ROADMAP™ B1+

TEACHER'S BOOK

with digital resources and assessment package

Kate Fuscoe, Clementine Annabell

Pearson

GSE Global Scale of English

ROADMAP™

Every class is different, every learner is unique.

Roadmap is a new eight-level general English course for adults which recognises that every class is different and every learner is unique. Built on ***Global Scale of English*** learning objectives, the course is designed to give learners the specific language training they need to progress. Engaging, relevant content and extensive support materials make lessons enjoyable for both learners and teachers.

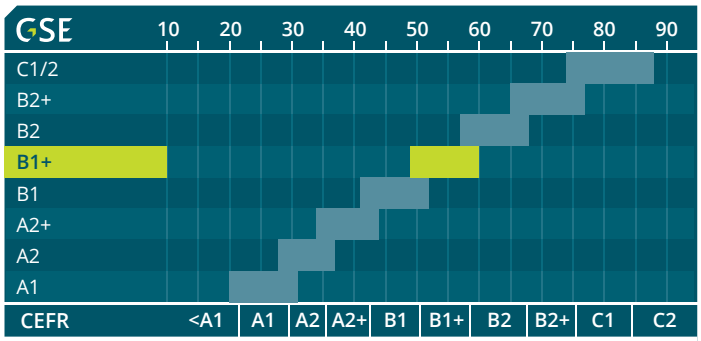
The ***Roadmap*** Teacher's Book with digital resources and assessment package provides everything you need to deliver successful lessons and get the most out of the course:

- clear instructions on how to exploit each lesson.
- ideas for warmers, fillers, extension and homework activities.
- culture notes and suggestions for dealing with tricky language points.
- answer keys for all practice exercises.
- additional support materials to add 'spice' to your lessons including photocopiable worksheets, games and activities.
- audio and video scripts plus video worksheets.
- unit, achievement, mid and end of course tests in accompanying assessment package.

COURSE COMPONENTS

- Students' Book with digital resources and mobile app
- Students' Book with online practice, digital resources and mobile app
- Workbook with key and online audio
- Teacher's Book with digital resources and assessment package
- Presentation tool

Find out more at **english.com/roadmap**



Learn more about the Global Scale of English at **english.com/gse**

Pearson

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ROADMAP™

Your course comes with resources on the *Pearson English Portal*.

To access the Portal:

- Go to **english.com/activate**
- Sign in or create your Portal account
- Enter the access code below and click **activate**

ACCESS CODE

Need help?

Go to **english.com/help** for support with:

- Creating your account
- Activating your access code
- Checking technical requirements



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Teacher's Book

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MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
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1B **A place to live** page 8	modifying comparisons	where I live		talk about where you live
1C **A late night** page 10	non-defining relative clauses	going out, staying in	non-defining relative clauses	describe a night out
1D **English in action** page 12	express preferences and reasons			express preferences and give reasons
Check and reflect page 13 Go online for the Roadmap video.				
UNIT 2 page 14				
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2B **First days** page 16	present habits	starting work	silent letters	give a talk about where you work/study
2C **Changing world** page 18	*used to*, *would* and past simple	parents and children	silent letters	discuss how life has changed
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Check and reflect page 21 Go online for the Roadmap video.				
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3B **Big issues** page 24	present perfect simple and continuous	science and research	weak forms: *have* and *been*	discuss an article
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Check and reflect page 37 Go online for the Roadmap video.				
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5B **Living the dream** page 40	adverbs used with the present perfect	new projects	sentence stress	talk about new projects
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EXTENDED ROUTE

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1B Develop your reading page 88	understand a biography	noticing collocations
1C Develop your listening page 90	understand a radio programme	recognising sounds and words
2A Develop your listening page 91	understand a radio phone-in programme	identifying details that support key ideas
2B Develop your writing page 92	write an informal email	linking words and questions in informal emails
2C Develop your reading page 94	understand an article	using affixation to recognise new words
3A Develop your reading page 96	understand a newspaper article	understanding cause and result
3B Develop your writing page 98	summarise an article	writing a summary
3C Develop your listening page 100	understand a podcast	understanding attitude
4A Develop your listening page 101	understand informal conversations	recognising rhetorical questions
4B Develop your writing page 102	write a story	creating interest in stories
4C Develop your reading page 104	understand an article	guessing meaning
5A Develop your writing page 106	write an essay	using supporting examples
5B Develop your reading page 108	understand a blog	recognising attitude
5C Develop your listening page 110	understand a lecture	understanding explanations











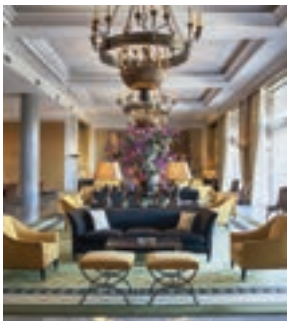
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FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A **A great show** page 46	passive	at the cinema, on TV	weak forms: auxiliary verb *be*	talk about films and TV
6B **A five-star review** page 48	*have/get something done*	services and recommendations		recommend services
6C **Headline news** page 50	probability	in the news		discuss news stories
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8C **8C Big moments** page 66	time conjunctions	life events	connected speech	describe important life events
8D **8D English in action** page 68	make phone calls			make phone calls
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9B **An ideal society** page 72	second conditional	society	weak forms: *would*	take part in a discussion
9C **Great sporting moments** page 74	past modals of deduction	sport	weak forms: *have*	talk about a sporting event
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10B **Interviews** page 80	*should have*	successes and failures	weak forms: *should have/shouldn't have*	talk about successes and failures
10C **Describing things** page 82	adjective word order	describing things	sentence stress	describe possessions
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EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your reading page 111	understand book reviews	reading for gist
6B Develop your listening page 113	understand a technical support line	dealing with technical terms
6C Develop your writing page 114	write a report	organising information
7A Develop your reading page 116	understand a written interview	recognising pronoun referents
7B Develop your listening page 118	understand a conversation	understanding vague language
7C Develop your writing page 119	give written directions	adding supporting details
8A Develop your listening page 121	understand a radio programme	understanding new words
8B Develop your reading page 122	understand a blog post	using existing knowledge
8C Develop your writing page 124	write invitations	formal and informal language
9A Develop your listening page 126	understand a radio programme	recognising uncertainty and opinion
9B Develop your reading page 127	understand adverts	recognising persuasive language
9C Develop your writing page 129	write a description of an event	expressing cause and result
10A Develop your listening page 131	understand a lecture	taking notes
10B Develop your reading page 132	understand a magazine article	recognising referents
10C Develop your writing page 134	write an essay	answering the essay question











WELCOME TO *ROADMAP*

Roadmap is a new, flexible eight-level general English course for adults. Recognising that every class is different and every learner is unique, *Roadmap* provides a dual track approach that allows all learners to develop confidence in speaking while taking a more tailored approach to skills development. It does this by providing smooth syllabus progression based on the *Global Scale of English*, by putting clear and achievable speaking goals at the heart of every lesson, and by providing in-depth skills development lessons for teachers to choose from at the back of the Students' Book. Multiple opportunities are provided for learners to practise outside the classroom in print, online and using the mobile app.

Map your own route through the course

It can be challenging for institutions and teachers to deal with the different needs, interests and abilities of each student, especially if they have a wide mix of learners in the same class. The unique dual track approach of *Roadmap* helps you solve this problem.

- The **fast track route** concentrates on developing learners' speaking skills as well as giving them the grammar, vocabulary and functional language they need to achieve their goals.
- The **extended route** gives learners valuable practice in reading, writing and listening as well as specific training and strategies for developing these skills.

Fast track route:
10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

Extended route:
10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

This unique approach also allows you to adapt material to suit different course lengths. Whatever the number of hours in your course and whatever the interests of your learners, the flexible organisation of *Roadmap* makes it easy for you to choose the best route for your students' success.

Build your students' confidence

Learners need to know what they are aiming for and why. This is key to building confidence, increasing motivation and helping learners make rapid, tangible progress.

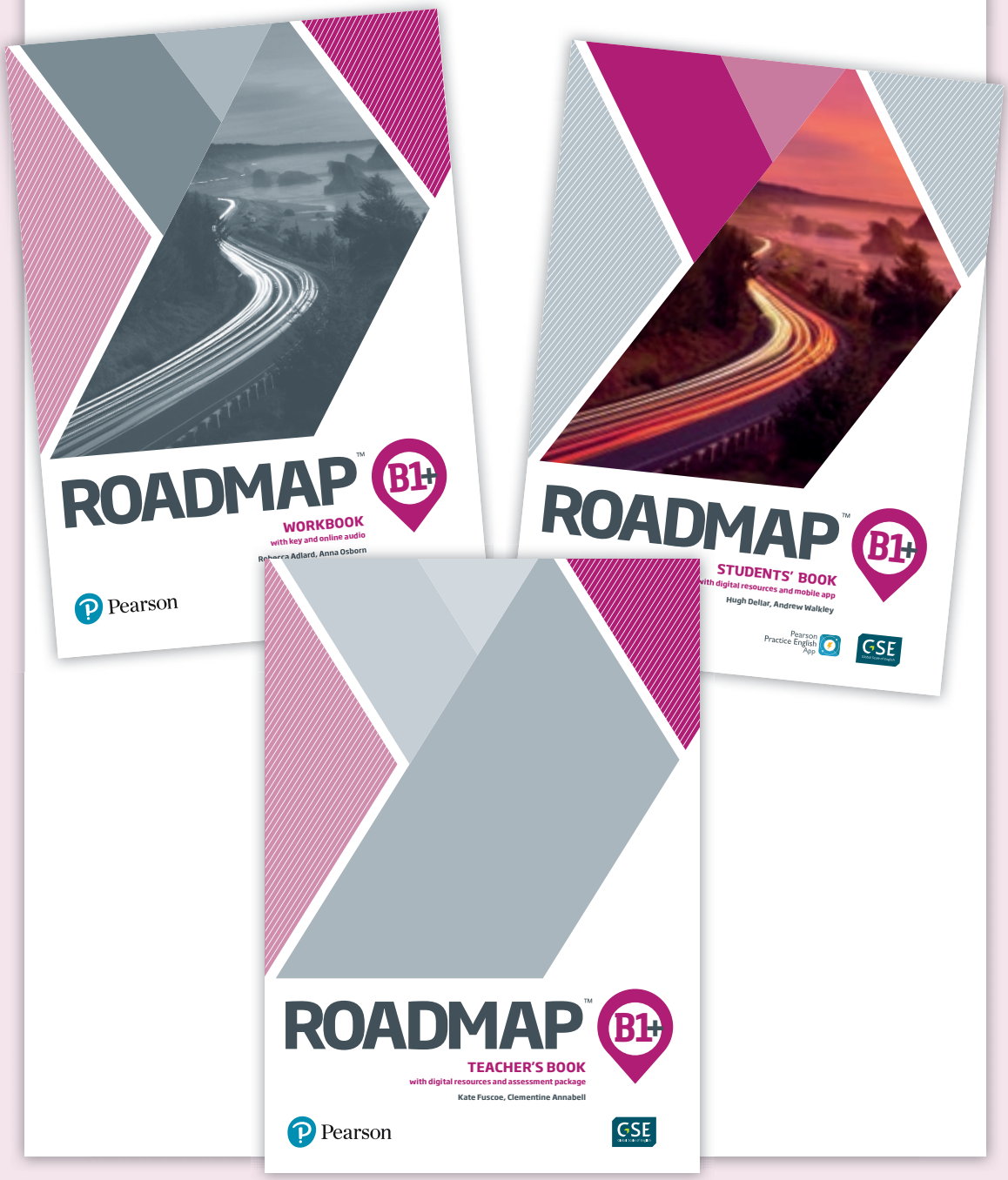
- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners reach specific goals.
- Carefully structured tasks with 'models' and opportunities to review performance, *Check and reflect* activities and regular progress tests allow learners to see how well they are doing and highlight the areas they need to improve.

Make the most of your skills as a teacher

Roadmap is designed to be as supportive and easy to use as possible, whatever your level of experience, with:

- 'pick-up-and-go' lessons with clear aims and outcomes that are guaranteed to work.
- clear instructions on how to exploit each lesson, including help with tricky language points, ideas for warmers, fillers, extension and homework activities.
- a huge range of additional support materials, including video, photocopiable games and activities, online and mobile app practice activities, are provided to add variety to your lessons.

The front of class presentation tool makes it easy to access all the support material in one place and enhances your performance as a teacher.



FOR LEARNERS

STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced to a *Grammar bank* at the back of the book.
- A *Vocabulary bank* extends some of the key lexical sets in each unit and focuses on important areas such as word-building and collocation.
- An *English in action* lesson in each unit covers key functional language.
- *Check and reflect* pages at the end of each unit show learners how their confidence and mastery of spoken language has improved.
- Light-hearted video clips and worksheets (available online) extend and consolidate key language covered in the unit.
- Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.
- *Develop your skills* lessons at the back of the book expose learners to different genres and give them strategies for developing skills.
- *Communication activities* at the back of the book enable learners to practise key language in a fun, communicative way.
- Audio/video scripts and word lists available online.



STUDENTS' BOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- Provides online practice for students, class management for teachers and a gradebook to review performance.
- Includes all the Students' Book material plus a digital version of the exercises and activities from the Workbook and Tests.
- Includes tools for managing and assigning self-study and practice activities to students, with automatic marking to save time.
- Includes a gradebook for reviewing performance of individual students and classes.



WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Students' Book.
- Additional grammar, vocabulary and functional language practice activities.
- Additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio available online.

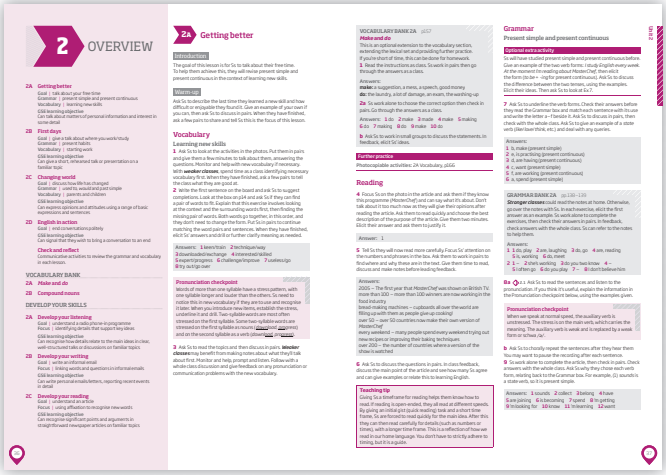


FOR TEACHERS

TEACHER'S BOOK

The Teacher's Book features a host of support materials to help teachers get the most out of the course.

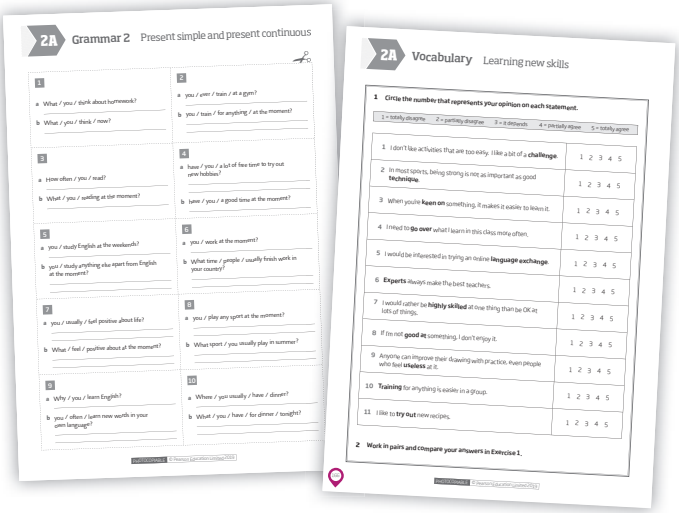
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable worksheets for every unit, including accompanying teacher's notes and answer keys.
- Class audio scripts and answer keys.
- Photocopiable worksheets for each Students' Book unit accompanied by teaching notes and answer key.



TEACHER'S DIGITAL RESOURCES

Additional resources can be accessed on the *Pearson English Portal* using the access code in the Teacher's Book.

- Class audio.
- Video and video worksheets.
- Audio and video scripts.
- Word lists.
- Students' Book answer key.
- Assessment package with a range of tests including unit tests (grammar, vocabulary and functional language), achievement and mid and end of course tests (grammar, vocabulary, functional language and skills), with accompanying audio.
- Workbook audio.



VIDEO

- Ten videos – one for each unit – designed to consolidate key language and illustrate some of the quirkier aspects of real life.
- Each video features a roving reporter who goes out on location to visit interesting places, meet interesting people and/or try new experiences.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.



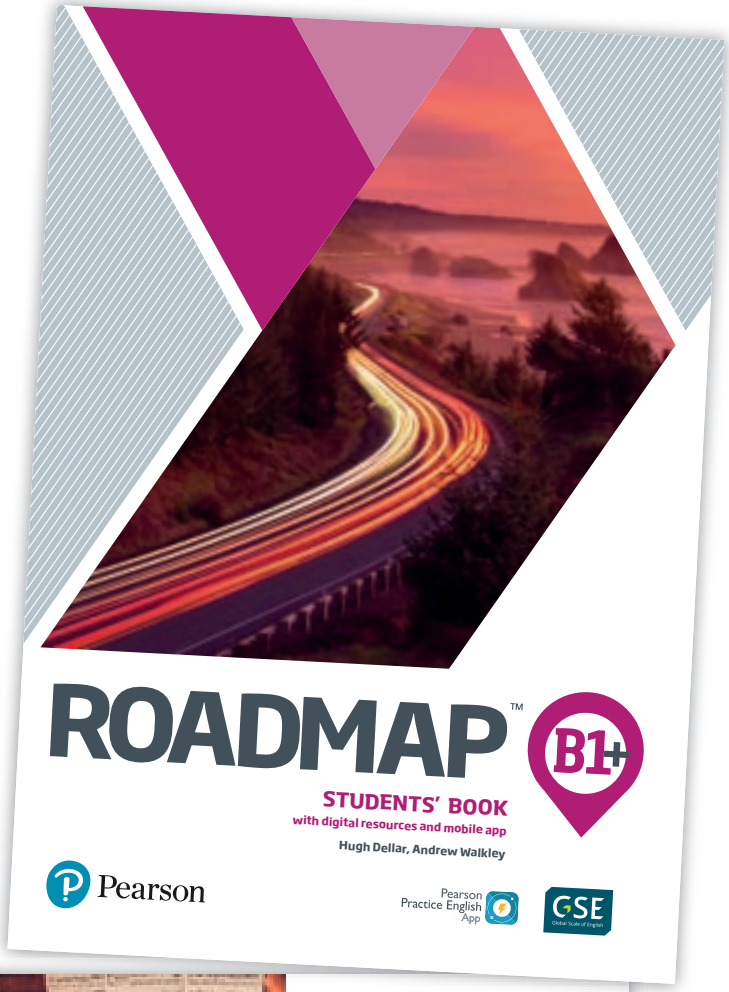
PRESENTATION TOOL

- Interactive version of the Students' Book with integrated audio and video is available on the *Pearson English Portal*.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with timed-coded video scripts.
- A host of useful classroom tools.



The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Develop your skills* lesson and other material at the back of the book including a *Grammar bank, Vocabulary bank, Communication bank* and *Communication games*.

1. Clearly defined *Global Scale of English* objectives at the start of each lesson.
2. Different topics for each lesson to maintain interest and motivation.
3. Striking images provoke interest in the topic and provide a vehicle for teaching vocabulary.
4. Key vocabulary is presented in context and practised through personalised activities.
5. Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
6. Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
7. Additional practice is provided on the mobile app and in the *Grammar bank* at the back of the book.
8. Pronunciation is highlighted and practised in each lesson.
9. Carefully staged speaking tasks with 'models' and time to prepare build learners' confidence.
10. Relevant, meaningful tasks engage learners and prepare them for real life.
11. *English in action* pages focus on functional language.
12. Each unit ends with a *Check and reflect* page that consolidates key grammar and vocabulary.





2A 2 Getting better

1
- **Goal:** talk about your free time
- **Grammar:** present simple and present continuous
- **Vocabulary:** learning new skills

4 Vocabulary

1 Look at the photos and answer the questions.
1 Which of the activities are you very good/OK at?
2 Which have you tried to do, but aren't good at?
3 Which have you never tried?

2 Complete the sentences with the pairs of words in the box.

downloaded/exchange interested/skilled expert/progress technique/way challenge/improve try out/go over keen/train useless/go

1 I'm very _____ on running. I want to do a 10K race this year, so I _____ every day before work.
2 I play golf every Sunday. I'm slowly developing my _____, but I still have a long _____ to go.
3 I'm learning Italian at the moment. I've _____ a few apps and I do a language _____ with an Italian girl.
4 Painting has always _____ me – maybe because my mum's a highly _____ artist.
5 I started baking last year. I'm no _____ but I've made a lot of _____.
6 It's been a bit of a _____ at times, but I can feel I'm starting to _____, so that's good.
7 I'm _____ at it, but it's nice to have a _____.
8 I like to _____ new skills, but it's also important to _____ what I've already learnt to do.

3 Work in pairs and discuss the topics.
- something I'm **keen on** and has always **interested** me
- a time I **made a lot of progress**
- something that was **a bit of a challenge** for me
- something I'm **useless** at, but enjoy doing anyway

Go to page 157 or your app for more vocabulary and practice.

5 Reading

4 Read the article. What is its main purpose?
1 to explain why so few people get really good at things
2 to explain why so many people love *MasterChef*

5 Read the article again. Why are the things in the box mentioned?

2005 more than 100 bread-making machines over 50 every weekend over 200

THE LONG ROAD TO SUCCESS

It's official: a TV programme in which people compete against each other in the hope of becoming famous for their cooking is now the most successful cookery programme ever. Since it was first shown on British TV in 2005, *MasterChef* has spread around the world, becoming huge in Asia, Australia, Latin America and the Middle East. Over 50 different countries now make their own versions of *MasterChef*, and the programme is watched in over 200 countries. More than 100 winners are working in the food industry and many have become best-selling writers, too.

Of course, the programme has created a lot of interest in cooking. In fact, you can be sure that somewhere in the world, someone is practising a special dish and dreaming of winning the programme right now. The success of *MasterChef* is part of a growing trend. We lead busy and stressful lives, and many of us want to get back to basics and enjoy the simple things of life. More and more people are having a go at cooking, gardening and craft activities like making things with paper. However, while many people spend every weekend trying out another new recipe or improving their baking techniques, others are giving up. After finding that it is not so easy to copy what they have seen on TV, people stop believing they can ever make real progress and as a result cupboards are filling up with cookery books, bread-making machines, and other expensive equipment.

What very few of us want to accept is that no one becomes highly skilled overnight – and if you want to get good at something, you need to give it time!

6 Work in pairs and discuss the questions.
1 Are the trends described in the article also happening in your country?
2 Do you agree with the main point at the end?

6 Grammar

7 Read the sentences from the article. Underline the present simple and present continuous forms. Then match the sentences with explanations a–f in the grammar box.
1 Over 50 different countries now make their own versions of *MasterChef*.
2 Somewhere in the world, someone is practising a special dish right now.
3 More and more people are having a go at cooking.
4 Many of us want to get back to basics.
5 More than 100 winners are working in the food industry.
6 Many people spend every weekend trying out another new recipe.

Present simple and present continuous

Use the present simple:
a to describe habits and routines.
*I usually **go** round the park a few times before work.*
b for things we see as facts.
*She **belongs** to the gym round the corner.*
c with state verbs.
*I **understand** what you **mean**, but I **don't agree**.*
Use the present continuous:
d to talk about current trends.
*Lots of young people **are leaving** social media.*
e for actions in progress at the moment of speaking.
*I'**m trying out** a new recipe for lunch.*
f for actions that are happening 'around now', but not necessarily at the moment of speaking.
*I'**m doing** a course in cooking skills at the moment.*

8 a 2.1 Listen and notice what happens to the underlined auxiliary verbs in normal-speed speech.
1 I am training for a marathon at the moment.
2 She is learning how to surf at the moment.
3 He is slowly getting better at it.
4 We are not making enough progress.
5 They are improving all the time.

b Listen again and repeat.

9 Complete the article with the correct form of the verbs in the box.

become belong collect get have join know learn look for sound spend want

I guess it [1]_____ a bit strange, but believe it or not, I [2]_____ hair. Not just any hair, though – it must be the hair of someone famous. I [3]_____ to an online club, so I'm in touch with other collectors all over the world. We already [4]_____ over 1,000 members and more and more people [5]_____ all the time. Collecting hair [6]_____ popular all over the world. I [7]_____ most of my spare money on bits of hair – and I [8]_____ better at asking people for hair as well. At the moment, I [9]_____ a piece of Donald Trump's hair! I [10]_____ it won't be cheap! Oh, and I [11]_____ how to design websites because I [12]_____ a space online where I can show my collection.

10 a Look at the topics in the box and think about current trends in your country. Answer the questions about each trend.

fashion food and drink free time activities work social media technology

1 Why do you think it's happening?
2 What does it involve?
3 Does anyone you know follow this trend?

b Work in pairs and compare your ideas. Try to use the present simple and the present continuous.

Go to page 138 or your app for more information and practice.

Speaking

9 PREPARE

11 2.2 You're going to talk about your free time. First, listen to two people talking about things they're learning. Answer the questions.
1 What new skills do they mention?
2 How are things going?

12 Make notes about something you're getting better at/learning to do at the moment. Think about ...
- how often you do it.
- how/when you started doing it.
- anything special you're doing to help you improve.

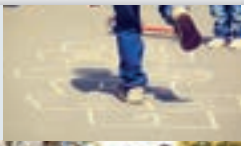
10 SPEAK

13 a Work with different students in the class. Take turns telling each other about something you do in your free time. Ask and answer questions.

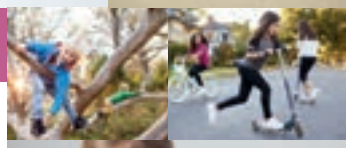
b Work in pairs and discuss what you learnt about other students in the class. Who is learning the most interesting things?

Develop your listening page 91

2C Changing world



- **Goal:** discuss how life has changed
- **Grammar:** *used to, would* and past simple
- **Vocabulary:** parents and children





Reading

1 a **Look at the photos and discuss the questions.**

1 Do you think children play differently now compared to in the past?
2 Do you think children get enough exercise?
3 Do you think children use technology too much?

b **Read the article. Does it mention any of your ideas?**

2 **Which of points 1–6 are made in the article?**

1 75 percent of British kids don't do any physical activity.
2 In the past, there weren't so many cars on the roads.
3 Mobile phones give kids more opportunities.
4 Learning to deal with problems is an important part of growing up.
5 Parents in Spain worry about how much their children have to read.
6 Some things never change.

3 **Work in groups. Do you think the general trends described in the article are also true in your country? Why? Give examples.**

Grammar

4 **Read and complete the grammar box by crossing out the forms that are not possible. Use the examples in bold in the article to help you.**

used to, would and past simple

Used to, would and the past simple can all be used to talk about things that happened in the past but don't happen anymore.

- To talk about repeated past actions or events, use:
  [1] *used to* + infinitive/*would* + infinitive/the past simple.
- To talk about past states such as being, having or liking, use:
  [2] *used to* + infinitive/ *would* + infinitive/the past simple.
- To talk about single events in the past, use:
  [3] *used to* + infinitive/*would* + infinitive/the past simple.

Make negatives of *used to* with *didn't use to* or *never used to*.

My parents didn't use to know where I was half the time – and never used to ask for any details.

Make questions with *Did you (ever) use to?*

Did you use to go out on your own when you were a kid?

Give kids an outside chance

A global study of children's fitness has suggested that kids are not doing enough exercise. For example, in China, Chile and Qatar less than 20 percent of kids get involved in physical activity. Another study found that 75 percent of British children spend less time outside than people in prison.

One reason for this is that from Beijing to London, there's less green space in our cities – and far more traffic. While kids in the past **would play** games in the streets, that is almost impossible these days, even if parents let their kids go outside. But that's the second problem – worried parents want to control their kids more, and technology is allowing this to happen. Parents don't just constantly text and call now; they also have apps that allow them to see where their kids are!

Such things simply **didn't exist** when I **was** young. In fact, my parents **didn't use to know** where I was half the time – and **never used to ask** for any details. We'**d** sometimes **go** to friends' houses but often we'**d run around** the neighbourhood and explore: parks, woods and empty buildings. I remember once we even **went** into an old factory. Sure, we'**d** sometimes **get** into trouble when we were out, but I'd say that was good for our development.

What's more, parents these days don't seem happy with their kids indoors, either: kids play too many games and don't read enough. Or rather they play the wrong games and read the wrong things. A study in Spain actually **found** that kids are reading more these days. However, they're not reading as much for pleasure as we did.

It seems, then, that kids are simply worse than they **used to be** – which is perhaps the one thing that never changes. This was Socrates almost 2,500 years ago: 'Children now love luxury. They have bad manners, don't respect people in authority, and chat instead of exercising.'

5 a 2.7 **Listen. Notice that when the sounds /t/ or /d/ occur before a consonant sound, they may not be pronounced.**

1 I used to walk to school on my own.
2 We'**d** go to the library every weekend.
3 When I was young, we'd ea**t** fish every Friday.
4 I'd always spen**d** the holidays with my gran**d**parents.

b **Listen again and repeat.**

6 **Read the text and cross out the alternatives that are not possible.**

My life [1]*used to be/would be* much more complicated before I [2]*got/used to get* my first mobile phone. In those days, I [3]*always arranged/would always arrange* exactly where and when to meet my friends and we [4]*tried/used to try* our best to get there on time.
Sometimes we [5]*used to wait/would wait* hours for people to turn up. I remember once I [6]*rang/would ring* a friend's mum to tell her I was going to be late, and my friend then [7]*called/used to call* home to see if there had been any messages! People did things like that then. I also [8]*knew/would know* loads of phone numbers by heart. Now I can hardly remember my own! It's funny, though, because even though I now carry my phone everywhere, I actually think I [9]*called/would call* my friends more back then. I guess it's because we [10]*never used to have/wouldn't have* emails, texts or messaging apps.

7 **Work in pairs. Choose a piece of technology that has changed your life and explain how.**

Go to page 138 or your app for more information and practice.

Vocabulary

8 **Complete the sentences with the words in the box.**

arrangements authority complicated control entertain experience feel free force let manners trouble watch over

1 You can't _____ kids all the time to check what they're doing. You have to let go!
2 It's important that children learn good _____ like saying 'Please' and 'Thank you'.
3 You shouldn't _____ your kids play in the street. It's too dangerous.
4 Children should always respect people in _____, like teachers and police officers.
5 Getting into _____ is just part of growing up.
6 It's important to _____ the technology that kids use and give them time limits.
7 Children should _____ to say whatever they want.
8 Parents should _____ their kids to eat everything.
9 Children only learn to become independent if they _____ difficulties in life.
10 A lot of parents make too many _____ for their kids, like after-school and weekend activities.
11 It's good for children to be bored, so they learn to _____ themselves.
12 Life is more _____ for kids than it was in the past. There are so many things they are expected to do.

9 **Choose six sentences from Exercise 8 that you agree with. Why do you agree? Then work in pairs and compare your ideas.**

I think parents should definitely control technology. I think kids should only get smartphones when they are 16 and parents should give them a limit of one hour a night on the internet.

Go to your app for more practice.

Speaking

PREPARE

10 a 2.8 **You're going to discuss how life was different when you were younger. First, listen to two people doing the same. Answer the questions.**

1 Which two topics in the box do they talk about?
2 Did they have the same experience?

technology parents entertainment holidays fashion home life school and studying sport

b **Choose four topics from the box. Think about what you and other children did when you were younger and if those habits and experiences have changed for young people today.**



SPEAK

11 a **Work in groups and compare your ideas. Did you have any of the same habits or experiences when you were younger? How do they compare with life for young people today? Use *used to, would* and the Useful phrases.**

Useful phrases

Did you ever use to do it in the past?
Did you use to do much sport?
How often did you use to go?
I think it's better/worse for kids now because (they have a lot of freedom).
Which do you think is better?

b **Work in groups. Is life better for children now or when you were younger? Explain your answers.**

Develop your reading page 94

2D 11 English in action



- **Goal:** end conversations politely





1 **Look at the pictures. What do you think is happening?**

2 2.9 **Listen to three conversations. Why does each person need to end the conversation?**

3 a **Listen again and complete the sentences with three words. Contractions count as two words.**

1 Listen, I'm really sorry, but I'm actually _____.
2 I'll call you. It'd be great _____.
3 Sorry to interrupt you, but _____ seen my friend Jordan and I really need to talk to her about something before she goes.
4 It's been great _____.
5 Anyway, if I don't see you, enjoy _____ your evening.
6 Oh no! I've _____. I've got a class at 7.30.
7 I know! Sorry _____ like this.
8 Well, give me a call when you hear. Thanks for the coffee. _____!

b **Read the Useful phrases box and check your answers.**

Useful phrases

To bring a conversation to an end, you can:

a Show you want to say something
Anyway, ...
Listen ...
Sorry to interrupt, but ...

b Say you have to go
I've got to go.
I need to get going.

c Explain why
My train/bus is about to leave.
I'm (actually) in a rush.
I've just seen my friend and I need to talk to her before she goes.
I'm meeting a friend at six.
I have an early start tomorrow.
I've got a class at 7.30.

d Say something positive
It was great to catch up.
It was great meeting you.
It'd be great to catch up.
It's been great to meet you.
Enjoy the rest of your evening.
Fingers crossed.

e Add an apology
Sorry to rush off like this.
I'm afraid I can't stop.

4 a **Put the words in brackets in the correct order to complete the sentences.**

1 I think _____. (going / I'd / get / better)
2 Anyway, listen, _____. (useful / been / a / really / meeting / it's)
3 I'm really sorry I _____. (more / and / stay / talk / can't)
4 Sorry to _____? (time / you / what's / but / the / interrupt)
5 I have something on _____. (work / can't / late / and / I / be / at)
6 Sorry, but I've just had _____ (someone / a / from / call) and I _____. (out / it / sort / to / need)

b 2.10 **Listen and check your answers.**

c **Listen again and repeat.**

5 **Match the sentences in Exercise 4a with functions a–e in the Useful phrases box. Sentence 2 has two functions.**

6 a **You're going to start and end conversations with two students in your class. First, think about:**

- how you could start each conversation.
- what you will talk about.
- how you could end each conversation.

b **Work in pairs and have your first conversation. Use the Useful phrases to help you. Try to make the conversation last as long as possible.**

c **Change partners. Repeat but end the conversation in a different way.**

Go online for the Roadmap video.

12 Check and reflect

1 a **Complete the sentences with the best word. The first letter is given.**

1 I know I make mistakes when I'm speaking, but I like to h_____ a go.
2 I'm not very k_____ on grammar, but I like speaking and listening.
3 I've d_____ a few apps, which I study from most days.
4 Every day after class I go home and go o_____ what we've done in class.
5 I'm making good p_____ with my English. I'm much better than I was last year.
6 I do an online language e_____ with an English woman once a week.

b **Which sentences in Exercise 1a are true for you? Work in pairs. Say three more things that you do to improve your English. Who do you think has the better study skills?**

2 **Complete the sentences with the correct form of the verbs in the box.**

agree bake get learn start train

1 I _____ how to dance tango. I have classes twice a week.
2 I really love football. I'm in a team and we _____ three times a week after work.
3 More and more people _____ their own businesses.
4 It's not a popular opinion, but I _____ with you.
5 I'm very keen on cooking. I _____ all my own bread – and I _____ better all the time!

3 a **Match verbs 1–6 with pairs of endings a–f.**

1	explain	a	night shifts/late
2	work	b	a suit/formal clothes
3	wear	c	a union member/a manager
4	be	d	the health and safety rules/a policy
5	do	e	time off/a holiday
6	take	f	a first aid course/a fire drill

b **Choose three verbs and endings from Exercise 3a that are connected with your life. Work in groups. Explain your choices.**

4 **Complete the text with the correct habit structure words.**

On the [1]_____, I'd say I'm fairly fit. I don't [2]_____ to have much energy in the evenings, so as a [3]_____, I get up early and do things before I go to work. I [4]_____ running four or five times a week and I go cycling from time to [5]_____ as well. The only problem is, I have quite an old bicycle and it has a [6]_____ of breaking down! I don't [7]_____ exercise on Sundays, though, because everyone needs a day of rest! Oh, I [8]_____ to eat quite healthily too: no junk food, not much red meat, that kind of thing.

5 a **Rewrite the sentences using the words in brackets so that they mean the same. In two cases, this is not possible.**

1 I spent hours and hours listening to music when I was a teenager. (used to)
2 When I was eight or nine, we went to Mexico for a month. (used to)
3 When I was a kid, I always cycled to school. (would)
4 I really loved the movie *Star Wars* when I was a kid. (would)
5 I never ate vegetables when I was younger, but now I'm a vegetarian! (used to)
6 I used to have really long hair. I only used to cut it once or twice a year. (would)

b **Think of five things that were true for you in the past, but aren't true anymore. Work in groups and compare your ideas. Try to use *used to* and *would* instead of the past simple.**

6 a **Match sentence halves 1–6 with a–f.**

1 I never got into
2 I experienced
3 My parents used to force
4 My parents used to control
5 My parents made sure I learnt
6 My parents used to let

a good manners.
b any trouble when I was younger.
c me sleep as much as I wanted.
d some real difficulties when I was a kid.
e me to study every day.
f how much I used the internet.

b **Which sentences in Exercise 6a are true for you? Work in pairs and explain your answers.**

Reflect

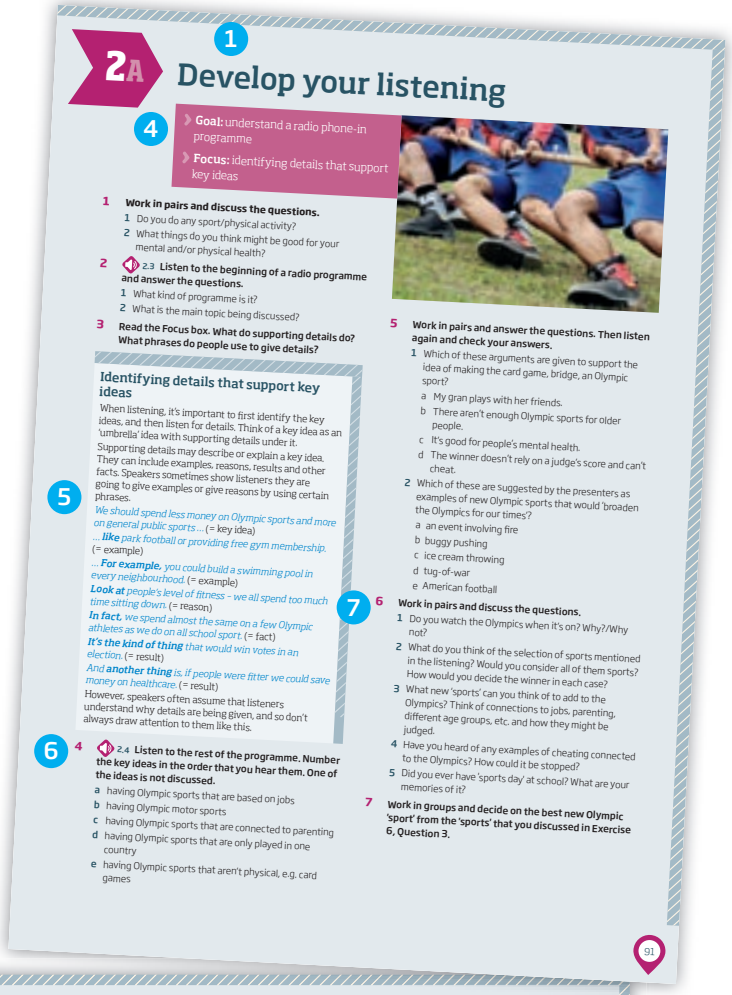
How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can describe trends and talk about new skills I'm learning.
- I can give a short talk about where I work/study.
- I can describe differences between customs now and in the past.
- I can end conversations politely.

Want more practice? Go to your Workbook or app.

The **Students' Book** also features *Develop your skills* lessons at the back of the book. These lessons are based on GSE learning objectives and are thematically linked to the main lessons. They focus on developing specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Develop your skills* lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

1. *Develop your listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
2. *Develop your writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
3. *Develop your reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
4. Each *Develop your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
5. Special *Focus boxes* highlight reading, listening and writing sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers etc.
6. Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
7. Follow-up questions round up the lesson and provide opportunities for further discussion.



2A 1 Develop your listening

4 Goal: understand a radio phone-in programme
Focus: identifying details that support key ideas

1 Work in pairs and discuss the questions.
1 Do you do any sport/physical activity?
2 What things do you think might be good for your mental and/or physical health?

2 2.3 Listen to the beginning of a radio programme and answer the questions.
1 What kind of programme is it?
2 What is the main topic being discussed?

3 Read the Focus box. What do supporting details do? What phrases do people use to give details?

Identifying details that support key ideas
When listening, it's important to first identify the key ideas, and then listen for details. Think of a key idea as an 'umbrella' idea with supporting details under it. Supporting details may describe or explain a key idea. They can include examples, reasons, results and other facts. Speakers sometimes show listeners they are going to give examples or give reasons by using certain phrases.
We should spend less money on Olympic sports and more on general public sports ... (= key idea)
*... **like** park football or providing free gym membership.* (= example)
*... **For example,** you could build a swimming pool in every neighbourhood.* (= example)
***Look at** people's level of fitness – we all spend too much time sitting down.* (= reason)
***In fact,** we spend almost the same on a few Olympic athletes as we do on all school sport.* (= fact)
***It's the kind of thing** that would win votes in an election.* (= result)
*And **another thing** is, if people were fitter we could save money on healthcare.* (= result)
However, speakers often assume that listeners understand why details are being given, and so don't always draw attention to them like this.

5

6 4 2.4 Listen to the rest of the programme. Number the key ideas in the order that you hear them. One of the ideas is not discussed.
a having Olympic sports that are based on jobs
b having Olympic motor sports
c having Olympic sports that are connected to parenting
d having Olympic sports that are only played in one country
e having Olympic sports that aren't physical, e.g. card games

5 Work in pairs and answer the questions. Then listen again and check your answers.
1 Which of these arguments are given to support the idea of making the card game, bridge, an Olympic sport?
a My gran plays with her friends.
b There aren't enough Olympic sports for older people.
c It's good for people's mental health.
d The winner doesn't rely on a judge's score and can't cheat.
2 Which of these are suggested by the presenters as examples of new Olympic sports that would 'broaden the Olympics for our times'?
a an event involving fire
b buggy pushing
c ice cream throwing
d tug-of-war
e American football

7 6 Work in pairs and discuss the questions.
1 Do you watch the Olympics when it's on? Why?/Why not?
2 What do you think of the selection of sports mentioned in the listening? Would you consider all of them sports? How would you decide the winner in each case?
3 What new 'sports' can you think of to add to the Olympics? Think of connections to jobs, parenting, different age groups, etc. and how they might be judged.
4 Have you heard of any examples of cheating connected to the Olympics? How could it be stopped?
5 Did you ever have 'sports day' at school? What are your memories of it?

7 Work in groups and decide on the best new Olympic 'sport' from the 'sports' that you discussed in Exercise 6, Question 3.

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2B 2 Develop your writing

Goal: write an informal email
Focus: linking words and questions in informal emails

1 a Look at the photos and answer the questions.
1 What are the people doing?
2 How do you think they are feeling?
3 What jobs do you think they are doing?
4 How are their jobs going at the moment?

b Work in pairs and compare your ideas.

2 Read sentences 1–8 from emails about work. Match the words in bold with definitions a–h.
1 They're **expanding** our department. We're going to have five more people working with us.
2 She's only been a manager for six months, but she's already **had a promotion**. They've made her the head of department. She'll be running the whole business soon!
3 He's quite new and hasn't done this kind of thing before, so he's **struggling** a bit. I'm having to help him a lot.
4 Our website won the best travel site of the year **award**. It's nice to have your work recognised.
5 I'm going to **be made redundant**. The company has been losing money and needs to cut staff, and unfortunately my job is one they're cutting.
6 We are going to **be taken over** by a bigger company, HDC. Apparently, they are paying $3 billion to buy us.
7 They're introducing a new **admin system** so all our forms and records will be in one place and can be accessed through an app.
8 His boss is basically **bullying** him. He's always telling him to work late and saying bad things about his work – often in front of other people.
a frightening and hurting
b be bought and controlled
c moved to a higher level in a company
d prize
e lose my job because I'm no longer needed
f increasing in size
g trying hard to do something difficult and not doing very well
h way of organising and arranging the operations of the company

3 Work in pairs. Do you know anyone who has experienced any of the things in Exercise 2? What happened?
I was made redundant a few years ago. I worked for a small computer company and we were taken over. Most of us lost our jobs.

4 Read Saroj's reply to an email from her friend, Keisha. Answer the questions.
1 Which things from Exercise 2 are mentioned?
2 What questions do you think Keisha had asked Saroj?







Mailbox Inbox VIPs Drafts

Hi Keisha,

Thanks for the email. It was lovely to hear from you. Hope all is well your end. How's work going?
Here, the kids are great – they're growing up fast! Alisha started school last month and is doing well. It only seems like yesterday that I was changing her nappies. Dele's really happy because he's just got into the school football team.
Gabby's been really busy. He's travelling quite a lot with work, but on the whole he enjoys it. It means it's a bit difficult for me to come and visit at the moment, though, but I might be able to come in November. Mum might be able to come and look after Alisha and Dele.
Things are a bit strange at work at the moment, though I'm doing really well myself. We heard a few weeks ago that we're being taken over by a Chinese company. They're a social media company, so it does make sense for them to buy a games company. They've said that there won't be any changes in staff, and they are hoping to expand, but you know what can happen when companies get taken over. It often results in people getting made redundant. It would be really annoying if they do, because I've just been promoted to head of marketing after all my work on *Drone Strike*. I'm really proud of how well it's done! It's the second best-selling product they've ever had and it's just won two industry awards as well, so that's all great.
Anyway, fingers crossed everything will be fine at work and that we can meet in November. If not, let's Skype sometime and have a catch-up – it's been far too long since we had a good long chat.

Lots of love,
Saroj

5 Read the Focus box. How are informal emails different from formal emails?

Linking words and questions in informal emails
Informal emails and letters are often more like a conversation. You tend to use short sentences and simple linking words like *and, so, but, though, because*. You might just use a dash to show a connection or to make clear that information is not central to understanding the rest of the sentence. You also often include questions as if you are talking to someone face to face. Sometimes these questions will be rhetorical, i.e. they don't require an answer.

6 a Where would you put these questions in Saroj's email? There may be more than one possible answer.
1 Have you seen the adverts for it?
2 When's the best time to call?
3 Did I tell you she's retiring next month?
4 Would that work for you?
5 Did you see his photos of Shanghai on Facebook?
6 Can you believe it?
7 How's Fina? Is she still working too hard?

b Which of the questions in Exercise 6a might Keisha reply to? Which questions are rhetorical?

7 Match sentences 1–5 with follow-up questions a–e.
1 We're struggling, to be honest. Sales have really fallen badly.
2 I'm going to see Stefania next week.
3 You were still unsure when we spoke last week. It's a great opportunity, but I can understand why you might not want to move the family or travel so far to work.
4 I'm busy all next week. But I am a bit freer the week after that.
5 The new admin system is amazing. It's so much easier to find things and it doesn't crash as often!
a How did we ever live without it?
b Would one day then be OK for you?
c How are things with you?
d Have you seen her at all recently?
e Have you thought about it any more since then?

8 Underline in the email the linking words in the box and any dashes (–).

and because but so though

9 Complete the sentences with the linking words in Exercise 8 or a dash.
1 My boss has been bullying me _____ it's starting to make me hate my job!
2 They're introducing a new system _____ the one we're using now is ancient!
3 Lots of people in my department were made redundant, _____ I managed to keep my job.
4 Apparently, they spent a huge amount on the takeover _____ over a hundred million, I heard.
5 She got a pay rise _____ she got promoted _____ she's obviously happy about all that.

Prepare

10 a Choose one of the tasks.
1 Think of a person you could write to to tell them about your work or studies. You can say something true or invent it.
2 Imagine you are Keisha and reply to Saroj's email.

b Before you begin to write, think about:
- an event or news related to your work/studies that you'll tell them about.
- other questions you might ask and answer in the email.
- how you will start and end the email.

Write

11 Write your email. Use the information in the Focus box to help you.

92 93

2c 3 Develop your reading

Goal: understand an article

Focus: using affixation to recognise new words

1 Discuss the questions.

1 Which social media platforms/apps do you use (e.g. Facebook, WhatsApp)? What for?
2 How often do you post things on social media?
3 How often do you update your profiles on social media?
4 Are there any social media tools you have stopped using? If so, why?

2 Complete the sentences with the words in the box.

broadcasting content likes message platforms post profile registered

1 WeChat is one of China's biggest social media _____. As well as using it to _____ people and share photos, articles and other _____, users can also order taxis and pay for things through the app.
2 Netflix is taking business from traditional _____ companies like the BBC.
3 I _____ with Twitter, but I've never really used it. My _____ still says I'm single, but now I'm married.
4 We have a Facebook page for our company and try to _____ something on it every day. The last video we put up had 20,000 _____, which isn't bad.

3 Read the title and subtitle of the article. How might 1–5 be connected to the reasons young people stop using certain social media tools?

1 a photograph and a grandmother
Maybe a grandmother saw a photograph that her grandchild didn't want her to see.
2 employers, universities and banks
3 body image
4 sleep
5 panic attacks

4 Read the article and check your answers to Exercise 3. Can you explain the title?

5 Read the article again. Which of ideas 1–7 are mentioned? Underline the parts of the article that support your answers.

1 Being friends on social media with older relatives can be a bad idea.
2 Users of social media should learn more about the settings for each tool.
3 Failure to manage your online image could affect your career.
4 The design of some tools encourages you to spend more time on them.
5 It can be very hard to stop using social media.
6 Younger users of social media are sometimes believed to be easier to sell to.
7 The move towards narrowcast tools may put some social media companies out of business.

A ROOM OF MY OWN

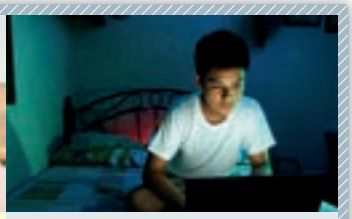
Kate Jenkins asks why young people are leaving the wide open spaces of open social media.

'I first started thinking about quitting when I woke up one morning and found my grandmother had liked one of my photographs during the night – and not just any old photo either, but one that I really wouldn't have shown her in any other circumstances!' Almir Amsellem is explaining why he stopped using Facebook, the world's most popular social networking site. 'Like most of my friends, I used to post all the time,' he continues, 'but then I suddenly realised how many people could see what I was putting up, and I was just really **uncomfortable** with that idea.'

Almir is one of tens of millions of young people who over recent years have made the move from the more open public broadcast spaces like Facebook to more private 'narrowcast' tools. 'These days, I'm all about messaging apps and **auto-deletion**', he reveals, 'so what I share goes no further than a small group of friends, and often ceases to exist after a minute or two anyway.' In fact, one of the main reasons why many young people are leaving open platforms is that they are becoming more and more aware of the way that past posts may come back to bite them in the future. The knowledge that everyone from **employers** to universities to banks now look at social media profiles has resulted in more **self-censorship** and far safer and more boring public images, with more personal thoughts and pictures being shared in private elsewhere.







There may also be **psychological** benefits to spending less time on open social media. Recent research suggests that spending large amounts of time on some of the most popular platforms can have a negative effect and lead to increased worries about body image, sleep problems as well as increased anxiety, **loneliness** and **depression**, all problems that Karen Roach, 21, recognises. 'I used to be totally addicted to social media,' she admits. 'I'd wake up and the first thing I'd do was check all my pages to see what I'd missed. I'd post my carefully selected selfies and then check back every minute or so to see how many likes I was getting! It was crazy. I started having panic attacks and in the end, it got so bad that I just decided enough was enough. That was about six months ago and I've felt far less stressed since then. I've learnt that sometimes it's nice to be unreachable, away from technology.'

However, despite such developments, there may be problems ahead. If fewer people provide shared content and like their friends' posts, then social media companies receive less income from advertising. **Advertisers** are particularly keen to target young people as they feel young people's tastes are more easily influenced, but in return for placing adverts, advertisers want access to as much data as they can get. Less data equals fewer opportunities to sell, and this is the real issue with the move to closed 'narrowcast' platforms: it's much harder to sell to their users. While this may not worry Almir as he chats and sends photos to his closest friends, for the narrowcast companies themselves it's a threat to their **existence**. How can they keep going without advertising revenue? And what will happen if they can't?

6 a Complete three of the sentence starters so they are true for you.

1 One problem with the article is that it doesn't mention ...
2 A major advantage of open social media that wasn't mentioned is ...
3 Another reason for quitting open social media tools is ...
4 One problem with leaving open social media is that you then ...
5 The best thing that could happen to social media in the future is ...

b Work in pairs. Compare and explain your ideas.

Using affixation to recognise new words

Many words are made up of smaller elements:
root – *reach*
suffix – *reach***able**
prefix – ***un****reachable*
Knowing the most common prefixes and suffixes – and how to combine them – can help you deal with new words when you are reading. Prefixes usually change the meaning of a word. Suffixes usually change the word class (the type of word it is), e.g. from a verb to a noun or from a noun to an adjective.
For example: *unreachable* is based on the root word *reach*, which is a verb. Adding the suffix *-able* makes it an adjective, and adding the prefix *un-* changes the meaning to *not*, so the word describes something you are not able to reach or get to.

7 Read the Focus box, then work in pairs. Read sentences 1–8, which all contain a word in bold from the article. For each word, decide:

a what kind of word it is (adjective, verb, noun, etc.) and how you know.
b what the root word is.
c what prefixes (if any) are attached.
d what you think it means.

1 I'm really **uncomfortable** with the idea that my phone knows where I am all the time.
a adjective: -able
b comfort
c un-
d not feeling good about something
2 I wouldn't rely on **auto-deletion** myself. People can still copy what you send them.
3 It's fine for **employers** to look at your social media profiles.
4 **Self-censorship** on social media isn't necessarily a bad thing.
5 There are plenty of **psychological** benefits to spending less time on social media.
6 Spending time online can actually help people deal with **loneliness** and **depression**.
7 **Advertisers** are slowly killing the internet!
8 Social media is a threat to the **existence** of newspapers.

8 Choose the correct alternatives.

1 Social media can help maintain old *friendly/ friendliness/friendships*.
2 With social media, I have no *self-/auto-/pre-*control. I'm constantly checking for new posts and changing my profiles and I spend far too much time on it.
3 A lot of photos on social media are *nature/natural/ unnatural* because people use Photoshop. I think it creates false *expectations/expects/unexpected* for young people.
4 Businesses need to check what employees put on their social media. One bad post can damage the company's *repute/reputation/reputable* and can *redo/undo/self-* do all the work they've put in to building their brand.

9 a Give the sentences in Exercises 7 and 8 a mark from 1–5 (where 1 = I completely disagree and 5 = I completely agree).

b Work in pairs. Compare and discuss your ideas.

The **Students' Book** also has extensive back of book material including a *Grammar bank*, a *Vocabulary bank* and a *Communication bank*.

Vocabulary bank

2A *Make* and *do*

1 Work in pairs. Complete the table by adding the words in the box to the correct columns.

an exam good money the laundry a lot of damage a mess a speech a suggestion the washing-up

make	do

2 a Choose the correct alternatives.

1 It doesn't matter if you succeed or fail. The important thing is to *make/do* your best.
2 You must *make/do* arrangements for the future.
3 People who've *made/done* a fortune are generally happier than others.
4 It's not a problem if you *make/do* mistakes. It's part of the learning process.
5 I'm not very good at *making/doing* decisions.
6 I'm going to *make/do* another English course once this one is finished.
7 I'm *making/doing* good progress with my English.
8 I'd like to *make/do* some research into something I'm interested in.
9 If you *make/do* an effort, you often succeed in life.
10 I'm not as fit as I'd like to be. I need to *make/do* a bit more exercise.

b Work in groups and discuss the statements in Exercise 2a. Do you agree with them?

2B Compound nouns

1 a Match 1–4 with a–d to make four compound nouns.

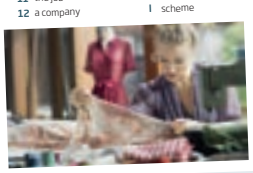
1 a department	a rise
2 a union	b drill
3 a pay	c member
4 a practice	d store

b Match 5–8 with e–h to make four more compound nouns.

5 work	e insurance
6 job	f experience
7 sales	g targets
8 health	h security

c Match 9–12 with i–l to make four more compound nouns.

9 a pension	i industry
10 the fashion	j market
11 the job	k car
12 a company	l scheme



2 Complete the sentences with the compound nouns from Exercises 1a, b and c.

1 I travel a lot for work, so they gave me a lovely new _____ to drive.
2 I won a prize because I met my annual _____ in the first six months of the year.
3 I'll be OK when I retire because we have a really good _____ at work.
4 I had to take a month off work after an accident, but luckily I had _____.
5 I've always loved clothes, so I'd like to work as a designer in the _____.
6 I work in Selfridges. It's a big _____ in the city centre.
7 Don't worry! It's not a real fire. We have a _____ once every couple of weeks.
8 This is my first job. The money's not very good, but at least I'm getting some _____.
9 There's no _____ where I work. Anyone can lose their job at any time.
10 Every year, over 250,000 young people enter the _____ for the first time.
11 If you have problems at work, you'll get more help if you're a _____.
12 I'm earning the same now as I was when I started. It's time I got a _____!

3 Work in pairs. Take turns saying five true things about your life. Use compound nouns from Exercises 1a, b and c.

It's hard for me, because I can't get the job I want without work experience – and I can't get any work experience because no one will give me a job!

Communication bank

Lesson 5B

12

Student A

1 Look at your two projects, 1 and 2. Decide which stage you are at (from lists a–e and a–g) and what you have/haven't done. Think of extra details and add your own ideas to your lists.

1 Have you found a new job yet?
a apply for jobs
b have interviews
c get offers
d start the job
e be given tasks/projects to do

2 How's the house-building going?
a find land
b get an architect
c approve the plan
d start construction
e finish roof
f move in
g anything left to do?

2 You're going to ask your partner about their projects. Start with questions 1 and 2. Think of three other questions you could ask your partner.

1 How are the wedding plans going?
2 Have you found a new place to live yet?

Lesson 6B

9b

Student B

1 You're going to recommend to Student A:

- a hairdresser.
- a gym or personal trainer.
- a dry cleaner or place to get clothes repaired.

Think of either people or companies you know and why you would recommend them. If you don't know anyone, either invent something or recommend someone you think could help.

2 You're going to ask Student A for recommendations for:

- a garage or mechanic.
- a dentist.
- a builder or someone to do work on your house.

Think about why you want the services and what exactly you want done.

Lesson 4C

11

Student B

Conversation 1

You are the manager of a holiday company. Student A is going to complain about a bad experience with your company. Your main goals during the conversation are to:

- explain why the problems happened.
- keep the customer happy.

Conversation 2

You are unhappy with the company that provides your mobile phone and are going to call the customer service helpline to complain.
The agent you spoke in the shop promised:

- a good signal anywhere in the country.
- free texts.
- the same charges abroad as at home.
- help available online 24 hours a day.
- a cheap deal for the first year.

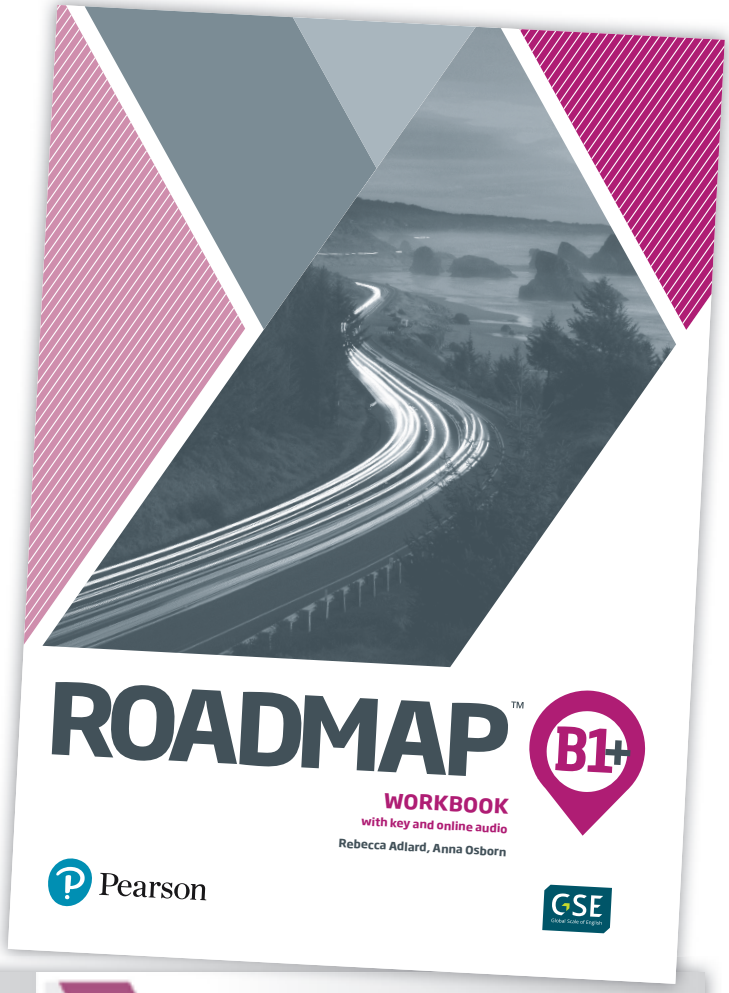
1 Decide which of the things above you didn't get and what you got instead. What do you want the company representative to do about this?
2 Complain to the company representative. Try to make sure you get what you want from the situation.

WORKBOOK WITH ONLINE AUDIO

The *Roadmap* **Workbook** contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas covered in the Students' Book. It also features additional listening, reading and writing practice.

- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.

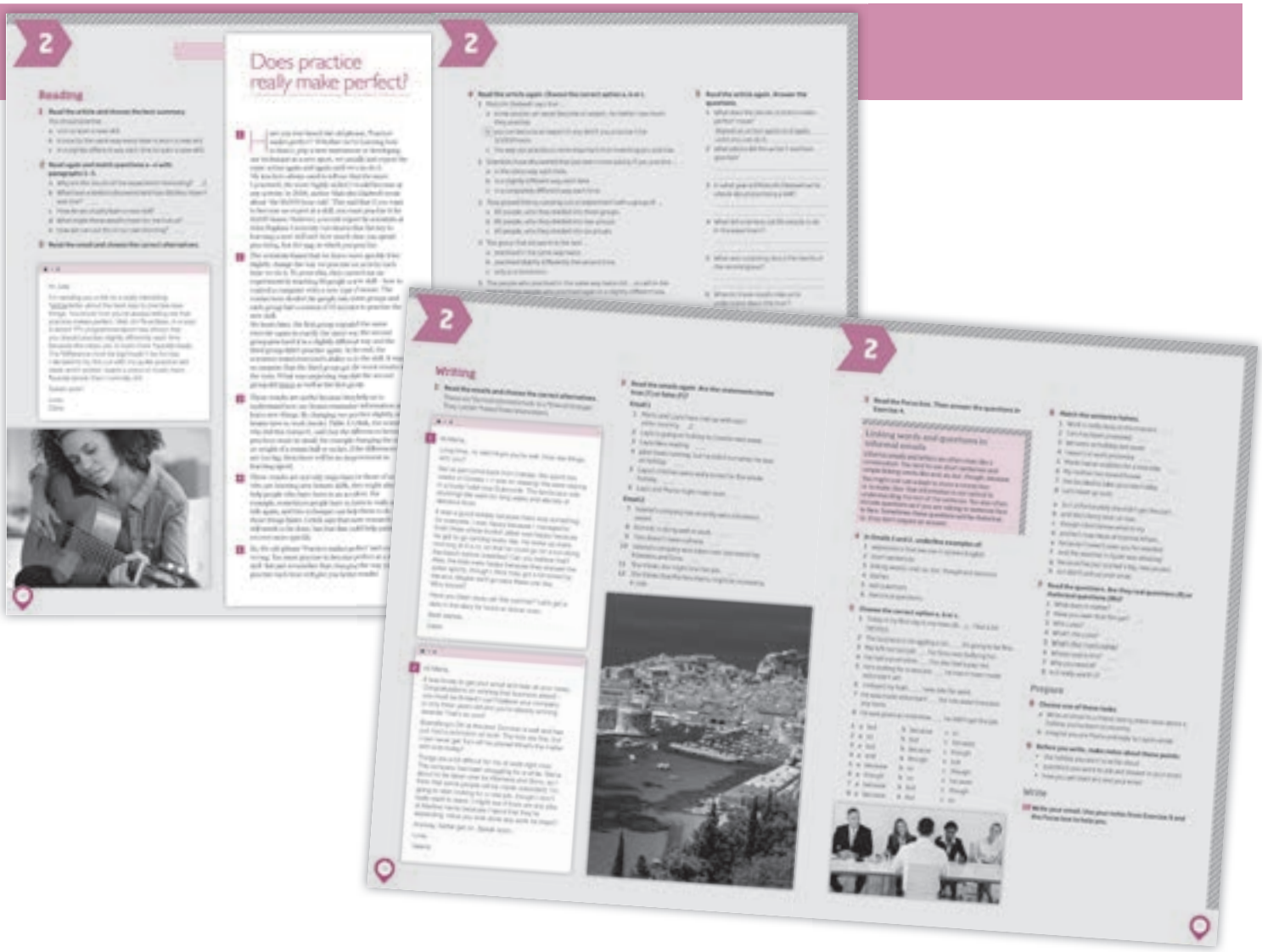


MOBILE APP

Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.

- On-the-go, bite-sized practice which can be done anywhere, any time.
- Instant feedback provided to students.
- Progressive levels of challenge.





ONLINE PRACTICE

Roadmap **Online practice** provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive Workbook exercises with instant feedback and automatic grade book.
- Common errors report that highlights mistakes learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Unit, achievement, mid and end of course tests.



TEACHER'S BOOK

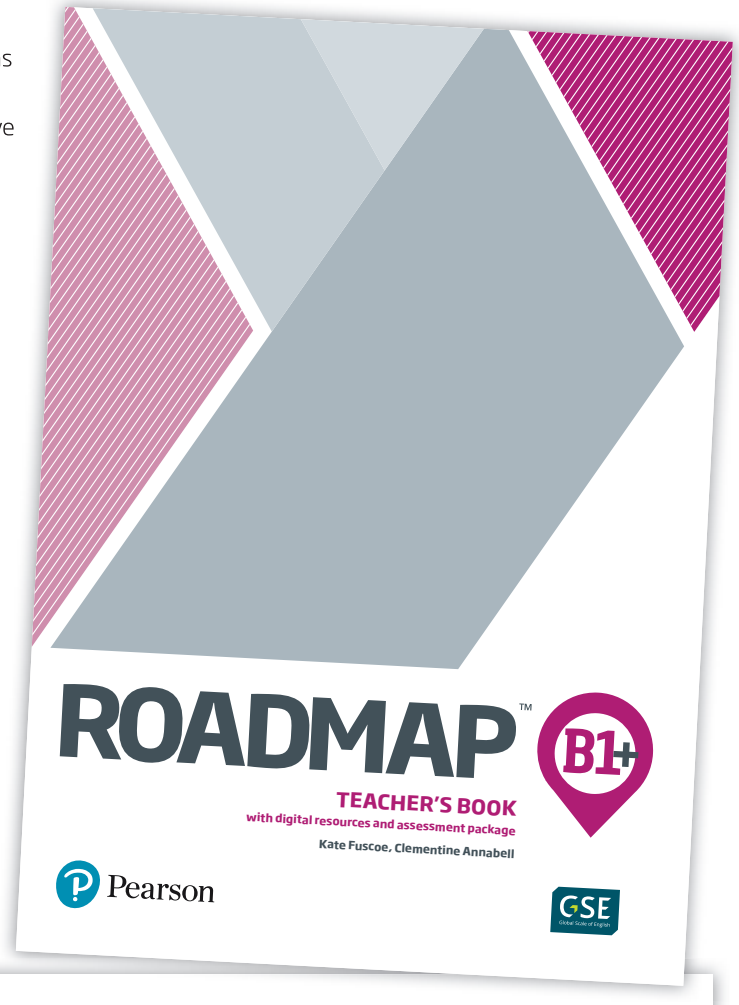
The *Roadmap* **Teacher's Book** provides step-by-step instructions on how to exploit the material.

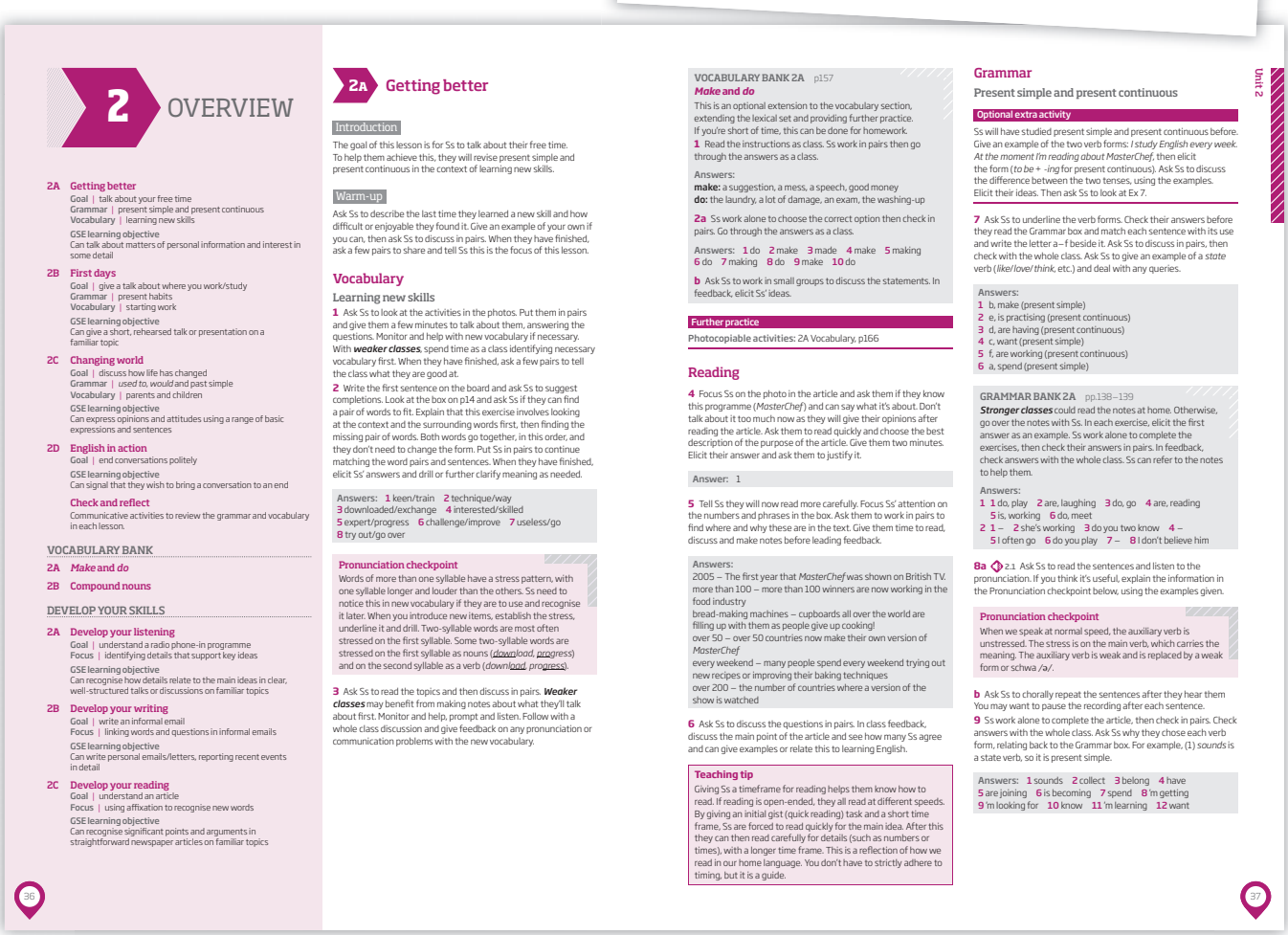
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys.
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation etc.
- Photocopiable grammar and vocabulary worksheets for every unit.
- Class audio scripts.

TEACHER'S DIGITAL RESOURCES

The *Roadmap* digital resources area (accessed via the *Pearson English Portal*) provides a host of support materials to help teachers get the most out of the course.

- Photocopiable grammar and vocabulary worksheets for every unit, with teacher's notes and answer keys.
- Class audio and scripts.
- Workbook audio and scripts.
- Word lists.
- Students' Book answer key.
- Video, video scripts and video worksheets.
- Unit, achievement, mid and end of course tests.
- Tests audio, audio scripts and answer keys.





2 OVERVIEW

2A Getting better
Goal | talk about your free time
Grammar | present simple and present continuous
Vocabulary | learning new skills
GSE learning objective
Can talk about matters of personal information and interest in some detail

2B First days
Goal | give a talk about where you work/study
Grammar | present habits
Vocabulary | starting work
GSE learning objective
Can give a short, rehearsed talk or presentation on a familiar topic

2C Changing world
Goal | discuss how life has changed
Grammar | *used to*, *would* and past simple
Vocabulary | parents and children
GSE learning objective
Can express opinions and attitudes using a range of basic expressions and sentences

2D English in action
Goal | end conversations politely
GSE learning objective
Can signal that they wish to bring a conversation to an end

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK
2A *Make* and *do*
2B Compound nouns

DEVELOP YOUR SKILLS
2A Develop your listening
Goal | understand a radio phone-in programme
Focus | identifying details that support key ideas
GSE learning objective
Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics

2B Develop your writing
Goal | write an informal email
Focus | linking words and questions in informal emails
GSE learning objective
Can write personal emails/letters, reporting recent events in detail

2C Develop your reading
Goal | understand an article
Focus | using affixation to recognise new words
GSE learning objective
Can recognise significant points and arguments in straightforward newspaper articles on familiar topics

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2A Getting better

Introduction
The goal of this lesson is for Ss to talk about their free time. To help them achieve this, they will revise present simple and present continuous in the context of learning new skills.

Warm-up
Ask Ss to describe the last time they learned a new skill and how difficult or enjoyable they found it. Give an example of your own if you can, then ask Ss to discuss in pairs. When they have finished, ask a few pairs to share and tell Ss this is the focus of this lesson.

Vocabulary
Learning new skills
1 Ask Ss to look at the activities in the photos. Put them in pairs and give them a few minutes to talk about them, answering the questions. Monitor and help with new vocabulary if necessary. With ***weaker classes***, spend time as a class identifying necessary vocabulary first. When they have finished, ask a few pairs to tell the class what they are good at.
2 Write the first sentence on the board and ask Ss to suggest completions. Look at the box on p14 and ask Ss if they can find a pair of words to fit. Explain that this exercise involves looking at the context and the surrounding words first, then finding the missing pair of words. Both words go together, in this order, and they don't need to change the form. Put Ss in pairs to continue matching the word pairs and sentences. When they have finished, elicit Ss' answers and drill or further clarify meaning as needed.

Answers: **1** keen/train **2** technique/way **3** downloaded/exchange **4** interested/skilled **5** expert/progress **6** challenge/improve **7** useless/go **8** try out/go over

Pronunciation checkpoint
Words of more than one syllable have a stress pattern, with one syllable longer and louder than the others. Ss need to notice this in new vocabulary if they are to use and recognise it later. When you introduce new items, establish the stress, underline it and drill. Two-syllable words are most often stressed on the first syllable. Some two-syllable words are stressed on the first syllable as nouns (*download*, *progress*) and on the second syllable as a verb (*download*, *progress*).

3 Ask Ss to read the topics and then discuss in pairs. ***Weaker classes*** may benefit from making notes about what they'll talk about first. Monitor and help, prompt and listen. Follow with a whole class discussion and give feedback on any pronunciation or communication problems with the new vocabulary.

VOCABULARY BANK 2A p157
Make* and *do
This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.
1 Read the instructions as class. Ss work in pairs then go through the answers as a class.

Answers:
make: a suggestion, a mess, a speech, good money
do: the laundry, a lot of damage, an exam, the washing-up

2a Ss work alone to choose the correct option then check in pairs. Go through the answers as a class.

Answers: **1** do **2** make **3** made **4** make **5** making **6** do **7** making **8** do **9** make **10** do

b Ask Ss to work in small groups to discuss the statements. In feedback, elicit Ss' ideas.

Further practice
Photocopiable activities: 2A Vocabulary, p166

Reading
4 Focus Ss on the photo in the article and ask them if they know this programme (*MasterChef*) and can say what it's about. Don't talk about it too much now as they will give their opinions after reading the article. Ask them to read quickly and choose the best description of the purpose of the article. Give them two minutes. Elicit their answer and ask them to justify it.

Answer: 1

5 Tell Ss they will now read more carefully. Focus Ss' attention on the numbers and phrases in the box. Ask them to work in pairs to find where and why these are in the text. Give them time to read, discuss and make notes before leading feedback.

Answers:
2005 – The first year that *MasterChef* was shown on British TV.
more than 100 – more than 100 winners are now working in the food industry
bread-making machines – cupboards all over the world are filling up with them as people give up cooking!
over 50 – over 50 countries now make their own version of *MasterChef*
every weekend – many people spend every weekend trying out new recipes or improving their baking techniques
over 200 – the number of countries where a version of the show is watched

6 Ask Ss to discuss the questions in pairs. In class feedback, discuss the main point of the article and see how many Ss agree and can give examples or relate this to learning English.

Teaching tip
Giving Ss a timeframe for reading helps them know how to read. If reading is open-ended, they all read at different speeds. By giving an initial gist (quick reading) task and a short time frame, Ss are forced to read quickly for the main idea. After this they can then read carefully for details (such as numbers or times), with a longer time frame. This is a reflection of how we read in our home language. You don't have to strictly adhere to timing, but it is a guide.

Grammar
Present simple and present continuous

Optional extra activity
Ss will have studied present simple and present continuous before. Give an example of the two verb forms: *I study English every week. At the moment I'm reading about MasterChef*, then elicit the form (*to be* + *-ing* for present continuous). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit their ideas. Then ask Ss to look at Ex 7.

7 Ask Ss to underline the verb forms. Check their answers before they read the Grammar box and match each sentence with its use and write the letter a–f beside it. Ask Ss to discuss in pairs, then check with the whole class. Ask Ss to give an example of a *state* verb (*like*/*love*/*think*, etc.) and deal with any queries.

Answers:
1 b, make (present simple)
2 e, is practising (present continuous)
3 d, are having (present continuous)
4 c, want (present simple)
5 f, are working (present continuous)
6 a, spend (present simple)

GRAMMAR BANK 2A pp.138–139
Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** do, play **2** are, laughing **3** do, go **4** are, reading **5** is, working **6** do, meet
2 **1** – **2** she's working **3** do you two know **4** – **5** I often go **6** do you play **7** – **8** I don't believe him

8a 2.1 Ask Ss to read the sentences and listen to the pronunciation. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint
When we speak at normal speed, the auxiliary verb is unstressed. The stress is on the main verb, which carries the meaning. The auxiliary verb is weak and is replaced by a weak form or schwa /ə/.

b Ask Ss to chorally repeat the sentences after they hear them You may want to pause the recording after each sentence.
9 Ss work alone to complete the article, then check in pairs. Check answers with the whole class. Ask Ss why they chose each verb form, relating back to the Grammar box. For example, (1) *sounds* is a state verb, so it is present simple.

Answers: **1** sounds **2** collect **3** belong **4** have **5** are joining **6** is becoming **7** spend **8** 'm getting **9** 'm looking for **10** know **11** 'm learning **12** want

Unit 2

37



2B Grammar 1 Present habits

1 **Read the interview with Lorant. Decide if the answers are correct or incorrect. Then correct the incorrect sentences.**

Welcome to the Cambridge School of English! Each month we interview a new student about their experiences studying English. This month, meet Lorant!

1 Q: What time do you usually get up on weekdays?
A: I tend get up at 8 a.m.
I tend to get up at 8 a.m.

2 Q: How do you get to English class?
A: I ride always my bike to school. It takes usually about 15 minutes.

3 Q: What are your classes like?
A: They tend being quite fun. We do usually some exercises and work in pairs.

4 Q: Do you work? If so, what hours do you work?
A: Yes, I work as a waiter in the colleges from time to time.

5 Q: What is your best study tip?
A: I tend speaking a lot in class and don't tend to worrying too much!

6 Q: Do you have any study habits you think are unhelpful?
A: I have habit forgetting to do my homework.

7 Q: How do you tend to spend your weekend?
A: On Friday night, I tend to go out to the local pub with friends.

8 A: On Saturdays, always I speak to my family back home.

9 A: My mum has a habit of ring very early in the morning!

2 **Work in pairs. Ask and answer the questions in Exercise 1.**

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2B Vocabulary Starting work

A

1 **Read out the sentences, but not the words in brackets. Your partner will guess what the word BEEP should be.**

1 When you want to take time BEEP for a holiday, please fill out the online form. (off)
2 You'll hear an alarm soon. Don't worry, it's just a practice BEEP drill. (fire)
3 I'm working the night BEEP. I start at 10 p.m. (shift)
4 We have to wear BEEP clothes when we meet with clients. (formal)
5 I'm thinking of becoming a BEEP member to support better working conditions. (union)
6 One of our most important health and BEEP rules is to always wash your hands. (safety)

2 **Now listen to your partner's sentences. In each sentence, guess what the word BEEP is.**

3 **Now write similar sentences of your own.**

1 _____
2 _____

B

1 **Listen to your partner's sentences. In each sentence, guess what the word BEEP is.**

2 **Now read the sentences to your partner. Can your partner figure out the missing word?**

1 Visitors aren't allowed on the building BEEP. (site)
2 We need someone who is BEEP and can stay late if necessary. (flexible)
3 At the BEEP course, I learned how to deal with injuries like cuts and burns. (first-aid)
4 I'm going to ask our union BEEP for some advice about the situation. (representative)
5 You can wear jeans and a T-shirt if you want. It's really BEEP here. (casual)
6 I'm sorry, but you can't eat here. We have a BEEP policy on that. (strict)

3 **Now write similar sentences of your own.**

1 _____
2 _____

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PRESENTATION TOOL

The *Roadmap* **Presentation tool** contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.



Presentation tool:

- Fully interactive version of the Students' Book.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with time-coded video scripts.
- A host of useful classroom tools.

Resources area:

- PDFs of the *Grammar bank* materials.
- Video worksheets.
- Photocopiable activities with teacher's notes.
- Audioscripts.
- Assessment package containing all the course tests.

Syllabus

The *Roadmap* syllabus is built on *Global Scale of English* language learning objectives (see below) but there is a strong focus on the key grammar, functional language, vocabulary and pronunciation needed to perform those objectives in each of the main lessons. Language items have been selected according to their level of difficulty and how useful they are in helping learners to achieve the communicative goal which is at the heart of each lesson. As a result, learners never feel that they are studying grammar, functional language, vocabulary or pronunciation for its own sake and can immediately see the relevance of what they are learning.

- Syllabus built on *Global Scale of English* learning objectives so learners can immediately see the relevance of what they are learning.
- Strong focus on the grammar, vocabulary, functional language and pronunciation needed to achieve the speaking objective at the heart of every lesson.

The Global Scale of English

The **Global Scale of English** (**GSE**) is a standardised, granular scale that measures English language proficiency. Using the GSE students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

The GSE identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

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

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online on english.com/roadmap. This booklet provides an overview of all the learning objectives covered in each unit of *Roadmap*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support students, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information please go to english.com/gse.

Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Develop your skills* lessons which are an extension of the main lesson. Fresh angles on familiar topics have been used wherever possible and reading and listening texts have been designed to be as authentic as possible. The texts are based on real-world sources and although they have been graded, especially at the lower levels, to make them accessible for students, the 'tone' of the texts is as realistic as possible. Every unit contains a variety of rich and authentic input material including specially filmed video clips.

- New topics are introduced in every lesson so learners never get bored.
- Fresh angles on familiar topics have been introduced wherever possible.
- Reading and listening texts are designed to be as authentic as possible and are based on real-world sources.

Grammar

Successful communication is dependent on an ability to recognise and use grammatical structures. Learners can often manage to make themselves understood with a limited repertoire of words and phrases but as their level progresses, they increasingly need grammar to navigate more complex situations and communicate more sophisticated ideas and opinions. Students also need a knowledge of grammar to understand sentence formation when reading and listening and to be able to produce accurate grammar in professional and exam situations. Grammar is a core feature of learning a language and *Roadmap* recognises this by giving it a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts so that learners can see the language in action, and understand how and when it is used.
- Grammar items are then presented and practised using a 'guided-discovery' approach. Learners study the patterns of a grammar point and are often asked to identify aspects of meaning or form by completing simple exercises and/or rules and tables.
- Language items are presented in a concise form in a Grammar box in the main lesson and a fuller explanation of each grammar point is provided in the *Grammar bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. Learners are also encouraged to use the language they have learned in the final speaking task.
- The *Grammar bank* in the Students' Book, the Workbook and mobile app have additional grammar practice exercises. There are also further photocopiable grammar activities in the Teacher's Book.

Vocabulary

Developing a wide range of vocabulary is also key to developing communicative competence. A good knowledge of vocabulary helps learners to improve their reading and listening skills and is also important for writing. A knowledge of high-frequency collocations and fixed and semi-fixed phrases is also an effective way to increase spoken fluency. Vocabulary is an important feature of every lesson in *Roadmap*. Vocabulary items have been selected a) according to the topic of the lesson and b) according to how useful they are for the final speaking task. Vocabulary is always presented in context through photos or texts and practised through controlled and freer practice activities. Vocabulary is also constantly recycled throughout the course and learners are actively encouraged to use the new vocabulary they have learned to give their personal opinions on the topics in focus and to talk about their own lives and experiences.

- Vocabulary is an important feature of every lesson. It is usually presented in context through quotes and/or short reading texts or illustrated with photos and/or cartoons so that learners can understand how and when an item is used.
- The emphasis throughout is on high-frequency, useful vocabulary. At lower levels, the focus is on presenting lexical sets and at higher levels there is an increased focus on word-building, collocation and useful fixed phrases.
- Vocabulary is practised in a variety of ways with one or two controlled practice activities for each vocabulary section. Learners are often asked to relate the vocabulary they have learned to their own lives making it more memorable.
- Vocabulary is constantly recycled throughout the course and further practice is provided in the *Check and reflect* pages, on the mobile app, in the Workbook and photocopiable activities in the Teacher's Book.
- The *Vocabulary bank* at the back of the Students' Book further extends some of the key vocabulary areas covered in the main lessons.

Functional Language

Learners need to manage communication in a wide variety of different situations and they need to be able to recognise and use phrases and expressions that are appropriate for each situation. These include transactional exchanges, where the focus is on getting something done or interactional exchanges where the focus is on socialising with others.

Roadmap recognises the importance of functional language and each unit has an *English in action* page which focus on useful areas such as giving directions, asking for information, clarifying information etc. Each *English in action* lesson has a communicative outcome based on a GSE learning objective and key functional language items are highlighted in a *Useful phrases* box.

- *English in action* lessons focus on useful functional areas such as giving directions, clarifying information etc.
- Each *English in action* lesson has a communicative outcome based on a GSE learning objective.
- Key functional language items are highlighted in a *Useful phrases* box.

Pronunciation

Teachers often have mixed attitudes towards teaching pronunciation in their lessons. Some consider that it is relatively unimportant, especially if their learners can generally make themselves understood, but others place great importance on developing pronunciation that is more than just intelligible. They consider that a systematic focus on pronunciation in a lesson, however brief, can have a significant impact on developing learners' communicative competence.

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

- Pronunciation is a prominent feature of the syllabus, and practice is generally linked to the main grammar, vocabulary and functional language in focus.
- *Listen and repeat* activities reinforce pronunciation of new language. As and when appropriate, there is an emphasis on areas of pronunciation that affect communication, for example, sentence stress/intonation.

Skills development

Roadmap recognises that effective communication involves receptive as well as productive skills. Although speaking is the main skills focus in each of the main lessons, short reading and listening texts are used to present and practise new language and introduce topics for discussion. These cover a variety of different genres – blogs, articles, fact files etc. – but are never very long as research indicates that teachers want to maximise speaking practice during class time. *Roadmap* also recognises the importance of writing and suggestions for writing extension activities are suggested in the teacher's notes for each of the main lessons.

In addition to the reading, writing and listening material in the main lessons, there is a *Develop your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Develop your skills* lessons for each unit. Each lesson is built around a GSE learning objective and concentrates on a specific skill – reading, listening or writing. They are linked thematically to one of the main lessons and can be done at home or in class. The *Develop your skills* lessons expose learners to different text genres of reading (articles, blogs etc.), writing (emails, reports, essays etc.) and listening (radio broadcasts, conversations etc.) and focus on different strategies or sub-skills to improve general competence in each skill. These strategies are particularly useful for exam training.

Speaking

Most learners, whatever their age and whatever specific goals or reasons they might have for learning English, want to improve their speaking skills. Many learners lack opportunities to practise in the real world so they need to make the most of opportunities to speak English in the classroom. *Roadmap* recognises the importance of speaking and there are many opportunities throughout the course for learners to participate in a wide variety of different speaking activities. For example, learners might

be asked to discuss a series of questions, respond to photos or cartoons, give their opinions about the content of a reading or listening text or take part in conversations, discussions and role-plays. Speaking is a fundamental part of each lesson and learners are frequently asked to work together in pairs or groups to maximise opportunities to speak in class.

Many learners are reluctant or unable to speak because they have nothing to say or lack the language they need to say what they want to say. *Roadmap* helps learners to overcome these problems and one of the key aims of the course is to increase learners' confidence and fluency. Each of the four core lessons in each unit are built around a *Global Scale of English* speaking objective and all the grammar, functional language, vocabulary and pronunciation is geared towards helping learners achieve that objective. Learners develop fluency when they are motivated to speak and for this to happen, engaging topics and relevant, carefully-staged speaking tasks are essential. In each lesson of *Roadmap* there is a logical sequence of linked activities that have been carefully constructed and staged to help learners perform the final speaking task to the best of their ability. Learners are given time to prepare their ideas and think about the language they need for the final speaking task in a structured way. Giving learners time to rehearse is crucial in terms of building their confidence and this in turn leads to more motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

- Lead in questions and/or striking images engage learners' interest and activate passive knowledge of vocabulary related to the topic.
- Grammar and vocabulary relevant for the final speaking activities are presented and practised.
- Personalised practice activities encourage learners to give their own opinions on the topic and talk about their own lives and experiences
- Learners are given 'models' and time to prepare their ideas for the final speaking task.
- Useful phrases give learners ideas and provide prompts to help them get started.
- Learners perform the speaking task in pairs or groups and are invited to reflect on their performance through a whole class round up activity.

Listening

Listening is an important skill for all users of English and one which learners often find quite challenging. Many learners complain that they can understand their teacher but find it difficult to understand people speaking English outside the classroom, especially if speakers do not make any concessions to their audience in terms of their speed of delivery. Learners with poor listening skills are unlikely to be competent communicators or users of the language so listening features almost as prominently as speaking in the main lessons in *Roadmap*. It is important to expose learners to real language in use as well as different varieties of English. Listening material, particularly at lower levels, is scripted but aims to reflect the patterns of natural speech and is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level. Listening texts are often used to present new grammar or vocabulary and can act as a springboard to stimulate discussion in class. In addition, there is a listening 'model' for each of the speaking tasks in which one or more speakers perform whole or part of the task. Learners listen to this and try to replicate what they have heard when they come to perform the task themselves.

Listening is a prominent feature in the main lessons but more in-depth practice of different genres, for example, short talks and monologues, conversations, radio interviews and discussions etc. is provided in the *Develop your listening* lessons at the back of the book. The *Develop your listening* lessons also provide invaluable training in listening sub-skills, for example, predicting information, recognising discourse markers and weak forms, identifying examples and sequencing words. Each *Develop your listening* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Listening is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Listening 'models' are provided to build learners' confidence.
- Listening material is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level.
- More in-depth practice of different listening genres – short talks and monologues, conversations, radio interviews and discussions – is provided in the *Develop your listening* lessons at the back of the book.
- *Develop your listening* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Listening sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Reading

Reading is important for many students, particularly if they need it for their work or studies. The learner who develops confidence in reading both in and outside the classroom will undoubtedly make faster progress. We now have access to a very wide range of English language reading material and it is a good idea to encourage learners to read as much as possible outside the classroom. *Roadmap* provides ample opportunities for learners to practise their reading skills, both in the main lessons and in the *Develop your reading* sections at the back of the book.

Short reading texts are included in the main lessons to contextualise new grammar or vocabulary and they also often serve as a springboard for discussion. As with the listening material, there is an emphasis on authenticity, and although reading texts have been adapted or graded for the level, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. Texts are relevant and up-to-date, and are designed to stimulate interest and motivate learners to read. The texts represent a variety of genres and mirror the text types that learners will probably encounter in their everyday lives. Texts are generally not exploited in any great depth in the main lessons (as in-depth work on reading is provided in

the *Develop your reading* section) but learners are always given a reason to read along with basic comprehension exercises.

More in-depth practice of different genres is provided in the *Develop your reading* lessons at the back of the book. The *Develop your reading* lessons also provide invaluable training in reading sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, understanding pronouns, missing words etc. Each *Develop your reading* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Reading is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Reading material is designed to be as authentic as possible whilst bearing in mind the need to make it accessible for the level. Text types mirror those learners will encounter in their everyday lives, for example, blogs, social media posts etc.
- More in-depth practice of different reading genres – stories, articles, reviews, factual texts, reports, social media and blog posts etc. – is provided in the *Develop your reading* lessons at the back of the book.
- *Develop your reading* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Reading sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Writing

In recent years the growth of email and the internet means that people worldwide are writing more than ever before – for business, for their studies and for personal communication. Learners need effective writing skills for professional and academic purposes but people also use writing – email, text messages, social media posts etc. – as an informal means of communication far more than they used to. The latter isn't simply speech written down and there are all sorts of conventions for both informal and formal writing. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages. *Roadmap* provides extensive training in all these types of writing.

Writing is not a prominent feature of the main lessons in *Roadmap* although learners are frequently asked to make notes as preparation for the speaking task. There are also suggestions in the teacher's notes on ways to extend the tasks with follow-up written work. However, in-depth practice of different genres of writing is provided in the *Develop your writing* lessons at the back of the book. The *Develop your writing* lessons also provide invaluable training in writing sub-skills such as organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives etc.

Each *Develop your writing* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework. Each *Develop your writing* lesson follows a similar format:

- Some writing practice is provided in the main lessons and in-depth work on different genres of writing as well as writing sub-skills is provided in the *Develop your writing* section at the back of the book.
- Each *Develop your writing* lesson starts with a few discussion questions designed to activate learners' vocabulary and get them thinking about ideas related to the topic.
- Each *Develop your writing* lesson provides a model of the genre in focus. These are designed to be as authentic as possible whilst bearing in mind the need to make them accessible for the level. Types of writing mirror those that learners will encounter in their everyday lives, for example, stories, formal and informal emails, blog posts, descriptions, invitations, reviews etc.
- *Develop your writing* lessons provide examples of the genre as well as highlighting different sub-skills needed to develop mastery of it, for example, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives etc.
- Writing sub-skills are outlined in a special *Focus box* and practised in the lesson.
- Learners prepare and then write their own example of the genre in focus and are encouraged to use the sub-skills they have practised in the lesson.
- *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Review and consolidation

Language items are constantly recycled in each lesson of *Roadmap*. At end of each unit, there is a *Check and reflect* page which is designed to review all the language points covered and give learners an opportunity to reflect on how their confidence and mastery of the language has improved. In addition, each unit is accompanied by a short video – *the Roadmap report* – that can be used to provide a break from the routine of the Students' Book as well as revise and consolidate language in a fun, light-hearted way. Each *Roadmap report* features a 'roving reporter' who goes out on location to visit interesting people and places and has a variety of new experiences. The videos are designed to illustrate some of the quirkier aspects of real life as well as show language items covered in the unit in realistic contexts.

- Video clips and extension activities consolidate key language covered in each unit and illustrate some of the quirkier aspects of real life.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.

1 OVERVIEW

1A Eating out
Goal | decide where to eat out
Grammar | noun phrases 1
Vocabulary | eating out
GSE learning objective
Can express opinions and react to practical suggestions of where to go, what to do, etc.

1B A place to live
Goal | talk about where you live
Grammar | modifying comparisons
Vocabulary | where I live
GSE learning objective
Can express opinions and attitudes using a range of basic expressions and sentences

1C A late night
Goal | describe a night out
Grammar | non-defining relative clauses
Vocabulary | going out, staying in
GSE learning objective
Can give detailed accounts of experiences, describing feelings and reactions

1D English in action
Goal | express preferences and give reasons
GSE learning objective
Can briefly give reasons and explanations for opinions, plans and actions

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

1B Describing homes and areas

1C Phrasal verbs

DEVELOP YOUR SKILLS

1A Develop your writing
Goal | write emails arranging a party
Focus | making requests in emails
GSE learning objective
Can demonstrate understanding of formality and conventions in standard letters

1B Develop your reading
Goal | understand a biography
Focus | noticing collocations
GSE learning objective
Can identify the main idea in straightforward structured articles on familiar topics

1C Develop your listening
Goal | understand a radio programme
Focus | recognising sounds and words
GSE learning objective
Can understand the key points about a radio programme on a familiar topic

1A Profiles

Introduction

The goal of this lesson is for Ss to make group decisions in the context of deciding on a place to eat. To help them achieve this, they will revise defining noun phrases in the context of eating out.

Warm-up

Before the class starts, ask Ss to work in pairs to decide the best place for a quick weekday lunch and the best for a birthday dinner. If your Ss all know their local area, they can name specific places. If they are a multi-lingual class away from home, they can talk more generally about restaurant types. Have a class discussion and encourage Ss to give reasons for their ideas.

Vocabulary

Eating out

1 Put Ss in pairs to look at the photos and discuss the questions. Check Ss understand *your kind of place* (somewhere you would go and feel comfortable). Monitor and help, but don't correct anything. When they have finished, ask a few pairs to share their ideas with the class.

2a Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. With ***weaker classes***, you may want to pre-teach/check: *decent* (quite good), *suit* (be convenient) and *fancy* (want to). Ask Ss to match each comment with a response. Complete the first as an example then put Ss in pairs to do the activity. When they have finished, elicit Ss' answers and write them on the board. Drill as necessary. With ***weaker classes***, drill the exchanges chorally.

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

Vocabulary checkpoint
In this context *fancy* is a verb that means *would like*, but in another context it is an adjective that means *fussy* or *complicated*. Similarly, *packed*, *decent* and *suit* have other distinct meanings.

b Ask Ss to read the example, then model the activity by saying the first comment and asking a ***stronger student*** to continue with you. Explain that after the first two lines, the Ss should continue. Remind them to take turns starting. Monitor to see how well they use the expressions. When they have finished, give feedback on any pronunciation issues with the phrases or other related problems, by writing them on the board and inviting pairs to correct them.

3 Ask Ss to read the questions, focusing on the words in bold and deal with any questions. Point out the stress change in *allergy/ allergic*. Put them in groups of three or four to discuss. In feedback, ask different groups for their responses to each question.

Further practice

Photocopiable activities: 1A Vocabulary, p157

Listening

4 1.1 Explain that Ss are going to listen to a conversation about choosing a place to have lunch. Go through the questions and make sure Ss know what to make notes about. After they listen, check answers with the whole class.

Teaching tip

Ss often struggle with listening tasks and it is more difficult to listen to a group of more than two people. Discuss with Ss how they can identify each person, for example if they are male or female or if names are used, and how they should make short notes as they listen and not wait until they have a full understanding.

Answers:

1 Four
2 No. Jess and Carmen haven't met. And Tom and Jess haven't met Nina.
3 a pizza place (round the corner) called Durazzo / a French café (on Upper Street) / a Lebanese place (near here)
4 To the Lebanese place.

Audioscript 1.1

Tom: Hey, Carmen. Are you coming for lunch with us?
Carmen: Yes. That's all right, isn't it?
Tom: Yeah, of course! Of course! It looks like it's just the three of us then.
Carmen: No, my friend Nina's coming, too. She's just finishing a meeting. She'll be here in a minute.
Tom: Hey, Jess, I don't think you've met Carmen.
Jess: Hi.
Carmen: Hi.
Tom: Carmen's the friend who I was telling you about. She has a flat near the university.
Jess: Oh right!
Tom: Jess is looking for a place to live and I mentioned you might have a room to rent.
Carmen: Oh, OK. Yeah, I do. Let's find somewhere to eat first and then we can talk about it.
Jess: Sure, thanks.
Nina: Hiya.
Carmen: So, everyone, this is my friend Nina. Nina, this is Tom, and Tom's friend, Jess.
Jess/Tom/Carmen: Hi, hi.
Tom: OK. So where are we going to go? What does everyone fancy?
Carmen: How about that lovely little pizza place round the corner? Durazzo.
Tom: That suits me.
Nina: Do they do other stuff apart from pizza?
Tom: Not really ... Don't you like pizza? Doesn't everyone like pizza?
Nina: No ... it's just, er ... I just can't eat bread and things like that.
Tom: Oh right! Sorry. I didn't know.
Nina: Yeah. They just make me feel quite ill.
Tom: OK. Well, that's fine. I understand. I have a friend who's allergic to bananas ... can't even touch them.
Nina: Really?
Jess: Well, what about that French café on Upper Street which does the set lunch menu?
Tom: The one where we went for my birthday?
Jess: Yeah. That was good value.
Tom: It's not open at the moment.
Jess: No way! I love that place. It has such a great atmosphere. Why's it shut? It was packed when we went!
Tom: I'm not sure. I think they may have new owners and they're changing the inside or something. Anyway, the last time I went past, it was completely closed and they were doing work in there.
Jess: What a shame!
Carmen: Nina and I went to a Lebanese place near the station, which was nice.
Nina: Hmm. Yeah.
Carmen: And there's plenty of choice there. You had a delicious lamb dish, didn't you Nina?
Nina: Yeah. And they have a lovely terrace.
Jess: It's a bit cold for that, isn't it?
Nina: They've got those outdoor heaters – and it's such a sunny day.
Jess: That's true. OK. We don't need to have booked in advance, do we?
Carmen: No, if we go now, we should be fine. What do you think, Tom? Lebanese?
Tom: Yeah – sounds great. Lead the way!

5 Tell Ss to read through the sentences and discuss what they can remember, but don't confirm any answers yet. Ss listen again and make notes, then check with a partner. They may need to listen twice or you may want to pause the recording at times. Check answers with the whole class.

Answers:

1 She's just finishing a meeting.
2 Jess is looking for a place to live and Carmen might have a room to rent.
3 Nina can't eat bread and things like that.
4 It's closed at the moment.
5 There's plenty of choice and they have a lovely terrace.

Grammar

Noun phrases 1

6a 1.2 Focus Ss' attention on the sentences, then play each one in turn so that Ss can write. Ask Ss to help each other complete the sentences before going through them as a class.

Answers: **a** who I was **b** to rent **c** to eat **d** round the corner **e** who's allergic **f** on Upper Street **g** I went past **h** near the station

b Ask Ss what the extra words did in each sentence (gave extra information about the noun) and point out there are several ways to do this. See if Ss can analyse them, then ask them to read the Grammar box and match the correct examples from Ex 6a with one of the three methods. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

Answers: **1** d, f, h **2** b, c **3** a, e, g

Optional extra activity

For further practice, ask Ss to read the sentences in Ex 6a to each other. Some Ss enjoy reading aloud to practise their pronunciation and consolidate rules.

7a 1.3 Focus attention on the underlined words in the sentences. Ask Ss if they are important for the meaning of the sentence (they are the key nouns that deliver the meaning). Play the recording for Ss to listen to how they're stressed. Elicit that the underlined words are longer and louder. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

b Ask Ss to listen again and repeat the sentences after the recording.

Pronunciation checkpoint

When we speak at normal speed, we usually only stress the information words, which are stressed at an even rhythm. Unimportant grammar words (prepositions, auxiliary verbs, etc.) are usually unstressed and often run together to squeeze them into the spaces between the stressed words. Knowing this helps Ss with their listening too, as they need to only listen for the key information and disregard small unstressed elements.

8 Write the first gapped sentence on the board and elicit the missing word. Discuss why *which* is correct (it refers to a thing – the restaurant) and ask Ss if it can be left out (it can). Ss complete the gaps alone then check in pairs. Remind them that in some gaps there is more than one option. Check answers with the whole class.

Answers:
1 nothing needed, but you could add that/which
2 who/that; on
3 nothing needed, but you could add that/which; in
4 in; where 5 to 6 where

9a This is an opportunity to personalise the language. Complete the first example on the board then ask Ss to work alone. With ***weaker classes***, complete more examples as a class. Monitor and help. There is no need for whole class feedback, as answers will be different, but you can elicit examples and deal with queries.

Suggested answers:
1 Turkish ... at the bottom of my road
Vietnamese ... near where I work
2 The park ... to go running
The Shaftesbury ... to have a quick drink
3 Jenny ... who spent time in Mongolia
Chris ... that lives in your street
4 who can fix washing machines who speaks French
5 we went to for your birthday
we stayed in when we were in Morocco

b Read the example together and then demonstrate by modelling another example with a ***stronger student***. Ask Ss to work in pairs and have short conversations. Monitor and help. ***Fast finishers*** can choose one of the sentences and write a conversation.

GRAMMAR BANK 1A pp.136–137

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then work in pairs to check their answers. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 1 from 2 next (or close) 3 which/that 4 we
5 who/that 6 to 7 with 8 that/who/– 9 that/which
10 at 11 which/that/–
2 1 (who/that) you introduced me to earlier
2 who/that reads the news on Channel 1
3 (that/which/–) you went to last summer (or where you went last summer)
4 (that/where/–) Julia is from
5 who/that started Wikipedia
6 to eat round here, at the end of the road

Further practice

Photocopiable activities: 1A Grammar 1, p155; 1A Grammar 2, p156

Speaking

Prepare

10 Ask a student to read the instructions to the class or read them yourself. Check that Ss have understood by asking if they should only write places they want to go (no, also places they don't want to visit) and how many places they should write (two or more they want, one or more they don't want). Give Ss a few minutes to make notes.

Speak

11 Ask Ss to read the Useful phrases box. Put them in groups of three or four and tell them they need to come to a decision for all of them. Monitor, listen and make notes on good language or language for correction. When they have finished, invite groups to tell the class which place they have chosen. Write some examples of good language/errors for Ss to correct on the board.

Teaching tip

Write the following questions on the board:
How confident did you feel making decisions with other Ss?
In what situations do you think you'll use this vocabulary in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Ss write a description of their favourite place to eat and why they like it.
Grammar bank: 1A Ex 1–2, pp.136–137
Workbook: 1A, p4
App: grammar and vocabulary practice

Fast route: continue to Lesson 1B
Extended route: go to p86 for Develop your writing

1B A place to live

Introduction

The goal of this lesson is for Ss to talk about where they live. To help them achieve this, they will learn vocabulary for describing homes and areas, and study modifying comparisons.

Warm-up

Before the class starts, put Ss in pairs to discuss the best place to live (area or type of home) for the following: a single person, a family of four, an elderly couple, a pet owner. When they have finished, elicit feedback and write useful vocabulary on the board.

Vocabulary

Where I live

1 Put Ss in pairs and give them a few minutes to discuss the questions. Monitor and help with new vocabulary if necessary. When they have finished, elicit their answers.

Teaching tip

With multilingual classes, try and mix up the pairs so that Ss are learning about how things are in another country. In feedback, ask them to tell the class about any differences. With monolingual classes, Ss from different generations may have different ideas, so aim for a mix.

2 Focus attention on the sentences halves and the words in bold. Ask Ss to work in pairs and match a sentence start with a logical continuation. Complete the first together as an example. When they have finished, elicit Ss' answers and write the letter number combinations on the board.

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

Vocabulary checkpoint

In feedback, ask Ss questions to help consolidate the meaning of new words. For example, *Is tiny very big or very small?* (very small), *If the landlord puts up the rent, is it more money or less money?* (more), etc.

3a Ask Ss to draw the three columns in their notebooks then discuss in pairs and decide which group each vocabulary item from Ex 2 belongs in. In feedback, check answers with the whole class. Drill problem words chorally.

Answers:

1 freezing, could do with (a bit more space), tiny, landlord, put up rents, good condition, storage (room), put in central heating, the basement, keep clean and tidy, share the cost
2 could do with (more green spaces), rough, surrounded by fields, put up rents, lively, (safe) neighbourhood, knock down (buildings)
3 moved out, move away, knocked down, repair, put in central heating, move in with

Teaching tip

Two useful ways to help your Ss to retain their vocabulary are shown here. One is organising new words into categories with a mind map or columns under headings. Ss can benefit from copying a carefully built up board as a model for independent note making. A second way is to get Ss to choose words and make their own personal examples.

b Ask Ss to choose five words or phrases to make their own examples. Encourage them to choose the phrases they are not sure of, as this task will help you see if they have fully understood the meanings. Monitor and help/check. When they have finished ask Ss to compare in pairs.

Optional extra activity

Ask Ss to read their example sentences to their partner, substituting the key vocabulary with a nonsense word, *banana*. Give an example yourself: *My house is so small, so I'm going to banana the wall between the kitchen and sitting room.* The listener must guess the meaning of *banana* in each case. This is a good way to help consolidate the new vocabulary and is also fun. Ss take turns to listen to the sentences and guess. ***Weaker classes*** can look at the vocabulary when guessing, stronger can try without.

VOCABULARY BANK 1B p156

Describing homes and areas

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Ask Ss to use descriptions 1–10 to talk about the photos. Then elicit their ideas as a class.

b Ask Ss to write H (home) or A (area) beside the descriptions in Ex 1a then go through the answers as a class.

Answers: **homes:** 3, 5, 7, 8, 9, 10 **areas:** 1, 2, 3, 4, 6, 10

2 Ask Ss to work in pairs to match each comment with a description in Ex 1a. Ss check answers in pairs before whole class feedback.

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

3 Put Ss in groups of three or four to talk about places using the descriptions in Ex 1a (and other language from the lesson).

Further practice

Photocopiable activities: 1B Vocabulary, p160

Reading

Culture notes

Notting Hill Carnival

Notting Hill Carnival has been a key event in the area around Notting Hill since the mid 1960s. Started by the British West Indian community who lived in this area, it has grown into a major event with up to a million people attending over the two days.

Notting Hill the film

This British romantic comedy was set in a Notting Hill bookshop in 1999. The writer lived in the area and chose it because he knew it well. Even though the film was made a long time ago, it still attracts fans who knock on the blue door where the main character lived.

4a Ask Ss if they have heard of Notting Hill and what they know of it. Put Ss in pairs to discuss the photos and questions. When they have finished, invite feedback, but do not confirm if they are right or not. Write their suggestions on the board.

b Ask Ss to read the article and check their answers. Give them a few minutes to encourage fast reading. Ask them to underline the words that helped them as they read. Check answers with the whole class.

Answers:

1 famous for Portobello Road market and the carnival (the biggest street party in Europe)
2 cheap rents, overcrowding, houses in poor condition

5 Ask Ss to read the article again more carefully and make notes on the answers. Give them a few minutes for this, before putting them in pairs to compare their answers. In feedback, check answers with the whole class.

Answers:

1 The houses were first built for professionals and upper-class people.
2 They were on the edge of the area, near rough areas with crime, pig farms, etc. and so they ended up being rented out cheaply.
3 Because they ended up in such terrible condition.
4 New people started moving in – often professionals with young kids (who wanted a bigger place than they'd been living in in Chelsea).
5 They have increased from £10,000 to over £1 million in the 1990s and over £10 million last year.

Teaching tip

Ss sometimes struggle with developing reading skills because they expect to understand every word or they are not interested in what they are reading.

Predicting and then checking meaning raises interest in the text, which means Ss are more motivated to read it. Setting a time limit during a reading task helps them realise that it is not necessary to understand or look up every word.

6 Put Ss in groups of three or four to discuss the questions. If time is short, discuss as a class.

Grammar

Modifying comparisons

7 Ask Ss to tell you one change in Portland Road compared to the past. Elicit: *It's much more expensive.* Focus Ss' attention on the comparison and ask what is added by *much* (it makes the comparison stronger), then ask Ss to read the Grammar box and choose the correct alternatives, using the examples to help them. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

Answers: **1** big **2** small **3** small **4** big **5** surprising

GRAMMAR BANK 1B pp.136–137

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then work in pairs to check their answers. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** slightly more central
2 n't quite as healthy, much closer, a lot more time
3 far bigger **4** miles better, not nearly as sure
2 **1** much better than **2** slightly/a bit less full
3 quite as cold **4** spend far more **5** wasn't nearly as

8 Books closed. Write the first sentence on the board with gaps and ask Ss to complete it with *slightly* and the comparative of *cheap*. If Ss show any doubt about comparative forms, revise these before moving on to the exercise. Ss complete the sentences alone then check in pairs. Monitor to see that they are completing the exercise correctly. Check answers with the whole class by asking individuals to read the whole sentence aloud.

Answers: **1** slightly cheaper **2** a lot further away
3 nearly as rough **4** much greener **5** even smaller
6 much better **7** nearly enough storage **8** a lot more money

Optional extra activity

Ss underline the stresses in some of these sentences and practise pronouncing them. For example:

1 It's a bit too expensive. I'd like somewhere slightly cheaper.
4 They've really improved the area. It's much greener than it was.

9 Ask Ss to look at the photos on p166 and read the example. With ***weaker classes***, you may want to complete a further example together on the board. Put Ss in pairs to discuss and encourage them to use the language focused on in this unit. Monitor and help if necessary. ***Fast finishers*** can write example sentences. Ask a few Ss to share their ideas with the class.

Further practice

Photocopiable activities: 1B Grammar 1, p158; 1B Grammar 2, p159

Speaking

Prepare

10a 1.4 Tell Ss they are going to listen to two friends talking about where they live. Give Ss time to read the questions before they listen and choose the one that is answered. They don't need to write. Elicit the answer.

Answer: 2

Audioscript 1.4

A: I really love it. It's quite central, but I'm still near a park. I could do with a bit more space, I suppose, or at least slightly more storage. I don't really have many cupboards so it's difficult to keep clean and tidy. What about you?
B: Well, I have lots of space, but I just end up keeping far more stuff than I need!
A: I know what you mean.
B: The other thing is, it's a bit too cold, but we're putting in some new windows soon, so it should be a bit warmer after that.
A: OK.

b Tell Ss that now they are going to think about their own home. Ask them to work alone. Point out that they can make notes if they want to. Monitor and help if necessary.

Speak

11a Ask Ss to read through the Useful phrases, then ask each other the questions in 10a in pairs. Monitor and listen to their control of the comparison phrases.

Optional alternative activity

If your class is quite large, allocate the questions from Ex 10a and make this a survey activity. About a third of the Ss take each question and move around the class to ask as many people as they can in the time allowed. They make notes, then come back to their group and summarise their findings.

Teaching tip

Observe Ss during fluency activities and make notes on their language use. Look for common problem areas in pronunciation/grammar, etc. When the Ss finish, decide which errors to focus on and add them to the board one by one for Ss to try and correct. If there is a pronunciation problem, you might write the phrase/word and ask Ss to say it, then model yourself so they can hear the difference.

b When they have finished, invite a few pairs to tell the class how their experiences are different or similar.

Reflection on learning

Write the following questions on the board:
How confident do you feel about describing homes?
How will you remember the vocabulary from this lesson?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ss write a paragraph about one or two of the questions in Ex 10a.
Grammar bank: 1B Ex 1–2, pp.136–137
Workbook: 1B, p5
App: grammar and vocabulary

Fast route: continue to Lesson 1C
Extended route: go to p88 for Develop your reading

1c A late night

Introduction

The goal of this lesson is for Ss to describe a night out. To help them achieve this, they will revise non-defining relative clauses in the context of talking about going out and staying in.

Warm-up

Before the class starts, write *night owl* and *early bird* on the board and ask Ss if they know what the expressions mean (*a night owl* is most lively at night, and *an early bird* is at their best in the morning). Tell them which you are and why. Ask Ss to work in pairs to talk about which they are and why. In feedback, invite a show of hands to see what the class is composed of. If Ss are interested in this topic, it is explored further in the DYL lesson on p90.

Vocabulary

Going out, staying in

1 Put Ss in groups of three or four to discuss the questions. Monitor and help with new vocabulary if necessary. When they have finished, ask Ss to share their ideas with the class.

2 Focus attention on the sentences and deal with any queries. Check *in a row* (without stopping). Ask Ss to look at the completed noun/verb combination in the box for the first sentence and discuss why it is correct (an *episode* is part of a *series*). Put Ss in pairs to continue completing the sentences. When they have finished, elicit Ss' answers and write the words on the board with the numbers.

Answers: **1** stayed up, episodes **2** went out, went on **3** queue, worth **4** got, bed **5** play, home **6** threw, celebrate **7** missed, fortune **8** stayed in, tidied up

3 This is an opportunity to personalise the vocabulary. Point out that there are many possible answers. With ***weaker groups,*** ask Ss to read through and circle any words in bold they are unsure of, including how to pronounce them, then compare with a partner. Follow with a whole class discussion on the words. Ss then work in pairs and make notes. In feedback, check answers with the whole class.

Possible answers:
1. stay up really late working, watching TV, surfing the internet, playing computer games
2. go out for a walk, a run, a coffee, lunch, some groceries
3. queue to get in to a club, a concert, a sports stadium, a restaurant
4. get talking to someone in a queue, at a party, on a bus or a train, in the street
5. you go out to a club/go out clubbing, you're working late, you miss the last bus/metro/train, you go out for dinner
6. Ss' own answers

Teaching tip

It's meaningful and memorable for Ss to talk about matters close to themselves and personalise language. It also enables Ss to build social relationships within the class, as they get to know each other, and they do this in English. This in turn makes for a positive classroom atmosphere, making lessons enjoyable.

Optional extra activity

Ss write and then tell each other about one of the situations in Ex 3. This could also be a homework assignment.

VOCABULARY BANK 1C p156

Phrasal verbs

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ask Ss to match numbers 1–10 with letters a–j. Ss check answers in pairs before whole class feedback.

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

2a Ask Ss to use the verbs in Ex 1 to complete the gaps. Ss check answers in pairs before whole class feedback.

Answers: **1** rely on **2** tidy up **3** stayed up **4** get on **5** give, up

b Put Ss in pairs to practise asking and answering.

Further practice

Photocopiable activities: 1C Vocabulary, p163

Reading

4a Books closed, ask Ss how they think a late night out varies for different people (*cost, transport, place to go,* etc.). Accept any ideas, then ask Ss to open their books on p10, read the responses, check their ideas and rank the nights out from 1–3, with 1 being the best. Give them a few minutes to do this as you do not want them to read for details yet.

b Put Ss in pairs to compare ideas then elicit answers. There is no one correct answer as it is a matter of opinion.

5 Focus Ss' attention on the questions. Ask them to read again for more detail and mark the answers D (Daria), A (Alex) or M (Milan). Ss work alone, then discuss the answers together. In feedback, check answers with the whole class.

Answers:
1. Alex – they went on a behind-the-scenes tour of the theatre
2. Milan – we finished around eleven, when I'd usually go home
3. Alex – I don't go out much these days, to be honest
4. Daria – She doesn't seem to have spent anything!
5. Milan – went to Akropolis, which reminded him of the old days
6. Daria – we always celebrate 1st March

Grammar

Non-defining relative clauses

6 Write an example on the board: *1st March, <u>when spring really begins</u>*. Ask Ss if the sentence can exist without the underlined part (*it can*). Ask Ss to read the Grammar box and match this example with its use (*4*). They should then match each of the remaining underlined relative pronouns/phrases with a number that shows what it does. Allow plenty of time for this and have Ss check in pairs before you check with the whole class.

Answers: **1** where **2** which **3** which is why/which meant **4** when **5** whose **6** most of whom **7** who

Vocabulary checkpoint

Ss may not have come across *whom* before. Point out that it is not common in everyday spoken English. It is a pronoun used in the place of *who* when the person is the object. For example, *Who are you speaking to?* vs *To whom are you speaking?* It replaces *them* in the example in the text, which is an object pronoun.

GRAMMAR BANK 1C pp.136–137

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** g and j **2** f and h **3** c and i **4** b and d **5** a and e

7a 1.5 Ask Ss to read the sentences and then listen to the pronunciation. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When there is a comma, we pause in speech very briefly. In addition, the preceding phrase ends as a *mid tone* not *a fall*. This indicates to a listener that you have not finished speaking. Compare: *She used to work with me.* (final fall) with *She used to work with me, which is why I know her.* (final mid, pause). It is a very subtle difference.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence.

8a Write the first gapped example on the board. Elicit the correct pronoun from the Ss to complete the sentence (*who*). Point out that in some sentences a phrase is needed. Ss work alone to complete the sentences, then check in pairs. Check answers with the whole class. Drill chorally, focusing on pauses after the comma.

Answers:
1 who (*whom* is arguably possible, but *who* is preferable as we are focusing on spoken language here – see grammar checkpoint)
2 which **3** where **4** whose
5 which meant (this is a fixed phrase – the meaning is similar to *as a result*)
6 when **7** most of whom **8** which is why

b Ask Ss to think of different continuations for the sentences in Ex 8a. ***Stronger classes*** can do this orally in pairs, ***weaker classes*** will need to write. Monitor and check Ss' work. There is no need for whole class feedback as there are many possible answers.

Optional extra activity

Ask Ss to work in pairs and write the names or show pictures (on their phones?) of five people or places that are important to them. They should say as much as they can about each, using a range of relative clauses. Give an example: *This is Maria who lives with me. We met in London when I went to school there. She goes out with Tommaso, who's a lawyer.*

Further practice

Photocopiable activities: 1C Grammar 1, p161; 1C Grammar 2, p162

Speaking

Prepare

9a 1.6 Tell the Ss they are going to describe a night out, but first they will hear someone doing the same. Ask them to listen and note the main things that happened. With ***weaker classes***, you may want to give more support (see the Optional alternative activity). Tell Ss that they will listen twice.

b After they listen, put Ss in pairs to compare ideas. Then elicit the answers from the class.

Optional alternative activity

Enlarge and photocopy the answer key. Make enough copies for each pair. Cut up the sentences and give each pair a set to put in order while they listen. After they listen, they can discuss and rearrange, then listen again.

Answers:
They went out for dinner (to a really good Georgian restaurant)
They went to a club (called Closer, which they'd never have found on their own)
They had to queue to get in (it was packed, but worth the wait)
There was a live band (who were brilliant)
The music was great and he/she danced for hours
He/she didn't get to bed till the morning
He/she nearly missed his/her flight home

Audioscript 1.6

A: I had an amazing night out when I was in Kiev the other weekend.
B: Oh yeah? Where did you go?
A: Well, first, we went to a really good Georgian restaurant and then we went to this great club called Closer, which I would never have found on my own. It was really different from the kind of place I usually go to, where the music is mainly techno.
B: Sounds interesting. Was it busy?
A: Yeah, packed. We had to queue to get in, but it was worth it. There was a live band, who were brilliant. I guess you'd describe their music as jazz. And then they had really good DJs playing all kinds of great music. I was dancing for hours. I didn't get to bed until the morning and nearly missed my flight back home!
B: That must've been scary, but it sounds like a great night out.
A: It was!

c Tell Ss they are now going to think about their own night out. Ask them to make notes beside each bullet point. Give them a few minutes to think and start to make notes. It's important that they do not write full sentences. Monitor and help if necessary.

Optional alternative activity

Some Ss for whatever reason may not relate to this topic or be able to recall a night out. In this case, tell them they can retell the night out from the listening, changing a few details if they want.

Speak

10a Go through the Useful phrases with the class. With ***weaker classes***, you may want to ask Ss to underline the stressed words and practise saying the questions. Refer Ss to the points in Ex 9c to guide their conversation. Ss then discuss their night out in groups of three or four, taking turns to speak. Monitor and encourage Ss to ask follow-up questions to find out more information.

b Ask Ss to decide in their group then share with the class.

Reflection on learning

Write the following questions on the board:
How easy did you find it to talk about your night out?
In what situations do you think you'll use this language in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Ask Ss to write a paragraph about their best night out.
Grammar bank: 1C Ex 1, pp.136–137
Workbook: 1C, p6
App: grammar and vocabulary practice

Fast route: continue to Lesson 1D
Extended route: go to p90 for Develop your listening

1D English in action

Introduction

The goal of this lesson is for Ss to express preferences and give reasons. To help them achieve this, they will revise some common expressions used for expressing preferences and giving reasons.

Warm-up

Ask Ss to pair up and tell each other about their last/favourite holiday. After a few minutes, invites a few Ss to tell the class about their partner's holiday.

1a Ask Ss to work first alone and then in pairs to create a list of the five most important things when choosing a holiday. Monitor and help, but don't conduct feedback after this stage.

b Put Ss in groups of four. Ask them to compare their lists and discuss good locations that reflect their choices. Monitor and help with any vocabulary if necessary. When they have finished, ask groups to share their ideas with the class.

Optional extra activity

Ss can stay in their groups of four to discuss the places they can see in the photos and if they'd like to visit them.

2 1.10 Explain that Ss are going to listen to three friends talking about where to go on holiday. Tell them to look at the pictures and decide which place Domi would prefer. Check as a class.

Answer: Photo B

3 Tell Ss they are going to listen again for more detail. Give them time to read the sentences before listening and completing with three words.

4 Ask Ss to compare answers in pairs and use the Useful phrases box to confirm before checking as a class.

Answers: **1** I'd hate **2** whereas there you **3** the idea of **4** 'd rather be **5** I'd prefer

Audioscript 1.10

Jo: So I found this place earlier while I was on the internet. What do you think, Lisa?
Lisa: Let me see. Oh! To be honest, Jo, it looks like the kind of place I'd hate!
Jo: Seriously? How come?
Lisa: Just look how crowded it is. I like to have my own personal space, you know.
Jo: Yeah, but you'd get crowds as well in that other place you said you liked, wouldn't you?
Lisa: Yeah, maybe, but it's different. I mean, here you'd be stuck in one place by the sea, whereas there you'd be able to escape the crowds in the streets if you wanted to.
Jo: Yeah, maybe, but I think this place looks much more relaxing. Personally, I just like the idea of doing nothing for a week. My job's quite stressful, so ...
Lisa: Hey, you're not the only one who works hard, you know!. It's just that when I'm not working, I like to go out and explore, learn more about places, meet the locals, that kind of thing.
Jo: Fair enough. Everyone's different, I suppose.
Lisa: Yeah. The world would be boring if everyone liked the same kind of thing.
Jo: Not that that helps us come to any kind of decision! Anyway, what about you, Domi? You're very quiet.
Lisa: Yeah, what do you think about it all? Which place do you prefer?
Domi: Well, I've been thinking about it and do you know what? Neither of them are my kind of place, to be honest.
Jo: No?
Domi: No. I'd rather be up in the mountains somewhere, hiking and enjoying the countryside.
Lisa: Yes, but if you had to choose one of these two, which one would you go for?
Domi: I'd prefer to just stay at home.
Jo: Remind me again why we decided to go on holiday together?
Lisa: I know, right! We're never going to make a decision like this, are we?

5 Ask Ss to complete the sentences alone, using the words in brackets. As the spaces are very small, tell Ss to write the continuations in their notebooks. You may want to remind Ss of the verb patterns used. Share the information in the Grammar checkpoint if you think it's necessary. Go through the answers as a class. With ***weaker classes***, drill the sentences.

Grammar checkpoint

To use the phrases accurately, Ss need to pay attention to the following verb patterns. While *I'd rather* and *I'd prefer* are similar in meaning, these verb patterns are different:
I'd prefer + *to* infinitive vs *I'd rather* + base form. Similarly, like many modals, *you could/ would* + base form.

Answers:
1 I'd rather, I like the idea of
2 I'd prefer not to, It would be
3 It's not my kind, It looks
4 I don't have any strong feelings, I've heard some
5 It looks like the kind of place, You could go

6 Ask Ss to look at the questions in their books. Model a question and answer exchange with a ***stronger student***, then get two Ss to ask each other. If necessary, correct the verb patterns and/or their pronunciation. Then, put Ss in pairs to ask and answer. Remind them to use the Useful phrases to help them. Monitor and see how they manage with the phrases and the verb patterns. When they have finished, give feedback on good use of language or ask a confident pair to perform their roleplay for the class.

Optional extra activity

Ss write their own *would you rather* questions to extend the activity. Have Ss take turns to ask and answer each question.

7a Put Ss in groups of three or four to discuss and choose a holiday destination from the pictures on p166. Tell them that each person must speak in turn, so that all opinions are heard. Refer them to the Useful phrases box.

Optional alternative activity

The length of this exercise can be shorter or longer, depending on how much time you have. With ***weaker classes***, Ss may benefit from writing their preferences together and then rehearsing in pairs. After a few rehearsals, encourage pairs to close their books and try the conversation without looking. ***Stronger classes*** can complete the task orally without much preparation.

b Ask Ss to tell each other and the class who they think would be a good holiday partner and why. Give Ss feedback on their language and the success of the speaking activity.

Reflection on learning

Write the following questions on the board:
In what situations do you think you can use this language in the future?
How do you think English will be useful for future holidays?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your own answers.
Workbook: Ex 1–2, p7
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

1 Check and reflect

Introduction

Ss revise and practise the language of Unit 1. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Ss complete the sentences alone then check in pairs. In feedback, invite Ss to come and write their answers on the board, so that you can check for correct spelling.

Answers: 1 terrace 2 service 3 vegetarian, suit 4 quality, advance 5 value, prices 6 place, menu

2 Ss cross out the extra word in the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 is 2 it 3 for 4 that 5 that 6 on

Optional extra activity

Ss choose sentences that are true for them and change the others. When they are ready, Ss share their experiences in pairs. Encourage them to ask follow-up questions to find out more information.

3a Ss match the sentence halves alone then check in pairs. Check answers with the whole class.

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

b Read the instruction with the class. Ss discuss the two questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner.

4a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 lot 2 quite 3 not 4 bit 5 more 6 far/much/even 7 much/far/a bit, nearly 8 much/far

b Ss think of two places they know and write sentences comparing them. Ss then compare their sentences in groups.

5 With ***weaker classes***, do the first one together as an example. Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 a taxi 2 tidy up 3 episodes 4 stayed up 5 get home 6 worth

Optional extra activity

Explain that Ss should tick or cross the sentences from Ex 5 that are true/not true for them. Ss share their ideas in pairs.
In feedback, nominate Ss to share their ideas with the class.

6a Ss rewrite the sentences with the correct relative clause alone then check in pairs. Check answers with the whole class, paying attention to commas.

Answers:
1 We spent two weeks in Formentera, where my family has a summer house.
2 I missed the last metro home, which meant I had to get a taxi.
3 Jim brought all his work friends, none of whom I'd met before, to my party.
4 My sister, who lives in Geneva, is visiting me in the UK at the moment.
5 At 6 a.m, when I'm usually getting up, I finally got home and went to bed.
6 My friend Sergio, whose father runs the place, got us all in for free.

b Ss write their own sentences then compare in pairs. When they have finished, nominate one or two Ss to share any interesting examples with the class.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 1.

1A Develop your writing

Introduction

The goal of this lesson is for Ss to write emails arranging a party. To help them achieve this, they will focus on making requests in emails.

Warm-up

Put Ss in pairs and ask them to talk about how they usually organise a party. After a few minutes, ask for feedback.

1 Put Ss in pairs to discuss the questions. After a few minutes, ask for feedback and have a show of hands to see if Ss write more personal or work-related emails.

2 Ask Ss to discuss and write topics for requests for each. Monitor and help with ideas and vocabulary. In feedback, ask Ss for their ideas, but don't worry about correct formation of requests as this will be focused on later.

Suggested possible answers:

1 your boss – ask to have a day off, ask for a pay rise
2 a friend – ask for a lift, ask to borrow something
3 a hotel – book a room, ask for breakfast/evening meal
4 a language school – ask to attend a course, enquire about host families
5 a restaurant – book a table, ask for a baby seat

3 Ask Ss to read the two emails and answer the questions by highlighting the relevant information in the text. Tell them to ignore the gaps at this stage. Give them a few minutes for this, then put them in pairs to discuss the questions. After a few minutes, elicit the answers. If you have access to a projector, highlight the answers in the projected text on the board.

Answers:

1 a restaurant, company staff
2 doesn't know him/her, knows them quite well
3 First email:
– get a place on the terrace for pre-meal drinks from 7.30 onwards
– send menus for vegetarians and vegan
– get a table by the window
– play a song list (at the end of the meal)
– confirmation of the booking
Second email:
– let Ahmed know if you can't make the dinner
– send songs to be played in the restaurant by the end of the week

4 Ask Ss to complete the emails with the words in the box. Go through the answers as a class, calling on individuals to read the whole sentences aloud.

Answers: 1 would 2 think 3 wondering 4 mind 5 grateful 6 please 7 let 8 could

5 Discuss what a subject line on an email is for (to make it obvious what the email is about before you open it). Ask Ss to work in pairs to write the subject lines. Elicit their ideas.

Suggested possible answers:

1 Re: My booking on July 28, Re: July 28 booking
2 Re: Office dinner, Re: Good news: It's party time!

6a Ask Ss to read both emails again and underline the request forms. Don't go through the answers yet as they will be explored further in Ex 6b.

b Ask Ss which email they think is more formal and how they know (the language, the content). They should compare in pairs and discuss formality before reading the skills box. Go through the answers as a class and deal with any queries.

Answers:

Email 1
would it be possible to … (formal)
do you think you could … (formal)
I was wondering if we could … (formal)
would you mind … (formal)
I would be most grateful if you could … (formal)

Email 2
please … (informal)
could you … (informal)
The phrases from the first email are more formal (for reasons given in the Focus box)

7 This controlled practice exercise involves rewriting the requests using a different form. Before doing this, ask Ss to note the form used following each request, for example *mind* + verb *-ing*. Ss complete the exercise alone, then compare in pairs before going through the answers as a class.

Answers:

1 Would you mind checking (that) there are no nuts in any of the dishes?
2 Could you please put some red roses on the table before we arrive?
3 Do you think we could possibly have a room facing away from the road?
4 Would it be possible to cook a special dish if we send the recipe in advance?
5 Can you check everyone knows about the meeting tomorrow?
6 I would be grateful if you could provide a high chair for our two-year-old son.
7 Do you think you could write 'Happy birthday' on the cake before bringing it out?
8 I was wondering if we could have a room at the back of the restaurant?

8 This exercise involves matching the requests in Ex 7 with a context. Read the first explanation as a class and ask Ss to suggest which request from Ex 7 it matches. Ss then work in pairs to match the explanations and requests. Check the answers as a class.

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

9a Refer Ss back to their notes for Ex 2. Ask them to write three new requests, using the language focused on in this lesson. Monitor and help with vocabulary.

b Put Ss in pairs to compare answers and write explanations for their requests. Refer Ss to the examples in Ex 7 and Ex 8 if they need help with ideas. Monitor and help if necessary.

10 Ss complete the table and then go through the answers as a class.

Answers:

	More formal	More informal
Phrase used for greeting	Dear Sir/Madam	Hi everyone
Phrase used to explain why writing	I am writing to …	Just a very quick email to …
Is small talk included? If so, what?	No	Yes: Not long now till the end of the year and a well-deserved break from work! Nothing too crazy, obviously!
Are contractions (*I'm, you're*, etc.) used?	No	Yes: I've, you've, the booking's
Phrase used to end the email	Best regards	Cheers

3 With ***weaker classes***, do the first one together as an example. Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: **1** a cab **2** tidy up **3** episodes **4** stayed up **5** get home **6** worth

Prepare

11a Refer Ss to the instructions. Ask Ss how the surprise element will affect their emails (they need to tell people to keep it secret). Ss work alone and make notes. Monitor and help.

b Ask Ss to discuss the details of their plans in pairs and share ideas. There is no need for whole class feedback because the Ss will be working on different party plans.

Write

12 Ask Ss to use the notes in Ex 10 and Ex 11 to help them write their emails. If they have been working in pairs until now, they can write alone, then read each other's and suggest improvements and changes. If time is short, they can write one of the two emails each.

Homework ideas

Workbook: Writing, pp.10–11

1B Develop your reading

Introduction

The goal of this lesson is for Ss to read and understand a biography. To help them achieve this, they will focus on noticing collocations.

Warm-up

Write the following question on the board for Ss to discuss in pairs.

Would you rather live in a beautiful building with a view of an ugly building, or live in an ugly building with a view of a beautiful building? Why?

Elicit Ss' ideas. Tell them the lesson is going to be about a famous architect and briefly discuss how important architects are to a building's beauty.

1 Refer Ss to the photos and ask them to discuss the questions in pairs. After a few minutes, ask pairs for their ideas. Ask if anyone knows who the architect of any of the buildings was. Have a show of hands to see which building is the most and least popular.

2 Ask Ss to read through the sentences and the biography on p89 and decide if the sentences are true or false. Tell them to mark the text where they find the answers. Give them a few minutes to read then discuss the answers in small groups. Go through as a class.

Answers: **1** F **2** F **3** T
4 F (they thought they were impossible + Peter Rice comment)
5 T **6** F **7** T **8** T

3 Ss at this level should be familiar with collocations. Discuss the information in the Vocabulary checkpoint if they are uncertain. Refer Ss to the Focus box. Ask them to read it and tick the strategies they use. Ask pairs to compare before discussing as a class.

4 Ask Ss to look back at the biography and complete the collocations with the correct verbs. Ask pairs to discuss before going through the answers as a class. In feedback, ask Ss to read the whole sentence aloud to consolidate the verb/noun collocations. Ask Ss to record the collocations in their notebooks.

Answers: **1** finished, opened **2** got **3** developed **4** spent **5** won **6** failed **7** shown **8** cost

5 Ask Ss to find the underlined adjectives in the biography and match them with the correct noun. Ask pairs to discuss before going through the answers as a class. In feedback, ask Ss to read the whole phrase aloud to consolidate the adjective/noun collocations.

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

6 Refer Ss to the example, pointing out that the noun must collocate with all the words shown. Ask Ss to work alone to choose one noun from Ex 4 and Ex 5 then compare in pairs before going through the answers as a class.

Answers: **1** university **2** building **3** story **4** picture **5** plans **6** time

7a Ask Ss to write four true sentences using the collocations seen in this lesson. Monitor and help with vocabulary and ideas.

b Put Ss in pairs to share their sentences. Encourage them to ask follow-up questions. When they have finished, ask a few Ss to report back on something interesting their partner told them.

Homework ideas

Workbook: Reading, pp.8–9

1c Develop your listening

Introduction

The goal of this lesson is for Ss to understand a radio programme. To help them achieve this, they will focus on recognising sounds and words.

Warm-up

Ask Ss how they are feeling and what they do if they feel tired during the day or during the lesson. Invite suggestions for how to stop feeling tired.

1 Put Ss in pairs to discuss the questions. In feedback, discuss what kinds of jobs involve working at night and any advantages and disadvantages they see in such working patterns.

2 Ask Ss how they feel about listening in English. Ask them to read the Focus box in pairs and tick any strategies they use. In feedback, see which are the most popular strategies.

3a Tell Ss they are going to listen to a radio programme about sleep and work. Refer them to the notes and ask them what they think it might be about. Discuss their ideas as a class.

b 1.7 Ask Ss to listen to the introduction and add more words to the notes in Ex 3a.

Audioscript 1.7

Presenter:

Back in 1667, Paris became the first city in the world to light its streets at night. It soon became popular to go out at night and suddenly when and how long you slept became a matter of choice. Rather than everyone getting up with the sun and going to bed soon after dark, we've now moved to a 24-hour culture, where we divide ourselves into being morning people or night owls, working day shifts or night shifts – but where we all sleep less.

c Ask Ss to compare their notes in pairs and try and orally reconstruct the listening.

d Ask Ss to turn to p166 to read the introduction while they listen. When they have finished ask them how close it was to their notes and if they found listening and reading at the same time helpful.

4 1.8 Tell Ss they are now going to listen to some examples from the programme, all containing the word *as*. Ask them to read through the sentences first. ***Stronger classes*** can discuss and try and complete them before listening. Go through the answers as a class.

Answers: **1** As many as one **2** as a sign of **3** live as long **4** such as medicine **5** is as good as **6** as I say

5 Read through and discuss the topics as a class. Accept any reasonable answers that Ss can justify.

6a 1.9 Tell Ss they will now hear the rest of the programme and note down content words as they listen.

b Ss compare their notes in pairs and decide on the correct topic before checking the answer as a class.

Answer: The programme is about (3).

Audioscript 1.9

Presenter: As many as one in eight adults now work nights and, on average, we sleep six and a half hours a night – or day – compared to eight or more in earlier times. We may see this 24-hour culture as a sign of progress, but recent research suggests nightlife and reduced sleep is bad for us. Here to discuss this is Sean O'Brien, who works nights at a 24-hour restaurant, and Professor Caroline Bray, a sleep expert. Sean, first you – I think you work nights by choice, right?

Sean: Absolutely. I've never really been a morning person. I was always late for school and struggled there, so nights are good for me. And it's a different atmosphere. People don't rush so much, they're more relaxed. Honestly, you have amazing conversations at 4 a.m. that you'd never have in daylight!

Presenter: Caroline?

Caroline: Yeah, I mean, obviously, Sean is happy in his work, which is great, and I think it probably helps that he's chosen his lifestyle. But what we've found is that, on average, night workers age quicker and don't live as long. They get fatter, have higher rates of heart disease and suffer from depression more …

Presenter: Wow! And that's because of what? Lack of sleep?

Caroline: Night workers do sleep less, but it seems that daytime sleep is also different. So, for example, you use 15 percent less energy sleeping during the day, which is why night workers put on weight. In fact, our whole bodies work differently at night compared to the day. Our heart, our body temperature – everything's controlled by a natural system we can't change. It's just how we are.

Presenter: Does that concern you, Sean?

Sean: Well, obviously, weight isn't a problem for me. And because I work nights, I have more holiday, which means I can travel more and relax. And catch up on sleep.

Presenter: Does that make a difference, Caroline?

Caroline: Maybe to some extent, but the evidence is strong that any night work is harmful in the long term. We're talking about the brain aging an extra six years for every ten years people work nights. And, of course, it's not just the workers who are harmed. In stressful areas such as medicine, there are three times more errors on night shifts than there are during the day. And in other professions there's lower quality work.

Sean: Hey, I think my brain is as good as anyone's!

Caroline: Obviously, these are statistics, so it might not be true of every single individual. But, as I say, the evidence is really very strong and affects the vast majority …

Presenter: But what's to be done about it? Sean certainly seems happy enough and can we do without night work? It seems unlikely …

Caroline: Well, I'm not sure we need *all* night work, but yes, you're right. I don't have all the answers – which is why I'm a scientist and not a politician!

7 Ask Ss to discuss in pairs, then listen intensively to change any sentences that are different. Ss can compare again in small groups before checking the answers as a class.

Answers:

1 Recent research suggests nightlife and reduced sleep is bad for us.
3 They get fatter, have higher rates of heart disease and suffer from depression more.
4 You use 15 percent less energy sleeping during the day.
5 Weight isn't a problem for me.
6 We're talking about the brain aging …

Homework ideas

Workbook: Listening, p7

2 OVERVIEW

2A Getting better
Goal | talk about your free time
Grammar | present simple and present continuous
Vocabulary | learning new skills
GSE learning objective
Can talk about matters of personal information and interest in some detail

2B First days
Goal | give a talk about where you work/study
Grammar | present habits
Vocabulary | starting work
GSE learning objective
Can give a short, rehearsed talk or presentation on a familiar topic

2C Changing world
Goal | discuss how life has changed
Grammar | *used to, would* and past simple
Vocabulary | parents and children
GSE learning objective
Can express opinions and attitudes using a range of basic expressions and sentences

2D English in action
Goal | end conversations politely
GSE learning objective
Can signal that they wish to bring a conversation to an end

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

2A *Make* and *do*

2B Compound nouns

DEVELOP YOUR SKILLS

2A Develop your listening
Goal | understand a radio phone-in programme
Focus | identifying details that support key ideas
GSE learning objective
Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics

2B Develop your writing
Goal | write an informal email
Focus | linking words and questions in informal emails
GSE learning objective
Can write personal emails/letters, reporting recent events in detail

2C Develop your reading
Goal | understand an article
Focus | using affixation to recognise new words
GSE learning objective
Can recognise significant points and arguments in straightforward newspaper articles on familiar topics

2A Getting better

Introduction

The goal of this lesson is for Ss to talk about their free time. To help them achieve this, they will revise present simple and present continuous in the context of learning new skills.

Warm-up

Ask Ss to describe the last time they learned a new skill and how difficult or enjoyable they found it. Give an example of your own if you can, then ask Ss to discuss in pairs. When they have finished, ask a few pairs to share and tell Ss this is the focus of this lesson.

Vocabulary

Learning new skills

1 Ask Ss to look at the activities in the photos. Put them in pairs and give them a few minutes to talk about them, answering the questions. Monitor and help with new vocabulary if necessary. With ***weaker classes***, spend time as a class identifying necessary vocabulary first. When they have finished, ask a few pairs to tell the class what they are good at.

2 Write the first sentence on the board and ask Ss to suggest completions. Look at the box on p14 and ask Ss if they can find a pair of words to fit. Explain that this exercise involves looking at the context and the surrounding words first, then finding the missing pair of words. Both words go together, in this order, and they don't need to change the form. Put Ss in pairs to continue matching the word pairs and sentences. When they have finished, elicit Ss' answers and drill or further clarify meaning as needed.

Answers: **1** keen/train **2** technique/way **3** downloaded/exchange **4** interested/skilled **5** expert/progress **6** challenge/improve **7** useless/go **8** try out/go over

Pronunciation checkpoint
Words of more than one syllable have a stress pattern, with one syllable longer and louder than the others. Ss need to notice this in new vocabulary if they are to use and recognise it later. When you introduce new items, establish the stress, underline it and drill. Two-syllable words are most often stressed on the first syllable. Some two-syllable words are stressed on the first syllable as nouns (*<u>down</u>load*, *<u>pro</u>gress*) and on the second syllable as a verb (*down<u>load</u>*, *pro<u>gress</u>*).

3 Ask Ss to read the topics and then discuss in pairs. ***Weaker classes*** may benefit from making notes about what they'll talk about first. Monitor and help, prompt and listen. Follow with a whole class discussion and give feedback on any pronunciation or communication problems with the new vocabulary.

VOCABULARY BANK 2A p157

Make* and *do

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Read the instructions as class. Ss work in pairs then go through the answers as a class.

Answers:
make: a suggestion, a mess, a speech, good money
do: the laundry, a lot of damage, an exam, the washing-up

2a Ss work alone to choose the correct option then check in pairs. Go through the answers as a class.

Answers: **1** do **2** make **3** made **4** make **5** making **6** do **7** making **8** do **9** make **10** do

b Ask Ss to work in small groups to discuss the statements. In feedback, elicit Ss' ideas.

Further practice

Photocopiable activities: 2A Vocabulary, p166

Reading

4 Focus Ss on the photo in the article and ask them if they know this programme (*MasterChef*) and can say what it's about. Don't talk about it too much now as they will give their opinions after reading the article. Ask them to read quickly and choose the best description of the purpose of the article. Give them two minutes. Elicit their answer and ask them to justify it.

Answer: 1

5 Tell Ss they will now read more carefully. Focus Ss' attention on the numbers and phrases in the box. Ask them to work in pairs to find where and why these are in the text. Give them time to read, discuss and make notes before leading feedback.

Answers:
2005 – The first year that *MasterChef* was shown on British TV.
more than 100 – more than 100 winners are now working in the food industry
bread-making machines – cupboards all over the world are filling up with them as people give up cooking!
over 50 – over 50 countries now make their own version of *MasterChef*
every weekend – many people spend every weekend trying out new recipes or improving their baking techniques
over 200 – the number of countries where a version of the show is watched

6 Ask Ss to discuss the questions in pairs. In class feedback, discuss the main point of the article and see how many Ss agree and can give examples or relate this to learning English.

Teaching tip

Giving Ss a timeframe for reading helps them know how to read. If reading is open-ended, they all read at different speeds. By giving an initial gist (quick reading) task and a short time frame, Ss are forced to read quickly for the main idea. After this they can then read carefully for details (such as numbers or times), with a longer time frame. This is a reflection of how we read in our home language. You don't have to strictly adhere to timing, but it is a guide.

Grammar

Present simple and present continuous

Optional extra activity

Ss will have studied present simple and present continuous before. Give an example of the two verb forms: *I study English every week. At the moment I'm reading about MasterChef*, then elicit the form (*to be* + *-ing* for present continuous). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit their ideas. Then ask Ss to look at Ex 7.

7 Ask Ss to underline the verb forms. Check their answers before they read the Grammar box and match each sentence with its use and write the letter a–f beside it. Ask Ss to discuss in pairs, then check with the whole class. Ask Ss to give an example of a *state* verb (*like/love/think*, etc.) and deal with any queries.

Answers:
1 b, make (present simple)
2 e, is practising (present continuous)
3 d, are having (present continuous)
4 c, want (present simple)
5 f, are working (present continuous)
6 a, spend (present simple)

GRAMMAR BANK 2A pp.138–139

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** do, play **2** are, laughing **3** do, go **4** are, reading **5** is, working **6** do, meet
2 **1** – **2** she's working **3** do you two know **4** – **5** I often go **6** do you play **7** – **8** I don't believe him

8a 2.1 Ask Ss to read the sentences and listen to the pronunciation. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb is unstressed. The stress is on the main verb, which carries the meaning. The auxiliary verb is weak and is replaced by a weak form or schwa /ə/.

b Ask Ss to chorally repeat the sentences after they hear them You may want to pause the recording after each sentence.

9 Ss work alone to complete the article, then check in pairs. Check answers with the whole class. Ask Ss why they chose each verb form, relating back to the Grammar box. For example, (1) *sounds* is a state verb, so it is present simple.

Answers: **1** sounds **2** collect **3** belong **4** have **5** are joining **6** is becoming **7** spend **8** 'm getting **9** 'm looking for **10** know **11** 'm learning **12** want

Optional extra activity

Ask Ss to decide which words in the article are stressed and underline them. They should focus on the main verbs. They then practise reading the article to each other and/or record it on their phone. Remind them to stress the underlined words and use the weak forms of auxiliary verbs. After several tries, they practise recalling the whole story without looking.

10a Ask Ss to work alone to make a list of trends and answer the questions. Give an example, such as *veganism*, *mocktails*, etc.

b Give an example of a trend using both tenses, e.g. *More and more people are cutting out meat. They want to eat healthily or they want to protect animals.* Put Ss in pairs to compare their ideas. Encourage them to use the present continuous and simple. When they have finished, ask pairs to share what they think the biggest trends are and why they are happening.

Further practice

Photocopiable activities: 2A Grammar 1, p164; 2A Grammar 2, p165

Speaking

Prepare

11 2.2 Tell Ss they are going to talk about their free time, but first they will listen to two people doing the same. Ask them to listen and answer the questions. With ***weaker classes***, pause after the first speaker for Ss to compare answers. Go through the answers as a class.

Answers:
1 Spanish – finding it difficult but making progress
2 Fishing – improving their technique

Audioscript 2.2

Speaker 1: I'm learning Spanish at the moment. I go to class twice a week, which is good because it gives me the chance to go over things. Otherwise, I'd forget everything. I'm finding it quite difficult, though, to be honest. We're doing all the different verb endings at the moment and it's a real challenge to remember everything. There are just so many of them! Still, we're learning lots of useful stuff as well, which is good. And I'm making progress – slowly. I'm looking for someone to do a language exchange with, which might make things easier.

Speaker 2: I'm learning to fish at the moment. My grandfather's teaching me – and it's great. We spend most Saturdays at the lake outside town – and we sometimes camp there too if the weather's nice. I was useless to begin with, but I'm slowly developing my technique. I actually caught my first big fish last time we went, which was exciting. And I'm getting better at looking after all the equipment, too – or so my granddad tells me!

12 Ask Ss to make notes. Tell them to think about practical skills such as cooking as well as formal learning. They should write about 2–3 things. Monitor and help with vocabulary and ideas.

Speak

13a Ask Ss to get up and talk to five new people about their free time activities. Monitor and listen. When each pair finishes, help them find a new partner.

b Ask Ss to discuss what they learned in pairs, then when they have finished, ask a few Ss to report back on something interesting they learnt about another student.

Teaching tip

Ss benefit from free practice activities like this, where they are communicating and not thinking too much about how correct their language is. Monitor and make notes of errors in the target language of the lesson (in this case, present tenses). In feedback, write a few examples of both good expressions and errors on the board without naming any Ss. Ask pairs to discuss and then correct as a class. This enables them to evaluate and reflect on their performance.

Optional alternative activity

If your classroom has fixed desks, and it is difficult to move around, ask Ss to discuss with those on nearby tables.

Reflection on learning

Write the following questions on the board:
How did you feel talking about your skills?
What do you need to spend more time on? How will you do that?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 13a: Ss write about a current trend they discussed for homework.
Grammar bank: 2A Ex 1–2, pp.138–139
Workbook: 2A, p12
App: grammar and vocabulary practice

Fast route: continue to Lesson 2B
Extended route: go to p91 for Develop your listening

2B First days

Introduction

The goal of this lesson is for Ss to give a short talk about where they work or study. To help them achieve this, they will revise language for expressing present habits and vocabulary about starting work.

Warm-up

Put Ss in pairs to tell each other about their work. If they don't work, they can talk about their studies. When they have finished, ask Ss to report on similarities or differences between them. If you've got time, use this topic to explicitly revise the present simple and continuous. Ask Ss to discuss the following questions: *What do you do (for a living)? What do you like about it? What are you doing (at work/school) at the moment?*

Reading

1 Focus attention on the photos and put Ss in pairs to discuss. In feedback, discuss ideas and answers with the class. There are no fixed answers.

Culture note

Large companies usually have an induction programme, where they induct (introduce) new staff into the culture of the organisation. This can involve training with systems (*for example, a teacher might be shown how to use the whiteboard/computer software associated with their role*) and showing how people are related in the workplace – who to go to for what. In a small company, a handover is more likely, where a person doing the role simply shows the new staff member what is involved.

2a Refer Ss to the posts and ask where they might see them (online). Explain that they must read quickly to see who had the best first day. Give them a few minutes for this. Check their answers as a class. Ask Ss to say why Mona's day was the best.

Answers: Mona had the best day. (everyone was friendly)

b Tell Ss they should now read the posts again more closely and answer the questions. They should mark each question M (Mona), G (Gabriel) or A (Alenka). Give them a few minutes to do this and ask them to compare in pairs before going through the answers as a class.

Answers: **1** Alenka **2** Mona **3** Gabriel **4** Mona **5** Gabriel **6** Alenka

Optional extra activity

If your Ss are working, tell them about your first day at their school. Ask Ss to then work in pairs and ask and answer questions about a first day in their workplace. In feedback, ask a few Ss to report on what their partner told them.

Teaching tip

Ss expect feedback, even after a brief speaking activity. Where there has been an exchange of real-life information, it's nice to hear what Ss have learned about each other. By asking them to report on their partner, you encourage them to listen. This builds the classroom dynamic as well as involving practice of 3rd person verb forms. In feedback, pick Ss at random asking just a few pairs, to avoid predictability and loss of classroom time.

3 Ss discuss the questions in pairs. In feedback, elicit their ideas and have a brief class discussion.

Vocabulary

Starting work

4 Tell Ss to make sure they have noticed and checked their understanding of the expressions in bold. Explain that these are all things they might hear in a workplace induction. They should match the sentence halves, using the context to help. Ss should work alone, then check in pairs before going through the answers as a class. Further clarify and drill as necessary.

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

5 Ask Ss to discuss the question in pairs. In feedback, elicit their ideas.

VOCABULARY BANK 2B p157

Compound nouns

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Ss work alone then in pairs. Go through the answers as a class.

Answers: **1** d **2** c **3** a **4** b

b Ss work alone then in pairs. Go through the answers as a class.

Answers: **5** f **6** h **7** g **8** e

c Ss work alone then in pairs. Go through the answers as a class.

Answers: **9** l **10** i **11** j **12** k

2 Ss work alone then in pairs. Each compound noun should be used once. Go through the answers as a class.

Answers: **1** company car **2** sales targets **3** pension scheme **4** health insurance **5** fashion industry **6** department store **7** practice drill **8** work experience **9** job security **10** job market **11** union member **12** pay rise

3 Ask Ss to work in pairs and say five true things about their life using the vocabulary from Exercises 1a–c. When they have finished, ask a few pairs to share ideas.

Further practice

Photocopiable activities: 2B Vocabulary, p169

Listening

6 2.5 Tell Ss they are going to hear an induction at a language school. Ask them to read the list and then listen and number the topics as they hear them. Go through the answers as a class.

Optional alternative activity

Tell Ss they are going to hear an induction at a language school. Before Ss listen to the recording, and with their books closed, ask them to predict what will be covered, then read the list and check. This prediction activity could help ***weaker classes*** in particular to understand the listening.

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

7 Tell Ss they are going to listen again more carefully. Ask them to read the sentences and then listen and fill the gaps. They can write their answers at the side or put the numbers vertically in their notebooks and write there. After listening once, ask them to compare in pairs and play the recording again if needed before going through the answers as a class.

Answers: **1** tends to **2** constantly **3** On the whole **4** regularly **5** have a habit of **6** from time to time **7** as a rule **8** don't tend to

Audioscript 2.5

Lucy:

Hello everyone. My name's Lucy. I'm the director of The Jeeves School and I'd like to say welcome and thanks for choosing us. This morning I'm going to go through some information to help you all feel comfortable and to make sure your time here goes well.

So, first of all, lateness. We have quite a strict policy. If you are more than 10 minutes late, we ask you to wait until the break to join the class, so the rest of the class can work better. There isn't an exact time for the break, but it tends to be around 10.30. Unfortunately, they are constantly doing roadworks round here so make sure you leave yourself plenty of time to get here.

In terms of breaks, they're usually half an hour, but that may vary depending on the length of the class and what the group agrees with their teacher. There's a coffee machine in the student common room downstairs. The coffee's actually quite good, but the machine has a habit of breaking down, so if you find it's not working, I'm really sorry – please tell Jenny at the reception desk. On the whole, people tend to go out to one of the cafés along this road. By the way, you aren't allowed to smoke immediately outside the building – walk down by the bike park please, or use the patio at the back of the building. There's no smoking inside and that includes vaping, I'm afraid.

There are toilets on the second floor and ground floor. These are regularly cleaned so we don't tend to have any problems with them, but if you do, tell Jenny at reception.

As well as the courses, which I'm sure you'll find excellent, we have a great social programme. Activities are open to everyone and they have a habit of filling up quickly, so check the noticeboard in the common room for new events. You can book with Kit our social programme organiser – who's in the office next to reception. I should just add that teachers don't tend to go on these visits, but they may organise class trips from time to time. And finally, as a rule, we have a free barbecue on the first Friday of every month – assuming it doesn't rain!

OK, moving on, in case of fire, follow the signs. Our meeting point is down the road in front of the bank. We usually have a practice drill every two months, but we don't tend to tell staff, so please treat all fire alarms as the real thing!

At the Jeeves School, we really believe in our values of Professional and Personal, and I hope to get to know you all over your stay here. If you have any issues or need anything, our staff are more than happy to help – and that includes me! My door is always open!

Any questions?

Grammar

Present habits

Grammar checkpoint

Ss will have studied frequency adverbs before and learned that they are generally used with simple tenses and not continuous. The use of *always* with the present continuous is a form that Ss should be made aware is critical. They should note that this does not apply to the other frequency adverbs. They may not have seen the other expressions of frequency in the Grammar box nor verbs such as *tend to*, which is slightly more formal.

8a Ask Ss what connects the words and phrases in Ex 7 (*they are about frequency*) then ask them to match them with the frequency adverbs that are closest to their meaning. Ss work alone then check in pairs. Go through the answers as a class.

Answers: **1** constantly **2** tends to, On the whole, As a rule **3** don't tend to (could also be expressed as *tend not to*) **4** regularly, has a habit of **5** from time to time

b Ask Ss to read the Grammar box carefully and choose the correct options, using the examples in Ex 7 to help. When they have finished, go through the answers as a class. Ss may ask about other frequency adverbs, such as *occasionally*. They may also have seen adverbs in different positions within a sentence. While this is correct for some adverbs, it is not for all, so tell them that before the main verb is a reliable position for all adverbs.

Answers: **1** before **2** or **3** infinitive **4** annoying

GRAMMAR BANK 2B pp.138–139

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** As **2** not **3** always/constantly **4** from **5** regularly (but *often/frequently* are also possible) **6** habit **7** whole

2 **1** – **2** tend to receive **3** – **4** habit of interrupting **5** – **6** a few days off from time to time **7** They're constantly updating **8** are made

9a 2.6 Ask Ss to read the sentences and listen to the pronunciation of the letters in bold. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Answer: You can't hear them (because they precede another consonant).

Pronunciation checkpoint

In natural speech, sometimes consonants can almost disappear in front of another consonant, especially if the consonant is the same or articulated in the same area of the mouth. This is not poor pronunciation, but a natural feature of English. Knowing this will help Ss with both pronunciation and listening.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the audio after each sentence and ask individual Ss to repeat.

10 Write the first sentence on the board as an example and ask Ss to rephrase it using *As a rule*. Point out that Ss need to rewrite the whole sentence and remind them to consider word order. Ss work alone to rewrite the sentences then check in pairs. Check answers with the whole class. Drill chorally to aid pronunciation where necessary.

Answers:

1 As a rule, people wear casual clothes in the office (though People wear casual clothes in the office, as a rule = also possible. Just less common)
2 People tend not to/don't tend to take all of their days of holiday.
3 (On the whole) students tend to call the teachers by their first names.
4 People have a habit of leaving their dirty cups on the table!
5 People forget their ID cards from time to time / From time to time, people forget their ID cards … which can cause a lot of problems.
6 The system is constantly crashing!

Optional extra activity

For further practice, Ss work in pairs with one reading the original sentence and giving the prompt phrase, and the other responding with the reworded sentence. They should take turns.

11a This exercise enables further, personalised practice. Read the example, then ask Ss to work alone and write their sentences.

b Put Ss in pairs to compare. When they have finished, ask Ss to report back on their partner.

Further practice

Photocopiable activities: 2B Grammar 1, p167; 2B Grammar 2, p168

Speaking

Prepare

12a Ask a ***stronger student*** to read the instructions to the class or read them yourself. Put Ss in pairs to make notes. It's important that they do not write full sentences, only key words. Monitor and help with new vocabulary if necessary.

b Tell Ss they are now going to work alone to prepare their talk. Refer them to the Useful phrases box and give them a few minutes to think and make notes about their points. It's important that they do not write full sentences, only key words. Monitor and help with new vocabulary if necessary.

Optional alternative activity

Ss will probably work at differing speeds for this activity and will need plenty of thinking time. If time is short, ask Ss to choose just one or two areas to make notes on.

Speak

13 Put Ss in groups of four, ideally not with their original pairs. Tell them to take turns to give their talk for two minutes, and that you will keep time. After the first talk, encourage questions, then move them on. In feedback, ask groups to decide which workplace they prefer and why.

Reflection on learning

Write the following questions on the board:
How did you feel giving a talk?
What could help you next time?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ask Ss to write a paragraph about their workplace/place of study.
Grammar bank: 2B Ex 1–2, pp.138–139
Workbook: 2B, p13
App: grammar and vocabulary practice

Fast route: continue to Lesson 2C
Extended route: go to p92 for Develop your writing

2c Changing world

Introduction

The goal of this lesson is for Ss to discuss how life has changed. To help them achieve this, they will study vocabulary for parents and children and structures for talking about the past.

Warm-up

Ask Ss to work alone and make a note of the biggest change in their life, the country and the world in recent years. Give them a few minutes to do this then put Ss in groups of three or four to compare ideas. When they have finished, ask groups to report on any similarities.

Reading

1a Focus attention on the questions and photos. Ask Ss to discuss in pairs and make a few notes on their ideas. When they have finished, elicit Ss' answers and add them to the board. Discuss reasons for their opinions.

Culture note

Socrates was a Greek philosopher, born 470 BC, who we know of through the writing of Plato. His thinking is the basis for modern western logic and philosophy. A famous quotation is: *I cannot teach anybody, I can only make them think.*

b Ask Ss to read the article quickly to check if their ideas are mentioned. Give them a few minutes for this, then tick them off on the board.

Teaching tip

Often Ss need to read quickly to understand the main idea. This is sometimes called *skimming* or *reading for gist*. Help your Ss to develop these reading skills by giving a reason for reading, such as checking predicted ideas, setting time limits for gist reading tasks and not allowing dictionaries or phones. Use a timer if you like.

2 Ask Ss to read the article again more carefully and tick the points that are made. Ss work alone, then compare answers in pairs. Tell ***weaker classes*** that three points are made. In feedback, check answers with the whole class and clarify vocabulary that Ss ask about.

Answers: The points made are: 2, 4 and 6.

3 Put Ss in groups of three or four to discuss the questions. If you have a multilingual class, mix up the nationalities. After a few minutes, ask groups to report back and share interesting examples.

Grammar

used to, would and past simple

4 Refer Ss to the verbs in bold in the text and ask what time they refer to (*past*). Ss will have studied *used to* before. Elicit their ideas about how it differs from the past simple. Refer them to the Grammar box and ask them to use the examples in the article to cross out the forms that are not correct. Ss work alone, then compare with a partner. With ***weaker classes***, go through the Grammar box as a class and elicit further examples. Check answers with the whole class.

Answers: Cross out: **1** – **2** *would* + infinitive
3 *used to* + infinitive, *would* + infinitive

GRAMMAR BANK 2C pp.138–139

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 Correct alternatives
1 both **2** didn't like **3** both **4** both **5** both
6 lost, had **7** was, both **8** used to have, both

2 **1a** incorrect: We never used to go abroad … **b** ✓
2a ✓ **b** incorrect: I live in Fez/I used to live in Fez …
3a incorrect: I'd spend … **b** ✓
4a incorrect: I'd play/I used to play/I played … **b** ✓
5a incorrect: I broke my arm … **b** incorrect: I broke my arm …
6a ✓ **b** ✓
7a ✓ **b** incorrect: I had/I used to have …

5a 2.7 Focus attention on the sentences. Ask Ss to listen for /t/ and /d/ before a consonant and compare with the sounds before a vowel. If you think it's useful, share the information in the Pronunciation checkpoint box below.

Pronunciation checkpoint

/d/ and /t/ are often not heard when they are followed by a consonant sound. They are clearly heard when followed by a vowel sound.

b Ask Ss to listen again and repeat the sentences after the recording. Help Ss by backchaining the consonant to vowel links.

Teaching tip

Backchaining is useful for longer drills and for helping Ss master weak forms. In a backchain drill, you start with the final word or phrase and keep adding from the end to make the drill longer. This really helps with the rhythm of pronunciation as it stops learners focusing on each separate word. For example, model the drills as follows: *Friday/every Friday/eat fish every Friday/We'd eat fish every Friday.*

6 Ask Ss to read through the text and cross out any options that are not possible, using the Grammar box rules to help them. In some cases, both options are possible. Complete the first example together and elicit why *would* is not possible (*be* is a state verb – *would* is not used for states). Ss work alone and then check in pairs. Check answers with the whole class. If you have a projector, project the text and cross the options out there. Point out the position of the adverb after the auxiliary *would* (3) and the expression *know/learn by heart* (8).

Answers: Cross out: **1** would be **2** used to get **3** – **4** – **5** – **6** would ring **7** used to call **8** would know **9** – **10** wouldn't have

Optional extra activity

Ss underline the stressed words in the paragraph, then practise reading sections of it aloud to each other in pairs or groups of three. Alternatively, they record it on their phones.

7 Ask Ss to work in pairs to discuss. Monitor and help with vocabulary/ideas. Encourage ***stronger classes*** to ask follow-up questions. When they have finished, ask a few Ss to report back.

Further practice

Photocopiable activities: 2C Grammar 1, p170; 2C Grammar 2, p171

Vocabulary

Parents and children

8 Tell Ss to read the sentences and choose the correct words in the box, using the context to help them. After Ss complete the sentences, put them in pairs to compare their answers. Check answers with the whole class, drill pronunciation where needed and encourage Ss to underline the whole phrase.

Teaching tip

As well as collocations, Ss need to be aware of the attendant parts of a vocabulary item when used. For example, Ss should record *people in authority* and *get into trouble*, rather than simply write *authority* or *trouble* in their vocabulary notebook. With some items, such as *complicated*, they need simply to record the part of speech and stress.

Optional alternative activity

Divide the words up and give one or two words to each student. Ask them to research the meaning and pronunciation and find their sentence, then get up and teach the other members of the group their word(s). If your group is large, you can have some repeats or add extra useful words related to the topic.

Answers: **1** watch over **2** manners **3** let **4** authority **5** trouble **6** control **7** feel free **8** force **9** experience **10** arrangements **11** entertain **12** complicated

9 Ask Ss to tick the sentences they agree with, then choose six that they can think of an example for and make notes. ***Weaker classes*** can choose fewer sentences. Put Ss in pairs to compare. When they have finished, ask a few pairs which sentences they agreed with and see if there are any common ideas in the class.

Optional extra activity

If you think your Ss are interested in this topic, revise agreeing and disagreeing structures and have a longer discussion. Ss can either express their own opinions or can be told to agree/disagree to make more of an argument.

Further practice

Photocopiable activities: 2C Vocabulary, p172

Speaking

Prepare

10a 2.8 Tell Ss they are going to talk about how life has changed since they were younger, but will first listen to two people doing the same. Allow time for them to read the questions and look at the topics in the box. Play the recording for Ss to listen and make notes. After Ss listen, put them in pairs to compare their answers. Monitor and play the audio again if necessary. Check answers with the whole class.

Answers:
1 parents, sports
2 No. The man had more freedom when he was younger and the woman had to do 'girls' sports.

Audioscript 2.8

A: When I was younger, I used to do a lot of sport. I used to do a lot of judo; I belonged to a club and we'd go all over the place to do competitions.
B: Really? Did your parents use to take you?
A: No. I'd usually just go with people from the club. I think these days parents are much more involved. I don't know if that's good or bad. It's complicated. Are they showing interest or do they just want to watch over you?
B: Come on! I think it's good.
A: Maybe. Anyway, as well as judo I used to go and play football in the park or go cycling. In fact, sometimes I'd cycle a really long way. I had lots of freedom.
B: Maybe that's because you were a boy. My parents wouldn't let me go cycling like that on my own.
A: Did they think you'd get into trouble?
B: No, I was pretty good, but they thought some of my friends might get into trouble.
A: So, did you use to do much sport?
B: We used to go swimming as a family sometimes and we did a bit of gymnastics at school, which I hated. But I actually think it's better for girls now. They'd basically force us to do 'girls' sports when I was younger, but now girls are free to do all kinds of things – judo, football, rugby. I think it's great.

b Tell Ss that now they will prepare to talk about their own experiences. Ask them to choose four from the list of topics and work alone. They can make notes, but not write sentences. Monitor and help with vocabulary and ideas.

Optional alternative activity

If your class are very young, they may need to compare what they do with what people used to do in the past. Ss could research different interesting periods such as 1950s or 60s in the areas in the box (e.g. holidays, fashion, sport) then compare with what they do now. This approach may be suitable for ***younger*** or ***weaker classes***.

Speak

11a Ask Ss to work in groups to compare their experiences. Refer them to the Useful phrases box. Monitor and listen to their control of *used to* and *would* as well as the vocabulary of this lesson.

b When they have finished, invite Ss to discuss this question. Conduct a whole class vote on whether life is better for children now or in the past. Give feedback on their use of language in the discussion.

Reflection on learning

Write the following questions on the board:
What will you do to help you remember the vocabulary from this lesson?
How will you use this language outside the classroom?
Put Ss in groups of three to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ss write a paragraph about the experience they discussed.
Grammar bank: 2B Ex 1–2, pp.138–139
Workbook: 2C, p14
App: grammar and vocabulary practice

Fast route: continue to Lesson 2D
Extended route: go to p94 for Develop your reading

2D English in action

Introduction

The goal of this lesson is for Ss to end a conversation politely. To help them achieve this, they will learn some useful phrases for ending conversations.

Warm-up

Ask Ss to think about the following: *A new survey reported that 13 percent of mobile phone users sometimes pretend to receive a call on their phone. Why?* Put Ss in pairs to compare ideas then elicit answers from a few pairs (the usual reason is that they want to look busy or avoid talking to someone). Tell them this lesson is about ending conversations politely.

1 Ask Ss to look at the pictures and discuss the question in pairs. Monitor and help with any vocabulary if necessary. When they have finished, ask a few pairs for their ideas and add them to the board, but do not confirm if they are correct at this stage.

2 2.9 Tell Ss that they will listen to three conversations. While they listen, they should note why each person needs to end the conversation. Put Ss in pairs to compare answers and discuss how well the people know each other before checking with the whole class.

Answers:
Conversation 1: The person has to catch a train
Conversation 2: The person doesn't want to talk.
Conversation 3: The person has to go to a class.

3a Explain that the Ss are going to listen again more carefully and complete the sentences. Pause after each conversation to allow time to write.

b Ask Ss to check their answers together using the Useful phrases box, then offer a chance to listen again before conducting feedback as a class.

Answers: **1** in a rush **2** to catch up **3** I've just **4** to meet you **5** the rest of **6** got to go **7** to rush off **8** And fingers crossed

Audioscript 2.9

Conversation 1
Tina: Hey Petra.
Petra: Tina! Hi! How's it going?
Tina: Great, yeah. Long time, no see.
Petra: Yes, I know – I've just been really busy with work.
Tina: Yeah, I know how it is.
Petra: Listen, I'm really sorry, but I'm actually in a rush. My train's about to leave.
Tina: Oh right. Sure. Don't let me stop you.
Petra: I'll call you. It'd be great to catch up.
Tina: Yeah definitely. How about next week?
Petra: Maybe. Sorry I've got to run. I'll call you. Bye.
Tina: OK. See you.

Conversation 2
A: What a lovely cat.
B: Oh, I don't like cats. I'm allergic to them – and the fleas. I don't like the fleas.
A: No, I guess.
B: Not a lot of people know this, but cat fleas are actually the most common kind ...
A: Right. Actually, ...
B: A female flea can lay over 200 eggs ...
A: OK. Anyway ...

B: Sorry. Two thousand!
A: Listen. Sorry to interrupt you, but I've just seen my friend Jordan and I really need to talk to her about something before she goes.
B: Oh right, OK.
A: It's been great to meet you.
B: Sure. Maybe we'll see each other again later.
A: Yeah – although I'm not sure how much longer I'm staying. I have an early start tomorrow.
B: Oh right.
A: Anyway, if I don't see you, enjoy the rest of your evening.
B: You too.
A: Hey, Jordan! Wait up there ...

Conversation 3

A: So I had coffee all down my suit and the interview started in ten minutes!
B: Oh no! That's awful. I have nightmares about that kind of thing.
A: I know.
B: So what did you do?
A: Well, what could I do? I just had to go in.
B: Not a great first impression.
A: I know. You'd think so, but actually I just explained what had happened and they were really sympathetic. It kind of broke the ice and relaxed me and It all went quite quickly after that.
B: Oh, talking of which, what time is it?
A: 7.20.
B: Oh no! I've got to go! I've got a class at 7.30.
A: Really? You'd better get going then! You're going to be late.
B: I know! Sorry to rush off like this.
A: Don't be silly! You go!
B: Anyway, when will you hear about the job?
A: Hopefully, by Friday.
B: Well, give me a call when you hear. Thanks for the coffee. And fingers crossed!
A: Thanks – bye.
B: Yeah, bye.

4a Ask Ss to work alone and write the phrases in the correct order to complete the sentences. Ss then check answers in pairs.

b 2.10 Ask Ss to listen and check their answers.

c Play the recording again and drill Ss chorally. Pause after each sentence.

Answers:
1 I think I'd better get going.
2 Anyway, listen, it's been a really useful meeting.
3 I'm really sorry I can't stay and talk more.
4 Sorry to interrupt you, but what's the time?
5 I have something on at work and I can't be late.
6 Sorry, but I've just had a call from someone and I need to sort it out.

Pronunciation checkpoint

When using these phrases, lively intonation will help Ss to sound kind. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the recording) with animated intonation. Help Ss to notice the contrast by saying *I'm really sorry* with a flat intonation and then with a lively intonation.

5 Ask Ss to match each phrase from 4a with its purpose (a–e) in the Useful phrases box. Ask them to write the function letter beside the phrase, with sentence 2 having two functions. Ask Ss to check in pairs before going through the answers as a class.

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

Optional extra activity

Ask Ss to write short conversations that include ending a conversation. Ask them to decide who and where the speakers are when they write their conversations. When they join with another pair, the listening pair must identify who is speaking (colleagues, friends, etc.) and where they are (party, work, etc.). This task will help them focus on listening to each other as they have a reason for listening.

6a Put Ss in pairs to discuss how they will start and end a conversation. Ask them to make notes on the three bullet points.

b Put Ss in a new pair and allocate who will start (A) and who will finish (B). Remind them of the Useful phrases. If you like, set a timer for one minute. Monitor Ss to see how they manage with the phrases. When they have finished, give feedback on good use of language then ask them to change roles, with (B) starting.

c Put Ss with a new partner to repeat the conversation. Tell them to end the conversation in a different way. If you have time, ask Ss to change roles when they have finished.

Optional alternative activity

Put the Ss in two circles, one inside the other and facing each other. Every student is facing their partner. Explain that those inside the circle will start the conversation and those outside will end it. Set the timer for one minute. After one minute, ask Ss on the outside to move one place to the right, those inside don't move. Now, everybody has a new partner. They repeat the process. After a few turns, change roles so that those inside the circle end the conversation (they don't need to change places). This can be a very noisy activity! If it's hard for Ss to hear you, signal changes by turning the light on and off.

Reflection on learning

Write the following questions on the board:
How difficult was it to end a conversation? Why?
Did your language improve as the lesson continued?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p15
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

2 Check and reflect

Introduction

Ss revise and practise the language of Unit 2. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1a Ss complete the sentences alone then check in pairs. In feedback, ask Ss to say the whole sentence, so that you can check for correct pronunciation.

Answers: **1** have **2** keen **3** downloaded **4** over **5** progress **6** exchange

b Ask Ss to tick those sentences that are true for them. Put them in pairs to discuss and add more ideas. In feedback, elicit Ss' ideas for improving their English.

2 Ss complete the sentences alone then check in pairs. Go through the answers with the whole class. Ask Ss to read the whole sentence aloud so that you can check their pronunciation and drill if necessary.

Answers: **1** 'm/am learning **2** train **3** are starting **4** agree **5** bake, 'm/am getting

3a With ***weaker classes***, do the first one together as an example. Ss match the verbs and nouns alone then check in pairs. Go through the answers with the whole class.

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

b Put Ss in small groups and ask them to choose three verbs and endings and then tell each other. No fixed answers required.

4 Ss work alone to complete the text with habit structures. With ***weaker classes***, add the habit structures to the board for Ss to choose from.

Answers: **1** whole **2** tend **3** rule **4** go **5** time **6** habit **7** usually/normally/often **8** tend

5a Ss rewrite the sentences alone then check in pairs before going through them as a class. Two cannot be rewritten with the verb provided.

Answers:
1 I **used to spend** hours and hours listening to music when I was a teenager.
2 –
3 When I was a kid, I **would always cycle** to school.
4 –
5 I **never used to eat** vegetables when I was younger, but now I'm a vegetarian!
6 I used to have really long hair. I **would only cut** it once or twice a year.

b Put Ss in groups and ask them to each choose five things and then discuss and compare their ideas. No fixed answers required.

6a Ss work alone to match the sentence halves, then go through answers as a class.

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

b Ask Ss to tick the sentences that are true for them, then work in pairs and discuss.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 2.

2A Develop your listening

Introduction

The goal of this lesson is for Ss to understand a radio phone-in programme. To help them achieve this, they will focus on identifying details that support key ideas.

Warm-up

Show the Olympics symbol and ask Ss to identify it. Ask them if they know what the rings and colours mean (they are the five continents; the colours represent all flags without exception). Discuss what the Ss know about the Olympics, for example: where it was last held, if they enjoy watching it and any key sports included, etc.

1 Put Ss in pairs to discuss the questions. After a few minutes, elicit their answers.

2 2.3 Tell Ss they are going to listen to a radio programme. Ask them to read the questions then listen to the programme introduction. They don't need to write their answers. When they have finished, ask a few Ss to give feedback.

Answers:
1 It's a phone-in show.
2 the Olympics – and in particular new sports that might be recognised as Olympic sports

Audioscript 2.3

Radio intro: This is Talkin' Radio and the Ben Given Show. Call 0911 637 781 or email ben@talkinradio.com. Calls are free from mobile and landlines.
Ben: So, on the show this morning we're talking about the Olympics, and in particular new sports hoping to be recognised as official Olympic sports. Here with me as usual is Lucy Dudley.
Lucy: Hello.
Ben: And, of course, we'll be taking your calls – 0911 637 781 – and emails – ben@talkinradio.com. So, we're looking at what's a good Olympic sport and how sports can involve a wider range of people.
Lucy: And we also want to hear your ideas for new sports – and memories of school sports' days. Lines are open now.

3 Go through the Focus box carefully as a class, reading each section and discussing examples. When you finish, ask Ss to answer the questions and underline the phrases. Ask them to check answers in pairs before checking as a class.

Answer: They describe or explain a key idea. Phrases in bold in the Focus box.

4 2.4 Prior to listening, you may want to pre-teach some unusual vocabulary, especially with ***weaker classes***. See cultural note. Ask Ss to read through the key ideas then listen and number them as they are mentioned. One idea is not discussed. Ask Ss to check in pairs then go through the answers as a class.

Answers: 1 e 2 a 3 c 4 d (b is not discussed)

Audioscript 2.4

Ben: So, Lucy, what about this list of sports which tried to be included in the Tokyo Games? American football, bowling, snooker, chess, bridge …
Lucy: Bridge? The card came?
Ben: Exactly.
Lucy: That's not a sport! It's the kind of thing my gran plays with her friends over tea and biscuits!
Ben: I know, but Lucy, isn't that a good thing? We need sports for older people. Look at some of the sports the Olympic committee has accepted recently – surfing, climbing, skateboarding – they're all about young people. We get to the age of 35 and all our dreams of reaching the Olympics are gone!
Lucy: Well, that's true. You know, the Olympics used to include arts competitions – not just sport.
Ben: Yes, yes! In fact, the founder of the Olympics, Pierre De Coubertin, won a gold medal for writing a poem.
Lucy: Really? What a fix! Do you think the judges were maybe just a tiny bit in his favour?
Ben: Almost certainly. But that's another thing about bridge, isn't it? I mean, there's no judging, there's a clear winner, and, you know, what performance-enhancing drugs help you win at cards?
Lucy: Coffee and cake.
Ben: You see! This is the sport to give a fat middle-aged radio presenter hope of Olympic gold.
Lucy: Hey, if they had arts prizes, maybe they could give one for radio presenting!
Ben: Why not? It's not the first job to be featured in the Olympics. Portugal won gold in a firefighter competition in 1912, for example.
Lucy: Wow! Do you think they created an actual fire? That'd be great TV! I'd watch that.
Ben: Exactly. This is what we need to do – broaden the Olympics for our times! Perhaps our listeners can suggest some other events related to jobs.
Lucy: Hey, you could have a whole parenting Olympics. Like, buggy pushing!
Ben: Yes!
Lucy: You know, a 60-metre race for a bus, pushing a buggy with a screaming baby, while carrying a second child, three bags of shopping and child number two's scooter!
Ben: Strength, speed, skill – it's everything a sport should be. You could even add some danger by making them go down some stairs!
Lucy: Yeah, and you could get the kids involved too – see how far they can throw their ice cream!
Ben: This reminds me of sports' days at school when you would have, you know, things like egg-and-spoon races and tug-of-war. They were great fun. Do you think they're just a British thing?
Lucy: I don't know. I know they used to have the tug-of-war in the Olympics until the 1920s.
Ben: And who won that?
Lucy: Britain, I think.
Ben: There you go – probably no one else played it. It'd be the same if they ever introduced American football, a terrible idea!
Lucy: Yeah, anyway, sorry to interrupt you there Ben, but we have our first caller, Faisal … Go ahead Faisal …

5 Ss work in pairs and ask and answer the questions, then listen again and see if they were right. Go through the answers as a class and see how well they predicted.

Answers: 1 b, d 2 a, b, c

6 Ask Ss to discuss the questions in pairs or as a class.

7 Ask Ss to think about the sports discussed in Ex 6. Tell Ss to work in groups and decide on what they think is the best new Olympic sport.

Homework ideas

Workbook: Listening, p15

2B Develop your writing

Introduction

The goal of this lesson is for Ss to write an informal email. To help them achieve this, they will focus on linking words and questions in informal emails.

Warm-up

Ask Ss to talk in pairs about what they use email for and how many emails they receive/send a day. Ask for a brief report back to see how much this medium is used and for what purposes.

1a/b Put Ss in pairs and give them a few minutes to look at the photos and discuss the questions. In feedback, ask Ss to justify their ideas.

2 Ask Ss to read the sentences and use the context to match the definitions and the words in bold. Ss should work alone and then discuss in pairs before checking as a class. Elicit the stress and part of speech for Ss' records.

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

3 Read the example and give another of your own if you can. Then ask Ss to discuss the questions in pairs. Monitor and listen to see how they are using the vocabulary and give feedback on this when they have finished.

4 Ask Ss to look quickly at the email and say if it's formal or informal (informal – see the ending) then read and answer the questions. Give them a few minutes to encourage focused reading. Ask Ss to compare in pairs then go through the answers as a class.

Answers:
1 The events mentioned are:
- a takeover – the company she works for is going to be taken over
- they say they want to expand
- there are worries of people getting made redundant, even though the company says it won't happen
- She's just been promoted.
- One of her games won two awards.

2 Keisha probably asked something like: How're the kids? How's Gabby? How's work?

5 Refer Ss to the Focus box, then discuss the question as a class.

6a Ask Ss to decide where to put the questions. They should work alone then check in pairs. Go through the answers as a class.

Answers:
1 Could come after 'I'm really proud of how well it's done!'
2 Could come after 'It's been far too long since we had a good long chat.'
3 Could come after '… look after Alisha and Dele'.
4 Could come after '… but I might be able to come in November'.
5 Could come after 'Gabby's been really busy.'
6 Could come after '… I was changing her nappies'.
7 Could come after 'How's work going?'

b Check that Ss understand what a rhetorical question is (a question where no answer is expected) and why/where we use them (*in essays, to engage a reader*). Ask Ss to discuss which questions expect an answer in pairs. Go through their answers as a class.

Suggested answers:
Keisha would write a proper reply to 2, 4, and 7. She may also make comments on the other rhetorical questions: 1, 3, 5 and 6.

7 Tell Ss to match the extracts numbered 1–5 with questions a–e. Ss work alone then check in pairs, before discussing answers as a class.

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

8 Refer Ss back to Saroj's email and ask them to highlight the linking words and dashes.

Answers:
Here, the kids are great – they're growing up fast! Alisha started school last month and is doing well. … Dele's really happy because he's just got into the school football team.
… He's travelling quite a lot with work, but on the whole he enjoys it. It means it's a bit difficult for me to come and visit at the moment, though, but I might be able to come in November. Mum might be able to come and look after Alisha and Dele.
Things are a bit strange at work at the moment, though I'm doing really well myself. … They're a social media company, so it does make sense for them to buy a games company. They've said that there won't be any changes in staff, and they are hoping to expand, but you know what can happen when companies get taken over. … It would be really annoying if they do, because I've just been promoted to head of marketing after all my work on *Drone Strike*. … It's the second best-selling product they've ever had and it's just won two industry awards as well, so that's all great.
Anyway, fingers crossed everything will be fine at work and that we can meet in November. If not, let's Skype sometime and have a catch-up – it's been far too long since we had a good long chat.

9 Ask Ss to complete the sentences alone then check in pairs before discussing answers as a class.

Answers: **1** and (or –) **2** because **3** but, though **4** – **5** because, so

Prepare

10a Refer Ss to the two tasks. Tell them they are going to write one of the emails, incorporating the ideas studied in this lesson.

b Explain that Ss should think about the points before they start writing. With ***weaker classes***, Ss should make notes of their ideas. Monitor and help with ideas and vocabulary. There is no need for a whole class feedback because Ss will be working on different topics.

Write

11 Ask Ss to write their email, using their notes and the Focus box. When they have finished, they could swap with a partner, read each other's emails and suggest improvements and changes.

Homework ideas

Workbook: Writing, pp.18–19

2c Develop your reading

Introduction

The goal of this lesson is for Ss to understand an article. To help them achieve this, they will focus on using affixation to recognise new words.

Warm-up

Display the logos of Facebook, Twitter and other social media icons and ask Ss to identify them. If your class are very media savvy, try doing this with black and white images where it's less obvious what they are or ask Ss to name the colours or shapes of app icons while not looking at their phones. They may find this surprisingly difficult.

1 Put Ss in pairs to discuss the questions. Try and get a mix of ages and gender in each pair. In feedback, ask Ss if there are interesting differences in their use of social media.

2 Ask Ss to complete the sentences using the words in the box. After a few minutes, ask them to check in pairs, then conduct feedback.

Answers: **1** platforms, message, content **2** broadcasting **3** registered, profile **4** post, likes

3 Ask Ss to look at the title and subtitle of the article, then discuss in pairs how the list of topics could relate to it. In feedback, call on pairs to share their ideas with the class. Then put the ideas on the board.

4 Ask Ss to read the article to check their ideas. Tell them they have a few minutes and they should not use phones or dictionaries. Go through the answers as a class and tick off those that were correct on the board.

Answers:
1 Almir decided to stop using more open forms of social media after waking up one day and realising his grandmother had liked a photograph he'd posted – and that it really wasn't a photo he wanted her to see!
2 Employers, universities and banks all look through the social media profiles of applicants, which has led to more and more people opting out of social media as they don't want their personal thoughts and images to be subjected to this scrutiny.
3 and **4** Spending large amounts of time on certain platforms can have a negative effect and lead to increased worries about body image, which means some people opt out. It can also lead to sleep problems, which is another reason to leave.
5 Some users reported having panic attacks over the number of likes their posts were getting, how they look online, etc. Stepping away from social media reduces all this stress.
A room of my own: suggested answers: using more private forms of social media, not sharing everything with everyone on open social media platforms.

5 Ask Ss to go through the article again and find the ideas mentioned. Ask them to underline or highlight where they find the answers, then compare in pairs before going through as a class.

Answers:
1 Mentioned by Almir: 'I first started thinking about quitting when I woke up one morning and found my grandmother had liked one of my photographs during the night – and not just any old photo either, but one that I really wouldn't have shown her in any other circumstances!'
3 '… employers … now look at social media profiles'
5 'I used to be totally addicted to social media,' she (Karen) admits.
6 'Advertisers … feel young people's tastes are more easily influenced.'
7 'Less data equals fewer opportunities to sell … it's much harder to sell to their [narrowcast platform] users. … and it's a threat to their existence. How can they keep going without advertising revenue?'

6a Tell Ss to read the sentence beginnings and complete three of them with their own ideas. Write the first example on the board and elicit possible endings, then ask Ss to work alone to complete three sentences. Monitor and help with vocabulary and ideas. ***Fast finishers*** can complete more than three.

b Put Ss in pairs to compare their sentences. Aim for a mix of age/nationality/gender for an interesting discussion. In feedback, elicit Ss' ideas.

7 Write the word *unreachable* on the board. Ask Ss if they can identify the root word (reach) and what kind of word it is (a verb). Ask Ss to identify the form (prefix/suffix) and meaning of the extra parts then refer Ss to the Focus box to read through. Read through the instructions for the exercise with the class and look at the example. Then ask Ss to work in pairs to analyse the words in bold. Go through as a class and write each word on the board, underlining the affixes and making notes.

Answers:
1 **a** adjective: -able **b** comfort **c** un-
d not feeling good about something
2 **a** noun (-*tion*) **b** delete **c** auto-
d the process of automatically deleting messages, posts, content, etc.
3 **a** noun (-*er*) **b** employ **c** –
d people or companies that pay others to work for them
4 **a** noun (-*ship*) **b** censor **c** self-
d deciding not to say or write something because it might cause problems
5 **a** adjective (-*al*) **b** psychology **c** –
d involving or affecting the mind
6 **a** both nouns (-*ness* and -*ion*) **b** lonely, depress **c** –
d the feeling of being unhappy because you are alone, the condition of being very unhappy/anxious
7 **a** noun (-*er*) **b** advert **c** –
d someone who advertises something
8 **a** noun (-*ence*) **b** exist **c** – **d** the state of existing

8 Ask Ss to work alone to choose the correct words. After a few minutes, ask them to check answers in pairs, then conduct feedback.

Answers: **1** friendships **2** self- **3** unnatural, expectations **4** reputation, undo

9a This task enables Ss to practise some of the vocabulary from the lesson. Ask them to work alone to number the statements. If time is short, they can look at just one of the exercises.

b Put Ss in pairs to discuss. If they spend longer on one topic than another, it's fine but give them an idea of the time available so that they can be conscious of this. When they have finished, ask each group to feedback on one point they discussed.

Homework ideas

Workbook: Reading, pp.16–17

3 OVERVIEW

3A Places to see
Goal | recommend places to go on holiday
Grammar | present perfect simple questions and answers
Vocabulary | tourist places

GSE learning objective
Can talk about matters of personal information and interest in some detail

3B Big issues
Goal | discuss an article
Grammar | present perfect simple and continuous
Vocabulary | science and research

GSE learning objective
Can summarise and comment on a short story or article, and answer questions in detail

3C Living abroad
Goal | give advice about rules and customs
Grammar | obligation and permission
Vocabulary | rules and customs

GSE learning objective
Can describe differences between customs in two cultures in some detail

3D English in action
Goal | ask for and give explanations

GSE learning objective
Can ask for clarification of an unknown acronym or technical term used in conversation

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

3B Verbs with dependent prepositions

3C Social norms and customs

DEVELOP YOUR SKILLS

3A Develop your reading
Goal | understand a newspaper article
Focus | understanding cause and result

GSE learning objective
Can understand cause and effect relationships in a structured text

3B Develop your writing
Goal | summarise an article
Focus | writing a summary

GSE learning objective
Can write a concise summary of the main ideas of a longer structured text

3C Develop your listening
Goal | understand a podcast
Focus | understanding attitude

GSE learning objective
Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech

3A Places to see

Introduction

The goal of this lesson is for Ss to recommend places to go on holiday. To help them achieve this, they will revise present perfect simple questions and answers in the context of tourist places.

Warm-up

Before the class starts, write on the board one or both of the following expressions: *Travel broadens the mind. It is better to travel than to arrive.* Ask Ss to discuss in pairs if they agree and why. When they have finished, conduct feedback and ask Ss to give reasons for their ideas. Tell the class that this is today's topic.

Vocabulary and listening

Tourist places

1 Put Ss in pairs to discuss the questions. After a few minutes, elicit ideas and add useful vocabulary to the board.

2a Ask Ss to read the extract from the travel brochure and match the words in bold with the photos. Put Ss in pairs and give them a few minutes. Monitor and help with new vocabulary if necessary. When they have finished, check answers as a class.

Answers: **A** cave, cliffs **B** remains **C** Wat Phra Singh temple **D** Mahakan fort **E** nature reserve

b Ask Ss to discuss the questions in pairs, with reference to the travel brochure and photos. In feedback, see which places and activities are the most popular.

Optional extra activity

Display or project a map of South East Asia and see if Ss can identify Thailand. Invite Ss to identify the south, west, etc. and any well-known place names, such as Bangkok. Discuss if Ss have visited or would like to visit and what they know about Thailand. Then read the text and complete the tasks.

Optional alternative activity

Ss discuss the photos in pairs, using the words highlighted in bold. ***Stronger classes*** can do this without looking at the vocabulary. Listen to their pronunciation and give feedback at the end if there are any issues.

3a Ask Ss to use the underlined words in the brochure to complete the collocations. The word must collocate with all options, though in the text it will only be seen with one of them. Complete an example together then ask Ss to work in pairs. Monitor and help with new vocabulary if necessary. When they have finished, elicit feedback and drill the combinations chorally and individually.

Answers: **1** climb **2** tour **3** restored **4** ancient **5** view **6** steep

b If possible, give an example of a local sight, using the new vocabulary, then ask Ss to work in pairs and discuss places that they know. This is a short activity to practise and personalise the vocabulary, so monitor for this and correct. Allow a few minutes, then ask a few Ss for feedback.

Optional extra activity

Student A looks at the words and phrases in Ex 3a and student B does not. A says one or more of the words and B tries to remember the matching collocate in bold. A corrects B as needed. When they have finished, they change roles and B looks at the list.

Vocabulary checkpoint

As well as collocations, part of speech and stress, Ss benefit from knowing how frequent or formal a new word is. For example, *A spot* (for a picnic) is an informal and less common term. *Ancient* is a formal and less common adjective.

4 3.1 Ask Ss to look at the three place names and listen to the conversation to match each one with the features in the box. Point out that there will be two or three features for each place. If needed, pre-teach/show a picture of a zip wire and raft.

Answers:
1 the night market the old town medieval walls
2 ancient temples and remains an amazing landscape
3 rafting down a river a zip wire across a waterfall an elephant reserve

Culture note

Backpacking

Backpacking is a form of low cost independent travel, usually for longer periods than the average holiday. Typically, backpackers are (gap year) Ss and they are travelling for several months up to a year with little money, relying on meeting others with similar values and discovering more about a region than the average tourist. South East Asia is a popular destination, as well as India.

5 Give Ss a minute to read through the sentences, then listen again to make notes on what is referred to. Pairs can compare answers and listen again as needed before going through as a class.

Answers: **1** the market **2** the old town and the temples
3 Sukhothai **4** rafting down the river **5** the elephant reserve

Optional extra activity

Write the following questions on the board and put Ss in groups to discuss:
Would you like to go backpacking for a long period of time like the people in the listening?
What's the longest holiday you've ever been on? Where did you go?

Audioscript 3.1

A: Hello.
B: Er. Hi.
A: I think you were on the same flight as me into Bangkok last week. You were in the row in front of me?
B: Oh wait! Yeah. I helped you with your bag. How's it going?
A: Awesome. Yeah, great country.
B: Amazing. Hey, do you want to join me?
A: Are you sure? You looked like you were pretty involved in your book.
B: Yeah … no … I mean, please. Take a seat. So how long have you been here in Chiang Mai?
A: Since yesterday. You?
B: A couple of days.
A: So have you been round the city much?
B: No. When I got here, I went to the night market and then I had a late night, so I didn't do much yesterday. Have you been to the market?
A: No, but I'm thinking of going there later for something to eat.
B: Yeah. It's fantastic.
A: So you haven't been round the old town and the temples yet, then?
B: Well, I had a walk round the old medieval walls, but that's about it so far.
A: Really.
B: Yeah, but I guess I might go and have a look around later on. I'm really into temples. Have you visited Sukhothai?
A: No, but it's supposed to be amazing. I'd love to go sometime during my trip.
B: Yes, it's wonderful there. I mean, there are all these incredible ancient temples and remains, but they're also in this amazing landscape.
A: Ah, OK. So, you've been there before?
B: Yeah, I've been to Thailand three times now and to Sukhothai twice. I did a lot of sightseeing stuff on my last trip, so if I don't make it there this time, it's not the end of the world.
A: Fair enough. So am I right in thinking you're more into the landscape of the country now – the nature and stuff?
B: Yeah, I guess. Have you been out into the countryside near Chiang Mai?
A: Yeah. I did some rafting down the river, a little bit north of here. It was really cool.
B: Yeah. I went on a zip wire across a waterfall. It was awesome.
A: Wow. I'd love that. What else have you done round here?
B: Well, tomorrow I'm going to this elephant reserve.
A: Wow. Can you ride them there?
B: No, it's more of an environmental thing. The elephants have been rescued and live as they would in the wild. You can help look after them and go on walks through the jungle and that kind of thing.
A: I'd love that. Have you booked that already?
B: Yeah, but there might be spaces left if you're interested. They have an office down the road.
A: Wow! That'd be great. You don't mind if I come along with you?
B: Of course not!

Further practice

Photocopiable activities: 3A Vocabulary, p175

Grammar

Present perfect simple questions and answers

Optional alternative activity

Ss will probably have studied all these forms before. Focus attention on the box and ask Ss to discuss the differences between the tenses, in meaning and how they are formed. Elicit ideas (you don't need to go into depth) then refer Ss to the task.

6 Ask Ss to read the Grammar box carefully and write the correct grammar names with each example. With ***weaker classes***, you may prefer to go through as a class. Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if we can use present perfect with exact times, like *last week* (no). Point out that *going to* usually drops the verb that follows if the verb is *go* (see grammar checkpoint).

Answers: **1** present perfect simple **2** past simple
3 present simple **4** *would like/love to* **5** *be thinking of* + *-ing*
6 *be going to*

Grammar checkpoint

Going to is followed by the infinitive without *to* or base form of the verb. For example, *I'm going to play tennis*. When the second verb is *to go*, we usually drop it, as *going to go* sounds awkward (although it is perfectly correct) and say *I'm going to the party*. The present continuous is also used as a future form, so it is possible at times that the verb is present continuous, or that it is *going to* with the second verb 'to go' dropped. There is minimal difference in meaning.

7 This exercise enables Ss to discuss the distinctions in use between the forms studied. Look at the first example as a class and discuss if one or both choices are possible. Then Ss continue in pairs. When both choices are possible, Ss should discuss the difference in meaning. Go through the answers as a class.

Answers:
Cross out:
1 it's supposed to be: because B has been there and so knows
2 I didn't want to: present perfect is correct, meaning from the past until now
3 –
4 we've taken: because the time phrase requires the past simple
5 I didn't hear of it: present perfect is correct, meaning from the past to now
6 –
7 –

GRAMMAR BANK 3A pp.140–141

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 Suggested answers:
1 to climb 2 spent 3 to be 4 have never wanted to
5 love, of going 6 have, visit
2 1 A: Have you (ever) flown business class?
B: No. Have you?
2 A: Have you (ever) been rafting?
B: No, (but) I've always wanted to. I love that kind of thing.
3 A: Have any of you visited here before?
B: (Yeah) A few of us came last year.
4 A: Have you looked round the museum?
B: No, (but) we might go/we're thinking of going later, but I'm not sure we'll have time.
5 A: Have you (ever) watched whales or done anything like that?
B: No, (but) I'd love to. I bet it would be amazing.
6 A: Have you seen the new *Star Wars* film (yet)?
B: No, (but) it's supposed to be pretty bad.

8a 3.2 Ask Ss to focus on the questions in Ex 7 and listen to the pronunciation as they are said slowly and then more quickly. Ask Ss to discuss how they differ and which sounds more natural. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *have* or *has* is usually weak: /(h)əv/ or /(h)əz/. The stress is on the main verb. When we speak slowly, the auxiliary verb can be more fully pronounced and so the sound is /hæv/ or /hæz/.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence. Then put Ss in pairs to practise reading the conversations.

Teaching tip

Ss benefit from and enjoy reading conversations aloud. 'Open pairs' across the class allows you to see if Ss are pronouncing well and is a change from the usual pair interaction. It is also a confidence builder as Ss know what they are saying is correct and less confident Ss can benefit from hearing further examples. Practising the same short conversation in 'closed pairs' helps Ss consolidate key structures and provides a solid basis for developing their own conversations.

9a Focus attention on the topics in the box. Ask Ss to suggest a question with *Have you ever ... ?* to show that there are many possible questions. Ss then work alone to write five questions. Check answers with individuals as you monitor and help. There's no need for feedback, but you can ask for a few examples to encourage confidence.

Optional extra activity

Tell Ss to ask you their questions. Answer them with information about your own life.

b Ask Ss to work in groups of two or three to ask and answer, continuing the conversation with appropriate alternative structures. When they have finished, ask a few individuals to share something they learnt about their partner(s). As a final round up, ask pairs of Ss to perform a conversation for the class (from their seats).

Optional alternative activity

Ss work in pairs. Student A asks and Student B answers. Tell B they can choose to invent an answer or tell the truth. At the end of the conversation, A tells B if they believe them or not. They take turns to ask or answer. This is a good option for classes who may have little travel experience.

Further practice

Photocopiable activities: 3A Grammar 1, p173; 3A Grammar 2, p174

Speaking

Prepare

10a 3.3 Tell the Ss they are going to recommend holiday destinations for the groups described, but first they will hear two people doing the same. Refer them to the questions and play the recording. Go through the answers as a class.

Answers: 1 the village of Cirali, Mount Olympos 2 a family 3 Yes, they have.

b Ask Ss to write three places for each of the groups in Ex 10a. With ***weaker classes***, discuss what needs to be considered for each group and write useful vocabulary on the board.

Optional alternative activity

Ss can complete this preparation stage in pairs. This will involve more speaking and negotiating as well as giving reasons for their ideas. If you have a multilingual class, ensure Ss sit with someone from the same country. Then regroup for them to tell new partners about the places that they have chosen.

Audioscript 3.3

A: Have you ever been to a little village called Cirali? On the south coast?
B: Yes, I have, actually. A couple of times. A friend of mine has a summer house near there.
A: Well, that's a great place for a family holiday. It has everything: a perfect beach, good restaurants ... it's quiet, it's relaxing.
B: I agree. And it's easy to get to as well. Just an hour or so from Antalya.
A: And if they get bored of the beach, they can visit Mount Olympos. I love it there.
B: Yeah. Have you ever climbed to the top of it?
A: No, never, but I'd like to. It's supposed to be amazing up there.
B: It is!

Speak

11a Read the example conversation with a ***stronger student***. With ***weaker classes***, you may want to ask Ss to underline the stressed words and drill the expressions. When they are ready, put them in pairs to talk about the destinations they have chosen. Monitor and help if necessary. When they have finished, Ss must choose which two places are best.

b Put two pairs of Ss together to compare their ideas. When they have finished, have a whole class round up of their ideas and establish which is the most popular destination.

Reflection on learning

Write the following questions on the board:
What did you do well in this lesson?
What do you need to spend more time on?
How will you do that?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10: Ss write a paragraph explaining their recommendations for each group.
Grammar bank: 3A Ex 1–2, pp.140–141
Workbook: 3A, p20
App: grammar and vocabulary practice

Fast route: continue to Lesson 3B
Extended route: go to p96 for Develop your reading

3B Big issues

Introduction

The goal of this lesson is for Ss to discuss an article. To help them achieve this, they will revise present perfect simple and continuous and study vocabulary associated with science and research.

Warm-up

Ask Ss to discuss in pairs whether they study/studied arts or sciences at school/university and which area they prefer or consider more important and why. When they have finished discussing in pairs, have a whole class discussion about which areas they consider more useful or enjoyable.

Vocabulary and reading

Science and research

1 Put Ss in groups to discuss the questions. When they have finished, ask a few Ss to report back on one interesting point from their discussion. Add their ideas to the board for reference later in Ex 4.

2 Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. With ***weaker classes***, check/preteach *global birth rate* and *genes*. Ask Ss to read and match the sentence halves. When they have finished, put Ss in pairs or small groups to compare their answers. Go through as a class and further clarify as needed. Where appropriate, point out linked vocabulary such as *genes/genetic*.

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

Vocabulary checkpoint

Point out that completing the matching task often pivots on choosing the correct preposition. We *invest in* and are *at risk of*. Remind Ss to record the dependent prepositions for vocabulary in their notes.

3a Look at the example as a class. Ask Ss to work in pairs to complete the sentence starters, using their own ideas. Point out that numerous answers may be possible. Remind them that they may need to adapt their ideas to the grammar of the sentence. If time is short, you can complete them as a whole class and add further examples.

b Ask Ss to work in pairs to discuss which sentences they believe are true. Emphasise that you do not expect them to know. When they have finished, go through the answers as a class and discuss any that they are uncertain about.

Answers:
Some sentences here are just opinions, but the following are definitely false.
1 The global birth rate has increased dramatically.
4 Scientists know what causes cancer cells to grow and they know (almost certainly) what causes climate change.
6 We can predict some earthquakes.

VOCABULARY BANK 3B p158

Verbs with dependent prepositions

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Put Ss in pairs to write the verbs beside the correct prepositions using dictionaries, guesswork or their devices. Go through the answers as a class.

Answers:
1 believe, invest, participate, succeed
2 comment, concentrate, congratulate, depend
3 contribute, refer, respond
4 approve, consist
5 apologise, care
6 suffer

2 Ask Ss to underline the prepositions in the sentences then choose the correct verbs. Go through the answers as a class.

Answers: 1 care 2 comment 3 participate 4 concentrate 5 contribute 6 respond 7 apologise 8 suffer 9 invest

3a Ask Ss to complete the questions with the correct prepositions. Go through the answers as a class.

Answers: 1 in 2 for 3 on 4 of 5 in

b Ss ask and answer in pairs. When they have finished, ask a few pairs to share any interesting answers.

Further practice

Photocopiable activities: 3B Vocabulary, p178

4a Ask Ss to read the article and see if the areas they discussed earlier are mentioned. In feedback, elicit Ss' ideas.

b Ask Ss to read the statements and check if they are true (T) or false (F) according to the article. Give them two minutes. Ask Ss to compare answers in pairs before checking with the whole class.

Answers: **1** T **2** T **3** F **4** T **5** T **6** F

5 This activity encourages Ss to comment on what they have read. Put them in pairs to discuss for a few minutes then discuss as a class to see which facts most Ss find surprising.

Grammar

Present perfect simple and continuous

Optional alternative activity

Write the examples on the board: *The birth rate has fallen a lot since the 60s. The population has been growing steadily.* Ask Ss to identify the tenses (present perfect simple and continuous) and to discuss in pairs the differences in form and meaning between these tenses. Elicit their ideas then move on to Ex 6. This approach may be suitable for ***weaker classes***.

6 Ask Ss to find and underline examples of both tenses in the article. Elicit the answers and if you have a projector or IWB, underline the text on the board. Elicit the form for both tenses.

Answers:

The present perfect continuous

The global population has been growing steadily over the last 50 years

And scientists have been making good progress in helping people live with the disease

Scientists have also been exploring other ways to use the sun's energy

The present perfect simple

The global birth rate has fallen a lot since the 1960s

Huge amounts of money have been invested in research

Scientists haven't actually discovered one single cause for all cancers

We've known for ages that we are running out of oil and gas

The use of solar power has grown dramatically

7 Give Ss plenty of time to read the Grammar box and choose the correct alternatives, before checking in pairs. Check answers with the whole class and be prepared to give further explanations/examples where necessary. Remind Ss that sometimes both are possible with little change in meaning and that state verbs are not usual with continuous tenses.

Answers: **1** simple **2** continuous **3** continuous

GRAMMAR BANK 3B pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** haven't been working, haven't made
2 have been conducting, have completed
3 haven't seen, have been talking
4 has been, has, been staying

2 **1** has been explored **2** – **3** I've been running **4** –
5 You've been sitting there **6** has fallen **7** –
8 have been connected

8a 3.4 Focus attention on the sentences. Ask Ss to suggest how *have* and *been* are pronounced. Play the recording for Ss to listen to how they're pronounced. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Answers:

been is unstressed and is pronounced with a short vowel /bin/, not /bi:n/.

have is unstressed and is pronounced with a short vowel /həv/, not /hæv/.

Pronunciation checkpoint

We most often reduce the vowel in *been* to a weak form when we speak at normal speed in both positive and negative statements. When *been* is final, such as the last word in a question, the vowel is strong. It's pronounced /i:/. Contrast *How long have you been doing that?* /həv/ /bin/ and *Where have you been?* /bi:n/. In fast speech, sometimes the initial /h/ is not heard in *have*.

b Ss listen again and repeat, paying attention to the weak forms of *have* and *been*. Drill both chorally and individually if necessary.

9 Go through the first example with the class, eliciting the correct forms of the verb. They need to use the same verb in each pair of sentences. Ss complete the sentences alone then check in pairs. Check answers with the whole class. You may need to ask Ss questions to confirm their understanding, such as: *Is it a single event? Is it an ongoing activity?*

Answers:

1a have tried **b** have been trying
2a has been exploring **b** have (only) explored
3a have (often) thought **b** have been thinking
4a have been doing **b** have done
5a has hurt **b** has been hurting

10a Write the first prompt on the board and elicit possible continuations using the present perfect continuous. Ask Ss to work alone to complete the statements. Monitor and help if necessary, paying attention to correct verb forms. Point out that on some occasions both tenses are possible, and they should try and use the present perfect continuous at least three times. There is no need for feedback as Ss will all have different answers but when they have finished, elicit individual answers so the class can hear each other.

b Put Ss in pairs to compare ideas and ask and answer the questions. Monitor and make note of errors or examples of good language use. When they have finished, ask a few pairs to share an interesting fact about their partner. Give feedback on common errors.

Optional alternative activity

Ss move around the class sharing their ideas and responding with follow-up questions. When they return to their seat, they compare what they learnt with a partner.

Further practice

Photocopiable activities: 3B Grammar 1, p176; 3B Grammar 2, p177

Speaking

Prepare

11 3.5 Explain that Ss are going to read and summarise a short article. First they will listen to two people doing the same. Refer them back to the stories in the article in Ex 4 and tell Ss to listen for which one is talked about.

Answer: Can we produce more energy?

Audioscript 3.5

A: So what did you read?
B: An article about whether we can find new sources of energy.
A: And what have they been doing research into?
B: Well mainly into developing solar power, but also using the sun to divide water.
A: What do you mean?
B: So water is H_2O, right?
A: Yeah.
B: So they use sunlight to divide the water into hydrogen and oxygen.
A: Why?
B: So they can use the hydrogen as fuel for cars.
A: OK. Do you think that's possible?
B: Yeah, I think so. Why not? I mean we already have lots of solar power and I think they can divide water like that quite easily with sunlight.
A: Wow! That sounds amazing. Are there any concerns about it?
B: It doesn't say there are. I think hydrogen can be dangerous, but maybe they know how to deal with that.
A: OK. And it's better than oil I guess. I mean, it doesn't add to climate change.
B: No – that's why it would be good. And I guess really cheap.
A: Cool.

12 Divide Ss into A and B pairs and refer them to p167 or p174 accordingly. Ask them to read through the instructions and work alone to read their article and answer the questions.

Teaching tip

For an activity to be successful, Ss benefit from having a model of what to do, especially ***weaker classes***. Ss also benefit from discussing and preparing with others before speaking in pairs. The preparation time can be useful as it's a speaking task in itself. It is worth pairing Ss up, AA and BB to complete Ex 12. They can ask each other the questions and then are better prepared for answering B's questions when you pair them AB, AB.

Speak

13a Have Ss ask and answer questions about the articles. Refer them to the Useful phrases box and encourage them to ask follow-up questions.

b When Ss have finished, ask them to discuss and decide which area deserves to be researched further and why. Conduct a whole class show of hands to see which area is the most popular.

Optional extra activity

If you think your Ss may be interested, ask them to summarise a science story they have recently seen on TV or read about. Give them time to familiarise themselves with the information, research the story using the internet, then summarise and discuss with a partner.

Reflection on learning

Write the following questions on the board:
What have you learnt today?
Which part of the lesson was most fun for you? Why?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 3B Ex 1–2, pp.140–141
Workbook: 2B, p21
App: grammar and vocabulary practice

Fast route: continue to Lesson 3C
Extended route: go to p98 for Develop your writing

3c Living abroad

Introduction

The goal of this lesson is for Ss to give advice about rules and customs. To help them achieve this, they will revise obligation and permission in the context of staying in a country as a long-term student.

Warm-up

Write on the board: *rule* and *custom*. Ask Ss which group is *having tea at 3 p.m.* (it's a custom – and nobody really does it). Give them a few minutes to think and write down three ideas for a country of their choice (it could be their own country or not) in each category. When they are ready, put Ss in small groups to compare their ideas. When they have finished, nominate a student from each group to share their ideas with the class.

Listening

1 Put Ss in pairs to discuss the questions. Monitor and help if necessary. When they have finished, have a show of hands to see which Ss would like to spend time abroad and where.

Culture note

Podcast

A podcast is a portmanteau word linking *ipod* (a personal music player which can be used to play audio files) and *broadcast*. It is an audio file that can be downloaded and listened to when you want. Podcasts can be used to listen to recordings when you don't have internet access. By subscribing to a podcast, each episode is downloaded automatically by your device. Podcasts cover all kinds of areas such as political discussions and serials.

2 3.6 Ask Ss to look at the list and then listen and number the topics as they hear them discussed. Go through the answers as a class.

Answers: 1 d 2 b 3 a 4 c

3 Tell Ss they will listen a second time for more detail. Ask Ss to read the sentences, then play the recording so they can mark them true (T) or false (F). When they have finished, ask pairs to compare before checking answers as a class.

Answers: **1** F **2** T **3** F **4** F **5** T **6** F

Optional extra activity

Put Ss in groups of three or four to discuss which of the statements are true about their country. Aim for groups with a mix of nationality, age and experience. Monitor and help if necessary. In feedback, ask groups to share interesting differences or similarities.

Audioscript 3.6

Elaine:

Hello there. My name's Elaine Sweeney and I'm here to explain some of the things you'll need to be aware of while you're studying in the UK. It's great to know you've chosen London as your study destination – and I hope this short podcast helps you prepare for your trip.

So, firstly, entering the country! When you get to passport control at the airport, they may tell you that you are required to register with the police. There's a link on our website to help you with this, but remember … if you have a short-term study visa, then you're not required to register. In other words, if your visa says you're allowed to enter the country for up to 11 months, then this doesn't apply to you.

I'm afraid we're not allowed to give advice on visa issues directly, so if you have any problems, the best thing to do is to contact the government department that controls who's allowed into the country – the Home Office.

While you're here, we hope you have a great time and don't have any problems, but if you do have a serious accident or illness, the number to call is 999. Say that you need an ambulance. You won't need to pay anything or have health insurance if you pay the health charge as part of your visa, so when you apply for your visa, ask if you can pay extra to make sure you're covered while you're here.

If it's NOT an emergency, it's best to go to one of the many walk-in centres. These are places where you can see a doctor without an appointment. You may be required to show your passport for non-urgent treatment.

Next, we come to public transport. Unlike in many other places, you don't have to pay by cash or buy a ticket if you're taking tubes or buses in London. You can use a contactless credit card. Just push it down on the machine as you enter the station or the bus. What else? Well, one thing you might find strange when you're here is that most people tend to avoid conversation with strangers on the bus or train. Oh, and to avoid troubling other passengers, you should wear headphones if you're playing music or watching videos on your phone. Now, out on the street, when you're at a pedestrian crossing, you're not supposed to cross until you see the green man, although many people do. Oh, and one more thing: when you're crossing the road, remember that we drive on the left-hand side of the road here.

And finally, to finish off for today, I'd just like to give you some advice on ways of greeting people when you meet them. This varies a lot in the UK, as it does in many countries, I suppose. In formal meetings and when meeting someone for the first time, it's usual to shake hands. When people know each other well, they may kiss each other on the cheek. If they're very good friends, they may also give each other a hug – or not. If you're not sure what do, it's best to wait and see what the other person is going to do first.

Right. That's all from me for now. Hope you've found it helpful – and goodbye.

Grammar

Obligation and permission

4 3.7 Ask Ss to listen and choose the correct verbs used in the podcast. You may need to pause the recording at times. Elicit the answers and ask Ss what the verbs express (obligation and permission).

Answers: **1** are required to **2** you're not required to **3** you're allowed to **4** we're not allowed to **5** don't have to **6** should **7** you're not supposed to

5 Tell Ss that they are going to use examples from the listening to study some grammar. Ask Ss to read the Grammar box and use the examples in Ex 4 to complete each rule by crossing out the option(s) which is not possible. Complete the first answer as a class, then Ss continue in pairs. Allow plenty of time for this. When they have finished, check answers with the whole class and give further examples as necessary.

Grammar checkpoint

The nuances of meaning between expressions of obligation and permission are best explored through examples in context. For example, *you're (not) supposed to* is generally associated with situations where someone is breaking or about to break the rule: *You're not supposed to wear black to a wedding (but I am going to)*. There are also differences of formality. For example, *You're required to* is formal, *You're supposed to* is less formal.

Answers:
Cross out:
1 infinitive with to **2** can/should **3** mustn't **4** must
5 mustn't **6** have to/must/can **7** must/need to
8 ought not to/needn't

6a 3.8 Ss listen for the pronunciation of *you're* and *to*. Check answers with the whole class. Remind Ss that weak forms are common in natural speech.

b Ss listen and repeat the examples chorally and individually.

GRAMMAR BANK 3C pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** You're supposed to wait for people to …
2 It's against the law to own some kinds …
3 It's polite to give your seat …
4 You are required to buy a licence to watch TV.
5 You're not allowed to smoke …
6 You're not supposed to eat the fish you catch …
2 **1** required **2** allowed **3** can **4** need **5** must **6** have **7** it **8** supposed/meant

7 Go through the first example with the class and write the answer on the board. Then Ss work alone to rewrite the sentences before comparing in pairs. In feedback, nominate Ss to read the sentences aloud. Remind them to focus on weak forms. Point out that *You aren't allowed/ You're not allowed to* are both accepted contracted forms.

Answers:
1 If you already have a driving licence, you're not required to take lessons here before taking a test.
2 You are/ You're supposed to carry your ID card with you at all times, but lots of people don't.
3 If you're in the UK already, you needn't/don't need to worry about it.
4 You are/You're allowed to join the army when you are 16 if your parents agree.
5 If you want a visa, you're required to go to the capital for an interview.
6 You're not/You aren't allowed to cross the road until you see the green light.

Optional extra activity

Ask Ss to discuss if any of the rules in Ex 7 are true of their country. If the rule is different, ask Ss to explain how it is different.

8a Ask Ss to work alone to write. Give an example of your own to demonstrate they don't need to write full sentences. Monitor and help if necessary.

b When they have finished, put Ss in pairs to read their sentences to each other and discuss. In feedback, nominate a few Ss to report on one of their partner's answers.

Further practice

Photocopiable activities: 3C Grammar 1, p179; 3C Grammar 2, p180

Vocabulary

Rules and customs

9a Ask Ss to work alone to complete the sentences. When they have finished, put Ss in pairs to check answers, then go through as a class.

Answers: **1** access **2** swear **3** personal **4** let **5** charge **6** return **7** fine **8** split **9** respect **10** privacy

b Ask Ss to underline the phrase or collocation where appropriate. Point out that they are not always directly beside each other (Example: *personal space*, *respect … privacy*). Go through the answers as a class.

Answers: **1** access healthcare **2** swear in public **3** personal space **4** let everyone off the train/bus **5** no charge (for using) **6** in return **7** pay a fine **8** split the bill (evenly) **9** show respect (to) **10** respect your privacy

c Ask Ss to discuss in pairs. Introduce the phrase *I have no idea/ I haven't got a clue*, so that Ss can still comment if they don't know. In feedback, elicit a whole class discussion. Tell Ss about points from the Culture notes (below) that you think they may find interesting.

Culture notes

3 There are many interesting etiquette rules regarding personal space. The US prefer the largest personal space, 1.2 m compared to 0.6–0.9 m in Europe. There is some correlation with culture.
7 New Zealand has proposed a $1000 fine for dropping rubbish. In Singapore the fine for first offences is $300.
8 Splitting the bill evenly is common in northern European cultures. In the UK this is sometimes called *Going Dutch*. In other countries it's much more usual for one person to pick up the bill (for example, the one who invited people or who is a more senior family member), or in some countries it's usual for people to be billed separately.
9 The Day of the Dead is recognised in several South/Central American countries, such as Colombia and Mexico.

VOCABULARY BANK 3C p158

Social norms and customs

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Put Ss in pairs to match the verbs with the correct phrases using dictionaries, guesswork or their devices. Go through the answers as a class.

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

2a Ask Ss to rewrite the sentences in their notebooks so that the meaning is unchanged. Go through the answers as a class.

Answers: **1** to hold hands **2** to kiss friends **3** to try to **4** to ask how

b Put Ss in pairs to discuss. Have a whole class discussion.

Further practice

Photocopiable activities: 3C Vocabulary, p181

Speaking

Prepare

10 3.9 Explain that Ss are going to give advice about rules and customs, but first they will listen to someone doing the same. Refer Ss to the list and tell them to listen and tick which two areas are mentioned and to make notes on the advice given. Go through the answers as a class. Ask Ss if they find anything surprising.

Answers:
1 greetings, things that are impolite
2 greetings: shake hands or kiss a woman on both cheeks the first time you meet; no hugs
things that are impolite: never touch food with your hands, never arrive at someone's house at the time you were invited (you should arrive 30 minutes later)

Audioscript 3.9

Presenter:

It's funny because lots of people think Brazilians are always touching and hugging and kissing, but actually in business situations, when you first meet someone it's always just a handshake. And even in social situations, for me, when I meet another guy, I usually just shake their hands as well. If I meet a woman for the first time, I normally kiss on both cheeks. Well, it's more like our cheeks touch than I kiss them, you know? But we don't give each other hugs in those situations. It would be a bit strange.

Another thing about Brazil is that it's impolite to touch food with your hands. I mean, even things like burgers or pizza, you should really eat with a knife and fork! Oh, and if someone invites you to their house at, say, 8 o'clock, you're not really supposed to get there at eight. You probably ought to get there maybe half an hour after the time you're told. It's just polite and how we do things!

11 Read the instructions to the class. They should choose four topics that they know enough about to comment on rules and customs and make notes. When they have done this, they should decide on five questions to ask, using the Useful phrases box. Monitor and help with vocabulary and ideas if necessary.

Speak

12a Put Ss in pairs to advise and ask and answer about their chosen topics. Remind them to use the Useful phrases. Monitor and listen, making note of good language use and/or errors. Conduct feedback on these before asking Ss to change roles and repeat.

b Ask a few Ss to report on the information they learnt and discuss what they thought was the most useful or surprising.

Optional alternative activity

Perhaps your Ss don't all come from the same place or have limited experience of the place they are in. In this case, provide them with a place to research. Divide the class into groups and give each group a different country. Ss work together to research and make notes. Regroup them to ask and tell each other about the customs and rules in different places. At the end of this, ask each group to vote on which place they'd prefer to live and conduct a whole class vote to find the most popular choice.

Reflection on learning

Write the following questions on the board:
How important was the information you learnt in this lesson?
How will the vocabulary be useful outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 3C Ex 1–2, pp.140–141
Workbook: 3C, p22
App: grammar and vocabulary practice

Fast route: continue to Lesson 3D
Extended route: go to p100 for Develop your listening

3D English in action

Introduction

The goal of this lesson is for Ss to be able to ask for and give explanations. To help them achieve this, they will revise some useful phrases for such situations.

Warm-up

Point to the vertical groove between your nose and upper lip (philtrum) or behind your knee (popliteal fossa). Ask Ss if they know the words for these in their language. Point out that there are many words we don't know and discuss how we get around that (drawing/miming, describing in other words, etc.). Accept any reasonable ideas.

1 3.14 Explain that Ss are going to listen to four short conversations and match them with the photos, writing the number on the photo as they listen. Go through the answers as a class.

Answers: 1 C 2 A 3 D 4 B

Culture notes

Benicassim is a big annual music festival held near Valencia.
cuscuzeira is a pan for cooking couscous – a kind of steamer
Saisen-bako is a kind of box you put money in as an offering to the Gods
Solyanka is a kind of traditional Russian soup

Audioscript 3.14

Extract 1

A: So, what're those people over there doing, Kenzo?
B: Ah, yes. So … um … . they're putting money in a saisen-bako. It's a special kind of box and when we Japanese visit temples like this, we put coins in there and then clap our hands twice and bow and make a wish. Do you know what I mean?
A: Yeah. So, it's like an offering to the gods.
B: Yes. And on the top of the box thing there's a sort of lid … Oh! I've forgotten the word for it. I used to know it. Sorry!
A: Don't worry. Just try and explain it.
B: Well, the lid has metal or wooden bars with gaps in between. And they allow the coins to go through, but stop people from taking them out. Does that make sense?
A: Oh yes. I know what you mean.

Extract 2

A: You're in a good mood today.
B: I know. I am. I just got my tickets through for Benicassim.
A: You got tickets for what?
B: Benicassim. Haven't you heard of it?
A: No, never. What is it?
B: Oh, it's a big music festival that's held every year in Spain, yeah? It's on the coast, about an hour north of Valencia.
A: Oh, OK. So not my kind of thing, then. Do you know what I mean?
B: Yeah. I can't really see you enjoying it! But it is amazing, though. I've been three times now and it just gets better and better.

Extract 3

A: I'm afraid they don't have an English menu.
B: Oh well. You'll just have to explain things to me.
A: OK. Well, first there is solyanka. Have you tried it before?
B: Maybe. I'm not sure. What is it exactly?
A: Oh, it's a kind of traditional Russian soup. They do two different kinds here. One made from meat and the other made from fish. And they both have tomatoes and olives and onions and stuff in them. It's quite thick and a bit sour. It's a local speciality.
B: OK. Thanks. I've got it now. It sounds pretty good. What else is there?

Extract 4

A: What's that?
B: What? This? Um. I'm not sure what you'd call it in English actually, but we call it a cuscuzeira. It's for cooking couscous.

A: Couscous? Isn't that what they eat in north Africa? A bit like rice or tiny pasta.
B: Yeah. We have our own version. It's very popular up in the northeast of Brazil where I'm from. I sometimes have it for breakfast!
A: Seriously?
B: Yeah – and we cook it in this. You put the water in the lower part and then put this bit on top with the couscous in it and cover it. See?
A: Yeah. I know what you mean. So, it's like a steamer, then.
B: Yeah, I guess so. And my mum said I had to bring one with me!

2a 3.15 Tell Ss they are going to listen carefully to sections of the recording and complete the conversation they hear. You may need to pause the recording after each section. Ask Ss to compare answers in pairs, then listen again to check their answers. Finally, elicit the correct answers by calling on individual Ss.

b Play the recording again to drill the phrases with the whole class and individuals as necessary.

Pronunciation checkpoint

Ask Ss to underline the stressed words in the phrases in Exercise 2a and practise saying them. Remind them that information words are stressed. Point out that rising intonation will help Ss to sound polite. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the recording) with animated intonation.

Answers:
1a forgotten the word **b** that make sense
2a tickets for what **b** what I mean
3a a kind of **b** I've got **4a** you'd call **b** what you mean

Optional alternative activity

Weaker classes may benefit from having a copy of the audioscript and reading the conversations together.

3 Ask Ss to match a phrase from Ex 2 with each of the functions, then check their answers in the Useful phrases box.

Answers: **a** 2a **b** 1a/4a **c** 3a **d** 1b/2b **e** 3b/4b

4a Ask Ss to make a list as described, in their language if needed.

b Put Ss in groups of three or four. Aim for a mix of nationality/language, age and gender. Ask Ss to show each other their lists, ask questions and give explanations. When they have finished, ask groups to report back on the most interesting or unusual thing they heard about.

Optional alternative activity

Put Ss in pairs. Divide the list among them to prepare their explanations. Regroup them to describe one of the items for the other Ss to guess what they are talking about. They then change roles. This approach is suitable for monolingual classes. You could also give them a list or pictures of everyday items that they may not know the name of in English.

Reflection on learning

Write the following questions on the board:
How will the language of this lesson be useful in your daily life? How will it be useful for you on holidays or when speaking to visitors to your country?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p23
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

3 Check and reflect

Introduction

Ss revise and practise the language of Unit 3. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1a Ss complete the sentences alone then check in pairs. Go through the answers as a class.

Answers: **1** reserve **2** tower **3** tour **4** remains **5** town **6** temple

b Put Ss in groups to discuss the places in Ex 1a. In feedback, elicit Ss' ideas.

2a Ask Ss to complete with the correct verb forms. Go through the answers as a class.

Answers: **1** 've/have been **2** loved, was **3** 's/is supposed to be **4** 'd/would love to **5** 'm/am thinking of going **6** 'm/am going

b Ss work in pairs and ask and answer questions about their five places. In feedback, have a class discussion.

3a Ss work in pairs to complete the sentences with the best word. Go through the answers as a class.

Answers: **1** rate **2** research **3** running **4** predict **5** invest **6** explore

b Ss work in groups to discuss the sentences in Ex 3a. In feedback, have a class discussion.

4 Ask Ss to discuss in pairs then rewrite the sentences. Go through the answers as a class and discuss why some sentences would not use the continuous form.

Answers:
1 I haven't **been** work**ing** here very long.
2 How long have you **been living** here?
3 (highly unlikely because of the use of *dramatically*)
4 –
5 I've **been doing** a bit of research into it recently.
6 They've **been looking** for a cure for ages, but they still haven't found one.
7 –
8 –

5a Ask Ss to complete the sentences with one word. There is sometimes more than one possible answer. Go through the answers as a class.

Answers: **1** have **2** required **3** supposed/allowed **4** shouldn't **5** needn't **6** can, have

b Ss discuss the sentences in Ex 5a in pairs. In feedback, have a class discussion.

6a Ss match the verbs and endings. Go through the answers as a class.

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

b Ss discuss in pairs which actions are common in their country. Conduct a brief class feedback discussion.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 3.

3A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a newspaper article. To help them achieve this, they will focus on understanding cause and result.

Warm-up

Tell Ss they are going to read an article on tourism. Give them a few minutes to work in pairs and write at least 20 words that they think may be mentioned. In feedback, elicit Ss' ideas and add useful/relevant vocabulary to the board.

1 Put Ss in pairs to discuss the questions. After a few minutes, have a brief class discussion. Ask a few pairs about their answers and see if there are any common choices in the class.

2a Find out what Ss know about Barcelona. Use the photos to prompt discussion.

b Refer Ss to the article about Barcelona. Ask them to read quickly and match four of the six headings a–f with the paragraphs. Give them a few minutes for this, then ask Ss to compare their choices in pairs before checking answers as a class. In each case, ask Ss for their reasons.

Answers: 1 e 2 c 3 d 4 a

3a Ask Ss to suggest expressions for cause and result. This can be a brief task as Ss will check their ideas in the next exercise.

b Ask Ss to look at the Focus box and see if they have thought of any of the same expressions. Then read through as a class and further clarify any points. Point out that *as a result* is more formal than the other expressions and more likely to be written.

4 Ask Ss to match each sentence beginning (cause) and ending (result). Tell them they have a few minutes and they should refer to the article to help them. Go through the answers as a class.

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

5 Ask Ss to work alone to answer the questions then discuss in pairs. Ask them to give reasons when you conduct feedback.

Answers:
1 Because the locals now have fewer choices; also rents have increased, normal day-to-day services have gone and there is more noise and other problems.
2 Artists and explorers, look for somewhere new and 'discover' a place.
3 Big hotels and other tourist attractions (no longer owned by local people) cause the environmental problems.
4 There's a lot of public anger and protests, so no new facilities are developed.
5 to reduce crowds
6 Because she is hopeful that people can come together and fight the situation.

6 Ask Ss to work alone to complete the sentences then discuss in pairs. Go through the answers as a class and indicate stress and part of speech. Point out that *spoilt* (2) is a past participle and *unspoilt* (3) is an adjective. *Unspoilt* is a positive adjective whereas *basic* is a negative.

Answers: 1 crowded 2 attractions, spoilt 3 basic, unspoilt 4 punishment 5 anger 6 services, explore

7 Put Ss in pairs to discuss the questions. This speaking activity may be longer or shorter depending on your class.

Homework ideas

Workbook: Reading, pp.24–25

3B Develop your writing

Introduction

The goal of this lesson is for Ss to summarise an article.
To help them achieve this, they will focus on writing a summary.

Warm-up

Ask Ss to discuss whether they read news articles and where (i.e. print/on the computer/their phone). If time allows, ask Ss which type of articles they usually read (why?) and if headlines and photos are important in choosing what to read.

1a Put Ss in pairs to match the headlines and photos. After a few minutes, conduct a brief feedback discussion and check the answers.

Answers: 1 B 2 D 3 A 4 C

b Ask Ss to discuss the questions in pairs then discuss as a class, with a general discussion on news stories of this type.

2 Refer Ss to the summary of the article and give them a few minutes to read it quickly and decide which headline in Ex 1a it relates to. Ask them to summarise what information is mentioned in the text.

Answers:
Drinking coffee makes you smarter.
No. The media exaggerated the whole story and made it into something it wasn't.

3a Ask Ss to read the Focus box and then work in pairs to discuss the questions. After a few minutes, elicit the information from the Focus box and deal with any questions. Check with Ss by asking if summaries should use the same words as the article (no) and why (they paraphrase to simplify ideas).

b Refer Ss to the circled phrase in the text and explain that it's an example of a phrase used when summarising. Ask Ss to circle six more summarising verbs and phrases. They should work alone then check in pairs. Go through the answers as a class. If you can, project the text and highlight and circle the verbs and phrases on the board. Ask Ss to identify the tense (present simple) and form (third person) and explain that this is a convention of summarising.

Answers: argues claim explains goes on to list emphasises ends by saying

4 Ask Ss to complete the sentences with phrases from the boxes. Each box refers only to the sentences just below it. Ask Ss to complete all sections, then check in pairs before going through the answers as a class. Point out that we say *ends with* + noun and *ends by* + verb *-ing*.

Answers: **1** describes recent research **2** explores how **3** argues that **4** states that **5** gives the example **6** emphasises the fact **7** goes on **8** ends by **9** ends with

5 Ask Ss to read the summary and identify and number the five sections it consists of. When they have finished, ask Ss for their ideas and discuss as a class where the ideas begin and end. Project the text and mark the divisions on the board if possible.

Suggested answers:
2 It discusses the trend of younger people leaving open social media because of issues such as privacy, companies looking at profiles and addiction.
3 It gives the example of a twenty-one-year-old girl, who has recovered from panic attacks after giving up social media.
4 The article goes on to suggest that while the trend is healthy for users, it may be a problem for companies like Facebook as they rely on money from advertising.
5 The writer ends by asking what will happen if these companies can't survive.

6 Ask Ss to read and order the summary, numbering the six sections it consists of. When they have finished, ask Ss to compare their answers in pairs then go through it as a class.

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

Prepare

7a Ask Ss what they are going to do now. They will know they are going to write a summary. Tell them they can choose the article about Zaha Hadid on p89, or they can choose an article of their own.

b Ask Ss to work in pairs and tell each other about their article. Monitor and help with ideas and vocabulary. There is no need for a whole class feedback discussion because Ss will be working on different ideas.

Write

8 Ask Ss to write the summary, using the structure focused on. They should write alone, but they can continue to support each other while they write (for example, helping with facts or spellings). Monitor and help if necessary.

Homework ideas

Workbook: Writing, pp.26–27

3c Develop your listening

Introduction

The goal of this lesson is for Ss to understand a podcast. To help them achieve this, they will focus on understanding attitude.

Warm-up

Ask Ss what ceremonies people go though in life. For example, to mark personal events such as marriage or life stages such as a graduation. Ask Ss why they think we have them.

1 Ask Ss to look at the photos and discuss the questions in pairs. After a few minutes, elicit their answers.

2a 3.10 Tell Ss they are now going to hear four people describing a ceremony and they should note which of them enjoyed it. Play each person in the recording one by one and ask Ss to discuss in pairs before checking answers as a class.

Answer: Only the third speaker enjoyed it.

Audioscript 3.10

1 I thought it was terrible.
2 I didn't think it was that good.
3 It wasn't that bad.
4 It was just great!

b Ask Ss to work in pairs and try to reconstruct each speaker's words with the adjectives in the list.

c Play each person one by one again and elicit the answers. Write them on the board. Ask Ss why the fourth sentence appears positive in grammar yet it was negative (the way it was said/ intonation). Ask Ss if they can think of other ways we can express attitude. Accept any reasonable answers then focus attention on the Focus box.

Answers: **1** I thought it was terrible. **2** I didn't think it was that good. **3** It wasn't bad. **4** It was just great!

3 Read through the Focus box as a class, with different individuals reading sections aloud. Then put Ss in pairs to discuss the question. In feedback, ask Ss which of the ways they think is the most powerful (accept any answer, as it's a matter of opinion).

4 3.11 Tell Ss they will hear nine sentences and they should decide if the speaker feels positive or negative. Ask them to write the numbers 1–9 in a column in their notebook and then tick or cross as they listen, to indicate positive or negative. In feedback, see what Ss think and say they'll find out more in a minute when they hear the phrases in context.

Audioscript 3.11

1 It's one of the best things I've ever done.
2 It hasn't been the best thing I've ever done.
3 It's OK.
4 It's OK.
5 I can't say I enjoyed it.
6 Not bad.
7 That's great
8 That's just great!
9 It's not exactly what I want to be doing.

5 3.12 Ask Ss to revise their ideas when they hear the sentences in more context. They should reinforce or change the tick/cross and add any key words they hear. Go through the answers as a class and compare with their first impressions.

Answers: **1** Positive **2** Negative **3** Positive **4** Negative **5** Negative **6** Positive **7** Positive **8** Negative **9** Negative

Audioscript 3.12

1 **A:** So, are you glad you moved here?
B: It's one of the best things I've ever done. Honestly, it's been fantastic!
2 **A:** So, are you glad you moved here?
B: Well, it hasn't been the best thing I've ever done. To be honest, I much prefer my old house.
3 **A:** How's the place you're staying in?
B: It's quite basic, but it's OK. Clean and cheap.
4 **A:** How's the place you're staying in?
B: Hmm. It's OK, I suppose. I'm not sure I'd recommend it, though.
5 **A:** How was the ceremony?
B: I can't say I enjoyed it. It was pretty boring.
6 **A:** How's it going?
B: Not bad. I'm definitely beginning to feel at home.
7 **A:** I passed my test.
B: That's great. Well done.
8 **A:** They've changed the date of the ceremony because of the weather.
B: Oh, that's just great! Now I'll need to take another day off work.
9 **A:** How's work?
B: It's not exactly what I want to be doing with my life. The best you can say is it pays the bills.

6 3.13 Tell Ss they are going to listen to two people talking about their move to another country. Look at the questions and tell Ss to make notes as they listen. Go through the answers as a class.

Answers:
1 Speaker 1 moved from Australia.
Speaker 2 moved from Somalia.
2 Speaker 1 moved to Vancouver, Canada.
Speaker 2 moved to the UK.
3 Yes, speaker 1 is happy, overall (has regrets during the winter but feels more and more at home in Canada).
Yes, speaker 2 is happy.

7a Tell Ss they are going to listen again for more detail. Give time for them to read through the statements before they listen. Ask Ss to discuss in pairs before going through the answers as a class.

Answers: **1** F **2** F **3** T **4** T **5** F **6** F **7** F **8** T **9** T **10** T

Audioscript 3.13

Brad:

I'm originally from Brisbane, but I've been living with my partner in Vancouver for some time now. We met when we were both travelling in Europe and after that we were backwards and forwards between Canada and Australia for quite a while, which I can't say was much fun. That's love, right? Anyway, eventually we decided to get married and move here permanently. It wasn't the easiest decision to make, and during the winters there are moments when I kind of regret it, but I do feel increasingly at home here. I even went to an ice hockey game the other day. Unlike most Australian men, I'm not a big sports fan and the idea of sitting around for two hours watching skating hadn't really interested me much. But hey, it's the national sport and I got free tickets. It was OK. I didn't understand a thing, but the atmosphere was pretty cool. I could probably get into it.

I also got my citizenship last year. Apart from the paperwork, there's a test you have to take which is just 20 multiple-choice questions about history and politics and stuff. Apparently, it's not uncommon for people to fail, but I found it simple enough. After that, I was invited to a citizenship ceremony. Normally, I couldn't care less about things like that, but it was actually a very powerful experience. The judge who led the whole event had only become a citizen himself a few years ago and he started to get very emotional when he reminded us of what an important day it was. I actually ended up singing the national anthem 'Oh Canada' at the top of my voice. It was great! Well, for me it was – I'm not sure how much everyone else enjoyed my singing!

Casho:

I came to the UK with my family almost 15 years ago. Before that, we were living in Mogadishu in Somalia, which wasn't that safe at the time and so my parents decided it'd be best to get out. Obviously, our first feeling on arriving was relief, but also sadness at leaving behind our lovely house – especially when we saw our new home. Let's just say it wasn't the nicest place you've ever seen. And then, like, the second or third day we were here, it started snowing, and I just thought, 'Oh, this is just great – how do people live with this weather?' I spent about a week refusing to get out of bed! Then I started school. That was just amazing! I remember there were all these toys to play with and so many books and it was a small class – and warm! And Miss Akwei, our teacher, was just so lovely. Basically, after that first day it was fine and here I am doing Law at Oxford – so I wouldn't say I've done too badly!

For my parents, it's been another story. My dad's been working as a taxi driver for the last ten years, which has been pretty tough for him – especially as it's not exactly what people from his background usually end up doing. And I know my mum has never really felt at home here. Her English is OK, I suppose, but she's always been very focused on the family. Since my eldest sister went back to Mogadishu and got married a couple of years ago, there's been a bit of a hole, and now I'm here at uni, so yeah, it's not great for her now.

My parents are actually thinking of going back to Somalia now the situation is so much better. Of course I'd miss them, but I understand it. I mean, my parents would have a bigger role in society.

b This is an opportunity for Ss to comment on the content of what they have heard. Ask them to discuss in pairs and when they have finished, discuss as a class.

8a This is an opportunity to personalise the topic. Ask Ss to make a list of people they know – emphasise that they don't need to know them well. If they have difficulty in thinking of people, there may be people in the public eye they can talk about.

b Put Ss in pairs to discuss. When they have finished, ask Ss if they think it is mostly positive or negative to move to another country and if they would like to do that. Ask them where they would like to go and why.

Homework ideas

Workbook: Listening, p23

4 OVERVIEW

4A A big mistake
Goal | talk about accidents and mistakes
Grammar | past simple and past continuous
Vocabulary | accidents and mistakes
GSE learning objective
Can relate the basic details of unpredictable occurrences (e.g. an accident)

4B Crime doesn't pay
Goal | discuss crime stories
Grammar | past perfect simple
Vocabulary | crime in the news
GSE learning objective
Can discuss the main points of news stories about familiar topics

4C It's not good enough!
Goal | make a complaint
Grammar | reported speech
Vocabulary | complaints
GSE learning objective
Can make a complaint

4D English in action
Goal | respond to news
GSE learning objective
Can express and respond to feelings (e.g. surprise, happiness, interest, indifference)

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

4A Verbs and nouns with the same form

4C Prefixes: *over-* and *under-*

DEVELOP YOUR SKILLS

4A Develop your listening
Goal | understand informal conversations
Focus | recognising rhetorical questions
GSE learning objective
Can understand problem and solution relationships in informal conversation

4B Develop your writing
Goal | write a story
Focus | creating interest in stories
GSE learning objective
Can use common connectors to tell a story or describe an event in writing

4C Develop your reading
Goal | understand an article
Focus | guessing meaning
GSE learning objective
Can guess the meaning of an unfamiliar word from context

4A A big mistake

Introduction

The goal of this lesson is for Ss to talk about accidents and mistakes. To help them achieve this, they will revise the past simple and past continuous and vocabulary in the context of accidents and mistakes.

Warm-up

Before the class starts, tell Ss about a mistake that you made that had consequences. For example, *I was going to an interview and had the address on my phone. I was in such a rush to leave the house that I didn't realise my phone was out of charge. I ended up being late.* Put Ss in pairs to tell each other about mistakes they have made. While they talk, monitor and help and listen to how they manage the past tenses, but don't correct at this stage. When they have finished, elicit feedback and add useful vocabulary to the board.

Reading

Culture notes
Mad Men is a popular American TV drama that ran from 2007–2015. Set in an advertising agency, it followed the work and personal lives of the characters over a period of decades and was praised for its historical accuracy as well as its stylish sets and costume design.
A **discussion forum** is an online place where people discuss a range of topics. It differs from a *chat room* as contributions can be longer. A single contribution is a *post*, a series of exchanges on a topic is a called a *thread*.

1 Ask Ss to look at the photos and say what is happening, then discuss in pairs what accidents/mistakes might happen. Give them a few minutes. Monitor and help with new vocabulary if necessary. When they have finished, ask pairs of Ss to describe the pictures to the class and identify what might happen.

2a Refer Ss to the discussion forum thread and ask them to work alone and answer the questions, then compare in pairs. In feedback, deal with any random vocabulary that Ss ask about.

Answers:
1 Dejan worked for a building company – doing plumbing (among other things, probably)
Veronica was working as a waitress
Maxim works in the IT department of a big company
2 Dejan flooded the flat they were working on – he got offered a ticket for a big game and rushed off to get it without checking the bath was off!
Veronica dropped a tray of food and drinks over her customers, because she was nervous, the tray was heavy and she tripped over a bag.
Maxim sent a message to 6,000+ people rather than just one. Then the IT department got calls for days!

b Ask Ss to work to alone to decide on which was the easiest/worst/funniest mistake. Then put Ss in pairs to compare their ideas before having a brief whole class discussion.

Grammar

Past simple and past continuous

3a Refer Ss to the underlined clauses in the text they have just read. Ask them to identify which are past simple and which are past continuous verbs.

Answers:
1 past continuous – was demonstrating, past simple – drove
2 past simple – worked **3** past continuous – were getting

Optional alternative activity

Ask Ss to look back at the texts and underline and identify the tenses in Dejan's first sentence. Ss will have studied both tenses before. Invite them to discuss the differences in form they see, suggesting why the different tenses are used, with these examples. Elicit ideas. Then ask Ss to work through the Grammar box task.

b Ask Ss to work in pairs to match each underlined verb with the descriptions a–d. When they have finished, ask Ss what they think, but don't confirm as they will check answers using the Grammar box.

c Ask Ss to read the Grammar box and check their answers. Answer any questions. If you think it is helpful, draw a timeline on the board to show how the two tenses interact.

Grammar checkpoint

Sometimes Ss overuse the past continuous, using it freely to describe completed past actions where the past simple would more naturally be appropriate. It's important to realise that continuous tenses do not combine well with actions that can be completed in a short time. For example, *answer the phone* or *knock on the door*, as well as state verbs.

Answers: **a** drove **b** was demonstrating **c** were getting **d** worked

Optional extra activity

Ask Ss to discuss the difference in meaning in the following pair of sentences:

1 When I spoke to him, he cleaned the car.
2 When I spoke to him, he was cleaning the car.

Ask Ss, *How many actions are there? Which one started first? Which is the longer action?*

(In 1 I spoke to him and then he cleaned the car. One action after the other. In 2, he started cleaning the car before I spoke to him. Maybe he didn't finish cleaning it, we don't know.)

GRAMMAR BANK 4A pp.142–143

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** was, Did **2** spent, didn't **3** wasn't **4** Was **5** did, were **6** weren't **7** was
2 **1** was opening, hit **2** slipped, was getting out **3** was doing, was having **4** was getting into, shut, didn't break **5** was jogging, tripped, fell over **6** fell off, was cleaning, broke **7** was riding, came, hit

4a 4.1 Ask Ss to read the sentences and then listen and complete them with three words. Go through the answers as a class.

Answers: **1** was getting up **2** were trying **3** he was going

b Ask Ss to listen for the pronunciation of *was* and *were*, then chorally repeat the sentences after they hear them. You may want to pause the audio after each sentence and drill individuals to check. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the stress is on the main verb. The surrounding grammar words are weak, so *was* /wəz/ and *were* /wər/.

5 This exercise helps Ss practise distinguishing the two tenses. Ask Ss to work alone to choose the correct verb form, referring to the Grammar box. Point out that on one occasion both forms are possible. Ask Ss to check in pairs before checking answers as a class. Ask Ss to read out the whole sentences so you can hear their pronunciation.

Answers: **1** broke **2** was walking **3** were chatting **4** had **5** lifted **6** was putting **7** knocked **8** flew **9** found **10** both are possible – *was joking* suggests a focus on the repeated activity, *joked* suggests a focus on the hours. There is no real difference in meaning.

Optional extra activity

Ss work in pairs and practise reading the text aloud to each other, taking turns to read a few sentences and listen.

Teaching tip

While reading aloud does not aid the development of reading skills, paired reading aloud of short texts is good practice for consolidating grammar. Ss enjoy being able to relax, knowing that what they are saying is correct. The main focus is on pronunciation and listening. It is not an activity to be done in front of the class.

Further practice

Photocopiable activities: 4A Grammar 1, p182; 4B Grammar 2, p183

Vocabulary

Accidents and mistakes

6 Explain that each sentence is completed with a verb pair in the box in the same order. The form of the verbs does not need to change. Look at the first example together then ask Ss to work alone to complete the sentences using the words provided. Monitor and help with vocabulary if necessary. Ask Ss to check in pairs before going through as a class.

Answers: **1** knocked/spilt **2** left/flooded **3** crashed/caused **4** ticked/charged **5** pressed/went out **6** measured/fit **7** forgot/caught **8** slipped/fell down **9** mixed up/turned up **10** slipped/went into

Pronunciation checkpoint

Most of the verbs in this task are regular past simple (ending with the letters *-ed*). If your Ss are not pronouncing the endings well, recap quickly the three pronunciation patterns for regular past tense endings, /t/, /d/ and /id/. Drill Ss in the verbs and remind them that the past simple *-ed* spelling is never pronounced /ed/.

Optional alternative activity

If you think your Ss will not know most of the verbs, divide them up and give each pair one or two verbs to check in the dictionary. Provide them with the infinitive form of the verb and attendant prepositions. For example, *to knock over*, *to crash into*, etc. Once they have checked the meaning, they should move around the class and teach their words to others, then pair up and try and complete the exercise.

7 This activity acts as a check on meaning for some of the vocabulary. Ask Ss to ask and answer the questions in pairs. When they have finished, ask a few pairs to share answers with the whole class and see which ideas are the best. Record new vocabulary as needed.

Answers:
(No fixed answers required, but some ideas:)
1 spill coffee all over the floor / spill wine all over a dress / spill Coke all over your homework
2 the tap, lights, computer, etc.
3 a pipe bursts, there's a leak, it rains so much that it floods
4 baseball bat, tree falls on it, someone vandalises it, someone burns it
5 food cooking, your hair, a house, a forest
6 slip on ice/wet floor – because it's slippery

Teaching tip

Ss benefit from listening to each other, not just to the teacher. When you ask Ss to share their ideas with the class, try giving a listening task to help them focus their attention. This also builds a positive classroom dynamic.

8 This activity enables personalised practice. Ask Ss to prepare in pairs. ***Stronger classes*** can speak, ***weaker classes*** will need to write. Start with one example and ***fast finishers*** can go on and do more. Monitor and help with vocabulary and ideas. When they have finished, ask Ss to read their stories to another pair.

VOCABULARY BANK 4A p159

Verbs and nouns with the same form

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Elicit the first answer as an example. Ss complete the sentences alone, then check in pairs. Check answers with the whole class.

Answers: 1 protest 2 export 3 research 4 trust 5 flood 6 object 7 promise 8 present

b Elicit the first answer as an example. Ss complete the sentences alone, then check in pairs. Check answers with the whole class.

Answers: 9 struggle 10 update 11 increase 12 control 13 challenge 14 refund

c Ss list the sentence numbers with nouns/verbs alone, then check in pairs. Check answers with the whole class.

Answers:
verbs: 2, 4, 9, 10, 12 **nouns:** 1, 3, 5, 6, 7, 8, 11, 13, 14

d Ss discuss in pairs. Check answers with the whole class.

Answers:
Same stress whether verbs or nouns: trust, flood, struggle, control, challenge, promise
Different stress; stress on the first syllable with nouns and the second syllable with verbs: present, protest, export, research, object, update, increase, refund

2 Put Ss in groups of three or four to ask and answer the questions in 1a and b. When they have finished, ask groups to share any interesting points they talked about.

Further practice

Photocopiable activities: 4A Vocabulary, p184

Speaking

Prepare

9 4.2 Tell Ss they are going to talk about an accident or a mistake they have made, but first they will hear someone doing the same. Ask a ***stronger student*** to read the three questions to the class or read them aloud yourself. Ask Ss to then listen and make notes. Ask Ss to work in pairs and compare answers before checking as a class.

Answers:
1 He failed an exam after falling asleep in it!
2 He stayed up studying the previous night and so was exhausted.
3 failed the exam, felt a bit stupid, had to retake, but was basically OK because the grades in the other exams were fine

Audioscript 4.2

A: I once fell asleep in an exam!
B: Oh, my word! How did you manage to do that?
A: Well, I was doing my final exams at university and for one of them I didn't revise really until the day before, so I was studying all day and all night, you know, drinking loads of coffee all the time to keep me going.
B: You didn't sleep at all?
A: A couple of hours in the evening – but, actually, I went for a quick run in the morning and had a cold shower and I basically thought I was OK. And then the first part of the exam went fine, too. They were mainly multiple-choice questions.

B: OK.
A: But then I came to some longer questions and I was struggling a bit and I just closed my eyes to concentrate …
B: Oh dear!
A: … and then the next thing I knew, a teacher was waking me up!
B: How long were you asleep?
A: It was the end of the exam!
B: Oh no! So, what happened? Did you fail?
A: Of course! I had to retake it. And luckily my average for the other exams was OK, so …
B: Just embarrassing.
A: Exactly! I felt a bit stupid!

10 Ask Ss to read the instructions and make notes. With ***weaker classes*** you may want to allow them to write more than ten words, but try and limit them and do not allow them to write full sentences. Monitor and help with vocabulary and ideas.

Speak

11 Look at the words in the Useful phrases box as a class. Explain that Ss should use these to respond to each other when telling their stories. Put Ss in groups of three or four to tell each other their stories and ask follow-up questions. When they have finished, ask groups to decide whose story is the best and report back.

Reflection on learning

Write the following questions on the board:
What can you do better after this lesson?
What do you want to spend more time on?
Why is it important for you?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Ss write a news article about a mistake they made.
Grammar bank: 4A Ex 1–2, pp.142–143
Workbook: 4A, p28
App: grammar and vocabulary practice

Fast route: continue to Lesson 4B
Extended route: go to p101 for Develop your listening

4B Crime doesn't pay

Introduction

The goal of this lesson is for Ss to discuss crime stories. To help them achieve this, they will revise the past perfect simple in the context of crime in the news.

Warm-up

Ask Ss if they can think of any crime stories in the news currently and tell each other about them. Conduct a brief feedback discussion as a class and take the opportunity to feed in a few crime words that may be useful during the lesson.

Teaching tip

Real world stories bring the lesson to life for Ss and help make learning relevant. It's important that they are appropriately adult. Encourage Ss at this level to access news online in English as they can develop their vocabulary and skills, particularly if they read parallel stories in their own language, so they have an idea of the content and context.

Vocabulary

Crime in the news

1 Ask Ss to work in groups and make two lists. After a few minutes, elicit their ideas. Add useful vocabulary to the board in two columns: nouns and verbs.

2 Ask Ss to work in pairs and look at the words in the box and choose a noun and verb to complete each sentence. Point out that they may need to change the form of each. Complete the first example as a class to demonstrate this, then ask Ss to continue in their pairs. Go through the answers as a class.

Answers: **1** robbers, broke into
2 attacked, attack(ers), have not arrested **3** freed, victims
4 gang, get away **5** thefts, claim **6** trial, witnesses

Optional extra activity

Put Ss in pairs and give them a few minutes to make notes on someone who's on trial, something that was stolen, someone who was arrested recently, someone who was a victim of a crime, etc. You could show some famous faces/photos or newspaper headlines to prompt ideas. The headlines can be in any language, as the Ss are just being prompted to recall the stories. Ss then discuss with each other. This is an opportunity to practise the vocabulary of Ex 2.

Further practice

Photocopiable activities: 4B Vocabulary, p187

Reading

3a Ask Ss to read the three news stories quickly and choose a headline for each. When they have finished, ask them to discuss in pairs before you elicit their answers.

Culture note

Point out that it is a convention of newspapers to have short headlines. Articles (*a/the*) are often missed out and there is often a play on words within the headline, particularly if the story is humorous in some way. Headlines are usually in the present tense to reflect the freshness of the news, even if the events reported are in the past.

Answers: **A** 5 **B** 1 **C** 4

b Tell Ss they are going to read the stories again more carefully. Ask them to work alone and write the story letter beside each question. They can discuss in pairs and help each other after a few minutes, then conduct feedback.

Answers: **1** A **2** C **3** B **4** A **5** C **6** B

Optional extra activity

Ask Ss to conduct roleplays with one being a journalist and the other being a witness to one of the crimes. This provides a good opportunity for revision of the past continuous and simple.

Grammar

Past perfect simple

4a Ask Ss to underline the verb forms in the sentences. Go through and establish the past perfect form (*had* + past participle), as well as the form of the other tenses. Point out that *had got trapped* is a passive past perfect form, which is why there is an extra part to the verb.

Answers:
past simple: noticed (1), stopped (2)
past continuous: were walking (1)
past perfect simple: had got (trapped) (1), had been (there) (2), had locked (3)

b Ask Ss to underline more examples of the past perfect in the stories in Ex 3, one in each. Check answers as a class.

Answers:
A A small crowd had formed; the man had got away.
B He found that someone had stolen it
C A man had tried to break into a building

Grammar checkpoint

Ss have recently studied the past simple and continuous. They may not have studied the past perfect before. Draw a timeline for sentence 1 in Ex 4a on the board, showing the two Ss walking, then stopping where they notice the man. Ask Ss where on the line we need to put the man getting trapped and elicit that it should be *before* the Ss came along, because the past perfect is *before the past*. Mark this on the line. If the Ss find this helpful, draw lines for the other sentences.

c Ask Ss to read the Grammar box carefully and complete the gaps. Ask Ss to discuss in pairs, then check with the whole class.

Answers: **1** *had* **2** before **3** *by*

5a 4.7 Ask Ss to read the sentences and listen to the recording. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb in positive sentences (in this case *had*), is often either contracted to /d/ or weakened to /əd/. In negative sentences, the *not* is contracted and *had* retains its full vowel sound /ˈhæd.ənt/.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence. Ss may like to repeat the sentences again to each other in pairs.

GRAMMAR BANK 4B pp.142–143

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** worked **2** had seen **3** was **4** had lied **5** demanded **6** rang **7** had happened **8** had left
2 **1** arrested **2** had fallen **3** was trying **4** had, broken into **5** called **6** heard (or *had heard*) **7** had climbed **8** had taken **9** happened **10** had, rescued

6 This activity checks if Ss have understood how to use the past perfect. Ask Ss to work alone to complete the sentences, referring to the Grammar box. Remind them that one verb will be in each tense: past simple and past perfect. Ask Ss to check in pairs, then go through answers with the class. Ask Ss for individual answers. Drill as needed.

Answers: **1** was, had happened **2** got, had got away **3** was, had been **4** stood up, had taken **5** had been, started **6** didn't arrive, had rung

7 Ask Ss to work in pairs to complete the sentences with their own ideas. They must use the past perfect simple. When they have finished, ask pairs to read out sentences to the group and discuss which was the most surprising/interesting/unusual, etc.

Optional extra activity

Once you have checked answers, put Ss in new pairs to say their sentences and develop the conversation with follow-up questions.

Further practice

Photocopiable activities: 4B Grammar 1, p185; 4B Grammar 2, p186

Speaking

Prepare

8 4.8 Tell Ss they are going to discuss a crime story, but first they will hear two people doing the same. Remind Ss of the news stories at the start of the lesson. Ask Ss to listen and identify the story talked about and the opinions of the speakers. Then play the recording again if necessary for them to listen and make notes. Elicit the answers. Ask Ss which speaker they agree with.

Answers:
They discuss article C.
The first speaker thinks it was funny and that it was the thief's own fault.
The second speaker thinks this is mean and that the emergency services were unprofessional and that it's cruel to leave someone like that while making fun of them.

Audioscript 4.8

A: Did you see that thing about the guy who got stuck trying to break in at a university?
B: No. What was that?
A: Oh, it was really funny. These two students were coming home after a night out somewhere and they suddenly saw this guy stuck – upside down – with his legs trapped in a window.
B: What? I don't get it. I mean, how did that happen?
A: I guess he'd tried to climb in through the window and it had somehow closed and trapped him, so he was just stuck there.
B: Seriously? So what did they do?
A: Well, this is the funny bit. They started talking to him and realised what had happened, and decided to call the police. But first they made a video of him and took loads of photos!
B: That's not very nice!
A: And then when the police came, they did exactly the same!
B: Well, that's not very professional.
A: Come on! It's funny. And it's his own fault for breaking in! Anyway, when they finally freed him, he said he'd been there for five hours or something!
B: Sorry, but I just think it's cruel to leave someone like that while you're making fun of them. No one deserves that.

9a Divide Ss into A and B pairs. Tell A to turn to p167 and B to turn to p166 and read the story. They should then write a question as instructed.

b Pair up Ss as AA and BB, so that they are with someone who has read the same story. They should tell each other the story, trying to remember as much as they can.

Speak

10 Put Ss in AB pairs. With ***weaker classes***, they may still need to look at the story, but ***stronger classes*** should keep books closed. Go through the Useful phrases box with the class. With ***weaker classes***, you may want to ask Ss to underline the stressed words and pronounce the expressions. Point out that they should try and use these while they are listening to the story, to encourage their partner. Ss tell their stories and respond. Monitor and help if necessary.

Optional extra activity

Ss think of a recent news story and write a conversation-starting question about it. They then have conversations with other Ss, moving around the class. Alternatively, Ss can retell one of the other news stories read at the start of the lesson.

Reflection on learning

Write the following questions on the board:
What was the most important part of this lesson? Why?
How will you use this language outside class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4B Ex 1–2, pp.142–143
Workbook: 4B, p29
App: grammar and vocabulary practice

Fast route: continue to Lesson 4C
Extended route: go to p102 for Develop your writing

4c It's not good enough!

Introduction

The goal of this lesson is for Ss to make a complaint. To help them achieve this, they will revise reported speech in this context as well as complaints-related vocabulary.

Warm-up

Share a story where you have had to complain about something. For example, tell Ss, *I bought a new phone. It was a very expensive one but I needed it. After just a few weeks it stopped working …* Wait for Ss to prompt that you should complain and elicit some of the vocabulary useful for this lesson such as *refund/exchange*. Ask Ss to share their own complaint stories and tell them that this is the focus of the lesson.

Vocabulary

Complaints

1 Put Ss in pairs to look at the pictures and discuss the questions. When they have finished, compare ideas as a class.

2 Tell Ss they are going to study vocabulary connected with complaints. Ask them to read the sentence halves which provide context for the expressions in bold. Complete the first example together then ask Ss to work in pairs. When they have finished, go through the answers as a class. In feedback, choose individuals to read out whole sentences, so you can check pronunciation.

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

Vocabulary checkpoint

In sentence 2d Ss may be confused by the phrase *the engine has gone*. This means it is broken beyond repair, the regular meaning of *it's gone* means that it is not here. Similarly, *to charge* (5g) means to ask for money for a service. *He charged me £10.* It also means to power with energy, i.e. *to charge your phone.*

Optional extra activity

Ask Ss to make a personal connection with the vocabulary by saying which of the problems in Ex 2 is the most annoying. Ask Ss to number the sentences in terms of how annoying they find the problem and compare ideas in pairs. Write a few useful phrases on the board to encourage discussion, for example: *That's not so bad, That's really annoying*, etc. When they have finished, ask Ss what the three most annoying problems are and see if they agree.

3 Ask Ss to discuss the questions in groups. This activity helps consolidate the vocabulary. When they have finished, ask different groups to feedback their answers.

VOCABULARY BANK 4C p159

Prefixes: *over-* and *under-*

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ss complete the sentences alone using the words in the box and a prefix, then check in pairs. Check answers with the whole class.

Answers: 1 underpaid 2 undercooked 3 overpaid 4 underdeveloped 5 overused 6 underachieved 7 undercharged 8 underestimated 9 underused 10 overachieved

2 Put Ss in groups to choose two topics to discuss. When they have finished, ask for a summary of any interesting points from each group.

Further practice

Photocopiable activities: 4C Vocabulary, p190

Listening

Culture note

Michael Jackson (1958–2009) was a famous singer. 'The king of pop' made many records, including the best-selling album of all time, *Thriller*. That's why the mechanic says 'hard name to forget' when his customer gives his name as Michael Jackson.

4 4.9 Tell Ss they are going to listen to three people complaining and they should make notes. Ask Ss to check in pairs before going through the answers as a class. Record answers on the board, so Ss can check against their notes.

Answers:
Conversation 1
1 Car salesman
2 Car he bought broken down completely (engine has gone)
Conversation 2
1 Phone repairer/mobile phone company
2 Repair hasn't been done on time
Conversation 3
1 Airline
2 Lost luggage – has been sent to the wrong address

Teaching tip

While Ss are comparing, monitor and help and see how well they have done. By comparing in pairs between listening exercises, Ss can help each other and develop confidence. If they need to, you can play the recording again, pausing between each conversation. Ss always need to have a reason for listening. If they achieve the task, then their skills are being developed and it's not just about getting the answers right.

5 Put Ss in groups of three or four to discuss the questions. In feedback, ask if any Ss have experienced similar problems.

Audioscript 4.9

Conversation 1
Michael: Hi, is that Brian?
Brian: Speaking.
Michael: Hi, this is Michael Jackson. I came in about a month or so ago and bought a car from you.
Brian: Yeah, yeah. I remember. Hard name to forget!
Michael: Yes, well, it can be helpful sometimes! It's good to be remembered. And maybe you'll remember that you said the car was running well.
Brian: You tested it, didn't you? You took it out and drove it around a bit.
Michael: Yeah, well, we didn't go far … and the other day I broke down on the motorway. There was smoke coming out of the engine.
Brian: Oh …
Michael: And the guys at the garage told me the engine had gone and that it wasn't worth spending money fixing it!
Brian: Right … and what's your point?
Michael: Well, you sold me a pile of rubbish!
Brian: Whoa, whoa. Now wait a minute. I was one hundred percent honest with you. I told you it'd had some problems with the gears and it might not go on forever. And I gave you a special deal! It's not like you were overcharged or anything! I mean, it was only five hundred, wasn't it? What did you expect for that price? A full lifetime guarantee?

Conversation 2
Woman: Hello there. I'm here to pick up my mobile phone. I brought it in last week with a cracked screen. I'm sure I have a ticket here somewhere. Yeah. Here you are.
Man: Thanks. Let me just check. Right. Um … well, I'm sorry, but I'm afraid it's not actually ready yet.
Woman: You're kidding me, aren't you? I called yesterday and the person I spoke to said it would be fine for me to collect it today.
Man: Right. Well, I'm very sorry to hear that. I'm not sure why they said that, because it says on your file that there's a serious fault with the screen.
Woman: Listen. When I came in last week, I explained the problem and asked if it could be sorted out – and was told yes!
Man: Well, obviously, we didn't have all the information at that time and …
Woman: Look. I've come a long way today to collect this and I have plenty of other things to get done, so I really don't need this! Please just give me the phone back and I'll take it elsewhere.
Man: If you could just give us a few more hours, I'm sure we could …
Woman: I'm sorry, but you're not listening to me! When I called yesterday, the guy I spoke to told me he'd fixed it that morning – and now you're telling me that he hasn't! I can't believe a word you say!

Conversation 3
Phone: … for flight times, press 5. For baggage reclaim, press 6 …
Frankie: Hello. You're through to Frankie. How can I help you today?
Customer: Hi. Yeah, I called the other day and … um … well, I'm phoning about some luggage that was lost on my holiday.
Frankie: OK. Well, I'm here to help. Let's see. Do you have a reference number?
Customer: Yeah, it's TKH689022NM. Um … actually, the person I spoke to told me they'd found my luggage in Paris, I think, and he said they were going to deliver it to my home, but it didn't turn up and I haven't heard anything since and that was three days ago now.
Frankie: OK. Let me just check our records. Yeah, it says here it was sent to an address in Barbados.
Customer: Really? That's very strange. I told them that's the wrong address when I rang before. That's where I flew from, you see, and I'm home now. Oh dear, oh dear. What a mess!
Frankie: I'm sure we can sort it all out.
Customer: Well … I'd be very grateful if you could.

Grammar

Reported speech

6 4.10 Tell Ss you are now going to listen carefully to sentences from the conversations. Refer them to the sentences and ask them to listen and complete them. Pause between sentences to allow time to write if needed. Go through the answers as a class and write them on the board, so Ss can check they have written them correctly.

Answers: 1 car was running 2 wasn't worth 3 it might not 4 it would be 5 it could be 6 he'd fixed 7 were going to 8 them that's

7 Tell Ss that they are going to use the examples from the listening to study some grammar. Refer Ss to the Grammar box and ask them to use the examples and the words in the box to complete the rules. Complete the first section as a class, then Ss continue in pairs. Allow plenty of time for this. When they have finished, check answers with the whole class.

Answers: 1 past simple 2 past continuous
3 past perfect simple 4 *might* 5 *would* 6 *going to*

8a 4.11 Ask Ss to listen to the complaints and particularly for the pronunciation of the underlined words. If you think it's useful, share the information in the Pronunciation checkpoint box below.

Pronunciation checkpoint

Ask Ss why the underlined words are stressed. It's because stress falls on information words. Stress falls more heavily – and the words sound even louder – when emotion is high such as when we are angry.

b Ss listen and repeat the examples chorally and individually.

9 Go through the first example on the board with the class. Discuss whether both options are possible and what difference in meaning there is. Ss work alone to complete the sentences, then compare their ideas in pairs and discuss any change in meaning. In feedback, nominate Ss to read sentences aloud.

Answers:
Correct alternatives:
1 had to, both (reporting either a promise or a plan)
2 had already sent, would arrive
3 both possible, both possible (*will*/*send* emphasises that the situation is still true now)
4 were talking, couldn't
5 both, both (*has*/*is* emphasises that the description is still true now)

10a Read through the instruction and list as a class. Ask Ss to choose one topic to prepare to talk about and make notes. Monitor and help with vocabulary or ideas. ***Fast finishers*** can prepare a further topic.

b Put Ss in groups of three or four to tell each other their stories. Encourage them to ask follow-up questions.

GRAMMAR BANK 4C pp.142–143

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** would email me **2** wanted to speak **3** were still waiting **4** had seen him **5** had ever done **6** how I knew **7** had been sent

Further practice

Photocopiable activities: 4C Grammar 1, p188; 4C Grammar 2, p189

Speaking

Prepare

11 Explain that Ss are going to roleplay two conversations between a customer and a company representative. Divide Ss into A and B pairs and refer As to p167 and Bs to p169 to read the information. Monitor and help with vocabulary if necessary.

Optional alternative activity

With ***weaker classes***, have Ss prepare for the roleplay in AA, BB pairs. They can plan what to say, help each other with understanding the role card and rehearse the conversation. Then put them in AB pairs to conduct the roleplay.

Speak

12 Refer Ss to the Useful phrases box. Ask them who says these things? (the customer service assistant). Then ask Ss to roleplay the conversations. After the first roleplay, give feedback then ask Ss to complete the second roleplay. In feedback, ask Ss what solutions they came to.

Reflection on learning

Write the following questions on the board:
How important was the language you learnt in this lesson?
How might the activities be useful outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4C Ex 1, pp.142–143
Workbook: 4C, p30
App: grammar and vocabulary practice

Fast route: continue to Lesson 4D
Extended route: go to p104 for Develop your reading

4D English in action

Introduction

The goal of this lesson is for Ss to respond to news. To help them achieve this, they will revise useful phrases and expressions.

Warm-up

Ask Ss how they are feeling today. Tell them to write two or three adjectives, then put them in pairs and ask them to discuss. Elicit ideas after a few minutes and add useful vocabulary to the board.

1 Ask Ss to look at the pictures and say what is happening, then match the correct adjective with each picture. Ask Ss to compare in pairs then go through the answers as a class and drill the adjectives as needed.

Answers: **A** excited **B** guilty **C** grateful **D** annoyed **E** proud **F** upset **G** stressed **H** worried

2 Answer the questions for one picture as a class, then ask Ss to discuss in pairs. Conduct a brief feedback discussion by asking a few pairs to talk about one of the pictures.

Suggested possible answers:
A She has just won a prize.
B The dog feels bad because he/she has destroyed the chair.
C She's thanking someone for helping her.
D He's annoyed by the noise.
E She's won a sporting event, e.g. a marathon.
F He has hurt himself.
G He is behind with work or has too much to do.
H The kids are very late home – they may have had an accident!

3 4.12 Explain that Ss are going to hear three separate conversations giving news. Ss listen to the recording and make notes on the first two questions for each conversation. Ask them to check their answers in pairs and discuss question 3 before conducting feedback.

Answers:
Conversation 1
1 leaving a job
2 had enough of the old job/excited about the future
Conversation 2
1 lost the flat they were trying to buy (sold to someone else)
2 upset (and annoyed)
Conversation 3
1 passed exams to become a fitness coach (with top grades)
2 in good mood/happy/proud (and, maybe a bit worried about the future)

4 Tell Ss they will listen again for detail. Refer them to the Useful phrases box and tell them to tick the phrases they hear as they listen. Ask Ss to compare in pairs then go through the answers as a class.

Answers:
So what happened? So what happens next?
Good luck with everything. I really hope it all goes well.
Congratulations! That's amazing! Well done!
Seriously? What a pain! You poor thing!
Oh no! I'm sorry to hear that.
I bet you're really annoyed/delighted.
You sound like you've made up your mind.

Audioscript 4.12

Conversation 1

A: I know it's a big step. I mean, I've been there almost 12 years now, but over the last few years things have just gone from bad to worse, you know, and I just can't take any more of it. I've had enough of it all. I honestly just think it's time for a change.
B: Well, you sound like you've made up your mind.
A: I have, yeah. I mean, obviously, I'll miss some of the friends I've made there, but I can still see them outside of work, can't I?
B: Yes, of course.
A: And to be honest, I can't wait to get started on the next part of my life. It's like a whole new beginning! It's going to be brilliant!
B: Well, good luck with everything. I really hope it all goes well.
A: Thanks. I'm sure it'll all be just fine!

Conversation 2

A: What's up?
B: Oh, it's nothing. It's just me being silly. I'll be alright in a minute. I've just had a bit of bad news, that's all.
A: Oh no! I'm sorry to hear that.
B: Yeah. I don't know if I told you, but we went to look at a flat last month …
A: Yes, I remember you saying.
B: Well, we really liked it, but I've just heard that we didn't get it.
A: Seriously? What a pain!
B: I know!
A: So, what happened? Last time we spoke, it sounded like it was definite. I thought the deal was done.
B: Well, we thought it was. We saw it, and liked it, and offered what we thought was a good price. And the owner said fine, so …
A: Right. I remember.
B: But then he called us this morning and said he's had a better offer and so it's not for sale anymore. So, he's basically sold it to somebody else!
A: He's done what? Are sellers really allowed to do that kind of thing?
B: Seems like it!
A: I bet you're really annoyed!
B: Yes, I am, but what can you do? We'll just have to start looking again.
A: Oh, you poor thing! That's awful.

Conversation 3:

A: You're in a good mood today.
B: I am, yeah. With good reason.
A: Yeah? What's going on, then?
B: Ah, I don't know if I mentioned it or not, but I've been studying part-time to become a fitness coach …
A: Oh really? Wow! I don't remember you telling me, but I may have just forgotten.
B: Well, anyway, I took my final exams last month … and I've just got my results …
A: And?
B: And I passed. With top grades. I can't believe it.
A: Ah, congratulations! That's amazing. I bet you're delighted.
B: I am. It's really made my day.
A: So what happens next?
B: Well, that's the scary bit, I guess. I need to start looking for a job, but it's a very competitive field, I mean, I'm really not sure I'll be able to find anything.
A: Hey, there's no point worrying about that just yet. One step at a time, you know?
B: I guess.
A: And well done again. We should go out and celebrate!

5a Ask Ss to choose the correct alternatives. Point out that in most cases only one option is correct (but in (2) both are grammatically possible).

b 4.13 Ask Ss to listen and check their answers, then play the recording and conduct feedback as a class.

Answers: **1** of **2** feel **3** to go **4** wasn't **5** great **6** are you **7** pleased **8** How come **9** I'm sure **10** happened

Pronunciation checkpoint

Point out that stress and intonation are a very important part of expressing emotion. To demonstrate, say *Wow, that's great news*, with a flat intonation and ask Ss to comment.

Ask them to practise saying the positive responses with animated intonation (where your voice goes up and down) and the responses that show concern with a narrower, flatter intonation. Model this yourself and use your hand to drill the stresses to help them.

6 Ask Ss to work in pairs to choose three responses from Ex 5a and write a preceding and following sentence to create a conversation. They will need several minutes to think of ideas and ***weaker classes*** may need to write their ideas down. Monitor and help with ideas and vocabulary. Give feedback on good use of language or ask a confident pair to perform their conversation for the class. If you have time, put Ss in new pairs to repeat the activity.

7a Ask Ss to think of two pieces of news. They could be good or bad. Ask them to decide on the details of the news and make a few notes about how they feel and what they're going to do. Monitor and help with vocabulary and ideas.

Optional alternative activity

Some Ss don't like to be given too many choices. If this is the case with your class, tell them to prepare one negative and one positive piece of news. With ***weaker classes*** or groups that lack confidence, complete an example conversation as a class and practise it first.

b Put Ss in pairs to roleplay their conversations. When they have finished, ask them to change roles. In feedback, ask Ss to report on whether they heard about anything they'd like to share.

Reflection on learning

Write the following questions on the board:
In what situations do you think you will use this language in the future?
Did your conversations get better each time?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p31
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

4 Check and reflect

Introduction

Ss revise and practise the language of Unit 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Ss complete the sentences alone then check in pairs. In feedback, ask Ss to read the whole sentences, so that you can check pronunciation.

Answers: **1** hurt, was playing **2** was, getting, turned up **3** was cutting, slipped **4** were working, met **5** got, were studying **6** was sleeping, heard

2a Ss match the sentences halves alone then check in pairs. Check answers with the whole class.

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

b Ss change the sentences for themselves then work in groups to explain them. No fixed answers required.

3 Ss complete the article alone then check in pairs. Check answers with the whole class.

Answers: **1** searching **2** broke **3** away **4** worth **5** attacked **6** badly **7** witnesses **8** arrest

4a Ss choose the correct option alone then check in pairs. Check answers with the whole class.

Answers: **1** called **2** had passed **3** had completely disappeared **4** remembered **5** had never driven **6** found, had already left

b Read the first line to the class and ask for suggestions for continuations. Remind Ss to use the past perfect. Ss can either write in pairs or say the lines in turn. Ask a few pairs to tell the class their story as a final feedback .

5a Ss discuss the order of the sentences in pairs. Go through the answers as a class.

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

b Ss discuss in pairs. No fixed answers required.

6a Ss write the reported statements then work in pairs and say them to each other. Go through the answers as a class.

Answers:
1 She said she didn't know what Nick was doing/doesn't know what Nick's doing.
2 She said she's working too hard at the moment/was working too hard.
3 She said her brother had got married.
4 She said she hadn't seen/hasn't seen Kim for a long time.
5 She said she's starting/was starting a new job next month.
6 She said she might go to Morocco in the/this summer.
7 She said I could stay at her place if I wanted to.

b Ss write then compare their sentences in groups.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4A Develop your listening

Introduction

The goal of this lesson is for Ss to understand informal conversations. To help them achieve this, they will focus on recognising rhetorical questions.

Warm-up

Write *A problem shared is a problem halved* on the board. Have a general discussion about what it means and if Ss agree. Ask Ss to think of times when they have shared a problem or give an example yourself.

1a Put Ss in pairs and ask them to choose three things from the box and think of problems for each. Give them a few minutes for this. Give an example of your own if possible.

b Put pairs together in groups of four to compare ideas and decide which problem is the worst. In feedback, ask groups to share their worst problem and explain why.

2 4.3 Tell Ss they are going to listen to four conversations between two friends. They should note the problem and possible solution(s) each time. Give them a minute to create a grid in their notebook to record answers then play the recording. Go through the answers as a class.

Answers:
Conversation 1
1 neighbour making noise
2 hit the wall until he stops, talk to him during the day, call the police
Conversation 2
1 doesn't like the clothing they bought online
2 return it and get a refund
Conversation 3
1 computer problem (frozen screen)
2 turn it off and back on, choose an option
Conversation 4
1 needs cash to buy a plane ticket home and forgot PIN so the cash machine ate the card
2 will buy her a plane ticket and email it over

Audioscript 4.3

Conversation 1:
Liz: Honestly. I've just had enough of it, I really have.
Sue: Is it really that bad, Liz?
Liz: Listen. Last night, right, I was trying to sleep … it was about 11 o'clock … and all I could hear was his music coming through the walls. Thump-thump-thump-thump.
Sue: Woah! Who needs that? It's enough to drive you mad. So, did you go and say anything?
Liz: Well, I tried to. I mean, I went out and knocked on his door, but he didn't answer. He probably couldn't even hear me, it was that loud.
Sue: Oh!
Liz: So I just kept hitting the wall until in the end the music finally stopped … but it's not good, is it? You can't do that kind of thing every night.

Sue: It's really not. Have you tried talking to him normally? I mean, during the day or something, when nothing else is happening.
Liz: Yeah, I have, but he never listens. He just doesn't think he's done anything wrong.
Sue: Well, in that case, you're best calling the police the next time it happens. What else can you do? In situations like that, it's the only way to deal with some people.

Conversation 2:
Sue: It looked perfect when I first saw it online, but now it's here I'm not so sure.
Liz: Hmm. Yeah. I can see what you mean.
Sue: It's the arms, isn't it? They're just a bit too short.
Liz: Yeah. I think you're right. They do look a little bit strange.
Sue: That's the problem with not trying things on first, isn't it? You just can't tell if they'll fit properly or not. I guess the model who was wearing it on their website just had a different body shape to me.
Liz: Shorter arms!
Sue: Yeah.
Liz: Maybe you should return it and get your money back.
Sue: Yeah, you're probably right.
Liz: Well, what would be the point of keeping it? Your arms aren't going to shrink any time soon! Trust me.

Conversation 3:
Liz: You're good with this kind of stuff, aren't you Sue? Any idea what I've done to it?
Sue: Not without looking at it I don't, no! When did it start acting strangely?
Liz: Last night. I'd used it earlier in the day, but then I was downloading some stuff for work and the screen just froze and it's not been the same since then.
Sue: OK. Well, move out of the way and let me have a better look at it. OK. Well, first let's just try turning it off and turning it on again.
Liz: Why bother doing that? I've tried that already. It didn't make any difference.
Sue: Well, let's see. So off … wait … re-start … and now we just choose this option here and … ta-da! Look, I've even found the files you were working on.
Liz: Wow! That's like magic.

Conversation 4:
Liz: I'm really sorry to have to phone and ask, but it's the only way I'm going to be able to get home from here.
Sue: That's OK. What're friends for? I'm sure we can sort something out.
Liz: It's my own silly fault. I mean, I've forgotten the number so many times now. I really should write it down somewhere. I'm just worried someone would find it, you know.
Sue: Yeah.
Liz: And I tried everything … well, almost everything, obviously. 1–1–1–9. 9–9–9–1. 1–9–9–9. 9–1–1–1. And after about my fourth try, the machine just ate my card!
Sue: Oh no, that's awful. Well, listen. Don't worry. I'll sort it out. I guess the best thing is if I buy you a plane ticket from here and email it to you.
Liz: Really? Would you be OK to do that?
Sue: Yeah, sure. It's fine. I wouldn't offer if it wasn't. Just make sure you pay me back when you can, though, yeah?
Liz: You know I will! Thanks so much, Sue! Really! What would I do without you? I'd be a mess!

3 Refer Ss to the Focus box and ask Ss to read it through before answering the question in pairs. Go through the answer as a class and deal with any questions. Ask Ss how the intonation in rhetorical questions differs from normal questions (it does not rise).

Answers:
To encourage a listener to agree with us or answer in the way we want. To further explain or expand a point we are making.

4 4.4 Tell Ss they will hear conversation one again and should listen carefully to note the comments that follow questions 1–3. Tell them to write the numbers 1–3 on separate lines and note the words in place along the line. Pairs can compare and try and complete the sentences and then listen again. Play the recording again if necessary and pause between the comments.

Answers:
1 It's enough to drive you mad.
2 You can't do that kind of thing every night.
3 In situations like that, it's the only way to deal with some people.

5a 4.5 Tell Ss they will now hear conversations 2–4 again and should decide if the questions are rhetorical or normal (real). They should mark each question R (rhetorical) or NR (not rhetorical).

b Ask Ss to compare in pairs before going through the answers as a class. ***Stronger classes*** can try to remember what comments were made after the rhetorical questions and check their answers in the audioscript on this page.

Answers: **1** Rhetorical **2** Rhetorical **3** Rhetorical **4** Real **5** Real **6** Rhetorical **7** Real **8** Rhetorical

6a 4.6 Ask Ss to listen and repeat the rhetorical questions. You may want to pause the recording after each question.

b Ask Ss to read the example then put them in pairs to look back at Ex 6a, choose two questions and write a short conversation. Monitor as they do this to help with ideas and vocabulary. When they have finished, ask a few pairs to read their conversation(s) aloud. Praise and encourage appropriate intonation.

7 This is an opportunity to personalise the topic. Put Ss in pairs to read through the problems and discuss. Conduct a brief feedback discussion by asking a few pairs for ideas.

Homework ideas

Workbook: Listening, p31

4B Develop your writing

Introduction

The goal of this lesson is for Ss to write a story. To help them achieve this, they will focus on creating interest in stories.

Warm-up

Ask Ss what the last thing they read was. Discuss if Ss read fiction (novels, stories, etc.) and where and why they do that.

1 Put Ss in pairs to look at the pictures and discuss the questions. After a few minutes, conduct a brief feedback discussion and see who they can identify.

Answers:
2 **A** The Adventures of Pinocchio **B** Frankenstein
C Gulliver's Travels **D** Alice in Wonderland
E (Sherlock Holmes) *A Study in Scarlet, The Sign of the Four, The Hound of the Baskervilles, The Valley of Fear* and 56 short stories

2 Ask Ss to work in pairs and discuss two of the three points. ***Fast finishers*** can discuss all the points. Give them a few minutes. Conduct a whole class feedback discussion and ask Ss if there were any stories that were the same.

3 Ask Ss to list what makes a story interesting. Refer them to the stories discussed in Ex 1 to help with this then put them in pairs to discuss and choose the two most important features.

After a few minutes, elicit their answers and decide on the two most important things as a class.

Suggested possible answers:
– the main character learns something
– the language is rich and beautiful
– It's not just a beginning, middle and then the end. The action shifts between different time periods.
– the characters are developed and feel real

4a Tell Ss they're going to read a story. Ask them to read the first line, look at the words in the box and use these to predict how they are connected to the story. They should work in pairs. In feedback, ask a few pairs for their ideas.

b Give Ss a few minutes to read the story and compare with their ideas. Tell them to ignore the words in italics for the moment. Discuss whose prediction of the story was closest.

c Ask Ss to cover the text and try to remember the story, using the words in the box to help them. They should work in pairs and take turns to reconstruct the story.

5 This exercise is to revise some linkers and see if Ss can apply them in context. Advise Ss that sometimes one or both linkers are possible. Ask Ss to work alone to cross out the wrong linkers then compare in pairs before going through the answers as a class and discussing why the chosen options are correct (and how they differ). Allow plenty of time for this.

Suggested answers:
1 both fine (*by the time* suggests it took quite a long time to get there)
2 cross out *just as* **3** cross out *during* **4** cross out *despite*
5 both fine **6** both fine

6 The aim of this exercise is to categorise the linkers and see if Ss understand their broad meaning. Ask Ss to look at the story again and use the context to identify the function of the linker (1–3). Ask Ss to discuss in pairs then go through the answers as a class.

Answers: **1** by the time, when, as, while
2 but, though, however **3** just like

7 Ask Ss to work in pairs to complete the sentences with the words and phrases in the box. Monitor and help if necessary. Go through the answers as a class.

Answers: **1** However **2** during **3** just like **4** despite
5 while **6** just as (*while* also possible) **7** by the time
8 though

8 Ask Ss what they think of the story. They should give it a mark out of ten (with ten being the best) then discuss their scores in pairs and evaluate how well the story met the criteria from Ex 3. When they have finished, discuss the scores as a class and what is good or not so good about the story. Ss own opinions are the focus here and there are no fixed answers, but you might say it uses some nice language including adjectives, though the ending could be seen as rather clichéd.

9 Refer Ss to the Focus box. Ask them to number the bullet points, then insert those numbers where they find the feature in the story. Pairs compare and discuss, then go through as a class.

Answers:
start or end with something surprising:
the knock on the door at midnight, the dead dog
quickly introduce location/main characters:
rural setting: fields, uncle's wooden house
descriptive adjectives/adverbs:
the orange light of the fire, quickly made our way, old memories, the cool dark basement, hot summer nights, suddenly asked …
old pet dog
use similes:
burning just like someone had poured petrol on it
how people feel:
Before I knew it, I was crying. The saddest thing of all was …

10a Read the example with the Ss and discuss how the adjectives and adverbs add interest. Ask Ss to work alone to improve the sentences.

Suggested possible answers:
2 I closed the door quietly and walked away from the old house for the last time.
3 As I gently opened the ancient book, a faded photograph dropped softly onto the floor.
4 He purposefully moved his purple face near to mine and started shouting furiously.
5 The birds were singing softly outside the window as the pink-and-orange sun came up.
6 When we came in, a tall, thin man with an old suitcase was looking nosily around the store.
7 The train suddenly stopped inside the gloomy tunnel and we all heard a deafening noise outside.
8 The icy rain was falling hard as I walked nervously along the dark street.
9 The elderly woman turned slowly and smiled coldly. Her face brought back horrible memories.
10 As I walked nervously down the dark corridor, I had no idea what my mysterious new boss might want.

Grammar checkpoint

If you think your Ss need it, use the example to discuss briefly the position of adverbs and adjectives. Adjectives precede the noun they refer to. Adverbs are much more fluid in placement. They go near the verb, often immediately after it, but they can also go after an indirect object. For example, *the car slowly drove/the car drove slowly, the car drove into town slowly*, are all possible with no change in emphasis. An adverb doesn't usually go between verb and direct object however. For example, *he closed quickly the book* (✗), *he quickly closed the book* (✓).

b Put Ss in pairs to read their sentences to each other and decide which are the most interesting.

11 Look at the example and ask Ss what grammar comes after *like* in the example (a clause with subject + verb. It could also be followed simply by a noun). Then complete another example as a class before putting Ss in pairs to write their own sentences. Monitor and help with ideas.

Possible answers:

2 I was so scared that my hands were shaking like leaves on the trees in a winter storm.
3 I got home that night and started crying like a baby.
4 I ran home across the fields like someone trying to break a world record.
5 When he finally spoke, his voice was like a summer breeze.
6 I fell into my bed and slept like a dead man.
7 Our taxi driver drove along the narrow mountain roads like a Formula One driver.
8 The noise that came from the forest behind our house was like an angry pack of wolves.
9 We followed him through the streets like dogs chasing a fox.
10 He had eyes like a wildcat and skin like a poisonous snake. When he spoke, his voice sounded just like a machine.

Prepare

12a Ask Ss what they are going to do now. They will know they are going to write a story. Tell them they are first going to choose one of three ideas. Ask them to think alone for a few minutes, then discuss their ideas in pairs.

b Ask Ss to read the bullet points and make notes. Monitor and help with ideas and vocabulary. There is no need for whole class feedback because Ss will be working on different ideas.

Write

13 Ask Ss to use their notes to write 150–180 words. If they have been working in pairs until now, they should write alone, but they can continue to support each other while they write (for example, helping with spellings). Monitor and help if necessary.

Homework ideas

Workbook: Writing, pp.34–35

4c Develop your reading

Introduction

The goal of this lesson is for Ss to understand an article. To help them achieve this, they will focus on guessing meaning.

Warm-up

Ask Ss what they know about Oman. If possible, show a map of where it is and discuss the region.

1a Ask Ss to work alone and tick the experiences they have had.

b Put Ss in groups of three or four to discuss. When they have finished, invite feedback and see how many Ss have had each experience. Ask Ss if they (would) like to travel business class/stay in luxury hotels, or if they think it's a waste of money.

2 Ask Ss to look at the introduction to the article and choose the main point that it makes. Tell them to ignore the words in bold and not to look them up. Give them just a few minutes to encourage fast reading, then elicit the answer.

Answer: b

3a Ask Ss to match the words in the box with the words in bold in the text. One word will be used twice. They should use the context to help them. To check their ideas, ask Ss to read the sentences from the text with the substituted words to see if it sounds right.

b Ask Ss to check their answers using the Focus box. Read the advice as a class.

Answers: disastrous = bad incredibly = really
seriously = really set off = went tough = hard

4 Ask Ss to now read the rest of the article and tick the reasons the resort gets excellent reviews. Tell them to ignore the words in bold for the moment. Give them a few minutes. Then go through the answers as a class.

Answers: The author mentions: 1, 2, 4, 5, 7

5 Tell the Ss they will now look at the words in bold in context and choose the best meaning. Ask Ss to compare answers in pairs then go through as a class. Pronounce the words and discuss.

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

6 Ask Ss to complete the sentences with the words in the box. Ask Ss to compare answers in pairs then go through as a class.

Answers: 1 tiny 2 amazing 3 delicious 4 awful
5 boiling 6 freezing 7 huge 8 exhausted

7 This is an opportunity to personalise the adjectives. Give an example yourself, e.g. *I had my own bedroom when I was at university. It was so tiny I couldn't invite any friends to visit me.* Ask Ss to think alone for a few minutes then discuss in pairs. ***Weaker classes*** may need to write their examples first. When they have finished, ask a few Ss to report on something they learnt from their partner.

8 Put Ss in pairs to discuss the questions. Encourage them to extend the conversation, ask follow-up questions and give reasons. When they have finished, ask pairs if they have any interesting points to share on any of the questions.

Homework ideas

Workbook: Reading, pp.32–33

5 OVERVIEW

5A A bright future
Goal | interview someone about future plans
Grammar | future forms
Vocabulary | running a company
GSE learning objective
Can describe future plans and intentions in detail, giving degrees of probability

5B Living the dream
Goal | talk about new projects
Grammar | adverbs used with the present perfect
Vocabulary | new projects
GSE learning objective
Can describe how much of a work related task has been completed

5C A good education
Goal | take part in a discussion
Grammar | comment adverbs
Vocabulary | education
GSE learning objective
Can take part in a discussion on a topic of general interest, given time to prepare

5D English in action
Goal | agree and disagree
GSE learning objective
Can show degrees of agreement using a range of language

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

5A Word building: verbs to nouns

5C Confusing words

DEVELOP YOUR SKILLS

5A Develop your writing
Goal | write an essay
Focus | using supporting examples
GSE learning objective
Can write a simple discursive essay, if provided with a model

5B Develop your reading
Goal | understand a blog
Focus | recognising attitude
GSE learning objective
Can recognise the general line of a written argument though not necessarily all the details

5C Develop your listening
Goal | understand a lecture
Focus | understanding explanations
GSE learning objective
Can recognise that a speaker is clarifying points they have made in a simple presentation or lecture

5A A bright future

Introduction

The goal of this lesson is for Ss to be able to talk about future plans. To help them achieve this, they will revise future forms in the context of running a company.

Warm-up

Display a range of logos for well-known national and international companies that you expect your Ss to know. Put Ss in pairs or groups of three to identify the companies. Give them a few minutes to do this. When they have finished, invite Ss to name the companies they can see. This can be surprisingly difficult! With ***weaker classes***, further revise related vocabulary that will be useful in upcoming tasks as you conduct feedback. For example, clarify the meaning of *expand* and *takeover* by asking Ss for examples of each of these in the context of the companies discussed.

Vocabulary

Running a company

1a Ask Ss to work alone and write the names of companies. If you have used the Warm-up, they can refer to these.

b When they have finished, put Ss in pairs to compare their ideas, then have a whole class feedback discussion and see if Ss agree on which companies are good employers and why.

2 Focus attention on the article, which is about how a company has grown. Ask Ss to read it and use the context to help them understand the vocabulary in bold. Complete the first sentence as an example. When they have finished, elicit Ss' answers and discuss any doubts they have.

Answers: **1** competitor **2** breaking even **3** set up **4** take over **5** launching **6** loss **7** export **8** profit **9** markets **10** expand **11** field **12** wages

Vocabulary checkpoint

Wage and *salary* are both money that you get for working. *Wage*(*s*) is usually plural and refers to a weekly payment. It is most often used to refer to non-skilled labour. *Salary* refers to the annual (yearly) amount of pay and more generally to professional sector work. Point out also the stress pattern in the following verb/noun word pairs, where the noun is stressed on the first syllable, while as a verb the second syllable is stressed: *a takeover/ to take over, an export/ to export, an import/ to import*.

3 This is an opportunity to practise the new vocabulary in context. Put Ss in groups of three to ask and answer the questions. Conduct a brief feedback discussion to see what Ss think and elicit any common ideas.

Optional alternative activity

Divide the questions among the class. Ask Ss to take three questions and survey the group, moving around the class. When they have finished, ask them to summarise the responses and report back to the class.

Teaching tip

Ss sometimes enjoy getting out of their seat and asking different people. This is a kind of drill activity as well, since they ask the same questions several times. It refreshes the class if they are feeling a bit sleepy and the report back summarising the opinions of the group should be of interest to everybody, as they are comparing with a wider group than the usual one or two neighbours. While Ss do this, monitor and help them find new partners as needed.

VOCABULARY BANK 5A p160

Word building: verbs to nouns

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Elicit the first answer as an example. Point out that (a) and (b) use different forms of the same word in the box. Ss complete the sentences alone, then check in pairs. Check answers with the whole class.

Answers: **1a** action **1b** act **2a** authorise **2b** authorisation **3a** complete **3b** competition **4a** creation **4b** create **5a** persuade **5b** persuasion

b Ss discuss in pairs then feedback.

2 Ss discuss in groups of three. When they have finished, ask a few groups to share one topic they talked about.

Further practice

Photocopiable activities: 5A Vocabulary, p193

Reading

Culture notes

A tech (**technology**) **company** is a kind of business that focuses on developing and manufacturing technology. **Information technology** (**IT**) is a subset of this. Famous tech companies include Google, Samsung and Microsoft. Innovation in this area can be very fast, with *tech start-ups* that have a good idea being bought up by the larger companies who want to develop and monetise the idea.

4 Tell Ss they're going to read about new developments in tech companies. Ask them to read quickly to find and highlight the five future plans in the article. Give them a few minutes for this. Then check answers and highlight the text on the board if you have access to a projector or IWB.

Answers: The five future plans mentioned are:
the launch of a driverless car service; a flying taxi service; the opening of supermarkets and specialist stores; controlling and owning the delivery process; starting a media company.

5 Read through the questions as a class and deal with any vocabulary queries. Then ask Ss to read the article again more carefully and answer the questions. Ss discuss their ideas in pairs before class feedback.

Answers:
1 They all want to expand into other markets.
2 Bad traffic in cities.
3 August 2023
4 High-quality original films and TV series.
5 They might lead to job losses for other companies.

6 Ask Ss to discuss their ideas in groups of three. Have a whole class discussion and write the ideas on the board.

Teaching tip

Ss may find it difficult to articulate their ideas about abstract or complex topics such as this. It can be helpful to elicit and write useful phrases for agreeing, disagreeing and expressing opinion before starting their discussion. For example: *I'm with you there, I agree, Yes that's right/ I'm not sure, Do you think so?, I don't really agree*, etc. Ss will meet more terms for agreeing/ disagreeing in lesson 5D so this will be a useful recap.

Grammar

Future forms

7 Ask Ss to look back at the highlighted sentences in the article and underline the future verb forms. Tell Ss you are going to look at how these forms differ in meaning. Focus attention on the first example sentence in the Grammar box and ask Ss to identify the tense of the verb in bold , choosing the correct tense in the box. Ss continue to read the Grammar box and choose the verb forms, using the examples to help them, then check in pairs. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

Answers: **1** the present continuous **2** *be going to* **3** *will* **4** *might* **5** the future continuous

Grammar checkpoint

This may be the first time that Ss have seen several future forms together. One of the difficulties is that the various options are chosen according to how we view the future. The form chosen therefore, can be quite fluid. It is not a simple case of how distant the future is, as many Ss imagine. It might be helpful to ask Ss which of the forms is most common (*going to*) and which the least (future continuous).

GRAMMAR BANK 5A pp.144–145

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** not possible (*going to* is a plan or decision already made)
2 not possible (*may go* is only a possibility; otherwise A would not suggest going home now)
3 not possible (the presentation is planned and organised)
4 He'll be
5 not possible (the travel is already decided and organised)
6 not possible (A expects that his itinerary is already decided and organised)
7 not possible (these meetings are already decided and fixed)
8 he'll need
9 you'll have to
2 **1** might lower **2** 're going to focus **3** is, opening **4** 'll be running **5** 'll continue

8a 5.1 Focus attention on the sentences. Play the recording for Ss to listen to how the future forms are pronounced. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

b Ask Ss to listen again and repeat the sentences after the recording.

Pronunciation checkpoint

going in *going to* is usually stressed, along with the main verb that follows; *to* is not usually stressed and is weak. The contracted form of *will* is hard to hear, particularly if it is followed by a consonant. When followed by a vowel, the */l/* is clearer. Compare, *They'll never do it* with *They'll always do it.*

9 Look at the first sentence with the class. Discuss which form is correct or if both forms are possible (only *might take us over* is correct as the following sentence includes possibility). Remind Ss that sometimes both forms are possible then ask them to continue to choose the correct options alone then check in pairs, using the Grammar box. Check answers with the whole class. Discuss the reason for each answer.

Answers:
Correct alternatives:
1 might take us over **2** both **3** both **4** are going to buy, both
5 're launching **6** will be trying to

10a Ss work alone to make notes. With ***weaker classes***, you may want to complete this as a written exercise, where Ss write sentences before they tell each other.

b Ask Ss to work in pairs and tell each other their plans. Remind them to try and include a range of future forms used for plans. Encourage Ss to ask follow-up questions and when they have finished, invite Ss to report on one of their partner's plans.

Further practice

Photocopiable activities: 5A Grammar 1, p191; 5A Grammar 2, p192

Speaking

Prepare

11a 5.2 Tell Ss they will roleplay an interview between a business owner and a journalist, but first they will hear an example of two people doing the same. Play the recording for Ss to listen and make notes on the questions. Check answers with the whole class.

Answers:
1 A translation company
2 The company is three years old (but he started doing this kind of work 15 years ago)
3 It's doing OK. But facing competition from (free) online translation services.
4 He's going to expand and start offering Spanish as well.

Audioscript 5.2

Journalist: So, what do you do, Oleg?
Oleg: Well, I run my own translation company. Mostly, we translate famous books from Russian to English and English to Russian, but we also translate some newspaper articles as well.
Journalist: OK, interesting. And how long've you been doing that?
Oleg: Well, I started doing it on my own almost fifteen years ago, but I only set up the company three years ago, so we're actually quite new.
Journalist: How's the company doing at the moment?
Oleg: That's a good question. I'll need to think about that. I guess we're doing OK. I employ twelve people full-time and six more part-time, but to be honest, I'm a bit worried about things.
Journalist: Why's that?
Oleg: Well, technology makes our life harder. Lots of people just use online translation sites, even though we offer a much better service. People don't pay as much as they did in the past because they know they can get things for free on the internet.
Journalist: That must make life hard.
Oleg: It does. But it also means we just have to try even harder!
Journalist: So, what're your plans for the future?
Oleg: I'm glad you asked me that. We're actually planning to expand. We're going to start working with Spanish as well. It's such a popular language now. We'll soon be offering three languages – all at our usual high level!
Journalist: That sounds great. Good luck with it.

b Divide Ss into A and B pairs. Refer As to p168 and Bs to p170, and ask them to choose a situation and make notes on how they will answer.

Optional alternative activity

Put Ss in pairs of AA and BB to prepare. This means they can discuss and help each other. It is a good approach for ***weaker classes*** and also to give increased speaking practice. While they prepare, monitor and help. When they have finished, re-pair them AB, AB to start the roleplay.

Speak

12a Ask Ss to read the Useful phrases. Drill pronunciation of the phrases if needed. Tell them to follow the instructions, with A starting as the journalist. Monitor and listen to the roleplay. When they have finished, give feedback.

b Ask Ss to change roles and repeat the roleplay.

Optional extra activity

Ss repeat the roleplay with a new partner, ***stronger classes*** choosing a different business situation, ***weaker classes*** repeating the same. It's a good idea to have a brief feedback stage prior to changing partner, so that they have a chance to correct any errors and share any good phrases other Ss may have used.

Reflection on learning

Write the following questions on the board:
What did you learn today?
In what situations do you think you'll use this language in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 5A Ex 1–2, pp.144–145
Workbook: 5A, p36
App: grammar and vocabulary practice

Fast route: continue to Lesson 5B
Extended route: go to p106 for Develop your writing

5B Living the dream

Introduction

The goal of this lesson is for Ss to talk about new projects. To help them achieve this, they will revise adverbs used with the present perfect and vocabulary about new projects.

Warm-up

Give your own example of changes you've made in your life, e.g., *Last weekend, I moved the furniture around in my sitting room. I wanted to create more space; I gave up smoking a few years ago. I wanted to be healthier.* Ask Ss if these are big or small changes in their view, then ask Ss to tell each other about any big or small changes they have made in their lives recently and why they made those changes. When they have finished, ask Ss to volunteer to share interesting changes with the class.

Reading

1 Focus attention on the questions and check Ss understand the phrase *get rid of* (*If you get rid of something, do you still have it? No*). Put Ss in pairs to answer the questions. When they have finished, ask a few Ss to share their ideas. Have a brief class discussion on which is the hardest to do and why.

2 Ask Ss to look at the article, find the answers and write the names beside the questions. Give them a few minutes to do this, to encourage gist reading. When they have finished, ask pairs to compare their answers then check with the whole class.

Answers: **1** Greg **2** Klara **3** Klara **4** Lisa **5** Vana **6** Lisa

Optional extra activity

Ask Ss to comment on which project they read about was the hardest and compare it with their opinion in Ex 1.

3 Ask Ss to work in groups of three or four to discuss the questions. When they have finished, ask groups to tell the class about one of the questions.

Grammar

Adverbs used with the present perfect

4 Write an example on the board: *I've changed my job.* Ask Ss if they can add one word to give more information about when you left, without changing the tense (*just*). Ask Ss where this should go in the sentence (after the auxiliary *have*), what it is (it's an adverb) and why it's used (to give further information about the verb). Ask Ss if adverbs always go in this same place (unfortunately not). Refer Ss to the adverbs in the box and ask them to work alone to place them in the sentences, then check their answers in the text. Go through the answers as a class and discuss if the adverbs can go anywhere else.

Answers:
1 We've just begun to work on the garden
2 I've only completed my first year.
3 I still haven't thought much about what I'll do when I graduate.
4 I haven't made any money yet and I've already spent the loans I got. (*I haven't yet made* is also possible)
5 I've even sold most of my clothes.

5 Put Ss in pairs and give them plenty of time to read the Grammar box and complete the rules and examples, using the adverbs in Ex 4. Check answers with the whole class, and be prepared to give further explanations/examples where necessary.

Grammar checkpoint

Point out that *yet* is used in negatives and questions. *Yet* and *still* can be considered as having the same meaning. *He still hasn't done it. = He hasn't done it yet.* Negatives with *already* are less common. We use *still* to refer to the continuation of a situation, not *already* or *yet*, e.g. *I still eat fish* (not *I already eat/I eat yet*).

Answers: **1a** still **1b** yet **2** just **3** already **4** So far **5** even **6** only

GRAMMAR BANK 5B pp.144–145

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** only **2** just **3** So far, already, yet
4 just (*already* also possible)
5 yet (*so far* also possible), even
2 **1** … but I still haven't finished it.
2 I've been to 16 so far./So far, I've been to 16.
3 I've already had three job interviews this month, but I haven't heard anything yet.
4 I've just returned from … There are only two I haven't been to now!
5 I've only saved …
6 … I haven't had much luck lately. I haven't even caught a small one for ages now.

6 5.3 Focus attention on the sentences. Play the recording for Ss to listen to how they're pronounced and then repeat them. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

Adverbs such as these add emphasis and show how we are feeling. They can be stressed for extra emphasis. Compare, *She hasn't decided* (neutral), *She still hasn't decided* (emphasises that this is surprising), *She <u>still</u> hasn't decided* (and I'm exasperated by that!). Ss can practise the sentences in Ex 6 in pairs, varying the stress.

7 Go through the first example with the class, eliciting the correct option, then ask Ss to continue alone then check in pairs. Check answers with the whole class. Discuss why each option is correct (due to its position in the sentence or the overall meaning).

Answers: **1** just **2** still **3** even **4** already **5** yet … only **6** even … yet **7** so far … still **8** so far … only

8 Give Ss a few minutes to work alone and think of ideas, then put them in pairs to discuss. Monitor and help if necessary, paying attention to the use of adverbs. When they have finished, ask a few Ss to share an interesting point their partner talked about.

Optional alternative activity

With ***weaker classes***, Ss will benefit from writing the sentences first.

Further practice

Photocopiable activities: 5B Grammar 1, p194; 5B Grammar 2, p195

Vocabulary

New projects

9 Refer Ss to the questions and answers. Tell Ss to make sure they have noticed and checked their understanding of the words in bold. Match the first one as a class, then ask Ss to continue alone before checking in pairs. Go through the answers as a class and further check and deal with pronunciation as needed.

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

Optional extra activity

Ss work in pairs and take turns to ask and answer the questions, first using the answers provided and then a second time giving their own answers. Some of the questions may not apply to their lives (e.g. house building), so advise Ss to leave these out or invent the answers. This task provides both pronunciation and personalised speaking practice.

Vocabulary checkpoint

Point out that words differ in meaning regarding frequency of use and level of formality. *To quit = to leave/stop* is quite informal. *A destination = place to go* is formal and rather unusual in spoken language. *To get rid of = to remove* is informal, but quite frequently used.

10 Put Ss in groups of three or four and ask each one to choose a topic and make a few notes before sharing their experience with the others. Encourage Ss to ask follow-up questions. When they have finished, ask each group to report back on one interesting thing they talked about.

Further practice

Photocopiable activities: 5B Vocabulary 1, p196

Speaking

Prepare

11 5.4 Tell Ss they are going to talk about two new projects, but first they will hear two people doing the same. Ask them to listen to the recording and answer the questions. Check that Ss understand *to struggle* (to experience difficulty). Go through the answers as a class.

Answers: 1 Moving house 2 OK

Audioscript 5.4

A: Have you found a new place to live yet?
B: Oh, haven't I told you? We found a place in town a while ago. We've just moved, actually.
A: Oh, that's great. And how's it all going?
B: OK, but there are still some things to sort out.
A: I can imagine.
B: The first thing is we're sleeping on the sofa at the moment because our old bed was too big to get into the bedroom.
A: Oh no! What have you done with it?
B: We had to get rid of it!
A: What a shame!
B: I know! And there's a problem with the roof that still hasn't been repaired.
A: Oh dear. It sounds like a bit of a mess?
B: No – it's not that bad. I've got all the wifi and electricity and that stuff connected. And we'd already painted the place before we moved in, so it's actually looking good. My parents like it anyway – so it must be OK.
A: That's true. So are you going to have a party?
B: Maybe, but I haven't met the neighbours yet, so maybe we'll wait for a while.

12 Go through the instructions with the class and divide Ss into A and B pairs. Refer As to p169 and Bs to p168 and give them a few minutes' preparation time.

Optional alternative activity

If you have plenty of time and space, put all the As into one group, and Bs into another group. They read their texts and plan together what they will say. After a few minutes preparation time, pair up each A and B Ss and start the roleplay. When they have finished, send them back to their A and B groups to discuss how it went. Then pair up A and B Ss again. The next time they re-pair, they may be with different Ss or not, depending on how the activity went. This extra preparation time can really help Ss become less reliant on teacher intervention.

Teaching tip

With extended speaking activities, try playing background music at a low volume. It can make Ss feel less self-conscious. Ideally, instrumental music is best.

Speak

13 Ask Ss to start the roleplay. Refer Ss to the Useful phrases box, and remind them that animated intonation is especially important when encouraging a partner to speak in the first three items. Monitor and make notes on good use of language or errors with target language. When they have finished, write the errors on the board and ask pairs to try and correct them before clarifying as a class.

Optional extra activity

Ss tell each other about a real project they have on at the moment.

Reflection on learning

Write the following questions on the board:
How far do you think you achieved the lesson goal?
What learning goal would you like to set for yourself?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 5B Ex 1–2, pp.144–145
Workbook: 5B, p37
App: grammar and vocabulary practice

Fast route: continue to Lesson 5C
Extended route: go to p108 for Develop your reading

5c A good education

Introduction

The goal of this lesson is for Ss to take part in a discussion about education. To help them achieve this, they will look at comment adverbs and revise vocabulary related to education.

Warm-up

Ask Ss to complete the following two sentence starters. Give them a few minutes to think of and write their ideas.

Education is … ('the most powerful weapon you can use to change the world', Nelson Mandela).

The secret of education … ('lies in respecting the pupil', Ralph Waldo Emerson).

Ask Ss to share their ideas then write the actual quotes and who said them on the board. Decide as a class on the best quotes, one of theirs or the originals.

Reading and vocabulary

Education

1 Ask Ss to read the facts and discuss in pairs what is good or bad about them. If you have a multilingual class, try and mix the nationalities. If not, try and mix age or gender to generate more discussion. If your class is monolingual and of similar ages, you could also ask Ss which of the situations appeals to them the most/least. Have a brief whole class feedback discussion.

Optional alternative activity

After Ss discuss the advantages and disadvantages of each approach in pairs, if you have time for a longer feedback session, discuss each one in turn eliciting Ss ideas and putting useful vocabulary on the board. If you have less time, only ask Ss if there were any they could not think of advantages or disadvantages for and see if another pair can provide an answer.

2 Tell Ss to make sure they have noticed and checked their understanding of the words in bold. Then focus attention on the words in the box and ask Ss to work in pairs to complete the sentences. Go through the answers as a class and clarify meaning further as needed.

Answers: **1** pressure **2** discipline **3** explore **4** raise **5** attention **6** cover **7** suit **8** perform

Optional alternative activity

With ***weaker classes***, ask Ss to first circle the words they know and underline those they are unsure of, then compare with a partner and explain any unknown words to each other. Point out that the words in bold are collocates of the words in the box and that context will help them understand the meaning further. If you see that Ss don't really know any of the words, allow them to use dictionaries or their phones to check before starting the exercise.

Optional extra activity

Ss tick the statements they agree with and mark a cross next to those they disagree with. They then discuss in pairs or small groups, giving their reasons.

3 This is an opportunity to practise and personalise the vocabulary. Put Ss in pairs to discuss the questions. Conduct a brief feedback discussion and encourage Ss to listen to each other's ideas.

Suggested possible answers:

1 getting a job abroad might encourage them, or having a friend/partner from that country … having negative cultural feelings about the country may put them off, or having teachers they don't like

3 cutting class sizes, training teachers more, paying teachers more, extra tutorials, extra classes, online assistance and extra study

4 Best: lots of student engagement/interesting lessons; praise and reward good behaviour; have clearly staged sanctions for bad behaviour; establish rules, e.g. don't talk when someone else is talking
Worst: shouting

Teaching tip

Ss benefit from listening to each other and learning from each other. To encourage this, the use of pair and groupwork is used consistently. Additionally, if Ss share answers with the class it's helpful to make sure they listen to each other by giving a task. The feedback is not just a performance for the teacher. For example, *listen and compare with your ideas* or *listen, and at the end we'll decide whose idea is the best.*

VOCABULARY BANK 5C p160

Confusing words

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Elicit the first answer as an example. Ss choose the correct options alone, then check in pairs. Check answers with the whole class.

Answers:

1 **1a** studying, learnt **b** study
2a missed **b** lost
3a course **b** career
4a sensible **b** sensitive
5a advised **b** recommended
6a effect **b** affect

2a Point out that Ss must choose the correct word and then consider the sentence grammar. Ss should work alone then check in pairs. Go through the answers as a class.

Answers:

1 learn **2** course **3** lost **4** missed **5** recommended **6** advise

b Put Ss in pairs to ask and answer the questions in 2a. When they have finished, ask a few pairs to share an interesting answer.

Further practice

Photocopiable activities: 5C Vocabulary, p199

Listening

4 5.5 Tell Ss they are going to listen to a discussion about education and UK schools. Tell them to make notes on the three questions then compare answers in pairs before going through as a class.

Answers:
1 homework
2 Olga is a parent, Josh is a student, Franny is a teacher.
3 class size

Optional extra activity

Ss first discuss what they know about the UK education system, then listen again and check if their ideas are mentioned.

5 Tell Ss they will now listen again for more detail. Give them a few minutes to read through the sentences, then play the recording for them to tick the opinions mentioned. Go through the answers as a class.

Answers: Tick: 1, 2, 4, 5, 7

6 Put Ss in groups of three or four to discuss homework, referring to the opinions in the recording and their own experience. Conduct feedback. Ask Ss if they feel they have enough English homework, if you feel it's appropriate.

Audioscript 5.5

Chair: So, Olga, you've got a child at school here and I know you're a bit concerned about the teacher's approach.
Olga: Yes, from a Russian perspective, I don't think they teach enough here – there's too much play. And generally, teachers don't set enough homework – not as much as they would back home anyway.
Chair: Franny, what do you think?
Franny: Actually, when I trained as a teacher, the research said that basically homework makes no difference to children's progress.
Olga: Personally, I find that difficult to believe.
Chair: Yeah, I've heard that, too. But I think it depends on the age. So it may benefit secondary school kids, but not primary. I guess you're talking about primary, though, Olga. Right?
Olga: Yes, but apparently, it's the same here with secondary school. I have a friend who has a 14-year-old and she says he doesn't get enough homework either.
Chair: So, Olga, when you say not enough, what do you mean?
Olga: Well, my son might get a few words to learn how to spell each week, but that's about it. Obviously, he's not getting enough homework.
Chair: In terms of things to learn, that's similar for my daughter, but actually, she brings home a book to read with us most days as well.
Olga: Well, obviously, I read with my son, but I don't see that as homework. That's just being a parent.
Franny: Unfortunately, that's not always the case, though, is it? I mean, lots of children don't have that support from their parents, so it's good to encourage reading. The real problem is that if they set too much homework, it puts lots of kids off studying.
Olga: But if you give more homework, you demand more, you set a higher standard.
Franny: Hmm. I'm not so sure.
Chair: What about you, Josh? As someone who's still at school, what do you think?
Josh: Unfortunately, I'm having to do quite a lot of homework at the moment, because I have exams soon, but luckily, I didn't have much before now. I actually don't get the point of homework, though. I mean, I think about my parents. They go to work for seven hours or whatever and then they come home. They don't have to do more work.
Franny: Apart from cooking, washing …
Josh: You know what I mean! I mean, they don't have to do more of their job. I go to school for six hours every day. I do my job. That should be enough time for studying. And half the time, homework is just doing the same as we did in class. It puts too much pressure on us!
Olga: Yes, but it's important to repeat things. That's how it sticks in your head! I mean, as you study for your exams, you'll be repeating things, right?
Franny: Yes, and in terms of remembering stuff, as a rule, studying a little every day is better than doing a lot of revision just before an exam.
Josh: But I get that at school – anyway, I thought you were against homework!
Franny: Generally, I am. I just don't think you should try and remember everything just before a test either.
Chair: OK! Let's move on to another subject – class sizes. Surprisingly, research seems to show that having a smaller class size also makes very little difference to students' grades.
All: Really?

Grammar

Comment adverbs

7 5.6 Tell Ss that you are going to use sentences from the listening to study some grammar. Play the sentences for Ss to write the missing adverbs. Pause as necessary to allow time for them to write. Ask pairs to compare then check answers with the whole class. Write the adverbs on the board, so Ss can check their spelling, mark the stress and drill pronunciation.

Answers: 1 Generally 2 Actually, basically 3 Personally 4 apparently 5 Obviously 6 Unfortunately, luckily

Optional extra activity

With ***stronger classes***, ask Ss to suggest why we use the adverbs and discuss their meaning before looking at the Grammar box and checking their ideas.

8 Ss should now match each adverb from Ex 7 with its meaning in the Grammar box. This is quite easy, as they have the first letter provided, but remind them that they need to read and understand the meaning. Go through the answers as a class, asking Ss to pronounce the adverb and read its meaning. Discuss any that Ss have difficulty with.

Answers: Actually Apparently Basically Generally Luckily Personally Obviously Unfortunately

GRAMMAR BANK 5C pp.144–145

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 1 Actually 2 Surprisingly 3 Basically 4 personally 5 luckily 6 unfortunately
2 1 felt incredibly proud …
2 Amazingly, my daughter got …
3 absolutely exhausted …
4 Hopefully, you checked your answers carefully before …
5 Apparently, it takes … a really good …
6 Personally, I thought … explained things very clearly, but … I obviously didn't do it that well.

9a 5.7 Ask Ss to listen for the pronunciation of the adverbs. Check answers with the whole class. Ask Ss why the attitude adverbs are stressed (to add emphasis). Be prepared to give further examples and drill the sentences chorally and individually.

Pronunciation checkpoint

Ss may struggle to pronounce some of these adverbs, especially the longer ones. First mark the stress on each, then count the syllables. Sometimes a syllable is not pronounced at all. For example, *basically* is pronounced /ˈbeɪsɪkli/ and has three clear syllables, while it might appear to have four. *Generally* can also have only three syllables, /ˈdʒenrəli/, though sometimes it's pronounced with four, /ˈdʒenərəli/. These unpronounced syllables are sometimes called collapsed syllables.

b Ss listen to the sentences again and repeat, paying attention to the rhythm and stressing the adverbs as appropriate.

10 Go through an example with the class then ask Ss to work alone to choose the correct options, then check answers in pairs. In feedback, nominate Ss to say each statement in full, so they can stress the adverb.

Answers: **1** actually **2** Unfortunately **3** Hopefully **4** Apparently **5** generally **6** Basically

Optional extra activity

Ss first tick or cross then discuss in pairs or small groups which of the ideas expressed they agree or disagree with.

11a Write the first sentence beginning on the board and invite completions. Accept any reasonable ideas then tell Ss to work alone to complete the sentences (they don't have to be about education).

b Put Ss in pairs to read their sentences to each other and explain their ideas. When they have finished, nominate a few Ss to tell the class something interesting they learned from their partner.

Optional extra activity

Fast finishers can write more continuations. Encourage Ss to ask follow-up questions.

Optional alternative activity

In Ex 11a, ask Ss to write three of the statement continuations with true answers and three with false. Their partner should then listen and decide if each statement is true or false.

Further practice

Photocopiable activities: 5C Grammar 1, p197; 5C Grammar 2, p198

Speaking

Prepare

12 Explain that Ss are going to have a discussion about education and refer them to the statements on p168. They should first tick or cross each statement if they agree or don't agree with it, then note some comment adverbs they could use in the discussion.

Speak

13 Put Ss in groups of three. If you feel Ss may benefit, nominate a chair to organise the discussion (see Teaching Tip). Read through the instructions together and refer them to the Useful phrases box, then ask them to start discussing each question in turn. When they have finished, ask each group to tell the class the two things they think would make the biggest difference.

Teaching tip

A Chair(person) will organise the discussion, try to keep it going and make sure everyone has a chance to speak. Either groups choose their own chair, alternatively, you choose the chair. It can be useful to choose a dominant talkative character as the chair, so that they cannot dominate and must take a back seat on this occasion. For discussion, groups of three or four and no larger should allow all to participate.

Optional alternative activity

Encourage Ss to have a thorough discussion about only one of the topics at a time. Write the topics on cards and give one to each group. Tell Ss they must really explore the topic, then one student can raise their hand when they are ready to move on and you give them a new card. Each new topic discussion must be led by a different person in the group. Ss can prepare individually as planned, then each time they receive a new topic, Ss can refresh their notes before starting the discussion.

Reflection on learning

Write the following questions on the board:
How will the language you learnt in this lesson help you in your everyday life?
How do you think we could improve your learning in the English class?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 5C Ex 1–2, pp.144–145
Workbook: 5C, p38
App: grammar and vocabulary practice

Fast route: continue to Lesson 5D
Extended route: go to p110 for Develop your listening

5D English in action

Introduction

The goal of this lesson is for Ss to agree and disagree. To help them achieve this, they will learn some language used to express agreement and disagreement.

Warm-up

Ask Ss to tell each other in pairs what the last thing they bought was, where they bought it and how much it cost. Conduct a brief class feedback discussion to see what kinds of things Ss are buying.

1 Put Ss in pairs to discuss the questions. After a few minutes, invite a few pairs to give their answers and have a whole class discussion about how Ss prefer to shop (online/small shops, etc.) and why.

2a 5.11 Explain that the Ss are going to listen to two people discussing a piece of news and they should listen and answer the questions. Play the recording and ask them to compare their answers in pairs before conducting feedback.

Answers:
1 Two shops have closed on their local high street (a card shop and Pages)
2 The man

b Ask Ss to listen again and write down the missing words. You may need to pause the recording to allow enough time to write. Ask them to compare their answers in pairs and offer a chance to listen again, but don't go through the answers yet.

Teaching tip

In intensive listening, Ss need to write down what they hear. It is quite difficult, as words run together and they can hear a few words as one 'chunk'. As they hear each section, tell Ss to note down what they hear, then after listening, they work out the words in pairs. Finally, in feedback, writing the words on the board and drilling them can help Ss see the link between the written and spoken form.

3 Refer Ss to the Useful phrases box to check their answers in Ex 2b, then go through as a class. As you check, write the answers on the board, so Ss can check their spelling and drill as needed.

Answers: 1 Fair point 2 partly to do 3 not so sure 4 That's true 5 Up to a point 6 You might be right 7 Absolutely, I half agree 8 I suppose

Audioscript 5.11

Woman: Did you see there are two more shops that have closed on the High Street?
Man: Really? Which ones?
Woman: The card shop and Pages.
Man: Pages? No way! I loved that shop. You could get all kinds of stuff in there.
Woman: I suppose, but when was the last time you went there?
Man: Fair point. It's been a while.
Woman: You just don't need these shops anymore. We've got the internet instead.
Man: Yeah, it's partly to do with that. It is often cheaper online – but then the government doesn't help by having such high taxes on these shops.
Woman: Sure, but even if it was the same price, the internet is just more convenient. People don't want to go into town to shop.
Man: I'm not so sure that's true. People still go to the big shopping centre.
Woman: Yes, but they can drive there. Why walk into town when you can order easily from the comfort of your own home?
Man: I don't know. It is easy to order online, sure, but it's not always convenient to get what you've ordered, is it? I mean, how often do you have to wait for the delivery? Then they don't turn up or you're out and you have to pick it up somewhere. It's almost easier to go into town.
Woman: That's true, but obviously most people don't think so or there's some other reason they're not going there.
Man: It's sad.
Woman: Up to a point. I feel bad for the people who were working there, but I just think it's life. Nothing stays the same! Most of the shops that have closed down have just failed to adapt to modern life.
Man: You might be right, but it's depressing seeing the empty shops and it attracts bad people and it leads to crime.
Woman: Absolutely, but they could replace the shops with cafés or an arts centre.
Man: Yeah, I half agree, but part of me just wants those old shops – and the street market we used to have.
Woman: But not enough to go to them!
Man: I know – but there are loads of cafés already. Do we need any more?
Woman: So replace them with houses ... or a library – it could be anything! You just don't like change.
Man: I suppose. Anyway, what do you fancy doing later? ...

4a 5.12 Tell Ss to you are going to look at how the phrases in Ex 2b are pronounced. Read the bullet points then listen to the phrases.

b Ask Ss to listen and repeat, first chorally and then individually, pausing the recording between phrases.

5a Tell Ss they are now going to practise using the phrases by talking about shopping. Give them a few minutes to read the statements and tick the ideas they think will work and cross those they think won't work. If they agree with the idea, they should write a supporting explanation, if they disagree they should give a reason or counter-argument, starting with *but*. Monitor and make sure that Ss are completing the task correctly.

b Put Ss in groups of three or four. Ss take turns to read out the statement they chose and give the response they prepared. They then try to continue the discussion with the others in their group. When they have finished, the next student reads out their statement. Monitor and note errors for correction and examples of good language use. When they have finished, discuss as a class which idea is the best and write the errors/good language on the board for Ss to correct or copy down.

Optional alternative activity

Decide as a class which statements are (not) going to work and brainstorm some ideas on the board, listing them as *for* and *against*. Everybody prepares their argument, with ***weaker classes*** using the ideas on the board and then all the Ss have the same discussion at the same time. When they have finished, repeat the process with the next topic. This approach has the advantage of both Ss knowing what the topic is in advance and being able to prepare more fully. You could also divide Ss into *for* and *against* groups, then team up two groups, so they don't agree and can have a longer discussion.

Reflection on learning

Write the following questions on the board:
What did you practise in this lesson?
In what other situations do you think you can use this language in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p39
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

5 Check and reflect

Introduction

Ss revise and practise the language of Unit 5. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Ss complete the sentences alone then check in pairs. In feedback, ask Ss to read the sentences aloud, so that they can practise their pronunciation.

Answers: **1** set up **2** take over **3** make **4** break even **5** expand **6** launch

2a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: **1** 'm going to set up **2** might be **3** 'm meeting **4** will make **5** 'll be working

b Ss work in pairs to talk about the plans of friends or family. You could give an example yourself first. When they have finished, ask a few pairs to give an example of a plan they talked about.

3a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: **1** yet **2** even (or just) **3** already **4** just **5** only **6** So far, still

b Ask Ss to make a few notes alone then work in groups to discuss. When they have finished, ask a few groups to share interesting information with the class.

4 Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: **1** ceremony **2** permission **3** destination **4** struggling **5** mind **6** loan

5 Ss match the verbs and endings alone then check in pairs. Check answers with the whole class.

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

6a Ss choose the correct options alone then check in pairs. Check answers with the whole class.

Answers: **1** Hopefully **2** Obviously **3** Actually **4** Generally **5** Apparently **6** Personally

b Ask Ss to change three sentences from Ex 6a so that they are true for them. They then compare in pairs. In feedback, ask pairs for examples.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 5.

5A Develop your writing

Introduction

The goal of this lesson is for Ss to write an essay. To help them achieve this, they will focus on using supporting examples.

Warm-up

Ask Ss what they might write in English and elicit some genres (email, report, etc.). Ask if Ss need to write essays in English (it's unlikely, but for exams they may need to in the future) and how they are useful for practising language (they are useful for practising more formal language, opinions and arguments). Elicit what they know/recall about essay structure from writing them in their own language (which may well be different from English).

1 Put Ss in pairs to look at the photos and discuss the questions. After a few minutes, conduct feedback and ask a few pairs for their ideas. Write their ideas for technological changes on the board and mark them as positive or negative according to Ss opinions (have a show of hands if they don't agree).

Answers: **A** social media **B** robots **C** medicine

2 Ask Ss to read the essay then work in pairs to answer the questions. Give them a few minutes. Conduct a whole class feedback discussion. Tick their ideas of technological changes in Ex 1 that are mentioned and deal with any problem words as needed.

3 Refer Ss to the underlined sentences in the essay and ask them to match them with functions a–d, writing the correct letter beside each one. After a few minutes, elicit the answers and deal with any questions. ***Weaker classes*** may find it easier to work through identifying the function of each underlined sentence as a class.

Answers: **1** d **2** c **3** a **4** b

4 Ask Ss to read the Focus box and discuss the question in pairs before going through as a class.

Answers: See Focus box. We can get examples from our general knowledge or from news, reports, statistics or quotes from experts.

5a Give Ss a few minutes to underline the supporting examples in the essay. With ***weaker classes***, do this together for the first paragraph. Point out that the supporting argument usually comes directly after the opinion it supports and that there may be more than one in each paragraph.

b Put Ss in pairs to compare answers before you go through as a class. If you have a projector or IWB, display the text and underline the answers there. Discuss which arguments Ss think are best and why.

Answers:
Suggested answers:
Paragraph 1
Robots are now able to do more things and can learn from experience
This supports the idea that they're developing quickly.
Paragraph 2
'Soon there may also be robots for nursing and farming, robots working as shop assistants and even robots offering basic legal advice.' supports the idea that the number of jobs robots could soon do is huge.
Paragraph 3
'While having a robot nurse may be cheap, it cannot chat or share emotions.' supports the idea that greater use of robots damages social relationships.

6 Ask Ss to read the second essay quickly to see if the writer shares the opinion of the first essay. Give Ss a few minutes to encourage fast reading and tell them to ignore the gaps.

Answer: No. (This writer is more positive about the changes.)

7 The purpose of this exercise is to check if the Ss can understand and apply supporting arguments correctly. Advise them to first read through the essay again, then complete the gaps with the correct letters. Point out that there is one they will not need. Ask pairs to compare before going through the answers as a class and discussing why the chosen options are correct.

Answers: 1 f 2 b 3 e 4 d 5 c

8 Write the words *however* and *while* on the board and ask Ss what kind of words they are (linking words) and what their basic purpose is (they link two contrasting ideas). Then ask Ss to highlight the two words in both essays. Using these examples, they should complete the definitions.

Answers: 1 *however* 2 *while*

9 Ask Ss to work alone to complete the sentences, then compare answers in pairs before going through as a class.

Answers: 1 While 2 However 3 While 4 however 5 However, while

10a Ask Ss to look at the example, which expresses a contrasting view to statement 1. Ask for more suggestions using *while* or *however* then ask Ss to work alone to write contrasting sentences for 2–4. Monitor and help with ideas if necessary and check that Ss are using the linkers correctly, including punctuation.
b Ask Ss to compare answers in pairs and discuss supporting examples. When they have finished, ask a few pairs to share their ideas with the class. Write some good examples on the board for reference.

Prepare

11a Ss will know they are going to write an essay. Ask a student to read the instructions and the essay titles aloud and then Ss choose the task they prefer.
b Ask Ss to think alone for a few minutes, then make notes about the essay area they have chosen. Monitor and help, ensuring Ss write only notes and not sentences.

Write

12 Ask Ss to use their notes to write their essay. Monitor and help with queries related to punctuation, spelling and vocabulary.

Homework ideas

Workbook: Writing, pp.42–43

5B Develop your reading

Introduction

The goal of this lesson is for Ss to understand a blog. To help them achieve this, they will focus on recognising attitude.

Warm-up

Write the following quotes on the board:
If at first you don't succeed, try, try again.
If at first you don't succeed, failure may be your style.
Ask Ss to discuss which one they agree with, if at all, and if either of these expressions exist in their language or if they have other expressions about success and failure in their language that they could translate and share. Tell them you are going to read a text about how to be successful.

1 Put Ss in pairs to discuss the questions. After a few minutes, conduct a brief feedback discussion.

Suggested answers:
3 A How to be less shy
B How to be more tidy/organised
C How to be a more interesting teacher
D How to be better at forming relationships
E How to overcome a fear of spiders
F How to dress better

2a Tell Ss to read the title of the blog post and discuss as a class what the author's attitude is. Write their suggestions on the board.
b Tell Ss to read the first part of the blog and check their answer to Ex 2a. Tell them they have a few minutes and ensure they only read the introduction. Elicit their ideas and ask for reasons.

Answer:
The author's attitude is negative and dismissive. He doesn't believe these books are helpful.
This is obvious due to the inclusion of adverbs such as *apparently*, and direct criticism: *nonsense*.

3 Ss will probably already have noticed some underlined features in the blog post they've just read. Tell them you're now going to focus on how these techniques express attitude. Ask Ss to look at the Focus box and call on individual Ss to read sections aloud to the class. Then put them in pairs to match the techniques with the underlined words and phrases. Point out that not all the techniques have a match and some underlined words and phrases match more than one technique. After a few minutes, elicit the answers.

Answers:
Apparently: 2
millionaire!: 5 (exclamation mark)
Obviously: 2
not: 5 (italics)
complete NONSENSE!!: 1, 5
Technique **3** isn't used.

4 Tell Ss they will now read the rest of the blog. Refer them to the summary sentences a–f and ask them to match each one with a paragraph. Tell them they have a few minutes and they should not use phones or dictionaries. Go through the answers as a class. Ask Ss which key words helped them decide.

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

5a Ask Ss to now read carefully to locate the sentences in the blog and complete the gaps, including any punctuation. Tell them they have a few minutes to encourage detailed reading, but give more time as needed. Ask Ss to check in pairs then go through the answers as a class.

Answers: **1** basically **2** can they?! **3** is nonsense!
4 Actually **5** Absolutely not! **6** selfish **7** far **8** ALL, *all* are!

b Ask Ss to work in pairs and number each sentence in Ex 5a with one or more techniques from the Focus box. As they read, ask them to underline the relevant sections of the sentence then go through as a class and mark these on the board.

Answers: **1** basically 2 **2** can they?! 4, 5
3 is nonsense! 3, 1, 5 **4** Actually 2 **5** Absolutely not! 4, 1, 5
6 selfish 4, 1 **7** far 1, 5 **8** ALL, *all* are! 4, 5

6a This is an opportunity for Ss to give a personal response to the blog post. Ask Ss to work alone and complete three of the sentences. ***Fast finishers*** can complete more. Monitor and help with ideas, grammar and punctuation.

b Put Ss in pairs to read out their personal responses to the blog post and discuss their views. Ask Ss to take turns. Monitor and listen, noting errors and examples of good language for final feedback.

Homework ideas

Workbook: Reading, pp.40–41

5c Develop your listening

Introduction

The goal of this lesson is for Ss to understand a lecture. To help them achieve this, they will focus on understanding explanations.

Warm-up

If your Ss are or have been in education, ask them what style of teaching they experience(d). Elicit the various options: lecture, seminar, practical, workshop, webinar, online discussion group, etc. and discuss with Ss how these differ. Ask Ss if lectures usually include *handouts* or *PowerPoint slides* or if these are available in a VLE (Virtual Learning Environment such as Moodle or Blackboard) after a lecture and how useful they find them.

1 Put Ss in pairs to read the short explanation and discuss the questions. After a few minutes, conduct a brief feedback discussion.

2 5.8 Tell Ss they will hear an introduction to a lecture about PISA. Ask them to read the questions then listen and make notes. Ss compare answers in pairs before going through as a class. If you have a map, show where Finland is and discuss what Ss know about it.

Answers:
1 Japan and the US
2 Because Finland does very well in the PISA tests
3 The Finnish education system

3 Tell Ss they will listen again more carefully and should complete the gaps with one or two words as they do so. Give Ss a few minutes to read through, then play the recording twice if necessary, pausing the second time. Go through the answers as a class.

Answers: **1** so-called, is where, such as, For example
2 sometimes called

Audioscript 5.8

Lecturer:

PISA is an international study which tests 15-year-old students from around the world to compare the standard of education in different countries. Over recent years, some countries have suffered a so-called PISA shock. PISA shock is where rich countries, such as Japan and the US, perform surprisingly badly in the PISA tests, which then causes a lot of debate about the education system. For example, Japan changed its education policies because of their lower scores in 2003. Another response to PISA shock has been to visit Finland because they generally do very well in the PISA tests. In fact, so many people have been to Finland to study the education system, it is sometimes called PISA tourism!

So, in this lecture I'm going to tell you more about the Finnish education system and explain its three key values: firstly, equal opportunities for all; secondly, showing trust; and thirdly, encouraging learning for life.

4 Tell Ss to find and underline the phrases in Ex 3 that are mentioned in the Focus box. Ask Ss to take turns to read the information aloud if you feel it would be helpful.

Answers:
1 so-called, is where, such as, For example
2 sometimes called

5 Ask Ss to look at the PowerPoint slides and discuss the question in pairs. After a few minutes, elicit their answers as a class, but do not confirm them as they will hear this in the listening.

6 5.9 Tell Ss they are now going to listen to the lecture and number the slides as they do so. They should also note which two terms are clarified by ticking them. After they listen, ask Ss to check in pairs then go through the answers as a class.

Answers: 1 c 2 b 3 a 4 e 5 d
streaming and phenomenon-based learning

Audioscript 5.9

Lecturer:

So, let's look at equal opportunities. All education in Finland is free at all levels and rich and poor mix in the same schools. Most students stay in the same local school – usually the one nearest to their home – from the ages of seven to sixteen. There is very little difference between schools in terms of standards, and the schools themselves never use streaming. Streaming, which is similar to setting, is where students in the same year at school are divided into groups of a similar level or ability. And those groups stay together for all lessons. The idea of streaming is that if all the students in the class are of a similar ability, teachers can give the right level of help for students to improve.

In Finland, all the teaching is in mixed-level groups. However, every pupil has the right to get extra individual attention and many students have some one-to-one classes at school. There is also some evidence that having mixed-level groups helps weaker students. Certainly, in Finland the difference between the best and worst students is very small.

The second value is trust. Both students and teachers are given the freedom to do their jobs. Students have very little homework and are trusted to learn for themselves. For teachers, there is a general guide to what must be covered in class, but they have a lot of choice about what to teach. Unlike some countries, the government doesn't judge individual teachers or schools. It sets some tests for students, to check the general standard of learning but it doesn't use these tests to compare the best and worst schools. Teachers are trusted to check students' progress and find ways to help students who are struggling. Part of the reason they are trusted is that all teachers have to have a Master's and they do courses and training all through their teaching career.

The idea of learning for life is the third important part of the Finnish education system. In other words, encouraging people to see learning as important for their whole life. Finns see the first few years of childhood as being the essential time to create an interest in learning. Parents are given free books to read to their young children. There is also free nursery education with lots of activities and play that encourage children to explore the world around them. Children start primary school and lessons in reading and writing when they are seven. The hope is that by this stage they feel positive about learning.

The three values of equality of opportunity, trust and learning for life can now be seen in a new kind of teaching which is being used in Finland, called phenomenon-based learning. Phenomenon-based learning is very similar to topic-based teaching. It's where students don't have lessons in a traditional subject, like physics or history, but instead study a 'phenomenon' or topic, such as *sound* or *love*. When the students explore the topic, they usually cover several different subject areas. For example, the topic of *sound* might include physics, maths, music and biology – even drama. Students are often trusted to choose the topics and the teacher guides the students, so they cover everything they need to know. Many countries will be watching to see how successful these changes are.

7a Refer Ss to the Focus box. Ask them to use the phrases there to try and explain the two terms they heard defined. Ss should work in pairs and write their definitions.

b 5.10 Ask Ss to listen to the sections of the lecture and compare the definitions given with their own. Go through the answers as a class.

Audioscript 5.10

Lecturer:

There is very little difference between schools in terms of standards, and the schools themselves never use streaming. Streaming, which is similar to setting, is where students in the same year at school are divided into classes of the same level or ability. The idea of streaming is that if all the students in the class are of a similar ability, teachers can give the right level of help for students to improve.

The three values of equality of opportunity, trust and learning for life can now be seen in a new kind of teaching which is being used in Finland, called phenomenon-based learning. Phenomenon-based learning is very similar to topic-based teaching. It's where students don't have lessons in a traditional subject, like physics or history, but instead study a 'phenomenon' or topic, such as sound or love. When the students explore the topic, they usually cover several different subject areas. For example, the topic of sound might include physics, maths, music and biology – even drama.

8a 5.9 Tell Ss they will now listen again and make notes. They may need to listen more than once. Encourage them to make notes on the slides. If your Ss are weaker in notetaking, listen to the first section and pause to lead feedback on the first slide, checking Ss are making appropriate short notes before continuing.

b Put Ss in pairs to discuss their understanding of the lecture. Conduct a brief feedback discussion by asking a few pairs how they felt they did. Go through the answers as a class and add the answers to the board.

9 Put Ss in pairs to discuss the question. When they have finished, conduct a whole class discussion about what might be good/bad about phenomenon-based teaching.

Homework ideas

Workbook: Listening, p39

6 OVERVIEW

6A A great show
Goal | talk about films and TV
Grammar | passive
Vocabulary | at the cinema, on TV
GSE learning objective
Can express thoughts in some detail on cultural topics (e.g. music, film)

6B A five-star review
Goal | recommend services
Grammar | *have/get something done*
Vocabulary | services and recommendations
GSE learning objective
Can make simple recommendations for a course of action in familiar everyday situations

6C Headline news
Goal | discuss news stories
Grammar | probability
Vocabulary | in the news
GSE learning objective
Can discuss the main points of news stories about familiar topics

6D English in action
Goal | apologise and make excuses
GSE learning objective
Can make excuses using a range of polite forms

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

6A Adjectives to describe films and TV programmes
6B Prepositional phrases
6C Newspaper headlines

DEVELOP YOUR SKILLS

6A Develop your reading
Goal | understand book reviews
Focus | reading for gist
GSE learning objective
Can skim straightforward extended texts with a clear structure to get a general idea of the content

6B Develop your listening
Goal | understand a technical support line
Focus | dealing with technical terms
GSE learning objective
Can understand advice and instructions for resolving a problem with a product or piece of equipment

6C Develop your writing
Goal | write a report
Focus | organising information
GSE learning objective(s)
Can write a short, simple work-related report outlining key issues

6A A great show

Introduction

The goal of this lesson is for Ss to talk about films and TV. To help them achieve this, they will revise the passive voice and vocabulary related to TV and cinema.

Warm-up

Tell the class the title of a film you have seen recently, or a TV programme you like that you think Ss may not know. Write the title on the board for Ss to ask questions (e.g. *Who's in it?*, *What's it about?*, *Did you like it?*, etc.) to decide if they would like to watch it. Tell the class that this lesson will be about TV and films.

Teaching tip
Activities such as this warm Ss up and let you find out how much the Ss already know as well as retrieving vocabulary that may be useful during the lesson. It's not necessary to correct them at this stage.

Vocabulary and reading

At the cinema, on TV

1 Put Ss in pairs to discuss the questions. Monitor and help with new vocabulary if necessary. After a few minutes, ask pairs for their answers and get Ss to raise hands to see which methods Ss use for watching TV, etc.

Culture note
When TV started, a family would gather around the set and all watch the same programmes at the same time. There were three channels in the UK. Traditional TV watching of terrestrial (not *satellite*) channels when they are transmitted (live /laiv/) has fallen in recent years as *streaming* (using the internet to transmit the programme) has become popular. Watching a programme when you want (*on demand*) is also now common, as you can watch *on catch up* and don't have to be at home when the programme is transmitted.

2a Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. Then refer Ss to the words and phrases in the box and explain that they should use one to complete each sentence, using the context to help them. Complete the first answer together and then ask Ss to continue alone. When they have finished, ask Ss to check in pairs then go through the answers as a class. Drill as necessary, marking the stress.

Answers: **1** character **2** hilarious **3** episode **4** dull **5** useless **6** special effects **7** ending **8** dialogue **9** scene **10** filming

Optional extra activity

Ask Ss to discuss in pairs and decide which sentences are about TV and which are about film. (2, 6, 7, 9 are probably about films. 1, 3, 4, 5, 8, 10 are probably about TV shows.) If Ss are interested, discuss which kind of show they could be about. For example, 10 could be a nature programme.

Vocabulary checkpoint

Ss will know that multi-word verbs can be separable (e.g. *kill off*, *switch over*, *vote off*) or must stay together as a 'chunk'. A *verb* can only be separable if it is transitive – meaning it takes an object. For example, you vote off a *character* on a show (the object is *character*). Remind Ss to record these phrasal verbs and mark with an *S* to indicate separable. With ***stronger classes***, point out that sometimes the particle can add a certain meaning and ask Ss if they see any common meaning between the two verbs ending with *off* (they both *finish*) and if they can think of others that follow this pattern (*go off*, *switch off*, *cut off*, etc.).

b Ask Ss to underline the adjectives and circle the nouns. Point out that there are more than the number asked for. Ask Ss to work alone then compare in pairs. Monitor and help with new vocabulary if necessary. When they have finished, elicit answers. If you have a projector, project the exercise and underline/circle answers on the board. This exercise is for Ss to recognise word class.

Answers:
1 any of these adjectives: tense, dull, hilarious, embarrassing. clever, funny, sad, great, amazing
2 any of these nouns: dialogue, special effects, scene, ending, episode, filming, character

3 This exercise acts as a check on understanding and enables personalised practice. Put Ss in pairs to discuss the questions. When they have finished, ask each pair to say the question and their answer and encourage other pairs to confirm or add alternatives. Write any useful vocabulary on the board.

Suggested answers:
1 multiple scenes in an episode, multiple episodes in a series.
2 thrillers, horror, dramas
3 to increase the size of the audience, actor has died/wants to leave, character has become unpopular
4 reality TV programme/talent show
5 *Jurassic Park*, *Fast and Furious*, *Avatar*, etc.

Optional extra activity

Nominate Student A to read a question aloud and choose another student in the class to answer it, not their usual partner. The answering student then reads the next question and chooses a different student to answer and so on. This peer nomination is a nice change and encourages Ss to speak aloud in class.

VOCABULARY BANK 6A p161

Adjectives to describe films and TV programmes

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Refer Ss to the words in the box. Ask them to complete this exercise using their existing knowledge, guessing or using their mobile device. In feedback, point out the stress and drill.

Answers:
1 enjoyable 2 ordinary 3 ridiculous 4 dreadful 5 predictable
6 shocking 7 violent 8 romantic 9 complex 10 confusing

b Ask Ss to consider the descriptions and think of TV programmes or films that they could apply them to. They should choose five descriptions and make notes, then discuss in groups. When they have finished, ask groups if they chose any of the same films/programmes.

Further practice

Photocopiable activities: 6A Vocabulary, p202

4 Focus attention on the article. Ask Ss where they may see an article like this (maybe a magazine?) then ask them to work alone to read and choose the main point. Tell Ss they have a few minutes to encourage them to read quickly, then compare in pairs before eliciting the correct answer.

Answer: 3

Culture note

Golden age

A golden age is a period of peak happiness or prosperity. It can also refer to a period of cultural growth. For example, the Elizabethan era is considered the golden age of English literature (when Shakespeare and others were writing). The Victorian era is considered the British golden age, when the UK had a lot of power and interests around the world.

5 Tell Ss that they will now read the article in more detail to answer the questions. Give them a few minutes and then ask them to compare ideas in pairs before going through the answers as a class.

Answers:
1 the number of programmes being produced; high quality and variety
2 more interesting characters and more varied and complex stories (artistic opportunities) and better pay than before
3 There are no ad breaks and viewers can watch whenever they like, so stories can be more varied and complex and characters can be more fully developed.

6 Ss can discuss this in groups of three or four before feedback, or you can discuss as a class.

Grammar

Passive

7a Look at the completed example as a class. Ask Ss to identify what kind of word completes the sentences (a noun or noun phrase) and where they can find it (in the article they just read). Ss work alone then check in pairs before you go through the answers as a class.

Answers: 1 TV/Television 2 450 different series
3 More and more professionals 4 More and more professionals
5 Writers and actors 6 creative opportunities 7 episodes
8 TV writers

b Ask Ss to underline the verb forms in the sentences in Ex 7a and then match them with the tenses. Complete the first example as a group then ask Ss to continue alone before comparing in pairs. Then ask Ss to discuss questions 2–4 in pairs. They will use the Grammar box to check their ideas, so don't feedback at this stage

c Ask Ss to read the Grammar box carefully and check their answers. In feedback, elicit answers.

Answers: 1a Sentences 5, 6 and 8 b Sentence 4
c Sentence 1 d Sentence 7 e Sentence 3 f Sentence 2
2 the person/thing the actions happen to
3 sentences 1 and 5 4 by

GRAMMAR BANK 6A pp.146–147

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** It was filmed in Tunisia.
2 It's being shown live next Saturday.
3 I can't believe she's been killed off.
4 He's being paid millions to appear in the film.
5 I had been offered tickets, but I didn't take them.
6 I'm sure she will be voted off the programme sometime soon.
7 It has been viewed over two million times since it was posted.
8 They should be stopped from making any more films in the series.

2 **1** 're/are often called **2** 've/have already been told
3 'll/will/'s/is going to replace **4** had
5 be made **6** got (or was getting)
7 were released (or *were being released*) **8** are producing
9 isn't going to be/won't be killed off

8a 6.1 Ask Ss to read the sentences and listen to the pronunciation. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *be* in passive constructions is usually weak. The stress is on the main verb. As the auxiliary verb *be* is weak, it's pronounced with a short /ɪ/ rather than a long /iː/ as in *been* /bɪn/ or *be* /bɪ/. As a past form, *was* or *were* are pronounced with a weak schwa, /wəz/ and /wə/.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence and ask individuals to repeat, paying attention to weak forms.

9 Look at the first sentence as a class and elicit possible answers. Ss then work alone to write the verbs in the correct passive form in the gaps, referring to the Grammar box, then check in pairs. Check answers with the whole class. Drill chorally and individually as needed.

Answers: **1** is arrested/has been arrested **2** was cancelled
3 be/get voted off **4** be directed
5 wasn't shown/hadn't been shown **6** had been seen

Optional extra activity

Ask Ss to work in groups and name programmes or films that could be described by the sentences in Ex 9.

10a Ask Ss to look at the first category and elicit examples and suggest other ideas. Then ask Ss to work in pairs and discuss. Monitor and help with vocabulary and ideas.

b Ask Ss to read out their answers to another pair who should guess the category. This enables practice of the passive forms.

Optional extra activities

1 Ask Ss to work in pairs to think of ideas for a film. Ask them to choose one of the stories below and add as many ideas as they can, using the passive. For example:
Meetings are being held to discuss what to do.
News of this amazing discovery is being shown all over the world.
a Life has been found on another planet.
b The World Cup is going to be held in your city.
c A new disease has been discovered

2 Ask Ss to work in pairs and create a short quiz about films and TV shows using the passive. For example:
Who was Titanic directed by?
When was the first Star Wars movie made?
When they have finished, they should work with another pair to ask and answer questions. Who knows the most about films and TV shows?

Teaching tip

Most Ss enjoy applying language to real-life content. Creating quizzes and discussing their own real-world experience in English brings the language to life.

Further practice

Photocopiable activities: 6A Grammar 1, p200; 6A Grammar 2, p201

Speaking

Prepare

11a 6.2 Tell Ss they are going to talk about films and TV, but first they will hear two friends doing the same. Ask Ss to listen and note the names of the programmes and what they think of them. When they have finished, ask Ss to check in pairs before eliciting the answers.

Answers: The film *Matilda*, which both speakers love; *The Blue Planet*, which speaker A thinks is amazing, but which B thinks is dull.

Audioscript 6.2

A: Have you seen *Matilda*?
B: Oh yeah. I love that film.
A: Me too. I used to watch it all the time when I was young. I've probably seen it 20 times.
B: Really?
A: Yeah. I still love that scene where the boy is forced to eat that massive chocolate cake.
B: Oh yeah. It's great. It's done so well. It's hilarious.
A: So, have you seen any of that series *The Blue Planet*?
B: No. What is it?
A: It's this nature documentary series that's being shown on Channel 1 at the moment.
B: I don't really like those kinds of programmes. I find them a bit dull.
A: Really? This is absolutely amazing! The filming is just unbelievable. They get so close. There was an underwater scene last night with blue whales, which was just great.
B: Right. Whatever. Not my kind of thing, I'm afraid.

b Ask Ss to work alone and make notes on the questions for a film or TV programme they know. Allow plenty of time for this.

Speak

12a When they are ready, put Ss in pairs to discuss the programmes/films they chose. Monitor and help if necessary.

b When Ss have finished, ask if anyone has learned about a programme or film they want to see or if there are any programmes that several Ss liked.

Reflection on learning

Write the following questions on the board:
What did you enjoy most in this lesson?
How might watching TV or films in English help you?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 12a: Ss write a paragraph describing a film or programme they enjoy(ed).
Grammar bank: 6A Ex 1–2, pp.146–147
Workbook: 6A, p44
App: grammar and vocabulary practice

Fast route: continue to Lesson 6B
Extended route: go to p111 for Develop your reading

6B A five-star review

Introduction

The goal of this lesson is for Ss to recommend services. To help them achieve this, they will study *have/get something done* and a range of vocabulary around services and recommendations.

Warm-up

Begin the lesson by telling the Ss an anecdote about online reviews. For example: *In 2018 a restaurant that didn't exist reached the number 1 slot on TripAdvisor because the owner of the 'restaurant' (it was a shed in his garden) was able to manipulate the algorithms and post fake reviews. It opened for one night and the owner served frozen ready meals to the 'customers' who all knew that it was not a real restaurant.* Ask Ss to discuss in pairs if they have heard of any similar stories. Conduct feedback and if they are keen to talk more, explain that this is the topic of the lesson and they will discuss more later.

Reading

Culture note

IMDb = **Internet Movie Database** is an online reference where you can check details on films and TV, look up ratings, cast lists and production details.

1 Ask Ss what kind of reviews they might use (see Warm-up), such as restaurants, products or services. Put Ss in pairs to discuss the questions for a few minutes then elicit feedback.

2a Ask Ss to read the article and mark the statements T (true) or F (false). In feedback, ask Ss to explain where they found the answers in the text.

Answers:
1 T – Personally, I look at reviews before I do almost anything
2 F – IMDb scores things out of ten
3 F – not surprising that the score we consider 'good enough' is slowly going up
4 T – If this trend continues, we'll have to go back to relying on the recommendations of friends

b Put Ss in groups of three or four to discuss the questions or discuss as a class if time is short.

Vocabulary

Services and recommendations

3 Explain that Ss should underline the verb on the left that goes with the nouns and phrases on the right. After a few minutes, ask Ss to compare answers in pairs then elicit the correct verbs in feedback. Mark the stress on words of more than one syllable.

Answers: **1** deliver **2** assess **3** replace **4** fix **5** do **6** remove **7** look at **8** make

Vocabulary checkpoint

Words of more than one syllable have a stressed syllable which is longer and louder than the other(s). As well as meaning, remind Ss to record syllable stress of vocabulary. Misplaced stress can lead to confusion and misunderstanding.

4 Explain that this is an opportunity to practise the verb/noun collocations in Ex 3. Focus attention on the jobs in the box and ask Ss to read the example, then put Ss in pairs and give them a few minutes to discuss what the people can do. Monitor and help with new vocabulary if necessary. When they have finished, ask pairs of Ss to say their sentences and write useful vocabulary on the board. With ***weaker classes***, Ss can write sentences first.

Example answers:
a builder – deliver and install a new kitchen, fix a pipe, fix a broken light, do repairs, remove a wall, look at the problem
a cleaner – do repairs, remove a mark on my jacket
a dentist – assess the damage, remove a tooth, look at what's causing it
a hairdresser – do your hair
a mechanic – look at what's causing it, assess the damage, replace a flat tyre, fix gears of the car, fix a broken light, look at the problem, do repairs
a personal trainer – assess your fitness, assess your strengths and weaknesses, look at the injury

5 Explain that the task is to read the sentences and decide on the rating implied by the reviews. Tell Ss to make sure they have noticed and checked their understanding of the words in bold. Discuss the first example as a class then ask Ss to continue in pairs. Monitor and help if necessary and when they have finished, elicit answers.

Answers: **1** Between 1 and 2 stars **2** 4 or 5 stars **3** 2 or 3 stars **4** 0 or 1 stars **5** 5 stars

Optional extra activity

Ask Ss to suggest what service is being described by the reviews. For example, 1 could be a builder or plumber.

VOCABULARY BANK 6B p161

Prepositional phrases

This is an optional extension to the vocabulary section, extending the lexical set into prepositional phrases and providing further practice. If you're short of time, this can be done for homework. Exercises can also be set as extension work for ***fast finishers*** during the lesson.

1a Ask Ss to complete the questions alone, then check in pairs before going through the answers as a class.

Answers: **1** by **2** by **3** On **4** by **5** in **6** in **7** on **8** on/by **9** on **10** by **11** in **12** in

b Put Ss in pairs to ask the questions in 1a and give their own answers. When they have finished, ask a few pairs to share anything interesting they learned from their partner.

Further practice

Photocopiable activities: 6B Vocabulary, p205

Grammar

have/get something done

6a Write the example sentence on the board. Ask Ss to read the statements and discuss in pairs which are true or false, then mark them with a tick or cross. Tell ***weaker classes*** that one sentence is false. Don't check the answer as Ss will read the Grammar box for this.

b Ask Ss to check their answers using the Grammar box. Point out that *get* and *have* are used interchangeably with no difference in meaning, although *get* may be a little more informal.

Answer: Sentence 2 is false.

GRAMMAR BANK 6B pp.146–147

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** have/get your arm looked at
2 get/have a spare key made
3 having/getting the lift repaired
4 having/getting my hair cut
5 get/have my apartment cleaned
6 'd had/'d got my nails done
7 've had/'ve got a pizza delivered (or I'm having/getting a pizza delivered)
8 haven't had/got my car fixed

2 **1** I need to get my suit cleaned.
3 I had my car broken into …
4 They got a swimming built in …
8 I'm going to have my hair cut this weekend.

7 Look at the example as a class and discuss if any alternatives are possible (*have*/*get*). Ss then work alone to complete the second sentences, referring to the Grammar box, then check in pairs. Monitor and help if necessary. When Ss finish, check answers with the whole class. Drill chorally and individually if necessary.

Suggested answers:

1 have/get an album made
2 have/get it delivered
3 having/getting the gears fixed
4 had/got my nails done
5 had my passport stolen, get/have it replaced
6 have, had/got the car cleaned

8 Ask Ss to look at the three question starters and the example and suggest completions with *get … delivered*. Refer Ss back to the vocabulary in Ex 3 and ask them to ask and answer in pairs. Monitor, helping with vocabulary and ensuring Ss are using the construction and vocabulary correctly. Make notes on any errors. When they have finished, write examples on the board and ask Ss to correct them.

Optional alternative activity

Ask Ss to work in pairs and write five questions using the question starters and vocabulary. When they have finished, they should survey other Ss in the class and write their findings. Most people in the class will get something delivered once a week.

Further practice

Photocopiable activities: 6B Grammar 1, p203; 6B Grammar 2, p204

Speaking

Prepare

9a 6.3 Tell Ss they are going to give each other recommendations, but first, they will listen to two similar conversations and make notes on the questions. Play the conversations one by one and ask Ss to compare answers in pairs before checking as a class.

Answers:

1 Conversation 1: mechanic/good garage
Conversation 2: hairdresser
2 Conversation 1: wants to get the gears looked at/fixed
Conversation 2: wants to get a hair cut
3 Conversation 1: Yes (garage on the other side of town)
Conversation 2: Yes (Paco on Hope Street)

Audioscript 6.3

Conversation 1

Receptionist: Yes. Sir. How can I help you?
Man: Hi. Yeah. We're staying here for the night and we've got a problem with our car. Could you recommend a garage or mechanic?
Receptionist: Oh, right. What's the problem?
Man: Basically, the gears aren't working properly and I need to get them fixed.
Receptionist: I see. Well, I'm afraid I don't really know anyone near here. The place I have my car repaired is good, but it's the other side of town.
Man: That's OK. I can still drive it. I just want someone reliable – you know what I mean?
Receptionist: Of course. He's an honest guy, quite efficient – reasonable prices. I've been using him for years.
Man: That's what I need.
Receptionist: Do you want me to give him a ring?
Man: Please. That'd be great.

Conversation 2

A: Where did you get your hair done?
B: A place on Hope Street. Why?
A: I need to get mine done and yours is really nice.
B: Oh. Thank you! Yeah. There's a guy there called Paco who does mine.
A: Is he expensive?

B He's reasonable. He cuts it really well, so it keeps its shape well, you know. What are you thinking of having done?
A: I don't know. I'm a bit bored of having long hair. What do you think?
B: Well, why don't you get it cut really short? I think it would suit you.
A: Yeah? I have had it short before. I think I have a photo on my phone somewhere. Yeah, look. Here.
B: Wow! You look great – and blonde!
A: Yes! That's my natural colour.
B: Anyway, you should ask Paco. He gives good advice and he knows what he's doing.

b Divide Ss into A and B pairs, and refer As to p170 and Bs to p169 to read the instructions and prepare what to say. Give them a few minutes to make notes and deal with any queries. With ***weaker classes***, have pairs of AA and BB so they can help each other prepare.

Speak

10a In their pairs, Ss take turns and discuss the situations and offer recommendations. Explain that they must now describe their problem in their own words, using the first person. Ask them to discuss various choices and not just give one recommendation. Refer them to the Useful phrases box.

b Ask Ss to decide together on the best recommendation in each case. With ***weaker classes***, ask them to write a sentence giving their reasons. Ask pairs to share their ideas.

Reflection on learning

Write the following questions on the board:
How could this lesson be useful in the future?
What would you recommend for someone who wants to improve their English? Why?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Ss write a paragraph about what services they use and why.
Grammar bank: 6B Ex 1–2, pp.146–147
Workbook: 6B, p45
App: grammar and vocabulary practice

Fast route: continue to Lesson 6C
Extended route: go to p113 for Develop your listening

6c Headline news

Introduction

The goal of this lesson is for Ss to discuss news stories. To help them achieve this, they will revise probability in the context of the news, as well as related vocabulary.

Warm-up

Bring one or two newspapers to the class (they don't have to be English). Elicit key vocabulary such as *headline*, *sub-heading*, *article*, *tabloid*. Tell Ss this lesson is about the news.

Vocabulary

In the news

1 Put Ss in pairs to discuss the questions. Give them a few minutes then compare ideas as a class. If you have brought newspapers in, use these to identify the sections in the paper and discuss where they usually appear (for example, sport is usually at the back).

2 Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. Then refer Ss to the numbered sentences and tell Ss they are headlines. Ask Ss to work in pairs to match the headlines with the sub-headings. Elicit one example first. When they have finished, check answers with the whole class.

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

Optional extra activities

1 Ask Ss to suggest which section of the newspaper each headline and subheading would appear in.
2 Ask Ss to decide which articles they are interested in reading and number the top three, then compare with a partner and explain their reasons.

3 This is an opportunity to practise the vocabulary. Ask Ss to write two sentences beginning, *I heard that …* or *I read that …* about news stories. Then ask Ss to work in groups of three to say their sentences and discuss them. ***Stronger classes*** may be able to do this without writing first.

VOCABULARY BANK 6C p161

Newspaper headlines

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ask Ss to discuss in pairs and match the words in bold with the definitions. Go through the answers as a class.

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

2 Put Ss in groups of three to discuss current news stories using words from Ex 1. When they have finished, ask groups to share sentences with the class.

Further practice

Photocopiable activities: 6C Vocabulary, p208

Listening

4 6.7 Tell Ss they are going to hear three conversations and they should match each with one of the headlines in Ex 2. Play the recording, then conduct feedback by asking individual Ss for their answers.

Answers: Conversation 1: 6a Conversation 2: 7f Conversation 3: 1g

5 Tell Ss they are going to listen again and they should mark the sentences T (true) or F (false). Pause the recording between conversations for Ss to compare in pairs, then go through the answers as a class.

Answers: **1a** False **b** True **c** True
2a True **b** False **c** True
3a True **b** True **c** False

6 Ask Ss to discuss the question in groups of three or discuss as a class.

Audioscript 6.7

Conversation 1

A: So how're you feeling about the World Cup? What do you think our chances are?
B: Not great, to be honest. Did you see that Kane has injured his knee quite badly?
A: Is it really that bad? I heard there's a chance he could recover.
B: I guess he might, but I don't think so. It seems to be a bit more serious than that.
A: That's a shame. I thought we had a chance this time with him scoring so many goals.
B: Really? You know what we're like. We never do as well as we should.
A: Well, I doubt we'll win it now anyway. We'll probably lose to the first good team we play, as usual.
B: We're bound to!
A: So who do you think will win?
B: I've got a good feeling about Spain. They're playing really well. And Brazil are looking good this year, too.
A: Yeah, I think Brazil will definitely win.

Conversation 2

A: Did you hear that?
B: I know. It's shocking news! The millions they've wasted!
A: So do you think she'll quit her job?
B: I think it seems likely now, yeah. I mean, she's under so much pressure.
A: So who do you think is going to win the election? I mean the Popular Party probably won't win outright, will they?
B: I doubt it. Not after everything that's happened. But you never know.
A: What about the Greens?
B: Well, hopefully they'll win. I mean, they're doing well in the polls, but can you trust the polls? People seem to vote differently to what they tell the opinion polls.
A: That's true. They haven't always been that reliable. What if there isn't one clear winner? What then?
B: Well, that's the problem, isn't it? I mean, there's a good chance that'll happen, and then the Popular Party may well be able to form a government with someone else again.
A: I hope not.
B: Stranger things have happened.

Conversation 3

A: Do you think I'll need a jacket while we're there?
B: I doubt it. I read that it's still going to be really hot next week and it hasn't rained for weeks.
A: Well, that's what I thought, but I never have any luck with things like this, so the weather's bound to change.
B: I'm not sure the people who live there would see that as a bad thing!
A: I guess, but you know what I mean.
B: Yeah, but anyway, I think it's safe to say that the temperature's unlikely to suddenly drop a lot.
A: Hmm. Yeah, but you never know. I think I'll take one just in case.
B: Honestly, why do you even bother to ask me?

Grammar

Probability

7a 6.8 Tell Ss that they are going to use examples from the listening to study some grammar. Play the recording and pause between sentences to allow time for Ss to write. Ask them to compare in pairs then elicit answers from individual Ss and write them on the board, to check they are completely accurate.

Answers: **1** he could recover **2** he might **3** we'll win it **4** probably lose **5** definitely win **6** probably won't win **7** that'll happen **8** to change **9** unlikely to suddenly drop

GRAMMAR BANK 6C pp.146–147

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** going/likely **2** chance **3** don't, will **4** definitely **5** might/may/could **6** small **7** likely **8** bound **9** won't
2 **1** I hope so **2** I doubt it **3** I'm bound to **4** I'm quite likely to **5** I hope not

b Refer Ss to the example and the box. Ask Ss to write the expressions of probability in the box in their notebook, then write the sentence numbers beside them. Ss can compare answers in pairs before you go through them as a class.

Optional extra activity

Write the degrees of probability on cards and provide a set to each table/group of three Ss. Ss should discuss and order the degrees of probability from least to most certain. This approach should support ***weaker classes***.

Answers: **1** maybe **2** maybe **3** almost certainly not **4** probably **5** almost certain **6** probably not **7** probably **8** almost certain **9** probably not

8 Ask Ss to write the words and phrases from 7b beside the correct number in the Grammar box. Each number identifies a category, with the examples underneath.

Answers: **1** almost certain **2** probably **3** maybe (not) **4** probably not **5** almost certainly not

Grammar checkpoint

To be able to use the language accurately, Ss need to know how the phrases operate in a sentence. Revise the verb patterns associated with these phrases by eliciting the completions, referring to the text as needed. *There's a (good) chance that* + clause, modal verb (*will, won't*, etc.) + base form, *it's bound to/likely to* + base form, etc.

9 Go through the first example on the board with the class. Point out that Ss have to decide if the verb forms underlined express the same overall meaning. Ss work alone to tick or cross the sentence pairs, then compare their ideas in pairs. In feedback, nominate Ss to tell the class if the sentences are the same or different. If they are different, discuss what the two meanings are.

Answers:
1 Different – bound to = almost certain/doubt = almost certainly not
2 Same
3 Same
4 Different – I doubt it = almost certainly not/Probably = probably
5 Different – There's only a small chance he'll = probably/He might quit = maybe

10 Complete the first example on the board then ask Ss to rewrite the remaining sentences alone, making changes as necessary. Ask Ss to compare in pairs before going through them as a class.

Answers:
1 It'll probably hit profits …
2 There's (only) a small chance they might stop …
3 She's bound to be …
4 They'll definitely hold …
5 It won't happen …
6 There's a good chance that profits …
7 There's a chance that he won't …

11 Put Ss in pairs to ask and answer their choice of questions. ***Stronger classes*** can ask more questions. As they discuss, monitor and help. When they have finished, write a few examples of good language use and mistakes on the board for them to analyse.

Optional alternative activity

Ss choose one of the questions and survey the class asking all the other Ss and recording their answers. When they have finished, they report back on their findings to the class.

Further practice

Photocopiable activities: 6C Grammar 1, p206; 6C Grammar 2, p207

Speaking

Prepare

12 Explain that Ss are going to talk about news stories. They could be national, international or local, but they should try and choose something others may know about. Give them a few minutes to think of three stories and write a question for each story using the question starters in the Useful phrases box.

Optional extra activity

Ss may find it difficult to think of stories to talk about. Bring in newspapers or magazines for Ss to look through to find stories. They don't have to be in English. Alternatively, project some images of recent news figures to prompt Ss and spend some time brainstorming key news events on the board before they start.

Speak

13a Put Ss in groups of three or four and ask them to take turns to introduce their story and then try and keep the conversation going.

b Ask Ss to discuss which story will have the biggest impact on society and then share this with the class.

Optional alternative activity

Write probability phrases on cards and give a pile to each group. Individuals pick one card without showing it. Tell them they need to use the phrase during the conversation without their peers noticing. If they manage to use it successfully, they take another one. The person who uses the most cards wins.

Reflection on learning

Write the following questions on the board:
How do you think you'll use the language you learnt in this lesson?
How can accessing the news in English help your learning?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 6C Ex 1–2, pp.146–147
Workbook: 6C, p46
App: grammar and vocabulary practice

Fast route: continue to Lesson 6D
Extended route: go to p114 for Develop your writing

6D English in action

Introduction

The goal of this lesson is for Ss to apologise and make excuses in a social or workplace situation. To help them achieve this, they will revise polite forms and responses.

Warm-up

Tell Ss about a situation where you need to make an apology or excuse, e.g. you have been asked to a party but you don't want to go. Ask them to suggest what you could say (e.g. *I'm afraid I can't make it*). Discuss whether the ideas and excuses they suggest are good (believable) or not and why. Tell Ss this lesson is about making excuses and apologies.

1 Put Ss in pairs to look at the pictures and discuss the questions. (They don't need to write anything down.) After a few minutes, ask a few pairs for their ideas. Discuss how personal apologies and those from a company might differ (level of formality, offer of redress, etc.).

2 Allow time to read through and check any problems with vocabulary. With ***weaker classes***, check/explain the following: *short of staff* (not enough staff), *It's been a nightmare* (it's been difficult). Put Ss in pairs to talk about the excuses. When they have finished, conduct a brief feedback discussion and write useful vocabulary on the board for Ss to copy down.

Optional extra activity

Ask pairs to decide if the excuses are more likely to be personal or from a company and give reasons. This previews the different levels of formality and expressions used, which will be reviewed in the lesson.

3 6.9 Explain that the Ss are going to hear three conversations between Tomas and different people, where he is making excuses. Ss listen and tick the excuses from Ex 2 and note the reasons for using them. Ask Ss to compare answers after they listen and then go through the answers as a class or play the recording again if needed.

Answers:

1 The excuses used are:
Conversation 1: 2, 3
Conversation 2: 5, 7, 6, 4
Conversation 3: 1

2 He's apologising because:
Conversation 1: they won't be able to deliver the fridge today/ there's already been a delay in getting it delivered – it was ordered two weeks ago
Conversation 2: he's late home/he's not yet asked if he can take the day off on Saturday
Conversation 3: they won't be able to visit their friend Dom this weekend/because Dom had bought tickets for a musical for them

4 Tell Ss they will listen again for more detail. Ask them to note the exact words and complete the sentences. With ***weaker classes***, tell Ss you will pause the recording a few times while they listen to allow time to write. Ask Ss to check answers in pairs, then conduct feedback or play the recording again if necessary.

Answers:

1 **a** terribly **b** nothing, apologise **c** things **d** understanding
2 **a** least **b** promise **c** Honestly
3 **a** out **b** silly, what **c** make

Audioscript 6.9

Conversation 1

Tomas: Hello, is that Mr Walkley?
Mr Walkley: Speaking.
Tomas: Hi, this is Tomas from Package Power. I'm just ringing to say I'm afraid we won't be able to deliver your new fridge today.
Mr Walkley: You're joking. I took the day off work.
Tomas: I'm terribly sorry, but there's been a road accident, so our driver's late.
Mr Walkley: Are you sure they can't be here today?
Tomas: I'm afraid not. He would if he could, but I'm afraid it's impossible. The police say it could take hours to clear. There really is nothing we can do about it. I can only apologise again.
Mr Walkley: I guess these things happen. Although I did actually order this two weeks ago.
Tomas: Yes, I realise. I'm afraid several drivers are sick at the moment, so we are a bit behind.
Mr Walkley: Well, at least you've phoned sooner rather than later.
Tomas: Thanks for being so understanding. I'll let you know as soon as we can sort out a new time. And I will make it a priority.

Conversation 2

Tomas: Sorry I'm late. It's been a nightmare at work and there was a problem on the train home.
Carol: I was beginning to worry.
Tomas: I know. I'm really sorry. My phone was out of battery.
Carol: Well, at least you're here now. I saved you some dinner.
Tomas: Thanks.
Carol: So, did you ask if you could take the day off work on Saturday?
Tomas: Oh no! I forgot!
Carol: Oh Tomas! You said you'd do it.
Tomas: I was about to go and speak to the boss and something unexpected happened and I just forgot. I'll do it tomorrow, I promise.
Carol: You've been saying that for the past two weeks!
Tomas: I know, but it's been so crazy at work I've hardly had time to think.
Carol: I know, but we won't be able to go and see Dom if you don't ask.
Tomas: I'll do it. Honestly!

Conversation 3

Dom: Hey Tomas. How's it going?
Tomas: Not great – that's why I'm phoning. I'm afraid we won't be able to come this weekend.
Dom: Oh, no! What's up?
Tomas: I have to work.
Dom: Oh, no! Really?
Tomas: Yeah, we're short of staff and we have a lot of work to finish. I'm sorry. I really can't get out of it.
Dom: What a shame! I had tickets for a musical.
Tomas: I know. I'm really sorry. I'll give you the money for it.
Dom: Don't be silly. I'm sure I'll be able to find someone else to go. It is what it is.
Tomas: Thanks. I'll make it up to you.
Dom: Don't worry about it. Take it easy.

5 Refer Ss to the Useful phrases box and ask them to read through and choose the phrases in each category that are more formal. With ***weaker classes***, tell them to focus on three categories: apologising, emphasising that the excuse is real and promising and thanking, and there are two more formal options for each category. Go through the answers as a class.

Answers:

I'm terribly sorry/I can only apologise
There really is nothing we can do about it/I would if I could, but I'm afraid it's impossible.
I'll make it a priority/Let me assure you that it will not happen again.

6 6.10 Tell Ss to listen and repeat the more formal phrases.

Audioscript 6.10

See answers for Ex 5.

Pronunciation checkpoint

Point out that intonation is very important when we are being polite – it is not just the words that help you get a positive response. The stress and intonation help the voice to sound animated and suggest that you mean what you are saying. *I'm terribly sorry. I'll make it a priority.* Compare saying this with a flat tone and words evenly stressed to see if Ss can hear the difference.

7 Elicit people we make excuses to in our day-to-day life (neighbour, friend, colleague, partner, etc.). Discuss briefly how the excuses might vary (we are more polite to colleagues than to close relations) then put Ss in pairs to look at the first situation and write an excuse They will need several minutes to think of phrases to use. If necessary, work as a class to make some suggestions, then let them continue. Monitor and help if necessary. When they have finished, elicit answers and discuss their ideas.

8a Look at the first situation as a class and build up a conversation on the board, with Ss contributions. Practise this with a ***stronger student*** before putting Ss in pairs to improvise the remaining conversations. Monitor pairs to see how they manage with the phrases. Give feedback on good use of language or ask a confident pair to perform a conversation for the class.

Optional alternative activity

Ask pairs of Ss to write a script for one of these conversations, practise it while reading the script and then practise it without the script. Ss then change partners and practise it again with a different situation, but more improvised – slowly removing the scaffolding.

Teaching tip

In fluency activities, try not to interrupt the flow of conversation with correction. Monitor with a notebook and write down examples of good use or errors in the target language of the lesson. When the Ss finish the first roleplay, write some examples on the board for them to correct in their pairs and feedback on accuracy in grammar/pronunciation of target phrases. Drill again if necessary. There is no need to say who has made the mistakes! This feedback can help Ss improve their performance in the second roleplay.

b Ask Ss to reverse roles for a second conversation. Allow a brief planning time if Ss did not do very well in the first roleplay. Monitor them to see how they manage with the phrases. Give feedback on good use of language. Ask them if they feel they improved.

Optional extra activity

Ask fast finishing pairs to improvise more conversations or change partners to refresh the interaction.

Reflection on learning

Write the following questions on the board:
In what situations do you think you can use this language outside the classroom?
Do you feel you improved in this language today?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p47
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

6 Check and reflect

Introduction

Ss revise and practise the language of Unit 6. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1a Ss complete the sentences alone then check in pairs. Go through the answers as a class.

Answers: 1 ending 2 voted 3 character 4 blockbusters 5 dialogue 6 special effects

b Put Ss in pairs to discuss two of the topics of their choice. Have a brief feedback discussion.

2a Ss write the correct form of the verbs in brackets. They can check in pairs then go through the answers as a class.

Answers: 1 is, being repeated 2 is, watched 3 have been made 4 be watched 5 was, released 6 to be filmed

b Put Ss in pairs to discuss. When they have finished, ask pairs to share their answers with the class.

3 Ss complete the sentences with the words in the box. Each verb is used once. Go through the answers as a class.

Answers: 1 make 2 replace 3 trust 4 remove 5 deliver 6 finish

4 Ss complete the sentences with the correct form of *get/have something done*. Check the answers as a class.

Answers:
1 have/get my nails done
2 had/got the gears on my car fixed
3 get/have it looked at
4 're having/getting that room painted
5 've had your hair cut
6 have/get this wall removed

5 Ss work in pairs to match the verbs and endings. Go through the answers as a class.

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

6a Ss work alone to complete the sentences then compare in pairs. Go through the answers as a class.

Answers: 1 'll/will (or might) 2 likely 3 won't 4 chance 5 doubt 6 small (or slight/slim)

b Ask Ss to work alone and write three predictions using the language of this lesson, then share in groups. When they have finished, ask if any groups had the same predictions.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 6.

6A Develop your reading

Introduction

The goal of this lesson is for Ss to understand book reviews. To help them achieve this, they will focus on reading for gist.

Warm-up

Show a variety of book covers, either projected images or actual books. They don't need to be in English. Ask Ss if they can identify the genre of book by looking at the cover. Ask Ss if the cover of a book influences their decision to read it or if they read the blurb on the back.

1 Put Ss in pairs to discuss the questions. After a few minutes, elicit feedback. Ask groups to tell the class which kinds (*genres*) of book they prefer and why. Ss don't have to agree.

2 Refer Ss to the Focus box. Ask them to read the title and discuss what this means (*reading for gist = reading quickly for the main idea*), then ask Ss to work alone and tick the strategies they already use. Go over the strategies as a class and ask Ss to raise hands if they do that. Tell them not to worry if they don't as they will learn how to apply these strategies in this lesson.

3a Tell Ss they are going to read two texts and identify the genre from those discussed in Ex 1. Give them a few minutes to encourage fast reading, but ask them to raise their hand when they have decided to see if they can do it quicker than this. Use an online timer if you like.

b Ask Ss to compare in pairs. After a few minutes, elicit the answers and discuss key words that helped them decide.

Answers:
A Head Full of Ghosts is a horror story.
There are several clues: ghosts, terrifying, *The Possession*, deeper fears, the nature of evil, scary, you won't want to turn the lights off after reading it.
The Mark of the Meridien is a detective story.
The clues are: two officers investigating a death, an ex-officer dead, they try to find the murderer, serious issues, tense at times

4 Tell Ss they are going to read two more reviews and this time they will answer two gist questions. Set the timer for four minutes again and tell them to raise their hand when they are ready, so they can check their time. Then put Ss in pairs to discuss the questions. Go through the answers as a class.

Answers:
1 C: Four very different people take part in an international piano competition.
D: Single woman happens to meet writer recovering from the death of his wife. They fall in love.
2 C: three stars – very positive review with no negatives mentioned
D: one star (or maybe two) – rather predictable and only really for real fans of the genre. The reader lost interest by the end.

5 This task requires Ss to read all four texts again, in more depth. Ask Ss to read and mark each sentence with A, B, C or D. Allow plenty of time for this and ask Ss to compare in pairs before going through the answers as a class.

Answers: **1** C **2** B **3** B/D **4** C **5** D
6 A/B/C (the nature of music and human beings) **7** A
8 A (there's an 'awful event')

6 This task exploits the reviews for useful vocabulary. Ss now need to scan the texts to look for the words. The first letter is given to help them. Complete the first answer together then ask Ss to continue alone. When they have finished, go through the answers as a class. Ask Ss to read out the whole sentence so you can drill as needed. Pay attention to fixed expressions such as *to lose interest* (*in*) and encourage Ss to record the whole phrase in their notebooks.

Answers: **1** tells **2** event **3** raise **4** follows **5** issues
6 ending **7** explores **8** life **9** discovers **10** interest

7a Ask Ss to number the four book reviews in order of preference and think about why they would(n't) like to read them.

b Ask Ss to compare in pairs. When they have finished, have a show of hands to see which titles are the most popular.

Homework ideas

Workbook: Reading, p48–49

6B Develop your listening

Introduction

The goal of this lesson is for Ss to understand a technical support line. To help them achieve this, they will focus on dealing with technical terms.

Warm-up

Ask Ss to discuss what technology they use on a daily basis at home and work and what they know about new developments in this area/how confident they are in using it. After a brief discussion, ask them to turn to the questions in their book.

1 Ask Ss to rate their own technical knowledge. Give an example yourself: *If I have a technical problem, I usually diagnose it using the computer but only simple problems. At work I call the helpdesk, at home I call my kids!*

2 6.4 Tell Ss they are going to hear a recorded message about technical support and discuss what this type of recording usually says (it usually has numbers to press according to the problem). With ***weaker classes***, preteach/check the word *purchase* (buy). After a brief discussion, play the recording for Ss to write the numbers beside the letters. Go through the answers as a class.

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

Audioscript 6.4

Welcome to Dill Computers. Calls may be checked and recorded for quality and training purposes.

If you are calling about an existing order, please press 1.
To purchase a new item, press 2.
For technical problems, please press 3.
If you have just received your order and have a non-technical question, press 4.
To speak to the operator or a particular member of staff, press 5.
To hear these options again, please press the hash key.

3 Ask Ss if they have needed to use technical support at home or work and what techniques they use to help them with such calls. Go through the Focus box carefully as a class, reading each section and discussing the examples.

4 Look at the icons together as a class. Discuss the shapes (*circle, round, rectangle*, etc.) then ask Ss to work in pairs and match descriptions 1–8 by writing A–H beside them. Check answers as a class.

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

5 6.5 Tell Ss they are now going to listen to a conversation between a customer and a technical support advisor. Ask them to listen to the recording and tick the icons mentioned. Go through the answers as a class.

Answers: D, B, A, G

Audioscript 6.5

Freya: Hello. You're through to technical support. My name's Freya. Could I have your name and number to begin with – in case I have to call you back.
Loretta: Yeah. Sure. It's Loretta Garrison and my number is 0741567636.
Freya: OK. That's great. So, do you mind if I call you Loretta, Ms Garrison?
Loretta: No, that's fine – better than Ms Garrison!
Freya: OK, so Loretta, what can I help you with today?
Loretta: Well, the keyboard on my laptop has stopped working.
Freya: OK. Can you tell me the type of laptop you've got?
Loretta: Yeah, it's an LX60.
Freya: OK. That's quite new. How long have you had it?
Loretta: A couple of months. It's been fine, but it just stopped working today for some reason.
Freya: And is it all the keys or just some of them?
Loretta: Well, it actually started with one or two and now it doesn't seem to work at all.
Freya: OK. And have you turned it on and off?
Loretta: Yep, no good.
Freya: OK. So Loretta, can you see the little window icon in the bottom left-hand corner?
Loretta: Yeah.
Freya: Well can you click on that and then open settings.
Loretta: I'm not sure I know what that is.
Freya: Oh, right. Well, it's the cog icon – it's like a little circle or a wheel. You got that?
Loretta: Yeah.
Freya: OK. So, click on that and then can you click on where it says 'devices' for me? It's about halfway down the list. See it?
Loretta: Yeah ... OK.
Freya: OK, so Loretta, can you see anywhere it says 'keyboard' or can you see a keyboard sign?
Loretta: Yeah.
Freya: Is there a warning sign by it at all? Like a yellow sign with an exclamation mark?
Loretta: No. Should there be?
Freya: Well, you would only get that sign if you had a virus. Do you have virus protection?
Loretta: Sorry, what do you mean?
Freya: Virus protection will protect you from any internet viruses going round. It's the shield thing with the green tick. It should be at the bottom of the screen.
Loretta: Oh yes, I see it.
Freya: OK, so it looks like you are protected. I guess the last thing you could do is just check the battery, which is inside the computer at the back. Just taking it out and putting it back in occasionally works.
Loretta: OK, so how do I do that?
Freya: OK, just unplug it, if it's plugged in at all.
Loretta: OK ... one sec ...
Freya: Right, so switch it off – the actual laptop – and turn it over.
Loretta: One sec ... Sorry ...
Freya: OK, have you turned it over?
Loretta: Yeah ...
Freya: Can you see a little thing in one of the corners that's keeping the battery compartment closed?
Loretta: Yeah ...
Freya: So just move that back and hold it. And the battery should come out.
Loretta: It's not coming out ...
Freya: You need to hold it back for a few seconds.
Loretta: Oh, right. Yeah ... it's there.
Freya: So just take the battery out completely and leave it for five or ten minutes. Then put it back in and reboot it – just turn it back on again.
Loretta: OK.
Freya: I'll ring you back in 15 minutes to see if it's worked and if not, I can take your details and arrange for the laptop to be picked up.
Loretta: OK. Thanks. Fingers crossed.

6 Tell Ss they're going to listen again and ask them to read through the sentences. Ask Ss to listen to complete the phrases the speakers use, then put them in pairs to check. With ***weaker classes*** you may need to pause the recording at times and play it again as needed. Go through the answers as a class and write them on the board, so Ss can check their spelling.

Answers: 1 bottom left-hand 2 or a wheel 3 halfway down 4 an exclamation mark 5 the green tick 6 at the back 7 back on again

7 6.6 Refer Ss to the question. Explain that they will now hear the final part of the conversation. Ask Ss to compare answers in pairs then discuss as a class.

Answer: No, it didn't.

Audioscript 6.6

Freya: Hello. Loretta. This is Freya from Dill.
Loretta: Oh right. Yeah. Great. So, it seems to have worked!
Freya: Really?! That's great. It actually doesn't work that often!
Loretta: Well, it's clearly my lucky day!
Freya: Looks that way. So, is there anything else I can help you with today, Loretta?
Loretta: No thanks. You've been a great help.
Freya: No problem. Have a good day now.
Loretta: You too. Thanks. ... oh wait, what ... oh, no, not again!!

8 Put Ss in pairs to discuss the questions. Invite a few pairs to share their experiences when they have finished.

Homework ideas

Workbook: Listening, p47

6c Develop your writing

Introduction

The goal of this lesson is for Ss to write a report. To help them achieve this, they will focus on organising information.

Warm-up

Ask Ss if they need to read or write reports in their daily life (younger Ss may do this as part of other courses such as science) and if so, what the reports are based on. Introduce the words *graph* and *data*. Discuss what's important in report writing (*accuracy*, *structure*, etc.).

1a Ask Ss to look at the survey and discuss where they might see such a text (maybe online as a quiz or for market research) then work alone, read the survey and answer the questions.

b Ask Ss to compare answers in pairs. Give them a few minutes to do this. Conduct a whole class feedback discussion and ask if they have similar ideas.

2 Refer Ss to the graphs and spend a little time discussing them. Explain that they refer to answers for questions 1 and 2 from the survey in Ex 1. Ask Ss to identify the axis and what they refer to, then ask Ss to read the information to themselves. Then put them in pairs to discuss the question. After a few minutes, elicit their answers and deal with any questions.

3 Tell Ss they are going to read a report based on the survey data and focus attention on the headings in the box. Ask Ss to decide which section questions 1–6 would be answered in and write I (introduction), M (main findings) or C (conclusion) beside each. When they have finished, ask Ss to compare in pairs then go through the answers as a class.

Answers:
Introduction: questions 3 and 6
Main findings: questions 1, 2 and 4
Conclusion: question 5

4a Ask Ss to read the report to find answers to the questions in Ex 3. Advise them to highlight where they find the answers in the report. When they have finished, ask Ss to compare in pairs then go through the answers as a class. Highlight the answers in the text on the board if you have access to a projector.

Answers:
1 those over 35
2 TV
3 1,000 people between the ages of 18 and 55
4 No. Quite wide differences.
5 Traditional newspapers may die out
6 March of this year

b Refer Ss to the box and ask Ss to work alone and complete the report. Point out that these phrases are useful for report writing. They should first work alone then discuss in pairs before checking as a class. Ask individual Ss to read sections of the report aloud to do this.

Answers: **1** were interviewed **2** two-thirds **3** a clear difference **4** only **5** In contrast **6** it appears that

5 Go through the Focus box as a class. Refer back to the example report just read, then put Ss in pairs to discuss the questions before going through as a class. You could also discuss the use of tenses with Ss. There is some debate about whether research should be written up using the present or past tense, but many people say that as the survey is in the past, the results should be reported in the past.

6 This activity allows Ss to respond to the content of the report. Ask them to discuss in pairs or small groups. When they have finished, elicit feedback to compare ideas.

7 Refer Ss to the phrases in the box and ask them what they are about (expressing numbers/data). Point out that they need to match the expression with one with a similar meaning in the sentences that follow. Complete the first example together then ask Ss to continue alone. When they have finished, go through the answers as a class. Ask individuals to read the sentences aloud, so you can correct pronunciation as needed. Point out that we say *percent* /pəˈsent/ after a number, but *a percentage*.

Answers: **1** Almost a third **2** A quarter **3** significant **4** a tiny percentage **5** Just over half **6** A large majority **7** One out of every five **8** nearly all

Prepare

8 Tell Ss they are now going to write a report based on two of the questions in the survey in Ex 1. If you have plenty of time, they can conduct the survey in class and use their own data. Alternatively, they can use the data set provided on p171. Ask pairs to read through the bulleted list and discuss what they will include. Monitor and help with ideas or language.

Write

9 Ask Ss to use their notes to write their report. It is a good idea to write each paragraph one by one. If they have been working in pairs until now, they should write alone. Monitor and help if necessary. Remind them to use the language from the Focus box.

Homework ideas

Workbook: Writing, pp.50–51

7 OVERVIEW

7A Health problems
Goal | discuss a health problem with a doctor
Grammar | verb patterns 1
Vocabulary | health problems
GSE learning objective
Can describe basic symptoms to a doctor, but with limited precision

7B Money talks
Goal | discuss money issues
Grammar | verb patterns 2
Vocabulary | money
GSE learning objective
Can express and comment on ideas and suggestions in informal discussions

7C Kings of the road
Goal | tell a travel story
Grammar | noun phrases 2
Vocabulary | on the road
GSE learning objective
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points

7D English in action
Goal | deal with problems with shops and services
GSE learning objective
Can deal with less common situations in a shop, post office, etc. (e.g. returning an unsatisfactory purchase)

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

7A Phrases with *have*

7B Money and banks

DEVELOP YOUR SKILLS

7A Develop your reading
Goal | understand a written interview
Focus | recognising pronoun referents
GSE learning objective
Can scan an interview transcript for key information

7B Develop your listening
Goal | understand a conversation
Focus | understanding vague language
GSE learning objective
Can generally follow rapid or extended speech, but may require repetition or clarification

7C Develop your writing
Goal | give written directions
Focus | adding supporting details
GSE learning objective
Can give clear, detailed directions on how to get somewhere in a letter, email, or online posting

7A Health problems

Introduction

The goal of this lesson is for Ss to discuss a health problem with a doctor. To help them achieve this, they will revise verb patterns and vocabulary in the context of health.

Warm-up

Before the lesson starts, ask Ss to work in pairs and talk about why people visit the doctor or dentist in their country and how often they go/how easy it is to arrange. After a few minutes, ask Ss for their ideas and discuss aspects of health appointments. Tell them this lesson is about health appointments in English.

Culture note
Ss who are in the UK or interested in it may benefit from an explanation of the system, where appointments are made with a local GP, but emergencies are treated in hospital casualty (A&E departments). Healthcare is free at the point of need and paid for through taxation, though private care is available.

Vocabulary

Health problems

1 Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. Refer Ss to the pictures and ask them to match them with the sentences, and then compare in pairs. After a few minutes, elicit answers.

Answers: 1 C 2 D 6 F 7 E 8 B 9 A 11 H 12 G
No pictures match sentences 3, 4, 5 and 10

VOCABULARY BANK 7A p162
Phrases with *have*
This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ask Ss to look at the photos and describe them using the verb *have* + a noun in the box. Ss can discuss first in pairs, then go through the answers as a class.

Answers: **A** He has a (bad) headache. **B** He's having a rest.
C He's/She's having an injection.
D He's/She's having an operation. **E** She has a temperature.
F He's having treatment.

2 Ask Ss to complete the sentences with a noun in the box in Ex 1. They can compare in pairs then go through the answers as a class.

Answers: 1 appointment 2 headache 3 injection 4 virus 5 operation 6 infection 7 stitches 8 temperature 9 insurance 10 rest 11 X-ray 12 treatment

3a Ask Ss to work alone to complete the questions. Monitor and correct as needed.
b Ask Ss to ask and answer with a partner.

Vocabulary checkpoint

Remind Ss to record the phrases in bold together and point out useful related parts of speech. For example, *a bruise/ to bruise, an ache/ to ache*. Note the unusual pronunciation of /eɪk/.

2 This exercise enables Ss to practise saying the vocabulary as well as checking on meaning. Discuss the first sentence in Ex 1 with the class, to demonstrate that several answers are possible then ask them to continue in pairs. When they have finished, have a whole class feedback discussion and see if Ss agree.

3 This exercise allows Ss to personalise the vocabulary. Give them a few minutes to think then describe their experiences in pairs. Monitor and help with new vocabulary if necessary. When they have finished, ask a few pairs if they have any interesting or funny stories to share.

Teaching tip

Personalisation is an important stage in learning. It helps learners see the value of what they are studying and makes it memorable for them. If Ss haven't had any of the experiences, they can talk about friends, family members or even famous people.

Further practice

Photocopiable activities: 7A Vocabulary, p211

Listening

4 7.1 Tell Ss they are going to hear two conversations between patients and doctors. Check/pre-teach *heal* (get better). Ask Ss to listen and make notes on the three questions. With a ***weaker group*** they may need to listen twice. Go through the answers as a class.

Answers:

Conversation 1

1 strained a muscle in leg
2 no – strained lower back
3 rest it (and give it time to heal), stop doing weights

Conversation 2

1 sore throat – (connected to stopping smoking)
2 not exactly – caused by virus (not giving up smoking)
3 take tablets over the next five days, avoid any physical exercise, take time off work

5 Tell Ss they are going to listen again more carefully and decide if the statements are true or false. Ask Ss to check answers in pairs and correct the false sentences as you go through them as a class.

Answers:

1 a F – It began to hurt a couple of days ago
b T
c T
2 a F – (stopped smoking and began to feel sore) at the start of the year
b T
c F – Not sure that'll be possible (to take time off)

Optional alternative activity

Ask Ss to discuss if it's wrong to go to work if you have a cold and why. Ss discuss if it's difficult to get time off when ill.

Audioscript 7.1

Conversation 1

Doctor: So what seems to be the problem?
Patient: It's my leg, doctor. I was reading about it online and think I must've strained a muscle or something. I keep getting this pain all down here … and it's particularly bad down the side of my leg.
Doctor: Well, let's have a look at it, shall we? Can you just try to bend your leg? Yeah, like that. Good. And how does that feel?
Patient: Not great, to be honest. It hurts here – and here.
Doctor: OK. And how long has it been like this?
Patient: It started feeling a bit strange a week or two ago, but it only began to really hurt a couple of days ago.
Doctor: And have you done any heavy lifting or any sport or anything in the last couple of weeks?
Patient: Well, I go to the gym most days after work and I do weights quite a lot, so …
Doctor: Right. Well, I'd strongly suggest taking a break from that for a while. You've clearly hurt your lower back somehow.
Patient: My back? But it's my leg that hurts.
Doctor: Yes, but when you injure your back – for example when doing weights – then the pain often starts in your lower leg and you really need to rest it and give it time to heal.

Conversation 2

Doctor: Hello there. How can I help?
Patient: Oh, hello. Thanks for finding the time to see me.
Doctor: That's OK. What seems to be the problem?
Patient: It's my throat. It's been really sore for a while now.
Doctor: Yes. You don't sound great, I have to say. And you're very pale. When did it start to feel bad?
Patient: Well, the thing is, you see, I stopped smoking at the start of the year and it started feeling sore a few days after that, so I was wondering if it's connected at all.
Doctor: It could be, I suppose. Well done for stopping, though. It's never too late. Right. I just need to take your temperature … OK. Well, that's rather high.
Patient: OK.
Doctor: And can you just breathe in and then out for me, please? OK. And again. Right. And do you feel stiff at all? Your neck? Or shoulders?
Patient: A little bit, now you mention it, doctor, yeah.
Doctor: So … I think you've caught an infection that's going round. Nothing to do with the smoking!
Patient: That's a relief.
Doctor: I'll write you a prescription for some tablets that will help with the infection. Over the next five days, take two tablets four times a day and that should help.
Patient: OK.
Doctor: And you need to avoid doing anything too physical.
Patient: That'll be easy!
Doctor: And you might want to consider taking some time off work as well, if you can.
Patient: Not sure that'll be possible, but I promise to ask.

Grammar

Verb patterns 1: verb + *ing*/infinitive with *to*

6 7.2 Tell Ss they are going to use sentences from the listening to focus on some grammar. Ask them to listen and complete the sentences, and then check in pairs before going through the answers as a class.

Answers: 1 getting 2 feeling 3 taking 4 to feel 5 to take 6 doing 7 taking 8 to try

7 Ask Ss what the grammar is (verb patterns) and why the second verb is sometimes *-ing* and sometimes infinitive with *to* (it depends on the verb before). Then ask Ss to read the Grammar box and add the verbs from Ex 6 to the correct group. Complete the first example together, then Ss can continue in pairs. Go through the answers as a class and deal with further questions as needed.

Answers: **1** keep, suggest, avoid, consider **2** need, promise **6** start

GRAMMAR BANK 7A pp.148–149

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** to drive **2** talking **3** both **4** to spend **5** dealing **6** speaking **7** to stop **8** going **9** to see **10** to eat, wanting

2 **1** suggest starting with a short walk of a kilometre or two
2 keep getting really out of breath all the time
3 need to stay in hospital overnight
4 remember to send her a card
5 failed to find anything
6 considered becoming a doctor
7 stopped to make
8 refused to give me anything

Pronunciation checkpoint

When we speak at normal speed, prepositions such as *to* are usually reduced to a weak form /tə/. The stress is on the main verb that follows as this carries the meaning. However, *to* can have a long vowel, e.g. *You need to* /tuː/ *avoid.*

8 Refer Ss to the verbs in the box and check they understand them. Explain that they must choose the correct verb and put it in the correct form. Complete the first example as a class then Ss work alone to complete the sentences, referring to the Grammar box. Ask them to check in pairs, then check answers with the whole class. Ask Ss for individual answers, so you can drill as needed.

Answers: **1** waiting **2** to be **3** to join **4** to feel/feeling **5** to listen **6** bending **7** writing **8** to book **9** taking/to take **10** eating

9a Describe a situation, for example: *I come home late and I don't have a key. My husband is asleep upstairs.* Elicit suggestions from the Ss with the verb *try*. Give an example solution yourself: *Try to climb in the window* or *Try throwing stones at the window*. Then ask Ss how these are different. Elicit that the first one is difficult and the second one is a suggestion. Ask Ss how the form differs (one is verb *-ing*/one is verb + infinitive). Point out that sometimes verbs can be followed by both forms and then there is a change in intended meaning. Then ask Ss to match the letters with the numbers in Ex 9a.

b When they have finished, ask Ss to compare in pairs then refer them to the Grammar box to check their answers. With ***weaker classes***, ask Ss to read the examples aloud and discuss as a class.

Answers: **1** b **2** a

10 This exercise checks if Ss have grasped the differences between when to use the *-ing* form and the infinitive with *to*. Complete the first one together then ask Ss to continue alone. Monitor and help, asking questions as necessary to prompt Ss to self-correct. ***Fast finishers*** can compare and discuss the answers before you go through as a class.

Answers: **1a** having **b** to have **2a** to go **b** going **3a** to go **b** eating

Teaching tip

Once Ss have had exposure to a grammar rule, they need to try it out. Rather than simply let them do the exercise and check it at the end (a kind of test), it is fruitful to monitor them while they are doing the task and try and prompt them to self-correct. This is often best done with a question such as *Did he remember first and then do the action or is he looking back at the past?* With ***stronger learners*** you can tell them, *three are correct, but two you need to look at again.* In this way, they learn to become independent and self-monitor.

11a This exercise allows personalisation. Give Ss a few minutes to prepare, and make notes if they need to.

b Put them in groups of three or four to discuss. When they have finished, ask groups to choose an interesting story to share.

Further practice

Photocopiable activities: 7A Grammar 1, p209; 7A Grammar2 , p210

Speaking

Prepare

12 Ask Ss to choose a problem to visit the doctor about. With ***weaker classes***, you may prefer to allocate problems using the roleplay cards on p171 and give them a few minutes to make notes on how to describe their symptoms.

Speak

13a Put Ss in pairs and name them A (patient) and B (doctor). Refer them to the Useful phrases box and go over the pronunciation. Ask Ss who says these, the patient or the doctor (the doctor). Tell them they should talk about their problem and give advice. Monitor and help if necessary.

b Give feedback on the first round of roleplays, then ask Ss to change roles and repeat.

Reflection on learning

Write the following questions on the board:
What can you do better after this lesson?
How will you use this language outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 7A Ex 1–2, pp.148–149
Workbook: 7A, p52
App: grammar and vocabulary practice

Fast route: continue to Lesson 7B
Extended route: go to p116 for Develop your reading

7B Money talks

Introduction

The goal of this lesson is for Ss to be able to discuss money issues. To help them achieve this, they will revise verb patterns and vocabulary relating to money.

Warm-up

Before the lesson starts, write two or three idioms related to money on the board (see Culture note) that tell us how they feel about it. Ask Ss to discuss the meaning and which ones they agree with. After a few minutes, ask the whole class for their ideas about the importance of money and explain that this is today's topic.

Culture notes
There are lots of expressions in English (and probably most languages) about money. *Money makes the world go round* (money is the basis of everything). *A fool and his money are soon parted* (silly people often spend money without thinking). *Money talks* (money is very persuasive). This phrase (the title of the lesson) was famously used by a politician in the 1980s who was recorded accepting a bribe.

Listening

1 Refer Ss to the questions and ask them to discuss in pairs which aspects of money they feel happy talking about. Conduct a brief feedback and ask Ss for any key differences or similarities they found with their partner.

2a 7.3 Tell Ss they will listen to three conversations about money between two work friends. They should listen and answer the question. Pause between listenings. Discuss the answer as a class.

Teaching tip
In this task, Ss need to listen to infer the answer. *Inferring* means picking up the answer when it is not clearly stated. To do this, Ss should make notes as they listen, then reflect on what these imply when they have finished listening. Comparing their notes in pairs and looking at the questions again before feedback is very helpful.

Suggested possible answer: Matthew

b Ask Ss to discuss in pairs what they have learnt about the people named in the listening. Elicit their ideas. There are no fixed answers.

3a Ask Ss to read through the sentences. Check they understand *in debt* (owes money) and *wealthy* (rich). ***Stronger classes*** may be able to answer the questions without listening again.

b Ask pairs to compare then go through the answers as a class.

Answers: 1, 3, 7, 8

Optional extra activity

Ask pairs to discuss if they know anyone like the people in the listening or if situations like this could happen in their country. If you have a multilingual class, try and mix the nationalities as this will lead to a more interesting discussion.

Audioscript 7.3

Conversation 1
Keisha: Zara, you're getting a coffee for Jim, right?
Zara: Yeah, yeah. But I don't know if he takes milk. Does he?
Keisha: Er … no … wait … yes, he does. He does.
Zara: Are you sure?
Keisha: Yeah, he does. I bought him one yesterday.
Zara: Does he ever buy his own?
Keisha: I don't think so. He always claims he has no cash!
Zara: I doubt he's that poor. Talking of which, do you think you could lend me a pound?
Keisha: Sure.

Conversation 2
Zara: Keisha? Are you coming for lunch?
Keisha: Yeah. Shall we go to the park?
Zara: Sure. Which reminds me, I saw that guy Matthew from our Spanish class the other day.
Keisha: In the park?
Zara: Well, near there. It was Tuesday afternoon. And he was putting a whole load of bags with designer labels into that sports car he has.
Keisha: Do you know what he actually does for a living? I mean, how does he afford to drive round in that car and go shopping on a Tuesday afternoon?
Zara: No idea. But whatever job he has, it must pay well … or he's from a wealthy family.
Keisha: He hasn't mentioned it.
Zara: Yeah, but why would he?
Keisha: True. Do you know if he's seeing anyone?
Zara: Why? Are you interested?
Keisha: Nooo! I just wondered if … er … that's where his money comes from – maybe.
Zara: If you're not interested in him, why have you gone red?
Keisha: I haven't!
Zara: Hey, be careful. Maybe he's putting it all on his credit card and he's actually completely in debt.
Keisha: Good point … not that I'm interested.

Conversation 3
Keisha: Are you free?
Zara: What's up? You look annoyed.
Keisha: Yeah well, I just discovered how much Jim earns.
Zara: Same as us, no?
Keisha: No! He just told me he earns fourteen pounds an hour!
Zara: What? That's over a pound more than we earn.
Keisha: Exactly!
Zara: And why did he suddenly tell you this?
Keisha: Well, I was getting him a coffee – again – and I made some comment and he said that he's saving to buy a flat and he hardly has anything left after paying rent – only earning fourteen pounds an hour.
Zara: Only! I mean, we're doing the same job.
Keisha: More or less. I mean, I guess he does more finance stuff.
Zara: No, come on! We do more sales – we do the same amount of work, same responsibility!
Keisha: No, I know, … you're right.
Zara: You're too nice! I bet you bought him that coffee, too!
Keisha: … He said he'd owe me one …
Zara: Keisha!!
Keisha: I know …
Zara: I think we should complain.
Keisha: Really? Do you think it'll make a difference?
Zara: Well, what else can we do?

Grammar

Verb patterns 2: verbs followed by a clause

4 7.4 Explain that you will now use the listening to study some grammar. Ask Ss to read through then listen and complete the sentences. ***Weaker classes*** may need to listen more than once. Ask them to check in pairs then go through the answers as a class.

Answers: **a** I doubt **b** I bet **c** I guess **d** I think **e** He said that **f** He just told me **g** I don't know if **h** Do you know what **i** Do you think

Optional alternative activity

Give Ss the missing words and phrases (*I doubt*/*Do you think*, etc.) jumbled in a worksheet or on the whiteboard so that when Ss listen they can choose from them. This approach is suited to ***weaker classes***.

5 Ask Ss to read the Grammar box carefully and write the letters a–i from Ex 4 in the correct category. With ***weaker classes***, do this in stages as a whole class and elicit further examples.

Answers: **1a** Sentence e **b** Sentences a, b, c, d, f
2 Sentence g **3** Sentences h, i

Grammar checkpoint

Ss may need reminding that a *clause* is a subject + verb. It is not necessarily a sentence that can stand alone, but it can be. A sentence is often composed of two or more clauses.

GRAMMAR BANK 7B pp.148–149

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** how much he borrowed
2 why they have decided to do that
3 you speak Greek
4 where the bank is
5 why they don't complain about it
6 when her birthday is
7 you could lend me five pounds
2 **1** I can't believe how much he earns.
2 –
3 I don't know if she's coming to class today or not.
4 She asked me why I work so much.
5 –
6 –
7 Can you tell me where I can find more information?
8 –

6a 7.5 Ask Ss to read the sentences, then listen to the pronunciation. If they hear the word *that* they should add it in the correct place. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: You hear that in sentences 1 and 4.

Pronunciation checkpoint

When we speak at normal speed, words like that /ðæt/ which do not carry meaning are not strongly pronounced. They are weak. This is often why they are difficult to hear and sound like /ðət/.

b Ask Ss to repeat the sentences to each other in pairs. Monitor and note good pronunciation. When they have finished, ask a few Ss to say the sentences for the class as a model of good pronunciation.

7 Write the first set of jumbled words on the board and ask Ss to put them in the correct order. Ss then work alone to complete the other sentences with the correct word order and punctuation. Check answers with the whole class. Drill chorally and individually.

Answers:
1 Do you know where she lives?
2 I wonder how much she earns.
3 I found out what his job is.
4 I can't remember if I paid him back.
5 Do you think I could borrow €5?
6 I bet they have loads of money.
7 I didn't realise that Leila speaks Russian.
8 He told me that he wants a black coffee.

Optional alternative activity

Give Ss mini whiteboards to write the sentences on one by one, and then hold them up to show you. If they are not correct, let them have another try. If you have an interactive whiteboard, use click and drag to check answers and ask Ss to come up to the board. Both these methods are good for outgoing classes that like to compete with each other.

8a Read through the sentence starters and complete one together, so that Ss are aware that there are many options. Then ask Ss to continue with the other sentences. They can check in pairs before discussing as a class. ***Fast finishers*** can write more continuations or be given extra sentence starters to complete: *Do you know .../I bet ...* .

b Read out a completed sentence and invite Ss to respond then put Ss in pairs to do the same. They should take turns to read out the sentences and try and continue the conversation by asking follow-up questions.

Further practice

Photocopiable activities: 7B Grammar 1, p212; 7B Grammar2 , p213

Vocabulary and reading

9a Tell Ss they are going to read some interesting facts about money. They should read and choose the correct option in italics to complete the sentences. Ask Ss to work alone then compare in pairs. As you go through the answers, discuss the differences in meaning and grammar of the words highlighted.

Answers: **1** earnings **2** account **3** earn **4** lend
5 afford **6** debts **7** wealth **8** payments **9** owes **10** rate

Vocabulary checkpoint

Ss may benefit from further clarification on some of the vocabulary. You *earn* money (verb) and what you earn is called your *earnings* (noun, pl.), wages or salary. You *win* money through a competition, but you *earn* money through work.

b Refer Ss to the question marks in the article. They should read and choose a number or place name to complete the sentences. Ask Ss to work alone then discuss their ideas in pairs.

c Ask Ss to turn to p171 and check their answers then work in pairs and discuss the questions. Discuss the answers as a class.

Answers: **1** Qater **2** 38 **3** £5,732, £300,000 **4** 6
5 San Francisco ... $80,000 **6** Switzerland **7** half
8 Belgium **9** Japan **10** Saudi Arabia

VOCABULARY BANK 7B p162

Money and banks

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ask Ss to match the verbs 1–8 with the phrases a–h. Ss can discuss first in pairs, then go through the answers as a class.

Answers: **1** d **2** a **3** h **4** b **5** c **6** e (though d is also possible here) **7** f **8** g

2a Ask Ss to complete the sentences with a verb from Ex 1. Complete the first one together then ask Ss to continue alone before checking in pairs.

Answers: **1** check **2** charge **3** transfer **4** invest **5** open **6** take out **7** withdraw **8** be

b Put Ss in groups of three or four to discuss. When they have finished, ask a few groups to share interesting points or points they agreed on.

Further practice

Photocopiable activities: 7B Vocabulary, p214

Speaking

Prepare

10 7.6 Tell Ss they are going to have a discussion about money, but first they will hear two people doing the same. Refer them to the list of questions and ask them to listen and tick the question being discussed. Ask them to discuss in pairs after they listen, then go through the answers as a class.

Answers: They're discussing question 1. They disagree.

Audioscript 7.6

A: Do you know who Neymar is?
B: Of course, the footballer!
A: Do you know how much he earns?
B: No.
A: Apparently, he gets something like 700,000 euros a week!
B: Wow! That's incredible. Imagine you were that wealthy!
A: I think it's crazy!
B: I agree it's a lot, but there are plenty of others who earn that much or more.
A: Just for kicking a football around?
B: I know, but I guess he can only earn that for a short time.
A: Hey, one month would be enough for life!
B: Yeah. I guess. What would you do about it though?
A: I don't know. Have a maximum salary or something.
B: Really? I'm not so sure. I think if you pay your taxes, it doesn't really matter how much anyone earns.

Speak

11a Ask Ss to read the questions in Ex 10 and make notes on their own answers. Monitor and help with vocabulary or ideas if necessary.

b Put Ss in pairs. Refer them to the Useful phrases box. With ***weaker classes***, you may want to give an example yourself and ask Ss to ask you the questions. While Ss ask and answer in their pairs, monitor and help and make notes on how well they are using the verb forms and vocabulary from the lesson.

c When they have finished, ask pairs to report back and then give feedback on language used.

Optional alternative activity

Ss choose or are allocated one of the questions, with different groups having different questions. They discuss and summarise their ideas. Then regroup them, so that each new group contains someone who will talk about a different question. They then take turns to present their ideas. This is good for ***stronger classes*** who like to talk and is a good way of making sure that everybody participates.

Reflection on learning

Write the following questions on the board:
What was the most useful part of this lesson for you? Why?
How will you remember what we studied today?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11: Ss write a paragraph about one of the questions discussed.
Grammar bank: 7B Ex 1–2, pp.148–149
Workbook: 7B, p53
App: grammar and vocabulary practice

Fast route: continue to Lesson 7C
Extended route: go to p118 for Develop your listening

7c Kings of the road

Introduction

The goal of this lesson is for Ss to tell a travel story. To help them achieve this, they will revise noun phrases and vocabulary in the context of transport.

Warm-up

Work as a class to brainstorm the kinds of transport available in the city or town where you are. Write the modes on the board and ask Ss to discuss which are their favourite and least favourite and why. Ask Ss to reflect on which transport method their city is best for: car drivers, cyclists or walkers and why. Tell Ss that this lesson is about travel.

Reading

1a Ask Ss to write *car drivers*, *cyclists* and *walkers* in their notebooks. Refer Ss to the article and ask them to read it quickly (give them one or two minutes) and write the best city beside each transportation method. After a few minutes, invite feedback.

Answers:
Best city for car drivers: Phoenix, Arizona
Best city for cyclists: Copenhagen
Best city for walkers: Fez (but Guangzhou is also great)

Teaching tip
Give timeframes to encourage Ss to read quickly for gist and not get caught up with unknown vocabulary. Time frames for speaking activities are also useful, as they encourage Ss to work through a task at an appropriate pace and keeps the class working at an even pace. Time limits do not have to be strictly imposed, but they are a useful guide.

b Tell Ss they will now read the article more carefully. Elicit the first answer as an example, then ask Ss to continue alone, highlighting or underlining in the text where they find the answers. When they have finished, check answers with the whole class.

Answers:
1 The driving app Waze carried out the research that decided Phoenix was the best city for drivers
2 Among the things they based their decision on was the quality of the roads
3 In Copenhagen, there was a 130 million euro to build cycle lanes
4 There've been changes to the laws of the road to support cyclists
5 an area of Fez (Fes el Bali) is maybe the biggest car-free area in the world and great for walkers
6 In Guangzhou, they've built new footpaths to encourage walkers
7 Some people want to avoid other road users altogether
8 Every train carriage on the Seoul metro has free high-speed wifi, digital TVs and even heated seats in winter

2 Ask Ss to work in pairs to discuss their city, then go over any interesting points as a group.

Optional alternative activity

If you have a multilingual class, get them to prepare in same nationality groups and then regroup into mixed groups. If all Ss come from the same place, they could be allocated different well-known cities to consider and then report on. They may need to use the internet to research if time allows.

Further practice

Photocopiable activities: 7C Vocabulary, p217

Grammar

Noun phrases 2: noun + noun/noun + *of* + noun

Optional alternative activity

Look at the noun phrases in Ex 1b see if Ss can identify the noun patterns in the examples (a noun + noun/ noun *of* noun, etc.) before turning to the Grammar box. Ask Ss to give further examples of their own.

3a Look at the example *road users* and ask Ss if they can say this any other way (*users of the road*). Ask Ss why we might do this (it's an alternative form/for style reasons). Ask Ss to divide the phrases in Ex 1b into two groups: pattern 1 (noun + noun) or pattern 2 (noun *of* noun). Go through the answers as a class.

Answers:
1 a driving app road users footpaths train carriage a 130-million Euro programme
2 the quality of roads the laws of the road an area of Fez

b Ask Ss to read through the Grammar box and choose the correct alternative. With ***weaker classes***, complete this as a class and discuss any questions.

Answers: 1 second 2 doesn't become 3 first

GRAMMAR BANK 7C pp.148–149
Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers: 1 cars of the future 2 traffic jams
3 amounts of money 4 sides of the road 5 driving tests
6 road signs 7 train stations

4a 7.9 Ask Ss to listen and write down the sentences that they hear. Ask them to compare in pairs and play the audio again if necessary.

Answers:
1 We were stuck in a queue of traffic.
2 I closed the car door on my hand!
3 The brake lights weren't working.
4 It wouldn't fit in the back of the car.
5 I couldn't change the gears of the car.

b Ss listen and repeat the examples chorally and individually.

Optional alternative activity

Writing down every word is challenging, especially if there are unstressed words. To ease this, tell Ss to write the numbers 1–5 on separate lines in their notebooks. As they listen for the first time, they should write any words along the line, then compare in pairs to reconstruct the whole sentence, listening again to check. This activity is called **dictogloss** and is good for consolidating sentence structure. If your Ss like it, you can do it again on other occasions, with short sections of text dictated by you.

5 Focus attention on the sentences. Tell Ss they should decide if *of* is necessary in each underlined example. Point out that only one in each sentence needs *of*. Complete the first one together, then ask Ss to work alone. Go through the answers by asking Ss to read out the correct phrase in the sentence.

Answers: 1 a queue of traffic 2 bags of shopping
3 The number of accidents 4 a fine of thirty-five dollars
5 a selection of books 6 the cost of public transport

Optional extra activity

Ask Ss to work in pairs with one saying the phrase with *of* and the other using the alternative form, e.g. A: *a traffic queue*, B: *a queue of traffic*. This doesn't always work if the noun phrase is fixed or idiomatic – we can't say *a jam of traffic*!

6 Ask Ss to create sentences about their own area. Monitor and help if necessary. When they have finished, put Ss in pairs to tell each other their sentences. ***Stronger classes*** may be able to do this without writing, ***weaker classes*** will need to write first. In feedback, nominate a few Ss to report on one of their partner's answers.

Further practice

Photocopiable activities: 7C Grammar 1, p215; 7C Grammar 2, p216

Vocabulary

On the road

Culture notes

Parallel or *reverse parking* is part of the driving test in some countries, including the UK and some US states. *Points* are added to your licence if you commit a road offence such as dangerous driving or speeding. If you get too many (penalty) points, you can lose your licence. There are different views about helmets and bike safety. Helmets are not required by law for cyclists in the UK, but they are required by law in other countries such as Australia.

7 Focus attention on the words in the box and explain that Ss must use a word pair to complete each sentence. The two words are used in the same order they appear in the box. Complete the first example together then ask Ss to continue alone before checking in pairs. For feedback, nominate individuals to read the answers to the class. Be prepared to discuss aspects of meaning and pronunciation.

Answers: **1** driving test/park **2** pulled out/brake **3** crashed/footpath **4** tyre/breakdown **5** gear/engine **6** control/helmet **7** petrol station/lorry drivers **8** fine/points

8 Ask Ss to discuss the situations in Ex 7 in pairs and then as a class. Explain the Culture notes as needed. If you have a multilingual class, there may be interesting cultural differences.

Suggested possible answers:
1 embarrassing/stupid/annoying
2 scary/dangerous
3 annoying/dangerous
4 an easy mistake/annoying
5 stupid/annoying/dangerous
6 embarrassing/an easy mistake/dangerous
7 annoying
8 annoying

9 Ask Ss to discuss the question in groups of three or four. ***Weaker classes*** may benefit from some time to write sentences first. Ask groups for their ideas in a brief feedback discussion.

Listening

10a 7.10 Focus attention on the questions, a–e, and explain that Ss will hear four speakers. They should write the number of the speaker beside the question they answer. One question is not needed. Ask Ss to compare their answers in pairs before going through them as a class.

Answers: Speaker 1: c Speaker 2: e Speaker 3: b Speaker 4: d

b ***Stronger classes*** can discuss these questions in pairs. ***Weaker classes*** may need to listen again first.

c Ss listen a final time before you go through the answers as a class.

Answers: **a** Speaker 2 **b** Speaker 4 **c** Speaker 1 **d** Speaker 3

Audioscript 7.10

Speaker 1: It was a disaster from start to finish. I was trying to drive out of the test centre, but there was a lot of traffic. I was waiting for ages to turn left and was getting more and more nervous. Anyway, there was a bit of a gap in the traffic, so I tried to pull out quickly, but I was in the wrong gear and the engine stopped and I was stuck halfway into the road and this car coming from my right had to brake to avoid crashing into me. I was lucky it didn't, but obviously, there was no way I was going to pass after that.

Speaker 2: Someone took my bike from our garage. It was quite expensive when I bought it, but I was hardly using it and it actually had a flat tyre and a problem with the gears. Anyway, to be honest, whoever stole it actually helped me, because I got some money from my insurance – and I didn't have to get it repaired before selling it myself!

Speaker 3: I was on holiday a couple of years ago and I hired a car. One night, I parked in a street in the village where we were staying, and in the morning, I came out of our apartment and instead of finding my car outside there were all these market stalls! I had no idea there was going to be a market. Anyway, the police had taken the car away and it cost us 120 euros to get it back. I thought that was all, but when we got back home, we got a letter from the car hire company saying I hadn't actually paid the parking fine – only the cost of getting the car back! So I had to pay 80 euros to the council and 40 euros to the car company for writing the letter!

Speaker 4: Once I decided to visit my parents by coach instead of driving. We were on the motorway and suddenly a sports car came past going super fast and sounding his horn. I was a bit shocked and I thought 'What an idiot!' Anyway, a few miles further up the motorway the traffic completely stopped. We were waiting for ten, fifteen minutes and nothing moved … another 15 minutes – still nothing. In the end, we were there for five hours in the queue of traffic! We were eventually told there'd been a car crash. I don't know for sure, but I bet it was that guy in the sports car who caused it.

Speaking

Prepare

11 Explain that Ss are going to tell their own travel story. They can choose a real story or invent one. Refer them to the questions and tell them to make notes. Monitor and help with vocabulary and ideas if necessary. When they have finished, they should compare with a partner.

Speak

12a Put Ss in groups of three or four and ask them to take turns to tell their story. Refer them to the Useful phrases and encourage the listening Ss to ask the questions in Ex 11 and their own follow-up questions.

b Ask groups to agree on one story to share with the class. If time is short, they can report it briefly.

Teaching tip

Sometimes group work can be dominated by one or two confident Ss. To avoid this, tell the class that each student must take a turn. To help them, monitor and use a timer (or your watch) and tell groups when to move on to the next story.

Reflection on learning

Write the following questions on the board:
How do you think this lesson will help you in the future?
How could you use some of the language of this lesson outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 7C Ex 1, pp.148–149
Workbook: 7C, p54
App: grammar and vocabulary practice

Fast route: continue to Lesson 7D
Extended route: go to p119 for Develop your writing

7D English in action

Introduction

The goal of this lesson is for Ss to deal with problems with shops and services. To help them achieve this, they will revise polite forms relevant to this situation.

Warm-up

Write the following questions on the board and put Ss in pairs to ask and answer: *When was the last time you returned something to a shop? Why? Did you get what you wanted?* After a few minutes, lead a discussion on Ss' experiences. Tell them that this lesson is going to help them understand how to manage situations like this in English. Discuss how confident they feel about this.

Teaching tip

Some Ss may be learning English for school, or to read academic text books or journals. They may not be planning on using it or even visiting an English-speaking country. It's useful to find out their intentions and also to raise their interest in using English for communication. This can involve reflection questions (as in the Warm-up above), 'can do' checklists, class discussions or questionnaires.

1 Put Ss in pairs to discuss the questions. After a few minutes, ask a few pairs for their ideas and write any useful vocabulary on the board.

2 7.11 Explain that Ss are going to hear two conversations between two people, where one is a customer. Ss should listen and note the answers to the questions. Pause the audio between conversations and allow Ss to check answers in pairs.

Answers:
1 Conversation 1: a shoe shop/sports shop/department store that sells shoes
Conversation 2: theatre
2 Conversation 1: wants to exchange a pair of shoes bought for son for a bigger size/for the next size up
Conversation 2: see a show
3 Conversation 1: doesn't have the receipt or the box they came in. They're not supposed to change things without a receipt.
Conversation 2: one of the group has lost their ticket; the ticket number is needed in order to issue a new ticket

Audioscript 7.11

Conversation 1
Customer: Hi
Assistant: Hi. How can I help you?
Customer: Yeah, I bought these trainers for my son the other day and he's actually decided they're too small, so I'd like to change them for the next size up, please, if I can.
Assistant: Have you got the receipt?
Customer: That's the thing – I couldn't find it.
Assistant: And what about the box?
Customer: I left it here when I bought them. I didn't think I would need it.
Assistant: Oh right. I'm sorry. We're not supposed to exchange them without a receipt. We need proof that you bought them here, you see.
Customer: But they're your shop's brand, aren't they?
Assistant: Sure, but we have lots of shops – and I'm afraid we have to account for anything we exchange or refund.
Customer: Honestly, I did get them here. I paid for them by credit card. Is there any way you could possibly check? I'd be really grateful if you could. My son will be so disappointed otherwise.
Assistant: Let me speak to my manager. You just want to change them for a bigger size, right?
Customer: Yeah, yeah. Do you want the credit card I used?
Assistant: Yeah, thanks.
So, it seems we can do that then, but I'll need to keep your credit card details. You won't be charged. We just need to check our records to find your credit card payment.
Customer: OK. Right. Thanks. I really appreciate it. You've been very helpful.

Conversation 2
Box office: Hello, sir. How can I help you?
Customer: Yes, I made a booking under the name of Clarke for a group to see the show tonight, but one of them has lost their ticket. Can she still go in?
Box office: Sure, what's the number of the ticket?
Customer: To be honest I don't know. They're students on a course I run and I just gave them the tickets on the first day.
Box office: Oh. Right. That's a bit of a problem. Strictly speaking, I need to give her a new ticket with the same number. Is the group here?
Customer: Some of them. But I gave them their tickets so we didn't have to meet up first – they're going straight to their seats.
Box office: Right, I see. She really should have a ticket.
Customer: Is there nothing you can do? I mean, couldn't you just go in with her and see if there's an empty seat?
Box office: OK, let me have a look. The name of Clarke ... OK yeah, so you're between D12 and D20 and from E10 to E16. I suppose I could ask someone to go in with you. It is just the one person, right?
Customer: Yes, it is. That'd be great. You'd be really helping us out.
Box office: Let me just ask.
Customer: Of course.
Box office: OK, yeah. If you just wait here. Someone will come down and take her to her seat.
Customer: Phew! That's a relief. I can't thank you enough. Thanks so much.
Box office: That's OK.

3 Tell Ss they will listen again for more detail. Refer them to the sentences to listen and complete. Ask Ss to compare answers in pairs.

4 Refer Ss to the Useful phrases box to check their answers, then go through the answers as a class.

Answers: **1** supposed to **2** any way **3** Let me **4** appreciate it **5** Strictly speaking **6** couldn't you **7** really helping **8** thank you

5a 7.12 Tell the Ss that they will now listen for how the phrases are pronounced, pointing out the underlined words. If you think it's useful, explain the information in the Pronunciation checkpoint box.

b Ask Ss to practise saying the phrases together in pairs, then listen to individuals as a class and play the audio again if necessary.

6 Refer Ss to situations 1–4. Ask them to take turns to read out the rules and try and persuade each other to change their mind, using the phrases focused on in this lesson. When they have finished, ask a few confident pairs to perform their exchange for the class.

Pronunciation checkpoint

Stress is usually used to communicate, by stressing the key information words. When we give extra emphasis, we are communicating to the other person some extra information. In this case, the speaker is asking for something more, so he/she is stressing that this is especially important.

7a Put Ss into groups of three or four and name the groups A and B. Explain that Ss A will be the customers and B the staff. Ask Ss A to turn to p170 and read the first situation then discuss in their group what the rule might be from the shop (*if you have worn it, they probably won't change it*). Ask them to decide what to say to persuade the shop and make notes for each situation. Ask Ss B to turn to p174 and prepare their role at the same time. Monitor and help with vocabulary and ideas.

b When they are ready, reorganise the Ss into AB pairs, so that they have a new partner. Remind them that A is the customer and B the assistant. Ask Ss who speaks first (the shop assistant) and what they say (*How can I help you?*), then start them on the roleplay. After they complete the scenarios, give some feedback and ask Ss to change roles. Allow preparation time before they start the new roleplays.

Teaching tip

Ss really benefit from preparation time before a roleplay, but they need to resist reading prepared written notes. As they sit together, pairs or groups can plan and rehearse what they are going to say. ***Weaker classes*** can help each other write what they will say, and you can check with each group separately and give support, reminding them to make notes and not write sentences. When they are ready, Ss can have a first practice with their partner, using their notes and then turning them over.

Reflection on learning

Write the following questions on the board:

In what situations do you think you will use this language in the future?

Do you feel your listening and speaking skills are getting better? Why (not)?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.

Workbook: Ex 1–2, p55

App: grammar and vocabulary practice

Roadmap video: Go online for the Roadmap video and worksheet.

7 Check and reflect

Introduction

Ss revise and practise the language of Unit 7. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1 Ss work alone to complete the sentences with the best word, using the first letter to help them. Ss compare in pairs then go through as a class.

Answers: 1 stiff 2 bruised 3 agree 4 injured 5 throat 6 allergic

2a Ask Ss to create a table in their notebooks and arrange the verbs into the three columns. Go through the answers as a class.

Answers:
1 avoid, consider, enjoy, keep, mind, miss, practise
2 agree, arrange, decide, hope, need, offer, promise, refuse
3 begin, hate, like, start

b Ask Ss to work alone to write true sentences using the verbs in the box. When they have finished, put them in groups to compare their sentences.

3a Ss work alone to find and correct the mistakes, then check in pairs. Go through the answers as a class.

Answers:
1 I don't know if they'll lend me the money or not.
2 –
3 Do you know where the nearest bank is?
4 I can't believe how much you borrowed.
5 Can you ask him if he takes milk in his coffee?
6 I wonder what she's doing now.

b Ask Ss to work alone to write three sentences/questions using the phrases in the box, then put them in pairs to have conversations. When they have finished, ask a confident pair to read their exchange for the class.

4 Ss complete the sentences with the verbs in the box. They can compare in pairs before you go through the answers as a class.

Answers: 1 afford 2 pay 3 lend 4 earn 5 own 6 save

5a Ss complete each sentence using the plural form of the noun phrases. Complete the first two as a class to show how the noun pluralises in different ways (nouns *of* noun/noun nouns) then Ss continue alone. Go through the answers as a class.

Answers: 1 cups of coffee 2 road signs 3 levels of pollution 4 cycle lanes 5 the quality of the roads 6 train drivers

b Ask Ss to choose two noun phrases to include in a story. Give Ss a few minutes to make notes about their story. When they are ready, put them in pairs to tell each other.

6a Ss work alone to match the verbs and endings, then go through the answers as a class.

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

b Ask Ss to work alone to make notes, then put them in pairs to discuss. When they have finished, ask pairs to share interesting stories they heard.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 7.

7A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a written interview. To help them achieve this, they will focus on recognising pronoun referents.

Warm-up

Ask Ss if they read magazines and what kinds of articles they enjoy. Ask if they prefer online or physical magazines. In pairs, Ss can make a list of typical magazine topics/genres (sports, celebrities, politics, music, art, etc.).

1 Put Ss in pairs to look at the photos and discuss the questions. Elicit feedback. Have a general discussion about which animals make good or not so good pets and why.

2 Tell Ss they're going to read a magazine interview with a vet about pets. Refer Ss to the extract and ask them to read and tick the answers in the margin if they agree with them. Give them a few minutes for this to encourage fast reading then ask them to discuss in pairs before you elicit their opinions.

3 Refer Ss to the phrases which have been removed from the text. Ask Ss to read the text again to decide where they go and write the letters a–f beside the numbers 1–6 . Give them a few minutes. In feedback, ask Ss to compare their answers then go through as a class.

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

4 Ask Ss to look at the Focus box and call on individual Ss to read sections aloud to the class. Do the first example together, and then put Ss in pairs to match the underlined pronouns in Ex 3 with the words in the box. To do this, they need to look back at the interview. Elicit the answers as a class.

Answers: **a** a pet **b** pets **c** stress **d** dogs **f** a pet owner (e does not match anything in the box because it refers back to a whole of the previous sentence – the fact that fish look after themselves and it's very relaxing to watch them swim around)

5 Ask Ss to work alone and read the rest of the interview. They should write the letters of questions a–i beside the answers, then check in pairs. If you have a projector or IWB, project or show the interview and add the answers there.

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

6 Ask Ss to work alone and find the underlined referents in the text then decide what they refer to. Ask Ss to discuss in pairs then ask for feedback.

Answers:
1 the fact she was shy, family life was complicated and the pets she had offered easier relationships
2 making pet owners feel better when pets die, arguing with them and training them
3 business/business training
4 pet owners
5 giving a dog a biscuit
6 animals
7 elephants
8 animals suffering stress and pain
9 sprays that can help calm pets and drugs similar to Prozac
10 pet owners … their pet's (depressive) behaviour
12 the fact that vets' bills have gone up

7 Put Ss in pairs to discuss the questions. When they have finished, have a whole class discussion and ask for a show of hands on questions 2 and 3.

Homework ideas

Workbook: Reading, p56–57

7B Develop your listening

Introduction

The goal of this lesson is for Ss to understand a conversation. To help them achieve this, they will focus on understanding vague language.

Warm-up

Ask Ss if they think they are good with money or not. Give a few questions to focus their thoughts, e.g. *Do you know how much you spend each week? Are you good at saving? Do you have a budget for clothes, going out,* etc.? Ask Ss to compare their ideas then elicit feedback.

1 Put Ss in pairs to discuss the questions. After a few minutes, elicit their answers. When they have finished, check which payment method is the most popular (see Culture note) with a show of hands.

2a 7.7 Tell Ss they are now going to listen to two friends discussing cashless payments (see Culture note). Ask them to read through the list, then listen and tick the topics mentioned.

b Ask Ss to compare in pairs and see what they can remember about the topics mentioned. Check the answers as a class.

Answers: 1, 2, 4, 6, 8

Audioscript 7.7

Aiden: There was a really interesting programme on last night about the move towards a cashless society. Did you see it, Burak?
Burak: No. I missed that. But I was talking to a friend of mine in Sweden the other day and he said almost everyone he knows there has pretty much stopped using cash altogether.
Aiden: Yeah, they mentioned Sweden. They said that there were even homeless people who were taking cashless payments there.
Burak: Like guys on the street taking cards?
Aiden: Yeah – apparently.
Burak: How do they do that?
Aiden: I'm not absolutely sure – maybe they carry some sort of card reader around.

Burak: A card reader? Seems a bit unlikely.
Aiden: I don't know – or maybe it's just with a mobile.
Burak: What? Like Apple Pay?
Aiden: Maybe. I don't know. Actually, it all left me kind of feeling I was going to use cash more!
Burak: Hah! I'll believe that when I see it, Aiden! You're not exactly famous for being generous with your cash, you know!
Aiden: I mean, I want to start paying for things in cash – instead of by card.
Burak: Well, I haven't seen you using a card much either! Or using new technology for that matter!
Aiden: Hey, I just think it's good to see the bigger picture.
Burak: What's the bigger picture then?
Aiden: Well, it's basically banks and tech companies who want us to change the way we pay for things, because they'll increase their profits if we all stop using cash.
Burak: Why? Because managing cash costs them more?
Aiden: Yeah. Exactly. It's better for them in two different ways. It means they don't have to pay people to count the cash and store it and move it around – like security guards and stuff – and then they also make money on every transaction. So, like with a debit card, the banks make a small charge every time you use it. With something like Android Pay, there's no charge, but Google collects data about you.
Burak: And data has value these days.
Aiden: Exactly, but it's more than that. They showed this guy who's done research into what happens when people use cash and cards and basically when you use cash it causes you pain …
Burak: A lot of pain in your case.
Aiden: Hah, yeah. Well, I guess it may be greater in some than others – but no, it's there for everyone. Not like a real physical pain or anything – it's not something you feel as such …
Burak: You mean it's subconscious?
Aiden: Exactly, but when you pay by card, it kind of removes that pain. And actually, when they did experiments, people bought more stuff when they used a card instead of cash.
Burak: Maybe because it's a new thing? When people are more used to cards, they won't spend so much.
Aiden: I don't know. Maybe when people get into debt, they'll change – but then again, banks make money out of debt, too.
Burak: Hmm.
Aiden: All I know is that they're trying to make sure you can buy stuff super fast, so that you think about it as little as possible.
Burak: Yeah. Maybe, but that might not last.
Aiden: Maybe not. Anyway, the programme was good. I'm sure it'll be online still if you want to watch it.
Burak: Yeah. I will. Shall we get a coffee before the meeting?
Aiden: Nah. They'll have coffee and cake when we get there, won't they? Might as well save our money!

3 Go through the Focus box carefully as a class, reading it aloud or asking one or two Ss to read it out. When you finish, ask Ss to work in pairs and tick the vague words and phrases they have heard before. Then discuss as a class.

4a Tell Ss they are now going to listen again and complete the sentences. Reassure them that you will play the recording twice if needed. Ask Ss to work together to compare answers before going through them.

Answers: **1** the other day **2** pretty much **3** some sort of **4** kind of **5** and stuff **6** or anything

b Ask Ss to look at the phrases seen in Ex 4a and choose the best option, a or b, that matches their meaning. Ss can compare in pairs then go through the answers as a class.

Answers: **2** b **3** b **4** a **5** a **6** a

5a 7.8 Ask Ss to write the numbers 1–10 in their notebook, with each number on a separate line. They should listen and tick if they hear a vague phrase. Check the answers as a class.

Answers: 1, 3, 4, 6, 7, 9, 10

b Play the recording again for Ss to write the vague phrases beside the ticks. Ask Ss to compare notes in pairs before eliciting the answers and writing them on the board.

Answers: **1** some kind of **3** or anything **4** a sort of (blue)-ish **6** and something **7** sort of **9** about (forty)-ish **10** or so

Audioscript 7.8

1 They had some kind of problem with the bank.
2 We charge two point five percent on each transaction.
3 I couldn't even afford a coffee or anything.
4 That's a ten-pound note. The five-pound notes are a sort of blue-ish colour.
5 Students leaving English universities owe an average of 44 thousand pounds.
6 I earn five hundred and something a week.
7 I was just sort of wondering.
8 The top rate of tax is 40 percent.
9 I think he's about forty-ish.
10 It cost me a hundred pounds or so.

6 Ask Ss to work in pairs to make two lists, one of advantages and one of disadvantages. Monitor and help with ideas and language if necessary. When they have finished, discuss as a class.

Homework ideas

Workbook: Listening, p55

7c Develop your writing

Introduction

The goal of this lesson is for Ss to give written directions. To help them achieve this, they will focus on adding supporting details.

Warm-up

Tell Ss to listen carefully and give them directions to somewhere nearby (inside or outside the place of study), but don't tell them where it is. When you finish, ask them to discuss in pairs where they think they are. Ask for feedback. Discuss what can help when people give directions (maps/making notes/diagrams/landmarks, etc.) and tell them this is the focus of this lesson.

1 Put Ss in pairs to discuss for a few minutes. When they have finished, ask a few pairs for their ideas. Ask for a show of hands to see who prefers to use a map or their phone/GPS. Discuss why.

2 Ask Ss to read the messages and answer the questions. Explain that the messages are not connected. Give them a few minutes to read the first one, then conduct whole-class feedback and discuss their reasons before moving on to the second and third.

Answers:
1 1 to give directions to holiday accommodation
2 to give details of how to get to the venue for the training event/team-building weekend
3 to give directions to a new flat/house
2 1 They don't know each other.
2 colleagues
3 old friends
3 1 by car
2 coach is offered, but the email gives instructions for driving or taking the train
3 possibly cab (taxi), but directions given for tube and then bus

3 Refer Ss to the Focus box and ask them to read it to themselves. Then put them in pairs to discuss the question. Elicit the answers and deal with any questions. Check with Ss by asking which of the supporting details they think is most useful and why.

Answers:
Writers can add information about:
local landmarks and easily recognised places
distance
facing the right way

4 Ask Ss to read the messages again and locate two examples of supporting information in each. They can underline or highlight them. When they have finished, go through the answers as a class. If you have a projector, underline these sections of the text as you go through feedback.

Answers:
1 Landmarks: You should see a post box and a house called Parc Maw./If you reach a small cottage on the left, it means you've gone too far.
Distance: One Cat Farm is the second entrance on the right, a few hundred yards along.
2 Landmark: As you enter the village and *before* you reach the church …
Distance: The venue is about half a mile down the road.
3 Landmarks: To your right, on the other side of the road, there's a big Turkish place called Gökyüzü.
Distance: I'm about halfway up the road, on the right.
Facing the right way: If you have your back to the stairs, you should also see some shops on your right.

5 Ask Ss to use the words in the box to complete the sentences. With ***weaker classes***, tell them to put the numbers beside the words in the box. When you go through the answers, they can write the correct words in the gaps.

Answers: **1** roundabout **2** direction **3** exit **4** off **5** halfway **6** approach **7** side **8** subway **9** facing **10** fork

6 Ask Ss to complete the sentences with a preposition if necessary. They should discuss in pairs then check as a class.

Answers: **1** to **2** out **3** off **4** – **5** up/down **6** after/before **7** away/– **8** –

7 Tell Ss they are going to practise giving precise directions. Tell them they are first going to decide where to go. They can then work together to describe the route. With ***weaker classes***, allocate the places.

Prepare

8a Tell Ss they will now write an email giving directions. Refer them to the options and ask them to choose. Discuss differences in style and format for the three options. ***Weaker classes*** should write the email to a friend as it is the easiest.

b Ask Ss to make notes on each of the points. They can work together and help each other. Monitor and help with ideas and vocabulary.

Write

9 Ask Ss to use their notes to write their email. It is a good idea to divide their text into paragraphs. If they have been working in pairs until now, they should write alone, but they can continue to support each other while they write (for example, helping with spellings). Monitor and help if necessary.

Homework ideas

Workbook: Writing, pp.58–59

8 OVERVIEW

8A Small changes
Goal | discuss environmental issues
Grammar | first conditional
Vocabulary | the environment
GSE learning objective
Can speak in general terms about environmental problems

8B Relationships
Goal | talk about different relationships
Grammar | *whatever, whoever, wherever, however,* etc.
Vocabulary | character
GSE learning objective
Can talk about matters of personal information and interest in some detail

8C Big moments
Goal | describe important life events
Grammar | time conjunctions
Vocabulary | life events
GSE learning objective
Can describe the personal significance of events and experiences in detail

8D English in action
Goal | make phone calls
GSE learning objective
Can explain the reasons for their phone call to a business or client

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

8A Phrasal verbs with *out*

8B Relationships

DEVELOP YOUR SKILLS

8A Develop your listening
Goal | understand a radio programme
Focus | understanding new words
GSE learning objective
Can extract the meaning of unknown words from context if the topic discussed is familiar

8B Develop your reading
Goal | understand a blog post
Focus | using existing knowledge
GSE learning objective
Can identify key information in an extended text or article

8C Develop your writing
Goal | write invitations
Focus | formal and informal language
GSE learning objective
Can write a formal email/letter of invitation with appropriate register and conventions

8A Small changes

Introduction

The goal of this lesson is for Ss to be able to discuss environmental issues. To help them achieve this, they will revise the first conditional and vocabulary relating to this context.

Warm-up

Before the class starts, write *built environment* and *natural environment* on the board. Ask Ss to tell each other what these are. Elicit a few ideas. Support Ss with vocabulary that may be useful for the lesson. Tell Ss this is what this lesson is about.

Culture note
Ss will have some existing understanding and knowledge (or 'schemata') of the language and topic area. The natural environment covers all living things. In contrast, the built environment includes urban settings as well as agricultural land conversion.

Vocabulary

The environment

1 Refer Ss to the photos and ask them to discuss the environmental issues shown in pairs and match the vocabulary with the correct pictures. Monitor and help with new vocabulary if necessary. After a few minutes, elicit their ideas and add any further useful vocabulary to the board.

Answers: **A** pollution **B** animals dying out **C** overpopulation **D** floods, climate change, rising sea levels **E** plastic waste **F** natural resources running out

2 Tell Ss to make sure they have noticed and checked their understanding of the words in bold. Then ask Ss to work alone to choose the correct options before checking in pairs. Go through the answers as a class and deal with any problems. Point out that *waste* here is used both as a noun (= rubbish) as well as the verb (= use badly), in sentences 4 and 7.

Answers: **1** floods **2** pollution **3** pollution **4** plastic waste **5** dying out **6** run out **7** waste **8** overpopulation

Vocabulary checkpoint
Ss may benefit from focusing on the pronunciation of these new words. Point out that in this case, *ch* in *chemical* is pronounced /k/, but *ch* in *challenge* is pronounced /tʃ/; *c* in *consume* is pronounced /k/, but in *produce* it's pronounced /s/.

Optional alternative activity

Prepare sets of cards with the words in italics from the exercise. Put Ss in groups of three or four and give each group a set of cards. Ask groups to discuss the meanings and organise the cards into categories. ***Stronger classes*** can decide on the categories without guidance. ***Weaker classes*** can be guided – the categories could be grammatical (verb/noun, etc.) or thematic (good things/bad things). This involves discussion and moving the cards around can help Ss decide and change their minds easily without writing. If space allows, Ss can get up and look at other groups' answers before feedback. This approach is suitable for any class, particularly ***weaker classes*** with guidance.

3a Ask Ss to first tick the statements that are true for their country and then work in pairs to change them if they are not true. Give an example of your own if you can. Monitor and correct where needed.

Optional extra activity

With multilingual classes, regroup so they can share the information and learn about different places.

b Ask Ss to take turns to talk about the questions, using the vocabulary in Ex 2. Monitor and help with correct expression if necessary. When they have finished, have a whole class comparison of the questions. Give feedback on any errors in the vocabulary by writing Ss' errors on the board and asking Ss to correct them.

VOCABULARY BANK 8A p163

Phrasal verbs with *out*

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ss should complete the sentences with the correct form of the phrasal verbs. They should check in pairs before you go through the answers and discuss any issues.

Answers: **1** hang out **2** dies out **3** miss out **4** check out **5** speak out **6** work out **7** sort out **8** fall out

2 Ss match the sentence halves. They can check in pairs then go through the answers as a class.

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

3 Ask Ss to work in pairs to ask and answer the questions.

Further practice

Photocopiable activities: 8A Vocabulary, p220

Reading

4a Tell Ss they are going to read an article about climate change. Pre-teach/check *deny* (to say something is not true). Ask Ss to read quickly and decide on the main point that summarises the reading, then elicit the answer.

Suggested answer: Shocking people isn't the best way to make them change.

Optional alternative activity

Provide summary options for Ss to choose from. Write these on the board then ask Ss to read, choose and discuss. This can be helpful for ***weaker classes*** or if you are short of time.

Options:
Climate change is going to cause terrible disasters.
Humans aren't very good at dealing with big problems.
We all need to change the way we behave.
Shocking people isn't the best way to make them change.

b Tell the Ss they are going to read again more carefully to answer the questions. Tell Ss to compare answers in pairs, then go through them as a class.

Answers:
1 to challenge us to change in a big way
2 people deny the statistics; people assume others will do something about the problem; people think the challenge is so great they don't even try!
3 set small targets that are achievable and will benefit individuals now

5 Discuss the question as a class.

Grammar

First conditional

6a Tell Ss you're now going to use some sentences from the reading to study grammar. Write the first sentence on the board. Ask if it's possible for us to make these changes (yes) and will the big changes happen (yes probably, but only if the small ones do). Refer Ss to the sentences a–d and ask them to use them to answer the questions that follow. Ss can discuss in pairs then go over the answers as a class. With ***weaker classes***, project the exercise and complete it as a class.

Answers:
1 *can* + infinitive, a verb in the present simple
2 *will* + infinitive, *may* + infinitive, *should* + infinitive

Grammar checkpoint

Ss will have studied conditionals before, though they may not be confident on the alternatives to *if* such as *unless*. Point out that we use *in case* to express being prepared for a possible future event. For example, we usually carry an umbrella in the UK *in case* it rains; *unless* replaces *if not*. *If I don't study, I won't pass = I won't pass unless I study.*

b Ask Ss to read the Grammar box carefully and complete the gaps with the words in the box. With ***weaker classes***, do this in stages as a whole class and deal with questions as you go along.

Answers: **1** present **2** *unless* **3** *even if* **4** *will* **5** *may* **6** *should*

GRAMMAR BANK 8A pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** increase **2** want **3** if **4** meet **5** want **6** is **7** will **8** happens
2 **1** … if we don't do/unless we do something about all the pollution.
2 … we soon won't have many rare animals left.
3 –
4 … in case you have an accident.
5 Even if you stop eating meat, …
6 –
7 Unless we act/If we don't act soon, we'll see …
8 –

7a 8.1 Ask Ss to read the sentences and listen to the pronunciation of the *will* and *won't*. If you think it's useful, explain the information in the Pronunciation checkpoint box, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, we use contracted verb forms. While auxiliary verbs are usually unstressed, they *are* stressed when they are negative, as well as the main verb. For example: Industry will continue to cause pollution vs There won't be much countryside left. When you ask Ss to repeat, show with your hand where the stresses lie to help them.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to mark the stress with your hand to help Ss repeat.

8 Complete the first one as an example. Refer Ss to the Grammar box, and ask them to continue crossing out the incorrect words alone, then check in pairs. Check answers with the whole class.

Answers: **1** unless **2** in case **3** even if **4** If **5** even if

9 Complete the first example on the board. Clarify that more than one future form is usually possible with no real change in meaning. When Ss have finished, ask them to compare in pairs before going through the answers as a class.

Answers:
1 introduce, it'll be/it's going to be
2 will need to/are going to need to, aren't
3 clean up, won't have/aren't going to have
4 are going to start/will start, causes
5 don't change, won't have/aren't going to have

10a Tell Ss that they should think of four goals and two worries. The goals can be personal or for their family members. Give an example yourself to show that it doesn't need to be a serious or highly personal worry.

Optional extra activity

To create further practice, circulate several different profiles of people, such as a parent with a lot of children, a busy working person, a person in a shared flat, etc. Including images with the profiles will help engage Ss with the task. Ss discuss what each person's goal or worries might be.

b Ask Ss to discuss in pairs. Monitor and help. If necessary, remind Ss of the opportunity to use first conditionals with *if*, *unless*, *even if* and *in case*, e.g. *If I save a little bit of money every month, I'll have enough to live on when I'm older*, or *If the economy gets really bad, I may move abroad and look for work somewhere else*.

Further practice

Photocopiable activities: 8A Grammar 1, p218; 8A Grammar 2, p219

Speaking

Prepare

11a 8.2 Tell Ss they are going to discuss small changes that could be made to help the environment. First, they will hear two people doing the same and should make notes about the two questions. Check answers as a class.

Answers: use less heating in the home; it'll use fewer natural resources and mean there's less carbon dioxide in the air

Audioscript 8.2

A: I think we should all use less heating. If we stop heating our houses so much, we'll save a lot of natural resources and reduce the amount of carbon dioxide in the air.
B: Yeah, that's true … but what about if it's really cold? Like in the winter.
A: Well, then we should tell people not to turn on the heating unless they're still cold when they're wearing a jumper. I mean, if you wear a jumper and maybe a hat indoors, it'll make you three or four degrees warmer, right?
B: Yeah. I guess so.

b Put Ss in pairs to list their ideas and possible impacts. Monitor and prompt or help as needed. With ***weaker classes*** you may need to show some images and introduce vocabulary for key ideas (e.g. *plastic bags/re-usable cups*, *congestion charge*, *parking zones*, etc.)

Speak

12 Put Ss in groups to discuss and compare their ideas about the changes. Tell them they should try and agree on the two best ideas. When they have finished, ask each group to describe their changes and take a class vote on the two best ideas.

Optional alternative activity

Ss work in groups and decide on the most effective environmental changes. They discuss ideas and prepare a poster. Groups then present their changes and poster and the class can vote on the ones they agree with.

Reflection on learning

Write the following questions on the board:
What do you need to do more of after this class?
How was today's class different for you?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 8A Ex 1–2, pp.150–151
Workbook: 8A, p60
App: grammar and vocabulary practice

Fast route: continue to Lesson 8B
Extended route: go to p121 for Develop your listening

8B Relationships

Introduction

The goal of this lesson is for Ss to talk about different relationships. To help them achieve this, they will revise vocabulary about character and the grammar of *whatever*, *whoever*, *whenever*, *however*, etc.

Warm-up

Ask Ss to write the names of two important people in their lives that they would go to if they had a problem. Give an example of your own, if possible. Put Ss in pairs to compare. In feedback, count up how many chose friends and how many chose family members.

Listening

1 Ask Ss to look at the photos and say what relationships the people have then discuss questions 2 and 3 in pairs. When they have finished elicit their answers and ask them to justify their ideas.

Possible answers:
1 **A** boss and worker (or colleagues)
B father and son (or uncle and nephew)
C teacher and student
D friends

Optional extra activity

Use the images to pre-teach and clarify relationships vocabulary that can be confused, some of which will follow in the listening. *Stepsister/brother*, etc. (related by second marriage, not blood relations), *half-sister/-brother*, etc. (sharing one parent), *sister/brother*, etc. *-in-law* (related through marriage, not blood relations).

2 8.7 Tell Ss they will listen to four conversations about relationships. As they listen, they should write the number beside the relationship a–h. Conversation 4 will be about three. Look at the list then play the recording. Check answers as a class.

Answers: Conversation 1: f Conversation 2: d
Conversation 3: c Conversation 4: a, g, b

Audioscript 8.7

Conversation 1
Teacher A: I see Greg was outside the head's office again.
Teacher B: Yeah, it was me that sent him there. I just can't control him. He just does whatever he wants.
Teacher A: I know. I've tried moving him around, but whoever he sits next to, he ends up arguing with them.
Teacher B: It's so frustrating because I actually think he's a really bright kid.
Teacher A: Absolutely, but he finds it so difficult to focus and it gets hard to be patient with him.
Teacher B: That's what happens to me. And I just got really angry.

Conversation 2
A: She was very friendly.
B: Yeah, she's lovely. Her husband too – they've been really helpful since we moved in. They fed the cat while we were away and they've helped us with the gardening.
A: That's generous of them.
B: Yeah. We've been lucky.
A: What about the people on the other side?
B: Oh, it's just one guy who lives on his own. He's OK – quiet. I mean, he says 'Hi' whenever I see him and sometimes he asks how I am, but he doesn't seem to want to get to know me more – which is fine.

Conversation 3
A: I'm taking Maria to her dance class.
B: Who's Maria?
A: Oh, she's Gloria's elder child.
B: Oh right. I didn't realise Gloria has kids.
A: Yeah, she's got two – Maria and Diego.
B: So how do you get on with them?
A: Great, great yeah. I mean, we've had our ups and downs. Diego, well he was a bit difficult at times to begin with, however hard I tried.
B: Well, it isn't easy, is it?
A: No. Especially when it came to rules and discipline. Whenever I tried to be a bit strict, he'd say, 'You're not my dad!'
B: Oooph tricky!
A: Exactly. But we're more or less over that. And, you know, they're both really active, so we have that in common. So we go to the gym together or run in the park and stuff.
B: And dancing?
A: Er … maybe not the dancing – I just take Maria. She's amazing, though – super talented. Not just dancing but singing, too.
B: Ahh, you sound like the proud father.
A: Yeah, I guess. It feels that way.
B: That's sweet.

Conversation 4
A: Who's that?
B: Oh, that's my little sister.
A: Really? Is she expecting a baby?
B: She was in that picture – she's actually had it now. Wait. I think I've got another picture.
A: Awww she's so cute! Is that your first niece?
B: Yeah.
A: So do you get on well with your sister?
B: Yeah. I mean, obviously we're rather different. I mean, she's the sensible one – good job, married, calm under pressure, provided a granddaughter …
A: Oh right. Do you get pressure from your parents?
B: A bit – my mum especially wants me to meet someone and have kids, but me and my sister get on really well. We always have a great time when we see each other, wherever we are. I'm really looking forward to being the cool, creative auntie.
A: Absolutely.

3 Ss listen again to write the person referred to beside the description. It could either be the person's name (e.g. John) or the relationship (e.g. aunt). Allow a few minutes to read the list first and deal with any vocabulary issues. Ss listen and compare in pairs before going through the answers as a class.

Answers: **2** the neighbours who looked after the cat, etc.
3 the younger sister **4** Greg **5** Maria **6** stepfather
7 Greg **8** the other neighbour **9** Diego

4 Look at the example. Ss then discuss the relationships in Ex 3. ***Weaker classes*** may need to listen again before they do this. Go through the answers as a class.

Answers:
Conversation 1: get on badly (despite the fact they think he's clearly a bright kid)
Conversation 2: get on really well with one couple, get on OK with the other neighbour
Conversation 3: get on very well now, though it was hard to begin with
Conversation 4: gets on really well with niece, very well with sister, OK with the mum

Grammar

whatever, whoever, whenever, however, etc.

5a 8.8 Tell Ss you will use examples from the listening to study some grammar. Ask Ss to listen again to compete the sentences, then discuss in pairs. Go through the answers as a class.

Answers: **1** whatever **2** whoever **3** whenever **4** however **5** wherever

Optional alternative activity

Write the words, *whoever*, *whatever*, etc. on the board. ***Weaker classes*** can refer to these to complete the gaps, then listen to confirm. ***Stronger classes*** can try to answer them from memory.

b Ask Ss to read the Grammar box carefully and complete the rules. Ask Ss to discuss in pairs, then check with the whole class.

Answers: **1** doesn't make any difference **2** don't have to **3** don't know **4** *whatever* **5** *however* **6** *whenever* **7** *wherever* **8** *whoever*

GRAMMAR BANK 8B pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** whenever **2** wherever **3** whenever **4** Whatever **5** wherever **6** Whoever **7** whatever **8** however

2 **1** Whoever said that **2** wherever she goes **3** say whatever they **4** however talented you **5** whenever I hear

6a Ask Ss to listen for the pronunciation of *ever* and the stress placement. If you think it's useful, share the information in the Pronunciation checkpoint box below.

Pronunciation checkpoint

Point out that the penultimate syllable is stressed in words with this ending and ask Ss to suggest more examples (*ever*, *never*, *forever*, etc.).

b Ask Ss to chorally and individually repeat the sentences after they hear them. You may want to pause the audio after each sentence.

7a Look at the first example and ask for answers. Clarify as it is referring to a place, *wherever* is the correct option. Ss then work alone to complete the sentences, referring to the Grammar box, then check in pairs. Check answers with the whole class. Drill chorally and individually if Ss make pronunciation errors.

Answers: **1** Wherever **2** Whoever **3** whatever **4** However **5** whenever **6** Whatever, wherever

b Look at the first sentence with the class and discuss if they think it's good advice, then tell Ss to discuss the others in pairs marking them G (good) or B (bad). When they have finished, conduct feedback to see if Ss agree.

8a This task allows Ss to personalise the structure and give their own ideas. Look at the first one with the class and discuss possible completions, then ask Ss to continue alone.

b Put Ss in pairs to compare their ideas. When they have finished, ask pairs to share their best advice and vote as a class which is the best.

Further practice

Photocopiable activities: 8B Grammar 1, p221; 8A Grammar 2, p222

Vocabulary

Character

9a Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. Then refer Ss to the words in the box. Ask Ss what kind of words they are (adjectives). Look at the first gapped example with the class and discuss which word fits (*difficult*), then ask them to continue alone. Ss can compare in pairs before you go through as a class.

Answers: **1** difficult **2** talented **3** strict **4** willing **5** sweet **6** bright **7** active **8** racist **9** patient **10** generous

Optional extra activity

Remind Ss they saw some of these words in context in the listenin. Ask Ss to use their existing knowledge to mark the words as positive (+) or negative (–). When they have finished, go over the meanings as a group and look at word stress before asking them to complete the exercise. This approach may suit ***weaker classes***.

b Tell Ss to discuss the question in pairs before checking with the class.

10 This task helps clarify the meaning of the vocabulary. Ask Ss to work alone then discuss in pairs. Elicit answers. This is partly an issue of collocation, (e.g. politically active, a reliable clock) so encourage Ss to pay attention to the collocations that are new for them and record useful fixed expressions in their notebooks.

Suggested answers:

1 reliable car, clock, source, evidence, information, guide
2 Kids can call each other names, bully, steal, hit.
3 Low self-esteem, negative previous experiences; need positive feedback, praise
4 go door to door on behalf of the political party, start email campaigns, go on demonstrations, etc.
5 breathe deeply, count to ten, go for a walk, listen to music

VOCABULARY BANK 8B p163

Relationships

This is an optional extension to the vocabulary section, extending the lexical set of relationships and providing further practice. If you're short of time, this can be done for homework.

1a Ss should replace the underlined phrase with those in the box using their existing knowledge and dictionaries or electronic devices. They should check in pairs before you go through the answers as a class and discuss any issues.

Answers: **1** come from similar backgrounds **2** go back a long way **3** went their separate ways **4** get on very well **5** lost touch **6** have a lot in common **7** very close **8** don't see eye to eye

b Ss discuss in small groups. When they have finished, ask groups to report back one example using a different phrase.

Further practice

Photocopiable activities: 8B Vocabulary, p223

Speaking

Prepare

11a 8.9 Tell Ss they are going to talk about people they know, but first they will hear two people doing the same. Ask Ss to read the questions first, then play the audio while they listen and make notes. Go through the answers as a class.

Answers:
1 Keith, a colleague
2 great to work with, very helpful, very friendly, very reliable

Audioscript 8.9

A: Who's Keith?
B: Oh, he's a colleague of mine.
A: Right. So, do you get on OK?
B: Yeah, really well. He's great to work with.
A: Yeah? That's good.
B: Yeah. He's always very willing to help.
A: OK.
B: And whenever I have a problem, he's always there for me. He's been a huge help over the years.
A: I can tell.
B: And it's not just me. I mean, whoever you ask in the company would say the same thing. He's just super helpful, super friendly and super reliable.
A: He sounds amazing. I wish we had someone like that here!

b Ask Ss to work alone and make a list of people then make notes. Monitor and help with vocabulary. They can also refer back to the people they named in the Warm-up if necessary.

Speak

12 Point out the Useful phrases box. With ***weaker classes***, you may want to ask Ss to drill some of the expressions including *How come?* (Why?). Ask a ***stronger student*** to read the instructions aloud then put Ss in pairs to tell each other about the people they chose. Tell them to include the Useful phrases and further questions of their own. When they have finished, ask a few pairs to report on someone interesting their partner told them about.

Optional extra activity

Introduce phrases that use the adjectives, e.g. *X can be, X seems (but actually) … X looks … , I find X … .* This is a good development of the activity for ***stronger classes***.

Reflection on learning

Write the following questions on the board:
What are the characteristics of a good English learner? How can you overcome any weaknesses? What strategies can you share?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 8B Ex 1–2, pp.150–151
Workbook: 8B, p61
App: grammar and vocabulary practice

Fast route: continue to Lesson 8C
Extended route: go to p122 for Develop your reading

8c Big moments

Introduction

The goal of this lesson is for Ss to describe important life events. To help them achieve this, they will revise time conjunctions and vocabulary related to this context.

Warm-up

Tell Ss about a big life event for you and why it was significant. Put Ss in pairs or small groups to discuss at least two of their own life events. They don't need to go into detail as they will do this later in the lesson. When they have finished, elicit their events and add useful vocabulary to the board.

Vocabulary

Life events

1 Ask Ss to make a list of big life events in pairs, first giving a few examples (see Warm-up). Give them a few minutes then go through the answers as a class. Write useful vocabulary on the board.

2 Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. Then refer Ss to the box and ask them to use the words to complete the sentences. With ***weaker classes***, you may want to look at the pictures together to pre-teach/check some of the vocabulary shown.

Answers: 1 engagement, married 2 ceremony, remember 3 pregnant, birth 4 partner, anniversary 5 retire, mortgage 6 graduate, year 7 relationship, live 8 separated, divorced

Optional extra activity

Make a set of cards with key vocabulary shown in the photos. Give each student (or pair) a card. First ask them to check the meaning of their word, then match it with a picture. Then conduct feedback, with each student telling the others about their word and linking it to an image.

3 Refer Ss to the box and the example given. Ask them to work alone and write the noun form. In feedback, ask Ss to pronounce both words and record them in two columns on the board, with word stress.

Answers: die: death divorce: divorce graduate: graduation married: marriage pregnant: pregnancy retire: retirement separated: separation

Vocabulary checkpoint

Ss need to record stress in multi-syllable words in order to use vocabulary effectively and accurately. Within word families there is sometimes a stress change. Example: graduate/graduation.

4 This is an opportunity to personalise and practise the vocabulary. Refer Ss to the example. Point out that they can talk about friends and family as well as famous people. When they have finished, elicit a few examples. There are no fixed answers.

Further practice

Photocopiable activities: 8C Vocabulary, p226

Reading

5 Ask Ss to read the article and answer the question. Elicit Ss' answers and discuss as a class.

Answers:
The three life events are as follows. It's a matter of Ss' opinion which is the 'biggest' and they can discuss this.
Max: graduating
Emmita: getting married/starting to live together
Lina: giving birth

6 Tell Ss they will now read the article more carefully and should mark each statement with the initial of the person it refers to: M (Max), E (Emmita) or L (Lina). Ss should work alone then check in pairs and discuss answers. Ask a few Ss for feedback.

Answers: **1** Lina **2** Max **3** Max **4** Lina **5** Emmita

Grammar

Time conjunctions

7a Refer Ss to the two sentences and underlined conjunctions. Remind Ss that a clause consists of a subject and a verb. Go through the answers.

Answers: **1** is followed by a clause **2** is followed by a noun

Grammar checkpoint
Ss will have studied time conjunctions before. It is a peculiarity of English that tense and time do not always correspond (present tense = present) and that we can use a present form to refer to future (*When I see him* = future) as well as a past form (*It's time we had lunch* = future). Point out the link to conditional structures if this helps. If the Ss language has a subjunctive form, you could explain that as there is no subjunctive in English, we recycle our tenses and the positive aspect is that there are fewer forms to learn.

b Tell Ss to read the sentences and answer the questions in pairs. When they have finished, don't go through the answers as they will use the Grammar box to check.

c Ask Ss to read the Grammar box carefully and check the answers. Ask Ss to discuss in pairs, then check with the whole class.

Answers:
They refer to the future.
The verbs are in the present simple (1) and the present perfect simple (2).

GRAMMAR BANK 8C pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** retires/has retired (next month), he might go ...
2 'll call you back, have spoken to my wife
3 'll tell her, I see her (later today)
4 still have lots of things to sort out, get married (next month)
5 are going to be a bit crazy, I move house (next month)
2 **1** **d** I used to really love rugby when I was younger
2 **e** I'll email you about it before I leave the office tonight.
3 **f** Please don't play music in your room after everyone else has gone to bed.
4 **c** My grandfather died one month before my daughter was born, so they never met.
5 **a** I'll be worrying about you, so call me when/as soon as/ once you've landed in London, OK?
6 **b** Could you wait here with me until my bus comes?

8a 8.10 Ask Ss to read the sentences and listen to the pronunciation of the underlined words. If you think it's useful, explain the information in the Pronunciation checkpoint box, using the examples given.

Pronunciation checkpoint
When a consonant meets a vowel in natural speech, the words tend to run together and it sounds like one word. For example, *After I've* becomes /ɑːftəraɪv/, and there is no pause between the two words. Similarly, when a consonant is repeated or very similar to the following one, there is only one sound evident. For example, *as soon as* becomes /əsuːnəz/ even though *as* ends with /z/ and *soon* starts with /s/, the sound is made in the same place and is very similar. This is to ease pronunciation. Being aware of this helps Ss with their listening as well as pronunciation.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the audio after each sentence and drill individuals to check.

Optional extra activity
Ss repeat the sentences to each other in pairs, starting slowly and getting faster, focusing on running words together.

9 Read the instruction as a class and ask Ss to complete the first example. Ask them if it's a noun or verb (verb) and why (because it follows the subject). Point out that the exercise requires Ss first to decide if a noun or verb is needed, and then the form of any verb. Ss work alone to complete the other sentences, referring to the Grammar box. Ask Ss to check in pairs before going through answers with the whole class.

Answers: **1** move/have moved **2** arrived **3** graduation **4** won't get/aren't going to get **5** is born/'s birth **6** retirement/retiring

10a Look at the first sentence starter together and ask Ss to offer suggestions to establish that many answers are possible. Then ask Ss to work alone to complete the sentences. Monitor and help if necessary. There's no need to go through the answers as Ss will have different answers, but Ss may like to check their answers are correct.

b Ask Ss to compare in pairs and encourage them to ask follow-up questions.

Speaking

Prepare

11 8.11 Tell Ss they are going to discuss big events, but first they will listen to someone doing the same. Ask Ss to listen and mark the sentences true (T) or false (F). Ss compare answers in pairs before checking as a class.

Answers: **1** F (before university) **2** T **3** F (three times) **4** F (30 years)

Audioscript 8.11

Ben:

Without a doubt, the biggest event in my life was deciding to take a year off after I left school and come to Brazil. Everything else that's happened to me since then has happened because of that decision. I wasn't ready for university and so I applied to do some voluntary work in Brazil and as soon as I arrived, I just fell in love with the place – and the people. I've had three marriages – all to Brazilians – and five amazing kids, who are the most important people in my life, of course! I'm going to have a huge party when I complete my 30th year here, which is in a couple of years from now.

12 Ask Ss to choose three big events to talk about. Point out that they can be in the past or the future. Tell Ss to make notes on their chosen events beside the bullet points provided. ***Weaker classes*** may benefit from doing this in pairs. Monitor and help Ss. Encourage Ss to practise what they are going to say, but emphasise that they should not write sentences, only notes.

Speak

13a Refer Ss to the Useful phrases. Put Ss in groups of four and ask them to take turns to talk about their chosen events.

b Ask Ss to reflect on the similarities and differences in their events.

Optional extra activity

If Ss enjoy this, regroup them so they can talk about their events with different class members. At the end, ask Ss which events were similar.

Optional alternative activity

Ss work in groups to decide on the most effective environmental changes. They discuss ideas and prepare a poster. Groups then present their changes and poster and the class can vote on the ones they agree with.

Reflection on learning

Write the following questions on the board:
How will this lesson be useful to you in the future?
What do you want to spend more time on? Why is it important for you?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 8C Ex 1–2, pp.150–151
Workbook: 8C, p62
App: grammar and vocabulary practice

Fast route: continue to Lesson 8D
Extended route: go to p124 for Develop your writing

8D English in action

Introduction

The goal of this lesson is for Ss to be able to make phone calls. To do this, they will revise phrases relevant to the context.

Warm-up

Ask Ss to talk about how they use their phone (texting/calling/social media) when they communicate and if they think it is becoming more or less common to use your phone socially or for work purposes. Talk about the pictures and how they relate to phone use.

Culture notes

A **call centre** is a centralised office that takes calls for a company such as a bank or large retailer. It is not on the same site as the company and can even be in another country. A receptionist takes calls for a company on site and puts people through to the department or person they want. This role is increasingly automated, so people press a button to get the service that they want.
Landlines (home phones) are becoming less and less relevant as most people rely on their mobile phone. Between 2004 and 2017 landlines fell from almost 100 percent in US homes to less than 50 percent.

1 Put Ss in pairs to discuss the questions. After a few minutes, ask a few pairs for their ideas. Write useful vocabulary on the board.

2 8.12 Explain that the Ss are going to hear the first lines from nine phone calls. They should write the numbers 1–9 in their note books on separate lines with space beside to write then divide the page into four columns. Ss listen and note the place, as in the example, in the first column.

Answers: **1** bank **2** an English school **3** a pizzeria **4** a hotel **5** an estate agents **6** a man called Alex **7** a heating repair company **8** a shop **9** a university

Audioscript 8.12

1 Hello. Thank you for calling MET Bank. You're through to Richard. What can I help you with today?
2 Hello. This is Slade English School. How can I help you?
3 Pizzeria Durazzo.
4 Hello. Merchant Hotel. Andrea speaking.
5 Star Estate and Letting Agents. What can we do for you?
6 Hiya. This is Alex's phone. Sorry I can't answer. Leave me a message or send me a text. Thanks.
7 You've reached the voicemail of WC Heating Repairs. Please leave a message after the tone.
8 Hello. Thank you for calling The Home Store. You're through to customer services. How can I help you?
9 You're through to East Ham University. If you know the extension number you require, please dial now. Otherwise, please hold the line to speak to an operator.

3a 8.13 Ask Ss to listen to the conversations as they continue and note their purpose beside each place in the second column.

b Ask Ss to check their answers together in pairs then go through the answers as a class.

Answers:
2 wants to join an advanced exam class as soon as possible
3 wants to order two pizzas to take away
4 thinks may have left a USB stick in the hotel room stayed in last night
5 ringing to see if the flat on Hitcham Road is still available
6 just ringing for a chat and a catch-up
7 radiator/heating not working properly, flat cold, wants someone to come and look at it.
8 wants to rearrange delivery of a bed
9 wants to speak to someone in the foreign languages department, because wants to take a Russian course

4 Refer Ss to the Useful phrases box and ask them to listen again and tick the phrases they hear. ***Stronger classes*** can number the phrases by the conversation number.

Answers:
Hello, [company name]. (4)
Thank you for calling [company name]. You're through to [name/department name]. (1)
If you know the extension number you require, please dial now. (9)
[Name] speaking. (4) How can I help you? (8)
What can I help you with today? (1) What can we do for you? (5)
I'd like to … (1, 3, 8) I'm ringing about … (7)
I was ringing to … (5) I'm interested in … (2)
Let me put you through to … (8) Please hold the line … (8)

Audioscript 8.13

Call 1
Richard: Hello. Thank you for calling MET Bank. You're through to Richard. What can I help you with today?
Customer: Yes. Hi. I've actually forgotten the PIN for my debit card and I'd like to get a new one.

Call 2
Receptionist: Hello. This is Slade English School. How can I help you?
Sandro: Oh hi. Yes. My name is Sandro. I'm Brazilian and I'm working here and I'm interested in classes to prepare for the Advanced exam. I just wanted to know if you have a class I could join now.

Call 3
Pizzeria: Pizzeria Durazzo.
Customer: Oh, hi, yeah. I'd like to order two pizzas to take away.

Call 4
Andrea: Hello. Merchant Hotel. Andrea speaking.
Customer: Yeah. Hi. I was actually staying in the hotel last night and I think I maybe left a USB stick in the room and I wondered if anything had been found. It's white with our logo on the side, I think.

Call 5
Estate agents: Star Estate and Letting Agents. What can we do for you?
Customer: Hello. I saw a place on your website on Hitcham Road. It's – let me just check – yes, flat 3 in Grasmere Block. I was ringing to see if was still available.

Call 6
Alex: Hiya. This is Alex's phone. Sorry I can't answer. Leave me a message or send me a text. Thanks.
Lara: Hiya, it's Lara. I was just ringing to have a chat really and a catch-up. It's been ages. Anyway, I'll send you a text and if you get this message give me a ring back. I'm fine. Anyway. Hope to speak soon. Yeah, OK bye.

Call 7
Plumber: You've reached the voicemail of WC Heating Repairs. Please leave a message after the tone.
Michael: Hello. My name's Michael Cummings and I'm ringing about our heating, which doesn't seem to be working properly. I think maybe it's one of the radiators – there's some water coming out of one. Or maybe it's something else. Anyway, it's not warming the flat as it should and it's making some noises. So, yeah, I'd like someone to come and look at it. If you could call me back on this number or maybe my home phone which is 021 44 99 63 58. Thanks.

Call 8
Home store: Hello. Thank you for calling The Home Store. You're through to customer services. How can I help you?
Customer: Hi yeah. I'm actually phoning about a bed I ordered last week and it was supposed to come tomorrow, but I'm actually going to be out, so I'd like to rearrange the delivery if at all possible.
Home store: I'm sure that's possible. Let me put you through to the deliveries team. Please hold the line.

Call 9
Phone: You're through to East Ham University. If you know the extension number you require, please dial now. Otherwise, please hold the line to speak to an operator.
Magda: Hello. East Ham University. Magda speaking. How can I help you?
Customer: Oh hello. I'd like to speak to someone in the Foreign Languages department if possible.
Magda: OK. Is it about any language in particular? Because that's a rather large department.
Customer: Oh. Yes. Sorry. I'm thinking of enrolling on a Russian course, so …
Magda: OK. Thank you. Putting you through now.

5 Ask Ss to match the reasons a–i with the situations 1–9 in Ex 2 and write these in the third column. Ask them to compare in pairs then go through the answers as a class. Drill the Useful phrases chorally if Ss struggle with them.

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

6a Put Ss in pairs to discuss and decide one more reason for calling each place in Ex 2. They should write this in the last column on their notebook page. When they have finished, go through the answers as a class and add any useful vocabulary to the board.

b Ss work in pairs to write three phone call conversations. Refer Ss to the Useful phrases and ask them to include them where relevant. Monitor, correct and help with vocabulary.

c Ss take turns to practise their phone calls with another pair listening. When they have finished, give feedback on good use of language or ask confident pairs to perform some of the conversations for the class.

Optional extra activity

The listening pair should identify the situation 1–9 as they listen to the roleplay. Ss can count the score to see who gets the most right.

Stronger classes can repeat the roleplays without looking at their scripts or continue with improvised conversations.

Reflection on learning

Write the following questions on the board:
In what situations do you think you will use this language in the future?
Did your phone conversations get better each time?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p63
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

8 Check and reflect

Introduction

Ss revise and practise the language of Unit 8. The notes below provide some ideas for exploiting the activities in class, but you may want to set the first exercise in each section for homework or use them as a diagnostic or progress test. For each grammar or vocabulary point, the first activity reviews the language and the second is more communicative, involving pairwork.

1 Ss complete the sentences alone then check in pairs. In feedback, ask Ss to read the whole sentence so that you can check pronunciation of the phrases in context.

Answers: **1** dying out **2** resources **3** pollution **4** disasters **5** recycle **6** climate change

2 Ss match the sentence halves alone, then check in pairs. Check answers with the whole class.

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

3a Ss complete the sentences with the words in the box. Go through the answers as a class.

Answers: **1** Whenever **2** whatever **3** whoever **4** wherever **5** however

b Ss discuss the question in pairs. Encourage them to ask follow-up questions to find out more information.

4a Look at the instructions as a class. With ***weaker classes***, do the first one together as an example. Ss choose the correct options alone then check in pairs. Check answers with the whole class.

Answers: **1** very patient **2** very talented **3** quite strict **4** very generous **5** very bright **6** quite nasty

b Ss tick those adjectives that describe them or their family then discuss in pairs or groups. Encourage them to give examples and ask follow-up questions to find out more information.

5a Ss complete the sentences alone, then check in pairs. Check answers with the whole class.

Answers: **1** graduation **2** marriage **3** engagement **4** pregnancy **5** separation **6** retirement

b Ss choose and work alone to make notes then tell each other about their topics in pairs.

6 Ss choose the correct options alone, then check in pairs. Check answers with the whole class.

Answers: **1** have finished **2** get **3** have gone **4** retirement **5** left

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 8.

8A Develop your listening

Introduction

The goal of this lesson is for Ss to understand a radio programme. To help them achieve this, they will focus on understanding new words.

Warm-up

Ask Ss to look at what they are wearing and the things around them/in their bags and in pairs to make a list of man-made (e.g. plastic) or natural (e.g. cotton) materials they can see. In feedback, ask Ss how many they have in each list and ask the pair with the most to read their list out.

1 Put Ss in pairs to look at the photo and discuss the question. After a few minutes elicit feedback and accept any reasonable answers, but don't confirm any ideas yet.

2a 8.3 Tell Ss they are going to listen to the introduction to the programme, and will focus on ways to manage unknown words when listening. Ask Ss to look at the words in the box and decide on the meaning.

b Ask Ss to compare their ideas in pairs and help each other then go through their answers as a class.

Answers:
micro-plastics: tiny bits of plastic that are everywhere now the food chain: where something is eaten by an animal (e.g. a fish), which is then eaten by another animal (e.g. a human) and so on
sculptures: an object made by an artist
zero waste: zero-waste lifestyle means reducing the amount of rubbish you throw away, ideally to nothing

Audioscript 8.3

Claudia: Hi welcome. My name's Claudia Fellows and you're listening to Man-Made World. Today, we're talking rubbish. We look at the problem of micro-plastics in the sea and the dangers of them entering the food chain through fish and therefore ending up in our own bodies. We're also interviewing the artist Michelle Reader who makes sculptures of wildlife out of recycled materials. But first we talk to Martha Mills, who follows a zero-waste lifestyle. She and other members of her online community claim to throw away less than a shoebox of rubbish – for a whole family … in a year. Martha, thanks for joining us.

Martha: Delighted to be here.

3 Refer Ss to the Focus box. Ask them to read it through carefully and answer the question. Go through the answer as a class. Discuss any other strategies Ss may have used.

4 8.4 Tell Ss they will hear the rest of the radio programme and they should mark the sentences true (T) or false (F). They can compare in pairs before you go through the answers as a class.

Answers: **1** F **2** T **3** T **4** F **5** T **6** T

Audioscript 8.4

Claudia: So, Martha before you tell us just how you can throw away so little, just tell us more about the why. I mean, I think a lot of us take recycling far more seriously these days and recycling rates are going up in most countries. Isn't that enough?
Martha: Yeah, so I don't want to reject that completely. I mean, recycling rubbish is better than just throwing it away or taking it to the dump, but we would see recycling as requiring a lot of energy and resources.
Claudia: With all the transport, sorting out the rubbish and then creating the new product?
Martha: Exactly, and what's interesting is that sometimes those new products are then not recyclable.
Claudia: Really? Such as?
Martha: So, like, um … some plastic products such as plastic timber, which is used in 'green' construction.
Claudia: Right. So what's the alternative to recycling?
Martha: Well, it's not buying things that need recycling or that are disposable, single-use products. So, basically, you refuse, reduce, reuse, recycle or rot. For example, I buy fewer clothes these days and when I do, I buy second-hand. I also buy things in bulk – so, you know, if I have a hundred kilos of rice in a reusable sack, I don't need 50 plastic bags each containing two kilos.
Claudia: I think for many people it might sound a bit austere – just too basic and, well, dull.
Martha: Not at all. I think for me and my family the process is fun. We have rediscovered interests and skills like cooking and more traditional entertainment.
Claudia: Yeah, and I think that's partly what led you down this track, right?
Martha: Yeah, so when my son was one, we had a party and he was bought all these presents, all these toys – just plastic stuff – he was surrounded by it. But the only thing he was actually interested in was the paper they came wrapped in.
Claudia: I think we can all recognise that kind of situation.
Martha: Exactly, but I decided to do something with the paper. I used it to make noises, I made it into a ball, you know, played with it a lot. And I guess that started me thinking … and then I saw this TED talk with Clare Johnson, who's like a really important zero-waste person – and her ideas just clicked. It was like a light switching on in my brain.
Claudia: I think Clare has come in for a bit of criticism, hasn't she? For example, taking flights and other 'ungreen' activities.
Martha: Yeah, I have to say, since I started blogging and tweeting I've been flamed quite a few times myself. You know, it's kind of quite a shock. I mean, I know there are other ways we can help the planet, but I just think, 'Come on! I'm doing a good thing here. I'm not the bad guy.'
Claudia: Do you think it has anything to do with you being a woman? And it is interesting how so many of the zero-waste bloggers are women. Why is that, do you think?
Martha: I guess it could, but I wouldn't say it's a woman's issue – obviously not. I think it maybe just reflects our role in society. Women still do the most housework, the shopping – they are kind of – how can I put it – like most immediately in touch with the issue.
Claudia: Interesting, but I'm afraid we'll have to leave it there. Martha, thank you and just to remind our listeners if you want to comment on anything you heard or find out more, you can contact us in the usual way. Details at the end of the programme.

5a 8.5 Ask Ss to listen to extracts from the programme while looking at the words in the box. Explain that they should make any notes on the meaning as they listen then discuss their ideas in pairs. Do not elicit or tell them the meanings at this point.

b Ask Ss to read the definitions, then match them with the words in the box. When they have finished, ask them to discuss their choices and reasons in pairs then go through the answers as a class.

Answers: dump: f disposable: c bulk: e austere: d clicked: a come in for: g flamed: b

Audioscript 8.5

1
Claudia: Recycling rates are going up in most countries. Isn't that enough?
Martha: Yeah, so I don't want to reject that completely. I mean, recycling rubbish is better than just throwing it away or taking it to the dump, but we would see recycling as requiring a lot of energy and resources.

2
Claudia: So what's the alternative to recycling?
Martha: Well, it's not buying things that need recycling or that are disposable, single-use products.

3
Martha: I also buy things in bulk – so, you know, if I have a hundred kilos of rice in a reusable sack, I don't need 50 plastic bags each containing two kilos.

4
Claudia: I think for many people it might sound a bit austere – just too basic and, well, dull.
Martha: Not at all. I think for me and my family the process is fun. We have rediscovered interests and skills like cooking and more traditional entertainment.

5
Martha: And I guess that started me thinking … and then I saw this TED talk with Clare Johnson, who's like a really important zero-waste person – and her ideas just clicked. It was like a light switching on in my brain.

6
Claudia: I think Clare has come in for a bit of criticism, hasn't she? For example, taking flights and other 'un-green' activities.

7
Martha: Yeah, I have to say, since I started blogging and tweeting, I've been flamed quite a few times myself. You know, it's kind of quite a shock. I mean, I know there are other ways we can help the planet, but I just think, 'Come on! I'm doing a good thing here. I'm not the bad guy.'

6a 8.6 Ask Ss to read the sentences, then listen and note how the words link around the pronoun *it*. When they have finished, ask them to compare notes in pairs before checking answers as a class.

b Ask Ss to read the sentences and discuss in pairs what the pronoun *it* refers to. Go through the answers as a class.

Answers: **1** plastic stuff **2** the wrapping paper **3** getting flamed **4** getting flamed **5** zero waste

7 Remind Ss of the prefix *re-* with the example seen (*reuse*). Ask Ss to work alone then check in pairs before going through the answers. Discuss when a hyphen is used (see Vocabulary checkpoint).

8 Put Ss in pairs to discuss the questions before sharing their answers as a class.

Homework ideas

Workbook: Listening, p63

8B Develop your reading

Introduction

The goal of this lesson is for Ss to understand a blog post. To help them achieve this, they will focus on using existing knowledge.

Warm-up

Ask Ss to talk about the last wedding they went to or heard about. Discuss their ideas as a class. Introduce core vocabulary for ***weaker classes***, such as bride, groom, etc.

1 Put Ss in pairs to look at the photos and discuss the questions. After a few minutes, conduct brief feedback and add useful vocabulary to the board.

2 Ask Ss to read the Focus box and tick the strategies they use, then discuss in pairs those they don't use but that could be useful. Discuss as a class.

3a Ask Ss to look at the photos and find the items in the box.

Answers: bouquet: B ceremony: A, C groom: A, B, C guest: A, B, C, D

b Tell Ss to look again at the photos and find and name more relevant vocabulary. Tell them they have three minutes. Ask them to check in pairs, then go through the answers as a class. If you have access to a projector or IWB, project the images and add the words to the board.

4 Ask Ss to read the blog post and match the items with the correct wedding style/location. Ask Ss to first work alone then in pairs. Go through answers as a class.

Answers:
Normally feature in:
1 a, h, d, g **2** c, b, i **3** f, e

5 Tell Ss they will now read for deeper comprehension. Ask them to read and answer the questions alone, then compare in pairs. Go through the answers as a class.

Answers:
1 to keep in touch with friends and to share her experiences of living in Colombia
2 She's been busy: she got married, went on honeymoon and then moved into a new apartment.
3 She thinks so; other people might not!
4 the tradition of *las arras* – where the man gives coins to the bride (the bride also gave some coins to her groom, because she's a feminist); she also had a bridesmaid who gave a speech because Camilo didn't have a best man (who would have given a speech in a British wedding)
5 The bride and groom each light a small candle, which are then used to light one big one. The two small candles are blown out. This symbolises two people coming together to become one.
6 no
7 No: the Colombians were a bit confused when it started, but soon realised most Brits were, too!
8 No fixed answers needed for this one

6 Focus attention on the words in bold in the blog. Tell Ss they will now read the blog carefully for vocabulary. As they read, ask them to complete the sentences with the words in bold. Ask Ss to compare answers then go through as a class.

Answers: **1** had, perfect **2** exchanging, wedding
3 beautiful, marriage **4** throws, single ladies
5 support, happy **6** gave, hilarious

7 Ask Ss to read the blog again and underline key vocabulary collocations related to weddings. Ss can discuss and further develop their vocabulary on the topic, making notes.

Answers:
1 and 2 wedding rings, Colombian wedding, British wedding
British and Colombian traditions, we followed the Colombian tradition, the tradition applies to, play with tradition, a tradition I am … continuing, did the candle ceremony, the bride's dress

8 Ask Ss to work in pairs and describe weddings they have been to or heard about. Monitor and listen to how well Ss are using the target vocabulary. Give feedback when they have finished.

Homework ideas

Workbook: Reading, pp.64–65

8C Develop your writing

Introduction

The goal of this lesson is for Ss to write invitations. To help them achieve this, they will focus on formal and informal language used in this context.

Warm-up

Write the words *invite*, *accept* and *refuse* on the board and elicit that these are verbs, then ask Ss to tell you the nouns (invitation, acceptance, refusal). Tell Ss that this is the topic for this lesson.

1a Put Ss in pairs to look at the pictures and identify the events. After a few minutes, conduct brief feedback and identify the pictures.

Answers: **1** a wedding **2** a birthday **3** a launch party **4** a conference

b Put Ss in pairs to discuss the questions. Have a show of hands to see which events are the most popular.

2 Ask Ss to read invitations A and B and answer the questions. Give them a few minutes. Conduct whole-class feedback.

Answers:
1 **A** an awards ceremony **B** a first birthday party
2 **A** Centaur Care Group employees **B** friends of Anqi (and Jie)

3 Tell Ss they will now read the invitations more closely. They should tick the features present in both of the invitations. Allow a few minutes for this, then ask Ss to compare before you go through the answers as a class.

Answers: a, b, c

4 Ask Ss to underline features in invitation A that show it is more formal and features in invitation B that show it is more informal. Ss should discuss in pairs then as a class.

Suggested possible answers:
Formal:
A RSVP; clear layout and design – headings, bullet points, defined sections; lack of contractions; more passives: *are (warmly) invited, are held, will be announced, will be hosted*; more formal grammar: *should you have any … ;*
formal words: *warmly invites, We wish all the finalists …*
Informal:
Contractions, everyday vocabulary, active verbs

5 Refer Ss to the Focus box and ask them to read and compare it with their ideas. Then put them in pairs to discuss the question. Deal with any questions.

6a Ask Ss to complete the sentences with words from invitation A. They can compare answers before you go through as a class.

Answers: **1** warmly **2** held **3** attend **4** hosted **5** receive **6** Should **7** code **8** RSVP

b Look the example as a class then give Ss a few minutes to discuss and rewrite the other sentences from Ex 6a. Monitor and help if necessary. Go through their answers as a class.

Suggested possible answers:
2 We're having the reception at the Bay Country Club.
3 Please come to the 35th Top Builder Awards.
4 Usain Bolt, the Olympic Gold medal winner, is going to host the event.
5 All the winners get a €1000 prize.
6 If you need transport to the venue, let Roger Blunt know.
7 It'd be best if you wore a black tie and suit.
8 Please let me know by Friday 10th May if you can make it or not. Just email me here. Oh, and let me know if there's anything you can't or don't eat as well.

7 Read the instruction as a class. Ask Ss to work alone and read the replies and answer the questions. Ss then check in pairs. Go through the answers as a class.

Answers:
Giorgio can go; Monica and Asher can go, not sure about Matt yet.
Giorgio asks for a vegetarian meal.
Monica asks if she can bring anything, e.g. food or drink.

8 This task requires Ss to decide if the response is formal or informal and match it with invitation A or B. Ss should first work alone, then in pairs. Finally discuss as a class and draw attention to expressions that are particularly typical of either (e.g. informal: (*can't*) *make it*, formal: *severe allergy*).

Answers: **1** B **2** A **3** B **4** A **5** A **6** B **7** A **8** B **9** B **10** A

Prepare

9 This exercise is to see if the Ss can apply the language of the lesson correctly. Ss work alone to prepare to write their invitation, working through the list of details. Monitor and help then ask pairs to compare and help each other.

Write

10 Ask Ss to work alone and write their invitation. Monitor and correct, helping with ideas and vocabulary if necessary.

Homework ideas

Workbook: Writing, pp.66–67

9 OVERVIEW

9A Quality of life
Goal | conduct a survey
Grammar | patterns after *wish*
Vocabulary | quality of life

GSE learning objective
Can give detailed answers to questions in a face-to-face survey

9B An ideal society
Goal | take part in a discussion
Grammar | second conditional
Vocabulary | society

GSE learning objective
Can express and comment on ideas and suggestions in informal discussions

9C Great sporting moments
Goal | talk about a sporting event
Grammar | past modals of deduction
Vocabulary | sport

GSE learning objective
Can tell a story about something funny or interesting that has happened, including detail to maintain the listener's interest

9D English in action
Goal | interrupt politely

GSE learning objective
Can politely interrupt a formal conversation using fixed expressions

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

9A Word building

9B Society

DEVELOP YOUR SKILLS

9A Develop your listening
Goal | understand a radio programme
Focus | recognising uncertainty and opinion

GSE learning objective
Can understand most of a radio programme about a familiar topic

9B Develop your reading
Goal | understand adverts
Focus | recognising persuasive language

GSE learning objective
Can understand the purpose of familiar types of text (e.g. to instruct, entertain or persuade)

9C Develop your writing
Goal | write a description of an event
Focus | expressing cause and result

GSE learning objective
Can write a description of a real or imagined event (e.g. a recent trip)

9A Quality of life

Introduction

The goal of this lesson is for Ss to conduct a survey. To help them achieve this, they will revise patterns after *wish* and vocabulary in the context of quality of life.

Warm-up

Before the class starts, ask Ss to write down what they think are the three most important things in life and why, then compare in small groups. When they have finished, elicit answers and tell them this lesson is about quality of life.

Reading and vocabulary

Quality of life

1 Put Ss in pairs to look at the photos and discuss the questions. When they have finished, ask for their ideas and write useful vocabulary on the board.

Possible answers:
1 **A** working late **B** meditating **C** begging **D** travelling to work **E** meeting friends
2 No fixed answers required

2 Refer Ss to the article and ask them to work alone to answer the questions then compare their answers in pairs. Check the answers as a class. If you have access to a projector, project the text and highlight where the answers are found

Answers:
1 It's a survey to measure how happy people are and the quality of their life.
2 160,000 people are interviewed (160 countries/1,000 people)
3 finance, mental and physical health, the strength of their people's local community, social experiences, people's purpose in life
4 bad environment, not enough time with family and friends, anxiety and depression

3 Ask Ss to choose the best conclusion. Discuss as a class and confirm the answer.

Answer: b

Optional extra activity

Locate the introductory paragraph) and read it to the class. Ask Ss to decide their own answer to the question about the ladder s and then discuss as a class.

4 With ***weaker classes***, you may want to pre-teach/check: *purpose* (reason). Put Ss in pairs and give them a few minutes to talk about the words in the box. ***Weaker classes*** can look words up on their phones. ***Stronger classes*** can discuss the meaning together. Monitor and help with new vocabulary. When they have finished, ask them to complete the sentences with the nouns in the box. Go through the answers as a class and further clarify as needed.

Answers: **1** community **2** spaces **3** anxiety **4** wages **5** charity **6** purpose **7** equality **8** faith **9** violence **10** tolerance

Optional extra activity

Make two sets of cards with one colour for the nouns in the box and another colour for the adjectives or verbs that go with them (*strong* community, *green* space, *high* wages, *full* equality, etc.). Give each group of three or four Ss a set of cards. Ask them to match the noun with its partner. Conduct feedback, discussing the meaning of phrases as needed. Then ask Ss to complete the exercise.

5 Ask Ss to work alone and tick the sentences that describe their own country/area, then compare in pairs giving reasons for their choices. In feedback, ask Ss to say if they and their partner agree.

6 Put Ss in pairs to discuss the questions. Monitor and help with new vocabulary. When they have finished, elicit feedback from different pairs and discuss as a class.

Suggested possible answers:

1 people help and support each other, trust, lack of corruption
2 women, black and ethnic minorities
3 provide food, accommodation, healthcare, support education, organise communities
4 not having enough money, lack of security (in a job) or at home, exams, travelling by plane. Reduce anxiety: feel secure in job, tackle crime, meditation/breathing, take medication
5 having kids, being responsible for others, having pets

Optional alternative activity

Divide the questions among the group, giving a different question to groups of two or three Ss. Ask them to discuss the question in depth and then regroup and present their answers.

VOCABULARY BANK 9A p164

Word building

1 Ask Ss to work together to complete the table. Go through the answers and drill stress as needed.

Answers: able anxious charitable communal equal creative generous national normal probable

2a Ask Ss to choose the correct form of the word to complete the sentences. They can compare in pairs before going through the answers as a class.

Answers: **1** charity **2** nationality **3** able **4** normality **5** community **6** anxious **7** equality **8** probable **9** creative **10** generous

b Ask Ss to discuss in groups of three or four, then ask for answers as a class.

Further practice

Photocopiable activities: 9A Vocabulary, p229

Grammar

Patterns after *wish*

Optional extra activity

Tell Ss they're going to listen to some people answering poll questions. Put them in pairs to ask each other the questions in Ex 7a. You're not expecting them to use *wish*, but to respond to the topic and start thinking about it. Let them discuss for a few minutes, invite pairs for interesting comments, then continue with the listening tasks.

7a 9.1 Tell Ss they're going to listen to some people answering poll questions. Ask them to read the questions then listen and write numbers 1–3 beside the correct question a–c. Go through the answers as a class.

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

Audioscript 9.1

Speaker 1: No, not at all. I wish they would ban cars from the city centre. The pollution is terrible! I worry about my kids' health when they breathe in that dirty air. They could also create some more green spaces for families to enjoy.
Speaker 2: Not really. Life is so busy! I really wish I could work fewer hours. My kids are usually asleep before I get home. And it would be great to have more time to do some exercise.
Speaker 3: Yeah, definitely. It's hard, but being a nurse does give me a real purpose, you know. Of course I sometimes wish I earned a bit more money. I haven't really had a proper holiday with the kids for a couple of years now. I can't afford it on my wages.

b Refer Ss to the underlined phrases. Ask them to discuss the question in pairs then have a whole class feedback discussion.

Answers: **1** present **2** present or future **3** present

c Ask Ss to work through the Grammar box, completing the gaps with the verb forms. With ***weaker classes***, do this as a class. Go through the answers and deal with any questions.

Answers: **1** past simple **2** *could* **3** *would*

Grammar checkpoint

Ss may struggle with the fact that time and tense do not correspond in this structure. It can be helpful to remind them that this also happens with conditionals, where for example in the second conditional a past form refers to a present or future situation. Tense and time not matching is a sign of non-reality or distance from reality in English, where other languages might have a separate subjunctive form.

8a Ask Ss to work alone and complete the sentences and then compare in pairs.

b 9.2 Play the audio for Ss to check their answers. Ask Ss for individual answers. Drill the sentences chorally and individually. Point out that that the main stress falls on *wish* and the main verb.

Answers: **1** could **2** would **3** were **4** would **5** had **6** knew

9 Read the example together, clarifying that Ss can use their own ideas to make new sentences with *wish*. Ask Ss to work alone to write the sentences, referring to the Grammar box. Monitor and correct/help with vocabulary as needed. Ask Ss to compare in pairs before checking answers with the whole class.

Optional extra activity

When they have finished, ask Ss to work in pairs. Ss A should read out sentences 1–5 and Ss B respond with their *wish* sentences. They should then try and continue the conversation. Ss change roles after a few turns. This is good for ***weaker classes*** that need more structured speaking practice.

10a Write one of the topics on the board and elicit possible *wish* statements. Then ask Ss to work alone to write sentences using the words in the box. Monitor and help with vocabulary and correct form if necessary.

b When they have finished, ask Ss to compare and explain their answers in groups. Finish the activity by asking each group for any similar or shared wishes they found.

Optional extra activity

Ask groups of Ss to say their sentences about town/government/the world to the class. Classmates agree or disagree with a show of hands. Tell each student to choose the top three for each topic, ensuring that they listen to each other to choose the best ones in their opinion.

Teaching tip

Ss benefit from listening to each other, not just to the teacher. When you ask Ss to share their ideas with the class, give a listening task to help them focus their attention. This also builds a positive classroom dynamic.

GRAMMAR BANK 9A pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 1 could 2 would 3 hope 4 was (or *were*) 5 didn't 6 did

2 1 my husband would help (or helped)
2 were more
3 would do
4 had enough money
5 could spend more time
6 my dad would retire
7 it would rain

Further practice

Photocopiable activities: 9A Grammar 1, p227; 9A Grammar 2, p228

Speaking

Prepare

11 Tell the Ss they are going to conduct a survey. Ask them to turn to p172 and choose six questions, then write two more they want to ask. Monitor and help/check for accuracy.

Speak

12a When they are ready, ask Ss to conduct their survey. Tell them to make notes about the answers. Remind them that this activity is to practise *wish*. Monitor and help if necessary.

Teaching tip

Mingling activities can be fun for Ss but a little noisy and tricky to manage. If your class is very large, Ss can conduct the survey in smaller sub groups. Divide the class into manageable groups (perhaps ten) then ask Ss to only work within this group. If your classroom has fixed seating, Ss can turn to the people near them. If you can't divide the group, tell Ss to ask a fixed number of people. Your main role is to ensure Ss have a partner at all times and are speaking 1:1 and not gathering around in groups listening to other people!

b When they have finished, refer Ss to the Useful phrases box. They can write one or two examples before reporting back to the class. Ask for an example and point out that in reporting wishes the tense does not need to change as it is not a real past: *I wish I had a car = She wishes she had a car*. This is an opportunity for Ss to use *wish* structures, so monitor particularly for how well they do this and correct at the end if there are issues with the language point.

Reflection on learning

Write the following questions on the board:
What can you do better after this lesson?
What do you wish you could do more? Why is it important for you?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 9A Ex 1–2, pp.152–153
Workbook: 9A, p68
App: grammar and vocabulary practice

Fast route: continue to Lesson 9B
Extended route: go to p126 for Develop your listening

9B An ideal society

Introduction

The goal of this lesson is for Ss to take part in a discussion. To help them achieve this, they will revise the second conditional and vocabulary in the context of society.

Warm-up

Before the class starts, write the word *society* /səˈsaɪəti/ on the board and ask Ss to discuss its meaning. If they are unsure, offer this definition: *people (living in a particular country or region) having shared customs, laws, and organisations that make it possible for them to live together*. Ask Ss if a group of players who come to play football is a society (no). Tell them that this is the topic for this lesson.

Reading and vocabulary

Society

1 Put Ss in groups of three or four to discuss the question. If you can, show relevant images from the books/films in the Culture notes to prompt them. Discuss as a class.

Culture notes

Thomas More 1478–1535 was an English lawyer, scholar and member of parliament. ***Utopia*** was his most important work, describing an imaginary society ruled by reason and contrasting with the reality of European politics of the time. As a devout catholic he spoke against Henry VIII's divorce and was executed.

The Handmaid's Tale by Margaret Attwood and ***The Hunger Games*** series by Suzanne Collins have both been made into films/TV series. If your class are interested it might be an idea to watch (a section of) one of these, if suitable.

Noughts and Crosses by Malorie Blackman is teen fiction and may be something your Ss could even read themselves.

Terra Ignota by Ada Palmer is a science fiction series written by an American historian who mixes science fiction and philosophical ideas.

2a Ask Ss to define a *nightmare* (a bad dream) and then discuss what a *nightmare society* might be (a frightening/unpleasant society). Ss then read the book summaries and decide if they are about a nightmare society (1) or an ideal society (2). In feedback, ask Ss to say which key words helped make their choices.

Answers:
1 *Utopia, Terra Ignota*
2 *The Hunger Games, Noughts and Crosses, The Handmaid's Tale*

Optional extra activity

Give Ss a copy of a short paragraph from one or two of the books to read and decide if the society described is ideal or a nightmare.

b Focus attention on the numbered words Ask Ss to work alone to read the text more closely and circle the correct option. Allow Ss a brief check in pairs before you conduct feedback. Further discuss and drill the words as necessary.

Answers: **1** poverty **2** state **3** ruled **4** fund **5** racism **6** rights **7** got rid of **8** peace **9** taken over **10** control

Vocabulary checkpoint

The vocabulary is seen in context here. To help Ss remember it and use it in other contexts, elicit word class (noun/verb, etc.) as you go through the answers. Ask Ss to find pairs of opposites in the text (poverty/wealth) and if they can think of related words (poor/wealthy).

3 Ask Ss to work in pairs. Discuss the first question as a class. When they have finished, have a whole class discussion and add useful vocabulary to the board.

Suggested possible answers:
1 free speech, housing, ability to practise your religion, ability to work
2 sexism, feminism, socialism, conservatism
3 education, roads, schools, wars, waste collection
4 by becoming unpopular and losing an election, by being overthrown, by the king/queen taking over

4 Discuss this question as a class.

VOCABULARY BANK 9B p164

Society

1 Ask Ss to complete the sentences with the pairs of words in the box. Discuss the meanings as you go through the answers.

Answers: **1** social care, elderly **2** divorced, middle class **3** healthcare, life expectancy **4** vandalism, pollution **5** access, higher education **6** benefits, poverty **7** Wages, rights **8** beg, homeless

2a Ask Ss to work alone to complete the sentences with the phrases. Discuss the meanings as you go through the answers.

Answers: **1** see life **2** that's life **3** all walks of life **4** Life's too short **5** later in life **6** the time of your life **7** a fact of life **8** quality of life

b Ss can first tick those they agree with then discuss and give reasons in pairs. When they have finished have a whole class discussion about the sentences most agree with.

Further practice

Photocopiable activities: 9B Vocabulary, p232

Listening

5 9.6 Tell Ss they are going to listen to a podcast about art and society. Ask them to read the summaries then listen and choose the best one.

Answer: 3

6 Tell Ss they will listen again for more detail. Give them a few moments to read the questions and then listen and make notes. Ask Ss to compare in pairs before going through the answers as a class. ***Weaker classes*** may need to listen again.

Answers:
1 *The Hunger Games, The Handmaid's tale, Noughts and Crosses, Utopia*
2 stories about ideal societies or utopias
3 no war, no poverty, less work
4 use robots at work

Audioscript 9.6

Lance: Hello. Welcome to *Free Comment*. My name is Lance Toibin. Have we forgotten how to dream? That's the question asked by my guest, writer, Rita de Longhi. Rita, welcome.
Rita: Lovely to be here.
Lance: So, Rita, just explain to us what you mean when you say we don't dream anymore.
Rita: Yes, I suppose it's because so much fiction these days is about nightmares. Most stories about the future show societies in chaos or ruled by a dictator or very divided in some way.
Lance: Yes, I immediately think of *The Hunger Games* – which is basically divided between the very rich in the city controlling the poor in the rest of the country.
Rita: Exactly – or the TV series *The Handmaid's Tale*, where women are owned by the State or Malorie Blackman's series *Noughts and Crosses*, where society is based on racism. It's like all the rights we have fought for and won are bound to disappear.
Lance: But isn't that the idea, that we can easily lose these rights, if we're not careful ...
Rita: Sure ...
Lance: And then these are often love stories too, which is positive.

Rita: Hey, I like love stories, but they don't really change society, do they?
Lance: OK … ?
Rita: I mean, the heroes find love, maybe the dictator loses power, but then what?
Lance: I see. So, this is where you think dreaming is important.
Rita: Yes. What we need are utopias, not nightmares.
Lance: Utopias?
Rita: So a utopia is an imagined place – Thomas More created the word 500 years ago in his book when he described his ideal society – and he kind of put this question: 'If you could create a new world, what would it look like? What would you do if you had a completely free choice?'
Lance: Isn't that the problem, though? We'd all want different things.
Rita: Well, maybe, but there are things we would all want. No war, no poverty, less work.
Lance: Not very likely, though.
Rita: No, but are these nightmare worlds more likely? What's important, I think, is imagining how we might arrive at our utopia if we wanted it.
Lance: For example?
Rita: Well let's take work. We all want to work less, right? So how could we make that happen? Maybe if there were more robots in the workplace, we would have more free time. But then how could we afford to live? Because we'd earn less. Well, how about Thomas More's idea of a basic income for all?
Lance: And how would we fund that?
Rita: I don't know. What if we taxed robots? Or shared wealth more fairly? Or maybe if we just bought less stuff, we wouldn't need so much money? I don't have a definite answer, and some of these ideas will be wrong. For me, it's just important to keep the ideal in mind and find ways to get there. And I think we need more of these positive stories to help us.
Lance: OK. Well, thanks for the moment, Rita. We're going to continue now with this theme …

Teaching tip

Listening is not a test. It is about developing skills. Comparing answers in pairs before listening again helps Ss make sense of what they have heard. If they need to listen again to complete the task, it's not a problem. Play and pause can help Ss focus on the exact wording as needed.

Grammar

Second conditional

7a Tell Ss you are going to use sentences from the listening to study some grammar. Refer them to the gapped sentences and ask them to complete them using a form of the verbs in the box. Monitor and observe, but don't correct. ***Weaker classes*** may need to go straight to the listening.

Teaching tip

This is a test-teach (or diagnostic) approach, where we assume that Ss have previously met the structure and we want to see how much they know. For ***weaker classes***, you may want to go straight to the listening. If you are not sure, let them try it. It doesn't matter if they don't get the answers right.
Using test-teach helps you understand how strong the (individuals in the) class are.

b 9.7 Play the recording for Ss to listen and check their answers. Elicit answers and write them on the board.

Answers: **2** had **3** would have **4** would, fund **5** taxed **6** wouldn't need

8a Ask Ss to discuss the sentences in pairs and mark them true (T) or false (F), using the sentences in Ex 7a to help. Don't go through the answers yet.

b When they have finished, ask Ss to read the Grammar box carefully and check their answers. Go through with the whole class.

Answers: **1** T **2** T **3** F **4** F **5** T

9a 9.8 Ask Ss to read the sentences and underline *would* (or *'d*), then listen to the audio. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, we usually contract auxiliary verbs, including modal auxiliary *would*. This can make it hard to hear, particularly if it follows a vowel. Compare *It'd help*, where there is a schwa sound between the two consonants, with *There'd be*, where the consonant /d/ is close to the following /b/ so it's hard to distinguish the sounds. For this reason, some Ss prefer not to use contractions, but they still need to recognise them.

b Ask Ss to chorally repeat the sentences after they hear them. You may want to pause the recording after each sentence.

10 This exercise helps Ss practise the conditional form. Complete the first example as a class, then ask Ss to work alone, referring to the Grammar box to help them. Ask them to check in pairs, then go through the answers as a class. Where there is more than one possible answer, discuss the difference in meaning.

Answers:
1 close, had to, would/could cause
2 would/could make, wouldn't cost, weren't, would, work
3 ruled, wanted, would/might make, would/might take over

Optional extra activity

Once you have checked the answers, Ss read the conversations aloud to each other in pairs. This is a good way to practise particularly for ***weaker classes*** who lack confidence in their speaking skills.

11 This exercise helps Ss practise the conditional form a little more freely. Write the first question on the board and discuss as a class, to show that there are several possible answers, then ask Ss to work in pairs to discuss the remaining questions. ***Weaker classes*** can write first, referring to the Grammar box to help them. ***Stronger classes*** and ***fast finishers*** can discuss more topics. Monitor and listen for the target language. When Ss have finished, ask for their best ideas and give feedback on any errors or examples of good language use you heard.

GRAMMAR BANK 9B pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** spent **2** would live **3** would be **4** would have to **5** increased **6** were expecting (or *expected*) **7** could do **8** did **9** would damage **10** would get

2 **1** If I was/were president …
2 If we paid …
3 didn't invest
4 –
5 we might end racism/we could end racism/we might be able to end racism
6 Companies would improve …
7 –

Further practice

Photocopiable activities: 9B Grammar 1, p230; 9B Grammar 2, p231

Speaking

Prepare

12a 9.9 Tell Ss they are going to discuss their ideal society, but first they will hear three people doing the same. Ask a student to read the instruction to the class or read it yourself. Ask Ss to read the list first, then play the audio while they listen and tick the idea discussed. Elicit the answers.

Answers: everyone has a free home; no

Audioscript 9.9

A: Wouldn't it be great if everyone had a home for free?
B: Do you think so?
A: Yeah.
C: … but how would you do that?
A: What do you mean?
C: Well, who would decide where people lived?
A: I guess people would just keep the homes they were in and anyone who was homeless would get a new place.
B: And what if you owned two homes?
A: Well, the government would give one of them to a homeless person.
B: That's a bit unfair, isn't it? And what would happen if you wanted to move or relocate?
A: I don't know. Maybe you would have to ask someone else to swap their home with yours.
B: I don't think that's a good idea. It'd be better if everyone had a job and then they could afford to buy the home they wanted.

b Tell Ss to choose four ideas from the list in Ex 12a. Ask Ss to work in pairs and discuss and make notes of the consequences and how to achieve the ideas in practice.

Teaching tip

Although this task can be done alone, idea building is much easier for Ss in pairs. They are practising speaking and they can bounce ideas off each other. It's also easier for you to monitor how they are doing because you can hear them talking.

Speak

13a Put Ss in groups of three or four and ask them to take turns to present and discuss their ideas. If Ss prepared in pairs in the previous activity, then separate the pairs into different groups. Refer them to the Useful phrases. Ask them to try and agree on four ideas. Monitor and listen, making notes on how well they are using conditional forms.

b When they have finished, ask a representative from each group to tell the class their lists. Give feedback on language used. Decide on the most popular ideas with a show of hands or class vote.

Reflection on learning

Write the following questions on the board:
What could you do to practise this language point more?
If you had more time to study English, how would you organise your learning?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 13a: Ss write a report explaining their best idea, how it could work in practice and why they put their choice first.
Grammar bank: 9B Ex 1–2, pp.152–153
Workbook: 9B, p69
App: grammar and vocabulary practice

Fast route: continue to Lesson 9C
Extended route: go to p127 for Develop your reading

9c Great sporting moments

Introduction

The goal of this lesson is for Ss to talk about a sporting event. To help them achieve this, they will revise past modals of deduction in this context as well as sport-related vocabulary.

Warm-up

Ask Ss if they play or watch sport on TV or live. Put Ss in small groups to compare their ideas. When they have finished, nominate a student from each group to tell the class which sports are the most popular.

Culture note

The **Grand National** is probably the most famous horse race in the UK and has existed since 1839. There are 40 runners competing for the £1 million prize each year, making it the most valuable jump race in Europe. The race is over 4 miles long and has 30 jumps, some of them bigger than usual. Consequently, horses often fall or fail and the winner can be a surprise 'outsider' (a horse not thought to have much chance of winning) and not 'the favourite' (the horse expected to win based on past performance). Because it is a difficult course with many horses sometimes a horse can be injured or even die in this race and animal welfare groups have protested about it.

Reading

1a Focus attention on the photos. Ask Ss to work alone to identify the people and the events and answer the questions. If they have no idea, use the Culture notes to help them and discuss as a class.

Answers: **1 A** Usain Bolt **B** Mo Farah **C** Michael Phelps

b Put Ss in pairs to discuss the questions. Discuss as a class. Share information from the Culture notes as needed.

Culture notes

Mo Farah was born in Somalia and grew up in the UK. He's a long-distance runner and the world's most successful track athlete, winning gold medals in 2012 and 2016 Olympics in both 5,000 and 10,000 metres. He switched to marathon running in his mid-30s and won his first marathon in Chicago 2018.

Michael Phelps is from the US. Between 2004–2016 he won 28 Olympic medals in swimming, the highest number anyone has ever won.

Usain Bolt is a sprinter from Jamaica who won eight Olympic gold medals. In this picture he's doing his 'signature move', the lightning bolt. He retired from athletics in 2017, but is considered one of the greatest athletes of all time.

2a Refer Ss to the article. Ask Ss to read it quickly and find the answer to the question. Give them a few minutes for this to encourage fast reading. Elicit the answer.

Answers: Devon Loch suddenly fell down when it was close to winning the Grand National horse race. Nobody actually knows what happened for sure – maybe a noise from the crowd scared the horse.

b Explain that Ss should read the article more closely to find out what the dates and numbers refer to. Complete an example together then ask Ss to work alone then in pairs to complete the exercise. Give them a few minutes to do this to encourage focused reading. Check the answers as a class.

Optional extra activity

Possible discussion questions to ask after the reading:
How popular is horse racing in your country?
What are the most famous races? Do you ever watch them?
What other kinds of animals are used in racing?

Answers:
seven – 7 km is the length of the Grand National
half a billion – the number of people who watch the race each year
1956 – the year Devon Loch fell
two – the two biggest favourites fell early in the 1956 race
fifty – they were less 50 metres from the finish line when Devon Loch fell
1839 – the Grand National started
half a million – pounds is the prize for the winner
nine – age of Devon Loch when it raced in 1956
three – three fences from the end Devon Loch and Dick Francis went into the lead
six – Devon loch died six years after the 1956 race

Optional extra activity

Ss retell the story of Devon Loch to each other using the numbers as memory prompts.

Grammar

Past modals of deduction

3a Tell Ss that they are going to use examples from the reading to study some grammar. Ask Ss to look at the sentences and underline the modal verb, then discuss what structure follows. Check as a class.

Answer: *have* + past participle

Grammar checkpoint

Ss may identify this form as the present perfect simple, however this structure is the perfect infinitive. *Have* does not change to *has* for the third person, it is always *have* as modal verbs are followed by bare infinitive forms.

b Ask Ss to write the letters 1–3 beside the meanings expressed in sentences a–c.

c Refer Ss to the Grammar box to read the rules and check their answers. When they have finished, check answers with the whole class and deal with any queries.

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

4a 9.10 Ss listen for the pronunciation of *have*. Point out that *have* is unstressed between the modal and main verb which are stressed.

b Ss listen and repeat the examples chorally and individually.

5 Go through the first example on the board with the class. Point out that the underlined section's meaning is replaced by the past modal structure and that the subject changes. Ss work alone to complete and write out the sentences, then compare answers in pairs. Monitor and help if necessary. In feedback, nominate Ss to read sentences aloud. Correct pronunciation of the weak *have*.

Answers:
1 You must've been
2 It can't have been
3 It might've happened
4 He might've been 40 … he can't have been
5 It must've been
6 She can't have been
7 You must've enjoyed

Optional extra activity

When you have corrected the exercise, ask pairs to practise reading the conversations aloud, focusing on their intonation. Monitor and help if necessary. Ask pairs to swap A and B roles so both get practice saying the past modal verb forms.

6 Read the example as a class. Point out that Ss must invent a likely context for the deduction and a different response. Create a further example by eliciting Ss' ideas, then ask Ss to continue in pairs. Monitor and correct/support with vocabulary and ideas. When they have finished, ask a few pairs to perform a conversation for the class.

7 Put Ss in groups of three or four. Ask them to turn to p174. Complete an example together then ask groups to continue.

Optional extra activity

When they have finished, ask groups to say some of their deductions while other groups look at the pictures and identify which one is being talked about.

GRAMMAR BANK 9C pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill if needed. Ss can refer to the notes to help them.

Answers:

1 **1** can't have been **2** must've died **3** may have murdered **4** might have caused **5** may have liked **6** must've been **7** can't have found **8** could've fallen

Further practice

Photocopiable activities: 9C Grammar 1, p233; 9C Grammar 2, p234

Vocabulary

Sport

8a Tell Ss to make sure they have noticed and checked their understanding of the words and phrases in bold. Then ask Ss to work in pairs to decide which sport the sentences refer to and if they represent a failure or a success. Complete the first example together and ask Ss to write the sport and (F) failure or (S) success next to each sentence as they work through. Monitor and help if necessary. Go through the answers as a class.

Answers:

1 swimming – failure (though some may see not drowning as a success!)
2 running – failure (though some may see fifth place as a success)
3 football – failure
4 motor racing/rallying – failure
5 boxing – failure
6 karate/judo, etc. (a martial art) – success
7 skiing/snow-boarding – success and then failure
8 probably tennis, but could also be squash, judo, taekwondo, etc. – failure

b Ask Ss to work in pairs to write their own sentences including their choice of phrases in bold from Ex 8a. Move around, supporting and correcting as needed.

Optional extra activity

Pairs read their sentences to each other.

Further practice

Photocopiable activities: 9C Vocabulary, p235

Speaking

Prepare

9a 9.11 Explain that Ss are going talk about a great sporting moment, but first they will listen to two people doing the same. Refer them to the questions. While they listen they should identify the sport talked about and write any clues related to it being positive or negative. Go through the answers as a class.

Answers: **1** football **2** negative

Audioscript 9.11

A: I'll remember the France 98 competition for as long as I live. It was the first time Japan had ever made it through to the World Cup.
B: Wow! So the whole country must've been really excited.
A: Right. It was incredible. There was a really special atmosphere everywhere you went … for the first week or so at least! We lost our first two games one–nil, but we then had Jamaica in our final match.
B: You must've felt quite optimistic.
A: Right. I mean, we have a population of one hundred and thirty million, and they only have three million, you know? And I couldn't think of any famous Jamaican footballers, so …
B: And what happened? Did Japan win?
A: You're joking! We lost 2–1. To tiny little Jamaica! It was a national disaster.
B: I can imagine.
A: And to make it worse, I watched the game in London … in a place full of local Jamaican guys who were all celebrating like crazy.
B: That can't have been much fun.
A: It was terrible. Still, after that, I could actually relax a bit and enjoy the rest of the competition.

b Ask Ss to choose a great sporting moment and make notes about it beside the bullet points. Monitor and help with vocabulary and ideas.

Optional alternative activity

If your Ss are not interested in sport, they can talk about an important moment in another area in their own lives or public life. Although this does not practise the key vocabulary of the lesson, the responses will allow practice of past modal verb forms which is the grammar focus of the lesson.

Speak

10a Refer Ss to the Useful phrases to read through. Then put them in pairs to tell each other about their chosen topic and respond with deductions. Monitor and listen for how well they are using the modal verb forms.

b Ask Ss for a brief feedback and discuss what they consider the greatest sporting moments.

Reflection on learning

Write the following questions on the board:
How important was the topic of this lesson?
How will today's grammar be useful outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 9C Ex 1, pp.152–153
Workbook: 9C, p70
App: grammar and vocabulary practice

Fast route: continue to Lesson 9D
Extended route: go to p129 for Develop your writing

9D English in action

Introduction

The goal of this lesson is for Ss to interrupt politely. To help them do this, they will revise useful phrases and expressions.

Warm-up

Ask Ss if it's polite to interrupt someone if they are talking in their language. If appropriate, tell them for example that it's not usual to interrupt in German and to let someone speak until the end (this may be because the verb comes at the end of the phrase). Unlike most western languages, the Japanese do not interrupt and value silence which they see as time for thinking about what has been said. Italians interrupt and talk over each other a lot!

1 Refer Ss to the picture and put them in pairs to discuss the questions. After a few minutes, ask a few pairs for their ideas. Add any useful vocabulary to the board.

2 Put Ss in pairs to discuss the questions. If you have a multilingual class, mix the nationalities. If you have a mixed gender class, mix the genders. Both these factors may affect social behaviour and make for a more interesting discussion. With ***weaker classes***, work on the first situation together and use this as an opportunity to revise the second conditional which Ss have studied recently, before asking them to continue in their pairs. When they have finished, compare answers as a group.

3 9.12 Explain that Ss are going to hear three conversations. Ss listen to the audio and write the number 1–3 for each conversation. Ask them to check their answers in pairs before conducting feedback.

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

4 Tell Ss they will listen again for more detail. Give them a few minutes to read through, then ask them to write the missing words as they listen. You may need to pause to allow ***weaker classes*** time to write.

5 Refer Ss to the Useful phrases box to check their answers, then conduct feedback.

Answers:
1a say something here **b** a fair point
2a you mind **b** go on **c** get back
3 to bother you

Audioscript 9.12

Conversation 1

A: To be honest, I've just had enough of people blaming bankers for everything that's bad in society. Don't people realise how much money the financial sector makes? Without that money, where would we be?
B: I agree. I've never understood why people get angry about firms just making a profit. If we didn't have those kinds of companies, where would all the jobs come from?
C: Yeah, sorry, but before you move on, could I just say something here, if I may?
A: Er … yes, Sure. Go on.
C: Well, no one's actually saying that making money in itself is bad, are they? I think the argument is more to do with how much money is made and how it's shared out, isn't it?
B: Yes, OK. That's a fair point, I guess. Anyway, …

Conversation 2

Lecturer: So, one of the main conclusions we can draw from this research is that any real findings into the question of what makes a full and happy life have to be based on the long view; they can't just be snapshots taken at a moment in time. They need to show how decisions that we make pan out over a lengthy period of time. Yeah? Martin?
Martin: Yeah, sorry. Could I just stop you there for a moment? I didn't quite follow that last part. Would you mind just repeating it?
Lecturer: Yeah. Sure. I was just saying that basically research into happiness needs to be done over a long period of time. It can't be done on one day, or over a week or a month … because happiness itself can only really be measured over time. OK?
Martin: Got it. Thank you. Sorry about that. Please go on.
Lecturer: No worries. So anyway, to get back to what I was saying, it's these long-term studies that really …

Conversation 3

Abigale: So Laura, basically all I need you to do when we get to the venue is to deal with Eva and make sure she has everything she needs. I'll deal with the rest of the guests. OK?
Laura: Got it. Sounds fairly simple, but yeah, I can imagine it'll get fairly mad once everyone arrives.
Ray: Hi. Abbs. I'm really sorry to bother you, but …
Abigale: Do you have to do this now, Ray? Really? Can it not wait?
Ray: I'm afraid not. It really is rather urgent. I've got a Mr Williams in the office and he really wants to talk to you.
Abigale: OK. Right. Well … um … Laura. Sorry. I think I'll have to deal with this. Do you mind? I think you've got all you need for now anyway, right, so …

6a Ask Ss to work alone to complete the gaps then compare with a partner.

b 9.13 Ask Ss to listen and check. Tell them to focus on the intonation. Then ask Ss to practise reading the conversations in pairs. Encourage them to focus on intonation.

Answers: **1** stop **2** moment **3** mind **4** saying

Pronunciation checkpoint

Point out that intonation is a big part of polite interaction, especially when interrupting. Ask Ss to practise interrupting with a rising tone (where your voice is tentative and goes up). Drill to help them where necessary.

7a Put Ss in groups of three or four to choose three topics to discuss.

b Ask Ss to work alone and make notes.

c Refer Ss to the Useful phrases and ask them to start. Remind them that the objective is to have a discussion and to interrupt each other politely where possible. Monitor to see how they manage with the interrupting phrases. When they have finished, give feedback on good use of language or ask a confident group to perform a conversation for the class. Ask Ss to start another topic.

Reflection on learning

Write the following questions on the board:
In what situations do you think you will use this language in the future?
How did your conversations improve?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p71
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

9 Check and reflect

Introduction

Ss revise and practise the language of Unit 9. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1a Tell Ss to complete the sentences with a word, using the first letter to help them. They can work alone then check in pairs before going through as a class.

Answers: **1** community **2** violence **3** causes **4** fact **5** discrimination **4** faith

b Ss discuss in groups of three or four. When they have finished, ask groups to share an interesting point they discussed.

2 Ss should work alone to complete the sentences using a form of the verb in brackets. Complete the first one together then Ss continue alone. Go through the answers as a class.

Answers: **1** would stop **2** could help **3** got/had (although *could get* is also possible) **4** had (although *could have* is also possible) **5** wouldn't do **6** could go back

3a Ask Ss to complete the sentences with the nouns in the box. Go through the answers as a class.

Answers: **1** poverty **2** chaos **3** wealth **4** healthcare **5** tax **6** state

b Ss work alone then compare in groups. When they have finished, ask groups if they disagreed on any points.

4 Ask Ss to work alone to identify the sentences with errors, then work in pairs to correct them. Go through the answers as a class.

Answers:
1 –
2 If I had a bigger place, you could stay with me.
3 If you worked harder, you'd earn more money.
4 –
5 If they built more roads, it'd make life better.
6 Things would improve if more companies were state run.

5a Ask Ss to complete the sentences alone then check in pairs. Go through the answers as a class.

Answers: **1** might've heard **2** must've trained **3** can't have got **4** must've been **5** might've had **6** can't have been

b Ss work alone to think of situations then take turns to say their sentences to a partner who responds. When they have finished, ask a few pairs to share examples.

6 Ask Ss to work alone to match verbs and their endings. They can check in pairs before you go through the answers as a class.

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

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 9.

9A Develop your listening

Introduction

The goal of this lesson is for Ss to understand a radio programme. To help them achieve this, they will focus on recognising uncertainty and opinion.

Warm-up

Ask Ss if they listen to the radio and what kinds of programmes they listen to, if any. Discuss the advantages (e.g. you can do other things at the same time) and disadvantages (e.g. no support from visuals to aid understanding) compared to other types of media.

1 Ask Ss to look at the statements and discuss them in pairs, ticking those they think are true. After a few minutes, elicit answers and write them on the board.

2 9.3 Tell Ss they are going to listen to the statements with slightly different wording. They should listen and note the words used, then discuss in pairs and change them. Once changed, they decide if the changes make the statement more or less certain. With ***weaker classes***, complete the first one together and be ready to pause and repeat the recording as needed. Go through the answers as a class.

Answers:
Changes underlined:
1 How happy you are mainly depends on how you were brought up.
2 Research suggests that people who speak a foreign language may be happier and live longer.
3 Richer people tend to be happier and healthier than poorer people.
4 Some scientists claims that good health partly depends on having good genes.
The changes above make all the statements less certain.

Audioscript 9.3

1 How happy you are mainly depends on how you were brought up.
2 Research suggests that people who speak a foreign language may be happier and live longer.
3 Richer people tend to be happier and healthier than poorer people.
4 Some scientists claim that good health partly depends on having good genes.

3 Refer Ss to the Focus box. Ask them to underline words or phrases they don't know then discuss in pairs to help each other. Have a whole class discussion on any problem words or phrases.

4 9.4 Tell Ss they'll now listen to the first part of a radio programme and should choose which points are made. Tell ***weaker classes*** that there are two points. When they have finished, ask Ss to check in pairs. Go through the answers as a class.

Answers: 1 and 2

Audioscript 9.4

Presenter:
Survey after survey shows that what people want most is to live a long and happy life. But while statistics prove that, on average, people can expect a longer life thanks to better healthcare, happiness doesn't appear to be growing in quite the same way. In this programme, we're going to investigate how far our levels of happiness are actually something we can control and, if we *can* influence them, what are the best things we can do to be happy?

5 9.5 Tell Ss they are now going to listen to the rest of the programme. Ask them to read through the topics and then listen and tick those they hear about. You may need to play the recording twice and pause the second time. Go through the answers as a class.

Answers: 2, 3, 4, 6

Audioscript 9.5

Presenter: Until recently, research has tended to focus more on what causes depression than what makes us happy. This may be because depression – unlike happiness – has been seen as something the medical world can influence. But in the last few decades, the Positive Psychology movement has grown in popularity. Positive psychology researchers look at so-called 'happy' brains and try to find out if a person's behaviour can improve their mood. And as happiness researcher Sally Yu says, we individuals really *can* make a difference. Isn't that right, Sally?

Sally: Yes. Studies of twins have shown that about 50 percent of what makes a person happy is due to genes and parenting. For example, we know that the love parents show to their children is a big factor up to the age of around 16. However, research also suggests that about 40 percent of happiness is due to things we do in our daily lives, which we can change and control.

Presenter: And what are those things we can do?

Sally: Well, being kind to other people certainly makes people feel positive so it's been suggested that volunteering may be good for people. But perhaps more importantly, just supporting other people at work – helping others when it's not actually part of *your* specific job – has been shown to leave people feeling happier. We also know that there are other behaviours connected to happiness, such as spending time with other people and having real, deeper conversations. Physical things like getting enough sleep or doing exercise are effective, too. And we also know that the act of smiling itself both improves your own mood and the mood of others – and smiling works even if it is only a physical action you choose to do rather than a natural response to a situation.

Presenter: That idea of choosing to smile is behind the idea of so-called Laughter Yoga, which was made popular by the Indian Doctor, Madan Kataria, in his book *Laugh for No Reason*. Groups gather together – often in parks and open spaces – to do breathing exercises that imitate laughter. Sometimes jokes are told, but usually the simple act of laughing is enough to create more – and genuine – laughter. And it is claimed that laughter has improved the health of those taking part.
As well as laughter yoga, there are over a thousand Happiness Clubs around the world and charities such as Action for Happiness, all of which are trying to promote some of the things positive psychology has discovered. However, these organisations are community projects with limited money and some argue that governments are not doing enough to increase people's happiness. Economist Dietmar Kroos:

Dietmar: There is an economic benefit from investing in making society happier, because on average happy people are healthier, are more likely to be in work and produce better results at work. We could therefore save money on healthcare and raise more money from taxes. But governments don't seem to see this benefit because, I'd suggest, many in power don't take the idea of positive psychology seriously.

Presenter: So how could governments better spend their money to promote happiness and what is stopping them from doing that now?

6 Refer Ss to the sentences to listen intensively and complete. Pairs can check their ideas, then go through the answers as a class and write them on the board.

Answers: 1 has tended to 2 suggests that 3 been suggested that 4 it is claimed 5 some argue that 6 on average 7 I'd suggest

7 Put Ss in pairs to discuss the questions. If they are interested, this can extend to a whole-class discussion.

Homework ideas

Workbook: Listening, p71

9B Develop your reading

Introduction

The goal of this lesson is for Ss to understand adverts. To help them achieve this, they will focus on recognising persuasive language.

Warm-up

Show icons/titles of famous global charities (Oxfam, Greenpeace, Wateraid, Amnesty, etc.) and ask Ss to identify them and say what they do. With ***weaker classes***, discuss how people help charities and use the photos to elicit the key words *volunteer*, *donate* and *raise money* that will be needed in the next exercise.

1 Put Ss in pairs to discuss the questions. When they have finished, invite feedback from groups.

2 Ask Ss to look at the text and elicit what it is (an advert) then answer the questions. They can discuss in pairs then discuss as a class.

Answers:
1 raise money
2 No fixed answers required as they'll be looking at the techniques used in the next exercise.

3 Ask Ss to look at the Focus box and call on individual Ss to read sections aloud to the class. Then put them in pairs to match the numbered sentences 1–6 with the technique a–f used. Elicit the answers.

Suggested answers:
1 c 2 a 3 b (also c, because of the use of *you*)
4 e (also c, because of the use of *we*) 5 d 6 f

4 Tell Ss they are going to read three more charity adverts and first they will read them for general understanding. Refer Ss to the sentences to mark true (T) or false (F). Tell them they have a few minutes and they should not use phones or dictionaries. Go through their answers as a class, discussing where the answers were found.

Answers:
1a T b F c T
2a F b T c F
3a T b F c F

5 This is an opportunity for Ss to respond to the texts personally. Put Ss in pairs to discuss the questions then go through as a class. Ask for a show of hands to see which adverts are the most popular and ask Ss for their reasons.

6a Ask Ss to complete the sentences with words from the adverts. Allow plenty of time for this and ask Ss to compare in pairs before going through the answers as a class and further clarifying as needed.

Answers: **1** new skills **2** apply today
3 saving money, Sounds impossible
4 Thousands of, almost 90 percent **5** small favour **6** for just

b Ss should match each sentence 1–6 with a–f in the Focus box. Point out that sometimes more than one letter will be used. Ask Ss to work alone, then check in pairs. Go through the answers as a class.

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

c Ask Ss to find more examples in the adverts. In feedback, project the text if possible, and highlight the answers there.

Answers:
b
1 We require just 1–2 hours of your time every week.
2 All of this comes from one simple thing: being vegan.
3 if everyone gave just $3
c
1 Are you over 18 years old and looking to get more involved with your local community? Do you enjoy working with young people and children? Training will be provided by us. So if you want to make a difference and share our values … then we are the organisation for you.
2 reducing your effect on the environment … We at Vegans for Life know that … but we also know … That's why we have the Vegan Promise. We'll send you a daily email … Join us … on your life.
3 We need a little money. We don't make you pay a monthly fee. We keep advertising to a minimum and any profit we make … We think … most of our reporters … our values … our readers … we could survive …
d
1 Are you over 18 …? Do you enjoy …?
2 Who doesn't want to feel lighter, healthier and fitter?
e
1 share our values of peace, equality and love of nature
2 Who doesn't want to feel lighter, healthier and fitter? People have questions: What can I eat? How do I cook without meat or dairy? Can I get everything my body needs from a vegan diet?
3 we don't make you pay a monthly fee, we keep advertising to a minimum and any profit we make goes back into the business, real, fair, independent news
f
2 Join us and see …
3 Click here to donate.

7 Look back at the icons used in the Warm-up. Write some slogans, e.g. *Together we can make a Difference* (used by various campaigns), *Opening minds, Changing lives* (Erasmus programme) and hashtags that are well known in your country. Discuss as a class what makes a good slogan. Then ask Ss to work in pairs to think up hashtags or slogans for the four adverts.

8 Ask Ss to discuss in pairs. Have a whole class feedback discussion to see which causes are most popular and why.

Homework ideas

Workbook: Reading, pp.72–73

9c Develop your writing

Introduction

The goal of this lesson is for Ss to write a description of an event. To help them achieve this, they will focus on expressing cause and result.

Warm-up

Ask Ss to discuss which famous sports tournaments they know about, how people get tickets and if they have attended any (or would like to).

1 Put Ss in pairs to discuss the photos and the questions. After a few minutes, conduct brief feedback by asking pairs about each photo in turn and add useful vocabulary to the board.

2 Ask pairs to read the statements and mark them with the letter(s) of the photo they may refer to. Give them a few minutes. Conduct whole-class feedback and drill the words in bold as needed.

Suggested answers:
1 C **2** any except C **3** B, D **4** any except B
5 B, C, D (A has a roof for use when it rains) **6** could be any
7 could be any **8** A, C

3 Ask Ss to read the text and answer the questions. Give them a few minutes to encourage gist reading. Go through the answers as a class.

Answers:
1 She went to the Wimbledon tennis tournament. It was a 30th birthday present.
2 It was a surprise; she didn't know she was going there until she arrived.
3 She enjoyed the two matches that they saw and the whole atmosphere.

4a Ask Ss to read the replies to Marina's post and complete the comments with the words in the box. Ask pairs to compare then go through the answers as a class, further clarifying as needed.

Answers: **1** lucky **2** brilliant **3** jealous **4** exciting
5 disappointing **6** pleased **7** worried **8** terrified

b Ask Ss to write their own response, asking at least one question, and then share with a partner. Their partner could try and answer the question using information they have or their imagination.

5a Refer Ss to the exercise and ask them what kinds of words are in italics (grammar words including linking words). Complete the first example as a class, then ask them to work in pairs to choose the correct linking word for each sentence.

Answers: **1** so **2** so **3** Since **4** As **5** due to **6** as a result
7 because of

b Ask Ss to look back at the posts and check their answers. Go through the answers as a class, clarifying why one is correct where another is not. Ask what is similar about the linking words used in these sentences.

Answer: They all express cause and result.

6 Refer Ss to the Focus box and ask them to read it to themselves. Then put them in pairs to discuss the questions. Elicit and check the answers. Ask where linkers appear (usually between two ideas, either in two sentences or two clauses).

Answers:
1 As a result
2 so, since, because, as, due to, because of
3 so … (that)

7 This exercise tests whether Ss can apply the form of the different linkers. Read the example as a class, then ask Ss to continue, using the Focus box to help. They should work alone then check in pairs. Go through the answers as a class.

Answers:
1 We enjoyed it so much the first time we went that we started going every year.
2 It was the first time I'd seen them play live, so I was really excited.
3 They ended up losing 6–1 because they were really terrible.
4 As it rained, the whole thing was a bit of a disaster.
5 The game was delayed due to an accident in the crowd.
6 It was my first time at that kind of event. As a result, I didn't know what to expect.
7 Since the president was attending the game, they had very tight security.
8 The game went on so long that I had to leave before the end!

Prepare

8 Ask Ss to predict what they are going to do now. They will probably guess they are going to write a description of an event. Tell them they are first going to think about the details, which can be real or invented. Ask them to think alone for a few minutes and make notes beside the bullet points. Monitor and help with ideas and vocabulary. There is no need for whole-class feedback because Ss will be working on different ideas.

Write

9 Ask Ss to use their notes to write their post. Monitor and help if necessary.

Homework ideas

Workbook: Writing, pp.74–75

10 OVERVIEW

10A A huge influence
Goal | talk about an influential person
Grammar | third conditional
Vocabulary | influential people

GSE learning objective
Can give a short rehearsed talk or presentation on a familiar topic

10B Interviews
Goal | talk about successes and failures
Grammar | *should have*
Vocabulary | successes and failures

GSE learning objective
Can describe the personal significance of events and experiences in detail

10C Describing things
Goal | describe possessions
Grammar | adjective word order
Vocabulary | describing things

GSE learning objective
Can describe objects, possessions and products in detail, including their characteristics and special features

10D English in action
Goal | offer and accept/decline

GSE learning objective
Can decline offers politely using a range of formal and informal expressions

Check and reflect
Communicative activities to review the grammar and vocabulary in each lesson.

VOCABULARY BANK

10A History

10B Word building

10C Colour expressions

DEVELOP YOUR SKILLS

10A Develop your listening
Goal | understand a lecture
Focus | taking notes

GSE learning objective
Can take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic

10B Develop your reading
Goal | understand a magazine article
Focus | recognising referents

GSE learning objective
Can identify the main ideas in straightforward, structured magazine articles on familiar topics

10C Develop your writing
Goal | write an essay
Focus | answering the essay question

GSE learning objective
Can write an essay in response to a specific question, if provided with a model

10A A huge influence

Introduction

The goal of this lesson is for Ss to talk about an influential person. To help them achieve this, they will revise the third conditional in the context of influential people.

Warm-up

Before the class starts, ask Ss to write the names of two people that are very important in their lives, that they talk to when they need to make decisions, then discuss in pairs. Elicit feedback and ask if the people are mostly family or friends. Introduce the word *influential* /ˌɪnfluˈenʃəl/ and ask Ss how other people who aren't family or friends could be influential in their lives. Ask Ss to think of examples, then refer to p78.

Vocabulary

Influential people

1 Refer Ss to the photos and ask them to discuss the questions in pairs for a few minutes. Ask a few pairs for their feedback and if they can think of other (local) people that could be featured.

Answers:
1 **A** Elvis Presley **B** Mother Teresa **C** Marie Curie
D Martin Luther King Jr **E** Joan of Arc **F** Albert Einstein
2 **A** a singer
B a nun and missionary
C a physicist and chemist
D a civil rights activist, assassinated 1968
E a fourteenth-century military leader
F a mathematician and physicist

Optional alternative activity

If you think your Ss may not know those in the photos, show photos of other influential people that your Ss may more likely be aware of.

2 Put Ss in pairs and focus attention on the words in the box. Ask Ss what kind of words they are (nouns/jobs) then give them a few minutes to match each word with its sentence. Point out that the words in bold are clues. Monitor and help with new vocabulary if necessary.

Answers: **1** architect **2** painter **3** military leader **4** activist **5** trade union leader **6** athlete **7** poet **8** explorer **9** philosopher **10** lawyer

Vocabulary checkpoint

Point out the use of suffixes *-r/or/er* and *-ist* to create job titles, often from verbs. Ask Ss to underline the endings and think of more examples (actor/teacher/lawyer/baker, dentist/scientist/chemist, etc.). You could mention the other suffixes *-ic* and *-ian* also used for job titles (musician/politician/technician, etc.).

3 Ask Ss to work in pairs and discuss the people in the photos or others that they know. With ***weaker classes***, introduce the key structures *s/he was a famous …* and complete an example as a class to provide a clear model. When they have finished, ask for a few examples from pairs.

Optional alternative activity

With ***stronger classes***, ask Ss to create sentences without looking at Ex 2 and without naming the person or the photos. They can then say their sentence to a partner who should identify the person.

Reading

4a Tell Ss they are going to read about two influential people. Divide Ss into A and B pairs and refer them to p172 or p173 to read and answer the questions. Monitor and check they are making notes. AA and BB can compare in pairs. There is no need to go through the answers as a class.

Answers:

Rosa Parks text

1 There were big differences between the lives that black and white Americans led and the opportunities that they had.
2 There were strict rules about where non-whites could eat, sit, walk, go to school, etc.
3 She was asked to give up her seat to a white person and refused. She was then arrested.
4 There was huge public anger, which eventually resulted in changes to the law.

Simón Bolivar text

1 Venezuela
2 1783–1830
3 helping several Latin American countries become independent
4 He was a great military leader. He was great at knowing when to act.

Teaching tip

Information gap activities such as this jigsaw reading need careful management. Pairing Ss AA and BB at first enables them to help each other. You also need to check they have the correct answers without whole class feedback, to maintain the interest in the information gap. The benefits are a great increase in student-centred activity and lots of talking.

b Pair Ss AB to tell each other about their famous person and ask questions. Refer them to the example. They can use the questions in the book and their own ideas. Fast finishing pairs can read each other's texts.

Optional extra activity

Ss work in pairs and write questions about either of the two people in the texts that they'd like to know more about. They then look up the answers on their mobile devices or computers. A further stage is to then work in groups to create a multiple-choice quiz with the information they find and use it to test other groups.

Further practice

Photocopiable activities: 10A Vocabulary, p238

VOCABULARY BANK 10A p165

History

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1a Explain that the verbs in the box collocate with the nouns and phrases in the sentences below. Ask Ss to match the verbs with the nouns/phrases 1–10. Go through the answers as a class.

Answers: 1 launch 2 invade 3 elect 4 introduce 5 transform 6 invent 7 form 8 discover 9 sign 10 abolish

b Ask Ss to work together to add one more noun or noun phrase to each verb. Go through the answers as a class and have Ss record new vocabulary in their notebooks.

Suggested possible answers:

1 missile, satellite, attack, campaign, enquiry, investigation
2 an island, a building, a space, your thoughts
3 an MP, a leader
4 people to each other, a new animal/plant to an area, new measures, changes
5 Europe, your life, a place, the situation
6 a machine, a process, a new theory, a new approach, a new style
7 a queue, a club, an organisation, a society, an impression
8 a place or object for the first time, a new way of doing something, a new fact
9 a deal, an agreement, a cheque, a card, an autograph
10 slavery, a tax, a system

2a Ask Ss to work in pairs to complete the exercise. Go through the answers.

Answers:

1 was, launched (2007)
2 was elected (Donald Trump)
3 was, invented (China)
4 was, abolished (1981)
5 were, formed (Liverpool)
6 did, invade (1812)
7 was, introduced (the 16th century)
8 did, sign (Neymar)
9 discovered (Isaac Newton)
10 did, transform (by inventing the printing press, which made books widely available for everyone)

b Ask groups to discuss the answers. Make this into a competition with groups scoring points for correct answers if your class like to compete.

Grammar

Third conditional

Optional alternative activity

Write the jumbled words from sentences 1–3 from Ex 5a on the board in turn and ask Ss to work as fast as they can to write each sentence down. If you have mini whiteboards, use these and ask Ss to hold them up. This will raise awareness of the conditional form.

5a Tell Ss you are going to use the articles in Ex 4a to study some grammar. Ask Ss to read the sentences and answer the questions.

b Ask Ss to read the Grammar box carefully and check their answers. Ask Ss to discuss in pairs, then check with the whole class. Further discuss and deal with questions as needed.

Answers:
1 **a** Yes **b** Yes
2 **a** No
b No: *might* = maybe the same result, maybe someone else caused a change
3 **a** Yes **b** No

GRAMMAR BANK 10A pp.154–155

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** d **2** f **3** a **4** c **5** e **6** b
2 **1** hadn't invaded Russia … wouldn't have suffered
2 hadn't become … might/may have become
3 might have got … hadn't arrived late
4 would've stayed … hadn't got
5 would've remembered … 'd told me about

6a 10.1 Ask Ss to look at the underlined phrases in the sentences before listening to how they're pronounced.

b Ask Ss to chorally and individually repeat the sentences after they hear them. You may want to pause the recording after each sentence. Point out that we usually contract *had* to *'d* in both speech and writing. In speech, it can sometimes be very hard to hear *'d*, particularly when the next word begins with a consonant. If you think it's useful, share the information in the Pronunciation checkpoint box below.

Pronunciation checkpoint
Conditionals are particularly tricky as there are a lot of words and contracted forms to manage. Help Ss by getting them to mark the stressed words and then drilling only with the stressed words at an equal rhythm, then gradually add in the smaller contracted words to the drill: *If/ stayed/ might/ different – If I'd stayed, things might have been different.* You can also try drilling the conditionals in separate clauses.

7 Look at the first sentence and elicit answers. Point out that to put the verbs in the correct conditional form, Ss need to look at the context. Ss then work alone to complete the sentences, referring to the Grammar box, then check in pairs. Check answers with the whole class.

Answers:
1 hadn't returned, never have invented
2 hadn't been, have become
3 not have made, had been
4 hadn't had, have been
5 hadn't been working/hadn't worked, have been
6 hadn't been, have left
7 never have gone, hadn't encouraged
8 hadn't been working, never have met, have been

8 Ask Ss to write about the people in the photos, using third conditionals. Monitor and help if necessary. When they have finished, ask them to compare in pairs before checking answers with the whole class.

Suggested possible answers:
If Marie Curie hadn't discovered radium, we wouldn't have developed X-rays.
If Martin Luther King hadn't made a speech that day, he might not have been shot.
If Mother Teresa hadn't left her native Albania to go to India, she might not have become famous.
If Albert Einstein hadn't been Jewish, he might have returned to Germany.

Further practice

Photocopiable activities: 10A Grammar 1, p236; 10A Grammar 2, p237

Speaking

Prepare

9a 10.2 Tell Ss they are going to talk about an influential person, but first they will hear someone doing the same. They should listen and make notes on the questions. Ask Ss for their answers.

Answers:
His mother.
She was important because she loved, supported and believed in him; because of her, he became the person he is today (independent, strong, kind); forced him to practise piano so he became a professional musician.

Audioscript 10.2

G: I know lots of people would probably say this, but the person who's had the biggest impact on my life is – without a doubt – my mum. My mum and dad separated a few months before I was born, so I never knew my father – and I'm an only child, so it was just the two of us as I was growing up. My mum was an incredibly strong woman: she brought me up on her own, she moved us from our small town in Poland to Germany when I was just six, and she always loved me and believed in me – while doing three jobs to support me as well. She died a few years ago now, and I miss her every single day. If it hadn't been for her, I wouldn't have become the independent, strong, kind person I know she wanted me to be – and if she hadn't forced me to practise the piano every day I wouldn't have ended up working as a professional musician, so I'm incredibly grateful to her.
For everything.

b Ask Ss to make notes on their own. Point out that they could use the person they named in the Warm-up or a famous person if they prefer. Monitor and help with vocabulary if necessary.

Speak

10a Put Ss in groups of three or four. Refer them to the Useful phrases then ask them to take turns to talk about their person, including at least one third conditional. Listening Ss should then ask questions about the influential person. When they have finished, they move on to the next person.

b Ask each group to tell the class which person they thought was the most interesting. Have a class vote to decide on the most influential person of our time.

Teaching tip

During a speaking activity with real-life information, encourage Ss to listen to each other by telling them they might need to report back on their group in feedback. It's a good idea to mention this when you set up the activity so they know to pay attention to what their classmates say. In feedback, there won't be time to ask all Ss to report back – just ask a few random groups around the class rather than go round in order. This has the added benefit that everybody listens as they don't know who will be called on next!

Reflection on learning

Write the following questions on the board:
What did you learn today?
How will you revise today's grammar and vocabulary so that you remember it?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Ss write a report on an influential person from their country.
Grammar bank: 10A Ex 1–2, pp.154–155
Workbook: 10A, p76
App: grammar and vocabulary practice

Fast route: continue to Lesson 10B
Extended route: go to p131 for Develop your listening

10B Interviews

Introduction

The goal of this lesson is for Ss to talk about successes and failures. To help them achieve this, they will revise *should have* and vocabulary relevant to the context.

Warm-up

Write on the board: *If at first you don't succeed ...* . Ask Ss to complete it. Put Ss in pairs or small groups to compare. When they have finished, elicit their ideas and give the usual completions if they have not already been mentioned (*try, try again* or alternatively *failure may be your style*!) and tell Ss this is the topic of this lesson.

Reading

1 Refer Ss to the photos and ask them to discuss the questions in pairs. Monitor and help with new vocabulary if necessary. When they have finished, ask pairs to report back.

Culture note

Competency-based interviews test an individual's skill set in relation to the job role, either by questioning, *Tell me about a time when you ...* or tasks. Increasingly, employers use other methods such as psychometric tests and in-tray tasks to decide if candidates are suitable. Group interviews as opposed to one-to-one can be used, as well as trials (where you do a day's work to see if you fit).

2a Tell Ss they are going to to read an article about competency-based interviews and discuss the questions as a class. See the Culture note if Ss have not heard of this style of interview.

b Ask Ss to read the article and underline the answers. When they have finished, tell Ss to compare answers in pairs then go through them as a class.

Answers:
1 They ask you to describe events (rather than simply list things that you have achieved).
2 They reveal more about how you've performed in the past and reveal more about your particular competencies.
3 Explain the situation and the task. Then talk about the action you took and the results of that action.

Optional extra activity

Ss discuss if interviews like this are used in their country or if they have experience of them. Ss discuss what the good and bad points are.

Vocabulary

Successes and failures

3a Tell Ss to make sure they have noticed and checked their understanding of the words in bold. Explain that the extracts are answers to interview questions. Refer Ss to the words in the box at the start of each extract, then ask them to read them carefully and complete the missing words. Complete the first answer together, pointing out that the form of the word needs to change. Ask Ss to compare in pairs before going through the answers as a class.

Answers: 1 introduced 2 attracted 3 evidence 4 gain 5 persuade 6 achieve 7 forced 8 disagreement 9 extended 10 grade 11 responsible 12 deadline 13 managed 14 rush 15 standard

b Ask Ss to discuss which questions 1–3 are being answered in a–c. Discuss as a class.

Answers: a Question 2 b Question 1 c Question 3

4 This is an opportunity to personalise some of the vocabulary. Ask Ss to read the questions first and deal with any problems, then discuss in pairs. When they have finished, ask pairs if they have any interesting answers to share with the whole class.

VOCABULARY BANK 10B p165

Word building

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Ask Ss to use guesswork or their mobile device/dictionary to complete the sentences with the verb form of the nouns in brackets. As you go through the answers, ask Ss to confirm the word class of both and record them in their notebook.

Answers: **1** qualify **2** correct **3** explode **4** oppose **5** react **6** admit

2 Ask Ss to discuss the questions in pairs. When they have finished, lead a general feedback. There are no fixed answers.

Further practice

Photocopiable activities: 10B Vocabulary, p241

Listening

5 10.6 Tell Ss they will hear more answers to questions from the article. They should listen and note which question (point out that 3 are answering the same question).

Answer: Speakers 1, 3 and 4 are all answering question 3.

6 Tell Ss they will listen again more carefully, to answer the questions. Play the recording while Ss note the number of each speaker beside the question. Point out that there are 5 questions so one speaker is used twice.

Answers: **1** Speaker 3 **2** Speaker 2 **3** Speaker 1 **4** Speaker 4 **5** Speaker 1

Audioscript 10.6

Speaker 1: In my last job, I was responsible for making payments to different people who work for us. I took pride in being very efficient and I thought I was doing a great job. Then one day, a client complained that he hadn't been paid. I remembered his name and was sure I'd paid him so sent a quick email saying that. We then had a slightly angry exchange of emails until I realised I'd sent the payment to someone with the same surname who was on our system. It was actually all my fault. Obviously, I should probably have been more careful to begin with and shouldn't have been in such a rush, but the bigger lesson was how I reacted. I was too proud. I shouldn't have immediately denied making the mistake. Basically, everyone makes mistakes, and it's better to assume from the beginning that it's your mistake. I've had a few other things like this, but I've avoided any bad disagreements since then.

Speaker 2: When I joined my current company, it was losing sales. As the marketing assistant I was responsible for improving our online marketing. I proposed a number of different ways to improve the website and also created a social media campaign, which attracted a lot of interest. We gained an extra 1,000 visitors per day to our website and sales increased by 5 percent from the previous year. I actually won a company award for the work.

Speaker 3: Last year I was only the second-best salesman in the company. I consider that a failure. I should've been number one.

Speaker 4: When I was at college, I was doing a design project and I found it difficult to get started. I spent too much time researching. I was then ill, which delayed things. I did manage to finish the writing and design, but it was supposed to be nicely printed and the printing took too long. I missed the deadline and failed the project. I learnt a lot from the experience. Firstly, I should've talked to my tutor earlier when I was struggling. I also needed to think about deadlines differently. Secondly, I should've planned to finish the project at least a day before I needed to hand it in so I'd have time to spare if there were problems. Finally, when I realised I wasn't going to meet the deadline, I should've at least spoken to the tutor to see if I could hand it in a little later and, if that wasn't possible, I should just have handed in the unfinished work. Obviously, I would've got a lower grade, but I still might've passed rather than getting a mark of zero!

7 Put Ss in groups to discuss the questions. ***Weaker classes*** may need to listen again. Go through the answers as a class.

Answers:
1 Speakers 1, 2 and 4
2 Speaker 2
3 No fixed answers here, but 1 is arguably the best answer as they explain how the error affected subsequent performance, which the others could do, too. 3 is the weakest as it's too short, doesn't follow the model and sounds slightly too demanding! Speaker 2 could say a bit more about the action and approach to the task.

Grammar

should have

8a 10.7 Ss have studied *should* before, but maybe not its past form, *should have*. Write the first example on the board: *I … been more careful …* Ask Ss to complete it (*should have*). Ask Ss what time we are talking about, past or present (past) and was he careful? (No). Ask Ss if they can complete the second part, where the verb is negative (*shouldn't have*). Then ask Ss to listen to the recording and complete the missing verbs in the exercise. Pause the recording between sentences and repeat if needed. Ask Ss to discuss in pairs, then check the answers with the whole class.

Answers:
1 should probably have
2 shouldn't have
3 should've been
4 should've planned
5 should just have

b Ask Ss to read the Grammar box and use the completed examples in Ex 8a to choose the correct options. Go through as a class and ask further questions as needed.

Answers: **1** past **2** better **3** before

9a Complete the first example together, then ask Ss to work alone to complete the verbs with either *should* or *shouldn't have*, according to the context.

b 10.8 When they have finished, ask Ss to listen and check their answers. If there are any doubts, write the answers on the board as you do so.

Answers:
As this task focus is on pronunciation, *should've* is used. *Should have* would be the more usual written form.
1 should've started
2 should've done
3 shouldn't have agreed
4 should've known
5 shouldn't have been
6 should probably have asked
7 shouldn't really have accepted
8 should've at least tried

c Ask Ss to listen again and pause the recording for them to repeat.

Pronunciation checkpoint
Ss may think they are hearing *should of*. Point out that the auxiliary verb *have* is a weak form and pronounced /həv/. When following a consonant, it usually runs together with the consonant, hence /ʃʊduv.əv/ and /ʃʊdnt.əv/. Point out that the contracted form *should've*/ *shouldn't've* is not usually written, but only a feature of pronunciation.

10 Tell Ss they are now going to talk about things they should have or shouldn't have done recently or in their whole life. Read the example and elicit some relevant topics and add them to the board (e.g. work/studies/going out/things you bought/ relationships, etc.). Ask them to write sentences using *should have* and *shouldn't have*. When they have finished, put Ss in pairs to explain their ideas. Monitor and listen for pronunciation and form of *should have*. Finally, do some correction as needed.

GRAMMAR BANK 10B pp.154–155
Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** should've got **2** shouldn't have forced
3 should've known **4** should've delayed
5 shouldn't have agreed **6** shouldn't have rushed
2 **1** should've told them **2** should've read
3 shouldn't have blamed **4** should've worn
5 shouldn't have driven

Further practice
Photocopiable activities: 10B Grammar 1, p239; 10B Grammar 2, p240

Speaking

Prepare

11 Read the instruction as a class. Ss can choose real situations or invent them. Ask them to work alone and make notes for the three questions, including the four steps (Situation, Task, Action, Result). Monitor and help with vocabulary and ideas if necessary. ***Weaker classes*** can choose just one situation to prepare.

Speak

12a Put Ss in pairs to ask and answer about the situations they prepared, as if in an interview. Point out the Useful phrases and encourage them to use them. Monitor, listen and make notes for correction.

b Ask Ss to reflect on their performance and discuss the questions. Conduct brief whole class feedback including correction.

Reflection on learning
Write the following questions on the board:
What mistakes have you made in studying English? What have you learned?
How could you use the interview practice we did today outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas
Ex 11: Ss write a paragraph on a mistake they made and what they learnt from it.
Grammar bank: 10B Ex 1–2, pp.154–155
Workbook: 10B, p77
App: grammar and vocabulary practice

Fast route: continue to Lesson 10C
Extended route: go to p132 for Develop your reading

10c Describing things

Introduction

The goal of this lesson is for Ss to describe possessions. To help them achieve this, they will revise adjective word order in the context of description.

Warm-up

Ask Ss to make a list of typical important possessions at different ages (choose a few relevant ages such as small child/ teenager/30s/50s, etc.) and why those things are important at those ages. Give an example yourself if possible then put Ss in pairs to discuss. If your class is very large or time is short, divide the ages among groups. Ask pairs to report back and write useful vocabulary on the board.

Vocabulary

Describing things

1 Refer Ss to the photos and put them in pairs to discuss. When they have finished, have a whole class feedback. Have a show of hands to see if Ss read (online) reviews.

2a Focus attention on the words in the box and make sure Ss understand them. Ask Ss to use each word pair to complete the sentences. They do not need to change the order of the words. Monitor and help if necessary. When they have finished, ask them to compare in pairs then go through the answers as a class. Add word stress and talk about word class (noun/verb/adjective, etc.) so Ss can make notes.

Optional alternative activity
Divide the words up and give two to each pair to look up in the dictionary. They then take turns to teach the others. This approach is suited to ***weaker classes*** who may struggle with a lot of the vocabulary.

Answers: **1** designed, value **2** reasonable, battery
3 tough, feature **4** ideal, complicated **5** leather, bargain
6 room, stylish **7** decent, set up **8** automatically, last

b Ask what other feature online reviews usually have (star ratings or marks out of 5) then ask them to match each one with one of the pictures. Invite feedback, discussing the star ratings and their reasons.

Answers:
Marks may vary – suggestions here – Ss may argue their case.
1 F 5 marks **2 A** 2 marks **3 H** 5 marks **4 B** 3 marks
5 E 4 marks **6 D** 4 marks **7 C** 3 or 4 marks **8 G** 3 marks

Optional alternative activity

If most of your Ss do not read online reviews, provide the ratings and ask them to match them.

VOCABULARY BANK 10C p165

Colour expressions

This is an optional extension to the vocabulary section, extending the lexical set of description. If you're short of time, this can be set for homework.

1 Ss complete the sentences with the phrases in the box. Go through the answers as a class.

Answers: **1** the green belt **2** a white-collar job
3 black and blue **4** in the red **5** feeling a bit blue

2 Ask Ss to choose the correct alternative then go through the answers and further explain the expressions as needed.

Answers: **1** green **2** black **3** golden **4** blue **5** black
6 black and white

Further practice

Photocopiable activities: 10C Vocabulary, p244

Listening

Culture notes

Electric cars are not subject to road tax in the UK and can be free from tariffs to enter cities where petrol driven cars have to pay. This is an environmental measure to reduce pollution and the use of fossil fuels. They are growing more popular as a result.

3 10.9 Tell Ss that they are going to listen to three conversations. Ss listen and make notes on the questions. Pause the recording after each conversation for Ss to compare in pairs then go through the answers.

Answers:
a Conversation 3: Tappan microwave oven
b Conversation 1: electric cars
c Conversation 2: lost a ring that's been in the family for generations

4 Ask Ss to listen again for more detailed information and mark the sentences true (T) or false (F). Pause between recordings for Ss to discuss their answers. Go through the answers as a class.

Answers:
1a T **b** F **c** T
2a T **b** F **c** F
3a T **b** F **c** F

Audioscript 10.9

Conversation 1
Clara: You still driving this old thing, Jim?
Jim: Yeah, I am, but not for that much longer. We've actually promised ourselves a new car in the new year.
Clara: It's about time! How long've you had this for?
Jim: Long enough, I guess. Over ten years. It's been very reliable, though.
Clara: Time to go electric, surely?
Jim: Do you think so? I have to say, I hadn't thought of that.
Clara: It makes a lot of sense to change. I've been driving this stylish little Japanese car for the last few years and it's a very decent machine. I mean, most of my driving's just around town, and there are more and more places you can charge the battery these days as well.
Jim: Right. And no disadvantages at all?
Clara: Well, it wasn't cheap to buy, but in the long term, it's still good value for money because you don't pay road tax on it, and the cost per mile is really very reasonable. And, of course, it's better for the environment as well.
Jim: Right. Well, plenty to think about, then.

Conversation 2
Alex: Are you OK, Tanya? What're you doing?
Tanya: I've lost a ring my grandmother gave me. It's been in the family for generations and it's really precious to me. I've got to find it.
Alex: Oh no. How did you lose it? What happened?
Tanya: Well, I usually wear it on this finger here and I just took it off to clean, it but then I dropped it – and it's vanished!
Alex: What does it look like?
Tanya: It's a beautiful small gold ring – with a stone set in the front. It was actually my grandmother's engagement ring, and has got her name on it, so ...
Alex: Oh, is this it?
Tanya: Ah! You star! Where was it?
Alex: It was just there. Right behind you!

Conversation 3
Elliot: Hi, James. What're you doing here?
James: Ah, I've been sent out to find a new microwave. Our old one just died, so ...
Elliot: Oh really? Well, listen, I'm no expert or anything, but whatever you do, don't get a Tappan.
James: OK. Wasn't planning to, but what's wrong with them?
Elliot: Oh, where do I start? I've had to get ours fixed about eight times since we got it; it takes forever to heat things up; it's complicated to use; it's a nightmare to clean ... and the fan inside is incredibly loud!
James: Sounds awful! Why don't you get rid of it?
Elliot: My wife likes it for some strange reason, so it just sits there in the middle of the kitchen – this useless ancient white piece of junk.
James: Right. Well, thanks for the warning.

Grammar

Adjective word order

5a Ask Ss to underline the adjectives in sentences 1–3. Go through the answers, then ask Ss to discuss questions a–c.

Answers:
1 stylish little Japanese
2 beautiful small gold
3 useless ancient white
a adjectives giving opinions
b three
c **1** How big is it? Where's it from?
2 How big is it? What's it made of?
3 How old is it? What colour is it?

Optional alternative activity

Refer Ss to sentences 1–3 from the Ex 4 listening task and ask them to underline the adjectives there. Ss may ask if *well* and *quickly* are adjectives (they are adverbs) and *electric* is a noun, not an adjective even if it describes the car. This is an example of a compound noun. This is a good extra stage for ***weaker classes*** who are less grammar aware.

b Ask Ss to read through the Grammar box to check their answers, then discuss as a class if they have any questions.

GRAMMAR BANK 10C pp.154–155

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the note to help them.

Answers:
1 1 c 2 b 3 a 4 c 5 a

6a 10.10 Ask Ss to underline the adjectives then tell them to listen to how they are pronounced. Pause after each sentence so that Ss can discuss before eliciting their answers.

b Ss listen and repeat the examples chorally and individually.

7 Ask Ss to write the adjectives in the correct order with the words provided. Complete the first example as a class. Go around and help as necessary. Go through the answers as a class, then ask Ss to work in pairs to say the answers to each other.

Answers:
1 a warm black fur coat
2 brown leather walking boots
3 a cheap new Japanese restaurant
4 a funny old French movie
5 a lovely little new café (new little)
6 an ancient white Italian pot
7 an old Mexican silver necklace
8 a small old Swedish wooden table
9 a horrible red leather chair
10 a scary big black spider

8 This is a chance for Ss to get creative with the adjectives. They should choose ten items either in the classroom or on the page and write two adjectives for each. ***Fast finishers*** can write then share with a partner.

Grammar checkpoint

In reality, we rarely use more than two adjectives. If Ss are using three or more and getting them in the wrong order, advise that they should not use more than two!

Further practice

Photocopiable activities: 10C Grammar 1, p242; 10C Grammar 2, p243

Speaking

Prepare

9a 10.11 Explain that Ss are going to describe some objects, but first they will hear someone doing the same. Tell them to read through the questions, then listen and make notes. Ss can compare in pairs, then check the answers as a class.

Answers: 1 g 2 little, wooden, complicated, uncomfortable

Audioscript: 10.11

My mum bought it for me when I moved into my first apartment. It was this little wooden sofa bed and she said it'd be ideal, given that I didn't have much room in there. The first problem was it took me so long to put together that I ended up sleeping on the floor the first week I was there. And once it was ready, it was just really complicated. I honestly nearly lost my hand trying to change it from a sofa into a bed! And it was so uncomfortable to sleep on. Luckily, though, it didn't last long. After a few months, it just completely broke one night – and by then I had enough money to buy something a bit more suited to my tastes!

b Ask Ss to prepare and make notes on their chosen items. Monitor and support with vocabulary.

Speak

10a Put Ss in pairs to talk about their chosen items. Ask them to take turns and ask listeners to use the Useful phrases to help them develop their descriptions. Listen to how Ss are using the adjectives.

b At the end, ask each group to decide which was the most interesting object they heard about and report back to the class.

Teaching tip

If some Ss dominate groupwork and others are a bit shy, have a bell or clap your hands and keep time, telling Ss when to move on to the next person. This ensures all groups work at more or less the same rate. Ask Ss to talk about one object each at first, then a second and possibly third round of descriptions. Ss will get better each time.

Optional alternative activity

Ask Ss to conduct a mingling activity where they talk to other Ss in the class about a favoured object. Ask Ss to bring in an object (or a picture of one) for 'show and tell'.

Reflection on learning

Write the following questions on the board:
What was most useful about this lesson?
How could you use this language outside the class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 10A Ex 1, pp.154–155
Workbook: 10C, p78
App: grammar and vocabulary practice

Fast route: continue to Lesson 10D
Extended route: go to p134 for Develop your writing

10D English in action

Introduction

The goal of this lesson is for Ss to be able to offer and accept or decline. To help them do this, they will revise a range of useful vocabulary and fixed expressions.

Warm-up

Mime offering Ss a sweet and ask Ss to supply the words. You could write some lines to represent words on the board to indicate that you are looking for a phrase (Example: Would you like a sweet?). Then mime saying no. Ask Ss: *What are the verbs for these actions?* Elicit the words *offer*, *accept* and *decline*. Tell Ss that this language is the focus of this lesson.

1 Put Ss in pairs to discuss the questions. Elicit some everyday situations when people offer (e.g. offer to help someone with work/studies, carry something, *give someone a lift* = take them in your car). Write these on the board then ask pairs to discuss the questions. After a few minutes, ask a few pairs for their ideas.

Teaching tip
Relating language in the classroom to Ss real lives makes the lesson more meaningful. Bringing their existing knowledge of situations, whether in their own language or English, is called activating schemata.

2 10.12 Explain that the Ss are going to hear four conversations. They should listen to the audio and write the recording number 1–4 beside the situation it matches. Elicit answers as a class.

Answers: **a** 2 **b** 4 **c** 1 **4** 3

Audioscript 10.12

Conversation 1
Teacher: Are you OK? You look as if you're struggling?
Student: A bit. It's more difficult than it looks.
Teacher: Yeah – need any help?
Student: No, could you give me a bit longer? I'd rather try and do it myself, if that's OK.
Teacher: Are you sure you don't want me to give you a clue?
Student: I'm OK for the moment.

Conversation 2
Host: Come in. Welcome.
Guest: Hi. Thanks.
Host: Can I give you a hand with your suitcase?
Guest: It's OK. I can manage.
Host: If you're sure. Shall I take your coat?
Guest: Please.
Host: I'll just hang it up by the front door here with the others.
Guest: Uh huh.
Host: Would you like something to drink? Some tea?
Guest: That'd be lovely.
Host: I've made some soup if you'd like some.
Guest: Oh. That's very kind, but I had something to eat on the plane.
Host: Are you sure? Do you want me to make you a sandwich instead?
Guest: I'm fine thanks. I'm not hungry.
Host: Well, if you're hungry later, feel free to help yourself from the fridge.
Guest: I will. Thanks.

Conversation 3
A: Well, thank you for coming here for the meeting. I think it's been very positive.
B: Absolutely.
A: I'll make a list of the action points and send them over to you.
B: That'd be great and I'll talk to my team about how we move forward.
A: Great. I think it's all good. So, what time's your train?
B: Well, there was one at 3.25, but I don't think I'll make it.
A: Would you like me to give you a lift? My car's just outside.
B: Oh thanks, but do you think we'd make it?
A: Er, yeah – if we go now.
B: No. Er, actually, don't worry. It's only an hour to the next one.
A: Are you sure? I'd be happy to take you.
B: Thanks for the offer, but I'm fine.
A: Do you want me to order you a taxi?
B: I think I'd actually rather walk – get some fresh air.
A: Yeah – it's quite a nice day. You don't notice stuck in the meeting room.

Conversation 4
A: Hi – good book?
B: Sorry?
A: Good book?
B: Yes.
A: Can I buy you a coffee?
B: No thanks. I don't drink coffee.
A: Let me get you a fruit juice.
B: I've just had one thanks.
A: Well have another.
B: No, really … I'm fine thanks. I just want to read my book.
A: OK, OK.

3a Tell Ss they will now listen for detail. Ask them to read the sentences first, then listen and complete them. Conduct feedback or play the recording again if necessary.

b Refer Ss to the Useful phrases and tell them to use these to check their answers. Ask Ss to compare answers when they have finished and discuss any queries as a class.

Answers: **1** I'd rather **2** Can I give, Shall I **3** That's very **4** feel free to **5** I'll make **6** like me to **7** I'd be **8** Let me

4a 10.13 Ask Ss to look at the Useful phrases box and tick the phrases they hear. Ask them to compare answers in pairs, then conduct feedback and tick the correct answers on the board.

Answers:
1 Do you want me to (help you with that)?
2 Shall I take your coat?
3 I'd be happy to take you, if you like.
4 Let me get you a fruit juice.
5 That'd be lovely.
6 Would you mind?
7 Don't worry. I'm OK.
8 It's OK. There's no need – really.
9 Thanks for the offer, but I'm fine.
10 I'd rather try and do it myself.

Optional extra activity

Point out the verb patterns used in the expressions, for example; *I'd rather* + base form, *I'd be happy* + *to* infinitive. Ask Ss to underline the verbs and give more examples. This is important for Ss to generate other sentences than the ones seen.

b Ask Ss to listen and repeat. To help Ss, ask them to underline stressed words as well.

5a Tell Ss they are now going to roleplay offers in pairs. Refer them to situations 1–6 and model the first one yourself, inviting offers from the class. Continue the conversation. Check that pairs know what they have to do, then ask them to start. Monitor and

help Ss with vocabulary and ideas if necessary. Remind Ss of the Useful phrases box before starting. During the roleplay, monitor and make notes. When they have finished, give feedback on good use of language.

b Ask Ss to do a second round of roleplays, this time declining the offer. Remind Ss that it's necessary to give a reason when saying no.

6a Tell Ss they are now going to roleplay situations in pairs. Refer them to p173 to read the brief.

b Ask Ss to make a few notes about what they are going to say and then roleplay the situations.

Teaching tip

To make roleplay work, make it as real as possible. If the Ss enjoy the roleplay, it can be beneficial to give feedback and then repeat it again (possibly with a different partner). Practice makes perfect!

Reflection on learning

Write the following questions on the board:
How did you feel accepting and declining offers?
How can you improve your performance?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p79
App: grammar and vocabulary practice
Roadmap video: Go online for the Roadmap video and worksheet.

10 Check and reflect

Introduction

Ss revise and practise the language of Unit 10. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1a Ask Ss to work alone to match the numbered jobs with the relevant descriptions, then check in pairs. Check answers with the whole class.

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

b Ss discuss in pairs. In feedback, elicit Ss ideas and add useful vocabulary to the board.

2a Ask Ss to complete the sentences so that they express the same information. Complete one as a class then ask Ss to work alone then check in pairs before going through the answers as a class.

Answers:
1 not have got, hadn't been
2 had left, not have gone
3 hadn't been working, wouldn't have got
4 have travelled, had studied
5 wouldn't have met, hadn't been studying

b Ask Ss to work alone and then in groups. When they have finished ask groups to share any interesting answers.

3a Ask Ss to match the numbered verbs with the correct endings. They can work alone then check in pairs before going through the answers as a class.

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

b Ss discuss in pairs then elicit their answers.

4 Ss work alone to complete the sentences. Go through the answers as a class. Ask Ss to read the whole sentence and drill as needed.

Answers: 1 should've trained 2 shouldn't have said
3 shouldn't have eaten 4 should, have taken
5 should've complained
6 shouldn't have been, should have listened

5 Ss use the first letter to complete each sentence with the right word. They can work in pairs then check the answers as a class.

Answers: 1 value 2 bargain 3 designed 4 lasts
5 complicated (or confusing or complex) 6 ideal

6 Ss work alone to decide which sentences have errors, then work in pairs to correct them. Go through the answers as a class.

Answers:
1 –
2 She lives in a lovely little Greek village.
3 I bought an old red coat in the market.
4 –
5 She was wearing a lovely black and white dress.
6 For his birthday, I got him some big black leather walking boots.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 10.

10A Develop your listening

Introduction

The goal of this lesson is for Ss to understand a lecture. To help them achieve this, they will focus on taking notes.

Warm-up

If your Ss are studying, ask them about how their study programme is organised (lectures, seminars, etc.). If your Ss are adults in the workplace, ask them what they remember of this and perhaps compare it to their experience of learning English. Tell them today's class is about understanding lectures and point out that this skill will be useful for listening to presentations at work, talks on holiday, etc.

1 Ask Ss to look at the photos and discuss the questions in pairs. After a few minutes, conduct brief feedback and accept any reasonable answers.

2 10.3 Tell Ss they are going to listen to the start of a lecture about an amazing substance and they should take notes.

3a Ask Ss to compare their notes in pairs and answer the questions. Go through the answers as a class.

Answers:
1 Ss own answers
2 They're all built with concrete – the most widely used material in the world.
3 the history of concrete, why it's popular, its impact (on societies), some of the problems (with its increasing use)

Audioscript 10.3

L: We often think that history and social change are created by people, yet substances have also had a huge impact on the way our world has developed. Imagine what our lives would be like without oil, without plastic or without paper. Or, of course, without concrete. If we hadn't developed ways of making this remarkable material, none of the amazing buildings you see here would ever have been built.

Concrete is used more than any other human-made material in the world. In fact, we use twice as much of it as we do steel, wood, plastic and aluminium combined! In this brief lecture, we'll be exploring the history of concrete, looking at why it became such a popular material, considering the impact it's had on societies around the world and, finally, exploring some of the problems connected to our ever-increasing use of concrete.

b Refer Ss to the Focus box to read through alone, then discuss the question in pairs. Ask Ss for their answers. Ask them if they already use similar strategies or if anything is new for them.

4 10.4 Ask Ss to read the notes, focusing on the gaps. Point out that they can anticipate the answers (years = a number), then listen and complete them. When they have finished, ask them to discuss in pairs then go through the answers as a class or play the recording again if needed.

Answers: 1 8,000+ 2 1,300 3 factories 4 popularity 5 shapes 6 stronger 7 burn 8 cheap

Audioscript 10.4

Lecturer:

Concrete is used more than any other human-made material in the world. In fact, we use twice as much of it as we do steel, wood, plastic and aluminium combined! In this brief lecture, we'll be exploring the history of concrete, looking at why it became such a popular material, considering the impact it's had on societies around the world and, finally, exploring some of the problems connected to our ever-increasing use of concrete.

The idea behind concrete is simple enough: you mix tiny bits of sand and some slightly bigger stones with water and something that will keep the whole thing together and you're ready to go. The basic recipe has been known for thousands of years. Over 8,000 years ago in what's now Syria and Jordan, concrete structures helped people survive in the desert. It was then used by the ancient Greeks and especially the Romans, who used it as they spread across Europe to build their bridges and bathhouses, and who also used it to build the Colosseum and the Pantheon back in Rome.

Following the end of the Roman Empire, for some reason concrete was almost forgotten. It was hardly used for the next thirteen hundred years and only really became popular once again during the Industrial Revolution, when it was used to build roads, factories and much much more. Today, of course, concrete is widely used for making all kinds of different buildings – and a lot more besides.

Its immediate popularity is easy to explain: Firstly, it's easy to make – concrete can be mixed close to wherever it's needed. Secondly, it's incredibly flexible because it starts as a kind of liquid that can be poured into all kinds of shapes. Thirdly, it's strong. In fact, when it's well made, concrete actually becomes even stronger over time, which is why some buildings like the Colosseum have lasted for centuries. Concrete buildings also survive because concrete burns far less easily than wood. And last but not least, it's relatively cheap!

5 10.5 Ask Ss to now listen to the rest of the lecture and take notes. Discuss as a class what strategies they have employed. Play the recording twice if necessary. There is no need for feedback.

Audioscript 10.5

Lecturer:

However, over time the use of concrete has also had a huge impact on society – much of it beneficial. Concrete floors are much healthier than dirt ones, where diseases can develop. Less disease means more days at school for children, which in turn means a more educated population and a stronger economy. Concrete floors are also easier to clean, meaning homeworkers – generally women – have gained more time to work outside the house. This leads to less stressed and less depressed families!

Concrete roads also help the economy. The more inter-connected places are, the more children can get to school, and the more workers and goods can travel from A to B. It's almost a complete win-win situation.

However, I'm sure you don't need me to tell you there are problems connected to our incredible use of concrete. For one thing, concrete production uses a lot of energy and releases lots of carbon dioxide into the atmosphere, which increases global warming. And for another, cheap concrete that isn't properly mixed can have a short life. All across both the US and China, modern buildings are starting to break as water gets inside them. Finally, many believe concrete can lead to lazy, ugly architecture.

Let's not forget, though, that technology is improving all the time and the concrete of tomorrow will be better than the concrete of yesterday. Furthermore, governments can and should have stricter rules so that only the best kind of concrete is used. And as for architecture, well, it's a strange person that can't find anything to like in the Sydney Opera House or in Oscar Niemeyer's beautiful designs for the Brazilian government buildings.

So in conclusion, although there are obvious problems connected to mass use of concrete, there are also obvious solutions in modern technology and better regulation. The wide range of functions that concrete has – along with the fact that it can be so tough and generally last so long – will continue to make it an incredibly popular material, and as the Romans knew two thousand years ago, a society that builds with concrete can become a society that enjoys great success.

6a Tell Ss they are going to use their notes to decide if the statements are true (T) or false (F). Put them in pairs to discuss. Don't conduct feedback yet. The idea is to see how good their notetaking was.

b Ss listen again to check their ideas. Go through the answers as a class.

Answers:
1 T – Concrete floors are healthier than dirt floors, where diseases can develop.
2 T – They are easier/quicker to clean (and women tend to be the homeworkers).
3 T – Concrete roads enable children to get to school.
4 T – It uses a lot of energy and releases a lot of CO_2 into the atmosphere.
5 F – They have a shorter life, water gets inside, buildings break more easily.
6 F – Many believe concrete can lead to ugly architecture. But there is beautiful concrete architecture (e.g. the Sydney Opera House and Oscar Niemeyer's Brazilian government buildings).
7 T – Governments can and should have stricter rules so that only the best concrete is used.
8 F – Concrete's wide range of functions will continue to make it an incredibly popular material.

7a This task gives Ss the opportunity to respond to the content of the lecture. Ask Ss to complete the sentences alone.

b Put Ss in pairs or discuss as a class.

Homework ideas

Workbook: Listening, p79

10B Develop your reading

Introduction

The goal of this lesson is for Ss to understand a magazine article. To help them achieve this, they will focus on recognising referents.

Warm-up

Ask Ss to talk about different ways of learning skills that are not formal classroom situations – give an example of your own, such as learning to cook or ride a bike with a parent. Ask Ss to come up with their own examples.

1 Ask Ss to look at the photos and identify what they can see, then discuss the questions. After a few minutes, conduct brief feedback.

2 Tell Ss to read the article and match the paragraphs with the sub-headings. There is one extra sub-heading that is not used. Tell them they have a few minutes to do this. Check the answers as a class.

Answers: 1 d 2 e 3 a 4 b 5 f

3 Ask Ss to look at the Focus box and call on individual Ss to read sections aloud to the class. Then discuss the question as a class.

Answers: You can avoid repeating by using different referents: alternative names, general nouns and pronouns.

4 Ask Ss to decide if the terms refer to pensioners (P) or mentors (M) and to mark the terms accordingly. They should work alone then compare in pairs. Go through the answers as a class.

Answers:
pensioners: Pillemer's pensioners, those interviewed, retired people, the old people
mentors: ex-criminals, older Ss, adult volunteers, experienced staff, a role model

5 Ask Ss to find referents for research in the text. Give them a time limit of two minutes then ask for answers and highlight where these appear in the text.

Answers: the findings, the Legacy project, It (line 21), Professor Pillemer's work, the Cornell research

6 Ask Ss to focus on the extracts from the article, identifying what the underlined word or phrase is referring to. Tell them to mark sections of the article where they find the answers and write the extract number beside. Go through the answers as a class. If you can project and highlight the text, it may be useful.

Answers:
1 it = worrying; them = the old people interviewed for the research
2 they = the old people interviewed; in such a way = bankruptcy from a failed business
3 Many = many of the old people interviewed
4 their = the wise words of the old people interviewed
5 they = the ex-criminals/addicts; the kids = the young people who've been arrested
6 They = people who have a mentor; someone like them = the person who is mentoring them
7 it = mentoring
8 they = people who are young today; their = the offices of the people who are young today

7 Put Ss in pairs to discuss the questions and then conduct brief feedback to see if they agree.

8a Focus attention on the sentences and explain that Ss must use one of the verbs in the box added to the particle (preposition/adverb) in the sentence to make a suitable phrasal verb. Complete the first answer together then ask Ss to continue alone. Point out that they need to make sure the verb is in the correct form. They can check in pairs before going through the answers as a class.

Answers: 1 get 2 set 3 went 4 pass 5 paired 6 taken 7 taken 8 gone

b Ask ss to write their own true sentences using the phrasal verbs. Give an example yourself, e.g. *I pass on my knowledge of English by teaching.* Then ask Ss to work alone. Monitor and help if necessary. When they have finished, ask pairs to compare then have a whole class feedback where Ss can share some of their ideas.

9a Ask Ss to work alone and think of two lessons to pass on. If your Ss are young, point out that they have lots of ideas to pass on to younger siblings or school mates. Give an example of your own if you can.

b Ask Ss to compare their ideas in pairs.

c Ask Ss to report back on their discussion.

Homework ideas

Workbook: Reading, pp.80–81

10C Develop your writing

Introduction

The goal of this lesson is for Ss to write an essay. To help them achieve this, they will focus on answering the essay question.

Warm-up

Ask Ss to discuss in pairs if they ever write (wrote) essays and what the challenges are. Discuss their ideas as a class.

1 Put Ss in pairs to discuss the questions. After a few minutes, conduct brief feedback and build a list of things Ss think have changed the world.

Answers: 1 A ready meal B tablets/medication C camera D mobile phone E clock F tank G video game

2 Ask Ss to read the essay questions. Give them a few minutes to choose then conduct whole-class feedback and see which one is more popular and why.

3 Refer Ss to the Focus box and ask them to read it to themselves. Then put them in pairs to discuss the essay questions, applying this advice. Elicit the answers and deal with any questions.

Answers:
1 One invention that changed the course of history, but is no longer used today.
Write about three things: two ways it changed history and why it's no longer used.
Need to talk about: the history, the reasons why something happened and the effects it had
2 Development of ready meals and growth of ready-meal market
Four things: two issues that might cause sales to drop and how to avoid them
Need to talk about: the history, problems and their effects on sales, reasons why something happens, solutions
3 Impact of a widely-used object
Two areas: impacts the object has had on two key areas.
Need to talk about: history, effects
Need to show whether effects were positive or negative
4 How one of the objects has had a negative impact on life today
Give examples of negative effects and then give details of how to overcome two
Need to talk about: problem, why something is happening, effects, solutions
Need to show how/why effects are negative

4 Ask Ss if they write (wrote) essay plans. Then read the essay plan and decide which question in Ex 2 is being answered. They can underline links in the plan and the essay question, then compare answers before you discuss as a class.

Answer: 1

5 Ask Ss to work in pairs. Look at the structure of the notes in Ex 4 and point out that the notes are quite brief. Give them a few minutes to discuss then ask for feedback and discuss as a class.

6 Ask Ss to read the essay and work in pairs to answer the questions. Monitor and help if necessary. Go through the answers as a class.

Answers:
1 question 3
2 society and the environment
3 second paragraph: positive impact on society
third paragraph: negative impact on society
fourth paragraph: negative impact on the environment
fifth paragraph: summary of main points of the essay

7 Read the sentences and remind Ss about topic sentences (the first sentence in a paragraph that summarises its content). Ask Ss to decide where the missing sentences go, then write the letters in the gaps in the text. Go through the answers as a class.

Answers: 1 e 2 b 3 d 4 c 5 a

8 Ask Ss to discuss in pairs or discuss as a class.

9a Refer Ss to the sentences and ask them to match each linking word or phrase with its meaning a–c. Ask Ss to discuss in pairs then go through the answers as a class. Discuss question 2 and its answers as a class, adding the commas to the text if it's possible to project it on the board.

Answers:
1 **a** As well as, not only … but also **b** Furthermore
c As well as
2 **a** and **b**, the comma comes in the middle of the sentence, dividing the two clauses (**a**: after *lives*; **b**: after *world*)
c, after *Furthermore*

b This task checks Ss have understood the meaning of the linking words and phrases in Ex 9a. Ask them to work alone and write the expression in the box with 3 of the 4 underlined phrases. They can compare in pairs then go through the answers, pointing out where capital letters and commas are required.

Answers: **a** Apart from **b** do not just (to replace *not only*)
c Moreover

10 Explain that the task is to link the sentences using the words in brackets, making any changes such as to punctuation as needed. Complete the first example on the board, showing the punctuation changes, then ask Ss to continue alone. Monitor and help if necessary. When Ss have finished, go over the answers and write the final sentences.

Answers:
1 There are millions of cameras spying on us not only on most streets, but also in most shops and at every cash machine.
2 People are constantly taking photos and selfies on their phones, and these photos get shared all over the internet. Furthermore, they get stored on strangers' computers.
3 Apart from reducing our privacy, having so many cameras and photos makes us obsessed with our image.
4 People do not just select photos, they also use editing software to improve their image. Moreover, there is some evidence that this negatively affects our self-image.

Prepare

11 Ask a ***stronger student*** to read the instruction aloud or read it yourself. Put them in pairs to choose an object and make notes. Monitor and help if necessary. Allow plenty of time for this planning stage as it will help them write a good essay.

Write

12 When Ss are ready, ask them to write their essay. If time is short this can be set as homework.

Homework ideas

Workbook: Writing, pp.82–83

RESOURCE BANK

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1A Grammar 1 Noun phrases 1

1 Complete the blog post with the phrases in the box.

across London	around the world	for this kind of restaurant	I had	to keep us safe
to remember	~~which was hanging~~	who isn't afraid of heights		

HOME ABOUT & CONTACT



A BREAKFAST I WON'T FORGET

For my birthday last month, my best friend invited me out for a very special breakfast – high above the city!

No, we weren't going in an aeroplane – we were going to have breakfast in a restaurant [1] *which was hanging* in the sky from a crane! Apparently, the idea [2] _____ comes from Belgium. Now it has travelled to over 40 cities [3] _____ .

The food [4] _____ was delicious, but the best thing was the amazing view [5] _____ . Of course, I was glad that there were seatbelts [6] _____ .

I'd highly recommend it to anyone [7] _____ . It was certainly a birthday outing [8] _____ .

2 Work in pairs and discuss the questions.

1 Would you enjoy a meal in the sky? Why/Why not?
2 Describe a special meal you have had or would like to have.

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1A Grammar 2 Noun phrases 1

1 Order the words in brackets to make a noun phrase. Then complete the questions with the phrase.

a What is _____?
(sport / watch / your favourite / to)

b Tell me about _____.
(someone / get on well with / you / who)

c What is _____?
(kind / your favourite / film / of)

d Where is _____?
(which / has / a place / for you / happy memories)

e What is _____?
(to cook / dish / for friends and family / your favourite)

f What are _____?
(your reasons / this course / for taking)

g Tell me about _____.
(you have read / which / something / recently)

h Tell me about _____.
(an activity / you / which / do / in your free time)

i Where is _____?
(place / to go on holiday / your favourite)

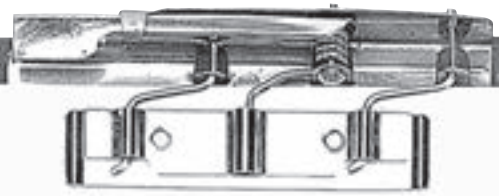
j Tell me about _____.
(which / an experience / grateful / made you)

2 Ask and answer each question from Exercise 1 with a different classmate.

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1A Vocabulary Eating out

Tick the statements that are true for you. Then compare your answers with a partner.



	Me	My partner
1 I think a green juice is a great way to start the day – delicious!		
2 I prefer set menus, otherwise you have to wait for ages while I decide what to have.		
3 Places to eat around here provide options for people who are allergic to certain foods.		
4 I can cook a decent vegetarian meal.		
5 I think cafés around here have put up their prices recently.		
6 I don't like going to places that are too packed.		
7 If I'm going out to a restaurant, I always like to book in advance.		
8 I love spicy food – the hotter the better!		
9 Having top quality food is more important than having plenty of choice.		
10 I know a place that has good service and is good value for money.		
11 When it's cold, I'd rather sit on a terrace with outdoor heaters than inside a restaurant.		
12 If a restaurant got my order wrong, I'd definitely say something.		

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1B Grammar 1 Modifying comparisons

1 Complete the dialogue with the words in the box.



a	as	lot	more	much (x2)	nearly	safer	slightly

Martha: What about this flat?. It's [1]_____ nicer than that awful place we saw on River Road.

James: It is far [2]_____ modern, that's for sure.

Martha: The bedrooms are a lot bigger, and it's only [3]_____ more expensive.

James: What?! It's a [4]_____ more expensive!

Martha: Yeah, I guess you're right, but it does look lovely.

James: The one on River Road is [5]_____ bit more central. It'd be much quicker to get to work.

Martha: True. But this area seems a bit [6]_____ than River Road.

James: Come on, I don't think there's [7]_____ difference between the neighbourhoods.

Martha: Really? River Road didn't seem [8]_____ as pleasant.

James: I'm not sure I agree. I like the lively atmosphere down by the river.

Martha: I tell you what, there's another flat available across the road, which is not quite [9]_____ expensive as this one. Shall we take a look?

James: Yes, OK. Good idea.

2 Work in pairs and practise the conversation in Exercise 1.

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1B Grammar 2 Modifying comparisons

Which is **nicer**, cheese or chocolate?	Which word is **easier** to say, *clothes* or *scissors*?
Which is **better** for learning English, English films or conversation practice?	Which is **more delicious**, sushi or sandwiches?
Which is **more interesting**, family history or celebrity gossip?	Which is **healthier**, coffee or tea?
Which is **better**, a laptop or a tablet?	Which is **tidier**, the classroom or your bedroom?
Which is **longer**, your partner's journey to school or your journey?	Which is **quicker**, an email or a phone call?
Which of you gets up **earlier**?	Who went to bed **later** last night, you or your partner?
Which is **more fun**, yoga or rock climbing?	Which city is **closer** to you right now, Beijing or Paris?
Which is **more enjoyable**, a surprise party or a party you know about?	Which sport is **more interesting** to watch, ice-skating or football?
Which is **more useful**, a laptop or a mobile phone?	Which is **more important**, a nice home or a nice neighbourhood?

1 _____ slightly _____ than _____.
2 _____ a bit _____ than _____.
3 _____ a lot _____ than _____.
4 _____ far _____ than _____.
5 _____ not nearly as _____ as _____.
6 _____ not quite as _____ as _____.

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Taffy's Place

'Great location in the centre of town. The landlords were helpful and friendly.'

'Tiny rooms with no storage and the showers could do with a clean! They really need someone to repair the dishwasher.'

'Make sure you check out the games room in the basement – there's table tennis and free coffee all day!'

Central heating ✓ Free wifi ✓ Cleaning included ✗

The Retreat

'This lovely big house is surrounded by forest, which is very peaceful and relaxing. However, it's much further away from the town centre than anywhere else.'

'We were freezing! Bring your warmest pyjamas!'

'The older cottage was knocked down a few years ago and it's been replaced by a gorgeous house. The landlords have put up the rent recently, but it's worth paying a bit extra for.'

Central heating ✗ Free wifi ✗ Cleaning included ✓





Gold Star Apartments

'The bedrooms were a decent size with plenty of storage.'

'It's in very good condition. They've put in new kitchens recently.'

'It's in a lively neighbourhood with cafés nearby and a market across the road, although it feels a bit rough at night.'

'The previous people had left a mess when they moved out. The landlord was a bit slow to sort it out. Once that was done, it was easy to keep clean and tidy.'

Central heating ✓ Free wifi ✓ Cleaning included ✗

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1C Grammar 1 Non-defining relative clauses

Combine each pair of sentences into one sentence using a non-defining relative clause.

1 We shared a piece of chocolate cake. It was delicious.
We shared a piece of chocolate cake, which was delicious.

2 We went to *Lola's*. At *Lola's*, you can get cheap tacos on Wednesdays.

3 There was free wifi. It was very convenient.

4 I was surprised to beat Jo. She goes bowling every week!

5 Then the DJ put the song *Perfect* on. It reminded me of Dani's wedding.

6 That's Phil. His friend is throwing the party tomorrow night.

7 We had seats in the front row. The seats probably cost a fortune.

8 The club was packed. This was unusual for a Tuesday.

9 We were coming home from Jack's place. We got on the wrong bus.

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1C Grammar 2 Non-defining relative clauses

A

1 Read out the sentence beginnings for your partner to complete.

1 I grew up in Oviedo,
2 I could introduce you to my friend Sarah,
3 That song reminds me of our road trip,
4 We went by double decker bus,
5 It's a special cinema,
6 I went to that new exhibition by David Yarrow,

2 Now listen to your partner's sentence beginnings and complete them with these endings.

a … where I had a five-hour stopover.
b … which was made by the locals.
c … when we all went out to that Indian restaurant.
d … which made it hard to get to sleep.
e … who is one of my favourite actors.
f … whose brother is my neighbour.

3 Write some of your own sentences about where you grew up, things you've done recently and people you know. Use non-defining relative clauses to add extra information.

I grew up in … *I recently …* *I have a friend called …*

B

1 Listen to your partner's sentence beginnings and complete them with these endings.

a … which is a town in northern Spain.
b … which is something I've wanted to do for ages.
c … who also works in the tech industry.
d … whose photographs of wildlife are amazing.
e … where the seats actually move.
f … when we kept playing that album over and over again.

2 Now read out the sentence beginnings for your partner to complete.

1 I bought a bag,
2 I had five cups of coffee,
3 We watched that new film with Lily James,
4 I flew to London via Dubai,
5 This is Daria,
6 I really enjoyed my birthday last year,

3 Write some of your own sentences about where you grew up, things you've done recently and people you know. Use non-defining relative clauses to add extra information.

I grew up in … *I recently …* *I have a friend called …*

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1C Vocabulary Going out, staying in

Student A

Situation 1

You would like to **go out for** dinner tonight with a group of friends. Invite Student B.

Situation 2

It's your friend Sam's birthday. You think Sam would like a quiet dinner with friends at home to **celebrate**.

Situation 3

You've been out for a meal with work colleagues. You just want to **get home** and go to bed. You have to get up early tomorrow.

Situation 4

You are going to a **play** tonight with Student B. You want to **get a taxi** because it's more convenient than **getting the bus**.

Situation 5

You want to get an ice cream, but there's a huge **queue**. You'll have to **wait for ages** and you don't think it's **worth it**.

Situation 6

After a late party, there's a huge mess in your flat. You think everyone should **stay up** and **tidy up**.

Student B

Situation 1

You're quite tired after a busy week. You want to **stay in** tonight and watch an **episode** of your favourite TV series.

Situation 2

Your friend Sam is having a birthday next week. You want to **throw a big party** for Sam.

Situation 3

You've been out for a meal with colleagues. And now, you want to **go on to** a club and dance.

Situation 4

You are going to a **play** tonight with Student A. You want to **get the bus** because **getting a taxi costs a fortune**.

Situation 5

You want to get an ice cream, but there's a huge **queue**. Even if you wait for ages, you think it will be **worth it**.

Situation 6

After a party, there's a huge mess in your flat. You want to **get to bed** and **tidy up** in the morning.

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Summer internship at *Happy app.*

Online application

Tick the correct sentences.

1 **a** I write to apply for a summer internship. ☐
b I am writing to apply for a summer internship. ☐

2 **a** I am interested in your company because you have a reputation for innovation. ☐
b I am being interested in your company because you are having a reputation for innovation. ☐

3 **a** Your apps become very popular with people of all ages. ☐
b Your apps are becoming very popular with people of all ages. ☐

4 **a** Currently, I study for a degree in international business. ☐
b Currently, I am studying for a degree in international business. ☐

5 **a** I have several years of work experience in a computer shop. ☐
b I am having several years of work experience in a computer shop. ☐

6 **a** I speak English, Spanish and Russian. ☐
b I am speaking English, Spanish and Russian. ☐

7 **a** I am enthusiastic, reliable and a fast learner. ☐
b I am being enthusiastic, reliable and a fast learner. ☐

8 **a** I look for a new challenge. ☐
b I am looking for a new challenge. ☐

9 **a** I believe I could learn a lot from your team. ☐
b I am believing I could learn a lot from your team. ☐

10 **a** My CV (attached) shows that I could bring important skills to the position. ☐
b My CV (attached) is showing that I could bring important skills to the position. ☐

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2A Grammar 2 Present simple and present continuous

1

a What / you / think about homework?

b What / you / think / now?

2

a you / ever / train / at a gym?

b you / train / for anything / at the moment?

3

a How often / you / read?

b What / you / reading at the moment?

4

a have / you / a lot of free time to try out new hobbies?

b have / you / a good time at the moment?

5

a you / study English at the weekends?

b you / study anything else apart from English at the moment?

6

a you / work at the moment?

b What time / people / usually finish work in your country?

7

a you / usually / feel positive about life?

b What / feel / positive about at the moment?

8

a you / play any sport at the moment?

b What sport / you usually play in summer?

9

a Why / you / learn English?

b you / often / learn new words in your own language?

10

a Where / you usually / have / dinner?

b What / you / have / for dinner / tonight?

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2A Vocabulary Learning new skills

1 Circle the number that represents your opinion on each statement.

1 = totally disagree 2 = partially disagree 3 = it depends 4 = partially agree 5 = totally agree

1 I don't like activities that are too easy. I like a bit of a **challenge**.	1 2 3 4 5
2 In most sports, being strong is not as important as good **technique**.	1 2 3 4 5
3 When you're **keen on** something, it makes it easier to learn it.	1 2 3 4 5
4 I need to **go over** what I learn in this class more often.	1 2 3 4 5
5 I would be interested in trying an online **language exchange**.	1 2 3 4 5
6 **Experts** always make the best teachers.	1 2 3 4 5
7 I would rather be **highly skilled** at one thing than be OK at lots of things.	1 2 3 4 5
8 If I'm not **good at** something, I don't enjoy it.	1 2 3 4 5
9 Anyone can improve their drawing with practice, even people who feel **useless** at it.	1 2 3 4 5
10 **Training** for anything is easier in a group.	1 2 3 4 5
11 I like to **try out** new recipes.	1 2 3 4 5

2 Work in pairs and compare your answers in Exercise 1.

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2B Grammar 1 Present habits

1 Read the interview with Lorant. Decide if the answers are correct or incorrect. Then correct the incorrect sentences.

Welcome to the Cambridge School of English! Each month we interview a new student about their experiences studying English. This month, meet Lorant!



1 **Q:** What time do you usually get up on weekdays?
A: I tend get up at 8 a.m.
I tend to get up at 8 a.m.

2 **Q:** How do you get to English class?
A: I ride always my bike to school. It takes usually about 15 minutes.

3 **Q:** What are your classes like?
A: They tend being quite fun. We do usually some exercises and work in pairs.

4 **Q:** Do you work? If so, what hours do you work?
A: Yes, I work as a waiter in the colleges from time to time.

5 **Q:** What is your best study tip?
A: I tend speaking a lot in class and don't tend to worrying too much!

6 **Q:** Do you have any study habits you think are unhelpful?
A: I have habit forgetting to do my homework.

7 **Q:** How do you tend to spend your weekend?
A: On Friday night, I tend to go out to the local pub with friends.

8 **A:** On Saturdays, always I speak to my family back home.

9 **A:** My mum has a habit of ring very early in the morning!

2 Work in pairs. Ask and answer the questions in Exercise 1.

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2B Grammar 2 Present habits

drink coffee.

From time to time, I

checking my phone.

I don't tend to

I tend to

I always

working too hard.

remember names.

take time off.

I sometimes

I have the habit of

I don't tend to

go out on Fridays.

talking loudly.

buying new things.

listening to music.

I don't tend to

make jokes.

I tend to

I'm constantly

stay up late.

arriving late.

I'm always

I have the habit of

I tend to

I'm constantly

I always

recycle paper.

get up early.

buy my lunch.

lose my phone.

I sometimes

From time to time, I

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2B Vocabulary Starting work

A

1 Read out the sentences, but not the words in brackets. Your partner will guess what the word BEEP should be.

1 When you want to take time BEEP for a holiday, please fill out the online form. (off)

2 You'll hear an alarm soon. Don't worry, it's just a practice BEEP drill. (fire)

3 I'm working the night BEEP. I start at 10 p.m. (shift)

4 We have to wear BEEP clothes when we meet with clients. (formal)

5 I'm thinking of becoming a BEEP member to support better working conditions. (union)

6 One of our most important health and BEEP rules is to always wash your hands. (safety)

2 Now listen to your partner's sentences. In each sentence, guess what the word BEEP is.

3 Now write similar sentences of your own.

1 _____

2 _____

B

1 Listen to your partner's sentences. In each sentence, guess what the word BEEP is.

2 Now read the sentences to your partner. Can your partner figure out the missing word?

1 Visitors aren't allowed on the building BEEP. (site)

2 We need someone who is BEEP and can stay late if necessary. (flexible)

3 At the BEEP course, I learned how to deal with injuries like cuts and burns. (first-aid)

4 I'm going to ask our union BEEP for some advice about the situation. (representative)

5 You can wear jeans and a T-shirt if you want. It's really BEEP here. (casual)

6 I'm sorry, but you can't eat here. We have a BEEP policy on that. (strict)

3 Now write similar sentences of your own.

1 _____

2 _____

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2C Grammar 1 *used to*, *would* and past simple

1 Circle the options which are possible for each sentence. More than one option is possible in many cases.

1 My parents _____ very strict.
a were **b** used to be **c** would be

2 I _____ in the park after school every day.
a played **b** used to play **c** would play

3 I _____ some video games, but there was always a time limit.
a played **b** used to play **c** would play

4 For my fifth birthday, my mum _____ me a bike.
a gave **b** used to give **c** would give

5 We _____ on holiday to the beach every summer.
a went **b** used to go **c** would go

6 Once, we _____ camping.
a went **b** used to go **c** would go

7 I _____ have as many toys as kids do these days.
a didn't have **b** didn't use to have **c** wouldn't have

8 Back then, kids _____ home after school, but now most people go home in cars.
a walked **b** used to walk **c** would walk

9 We _____ in an apartment.
a lived **b** used to live **c** would live

10 These days I have a dog, but back then I _____ any pets.
a didn't have **b** didn't use to have **c** wouldn't have

11 My parents _____ me play in the street.
a let **b** used to let **c** would let

12 One year, I _____ a prize at my school.
a won **b** used to win **c** would win

2 Work in pairs. Use some of the ideas in Exercise 1 to ask and answer questions about life when you were growing up.

Did you ever go camping when you were growing up? *Yes, we used to go every summer.*

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2C Grammar 2 *used to*, *would* and past simple

Who's who?

Student number:

I used to want to be a _____ when I grew up.

When I was a child, people would always say that I was _____ .

I used to be into _____ , but now I prefer _____ .

I didn't use to like _____ although these days I love _____ .

I used to be really interested in _____ and I would often _____ .

Who's who?

Student number:

I used to want to be a _____ when I grew up.

When I was a child, people would always say that I was _____ .

I used to be into _____ , but now I prefer _____ .

I didn't use to like _____ although these days I love _____ .

I used to be really interested in _____ and I would often _____ .

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2C Vocabulary Parents and children

You don't have to watch	over me all the time. I'm not a kid anymore!
Make sure you use good	manners when you're at your Gran's house.
Please let me	go to the party, I promise I'll be home by 11.
I need to speak to someone in	authority. Is there a teacher here?
Quick, let's tidy up this mess before we get into	trouble.
I try to control	how much sugar my kids eat.
If you're hungry, feel	free to help yourself to some fruit.
You can't force	me to eat this soup. I hate cabbage!
I've made	arrangements for you to go to Sam's after swimming.
Can you two entertain	yourselves for a few hours while I finish some work?
This science project is very	complicated. Could you please give me a hand?
I've experienced	difficulties with getting them to listen.

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3A Grammar 1 Present perfect simple questions and answers

1 Order the words in brackets in the speech bubbles on the right to make sentences.

1
Have you ever *been to India* ?
No, *but I'd love to go there one day* !
(one day / but / love / there / I'd / to / go)

2
Have you ever _____ ?
Yes, _____ .
(last / I / went / year / there)

3
Have you _____ ?
No, _____
_____ .
(one / of / buying / I'm / but / thinking)

4
Have you ever _____ ?
Yeah, _____
_____ .
(been / lots / there / of / times / I've)

5
Have you ever _____ ?
No, _____
_____ .
(it's / to / be / interesting / supposed / but)

6
Have you ever _____ ?
Yes, _____ .
('s / delicious / it)

7
Have you ever _____ ?
Actually, _____
_____ .
(I'm / to / visit / going / next week)

2 Complete the questions in Exercise 1 using the present perfect simple so that each answer is true for you.

3 Work in pairs. Ask and answer the questions in Exercise 1.

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3A Grammar 2 Present perfect simple questions and answers

Find someone who has ...

	Name	More information
1 read the news today.		
2 taken a photo today.		
3 lost something recently.		
4 read more than two books in the last month.		
5 painted something in the last year.		
6 seen something nice in a shop recently.		
7 been somewhere new recently.		
8 had visitors at their home recently.		
9 seen a good film recently.		
10 been to a museum or art gallery this year.		
11 already walked for more than 30 minutes today.		
12 made a cake recently.		
13 made a joke today.		

No, I don't usually read the news. I'm far too busy!

Have you read the news today?

Not yet, but I'm going to have a look later.

Yeah, there was a big story about ...

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3A Vocabulary Tourist places

1

Which of the following travel experiences sounds best to you?

- **A** A ride on a zip-wire followed by a windsurfing lesson.
- **B** Visiting the remains of an ancient temple.
- **C** A delicious picnic of local food.
- **D** Relaxing by the pool at your hotel.

2

Which of these options sounds worst to you?

- **A** A day spent at museums and art galleries.
- **B** A rafting and camping trip.
- **C** A visit to some caves.
- **D** A climb up a steep mountain.

3

An ideal way to end the day would be …

- **A** a sunset hike up a cliff for a great view of the surrounding landscape.
- **B** a concert in a medieval castle.
- **C** a five course dinner at a food blogger's house.
- **D** bathing in some hot springs.

4

You'd love the opportunity to stay the night in …

- **A** a nature reserve with a huge range of wildlife.
- **B** a restored medieval tower.
- **C** a place which serves amazing fresh breakfasts.
- **D** a hotel where everything you need is right there.

5

You've won a prize of a week-long trip with a choice of destinations. Which trip do you choose?

- **A** A hiking adventure in the Grand Canyon.
- **B** A coach tour around ancient sites in Greece.
- **C** A week at a cookery school in India.
- **D** A week on a beach in Tahiti.

KEY

Mostly As: Adventurer You love a bit of excitement! For you, travel is about getting into nature and exploring the beautiful world we live in. You don't like to sit still – you'd rather be climbing mountains!	**Mostly Bs: History lover** You are keen on arts, culture and history. You like to stay in and visit interesting places, and imagine what life used to be like there.
Mostly Cs: Foodie Some people eat to live, but you live to eat! For you, trying out local food and drink is a highlight of your travel experience.	**Mostly Ds: Chilled out** When you go away, you look for places where you can truly relax – a beautiful beach and comfortable bed where you don't need to do anything at all!

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3B Grammar 1 Present perfect simple and continuous

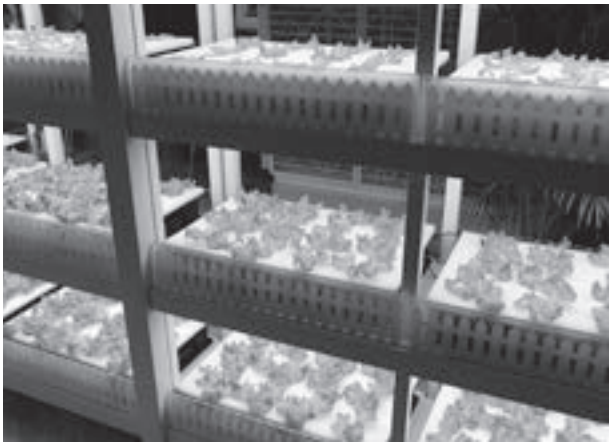
1 **Read the article. Which of the farming methods might work where you live?**

2 **Complete the article with the best form of the verb in brackets, either present perfect simple or continuous.**

The future of growing food

In recent years, climate change [1]_____ (cause) an increase in flooding, hurricanes and heat waves. In the face of these extreme weather events, creative people [2]_____ (explore) new ways to grow crops.

Growing up



Some farmers [3]_____ (invest) in vertical indoor farms so that they can grow more food on less land. They [4]_____ (have) success with methods where the plant grows in water rather than in the earth, which actually requires about 90 percent less water in total than normal farming.

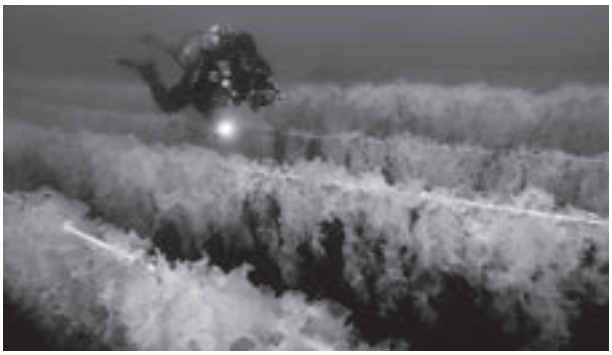
At the office

In an office building in central Tokyo, one company [5]_____ (create) a place where employees work surrounded by plants.



They [6]_____ even _____ (put) a rice paddy in the main lobby! There are tomatoes in meeting rooms and lemon trees which separate work spaces. Cooks [7]_____ (use) the fresh fruit and vegetables for meals in the cafeteria.

Under the sea



Since 2012, a diving company [8]_____ (grow) plants under the sea off the Italian coast. They [9]_____ (build) seven underwater greenhouses, which have air inside them and they [10]_____ (try out) different plants to see what grows best. So far, they [11]_____ (produce) beans, lettuce and strawberries. Temperatures are steady and there [12]_____ (not be) any problems with insects or disease.

3 **Work in pairs and discuss the questions.**

1 What crops are grown in your country? Has this changed in recent years?

2 Have you ever tried to grow your own food? Would you like to? Why?/Why not?

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3B Grammar 2 Present perfect simple and continuous

Role card 1

- You've been to the Greek Islands recently.
- You've been thinking about buying a boat.
- You've been taking a cooking class in the evenings.

Role card 2

- You've been to Australia recently.
- You've just bought a new house.
- You've been working late every night this week.

Role card 3

- You've been to New York recently.
- You've been thinking about buying a sports car.
- You've recently written a book.

Role card 4

- You've been to the Greek Islands recently.
- You've been making a film about wildlife.
- You've been feeling quite tired this week.

Role card 5

- You've been to Australia recently.
- You've been thinking about buying a boat.
- You've been watching the World Cup.

Role card 6

- You've been to New York recently.
- You've just bought a new apartment.
- You've been looking for a new job.

Role card 7

- You've just bought a new house.
- You've been making a film about wildlife.
- You've been feeling fantastic lately!

Role card 8

- You've been to Japan recently.
- You've been working late every night this week.
- You've been watching the World Cup.

Role card 9

- You've been to Japan recently.
- You've been taking a cooking class in the evenings.
- You've recently got a new puppy.

Role card 10

- You've recently written a book.
- You've been travelling around Mexico for the past year.
- You've been looking for a new job.

Role card 11

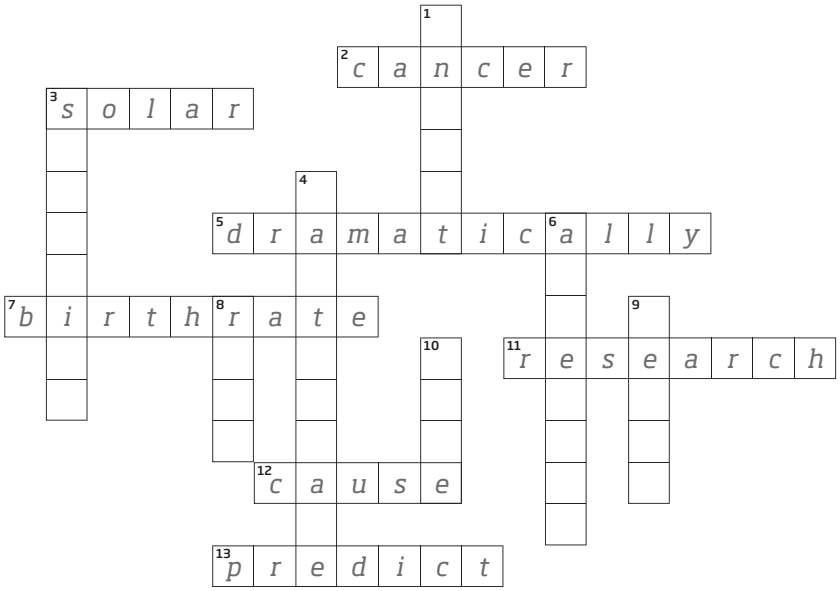
- You've been travelling around Mexico for the past year.
- You've just bought a new apartment.
- You've been feeling quite tired this week.

Role card 12

- You've been exercising a lot recently.
- You've been feeling fantastic lately!
- You've just got a new puppy.

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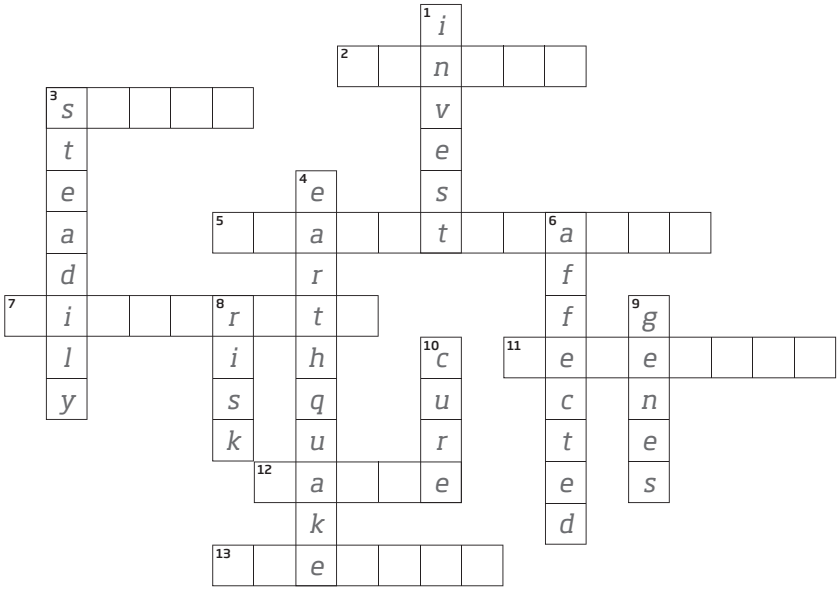
A



Across

2 _____
3 _____
5 _____
7 _____
11 _____
12 _____
13 _____

B



Down

1 _____
3 _____
4 _____
6 _____
8 _____
9 _____
10 _____

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3C Grammar 1 Obligation and permission

1 Complete the meaning of the signs with the phrases in the box.

are allowed to	are required to	are supposed to (x2)	aren't allowed to (x2)
aren't supposed to (x3)	don't have to	ought to (x2)	



1 People _____ bring pets here.



2 Passengers _____ give up their seats for people with special needs.



3 People _____ have experience.



4 People _____ be careful.



5 People _____ swim here.



6 People _____ waste paper.



7 People _____ remove any hats, hoods and sunglasses.



8 People _____ feed the monkeys.

2 What other words/phrases could go in each gap without a change in meaning?

3 Work in pairs. Where might you see each sign?

4 Choose two of the places you identified in Exercise 3. Write three more sentences about how people should behave in each place using some of the phrases in the box in Exercise 1.

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Grammar 2 Obligation and permission

Work in groups and write the rules and customs for your perfect language school. Use the modals of obligation and permission in the box to help you.

be allowed to/be not allowed to be required to/be not required to be supposed to/be not supposed to can/can't ought to have to/don't have to must/mustn't need to/needn't should/shouldn't

School location

Classrooms

Students

Teachers

Computers

Homework

Food and drink

Class discussion

Extra activities

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3C Vocabulary Rules and customs

A

1 Read out the questions and replace the underlined phrase with the one your partner gives you.

1 Do you think doctor and hospital visits should be paid for by the government?

2 If someone gives you a gift, should you give something back to them?

3 What should you do if someone gets too close to you on public transport?

4 In what ways should young people give respect to older people?

5 Should people on a first date share the cost of a meal?

2 Now listen to your partner's questions and give them the correct phrase from the box.

a fine	charge	in privacy	let	swearing

3 Discuss your answers to the questions.

B

1 Listen to your partner's questions and give them the correct phrase from the box.

healthcare	in return	in your personal space	show	split the bill

2 Read out the questions and replace the underlined phrase with the one your partner gives you.

1 Should there be a fine for saying certain rude words in English class?

2 Should people allow other passengers off a bus before they get on?

3 Do you think the government should provide free wifi or should there be a cost for it?

4 If people don't recycle, should they have to pay some money as a punishment?

5 Should you open gifts in front of the giver, or when you are alone?

3 Discuss your answers to the questions.

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4A Grammar 1 Past simple and past continuous

1 Complete the posts with the correct form of the verb in brackets.

Phone disasters

Tell us about the worst thing that happened to your phone. What were you doing and what happened? We want to know all your disasters!



Irene

I [1]_____ (use) a new phone case that was supposed to be really strong. I [2]_____ (walk) into class one day when someone [3]_____ (say) 'Careful, you're going to drop your phone!' To show them how strong the case was, I [4]_____ (throw) my phone on the ground and the glass smashed!

Niran

I [5]_____ (watch) a video of a snake on my phone. The snake [6]_____ (move) along the ground when suddenly it [7]_____ (try) to bite the camera. I [8]_____ (get) such a fright that I [9]_____ (drop) my phone and the screen cracked.

Julio

As I [10]_____ (get) into my car, my friend [11]_____ (stop) to chat. While we [12]_____ (talk), I put my phone on top of the car. Then I got in and drove away. That was the last time I ever [13]_____ (see) it!

Hazel

I [14]_____ (cook) some pasta when my phone [15]_____ (fall) out of my pocket, straight into the pot of boiling water. I [16]_____ (get) it out with a spoon, but it was already dead.

2 Have you, or anyone you know, ever had an accident with a phone? What happened?

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4A Grammar 2 Past simple and past continuous

A

Look at the picture. Answer the questions with full sentences to make a story.



1 Who is the story about? _____

2 Where was he? _____

3 What was he doing? _____

4 What was happening around him? _____

5 Who/what did he see? _____

6 What surprising thing happened suddenly? _____

7 What did he do? _____

8 What did he think/say? _____

9 How was he feeling? _____

10 How did the story end? _____

B

Look at the picture. Answer the questions with full sentences to make a story.



1 Who is the story about? _____

2 Where was she? _____

3 What was she doing? _____

4 What was happening around her? _____

5 Who/what did she see? _____

6 What surprising thing happened suddenly? _____

7 What did she do? _____

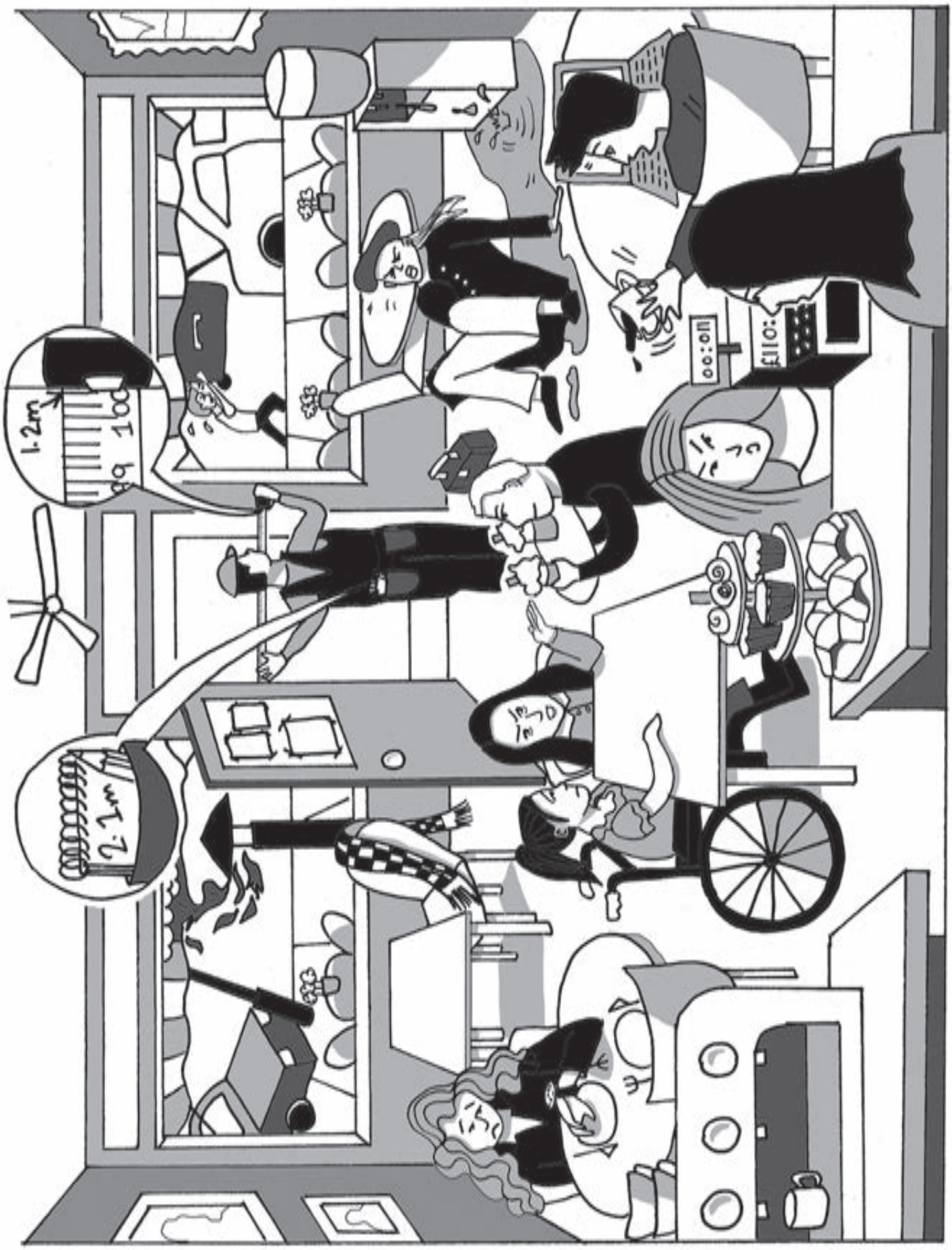
8 What did she think/say? _____

9 How was she feeling? _____

10 How did the story end? _____

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4A Vocabulary Accidents and mistakes



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1 **Choose the correct alternatives to complete the mystery.**

The Grand Hotel Mystery

I was staying at the Grand Hotel. One afternoon, I [1]*was/had been* very tired because I [2]*had/had had* a very busy morning. After lunch, I [3]*went/had gone* back to my room and [4]*went/had gone* to sleep.

I [5]*was/had been* asleep for an hour or so when I [6]*heard/had heard* a knock at the door.

Before I could say anything, a woman [7]*walked/had walked* into my room. She [8]*saw/had seen* I was there, and quickly apologised. She said she [9]*made/had made* a mistake and that she [10]*thought/had thought* it was her room. She [11]*left/had left* in a hurry.

Suddenly, I [12]*realised/had realised* that the woman [13]*lied/had lied* to me! I [14]*called/had called* the police to report her. They [15]*arrested/had arrested* her later that day after discovering that she [16]*stole/had stolen* some jewellery from another room at the same hotel.

The police asked me how I knew that the thief [17]*didn't make/hadn't made* a mistake when she came into my room. Can you work it out?

2 **Can you solve the mystery? Discuss your ideas in pairs.**

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4B Grammar 2 Past perfect simple

Work in groups. Complete the sentences in three different ways, using your own ideas.

1 He was fired from his job because he'd …

a _____

b _____

c _____

2 She was offended because he'd …

a _____

b _____

c _____

3 She was amazed when she arrived home because her husband had …

a _____

b _____

c _____

4 They didn't come out for dinner because they'd …

a _____

b _____

c _____

5 They were all shocked when he arrived at work because he'd …

a _____

b _____

c _____

6 The trip was a disaster because we hadn't …

a _____

b _____

c _____

7 I didn't invite Sue to come to Spain because I remembered that she'd …

a _____

b _____

c _____

8 I was furious with myself because I realised I'd …

a _____

b _____

c _____

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4B Vocabulary Crime in the news

1 Choose the correct alternatives to complete the article.

Cardboard cops against crime



We all know that speed can cause terrible accidents where people get [1]*broken into/badly hurt*. In Edinburgh, there's a new police officer in town, holding a speed camera, to try and get drivers to drive more slowly. But, this police officer is [2]*locked/trapped* to a pole by a chain – he's made of cardboard!

Scotland isn't the only place where these cut-out police officers are used. A few years ago, British police in England and Wales bought 750 cardboard cut-outs which were worth £50,000.

But are these cut-outs actually helpful in stopping [3]*criminals/jails*? Some authorities claim that they make people feel safer, and one supermarket reported that there were 75 percent fewer [4]*trials/thefts*. Others argue that the cut-out police officers are useless in preventing [5]*victims/attacks*, and that money would be better spent on real emergency services jobs.

Last year, the police cut-outs became [6]*robbers/victims*. A [7]*gang/witness* broke in to a shopping centre and stole 20 cardboard cut-outs. It seems they got away with it because the thieves were never [8]*arrested/attacked*. The only witnesses were the cut-out police themselves.

2 Match the sentence halves.

1 Thieves broke into
2 There was a car crash, but
3 They took a painting that was worth
4 When she saw the fire, she
5 The thief claimed that he
6 The witness reported
7 He managed to escape from jail,
8 She used to belong to a criminal

a more than a $100,000.
b called the emergency services.
c the house and stole valuable jewellery.
d but was caught and arrested three days later.
e the crime at their local police station.
f luckily no one was badly hurt.
g gang, but she has changed her life completely and now helps victims of crime.
h had been somewhere else at the time.

3 Work in groups and discuss the questions.

1 Do you think cardboard police officers would be effective where you live?
2 What other ways can you think of to help reduce crime?

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4C Grammar 1 Reported speech

The situation

I went out for dinner last night with my family at the View Restaurant. The service was amazing, and we had a fun evening. However, after we got home, I realised that we had been overcharged by 30 percent for some expensive drinks, which we definitely hadn't ordered. Shall I complain?

1 My friend's replies are below. Change the replies to reported speech.

I think that it's terrible!
Will

1 Will said *he thought that it was terrible!*

I went there last year, and they overcharged me, too!
Katya

2 Katya told me _____

It's not worth it, because they won't give you a refund.
Sam

3 Sam said _____

How are you going to show that you didn't order the drinks?
Li

4 Li asked how _____

I have a friend who complained to a restaurant and was given a free meal!
Martina

5 Martina told me _____

Can you give the place a bad review online instead?
Kasey

6 Kasey asked if _____

I warned you not to go there because they're always overcharging people!
Vijay

7 Vijay said _____

I'll come with you to talk to them if you want me to.
Dee

8 Dee told me _____

I'm never going there again!
Julio

9 Julio said _____

2 Work in pairs. Decide whether you would complain to the restaurant or not.

3 Have you ever been overcharged in a restaurant? What happened? Did you complain? Why/why not?

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Who told me that ... ?

	Name	Extra information
What did you do last weekend?		
Are you afraid of any kind of animal?		
Have you been out for a meal recently?		
How were you feeling on the way to class today?		
What are you going to do after class today?		
What is something you're good at?		
Did you buy anything on Saturday?		
Can you count to five in four languages?		
What do you think is the best thing about living in this area?		
Are you waiting for anything to be delivered at the moment?		

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4C Vocabulary Complaints

1 How much do you charge for delivery?	a The first 100 MB is free to all customers!
2 What if an item of clothing doesn't fit?	b There's a great deal on at the moment with free delivery for all orders.
3 Is there free wifi?	c As long as you bring it back in new condition, we'll give you a full refund.
4 Do I have to make an appointment?	d It covers faults, but it doesn't cover accidents. So it doesn't cover cracked screens.
5 Does the guarantee cover cracked screens?	e You are welcome to send it back or take it back to one of our stores and exchange it for another size.
6 What happens if I don't pay off the loan on time?	f Please send us an email with the receipt and how much extra you think you were charged, and we will get back to you as soon as possible.
7 If I change my mind, can I return the item?	g You can turn up at any time. We're open from 9 a.m. to 5 p.m. every day.
8 What kind of problems can you help with?	h We can sort out most problems with your car – whether you've had a crash, your gears have gone, or your car is making a funny noise.
9 I think I've been overcharged. What shall I do?	i There may be a charge. Please call us to discuss your options.

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5A Grammar 1 Future forms

1 Match phrases 1–5 with future uses a–e.

1	I'll be meeting	a	something that will possibly happen
2	I'm going to show	b	something that's been decided and organised
3	he'll be impressed	c	a prediction
4	I might arrive	d	something that will be in progress at a certain point
5	They're holding	e	a plan that's already been made

2 Complete the conversation with phrases 1–5 in Exercise 1.

Kim: Hi Jamie, let's get started. What are you working on this week?

Jamie: Today and tomorrow I'm updating websites. On Friday, [1]_____ with Max Willis.

Kim: Oh great, is that the guy from *Ozone*?

Jamie: Yes, that's right. [2]_____ him some of the sites we've designed for other clients.

Kim: Are you going to give him a discount?

Jamie: I think [3]_____ with what we can do for him and he might pay full price for a website. But, if not, I'm going to offer him ten percent off the work.

Kim: Good. Now, I'd like to send you on a course next month. They'll be talking about how companies like ours can improve web security.

Jamie: That sounds like it'll be very useful. When is it?

Kim: [4]_____ it on the 25th.

Jamie: Oh, I might have something else on that day, but I'm sure I can change it.

Kim: That would be great, thanks. Now, is there anything else you'd like to talk about?

Jamie: Actually, there is one thing. I'm going to the dentist early on Thursday morning, and so [5]_____ later than usual. Of course, if I do, I'll stay late to cover it.

Kim: No problem at all. Thanks for letting me know.

3 Find and underline other examples of future forms in the text. Then complete the table below with examples.

a the present continuous	
b *be going to* + infinitive	
c *will* + infinitive	
d *might* + infinitive	
e the future continuous	

4 Work in pairs and practise the conversation.

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5A Grammar 2 Future forms

1 What are you doing after class today?

2 How are you going to get home from class today?

3 Are you going away soon? Where are you going?

4 How much time will you spend practising English this week?

5 What might be different in your life in five years' time?

6 What will you be eating for dinner tonight?

7 Will you be going out tonight? Why/Why not?

8 Will you start work or change jobs soon? Why/Why not?

9 What are you going to do next summer?

10 Who will be the next person to send you a message or email?

11 Do you think you'll ever set up your own company? Why/Why not?

12 What will you be doing at this time tomorrow?

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5A Vocabulary Running a company

25
Your exports make a loss this month.

26

27
You take over one of the biggest competitors in your field.

28

29
Congratulations, your business is a huge success!

FINISH

24

23
You're expanding into a new market! You hire ten new staff.

22

21
A new competitor enters the market. Your profits fall.

20

19
Profits are high. You increase wages.

18

13
You launch a range of new products and a famous person likes them.

14

15
Your company wins a prize for being a flexible place to work.

16

17
You make a healthy profit this month.

12

11
You break even for the first time.

10

9
You don't have enough money to pay staff wages this week.

8

7
You develop workplace policies to look after your employees.

6

START

1
You have an original idea and set up a new business.

2

3
You launch your first product and get great online reviews.

4

5
You set up a social media page for your business, but it only gets three likes.

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5B Grammar 1 Adverbs used with the present perfect

1 Complete the replies to Neve with an adverb from the box.

already	even	just (x2)	only	so far (x2)	still (x2)	yet

N **Neve** @Neve1 · Mar 18

I've just got a new tablet and I'm looking for recommendations for useful or fun apps! What apps have you been using lately?

R **Reza** · Mar 19
Replying to Neve

My friend told me about an app that helps you train to run five kilometres. I've [1]_____ been using the app for a month, but it's going really well [2]_____ . I can now run for three minutes without stopping. I couldn't [3]_____ run for a minute when I started!

J **Jenna** · Mar 19
Replying to Neve

I've been wanting to learn Russian for ages, but I [4]_____ haven't found a teacher. Last week, I downloaded an app to try out, and I've [5]_____ learnt the alphabet. I'm going to try to practise a little bit every day.

A **Angela** · Mar 20
Replying to Neve

I've [6]_____ downloaded an app to help me sell some of my possessions. I haven't actually used it [7]_____ , but I'd like to get rid of some stuff and make a bit of extra money.

L **Lin** · Mar 20
Replying to Neve

I'm going on a three-month trip abroad next year, so I've started using a travel app to organise everything. [8]_____ , it's been really helpful for reviews and advice.

M **Matty** · Mar 20
Replying to Neve

My favourite is *Zebra Zone*. You are a zebra and you jump over rivers to get points. It's for kids, but I [9]_____ think it's hilarious. I've [10]_____ paid for three more levels of the game!

2 Work in pairs and discuss the questions.

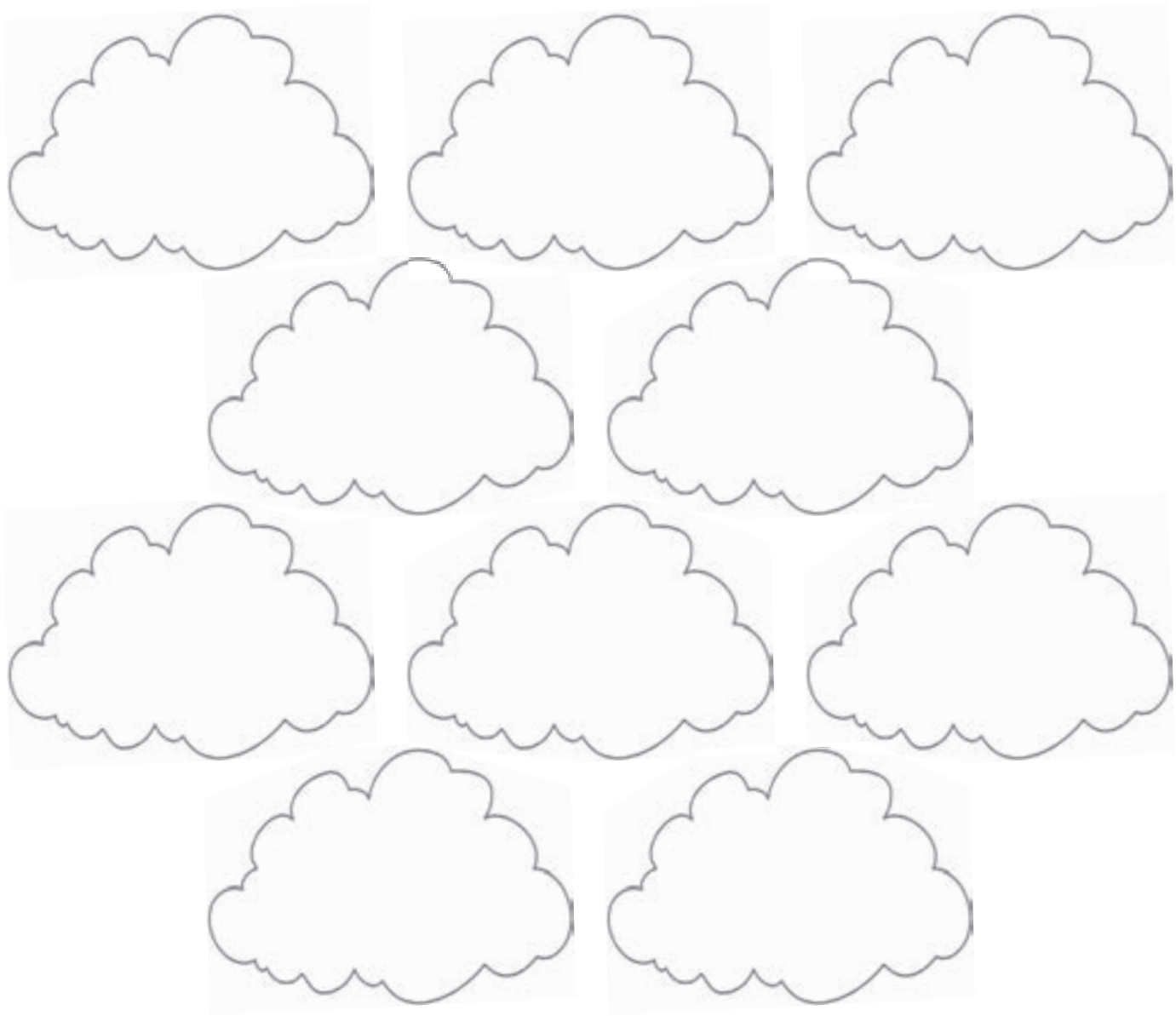
1 What kind of apps do you use?
2 Have you discovered any new apps or websites recently?
3 What do you think of them so far?

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5B Grammar 2 Adverbs used with the present perfect

Choose ten things from the list and write them in the shapes below. Don't write them in order.

- A place you'd like to go, but haven't been to yet.
- An activity you've already tried and would like to do again.
- An English word you've just used.
- Something you've kept since you were a child, even though you don't need it.
- A job you've already finished today.
- The number of books you've read this year so far.
- A place you've just been to.
- An activity you would like to try, but still haven't yet.
- An English word you've learnt in class, but haven't used outside of class yet.
- The number of people you've talked to today so far.
- A place you've only been to once.
- An English word or phrase you've just learnt.
- Something important you need to do which you haven't even started yet.



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5B Vocabulary New projects

Complete the requests for advice with the words in the box.

ahead approve ceremony date destination graduate mind nothing offered out permission possessions quit rid struggling

I lost my job a few months ago. I've had a few interviews, but they've come to [1]_____. Do you have any advice for me?

My cousin has invited me to his wedding [2]_____, but my boss doesn't want to [3]_____ my leave. Shall I go [4]_____ and book my flight without her [5]_____?

If I study during the summer, I can [6]_____ six months early. But my friend has invited me to go travelling for two months. What shall I do?

I'm in charge of sorting [7]_____ a family holiday. It needs to be a good [8]_____ for people of all ages. Where would you recommend?

I've been [9]_____ a tennis scholarship in another city, but I'll have to [10]_____ a good job and move away from friends and family. Do you think I should take it?

I'm [11]_____ to decide what to study at university. I keep changing my [12]_____. What's the best way to make a decision?

I've got far too many [13]_____. I need to get [14]_____ of some, but I don't know where to start. Help!

I've been invited on a second [15]_____ by someone I'm not interested in. Shall I be honest and say I don't want to see them again?

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5C Grammar 1 Comment adverbs

1 Choose the best alternatives to complete the conversation.

Jon: How are things going at law school?

Natalie: [1]*Generally/ Hopefully*, I'm enjoying the course, although, [2]*personally/ luckily*, I'm struggling a bit with the amount of work.

Jon: What sort of assignments do you have to do?

Natalie: [3]*Generally/ Actually*, we don't have any this year. [4]*Unfortunately/ Personally*, it's just a lot of reading to prepare for our huge exams. Only about half of the students pass, [5]*apparently/ hopefully*.

Jon: That sounds stressful!

Natalie: It is, but, [6]*unfortunately/ hopefully*, all my hard work will be worth it! How's life as a future chef?

Jon: Well, [7]*apparently/ basically*, the first week was just chopping onions. [8]*Generally/ Luckily*, we've moved on to making pastry this week, which has been interesting and delicious. We have to try all the dishes we make, of course.

Natalie: [9]*Obviously/ Surprisingly*, I chose the wrong course!

2 Work in pairs and discuss the questions.

1 What does each adverb in the conversation in Exercise 1 show about the speaker's attitude or opinion?
2 Can you think of alternative adverbs you could use in the conversation in Exercise 1? How does each adverb change the speaker's attitude?

3 Work in pairs and practise the conversation.

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5C Grammar 2 Comment adverbs

1 Match questions 1–10 with answers a–j.

1 Are you learning English at the moment?
2 Have you ever been to an English-speaking country?
3 What advice would you give to a new student in this class?
4 What time of day do you learn best?
5 Have you got any good tips for remembering new words?
6 Do you have any opportunities to practise speaking English outside of class?
7 What do you think about English homework?
8 What do you like most about English class?
9 Is your first language difficult for English speakers to learn?
10 When are you going to use English in the future?

a Surprisingly, I enjoy it. Much more than I did at school!
b Actually, I haven't. But I'd like to!
c Apparently, people find it quite hard.
d Basically, be sure to give every activity a try, and ask the teacher if you're not sure about something.
e Obviously, I am!
f Luckily, I have a great language exchange partner, and we meet every week.
g Personally, I use lots of different coloured pens to write new words and phrases.
h Unfortunately, I'm not good at getting up in the morning, so afternoons are best for me.
i Hopefully, my business might export products one day and I'll need English to speak to my clients.
j Generally, I enjoy the speaking activities most.

2 Work in pairs and take turns to ask each other questions 1–10 in Exercise 1. Start each answer with an adverb and tick the ones you use.

Actually		Apparently	
Luckily		Hopefully	
Obviously		Personally	
Generally		Basically	
Surprisingly		Unfortunately	

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There should be a relaxed environment without too much pressure, otherwise students might be put off learning.

The teacher should maintain discipline in the classroom.

The teacher should encourage students to succeed by giving lots of positive feedback.

There should be clear standards that every student is expected to meet.

Students need opportunities to explore outside the classroom, for example by going on trips.

The teacher should be sure to cover a lot of material in class.

Students perform best when there are opportunities to work in groups.

Students should be able to choose subjects that suit their interests and goals.

There should be small classes so that students get plenty of individual attention.

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6A Grammar 1 The passive

1 Decide if the sentences are correct or incorrect. Then correct the incorrect sentences.

1 Colour television is been broadcast since … in the UK.

_____

a 1957 **b** 1967 **c** 1977

2 The first video was upload to YouTube in …

_____

a 1990. **b** 1995. **c** 2005.

3 Each year, more films gets produced in … than anywhere else.

_____

a Bollywood (India) **b** Hollywood (USA) **c** Nollywood (Nigeria)

4 The first Academy Awards held in …

_____

a 1909. **b** 1929. **c** 1939.

5 400 hours of video are being uploaded to YouTube every …

_____

a minute. **b** hour. **c** day.

6 In the UK, a licence must been bought by people who …

_____

a download films. **b** own a TV. **c** have their own YouTube channel.

7 Television was invented in …

_____

a 1896. **b** 1906. **c** 1926.

8 The word 'television' has be used since …

_____

a 1880. **b** 1900. **c** 1920.

9 In the future, 3D glasses won't be need to watch 3D films.

_____

a true **b** false

10 Female actors are going get paid as much as male actors in the future.

_____

a true **b** false

2 Work in pairs. Complete the quiz. Did any of the answers surprise you? Why/Why not?

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6A Grammar 2 The passive

1 You are going to create a new TV series. Work in pairs and discuss the ideas below.

Our show is about ...		**Our show is set ...**	
a police officer	a doctor	on a spaceship	on an aeroplane
a talking cat	a queen	in the Wild West of America	in a desert
a very rich person	a writer	on a ship	in a hospital
an English teacher	a musician	in an office	in the mountains
a robot	an angry dog	in the jungle	on a film set
a criminal	a very intelligent teenager	other _____	
other _____			

2 Read the possible events for the first episode and choose at least two from each column.

Your character is kidnapped.	Your character kidnaps someone.
Your character's car gets stolen.	Your character steals a car.
Your character is given a super power.	Your character gives someone a super power.
Your character is caught stealing from a friend.	Your character catches someone stealing from a friend.
Your character is arrested.	Your character arrests someone.
Your character gets chased by a dangerous animal.	Your character chases a dangerous animal.
Your character is invited to a huge party.	Your character invites people to a huge party.
Your character is told some good news.	Your character gives somebody some good news.

3 Complete the notes on your new TV series idea.

Series name: _____
Episode 1 title: _____
At the beginning, _____
Then, _____
Next, _____
Finally, _____

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6A Vocabulary At the cinema, on TV

Have you ever **voted** for someone on a TV programme? Do you feel sorry for people who get **voted off**?

Can you think of a **character** that was **killed off** in a series? Did you care?

Do you like to watch lots of series **episodes** in a row or do you prefer to watch one a week?

Is there an actor you think is **hilarious**? Why?

How important is it for you that films have a happy **ending**?

Would you rather watch something that **made you laugh** or **had you in tears**?

Can you think of a film that is known for its **special effects**?

Are you generally **a fan of blockbusters**? Why?/Why not?

Do you enjoy films with a lot of **dialogue** or do you find them a bit **dull**?

How can music and sound effects make a **scene tense**?

What kind of programmes make you **switch over** to something else?

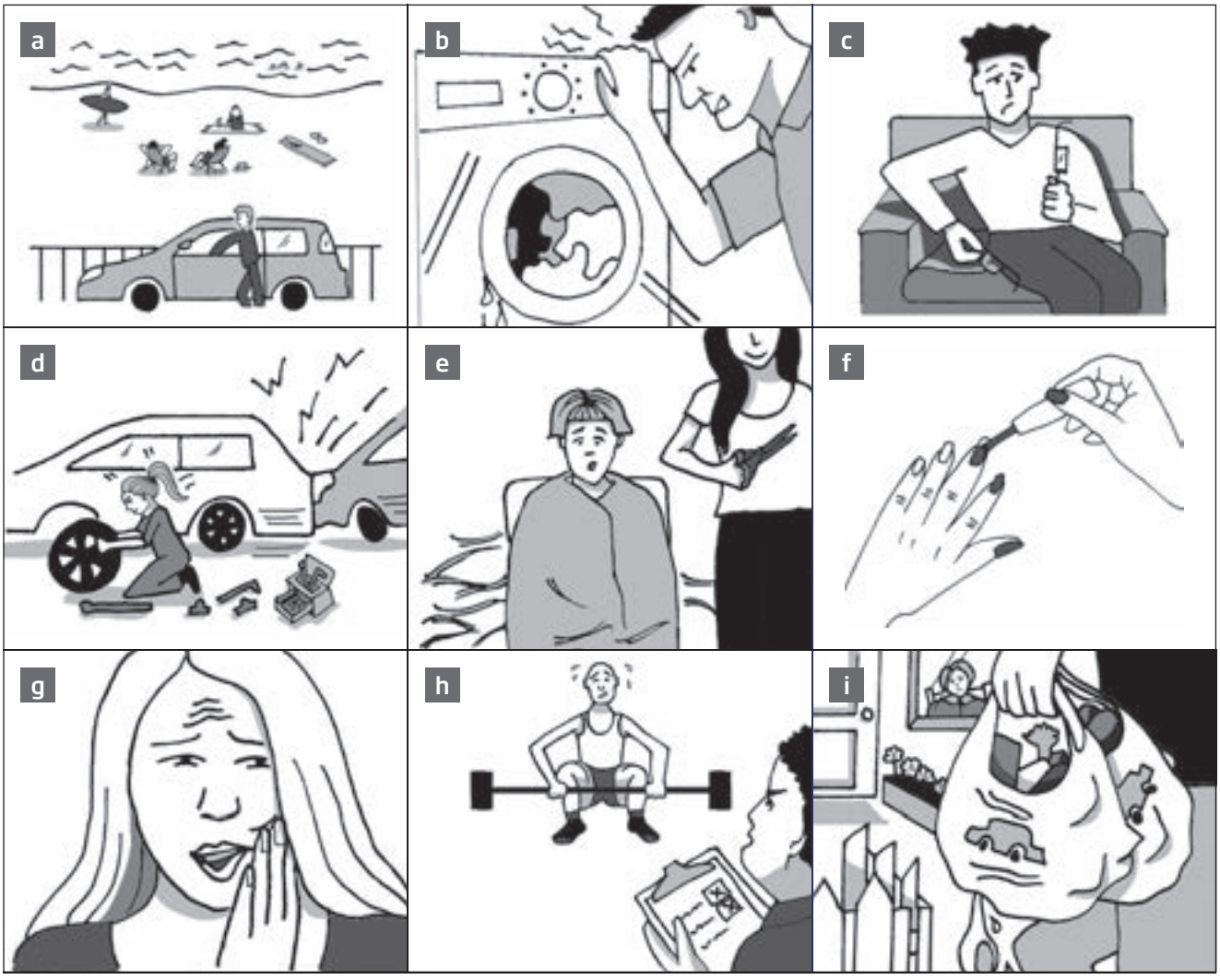
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6B Grammar 1 *have/get something done*

1 Complete the sentences using the words in the brackets.

1 I _____ (hair / cut / have / my) once a month, but the last time the hairdresser cut it too short.
2 _____ (delivered / her / got / My gran / shopping) for the first time, but, unfortunately, the eggs had broken inside one of the bags.
3 Their car was hit by another car while _____ (they / changed / getting / the / tyre / were)!
4 Tom sat on his glasses and _____ (had to / he / get / replaced / them).
5 I'm seeing the dentist on Friday, but I hope _____ (have / I / removed / need / to / tooth / the / don't).
6 _____ (done / had / never / nails / I've / my), I prefer to just do them myself.
7 _____ (car / their / had / broken into / They) while they were at the beach.
8 _____ (having / assessed / his / He's / fitness) for the first time, but the personal trainer is being a bit too honest.
9 The washing machine's not working. I think _____ (should / it / we / looked at / get).

2 Match the sentences 1–9 with pictures a–i.



3 Work in pairs. Has anything similar to the situations in Exercise 1 happened to you or anyone you know?

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6B Grammar 2 *have/get something done*

Match lists A–D with pictures 1–4.

A **Your to-do list**

- Organise getting a pizza delivered for lunch.
- Find out how much it would cost to have your car battery replaced.
- Find out whether there are any appointments available to have your hair cut this afternoon.
- Get your ID photocopied.

B **Your to-do list**

- Find out how much it would cost to have your hair cut.
- Organise to get 20 pizzas delivered for a party on Saturday.
- Make an appointment to get a flat tyre replaced on your car.
- Get some photos taken for your driving licence.

C **Your to-do list**

- Find out how much extra it costs to get pizza delivered.
- Ask how much it would cost to have a light replaced on your car.
- Find out whether there are any appointments available to have your haircut tomorrow morning.
- Get your passport photocopied.

D **Your to-do list**

- Get a parcel delivered to a friend.
- Find out how much it would cost to have your hair coloured.
- Organise getting three pizzas delivered tonight.
- Make an appointment to have your engine looked at. It's making a funny noise.

1

Fix-it Garage

the mechanic you can trust



2

PIZZA PIZZA

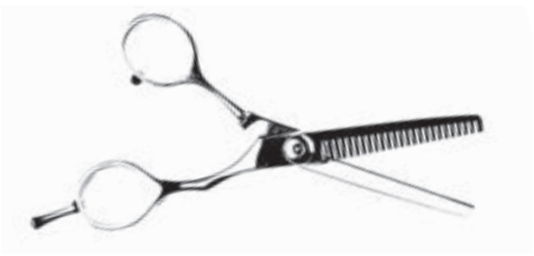
Delicious pizzas delivered on time



3

Paco Hair Design

STYLE AT A REASONABLE PRICE



4

POST OFFICE

stamps, copying, photos and more



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6B Vocabulary Services and recommendations

your strengths	deliver	a mark on my jeans	replace
a broken light	deliver	a copy	replace
a flat tyre	deliver	the gears on your car	replace
your hair	make	your nails	fix
a package	assess	a photo album	fix
a pipe	assess	repairs	fix
the screen	assess	a wall	do
a card	do	my passport	remove
a tooth	do	a pizza	make
your fitness	remove	the damage	make

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6C Grammar 1 Probability

1 Complete the two opinions in the article below with the words in the box.

be	bound	chance	definitely	doubt	it'll	might	probably	small	won't

Should you quit your job to travel the world?

Yes, live the dream says Michael Duram, a former banker from Brighton, who now travels full time.

Here are Michael's three reasons you should quit your job and travel the world.

✱ You're [1]_____ to learn loads of new things. You can learn so much more from seeing the world – languages, cultures, history! It [2]_____ not always be easy, but it will be worth it.

✱ It's likely that you can make money while you travel. It definitely [3]_____ be that hard for you to get short-term jobs, as long as you are open and flexible.

✱ I [4]_____ you will come to the end of your life wishing you had worked more. There's a good [5]_____ that if you don't follow your dream now, you'll never do it.



Long-term travel isn't that great, says Marika Vandesar, a student from Lancaster.



Marika loves to go on trips abroad. But here's why she won't be quitting her job and recommends that you think twice before doing so.

✱ One thing is certain about travel – it'll [6]_____ cost you a lot of money. There's a [7]_____ chance you could find a job along the way, but only if you're really lucky.

✱ It [8]_____ won't be as perfect as you hope. Travel bloggers usually post their very best photos to social media – it isn't all like that!

✱ Even if you have an amazing time [9]_____ be tough to return to regular life. It might [10]_____ difficult to find a new job and your friends may have moved on.

2 Do you agree with the points made by each writer? Why?/Why not?

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6C Grammar 2 Probability

Everyone will be vegetarian.

Temperatures will continue to rise around the world.

You won't need a passport to travel as machines will check your face instead.

The number of electric cars will grow.

Supermarket profits will drop because more people will get shopping delivered.

There will be a breakthrough that will make time travel possible.

People will work fewer hours.

There will be new cancer treatments available.

People will use their phones less than they do now.

Life won't change too much.

All housework will be done by robots.

The thermometer of probability



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1

travel
quit
injury

2

business
go on strike
politics

3

breakthrough
get rid of
scandal

4

star player
treatment
union

5

sport
profits
a record temperature

6

environment
be found guilty
opinion poll

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7A Grammar 1 Verb patterns 1

1 Read the interview with a medical student who is in her final year of study. Choose the correct alternatives. Sometimes both are possible.

So, Hana, why did you decide [1]*to choose/choosing* medicine as a career?

I've always liked [2]*to help/helping* people, even when I was a child. I was the person who used to look after friends who were sick or injured. I also got really good marks in science at school. My parents suggested [3]*to apply/applying* for medical school and, luckily, I was accepted.

How long do you need [4]*to study/studying*?

Here in New Zealand, the course takes six years. The final year is a practical year where you begin [5]*to work/working* in hospitals.

What's the hardest thing about the course?

During this final year, we are expected [6]*to work/work* very long hours. Night shifts are the worst – I really miss [7]*to be/being* able to go to bed at regular times.

What advice would you give anyone who is considering [8]*to become/becoming* a doctor?

Arrange [9]*to speak/speaking* to some doctors or medical students, so that you get a real idea of how much work is involved.

Finally, what do you enjoy [10]*to do/doing* outside of work?

I'm a bit of a foodie, I like eating out and cooking. But I keep [11]*to think/thinking* I should do more exercise! I'd hate [12]*to be/being* the doctor who couldn't walk up the stairs without getting out of breath!

2 Change the questions so that they are relevant to you. Then write your answers to the questions.

3 Work in pairs. Ask and answer your questions in Exercise 2.

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7A Grammar 2 Verb patterns 1



Student A

Complete the sentences with a verb in the correct form (*-ing* or infinitive with *to*). Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗, write a false sentence about you.

Name:

1 I've always enjoyed _____. ✓
2 I refused _____ when I was young. ✓
3 My friends hate _____. ✗
4 I began _____ when I was very little. ✓
5 Next year I hope _____. ✗
6 I like _____ at the weekends. ✓
7 I never promise _____. ✗
8 Next year I'll start _____. ✗
9 I don't mind _____ at home. ✓
10 I expect _____ soon. ✓

Student B

Complete the sentences with a verb in the correct form (*-ing* or infinitive with *to*). Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗, write a false sentence about you.

Name:

1 I would like to continue _____ next year. ✓
2 My teacher at school offered _____. ✗
3 I often practise _____. ✗
4 Recently, I've arranged _____. ✓
5 At the moment I'm considering _____. ✓
6 I started _____ a few years ago. ✗
7 I expect _____ in the near future. ✓
8 I hate _____ at home. ✓
9 I sometimes finish _____ on Sunday mornings. ✓
10 Next year, I'll keep _____. ✗

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7A Vocabulary Health problems

You've **eaten something that didn't agree with you**.	You've **injured** your thumb.
You're very **pale**.	Your legs feel really **stiff**.
Your back is **aching**.	You have a **high temperature**.
You've got a **sore throat**.	You have **bags under your eyes**.
You've **broken** your arm.	Your knee is **bruised** after you fell over.
You're **out of breath**.	You're having an **allergic reaction** to a cat. You keep sneezing!
You've **strained a muscle** in your shoulder.	You've got a **virus**. It feels like the flu.

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7B Grammar 1 Verb patterns 2

1 Read the text and follow the instructions 1–3.

1 Read the text again. Delete the word *that* in any clauses where it is unnecessary.
2 Find three sentences where verbs are linked to a clause with *if* or a question word. Circle the linking word.
3 Find an indirect question. Put an asterisk (*) next to it. Notice the word order.

The million-dollar question

Imagine that you're a game show winner! It's time to choose your prize.

The host says that there are three doors to choose from. They tell you that you can open one door and keep the prize you find behind that door. Behind one door there is a $1 note, behind another is $200 and behind the other there is one million dollars. You start to wonder where the million dollars is.

The host asks you to hurry up and choose a door. You really don't know which door to choose. You realise that you probably won't win the one million dollars, but you decide that you'll try door three.

'I think that I'll try door three', you whisper nervously. The host asks if you'd like to see what's behind door two. Weakly, you agree that you would.

Door two swings open and you realise that you can see the $1 note. Fortunately, you didn't pick that door!

The host asks if you would now like to change your mind and pick door one rather than door three.

Do you know where the million dollars is more likely to be?

2 Work in pairs and discuss the questions.

1 What would you do in this situation?
2 Do you know where the million dollars is more likely to be?

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7B Grammar 2 Verb patterns 2

1. _____ agrees that _____ is the best sports team.
2. _____ wonders if he/she is doing enough for the environment.
3. _____ claims that she/he's good at saving money.
4. _____ imagines that she/he'll work abroad one day.
5. _____ has realised that learning a language takes a lot of practice.
6. _____ doesn't think that you should borrow money from friends.
7. _____ sometimes forgets what he/she needs to buy at the shops.
8. _____ bets that she/he can guess your favourite number from 1 to 10.
9. _____ remembers what we studied in class last week.
10. _____ supposes that she/he will buy something online this month.
11. _____ knows where the nearest cash machine is.
12. _____ said that she/he has broken a bone in the past.

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7B Vocabulary Money

1 Find ten words related to money in the word search.

w	p	a	f	f	o	r	d	o
e	a	r	n	i	n	g	s	h
a	y	e	c	a	l	e	n	d
l	m	a	c	c	o	u	n	t
t	e	r	a	t	e	s	a	o
h	n	n	o	e	b	n	a	w
o	t	d	e	b	t	x	n	e

2 Complete the sentences with the words from the word search in Exercise 1.

1 You can't expect to _____ much in your first job.

2 You have to be careful with credit cards. The interest _____ are really high!

3 Last month I made the final _____ on my student loan. It feels great to have no more _____!

4 I always put a third of my _____ into a separate savings _____ to stop myself from spending it.

5 It's much harder to _____ a home these days than it was for our parents' generation.

6 I wish I could help you out, but I'm afraid I never _____ money to friends.

7 I _____ you £20 for the tickets. Remind me to pay you back!

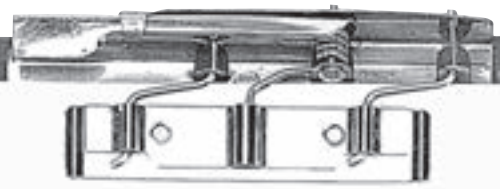
8 True _____ isn't about how much money you have.

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7C Grammar 1 Noun phrases 2

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

apps	cost	cycle	drivers	driving	helmets	insurance	jams	lessons	number	paths
pedestrian	petrol	programme	public	quality	road	users				



Road survey

Give us your views

Think about the area where you live. Tick the statements you agree with.

1 Road _____ in your area are considerate of others. ☐
2 Driving _____ should be banned. They distract drivers. ☐
3 Foot_____ in your area need an improvement _____. ☐
4 Car _____ should be required to have full car _____. ☐
5 Our city has enough _____ lanes. ☐
6 The road _____ is excellent. ☐
7 _____ laws for drivers and pedestrians need updating. ☐
8 The _____ of people who take _____ transport is increasing. ☐
9 _____ prices are too high. ☐
10 Traffic _____ are a real problem. ☐
11 Tourists who want to rent a car should have to sit a _____ test. ☐
12 Cycle _____ should be compulsory for all cyclists to wear. ☐
13 There should be more _____ crossings. ☐
14 The _____ of public transport is too high. ☐
15 The government should pay for all young people to have driving _____. ☐

2 Complete the survey, then compare your answers in groups.

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Grammar 2 Noun phrases 2

type of	car	engine	trouble
piece of	advice	cycle	helmet
number of	users	petrol	station
group of	children	map	app
bag of	shopping	lorry	driver
queue of	people	traffic	jam
laws of	the road	driving	test
quality of	the service	road	safety

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Card A

It was the morning of Fred's driving test, which he was feeling very nervous about.

Card B

For example there was the time he had pulled out of a petrol station without checking the road first.

Card C

His mum had taken it to the mechanic to get the engine repaired. Luckily, his neighbour said Fred could borrow his car.

Card D

The neighbour dropped Fred at the testing centre and gave him the keys, while he took the bus to work. Fred walked up the footpath towards the door, and tried not to think about the mistakes he'd made when he was learning to drive.

Card E

Still, that was in the past now. Fred took a deep breath and went into the testing centre. The examiner asked Fred to show her where his car was parked so they could start the test.

Card F

Suddenly, he realised he had been looking for his mum's car when he was actually driving his neighbour's car today. He felt so stupid. There it was! He sat the test … and passed!

Card G

However, he couldn't find the car. How embarrassing! The examiner was about to tell Fred he had failed his test.

Card H

To make it worse, his mum's car, which he had learnt to drive in, had had a breakdown the day before.

Card I

And then there was another scary time, on an icy morning, when he lost control while braking and hit a fence. He would never forget his instructor's look of panic!

Card J

A lorry driver had to brake suddenly and had almost crashed into his car that day. After that, his mum refused to teach him to drive anymore.

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8A Grammar 1 First conditional

1 Work in pairs and answer the questions.

1 What kind of natural disasters can you think of?
2 Where in the world do these natural disasters happen?

2 Complete the advice on preparing for natural disasters with the words in the box.

case (x2)	even (x2)	if (x2)	in	unless (x2)

How to prepare for a natural disaster

- ❑ [1]_____ if you don't expect a natural disaster, you should be prepared.
- ❑ Decide on a meeting place with your family, in [2]_____ you aren't home when the disaster hits.
- ❑ [3]_____ there's a flood or earthquake, tap water may not be safe to drink. You shouldn't drink it [4]_____ you boil it first. You'll also need enough food to manage for up to a week [5]_____ case the shops are shut or the roads are closed.
- ❑ Hospitals are likely to be busy, so it's good to have a first-aid kit to treat injuries yourself, [6]_____ they're serious.
- ❑ Discuss some escape plans in [7]_____ you need to leave your home. [8]_____ phones and the internet aren't working, you might need to leave a written note on your door.
- ❑ A plan can help you worry less about disasters, [9]_____ if you never need to use it.

3 What do you think about each piece of advice in the text? What other things can people do to prepare for natural disasters?



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You are selling electric cars.

If you buy this car, you …



You are selling takeaway cups which can be used again and again.

If you buy this cup, you …



You are selling cloth bags which people can use instead of plastic.

If you buy these bags, you …



You are selling backpacks made out of recycled tyres.

If you buy this backpack, you …



You are selling recycling bins.

If you buy this recycling bin, you …



You are selling soaps made from local, natural ingredients.

If you use this soap, you …



You are selling vegetarian pizzas.

If you eat these pizzas, you …



You are selling bamboo toothbrushes.

If you use these toothbrushes, you …



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8A Vocabulary The environment

behave carbon dioxide challenge chemical climate change consume die out environmental damage floods global warming natural disasters natural resources recycle reproduce run out waste



act in a certain way (behave)	the gas produced when animals breathe out (carbon dioxide)
a permanent difference in the Earth's weather conditions (climate change)	use things, like energy, time, food (consume)
a very large amount of water that covers an area which is usually dry (flood)	a general increase in world temperatures caused by increased amounts of carbon dioxide around the Earth (global warming)
process used objects or materials so that they can be used again (recycle)	when an animal or plant produces young animals or plants (reproduce)
something difficult that tests strength, skill or ability (challenge)	a substance used in chemistry (chemical)
to disappear completely, especially for animals or plants (die out)	harm caused to the Earth (environmental damage)
a sudden event which causes great damage or suffering, which was not directly caused by people, e.g. flood, storm, earthquake (natural disaster)	things that exist in nature and can be used by people, e.g. oil, trees, etc. (natural resources)
use all of something and not have any more left (run out)	unwanted materials or substances that are left after you have used something (waste)

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8B Grammar 1 *whatever, whoever, whenever, however,* etc.

Student A

1 What would you like to do today?

2 Where would you like to go this summer?

3 When would you like to eat?

4 How would you like to get to the party?

5 Who shall we visit this weekend?

6 Which drink would you prefer, tea or lemonade?

Whatever you like
Whichever you like
Wherever you like
However suits you
Whenever you want
Whoever you want

Student B

1 What should we buy your cousin for his birthday?

2 Who could we invite to the party?

3 Which type of film shall we watch, a thriller or a comedy?

4 How do you want to divide the work?

5 Where would you like to sit?

6 When are we going to practise our English?

Wherever you want
Whoever you want
However you like
Whatever you like
Whenever suits you
Whichever is easier

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8B Grammar 2 *whatever, whoever, whenever, however,* etc.

1 **Complete the quotes with one of the words in the box. Each word may be used more than once.**

however	whatever	whenever	wherever	whichever	whoever

1 _____ **compares themselves to others, will always be unhappy.**

2 _____ you do, do it to the best of your ability.

3 _____ *other people win against you, look carefully for what you can learn from them.*

4 _____ **difficult life is, you can always make a difference for someone.**

5 _____ thinks money doesn't buy happiness, please move it to my account.

6 _____ **successful you are, the most important things in life are friends and family.**

7 _____ greets people with a smile, will meet friendly people _____ they go.

8 _____ you have to decide between two options, be confident in _____ one you have chosen.

9 Home is _____ you feel most like yourself.

10 **You can't run away from yourself. _____ you go, you're always right behind you.**

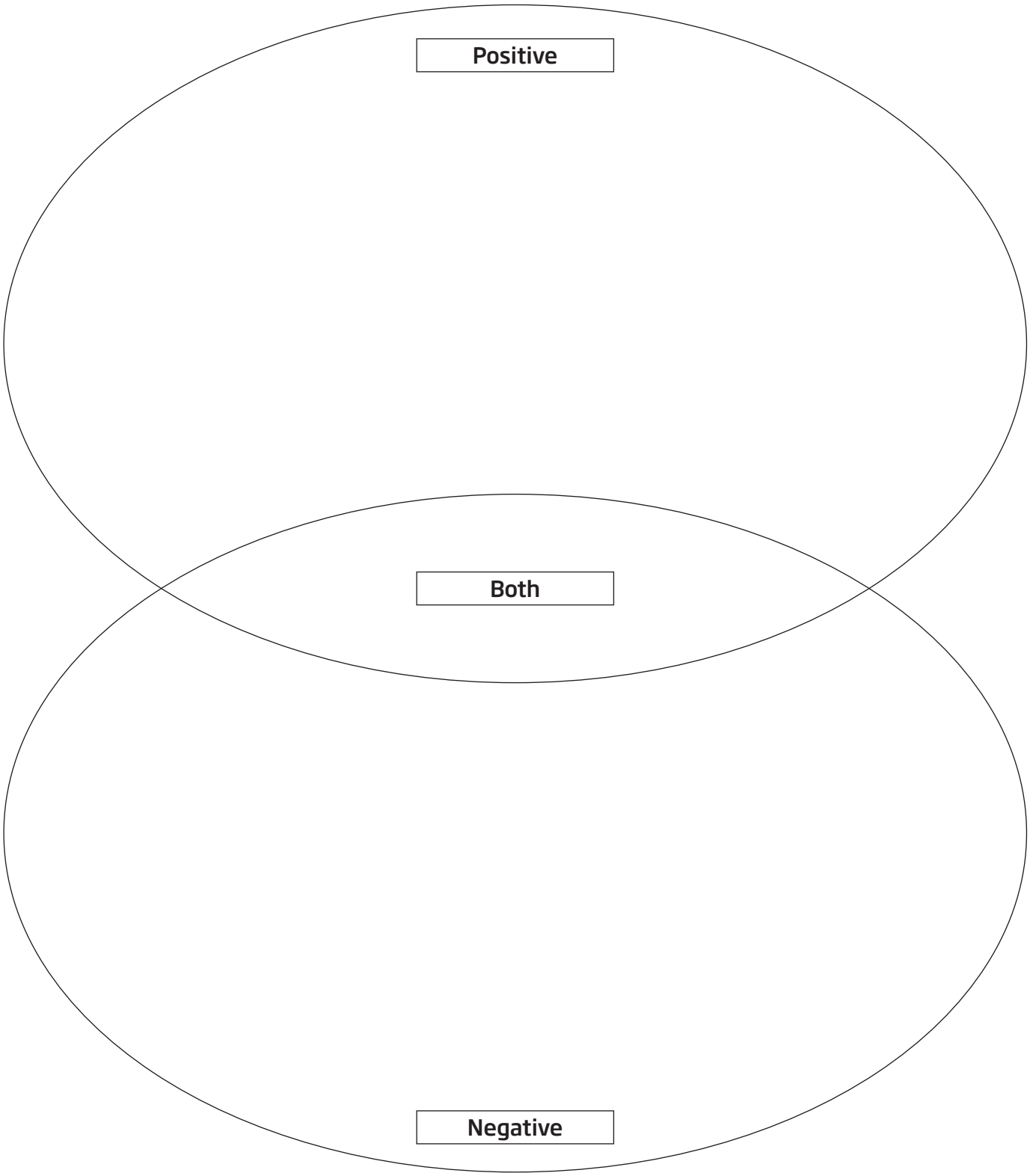
2 **Work in pairs and discuss the questions.**

1 How much do you agree with each quote?

2 Which quote is …
… your favourite? … the most inspiring? … the funniest?

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8B Vocabulary Character



1 **Work in pairs. Decide where to write each adjective on the Venn diagram.**

bright difficult generous lacks a bit of confidence nasty patient politically active racist reliable stays calm under pressure strict sweet talented willing

2 **Think of a famous person. Describe them using the adjectives. Don't say their name. Can your partner guess who they are?**

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8C Grammar 1 Time conjunctions

1 Work in pairs. Have you ever been to a wedding? What was it like?

2 Choose the correct alternatives to complete the customs. Sometimes both options are possible.

1 The bride's dress is kept a secret *until*/*as soon as* the wedding takes place.

2 The day *until*/*before* the wedding, the couple might get covered in things like feathers and flour for good luck!

3 The bride's sisters steal the groom's shoes *as soon as*/*once* he enters the wedding tent.

4 *Once*/*When* they've exchanged promises, the couple break plates or glasses.

5 The couple is not allowed to smile *as soon as*/*until* the wedding ceremony has finished.

6 *When*/*After* the ceremony, the couple release some doves, meaning they will have a peaceful life.

7 *As soon as*/*Until* the couple are married, bells are rung to celebrate.

8 *Before*/*As soon as* she leaves, a bride throws her flowers. The person who catches them will be the next person to get married!

9 *When*/*After* the wedding is over, the couple go on a holiday called a honeymoon.

10 A couple keeps the top part of their cake *as soon as*/*until* the birth of their first child.

3 Look at the answers from Exercise 2. Which are prepositions? Which are time conjunctions?

4 Tick any of the wedding traditions that are common in your culture. Discuss in groups. What other traditions are common?



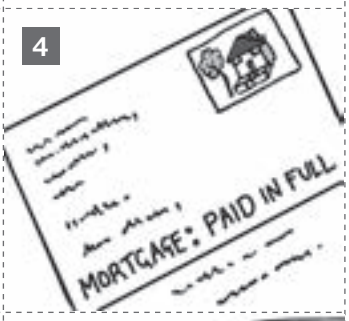
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8C Grammar 2 Time conjunctions

1. I'm going to study English **until** I _____ .
2. **As soon as** the class finishes, I'm going to _____ .
3. **Before** I leave home, I always _____ .
4. **After** dinner, I _____ .
5. I'll feel pleased **once** I've _____ .
6. I'll always remember **when** I _____ .
7. **After** I've been on holiday, I _____ .
8. **Before** a big event, I _____ .
9. **Until** recently, I'd never _____ .
10. **Before** I go to sleep, I always _____ .

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8C Vocabulary Life events

engagement	1 	get married	2 
retirement	3 	pay off the mortgage	4 
graduation	5 	take a year off to travel	6 
separate from a partner	7 	give birth to a child	8 
anniversary	9 	live together	10 
announce a pregnancy	11 	hold a ceremony to remember	12 

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9A Grammar 1 Patterns after *wish*

1 Decide if the sentences are correct or incorrect. Then correct the incorrect sentences.

1 I wish we have some chocolate!

2 She wishes she had a stronger community.

3 He wishes he could work part time.

4 He wish people wouldn't waste water.

5 I wish you would stays calm.

6 They wish people wouldn't drop litter.

7 He wishes his boss had more faith in him.

8 We wish we could pay off the mortgage sooner.

9 She wishes there was equality for everyone.

10 She wishes she could play the guitar.

11 I wish my friend will hurry up and text me.

12 She wishes could retire this year.

13 I wish I could drink less coffee.

14 I wish my friends live closer.

15 She wishes people would take climate change seriously.

2 Work in pairs. Do you share any of the wishes on the sheet? What other wishes do you have?

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9A Grammar 2 Patterns after *wish*

FINISH

17
Getting up early is a challenge for me.
I wish ...

16
I don't have any career goals.
I wish ...

15
My family like telling me what to do.
I wish ...

11
I can't cook very well.
I wish ...

12
I don't have a car.
I wish ...

13
I don't speak a third language.
I wish ...

14
We don't have a family pet.
I wish ...

10
My best friend sends me messages late at night.
I wish ...

9
There aren't enough green spaces in the city.
I wish ...

8
People spend too much time on their phones.
I wish ...

7
I don't have much free time.
I wish ...

4
I can't stop smoking.
I wish ...

FREE SPACE

5
There's too much pressure to look a certain way.
I wish ...

6
I think businesses should give employees the choice to work part time.
I wish ...

3
People don't do enough to protect the environment.
I wish ...

2
My employer hasn't increased my wages for years.
I wish ...

1
My neighbours are always really loud.
I wish ...

START

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9A Vocabulary Quality of life

1 Solve the anagrams to find words related to quality of life.

1 a s e w g

collocation clues: increase / high / low __ __ __ __ __

2 m t u m c n i o y

collocation clues: strong / local __ __ __ __ __ __ __ __ __

3 s o u r e p p

collocation clues: main / real / have a strong / have no __ __ __ __ __ __ __

4 p s a s e c

collocation clues: green / open __ __ __ __ __ __

5 l o i n v e c e

collocation clues: an act of / the use of __ __ __ __ __ __ __ __

6 r a i o i t n n d m c i s i

collocation clues: face / end __ __ __ __ __ __ __ __ __ __ __ __ __

7 a h t f i

collocation clues: have / lose __ __ __ __ __

8 u q t y l e a i

collocation clues: achieve / fight for __ __ __ __ __ __ __ __

9 y x i n t e a

collocation clues: cause / feel / reduce __ __ __ __ __ __ __

10 a r i h t y c

collocation clues: __ __ __ __ __ __ __ event / shop / concert

2 Work in pairs. Use the words and collocations in Exercise 1 to write sentences about the quality of life in an ideal society.

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9B Grammar 1 Second conditional

1 Read the blog post and complete the replies with an appropriate form of the verb in brackets. More than one option may be possible.

A **Andrea** · Mar 18

Would you work a three-day week if you could? Why? Why not?

D **Daisy** · Mar 19
Replying to Andrea

If my boss [1]_____ (not reduce) my wages, I think it [2]_____ (be) wonderful and I [3]_____ (spend) more time with my family for sure.

K **Kasia** · Mar 19
Replying to Andrea

Actually, I [4]_____ (prefer) it if you [5]_____ (choose) the number of hours you worked each day. If I [6]_____ (work) only three days, my clients [7]_____ (get) annoyed.

T **Timon** · Mar 20
Replying to Andrea

Staff [8]_____ (be) much happier and healthier if they [9]_____ (have) more time off.

M **Mae** · Mar 20
Replying to Andrea

Who [10]_____ (pay) for extra work to be done? If it [11]_____ (not cost) anything, of course, I [12]_____ (support) it!

2 Work in pairs and discuss the questions.

1 What do you think of a three-day working week?
2 Do you agree with any of the replies? Why?/Why not?

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9B Grammar 2 Second conditional

1 In what circumstances would you leave a restaurant without paying?

2 In what circumstances would you change jobs?

3 In what circumstances would you lie to your best friend?

4 In what circumstances would you stay at home all weekend?

5 In what circumstances would you not go to work or school?

6 In what circumstances would you let a stranger use your phone?

7 In what circumstances would you wear a bear costume?

8 In what circumstances would you break a window?

9 In what circumstances would you sing in front of a crowd?

10 In what circumstances would you use a different name for yourself?

11 In what circumstances would you _____ ?

12 In what circumstances would you _____ ?

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9B Vocabulary Society

Student A

Clues down

1 _____

3 _____

6 _____

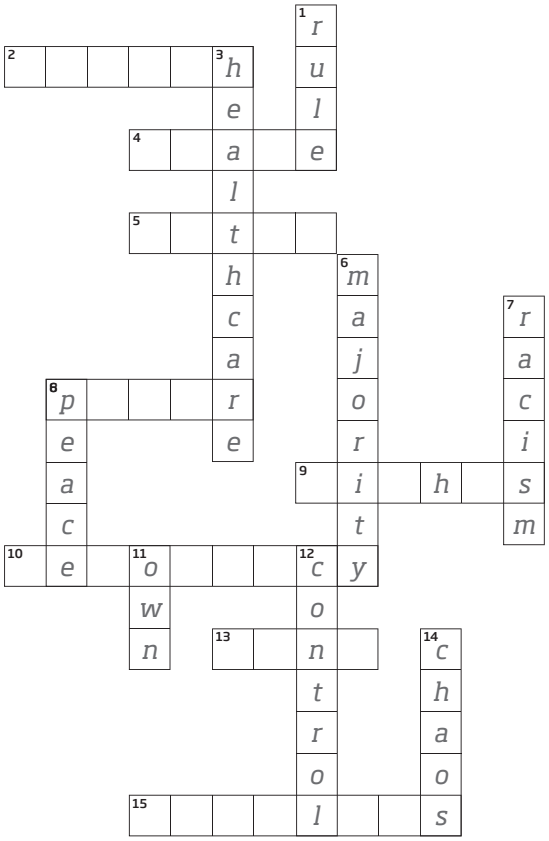
7 _____

8 _____

11 _____

12 _____

14 _____



Student B

Clues across

2 _____

4 _____

5 _____

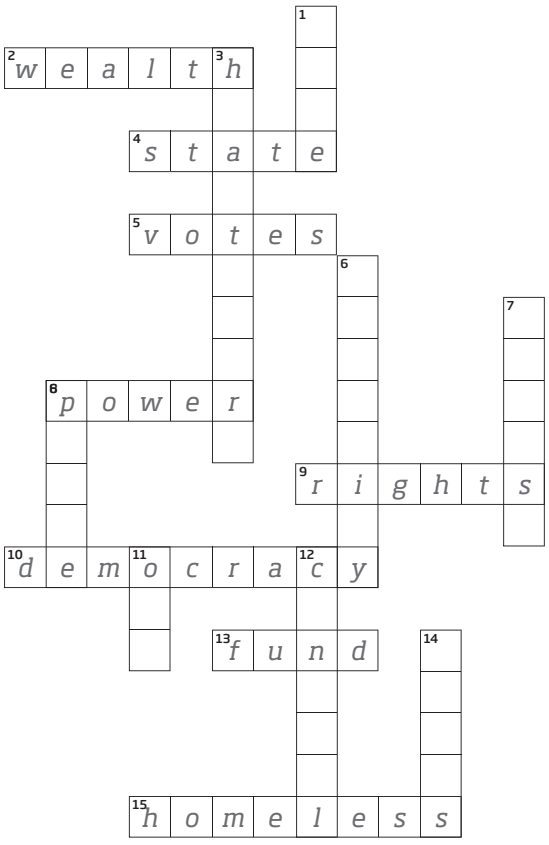
8 _____

9 _____

10 _____

13 _____

15 _____



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9C Grammar 1 Past modals of deduction

1 Match speakers 1–9 with replies a–i. Then choose the correct alternatives in each reply.

1	My teammate walked right past me without even saying hello.	a	It *must/can't* have been easy with all the pressure.
2	We went to the football final. We had seats in the front row.	b	Really? You *can't/might* have been the very worst.
3	I couldn't believe someone from my small town could win a gold medal.	c	Well, it *must/might* have been nice to be invited anyway.
4	We all went to watch the big match, but she played much worse than usual.	d	You *must/can't* have had a great view.
5	I was surfing and, suddenly, there was this huge shark coming towards me.	e	He *can't/might* not have seen you.
6	We only got tickets for the rugby at the last minute, so I didn't think you'd be available.	f	I'm sure that training abroad *might/must* have helped.
7	I fell over playing tennis and cut my knee open on a stone.	g	Ouch, that *must/might* have hurt!
8	I think I was the worst runner at my school.	h	She *must/might* have been driving. Why don't you try again later?
9	I called my swimming coach, but there was no answer.	i	You *might/must* have been so scared!

2 Work in pairs. What other ways could you respond to the situations using past modals of deduction?

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9C Grammar 2 Past modals of deduction

My car engine wouldn't start yesterday, but it seems fine today.

My alarm didn't go off this morning.

I heard some loud rock music at 5 a.m. this morning.

I won a photography competition.

I received a call yesterday from a number I didn't recognise.

I've ordered a T-shirt online, but it hasn't arrived yet.

I think I just heard a bird inside the classroom.

I got an email saying someone wants to transfer me a huge amount money.

I went skiing at the weekend.

I went out for dinner last night with a friend I hadn't seen for ages.

I walked ten kilometres yesterday.

I thought I saw a famous sportsperson on the way to class.

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1. She missed the penalty in the quarter-finals, and we were knocked out of the competition.
2. It was my first time on the slopes and I kept falling over.
3. She got her black belt at 60.
4. The favourite broke the record time and made it look easy.
5. He saved someone from drowning last year.
6. I dreamed of representing my country so I used to get up at 5 a.m. to train.
7. They were in the lead when their star player was sent off. They got beaten 10–nil.
8. She came last, but it wasn't a fair contest.

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10A Grammar 1 Third conditional

Read the personal stories and complete the sentences using the verbs in brackets and appropriate third conditional tenses.

Henry

I was disappointed when I didn't pass my basic accounting course the first time. I had to take the class again, but that's where I met my partner! We've just celebrated our five-year anniversary!

1 If Henry _____ (fail) his course, he w_____ (take) the class again.

2 If he _____ (be) in that class, he m_____ (met) his partner.

Freda

My father was a mechanic until he hurt his back quite badly. He then decided to go back to university and become an architect. He actually designed my house!

3 If Freda's father _____ (hurt) his back, he w_____ (become) an architect.

4 If he _____ (go) back to university, he c_____ (design) Freda's house.

Carlo

I couldn't stand poetry until high school, where I had an inspiring English teacher who taught me about how poets are often also activists for change. He encouraged me to enter a poetry competition and, surprisingly, I won!

5 If Carlo _____ (have) a different teacher, he m_____ (change) his mind about poetry.

6 If the teacher _____ (encourage) Carlos, he w_____ (enter) the competition.

Jennifer

Once I missed a flight to visit my brother because I fell asleep in an airport chair. I had to use all my spending money to buy a new ticket, it cost a fortune.

7 If Jennifer _____ (fall) asleep, she w_____ (get on) her flight.

8 If she _____ (miss) her flight, she w_____ (have to) use all her spending money on a new ticket.

Regi

My friend had studied in Australia and she kept talking about how great it was. Guess where I went to study the year after that – Sydney!

9 If Regi's friend _____ (talk) so much about Australia, maybe she w_____ (decide) to study in Sydney.

10 If Regi's friend _____ (study) in the UK, Regi m_____ (go) there instead.

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10A Grammar 2 Third conditional

If I'd known you were a vegetarian,	I wouldn't have made roast chicken for dinner.
If I'd known you were an activist,	I would have invited you to the meeting about women's rights last week.
If I'd known it was your birthday today,	I wouldn't have made other plans.
If I'd known you were angry about what I said,	I would have apologised.
If I'd known you were a lawyer,	I would have asked you for advice about my problem at work.
If I'd known you had a sore leg,	I wouldn't have suggested a long walk!
If I'd known you were lonely,	I would have called you earlier.
If I'd known you were allergic to dogs,	I wouldn't have brought mine with me.
If I'd known you wanted to learn to sail too,	we could have taken lessons together.
If I'd known you needed to study tonight,	I wouldn't have suggested going out!

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10A Vocabulary Influential people

Student A

People with more than one talent



Lucy is an award-winning [1]_____ who designs environmentally friendly apartment blocks. Outside of work, she is a keen athlete, and recently won a [2]_____ for her age group at the national karate championships.



Dennis is a trade union leader, who previously spent over ten years as a [3]_____ at a top firm. He recently won a landscape photography competition and some of his works are displayed in the national museum.



Zita is a [4]_____ , one of the first women in her country to reach a high position in the army. Many people consider her success a victory for women. As well as [5]_____ her country, she is known as an activist and champion for [6]_____ .



Luke is a philosopher who teaches at a university. His blog, which discusses [7]_____ by modern poets, is [8]_____ . He also thinks of himself as an explorer and spends weekends [9]_____ the coast with his dog.

Student B

People with more than one talent



Lucy is an award-winning architect who [1]_____ environmentally friendly apartment blocks. Outside of work, she is a keen [2]_____ , and recently won a gold medal for her age group at the national karate championships.



Dennis is a [3]_____ , who previously spent over ten years as a lawyer at a top firm. He recently won a landscape photography competition, and some of his [4]_____ are displayed in the national museum.



Zita is a military leader, one of the first women in her country to reach a high position in the army. Many people consider her success a [5]_____ for women. As well as defending her country, she is known as an [6]_____ and champion for women's rights.



Luke is a [7]_____ who teaches at a university. His blog, which discusses works by modern [8]_____ , is widely read. He also thinks of himself as an [9]_____ and spends weekends sailing the coast with his dog.

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10B Grammar 1 *should have*

1 Put the words in the correct order to make ten job interview regrets.

1 fast / I / have / shouldn't / talked / so

2 the / should / looked / have / I / mirror / in

3 research / done / I / have / should / more

4 checked / I / have / should / the / address

5 eye contact / I / should / made / have / more

6 worn / shouldn't / have / I / jeans

7 earlier / have / should / arrived / I

8 my / shouldn't / complained / I / about / have / boss / current

9 much / shouldn't / coffee / had / have / I / so

10 should / turned off / have / I / my mobile

2 Match regrets 1–10 in Exercise 1 with explanations a–i.

a It rang in the middle of the interview.
b The interviewer couldn't understand what I was saying.
c I found out afterwards that the interviewer is an old friend of hers!
d I couldn't answer any questions about their company.
e Everyone else was dressed formally.
f They said I wasn't confident enough for this job.
g The reception was really hard to find.
h I had a black pen mark on my chin!
i My legs kept shaking!
j I went to the wrong building and missed the interview.

3 Work in pairs. What regrets might an interviewer have after a job interview?

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10B Grammar 2 *should have*

You arrived at an exam on the wrong day. *I should have …*	You were carrying three drinks and spilled them. *I shouldn't have …*	It rained, and you got very wet. *I should have …*	You forgot to take photos of your sister's graduation. *I should have …*	You agreed to go to two events on the same night – in different towns. *I should have …*
Your colleague has shared some personal information about you with other workmates. *I shouldn't have …*	You were late to class. *I should have …*	You've run out of hot water. *I shouldn't have …*	You forgot your friend's birthday. *I should have …*	You have a stomachache after a huge meal. *I shouldn't have …*
You forgot your email password. *I should have …*	You told your friend that you didn't like his new haircut. He was upset. *I shouldn't have …*	You presented an idea at work and it faced a lot of opposition. *I should have …*	A thief stole your wallet from out of your backpack. *I shouldn't have …*	Your car ran out of petrol. *I should have …*
You couldn't find your keys. *I should have …*	You were late for a job interview. *I should have …*	You're feeling very stiff after doing exercise. *I shouldn't have …*	Your phone battery ran out. *I should have …*	The charity cake sale was cancelled because no one offered to help. *I should have …*
You missed a deadline at work. *I should have …*	You're feeling tired after staying up late. *I shouldn't have …*	You felt very nervous before the big exam. *I should have …*	You didn't do your homework. *I shouldn't have …*	You tripped and fell on the stairs. *I should have …*

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10B Vocabulary Successes and failures

1 Good morning Sam, thanks for coming in today. First, could you tell us a bit about what attracted you to this position?	c I'd like to gain experience with a company like yours that's thinking about the future. I noticed that you've introduced changes to make things easier for customers, such as your banking app.
2 What do you see as your strengths?	f I'm a positive person, I'm good at presenting ideas, and I aim to achieve at a high standard in everything I do.
3 You have excellent grades. What kind of strategies did you use to manage your time while you were studying?	a When I had lots of assignment deadlines at the same time, I would organise my time carefully using a calendar so that I wouldn't be in a rush at the end.
4 Could you tell us about a time when you had a disagreement with someone, and how you sorted it out?	h I volunteered at a kitchen for homeless people last summer, and another volunteer and I had different ideas about the best time to serve meals. We talked it through and found a compromise.
5 Could you give us an example of a situation where you have faced opposition from more than one person?	b I was in a university club where I was responsible for the club finances. The other members of the committee didn't want to make our financial records public. I gathered evidence of what all the club members wanted and I managed to persuade them to change their minds.
6 Do you have any questions about the position?	e I'm looking for a role where I will be able to develop my skills myself and take on more responsibilities over time. What professional development opportunities do you offer?
7 We regularly send our staff to conferences and events. We also match our junior staff with experienced team members to help them with anything they need.	g That sounds excellent, thank you.
8 We're interviewing other candidates today and tomorrow. We'll contact you by the end of the week.	d Great. Thank you very much for taking the time to see me today.

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10C Grammar 1 Adjective word order

1 Complete the table by adding the words in the box to the correct columns. Then add some adjectives of your own.

beautiful	black and white	cheap	Chinese	cotton	elegant	French	green	horrible
huge	Italian	leather	lovely	paper	plastic	silver	Swedish	small	tiny	ugly

Opinion	Size	Colour	From	Material

2 Complete the sentences with at least two adjectives from the table in Exercise 1.

1 The movie star was wearing a _____ handbag.
2 The child had a _____ school bag.
3 For Nathan's trip around South America, he took a _____ backpack.
4 They had never seen such a _____ bag.

3 Choose some adjectives to describe each noun below. Use the adjectives in the table or your own ideas.

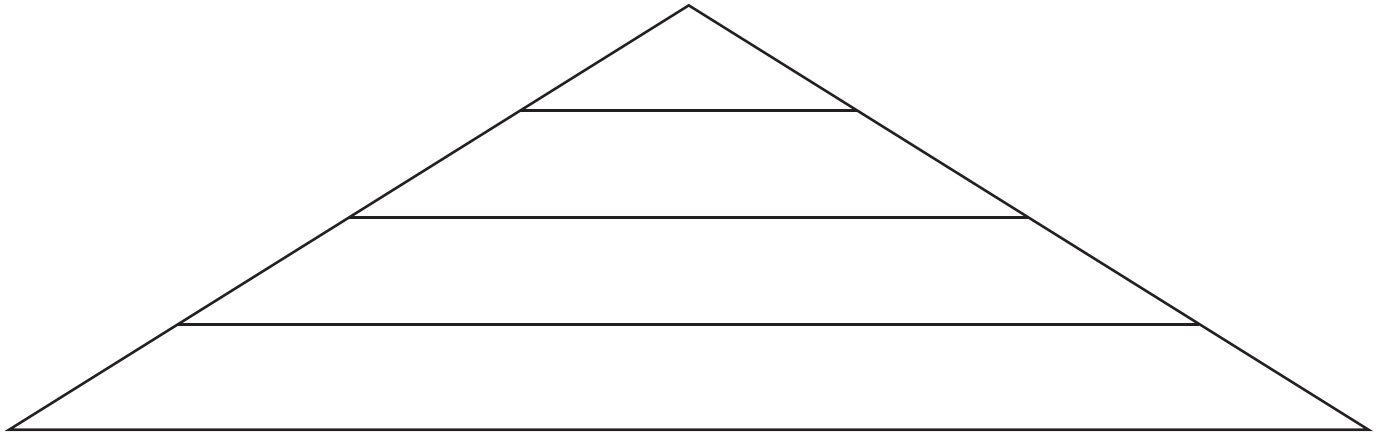
1 a _____ cat
2 a _____ restaurant
3 a _____ meal
4 a _____ pair of shoes
5 a _____ coffee table
6 a _____ computer
7 a _____ car
8 a _____ wallet
9 a _____ vase

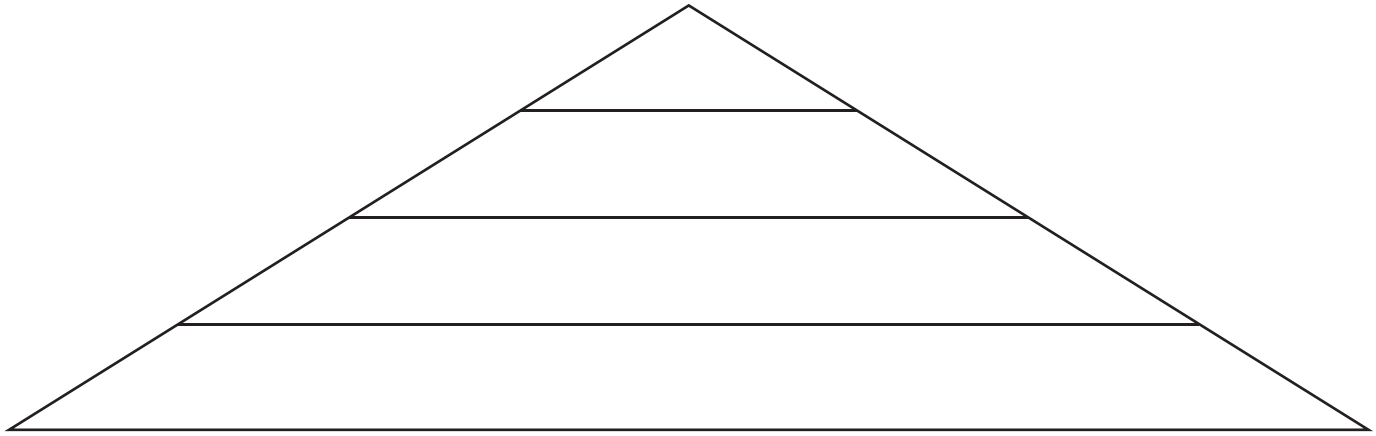
4 Work in pairs. Read out the adjectives for one of the items in Exercise 3 and see if your partner can guess the noun.

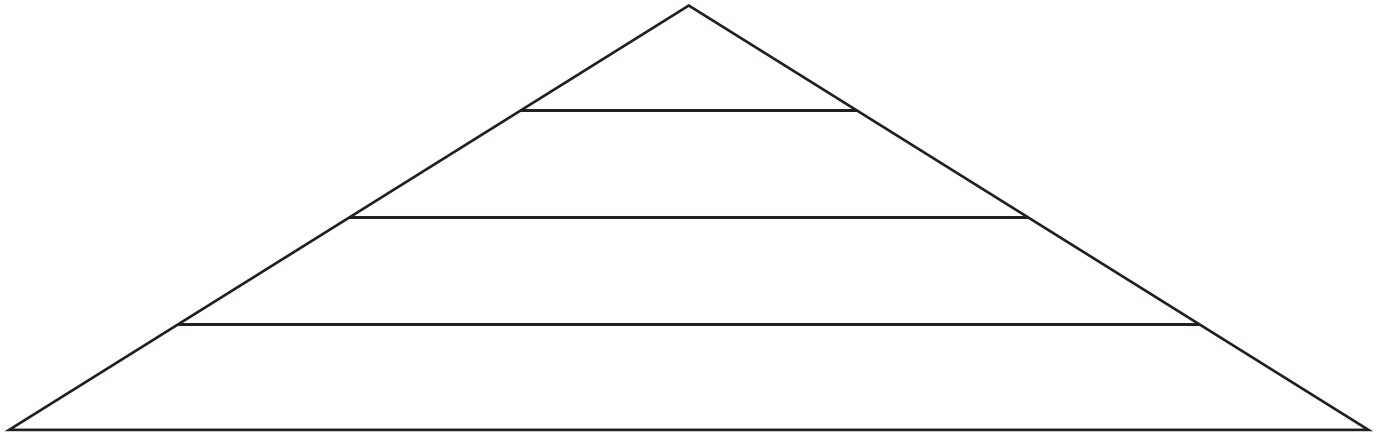
A: *a lovely, French … .*
B: *… restaurant?*

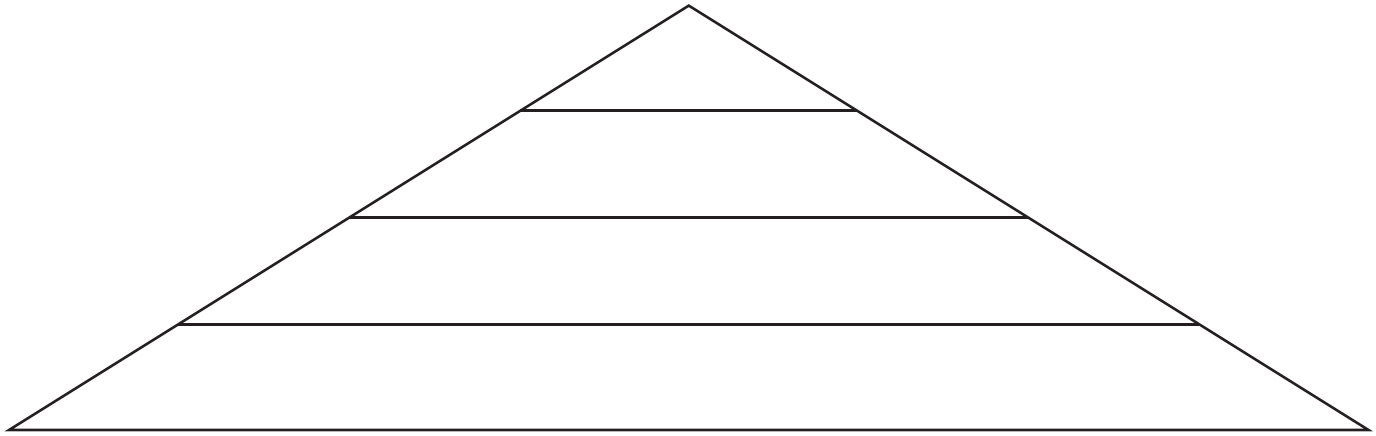
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Grammar 2 Adjective word order









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10C Vocabulary Describing things

1 How long does the battery on your mobile phone last?

2 Where's a good place to look for a bargain in your area?

3 Think of three things that can be made of leather.

4 What is an ideal gift for a ten-year-old?

5 Name a job where being stylish is important.

6 If you're setting up a computer, what should you do first?

7 Where is a good place to get a decent lunch around here?

8 Think of a task or game with complicated instructions.

9 Do you think you get better value for money shopping online or in a store? Why?

10 What's your favourite feature of this school?

11 What items can be bought for reasonable price in your country?

12 Think of three things that might be described as tough.

13 What does an architect design?

14 Think of three machines that can work automatically.

15 If this classroom had more space, what would you suggest doing with it?

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Photocopiable notes and answer key

1A

Grammar 1 Noun phrases 1

Materials: One worksheet per student

Instructions:

Start by asking Ss *Where do you usually eat breakfast?* Elicit some responses, e.g. in the dining room, at the local café, on the way to class.

Distribute the worksheet and get Ss to quickly scan the text, without worrying about the gaps yet, to find out what was special about the writer's birthday breakfast. Check Ss understand the word *crane*. Look at the first gap with Ss as an example and direct Ss to the Grammar box on noun phrases. Direct Ss to the word box in the worksheet and ask Ss to complete the rest of the text with phrases from the word box.

Ss complete the text, then compare their answers in pairs. ***Fast finishers*** could divide the phrases into the three types (a prepositional phrase, an infinitive with *to*, a relative clause) as listed in the Grammar box. Check the answers as a class.

Answer key:

1 which was hanging **2** for this kind of restaurant
3 around the world **4** I had **5** across London
6 to keep us safe **7** who isn't afraid of heights **8** to remember

Types of noun phrases as listed in Grammar box:

1 a prepositional phrase
(idea) for this kind of restaurant
(forty cities) around the world
2 an infinitive with *to*
to keep us safe to remember
3 a relative clause
(a restaurant) which was hanging (from a crane)
(the food) I had
(anyone) who isn't afraid of heights

Ss discuss the questions in Ex 2 in pairs or small groups. Conduct whole-class feedback.

Grammar 2 Noun phrases 1

Materials: One worksheet per student

Instructions:

Write on the board *Tell me about … way/your ideal/to/the weekend/spend*. Elicit the correct order of the sentence *Tell me about your ideal way to spend the weekend*. Point out that *your ideal way to spend the weekend* is a noun phrase. Get Ss to briefly discuss the question in pairs.

Distribute the worksheets and get Ss to order the questions in Ex 1. Check as a class. Point out that the relative pronouns in *b, d, g* and *h* could be omitted or replaced with *that*.

For Ex 2, have a class mingle, where Ss move around the classroom, and ask and answer each question from Ex 1 with a different student. Alternatively, Ss could ask and answer the questions in pairs or small groups.

Consider joining in to give you the opportunity to interact personally with as many Ss as possible and get to know them better, if it is the beginning of your course. Alternatively, monitor the activity and feedback on any errors you heard as a wrap up after the activity is finished.

Answer key:

1
a your favourite sport to watch
b someone (who/that) you get on well with
c your favourite kind of film
d a place (which/that) has happy memories for you
e your favourite dish to cook for friends and family
f your reasons for taking this course
g something (which/that) you have read recently
h an activity (which/that) you do in your free time
i your favourite place to go on holiday
j an experience which made you grateful

Vocabulary Eating out

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Get them to read each statement and tick the ones they agree with. Put Ss in pairs to compare their answers to see what they have in common. Encourage them to give more information for each answer.

As an extension, Ss could change the sentences that are not true for them so that they are, e.g. *I think a ~~green juice~~ strong coffee is great way to start the day – delicious!*

1B

Grammar 1 Modifying comparisons

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ss complete the dialogue in Ex 1, then compare their answers in pairs before checking as a class.

In Ex 2, Ss practise the dialogue in pairs, taking turns to speak each part.

As a possible extension, get Ss to each find a flat online they would like to live in. (They could imagine that they have a huge budget or a very small budget, or live in a different city, for example.) Working in groups of three, they show each other their listings and discuss the best option using comparatives with modifiers.

Answer key:

1 **1** much **2** more **3** slightly **4** lot **5** a **6** safer **7** much **8** nearly **9** as

Grammar 2 Modifying comparisons

Materials: One set of cards per group of Ss

Instructions:

Ask Ss *Which is nicer, cheese or chocolate?* Elicit some responses and get Ss to try to use modifiers, e.g. *Chocolate is **much** nicer than cheese. / I like both, but cheese is **slightly** nicer than chocolate. / Cheese is nice, but not **nearly** as nice as chocolate!*

Put Ss in pairs, or groups of three, and give them a pile of cards face down and the prompt card with sentences 1–6. Explain that Ss will take turns to pick up a card and read it to their partner/the other members of the group. The other Ss compare their opinions on the card, using the modifiers and comparatives prompt card as necessary.

When Ss have discussed all the cards, get the group to complete the prompt card with some of the sentences they made. Conduct whole-class feedback. Pay special attention to the constructions *not nearly as … as*, and *not quite as … as*, both of which require the use of the base adjective form rather than the comparative.

Vocabulary Where I live

Materials: One worksheet per student

Instructions:

Put Ss in groups of three. Tell Ss to imagine that they are going to study English in a new city for a few months and they need to choose a place to rent for their stay. Ask Ss to briefly brainstorm what features they would look for in a place to stay.

Distribute the worksheets. Each student in the group takes one of the accommodation options to read in detail and makes a list of pros and cons of that option, making sure that they understand and include the underlined words.

Explain that the accommodation will be chosen by a team vote. Each student shares their accommodation pros and cons, ensuring that the other Ss understand the underlined words. Each group must decide on which place would be the best to stay in and share their decision briefly with the class, stating a reason. The place with the most votes is the destination.

Possible answers:

Taffy's Place
Pros: location, helpful and friendly landlords, games room in the basement, table tennis, free coffee, central heating, wifi.
Cons: tiny rooms, no storage, showers could do with a clean, dishwasher needs someone to repair it, cleaning not included.

The Retreat
Pros: peaceful, relaxing setting surrounded by forest, older cottage knocked down and replaced by a gorgeous new house, cleaning included.
Cons: not close to town centre, freezing, landlords have put up the rent, no central heating, no wifi.

Gold Star Apartments
Pros: rooms are a decent size, plenty of storage, new kitchens, good condition, a lively neighbourhood, cafés and market nearby, easy to keep clean and tidy, central heating, wifi.
Cons: rough at night, there was a mess from when previous people moved out, landlord was slow to sort out a problem, cleaning not included.

1C

Grammar 1 Non-defining relative clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Go through the example with the class. Ss complete the exercise, then compare their answers in pairs before checking as a class. Get Ss to check that they have used commas in their sentences.

As an extension, Ss could practise reading the sentences aloud, pausing slightly after the comma.

Answer key:

1 We shared a piece of chocolate cake, **which** was delicious.
2 We went to Lola's, **where** you can get cheap tacos on Wednesday's.
3 There was free wifi, **which** was very convenient.
4 I was surprised to beat Jo, **who** goes bowling every week!
5 Then the DJ put the song *Perfect* on, **which** reminded me of Dani's wedding.
6 That's Phil, **whose** friend is throwing the party tomorrow night.
7 We had seats in the front row, **which** probably cost a fortune.
8 The club was packed, **which** was unusual for a Tuesday.
9 We were coming home from Jack's place, **when** we got on the wrong bus.

Grammar 2 Non-defining relative clauses

Materials: One copy of worksheet A and worksheet B per pair of Ss

Instructions:

Put Ss in A/B pairs. Distribute the worksheets and ask Ss not to look at each other's.

Student A reads out sentence 1 to Student B. Student B chooses the correct ending from the options a–f on their worksheet and reads it back to Student A. They continue until all Student A's sentences are complete. For Ex 2, repeat the activity with Student B's sentence beginnings. Then, check as a class.

Finally for Ex 3, get Ss to write some of their own sentences individually before sharing their ideas in pairs. Monitor, assisting as required.

Answer key:

A: **1** a **2** c **3** f **4** b **5** e **6** d
B: **1** b **2** d **3** e **4** a **5** f **6** c

Sample personalised sentences
I grew up in Warsaw, which is the capital of Poland.
I recently went to an opera, which is quite unusual for me.
I have a friend called Nick, who I went to school with.

Vocabulary Going out, staying in

Materials: One copy of worksheet A and worksheet B per pair of Ss

Instructions:

Give half the Ss the Student A sheet and half the Ss the Student B sheet. Explain that As and Bs have the same situations, but different ideas on how they will respond in each one.

Put Ss in small groups of Student As and Student Bs. Ask them to read each situation and think of phrases they could say in each one. Tell them to include the words in bold (although they may change form), e.g. in Situation 1, Student A could say *I'm going out for dinner with some friends tonight. Would you like to come?* The emphasis in this activity is on using the target vocabulary and functional language, rather than accuracy.

Now put Ss in A/B pairs to briefly roleplay each situation. As an extension, allocate each pair (or ask each pair to choose) one of the situations to perform for the class. If possible, each pair could perform it with a bit of drama.

Alternatively, get Ss to write a situation card for another pair.

2A

Grammar 1 Present simple and present continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Check Ss understand what an *internship* is (a job that lasts for a short time, that someone, especially a student, does in order to gain experience). Get Ss to read sentences 1–10 and tick the correct sentence (*a* or *b*). Encourage Ss to use the Grammar box to do this. Ss compare their answers in pairs, then check as a class, eliciting a reason why the present simple or present continuous is used in each case.

For an extended follow up, Ss could write their own letter of application for homework for an imaginary (or real) job advertisement or internship, using and adapting some of the language from the worksheet. In the next class, Ss could work in pairs to share their letters, checking each other's present simple and continuous tenses.

Answer key:

1 b (actions in progress at the moment of speaking (or writing in this case)
2 a (*be* is a state verb here; with *have*, the writer sees the excellent reputation as a fact)
3 b (a current trend)
4 b (an action happening 'around now', but not necessarily at the moment of speaking)
5 a (*have* is the state verb here)
6 a (fact)
7 a (the speaker sees this as a fact and *be* is a state verb here)
8 b (an action in progress at the moment of writing)
9 a (*believe* is a state verb)
10 a (*shows* is a state verb here)

Grammar 2 Present simple and present continuous

Materials: One card per student

Instructions:

Give one card to each student. It is fine for more than one student to have the same card if you have a large class. Tell the class to write one question in the present simple and one question in the present continuous. Go around the class checking that the questions the Ss write are correct.

Tell Ss to mingle, asking and answering each other's questions. Ss don't need to write down their answers, but ask them to try to remember what other Ss have said.

When Ss have finished, ask each student to report back on the answers they were given.

If you have more than ten Ss, some Ss will have the same question cards so allow Ss with the same card to confer before the feedback stage.

Answer key:

1 a What do you think about homework?
b What are you thinking now?
2 a Do you ever train at a gym?
b Are you training for anything at the moment?
3 a How often do you read?
b What are you reading at the moment?
4 a Do you have a lot of free time to try out new hobbies?
b Are you having a good time at the moment?
5 a Do you study English at the weekends?
b Are you studying anything else apart from English at the moment?
6 a Are you working at the moment?
b What time do people usually finish work in your country?
7 a Do you usually feel positive about life?
b What are you feeling positive about at the moment?
8 a Are you playing any sport at the moment?
b What sport do you usually play in summer?
9 a Why are you learning English?
b Do you often learn new words in your own language?
10 a Where do you usually have dinner?
b What are you having for dinner tonight?

Vocabulary Learning new skills

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ss read statements 1–11 and circle a number that represents their opinion for each statement. Monitor and check Ss understand the words in bold. Put Ss in small groups to compare their ideas for each item. Ask each group to briefly report back on what they found out to the class.

2B

Grammar 1 Present habits

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Read through the instructions for Ex 1 with the class and direct Ss to question 1. Tell Ss that all the corrections required relate to the grammar of present habits and that some sentences may already be correct. Ss read and correct the remaining sentences. Get Ss to compare their answers in pairs then check as a class.

Answer key:

1 I tend **to** get up at 8 a.m.
2 I **always** ride my bike to school. It **usually** takes about 15 minutes.
3 They tend **to be** quite fun. We **usually** do some exercises and work in pairs.
4 correct
5 I tend **to speak** a lot in class and don't tend to worry too much!
6 I have **a** habit **of** forgetting to do my homework.
7 correct
8 On Saturdays, I **always** speak to my family back home.
9 My mum has a habit of **ringing** very early in the morning!

Then, for Ex 2, Ss answer the questions from Ex 1 themselves. Encourage Ss to use the different structures for talking about present habits. This could be a written exercise, in class or for homework, or Ss could ask and answer the questions in pairs without writing sentences first.

Grammar 2 Present habits

Materials: One worksheet per pair of Ss

Instructions:

Put Ss in pairs and distribute the worksheets. Explain the game. Student A makes a sentence using the prompts. It does not have to be true, but it has to be grammatically correct, e.g. *I have the habit of talking loudly.*

Student B should listen and check it is correct, i.e. that either the infinitive *without to* or *-ing* forms have been used correctly. Ss may not change the form of the verbs in the ovals. If the sentence is correct, Student A draws a line between the two ovals used. Student B makes a sentence and, if correct, draws a line between the two ovals. However, Ss cannot draw over another oval or another line. Ss continue until someone crosses a line or all the ovals are used.

Alternatively, Ss work in pairs. Ss take turns to make true sentences using the ovals and colour in the ovals as they use them. If Ss can't make any more true sentences, Ss add in more ovals so that every oval is coloured in.

As an extension, Ss could use the prompts to play two truths and a lie. Ss make three sentences, two true and one lie. Their partners must guess which sentence is the lie.

Vocabulary Starting work

Materials: One copy of worksheet A and worksheet B per pair of Ss

Instructions:

Tell Ss that they are going to play a game called *Beep* to practise the vocabulary for starting work. Say the following sentence, a few times if necessary, and get Ss to guess which word *beep* represents.

Everyone who works here needs to do a BEEP course, so that they know what to do if someone gets hurt. (answer: *first-aid*)

Put Ss in A/B pairs. Distribute the A/B parts of the worksheets and tell Ss not to show their partners their worksheets. For Ex 1 and 2, Ss take turns to read sentences 1–6 and their partner must guess what word BEEP should be. Encourage Ss to attempt Ex 1 and 2 with their books closed, although ***weaker Ss*** could refer to it if required.

Then for Ex3, Ss write two of their own similar sentences. The writing could be done individually, for their partner to guess, or in pairs for another pair to guess.

Answer key:

A

1 off **2** fire **3** shift **4** formal **5** union **6** safety

B

1 site **2** flexible **3** first-aid **4** representative **5** casual **6** strict

2C

Grammar 1 *used to, would* and past simple

Materials: One worksheet per student

Instructions:

Distribute the worksheet. Look at the example 1 in Ex 1 with the class. Model asking questions using the patterns in the Grammar box, e.g. *Is this a repeated action, a past state or a single event?* Ensure Ss understand that more than one option may be possible in each sentence. Ss complete the activity, then compare their answers in pairs before checking as a class.

Direct Ss to Ex 2. Ss can ask questions about the items that they are most interested in. Monitor the discussion for correct forms and appropriate choices of *used to, would* and past simple.

Answer key:

1 a, b **2** a, b, c **3** a, b, c **4** a **5** a, b, c **6** a **7** a, b **8** a, b, c **9** a, b **10** a, b **11** a, b, c **12** a

Grammar 2 *used to, would* and past simple

Materials: One half worksheet per student. Something to stick the worksheets around the classroom, e.g. pins, blue tack

Instructions:

Distribute the half worksheets to Ss. Explain that Ss should complete the sentences so that they are true for them without showing anyone else. If possible, they should all use the same colour pen. Ss should not put their names on the sheets and should leave the number box blank. Circulate, providing assistance as required.

For a bit of fun, you may fill out a worksheet about yourself to include in the activity. Sharing a little anecdotal information about yourself can help you build a positive relationship with Ss, especially early in your course.

Collect the completed worksheets, shuffle them and write a number on each sheet in the number box from 1 to however many Ss there are in your class.

Ask Ss to put themselves in pairs and number a piece of paper with however many Ss there are in your class. While they are doing this, pin or stick the worksheets around the classroom. Ss then walk around the classroom with their partner, read the sentences on each sheet together and write down a guess on their numbered list of who wrote it. It may help to write a list of names of class members on the board and get Ss to reintroduce themselves by name before the activity, if they don't know each other well. (Alternatively, this stage can also be done individually, although working in pairs encourages more speaking practice.)

When Ss have finished, or after a fixed time, e.g. 5–10 minutes, Ss sit down and call out the numbers they have for each worksheet, with Ss revealing who was who. Ss can then see how many answers they guessed correctly.

Vocabulary Parents and children

Materials: One worksheet per pair of Ss

Instructions:

Put Ss in pairs. Give each pair a set of the cut up sentences. Tell them that these are a range of phrases that might have been said by either a parent or a child. Each pair must match the beginnings and endings of each sentence. Check answers with the whole class.

As an extension, ask Ss to divide the sentences into whether they are more likely to be said by a parent or a child. With their partner, Ss discuss whether any of the statements sound like things that they or their parents/caregivers have said in the past.

Answer key:
The sentence beginnings and endings are in the correct order on the initial worksheet.
You don't have to watch **over me all the time. I'm not a kid anymore!**
Make sure you use good **manners when you're at your Gran's house.**
Please let me **go to the party, I promise I'll be home by 11.**
I need to speak to someone in **authority. Is there a teacher here?**
Quick, let's tidy up this mess before we get into **trouble.**
I try to control **how much sugar my kids eat.**
If you're hungry, feel **free to help yourself to some fruit.**
You can't force **me to eat this soup. I hate cabbage!**
I've made **arrangements for you to go to Sam's after swimming.**
Can you two entertain **yourselves for a few hours while I finish some work?**
This science project is very **complicated. Could you please give me a hand?**
I've experienced **difficulties with getting them to listen.**

3A

Grammar 1 Present perfect simple questions and answers

Materials: One worksheet per student

Instructions:

The purpose of the exercise is to make sure Ss get personalised practice giving every type of answer covered in the Grammar box. Write on the board *No, but it's supposed to be amazing!* Tell Ss that this is the answer to a question and elicit possible questions for which the answer could be true, e.g. *Have you ever been to Brazil? Have you ever swum in a waterfall? Have you been rafting?*

Distribute the worksheets and focus Ss on the example. Explain that Ss must order the answers in brackets in the speech bubbles to the right of the worksheet to make sentences. Then, for Ex 2, Ss think of a possible question for each answer from Ex 1 which is true for them. Circulate, providing assistance as required, e.g. by suggesting possible past participles or sample questions for Ss to adapt. Elicit some questions for each answer, checking they fit the correct structure in the sample answers.

Then, for Ex 3, put Ss in A/B pairs. Ss ask and answer the questions from Ex 1. For more of a challenge, Ss could ask the questions out of order. When Ss have finished, conduct brief class feedback about which questions and answers were most interesting.

Answer key:
1 **1** No, but I'd love to go there one day!
2 Yes, I went there last year.
3 No, but I'm thinking of buying one.
4 Yeah, I've been there lots of times.
5 No, but it's supposed to be interesting!
6 Yes, it's delicious.
7 Actually, I'm going to visit next week.

2 Sample questions
All questions should start with *Have you* (ever) + past participle
1 Have you ever **been to India**?
2 Have you **visited the capital city of your country**?
3 Have you **bought a bicycle recently**?
4 Have you ever **been to the burger place across the road**?
5 Have you ever **been to Dubai**?
6 Have you ever **tried green tea ice cream**?
7 Have you ever **been to the local museum**?

Grammar 2 Present perfect simple questions and answers

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Explain that Ss need to ask and answer questions to find someone in the class who fits each category. Ss should find someone different for each point (unless you have a class of less than 13, in which case, some repeats are acceptable).

Go through the example (in the speech bubbles) with the class, taking the opportunity to demonstrate the pronunciation of past participle *read* /red/ and how it is different from the infinitive /ri:d/. Point out that rather than just responding 'yes/no', Ss should try to use various response types that they've learnt in the lesson. Encourage Ss to ask follow-up questions and note something extra that the other student has said in the *more information* column.

Circulate during the mingle, listening to the forming of present perfect simple questions and the responses, and noting down any recurrent errors related to this grammar point. Address these after the activity by writing up a few sentences with the type of error you heard (making sure no individual student is identifiable) and eliciting corrections from the class.

Vocabulary Tourist places

Materials: One worksheet per student

Instructions:

Distribute the quiz (the top part of the worksheet). Get Ss to answer it individually then compare their answers in pairs. Then distribute the key. Ask Ss to read it and discuss in pairs whether they agree with the description of their travel style. Conduct whole-class feedback.

3B

Grammar 1 Present perfect simple and continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Get Ss to quickly read the article for gist and then work in pairs to summarise each section in pairs. Elicit a brief summary of each paragraph. Ss also discuss in pairs Ex 1.

Look at the first gap and read the full sentence. Elicit whether the present perfect simple or continuous is the best option here.

Ask Ss to complete Ex 2 individually then compare their answers in pairs. Check the answers as a class.

Finally, for Ex 3, put Ss in pairs or small groups to discuss the questions. Conduct whole-class feedback.

Answer key:
1 has caused **2** have been exploring **3** have invested
4 have had **5** has created **6** have (even) put
7 have been using **8** has been growing **9** have built
10 have been trying out **11** have produced
12 have not/haven't been

Grammar 2 Present perfect simple and continuous

Materials: One worksheet per student, cut into cards

Instructions:

Tell Ss to imagine that they going to a party where they don't know anyone very well. They will need to talk to lots of different people to find out things that they have in common with others. Distribute a card to each student and tell them not to show it to anyone else. (You will need one card per student. If you have a larger class, duplicate cards are acceptable.) Give them time to think about a little bit of detail to add to each statement on their card.

Write the following questions on the board for use as prompts for the mingle: *What have you been doing recently? What's new?* Ss then chat to each other at the 'party' and ask each other what they've been doing in order to find someone else who has done/ has been doing each item on their card. Circulate, and listen for forms of past perfect simple and continuous, to inform whether Ss require further revision or practice.

After five to ten minutes, stop the activity, and get a few Ss to report back to the class who had done, or had been doing, similar activities to them.

For homework, Ss could think of and write down three true things that they have done or have been doing lately, making sure that they have at least one sentence with each present perfect form. For a warm-up in the next class, hold another mingle, where Ss compare what they've (really) been doing and look for any similarities with classmates.

Vocabulary Science and research

Materials: One copy of worksheet A per student and one copy of worksheet B per student, in each group

Instructions:

Divide the class into two groups. Give section A of the worksheet to half the Ss in the class and section B of the worksheet to the other half. Ask Ss to work with someone in their group and check they understand all of the words written in their crossword and write clues for each word, e.g. definitions or descriptions of the target language. Encourage Ss to review the collocations in the Students' Book and use them as part of the clue. Ss could use dictionaries for this stage if necessary. Circulate, helping if necessary.

Now put Ss in A/B pairs. Tell them not to look at each other's worksheets. Make sure that Ss know how to ask: *What's 2 across?* and *What's 1 down?* Write these phrases on the board as prompts if necessary.

Ss now work together and give each other clues so they can complete their crosswords. ***Fast finishers*** could work in pairs or individually to write clues for a few other target vocabulary items in the unit. If time allows, Ss could share these with the class during the round-up stage. Suggested words include: *global, explore, source* (noun), *to run out of something, increase* (verb), *fall* (verb), *identify, climate change*.

Finish with a class round up, reading the sample clues below (out of order), and asking Ss to call out the word that each one refers to. ***Fast finishers*** could read out their additional clues here as well.

Answer key:

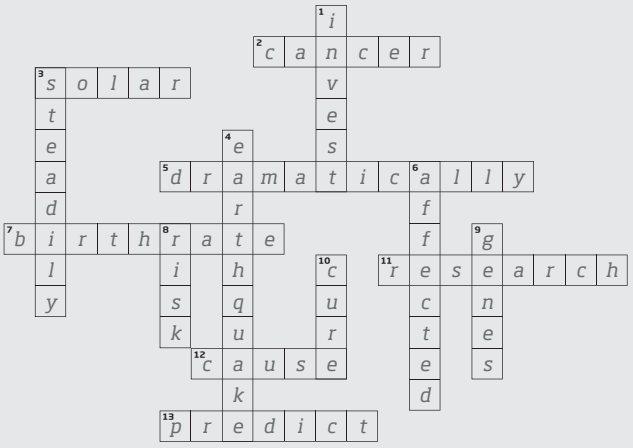
Suggested answers for clues

Across

2 A serious illness where cells grow in a way which isn't normal.
3 An adjective that means something which uses the power of the sun's light and heat.
5 An adverb which means in a big and sudden way.
7 The number of births for every 100 or 1000 people in a particular year in a particular place.
11 A serious study of a subject to discover new things or test new ideas.
12 A verb which means to make something happen, especially something bad.
13 To say something will happen, before it happens.

Down

1 To spend money to improve something or help it get better.
2 An adverb which means that something happens little by little.
4 A violent shaking of the ground that can cause a lot of damage.
6 A word that means someone or something is changed by a something else.
8 The possibility that something bad or dangerous may happen.
9 A part of a cell that controls what it looks like and how it grows. People get these from their parents.
10 A medicine or treatment that makes an illness go away.



3C

Grammar 1 Obligation and permission

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Look at the first sign and the gapped sentence with the class as an example. Elicit what the sign means (people are not allowed to bring pets) and how the sentence can be completed with one of the phrases from the box.

Ss then complete the remaining sentences with the phrases in the box. Some sentences can have more than one answer. Check as a class. For Ex 2, Ss identify any other words/ phrases which could go in each gap without a change in meaning.

Put Ss in pairs to discuss Ex 3 and elicit some ideas. For Ex 4, Ss work in pairs, or individually, to write three more sentences about two of the places identified in Ex 3. Ss should use some of the phrases from Ex 1. Get Ss to draw signs for their rules if they can. Invite Ss to take turns to draw their sign on the board and read out their sentences while other Ss guess the rule.

Answer key:

1
1 aren't allowed to/aren't supposed to
2 are supposed to/ought to
3 don't have to
4 ought to/are supposed to
5 are allowed to
6 aren't supposed to
7 are required to
8 aren't allowed to/aren't supposed to

2 Suggested answers
1 can't, mustn't
2 should
3 needn't, aren't required to, don't need to have
4 should, are supposed to be
5 can, may
6 shouldn't
7 must
8 shouldn't

3 Suggested answers
1 a park, a hotel, a nature reserve
2 a bus, a train
3 a shop or business looking for employees
4 an office, a shop, public bathrooms
5 a beach, a lake, a river
6 an office, a school staffroom
7 a bank, a government department
8 a zoo, a nature reserve

4 Possible answers
A park: People are allowed to fly kites. People aren't allowed to let their dogs walk without a lead. People can't light fires here.
A bus: People are required to pay a fare. People are supposed to be quiet. People aren't allowed to eat.
A shop: People are supposed to ask before they try on clothes. People are required to pay for their items. People aren't required to buy anything.
An office: People are supposed to be polite. People aren't supposed to shout. People ought to keep their desks tidy.
A beach: People aren't supposed to leave any rubbish. People are allowed to play games. People ought to check the water is safe before they go swimming.
A bank: People are required to bring identification. People are supposed to be polite. People ought to wear shoes.
A zoo: People are not allowed to climb into the animal houses. People aren't supposed to hit the glass of an animal house. People aren't supposed to take photos with a flash.

Grammar 2 Obligation and permission

Materials: One worksheet per pair of Ss

Instructions:

Put Ss in pairs and give each pair a copy of the worksheet. Pairs complete the sentences to talk about what is allowed and required etc. for their idea of their best language school ever. Explain that Ss can use modals of obligation and permission in the box to help them. Monitor and help where necessary.

If you have a range of abilities in the class, you could set a time limit, e.g. ten minutes, and let Ss choose which prompts they use to make rules and how many rules they complete in that time. Alternatively, ***fast finishers*** could write some of their own additional school rules (without prompts).

When Ss have finished, (or the allocated time is up) ask two pairs to present their language schools rules to each other. The other pair should say whether they agree with them or not. As a class, elicit feedback about some of the most interesting rules.

Possible answer:

Beachside Language School

School location: an amazing surf beach

Classrooms
Classrooms are **not required**. All lessons **should** take place on the beach.
Each class **must** have a special area with tables and chairs, hammocks and cold drinks.

Students
Ss are **allowed** to go swimming between lessons.
Ss **ought to** wear sunscreen and **need** a sunhat.
Ss **are not supposed to** talk about anything negative, only positive.

Teachers
Teachers are **required** to make lessons fun. They are **allowed** to include games and beach activities in their lessons.

Computers
Computers are **allowed**, but **not required**. They **must** be waterproof.

Homework
For homework, Ss are **supposed to** meet friends on the beach for at least an hour to chat in English.

Food and drink
Ss **can** take free drinks from a fridge at any time. Fresh sushi and sandwiches **have to** be available every day.

Class discussion
The class **ought to** go for walks along the beach during class and pair activities. Ss are **allowed to** walk in the water if they want to.

Extra activities
Everyone at the school is **supposed to** choose at least two extra activities to do after class, e.g. surfing, kayaking, hiking or fishing. However, it is **not required** for people who prefer to relax.

Vocabulary Rules and customs

Materials: One copy of worksheet A and worksheet B per pair of Ss

Instructions:

Put Ss in A/B pairs. Distribute the A/B sections of worksheets to each pair and tell them not to show each other their section. Work through an example with the class. Ask one Student A to read the first question for the class, emphasising the underlined words. Student Bs look at their box and find the word/phrase to replace *doctor and hospital visits*. Student As should write *healthcare* on their worksheet above the underlined phrase it replaced.

Ss then continue the activity in pairs. Circulate, listening to the pronunciation of the target words. Check answers as a class. Model the pronunciation of any target words which were problematic for your Ss and give them the chance to practise saying the words or phrases.

Once Ss have finished Ex 2, ask them to discuss their answers to the questions in pairs or in small groups. To finish, ask each group to decide which was the most interesting question to answer and why.

Answer key:

A
1 healthcare **2** in return **3** in your personal space **4** show **5** split the bill

B
1 swearing **2** let **3** charge **4** a fine **5** in privacy

4A

Grammar 1 Past simple and past continuous

Materials: One worksheet per student

Instructions:

Distribute the picture of the mobile phone. Put Ss in pairs to discuss what could have caused the damage to the phone. Elicit a few ideas from Ss, but don't confirm anything at this stage.

Distribute the worksheets and tell Ss to read the first post to see what happened to Irene's mobile phone. Ss complete the gaps in the whole worksheet with the correct form of the verbs. Ss compare their answers in pairs then check as a class.

Put Ss in small groups to discuss the question in Ex 2. Conduct a short feedback activity with the class on their answers.

As an extension, Ss could write a post about a mobile phone accident (real or imagined), including the past simple and continuous tenses. They could then read their posts in groups, or post to a private class online space. Other Ss have to guess whether the accident really happened or was made up.

Answer key:

1 was using **2** was walking **3** said **4** threw
5 was watching **6** was moving **7** tried **8** got **9** dropped
10 was getting **11** stopped **12** were talking **13** saw
14 was cooking **15** fell **16** got

Grammar 2 Past simple and past continuous

Materials: Two worksheets (A or B) per pair

Instructions:

Put Ss in pairs. Give each pair two copies of the same sections of the worksheet, A or B.

Tell Ss to look at the picture they have been given and write a story about it. To create their story, they need to write full sentences in response to each question. Tell them that they should both discuss and agree on sentences, but write down the sentences they decide on their own sheet, as later they will be retelling their story to someone else.

Put Ss in A/B pairs to share their stories. Circulate, monitoring verb forms and providing vocabulary as required. ***Fast finishers*** could practise reading their story aloud, or retelling the story without looking at their notes.

Vocabulary Accidents and mistakes

Materials: One worksheet per pair of Ss

Instructions:

Ask Ss to imagine they're at a café. Ask *What kind of accidents or mistakes could happen in a place like this?* Elicit some ideas. Put Ss in pairs and distribute the worksheets. Ask Ss to see how many accidents or mistakes they can find in the picture and write some sentences with their ideas. Point out that some of the accidents or mistakes have already happened and some might be *waiting to happen* i.e. could happen soon. They should try to describe the accidents using vocabulary from the lesson.

Put Ss in new pairs to compare the accidents/mistakes they found. Conduct whole-class feedback, modelling the target vocabulary if it isn't used, e.g. Student: *There's going to be a fire.* Teacher: *Yes, the sun shade looks like it's going to* ***catch fire****, doesn't it?*

As an extension, get Ss to think of some advice for the people in the picture using the modals of obligation from Lesson 3C, e.g. *When you leave somewhere, you should always check you have taken all your things with you.*

Answer key:

Suggested answers

This car has crashed into the pole.
The suitcase doesn't fit in the car.
Someone has forgotten his/her scarf.
The woman's friend hasn't turned up.
The waiter has mixed up the order.
This man has knocked his coffee over. It's going to spill on the floor.
The café has charged this customer extra.
The tap has been left on. It's starting to/might flood the café!
This person has slipped over in the water and fallen down.
The builder has measured wrong. It's 1.2m, not 2.1m!
The sun shade outside is going to catch fire.

4B

Grammar 1 Past perfect simple

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain that this is a mystery story. Ss will complete the exercise and then see if they can solve the mystery. Tell Ss not to give away the answer to the activity if they have heard it before.

Explain that when choosing the correct alternatives to complete the text, Ss should read the whole sentence, before and after the verb. Ss complete the exercise then compare their answers in pairs, giving a reason for their choice in each case. Check answers as a class.

For Ex 2, put Ss in pairs to discuss their ideas for how the writer knew the thief hadn't made a mistake. Conduct whole-class feedback.

Answer key:

1 **1** was **2** had had **3** went **4** went **5** had been **6** heard **7** had walked **8** saw **9** had made **10** had thought **11** left **12** realised **13** had lied **14** called **15** arrested **16** had stolen **17** hadn't made

2 Mystery answer: If it was the woman's room, she wouldn't have knocked before entering.

Grammar 2 Past perfect simple

Materials: One worksheet per group of Ss

Instructions:

Put Ss in groups and distribute the worksheets. Write the following sentence stem on the board and ask Ss to suggest ways of completing it: *I was angry with my teacher because he'd …*

Elicit possible answers from Ss, encouraging them to use the past perfect and write them on the board. Ask Ss which ideas they thought were the most original.

Ask Ss to complete the eight sentence stems with three ideas each. Encourage them to be original.

When Ss have finished, ask one member of each group to come to the board and write down their three answers for question 1. Cross out any answers which are the same between groups, and indicate any mistakes using the past perfect. Then award the groups one point for each correct, grammatically correct sentence. Repeat this for the other seven sentence stems, and at the end declare the group with the most points the winner.

Vocabulary Crime in the news

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Direct Ss to Ex 1. Elicit what a *cut-out cop* is (*cut-out* = flat cardboard or plastic picture of a person, cop = informal word for police officer). Ask Ss to read the article and choose the correct alternatives.

Put Ss in pairs to complete Ex 2. Ss work together to match the two parts of the sentences together. When the Ss have finished, they could check with another pair, then as a class.

Then, in Ex 3, put Ss in small groups to discuss the questions then conduct whole-class feedback.

Answer key:

1
1 badly hurt **2** locked **3** criminals **4** thefts **5** attacks
6 victims **4** gang **5** arrested

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

4C

Grammar 1 Reported speech

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Go through the situation with the class and check they understand the meaning of *overcharged* (when someone has been charged more money for something than the price shown). You could get eight Ss to read each of the comments with a bit of expression. Look at the example with the class and elicit the change from direct speech to reported speech, (*is* backshifts to *was*; pronoun change: *I* to *he*.) Ss complete the remainder of the exercise individually, then compare their answers in pairs. Check answers as a class.

In pairs, Ss discuss Ex 2 and 3. Ask Ss to change partners and tell their new partner what their previous one said using reported speech.

Answer key:

1
1 he thought that it was terrible!
2 she had been there last year and they had overcharged her too!
3 it wasn't worth it because they wouldn't/won't give me a refund.
4 I was going to show that I/we hadn't ordered those drinks.
5 she had a friend who had complained to a restaurant and had been given a free meal!
6 I could give the place a bad review online instead.
7 he had warned me not to go there because they were/'re always overcharging people.
8 she would/'d come with me to talk to them if I wanted her to.
9 he was never going there again!

Grammar 2 Reported speech

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to read the questions and pay attention to the different tenses used. At the bottom of the sheet, Ss write two questions of their own to ask classmates, using different tenses (past simple, present simple, past continuous, *going to* for future intentions, etc.).

Ss mingle, asking and answering the questions, requesting extra information for positive answers. Make sure they understand that the answers they give will be shared with other Ss, so they should only give information they are happy to have presented to the class. Emphasise that Ss should not show each other their worksheets.

Put Ss in groups of four. Ss take turns to talk about one thing they found out about a member of the class using reported speech, without saying the person's name, e.g. *Somebody told me that … .* The other Ss in the group must guess who said it, scoring one point if they guess correctly. The winner is the student in the group with the most points at the end. A student can only 'win' if they have shared at least two pieces of information that they found out from the class discussion.

(If you think Ss will struggle to backshift into reported speech spontaneously, ask them to choose six pieces of information they found out and rewrite them as reported speech, starting with *Somebody told me that … .* Monitor for accuracy before Ss move to the group stage.)

To finish, ask each group to share a few of their most interesting statements with the class for others to guess who the person was.

Vocabulary Complaints

Materials: One worksheet per group of three Ss

Instructions:

Write FAQs on the board and see if anyone knows what it stands for (*Frequently asked questions*). Point out that websites often have sections with frequently asked questions about their services. Consider showing a few real FAQ sections from websites (in English) that will be relevant to your Ss. Put Ss in small groups and distribute a set of cards to each group. Explain that they are questions and answers from the FAQ sections of different websites. Ss work as a group to match the questions with their answers. When they have finished, check answers as a class. Groups that finish quickly could go on to discuss what type of website each question might appear on.

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

Possible types of websites where you might find each question:
1 any online shopping website
2 an online clothing shop
3 a hotel, backpackers' hostel or café
4 a hairdresser, a medical centre
5 an online mobile phone shop
6 a bank
7 any online shopping website
8 a mechanic
9 any online shopping website or service provider

5A

Grammar 1 Future forms

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, get Ss to match the phrases (1–5) to their uses (a–e). Ss can use the Grammar box to help if necessary. Check answers as a class.

Ss complete Ex 2 and 3, then compare their answers in pairs before checking as a class. As Ss practise reading the conversation aloud in Ex 4, encourage them to notice the future forms they're using.

As an extension, Ss work in pairs to make up their own conversation between an employer and employee having a

meeting about future plans (they can choose a work context that is relevant or interesting to them). Ss could work in pairs to write the conversation and then practise it. Alternatively, it could be done as a roleplay where Ss decide on the kind of company they work for, then the employer and employee each prepare a couple of questions or items to say about the week, before roleplaying the situation.

Answer key:

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

2
1 I'll be meeting **2** I'm going to show **3** he'll be impressed
4 They're holding **5** I might arrive

3
a What are you working on; I'm updating websites.; I'm going to the dentist.
b Are you going to give him a discount?; I'm going to offer him ten percent off.
c That sounds like it'll be very useful.; I'll stay late …
d he might pay full price; might have something else on
e They'll be talking about how companies like ours …

Grammar 2 Future forms

Materials: One worksheet per student

Instructions:

Distribute the worksheets. As a model, invite Ss to ask you different questions off the worksheet (in any order) and answer using a range of future forms. Tell Ss to read the questions and write their own answers. Encourage them to use a range of future forms in their responses. Have a class mingle, where Ss walk around the class asking a different student each question.

Extend ***stronger Ss*** by challenging them to answer the questions without referring to their written answers. Monitor question forms and note down any persistent errors for further teaching. Watch out in particular for the common error of overusing *will* + infinitive, where another form would be more appropriate.

Conduct whole-class feedback. Ask one student a question. The student answers and directs one of their questions to another student in the group. Reinforce appropriate form choices, e.g. Student: I might go out for dinner tonight. Teacher: You *might go out*, so maybe you will, maybe you won't.

Vocabulary Running a company

Materials: One worksheet and a dice per pair of Ss, one token per student

Instructions:

Put Ss in pairs. Explain that they are going to play a game to practise vocabulary related to running a company. Distribute the worksheets. Elicit the words for the dice and tokens, and *go forward/go back*, and explain that this is a game where Ss will take turns to roll the dice to move from the start to the finish. The first person to get to the finish is the winner.

Tell Ss that the game isn't quite complete. Write *go forward 3*, *go back 3* on the board. In pairs, Ss need to read each square that has news on it, discuss what it means and decide whether it is generally a positive or negative thing for the company. If it's positive news, Ss write *go forward 3* on the square in the box. If it's negative news, they write *go back 3* in the box. Check the answers as a class.

Answer key:
1 go forward 3 **3** go forward 3 **5** go back 3 **7** go forward 3
9 go back 3 **11** go forward 3 **13** go forward 3
15 go forward 3 **17** go forward 3 **19** go forward 3
21 go back 3 **23** go forward 3 **25** go back 3 **27** go forward 3

Distribute dice and tokens for Ss to play the game. When they land on a square, they should read out any news before moving their token forward or back as required. Ss play the game for a set period of time, e.g. five to ten minutes, and may play more than once during that time.

As an extension, Ss could add their own news related to running a company to the other squares using some of the target vocabulary (duplicates of the existing squares are acceptable, although encourage Ss to come up with their own ideas if they can.) Instead of adding *go forward/back 3*, they could draw arrows up or down to other squares. Ss swap partners and play one of the new versions of the game.

5B

Grammar 1 Adverbs used with the present perfect

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, point out that in order to fill in the correct adverbs, Ss will need to read the whole sentence. Ss complete the replies, then compare their answers in pairs before checking as a class.

In Ex 2, Ss work in pairs and discuss questions 1–3. Get them to write some sentences, then share their ideas. Alternatively, in ***stronger classes***, Ss could skip the writing stage and go straight to the discussion stage.

Finish by eliciting some sentences (using the adverbs) from a few Ss.

Answer key:

1
1 only **2** so far **3** even **4** still **5** already (*just*/*even* would also be possible if there wasn't a limited word pool in the box)
6 just **7** yet **8** So far **9** still **10** just

Grammar 2 Adverbs used with the present perfect

Materials: One worksheet per student

Instructions:

Draw a few clouds on the board and write your own answer to a prompt from the activity in each cloud. Distribute the worksheets and get Ss to guess which prompt each of your answers refer to.

Ask Ss to write an answer to ten of the prompts in the clouds. Remind them not to do it in order to make the activity more challenging.

Next, tell Ss to tear/cut off the bottom half of the sheet and exchange it with a partner.

Looking at each other's answers, they have to guess the prompt. When they guess correctly they tick the answer. This continues until Ss have ticked all the answers. Get feedback from the whole class by having Ss read out some of their answers and eliciting the prompt from the whole class.

Vocabulary New projects

Materials: One worksheet per student

Instructions:

Introduce the topic of advice, asking the class some, or all, of the following questions: *Who do you usually ask for advice? Do friends ask you for advice? What's the best piece of advice you've ever received?*

Distribute the worksheets. Put Ss in pairs to read the scenarios and complete the gaps with the words in the box. Check the answers as a class.

Answer key:

1 nothing **2** ceremony **3** approve **4** ahead **5** permission
6 graduate **7** out **8** destination **9** offered **10** quit
11 struggling **12** mind **13** possessions **14** rid **15** date

Choose one of the requests and elicit possible pieces of advice from the class. Note the ways Ss start their advice, e.g. *I think you should …* , *The best thing to do is …* , *Have you thought about …* and then write these on the board for Ss to use as prompts during the activity.

Put Ss in groups of three or four. Ss take turns to choose and read a request to the group. The group then discusses what advice they would give in the situation. As a round up, invite each group to choose one of the situations and share the advice they thought of with the class.

5C

Grammar 1 Comment adverbs

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to look at Ex 1 and work individually to select the correct option. Ss compare their answers in pairs then check as a class.

Then, in Ex 2, direct Ss to the first adverb in the conversation (*generally*) and elicit what it indicates about Natalie's attitude. In pairs, Ss discuss what the remaining adverbs indicate about attitude. Ask Ss if they can think of alternative adverbs they could use in the conversation and how each adverb could change the speaker's attitude. Check as a class.

Finally, in Ex 3, Ss practise reading the dialogue in pairs, taking turns to read each part.

Answer key:

1

1 Generally **2** personally **3** Actually **4** Unfortunately
5 apparently **6** hopefully **7** basically **8** Luckily **9** Obviously

2

1 *Generally* = Natalie is mainly enjoying the course.
2 *Personally* = This is Natalie's own opinion and experience. Not all Ss may be feeling this way.
3 *Actually* = Natalie uses *actually* to introduce a fact which is different to what Jon is expecting. He thinks she has assignments, but she doesn't.
4 *Unfortunately* = Natalie uses this word to suggest that she prefers doing assignments, rather than reading to prepare for exams.
5 *Apparently* = Someone has told Natalie this. She isn't 100% sure whether it's true or not.
6 *Hopefully* = Natalie hopes that this will be true.
7 *Basically* = Jon thinks this is what stands out for him from the first week.
8 *Luckily* = Jon thinks this is a good thing.
9 *Obviously* = Natalie thinks this is clear. However, she is probably making a joke that she likes the idea of trying the dishes Jon is making.

Possible alternatives:

1 basically personally/luckily/obviously/actually
2 unfortunately/actually
3 luckily/unfortunately/apparently
4 basically/actually/generally/unfortunately
5 actually/generally/unfortunately
6 luckily/obviously
7 actually/unfortunately
8 actually
9 actually/basically

Grammar 2 Comment adverbs

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, ask Ss to read questions 1–10 and match each one with responses a–j. Encourage Ss to notice how each response starts with an adverb and consider what that adverb says about the attitude of the speaker. For Ex 2, put Ss in pairs to compare their answers by taking turns to read a question that the other student answers (using a–j). Check answers as a class.

Answer key:

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

If there are any ***fast finishers***, they could look at the pairs of adverbs in Ex 2 and try to explain to each other what the difference is between them, referring to the examples in answers a–j. Elicit the differences, allowing Ss who discussed them the chance to verbalise the differences for other members of the class.

For Ex 2, put Ss in new pairs to ask and answer questions 1–10 with their own answers. Ss should try to start each answer with one of the adverbs. Tell Ss to put a tick next to the adverbs as they use them. Encourage them to use a range of adverbs. Repeats are acceptable, as depending on the answers it may not be possible to use every one. Monitor for appropriate use of the target language.

For extra practice, Ss could swap partners again and repeat the activity, seeing if they can use a greater range of adverbs or try to use any they didn't use the first time.

To finish, ask a couple of Ss each question in open class.

Vocabulary Education

Materials: One worksheet per pair of Ss

Instructions:

Put Ss in groups of three. Distribute a set of cards to each group. Explain that on each card is an opinion about what makes a good education. Ss work together to rank the items from those they think are most to least important for Ss to learn effectively.

Combine two groups to compare their ideas. Finish by asking each group to share which they thought were the two or three most important criteria and why.

6A

Grammar 1 The passive

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, look at the first sentence with the class as an example. Elicit whether the sentence is correct (no) and what correction needs to be made (~~*is*~~ *has*). Ss work individually to decide if the sentences are correct or incorrect and then correct the incorrect sentences. Put Ss in pairs to compare their ideas before conducting class feedback.

Ss then work in pairs to complete the quiz in Ex 2. Check answers as a class. Elicit which was the most interesting or surprising fact.

Answer key:

1

1 Colour television **has** been broadcast since …
2 The first video was **uploaded** to YouTube in …
3 Each year, more films **get** produced in … than anywhere else …
4 The first Academy Awards **were** held in …
5 The sentence is correct
6 In the UK, a licence must **be** bought by people who …
7 The sentence is correct
8 The word 'television' has **been** used since …
9 In the future, 3D glasses won't be **needed** to watch 3D films.
10 Female actors are going **to** get paid as much as male actors in the future. / Female actors **will** get paid as …

2

1 b **2** c **3** a **4** b **5** a **6** b **7** c **8** b **9** a
10 a (although this may be a matter of opinion)

Grammar 2 The passive

Materials: One worksheet per pair of Ss

Instructions:

Distribute the worksheets. Explain to Ss that they are going to work in pairs to develop an idea for a new TV series. Ss are then going to present their idea to the other members of the class. For Ex 1, put Ss in pairs and tell them to look at the prompt ideas and decide on characters, and where their series is set. Then, for Ex 2, Ss discuss and decide what happens in the first episode. Point out that the events in the first column use the passive tense and the second column uses the active tense.

Tell Ss that before choosing the events for their episode, they should read through the pairs of events and discuss what the difference in meaning is in each case. Once Ss choose the details for the first episode of their series, give them some time to develop their ideas and to choose a series name and episode title. Ss then complete Ex 3 by making notes about their TV series. Each student needs to be able to describe their series idea independently for the next stage.

Once Ss have finished their notes, tell Ss to mingle, giving a description of their series idea and listening to the other Ss descriptions of their show. As they do this, encourage Ss to carefully listen for, and notice, passive forms in the descriptions. Give a time limit of ten to fifteen minutes for the task, depending on the size of your class, and encourage Ss to speak to as many people as possible in that time.

When the time is up, ask Ss to return to their original pairs and to discuss which series idea was the funniest, the most original and the most likely to be a success. Conduct whole-class feedback and consider having a vote for the best series idea.

Vocabulary At the cinema, on TV

Materials: One worksheet per small group of Ss

Instructions:

Put Ss in small groups of three to four. Give each group a set of the cards.

Ss arrange the cards face down.

Ss then take turns to pick up a card/question. The Ss should check that everyone in their group understands the word or phrase in bold on the card and ask the group the question.

After the groups have discussed all the questions, conduct whole-class feedback.

6B

Grammar 1 *have/get something done*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss what they think is happening in each picture. Encourage Ss to try and use *have/get something done* forms where possible.

For Ex 1, direct Ss to the sentences 1–9. Ss complete the sentences using the words in brackets. Elicit the first sentence as an example with the class. Ss complete the remaining sentences individually. Then, compare in pairs before checking as a class.

You could take the opportunity to revise the past tenses as you go through the answers, e.g. get Ss to notice how the past perfect tense is used in sentence 1 to talk about an event that happened before another one in the past. For Ex 2, direct Ss to the pictures a–h and get them to match sentences 1–9 with the pictures. Check answers with the class.

Finally, in Ex 3, Ss discuss in pairs whether anything similar to the situations described in Ex 1 has happened to them or anyone they know.

Answer key:

1

1 have my hair cut
2 My gran got her shopping delivered
3 they were getting the tyre changed
4 he had to get them replaced
5 I don't need to have the tooth removed
6 I've never had my nails done
7 They had their car broken into
8 He's having his fitness assessed
9 we should get it looked at

2

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

Grammar 2 *have/get something done*

Materials: One worksheet per four Ss, cut into four to-do list cards and four location signs

Instructions:

Ask if Ss ever make lists to remember the things they have to do. Then, introduce the idea of a to-do list. Explain that Ss will be given a to-do list with some tasks they need to complete at different locations. Ss will take turns to play the role of the customers and people working at local businesses.

Put Ss in pairs and give each pair two copies of the same to-do list. Make sure that there is a range of the to-do lists A–D distributed throughout the class.

Ss read their list, decide what kind of place they need to go to for

each task and discuss in their pairs what question(s) they need to ask, e.g. *I'd like to get my hair cut this afternoon. Do you have any appointments available?*

Next, give the location cards 1–4 to Ss who have the C or D to-do lists. They will take the roles of the local business first. Explain that Ss will need to make up the responses to the queries of Ss coming to them. Depending on the number of Ss in your class, you may have more than one of each business.

The C and D Ss set up their locations around the classroom. The A and B Ss (now working independently) then need to complete their to-do list by asking someone at the relevant business about their task or query. Give a fixed time, e.g. five minutes, for Ss to complete their list. Ss then swap roles, with A and B becoming the local businesses, and C and D the customers.

While Ss are carrying out the activity, monitor the use of *have/get something done* and note any recurrent errors to address after the exercise has finished in whole-class feedback.

Vocabulary Services and recommendations

Materials: One worksheet per group of Ss

Instructions:

Draw a simple sketch of a domino on the board and ask Ss if they know this game and what it's called in their language. Put Ss in groups of three or four and give each group a set of dominoes. One Ss deals the dominoes equally to each person and each player places their dominoes face up in front of them. One student starts the game by putting down a domino in the middle.

Ss take turns to add a domino to either side, forming correct collocations and saying the collocation aloud. If they place a domino to the left, it needs to be the correct verb. If they place a domino to the right, it needs to be the correct word(s) to complete the collocation. If the Ss can't go, they miss a turn. The winner is the first player to put down all their dominoes (or the player who has the least dominoes left over).

As a follow up, ask Ss to work in their groups to think of any other similar words/phrases that they could use with each verb. (Or write up the suggestions and get Ss to decide which of the verbs could be used with each.) Elicit some ideas.

Answer key:

Suggested possible domino combinations:
deliver – a package/a pizza/my passport/the screen/a card/a photo album/a copy
make – a photo album/a copy/a card/a pizza/a mark on my jeans
assess – the damage/your fitness/your strengths
do – your nails/your hair/repairs
replace – a flat tyre/my passport/the screen
fix – a pipe/a broken light/the gears on your car/the screen
remove –a tooth/a wall/a mark on my jeans

Possible words that could be used with each verb:
deliver – groceries/a meal/a letter/flowers
make – someone laugh/someone cry/a profit/money/a difference
assess – your level
do – washing/ironing
replace – the engine/the battery
fix – the engine
remove – your shoes

6C

Grammar 1 Probability

Materials: One worksheet per student

Instructions:

Write the title of the text on the board (*Should you quit your job to travel the world?*). Ask: *Have you known or read about anyone who has done this?* Tell Ss that they are going to read an opinion piece by two writers with different answers to this question. Ask Ss to predict the kind of things (good or bad) the writers might say could happen if you quit your job to travel the world.

Distribute the worksheets and ask Ss to complete the text with the words in the box.

Ss then work in pairs and discuss whether they agree with each point. Ask one or two Ss their opinions on each point.

Answer key:
Michael
1 bound **2** might **3** won't **4** doubt **5** chance
Marika
6 definitely **7** small **8** probably **9** it'll **10** be

Grammar 2 Probability

Materials: One worksheet per pair or groups of three Ss, cut into thermometer and cards

Instructions:

Put Ss in pairs (or groups of three) and distribute the thermometer and cards.

Explain that Ss need to imagine what life will be like in ten years' time. Ss discuss each statement on the cards using phrases to express how likely they think each will be. Within their pair, or group, Ss negotiate where to place the statement next to the thermometer of probability, with high temperature meaning *It'll definitely …* and cold temperatures meaning *It definitely won't … .*

Encourage Ss to try to use a range of phrases during their negotiations. Point out that Ss could use short answers using the phrases on the thermometer, e.g. *It's bound too … , It's likely (to) …* , etc.

As an optional extension, ***fast finishers*** could write a few of their own predictions on small pieces of paper to discuss.

Then, combine pairs/groups to see if their predictions were similar. Conduct whole-class feedback, asking questions that use the target probability phrases, e.g. *Were there any predictions that you think are bound to happen? Are there any predictions that definitely won't happen?*

Vocabulary In the news

Materials: One copy of the worksheet per group of four Ss

Instructions:

In ***stronger classes***, put Ss in teams of four (or three if necessary), and give each group a set of the cards face down. The first student takes a card without showing the other members of the team and tries to elicit the words on it from the other members of the group. They need to explain the items without using any other forms of the word (e.g. for *injury*, a student can't say *injured*). The student can explain the words on the card in any order. When the words have been guessed, or a minute is up, the next student quickly takes a card and continues the game. It is a race for each team to try to finish all the cards first.

In ***weaker classes***, put Ss in pairs and give each pair two of the cards from the sheet. Give Ss a few minutes to discuss how they will explain the words to the other members of the group.

Add pairs of Ss together so that each group has members with the full set of cards. Ss take turns to elicit the words on each card in a minute or less.

When Ss have finished the game, ask them to reflect on and discuss these questions. *Which words or phrases did they already know? Which were new to them? Which were the hardest words to explain? Which words or phrases will they be most likely to see in news stories that interest them?* Conduct whole-class feedback on their answers.

7A

Grammar 1 Verb patterns 1

Materials: One worksheet per student

Instructions:

Ask Ss to discuss in pairs what qualities they think someone needs to have to be a good doctor. Elicit some ideas.

Distribute the worksheets and read the instructions for Ex 1 with the class. Look at the first set of alternatives with the class as an example. Emphasise that Ss need to choose the verb form based on the preceding verb. Ss complete the activity, then compare their answers in pairs before checking as a class.

In Ex 2, demonstrate how the questions on the worksheet could be changed to suit another career choice, e.g. *Why did you decide to choose teaching/marketing/nursing/acting as a career?* Ss rewrite the questions and add their own answers. Finally, in Ex 3, in pairs, Ss swap questions and interview each other. Monitor for correct use of verb patterns.

Answer key:

1
1 to choose **2** to help/helping (both forms are possible)
3 applying **4** to study **5** to work/working (both forms are possible) **6** to work **7** being **8** becoming **9** to speak
10 doing **11** thinking **12** to be/being (both forms are possible)

Grammar 2 Verb patterns 1

Materials: One worksheet per pair of Ss cut into A/B cards

Instructions:

Divide the class into two groups, A and B. Give the Student A worksheet to Ss in Group A and the Student B worksheet to Ss in Group B.

Ss work together to complete the sentences with an appropriate *-ing* or infinitive verb. The statements should be true for them if there is a tick (✓) after the statement. If the statement is followed by a cross (✗), Ss should complete the statement with untrue information about themselves.

Remind Ss to refer to the Grammar box if they are not sure which form to use. Make sure Ss remember that sometimes both forms can be correct. Ss write individual answers, but can confer with Ss in their group over verb forms and to share ideas. Monitor and check sentences.

Now put Ss in A/B pairs. They should not look at each other's worksheets. Each student takes turns to read out their statements, while the other student guesses whether the sentence is true or false. Ss should keep a note of how many sentences they each got right.

When Ss have finished, get feedback from one or two Ss in the class about any surprising information they learnt about their partner.

Answer key:

Student A worksheet
1 *-ing* **2** infinitive with *to* **3** both forms are possible
4 both forms are possible **5** infinitive with *to*
6 both forms are possible **7** infinitive with *to* **8** *-ing*
9 *-ing* **10** infinitive with *to*

Student B worksheet
1 both forms are possible **2** infinitive with *to* **3** *-ing*
4 infinitive with *to* **5** *-ing* **6** both forms are possible
7 infinitive with *to* **8** both forms are possible **9** *-ing* **10** *-ing*

Vocabulary Health problems

Materials: One worksheet per group of Ss, cut into cards

Instructions:

Put Ss in small groups of three to five. Explain, or elicit, that if you're *not feeling a hundred percent*, it means that you're not feeling completely well. Give each group a set of cards face down. Ss take turns to take a card and act out the reason that they are not well (an illness, injury or symptom) without saying anything. They must elicit the word(s) in bold on the card. The other Ss guess what's wrong. As an extension of the task, Ss could mime some ailments they think of themselves.

Alternatively, if the Ss in your class do not like acting/miming, they could draw the problem for the others to guess.

7B

Grammar 1 Verb patterns 2

Materials: One worksheet per student

Instructions:

Read the first two paragraphs of the story aloud with expression to arouse the Ss' interest. Then, distribute the worksheets and get Ss to read the remainder of the text and find out what happens next.

Ss read the text and complete instructions 1–3 individually. Monitor and provide assistance, and refer Ss back to the information in the Grammar box as required. Get Ss to compare their answers in pairs. For question 1, remind Ss that *that* is unnecessary, rather than incorrect. Elicit why *that* is necessary in the sentence *you didn't pick that door* (*that* is a demonstrative determiner to indicate that the door is a specific one).

Then, in Ex 2 Ss discuss questions. Explain the answer to question 2 if no one has got it. If Ss disagree, you could point out that people have argued over the answer to this puzzle for many years. Interested Ss could look up the *Monty Hall problem* for more information.

Answer key:

1–3
Imagine ~~that~~ you're a game show winner! It's time to choose your prize.
The host says ~~that~~ there are three doors to choose from. They tell you ~~that~~ you can open one door and keep the prize you find. Behind one door there is a $1 note, behind another is $200, and behind the other there is one million dollars. You start to wonder where the million dollars is.
The host asks you to hurry up and choose a door. You really don't know which door to choose. You realise ~~that~~ you probably won't win the one million dollars, but you decide ~~that~~ you'll try door three.

'I think ~~that~~ I'll try door three', you whisper nervously. The host asks if you'd like to see what's behind door two. Weakly, you agree ~~that~~ you would.
Door two swings open and you realise ~~that~~ you can see the $1 note. Fortunately, you didn't pick that door!
The host asks if you would now like to change your mind and pick door one rather than door three.
Do you know where the million dollars is more likely to be?*

2
From a mathematical point of view, you are more likely to win the million dollars if you change to door one. This is because when you chose door three, there was a 1/3 chance that you had chosen the million dollars and a 2/3 chance that you didn't. When the host reveals the prize behind door two, those odds have not changed. The 2/3 chance that the million dollars was behind doors one or two has now entirely passed to door one. Therefore, there is a 2/3 chance that the million dollars is behind door one and only a 1/3 chance that it's behind door three. You should change your mind and pick door one!

Grammar 2 Verb patterns 2

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ss read and complete the sentences with the names of other Ss in the class if they can, e.g. Michael agrees that the Cowboys is the best sports team. They can include themselves in one space if they want. Ask Ss to mingle, asking questions to check whether any names they filled in were correct, e.g. *Do you agree that the Cowboys are the best sports team? Have you ever wondered if you should do more for the environment?* (If you have a ***weak class***, you could get Ss to write the indirect questions first.)

During the mingle, circulate, listening to the indirect question forms, and assisting the formation of the questions as required.

When Ss have added names for the rest of the items on their worksheet, conduct whole-class feedback. Ask for a show of hands for each question, so that Ss can fill in any remaining blanks, and hear the clauses in different question types, e.g. *Who would claim that they were good at saving money? Who bets they can guess my favourite number?*

As a follow up, Ss could write some sentences about things in the class people have told them/said/agreed to, etc.

Answer key:

Possible indirect questions

1. Do you agree that the Cowboys are the best sports team?
2. Do you ever wonder if you're doing enough for the environment?
3. Do you think that you're good at saving money?
4. Do you imagine that you'll work abroad one day?
5. Have you realised that learning a language takes a lot of practice?
6. Do you think that you should borrow money from friends?
7. Do you sometimes forget what you need to buy at the shops?
8. Do you bet that you can guess my favourite number from 1 to 10?
9. Can you remember what we studied in class last week was about?
10. Do you suppose that you'll buy something online this month?
11. Do you know where the nearest cash machine is?
12. Have you ever broken a bone?

Vocabulary Money

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Explain that the missing words in sentences 1–8 in Ex 2 can all be found in the word search in Ex 1. Ss find the words in the word search, then complete the sentences.

After checking the answers as a class, put Ss in pairs or small groups to discuss to what extent they agree with the statements.

Answer key:

1

w	p	a	f	f	o	r	d	o
e	a	r	n	i	n	g	s	h
a	y	e	c	a	l	e	n	d
l	m	a	c	c	o	u	n	t
t	e	r	a	t	e	s	a	o
h	n	n	o	e	b	n	a	w
o	t	d	e	b	t	x	n	e

2
1 earn **2** rates **3** payment, debt **4** earnings, account
5 afford **6** lend **7** owe **8** wealth

7C

Grammar 1 Noun phrases 2

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Explain that first Ss should complete the sentences in the survey with the words in the box. Point out that each gapped item is part of a noun phrase. After Ss have completed the sentences, check their answers as a class.

Ss then complete the survey by ticking the sentences they agree with. Put Ss in small groups to compare their views. During the discussion, encourage Ss to notice and use the noun phrases in each sentence. Ask each group to briefly report back on their findings to the class.

Answer key:
1 users **2** apps **3** paths (note *footpaths* is one word), programme **4** drivers, insurance **5** cycle **6** quality **7** Road **8** number, public **9** Petrol **10** jams **11** driving **12** helmets **13** pedestrian **14** cost **15** lessons

Grammar 2 Noun phrases 2

Materials: One worksheet per group of Ss

Instructions:

Put Ss in teams of three or four and give a set of cut up cards to each group. Teams race to pair the cards into noun phrases of two or more cards, without leaving any cards out. Ss may need to re-arrange the combinations a number of times to avoid any cards being left over. If your Ss don't enjoy competitive games, you could play this without the race aspect.

Possible answers:
type of car, piece of advice, number of users, group of children, bag of shopping, queue of people, laws of the road, quality of the service, engine trouble, cycle helmet, petrol station, map app, lorry driver, traffic jam, driving test, road safety

As an alternative, or extension, Ss could play a memory game in their groups. Ss spread the cards face down on the table and take turns to turn over two cards. If the cards can be combined to make an acceptable noun phrase, the student takes the pair of cards, displaying them on the table. Circulate and monitor for appropriate use of noun phrases, offering help if necessary.

The student then makes a sentence using the noun phrase (with the group's help if necessary). If the use of the collocation in the sentence isn't correct, the student turns them face down and puts them back on the table. The winner is the student in the group with the most cards at the end. Note, that because of the multiple combinations which are possible, there may be some left over cards at the end of the activity which cannot be paired.

Answer key:

Suggested possible answers
type of – car/engine/cycle/petrol/map/lorry/helmet/station/app/driver/test
piece of – advice
number of – users/children
group of – users/children
bag of – shopping
queue of – children/people/traffic
laws of – the road
quality of – advice/shopping/the road/the service
car – engine/trouble/driver
engine – advice/trouble/test/safety
cycle – advice/trouble/helmet/test/safety
petrol – advice/users/engine/trouble/station/safety
map – users/trouble/app
lorry – driver/safety
traffic – advice/app/jam
driving – advice/app/test
road – advice/users/map/safety
driver – safety
safety – advice/test/helmet

Vocabulary On the road

Materials: One worksheet per pair or group of three Ss cut into cards

Instructions:

Read *Card A* aloud. Elicit some ideas of what could go wrong in Fred's driving test. Put Ss in pairs or small groups. Distribute a set of cards to each group. Tell them to work together to order the story, starting with *Card A*.

When Ss have finished, ask them to compare their order with another group or pair, before checking answers as a class.

If you have a ***weak class***, an easier alternative would be to read the story aloud in the correct order, then distribute the cards for Ss to recreate the story themselves.

Answer key:
Card A, H, C, D, B, J, I, E, G, F

8A

Grammar 1 First conditional

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Get Ss to discuss Ex 1 in pairs and elicit some ideas.

Next, Ss complete Ex 2 with the words in the box and then compare their answers in pairs, before checking as a class.

In pairs or small groups, ask Ss to discuss Ex 3. Conduct whole-class feedback.

Answer key:

1
1 Sample answers: storm, earthquake, volcanic eruption, flood, tsunami, hurricane

2
1 Even **2** case **3** If **4** unless **5** in **6** unless **7** case **8** If **9** even

Grammar 2 First conditional

Materials: One card per pair of Ss

Instructions:

Put Ss in pairs. Explain that Ss are going to create an advertisement for a 'green' product and present it to the class.

Ss will need to use the first conditional to explain all the good things that will happen, could happen, might happen etc. if a person buys/uses their product. Give an example of a benefit, trying to sound enthusiastic and persuasive, e.g. *My business is Green's brilliant bicycles. If you buy one of our bicycles, you can exercise as you come to school. If you use it every day, you will make a difference to the environment. You won't believe how good cycling will make you feel unless you try it! And, when you buy one of our bikes today, you'll get you a free helmet! Get yours now!*

Distribute the cards. If Ss aren't sure what the product is, assist or suggest that they could do some very brief research on the internet.

Ss work together to make their presentation for their product, using at least three first conditional sentences. Encourage Ss to start the condition clause with a range of words, e.g. *<u>When</u> you buy our pizzas, you'll be supporting local farmers …* *<u>Unless</u> you buy a reusable coffee cup, you might send 300 paper cups a year to landfill …* Ss could also use digital slides to support their presentation if this is practical.

Ss take turns to present their advertisement to the class.

Vocabulary The environment

Materials: One copy of the top part of the worksheet per student; one set of the lower part of the worksheet (cut into cards) per group of four or five; nine counters per student (these could be small pieces of paper)

Instructions:

Distribute the bingo grid part of the worksheet to each student. Put Ss in pairs to work through the words and phrases, discussing what each word means. Ss then write one word from the checklist into each space on their respective bingo sheets. Emphasise that Ss should write the words out of order and not in the same place as their partner. Allow about five minutes for this part of the activity.

Explain that you will call out a series of definitions for the words the Ss have just discussed. If Ss have the word corresponding to that definition, they can cover it with a counter (or make a mark on the grid). Some of the words have more than one definition, but this will be the definition relating to the context in the Students' Book.

If Ss get three words in a row vertically, horizontally or diagonally, they call out *bingo*. If a student covers all nine words on their card, he/she calls out *bingo jackpot*. The first student to call this out is the overall winner.

As an alternative, put Ss in groups of four or five to play the game on their own. Give each group a set of definition cards face down. Ss in the group take turns to read one definition card each. The game can be repeated more than once in the group if time allows.

8B

Grammar 1 *whatever, whoever, whenever, however*, etc.

Materials: One worksheet per pair of Ss

Instructions:

Point out to Ss that people often use *whatever, whoever* etc. to respond to questions about decisions to mean *it doesn't matter* or that you don't mind about the outcome. Put Ss in A/B pairs and tell them to pretend that they are old friends. Give them each the A or B half of the worksheet. Ss should not show each other their parts of the worksheet.

Student A asks Student B their first question and Student B responds with one of the phrases in the box on their sheet. Ss continue, taking turns to ask and answer the questions. Encourage Ss to act a bit, for example sound bored in their answer or give a reason why.

When Ss have finished, check answers as a class by having Ss put both sheets on the desk (so both Student A and Student B in each pair can see them) and calling out the questions. Ss should chorally respond using the appropriate phrase.

Finally, ask Ss to discuss the following question in pairs: *Is it helpful or annoying when people answer questions using the phrases on the sheet? Does it depend on how often they say it or what the situation is?* Elicit a few opinions.

Answer key:

Student A

1 Whatever you like **2** Wherever you want
3 Whenever suits you **4** However you like
5 Whoever you want **6** Whichever is easier

Student B

1 Whatever you like **2** Whoever you want
3 Whichever you like **4** However suits you
5 Wherever you like **6** Whenever you want

Grammar 2 *whatever, whoever, whenever, however*, etc.

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain Ex 1. Ask Ss to read the quotes and complete them with one of the words in the box. Emphasise that words may be used more than once and, occasionally, more than one option may be possible. Ss compare their answers in pairs then check as a class.

In their pairs, Ss discuss the questions in Ex 2. Conduct whole-class feedback.

Answer key:

1 Whoever **2** Whatever **3** Whenever **4** However
5 Whoever **6** However **7** Whoever, wherever
8 Whenever, whichever **9** wherever **10** Wherever

Vocabulary Character

Materials: One worksheet per pair of Ss

Instructions:

Distribute the worksheets and explain Ex 1. Check Ss understand how the Venn diagram works, i.e. that the positive qualities go in the top section, negative qualities in the bottom section and things that could be positive or negative go in the middle.

Ss work in pairs to discuss and decide where each character trait goes. Conduct whole-class feedback. Answers may depend on cultural and individual views.

For Ex 2, Ss think of a famous person that will be familiar to them and describe them using some of the adjectives. Ss can also use other adjectives. Working in their pairs, Ss see if their partner can guess who they are talking about. Then, Ss swap roles.

Suggested answers:

Positive: bright, generous, patient, sweet, talented, willing, reliable, stays calm under pressure
Both: politically active, strict
Negative: difficult, lacks a bit of confidence, nasty, racist

8C

Grammar 1 Time conjunctions

Materials: One worksheet per student

Instructions:

Start by telling Ss a time you went to a wedding (or your own) and what it was like. Try to use some time conjunctions in your anecdote. Then distribute the worksheets. Put Ss in pairs to discuss the questions in Ex 1. Elicit a few ideas.

Demonstrate Ex 2 using sentence 1. Point out that in some sentences both alternatives are possible. Ss complete the exercise individually.

Ss then complete Ex 3 and identify which of their answers from Ex 2 are prepositions and which are time conjunctions. Ss compare their answers in pairs, before checking answers as a class.

In Ex 4, Ss tick the traditions that are common in their culture. Put Ss in groups to compare and discuss their answers.

As an optional follow up, Ss could write a short description of what usually happens at a wedding (or any other life event) in their own family or culture using time conjunctions. Alternatively, Ss could choose one of the customs to research in more detail and report back to the class what they discovered.

Answer key:

2–3

1 until (time conjunction)
2 before (preposition)
3 as soon as/once (time conjunction)
4 Once/When (time conjunction)
5 until (time conjunction)
6 After (preposition)
7 As soon as (time conjunction)
8 Before (time conjunction)
9 When/After (time conjunction)
10 until (preposition)

Grammar 2 Time conjunctions

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss time to complete the sentences so that they are true for them. (This part could be done for homework.) Ss should only write information down that they don't mind sharing with classmates. Monitor, assisting if necessary.

When Ss have completed their sentences, have a class mingle. Ask Ss to find a partner and then call out a number from one to ten. Ss share the sentence with that number with their partner. Tell them to listen and notice how the time conjunctions are used and ask follow-up questions if they can. Point out that the order of the clauses can be changed and encourage Ss to try doing that for some of the sentences.

Ask Ss to find a new partner and call out another number. Keep Ss moving between partners quickly. The activity continues until you have called out all the numbers from one to ten.

At the end of the task, ask Ss to feedback on any answers they thought were particularly interesting or that they found they had in common with someone else.

Vocabulary Life events

Materials: One worksheet per small group of Ss

Instructions:

Put Ss in pairs or small groups and give each group a set of cards. Ask Ss to work together to match the pictures with the words. Check as a class.

Explain that Ss are going to use the cards to play Pelmanism, or a memory game. Ss spread out the cards face down on the table. Ss take turns to pick up two cards. If they are a match, they keep the cards. If not, Ss place the cards face down again. When all the cards are taken, the student with the most cards is the winner.

To finish, Ss could discuss whether the pictures are relevant to the life events in their culture or whether they would use any different pictures/symbols. As an extension, Ss could work as a group to draw different pictures for some of the target words to make a Pelmanism game that reflects their own culture.

Answer key:

1 engagement **2** get married **3** retirement
4 pay off the mortgage **5** graduation
6 take a year off to travel **7** separate from a partner
8 give birth to a child **9** anniversary **10** live together
11 announce a pregnancy **12** hold a ceremony to remember

9A

Grammar 1 Patterns after *wish*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to work individually on Ex 1 to decide if sentences 1–15 are correct or incorrect. They should correct any of the incorrect sentences. Ss complete the activity and compare answers with a partner.

In Ex 2, Ss discuss whether they share any of the wishes on the sheet or share some of their own wishes with a partner. Elicit a few ideas.

Answer key:

The corrected sentences are:

1 I wish we **had** some chocolate!
4 He **wishes** people wouldn't waste water.
5 I wish you would **stay** calm.
11 I wish my friend **would** hurry up and text me.
12 She wishes **she** could retire this year. (Another noun/pronoun in place of the second she is acceptable.)
14 I wish my friends **lived** closer.

Grammar 2 Patterns after *wish*

Materials: One worksheet and a coin per group of Ss; one counter or piece of paper per student

Instructions:

Put Ss in groups of three. Give each group a worksheet, a coin and counters. Make sure Ss understand *heads* and *tails*. Ss take turns to flip the coin and move forward. If the coin lands on heads, the student should move forward two spaces; if the coin lands on tails the student should move forward one space.

When a student lands on a square, they have to make a sentence using the prompt and then say whether the statement is true or false for themselves. Emphasise that Ss can finish the sentence any way that they wish, as long as their answer is correct. The other Ss should check that the sentence is correct. If it is incorrect, the other Ss should assist the student to form it correctly.

The winner is the first student to reach the FINISH square. Elicit feedback from one or two groups about anything interesting they learnt about each other.

Possible answers:

1 … my neighbours would be quieter. / … they wouldn't have parties at the weekend.
2 … my employer would increase my wages. / … I could get a better job.
3 … people would do more to protect the environment. / people would eat less meat.
4 … I could stop smoking. / smoking wasn't bad for you.
5 … there wasn't so much pressure. / … I didn't care about other people's opinion of me.
6 … businesses would give employees the choice to work part-time. / … I could work a four-day week.
7 … I had more free time. / … I had the time to learn tap dancing.
8 … people wouldn't spend so much time on their phones. / … I was better at turning off my phone.
9 … there were more green spaces in my city. / … we had a park nearby.
10 … she wouldn't send me messages so late at night. / … he wasn't having such a difficult time right now.
11 … I could cook better. / … I was an amazing cook.
12 … I had a car. / … public transport was better in my city.
13 … I could speak Mandarin. / … I could learn a language in a day.
14 … we had a dog. / … my landlord would allow pets.
15 … family wouldn't tell me what to do. / … my family would trust me to make my own decisions.
16 … I could decide my career goals. / … knew what career I would like to do.
17 … it was easier to get up early. / … I could get to bed earlier.

Vocabulary Quality of life

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Direct Ss to the first item and explain that this is an anagram of a word from the lesson vocabulary relating to quality of life. Ss need to reorder the letters to work out what the word is. Point out that each collocation clue provides some examples of words that are often used with the anagram word. Elicit the answer to the first anagram. Ss work out the remaining anagrams individually or in pairs. Check as a class.

Ss then complete Ex 2. Ss write sentences about the quality of life in an ideal society using some of the words and collocations from Ex 1. Monitor for appropriate word use. Ss share their sentences in small groups. As an alternative, they could read the target word as *beep* and get the other group members to guess which word it is.

Answer key:

1 wages **2** community **3** purpose **4** spaces **5** violence
6 discrimination **7** faith **8** equality **9** anxiety **10** charity

9B

Grammar 1 Second conditional

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Direct Ss to the first blog post and check that they understand what a three-day work week is (where you work for three days and have four days off). Ask Ss to look at the first gap and elicit how it could be completed. Ss complete the remaining gaps then compare their answers in pairs. When Ss have finished, check the answers as a class.

For Ex 2, Ss work in pairs and discuss the questions. Elicit a few of the Ss' own ideas about a three-day working week.

Answer key:

1 didn't reduce **2** would be **3** would spend **4** would prefer
5 could choose **6** worked **7** might/would get
8 might/would be **9** had **10** would pay **11** didn't cost
12 would support

Grammar 2 Second conditional

Materials: One worksheet per group of Ss, cut into cards; keep cards 11 and 12 separate

Instructions:

Put Ss in small groups. Give each group a set of cards 1–10 face down. Ss take turns to pick a card and read the question to the others in the group, who each try to answer using a second conditional. Circulate, monitoring for accuracy of conditional sentences. ***Fast finishers*** could use cards 11 and 12 to make up two of their own questions to swap with another group.

Ask each group to share a few interesting or funny things they found out about each other.

Possible answers:

1 I would leave a restaurant without paying if there was an emergency.
2 I might change jobs if I was offered a lot of money at another company.
3 I might lie if my best friend gave me a gift I didn't like.
4 If I had a really good series to watch, I might stay home all weekend!
5 If I was sick, I wouldn't come to class.
6 If the stranger had a flat tyre, I'd probably let him or her use my phone.
7 I might wear a bear costume if I was paid a lot to do it!
8 If there was a fire and I couldn't open a window, I'd break it.
9 I would sing in front of a crowd if I could sing better!
10 I might use a different name if someone was trying to sell me something I didn't want.

Vocabulary Society

Materials: One worksheet per of Ss, cut in half

Instructions:

Divide the class into two groups. Give the Student A worksheet to half the Ss and the Student B worksheet to the other half.

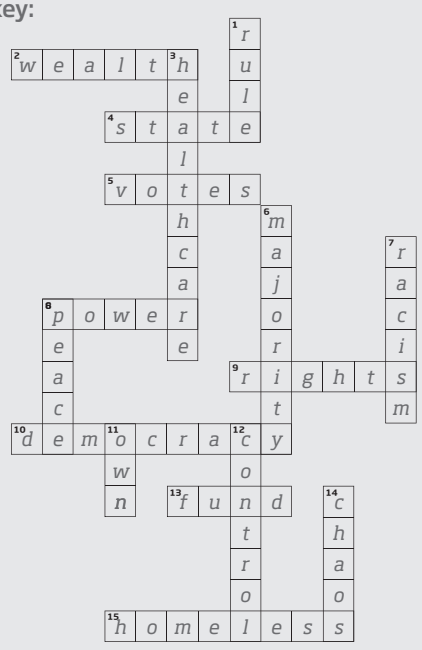
Ask Ss to work with someone in their group and check they understand all of the words written in their crossword. Together they write clues for each word. Circulate, offering assistance as necessary.

Now rearrange the Ss in A/B pairs. Tell Ss not to look at each other's worksheets. Make sure that Ss know how to ask: *What's 4 across?* and *What's 1 down?* etc. Write these phrases on the board as prompts if necessary.

Ss take turns to give each other clues so they can complete their crosswords e.g. *8 down: This is a noun which means that there are no wars or fighting.* Monitor Ss during the activity in case they have any questions.

Finish with some whole-class feedback, eliciting some of the clues Ss used for each word.

Answer key:



9C

Grammar 1 Past modals of deduction

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually. When they have finished, Ss compare their answers in pairs by taking turns to read out a statement and respond with the appropriate response. Check answers as a class.

For Ex 2, Ss work in pairs and choose at least four of the statements to respond to using past modals of deduction. ***Fast finishers*** could think of as many as they wish to within the timeframe. Conduct whole-class feedback.

Answer key:

1

1 e might **2** d must **3** f must **4** a can't **5** i must **6** c might **7** g must **8** b can't **9** h might

Grammar 2 Past modals of deduction

Materials: One card per student

Instructions:

Distribute one card to each student. Explain that they are going to mingle as if they're in a social situation.

In pairs, Ss take turns to read the statement on their card. Their partner must respond with a sentence using a past modal of deduction. Write the modals of deduction as prompts on the board (*must have/might have/could have/may have* + past participle) and emphasise that Ss must use one of these structures in their responses, for example, A: *My car engine wouldn't start yesterday, but it seems fine today.* B: *It must have been the cold weather.*

Encourage Ss to briefly continue their conversation before swapping cards and partners. Ss mingle for five to ten minutes, or until every student has spoken to most other Ss. Monitor for accuracy of past modals of deduction.

Finish by asking Ss to share a response they had with the class.

Vocabulary Sport

Materials: One worksheet per class

Instructions:

Before the activity, pin the worksheet(s) to the board or tape them to a table at the front of the room. Ss should not be able to read the worksheet(s) from where they are sitting.

Put Ss in groups of three (A/B/C) and explain that they are going to do a running dictation. Student A is the first writer and needs a pen and paper ready. Ss B and C start as the runners. They run to the worksheet, read as much as they can remember then return and repeat as much as they can remember to A, who must write it down. The runners are not allowed to write anything down.

Every few minutes (or after a few sentences have been dictated), call out *change* and the groups must rotate who is writing. This continues until Ss have written all the sentences down. The first pair to finish gets 10 points, the second 9 points and so on. Ss get an additional point for every sentence which is completely correct. The pair with the most points wins.

Alternatives:

This activity can also be carried out in pairs. Cut the worksheet in half, putting sentences 1–4 at the front of the room, and sentences 5–8 at the back. Student A is the first runner and dictates sentences 1–4 to Student B. Then, Student B is the runner and dictates 5–8 to Student A.

If there are mobility issues or your classroom layout is not conducive to a running dictation, instead have a back-to-back dictation. Ss sit back-to-back (or face-to-face) and take turns to dictate their sentences to each other. They must do as much as they can in five minutes, scoring a point for each sentence correctly written.

As an extension, ask Ss to read the situations again and decide on a response to each one using a past modal of deduction, e.g. *A: She missed the penalty, and we were knocked out of the competition. B: That must have been disappointing.*

10A

Grammar 1 Third conditional

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Get Ss to read the first story and elicit how the sentence can be completed with the verbs in brackets as an example. Point out that they will need to use the information in the story to decide whether *had* or *hadn't* is more appropriate in the *if* clause. In the main clause, there is a clue about which modal to use at the beginning of the gap (the initial letter). However, again, Ss will need to use the information in the story to decide whether the modal is positive or negative. Ss complete the remaining sentences. When Ss have finished, they should compare their answers in pairs before checking as a class.

Answer key:

1 hadn't failed, wouldn't have taken
2 hadn't been, might not have met
3 hadn't hurt, wouldn't have become
4 hadn't gone, couldn't have designed
5 had had, might not have changed
6 hadn't encouraged, wouldn't have entered
7 hadn't fallen asleep, would have got on
8 hadn't missed, wouldn't have had to
9 hadn't talked, wouldn't have decided
10 had studied, might have gone

Grammar 2 Third conditional

Materials: One worksheet per pair/small groupof Ss

Instructions:

Put Ss in pair, or small groups, and distribute a set of cards to each group. Ss spread the cards face up on the desk and work together to match the two parts of the sentences together. When the Ss have finished, they could check with another pair, then as a class.

As an extension, Ss could choose one of the sentences, and write a short conversation which includes it. Each pair could then read aloud or perform their conversation for the class.

Answer key:
The sentence halves match as follows:
If I'd known you were a vegetarian, **I wouldn't have made roast chicken for dinner**.
If I'd known you were an activist, **I would have invited you to the meeting about women's rights last week**.
If I'd known it was your birthday today, **I wouldn't have made other plans**.
If I'd known you were angry about what I said, **I would have apologised**.
If I'd known you were a lawyer, **I would have asked you for advice about my problem at work**.
If I'd known you had a sore leg, **I wouldn't have suggested a long walk**!
If I'd known you were lonely, **I would have called you earlier**.
If I'd known you were allergic to dogs, **I wouldn't have brought mine with me**.
If I'd known you wanted to learn to sail too, **we could have taken lessons together**.
If I'd known you needed to study tonight, **I wouldn't have suggested going out**!

Vocabulary Influential people

Materials: One worksheet per pair of Ss, cut into A/B cards

Instructions:

Tell Ss that they are going to find out about four different people who are *multi-talented*, i.e. are good at more than one thing.

Put Ss in pairs and give them two of the same sheets, either A/A or B/B. Tell them not to show their sheets to any other pairs. Give Ss time (e.g. five minutes) to read their worksheet and think about what the missing words might be and what questions they could ask to elicit the missing information. For example, for worksheet A, gap 1, *What has Lucy won an award for?* For worksheet B, gap 1, *What does Lucy do?*

Now put Ss in A/B pairs and tell the Ss that they must now ask their partners their questions to fill in the missing information on their sheets. Set a time limit (e.g. eight minutes) for Ss to do this. Give pairs the chance to compare their worksheets when they have finished and ask them to ensure that spelling is correct.

As an extension, ask pairs to think of anyone they know or know of, who is multi-talented, and in what ways. Elicit some ideas.

Answer key:

Student A
1 architect **2** gold medal **3** lawyer **4** military leader **5** defending **6** women's rights **7** works **8** widely read **9** sailing

Student B
1 designs **2** athlete **3** trade union leader **4** works **5** victory **6** activist **7** philosopher **8** poets **9** explorer

10B

Grammar 1 *should have*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, direct Ss to the first sentence and get them to reorder the words. Ss complete the remaining sentences (2–10), then compare their answers in pairs before checking as a class.

After you have checked the answers to Ex 1 together, get Ss to do Ex 2 individually. Then put Ss in pairs to complete Ex 3. Ss discuss which regrets a job interviewer might have. Conduct whole-class feedback.

Answer key:

1
1 I shouldn't have talked so fast.
2 I should have looked in the mirror.
3 I should have done more research.
4 I should have checked the address.
5 I should have made more eye contact.
6 I shouldn't have worn jeans.
7 I should have arrived earlier.
8 I shouldn't have complained about my current boss.
9 I shouldn't have had so much coffee.
10 I should have turned off my mobile.

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

Grammar 2 *should have*

Materials: One worksheet per pair of Ss; two sets of counters per pair (Ss could make these out of pieces of paper)

Instructions:

Put Ss in pairs. Direct them to the top-left square, and elicit some ways the sentence could be completed, e.g. *I should have checked the calendar. I should have written the date in my diary.*

Explain that Ss take turns to choose a square and complete the sentence correctly for the situation given. The other student should listen and verify the *should have* + past participle is correctly formed, checking with the teacher if necessary. If the sentence is correct, they can then put a counter of their chosen colour on it. For a more competitive version, if the verb is formed incorrectly, the opponent gets it as a bonus square. For a less competitive version, the opponent/teacher may assist the speaker to form it correctly.

To win the game, Ss need to get four counters in a row horizontally, vertically or diagonally. If there are no counters, Ss could use coloured pencils to colour the square or draw a symbol or their initial in the cell.

To finish the activity, Ss should discuss which of the situations they have been in themselves and what they should have/shouldn't have done differently.

Vocabulary Successes and failures

Materials: One worksheet per pair of Ss

Instructions:

Put Ss in pairs. Distribute the left-hand column worksheet and a set of cards from the right column of the worksheet to each pair. Explain that Ss need to work together to match the answers to the interview questions. When they have finished, check the answers as a class. Ss practise reading the interview aloud in their pairs, taking turns to be the interviewer and the candidate.

As an extension, Ss could make up their own answers to the questions using some of the target vocabulary.

Answer key:
1 c **2** f **3** a **4** h **5** b **6** e **7** g **8** d

10C

Grammar 1 Adjective word order

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to complete the table with the words in the box. Then Ss work in pairs to add other words which could go in each column. Check as a class. Point out that occasionally words may fit more than one category, e.g. *silver* may be a colour or a material.

Ss complete the sentences in Ex 2 using two or three adjectives from the table in Ex 1. Ss then compare their sentences in pairs or small groups. Ss complete Ex 3 with some adjectives. Circulate, checking that the order used is correct.

Finally, in Ex 4, Ss work in pairs to read their combinations of adjectives from Ex 3 in a mixed-up order, pausing before saying the noun to see if the other student can guess which noun it refers to.

Answer key:

1 Italicised words are possible answers.

Opinion	Size	Colour	From	Made of
elegant	huge	black and white	Chinese	cotton
beautiful	small	green	French	leather
cheap	tiny	silver	Italian	plastic
horrible	*big*	*red*	Swedish	paper
lovely	*long*	*purple*	*Brazilian*	*wool*
ugly	*medium*	*black*	*Russian*	*gold*

Grammar 2 Adjective word order

Materials: One worksheet per student

Instructions:

Distribute one worksheet to each student and ask Ss to write their name on the back of it. Explain that at the top of each pyramid they should write a noun, e.g. *cat, bag, vase*. Encourage Ss to use compound nouns, e.g. *hand bag, table lamp, drink bottle, sunhat*.

Ss pass their worksheet to another student. That student adds an adjective in the second layer from the top of the pyramid to describe the noun. It can be any type of adjective, e.g. *a yellow sunhat*, but remind Ss of the general rules of adjective order.

All Ss pass their papers to the right again and the next student adds another adjective in the third layer of the pyramid in the correct place in relation to the second layer, e.g. *an old yellow sunhat*. Ss pass to the right again and the next student adds another adjective, *a lovely old yellow sunhat*. At this point when Ss pass to the right again, they will begin writing adjectives for the second noun. This continues until the pyramids are full. Try to keep the activity moving quite fast.

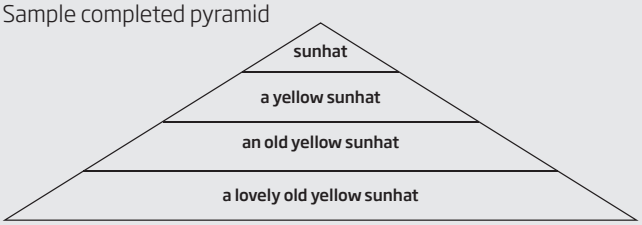
When they have finished, Ss return the worksheets to the original owner. As a wrap up, get each student to read out one of the items they have on the bottom layer of the pyramid (the one they like best or is funny or interesting).

For a bit of fun, get Ss to share their items using the following sentence starters. See who can make the funniest sentence.

1 For my birthday, I got _____ .
2 I'd really love a _____ .
3 I found something I didn't recognise in my bag, it was a _____ .
4 I've lost a _____ . Have you seen it?

Answer key:

Sample completed pyramid



Vocabulary Describing things

Materials: One worksheet per pair or small group of Ss

Instructions:

Put Ss in pairs or teams of three. Distribute the worksheets face down. Explain that Ss will have a limited time (five to 15 minutes, depending on your class) to work as a team to answer as many questions on the worksheet as possible. They need to pass the worksheet around the group so that Ss take turns to read out the questions and write an answer. Time Ss as they work before eliciting answers from the class. Teams score one point for each question answered appropriately. The team with the most points is the winner.

Alternatively, Ss can use the questions in an 'ask and answer' activity without the competitive element. Distribute a sheet to each group and get Ss to take turns to choose a question to ask the other members of the group

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