they are in these relationships in order to get publicity.
- Divide the class into two equal groups, reporters and celebrities. If you have extra students, put them in the reporters group. If possible, have an equal number of men and women in the celebrities group. Give a copy of the appropriate worksheet to each student.
- Give students time to read the newspaper article at the top of their worksheets. Check students understand the situation by asking comprehension questions to check the main points of the story.
- Divide each group into pairs. If possible, put a man and a woman together for each pair of celebrities (Sam Kennedy and Alison Price). Note that you need an **equal number of pairs** of reporters and celebrities, so have one or two groups of three reporters if necessary.
- Students work in their pairs and prepare questions or answers based on the prompts. While they are working, check the reporters' questions for accuracy. Also check that all reporters are writing the questions, as they will be interviewing the celebrities separately. Encourage the celebrities to make their stories match as closely as possible, as they have to persuade the reporters that they really want to get married and haven't just got engaged for the publicity.
- Match up a pair of reporters with a pair of celebrities. Reorganise the class so that each reporter can interview each celebrity separately. Reporters interview the celebrities and make brief notes on their answers.
- When they have finished, students go back to their original pairs. Celebrities discuss the questions they were asked and whether they answered each question correctly. Reporters compare answers and decide if they think the celebrity couple are really in love or if the engagement is just a publicity stunt.
- Finally, ask reporters to tell the class if they believe that the couple are in love, giving reasons for their answers.

4B Rainforest adventure p168

Language
Past Simple; Past Continuous; Past Perfect

Activity type, when to use and time
Story-telling activity. Use any time after lesson 4B.
20–40 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Ask students to read the introduction at the top of the worksheet and check students understand the situation.
- Put students into pairs. Tell students that they are going to invent a story about what happened to Tom and Sally in the rainforest. Students work with their partner and discuss the questions in turn. Students write their ideas in the appropriate boxes next to each question. Encourage students to write brief notes, not complete sentences.
- When students have finished, ask them to practise telling their story to each other. This 'rehearsal stage' gives students time to work out how to tell their story and will increase students' confidence. Students can make any additional notes on their worksheet during this stage. Encourage students to use the Past Simple, Past Continuous and Past Perfect in their stories where appropriate.
- Reorganise the class so that students from different pairs are working together. Students take turns to tell their story, using the notes on their worksheets as prompts. Alternatively, this stage can be done by putting two pairs together and asking each pair to tell the story in turn.
- Students work with their partners and write the story. Alternatively, students can write the story for homework.
- Students read each other's stories and decide which one they think is the best.

4C Adjective crossword p169

Language

Adjectives

Activity type, when to use and time

Paired crossword. Use any time after lesson 4C. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Divide the class into two groups, A and B. Give each student a copy of the appropriate worksheet. Tell the class that all the adjectives in the crossword are taken from lesson 4C (guessing meaning from context) and lesson 4B (adjectives to describe character).
- Students work in pairs with a partner from the same group and check they know the meanings of all the words on their worksheet. With a low-level class, ask students to prepare clues for each of their words. Students can check any words they don't know in VOCABULARY 4.2 SB p135 and VOCABULARY 4.3 SB p136.
- Put students into pairs so that a student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 across* and *3 down*.
- Students then take turns to give clues for the words on their crossword, for example *1 across: this type of person behaves in an angry or violent way*. Students are not allowed to use the words themselves, but they can give the first letter of the word if their partners are having difficulty remembering it.
- When students have finished, they check their crosswords and their spelling with their partner.

5A House hunting p170

Language

Making comparisons

Activity type, when to use and time

Role play. Use any time after lesson 5A. 15–25 minutes.

Preparation

Photocopy one worksheet for each student. Cut out the Properties to let advertisement. Cut each set of role cards into separate cards.

Procedure

- Pre-teach *modernised*, *a marina*, *facilities, a security system, keep fit, an en-suite* /ɒn'swiːt/ *bathroom* and *a semi-detached house*.
- Put the class into groups of four. Give a different role card to each student. Tell students that each group has decided to share a house or flat.
- Give each group a copy of the advertisement. Allow students time to read the advertisement and decide which house or flat they would like to live in.
- Students work with their partners and discuss which house or flat they want to rent. Tell students that they must compare the houses and flat for rent and agree which one is the best for all of them. Encourage them to use comparatives and superlatives, for example *I prefer the third-floor flat because it's much more modern than the others* and other ways to make comparisons, for example *It's not as expensive as the Stone Street house*. Students discuss the houses/flat until they come to an agreement.
- Finally, students take turns to tell the class which house/flat they chose and how they came to their decision.

5B Look into the future p171

Language

The future: *will*, *be going to*, Present Continuous

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 5B. 15–25 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give a copy of the worksheet to each student. Students work on their own and choose the correct future form for each sentence in the first column. Students can check answers in pairs. Check answers with the class.

- Explain that students are going to try to find someone who answers *yes* to each question. Elicit the questions that students will need to ask, for example *1 Are you going to do some shopping after class?*, etc. Remind students to use *Do you think you'll ...* for questions 3, 5 and 8. With a low-level class you may want to check and drill all the questions before continuing.
- Students move around the room and ask the questions. If students are not able to leave their seats, they should ask as many students as they can sitting near them. When they find a student who answers *yes* to a question, they write the student's name in the second column on the worksheet. Encourage students to talk to as many different people as possible. Students only need to find one person who answers *yes* to each question.
- When students have written the person's name in the second column, they should then ask follow-up questions based on the prompts in the third column. Point out that not all of these follow-up questions are about the future, so students will need to decide which verb form they should use in each question. With a low-level class you may also want to check these follow-up questions with the class before they begin.
- When students have finished, they work in pairs and tell their partner what they have found out about their classmates. Finish the activity by asking each student to tell the class two interesting things they have found out.

1 is going to do **2** is meeting **3** will live **4** is having **5** will want **6** is working **7** is going **8** will be **9** is going to buy **10** is going

5C Who said what? p172

Language
Verb patterns

Activity type, when to use and time
Sentence completion and mingle. Use any time after lesson 5C. 15–20 minutes.

Preparation
Photocopy one worksheet for every seven students in the class. Cut into 14 sentence cards.

Procedure
- Write *I'd rather ... than ...* . on the board and elicit possible ways to complete the sentence.
- Give two sentence cards to each student. Ask the students to complete the sentences with true information about themselves. Tell students that they must use an appropriate verb form after the verb in **bold**, not a noun or a pronoun. Have some spare cards in case some students can't think of an appropriate way to complete their card. Students are not allowed to look at each other's cards.
- Collect all of the sentence cards, place them into a bag and mix them up. With larger classes, divide the class into groups and have a bag for each group.
- Elicit the question students would need to ask for the sentence on the board: *Would you rather … than ... ?*
- Ask each student to pick out one sentence from the bag. Explain that they are going to try to find the person in the class who wrote the sentence. If they pick their own sentence, they should put it back in the bag and pick a different sentence. Students prepare a question to find out who wrote the sentence they picked out.
- Students then move around the room asking their question. Remind students that they may find someone who answers *yes* to their questions, but did not write the sentence. Students can check they have the correct person by asking *Did you write this sentence?*
- When students have found the correct person, they pick another sentence from the bag. The activity continues until all the sentences have gone. The student who finds out who wrote the most sentences wins.
- When students have finished, they work in pairs and tell their partners what they have learned about their classmates.

6A Men and women p173

Language
make and *do*

Activity type, when to use and time
Discussion activity. Use any time after lesson 6A. 15–25 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Pre-teach *a member of the opposite sex, avoid doing something* and *admit doing something*. Also point out that *avoid* and *admit* are followed by the verb+*ing* form.
- Give a copy of the worksheet to each student. Students work on their own and fill in the gaps with the correct form of *make* or *do*. Check answers with the class.
- Students work on their own again and choose *men* or *women* in each sentence.
- Put students into groups of four. If possible, include men and women in each group. Students take turns to discuss their sentences, giving reasons for their opinions. Encourage students to come to an agreement on each sentence if possible.
- When they have finished, ask students to tell the class which sentences they all agreed with, giving reasons for their ideas.

1 do
2 making
3 do
4 doing
5 making
6 make
7 doing
8 made
9 doing
10 making
11 making
12 do

6C Synonyms bingo p174

Language
Synonyms

Activity type, when to use and time
Bingo game. Use any time after lesson 6C.
15–20 minutes.

Preparation
Photocopy one worksheet for every four students in the class. Cut into four separate bingo cards.

Procedure
- Give each student a bingo card. Allow students a few minutes to check they know the synonyms for all the words/phrases on their card. Students can check any words/phrases they don't know in VOCABULARY 6.3 SB p141. Students are not allowed to write the synonyms on their cards.
- Explain that you are going to say some words/phrases. When students hear a word or phrase which has the same meaning as a word or phrase on their card, they cross it out. The first student to cross out all the words on his/her card shouts *Bingo!*
- Read out the words/phrases in **bold** in the left-hand columns of the tables below in random order. When you say a word, put a tick next to it so you don't say it twice. Continue saying words until a student shouts *Bingo!* and wins the game. If necessary, you can check his/her card against the tables.
- If you want to play the game again, distribute new cards and read out the synonyms in random order. Alternatively, students work in pairs and take turns to read out their words to each other. Their partner says the correct synonyms.

choose		pick
satisfied		content
lucky		fortunate
behave		act
notice		spot
by chance		accidentally
attitude		approach
sure		certain
deal with		cope with
show		reveal

concerned		worried
frightened		scared
make a decision		make up your mind
try to do		have a go at doing
talk		chat
nice		pleasant
enormous		huge
pleased		glad
wonderful		brilliant
terrible		awful

6D Round the board p175–p176

Language
Review of lessons 4A–6D

Activity type, when to use and time
Board game. Use any time after lesson 6D.
20–30 minutes.

Preparation
Photocopy one board, one set of Vocabulary cards and one set of Grammar cards for each group of four students. Cut the Vocabulary cards and Grammar cards into sets. Shuffle each set. Each group also needs a dice and counters.

Procedure
- Put students into groups of four. Give each group a copy of the board, a set of Vocabulary cards and a set of Grammar cards, dice and counters (or students can make their own counters). Students should place the cards face-down in two separate piles in the appropriate places in the middle of the board.
- Check students understand that they can go round the board as many times as they like, and that they collect 500 points every time they pass the *Start* square. Students will need a pen and paper to keep a record of their points during the game. Tell students that they all start the game with 500 points.
- Students take turns to throw the dice and move around the board. When a student lands on a square that says Vocabulary card or Grammar card, he/she turns over the top card of the appropriate pile and reads out the question to the group. He/She must then answer the question. If he/she answers the question correctly, he/she **wins** the number of points on the square. If he/she doesn't answer the question correctly, he/she **loses** the number of points on the square. He/She then puts the card at the bottom of the appropriate pile.
- If students think that another student's answer is wrong, they can check in the Language Summaries in the Student's Book or ask you to adjudicate.
- Students always stay on the square they landed on, whether they win or lose points. Students don't have to leave the game if they have a negative number of points. They should keep playing to try to win more points.
- The game can continue as long as you wish. You can set a time limit before students start playing. Alternatively, students can continue playing until they've answered all the Grammar and Vocabulary cards. The student with the most points when the game finishes wins.
- Finally, find out which student has the most points in the class.

Vocabulary cards
1 downloaded; seen **2** on; of **3** themselves; yourself **4** concerned/anxious; certain; scared/terrified **5** going up; go **6** do; make; do; make **7** see VOCABULARY 4.2 SB p135 **8** up; out **9** a terraced house shares a wall with houses on both sides of it, a detached house doesn't; a roof is on top of a house, a loft is a room under the roof that you can store things in **10** herself; ourselves **11** to be; staying **12** in; at **13** pick; fortunate; by chance **14** out; through **15** see VOCABULARY 5.4 SB p139 **16** do; make; make; do

Grammar cards
1 As soon as **I get** home, I'll call you. I won't do anything until **I talk** to him. **2** was driving; had **3** to; to/from **4** It's much **more** exciting than I thought. He's the **most** amazing person I've met. **5** got; realised; had stolen **6** In the first sentence, the person arranged to meet Jim before speaking. In the second sentence, the person decided to meet Jim at the time of speaking. **7** Is your phone the same **as** Gary's? No, his isn't as **old** as mine. **8** I **didn't use** to watch TV a lot. I **hadn't** met him before. **9** I **met** John while I **was living** in Rome. What **were you** doing when I called? **10** We'll come **unless we're busy. Unless you come with us,** we won't go. **11** called; was watching **12** The first sentence is always true. The second sentence talks about one specific time in the future. **13** in case; If **14** Where **did you use** to live when you were young? I **went** to the 2010 World Cup final. **15** bigger; further/farther; worse; happier **16** cleaning; get

7A Guess my name p177

Language
Ability: *be able to*, *manage*, *be useless at*, etc.

Activity type, when to use and time
Writing activity. Use any time after lesson 7A.
15–25 minutes.

Preparation
Photocopy one worksheet for each student. Write a number in the box at the bottom of the worksheet for each student in your class. For example if you have 16 students, write 1–16 on the worksheets. Shuffle the worksheets.

Procedure
- Give a copy of the worksheet to each student. The worksheets should **not** be given out in number order. Tell students that they are not allowed to write their names on the worksheet.
- Students work on their own and complete the worksheet about themselves and people they know. Tell students that they can fill in the gaps with general abilities, for example finding things, making people laugh, organising things, etc., as well as sports, musical abilities, skills, school subjects, etc. Remind students to use the correct verb form in each gap.
- Collect in the completed worksheets and shuffle them. Put the worksheets up around the room. Put students into pairs. Each pair moves around the room and guesses who wrote each worksheet. They should make a note of the number of each worksheet and the name of the student they think wrote it. Students continue until they have read all the worksheets.
- Check answers with the class and find out which pair guessed the most worksheets correctly. You can also ask students to say what they thought was the most surprising or interesting thing they read.
- Alternatively, shuffle the worksheets and redistribute them in random order. Students read the new worksheet and decide who wrote it. Students check answers with the class by reading out the worksheet and saying who they think wrote it.

7B The conditional game p178

Language
Second conditional; first conditional; future time clauses

Activity type, when to use and time
Board game. Use any time after lesson 7B.
20–30 minutes.

Preparation
Photocopy one board for each group of three or four students. You also need a dice for each group and a counter for each student.

Procedure
- Pre-teach *a cartoon character, a member of the opposite sex* and *a ghost*.
- Put the class into groups of three or four. Give each group a copy of the board, a dice and counters (or students can make their own counters). Point out that some squares require first conditionals or sentences with future time clauses, and some squares require second conditionals.
- Students take turns to throw the dice and move around the board. When a student lands on a sentence square, he/she must complete the sentence correctly in order to stay on the square.
- If a student can't complete the sentence correctly, he/she must move back to his/her previous square. If students think another student's sentence is wrong, they can ask you to adjudicate.
- If a student lands on *Move forward/back 2/3 squares* or *Throw again*, he/she does as the square says and then completes the sentence of the square he/she lands on.
- If a student lands on a square which another student has already landed on, he/she must complete the sentence with a different ending.
- The game ends when one student reaches the *FINISH* square. If one group finishes early, they can finish the sentences they didn't land on during the game.

7C Article auction p179

Language
Articles: *a*, *an*, *the*, no article

Activity type, when to use and time
Auction game. Use any time after lesson 7C.
20–30 minutes.

Preparation
Photocopy one worksheet for each pair of students.

Procedure

- Pre-teach *auction* /ˈɔːkʃən/ and check students understand how an auction works.
- Put students into pairs. Give a copy of the worksheet to each pair. Focus students on the sentences on the worksheet. Tell students that some sentences are correct and some are incorrect.
- Students work in their pairs and decide if the use of articles in each sentence is correct. If they think a sentence is incorrect, they must decide what the correct sentence is. Point out that the incorrect sentences can have either one or two mistakes. Tell students not to share their ideas with other pairs, as they will be competing against each other later. You can set a time limit of five or ten minutes.
- Explain that students can now bid for these sentences at an auction. Tell each pair that they have £1,000 to spend and that they can only bid in multiples of £50 (£50, £100, etc.). Auction the sentences to the class by inviting bids for each sentence in turn. When you have no further bids, you can say *Going, going, gone!*
- When a pair buys a sentence, they must say whether they think the sentence is correct, or tell you the correct version of the sentence, before they are allowed to own it. If a pair gets the sentence wrong, they lose the money they have bid, but do **not** get the sentence. You can then auction the same sentence again.
- When a pair buys a sentence, they deduct the price from the £1,000 in the *Money left* box on their worksheet. If they buy a sentence, but don't get the sentence correct, they must still deduct the money they spent. Students can spend only £1,000 during the whole auction.
- The pair that collects the most sentences wins.

1 ✓ **2** She works for a department store in **the** centre of Madrid. **3** ✓ **4** Many people from the USA go to ~~**the**~~ Hawaii on holiday. **5** ✓ **6** The Smiths' flat is much bigger than **the** last place I lived in. **7** This is the third time I've asked you to tidy up **the** living room! **8** ✓ **9** ✓ **10** My sister has been **a** doctor at the City Hospital for about ten years. **11** Did your parents go to ~~**the**~~ university after they left ~~**the**~~ school? **12** ✓ **13** If you ever get a computer virus, you shouldn't send ~~**the**~~ emails. **14** ✓ **15** ~~**The**~~ Australian people are very friendly when they meet ~~**the**~~ foreigners. **16** Vatican City is **the** smallest country in ~~**the**~~ Europe. **17** If your laptop isn't working, turn it off and wait **a** minute. **18** ✓

8A Passive knowledge p180

Language

The passive

Activity type, when to use and time

Pairwork quiz. Use any time after lesson 8A. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Put students into groups of four. Divide each group into two pairs, pair A and pair B. Give a copy of Quiz A to each student in pair A and a copy of Quiz B to each student in pair B. Students are not allowed to show their quizzes to the other pair in their group.
- Students work in their pairs and put the verb in brackets in each question in the correct passive form. Check answers with the class. Only check the passive verb forms, so that the other pair in each group doesn't hear the questions they are about to be asked. Each pair gets one point for each correct passive verb form and a bonus point if all six answers are correct.
- Students work in their groups of four. Each pair takes it in turns to ask the other pair a question from their quiz. Students read out their questions and the three possible answers. If the other pair gets an answer correct, they get two points. Before they begin, tell students that the words/phrases in **bold** are the correct answers.
- When both pairs have asked all their questions, students in each pair add up their points from both parts of the activity. The pair with the most points wins.
- Finally, you can teach students that *a calf* is a baby cow, *a cub* is a baby lion, bear, etc. and *a foal* is a baby horse.

Quiz A
1 was invented **2** is called **3** was married
4 are spoken **5** were written **6** will be held/is going to be held
Quiz B
1 was married **2** will be held/are going to be held
3 was invented **4** has been stolen **5** is/was played
6 is called

8B The airport p181–p182

Language

Quantifiers; discussion language

Activity type, when to use and time

Debate. Use any time after lesson 8B. 30–45 minutes.

Preparation

Photocopy one set of six role cards for each group of six students. Cut into separate cards.

Procedure

- Pre-teach *unemployment*, *wildlife*, *a residents' association* (an organisation that represents local people) and *in favour of something*.
- Divide the class into six groups. Give each student in group A a copy of the Student A role card, each student in group B a copy of the Student B role card, etc. Try to choose confident students to be the chairpeople (group F).

- **Extra students:** If you have one or two extra students, put them in group E. If you have three extra students, put them in groups A, B and E. If you have four extra students, put them in groups A, B, C and D. If you have five extra students, put them in groups A, B, C, D and E. Note that students A and B are against the airport, students C and D are for the airport, while student E is undecided.
- Give students time to read the introduction on their cards and check they have understood the situation.
- Students work in their groups and follow the instructions on their role cards. Encourage students to use quantifiers (*not much, too much, not enough, plenty of, hardly any,* etc.) if possible. Chairpeople work together and plan the introduction and questions.
- While students are working, write the discussion language from REAL WORLD 6.1 SB p142 on the board.
- Rearrange the class so that students are sitting in groups of six, with one student A, one student B, etc. in each group. If you have extra students, distribute them equally amongst the groups. Try to ensure that each group contains an equal number of A/B students and C/D students. Focus students on the language on the board and remind them to use this during the meeting.
- Ask the chairpeople to start their meetings. Allow the meetings to proceed uninterrupted if possible, but try to ensure everyone has an opportunity to speak. Allow about 15 minutes for this stage of the activity. While students are talking, you can note down mistakes and examples of good language to discuss at the end of the activity.
- At the end of the meetings, each chairperson conducts a vote on whether the airport should be built or not. Ask each chairperson to share his/her group's conclusions with the class.

8C Beginnings and endings p183

Language
Prefixes and suffixes

Activity type, when to use and time
Pelmanism. Use any time after lesson 8C. 10–20 minutes.

Preparation
Photocopy one worksheet for each group of three students. Cut into sets. Shuffle each set.

Procedure
- Put the class into groups of three students. Give each group a set of cards. Ask them to put the cards face-down in front of them, with the smaller cards on one side and the bigger cards on the other.
- Students take it in turns to turn over one small card and one big card. If a student thinks that the two cards make a word, he/she makes a sentence which includes this word. If the two cards match and the sentence is correct, the student keeps the pair of cards and has another turn. If the two cards don't match, the student puts both cards back on the table face-down **in exactly the same place.**
- If a student thinks that one of his/her partner's words or sentences is not correct, he/she can challenge him/her. If it is incorrect, the student must put back the cards and the turn passes to the next student. If students can't agree, they can check in VOCABULARY 8.3 and VOCABULARY 8.4 SB p145 or ask you to adjudicate.
- The activity continues until all the cards are matched up. The student who collects the most cards is the winner.
- If a group finishes early, students can take turns testing each other by saying the words on the big cards. The other students say what prefixes and suffixes can be used with each word.

9A Fighting fit p184

Language
Relative clauses with *who*, *that*, *which*, *whose*, *where* and *when*

Activity type, when to use and time
Information gap. Use any time after lesson 9A. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure
- Check students understand *a fat-free diet, a fasting programme* (a way of controlling your weight by fasting at regular intervals), *jogging* and *a jogger.* Also check students understand the difference between the verb *weigh* /weɪ/ and the noun *weight* /weɪt/.
- Put students into pairs, A and B. Give students a copy of the appropriate worksheet.
- Students work on their own and fill in the gaps with *who*, *that*, *which*, *whose*, *where* or *when*. Check answers with the class. Only check the words they need to fill in the gaps, so that the other students don't hear the sentences they are about to discuss.
- Students work with their partner. Students share their information and fill in the table at the bottom of their worksheets. Students are not allowed to look at their partner's worksheets. While students are working, copy the table onto the board ready for checking.
- Check answers with the class by eliciting the answers from the students and writing them on the table on the board.

Student A 1 when 2 who/that 3 who/that; where 4 who/that 5 whose 6 that/which 7 who/that
Student B a where b that/which c who/that d whose e who/that f who/that g when

	David	Mick	Richard	Susie	Anna
Weight now	75 kg	90 kg	80 kg	70 kg	85 kg
Exercise	walking	cycling	swimming	yoga	jogging
Type of diet	fasting programme	juice diet	fat-free diet	organic diet	meat-free diet

9B Perfect circles p185

Language
Present Perfect Simple active and passive for recent events

Activity type, when to use and time
Information gap. Use any time after lesson 9B. 15–25 minutes.

Preparation
Photocopy one worksheet for each student.

Procedure
- Give each student a copy of the worksheet. Tell students to read the prompts in the box and then write ten short answers in the circles at the bottom of the worksheet. Students should write single words or short phrases, for example *Marta*, *Madrid*, *bought a new bike*, etc., not complete sentences. They can write their answers in any order they want, but not in the same order as the prompts.
- When students have finished, ask them to fold their worksheets in half. Put students into pairs. Students swap worksheets with their partner.
- Students take turns to ask questions to discover why their partner has written the words/phrases in the circles, for example *Why have you written Marta?* The other student must answer with the correct form of Present Perfect Simple active or passive, for example *Because she's just started a new job.* Encourage students to ask follow-up questions for each point, for example *How do you know Marta? What's her new job? When did she start working there?*, etc.
- Finally, ask each pair to tell the class two or three things they discussed.

9D Noughts and crosses p186–p187

Language
Review of lessons 7A–9D

Activity type, when to use and time
Noughts and crosses board game. Use any time after lesson 9D. 20–30 minutes.

Preparation
Photocopy one Board 1/Team A question sheet for half the number of students in your class and one Board 2/Team B question sheet for the other half. Cut each worksheet into separate boards and question sheets.

Procedure
- Ask students if they know the game noughts /nɔːts/ and crosses. If not, draw a 'noughts and crosses' grid on the board. Explain that the aim of the game is to win squares by answering questions. The first team to get a line of three across the board, horizontally, vertically or diagonally, wins.
- Put students into groups of four or six. Divide each group into two teams: team A and team B. Give each group a copy of the Board 1 worksheet.
- Give each student in each team A a copy of the Team A question sheet and each student in each team B a copy of the Team B question sheet. Students are not allowed to look at the other team's question sheet. Students toss a coin to decide who starts.
- The teams take it in turns to choose a square on Board 1. For example team A chooses vocabulary. Team B then reads the first question in the vocabulary section of their question sheet. If team A answers correctly, they win the square and draw a cross or a circle on it. If the answer is incorrect, the square remains available (team B doesn't get the square). Point out that the answers to the questions are in brackets on the question sheets.
- The first team to get a line of three squares on Board 1 wins the first game. Students can then play on Board 2. If students run out of questions in a particular category, they can ask any question from the other categories instead.
- Groups that finish early can ask each other the unanswered questions on their worksheet.

10A Excuses, excuses! p188

Language
was going to, *was supposed to*; Present Perfect Simple

Activity type, when to use and time
Information gap. Use any time after lesson 10A. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into separate worksheets.

Procedure
- Pre-teach *invitations*, *catering* and *decorations*.
- Put students into pairs. Give each student a copy of the appropriate worksheet.
- Give students a minute or two to read the first paragraph on the worksheets. Check students understand that they are organising a party with their partner and that they have already agreed who is going to do what.
- Focus students on the first list on their worksheets and ask who was supposed to do these things (their partner was). Students work on their own and make questions with the Present Perfect Simple + *yet* about the phrases in **bold**, as in the example. Before they begin, point out to students that they do **not** use the phrases in brackets (*last week*, *two weeks ago*, etc.) in their questions.
- Focus students on the second list on their worksheets and ask who was supposed to do these things (they were). Students work on their own and tick two more things they've done, then think of good excuses why they haven't done the other things. Encourage students to be imaginative when thinking of their excuses, and tell them they can't just use *I forgot.* as an excuse!
- Students work with their partner and take turns to ask each other their questions. For example, student A asks: *Have you given out the invitations yet?*. If student

B hasn't done this, he/she should give an excuse, using *was going to* and the time phrase in brackets, for example: *I was going to give the invitations out last class, but I left them on the bus.* Tell students to put a tick or a cross next to the things their partner has or hasn't done and to make brief notes on their partner's excuses.

- Put students into new pairs. Students take turns to tell their new partner what their old partner hasn't done, using *was supposed to*: *Marco was supposed to give out the invitations last class, but he left them on the bus.* They can also tell their new partner what they haven't done, and why: *I was supposed to pay for the club a week ago, but someone stole my credit card.*
- Finally, ask students to share the best excuses they heard with the class.

10B Where's Robin? p189

Language
Modal verbs (2): making deductions

Activity type, when to use and time
Information gap. Use any time after lesson 10B. 15–25 minutes.

Preparation
Photocopy one worksheet for every four students. Cut into four separate information cards.

Procedure
- Remind students of the wedding anniversary party in lesson 10B of the Student's Book. Ask students whose party it is (Tom and Peggy's) and how long they have been married (25 years). Also ask who suggested the party (Tom and Peggy's children, Leo and Karen).
- Tell the class that it is now 8 p.m. on the evening of the party, but Karen's boyfriend, Robin, still hasn't arrived. The students are going to work out where he is.
- Divide the students into groups of four. Give each student a different information card. If you have extra students, have some groups of five and ask two students to share one information card.
- Students work on their own and make deductions about sentences 1–4 on their cards. If necessary, remind students to use *must/could/may/might/can't* + *be* + verb+*ing* for deductions about something happening now.
- Give students a minute or two to read the extra information on their cards. Students then work in their groups and take turns to tell each other their deductions. When each student makes a deduction, another student in the group must respond using the extra information at the bottom of his/her card. For example, student A might say *He might be writing a report at work*. Student C should respond *He can't be writing a report. He finished it at five o'clock*. If necessary, demonstrate this with the class before students begin.
- Students continue making deductions until they work out what Robin is doing now. Check the answer with the class.

Robin is in the town square watching his favourite football team on a big TV.

10C Go up the ladder p190

Language
Phrasal verbs

Activity type, when to use and time
Board game. Use any time after lesson 10C. 15–25 minutes.

Preparation
Photocopy one worksheet for each group of three or four students. You also need a dice for each group and a counter for each student.

Procedure
- Put the students into groups of three or four. Give each student a copy of the snakes and ladders board, a dice and counters (or students can make their own counters).
- Students take turns to throw the dice and move around the board. When they land on a square, they must say the complete sentence, including the correct form of the phrasal verb. Point out that there is one space for each letter of the phrasal verbs, that the first letter is already given and that an oblique (/) indicates a new word. If a student gets the sentence wrong or can't remember the correct phrasal verb, he/she must move back to his/her previous square. Note that all the phrasal verbs practised in the activity are from VOCABULARY 10.3, VOCABULARY 3.1 and VOCABULARY 5.2 in the Language Summaries in the Student's Book.
- If students land at the bottom of a ladder, they must complete the sentence correctly before they are allowed to go up it. They don't have to complete the sentence at the top of the ladder. If they land on the head of a snake, they must always go down the snake to its tail. They don't have to complete the sentence at the bottom of a snake.
- If a student thinks another student's answer is wrong, he/she should ask you to adjudicate.
- If a student lands on a square that has already been answered, he/she must say the completed sentence again to check that he/she has been listening!
- The first student to reach the *FINISH* square is the winner. If groups finish early, they can go through the squares in order and take turns to say the missing phrasal verbs.

1 see … off **2** take out **3** go up **4** sort out **5** deal with **6** get over **7** put away **8** split up **9** come up with **10** look … up **11** look after **13** coming back **14** point out **15** Throw … away **16** put off **17** gave … away **18** pick … up **19** clear out **20** go through **22** came across **23** check in **24** get back **26** put up with **27** tidy … up **28** fall out **29** get around **30** looking forward to **31** get out of **33** set off

11A Work dominoes p191

Language
Collocations connected to work

Activity type, when to use and time
Dominoes. Use any time after lesson 11A. 15–25 minutes.

Preparation
Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure
- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. Students are not allowed to look at each other's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that it makes a sentence.
- Encourage students to pay particular attention to the words/phrases in **bold** on the dominoes, which form work collocations when they are matched up correctly. Note that these collocations are taken from VOCABULARY 11.1 SB p152 and VOCABULARY 2.1 SB p129.
- Students continue taking turns to put dominoes at either end of the domino chain. If a student thinks the dominoes don't match, he/she can challenge his/her partner. If the match is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes or until neither student can make a correct match. The student who finishes first, or who has the fewer dominoes remaining, is the winner.
- Early finishers can share the dominoes equally and take turns to test each other on the collocations in **bold**.

11B Teach your own language p192

Language
Reported speech: sentences and questions

Activity type, when to use and time
Role play. Use any time after lesson 11B. 30–40 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut into separate role cards.

Procedure
- Divide the class into two groups, A and B. Give each student a copy of the appropriate role card. If you have an extra student, make him/her an interviewer.
- Focus students on the advertisement and give them a minute or two to read it. Tell the class that students in group A are going to interview students in group B for jobs at this school.
- Put the interviewers into pairs. Students work together and follow the instructions on their worksheets. Encourage teachers to use their imagination.
- Reorganise the class so that one interviewer is sitting with one teacher. If you have an extra student, put one teacher with two interviewers. The interviewers then interview the teachers. Ask students to make brief notes at this stage, as they will need them for the next stage of the activity.
- Interviewers then work in their original pairs and compare notes on their interviews using reported speech, for example *I asked Paolo what language he taught and he told me he was a Spanish teacher.* Each pair must choose which teacher they want to employ.
- Also put the teachers in pairs and ask them to discuss the interview using reported speech, for example *She asked me what I did before I started teaching and I said I was a tour guide.*
- Finally, ask interviewers to tell the class who they want to employ, giving reasons for their decision.

11C Spy school p193

Language
Verb patterns: reporting verbs

Activity type, when to use and time
Mingle. Use any time after lesson 11C. 15–25 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut out the Spy memory test worksheet. Cut out one set of Sentence cards for every ten students in the class. Shuffle the cards. Discard the extra Sentence cards.

Procedure
- Pre-teach *follow someone* and *an embassy.* Also check students know what the CIA is, and teach students that MI6 is a similar organisation run by the British government.
- Tell students they are all on a course at 'Spy school'. Their first task is to remember all the information the other 'spies' in the class are going to tell them.
- Give each student a sentence card. If you have fewer than ten students, give stronger students two cards. If you have more than ten students, you can give out duplicate cards without affecting the outcome of the activity. Ask students to memorise their sentence. Students are not allowed to look at each other's cards.
- Students move around the room saying their sentences to each other. Each student must talk to everyone else in the room. Remind students that they need to remember the other students' sentences.
- Put students into pairs. Give a copy of the Spy memory test worksheet to each pair. Students work together and complete the worksheet. You can elicit sentence 1 from the class if necessary. Point out that there are prompts in the box on the worksheet in case students have forgotten some of the sentences. You can also set a time limit of three or five minutes.

- Elicit the sentences from the class and write them on the board. The students who got the most sentences correct are the best spies in the class.

1 (Name) invited me to (come and) work for the CIA. **2** (Name) promised to get me a job with the British Secret Service. **3** (Name) admitted reading all my private emails. *or* (Name) admitted he/she (had) read all my private emails. **4** (Name) offered to introduce me to the head of MI6. **5** (Name) warned me not to go home tonight (because I was being followed by a man in a black coat). **6** (Name) suggested writing a book about spying (together). **7** (Name) reminded me to change the password on my computer every day. **8** (Name) refused to tell me what his/her real name was. **9** (Name) threatened to kill me if I told anyone where I got my new passport. **10** (Name) agreed to meet me outside the American Embassy at midnight.

12A Wish list p194–p195

Language
Wishes; second conditional

Activity type, when to use and time
Mingle. Use any time after lesson 12A. 25–35 minutes.

Preparation
Photocopy one set of cards for every eight students. Cut into eight separate cards. You can make cuts between the pictures on each card to make tearing them off easier. Do **not** cut the pictures off the individual cards.

Procedure
- Give one card to each student. If you have more than eight students, you can give duplicate cards without affecting the outcome of the activity. Tell students that sentences 1–3 on their cards are things they wish for. Point out that the pictures on the cards are wishes other students have.
- Students work on their own and complete the *I wish ...* sentences on their cards. While they are working, monitor and check their sentences for accuracy.
- Give students a few more minutes to think of good reasons for their wishes. Encourage students to use second conditionals if possible, for example *If I had a boat, I'd sail around the world*. Students can also express their reasons in other ways, for example *I've always wanted to learn how to sail.*
- Students move around the room telling each other their wishes and their reasons. If a student has a picture on his/her card that corresponds to the other student's wish, he/she grants the other student's wish, tears off the appropriate picture from his/her card and gives it to the other student. Teach the phrase *Your wish is granted!* before students begin.
- Students must try to find all three pictures that match their wishes. Allow the activity to continue until most students have had their wishes granted.
- Finally, ask students to tell the class any wishes that haven't been granted and see if other students can help.

A 1 I wish I had a house with a swimming pool. **2** I wish I could speak five languages. **3** I wish I didn't have to start work at 6 a.m. **B 1** I wish I had a cottage in the country. **2** I wish I could get to sleep at night. **3** I wish I didn't have to work six days a week. **C 1** I wish I had a boat. **2** I wish I was/were a professional tennis player. **3** I wish I didn't have to drive 100 km to work every day. **D 1** I wish I could fly a plane. **2** I wish I had a million pounds. **3** I wish I was/were going to the Caribbean next week. **E 1** I wish I had a Harley-Davidson motorbike. **2** I wish I was/were taller. **3** I wish I lived in New York. **F 1** I wish I could play the piano. **2** I wish I didn't have to cook for my family every day. **3** I wish I was/were a famous actor/actress. **G 1** I wish I was/were staying in a 5-star hotel this month. **2** I wish I had a Ferrari. **3** I wish I was/were a famous pop star. **H 1** I wish I could go to the moon. **2** I wish I had a helicopter. **3** I wish I was/were swimming with dolphins now.

12B *get* stories p196

Language
Phrases with *get*

Activity type, when to use and time
Story-telling activity. Use any time after lesson 12B. 20–30 minutes.

Preparation
Photocopy one worksheet for each pair of students. Cut out the Story cards. Cut all the *get* cards into separate cards and put them all in a bag.

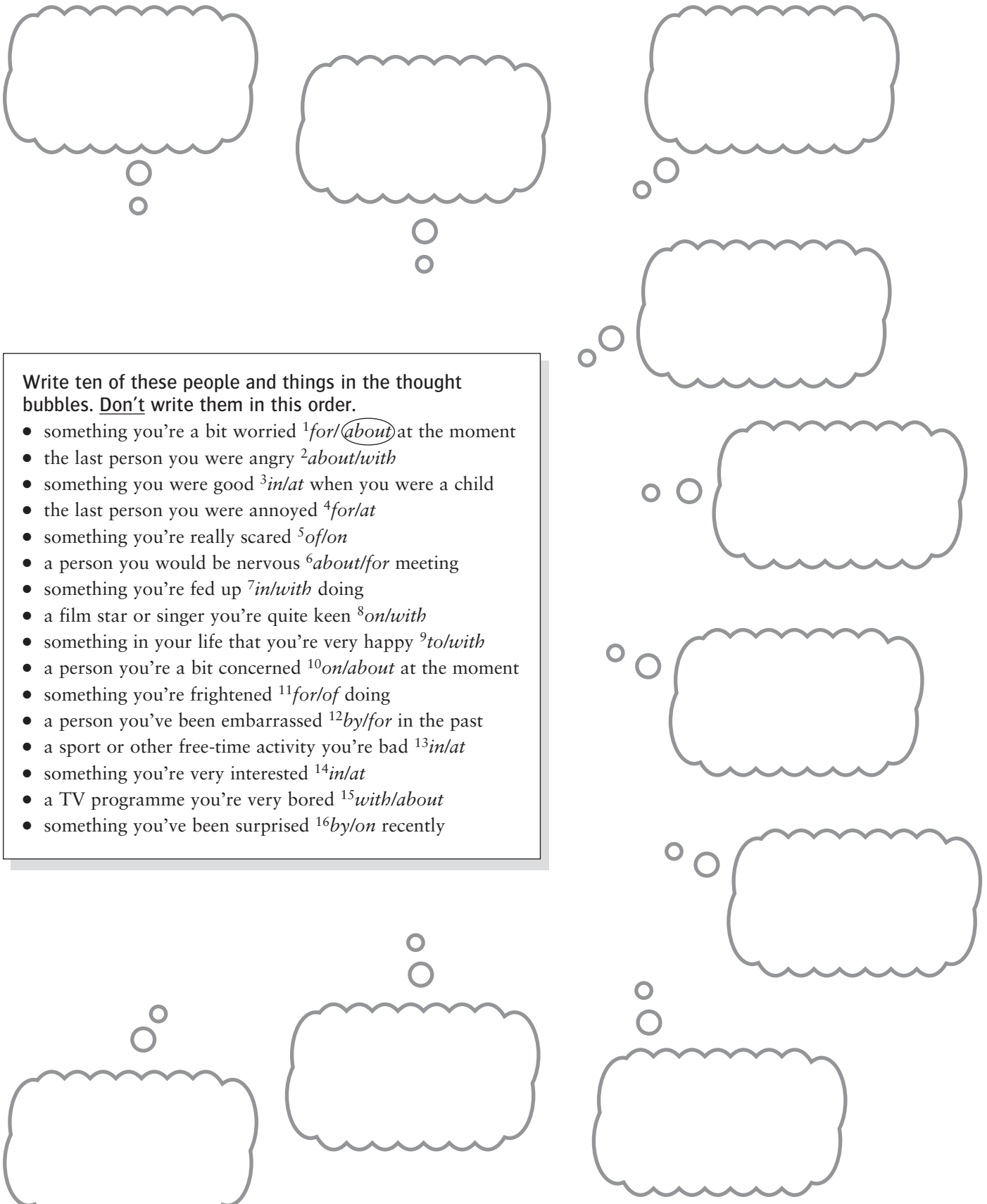
Procedure
- Check students remember *get arrested*, *get sacked*, *get hold of someone* and *get promoted*.
- Put the students into pairs. Give each pair a Story card. Tell students that they must invent a story about Mark or Laura's day.
- Ask each pair to take six *get* cards from the bag. If students take duplicate cards, they can swap them for other cards. Tell the class that they must include these phrases with *get* in their story. To make the activity more challenging, ask students to take eight cards instead of six.
- Students work in their pairs and invent a story about Mark or Laura's day, including the phrases with *get* in their story where appropriate. During the activity, you can allow each pair to swap two *get* cards they don't want by putting them back in the bag and taking alternative cards. Encourage students to make brief notes on their stories, but not to write the whole story.
- Reorganise the class so that a pair who has invented a story about Mark is working with a pair who has invented a story about Laura. Pairs take turns to tell their stories and then decide which they like better.
- Finally, ask a few pairs to tell the class their stories.

1A Our free time question forms; weekend activities

Find someone who ...	Name	Follow-up questions
1 … often chats to friends online. **Question:** *Do you often chat to friends online?*		Who / chat to?
2 … went to a concert last weekend. **Question:**		Who / see?
3 ... is reading a good book at the moment. **Question:**		What / read?
4 ... went to an art gallery last month. **Question:**		What / see?
5 ... has had people round for dinner this month. **Question:**		What / cook?
6 ... goes out for a meal most weekends. **Question:**		Where / go?
7 ... had a lie-in last weekend. **Question:**		What time / get up?
8 ... is trying to get fit at the moment. **Question:**		What / do?
9 ... met up with friends last week. **Question:**		What / do?
10 ... has tried a dangerous sport. **Question:**		Which / try?

© Cambridge University Press 2013

1C Preposition bubbles prepositions with adjectives



Write ten of these people and things in the thought bubbles. Don't write them in this order.

- something you're a bit worried [1]*for*/*about* at the moment
- the last person you were angry [2]*about/with*
- something you were good [3]*in/at* when you were a child
- the last person you were annoyed [4]*for/at*
- something you're really scared [5]*of/on*
- a person you would be nervous [6]*about/for* meeting
- something you're fed up [7]*in/with* doing
- a film star or singer you're quite keen [8]*on/with*
- something in your life that you're very happy [9]*to/with*
- a person you're a bit concerned [10]*on/about* at the moment
- something you're frightened [11]*for/of* doing
- a person you've been embarrassed [12]*by/for* in the past
- a sport or other free-time activity you're bad [13]*in/at*
- something you're very interested [14]*in/at*
- a TV programme you're very bored [15]*with/about*
- something you've been surprised [16]*by/on* recently

© Cambridge University Press 2013
Instructions p141

1D Make it snappy! question tags

Sentence cards

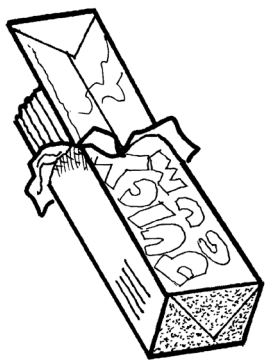
He's very tall, (Answer: isn't he?)	You haven't been there, (Answer: have you?)	You aren't a vegetarian, (Answer: are you?)
She called yesterday, (Answer: didn't she?)	You like coffee, (Answer: don't you?)	We don't have a test, (Answer: do we?)
He doesn't smoke, (Answer: does he?)	You've studied French, (Answer: haven't you?)	We're going out tonight, (Answer: aren't we?)
She didn't go to work, (Answer: did she?)	He isn't very happy, (Answer: is he?)	She lives in Rome, (Answer: doesn't she?)
They've already seen it, (Answer: haven't they?)	I'm late, (Answer: aren't I?)	I've missed the train, (Answer: haven't I?)

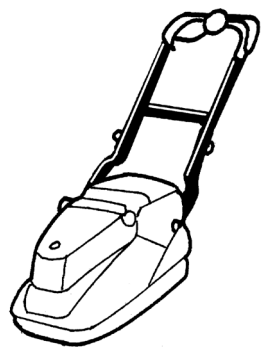
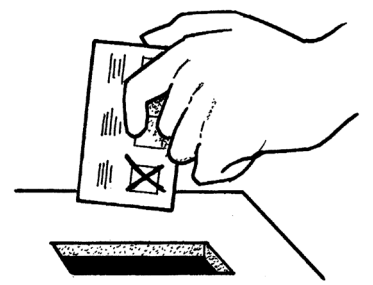
Question tag cards

isn't he?	have you?	are you?
didn't she?	don't you?	do we?
does he?	haven't you?	aren't we?
did she?	is he?	doesn't she?
haven't they?	aren't I?	haven't I?

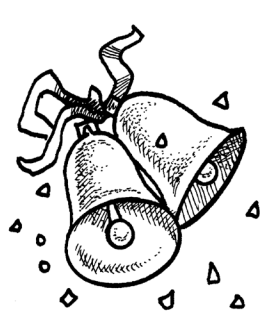
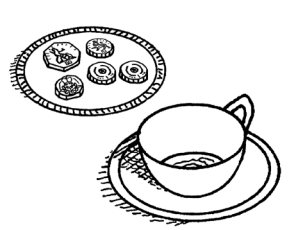
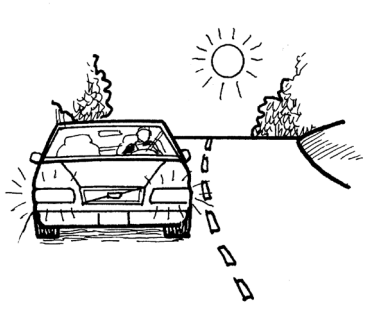
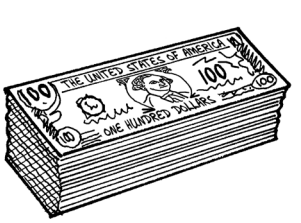
© Cambridge University Press 2013

2A World rules *be able to, be supposed to, be allowed to*, modal verbs (1)



1 You *must/are allowed to/can't* drive a car when you are 16 in the UK.
2 Children in Japanese primary schools *have to/don't have to/mustn't* clean their classrooms.
3 In Singapore you *can/aren't allowed to/should* eat chewing gum.
4 British men over the age of 18 *have to/don't have to/mustn't* do military service.
5 In Germany you *are able to/aren't allowed to/are supposed to* mow the lawn on a Sunday.
6 You *mustn't/don't have to/should* eat with your left hand in India.
7 One hundred and twenty years ago, women in the UK *were allowed to/couldn't/had to* vote.
8 You *can't/are allowed to/must* get married at 16 in the UK with your parents' permission.
9 You *can/have to/can't* vote in Austria if you're 16.
10 Turkish men over the age of 20 *have to/should/don't have to* do military service.
11 You *have to/ought to/shouldn't* tip waiters and waitresses in Iceland.
12 You *shouldn't/are supposed to/are able to* drive with your lights on during the day in Sweden.
13 In the USA you *can/ought to/aren't allowed to* burn your own money.
14 Brazilians over the age of 18 *have to/don't have to/ought to* vote.
15 In the 19th century, female teachers in the USA *had to/were allowed to/weren't allowed to* get married.

© Cambridge University Press 2013
Instructions p142

2B Opening night Present Continuous and Present Simple

Role cards

STUDENT A
You're a famous chef from Paris. Today you're opening a new restaurant in London. You hope that everyone likes your food. You're very busy with work and don't have any free time at the moment.

STUDENT B
You're a writer from New York. You write love stories. At the moment you're visiting London to sell your new book. In your free time you love having people round for dinner.

STUDENT C
You're an opera singer from Scotland. You sing in famous opera houses around the world. You're visiting your brother in London for a few days. In your free time, you go to exhibitions – you love modern art.

STUDENT D
You're a journalist from Ireland. You write about food for a newspaper. You're staying with some friends in London at the moment. You take photographs in your free time.

STUDENT E
You're a student from Australia. You're studying to be a chef in London and working in a restaurant at the weekends. In your free time you travel around the UK.

STUDENT F
You're a film director from Mexico. You usually direct successful horror films in your country, but at the moment you're filming a new adventure film in London.

STUDENT G
You're a model from Japan. You're in London because you're doing the London Fashion Show this week. In your free time you meet up with friends and go clubbing.

STUDENT H
You're an actor from Los Angeles. You usually work in Hollywood, but at the moment you're living in London because you're making a comedy here. In your free time you go to the gym.

STUDENT I
You're a writer from Wales. You write about health food. At the moment you're in London because you're writing a book about traditional English food. In your free time you play volleyball.

STUDENT J
You're a chef from Italy. You usually work in a top hotel in Milan, but at the moment you're doing a course in London. In your free time you go mountain biking.

STUDENT K
You're a journalist from Canada. You write about restaurants for a Canadian website. You're visiting London to write about the opening of this new restaurant. In your free time you play the piano.

STUDENT L
You're a pop singer from London. You write your own music and play the guitar. You're writing your third album at the moment. In your free time you do judo and yoga.

Instructions p142
© Cambridge University Press 2013

What do you remember?



a _____ is a chef and *opens/is opening* a new _____ today.

b _____ is a writer from _____ and *visits/is visiting* London to sell his/her new book.

c _____ is an opera singer and he/she *goes/is going* to _____ in his/her free time.

d _____ is from Ireland and *writes/is writing* about _____ for a newspaper.

e _____ is an Australian student and *studies/is studying* to be a _____ .

f _____ is from Mexico and *usually directs/is usually directing* successful _____ films.

g _____ *does/is doing* the London Fashion Show this week and goes _____ in his/her free time.

h _____ usually lives in _____ but *makes/is making* a comedy in London at the moment.

i _____ is a health food writer and *plays/is playing* _____ in his/her free time.

j _____ is an Italian _____ and *does/is doing* a course in London at the moment.

k _____ is a journalist from Canada and *plays/is playing* the _____ .

l _____ is a British _____ and *writes/is writing* his/her third album.

© Cambridge University Press 2013
Instructions p142

2C The absolutely amazing game! gradable and strong adjectives; adverbs

30 I've been to your country. It's very *beautiful/gorgeous*, isn't it?	31 MOVE BACK TWO SQUARES	32 She was absolutely *angry/furious* because I forgot her birthday.	33 Mark's got a *very/absolutely* interesting job.	FINISH
29 Talk for 30 seconds about a time when you were really frightened.	28 My parents have an incredibly *big/enormous* garden.	27 Talk for 30 seconds about an actor or actress that you think is excellent.	26 The book is really good, but the film is absolutely *bad/terrible.*	25 That TV show was *very/absolutely* fabulous.
20 Talk for 30 seconds about something you think is really delicious.	21 When we got home, our clothes were *absolutely/very* filthy.	22 Talk for 30 seconds about an incredibly beautiful place in your country.	23 To be honest, I wasn't very *surprised/amazed* to hear the news.	24 MOVE FORWARD THREE SQUARES
19 MOVE FORWARD THREE SQUARES	18 Talk for 30 seconds about an awful day you've had recently.	17 I found the exam fairly *difficult/impossible.*	16 That ice cream was absolutely *tasty/delicious.*	15 Talk for 30 seconds about a band or singer that you think is brilliant.
10 My room is always *fairly/absolutely* freezing.	11 Talk for 30 seconds about a TV programme you think is absolutely wonderful.	12 Talk for 30 seconds about the last time you were really exhausted.	13 My mother's cooking is always *absolutely/incredibly* good.	14 MOVE BACK TWO SQUARES
9 I've worked so hard today. I'm absolutely *tired/shattered*.	8 MOVE FORWARD THREE SQUARES	7 I come from a fairly *big/huge* city.	6 Talk for 30 seconds about something you're really interested in.	5 The weather was extremely *good/fantastic*.
START	1 I was absolutely *terrified/frightened* by that film!	2 MOVE FORWARD TWO SQUARES	3 When I see her, I always feel extremely *happy/delighted*.	4 Talk for 30 seconds about a really brilliant film you've seen recently.

Instructions p143
© Cambridge University Press 2013

3B The world's greatest traveller Present Perfect Continuous and Present Perfect Simple

Traveller role card

You are the world's greatest traveller. A TV company wants to interview you for a documentary series called *Around the World*. Before the interview, complete this information about yourself.



- You've been travelling for ..... years. You've been to ..... countries so far.
- The most interesting country you've ever visited was ..... . You liked it so much because ..... .
- You've been writing travel books since ..... . You've written ..... books so far. Your last book was about your trip to ..... . It's sold ..... copies.
- At the moment you're living in ..... . You started living there ..... months/years ago.
- Before that you lived in ..... . You lived there for ..... months/years.
- When you travel you always take ..... with you. You've had this since ..... .
- The strangest thing you've ever eaten was ..... . You ate this when you were in ..... .
- The best thing about travelling is ..... .

When you have finished, read the information again. Think of other things you can say about each topic.

Interviewer role card

You are a TV interviewer. You're going to interview the world's greatest traveller for a documentary series called *Around the World*. Look at this information and write questions to ask him/her.



- How long / travel?
  How long have you been travelling?
- How many countries / visit?
- What / be / interesting country / ever visit?
- Why / like it so much?
- How long / write / travel books?
- How many / books / write?
- What / be / last book about? How many copies / sell?
- Where / live / at the moment? How long / live / there?
- Where / live / before that? How long / live / there?
- What / always take with you when you travel? How long / have / it?
- What / strange / thing / ever eat? When / eat this?
- What / be / best thing about travelling?

When you have finished, think of three more questions you can ask.

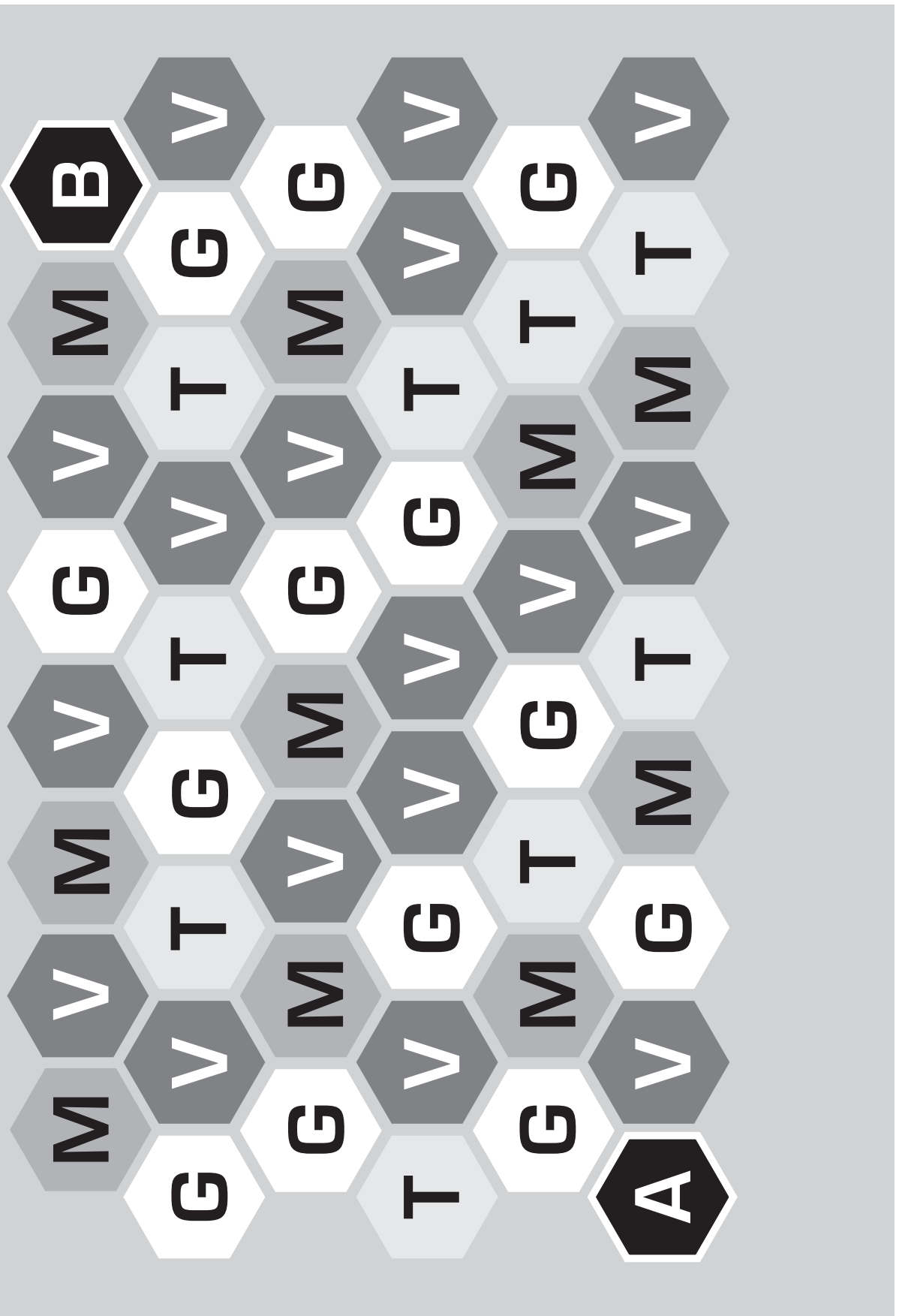
© Cambridge University Press 2013
Instructions p143

3C Suffix dominoes suffixes for adjectives and nouns

-able	rude	-y	popular
-ness	music	-ity	comfort
-al	polite	-able	sad
-ness	honest	-ness	tradition
-y	fashion	-al	ill
-able	tourist	-ness	modest
-y	difficult	-y	knowledge
-y	danger	-able	stupid
-ous	kind	-ity	tired
-ness	health	-ness	change

Instructions p143
© Cambridge University Press 2013

3D Blockbuster Review of lessons 1A–3D



© Cambridge University Press 2013
Instructions p144

3D Blockbuster Review of lessons 1A–3D

Team A

G Grammar

1 Correct this question: **How many countries have you been visiting?**
(*How many countries have you visited?*)

2 Choose the correct verbs: **You *mustn't/don't* have to wear a suit, but you *should/can* if you want.** (*don't have to, can*)

3 Fill in the gaps in this question: **What ___ they talking ___ ?** (*are, about*)

4 Which of these are state verbs? **prefer, cook, happen, want, understand, watch** (*prefer, want, understand*)

5 *For* or *since*? **a ___ two years b ___ last week c ___ ages** (a *for* b *since* c *for*)

6 Make this sentence negative: **Both of them like football.** (*Neither of them likes football.*)

7 Which word is not correct? **Has she *ever/yet/just* emailed you?** (*yet*)

8 Say the question tags: **a You're Tim, ___ b He called you, ___** (a *aren't you?* b *didn't he?*)

9 Choose the correct verb form: **Have you tried *talk/talking* to him about it?** (*talking*)

V Vocabulary

1 Say the strong adjectives: **a cold b tired c small** (a *freezing* b *exhausted/shattered* c *tiny*)

2 Which preposition? **a worried ___ , b keen ___ , c angry ___ someone** (a *about* b *on* c *with*)

3 Say the missing words: **a take a sleeping ___ b be a ___ sleeper** (a *pill* b *light* or *heavy*)

4 Fill in the gaps in these phrasal verbs: **a Could you look ___ my cat? b I saw my brother ___ at the airport.** (a *after* b *off*)

5 Choose the correct verbs: **a *meet/take* deadlines b *take/work* overtime c *take/be* a workaholic** (a *meet* b *work* c *be*)

6 Say the adjectives for these nouns: **a fashion b tradition c adventure**
(a *fashionable* b *traditional* c *adventurous*)

7 Fill in the gaps with *travel, get* or *go on*: **a ___ into a car b ___ business class c ___ a cruise** (a *get* b *travel* c *go on*)

8 Which adverb? **a *fairly/really* brilliant b *incredibly/absolutely* hot** (a *really* b *incredibly*)

9 Spell these words: **delicious, calm, gorgeous**

M Mystery

1 What is the most important reason for happiness? (*your genes*)

2 In which countries do Megan and Clive work in the tourist trade? (*Canada, The UK*)

3 Which cure for insomnia hasn't Kevin Wells tried? (*sleeping pills*)

4 What really drives Michael crazy? (*talking to call centres*)

5 Which street food festival did Steve blog from? (*The L.A. Street Food Festival.*)

6 Who wrote *In Praise of Slow*? (*Carl Honoré*)

T Talk about

1 Talk about things that make you happy for 30 seconds.

2 Talk about sleep for 30 seconds.

3 Talk about street food in your city or country for 30 seconds.

4 Talk about a country you've been to, or would like to go to, for 30 seconds.

5 Talk about the rules at the place where you work or study for 30 seconds.

6 Talk about places for tourists to visit in your town, city or country for 30 seconds.

Instructions p144
© Cambridge University Press 2013

3D Blockbuster Review of lessons 1A–3D

Team B

G Grammar

1 *For* or *since*? **a ___ 2008 b ___ ten minutes c ___ ages** (a *since* b *for* c *for*)

2 Say the question tags: **a You haven't seen him, ___ b She works here, ___** (a *have you?* b *doesn't she?*)

3 Make this sentence negative: **All of my friends work.** (*None of my friends work.*)

4 Which are state verbs? **play, own, blog, seem, believe, spend** (*own, seem, believe*)

5 Correct this question: **How often are you coming here?** (*How often do you come here?*)

6 Choose the correct verb form: **It's not worth *to go/going* to the museum.** (*going*)

7 Fill in the gaps in this question: **Which company ___ he work ___ ?** (*does* or *did, for*)

8 Which word is <u>not</u> correct? **Frank has *already/just/still* arrived.** (*still*)

9 Choose the correct verbs: **Jo *is supposed to/is allowed to* be here by now. I think we *can/ought to* call her.** (*is supposed to, ought to*)

V Vocabulary

1 Say four ways of cooking. (*grill, barbecue, boil, fry, stir fry, bake,* ...)

2 Which verb? **a *do/make* yoga b *do/have* a lie-in c *do/make* exercise** (a *do* b *have* c *do*)

3 Say the strong adjectives: **a frightened b dirty c big** (a *terrified* b *filthy* c *huge/enormous*)

4 Which preposition? **a fed up ___ , b bad ___ , c angry ___ something** (a *with* b *at* c *about*)

5 Fill in the gaps with *travel, get* or *go on*: **a ___ a trip b ___ light c ___ a taxi home** (a *go on* b *travel* c *get*)

6 Say the missing words that mean *very*: **a be ___ asleep b be ___ awake** (a *fast* b *wide*)

7 Fill in the gaps in these phrasal verbs: **a We set ___ at midday. b I picked her ___ at the airport.** (a *off* b *up*)

8 Say the nouns for these adjectives: **a kind b popular c important** (a *kindness* b *popularity* c *importance*)

9 Spell these food words: **lettuce, peaches, lamb**

M Mystery

1 Where did Shelley and William go on their voluntourism holidays? (*Nepal, Grenada*)

2 Name the three types of street food that Steve blogged about. (*pad thai, satay, burritos*)

3 Which football team do Charlie and Daniel support? (*Manchester United*)

4 In which city was the first Laughter Yoga Club? (*Mumbai/Bombay, India*)

5 Who started the Lonely Planet publishing company? (*Tony and Maureen Wheeler*)

6 Why is Charlie very tired at work? (*Because his son, Harry, wakes up a lot in the night.*)

T Talk about

1 Talk about things that drive you crazy for 30 seconds.

2 Talk about things that make you laugh for 30 seconds.

3 Talk about a job you've done or would like to do for 30 seconds.

4 Talk about a holiday you'd like to go on for 30 seconds.

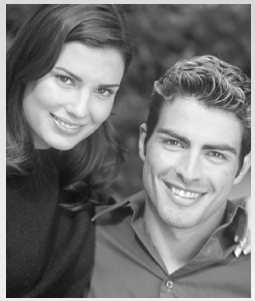
5 Talk about food you like or don't like for 30 seconds.

6 Talk about someone you've met recently for 30 seconds.

© Cambridge University Press 2013
Instructions p144

Reporter

ENGAGED – BUT IS THEIR LOVE REAL?



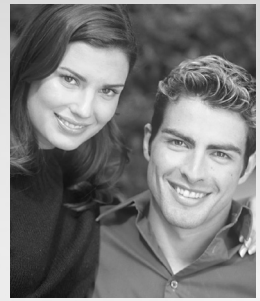
Film star Sam Kennedy and singer Alison Price have announced that they have just got engaged. Journalists and fans all over the world are shocked at the news, as the couple only met for the first time six weeks ago. People in the media are asking if they are really in love, or if their engagement is just a publicity stunt to help their careers. Tonight, Channel 44 reporters Alex Clark and Pat Morris will try to discover the truth about Sam and Alison's relationship when they interview the couple separately live on TV.

You are Alex Clark or Pat Morris. You are going to interview Sam Kennedy or Alison Price. Write questions to ask about these things.

- where Sam and Alison first met
- what they were both wearing
- what they talked about
- which film/album they were working on at the time
- where they went on their first date
- if reporters were following them that evening
- how many times they met after that
- what Alison was doing when Sam proposed to her
- why they decided to get married so quickly
- if they are going to allow reporters at the wedding
- if they are planning to make a film or an album together
- any other questions you want to ask

Celebrity

ENGAGED – BUT IS THEIR LOVE REAL?



Film star Sam Kennedy and singer Alison Price have announced that they have just got engaged. Journalists and fans all over the world are shocked at the news, as the couple only met for the first time six weeks ago. People in the media are asking if they are really in love, or if their engagement is just a publicity stunt to help their careers. Tonight, Channel 44 reporters Alex Clark and Pat Morris will try to discover the truth about Sam and Alison's relationship when they interview the couple separately live on TV.

You are Sam Kennedy or Alison Price. A journalist from Channel 44 is going to interview you. Make notes on these things to help you in the interview.

- where you first met
- what you were both wearing
- what you talked about
- which film/album you were working on at the time
- where you went on your first date
- if reporters were following you that evening
- how many times you met after that
- what Alison was doing when Sam proposed to her
- why you decided to get married so quickly
- if you are going to allow reporters at the wedding
- if you are planning to make a film or an album together
- other things you want to tell the media or your fans

CLASS ACTIVITIES: Photocopiable

© Cambridge University Press 2013

4B Rainforest adventure Past Simple; Past Continuous; Past Perfect

Last year four British students, Tom Edwards, Sally Fisher, Jack Harris and Hilary Richards, went to the Amazon rainforest on holiday. They went to stay in a guest house in a small village for a few days. One day, Tom and Sally decided to go for a walk in the rainforest ...

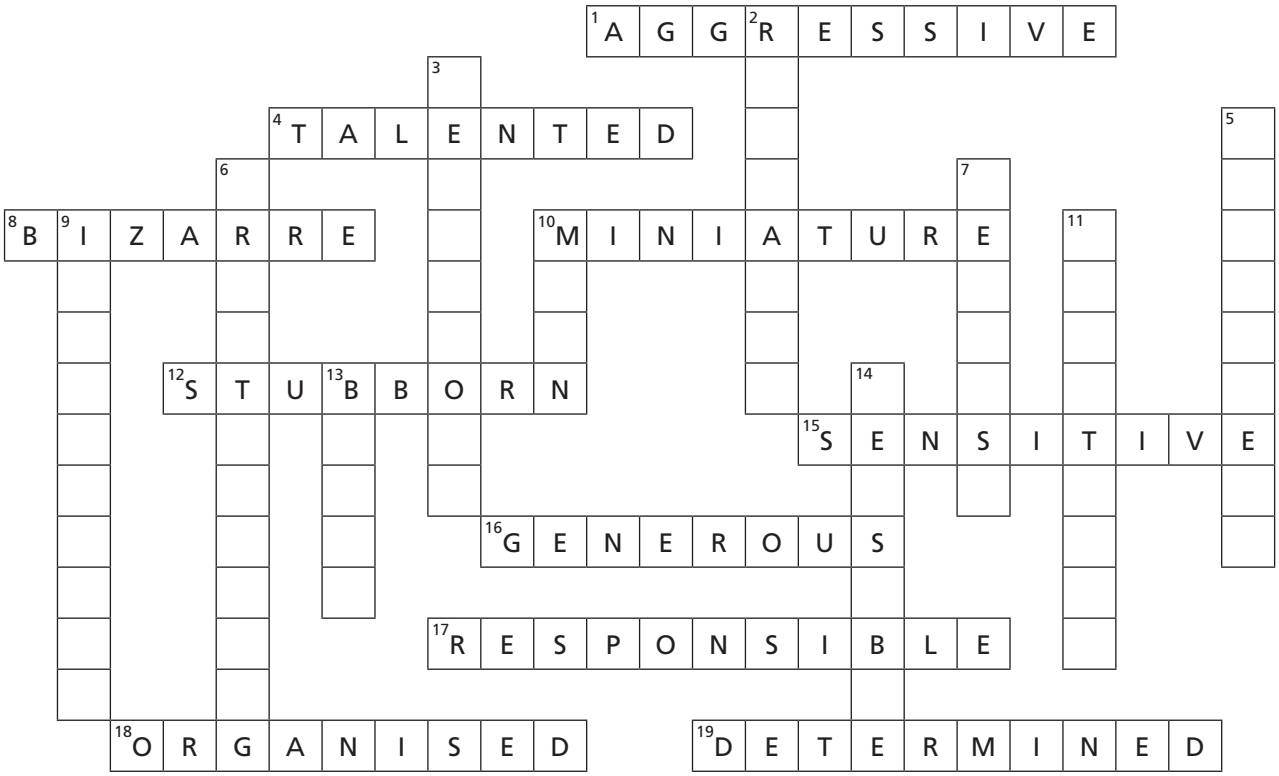


	write your ideas here
What time did Tom and Sally set off?	
What did they take with them?	
Why didn't Jack and Hilary go with them?	
What did Tom and Sally find while they were walking through the rainforest?	
How long had it been there?	
Who had it belonged to?	
What did they do with it?	
Why did they get lost on the way back to the village?	
What had they forgotten to take with them?	
What did they do when it got dark?	
What happened while they were trying to sleep?	
What did they do next?	
How did they survive in the rainforest after that?	
How did Jack and Hilary find them?	
What were Tom and Sally doing when Jack and Hilary found them?	
How long had they been in the rainforest?	
What did they do when they got back to the guest house?	

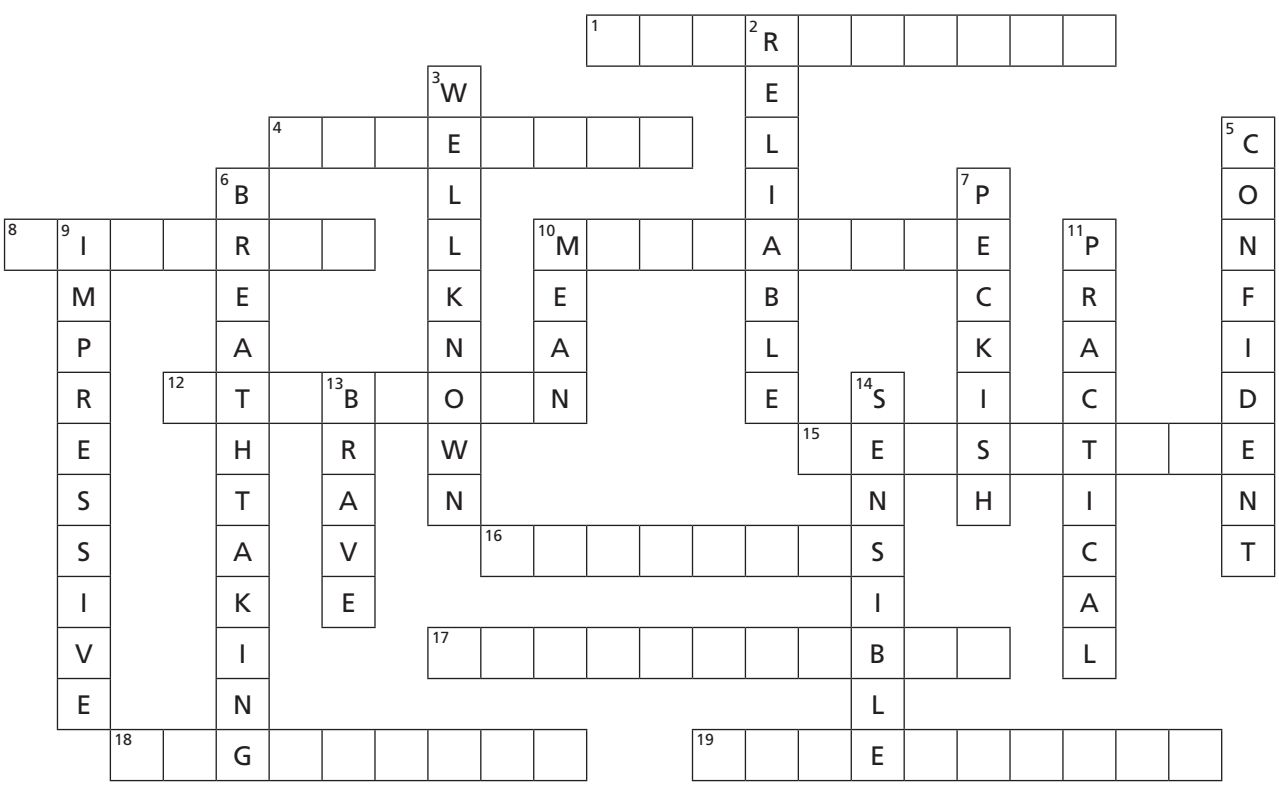
© Cambridge University Press 2013
Instructions p144

4C Adjective crossword adjectives

Student A



Student B

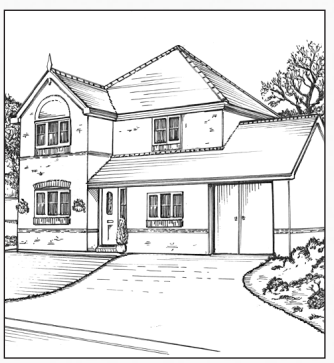


© Cambridge University Press 2013

PROPERTIES TO LET

Hill Road, Newton

Attractive detached house: Four bedrooms, two bathrooms, living/dining room and large kitchen. Recently modernised. Big garden. Single garage and parking space for two cars. Situated next to the local primary school. Only a 15-minute walk from town centre. £1,200 per month.





Woodlands, Newton

Very spacious semi-detached house: Four bedrooms, two bathrooms, large living room and kitchen. Front and back garden. Garage and parking for two cars. Close to the local sports field and park (0.5 km), 10-minute walk to town centre. £1,300 per month.



Stone Street, Newton

200-year-old detached cottage: Four bedrooms (two double, two single), main bedroom with en-suite bathroom, family bathroom, living room and large family kitchen. Garden and double garage. Situated in a quiet area of Newton with beautiful views of the countryside. 10-minute drive to town centre. £1,500 per month.



Marina Rise, Newton

New third-floor flat: Three double bedrooms with en-suite bathrooms, one single bedroom. Balcony with view overlooking the marina. All modern facilities, newly fitted kitchen. Three parking spaces. Next to local sports centre. Security system. 15-minute walk to town centre. £1,400 per month.

Student A
You're a lawyer and you work in the town centre. In your free time you love doing sport and cooking for friends. You don't have a car so you walk or cycle to work.

Student B
You work for the post office. You have to get up early every morning and you sleep during the afternoon. You have a car and a motorbike. You love going for walks.

Student C
You're a student at the university in the town centre. You need somewhere quiet to study. In your free time, you like driving your old sports car and playing tennis.

Student D
You're a gardener. You travel to lots of different places in the area for your job and you have a big van. You enjoy keeping fit. You have a dog called Zak.

© Cambridge University Press 2013
Instructions p145

5B Look into the future the future: *will*, *be going to*, Present Continuous

Find someone who ...	Name	Follow-up questions
1 … *is going to do/will do* some shopping after class.		What / buy? Which shops / usually go to?
2 … *is meeting/will meet* someone for a coffee or a drink after class.		Who / meet? Where / go?
3 … *will live/is living* abroad sometime in the future.		Where would / like to live? Why / want / live there?
4 … *will have/is having* lunch with his/her parents next Sunday.		Where / live? How often / have lunch with them?
5 … *will want/is wanting* to study another language in the future.		Which language / want to study? Why / want / speak that language?
6 … *is working/will work* at the weekend.		Where / work? What time / have to get up?
7 … *will go/is going* to the cinema or the theatre next weekend.		Which film or play / see? Who / go with?
8 … *is being/will be* a student at this school next year.		Why / learn / English? Where / study last year?
9 … *is going to buy/is buying* some new clothes in the next few weeks.		What / buy? Which shops / go to?
10 … *is going/will go* to a wedding next month.		Whose wedding / go to? What / wear?



Instructions p145
© Cambridge University Press 2013

5C Who said what? verb patterns

I'd **rather** ..... than	I **need** .... next week.
I sometimes **help** ..... (who?) ..... (what?).	I **could** ..... when I was ..... years old.
I'd **like** .... next year.	I **started** ..... about ..... years ago.
I **plan** .... in a few years' time.	I often **ask** ..... (who?) ..... (what?).
I hate it when ..... (who?) **keep(s)**	Last year I **decided** ....
My parents used to **make** me	I'm **trying** .... at the moment.
I really **enjoy** .... at the weekend.	I sometimes **forget** ....

© Cambridge University Press 2013
Instructions p146

6A Men and women *make* and *do*

1 *Men/Women* tend to ..... more **exercise** than *men/women*.

2 *Men/Women* are better at ..... **decisions** than *men/women*.

3 More *men/women* ..... evening **courses** than *men/women*.

4 *Men/Women* spend more time ..... **nothing** than *men/women*.

5 *Men/Women* are better at ..... **people laugh** than *men/women*.

6 It's easier for *men/women* to ..... **friends** with members of the opposite sex.

7 Most *men/women* try to avoid ..... **the washing-up.**

8 *Men/Women* find it more difficult to admit they have ..... **a mistake** than *men/women*.

9 *Men/Women* are better at ..... **exams** than *men/women*.

10 *Men/Women* are more interested in ..... **money** than *men/women*.

11 *Men/Women* are better at ..... **excuses** than *men/women*.

12 The *men/women* in this class ..... **their homework** more often than the *men/women*.

Instructions p146
© Cambridge University Press 2013

6C Synonyms bingo synonyms

Student A

pleasant	act	approach
spot	huge	have a go at doing
worried	certain	glad
pick	scared	cope with
make up your mind	reveal	accidentally

Student B

fortunate	brilliant	worried
certain	cope with	pleasant
chat	spot	pick
content	huge	approach
glad	awful	reveal

Student C

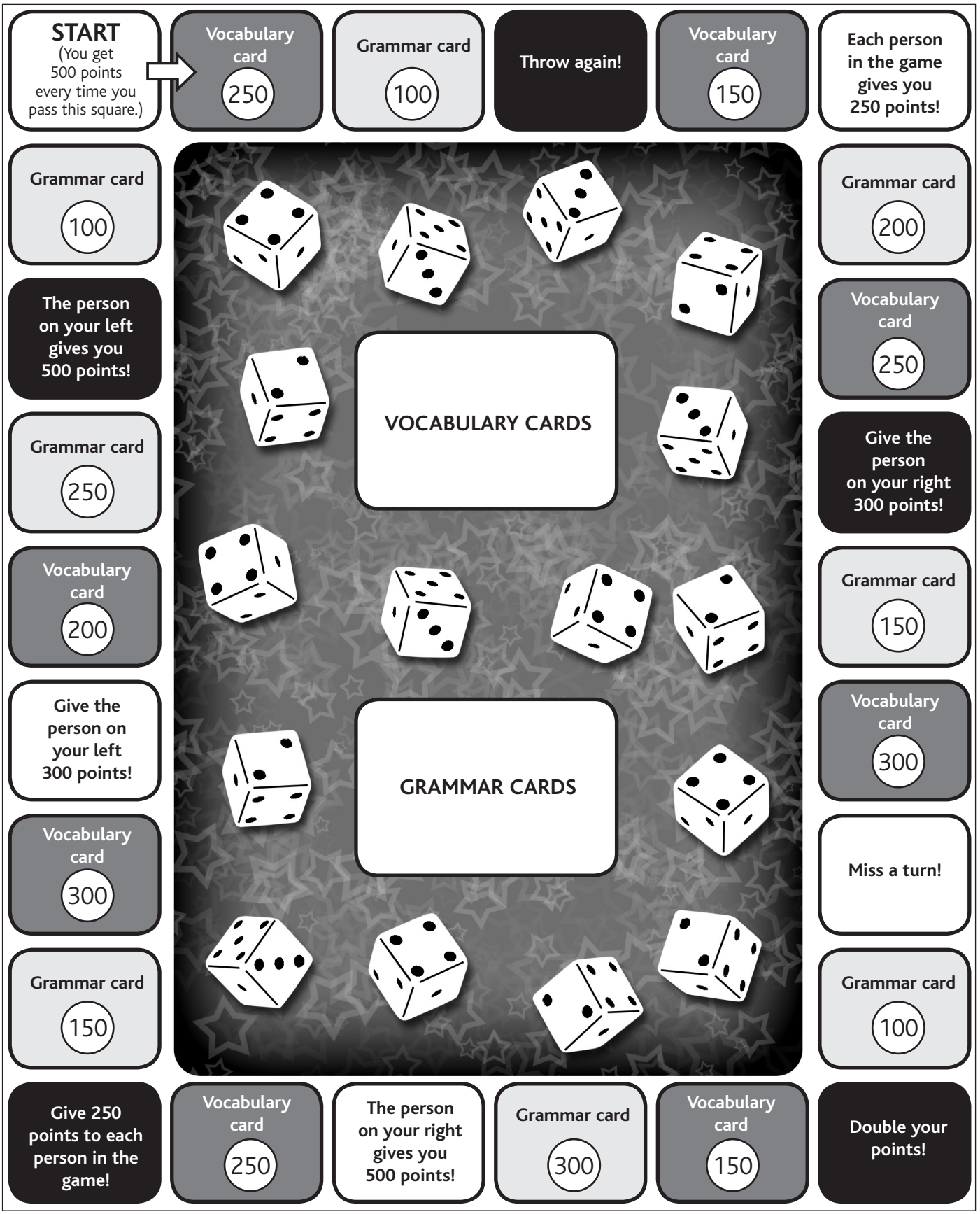
spot	glad	worried
accidentally	pick	chat
have a go at doing	awful	fortunate
content	brilliant	scared
act	make up your mind	approach

Student D

act	awful	make up your mind
fortunate	scared	huge
pleasant	accidentally	have a go at doing
brilliant	reveal	chat
cope with	certain	content

© Cambridge University Press 2013
Instructions p147

6D Round the board Review of lessons 4A–6D



Instructions p147

© Cambridge University Press 2013

6D Round the board Review of lessons 4A–6D

Vocabulary cards

V1
Fill in the gaps.
I ___ a track onto my phone yesterday.
Have you ___ them play live?

V2
Which preposition?
My brother's band is going ___ tour soon.
I made a mess ___ my last exam.

V3
Fill in the gaps with a reflexive pronoun.
They made it ___ .
Did you paint your house ___ ?

V4
Say a synonym for these words.
worried
sure
frightened

V5
Say the correct forms of the verbs.
Prices keep (go up).
My parents made me (go) to bed early.

V6
Do we use *make* or *do* with these words?
an exam, progress, a course, a mistake

V7
Say eight adjectives to describe character in 30 seconds.

V8
Complete the phrasal verbs.
I've tidied ___ my bedroom.
I need to clear ___ the garage.

V9
What's the difference?
a terraced house and *a detached house*
a roof and *a loft*

V10
Fill in the gaps with a reflexive pronoun.
She made this ___ .
We decorated our house ___ .

V11
Say the correct forms of the verbs.
This seems (be) correct.
I don't mind (stay).

V12
Which preposition?
My brother lives ___ the suburbs.
I'd like to have a go ___ sailing.

V13
Say a synonym for these words.
choose
lucky
accidentally

V14
Complete the phrasal verbs.
I've sorted ___ all my books.
I went ___ all my drawers but couldn't find my watch.

V15
Say eight types of material in 30 seconds.

V16
Do we use *make* or *do* with these phrases?
someone a favour, a mess of something, up your mind, some work

Grammar cards

G1
Correct these sentences.
As soon as I'll get home, I'll call you.
I won't do anything until I'll talk to him.

G2
Put the verbs in the Past Simple or Past Continuous.
While I (drive) home last night, I (have) an accident.

G3
Which preposition?
My new flat is similar ___ my old one.
My car is different ___ my sister's.

G4
Correct these sentences.
It's much exciting than I thought.
He's the more amazing person I've met.

G5
Put the verbs in the Past Simple or Past Perfect.
When they (get) home, they (realise) that someone (steal) their TV.

G6
What's the difference in meaning between these sentences?
I'm meeting Jim at six.
I'll meet Jim at six.

G7
Correct these sentences.
Is your phone the same than Gary's?
No, his isn't as older as mine.

G8
Make these sentences negative.
I used to watch TV a lot.
I'd met him before.

G9
Correct these sentences.
I was meeting John while I lived in Rome.
What you were doing when I called?

G10
Say these sentences again with *unless*.
We'll come if we aren't busy.
If you don't come with us, we won't go.

G11
Put the verbs in the Past Simple or Past Continuous.
Tony (call) me while I (watch) the football on TV.

G12
What's the difference between these sentences?
I watch TV if I'm tired.
I'll watch TV if I'm tired.

G13
Which is correct?
I have two alarm clocks *if/in case* I oversleep.
If/In case he's not here soon, we'll go without them.

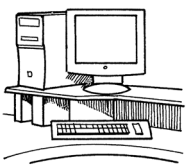
G14
Correct these sentences.
Where used you to live when you were young?
I used to go to the 2010 World Cup final.

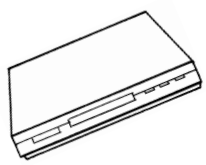
G15
Spell the comparative form of these adjectives.
big, far, bad, happy

G16
Say the correct verb forms.
It's a thing for (clean) cookers.
My kids tend to (get) quite loud.

© Cambridge University Press 2013
Instructions p147

7A Guess my name ability: *be able to*, *manage*, *be useless at*, etc.

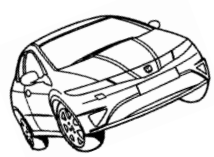




GUESS MY NAME

When I was a child, I was quite good at ..... and I was also able to ..... quite well, but I was completely useless at ..... . I also found ..... very difficult. However, I could ..... better than some of the other kids at school, and by the age of ..... I knew how ..... . I also managed to pass my ..... when I was ..... . These days I think I'm quite good at ..... and I'm not bad at ..... either. Unfortunately I have no idea how ..... , and most of my friends think I'm terrible at ..... . And I still don't know how ..... !

Some of my friends are actually quite talented. For example, my friend ..... is brilliant at ..... . And as for my family, my ..... is able to ..... quite well, but my ..... hasn't got a clue how ..... !



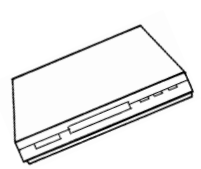












Student number .....

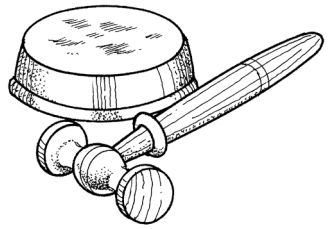
© Cambridge University Press 2013

7B The conditional game second conditional; first conditional; future time clauses

30 If I lived in the USA, …	**31** MOVE BACK 2 SQUARES 	**32** If I could see into the future, …	**33** As soon as the class finishes, …	**FINISH**
29 If I saw a ghost, …	**28** I'll study English until …	**27** If I had a time machine, …	**26** If I live to be 100, …	**25** If I were famous, …
20 I'll do your homework for you if …	**21** If I was a member of the opposite sex, …	**22** MOVE FORWARD 3 SQUARES 	**23** After this course finishes, …	**24** If I needed £100,000 quickly, …
19 THROW AGAIN 	**18** If I had more free time, …	**17** I'll cook dinner for you if …	**16** If I saw someone stealing, …	**15** If I could live anywhere in the world, …
10 If I was a cartoon character, …	**11** I'll do some shopping before …	**12** I wouldn't be frightened if …	**13** If it doesn't rain at the weekend, …	**14** MOVE BACK 2 SQUARES 
9 If I were a type of animal, …	**8** MOVE FORWARD 3 SQUARES 	**7** If I can't come to the next class, …	**6** When I get home tonight, …	**5** If I was president of the world, …
START	**1** If I lost my wallet/purse, …	**2** THROW AGAIN 	**3** If I were a colour, …	**4** I'll feel more relaxed when …

© Cambridge University Press 2013
Instructions p148

7C Article auction articles: *a*, *an*, *the*, no article



1 Most families in the UK have a DVD player.

2 She works for a department store in centre of Madrid.

3 The head of the company was sent to prison for two years.

4 Many people from the USA go to the Hawaii on holiday.

5 That band's singer has the most beautiful eyes I've ever seen.

6 The Smiths' flat is much bigger than last place I lived in.

7 This is the third time I've asked you to tidy up a living room!

8 Children in Germany start school when they are six years old.

9 Footballers earn too much money and don't do much work.

10 My sister has been doctor at the City Hospital for about ten years.

11 Did your parents go to the university after they left the school?

12 I used to have a BMW and a Volvo, but I preferred the BMW.

13 If you ever get a computer virus, you shouldn't send the emails.

14 I went to the only school in the village where I lived.

15 The Australian people are very friendly when they meet the foreigners.

16 Vatican City is smallest country in the Europe.

17 If your laptop isn't working, turn it off and wait minute.

18 He lives in the biggest house in the street.



MONEY LEFT
£1,000

Instructions p148
© Cambridge University Press 2013

8A Passive knowledge the passive

Quiz A

1 Email ..... (invent) in …
a) **1971.** b) 1981. c) 1991.

2 A baby cat ..... (call) …
a) **a kitten.** b) a calf. c) a cub.

3 The American actress Marilyn Monroe ..... (marry) …
a) twice. b) **three times.** c) four times.

4 More than 300 languages ..... (speak) in …
a) China. b) Peru. c) **Indonesia.**

5 The books *1984* and *Animal Farm* ..... (write) by …
a) Oscar Wilde. b) **George Orwell.** c) Agatha Christie.

6 The 21st football World Cup took place in 2010. The 25th football World Cup ..... (hold) in …
a) **2026.** b) 2028. c) 2030.

Quiz B

1 King Henry VIII of England ..... (marry) …
a) three times. b) five times. c) **six times.**

2 The 30th Olympic Games took place in 2012. The 35th Olympic Games ..... (hold) in …
a) 2030. b) **2032.** c) 2034.

3 The telephone ..... (invent) by …
a) Thomas Edison. b) John Logie Baird. c) **Alexander Graham Bell.**

4 The painting *Mona Lisa* ..... (steal) … in the last hundred years.
a) **once.** b) twice. c) three times.

5 In the film *Titanic*, Rose Dewitt Bukater ..... (play) by …
a) **Kate Winslet.** b) Julia Roberts. c) Gwyneth Paltrow.

6 A baby dog ..... (call) …
a) a cub. b) a foal. c) **a puppy.**

© Cambridge University Press 2013
Instructions p149

8B The airport quantifiers; discussion language

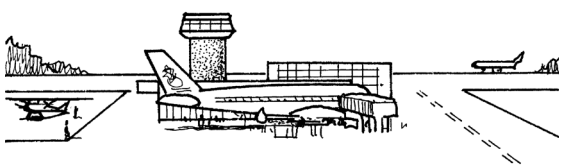
Student A: Environmentalist

The government is planning to build an airport 3 miles from a town called Tayford (population 13,500). The town is 500 years old and is surrounded by beautiful countryside. In the summer it's very popular with tourists. However, there is quite a lot of unemployment in the town, particularly during the winter. At the moment the nearest airport is in Bristol, 46 miles away. There is going to be a meeting in the town tonight to decide if they should build the airport or not.

You are from the local environmental group, Keep Tayford Green, and you are against the airport. Think of at least five reasons why they shouldn't build the airport. Use these ideas or your own.

pollution new roads local wildlife noise
number of tourists countryside

The airport will cause too much pollution.



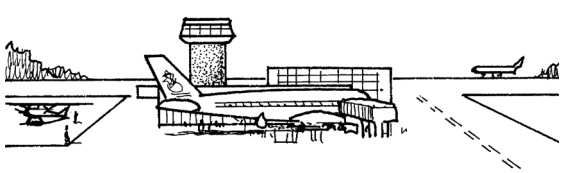
Student B: Local resident (North Tayford)

The government is planning to build an airport 3 miles from a town called Tayford (population 13,500). The town is 500 years old and is surrounded by beautiful countryside. In the summer it's very popular with tourists. However, there is quite a lot of unemployment in the town, particularly during the winter. At the moment the nearest airport is in Bristol, 46 miles away. There is going to be a meeting in the town tonight to decide if they should build the airport or not.

You are the head of North Tayford Residents' Association and you are against the airport. Think of at least five reasons why they shouldn't build the airport. Use these ideas or your own.

noise at night number of tourists cars
prices in local shops historic buildings new buildings

There'll be too much noise at night.



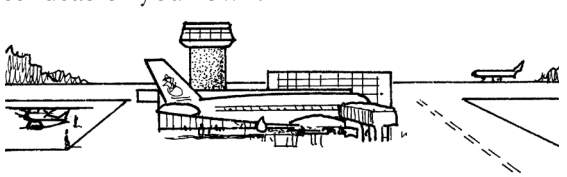
Student C: Local resident (South Tayford)

The government is planning to build an airport 3 miles from a town called Tayford (population 13,500). The town is 500 years old and is surrounded by beautiful countryside. In the summer it's very popular with tourists. However, there is quite a lot of unemployment in the town, particularly during the winter. At the moment the nearest airport is in Bristol, 46 miles away. There is going to be a meeting in the town tonight to decide if they should build the airport or not.

You are the head of South Tayford Residents' Association and you are in favour of the airport. Think of at least five reasons why the airport is a good idea. Use these ideas or your own.

unemployment new jobs number of tourists
restaurants new buildings going on holiday

There's too much unemployment in Tayford at the moment.



Instructions p149
© Cambridge University Press 2013

8B The airport quantifiers; discussion language

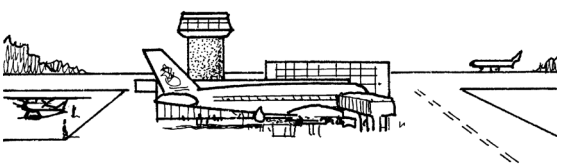
Student D: Local businessperson

The government is planning to build an airport 3 miles from a town called Tayford (population 13,500). The town is 500 years old and is surrounded by beautiful countryside. In the summer it's very popular with tourists. However, there is quite a lot of unemployment in the town, particularly during the winter. At the moment the nearest airport is in Bristol, 46 miles away. There is going to be a meeting in the town tonight to decide if they should build the airport or not.

You are the head of the Tayford Business Association and you are in favour of the airport. Think of at least five reasons why the airport is a good idea. Use these ideas or your own.

jobs during the winter hotels number of tourists
shops new roads new businesses

There aren't enough jobs during the winter at the moment.



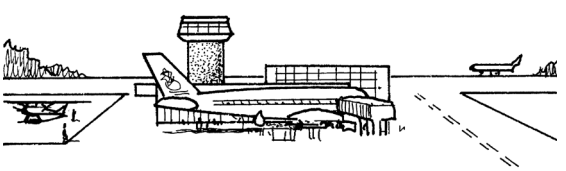
Student E: Local government officer

The government is planning to build an airport 3 miles from a town called Tayford (population 13,500). The town is 500 years old and is surrounded by beautiful countryside. In the summer it's very popular with tourists. However, there is quite a lot of unemployment in the town, particularly during the winter. At the moment the nearest airport is in Bristol, 46 miles away. There is going to be a meeting in the town tonight to decide if they should build the airport or not.

You are the head of the local government in Tayford. You are not sure if the airport is a good idea or not. Think of questions to ask the other people at the meeting about the airport. Use these ideas or your own.

local wildlife jobs pollution new roads
number of tourists new businesses

Will the airport have much effect on local wildlife?



Student F: Chairperson

The government is planning to build an airport 3 miles from a town called Tayford (population 13,500). The town is 500 years old and is surrounded by beautiful countryside. In the summer it's very popular with tourists. However, there is quite a lot of unemployment in the town, particularly during the winter. At the moment the nearest airport is in Bristol, 46 miles away. There is going to be a meeting in the town tonight to decide if they should build the airport or not.

You work for the government and you are going to be the chairperson at the meeting.

- Write a short introduction to the meeting. Welcome everyone and say what the meeting is about. Then ask all the people to introduce themselves.
- Think of questions to ask about the airport, for example *Will the airport create too much traffic?*
- During the meeting, make sure everyone has a chance to speak and ask questions. Remember, you are in control of the meeting.

© Cambridge University Press 2013
Instructions p149

8C Beginnings and endings prefixes and suffixes

dis-	honest	re-	marry
dis-	appear	under-	estimate
un-	selfish	re-	write
un-	reliable	over-	sleep
ir-	responsible	-ful	hope
im-	possible	-ful	harm
in-	sensitive	-less	care
in-	considerate	-less	pain

© Cambridge University Press 2013

9A Fighting fit relative clauses with *who*, *that*, *which*, *whose*, *where* and *when*

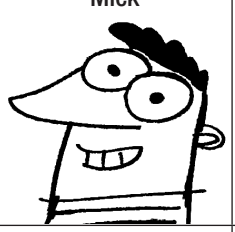
Student A

1 David weighed 92 kg three months ago. That was ..... he began dieting. Now he weighs 75 kg.
2 The person ..... swims regularly is on a fat-free diet.
3 The person ..... weighs 70 kg goes to a gym ..... she can do yoga.
4 The man ..... goes cycling weighs 90 kg.
5 The person ..... weight is 10 kg less than Anna's is on a fasting programme.
6 Susie only eats food ..... is organic, including meat. She doesn't go jogging.
7 The person ..... weighs the least is Susie. She weighs 70 kg.

	David	Mick	Richard	Susie	Anna
					
Weight now					
Exercise					
Type of diet					

Student B

a Richard goes to a swimming pool ..... he can exercise every morning.
b One of the women is on a diet ..... is meat-free.
c Mick is the man ..... only drinks juice.
d The person ..... weight is 80 kg at the moment is on a fat-free diet.
e The person ..... walks regularly is on a fasting programme.
f The person ..... weighs the most is Mick. He weighs 90 kg.
g The jogger weighed 100 kg in June. That was ..... she began dieting. Now she weighs 85 kg.

	David	Mick	Richard	Susie	Anna
					
Weight now					
Exercise					
Type of diet					

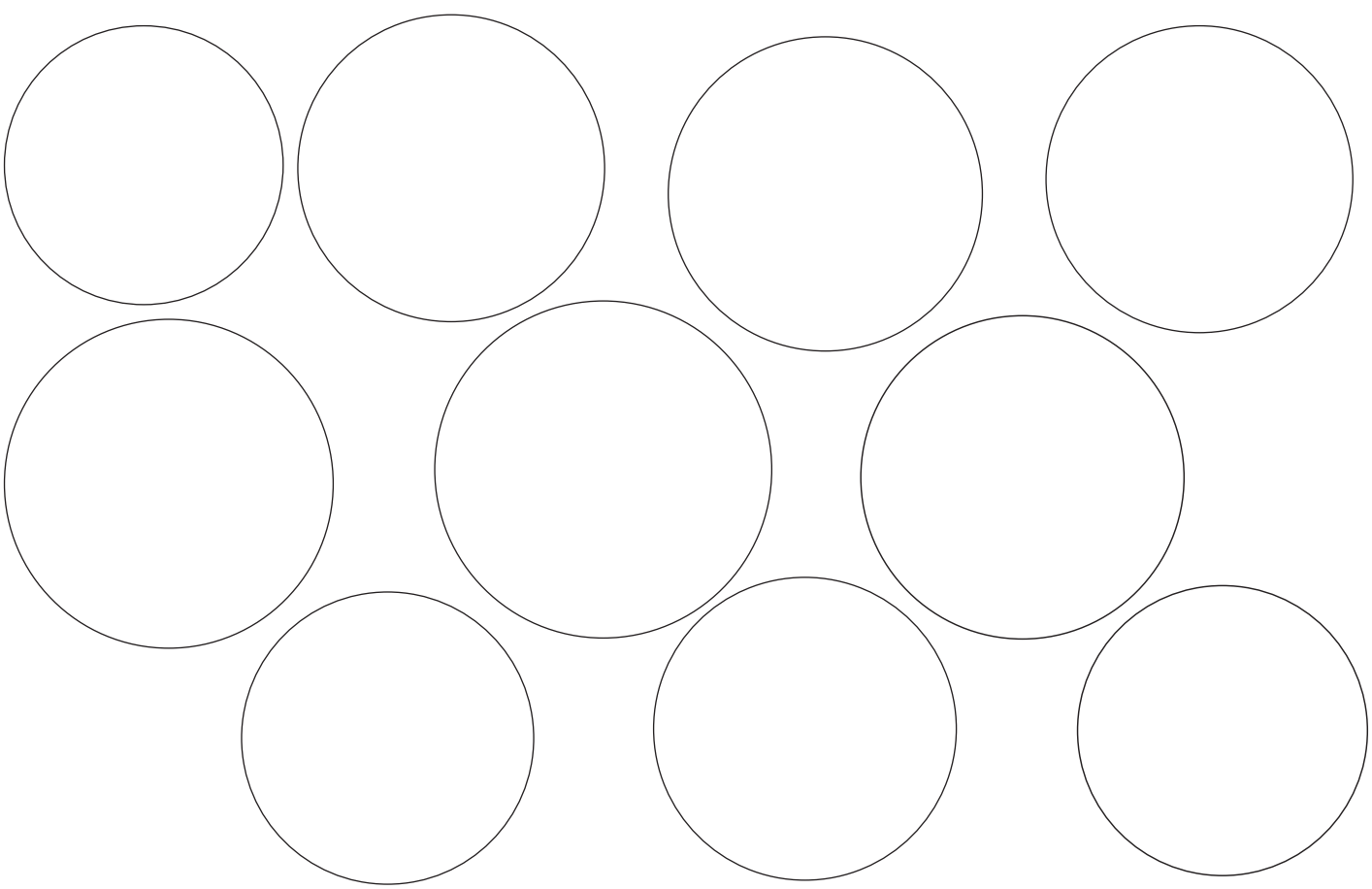
© Cambridge University Press 2013
Instructions p150

9B Perfect circles Present Perfect Simple active and passive for recent events

Write short answers to ten of these prompts in the circles below. Don't write them in this order.

- someone famous who's been in the news recently
- something that's just happened in your country
- someone you know who's just started a new job
- something you've already done this week
- something you have to do this week, but haven't done yet
- the name of someone you've already spoken to today
- a TV programme you've seen this week
- something interesting you've been told recently
- a film that's just been released that you'd like to see
- someone who's been interviewed on TV recently
- something unusual or interesting that you've been given recently
- a book that's just been published that you'd like to read
- a place you've been to recently that you enjoyed visiting
- the name of someone you know who's just got married or engaged
- a film that's been shown on TV recently

fold



Instructions p151
© Cambridge University Press 2013

9D Noughts and crosses Review of lessons 7A–9D

Board 1

THE PASSIVE	INDIRECT QUESTIONS	CONDITIONAL SENTENCES
ABILITY	RELATIVE CLAUSES	QUANTIFIERS
VOCABULARY	ERROR CORRECTION	ARTICLES

Team A question sheet

THE PASSIVE **Put the sentence into the passive.** 1 A storm has hit the USA. *(The USA has been hit by a storm.)* 2 Spain won the 2010 World Cup. *(The 2010 World Cup was won by Spain.)* 3 They're repairing my car. *(My car is being repaired.)*	**INDIRECT QUESTIONS** **Complete the indirect question.** 1 Where's he from? Do you know ... *(where he's from?)* 2 Did she ask him? Could you tell me ... *(if/whether she asked him?)* 3 When does it start? Have you any idea ... *(when it starts?)*	**CONDITIONAL SENTENCES** **Which is correct?** 1 **a** If I see him, I'll tell him. **b** If I saw him, I'll tell him. *(a)* 2 **a** I'd buy a car if I can drive. **b** I'd buy a car if I could drive. *(b)* 3 **a** I won't go unless we get a taxi. **b** I won't go unless we don't get a taxi. *(a)*
ABILITY **Which is correct?** 1 I have no idea how ... to cook/ cooking. *(to cook)* 2 I find it difficult ... read maps/ to read maps. *(to read maps)* 3 I'm good at ... play golf/playing golf. *(playing golf)*	**RELATIVE CLAUSES** **Fill in the gap in this sentence.** 1 She's the girl ___ parents own the Italian restaurant. *(whose)* 2 That's the restaurant ___ I had lunch. *(where)* 3 This is the shop ___ sells foreign newspapers. *(that/which)*	**QUANTIFIERS** **Which is correct?** 1 **a** I haven't got many money. **b** I haven't got much money. *(b)* 2 **a** There are no chairs. **b** There are any chairs. *(a)* 3 **a** I've got plenty time. **b** I've got plenty of time. *(b)*
VOCABULARY **In 20 seconds say …** 1 eight words for bad weather and natural disasters (see VOCABULARY 9.3) 2 eight verbs connected with computers (see VOCABULARY 7.2, 7.3) 3 eight symptoms (see VOCABULARY 9.5)	**ERROR CORRECTION** **Correct this sentence.** 1 This exercise is unpossible. *(**im**possible)* 2 I'm hopeless at cooking the Italian food. *(cooking ~~**the**~~ Italian food)* 3 Can you tell me when will he be back? *(when **he will** be back)*	**ARTICLES** **Complete the sentence with the correct article or no article.** 1 My sister works for ___ company in town. *(a)* 2 He's ___ best singer in my family. *(the)* 3 I started ___ school when I was five. *(no article)*

© Cambridge University Press 2013
Instructions p151

9D Noughts and crosses Review of lessons 7A–9D

Board 2

ARTICLES	CONDITIONAL SENTENCES	RELATIVE CLAUSES
VOCABULARY	ERROR CORRECTION	THE PASSIVE
QUANTIFIERS	INDIRECT QUESTIONS	ABILITY

Team B question sheet

THE PASSIVE **Put the sentence into the passive.** 1 They make Fiats in Italy. *(Fiats are made in Italy.)* 2 Steven Spielberg directed E.T. *(E.T. was directed by Steven Spielberg.)* 3 Someone has stolen my bag. *(My bag has been stolen.)*	**INDIRECT QUESTIONS** **Complete the indirect question.** 1 Has he finished it yet? Do you think ... *(he's finished it yet?)* 2 When did it open? Do you know ... *(when it opened?)* 3 Is this your car? Could you tell me ... *(if/whether this is your car?)*	**CONDITIONAL SENTENCES** **Which is correct?** 1 **a** If I find it, I'll call you. **b** If I found it, I'll call you. *(a)* 2 **a** I'd go if I had time. **b** I'll go if I had time. *(a)* 3 **a** I'll do it when I could. **b** I'll do it when I can. *(b)*
ABILITY **Which is correct?** 1 I'm useless at ... swim/swimming. *(swimming)* 2 I managed ... to find it/finding it. *(to find it)* 3 I haven't got a clue how ... to do it/doing it. *(to do it)*	**RELATIVE CLAUSES** **Fill in the gap in this sentence.** 1 I know a lot of people ___ are famous. *(who/that)* 2 That's the man ___ car was stolen. *(whose)* 3 That's the place ___ I grew up. *(where)*	**QUANTIFIERS** **Which is correct?** 1 **a** I speak a few Japanese. **b** I speak a little Japanese. *(b)* 2 **a** I have a bit of coffee. **b** I have much coffee. *(a)* 3 **a** There's a bit of rubbish. **b** There's not many rubbish. *(a)*
VOCABULARY **In 20 seconds say …** 1 eight verbs for body movements and responses (see VOCABULARY 9.3) 2 six types of container (see VOCABULARY 8.2) 3 six news collocations (see VOCABULARY 9.2)	**ERROR CORRECTION** **Correct this sentence.** 1 This bill is too much. You've recharged me. *(**over**charged)* 2 A new shopping centre will build here. *(will **be built**)* 3 Could you give us an advice? *(**some** advice)*	**ARTICLES** **Complete the sentence with the correct article or no article.** 1 Tom works at ___ hospital on Green Road. *(the)* 2 He's been working as ___ actor for two years. *(an)* 3 Have you ever been to ___ Mexico City? *(no article)*

Instructions p151
© Cambridge University Press 2013

© Cambridge University Press 2013

Instructions p151

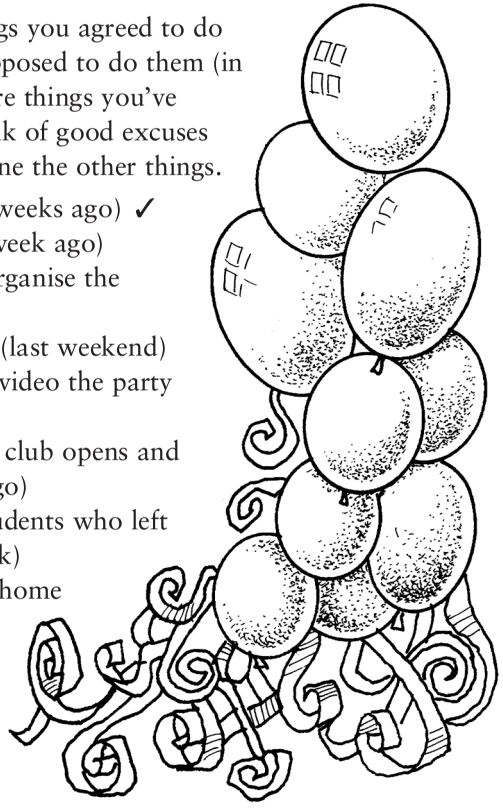
Student A

You and your partner are organising a party in a local club for your classmates and their friends. Look at these things your partner was supposed to do and when he/she was supposed to do them (in brackets). Make questions with the Present Perfect Simple + *yet* for the things in **bold**.

- **make the invitations** (last week)
  Have you made the invitations yet?
- **give out the invitations** (last class)
- **hire a band** (last Saturday)
- **organise the catering** (two days ago)
- **buy presents for everyone** (yesterday)
- **let the school director know where we're going** (last Monday)
- **organise some flowers for the party** (last Wednesday)
- **invite our teacher** (at the end of the last class)

Look at this list of things you agreed to do and when you were supposed to do them (in brackets). Tick two more things you've already done. Then think of good excuses for why you haven't done the other things.

- book the club (two weeks ago) ✓
- pay for the club (a week ago)
- ask your friend to organise the music (last Friday)
- buy the decorations (last weekend)
- ask your brother to video the party (last night)
- check what time the club opens and closes (two nights ago)
- get in touch with students who left last month (last week)
- organise some taxis home after the party (yesterday)



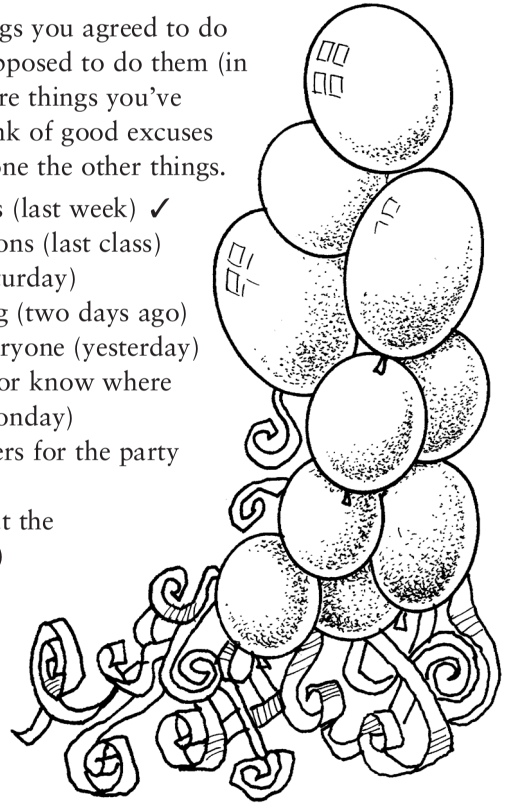
Student B

You and your partner are organising a party in a local club for your classmates and their friends. Look at these things your partner was supposed to do and when he/she was supposed to do them (in brackets). Make questions with the Present Perfect Simple + *yet* for the things in **bold**.

- **book the club** (two weeks ago)
  Have you booked the club yet?
- **pay for the club** (a week ago)
- **ask your friend to organise the music** (last Friday)
- **buy the decorations** (last weekend)
- **ask your brother to video the party** (last night)
- **check what time the club opens and closes** (two nights ago)
- **get in touch with students who left last month** (last week)
- **organise some taxis home after the party** (yesterday)

Look at this list of things you agreed to do and when you were supposed to do them (in brackets). Tick two more things you've already done. Then think of good excuses for why you haven't done the other things.

- make the invitations (last week) ✓
- give out the invitations (last class)
- hire a band (last Saturday)
- organise the catering (two days ago)
- buy presents for everyone (yesterday)
- let the school director know where we're going (last Monday)
- organise some flowers for the party (last Wednesday)
- invite our teacher (at the end of the last class)



10B Where's Robin? modal verbs (2): making deductions

Student A

Karen is at her parents' 25th wedding anniversary party. It's now 8 p.m., but her boyfriend, Robin, still hasn't arrived. Make deductions about Robin from this information. Use the verbs in brackets.

1 Robin had to finish writing a report at work. (write)
2 The traffic is really bad this evening. (be stuck)
3 Robin often meets his friend Lucy for coffee. (have)
4 He wants a new guitar and the music shop is usually open late. (buy)

Read this extra information.

- Robin bought a new mobile this afternoon.
- His friend Ken is away on business this week.
- Visiting hours at the hospital are from 2 p.m. to 6 p.m.
- Hundreds of people are watching football on a big TV in the town square.

Student B

Karen is at her parents' 25th wedding anniversary party. It's now 8 p.m., but her boyfriend, Robin, still hasn't arrived. Make deductions about Robin from this information. Use the verbs in brackets.

1 Robin sometimes stays in the office until late. (be)
2 His cat didn't come home last night. (look for)
3 His mother is quite ill these days. (look after)
4 It's Karen's birthday tomorrow. (buy)

Read this extra information.

- Robin planned to travel to the party by train.
- He hurt his leg yesterday and the doctor told him not to do any exercise.
- His neighbour's dog is ill and isn't allowed to go out.
- The mechanic said he needed three days to fix Robin's car.

Student C

Karen is at her parents' 25th wedding anniversary party. It's now 8 p.m., but her boyfriend, Robin, still hasn't arrived. Make deductions about Robin from this information. Use the verbs in brackets.

1 Robin's grandmother is in hospital. (visit)
2 His train is often late. (still be)
3 He took his car to the garage this morning. (pick up)
4 He sometimes takes his neighbour's dog for a walk in the evening. (take)

Read this extra information.

- Robin finished writing his report at 5 p.m.
- A neighbour found his cat this morning.
- His friend Lucy is on holiday.
- All the trains are running on time today.

Student D

Karen is at her parents' 25th wedding anniversary party. It's now 8 p.m., but her boyfriend, Robin, still hasn't arrived. Make deductions about Robin from this information. Use the verbs in brackets.

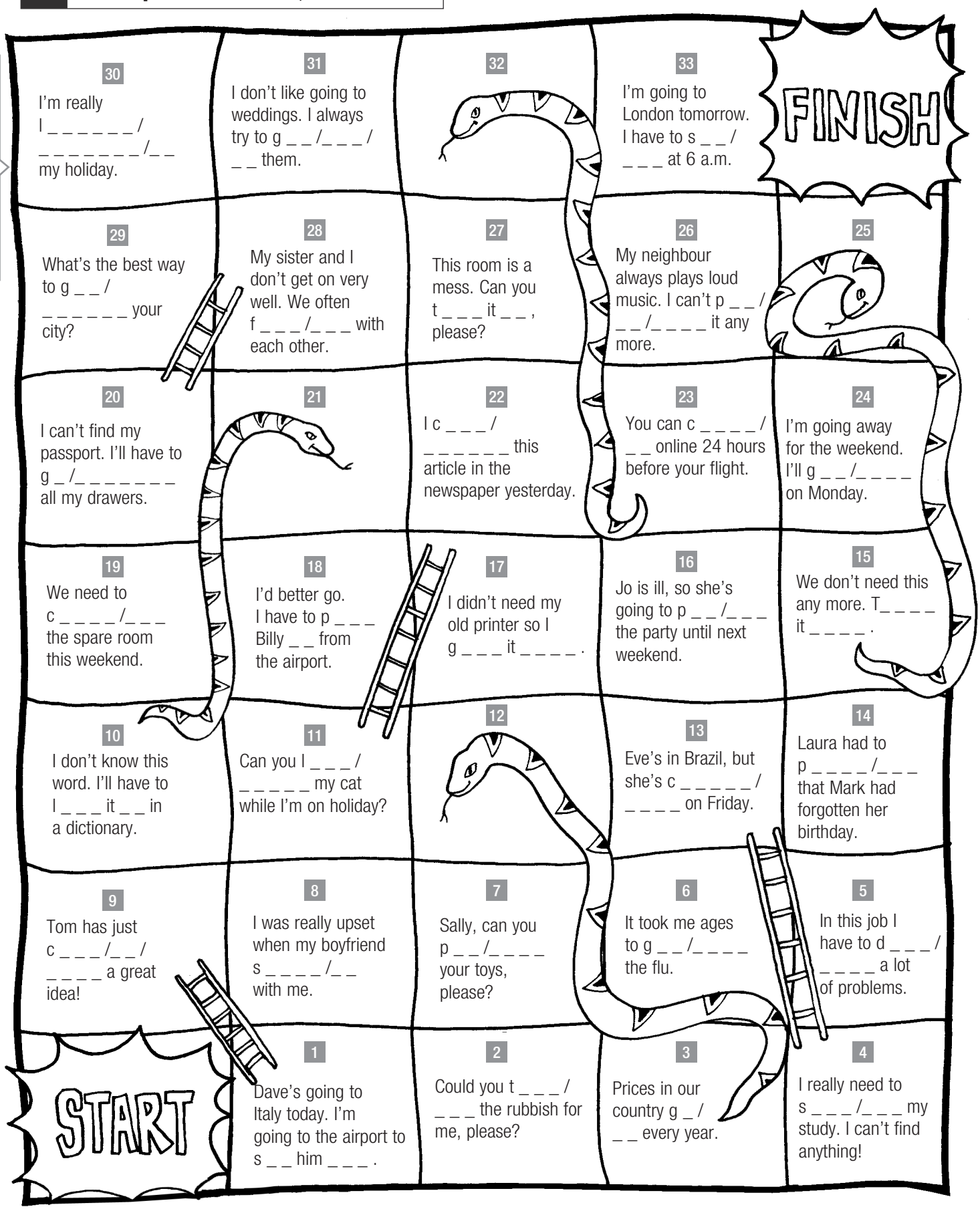
1 Robin often visits his friend Ken after work. (visit)
2 He lost his mobile phone yesterday. (buy)
3 He goes to the gym most days. (be)
4 His favourite football team are playing this evening. (watch)

Read this extra information.

- Robin's office closes at 7.30 p.m.
- He bought Karen's birthday present last weekend.
- His mother is at the party and having a great time.
- The music shop closed early today.

Instructions p152
© Cambridge University Press 2013

10C Go up the ladder phrasal verbs



© Cambridge University Press 2013
Instructions p152

11A Work dominoes collocations connected to work

pressure at work at the moment.	I think we **have**	**good working conditions.**	I never manage to **meet**
deadlines.	I'm not very good at **sorting out**	**people's problems.**	I only have to **do**
overtime once a week.	Wendy's **going for**	**an interview** tomorrow.	I've been **running**
this department since September.	Mrs Earle is **responsible**	**for** the finances.	I have to **deal with**
customers every day.	Fiona always has to **arrange**	**meetings** for her boss.	Michael used to **work**
shifts when he was a police officer.	Tom's cousin is now **in charge**	**of this company.**	I always have to **take**
work home with me.	I really need to **take**	some **time off work.**	I think my boss **is**
a workaholic. He never stops!	Most nurses **work**	very **long hours.**	My friend Abi **went for**
an audition last week.	Jane **organises**	**conferences** all over the country.	My sister **has a lot of**
responsibility.	I'm working so hard I don't **have**	any **time to relax.**	She's **under** a lot of

Instructions p153
© Cambridge University Press 2013

Student A: Interviewer

The Worldwide Language School teaches over forty languages to more than 1,000 students. We are looking for teachers of all languages to join our professional and hard-working teaching staff.
You should have at least two years' teaching experience and be able to work unsocial hours.
If you're looking for a challenging and rewarding career in teaching, email us at www.worldwidels.org for an application form.

You are one of the directors of The Worldwide Language School. You are going to interview a teacher for a job at your school.

Make questions with *you* from these prompts. Then write three more questions of your own.

- Which language / teach?
  Which language do you teach?
- How long / be / teacher?
- What / do / before / start / teaching?
- Where / work / at the moment?
- How long / be / there?
- What / enjoy most about teaching?
- ever / teach / exam classes?
- Which other languages can / speak?
- When would / be able / start work here?
- Have / got / questions?

Make notes on these things about your school.

- number of hours teaching per week
- temporary or permanent job
- number of students per class
- the average monthly salary

Student B: Teacher

The Worldwide Language School teaches over forty languages to more than 1,000 students. We are looking for teachers of all languages to join our professional and hard-working teaching staff.
You should have at least two years' teaching experience and be able to work unsocial hours.
If you're looking for a challenging and rewarding career in teaching, email us at www.worldwidels.org for an application form.

You are an experienced teacher of your own language. You are going to be interviewed for a job at The Worldwide Language School.

Make notes on these things.

- which language you teach
- how long you've been a teacher
- what you did before you started teaching
- where you're working at the moment
- how long you've been there
- what you enjoy most about teaching
- if you have ever taught exam classes
- which other languages you can speak
- when you'd be able to start work

Make questions to ask the interviewer. Then write two more questions of your own.

- teach / hours / a / many / would / I / How / week ?
  How many hours would I teach a week?
- a / job / permanent / this / or / a / Is / temporary ?
- there / a / students / How / are / class / many / in ?
- the / be / What / salary / would ?

© Cambridge University Press 2013

Instructions p153

11C Spy school verb patterns: reporting verbs

Sentence cards

1 Would you like to come and work for the CIA?	2 I'll get you a job with the British Secret Service, I promise.
3 Yes, it's true. I've read all your private emails.	4 I'll introduce you to the head of MI6, if you like.
5 Don't go home tonight. You're being followed by a man in a black coat.	6 Why don't we write a book about spying?
7 Don't forget to change the password on your computer every day.	8 I *won't* tell you what my real name is.
9 If you tell anyone where you got your new passport, I'll have to kill you.	10 OK. I'll meet you outside the American Embassy at midnight.

Spy memory test

What do you remember?

the CIA **a black coat** **a new passport** **emails** **password** **real name**
the head of MI6 **a book** **the American Embassy** **the British Secret Service**



1 ..... invited .....
2 ..... promised .....
3 ..... admitted .....
4 ..... offered .....
5 ..... warned .....
6 ..... suggested .....
7 ..... reminded .....
8 ..... refused .....
9 ..... threatened .....
10 ..... agreed .....

Instructions p153
© Cambridge University Press 2013

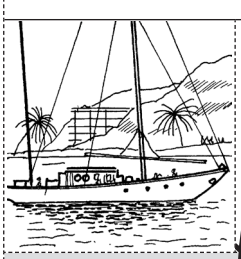
12A Wish list wishes; second conditional

Student A

1 I haven't got a house with a swimming pool.
I wish .....
.....

2 I can't speak five languages.
I wish .....
.....

3 I have to start work at 6 a.m.
I wish .....
.....







Student B

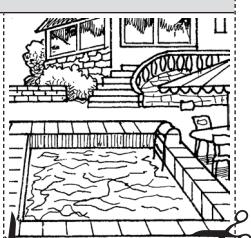
1 I haven't got a cottage in the country.
I wish .....
.....

2 I can't get to sleep at night.
I wish .....
.....

3 I have to work six days a week.
I wish .....
.....





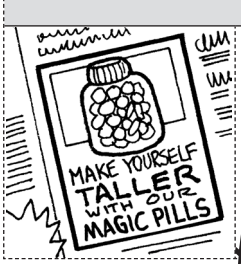


Student C

1 I haven't got a boat.
I wish .....
.....

2 I'm not a professional tennis player.
I wish .....
.....

3 I have to drive 100 km to work every day.
I wish .....
.....







Student D

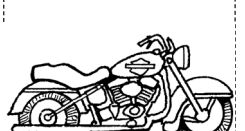
1 I can't fly a plane.
I wish .....
.....

2 I haven't got a million pounds.
I wish .....
.....

3 I'm not going to the Caribbean next week.
I wish .....
.....







© Cambridge University Press 2013
Instructions p154

12A Wish list wishes; second conditional

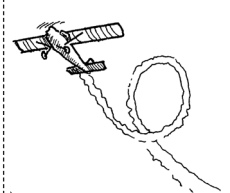
Student E

1 I haven't got a Harley-Davidson motorbike.
I wish .....
.....

2 I'm not tall enough.
I wish .....
.....

3 I don't live in New York.
I wish .....
.....







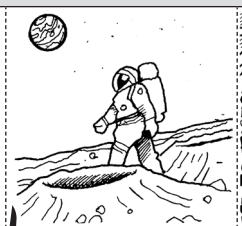
Student F

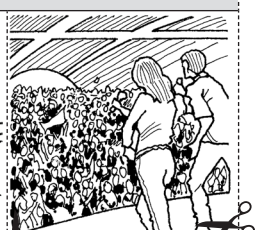
1 I can't play the piano.
I wish .....
.....

2 I have to cook for my family every day.
I wish .....
.....

3 I'm not a famous actor/actress.
I wish .....
.....





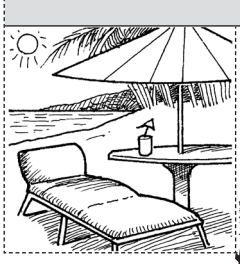


Student G

1 I'm not staying in a 5-star hotel this month.
I wish .....
.....

2 I haven't got a Ferrari.
I wish .....
.....

3 I'm not a famous pop star.
I wish .....
.....







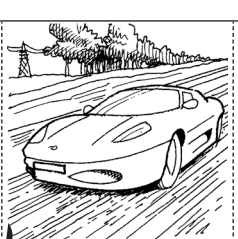
Student H

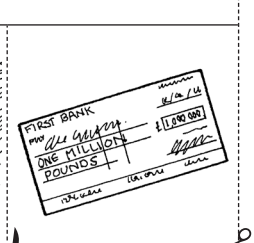
1 I can't go to the moon.
I wish .....
.....

2 I haven't got a helicopter.
I wish .....
.....

3 I'm not swimming with dolphins now.
I wish .....
.....







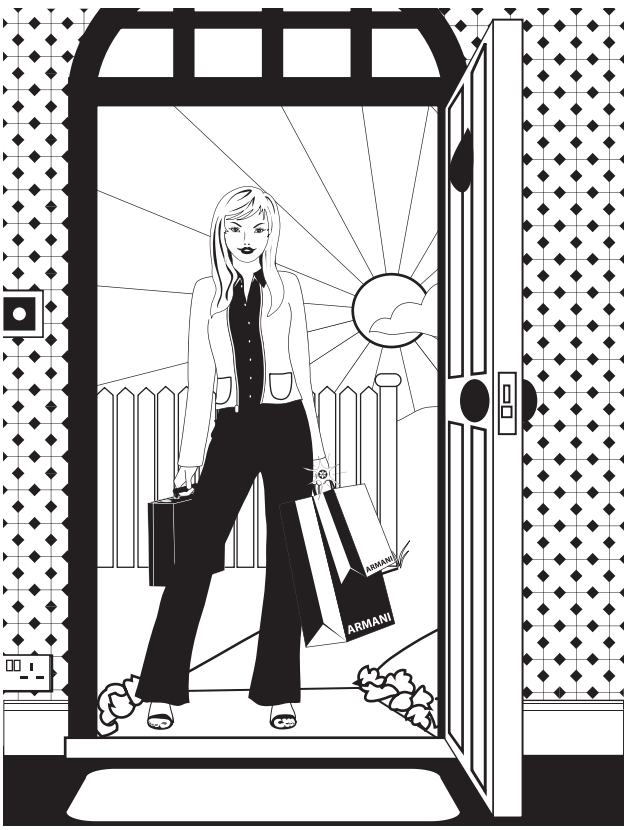
Instructions p154
© Cambridge University Press 2013

12B *get* stories phrases with *get*

Story cards



Mark's had a really terrible day today.
What's his story?



Laura's had an absolutely fantastic day today.
What's her story?

get cards

get a (new) job	get a phone call from someone	get a message from someone	get a present for someone
get something to eat/drink	get home	get to work	get back from somewhere
get lost	get angry/annoyed	get fed up with something	get better/worse at something
get arrested	get on well with someone	get sacked	get hold of someone
get rid of something	get in touch with someone	get promoted	get engaged/married

© Cambridge University Press 2013
Instructions p154

Vocabulary Plus

Instructions

There are twelve Vocabulary Plus worksheets (p201–p212). These worksheets introduce additional vocabulary that is not presented in the Student's Book. The topic of each Vocabulary Plus worksheet is linked to the topic of the corresponding unit in the Student's Book. There is an answer key at the bottom of each worksheet, which can be cut off if necessary. You will need to photocopy one Vocabulary Plus worksheet for each student.

- Use them as extra vocabulary input in class. We suggest you cut off the answer keys and check the answers after each exercise.
- Give them for homework for students to use on their own. You can either leave the answer keys on the worksheets so students can check the answers themselves or cut them off and check answers at the beginning of the next class.
- When you have a mixed-level class, give them to students who finish longer speaking activities early. They can begin the worksheets in class and finish them for homework if necessary. You can then give the worksheet for homework to the other students at the end of the class.

1 *-ed/-ing* adjectives p201

Language

satisfied/satisfying, fascinated/fascinating, exhausted/exhausting, irritated/irritating, depressed/depressing, annoyed/annoying, frustrated/frustrating, entertained/entertaining, embarrassed/embarrassing, disappointed/disappointing

When to use and time

Use any time after lesson 1C. 20–30 minutes.

Procedure

1 **a** Focus students on the article. Pre-teach *commute to work* and *meet deadlines*. Students read the article and answer the questions.

Check answers with the class (see answer key on worksheet). Ask students if they agree with the points made in the article.

b Students do the exercise on their own or in pairs. Check answers with the class.

Check students understand the new words *fascinating* (very interesting), *exhausting* (very tiring) and *irritating* (annoying).

2 **a–b** Students do the exercises on their own or in pairs. Check answers with the class.

c Students write the adjectives on their own. Check answers with the class. Model and drill the words, highlighting the pronunciation of *exhausted* /ɪg'zɔːstɪd/ and *embarrassed* /ɪm'bærəst/. Point out that *-ed* endings are pronounced as an extra syllable /ɪd/ after a /t/ sound (*irritated*, *frustrated*, etc.).

3 Students do the exercise on their own or in pairs. Check answers with the class.

4 Students do the exercise on their own before comparing sentences in groups of three or four. Finally, ask each group to tell the class two interesting things they have found out about other students.

2 Food and drink p202

Language

chewy, fizzy, fresh, ripe, sour, savoury, bitter, alcoholic, salty, off, still, sweet

When to use and time

Use any time after lesson 2B. 15–25 minutes.

Procedure

1 Students do the exercise in pairs or groups. Students can use dictionaries if necessary. Check answers with the class (see answer key on worksheet).

Point out that only fruit can be *ripe*, whereas other types of food (meat, vegetables, milk, etc.) can be *fresh*. Also point out that *still* is usually used with mineral water and that the opposite is *sparkling*. Also teach the regular verb *chew* /tʃuː/.

Model and drill the words, paying particular attention to the pronunciation of *chewy* /tʃuːi/, *sour* /saʊr/ and *savoury* /'seɪvəri/.

Check students understand the differences between similar words (for example *savoury* and *salty*) by asking students to name another type of food or drink for each word.

Students can then work in pairs and test each other on the vocabulary. Students take turns to point to a picture and ask their partner to say the correct adjective.

2 Students do the exercise on their own. Check answers with the class.

3 Students do the crossword in pairs. Check answers with the class.

4 Students do the exercise on their own before comparing answers in pairs. Check answers with the class. Then students work in pairs and take turns to ask each other the questions. Finally, ask students to tell the class one or two things they have found out about their partners.

3 Travelling by car p203

Language

run out of, fill up, speed up, catch up with, overtake, slow down, pull over, take a short cut, get lost, give someone a lift, map-read, get stuck

When to use and time

Use any time after lesson 3D. 15–25 minutes.

Procedure

1 Introduce the topic by asking how many students in the class can drive and whether they enjoy driving. Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet).

2 Students do the exercise on their own or in pairs. Check answers with the class. Point out that you can *run out **of** something* or *run out*, and *catch up **with** someone* or *catch up*. Also point out that we often get stuck in *traffic jams*. Model and drill the words/phrases. Students can work in pairs and test each other on the words/phrases and definitions. Alternatively, you can ask them to cover the text, look at the pictures and say what happened.

3 **a** Students do the exercise on their own. Check answers with the class.

b Put students into groups. If possible, include at least one driver in each group. Students then take turns to ask each other the questions in **3a**.

4 Compound adjectives for character p204

Language

good-natured, narrow-minded, strong-willed, bad-tempered, well-behaved, broad-minded, weak-willed, over-confident, hard-working, self-centred

When to use and time

Use any time after lesson 4B. 15–25 minutes.

Procedure

1 Students do the exercise in pairs. Check answers with the class (see answer key on worksheet). Point out that the prefix *over-* means 'too' and the prefix *self-* means 'about yourself'. Also highlight that we only use *well-behaved* about children or pets.
Model and drill the words. Point out that compound adjectives are generally stressed on the second word, not the first (*good-natured*, *strong-willed*, etc.) and highlight that the *-ed* endings in *broad-minded* and *narrow-minded* are pronounced /ɪd/ because they follow a /d/ sound.
Students can then work in pairs and test each other on the vocabulary by taking turns to read a definition and asking their partner to say the correct compound adjective.

2 Students do the exercises on their own or in pairs. Check answers with the class.

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

4 Students do the exercise on their own. Students can then compare answers in groups, giving reasons for their choices. Finally, ask a few students to share their answers with the class.

5 Shopping p205

Language

sale, (50%) off, from (£250), bargain, discounts, products, branch, stock, refund, goods

When to use and time

Use any time after lesson 5C. 20–30 minutes.

Procedure

1 Focus students on the advertisement for Collins department store and ask what kind of things the store sells. Students do the exercise in pairs. Check answers with the class (see answer key on worksheet). Point out that if something is *for sale*, it means you can buy it, and if it is *in a sale*, it means it is cheaper than usual. Also point out that *stock* is an uncountable noun and *goods* is a plural noun. Teach the phrase *It's (not) in stock*.
Model and drill the words, highlighting the pronunciation of *bargain* /'bɑ:gɪn/. Point out the stress is on the first syllable of *refund* when it is a noun and the second syllable when it is a verb.

2 Check students understand *a receipt* /rɪ'si:t/. Students do the exercise in pairs. Check answers with the class.

3 **a** Students do the exercise on their own before checking in pairs. Check answers with the class.

b Students work in pairs or in groups and ask each other the questions. Finally, ask students to tell the class one thing they found out about other students.

6 Antonyms p206

Language

delicious/disgusting, optimistic/pessimistic, brave/cowardly, spicy/mild, spacious/cramped, satisfied/dissatisfied, delighted/horrified, gorgeous/hideous, increase/decrease, include/exclude

When to use and time

Use any time after lesson 6C. 20–30 minutes.

Procedure

1 **a** Students work on their own or in pairs and check they know the meaning of the words a–j. Tell students not to write on the lines at this stage.

b Students do the exercise on their own, then compare answers in pairs. Check answers with the class (see answer key on worksheet). Check students understand that *include* and *exclude* are verbs and *increase* and *decrease* can be nouns and verbs. All the other words are adjectives. Point out that *delicious*, *disgusting*, *delighted*, *horrified*, *gorgeous* and *hideous* are all strong adjectives, so we say *absolutely delicious*, etc., not ~~*very delicious*~~.

Model and drill the words, highlighting the pronunciation of *spacious* /ˈspeɪʃəs/, *gorgeous* /ˈgɔːdʒəs/, *hideous* /ˈhɪdiəs/ and *horrified* /ˈhɒrɪfaɪd/, and point out that *cramped* is one syllable, not two. Students can then work in pairs and test each other on the opposites. For example student A says *satisfied* and student B replies *dissatisfied*.

2 Students do the exercise on their own before checking answers in pairs. Check answers with the class.

3 **a** Students do the exercise on their own before checking answers in pairs. Check answers with the class.

b Students work in pairs or groups and take turns to ask each other the questions. Ask students to share interesting answers with the class.

7 Computer and TV verbs p207

Language

switch on/turn on, switch off/turn off, unplug, plug in, turn up, turn down, rewind, fast forward, record, pause, drag, click on

When to use and time

Use any time after lesson 7B. 15–25 minutes.

Procedure

1 Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Check students understand that *switch on/off* and *turn on/off* have the same meaning. Also point out that all the verbs are regular. Ask students which pairs of words are opposites (*switch on/switch off, turn on/turn off, unplug/plug in, turn up/turn down, rewind/fast forward*) and highlight that the opposite of *plug in* is *unplug*, not ~~*plug out*~~, and teach the nouns *a plug* and *a switch*. Ask students what other things they can *turn up/down* (music, central heating, etc.). Model and drill the verbs, highlighting the pronunciation of *rewind* /riːˈwaɪnd/ and *pause* /pɔːz/.

2 Students do the exercise on their own before checking in pairs. Check answers with the class.

3 **a** Students do the exercise on their own, then check in pairs. Check answers with the class.

b Put students into pairs. Students ask each other the questions in **3a**. Students should ask follow-up questions if possible. Finally, ask students to share interesting answers with the class.

8 Weather conditions p208

Language

foggy/fog, misty/mist, cloudy/cloud, sunny spells, fine, heavy snow/rain, warm, humid/humidity, drizzle, light showers, frosty/frost, icy/ice, hail, overcast, stormy/storm, high temperatures

When to use and time

Use any time after lesson 8A. 20–30 minutes.

Procedure

1 Students do the exercise in pairs. Check answers with the class (see answer key on worksheet).
Teach students that *fog* is thicker than *mist*. Also teach students that *frost* is the ice that forms on the ground overnight, and that *drizzle* and *light rain* are synonyms.
Model and drill the new words, paying particular attention to the pronunciation of *humid* /ˈhjuːmɪd/, *icy* /ˈaɪsi/ and *temperature* /ˈtemprətʃə/. Students can then work in pairs and test each other on the vocabulary by taking turns to point to a picture and asking *What's this?*

2 Students do the exercise in pairs. Check answers with the class. Point out the different stress patterns on *humid* and *humidity*.

3 Students do the exercise on their own before checking in pairs. Check answers with the class.

4 **a** Focus students on the two weather maps. Check students know where the UK, France, Germany and Spain are on the maps. Students do the exercise on their own. Check answers with the class.

b Students do the exercise on their own. Early finishers can compare answers in pairs. Check answers with the class.

5 Put students into groups. If possible, include students from different countries in each group. Students discuss the questions in their groups. Ask students to share any interesting answers with the class.

9 Injuries and health problems p209

Language

sprain your wrist, twist your ankle, have a black eye, have a stiff neck, have a bad back, have swollen ankles, (my shoulder) aches, (my finger)'s sore, (I've) hurt (my knee), have a pain in your chest

When to use and time

Use any time after lesson 9D. 15–25 minutes.

Procedure

1 **a** Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet).
Point out that you can *twist* or *sprain your ankle*, but you *sprain your wrist*, not ~~*twist your wrist*~~.
Also highlight the collocation *a stiff neck*. Point out that *ache* and *hurt* are verbs, *sore* and *swollen* are adjectives, and *pain* is a noun. You can also teach students the verb *swell* (*swelled*, *swollen*).
Model and drill the new words and phrases, highlighting the pronunciation of *wrist* /rɪst/, *swollen* /ˈswəʊlən/ and *aches* /eɪks/.

b Students work in pairs and take turns to test each other on the vocabulary by pointing to a picture and asking *What's he/she saying?*

2 Students do the exercise on their own or in pairs. Check answers with the class.

3 Students do the exercise on their own before checking in pairs. Check answers with the class.

4 **a** Students do the exercise on their own. Check answers with the class.

b Put students into pairs or groups. Students ask each other the questions in **4a**. Finally, students tell the class two things they have found out.

10 Moods and relationships p210

Language
be in a bad/good mood, feel down, feel sorry for sb, cheer sb up, be separated from sb, look up to sb, look down on sb, get back together (with sb), have a row (with sb), make up (with sb), move out

When to use and time
Use any time after lesson 10C. 20–30 minutes.

Procedure
1 **a** Students read the emails and answer questions 1–3. Check answers with the class (see answer key on worksheet).

b Students do the exercise on their own or in pairs. Check answers with the class and highlight the prepositions in the phrases. Check students understand the difference between a *separated* married couple (they live apart but are still married) and a *divorced* couple. Also point out that you can *cheer someone up* or *cheer up*: *I felt very down, but I've cheered up now.* Model and drill the phrases, highlighting the pronunciation of *row* /raʊ/.

2 Students do the exercise on their own before checking answers in pairs. Check answers with the class.

3 **a** Students do the exercise on their own. Check answers with the class.

b Students take turns to answer the questions in **3a** in pairs or groups. Finally, ask each group to share interesting answers with the class.

11 Working life p211

Language
a career, job satisfaction, an income, freelance, involve, get a pay rise, a day off, maternity leave, get fired, be made redundant, resign, retire

When to use and time
Use any time after lesson 11B. 20–30 minutes.

Procedure
1 Focus students on the photo and ask them to guess what Sandra's job is. Students read the text and answer the questions. Check answers with the class (see answer key on worksheet).

2 Students do the exercise on their own. Check answers with the class. Check students understand the difference between *a career* and *a university course*. Teach students that we use *on* with *maternity leave*: *I'm on maternity leave at the moment*. Also highlight that we can say *get fired* or *get sacked*, and check students understand the difference between *get fired* and *be made redundant*.
Model and drill the words/phrases, highlighting the pronunciation of *career* /kəˈrɪə/ and *resign* /rɪˈzaɪn/. Students can then work in pairs and test each other on the vocabulary by saying a definition and asking their partner to say the word or phrase.

3 **a** Students do the exercise on their own before checking in pairs. Check answers with the class.

b Put students into groups. If you have a multilingual class, put different nationalities in the same group. Students ask each other the questions and ask follow-up questions if possible.

12 Phrasal verbs for plans p212

Language
end up, fall through, let someone down, get round to, set out, put up with, work (something) out, get on

When to use and time
Use any time after lesson 12B. 15–25 minutes.

Procedure
1 Students do the exercise on their own before checking in pairs. Check answers with the class (see answer key on worksheet). Point out that *end up* and *get round to* are often followed by a verb+*ing* form (*end up/get round to doing something*) and that *set out* is always followed by the infinitive with *to* (*set out to do something*). Model and drill the phrasal verbs.
Also highlight that *work out* is often followed by a question word (*work out why/when/who*, etc.) and is often used with *can't* or *couldn't*: *I can't work out what to do.*

2 Students do the exercise on their own before checking in pairs. Check answers with the class.

3 **a** Students do the exercise on their own before checking in pairs. Check answers with the class.

b Put students into pairs. Students ask each other the questions in **3a**. Encourage students to ask follow-up questions if possible. Finally, ask students to share interesting answers with the class.

1 *-ed/-ing* adjectives

1 a Read the article about happiness. Which activities do the people in the survey like? Which do they hate?

How to measure happiness



Scientists have found a new way to measure happiness: they can calculate how [1]**satisfied** people are with their everyday lives by giving positive and negative points for typical activities. In a [2]**fascinating** survey, scientists discovered that commuting to work is the activity that people find most [3]**exhausting** and [4]**irritating**. Many people feel [5]**depressed**, [6]**annoyed** and [7]**frustrated** when they have to do housework and meet deadlines at work. In general, the most [8]**entertaining** activity is relaxing with friends and the most [9]**satisfying** is spending time with family. However, some parents were [10]**embarrassed** to say that looking after children didn't always make them happy. Finally, you may be [11]**disappointed** if you think that a higher salary will bring greater happiness. In fact, one scientist suggests that organising your time well might be the best way to improve your quality of life.

b Write adjectives 1–11 from the article in the table.

positive meaning	negative meaning
satisfied	

2 a Look again at the article. Which adjectives 1–11 in the article describe:

a how people feel? *1*

b the thing, situation, place or person that causes the feeling?

b Complete the rules with *-ing* or *-ed*.

- We use _____ adjectives to describe how people feel.
- We use _____ adjectives to describe the thing, situation, place or person that causes the feeling.

c Write the *-ed* or *-ing* adjective for each word in 1b.

satisfied → satisfying

3 Complete the adjectives with *-ed* or *-ing*.

1 Eileen has been working twelve hours a day for the last week. She's absolutely *exhaust*ed .

2 I can't bear being without my family. I find it very *depress*___ .

3 Please don't shout so loudly. You're making me really *embarrass*___ .

4 Juan must be very *frustrat*___ . He's just failed his driving test again.

5 Waiting in queues is really *irritat*___ .

6 My history of art course is absolutely *fascinat*___ .

7 I'm afraid I was extremely *disappoint*___ by the results of these tests.

8 Marek doesn't earn much, but he finds his job very *satisfy*___ .

9 You must go and see that new film. It's extremely *entertain*___ .

10 I'll be very *annoy*___ if they don't reply to my letter.

4 Write three sentences about you with *-ed* adjectives and three sentences with *-ing* adjectives.

I often feel exhausted after a long day at work.

Waiting for buses is really annoying.

VOCABULARY PLUS: Photocopiable

1 **a Like**: relaxing with friends and spending time with family **Hate**: commuting to work, housework and meeting deadlines at work **b Positive**: fascinating; entertaining; satisfying **Negative**: exhausting; irritating; depressed; annoyed; frustrated; embarrassed; disappointed 2 **a** 5, 6, 7, 10, 11 **b** 2, 3, 4, 8, 9 **c** fascinated; entertained; exhausted; irritated; depressing; annoying; frustrating; embarrassing; disappointing 3 2 ing 3 ed 4 ed 5 ing 6 ing 7 ed 8 ing 9 ing 10 ed

© Cambridge University Press 2013

2 Food and drink

1 Match the adjectives to pictures 1–12.

chewy [2] fizzy [ ] fresh [ ] ripe [ ]
sour [ ] savoury [ ]





bitter [ ] alcoholic [ ] salty [ ] off [ ]
still [ ] sweet [ ]

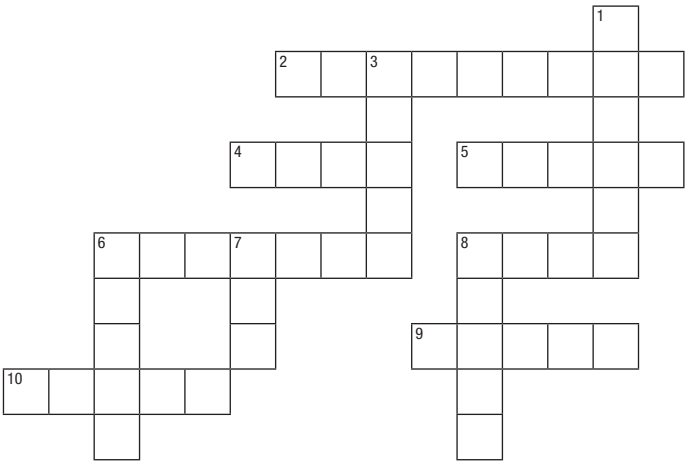




2 Cross out the incorrect words.

1 Bread and cakes can be *fresh/~~fizzy~~*.
2 Milk and meat can be *off/ripe*.
3 Cola and lemonade are *chewy/fizzy*.
4 Crisps and nuts are *savoury/sour*.
5 Wine and beer are *alcoholic/savoury*.
6 Bananas and apples can be *salty/ripe*.
7 Milk and fruit can be *fresh/still*.
8 Mineral water can be *savoury/still*.
9 Coffee can be *bitter/salty*.
10 Sweets can be *still/chewy*.

3 Do the crossword.



ACROSS

2 You have to be over 18 to buy … drinks in the UK.
4 These bananas are too green. I only like … ones.
5 This soup's too … . I can't eat it.
6 Let's buy some … snacks like crisps and nuts for the party.
8 I can't eat lemons. They're too … .
9 … drinks are bad for your teeth.
10 I eat … fruit for breakfast every day.

DOWN

1 I don't like black coffee because it's too … . I prefer apple juice.
3 These sweets are really … . My mouth is starting to ache!
6 Have we got anything ... , like chocolate?
7 This milk smells terrible. I think it's … .
8 I'll have some … mineral water, please.

4 Fill in the gaps with the correct word. Then answer the questions for yourself.

~~still~~ savoury fresh (x2) sweet off bitter

1 Do you prefer *still* or sparkling mineral water?
2 How often do you eat _____ fruit?
3 How often do you eat _____ snacks, like crisps?
4 How do you know if meat is _____ ?
5 Do you usually buy _____ milk?
6 Do you have something _____ for dessert every day?
7 Do you think coffee is too _____ without sugar?

1 fizzy 1; fresh 3; ripe 5; sour 6; savoury 4; bitter 9; alcoholic 11; salty 10; off 12; still 7; sweet 8 2 **Crossed out:** 2 ripe 3 chewy 4 sour 5 savoury 6 salty 7 still 8 savoury 9 salty 10 still 3 **Across** 2 alcoholic 4 ripe 5 salty 6 savoury 8 sour 9 fizzy 10 fresh **Down** 1 bitter 3 chewy 6 sweet 7 off 8 still 4 2 fresh 3 savoury 4 off 5 fresh 6 sweet 7 bitter

© Cambridge University Press 2013
Instructions p197

3 Travelling by car

1 **Read the story and put pictures A–D in order.**

Last Saturday it was my mum's 70th birthday so we went on a family trip to Paris for the weekend. My wife Viv and I – and the kids, of course – set off early for the airport, with my parents driving in front in their own car. Soon I realised we were going to **run out of** petrol, so I phoned them on their mobile and explained that we would **fill up** at the next garage.

When we left the garage, we **speeded up** to **catch up with** mum and dad, but suddenly a police car **overtook** us and I had to **slow down** and **pull over**. Luckily the police officer only gave me a warning, so we set off again. By now the traffic was terrible, so we decided to **take a short cut**. Unfortunately, we **got lost** and didn't know where we were. We stopped a young man to ask the way and because he was going in the same direction, we **gave him a lift**. He was able to **map-read** so we got to the airport in time, but there was no sign of my mum and dad. They **got stuck** in a traffic jam after we lost them, so we all caught a later flight. Although it was difficult getting to Paris, we still had a great weekend.

2 **Match the words/phrases in bold in the story in 1 to definitions a–l. Write the infinitive form of the verbs.**

a take someone where they want to go in a car *give someone a lift*

b put petrol in a car _____

c not be able to move forward or make progress _____

d follow a quicker or shorter way to get somewhere _____

e pass another car because it is going more slowly than you _____

f understand a map _____

g go faster _____

h go slower _____

i not know where you are _____

j use all of something so there is nothing left _____

k reach someone who is in front of you _____

l stop at the side of the road _____



3 **a** **Fill in the gaps with the correct form of the words/phrases from 2.**

1 Have you ever *run out of* petrol?

2 Do you _____ if someone is driving too close behind you?

3 Do you usually _____ in bad weather?

4 Do you wait until your car is nearly empty before you _____ it _____ ?

5 If you were following a friend and he or she was driving too fast, would you try to _____ him/her?

6 Are you good at _____ or do you always have to ask for directions?

7 Have you ever stopped to _____ ? Where did he or she want to go?

8 Have you ever _____ in a town that you don't know very well?

9 What do you do if you _____ in a traffic jam?

10 Have you ever been asked to _____ by a police officer?

11 If you were in a hurry, would you _____ if you weren't sure which way to go?

12 Do other cars often _____ you?

b **Answer the questions for you.**

VOCABULARY PLUS: Photocopiable

1 1C 2A 3D 4B 2 b fill up c get stuck d take a short cut e overtake f map-read g speed up h slow down i get lost j run out of k catch up with l pull over 3 a 2 speed up 3 slow down 4 fill … up 5 catch up with 6 map-reading 7 give someone a lift 8 got lost 9 get stuck 10 pull over 11 take a short cut 12 overtake

© Cambridge University Press 2013

4 Compound adjectives for character

1 Match the compound adjectives in bold to definitions a–j.

1 [b] I'm not surprised Tomoko is so popular. She's very **good-natured** and easy to get on with.

2 [ ] Celine doesn't like anybody who's different to her. She's extremely **narrow-minded**.

3 [ ] I'm sure you could give up smoking. You're very **strong-willed**.

4 [ ] Jo is always extremely **bad-tempered** in the morning. She hates getting up early.

5 [ ] I really love looking after my sister's two children because they're so **well-behaved**.

6 [ ] I'd like Nagi to join our discussion group. He's very **broad-minded** and is interested in different people and cultures.

7 [ ] Bob needs to lose weight, but he's too **weak-willed** to go on a diet.

8 [ ] I think Lucia is **over-confident** about passing her driving test. She hasn't practised at all.

9 [ ] Sonia will do well in her exams. She's a very **hard-working** student.

10 [ ] It's quite difficult to be friends with Tony these days. He's a bit **self-centred** and hasn't got time for anyone else.

a not happy to accept new ideas or opinions different from your own

b naturally friendly and doesn't get angry easily

c behave in a quiet and polite way

d interested only in yourself

e too sure about yourself and your abilities

f very determined to do what you want to do

g always doing a lot of work

h happy to accept ideas and ways of life different to your own

i often annoyed, angry or impatient

j not determined enough to succeed in what you want to do

2 Write the compound adjectives in bold from 1 in the table. Which words are opposites?

positive meaning	negative meaning
good-natured	



3 Fill in the gaps with the compound adjectives in bold from 1.

1 I should be studying for my exams next week, but I can't say no to invitations. I'm too *weak-willed* .

2 My grandfather is always annoyed about something. He's quite _____ .

3 Liz always listens to new ideas. She's very _____ .

4 Sam's a very _____ boy. He always gets what he wants.

5 Our daughter is _____ and polite to everyone.

6 My best friend gets on well with everyone. She's such a _____ person.

7 Although Mark's my best friend, he's only interested in himself. He's a bit _____ .

8 I think I was _____ before my exams. I didn't do as well as I thought I would.

9 Sophie doesn't really like people who are different from her. I'm afraid she's a bit _____ .

10 Their son is a bit lazy, but their daughter is very _____ .

4 Choose compound adjectives from 1 to describe yourself.

1 2a 3f 4i 5c 6h 7j 8e 9g 10d **2 Positive:** strong-willed; well-behaved; broad-minded; hard-working **Negative:** narrow-minded; bad-tempered; weak-willed; over-confident; self-centred **Opposites:** good-natured/bad-tempered; strong-willed/weak-willed; broad-minded/narrow-minded **3** 2 bad-tempered 3 broad-minded 4 strong-willed 5 well-behaved 6 good-natured 7 self-centred 8 over-confident 9 narrow-minded 10 hard-working

© Cambridge University Press 2013
Instructions p198

5 Shopping

1 **Look at words 1–10 in the advertisement. Choose the correct meanings.**

1 **a** when a shop sells new things
  b when a shop sells things cheaper than usual ✓
2 **a** not included
  b reduced
3 **a** this price or more
  b this price or less
4 **a** something that is cheaper than usual
  b something that is better quality than usual
5 **a** the cheapest prices
  b the amount prices are reduced by
6 **a** things sold in a shop
  b things given away free in a shop
7 **a** a shop owned by a different company
  b one of a number of shops that are part of the same company
8 **a** the total number of things you can buy in a shop
  b the biggest things in a shop
9 **a** money that you get back when you return something you have bought
  b a piece of paper you get when you buy something
10 **a** things that you can buy
  b things that are good to use

2 **Fill in the gaps with words 1–10 from the advertisement.**

1 Why not try our new range of skin-care _products_ ?
You won't be disappointed.
2 Our autumn _____ starts on Monday. Everything must go!
3 I'm afraid we haven't got any blue suitcases in _____ .
Shall I order one for you?
4 This TV I bought yesterday doesn't work. Can I have a _____ ?
5 I'm sorry, we haven't got any red shirts in this shop. I could find out whether another _____ has any in red.
6 The garden centre has taken 20% _____ the price of their garden furniture.
7 Green's is a great place to buy carpets. They give _____ of at least 30% on orders over £500.
8 You must have a receipt if you want to return _____ bought in this shop.
9 Beautiful hand-made leather belts _____ only 10 euros.
10 I bought this designer suit in the sale for only £100. It was a real _____ !

Collins summer [1]sale
starts Saturday



men's fashion	up to 50% [2]**off**
women's fashion	up to 25% off
luggage	up to 75% off
leather sofas	[3]**from** £250

Come to our city centre store and pick up a [4]bargain! Take advantage of our amazing [5]discounts on a huge range of [6]products. Also available at a [7]branch near you. All [8]stock must go!

***No [9]refund on [10]goods bought in the sale.**

3 **a** **Choose the correct words.**

1 Is there a (*branch*)/*sale* of a department store near you?
2 Have you ever bought anything that had 50% *from/off*?
3 Do you look for *refunds/discounts* when you're buying electrical equipment or clothes?
4 If you want something that's not in *stock/branch*, do you order it or go somewhere else?
5 What's the best *discount/bargain* you've ever bought?
6 Have you ever taken something back and asked for a *refund/bargain*?
7 What's the most interesting *product/stock* you've bought this year?

b **Answer the questions for you.**

1 2b 3a 4a 5b 6a 7b 8a 9a 10a **2** 2 sale 3 stock 4 refund 5 branch 6 off 7 discounts 8 goods 9 from 10 bargain
3 **a** 2 off 3 discounts 4 stock 5 bargain 6 refund 7 product

© Cambridge University Press 2013

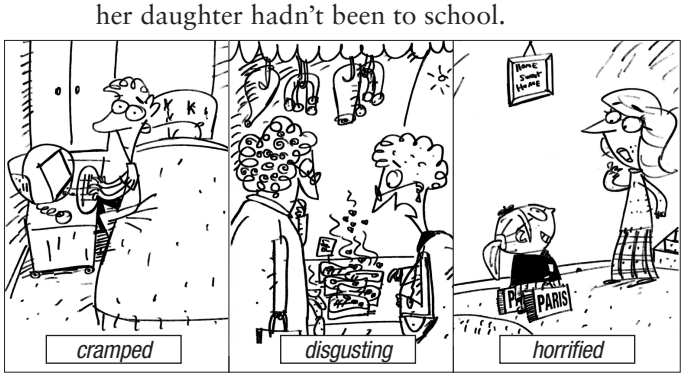
6 Antonyms

1 a Tick the words a–j you know. Check other words with your teacher or in a dictionary.

a delicious _____
b optimistic _____
c brave _____
d spicy _____
e spacious _____
f satisfied _____
g delighted _____
h gorgeous _____
i increase _____
j include _____

b Read sentences 1–10. Then write the words in bold next to their antonyms (opposites) a–j.

1 By the way, these prices all **exclude** sales tax. That's 17% extra.
2 Running away was a very **cowardly** thing to do. Why didn't you stay and help us?
3 The amount of paid work that men do in the UK is going to **decrease** in the next ten years.
4 I'd like to go and stay in a nicer hotel. This place is absolutely **hideous**.
5 Don't be so **pessimistic**! Everything will be all right in the end.
6 Is that a **mild** dish? I don't want anything too hot.
7 If you are **dissatisfied** with this product, we will give you your money back.
8 Our last flat had large rooms, but where we live now feels a bit **cramped**.
9 That meat looks **disgusting**. I don't think you should buy it.
10 Susan's mother was **horrified** when she discovered her daughter hadn't been to school.



2 Tick the correct sentences. Correct the sentences that are wrong by changing the words in bold.

Pessimistic
1 ~~Optimistic~~ people find it difficult to see the positive side of things.
2 There used to be hardly any traffic on this road, but it has **decreased** in the last ten years.
3 I'm very **dissatisfied** with my working life. My job is really boring.
4 This food is burning my mouth – it's incredibly **mild**.
5 Have you met Eva's new boyfriend? He's **hideous**, the best-looking guy in the office.
6 Can I have some more soup? This is absolutely **delicious**.
7 We can fit seven people in our tent, but it'll be very **cramped**.
8 We were **delighted** to hear that you had such a terrible time.
9 The price of the hotel room **excludes** meals, but there are lots of good restaurants and bars nearby.

3 a Fill in the gaps in these sentences with words from 1a and 1b.

1 Would you prefer to live in a cramped flat in the centre of town or *a tiny cottage* in the country?
2 Do you prefer spicy or _____ dishes?
3 Have you ever been _____ with the service you received in a restaurant?
4 Are you generally an optimistic or a _____ person?
5 What would you do if you were invited to dinner at a friend's house and you thought the food was _____ ?
6 Your best friend asks you what you think of her new dress. She thinks it's nice, but you think it's _____ . What do you say?
7 Has the amount of housework done by men in your country increased or _____ in the last ten years?
8 Would you feel _____ or delighted if you had to sing in public?

b Answer the questions for you.

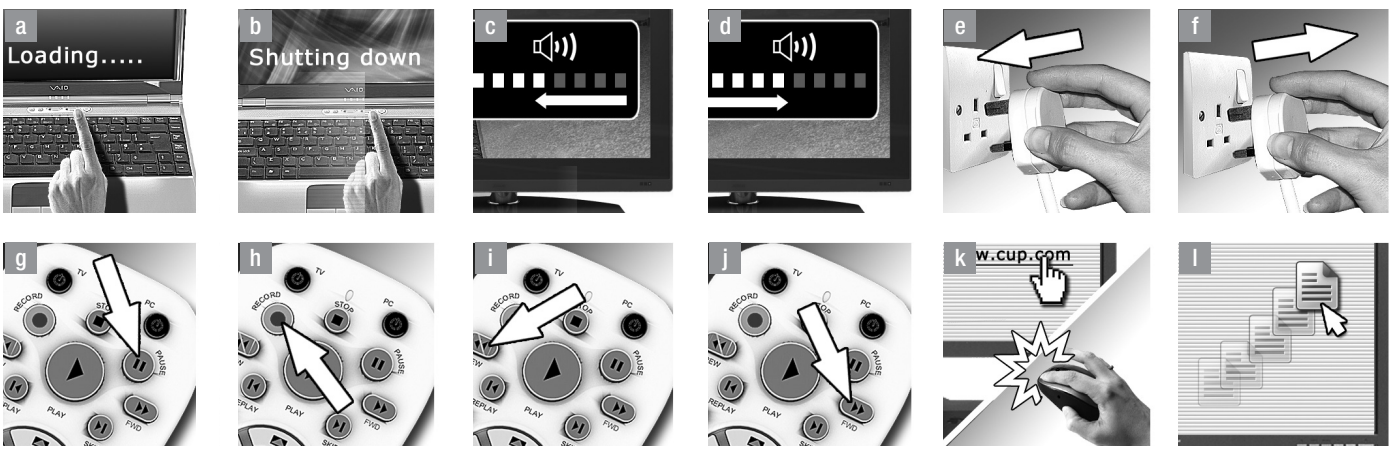
1 b 1j 2c 3i 4h 5b 6d 7f 8e 9a 10g **2** 2 increased 3 ✓ 4 spicy 5 gorgeous 6 ✓ 7 ✓ 8 horrified 9 ✓
3 a 2 mild 3 dissatisfied 4 pessimistic 5 delicious/disgusting 6 hideous 7 decreased 8 horrified

© Cambridge University Press 2013
Instructions p198

7 Computer and TV verbs

1 **Match these verbs to pictures a–l.**

switch on/turn on [a] switch off/turn off [ ] unplug [ ] plug in [ ] turn up [ ] turn down [ ] rewind [ ]
fast forward [ ] record [ ] pause [ ] drag [ ] click on [ ]



2 **Complete the sentences with the verbs in 1. Sometimes more than one answer is possible.**

1 To save this document, just _drag_ it onto your desktop.
2 I can hear the TV in the bedroom! Please can you _____ it _____ a bit?
3 For more information, _____ this link.
4 Well, of course the computer isn't working. You need to _____ it _____ first!
5 I can't hear what they're saying. Can you _____ the TV _____ , please?
6 It's always a good idea to _____ the computer before you start repairing it.
7 I don't understand what happened. Could you _____ it so we can see it again?
8 This bit's boring. Let's _____ to the end.
9 We're going out tonight, so I'll _____ the football.
10 I can't see anything. _____ the light _____ .
11 Remember to _____ the TV before you go to bed.
12 Can you _____ the film for a minute while I make a cup of tea?

3 **a** **Choose the correct verbs in these questions.**

1 If you don't understand something on a DVD, do you *fast forward*/*rewind* it or just continue watching?
2 Do you usually *unplug/plug in* all your electrical equipment before you go on holiday?
3 What was the last TV programme you *recorded/switched on*?
4 Do you usually *drag/pause* a film if someone phones you while you're watching it?
5 If your computer crashes, do you usually *turn it on/turn it off* and then *turn it on/turn it off* again?
6 Do you ever *record/fast forward* through the adverts in programmes you've *recorded/paused* on TV?
7 Do you ever have to ask the neighbours to *turn up/turn down* their TV or their music because it's too loud?
8 Do you *plug in/switch off* your computer every evening before you go to bed?
9 Do you ever *click on/turn up* ads that appear on your computer screen?

b **Answer the questions for you.**

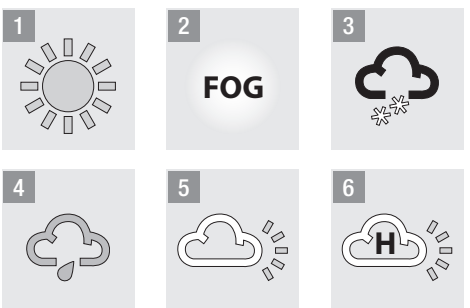
VOCABULARY PLUS: Photocopiable

1 b switch off c turn down d turn up e plug in f unplug g pause h record i rewind j fast forward k click on l drag
2 2 turn … down 3 click on 4 plug … in/switch … on/turn … on 5 turn … up 6 unplug/switch off/turn off 7 rewind
8 fast forward 9 record 10 Switch … on/Turn … on 11 switch off/turn off/unplug 12 pause 3 a 2 unplug 3 recorded
4 pause 5 turn it off; turn it on 6 fast forward; recorded 7 turn down 8 switch off 9 click on

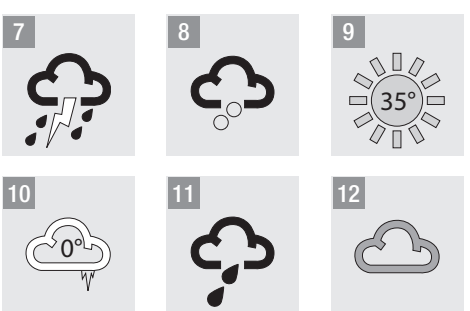
© Cambridge University Press 2013

8 Weather conditions

1 **Match words/phrases a–l to weather symbols 1–12.**



a foggy and misty *2*
b cloudy with sunny spells
c fine and sunny
d heavy snow
e warm and humid
f drizzle and light showers



g heavy rain
h frosty and icy
i hail
j overcast
k stormy
l high temperatures

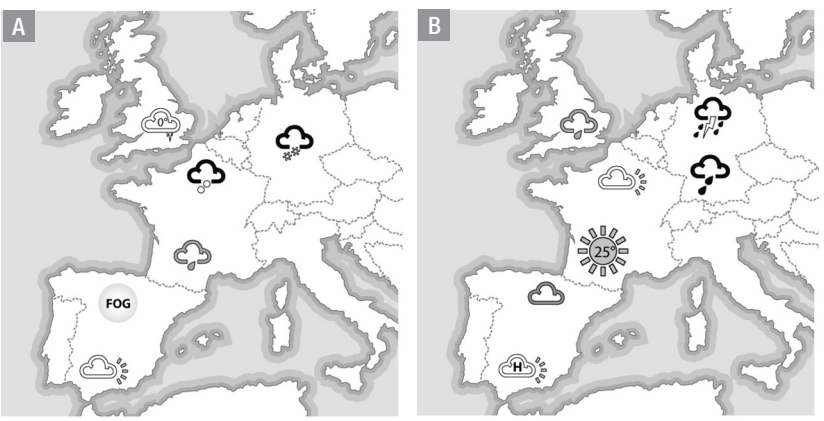
2 **Fill in the gaps in the table.**

adjective	noun
1 foggy	*fog*
2 _____	mist
3 _____	ice
4 _____	frost
5 cloudy	_____
6 _____	humidity
7 stormy	_____

3 **Cross out the incorrect words.**

1 *light/~~sunny~~/heavy* rain
2 *high/warm/fine* weather
3 *high/stormy/low* temperatures
4 *light/low/heavy* showers
5 a *chilly/humid/high* day
6 a *foggy/drizzle/frosty* morning

4 **a Read the weather forecasts and match them to maps A and B.**



1

It's quite warm in the UK, but there's going to be [1] *drizzle* and light [2] _____ for most of the day. In the north of France it's [3] _____ with sunny spells, and [4] _____ should reach 25°C in the south, where it's [5] _____ and sunny. There's a lot of [6] _____ weather in Germany, along with some [7] _____ rain. The south of Spain will have a warm and [8] _____ day, but it's going to remain [9] _____ in the north.

2

It will be an extremely chilly day in the UK, and it will be rather [10] _____ to begin with. It's very cold in France too, with the possibility of [11] _____ this afternoon in the north and some [12] _____ and light showers in the south. In Germany there's already [13] _____ snow falling in the north. In northern Spain, there will be some [14] _____ and fog in places, and in the south it will be [15] _____ with some [16] _____ spells in the afternoon.

b Fill in the gaps in the weather forecasts with words/phrases from 1 and 2.

5 **Say what the weather is like:**
a where you are today.
b in your country in winter.
c in your country in summer.

VOCABULARY PLUS: Photocopiable

1 b5 c1 d3 e6 f4 g11 h10 i8 j12 k7 l9 **2** 2 misty 3 icy 4 frosty 5 cloud 6 humid 7 storm **3** **Crossed out:** 2 high 3 stormy 4 low 5 high 6 drizzle **4** **a** A2 B1 **b** 2 showers 3 cloudy 4 temperatures/the temperature 5 fine/warm 6 stormy 7 heavy 8 humid 9 overcast 10 icy/frosty 11 hail 12 drizzle 13 heavy 14 mist 15 cloudy 16 sunny

© Cambridge University Press 2013
Instructions p199

9 Injuries and health problems

1 a Match sentences a–j to pictures 1–10.

a I've sprained my wrist. *4*
b I've twisted my ankle.
c I've got a black eye.
d I've got a stiff neck.
e I've got a bad back.
f I've got swollen ankles.
g My shoulder aches.
h My finger's sore.
i I've hurt my knee.
j I've got a pain in my chest.

1 

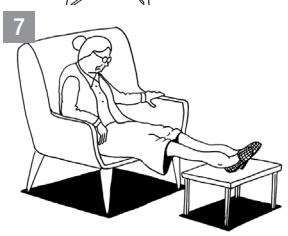
2 

3 

4 

5 

6 

7 

8 

9 

10 

b Cover the sentences in 1a. What is the person saying in each picture?

2 Cross out the incorrect words.

1 sprain your *wrist/~~leg~~/ankle*
2 twist your *knee/chest/neck*
3 your *stomach/hair/elbow* aches
4 have a pain in your *chest/side/ache*
5 hurt your *nails/foot/hand*
6 have swollen *eyes/feet/teeth*

3 Fill in the gaps with words from 1a.

1 **A** What have you done to your arm?
B Oh, I've *sprained* my wrist.
2 Morgan was playing hockey and she _____ her ankle.
3 Do you think Luis has been in a fight? He's got a _____ eye.
4 I always get _____ ankles when I fly long distances.
5 I'm sorry, I can't turn round. I've got a _____ neck.
6 I can't walk very far. I've _____ my foot.
7 I don't think I should lift that heavy suitcase. I've got a _____ back.
8 **A** Let's play tennis.
B I can't. My shoulder _____ .
9 I need to see a doctor immediately. I've got a _____ in my chest.
10 I've just cut my finger and it's really _____ .

4 a Match the beginnings and endings of these questions.

1 Have you ever broken	a aches?
2 Have you ever sprained	b in your chest?
3 Have you ever had a black	c a bone?
4 Do you ever get swollen	d neck?
5 What do you do if your back	e yourself?
6 What would you do if you had a bad pain	f your wrist or ankle?
7 Do you ever get a stiff	g eye?
8 When was the last time you hurt	h ankles?

b Answer the questions for you.

VOCABULARY PLUS: Photocopiable

1 a b9 c1 d3 e2 f7 g5 h10 i6 j8 **2 Crossed out:** 2 chest 3 hair 4 ache 5 nails 6 teeth **3** 2 twisted/sprained/hurt 3 black 4 swollen 5 stiff 6 hurt 7 bad/sore 8 hurts/aches 9 pain 10 sore **4** a 2f 3g 4h 5a 6b 7d 8e

© Cambridge University Press 2013

10 Moods and relationships

1 a Read the emails. Answer these questions.

1 What do Julia and her husband do?
2 What did they have a problem about?
3 Did they solve the problem?

Hi Tom

You've met my sister, Julia, haven't you? She**'s** just **separated from** her husband and I **feel** really **sorry for** her. They met when she was a student at drama school. She used to **look up to** him because he was already a successful actor, but now she's getting more acting work than him. She said he **was** always **in a bad mood** and then they **had a row** about a film she wants to do – and the next day he **moved out**. She's **feeling** really **down** and I'd like to be able to **cheer** her **up** a bit, but I don't know what I can do. Any ideas?

Love Valerie

Hi again

Guess what? **I'm in** such **a good mood**. My sister **has got back together** with her husband. She told me that he just didn't like the film she was going to do and **looked down on** the people she was working with, so she's agreed not to do it. Anyway, they**'ve made up** and now everything can go back to normal. It's so nice to see her happy again. Love Valerie

b Match the phrases in bold in the emails to definitions 1–12. Write the infinitive form of the verbs.

1 feel unhappy *be in a bad mood*
2 feel happy
3 feel depressed
4 feel sympathy for someone because something bad has happened to them
5 make someone feel happy when they're depressed
6 live in a different place from your husband or wife, but not be divorced
7 admire and respect someone
8 think that someone is less important than you
9 to start a relationship again with someone that you broke up with
10 have an argument
11 become friends again after an argument
12 stop living in a particular place

2 Fill in the gaps with the correct form of the words/phrases from 1b.

1 My father always *looks down on* people who don't have a job.
2 I was feeling _____ after my boyfriend left me, but your lovely letter really _____ me _____ .
3 Don't talk to Paul. I think he's in a really _____ .
4 I _____ for Mark. Did you know he's _____ from his wife? Apparently she _____ a week ago and he's living on his own.
5 My brother and his wife split up last year, but now they've _____ . I'm so happy for them.
6 The people next door had a terrible _____ last night. But I think they've _____ because they both looked very happy today.
7 When I was a child, I used to _____ my uncle Frank and I wanted to be just like him.
8 I'm usually in a _____ on Friday afternoon because I love weekends.

3 a Match the beginnings and endings of the questions.

1	How often are you in a	a	sorry for?
2	What's a good way to cheer	b	rows with?
3	Who do you look	c	someone up?
4	What do you do when you're in	d	down?
5	Which famous person do you feel	e	up with him/her?
6	What do you do when you're feeling	f	a good mood?
7	Is there someone you often have	g	up to?
8	Do you find it easy to make	h	bad mood?

b Answer the questions for you.

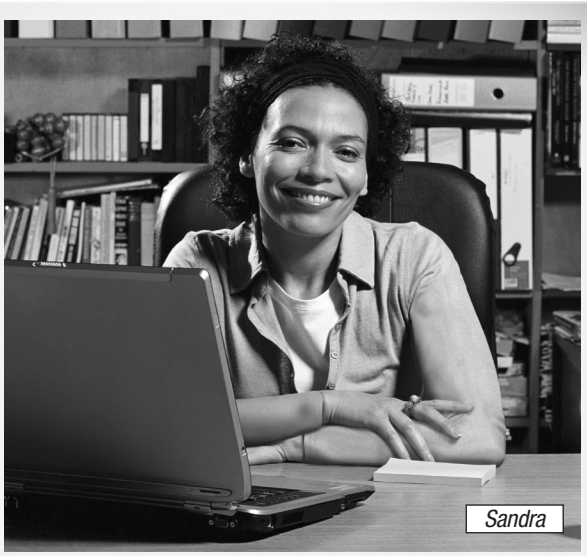
1 a 1 They're actors. 2 Julia's new film. 3 Yes, they did. b 2 be in a good mood 3 feel down 4 feel sorry for someone 5 cheer someone up 6 be separated from someone 7 look up to someone 8 look down on someone 9 get back together (with someone) 10 have a row 11 make up 12 move out 2 2 down; cheered ... up 3 bad mood 4 feel sorry; separated; moved out 5 got back together 6 row; made up 7 look up to 8 good mood 3 a 2c 3g 4f 5a 6d 7b 8e

© Cambridge University Press 2013
Instructions p200

11 Working life

1 **Read the text. What is Sandra's job now? Does she enjoy it?**

Someone asked me recently if I thought it was important to have [1]**a career** that is well-paid. Personally, I think [2]**job satisfaction** is more important than a high [3]**income**. I started out doing jobs like cleaning and waitressing, but I'd always wanted to write so I did an evening course, and now I'm a [4]**freelance** journalist. My work [5]**involves** lots of research and I have to work long hours, but I love what I do. There are good and bad things about working freelance. I hardly ever [6]**get a pay rise**, I don't get paid if I take [7]**a day off**, and I didn't get [8]**maternity leave** when I had my two children. On the other hand, I can't really [9]**get fired** for missing a deadline or [10]**be made redundant** and I'll never need to [11]**resign**. Unfortunately, I'll probably never be able to [12]**retire** when I'm old either!


Sandra

2 **Match words/phrases 1–12 in bold in the text to definitions a–l. Write the infinitive form of the verbs.**

a when you lose your job because your employer no longer needs you *be made redundant*

b the feeling of pleasure you get when you know that your work is worth doing

c doing pieces of work for several different organisations, rather than working for one organisation

d stop working (usually when you're 60–65)

e when you're told to leave your job (usually for doing something wrong or badly)

f a period of paid holiday for a woman after she's had a baby

g get paid more for doing a job than you did before

h tell an employer that you want to leave a job

i the amount of money you earn from working

j include as part of the job

k the job, or the series of jobs, that you do during your working life, especially if you continue to get better jobs and earn more money

l a day's holiday

3 **a** **Fill in the gaps with words/phrases from 1.**

1 Do you think job *satisfaction* is more important than a high _____ ?

2 When did you last take _____ during the week?

3 What age can people _____ in your country?

4 Do you know anyone who has been made _____ ?

5 Do you think it's better to work for an employer or work _____ ? Why?

6 What does/did your father do? What does/did his work _____ ?

7 Do you think it's important to have a _____ ? Why?/Why not?

8 How much _____ do women get in your country?

9 If you decided to _____ , what would you say to your boss before you left?

10 Can you think of four reasons why people get _____ from their jobs?

11 Do you think everyone should get a _____ every year? Why?/Why not?

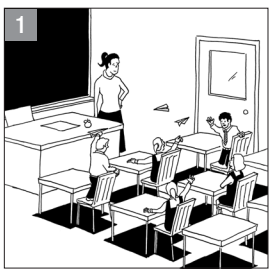
b **Answer the questions for you.**

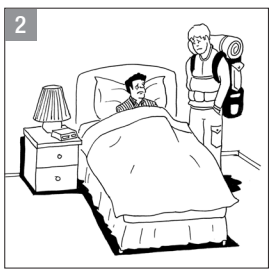
1 Freelance journalist. Yes, she does. **2** **b** job satisfaction **c** freelance **d** retire **e** get fired **f** maternity leave **g** get a pay rise **h** resign **i** income **j** involve **k** a career **l** a day off **3** **a** **1** income **2** a day off **3** retire **4** redundant **5** freelance **6** involve **7** career **8** maternity leave **9** resign **10** fired **11** pay rise

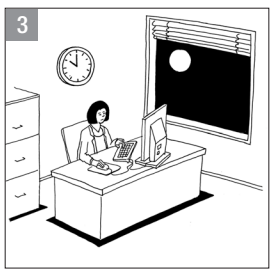
© Cambridge University Press 2013

12 Phrasal verbs for plans

1 **Match the phrasal verbs in bold in sentences 1–8 to definitions a–h.**







1 I hated school, so I never thought I'd **end up** being a teacher.
2 I was going to travel round the world with my friend last year, but our plans **fell through** when he got sick.
3 Minori worked incredibly hard in order to meet the deadline. She didn't want to **let** anyone **down**.
4 I'm so pleased I've finally **got round to** doing a photography course. I've been putting it off for ages.
5 When Tim started working there, he **set out** to become the best salesperson in the company by the end of the year.
6 Adam doesn't like the people he works with, but he **puts up with** them because he loves the job.
7 I'm almost thirty, but I'm still trying to **work out** what I want to do with my life.
8 Tom said he was **getting on** very well in his new job.

a fail to happen
b accept or tolerate something even though you don't like it
c finally be in a particular situation or place
d disappoint someone because you haven't done what you said you were going to do
e understand something or find the answer to something after thinking about it
f start an activity with a particular aim
g deal with a situation, usually successfully
h do something that you have planned or wanted to do for a long time

2 **Fill in the gaps with the correct form of the phrasal verbs from 1.**

1 Nikolaus *set out* to become a millionaire by the time he was thirty.
2 I recommended you for the job so please don't _____ me _____ .
3 I love living here, but I have to _____ a lot of noise from my neighbours.
4 **A** How are you _____ with that report?
B Oh, I've nearly finished it.
5 Sarah is always busy and doesn't think she'll ever _____ doing her driving test.
6 When Mariko's plans to study in England _____ , she was very disappointed.
7 Pete wasn't very happy living in Europe and he _____ going back to Australia after only six months.
8 I can't _____ the answer to question seven.

3 **a** **Choose the correct phrasal verbs.**

1 Have you ever made an important plan that *got by*/*fell through* at the last minute?
2 When was the last time a friend *let you down*/*ended up*?
3 Have you *made up for*/*worked out* what you want to do with the next ten years of your life?
4 How often do you achieve what you *put up with*/*set out* to do?
5 Is there something you've always wanted to do that you haven't *got round to*/*get on* yet?
6 What do you have to *get round to*/*put up with* that you don't like?
7 What do you think you'll *end up*/*work out* doing when you retire?
8 How are you *setting out*/*getting on* with your English?

b **Answer the questions for you.**

1 2a 3d 4h 5f 6b 7e 8g **2** 2 let … down 3 put up with 4 getting on 5 get round to 6 fell through 7 ended up 8 work out
3 **a** 2 let you down 3 worked out 4 set out 5 got round to 6 put up with 7 end up 8 getting on

© Cambridge University Press 2013
Instructions p200

Extra Reading

Instructions

There are 12 Extra Reading worksheets (p217–228). The aim of these worksheets is to provide extra reading practice of a variety of text types. The topic of each Extra Reading worksheet is linked to the topic of the corresponding unit of the Student's Book. There is an answer key at the bottom of each worksheet, which can be cut off if necessary. You will need to photocopy one Extra Reading worksheet for each student.

- Use the worksheets as extra reading input in class. These instructions give additional communicative stages, background notes and other activities that you can include in each lesson. If you are using the worksheets in class, we suggest you cut off the answer keys and check the answers after each exercise.
- Give them for homework for students to do on their own. You can either leave the answer keys on the worksheets so students can check answers themselves, or cut them off and check answers at the beginning of the next class. If you are checking the answers in the next class, you can also ask students to talk about the discussion questions at the beginning and end of each worksheet in pairs or groups.

1 Happiness p217

Genre and topic

A newspaper article about the happiness industry.

When to use and time

Any time after lesson 1A. 15–20 minutes.

Procedure

1 Students discuss the question in pairs or groups. If you have a multilingual class, ask students from different countries to work together. Ask a few students to share their information with the class.

2 Students do the exercise on their own, then compare answers in pairs. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own before comparing answers in pairs. You can ask students to say which parts of the text helped them with their answers.

4 Students discuss the question in groups. If you have a multilingual class, ask students from different countries to work together. Encourage students to give reasons for their opinions if possible. Ask students if they think that governments can improve people's happiness, giving reasons for their answers.

2 Sleepwalkers p218

Genre and topic

A blog with unusual stories about people who sleepwalk.

When to use and time

Any time after lesson 2C. 10–25 minutes.

Procedure

1 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class. You can also ask the class if they know anyone who sleepwalks and how they deal with the problem.

2 Pre-teach *an ulcer*. Students do the exercise on their own before comparing their ideas in pairs. Check answers with the class (see answer key on worksheet). Ask students to explain which parts of the texts helped them with the answers.

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

4 Students discuss the questions in groups. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

EXTRA IDEA

- Put students into two groups, group A (journalists) and group B (sleepwalkers). Group A prepares questions to ask group B. Allow students a few minutes to prepare their questions (group A) and to practise explaining their problem (group B). While students are working, monitor and help with any new vocabulary students need. Students work in pairs. Students A ask the questions they prepared and Student Bs respond with their ideas.

3 A unique experience p219

Genre and topic

A website offering information and advice about unusual holiday destinations.

When to use and time

Any time after lesson 3C. 20–25 minutes.

Procedure

1 Students discuss the questions in small groups. If you have a multilingual class, you can ask students from different countries to work together. Ask students to share their ideas with the class.

2 **a** Focus students on photos A–D. Discuss what is unusual about photo A with the class. Students discuss the others in pairs. Ask students to share their ideas with the class.

b If necessary, teach *a flamingo, landscape, tracks, a nuclear power plant* and *a funfair*. Students do the exercise on their own before comparing their answers in pairs. Check answers with the class (see answer key on worksheet). Check any new words/phrases, for example *a cooling tower* and *an amusement park*, the difference between *throw* and *spray water*, etc.

3 Students do the exercise on their own, then compare their answers in pairs or groups. Check answers with the class (see answer key on worksheet).

4 Students discuss the questions in groups. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

EXTRA IDEA

- For homework, ask students to write a similar paragraph about somewhere they know well (preferably somewhere a bit unusual). Encourage them to use the web page as a model. In the next class you can put the paragraphs around the room for other students to read.

4 Born to sail p220

Genre and topic
A newspaper article about the youngest person to sail around the world alone.

When to use and time
Any time after lesson 4B. 20–30 minutes.

Procedure
1 Check students understand the difference between *a yacht* /jɒt/, *a ferry* and *a ship*. Students discuss the questions in pairs. Ask students to share their ideas with the class.

2 Students do the exercise on their own. You can set a time limit of three minutes to encourage students to read for gist. Check answers with the class (see answer key on worksheet).

3 Check students understand *circumnavigate, single-handedly, solo, the authorities, a collision* and *traumatic*. Students do the exercise on their own before comparing answers in pairs. Check answers with the class.

4 Students discuss the questions in groups. Ask students to share their ideas with the class, giving reasons for their answers.

EXTRA IDEA

- Extend **4** using a pyramid discussion. Students list five items to take on a round-the-world trip on their own, then compare their ideas in pairs. Ask them to agree on five items with their partner. Put pairs into groups of four and ask them to agree on the five most important items on their lists. Continue in the same way until you have a whole-class agreement on the best five items to take with you.

5 Trash or treasure? p221

Genre and topic
A magazine article about collectors and their stories.

When to use and time
Any time after lesson 5B. 20–30 minutes.

Procedure
1 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class.

2 Focus students on the photos. Ask them if they think the objects look valuable, giving reasons for their answers. Check students understand all the words in headings a–f and teach any new words. Students do the exercise on their own. You can set a time limit of three minutes to encourage students to read for gist. Check answers with the class (check answer key on worksheet).

3 **a** Check students understand all the vocabulary in the descriptions of the objects. Students do the exercise on their own. Check answers with the class.

b Focus students on the words in bold in the article and remind students to use the context to work out the correct meaning. Students do the exercise on their own before comparing in pairs. Check answers with the class. Check they can pronounce the words, particularly *rare* /reə/ and *amateurs* /ˈæmətəz/.

4 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class.

EXTRA IDEA

- For homework, students write a description of something that a person in their family owns which might be valuable. Students can include a photo if they wish. They should describe the history of the object, explaining where, when and how it came into the person's possession and why they believe it might be valuable. In the next class you can put the descriptions around the room for other students to read. Students can vote on which object sounds the most interesting.

6 Great failures p222

Genre and topic
A magazine article about successful people who have experienced failure.

When to use and time
Any time after lesson 6B. 15–20 minutes.

Procedure
1 Write the following names on the board: JK Rowling, Albert Einstein, Soichiro Honda. Ask students what they know about these people. Write students' ideas on the board, but don't comment on their ideas at this stage.

2 **a** Give students a copy of the worksheet. Students do the exercise on their own or in pairs. They can check new words in a dictionary or with you. Check they understand all the new words. Model and drill the new vocabulary with the class.

EXTRA READING: Instructions

b Students do the exercise on their own before comparing answers in pairs. Check answers with the class by focusing them on the ideas on the board and see which ones are included in the article.

3 Check students understand *encourage* and *impress somebody*. Students do the exercise on their own, then compare answers in pairs. Check answers with the class (see answer key on worksheet). Ask students to give reasons for their answers.

4 Students discuss the question in pairs. Ask students to share interesting ideas with the class.

7 Christian the lion p223

Genre and topic
A blog telling the story of Christian the lion.

When to use and time
Any time after lesson 7C. 20–25 minutes.

Procedure
1 Students work in pairs and write all the wild animals they know. Set a time limit of two or three minutes. Elicit students' ideas and write them on the board. Students then discuss the questions in groups. Ask students to share their ideas with the class.

2 Check students understand *go viral* with reference to video clips (watched by millions of people on the internet). Draw students' attention to the photos. Students do the task on their own, then compare their answers in pairs. Check the answer with the class (see answer key on worksheet).

3 Students do the activity on their own, then compare answers in pairs. Check answers with the class. Ask students what their reaction is to the text.

4 Students can discuss the questions in groups. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

EXTRA IDEA

- Show a video clip of John and Ace's reunion with Christian. Search for *Christian the lion* on a video website. Play the clip between Exercises **3** and **4**. Alternatively, give students a working link and tell them to watch the clip at home.

8 Riding the waves p224

Genre and topic
An internet article about typhoon surfers.

When to use and time
Any time after lesson 8A. 15–25 minutes.

Procedure
1 Focus students on the main photo. Check students understand *surfing*. Students discuss the questions in pairs or small groups. Ask students to tell the class what water sports they have tried and which they would like to try.

2 Students do the exercise on their own, then discuss the reasons in pairs. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own before checking answers in pairs. Check answers with the class.

4 Elicit the names for other dangerous sports and write them on the board, for example *rock climbing*, *abseiling*, *parachuting*, *skydiving*, *hang-gliding*, *paragliding*, *potholing*, etc. Students work in pairs and discuss which they would like to try. Ask students to share their ideas with the class, giving reasons for their choices.

EXTRA IDEAS

- Ask students to underline five words/phrases they don't know in the article. Students try to guess the meaning of the words/phrases from the context. Put students into pairs or groups. Students help each other with the meaning of the new words/phrases, checking ideas in a dictionary or with you.
- For homework, students research other dangerous sports. Students find one they think is interesting and report back on it in the next class.

9 Brain food p225

Genre and topic
A magazine article about food which is good for the brain.

When to use and time
Any time after lesson 9A. 20–25 minutes.

Procedure
1 **a** Focus students on the pictures. Students do the exercise on their own or in pairs. Check answers with the class (see answer key on worksheet). Model and drill the words with the class, highlighting the pronunciation of *salmon* /ˈsæmən/, *crisps* /krɪsps/, *walnuts* /ˈwɔːlnʌts/ and *yolk* /jəʊk/.

b Students discuss the questions in pairs. Check answers with the class. Ask students to give reasons for their answers.

c Students do the exercise on their own before comparing their answers in pairs. Check answers with the class. You can also check students understand key words, such as *glucose* and *calories*.

2 Students do the exercise on their own, then compare answers in pairs. Check answers with the class. You can ask students which parts of the text helped them with the answers.

3 Students discuss the questions in pairs. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

10 Lost and found p226

Genre and topic
Three short newspaper articles about lost wedding rings.

When to use and time
Any time after lesson 10C. 20–25 minutes.

Procedure
1 **a** Ask students to cover the articles. Focus students on the pictures. Students do the exercise in pairs. Ask students to share their ideas with the class, but don't tell them if they are correct at this stage.

b Students do the exercise on their own, then compare their answers in pairs. Check answers with the class (see answer key on worksheet).

2 Students do the exercise in pairs. Check answers with the class. You can ask students to say which parts of the texts helped them with the answers.

3 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class.

EXTRA IDEA

- For homework, students write stories about losing an important possession, answering the questions in **3**. In the next class, students can read each other's stories and discuss which story is the most interesting.

11 Jobs you didn't know you wanted p227

Genre and topic
A blog about unusual jobs.

When to use and time
Any time after lesson 11B. 15–25 minutes.

Procedure
1 Students do the exercise in pairs. Ask students to share their ideas with the class. Don't tell them if they are correct at this stage.

2 Students do the exercise on their own before comparing answers in pairs. Check answers with the class (see answer key on worksheet).

3 **a** Students do the exercise on their own, then compare answers in pairs. Do not check answers at this stage.

b Students do the exercise in pairs. Check answers with the class. You can ask students to explain why they have chosen A or B in each text.

4 Students discuss the questions in pairs or groups. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

EXTRA IDEA

- Put students into two groups, group A (employers) and group B (applicants for the jobs in the articles). Group A prepares questions to ask group B. Allow students a few minutes to prepare their questions (group A) and to prepare to talk about their skills and experience (group B). While students are working, monitor and help with any new vocabulary students need. Students work in pairs. Student As interview student Bs for the jobs.

12 Turning points p228

Genre and topic
A magazine article about the effect of a plane crash on one survivor.

When to use and time
Any time after lesson 12B. 20–25 minutes.

Procedure
1 Check students understand *a major turning point* (a time when your life changed in an important way). Give students a minute or two to make notes about a major turning point in their lives. Students discuss the questions in pairs or small groups. Ask students to tell the class something interesting they have heard from another student.

2 Students do the exercise on their own before comparing answers in pairs. You can set a time limit of three minutes to encourage students to read for gist. Check answers with the class (see answer key on worksheet).

3 Students do the exercise on their own, then compare answers in pairs. Check answers with the class. You can ask students to say which parts of the text helped them with the answers.

4 Students discuss the questions in groups. Ask students to share their ideas with the class, giving reasons for their ideas if possible.

EXTRA IDEAS

- Ask students to make a list of three things they have always wanted to do but haven't managed to do yet. Students discuss their ideas in groups. Ask students to share their ideas with the class.
- For homework, students write about an important turning point in their lives.

1 Happiness

1 **Do you think people in your country are happier now than they were 50 years ago? Why?/Why not?**

2 **Read the article and match headings a–e to paragraphs 1–5.**

a Studying happiness _____

b Measuring one country's happiness _____

c What the happiness index measures _____

d The future: improving well-being _____

e The results of some happiness surveys _____

3 **Read the article again. Choose the correct answers.**

1 Some governments want to measure ...
a people's health. **b** only economic aspects.
c different aspects of people's lives.

2 The data shows that ...
a wealthy people are the happiest.
b people in Britain have got happier.
c although some people have got richer, they have not become happier.

3 According to the article, our happiness is probably linked to ...
a the people in our social circle.
b our possessions. **c** our standard of living.

4 In Bhutan, the government ...
a controls parts of the media.
b plans to start measuring happiness.
c encourages globalisation.

5 Some educational institutions are trying to improve people's happiness by ...
a working with governments.
b teaching well-being to children.
c working with families.

6 According to the article, ...
a the state should take responsibility for happiness.
b the governments' plans will definitely improve people's happiness.
c the happiness industry is likely to expand in future.

4 **Do you think governments can improve people's happiness? If so, how? If not, why not?**

EXTRA READING: Photocopiable

The happiness industry



1 USUALLY A COUNTRY measures its success by economic growth, but these days many governments, including those of the UK, France and Canada, are interested in measuring a nation's well-being by having a 'happiness index'. The index is designed to measure aspects such as quality of life.

2 Richard Layard, a professor at the London School of Economics and author of *Happiness: Lessons from a New Science*, believes 'the best society is one where the people are happiest'. But what makes us happy? According to Professor Layard, surveys have shown that in the past 50 years 'average happiness has not increased at all in Britain or in the United States – despite massive increases in living standards'. Similar surveys around the world indicate that some of the poorest countries have the highest levels of happiness. This might suggest that being happy isn't about the things we own, but about how we live our lives and the quality of the relationships we have with other people and with nature.

3 The Himalayan Kingdom of Bhutan has measured its people's 'gross national happiness' since 1972 and the results have influenced the government's policies ever since. For example, television was banned until 1999 and there are still strict government controls on the amount of advertising for children. These measures aim to preserve and promote traditional cultural values, which some people believe contribute to the nation's happiness.

4 The relatively new science of happiness has become a popular academic subject around the world. More than 200 institutions either have research institutes or offer courses in positive psychology, which seek to maximise happiness for individuals and society. Some schools in the UK are even giving lessons on well-being, based on positive thinking, dealing with problems in the home, relaxation techniques and meditation.

5 Many people believe happiness to be personal and the responsibility of the individual, not the state. However, nothing is going to stop the growth of the happiness industry as governments try to improve 'general well-being' alongside the national economy.

2 a4 b3 c1 d5 e2 3 1b 2c 3a 4a 5b 6c

© Cambridge University Press 2013

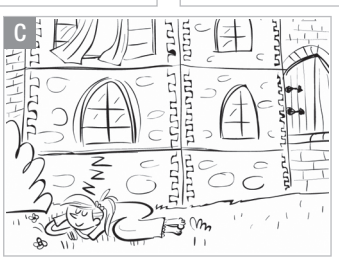
2 Sleepwalkers

1 **What problems can people have with sleeping? What can be done to help these people?**

2 **Read the blog about sleepwalkers. Match the pictures to the people in the stories. Which sleepwalker: is not a regular sleepwalker? has a physical problem? is the most talented?**







3 **Read the article again. Fill in the gaps in these sentences with Gary, Adam or Fiona.**

1 _____ thinks there is probably a physical reason for the sleepwalking.

2 _____ prepares for the night's sleepwalking activity.

3 _____ lives in a rather unusual house.

4 _____ started sleepwalking when he/she was a very small child.

5 _____ can only sleep for short periods at a time.

6 _____ was unusually lucky.

7 _____ might make some money from sleepwalking.

8 _____ started sleepwalking at the age of 13.

4 **Which of the stories do you think is the most interesting? Why? What advice could you give someone who has a problem with sleepwalking?**

EXTRA READING: Photocopiable

http://www.sleepwalkerstories.net/stories

The sleepwalking artist

By day Gary Brooks is a nurse, but by night he's a 'sleepwalking artist' who produces strange and fantastic artworks that he has no memory of drawing when he wakes up the next morning.

Brooks first started sleepwalking when he was four years old. His sleepwalking increased in his late teens and early twenties, and Brooks would wake up to find everything nearby – tables, newspapers, clothes and walls – covered in artwork. He started leaving artists' materials out when he went to bed and, sure enough, when he woke up, he would find finished pictures beside him. During the day, Brooks shows no interest or ability in art whatsoever. Despite this, major galleries have asked for examples of his work, which they hope to sell for its artistic – as well as its unusual – qualities.

The sleepwalking chef

Adam Frost, a 53-year-old chef, gets up four or five times a week while he's asleep and heads to the kitchen, where he prepares omelettes, stir fries and chips. He has been a sleepwalker for 40 years and his wife, Edith, is becoming increasingly worried about her husband having an accident while in the kitchen in the middle of the night.

Adam now can't sleep for more than three hours at a time. He believes that the problem may be due to a stomach ulcer. Because the painful condition only allows him to eat very small portions, he thinks his hunger might cause him to head to the kitchen in his sleep. He is currently seeking help from a number of sleep specialists.

The sleepwalking teenager

In May 2009, a sleepwalking teenager stepped out of the bedroom window at her historic castle home and fell almost eight metres to the ground. Fiona Cooke got out of bed and pulled on a jumper before making her dramatic, unconscious exit from the first floor of the nineteenth-century house. She landed feet-first on grass before collapsing. Semi-conscious, Fiona screamed for help and her parents took her to hospital. There, to the amazement of doctors, tests revealed she hadn't broken a single bone.

Fiona, a 20-year-old student, does not usually sleepwalk and has no memory of what happened. Dr Phil Machado, director of the Chester Sleep Institute, said sleepwalking out of a window was not unique, but to completely escape injury, as Fiona did, was remarkable.

3 1 Adam 2 Gary 3 Fiona 4 Gary 5 Adam 6 Fiona 7 Gary 8 Adam

2 **A Adam Frost** has a physical problem. **B Gary Brooks** is the most talented. **C Fiona Cooke** is not a regular sleepwalker.

© Cambridge University Press 2013
Instructions p213

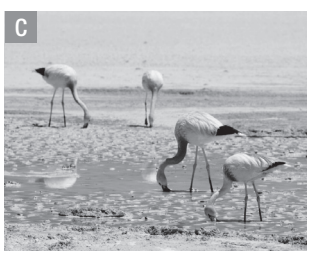
3 A unique experience

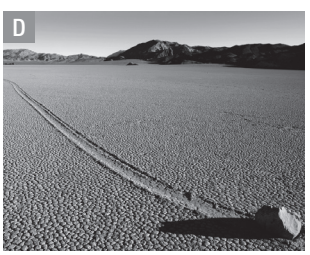
1 Do you prefer going on holiday to new places or to places you've been to before? Why? When did you last go to a new holiday destination? What was it like? Would you recommend it? Why?/ Why not?

2 **a** Look at the photos of four unusual holiday destinations. What do you think is unusual about them?









b Read the web page. Check your answers to **2a** and match photos A–D to these places.

Bolivia	Thailand	California	Germany

3 Read the web page again. Are these sentences true (T) or false (F)?

1 Salar de Uyuni is a large, flat area by the sea.
2 The website recommends visiting Salar de Uyuni in November.
3 In Thailand, the water festival is connected to New Year.
4 During Songkran, people try not to throw water over tourists.
5 If you visit Death Valley, you are likely to see the Sailing Stones moving.
6 The rocks are pushed along by the wind.
7 The nuclear power plant in Kalkar was built by a Dutch businessman.
8 People can climb up the outside of the old cooling tower.

4 Which place would you most like to visit? Why?

www.holidayswithadifference.net

Holidays With A Difference!

Dazzling landscapes Visit Salar de Uyuni in south-western Bolivia to see the world's largest salt flat, which lies 3,650 metres above sea level and contains about 10 billion tons of salt. Take an unforgettable trip across 10,000 square kms of pure white salt and stay in the Tayka Salt Hotel, which is made entirely out of salt. Every November, Salar de Uyuni is the breeding ground for flamingos. To witness these pink creatures against the dazzling white landscape is a sight not to be missed. **See more…**

Unforgettable experiences Visit Thailand during the Songkran Festival in mid-April to celebrate the traditional New Year in an unusually wet way. As part of the cleaning and purification rituals which are central to the festivities, younger local people enthusiastically take part in the extremely popular 'water throwing festival'. Crowds line the roads ready to spray jets of water over anyone who passes (including motorcyclists and tourists). Joining in this massive water fight is an experience you will never forget! **See more…**

Romantic mysteries Visit Death Valley, California, to witness the mysterious Sailing Stones. You can clearly see the long tracks left by stones weighing up to several kilos which have moved across the flat dry landscape of Death Valley. So what is it that pushes them along? For decades no one had actually witnessed a rock moving, but a recent video shows some of the rocks trapped in melting ice and leaving a trail as they are driven across the surface by strong winds. There's something romantic about the Sailing Stones, which, in one of the most barren and inhospitable places on Earth, seem to have a life of their own. **See more…**

Family fun Wunderland Kalkar is a unique funfair built on the site of a never-used nuclear power plant in Kalkar, Germany. Construction of the plant began in 1972, but when it was completed over 10 years later, authorities decided to pull the plug on the $4 billion project. In 1995, Dutch businessman Hennie van der Most bought what was left of the Kalkar plant for only €2.5 million. He managed to turn it into a profitable amusement park with over 40 rides that is visited by over 600,000 people every year. Among the most interesting features are the swing ride set up inside the cooling tower and the climbing wall on its outer walls. A trip to Wunderland Kalkar is a blast for the whole family. **See more…**

EXTRA READING: Photocopiable

2 **b** Bolivia: C Thailand: A California: D Germany: B **3** 1F 2T 3T 4F 5F 6T 7F 8T

© Cambridge University Press 2013

4 Born to sail

1 **Have you ever been on a yacht, a ferry or a ship? If so, did you enjoy the experience? If not, which would you like to travel on? Why?**

2 **Read the article. Which one of these words does not describe Laura's character? Why not?**

a determined **b** adventurous
c traditional **d** independent

3 **Read the article again. Correct five mistakes in this summary.**

Laura Dekker became the youngest person to sail solo around the world in 2012, but it was not easy for her to achieve her dream. When Laura was eight she sailed by herself for the first time. At thirteen, she sailed from the Netherlands to England with her father. However, the Dutch authorities stopped her from sailing around the world when she was fourteen, even though her mother had given permission. Laura finally set off on her journey when she was sixteen. Despite bad weather, lack of sleep and fear of being attacked by sharks, Laura completed the 27,000-mile voyage around the world in 500 days.

4 **Imagine you are going to sail around the world. Who would you like to sail with? Which five personal items would you take with you?**

EXTRA READING: Photocopiable

The teenage sailor who travelled around the world alone

Laura Dekker became the youngest sailor to circumnavigate the globe single-handedly on her boat, *Guppy*, in 2012. 'There were moments when I thought, what am I doing here?' she told journalists. 'But I never wanted to stop. It was a dream and I wanted to do it.' Dekker's story is remarkable – not simply because she completed the 27,000-mile journey at the age of 16 – but because of the battle she fought against the authorities to be allowed to set sail at all.

Her Dutch parents were living on a yacht in a port in New Zealand when Dekker was born, and she first sailed solo at the age of six. When she was eight, she decided her ambition was to sail around the world, and aged just 13, Dekker took her father's boat without telling him and sailed solo from the Netherlands to England. She completed the journey successfully, but on arrival in England she was taken into care by social services and held for a week until her father came to get her. Neither that experience nor the conditions at sea, which were terrible, stopped her from wanting to follow her dream.

Dekker's record-breaking journey began on 21st August 2010, when she was only 15. During her 500 days at sea, Dekker's routine was tough. Forced to keep an eye on her course and to look out for other boats, storms and even whales, she could sleep for only two hours at a time. Close to land, where she had to avoid collisions with cargo ships, this shortened to 20-minute naps. She took on six-metre-high waves and extreme weather, and



worried about being attacked by pirates. She survived weeks at sea with no company, except for the ants and cockroaches that were in her cabin. And on top of this, she still had to do schoolwork.

But this was nothing compared to the battle Laura had faced against the Dutch authorities before she set off. A Dutch court had stopped her previous attempt to start her world voyage at 14 and threatened to take her into care, despite having her father's permission. Although the order was lifted before the latest voyage, the authorities claimed that the teenager was not doing enough schoolwork while she was on her 38-foot yacht. Of her troubles with the authorities, she wrote in her blog, 'It was all a frightening and traumatic experience.' But of her adventures at sea, she said, 'I sailed around the world and I am still surprised that it just feels so incredibly normal.' Clearly born to sail, Laura added, 'At sea, I feel comfortable and I come to rest.'

2 **c** Laura isn't traditional because she has led a very unusual life and done extraordinary things. **3** **1** When Laura was **six** … **2** … to England **on her own/solo**. **3** … even though her **father** had given permission. **4** … when she was **fifteen**. **5** … being attacked by **pirates**, …

© Cambridge University Press 2013
Instructions p214

5 Trash or treasure?

1 **What objects are popular with collectors? Why do you think people collect these objects?**

2 **Read the article. Then match headings a–f to paragraphs 1–6.**

a Three valuable discoveries
b A waste of money *1*
c Ruined!
d A popular TV show
e Don't throw it away
f Fakes!

3 **a Read the article again. Put these objects in order from the most valuable (1) to the least valuable (6).**

- [ ] the comics
- [ ] the pair of vases
- [ ] the postcard of the *Queen Mary*
- [6] the glass bottle
- [ ] the bronze sculpture
- [ ] the porcelain bowl

b What do the words/phrases in bold in the article mean? Choose the best answer.

1 **a** has value **b** has no purpose
2 **a** cheap **b** not new
3 **a** noticed **b** looked for
4 **a** old **b** not common
5 **a** someone who delivers things **b** someone who buys and sells a particular product
6 **a** people who do something as a hobby **b** people who are training to do a job

4 **What have you (or people you know) collected as a hobby or for profit? What would you choose to collect if you started collecting now?**



Valuable discovery or embarrassing mistake?



1 A collector who spent more than £1,000 on an old glass bottle was understandably upset when a glass expert examined the item and said, 'I'm afraid it's an empty olive oil bottle, Tesco, circa 2008. It's [1]**worth** nothing at all.'

2 The man had turned up for popular TV programme, *Antiques Roadshow*, in which experts examine objects people bring to the show and estimate their value. People are hopeful that the old china bowl they bought in a [2]**second-hand** street market might be worth a lot of money. Inevitably, the show has made some valuable discoveries – and revealed some embarrassing mistakes.

3 Rail caterer Ben Caldicott had been collecting for ten years when he [3]**spotted** a postcard of the transatlantic passenger ship, the *Queen Mary*, which sailed in the North Atlantic Ocean between 1936 and 1967. He bought the [4]**rare** postcard for 50 pence and was amazed when his find was valued at £25,000. Meanwhile, Dawn Hutchinson took her grandfather's collection of comics to the show. An expert valued the first-ever copies of the popular children's comics, *Beano* and *Dandy*, at £7,000. And a British family were amazed when the everyday porcelain bowl in their kitchen turned out to be fourteenth-century Chinese Ming Dynasty and was worth almost £200,000. It was brought to Britain 100 years ago by an ancestor in the tea trade and sat on a shelf until an antiques [5]**dealer** visited the house and told the family it could be valuable.

4 It is easy for [6]**amateurs** with little experience to be fooled by good-quality copies of original pieces, and even experienced dealers can make mistakes. One dealer with 14 years' experience was embarrassed to find out that a pair of vases he'd believed were eighteenth century were worth less than £30. When washed, it became clear they were copies.

5 Most experienced collectors are aware of the dangers of cleaning possible antiques. One couple brought along a bronze sculpture – which they had polished to perfection with modern cleaning materials – to show experts. But the cleaning products had removed the statue's natural protective coating. Uncleaned, it would have been worth a lot of money. As it was, the couple had reduced its value to about £10.

6 So, before you get rid of the china vase you inherited from your grandparents, or put that dusty old bronze bowl in the bin, it might be worth taking them along to be valued. Just don't clean them up first!

EXTRA READING: Photocopiable

2 a3 b1 c5 d2 e6 f4 **3** a 1 the porcelain bowl 2 the postcard 3 the comics 4 the pair of vases 5 the bronze sculpture
b 1a 2b 3a 4b 5b 6a

© Cambridge University Press 2013

6 Great failures

1 **Look at the people in the photos. What do you know about them?**

2 **a** **Before you read, check these words/phrases with your teacher or in a dictionary.**

defeat struggle a polytechnic
a menial job go bankrupt

b **Read the article and check your ideas in 1. Who do you think has had the most success? Who has had the biggest failure?**

3 **Read the article again. Choose the correct way (a–c) to finish the sentences.**

1 Heather Hanbury believes …
   - **a** success is not important.
   - **b** children should not be afraid of making mistakes.
   - **c** children need to learn not to make mistakes.

2 JK Rowling …
   - **a** said her failure led to her success as an author.
   - **b** started writing the Harry Potter books when she was at university.
   - **c** found it hard to get her first novel published.

3 Albert Einstein …
   - **a** did well in his early education.
   - **b** impressed his teacher at school.
   - **c** didn't do well enough in some subjects to get a place at the polytechnic.

4 Soichiro Honda …
   - **a** applied for a job with Toyota Motor Corporation.
   - **b** was offered a job by the Honda Motor Company.
   - **c** immediately made a lot of money through the new business.

4 **Can you think of any failures in your life or mistakes you have made which have helped you learn or achieve something?**

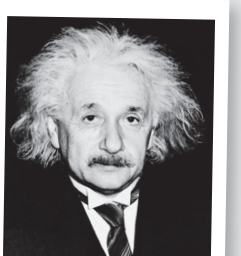
EXTRA READING: Photocopiable

Big ideas – great failures

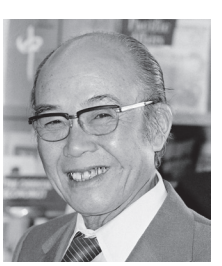
A top UK school is holding a 'Failure Week' to teach pupils that they will not always win in life and how to make the most of defeat. Heather Hanbury, the head teacher of Wimbledon High School in south London, said children should take risks, learn from mistakes and deal with 'failure' directly. Her message to children is that it is better to lead a life full of disappointments than one where you constantly wonder 'if only'.



JK Rowling has earned billions of pounds from the Harry Potter books and films, and is now richer than the Queen of England. But seven years after finishing university, Rowling said she was the biggest failure she knew. She started writing the first Harry Potter novel while working as an English language teacher in Portugal. The book was rejected by dozens of publishers, but she didn't give up hope. When it was finally accepted, Rowling was advised to find a day job because she was unlikely to make any money from children's books.



Albert Einstein is generally regarded as the father of modern physics and one of the greatest intellects of all time, but he struggled with defeat at times in his early life. He achieved poor grades at school, with one teacher reportedly saying, 'Einstein, you will never amount to anything!' In 1895, at the age of sixteen, Einstein failed to get in to the Swiss Federal Polytechnic in Zurich, even though he achieved excellent grades in physics and mathematics. Einstein was later awarded the Nobel Prize in Physics.



Soichiro Honda was turned down by Toyota Motor Corporation following an interview for a job as an engineer. The young Honda learned his trade slowly through a succession of menial jobs before going on to start his own company, the Honda Motor Company Ltd, in 1946. The company's first product was a small scooter called 'Dream'. The company nearly went bankrupt several times, but has grown to become one of the world's largest motorcycle and car manufacturers.

3 1b 2c 3c 4a

© Cambridge University Press 2013
Instructions p214

7 Christian the lion

1 **Which animals have you seen in the wild? Which would you like to see?**

2 **Read the blog. Answer these questions.**

1 Where did Christian live when he was growing up?

2 What happened when John and Ace went to see him in Kenya?

3 How did Christian become famous?

3 **Read the blog again. Put these events in order (1–9).**

a Christian lived with John and Ace in Chelsea.

b John and Ace bought the lion cub and called him Christian.

c Christian played with his friends for the last time.

d A zoo sold a lion cub to a London department store.

e Someone put a video of the reunion online, which went viral.

f A film of their trip to Kenya was shown on TV.

g Christian greeted the friends when they visited him in Kenya.

h John and Ace took Christian to live in Kenya.

i John and Ace decided that Christian couldn't live in their flat any longer.

4 **Which animals do you think make the best pets? Do you think wild animals should be kept as pets? Why?/Why not?**

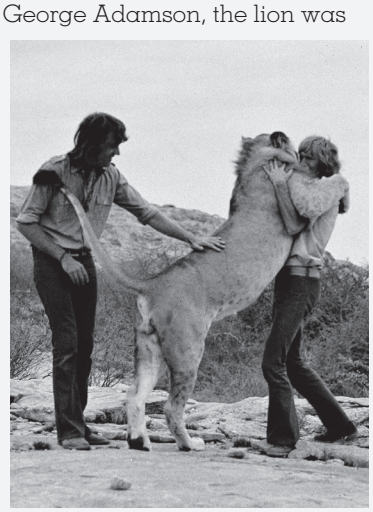
www.amazinganimalstories.net/christianthelion

Christian the lion was bought from Harrods, the famous London department store, as a cub in 1969. At that time, it was still legal for shops in the UK to sell wild animals as pets. The lion cub had been born in a zoo, but it was sold to Harrods when the zoo closed. At Harrods, the playful young lion caused chaos, so Harrods' managers were relieved when two friends, John Rendall and Ace Bourke, wanted to give the cub a home.



The two men ran a furniture shop in Chelsea, a fashionable part of London, and Christian lived there with them as a pet. They used to drive around London in their sports car with the lion on the back seat and take him to their favourite restaurants. There was a local graveyard nearby where Christian could play outside every day and they also used to take him to the beach. He was well-behaved and very affectionate; everyone loved him.

But Christian was growing all the time – from about 16 kilos when he first arrived to 84 kilos a year later – and he was starting to grow a mane. John and Ace realised that they couldn't keep him in their flat any longer, so they decided to take him to Africa so that he could start a new life. Christian was flown to Kenya in 1971 where, with the help of an expert, George Adamson, the lion was successfully introduced to the wild.



Nine months later, John and Ace went to Kenya in the hope of seeing Christian, even though they were warned that the lion probably wouldn't remember them. But as soon as Christian saw his old friends he started running towards them. He jumped up and repeatedly put his paws on their shoulders, exactly as he used to when they lived in London together.

A year later, the two men went back to Kenya and met Christian again. By then he had a family and cubs of his own. The lion came to see them one evening and they spent the whole night playing together. Then in the morning Christian walked back into the jungle, never to be seen again.

John and Ace's trip was filmed for a TV documentary, then a few years later a clip from the documentary showing the lion greeting the two men was posted online. Different versions of the reunion on YouTube have been watched over 30 million times, making it one of the most-watched videos in internet history.

EXTRA READING: Photocopiable

2 1 He lived in a furniture shop in Chelsea, a fashionable part of London. 2 He ran towards them, then jumped up repeatedly and put his paws on their shoulders. 3 Someone posted a video of him on YouTube, which has been watched over 30 million times.

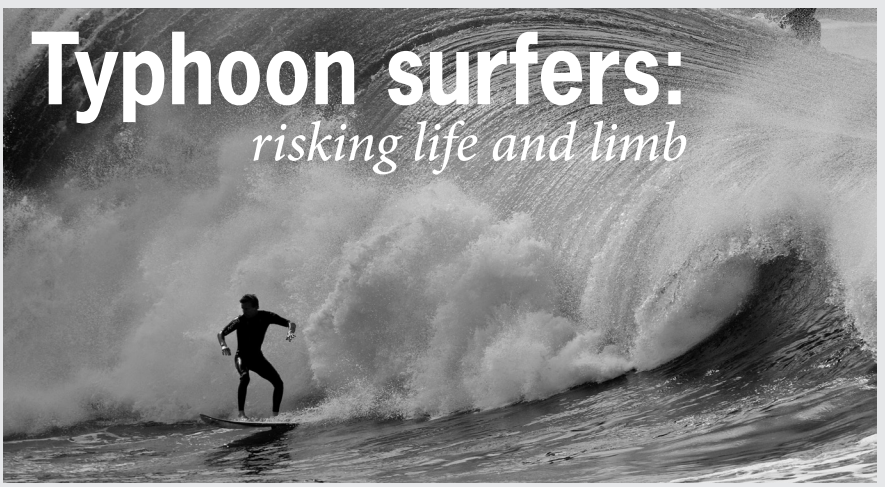
3 1d 2b 3a 4i 5h 6g 7c 8f 9e

© Cambridge University Press 2013

8 Riding the waves

1 **Have you ever done any water sports, like surfing or water skiing? If so, what was it like? If not, what kind of water sport would you most like to try? Why?**

2 **Read the article. Why do people go typhoon surfing in Taiwan? Find at least three reasons.**



Typhoon surfers:
risking life and limb

1 Every year between June and October, four or five typhoons hit the coast of Taiwan with strong winds and heavy rain. Around Taiwan, typhoons usually kill between 10 and 20 people annually, with as few as three deaths in 2006 and as many as 643 in 2009. But for a growing group of surfers, the typhoons generate the perfect conditions for their sport – typhoon surfing.

2 Typhoons can generate big waves, known as swells, of three to four metres along the coast of Taiwan, but waves of up to 32.5 metres were recorded during Typhoon Kosa in 2007. 'Typhoon swells are probably the best surfable waves in Taiwan,' said Chris Hsia, 30, who runs a small hotel for surfers. The best waves – from a surfer's point of view – occur just before or after a storm hits.

3 The sport, which was once dominated by Westerners living in Taiwan, has taken off locally in the last few years. Some Taiwanese teenagers surf to rebel against the older generation who disapprove of the sport. Others do it to challenge themselves and to beat records. About 200 people go surfing during each typhoon.

4 The Taiwanese authorities are keen to discourage the growing interest in this extreme sport and have declared typhoon surfing illegal. Dramatic films of the surfers shown by local television networks emphasise the dangers of the sport and often get the surfers into trouble with the authorities. But despite the extreme weather conditions, these dedicated surfers say conditions are safe enough if you know what you're doing.

5 So what is it that makes people pursue this sport with such passion? 'The thing they don't understand is that we are living on an island, so of course people will go in the ocean,' Hsia said. This may be true, but some of the most experienced typhoon surfers will travel far and wide in order to find giant waves. Over 15 years ago, Australian surfer, Ross Clarke-Jones, set himself the challenge of riding all the biggest waves on the planet. That ambition has taken him all over the world in search of typhoons. At 45, Clarke-Jones shows no signs of slowing down, despite suffering several near-drownings and a number of broken bones. But the risks appear to be worth it in order to be part of the surfing community. 'The best thing out of nearly 30 years of surfing is the great people I've met and the places I've been to along the way. It's just incredible ... it's priceless what surfing has given me.'



Ross Clarke-Jones, big-wave surfer

3 **Read the article again. Match topics a–g to paragraphs 1–5.**

a one typhoon surfer's ambition
b the dangers of typhoons
c the best moment to surf during a typhoon
d what the sport has offered one surfer
e action taken by those against the sport
f the number of typhoon surfers in Taiwan
g the surfers' point of view about the risks involved

4 **What other dangerous sports do people do around the world? Would you like to try any of them? Why?/Why not?**

2 Because typhoons produce the best surfable waves in the country; to rebel against the older generation; to challenge themselves; to beat records; because they live on an island; because they enjoy it 3 a5 (to ride the biggest waves on the planet) b1 (typhoons kill between 10 and 20 people annually) c2 (just before or after a storm hits) d5 (great people and places) e4 (the authorities have declared typhoon surfing illegal) f3 (about 200) g4 (it's safe enough if you know what you're doing)

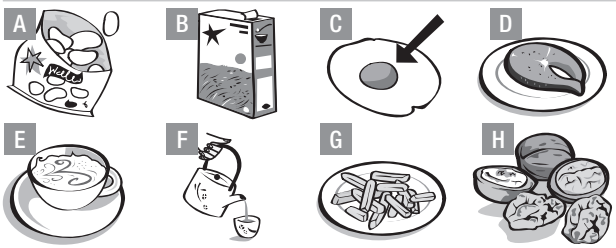
EXTRA READING: Photocopiable

© Cambridge University Press 2013
Instructions p215

9 Brain food

1 a **Match these types of food and drink to pictures A–H.**

1 oats 2 chips 3 salmon 4 crisps 5 a cappuccino
6 walnuts 7 egg yolk 8 green tea



b **Which types of food and drink in 1a are good for the brain? Which do you think aren't good for the brain? Do you know why?**

c **Read the article and check your ideas.**

2 Read the article again. Are these sentences true (T) or false (F)?

1 The writer is a student at university.
2 She thinks that students doing exams should choose food carefully.
3 More than half of the calories we eat are used by the brain.
4 A large amount of glucose improves memory.
5 For the brain to work well, we should eat little and often.
6 Eating fast food means energy is released slowly into your system.
7 Green tea and salmon should both improve the way you feel.
8 You may do better in tests if you eat walnuts.

3 How often do you eat the things mentioned in the article? What other types of food and drink do you think are good for the brain?

Eat smarter – and pass your exams!

These days many people are careful about what they eat, but can what you eat make you clever? Erica Weiss, a lecturer in food nutrition at Central London University, explains how you can eat smarter and pass those end-of-year exams!



At the moment I'm typing this article on my laptop in a university café. Around me undergraduates are drinking cappuccinos and eating sandwiches or burgers while they catch up on the day's gossip. A lot of them are studying for exams at the moment, but they probably don't realise that what they eat can help them get better results. And me? I'm drinking a cup of green tea and eating an egg and salmon salad. Sounds boring, perhaps, but if you have exams coming up, or you just need to remember things better, then maybe you should think a bit more about how you feed your brain.

A person's brain weighs just 2% of our body weight, but it uses about 20% of the calories we eat. It requires a steady diet of glucose, which we usually get from eating carbohydrates (fruit, vegetables, rice, bread, etc.). However, the brain needs the right amount of energy; not too much and not too little. It works best with about 25g of glucose circulating in the body. That's about the amount contained in a banana. If you have too much glucose in your system, it reduces how much you can remember. The message therefore is that people should eat more frequent but smaller meals if they want to keep their brain performing at its best.

These days many people are eating more and more fast food, which isn't good for their brains (or their hearts).

Fast food like chips and snacks such as crisps contain a lot of trans-fats, which affect brain cells and reduce the ability to think clearly. Instead, try to eat food like oats, sweet potatoes and basmati rice, which release energy slowly into the bloodstream, not in a rush as with fast food, chocolate or sugary drinks.

As for drinks, tea is excellent as it protects the brain from damage and helps produce dopamine, which is essential for a positive way of thinking. As for my salad, egg yolks contain a substance called choline, which helps your brain remember things. And salmon – which should be wild, not farmed – improves brain function and mood, so it might help you to get better exam results. If you're vegetarian, eat a few walnuts every day instead. They even look like tiny brains!

Finally, don't drink too much coffee. It slows your brain down and makes it harder to remember things. Like which room your exam is in, for example!

EXTRA READING: Photocopiable

1 **a** 1B 2G 3D 4A 5E 6H 7C 8F **b** **Good for the brain:** oats (release energy slowly), salmon, walnuts (improve brain function and mood), egg yolk (helps memory), tea (protects brain and helps produce dopamine) **Bad for the brain:** chips, crisps (trans-fats affect brain cells and reduce ability to think clearly), cappuccino/coffee (slows brain down and bad for memory)
2 1F 2T 3F 4F 5T 6F 7T 8T

© Cambridge University Press 2013

10 Lost and found

1 **a** **Look at the pictures. Can you guess how the three people lost their wedding rings?**







b **Read the stories and check your ideas. Where was each ring found?**

2 **Read the articles again. Fill in the gaps in these sentences with Adam, Lena or Violet.**

1 *Lena* couldn't wear the ring after she found it.

2 _____ found the ring after a friend read about it.

3 _____ didn't look for the ring after it was lost.

4 _____ wanted to get rid of the ring.

5 _____ found the ring without any help.

6 _____'s ring was not found in the ground.

7 _____ was cooking when the ring disappeared.

8 _____ was very angry at the time of the loss.

3 **Have you ever lost something important to you? How did you feel? How did you try to find it? What happened in the end?**

Butcher finds lost wedding ring

Adam Haxhi was visiting a dairy farm in Lang Lang, Australia, when a calf sucked the wedding ring from his finger. Three years later, Mr Haxhi has been reunited with his missing jewellery after a butcher discovered his ring inside the stomach of one of the cows from the farm.

The butcher told the farmer, Mr Jelbart, of his discovery. Mr Jelbart remembered that a farm visitor had reported a calf sucking the ring off his finger all those years ago, and he eventually managed to get in touch with the ring's owner. Mr Haxhi said, 'One of my mates in Sydney rang me because he'd seen something in the paper about a ring being found inside a cow.'

'I was surprised it turned up,' he added. 'I didn't really expect to see it again.'

Wedding ring found in garden

A Swedish woman lost her white-gold wedding ring, set with seven diamonds, in her kitchen 16 years ago and had given up hope of ever seeing the ring again. Now she has found it … around a carrot in her garden!

Lena Pahlsson's ring went missing while doing some cooking with her daughters. After years of searching for it – including removing the kitchen's flooring – she had completely forgotten about it. But then she spotted something shiny while pulling up the carrots. Her family think the ring probably got mixed up with some potato peelings and ended up in the compost they add to the garden soil. Mrs Pahlsson is having the ring re-sized as it no longer fits.

Reunited with ring after 67 years

A British woman who threw her engagement ring into a field after a disagreement with her fiancé has been reunited with it almost 70 years later. Violet Booth, then Violet Bailey, threw the diamond ring away after arguing with her husband-to-be, Samuel. The childhood sweethearts quickly made up, but after searching unsuccessfully for the ring, they believed it was lost forever.

Amazingly Mrs Booth, now 88, is able to wear it again after her grandson found it buried in the field. 'It was only buried about three to four inches down,' said the grandson, 'and it wasn't even damaged. I just gave it a wipe and that was it. It was incredible.'

EXTRA READING: Photocopiable

1 **b** Adam Haxhi's ring was found inside a cow. Lena Pahlsson's ring was found around a carrot in her garden. Violet Booth's ring was found in the field where she had thrown it 70 years ago. **2** **2** Adam **3** Adam **4** Violet **5** Lena **6** Adam **7** Lena **8** Violet

© Cambridge University Press 2013
Instructions p216

11 Jobs you didn't know you wanted

1 **Look at pictures A–C. What jobs do you think the people have? What do they have to do in their jobs, do you think?**



2 **Read the blog. Match pictures A–C to the jobs. Were your guesses in 1 correct? What does each job involve?**

3 **a** **These sentences have been removed from the job descriptions in the blog. Match them to the jobs. There is one extra sentence which you do not need.**

1 Although based on chemistry, the work involves a certain amount of creativity.

2 The job can result in health problems as you get older, particularly back pain.

3 In fact, many courses are run in calm and often exotic locations.

4 They tend to be recruited by companies or governments via the internet.

b **Decide if the sentences go in position A or B in the job descriptions.**

4 **Which of the jobs in the article would you most like to do? Which would you least like to do? Why?**

www.jobsyoudidntknowyouwanted.com

Sleep instructor

Sleep instructors help the overworked catch up on their sleep with mind-body exercises, but their advice doesn't only apply at night. They also help clients boost productivity, energy levels and performance at work in order to reduce night-time stress. A _____ They advise managers on how to create a 'sleep-supportive' environment, including limiting work hours and helping employees avoid stressful commuting to and from work. The job tends not to be office-based. B _____ Candidates need to complete a training programme in sleep instruction and most will have a background in fitness or the healing arts, such as yoga or pilates.

Salary range: $25,000–$60,000 a year

Ethical hacker

Billions are lost to businesses around the world every year due to cyber crime. As a result, there is a growing demand for ethical hackers who can make the electronic world a safer place for all of us. A _____ Ethical hackers attack computers using the same methods and systems as criminal hackers, but they are employed by corporations to do so. Their aim is to identify and correct weaknesses in a computer network or system. If applicants can break certain internet codes, they will be asked for interview. B _____ Suitable candidates probably do not need to be taught how to hack but may need help with personal skills – they tend to be brilliant with computers, but not necessarily very good with people.

Salary range: $50,000–$100,000 a year

Flavourist

Flavourists are the tastemakers of the modern world. An ever-more-complicated food industry is always looking for people with a scientific background and a taste for fine cuisine. A _____ Flavour chemists, or flavourists, analyse natural flavours and work to re-create them in a laboratory, but with added appeal: stronger and longer-lasting flavours, without the poisons and allergens of some natural flavours. Some universities and colleges are offering degree programmes specifically designed to prepare students for this tasty career. B _____

Salary range: $60,000–$80,000 a year

EXTRA READING: Photocopiable

2 A Sleep instructor. They help improve productivity, energy and performance at work. B Flavourist. They analyse natural flavours and try to re-create and improve them artificially. C Ethical hacker. They help corporations to identify and correct weaknesses in their computer systems. **3** **a** **1** Flavourist **2** not needed **3** Sleep instructor **4** Ethical hacker **b** **1** A **3** B **4** A

© Cambridge University Press 2013

12 Turning points

1 **Think of a major turning point in your life. What happened and how did it change your life?**

2 **Read the magazine article. What happened to Flight 1549 and its passengers and crew? Did the incident have a positive or negative influence on Ric Elias's life?**

3 **Read the article again. Choose the correct answers.**

1 The destination of Flight 1549 was …
   - **a** New York.
   - **b** North Carolina.
   - **c** LaGuardia.

2 When Ric first heard the explosion, the flight attendants …
   - **a** told him not to worry.
   - **b** immediately looked frightened.
   - **c** said the problem was serious.

3 Shortly after the explosion, the pilot …
   - **a** decided to try to land on the river.
   - **b** could no longer control the plane.
   - **c** told the crew to prepare the passengers for landing.

4 Because of the incident, Ric realised that …
   - **a** there were specific experiences he wanted to have.
   - **b** he had previously had no purpose in life.
   - **c** he shouldn't put off doing things he wanted to do.

5 As they passed over the bridge, Ric realised he'd spent too much time and energy …
   - **a** trying to be successful.
   - **b** having arguments with people he loved.
   - **c** with people he didn't care about.

6 Just before the landing, Ric felt …
   - **a** terrified of dying.
   - **b** unhappy with the way he'd lived his life.
   - **c** sorry that he would not be there for his children in the future.

4 **Which of the three things Ric learned do you think is the most important? Why?**

Three things I learned while my plane crashed



Ric Elias had a front-row seat on Flight 1549, the plane that crash-landed in the Hudson River in New York in January 2009. At 3.26 p.m., the Airbus 320 was headed for North Carolina from LaGuardia. Thirty to forty-five seconds after take-off there was a bang and the aircraft shook.

Imagine a big explosion as you climb through 3,000 feet. Imagine a plane full of smoke. Imagine the engine going 'clack, clack, clack'. Sounds scary? I had a unique seat that day. I was sitting in 1B, so I could speak to the flight attendants. I looked at them right away and they said, 'No problem. We probably hit some birds.' And we weren't that far away. We could see the buildings of Manhattan. Two minutes later, three things happened at the same time. The pilot lines up the plane with the Hudson River. He turns off the engines. Then he says three words, 'Brace for impact.' I didn't have to talk to the flight attendant any more. I could see it in her eyes. It was terror. Life was over.

Now I want to share with you three things I learned about myself that day. The first thing I learned was that it all changes in an instant. All the experiences I wanted to have and never did. I no longer want to postpone anything in life. That urgency, that purpose, has really changed my life.

The second thing I learned that day – and this is as we clear the George Washington Bridge, which was by not a lot – was that I regretted the time I've wasted arguing about things that did not matter with people that matter. And I thought about my relationship with my wife, with my friends and with other people. And afterwards, I decided to eliminate negative energy from my life. I choose to be happy.

The third thing I learned – and this is as your mental clock is ticking down '15, 14, 13' – I had a sense of 'Wow! Dying is not scary.' It's almost like we've been preparing for it our whole lives. But it was very sad. I love my life. And that sadness really became framed in one thought, which is that I only wish for one thing. 'I only wish I could see my kids grow up.' About a month later, I was watching a performance by my daughter. And I realised that the only thing that matters in my life is being a great dad.

Witnesses suggested that the engine trouble was caused by the plane flying into a flock of geese, but the pilot managed to land the plane safely on the Hudson River. Flight 1549 was carrying 155 passengers and crew, and all of them escaped unharmed.

EXTRA READING: Photocopiable

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

2 The plane hit some birds just after take-off. The passengers thought they were going to crash, but the pilot managed to land the plane on the Hudson River. All of the passengers and crew escaped unharmed. The incident had a positive effect on Ric Elias's life.

© Cambridge University Press 2013
Instructions p216

Study Skills

Instructions

There are four Study Skills worksheets (p231–p234). The aim of these worksheets is to help students become better and more independent learners. The worksheets are designed to be used in class, offering a change of pace and focus for both teacher and students. You will need to photocopy one Study Skills worksheet for each student.

1 Independent learning p231

Aim

To raise awareness of ways of learning English outside the classroom.

When to use and time

Use any time after lesson 1B. 15–25 minutes.

Procedure

1 Ask students what the four skills are (speaking, listening, reading and writing). Students read the conversation and answer the question. Check answers with the class.

Ana practises reading and writing.
Luis practises speaking and listening.

2 **a** Focus students on the table and tell students that these are ways to improve their English outside the classroom. Pre-teach *graded readers*, *a personal diary*, *an e-pal* and *subtitles*. Students do the exercise on their own before checking in pairs. Check answers with the class. Ask students to tell the class which things in the table they often/sometimes do.

1 Ana keeps a diary of what she has learned, reads English-language magazines and news websites and blogs, and writes to an e-pal. Luis practises English with a conversation partner.

b Students do the exercise in pairs. Elicit ideas from students and write them on the board. Students decide which they think are the most useful ideas.

3 **a–c** Students do the exercises on their own.

4 Put students into groups. Students compare their answers to **3a–c**. Ask each group to share interesting answers with the class. Finally, ask students to tell the class what they are planning to do outside class to improve their English.

2 Using dictionaries for pronunciation p232

Aim

To help students use phonemic transcriptions in dictionaries to check pronunciation and word stress.

When to use and time

Use any time after lesson 4B. 20–30 minutes.

Preparation

A class set of monolingual dictionaries would be useful.

Procedure

1 **a** Focus students on the table. Tell students that these are the phonemic symbols for all the vowel sounds (including diphthongs) in standard British English. Students work in pairs and decide how we say the sounds. Encourage students to look at the example words if they don't know the symbols. Check students' pronunciation of each sound with the class, modelling and drilling as necessary.

b Students work in the same pairs and write the words in the box under the correct phonemic symbols in the table in **1a**. Encourage students to say the words aloud to help them decide which symbols they match with. Don't check answers at this stage.

c Ask students to turn to Student's Book p175 to check their answers. Check answers with the class.

2 **a** Students do the exercise on their own before checking answers in pairs. Don't check answers at this stage. Note that all these words are in VOCABULARY 4.2 SB p135.

b Students do the exercise on their own. Check answers with the class.

b10 c1 d8 e3 f9 g4 h2 i6 j7

c Students do the exercise in pairs. Check answers with the class.

2 sensible 3 determined 4 reliable 5 independent
6 organised 7 responsible 8 aggressive
9 optimistic 10 ambitious

3 Tell the class that the words in **bold** in sentences a and b have the same spelling but have different meanings and pronunciation. Students do the exercise in pairs. Ensure each pair has at least one monolingual dictionary before they begin. Check answers with the class. Model and drill the words.

1 b **row** /rəʊ/ noun: a line of people or things
2 a **record** /'rekɔːd/ noun: the best, biggest, longest, etc. b **record** /rɪ'kɔːd/ verb: store sounds on electronic equipment so you can listen to them again 3 a **minute** /'mɪnɪt/ noun: 60 seconds b **minute** /maɪ'njuːt/ adjective: tiny 4 a **refuse** /rɪ'fjuːz/ verb: say or show that you don't want to do something b **refuse** /'refjuːz/ noun (U) (formal): rubbish 5 a **wind** /wɪnd/ noun: air that moves across the Earth b **wind** /waɪnd/ verb: make something work by turning a key or handle
6 a **present** /'prezənt/ noun: a gift b **present** /prɪ'zent/ verb: give something to somebody, usually at a formal ceremony

4 **a** Students do the exercise on their own.

1 wind /wɪnd/ 2 minute /maɪ'nju:t/ 3 row /raʊ/ 4 present /'prezənt/ 5 record /rɪ'kɔ:d/ 6 refuse /rɪ'fju:z/ 7 present /prɪ'zent/ 8 record /'rekɔ:d/

b Students check answers in new pairs and practise saying the words. Check answers with the class.

3 Developing reading skills p233

Aim
To raise awareness of useful reading strategies.

When to use and time
Use any time after lesson 7A. 15–25 minutes.

Procedure
1 Students discuss the questions in groups. Ask students to share interesting ideas with the class.

2 Students do the exercise on their own, then check answers in pairs. Check answers with the class. Check students understand *the gist* /dʒɪst/ (the general idea of a text) and the difference between *skimming* and *scanning*.

a2 b3 c5 d1 e4

3 **a** Students do the exercise on their own.

b Students compare answers in pairs. Ask students to share answers with the class.

4 **a–b** Do these exercises with the whole class. Set a time limit of 30 seconds to encourage students to read for gist.

c–e Students do the exercises on their own before checking in pairs. Check answers with the class. When checking **4d**, teach the verb *stick* (*stuck*, *stuck*) and highlight the collocation *press a button*.

c The EasyFind 4-Way Key Tracker. About £40.
d 1 **rush** (v): go or do something very quickly
2 **sticker** (n): a small piece of paper or plastic with writing or a picture on that you put on something
3 **press** (v): push something (for example a button)
4 **item** (n): an object/thing 5 **range** (n): the distance that it is possible for something to travel
e 1 It helps you to find things that you have lost.
2 You get a remote control and some stickers.
3 You put the stickers on the things you often lose. Press a button on the remote control and the sticker on the item makes a noise. 4 No, it doesn't.

5 **a** Students do the exercise on their own.

b Students check answers in pairs. Check answers with the class.

a3 b2 c4 d1 e5

4 Collocations p234

Aim
To raise awareness and provide practice of collocations.

When to use and time
Use any time after lesson 9D. 20–30 minutes.

Procedure
1 **a** Check students remember what a collocation is. Students do the exercise on their own. Check answers with the class.

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

b Focus students on the different types of collocation a–e and check students know what all the parts of speech mean. Students do the exercise on their own or in pairs. Check answers with the class.

a meet the deadline b completely different; absolutely furious c worried about; keen on d sore throat; healthy diet e package holiday; memory stick

2 **a** Pre-teach *poetry*. Students do the exercise on their own. Check answers with the class.

2 very 3 house 4 big 5 with 6 rock 7 heavy 8 make 9 of 10 doing

b Students do the exercise on their own or in pairs. Check answers with the class.

very tired b; detached house d; a big fan d; pleased with c; rock concert e; heavy sleeper d; make friends a; scared of c; do a course a

3 **a** Students do the exercise on their own or in pairs. Check answers with the class.

2 medicine 3 exercise 4 on tour 5 a noise 6 a stomach ache

b Students do the exercise on their own or in pairs. Check answers with the class.

take medicine; do exercise; go on tour; make a noise; have a stomach ache

c Students do the exercise in pairs. Check answers by eliciting students' answers and writing them on the board.

4 **a** Students do the exercise on their own. Check answers with the class.

2 take 3 from 4 temperature 5 operating 6 painkillers/paracetamol 7 allergic

b Students do the exercise in pairs. Finally, ask students to share interesting answers with the class.

1 Independent learning

1 **Read the conversation between two students. Which skills do Ana and Luis practise outside the classroom?**



ANA What do you do to learn English at home?

LUIS Well, I meet up with a friend once a week. He's an English friend who wants to learn Spanish, and we speak in English for half an hour and Spanish for half an hour.

ANA That's a great idea! How did you meet?

LUIS I met him online. What about you? What do you do?

ANA Well, I'm a very hard worker, you know! So I always do my homework and I keep a diary of what I learn in every lesson. It helps me remember everything we've done.

LUIS Wow, that's good!

ANA I also read a lot in English.

LUIS What do you read?

ANA I buy English magazines like *Hello!* and read the articles about famous people. I also have an e-pal who I write to. Her name's Hannah, she's Swedish and her English is brilliant.

LUIS How often do you write to her?

ANA Oh, about once a week. And I read English news websites and blogs on the internet – that's really fun.

LUIS You do a lot more than me. You'll probably be fluent by the end of the year!

2 **a** **Look at the table of ways to improve your English outside the classroom. Answer these questions.**

1 Which things do Ana and Luis do?

2 Which things do you often/sometimes do?

reading	writing	listening	speaking
Read English-language magazines and newspapers.	Chat online to other students in English-language chatrooms.	Watch English-language programmes on TV (with subtitles).	Chat online to other students from around the world.
Borrow graded readers from your school.	Keep a diary of what you have learned.	Listen to English on the internet.	Find a conversation partner and meet up every week.
Read English-language websites and blogs.	Do Reading and Writing portfolios in the **face2face** Workbook.	Watch English-language films with or without subtitles.	Chat to English speakers you know in your town/city.
Read English books.	Write to e-pals and friends in English.	Listen to songs in English.	Speak English to other students in class breaks.

b **Work in pairs. Add one more idea to each column.**

3 **a** **What did you read, listen to, write or talk about in English last week? Write your answers in the table.**

in the classroom	outside the classroom

b **Which of these things did you enjoy the most/least? Why?**

c **Look again at the table in 2a. Choose two things from the table that you will try to do next week.**

4 **Work in groups. Compare answers to 3a–c.**

STUDY SKILLS: Photocopiable

© Cambridge University Press 2013

2 Using dictionaries for pronunciation

1 a Work in pairs. Look at the table. How do we say these phonemic symbols?

/ə/ father	/æ/ apple	/ʊ/ book	/ɒ/ on	
/ɪ/ in	/i/ happy	/e/ bed	/ʌ/ cup	
/ɜː/ her	/ɑː/ arm	/uː/ blue	/ɔː/ born	/iː/ eat
/eə/ chair	/ɪə/ near	/ʊə/ tour	/ɔɪ/ boy	
/aɪ/ nine	/eɪ/ eight	/əʊ/ go	/aʊ/ out	

b Write the words in the box under the correct symbols in the table in 1a.

got easy ago shirt too could
cat swim any walk car meet
under mature eye brown where
noisy day over here

c Check your answers on p175 of the Student's Book.

2 a Mark the stress on these words.

1 adventurous
2 sensible
3 determined
4 reliable
5 independent
6 organised
7 responsible
8 aggressive
9 optimistic
10 ambitious

b Match phonemics a–j to words 1–10 in 2a.

a /ɪndɪ'pendənt/ *5*
b /æm'bɪʃəs/
c /əd'ventʃərəs/
d /ə'gresɪv/
e /dɪ'tɜːmɪnd/
f /ɒptɪ'mɪstɪk/
g /rɪ'laɪəbl/
h /'sensɪbl/
i /'ɔːgənaɪzd/
j /rɪ'spɒnsəbl/

c In dictionaries the main stress in a word is usually shown with /'/ before the stressed syllable. Look at the phonemics a–l again in 2b and check your answers to 2a.

3 Work in pairs. Use your dictionary and write the pronunciation, part of speech and definition for both uses of the words in bold in sentences a and b.

1 a I had a **row** with my best friend.
/raʊ/ *noun: a loud, angry argument*
b We sat in the front **row** of the cinema.
_____
2 a He holds the world **record** for 100 metres.
_____
b He's going to **record** a new album next year.
_____
3 a She missed the train by one **minute**.
_____
b The model animals he made were **minute**.
_____
4 a I **refuse** to go to that restaurant again.
_____
b The lorry left a pile of **refuse** in the street.
_____
5 a There's a very strong **wind** tonight.
_____
b Don't forget to **wind** the clock.
_____
6 a Did you get a **present** when you left your job?
_____
b They're going to **present** her with a prize.
_____

4 a Fill in the gaps in these sentences. Use the words in bold in 3.

1 I couldn't sleep last night. The _____ outside was too noisy.
2 I can't read this letter. Jo's writing is _____ .
3 I've never heard my parents have a _____ .
4 What was the best _____ you got for your last birthday?
5 The teacher is going to _____ us when we do the speaking exercise.
6 If you ask Michael to help you, he'll probably _____ . He's very unhelpful.
7 We're going to _____ him with an award.
8 It's a new world _____ !

b Work in new pairs. Check your answers to 4a. How do you pronounce the words?

STUDY SKILLS: Photocopiable

© Cambridge University Press 2013
Instructions p229

3 Developing reading skills



1 **Work in groups. Discuss these questions.**

1 What do you read in your language?
2 Do you read in English outside class? If so, what do you read?
3 What was the last thing you read in English?

2 **Match the types of reading a–e to reading skills 1–5.**

a ☐ read a long magazine article very quickly
b ☐ decide whether to read an article from the title and the pictures
c ☐ read a unit in a textbook you are studying for an exam
d ☐ understand unknown words in a story
e ☐ read a TV guide to find what time your favourite programme is on

1 guessing the meaning of words from the context
2 reading to get a general idea (the gist) of what a text is about (skimming)
3 predicting what a text is about before you read it
4 looking through a text quickly to find the information you want (scanning)
5 reading a text carefully for detailed understanding

3 **a Tick how you deal with words you don't know when you are reading.**

1 I don't worry about them.
2 I guess the meaning of each word.
3 I underline them and look them up at the end.
4 I choose four or five important words and look them up.

b Work in pairs. Compare answers.

4 **a Look at the picture and the title of the article. What do you think the article is about?**

b Read the article quickly. Were you correct?

c Find the name of the product and how much it costs.

d Find words 1–5 in the article. Can you guess what they mean?

e Read the article again and answer questions 1–4.

1 What does the key finder do?
2 What do you get when you buy one?
3 How does it work?
4 Does the thing you've lost have to be in the house?

Where are my keys?

The remote control, your reading glasses, your mobile phone and house keys have one thing in common – they're easily lost. This always seems to happen at the worst possible moment, just as you are [1]**rushing** to catch a plane or a train, or when you're trying to get to a meeting on time.

Now you can get some electronic help and buy a key finder. The EasyFind 4-Way Key Tracker includes a hand-held remote control and some small circular [2]**stickers** that you put on your keys. This new improved key finder sends a digital radio message out to the stickers. Finding the lost item is easy: [3]**press** the button on the remote control and the sticker will make a noise, which tells you where the lost [4]**item** is. This makes it much easier to find things that are lost outside, in the garden or in the street, because it has a [5]**range** of up to 25 metres.
The EasyFind 4-Way Key Tracker costs about £40 and is in the shops now.



5 **a Match 4a–e to reading skills 1–5 in 2.**

b Work in pairs. Compare answers.

Instructions p230
© Cambridge University Press 2013

4 Collocations

1 a Collocations are two or more words that often go together. Match the beginnings and endings of these sentences.

1 I've got a **sore** *d*
2 I've decided to **accept**
3 Tom and I are **completely**
4 I've never been on a **package**
5 Jenny's **worried**
6 Have you seen my **memory**
7 They're not going to **meet**
8 You should eat a **healthy**
9 They've cancelled the meeting. I'm **absolutely**
10 I'm quite **keen**

a **different.**
b **about** her job.
c **holiday.**
d **throat.**
e **the offer.**
f **on** sailing.
g **furious.**
h **stick?**
i **diet.**
j **the deadline.**

b Match the collocations in bold in 1a to these patterns.

a verb + noun *accept the offer*
b adverb + adjective
c adjective + preposition
d adjective + noun
e noun + noun

2 a Choose the correct words.

1 Would you mind *making/(doing)* me a big **favour**?
2 I was *very/absolutely* **tired** when I got home.
3 My parents live in a **detached** *flat/house*.
4 My brother's a *big/large* **fan** of U2.
5 Janet was **pleased** *with/of* her exam results.
6 Have you ever been to a *rock/poetry* **concert**?
7 My husband is a very *heavy/fast* **sleeper.**
8 Ellen finds it difficult to *know/make* **friends.**
9 I didn't know you were **scared** *for/of* mice.
10 Jack didn't enjoy the **course** he was *doing/learning*.

b Match the collocations in 2a to the types of collocation a–e in 1b.

do someone a favour *a*

3 a Cross out the word/phrase that isn't a collocation of the verb in bold.

1 **have** *a massage/a lie-in/~~dressed~~/time to relax*
2 **go** *clubbing/medicine/to exhibitions/home*
3 **make** *exercise/money/a decision/an excuse*
4 **get** *on a bus/back to sleep/into a car/on tour*
5 **do** *an exam/a noise/the housework/nothing*
6 **take** *somebody to hospital/a stomach ache/a nap/part in something*

b Which verbs in 3a collocate with the words/phrases you crossed out?

get dressed

c Work in pairs. Think of two more words/phrases that go with the verbs in bold in 3a.

4 a Look at the words in bold and complete the collocations about health.

1 Do you g*et* **hay fever** in the summer?
2 Do you usually t_____ **antibiotics** if you get an infection?
3 Do you know anyone who **suffers** f_____ asthma?
4 When was the last time you had a **high** t_____ ?
5 Have you ever been inside an o_____ **theatre**?
6 Do you **take** p_____ when you get a headache or a migraine?
7 Are you a_____ **to** penicillin?

b Work in pairs. Ask and answer the questions in 4a. Ask follow-up questions if possible.



STUDY SKILLS: Photocopiable

© Cambridge University Press 2013
Instructions p230

Progress Tests

Instructions

The Progress Tests (p240–p263) are designed to be used after students have completed each unit of the Student's Book. Each Progress Test checks students' knowledge of the key language areas taught in the unit. Some exercises and questions may also test students' knowledge of language taught in previous units. It is helpful for students to have done the Extra Practice exercises for each unit before doing a Progress Test. You can also encourage students to revise for the test by reviewing the relevant Language Summary in the back of the Student's Book and by doing exercises for that unit in the Workbook. Note that Progress Tests 6 and 12 also contain a listening section.

- Allow students 40 minutes for Progress Tests 1–5 and 7–11, and 50 minutes for Progress Tests 6 and 12. You may wish to adjust this time depending on your class.
- Photocopy one test for each student. Students should do the tests on their own. You can either check the answers with the whole class at the end of the test or collect in the tests and correct them yourself. Keep a record of the test scores to help you monitor individual students' progress and for report writing at the end of the course.
- Progress Tests can also be given as homework for general revision.

Listening Tests

There is a listening section in Progress Tests 6 and 12 only. The corresponding recording scripts (CD2 ▸ 15 and CD3 ▸ 37) are in the Answer Key for the tests. Both CD2 ▸ 15 and CD3 ▸ 37 have two separate sections. Focus on one section of the recording at a time. Allow students time to read through the questions for that section in the Progress Test before you start. Play that section of the recording without stopping and allow students to answer the questions. Then play the recording again without stopping. Repeat this procedure for the other section.

Answer Key and Audio Scripts

1 Progress Test p240–p241

1 2 go 3 tidy up 4 have 5 go 6 have 7 chat 8 go 9 have 10 do 11 meet 12 do

2 (2 marks each) 2 What's/What is Nick watching at the moment? 3 What happened when you got home last night? 4 How many countries have you visited in your life? 5 What does Andrew normally do at the weekend? 6 What are Tom and Anne doing now? 7 Who worked/was working in Canada last summer? 8 How many jobs have you had in your life? 9 Where did your parents go on holiday last year? 10 Who came to your party last weekend? 11 Who's/Who is your sister talking to at the moment? 12 How often do (did) you go to festivals?

3 2 stand/bear 3 keen 4 nerves 5 mind 6 crazy (mad) 7 all 8 interested 9 really 10 all 11 dreadful/awful/terrible 12 can't

4 2 They **aren't playing**/They**'re not playing** tennis at the moment. 3 Alice **doesn't live** with her parents. 4 **None** of my friends can drive. 5 John **hasn't been** to Italy before. 6 **No one** in my family likes football. 7 I **hardly ever** go out on Friday evenings. 8 **Neither** of my sisters **has** a car. 9 They **haven't seen** him before. 10 I **didn't see** Rupert last night. 11 I **never** do my homework.

5 2 upset 3 confused 4 embarrassed 5 nervous 6 glad 7 disappointed 8 concerned 9 calm 10 stressed 11 shocked 12 scared 13 depressed

6 2 with 3 with 4 about 5 by 6 with 7 at 8 with 9 of 10 with 11 about 12 at 13 with

7 (2 marks each) 3 didn't we 4 Yes, we did/Yes, that's right 5 No, I haven't 6 doesn't he 7 Yes, he does/Yes, that's right 8 have they 9 Yes, they have 10 aren't they 11 No, they aren't 12 aren't I 13 aren't you

2 Progress Test p242–p243

1 2 time 3 deadline/deadlines 4 working 5 overtime 6 time 7 hours 8 pressure 9 home 10 spending

2 2 was able to 3 ought to 4 mustn't 5 weren't allowed to 6 should 7 are supposed to 8 doesn't have to 9 aren't allowed to; can 10 have to 11 can

3 2 grill 3 bake 4 stir fry 5 boil 6 fry

4 2 peanuts 3 a pineapple 4 beans 5 beef 6 lamb 7 a peach 8 an avocado 9 herbs 10 cream 11 sauce 12 a pie 13 a coconut 14 a cucumber

5 (2 marks each) 2 'm not doing 3 Does … know 4 is becoming 5 Do … like 6 isn't eating 7 spend 8 taste 9 Is … making 10 do … weigh

6 2 dirty 3 exhausted/shattered 4 delicious 5 happy 6 fascinated 7 huge/enormous 8 terrified 9 good 10 furious 11 beautiful 12 impossible 13 freezing 14 small 15 boiling

7 2 wide 3 asleep 4 light 5 a nap 6 sleeping 7 snores 8 fast 9 sleeping

8 2 a bit of a problem 3 how awful 4 why you're upset 5 have you tried 6 I've tried that 7 why don't you 8 it's worth a try 9 you ought to 10 a good idea 11 I'd ask 12 might try that

9 2 You shouldn't ~~to~~ work ... 3 ✓ 4 ... was **absolutely** brilliant/very **good**. 5 ... nervous **about** the exam. 6 ✓ 7 ✓ 8 ... to **anyone** at the party. 9 ✓ 10 ... fed up **with** my job. 11 I **didn't have to** get up ... 12 ... countries **have you** been to?

3 Progress Test p244–p245

1 2 deal with 3 set off 4 put up with 5 check in 6 get around 7 see ... off 8 look forward to 9 look after 10 get back 11 pick up 12 check out

2 2 get 3 went on 4 going on/going to go on 5 get 6 get 7 travels/travelled 8 going on 9 travelling 10 to go on 11 travel 12 Get

3 **2** Have you ever been **3** came **4** 's never been **5** 's already taken **6** 've met **7** spent **8** was **9** 've always loved **10** got **11** decided **12** had **13** really enjoyed **14** found **15** 's never taken

4 **2** ever **3** yet **4** since **5** this week **6** just **7** ago **8** never **9** already **10** for **11** I've had **12** I've been living **13** read

5 (2 marks each) **2** How long have they been living in New York? **3** How many times has Anna/she been married? **4** How long have we/you had that car? **5** How many films have you seen this year? **6** How long has he been working for Microsoft? **7** How many kilometres have you walked today? **8** How long have you been walking (for)?

6 **2** laziness **3** fashionable **4** activity **5** knowledgeable **6** kindness **7** musical **8** confidence **9** natural **10** fame **11** comfortable **12** possibility **13** adventurous **14** modesty **15** traditional **16** popularity **17** patient

7 **2** really must **3** good to know **4** it's worth **5** the best way **6** best to take **7** sounds good **8** bother **9** what about **10** you should definitely **11** you know any **12** I wouldn't recommend **13** that's really useful

8 **2** ... your **trip/journey** to Scotland? **3** ... India **for** three months. **4** ✓ **5** ... time **I've eaten** fish ... **6** ... very **touristy** town. **7** ✓ **8** ✓ **9** You **don't have to** wear ... **10** ... last year, **didn't** you? **11** ✓

4 Progress Test p246–p247

1 **2** go **3** do **4** release **5** done **6** see **7** have **8** going **9** track

2 **2** was travelling **3** arrived **4** stood up **5** made **6** was getting off **7** ran **8** stole **9** pushed **10** were walking **11** hurried **12** started **13** realised **14** was looking **15** got **16** saw **17** was lying **18** hit **19** said

3 (2 marks each) **2** Did … use to **3** didn't use to **4** used to **5** used to

4 **2** Reliable **3** Ambitious **4** Generous **5** Sensible **6** Brave **7** Mean **8** Stubborn **9** Confident **10** Practical **11** Talented **12** Sensitive **13** Aggressive **14** Organised **15** Responsible **16** Adventurous **17** Pessimistic

5 **2** had ever got **3** fell **4** realised **5** had broken **6** needed **7** had already used **8** hadn't brought **9** tried **10** had to **11** was **12** had died **13** walked **14** wasn't **15** had fallen **16** didn't know **17** wasn't able to **18** found **19** made **20** reached **21** had already burned

6 **2** perhaps **3** can **4** times **5** some **6** to laugh **7** on **8** bit **9** speaking **10** considerate **11** rather

7 (2 marks each) **2** What were you doing when you had the accident? **3** What did you do when you got home? **4** Who took these photos of your wedding? **5** How many books has your mother written? **6** How long have you been waiting at this bus stop?

8 **2** ✓ **3** **While** Kim was watching ... **4** ✓ **5** I **went** to my sister's wedding ... **6** ... put up **with** the noise. **7** ... bother **going** to ... **8** ✓ **9** ... to **seeing** you. **10** ... here **for** three years. **11** John's **gone** to ...

5 Progress Test p248–p249

1 **2** garage **3** study **4** cottage **5** roof **6** loft **7** detached; neighbourhood **8** residential; suburbs **9** floor; apartment; centre

2 **2** take out **3** sort out **4** go through; throw away **5** tidy up; put away **6** give ... away **7** clear out

3 **2** as **3** most **4** far/much **5** bit/little **6** less **7** least **8** as/so **9** than **10** the

4 (2 marks each) **2** I'm less adventurous than John. **3** I'm as tall as Julia. **4** Jo's the nicest person/woman I know. **5** Your mobile is different from/to mine. **6** My laptop is similar to his. **7** My handwriting is worse than yours. **8** Leeds Castle is the most beautiful castle in England.

5 **2** it'll be **3** won't take **4** They're bringing **5** I'll probably put **6** it's going to fit **7** I'll have to **8** going to get **9** you'll definitely need **10** I'm playing **11** I'll call

6 **2** stuff **3** do you mean **4** you use it when **5** What's it called **6** can I help you **7** the word for them **8** made of **9** they've got **10** a thing for **11** can't remember what **12** what you're looking for

7 **2** have **3** to help **4** to play **5** washing **6** get up **7** to learn **8** rising **9** to come **10** work **11** start **12** to go **13** try **14** to do **15** going **16** to be

8 **2** rubber **3** cardboard **4** cotton **5** wood **6** glass **7** metal/steel **8** wool **9** leather

9 **2** ... to **seeing** you. **3** ✓ **4** ✓ **5** ... him **to** go home. **6** ✓ **7** They didn't **use** to go ... **8** ... tend **to be** quite noisy. **9** ✓ **10** Don't bother **going** ... **11** ✓ **12** ✓ **13** ... trouble **sleeping**? **14** ... worried **about**?

6 Progress Test p250–p251

CD2 **15** See p235 for Listening Test instructions.

1

DAISY Hi, Wayne!
WAYNE Hello, Daisy! How nice to see you!
D You too! Doing some shopping?
W Yes, it's my brother's birthday next week and I've been trying to find something to get him.
D Any luck?
W No, not really. I don't really know what to get him.
D What's he interested in?
W Well, he loves travelling – he's quite adventurous, actually. Last year he spent three months travelling around South America on his own.
D Well, there's a really good book by a guy called Ed Stafford he might like.
W Who's he?
D He was the first man to walk the length of the Amazon. I haven't read the book myself, but I saw a programme about him on TV recently. It sounded like an incredible journey.
W That's a good idea. I'll see if I can find it. And what are you doing in town?
D I'm looking for a dress for my sister's birthday party. The trouble is, I can't find anything I like.

W Well, my wife buys most of her clothes online now.
D Oh, I'm not very keen on that. They never seem to fit properly, then you have to send them back. I prefer going into a real shop and trying things on.
W Yes, I suppose so.
D Oh, by the way, have you sold your flat yet?
W No, not yet.
D I can't believe you want to leave your lovely flat. Those wonderful views of the river!
W Well, we've got two young kids now and it's not really big enough.
D So where are you moving to?
W We were thinking of buying a cottage in the country, but in the end we decided that we wanted to stay in the city – all the kids' friends are here. So we're now living in a nice three-bedroomed terrace house near the park.
D That sounds great! We'll have to come round sometime.
W If I were you, I'd wait till we've unpacked! Anyway, I'd better get going. See you soon.
D Yes, see you. Bye.

2 Hi there, and welcome to the programme. Firstly, let me give you some information I've just received about the Beddington Bridge Music Festival, which takes place every year. Regular fans will remember that the festival happens over the third weekend of August – Friday to Sunday – near the village of Beddington. This year, though, it's going to start on the Thursday, which will give people the chance to have even more fun. There's a range of tickets to suit everyone, from one-day visitors to people who want to stay for the whole long weekend. You should book early because tickets are 30% off until the 30th June. From the 1st July until the festival starts on the 22nd August it will be full-price tickets only. This is a family-friendly event, so children under 16 are allowed in for half price and children below the age of 12 can go in free. Most festival-goers camp in the fields on the festival site, although there's some accommodation available in the nearby villages. If you're driving there, there's a parking fee of £10 per car, or £15 if you have a van, for however long you stay. You can also get there easily by public transport – the nearest station is about a mile away. Oh, and motorbikes can park for free. Hot and cold food and drink are available on the festival site of course, and don't forget you can also get fantastic home-cooked breakfasts in the main square in the village. Anyway for more information check out the website, which is beddingtonfestival.com.

1 (2 marks each) **2** independently **3** has seen a documentary about Ed Stafford **4** doesn't like **5** a terraced house near the park
2 (2 marks each) **2** third **3** Thursday **4** 30th June **5** 12 **6** £15 **7** motorbike **8** (main) square
3 **2** make **3** making **4** does **5** do **6** make **7** making **8** done **9** makes **10** made **11** doing **12** made **13** doing
4 **2** until **3** unless **4** as soon as **5** if **6** before **7** in case
5 **2** herself **3** ourselves **4** themselves **5** myself **6** yourself/yourselves **7** itself **8** ourselves
6 **2** don't leave; 'll miss **3** won't be able to; book **4** 'll tidy up; do **5** don't do; put **6** 'll call; 'm **7** want; don't go **8** 'll take; 's **9** don't know; ask **10** Will ... help; buy **11** won't move; gets
7 **2** pick **3** fortunate **4** sure **5** pleasant **6** concerned **7** scared **8** satisfied **9** chat **10** acting **11** glad **12** huge **13** by chance **14** awful
8 **2** suggestion **3** having **4** sounds like **5** should do **6** What about **7** not sure **8** one thing **9** Can I just **10** have you thought **11** not a bad idea
9 **2** ... text **each other** every day. **3** ✓ **4** ... similar **to** mine. **5** We must ~~to~~ see ... **6** ... much **confidence**. **7** ✓ **8** ... big **as** yours. **9** ✓ **10** ... see my sister **off** at ... **11** ✓

7 Progress Test p252–p253

1 **2** puts **3** do **4** of **5** goals **6** up **7** in **8** of **9** wrong **10** opportunity
2 (2 marks each) **2** Mark's useless at playing football. **3** I find fixing problems on my laptop very easy. **4** Rachel is very good at speaking French. **5** I've no idea how to do this. **6** Robin hasn't (got) a clue how to play chess. **7** I wasn't able to swim when I was five. **8** Yolanda's no good at making cakes. **9** I managed to pass all my exams (but they were very difficult).
3 (2 marks each) **2** would ... visit; had **3** would be; lived **4** didn't have; 'd go **5** didn't work; 'd move **6** 'd live; didn't rain/wasn't raining **7** could; 'd be able to **8** wouldn't be; had **9** Would ... do; didn't have **10** not be; wasn't/weren't
4 **2** a hard drive **3** an attachment **4** crash **5** print out **6** a password **7** a link **8** post a comment **9** update your status **10** install software **11** spam **12** delete **13** a profile **14** scan **15** a memory stick **16** a virus
5 **2** the **3** – **4** a **5** a **6** the **7** – **8** – **9** the **10** a **11** – **12** the **13** the **14** the **15** the **16** – **17** an **18** The **19** the **20** – **21** the
6 (2 marks each) **2** Have you any idea if John is coming to the meeting? **3** Do you think we should pick him up from the station? **4** Could you tell me whether Harry has left me a message? **5** Do you know what time the next train is going to arrive? **6** Can you tell me when Sarah will be back from lunch?
7 **2** I'll **do** the shopping ... **3** ... what **it's** called ... **4** ✓ **5** ✓ **6** ... the **most** expensive ... **7** ✓ **8** ... for **cleaning** computers. **9** ... when **I see** it. **10** ✓ **11** I've **had** this ... **12** ... copy me in **on** your ... **13** ✓

8 Progress Test p254–p255

1 **2** tornado/twister **3** lightning **4** earthquake **5** hurricane **6** flood **7** blizzard **8** thunder **9** gale **10** heat wave **11** tsunami **12** drought **13** landslide
2 **2** was reported **3** have been recorded **4** will affect **5** are rising **6** should be taught **7** have been hit **8** were killed **9** are being kept **10** must be taken **11** will lose
3 (2 marks each) **2** The old man was taken to hospital by Mrs Robson. **3** The thief hasn't been caught yet. **4** A lot can be done to slow down global warming. **5** Three men are being questioned (by the police). **6** Bananas are grown in the Caribbean. **7** These pills must be taken twice a day. **8** A baby was found outside the hospital (by a cleaner). **9** All students will be tested (by the school) at the end of term.

4 (2 marks each) 2 a bag/packet of crisps 3 a tin of cat food 4 a bottle of tomato ketchup 5 a packet of biscuits 6 a jar of (strawberry) jam
5 2 too much 3 a few 4 hardly any 5 loads of 6 no; enough 7 any 8 little
6 2 impatient 3 irresponsible 4 unhelpful 5 impossible 6 incorrect 7 unselfish 8 dishonest 9 impolite 10 inconsiderate 11 irregular 12 disorganised 13 informal 14 unbelievable
7 2 overcharge 3 overpaid 4 reuse 5 underestimate 6 repay 7 painless 8 underused 9 careful
8 2 if I were you 3 a good idea 4 in case 5 hadn't thought 6 be careful 7 That's really 8 Whatever you do 9 watch out 10 should we do 11 really helpful. 12 you'd better 13 or else 14 sounds like
9 2 ... let me ~~to~~ stay up... 3 ... as **big** as ... 4 ✓ 5 ... plenty **of** food ... 6 ... when **the film starts**? 7 ✓ 8 ... to ~~**the**~~ prison ... 9 ✓ 10 What **would you** do ... 11 I managed **to** find ...

9 Progress Test p256–p257

1 2 where 3 whose 4 that 5 where 6 who 7 that 8 where 9 whose 10 when 11 who
2 (2 marks each) 2 have been arrested 3 has been taken 4 have protested 5 has called off 6 has been accepted 7 has been published 8 have met 9 has increased 10 has been discovered 11 has died
3 (2 marks each) 2 John has just discovered the cause of his allergy. 3 His father has already been taken to hospital by ambulance. 4 Hasn't she been seen by a doctor yet? 5 We've already been in the A&E department for six hours. 6 The doctor hasn't operated on the boy's leg yet. 7 The man who stole the painting still hasn't been arrested.
4 2 yawn 3 wave 4 frown 5 shiver 6 stretch 7 crawl 8 scratch
5 (2 marks each) 2 Tania didn't speak very good French even though she'd lived in Paris. 3 I couldn't sleep despite being very tired. 4 We went for a walk in spite of the snow. 5 I really enjoyed the party although there weren't many people there. 6 I was looking forward to that film. However, when I saw it I was very disappointed.
6 2 a surgeon 3 an operating theatre 4 a ward 5 a specialist 6 a surgery 7 asthma 8 a migraine 9 a rash 10 food poisoning 11 hay fever 12 wheezy 13 throw up 14 a blocked-up nose 15 paracetamol 16 penicillin
7 2 not feeling 3 hurts 4 symptoms 5 stop coughing 6 temperature 7 prescription 8 antibiotics 9 should I take 10 appointment 11 come back 12 been feeling 13 sneezing 14 throat 15 allergic 16 how long 17 have a look
8 2 ✓ 3 ... do, **don't** go ... 4 ✓ 5 California **was** hit ... 6 ... how **to do** this. 7 ... where **Ian has gone**? 8 ✓ 9 ✓ 10 ... were you, **I'd** buy ... 11 ... similar **to** ours.

10 Progress Test p258–p259

1 2 went up 3 to come up with 4 get out of 5 came across 6 pointed out 7 fell out 8 get over 9 split up 10 put off 11 look up
2 (2 marks each) 2 We should put it off for a week. 3 I couldn't get out of taking the exam. 4 I've never come across it before. 5 Why didn't you point it out to her? 6 She can't put up with the noise. 7 We split up last year and I still haven't got over it. 8 Tom was wrong, but I didn't want to point it out to him.
3 2 jewellery 3 plain shirt 4 ponytail 5 going bald 6 striped tie 7 curly hair 8 flowery dress 9 shoulder-length hair 10 light ... jacket 11 dark ... jacket 12 glasses
4 (2 marks each) 2 was supposed to tidy up 3 were going to drive 4 was supposed to meet 5 were going to move 6 was going to give up 7 were supposed to call
5 2 with 3 back 4 from 5 in 6 in 7 with 8 of 9 with 10 with 11 in 12 up
6 (2 marks each) 2 can't be 3 must be having 4 must be coming 5 can't be 6 must speak 7 might be sleeping; may have 8 can't be watching; might be doing
7 2 ahead 3 I could 4 of course 5 open 6 not at all 7 mind 8 opened 9 I'd rather you didn't 10 can 11 yourself 12 May I 13 I'm afraid
8 2 ... Tom **borrows** ... 3 ✓ 4 I haven't **been** feeling ... 5 He **still hasn't** called ... 6 ✓ 7 ✓ 8 ... person **who/that** stole ... 9 ... keep **getting** ... 10 ... **disorganised**. 11 ✓ 12 If I **didn't** live ... 13 ✓

11 Progress Test p260–p261

1 (2 marks each) 2 temporary 3 stressful 4 part-time 5 rewarding 6 repetitive 7 dull 8 glamorous 9 challenging 10 demanding
2 (2 marks each) 2 work 3 dealing with 4 organises 5 work 6 's/has been 7 'll/will run/are going to run 8 's/is going (to go) 9 had
3 (2 marks each) 2 Bill (that) there was going to be 3 (that) he couldn't visit 4 Bill (that) he wouldn't be able to go 5 (that) he wanted to have 6 Bill (that) Alice (had) visited 7 Joe (that) she hadn't talked to him 8 (that) she was getting 9 (that) he had to go
4 (2 marks each) 2 if/whether I had seen/saw Marianne at the concert. 3 which other countries Fred had visited. 4 (me) if I could help her with the gardening/me to help her with the gardening. 5 who was taking Susan to the cinema. 6 how the children would get home after the party. 7 (me) if I had to go tomorrow.
5 (2 marks each) 2 offered to give me a lift to the station. 3 suggested going to the cinema. 4 threatened to tell the police if I/he/she called her again. 5 reminded Jo to phone the bank. 6 warned Ian not to go in the park at night. 7 invited Sue to go to a party. 8 promised to give the money back. 9 refused to go to bed. 10 admitted he stole/had stolen the lady's bag.

6 2 catch 3 spelt 4 mean 5 talking about 6 sorry 7 Could you say 8 can you give 9 get all 10 you give 11 is that

7 2 ✓ 3 ... responsible **for** the ... 4 ... me **not to** go ... 5 ... me **to** come ... 6 ✓ 7 ✓ 8 I looked **it up** ... 9 ... might **be watching** TV ... 10 That **can't** be ... 11 ✓

12 Progress Test p262–p263

CD3 ▸ **37** See p235 for Listening Test instructions.

1

INTERVIEWER We're very pleased to welcome on *Arts Today* the actor Colin Waring.
COLIN Hello.
I Firstly, how did you become interested in acting?
C Well, my mother took me to the theatre when I was ten, to see a Shakespeare play that we were studying in English at school. That didn't really attract me, though – the language was too old-fashioned, I suppose. Then one of my friends was in a local play and we all went along to watch. That was when I started thinking it might be something I could do too.
I Did you enjoy drama school?
C I loved it. Some of the teachers were very well-known actors and we were all a bit frightened of them. The most useful thing was being able to go and see all the new plays in London. We often got free tickets and I learned so much that way. The other students were great too and I made a lot of good friends there.
I What was your first acting job?
C Well, after drama school I worked part-time in a restaurant called *The Rendezvous*, you know, like actors do. Then I auditioned for a part in a play called *Secret Lives*, but I didn't get that, sadly. Then I was chosen to play a waiter in *Table for Two*, you know, the John Frank musical.
I You always say your first love is the theatre. Why is that?
C A lot of actors say it's the contact with a live audience, and that is exciting, of course. But the thing I find most fascinating is that you're part of something that grows and changes – a play is never the same two nights in a row. Some people like playing their part in the same way every night, but I'd get rather fed up with that.
I Finally, any plans for the future?
C Well, I was offered a part in a new American adventure film, but I didn't want to be away from home for that long. Then there's a new play directed by Ian Scott, but that would mean going on tour. So I'm going to do a TV serial, set near here – less travelling!
I Colin, thank you for talking to us.
C Thank you.

2

MARIE You're looking very well, Paul. Have you had a holiday?
PAUL No, but I've just come back from a health retreat. I lived on just fruit and vegetable juice for a week.
M Wow! Didn't you feel hungry?
P Actually, it wasn't too bad. Um, on day 1, things were OK. There was a lot to do so I didn't notice I was hungry. I felt a lot worse the next day – bad headache and so on. After that it was great, though.
M So would you recommend going to a place like that?
P Oh yes, definitely. Some people do it regularly, every six months or so, and er I'm thinking of doing it again in March. Anyway, you always look healthy. What are your tips?
M Well, number one – don't miss breakfast. It's the most important meal of the day. I always have fruit, yogurt, that kind of thing.
P I tend to have a cooked breakfast – you know, eggs, beans, toast, sausages, and then I can work without stopping until lunchtime.
M Wow, that's a lot! I hope you think about the quality of your food. I always buy organic eggs, vegetables and bread. I know they're more expensive, but I feel you get what you pay for.
P Are you a vegetarian?
M Well, when I was younger, I thought it was the right thing to do, both for my health and to protect animals. But now I eat a bit of everything – meat and fish included.
P Mm. So what sort of food do you prefer if you're eating out?
M It depends what I'm doing and who I'm with. I love spicy food, so Indian or Thai are always good choices.
P They're delicious, but a bit too hot for me. If I have the choice I go to my favourite restaurant just round the corner from my flat, which serves great pasta – and it's quite cheap too.

1 (2 marks each) 1C 2B 3A 4C 5B

2 (2 marks each) 1T 2T 3F 4T 5F 6F

3 2 into 3 going/coming 4 up 5 at 6 with 7 to 8 around/out 9 bothered 10 of 11 broke

4 2 had 3 were going/could go 4 didn't have to 5 could 6 were sitting 7 didn't live 8 were 9 knew 10 had

5 2 enjoyable 3 pollute 4 care 5 disappointment 6 entertaining 7 creative 8 confusion 9 dependable 10 employ 11 protective 12 reservation

6 (2 marks each) 2 'll get lost/'re going to get lost 3 getting into trouble 4 get to know 5 got fed up with 6 'll get something to eat 7 gets excited 8 'd/would get better 9 got rid of 10 getting on with 11 to get in touch with

7 (2 marks each) 2 hadn't left; 'd/would have gone 3 wouldn't have missed; 'd/had woken up 4 would have become; hadn't failed 5 'd/had warned; wouldn't have said 6 hadn't had; wouldn't have met 7 'd/would have called; 'd/had had

8 2 few 3 in case 4 Although 5 going 6 gone 7 since 8 to tell 9 mustn't

9 2 She's **in** charge ... 3 He said ~~**me**~~ he .../He **told** me ... 4 ✓ 5 ... where **I lived**. 6 ... threatened **to tell** ... 7 ✓ 8 ... worth **visiting**. 9 ✓

1 Progress Test 40 minutes

Name Score /100

1 Fill in the gaps with these verbs. You can use the verbs more than once.

go do chat visit tidy up have meet

1 We usually *visit* my cousins on Sundays.
2 I sometimes _____ to gigs at the weekend.
3 How often do you _____ your flat?
4 I think I'll _____ a quiet night in.
5 We hardly ever _____ to art galleries.
6 I often _____ a lie-in on Sunday mornings.
7 I _____ to my friends online every day.
8 I'd like to _____ out for a drink tonight.
9 I sometimes _____ friends round for dinner.
10 I don't _____ yoga on Wednesdays.
11 Sam's going to _____ up with some friends.
12 I _____ a lot of exercise these days.

/11

2 Make questions with these words.

1 How long / Eve / live / her flat?
How long has Eve lived in her flat?
2 What / Nick / watch / at the moment?
_____
_____
3 What / happen / when you / get / home last night?
_____
_____
4 How many countries / you / visit / in your life?
_____
_____
5 What / Andrew normally / do / the weekend?
_____
_____
6 What / Tom and Anne / do / now?
_____
_____
7 Who / work / in Canada last summer?
_____
_____
8 How many jobs / you / have / in your life?
_____
_____
9 Where / your parents / go / holiday last year?
_____
_____
10 Who / come / your party last weekend?
_____
_____
11 Who / your sister / talk / to at the moment?
_____
_____
12 How often / you / go / festivals?
_____
_____

/22

3 Fill in the gaps with one word.

1 Jack thinks his new phone is *brilliant* .
2 Marcela hates commuting. She can't _____ it.
3 I'm very _____ on bird-watching.
4 Phoning call centres really gets on my _____ .
5 Video games are OK, I suppose. I don't _____ them.
6 My mum doesn't like loud music. It drives her _____ .
7 His parents don't like football at _____ .
8 I'm very _____ in sailing.
9 Corinne _____ loves reality TV programmes.
10 She thinks soap operas are _____ right.
11 I love listening to opera, but my wife thinks it's _____ .
12 I _____ bear romantic comedies.

/11

4 Make these sentences negative by changing the words/phrases in bold.

1 I **like** watching sport on TV.
I don't like watching sport on TV.
2 They**'re playing** tennis at the moment.
_____
3 Alice **lives** with her parents.
_____
4 **All** of my friends can drive.
_____
5 John**'s been** to Italy before.
_____
6 **Everyone** in my family likes football.
_____
7 I **usually** go out on Friday evenings.
_____
8 **Both** of my sisters **have** a car.
_____

PROGRESS TESTS: Answer Key

© Cambridge University Press 2013
Instructions p235

9 They**'ve seen** him before.

_____

10 I **saw** Rupert last night.

_____

11 I **always** do my homework.

_____

10

5 Complete these adjectives that describe feelings.

1 I always feel very r*elaxed* after a bath.
2 He was u_____ about losing his job.
3 My mother sometimes gets co_____ when she tries to buy things online.
4 I felt very e_____ when my brother got angry and shouted at the waiter.
5 I'm quite n_____ about the interview.
6 I'm g_____ you enjoyed the meal.
7 Edward was very di_____ that he didn't get the job.
8 Is everything OK, son? Your father and I are quite co_____ about you.
9 Yoga makes me feel c_____ and peaceful.
10 Kate gets very st_____ when she has too much work to do.
11 I was sh_____ to hear that you were robbed in the street last night.
12 I'm really s_____ of snakes.
13 Watching the news makes me feel extremely d_____ .

12

6 Choose the correct prepositions.

1 Chris is really good *(at)/with/by* football.
2 John's fed up *for/with/by* working late.
3 My boss was quite angry *with/about/on* me.
4 My granddaughter is very worried *for/on/about* her driving test.
5 We were surprised *of/on/by* the letter we received yesterday.
6 I don't think Kim's very satisfied *with/on/at* her new laptop.
7 My brother is very bad *for/of/at* maths.
8 Dave is bored *for/about/with* his new course.
9 Kim's frightened *of/from/about* the dark.
10 I'm pleased *of/on/with* my test results.
11 We're angry *with/by/about* what happened.
12 I often get annoyed *at/for/on* my boss.
13 We're very happy *at/by/with* our new flat.

12



7 Read this conversation at a barbecue. Fill in the gaps with the correct question tags or short answers.

BOB Hello. It's Eve, [1] *isn't it* ?
EVE ✓ [2] *Yes, it is* . How are you?
BOB I'm fine, thank you. We met last summer, [3]_____ ?
EVE ✓ [4]_____ . It was at Steve's party, I think.
BOB That's right. Have you seen him recently?
EVE ✗ [5]_____ . He's at university in Edinburgh.
BOB Oh, yes. I remember now. He studies medicine, [6]_____ ?
EVE ✓ [7]_____ . He's in his second year. He's really enjoying it.
BOB What about his brothers? They haven't left school yet, [8]_____ ?
EVE ✓ [9]_____ , actually. They're working abroad.
BOB Oh yes, I remember. They're teaching English in Japan, [10]_____ ?
EVE ✗ [11]_____ , actually. They're working in Argentina now.
BOB Really? How interesting. Oh dear, I'm asking a lot of questions, [12]_____ ? Tell me about yourself. You're a journalist, [13]_____ ?
EVE Yes, I work for a sports magazine and I also write for a website called ...

22

© Cambridge University Press 2013

2 Progress Test 40 minutes

Name Score /100

1 Complete the words in these sentences.

1 Chris is a w*orkaholic* . He never stops!
2 She hardly ever takes t_____ off work.
3 I worked all night to meet my d_____ .
4 We have very good w_____ conditions.
5 Nurses often have to work o_____ .
6 Rob doesn't have much t_____ to relax.
7 My sister works very long h_____ .
8 We're under a lot of p_____ at work.
9 I always take work h_____ in the evenings.
10 Jo's s_____ a lot of time at work these days.

/9

2 Choose the correct words/phrases.

1 I(*must*)/*can't* leave now or I'll miss my train.
2 My sister is very bright. She *was able to/can* read when she was three.
3 I know I *am allowed to/ought to* leave work earlier and relax more.
4 No one knows about this yet, so you *mustn't/don't have to* tell anyone.
5 Last year we *didn't have to/weren't allowed to* take more than two weeks' holiday in the summer.
6 You're working too hard. You *should/are able to* have a holiday.
7 We *can't/are supposed to* take an hour for lunch, but my boss takes a lot longer than that.
8 Sheila *doesn't have to/mustn't* go to London because the meeting is cancelled.
9 You *aren't allowed to/must* send personal emails at work. You *can/shouldn't* only send work emails.
10 Do you *have to/must* work every weekend?
11 Rob *has to/can* drive to work now that he's passed his driving test.

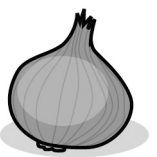
/11

3 Complete these words for ways of cooking.

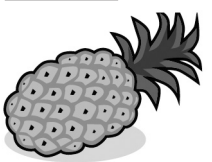
1 I really love b *a r b e c u e d* chicken.
2 We always g _ _ _ _ sausages.
3 Do you know how to b _ _ _ bread?
4 I usually s _ _ _ f _ _ noodles in a wok.
5 It takes four minutes to b _ _ _ an egg.
6 First you should f _ _ the onions.

/5

4 Write the words.


1 *an onion*


2 _____


3 _____


4 _____


5 _____


6 _____

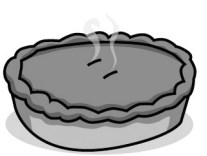

7 _____


8 _____

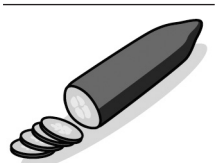

9 _____


10 _____


11 _____


12 _____


13 _____


14 _____

/13

5 Put the verbs in brackets in the correct form of the Present Simple or the Present Continuous.

1 Many people *don't have* (not have) time to cook.
2 I _____ (not do) anything at the moment. How can I help you?

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p235

3 _____ your husband _____ (know) how to cook pasta?
4 In my country street food _____ (become) more popular.
5 _____ you _____ (like) the mushroom pizza? I made it myself.
6 Steve _____ (not eat) chips at the moment because he's on a diet.
7 I _____ (spend) 20 minutes every day cooking my main meal.
8 These vegetables _____ (taste) delicious.
9 _____ your mother _____ (make) soup? It smells wonderful.
10 How much _____ you _____ (weigh)?

18

6 Complete the table with the correct words.

gradable adjectives	strong adjectives
1 bad	*terrible*
2	filthy
3 tired	
4 tasty	
5	delighted
6 interested	
7 big	
8 frightened	
9	fantastic
10 angry	
11	gorgeous
12 difficult	
13 cold	
14	tiny
15 hot	

14

7 Choose the correct words.

1 Do you remember your *dreams*/*sleep*?
2 The children are still *fast*/*wide* awake.
3 I fell *sleep*/*asleep* on the train last night.
4 Tom is a very *light*/*fast* sleeper.
5 Gabi usually has *insomnia*/*a nap* after lunch.
6 Do you have trouble *sleep*/*sleeping*?
7 My husband *wakes up*/*snores* very loudly.
8 Are the children *wide*/*fast* asleep?
9 I sometimes take *sleep*/*sleeping* pills.

8

8 Fill in the gaps in the conversation with these words and phrases.

~~the matter~~ a good idea have you tried
why you're upset it's worth a try I'd ask
why don't you might try that a bit of a problem
how awful I've tried that you ought to

JOHN You look terrible, Lucy. What's [1] *the matter* ?
LUCY I've got [2]_____ . I think I'm going to lose my job.
JOHN Oh no, [3]_____ ! What happened?
LUCY My boss told me that he's disappointed with my work.
JOHN Oh, dear. I can see [4]_____ . Are you working hard at the moment?
LUCY Well, Mum's ill and I've had to have a few days off work.
JOHN So [5]_____ telling your boss about your mum?
LUCY [6]_____ , but he doesn't listen.
JOHN Hmm, [7]_____ write him an email?
LUCY Well, [8]_____ , I guess.
JOHN Maybe [9]_____ send it on Friday so he can think about it over the weekend.
LUCY Yes, that's [10]_____ .
JOHN Also [11]_____ to talk to him about it on Monday.
LUCY I [12]_____ . Thanks, John.

11

9 Tick the correct sentences. Change the incorrect sentences.

1 My sister ~~does~~ *is doing* a cooking course at the moment.
2 You shouldn't to work too hard.
3 Our last exam was incredibly difficult.
4 That film was very brilliant.
5 I'm quite nervous for the exam.
6 You've been to Chile, haven't you?
7 That music is getting on my nerves.
8 I didn't talk to no one at the party.
9 I can't stand washing up.
10 I'm really fed up of my job.
11 I hadn't to get up early yesterday because it was Sunday.
12 How many countries you have been to?

11

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

3 Progress Test 40 minutes

Name Score 100

1 Complete the phrasal verbs.

1 We usually go *away* for two weeks in August.
2 In my job I have to d_____ _____ a lot of difficult customers.
3 Our flight was at 6 a.m., so we s_____ _____ very early in the morning.
4 I can't p_____ _____ _____ the noise any longer. It's driving me crazy.
5 When we fly, we usually c_____ _____ online.
6 The best way to g_____ _____ Scotland is to hire a car.
7 When I flew to Australia, my parents came to the airport to s_____ me _____ .
8 I always really l_____ f_____ _____ going on holiday.
9 Can you l_____ _____ my cat while I'm away?
10 Hi, Mike! When did you g_____ _____ from Turkey?
11 I'm going to p_____ _____ my brother from the station.
12 We have to c_____ _____ of the hotel before 11 a.m.

11

2 Fill in the gaps with the correct form of *travel*, *get* or *go on*.

1 I usually *travel* light when I go away.
2 He should _____ here by 6.30.
3 Last year I _____ lots of business trips.
4 My parents are _____ a Caribbean cruise next month.
5 I think we've just missed the last bus. Let's _____ a taxi home.
6 Be careful when you _____ out of the car.
7 My boss always _____ business class.
8 I can't stand _____ guided tours.
9 I enjoy _____ independently.
10 I wouldn't like _____ a package holiday.
11 They're business partners, but they always _____ separately.
12 _____ off the bus by the petrol station.

11

3 Read the email. Choose the correct verb forms.

To: Heidi Williams

Dear Heidi

I hope you're well. We [1]*arrived*/*'ve arrived* in Rio de Janeiro four days ago and we're having a great time here. [2]*Did you ever go*/*Have you ever been* to Brazil? I [3]*came*/*'ve come* here four years ago for the Rio Carnival, and it's really great to be back. David [4]*never went*/*'s never been* to South America before and he [5]*already took*/*'s already taken* about a thousand photos!

Since we arrived in Rio we [6]*met*/*'ve met* some really nice people, and yesterday we [7]*spent*/*'ve spent* the afternoon on Copacabana beach, which [8]*was*/*has been* very relaxing.

Oh, and guess what? We're doing a samba course! You know that I [9]*always loved*/*'ve always loved* samba, and when we [10]*got*/*'ve got* here I [11]*decided*/*'ve decided* that it was time to learn! We [12]*had*/*'ve had* our first class yesterday morning and I [13]*really enjoyed*/*'ve really enjoyed* it, although David [14]*found*/*has found* it quite difficult – he [15]*never took*/*'s never taken* dance lessons before and thinks he's got two left feet!

Write soon!

Lots of love

Laura x

14

4 Choose the correct words/phrases.

1 We've been living here *for*/*since* five years.
2 Have you *just*/*ever* met anyone famous?
3 We haven't decided what to do *yet*/*already*.
4 She's had four different jobs *for*/*since* she left school.
5 Have you talked to Kevin *this week*/*last week*?
6 Rachel's *yet*/*just* phoned. Can you call her back?
7 We started our company two years *since*/*ago*.
8 I've *never*/*ever* been to Australia.
9 Don't worry. I've *ever*/*already* booked the hotel.
10 We've been waiting here *for*/*since* ages.
11 *I've had*/*I've been having* this phone for a year.
12 *I've been living*/*I lived* here since March.
13 I've only *been reading*/*read* three books this year.

12

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p235

5 Write questions about the words/phrases in bold. Use *How much ... ?, How many ... ?* and the Present Perfect Simple or Continuous.

1 I've visited **ten** capital cities.
How many capital cities have you visited?

2 They've been living in New York **for six months**.

3 Anna's been married **three** times.

4 We've had that car **for fifteen years**.

5 I've seen **about thirty films** this year.

6 He's been working for Microsoft **since January**.

7 I've walked about **twenty** kilometres today.

8 I've been walking **for about four hours**.

14

6 Complete the table with the correct words.

noun	adjective
1 health	*healthy*
2	lazy
3 fashion	
4	active
5 knowledge	
6	kind
7 music	
8	confident
9 nature	
10	famous
11 comfort	
12	possible
13 adventure	
14	modest
15 tradition	
16	popular
17 patience	

16

7 Fill in the gaps in this conversation with these words/phrases.

~~tips~~ it's worth that's really useful what about the best way sounds good you should definitely you know any I wouldn't recommend bother really must good to know best to take

TIM You've been to Venice, haven't you? Have you got any [1] *tips* for me?
ANN Well, there's so much to see and do, but you [2]_____ have a coffee in St Mark's Square.
TIM That's [3]_____ .
ANN It's a bit expensive, but [4]_____ sitting there for an hour or two.
TIM What's [5]_____ to get around?
ANN It's [6]_____ the vaporetti – the water buses. They're cheap and you get a good view of the canals.
TIM That [7]_____ .
ANN Another thing. Don't [8]_____ going to the island of Murano. It takes a long time to get there and it isn't very interesting.
TIM Right, [9]_____ places outside Venice?
ANN Um, [10]_____ take a boat up the River Brenta to Verona. It's beautiful.
TIM Do [11]_____ good places to eat?
ANN Well, [12]_____ anywhere in the centre. Try to find a restaurant away from the touristy places.
TIM Thanks, Ann, [13]_____ .

12

8 Tick the correct sentences. Change the incorrect sentences.

lost
1 I've ~~*been losing*~~ my keys.
2 How was your travel to Scotland?
3 He's been in India during three months.
4 Uli's not here. She's gone to the supermarket.
5 This is the first time I eat fish and chips.
6 This is a very touristic town.
7 That film was absolutely incredible!
8 You're not supposed to wear jeans in the office.
9 You mustn't wear a suit, but you can if you want.
10 You went to France last year, haven't you?
11 Both of my brothers have got cars.

10

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

4 Progress Test 40 minutes

Name Score /100

1 Look at these questions from an interview with a rock star. Choose the correct words.

1 Is your brother a (*big*)/*large* fan of the band?
2 What do you do before you *go/do* onstage?
3 How many encores do you usually *make/do*?
4 When are you going to *release/play* a new CD?
5 How many concerts have you *made/done* this year?
6 When did you last *see/go* another band play live?
7 Do you *release/have* an album in the charts?
8 When are you *being/going* on tour?
9 What was the last *gig/track* you downloaded onto your phone?

/8

2 Put the verbs in brackets in the Past Simple or the Past Continuous.

A strange thing [1] *happened* (happen) to me while I [2] _____ (travel) home on the train yesterday evening. When the train [3] _____ (arrive) at my station, I [4] _____ (stand up) and [5] _____ (make) my way to the doors, just like any normal day. Then suddenly, while I [6] _____ (get off) the train, a man [7] _____ (run) past me and [8] _____ (steal) my bag. He [9] _____ (push) past all the other people who [10] _____ (walk) along the platform and [11] _____ (hurry) towards the exit. I [12] _____ (start) running after him and shouted 'Stop, thief!' at the top of my voice – then I [13] _____ (realise) that everyone [14] _____ (look) at me. When I [15] _____ (get) to the ticket office, I [16] _____ (see) that the thief [17] _____ (lie) face down on the floor. Standing next to him was an old man holding my bag. "I [18] _____ (hit) him with this," he [19] _____ (say), waving his walking stick in the air.

/18

3 Fill in the gaps with the correct form of *used to*.

1 My father *used to* be a very famous singer.
2 _____ your parents _____ go to gigs?
3 We _____ go abroad for holidays when I was little – it was too expensive.
4 My uncle _____ play the guitar.
5 I never _____ like rock music.

/8

4 Write the character adjectives.

1 S*elfish* people only think about themselves.
2 R_____ people always do what you want or expect them to do.
3 A_____ people want to be very successful or powerful.
4 G_____ people like giving money and presents to other people.
5 S_____ people make good decisions based on reasons and facts.
6 B_____ people are not frightened in dangerous or difficult situations.
7 M_____ people don't like spending money or giving things to other people.
8 S_____ people won't change their ideas or plans when others want them to.
9 C_____ people are sure that they can do things successfully or well.
10 P_____ people are good at planning things and dealing with problems.
11 T_____ people have a natural ability to do something (paint, write, etc.).
12 S_____ people are able to understand other people's feelings and problems.
13 A_____ people behave in an angry or violent way towards other people.
14 O_____ people plan things well and don't waste time.
15 R_____ people behave sensibly and can make good decisions on their own.
16 A_____ people like visiting new places and having new experiences.
17 P_____ people always think that bad things will happen in the future.

/16

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p236

5 **Read about the climber Joe Simpson. Put the verbs in brackets in the Past Simple or the Past Perfect.**

Joe Simpson's amazing adventure



In 1985 Joe Simpson and his friend Simon Yates [1] *climbed* (climb) a 6,344-metre mountain in the Andes called Siula Grande. No one [2]_____ (ever get) to the top before by climbing up the west side. Unfortunately, Simpson [3]_____ (fall) on the way down. He soon [4]_____ (realise) that he [5]_____ (break) his leg. The two men [6]_____ (need) to get back to their camp quickly because they [7]_____ (already use) all their gas to make water from snow. Also they [8]_____ (not bring) any extra food with them. Yates [9]_____ (try) to lower Simpson down the mountain on a rope, but Yates couldn't hold him so he [10]_____ (have to) cut the rope. Simpson fell off the edge of the mountain and Yates [11]_____ (be) sure that Simpson [12]_____ (die), so he [13]_____ (walk) down the mountain alone.

However, Simpson [14]_____ (not be) dead. He [15]_____ (fall) into a very deep hole and [16]_____ (not know) where he was. He [17]_____ (not be able to) walk because of his broken leg, but he [18]_____ (find) a way out of the hole and [19]_____ (make) his way down the mountain very slowly. He finally [20]_____ (reach) the camp three days later. Yates [21]_____ (already burn) Simpson's clothes and was preparing to leave.

Simpson and Yates are still friends and their amazing story is told in the film *Touching the Void*.

20

6 **A journalist is asking a local woman about the behaviour of young people. The woman is trying not to sound rude. Choose the correct words.**

A What's your opinion [1]*in*/(*of*) the teenagers in your area?

B Well, [2]*perhaps/definitely* they [3]*must/can* be quite rude at [4]*sometimes/times*, particularly to older people.

A What do they do exactly?

B Well, [5]*some/any* of them tend [6]*laugh/to laugh* or make jokes when they see us.

A Do many of them behave like that?

B No, [7]*on/in* the whole, most of them are just a [8]*rather/bit* noisy.

A Do they play loud music in the street?

B Generally [9]*speak/speaking*, that only happens at weekends.

A That's not very [10]*inconsiderate/considerate*, is it?

B No, it's [11]*rather/absolutely* selfish, I think.

10

7 **Make questions for these answers.**

1 A What / do / your free time?
What do you do in your free time?
B I play golf and watch old films.

2 A What / do / when / have / the accident?
_____
B I was driving to the shops.

3 A What / do / when / get / home?
_____
B I had dinner and went to bed.

4 A Who / take / these photos / your wedding?
_____
B My brother.

5 A How many books / your mother / write?
_____
B Thirteen. She's just started her fourteenth.

6 A How long / you / wait / at this bus stop?
_____
B Since half past three.

10

8 **Tick the correct sentences. Change the incorrect sentences.**

1 I'm bored ~~about~~ *with* my job.
2 I've taken a few days off work.
3 When Kim was watching TV, the phone rang.
4 I knew that I'd seen her before.
5 I used to go to my sister's wedding last year.
6 My mother couldn't put up the noise.
7 Don't bother go to the art gallery.
8 I've never travelled on my own.
9 We're looking forward to see you.
10 I've been living here since three years.
11 John's been to the station. He'll be back in a few minutes.

10

© Cambridge University Press 2013

5 Progress Test 40 minutes

Name Score /100

1 Fill in the gaps with the correct word/phrase connected to homes.

1 I love sitting on the b*alcony* .
2 We keep our car in the g_____ .
3 Ben's sitting at his desk in the st_____ .
4 I'd like to buy a nice little co_____ in the country.
5 Look! The cat's on the r_____ ! How can we get him down?
6 We've got some old suitcases in the l_____ .
7 My sister lives in a de_____ house in a very friendly ne_____ .
8 Barry's parents live in a quiet re_____ area in the su_____ .
9 We live on the fourth f_____ of an a_____ block in the city c_____ .

/12

2 Complete these phrasal verbs.

1 Do you want me to *c o m* e b *a c k* later?
2 Could you _ _ _ e o _ _ the rubbish, please?
3 I need to _ _ _ t o _ _ my desk. I can't find anything.
4 I'm going to _ o t _ _ _ _ _ _ these boxes and _ _ _ _ w a _ _ _ anything I don't want.
5 Rebecca, please _ _ _ y u _ your room and _ _ t a _ _ _ all those clothes on the floor.
6 If you don't want it, why don't you _ _ _ e it a _ _ _ to someone who wants it?
7 I'm going to _ _ _ _ r o _ _ the spare room. It's full of things we don't need.

/8

3 Fill in the gaps with one word only.

1 This room's *more* attractive than the other one.
2 I think he's the same age _____ me.
3 He's the _____ patient man I know. He never gets angry.
4 This house is _____ nicer than the one we saw yesterday. I really love it, don't you?
5 It's a _____ heavier, but not much.
6 That was _____ expensive than I expected. I thought I'd have to pay more.
7 It's the _____ spacious flat we've seen. All the others were a lot bigger.
8 The garden's not _____ big as I'd hoped.
9 It's got more space _____ our last house.
10 This is _____ smallest place we've seen.

/9

4 Rewrite these sentences with the words in brackets.

1 I'm not as sensitive as him. (more)
He's more sensitive than me.
2 John is more adventurous than me. (less)
I _____
3 Julia and I are both 1.65 m tall. (as … as)
I _____
4 I don't know anyone who's nicer than Jo. (nicest)
Jo _____
5 My mobile isn't the same as yours. (different)
Your _____
6 His laptop is almost the same as mine. (similar)
My _____
7 Your handwriting is better than mine. (worse)
My _____
8 Leeds Castle is very beautiful. There isn't a more beautiful castle in England. (most)
Leeds Castle _____

/14

5 Choose the correct verb forms.

SAM When you start working from home next week, which room [1]*are you going to work/are you working* in?
KIM This bedroom, I think. It's nice and bright.
SAM Do you think [2]*it'll be/it's being* big enough?
KIM Oh yes, I think so. My new desk [3]*won't take/isn't taking* up much space.
SAM That's good.
KIM In fact, the shop has just phoned. [4]*They'll bring/They're bringing* it round tomorrow.
SAM Where are you thinking of putting it?
KIM I'm not sure. [5]*I'll probably put/I'm probably putting* it by the window.
SAM I don't think [6]*it's going to fit/it's fitting* there.

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p236

KIM You're right. [7]*I'll have to/I'm having to* put it against that wall.

SAM What about that bed? It's [8]*going to get/getting* in your way. Also [9]*you'll definitely need/you're definitely needing* some shelves for books and things. By the way, what time is it?

KIM It's nearly six.

SAM Is it? I must go. [10]*I'll play/I'm playing* football at half past.

KIM Right. [11]*I'll call/I'm calling* you later.

10

6 Read these conversations in a department store. Fill in the gaps with these words/phrases.

~~I'm looking for~~ made of a thing for
the word for them they've got stuff
can't remember what can I help you
you use it when what you're looking for
What's it called do you mean

1 A Excuse me, [1] *I'm looking for* some [2]_____ to clean my clothes.
B Oh, [3]_____ washing powder?
A No, [4]_____ there's a mark on your shirt.
B Oh yes. It's over there on the bottom shelf.
A Thank you. [5]_____ in English?
B Stain remover.

2 A Hello, [6]_____ ?
B Yes. I'd like some of those things for putting up notices. I've forgotten [7]_____ .
A Do you mean glue?
B No, they're [8]_____ metal and [9]_____ a round top.
A Oh yes, drawing pins. Here you are.

3 A Hello. I need [10]_____ making soup. I [11]_____ it's called in English.
B Is this [12]_____ ? A blender?
A Yes, that's it. Thanks a lot.

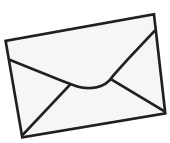
11

7 Fill in the gaps with the correct form of the verbs in brackets.

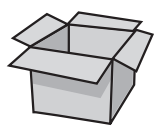
1 I like *buying* (buy) things on the internet.
2 My boss let me _____ (have) the day off.
3 He asked me _____ (help) him move house.
4 Would you like _____ (play) tennis?
5 My son doesn't mind _____ (wash) the car.
6 My parents made me _____ (get up) early.
7 I forgot _____ (learn) the vocabulary.
8 The number of customers keeps _____ (rise).
9 Have you told him _____ (come)?
10 I'd rather _____ (work) at home.
11 My car wouldn't _____ (start) today.
12 Liz doesn't need _____ (go) to the meeting.
13 Should we _____ (try) a different restaurant?
14 We pay someone _____ (do) the gardening.
15 I really enjoy _____ (go) to exhibitions.
16 This seems _____ (be) the right place.

15

8 What are these objects made of?


1 *paper*


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____


9 _____

8

9 Tick the correct sentences. Change the incorrect sentences.

go
1 You must ~~going~~ home now.
2 I'm looking forward to see you.
3 The band did three encores.
4 My room's a lot more spacious than hers.
5 The police allowed him go home.
6 He'd already left by the time I got there.
7 They didn't used to go to gigs.
8 Children tend being quite noisy.
9 I was making lunch when he called.
10 Don't bother go to the museum.
11 Who wants to go to the cinema?
12 This meal is absolutely delicious.
13 Do you have trouble sleep?
14 What are you worried with?

13

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

6 Progress Test 50 minutes

Name Score 100

1 CD2 15 **Listen to Daisy and Wayne talking about shopping. Choose the correct words/phrases.**



1 It's *Wayne's/Wayne's brother's/Daisy's* birthday next week.
2 Wayne's brother likes travelling *independently/light/with friends*.
3 Daisy *has been to the Amazon/has read Ed Stafford's book/has seen a documentary about Ed Stafford*.
4 Daisy *quite likes/doesn't mind/doesn't like* shopping for clothes online.
5 Wayne has just bought *a cottage in the country/a flat by the river/a terraced house near the park*.

8

2 CD2 15 **Listen to part of a radio programme about a festival. Fill in the missing information.**

BEDDINGTON BRIDGE MUSIC FESTIVAL

Dates
The festival takes place [1] *every year* on the [2] _____ weekend in August.
This year the festival begins on a [3] _____.

Prices
Adults: cheapest tickets available until [4] _____
Children under [5] _____ are allowed in free.
Parking costs a maximum of [6] £_____ per vehicle.
People arriving by [7] _____ can park for free.

Catering
Food is available at the festival site and in the [8] _____ in the village.

14

3 **Fill in the gaps with the correct form of *make* or *do*.**

1 I love *doing* nothing at the weekend.
2 Don't _____ a noise. The baby's asleep.
3 Gary's very good at _____ excuses.
4 My father usually _____ the washing-up.
5 George, can you _____ me a favour?
6 I couldn't _____ up my mind what to do.
7 I think you're _____ progress this year.
8 Have you _____ your homework yet?
9 Maria always _____ me laugh.
10 I _____ dinner for my family last Sunday.
11 I'm _____ a course in photography.
12 Have you _____ an appointment yet?
13 I hate _____ the cleaning.

12

4 **Fill in the gaps with these words/phrases.**

~~after~~ if in case before as soon as until unless

1 I'll see you *after* I get back.
2 I'll stay here _____ I know that he's OK.
3 I think he'll leave his job _____ his boss gives him a pay rise.
4 He's going to buy a new car _____ he gets his first month's salary.
5 I'll go to the party with you _____ you come and pick me up.
6 I'm sure Frances will come to say goodbye _____ she leaves the country.
7 Take a sandwich _____ you get hungry.

6

5 **Fill in the gaps with the correct reflexive pronouns.**

1 My father likes to repair his car *himself* .
2 She often goes away on holiday by _____ .
3 We really enjoyed _____ at the festival.
4 My parents look after the garden _____ .
5 I often make my children's clothes _____ .
6 Are you going to Thailand by _____ ?
7 Please wash the car. It can't wash _____ !
8 We really know how to enjoy _____ .

7

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p236

6 Fill in the gaps with the correct form of the verbs in brackets.

1 He *'ll do* (do) it today if he *has* (have) time.
2 If we _____ (not leave) now, we _____ (miss) the plane.
3 We _____ (not be able to) get a flight unless we _____ (book) it soon.
4 I _____ (tidy up) the house this afternoon if you _____ (do) the shopping.
5 If people _____ (not do) enough exercise, they _____ (put) on weight.
6 I've nearly finished. I _____ (call) you as soon as I _____ (be) ready.
7 If you _____ (want) a relaxing holiday, _____ (not go) to a big city.
8 I _____ (take) some sun cream with me tomorrow in case it _____ (be) very sunny.
9 If you _____ (not know) what to do, you must _____ (ask) a colleague.
10 _____ you _____ (help) me if I _____ (buy) you lunch tomorrow?
11 They _____ (not move) to London unless Bob _____ (get) a job.

20

7 Fill in the gaps with a synonym of the words in brackets.

1 He thought the film was *brilliant* . (wonderful)
2 How do you p_____ your lottery numbers? (choose)
3 I'm very f_____ to work here. (lucky)
4 Are you s_____ it was him? (certain)
5 Staying at home on Friday night makes a p_____ change. (nice)
6 Why are you looking so c_____ ? (worried)
7 My aunt is s_____ of spiders. (frightened)
8 I'm quite s_____ with my life at the moment. (content)
9 I often c_____ to my neighbours. (talk)
10 Didn't you think he was a_____ a bit strangely? (behaving)
11 I'm very g_____ to be here (pleased).
12 That house is absolutely h_____ . (enormous)
13 I met him b_____ c_____ on the train. (accidentally)
14 We thought the meal was a_____ . (terrible)

13

8 Fill in the gaps with these words/phrases.

~~should say~~ not a bad idea one thing What about Can I just sounds like have you thought suggestion not sure should do having

LYN Bill's leaving the company next month. How do you think we [1] *should say* goodbye to him?
TED May I make a [2]_____ ?
LYN Yes, of course.
TED How about [3]_____ a surprise party for him?
ROB Yes, that [4]_____ a good idea.
LYN Sorry, I don't think we [5]_____ that. He's quite shy and might not like being the centre of attention.
ROB Yes, maybe you're right. [6]_____ taking him out for a few drinks?
LYN I'm [7]_____ about that. For [8]_____ , he doesn't like going to pubs.
ZOE [9]_____ say something here?
LYN Yes, of course.
ZOE Well, [10]_____ of asking him what he wants to do?
TED Yes, that's [11]_____ !

10

9 Tick the correct sentences. Change the incorrect sentences.

make
1 I always ~~do~~ mistakes in my maths tests.
2 George and Fiona text themselves every day.
3 Soap operas really get on my nerves.
4 Their house is similar than mine.
5 We must to see that new Spielberg film.
6 Rose hasn't got much confident.
7 You haven't seen John recently, have you?
8 Our flat isn't as big than yours.
9 Are you doing anything this weekend?
10 I went to see my sister out at the station.
11 What were you doing when I called?

10

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

7 Progress Test 40 minutes

Name Score 100

1 Choose the correct words/phrases.

1 My parents always encouraged me *follow/* (*to follow*) my dreams.
2 He *makes/puts* a lot of effort into everything he does.
3 He always tries to *make/do* his best.
4 Try and make the most *of/for* the opportunity.
5 If you try hard, you'll achieve your *results/goals*.
6 I think I messed *out/up* my last exam.
7 Have you ever taken part *in/into* a TV programme?
8 I dream *for/of* becoming a famous musician.
9 Everything went *wrong/wrongly* at the interview.
10 You're very lucky to have the *possibility/ opportunity* to live abroad.

9

2 Rewrite these sentences using the words in brackets.

1 I'm able to do this easily. (can)
I can do this easily.
2 Mark doesn't know how to play football. (useless)
_____
3 Fixing problems on my laptop is very easy. (I find)
_____
4 Rachel can speak French well. (very good at)
_____
5 I don't know how to do this. (no idea)
_____
6 Robin can't play chess at all. (clue)
_____
7 I couldn't swim when I was five. (able)
_____
8 Yolanda can't make cakes. (no good at)
_____
9 I passed all my exams, but they were very difficult. (manage)
_____

16

3 Fill in the gaps in these second conditionals with the correct form of the verbs in brackets.

1 If I *won* (win) a million pounds, I'd *buy* (buy) an island in the Pacific.
2 Which countries _____ you _____ (visit) if you _____ (have) six months off?
3 Life _____ (be) so much easier if I _____ (live) nearer my work.
4 If we _____ (not have) air conditioning at home, I _____ (go) crazy.
5 If Sam _____ (not work) in London, he _____ (move) to the country.
6 We _____ (live) in England if it _____ (not rain) all the time.
7 If Jack _____ (can) find a better job, he _____ (be able to) move house.
8 We _____ (not be) lost if you _____ (have) GPS in your car.
9 _____ you _____ (do) less exercise if you _____ (not have) a dog?
10 I might _____ (not be) so unhappy if my job _____ (not be) so boring.

18

4 Write the words/phrases connected to computers.

1 connect your computer to the internet: l*og* o*n*
2 part of a computer that stores information: a h_____ d_____
3 a document, picture, etc. sent with an email: an a_____
4 when a computer or a website suddenly stops working: c_____
5 produce a copy of a document on paper: p_____ o_____
6 a secret word that allows you to use a computer: a p_____
7 a connection between two pages on the internet: a l_____
8 write something on a website or forum for other people to read: p_____ a c_____
9 add a new comment to your page on a social networking site: u_____ your s_____
10 download a computer program from the internet or from a disk: i_____ s_____
11 unwanted emails, usually advertisements: s_____
12 remove something from a computer's memory: d_____
13 personal information you add to your page on a social networking site: a p_____
14 use a machine to put a document, etc. into a computer: s_____

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p237

15 a small piece of equipment that you use for storing information or photos: a m_____ s_____

16 a computer program which stops a computer from working normally: a v_____

15

5 **Read the biography of Bill Gates. Fill in the gaps with *a*, *an*, *the* or – (= no article).**

Bill Gates



Bill Gates is [1] *the* man who created Microsoft, [2]_____ worldwide leader in computer software. Born in 1955, Gates grew up in [3]_____ Seattle with his two sisters and their father, who was [4]_____ lawyer. Gates went to [5]_____ small elementary school near his home and then went on to [6]_____ well-known Lakeside School, where he discovered his interest in [7]_____ software. He began programming [8]_____ computers at [9]_____ age of 13.

In 1973 Gates went to Harvard University. While at Harvard, Gates developed [10]_____ new type of [11]_____ programming language called BASIC. Gates left Harvard before [12]_____ end of his course to give his time totally to Microsoft, which was [13]_____ name he had given to [14]_____ company he'd started in 1975 with his friend Paul Allen.

In 1999 Gates wrote *Business @ the Speed of Thought*. This was [15]_____ first book he wrote and it showed how computer technology could solve [16]_____ business problems in new ways.

Gates and his wife, Melinda, now run [17]_____ organisation called the Bill and Melinda Gates Foundation. [18]_____ aim of this organisation is to provide money for health and education projects around [19]_____ world. These projects include fighting malaria in [20]_____ Africa and providing better internet access for poor people in [21]_____ United States.

20

6 **Put the words in order to make indirect questions.**

1 mobile phone / is / you / where / Do / know / my ?
Do you know where my mobile phone is?

2 idea / coming / to / any / Have / if / John / the / meeting / is / you ?
_____
_____

3 you / we / up / station / Do / should / him / from / pick / think / the ?
_____
_____

4 message / me / you / left / has / a / me / Harry / Could / whether / tell ?
_____
_____

5 the / arrive / what / to / you / next / know / is / time / Do / train / going ?
_____
_____

6 when / you / back / tell / from / Sarah / Can / will / be / lunch / me ?
_____
_____

10

7 **Tick the correct sentences. Change the incorrect sentences.**

1 Ali is absolutely brilliant ~~in~~ *at* chess.
2 I'll make the shopping if you do the cleaning.
3 I don't know what is called in English.
4 What do you think I should do?
5 We'll go swimming if it doesn't rain.
6 That's the more expensive camera in the shop.
7 I like going to the cinema by myself.
8 It's stuff for clean computers.
9 I'll believe it when I'll see it.
10 When do you usually do your homework?
11 I've been having this phone since July.
12 Can you copy me in at your email?
13 I'll take a map in case we get lost.

12

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

8 Progress Test 40 minutes

Name Score /100

1 Write the words for bad weather and natural disasters.

1 bad weather with lots of rain and wind: a *storm*
2 a very strong, dangerous wind that blows in a circle: a t_____
3 a bright light in the sky during a storm: l_____
4 a sudden violent movement of the Earth's surface: an e_____
5 a violent storm with extremely strong winds: a h_____
6 a lot of water covering an area that is usually dry: a f_____
7 a snow storm with strong winds: a b_____
8 the loud noise that comes from the sky in a storm: t_____
9 a very strong wind: a g_____
10 a long period of unusually hot weather: a h_____ w_____
11 an extremely large wave that can cause a lot of damage when it hits the coast: a t_____
12 a long period of time with no rain: a d_____
13 when a large quantity of rocks and earth falls down the side of a mountain: a l_____

/12

2 Choose the correct verb forms.

1 A lot of houses *were damaged*/*damaged* by storms.
2 More bad weather *reported*/*was reported* in Florida yesterday afternoon.
3 Extreme weather conditions *have recorded*/*have been recorded* in many places recently.
4 Global warming *will affect*/*will be affected* a lot more places in the future.
5 Sea levels *are rising*/*are being risen* around the world.
6 People *should teach*/*should be taught* how to save energy at home.
7 A lot of places around the country *have hit*/*have been hit* by strong winds.
8 A lot of people *killed*/*were killed* by bad weather last week.
9 More records of temperature changes *are keeping*/*are being kept* these days.
10 Climate change *must take*/*must be taken* more seriously by world governments.
11 More people *will lose*/*will be lost* their homes in the future.

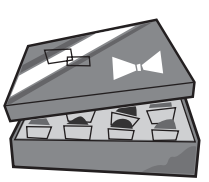
/10

3 Make these sentences passive. Use '*by* + the agent' if necessary.

1 We give students homework twice a week.
Students are given homework twice a week.
2 Mrs Robson took the old man to hospital.
_____
_____
3 They haven't caught the thief yet.
_____
_____
4 We can do a lot to slow down global warming.
_____
_____
5 The police are questioning three men.
_____
_____
6 They grow bananas in the Caribbean.
_____
_____
7 You must take these pills twice a day.
_____
_____
8 A cleaner found a baby outside the hospital.
_____
_____
9 The school will test all students at the end of term.
_____
_____

/16

4 Write the containers and the food items.





1 *a box of chocolates* 2 _____ 3 _____





4 _____ 5 _____ 6 _____

/10

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p237

5 Fill in the gaps with these words and phrases.

~~some~~ any enough loads of little too much
hardly any a few no

1 Would you like *some* cake?
2 Chris spends _____ time working. He should have a holiday.
3 I can only say _____ words in Chinese.
4 I had _____ time to do my homework last night. I've only written 50 words.
5 My daughter's always on the phone. She's got _____ friends.
6 We've only got two small pizzas and there's _____ salad at all! That isn't _____ food for six people.
7 I can't see _____ potatoes in the cupboard either. I think we've run out.
8 There's a _____ milk left in the fridge. It should be enough for two coffees.

8

6 Make the opposites by adding a prefix.

1 *un*usual
2 ____patient
3 ____responsible
4 ____helpful
5 ____possible
6 ____correct
7 ____selfish
8 ____honest
9 ____polite
10 ____considerate
11 ____regular
12 ____organised
13 ____formal
14 ____believable

13

7 Fill in the gaps by adding a prefix or suffix to the word in brackets.

1 Mark is absolutely *useless* (use) at basketball.
2 I wouldn't go to that restaurant. They always _____ (charge) their customers.
3 I think footballers are _____ (paid). Some of them are millionaires nowadays.
4 Please don't throw that plastic bag away. You can _____ (use) it.
5 You shouldn't _____ (estimate) Susan. She's really very clever.
6 When are you going to _____ (pay) the money I lent you?
7 You needn't worry about the operation. It's completely _____ (pain).
8 That cottage is _____ (used). The owners only stay in it twice a year.
9 You need to be very _____ (care) with that. It might break.

8

8 Fill in the gaps in this conversation with these words/phrases.

~~Could~~ hadn't thought should we do in case
That's really if I were you be careful a good idea
watch out Whatever you do really helpful
you'd better or else sounds like

A I've never been diving before. [1] *Could* you give me some advice?
B Well, [2]_____ , I'd do a diving course.
A Yes, we're going to do one as soon as we arrive.
B OK, that's good. And it's [3]_____ to buy your equipment before you go [4]_____ you can't find what you want there.
A That's a good idea. I [5]_____ of that.
B And [6]_____ when you're swimming near coral. If you stand on it, you can hurt yourself.
A [7]_____ useful, thanks.
B And when you're diving, you always swim in pairs. [8]_____ , don't lose your partner. Stay together at all times, and [9]_____ for sharks.
A What [10]_____ if we see one?
B Just stay calm. Most of them are harmless and they'll probably just swim away.
A Right, thanks. That's [11]_____ .
B And if you start to feel cold, [12]_____ come up immediately. But don't come up too quickly [13]_____ you'll be in trouble.
A That [14]_____ good advice. Thanks a lot.

13

9 Tick the correct sentences. Change the incorrect sentences.

was bitten
1 I heard that he ~~bit~~ by a shark.
2 My parents let me to stay up late.
3 This room is as bigger as my bedroom.
4 My dad taught me to play tennis.
5 I've got plenty food in the house.
6 Could you tell me when does the film start?
7 If I had a car, I'd be able to drive to work.
8 He was sent to the prison for 20 years.
9 I'm useless at remembering birthdays.
10 What you would do if you lost your job?
11 I managed find a very nice suit.

10

© Cambridge University Press 2013

9 Progress Test 40 minutes

Name Score /100

1 Choose the correct words.

1 I've met the doctor *which/(who)* looks after Sarah.
2 This is the hospital *where/which* my son works.
3 He's the man *who/whose* car was stolen.
4 I go to restaurants *that/where* serve organic food.
5 That's the café *where/when* we first met.
6 He's the police officer *which/who* arrested her.
7 None of the people *that/where* I know are vegetarians.
8 I hate places *which/where* people are smoking.
9 That's the boy *whose/which* brother hit me.
10 That was the year *where/when* I lived in India.
11 Everyone knows *which/who* did it.

/10

2 Fill in the gaps with the Present Perfect Simple active or passive of these verbs.

~~take part~~ call off meet publish discover increase die arrest take accept protest



Here are today's main news stories. About 10,000 people [1] *have taken part* in a demonstration in London today against the latest government cuts. Ten people [2]_____ and one police officer [3]_____ to hospital. This is the third time people [4]_____ against the government's plans in the last month. The teachers' union [5]_____ the one-day strike planned for next Thursday. The government's new pay offer of 3%. [6]_____ by the union leader, Cathy Simmons.
A new report on crime [7]_____ by the government. The report, which was carried out by the Metropolitan Police, shows that they [8]_____ the targets for reducing property crime that were set last year, but street crime [9]_____ by 5.3%.
The gene which controls sleep [10]_____ in California. This discovery could help people who have serious insomnia.
Finally, the singer Joe Stevens [11]_____ after a long illness. He was 92.

/20

3 Put these words in the correct order.

1 a / about / seen / year / him / for / haven't / I .
I haven't seen him for about a year.
2 discovered / John / of / the / allergy / has / cause / just / his .
_____
_____
3 father / to / already / has / ambulance / been / hospital / taken / His / by .
_____
_____
4 seen / doctor / she / yet / been / a / Hasn't / by ?
_____
_____
5 already / the / six / We've / A&E / been / hours / in / department / for .
_____
_____
6 operated / The / yet / on / doctor / leg / the / hasn't / boy's .
_____
_____
7 been / The / hasn't / arrested / man / painting / the / stole / still / who .
_____
_____

/12

4 Write the words for body movements and responses.



1 *laugh*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

/7

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p238

5 Rewrite these sentences. Use the words in brackets.

1 I was exhausted. I went to the party. (although)
Although I was exhausted, I went to the party.

2 Tania didn't speak very good French. She'd lived in Paris. (even though)
_____
_____

3 I couldn't sleep. I was very tired. (despite)
_____
_____

4 We went for a walk. It was snowing. (in spite of)
_____
_____

5 I really enjoyed the party. There weren't many people there. (although)
_____
_____

6 I was looking forward to that film, but I was very disappointed when I saw it. (been)
_____
_____

10

6 Write these words/phrases connected to health.

1 something that can cause infections: a v*irus*
2 a doctor who does operations: a s_____
3 the place where you have an operation: an o_____ t_____
4 a big room with beds in a hospital: a w_____
5 a doctor who knows a lot about one area of medicine: a s_____
6 an office or building where you go to see a GP: a s_____
7 an illness which makes it difficult to breathe: a_____
8 an extremely painful headache: a m_____
9 a group of red spots on the skin: a r_____
10 when bad food makes you ill: f_____ p_____
11 an allergy caused by flowers or grass in the spring or summer: h_____ f_____
12 when you breathe noisily and with difficulty: w_____
13 be sick, vomit: t_____ u_____
14 when you can't breathe through your nose: a b_____ -up n_____
15 a type of painkiller: pa_____
16 a type of antibiotic: pe_____

15

7 Fill in the gaps with these words/phrases.

~~problem~~ been feeling sneezing symptoms stop coughing should I take come back throat appointment hurts prescription not feeling how long have a look antibiotics allergic temperature

DOCTOR Now, what seems to be the [1] *problem* ?
MIA I'm [2]_____ very well and my chest [3]_____ .
DR Have you got any other [4]_____ ?
MIA Yes, I can't [5]_____ .
DR Right. I'm just going to take your [6]_____ . Hmm, it's a bit high. Right, here's a [7]_____ for some [8]_____ .
MIA Thank you. How often [9]_____ them?
DR Three times a day for seven days.
MIA Do I need to make another [10]_____ ?
DR Not at the moment, no. But [11]_____ if you're not feeling better in a week.

ROB Hello, doctor. I haven't [12]_____ very well recently. I keep [13]_____ and I've got a terrible sore [14]_____ .
DR Do you know if you're [15]_____ to anything?
ROB No, I don't think so.
DR And [16]_____ have you been feeling like this?
ROB For about three or four days.
DR Right, let me [17]_____ at you. Hmm. I think you've probably got a virus.

16

8 Tick the correct sentences. Change the incorrect sentences.

didn't go
1 They ~~haven't been~~ there last year.
2 I'm very careful about what I eat.
3 Whatever you do, not go in there.
4 If I were you, I'd go to bed immediately.
5 California hit by a hurricane last night.
6 I haven't a clue how doing this.
7 Have you any idea where has Ian gone?
8 Unless I change jobs soon, I'll be too old.
9 I've made a lot of progress this month.
10 If I were you, I buy a new car.
11 Their house is similar than ours.

10

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

10 Progress Test 40 minutes

Name Score 100

1 Fill in the gaps with the correct form of these phrasal verbs.

~~tidy up~~ put off go up get out of point out
look up split up come up with fall out
get over come across

1 Could you please *tidy up* your room?
2 The price of petrol _____ last year.
3 Alex managed _____ a solution.
4 I don't want to go, but I can't _____ it.
5 Ruth _____ these old photos while she was clearing out the cupboard.
6 I _____ that he had already borrowed my car twice this week.
7 Kim and her sister _____ last month and they're still not speaking to each other.
8 It took ages to _____ the operation.
9 My girlfriend and I _____ last week.
10 If everyone's feeling ill, maybe we should _____ the meeting until next week.
11 Can you _____ this word for me?

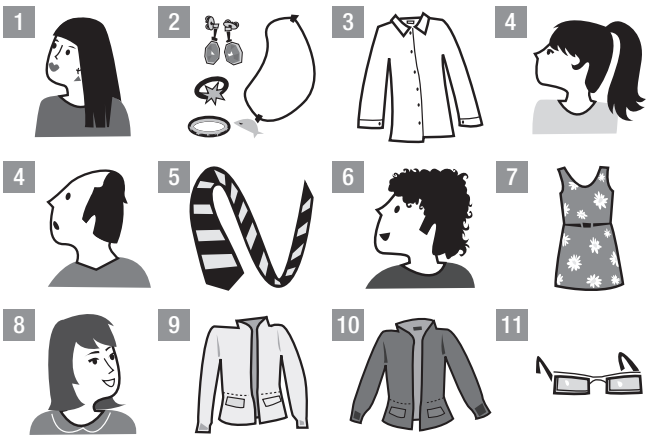
10

2 Put these words in the correct order.

1 really / forward / it / I'm / looking / to .
I'm really looking forward to it.
2 put / for / week / should / We / it / off / a .
_____
_____
3 get / I / of / couldn't / the / out / taking / exam .
_____
_____
4 before / never / across / it / I've / come .
_____
5 out / her / to / you / Why / point / didn't / it ?
_____
_____
6 the / put / She / up / can't / noise / with .
_____
7 still / up / year / over / it / and / haven't / I / last / split / got / We .
_____
_____
8 didn't / him / wrong, / to / but / point / I / want / Tom / to / out / was / it .
_____
_____

14

3 Complete these words/phrases.



1 She's got s*traight* h*air* .
2 j_____
3 a p_____ s_____
4 She's got a p_____ .
5 He's g_____ b_____ .
6 a s_____ t_____
7 He's got c_____ h_____ .
8 a f_____ d_____
9 She's got s_____-l_____ h_____ .
10 a l_____ grey j_____
11 a d_____ grey j_____
12 g_____

11

4 Fill in the gaps with *was/were supposed to* or *was/were going to* and these verbs.

~~email~~ move give up drive tidy up call meet

1 I *was going to email* him tomorrow.
2 Jim _____ his room, but he watched TV instead. His mum was furious.
3 We _____ to the beach last weekend, but our car broke down.
4 Fiona _____ some important customers at 9 a.m., but she overslept.
5 Lyn and Al _____ house, but then they decided to stay where they were.
6 I _____ smoking, but I've been under too much pressure at work.
7 We _____ Mr Lee back, but I forgot. He's going to be very angry.

12

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p238

5 Fill in the gaps with the correct prepositions.

1 I'm very keen *on* tennis.
2 I'd like to keep in touch _____ all my school friends.
3 Can you ask Jan to call me _____ when she comes in?
4 A Have you heard _____ your cousin lately?
B Yes, I got an email yesterday.
5 I hadn't heard from Ian for ages. Then he got back _____ touch with me last month.
6 She's _____ her mid-twenties, I think.
7 He fell out _____ his boss.
8 Can you get hold _____ Mr Green for me?
9 Jane has just split up _____ her husband.
10 Who's the person _____ a beard?
11 Gloria's the one _____ a blue suit.
12 She's got very long hair, but she has to wear it _____ for work.

11

6 Choose the correct modal verbs and write the correct form of the verbs in brackets.

1 JIM Do you know where Fred is?
ANN I'm not sure. He *must/could* *be* (be) in the sitting room with the other children.
2 TOM Is that George over there?
MAY It *might/can't* _____ (be) him. That man's smoking and George has never smoked in his life.
3 LEO What's Mum doing?
DAD She *can't/must* _____ (have) a bath. I can hear her radio in the bathroom.
4 FRAN Why aren't they here yet?
JOE They *can't/must* _____ (come) by train. It's often late.
5 SAM Have you heard that John's going to train to be a teacher?
BEN That *could/can't* _____ (be) true. He can't stand children.
6 JACK Usha's started another English course.
SUE But why? She *might/must* _____ (speak) perfect English by now. She's been studying for 20 years!
7 FRED Why's Lucy still in bed in the middle of the day?
DAD She *might/can't* _____ (sleep) or she *must/may* _____ (have) a migraine.
8 ZOE What's Mum doing at the moment?
NICK Well, she *can't/must* _____ (watch) the football with Dad, because she hates sport. She *can't/might* _____ (do) some shopping. Some people are coming round for dinner tonight.

18

7 Fill in the gaps with these words or phrases.

~~if~~ can yourself of course opened open I'm afraid I'd rather you didn't ahead I could not at all may I mind

A Is it OK [1] *if* I borrow your phone?
B Sure, go [2]_____ .

A Do you think [3]_____ stay tonight?
B Yes, [4]_____ .

A Do you mind if I [5]_____ a window?
B No, [6]_____ . It is a bit warm in here, isn't it?

A Would you [7]_____ if I [8]_____ a window?
B Actually, [9]_____ . I'm quite cold.

A Mum, [10]_____ I have some more pasta?
B Help [11]_____ .

A [12]_____ use your washing machine?
B Sorry, [13]_____ it's not working at the moment.

12

8 Tick the correct sentences. Change the incorrect sentences.

1 I haven't seen her ~~since~~ *for* two years.
2 Is it OK if Tom borrow your bike?
3 He hasn't been told the news yet.
4 I haven't feeling very well recently.
5 He hasn't still called me back.
6 Gary was taken to hospital yesterday.
7 Do you think he wants to come?
8 That's the person which stole my bag.
9 I keep get terrible headaches.
10 My brother's quite unorganised.
11 Can you get me a jar of marmalade?
12 If I don't live here, I'd live in Hawaii.
13 Could you do me a favour?

12

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

11 Progress Test 40 minutes

Name Score 100

1 Complete these adjectives to describe jobs.

1 In a w*ell-paid* job you earn a lot of money.
2 You only have a t_____ job for a short time.
3 If your job is s_____ , you worry about it a lot.
4 If you have a p_____-_____ job, you don't work all of the working week.
5 A r_____ job makes you feel satisfied when you do it well.
6 In a r_____ job you have to do the same things again and again.
7 If you have a d_____ job, you find the work very boring.
8 A g_____ job is exciting because it's connected to fame or success.
9 A c_____ job is very hard work, but in an enjoyable way.
10 A d_____ job needs a lot of time and energy.

18

2 Fill in the gaps in the sentences with the correct form of these verbs.

~~do~~ have run go organise be deal with work (x2)

1 I *'ve been doing* a lot of overtime recently.
2 If you took this job, you'd have to _____ shifts.
3 I really like _____ customers.
4 John usually _____ conferences for the company and books the accommodation.
5 Doctors have to _____ unsocial hours.
6 He _____ in charge of the company since 1997.
7 I'm sure you _____ the department when Sue retires.
8 Eva _____ for another audition tomorrow.
9 When he was the managing director, he _____ a lot of responsibility.

16



3 Look at the photo. Complete the sentences by changing the underlined phrases into reported speech.

BILL Hi, Joe. Did I tell you? **I'm visiting** the new factory on Friday.
Bill said [1] *he was visiting* the new factory on Friday.
JOE Do you have to go on Friday? **There's going to be** an important meeting that day.
Joe told [2] _____ an important meeting that day.
BILL **I can't visit** the factory on Thursday because of the conference.
Bill said [3] _____ the factory on Thursday because of the conference.
JOE Yes, that's true. **You won't be able to go** next week either.
Joe told [4] _____ next week either.
BILL Oh, dear. **I want to have** a few days off after that.
Bill said [5] _____ a few days off after that.
JOE Well, **Alice visited** the factory two weeks ago.
Joe told [6] _____ the factory two weeks ago.
BILL Did she? **She hasn't talked to me** about it. Is she here today?
Bill told [7] _____ about it.
JOE I think so. **She's getting ready** to go on a business trip to China.
Joe said [8] _____ ready to go on a business trip to China.
BILL Right. **I must go** and talk to her. See you later.
Bill said [9] _____ and talk to her.

16

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p238

4 Complete these reported questions.

1 Where's Derek going?
She asked *where Derek was going.*

2 Did you see Marianne at the concert?
He wanted to know _____
_____

3 Which other countries has Fred visited?
She asked me _____
_____

4 Can you help me with the gardening?
She asked _____
_____

5 Who's taking Susan to the cinema?
He asked _____
_____

6 How will the children get home after the party?
He wanted to know _____
_____

7 Do you have to go tomorrow?
She asked _____
_____

12

5 Write these sentences in reported speech. Use these verbs.

~~agree~~ promise warn threaten refuse suggest offer remind admit invite

1 OK, I'll meet them at eight.
He agreed to meet them at eight.

2 Can I give you a lift to the station?
He _____

3 Let's go to the cinema.
Tom _____

4 I'll tell the police if you call me again.
She _____

5 Jo, don't forget to phone the bank.
He _____

6 Don't go in the park at night, Ian.
I _____

7 Sue, would you like to go to a party?
Rob _____

8 I'll definitely give the money back.
He _____

9 I won't go to bed.
His son _____

10 I stole the lady's bag.
Nigel _____

18

6 Fill in the gaps in the conversations with these words/phrases.

~~did you say~~ get all can you give sorry Could you say talking about catch is that mean spelt you give

A Sorry, what [1] *did you say* your name was again?
B Mrs Green. And I live at 59 Cutforth Street.
A Sorry, I didn't quite [2]_____ that.
B 59 Cutforth Street.
A Is that [3]_____ C–u–t–f–o–r–t–h?

A Why don't you come round on Saturday?
B Do you [4]_____ this Saturday?
A Yes, that's right. We could go to the festival together.
B Are you [5]_____ the festival in the park?

A Jim's in hospital. He's broken his leg.
B I'm [6]_____ , this is a really bad line. [7]_____ that again, please?
A Jim's broken his leg. He's in Sheffield Hospital. The number's 0114 496 0348.
B Sorry, [8]_____ me that number again?

A Can you pick me up from the Red Lion pub in Syon Street?
B Sorry, I didn't [9]_____ of that. Could [10]_____ it to me again, please?
A The Red Lion Inn in Syon Street.
B And [11]_____ Syon with a *y*?

10

7 Tick the correct sentences. Change the incorrect sentences.

1 She's split up ~~for~~ *with* him.
2 I enjoy sorting out people's problems.
3 He's responsible to the finances.
4 He told me don't go there.
5 Jane asked me come to dinner.
6 My aunt's in her mid-fifties.
7 Would you mind if I left early?
8 I looked up it on the internet.
9 Mike might watch TV at the moment.
10 That mustn't be Jim. He's in the USA.
11 Let me know when he gets back.

10

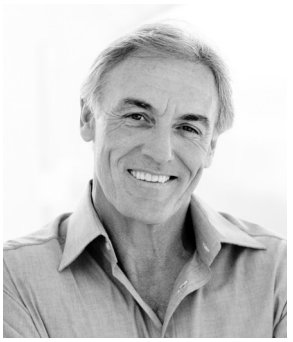
PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

12 Progress Test 50 minutes

Name Score 100

1 CD3 37 **Listen to a radio interview with the actor Colin Waring. Choose the correct answers.**



Colin Waring

1 How did Colin become interested in acting?
- A he went to see a Shakespeare play with his mother
- B he studied plays in his English class
- C he saw someone he knew acting in a play

2 What helped Colin most at drama school?
- A learning how to act from some famous actors
- B being able to see a lot of different plays
- C working with other students on his course

3 Which play did Colin first act in professionally?
- A *Table for Two* B *Secret Lives*
- C *The Rendezvous*

4 What does Colin like most about the theatre?
- A the relationship with the audience
- B being able to do the same thing every night
- C seeing how a play changes

5 What will Colin's next job be?
- A a new play B a TV serial
- C an adventure film

10

2 CD3 37 **Listen to two friends, Marie and Paul, talking about food. Are these sentences true (T) or false (F)?**



1 Paul felt very bad on the second day of his health retreat. _____
2 Paul might do another retreat in the future. _____
3 Marie and Paul both like eating fruit for breakfast. _____
4 Marie thinks organic food is worth the extra cost. _____
5 Marie is a vegetarian now. _____
6 Paul prefers eating Indian food when he goes out. _____

12

3 **Fill in the gaps with one word only.**

1 I'm fed up *with* getting up early.
2 She's really _____ computer games at the moment – she plays all the time.
3 Do you fancy _____ out for a pizza?
4 She doesn't feel _____ to eating anything. She's got a migraine and she feels sick.
5 I'd love to have a go _____ sailing.
6 I could really do _____ a holiday.
7 It's not up _____ him where they go – his wife always decides.
8 He usually hangs _____ with his friends in the park after dinner.
9 I can't be _____ to do my homework this evening. I want to watch the match on TV.
10 I'm sick _____ talking to him. He never listens to me.
11 Can you lend me £10? I'm completely _____ at the moment.

10

4 **Fill in the gaps with the correct form of the verbs in brackets.**

1 I wish he *were* (be) more patient.
2 I wish I _____ (have) my own swimming pool.
3 I wish we _____ (go) on holiday tomorrow. I don't want to go to school.
4 My husband wishes he _____ (not have to) go back to work tomorrow.
5 I wish I _____ (can) play the piano.
6 I wish we _____ (sit) on a beach in the Caribbean now.
7 My parents wish they _____ (not live) in such a cold country.
8 Do you sometimes wish you _____ (be) younger?
9 I wish I _____ (know) how to speak Chinese.
10 I wish I _____ (have) a horse.

9

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013
Instructions p239

5 **Complete the table with verbs, nouns or adjectives.**

verb	noun	adjective
attract	1 *attraction*	attractive
enjoy	enjoyment	2
3	pollution	polluted
care	4	careful/careless
disappoint	5	disappointed/ disappointing
entertain	entertainment	6
create	creation	7
confuse	8	confused/confusing
depend	dependence	9
10	employment	employed
protect	protection	11
reserve	12	reserved

11

6 **Fill in the gaps with these phrases and the correct form of *get*.**

~~home~~ lost something to eat better
in touch with into trouble to know
rid of fed up with excited on with

1 What time did you *get home* last night?
2 You _____ if you don't take this map.
3 My son keeps _____ at school. I don't know what to do with him.
4 He's a bit unfriendly at first, but he's fine when you _____ him.
5 I left my job because I _____ it. I was so bored!
6 I'm hungry. I think I _____ .
7 My daughter always _____ when it's her birthday.
8 You _____ at English if you studied a bit harder.
9 I _____ my old computer because it didn't work any more.
10 How are you _____ your neighbours at the moment?
11 We've been trying _____ all the people we knew at school.

20

7 **Put the verbs in brackets in the correct form in these third conditionals.**

1 I *'d have gone* (go) to the party last night if someone *had told* (tell) me about it.
2 If I _____ (not/leave) school when I was 16, I _____ (go) to university.
3 Gabi _____ (not/miss) yesterday's meeting if she _____ (wake up) earlier.
4 Karen _____ (become) a doctor if she _____ (not/fail) her exams.
5 If you _____ (warn) me earlier, I _____ (not/say) anything.
6 If I _____ (not/have) dinner in that restaurant, I _____ (not/meet) my wife. She was a waitress there.
7 We _____ (call) you yesterday if we _____ (have) your number.

12

8 **Choose the correct words.**

1 I like dealing *with*/*for* customers.
2 We can only stay for a *few*/*little* minutes.
3 I always take an umbrella *in case*/*unless* it rains.
4 *Despite*/*Although* he was ill, he went to work.
5 Don't bother *go*/*going* to see that film.
6 Ian's *been*/*gone* to Rome. He'll be back on Friday.
7 I've been living here *for*/*since* I was young.
8 Emma threatened *to tell*/*telling* his parents.
9 You *mustn't*/*don't have to* go walking in the jungle alone. It's very dangerous.

8

9 **Tick the correct sentences. Change the incorrect sentences.**

1 Would you mind if I ~~sit~~ *sat* here?
2 She's on charge of the company.
3 He said me he was going to be late.
4 John told me not to call her.
5 He asked me where did I live.
6 He threatened telling my boss.
7 If I were you, I'd stay at home.
8 The museum is well worth visit.
9 The meal was much more expensive than I expected.

8

PROGRESS TESTS: Photocopiable

© Cambridge University Press 2013

Acknowledgements

Chris Redston would like to thank: Eoin Higgins for editing this book with such efficiency and good humour; Theresa Clementson for writing the Extra Reading Worksheets; Greg Sibley for managing the face2face Second edition project and for helping to write the introduction of this book; Hilary Mead for her help with the photos; and everyone at emc for the book design. He would also like to thank Mark Skipper for being such a good friend over the years (and for finally admitting that I'm right about the plot of *Total Recall*), Will Ord for keeping my feet on the ground and my head in the clouds; Joss Whedon for creating the best TV programme in history; and everybody out there who is doing something positive to help protect our fast-disappearing natural world. He would also like to offer particular thanks to his wonderful fiancée Adela Pickles for putting up with book-writing guy for another three years (it'll be fun-loving guy's turn again soon, I promise!), and to Skipper the Bunny for all the late-night running around, bunnyflops and binkies.

The authors and publishers are grateful to the following contributors:
emc design ltd: text design and page make-up
Hilary Luckcock: picture research

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.

English Pronunciation in Use by Mark Hancock, Cambridge University Press, 2003 for the diagrams on p65, *English Pronunciation in Use Elementary* by Jonathan Marks, Cambridge University Press, 2007 for the diagrams on p76, p104, p132 and *English Pronunciation in Use Intermediate* by Mark Hancock, Cambridge University Press, 2012 for the diagram on p55. Reprinted with permission.

Photo acknowledgements

The publishers are grateful to the following for permission to reproduce copyright photographs:

Key: l = left, c = centre, r = right, t = top, b = bottom
p201: Corbis/Royalty Free; p211: Getty Images; p217: Alamy/Alan Gignoux; p219(TL): Shutterstock/SaurBkk; p219(TR): Corbis/Victoria Bonn-Meuser/dpa; p219(BL): Shutterstock/gary yim; p219(BR): Shutterstock/Natalia Bratslavsky; p220: Alamy/epa european press photo agency; p221(L): Rex Features/Terry Smith; p221(R): Topfoto/©2004 Topham Picturepoint; p222(T): Rex Features/David Fisher; p222(C): Corbis/Bettmann; p222(B): PA Photos/AP; p223(L, R): Rex Features/Derek Cattani; p224(L): Corbis/Mark Rightmire/ZUMA Press; p224(R): Getty Images; p225: Masterfile; p228: PA Photos/Bebeto Matthews/AP; p233: Getty Images/Alex and Laila; p247: Rex Features; p250: Alamy/Andres Rodriguez; p253: Rex Features; p260: Alamy/eStock Photo; p262(T): Masterfile; p262(B): Corbis/RelaXimages.

Picture research by Hilary Luckcock.

Front cover photos by Glowimages (TCL), Thinkstock/Georgie Doyle (BR)

The publishers would like to thank the following illustrators:
Fred Blunt (Meiklejohn Illustration Ltd); Dirty Vectors; Mark Draisey; Dylan Gibson; Graham Kennedy; Joanne Kerr (New Division).

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 Cambridge English Language Assessment. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

English Profile
This product is informed by the 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