ROADMAP™ B1

TEACHER'S BOOK

with digital resources and assessment package

Kate Fuscoe, Karen Cameron Gray

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.

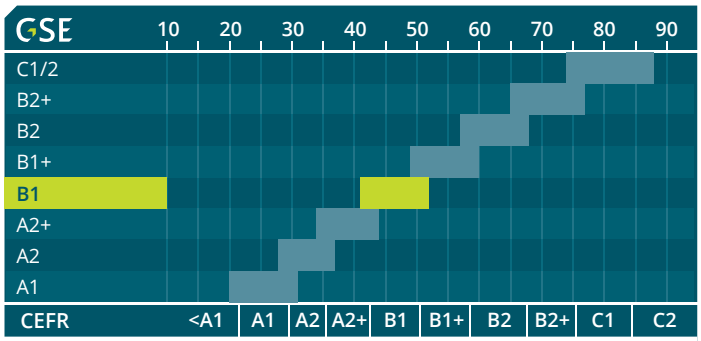
The ***Roadmap*** Teacher's Book with digital resources and assessment package provides everything you need to deliver successful lessons and get the most out of the course.

- 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





Teacher's Book

with digital resources and assessment package

Kate Fuscoe, Karen Cameron Gray

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UNIT 1 page 6				
1A **Profiles** page 6	present simple and present continuous	personal details	*do you*	get to know someone
1B **Life maps** page 8	*be going to* and present continuous	personal characteristics	*-ing*	describe future plans and arrangements
1C **What next?** page 10	*will* for prediction	describing change	*will/won't*	make predictions about the future
1D **English in action** page 12	make and respond to suggestions			make and respond to suggestions
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1B Develop your writing page 87	write a job application	using paragraphs in a job application
1C Develop your listening page 88	understand a podcast	recognising positive and negative attitudes
2A Develop your reading page 89	understand a news story	reading for specific information
2B Develop your writing page 90	write an essay	writing paragraphs
2C Develop your listening page 91	understand an interview	understanding linkers
3A Develop your reading page 92	understand adverts	recognising similar ideas
3B Develop your listening page 93	understand a conversation	understanding discourse markers
3C Develop your writing page 94	write a guide	planning a piece of writing
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4B Develop your writing page 96	write a biography	using linkers
4C Develop your reading page 97	understand a magazine article	understanding paragraph structure
5A Develop your writing page 98	write a personal email	using informal words and expressions
5B Develop your reading page 99	understand a factual article	guessing unknown words
5C Develop your listening page 100	understand announcements	listening for specific information











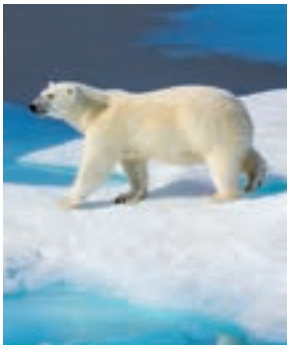
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FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A **Life without ...** page 46	second conditional	everyday activities	contractions	discuss hypothetical situations
6B **A difficult choice** page 48	structures for giving advice	describing bad behaviour and crime	connected speech	ask for and give advice
6C **Take action!** page 50	question tags	environmental issues	intonation in question tags	plan a campaign
6D **English in action** page 52	make and respond to requests			make and respond to requests
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8C **Natural world** page 66	non-defining relative clauses	geographical features	*wh-*	describe and recommend places
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9B **What if ...?** page 72	third conditional	strong and weak adjectives	contractions	tell a story
9C **Is it art?** page 74	short responses with *so, neither/nor, too/either*	describing art	connected speech	express agreement and disagreement
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EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
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6B Develop your reading page 102	understand a magazine article	understanding linkers
6C Develop your writing page 103	write a for and against essay	organising ideas
7A Develop your writing page 104	write short notices	engaging a reader
7B Develop your reading page 105	understand a magazine article	understanding the sequence of events
7C Develop your listening page 106	understand a presentation	listening for specific information
8A Develop your writing page 107	write a short email	adding and contrasting ideas
8B Develop your listening page 108	understand a radio phone-in programme	guessing the meaning of unknown words
8C Develop your reading page 109	understand a brochure	understanding reference
9A Develop your reading page 110	understand a short article	recognising degrees of certainty
9B Develop your writing page 111	write a story	making comparisons
9C Develop your listening page 112	understand a radio discussion	recognising a speaker's opinions
10A Develop your writing page 113	write an email asking for information	requesting information
10B Develop your reading page 114	understand an article	making inferences
10C Develop your listening page 115	understand short conversations	understanding meaning from context











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 games* 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.

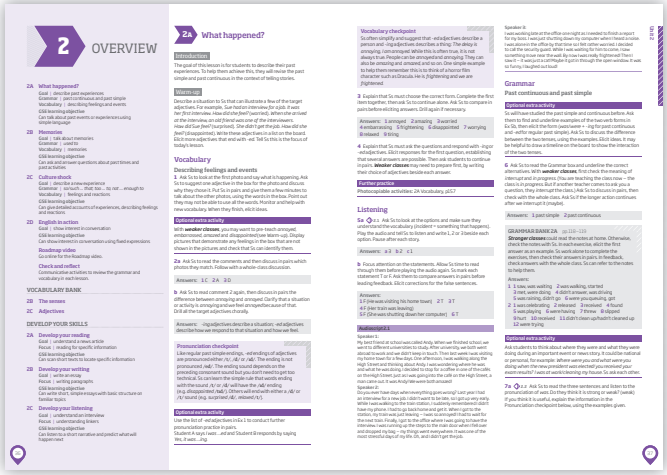


FOR TEACHERS

TEACHER'S BOOK

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

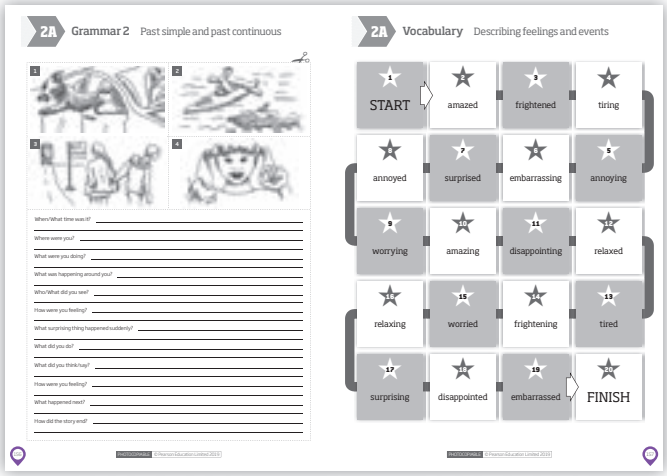
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable 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.



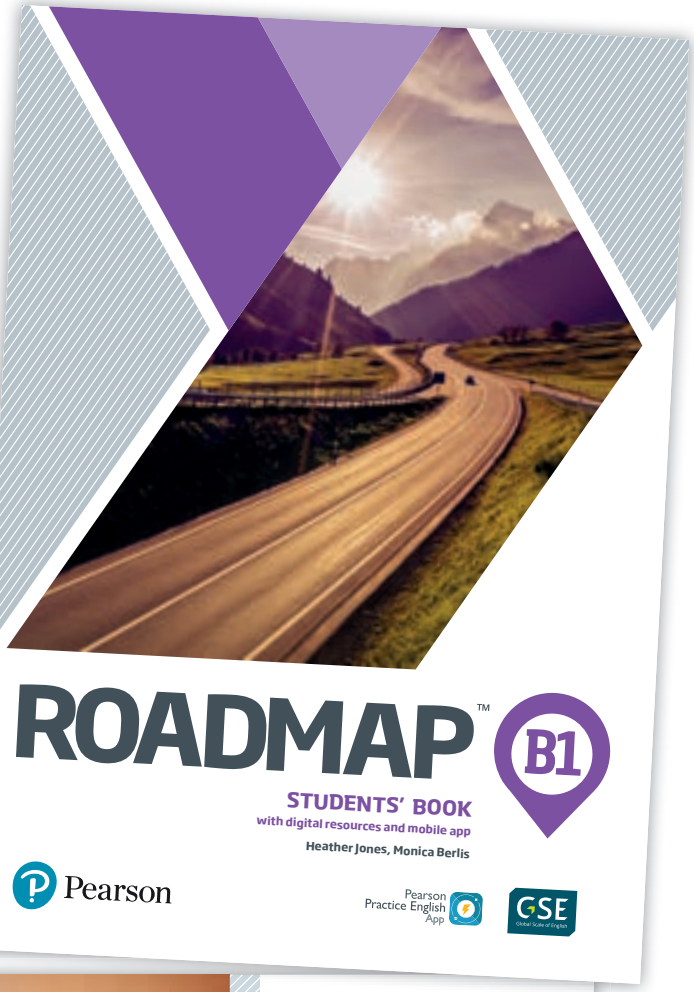
PRESENTATION TOOL

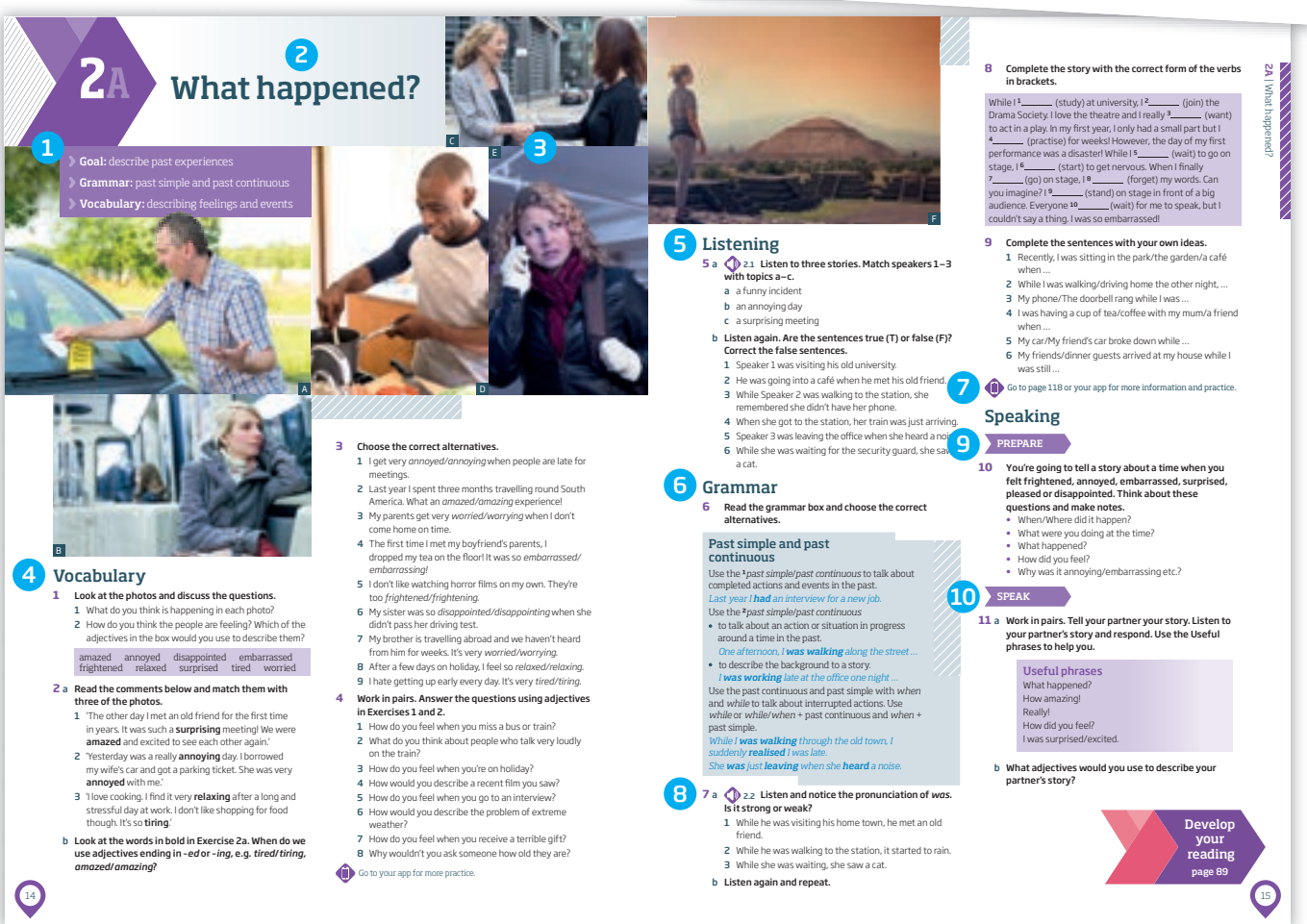
- Interactive version of the Students' Book with integrated audio and video is available on the *Pearson English Portal*.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.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





2B Memories



- **Goal:** talk about memories
- **Grammar:** *used to*
- **Vocabulary:** memories

Vocabulary

1 a **Look at the things in box A and match them with the senses in box B. There may be more than one answer.**

A

a baby's skin a cup of coffee freshly baked bread
a sunrise a train arriving at a station

B

feel sight smell sound taste

b **When you think about the past, which of the senses are the most important to you?**

2 **Read the comments. Match them with photos A–E.**

1 The sound of sea birds always **reminds me of** summer and holidays at the beach.
2 The smell of paella **makes me think of** home. **I have happy memories of** eating outside with my family.
3 The sight of city lights from a plane at night **makes me feel** excited.
4 **I'll never forget** the sight of the sun coming up over the mountains and watching it rise into the sky.
5 **I'll always remember** the taste of my mother's homemade apple pie. It was so good!

3 a **Which of the phrases in bold in Exercise 2 can be used with …**

a a verb + *-ing*?
b an adjective?
c a noun, e.g. a person or a place?

b **Choose two correct alternatives.**

1 I'll always remember *him/meeting her/she.*
2 Looking at the sea always makes me *feel calm/ feeling calm/calm.*
3 This place reminds me of *being young/ my old friends/ happy.*
4 I'll never forget *the first time I saw it/ travel to that place/ entering that place for the first time.*
5 I have happy memories of *school/ visiting the seaside/ go to my grandmother's house.*

c **Complete the sentences with your own ideas.**

1 Tasting *oysters* always reminds me of … *visiting the seaside.*
2 The sound of _____ always makes me think of …
3 The smell of _____ reminds me of …
4 The taste of _____ makes me think of my …
5 Seeing _____ makes me feel …
6 Visiting _____ always reminds me of my …

d **Work in pairs and compare your ideas.**

Go to page 137 or your app for more vocabulary and practice.

Reading

4 a **Read the post and comments below it. Which of the senses do the comments mention?**

Sight, sound, taste, smell, feel – our senses often remind us of important events from our childhood and family life. What are your happiest memories? What helps you remember them?

Comments

The smell of chips always reminds me of swimming lessons when I was at school. We used to pass a chip shop when we were walking to the pool every Friday and if we had money, we'd get some. Whenever I eat chips, I remember those Friday swimming lessons. ***Ed***

The sound of rain on the windows always makes me think of my childhood. I grew up in Malaysia and it rained a lot from October to March. My sister and I used to love going out and running around in the rain. My mother didn't use to mind! ***Tony***

When I hear the old song *Bohemian Rhapsody*, I have happy memories of long car journeys on our holidays. Every summer my father used to drive us to the seaside. During the journey we used to play all kinds of music, but this song was our favourite. It always reminds me of that time. ***Tess***

The smell and taste of roast chicken always makes me think of my grandmother. We used to go to her house every Sunday. She used to cook lunch for the whole family. I'll never forget her roast chicken. It tasted so good. ***Sara***

b **Read the post and comments again and answer the questions.**

1 Why does the taste of chips remind Ed of school swimming lessons?
2 Why does Tony remember his childhood when he hears the sound of rain?
3 Why does Tess love that old song?
4 Why does roast chicken make Sara think of her grandmother?

Grammar

5 **Read the grammar box. Find more examples of *used to* in the comments in Exercise 4.**

used to

Use *used to* to talk about actions that happened regularly in the past, but don't happen now.
Every summer we ***used to*** *go to the seaside.*
My mother ***didn't use to*** *mind!*
What did she and her sister ***use to*** *do?*
Don't use *used to* for actions or events that only happened once in the past. Use the past simple.
My mum ***made*** *a cake last week.*
NOT: ~~*My mum used to make a cake last week.*~~

6 a 2.3 **Listen and notice the pronunciation of *used to*. Which is pronounced more strongly, *used* or *to*?**

1 We used to go every Friday.
2 My mother didn't use to mind!
3 What did they use to do?

b **Listen again and repeat.**

7 a **Complete the sentences with *used to* or *didn't use to*.**

When I was a child, …
1 I _____ ride my bike to school.
2 I _____ fight with my brother a lot.
3 I _____ play volleyball with my friends after school.
When I was a teenager, …
4 I _____ go on holiday with my friends.
5 I _____ study hard.
6 I _____ play in the school orchestra.

b **Work in pairs and ask your partner the questions.**

Did you use to ride your bike to school?
No, I didn't. I used to take the bus.

c **Ask and answer more questions about your childhood. Use the prompts and your own ideas.**

- play video games
- go to your grandparents' home on Sundays
- be afraid of the dark
- do a lot of sport

Go to page 118 or your app for more information and practice.

Speaking

PREPARE

8 a 2.4 **You're going to talk about your childhood memories. First, listen to two friends talking about their memories. Which senses do they mention?**

b **Listen again and answer the questions.**

1 Does Adam like the song? Why/Why not?
2 What smell does Jane love? Why?
3 Why does Adam love the smell of coffee and fresh bread?

9 **Think about the questions and make notes.**

- What are your happiest memories of childhood? What makes you remember them?
- Does a particular song have a special meaning for you? Does it make you think of a special time in your life?
- Does a particular smell/sight remind you of something or someone special?
- Do you have a favourite food that reminds you of home?
- Do you have a photo that reminds you of happy times?

SPEAK

10 a **Work in pairs. Ask and answer the questions in Exercise 9. Use the Useful phrases to help you.**

Useful phrases

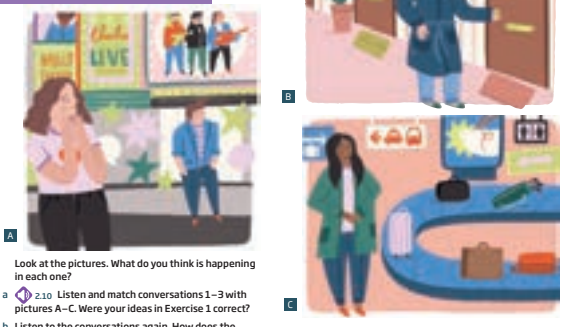
So, do you have a favourite (food)?
Oh really, why?
Yes, it makes me think of (home/my mum), too.

b **Share your memories with another pair. Did you all choose the same sense?**

Develop your writing page 90

2D English in action 11

- **Goal:** show interest in a conversation



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

2 a 2.10 **Listen and match conversations 1–3 with pictures A–C. Were your ideas in Exercise 1 correct?**

b **Listen to the conversations again. How does the person listening help the person telling the story?**

c **Listen again. Tick the phrases in the Useful phrases box that you hear.**

Useful phrases

Encouraging someone to continue
Uh huh.
Right.
What happened?
What did you do?
And what happened next?
What happened in the end?

Reacting and showing interest
Wow!
That's so cool!
That's awful!
That's amazing!
Great!
Really?
Oh no!

3 a 2.11 **Listen to the phrases below. Which of the people sound interested?**

1 And what happened next?
2 That's amazing!
3 Oh no.
4 So what did you do?

b 2.12 **Listen and repeat.**

4 **Work in pairs. Take turns to read this story to each other. Each time you see (…), react to what your partner says and help them to continue talking.**

I had an interesting day yesterday … I was at work, and my boss told me he wanted to speak to me … He told me that he was leaving the company … And that I would be the new boss of the department! … I didn't know what to say. I was so surprised!

A: I had an interesting day yesterday …
B: Really? What happened?

5 a **You're going to tell your partner about an experience you've had. First, choose a topic below or think of your own idea.**

- a bad day
- somewhere new you visited
- someone famous you saw or met
- an amazing day you had
- something surprising that happened

b **Make some notes. Think about the following:**

- when and where it happened
- the most important things that happened
- how you felt

c **Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.**

Go online for the Roadmap video.

12 Check and reflect

1 a **Complete the words with the correct endings, *-ed* or *-ing*.**

1 The news was surpris____ I was really surpris____ when I heard it.
2 I was quite disappoint____ with the film. The story was really disappoint____.
3 I had a really tir____ day. I was so tir____ when I finally got to bed.
4 I was so embarrass____. It was a really embarrass____ situation.

b **Work in pairs. Talk about times when you experienced the things in Exercise 1a.**

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

1 I _____ (meet) my husband while I _____ (study) at university. We _____ (be) at the same party one night.
2 I _____ (break) my leg while I _____ (ski). I _____ (go) down a difficult route and I _____ (fall) over.
3 I _____ (meet) my best friend at primary school. We _____ (paint) a picture together and we just _____ (not / stop) talking. We're still best friends today.
4 While I _____ (travel) around South America just after I _____ (finish) university, I _____ (start) to learn Spanish. I then _____ (become) a Spanish teacher.

b **Write sentences about three significant events in your life. Work in pairs and discuss them.**

3 a **Complete the sentences with the verbs in the box.**

forget have reminds smile think

1 Saturday evening TV always _____ me of my childhood.
2 The smell of chocolate always makes me _____ of my grandparents.
3 I _____ very happy memories of my primary school. I loved every second.
4 I'll never _____ the first time I rode a bike by myself. I felt so happy.
5 The song *Perfect Day* always makes me _____. It's such a great song.

b **Make the sentences in Exercise 3a true for you.**

4 a **Complete the sentences with the correct form of *used to* and the verbs in the box.**

be be able not be play

1 There _____ a big shopping centre. It opened just a few months ago, actually.
2 There _____ more small independent shops, but many of them have now closed.
3 We _____ football in the park, but they built offices there.
4 You _____ to drive in the city centre. Now cars are not allowed there.

b **Think about a place you know well. Write three sentences about how it used to be different.**

5 a **Complete the sentences with the words in the box.**

cheerful dull enjoyable extraordinary
homesick optimistic peaceful stressful

1 I never feel _____, unless I'm away from home for a long time and then I sometimes do.
2 To be honest, I find reality TV quite _____ and boring, but I love watching action films and documentaries.
3 There are some lovely, _____, quiet places near where I live. I go walking there quite often.
4 I usually get nervous before an exam. I find them quite _____, to be honest.
5 I think there are some amazing buildings where I live. Some of them are quite _____.
6 I find cooking very _____. If I've got time, I really like preparing nice meals for my friends and family.
7 I love spending time with Denise, she's always really _____.
8 The exam was really difficult but I feel _____ and think I'll pass!

b **Work in pairs. Decide if the sentences in Exercise 5a are true or false for your partner. Then check and find out more information.**

6 a **Choose the correct alternatives.**

1 It's *a such/ such a* great city.
2 It was *so/ such* boring!
3 I spent *so/ such* much money.
4 We were having *so/ such* a good time that we didn't want it to end.
5 I'm *too/ enough* young to remember it.
6 I'm not *enough good/ good enough* yet. I need to improve at it.
7 It was *too/ such* expensive. I didn't have *enough money/ money enough* to buy it.

b **Replace *it* in the sentences in Exercise 6a to make true sentences. Work in pairs and compare your ideas.**

Reflect

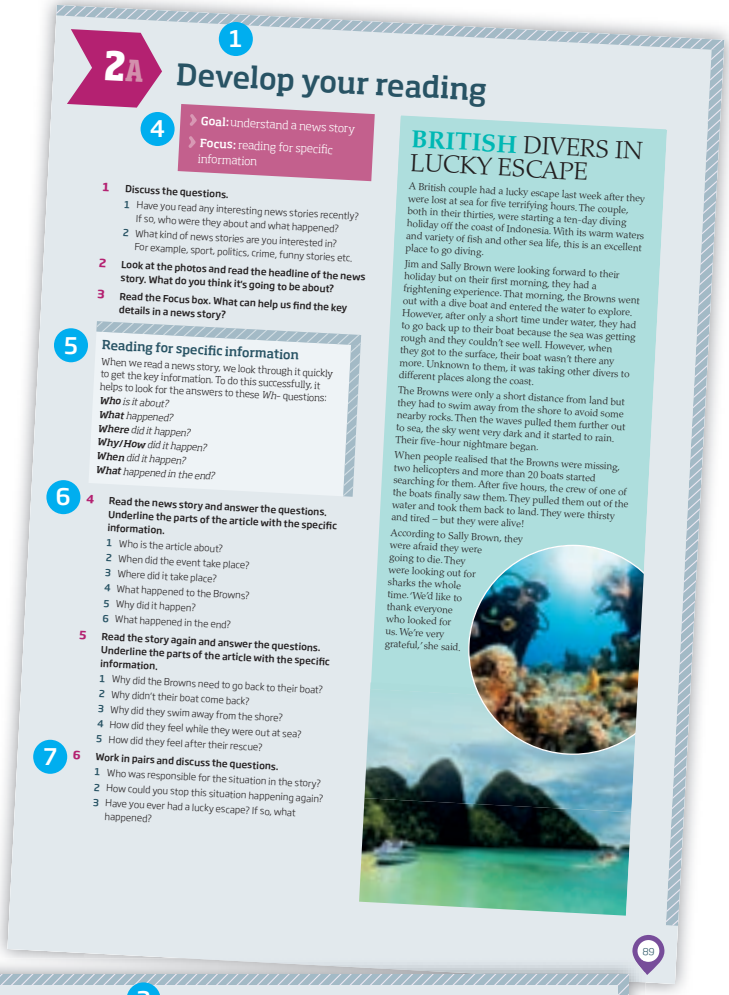
How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can describe past experiences.
- I can talk about memories.
- I can describe a new experience.
- I can show interest in a conversation.

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 reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
2. *Develop your listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
3. *Develop your writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
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 reading

4 Goal: understand a news story
Focus: reading for specific information

1 Discuss the questions.
1 Have you read any interesting news stories recently? If so, who were they about and what happened?
2 What kind of news stories are you interested in? For example, sport, politics, crime, funny stories etc.

2 Look at the photos and read the headline of the news story. What do you think it's going to be about?

3 Read the Focus box. What can help us find the key details in a news story?

5 Reading for specific information
When we read a news story, we look through it quickly to get the key information. To do this successfully, it helps to look for the answers to these *Wh-* questions:
Who *is it about?*
What *happened?*
Where *did it happen?*
Why/How *did it happen?*
When *did it happen?*
What *happened in the end?*

6 4 Read the news story and answer the questions. Underline the parts of the article with the specific information.
1 Who is the article about?
2 When did the event take place?
3 Where did it take place?
4 What happened to the Browns?
5 Why did it happen?
6 What happened in the end?

5 Read the story again and answer the questions. Underline the parts of the article with the specific information.
1 Why did the Browns need to go back to their boat?
2 Why didn't their boat come back?
3 Why did they swim away from the shore?
4 How did they feel while they were out at sea?
5 How did they feel after their rescue?

7 6 Work in pairs and discuss the questions.
1 Who was responsible for the situation in the story?
2 How could you stop this situation happening again?
3 Have you ever had a lucky escape? If so, what happened?

BRITISH DIVERS IN LUCKY ESCAPE

A British couple had a lucky escape last week after they were lost at sea for five terrifying hours. The couple, both in their thirties, were starting a ten-day diving holiday off the coast of Indonesia. With its warm waters and variety of fish and other sea life, this is an excellent place to go diving.

Jim and Sally Brown were looking forward to their holiday but on their first morning, they had a frightening experience. That morning, the Browns went out with a dive boat and entered the water to explore. However, after only a short time under water, they had to go back up to their boat because the sea was getting rough and they couldn't see well. However, when they got to the surface, their boat wasn't there any more. Unknown to them, it was taking other divers to different places along the coast.

The Browns were only a short distance from land but they had to swim away from the shore to avoid some nearby rocks. Then the waves pulled them further out to sea, the sky went very dark and it started to rain. Their five-hour nightmare began.

When people realised that the Browns were missing, two helicopters and more than 20 boats started searching for them. After five hours, the crew of one of the boats finally saw them. They pulled them out of the water and took them back to land. They were thirsty and tired – but they were alive!

According to Sally Brown, they were afraid they were going to die. They were looking out for sharks the whole time. 'We'd like to thank everyone who looked for us. We're very grateful,' she said.

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2B 3 Develop your writing

Goal: write an essay
Focus: writing paragraphs



1 a Discuss the questions.
1 What differences are there between the way we live now and the way we lived in the past?
2 Is life easier or more difficult now? Think about things like travel, free time interests, housework and cooking.

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

Was life really better?

[1]People often talk about how life was better in the past, but how true is that? Let's compare my grandparents' lives with my life today.

[2]Life was certainly different in my grandparents' day. There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean and prepare their food. They also didn't have the same opportunities to enjoy themselves that we have. They couldn't travel to all the interesting places we go to on holiday and their summer holidays were usually spent at the same local beach every year. Life was harder and less interesting.

[3]Modern life is easier in many ways. Our kitchens are full of electrical appliances to make our lives easier, from fridges to dishwashers. We have more time to do the things we want and more things to do. We now have the opportunity to travel the world easily and experience new cultures. As a result, people are living less stressful and more interesting lives.

[4]I am not saying everything is perfect today, but for all the reasons above, I think I am very lucky compared to my grandparents!

2 Read the Focus box. How is a paragraph organised?

Writing paragraphs
A well-organised paragraph focuses on one subject (the topic).
Topic sentence
The first sentence of the paragraph usually gives the writer's main idea about the topic.
Life was certainly different in my grandparents' day.
Example sentences
The rest of the paragraph usually supports the main idea by giving reasons, examples and supporting details.
There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean.
Conclusion sentence
A paragraph often finishes with a sentence that gives a result or conclusion.
Life was harder and less interesting.

3 Look at the third paragraph of the essay in Exercise 1b. Underline the topic sentence and example sentences. Is there a conclusion sentence?

4 Put the sentences in the correct order to make a paragraph.
a For example, there was no social media,
b In many ways life was easier in the past.
c People didn't have so many things going on in their lives like we do these days.
d so people didn't spend so much time checking what their friends were doing
e They also didn't spend so much time watching the millions of TV programmes that we have now.
f As a result, they spent more time talking to each other, and maybe that's a good thing.
g and worrying if they were 'doing enough'.

Prepare

5 a You're going to write an essay answering the question below. What's your opinion?

People often talk about how life was better in the 'good old days', but how true is that?

b Look at the topics below. Write topic sentences about the difference between life in the past and life now.
- education
- technology
- communication
- entertainment/leisure

c For each of the topics, think of examples that will support your topic sentences.

Write

6 Write your essay. Use your topic sentences and examples to help you.

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2C 2 Develop your listening

Goal: understand an interview
Focus: understanding linkers





1 Discuss the questions.
1 Do you think it's a good idea to take time off between finishing university and starting work? Why/Why not?
2 What is the difference between a 'gap year' and a 'career break'?
3 Is it usual for people to take gap years or career breaks in your country?
4 When do you think is a good time in life to take a gap year or career break?
5 What type of things might you do on a gap year or career break?

2 2.7 Listen to two people being interviewed and answer the questions.
1 What are they describing?
2 What did they do?

3 Read the Focus box. How can linkers help when listening?

Understanding linkers
Linkers can help us predict what's coming next when we're listening. Look at the beginning of the sentence below:
I liked my gap year, ***but/although/however*** *...*
We can guess from the linkers that the speaker will now talk about something negative, perhaps the problems they had during their gap year.
Look at how the sentence changes if we change the linker:
I liked my gap year ***and*** *...*
Now we might guess that the speaker will talk about the good times they had during their gap year or how it helped them.
Sometimes we will hear a linker that tells us about the result of an action:
I was very tired when I got off the plane, ***so*** *...*
In this case, we can guess that the speaker will tell us about the result, perhaps that they went straight to bed when they got home.
Because tells us that we're going to hear the reason for something:
I didn't stay for a full year ***because*** *...*
We might guess that this person became ill or got homesick.

4 Look at the sentences. How do you think they might finish?
1 I didn't take a career break, because ...
2 I was pretty tired, so ...
3 We enjoyed the food and ...
4 The first day we had lovely weather. However, ...
5 The service in the restaurant was generally good, but ...
6 We thought the film was good, although ...
7 We didn't visit them again because ...
8 The price of flights was really high, so ...
9 They gave flowers to Julia, but ...
10 They took his wallet and ...

5 a 2.8 Listen and choose the linker that you hear.
1 and/but/so
2 and/however/because
3 however/so/because
4 and/because/so

b Listen again. Work in pairs and predict how the speaker might finish the sentence.

c 2.9 Listen and check. Were any of your ideas correct?

6 2.7 Listen to the interview again and answer the questions. Use the linkers you hear to help you.
1 Why did Rob decide to have a gap year?
2 Rob found Mexico City quite busy. What did he decide to do?
3 Why did Rob leave the job that he got?
4 What else did Rob like about Brazil apart from the beaches?
5 Was Sally's gap year similar to Rob's?
6 Why did she decide to work during her gap year?
7 What didn't she like about her job?
8 Did they both enjoy their gap years?

7 Work in pairs and discuss which kind of gap year you would choose. Say why.

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

Vocabulary bank

1A Jobs and qualifications

1 a **Complete the sentences with the words in the box.**

architecture economics engineering journalism law medicine politics science

1 I studied _____ at university. I've always loved writing so it's the perfect career for me.
2 I was really bad at _____ at school, except biology. I hated physics and chemistry.
3 I have a friend who did _____ at university – he works in banking now.
4 My sister's studying _____. She's going to Rome next month to study the design of all the amazing buildings there. I'm so jealous!
5 I'd like to do _____ at uni. I want to work in healthcare one day – I love helping people.
6 Why are you studying _____? Do you want to work in the government one day?
7 My brother teaches _____ at university. He's always been good at maths and problem solving. He 's actually worked on the construction of a number of big bridges!
8 I don't want to be a lawyer or work in the legal profession, but it would be interesting to study _____.

b **Complete the table with a job for each subject.**

subject	job
science	
journalism	
medicine	doctor
engineering	
economics	
architecture	
politics	politician

2 **Complete the jobs by adding *-er, -ian* or *-ist*.**

1 dent___
2 electric___
3 paint___
4 driv___
5 art___
6 reception___
7 farm___
8 music___

1B Personal characteristics

1 a **Complete the sentences with the words in the box.**

bossy disorganised easy-going kind moody negative sociable stubborn

1 A _____ person is always telling people what to do.
2 A _____ person does nice things for other people.
3 A _____ person likes spending time with other people.
4 A _____ person doesn't change their mind easily.
5 A _____ person changes how they're feeling very quickly.
6 A _____ person never knows what they're doing next.
7 A _____ person often thinks things will be bad.
8 An _____ person is usually relaxed and doesn't worry too much.

b **Match words 1–5 with their opposites a–e.**

1 flexible — a easy-going
2 organised — b disorganised
3 unsociable — c stubborn
4 positive — d negative
5 strict — e sociable

2 a **Which characteristics are good for the jobs below? Use the adjectives in Exercise 1 to help you.**

1 a nurse
2 an economist
3 a manager
4 a journalist
5 a teacher

b **Work in pairs and discuss your answers in Exercise 2a.**

To be a nurse you need to be kind, because you look after patients all day.



5A Clothes and accessories



1 a **Match words 1–10 with photos A–J.**

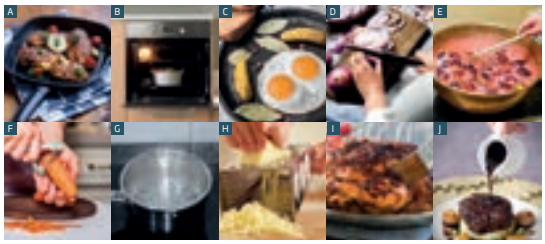
1 earrings
2 scarf
3 trainers
4 belt
5 sandals
6 high heels
7 bracelet
8 tie
9 tracksuit
10 sweatshirt

b **Work in pairs and discuss. Do you have many of the items in Exercise 1a? Which ones do you enjoy wearing?**

2 **Complete the sentences with words from Exercise 1a.**

1 I like _____ because they make me a little taller.
2 I'm going running today, but I can't find my _____ or my _____.
3 These trousers are loose, I'll need to wear a _____.
4 It's cold today, so put your _____ on to keep your neck warm.
5 It's a formal meeting, so please wear a suit and _____.

5C Food preparation



1 **Match verbs 1–10 with photos A–J.**

1 grate
2 fry
3 boil
6 grill
7 peel
8 stir
9 pour

2 **Work in pairs and discuss. What can you do with the following foods? Use the verbs in Exercise 1 to help you.**

cheese chicken egg pasta potatoes soup

Communication games

First to finish! (Units 1–2 review)

Work in groups. Write numbers 1–6 on pieces of paper and put them in a bag. Take turns to take a number and move along the squares. Follow the instructions in the square. The first person to reach FINISH wins.



Communication bank

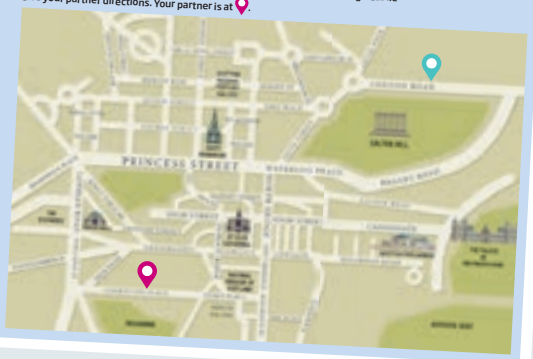
Lesson 3D

5

Student A

1 **Look at the map. You are at . Ask your partner for directions to Edinburgh Castle**

2 **Give your partner directions. Your partner is at .**



Lesson 5B

11

Student A

1 **You're looking for somewhere new to live. Listen to Student B and ask questions about the two types of accommodation they show you. Then decide which place you prefer.**

2 **You're an estate agent. Student B is looking for somewhere new to live. Ask them what things are important to them. Then talk about the two places in the adverts. Use the Useful phrases to help you.**

A Detached house on the edge of the town. Big kitchen and living room. Three bedrooms. No cupboards. One bathroom – needs some repairs. Near shops and underground station. Twenty minutes from town centre. Rent: 600 euros per month.



B Large studio apartment. Very modern. Close to city centre. Separate large kitchen and bathroom. No pets. Rent: 450 euros per week.



Useful phrases

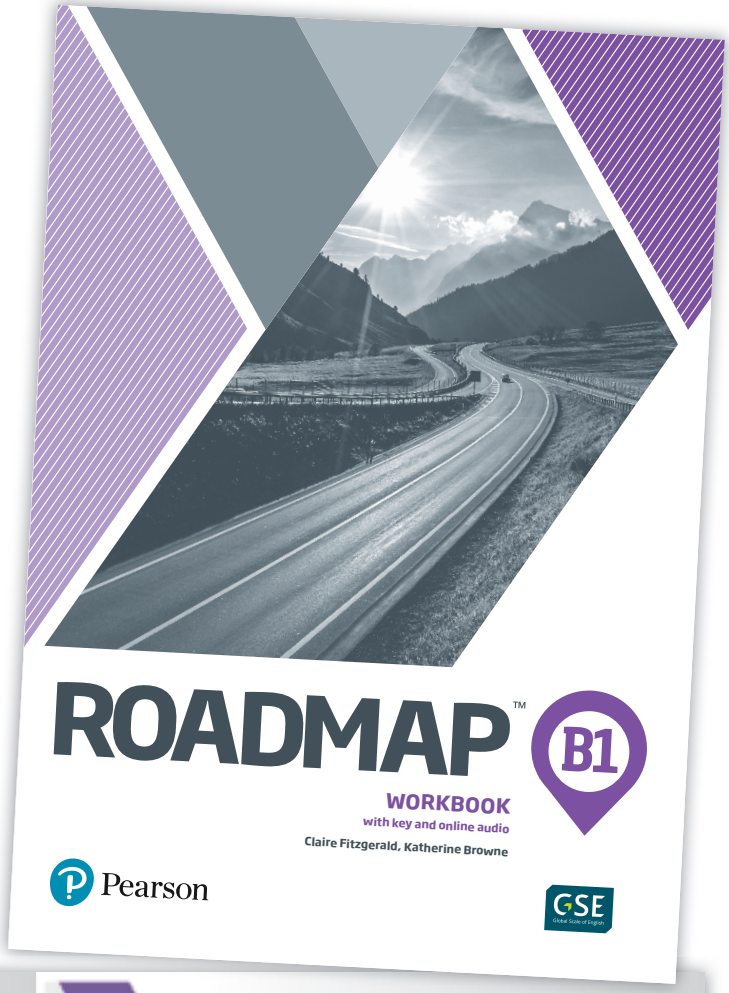
This house/apartment has got ...
If you want a ...., you will ...
If you're a ... person, you need ...
This place is perfect for you because ...

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*.

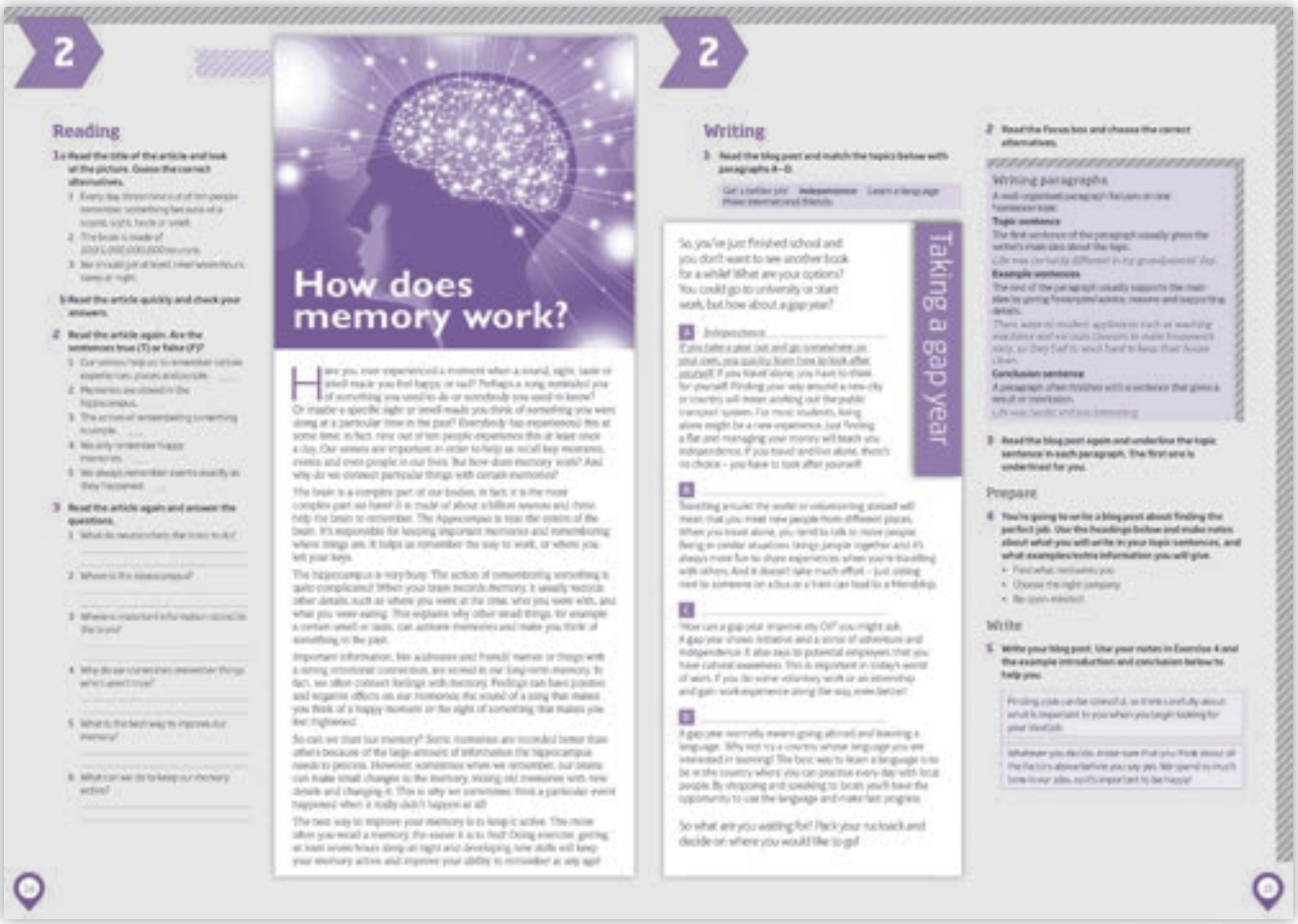


MOBILE APP

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

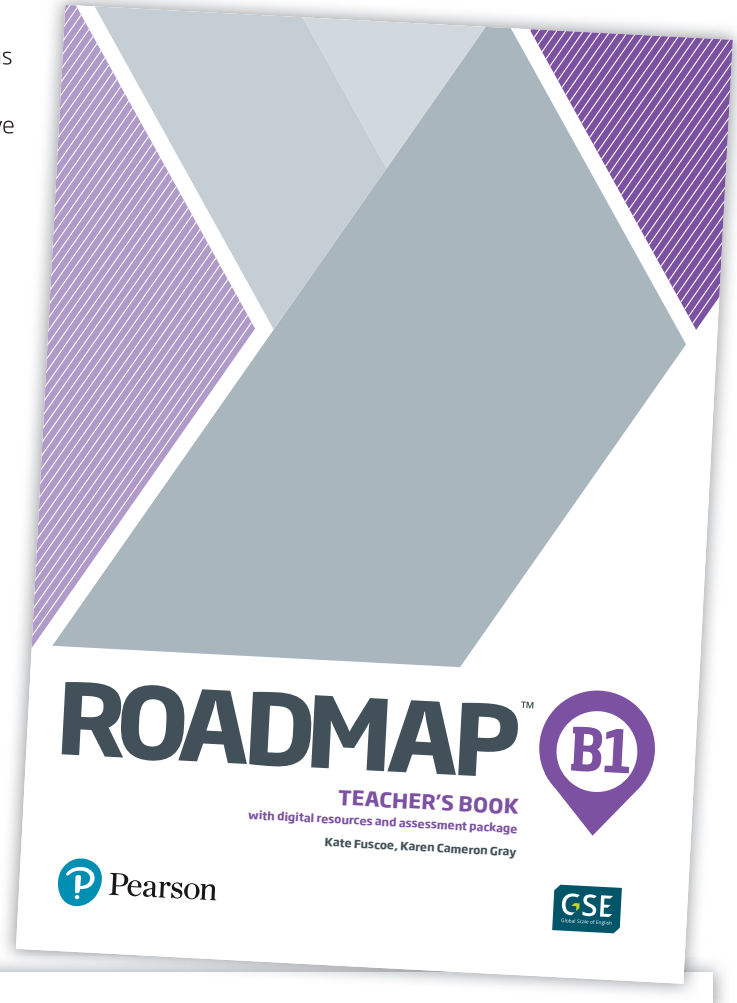
The *Roadmap* **Teacher's Book** provides step-by-step instructions on how to exploit the material.

- 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 What happened?
Goal | describe past experiences
Grammar | past continuous and past simple
Vocabulary | describing feelings and events
GSE learning objective
Can talk about past events or experiences using simple language

2B Memories
Goal | talk about memories
Grammar | *used to*
Vocabulary | memories
GSE learning objective
Can ask and answer questions about past times and past activities

2C Culture shock
Goal | describe a new experience
Grammar | *so/such … that; too … to; not … enough to*
Vocabulary | feelings and reactions
GSE learning objective
Can give detailed accounts of experiences, describing feelings and reactions

2D English in action
Goal | show interest in conversation
GSE learning objective
Can show interest in conversation using fixed expressions

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK
2B The senses
2C Adjectives

DEVELOP YOUR SKILLS
2A Develop your reading
Goal | understand a news article
Focus | reading for specific information
GSE learning objective
Can scan short texts to locate specific information

2B Develop your writing
Goal | write an essay
Focus | writing paragraphs
GSE learning objective
Can write short, simple essays with basic structure on familiar topics

2C Develop your listening
Goal | understand an interview
Focus | understanding linkers
GSE learning objective
Can listen to a short narrative and predict what will happen next

2A What happened?

Introduction

The goal of this lesson is for students to describe their past experiences. To help them achieve this, they will revise the past simple and past continuous in the context of telling stories.

Warm-up

Describe a situation to Ss that can illustrate a few of the target adjectives. For example, *Sue had an interview for a job. It was her first interview. How did she feel?* (worried). *When she arrived at the interview, an old friend was one of the interviewers. How did Sue feel?* (surprised). *She didn't get the job. How did she feel?* (disappointed). Write these adjectives in a list on the board. Elicit more adjectives that end with *-ed*. Tell Ss this is the focus of today's lesson.

Vocabulary

Describing feelings and events

1 Ask Ss to look at the first photo and say what is happening. Ask Ss to suggest one adjective in the box for the photo and discuss why they chose it. Put Ss in pairs and give them a few minutes to talk about the other photos, using the words in the box. Point out they may not be able to use all the words. Monitor and help with new vocabulary. When they finish, elicit ideas.

Optional extra activity

With ***weaker classes***, you may want to pre-teach *annoyed, embarrassed, amazed* and *disappointed* (see Warm-up). Display pictures that demonstrate any feelings in the box that are not shown in the pictures and check that Ss can identify them.

2a Ask Ss to read the comments and then discuss in pairs which photos they match. Follow with a whole-class discussion.

Answers: 1 C 2 A 3 D

b Ask Ss to read comment 2 again, then discuss in pairs the difference between *annoying* and *annoyed*. Clarify that a situation or activity is *annoying* and we feel *annoyed* because of that. Drill all the target adjectives chorally.

Answers: *-ing* adjectives describe a situation; *-ed* adjectives describe how we respond to that situation and how we feel.

Pronunciation checkpoint

Like regular past simple endings, *-ed* endings of adjectives are pronounced either /t/, /d/ or /ɪd/. The ending is not pronounced /ed/. The ending sound depends on the preceding consonant sound but you don't need to get too technical. Ss can learn the simple rule that words ending with the sound /t/ or /d/ will have the /ɪd/ ending (e.g. *disappointed* /tɪd/). Others will end with either a /d/ or /t/ sound (e.g. *surprised* /d/, *relaxed* /t/).

Optional extra activity

Use the list of *-ed* adjectives in Ex 1 to conduct further pronunciation practice in pairs.
Student A says *I was …ed* and Student B responds by saying *Yes, it was …ing.*

Vocabulary checkpoint

Ss often simplify and suggest that *-ed* adjectives describe a person and *-ing* adjectives describes a thing: *The delay is annoying, I am annoyed.* While this is often true, it is not always true. People can be *annoyed* and *annoying*. They can also be *amazing* and *amazed*, and so on. One simple example to help them remember this is to think of a horror film character such as Dracula. He is *frightening* and we are *frightened*.

3 Explain that Ss must choose the correct form. Complete the first item together, then ask Ss to continue alone. Ask Ss to compare in pairs before eliciting answers. Drill again if necessary.

Answers: 1 annoyed 2 amazing 3 worried 4 embarrassing 5 frightening 6 disappointed 7 worrying 8 relaxed 9 tiring

4 Explain that Ss must ask the questions and respond with *-ing* or *-ed* adjectives. Elicit responses for the first question, establishing that several answers are possible. Then ask students to continue in pairs. ***Weaker classes*** may need to prepare first, by writing their choice of adjectives beside each answer.

Further practice

Photocopiable activities: 2A Vocabulary, p157

Listening

5a 2.1 Ask Ss to look at the options and make sure they understand the vocabulary (*incident* = something that happens). Play the audio and tell Ss to listen and write 1, 2 or 3 beside each option. Pause after each story.

Answers: a 3 b 2 c 1

b Focus attention on the statements. Allow Ss time to read through them before playing the audio again. Ss mark each statement T or F. Ask them to compare answers in pairs before leading feedback. Elicit corrections for the false sentences.

Answers:
1 F (He was visiting his home town) 2 T 3 T
4 F (Her train was leaving)
5 F (She was shutting down her computer) 6 T

Audioscript 2.1

Speaker 1:
My best friend at school was called Andy. When we finished school, we went to different universities to study. After university, we both went abroad to work and we didn't keep in touch. Then last week I was visiting my home town for a few days. One afternoon, I was walking along the High Street and thinking about Andy. I was wondering where he was and what he was doing. I decided to stop for a coffee in one of the cafés on the High Street. Just as I was going into the café on the High Street, a man came out. It was Andy! We were both amazed!
Speaker 2:
Do you ever have days when everything goes wrong? Last year I had an interview for a new job. I didn't want to be late, so I got up very early. While I was walking to the train station, I suddenly remembered I didn't have my phone. I had to go back home and get it. When I got to the station, my train was just leaving – I was so annoyed! I had to wait for the next train. Finally, I got to the office where I was going to have the interview. I was running up the steps to the main door when I fell over and dropped my bag – my things went everywhere. It was one of the most stressful days of my life. Oh, and I didn't get the job.
Speaker 3:
I was working late at the office one night as I needed to finish a report for my boss. I was just shutting down my computer when I heard a noise. I was alone in the office by that time so I felt rather worried. I decided to call the security guard. While I was waiting for him to come, I saw something move near the wall. By now I was really frightened! Then I saw it – it was just a cat! Maybe it got in through the open window. It was so funny, I laughed out loud!

Grammar

Past continuous and past simple

Optional extra activity

Ss will have studied the past simple and continuous before. Ask them to find and underline examples of the two verb forms in Ex 5b, then elicit the form (*was/were + -ing* for past continuous and *-ed* for regular past simple). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit ideas. It may be helpful to draw a timeline on the board to show the interaction of the two tenses.

6 Ask Ss to read the Grammar box and underline the correct alternatives. With ***weaker classes***, first check the meaning of *interrupt* and *in progress*. (You are teaching the class now – the class is *in progress*. But if another teacher comes to ask you a question, they *interrupt* the class.) Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if the longer action continues after we interrupt it (maybe).

Answers: 1 past simple 2 past continuous

GRAMMAR BANK 2A pp.118–119

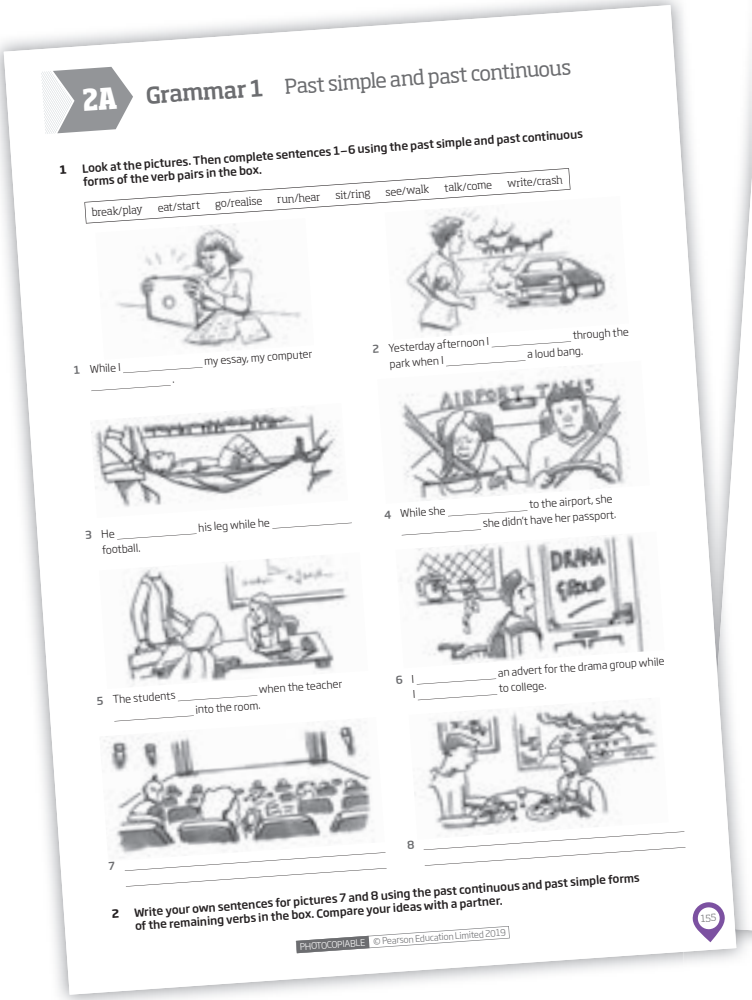
Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 1 saw, was waiting 2 was walking, started
3 met, were doing 4 didn't answer, was driving
5 was raining, didn't go 6 were you queuing, got
2 1 was celebrating 2 released 3 received 4 found
5 was playing 6 were having 7 threw 8 slipped
9 hurt 10 received 11 didn't clean up/hadn't cleaned up
12 were trying

Optional extra activity

Ask students to think about where they were and what they were doing during an important event or news story. It could be national or personal, for example: *Where were you and what were you doing when the new president was elected/you received your exam results? I was at work/ cleaning my house.* Ss ask each other.

7a 2.2 Ask Ss to read the three sentences and listen to the pronunciation of *was*. Do they think it is strong or weak? (weak) If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.



2A Grammar 1 Past simple and past continuous

1 **Look at the pictures. Then complete sentences 1–6 using the past simple and past continuous forms of the verb pairs in the box.**

break/play eat/start go/realise run/hear sit/ring see/walk talk/come write/crash

1 While I _____ my essay, my computer _____.

2 Yesterday afternoon I _____ through the park when I _____ a loud bang.

3 He _____ his leg while he _____ football.

4 While she _____ to the airport, she _____ she didn't have her passport.

5 The students _____ when the teacher _____ into the room.

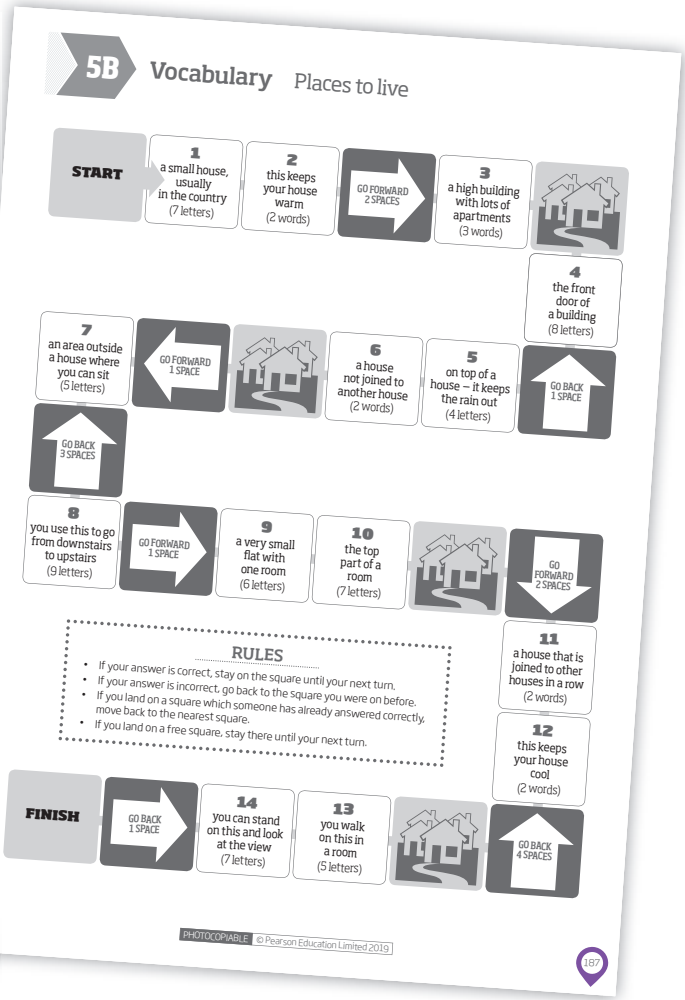
6 I _____ an advert for the drama group while I _____ to college.

7 _____

8 _____

2 **Write your own sentences for pictures 7 and 8 using the past continuous and past simple forms of the remaining verbs in the box. Compare your ideas with a partner.**

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5B Vocabulary Places to live

START

1 a small house, usually in the country (7 letters)

2 this keeps your house warm (2 words)

GO FORWARD 2 SPACES

3 a high building with lots of apartments (3 words)

4 the front door of a building (8 letters)

GO BACK 1 SPACE

5 on top of a house – it keeps the rain out (4 letters)

6 a house not joined to another house (2 words)

GO FORWARD 1 SPACE

7 an area outside a house where you can sit (5 letters)

GO BACK 3 SPACES

8 you use this to go from downstairs to upstairs (9 letters)

GO FORWARD 1 SPACE

9 a very small flat with one room (6 letters)

10 the top part of a room (7 letters)

GO FORWARD 2 SPACES

11 a house that is joined to other houses in a row (2 words)

12 this keeps your house cool (2 words)

GO BACK 4 SPACES

13 you walk on this in a room (5 letters)

14 you can stand on this and look at the view (7 letters)

GO BACK 1 SPACE

FINISH

RULES

- If your answer is correct, stay on the square until your next turn.
- If your answer is incorrect, go back to the square you were on before.
- If you land on a square which someone has already answered correctly, move back to the nearest square.
- If you land on a free square, stay there until your next turn.

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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 Profiles
Goal | get to know someone
Grammar | present simple and present continuous
Vocabulary | personal details
GSE learning objective
Can participate in short conversations in routine contexts on topics of interest

1B Life maps
Goal | describe future plans and arrangements
Grammar | *be going to* and present continuous
Vocabulary | personal characteristics
GSE learning objective
Can describe future plans and intentions using fixed expressions

1C What next?
Goal | make predictions about the future
Grammar | *will* for prediction
Vocabulary | describing change
GSE learning objective
Can make simple predictions about the future

1D English in action
Goal | make and respond to suggestions
GSE learning objective
Can respond to an offer or suggestion, expressing enthusiasm

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

1A Jobs and qualifications

1B Personal characteristics

DEVELOP YOUR SKILLS

1A Develop your reading
Goal | understand an article
Focus | reading for general understanding
GSE learning objective
Can generally understand straightforward factual texts on familiar topics

1B Develop your writing
Goal | write a job application
Focus | using paragraphs in a job application
GSE learning objective
Can write a basic letter of application with limited supporting details

1C Develop your listening
Goal | understand a podcast
Focus | recognising positive and negative attitudes
GSE learning objective
Can recognise a speaker's feelings or attitudes

1A Profiles

Introduction

The goal of this lesson is for students to get to know each other by asking and answering questions. To help them achieve this, they will revise the present simple and continuous in the context of exchanging personal information on jobs and hobbies.

Warm-up

Ask Ss to work in pairs to create a list of eight to ten jobs. When their lists are complete, they can rank the jobs according to how interesting they find them. Invite a whole-class discussion and encourage Ss to give reasons for their ideas.

Reading and vocabulary

Personal details

1 Ask Ss to look at the first picture and decide what they think the person does and what they are doing in the photo. Use the opportunity to check whether Ss can control present simple and continuous tenses, but don't correct anything yet. Give them a few minutes to discuss the questions about the other pictures. Monitor and help with new vocabulary. When they finish, ask a few Ss to share ideas with the class.

2a With ***weaker classes***, you may want to pre-teach *qualification*, *volunteer* and *charity*. Ask Ss to read the profiles and match them with the photos.

Answers: **A** Xavier **B** Esma **C** Sofia **D** Rafael

b Focus attention on the profiles and questions 1–4. Put Ss in pairs to answer the questions and complete the first as an example. Use a table like the one below to show Ss that they only need to write key words. When they finish, elicit answers and write them on the board.

Answers:

Name	1 job	2 from	3 interests	4 why learn English
Sofia	trainee tour guide	Rome, Italy	canoeing	to improve speaking
Xavier	accountant	Bilbao, Spain	volunteering	for his job
Rafael	civil engineer	Macae, Brazil	music	for work and travelling
Esma	student	Ankara, Turkey	reading	for exams/ graduation

3a Ask Ss to identify what kind of grammar words are in the box (verbs). Explain that they should match each verb with the noun phrases below. Do an example with the class and establish that more than one answer is sometimes possible. Ss work alone then check answers. In feedback, check answers with the whole class. Drill the combinations chorally.

Answers: **1** do/take a course in
2 do/have a degree/qualification in **3** do/take/pass an exam
4 train as a tour guide **5** run your own company
6 work for a company/myself
7 study for a degree/qualification **8** work part time/full time

Vocabulary checkpoint

Certain verbs and nouns go together (or collocate) naturally. You could give students the example that we *take a course*, not *make a course*. Learning these combinations correctly is an important aspect of developing your students' language skills. Encourage them to record verbs and commonly occurring nouns together in their notebooks.

b Ask Ss to read the profiles again and correct the sentences. Complete the first item together then ask Ss to continue. Pairs can compare answers before you go through as a class. This task focuses on the verb/noun patterns, so correct Ss if they make mistakes in these.

Answers:
1 Beata is training as a tour guide. (Beata is a trainee tour guide.)
2 She's taking a course in English.
3 Xavier works full time (and runs his own company).
4 Rafael has a degree in (civil) engineering.
5 Esma is studying for a degree in environmental science.
6 She's studying English because she needs to pass an exam.

4a Refer Ss to the sentence starters and elicit ideas for the first one. Establish that Ss should work alone and complete with their own ideas. Monitor and help with vocabulary and ideas.

b Put Ss in pairs to tell each other their sentences. Encourage them to respond and ask further questions.

5 In pairs, ask Ss to discuss why they are studying English and say which profile is similar to them, if any. This activity can be brief as they will do this in more detail after focusing on the tenses.

VOCABULARY BANK 1A p136

Jobs and qualifications

This is an optional extension to the lesson, extending the lexical set of jobs and training and providing further practice. If you're short of time, this can be done for homework.
Fast finishers can complete exercises in class.

1a Ss complete the sentences with the words in the box, using dictionaries or mobile devices to help. Check answers with the class, giving further explanations/examples where necessary.

Answers: 1 journalism 2 science 3 economics 4 architecture 5 medicine 6 politics 7 engineerings 8 law

b Ss complete the table using dictionaries or guesswork then go through the answers as a class.

Answers: science – scientist journalism – journalist engineering – engineer economics – economist architecture – architect

2 Ss complete the jobs by adding the correct ending. Go through the answers as a class.

Answers: 1 dentist 2 electrician 3 painter 4 driver 5 artist 6 receptionist 7 farmer 8 musician

Further practice

Photocopiable activities: 1A Vocabulary, p148

Listening

6a 1.1 Explain that Ss are going to listen to two people starting an English course. Go through the questions and make sure Ss know what to listen for. Ss listen and tick the questions that they hear, then compare with a partner. There will be one question that they don't hear. Check answers with the whole class.

Answer: They don't ask question **5** *Do you like travelling?*

b Ask Ss to read through the sentences and elicit what they can remember, but don't give any answers yet. Ss listen again and complete the sentences, then check in pairs. They may need to listen twice, or you may want to pause the audio at times. Check answers with the whole class.

Answers: 1 work, 'm working (P) 2 enjoy, 'm not enjoying (P) 3 'm studying, love (S) 4 'm teaching (S) 5 want (S) 6 work (P) 7 'm learning (P) 8 play (S) 9 don't do, prefer (P)

Teaching tip

Students often struggle with developing listening skills because they strain to hear every word. Listening to the same audio with increasingly detailed tasks enables them to focus their attention.

Audioscript 1.1

Sonya: Hey I'm Sonya! Nice to meet you.
Pierre: Hi Sonya. I'm Pierre. Nice to meet you too! OK, so the teacher asked us to ask each other some questions, right? Would you like to start?
Sonya: Sure! Where are you from, Pierre?
Pierre: I'm from Paris, France. And you? Where are you from?
Sonya: OK, so I'm from Munich in Germany. I'd love to visit Paris one day, I'd like to visit the Louvre. OK … What do you do?
Pierre: I'm a computer programmer. I usually work from home, but right now I'm working on site for a local company.
Sonya: Really? Do you enjoy your job?
Pierre: Well, I enjoy my job most of the time – it's very interesting … but I'm not enjoying it at the moment! I've got too much to do! What about you? What do you do?
Sonya: At the moment, I'm studying for a teaching qualification.
Pierre: That sounds interesting!
Sonya: Yes, it is. I really love children and helping them to learn. Right now, I'm teaching part time in a local school.
Pierre: So, why are you studying English?
Sonya: Well, I need to pass an exam in English before I can graduate. And after I graduate, I want to get a job abroad.
Pierre: Good luck!
Sonya: Thanks! What about you? Why are you studying English?
Pierre: Well, I often work for foreign companies, so I need to improve my speaking skills.
Sonya: What do you usually do in your free time?
Pierre: I like listening to music. I'm learning to play the guitar at the moment. How about you?
Sonya: I'm really keen on sport. I play tennis every weekend and go swimming in my free time.
Pierre: Great! I'm afraid I don't do much sport. I prefer watching it on TV!

Grammar

Present simple and present continuous

7 Focus Ss' attention on answer 2 in Ex 6b and elicit the example: *I enjoy my job most of the time … but I'm not enjoying it at the moment!* Ask Ss which tense is used in each part of the sentence and why (present simple for the usual situation, present continuous for a temporary situation).

Ss read the Grammar box and choose the correct alternatives, 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** present simple **2** present continuous **3** simple

Optional extra activity

For further practice, focus attention back on the profiles in Ex 2 and ask students to underline the verbs in the present simple and continuous. Ss work alone then compare in pairs. Check answers with the whole class. Some Ss enjoy reading such texts to each other in pairs, to practise their pronunciation.

8a 1.2 Focus attention on the words *do you* in the sentences. Ask Ss if they are important for the meaning of the sentence (they are only there for the grammar of the sentence). Play the audio for Ss to listen to how they're pronounced. Elicit that *do you* runs together and is pronounced softly. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

b Ask Ss to listen again and repeat the sentences chorally.

Pronunciation checkpoint

When we speak at normal speed, we usually only stress the information words, which are stressed at an even rhythm. We usually don't stress the grammar words (unless we want to give them emphasis to make a particular point) and they are usually run together between stressed words.

9 Go through the first item with the class. Discuss why *like* is correct (because it is a state verb, i.e. a verb which describes a longer-term state rather than a temporary action). Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class. Ask them to say why each tense is used.

Answers: **1** like **2** am sharing **3** comes **4** is learning **5** wants **6** am not working **7** live **8** live **9** is trying

GRAMMAR BANK 1A pp.116–117

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** doesn't matter **2** get out **3** 'm living
4 don't usually get up **5** go out **6** don't see **7** check
8 read **9** 'm doing **10** need **11** is happening

2 **1** B: **I usually get** the bus to work, but sometimes **I drive**.
2 A: Oh no! **It's raining**. Get your umbrella.
B: Yes, **it rains** quite a lot at this time of year.
3 B: **They're doing** some building work at the office, so **I'm working** at home this week.
4 A: How long **does** the film **last**/**is** the film?
B: It's 100 minutes, I **think**.
5 A: How**'s** your food?
B: I **don't** normally **like** Indian food, but I'm really enjoying this.
6 A: Who **does** this bag **belong** to?
B: I **don't know**, sorry.

10a With ***weaker classes***, you may want to recap how we form questions with the present simple and continuous tenses. Elicit the answers to the first two questions. Ss work alone to write the correct questions then check in pairs. Check answers with the whole class. Drill chorally if necessary. Remind Ss how the auxiliary verbs in the questions are unstressed (as they saw in Ex 8).

Answers:
1 Where do you come from?
2 What are you doing at work (or university) at the moment?
3 Do you usually enjoy your work (or studies)?
4 Are you taking any other courses at the moment?
5 Are you studying for any exams?
6 Where do you usually go on holiday?

b Ask Ss to work in pairs to ask and answer the questions. Monitor and listen to their pronunciation. When they finish, give feedback on common errors with question formation by writing any incorrectly formed questions on the board and asking pairs to correct them.

Further practice

Photocopiable activities: 1A Grammar 1, p146; 1A Grammar 2, p147

Speaking

Prepare

11 Ask a stronger student to read the instruction to the class or read it yourself. Elicit a few example questions, then ask Ss to work in pairs to write more questions about the topics. Monitor and help.

Speak

12a Ask Ss to read the Useful phrases. If possible, re-pair Ss with a new partner to ask and answer their questions. Tell them to note their partner's answers. Monitor and listen to their pronunciation.

b When they finish, invite Ss to introduce their partner.

Reflection on learning

Write the following questions on the board:
How confident did you feel asking other students questions?
In what situations do you think you'll use these questions in the future?
Put Ss in pairs to discuss the questions. When they have finished, invite ideas. With all classes, particularly monolingual, point out that using English in all activities will help their confidence.

Homework ideas

Ss write a description of their partner or themselves for homework.

Grammar bank: 1A Ex 1–2, p117
Workbook: Ex 1–5, p4
Mobile app: grammar and vocabulary practice

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

1B Life maps

Introduction

The goal of this lesson is for students to describe their future plans and arrangements. To help them achieve this, they will revise *going to* and the present continuous in the context of talking about plans.

Warm-up

Before the class starts, write these adjectives on the board: *organised, calm, caring, hard-working*. Then write this structure on the board: *To be a ___ (job) you need to be ___ (adjective)*. In pairs, ask Ss to think of one job to go with each adjective. In feedback, invite a whole-class discussion and encourage Ss to give reasons for their opinions.

Teaching tip

In working towards fluency, Ss at lower levels often benefit from a simple, structured expression that they can apply again and again. The repetition helps them consolidate the new structure as well as making them feel good about their language ability.

Vocabulary and reading

Personal characteristics

1a Ask Ss to look at the first picture and say what the job is and what the person is doing. Remind Ss to use the present continuous to describe the action. Put Ss in pairs and give them a few minutes to talk about the other pictures. Monitor and help with new vocabulary. When they finish, ask Ss to share ideas on which jobs they would enjoy and why.

b Focus attention on the comments. Ask Ss to suggest one comment for the first photo and discuss why. Put Ss in pairs to continue matching the comments and photos. When they finish, elicit answers and write the comment numbers on the board with the picture letters.

Answers: 1 C 2 E 3 D 4 B 5 A

2a Ask Ss to work alone to choose the correct alternatives, then discuss in pairs. In feedback, check answers with the whole class. Drill the words chorally.

Answers: 1 creative 2 lazy 3 honest 4 patient 5 open

b Ask Ss to choose three adjectives in Ex 1b to describe themselves, then tell a partner.

Optional extra activity

Ss write and then tell each other about the character of someone they know well, such as a friend or family member. This could also be a homework assignment.

VOCABULARY BANK 1B p136

Personal characteristics

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

1a Ss complete the sentences with the words in the box, using dictionaries or mobile devices to help. Check answers with the class, giving further explanations/examples where necessary.

Answers: 1 bossy 2 kind 3 sociable 4 stubborn 5 moody 6 disorganised 7 negative 8 easy-going

b This activity helps confirm that Ss have understood the meaning correctly. Ask them to work alone and deal with any queries in feedback.

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

2a In pairs, Ss discuss which adjectives in Ex 1 would fit with the jobs. There may be several answers for each one. In feedback, deal with any remaining queries on meanings.

b Put Ss in pairs to discuss the answers.

3 Write *life map* on the board and elicit what the term could mean. Accept any ideas, then ask Ss to read the article and check their ideas. Give them one minute to do this as you do not want them to read for details yet. Ask Ss to identify what areas a life map looks at and check that they understand the meaning of the word *goal* in this context.

Answer: A life map helps you get what you want in life. This can be in your work, with friends and family, etc.

4 Focus Ss' attention on the four statements. Ask Ss to work in pairs to match them with sections A–D of the article. Check answers with the whole class.

Answers: 1 A 2 D 3 C 4 B

Further practice

Photocopiable activities: 1B Vocabulary, p151

Grammar

be going to and present continuous

Grammar checkpoint

Ss often struggle with the verb forms for plans (*be going to*) and arrangements (present continuous). The tenses are often both possible. One simple guide is that we usually make arrangements with people, so '*I'm meeting Mary tonight*' sounds natural but '*I'm reading a book tonight*' sounds unnatural.

5 Ask Ss to read the Grammar box and choose either *present* or *future*. Check with the whole class. Ss may be surprised that we can use present continuous for both present and future activities. Clarify that we can use this tense for both functions.

Answer: future

GRAMMAR BANK 1B pp.116–117

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** 'm going to do, 'm not going to eat
2 'm going to be
3 are going to learn, 's going to learn, 're going to teach
4 'm not going to worry
5 are going to travel

2 **1** F **2** P **3** P **4** F **5** F **6** F

Optional extra activity

Ask Ss to underline examples of the present continuous and *be going to* in section C of the text in Ex 3 (*How are you going to achieve them?*). Make sure that Ss underline the verb *to be* as well as the *-ing* form. Point out the contracted forms of the verb *to be*.

6a 1.3 Ask Ss to read the three sentences and listen to the pronunciation of *-ing*. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the final *g* on the *-ing* form of verbs is not strongly pronounced and elides (runs into) the next consonant sound. It is more fully pronounced if the next word starts with a vowel but the *g* is never hard, for example *I'm going out* vs *I'm going back*.

b Play the audio again and drill the sentences chorally. You may want to pause the audio after each sentence.

7 Look at the first gapped example as a class. Elicit the correct form to complete the sentence. Discuss why present continuous is the best option (it is an arrangement). Point out that in some examples both forms might be possible with little change in meaning. Ss work alone to complete the sentences then check in pairs. Check answers with the whole class. Drill chorally.

Answers: **1** 'm talking **2** 's going to find **3** are (you) doing/going to do **4** 'm going **5** 're going to be **6** 's playing **7** 'm going to relax

Optional extra activity

Ask students to work in pairs and discuss if other forms could equally be used in these examples. Check answers with the whole class. Answers 1, 3 and 6 could use either *be going to* or present continuous.

8a Write the first sentence stem on the board and elicit completions. Accept any answers with either present continuous or *be going to*, as long as they are grammatically correct. Then ask Ss to work alone to complete the sentences for themselves. Monitor and help with vocabulary.

b When they finish, ask Ss to compare ideas in pairs. With ***stronger classes***, Ss can ask follow-up questions about their plans and arrangements to practise speaking skills.

Further practice

Photocopiable activities: 1B Grammar 1, p149; 1B Grammar 2, p150

Speaking

Prepare

Culture notes

A **life coach** is someone who is employed by individuals or companies to help them reach personal or professional goals. They do this through a series of meetings and/or phone conversations.

9a 1.4 Tell Ss they are going to listen to an interview between a life coach and a client. Ask Ss to read through the list of topics before they listen. With ***weaker classes***, you may want to pre-teach *success* and *relationships*. Tell students that they will listen twice. The first time they should listen and tick the main topic Ben wants to talk about. Elicit the answer.

Answer: family

b Play the audio again and ask Ss to make notes about Ben's likes, dislikes, goals and plans.

c Refer Ss to the topics in Ex 9a. Ask them to make notes, not sentences. Give an example yourself then ask Ss to work alone. Monitor and help with new vocabulary.

Audioscript 1.4

Life coach: OK, Ben, so we're going to make a life map today. Is that OK?
Ben: Yep, it sounds like a really good idea.
Life coach: Great. So … let's start. Ben, I'm going to begin by asking you some questions. First question. What is most important to you at the moment? Is it money and success, a job that you enjoy? Family? Or, friends and relationships, learning something new … or maybe having a particular way of life?
Ben: Mm, family I think. Family life.
Life coach: Right. Let's start with that, Now, I want you to think about these questions. What do you like about your family life at the moment? And what would you like to change?
Ben: Well, my wife and I have just had a baby – that's wonderful and we're really happy, so that's something I don't want to change! But I work very hard and I often have to travel for work or work late, so, I'm not at home very often.
Life coach: Well, the next question is: what is your goal here?
Ben: I don't think I have enough time just to be with the family. So … I suppose I'd like to have more time at home with them. That's my goal, yes. Spending more time with my family.
Life coach: OK, that's very clear. So, the next question is, how are you going to reach this goal? What action are you going to take?
Ben: I'm not sure. It's difficult. I suppose the best thing is to be open and honest about what I want and speak to my boss about working from home a few days a week. In the end, I'm going to have to look for a new job, I think.
Life coach: OK, I can understand why you'd think that. The next step is to put a date on your actions. When are you going to do these things?
Ben: Right. Well, I'm meeting my boss next week, so I can speak to her then. A new job? That's going to take a bit of time, but I'm definitely going to start looking in the next few months.
Life coach: Good. Well, now let's look at the rest of the list. So here are some more questions for you.

Optional extra activity

If you feel your Ss would benefit from extra listening practice, give the following questions on cut up cards to each pair of Ss. Play the audio a third time and ask Ss to order the questions as they hear them. Elicit the answers.

Now, you want to make a life map, don't you?
What is most important to you at the moment?
What do you like about your family life at the moment?
What is your goal here?
What action are you going to take?
When are you going to do these things?

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 expressions. Ss then discuss their life maps in pairs, taking turns to be the coach and the client. Monitor and encourage them to ask follow-up questions to find out more information.

b In feedback, ask a few Ss to share any interesting information they found out about their partner.

Reflection on learning

Write the following questions on the board:
How easy did you find it to talk about your life map?
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

Ss write a description of their partner's goals for homework.
Grammar bank: 1B Ex 1–2, p117
Workbook: Ex 1–3, p5
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 1C
Extended route: go to p87 for Develop your writing

1c What next?

Introduction

The goal of this lesson is for students to make simple predictions about future trends using *will*. To help them achieve this, they will learn vocabulary for describing changes.

Warm-up

Before the class starts, write the word *CHANGE* in the centre of the board. Put Ss in pairs to suggest which aspects of the world might experience change in the next few years (transport, homes, communication, energy, weather, work, etc.). While they are working, monitor and help with vocabulary. When they finish, elicit ideas and write them on the board (or invite Ss to do so). Ask Ss whether the changes in each area might be positive or negative. At this stage, monitor but do not correct their use of future forms.

Vocabulary and reading

Describing change

1 Look at the photos as a class. With ***weaker classes***, you may want to use the photos to pre-teach *wind farm* and *driverless car*. Put Ss in pairs and give them a few minutes to discuss the photos. Monitor and help with new vocabulary. When they finish, elicit answers.

Answers: **A** wind farm/wind turbine **B** driverless car **C** crowds/population **D** housing/house-buying **E** people online **F** extreme weather/forest fire

2a Focus attention on the sentences and ask Ss to match each one with a photo. Complete the first as an example. Tell Ss they have one minute to do this to encourage them to read for the main idea. Ss work alone then put them in pairs to compare ideas. When they finish, elicit answers. Add new vocabulary to the categories you put on the board during the lesson Warm-up.

Answers: **1** E **2** D **3** B **4** C **5** A **6** F

Teaching tip

Help your students to retain their vocabulary by organising new words into categories with a mind map or columns under headings. Students can benefit from copying a carefully built-up board as a model for independent note-making.

b Focus attention on the two boxes and explain that Ss should match the opposites. Work through the first item with the class and point out that they can see these words in context in Ex 2a. Ss work alone, then check answers in pairs. In feedback, check answers with the whole class. Drill problem words chorally.

Answers:
decreasing/falling/going down – increasing/rising/going up
getting harder – getting easier
getting worse – improving/getting better

Vocabulary checkpoint

Point out that the multi-word verbs (*go up*, *go down*) are less formal than the single-word equivalents (*increase*, *decrease*). Phrasal verbs are more common in speech, while the longer, more formal verbs are more common in writing.

3 Ask Ss to read the first statement and choose the correct alternative (*easier*). Discuss why this is the case (because it is a positive development – *fantastic*). Ss continue the exercise alone, then check in pairs. Elicit answers by asking individual Ss to read the correct statements aloud.

Answers: **1** easier **2** up **3** go up **4** increasing **5** get better, get worse **6** falling

Optional extra activity

Ss tick the statements they agree with then discuss in pairs or small groups. This provides extra speaking practice for those that need and like it and consolidates the vocabulary.

4 Ask Ss to look at the comments. Give Ss two minutes to read quickly and tick any comments that are about changes at work, then compare with a partner. With ***weaker classes***, tell them that only one post is about work. Check answers with the whole class.

Answer: one

5 Ask Ss to read through the replies and match each one with a comment in Ex 4, then check in pairs. Tell them they have exactly three minutes. Ask them to underline the words that helped them as they read. Check answers with the whole class.

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

Teaching tip

Ss often struggle with developing reading skills because they expect to understand every word. Setting a time limit during a reading task helps them realise that it is not necessary to understand or look up every word to read effectively or understand key information.

Further practice

Photocopiable activities: 1C Vocabulary, p154

Grammar

will for prediction

6 Ask Ss to read the Grammar box and choose the correct alternatives, using the examples to help them, then check in pairs. With ***weaker classes***, tell them that something we *expect* to happen is not necessarily in our control, compared to something that we *make* happen which is in our control. For example, we can *expect* it to rain, but we can't *make* it rain. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

Answers: 1 future

GRAMMAR BANK 1C pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, and be prepared to give further explanations/examples where necessary. 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 **A:** What time do you think you'll be here?
2 **A:** Do you think it'll rain later?
3 **B:** You'll love it!
4 **A:** Who do you think will win the game?
B: I think it'll be pretty close.
5 **A:** What will I do if I can't find my passport?
B: I'm sure we'll find it.

2 1 will go back 2 won't live 3 'll use 4 will walk 5 will be 6 will happen

7a 1.5 Focus attention on the three sentences. Play the audio for Ss to listen and notice how *will* and *won't* are pronounced in each one. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

b Play the audio again and drill the sentences chorally. You may want to pause the audio after each sentence.

Pronunciation checkpoint

When we speak at normal speed, usually the most important words are stressed. They are stressed at an even rhythm. The stressed words are longer and louder than the unstressed ones. Less important words are unstressed and the vowel often becomes a weak form or schwa /ə/.

8 Write the first set of prompts on the board and complete the sentence with the class. 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 sentences aloud.

Answers:

1 I'm sure Harry will get a new job next year.
2 I don't think the weather will get worse here.
3 We won't have driverless cars for a long time.
4 There will be more work for everyone in future.
5 The population in our country will rise.
6 We won't have enough new houses for everyone.
7 People will have to live together.
8 I think people will still want to get married.
9 I don't think everyone will meet online.

Optional extra activity

Ss tick the statements they agree with then discuss in pairs or small groups. This provides extra speaking practice for those that need and like it and consolidates the vocabulary.

9 Tell Ss they are now going to think about personal predictions. With ***weaker classes***, you may want to complete an example together on the board. Ss work alone to write their own predictions using *will* and *won't*. Monitor and help with new vocabulary where necessary. ***Fast finishers*** can tell each other their predictions. Ask a few Ss to share their ideas with the class.

Further practice

Photocopiable activities: 1C Grammar 1, p152; 1C Grammar 2, p153

Speaking

Prepare

10a 1.6 Tell Ss they are going to listen to two friends talking about the future and that they should circle the correct alternative in each statement. Give Ss time to read the statements before they listen. Check that Ss know that Daniel is a boy's name and Sofia a girl's name. Ss listen, then check answers with a partner before whole-class feedback.

Answers: 1 doctors 2 won't 3 no 4 cafés 5 online

Audioscript 1.6

Sofia: Did you watch *The World of Tomorrow* last night?
Daniel: I've never seen it. Was it good?
Sofia: Well, yeah. They made a lot of strange predictions. I don't know, I find it very hard to imagine the future …
Daniel: Well, I think everything will be very different in the future.
Sofia: Really? Like what?
Daniel: Well, take health, for example. There won't be any doctors any more. Robots will check our health and give us medicine! And we won't get ill any more either because scientists will find a way to stop people getting sick!
Sofia: That sounds amazing! Anything else?
Daniel: Yes. I don't think there will be any offices in the future. People will work online from home. Or they will work from wherever they are. Maybe they'll work from a café, but not an office.
Sofia: But how will people meet each other? They won't meet anyone or speak to anyone all day! Wait, I know … don't tell me! They'll meet online!
Daniel: That's absolutely right!
Sofia: Hmm, well it definitely sounds different from now. I'm not sure that …

b Ask Ss which predictions they agree with. Discuss as a class.

11 Tell Ss that now they are going to think about their own country. Ask them to work alone and make notes. Move around the class and help.

Speak

12a Ask Ss to work in pairs to talk about the things in Ex 11. Monitor and listen to their control of *will* and *won't*.

Teaching tip

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

b When they finish, invite Ss to share ideas with the class and choose which predictions are more or less likely to happen.

Optional alternative activity

If your class is quite large, allocate the things in Ex 11 to pairs or small groups. Each pair/group makes predictions about their allocated topic. They can prepare a poster to show their ideas before presenting to another group or to the rest of the class. Ss can vote on the best ideas.

Reflection on learning

Write the following questions on the board:
Was this an interesting topic for you?
How confident do you now feel about predicting the future with 'will' and 'won't'?
How will you remember the vocabulary from this lesson?
Put Ss in threes to discuss the questions. When they have finished, you could ask for ideas on revising the vocabulary and talk about how to organise their notebooks.

Homework ideas

Ss write a paragraph about the future of their town or country.
Grammar bank: 1C Ex 1–2, p117
Workbook: Ex 1–5, p6
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 1D
Extended route: go to p88 for Develop your listening

1D English in action

Introduction

The goal of this lesson is for students to make and respond to suggestions. To help them achieve this, they will learn some common expressions used in responding to suggestions.

Warm-up

Ask Ss to write one or two words about how they are feeling today. Elicit contributions and build up a bank of words on the board in two columns – negative feelings and positive feelings. Invite a whole-class discussion on how doing certain activities can change our mood and elicit some ideas of activities they can do.

1 Ask Ss to look at the picture and decide how the man is feeling. Accept any answers, but they should be negative. Students then discuss what he could do to make himself feel better. Monitor and help with new vocabulary where necessary.

2a 1.9 Explain that Ss are going to listen to two friends talking. Check that Ss know that Katy is a girl's name and Pete is a boy's name. Go through the questions and make sure Ss know what to listen for. Play the audio and ask Ss to make notes as they listen. Ask them to check answers together and offer a chance to listen again before conducting feedback.

Teaching tip

Ss will listen more successfully if they are clear what to listen for. To prepare them for listening, tell them to underline one or two key words in each question beforehand, to focus their attention. In this case: 1 Pete's problem, 2 Katy recommend, 3 three suggestions, 4 Pete decide, 5 doesn't like. This is also a good technique to focus attention in any reading or writing task.

Answers:
1 stressed out, can't sleep, always tired
2 regular exercise
3 running, hiking, volleyball
4 volleyball
5 doesn't fancy running because doesn't like doing things on his own, not keen on hiking

b Ask Ss to read through the reasons Katy gives (a–g) and deal with any vocabulary problems. Then tell Ss they are going to listen and match the suggestions with the reasons. Ask Ss how many reasons there are (7) and how many suggestions (4). Establish that there will be more than one reason for some suggestions. Ss listen and match.

c Ask Ss to compare their answers in pairs, then listen again if needed. Elicit answers by calling on individual Ss.

Answers: 1 b, f 2 d, g 3 c 4 a, e

Audioscript 1.9

Katy: Hi, Pete. How are things?
Pete: Hi, Katy. Not very good, I'm afraid. I'm feeling really stressed out. I can't sleep, I feel tired all the time. I don't know what to do.
Katy: Do you do any exercise? Do you go to the gym, for example?
Pete: No, I don't have time.
Katy: I really recommend doing regular exercise. It makes you feel better and it helps you sleep, you know. You'll have more energy.
Pete: OK then. I suppose I can try and do some in the evenings after work. What do you suggest?
Katy: What about running? Running for just 15 to 30 minutes a day is good for your health. And you can do it on your own – before you go to work, or during your lunch break.
Pete: I don't really fancy running. I don't like doing things on my own.
Katy: OK. So, here's another idea. How about going hiking in the countryside with friends at weekends? Being in nature makes you feel happy.
Pete: Mm, maybe. I'm not very keen on hiking.
Katy: Or ... why not try volleyball? That's fun. You can join a team.
Pete: Well ... that sounds a bit different ... and quite interesting.
Katy: And your social life will improve. You'll meet interesting people and have fun.
Pete: OK, it sounds like a good idea. I'll find out some information.
Katy: Great. Let me know how it goes!

3a Refer Ss to the conversations and ask them to complete the gaps. They can look at the Useful phrases for help. Ask Ss to check in pairs before going through as a class.

Answers:
1 **A:** about, helps **B:** on
2 **A:** recommend, feel **B:** idea
3 **A:** not/don't you **B:** don't
4 **A:** about, good **B:** That

b 1.10 Tell Ss they will hear four suggestions from the listening in Ex 2b. They should listen and decide if the speaker's voice rises or falls. They don't need to write. Play the suggestions one by one and discuss as a class.

Answers: **1** fall **2** rise **3** fall **4** rise

c Ask Ss to listen again and repeat after the audio.

Audioscript 1.10

1 I really recommend doing regular exercise.
2 What about running?
3 How about going hiking in the countryside?
4 Or why not try volleyball?

Optional extra activity

Tell Ss that you want to get fit and wait for one of them to make a suggestion using a phrase from this lesson, e.g. *How about going jogging?* Ask other Ss to make the same suggestion but using other phrases, e.g. *What about/ I really recommend/ Why not try jogging?* Drill the phrases chorally. Model the exchange with a stronger student, then get two Ss to say the conversation to the whole class. If necessary, correct the phrases and/or pronunciation. This is a useful extra practice stage for ***weaker classes*** before the roleplay in Ex 4.

4a Refer Ss to the problems. Ask Ss to first work in pairs to think of suggestions.

b Put Ss in groups of three or four. Ask them to take turns to choose a situation and roleplay a conversation with others giving advice.

c Put Ss in pairs to discuss and decide which advice was the best for them and why.

Grammar checkpoint

Notice how *recommend, try* and *enjoy* are followed by *-ing* when we make suggestions (*Why not try jogging? I really recommend running. I think you'll enjoy playing tennis.*). Some verbs are usually followed by verbs with *-ing* and others are usually followed by verbs with *to*. We call these verb patterns. Learning these patterns is an important aspect of developing language skills. Encourage Ss to record verbs along with their following patterns in their notebooks.

Optional extra activity

The length of this exercise can be shorter or longer, depending on how much time you have. With ***weaker classes***, students may benefit from writing the conversation together and then rehearsing it in pairs. After a few rehearsals, encourage pairs to close their books and try the conversation without looking. ***Fast finishers*** can complete two or three roleplays.

Reflection on learning

Write the following questions on the board:
Which role was easier, A or B?
In what situations do you think you can use this language in the future?
Did your roleplays get better each time?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class. Point out that Ss generally get better with more turns of practice and discuss where and how they can practise outside lessons.

Homework ideas

Ss write a paragraph about the future of their town or country.
Reflection on learning: write your answers.
Workbook: Ex 1–3, p7
Mobile 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 exercises for homework, or use them as a diagnostic or progress test.

1a Ss choose the correct alternatives 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** have **2** take, get, train **3** took, passed
4 work, study **5** run **6** as **7** in

b Ss discuss which sentences are true for them in pairs. For the sentences which aren't true, ask Ss to change them so they are true. Encourage Ss to ask follow-up questions to find out more information.

Optional extra activity

In Ex 1b, Ss talk about a friend or family member if more appropriate: *My daughter recently took some exams.*

2a Ss complete the questions alone then check in pairs. Check answers with the whole class. They need to use present simple or continuous.

Answers: **1** do you do, Do you have **2** Are you reading
3 are you learning, Do you enjoy **4** do you know, Are you learning
5 Do you have, are you studying **6** do you want
7 Are you going **8** Do you have

b Read the instruction with the class. Ss ask and answer in pairs. Encourage them to ask follow-up questions to find out more information. In feedback, ask a few pairs to tell the class something about their partner.

3a Look at the example as a class. Point out that they need to use *be going to* or the present continuous. Ss make the sentences alone then check in pairs. Check answers with the whole class.

b Ss ask and answer in pairs. In feedback, nominate Ss to share information about their partner with the class.

Optional extra activity

Ss walk around the room and ask different students about their plans, intentions and arrangements.

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

Answers: 1 shy 2 lazy 3 honest 4 creative 5 ambitious 6 calm 7 reliable 8 hard-working

b Ss choose the adjectives then discuss and explain their choices in pairs. When they finish, ask a few Ss to share the adjectives (and reasons) that their partner chose.

5a Ss write the correct verb forms alone then check in pairs. Check answers with the whole class.

Answers: 1 will live 2 will go 3 will become 4 will learn 5 will be able to 6 won't go, will order, will be delivered

b Ss work in pairs and discuss the predictions. Ask Ss when they think these things will happen.

6a Ss make the replacements alone, then check in pairs. Check answers with the whole class.

Answers: 1 getting better 2 harder 3 easier 4 worse 5 falling/decreasing 6 rising/increasing

Optional extra activity

Ask Ss to write the verbs on the board. Check they are spelling the *-ing* forms correctly.

b Give one or two of your own examples to demonstrate. Ss work in pairs to think of other things that are going up/down etc. In feedback, elicit Ss' ideas and write them on the board.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, 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 reading

Introduction

The goal of this lesson is for students to read and understand a text. To help them achieve this, they will focus on reading quickly for the main idea.

Warm-up

Ask Ss if they have a good friend or best friend. Ask them to tell each other in pairs who that friend is and how they know each other. Tell them the lesson is going to be about friendships and briefly discuss how important friends are. Refer Ss to the photos and ask them to discuss what kind of friendships they can see. Ask them to justify the answers, for example: *I think they are sisters because they are similar age and they look alike.*

1 Ask Ss to suggest what the qualities of a good friend are, then to read through the list. Clarify the meaning of any vocabulary if necessary. Ss discuss what the most important qualities are in small groups or as a class.

2 Refer Ss to the Focus box. Ask them to read it and answer the question. Ask pairs to discuss before going through the answer as a class.

Answer: content words – verbs, nouns and adjectives

3a Ask Ss to look at the article. Ask them to read paragraph 1 and match it with one of qualities a–e in Ex 1a. Check answers, asking Ss what key phrases helped them decide. Then tell Ss to do the same with the other paragraphs.

b Go through the answers and identify the key words that helped. Clarify the meaning of words or phrases if Ss want you to but emphasise that they have achieved the task without needing to know every word.

Answers:
1 c (key words: find the time, make time, call you)
2 b (key words: interested, listen, pay attention)
3 e (key words: encourage, feel happy, self-confident, feel cheerful)
4 a (key words: honest, honesty)
5 d (key words: secrets, trust, safe)

Teaching tip

To be effective readers, Ss must get used to not panicking when they meet a word that they do not know. By emphasising that they can achieve a task without resorting to dictionaries, you help them appreciate this. After they have read, Ss sometimes like to ask about key words and you can explain these or refer Ss to dictionaries if you feel it may help them, before checking that they have understood the right meaning of the word.

4 Tell Ss they will now read the whole text again for more detail. Refer them to the questions and give a time frame of three or four minutes for the task before going through as a class.

Answers:
1 You can depend on them to be there for you.
2 They are important for our health and happiness.
3 We lead busy lives.
4 They are interested in what you say and don't just talk about themselves.
5 They encourage you and make you feel confident.
6 They want to help you be a better person.
7 They won't tell your secrets to other people or say nasty things about you.

5 Put Ss in pairs to discuss the questions. When they have finished, ask different pairs to share their answers and discuss as a class which ideas from the article they agree or disagree with and why.

Optional extra activity

Ask Ss to look back at the text and make changes to it if they don't agree with the ideas expressed there. When they finish, have whole-class feedback and see if Ss agree on changes.

Homework ideas

Workbook: Ex 1–4, p8

1B Develop your writing

Introduction

The goal of this lesson is for students to write a job application letter. To help them achieve this, they will focus on organising a text into paragraphs.

Warm-up

Put Ss in pairs and ask them to talk about how people apply for jobs in their experience. If you have a multinational class, try and group Ss in mixed nationality groups. If not, group diverse age or experience ranges together. After a few minutes, ask for feedback on their ideas.

Culture notes

A **job application letter** or covering letter has historically been a common element of applying for a job. Increasingly, online decision-making tasks are used, as well as group tasks to see how people work together. A job application letter is always useful for presenting yourself, either online or in traditional written forms.

1 Refer Ss to the photo and ask them to discuss what they can see. Ask Ss to discuss the questions in pairs.

2 Ask Ss to read the application letter quickly and answer the questions. Give them a few minutes to do this then elicit the answers.

Answers:
1 designer
2 experience, education, motivation and personal characteristics

3 Ask Ss to look back at the job application in Ex 2 and match the words in bold with vocabulary items 1–7. When they finish, ask them to compare in pairs then go through the answers.

Answers: 1 consider 2 position 3 currently 4 require 5 as 6 I look forward to hearing from you 7 approximately

4 Ask Ss to look at the Focus box and call on individual Ss to read sentences aloud to the class. Then put them in pairs to discuss the question. Elicit the answer.

Answer: Paragraphs organise a text and help the reader understand it.

5 Ask Ss to look back at the application letter in Ex 2 and decide which paragraphs contain the information in 1–6. When they finish, go through the answers. Point out that this is the typical pattern of information in an application.

Answers: **Paragraph 1:** 2, 6 **Paragraph 2:** 3, 5 **Paragraph 3:** 4 **Paragraph 4:** 1

6 Ask Ss to decide which paragraph of a job application each sentence belongs in, first (f) middle (m) or last (l). Ss should work alone then compare in pairs before you go through the answers.

Answers: **Paragraph 1:** 2, 5 **Paragraph 2:** 1, 3 **Paragraph 3:** 6 **Paragraph 4:** 4, 7, 8

Prepare

Teaching tip

When students are preparing for a productive task (speaking or writing), they need all the required information beforehand so that they can focus only on the skill of writing/speaking. It is important to present the information in a carefully planned and staged way. Students may become impatient with this staging but reassure them that it is a bit like cooking. They first need to gather all the ingredients and get everything ready, then they can make something really great.

Optional extra activity

Ss may benefit from preparing in pairs as they can share ideas and support each other. This also enables speaking practice. With a ***weaker class***, Ss will certainly need peer support, but even stronger Ss benefit. Allow enough time as this makes the activity a bit longer but the results are worth it.

7a Ask Ss to decide on their dream job and list the qualifications, experience and qualities needed in their chosen role. Complete an example together before Ss continue alone (or in pairs as an alternative). Move around and give support.

b When Ss are ready, ask them to make a list of words and phrases from the job application in Ex 2 that could be used. They can highlight the text and mark their notes with numbers or arrows to show which paragraph they could go in.

Write

8 Ask Ss to use their notes to write a letter of application. If they have been working in pairs until now, they can write alone, then read each other's applications and suggest improvements and changes.

Optional extra activity

Provide real job advertisements for Ss to respond to.

Homework ideas

Workbook: Ex 1–4, p9

1C Develop your listening

Introduction

The goal of this lesson is for students to understand a podcast. To help them achieve this, they will focus on recognising positive and negative attitudes.

Warm-up

Ask Ss how many hours of sleep they usually have and what they do if they feel tired during the day or during the lesson. Invite suggestions. If the opportunity arises, pre-teach the words *(power) nap* and *siesta* (both mean a short day-time sleep).

1 Ask Ss to look at the photo of a 'nap pod' and discuss what it is and where it is. Ask if anyone has seen an idea like this and what they think of it.

Teaching tip

Students expect to have feedback after an activity. If the discussion is personal and has no specific answers, try and ask a question that brings together their discussion but does not repeat it (as this would be too time-consuming). One simple way is to ask how they and their partner agreed or differed on any one question.

2 1.7 Tell Ss they are going to listen to a podcast about sleep. Ask them what they think it might talk about. Accept any ideas and write them on the board. Tell Ss to listen and see what two things scientists say about sleep. Check answers as a class.

Answers: They say we don't get enough sleep. They say sleep is like medicine.

Culture notes

A **podcast** is an audio (or video) file that you can download and listen to, for example on your phone. You can store the programme on your device and you can listen to it when you like. You don't need to be online. Podcasts are usually free of charge for listeners and often have a series of episodes, like a story.

Audioscript 1.7

Today we're going to be talking about something that's very important to all of us: sleep. First, some facts! Sleep scientists say that everyone needs at least eight hours' sleep a night, but the bad news is, not many adults get eight hours a night. Let's find out why.

About 30 percent of people are evening people. They prefer to go to bed late and get up late in the morning. Another 40 percent are morning people. They prefer to get up early and go to bed early. I guess the rest of us are somewhere in between.

So, what do sleep scientists have to say? The first thing they say is that we don't get enough sleep! One reason is work and how it affects the way we live. This is not good news for the evening people, but we all have to get up early to go to work. And it's unfortunate that many of us go to bed late because we finish work late … and then need to check emails, watch TV or just spend some time with the family – we need more time!

So it seems like the situation is not great for anyone: no one gets enough sleep! However, the situation is getting better. Companies are starting to understand that tired people won't be able to work well … so they have to make sure that the people who work for them have enough sleep. Some companies already have 'nap pods' where you can have a short sleep during the day. And more will do this in the future! Isn't that a great idea? Companies will use technology to check how long their employees sleep. People who sleep longer will get a reward … extra holidays or extra money. And another positive change is that more people work online, from home. This means that they will be able to get up at a time that's good for them. And the second thing sleep scientists tell us is that sleep is an amazing medicine. The right amount of sleep at night makes us healthier … and better at whatever we do. So just close your eyes …

3 Refer Ss to the Focus box and ask them to read and answer the question. Ask them to check in pairs before checking as a class.

Answer: adverbs and adjectives

4 Ask Ss to read through the statements from the podcast, then listen again to fill the gaps. You may need to play the audio twice and pause it. When they finish, ask them to check in pairs and decide if a positive (✓) or negative (✗) attitude is shown by the speaker. Go through the answers as a class.

Answers: **1** bad news ✗ **2** good news ✗ **3** unfortunate ✗ **4** not great ✗ **5** better ✓ **6** great idea ✓ **7** positive ✓ **8** amazing ✓

5 Tell Ss they are going to listen again and ask them to read through the questions. ***Stronger classes*** can discuss and try and answer them before listening again. Go through the answers as a class.

Answers:
1 someone who goes to bed late and gets up late
2 someone who goes to bed early and gets up early
3 work (and how it affects the way we live)
4 they won't work well
5 a and b
6 They can get up and start work when they want to.

Optional extra activity

Listening is tiring as it requires close concentration. Before moving on to listening to the comments in Ex 6, you could build in a discussion where Ss give their own opinions on what they have heard in the podcast. Breaking up the listening tasks in this way mirrors what we do in real life when we hear an interesting programme on the radio. They can then return to listen to the comments with renewed interest and compare them with their own ideas.

6a 1.8 Tell Ss they are going to listen to some comments. Explain that they are responses to the podcast. Ask Ss to listen to each comment and choose the correct alternatives.

b Ask Ss to listen again to confirm their answers. Ask Ss to write down any words and phrases that helped them decide whether the speaker's feelings are positive or negative. Go through the answers as a class. Write useful phrases on the board.

Answers:
1 work, negative (*I don't think …*)
2 late, positive (*It'd be amazing …*)
3 company, positive (*That's a really positive idea.*)
4 medicine, positive (*it's good to say …*)
5 sleeping, positive (*that's a fantastic idea!*)
6 sleeping, negative (*Unfortunately*)

Audioscript 1.8

Speaker 1: Nap pods at work? I really don't think I'd wake up! I don't think it's a great idea.

Speaker 2: I'm an evening person, so I always go to bed late and I'm usually very tired in the morning. It'd be amazing to be able to start work later.

Speaker 3: My company checking how much sleep I get? And extra holiday if I sleep a lot? That's a really positive idea.

Speaker 4: I know that I feel better and more energetic when I sleep well. People need to understand that sleep is important so it's good to say that sleep is like medicine.

Speaker 5: At last! Someone understands that we need to sleep during the day, even at work. I think that's a fantastic idea!

Speaker 6: Unfortunately, most companies are not going to let us sleep during work hours. It's not going to happen.

7 Ask Ss to discuss the questions in small groups. When they finish, do a quick survey of whether the class are mainly morning or evening types.

Homework ideas

Workbook: Ex 1–4, p7

2 OVERVIEW

2A What happened?
Goal | describe past experiences
Grammar | past continuous and past simple
Vocabulary | describing feelings and events
GSE learning objective
Can talk about past events or experiences using simple language

2B Memories
Goal | talk about memories
Grammar | *used to*
Vocabulary | memories
GSE learning objective
Can ask and answer questions about past times and past activities

2C Culture shock
Goal | describe a new experience
Grammar | *so/such ... that; too ... to; not ... enough to*
Vocabulary | feelings and reactions
GSE learning objective
Can give detailed accounts of experiences, describing feelings and reactions

2D English in action
Goal | show interest in conversation
GSE learning objective
Can show interest in conversation using fixed expressions

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

2B The senses

2C Adjectives

DEVELOP YOUR SKILLS

2A Develop your reading
Goal | understand a news article
Focus | reading for specific information
GSE learning objective
Can scan short texts to locate specific information

2B Develop your writing
Goal | write an essay
Focus | writing paragraphs
GSE learning objective
Can write short, simple essays with basic structure on familiar topics

2C Develop your listening
Goal | understand an interview
Focus | understanding linkers
GSE learning objective
Can listen to a short narrative and predict what will happen next

2A What happened?

Introduction

The goal of this lesson is for students to describe their past experiences. To help them achieve this, they will revise the past simple and past continuous in the context of telling stories.

Warm-up

Describe a situation to Ss that can illustrate a few of the target adjectives. For example, *Sue had an interview for a job. It was her first interview. How did she feel?* (worried). *When she arrived at the interview, an old friend was one of the interviewers. How did Sue feel?* (surprised). *She didn't get the job. How did she feel?* (disappointed). Write these adjectives in a list on the board. Elicit more adjectives that end with *-ed*. Tell Ss this is the focus of today's lesson.

Vocabulary

Describing feelings and events

1 Ask Ss to look at the first photo and say what is happening. Ask Ss to suggest one adjective in the box for the photo and discuss why they chose it. Put Ss in pairs and give them a few minutes to talk about the other photos, using the words in the box. Point out they may not be able to use all the words. Monitor and help with new vocabulary. When they finish, elicit ideas.

Optional extra activity

With ***weaker classes***, you may want to pre-teach *annoyed, embarrassed, amazed* and *disappointed* (see Warm-up). Display pictures that demonstrate any feelings in the box that are not shown in the pictures and check that Ss can identify them.

2a Ask Ss to read the comments and then discuss in pairs which photos they match. Follow with a whole-class discussion.

Answers: 1 C 2 A 3 D

b Ask Ss to read comment 2 again, then discuss in pairs the difference between *annoying* and *annoyed*. Clarify that a situation or activity is *annoying* and we feel *annoyed* because of that. Drill all the target adjectives chorally.

Answers: *-ing* adjectives describe a situation; *-ed* adjectives describe how we respond to that situation and how we feel.

Pronunciation checkpoint

Like regular past simple endings, *-ed* endings of adjectives are pronounced either /t/, /d/ or /ɪd/. The ending is not pronounced /ed/. The ending sound depends on the preceding consonant sound but you don't need to get too technical. Ss can learn the simple rule that words ending with the sound /t/ or /d/ will have the /ɪd/ ending (e.g. *disappointed* /tɪd/). Others will end with either a /d/ or /t/ sound (e.g. *surprised* /d/, *relaxed* /t/).

Optional extra activity

Use the list of *-ed* adjectives in Ex 1 to conduct further pronunciation practice in pairs.
Student A says *I was ...ed* and Student B responds by saying *Yes, it was ...ing.*

Vocabulary checkpoint

Ss often simplify and suggest that *-ed* adjectives describe a person and *-ing* adjectives describes a thing: *The delay is annoying, I am annoyed.* While this is often true, it is not always true. People can be *annoyed* and *annoying*. They can also be *amazing* and *amazed*, and so on. One simple example to help them remember this is to think of a horror film character such as Dracula. He is *frightening* and we are *frightened*.

3 Explain that Ss must choose the correct form. Complete the first item together, then ask Ss to continue alone. Ask Ss to compare in pairs before eliciting answers. Drill again if necessary.

Answers: **1** annoyed **2** amazing **3** worried **4** embarrassing **5** frightening **6** disappointed **7** worrying **8** relaxed **9** tiring

4 Explain that Ss must ask the questions and respond with *-ing* or *-ed* adjectives. Elicit responses for the first question, establishing that several answers are possible. Then ask students to continue in pairs. ***Weaker classes*** may need to prepare first, by writing their choice of adjectives beside each answer.

Further practice

Photocopiable activities: 2A Vocabulary, p157

Listening

5a 2.1 Ask Ss to look at the options and make sure they understand the vocabulary (*incident* = something that happens). Play the audio and tell Ss to listen and write 1, 2 or 3 beside each option. Pause after each story.

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

b Focus attention on the statements. Allow Ss time to read through them before playing the audio again. Ss mark each statement T or F. Ask them to compare answers in pairs before leading feedback. Elicit corrections for the false sentences.

Answers:
1 F (He was visiting his home town) **2** T **3** T
4 F (Her train was leaving)
5 F (She was shutting down her computer) **6** T

Audioscript 2.1

Speaker 1:
My best friend at school was called Andy. When we finished school, we went to different universities to study. After university, we both went abroad to work and we didn't keep in touch. Then last week I was visiting my home town for a few days. One afternoon, I was walking along the High Street and thinking about Andy. I was wondering where he was and what he was doing. I decided to stop for a coffee in one of the cafés on the High Street. Just as I was going into the café on the High Street, a man came out. It was Andy! We were both amazed!

Speaker 2:
Do you ever have days when everything goes wrong? Last year I had an interview for a new job. I didn't want to be late, so I got up very early. While I was walking to the train station, I suddenly remembered I didn't have my phone. I had to go back home and get it. When I got to the station, my train was just leaving – I was so annoyed! I had to wait for the next train. Finally, I got to the office where I was going to have the interview. I was running up the steps to the main door when I fell over and dropped my bag – my things went everywhere. It was one of the most stressful days of my life. Oh, and I didn't get the job.

Speaker 3:
I was working late at the office one night as I needed to finish a report for my boss. I was just shutting down my computer when I heard a noise. I was alone in the office by that time so I felt rather worried. I decided to call the security guard. While I was waiting for him to come, I saw something move near the wall. By now I was really frightened! Then I saw it – it was just a cat! Maybe it got in through the open window. It was so funny, I laughed out loud!

Grammar

Past continuous and past simple

Optional extra activity

Ss will have studied the past simple and continuous before. Ask them to find and underline examples of the two verb forms in Ex 5b, then elicit the form (*was/were* + *-ing* for past continuous and *-ed* for regular past simple). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit ideas. It may be helpful to draw a timeline on the board to show the interaction of the two tenses.

6 Ask Ss to read the Grammar box and underline the correct alternatives. With ***weaker classes***, first check the meaning of *interrupt* and *in progress*. (You are teaching the class now – the class is *in progress*. But if another teacher comes to ask you a question, they *interrupt* the class.) Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if the longer action continues after we interrupt it (maybe).

Answers: **1** past simple **2** past continuous

GRAMMAR BANK 2A pp.118–119

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** saw, was waiting **2** was walking, started **3** met, were doing **4** didn't answer, was driving **5** was raining, didn't go **6** were you queuing, got
2 **1** was celebrating **2** released **3** received **4** found **5** was playing **6** were having **7** threw **8** slipped **9** hurt **10** received **11** didn't clean up/hadn't cleaned up **12** were trying

Optional extra activity

Ask students to think about where they were and what they were doing during an important event or news story. It could be national or personal, for example: *Where were you and what were you doing when the new president was elected/you received your exam results? I was at work/cleaning my house.* Ss ask each other.

7a 2.2 Ask Ss to read the three sentences and listen to the pronunciation of *was*. Do they think it is strong or weak? (weak) If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *was* or *were* is unstressed. The stress is on the main verb. The auxiliary verb is weak and the vowel sound is replaced by a weak form or schwa: *was* /wəz/ *were* /wər/.

b Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence.

8 Write the first gapped sentence on the board with the two verbs in brackets. Ask Ss to work in pairs to decide on the verb forms, then elicit the correct forms. Ask Ss why *study* is continuous (it is the longer action, it started first) and why *join* is simple (it is short, it interrupts the longer action). Ss work alone to complete the story then check in pairs. Check answers with the whole class. Ask Ss why they chose each verb form, as with the example.

Answers: **1** was studying **2** joined **3** wanted **4** practised **5** was waiting **6** started **7** went **8** forgot **9** was standing **10** was waiting

Optional extra activity

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

9 Write the first sentence stem on the board and elicit possible endings. Accept any answers with past simple as long as they are grammatically correct (see Teaching tip below), e.g. *Recently, I was sitting in the park when I met an old friend/ saw a dinosaur.* Then ask Ss to work alone to complete the sentences for themselves. Monitor and help with new vocabulary. When they finish, ask Ss to share ideas with a partner. With ***stronger classes***, students can ask and answer to develop the conversation: *Really, what happened next?* Ask pairs of Ss to tell the class their sentences.

Teaching tip

Ss can enjoy being playful with language. Motivation can be increased if you encourage them to think of silly examples. This can make the target language more memorable as well as making the lesson more fun. Ss can vote for the craziest sentences.

Further practice

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

Speaking

Prepare

10 Explain that Ss are going to tell their own story. Ask a stronger student to read the instruction to the class or read it yourself. Ask Ss to read through the list of questions first and make notes. With ***weaker classes***, you may want Ss to invent a story and prepare it in pairs so that they can help each other. Monitor and help with new vocabulary.

Speak

11a Go through the Useful phrases with the class. With ***weaker classes***, you may want to ask Ss to underline the stressed words and drill the expressions. Refer Ss to the questions in Ex 10 to use in their conversation. When they are ready, put them in new pairs to tell and respond. Move around the class and listen. When they finish, Ss change roles.

b Ask individual Ss to comment on their partner's story to the group. Ss can ask questions if the story sounds interesting or funny to them and they would like to know more.

Optional extra activity

Students will probably work at differing speeds for this activity. ***Fast finishers*** can repeat the same conversation with a new partner several times. Each time they will do a bit better.

Reflection on learning

Write the following questions on the board:
How did you feel talking about your story?
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.

Homework ideas

Ss write their story for homework.
Grammar bank: 2A Ex 1–2, p119
Workbook: Ex 1–5, p10
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 2B
Extended route: go to p89 for Develop your reading

2B Memories

Introduction

The goal of this lesson is for students to talk about how the senses, such as smell or sound, bring back memories. To help them achieve this, they will revise *used to* in the context of talking about remembering past events

Warm-up

Before the class starts, draw a simple face on the board and elicit the features: eyes, nose, mouth and ears. Ask Ss to tell you what we do with our eyes (see) then elicit the verbs *hear*, *smell*, *taste* and *feel*. Next elicit the corresponding noun forms (the senses). List all words on the board in columns.

Body	Verb	Noun
eyes	see	sight
ears	hear	sound
nose	smell	smell
mouth	taste	taste
skin	feel	feel

Optional extra activity

Put Ss in threes: students A, B and C. A says the body part, B says the verb, C says the noun. This can go in any order. They do this as fast as they can.

Vocabulary

Memories

1a Ask Ss to look at the photos and think about the senses they represent. They can refer to the board to help them. Then ask Ss to look at boxes A and B. Put Ss in pairs and give them a few minutes to discuss which things could be matched with each sense. Monitor and help with new vocabulary where necessary. When they finish, ask Ss to share ideas.

Suggested answers: feel: a baby's skin sight: a sunrise smell: freshly baked bread sound: a train arriving at a station taste: a cup of coffee

b Ask Ss to work in pairs and discuss the question. In class feedback, find out which sense seems to be the most important.

2 With ***weaker classes***, you may want to pre-teach *remember*, *remind*, *forget* and *memory*. Write *remember* on the board. Ask Ss for the opposite (forget) and then for the noun (memory). Write *remind* and elicit how it is different from *remember* (we *remember* something ourselves but someone or something *reminds* us of something). Use the first sentence to show this. Ss work alone to match the photos with the comments, then compare in pairs.

Answers: 1 E 2 B 3 A 4 D 5 C

Teaching tip

Ss benefit from recognising the relations between words in the same family. Encourage them to write the words in groups in their notebooks and to mark the word stress there. Suggest that Ss copy or create example sentences to help them understand related but easily confused words like *remember* and *remind*.

3a Ask students to work alone to match the phrases in Ex 2 with pattern a, b or c, then discuss in pairs. Point out that some phrases can be used in two ways. In feedback, check answers with the whole class.

Answers:
a reminds me of, makes me think of, I'll never forget, I'll always remember
b makes me feel
c reminds me of, makes me think of, I'll never forget, I'll always remember

b Ask Ss to choose two correct alternatives, using the information in Ex 3a. Emphasise that *two* alternatives are correct in each sentence. Complete the first one together then ask Ss to work alone and then discuss in pairs. Follow with whole-class feedback.

Answers: **1** him/meeting her **2** feel calm/calm
3 being young/my old friends
4 the first time I saw it/entering that place for the first time
5 school/visiting the seaside

c Write on the board: *Tasting ___ always reminds me of ___* and elicit completions. Ss can use the ideas seen in Exercises 1 and 2 or their own ideas. Then ask Ss to complete the other sentences using the structures provided. Monitor and help with new vocabulary.

Teaching tip

Research shows that Ss benefit from expressing their real feelings as opposed to writing correct grammatical sentences using examples provided for them. It is more cognitive and more motivating. You may want to tell Ss this to encourage them to look for their own ideas. ***Weaker classes*** can simply copy any examples provided, if necessary.

d When Ss finish, put them in pairs and ask them to say their sentences to each other and respond if possible.

VOCABULARY BANK 2B p137

The senses

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 complete the table, using dictionaries or mobile devices to help. Check answers with the class, giving further explanations/examples where necessary.

Answers: sight: look at, see, watch; sound: hear, listen to; touch: feel, hold

b Ss discuss the differences between verbs in the sentences, using their existing knowledge and guessing.

Answers:
1a hear: to notice something with your ears, probably by chance
b listen to: for a long time deliberately, paying attention to what is happening (e.g. music)
2a see: deliberately or by chance, for a long or short time
b watch: for a long time deliberately, paying attention to what is happening (e.g. a TV programme)
3a watch: for a long time deliberately, paying attention to what is happening (e.g. a TV programme)
b look at: to notice something using your eyes, usually for a short time and deliberately

c Ask Ss to work alone to choose the correct alternatives. Ask pairs to compare, then go through the answers together and elicit further examples.

Answers: **1** taste **2** hold **3** Look at **4** listen to **5** feels **6** see **7** smell **8** touch **9** watching **10** hear **11** sounds

Further practice

Photocopiable activities: 2B Vocabulary, p160

Reading

4a Ask Ss which sense they think is the best at bringing back memories. Accept any ideas, then ask Ss to quickly read the post and comments to see which senses are mentioned. If they have highlighter pens, they can highlight the senses in the text. Give them a minute to do this as you do not want them to read for detail yet. In feedback, check answers with the whole class.

Answers: smell (x2), sound (x2), taste

b Ask Ss to read the post and comments again and the questions. Put them in pairs to discuss the answers. It is not necessary to write, as the answers are long. Elicit the answers in feedback.

Answers:
1 because he passed a chip shop on his way to his swimming lesson every Friday
2 because it rained a lot in Malaysia, where he grew up
3 because it reminds her of driving in the car on her summer holidays
4 because her grandmother used to cook roast chicken for the family every Sunday

Grammar

used to

Grammar checkpoint
Students often struggle with a structure for past (*used to*) that is not a tense. They may wonder how to express this in contrast with the present. One simple guide is to contrast *used to* with *usually* + present simple, so: *I usually eat toast for breakfast, I used to eat cereal when I was younger.*

5 Ask Ss to read the Grammar box and draw attention to the spelling of *didn't use to*. Explain that it is just like a past simple verb, so in questions and negatives *did* shows the past. Compare with *I didn't go*. Check understanding of the concept with the whole class by asking: *Does* used to *refer to past or present actions?* (past). *One time or more than one time?* (more than one). *Does grandmother cook chicken now?* (no). Ask Ss to look back at the article and find more examples of *used to*. When they finish, go through the answers as a class.

Answers: used to pass a chip shop, used to love going out … in the rain, didn't use to mind, used to drive us, used to play … music, used to go to her house, used to cook lunch

GRAMMAR BANK 2B pp.118–119
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 I used to play the guitar when I was younger, but I don't play it now.
2 We used to go skiing every year, but we hardly ever go these days.
3 Did you use to play computer games when you were younger?
4 I didn't use to like Chinese food in the past, but I love it now.
5 There used to be a park here but now it's an office block.
2 1 There used to be more languages in the world.
2 People used to think the world was flat.
3 People didn't use to live so long.
4 We didn't use to buy so many things online.
5 There didn't use to be so much pollution.
6 Life used to be much simpler.

6a 2.3 Ask students to read the three sentences and listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: The main verb and *use/used* are stressed, but *to* is not stressed.

Pronunciation checkpoint
Ss should pronounce the *s* in *used to* as /s/. It is not a /z/ sound. The words run together so the final /d/ in *used* is not heard. It sounds like one word, /ju:stu/ or /ju:stə/. The main verb is stressed.

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

7a Write the first gapped item on the board. Elicit the correct positive and negative forms to complete the sentence. Explain that both are correct and Ss should write what is true for them. Ss work alone to complete the sentences then check in pairs. Check answers with the whole class.

b Point out the example question and elicit the positive and negative short answers (*Yes, I did. No, I didn't.*). Put Ss in pairs to ask and answer. When they finish, ask Ss to report back on their partner.

c Elicit the correct question form for the first prompt (*Did you use to play video games?*). Then Ss continue in pairs.

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

Speaking

Prepare

8a 2.4 Tell Ss they are going to listen to two friends talking about their memories. Ask a stronger student to read the instruction to the class or read it yourself. Tell Ss that they will listen twice. The first time they should listen for the senses. Ask them to write the five senses in their notebooks, then listen and tick the senses as they hear them. After they listen, elicit answers.

Answers: sound, smell, taste

b Tell students to read the questions. Then play the audio for Ss to listen again. Elicit the answers.

Answers:
1 Yes, he does. It reminds him of summer 2013.
2 Newly cut grass. It reminds her of summer when she was a child.
3 It reminds him of Saturday mornings when he was a child.

Audioscript 2.4

Adam: Oh, I love that song! It's one of my favourites!
Jane: Why's that?
Adam: It reminds me of the summer of 2013. I was staying with friends in London. We used to play that song all the time! I'll never forget that summer.
Jane: Isn't it funny how sounds and smells and things often make us remember the past? I was in the park today and the smell of newly cut grass …
Adam: What does it remind you of?
Jane: It always makes me think of my childhood. We lived in a house with a big garden and my father used to cut the grass regularly in summer. When I woke up, the smell of grass came through the window, this really beautiful, fresh smell. It made me feel so happy. What about you? Is there a smell or a taste or something that you really like?
Adam: Well, I love the smell of coffee and fresh bread. I have happy memories of Saturday mornings when I was a child. My mother used to make coffee for everyone, and we had fresh rolls. I was too young to drink coffee, but the smell was wonderful. I have happy memories of those times.
Jane: That's really nice. Fresh coffee and rolls.

9 Tell Ss they are now going to talk about their own memories. Give them a few minutes to read the questions and make notes. It is important that they do not write full sentences, only key words. Monitor and help with new vocabulary.

Optional extra 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

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 expressions. Refer students to the questions in Ex 9 to use in their conversation. Ss then discuss in pairs. Monitor and encourage them to ask follow-up questions.

b Group Ss in fours to share memories. In feedback, ask for a show of hands to find out which sense was chosen the most.

Optional extra activity

Ss can create a memory activity for vocabulary. For example, Ss use Post-it® notes or stickers to label objects in their home with English words. A week later, ask them to test their recall of the objects by writing a list in class.

Reflection on learning

Write the following questions on the board:
How easy was it to talk about your memories?
What can help you remember?
How can using the senses help you remember English?
Put Ss in pairs to discuss the questions. When they have finished, discuss how Ss can use the senses such as visuals and listening to music to help them remember English.

Homework ideas

Ss write a paragraph about their childhood memories.
Grammar bank: 2B Ex 1–2, p119
Workbook: Ex 1–4, p11
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 2C
Extended route: go to p90 for Develop your writing

2c Culture shock

Introduction

The goal of this lesson is for students to describe experiences, feelings and reactions. To help them achieve this, they will study vocabulary for feelings and reactions and structures for talking about responses.

Warm-up

Put Ss in pairs to write a list of five countries or cities that they would like to visit and five they would not like to visit. Give them a few minutes. When they finish, ask pairs to share their list and say why they have chosen those places. Invite a few Ss to share their ideas and use these to make two lists on the board, one of problems when travelling (*expensive, too cold, boring, stressful*) and the other of positives (*exciting, beautiful, peaceful, great food*).

Reading and vocabulary

Feelings and reactions

Culture notes

A **culture shock** is a feeling of confusion and loneliness initially experienced when visiting somewhere with a very different way of life. Common aspects of culture shock are the language barrier and homesickness. Everyday aspects such as different foods and style of dress can cause difficulties.

1 Look at the photos as a class. Put students in pairs and give them a few minutes to discuss the photos and questions. Monitor and help with new vocabulary. Ask if they think any of the places would cause culture shock (refer to the Culture notes) for them, and why.

2 Focus attention on the article and ask Ss to read quickly to identify the two countries. Tell Ss they have a minute to do this to encourage them to read only for the main idea. Ss work alone then compare ideas. When they finish, elicit answers. Discuss whether these countries could be in the photos and why.

Answers: Mexico and Vietnam

Teaching tip

Often Ss need to read quickly to understand the main idea. This is sometimes called skimming or reading for gist. Help your students to develop this reading skill by setting time limits for gist reading tasks and not allowing dictionaries or phones. Use a timer if you like.

3 Focus attention on the adjectives in the box. Explain that they should write the words in two lists in their notebook, positive or negative, then answer questions 2 and 3. Ss work alone, then compare answers in pairs. In feedback, check answers with the whole class and write the two lists on the board. Drill problem words chorally and mark the stress.

Answers:
1 **Positive:** enjoyable, lively, extraordinary, optimistic, cheerful, peaceful, positive
Negative: dull, strange, nervous, anxious, stressful, unpleasant, homesick
2 optimistic, cheerful, positive, nervous, anxious, homesick
3 dull, enjoyable, lively, extraordinary, peaceful, strange, stressful, unpleasant

Pronunciation checkpoint

Word stress in English is irregular, but in two-syllable words it is often on the first syllable as in these examples. Encourage Ss to mark stress in their notes with a box or dot over the stressed syllable to help them remember.

4 This exercise checks Ss' understanding of the adjectives. Ask Ss to read the first statement and choose the correct alternative (*enjoyable*). Discuss why this is the case (because it is positive – she loved it). Ss continue the exercise alone, then check in pairs. Elicit answers by asking individual students to read the correct statements aloud. Drill where necessary.

Answers: 1 enjoyable 2 positive 3 anxious 4 extraordinary 5 lively 6 nervous 7 homesick

5a This exercise allows Ss to personalise the adjectives. Ask Ss to read the first item and build up ideas on the board (possible answers: *the dentist, parties, job interviews*). Then ask Ss to complete the sentences alone.

b Put Ss in pairs to say their sentences to each other. With ***stronger classes***, encourage Ss to develop the conversation by asking follow-up questions.

Optional extra activity

Give an example such as *I had a stressful day because I woke up late and forgot my bag*. Ask Ss to write their own sentences, using *because* to explain their feelings and/or experiences. Monitor to see that they are writing sentences correctly and help with vocabulary.

Vocabulary checkpoint

Point out to students that they need to meet a new word six to eight times before they can remember it. Arranging words by theme or into categories such as positive and negative can help, as well as creating their own examples or images. Encourage Ss to create their own examples and record them in their notebooks. Ask Ss to show each other their notebooks.

VOCABULARY BANK 2C p137

Adjectives

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 their dictionaries to add the correct suffixes to the base form.

Answers: 1 peaceful 2 relaxing 3 enjoyable 4 frightened 5 delicious 6 unpleasant 7 negative 8 dangerous 9 special

b Ask Ss to use guesswork or their dictionaries to complete the table. Go through the answers as a class.

Answers: drinkable, financial, stressful, creative, anxious, disappointed/disappointing, poisonous, attractive, helpful, important

c Ask Ss to complete the sentences then check in pairs before going through the answers. Deal with pronunciation problems during feedback.

Answers: 1 drinkable 2 attractive 3 financial 4 creative 5 anxious 6 helpful 7 important 8 disappointed 9 poisonous 10 stressful 11 disappointing

Further practice

Photocopiable activities: 2C Vocabulary, p163

Grammar

so/such … that, too … to and (*not*) … *enough to*

6 Read the explanatory sentences in the Grammar box and check Ss understand *cause* and *result*. Ask them which is first, cause or result (cause). Look at the first two examples and ask Ss to identify cause and result, then ask Ss to use the examples to choose the correct alternatives. With ***weaker classes***, go through the Grammar box as a class and elicit further examples. Check answers with the whole class.

Answers: 1 adjective 2 noun 3 such 4 so 5 too 6 enough

GRAMMAR BANK 2C pp.118–119

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 too 2 enough 3 to 4 so 5 such 6 so 7 that 8 enough money

2 1 I'm not old enough to vote.
2 The film was so boring that I fell asleep.
3 The room is too small to fit everyone.
4 The food was too cold to eat.
5 It was such bad traffic that it took us five hours to get there.
6 It was so dark (that) I/we couldn't see anything.

7a 2.5 Focus attention on the four sentences. Ask Ss to listen for *so* and *such* and how they are pronounced.

Answers:
In sentences 2 and 4, *so* and *such* are stressed to show extra emphasis.
But in sentences 1 and 3 they are not really stressed.

b Ask Ss to listen again and repeat the sentences after the audio. Help them to stress only the key words by showing with your hand where the stresses lie.

8 Ask students to read through the text and choose the correct alternatives, using the rules in the Grammar box to help them. Complete the first item together and elicit why *such* is used (*such* before adjective + noun). Ss work alone and then check in pairs. Check answers with the whole class. Write the answers on the board to ensure Ss spell *too/to* correctly.

Answers: 1 such 2 that 3 too 4 enough 5 too 6 to 7 enough 8 too 9 such

Optional extra activity

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

9a Ask Ss to work alone to complete the sentences with their own ideas. Monitor and help with vocabulary.

b When they have finished preparing, ask Ss to say their sentences to a partner. Remind them to stress the key words appropriately. Encourage ***stronger classes*** to ask follow-up questions.

Further practice

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

Speaking

Prepare

10a 2.6 Tell Ss that they will listen to two people talking about their experience of culture shock, and they should tick the things mentioned. Tell ***weaker classes*** that they will tick three things. After Ss listen, put them in pairs to compare answers. Check answers with the whole class.

Answers: a new country, a new job, a new town

b Tell Ss they will listen again for more detail. Allow time for them to read the questions. Play the audio for Ss to listen and make notes. After Ss listen, put them in pairs to compare answers. Monitor and play the audio again if necessary. Check answers with the whole class.

Answers:
1 People asked personal questions.
2 He asks personal questions too now.
3 No one asked her about herself.
4 She realised people were being polite and told them about herself.
5 Students called their teachers Mr and Mrs.
6 He didn't feel it was very friendly.

Audioscript 2.6

Nick: Well, my parents moved to a town in the north when I was about fifteen. We were in the same country but everything was so different!
Maria: What do you mean?
Nick: Well, for example … people we didn't know were always asking us about things that were too private to talk to strangers about! Things like. 'Why are you living in that house?', 'Why does your Mum work?', 'Why don't you get up earlier in the morning?' It was really weird at first and we didn't know how to answer! Nobody used to ask questions like that in the south. Not even aunts and uncles! But we got used to it in the end. We probably do the same now.
Maria: Yes, you do, actually! Well, … my mum comes from Spain. And she's got such interesting stories. Like, when she first came here, to a new country, no one asked her anything about herself, so she thought no one liked her. Then she realised they were trying to be polite. So, she just told them all about herself anyway!
Nick: Yeah, there are so many interesting things like that. I remember going to my new school. The kids called the teachers 'Mr Jones' or 'Mrs Tyler'. At my old school we called teachers by their first names, like 'Joe' or 'Sally'. It was really hard to change. I didn't feel like I was being very friendly to them.
Maria: I bet you didn't … And what about … ?

c Tell Ss that now they will talk about their own new experiences. Look at the topics in Ex 10a for ideas. Ask Ss to work alone and make notes but not write sentences. Go around and help with vocabulary and ideas.

Optional extra activity

Ask Ss to talk about other new experiences. Examples: changing diet (becoming vegetarian), leaving home, starting a new course, joining a new sports club.

Optional alternative activity

If you think your students have little to talk about, they can do this task using the information in the audio, taking the roles of Nick and Maria. They can read the audioscript and prepare notes before having the conversation without looking at the script. This approach may be suitable for younger or ***weaker classes***.

Speak

11a Ask students to work in pairs to share their experiences. Refer them to the Useful phrases. Monitor and listen to their control of the grammar and vocabulary of this lesson.

b When they finish, invite pairs of students to choose which experience to share with the class.

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?
What one thing did you learn today that is useful for you?
Put Ss in pairs to discuss the questions. When they have finished, you could ask for ideas on revising the vocabulary.

Homework ideas

Grammar bank: 2C Ex 1–2, p119
Workbook: Ex 1–4, p12
Mobile app: grammar and vocabulary practice

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

2D English in action

Introduction

The goal of this lesson is for students to show interest in a conversation. To help them achieve this, they will learn some useful phrases for responding to situations

Warm-up

Ask Ss to think about the last time they had a problem and somebody helped them, or the last time they helped someone who had a problem. Give them an everyday example to show that it does not need to be very exciting or major: *I was very tired on my way home from work and the bus was full. A nice lady saw I was tired and gave me her seat.* Put Ss in pairs to compare ideas then elicit answers from a few pairs. Ask them how it feels to help or be helped.

1 Ask Ss to look at the first picture and decide who the people are, what is happening and how the people are feeling. Put Ss in pairs to discuss the other pictures. Monitor and help with any vocabulary where necessary. When they finish, ask a few pairs for their ideas and add them to the board, but do not confirm if they are correct at this stage.

2a 2.10 Tell Ss they will listen to three conversations. While they listen, they should match the conversations with pictures A–C. Put Ss in pairs to compare answers before checking with the whole class. Look back at the board and ask Ss if they predicted correctly.

Answers: 1 B 2 C 3 A

b Explain that Ss are going to listen again. This time they should listen not for the main speaker, but for the listener and notice how they respond and help the storyteller. Ask them to check answers together and offer a chance to listen again before conducting feedback.

Answers: The listener responds by asking questions and making encouraging comments.

c Focus attention on the Useful phrases. Explain that Ss are going to listen again and tick the phrases they hear. They may hear an expression once, more than once or not at all. Play the conversations one by one and check answers as you go.

Answers: Uh huh. 1, 3 What happened? 1
What did you do? 1, 2 Wow! 2 That's so cool! 2
That's awful! 1 That's amazing 3 Great! 2 Really? 1, 3
Oh no! 1, 2

Audioscript 2.10

Conversation 1

A: Did I tell you about my nightmare day last week?
B: No, I don't think so. What happened?
A: I locked myself out of my house. I left the keys inside and shut the door.
B: Really? Oh, no! What did you do?
A: Well, I called the landlord …
B: Uh huh.
A: And I found out he was on holiday. In Hawaii.
B: That's awful! So, what happened? Did you get back into the house?
A: Well, it was OK in the end. I got in touch with the landlord's son, but, yeah, a very frustrating day …

Conversation 2

A: How was your holiday?
B: Yeah, it was interesting. It was my first time in Asia.
A: Great! Where were you?
A: We spent three days in Beijing and five in Tokyo.
B: Wow, that's so cool!
A: Yes, and no. It was a cool experience, but everything felt really strange to me in the beginning, so many people, and everything so different from home. Plus, our bags got lost between Beijing and Narita airports.
B: Oh, no! What did you do?
A: Well, we had to wait, they arrived at the hotel a couple of days after we arrived. At least we had a good excuse to go shopping for clothes!
B: True! Well, at least you got something good out of it.

Conversation 3

A: Do you remember that band, 'A-ha'?
B: Yes, of course.
A: Well, I was walking down the street the other day, after work …
B: Uh huh.
A: And I saw the lead singer!
B: Really? Morten Haarkett? That's amazing! Did you speak to him?
A: Yes! I felt so embarrassed, but I couldn't miss the opportunity, so I went up to him.
B: So, what did you say?
A: Honestly, I don't remember. I couldn't finish a sentence. Something about 'I was such a big fan of your band', and then I realised I said 'was' and the only thing I could do was look at my shoes. But I met him!

3a 2.11 Tell Ss they are going to listen to some phrases and decide if the speaker is interested or not, and then practise showing interest using the phrases. Ask them to look at the statements. Play the audio and pause after each one to discuss it as a class. Refer to the information in the Pronunciation checkpoint.

Answers: 1 bored 2 interested 3 bored 4 interested

b 2.12 Tell Ss to listen again and repeat after the audio.

Pronunciation checkpoint

When using these phrases, rising intonation will help Ss to sound interested. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the audio) with animated intonation. Help Ss to notice the contrast by saying *That's great* with flat intonation and then with rising intonation.

4 Model the activity yourself by saying *I had an interesting day yesterday* … Wait for a range of reactions to show that several responses are possible. Then get two students to say the story across the class in an open pair. Then, put Ss in pairs to try the conversation, with one telling the story and the other responding and reacting. When they finish, give feedback on good use of language then ask them to change roles. Finally, ask a confident pair to perform their conversation for the class.

5a Ask Ss to choose a situation from the list or think of their own situation.

b Ask Ss to make a few notes for each bullet point. Tell them to write only words, not sentences. Monitor and help with any vocabulary where necessary.

c Put Ss in pairs to take turns to tell their story. Remind them to say each sentence and then pause to allow their partner time to respond and show interest. Ask pairs to change roles when they finish.

Optional alternative activity

Give each pair of Ss two cards with *interested* written on one and *bored* written on the other. Explain that Student B should pick one up each time A speaks and respond in that way. After the response, Student A tells B how their response sounded and then they check the card together. This activity helps Ss become more aware of their range of intonation.

Reflection on learning

Write the following questions on the board:
Which role did you prefer, A or B? Why?
Was it easier to talk about your own story or use the one in the book? Why?
Did your language get better as the lesson continued?
Put Ss in pairs to discuss the questions. When they have finished, you could ask for ideas on revising the vocabulary.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–2, p13
Mobile 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 words alone then check in pairs. In feedback, ask Ss to say the whole sentence, so that you can check for correct pronunciation of the *-ed* ending.

Answers: 1 surprising, surprised
2 disappointed, disappointing 3 tiring, tired
4 embarrassed, embarrassing

b Ss discuss times when they experienced these feelings in pairs. Encourage Ss to ask follow-up questions to find out more information.

2a Ss complete the sentences alone then check in pairs. They need to use the past simple and continuous. 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 met, was studying, were
2 broke, was skiing, was going, fell
3 met, were painting/ painted, didn't stop
4 was travelling, finished, started, became

Optional extra activity

With ***weaker classes***, write the answers on the board as you go through them, so that Ss can check their spelling.

b Ask Ss to choose three significant events in their own lives and write sentences using the past simple and continuous. When they are ready, Ss share their experiences in pairs. Encourage them to ask follow-up questions to find out more information.

3a With ***weaker classes***, do the first one together as an example. Point out that the preposition *of* is a clue to which verb to use. Ss complete the gaps alone then check in pairs. Go through the answers with the whole class.

Answers: 1 reminds 2 think 3 have 4 forget 5 smile

b Explain that Ss can change parts of the sentences in Ex 3a so they are true for them. Complete an example as a class, then ask Ss to work alone. When they finish, Ss share ideas in pairs. In feedback, nominate Ss to give examples to the class.

4a Point out that Ss must decide whether to use a positive or negative form of *used to*. Complete the first item together then Ss continue alone before checking in pairs. Go through the answers with the whole class.

Answers: 1 didn't use to be 2 used to be 3 used to play
4 used to be able

b Ask Ss to write three similar sentences about somewhere they know well that has changed. Ss should work alone.

5a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 homesick 2 dull 3 peaceful 4 stressful
5 extraordinary 6 enjoyable 7 cheerful 8 optimistic

b Tell Ss they should decide which sentences are true for their partner and mark them T. Then they should work in pairs and ask each other to see if they were correct, asking further follow-up questions. In feedback, ask Ss how many they got right.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 2.

2 First to finish! (Units 1–2 review)

Introduction

Ss revise and practise the language of Units 1 and 2 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 1 and 2.

All Ss place their counters on the START square. Ss take it in turns to draw numbers from the bag (or roll a dice) and move their counter to the corresponding square. When they land on it they must follow the instructions on each square. If they're successful, they stay in the square. If they can't do it, Ss move back to the square they were on before. The first player to reach the FINISH square wins. While Ss are playing, monitor and help with any vocabulary where necessary.

Answers: 1 graduate 5 voluntary work 9 confident
13 decrease, fall 26 of

2A Develop your reading

Introduction

The goal of this lesson is for students to understand a news article. To help them achieve this, they will focus on reading for specific information.

Warm-up

Bring a newspaper into the classroom – it could be in English or another language. Use this to elicit and name the parts of a newspaper such as *cover*, *article*, *headline* and *crossword*.

1 Put Ss in pairs to discuss the questions. After a few minutes, conduct brief feedback. Use a show of hands to see which news genre is most popular.

2 Refer Ss to the headline and photos. Ask them to discuss in pairs. Make it clear that they are not expected to know the answers. In feedback, ask Ss for ideas. Accept any answers and write them on the board.

3 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. After a few minutes, elicit the answer.

Answer: *Wh-* questions

4 Ask Ss to read the news article to find the answers to the questions. Tell them they have a few minutes and they should not use phones or dictionaries. Go through the answers as a class.

Suggested answers:
1 Jim and Sally Brown (a British couple)
2 at the start of their holiday
3 off the coast of Indonesia
4 They were lost at sea for five hours.
5 Their boat left without them.
6 They were rescued.

5 Ask Ss to read the article again and find the answers to the questions. Ask them to compare answers before going through them as a class. Ask Ss how this story compares with what they predicted from the headline and photos at the start.

Suggested answers:
1 The sea was rough and they couldn't see well.
2 because it was taking other divers to different places
3 to avoid some nearby rocks
4 afraid
5 grateful

6 Ask Ss to look at the questions alone, then put them in groups to discuss. Conduct brief whole-class discussion to see what Ss think and to tell of any personal experiences.

Optional extra activity

Put Ss in groups and tell them to give themselves key roles in the story – the dive leader, Jim and Sally Brown, the boat captain, the rescuers. Tell groups they are going to roleplay a meeting after the rescue and talk about what happened. Allow some preparation time and then let groups begin their meetings.

Homework ideas

Workbook: Ex 1–3, p14

2B Develop your writing

Introduction

The goal of this lesson is for students to write an essay. To help them achieve this, they will focus on writing structured paragraphs.

Warm-up

Ask Ss to work alone and write down one thing that is better today than 100 years ago and one that is worse. Ask them to compare ideas and ask for suggestions.

1a Put Ss in pairs to look at the photo and discuss the questions. After a few minutes, conduct brief feedback and ask pairs to tell the class any other differences they thought of. Make a list on the board.

Culture notes
The good old days is a term used to refer to the past when you see it as a better time. It doesn't have to be long ago. For example, when there are changes at work and the office is reorganised, then people might say they preferred the good old days to look back to the way it was before.

b Refer Ss to the essay. Ask Ss to read it and see if their ideas are mentioned. Give them a few minutes then go through as a class, ticking off any ideas on the board that are mentioned.

2 Refer Ss to the Focus box and ask individual students to read sections aloud to the class. Then put them in pairs to discuss the question. Elicit the paragraph structure.

Answer: topic sentence, example sentences, conclusion sentence

Teaching tip
Ss may not have heard of topic sentences before. In some languages, there is no topic sentence or it comes at the end of the paragraph. Point out to Ss that the topic sentence should be short and summarise what is to come in the paragraph. If they become aware of this feature it will also make reading much easier, as they can skim a text for the main ideas.

3 Ask Ss to read the third paragraph in the essay and underline the topic sentence and its examples. They should work alone then check in pairs before you go through as a class.

Answers:
Topic sentence: Modern life is easier in many ways.
Examples:
1 electrical appliances to make our lives easier
2 have more time
3 opportunity to travel the world, experience new cultures
Conclusion sentence: As a result, people are living less stressful and more interesting lives.

4 Refer Ss to the sentences and explain that this is one paragraph but it is not in the correct order. Ask Ss to locate the topic sentence and then put the rest of the paragraph in order by numbering each sentence. They should work alone then check in pairs before you go through answers as a class. Move around and help. If Ss struggle, point out the punctuation and linking words to help them.

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

Optional alternative activity

Make copies of the sentences and cut them up into strips. Give each pair or group a set to organise and put in order. It is much easier as they can see the sentences and make changes as they go along. This approach may be suitable for ***weaker classes*** who enjoy collaborating.

Prepare

5a Refer Ss to the essay title. Tell them they are going to write an essay with paragraphs, organising it in the way they have studied.

b Tell Ss to read the list of topics. Explain that Ss should create a topic sentence for each one.

c Tell Ss to now make notes of examples about present and past for each topic sentence they have written. With ***weaker classes***, complete an example at the board, making a list of Ss' ideas. Move around the class and give support with ideas and vocabulary. Go through the topic sentences and examples in whole-class feedback. Check the use of linking words and ideas.

Optional alternative activity

Ss will benefit from making notes in pairs or threes, as they can share ideas and support each other. They should complete the final writing task alone, but when they finish, they can read and check each other's paragraphs and give feedback.

Write

6 Tell Ss to choose one or two of the topic sentences and examples and to use them to write their essay. Remind them to refer back to the essay title in Ex 5a. If they have been working in pairs until now, they should write alone, then read each other's paragraphs and suggest improvements and changes.

Homework ideas

Workbook: Ex 1–5, p15

2c Develop your listening

Introduction

The goal of this lesson is for students to understand an interview. To help them achieve this, they will focus on understanding linkers.

Warm-up

Ask Ss if they have heard the term *gap year* and what they think it means. Take the opportunity to pre-teach the word *volunteer*.

Culture notes

A **gap year** is traditionally the year between finishing school and starting university. Students usually work (often as volunteers) and travel around and become more mature before they start university. Others may need to retake exams so they can go to the university they want. Recently older adults have started taking **career breaks**, where they take a break from paid work to travel or volunteer.

1 Look at the photos and discuss what is happening and where they are. Then put Ss in pairs to discuss the questions. After a few minutes, elicit answers.

Answers:
2 A gap year is usually a break in your studies. A career break is usually when you stop working for a period of time in order to do something else.

2 2.7 Tell Ss they are going to listen to two people being interviewed. They should read through the questions, then listen and make notes. Go through the answers as a class.

Answers:
1 They are describing what they did in their gap years.
2 Rob went travelling and Sally worked

Audioscript 2.7

Interviewer: Today, I'm going to be speaking to two people, Rob and Sally, about their gap years. So, Rob, let's start with you, why did you decide to have a gap year?
Rob: Well, um, I think it's for several reasons, but the main one is because I love travelling! I went to Mexico City first. I found it a bit too busy, so I decided to go somewhere a bit smaller.
Interviewer: So, did you just have a holiday in Mexico, or did you work?
Rob: I got a job in the second place I went to, Cancun, working with the local diving centre, and that was OK for a while. However, after a few months, I wanted to travel again and I left the job, and Cancun.
Interviewer: Ah, OK. And where did you go to next?
Rob: Brazil! I loved it there, Obviously the beaches, and I really loved the music there! Have you heard of a kind of music called Forro?
Interviewer: I haven't actually.
Rob: It's amazing. It's a kind of folk music, and it's so good to dance to.
Interviewer: It sounds really interesting! OK, now Sally, tell us something about your gap year.
Sally: Oh, well, my gap year was very different from Rob's! I decided to stay at home and work.
Interviewer: Oh, right, and why did you decide to do that?
Sally: Actually, I had to. My family are not super rich, so I had to work to save some money to pay for my university course.
Interviewer: And did you enjoy that?
Sally: Hmm, it was OK. I liked the people I worked with, but the work itself was pretty boring.
Interviewer: So, overall, do you feel a gap year is a good thing?
Rob: Yes! It was a great chance to see the world before I went to university.
Sally: You're lucky, Rob! I only took a gap year because I couldn't afford my course. I didn't get the chance to go travelling like some people!

3 Go through the Focus box as a class, reading each section and discussing examples. When you finish, ask Ss to answer the question. Ask them to check in pairs before class feedback.

Answer: Linkers help us predict what is coming next.

4 Ask Ss to work alone to complete the statements. Monitor and help. When they finish, put Ss in pairs to read their sentences to each other. In feedback, nominate a few Ss to report on one of their partner's answers.

5a 2.8 Ask Ss to listen carefully and circle the linking word they hear.

Answers: 1 but 2 so, because 3 however 4 and

Audioscript 2.8

1 The couple I stayed with were OK most of the time. I really liked the man but ...
2 I worked in an office for ten years, so I decided to take a career break because ... .
3 My experience living abroad was really great for the first six months. However, ...
4 I loved the amazing countryside and ...

b Ask Ss to listen again and then work in pairs to predict how the speaker might continue each sentence.

c 2.9 Tell Ss to listen and see if they were right. You may need to listen twice and pause the audio the second time. Go through the answers as a class and see how well they predicted.

Answers: See audioscript.

Audioscript 2.9

1 The couple I stayed with were OK most of the time. I really liked the man but I don't think the woman liked me so much.
2 I worked in an office for ten years, so I decided to take a career break because I was bored of my job.
3 My experience living abroad was really great for the first six months. However, in the second part of the year I got homesick, and I decided not to continue.
4 I loved the amazing countryside and I really liked the people.

6 2.7 Tell Ss they are going to listen again to the two people talking about their gap year. They should read through the questions and underline the question words, then listen and try and answer them using the linkers to help.

Answers: 1 loves travelling 2 go somewhere smaller 3 wanted to travel again 4 (Forro) music 5 no 6 to save money and pay for university 7 it was boring 8 no

7 Put Ss in pairs to discuss. When they finish, have a whole-class discussion and see what ideas they have, whether anybody has had a gap year or is planning to do so.

Homework ideas

Workbook: Ex 1–2, p13

3 OVERVIEW

3A Bucket lists
Goal | talk about experiences
Grammar | present perfect and past simple
Vocabulary | experiences

GSE learning objective
Can introduce a conversation topic with the present perfect and provide details in the past

3B Catching up
Goal | talk about what you've been doing recently
Grammar | present perfect continuous and present perfect simple
Vocabulary | keeping in touch/catching up

GSE learning objective
Can answer questions about what they have done recently in some detail

3C My kind of town
Goal | talk about a favourite town, city or neighbourhood
Grammar | articles
Vocabulary | features of a town

GSE learning objective
Can give straightforward descriptions on a variety of familiar topics

3D English in action
Goal | ask for, follow and give directions

GSE learning objective
Can ask for, follow and give detailed directions

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

3A *get*

3B Prepositions of place

DEVELOP YOUR SKILLS

3A Develop your reading
Goal | understand adverts
Focus | recognising similar ideas

GSE learning objective
Can scan short texts to locate specific information

3B Develop your listening
Goal | understand a conversation
Focus | understanding discourse markers

GSE learning objectives
Can follow most of an everyday conversation if speakers avoid very idiomatic usage

3C Develop your writing
Goal | write a guide
Focus | planning a piece of writing

GSE learning objective
Can write a simple, structured informational leaflet/brochure, given a model

3A Bucket lists

Introduction

The goal of this lesson is for students to talk about experiences. To help them achieve this, they will contrast the past simple and present perfect in the context of a 'bucket list' – see *Culture notes* below.

Culture notes
A **bucket list** is a list of things to do before you die (from the expression *to kick the bucket* [= to die]). The term was first used by screenwriter Justin Zackham in his 2007 film *The Bucket List*. Zackham had created his own list when he moved to Los Angeles to work in the film industry. The first thing on his list was to make a Hollywood movie – a wish which came true. A bucket list can also refer to things you want to achieve by a certain stage of life or age.

Warm-up

Before the class starts, write on the board: *Every man should plant a tree, have a child, and write a book. These all live on after us.* (The quotation is attributed to various sources including the Talmud [Jewish holy book], José Martí [Cuban revolutionary] and the poets Émile Zola and Ernest Hemingway.) Ask Ss to discuss the quotation in pairs. Ask whether it is valid and how they might change or adapt it for today (for example, they might change *Every man* to *Everyone*, or they might change some of the pieces of advice). Ask if Ss have done any or all of the things listed.

Reading and vocabulary

Experiences

1a Draw a bucket on the board and ask if Ss know what it is. Ask if anyone has heard the term *bucket list*. Tell Ss to read the definition and discuss the questions in pairs. After a few minutes, elicit ideas, then add two or three suggestions of bucket list experiences to the board.

b With ***weaker classes***, you may want to pre-teach *raise money for charity* (also see *Optional alternative activity* below). Ask Ss to look at the first photo and say what is happening, then find the activity on the list. Put Ss in pairs and give them a few minutes to talk about the other photos. Monitor and help with new vocabulary. When they finish, ask pairs to describe the photos to the class and identify the activity.

Answers:
A go backpacking
B explore the ancient ruins of Egypt
C take up a new sport
D try hot-air ballooning
E experience a new culture

Optional alternative activity

Make two sets of different-coloured cards with the target verbs on one set and the noun phrases on the other set. Give each student a card. Ask them to move around the room saying their verb or noun phrase until they find a match. Matching Ss then stay together and say the phrase for the rest of the group. Alternatively, each pair or group works with both sets of cards, matching them together in a Pelmanism activity (turning cards over to find matching pairs).

2a Ask Ss to work in pairs to match the verbs in bold in Ex 1b with noun phrases a–i. The verb must match all alternatives. Complete an example together then ask Ss to work in pairs. Monitor and help with new vocabulary. When they finish, elicit feedback and drill the combinations chorally and individually.

Answers: **a** Perform **b** Go **c** Try **d** Experience **e** Apply **f** Take up **g** Raise money **h** Explore **i** Take part in

b Ss work in pairs and discuss those activities they have done and those they'd like to do. This is a short activity to preview Ss' control of the present perfect, so monitor for this but do not correct. Ask a few Ss for feedback.

Optional extra activity

Student A looks at the verbs and noun phrases in Ex 1b and Student B does not. A says the verb and B tries to remember the noun phrase(s). A corrects B. When they finish, they change roles and B looks at the list.

Vocabulary checkpoint

Multi-word verbs contain a verb and one or two particles or prepositions. Sometimes they can be separable (*take your shoes off*) but sometimes they must stay together as a 'chunk' (*take up a new hobby*). In the separable type, a noun can go in the middle of the verb or after it (*take your shoes off/take off your shoes*). However, a pronoun must go in the middle (*take them off*, NOT ~~*take off them*~~). Remind Ss to record multi-word verbs with S or I to indicate separable or inseparable. Three-part multi-word verbs, like *take part in*, are always inseparable.

VOCABULARY BANK 3A p138

get

This is an optional extension to the lesson, building on Ss' understanding of the verb *get* in various expressions and providing further practice. If you're short of time, this can be done for homework or can be used to keep ***fast finishers*** busy at any time during the lesson.

1a Ask Ss to look at the sentences, work out the meaning of the phrase with *get* from the context and choose the correct alternatives. Go through the answers, discussing as a class to clarify meaning.

Answers: **1** a **2** b **3** a **4** a **5** a **6** a **7** b

b Explain that Ss should match the sentence halves to make correct whole sentences. Complete the first one together then ask Ss to continue alone before going through the answers as a class.

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

c Ask Ss to look at the first item. Check they understand the changes made. Tell them to refer back to Ex 1a and use and adapt the phrases in bold. Ss continue alone before going through the answers as a class.

Answers:
1 We don't get on well.
2 I don't get what he is saying.
3 Do you think he'll get in touch?
4 I got here half an hour ago.
5 … can you get me a drink?

3 Focus attention on the blog. Ask Ss to skim the text and answer the questions. Tell Ss they have only a few minutes to encourage them to read quickly. Tell Ss to compare answers in pairs, then elicit answers from individuals.

Answers:
1 sport – great way to keep fit; travelling – experience new cultures; raising money for charity – help people, fun; new hobby (chess) – improve memory
2 diving, no date given; been to three different continents; chess club, at university
3 skiing; been to Australia

Further practice

Photocopiable activities: 3A Vocabulary, p166

Grammar

Present perfect and past simple

Optional alternative activity

Students will have studied the past simple and present perfect before. Write two examples from the blog on the board: *I went to Toronto for two weeks in January. I've been diving several times.* Then elicit the tenses and form. Ask Ss to discuss the difference between the two tenses, using the examples. Elicit ideas. It may be helpful to draw timelines on the board to show the two tenses:

He went to Toronto for two weeks in January.



He's been to Toronto.



4 Ask students to read the Grammar box carefully and choose the correct alternatives. With ***weaker classes***, first check the meaning of *period of time* and *exact/particular time* (the lesson is one hour long – a period of time; it starts at 9.00 – an exact/particular time). Check answers with the whole class. Ask Ss if we can use present perfect with exact times, like on Thursday (no).

Answers: **1** present perfect **2** past simple

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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 (possible answers)
1 I haven't left home yet.
2 I still haven't read any Shakespeare.
3 I've already visited a different continent.
4 I haven't learnt a musical instrument yet.
5 I've recently done a bungee jump.
6 I've already fallen in fall in love.
2 **1** **A:** has Alex worked **B:** 's been, started, did
2 **A:** was, Have you ever been **B:** 've been
3 **A:** Did (you) email, 've just checked, haven't received **B:** 've just sent, 've been really

5a 3.1 Ask Ss to read the three sentences and listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *have* or *has* is usually contracted. The stress is on the main verb. The auxiliary verb is weak and the subject is weak too, so *she's* becomes /ʃɪz/ rather than /ʃiːz/.

b Drill the sentences chorally after Ss hear them. You may want to pause the audio after each sentence.

Grammar checkpoint

Various time expressions associated with present perfect have specific positions: *still* = after the subject; *never, already, just* = after the auxiliary verb; *yet* = after the main verb. Remind Ss that *still* and *yet* usually go with a negative verb in the present perfect.

6a Write on the board: *ever/visit/New York?* Elicit the full question: *Have you ever visited New York?* Ask Ss why we choose present perfect here (talking about experience, not saying when). Then ask Ss to work alone to choose the correct alternatives. When they finish, ask them to compare in pairs before checking the answers with the whole class.

Answers:
1 **A:** Have you ever visited **B:** have, 've been
A: did you last go **B:** went
2 **A:** Have you **B:** haven't
3 **A:** haven't been **B:** 've already been

Optional extra activity

Once you have checked the answers to Ex 6a, invite individual Ss to read the conversations in open pairs across the class. After a few sets of open pairs, ask Ss to practise with their neighbour in closed pairs. Finally, ask them to repeat the conversations with books closed.

Teaching tip

Students benefit from reading conversations aloud. 'Open pairs' reading 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. In addition, less confident Ss benefit from hearing further examples. Practising short conversations in 'closed pairs' helps Ss consolidate key structures and provides a solid basis for developing their own conversations.

b With ***stronger classes***, students can immediately ask and answer to develop conversations about two or more of the topics. ***Weaker classes*** can be limited to one topic and be given time to prepare. To round up, ask pairs of Ss to perform conversations for the class.

Further practice

Photocopiable activities: 3A Grammar 1, p164; 3A Grammar 2, p165

Speaking

Prepare

7a 3.2 Tell Ss they are going to hear two friends talk about what to put on a bucket list. Paula is female and John is male. Ask a stronger student to read the instruction to the class or read it yourself. Ask Ss to read through the list of ideas first, then listen and tick the ideas mentioned. Elicit answers and write them on the board.

Answers: go on a hot-air balloon ride, go to the next Olympic Games, join a drama club and perform in a play, go to a music festival, start a local group to raise money for wildlife

b Tell Ss to listen again, tick the activities Paula has done and underline the ones she decides to do in the future. Ask Ss to compare answers in pairs before checking as a class.

Answers:
Already done: Olympics
Going to put on list: balloon ride, drama club, music festival, local group

Audioscript 3.2

Paula: So, I've decided to make a bucket list like I was telling you. I've put down some ideas but now I can't think of anything else. Any ideas?
John: OK, well, have you ever been on a hot-air balloon ride?
Paula: No, I haven't. Have you?
John: Yes, I have. It's really fun – you get great views of the city and the countryside. You should definitely add it to your list.
Paula: Right, OK, hot-air balloon ride … .
John: OK, what else … have you been to the Olympics? It's a great experience. You could go to the next Olympic Games.
Paula: Well, I went to the last Olympic Games. But I'm not really very interested in sport I'm afraid.
John: OK … mm. Have you thought about joining a drama club? You could perform in a play.
Paula: Well, that's a challenge! I've never performed in a play, not even at school. Yes, I could give that a try.
John: Here's another idea. What about going to a music festival? Have you ever been to one?
Paula: No, I've never done that but I'd like to. Good idea!
John: And here's another one. I know you care about animals. Why don't you start a local group to raise money for wildlife?
Paula: Yes, that's something I've always wanted to do, that's going on my bucket list. Any more ideas?
John: Well, have you ever … ?

c Refer Ss to the ideas in Ex 7a and ask them to create a list for themselves and for their partner. ***Weaker classes*** can copy some of the ideas in Ex 7a, ***stronger classes*** can come up with their own ideas.

8a Go through the Useful phrases with the class. With ***weaker classes***, you may want to ask students to underline the stressed words and drill the expressions. When they are ready, put them in pairs to advise each other. Move around the class and listen.

b Tell pairs of Ss to compare their lists with other pairs. Ask for unusual ideas to share with the whole class. Ss can vote for the craziest or most challenging ideas. Ask Ss if they will really try and do these activities and how to start.

Optional extra activity

Ss interview someone outside the class about their bucket list and report back. They could record the interviews on their phones.

Reflection on learning

Write the following questions on the board:
What did you do well in this lesson?
What needs more attention?
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.

Homework ideas

Grammar bank: 3A Ex 1–2, p121
Workbook: Ex 1–5, p16
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 3B
Extended route: go to p92 for Develop your reading

3B Catching up

Introduction

The goal of this lesson is for students to talk about their recent activities. To help them achieve this, they will compare the present perfect continuous and simple and revise adverbials associated with these forms.

Warm-up

Before the class starts, write these questions on the board: *How often do you keep in touch with friends/family? How do you keep in touch? Why?* Ask Ss what *keep in touch* means (maintain communication), then put them in small groups to list the ways they communicate (social media, instant messaging, email, etc.). When they finish, ask Ss to share ideas with the class and create a list of the most popular to least popular ways to communicate. Ask Ss if they use different ways with different groups of people (family, friends, colleagues) or in different places (home, away, work).

Vocabulary

Keeping in touch/catching up

1 Focus attention on the photos and ask Ss to discuss the questions in pairs or small groups. When they finish, ask a few Ss to report back on each photo and discuss reasons for their answers.

2 With ***weaker classes***, check the difference between *keep in touch* and *lose touch*. Ask Ss to read the comments and tick those that are most similar to their own way of life. When they finish, put Ss in pairs or small groups to compare answers. As feedback, check which comments are most popular with a show of hands.

3a Ask Ss to work in pairs to complete the questions, using the phrases in bold in Ex 2. Point out that several answers may be possible. Remind them they may need to change the form of the verbs to match the grammar of the question. Ask Ss for the difference between: *close friend* (can have several) and *best friend* (usually have only one), and *former colleague* and *colleague* (former means past).

Answers: **1** in touch **2** get on **3** in touch, got **4** lost touch, meet **5** see a lot, get **6** meet/catch, spend **7** hanging **8** get to know

Vocabulary checkpoint

Gap-fill tasks with a set of largely similar or connected words can be challenging. Point out that choosing the correct option often depends on co-text, i.e. any associated prepositions or other surrounding text clues. When Ss record new words, encourage them to record whole phrases, including relevant prepositions, for example *hang out* ***with*** *someone, see a lot* ***of*** *someone.*

b Ask Ss to work in pairs to ask and answer the questions. When they finish, ask if Ss have similar ideas or to report on a difference they found.

Further practice

Photocopiable activities: 3B Vocabulary, p169

Listening

4 3.3 Tell Ss they are going to listen to a conversation between Alan and Beth. Before they listen, ask Ss to read the list and guess if Alan and Beth are friends or relatives (accept any justified answers). Ss then listen and tick the topics the speakers talk about. Ask Ss to compare answers before checking with the whole class. Ask Ss if they are friends or relatives (friends).

Answers: They talk about all the topics except films they've seen.

5a Ask Ss to listen again and match each question with Alan (A) or Beth (B), writing the initial beside the question. Ask Ss to compare answers in pairs before checking with the whole class.

Answers: **1** A **2** A **3** B **4** A **5** B **6** B

b Ask Ss to match the questions in Ex 5a with the answers, by writing the answer letter beside the question. Do the first one together. ***Weaker classes*** may need to listen again to do this. When they finish, Ss listen again to confirm their answers before a whole-class check.

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

Audioscript 3.3

Alan: Hi, Beth! How are you? It's been ages!
Beth: It's great to see you, Alan. It's been a while, hasn't it?
Alan: So, what have you been doing since I last saw you?
Beth: Lots! Well, let's see. I've been travelling quite a lot for work.
Alan: Oh really, have you been anywhere exciting?
Beth: Yes, I went to New York for work last month. It was the first time I've ever been there. I really enjoyed it.
Alan: Yes, it's a really exciting place.
Beth: So, what about you? How's your work going?
Alan: Well, I've got a new job. My boss has been trying to persuade me to move to the Mexican office for ages, and I've just accepted the job!
Beth: That's brilliant. Congratulations!
Alan: Yes, I'm really pleased. And what about your brother Dave, what's he been doing? He's at uni, isn't he?
Beth: Yes, he's been studying for his final exams for months. The bad news is, he and his girlfriend split up two months ago.
Alan: Oh, I'm sorry to hear that.
Beth: I'm sure he'll be fine. Have you seen Joanne recently? I've lost touch with her.

Alan: Yes, guess what! She's getting married next month. She's been very busy getting ready for the wedding.
Beth: That's great news! So … um, have you been doing anything else interesting lately?
Alan: Well, I've been taking Spanish lessons. A friend has been helping me with my studies.
Beth: Great. That's for your new job, right?
Beth: Well, Alan, I'm sorry, I have to go now. It's been great to catch up and chat. Let's get together again soon!
Alan: Yes, let's stay in touch.

Grammar

Present perfect continuous and present perfect simple

6 Write these examples on the board: *I've been travelling a lot. I've just accepted the job.* Ask Ss to identify the tenses (present perfect continuous and simple) and discuss in pairs the differences between the tenses. Elicit ideas then give Ss plenty of time to read the Grammar box and choose the correct alternatives, before checking in pairs. Check answers with the class and be prepared to give further examples where necessary.

Answers: **1** present perfect simple
2 present perfect continuous **3** present perfect simple

Optional extra activity

Present perfect simple and continuous are often used with little change in meaning, for example: *I've lived here for two years. I've been living here for two years.* However, verbs which refer to more permanent states (e.g. *believe, think, love*) are not usually used in the continuous form. These are called stative verbs.

GRAMMAR BANK 3B pp.120–121

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** 've been reading **2** haven't been waiting
3 been studying, 've had
4 haven't seen, have you been doing, 've just got
2 **1** correct **2** I've given **3** I've already been **4** correct
5 correct **6** I've visited

7a 3.4 Focus attention on the three sentences. Ask Ss to suggest how *been* is pronounced. Play the audio for Ss to listen and check. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

We usually reduce the vowel in *been* to a weak form when we speak at normal speed in positive and negative statements. When *been* is the final word, such as in a question, the vowel is stronger and is pronounced /iː/. Contrast *Where have you been* /biːn/*?* and *I've been* /bɪn/ *to Italy.*

However, if *been* is not the final word in a question, it can also be also reduced: *What have you been* /bɪn/ *doing?*

b Ss listen again and repeat, paying attention to the weak form of *been*. Drill both chorally and individually if necessary.

8 Go through the first item with the class, eliciting the correct form of the verb. Point out that Ss need to use the present perfect simple or continuous. Ask Ss why it is simple (it doesn't describe ongoing activity). Ss insert the verbs alone then check in pairs. Check answers with the whole class. You may need to ask Ss questions to confirm their understanding, e.g. *Have they finished looking for furniture?* (no). In gap 4, the simple form would also be possible, if the work is already complete.

Answers: **1** haven't been **2** haven't had
3 have/'ve just bought **4** have/'ve been putting
5 have/'ve been looking **6** have/'ve taken up
7 has/'s been happening

9a Ask Ss to look at the first question and example answer. Ask Ss why the continuous form is used here (to emphasise that the activity is still in progress). Ask Ss to work alone to put the words in order to make questions. Monitor and help. When they finish, go through the answers as a class.

Answers:
1 Have you been studying English for a long time?
2 How many times have you been abroad this year?
3 How you seen any interesting films recently?
4 How many of your old friends have you got in touch with this month?
5 How long have you been working in your job?
6 Have you been working on any interesting projects recently?

b Put Ss in pairs to ask and answer the questions. Monitor and make a note of errors or examples of good language use. When they finish, ask a few pairs to report an interesting fact about their partner. Give feedback on common errors.

Optional alternative activity

With ***weaker classes***, Ss could prepare written answers to the questions before speaking in pairs. They could then repeat the activity with a new partner, not using their notes.

Further practice

Photocopiable activities: 3B Grammar 1, p167; 3B Grammar 2, p168

Speaking

Prepare

10 Explain that Ss are going to talk about their recent activities and those of friends/family. Read through the topics and tell Ss to make notes on what they want to say. Monitor and help where necessary.

Teaching tip

For a speaking activity to be successful, Ss need to prepare, especially ***weaker classes***. Ss really benefit from discussing and preparing notes with others before speaking in pairs. Preparation time can easily be as long as the speaking task itself. This applies even when each Ss is planning to talk about something different – Ss can still ask each other for vocabulary rather than always asking the teacher.

Speak

11a Go through the instruction with the class and put Ss in pairs to ask and answer. Remind Ss to use the notes they have prepared. Reorganise pairs and repeat the activity. ***Stronger classes*** can try to have the conversation without looking at their notes.

b Ask Ss to volunteer to tell the class some interesting information they learnt.

Optional alternative activity

If you think Ss may be interested, divide the class in groups and provide each group with a factfile about a living famous person or person with an interesting life. Give them time to familiarise themselves with the information, then put them in pairs to do an interview, with one student playing the journalist and the other playing the famous person. Ask Ss to make notes on their partner's answers and use these to write up an article for a magazine. Ss can also choose their own famous person if they prefer.

Reflection on learning

Write the following questions on the board:
What have you learnt today?
How will you remember today's work?
What 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.

Homework ideas

Grammar bank: 3B Ex 1–2, p121
Workbook: Ex 1–4, p17
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 3C
Extended route: go to p93 for Develop your listening

3c My kind of town

Introduction

The goal of this lesson is for students to describe their favourite places. To help them achieve this, they will revise articles in the context of their town.

Warm-up

Write on the board: *city life, country life*. Ask Ss to choose which they prefer and write three reasons. Give them a few minutes to think and write ideas. When they are ready, put Ss in small groups to compare ideas and say why they chose city or country life. When they finish, nominate a student from each group to share ideas with the class. Have a class vote to see whether city or country life is more popular.

Vocabulary

Features of a town

1 Focus attention on the four comments. Ask Ss to work alone and tick the one that is closest to their opinion. Compare ideas as a class.

2 Refer Ss to the photos. Ask Ss if they are city or country scenes (city). Ask Ss to work in pairs to discuss which words they can see in the photos. Elicit one example first. When they finish, check answers with the class and go over other vocabulary Ss point out.

Answers: **A** outdoor café **B** pedestrian street **C** cycle lane **D** skyline **E** square **F** art gallery **G** suburb/neighbourhood **H** traffic jam **I** landmark

3a Ask Ss to work alone to choose the correct alternatives, then discuss in pairs. Monitor and help. In feedback, choose individuals to read whole sentences aloud and drill problem words as needed.

Answers: **1** cycle lanes **2** traffic jams **3** suburbs, neighbourhood **4** outdoor café, squares **5** landmarks **6** skyline **7** art galleries **8** pedestrian streets

b This is an opportunity to personalise the vocabulary. Ss work in pairs or small groups to discuss. Conduct brief feedback by asking a few individuals to report back on their discussion.

VOCABULARY BANK 3C p138
Prepositions of place

This is an optional extension to the lesson, building on Ss' understanding of prepositions of place. If you're short of time, this can be done for homework or can be used to keep ***fast finishers*** busy at any time during the lesson.

1 Ask Ss to read the directions and follow them to decide which picture they match. Then ask Ss to work out where they are going.

Answers: **1** C – art gallery **2** A – outdoor café **3** B – hotel

Further practice

Photocopiable activities: 3C Vocabulary, p172

Listening

4a 3.9 Tell Ss they are going to listen to Tony talk about his city, New York. Ask them to read questions a–e and explain that they should number them as they hear them. Ss listen to the audio. Check answers with the whole class.

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

Teaching tip

Listening tasks with minimal writing help Ss develop their skills. They don't need to worry about getting spelling right and can just focus on getting the answers. If Ss want to listen again, let them first check their answers in pairs. They may not need to listen again if they know they have completed the task. Remind them they don't need to understand every word.

b Tell Ss they are going to listen again for more detail. Ask them to read the list and explain that they tick (✓) what he mentions and cross (✗) what he doesn't. Ss listen to the audio then compare answers in pairs. Check answers with the whole class. Ask Ss if they would like to visit or have already visited New York.

Answers: **1** ✓ **2** ✓ **3** ✗ **4** ✓ **5** ✗ **6** ✓ **7** ✓ **8** ✓

Audioscript 3.9

Interviewer: In the first of our new series about people and cities, we hear from Tony DiMaglio. Tony, you're a chef and you're from the US.
Tony: That's right. I'm a New Yorker actually.
Interviewer: New York, fantastic! First of all, tell us what people usually notice about your city.
Tony: I guess the first thing people notice is the New York skyline – it's famous all over the world. When I come back to the city from the airport and I see the tall buildings on the skyline, I always think 'I'm back home!' Then there are the famous landmarks like the Empire State Building and the Statue of Liberty.
Interviewer: What do you like about your city?
Tony: A lot! My family comes from New York and I grew up here. I really like the fact that I'm part of the community here. The school I went to is just around the corner. My grandmother used to live in the neighbourhood near where I live now. I like the feeling that this is my town. Also, New York has people from so many different places. Every nationality has an area. People from China come to Chinatown, Greeks live in Astoria and so on. There's an incredible mix here – and it means the food in New York is great! You can find anything you want!
Interviewer: Anything else?
Tony: The museums and galleries are amazing. And New York is famous for its great theatre. There's art and music as well, there's something for everyone.
Interviewer: Is there anything you don't like about it?
Tony: Hmm ... I like most things! Maybe the traffic. It can be very heavy and that makes moving around slow if you're using a car. Best to take a train, or the subway as we call it!
Interviewer: What does it mean to be a New Yorker?
Tony: It means being part of a fast-moving, exciting city. But it's a city where you can feel you are a part of a group, a community. You don't feel alone in New York. New Yorkers are friendly. They like to chat and find out all about you! That's very important.

Grammar

Articles

5 Write *a* and *the* on the board and ask Ss to tell you the name for this grammar (articles). Ask Ss what the difference is to elicit 'definite' (*the*) and 'indefinite' (*a/an*) articles. Then ask Ss to read the Grammar box and match the statements with the examples. Complete the first section as a class, then Ss continue in pairs. Allow plenty of time. When Ss finish, check answers with the whole class.

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

Grammar checkpoint

Articles are a very tricky grammar area. Part of the problem is that they are so small that Ss' awareness of them can be low. Often they can't hear them! Also, some languages don't have an article system. Help Ss by remembering to drill countable nouns with *a/an* and get Ss to note this in their books. Also, if a noun is uncountable or in plural form, point it out.

GRAMMAR BANK 3C pp.120–121

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 **A:** Have you got **a** car?
B: Yes, I've got **an** old sports car, actually.
2 **A:** Is there **an** ATM near here?
B: Yes, there's one next to **the** supermarket over there. Can you see it?
3 **A:** Do you listen **to music** when you work?
B: No, I usually prefer to work **in silence**.
4 **B:** Yes, there's **a** museum and an art gallery. **The** gallery has a great exhibition at the moment.
5 **A:** Where I live, **cars** are banned in the city centre. Only **buses** and taxis can drive there.
2 1 the 2 a 3 – 4 the 5 – 6 the 7 the 8 a 9 the 10 the

6a 3.10 Ss listen for the pronunciation of *a/an* and *the*. Tell them it is not always the same. Ask why *the* changes pronunciation (in example 1 it is before a vowel sound but in example 2 it is before a consonant sound). Be prepared to give further examples and drill the examples chorally and individually.

b Ss listen and repeat the examples chorally and individually.

7 Go through the first item with the class. Ss work alone to complete the gaps, then in pairs to compare their ideas. In feedback, nominate Ss to read sentences from the text aloud.

Answers: 1 a 2 the 3 a 4 – 5 a 6 – 7 – 8 the 9 a 10 – 11 – 12 – 13 – 14 – 15 – 16 the 17 a
Complete text: I live in a neighbourhood near the city centre. I don't want to live in a suburb! People usually notice two things about my neighbourhood. There is a café on every corner and it is very green. There are parks and squares everywhere. It's an old neighbourhood and I like that. I haven't lived in the neighbourhood very long but I can see it's a real community – everyone knows each other. It's also got great nightlife. There are all kinds of restaurants. People come here from all over the world. A lot of people from Spain and Italy live here and there are Italian and Spanish restaurants. There are lots of small galleries and theatres, too. What don't I like? I don't like the factories by the river very much. They're very ugly! Living in the neighbourhood is great, especially if you're a young person and you like city life!

Optional alternative activity

Answer-checking dictation: When Ss finish, pin several copies of the complete text up around the room (see Answers above). Put Ss in pairs and ask them to take turns to go up and read sections from the text, then run back to their partner to dictate the section from memory. They cannot bring the text with them! Their partner should listen carefully and check their answers. About halfway through, Ss change roles. This is a good exercise for helping Ss listen for the small words, such as articles.

8 Ask Ss to work alone to complete the statements. Monitor and help. When they finish, put Ss in pairs to read their sentences to each other. In feedback, nominate a few Ss to report on one of their partner's answers.

Further practice

Photocopiable activities: 3C Grammar 1, p170; 3C Grammar 2, p171

Speaking

Prepare

9 Explain that Ss are going to talk about their favourite town, city or neighbourhood. Refer Ss to the questions to make notes. If some Ss want to talk about the same place, they can prepare in pairs or small groups (see also the Optional alternative activity below). Monitor and help with vocabulary.

Speak

10a Refer Ss to the Useful phrases. Then put them in pairs to talk about their chosen town or neighbourhood. Try to make sure Ss are paired with someone who is talking about a different place. ***Weaker classes*** can ask each other the questions in Ex 9a.

b Ask a few Ss to report on their partner's favourite place.

Optional alternative activity

Perhaps your students all come from the same place or have limited experience of new places. In this case, provide them with a city to research. Put the class in groups and give each group a different place. Ss work together to research and make notes. Regroup them to ask and tell each other about their different cities. 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 language you learnt in today's lesson?
How will today's 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.

Homework ideas

Grammar bank: 3C Ex 1–2, p121
Workbook: Ex 1–4, p18
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 3D
Extended route: go to p94 for Develop your writing

3D English in action

Introduction

The goal of this lesson is for students to be able to ask for, follow and give directions. To help them achieve this, they will revise some useful phrases for such situations.

Warm-up

Ask Ss to think about the last time they had to find their way to a new place, for example when going to a job interview or finding a hotel. Elicit ways to find your way (road signs, maps, GPS, ask someone). Put Ss in pairs to compare the methods they use then elicit which is the most popular. Ask Ss how it feels to get lost and what they usually do.

Culture notes

If appropriate to your group, let Ss know the following information. Some people say that women tend to ask for directions more often than men when they are going somewhere new or are lost. In fact, research showed that men will drive an extra 900 miles in their lifetime, because they don't want to ask for directions! See if this gender split is reflected in your student group or if it reflects their experience – or whether your groups feels it is a stereotype!

1 Ask students to look at the pictures and discuss the questions in pairs. Monitor and help with vocabulary. When they finish, ask a few pairs for ideas.

Possible answers:
1 They are all lost or trying to locate a place.
2 They are probably asking for directions.

2 3.11 Explain that Ss are going to listen to a man asking for directions. Read through the questions and make sure Ss understand them. Ss listen and make notes. Ask them to check their answers together and offer a chance to listen again before conducting feedback.

Answers: 1 To the train station 2 three
3 doesn't want to miss his train 4 not far/two minutes' walk

3a Tell Ss they are going to listen again more carefully and complete the conversations. You may need to pause the audio after each section.

b Ask Ss to compare their answers in pairs, then listen again to check their answers. Finally, elicit answers by calling on individual students. Drill phrases with the whole class as necessary.

Answers:
1 A: **can** you **tell** me **how to**
2 A: **what's** the quickest way **to** the train station?
B: Just go straight **on** and **take** the first road **on** the left.
3 A: Excuse me, I'm **looking for** the train station!
B: Don't worry, it's only **two minutes'** walk. The train station's **across from** the bus station.

c Ask Ss to practise the conversations in pairs.

Audioscript 3.11

Man 1: Excuse me, can you tell me how to get to the train station, please?
Woman 1: Sorry, I don't know. I'm not from round here.
Man 1: Excuse me, what's the quickest way to the train station?
Man 2: It's that way. Just go straight on and take the first road on the left. It's not far.
Man 1: OK, thanks. Er, sorry, I didn't catch that. Straight up where ... ?
Man 2: That way. Sorry, got to rush ...
Man 1: Er, thanks again. Oh, no, I don't know what he meant! I'm going to miss my train at this rate! Excuse me, I'm looking for the train station! My train leaves in ten minutes and I can't find it!
Woman 2: Don't worry, it's only two minutes' walk. Go straight on and turn left when you get to the traffic lights. Then take the first right. The train station's across from the bus station. You can't miss it!
Man 1: Oh, thanks very much! I'd better run!
Woman 2: No problem. Good luck! I hope you catch your train!

4 Tell Ss to read through the Useful phrases and ask them what sort of information goes where there are ellipses (...). They don't need to write down their ideas, they can just say them.

Optional extra activity

Ask Ss to underline the stressed words in the Useful phrases 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 audio) with animated intonation.

5 Tell Ss they are going to practise asking for and giving directions in Edinburgh, Scotland. Put Ss in pairs of A and B. Tell Ss to turn to the relevant pages and look at their maps. Clarify that Student A is at point X and Student B is at point XX, and that Student A will ask for directions first. When they finish, give feedback on good use of language then ask them to change roles. ***Fast finishers*** can ask for directions to more places.

Optional alternative activity

Weaker classes may benefit from more rehearsal time. Group several A students together and several B students together. Give them time to practise asking and describing then re-pair them into AB pairs to practise asking for and giving directions.

6 Ask Ss to make a list of places near the school that they can give directions to. Write these on the board. Put Ss in pairs to take turns to ask for and give directions.

Reflection on learning

Write the following questions on the board:
How will the language of today's lesson be useful in your daily life?
Will it be useful for you on holidays?
Did your language get better as the lesson continued?
Put Ss in pairs to discuss the questions. When they have finished, ask them to share their ideas with the class. Discuss occasions when Ss may interact with tourists.

Homework ideas

Reflection on learning: write your own answers.
Workbook: Ex 1–2, p19
Mobile 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 conversations alone, using the past simple or present perfect, then check in pairs. In feedback, invite Ss to write answers on the board, so that you can check for correct spelling of the verb forms.

Answers:
1 was, did you go, went, Have you ever been
2 have you lived, 've been
3 Have you seen, saw, haven't gone, 've been, saw, haven't see

b Ss ask and answer the questions in pairs. Encourage Ss to ask follow-up questions to find out more. In feedback, ask a few pairs to report on interesting things they learnt from their partner.

2a Ss match the sentence halves alone then check in pairs. Check answers with the whole class.

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

b Ss write three sentences about important events then discuss in pairs.

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 got 2 keep, catch 3 spend, meet, hang 4 lost

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

Answers:
1 Have you travelled, 've been
2 have you been doing, 've been working
3 Have you been, 've been, 've just joined
4 has the weather been, 've had, 's been
5 Have you been following, 've been, 's been happening

5a Ss choose the correct words to complete the gaps alone, then check in pairs. Check answers with the whole class.

Answers: 1 square 2 outdoor cafés 3 pedestrian streets 4 cycle lanes 5 landmarks 6 neighbourhood 7 suburb

b Ss write a few sentences, similar to the ones in Ex 5a, about where they live.

6 Ss read the text and complete the gaps, then check in pairs. Check answers with the whole class.

Answers: 1 – 2 the 3 a 4 a 5 the 6 The 7 – 8 – 9 The/– 10 the 11 a 12 the 13 the 14 The 15 – 16 – 17 –

Optional extra activity

Ss pass their text to another pair who read it and decide if articles are used correctly.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, 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 students to understand adverts. To help them achieve this, they will focus on matching words and ideas.

Warm-up

Ask Ss why they are learning English and what other kinds of activities they like doing or want to do in the future.

1 Ask students to read the adverts and discuss the questions in pairs. Monitor and help with vocabulary. When they finish, ask a few pairs for ideas.

2 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. Elicit the answer.

Answers: We look for phrases which express the same thing or for different forms of the same word. Sometimes we can look for opposite ideas that are linked.

3 Refer Ss to the two comments and ask them to underline information in each that matches the other. Go through the answers as a class. If you can, project the two quotes and underline sections to show the links.

Answers:
They express the same opinion.
level is too low = too easy
price is very high = expensive
doesn't look very useful = not going to help me very much

Teaching tip
Point out that when reading short texts like this, in the same format, Ss will find certain information in the same place each time. If they pay attention to the structure of the texts – for example that the dates and contact details are at the end of the posts – they should be able to get this information more and more quickly as they progress through the reading.

4a Ask Ss to use the information in the comments to choose an advert in Ex 1 for each person.

Answers: a 3 b 1 c 4 d 2

b Put Ss in groups to discuss this. Ask them to give reasons and point out language links between the quotes and the adverts. Conduct a brief feedback and see if everyone agrees.

Optional extra activity

Ask Ss to write their own post asking for advice on a new activity. They can then pass this to other class members who can decide on a good course or opportunity for them and send back a reply. Ss can write these posts in class and you deliver them, or if possible, you could manage this activity on a class webpage or forum.

Homework ideas

Workbook: Ex 1–4, p20

3B Develop your listening

Introduction

The goal of this lesson is for students to understand a conversation. To help them achieve this, they will focus on recognising discourse markers to follow the main points.

Warm-up

Ask Ss if they find it easier to have a conversation on the phone or in person, and why. Ask them to consider this in both their first language and English and discuss why this might be different. Tell them that today's lesson will be about noticing the signals that people give in conversations.

Teaching tip
Ss sometimes struggle with listening, especially when they can't see the speaker such as on the phone or in classroom audio materials. This is partly because they are missing the additional information that the face and gestures can add to help meaning get across. The marker words studied in this lesson will help. Practising having a conversation back to back can also be a useful and fun activity to improve Ss' listening skills.

1 Ask Ss to look at the photo and discuss the question in pairs. After a few minutes, elicit ideas.

2a 3.5 Tell Ss they are going to hear the beginning of a conversation and they should tick the topic being discussed.

Answer: 1

b Ask Ss to listen again and answer the question. They can compare in pairs before you go through the answers as a class.

Answer: yes and no: the weather was not good but the hotel was fantastic

Audioscript 3.5

Jeff: Hi, Seb. How's it going?
Seb: Oh, hi, Jeff. Yeah, not bad, how are you? I didn't see you in the office last week. I was wondering where you were.
Jeff: Actually, I was on holiday all week, in Portugal.
Seb: Really? How was it? Did you have a good time?
Jeff: Well, it was OK I guess. I mean, Madeira was nice, but the weather was really bad.
Seb: Oh no!
Jeff: We had to stay in the hotel most of the time. The hotel was fantastic so at least that was good! Anyway, how are you?
Seb: That was lucky at least! … Um yeah, I'm good – work, work, work, as usual.
Jeff: Yeah, I've got lots of work waiting for me now after a week away …

3 Go through the Focus box carefully as a class, reading each section and discussing the examples. When you finish, ask Ss to work in pairs and answer the question. Check the answer as a class.

Suggested answer: Markers help a listener follow a conversation because they signal what the speaker is going to say next. They have various purposes.

4a Ss read the conversations. Discuss as a class what B may say in question 1. Accept any reasonable answers. Ask Ss to continue in pairs.

b 3.6 Ask Ss to listen and check whether their ideas were right. Pause the audio as needed. Go through the answers as a class.

Answers: See audioscript.

Audioscript 3.6

1
A: Did you enjoy the film?
B: Um, no it was pretty boring.

2
A: I guess Sandra was really annoying, as usual?
B: Actually, she was pretty nice.

3
A: The gym is nice isn't it?
B: Um, it's not amazing, I mean some of the equipment is really old.

4
A: I'm pretty hungry, are you ready for lunch?
B: No, not yet. By the way, do you want to come round for dinner next week?

5a 3.7 Ask Ss to listen to the next part of Jeff and Seb's conversation and tick the best summary. When they finish, ask them to check in pairs. Go through the answers as a class.

Answer: 2

Audioscript 3.7

Seb: Oh, by the way, are you coming to the mountains with everyone?
Jeff: Erm, I'm not sure yet. I mean, I'd love to go but I don't know if I can get time off work.
Seb: Yeah, I know it's not always so easy for you.
Jeff: By the way, is Monica going?
Seb: I don't know, actually. Why?
Jeff: Well, it'd be nice to see her …
Seb: I see. OK, well, I'll find out for you …

b Tell Ss they are now going to listen again and tick the markers they hear. Ask them to look at the list, then play the audio so they can tick as they listen. ***Stronger classes*** can discuss and try and choose before listening. Go through the answers as a class. Ask Ss what the word or phrase does in each case.

Answers:
1 actually – contrasting or correcting what was said
2 I mean – delaying conversation
4 well (x2) – changing topic
6 by the way (x2) – introducing a new topic

6a 3.8 Tell Ss they'll now hear the rest of Jeff and Seb's conversation and answer true or false. Go through the answers as a class.

Answers: 1 F 2 T 3 F 4 T

b Ask the Ss to complete the gaps in the conversation. ***Weaker classes*** may need to hear the audio again first.

c Ask Ss to compare their ideas then listen and check. Pause the audio as needed. Go through the answers as a class.

Answers: 1 Actually 2 I mean 3 in fact 4 By the way 4 Well

Audioscript 3.8

Jeff: Are you going home now?
Seb: Actually, I was thinking of getting something to eat. Do you want to come?
Jeff: Um, yes that'd be nice. Let me text Gigi and see what she's doing.
Seb: Cool. Oh, invite her too! I mean, if you want to.
Jeff: She's probably still at work. Ah, in fact she's just finished. I'll see if she wants to come.
Seb: By the way, are you guys still planning to move in together?
Jeff: Well … that's a long story. I'll tell you another time. OK, she's coming. She says to meet her at New Oriental.
Seb: OK, let's go.

7 Ask Ss to discuss the questions in small groups or as a class.

Homework ideas

Workbook: Ex 1–3, p19

3c Develop your writing

Introduction

The goal of this lesson is for students to write a guide. To help them achieve this, they will focus on planning a piece of writing.

Warm-up

Ask Ss to work in pairs and discuss the last time they visited a new place as a tourist and how they found information about it before going (talking to people, looking online, etc.). Conduct brief feedback to see what the most popular ways are.

1 Put Ss in pairs to look at and discuss the question. After a few minutes, conduct brief feedback and build a list of information on the board.

2 Refer Ss to the brochure and give them a few minutes to read it quickly and decide who it is for. Ask them to summarise what information is mentioned in the text.

Answer: It is for general tourists. It talks about what is famous, what to do there and how to get around.

3 Refer Ss to the Focus box and ask them to read it to themselves. Then put Ss in pairs to discuss the question. Elicit the answer and deal with any questions.

Answer:
1 Think of what topics the reader might be interested in.
2 Decide what order to put the topics in.
3 Make notes about each topic.

4 Look at the paragraph headings in the box. Explain that Ss should match each numbered note with a heading. They should work alone then check in pairs. Go through the answers as a class.

Answers:
Introduction: 5, 8, 9
Accommodation: 2, 4, 11
Eating and drinking: 7, 10
Events: 1, 3, 6, 12

Prepare

5a Ask Ss to predict what they are going to do now. They will probably guess they are going to write a guide to their city! Tell them they are first going to decide who they are writing for (students, families, people planning to live there, tourists, etc.) and what kind of information that group will want. Put them in groups of two or three to discuss this.

b Ask groups to make a list of three or four topics they are going to write about. There is no need for whole-class feedback because Ss will be working on different ideas.

c Put Ss in pairs to compare notes and share ideas.

Optional alternative activity

Give Ss large sheets of A3 poster paper to make their notes in groups, so they can share ideas and support each other. This also enables speaking practice. When it is time to do the final writing, they can all refer to the same notes although they should write alone (copies of the notes can be made, if necessary). If you have access to computers this can become a larger project to include images and maps, etc. When they finish, they can read and check each other's writing and give feedback.

Write

6 Ask Ss to use their notes to write. 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). Move around the class and be available to help.

Homework ideas

Workbook: Ex 1–5, p21

4 OVERVIEW

4A The internet generation
Goal | discuss and compare lifestyles
Grammar | comparatives
Vocabulary | lifestyles

GSE learning objective
Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work)

4B Popular brands
Goal | express preferences about brands
Grammar | superlatives
Vocabulary | products and services

GSE learning objective
Can explain what they like or dislike about something

4C Favourite films
Goal | describe the plot of a film
Grammar | defining relative clauses
Vocabulary | types of film

GSE learning objective
Can relate the plot of a book or film and describe their reactions

4D English in action
Goal | ask for and give opinions

GSE learning objective
Can give or seek personal views and opinions in discussing topics of interest

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

4B Products

4C Word building: nouns

DEVELOP YOUR SKILLS

4A Develop your listening
Goal | understand a radio programme
Focus | predicting information

GSE learning objectives
Can understand the key points about a radio programme on a familiar topic

4B Develop your writing
Goal | write a biography
Focus | using linkers

GSE learning objective
Can write short, simple biographies about real or imaginary people

4C Develop your reading
Goal | understand a magazine article
Focus | understanding paragraph structure

GSE learning objective
Can identify the main topic and related ideas in a structured text

4A The internet generation

Introduction

The goal of this lesson is for students to discuss and compare lifestyles. To help them achieve this, they will revise comparative adjectives and adverbs in the context of lifestyles.

Warm-up

Before the class starts, write on the board: *My generation*. Display a picture of a family with several generations if possible. Ask Ss to name the different ages/generations (e.g. babies, teenagers, young adults, middle-aged, elderly). Put Ss in pairs or small groups to write two adjectives that typically describe each group. When they finish, elicit feedback and add useful adjectives to the board.

Vocabulary

Lifestyles

1a With ***weaker classes***, you may want to pre-teach *sensible* (practical). Ask students to look at the first photo and say what is happening, then find an appropriate adjective in the box. Put Ss in pairs and give them a few minutes to talk about the other photos. Monitor and help with new vocabulary. When they finish, ask pairs of students to describe the lifestyles in the photos to the class using the adjectives.

Optional extra activity

Make sets of cards containing the adjectives. Give each group of three or four students a set of cards. First, ask them to group the adjectives into positive, negative and neutral. Then, ask them to group them in pairs of opposites. They don't all have an opposite but Ss can discuss what the opposite might be. Then conduct feedback.

b Ask Ss to work alone and tick the adjectives that describe their own lifestyle, then compare in pairs giving reasons for their choices. In feedback, ask Ss to say if they and their partner are similar.

2a Ask Ss to work to alone to choose the best alternatives. Complete the first one together first. Monitor and help with new vocabulary. When they finish, let Ss compare answers then elicit feedback and drill the adjectives chorally and individually. Check understanding by asking Ss to suggest what comprises a sensible diet.

Answers: **1** healthy **2** inactive **3** a sensible **4** a quiet **5** fun **6** easy-going **7** busy **8** sociable

b Write the first item on the board and ask for completions. Establish that several answers are possible. Ask Ss to work alone to complete the other sentences. Monitor and help, making sure that the grammar of the sentences is correct.

c Ask Ss to work in pairs and compare their answers. Ask a few Ss for feedback and encourage others to listen and compare.

Optional extra activity

Ss work in pairs. Both Ss look at the adjectives in Ex 1a. Student A describes the adjective in their own words and Student B tries to identify it. Student A corrects them. When they finish, they change roles and Student B describes.

Further practice

Photocopiable activities: 4A Vocabulary, p175

Reading

Culture notes

Millennials, like other cultural generations, are people of the same age group who have similar ideas, problems, and attitudes. The term covers a period of those born from the 1980s to the 2000s. The generation before this is called Generation X, meaning millennials should have been called Generation Y, but most people have opted for the one-word title.

3a Ask Ss if they know the term *millennials* and who it refers to. Accept any answers. Then ask them to read the title and first paragraph to answer the question.

Answers: The millennials are between 15 and 35.

b Ask Ss to read the rest of the article to find the answers to the questions. Give them a few minutes to do this, then ask them to check answers in pairs before conducting feedback.

Answers: 1 T 2 F 3 T 4 F 5 T

4 Put Ss in pairs or groups of three or four to discuss this. If you have multilingual classes, try and get a mix of nationalities to compare their experience. If you have a range of ages, try and mix them for this discussion. Elicit feedback by asking each group for their ideas.

Grammar

Comparatives

Optional extra activity

Tell Ss you're going to discuss how millennials are different to other generations. Write *Millennials* on one side of the board and *Other generations* on the opposite side. Write *healthy*, *happy* and *adventurous* in the middle. Invite them to make sentences. Students will have studied comparatives before so may come up with some comparative sentences naturally. Add Ss' correct examples to the board then ask Ss to work through the Grammar box task.

5 Tell Ss that the text they have just read compares millennials to other generations. Ask students to find a comparative in the text (e.g. *healthier*, *more connected*), then read the Grammar box carefully and complete the grammar rules. Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if we can say *more better* (no) or *more healthier* (no).

Answers: 1 *-er* 2 *-ier* 3 more 4 worse 5 as

GRAMMAR BANK 4A pp.122–123

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 China isn't **as** big as the US.
2 Silver is less expensive **than** gold.
3 People are generally less **happy** than they used to be.
4 People today live **longer** than in the past.
5 **Fewer** people are going to the cinema **than** 20 years ago.
6 There are more millionaires in France **than** in Germany.
7 News spreads around the world more **quickly** than it used to.
8 The global population is twice **as big** as it was about 50 years ago.

2 1 hard 2 good 3 harder 4 better 5 difficult 6 taller

Grammar checkpoint

Ss may need reminding about the spelling changes with short adjectives. With one-syllable words ending in one vowel and one consonant, the consonant doubles when the word gets longer – *big*, *bigger*. With words ending in a consonant plus *y*, the *y* changes to *i* – *healthy*, *healthier*. Ask Ss to suggest more examples.

6a 4.1 Ask Ss to read the three sentences and listen to the pronunciation of *than* and *as*. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples givens.

Answer: No, they are not stressed.

Pronunciation checkpoint

When we speak at normal speed, the main stress is on the comparative adjective. The surrounding grammar words are usually weak, so *than* /ðən/ and *as* /əz/.

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

7 Read the example pair of sentences together, clarifying that Ss may need to change the form of the words in brackets to make their new sentences. Ask Ss to work alone to rewrite the sentences, referring to the Grammar box. Ss should compare in pairs before checking answers with the whole class. Ask Ss for individual answers. Drill chorally and individually.

Answers:

1 Millennials are more interested in the environment than other generations
2 Older generations are less healthy than millennials.
3 They don't go to the gym as often as millennials.
4 They buy less fresh food than millennials.
5 Millennials own fewer things than their parents.
6 They don't earn as much money as their parents.
7 Millennials work as hard as older generations.

Optional extra activity

Ask Ss to stand up and organise themselves into height order. If your class is not too large, all Ss can be involved or with a large group, just invite three or four volunteers to stand up. Elicit *X is taller than Y*, then ask Ss to make the same comparison starting with *Y*, but still using the adjective *tall*: *Y isn't as tall as X*. Ask Ss to create further pairs of sentences using *short* and check that they understand that the meaning is the same. Drill the two ways of making the comparison thoroughly.

8a Write *driving a car/riding a bike* on the board and elicit possible statements comparing them. Try to elicit answers with *as … as* and comparative + *than*. Then ask Ss to work alone to write sentences using the prompts. Monitor and help with vocabulary and correct form as necessary.

Possible answers:

1 Young people work as hard as older generations.
2 Home cooked food is healthier/less fattening than fast food.
3 Living with family isn't as expensive as renting a flat.
4 Cycling causes less pollution than driving.
5 The weather in my country is hotter/colder/better/worse than the weather in the UK.
6 Life in the country isn't as exciting as life in the city.
7 Going out in the evening is more interesting/fun than staying at home.

b When they finish, ask Ss to compare in pairs before sharing the best answers with the whole class.

Optional extra activity

Ask pairs of Ss to read out their sentences. Classmates agree or disagree with a show of hands. Tell Ss to choose the top three sentences for each set of prompts, ensuring that they listen to each other to choose the best ones in their opinion.

Teaching tip

Students benefit from listening to each other, not just to the teacher. When you ask Ss to share their ideas with the class, giving a listening task helps them to focus their attention. This also builds a positive classroom dynamic.

Further practice

Photocopiable activities: 4A Grammar 1, p173; 4A Grammar 2, p174

Speaking

Prepare

9a 4.2 Tell the students they are going to discuss and compare lifestyles, but first they will hear two friends doing the same. Ask a stronger student to read the instruction to the class or read it yourself. Write the five topics from the text in Ex 3a on the board (*Health and wellbeing, The environment, Social media, Less is more, House and home*). Ask Ss to listen and decide which of the topics are mentioned. Play the audio, then ask Ss to compare answers before confirming and ticking the topics off on the board.

Answers: Health and wellbeing, The environment, Less is more

b Write *Different* and *Similar* on the board. Tell Ss to listen again and write down one different thing and three similar things about the speakers' lifestyles. With ***weaker classes*** you may want to pre-teach *fit* and *headphones*. Ask Ss to compare answers in pairs before checking as a class.

Answers:
Different: fitness/exercise
Similar: organic food, environment, simple lifestyle

Audioscript 4.2

Martin: I really need to do something about my lifestyle. I'm not as fit as you are.
Nicola: Yes, well, I do have quite an active lifestyle. I exercise regularly. I cycle to work every day and I go to the gym at least twice a week.
Martin: Yes, yes, you have an active lifestyle, but I'm not as into exercise as you are. I mean, I like to go for walks in the park at weekends but I don't have a bike – or a gym membership! But I think my lifestyle is quite healthy, though. For example, I don't buy fast food, I cook my own food.
Nicola: Do you choose organic food when you go shopping?
Martin: Yes, I always buy organic fruit and vegetables when I can.
Nicola: Me too, I'm the same. I don't mind paying more for them, because I think it's better for the environment.
Martin: Do you spend a lot of money on clothes and things?
Nicola: No. I don't have much money to spend after I've paid my rent! I have quite a simple lifestyle, really. And anyway, I'm more interested in experiences. Like, I'm planning to go hiking in Scotland this weekend.
Martin: You're like me. I'd rather go to a music festival than buy the latest headphones!

10 Look at the words in the box as a class. With ***weaker classes***, you may want to build vocabulary around each topic and write it on the board. Ask Ss to note down a few words to use in their conversation but tell them not to write sentences.

Speak

11a When they are ready, put Ss in pairs to ask and tell each other about their lifestyles. Move around the class and listen.

b When they finish, Ss discuss how they are similar and different. They can write one or two examples before reporting back to the class. This is an opportunity for Ss to use comparative 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 needs more attention?
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.

Homework ideas

Ss write a news article about millennials.

Grammar bank: 4A Ex 1–2, p123
Workbook: Ex 1–5, p22
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 4B
Extended route: go to p95 for Develop your listening

4B Popular brands

Introduction

The goal of this lesson is for students to express their preferences about familiar products and services. To help them achieve this, they will revise superlative adjectives in the context of brands.

Warm-up

Before the class starts, display a range of highly recognisable local or international brand icons/logos without names, such as for car makes, coffee shops or soft drinks. Ask Ss to discuss and identify the brands in pairs. Elicit feedback. Ask them if they know what these images represent (brands). Ask if any Ss care much about brands (why or why not?) and which are popular in their country.

Teaching tip
Real-world things such as logos and actual objects bring the lesson to life for students and help make learning relevant. It is important that they are appropriate for adults. Most adults will respond less well to plastic fruit, for example, or other items designed for children's learning. If students are interested, get them to locate the brands on their clothes, bags and books as part of this Warm-up.

Reading and vocabulary

Products and services

1a Ask Ss to read the definition for *brand*. Put Ss in pairs to discuss what brands they like and why they like them. If this topic is of interest to your Ss, let them talk but be ready to stop the activity if you see it does not interest them. Conduct brief feedback. Ask Ss to give reasons for their ideas.

b Put Ss in small groups and give them a few minutes to talk about the photos. Monitor and help with new vocabulary where necessary. When they have finished, ask different groups to name brands to the class.

Optional alternative activity

Make a game by organising Ss into small groups and giving each group one category: cars, soft drinks, mobile phones, jeans or whatever you think your students may be interested in. Then give groups one minute to list as many brands as they can for their category. Use a timer to make this more fun. The group with the most brands wins. This is an interesting way to see which brands are most well-known.

2a Ask Ss to read the article to answer the question. When they finish, let them discuss in pairs before you elicit the answer. Ask Ss to suggest brand identity, personality and values for a well-known brand.

Answer: strong identity (logo/phrase), personality, values

b Ss work in pairs and discuss whether the comments link to the identity, values or personality of a brand. Check answers as a class.

Answers: 1 values 2 identity 3 personality

3 Ask Ss to work alone to read the sentences and decide if the words are positive or negative. With ***weaker classes***, you may want to pre-teach *second-hand* (not new) and *break down* (stop working). Allow Ss a brief check in pairs before you conduct feedback. Drill the words as necessary.

Answers:
Positive: environmentally friendly, high quality, easy to use, good value, excellent service, popular, well designed, reliable
Negative: poorly designed, poor value, not environmentally friendly, unreliable

Optional alternative activity

Write the phrases on the board. Ss work in groups to divide them into two lists – positive and negative – and match them in pairs of opposites where possible. Elicit opposites for those that do not have an opposite provided (*low quality, unpopular, hard to use, poor service*).

4 Ask Ss to work alone and choose the correct alternatives. Complete the first item as a class. When they finish, ask Ss to check in pairs, then do class feedback.

Answers: 1 reliable 2 good value 3 customer service 4 easy to use 5 unpopular, hard to use 6 environmentally friendly, high quality

5a 4.6 Ask students to listen and underline the stressed syllables. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: reliable, well designed, environmentally friendly, high quality, good value

Pronunciation checkpoint
Words of more than one syllable carry stress, where one syllable is longer and louder than the other(s). With very long words, there is sometimes a secondary stress. If Ss enjoy this activity, ask them to mark the stress on the other words in bold in Ex 3.

b Ask students to repeat the words chorally after they hear them. You may want to call on individuals to check their pronunciation.

VOCABULARY BANK 4B p139
Products
This is an optional extension to the lesson, extending the lexical set of products and providing further practice.
If you're short of time, this can be done for homework.
Fast finishers can complete exercises in class.

1a Ask Ss to match the words with the photos.

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

b Put Ss in pairs to discuss their favourite brands.

Further practice

Photocopiable activities: 4B Vocabulary, p178

Grammar

Superlatives

Optional extra activity

Students will have studied superlatives before. Write some incorrect examples on the board and ask Ss to work in pairs to discuss what is wrong with them, for example: *It was the goodest party* (irregular form needed), *She's the most strong girl* (*-est* form needed), *I'm best teacher* (you need *the*). Then elicit the correct forms (*best, strongest, the best)* and rules. Refer Ss to the Grammar box to complete the rules there.

6 Ask Ss to read the Grammar box carefully and choose the correct alternatives. Ask Ss to discuss in pairs, then check with the whole class.

Answers: 1 *-est* or *-iest* 2 most 3 the best 4 the worst

7a 4.7 Ask students to listen to the audio and answer the question. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answer: The /t/ sound is stronger when the next word starts with a vowel.

Pronunciation checkpoint

When we speak at normal speed, a consonant followed by a vowel is more clearly pronounced. In contrast, when a consonant ending is followed by a consonant start, the sound can change or disappear. Compare *He's not in* with *He's not here*.

b Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence.

GRAMMAR BANK 4B pp.122–123

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 the biggest, the smallest 2 the most borders
3 the most commonly 4 the sunniest
5 the most expensive

2 1 the most popular 2 The most expensive 3 The best
4 The furthest/farthest 5 the oldest, the most amazing
6 (the) most often

8a Write on the board: *It's ___ brand in my country (popular).* Ask Ss to complete the sentence with the superlative form of *popular* (the most popular). Ss then work alone to complete the superlative sentences, referring to the Grammar box. Remind them to include *the* each time. Ask Ss to check in pairs, then check answers with the whole class. Drill chorally and individually.

Answers: 1 the most popular 2 the worst 3 the best
4 the most important 5 the easiest
6 the most environmentally friendly

b Write *What / popular / car / in your country?* on the board and elicit the question: *What's the most popular car in your country?* Point out that Ss need to add missing words using the superlative. Ask them to work individually to write the questions then compare in pairs. Check answers with the whole class.

Answers:

1 What's the most popular car in your country?
2 What's the best item of clothing you've ever bought?
3 Which phone company has the most reliable customer service? (Also: Which phone company is the most reliable for customer service?)
4 What's the funniest advert you've seen recently?
5 Who does the food shopping (the) most often in your family?
6 What's the worst shopping experience you've ever had?

c With ***stronger classes***, students can immediately ask and answer to conduct several conversations. ***Weaker classes*** can be limited in their responses so allow them some preparation time. As a final round-up, ask pairs of Ss for their answers.

Optional extra activity

Once you have checked answers, allocate each question to a group of Ss. Ask groups to write two more superlative questions related to their allocated question. For example, for question 2: *What's the most expensive item you've ever bought?* Move around the class and check they are forming the questions well. They then circulate and survey other class members and report back to their group. Finally, they can write a short report summarising their findings.

Further practice

Photocopiable activities: 4B Grammar 1, p176; 4B Grammar 2, p177

Speaking

Prepare

9a 4.8 Tell Ss they are going to compare some brands, but first, they will hear two people doing the same. Ask a stronger student to read the instruction to the class or read it yourself. Ask Ss to read the two questions first, then play the audio while they listen and make notes. Elicit the answers.

Answers:

1 washing machine
2 Three (Vortex, Mitang, Lavaggio)

b Tell Ss to listen again and make notes about each brand. With ***weaker classes***, you could write the three brand names on the board beforehand: *Vortex, Mitang, Lavaggio*. Ask Ss to compare notes in pairs before checking as a class.

Answers:

Vortex: not a very good buy, customer service is very poor
Mitang: very high quality, customer service is excellent, but expensive
Lavaggio: very good, easy to use and environmentally friendly, doesn't use a lot of electricity, very good value for money
Charlie recommends Lavaggio because it's a lot cheaper than a Mitang.

Audioscript 4.8

Marie: Hi, Charlie, just the person I wanted to see. Can you give me some advice? I need to buy a new washing machine.
Charlie: Oh, why? What's the problem?
Marie: The one I've got doesn't work very well and keeps breaking down. I have to say, I'm very disappointed. I bought it because it's a Vortex and they're supposed to be very reliable and last a long time.
Charlie: I'm not surprised. I don't think Vortex is a very good buy, and their customer service is very poor.
Marie: So what brand do you think I should buy?
Charlie: It depends what you want. Mitang is a well-known brand. Their machines are very high quality and their customer service is excellent. But they're expensive.
Marie: Is there another brand that is reliable and good value for money?
Charlie: The Italian brand Lavaggio is very good. I've got a Lavaggio machine. It's easy to use and it's environmentally friendly. It doesn't use a lot of electricity, and it's very good value for money. It's a lot cheaper than a Mitang.
Marie: OK, thanks for the tip.

Speak

10a Put Ss in groups of three or four and ask them to choose a product or service and identify four or five brands connected with it. With ***weaker classes***, you may want to refer back to the Warm-up and suggest some products (examples: coffee shops, mobile phones, trainers, soft drinks).

b Go through the Useful phrases with the class. With ***weaker classes***, you may want to ask students to underline the stressed words and drill the expressions. When they are ready, ask groups to discuss the brands they identified. They should rank them from best to worst. Move around the class and listen and make notes on how well they are using superlative forms.

c When they finish, ask a representative from each group to tell the class what was top of their list. Give feedback on language used.

Optional extra activity

Ss write a report explaining which brands they evaluated and why they ranked them as they did.

Reflection on learning

Write the following questions on the board:
What was the best part of this lesson for you?
What was the most important?
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.

Homework ideas

Grammar bank: 4B Ex 1–2, p123
Workbook: Ex 1–4, p23
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 4C
Extended route: go to p96 for Develop your writing

4c Favourite films

Introduction

The goal of this lesson is for students to describe the plot of a book or film. To help them achieve this, they will revise defining relative clauses in this context as well as film-related vocabulary.

Culture notes

The way that we watch films and listen to music has changed a lot in recent years. Many people subscribe to streaming services, so they can watch a film or sports match online any time they want. If we miss a programme, we can watch it later on catch-up. Even so, going to the cinema remains popular and changes here too such as CGI (computer-generated images) and 3D and 4D films mean that cinema still appeals to many people.

Warm-up

Ask Ss if they visit the cinema, watch films on TV or stream films on their phones (see Culture notes above). Tell them to think about the last film they saw and what kind of films they prefer in general. Put Ss in small groups to compare their ideas. When they finish, nominate a student from each group to tell the class.

Vocabulary and listening

Types of film

1 Focus attention on the comments. Ask Ss to work alone and tick the one that is closest to their opinion and cross out those they don't agree with. Compare ideas as a class.

2a Refer Ss to the photos. Ask Ss if they recognise any of the films. Ask them to work in pairs to match the words in the box with the photos. Elicit one example first. When they finish, check answers with the class, and drill problem words as needed.

Answers: **A** musical **B** historical drama **C** science fiction **D** fantasy **E** animation **F** romantic comedy

b Explain that Ss should now match the film type with its typical description. Clarify that sometimes more than one answer is possible. Do an example together then ask Ss to work in pairs to complete the exercise. Check the answers as a group.

Answers: **1** action **2** biopic **3** romantic comedy **4** science fiction/fantasy **5** horror/thriller **6** historical drama/war film

c Give Ss an example of your favourite type of film (not favourite film) and why you like this type, then ask Ss to discuss together. Do the same with any type of film you don't like. When they finish, ask a few pairs to tell the class.

3a 4.9 Ask Ss to listen and underline the stressed syllables. In feedback, choose individuals to read the word aloud and mark the stress on the board.

Answers: **1** fantasy **2** science fiction **3** horror **4** documentary **5** animation

b Play the audio again and pause after each word for Ss to repeat.

Optional extra activity

If your Ss have internet access in class, go to a film review website like www.rottentomatoes.com. Tell pairs of Ss to click on some of the film titles listed. Can they guess which types of films they are by looking at the film posters? Encourage Ss to use the words in Ex 2a to describe the films. Alternatively, you could project or display film posters and have Ss call out the film types.

VOCABULARY BANK 4C p139

Word building: nouns

This is an optional extension to the vocabulary section, extending the lexical set into word building 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 table using their existing knowledge, guessing or using a mobile device. In feedback, point out when there are stress changes and drill. For example, reliable/reliability.

Answers: active, reliable, animation, environment, romantic, tired

b Refer Ss to the suffixes in the box. Ss should complete each group of nouns with one of the suffixes. Go through the answers with the class and drill stress as necessary.

Answers: **1** -ation **2** -ity **3** -ment **4** -ence **5** -ness **6** -ion **7** -ance

c Ask Ss to read each sentence and choose either the noun or adjective, depending on the context. Ss can compare in pairs before you go through the answers as a class.

Answers: **1** different **2** happy **3** lateness **4** convenience **5** electricity **6** creative **7** relaxation **8** important

d Ask Ss to read the sentences and use the words in Ex 1b to complete each one. Ss can compare in pairs before you go through the answers as a class.

Answers: **1** electricity **2** advertisements **3** appearance **4** lateness **5** difference **6** convenience **7** fashion **8** instructions

4a 4.10 Tell Ss they are going to hear a girl talking about her favourite film and they should listen for what she likes about it. Play the audio, then conduct brief feedback by asking individuals.

Answer: It's funny and also says something about life.

Teaching tip

Staging listening tasks carefully helps Ss get better at listening. The first time they listen give Ss a very simple task, where they just focus on the main idea. This is known as a gist task. A second more detailed task builds on this. By comparing in pairs between listenings, Ss can help each other and develop confidence. Ss always need to have a reason for listening.

b Tell Ss they are going to listen again and take notes about the story of the film. Read through the bullet points then play the audio. Allow Ss a few minutes to organise their notes.

c Ask Ss to compare notes in pairs before listening to the audio again. Check answers with the whole class.

Answers:
Type of film: Romantic comedy about two people
Where it is set: Tokyo, Japan
Actors: Scarlett Johansson and Bill Murray
Story of the film: The woman is travelling with her husband. She meets a film star in Tokyo, both feel a bit lost. They become friends and help each other. In the end they go back to their own lives.

Audioscript 4.10

So, what's my favourite film? Well, I guess ... it's probably ... *Lost In Translation*. It's one of the first films Scarlett Johansson appeared in and it's a kind of romantic comedy. It's about two people who meet in Tokyo – it's a city where they both feel a bit lost – a woman whose husband is a photographer and is travelling with him while he works, and a film star whose career isn't going too well – he's played by Bill Murray, one of my favourite actors and he's great in this, too. The film shows how these two people become friends and help each other. My favourite scene is the one when Bill Murray's character has to appear in an advertisement, but he really doesn't understand what the director wants because they can't speak the same language – it's really funny. I still watch it sometimes when I'm having a bad day! I think it's my favourite film because it shows people that feel really lost, not just where they are, but in their lives too, and how they help each other to think about their own situations. And, in the end, they go back to their own lives. I think it's a film which is funny and also says something about life, so that's why it's my favourite.

Further practice

Photocopiable activities: 4C Vocabulary, p181

Grammar

Defining relative clauses

5 Tell Ss that they are going to use examples from the listening to study some grammar. Write on the board: *It shows people. They feel really lost.* Ask Ss if they can join the two sentences to make one. Cross out *They* and ask which word could replace it (*who/that*). Ask if Ss can tell you the name for this grammar (defining relative clause). Ask Ss to open their books, read the Grammar box and complete the rules. Complete the first section as a class, then Ss continue in pairs. When they finish, check answers with the whole class.

Answers: **1** people **2** things **3** places

6a 4.11 Ss listen for the pronunciation of *who*, *which* and *that*. Check answers with the whole class. Ask Ss why these words are not stressed. Be prepared to give further examples and drill the examples chorally and individually.

Answers: They are not stressed. Grammatical words are not usually stressed. Stress usually falls on information words.

b Ss listen and repeat the examples chorally and individually.

7a Go through the first item on the board with the class. Point out that *it* is replaced by the relative pronoun *which* or *that* to make one sentence. Ss work alone to complete and write out the sentences, then in pairs compare ideas. In feedback, nominate Ss to read sentences aloud.

Answers:
1 It's a film (which/that) I saw when I was young.
2 It's a romantic film which/that always makes me cry.
3 It's about a man whose brother has disappeared.
4 He lives in a town where strange things happen.
5 She's a student who wants to escape from her small town.
6 They find a robot which/that can tell them what will happen in the future.
7 The robot comes from a different time when only robots live on Earth.
8 It's a great film (that/which) I'd recommend to anyone.

b Discuss this question as a class.

Answer: The relative pronoun can be omitted from sentences 1 and 8 because it comes before the pronoun *I* (although it sounds slightly unnatural to do so in sentence 8).

GRAMMAR BANK 4C pp.122–123

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 1d *Shrek* is a fairy tale about an ogre who rescues and falls in love with a princess.
2b *Lord of the Rings* is about the search for a ring which/that has magic powers and must be destroyed.
3a *Planet of the Apes* is set on a future Earth which is ruled by intelligent apes.
4e *La La Land* is about an actress and musician who want to make it big in Hollywood.
5c The *Harry Potter* films are about a school where students go to learn about magic and wizardry.
2 1 (that) you wanted to borrow
2 (that) I lent you last week
3 who works as a journalist
4 (that/which) we stayed in last time we were here/where we stayed last time we were here

8a Ask Ss to work alone to complete the sentences. Monitor and help as necessary.
b When they finish, put Ss in pairs to tell each other their sentences. In feedback, nominate a few Ss to report on one of their partner's answers.

Optional extra activity

Perhaps your students don't watch films very much. As a class, adapt the questions to refer to books, YouTube channels, memes, etc. so that Ss can still complete the activity about something that is meaningful for them.

Further practice

Photocopiable activities: 4C Grammar 1, p179; 4C Grammar 2, p180

Speaking

Prepare

9 Explain that Ss are going to describe one of their favourite films. Refer them to the bulleted list of questions to make notes. Monitor and help with vocabulary as necessary.

Speak

10a Refer Ss to the Useful phrases to read through. Then put them in groups of three or four to tell each other about their chosen film.
b Ask groups to agree and report on the film they'd most like to see.

Reflection on learning

Write the following questions on the board:
How important was the language you learnt in today's lesson?
How will today's 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. Discuss how watching films in English can help develop their listening skills.

Homework ideas

Grammar bank: 4C Ex 1–2, p123
Workbook: Ex 1–4, p24
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 4D
Extended route: go to p97 for Develop your reading

4D English in action

Introduction

The goal of this lesson is for students to ask for and give opinions. To help them do this, they will revise Useful phrases and expressions.

Warm-up

Ask Ss what they do in their free time. Put them in pairs and ask them to discuss. Elicit ideas after a few minutes.

1 Ask Ss to look at each picture and name the activity, then discuss in pairs if they enjoy that activity and why (not). After a few minutes, ask a few pairs for their ideas.

Answers: going to an exhibition, going to a concert, going to the theatre, reading, going to the cinema/seeing a film

Optional alternative activity

With ***weaker classes***, work as a class to elicit the activities shown and write them on the board. Put Ss in pairs and give them a couple of minutes to match the activities on the board with the photos. Then ask Ss to pair up and ask each other which they like or don't like and why.

2a 4.12 Explain that Ss are going to hear three separate conversations about recent activities. Ss listen to the audio and write down one activity for each conversation (or tick the pictures). Ask them to check their answers together before conducting feedback.

Answers: **1** read a book **2** saw a film **3** went to an exhibition

b Tell Ss they will listen again for more detail. Ask them to note how the people felt about their activity. With ***weaker classes***, tell Ss to choose *positive*, *negative* or *neutral* for each speaker.

c Tell Ss to check answers in pairs, then conduct feedback. Ask Ss for key words that helped them decide on the opinion of the speaker.

Answers:
Speaker 1: Neutral (*Um, it was OK, I guess./it's good, just not his best.*)
Speaker 2: Positive (*Yes!/Amazing!/I really enjoyed it. Best film I've seen in ages.*)
Speaker 3: Negative (*I found it a bit boring. None of his famous work*)

Audioscript 4.12

Conversation 1
A: I've just finished reading the new Colin Smiley.
B: Oh, I want to read that! How was it?
A: Um, it was OK, I guess. I mean, it's quite similar to his other books.
B: Oh, right.
A: I mean, it's good, just not his best.

Conversation 2
A: Did you go and see *Flipped World* in the end?
B: Yes! Haven't you seen it yet?
A: No, was it good?
B: Amazing! I really enjoyed it. Best film I've seen in ages.

Conversation 3
A: Good weekend? Did you do anything exciting?
B: Um, oh, I went to the Picasso exhibition.
A: Oh right. Did you enjoy it? A friend of mine went, and she was a bit disappointed.
B: Yeah, to be honest, I found it a bit boring. None of his famous work, most of it was just his early stuff.

3a 4.13 Ask Ss to read through the sentences from the conversations and try to complete them from memory. Tell Ss to check answers in pairs, then play the audio and conduct feedback as a class.

Answers: **1** was **2** I **3** best **4** it **5** enjoyed **6** like **7** honest

b Ask Ss to listen again and tick the sentences where the people sound excited or interested. Ask Ss how this is shown. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: 1, 4, 5, 6

Pronunciation checkpoint

Point out to Ss that their intonation is a big part of giving an opinion and it needs to 'match' the words. Ask them to practise saying the positive opinions with a wide range (where your voice is animated and goes up and down) and the negative opinions with narrower range (where your voice sounds flat). Drill to help them where necessary.

c Ask Ss to listen to each sentence and repeat it after the audio. Use your arm to encourage movement of the voice as you drill.

4 Refer Ss to the Useful phrases. Ask them to suggest one or two more phrases for each category and add them to the board. Drill the phrases chorally if Ss struggle with them. Model an exchange by saying *I saw a film at the weekend …* and wait for a response. If possible, model a conversation with a stronger student, then get two Ss to say a further conversation across the class in an open pair.

5a Ask Ss to choose two categories and make lists for them. They will need several minutes to think of ideas. If necessary, work as a class to make some suggestions.

b Put Ss in pairs to talk about their recent activities, using their notes. Remind them to use the Useful phrases in Ex 4. Monitor to see how they manage with the phrases. 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.

c Ask Ss to say whether they heard about anything they'd like to do/see.

Reflection on learning

Write the following questions on the board:
In what situations do you think you can 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 a few Ss to share their ideas with the class. Point out that Ss generally get better with more turns of practice and discuss where and how they can practise outside lessons.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–3, p25
Mobile 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 in each section 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. The pairs of adjectives can go in either gap in the sentence.

Answers: **1** healthy, active **2** unhealthy, inactive **3** stressful, busy **4** fun, sociable

2a Ss complete the conversations alone then check in pairs. Check answers with the whole class.

Answers:
1 bigger, as big as/bigger than
2 healthier than/as healthy as, longer than, healthier
3 more interesting than, more exciting
4 more or less money than, more time, less money

b Ss discuss in pairs. Encourage them to ask follow-up questions to find out more.

3a With ***weaker classes***, do the first one together as an example. Ss complete the sentences. Check answers with the whole class.

Answers: 1 designed 2 quality 3 brand 4 popular 5 use 6 reliable

b Explain that Ss can use the ideas in Ex 3a or their own ideas. Ss write, then share their ideas in pairs. In feedback, nominate Ss to read their sentences to the class.

4 Ss complete the quiz questions alone then check in pairs and choose the answers. Check answers with the whole class.

Answers: 1 The most expensive 2 The biggest 3 The oldest 4 the most popular 5 The happiest 6 the best
Quiz answers: 1 a 2 b 3 a 4 c 5 a 6 b

Optional extra activity

Ss write their own quiz questions using superlatives.

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

Answers: 1 biopic 2 musical 3 science fiction 4 horror 5 thriller 6 fantasy

6 Ss match the sentence halves, adding the correct relative pronoun, then check in pairs. Check answers with the whole class.

Answers: 1 c that/which 2 b that/who 3 a when 4 d where

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4 True or false (Units 3–4 review)

Introduction

Ss revise and practise the language of Units 3 and 4 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 3 and 4.

1 Ask Ss to write true or false answers to each question as instructed.

2 Ss then take turns to ask each other the questions and determine who is lying and who is telling the truth.

4A Develop your listening

Introduction

The goal of this lesson is for students to understand a radio programme. To help them achieve this, they will focus on predicting information.

Warm-up

Write 1920s/1950s/1960s/1980s on the board (choose according to your Ss' age!) and ask Ss what they associate with these eras. Have a general discussion about how trends/events can identify a generation.

1 Ask Ss to look at the photos and discuss the question in pairs. Tell them to consider the areas in the list. After a few minutes, elicit answers. Ask Ss if they know any hippies from the 1960s or any modern-day hippies.

2 Tell Ss they are going to listen to a radio programme about hippies' beliefs and lifestyle. To prepare, they should read the Focus box. Then ask them to think about what they might hear in the programme. Give them a few minutes to do this. Elicit ideas and write them on the board. Ask Ss if they usually try to predict when they listen.

3a 4.3 Tell Ss they will listen to the introduction to the programme and ask them what they think will be mentioned. Briefly discuss ideas as a class.

Audioscript 4.3

Presenter:
Welcome to the programme. Today, we're going to talk about the hippies of the 1960s. Joining me are Maddy and Lucas, whose parents were hippies. Maddy, those young people were growing up after the Second World War. They had very different ideas to their own parents. Can you tell us something about them? What did they believe in? What kind of lifestyle did they have?

b Refer Ss to the statements. Ask them to work in pairs and predict the correct words to complete them. Ss can share ideas but don't confirm answers yet.

c 4.4 Then ask Ss to listen to the next part of the programme and check their predictions. You may need to listen twice and pause the audio the second time. When they finish, ask Ss to check in pairs. Go through the answers as a class.

Answers: 1 didn't believe 2 didn't want 3 not interested 4 large groups (many hippies … in the same home) 5 cared (close to nature) 6 was

Audioscript 4.4

Maddy:
So, in the 1960s, the US was fighting the Vietnam War and the hippies were against that – they believed in peace not war. They thought war was bad. They were looking for a new meaning in life.
They didn't want the same kind of lifestyle as their parents. Back then men went to work every day and women stayed at home, but the hippies didn't want that kind of life. They wanted to be free.
They often moved around from place to place. They did part-time jobs. They bought second-hand clothes. They weren't interested in money and things, they just weren't important to them. What you believed was more important than what you owned.
They also believed in sharing. Many hippies lived together in the same home and shared everything they had. They shared the cooking and cleaning as well.
Another thing they believed in was taking care of the Earth and their environment because they felt very connected to nature. They were

often vegetarian – they didn't believe in killing animals. You could say they started the environmental movement.
And they expressed these ideas and beliefs in their songs. Music was very important to them, for them it was more than just entertainment. They listened to lots of different kinds of music, but folk and rock music were the most important for them.

Presenter:
Really interesting, thank you, Maddy.

4a Tell Ss they are now going to listen to the final part of the programme, where the speakers compare 1960s hippies with modern-day hippies. Ask them to make a list of the topics, opinions or facts they expect to hear. Ask a few pairs for ideas and add them to the board.

b 4.5 Ask Ss to listen to check their ideas. Tell them to tick any that are right, then put them in pairs to discuss. Go through the answers as a class and tick them off on the board. Discuss how well they predicted this time.

5a Ask Ss to read through the ideas and match them with Maddy or Lucas, marking them M or L. Ss can compare their answers but there's no need for a whole-class discussion.

b Ask Ss to listen and check. Go through the answers as a class. Discuss if they got them right and ask Ss who they agree with more, Lucas or Maddy.

Answers: 1 L 2 M 3 L 4 M 5 L 6 L 7 M

Audioscript 4.5

Presenter: … thank you Maddy. Well, as we know, many aspects of the hippy lifestyle are back in fashion again! You're both children of hippies. How do modern-day hippies compare? Lucas?

Lucas: Well, it's true you see lots of young people these days wearing hippy style clothes … and men with long hair and beards. But it's just a fashion thing, isn't it? Today's hippies don't believe in the same things as our parents. And lots of big companies are just making money selling the fashion.

Maddy: Hmm, I'm not sure I agree with you. I think they do try to follow hippy ideas. I mean, for example, lots of them are vegetarians and they choose healthy products.

Lucas: Yes, of course it's good to follow a healthy lifestyle, but it's not enough, they just don't believe the same things. Our parents did all those things because they cared about the planet …

Maddy: But I think today's hippies care about the planet just as much as our parents did. They do as much as they can for the environment.

Lucas: But they also take expensive flights to far-away countries! That's bad for the environment.

Maddy: True. Our parents didn't have the money for things like that.

Lucas: No, they lived cheaply. Today's hippies care more about money and owning things. They want to have a comfortable life.

Maddy: But you know, life is different today. Young people lead more stressful lives. Trying to follow a hippy lifestyle is a good thing, isn't it?

6 Ask Ss to discuss in pairs or small groups. Ask Ss if they have changed their ideas about hippies after this lesson.

Homework ideas

Workbook: Ex 1–2, p25

4B Develop your writing

Introduction

The goal of this lesson is for students to write a biography. To help them achieve this, they will focus on using linkers.

Warm-up

Ask Ss how many computer and phone brands they can think of. When Ss mention Apple, ask them what they know about the brand and if anyone has a Mac/iPod/iPad, etc. Point out the photo of Steve Jobs and see if Ss know who he is.

1a Put Ss in pairs to discuss what they know about Steve Jobs. After a few minutes, conduct brief feedback but don't confirm anything as they will find this information out when they read.

b Ask Ss to read the biography and check their ideas. Give them a couple of minutes. Conduct whole-class feedback and ask Ss what information they found interesting or surprising.

2 Refer Ss to the Focus box and ask them to read it to themselves. Then put them in pairs to discuss the question. Elicit and check the answer by asking where linkers appear.

Answer: Generally we use linkers for various purposes between two ideas (sentences or clauses). Some linkers can be at the start (e.g. *In addition*).

3a Tell Ss you're going to look at the meaning of different linkers. Ask them to look back at the biography in Ex 1b and find and underline the words there, using the Focus box to help. They should work alone then check in pairs. Go through the answers as a class.

Answers:
Paragraph 2: Although, As a result, but because
Paragraph 3: so, but, in addition to
Paragraph 4: However

b Ask Ss to choose the correct linking words/phrases. Discuss the answers and deal with any questions.

Answers: 1 so 2 but 3 Although 4 so 5 In addition 6 However 7 because

Prepare

4 Ask Ss to predict what they are going to do now. They will probably guess they are going to write a biography. Tell them they are first going to think about people that they admire and the reasons why. Ask them to think alone for a few minutes and make notes beside the questions. Move around the class and give support with ideas and vocabulary. There is no need for whole-class feedback because all Ss will be working on different ideas.

Write

5 Ask Ss to use their notes to write. Ss should write alone, but they can support each other while they write (for example, helping with spellings). Move around the class and be available to help.

Optional alternative activity

Ss may like to research a famous person they are interested in but don't have a lot of early-life information about. If you have access to computers, this can become a larger project with the inclusion of images, timelines, etc. Students can do the research in pairs or small groups, then write separately. When they finish, they can read and check each other's work and give feedback.

Optional extra activity

Pin the biographies up on the wall in your classroom and let Ss walk around and read each other's work.

Homework ideas

Workbook: Ex 1–4, p27

4c Develop your reading

Introduction

The goal of this lesson is for students to understand a magazine article. To help them achieve this, they will focus on paragraph structure.

Warm-up

Ask Ss if they know the names of famous film festivals or awards (BAFTAs, Cannes, Oscars, Golden Globes, etc.) and if they want to see films more if they have won awards. Elicit some of the categories that films are awarded.

1a Ask Ss to discuss the questions. After a few minutes, conduct brief feedback. (See Culture notes below for more information.)

b Ask Ss to look at the first paragraph of the article and answer the question. They can discuss in pairs then discuss as a class.

Answer: The people behind the scenes are recognised, not just the actors.

Culture notes

The **Academy Awards** (commonly known as the Oscars) are probably the most famous film awards in the world. There are 24 categories for artistic and technical merit in the film industry. Based in the US, the awards are also given to international films and the awards ceremony is televised live in 200 countries. The first Academy Awards ceremony was in 1929.

2 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. Elicit the answer. Ask Ss, *Which kind of sentence can you have more than one of?* (example sentence) *Which kind of sentence is not always included?* (conclusion sentence).

Suggested answers:
Topic sentence: gives the main idea
Example sentence(s): support the main idea with examples/reasons
Conclusion sentence: gives a conclusion

3a Tell Ss they are going to read the article and focus on paragraph structure. Refer Ss to topics a–e and ask them to match one with each paragraph of the text. They must only read the first sentence of each paragraph. Tell them they have a couple of minutes and they should not use phones or dictionaries. Go through their answers as a class, but don't confirm if they are correct yet.

Teaching tip

Remind students that the topic sentence is at the start of each paragraph and it is a good strategy to get an overview of a text by reading these first lines. Point out that recognising key words is another important strategy for getting a general feel for a text's meaning. It is not necessary to understand every word.

b Ask Ss to now read the whole article and check their answers. Give them a few minutes. Go through the answers as a class and compare them to their answers to Ex 3a. Ask Ss for key words that helped them decide.

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

4 Tell Ss they will now read again for deeper understanding. Ask them to underline the sections of text that give the answer to each question. Ask Ss to compare answers then go through as a class.

Answers:
1 F *just one part of what makes a film successful*
2 F *doesn't work alone, work closely with lots of other people*
3 F *photography supports the story*
4 T *imagination, research, know how to make things*
5 F *steers the film through all its stages, works closely with many people*

5 Ask Ss to discuss the questions in pairs or small groups. Conduct class feedback to see which is the most popular job.

Homework ideas

Workbook: Ex 1–3, p26

5 OVERVIEW

5A How does it look?
Goal | make guesses about people
Grammar | modal verbs: possibility and deduction
Vocabulary | describing clothes and appearance
GSE learning objective
Can generally express belief, opinion, agreement and disagreement politely

5B Living space
Goal | discuss advantages and disadvantages
Grammar | zero and first conditional
Vocabulary | places to live
GSE learning objective
Can give brief reasons and explanations using simple language

5C Eating well
Goal | plan a special occasion
Grammar | quantifiers
Vocabulary | describing food
GSE learning objective
Can express preferences about food and drink in detail

5D English in action
Goal | give instructions and ask for information
GSE learning objective
Can give a simple description of how to carry out an everyday process (e.g. a recipe)

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

5A Clothes and accessories

5C Food preparation

DEVELOP YOUR SKILLS

5A Develop your writing
Goal | write a personal email
Focus | using informal words and expressions
GSE learning objective
Can write simple informal emails/letters and online postings giving news or opinions

5B Develop your reading
Goal | understand a factual article
Focus | guessing unknown words
GSE learning objective
Can generally understand straightforward factual texts on familiar topics

5C Develop your listening
Goal | understand announcements
Focus | listening for specific information
GSE learning objective
Can follow the main points in a simple audio recording aimed at a general audience

5A How does it look?

Introduction

The goal of this lesson is for students to be able to make guesses about people. To help them achieve this, they will study modal verbs in the context of describing people and revise adjectives to describe clothes and appearance.

Warm-up

Put students in pairs or groups of three to make a list of as many items of clothing as they can think of. Give them a few minutes to do this. When they finish, invite pairs/groups to share lists with the class. Ask Ss to point out any items they can see. With ***weaker classes***, revise basic clothes vocabulary by writing the words on the board during feedback. Clarify the meaning of *casual* and *smart* clothes by asking Ss for examples of each.

Vocabulary

Describing clothes and appearance

1 Put Ss in pairs and give them a few minutes to discuss the questions. Before they start, clarify the expression *tell what someone is like* (= have an idea about their character). Monitor and help with vocabulary. When they finish, ask a few students to share ideas with the class.

2a With ***weaker classes***, you may want to pre-teach *old-fashioned*, *fashionable*, *tight* and *loose*. Write these words on the board and ask Ss to match them in pairs of opposites. Then focus attention on the comments. Ss discuss the question.

b Put Ss in pairs and give them a few minutes to discuss the question. When they finish, ask a few students to share their thoughts with the class.

3 Ask Ss to read the text and choose the correct alternatives. Ss first work alone and then in pairs to compare answers. When they finish, ask individual students to read sentences out with the correct alternatives. Drill where necessary.

Answers: **1** dress up **2** stylish **3** smart **4** matching **5** loose

4 Put Ss in small groups to say what they have got on (are wearing). Model this by describing what you have got on and establish that they should try and use today's vocabulary as well as regular clothes words: *Today I'm wearing tight jeans. They're casual.* Monitor and help with new words. When they finish, ask a few individuals to say what their partner is wearing.

VOCABULARY BANK 5A p140

Clothes and accessories

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 match the words and photos alone, then check in pairs. Check answers with the whole class.

Answers: **1** D **2** G **3** H **4** C **5** E **6** J **7** A **8** B **9** I **10** F

b Put Ss in pairs to discuss the questions.

2 Ss complete the sentences alone and then check in pairs.

Answers: **1** high heels **2** tracksuit, trainers **3** belt **4** scarf **5** tie

Optional extra activity

Project several images of people on the board or circulate pictures around the class. Ask Ss in pairs to discuss what the people are wearing. They can also suggest what the people might be like but keep this brief because Ss will do this in more detail in Ex 13.

Reading

5 Ask Ss to read only the first paragraph to answer the questions. Then ask them for their ideas. Accept any reasonable answers.

6 Ask Ss to read the next part of the story to answer the questions. Let them discuss their ideas in pairs before feedback.

Answers:
1 in the main street, outside one of the biggest buildings
2 thin, pale, cold, lost, confused
3 Yes they do, but they're not sure.
4 drawing pictures
5 She's running away from someone (because of the drawings she makes). She's from another country.
6 They put her photo in the newspapers and on TV.

Teaching tip

Students often struggle with developing listening skills because they strain to hear every word. Predicting before listening and being interested in what they are listening to are key in helping them to develop their skills.

7a 5.1 Explain that students are going to listen to the end of the story. Go through the statements and make sure Ss know what to listen out for. Ss listen and choose the correct alternatives, then compare with a partner. Check answers with the whole class. Compare the answers with their predictions.

Answers: 1 called 2 was 3 was 4 was 5 knew

b Put Ss in pairs and give them a few minutes to discuss the questions. In feedback, choose two or three students to share ideas with the class and have a discussion to see whether other Ss agree.

Audioscript 5.1

You might find the end of the story pretty strange, I remember thinking 'That can't be true!' when I heard it, but it is. A woman living in a city about a hundred kilometres away phoned the police. She knew who the girl was. She was the daughter of a friend of hers. And she was twenty-five, not fourteen! She was a research student at the city's university.

The girl, well the young woman, Elizabeth Reed, was running an experiment on how people behave towards strangers, to people they can't understand and can't talk to. She was doing it as a test to see what people would do. This was part of her university course. Part of her research was to find out how long it would be before she was recognised and found. She had moved city so she wouldn't be recognised on the street by her friends and colleagues. Her university and her close family knew what she was doing.

Can you believe that? It can't be a good use of police time and money, can it? Is this really important research? Phone in and tell us your views …

Further practice

Photocopiable activities: 5A Vocabulary, p184

Grammar

Modal verbs: possibility and deduction

8 Ss read the Grammar box and choose the correct alternatives, using the examples to help them, then check in pairs. Check answers with the whole class, giving further explanations/ examples where necessary.

Answers: 1 without 'to' 2 are sure

GRAMMAR BANK 5A pp.124–125

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 **A:** There's a lot of traffic. We **could/may/might be** a little late.
2 **B:** Not yet. But they **must be** somewhere here.
3 **B:** Well, it's possible she **might/may** not know about the meeting.
4 **A:** I **might not** be able to go to the party.
5 **B:** I'm not sure, but it **could/might/may** be.
6 **B:** Well, it's still before nine. He **might/may** not be in the office yet.

2 1 We might be a few minutes late.
2 This might/may/could be David's house, but I'm not sure.
3 The café must be near here.
4 Diana might/may not come to the meeting.
5 Take an umbrella. It might/may/could rain later.
6 This can't be her coat. It's too small.
7 The bill is £25. There must be a mistake.

9a 5.2 Focus attention on the letters in bold. Play the audio for Ss to listen to how they're pronounced. Elicit that the bold letters are softer and run together or disappear. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

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

Pronunciation checkpoint

When several consonants appear beside each other, they often change to make it easier for the next sound coming. This is because we want speech to flow smoothly and easily without any gaps between words. Sometimes consonants join together and sometimes they disappear. When the sounds /t/ or /d/ occur between two consonant sounds, they will often disappear completely from the pronunciation, like the examples in Ex 9.

10 Go through the first item with the class. Discuss why *might* is correct (because I'm not sure). Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class. Ask Ss to say why they chose their answer.

Answers: 1 might not 2 Could 3 to be 4 must 5 be 6 might

11 Ask Ss to work alone to write suitable statements then check in pairs. Check answers with the whole class.

Possible answers:
1 She can't be lost. She knows the way.
2 He must be freezing. / He can't be comfortable. / He might / may be exercising or doing his laundry!
3 They might/could/may be our new neighbours. / They must be visiting the people next door.
4 She must/may/might be coming for a job interview.
5 They must be happy. / They might/could be busking (= singing for money).
6 He must/might/may work there. / He could be hoping for food.

Further practice

Photocopiable activities: 5A Grammar 1, p182; 5A Grammar 2, p183

Speaking

Prepare

12 5.2 Ask a stronger student to read the instruction to the class or read it yourself. Ask Ss to read the list of points and check they understand *their expressions* (= smile/frown, etc.). Play the audio for Ss to listen and tick. Check answers with the whole class. With ***stronger classes***, ask them to number the points as they are mentioned.

Answers:
Ticked:
how old they are
their clothes
their hairstyles
where they are
their expressions
what they are doing

Audioscript 5.3

Lara: So, this is a photo of a man. How old do you think he is?
Joe: Hmm, I'm not sure. Maybe about fifty? His hair's grey. He looks quite tall … He's not so thin. He's smiling at the camera. He looks confident and friendly. What's he wearing?
Lara: Um. Let's see. He's dressed in a shirt and tie. He's got a dark jacket and a black T-shirt on. And matching dark jeans. It's casual, but smart and stylish.
Joe: Yes, you're right. And his hair's very short and he's got a beard. He looks quite fashionable. I don't think he works in an office. I think he must be something like an actor or a film director. He's standing outside a theatre.
Lara: Yes, I agree. He definitely can't be an office worker. But he might be a teacher, a lawyer or something.
Joe: No, I don't think so. I'm sure I'm right.
Lara: OK. Let's see who's right!

Speak

13a Put Ss in pairs and tell them to turn to p154 to talk about the photos, saying who the people might be and what they might do. Monitor and check pronunciation. When they finish, ask a few pairs to share ideas with the class.

b Ask Ss to turn to p152 to read about the people in the photos and check if they were right.

Optional alternative activity

Give Ss further photos to guess about. Ss write a paragraph about each photo using the target language.

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?
Did you enjoy this lesson? Why (not)?
Put Ss in pairs to discuss the questions. When they have finished, invite ideas. Students often enjoy lessons where they are engaged with a fun or guesswork element.

Homework ideas

Grammar bank: 5A Ex 1–2, p125
Workbook: Ex 1–5, p28
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 5B
Extended route: go to p98 for Develop your writing

5B Living space

Introduction

The goal of this lesson is for students to discuss advantages and disadvantages in the context of homes. To help them achieve this, they will compare zero and first conditional and revise vocabulary about places to live.

Warm-up

Before the class starts, write these sayings on the board:
Home is where the heart is.
There's no place like home.
A house is not a home.
Put Ss in small groups. Ask them to discuss the meaning of the sayings and which they agree/disagree with. When they finish, ask Ss to share ideas and have a brief class discussion to decide if any of the expressions translate directly into their language – or if they have other sayings in their language about home.

Culture notes

There are lots of traditional sayings about home in English. These are some of them:
Home is where the heart is. = The place you want to be or feel close to is home for you.
There's no place like home. = Home is the best place.
A house is not a home. = A house is just a building but a home is a place you feel strongly about.

Vocabulary and listening

Places to live

1 Focus attention on the photos and ask Ss which they prefer and why. Pre-teach *accommodation* (a formal word for place to live). Put Ss in pairs to answer the questions. When they finish, ask a few Ss to report on their partner: *Sue lives in a flat. She likes it because …*

2a Ss look at the box and identify the vocabulary in the photos. When they finish, put pairs together into small groups to compare answers.

Answers: All items can be seen apart from air conditioning, central heating and studio.

Optional extra activity

After Ss have identified the vocabulary in Ex 2a, they can label any other features of the buildings in the photos (chimney, garage, front door, etc.). For feedback, if you have a projector, project the pictures on the board and ask Ss to label them there.

b Ask Ss to work in pairs to make two lists. If time is short, they can mark the vocabulary B for types of building and T for things around a building. Check answers with the whole class and add further examples. Drill as necessary and mark the word stress. Ask Ss for the difference between *patio* and *balcony* (ground floor/upper floor), *air conditioning* and *central heating* (cold/hot), *ceiling* and *roof* (inside/outside).

Answers:
Types of buildings: block of flats cottage detached house studio terraced house
Things in/around buildings: air conditioning balcony ceiling central heating entrance floor patio roof staircase

c Ask Ss to discuss the questions in pairs or groups, then as a class.

3a Go through the first item with the class. Ss should use the context to choose the correct alternatives. Monitor and help where necessary. When they finish, Ss check answers in pairs, before checking with the whole class.

Answers: **1** block of flats **2** central heating **3** studio **4** patio **5** cottage **6** floor **7** balcony

b Ask Ss to tick which sentences are true for them and then put them in pairs to tell each other. When they finish, ask if Ss have similar ideas.

4a Tell Ss that they are going to listen to people discussing advantages and disadvantages of small homes. Before they listen, ask Ss for their ideas and build two lists on the board.

b 5.4 Tell Ss to listen, check their ideas and add more to the lists. Ask Ss to compare answers in pairs before checking with the whole class.

Answers:
Advantages: don't need so many things, bills aren't so high, don't usually pay a high rent, spend more money on having fun, less time cleaning.
Disadvantages: will become messy quickly, no room for all your things, no room for friends.

Audioscript 5.4

Jan: This is Jan Jones here again on *Modern Living*! This week we're going to hear about something people have been talking a lot about recently – living small! Nick Price and Trisha Morris are here with me to give us their views on what's good and bad about living in a small space. Nick, let's hear from you. What sort of home are we talking about here?

Nick: Well basically – a small place to live in. It could be a one-roomed flat in a large block of flats, a studio in other words. Or a country cottage … or a detached house. And some people say that for a lot of reasons, it's better to live small!

Jan: Really?

Nick: Well, usually people want to live in big houses with big rooms, so everyone in the family can have their own room, for example, but the truth is when you live in a small space you don't need so many things. For example, you don't have so much furniture. You just need a sofa, a bed, a table and some chairs. Then it's much cheaper. The bills aren't so high if you live in a small space. In fact, for this reason, I'm moving into a studio next month.

Jan: Right, so your electricity bills will be much lower because you won't have so many rooms if you go small, and in winter your heating will cost less if you live in a studio. I guess you don't usually pay a high rent if you live in a small house or flat either, so you'll be able to spend more money on having fun if you don't have to pay so much rent!

Nick: That's right. And last but not least, if your home's small, you don't have to spend so much time cleaning. Not doing so much housework will make me much happier too! Give me a tiny home every time!

Jan: Hmm … what do you think Trisha?

Trisha: Well I think that unless you're a very tidy person, a really small house will become messy very quickly. If the house is small, there may not be room for all your things. Where will you put them when you don't have much space? Of course, when you live on your own, you don't need a lot of different rooms. But what about a family? Unless everyone has their own room, things could get very difficult! Even a couple might find it difficult to live in a very small space. And there won't be room if a friend wants to stay. No – I like a big home, not a small one!

Jan: Well, thanks, Nick and Trisha. So … all of you listeners out there – what do you think? Are smaller homes the way to go? Or is it better to have a lot of space? Text or call us on …

5 Ask Ss to discuss the questions in pairs or groups, then as a class.

Further practice

Photocopiable activities: 5B Vocabulary, p187

Grammar

Zero and first conditional

6 Write the example on the board: *When you live in a small space, you don't need much furniture*. Ask Ss to underline the verbs and identify the tenses (present simple). Ask Ss what this structure is (zero conditional) and why it is used (to describe things that are generally true). Give Ss plenty of time to read the Grammar box and choose the correct alternatives, before checking in pairs. Check answers with the class, giving further explanations/examples where necessary.

Answers: **1** present simple **2** present simple **3** if not

Grammar checkpoint

There are two clauses in a conditional structure, the condition (*if* clause) and the result. Clauses can be reversed with no change in meaning: *When you live in a small space, you don't need much furniture.* = *You don't need much furniture when you live in a small space.* When the *if* clause comes first, it is followed by a comma. When the *if clause* comes second, there is no comma.

GRAMMAR BANK 5B pp.124–125

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** might **2** check **3** will **4** watch **5** 's **6** 'm
2 **1** have, will/could/can you email **2** is, live **3** 'll be, pass **4** 'll help, like, do, 'll buy

7a 5.5 Focus attention on the three sentences. Ask Ss what the contraction of *will* is. Play the audio for Ss to listen to how *will* is pronounced. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint
We most often reduce *will* to a contracted form *'ll* when we speak at normal speed. When the next word starts with a consonant sound (e.g. *cost*) it is hard to hear the /l/ sound at all. When the next words starts with a vowel, the /l/ sound is clearer and easier to hear, because it links with the next sound, for example: *She'll open the book.*

b Ss listen again and repeat, paying attention to the contracted form of *will*. Drill both chorally and individually if necessary.

8a Ask Ss to work alone to match the sentence halves. Check answers with the whole class.

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

b Ask Ss to work alone then check in pairs. Elicit that the zero conditional is a clue to something being always true. For ***weaker classes***, tell them that there are two sentences for a and two for b.

Answers: **a** 1 and 4 **b** 2 and 3

9 Write the first sentence beginning on the board and ask for endings. Establish that there are various possible answers, using both conditional forms. Ask Ss to work alone to complete the sentences with their own ideas. Monitor and help, paying attention to correct verb forms. When they finish, ask a few Ss to read their sentences to the class.

Optional extra activity

With ***weaker classes***, you could revise reversing the clause in conditional sentences. Put Ss in pairs of A and B to say each sentence with the condition clause first (*if* clause) and then again with the condition clause second.

Further practice

Photocopiable activities: 5B Grammar 1, p185; 5B Grammar 2, p186

Speaking

Prepare

10 Ask Ss if they have looked for a place to live (recently) and if it was a difficult process. Why? Accept any reasonable answers. Explain that Ss are going to imagine they are looking for a place to live. Read through the prompts and tell Ss to underline key words and make notes about what they want, then compare with a partner.

Speak

11 Go through the instruction with the class. Designate Ss as A and B and ask them to turn to the relevant pages and read their brief. After a few minutes' preparation, ask them to start.

Optional alternative activity

If you have plenty of time and space, put all the A students into one group and B students into another. Each group can plan together what they will say about their accommodation. After a few minutes' preparation, organise Ss into AB pairs and start the roleplay. When they finish, send them back to their groups of As and Bs to look at their next role card and plan what to say. This extra preparation time can really help Ss become less reliant on teacher intervention.

Teaching tip
With extended or repeated speaking activities, try playing background music at a low volume. It can make students feel less self-conscious. Music can also be a useful classroom management tool: when the music starts, Ss begin the roleplay; when it stops, the roleplay ends. Ideally, instrumental music is best.

12 Ask Ss if they chose a place and why. See which one was the most popular and ask Ss to give their reasons.

Reflection on learning
Write the following questions on the board:
How far do you think you achieved today's lesson goal?
How will you remember today's work?
What learning goal would you like to set for next week?
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, p125
Workbook: Ex 1–4, p29
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 5C
Extended route: go to p99 for Develop your reading

5c Eating well

Introduction

The goal of this lesson is for students to plan a special occasion. To help them achieve this, they will revise quantifiers and vocabulary related to food and ways of cooking.

Warm-up

Ask Ss to imagine that they are going to have their last meal ever. Give them a few minutes to think about and write down what it would be. When they are ready, put Ss in small groups to share their ideas and say why they chose that meal. When they have finished, nominate a student from each group to share their ideas with the class. Discuss whether the chosen meals are healthy or not and why.

Vocabulary and reading

Describing food

1a Focus attention on the photos and ask Ss to work in pairs to name what they can see. They don't need to write as they will do that later.

b Ask Ss to think of one food item for each group. Then ask Ss to work in pairs to add more items to the food groups. They could write the words in columns in their notebooks. Check answers and record items on the board so Ss can confirm spelling. Drill problem words as needed.

Teaching tip
Categorising vocabulary helps Ss remember and retain new words. Categories can be factual (as in this exercise) or personal (for example, foods that I like or don't eat). To test this theory, you could dictate some categories after one week (in this case, food groups) and ask Ss to write words in each category to see how much they remember.

2a Put the Ss in pairs to read the comments and discuss the questions. They can use dictionaries or mobile devices to check the meaning of the words in bold if necessary, before you discuss as a class. With ***weaker classes***, you may want to pre-teach *savoury* (savoury food is not sweet – like quiche or potatoes). In feedback, choose two or three students to share ideas with the class and have a discussion to see whether other Ss agree.

b This exercise checks if Ss have understood the vocabulary in Ex 2a. Ask Ss to complete it alone then compare in pairs before going through the answers.

Answers:
1 sweet, savoury, spicy, tasty, hot, bitter
2 fried, grilled, homemade,
3 fresh, healthy, tasty, light

Optional extra activity

Ask Ss to identify or think of any opposites for the target words, e.g. *sweet/savoury, fresh/stale, tasty/tasteless, healthy/unhealthy, light/heavy.*

VOCABULARY BANK 5C p140

Food preparation

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 match the words and photos alone, then check in pairs. Check answers with the whole class.

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

2 Ss discuss in pairs and use existing knowledge to decide on the answers. Go through possible answers with the class.

Possible answers:
cheese: grate, grill chicken: fry, boil, grill, roast egg: fry, boil
pasta: boil, bake potatoes: fry, boil, bake, chop, peel, roast
soup: boil, stir, pour

Further practice

Photocopiable activities: 5C Vocabulary, p190

3a Write on the board: *Eating well means ____*. Ask Ss to write down one or two ideas, but not to share their ideas yet. Tell Ss to read the blog post and comments, then choose the comment that best matches their lifestyle. Check answers and see which lifestyle is the most popular.

b Focus attention back on the *Eating well means …* sentence that Ss completed and ask them to compare ideas in pairs. Check ideas with the whole class. Decide on the best way to answer the question.

Grammar

Quantifiers

4 Tell Ss that the blog post talked about balancing food type, quantity and frequency. Ask Ss to tell you one or two quantity words from the blog post in Ex 3 (e.g. *lots of, plenty, too much, too little*). Then ask Ss to read the Grammar box and find more examples in the blog comments. Check answers with the whole class.

Answers:
Comment 1: a lot of sweets, enough exercise
Comment 2: very little time to shop, too many takeaways
Comment 3: don't eat any meat, a lot of vegetables, some fish
Comment 4: several small meals, a few foods that I avoid, I can only eat a little

GRAMMAR BANK 5C pp.124–125

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 some, much, a little 2 no, some, any 3 a lot of, a few 4 many, a few
2 1 too much 2 enough 3 a lot of/lots of 4 much/any 5 a lot of/lots 6 many 7 a lot of/lots of 8 many

5a 5.6 Tell Ss to listen for the pronunciation of *of*. Check answers with the whole class. Ask Ss why it is pronounced this way (it is weak). Be prepared to give further examples and drill the examples chorally and individually.

Pronunciation checkpoint
If Ss find it difficult to pronounce *of* without stress, try a 'backchaining' drill, i.e. a drill which starts with the final word in a phrase/sentence. Ss repeat each segment chorally, as follows: *vegetables … and vegetables … fruit and vegetables … of fruit and vegetables … plenty of fruit and vegetables … Eat plenty of fruit and vegetables.* This technique helps Ss forget about individual words and focus on the rhythm of the phrase/sentence. Repeat with the other sentences.

b Ss listen to the sentences again and repeat, paying attention to the rhythm.

6 Go through an example with the class. Ss work alone to complete the questions, then in pairs to compare ideas. In feedback, nominate Ss to say each question and answer it yourself.

Answers: 1 much/a lot of 2 much/a lot of 3 many 4 much 5 a few 6 much/a lot of, a little 7 a few

7a Ask for an example question containing one of the quantifiers in Ex 6. Make sure Ss ask a meaningful question (but it doesn't have to be about eating habits). Ss work alone to write their three questions, then in pairs to compare ideas. In feedback, nominate Ss to ask you five questions (one for each of the quantifiers, if possible). Answer the questions yourself.

Optional extra activity

Fast finishers can write more questions and/or questions about topics other than food.

b Put Ss in pairs to ask and answer the questions in Ex 6 and their own three questions. In feedback, nominate a few Ss to report on their partner's answers.

Optional alternative activity

In Ex 7b, ask Ss to first answer the questions with answers that they think represent a healthy lifestyle, and then repeat the activity and give unhealthy answers. Have a whole-class discussion to decide what the healthy answers should be.

Further practice

Photocopiable activities: 5C Grammar 1, p188; 5C Grammar 2, p189

Speaking

Prepare

8 5.7 Explain that Ss are going to plan an event, such as a barbecue, but first they'll listen to other people doing the same. Ask Ss what is important when planning a barbecue and accept any reasonable suggestions. Play the audio and ask Ss to answer the questions. Check answers with the whole class.

Answers:
1 ten or twelve (up to fifteen)
2 two guests are vegetarians/don't eat meat
3 fruit is healthier

Audioscript 5.7

Vicky: Listen everyone. The barbecue's on Saturday so we need to start getting ready. What do we need to buy?
James: How many people are coming, Vicky?
Vicky: About ten or twelve, I think – but maybe two more. So we need to have plenty of food – enough to feed up to fifteen people.
Hannah: OK, let's start making a shopping list. We'll need to buy some meat. We can get chicken and burgers.
James: How much chicken?
Vicky: Let's buy two pieces of chicken for each person. And let's get several packets of burgers.
James: Isn't that too much chicken? Remember, Tom and Helena don't eat any meat, so we need some vegetarian choices.
Vicky: Do they eat fish?
James: Yes, I think they do sometimes but they prefer not to.
Hannah: OK, one piece of chicken per person then. And we'll buy some fish as well.
James: We can roast some vegetables on the barbecue as well, like green peppers.
Vicky: And we can make plenty of salads – so we'll need to buy a few green peppers, some tomatoes, some lettuce ...
Hannah: And I like baked potatoes. So we need some big potatoes – we can bake them on the barbecue.
Vicky: How many?
Hannah: About six or seven?
James: OK. And how about some crisps?
Vicky: I don't like crisps.
Hannah: Well, other people like them so we'll get a few packets. Let's get ten.
James: No, that's too many. People won't eat so many.
Hannah: OK, fine ... What about some sweet food?
Vicky: Let's not buy too many cakes or biscuits. Fruit is healthier – we can buy some apples and bananas.
Hannah: OK, but we need some sweet things as well – some packets of chocolate biscuits?
James: All right. So what have we got on the list now? Let's see ...

Optional alternative activity

Encourage Ss to have a brief discussion using the target language by writing the following stems on the board: *They haven't got enough ... There isn't much ... There aren't many/any ... There are too many ...* Ask groups to discuss and make a list of other things that are needed for the speakers' barbeque. Pairs then present their list and the class decides which pair has the best list.

Speak

9a Tell Ss they are now going to plan their own event. Put Ss in small groups and ask them to agree on an event from the list or choose another one.

b Ask Ss to decide who is coming and discuss their food and drink choices. They should nominate one group member to write a shopping list. Remind them to refer to the Useful phrases. Monitor and make notes on their language use for feedback.

Optional extra activity

Add extra elements to make the activity more challenging. If groups are completing this very quickly, tell them new information such as a vegetarian is coming or a child has a nut allergy so they have to rethink their menu!

c When they finish, ask Ss to share their ideas and shopping list with the class. The other Ss should listen and guess what kind of event it is, based on the shopping list. Go through any common errors and/or good examples of language with the class on the board.

Reflection on learning

Write the following questions on the board:
How could the language you learnt in today's lesson help you in your everyday life?
How will you practise today's vocabulary 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: 5C Ex 1–2, p125
Workbook: Ex 1–5, p30
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 5D
Extended route: go to p100 for Develop your listening

5D English in action

Introduction

The goal of this lesson is for students to give instructions to complete a task. To help them achieve this, they will learn some language for asking for information, giving instructions and confirming understanding.

Warm-up

Write on the board: *Do you 'live to eat' or 'eat to live'?* Ask Ss what the two expressions mean (food is a real pleasure vs. food is just a necessary fuel). Ask Ss if they are interested in food and cooking. Elicit contributions and invite a whole-class discussion on the benefits of cooking for yourself (save money, healthy, enjoyable) or buying prepared food (easy, tasty, quick). Ask Ss if they know how to make an omelette and if they can, tell you how.

1 Ask Ss to look at the pictures and discuss the questions in pairs. Ask for a show of hands to find out if there are more messy or more tidy cooks in the class!

2a 5.11 Explain that Ss are going to listen to two friends talking about how to make an omelette. Check that Ss know that Carl is a boy's name and Sophie is a girl's name. Go through the instructions and check *fold* by folding a piece of paper and eliciting the verb. Ss listen and number the steps as they listen. Ask them to compare answers before feedback.

Answers:
1 First of all, you put the eggs, salt and pepper and water into a bowl.
2 Take a fork and mix them all together.
3 Then put some butter into a pan.
4 When the butter is hot, add the eggs.
5 While the eggs are cooking, keep moving them.
6 Next, add the cheese or mushrooms.
7 Then fold the omelette in half.
8 Finally, take it out of the pan and put it on a plate.

b Focus attention on the Useful phrases. Ask Ss to listen again and tick the questions they hear. You may need to pause the audio to allow time for this. Ask them to compare answers and offer a chance to listen again before feedback.

Answers:
Could you tell me how to make (an omelette)?
What ingredients do I need for (an omelette)?
How do I make (it)?
How long does that take?
Is there anything else?

Audioscript 5.11

Sophie: Carl, help! I've got to cook dinner tonight. What can I do?
Carl: What about an omelette? That's easy and everyone likes omelettes!
Sophie: OK. That's a good idea. An omelette. Um … Could you tell me how to make an omelette?
Carl: You don't know how to make an omelette!!
Sophie: Nope! What ingredients do I need?
Carl: You need two eggs per person, a little water, salt and pepper and some butter. You can have it plain … or you can add cheese or mushrooms to make it tastier. That's it.
Sophie: OK … so how do I make it?
Carl: Well, first of all, you put the eggs, salt and pepper and water into a bowl. Take a fork and mix them all together. Then put some butter into a pan. When the butter is hot, add the eggs. While the eggs are cooking, keep moving the eggs from the edge of the pan to the centre. That's so all the egg cooks.
Sophie: OK. How long does that take?
Carl: Just a few minutes … maybe five minutes.
Sophie: Right. And then?
Carl: Next, add the cheese or mushrooms. Put them on one side of the omelette. Then fold the omelette in half. Finally, take it out of the pan and put it on to a plate.
Sophie: Right, that's clear. Is there anything else?
Carl: No, that's it. Serve and eat!
Sophie: Great! Thanks very much.

c 5.12 Refer Ss to the three sentences. Ask them if they expect the linking words to be stressed, then play the audio so they can listen and check. Drill the sentences after you check the answers.

Answers: The words are stressed.

Pronunciation checkpoint

We usually stress sequencing words and pause at the start of an instruction as they help the listener to understand the sequence of instructions and focus on what is coming next. You could ask Ss if it is the same in their own language.

3a Tell Ss they are going to complete the conversation and to choose the correct alternatives. Ask Ss to work alone, then help each other in pairs before going through the answers as a class.

Answers: 1 give me 2 ingredients 3 anything 4 make 5 first 6 then 7 While 8 take 9 finally 10 that's

b Tell Ss to practise the conversation in Ex 3a, remembering to stress the sequencing words.

Optional extra activity

Ss try to recall the conversations in Exercises 2a and 3a without looking at them. They should use the Useful phrases and the instructions in Ex 2a. Model the beginning of the first conversation by saying *Could you tell me how to make an omelette?* and eliciting responses. Then put Ss in pairs to try the conversation. Monitor and give feedback on good use of language or ask a stronger pair to perform their conversation for the class. Then ask Ss to change roles.

Grammar checkpoint

Verbal and written instructions are usually given with imperative verbs. The verb has no subject. This form is not considered impolite in this context, but it can be if delivered in an unfriendly way or in a different context (*Go away!*). Sequencing words (*first, then*, etc.) are often used in instructions. They are usually at the start of each instruction. Encourage Ss to include sequencers to make their instructions precise.

4a Tell Ss they are now going tell each other how to make two different dishes. Organise the class into AB pairs and tell all As to turn to p155. Give them a few minutes to read their recipe and prepare, then start the first roleplay. Remind Student Bs to ask questions. Monitor to see how they manage. Give feedback on good use of language or ask a stronger pair to perform their conversation for the class.

b Tell all Bs to turn to p156. Give them a few minutes to read their recipe and prepare, then start the second roleplay. When they finish both roleplays, ask Ss which recipe they prefer.

Optional alternative activity

If you have time and Ss are keen on cooking, they can give detailed instructions for their own recipes. To prepare for this, they should list the ingredients and key steps, then join with a new partner to give the instructions. Recipes can be written up later or Ss can even make a class recipe book.

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 a few Ss to share their ideas with the class. Point out that instructions are part of many workplace interactions, not confined to the kitchen.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–3, p31
Mobile 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.

1a 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** smart **2** fashionable, old-fashioned **3** casual, dress up **4** tight, loose

b In pairs, Ss discuss which sentences are true for them or people they know. Encourage Ss to ask follow-up questions to find out more.

2 Ss complete the conversation alone then check in pairs. Check answers with the whole class.

Answers: **1** can't **2** might/could **3** must **4** can't **5** might/could **6** must

3a With ***weaker classes***, do the first item together as an example. Ss choose the correct alternatives alone, then check in pairs. Check answers with the whole class.

Answers: **1** block of flats **2** studio **3** staircase **4** central heating **5** air conditioning

b Ss discuss features of their homes in pairs. In feedback, nominate Ss to share any unusual features with the class.

Optional alternative activity

Ss describe their home to each other and their partner draws a sketch of it.

4a Ss complete the sentences alone then check in pairs. Check answers with the whole class. Ask Ss to write the answers on the board so they can check their spelling.

Answers: **1** can eat, don't have to worry **2** is, (will) eat **3** is not/isn't, feeds **4** comes, have to bring, can't stay, don't bring

b Ask Ss to tick the ideas they agree with, then discuss in pairs. When they finish, ask a few Ss to share any interesting information they found out about their partner.

5a Ss choose the correct words alone then check in pairs. Check answers with the whole class.

Answers: **1** sweet **2** Bitter **3** spicy **4** Savoury

b Ss work in pairs to name foods in the different categories. Monitor and help with vocabulary, writing any new words on the board. In feedback, make a list of the most popular types of food.

6a Ss read the text and choose the correct alternatives alone, then check in pairs. Check answers with the whole class.

Answers: **1** a lot of **2** too much **3** lots of **4** many **5** A lot of **6** enough **7** A little **8** too many **9** a few **10** any **11** some

b Ss read the sentences again and underline the ideas they agree with, then work in pairs to compare and add their own ideas. When they finish, ask a few Ss to share ideas with the class and find out if other Ss agree.

Optional extra activity

Ss write their own blog with advice on healthy eating.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, 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 students to write a personal email. To help them achieve this, they will focus on words and expressions used in informal emails.

Warm-up

Ask Ss how they keep in touch with friends in other cities or countries. Discuss if they use email or other electronic means and how useful these tools are (compared to phoning or writing letters).

1 Ask Ss to read the email and answer the questions, then discuss in pairs. After a few minutes, ask a few pairs for ideas.

Answers: a family party/picnic; casual clothes

Optional extra activity

Ss from different countries could discuss in groups and then make a presentation to others about what they would wear to a wedding or special occasion.

2 Refer Ss to the Focus box and ask them to read it to themselves. Then put them in pairs to discuss the question. Elicit answers and deal with any questions.

Answers: It's similar to a conversation.

Optional extra activity

Before looking at the Focus box, ask pairs to look at the email and underline features that they think are typical of a personal email, then ask them to read the Focus box and check their ideas.

3 Ask Ss to read the email in Ex 1 more closely and match the words in bold with their meaning. They can compare in pairs before you go through as a class.

Answers:
you're free = you're doing anything
want = fancy
visit their house = come over to their place
great = awesome
Let's talk soon = Speak soon!
a long time = for ages
Hello = Hey
How are you? = How's it going?

4 This exercise is to see if Ss can apply the key words and phrases correctly. Advise Ss to first read through the whole email, then number the key words in the box with the gap numbers. Ask pairs to compare before going through the answers and discussing why the chosen alternatives are correct. When the answers are confirmed, Ss can write the words and phrases in the email.

Suggested answers: **1** Hey **2** How's it going? **3** for ages **4** doing anything **5** come over to my place **6** awesome **7** By the way **8** speak soon

5 Look at the first item and discuss why it is not right (it is too formal) and what would be better (*Sorry*). Ask Ss to read through carefully, then number the key words in the box with the numbers from the email. Go through and discuss the correct alternatives and why they are better.

Answers: **1** Sorry **2** being in touch **3** I've **4** How's it going? **5** I'm **6** you're **7** It'll **8** awesome **9** get together **10** Bye for now

Optional extra activity

Weaker classes may benefit from rewriting the email with the informal language in their notebooks, as preparation for the next exercise.

Prepare

6 Ss will know they are going to write an email. Ask a stronger student to read the instruction aloud. Ask Ss to think alone for a few minutes, then make notes beside the questions.

Write

7 Ask Ss to use their notes to write. Move around the class and be available to help with ideas, spelling and vocabulary.

Optional alternative activity

Ss write the email to another student in the class. They then send the email and the student replies, accepting or refusing the invitation. If Ss have access to IT in the classroom, this can be a computer-based activity.

Homework ideas

Workbook: Ex 1–4, p33

5B Develop your reading

Introduction

The goal of this lesson is for students to understand a factual article. To help them achieve this, they will focus on guessing unknown words.

Warm-up

Ask Ss if they have been camping and how they feel about sleeping in a tent. Ask them to discuss what it would be like to live in a tent or other alternative traditional home. Discuss their ideas as a class.

1a Ask Ss in pairs to discuss the question and make a list. Write their ideas on the board.

b Ask them to look at the photos and answer the question.

c Ask Ss to read the article quickly and check their answer.

Answer: North America

Culture notes

Tipis (tepees) were used by indigenous people in the plains of North America, including Canada, and also in Europe and northern Asia. They are still used for ceremonies, but not really lived in any more. In recent years, luxury tipis have become a popular holiday camping option in the UK.

2 Tell Ss to read the part of the article about tipis. Tell them they have a few minutes and they should not use phones or dictionaries. Ask Ss if they can understand the text and if any of the words in bold are new. If so, can they guess their meaning?

3 Ss will probably notice that there are a lot of new words in the text. Tell them you're going to focus on managing this. Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put Ss in pairs to discuss the question. Elicit the answer, then ask Ss which methods they usually use and why it is important not to look up every word (preparing for exams, real life reading skills, etc.).

Answers: explanation, linking words which show cause and effect (*so* alternatives *because*, etc.), context, repetition (providing further contexts)

4a Tell Ss they are going to use these methods to work out the meaning of some words in the text. Ask Ss to choose the correct definition. They should look back at the text to find the words. 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 methods helped them decide.

Answers:
1 move around (context)
2 long piece of wood (context)
3 safe (context)
4 a place for Native Americans to live (explanation)

b Ask Ss to look again at the text and underline the other words that helped them to understand the words in Ex 4a. Discuss and complete the first as a class, (example: Ss may underline the verb ending *-ed* and *following animals* – this tells us that *roam* is a verb that is about movement) then Ss continue alone. When they have finished, discuss their ideas as a class. There are no fixed answers.

Teaching tip
Remind students that being able to read past unknown words is an important reading skill. Point out that even in their own language they meet words they don't know, for example in technical texts, but they can often deduce the meaning from context. With instant translation, it is very easy to quickly look up words, but this can distract from the text and slow down reading. It also does not prepare students for exams where they cannot access phones or dictionaries.

5 Ask Ss to now read the part of the article about *tulou* earth buildings and try and work out the meaning of the words in bold, underlining clues in the text. Ask Ss for the key words that helped them decide.

Answers: date back to = are from historically (context), defend = protect (cause and effect, context), residents = people who live somewhere (context), communal living = living as a group and sharing facilities (explanation), abandon = leave and not come back (context), preserve = keep and maintain (context)

6 Ask Ss to work in small groups to discuss the question. If you have a multilingual class, try and have mixed groups so students can learn from each other.

Optional alternative activity

If Ss are not familiar with any traditional homes, they can discuss and decide the advantages and disadvantages of the two styles of housing they have read about (*tipi* and *tulou*), then decide which they would prefer to live in. Have a show of hands to see which is the most attractive and why.

Homework ideas

Workbook: Ex 1–3, p32

5c Develop your listening

Introduction

The goal of this lesson is for students to understand announcements. To help them achieve this, they will focus on identifying specific information in announcements.

Warm-up

Ask Ss what kinds of festivals they are aware of (music, film, car, religious, etc.) and if they could suggest any other kinds of themes for a festival.

1a Ask Ss to discuss the questions in pairs. After a few minutes, conduct brief feedback.

b Tell Ss they are going to read about a food festival. Refer them to the questions and give them a few minutes to scan the text and find the answers. Go through the answers as a class.

Answers:
1 South of England
2 1st and 2nd September (Saturday and Sunday)
3 live cooking presentations/classes, food stalls, cheese tent, Wild Food Walk, live music, talks and presentation, kids' play area

2a Ask Ss to read the Focus box carefully and answer the question. Go through the answers as a class.

Answers: You are listening for facts. You are not listening for information that is not important to you.

b Read the instruction to the class or ask a stronger student to read it out. Ask Ss if they are interested in the weather for Friday (no, Saturday and Sunday) and what kind of weather will be suitable (good weather, because a festival is outside). Ask Ss to suggest some good/bad weather words.

c 5.8 Play the audio and tell Ss to listen and decide which is the best day to go to the festival. Ask which information was relevant and which was not.

Answers:
Best day for festival: Sunday (dry and bright, 20 degrees, light breeze)
Relevant information: weekend weather in the south
Irrelevant information: weekday weather, weather in the north

Audioscript 5.8

Here is the weather forecast for the next five days here in the UK. It will stay cool during the week in both the north and the south, and there will be some heavy rain at times. At the weekend, the north will see some very heavy rain on Saturday, and then on the Sunday there will be a mix of sunshine and rain, with an average temperature of 16 degrees. In the south there may be some rain showers on Saturday, but the rain will be quite light. Sunday will be dry and bright and temperatures will reach a high of 20 degrees Celsius. There should be a light breeze as well. Moving into next week …

3a Tell Ss they are going to listen for announcements about cookery events. Ask them to look back at the text in Ex 1b and decide what information they may need to listen for. Discuss their ideas as a class.

b 5.9 Play the audio for Ss to decide which is the most useful announcement for them.

Answers: The most relevant announcement is 2. (1 is not about cooking and 3 is about music.)

c Tell Ss to listen again and note key information for event 2. After they listen, Ss check in pairs, then go through the answers as a class.

Answers: Bob Baker, Chef's Tent, 3 p.m., lasts half an hour, Restaurant Tent for tasting afterwards

Audioscript 5.9

Announcement 1
Come along to the Cheese Tent! Taste and buy some of the best cheese you've ever eaten. All our cheeses are made by small local farms. The milk comes from happy cows that live outside in the fields. Find out about the traditional methods the farmers use and why their cheese tastes so good. You'll also find lots of delicious things that you can eat with cheese, and you'll get to make some yourself.

Announcement 2
TV Chef Bob Baker will be joined by a few famous friends when he cooks one of his tasty dishes in the Chef's Tent. Come along and watch his presentation, you'll get some great ideas to take home and use in your own kitchen! The presentation starts at 3 p.m. and lasts half an hour. Afterwards, you can even taste the dish in the Restaurant Tent. So come along at 3 p.m. to the Chef's Tent. Perfect for you home cooks!

Announcement 3
There will be live music on the Live Stage from 5 p.m. Come and support some exciting local artists like Andy Carson, the Swindon Soul Sisters and more!

4a Tell Ss they are going to listen for announcements about the wild food walk and a book signing. Ask them to look back at the text in Ex 1b and decide what information they may need to listen for. Discuss their ideas as a class.

b 5.10 Ask Ss to listen to the three announcements. They should note which announcements are important for the events. Go through the answers as a class.

Answers: 1 wild food 2 book signing

Culture notes

A **book signing** is a promotional event. At a book signing you buy a book by an author that you like and then queue up to have them sign the book for you. They usually give a talk first or read from their new book. Looking for **wild food** (foraging) is an activity where you walk in the countryside and look for (and pick) edible things growing wild, like mushrooms and garlic. You do this with an expert who can recognise the food and show you where to find it.

c Ss listen again and make notes on the two events. They may need to listen more than once. Encourage them to use a grid to organise their ideas. Go through the answers as a class and add the answers to the board.

Answers:

What	wild food walk	book signing
When	3.30 p.m. (1 hour)	3.00 p.m.
Where	TreeZone entrance	Restaurant Tent (Food and Drink area)
Other info	£8	

Audioscript 5.10

Announcement 1
Join one of our walks with expert Tom Bennett. Learn how to find safe mushrooms and other wild food. Walks last one hour and tickets cost £8. The 1.30–2.30 session is sold out. There are only a few places left on the 3.30–4.30 session, so hurry and get your tickets. You can buy them at the Organisers' Tent. Meet your guide at the entrance to TreeZone at 3.30 and start your wild adventure.

Announcement 2
Best-selling TV cook and writer Sarah Conran will sign copies of her new book at 3 p.m. Join Sarah in the Restaurant Tent in the Food and Drink area at 3 o'clock and get your own personal signed copy of *Quick and Easy Recipes*. Sarah's latest book is a must for all of us who live busy lives. It's full of healthy and delicious dishes and the good news is you can make them all in only fifteen minutes!

Announcement 3
We hope you're all enjoying our great programme of live music today. At 5 p.m. on the Live Music Stage we have Andy Carson. Andy's a young singer and rap artist with a great future ahead of him. Give him a big welcome on the Live Stage. He's on from five til six. If you prefer the sounds of the 60s and 70s, we have the Swindon Soul Sisters. Enjoy pop and soul from 5 p.m. til 6 p.m. live in the Music Tent with the Swindon Soul Sisters.

5 Put Ss in pairs to discuss the questions. When they finish, have a whole-class discussion about the popularity of food festivals.

Optional alternative activity

Ss have probably been thinking about regional celebrations of food in their countries. Ask them to work in groups to prepare and make a presentation about a famous food festival from their country. If they don't know any food festivals, you can suggest some such as La Tomatina (Spain) or Pizzafest (Italy), which they can research and present.

Homework ideas

Workbook: Ex 1–5, p31

6 OVERVIEW

6A Life without ...
Goal | discuss hypothetical situations
Grammar | second conditional
Vocabulary | everyday activities
GSE learning objective
Can briefly give reasons and explanations for opinions, plans and actions

6B A difficult choice
Goal | ask for and give advice
Grammar | structures for giving advice
Vocabulary | describing bad behaviour and crime
GSE learning objective
Can make simple recommendations for a course of action in familiar everyday situations

6C Take action!
Goal | plan a campaign
Grammar | question tags
Vocabulary | environmental issues
GSE learning objective
Can give or seek personal views and opinions in discussing topics of interest

6D English in action
Goal | make and respond to requests
GSE learning objective
Can discuss everyday, practical issues when the conversation is conducted slowly and clearly

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

6B Crime

6C The environment

6C Confusing words

DEVELOP YOUR SKILLS

6A Develop your listening
Goal | understand a short talk
Focus | identifying the stages of a talk
GSE learning objective
Can follow the main points of short talks on familiar topics if delivered in clear standard speech

6B Develop your reading
Goal | understand a magazine article
Focus | understanding linkers
GSE learning objective
Can identify the main topic and related ideas in a structured text

6C Develop your writing
Goal | write a for and against essay
Focus | organising ideas
GSE learning objective
Can make simple, logical paragraph breaks in a longer text

6A Life without ...

Introduction

The goal of this lesson is for Ss to speculate about what life would be like in different circumstances. To help them achieve this, they will revise second conditional in the context of hypothetical situations.

Warm-up

Before the class starts, write on the board the headings *Work* and *Home*. Ask Ss to work in pairs and list five electrical items they can find in each place. After a few minutes, ask them what they have in each list and conduct brief feedback. Add the items to the board.

Teaching tip
It is a good idea to get Ss to draw on their existing knowledge before they start a topic. Activities such as brainstorming let you find out how much Ss already know as well as retrieving vocabulary that may be useful during the lesson. Depending on your Ss, a competitive element can be introduced by comparing which group or pair has the longest list.

Vocabulary

Everyday activities

1 Ask Ss to discuss the questions in pairs. Monitor and help with new vocabulary where necessary. With ***weaker classes***, you may want to work as a class to answer the first question and identify the items in the photos and pronounce the names. After a few minutes, elicit ideas in feedback and compare their suggestions with the lists on the board from the Warm-up.

2 Ask students to read the comments and think about whether they are true for them. Monitor and help with new vocabulary where necessary. Have a brief class discussion to find out how many Ss agree with the comments.

3 Ask Ss to match the verbs with the appliances. Point out that they can see them in combination in Ex 2 and that several verbs can go with certain nouns. Do the first item together. Ask Ss to work alone then compare in pairs. Monitor and help with new vocabulary, then elicit answers.

Answers:
1 load/unload, empty, switch on/off
2 charge, switch on/off
3 fill ... with (petrol)
4 switch on/off, turn down/up
5 fill ... with (water), empty, switch on/off

Optional extra activity

Student A looks at the verb list and Student B does not. A says the verb and B tries to remember the noun phrases that go with it. A corrects them. When they finish, they change roles and B looks at the verb list.

Grammar checkpoint

Multi-word verbs can be separable (*turn off*) or must stay together as a 'chunk' (*look after*). A verb can only be separable if it is transitive – meaning it takes an object. Separable multi-word verbs can go before or around a noun but must separate around a pronoun (*turn it off*, not ~~*turn off it*~~). Remind Ss to record multi-word verbs with S or I to indicate separable or inseparable.

4 Focus attention on the sentences. Ask Ss where they might see texts like this (packaging and printed instructions) then ask them to work alone to complete the sentences. They can compare in pairs before you elicit answers. Tell Ss they have only a few minutes to encourage them to read quickly.

Answers: **1** Load **2** switch on **3** switch off **4** fill, with **5** switch off **6** empty **7** charge **8** turn down **9** turn (it) up

Optional extra activity

Ask Ss to work in pairs and tell each other about their habits, using the verbs and appliances. Give an example yourself: *I fill the kettle about three times a day because I drink a lot of tea. I charge my phone overnight.* After a few minutes, ask a few Ss to tell the class about their partner.

Teaching tip

It is a good idea to get Ss to report back on their pairwork discussions, because it brings a close to the activity. More importantly, reporting on what their partner said encourages Ss to listen to each other and value each other as a source of language.

Further practice

Photocopiable activities: 6A Vocabulary, p193

Reading

Culture notes

A **blog** (or weblog) is a discussion or informational type text published online. It is similar to a diary, with short personal entries – or **posts** – written by a **blogger**. Originally, blogs were the work of one person, but now it is common for several people to comment on a blog. Blogs can be personal or provide comments about a specific topic like sport or make up. A popular **blogger** will have **followers** who like to read them and comment. Some people post online videos instead of writing their content and they are known as **vloggers** (video bloggers).

5 Focus attention on the text and ask Ss what it is (a blog) and where they would see it (online). Ask Ss to read Melanie's blog post and responses and answer the question. This is a gist question, so allow just a couple of minutes before you elicit answers.

Answers: They are discussing how modern life can be difficult when things go wrong.

6 Tell Ss to read the whole text again to answer some questions. Give them a few minutes and then ask them to compare ideas in pairs before going through the answers.

Answers:
1 Because she lost her phone.
2 There was a power cut.
3 His car broke down.
4 We have too many things/appliances; we should try and live without them for a while.

7 Ss can discuss this in pairs before feedback, or you can discuss as a class.

Grammar

Second conditional

8 Write this question on the board *What would we do if we had no electricity?* Ask Ss to discuss the question in pairs, elicit their answers then ask, *Is this a real situation?* (no) *Do we have electricity?* (yes). Establish that this is an imaginary or unreal (hypothetical) situation, before asking Ss to read the Grammar box and choose the correct alternatives. Ask them to work in pairs then elicit answers.

Answers: **1** past **2** imaginary **3** present **4** past **5** unlikely **6** future

GRAMMAR BANK 6A pp.126–127

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** If I **had** more time, I'd cook a lot more.
2 If I was younger, I'**d** learn to snowboard.
3 If we **didn't** have social media, we'd go out a lot more.
4 I'd prefer living here if it **didn't** rain so much.
5 If I **were** you, I'd eat less junk food.
6 I'd get a new phone if I **had** more money.
2 **1** If I wasn't so busy, I'd have time to relax.
2 We could go for a walk if it wasn't raining.
3 If I had a signal on my phone, I'd/could call them.
4 She'd get a new laptop if she could afford it.
5 If I didn't have to leave, I'd stay here longer.
6 If I could find an ATM, I'd get some money out.

9a 6.1 Ask students to read the sentences and listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *would* is usually contracted. The stress is on the main verb. The auxiliary verb is weak and the subject is weak too, so *she'd* is pronounced /ʃɪd/ rather than /ʃiːd/. Sometimes it is very hard to hear *would* at all in normal speech. It can almost disappear altogether. It is easier to hear when the following word starts with a vowel.

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

10 Write on the board *If you ___ a dishwasher, you ___ the washing-up faster.* Tell Ss that the missing verbs are *have* and *do* and ask them to offer ideas (*had, would do*). Use this example to show that the clauses can reverse with no change in meaning. Ss

then work alone to write the verbs in the gaps, referring to the Grammar box, then check in pairs. Ask Ss for individual answers. Drill chorally and individually.

Answers:
1 had, would/could do
2 weren't, would be
3 didn't have, wouldn't be able to
4 was/were, would (our lives) change
6 bought, would/'d be able to

Optional alternative activity

Ask Ss to write the whole sentences in their notebooks. This approach may suit ***weaker classes*** who need to consolidate the whole structure or lively classes who need calming down.

When Ss have written their sentences, put them in groups of three or four. Ask them to take turns to read their sentences aloud and decide on the best ideas. Then each group can read their best sentences and compare with the whole class to choose the best ideas. This task will involve a lot of practice of the second conditional form.

Teaching tip

Students can benefit from reading sentences aloud. It is a confidence builder and practising the sentences again and again in small groups helps further consolidate new structures. Therefore, it is important that sentences are corrected when monitoring or when read out, to eliminate any errors.

11 Ask Ss to look at the example and discuss the question in pairs. Discuss their ideas as a class.

Further practice

Photocopiable activities: 6A Grammar 1, p191; 6A Grammar 2, p192

Speaking

Prepare

12a 6.2 Tell Ss they are going to hear two friends discussing giving things up. Ask Ss to listen and make a list of items mentioned. When they finish, ask Ss to check in pairs before eliciting answers.

Answers: cars, mobile phones, washing machines, the internet

b Tell Ss to listen again to answer the question. Ask Ss to compare answers in pairs before checking as a class.

Answers: the internet, because a lot of information on the internet is not correct, he answers emails all day (implies he doesn't like this) and he'd be happy not to have it

Audioscript 6.2

Debs: Steve, if you had choose three things to give up for a month, what would you choose?
Steve: Well, let's see. Not my phone. If I didn't have a mobile phone, I wouldn't be able to call for help if I was in trouble.
Debs: That's true. And people wouldn't be able to call you all the time. Well, that isn't always a good thing either …
Steve: Hmm, no, but it's more important to have a way to call for help. So … I think my phone is important.
Debs: What about the internet? What would your life be like if you gave up using the internet?
Steve: That's easy. I answer emails all day. I'd be happy not to have the internet.
Debs: Come on. If you didn't have the internet, you couldn't find information quickly, you wouldn't have social media … Lots of people wouldn't be able to do their jobs at all if they didn't have the internet.
Steve: Yes, they would. It just means that we would all do everything more slowly. And a lot of the information on the internet isn't correct anyway.
Debs: OK, so the internet is on the list … How about … your washing machine?
Steve: Now that would be a problem. I'd have to wash everything by hand. No thanks!
Debs: Your car?
Steve: Hmm, I'd definitely keep my car. I wouldn't give that up. If I didn't have a car, I couldn't go on trips at the weekends.
Debs: So you would give up the internet, but you wouldn't give up your mobile phone, your washing machine or your car! You'd only give up one thing!
Steve: Um, yes …

13 Ask Ss to look at the words in the box and tick the things that are most important to or useful for them and cross those that are least important/useful. Conduct brief feedback as a class. Ask which item(s) are most important for them.

Speak

14a Read the Useful phrases with the class. With ***weaker classes***, you may want to ask Ss to underline the stressed words and drill the expressions. Refer Ss to the items in Ex 13 and ask them to decide what they are ready to give up and why. When they are ready, put them in pairs to agree on three things. Move around the class and listen.

b When they finish, Ss share ideas. You could have the list of items on the board and tick off the things which most people would give up.

Optional extra activity

Ss write a paragraph about what they would give up and why.

Reflection on learning

Write the following questions on the board:
What did you enjoy most in this lesson?
If you had time, what would you practise more? Why?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Grammar bank: 6A Ex 1–2, p127
Workbook: Ex 1–7, p34
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 6B
Extended route: go to p101 for Develop your listening

6B A difficult choice

Introduction

The goal of this lesson is for students to ask for and give advice on everyday matters. To help them achieve this, they will revise modal verbs and vocabulary for describing bad behaviour and crime.

Warm-up

Begin the lesson by telling an anecdote about yourself or a story where someone has broken a rule but it could be excusable. For example: *My neighbour was nine months pregnant and she needed to go to the doctor. There was only a restricted parking space so she parked there but when she came out the parking warden was giving her a ticket. She told him 'I can't walk very far at the moment, that's why I parked here', but he gave her the ticket anyway!* Ask Ss to discuss in pairs whether she did the right thing, or if the warden did the right thing.

Vocabulary

Describing bad behaviour and crime

1a Refer Ss to the pictures and ask them to discuss what the people are doing in pairs. Monitor and help with new vocabulary. With ***weaker classes***, you may want to work as a class to first identify and pre-teach the items in the pictures. After a few minutes, elicit ideas.

Answers: **A** jumping the queue **B** cheating **C** fare-dodging **D** dropping litter **E** speeding/using a mobile while driving **F** shoplifting/stealing

b Ask Ss to work in pairs and discuss then number the actions from 1 (least serious) to 6 (most serious). Conduct whole-class feedback. There are no fixed answers and Ss may not agree.

2a Focus attention on the first comment and ask Ss to link it to one of the pictures, then put Ss in pairs and give them three minutes to match the remaining comments and pictures. Monitor and help with new vocabulary. When they finish, ask pairs for answers.

Answers: **1** B **2** A **3** F **4** D **5** E **6** C

b Explain that the Ss must decide if the words are bad behaviour (1) or opinions about it (2). Ask Ss to work alone to mark the words 1 or 2. Monitor and help. When they finish, elicit answers and further clarify meaning as necessary. Point out that the opinions are adjectives and the examples are verbs.

Answers:
1 cheating, jumping the queue, stealing, dropping litter, speeding, lying
2 fair, rude, polite, illegal, wrong, against the law, dishonest

Teaching tip
When Ss are learning a group of quite similar words, concept-checking questions can be used to help distinguish meanings. Questions with simple answers are the best because they do not require Ss to explain meaning but demonstrate that they understand it. For example: *Is it illegal if I give one of my students a cake and the others nothing?* (No.) *Is it unfair?* (Yes.) *Is it polite to open the door for the next person?* (Yes.) *Is it wrong or illegal if you forget to do that?* (No.)

3 Ss can work in pairs to rewrite the sentences using words in Ex 2a. Complete the first item together then ask Ss to write their sentences. After a few minutes, ask pairs for feedback.

Answers:
1 He's dropping litter.
2 She's speeding (in her car).
3 He's lying about his age.
4 He cheated during the test.
5 He stole some food from the supermarket.
6 She jumped the queue at the post office.

4a This is an opportunity for Ss to practise the words and give their own opinions. Write the first item on the board and elicit more ideas. Accept any reasonable ideas then ask Ss to work alone to complete the sentences with their own ideas. Monitor and help with new words.

Vocabulary checkpoint
Ss may need a reminder about the form of the verbs in this exercise. *Texting* is the subject of the first sentence and acts as a noun so it takes *-ing* form. However, in items 2 and 3, an infinitive verb is needed because it follows an adjective + *to*.

b In pairs, Ss can compare ideas, then share them with the class.

Optional alternative activity

If you have a multilingual class, it can be beneficial to group Ss with similar backgrounds to prepare these sentences and then regroup them into multilingual groups to tell others their ideas. They may learn a lot about other cultures. Even in monolingual groups there will be differences of opinion. Try and group Ss of different ages for more discussion.

c Ask Ss to discuss in pairs. This is a good opportunity to revise the second conditional, which they studied recently. With ***weaker classes***, complete an example to recap on the form before they start.

VOCABULARY BANK 6B p141

Crime

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 Focus attention on the words in the box. Elicit the first answer as an example. Ss continue alone, then check in pairs. Check answers with the whole class.

Answers: **1** A suspect **2** a judge **3** A witness **4** Prison **5** a motive **6** A criminal **7** A victim **8** A thief

b Ask Ss to work alone to choose the correct alternatives before comparing in pairs. Go through the answers.

Answers: **1** witness **2** judge **3** prison **4** motive **5** suspects **6** criminals **7** victim **8** thief

c Ss can work alone and then in pairs to compare answers.

Further practice

Photocopiable activities: 6B Vocabulary, p196

Reading and listening

Culture notes
A **dilemma** /dɑɪlemə/ is a difficult choice, often between two or more alternatives that are not very good, so it is not obvious what the right choice is – for example, whether it is a good idea to give money to someone if you are not sure they are honest or what they will do with it. A dilemma can often be about a moral or ethical issue but it could be about something simple. You could give an example of chocolate cake or apple pie – you love both and find it hard to choose!

5 Ask Ss to read the situations and then discuss the questions in pairs. Give them two minutes to do this before asking for feedback.

Suggested answers:
1 a colleague is dishonest about the hours he works; a friend is shoplifting/stealing from shops
2 shoplifting/stealing, as this is a crime

6a 6.6 Tell Ss that they will now listen to two friends talking about one of the situations they just read about. After they listen, give them two minutes to answer the questions, then compare ideas in pairs.

Answers:
1 They talk about situation 1 (the dishonest colleague).
2 tell the boss directly; tell the boss indirectly by praising the colleague for not taking work too seriously
3 likes the second piece of advice

Audioscript 6.6

Dani: So, what should I do about my colleague David?
Ron: Well, first of all, are you sure he's lying?
Dani: Yes! I sit next to my boss and I hear the conversations they have.
Ron: OK. Well, you could say something to your boss directly. Tell him that David lies.
Dani: Yes, but what if my boss hates me for saying bad things about my colleague?
Ron: Hmm, good point ... Ah! I know what you should do.
Dani: What?
Ron: You should just say something to your boss, like this: 'I think it's great that David isn't too serious about work. It's really good that he doesn't stay too late in the office, and he enjoys his free time.'
Dani: Oh, I see! I say it like it's a good thing? Oh, that's clever.
Ron: Well, thank you.

b 6.7 Ask Ss to listen to the friends discussing the other problem in Ex 5, then answer the questions.

Answers:
1 say nothing; ask her how she gets the money
2 wants to speak to her (i.e. rejects the advice)

Audioscript 6.7

Julia: So you saw her stealing things?
Harry: Well, no. I didn't see her take anything.
Julia: Hmm.
Harry: What? Look, I'm sure she's stealing things from shops.
Julia: If I were you, I wouldn't say anything.
Harry: But, she's going to get in trouble ...
Julia: Well, OK, maybe you could just ask her how she gets the money to buy everything, but be really careful. Imagine how angry she'll be if you're wrong!
Harry: Look, I think I just need to tell her that I know what she's doing.
Julia: OK, it's your life ...

c Ask Ss to decide in pairs what the people should do. Then discuss as a class.

Teaching tip
Ss may disagree with each other. Sometimes when views are different, Ss can become heated and start to talk in their own language as they cannot express their ideas easily in English. If you think this may happen, focus Ss' attention on giving reasons for their ideas.

Grammar

Structures for giving advice

7 Ask Ss to read through the Grammar box, then think of more examples to add. They can do this in pairs. Ask a few pairs to share ideas with the class.

GRAMMAR BANK 6B 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, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 1 You should get something to eat
2 you could (always) look for a new one
3 you ought to buy a new one
4 You (really) should go to the Coliseum
5 You'd better set off now
2 1 should 2 had 3 could 4 were

8a 6.8 Ask Ss to read the sentences, listen to the pronunciation and answer the questions. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: The /d/ sound is stronger and clearer before a vowel but is weaker and harder to hear before a consonant.

Pronunciation checkpoint
When we speak at normal speed, the /d/ at the end of *should* can be hard to hear. It is harder to hear if the next word starts with a consonant, but can be heard when the next word starts with a vowel /ʃudæsk/ vs /ʃugəʊ/.

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

9 Write on the board or tell Ss, *My neighbours are always playing loud music.* Wait for responses then tell Ss that the options are *call the police* or *ask them to turn it down.* Ask Ss to offer advice (*you could/should ... , I'd ...*). Use this example to show more than one advice form is possible. Ss then work alone to write the verbs in the gaps, referring to the Grammar box, then check in pairs. Move around the class and help. When Ss finish, check answers with the whole class. Drill chorally and individually if necessary.

Suggested answers: (Other options may be possible)
1 should, could 2 were, would/'d 3 shouldn't 4 should
5 had better 6 could 7 were you

10a Ask Ss to look at the first situation and suggest ideas before writing their own sentences. Move around the class and monitor, helping with vocabulary and ensuring Ss are using the modal verbs correctly. Encourage Ss to try to use a different advice form in each sentence.

b When they finish, ask Ss to compare answers and give reasons for their ideas. Finally ask a few pairs to read out their ideas.

Optional extra activity

When Ss have written their sentences, put them in pairs to roleplay the situations and give advice to each other, trying to continue the situation naturally. Ask them to take turns to be the person with the dilemma and the one to give advice. When they have both spoken, they can discuss which advice was best. This can be a good option with ***weaker classes*** as an extra preparation for the roleplay in Ex 12.

Further practice

Photocopiable activities: 6B Grammar 1, p194; 6B Grammar 2, p195

Speaking

Prepare

11 Tell the students they are going to roleplay a situation where they have a problem and their partner advises them. Ask Ss A and B to turn to the relevant pages and to read through their situations. With ***weaker classes***, pairs of AA and BB students can read and discuss the problem together to help each other before the roleplay begins.

Speak

12 Put Ss in pairs of A and B to take turns and discuss the problems and offer advice. Explain that they must now describe their problem in their own words, using the first person (*I have a friend who …*). Ask them to discuss various choices and not just give one option. Refer them to the Useful phrases.

13 When they finish, Ss in pairs discuss where they agree with their partner's advice.

Reflection on learning

Write the following questions on the board:
How could this lesson be useful in the future?
What advice would you give 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. Discuss good ideas for learning English such as regular revision and watching films in English.

Homework ideas

Ss write a paragraph about what a good English learner could or should do to improve.
Grammar bank: 6B Ex 1–2, p127
Workbook: Ex 1–4, p35
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 6C
Extended route: go to p102 for Develop your reading

6c Take action!

Introduction

The goal of this lesson is for students to plan a campaign. To help them achieve this they will revise question tags in the context of the natural world, as well as environmental vocabulary.

Warm-up

Ask Ss what problems they think our planet faces. Give an example such as extreme weather. Put Ss in small groups to make a list of four or five problems. When they finish, nominate a student from each group to tell the class.

Vocabulary

Environmental issues

1a Focus attention on the photos and ask Ss to work in pairs to match an issue with each photo. Give them a few minutes, then compare ideas as a class.

Answers: **A** global warming **B** extreme weather **C** endangered animals **D** plastic waste **E** air pollution

b Ask Ss to choose the most important issues for them individually (or for their country). Then ask Ss to work in pairs to discuss what they can do about them. Go through the answers as a group.

2 Tell Ss they are going to scan some information about the environmental issues in Ex 1a and find three issues which are mentioned. When they finish, go through answers as a class.

Answers:
1 plastic waste **2** endangered animals **3** air pollution

3a Focus attention on the verbs in bold in the information. Ss use the context to mark them + or – (positive or negative). Ask Ss to discuss in pairs before going through the answers as a class. In feedback, choose individuals to read the word aloud and record the stress on the board.

Answers:
Positive: reduce, protect, save, reuse, recycle, support
Negative: waste, throw away, kill, destroy, damage, attack, injure

Vocabulary checkpoint

Grouping words that are similar can help Ss retrieve them and understand the differences between them. Ask Ss to organise words in groups such as positive/negative, formal/informal, frequent/unusual, etc. Ss can also be given a pair of words and asked to write two sentences to show how the meaning is different, for example *reuse* and *recycle*: *I reuse my bags from the supermarket when I go shopping. I recycle paper at the paper bank.*

b This exercise checks if Ss can apply the words in context. Complete the first item as a class, then ask Ss to work alone to choose the correct alternatives. Ask Ss to compare answers in pairs before going through the answers as a class.

Answers: **1** reduce **2** save **3** recycle **4** reuse, protect **5** injure **6** support, protect **7** destroyed **8** damage

VOCABULARY BANK 6C p141

The environment

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 Focus attention on the table. Elicit the first answer as an example. Ss continue alone, then check in pairs. Check answers with the whole class.

Answers: destroy, protect, pollution, damage, waste

b Ask Ss to complete each sentence with a word in Ex 1a. Go through the answers as a class.

Answers: **1** destruction **2** damage **3** protect **4** pollute **5** waste

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.

1a Ask Ss to choose the correct alternative in each case, then check in pairs before going through as a class.

Answers: **1** damage, injure **2** lose, miss **3** take, bring **4** borrow, lend **5** Journey, travel **6** Actually, At the moment

b Ask Ss to choose the correct alternative in each case, then check in pairs before going through as a class.

Answers: **1** damaged **2** injured **3** missed **4** lost **5** bring **6** take **7** borrow **8** lend **9** travel **10** journey **11** actually **12** at the moment

Further practice

Photocopiable activities: 6C Vocabulary, p199

Listening

4a 6.9 Tell Ss they are going to hear someone talking about conservation and they should listen and answer the questions. Play the audio, then conduct brief feedback by asking individuals.

Answers:
1 saving wildlife
2 endangered animals
3 encourage ordinary people to take action
4 support organisations that protect animals; raise money

b Tell Ss they are going to listen again and match the question parts. Focus attention on the phrases in the box. Play the audio, then let them compare answers before going through them.

Answers: **1** is it? **2** don't they? **3** hasn't it? **4** do you? **5** can't we?

Audioscript 6.9

Ken: Today we welcome to the show the conservationist Jenny Hunter. Jenny, it's great to have you here. So, have you always been interested in environmental issues and saving wildlife?
Jenny: Yes, since I was a child. I grew up in Africa, which is home to some of the most amazing animals in the world. And I have seen, as Africa's rivers, forests and land disappear, the problems our wildlife faces.
Ken: Many kinds of animals are in danger today and it's not just a problem in Africa, is it?
Jenny: No, that's right. It's a worldwide problem. Thousands of animals are in danger – pandas, whales, tigers, monkeys and many, many more.
Ken: I believe only about half a million elephants now live in the wild, don't they?
Jenny: Yes, that's right. And tigers are in even greater danger than elephants.
Ken: People – we – are destroying the places where they live and find food. Is this the most serious problem for wildlife?
Jenny: Yes, the human population is growing all the time. That means there is less and less land for animals to live on.
Ken: And the sea is getting warmer. That has made life very difficult for many animals, hasn't it?
Jenny: Yes, definitely. For example, in the Arctic, the sea ice is disappearing and this means many sea animals can't find food.
Ken: So, what can be done, Jenny? You don't think governments are doing enough, do you?
Jenny: I think governments need to work together more closely and take action before it's too late. That's very important.
Ken: And we can all help, can't we? I understand that you want to encourage everyone to take action.
Jenny Yes, absolutely right. People can support organisations that defend and protect animals. For example, raise money for them. Be creative! Compete in a race, sell any clothes you don't want, there are lots of things you can do. And ask your friends to help!
Ken: Do you really think we can make a difference?
Jenny: Yes, I do. We have to succeed! And we must all do what we can to help.
Ken: I completely agree ...

Grammar

Question tags

5 Write *We can all help, ____ we?* on the board and ask Ss if they can finish the question. They can look back at Ex 4b if they need help. Once the complete question is on the board, underline *can* and *can't we*. Ask if Ss can tell you the name for this grammar (question tags/tag questions), then ask Ss to open their books and read the Grammar box and complete the rules. When they finish, check answers with the whole class.

Answers: **1** negative **2** positive

GRAMMAR BANK 6C pp.126–127

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** isn't he **2** doesn't she? **3** haven't you? **4** shall we? **5** didn't she?
2 **1** Carla's from Argentina, isn't she?
2 The meetings at 3.30, isn't it?
3 The lesson was interesting, wasn't it?
4 John plays the guitar, doesn't he?
5 The film wasn't very good, was it?

Grammar checkpoint

Some students struggle with question tags as they are more complex than the simpler formula used in many other languages. If Ss have a lot of difficulty, assure them that they don't need to use tags, but they do need to recognise them. Instead of using tags they could use a phrase such as *I'm just wondering* before a question, to indicate that it is tentative.

6a 6.9 Tell Ss you are going to see if they can hear the voice falling or rising. Tell Ss to listen for the intonation of the tag and mark it with an up or down arrow. If you think it is useful, explain

the information in the Pronunciation checkpoint below, using the examples given. Check answers with the whole class. Be prepared to give further examples and drill the examples chorally and individually.

Answers:
1 ↓ agreement expected
2 ↓ agreement expected
3 ↑ real question

b Ss listen again and repeat the examples chorally and individually. Use your arm to show the voice falling or rising to help them.

Pronunciation checkpoint

Hearing whether intonation is falling or rising is a challenge. To help Ss, point out that the rise or fall starts from a stressed word. In the case of question tags, the verb is stressed more when the intonation is falling, but the pronoun is stressed more when rising intonation is used.

7a Go through the first item on the board with the class. Point out that there are two steps to the task: first to choose the correct verb and then to choose positive or negative. With ***weaker classes***, suggest that Ss underline the verb in the sentences first. Ss work alone to complete and write out the question tags, then in pairs compare their ideas. In feedback, nominate Ss to read sentences aloud.

Answers: 1 are they 2 don't they 3 is it 4 should we 5 doesn't it 6 shouldn't they 7 do they 8 can't it

b Discuss the questions in Ex 7a as a class or break off into smaller groups if your class is very large.

Optional extra activity

Put Ss in pairs. Ask Ss to take turns reading the questions with tags in Ex 7a and responding to them, then try to continue the conversation.

8 Put Ss in groups of three or four to exchange ideas. With ***weaker classes***, ask them to highlight useful questions in Ex 7a before they start. As they discuss, move around the class and listen. When they finish, write a few examples of good language and mistakes on the board for them to analyse.

Further practice

Photocopiable activities: 6C Grammar 1, p197; 6C Grammar 2, p198

Speaking

Prepare

9a 6.11 Explain that Ss are going to plan a campaign about an environmental issue but first they will listen to some friends doing the same. Refer them to the questions and tell them to listen and make notes.

b Ask Ss to listen again, then work in pairs to check their answers before you go through them as a class. Lead brief whole-class feedback on Ss' responses to the speakers' ideas.

Answers:
1 plastic bottle pollution
2 persuade people to stop using plastic bottles
3 use social media to educate people

Audioscript 6.11

Anna: Listen, I've just read an article about plastic and how it's damaging the environment. Did you know that we throw away millions of plastic bottles every year? Some of the plastic waste goes into the sea and kills fish and other sea life. It's terrible, isn't it?
Oscar: You're right, it's really bad. We should do something about it, shouldn't we?
Anna: We have to encourage people to stop using plastic bottles. We need people to say no to drinks bottles that you only use once.
Oscar: And plastic bags and plastic coffee cups!
Mary: Right! So, what do you think? How can we do it? What kind of actions can we take?
Oscar: Well, many people don't know about the problem. So, first, we need to educate people about it.
Mary: Well, we can use social media, can't we? Tell people how plastic is bad for the environment.
Anna: Great! And what about this? We can ask people to take a photo of themselves reusing a glass bottle or a paper bag! Then post it on social media and ask four other people to do it, too!
Oscar: That sounds like a great idea!

Speak

10a Brainstorm a list of five or six local and global issues that Ss are interested in and add them to the board. Put Ss in groups of three or four and ask them to choose an issue they feel strongly about.

b Ask Ss to discuss what they can achieve and make a list of actions to achieve their goals. You could provide a table for them to note their ideas like the one below. Go around and help with vocabulary and suggestions. Remind them to refer to the Useful phrases.

Goal	Actions	How? Who?

11 When Ss are ready, ask each group to choose a spokesperson to present their ideas to the class. Alternatively, ask each group member to contribute a section of the presentation. The class can vote on the best plan.

Teaching tip

Some Ss may feel uncomfortable speaking to the whole class. To build confidence and create more student talking time, ask groups to first present their ideas to another group. After this 'rehearsal', they can deliver the presentation again to the whole class. Ss may also enjoy preparing slides or posters to aid their presentation.

Reflection on learning

Write the following questions on the board:
How important was the language you learnt in today's lesson?
How did you feel presenting ideas to each other?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Grammar bank: 6C Ex 1–2, p127
Workbook: Ex 1–4, p36
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 6D
Extended route: go to p103 for Develop your writing

6D English in action

Introduction

The goal of this lesson is for students to make and respond to requests in a social or workplace situation. To help them achieve this, they will revise polite request forms and responses.

Warm-up

Write these jumbled words on the board: *do/you/a/could/favour/me/big/?* Ask Ss to write the question in the correct order. Elicit ideas and write the correct answer (*Could you do me a big favour?*). Tell Ss that this lesson is about making requests and giving responses.

1a Ask Ss in pairs to look at the cartoon and discuss the questions. (They don't need to write anything down.) After a few minutes, ask a few pairs for their ideas.

Answers:
1 It shows someone preparing for a trip. Maybe she is going on holiday.
2 She's phoning a friend or neighbour.
3 She wants them to feed the cat, accept a parcel, water the plants, close the curtains.

b Discuss the question as a class. Write useful vocabulary on the board for Ss to copy down.

Teaching tip

Ss can find it very helpful to organise their notes into themes or topic areas. Write these verb + noun combinations on the board: *feed the cat, water the plants, close the curtains*. Ask Ss to decide on a title (e.g. things to do around the house). Tell Ss to write each verb with its noun so they can recall the two together. Encourage them to add more ideas and note common substitutions, e.g. *feed the dog, water the garden*.

2a 6.12 Explain that Ss are going to hear a conversation between two neighbours, where one is asking a favour. Ss listen to the audio and note the answers to the questions. Ask them for their answers after they listen.

Answers:
1 feed the cat, water the plants, collect a parcel
2 He agrees to feed the cat and water the plants.
3 He can't collect the parcel because he is going into town at that time.

Audioscript 6.12

Chrissy: Hi Ed, it's me, Chrissy, how are you doing?
Ed: Hi, Chrissy. I'm fine! What's up?
Chrissy: Um, Ed, do you think you could do me a big favour?
Ed: Well, it depends what it is.
Chrissy: You remember my Dutch friend, Else?
Ed: Yes, of course I do, really nice girl.
Chrissy: Well, she's invited me to visit her in Amsterdam for the weekend and I'd really like to go.
Ed: Sounds great! So, would you like me to look after things for you while you're away?
Chrissy: Yes, please, Ed! That would be great!
Ed: What do you want me to do?
Chrissy: Could you feed the cat for me, please? Her food's in the cupboard next to the cooker. And would you mind watering my plants, too? It's so hot at the moment, they need a lot of water.
Ed: Yes, sure, no problem. Can I do anything else?
Chrissy: No, not really. Oh, just one more thing if it wouldn't be too much trouble?
Ed: Go on, tell me.
Chrissy: I'm expecting a parcel on Saturday morning. Would it be possible for you to be there? Obviously, it's not a problem if you can't.
Ed: I'm really sorry, but I've got to go town on Saturday morning – after I've fed your cat, of course!
Chrissy: Never mind, it doesn't matter. I'll arrange another day for the delivery. Thanks so much for your help, it's really kind of you. I'll bring my keys round later.
Ed: My pleasure. Have a great time!

b Ss complete the sentences using the Useful phrases to help them.

c Tell Ss to listen again and check their answers.

Answers: 1 think 2 depends 3 Could 4 Would, mind 5 wouldn't 6 Would 7 really sorry

3 6.13 Tell Ss to listen to the sentences and answer the question. They can discuss ideas in pairs before whole-class feedback.

Answer: He uses rising intonation to sound polite.

Pronunciation checkpoint

Point out that intonation is very important in polite requests – it is not just the words that help you get a positive response. The intonation rise comes from the final stressed word, so get Ss to mark the stressed words before they practise, e.g:

Do you think you could do me a big favour?

Ask them to practise saying the requests with rising tones.

4a Organise Ss into AB pairs and ask them to read the situations and think about what they'd say in the situations. Check they know the word *deadline* (time limit for work). ***Weaker classes*** can prepare in AA and BB pairs then work with a new partner to do the roleplay.

b Ss do the first rolepaly. When they finish, give feedback on the first roleplay before they start the second.

Teaching tip

In fluency activities, try not to interrupt the flow of conversation. Move around the class with a notebook and write down examples of good use or errors in the target language of the lesson. When Ss finish the first roleplay, write some examples on the board for them to correct in their pairs, then have some feedback. There is no need to say who has made the mistakes! Drill again if necessary, to improve pronunciation and highlight any errors in the formation of the key phrases. This feedback can help Ss improve their performance in the second roleplay.

5 Ask fast-finishing Ss to discuss in pairs, then lead a whole-class discussion.

Reflection on learning

Write the following questions on the board:
In what situations can you use this language in the future?
Do you feel you improved in this language today?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class. Point out that Ss generally get better with more turns of practice and discuss where and how they can continue their practice.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–2, p37
Mobile 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. In feedback, ask Ss to read the whole sentence so that you can check pronunciation of the phrases in context.

Answers: 1 charge 2 switch off 3 load, empty 4 switch on

b Ss work in groups to write down the verbs and then list appliances etc. under them. After a short time, ask them to count up how many they have in each list and see which group has the most.

2 Ss complete the questions alone then check in pairs. Check answers with the whole class.

Answers:
1 wasn't, would read
2 could go, would go
3 didn't have, would be
4 could speak, wouldn't study/wouldn't be studying

3a Ss complete the sentences with the words in the box. 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 polite 2 illegal 3 fair 4 wrong

b Explain that Ss should try to think of at least two activities for each word. In feedback, nominate Ss to share ideas with the class.

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

Suggested answers: 1 should 2 were 3 ought 4 could

b Ss decide their advice for each problem then take turns to say the problem and give advice in pairs. When they finish, ask a few Ss to share the advice given and decide which advice is best.

5a Ss write the correct verb forms alone then check in pairs. Check answers with the whole class.

Answers: 1 Save 2 waste 3 Recycle 4 reduce
5 Support, protect 6 damage

b Ss work in pairs and discuss. Monitor and help with vocabulary where necessary, writing any new words/phrases on the board. In feedback, go through the answers. Ask Ss how active they are and if they could do better.

6a Ss complete the gaps alone, then check in pairs. Check answers with the whole class.

Answers: 1 sunny and warm, isn't it? 2 football, isn't it?
3 eighteen, don't you? 4 at the weekend, didn't it?
5 Scotland, isn't she?

b Ss work in pairs to ask the questions and give their own answers. In feedback, ask a few pairs to say their exchange for the class.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 6

6 Cross the lake (Units 5–6 review)

Introduction

Ss revise and practise the language of Units 5 and 6 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 5 and 6.
Ss work in pairs. They place counters on opposite sides of the board. They cross the lake, moving one space at a time and following the instructions. If they answer correctly, they 'take' that square and the other player can't move onto it. If they arrive at an island, they don't need to answer a question. The winner is the first player to arrive at the other side of the lake.

Answers:
What's the opposite of *innocent*? guilty
Correct this sentence: I eat lot of fruit.
I eat a lot/lots of fruit.
What's the opposite of *polite*? rude/impolite
What do you need to do to your mobile phone when the battery is empty?
Charge it.
What do we call a system which makes a house warm?
central heating
Correct the mistake in this sentence: They seem be very upset.
They seem to be very upset.
What's the opposite of *switch on*? switch off
Correct the mistake in the this sentence: You ought say sorry …
You ought to say sorry …

6A Develop your listening

Introduction

The goal of this lesson is for students to understand a short talk. To help them achieve this, they will focus on identifying the stages of a talk.

Warm-up

Ask Ss what technology they have in their home and what they know about new developments in this area. After a brief discussion, explain that this is the topic of today's lesson.

Culture notes

A **smart home/house** is a home which can be controlled remotely by using technology such as your phone to turn on and off lights or heating, for example. In recent years the adjective *smart* has come to mean technologically advanced, as in *smartphone*. The original dictionary meaning of smart is 'tidy, well-dressed or intelligent'.

1a Tell Ss they are going to hear a short talk about smart houses. Ask them to look at the picture and discuss the questions as a class. Ask them to name the appliances they can see and write their suggestions on the board.

b 6.3 Tell Ss they are now going to hear the beginning of the talk and they should takes note of which appliances are mentioned. Play the audio and ask Ss to discuss in pairs before you go through the answers. Tick any appliances mentioned on the board.

Answers: washing machines, refrigerators, dishwashers and electric kettles

Audioscript 6.3

Welcome to the weekly *Everyday Life* podcast. Today I'm going to be talking about things that we all use: household appliances. Our appliances are part of our lives now and most of us can't imagine living without them. Let's begin by looking at the results of a survey carried out last week about which appliances are most important to people. It's interesting that the results put appliances we use in the kitchen at the top of the list. For example, washing machines, refrigerators, dishwashers and electric kettles are all in the top ten.

2 Go through the Focus box carefully as a class, reading each section and discussing the examples. When you finish, ask Ss to work in pairs and answer the question. Go through the answer as a class.

Answer: People use phrases to signal to a listener the key points of the talk.

3 Ask Ss to complete the gaps in sentences which are typical of talks. With ***weaker classes***, write the jumbled answers on the board for them to choose from. Ask Ss to check in pairs then go through the answers as a class.

Answers: 1 I'll/Let me 2 to be/start by 3 by 4 sum up 5 brings me 6 The 7 thing 8 going to

4a 6.4 Tell Ss they are now going to listen to the whole talk. Ask them to tick the phrases in the Focus box that they hear. Go through the answers as a class.

Answers: All phrases are in the Listening apart from *I'm going to start by* and *I'll end by*.

b Ask Ss to say what order the topics appear in. They can do this in pairs before whole-class feedback.

Answers: c, a, b

Audioscript 6.4

Welcome everybody to the weekly *Everyday Life* podcast. Today I'm going to be talking about things that we all use: household appliances. Our appliances are part of our lives now and most of us can't imagine living without them. Let's begin by looking at the results of a survey carried out last week about which appliances are most important to people. It's interesting that the results put appliances we use in the kitchen at the top of the list. For example, washing machines, refrigerators, dishwashers and electric kettles are all in the top ten.
And that's the next thing I want to talk about. Why are these the most important? After all, there's nothing very exciting about them. Everybody has them in their kitchens. The answer is that nowadays people are busy, maybe working or studying, and cooking, washing clothes and washing the dishes can take a long time every day. Appliances like washing machines, refrigerators, dishwashers and electric kettles all save them time.
This brings me to my next point. Nowadays, many appliances are 'smart'. That means we can connect them to our phones or our computers and we can tell them to do a lot of things for us. For example, there are apps that can take photographs of what is in your fridge so you can see what's inside when you are doing the shopping. This means you know what to buy. Or they can tell you what food in your fridge is fresh and what is not, so you know what to throw away. There is even an app which can give you recipes for the food in the fridge so you don't waste anything.
One of the newest smart appliances is a fridge with a touchscreen on the door. You can be cooking ... and by touching the screen on your fridge you can do other things, such as watching TV, using an app to find out what the weather will be like the next day, talking on the phone or working on the internet, at the same time.
This sounds very exciting but another question is this: do we really need our appliances to be smart? For example, many people just want a fridge to do simple things like keeping food fresh so they don't have to go shopping every day! All the other things fridges can do are a nice extra, but not really necessary.
To sum up, kitchen appliances are very important to all of us. They help us save time and they give us time to do other things like spending time with friends and family, studying or having fun! But do we really need them to be smart appliances and do everything for us? Perhaps in the end smart appliances like these make our lives more difficult because we don't know how to do anything for ourselves. Has technology gone a bit too far? What do you think?

5 6.5 Play the extracts and ask Ss to underline the correct stages. Ask pairs to check answers together before whole-class feedback.

Answers: 1 b 2 a 3 b 4 c

Audioscript 6.5

1 This is why we need to think carefully about where to buy a house. Another question is about price. How do we get the best value for money when we're buying a home?
2 OK, well it's really great that you're all here. Today, I'm going to be talking about how we can stop spending so much money on our homes.
3 People don't always think about the right things when they are looking for a place to rent, which brings me to my next point – where are the best places to find a house to rent these days?
4 I think, if it's OK, I'll end by asking you all a question. Do you really think you need all this smart technology in your home?

6 6.4 Refer Ss to the statements to read through first. Explain that they will hear the whole talk again and should write T (true) or F (false) beside each statement. ***Stronger classes*** may be able to attempt the task without listening. Ask Ss to compare answers in small groups then go through as a class.

Answers: 1 F 2 T 3 T 4 T 5 F 6 F

7 Ask pairs to discuss the questions, then invite individual Ss to share some of their ideas with the class.

Homework ideas

Workbook: Ex 1–3, p37

6B Develop your reading

Introduction

The goal of this lesson is for students to understand a magazine article. To help them achieve this, they will focus on recognising how linkers show how parts of a text are related.

Warm-up

Ask Ss if there are occasions when it isn't always helpful to tell the truth. Introduce the term *white lie* (a lie that saves someone's feelings) and ask if they can give examples.

1a Ask Ss to talk about the questions in pairs. After a few minutes, conduct brief feedback.

b Refer Ss to the title and explain that it is a magazine article. Ask them to read only the title and suggest what it could be about. Then ask Ss to read the article and check what the problem was. Give them two minutes to encourage fast reading. In feedback, ask Ss to compare ideas then elicit the answer.

Answer: She had a strong sense of right and wrong and always reported other Ss, so they didn't like her. She was unable to change her behaviour even if it made her unpopular.

2 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. Elicit the answer.

Answer: They help you read and understand a text more easily.

3 Ask Ss to underline the linkers in the text. If you have a projector, project the text and underline them there.

Answers: However, On the other hand, What's more, Because of this, because, but, In other words, In the end

Optional alternative activity

Divide the text into three sections and ask different groups to work on each section. Regroup them to explain to each other. This makes the task quicker and enables more communication.

Teaching tip

When Ss read a section of text and then talk about it to another student, they are integrating their skills and echoing what we do in real-life language use. Peer checking is another simple way of increasing student talk and collaboration. Encourage Ss to only speak English in class and to use English for all their interactions, even asking someone to pass them a pencil!

4 This task helps Ss to see if they can recognise the linkers correctly in context. Refer Ss to the sentences and ask them to read and put them in the correct order by numbering them. Allow plenty of time for this and get Ss to compare in pairs before you go through the answers as a class.

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

5 Ask Ss to discuss the questions in pairs. When they finish, ask pairs for their opinions and see how the class feels.

Homework ideas

Workbook: Ex 1–5, p39

6C Develop your writing

Introduction

The goal of this lesson is for students to write a for and against essay. To help them achieve this, they will focus on organising ideas.

Warm-up

Ask Ss if they have been to a zoo. Ask if any Ss have seen animals 'in the wild', at a safari park or similar.

1a Put Ss in pairs to discuss the question. After a few minutes, conduct feedback and build two lists on the board: *For* and *Against*.

b Ask Ss to read the essay and see if any of their arguments are included. Give them a few minutes to do this. Conduct feedback and tick off the items mentioned in the lists on the board.

2 Refer Ss to the Focus box and ask them to read it to themselves. Then put Ss in pairs to discuss the question. Elicit the answer and deal with any questions.

Answers: in the conclusion

3a Ask Ss to read the essay again and answer the questions in pairs. When they finish, go through the answers as a class. If you have a projector, underline sections of the text during feedback.

Answers:

1 Are zoos out of date and unnecessary, or do they still have an important role to play?
2 … zoos help to educate the public … zoos give animals a safe place to live …
3 … we shouldn't put animals in zoos for our entertainment … many zoos don't look after animals well …
4 Many people think … On the other hand …
5 … governments must make sure that they look after their animals well.

b Ask Ss to read the alternative conclusion and underline the writer's opinion. Check as a class to see which conclusion is more popular. Ask them to give reasons for their choice.

Answer: I would prefer to find different ways to protect animals.

Prepare

4a Tell Ss they are now going to write a for and against essay. Tell them to choose a question from the list or think of another idea. Put them in groups of two or three to do this. With ***weaker classes***, allocate the question and spend time working on relevant vocabulary and ideas as a class.

b Ask Ss to make two lists, for and against. Move around the class and give support with ideas and vocabulary. There is no need for whole-class feedback because all Ss will be working on different ideas. With ***weaker classes***, the whole class can work on the same topic and you can brainstorm the lists at the board.

Write

5 Ask Ss to use their notes to write. 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, but they can continue to support each other while they write (for example, helping with spellings).

Homework ideas

Workbook: Ex 1–3, p38

7 OVERVIEW

7A New skills
Goal | discuss study options
Grammar | modal verbs: ability
Vocabulary | skills and abilities
GSE learning objective
Can briefly give reasons and explanations, using simple language

7B Life events
Goal | talk about life events
Grammar | past perfect
Vocabulary | milestones
GSE learning objectives
Can give detailed accounts of experiences, describing feelings and reactions

7C Trip of a lifetime
Goal | decide what to take on a trip
Grammar | expressing purpose
Vocabulary | outdoor equipment
GSE learning objectives
Can give brief reasons and explanations, using simple language

7D English in action
Goal | ask for information
GSE learning objectives
Can convey simple relevant information emphasising the most important point

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

7C Compound nouns

DEVELOP YOUR SKILLS

7A Develop your writing
Goal | write short notices
Focus | engaging a reader
GSE learning objective
Can write a notice that clearly conveys information

7B Develop your reading
Goal | understand a magazine article
Focus | understanding the sequence of events
GSE learning objective
Can follow the sequence of actions or events in a text on a familiar everyday topic

7C Develop your listening
Goal | understand a presentation
Focus | listening for specific information
GSE learning objective
Can extract key factual information such as dates, numbers and quantities from a presentation

7A New skills

Introduction

The goal of this lesson is for students to choose and sign up to a course. To help them achieve this, they will revise modal verbs in the context of adult education.

Warm-up

Before the class starts, ask Ss to work in pairs and talk about why they are studying English and what other subject(s) they would like to study if they had time. After a few minutes, ask Ss for their ideas and discuss where they could take other classes (college/adult education centre/community centre).

Vocabulary

Skills and abilities

Culture notes
Adult education is offered in many places, including colleges and community centres. People study languages or crafts for pleasure after work or study formal qualifications to help them get a better or new job. Most adult education is voluntary and part-time. It can be inexpensive. This is different to full-time study at college or university.

1 Refer Ss to the text and ask them to identify it (an adult education leaflet/prospectus). Ask them to discuss the questions in pairs. Monitor and help with new vocabulary. After a few minutes, elicit answers.

Answers: **1** any adult
2 many subjects including languages, music, cookery, etc.

2a Ask Ss to decide which alternative doesn't go with each verb. Do the first item with the class, if necessary. Tell Ss to check in pairs before whole-class feedback.

Answers:
1 an office
2 a competition
3 how to design a website
4 English
5 the violin
6 your conversational skills
7 a story
8 your English
9 skills

Optional alternative activity

Write the verbs on white cards and the noun phrases on coloured cards. Organise Ss in groups of three or four and give each group a full set of cards. Ask groups to organise the verb and noun pairings. This is collaborative and moving the cards around can help Ss decide if a combination 'looks' right. If space allows, Ss can get up and look at other groups' pairings before returning to change their own. Finally, go through the answers.

b Ask Ss to think of more nouns and phrases to add to the verbs in Ex 2a. Monitor and help with new vocabulary where necessary. When they finish, elicit feedback and drill some combinations chorally and individually.

Possible answers: 1 a document/your problems 2 a qualification/a degree 3 customer service 4 new talents/your skills 5 a presentation/a report 6 a film/a book 7 furniture/clothes 8 a language/to knit 9 a walk/a break

Vocabulary checkpoint

Verbs/noun collocations (i.e. verbs and nouns that go frequently together) are an important area of vocabulary. They just need to be learnt! Remind Ss to record these combinations together. Ss can organise their notebooks in columns where the verb has a lot of matching noun phrases, or in groups by topic. Other collocations Ss should be aware of are adjective + noun (*sunny day*), verb + adverb (*run quickly*) and adverb + adjective (*highly intelligent*).

3a Ask Ss to work alone to complete the sentences with their own ideas. They can either create sentences which are true for them or invent imaginary ones, e.g. *I'd love to learn how to walk in space.*

b Ask Ss to compare ideas in pairs before sharing their best/favourite ideas with the class.

Further practice

Photocopiable activities: 7A Vocabulary, p202

Listening

4a 7.1 Tell Ss they are going to hear two friends talking about the courses in the leaflet. Janet is female and Sam is male. Ask Ss to listen and note the courses they mention. ***Weaker classes*** may need to listen twice. Go through the answers.

Answers: music – guitar, piano, drums; cookery; languages; DIY

b Tell Ss they are going to listen again more carefully and decide if the statements are true or false. Ask Ss to check answers together and correct the false sentences before you go through them as a class.

Answers: 1 F (She can't play any instruments.) 2 T 3 T 4 T 5 F (He wasn't able to help her.)

c Ask Ss to discuss in pairs and then discuss as a class. Accept any ideas but encourage Ss to give reasons. Write suggested courses on the board.

Audioscript 7.1

Sam: Janet, did you get the Adult course programme from the library?
Janet: Oh hey, Sam. Yes, here it is. Look, it's fantastic, they've got lots of different courses.
Sam: Mm, yes, I wouldn't mind doing an evening course.
Janet: They've got courses in guitar and piano! You can even learn how to play the drums. I can't play any musical instruments, but I'd love to try …
Sam: I could play the piano when I was younger but I'm really out of practice. Actually, I've always wanted to be able to play the guitar.
Janet: And there are cookery courses, too. How about learning how to cook Thai food? Mm. I really like Indian food. I'd love to be able to cook Indian meals myself, but I don't know how.
Sam: Or how about learning a language? Do you fancy learning Japanese? Or German might be easier?
Janet: I could speak German really well when I was working there, but I've forgotten a lot now, so it might be a good idea to take some conversation classes.
Sam: Oh, this looks interesting. Do-It-Yourself basics. I can't even change a plug. My sister moved into a new flat recently and I wasn't even able to help her put up some bookshelves …

5a 7.2 Tell Ss they are going to listen to the rest of Janet and Sam's conversation and see if their suggested courses are right. Tell them to listen and answer the questions. Check the answers as a class. Tick the courses off the list on the board.

Answers:
1 Janet decides to take Beginner's Spanish and Sam decides to sign up for the Beginner's painting and decorating course.
2 So Janet can talk to people in their own language when she goes on holiday and so Sam can do his own painting and decorating and help his sister.

b Ask Ss to work in pairs to decide who says each sentence, Janet or Sam.

Answers: 1 S 2 J 3 S

Audioscript 7.2

Janet: So why don't you sign up for a guitar class for beginners, Sam? You've got a really good voice and you're a talented writer. You'll be able to play the guitar and sing your own songs.
Sam: Yes, that's not a bad idea. If I learn the guitar, I'll be able to join my brother's band as well. I think I'm also going to take the beginners' painting and decorating course, then I'll be able to do my own painting and decorating and save money … and help my sister with her new flat, too.
Janet: OK, that sounds good.
Sam: How about you? You could take a conversation class in German.
Janet: Mm, yes, it's a thought. But you know what? I often go on holiday to Spain but I can't speak Spanish at all. So I think I'll take a beginners' class. Then next time I go on holiday, it will be great to be able to talk to people in their language. I'll be able to order in a restaurant, ask for directions and things like that. Maybe I'll be able to make a few new friends too.
Sam: Great! Shall we sign up today? I'm sure the classes fill up very quickly.
Janet: OK, I'll meet you at the college after work.
Sam: OK, great, see you there.

Grammar

Modal verbs: ability

Optional extra activity

Students will have studied *can* and *can't* before, for ability. Write an example from the text on the board, *Janet could speak German.* Ask Ss if this is present or past (past) and what the present is (*can*). Then ask Ss for the negative forms (*can't, couldn't*). Ask Ss how we can talk about Janet's ability in the future: *After she has done the class, she* … Elicit ideas, then refer Ss to the Grammar box.

6 Ask Ss to read the Grammar box carefully and choose the correct alternatives. With ***weaker classes***, do this in stages as a whole class and drill chorally.

Answers: 1 present 2 past 3 single action

Optional extra activity

Point to a student and say, *swim – past, positive!* The student says *I could swim* or *I was able to swim.* Point to another student and say, *Cook – future, negative!* The student says *I won't be able to cook.* Continue with other verbs and combinations of past/present/future + positive/negative, speeding up as the drill continues. With ***weaker classes***, the drill can be done chorally rather than by calling on individuals.

GRAMMAR BANK 7A pp.128–129

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** can speak **2** Can (you) play, can't play **3** couldn't swim **4** could ski

2 **1** couldn't/wasn't able to **2** was able to **3** Can, 've been able to **4** couldn't/wasn't able to **5** Can, can't, 'll be able to

7a 7.3 Ask students to read the three sentences and listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, prepositions such as *to* are reduced to a weak form /tə/. The stress is on the main verb that follows. However, when *to* is final, it can be stressed and have a long vowel: *I don't want to* /tuː/.

b Drill the sentences chorally after they hear them. You may want to backchain the drill to help Ss; see the Teaching tip below.

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: *play the guitar/ able to play the guitar/ wanted to be able to play the guitar/ I've always wanted to be able to play the guitar.*

8 Write the first item on the board: *My brother ___ play the piano when he was eight.* Ask Ss to complete it with an ability verb and ask them to offer ideas (*could/ was able to*). Ss then work alone to decide on the missing ability verbs, referring to the Grammar box, then check in pairs. Check answers with the whole class. Ask Ss for individual answers.

Answers:

1 could/was able to
2 'll/will be able to (*this* course = present; for past it would be *that* course)
3 can/are able to
4 be able to
5 couldn't/wasn't able to
6 was able to (single action as opposed to general ability)

9a Write *I can't ___ but I'd like to learn* on the board and elicit completions. Give an example yourself. Then ask Ss to work alone to complete the sentences. Allow a few minutes as they will need to think of ideas. Move around the class and help with vocabulary.

b When they finish, ask Ss to compare in pairs. Ss can report back on interesting ideas.

Teaching tip

Some Ss are tempted to write any answer just to complete the exercise correctly. Research has shown that genuinely personalised language is more memorable, so encourage Ss to say real things. This means they usually need longer to complete an exercise as they are thinking not only about language but also about personal experience. It is also more interesting for their classmates to hear about their real lives.

Further practice

Photocopiable activities: 7A Grammar 1, p200; 7A Grammar 2, p201

Speaking

Prepare

10 Ask Ss to look at the leaflet in Ex 1 again and make notes on the questions.

Speak

11a Put Ss in pairs to discuss the questions in Ex 10. Tell them they should talk about all the courses in the leaflet and then choose one course each at the end of their discussion. Move around the class and listen.

b Ask for a show of hands for each course on offer and count to see which is the most popular. Discuss as a class why this is and where Ss could do courses like this.

Reflection on learning

Write the following questions on the board:
What can you do better after this lesson?
How will you be able to 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.

Homework ideas

Grammar bank: 7A Ex 1–2, p129
Workbook: Ex 1–4, p40
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 7B
Extended route: go to p104 for Develop your writing

7B Life events

Introduction

The goal of this lesson is for students to be able to talk about life events. To help them achieve this, they will revise the past perfect in the context of personal milestones.

Warm-up

Before the lesson starts, ask Ss to think about two or three very important times in their life and note down when they were and why they were important. Give them an example for yourself.
The day I passed my driving test was very important. It was (date).

It was a very big change as for the first time I didn't need anyone else to get around. After a few minutes thinking time, ask them to tell a partner. When they finish, ask the whole class for ideas of important times in life. Introduce the word *milestone*.

Culture notes

Historically, a **milestone** was a stone set by the side of the road in Roman times to mark the distance in miles to the next main town (a mile is 1.6 km). Now it is most often used as a term for a significant event in someone's personal life or in history. Some milestones are culturally shared, such as reaching voting age at 18 or 21, and some are personal, such as getting married or graduating from university.

Vocabulary

Milestones

1 Ask Ss to look at the photos and the list of milestones. Tell them to tick things in the list that they can see in the photos and then discuss which ones they have done or haven't done. Elicit their answers.

Answers: move house, get married, pass a driving test, have children, get/find a job

Optional extra activity

Write each verb in Ex 1 on one coloured card and each noun on another coloured card. Distribute one card to each student. Ask Ss to move around the class saying their word until they find their partner. For large classes, you can add extra verb/noun milestone collocations, e.g. *leave school, go travelling, win the lottery*. Alternatively, you can use two sets of cards.

2 Ask Ss to choose the correct verbs. Let them discuss in pairs before you elicit the answers. As you go through the exercise, elicit the infinitive form of each verb for Ss to record in their books.

Answers: 1 lost 2 won 3 go 4 started 5 graduated, got 6 fell, getting

Further practice

Photocopiable activities: 7B Vocabulary, p208

Listening

3a 7.4 Tell Ss they will listen to three people talking about an important event. They should listen and match one event with each speaker. There is one extra event they won't need. Go through the answer.

Answers: 1 d 2 a 3 b

b Ask Ss to listen again and decide if the statements are true or false. Play each speaker separately and pause to allow Ss to compare answers each time before you go through them.

Answers:
Rob: a T b F c T d F e T
Sarah: a T b F c T d F e T
Chris: a T b T c F d F e T

Audioscript 7.4

Presenter: Good morning all! Today we're coming to you from Dalston in East London. We're asking people to tell us about the really important events in their lives. It's Rob, isn't it? ... Go ahead Rob.

Rob: Hi. Well, I think the most important thing that happened to me was starting my own business. By the time I was eighteen, I'd already left school. At school I hadn't been good at anything in particular, so after I'd left I didn't really know what to do. I'd passed my driving test but I didn't really have any other qualifications! I'd always been interested in food and I'd had holiday jobs working in restaurants. So, I decided to start my own business selling street food. It's very successful and I really enjoy being my own boss!

Presenter: Wow, Rob. That's a pretty good story. So ... who's next?

Sarah: Hi, I'm Sarah. Well, for me it was finding the perfect job. Even before I left school, I'd always wanted to do something I really loved. By the time I'd finished university, I'd decided that I didn't care about making a lot of money. I just wanted to do something I liked! And I've just found my dream job as an assistant fashion designer. I don't get paid much but I really enjoy it. Life is good!

Presenter: Thanks, Sarah. And you, Chris? What was the most important event in your life?

Chris: Me? Oh, right. Well ... going travelling, I guess. I'd always lived in Dalston, I mean up to the age of twenty-five. Anyway, by then, I'd saved up a bit of money and I had to decide what to do with it, buy a house or go travelling. I decided to go travelling. I started in Europe and then after I'd travelled through Europe I decided to go to South America. It was wonderful. I think it definitely made me a better person. I'd do it again if I could.

Presenter: Thanks, Chris. Well, they're all great stories. Now let's hear your stories. What were the important events in your lives? Was it something you'd always wanted to do? Call us on ...

Grammar

Past perfect

Optional alternative activity

Students may not have met the past perfect before. Draw the time line on the board and mark *I decided to go to South America* on the line. Tell Ss that the other event is *I'd travelled through Europe* and ask them to tell you where it should go on the line, before or after the sentence already marked (before). Ask Ss how they know (it is past perfect) and if it is a long time before or a short time (it is not important how far before, it is just before). Then ask Ss to look at the Grammar box.

4 Ask students to read the Grammar box carefully and complete the rules. With ***weaker classes***, you may want to read through the information as a class and complete the rules as you go.

Answers: 1 past 2 past perfect 3 past simple

GRAMMAR BANK 7B pp.128–129

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 had worked, became 2 had already started, arrived
3 Did (you) book, 'd looked 4 didn't (you) join, 'd already eaten
2 1 started 2 'd already spent 3 thought
4 'd always wanted 5 decided 6 'd previously worked
7 got 8 started 9 'd saved up

5a 7.5 Ask Ss to read the sentences, then listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

When we speak at normal speed, auxiliary verbs are not strongly pronounced. They are either contracted or weak – or both. If the contracted /d/ is before a vowel, it can be heard more clearly. Compare *I'd eaten* /aɪdi:tn/ with *I'd gone* /aɪdgɒn/.

b Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence.

6 Write on the board: *By the time I arrived home, she ___ (leave).* Ask Ss to complete the sentence with a verb (*had left*). Ask Ss which was first, arriving home or the other person leaving (other person leaving). Ss then work alone to complete the other sentences with the correct form of the past perfect. Check answers with the whole class. Drill chorally and individually.

Answers: **1** had left **2** had finished **3** hadn't gone **4** had (already) won **5** had met **6** had been **7** had (already) met **8** had (never) studied

Grammar checkpoint

It is often possible to use past simple instead of past perfect with no change in meaning. However, the past perfect helps to emphasise the order of events, particularly if the sequence of events is out of chronological order. Time expressions such as *before* or *after* also help us understand the order of events. When these are used, native speakers often use the past simple.

7a Read through the two example sentences with the class, clarifying that they all contain past perfect. Ask Ss to write sentences to go with the other events. They can check in pairs before whole-class feedback.

Possible answers:

1. She had eaten breakfast. She had got dressed. She had taken a shower.
2. He had stolen money from his boss. He had been late every day for months. The company had decided to close down.
3. They had fallen in love. He had proposed. They had got engaged.
4. He had taken it five times. He had failed four times. He had thought he'd never pass!

b Allow Ss a few minutes to make sentences including the time expressions. They can compare ideas in pairs before sharing with the class.

Further practice

Photocopiable activities: 7B Grammar 1, p203; 7B Grammar 2, p204

Speaking

Prepare

8a Ask Ss to make a list of important events in their own lives – they can refer back to the list they made in the Warm-up and add to it.

b Ask them to choose one of their important life events and make notes in the areas suggested. Allow plenty of time for this. Move around the class and offer ideas, as well as help with vocabulary.

Speak

9a Put Ss in pairs. Refer them to the Useful phrases. With ***weaker classes***, you may want to give an example yourself and invite Ss to ask you questions. Write the three questions in Ex 8b on the board so that Ss can use them again. While Ss ask and answer in their pairs, move around the class and make notes on how well they are using the verb forms. When they finish, give feedback on language used.

b Ss discuss in pairs which of their life events are the same or different.

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.

Homework ideas

Grammar bank: 7B Ex 1–2, p129
Workbook: Ex 1–5, p41
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 7C
Extended route: go to p105 for Develop your reading

7c Trip of a lifetime

Introduction

The goal of this lesson is for students to decide what to take on a trip. To help them achieve this, they will revise language for expressing purpose and vocabulary for outdoor equipment.

Warm-up

Write one or more of the following statements on the board, without the dates or people: *'To travel is to live'* (Hans Christian Andersen, 1850), *'Adventure is worthwhile'* (Aristotle, 300 BC), *'The world is a book and those who do not travel read only one page'* (St Augustine, 430). Ask Ss to discuss the quote(s) and suggest when they might be from. Invite feedback. Tell Ss that today's lesson is about travel and ask Ss to suggest what kind of trips are adventurous.

Vocabulary and reading

Outdoor equipment

1 Focus attention on the photos and ask Ss to talk about the questions in pairs. Compare ideas as a class.

Optional extra activity

Ask Ss to work in pairs and make a list of the kinds of equipment they might take on one of the trips shown in the pictures. When they complete their lists, ask them to compare with another pair, then look at the list in the book to see what is different or the same. By predicting, Ss will be more comfortable with the vocabulary in focus and more interested in remembering it.

2a Refer Ss to the words in the box which are items that could be taken on an adventurous trip. Ask Ss to work in pairs to match the words with the pictures. Elicit one example first. When they finish, check answers with the class and drill problem words as needed.

Answers: **A** waterproof jacket **B** backpack **C** camping stove **D** insect repellent **E** sunscreen **F** portable charger **G** sunglasses **H** tent **I** torch **J** walking boot **K** sleeping bag

b Give an example by defining one of the items in Ex 2a. For example: *It helps you see at night* (a torch). Explain that Ss should now complete the definitions with a word in Ex 2a. Ask Ss to work in pairs to complete the exercise. Check the answers as a group.

Answers: **1** charger, portable **2** backpack **3** repellent **4** sunscreen **5** camping stove **6** Binoculars **7** waterproof

Vocabulary checkpoint

A group of words that are about the same topic is called a lexical set. This lexical set is outdoor/travelling equipment. Learners benefit from recording and revising words in sets rather than alphabetically because when they remember one item they often recall other members of the set. This is how the brain stores language. Encourage Ss to create a set for today's vocabulary and then subdivide it into categories, for example, clothes, cooking, protection, etc.

c Ask Ss to discuss together. When they finish, ask a few pairs to tell the class their ideas.

Optional alternative activity

Ask pairs of Ss to choose one trip and make a list of five essential things to bring, then ask them to share lists with other pairs. The listening pairs should try and identify the trip by the items they hear. Pairs then change roles. ***Fast finishers*** can improvise further lists while slower students complete the core task.

VOCABULARY BANK 7C p142

Compound nouns

This is an optional extension to the vocabulary section, focusing on compound nouns. If you're short of time, this can be done for homework.

1a Ask Ss to match the pictures and words, then go through the answers as a class.

Answers: **1** J **2** D **3** B **4** H **5** C **6** I **7** E **8** F **9** A **10** G

b Put Ss in pairs to discuss the questions.

2a Ask Ss to use the correct word in each gap. Clarify that the same word is needed for each pair of sentences. They can compare in pairs before you go through the answers.

Answers: **1** sun **2** back **3** card **4** book **5** air **6** bed **7** mate **8** cup

b Put Ss in pairs to discuss the question. Elicit the answer in class feedback.

Answer: They can be both.

Culture notes

Online forums are internet-based chat rooms where people discuss a specific topic, such as travel to a certain region. People who are interested **post** (ask) questions that they hope will be answered by someone who knows the subject and can advise them. The discussion that follows is called a **thread**.

3a Tell Ss that they are going to read about someone going on a trip. They should scan the text to answer the questions. Give them one minute to find the answers. Ask pairs to check together before going through the answers as a class.

Answers: Peru, to see the Amazon and visit Machu Picchu. Advice on what to take.

b Tell Ss they are going to read again more carefully to see what things she should take. Then ask Ss to work alone to find the answers before going through as a class.

Answers:
a good quality backpack and some comfortable walking boots and the right clothes for all the different places you're planning to visit
fast-drying clothes so you can wash and dry them quickly overnight
plastic bags to keep your documents, cash and phone in
a portable charger so that you can recharge your phone
insect repellent for keeping insects away
a hat and sunglasses to protect your face and neck from the sun
a waterproof jacket for when it rains
a good camera in order to take really high-quality photos

c In pairs, Ss think of three or four more things Alison could take. Tell pairs to share ideas with other pairs before whole-class feedback.

Further practice

Photocopiable activities: 7C Vocabulary, p208

Grammar

Expressing purpose

4 Tell Ss that they are going to study some grammar. Ask *Why is she taking plastic bags?* (to store her documents) and ask Ss if they can say this any other way (so that her documents don't get wet/in order to store her documents/for storing her documents). Ask Ss if they are giving a purpose or a result (a purpose). Ask Ss to open their books, read the Grammar box and find more examples in the text.

Answers:
so you can wash and dry them quickly; to keep your documents, cash and phone in, so they won't get wet;
so that you can recharge your phone
for keeping the insects away from you; to keep you warm;
so that you can save space
to protect your face and neck from the sun; for when it rains in the jungle
for watching wildlife in the jungle; in order to take really high quality photos

Optional alternative activity

Ask Ss to identify and underline any phrases used for expressing purpose in the text in Ex 3 before looking at the Grammar box.

GRAMMAR BANK 7C pp.128–129

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 visit **2** To tell **3** To get **4** To celebrate **5** To change

2 **1** We arrived early so (that) we would get good seats.
2 This cloth is for cleaning the computer screen.
3 We took the sat nav so (that) we didn't/wouldn't get lost.
4 Tick the box in order to receive our special offers.
5 Can I borrow your phone to call my friend?
6 I use this drive for saving all my work.

5a 7.6 Ask Ss to listen for the pronunciation of *to*, *for* and *that*. Ask Ss why these words are not stressed. (Grammatical words such as prepositions are not usually stressed. Stress falls on content words.) Be prepared to give further examples and drill them.

b Ss listen and repeat the examples chorally and individually.

6a Complete the first item together, then ask Ss to work alone to rephrase the statements. Monitor and help as necessary. Go through the answers by asking one student to say the original version and a second to say the rephrased version. Remind them to pronounce weak forms of prepositions as seen in Ex 5a.

Answers:

1 I'm learning English in order to get a better job.
2 I'd like to stay in the UK for a while so I can improve my speaking skills.
3 I'm saving up money so that I can buy a new car.
4 I go to the gym regularly to keep fit.
5 I need a visa so that I can visit the US.

Teaching tip

Build class dynamics and listening skills by using peer nomination. Ask Ss to choose a partner across the class to rephrase their statement. This has the dual effect of encouraging Ss to hear each other's voices as well as to build their reliance on each other rather than the teacher. Ss pay close attention as they do not know if they will be chosen. When the response is given, ask the whole class to confirm that the answer is correct before you do so yourself.

b Go through the example with the class. Ask Ss to complete the sentences with their own purposes and reasons. Monitor and help as necessary.

c Tell Ss to compare ideas in pairs. In feedback, nominate a few Ss to report on one of their partner's answers. Ask whether any pairs had the same idea for any of the sentences.

Further practice

Photocopiable activities: 7C Grammar 1, p206; 7C Grammar 2, p207

Speaking

Prepare

Culture notes

Music festivals can last several days and people camp on site and see bands playing music on outdoor stages. There is sometimes a theme or musical genre, like jazz. Some festivals are more for families, others for young adults. Some examples of well-known festivals are Coachella, Parklife or Glastonbury.

7a 7.7 Explain that Ss are going to listen to two friends deciding what to take to a festival. Refer them to the list and tell them to listen and add to it. When they finish, they should compare with a partner before you go through the answers.

Answers: **4** waterproof boots **5** hat and sunglasses **6** tent and sleeping bags **7** a torch **8** folding chairs **9** camping stove and pan **10** lighter or matches **11** portable charger

Audioscript 7.7

Rosie: I'm really looking forward to next weekend. It's my first time, you know.
Joey: Yes, it's going to be great. There are going to be some really good bands at the festival.
Rosie: So, we need to decide what to take.
Joey: Right, let's make a list. Can you write everything down so we don't forget?
Rosie: Yes, I've got my notebook. Ready.
Joey: OK, well we need photo ID so we can show who we are if they ask us when they check our tickets. And lots of cash to save time queueing at cash machines.
Rosie: OK, photo ID … and cash …
Joey: What clothes do we need? We'll need waterproof jackets so we don't get wet if it rains. And waterproof boots.
Rosie: Waterproof jackets and boots. What about hats and sunglasses?
Joey: Yes, we'll need something to protect us from the sun. What about camping equipment? We need a tent and sleeping bags. And a torch, of course, to find our way round at night.
Rosie: Tent, sleeping bags, torch. Let's take a folding chair each as well so we can sit down wherever we go.
Joey: OK, two chairs. And let's take a camping stove so we don't have to spend lots of money buying food.
Rosie: If we take a camping stove, we'll need a pan to cook with.
Joey: Right, a pan. And we'll need a lighter or matches to light the stove.
Rosie: … camping stove, pan, lighter or matches …
Joey: Oh, this is really important! A portable charger so our phones don't die.

b 7.8 Focus Ss on the questions and ask them to listen to the last part of the conversation to answer them. Ask Ss if the friends made the right choice.

Answers: **1** They're going by train so they can't carry very much. **2** To check their list again and decide what is really necessary. **3** the camping stove

Audioscript 7.8

Rosie: Right, I think I've got everything.
Joey: OK. Let me see. Mm, it's a long list, isn't it?
Rosie: Yes. And we need to remember, we're going by train. And we've only got our backpacks. So we can't carry that much.
Joey: You're right. We need to decide what's really necessary and what we don't really need.
Rosie: Let's go through the list again and cross out the things that aren't as important.
Joey: Mm. Do we really need to take a cooking stove? It'll be quite heavy to carry. Maybe we'll have to buy food there. We can keep going on energy bars during the day to save money.

Speak

8a Put Ss in pairs and ask them to discuss and choose a trip from the list they both like. If they prefer, they can choose a different trip, but it needs to be an adventure one (not just staying in a hotel!).

b Ask pairs to discuss and agree on a list of things they'd like to take on their trip.

c Ask pairs to reduce their list to a limited number of items (say 5–10, depending how long their original list is). Choose a few pairs to tell the class about the items they left out.

Reflection on learning

Write the following questions on the board:
How do you think today's lesson will help you in the future?
How could you use some of the language of today's 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.

Homework ideas

Grammar bank: 7C Ex 1–2, p129
Workbook: Ex 1–5, p42
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 7D
Extended route: go to p106 for Develop your listening

7D English in action

Introduction

The goal of this lesson is for students to ask for and confirm information on the phone. To help them achieve this, they will revise polite indirect question forms.

Warm-up

Write the following questions on the board and put Ss in pairs to ask and answer: *Do you prefer speaking English face to face or on the phone? Why? Do you prefer reading or listening in English? Why? Is it the same in your language or different?* After a few minutes, lead a discussion on Ss' preferences. Tell them that today's lesson is going to help them understand and make better phone calls in English.

Teaching tip

Ss benefit from building their understanding of what they personally find challenging in English. This enables them to practise problem areas more and address any issues they are having. Try to introduce activities to help Ss think about their strengths and weaknesses. This can involve reflection questions (as in the Warm-up above), 'can do' checklists, class discussions or questionnaires.

1 Ask students in pairs to answer the questions. (They don't need to write anything down.) After a few minutes, ask a few pairs for their ideas.

2a 7.11 Explain that Ss are going to hear part of a conversation between two people, where one is asking for information. Ss should listen and note what information the speaker wants. Elicit answers after they listen.

Answer: She wants information about Spanish courses.

Audioscript 7.11

Receptionist: Hello, Newington Adult Education Centre. How can I help?
Student: Well, I'm interested in learning Spanish. I'm calling to find out what courses you offer.
Receptionist: Certainly, now let's see … What level are you interested in?
Student: Well, I wonder if you could give me some advice. I haven't studied Spanish before, but I know a few words and phrases 'cos I go to Spain quite often on holiday.

b 7.12 Tell Ss they will listen to the rest of the conversation. Ask them to read the notes and predict what kind of information is missing before they listen (for example, times and fee will be numbers). Ss listen and complete the notes.

c Tell Ss to check their answers together in pairs, then conduct feedback.

Answers:

Course:	Spanish
Level:	Beginners Stage 2
Start date:	second week of September
End date:	first week of December
Day(s):	Tuesdays and Wednesdays
Times:	from 7 p.m. to 9 p.m.
Venue:	Adult Education Centre, Room 19
Fee:	£131
Enrolment:	Starts in July

Audioscript 7.12

Receptionist: It sounds like the Beginner Stage 2 class would be right for you. It's for people like you who already know a little bit of the language.
Student: Ah, great. So could you tell me when the next course starts?
Receptionist: Well, the autumn term starts in the second week of September and ends the first week of December.
Student: So, that's a twelve-week course, right?
Receptionist: Yes, that's right.
Student: Is that one class a week?
Receptionist: Actually, the classes are twice a week. They're on Tuesdays and Wednesdays.
Student: Sorry, which days? Could you just say that again?
Receptionist: Yes, of course. The classes are on Tuesdays and Wednesdays.
Student: OK, thanks, Tuesdays and Wednesdays, got that. And can you tell me what time they start, because I have to go from work?
Receptionist: They're from seven to nine in the evening.
Student: OK, that's fine. And where are they?
Receptionist: They take place here at the Adult Education Centre, Room 19.
Student: Sorry, did you say Room 90?
Receptionist: No, Room 19.
Student: Room 19. OK, thanks. And can you tell me how much the course costs?
Receptionist: Yes, the fee is £131 in total.
Student: Thank you. That's great. Oh, when does enrolment start?
Receptionist: It starts in July. And I recommend that you enrol early, as the classes are very popular and they fill up quickly.
Student: Thank you very much for your help. Oh, just one last thing, would you mind sending me a brochure?
Receptionist: Yes, certainly. Can I take down your name and address … ?

3a Tell Ss they will now listen for specific words and you will pause the audio a few times while they listen. Ask Ss to look at the gaps first and try to predict what kind of words are missing.
b Ask Ss to check their answers together in pairs, then conduct feedback or play the audio again if necessary.

Answers: 1 interested 2 calling 3 wonder, could 4 could, tell 5 Got 6 Can 7 for 8 mind

4 Tell Ss to look at the list of places and think of information they might ask for in each place, e.g. opening times, prices, where something is located, what there is to do, and how they might ask for it. Ss can compare ideas in pairs.
5 7.13 Ask Ss to listen to the sentences and focus on the intonation, i.e. how the voice goes up and down to sound interested. Tell Ss to practise saying the sentences with similar intonation.
6 Put the Ss in AB pairs. Ss turn to the relevant pages and read the situations. Check they know what they have to do. Ss can prepare in AA pairs first then work with a new partner in AB pairs to do the roleplay; see the Teaching tip below. When they finish, give feedback on the first roleplay before they start the second.

Teaching tip
Ss really benefit from preparation time before a roleplay. Group Student As together and Student Bs together to prepare. As they sit together, groups can plan and rehearse what they are going to say. Weaker students can help each other write the questions they will ask, and you can check with each group separately and give support. When they are ready, reorganise the class into AB pairs to do the roleplays.

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 a few Ss to share their ideas with the class. Point out that reflecting on performance is something that successful sportspeople do and it also applies to successful language learners!

Homework ideas
Reflection on learning: write your answers.
Workbook: Ex 1–2, pp43
Mobile 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 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 take, prepare 2 improve, design 3 take, edit

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

Answers: 1 can, can't 2 can't, can 3 been able to, could, could 4 couldn't 5 'll be able 6 couldn't 7 be able 8 could

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. Write the answers on the board so Ss can check their spelling.

Answers: 1 fell, got, had 2 started, lost/left 3 moved 4 passed

4 Ss complete the texts alone, using the past simple and past perfect, then check in pairs. Check answers with the whole class.

Answers: 1 invented, had watched 2 sank, had hit, lost 3 became, had landed, returned, had left 4 wrote, had asked 5 was, had been 6 became, had been 7 had, (had) collected 8 retired, had scored

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

Answers: 1 binoculars 2 torch 3 charger 4 bag 5 backpack

6a Ss complete the responses alone, then check in pairs. Check answers with the whole class.

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

b Ss ask and answer the questions in Ex 6a in pairs.

Reflect
Ask Ss to rate each statement alone, rating each one 1–5, 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 writing

Introduction

The goal of this lesson is for students to write notices. To help them achieve this, they will focus on engaging the reader.

Warm-up

Bring or show some leaflets or notices for various events and services. They don't have to be in English. Use them to discuss the purpose of a leaflet (informational text), the size (smaller than A4, often folded) and the format (often with images and questions that are then answered).

Culture notes

A **community** is a group of people who live in the same area, or people who are connected in some other way. A **community centre** is a public location where members of a group meet for information, social events and so on. It could be for all the people living in an area or just for certain groups, for example pre-school play groups, exercise classes, etc.

1a Discuss the question as a class. If possible, show Ss examples of leaflets (see Warm-up). Add Ss' suggestions to the board.

b Ask Ss to read the leaflet and see if any of their ideas are included. Give them two minutes to do this. Conduct whole-class feedback and tick off any items mentioned on the board.

2 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 why a leaflet needs to be engaging (to help the reader get information quickly and easily and sometimes to encourage the reader to attend an event).

Answers: ask questions, use imperatives, use positive adjectives

3 Ask Ss to read the leaflet again and locate the information. When they finish, go through the answers as a class. If you have a projector, underline sections of the text as you go through feedback.

Answers:

1 **Questions:**
Who are we?
Are you tired of seeing our streets full of rubbish?
What's happening at the event?
How can we reduce waste?
How can we recycle the things we don't need?
Interested?

2 **Imperatives:**
Come and join us
Enter the competition … win an amazing prize!
Come along, bring your family, friends and your ideas!
go to savenv.org and get involved today!

3 **Positive adjectives:**
passionate, clean, beautiful, fun, amazing

4 Ask Ss to read the leaflet and complete it with the words and phrases in the box. Ask them to compare in pairs then go through the answers.

Answers: 1 Would you like a break? 2 amazing 3 lovely 4 Spend some time in the garden. 5 remember the day

Prepare

5a Tell Ss they are going to write a leaflet about an event they are organising. Tell them they are first going to decide what to do. They can choose from the list or think of another idea. Put them in groups of two or three to do this. With ***weaker classes***, allocate the topic.

b Ask Ss to work in pairs to discuss and make notes. Move around the class and give support with ideas and vocabulary. There is no need for whole-class feedback because Ss will be working on different ideas. With ***weaker classes***, the whole class can work on the same topic and you can brainstorm ideas at the board.

Write

6 Ask Ss to use their notes to write. 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). Move around the class and be available to help. When they finish, pin the leaflets to the walls. Ss can go around and read them, then vote on the most engaging leaflets.

Optional alternative activity

If Ss have access to computers, they can add images and different fonts or colours to their leaflets. They could even use a leaflet template sourced online.

Homework ideas

Workbook: Ex 1–5, p45

7B Develop your reading

Introduction

The goal of this lesson is for students to understand a magazine article. To help them achieve this, they will focus on understanding the sequence of events in a story.

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.).

1a Ask Ss to discuss the questions. Conduct brief feedback and accept their ideas if reasonable. Ask if they can identify the gallery in the photo (Museum of Modern Art). Ask a few Ss for stories of their chance meetings.

b Tell Ss they're going to read a magazine article about people who met by chance. Ask them to read the story to answer the questions. Give them two or three minutes to encourage fast reading.

Answers:

1 The meeting happened because Seb's flight was delayed and he went to the gallery.
2 Seb and Anna got married.

2 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put Ss in pairs to discuss the question. Elicit the answer.

Answers: with words and phrases that show the sequence of events; with tenses; with time expressions

3 Ask Ss to work alone and underline the words and phrases in the article then check in pairs. If you have a projector, project the story and underline the answers there.

Answers:
1 past perfect
Paragraph 2: I hadn't seen Ana for a few years
Paragraph 4: His flight had been delayed, he'd decided, Ana and Seb had never met before
Paragraph 4: he'd come to MOMA
2 past continuous
Paragraph 2: I was living in NY
Paragraph 3: I was waiting
Paragraph 4: we were walking around
3 time expressions
Paragraph 2: At that time, Around the same time
Paragraph 3: When Seb arrived, on the first day
Paragraph 4: on his last day, After the holiday, Two years later, next year

Optional extra activity

Write key points of the story on the board, plus the sequence words. Ask the Ss to use these to retell the story in pairs.

4 Write the first sentence on the board and ask Ss to identify the two actions (I saw Juana, I was walking in the park). Underline the verbs and ask Ss which was first (I started walking in the park) and which came second (I saw Juana) and write 1 and 2 above the verbs. Ask Ss to continue with the other sentences. They can compare in pairs then go through the answers as a class.

Answers:
1 I saw (2) Juana while I was walking (1) in the park.
2 Before she left (2) the house, she'd checked (1) that the windows were closed.
3 They met (1) about six years ago and got married (2) soon after.
4 After they'd finished (1) work, they went (2) to a local restaurant.
5 They went (2) to bed early, as they'd had (1) a long day.

Teaching tip

When Ss retell a story they have read, they are processing and using their brain actively. This aids memory and retrieval. It is also communicatively valuable and links the receptive (reading) skills to the productive (speaking) skills.

5 Refer Ss to the sentences and ask them to read and put them in the correct order by numbering them. Allow plenty of time for this and get Ss to compare in pairs before you go through the answers as a class.

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

Optional alternative activity

Photocopy several sets of sentences. Cut the sentences up and give each group of three Ss a set to put in order. They can move them around to experiment with different orders. When they have finished, ask them to go and look at other groups' sets before returning to their own and possibly changing it. Check answers.

6 Ask Ss to discuss the questions in pairs and tell each other about chance meetings.

Optional extra activity

Ask Ss to listen when their partner is speaking and tick off words and phrases that are used to show sequence when they use them.

Homework ideas

Workbook: Ex 1–4, p44

7c Develop your listening

Introduction

The goal of this lesson is for students to understand a presentation. To help them achieve this, they will focus on listening for specific information.

Warm-up

If possible, display icons or names from charities that Ss may know such as WWF or OXFAM. Ask Ss what charities they know and how they raise money. After a brief discussion, ask them to turn to the questions in their book.

Culture notes

Charities historically raised money simply by asking for donations. In the last ten years or so, they have become much more creative. A charity challenge involves people being sponsored by others to complete an activity. These can include things like international cycle rides, jumping out of a plane or getting all your hair cut off!

1 Ask Ss to look at the advert and photo and discuss the questions in pairs. After a few minutes, elicit answers. Share information from the Culture notes above if Ss are interested.

2 Go through the Focus box carefully as a class, reading it aloud or asking one or two Ss to read it out. Ask Ss to work in pairs to answer the questions. Go through the answers as a class. Ask Ss if they do this when they listen.

Answers: You should listen for specific information and only write key words because you don't have time to write sentences.

3a Tell Ss they are going to listen to a talk about what a charity challenge is and how to do one. Ask them to discuss in pairs and write three questions that they hope will be answered. After a brief discussion, share ideas as a class and write some of the Ss' questions on the board.

b 7.9 Tell Ss they are now going to hear the talk and to make notes to see if their questions are answered.

c Ask Ss to compare their notes in pairs and see if they have written similar key words. Check the answers to Ss' predicted questions (if given) and tick them off on the board.

Audioscript 7.9

So, what exactly is a charity challenge? Well, it's any activity that you take part in to raise money for a charity of your choice. You can turn almost anything into a charity challenge – you could do a five-kilometre run in your own town, or you could climb Mount Fuji – young or old, there's a challenge for you.

Why do a charity challenge? Well, it's an opportunity for men and women of all ages to raise money to help other people. It's a great way to do good for other people and yourself. But above all, it will provide you with an experience that you'll never forget.

What do you have to do? First, you need to raise money. You have to find people who will support you and give money to the charity you have chosen. The money will also help you to pay for your trip. The charity will tell you how much money you need to raise. Don't worry! Raising money is not as difficult as you might think and you'll find it all great fun!

When you've raised enough money, you'll have to complete your challenge. Your charity will help you prepare by providing advice and training tips.

4a Ask Ss to read the advertisement and say whether the challenge looks interesting to them. Tell Ss to look at the example prompts then work in pairs to write questions for the event organisers. Ask a few pairs for their questions and add them to the board.

Culture notes

A **webinar** is a seminar (presentation) via the internet. It is interactive, so you can ask questions and contribute to the discussion. Webinars are used in education, media discussion forums and in the workplace for conferencing.

b 7.10 Tell Ss they are now going to listen to the webinar to see if their questions are answered. Ask Ss to compare notes in pairs before ticking off the questions on the board that were answered.

5a Ask Ss to read through the notes and compare them with their own. Ask them to highlight the questions and discuss if any of them matched the ones they came up with themselves.

b Ask Ss to work in pairs to complete the notes, using the notes they made themselves for ideas. Move around and see how they are progressing but don't correct yet, as Ss will do this with the audio.

c Tell Ss they will now listen again to check. You may want to pause the audio at times to allow them to write. Go through the answers as a class.

Answers:

1 40, 3/three, coast, hills
2 16 km, 6–7, one hotel, next hotel
3 experienced leader, route
4 fit, 5–6 km, 16 km
5 walking boots, waterproof jacket, backpack
6 1,900
7 return travel, 4/four, shared, meals

Audioscript 7.10

Well, thank you everyone for your interest in our Pyrenean Charity Challenge. I hope you can all hear me OK. OK.

So, what are you signing up for? We'll walk 40 kilometres in three days through the beautiful scenery of the Spanish Pyrenees. The route will take us through a variety of landscapes: first we'll follow a spectacular trail along the coast. Then we'll head away from the coast and walk through hills and forest.

We will walk approximately 16 kilometres per day. It should take us about six to seven hours. Each day's walking will start from one hotel and finish at the next hotel on the route.

We'll walk at a relaxed speed, so this challenge is no problem if you're a fit and active person.

Previous experience is useful, but it's not absolutely necessary. There will be plenty of support. We will have an experienced leader who's fully trained and knows the route.

How much training will you need to do before the trip? Well, that depends on how fit you are now. If you don't do a lot of walking, you have plenty of time to prepare. You should start with short training walks of five to six kilometres. Slowly increase the distance until you can easily walk 16 kilometres in a day. You could also do extra training at a gym.

What will you need to take? The most important item you'll need is good walking boots. These are very important. You should buy them well in advance to make sure they fit well and are comfortable. You'll need a waterproof jacket to keep you dry and warm and walking shorts are a good idea. You will also need a small backpack to carry your lunch and a water bottle.

Now for the financial details. As you know, the registration fee is £250. As well as that, we ask you to raise £1,900 to pay your costs and to give to the charity.

What does that cost include? First, return travel from and to the UK. We'll travel by low-cost airline so please try to bring a small cabin-size bag.

Accommodation and meals are also included, so that's four nights' accommodation in shared rooms plus all meals: breakfast, lunch and dinner.

Now, are there any more questions?

6 Ask Ss to decide if they would like to do a charity challenge and discuss which kind and their reasons for choosing it.

Homework ideas

Workbook: Ex 1–3, p43

8 OVERVIEW

8A Changing rules
Goal | talk about rules
Grammar | modal verbs: obligation and necessity
Vocabulary | multi-word verbs

GSE learning objective
Can give an opinion in a structured discussion, if guided by questions

8B Who says I can't?
Goal | talk about someone's life
Grammar | the passive: present and past
Vocabulary | comment adverbs

GSE learning objective
Can retell a familiar story using their own words

8C Natural world
Goal | describe and recommend places
Grammar | non-defining relative clauses
Vocabulary | geographical features

GSE learning objective
Can give straightforward descriptions on a variety of familiar subjects

8D English in action
Goal | make excuses and apologise

GSE learning objective
Can give brief reasons and explanations, using simple language

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

8A Multi-word verbs

DEVELOP YOUR SKILLS

8A Develop your writing
Goal | write a short email
Focus | adding and contrasting ideas

GSE learning objective
Can write personal emails/letters giving advice

8B Develop your listening
Goal | understand a radio phone-in programme
Focus | guessing the meaning of unknown words

GSE learning objective
Can understand the key points about a radio programme on a familiar topic

8C Develop your reading
Goal | understand a brochure
Focus | understanding reference

GSE learning objectives
Can extract relevant details in everyday letters, brochures and short official documents

8A Changing rules

Introduction

The goal of this lesson is for students to be able to talk about rules. To help them achieve this, they will revise modal verbs of obligation and necessity in this context.

Warm-up

Before the class starts, ask Ss to tell each other what the rules are in their place of study (college, adult education centre, university, etc.). Elicit a few ideas. Support Ss with vocabulary but if they make mistakes with the verb forms, note but don't correct them at this stage.

Teaching tip
Ss will have some existing understanding and knowledge of the language and topic area. Warm-up activities like this one will help to activate it and enable you to decide how much Ss already know. By noting errors and vocabulary gaps you can target your language work to help them move at the right speed though the target language.

Vocabulary

Multi-word verbs

1 Refer Ss to the photos and ask them to describe what they can see (people at work, home and study in different times). Ask them to discuss the questions in pairs. Monitor and help with new vocabulary. After a few minutes, elicit answers.

Vocabulary checkpoint
Ss may ask about the difference between a *rule* and a *law*. The main difference is what happens if you don't *follow* them. A rule is mostly social and can be set by people such as parents and employers to help guide the behaviour of their children or employees. A law is *made* by government and everyone has a legal obligation to follow it. If you *break* the law, then you can be punished.

2a Write *classroom*, *home*, *office* on the board. Ask Ss to think about rules in these places. Do the places have similar or different rules? Refer Ss to the list of rules and ask them to match each rule with the correct place. They can mark them C, H and O. Go through the answers as a class and deal with any problems.

Answers: Classroom: 5, 9, 11 Home: 1, 2, 7
Office: 3, 4, 6, 8, 10

Optional alternative activity
Prepare sets of cards with the rules on. Put Ss in groups of three or four and give each group a set of cards. Ask groups to organise the cards into the correct categories. 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.

b Tell Ss to complete the sentences alone, then check in pairs. Remind them that they may need to change the form of the verbs. Check answers with the whole class.

Answers: **1** throw away **2** put (them) away **3** gave out
4 shut down **5** ring (you) back **6** hands (his homework) in

Vocabulary checkpoint

Multi-word verbs have a main verb and one or two particles (prepositions or adverbs) that follow. Sometimes the meaning is literal and can be guessed easily (e.g: *put back* = *return*) but often the verb combination has a very different meaning that can't be guessed so you need to learn it (e.g: *put up with* = *tolerate*). Another difficulty is knowing whether a multi-word verb can be separated or not. Point out that in the example *hand his homework in*, the verb can separate or stay together because it is not around a pronoun. All the verbs in Ex 2b are separable. In Ex 2a, *join in* and *deal with* are not separable.

3 Ask Ss to work in pairs and answer the questions. Then ask pairs to compare answers and share any situations they think are amusing or interesting.

VOCABULARY BANK 8A p143

Multi-word 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.

1a Ask Ss to work alone to choose the correct alternatives, and then check in pairs. Go through the answers as a class.

Answers: 1 care for 2 excited 3 are similar to 4 start 5 better 6 enter 7 return 8 later

b Ss should complete each sentence with a particle to make a multi-word verb. Explain that they are the same multi-word verbs as in Ex 1a. Check answers and clarify meaning as needed.

Answers: 1 after 2 back 3 forward 4 in 5 after 6 off 7 up 8 over

c Ask Ss to match each verb in sentences 1–8 in Ex 1b with a picture A–H.

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

d Ask Ss to cover the text and try to remember the sentences by looking at the pictures.

2a Ask Ss to think of one more thing to use with each verb.

b Ask Ss to complete each sentence with their own ideas.

c Ask Ss to compare their answers in pairs.

Further practice

Photocopiable activities: 8A Vocabulary, p211

Listening

4a 8.1 Tell students they are going to hear two people, Natalie and Tania, talking about rules. Pre-teach *strict*. Ask Ss to listen and note the places they talk about, then go through the answers.

Answers: Home and school

b Tell the Ss they are going to listen again more carefully to identify which specific rules had to be followed. Ss can tick the rules as they hear them. Tell Ss to compare answers in pairs, then go through them as a class.

Answers: Natalie: 1, 3 Tania: 6, 7

Audioscript 8.1

Presenter: Life is full of rules, isn't it? Do this, don't do that. But are they useful? What is your experience of making, breaking and following the rules? Today we're asking TV presenters Tania Jones and Natalie Murray to tell us what they remember about rules they had to follow in their lives. Natalie, did you have to follow a lot of rules when you were a child?

Natalie: Well yes, I did, I suppose. Hmm … I think the rules I remember most were at home. My parents were pretty strict, and we all had jobs we had to do around the house, like taking out the rubbish or doing the washing up. What else? We always had to clear up if we made a mess and put away the things we used. We weren't allowed to watch TV. And there was only one computer. We needed to have a good reason if we wanted to use that. Like finding out something for our school homework … that kind of thing. What else? There were a lot of rules about eating, I remember. We didn't have to eat all the food on our plates, but we had to sit down at the table to eat and we had to be careful not to speak when we had food in our mouths! The result of that was that we didn't speak much at meal times!

Presenter: Why were there so many rules?

Natalie: Well, my parents thought that everyone who lived in the house had to share the jobs, and we were a big family in a small house, so we needed to learn to live together. We all had to think of the other people in the family.

Tania: Yes, I think most people remember rules from their parents. My parents weren't very strict at all and we didn't need to follow any rules if we didn't want to. We were allowed to do what we liked. But school was very different! There were rules for everything we did. We had to be at school at the right time in the morning, we had to stand up when the teacher came in to the class, we had to pay attention in the lessons … And lots more! The only thing we didn't have to do was wear a uniform. We could wear our own clothes. I didn't like the rules then. But looking back, I think they helped. When you have so many students in one place you have to have some rules.

5 8.2 Tell Ss they are now going to listen to the second part of the conversation and decide if the statements are true or false. Let Ss read through the statements first, then listen and mark them T or F. Let Ss check in pairs before going through the answers as a class.

Answers: 1 F 2 F 3 T 4 T

Audioscript 8.2

Presenter: Hmm. So do you think things have changed now?

Natalie: Well, I don't think families have so many rules now. Children don't need to do so many things around the house any more because everyone has some kind of appliance to do the housework now. They still have to go to school of course, but they don't need to worry about breaking rules at school any more, because there aren't so many rules now.

Presenter: Right. So, my final question is … is it a good thing to have rules or not?

Tania: Well, it depends. But yes, I think so. We must have some rules. We always need to think about other people and not just ourselves. That's something that makes us better people!

Natalie: Yes … you're right, Tania. We really need rules. They stop us from doing whatever we want without thinking about the other people around us.

Grammar

Modal verbs: obligation and necessity

Grammar checkpoint

Students will have studied *must* and *have to* before for obligation, though they may not be clear how they differ. Point out that we often use *have to* for external rules: *I have to wear my pass at work* (my employer makes that rule). We often use *must* for obligations we make for ourselves: *I must wash my hair tonight* (I am making the obligation).

6 Ask students to read the Grammar box carefully and complete the rules. With ***weaker classes***, do this in stages as a whole class and deal with questions as you go along.

Answers: **1** necessary **2** not necessary **3** necessary **4** not necessary

Optional alternative activity

Draw a grid on the board as follows and complete it with the verbs, with Ss' help. Point out that *must* is an unusual form that has no past. Include the common errors with these forms, crossed through, if you feel this will help your Ss.

	Obligation	No obligation
Present	have to/need to/must	don't have to/don't need to/ ~~don't must~~/~~haven't to~~
Past	had to/needed to/ ~~musted~~	didn't have to/didn't need to/~~didn't must~~/~~hadn't to~~

GRAMMAR BANK 8A pp.130–131

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** I need **to** tidy my desk.
2 Yesterday, I **had to** work late.
3 You **must** work hard at school.
4 You **mustn't** send private emails at work.
5 I **need** a new computer at work.
6 We **don't have to** wear a suit at work, but we **must** dress smartly.

2 **1** a **2** b **3** b **4** a

7a 8.3 Ask Ss to read the sentences and notice the pronunciation of *didn't*, *mustn't*, *wasn't* and *aren't* in bold. If you think it is useful, explain the information in the Pronunciation checkpoint below, 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. When you ask Ss to repeat, show with your hand where the stresses lie to help them: *I wasn't allowed to watch TV*. Point out also that the /t/ on the end of *wasn't* joins up with the vowel at the beginning of *allowed*, so it sounds like one word.

b Drill the sentences chorally after they hear them. You may want to mark the stress with your hand to help Ss repeat.

8 Write the first item on the board: *Yesterday, I ___ finish work early.* Ask Ss to complete it with an obligation verb and ask them to offer ideas (*have to/had to*). Ss work alone to decide on the correct verbs, referring to the Grammar box, then check in pairs. Check answers with the whole class.

Answers: **1** had to **2** aren't allowed **3** didn't have to **4** must **5** needed to **6** don't need to

9a Show Ss the list and ask them to read the rules. Then ask Ss what tense to use write about the rules (past, because you lived in the flat in the past). Complete an example before Ss work alone to write the rules. Move around the class and check they are using the correct forms and writing in the first person. Clarify that more than one form is usually possible. When they finish, ask them to compare in pairs before going through the answers.

Suggested answers:

1 I wasn't allowed to have pets.
2 I needed/had to take the rubbish out every evening.
3 I had/needed to wash the dishes.
4 I didn't need/have to worry about loud music.
5 I didn't have/need to vacuum the floors.
6 I had/needed to turn off the heating at night.

b Tell Ss that now you live alone. Decide with Ss where you live. Show a picture of an apartment building if you can. This can make the context more meaningful as Ss will be able to relate it to their own lives. Ask them what tense they should use (present – because we're talking about now). They should talk in pairs about what they imagine is necessary or not, using the verbs studied in this lesson.

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. Including images with the profiles will help engage Ss with the task. Ss discuss what each person's home or work rules might be.

Further practice

Photocopiable activities: 8A Grammar 1, p209; 8A Grammar 2, p210

Speaking

Prepare

10 Ask Ss to look at the list and make notes on past and present rules for the three places. They can use a grid like this:

	Work	Home	School/ University
Present			
Past			

Speak

11a Put Ss in groups to discuss and compare their ideas about the rules. Refer them to the Useful phrases. Tell them they should decide if things are better now than in the past, and to think of possible new rules.

b Ask representatives from each group to take turns to present any ideas for new rules to the class, giving reasons for their choices. Discuss as a class which rules would be the most useful to have.

Optional extra activity

Ss in groups decide on rules for their English class. They discuss ideas and prepare a poster. Groups then present their rules and the class can vote on the ones they agree with. These rules can become part of a class contract, which everyone signs and which goes on the wall of your classroom. This activity is good for helping Ss be more responsible for their own learning and can also be used an alternative to Exercises 10 and 11 if your class has no work experience.

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.

Homework ideas

Ss write class rules in their notebook.
Ss write their own language learning rules, e.g. *Every week I need to learn ten verbs in the past tense.*
Grammar bank: 8A Ex 1–2, p131
Workbook: Ex 1–5, p46
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 8B
Extended route: go to p107 for Develop your writing

8B Who says I can't?

Introduction

The goal of this lesson is for students to retell a story and express reactions. To help them achieve this, they will revise present and past passive forms and adverbs for expressing attitude.

Warm-up

Ask Ss, *What is the difference between a problem and a challenge?* Elicit feedback. Then tell them (your attitude). Ask if Ss have heard that 'a challenge is a problem seen in a positive way' and if they can think of any examples (e.g. in sport or business). Give an example of your own, if possible.

Reading

1 Ask Ss to look at the photos and say what the people are doing. Put Ss in groups of three and give them a few minutes to ask each other about their own challenges. Monitor and help with new vocabulary where necessary. When they finish, ask different groups if they have an interesting story to share.

Answers:
2 They are all facing a challenge/doing something difficult.

2a Tell Ss to read the story about someone who had a challenge but was successful. Look at the photos and ask Ss to say which photo the story is about.

Answer: c

b Ss then read to answer the questions. Give them just a few minutes to encourage reading for the main idea. Conduct brief feedback.

Answers:
1 rock/mountain climbing
2 He was considered one of the best in the country.
3 He was caught in a snowstorm during a climb, was badly injured and lost both legs because of the extreme cold.
4 He designed special false legs.
5 He decided to help other disabled people by developing better arms and legs for them.
6 He makes computer-controlled legs, arms, hands; he's recognised as a leader in the field.

Optional extra activity

When Ss have completed the answers, get them to work in pairs to ask and answer the questions. This is an enjoyable practice which is not too challenging and helps Ss revise past simple question forms. ***Weaker classes*** can use the text to answer the questions. ***Stronger classes*** can try to answer them from memory.

Grammar

The passive: present and past

Optional extra activity

Students should be familiar with passive forms. Write on the board: *He is recognised as a leader in the field. People recognise him as a leader in the field.* Ask Ss to say which sounds better and why (*he is recognised,* because *he* is important – not the people who recognise him). Then elicit the passive form (*be* + past participle) and any rules Ss know. Then refer Ss to the Grammar box to complete the rules there.

3 Ask students to read the Grammar box carefully and complete the rules. Ask Ss to discuss in pairs, then check with the whole class.

Answers: 1 person or thing that something happens to
2 don't know 3 obvious 4 past participle

GRAMMAR BANK 8B pp.130–131

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 The White House was built in the 1790s.
2 Facebook was launched in 2004.
3 X-rays were discovered in 1895.
4 The novel *1984* was published in 1949.
5 The Olympics are held every four years.
6 The Mini is made in Oxford in the UK.
2 1 is being repaired 2 were arrested
3 was broken into 4 isn't celebrated

4a 8.4 Ask students to listen for *was* and *were*. If you think it is useful, share the information in the Pronunciation checkpoint below.

Pronunciation checkpoint
Point out that the verb *to be* is weak in passives and the stress is on the main verb. *Was* is pronounced /wəz/ not /wɒz/ and *were* is pronounced /wə/, not /wɜː/.

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

5 Look at the first item and ask for answers. Clarify that all verbs are passive, Ss are just choosing the tense. 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 was (first) climbed, was invented
2 were being followed/were followed
3 isn't being used
4 weren't allowed, were removed
5 wasn't being paid/wasn't paid, was started

6a Look at the first item with the class, then tell Ss to change the rest of the sentences alone. They can check in pairs before whole-class feedback.

Answers:
1 His arm was broken in the crash.
2 was stopped by the police
3 's being helped by a lot of his friends
4 'm being given some great advice
5 wasn't spoken in that area
6 were being followed by wild animals

b Tell Ss to discuss the question in pairs before checking with the class.

Answers: 2, 3 and 6

Further practice

Photocopiable activities: 8B Grammar 1, p212; 8B Grammar 2, p213

Vocabulary

Comment adverbs

Optional alternative activity

Write the word *fortunate* on the board and ask Ss to identify the part of speech (adjective). Ask them if they can turn it into a positive adverb (*fortunately*) and a negative adverb (*unfortunately*). Ask Ss to think of other adverbs formed by adding the suffix *-ly*, then to think of words made negative by adding the prefix *un-*. Point out that awareness of affixation and word building can help increase students' understanding when reading. Remind Ss that not all adverbs end in *-ly* (*fast, often, hard*, etc.).

7a Tell Ss to look at the examples and decide if the speaker is positive or negative. Elicit answers.

Answers: 1 positive 2 negative

b Ask Ss to read through the items in the box and to discuss when they might use them. Clarify any meanings, if necessary.

8 Ask students to choose the correct adverb for each sentence. Tell them to look for positive/negative events that follow to help them choose. Ask Ss to compare in pairs before going through the answers.

Answers: 1 Thankfully 2 Luckily 3 Hopefully 4 Obviously
5 Strangely 6 Surprisingly

Further practice

Photocopiable activities: 8B Vocabulary, p214

Speaking

Prepare

Culture notes
The first Paralympic Games took place in 1960 in Rome. These Olympic Games for disabled people have taken place in the same year and venue as the Olympics since 1988. The idea came from a doctor who worked with World War 2 veterans who had spinal injuries and used wheelchairs. He wanted them to be physically strong and also to feel psychologically motivated.
Baroness Tanni Grey-Thompson is probably the UK's most famous Paralympian, with over 16 years' experience taking part in the Paralympic Games, winning one bronze, 4 silver and 11 gold medals. In 2005 she became Dame Tanni Grey-Thompson for her services to sport. In March 2010, Tanni became a peer in the House of Lords (parliament) where she takes special interest in debates about disability and sport.

9a 8.5 Tell Ss they are going to listen to the story of Tanni Grey-Thompson and ask if anyone has heard of her. Ask Ss to read the questions first, then play the audio while they listen and make notes.

Answers:
1 she's a disabled athlete, Paralympics champion
2 she was born with a physical problem, couldn't walk easily
3 took part in five Paralympic Games, won 11 gold medals, won the London Marathon six times, set 30 world records
4 they are being give more support
5 helps other disabled people to take part in sports

b Put Ss in pairs to compare, then listen and check. ***Fast finishers*** can listen for the adverbs used.

Answers: amazingly, Unfortunately, Thankfully, Hopefully

Audioscript 8.5

This week we're talking about Tanni Grey-Thompson. As some of you will know, Tanni is disabled … and she's a famous athlete – a Paralympic Champion, in fact.

Tanni was born with a physical problem that stopped her from walking and running easily. So she had to use a wheelchair. But amazingly, being disabled didn't stop Tanni. She wanted to be an athlete after watching the first London Marathon on TV in 1981. She decided to start wheelchair racing.

Tanni was chosen to race for Great Britain at the 1988 Paralympic Games. During her career, she took part in five Paralympic Games and won eleven gold medals. She also won the London Marathon six times. Altogether, she set 30 world records. Tanni retired from racing in 2007.

Unfortunately, disabled athletes weren't given much help when she started. They experienced many difficulties and challenges. Thankfully, things have changed for disabled athletes since 1988 and they are being given more help and support. Hopefully things will continue to improve.

Today a lot of Tanni's time is spent helping other disabled people take part in sports. Sport isn't just about winning medals. It's about taking part, having fun and keeping healthy.

10 Tell half the class they are Student A and the other half they are Student B. Tell Ss to turn to the relevant pages and read their texts. They should work together with other Ss who have the same text to prepare and make notes. Ss should think about any adverbs in Ex 7 they could use when talking about their famous person.

Speak

11 Go through the Useful phrases with the class. With ***weaker classes***, you may want to drill some of the expressions. When they are ready, put Ss in AB pairs to tell each other about the people in their texts. Tell them to include the Useful phrases and a range of adverbs in Ex 7.

12 When they finish, join two pairs to make groups of four to discuss their reactions to the lives of these people. Conduct a whole-class discussion about other people who have overcome difficulties.

Reflection on learning

Write the following questions on the board:
What are the challenges for you in learning English?
How can you overcome them? 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.

Homework ideas

Ss write a report on a person who overcame a challenge.
Grammar bank: 8B Ex 1–2, p131
Workbook: Ex 1–5, p47
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 8C
Extended route: go to p108 for Develop your listening

8c Natural world

Introduction

The goal of this lesson is for students to describe and recommend places of natural beauty. To help them achieve this, they will revise non-defining relative clauses and vocabulary about geographical features in this context.

Warm-up

Before the class starts, write on the board, *What is the most beautiful place in this (your) country? Why?* Put Ss in pairs or small groups to discuss and name at least two places and adjectives that typically describe each one. When they finish, elicit feedback and add useful vocabulary to the board.

Reading and vocabulary

Geographical features

1 With ***weaker classes***, you may want to look at the photos together and pre-teach *waterfall*, *peak* and *cliff*. Ask Ss to look at the photos and discuss the questions in pairs. Monitor and help with new vocabulary. When they finish, ask pairs to describe the photos to the class and identify key vocabulary for each one.

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 photo. Then conduct feedback, with each student telling the others about their word and linking it to an image.

2a Ask Ss to work alone and match the extracts with the photos. In feedback, ask Ss to state which words helped them decides.

Answers: **A** Copper Canyon **B** Glacier National Park **C** Steephill Cove

b Ask Ss to discuss the question in pairs. Monitor and help with new vocabulary where necessary. When they finish, ask different pairs for their ideas to share.

3a Ask students to find the things in the box in the photos.

b Write *snow-covered* on the board and ask for matching nouns (*mountain*, *peak*). Establish that more than one answer is possible. Then ask Ss to work alone to match the other adjectives and nouns. Monitor and help, then elicit answers.

Suggested answers:
1 mountain, peak, hill **2** mountain, waterfall, cliff
3 valley, lake **4** hill, mountain **5** river, lake
6 beach, bay, shore **7** mountain, shore, beach, coast
8 forest, rainforest

4 Ss work in pairs and discuss answers. Ask a few Ss for feedback.

Optional alternative activity

If you have a multilingual class, ask Ss to work first with a partner from their country to prepare, then pair them with a partner from another place to tell each other. ***Weaker classes*** may benefit from writing the geographical features first.

Further practice

Photocopiable activities: 8C Vocabulary, p217

Grammar

Non-defining relative clauses

Optional extra activity

Students have already studied defining relative clauses in Lesson 4C. Now write an example of a non-defining relative clause on the board, *We ate the pizza, ___ was nice.* Ask Ss to complete the missing word (*which*). Then remove the comma and ask Ss if the meaning changes. Elicit ideas. Ask the Ss how many pizzas there were in each sentence (with the comma, there was just one pizza; without the comma, there was more than one but we only ate the nice pizza). Finally ask Ss to work through the Grammar box task.

5 Tell Ss to read the Grammar box carefully and complete the grammar rules. Ask Ss to discuss in pairs, then check with the whole class.

Answers: **1** who **2** which **3** where **4** when

GRAMMAR BANK 8C pp.130–131

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** which is full of history
2 which is an industrial city
3 where you have great views
4 which is the capital city of Peru
5 who was the first European to cross
6 when the weather starts to get warmer

2 **1** The Great Barrier Reef, which stretches for 2,300 kilometres off the coast of Australia, is the world's largest living thing.
2 The best time to go trekking in Nepal is September to November, when the temperature is at its best./The best time to go trekking in Nepal, when the temperature is at its best, is September to November.
3 Angel Falls in Venezuela is named after the US pilot Jimmie Angel, who was the first person to fly over the waterfall in 1933.
4 Istanbul is the capital city of Turkey, where Asia meets Europe./Istanbul, where Asia meets Europe, is the capital city of Turkey.
5 Temperatures in Death Valley in the US once reached almost 57°C, which makes it the hottest place on earth, ever.

6a 8.8 Ask Ss to read the sentences and listen to the pronunciation of *where*, *when* and *whose*. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: **1** /weə/ **2** /wen/ **3** /hu:z/

Pronunciation checkpoint

In *who* and *whose*, the /w/ sound is not pronounced so the words are /hu:/ and /hu:z/. In *where*, *when* and *what*, the /w/ sound is pronounced but the /h/ is not.

b Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence and drill individuals to check.

7a Write the first item on the board, *The Peak District National Park, ___ is 1,438 square miles in size …* and ask Ss to complete it. (They may try to complete this with *where*, as it is a place. If so, refer to the Grammar checkpoint below.) 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.

Grammar checkpoint

The Peak District, which is my favourite national park, is not far from Sheffield.
The Peak District, where I live, is not far from Sheffield.
In the first sentence, the subject is *The Peak District*; in the second sentence, the subject is *I*. Point out that we use *which* when the place is the subject and *where* when the person is the subject.

Answers: **1** which **2** where **3** who **4** where **5** who, whose

b Look at the example together and ask Ss what changed (we removed *there* and added a comma). Then ask Ss to work alone to combine the sentences. Monitor and help as necessary. Go through the answers as a class.

Suggested answers:

1 When I'm on holiday, I prefer to go somewhere quiet and peaceful, where I can relax and enjoy nature.
2 One of my favourite places is the Greek island of Aegina, which is well known for its beautiful scenery.
3 There are lovely beaches, where you can swim and relax.
4 I like the local people, who are very friendly and helpful.
5 To get there, you can fly to Athens, where you can get a ferry to the island.
6 The best time to go is October, when the weather is cooler.

8 Look at the first item as a class. Clarify that there are two stages for the task: 1) thinking of ideas to fill the gaps and 2) joining the two parts using a relative pronoun. Ss compare ideas in pairs before whole-class feedback.

Possible answers:

1 There are some amazing mountains in the area, which are really popular with tourists.
2 There's a really nice area near my town called Thetford Forest, which has a lot of great bike trails.
3 A beautiful part of my country is the Jurassic Coast, which is about four hours from my home.
4 Cornwall, (which is) where I was born, is famous for pasties and cream teas.
5 The Isle of Mull is good to visit in summer, when the weather is warmer.

Further practice

Photocopiable activities: 8C Grammar 1, p215; 8C Grammar 2, p216

Speaking

Prepare

Culture notes
The Isle of Mull is the fourth largest Scottish island. It is very historic. There is farming and a famous whisky distillery but the main activity is tourism. It is a popular destination for naturalists and photographers because there is a rich variety of wildlife and plant life. For example, more than 2,000 species of fungi have been recorded on Mull.

9a 8.9 Tell Ss they are going to listen to a presentation at a travel and tourism show. Ask Ss to listen and answer the questions. With ***weaker classes***, you may want to pre-teach *dolphin* and *whale*.

Answers:
1 The Isle of Mull
2 April or May – fewer tourists
3 train and ferry

b Play the audio again so Ss can check answers. Then ask Ss to answer the question in pairs before checking as a class.

Answers: The speaker ends the presentation by telling people what she has said in her talk, thanking the audience and asking for questions.

Audioscript 8.9

Good morning, everyone. My name's Diane and I work with Find Your Peace Nature Tours. It's great to see you all here today. Now, I understand that you're all nature lovers and you want some advice about the best places to go for a holiday in the UK. In this short presentation, I'm going to talk to you about the Isle of Mull. I'm going to tell you why I think Mull is so special and why I think you would love to spend time there. Then I'll make suggestions for the best time to visit, and finally, I'll give you some information on how to get to the Isle Mull. We'll have time for questions at the end.

OK, so just like me, you are nature lovers and you want to go somewhere quiet and peaceful, where you can relax and enjoy nature's beauty. Well, I can highly recommend the Isle of Mull. It's a small island off the west coast of Scotland, which is famous for its fantastic scenery and wonderful wildlife.

So, what's so special about it? Well, it's got everything: there are mountains and green valleys, where you can go walking amongst lovely scenery. On the north side there are beautiful sandy beaches, which are usually empty, and blue sea. Mull is home to dolphins, whales and other sea animals, which you have a good chance of seeing if you book a wildlife cruise. If you want to spend time with nature on a beautiful island, away from the stress of modern life, this is the place for you.

When is the best time to go there? OK, so it rains quite a lot and the weather can get quite windy, but it doesn't get all that cold. July is the hottest month. But the best time to go is April or May, when there aren't so many tourists and it's quieter.

To get there you can take the train from Glasgow, which is the largest city in Scotland, to Oban, on the coast, where you can get a ferry over to the island.

So, there you are. The Isle of Mull. That's my top recommendation and I've told you why I think you will love it as much as I do, when you might like to visit and how you can get there. Thank you very much for listening to me. Do you have any questions?

10 Ask Ss to choose a place of natural beauty to prepare a short presentation about. Tell Ss to make notes on their chosen place under the headings provided. ***Weaker classes*** may benefit from doing this in pairs. Move around the class and support Ss. Encourage Ss to practise what they are going to say but emphasise that they should not write sentences, only notes.

Speak

11 Refer Ss to the Useful phrases. Put Ss in groups of four and ask them to take turns to talk about their chosen places to their group.

12 Regroup Ss so they can talk about their places with more class members. At the end, ask Ss to vote on the best place(s) to visit. Discuss their reasons as a class.

Optional alternative activity

Instead of choosing their own places, you could allocate a place to each student to ensure a variety of destinations are covered. Online research can be done in or out of class and Ss can find facts, images, maps, etc. to accompany their presentations.

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.

Homework ideas

Ss write a report for a travel brochure about their chosen place.
Grammar bank: 8C Ex 1–2, p131
Workbook: Ex 1–4, p48
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 8D
Extended route: go to p109 for Develop your reading

8D English in action

Introduction

The goal of this lesson is for students to be able to apologise and make excuses using simple language. To do this, they will revise useful phrases in the context of social situations.

Warm-up

Pretend to arrive late or forget some equipment for the lesson. Ask Ss what you should say or do. Elicit *apologise*. Ask Ss to talk about how they feel about doing this in English and in their own language, and what expressions they can use.

Culture notes
Ss often find it amusing to note how British people apologise a lot and say sorry when they do not appear to have done anything wrong. The terms *Excuse me* /ɪkˈskjuːzmiː/ and *I'm sorry* are often confused. *Excuse me* is not an apology but is said when we want to pass somebody or attract their attention. Contrast this with the noun *excuse* /ɪkˈskjuːs/, which is when we are giving an explanation or reason.

1 Ask students to look at the pictures and discuss the questions in pairs. Discuss the questions as a class. If possible, give some examples of your own. Write useful vocabulary on the board.

Answers: Somebody has dropped an expensive vase on the floor by accident, or maybe the cat did it. They are feeling embarrassed. The owner is looking annoyed/horrified.

2 8.10 Explain that Ss are going to hear two conversations. They should listen and answer the questions. Ss listen to the first conversation and note the answers. Check this before listening to the second conversation.

Answers:
Conversation 1
1 hasn't done the washing up or taken out the rubbish
2 busy at work, took Mrs Jones to the hospital
3 clear up now
Conversation 2
1 been waiting a long time
2 started raining – had to get umbrella/coat, missed the bus, traffic bad
3 phone died as forgot to charge it

3a Ask Ss to read through the sentences from the listening and try to complete them. Then tell Ss they are going to listen and check their ideas/complete any missing gaps.

b Ask Ss to check their answers together in pairs, then listen again before you conduct feedback as a class.

Answers:
Conversation 1
1 What happened 2 haven't had time 3 no excuse
4 never mind 5 won't happen 6 hope not
Conversation 2
1 Where have you been 2 really sorry 3 You see
4 why didn't you 5 never believe this 6 these things happen

Audioscript 8.10

Conversation 1
Mother: Hello, are you there, Alan? I'm home.
Alan: Oh hello, Mum. You're back early. I wasn't expecting you until tomorrow!
Mother: Alan, this kitchen is a terrible mess! Why haven't you done the washing up? And you haven't taken out the rubbish. What a terrible smell! What happened?
Alan: Sorry, Mum, er, I just haven't had time. I've been so busy at work, you've no idea!
Mother: Honestly, Alan! That's no excuse.
Alan: And I had to take Mrs Jones next door to the hospital. I was there all day with her!
Mother: Excuses, excuses! Oh well, never mind.
Alan: I'm really sorry! It won't happen again, I promise!
Mother: I hope not! Just clear up now.

Conversation 2
Jackie: Oh, Scott, there you are! At last! Where have you been? I've been waiting for ages!
Scott: I'm really sorry I'm late, Jackie. You see, it started to rain while I was walking to the bus stop, so I had to go back home to get my coat and umbrella.
Jackie: Oh, no!
Scott: So then of course I missed the bus and had to wait for the next one.
Jackie: Mm, I see. But why didn't you call me?
Scott: You'll never believe this, I tried to phone you but my phone died – I'd forgotten to charge it! And the traffic was so bad that it took ages to get here.
Jackie: Really? You're hopeless. Oh well, these things happen, I guess. You're here now. Let's go in and see the film!

4 Refer Ss to the Useful phrases. Ask them to suggest more phrases in Ex 3 to add to the sections. Drill Useful phrases chorally if Ss struggle with them.

Answers:
Making excuses
I just haven't had time. I've been so busy.
You'll never believe this.
Apologising
It won't happen again, I promise!
Accepting and rejecting apologies and excuses
Excuses, excuses! Oh no! Why didn't you call me? Really?
You're hopeless. Oh well. You're here now.

5a 8.11 Tell Ss they are going to hear some people apologising and should identify which speaker, A or B, feels more sorry. If necessary, give a clue by saying that wide ranging intonation can make you sound more sincere and sorry (see Pronunciation checkpoint below).

Answers: A feels more sorry as they use a wider range of intonation.

b 8.12 Ss listen and underline the stressed words. Do whole-class feedback.

Answers:
1 I won't do it again, I promise. (animated intonation)
2 I'm really sorry. (animated intonation)
3 I'm so sorry I'm late. (animated intonation)

c Ss listen again and try saying the apologies themselves, first with flat intonation than with animated intonation to try and show that they are really sorry.

Audioscript 8.11/12

A: I won't do it again, I promise.
B: I won't do it again, I promise.
A: I'm really sorry.
B: I'm really sorry.
A: I'm so sorry I'm late.
B: I'm so sorry I'm late.

Pronunciation checkpoint

Point out to Ss that intonation (the up and down movement in the voice) is a very big part of expressing feelings. If they can say a word with a lot of movement in their voice, it can make them sound concerned, sincere or interested. In contrast, flat intonation can sound uninterested and even angry. Ask Ss to practise saying *What happened?* and *Why didn't you call me?* with animated intonation (wide range), then with flat intonation (narrow range). Can they notice the difference? Drill to help where necessary.

6a Look at the first situation as a class. Ask Ss to make some suggestions for excuses (e.g. car broke down, meeting finished late). Ss continue in pairs to make suggestions for excuses for each situation.

b Put Ss in pairs to try the conversations, reminding them of the Useful phrases. If possible, model a conversation for the first situation with a stronger student, then get two students to say a further conversation across the class in an open pair. Then ask Ss to continue with the other situations in pairs. Monitor to see how they manage with the phrases. Give feedback on good use of language or ask confident pairs to perform some of the conversations for the class.

Reflection on learning
Write the following questions on the board:
In what situations do you think you can 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 a few Ss to share their ideas with the class. Point out that Ss generally get better with more turns of practice and discuss where and how they can practise outside lessons.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–3, p49
Mobile app: grammar and vocabulary 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 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 read the whole sentence so that you can check pronunciation of the phrases in context.

Answers: 1 up/away 2 in 3 out 4 away 5 down 6 back/away

b Ss discuss where they would hear the sentences in pairs then discuss which things they have done that day. Encourage them to ask follow-up questions to find out more information.

Answers: a 1, 4, 5 b 2, 3, 6

2a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers:
1 don't have to, allowed to, need to/have to/must
2 have to/must, didn't have to
3 don't need to/don't have to
4 don't need to/don't have to
5 must/has to/needs to, didn't need to/didn't have to
6 not allowed to

Optional alternative activity

With ***weaker classes***, write the answers on the board in random order to support Ss. Ss choose from the alternatives to complete the sentences.

b Read the instruction with the class. Ss discuss in pairs. Encourage them to ask follow-up questions to find out more. In feedback, ask a few pairs to tell the class about any laws/rules that are different.

3a Look at the instructions as a class. With ***weaker classes***, do the first one together as an example. Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class.

Answers: 1 Hopefully, Unfortunately 2 fortunately 3 thankfully/luckily 4 amazingly, obviously 5 Not surprisingly

b Ss write their own news extracts. When they finish, they can read each other's.

Optional alternative activity

Ss work in pairs to adapt a news story from that day. Groups put their stories together into a news report.

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

Answers: 1 is held 2 is seen 3 was/had been described 4 were proved 5 were held 6 was being talked/was talked

b Ss tell each other about sporting achievements in pairs. When they have finished, ask Ss to share interesting stories with the class.

5a Ss match the sentence halves alone then check in pairs. Check answers with the whole class.

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

b Ss work in pairs and discuss. Monitor and help with vocabulary where necessary, writing any new words/phrases on the board. In feedback, ask Ss to share interesting places with the class.

6a Ss join the sentences alone, then check in pairs. Check answers with the whole class.

Answers:
1 I live in Mariyno, which is a district of Moscow. The district was originally a village, which was named after Mariya Yaroslavna, the mother of Ivan the Great.
2 My favourite place is Lindisfarne, which is a small island of the north-east cost of England. It's got some lovely deserted beaches, where you can walk for ages and see only one or two people.
3 My favourite book is *Wild Swans*, which follows the lives of three generations of women in China. It was written by Jung Chang, who was born in 1952.

b Ss write their own paragraph. In feedback, ask Ss to read each other's paragraphs and check the non-defining relative clauses are correct.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 8.

8 Roadmap race (Units 7–8 review)

Introduction

Ss revise and practise the language of Units 7 and 8 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 7 and 8.

All Ss place their counters on the START square. Ss take it in turns to take a number from the bag (or roll a dice) and move their counter to the corresponding square. When they land on it they must follow the instructions on each square and answer the questions. If they're successful, they stay on the square. If they can't do it, Ss move back to the square they were on before. The first player to reach the FINISH square wins.

Answers: **2** bag **3** able **4** had already gone out **6** a beach **10** order **11** fall **13** gain **15** tidy/clean **18** where **19** edit **21** give/win **22** The mountain, which has steep sides, is the tallest (one/mountain) in the country. **24** attend/have **25** in **27** Computers weren't used by teachers when I was at school. **28** different – *mustn't* is a negative obligation, *don't have to* suggests absence of obligation **30** Young people are being given new opportunities.

8A Develop your writing

Introduction

The goal of this lesson is for students to write a short email. To help them achieve this, they will focus on adding supporting ideas and presenting contrasting ideas.

Warm-up

Ask Ss to discuss where they live and who they live with. Conduct brief feedback by asking a few Ss about their partner's situation.

1 Put Ss in pairs to discuss the questions. After a few minutes, conduct brief feedback and ask for a show of hands to see whether most Ss would prefer to live alone or with others.

Optional extra activity

Elicit and build a list of advantages and disadvantages of living with parents on the board. When Ss read the text, they can check if their ideas are mentioned.

2 Ask Ss to read the email to answer the question. Give them a few minutes. Conduct whole-class feedback.

Answers: whether to stay living with her parents or move to her own flat

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 answer and deal with any questions. Check with Ss by asking which of the example linkers usually have a comma or a full stop after them (comma – *As well as (this)*, *Plus*, *On the one hand*, *On the other hand*; full stop – *too*).

Optional alternative activity

Before looking at the Focus box, ask pairs to look at the email and underline linking words there, then ask them to read the Focus box and check their ideas.

4a and **b** Ask Ss to read the email more closely and underline ways of adding information and ways of contrasting ideas. They should do this in different colours, if possible. Ss then compare answers in pairs before you go through as a class. If you have a projector, display the email and underline the answers there. Point out the position of each linker and use of commas. Ask Ss which words are more formal (*however* is more formal than *though*). Point out that *On the one hand* is usually followed by *On the other hand*.

Answers:
Adding: and, plus, too, also
Contrasting: even though, though, instead of, on the one hand, but, on the other hand

Optional extra activity

If you have time and your Ss enjoy this topic, put them in groups of three to discuss this question, using the advantages and disadvantages listed earlier (see previous Optional extra activity). For a more robust discussion, have one student who argues for and one against. The third student can choose. At the end of their discussion, ask if they have changed their ideas.

5 This exercise is to see if Ss can apply the linkers correctly. Ss work alone to write the sentences. Remind them to use commas when necessary. Ask pairs to compare before going through the answers and writing them on the board with accurate punctuation.

Answers: **1** also **2** However **3** As well as **4** too **5** Even though **6** but **7** Plus **8** On the other hand

Prepare

6a Ask Ss to choose a decision that interests them and work in pairs or small groups to make two lists: advantages and disadvantages. Move around the class and help with ideas and vocabulary.

b Ask Ss to tick the ideas they would like to include, then number them in the order they will use them. If Ss are doing the same topic, they can visit each other and look at each other's ideas.

Write

7 Ask Ss to use their notes to write their email. Move around the class and be available to help with ideas, spelling and vocabulary. Point out punctuation around the linkers where it is inaccurate.

8 When Ss have finished, ask them to exchange emails with another student and answer the email they have received.

Homework ideas

Workbook: Ex 1–5, p51

8B Develop your listening

Introduction

The goal of this lesson is for students to understand a radio phone-in programme. To help them achieve this, they will focus on guessing the meaning of unknown words from context.

Warm-up

Give pairs of Ss one minute to list as many sports as they can think of. When the time is up, ask Ss how many they have and ask the pair with the most to read their list out.

1 Ask Ss to discuss the questions in pairs. After a few minutes, conduct brief feedback.

2 Tell Ss they are going to listen, but first they will focus on ways to manage unknown words when listening. Ask Ss if they have any strategies of their own, then ask them to read the Focus box carefully and answer the question. Elicit the answer.

Answer: guess meaning from general context, listen for repetition and extra examples, listen for explanations

Culture notes
A **phone-in** is a kind of popular radio programme where members of the public call and give their opinions. There is sometimes an expert that they question, or they converse with the presenter. The programme style is used for political opinions as well as light-hearted opinions on topics such as football or celebrity lifestyles.

3 8.6 Tell Ss they will hear the first part of a radio phone-in programme. They should listen and choose topic a or b.

Answer: b

4a Ask Ss to listen again for the words/phrases in the box. Do not elicit or tell them the meanings at this point.

b Ask Ss to read the definitions and choose the correct ones.

Answers: 1 a 2 b 3 a

c When they finish, ask Ss to discuss their choices and reasons in pairs, then go through the answers as a class.

Audioscript 8.6

Presenter: Why are the Olympic Games important? One reason is this: they inspire young athletes to work harder and try to become Olympic athletes themselves in the future. But not everyone can become a top athlete. How can we make ordinary people really excited about sport and inspire them to take it up regularly? I have with me Mr John Mason, Head of Sport and Physical Education at Bankside Community School. Hello.

John Mason: Hello.

Presenter: And Mr Peter Jones from the charity organisation *Sport for Youth*.

Peter Jones: Hello.

Presenter: John, your job is to plan the sporting activities at your school. What do you think? How can we best inspire young people so they want to take up sport?

John Mason: Well, first we need good sports facilities – like football pitches, tennis courts, a good gym. And we need good teachers and coaches who will support young people and inspire them to do their best.
But all that costs a lot of money. So funding is very important. If you don't put money into sports, you won't achieve sporting success. Top athletes get a lot of funding from the government, but funding for school sports or for local sports clubs can be very difficult to get. Schools often don't have enough money to pay for the sports facilities or equipment they need.
My school has been very lucky. We got funding from Sport England to employ a professional football coach to train our students. Now we're one of the few schools that compete in national sport. Without that extra money, that wouldn't be possible. So if we want to inspire the next generation, the government must provide enough funding.

5a 8.7 Ask Ss to read the two summaries, then listen to the second part of the programme and choose the best one. When they finish, ask them to compare in pairs before checking the answer.

Answer: a

b Play the audio again and tell Ss to listen out for the words in the box and guess their meaning. Ask Ss to discuss their ideas in pairs before listening again to check. After they listen, go through the answers as a class.

Possible answers:
competitive: competitive sports like football/physical activities that are not competitive like hiking, camping, dancing
have a talent: what each student is good at/be good at swimming/a natural talent for football
range: lots of different activities available/different sports

c Tell Ss to read though the questions then listen again and answer them. Ask them to compare in pairs before going through the answers as a class.

Answers:
1 offer a wider range of sports and activities, not just traditional ones
2 It helps discover individual talent.
3 yes
4 offer physical activities that are not competitive (e.g. hiking, camping)

Audioscript 8.7

Presenter: Peter, what's your view? How can schools best encourage young people into sport, in your opinion?

Peter Jones: I think schools need to offer a wider range of sports and physical activities. It's important to make lots of different activities available so there are opportunities for everyone to take part. Take dance, for example, I mean, it may not be an Olympic sport, but many young people really enjoy dancing. So we should offer this activity as well as traditional sports. This will help us to discover what each student is good at – what special talents they have. Some young people may be good at swimming, others may have a natural talent for football. Then we can help them develop that talent and become better. As teachers or sport coaches or parents, we should support them on their journey to success.

Presenter: Let's hear what the public think. We have Susan Biggs on the line. Hello.

Susan Biggs: Hello. I agree it's really important to make a wide range of different sports and activities available to students. In my

opinion, schools should help all young people find what they enjoy, not just those who are good at competitive sports like football. Not everyone wants to compete and try to win or be better or more successful than the others, and they shouldn't have to. Schools should encourage the students by offering physical activities that are not competitive like hiking, camping, dancing and so on. That's the best way to encourage more young people to be active.

Presenter: Thank you very much.

6 Read the opinion aloud or ask a student to. Ask Ss to offer their views on this. Then put Ss in pairs to discuss question 2. When they finish, elicit ideas and discuss as a class which are the best ideas.

Optional extra activity

Ss work in groups to prepare and make a presentation about their ideas to encourage sport in young people. They can make a promotional poster or leaflet with their ideas.

Homework ideas

Workbook: Ex 1–2, p49

8c Develop your reading

Introduction

The goal of this lesson is for students to understand a brochure. To help them achieve this, they will focus on understanding the reference in a text.

Warm-up

Ask Ss to talk about their last holiday and how they got information about it. Discuss their ideas as a class. Introduce the word (*tourism*) *brochure* and ask Ss where they might access these (travel agent, tourist information centre).

1 Ask pairs to look at the photos and discuss the questions. After a few minutes, conduct brief feedback.

2 Tell Ss to read the first paragraph of the brochure and answer the question. Tell them they have a minute to do this to encourage skim reading. Check answers as a class. Ask Ss for key words that helped them decide.

Answer: a trip to a valley

3 Ask Ss what the words in bold in the text have in common. Accept any suggestions then tell them they are reference words, i.e. they refer to other words in the text. Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then discuss the question as a class.

Answer: They use other words to refer to them.

4 Ss complete the sentences with the words in the box. 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** it **2** here **3** They **4** This **5** he **6** who

5 Tell Ss to look again at the words in bold in the first two paragraphs. Ask them to identify the noun referred to in each case and point an arrow back or forward to it, then circle it. Tell them they have a few minutes. Ask them to check in pairs, then go through the answers as a class. If you have access to a projector, project the text and add arrows and circles there.

Answers:
they = people
they, some, others, them = valleys
it = the Grand Canyon
where = the national park

6 Ask Ss to read the rest of the brochure and underline the reference words, again identifying which nouns they refer to and marking the text. Go through answers as a class, highlighting the projected text on the board if possible.

Answers:
This, It, whose = The Verdon Gorge
These = activities
Its, it = The Verdon Gorge
They = photographers
which = rock formations and colours
which, them = two deep valleys
they = people

7 Discuss if any Ss have visited or would like to visit any of the places and which of the three they have read about they would prefer to visit.

Optional extra activity

If Ss are interested, ask them to research a local site or famous geographical site and write a short text for a brochure. Ss can use the internet and download pictures to add to their brochure.

Homework ideas

Workbook: Ex 1–3, p50

9 OVERVIEW

9A Shopping
Goal | discuss and suggest improvements
Grammar | the passive: all tenses
Vocabulary | shopping
GSE learning objective
Can give a short, rehearsed talk or presentation on a familiar topic

9B What if ... ?
Goal | tell a story
Grammar | third conditional
Vocabulary | strong and weak adjectives
GSE learning objective
Can describe events, real or imagined

9C Is it art?
Goal | express agreement and disagreement
Grammar | short responses with *so, neither/nor, too/either*
Vocabulary | describing art
GSE learning objectives
Can express belief, opinion, agreement and disagreement politely

9D English in action
Goal | make complaints
GSE learning objective
Can make a complaint

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

9B Extremes

DEVELOP YOUR SKILLS

9A Develop your reading
Goal | understand a short article
Focus | recognising degrees of certainty
GSE learning objective
Can distinguish between fact and opinion in relation to common topics

9B Develop your writing
Goal | write a story
Focus | making comparisons
GSE learning objective
Can write a story with a simple linear sequence

9C Develop your listening
Goal | understand a radio discussion
Focus | recognising a speaker's opinions
GSE learning objective
Can recognise a speaker's feeling or attitudes

9A Shopping

Introduction

The goal of this lesson is for students to give a short presentation. To help them achieve this, they will revise passive forms in the context of shopping.

Warm-up

Before the class starts, write on the board three different everyday items, for example *banana, computer, coat*. Ask Ss to decide the best place to buy these items and why. Put Ss in pairs or small groups to discuss. When they finish, elicit feedback and add useful vocabulary to the board.

Vocabulary and reading

Shopping

1 Ask students to look at the photos and elicit the different kinds of shopping, then put Ss in pairs and give them a few minutes to talk about the other questions. Monitor and help with new vocabulary. When they finish, ask pairs to report back on interesting differences or similarities in their shopping habits.

Answers:
1 online shopping, busy high street, modern shopping mall/centre, outdoor market, window shopping

2a Ask Ss to read through the sentences, focusing on the expressions in bold. Tell them to underline new vocabulary and check it in a dictionary if necessary. When they finish, let Ss compare ideas, then check understanding by asking Ss to mark the sentences T or F for themselves.

Optional alternative activity

Divide the expressions among the class, giving one to each student or pair of Ss. Ss use their phone or a paper dictionary to check the meaning and pronunciation. They then teach each other their expressions, either in groups or as a class. Finally, they complete Ex 2a.

b Put Ss in pairs or groups to compare answers. Monitor and help, making sure Ss have understood the sentences correctly. Listen for pronunciation of new items. When they finish, ask a few groups to share their differences and drill mispronounced items.

Vocabulary checkpoint
When Ss make notes on vocabulary, encourage them to record all necessary information about new items, starting with the part of speech (noun, verb, etc.) and word stress. Some items are best recorded as collocations e.g. *special offer, good deal, get a refund, cancel an order*. Point out unusual pronunciation features such as the silent *p* in *receipt*.

Optional extra activity

Ss work in pairs. Both Ss look at the expressions in Ex 2a. Student A defines an expression in their own words and B tries to identify it. A corrects them or confirms they are right. When they finish, they change roles and B defines.

Further practice

Photocopiable activities: 9A Vocabulary, p220

3a Ask Ss to read the title and predict what the future of shopping might involve. Accept all reasonable answers and write them on the board.

b Ask Ss to read and check if their ideas are mentioned. In feedback, tick off the ideas on the board and add any new ideas mentioned in the article. Ask Ss if they agree with the article.

Teaching tip

Developing reading skills involves helping Ss do the things we usually do in our first language when deciding to read an article – we look at the pictures, scan the headline, anticipate the content and decide if it is interesting for us. This process is replicated in many classroom reading activities and enables Ss to come to the text better prepared to read. Following this procedure helps Ss develop their skills in another language.

Grammar

The passive: all tenses

Optional extra activity

Ss will have studied passives before. Ask Ss to discuss how we form the passive (*be* + past participle) and why it is used (to focus on the most important thing in a sentence). Ask them to find and underline examples of passives in the text they just read, then identify some of the tenses used. Then ask Ss to work through the Grammar box task.

4 Tell Ss to read the Grammar box carefully and complete the grammar rule. Ask Ss to discuss in pairs, then check with the whole class. Ask Ss to find further examples of passives in the article in Ex 3b.

Answers: **1** be **2** past participle
Examples: goods were bought, will probably be made, shops … will no longer be needed, staff will be replaced, high streets are already being used

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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** will be destroyed **2** will be refused **3** must be reported **4** must be accompanied **5** can be purchased **6** need to be submitted
2 **1** were used **2** have been replaced **3** was introduced **4** can be purchased **5** is spent **6** may be spent

5a 9.1 Ask Ss to read the sentences and listen to the pronunciation of the words in bold. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answer: The main verb (past participle) is stressed.

Pronunciation checkpoint

When we speak at normal speed, the stress is on the main verb because this carries the meaning. The surrounding grammar words are weak, so *can* /kən/ and *been* /bɪn/ are reduced forms. *Must* loses the /t/ and the vowel is weak too.

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

6 Write the first item on the board: *Technology has changed the way we shop today.* Ask Ss if it is active or passive (active) and what the subject is (technology). Then ask Ss to rephrase the sentence making it passive. Write the new passive sentence and underline the verbs showing that the tense is the same (present perfect). Ss then work alone to rewrite the other sentences, referring to the Grammar box. Ask Ss to check in pairs before going through answers with the whole class. Ask Ss to name the tense or verb type each time.

Answers:
1 The way we shop today has been changed by technology. (present perfect simple)
2 Soon most of our shopping will be done online. (future)
3 Many jobs in shops have already been lost. (present perfect simple)
4 Some problems must still be solved by online businesses. (modal verb)
5 Clothes are often returned by online customers because they don't fit. (present simple)
6 New software is now being developed so it's easier to get the right size. (present continuous)
7 Small parcels may soon be delivered by remote-controlled drones. (modal verb)
8 This technology has already been tested in the US. (present perfect simple)

Optional alternative activity

Instead of going through the answers as a class, write out or photocopy the answers and display them at several points in the room. Ask Ss to work in pairs, taking turns to get up, read an answer, remember it and dictate it (in sections) to their partner to check against theirs. This is highly collaborative and enjoyable, involving speaking and listening practice as well as reading and writing. This type of collaborative activity is sometime called a 'dictogloss'.

Grammar checkpoint

In many passive sentences, we don't include the agent (i.e. the person or thing that does the action) because we are not interested in who does the action, we don't know who does it, or it is obvious who does it. The object is more important than the subject and that is why it is placed first in passive sentences. Ask Ss to identify which answers in Ex 6 need to include an agent (1, 4, 5, 7) and which don't (2, 3, 6, 8). Clarifythat when we do include the agent, it is preceded by the word *by*.

7a Ask Ss to look at the example and complete the first answer as a class. Point out that Ss need to use the same verb form as in the question. Ss then work in pairs to ask and answer. ***Weaker classes*** may need to write sentences first, using the prompts. Monitor and listen to their control of the passive forms. Ask pairs to read out the answers. Conduct whole-class correction as necessary.

Suggested answers:
1 a Goods have always been bought and sold.
b Cash has always been accepted.
c Shops have always closed early on Sundays.
2 a Products will be bought and paid for online.
b Purchases will be delivered to your home.
3 a Play areas could be provided for young children.
b A wider range of activities could be offered.

b When they finish, ask Ss to work in new pairs to add more ideas, using the same passive forms. Ask pairs to say their ideas to a few other pairs, then share their best ideas with the class.

Suggested additional answers:
1 Money has been refunded if the customer is not satisfied.
Clothes have been tried on.
2 Buying the right size online will be made easier.
Items will be delivered by drones.
3 Apps could be developed to help shoppers find their way around.
Robots could be used to locate items in stores.

Optional extra activity

Revise structures for agreeing and disagreeing, such as *That's a good idea*, or *I'm not sure about that*. Ask Ss to work in small groups. Pairs of Ss read out their ideas and other group members should agree or disagree with the ideas or suggest improvements. Finally, the group should choose the best three ideas and present them to the class.

Teaching tip

When students are doing a speaking activity to practise new language, it can help develop confidence if you do not correct immediately but instead listen and assess how they are doing. Note down common errors and good use of language and put these on the board at the end. Ask pairs to decide how to correct them if necessary. Finally, lead the feedback stage by eliciting corrections and marking with a different colour pen where the errors are. In this way, Ss can become more aware of their problems with particular structures.

Further practice

Photocopiable activities: 9A Grammar 1, p218; 9A Grammar 2, p219

Speaking

Prepare

Culture notes

A **pop-up shop** is a shop that is temporary. It could be for days, weeks or months and the term applies to small shops as well as restaurants that *pop up* (appear) for a short period and then go. They can apply to seasonal shopping like Christmas or Hallowe'en and are also used to test out new ideas that then become permanent shops.

8a 9.2 Tell Ss they are going to make a short presentation about improving a bookshop, so first they will listen to someone doing the same for a clothes shop. Ask Ss to listen and answer the questions. Conduct whole-class feedback.

Answers:
1 it looks really old-fashioned and the staff are unfriendly
2 redecorate the shops and send the staff on some training courses

b Put Ss in pairs or small groups to build ideas. With ***weaker classes***, you may want build vocabulary around the topic and write it on the board. Ask Ss to note down ideas but tell them not to write full sentences. When they are ready, ask pairs/groups to organise their best presentation ideas under the headings provided. Move around the class and help with vocabulary as necessary.

Audioscript 9.2

So here are the problems. The shop hasn't been redecorated in ten years, so it looks really old fashioned and young people don't want to come to it. Also the staff are really not friendly, and it makes people feel really uncomfortable when they're in the store. These are big problems, and the main reason why your business is not doing well. Here's what I suggest. The shop should be redecorated as soon as possible, get an exciting young designer to come in and make the place look really cool. Also, the staff should be given training on how to serve customers, there are lots of courses you can send them on, and they're not expensive. I think if you do these things, you'll see some big changes.

Speak

9a When they finish preparing, pairs/groups take turns to make their presentations to the class, using their notes as prompts and the Useful phrases. Ask other Ss to listen and assess the ideas.

b When all pairs/groups have finished presenting, Ss vote on the best proposal.

Reflection on learning

Write the following questions on the board:
What can you do better after this lesson?
What needs more attention?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Ss write a news report on their bookshop plans.
Grammar bank: 9A Ex 1–2, p133
Workbook: Ex 1–5, p52
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 9B
Extended route: go to p110 for Develop your reading

9B What if ... ?

Introduction

The goal of this lesson is for students to tell a story, real or imagined. To help them achieve this, they will study the third conditional and strong and weak adjectives.

Warm-up

Before the class starts, ask Ss, *What did you want to do when you were a child? Are you doing that now? Do you think you will do it one day? Why/Why not?* Either write the questions on the board for pairs to talk about or ask Ss directly. Give an example of your own, if possible. Elicit feedback.

Reading

1 Ask Ss to look at the photos and talk about the questions in pairs for a few minutes. Move around, listen and help with vocabulary as necessary. Elicit answers by talking about each photo in turn. Record useful vocabulary on the board.

2a Tell Ss to read the story quickly and answer the question. Tell them they have only a few minutes to encourage fast reading for the main idea.

Answer: whether to work abroad or stay in his home town

b Ask Ss to read the story again more carefully and answer the questions. Tell them they have about five minutes for this to encourage more careful reading. Tell them to underline where they find the information in the story. Check answers as a whole class.

Answers:
1 It was an excellent opportunity but he was happy in his home town.
2 tossed a coin
3 yes, because so many brilliant things happened
4 Yes, because so many briilliant things wouldn't have happened if he hadn't gone.

Teaching tip
When Ss complete tasks within set time limits, they are developing their reading skills. When they are given a short time frame, they understand they must read quickly, but when they are given more time, they know they can read more carefully. When reading a fairly long text, tell Ss it is a good idea to mark the text where they find the answers, so that this can be discussed in feedback. It is also a useful technique for exam practice when time is short. Feedback should be as much about discussing the answers as getting them right.

3a Ask pairs to work together to discuss which decisions they have made and how they made them. When they finish, ask a few pairs to share their most interesting decisions with the class.

b Discuss this as a class. Ask Ss for any other unusual ways to make decisions.

Grammar

Third conditional

Optional extra activity

Ss should be familiar with conditionals but may not have studied the third conditional before. Write on the board: *If Paolo hadn't moved to Singapore, he wouldn't have met his future wife.* Ask Ss, *Did Paolo move to Singapore?* (yes) *Did he meet his future wife?* (yes). Establish that the third conditional expresses something imaginary or opposite to reality. Elicit the verb forms used (*if* + past perfect, then *would* + *have* + past participle) and any rules Ss may know. Then refer Ss to the Grammar box to complete the rules there.

4 Ask Ss to read the Grammar box carefully and complete the rules. Ask Ss to discuss in pairs, then check with the whole class. Ask further checking questions as necessary.

Answers: 1 past 2 imaginary 3 less

Grammar checkpoint
Point out that we usually contract verb forms, especially with structures that are very long such as the third conditional. Contractions are evident in both speaking and writing. Encourage Ss to use contractions for *would* and *had* but point out it is not usual to contract *have* in writing as a second verb: *I wouldn't have done it* not ~~*I wouldn't've done it*~~. However, we do contract it in speech (see Ex 5a).

GRAMMAR BANK 9B pp.132–133
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 If I**'d**/**had** known about the meeting, I would've told you about it.
2 He wouldn't have missed the bus if he**'d**/**had** got up earlier this morning.
3 If she'd worked harder, she might **have** passed the exam.
4 If it **hadn't** rained so much earlier today, we could've gone for a walk.
5 If I **hadn't** already seen the film, I'd have come to the cinema with you last night.
6 We'd have arrived in time if we**'d**/**had** set off a bit earlier before the rush hour.
2 1 I'd liked it, I'd have bought
2 I'd have gone (to the party) (if) I'd known about
3 we'd liked it, we would have gone there
4 wouldn't have gone/been able to go (to the concert) if my friend hadn't had
5 he'd passed (the entrance exam), he would have got

5a 9.3 Ask Ss to listen for *would have*, *might have* and *wouldn't have*. Remind Ss about the information about contractions in the Grammar checkpoint above.

Answers: 1 /wʊdəv/ 2 /maɪtəv/ 3 /wʊdntəv/

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

6 Look at the first item and ask for answers. Remind Ss that the *if* clause can be in the first or second part of the sentence. 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 necessary.

Answers: **1** 'd/had taken **2** hadn't read **3** wouldn't have met **4** might have become **5** 'd/had asked

7 Write *If I hadn't studied English ...* on the board and ask Ss for completion ideas (e.g. *I wouldn't have met you/got my current job*). Point out that Ss need to use third conditional forms, then ask them to work alone to write the sentences. Move around the class and help. When they finish, ask them to compare in pairs before eliciting answers from the whole class.

Further practice

Photocopiable activities: 9B Grammar 1, p221; 9B Grammar 2, p222

Vocabulary

Strong and weak adjectives

Optional extra activity

Write the word *tired* on the board and ask Ss to suggest a word that means very, very tired (*exhausted*). Elicit or tell them that some adjectives have a strong alternative and the focus of this lesson is on strong adjectives. Ask Ss if they can think of other examples. Give each group of three or four a set of weak and strong adjectives on cards to match up. When they finish, check answers and go on to Ex 8.

8 Ask Ss to read the sentences and notice the words in bold. Ask what kind of words they are (adjectives). Tell them to look at the context and match the strong adjectives there with the weaker adjectives in the box. Check answers.

Answers: **1** good **2** bad, small, bad **3** good, big **4** angry **5** happy **6** frightened **7** beautiful, tired

9 Ask Ss to choose the best adjectives in Ex 8 for the sentences. Tell them to look for positive/negative contexts to help them choose. Ask Ss to compare in pairs before going through the answers.

Answers: **1** terrible **2** exhausted **3** furious **4** gorgeous **5** disgusting **6** wonderful **7** tiny

10 Ask students to think then write up to six sentences. They may need plenty of time for this as it requires them to think of real-life situations. Give an example yourself if you can.

VOCABULARY BANK 9B p144

Extremes

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 match the sentences with the photos. Ask them to compare in pairs, then go through the answers marking stress as you go.

Answers: **1** B **2** H **3** G **4** C **5** D **6** F **7** A **8** E

b Refer Ss to the words in the box and ask them to use them to complete the table. They can use a device or dictionary to help. In feedback, make sure Ss pronounce the words correctly.

Answers:

strong	weak
freezing	cold
boiling	hot
shocked	surprised
enormous	big
ancient	old
awful	bad
fascinating	interesting
delighted	happy

2 Tell Ss they should use the adjectives in Ex 1b to complete the sentences. Ss can work alone, then compare in pairs before going through the answers as a class.

Answers: **1** awful **2** delighted **3** fascinating **4** enormous **5** freezing **6** ancient

Further practice

Photocopiable activities: 9B Vocabulary, p223

Speaking

Prepare

11 9.4 Tell Ss they are going to listen to two people, Alice and James. Ask Ss to read through the questions, then listen and make notes. Put them in pairs to compare, then go through the answers as a class.

Answers:

1 be a teacher
2 He spoke to some people in a park. He helped them with their English and they spoke to him in Greek.
3 He enjoyed the English half hour and he was good at it. He studied and took exams to become a teacher.
4 He wouldn't have met these people or heard them speaking English.
5 He wouldn't have spoken to them, found out he liked teaching or got his first teaching job.

Audioscript 9.4

Alice: So what happened? How did you become a teacher?
James: Well ... to be honest, I had never planned to teach! It just happened. I went travelling after university and I was in Greece. I was walking through a park and I heard some people speaking English. I was feeling a bit lonely, so I stopped and said hello. They were practising their English ... Well, we started chatting. Anyway, they didn't have anyone to speak English to and I knew a little bit of Greek, but I wanted to learn more. So ... we agreed to meet every day for a week and speak English for half an hour and then Greek for half an hour. And ... actually ... it worked really

well. Anyway, I found that I was really enjoying the English half hour, and I was quite good at it! So I stayed on and I did some more study. And then I passed some teaching exams and I ended up with a really good job that I enjoyed very much! And here I am!

Alice: Wow! So if you hadn't been walking through that park, you would never have started your career!

James: Yes! And I'm quite a shy person really, so if I hadn't been brave enough to speak to those people, I wouldn't have got my first job.

Alice: I wonder what you'd have done if you hadn't become a teacher.

James: Hmm … so do I sometimes! What if …

12 Ask Ss to prepare alone and think about their chosen situation, writing ideas down. This may take some time as Ss need to be creative. ***Fast finishers*** can start writing out one of their ideas in full.

Speak

13a Tell Ss about an experience of your own. Pause at a key point to wait for comments in the third conditional from Ss. Read over the example in the book so Ss are clear what to do. When they are ready, put Ss in pairs and ask them to tell each their experience, discussing what could have een different and why. Move around the class and listen and make notes on language use.

b When they finish, give Ss some feedback on how they did by writing examples of good language and errors on the board for them to correct. Then ask them to change roles and repeat.

c When they finish, join two pairs in groups of four to retell the stories.

Reflection on learning

Write the following questions on the board:
How will today's lesson be useful outside class?
What has been the most fun part of the lesson?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Ss write a story of how things could have been different for them.
Grammar bank: 9B Ex 1–2, p133
Workbook: Ex 1–5, p53
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 9C
Extended route: go to p111 for Develop your writing

9c Is it art?

Introduction

The goal of this lesson is for students to express agreement/disagreement and give reasons. To help them achieve this, they will revise short responses with *so/too/neither* in the context of the art world, as well as art-specific vocabulary.

Warm-up

Ask Ss if they think their town or city could be improved with art and how. Give an example like paintings in supermarkets or sculptures in parks. Ask Ss to decide on the purpose of art in public places. Put Ss in small groups to discuss. When they finish, nominate a student from each group to tell the class.

Vocabulary

Describing art

1a Ask Ss to discuss the questions in pairs. Conduct brief feedback.

b Focus attention on the photos and ask Ss to work in pairs and discuss the questions. Give them a couple of minutes, then compare ideas as a class.

c Refer Ss to the definitions. Ask Ss to work in pairs to match the definitions with the photos of types of art. Elicit one example first. When they finish, check answers with the class.

Answers: 1 C/D 2 B 3 D 4 A

2a Ask Ss to look at the adjectives in the box, which can be used to describe art. Then ask Ss to work in pairs to divide the words into positive (+), negative (–) or neither (=). When they finish, go through the answers as a group.

Answers:
Positive: original, spectacular, cheerful, fascinating, powerful, colourful, creative
Negative: awful, silly, ugly, unoriginal, old-fashioned, weird
Neither: realistic, traditional, abstract

Optional alternative activity

Write the words on coloured cards. Create a set to give to each group of three or four Ss. Ask Ss to group the words into the three categories (positive, negative, neither) and discuss their meanings. When they finish, ask them to visit other groups and help each other/discuss their answers. Finally, go through the answers as a group.

b Ask Ss to read the sentences and choose the correct alternatives. Do the first item then ask Ss to work in pairs. When they finish, go through answers as a class.

Answers: 1 creative 2 ugly 3 abstract 4 weird 5 original 6 unoriginal 7 powerful 8 spectacular

Grammar checkpoint

Help Ss pronounce new vocabulary correctly by drawing attention to the stress in words of more than one syllable. Mark the stress over the words with a box in a different colour or underline the stressed syllable, for example, *o<u>ri</u>ginal*. Encourage Ss to copy the word stress into their notebooks.

c Refer Ss back to the photos and ask them to discuss them using the adjectives in Ex 2a to describe the photos. Conduct brief whole-class feedback, looking at each photo in turn.

Optional extra activity

Bring art postcards into the class for Ss to pass around and discuss. Include a diverse range of works, including some by Pablo Picasso and more modern artists if possible. When they complete the discussion, give each pair a postcard to write about, including how it makes them feel. If time allows, put Ss' writing up on the walls and number the postcards. Ask Ss to move around the class and read, then decide which work is being talked about in each text and write the number in their notebook. Conduct feedback.

Further practice

Photocopiable activities: 9C Vocabulary, p226

Listening

3a 9.5 Tell Ss they are going to hear people talking about a sculpture in their city centre. While they listen, they should count the number of people who like it. Check answers.

Answer: three

b Tell Ss to listen again and complete the gaps with one word only. Play each extract, more than once if necessary, and check answers.

Answers: 1 do 2 do 3 too 4 did 5 have 6 do 7 didn't 8 Me

Audioscript 9.5

Conversation 1

Interviewer: Hello. I'm doing a survey to find out what people think of the new sculpture in the city centre. Can I ask you what you think of it?
A: The new sculpture? Ugh, I think it's really weird.
B: So do I!
A: I mean, that's not really art, is it? I don't understand the point of it.
B: Neither do I. To tell you the truth, I think it's just a waste of public money.
A: Me too!
Interviewer: Thank you.

Conversation 2

Interviewer: Hello. Can I ask you for a minute of your time?
A, B: Mm?
Interviewer: What do you think of the new sculpture in the city centre?
A: Oh, that abstract thing? I went to see it when they first put it up.
B: So did I. I think it's brilliant!
A: I'm afraid I don't! It's so ugly! Other cities have much better public art. Like Barcelona.
B: Oh, I've never been to Barcelona.
A: Neither have I, actually. But you can see photos online.
Interviewer: Well, thank you both …

Conversation 3

Interviewer: Hello. Can I ask you what you think of the new sculpture in the city centre?
A: I think it's amazing. I really like it.
B: I do too. I've never seen anything like it before. It's very powerful.
A: Did you like the one they had there before?
B: No, I didn't, to be honest.
A: I didn't either. I'm really not keen on that kind of traditional statue.
B: Me neither.
Interviewer: So you're pleased that they've replaced it?
A, B: Oh, yes, definitely!
Interviewer: Well, thanks very much for your time.

Optional extra activity

Put Ss in pairs to roleplay the conversation using the questions and answers they have. If they enjoy this, encourage them to change roles and repeat.

Grammar

Short responses: *so, neither/nor; too/either*

4 Tell Ss that they are going to use examples from the listening to study some grammar. Ask Ss to open their books and read the Grammar box. Read the first section as a class, then Ss continue alone. Allow plenty of time for them to read the information.

Answer: 1 agree 2 disagree

GRAMMAR BANK 9C pp.132–133

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 **B:** So do I/Me too/I do too
C: I don't
2 **B:** I have
C: Neither have I/Me neither/I haven't either
3 **B:** Neither can I/Me neither/I can't either
C: I can
4 **B:** I wouldn't
C: So would I/Me too/I would too

2 1 I can't either 2 Neither am I 3 I have 4 Me too 5 So did I

5a 9.6 Read the instruction to the class or ask a stronger student to read it. Tell Ss you are going to see if they can hear the extra sound between the first word and the verb that follows. If you think Ss are interested, share the information in the Pronunciation checkpoint below.

Answers: 1 /w/ 2 /j/ 3 /j/

b Play the audio again for Ss to repeat. Be prepared to give further examples and drill the examples chorally and individually.

Pronunciation checkpoint

When one word ends in a vowel sound and the next one starts with a vowel sound, we often insert an extra sound to smooth the transition between the words. This is known as intrusion. The extra sound is either /w/, /j/ or /r/, depending on the vowel that comes before. To sound more fluent, Ss need to run words together in this way, rather than saying every word separately. Ask Ss to try saying the following examples with and without the extra sound to compare:
India /r/ and China I want to /w/ eat it. I /j/ agree.

6 Go through the first item on the board with the class. Point out that Ss have two steps to the task, first to choose the correct verb tense and then to choose positive or negative. Ss work alone to complete and write out the responses, then in pairs compare their ideas. In feedback, nominate Ss to read answers aloud. When you have checked the exercise, ask pairs to practise the exchanges.

Answers: 1 was 2 didn't 3 do 4 would 5 'm not 6 do 7 do 8 can

7a Ask Ss to complete the sentences with their own ideas. With ***weaker classes***, allow them to use examples from the previous exercises or write about other areas apart from art.

b Ask Ss to work in pairs, saying their opinion and either agreeing or disagreeing. As they discuss, move around the class and listen, paying particular attention to the short responses. When they finish, write a few examples of good language and mistakes on the board for them to analyse.

Further practice

Photocopiable activities: 9C Grammar 1, p224; 9C Grammar 2, p225

Speaking

Prepare

8a 9.7 Explain that Ss are going to listen to a discussion about a new piece of art. Refer them to the questions to listen and make notes. Go through the answers as a class.

Answers:
1 Will the general public like it? Will people want to come to the gallery to see it?
2 a painting of the town

Audioscript 9.7

Speaker 1: OK, thank you for coming to help us decide on our new piece of art for the gallery. We have three pieces to choose from and they have all been made by local artists. The questions we should ask ourselves are: Will the general public like it and will people want to come to the gallery to see it? So, what do you think about this one – the abstract painting?
Speaker 2: Well, it's very colourful, isn't it? I quite like it.
Speaker 3: So do I. I think it's very powerful. I'm sure it will get people talking.
Speaker 4: I'm afraid I don't agree. To be honest, I think it's ugly. I don't understand it. It doesn't mean anything to me.
Speaker 1: Me too, I have to agree. I'm not sure the public will like it.
Speaker 4: Neither am I. They would probably think it was a waste of money.
Speaker 3: Well, you may be right, I suppose. Not everyone likes abstract modern art, do they?
Speaker 1: So let's look at the next one – the horse sculpture. What about this?
Speaker 4: Oh, I love it. It's beautiful. I'd love to have it for myself!
Speaker 2: So would I. It's very realistic. But it's made of wood. It's not very strong, so I'm afraid it won't last for a long time.
Speaker 1: That's a good point. So that brings us to the third work, this painting.
Speaker 2: It's very good, but it's very old-fashioned and traditional, isn't it?
Speaker 1: But I think that's a good thing.
Speaker 4: I do too. Realistic art that shows people and places as they really are, it's popular, isn't it? I mean, people can understand it.
Speaker 2: Mm, I suppose so. So people will want to come to the gallery to see it.
Speaker 1: We have to choose. So let's vote. Hands up for the traditional painting of the town. Right. That's three against one. So, we've decided on that one, right?

b Ask Ss to read through the questions before they listen again. Ask pairs to check their notes together before you go through the answers as a class.

Answers:
1 two like the abstract painting, two like the horse sculpture, two like the traditional painting
2 abstract painting: it's ugly, public won't like it; horse sculpture: not strong, won't last; traditional painting: it's old-fashioned and traditional
3 It's popular, people can understand it and will want to come and see it.

Speak

9 Refer Ss to the four proposals on p158. Explain that these are the choices they have to consider. Put Ss in groups of three or four and ask them to choose the one they like the best. Nominate a leader for each group or let Ss choose.

Teaching tip
Giving roles in groups can help develop Ss' participation. Some Ss love to talk and lead and may dominate. In this case, choosing another student as group leader can be helpful. The student who loves to talk can be the scribe this time, for example. Similarly, the group representative at the end of the discussion should be a different student again. As you monitor, make sure everyone has spoken by checking in with each group.

Optional alternative activity

Tell Ss that the artwork will be displayed in the foyer of their college (or a public place they are all familiar with). Divide Ss into four groups, allocating each group one of the artworks. They should build some ideas to support the artwork they have been given. Then regroup the Ss into ABCD, with each one having a different preferred artwork to defend.

10 When Ss are ready, ask each group to choose a person to present their preferred proposal to the class and give their reasons. At the end, ask the class to vote on the best choice, bearing in mind any new arguments they have heard.

Reflection on learning
Write the following questions on the board:
How useful was the language you learnt in today's lesson?
How can you practise further?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Grammar bank: 9C Ex 1–2, p133
Workbook: Ex 1–3, p54
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 9D
Extended route: go to p112 for Develop your listening

9D English in action

Introduction

The goal of this lesson is for students to be able to make complaints using simple language. To do this, they will revise language for giving reasons and responding to complaints in the context of social situations.

Warm-up

Tell Ss an anecdote where you had a bad service experience. For example, you went out for dinner and the food was very slow to come and when it came it was cold and not good – and they overcharged you! Ask them what you should do. Elicit *complain*. Ask Ss to talk about how they feel about doing this in English and in their own language and what different ways we can complain (by letter/email, in person).

1 Ask Ss to look at the picture and discuss the questions in pairs. After a few minutes, ask a few pairs for their ideas. Write useful vocabulary on the board. Ask Ss to copy it down as they may need it later.

Answer: **1** a customer is complaining in a restaurant

2 9.10 Explain that Ss are going to hear three conversations. They should listen and answer the questions. Suggest Ss draw a grid in their notebook like the one below to record the answers as they listen. Check the answers after they hear each conversation.

Answers:

Problem	Response	Action
1 ordered coat and it hasn't come after three weeks	order hasn't come in yet, expected in two weeks	cancel and get a refund
2 plates broken in a box	there aren't any more in store	order another box
3 wrong food served (steak not fish)	take it back and ask kitchen to prepare fish	bring bill and charge for first course only

Audioscript 9.10

Conversation 1
Assistant: Hello, Customer Services. How can I help?
Customer: Hello. I'm afraid I've got a problem. I ordered a winter coat online three weeks ago and it hasn't arrived yet.
Assistant: Oh, I'm sorry about that. Let me check your details. Oh, I'm really sorry but your order hasn't come in yet.
Customer: I see. When are you expecting it to arrive?
Assistant: In about two weeks, Madam. We'll send it to you as soon as it arrives.
Customer: No, I don't want to wait. I'd like to cancel the order immediately and get a refund please.
Assistant: Of course, Madam.

Conversation 2
Assistant: Can I help you?
Customer: Yes I bought this box of plates yesterday. The thing is, two of them are broken. I'd like you to replace them, please.
Assistant: Have you got the receipt?
Customer: Yes, here it is.
Assistant: Thank you. Just let me check on the computer. Oh dear, unfortunately, we don't have any more of these plates at the moment.
Customer: Oh, well could you order another box for me, please?

Conversation 3
Customer: Sorry, I'm afraid there's been a mistake. I didn't order the steak. I ordered fish.
Waiter: Oh dear, I'm very sorry about that, sir. I'll take it back to the kitchen and order your fish.
Customer: How long will it take?
Waiter: It should be ready in about fifteen minutes.
Customer: I'm sorry but I can't wait that long. I'm in a hurry. I'd like to pay. Please could you bring me my bill for the first course.
Waiter: Yes, sir.

3a Ss listen again and complete the extracts from the conversations.

b Ask Ss to check their answers together in pairs. Then tell Ss they are going to listen again, check their ideas and complete any missing words. Conduct feedback as a class.

Answers: **1** afraid **2** I'm really sorry, send it to you **3** cancel the order, a refund **4** like you to **5** Oh dear, unfortunately **6** could you **7** there's been a mistake **8** about that, take it back **9** could you

c Ask Ss to look at the extracts in Ex 3a again and say who says each line, customer or member of staff.

Answers: **C:** 1, 3, 4, 6, 7, 9 **S:** 2, 5, 8

4 Refer Ss to the Useful phrases box and focus attention on the gapped sentences. Elicit ideas for the first completion then ask Ss to continue alone. When they have finished, ask Ss to compare ideas in pairs then ask pairs to share ideas with the class.

5a Look at the two situations as a class. Ask Ss to make a few suggestions of what to say if they were in these situations. Then ask pairs to continue thinking of more ideas.

b Ask pairs to try the conversations, reminding them of the Useful phrases. Monitor them to see how they manage. When they finish, give feedback on good use of language or ask a confident pair to perform a conversation for the class.

Reflection on learning
Write the following questions on the board:
In what situations do you think you can use this language in the future?
Would you prefer to complain in writing or speaking? Why?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–3, p55
Mobile 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 Ss choose the correct alternatives alone then check in pairs. In feedback, ask Ss to read whole sentences, so that you can check pronunciation of the words in context.

Answers: **1** sales **2** bargain **3** offers **4** deal **5** up **6** delivered **7** refund **8** exchange

b Ss discuss their shopping habits in pairs. Encourage them to ask follow-up questions to find out more.

2a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers:
1 is being played/is played/is playing
2 are/have been designed, are/have been removed, are/have been covered
3 have been removed
4 has been/is predicted, will be purchased

Optional alternative activity

With ***weaker classes***, write the answers on the board in random order to support Ss. Ss choose from the alternatives to complete the sentences.

b Read the instruction with the class. Ss discuss in pairs. In feedback, have a whole-class discussion about how shops try to make us spend more and its effectiveness.

3a Look at the example as a class. With ***weaker classes***, do another example together. Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers:
1 If Robert hadn't gone to bed late last night, he wouldn't have overslept. If he hadn't overslept, he wouldn't have been late. If he hadn't been late, he wouldn't/might not have lost his job.
2 If Alexa hadn't gone to a piano concert, she wouldn't/might not have decided to learn the piano. If she hadn't decided to learn the piano, she wouldn't have become a professional pianist. If she hadn't become a professional pianist, she wouldn't/might not have become rich and famous.
3 If Bonny had revised for her exams, she wouldn't/might not have failed them all. If she hadn't failed them all, she would have got into university. If she'd got into university, she wouldn't/might not have started her own company. If she hadn't started her own company, she wouldn't/might not have become a millionaire.

b Explain that Ss can use similar events in Ex 3a that have happened to them or other ideas. Ss prepare then write. In feedback, nominate Ss to read their sentences to the class.

4 Ss complete the responses alone, then check in pairs. Check answers with the whole class.

Answers: 1 exhausted 2 huge 3 terrified 4 gorgeous 5 terrible

5a Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: 1 unoriginal 2 realistic 3 abstract 4 colourful 5 weird 6 powerful 7 cheerful

b Ss work in pairs and discuss. Display images if necessary to give them ideas. In feedback, ask Ss to tell the class about a work of art they talked about.

6a Ss complete the responses alone, then check in pairs. Check answers with the whole class.

Answers: 1 am I 2 can I 3 do 4 neither 5 did too 6 would I

b Ss work in pairs to practise the conversations, giving their own answers. In feedback, ask some Ss to ask and answer across the class.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, 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 reading

Introduction

The goal of this lesson is for students to understand a short article. To help them achieve this, they will focus on recognising degrees of certainty.

Warm-up

Ask Ss if they have been shopping recently and how they feel about shopping for food/clothes/other people/buying gifts etc. Discuss their ideas as a class.

1 Ask Ss to look at the comments and say if they agree or disagree with them. After a few minutes, conduct brief feedback. See which comment is the most popular among the students.

2a Tell Ss to read the article title and suggest what it could be about. Discuss as a class and write ideas on the board.

b Ask Ss to read the article and check their ideas. Tell them they have a minute and they should not use phones or dictionaries. Go through the answer as a class and see if Ss' predictions were accurate. Tick off the predictions on the board which were correct. Ask Ss for key words that helped them decide.

3 Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. After a few minutes, elicit the answer.

Answer: It shows the writer isn't completely certain about what they are saying.

4 Tell Ss they are going to look at the article again and find expressions from the Focus box. When they find them, they should underline or highlight and number them 1, 2 or 3 according to the categories in the exercise. Tell them they have a few minutes and they should not use phones or dictionaries. Go through the answers as a class.

Answers:
1 It's certainly true, It's also a fact that, they definitely shop less, It's clear that
2 you'll probably find, it was probably because, shopping is unlikely to
3 it looks like shopping may be

5 Ask Ss to read the true/false questions and find the answers in the article. Give them a few minutes to encourage scanning. Go through the answers as a class. Ask Ss to correct the false sentences.

Answers: 1 T 2 F (she is almost sure, not completely sure) 3 F (she is completely sure, not almost sure) 4 T 5 T

6 Ask Ss to discuss the question in pairs then have a whole-class discussion.

Optional extra activity

Divide the class in half, where half the Ss must argue for shopping and its benefits and the other half must argue against. Give them time to prepare a list of supporting arguments and then pair them up to take turns in making and rejecting each other's points.

Homework ideas

Workbook: Ex 1–3, p56

9B Develop your writing

Introduction

The goal of this lesson is for students to write a story. To help them achieve this, they will focus on making comparisons.

Warm-up

Ask Ss what they read when they were children, if they read (bedtime) stories to their children or had stories read to them when they were children. Discuss as a class if Ss can remember any famous or favourite ones.

Optional extra activity

Students from different countries could discuss in groups and then tell each other about a story from their culture. Ss are often amazed to discover that very similar themes and stories seem to exist in many different parts of the world.

1a Ask Ss to read the story and find out what mistake the friends made. Give them a couple of minutes. Conduct whole-class feedback.

Answers: They swapped roles when they didn't need to and everything became worse as a result. They were not so well suited to their new roles.

b Ask Ss to write two conditional sentences that summarise the story. When Ss have finished, ask them to read their sentences to each other and see if they are similar.

Suggested answers:
a If the three friends hadn't decided to change roles, they wouldn't have died or become homeless.
b If the crow hadn't told the bird he was doing too much work, the friends would have lived happily ever after.

2a Ask Ss to talk in pairs about the questions. Give them a few minutes. They don't need to read the text again. Conduct brief feedback.

Answers: sea creature = the chilli, an arrow = the bird, a machine = the bird

b Ask Ss what the similes in Ex 2a add to the story (they bring it to life). Point out that *like* + noun (e.g. *work like a machine*) is a way of making a comparison. Ask Ss if they can think of any other ways, then refer them to the Focus box and ask them to read it to themselves. Put them in pairs to discuss the question. Elicit the answer and deal with any questions.

Possible answer: Ss may also suggest comparative adjectives + *than*

3 Ask Ss to read the sentences and choose the correct words to complete them. Point out that some of the comparisons are fixed expressions (2, 4, 5).

Answers: **1** like **2** as **3** they were tired **4** like **5** like

Optional extra activity

Ss write their own *as* + adjective + *as* + noun expressions. They can translate from their own language or invent their own new phrases.

4 This exercise is to see if the students can use the key grammar with their own ideas. Ss work alone then compare their answers before going through as a class. Accept any reasonable suggestions.

Possible answers: **1** big cheese **2** explode **3** midnight **4** peaceful lake **5** a tree **6** a ghost

Prepare

5a Tell Ss that they are going to write their own story. Ask a stronger student to read the instructions aloud. Point out the questions and ask Ss to make notes about them. Allow plenty of time.

Optional alternative activity

If Ss are lacking in ideas or imagination, they can write a well-known story from their culture. They can follow the steps just the same, but they don't need to think of the details.

b Ss write some comparison sentences that go with their story.

Write

6 Ask Ss to write their story. They should use the notes they made in Ex 5a and the comparison sentences they wrote in Ex 5b. Move around the class and be available to help with ideas, spelling and vocabulary.

Optional extra activity

Ss sit in small groups and read their stories aloud to each other. They decide which stories are the best. If they enjoy writing stories, they can write another.

Homework ideas

Workbook: Ex 1–4, p57

9C Develop your listening

Introduction

The goal of this lesson is for students to understand a radio discussion. To help them achieve this, they will focus on recognising a speaker's opinions.

Warm-up

Ask Ss what kinds of radio programmes they listen to, if any. Ask if they listen to the radio online or use a traditional radio.

1 Ask Ss to look at the photos and discuss the questions in pairs. After a few minutes, conduct brief feedback.

2 Ask Ss if they have strong opinions about public art. Refer them to the opinions and give them a few minutes to tick those they agree with before comparing with a partner. Go through the answers as a class to see which opinions are the most popular.

3 9.8 Tell Ss they will hear the first part of a radio discussion on public art. While they listen, they should mark the opinions in Ex 2 mentioned by the speakers.

Answers: 1, 2

4 Ask Ss if the speakers were giving opinions (yes) and how they know that (Ss may mention opinion phrases). Then ask them to read the Focus box and answer the question. Discuss their ideas as a class.

Answers: Listen for the words and phrases that introduce and respond to opinions.

5a Play the audio again for Ss to tick the phrases in the Focus box that they hear. Ask them to compare in pairs before going through the answers as a class.

Answers: In my opinion, … That's true. You're right.
I see/know what you mean. But (think about …)
However, … On the other hand, …

Optional alternative activity

Give Ss a copy of the audioscript and ask them to underline the phrases as they hear them.

b Ask Ss who the speakers are (Mark is the man and Angy is the woman). Tell Ss to decide which opinions are Mark's and which Angy's, mark them M or A, then listen again and check. With ***weaker classes***, tell them that one speaker has three of the opinions and the other has one. Go through the answers as a class.

Answers: 1 M 2 M 3 A 4 M

Audioscript 9.8

Presenter: Welcome to the programme. Today, we're discussing the question 'Is public art important or is it a waste of money?' With us are artist Mark Broadbent and gallery owner Angy Michaels. Let's start with Mark.

Mark: Well, in my opinion the public don't value public art as much as they should. Many people think it's a waste of money, but think about the benefits! Public art is free. You don't have to buy a ticket to see it. It's there for everyone.

Angy: That's true, Mark. And these days we can see more and more public art in our towns and cities. However, a lot of it is really not very good, is it? That's why many people think public art is a waste of money.

Mark: I know what you mean. On the other hand, don't you agree that the very best public art is very powerful? Lots of people will go and look at good public art – people who don't usually go to museums or art galleries.

Angy: You're right. But the question is 'What is good public art?'

c Have a class discussion about which opinion Mark and Angy agree upon.

Answer: 2

6 9.9 Ask Ss to read through the sentences, then play the second part of the radio programme so they can complete them. You may need to pause the audio several times so Ss can write down each phrase. Allow Ss to compare in pairs then go through the answers. Ask Ss who said each sentence.

Answers:
1 On the other hand (Angy)
2 take your point (Mark)
3 Exactly, Actually (Angy)
4 you're right (Mark)
5 It seems to me that (Mark)
6 Surely (Angy)
7 but (Presenter)

Audioscript 9.9

Angy: Most public art works today are chosen by small groups of experts. These 'experts' usually prefer abstract art. They think it's more original and creative. On the other hand, most ordinary people prefer more realistic works. And so they feel angry and unhappy with many of these new projects.

Mark: I take your point and I agree that a small group of people shouldn't make decisions for the rest of us.

Angy: Exactly. Because the other question is money. Public art isn't free. Actually, it's paid for by the public with their taxes. No one wants to pay good money for a piece of art that's ugly, do they?

Mark: Yes, you're right. I believe that we should all help to pay for public art. It seems to me that the problem is the way public art is chosen. At the moment, ordinary people don't have a vote. And that's not fair.

Angy: Agreed! It's not fair. I ask you, if the people pay, whose opinion is most important – the people's opinion or the experts' opinion? I think the public should be able to vote for their favourite proposal. Then we'll get good quality public art that everyone can enjoy.

Presenter: Thank you very much, Angy. That's a very interesting idea, but will it work? Let's hope so. But what do you, our listeners, think? The lines are open now.

7 Ask Ss to go back and reconsider the opinions they had in Ex 2. They can tick more opinions, or change nothing, then discuss their views in pairs before whole-class feedback.

Optional extra activity

Ss choose two or three of the opinions that they feel strongly about and discuss them in threes, with one being the radio presenter and the other two acting as Mark and Angy.

Homework ideas

Workbook: Ex 1–2, p55

10 OVERVIEW

10A Education
Goal | report opinions
Grammar | reported statements
Vocabulary | education

GSE learning objective
Can give or seek personal views and opinions in discussing topics of interest

10B Green cities
Goal | talk about improving your town or city
Grammar | verb patterns
Vocabulary | suggestions and improvements

GSE learning objective
Can make simple recommendations for a course of action in familiar everyday situations

10C What's in a job?
Goal | report the results of a survey
Grammar | reported questions
Vocabulary | work activities

GSE learning objective
Can report the opinions of others, using simple language

10D English in action
Goal | ask and answer interview questions

GSE learning objective
Can carry out a simple informal interview

Roadmap video
Go online for the Roadmap video.

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

VOCABULARY BANK

10A *say, tell* and *speak*

DEVELOP YOUR SKILLS

10A Develop your writing
Goal | write an email asking for information
Focus | requesting information

GSE learning objective
Can write a basic formal email/letter requesting information

10B Develop your reading
Goal | understand an article
Focus | making inferences

GSE learning objective
Can make simple inferences based on information given in a short article

10C Develop your listening
Goal | understand short conversations
Focus | understanding meaning from context

GSE learning objective
Can infer speakers' opinions in conversations on familiar everyday contexts

10A Education

Introduction

The goal of this lesson is for students to report opinions. To help them achieve this, they will revise reported statements in the context of education.

Warm-up

Before the class starts, write on the board: *There is no school equal to a good home, and no teacher equal to a good parent.* Ask Ss to discuss in pairs whether they agree. Elicit feedback. If applicable, ask Ss how learning in their language class is different from other learning they have done.

Culture notes
In the UK, most children start school full-time in the September following their fourth birthday. This means many four-year-olds are at school for a six-hour day. Some students may find this surprising as formal education does not start in many other countries until age seven. However, the early years focus on play; reading and writing do not start until a bit later. Education continues to 16 or 18, but the years 16–18 may be in a different setting (technical college or similar).

Vocabulary and reading

Education

1 Ask Ss to talk about the question in pairs for a few minutes and discuss whether they agree. Elicit feedback. If applicable, ask Ss how learning in their language class is different from other learning they have done.

2 Put Ss in pairs and give them a few minutes to match each question with its answer. Monitor and check meaning of new vocabulary.

Answers: 1 d 2 c 3 b 4 a

Optional extra activity

Ask concept-checking questions about some of the key vocabulary:
Do you pay fees in a shop? (no)
(Fees are for services, not goods.)
Do you sleep at a boarding school? (yes)
(Children live in a boarding school.)
Which is more serious, an exam or a test? (an exam)
(Exams are more formal and serious than tests.)

3a Focus attention on the words provided and ask what kind of words they are (nouns). Ask Ss to look back at Ex 2 to find the verbs that go with them. Complete one example then Ss work alone to complete the task. Go through the answers as a class.

Answers: take/pass/fail/revise for an exam
revise/study a subject get high grades attend/enjoy school
get qualifications

Optional alternative activity

With ***stronger classes***, ask Ss to try to complete the task without looking at Ex 2. They can then look back at the exercise to check their answers.

b Focus attention on opinions 1–8 and ask Ss to choose the correct alternatives. Ask Ss to compare in pairs before going through the answers as a class.

Answers: **1** boarding **2** Private **3** passing, getting **4** well **5** revising for, taking **6** subject **7** pay **8** grades

4 Ask Ss to read through the sentences again and tick the ideas they agree with, then to discuss in pairs. Conduct a brief class feedback.

5 Pre-teach *the majority* (most). Tell Ss they're going to read a report on school experiences and give their own answers. Ss read and then ask each other the four questions from the report in pairs. Conduct brief feedback to compare the class profile with the report.

Optional extra activity

After Ss ask the four questions from the report in pairs, build up a class profile by asking the class each question. Ask Ss to raise their hands for each question and describe the class trends using *half/ the majority/ most / 30% / not many*, etc. For example: *Half the class went to private schools. Not many went to boarding schools.* Ask Ss to compare their class profile with what is written in the report. Discuss why there are differences.

6 Ask Ss to read the report again and answer the questions. Give them a few minutes then ask them to check in pairs before conducting feedback.

Answers: **1** over half **2** not many **3** the teachers and fun with friends **4** yes, the majority did **5** Make the most of opportunities and try to do well.

VOCABULARY BANK 10A p145

say, tell* and *speak

This is an optional extension to the vocabulary section, focusing on some easily confused verbs. If you're short of time, this can be done for homework.

1 Explain that the nouns and phrases in the box collocate with either *say*, *tell* or *speak*. Ask Ss to write the words or phrases with the correct verb. Go through the answers as a class.

Answers:
say: yes, goodbye, what you think, nothing
tell: the truth, someone a secret, someone, something, a story
speak: quietly, about something, a language, with someone, on the phone

2a Ask Ss to use the words in Ex 1 to complete the sentences. Ss can work alone then compare in pairs before you go through the answers.

Answers: **1** yes **2** language **3** about **4** the truth **5** nothing **6** to **7** story **8** me **9** what you think **10** on the phone

b Ask Ss to complete the sentences with their own ideas.

c Ask Ss to compare in pairs.

Further practice

Photocopiable activities: 10A Vocabulary, p229

Grammar

Reported statements

Optional extra activity

Ask Ss if the report they read in Ex 5 contained people's actual words (no, it was reported). Then ask Ss which verbs we usually use to report speech (*say, tell*) and elicit any rules Ss know about it. Then refer Ss to the Grammar box to complete the rules there.

7 Ask Ss to read the examples in the Grammar box carefully and complete the rule. Ask Ss to discuss in pairs, then check with the whole class.

Answer: **1** past

GRAMMAR BANK 10A pp.134–135

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** was **2** taught **3** told **4** had **5** loved **6** liked **7** her **8** was **9** was **10** spoke
2 **1** was a student **2** she didn't enjoy school **3** she hoped to go to university **4** he'd never liked maths **5** he was really enjoying the course **6** everything would be OK

8a 10.1 Ask Ss to find and underline *'d* in the sentences before listening to how it is pronounced. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

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.

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

9 Look at the first item and ask for answers. Point out that some of the verbs are present and some are past; 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** had (not) done **2** did (not) like **3** is **4** study **5** had been **6** said **7** told **8** were

10 Write the first item and example answer on the board. Use a different coloured pen to highlight changes made (removing speech marks, change of tense). Then ask Ss to work alone to report the sentences. Move around the class and help. When they finish, ask them to compare in pairs before checking answers with the whole class. Write answers on the board to ensure all details are correct.

Answers:
1 John told me (that) he didn't want to go to university.
2 Nina said her mother hadn't gone to a boarding school.
3 Mark told us that he thought education would be free in the future.
4 Jamie said that he was still studying at university but his sister was working for a big IT company.
5 My grandmother says schooldays were the best days.

Further practice

Photocopiable activities: 10A Grammar 1, p227; 10A Grammar 2, p228

Speaking

Prepare

11a 10.2 Tell Ss they are going to hear three people discussing whether a good education is important. They should listen and make notes. Suggest they organise their notes in a table like the one in the answers below. Play the audio while they listen and make notes.

b Put Ss in pairs to compare, then listen and check and complete their notes before going through the answers as a class.

Answer:

Speaker	Opinion	Example
1	gives knowledge about the world around us	Appalachian mountains same as mountains in Scotland, started love of travelling
2	teaches children how to learn, so they can learn for themselves	using research skills learnt at university to research family history
3	depends what we mean by 'good education'	learnt by working with dad in garage, helping mum with family business, volunteering

Audioscript 10.2

Simon: I think a good education is very important, I mean it gives us really interesting knowledge about the world around us. For example, when I was at school I remember learning that the Appalachian Mountains in America were the same as the mountains in Scotland – they'd moved apart over time. I wanted to see the mountains – in America and in Scotland – and I think that started my love of travelling.

Amy: Yes, that's important – school can open up the world for young people and a good education also teaches children *how* to learn, so when they become adults, they can continue to learn for themselves. I'm finding out about my family history at the moment and I use all the research skills I learnt at university to help me. What do you think, Leanne?

Leanne: I think it depends what we mean by a good education. As a teenager, I learnt so much working with my dad in his garage, helping my mum with our family business and volunteering at the animal rescue centre.

Simon: So you think the school of life is important – and a good education ...

12 Ask Ss to choose a question for discussion and then tell them to work alone for a few minutes to think of ideas and examples, using the bullet points as a guide.

Speak

13a Put Ss in groups and tell them to use their notes and the Useful phrases to discuss their chosen question. ***Fast finishers*** can go on to discuss another question.

b Ask a representative from each group to summarise any interesting points from their discussion.

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.

Homework ideas

Ss write a report on education in their country.
Grammar bank: 10A Ex 1–2, p135
Workbook: Ex 1–4, p58
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 10B
Extended route: go to p113 for Develop your writing

10B Green cities

Introduction

The goal of this lesson is for students to make suggestions on improving their town or city, particularly transport problems. To help them achieve this, they will revise verb patterns and reporting verbs in the context of transport.

Warm-up

Tell Ss about your journey to work and the different ways you can get there. Ask Ss to talk about how they get to class and any problems they have with transport. Put Ss in pairs or small groups to discuss. When they finish, elicit feedback and add useful vocabulary to the board.

Vocabulary and reading

Suggestions and improvements

1 Ask Ss to look at the photos and talk about the questions in pairs. Monitor and help with new vocabulary where necessary. When they finish, ask pairs of students to report back on each photo.

2a Ask Ss to read the introduction to an article and underline the problems. When they finish, tell Ss to predict recommendations that may appear in the comments. Ask a few Ss to share ideas with the class and write them on the board (these will be useful for Ex 7).

Answers: Problems: air pollution, traffic jams, lack of green spaces

Teaching tip
When Ss predict the recommendations, use the opportunity to introduce key words such as *car-sharing*, *speed limit* and *charging point*. You can do this by 'reframing'. For example, when a student suggests there should be fewer cars on the roads, ask the class: *What's a word for when we use the same car as colleagues to get to work?* (car-sharing).

b Put Ss in pairs or groups to compare their predicted recommendations with the online responses. Monitor and help, making sure Ss understand the responses correctly. When they finish, work as a class to tick off the solutions on the board. Discuss how the solutions would help.

Suggested answers:
car-sharing – reduce traffic jams and number of cars on roads
limit building on parkland – preserve parks for local residents
save parks – encourage exercise, improve health
speed limits– make driving safer, reduce pollution
cycle lanes – prevent accidents and improve safety
bike loans – encourage cycling, reduce traffic
free parking – encourage people to take public transport and reduce traffic
charging points – encourage drivers to switch to electric cars and reduce pollution
reduce fares – encourage people to leave cars at home and take public transport
pedestrian crossings – people could cross roads safely

c Ss work in pairs and discuss the question. Ask a few Ss for feedback.

3 Look at the instructions as a class. With ***weaker classes***, do the first one together as an example. Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class.

Answers: 1 persuaded 2 start 3 refuse 4 promise 5 encourage 6 warned 7 considering 8 avoid 9 recommend 10 advise

Further practice

Photocopiable activities: 10B Vocabulary, p232

Grammar

Verb patterns

Optional extra activity

Students may not have studied verb patterns after reporting verbs before. Write these examples on the board: *The mayor promised ___ (provide). I recommended ___ (provide).* Ask Ss to complete the sentences (*promised to provide, recommended providing*). Ask Ss why one verb is *to* and the other is *-ing* (it depends on the preceding verb). Ask Ss if they can think of further examples of verbs followed by *-ing* or *to*, then elicit ideas. Then ask Ss to work through the Grammar box task.

4 Tell Ss to read the Grammar box carefully and complete the examples with verbs in bold from the text in Ex 2. Ask Ss to discuss in pairs, then check with the whole class.

Answers: 1 suggest 2 refuse 3 advise

GRAMMAR BANK 10B pp.134–135

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 Sam suggested **going/(that) we go** to the cinema this evening.
2 Olivia refused **to tell** me what happened.
3 **He's not/He isn't looking** forward to **starting** his new job.
4 Harry promised not **to tell** anyone about the party.
5 Erica persuaded me **to** go to the concert with her.
6 She suggested **waiting/(that) we wait** here for a few minutes.
7 Paula's considering **quitting** her job.
8 They've offered **to help me** with my homework.
2 1 breaking the mirror
2 going/(that) we go for lunch
3 making the mess
4 to cook dinner
5 me to talk to him
6 me to help him

5a 10.3 Ask Ss to read the sentences and listen to the pronunciation of *to*. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint
When we speak at normal speed, the stress is on the main verbs and nouns that carry meaning. Small grammar words – prepositions, articles, etc. – are weak and often replaced by the schwa sound /ə/.

b Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence and drill individuals to check.

6 Complete the first item together on the board, then ask Ss to work alone to complete the sentences, referring to the Grammar box. Ask Ss to check in pairs before going through answers with the whole class.

Answers: 1 travelling 2 to walk or cycle 3 to give up 4 replacing 5 not to increase 6 stopping

Optional alternative activity

Instead of going through the answers as a class, dictate the correct answers for Ss to check against. Write the answers on the board as well, so that Ss are sure they are correct.

7a Ask Ss to look back at their suggested recommendations in Ex 2 and complete the first answer as a class. (If you made a list on the board during Ex 2, refer to that.) Point out that Ss need to use the correct verb pattern. Ss then work alone to complete the sentences. Move around the class and help.

Possible answers:
1 ... use electric cars and to car-share.
2 ... reducing speed limits.
3 ... replacing cars with bicycles.
4 ... to drive into the city
5 ... replacing buses with trams.
6 ... driving high-powered cars.

b When they finish, ask Ss to work in new pairs, comparing and justifying their answers before sharing the best answers with the whole class.

Optional extra activity

Before they start, remind Ss about agreeing and disagreeing and elicit some phrases they can use. Write these on the board for reference: *I agree./I don't agree./Really?/That's a good/bad/great idea./Do you think so?* Ask Ss to read out their sentences and agree or disagree with each other.

Further practice

Photocopiable activities: 10B Grammar 1, p230; 10B Grammar 2, p231

Speaking

Prepare

Culture notes

Neighbourhood groups often work with schools and pressure **local councils** (local government) to make changes in their local area. Some areas set up a voluntary **Neighbourhood Watch Scheme**, which looks out for criminal behaviour to help the police. Local **residents** (people who live in an area) sometimes display stickers in their homes to show potential burglars that Neighbourhood Watch is in the area.

8 10.4 Tell Ss they are going to listen to a neighbourhood group discussion, where residents want to improve their area. Ask Ss to listen to the discussion and make notes on the questions. Conduct whole-class feedback.

Answers:
1 air pollution and traffic jams, parents drive children to school; walking/cycling dangerous, too much traffic; cars drive too fast
2 encourage children to walk/cycle; stricter speed limits
3 introduce speed limits near schools and more pedestrian crossings

Audioscript 10.4

Speaker 1: OK, so what are the main problems that we have?
Speaker 2: I worry about air pollution near our local schools. A lot of parents drive their children to school. There are always traffic jams near the school entrance, and that means the air pollution near the school is very bad.
Speaker 3: Yes, it's much better for children to walk or cycle to school. But walking and cycling are dangerous too because there's too much traffic on the roads, and cars often drive too fast.
Speaker 1: Right. So, health and safety for school children is a serious issue for us. We're worried about air pollution near schools and about children getting to school safely. What suggestions can we make?
Speaker 2: We need to find ways to encourage children to walk or cycle to school. We need to make it safer so parents stop driving them to school.
Speaker 3: In my opinion, we should have stricter speed limits on our roads, especially near schools. We know that reducing speed on the roads helps to prevent accidents. And it encourages more people to walk as well!
Speaker 2: Yes, I agree. In some areas the speed limit near school gates is thirty kilometres per hour. We should ask our council to introduce lower speed limits near schools in our area.
Speaker 3: And we should also demand more pedestrian crossings so children can cross busy roads safely.
Speaker 1: Thank you. Are there any more suggestions?

9 Put Ss in groups of three or four to brainstorm and build ideas. With ***weaker classes***, you may want to first brainstorm as a class, building vocabulary around the topics and writing it on the board. Ask Ss to note down ideas.

Speak

10a Ask groups to discuss and list possible solutions to the problems under the headings in Ex 9. Refer them to the Useful phrases. Move around the class and help with expressions and vocabulary.

Optional alternative activity

Give each group a different issue to work on. If your class is very large, some issues can be repeated. Give each group a piece of flipchart paper and tell them to put the issue at the centre and their ideas for solutions around it. They can then use this when they present their ideas to the class.

b When they finish discussing possible solutions, groups take turns to present their ideas to the class, using their notes as a prompt. Ask other Ss to listen and assess the ideas. When they finish, Ss vote on the best proposals.

Reflection on learning

Write the following questions on the board:
What can you do better after this lesson?
What needs more attention?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Ss write a report on their new transport plans.
Grammar bank: 10B Ex 1–2, p135
Workbook: Ex 1–5, p59
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 10C
Extended route: go to p114 for Develop your reading

10c What's in a job?

Introduction

The goal of this lesson is for students to report the results of a survey. To help them achieve this, they will revise reported questions in the context of work activities.

Warm-up

If your Ss work, ask them to discuss in pairs how learning English helps or might help them in their career. If they are not working yet, ask them to discuss how they think English may be useful to them in future. Ask a few pairs to report back.

Vocabulary

Work activities

1a Ask Ss to discuss the questions in pairs and decide what the worst time wasters are. Compare ideas as a class and write their predictions on the board.

b Ask Ss to look at the survey to check their answers. Invite feedback, comparing the information with their predictions. Ask Ss to tell each other how they spend their working day (or how they think they would spend their working day).

Optional alternative activity

If most of your Ss do not work, ask them to work in pairs to create an alternative list. This could include several of the same activities in Ex 1a, such as talking on the phone, as well as others specific to them, such as studying, doing chores, gaming, etc. When they complete their lists, ask pairs to compare lists with other pairs, to see what is different or the same.

2 Refer Ss to the activities in the box. Ask Ss to work in pairs to identify any activities in the photos. Elicit one example first. Point out that more than one phrase may be used for a photo. When they finish, drill problem phrases as needed..

Suggested answers: give presentations, interview people, offer someone a job, work in a team

3 Pre-teach *market researcher* and *HR officer* (*HR = Human Resources*, also known as *personnel*). Explain that Ss should complete the job descriptions by choosing the correct alternatives. Do the first item together then ask Ss to continue in pairs to complete the exercise. Go through the answers as a group, asking individual Ss to read the job descriptions.

Answers:
A do research, interview people, write a report, give presentations
B arrange interviews, offer them the job, employs
C set up meetings, arrange
D managing projects, team
E serve customers, manage

4 Ask Ss to discuss together. When they finish, ask a few pairs to tell the class about themselves or their partner.

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 partner in feedback. It is a good idea to mention this when you set up the activity so they know to pay attention to what their partner says. In feedback, there won't be time to ask all Ss to report back – just ask a few random Ss around the class rather than go round in order. This ensures everybody listens as they don't know who will be called on next!

Further practice

Photocopiable activities: 10C Vocabulary, p235

Listening

Culture notes

Digital advertising is the use of technology, particularly the internet and social media, to target advertising to people by using their pattern of online activity. For example, if you search online for a holiday, then a banner might appear advertising holidays the next time you go online.

5a Tell Ss that they are going to listen to someone describing her job in digital advertising and ask them to predict what they think she does. Share the Culture notes if you think it helps. Write suggestions on the board.

b 10.5 Ask Ss to listen and tick their predictions and add new information to their notes.

Answer: She writes texts/material for websites, blogs and ebooks. She does research and gives presentations.

6a Refer Ss to the questions and answers from the listening. Ask Ss to match them up and then check answers in class feedback

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

Optional alternative activity

Photocopy the questions and answers and cut them up. Prepare one set for each pair. Pairs then move the questions and answers around to match them up. When they listen, they can move them around again. It is much easier to make changes when they can move the texts around. When you check answers, Ss can number the correct answers in their books.

b Ask Ss to discuss the question in pairs and then discuss as a class.

Audioscript 10.5

Tim: Thank you very much for agreeing to this phone interview, Sharon, I'd like to ask you some questions about your experience, if that's OK, and then I'm sure you'll have questions for me, too.
Sharon: Yes, that's great, Tim. Thank you.
Tim: So, can you tell me what you're doing at the moment?
Sharon: Well, right now, I'm working in digital advertising. I work for a company that helps people market their products online.
Tim: And what exactly do you do?
Sharon: Well, there are two parts to my job. I write texts for websites and I write material that is used in blogs or ebooks. So, for example, I'll write the text for a lifestyle blog about what people do in their free time, or an online travel site.
Tim: Sorry, Sharon. I didn't catch that last bit. Could you repeat it?
Sharon: Yes, of course. An online travel site. I have to tell people about a particular place.
Tim: And could you tell me what the second part is?
Sharon: So, when you search for something online, there'll be a lot of results, right?
Tim: Yes.
Sharon: So my job is to try to make sure the customer's blog or website is at the top of that list of results. Then more people will visit their site and hopefully they'll get more sales.
Tim: I see. How do you do that?
Sharon: I have to do some research. I need to find out what key words people usually use when they search for this kind of product or website. I also need to look at the competitors' sites and see what key words they use. Then I have to make sure that I include the key words and phrases in the texts I write!
Tim: Could you give me an example?
Sharon: Well, people often search for ways to do something. So, a title like '10 ways to …' is a good one.
Tim: Right. I see.

Sharon: Oh, I almost forgot. I sometimes have to give presentations to customers as well.
Tim: So you're very busy! One final question. Do you enjoy your job, Sharon? Do you ever recommend it to other people?
Sharon: Yes, I love it! I definitely recommend it to anyone looking for a job in marketing. If someone is creative and interested in the way people think, it's a great job!
Tim: That's great to hear. Now, do you have questions for … ?

Grammar

Reported questions

7 Ask Ss to underline the reporting verbs in Ex 6 (*said, told, explained*) and ask Ss if they can identify any others (*asked, wanted to know*). Ask Ss why the speakers, Tim and Sharon, use different verbs (Tim's are questions, Sharon's are answers). Then ask Ss to read the Grammar box and to think of more examples. Do the first one as a class, then Ss continue in pairs. When they finish, go over answers with the whole class.

Possible answers: (there are many more)
1 'Why did you do it?' she asked the boy.
She asked the boy why he had done it.
2 'Why are you crying?' he asked her.
He asked her why she was crying.
3 'Can you give me a lift?'
I asked her to give me a lift.

GRAMMAR BANK 10C pp.134–135

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 wanted 2 I had 3 to know 4 was 5 I did
2 1 He asked me to help him.
2 She asked me to take a seat.
3 Jack wants me to give him a lift.
4 Irina told me not to sit there.
5 My boss wants me to go to the conference
6 He asked me to email him the report.

8a 10.6 Tell Ss to listen carefully to the direct and reported questions.

b Ask Ss if our voice goes up or down at the end of questions. (Ss usually think we go up, but it is not always true.) Ss discuss what they've just heard before you elicit the answer.

Answer: reported

c Ss listen and repeat the examples chorally and individually.

9 Ask Ss to write the reported questions. Go around and help as necessary. Go through the answers as a class, then ask Ss to work in pairs to say and then report the questions.

Answers:
The interviewer asked me/wanted to know …
1 … what time I started work/studying.
2 … what time I finished.
3 … where I worked/studied.
4 … if I worked with other people or alone.
5 … what percentage of my time I spent answering emails.
6 … what I spent most of my time doing.
7 … if I enjoyed my work/study.

Grammar checkpoint

When reporting events or facts that are still current, we sometimes don't move the tense back. For example: *She asked me how old I was/am* or *She asked me what I did/do*. It is still correct to move the tense back, but you may find a native speaker may not do so in situations like this. In something like reporting a recent job interview, as in Ex 9, tenses may well not change.

Further practice

Photocopiable activities: 10C Grammar 1, p233; 10C Grammar 2, p234

Speaking

Prepare

10 Explain that Ss are going to complete their own survey. Tell them to write six questions, referring to the questions in Ex 9 for ideas. Go around and help, checking their questions are suitable and well formed. There is no need for whole-class feedback as Ss will have different questions.

Speak

11a Ask Ss to ask three or four others their questions from Ex 10 and make notes on their answers.

Teaching tip

Ss often enjoy getting up and moving around the class. These are sometimes called mingling activities. Tell them that they must talk to one student at a time to avoid bunches of Ss grouping and simply listening and writing the answers. Move around the class and listen, making sure Ss talk to different partners and indicating who is free when necessary. Although Ss may like to ask you, avoid this as you need to be available to monitor the activity. If your tables are fixed and moving around the class is not an option, Ss can ask the tables near them.

b Put Ss in groups of two to four and ask them to discuss and report their surveys. They can then write down some conclusions including reported questions. Remind them to use the Useful phrases.

c Ask groups to present their results to the class and see where there are differences or similarities. In feedback, discuss whether any of the answers surprised the Ss.

Optional alternative activity

Ask Ss to conduct their survey with family members or other Ss in a different class. If you liaise with another teacher, they may be quite happy for your Ss to come and interview theirs. Preferably choose a group at a similar or higher level who will have no problems with the questions. Ss then write up their results at home and bring these to the class to compare.

Reflection on learning

Write the following questions on the board:
What percentage of your time do you spend studying English? Is it enough?
How could you use your time differently to make more time for English?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Ss write a report on education in their country.

Grammar bank: 10C Ex 1–2, p135
Workbook: Ex 1–3, p60
Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 10D
Extended route: go to p115 for Develop your listening

10D English in action

Introduction

The goal of this lesson is for students to be able to ask and answer interview questions. To help them do this, they will revise a range of useful vocabulary and fixed expressions.

Warm-up

Ask Ss if and when they have had job interviews and what kinds of questions are usually asked. Lead a discussion on what to say and what to wear to be successful at interview. Tell them that today's lesson is going to help them perform better at interviews in English!

1 Ask Ss in pairs to look at the photos and answer the question. Remind them that we studied adjectives for personal qualities at work in Lesson 1B and see if they can remember them (or ask them to refer back to their notes). After a few minutes, ask a few pairs for their ideas. Write useful vocabulary on the board for Ss to copy down.

Teaching tip
Good students don't need to be reminded that looking over their notes and revising past lessons helps them recall new language. Point out that to remember a new word we need to meet it about eight times, then discuss how Ss can revise at home or when they are moving around. For example, they can have a set of cards for topics that they look through, with English on one side and their own language on the other and use these to test themselves. Alternatively, they can use a vocabulary notebook app on their phones to record, store and organise new vocabulary.

2 10.10 Explain that the Ss are going to hear the beginning of a conversation. They should listen to the audio and say what is happening. Ask them for their answer after they listen.

Answer: It's a job interview.

Audioscript 10.10

Alfie: So tell me, Zoe, what made you decide to become a civil engineer?
Zoe: Well, I've always wanted to do something practical. I mean, civil engineers build roads and bridges.
Alfie: Why do you want to work with this company?
Zoe: Um, because your company is very well known and hopefully I'll have excellent opportunities to develop my skills.

3a 10.11 Tell Ss they will now listen to the whole interview. Ask them to read the questions first, then listen and tick the ones they hear. Conduct feedback or play it again if necessary.

Answers: 1, 3, 5, 6, 7, 9, 10

b Refer Ss to the Useful phrases and tell them to use these to complete the sentences. Ask Ss to compare answers when they finish, then check answers as a class.

Answers: **a** I mean **b** hopefully
c As you can see, I'm hoping to **d** I think I'd say **e** can say
f 'd like to

4a Tell Ss that they will match each answer in Ex 3b with a question in Ex 3a. Ask them to write the number of the answer beside the question, then check in pairs before going over as a class. Point out that they only need to look at the ticked questions. Listen to the interview again if Ss want to

Answers: 1 a 3 b 5 c 7 d 9 e 10 f

b Ask Ss to listen again and identify the phrases used to give the speaker time. To round off, ask Ss if they think the candidate's answers are good, whether she did well in the interview and whether she should get the job.

Answers: Well, I mean, Um, So, Let me see

Audioscript 10.11

Alfie: So tell me, Zoe, what made you decide to become a civil engineer?
Zoe: Well, I've always wanted to do something practical. I mean, civil engineers build roads and bridges.
Alfie: Why do you want to work with this company?
Zoe: Um, because your company is very well known and hopefully I'll have excellent opportunities to develop my skills.
Alfie: Ah-ha. So, could you tell me a bit more about your qualifications for this job?
Zoe: Yes, of course. As you can see from my CV, I have a degree in civil engineering and I'm hoping to get my Master's degree this year.
Alfie: I see. So how much experience have you had?
Zoe: So … I think I'd say I've had quite a lot of experience. I've worked on various different engineering projects during my studies.
Alfie: That's great. What would you say you are best at?
Zoe: Well, I've got excellent maths and IT skills. But I think I'd say my greatest skill is organising projects.
Alfie: OK, good. Could you describe yourself in just three words?
Zoe: Um, I can say that I'm well-organised and responsible. And I'm also creative, which I think is important in this job.
Alfie: Right. And what are your goals for the future?
Zoe: I'd like to manage my own projects and work with customers.
Alfie: That all sounds fine. So, do you have any questions for me?
Zoe: Let me see … yes. I'd be interested to know what the biggest opportunities are for your company at the moment.
Alfie: Well, … .

5 Tell Ss they are now going to roleplay interviews in pairs. Put Ss in A and B pairs and tell them to look at the information on the relevant pages. Check that pairs know what they have to do. Allow plenty of preparation time, moving around and helping Ss with vocabulary and ideas as necessary. Remind Ss of the Useful phrases before starting. During the roleplay, monitor and make notes. When they finish, give feedback on good use of language.

Teaching tip
To make the roleplay work, make it as real as possible. Ss may benefit from waiting outside the room, being invited in, sitting at a desk opposite their interviewer, etc. Tell interviewing Ss to ask their candidate's name and be as formal as in a real interview situation. If the Ss enjoy the roleplay, it can be beneficial to give feedback and then repeat it again (possibly with a different partner).

Reflection on learning
Write the following questions on the board:
How did you feel having an interview in English?
How can you improve your performance?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class. Point out that Ss generally get better with more turns of practice and discuss where and how they can practise outside lessons.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–2, p61
Mobile 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 With ***weaker classes***, complete the first sentence as an example. Ss complete the sentences alone then check in pairs. Check answers with the whole class.

Answers: **1** primary, secondary, university
2 state, private, fees **3** take, grades, pass, subjects

b Ss discuss education in their country, comparing with the information in Ex 1a. In feedback, nominate Ss to tell the class about any interesting differences.

2 Ss complete the reported statements alone, then check in pairs. Check answers with the whole class.

Answers:
1 she was looking for a new job
2 she'd got/she had a degree in biology
3 she'd been to a few conferences
4 she'd be in touch sometime next week
5 he'd started teaching about 15 years ago

3 Ss choose the correct alternatives alone then check in pairs. In feedback, ask Ss to read whole sentences, so that you can check pronunciation of the words in context.

Answers: **1** promised **2** advised **3** warned **4** considered
5 avoid

Optional alternative activity

Bring a newspaper to the class and ask Ss to summarise key stories in one sentence, using verb patterns.

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

Possible answers:
1 ... that I walked and cycled more/walking and cycling more.
2 ... walking to work this week.
3 ... to give me a lift to the airport.
4 ... to arrive around 6.30/we'll arrive around 6.30.
5 ... me to wait a little longer.
6 ... me to book the taxi.

5 Ss choose the correct alternatives alone then check in pairs. Check answers with the whole class.

Answers: **1** walking **2** eating **3 to** come **4** leaving
5 changing **6** to go **7** to try **8** me to

6 Ss complete the reported questions alone, then check in pairs. Check answers with the whole class.

Answers:
1 ... where I lived.
2 ... if I'd got (I had) any hobbies.
3 ... if I spoke any foreign languages.
4 ... when I left/I'd left school.
5 ... if I'd ever lived abroad.
6 ... what I thought of my new boss.
7 ... what I thought I was doing.
8 ... what I had eaten.

b Refer Ss to the example then ask them to work alone to write their own continuations of sentence beginnings in Ex 6a. When they have finished, put Ss in threes to practise advising and reporting as in the example.

Reflect

Ask Ss to rate each statement alone, rating each one 1–5, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 10.

10 Keep talking (Units 9–10 review)

Introduction

Ss revise and practise the language of Units 9 and 10 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 9 and 10.
Put Ss in two groups and explain that Ss in each group should share the speaking role. Students will choose a topic and spend two minutes planning what they can say. One student then speaks for 30 seconds on that topic. The other group listens and decides whether to award one or two points to them, depending on how fluent they were and how much of the topic language they included. Repeat four more times, choosing different topics. Monitor and be ready to adjudicate where necessary.

10A Develop your writing

Introduction

The goal of this lesson is for students to write an email asking for information. To help them achieve this, they will focus on features of such emails.

Warm-up

Ask Ss to discuss in pairs what they use email for and if their style of writing changes at all depending on who they are writing to. Discuss their ideas as a class.

1 Put Ss in pairs to discuss the question. After a few minutes, conduct brief feedback and ask for a show of hands to see what kind of emails most Ss have written.

2 Ask Ss to read the advert and email to answer the question. Give them a few minutes. Conduct whole-class feedback.

Suggested answers:
where the course might take place, who the teacher might be and how many students will be in the class

Optional alternative activity

Ask Ss to read the advert only, then discuss what they would like to know. Write their ideas on the board, then ask them to read the email and check if the same ideas are mentioned. Ask Ss if they would like to enrol on a course in another country and what the advantages/disadvantages would be.

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 answer and deal with any questions. Check with Ss by asking if they can use contractions in this kind of email (no) and why not (because they are writing to a person they don't know, it is more formal).

Answer: formal

4 Ask Ss to read the email in Ex 2 more closely and answer the questions. They can underline the answers in the text, then compare answers before you go through as a class. If you have a projector, display the text and underline the answers there.

Answers:
1 I am writing to find out more about how to do this.
2 I would like to know if I can enrol for my course online and what information I need to provide. Could you also let me know when I have to register by, and if there is a registration fee?
3 I look forward to hearing from you. Thank you in advance. Many thanks.

5 Ask Ss to complete the email with phrases in the Focus box, then compare answers in pairs before you go through as a class. Ss could number the phrases in the Focus box with the gap numbers.

Answers: 1 writing to 2 could give/send 3 let me 4 to know 5 could/would you 6 hearing from 7 in advance

Prepare

6 Ask Ss to read the advert and work in pairs or small groups to list questions they'd like to ask. Move around the class and help with ideas and vocabulary if necessary.

Write

7 Read over the structure and ask Ss to organise their questions before they write. Move around the class and be available to help with ideas, spelling and vocabulary. ***Fast finishers*** can read and check each other's work, paying particular attention to the phrases studied in this lesson.

Homework ideas

Workbook: Ex 1–5, p63

10B Develop your reading

Introduction

The goal of this lesson is for students to understand an article. To help them achieve this, they will focus on making inferences.

Warm-up

Ask Ss to talk about tourism in their town or local area. Discuss why tourists might visit their country or region.

1a Ask Ss to look at the photo and identify what they can see, then talk about good and bad effects of tourism. After a few minutes, conduct brief feedback and list the good and bad things on the board.

b Then tell Ss to read the article and see if any of their ideas were mentioned. Tell them they have a few minutes to do this. Check answers as a class and tick off the suggestions on the board.

Optional alternative activity

If your Ss live in a small place and/or have little experience of tourism, ask them to talk about the capital city, or to discuss places in other countries instead.

2 Ask Ss if they think the writer is for or against growing tourism and how they know that. Accept any suggestions then tell them that recognising information not directly stated in a text is called inferring. Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then discuss the question as a class.

Answer: You can infer their opinion using clues in the text.

3a Tell Ss to look at the extract and read it through. Ask them to underline phrases that tell them about the writer's opinion, then to check in pairs. Go through the answers as a class. If you have access to a projector, project the text and underline there.

b Repeat the process with the comment.

Answers:
Extract
Clues: replaced traditional jobs, people depend on tourism
Can infer: People have no jobs or income if tourists don't come.
Comment
Clue: it used to be wonderful … now … soon
Can infer: He feels negative about tourists.

4 Ask Ss to read the article again and look at the statements, identifying what is stated explicitly with S and what is not stated and can be inferred with NS. Tell them to mark sections of the text where they find the answers and write the question number

beside. Go through the answers as a class. Ask Ss for key words that helped them decide

Answers: 1 S 2 NS 3 S 4 NS 5 S 6 NS

5 Ask Ss to discuss the questions in small groups and then conduct brief feedback to see if groups agree.

Optional alternative activity

Divide the class into three groups and ask each group to research one of the places mentioned in the text (Barcelona, Venice, Machu Picchu), Each group member can write a short text explaining the impact of tourism in their allocated destination. Then organise Ss in groups of three, with each member representing a different destination. Groups present to each other. They can use the internet and download pictures to add evidence to their presentation.

Homework ideas

Workbook: Ex 1–4, p62

10c Develop your listening

Introduction

The goal of this lesson is for students to understand short conversations. To help them achieve this, they will focus on understanding meaning from context.

Warm-up

Ask Ss if they always say what they think and why they might not always be direct (to save someone's feelings, for example). Give an example of your own if you can.

1a Ask Ss to look at the pictures and discuss the questions in pairs. After a few minutes, conduct brief feedback.

b 10.7 Tell Ss they are going to listen to a conversation and answer the questions. Go through the answers as a class.

Answers: 1 boss and employee 2 In the office/at work 3 A

Audioscript 10.7

Carol: Hey, boss.
Frances: Hey, Carol. How are you?
Carol: Good, thanks. Excited that it's nearly the weekend!
Frances: Look, I'm sorry, Carol, but you'll have to write that report again. Before you leave today.
Carol: But it's 5 o' clock.
Frances: I need it today.

2 Refer Ss to the Focus box to read through alone, then discuss the question in pairs. Ask Ss for their answer. Ask them if they can relate this to the conversation they just heard.

Answer: the situation, other things people say, how they say them

3a 10.8 Ask Ss to read the three options, then listen and choose. When they finish, ask them to discuss in pairs then go through the answer as a class.

Answer: a

b Discuss the question as a class. Play the audio again if some Ss disagree. Point out the tone of voice

Answers: the situation – it's not like Donald to be late; the tone of voice sounds worried

Audioscript 10.8

Heather: Hey, over here!
Ryan: Oh, hey Heather, great to see you! How are you doing?
Heather: Good, and I'm really looking forward to the film. Is it just you and me?
Ryan: No, Donald is coming too.
Heather: OK, great. He's not here yet?
Ryan: No. He's usually early.
Heather: That's not like him.
Ryan: No, no it's not. I'd better call him.

4a 10.9 Tell Ss they are going to listen to another conversation and answer the questions. Go through the answers as a class.

Answers:
1 mother and daughter
2 they are talking about the daughter's maths test

b Ask the Ss to read the questions before listening again. After they listen, allow time for them to discuss in pairs then go through their answers as a class.

Answers:
1 She is delaying giving the bad news.
2 She is trying to make Lauren feel better about needing a tutor.
3 She is being contemptuous of her mum's disappointment.
4 She feels bad.

Audioscript 10.9

Mum: Hey, Lauren, how was your day?
Lauren: OK, I guess.
Mum: And, the test?
Lauren: What test?
Mum: You know what test, Lauren. The maths test.
Lauren: What about it?
Mum: Well, did you pass?
Lauren: No. No, I didn't, OK?
Mum: Oh, Lauren … Look, maybe it's time to get you a tutor.
Lauren: We tried that, Mum.
Mum: But maybe with a better tutor, you'll be able to … I mean, I know a lot of students who are doing that …
Lauren: I don't want a tutor, Mum! Sorry, I know you must be so disappointed.
Mum: Look, I don't want to make you feel bad, I know you try, it's just that I know how important it is to get a good maths grade, that's all.
Lauren: I need to go out.
Mum: Lauren …

5 Discuss as a class. If your class are parents, they can discuss the situation from the other side.

Homework ideas

Workbook: Ex 1–2, p61

RESOURCE BANK

Photocopiable activities index

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1A Grammar 1 Present simple and present continuous

1 Complete the conversations using the present simple or present continuous form of the verbs in the boxes.

come	enjoy	like	live	study	take	work

1

A: Hi, I'm Anna.

B: I'm Carlos. Nice to meet you. Where do you come from?

A: I [1]_____ from Granada. And you?

B: I'm from Granada, too, but at the moment I [2]_____ in an apartment in Seville.

A: Why are you [3]_____ this course?

B: Well, I [4]_____ for an international company, so I need to improve my English. How about you?

A: I [5]_____ tourism at university right now, so the course will help my speaking skills.

B: Are you [6]_____ the course?

A: Yes, I really [7]_____ it. The teachers are very helpful.

be	come	have	learn	play	prefer	speak

2

A: So, Katerina, what do you do at the weekends?

B: Well, I usually [8]_____ football. I'm a member of the university team and my teammates [9]_____ all very friendly! Do you do any sport?

A: Yes, I do. I [10]_____ to play tennis at the moment.

B: Are you [11]_____ lessons with a coach?

A: Yes. He [12]_____ from the US, so he always [13]_____ English!

B: That must be fun!

A: Yes, but to be honest, I [14]_____ watching tennis on TV!

2 Work in pairs and practise the conversations.

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1A Grammar 2 Present simple and present continuous

1

a How often / you / read _____?

b What / you / read / at the moment _____?



2

a you / study English / at the weekends _____?

b you / study any other languages / at the moment _____?

3

a you / listen to / music / right now _____?

b What / type of music / you / usually / listen to _____?

4

a have / you / a lot of free time _____?

b have / you / a good time / at the moment _____?



5

a What / you / usually / wear for special occasions _____?

b What / you / wear /at the moment _____?



6

a you / work / at the moment _____?

b What time / people / usually / finish work in your country _____?

7

a How often / watch / films in English _____?

b What / TV programmes / watch / at the moment _____?

8

a you / do any sport / at the moment _____?

b What sport / you / usually / do / in the summer _____?



9

a Why / you / learn English _____?

b you / sometimes / learn new words in your own language _____?



10

a you / sleep well / at the moment _____?

b How many hours a night / you / usually / sleep _____?

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1A Vocabulary Personal details

1 Complete statements 1–9 with the words in the box.

company	course	degree	passes	part time	qualification	run	studying	taking
training	university	work						

Personal opinions on education and work	1	2	3	4	5
1 Everybody should have the opportunity to do a _____ and graduate from _____.					
2 If a student always _____ exams, it shows that he or she is intelligent.					
3 It isn't good for students to _____ while they are _____ for a degree.					
4 If you are _____ as a tour guide, it's important to speak several languages.					
5 The most stressful thing about university is _____ exams.					
6 If you _____ your own _____, you have to work full time.					
7 If you want to get a good _____ in English, you need to study in the UK.					
8 People should always be allowed to work _____ when they have children.					
9 The reason most people take a _____ in English is to help them get a good job.					

2 Put a tick (✓) in the column that represents your opinion on each statement.

1 = totally agree **2** = agree **3** = it depends **4** = disagree **5** = totally disagree

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1B Grammar 1 *be going to* and present continuous

1 Put the words and phrases in the correct order to make sentences.

1 doctor's tomorrow / she's / to / the / going

She's going to the doctor's tomorrow .

2 going to / he's / some drawing at / the weekend / do

_____ .

3 going to / my mum / call /on her birthday / I'm

_____ .

4 having lunch / we're / that new pizza place / with Joan at

_____ .

5 the dog / are / taking / to the vet / tomorrow / you

_____ ?

6 start looking for / a new job / I'm / going to

_____ .

7 going to / all my old / to throw out / I'm / clothes this weekend

_____ .

8 are / what time / eating / we / this evening

_____ ?

9 not / apply for / I'm / going to / that job

_____ .

10 are / what / going to / you / do / after the movie

_____ ?

11 the office / meeting her at / we're / meeting / I'm not / at the restaurant instead

_____ .

2 Look at Beatrice's calendar and correct the sentences below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
doctor's appointment – 3 p.m.	go to gym	call Mum	lunch with Joan, 2 p.m.	dog to vet – 5 p.m.	look for a new job	clean the house

1 On Wednesday, she's going to the doctor's.
No, on Wednesday *she's going to call her mum* .

2 On Tuesday, she's taking the dog to the vet.
No, on Tuesday _____ .

3 On Saturday, she's going to call her mum.
No, on Saturday _____ .

4 On Sunday, she's having lunch with Joan.
No, on Sunday _____ .

5 On Monday she's taking the dog to the vet.
No, on Monday _____ .

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1B Grammar 2 *be going to* and present continuous



a Find out how many people are meeting a friend after class.
(*Find out who and where.*)



b Find out how many people are going to travel abroad at some time in the next year.
(*Find out where and why.*)



c Find out how many people are going away next weekend.
(*Find out where and who with.*)



d Find out how many people are going to move house in the next couple of years.
(*Find out where.*)



e Find out how many people are doing their English homework later.
(*Find out what and where.*)



f Find out how many people are going to spend a lot of money next week.
(*Find out why.*)



g Find out how many people are going to start work or change their job in the near future.
(*Find out when and where.*)



h Find out how many people are going out tonight.
(*Find out where and who with.*)



i Find out how many people are going to do some kind of sport in the next few days.
(*Find out what and where.*)

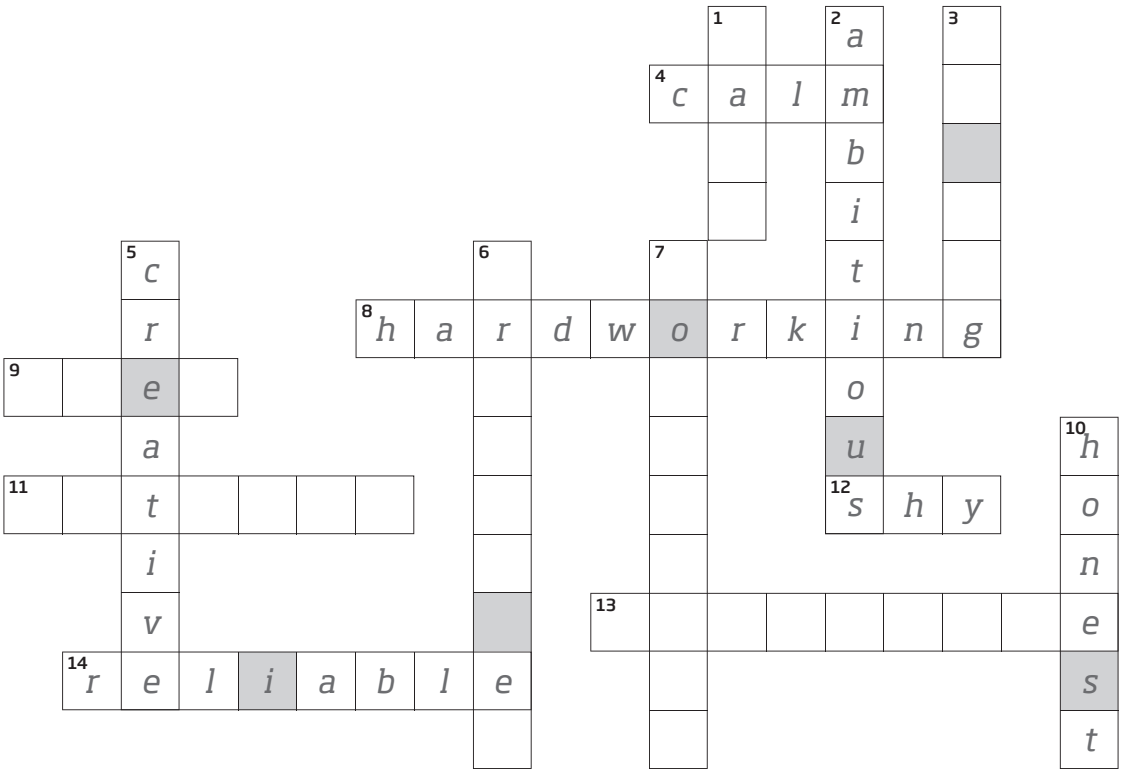


j Find out how many people are doing housework this evening.
(*Find out what.*)

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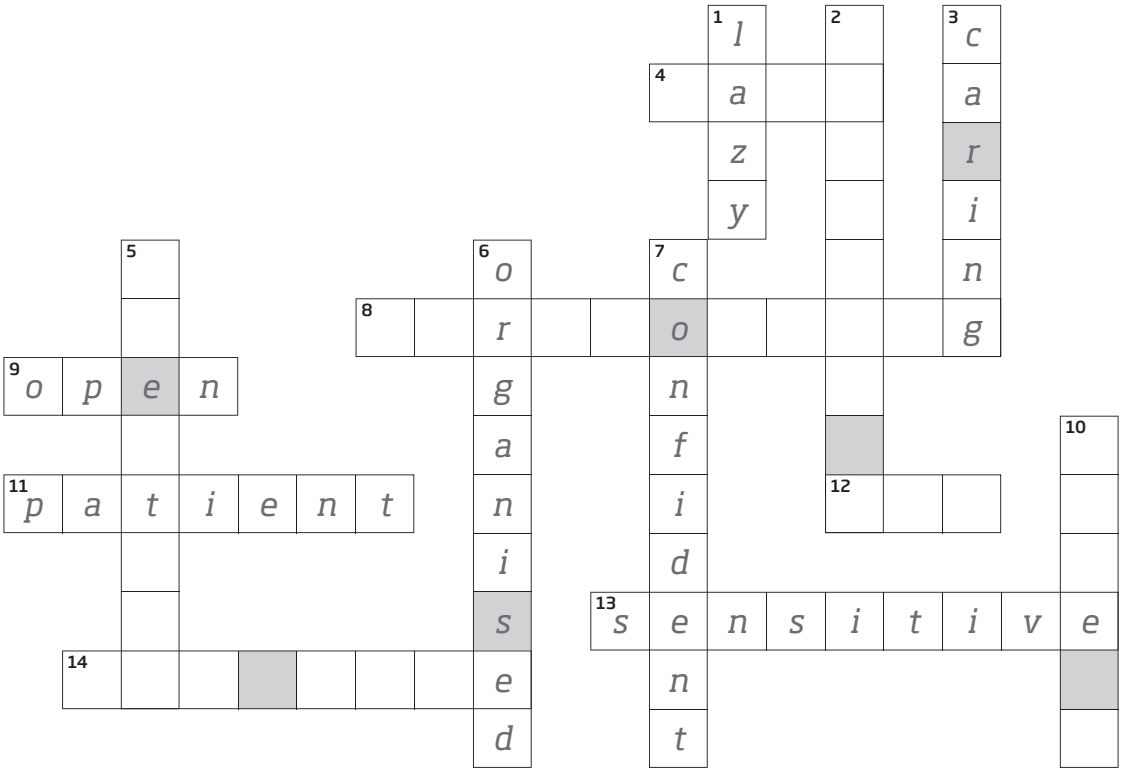
1B Vocabulary Personal characteristics

A



Extra word: _ _ _ _ _ _ _

B



Extra word: _ _ _ _ _ _ _

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1C Grammar 1 *will* for prediction

1 Put the words in the correct order to make sentences. Then write *Yes* next to the statements which are true for you and *No* next to the ones which aren't.

	Yes/No
1 I / another / study / language / will _____ .	
2 won't / live / country / another / in / I _____ .	
3 an / car / I / electric / won't / in the future / buy _____ .	
4 live / will / I / over 100 / to / be _____ .	
5 lottery / win / I / will / the / next year _____ .	
6 before / I / retire / years / 60 / will / I'm /old _____ .	
7 I / new / won't / meet / friend / online / a _____ .	
8 won't / famous / I / be / in the future _____ .	
9 job / will / new / get / a / this year / I _____ .	
10 buy / island / own / my / won't / I _____ .	

2 Work in pairs and compare your predictions.

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1C Grammar 2 *will* for prediction

Find someone who ...	Name	Why/Why not?
1 thinks everyone will work from home in the future.		
2 believes everyone will own a robot in the future.		
3 expects they will own a house in 10 years' time.		
4 hopes they will travel in space.		
5 is sure everyone will use driverless cars.		
6 is certain there will be time travel machines in the future.		
7 thinks polar bears will be extinct in 20 years' time.		
8 doesn't think the weather will get worse in their country.		
9 doesn't believe we will find life on another planet.		
10 doesn't think they will travel abroad next year.		

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1C Vocabulary Describing change

1 Choose the correct alternatives to complete the newspaper extracts.

1 A recent survey shows that unfortunately it is getting *harder/easier* for young people to find a job.

2 Air pollution in big cities is *rising/falling*, and lots of people are worried.

3 Environmentalists are concerned that the amount of plastic in the sea is *fall/increasing*.

4 School lunches are getting *easier/better* since the government introduced new healthy-eating guidelines.

5 Scientists say it's *getting easier/improving* to produce energy from wave power.

6 The cost of renting a flat is *going up/decreasing* so much that many students can't afford a room.

7 Scientists say that water levels are *rising/falling*, and that many cities will be under water in the future.

8 The chance of finding alien life is *increasing/getting harder* because of amazing new technology.

9 People's diets are *improving/increasing* thanks to better education.

10 Children's behaviour at school is getting *worse/easier* because of 'relaxed' parents, a report says.





2 Write three sentences describing change in your country. Then work in pairs and compare your sentences.

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2A Grammar 1 Past simple and past continuous

1 Look at the pictures. Then complete sentences 1–6 using the past simple and past continuous forms of the verb pairs in the box.

break/play	eat/start	go/realise	run/hear	sit/ring	see/walk	talk/come	write/crash



1 While I _____ my essay, my computer _____.



2 Yesterday afternoon I _____ through the park when I _____ a loud bang.



3 He _____ his leg while he _____ football.



4 While she _____ to the airport, she _____ she didn't have her passport.



5 The students _____ when the teacher _____ into the room.



6 I _____ an advert for the drama group while I _____ to college.



7 _____



8 _____

2 Write your own sentences for pictures 7 and 8 using the past continuous and past simple forms of the remaining verbs in the box. Compare your ideas with a partner.

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2A Grammar 2 Past simple and past continuous

1



2



3



4



When/What time was it? _____

Where were you? _____

What were you doing? _____

What was happening around you? _____

Who/What did you see? _____

How were you feeling? _____

What surprising thing happened suddenly? _____

What did you do? _____

What did you think/say? _____

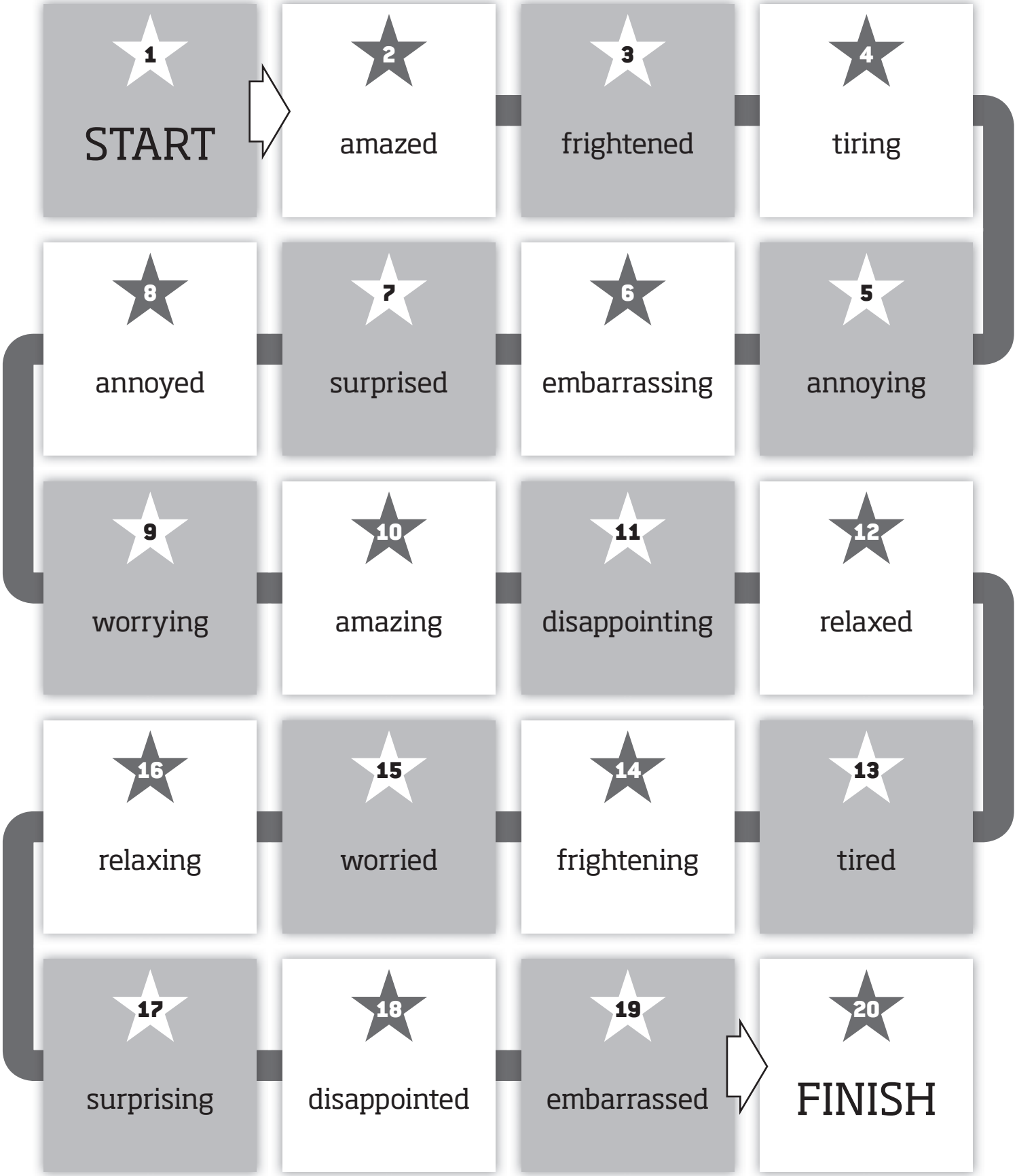
How were you feeling? _____

What happened next? _____

How did the story end? _____

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2A Vocabulary Describing feelings and events



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2B Grammar 1 *used to*

Student A

1 Read the sentences about the famous person. Do you think they used to/didn't use to do these things? Complete the sentences with *used to* or *didn't use to*.

Ed Sheeran ...

1 _____ live in a village in Wales. ☐
2 _____ sing in a local church choir. ☐
3 _____ play in the school orchestra. ☐
4 _____ have blonde hair. ☐
5 _____ go to a music college. ☐
6 _____ do a lot of sport at school. ☐



Answers for Student B's activity: **1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✗ 6 ✓**

2 Read your sentences to your partner. They will tell you if you guessed correctly or not.

Student B

1 Read the sentences about the famous person. Do you think they used to/didn't use to do these things? Complete the sentences with *used to* or *didn't use to*.

Beyoncé ...

1 _____ live in Texas, US. ☐
2 _____ work as a hairdresser. ☐
3 _____ sing in the pop group *Destiny's Child*. ☐
4 _____ have blonde hair. ☐
5 _____ go to a music college. ☐
6 _____ appear in an advert for cola. ☐



Answers for Student A's activity: **1 ✗ 2 ✓ 3 ✗ 4 ✗ 5 ✓ 6 ✗**

2 Read your sentences to your partner. They will tell you if you guessed correctly or not.

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2B Grammar 2 *used to*

Find five people who ...	**Name:** **Details:**	**Name:** **Details:**	**Name:** **Details:**
used to play a musical instrument.			
didn't use to go to the beach in the summer holidays.			
used to live close to their first school.			
didn't use to study hard at school.			
used to be very good at maths.			
didn't use to wear a school uniform.			
used to have a favourite cuddly toy.			
didn't use to like doing exercise.			
used to be afraid of horror movies.			
didn't use to argue with their brother or sister.			

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2B Vocabulary Memories







1 Choose topics from the box and use them to help you complete the sentences below.

family holidays	food from your childhood	interesting experiences	your home town
your relatives	your school days		

1 Eating _____ reminds me of _____.
2 Being in _____ makes me feel _____.
3 Seeing _____ makes me think of _____.
4 I'll never forget trying _____ for the first time.
5 I'll always remember visiting _____.
6 I have happy memories of playing _____.
7 The smell of _____ makes me think of _____.
8 The sound of _____ reminds me of _____.

2 Work in pairs and compare your sentences. Are any of your memories similar?

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2C Grammar 1 *so/such … that; too … to; not … enough to*

1 Choose the correct alternatives to complete the conversation.



A: Hi Martin. How was your trip to Glasgow?
B: Great. It was [1]*so/ such* interesting that I'd like to go back.
A: How did you travel around?
B: By underground and bus. Glasgow is [2]*so/ such* a big city that you can't walk everywhere.
A: Did you meet any local people?
B: Yes, we made a lot of friends. People were [3]*so/ too* friendly and cheerful.
A: How was your hotel?
B: It was a bit noisy. There was [4]*such a lot/ such lot* of traffic at night.
A: Did you buy anything nice?
B: No. I [5]*had not enough/ didn't have enough* money to buy presents.
A: What was the food like?
B: Good. But the restaurants were [6]*too/ too much* expensive for me!
A: Did you visit all the sights?
B: Not at all. There were [7]*too many/ too much* amazing places to visit them all.
A: Well, it sounds like an amazing experience.
B: Yes. I had [8]*so/ such a* good time!

2 Work in pairs and practise the conversation.

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2C Grammar 2 *so/such … that; too … to; not … enough to*

I'm so excited about the trip …	… that I can't get to sleep.
Travelling in Japan was such a great experience …	… that I'm going back next year.
The campsite in the countryside was …	… so quiet and peaceful.
We were very late for the show as …	… there was such a long queue for tickets.
There are so many restaurants nearby …	… but you need to book tables in advance.
Let's go to the beach as …	… it's such a lovely day.
I don't think there are enough …	… cinemas in my home town.
There are too many people to …	… fit into the concert venue.
He isn't confident enough to …	… go backpacking on his own.
My grandparents are too nervous …	… to go on an aeroplane.

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2C Vocabulary Feelings and reactions

I never feel BLEEP or anxious before exams – I'm always calm.
(nervous)

Chloe is always BLEEP – she feels so positive and cheerful about the future.
(optimistic)

The movie was so BLEEP and boring that I fell asleep in the cinema!
(dull)

My mother gets very nervous when we go on holiday, and she's always BLEEP about missing flights.
(anxious)

My job interview was a BLEEP experience – I didn't sleep the night before.
(stressful)

The Pyramid of Giza in Egypt is BLEEP – there's nothing like it anywhere.
(extraordinary)

I was so BLEEP during my trip to Australia that I came home early.
(homesick)

There's so much going on in Barcelona – it's a really BLEEP city.
(lively)

It's important to stay BLEEP and optimistic about the future.
(positive)

My best friend is so happy and BLEEP – she's always smiling.
(cheerful)

The hotel was in a very BLEEP area and there was no noise at all.
(peaceful)

The smell in the restaurant was so BLEEP that we couldn't eat our food and we had to leave.
(unpleasant)

We had a really BLEEP and very lively evening talking about our recent trip.
(enjoyable)

Travelling abroad can be a BLEEP and sometimes stressful experience as everything is new and different.
(strange)

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Choose the correct alternatives to complete the article.

Bill Gates: An American success story

Bill Gates was born in October 1955. As a child, he [1]*lived/has lived* in Seattle in the US and [2]*went/has been* to Lakeside School. At the school, he [3]*met/has met* Paul Allen and they [4]*became/have become* friends. In 1970, they went into business together, and in 1975 they [5]*formed/have formed* Microsoft®. Bill Gates then launched Windows® in 1985.

He met his wife Melinda in 1987. They [6]*got/have got* married in Hawaii and have been happily married ever since.

In 1988, Gates and his wife started to build a large house in Medina. It [7]*took/has taken* seven years to complete. He and his family moved into the house in 1995.

He [8]*became/has become* one of the world's richest people, and he [9]*received/has received* many awards for his charity work. In February 2014, he [10]*left/has left* his job as chairman of Microsoft® and now focuses on his charitable work for the Bill & Melinda Gates Foundation. Gates [11]*gave/has given* billions of dollars to charity, and



he [12]*often said/has often said* that he will give half of all his money to charity. The foundation [13]*supported/has supported* projects around the world which fight diseases, such as malaria and polio.

However, he still has time for fun, and he [14]*appeared/has appeared* on TV! He [15]*starred/has starred* in an episode of *The Big Bang Theory* in 2018.

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3A Grammar 2 Present perfect and past simple

	1	2	3	4	5	6
1	What's the best film you've seen recently?	Where did you go on holiday last summer?	Have you ever taken part in a dance or a music competition?	Did you have any pets as a child?	What have you already eaten and drunk today?	When was the last time you felt embarrassed?
2	Have you ever driven a really fast car?	Which country have you never been to but would like to visit?	What made you feel happy yesterday?	Has your English already improved on this course?	What important things have you already done today?	What did you do yesterday morning?
3	Have you written a bucket list yet?	What's the best group or singer you've ever seen in concert?	Did you do anything exciting last weekend?	What's the worst food you've ever eaten?	When did you last go to the cinema?	What English text book have you just used?
4	Who was your role model as a child?	What did you watch on TV last night?	What famous book haven't you read yet?	How long have you lived in your current home?	What was your favourite subject at school?	What's the most enjoyable activity you've done recently?
5	Did you go abroad for your last holiday?	Have you joined any clubs or teams recently?	What job have you always wanted to do?	What was your favourite cartoon when you were young?	Have you ever stayed up all night?	How did you feel before your last exam?
6	Have you taken up a new hobby this year?	What sport have you always wanted to try?	How many messages and emails did you send yesterday?	Did you feel anxious about anything yesterday?	How many different jobs have you had?	Have you ever raised money for charity?

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3A Vocabulary Experiences

take part	explore	in an ice skating competition	the Amazon rainforest
perform in	experience	a play on stage	a new way of life
raise money	go	for a children's hospital	walking in the mountains
take up	apply	a new sport	to be an intern
tour	try	around Europe	something new

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3B Grammar 1 Present perfect continuous and present perfect simple

1 Put the words in the correct order to make questions.

1 recently / hard / working / Rob / Has / been

_____ ? ☐

2 up / met / you / recently / Suzanne / with / Have

_____ ? ☐

3 How / you / English / long / been / have / studying

_____ ? ☐

4 happened / What / just / has

_____ ? ☐

5 for / you / here / been / long / Have / waiting

_____ ? ☐

6 week / painting / all / house / his / been / Has / he

_____ ? ☐

7 you / any / books / Have / read / good / recently

_____ ? ☐

8 How / teacher / long / a / has / been / mother / your

_____ ? ☐

2 Match answers a–h with questions 1–8 in Exercise 1.

a No, just since Wednesday.

b I've been studying it for two years.

c That car has just crashed into the wall!

d Yes, I've been waiting for ages!

e She's worked in a school for 20 years!

f Yes, he's been working in a restaurant.

g No, we haven't seen each other for ages.

h No, I haven't had time.

3 Work in pairs. Ask and answer the questions in Exercise 1.

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3B Grammar 2 Present perfect continuous and present perfect simple

Work in groups. Complete each sentence in three different ways. Try to think of words or phrases that other groups won't think of.

1 You look tired. Have you been _____?

a _____
b _____
c _____

2 I haven't _____ for ages because I don't have much money.

a _____
b _____
c _____

3 Is Nicola OK? She's been _____ a lot recently.

a _____
b _____
c _____

4 I'm a little stressed. I'm going on holiday, tomorrow and I haven't _____.

a _____
b _____
c _____

5 I've never _____, but I'd like to.

a _____
b _____
c _____

6 He's been _____ for years, and he's very good at it.

a _____
b _____
c _____

7 I need to complain about my colleague because he's been _____.

a _____
b _____
c _____

8 I'll call you after I've _____.

a _____
b _____
c _____

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3B Vocabulary Keeping in touch/catching up

1 Complete the conversations with the words in the box.

1 get hang meet spend

A: Do you [1]_____ a lot of time with your brother?

B: Not really. We [2]_____ up at family events from time to time. I [3]_____ on really well with him though.

A: That's good. I [4]_____ out with my brother all the time. He's one of my best friends, really.

2 out see touch up

A: I don't [1]_____ a lot of Alan, do you?

B: Yes, we keep in [2]_____. I'm catching [3]_____ with him next week actually.

A: Great. Can I hang [4]_____ with you, too?

B: Yeah, no problem. I'll let you know our plans.

3 lose other touch

A: Will you keep in [1]_____ when you go abroad?

B: Yes, I can email you from time to time.

A: That's good. I don't want to [2]_____ touch with you.

B: Don't worry. We'll see each [3]_____ soon. I'm only going away for a month!

4 each got together well

A: Do you know Lisa Stanford?

B: No, but I [1]_____ to know her sister, Laura, last year and she's great fun. But we haven't seen [2]_____ other much lately.

A: Well, maybe we can get [3]_____ with Lisa later?

B: That's a great idea. I'm sure I'll get on really [4]_____ with her, too!

5 catch get touch with

A: I got a text from Helen last week.

B: Oh, what's she doing now?

A: I'm not sure, but I'll find out very soon. I'm going to meet up [1]_____ her tomorrow, so I'll [2]_____ up with all her news then.

B: It's sad, but I lost [3]_____ with her after we left school.

A: Why don't I suggest that we all [4]_____ together sometime soon?

B: I'd love that.

2 Work in pairs and practise the conversations.

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3C Grammar 1 Articles

Complete the sentences with *a, an, the* or no article.

1 Can you put _____ tea on _____ table, please?

2 Is there _____ pharmacy around here?

3 I've always wanted to see _____ Eiffel Tower.

4 Where's _____ cake you made yesterday? I'm hungry!

5 She loves _____ shoes. She's always buying them!

6 She really likes _____ children, but he doesn't.

7 Your jacket is in _____ bedroom.

8 You can see _____ moon really clearly tonight.

9 His sister is _____ police officer in _____ Paris.

10 Sometimes _____ people need _____ holiday.

11 _____ coffee in that café is horrible.

12 Some people don't believe that _____ Earth is round.

13 Is Juana in _____ office today? I haven't seen her.

14 What was _____ name of _____ book that you were reading?

15 We need _____ milk, I think.

16 I don't like _____ big cities. I don't want to go to _____ London.

17 I think that _____ dogs and _____ cats are very different.

18 I'll meet you outside _____ bank.

19 I think I need _____ cup of coffee. Do you want one?

20 Do you know _____ answer to _____ question?

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3C Grammar 2 Articles

Tick (✓) the correct sentence, a or b.

1 a Is the match at the old stadium on Lake Street or the new one?
  b Is the match at an old stadium on Lake Street or a new one?

2 a Our summer courses are popular with the students and the business people.
  b Our summer courses are popular with students and business people.

3 a I'm the architect and I work in the office.
  b I'm an architect and I work in an office.

4 a There is a great outdoor café in the town square.
  b There is the great outdoor café in a town square.

5 a The price of sugar and coffee has gone up in the last year.
  b The price of the sugar and coffee has gone up in the last year.

6 a There is lively pedestrian street in the city centre.
  b There is a lively pedestrian street in the city centre.

7 a I often go surfing in sea near where I live.
  b I often go surfing in the sea near where I live.

8 a My favourite landmark to visit in Paris is the Eiffel Tower.
  b My favourite landmark to visit in Paris is Eiffel Tower.

9 a The people from all over the world come to visit this statue.
  b People from all over the world come to visit this statue.

10 a He's a Londoner, but he lives in the countryside now.
  b He's the Londoner, but he lives in countryside now.

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3C Vocabulary Features of a town

A

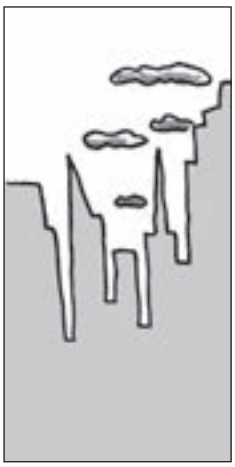
1 **Describe each place to your partner but do NOT say the words you can see.**


pedestrian street


art gallery


traffic jam


suburb


skyline

2 **Listen to your partner's descriptions and write the places.**

1 _____
2 _____
3 _____
4 _____
5 _____

B

1 **Listen to your partner's descriptions and write the places.**

1 _____
2 _____
3 _____
4 _____
5 _____

2 **Describe each place to your partner but do NOT say the words you can see.**


cycle lane


outdoor café


landmark


square


neighbourhood

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4A Grammar 1 Comparatives

1 Choose the correct alternatives to complete the questions.

QUESTIONNAIRE

1. Is life *easier/much easy* when you're a child or an adult?
2. Is fast food *as fattening/more fattening* than fresh food?
3. Are millennials *more interested/interested* in the effects of climate change than other generations?
4. Is the food in Japan *healthier/more healthy* than the food in your country?
5. Is the weather in Spain *best/better* than the weather in Scotland?
6. Is Jupiter *far/further* from the Sun than Earth?
7. Is learning English *more difficult/as difficult as* maths?
8. Are parents not *as strict/stricter* with their children as they used to be?
9. Is the town centre *busier/busyer* during the week or at the weekend?
10. Are millennials *more/as* interested in watching TV as their parents?
11. Does London have a *more large/larger* population than Madrid?
12. Is the quality of life *worse/badly* in the city than in the country?

2 Work in pairs and ask and answer the questions. Which answers do you agree on?

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4A Grammar 2 Comparatives

difficult	stressful	easy-going	funny	intelligent
short	bad	easy	healthy	kind
expensive	energetic	angry	quiet	happy
big	tall	interesting	hot	cheap
worried	friendly	creative	simple	important
modern	good	hard-working	tired	high
old	beautiful	popular	scary	embarrassing

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4A Vocabulary Lifestyles

active	do a lot of different activities
busy	have a lot of things to do
easy-going	relaxed, calm and laid-back
energetic	lively and never tired
fun	enjoyable and entertaining
healthy	good for you
inactive	don't do much exercise
quiet	make very little or no noise
sensible	reasonable and practical
simple	easy and uncomplicated
sociable	friendly and enjoy being with people
stressful	makes you feel anxious or worried
unhealthy	not good for you

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4B Grammar 1 Superlatives

1 Complete the question beginnings with the superlative form of the word in brackets.

1 What's the *funniest* (funny) TV show ☐
2 What's the _____ (expensive) electronic item ☐
3 Who's the _____ (famous) singer ☐
4 What's the _____ (bad) customer service ☐
5 What's the _____ (interesting) place ☐
6 What's the _____ (strange) item of clothing ☐
7 What's the _____ (hard) subject ☐
8 What's the _____ (healthy) food ☐
9 Who's the _____ (optimistic) person ☐
10 What's the _____ (amazing) thing ☐

2 Complete the question endings with the present perfect form of the verbs in brackets.

a you *'ve ever been* (ever go) to?
b you _____ (see) in concert?
c you _____ (ever have)?
d you _____ (ever meet)?
e you _____ (ever study)?
f you _____ (watch) recently?
g you _____ (ever wear)?
h you _____ (ever experience)?
i you _____ (buy) this year?
j you _____ (eat) recently?

3 Match question beginnings 1–10 with endings a–j. Then work in pairs and ask and answer the questions.

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4B Grammar 2 Superlatives

1 Answer each question by numbering items a–d in order of preference (1 = top preference, 4 = lowest preference).

1 Which of these cities would you prefer to visit?
a Tokyo ☐ **b** Sydney ☐ **c** Buenos Aires ☐ **d** Moscow ☐

2 Which of these places would you prefer to live in?
a a big city ☐ **b** a small village ☐ **c** a town ☐ **d** in the countryside ☐

3 Where would you prefer to stay on holiday?
a a camp site ☐ **b** a five-star hotel ☐ **c** a caravan ☐ **d** a holiday flat ☐

4 How do you prefer to shop for clothes?
a on the internet ☐ **b** in a shopping centre ☐ **c** in a small local shop ☐
d in an outdoor market ☐

5 How do you prefer to travel between cities in your country?
a by plane ☐ **b** by train ☐ **c** by coach ☐ **d** by car ☐

6 Which of the following adventure sports would you most like to do?
a parachuting ☐ **b** bungee jumping ☐ **c** scuba diving ☐
d white water rafting ☐

7 In which of these places would you prefer to spend your weekend?
a in the city ☐ **b** in the mountains ☐ **c** at the beach ☐ **d** by the river ☐

8 Which of these wonders of the world would you prefer to see?
a The Pyramids, Egypt ☐ **b** The Taj Mahal, India ☐
c The Great Wall of China ☐ **d** Machu Picchu, Peru ☐

9 How would you prefer to spend a day in the city?
a visit museums ☐ **b** go to the park ☐ **c** go shopping ☐
d visit old buildings ☐

10 How would you prefer to spend a night in the city?
a clubbing ☐ **b** going to the cinema ☐ **c** eating in a restaurant ☐
d going to the theatre ☐

11 How would you prefer to spend a day in the country?
a walking ☐ **b** having a picnic ☐ **c** fishing ☐ **d** cycling ☐

12 Which of these electronic items do you prefer to use?
a a tablet ☐ **b** a smartphone ☐ **c** a laptop ☐ **d** a desktop computer ☐

2 Work in pairs and discuss the questions. Explain your preferences using superlatives.

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4B Vocabulary Products and services

A

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

1 It is more BLANK to travel by train than by car. (environmentally friendly)

2 Modern furniture is usually BLANK, reliable and environmentally friendly. (well designed)

3 Cheap clothing ranges are very BLANK with teenagers. (popular)

4 The price of cinema tickets is BLANK for money. (poor value)

5 People say German cars are BLANK because they don't often break down. (reliable)

6 It's so BLANK. I don't understand how to use it at all. (poorly designed)

2 Now listen to your partner's sentences. In each sentence, replace BLANK with the correct word or phrase in the box.

easy to use	excellent service	good value	high quality	not environmentally friendly	unreliable

3 Do you agree with the statements? Discuss with your partner.

B

1 Listen to your partner's sentences. In each sentence, replace BLANK with the correct word or phrase in the box.

environmentally friendly	poorly designed	poor value	popular	reliable	well designed

2 Now read out the sentences but not the words in brackets. Your partner will guess what the word BLANK should be.

1 It is BLANK to travel everywhere by plane. (not environmentally friendly)

2 Modern smartphones take BLANK photos, so cameras aren't necessary now. (high quality)

3 Older people don't always find the internet BLANK. (easy to use)

4 Buying second-hand clothing is BLANK for money and good for the environment, too. (good value)

5 You shouldn't buy second-hand phones as they are BLANK. (unreliable)

6 Staff in the restaurants in our town always give BLANK. (excellent service)

3 Do you agree with the statements? Discuss with your partner.

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4C Grammar 1 Defining relative clauses

1 Complete the sentences with *who, which, whose, when* or *where*.

1 There aren't many famous actors _____ careers have always been successful.

2 *The Hunger Games* and *Silver Linings Playbook* are two of the films _____ star the actor Jennifer Lawrence.

3 That's the department store _____ I bought my new coat.

4 Hugh Jackman is the actor _____ played Wolverine in the *X-Men* films.

5 I have to get up early on Tuesdays _____ I go to the gym before work.

6 There are only two cinemas in the city _____ I live.

7 It's one of the best films _____ Spielberg has ever directed.

8 The film is about a boy _____ dog has disappeared.

9 This is the car _____ I'd like to buy in the future.

10 I like books _____ have an exciting story and are easy to read.

11 Matamata in New Zealand is the place _____ they filmed a lot of *The Hobbit* films.

12 I'd like to go back to a time _____ mobile phones didn't exist.

13 My grandfather is the person _____ has taught me the most.

14 Science was the subject _____ I enjoyed most at school.

15 Judi Dench often stars in films _____ are about real people.

2 Work in pairs. In which sentences can you replace the relative pronoun with *that*?

3 In which sentences can you leave out the relative pronoun?

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Grammar 2 Defining relative clauses

ANIMATION	ACTOR	TABLET	STUDIO
SHOP	SCIENTIST	RADIO	MORNING
INTERNET	AUTHOR	PEN	BIRTHDAY
FILM	BRAND	HISTORICAL DRAMA	WEBSITE
OFFICE	PRODUCER	NEWSPAPER	TV CHANNEL
CINEMA	JOURNALIST	MOBILE PHONE	CAMERA

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4C Vocabulary Types of film



action



animation



biopic



comedy



documentary



fantasy



historical drama



horror



musical



romantic comedy



science fiction



thriller

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5A Grammar 1 Modal verbs: possibility and deduction

Match deductions 1–10 with two sentences from a–t below.

1 She must be our new teacher. ☐ ☐

2 Ruben might be going to an interview. ☐ ☐

3 There can't be life on Neptune. ☐ ☐

4 My friend could be ill. ☐ ☐

5 Sarah looks very unhappy. ☐ ☐

6 It must be really cold outside. ☐ ☐

7 He may be a doctor. ☐ ☐

8 Ben seems to be really hard-working. ☐ ☐

9 They can't be away on holiday. ☐ ☐

10 There might not be any milk left. ☐ ☐

a He's always studying in the library.
b She hasn't turned up for class.
c Everyone is wearing coats and hats.
d He's dressed in a white coat.
e She's carrying a pile of textbooks.
f I saw them yesterday.
g They are going on a trip next week.
h I put a lot in my tea.
i I think her dog may have died.
j It's much too cold there.
k I forgot to buy some this morning.
l She was coughing a lot yesterday.
m He's going into the hospital.
n He looks very nervous.
o I saw her talking to the headteacher.
p She must have failed the exam.
q Jane was shivering when she came in.
r He always hands in his work on time.
s Nobody can breathe there.
t He's wearing really smart clothes.

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5A Grammar 2 Modal verbs: possibility and deduction

Africa

1 In this continent, there are 54 languages spoken. *3 points*

2 There are 54 countries in this continent. *2 points*

3 This continent hosted the 2010 World Cup. *1 point*

Tennis

1 This sport was invented in France in the 12th century. *3 points*

2 It can be played on grass or on harder surfaces. *2 points*

3 The scoring goes: Love, 15, 30, 40, Game. *1 point*

Sharks

1 This animal has been on the Earth for 450 million years. *3 points*

2 This animal can lose 30,000 teeth during its lifetime. *2 points*

3 They can only swim forwards. *1 point*

Jeans

1 The material for this item of clothing originally came from Nimes, in France. *3 points*

2 They used to be a darker colour called 'indigo', so that it was harder to see if they were dirty. *2 points*

3 On average, Americans have seven pairs of these. *1 point*

Lionel Messi

1 He's from Argentina. *3 points*

2 He was born in 1987. *2 points*

3 He's one of the most successful football players of all time. *1 point*

French

1 There are about 220 million speakers of this language around the world. *3 points*

2 It used to be the official language of England. *2 points*

3 It's spoken in many countries, including Belgium, Canada and Senegal. *1 point*

Steven Spielberg

1 His first movie made just one dollar. *3 points*

2 He was born in Ohio in the US. *2 points*

3 He's one of the most successful film directors and producers ever. *1 point*

Milan

1 This city has two very famous football teams. *3 points*

2 It's famous for its fashion and design. *2 points*

3 It has the highest number of tall buildings in Italy. *1 point*

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5A Vocabulary Describing clothes and appearance

1 Complete the missing words in each text.

A



I'm pretty relaxed. I always wear [1]c _ s _ _ _ clothes like jeans and sweatshirts. I prefer [2]l _ o _ _ clothes. I don't like anything too [3]t _ _ h _ . Today I've [4]g _ _ my favourite cap [5]_ n. I wear it every day. I don't like to [6]d _ _ _ _ _ p, but it's my sister's wedding this weekend, so I guess I'll have to!

B

Well, at the moment I'm wearing a [1]s _ _ r _ skirt and jacket. I like clothes that go well together, so I'm also carrying a [2]m _ _ c _ _ _ _ bag. My mother says it's a bit [3]o _ _ - f _ _ _ _ _ n _ _ , but I think it looks very [4]s _ _ l _ _ _ and modern. It's important for me to be [5]f _ _ _ i _ _ _ _ _ _ . It makes me feel good.



2 Work in pairs. Cover the texts and take turns to describe the people in the pictures. Then discuss what types of clothes you prefer.

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5B Grammar 1 Zero and first conditional

1 Put the words in the correct order to complete the sentences.

QUESTIONNAIRE

		I agree	I disagree	It depends
1	you live / a block / get to know / in / your / of flats, / you If _____ neighbours.			
2	more / a house / is / will be / it / detached, If _____ expensive.			
3	your exams / attend all your / won't pass / if you / don't You _____ classes.			
4	central heating, / you often / get more / you've got When _____ colds.			
5	you take / you will / lots of / notes, / forget Unless _____ this lesson.			
6	go to / you don't / have to / on Sunday, / the museum / you If _____ pay.			
7	need / you don't / a patio, / you have When _____ a garden.			
8	money / will save / rent / if you / a flat / in the You _____ suburbs.			
9	to / you move / you might / the country, / get more If _____ sleep.			
10	unless / won't win / you / the lottery / buy You _____ a ticket.			

2 Complete the questionnaire. Then work in pairs and discuss your answers.

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5B Grammar 2 Zero and first conditional

Seller

You work in a mobile phone shop and today you have a special deal on some of your phones. They are free when you sign a contract and pay just £25 a month for 18 months.

1 Choose four good points for your phone from the list below.

- easy to use
- popular brand
- good value for money
- well designed
- excellent service
- fashionable
- reliable
- high quality



2 Plan what you are going to say to customers to persuade them to buy this phone. Use the phrases below to help you.

- When you buy this mobile phone, you get a free ...
- If you buy this phone, you will be ...
- If you're not happy, ...

3 When you are ready, serve three customers and try to persuade them to buy your phone.

Customer

You want to buy a new phone and can afford to pay up to £25 a month.

1 Choose four points from the list below which are important for you when you choose a phone.

- easy to use
- popular brand
- good value for money
- well designed
- excellent service
- fashionable
- reliable
- high quality



2 Plan what you are going to say/ask to make sure you get the best deal possible. Use the phrases below to help you.

- If I buy it today, can I get ... ?
- If I have a problem with the phone, ... ?
- Unless you can give me, ...

3 When you are ready, visit three sellers and find out what they are offering. When you have visited all three, decide which phone to buy. Explain why.

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5B Vocabulary Places to live

START

1
a small house, usually in the country
(7 letters)

2
this keeps your house warm
(2 words)

GO FORWARD 2 SPACES

3
a high building with lots of apartments
(3 words)



4
the front door of a building
(8 letters)

GO BACK 1 SPACE

5
on top of a house – it keeps the rain out
(4 letters)

6
a house not joined to another house
(2 words)



GO FORWARD 1 SPACE

7
an area outside a house where you can sit
(5 letters)

GO BACK 3 SPACES

8
you use this to go from downstairs to upstairs
(9 letters)

GO FORWARD 1 SPACE

9
a very small flat with one room
(6 letters)

10
the top part of a room
(7 letters)



GO FORWARD 2 SPACES

11
a house that is joined to other houses in a row
(2 words)

12
this keeps your house cool
(2 words)

GO BACK 4 SPACES



13
you walk on this in a room
(5 letters)

14
you can stand on this and look at the view
(7 letters)

GO BACK 1 SPACE

FINISH

RULES

- If your answer is correct, stay on the square until your next turn.
- If your answer is incorrect, go back to the square you were on before.
- If you land on a square which someone has already answered correctly, move back to the nearest square.
- If you land on a free square, stay there until your next turn.

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5C Grammar 1 Quantifiers

1 Choose the correct alternatives to complete the conversation.

A: Would you like to help me cook dinner tonight?

B: Yes, OK.

A: What about a vegetable curry?

B: That sounds good as I don't each [1]*much/many* meat.

A: Are there [2]*much/any* vegetables in the basket?

B: Yes, there are [3]*any/some* onions.

A: OK. I only need one. Have we got [4]*any/many* oil?

B: Yes, there's a [5]*few/little* left in the bottle.

A: What else have we got?

B: Well, there are [6]*no/none* courgettes, but there are some mushrooms in the fridge.

A: OK. Put them in, but not too [7]*many/much*!

B: We also need a [8]*little/few* peppers and tomatoes … maybe two or three of each?

A: Great. Finally, let's put in a [9]*bit/lot* of different spices. I like my curries hot and spicy!

B: Here you are. What about salt and pepper?

A: Let's not add [10]*a little/too much* salt as it isn't good for you. We will add quite a [11]*few/bit of* pepper, though.

B: Sounds good.

A: Hang on, how much rice is left in the cupboard?

B: Hmm, not [12]*many/much*.

A: Oh dear. Why don't we have bread with it instead?

B: That's a good idea. Hopefully there's [13]*enough/lots* bread for everyone!

2 Work in pairs and practise the conversation.

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5C Grammar 2 Quantifiers

A

Look at the picture. How many differences can you find between your picture and your partner's. Ask questions or describe the picture. Use the words in the box.

a bit of	a few	a little	a lot of	lots of	many	much	(not) any	plenty of	some



B

Look at the picture. How many differences can you find between your picture and your partner's. Ask questions or describe the picture. Use the words in the box.

a bit of	a few	a little	a lot of	lots of	many	much	(not) any	plenty of	some



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5C Vocabulary Describing food





1 **Work in pairs. Think of three foods for each of the adjectives.**

bitter	1 _____	2 _____	3 _____
savoury	1 _____	2 _____	3 _____
fried	1 _____	2 _____	3 _____
grilled	1 _____	2 _____	3 _____
healthy	1 _____	2 _____	3 _____
homemade	1 _____	2 _____	3 _____
hot	1 _____	2 _____	3 _____
light	1 _____	2 _____	3 _____
spicy	1 _____	2 _____	3 _____
sweet	1 _____	2 _____	3 _____
tasty	1 _____	2 _____	3 _____
vegetarian	1 _____	2 _____	3 _____

2 **Work with another pair. Take turns to read out the three foods you have chosen for one of your adjectives. The other pair will try to guess the adjective you have chosen.**

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6A Grammar 1 Second conditional

1 Put the words in the correct order to make questions.

1 would / travel / if / had / machine / Where / you / to / you / a / time ☐
Where would you travel to if you had a time machine ?

2 computers / any / have / didn't / we / if / do / we / would / What ☐
_____ ?

3 favourite / you / say / would / if / you / What / your / singer / met ☐
_____ ?

4 What / be / we / aeroplanes / would / like / didn't / life / if / have ☐
_____ ?

5 If / feel / you / you / didn't / would / get / how / the / job ☐
_____ ?

6 might / if / English / What / happen / you / spoke / perfectly ☐
_____ ?

7 you / up / earlier / If / got / would / happen / what ☐
_____ ?

2 Make sentences using the prompts. Use the correct forms of the verbs. There may be more than one possible answer.

a I / walk to school / if / I / get up earlier
I'd walk to school if I got up earlier .

b If / I / not get / the job / I / feel / really disappointed
_____ .

c If / we / not have / any computers / we / use / books more
_____ .

d If / I / have / a time machine / I / travel / to Mars in the year 3000
_____ .

e It / be / difficult / travel abroad / if / we / not have / aeroplanes
_____ .

f If / I / meet / her / I / ask / for a selfie
_____ .

g If / I / speak / English perfectly / I / get / a better job
_____ .

3 Match questions 1–7 with responses a–g.

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6A Grammar 2 Second conditional

START When would you ...?	1 ... buy a brand new laptop?	2 ... get annoyed with your family?	3 ?	4 ... leave a restaurant without paying?	5 ?
11 ... get up at 5 a.m.?	10 ... lie to your best friend?	9 ... fail your English exam?	8 ?	7 ... stay at home all weekend?	6 ... change your job?
12 ... lend a lot of money to a friend?	13 ?	14 ... call the police?	15 ... sleep outside?	16 ... not eat for a whole day?	17 ?
23 ?	22 ... argue with somebody?	21 ... start studying another language?	20 ... cheat in a game?	19 ?	18 ... go to college by bus?
24 ... break a window?	25 ... stay up all night?	26 ?	27 ... become a vegetarian?	28 ... not answer your mobile phone?	29 ... not go to work or school?
FINISH	34 ... go on holiday alone?	33 ?	32 ... appear on TV?	31 ... cry?	30 ?

If I'm tired, I'd go to bed. ✘ (If I was or were)	If you didn't have to get up early, you could go out tonight. ✓	I won't work if I won the lottery. ✘ (I wouldn't)
Peter would play better if he practised more. ✓	You'll get better grades if you studied harder. ✘ (You would / You'd)	People might be happier if they had more money. ✓
If she knows the answer, she would tell him. ✘ (If she knew)	I'd lend her a pen if I had another one. ✓	If I can drive, I'd buy a car. ✘ (If I could drive)

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6A Vocabulary Everyday activities

1 Work in pairs. Name three things you can ...



charge

1 _____
2 _____
3 _____



fill with something

1 _____
2 _____
3 _____

switch on/off



1 _____
2 _____
3 _____



empty

1 _____
2 _____
3 _____

turn down/up



1 _____
2 _____
3 _____

load/unload



1 _____
2 _____
3 _____

2 Work with another pair and compare your answers.

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6B Grammar 1 Structures for giving advice

Decide if the sentences are correct (✓) or incorrect (✗).

1 a What should I do? ✓
  b What could I do? ✓
  c What were I do? ✗

2 a You could report him to the police.
  b If I were you, I'd report him to the police.
  c You should report him to the police.

3 a I think I ought to help my mum with the housework.
  b I think I were to help my mum with the housework.
  c I think I should help my mum with the housework.

4 a You shouldn't be late for your exam.
  b You'd could be late for your exam.
  c You'd shouldn't be late for your exam.

5 a If I were you, I will invite her to the party.
  b Perhaps you should invite her to the party.
  c If I were you, I'd invite her to the party.

6 a What do you think I should do?
  b What do you think I could do?
  c What do you think I were to do?

7 a You shouldn't be rude to your teacher.
  b If I were you, I wouldn't be rude to your teacher.
  c If I were you, I were not rude to your teacher.

8 a Tell them they shouldn't to leave their litter in the park.
  b Tell them they don't should leave their litter in the park.
  c Tell them they shouldn't leave their litter in the park.

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6B Grammar 2 Structures for giving advice

















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6B Vocabulary Describing bad behaviour and crime

1 Choose the correct alternatives to complete the sentences.

1 She *cheated/ lied* to her mother about what time she got home. I think that's really **dishonest**.
2 Please don't *jump the queue/ drop litter* – it's **rude** and annoying for the other customers!
3 *Cheating/ Stealing* in a game of cards is not **fair** to the other players.
4 When I saw the man *lying/ stealing* from the shop, I reported it because it's **illegal**.
5 People who *cheat/ drop litter* in the park should have to pay a fine because they know it's **wrong**.
6 It's **against the law** to *speed/ steal* when you're driving in the city centre … and very dangerous!

2 Match each picture a–c with a sentence from Exercise 1.



3 Complete the sentences with a word or phrase in bold from Exercise 1. There may be more than one possible answer.

1 Should dropping litter be _____ and considered a crime?
2 Is it _____ to not pay for a ticket on public transport?
3 Do you think there are more _____ people than polite people in the world?
4 When people cheat in sport, is it _____ to others?
5 Is it always _____ to lie to your family and friends or is it sometimes the right thing to do?
6 Have you ever seen someone doing something which is _____ , like shoplifting?

4 Work in pairs and ask and answer the questions in Exercise 3.

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6C Grammar 1 Question tags

1 Choose the correct options to complete the sentences.

1 Technology can't replace people, _____ ?

a is it **b** can it **c** can't it

2 You don't think people recycle enough, _____ ?

a do you **b** don't you **c** can they

3 We're using too much plastic, _____ ?

a isn't it **b** aren't we **c** don't we

4 Most people are lazy about protecting the environment, _____ ?

a aren't they **b** are they **c** do they

5 We can all do something to save the planet, _____ ?

a aren't we **b** can't we **c** haven't we

6 Global warming has made life difficult for some animals, _____ ?

a doesn't it **b** hasn't it **c** has it

7 We need to do more to help homeless people, _____ ?

a can't we **b** do we **c** don't we

8 Air pollution isn't getting worse, _____ ?

a is it **b** does it **c** can it

9 It's easy to recycle, _____ ?

a isn't it **b** is there **c** aren't it

10 Campaigns to protect wildlife haven't changed anything, _____ ?

a have it **b** have they **c** has it

2 Work in pairs and discuss the opinions in Exercise 1.

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6C Grammar 2 Question tags

1 In your class, who do you think ...



1 has got a very healthy lifestyle? _____

2 has travelled abroad more than four times? _____

3 is feeling quite tired at the moment? _____

4 can't drive a car? _____



5 has lived in more than two different towns/cities? _____

6 studies almost every day? _____

7 is going to the cinema with a friend tonight? _____

8 can ski? _____



9 has tried bungee jumping? _____

10 spends money carefully? _____

11 hasn't got a fitness tracker? _____

12 is going to bed early tonight? _____

13 is afraid of snakes? _____

14 prefers vegetarian food? _____

15 is going away for the weekend? _____

16 did some housework yesterday? _____

17 hasn't used a mobile phone today? _____

18 has met somebody famous? _____

19 didn't play a musical instrument as a child? _____

20 isn't interested in sport? _____





2 Ask your classmates the questions in Exercise 1 using question tags. Were you correct?

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6C Vocabulary Environmental issues







1 Choose the correct alternatives to complete the s

1 It's important for everyone to work together to *protect*/*waste* the rainforest.

2 My family always *reduces*/*recycles* plastic, glass and paper.

3 Too many soft drinks can *damage*/*protect* your health.

4 I never *injure*/*waste* paper – I always use both sides of a sheet.

5 Animals only *protect*/*attack* people when they are afraid.

6 Plastic in the oceans *kills*/*saves* thousands of sea creatures each year.

7 The best way to *support*/*recycle* charities is to raise money for them.

8 Global warming is *destroying*/*injuring* the Great Barrier Reef.

9 I never *reduce*/*throw away* my things – I always recycle them.

10 The government is doing everything it can to *reduce*/*destroy* air pollution.

11 My family turns off electrical equipment at night to *save*/*re-use* electricity.

12 We should introduce new international laws to make people *recycle*/*waste* their rubbish.

2 Work in pairs. Do you agree with the statements in Exercise 1?

1 Complete the sentences about you. Write five true sentences and five false sentences in any order.

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7A Grammar 1 Modal verbs: ability

1 Choose the correct alternatives to complete the sentences.

1 I've never *been able to/ be able to* understand physics.

2 I hope to *can/ be able to* visit London sometime soon.

3 I *could/ couldn't* drive a car until I was in my twenties.

4 When I was younger, I *wasn't able to/ couldn't to* sleep with the light off.

5 Unfortunately, I *can't/ am able to* cook curries very well.

6 When I was five, I *could/ can* ride a bike.

7 No one in my family *couldn't/ can* speak French.

8 I hope to *able/ be able to* dance well one day.

9 I'd like to *can/ be able to* speak another language.

10 If I work hard, *I'll be able to/ I was able to* pass all my exams.

11 I *couldn't/ can't* play the guitar, but I'd like to learn.

12 When I was at primary school, I *could/ can* count to ten in French.

2 Tick the sentences that are true for you, then compare with a partner.

3 Complete the second sentence so the meaning is similar to the first one. Use the word in capitals.

1 I haven't had time to do any housework. ABLE

I _____ any housework.

2 It was so noisy that it was impossible to hear anything. COULD

It was so noisy that _____ anything.

3 I'm no good at dancing. CAN

I _____ at all.

4 In the end, the hotel manager helped me get into my room. WAS

In the end, I _____ into my room because the hotel manager helped me.

5 I was a good swimmer when I was young. COULD

When I was young, I _____ very well.

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7A Grammar 2 Modal verbs: ability

2 Work in pairs. Take turns to read your sentences. Guess which of your partner's sentences are true or false.

1 I can _____ really well.

2 I couldn't _____ until I was _____ years old.

3 When I was young, I could _____ very well, but I can't now.

4 I hope one day I'll be able to _____.

5 I've never been able to _____.

6 At school, I couldn't _____.

7 I can't _____ very well.

8 I know someone who can _____.

9 I'd like to be able to _____, but I'm not very good at it now.

10 Because I _____ yesterday, I wasn't able to _____.

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7A Vocabulary Skills and abilities

A

1 Complete the questions with the correct form of the verbs in the box.

design	edit	gain	improve	learn	prepare	take	work on

1 Do you know how to _____ for a job interview?

2 Have you ever _____ your language skills with a friend or tutor?

3 Would you like to be able to _____ better landscape photos?

4 Have you _____ how to change a plug yet?

5 What's the best way to _____ your speaking skills in another language?

6 Would you like to take a course in how to _____ and improve your written work?

7 Do you know how to _____ your own website?

8 How can young people _____ experience in jobs they'd like to do?

2 Work in pairs and ask and answer the questions.

B

1 Complete the questions with the correct form of the verbs in the box.

design	develop	edit	gain	improve	learn	prepare	take

1 Do you know how to _____ any delicious dishes from your own country?

2 Have you ever _____ how to play the drums?

3 Would you like to be able to _____ and make your own clothes?

4 Do you often _____ the photos you take on your mobile phone?

5 Would you like to join a class to _____ new practical skills in painting and decorating?

6 What's the best way to _____ confidence when learning a foreign language?

7 Do you prefer to _____ classes or learn by yourself?

8 Is there any part of your diet that you'd like to _____ ?

2 Work in pairs and ask and answer the questions.

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7B Grammar 1 Past perfect

1 Complete the sentences using the past perfect or past simple form of the verb pairs in the box.

arrive/leave	arrive/start	forget/start	get to/depart	look/leave	phone/wait	turn up/go

a By the time Jane _____ at work, the meeting _____ .

b Jane _____ to switch off her mobile before the film _____ !

c After she _____ for a taxi, she _____ outside.

d But when she _____ at the bus stop, the bus _____ just _____ .

e But by the time she _____ , everyone _____ already _____ home.

f When she _____ the train station, the train _____ already _____ .

g When Jane _____ in her bag, she realised she _____ her laptop at home.

2 Complete the story using sentences a–g from Exercise 1.

Jane's disastrous day

It all started when Jane realised she hadn't switched on the alarm on her mobile. Because she hadn't put on her alarm, she slept in. She had an important work meeting, so she quickly got ready and decided to get a taxi.

[1] ___ However, the taxi didn't turn up because she'd given the wrong address.

She then decided to get the train. [2] ___ She decided to catch a bus instead. [3] ___ So, Jane ran all the way to the office.

[4] ___ Because the meeting had already started, there was nowhere to sit. Jane stood at the back of the room and opened her bag to find her meeting notes. [5] ___

That evening she went to the cinema with friends. They weren't happy with her when her phone started to ring. [6] ___

After the film had finished, she decided to go a friend's party. [7] ___ The party had started at 7 o'clock not at 9 o'clock!

By the time Jane got home, she had decided it was a day to forget!

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7B Grammar 2 Past perfect



On Monday, *Claire/ David/ Marie/ Robert/ Stuart/ Veronica* was _____ , because *he/ she* _____ at the weekend.

On Tuesday, *Claire/ David/ Marie/ Robert/ Stuart/ Veronica* was _____ , because *he/ she* _____ the night before.

On Wednesday, *Claire/ David/ Marie/ Robert/ Stuart/ Veronica* felt _____ , because *he/ she* _____ the day before.

On Thursday, *Claire/ David/ Marie/ Robert/ Stuart/ Veronica* was _____ , because *he/ she* _____ on Wednesday.

On Friday, *Claire/ David/ Marie/ Robert/ Stuart/ Veronica* was _____ , because *he/ she* _____ .

On Saturday, *Claire/ David/ Marie/ Robert/ Stuart/ Veronica* felt _____ , because *he/ she* _____ the previous night.

A

Clues

1 It was a woman who felt excited on Monday because of what had happened.
2 Robert felt tired two days before Stuart was upset.
3 The person who was happy wasn't a woman.
4 One person looked and felt tired because they hadn't slept well the night before. It wasn't Veronica.
5 The woman who felt relaxed had finished all her work.
6 On Thursday, one man admitted that he had failed his driving test the day before.

B

Clues

1 Claire felt angry all day on Wednesday because of what had happened.
2 The person who was upset had failed his driving test.
3 The person who felt relaxed on Friday had finished an important work report.
4 One person woke up feeling really happy on Saturday because he had been to a great party on Friday.
5 Robert felt tired on the same day that his colleague lost her purse.
6 On Monday, Marie told everyone that she had got engaged at the weekend.

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fall	in love	move	house
pass	a driving test	get	married
get	engaged	have	children
pass	an exam	get	a job
lose	a job	graduate	from university
win	an award	go	travelling
go	abroad	start	a business
leave	home	leave	school

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7C Grammar 1 Expressing purpose

Choose the correct option to complete the sentences.

Aviemore Youth Hostel

Things you need to know

1 You'll need a sheet _____ put on your bed.
a to **b** for **c** in

2 Extra blankets are available _____ keep you warm.
a to **b** for **c** in

3 There's a form _____ booking the shower room.
a so that **b** in order to **c** for

4 Please don't eat in the rooms _____ keep them as clean as possible.
a so that **b** in order to **c** so

5 You must leave your room by 11 a.m. _____ we can clean it.
a for **b** so **c** in order to

6 Please leave valuables in the safe _____ you don't lose them.
a in order to **b** to **c** so that

7 Use our free wifi _____ research local places online.
a to **b** for **c** so

8 The kitchen is always open _____ you can cook food whenever you like.
a for **b** to **c** so

9 Take a bus tour _____ see all the sights.
a so that **b** so **c** in order to

10 Switch the lights off at 11 p.m. _____ get a good night's sleep!
a in order to **b** so that **c** for

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7C Grammar 2 Expressing purpose

A

1 Read out the sentence beginnings for your partner to complete.

1 I get up early every day so …
2 I'm going to the bank to …
3 You can use a portable charger to …
4 I arranged a class meeting in …
5 A balanced diet is important for …
6 I took extra maths lessons in …

2 Now listen to your partner's sentence beginnings and complete them with these endings.

a … that my dad can eat sushi.
b … order to gain some work experience.
c … ask if she wanted to meet up.
d … order to get a good job in the UK.
e … protect you from the sun.
f … keeping you fit.

3 Write three more sentence beginnings for your partner to complete.

B

1 Listen to your partner's sentence beginnings and complete them with these endings.

a … keeping you healthy.
b … put money into my account.
c … order to pass my exams.
d … charge your phone when you are travelling.
e … that I can walk the dog before work.
f … order to discuss the hiking trip.

2 Now read out the sentence beginnings for your partner to complete.

1 I'm studying English in …
2 Doing exercise is necessary for …
3 We often go to restaurants so …
4 You should wear sunscreen to …
5 I rang my friend yesterday to …
6 I'd like to get a summer job in …

3 Write three more sentence beginnings for your partner to complete.

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7C Vocabulary Outdoor equipment



backpack



tent



waterproof jacket



walking boots



sleeping bag



camping stove



sunscreen



insect repellent



portable charger



sunglasses



torch

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8A Grammar 1 Modal verbs: obligation and necessity

1 Choose the correct alternatives to complete rules 1–9.

NORTH TOWN HEALTH CLUB RULES

Opening hours 9 a.m. to 9 p.m.

1 Members *mustn't/must* sign in when they arrive.

2 Everyone *needs to/needn't to* wear suitable sports clothing and footwear.

3 You *don't need to/mustn't* bring a towel as we provide one.

4 Non-members *need to/are allowed to* go into the swimming pool between 6 p.m. and 9 p.m. only.

5 Remember, you *could/have to* take a shower before you go into the pool.

6 Members *mustn't/don't have to* book a time for the gym.

7 You *mustn't/needn't* take food into the gym or pool areas.

8 Members *aren't allowed to/need to* go into the office.

9 You *mustn't/are allowed to* have fun!

10 _____

11 _____

12 _____

2 Work with a partner. Think of three more rules for a gym and write them in 10–12 in Exercise 1.

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8A Grammar 2 Modal verbs: obligation and necessity

Complete the sentences with the words and phrases in the box.

ask their parents buy, sell or chew chewing gum close at 11 p.m. drink alcohol feed the pigeons give your baby a strange name open a bank account tip use your mobile phone vote



1 In Switzerland, women weren't allowed to _____ until 1971.

2 Until recently, pubs in the UK had to _____ every night.

3 From 1939–1975, women couldn't _____ in Spain.

4 You don't need to _____ in many Asian countries.

5 In Singapore, you aren't allowed to _____ .

6 Americans could only _____ legally after 1933.

7 In San Francisco, you aren't allowed to _____ .

8 In Denmark, you can't _____ without asking the government.

9 In South Korea, children must _____ if they want to play online video games after midnight.

10 In Japan, you can't _____ on a train.

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8A Vocabulary Multi-word verbs



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Choose the correct alternatives to complete the article.

Big Brother is watching you



Where does the term 'Big Brother' come from? It [1]*was/were* first used in a novel [2]*by/from* George Orwell. The novel was called *1984*, but it was [3]*wrote/written* in 1948. The novel is a science fiction story about Oceania. The people there are [4]*been/being* watched all the time by the ruling party. In fact, 'telescreens' (a combined television and camera) [5]*are/is* being used to monitor their actions. They are [6]*reminding/reminded* of this by the phrase, 'Big Brother is watching you'. Orwell was writing his novel at a time when there were many strong political leaders. It is [7]*said/saying* that he believed the public [8]*are/were* being spied on by the authorities.

Nowadays, the term is widely used on TV. The *Big Brother* TV series [9]*isn't/wasn't* started in the UK – it was created in the Netherlands in 1997 [10]*by/at* John de Mohl. The show follows a number of contestants who are isolated in a house together for several weeks. It was such a success that it is now [11]*showed/shown* in over 40 countries worldwide. It was first broadcast in the UK in 2000, and a new series [12]*is/was* probably being filmed right now!

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8B Grammar 2 The passive: present and past

1 Millions of viewers watched the new TV show last night.	**2** The university is giving a free sports pass to each student.	**3** Teachers are teaching many students in temporary classrooms.	**4** They didn't invite me to Ana's birthday party.	**5** They awarded us first place in the sailing competition.
6 At that time, they weren't paying female employees as much as male employees.	**7** Nowadays, people often read the news online.	**8** They aren't marking our exam papers today.	**9** People don't speak Latin anymore.	**10** I think the blue car is following us.
a Our exam papers _____ today.	**b** I think we _____ by the blue car.	**c** Nowadays, the news _____ often _____ online.	**d** A free sports pass _____ to each student by the university.	**e** I _____ to Ana's birthday party.
f Many students _____ in temporary classrooms.	**g** We _____ first place in the sailing competition.	**h** The new TV show _____ by millions of viewers last night.	**i** At that time, female employees _____ as much as male employees.	**j** Latin _____ anymore.

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8B Vocabulary Comment adverbs

A

1 Read out the sentences but not the adverb in brackets. Your partner will decide what the word BLANK should be.

1 I lost my purse last week, but BLANK someone handed it into the police station.
2 BLANK , the last northern white male rhino died recently and there are now only two females left.
3 I've just taken my driving test, and BLANK I passed first time. I was sure I would fail!
4 BLANK, my brother lost his ticket, so he couldn't go to the concert.
5 I'm playing in a netball tournament this weekend. BLANK my team will win!
6 My teacher is really helpful. She will BLANK mark any extra homework I do.
7 Rob is great at football, but BLANK he chose to leave the team mid season.

2 Now listen to your partner's sentences. In each sentence, replace BLANK with the best adverb in the box.

amazingly	fortunately (x2)	obviously	not surprisingly	sadly	unluckily

3 Discuss which other adverbs can replace the ones in your sentences above.

B

1 Listen to your partner's sentences. In each sentence, replace BLANK with the best adverb in the box.

happily	hopefully	strangely	surprisingly	thankfully	tragically	unfortunately

2 Now read out the sentences but not the adverb in brackets. Your partner will decide what the word BLANK should be.

1 Yesterday, I left my car keys at work, but BLANK I had a spare set in my bag.
2 Harrison Ford is a famous actor, but BLANK he didn't get his biggest roles until he was in his thirties.
3 My cat was run over by a car and BLANK she died last night.
4 I've just been offered a new job. I'll BLANK have to think about it carefully.
5 There were only five tickets left and BLANK Sophie was the sixth person in the queue.
6 BLANK, everyone felt sick after the all-you-can eat buffet.
7 BLANK, all the passengers were rescued from the Hudson River plane crash.

3 Discuss which other adverbs can replace the ones in your sentences above.

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8C Grammar 1 Non-defining relative clauses

1 Complete sentences 1–10 with a–j below.

1 Death Valley, _____ , is located in the US.

2 Inverdoon safari park, _____ , is north of Cape Town.

3 The worst time to visit Edinburgh is August, _____ , as there are too many tourists.

4 Bear Grylls, _____ , was originally a soldier.

5 Our tour guide, _____ , told us lots of interesting facts about the city.

6 Ben Nevis, _____ , is the highest mountain in Scotland.

7 The nearest beach, _____ , is only a short walk away.

8 The Waitomo cave, _____ , is home to thousands of tiny glowworms.

9 May or October, _____ , are the best times to visit Seville.

10 The Inuit people, _____ , have a rich and colourful culture.

11 Rome, _____ , is the capital of Italy.

12 Shakespeare, _____ , was a famous writer.

a who live in the Arctic
b where you can go wind surfing
c which is one of the hottest places on Earth
d whose beauty is unforgettable
e when the temperatures are cooler
f whose English was great
g where you can see rhinos, cheetahs and elephants in the wild
h who is a famous adventurer and TV presenter
i when the festival is on
j which is 1344 metres high

2 Complete sentences 11 and 12 with your own ideas. Then work in pairs and compare your ideas.

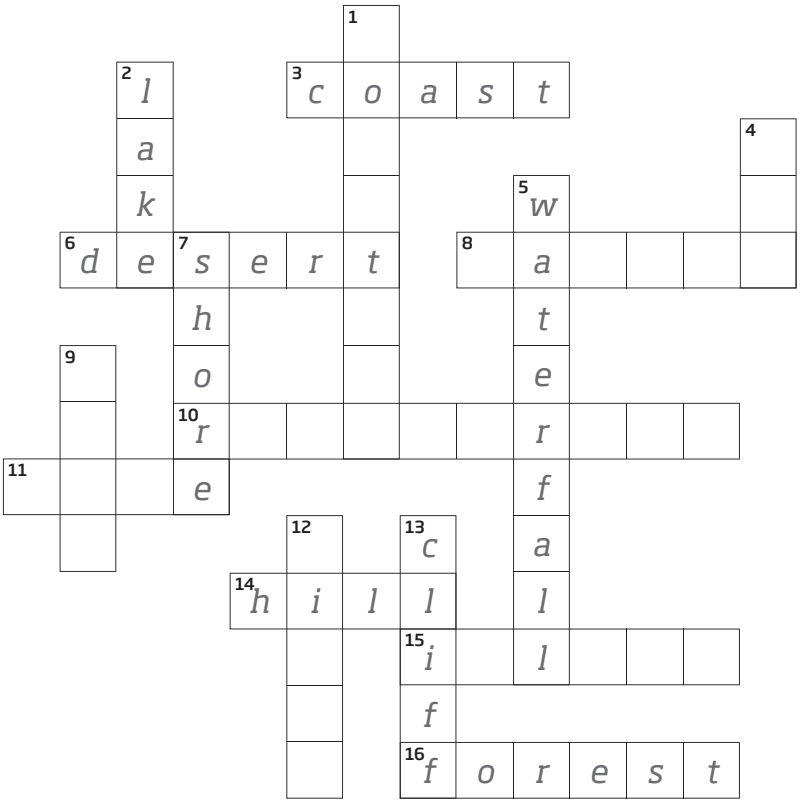
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8C Grammar 2 Non-defining relative clauses

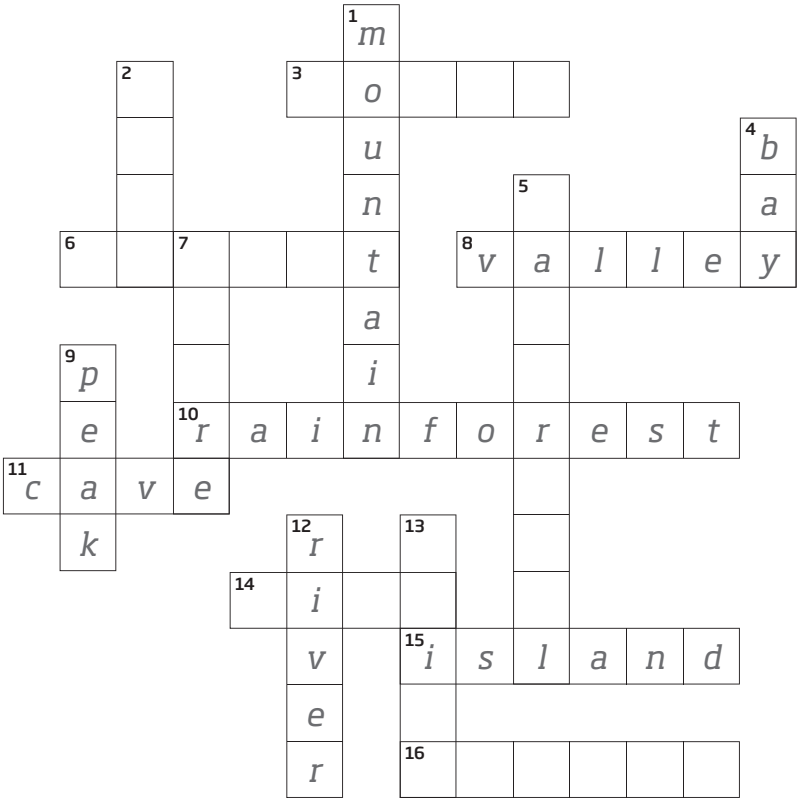
	Correct?	Amount paid
1 The film, which has become a great success, stars Charlize Theron.		
2 The new student, who sits next to me in class, can speak five languages.		
3 Alnwick Castle, when they filmed the Harry Potter films, is in Northumberland.		
4 My aunt, whose husband is French, is moving to Paris next month.		
5 Usain Bolt, which has won eight Olympic gold medals, has sadly retired from athletics.		
6 Hugh Jackman, whose films I really like, is also a great singer.		
7 Wireless headphones, which don't have a cord, are usually more expensive.		
8 I prefer to go on holiday in the winter, where everything is quieter.		
9 The best time to study is during the day, when you're less tired.		
10 The new boss of our company, whose starts on Monday, is only 22.		
11 The indoor snow centre, where you can learn to ski, is about to close down.		
12 The fashion website, what everyone is talking about, was designed by a student.		
13 Paul McCartney, who's music I really like, was a member of The Beatles.		
14 Sometimes at midnight, when I can't get to sleep, I get up and watch TV.		
15 There are long sandy beaches in Rio, when you can sunbathe and play beach volleyball.		

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A



B



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9A Grammar 1 The passive: all tenses

1 Complete the statements using the prompts and the correct form of the passive. Then decide if you agree or disagree and put a tick (✓) in column 1, 2, 3 or 4.

1 = strongly disagree **2** = disagree **3** = agree **4** = strongly agree

Making a difference	1	2	3	4
1 Green areas _____ in our cities. (must / preserve)				
2 The rainforest _____ if we work together. (can / save)				
3 Too much fruit _____ from countries abroad. (import)				
4 The voting age _____ to 16. (should / lower)				
5 Animals _____ for their fur alone. (mustn't / kill)				
6 Too many shopping centres _____ in our cities in the last decade. (build)				
7 More electric cars _____ in the future. (purchase)				
8 Too many rhinos _____ for their horns at the moment. (hunt)				
9 Changes _____ to the way we think about our planet. (have to / made)				
10 Not enough plastic _____ in our country last year. (recycle)				

2 Work in pairs and compare your answers.

Results:
30–40 points: you know a lot about the environment and want to see a lot of changes
20–29 points: you know a bit about the environment and want some things to change
10–19 points: you aren't particularly interested in the environment and think most things are fine as they are

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9A Grammar 2 The passive: all tenses

A

1 Read out your sentences. Your partner will change them into the passive. Check their answers using the key below.

1 Soon we will buy all our food online.
2 The department store must improve its customer service.
3 George Clooney wrote and directed *The Ides of March*.
4 They've sold one hundred smartphones this week.
5 They're telling people to come back later.
6 They couldn't contact the lottery winner by phone.

Key
1 Soon all our food will be bought online.
2 Customer service must be improved at the department store.
3 *The Ides of March* was written and directed by George Clooney.
4 One hundred smartphones have been sold this week.
5 People are being told to come back later.
6 The lottery winner couldn't be contacted by phone.

2 Now listen to your partner's sentences. Complete the passive versions of the sentences below.

1 Purchases _____ in this store.
2 Five people _____ .
3 The exam _____ .
4 Photo ID _____ .
5 My bike _____ .
6 Some of the *Star Wars* films _____ .

B

1 Listen to your partner's sentences. Complete the passive versions of the sentences below.

1 Soon, all our food _____ .
2 Customer service _____ at the department store.
3 *The Ides of March* _____ .
4 One hundred smartphones _____ .
5 People _____ .
6 The lottery winner _____ .

2 Now read out your sentences. Your partner will change them into the passive. Check their answers using the key below.

1 You can't pay for purchases with a credit card in this store.
2 A falling tree has injured five people.
3 They will hold the exam in the main hall.
4 You have to show photo ID at the door.
5 My dad is repairing my bike at the moment.
6 J.J. Abrams directed some of the *Star Wars* films.

Key
1 Purchases can't be paid for with a credit card in this store.
2 Five people have been injured by a falling tree.
3 The exam will be held in the main hall.
4 Photo ID has to be shown at the door.
5 My bike is being repaired by my dad at the moment.
6 Some of the *Star Wars* films were directed by J.J. Abrams.

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9A Vocabulary Shopping

A

Choose the correct alternatives to complete the questions. Then find someone in your class who answers *yes* to each question.

Question	Name
1 Do you think it is easier to get *special offers/sales* online?	
2 Have you ever had *goods/a credit card*?	
3 Do you always pay for food shopping in *cash/exchange*?	
4 Do you prefer to get things *refunded/delivered* rather than go to the shop?	
5 Do you buy new gadgets as soon as they go *on/in* sale?	

B

Choose the correct alternatives to complete the questions. Then find someone in your class who answers *yes* to each question.

Question	Name
1 Do you think that bigger *refunds/goods* such as washing machines are cheaper online?	
2 Do you like to *save/pay* up for a special purchase?	
3 Do you always pay for purchases *in/by* credit card?	
4 Do you ever waste time looking for a *refund/bargain*?	
5 Have you ever changed your mind about something and *cancelled/paid for* an order online?	

C

Choose the correct alternatives to complete the questions. Then find someone in your class who answers *yes* to each question.

Question	Name
1 Do you regularly *exchange/cancel* clothes you buy in store?	
2 Do you always *deliver/keep* the receipts for everything you buy?	
3 Have you ever got a *sale/refund* for something you've bought?	
4 Do you spend time looking around to find a good *deal/receipt*?	
5 Do you always go to the January *sales/bargains* on the day they start?	

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9B Grammar 1 Third conditional

1 Match sentence beginnings 1–12 with endings a–l.

1 If the team hadn't lost the match, ☐
2 They wouldn't have visited Egypt ☐
3 If Louise had studied harder, ☐
4 He would have applied for the job ☐
5 He wouldn't have missed his train ☐
6 If I'd remembered to close the window, ☐
7 He could have won the race ☐
8 If Silvia had come to the party, ☐
9 If you hadn't gone to Australia, ☐
10 If the weather had been better, ☐
11 They might never have met ☐
12 My life would have been different ☐

a you wouldn't have seen the Great Barrier Reef.
b she would have met my new boyfriend.
c they would have won the league.
d if he hadn't spent so much time talking.
e the rain wouldn't have got in.
f we might have had a picnic.
g if they'd known how hot it was.
h if he'd had better qualifications.
i she might have passed all her exams.
j if he'd done a bit more training.
k if I'd gone to work abroad.
l if they hadn't both joined the film club.

2 Work in pairs and think of other possible ways to complete sentence beginnings 1–12.

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9B Grammar 2 Third conditional

After you left school you travelled across Africa for a year and decided to move to Kenya.	After you left school you became a scientist. You spent five years doing research and discovered an important new medicine.
You loved your summer job in a supermarket so much when you were 16 that you bought the shop when you were 21.	After you left school you started a successful online company which made you a millionaire.
After you left school you became an archaeologist and discovered a lot of old gold coins.	When you were 25 you got a new job in the city, and after you moved there you met your future husband/wife.
After you left school you became a marathon runner and won a gold medal at the Olympic games.	After you left school you won a TV singing contest and became a professional opera singer.
You helped your parents in their restaurant at weekends and became a chef yourself. You now have a TV cookery show.	After you left school you entered a photography competition and won £25,000 to start a photography business.
When you were at school people always told you that you were funny so you became a comedian.	After you left school your parents bought you an expensive bike so you decided to cycle around Europe.

Try to remember what each person told you. Write sentences about them using the third conditional.

1 If _____ hadn't _____, he/she wouldn't _____.

2 If _____.

3 If _____.

4 If _____.

5 If _____.

6 If _____.

7 If _____.

8 If _____.

9 If _____.

10 If _____.

11 If _____.

12 If _____.

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wonderful	gorgeous	excellent	huge
terrible	tiny	disgusting	furious

thrilled	terrified	exhausted

meal	movie	wedding dress	village	journey	garden
my dad	mistake	experience	nightmare	car	our teacher
balcony	staircase	food	teacher	holiday resort	my best friend
prize	lottery	spider	clown	marathon	work

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9C Grammar 1 Short responses with *so, neither/nor, too/either*

1 Complete the conversations with the words in the box.

am	are	did	didn't	do	does	don't	have	me	nor	so	too

1 **A:** I didn't like that last song.
B: _____ did I! I thought it was too slow.
A: So _____ I. I'm not going to download it.

2 **A:** I've never been to Paris.
B: Neither _____ I, but I'm going this summer.
A: Really? _____ am I.

3 **A:** Do you like modern art?
B: Not really. I think it's too abstract.
A: So _____ I. I much prefer a realistic style.
B: _____ too.





4 **A:** I'm not going to the party tonight.
B: Nor _____ I. I have to prepare for a meeting.
A: I do _____ . I'm giving a presentation tomorrow.

5 **A:** I'm going to a museum this weekend.
B: So _____ we. We're going to the Miro exhibition in Barcelona.
A: Fantastic! I love Miro.
B: Really? I don't but my sister _____ !

6 **A:** I loved the new Pedro Almodovar film.
B: Really? I _____ . The storyline was boring.
A: I didn't think so, and I enjoy films with subtitles.
B: Well, I _____ !

2 Work in pairs and practise the conversations. You can use your own ideas.

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9C Grammar 2 Short responses with *so, neither/nor, too/either*

So do I.	Neither did I.	So are we.	Nor does he.	I'm afraid I don't.
I did too.	I do too.	I don't either.	So do they.	Oh, I did.
Really? I didn't.	Nor am I.	**START**	We are too.	Nor have they.
Me too!	I haven't either.	Oh, I did.	Neither do I.	So did I.
So has she.	I'm afraid I'm not.	Nor do I.	So have they.	Neither have I.
Nor did I.	Neither has he.	So am I.	So have we.	Neither have we.

Scores: **A** _____ **B** _____

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9C Vocabulary Describing art

1 Choose four of the works of art below. Complete the descriptions using adjectives from the box. Do not use an adjective more than once.

abstract	awful	cheerful	creative	fascinating	old-fashioned	original	powerful	realistic
silly	spectacular	traditional	ugly	unoriginal	weird			

Picture _____
I find this painting _____ and _____ .

Picture _____
I like/don't like this painting because it's _____ and very _____ .

Picture _____
This style of art is both _____ and _____ , which is why I don't like it.

Picture _____
The artist must be very _____ because the painting is really _____ .

a



b



c



d



e



f



g



h



2 Work in pairs and read out your descriptions. Can your partner guess which picture each one describes?

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10A Grammar 1 Reported statements

Choose the correct alternatives to complete reported statements 1–12. Then match them to sentences a–l below.

1 They said they were working hard to pass *their/our* exams. ☐
2 My grandmother *said/told* she had really enjoyed her time at secondary school. ☐
3 They said they had *lost/lose* their tickets on the way to the concert. ☐
4 John said he *isn't/wouldn't* be late for the meeting. ☐
5 She told me she *had/was* been to London three times. ☐
6 He said *my/his* favourite food was lasagne. ☐
7 They told us their sports coach had helped *us/them* a lot. ☐
8 He said he *will/would* pass his driving test if he practised a lot. ☐
9 She told me she *didn't/don't* want to go to university or college. ☐
10 She said she *was/were* cycling to work this week to help the environment. ☐
11 The students said the fees *had/have* been far too high last year. ☐
12 Sally *said/told* me robots would rule the world in the future. ☐

a I've been to London three times.

b I won't be late for the meeting.

c We are working hard to pass our exams.

d Unfortunately, we lost our tickets on the way to the concert.

e I really enjoyed my time at secondary school.

f I will pass my driving test if I practise a lot.

g Our sports coach has helped us a lot.

h I'm cycling to work this week to help the environment.

i The fees were far too high last year.

j My favourite food is lasagne.

k Robots will rule the world in the future.

l I don't want to go to university or college.

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10A Grammar 2 Reported statements

1 Find someone in the class who ...

	Name	Extra information
1 went to the cinema last week.		
2 has been ill this year.		
3 is going away next weekend.		
4 thinks they will be rich one day.		
5 is afraid of some kind of animal.		
6 hopes they will work abroad in the future.		
7 went abroad last year.		
8 has studied another foreign language.		
9 had a part time job when they were a student.		
10 is missing somebody at the moment.		
11 has some type of allergy.		
12 went out for a meal last week.		
13 has never played tennis.		
14 is planning to start a new job in the near future.		

2 Work in small groups. Tell each other about the things you found out.

Somebody told me they were going to London next weekend.

Somebody said they worked as a part-time music teacher when they were a student.

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primary school	secondary school	qualifications	subjects
state school	private school	boarding school	low grades
fail	do	take	revise
pass	pay	get	attend

primary school	secondary school	qualifications	subjects
state school	private school	boarding school	low grades
fail	do	take	revise
pass	pay	get	attend

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10B Grammar 1 Verb patterns

Write sentences using the prompts.

Situation 1

I was late for work.

a My boss / warn / me / not be / late again

_____ .

b I / promise / get / to work on time

_____ .

c She / suggest / buy / an alarm clock

_____ !

Situation 2

I read an interview with Australian tennis player, Joe White.

a He / avoid / answer / many of the questions

_____ .

b He / warn / the journalist / not / ask about / his private life

_____ .

c He / refuse / answer / any more questions

_____ !

Situation 3

I went to a council meeting.

a Some students / recommend / get / more cycle lanes

_____ .

b Some people / start / get angry

_____ .

c The mayor / encourage / people / not shout

_____ !

Situation 4

My brother is planning on going out this weekend.

a I / advise / him / not eat / at the new Italian restaurant

_____ .

b I / persuade / him / not go / to the theatre

_____ .

c I / suggest / go to / the public library

_____ !

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10B Grammar 2 Verb patterns

A

Complete the sentences. Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗, write a false sentence about you.

Name: _____

1 When I was a child my parents encouraged me _____. ✓

2 I promise _____ next year. ✓

3 My friends considered _____ during the holidays. ✗

4 Recently, my friend has avoided _____. ✓

5 For a family celebration, I suggest _____. ✗

6 The police warned us _____. ✗

7 When I'm nervous I start _____. ✓

8 I recently advised my friend _____. ✗

B

Complete the sentences. Where the sentence ends in ✓, write a true sentence about you. Where the sentence ends in ✗, write a false sentence about you.

Name: _____

1 Yesterday I persuaded my boss _____. ✗

2 My teacher advised me _____. ✗

3 My parents didn't encourage me _____ when I was young. ✓

4 This year I promise _____. ✓

5 I'd recommend _____ this weekend. ✓

6 I would warn young people not to _____. ✗

7 Last year I refused _____. ✗

8 For an exciting evening, I suggest _____. ✓

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10B Vocabulary Suggestions and improvements

A

1 Read out the sentences. Your partner will say the matching verb.

1 I won't be late again, honestly. (promise)

2 I never go there, it's awful. (avoid)

3 You should start jogging to keep fit. (suggest/recommend)

4 Please come to the concert, go on … You'll come? Great! (persuade)

5 It's better to park in the car park than in the street. (recommend/suggest)

6 Don't cycle on the motorway. It's illegal. (warn)

2 Now listen to your partner's sentences. Choose a verb from the box which best matches each sentence. Use each verb once.

advise	consider	encourage	promise	
refuse	warn			

B

1 Listen to your partner's sentences. Choose a verb from the box which best matches each sentence. Use each verb once.

avoid	promise	recommend		
persuade	suggest	warn		

2 Now read out the sentences. Your partner will say the matching word.

1 You can do it if you really want to. (encourage)

2 Don't touch that, it's hot! (warn)

3 I'll always be your best friend, Tommy. (promise)

4 You should probably wait until the traffic is less busy before you leave. (advise)

5 I'm thinking about working abroad. (consider)

6 I'm not wearing that dress! (refuse)

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10C Grammar 1 Reported questions

1 Put the words in the correct order to make reported questions.

1 They / wanted / their / we / to / if / asked / swim / in / us / pool
They _____ pool.

2 My / to / dad / washing up / with / me / asked / the / help
My _____ up.

3 My / why / absent / boss / had / asked / been / me / I / yesterday
My _____ yesterday.

4 She / I / me / to / how / asked / travelled / work
She _____ work.

5 Our / us / if / our / we / had / teacher / done / asked / homework
Our _____ homework.

6 He / last / I / the / when / asked / had / visited / me / UK
He _____ UK.

7 They / asked / done / us / we / on / had / what / holiday
They _____ holiday.

8 John / if / the / giving / was / I / asked / presentation
John _____ presentation.

9 She / playing / if / me / brother / my / liked / asked / football
She _____ football.

10 I / house / to / asked / on / come / my / to / her / Friday
I _____ Friday.

11 She / pop / if / had / asked / met / a / ever / I / star
She _____ star.

12 He / put / me / where / car / I / had / his / asked / keys
He _____ keys.

2 Match reported questions 1–12 in Exercise 1 with direct questions a–l.

a Wh**e**n did you last visit the UK? ☐
b Do you want to **s**wim in our pool? *1*
c Have you ever met a pop **s**tar? ☐
d Why were you abs**e**nt yesterday? ☐
e Could you come to my house on Fr**i**day? ☐
f Does your brother **l**ike playing football? ☐
g Where **h**ave you put my car keys? ☐
h Have you done your homewor**k**? ☐
i Please can you help with the washing u**p**? ☐
j What did you do o**n** holiday? ☐
k How do you tr**a**vel to work? ☐
l Are you **g**iving the presentation? ☐

3 Write the letters in bold from the questions in Exercise 2 in the appropriate place in the table below and find out what your teacher asked you to do!

1	2	3	4	5	6	7	8	9	10	11	12	
s												*!*

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10C Grammar 2 Reported questions

A

1 Read your questions to your partner. They will report back what you ask.

1 Do you ever read science fiction novels?
2 Did you write last month's report?
3 Can you repeat that in English?
4 Can you come to my house at 7 p.m.?
5 When did you lose your passport?
6 Why are you late?
7 What would you like?
8 Where did you go?

Answer key:
1 You asked me if I ever read science fiction novels.
2 You asked me if I had written last month's report.
3 You asked me to repeat that in English.
4 You asked me to come to your house at 7 p.m.
5 You asked me when I had lost my passport.
6 You asked me why I was late.
7 You asked me what I would like.
8 You asked me where I had gone.

2 Now listen to your partner's questions. Report them by completing the sentences below.

1 You asked me _____ _____.
2 You asked me _____ _____.
3 You asked me _____ _____.
4 You asked me _____ _____.
5 You asked me _____ _____.
6 You asked me _____ _____.
7 You asked me _____ _____.
8 You asked me _____ _____.

B

1 Listen to your partner's questions. Report them by completing the sentences below.

1 You asked me _____ _____.
2 You asked me _____ _____.
3 You asked me _____ _____.
4 You asked me _____ _____.
5 You asked me _____ _____.
6 You asked me _____ _____.
7 You asked me _____ _____.
8 You asked me _____ _____.

2 Read your questions to your partner. They will report back what you ask.

1 Are you going to the library?
2 Why didn't you pass your exam?
3 Have you ever eaten Japanese food?
4 Can you pass me my laptop?
5 What languages can you speak?
6 Did you see the criminal?
7 Who are you?
8 What do you want?

Answer key:
1 You asked me if I was going to the library.
2 You asked me why I hadn't passed my exam.
3 You asked me if I had ever eaten Japanese food.
4 You asked me to pass you your laptop.
5 You asked me what languages I could/can speak.
6 You asked me if I had seen the criminal.
7 You asked me who I was.
8 You asked me what I wanted.

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serve	do	interview	set up
write	work	offer	give
manage	employ	arrange	set up
customers	research	people	meetings
reports	in a team	someone a job	presentations
a project	an interview	a shop	

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Photocopiable notes and answer key

1A

Grammar 1 Present simple and present continuous

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask Ss to complete the conversations using the present simple or present continuous form of the verbs in the box. Check answers as a class. Then put Ss in pairs and ask them to roleplay the conversations. They can also continue the conversations further with their own ideas.

Answer key:

1 **1** come **2** 'm/am living **3** taking **4** work
5 'm/am studying **6** enjoying **7** like **8** play **9** are
10 'm/am learning **11** having **12** comes **13** speaks
14 prefer

Grammar 2 Present simple and present continuous

Materials: One worksheet per ten Ss

Instructions:

Cut out the worksheet and give a card to each student. Tell the Ss to write one question in the present simple and one in the present continuous using the prompts on their cards. Go around the class checking that the questions are correct.

Tell Ss to mingle, asking and answering each other's questions. Ss don't need to write down any answers but ask them to try to remember what other Ss have said.

When they have finished, ask each student to report back on some of the answers they were given.

If you have more than ten Ss, some Ss can have the same question cards. Allow Ss with the same cards to compare answers before the feedback stage. For very large classes, divide the class into groups of ten and ask Ss to mingle only within their group before feeding back to the class.

Answer key:

1 **a** How often do you read
b What are you reading at the moment
2 **a** Do you study English at the weekends
b Are you studying any other languages at the moment
3 **a** Are you listening to music right now
b What type of music do you usually listen to
4 **a** Do you have / Have you got a lot of free time
b Are you having a good time at the moment
5 **a** What do you usually wear for special occasions
b What are you wearing at the moment
6 **a** Are you working at the moment
b What time do people usually finish work in your country
7 **a** How often do you watch films in English
b What TV programmes are you watching at the moment
8 **a** Are you doing any sport at the moment
b What sport do you usually do in the summer
9 **a** Why are you learning English
b Do you sometimes learn new words in your own language
10 **a** Are you sleeping well at the moment
b How many hours a night do you usually sleep

Vocabulary Personal details

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask Ss to complete the statements with the words in the box. Check answers with the class. Ask Ss to read the statements again, this time putting a tick in the column which best represents their opinion for each statement.

Put Ss in groups of three or four. Tell them to discuss each statement, giving and comparing their opinions. Get feedback from one or two groups about their discussions and find out which statements they strongly agreed or disagreed with.

Answer key:

1 **1** degree, university **2** passes **3** work, studying
4 training **5** taking **6** run, company **7** qualification
8 part time **9** course

1B

Grammar 1 *be going to* and present continuous

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask Ss to put the words in the correct order to make sentences. Check the answers as a class.

Ask Ss to look at the calendar and complete the sentences. Check the answers as a group. For this activity treat *going to* and present continuous as interchangeable. While there are certain answers that work better than others, for example, *going to* in cases where a plan is made without involving other people/organizations, it is hard to say that one is categorically wrong.

Extension: Put the Ss in pairs to ask and answer questions about their own weekend plans. Practise the question forms beforehand if necessary, e.g. *What are you doing this evening? Are you visiting your grandparents on Sunday?* Encourage Ss to use the present continuous for fixed arrangements (with set times) and *going to* for more general, looser plans.

Answer key:

1
2 He's going to do some drawing at the weekend
3 I'm going to call my mum on her birthday
4 We're having lunch with Joan at that new pizza place
5 Are you taking the dog to the vet tomorrow
6 I'm going to start looking for a new job
7 I'm going to throw out all my old clothes this weekend
8 What time are we eating this evening
9 I'm not going to apply for that job
10 What are you going to do after the movie
11 I'm not meeting her at the office. We're meeting at the restaurant instead

2
2 she's going to go to the gym/she's going to the gym
3 she's going to look for a new job/she's looking for a new job
4 she's going to clean the house/she's cleaning the house
5 she's going to go to the doctor's/she's going to the doctor's

Grammar 2 *be going to* and present continuous

Materials: One worksheet per ten Ss

Instructions:

Cut out the cards and give one to each student. Tell Ss to read the card and check they understand. Explain that they have to ask questions to all the other Ss in order to find out the information. They must first ask the main question using the future form given on the card, e.g. *Are you meeting a friend after class?*, and then use the prompts to ask follow-up questions, e.g. *Who are you meeting?*.

Ss mingle and ask and answer questions. Mingle with them to check that they are using appropriate questions and answering with the appropriate form.

Get feedback from each student. Ask them to tell you the activity on their card and how many people are going to do it. Find out which three activities are the most popular and which are the least.

If you have more than ten Ss, some Ss can have the same cards. Allow Ss with the same cards to compare answers before the feedback stage. For very large classes, divide the class into groups of ten and ask Ss to mingle only within their group before feeding back to the class.

Answer key:

a Are you meeting a friend after class?
b Are you going to travel abroad at some time in the next year?
c Are you going away next weekend?
d Are you going to move house in the next couple of years?
e Are you doing your English homework later?
f Are you going to spend a lot of money next week?
g Are you going to start work or change your job in the near future?
h Are you going out tonight?
i Are you going to do some kind of sport in the next few days?
j Are you doing housework this evening?

Vocabulary Personal characteristics

Materials: One worksheet for each pair of Ss

Instructions:

Cut the worksheets in half. Put Ss in pairs and give each one a different crossword, A or B. Tell them that they must not show each other their crosswords, but that they should take turns to give each other clues in order to guess the missing words. They should give a definition, synonym or a gap-fill sentence. If you think they will struggle with this, give each student a copy of the clues below for them to read out to their partner. Let the activity run until Ss have completed their missing half of the crossword.

Pairs then work together to reorder the letters in the tinted squares to find an extra personality adjective from Lesson 1b. Write this clue on the board: *Someone who is quiet, thinks carefully about things and doesn't laugh a lot is* _____ .

Crossword A clues

Someone who ...

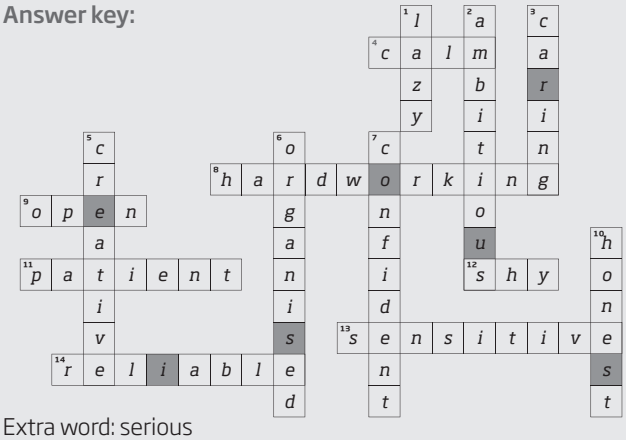
2 is determined to be successful is ...
4 is always good in a crisis is ...
5 is imaginative and enjoys designing things is ...
8 puts a lot of effort into their job or studies is ...
11 doesn't mind waiting in long queues is ...
12 doesn't like new situations or meeting new people is ...
14 always does what they are supposed to do is ...

Crossword B clues

Someone who ...

1 doesn't want to work or do anything is ...
3 is kind and likes helping people is ...
6 plans things carefully is ...
7 believes in his/her own abilities is ...
9 never hides their feelings is very ...
10 always tells the truth and never lies is ...
13 often gets upset is ...

Answer key:



Extra word: serious

1C

Grammar 1 *will* for prediction

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss complete the first column in the table by reordering the words to make predictions about the future. Check answers with the class.

Then ask Ss to complete the second column by writing *Yes* if the statement is true for them, or *No* if it isn't.

Put Ss in pairs to compare and discuss their answers. You could ask them to predict what their partner will say, e.g. A: *I think you will study another language.* B: *Yes, you're right / No, you're wrong.*

During feedback, find out which three statements most Ss agreed about.

Answer key:

1

1 I'll/I will study another language
2 I won't live in another country
3 I won't buy an electric car in the future / In the future, I won't buy an electric car
4 I'll/I will live to be over 100
5 I'll/I will win the lottery next year / Next year, I'll/I will win the lottery
6 I'll/I will retire before I'm 60 years old / Before I'm 60 years old, I'll/I will retire
7 I won't meet a new friend online/online friend
8 I won't be famous in the future / In the future, I won't be famous
9 I'll/I will get a new job this year / This year, I'll/I will get a new job
10 I won't buy my own island

Grammar 2 *will* for prediction

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Tell them to mingle and ask each other the questions. Practise the question forms first: *Do you think/ believe/ expect/ hope … ? Are you sure/ certain … ?* They should speak to as many different people in the class as they can. For statements 1–7, if someone answers *Yes*, the questioner writes the responder's name down beside it. If the answer is *No*, then the responder's name must not be written down and the questioner should ask another question.

For statements 8–10, the opposite is true: questioners write down the names of any classmates who answer *No* to the question.

Ss should try not to write the same person's name twice (unless the class is quite small). Ss can ask follow-up questions to find out why/why not. You may want to model the activity with a ***stronger student*** before starting.

Let the activity run for 10–15 minutes before you get some feedback from the class. Find out which three predictions most Ss agreed or disagreed with.

Vocabulary Describing change

Materials: One worksheet for each pair of Ss

Instructions:

Put Ss in pairs. Give a copy of the worksheet to each student. Ask them to work together to complete the newspaper extracts. Check answers with the class. Then ask Ss to write three sentences describing changes in their own countries. They can compare these sentences with a partner, or as a group.

Answer key: **1** harder **2** rising **3** increasing **4** better **5** getting easier **6** going up **7** rising **8** increasing **9** improving **10** worse

2A

Grammar 1 Past simple and past continuous

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete sentences 1–6 using a pair of verbs from the box. Clarify that in each sentence one verb should be in the past continuous and the other in the past simple.

Check answers with the class. The ask Ss to write their own sentences for pictures 7 and 8 using the remaining verb pairs in the box. Remind them to include one verb in the past continuous and one in the past simple in each sentence. Put them in pairs to compare their ideas.

Answer key:

1 **1** was writing, crashed **2** was running, heard **3** broke, was playing **4** was going, realised **5** were talking, came **6** saw, was walking

Suggested answers:

2 **7** I was sitting in the cinema when my phone rang. **8** While we were eating dinner, a fire started in the kitchen.

Grammar 2 Past simple and past continuous

Materials: One set of picture cards per group of four Ss; one set of questions per student

Instructions:

Cut up the picture cards. Arrange the class into four groups, A, B, C and D. Give each group A student a copy of picture 1, each group B student a copy of picture 2, and so on. Give all Ss a copy of the questions.

Tell Ss they are going to tell a 'bad story' story. Ask each group to discuss and make up answers to the questions for their picture. Remind them to use the past continuous and past simple. Make sure group members know they are going to talk about their picture separately so they should all take notes. Give groups time to prepare telling their 'bad day' story.

Regroup Ss into groups of four, one student from each group, A, B, C, D, so that each student has a different picture. You may need to make some groups of three or five and pictures can be repeated in one or two groups.

In turn, each student describes their bad day to find out who had the worst day. Encourage them to use *when* and *while* to link their sentences. Encourage the other Ss to listen actively and respond to the stories they hear, e.g. *Oh no! Really? That's terrible! How annoying!* Get feedback from the whole class about who had the worst day.

Vocabulary Describing feelings and events

Materials: One worksheet for each group of four Ss; four counters; a coin

Instructions:

Put Ss in groups of three or four and give each group a copy of the worksheet. Ss place their counters on the START square.

They then take turns to throw the coin and move their counter two spaces if it's heads and one space if it's tails. When they land on a word, they must make a sentence using the adjective correctly. The rest of the group decides whether the sentence is correct, if it is, the player stays on the square; if not, they go back to where they started. If group members can't agree on whether the sentence is correct, they should ask the teacher.

If necessary, remind Ss of the *-ed/-ing* rules and elicit some example sentences before they begin, e.g. *I always feel tired after my dance class. Yesterday was a very tiring day.* Encourage Ss to be imaginative and try to make their sentences funny or unusual, e.g. *I was really embarrassed when my dad started dancing on the table.* Go around checking sentences and helping with group decisions. The winner is the first player to reach FINISH.

Ask each group to choose and share their three funniest or most imaginative sentences.

2B

Grammar 1 *used to*

Materials: Half a worksheet per student

Instructions:

Give each student a copy of either the Ed Sheeran or Beyoncé worksheet. Ss work individually to complete the sentences with *used to* or *didn't use to* according to what they guess/know about their famous person.

Ss then work together in pairs. Ask Ss to read their sentences aloud to each other. Their partner will tell them whether their guess was correct using the answer key which is beneath their fact file.

Answer key:
A **1** didn't use to **2** used to **3** didn't use to **4** didn't use to **5** used to **6** didn't use to
B **1** used to **2** didn't use to **3** used to **4** didn't use to **5** didn't use to **6** used to

Grammar 2 *used to*

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student and explain that they will ask each other questions about their past habits. Elicit the correct form for each question, e.g. *Did you use to play a musical instrument?*, *Did you use to go to the beach in the summer holidays?* Clarify that all questions will need the same form, even when the questioner is trying to find a negative answer. Remind Ss they should answer about when they were younger.

Ss mingle and ask each other the questions. When they find someone who answers *Yes, I did* to the *used to* statements or *No, I didn't* to the *didn't use to* statements, they write the student's name in the appropriate column and ask a follow up question to find out more details, e.g. *Which instrument did you use to play?*. They should try to find three names for each statement.

Continue until one student completes their table or give a time limit and see who has found the most names.

Ask different Ss to report back on their results. Establish which past habits were the most and least popular.

Vocabulary Memories

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Tell them they have to complete the sentences about themselves, e.g. *The smell of burgers reminds me of childhood barbecues*, *I'll never forget visiting Bondi Beach in Australia*. They can use the topics in the box or their own ideas if they prefer. If necessary, brainstorm some of the items you can see.

Put Ss in pairs. They take turns to read out their sentences to their partner who asks follow-up questions to find out more details.

2C

Grammar 1 *so/such … that; too … to; not … enough to*

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask them to choose the correct alternatives to complete the sentences. Check answers with the class.

Put Ss in pairs and ask them to roleplay the conversation, taking turns to be A and B. After they have practised the conversation, student B turns over their worksheet. Student A asks/reads the questions and student B tries to answer them from memory. They then swap roles.

Answer key:
1 **1** so **2** such **3** so **4** such a lot **5** didn't have enough **6** too **7** too many **8** such a

Grammar 2 *so/such … that; too … to; not … enough to*

Materials: One worksheet per pair of Ss

Instructions:

Cut up and shuffle one set of sentence cards for each pair of Ss.

Put Ss in pairs. Give each pair a set of sentence cards. Each pair works together to match the beginnings and endings of the sentences. You could make it more competitive by timing them to see which pair finishes first. Check answers with the whole class by getting different Ss to read out completed sentences.

Ss then work with their partner to write their own endings for each sentence beginning.

Finally, each pair joins with another pair. They take turns to read their endings and see if the other pair can guess the beginnings. For example, they say, *that I can't stop thinking about it*, and the other pair has to say the full sentence: *I'm so excited about the trip that I can stop thinking about it*.

Answer key: See the correct order on the worksheet.

Vocabulary Feelings and reactions

Materials: One set of cards per group of four

Instructions:

Put Ss in groups of four. Cut up the cards and give one set to each group. Tell them to place the cards in a pile face down.

Within their groups, ask Ss to divide themselves into two teams. If you have odd numbers, you can have some groups of five.

Elicit and write the adjectives from the lesson on the board: *nervous*, *optimistic*, *dull*, *anxious*, *stressful*, *extraordinary*, *homesick*, *lively*, *positive*, *cheerful*, *peaceful*, *unpleasant*, *enjoyable*, *strange*.

Write the word BLEEP on the board and tell Ss that on each card there is a sentence that contains BLEEP instead of a word. Teams take turns to pick up a card and read out the sentence. The other team must guess the correct word to replace BLEEP. If they get it right, they score two points. As an example, write the following on the board: *The story was so BLEEP that I'm sure it wasn't true*. Elicit possible replacement words for *BLEEP*, e.g. *incredible*, *unbelievable*. If the team doesn't answer correctly the first time, the other team can give the first letter of the word. If they get it right, they score one point. Tell Ss that they can't use the same adjective more than once. Groups can eliminate adjectives from the board as they go along.

The winner is the team with the most points once all the cards have been read out.

3A

Grammar 1 Present perfect and past simple

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. They work individually to complete the newspaper article by choosing the correct verb forms. Check answers with the class.

Answer key:
1 **1** lived **2** went **3** met **4** became **5** formed **6** got **7** took **8** has become **9** has received **10** left **11** has given **12** has often said **13** has supported **14** has appeared **15** starred

Grammar 2 Present perfect and past simple

Materials: One worksheet per group of three or four Ss, dice and counters, a timer

Instructions:

Give a copy of the worksheet, a dice and counters to each group of Ss. Explain that team members take turns to throw the dice twice – the first time they count along the top and the second time down the left to find which square to go to. For example, if a player throws a 3, they go to 3 across; then if they throw a 5, they go to 5 down and find the square where these intersect.

The player reads out the question and then has to answer and talk about the subject for one minute. Go through an example before they start, e.g. *What have you already eaten and drunk today? Well, I've had three drinks today and one meal. At breakfast, I had a cup of tea with my toast and jam. Then later in the morning I had a cappuccino from the café across from the college. I've never had one from there before …* Other group members time the speaker. If they manage to talk for a whole minute without too much hesitation, they score a point.

Monitor and help as necessary. Give groups a time limit and then see which student in each group scored the most points.

For feedback, nominate a student from each group to say some of the most interesting answers they heard.

Vocabulary Experiences

Materials: One worksheet per group of three or four Ss

Instructions:

Put Ss in groups of three or four. Cut up the cards and give one set to each group. Tell them to put the cards on the desk and spread them out – with the grey cards (verbs) on one side and the white cards (noun phrases) on the other. Then they should turn all the cards face down.

Explain the rules of the game. Each student takes it in turns to turn over two cards, one from each side of the desk, and say the collocation. If the cards match (i.e. the verb matches the noun phrase), that student keeps the two cards. The rest of the group checks that this is correct, and if there is any dispute, they ask the teacher. If the cards don't match, they put them back down on the table, face down in the correct section.

The winner is the student with the most pairs of cards at the end. Go around the class, monitoring where necessary.

Extension: In their groups, Ss ask each other about the collocations they have collected using the present perfect, e.g. *Have you ever attended an awards ceremony?*

Answer key: take part in an ice skating competition
perform in a play on stage raise money for a children's hospital
take up a new sport tour around Europe
explore the Amazon rainforest experience a new way of life
go walking in the mountains apply to be an intern
try something new

3B

Grammar 1 Present perfect continuous and present perfect simple

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to put the words in order to make questions. Check answers with the class.

Ss then match the answers with the questions by writing the correct letters in the boxes. To check answers, put Ss in pairs to practise asking the questions and saying the answers.

Answer key:
1 Has Rob been working hard recently f
2 Have you met up with Suzanne recently g
3 How long have you been studying English b
4 What has just happened c
5 Have you been waiting here for long d
6 Has he been painting his house all week a
7 Have you read any good books recently h
8 How long has your mother been a teacher e

Grammar 2 Present perfect continuous and present perfect simple

Materials: One worksheet per group of three or four of Ss

Instructions:

Put Ss in groups of three or four. Give a copy of the worksheet to each group. Do an example on the board first. Ask Ss which of the example answers given is the most original. Ask Ss to write three words/phrases for each sentence, attempting to be as original as possible.

When Ss have finished, ask them to write their answers to question 1 on the board. Cross out any words which are duplicated, don't make sense or are grammatically or typographically incorrect. Award one point for each of the remaining answers. Repeat for the other sentences. The group with the highest number of points at the end wins.

Vocabulary Keeping in touch/catching up

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete the conversations. Check answers with the class.

Put Ss in pairs to practise the conversations together.

Fast finishers can write their own mini-conversations to roleplay for the class.

Answer key:
1
1 **1** spend **2** meet **3** get **4** hang
2 **1** see **2** touch **3** up **4** out
3 **1** touch **2** lose **3** other
4 **1** got **2** each **3** together **4** well
5 **1** with **2** catch **3** touch **4** get

3C

Grammar 1 Articles

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete the sentences.

Check answers with the class and ask Ss to explain how they chose their answers.

Answer key: **1** the/the **2** a **3** the **4** the **5** – **6** – **7** the
8 the **9** a/– **10** –/a **11** The **12** the **13** the **14** the/the
15 – **16** –/– **17** –/– **18** The **19** a **20** the/the

Grammar 2 Articles

Materials: One worksheet for each pair of Ss

Instructions:

Put Ss into pairs and give each pair a copy of the worksheet. Give them time to discuss which sentences are correct.

Ask each pair to choose a team name and write them on the whiteboard. For question 1, ask Ss to say which sentence they think is correct. Record their choices on the board. Repeat this process for 2–10.

Go through the answers and award one point to teams for each correct answer.

Answer key: **1** a **2** b **3** b **4** a **5** a **6** b **7** b **8** a **9** b **10** a

Vocabulary Features of a town

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheet in half. Divide the class into A/B pairs. Then put all Ss A together in one group and Ss B together in another group. Give copies of worksheet A to one group and worksheet B to the other. Ask the groups to discuss how they can describe the places in the pictures without saying the names.
Give groups time to make notes.

Put Ss back in their original A/B pairs, telling them they must not look at each other's worksheets. Student A describes the places on their worksheet and student B guesses the name of each place and writes it down. Each correct answer gets one point. The student with worksheet B then describes the places. The winner is the student in each pair with the most correct answers.

4A

Grammar 1 Comparatives

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. They work individually to choose the correct alternatives to complete the questions. Check answers with the class.

Put Ss in pairs. Ss take turns asking and answering the questions. Explain that some questions can be answered with personal opinions but others have right/wrong answers (see suggested answers below).

Get class feedback. Find out if any pairs agreed on every answer. Discuss any questions that Ss answered differently.

Answer key:
1 **1** easier **2** more fattening (Yes) **3** more interested (Yes) **4** healthier **5** better **6** further (Yes) **7** as difficult as **8** as strict **9** busier **10** as interested (Yes) **11** larger (Yes) **12** worse

Grammar 2 Comparatives

Materials: One worksheet per pair of Ss; one red and one blue pen per pair

Instructions:

Put Ss in pairs and give each pair a copy of the worksheet. Make sure each student has a different coloured pen.

Explain that this is a game and they are competing with each other to see how many correct sentences they can make within a time limit. Ss take turns to choose an adjective from the grid and make a comparative sentence. If necessary put the following prompts on the board to help: *-er, -ier, more … , more … than, less … than, (not) as … as*. Encourage them to make positive and negative sentences.

If their partner agrees the sentence is correct, the player crosses out that square with their pen. If it is incorrect, they do not cross out the square and it is the other student's turn. Each student must not use the same comparative form twice in a row, e.g. if a student says *Geography is a more interesting subject than maths*, then on their next turn they can't use the *more* + long adjective form. Go around monitoring and helping where necessary.

Give them a time limit, e.g. 15 minutes. The student in each pair who has the most crossed out squares is the winner.

Vocabulary Lifestyles

Materials: One worksheet per group of four Ss

Instructions:

Put Ss in groups of about four. Cut up the worksheets and give one set of cards to each group.

Explain that they must work together to match the 13 adjectives with their definitions. Monitor and help as necessary. Some definitions might feasibly fit more than one adjective, for example, 'do a lot of activities' could describe *active* and *busy*, so the groups have to work together to decide which one is the best match.

Check answers with the whole class. Then ask groups to turn all the adjective cards face down. They try to remember each adjective by reading the definitions aloud one by one. ***Early finishers*** or ***stronger groups*** can try to say sentences containing the adjectives.

Answer key: See the correct order on the worksheet.

4B

Grammar 1 Superlatives

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to put the words in brackets into the correct form of the superlative (1–10) and present perfect (a–j). Then they match the beginnings and endings of the questions. Check answers with the class. Then put Ss in pairs to ask and answer the questions.

Fast finishers can ask each other their own superlative questions.

Answer key:

1 f 've/have watched
2 i most expensive, 've/have bought
3 b most famous, 've/have seen
4 c worst, 've/have ever had
5 a most interesting
6 g strangest, 've/have ever worn
7 e hardest, 've/have ever studied
8 j healthiest, 've/have eaten
9 d most optimistic, 've/have ever met
10 h most amazing, 've/have ever experienced

Grammar 2 Superlatives

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask them to read each question and number the items according to their preferences (1 = high, 4 = low).

Put Ss in pairs and ask them to discuss their preferences using superlatives. Demonstrate an example of your own, for example, *For me, Sydney is the best place to visit because it's got one of the most interesting buildings in the world, the Sydney Opera House.* Tell Ss to try to use at least two superlatives when discussing each preference. Monitor and help with any vocabulary or corrections.

Get feedback from one or two members of the class.

Extension: If Ss also practised comparatives in Lesson 4a, ask them to include comparative structures in their discussions as well.

Vocabulary Products and services

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheet in half. Divide the class into pairs and give out the worksheets, A and B.

Do an example with Ss. Read out the following: *How BLANK your weekend?* Elicit from Ss that they need to work out what word should replace BLANK, for example, *How was your weekend?*

Student A reads out their sentences and student B guesses what the missing word or phrase is. The correct answer is in brackets at the end of the sentence. Ss then swap roles.

Monitor and help as necessary. Then check answers as a class.

Ask Ss to discuss the statements in pairs and decide whether they agree with them or not. Get feedback from the class.

Answer key: See worksheet.

4C

Grammar 1 Defining relative clauses

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. They work individually to complete the sentences with the correct relative pronoun. Check answers with the class. Clarify that Ss should not use *that* in any sentences at this stage.

Put Ss in pairs and ask them to identify which sentences can have *that* instead of the original pronouns. Check answers with the class.

Next ask pairs to identify which sentences can have no pronoun at all. Refer them back to the grammar table in the Ss' Book if necessary. Get different pairs to read out the sentences with the relative pronouns omitted.

Answer key:

1 **1** whose **2** which **3** where **4** who **5** when **6** where **7** which **8** whose **9** which **10** which **11** where **12** when **13** who **14** which **15** which
2 2, 4, 7, 9, 10, 13, 14, 15
3 7, 9, 14

Grammar 2 Defining relative clauses

Materials: One worksheet per group of six Ss, a timer

Instructions:

Put Ss in groups of six and split each group into two teams of three. Cut out the cards and give each group a set. A member of Team A selects and defines as many cards as possible for their team in one minute. Teams change over every minute (you can manage this by blowing a whistle or clapping). For each card guessed correctly, the describing team gets one point.

Write the following sentence stems on the board: *It's a person who/whose …; It's a place where …; It's a thing which/that …; It's a time when …* Give an example of how to use the card. Ss must define the word in capitals using relative clauses e.g. *It's a type of film or book <u>that</u> often has spaceships. It's a film or book <u>which</u> is usually set in the future. Aliens often appear in it. Star Wars is an example.*

Monitor to check that Ss remember to use relative clauses and that they are used correctly.

The team in each group that has the most points after all the cards have been used wins.

Elicit example answers from the class which include relative clauses.

Fast finishers could write new words on a piece of paper (e.g. words they have recently learnt in class) and then define them for the opposite team to guess.

Vocabulary Types of film

Materials: One worksheet per group of four to five Ss

Instructions:

Split the class into teams of four or five Ss. Cut out the film cards and give each team a set. They place the cards face down in a pile.

Within each team, Ss take turns to pick a card and then describe the film type for their teammates to guess, without saying the word on the card. When the team guesses correctly, the next student takes a card and starts describing. If necessary, put the following prompts on the board: *It's a film which has …; It tells the story of …; It's a type of film that often has …; There are … in this film; It's a film about …; It's set in …*

The winner is the team which guesses all 12 film types first.

5A

Grammar 1 Modal verbs: possibility and deduction

Materials: One worksheet per pair of Ss

Instructions:

Give a copy of the worksheet to each pair of Ss. Give them time to discuss which sentences match the deductions.

Ask each pair to choose a team name and write them on the whiteboard.

For question 1, ask Ss which sentences they think match the deduction. Record their choices on the board. Repeat the process for questions 2–10.

Go through the answers, and award one point to teams for each correct answer.

Answer key: **1** e, o **2** n, t **3** j, s **4** b, l **5** i, p **6** c, q **7** d, m **8** a, r **9** f, g **10** h, k

Grammar 2 Modal verbs: possibility and deduction

Materials: One worksheet per pair of Ss

Instructions:

Cut up the cards. Put Ss in pairs. Give a set of cards to each pair, distributing them evenly between the two Ss. Ask them to read their cards and check that they understand everything.

Model this activity for the Ss by reading them the clues below. Pause after each one and encourage Ss to guess the answer after each clue. Tell them to use modals for deduction like *It might be …*, *It must be …* etc. depending on how sure they are.

For three points: The game of golf was invented there.
For two points: They eat a food called Haggis.
For one point: The men are famous for wearing kilts, which some people think look like skirts!

(Answer: Scotland)

Ask Ss to take turns reading out the clues on their cards to their partner one by one, pausing between each clue to give their partner a chance to guess the answer. Help Ss with any words that are giving them difficulty. The Ss can record their partner's score depending on how many clues it took for them to guess. The person with the highest score at the end is the winner.

Vocabulary Describing clothes and appearance

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Let them work on their own or in pairs to complete the texts. Check answers with the class.

Ss then cover the texts and work in pairs to try to describe the people in the two pictures, using as much of the target vocabulary as possible.

Ss then discuss what style of clothing they prefer to wear. Get class feedback.

Answer key:

1
A **1** casual **2** loose **3** tight **4** got **5** on **6** dress up
B **1** smart **2** matching **3** old-fashioned **4** stylish **5** fashionable

5B

Grammar 1 Zero and first conditional

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete the conditional sentences by putting the words in the correct order. Check answers with the class.

Ask Ss why some of the sentences need commas (those with *if/ when/ unless* at the beginning) and where they should go (at the end of the *if/ when/ unless* clause).

Ss then tick a column according to whether or not they agree with the statements. They then compare their opinions with a partner before you get class feedback.

Answer key:

1
1 you live in a block of flats, you get to know your
2 a house is detached, it will be more
3 won't pass your exams if you don't attend all your
4 you've got central heating, you often get more
5 you take lots of notes, you will forget
6 you go to the museum on Sunday, you don't have to
7 you have a patio, you don't need
8 will save money if you rent a flat in the
9 you move to the country, you might get more
10 won't win the lottery unless you buy a

Grammar 2 Zero and first conditional

Materials: One worksheet per pair of Ss

Instructions:

Divide the class into two groups. Give copies of the Seller worksheet to one group and the Customer worksheet to the other. Ask the groups to read their role cards and answer any questions they have. The sellers should each choose four good points for their imaginary smartphone. The customers each choose four things which are important to them when they choose a smartphone.

In their groups, Ss then prepare what they are going to say/ask. Start by eliciting ideas for how they could use and complete the useful phrases on the worksheet and brainstorm other conditional phrases they could use. Monitor and correct errors as appropriate.

Ask the sellers to stand up with their own mobile phone as a prop if possible. The customers walk around the room and 'visit' three different sellers and roleplay their conversations. When the customers have finished visiting the sellers, elicit from them whose smartphone they decided to buy and why.

Vocabulary Places to live

Materials: One worksheet per group of three or four Ss; counters and dice

Instructions:

Put Ss in groups of three or four. Give each group a set of counters, a dice and a copy of the worksheet. Note: if you do not have a dice, a coin can be used – 2 spaces forward for a head, 1 for a tail.

Group members throw the dice to see who starts, then play the game in their groups. When a student lands on a square, they try to give the answer to the clue, e.g. *I think the answer to number 3 is a block of flats.*

Group members decide if the answer is correct or not, consulting with you when necessary. If a student lands on a square but can't give the correct answer, they must move back to the square they were on previously.

If a student lands on a square that has already been answered by another student, they must move back to the nearest square with an unanswered clue on it. If a student lands on a free square, they stay there until their next turn. The winner is the first student to reach the FINISH square.

Answer key:
1 cottage **2** central heating **3** blocks of flats **4** entrance **5** roof **6** detached house **7** patio **8** staircase **9** studio **10** ceiling **11** terraced house **12** air conditioning **13** floor **14** balcony

5C

Grammar 1 Quantifiers

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. They work individually to complete the conversation by choosing the correct words in italics. Check answers with the class.

Ss then work in pairs to practise reading the conversation.

Extension: One student in each pair reads the conversation a second time, but during this reading they say 'bleep' instead of each quantifier. The person who is listening says the correct quantifier.

Answer key:
1 **1** much **2** any **3** some **4** any **5** little **6** no **7** many **8** few **9** lot **10** too much **11** bit of **12** much **13** enough

Grammar 2 Quantifiers

Materials: One worksheet for each pair of Ss

Instructions:

Cut the worksheets in half. Put Ss in A/B pairs and give out the worksheets. Tell them not to look at each other's worksheets.

Ss ask questions and describe their pictures, using the quantifiers on their worksheets where possible, in order to find the differences, e.g. *Are there a lot of glasses on the table? Is there much water in the bottle?* Go around the class, helping with any vocabulary they need and correcting errors where necessary. When time is up Ss can compare their pictures to check their answers and find other differences.

When Ss have finished, ask them to report back on the differences. How many did each pair find?

Example answers:
In A there are two napkins on the table, in B there are lots.
In A there are two people at the table on the left, in B there's only one.
In A the man in the middle has hair, in B he doesn't have much hair.
In A there's only one waiter, in B there are lots.
In A there lots of customers in the restaurant, in B there's only one.
In A there are a few/aren't many glasses on the table, in B there are lots/many.
In A there are lots of bottles, in B there are a few/aren't many.

Vocabulary Describing food

Materials: One worksheet per group of three or four Ss

Instructions:

Put the Ss in groups of three or four. Give a copy of the worksheet to each group. Elicit which foods the adjective *salty* can describe. Ask Ss to do the same for the adjectives in the list.

Then put two groups together and ask them to take turns reading out the three foods they've written down for one of the adjectives, without saying which adjective it is. The listening group decides which adjective it is.

6A

Grammar 1 Second conditional

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. They work individually to put the words in the correct order to make second conditional questions. Point out that the first word in each question is given using a capital letter. Remind them that when their question starts with *If*, they need to insert a comma after the first clause. Do an example on the board if necessary. Check answers with the class.

Ss then work individually to write second conditional responses using the prompts. Remind them to change the verbs into the correct form. Again, do an example on the board first if necessary. Check answers with the class.

Finally, Ss match the questions with the responses. Ask them to compare their answers in pairs before checking as a class.

Extension: In their pairs, Ss ask each other questions 1–7 but give their own answers.

Answer key:

1
2 What would we do if we didn't have any computers
3 What would you say if you met your favourite singer
4 What would life be like if we didn't have aeroplanes
5 If you didn't get the job, how would you feel
6 What might happen if you spoke English perfectly
7 If you got up earlier, what would happen

2
b If I didn't get the job, I would/'d feel really disappointed
c If we didn't have any computers, we would/'d/might use books more
d If I had a time machine, I would/'d/might/could travel to Mars in the year 3000
e It would might be difficult to travel abroad if we didn't have aeroplanes
f If I met her, I would/'d might ask for a selfie
g If I spoke English perfectly, I might/could/would/'d get a better job

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

Grammar 2 Second conditional

Materials: One worksheet per group of three Ss, dice and counters

Instructions:

Put Ss in groups of three and give each group a copy of the game, a set of cut-up cards, a dice and counters.

Ask group members to throw the dice to decide who goes first. The first player throws the dice again and moves along the board. The player says when they would do the thing in the square they land on, using the second conditional. Make sure Ss understand they must use the second and not the first conditional in their answers, for example, square 7: *I'd stay at home all weekend if I had a really bad cold*, or square 4: *I'd leave a restaurant without paying if there was a fire*. Other group members correct the player's use of the second conditional, if necessary.

If a player lands on a square with a ?, another group member picks up a card and reads it out. The player should say whether the sentence is correct or incorrect. If it is incorrect, the player should try to correct it. If they manage to correct it, they can stay on that square. If they don't, they miss their next turn.

The winner is the first person to reach the FINISH square.

Vocabulary Everyday activities

Materials: One worksheet per pair or group

Instructions:

Put the following on the board: Tell _____ .

Ask Ss to suggest nouns that collocate with the verb *tell*, e.g. *tell a story*, *tell a lie*.

Put Ss in pairs or small groups. Give a worksheet to each group and ask them to think of three nouns that collocate/follow each verb. Tell them to start by remembering vocabulary from the lesson, but also encourage them to think of other answers that no other group will think of, as there are rewards for originality.

When Ss have finished, ask them to send one student from each group to the board and to write down what they put under 'charge'. Award an extra point to groups that have put an answer that is correct and that no one else has thought of. Continue to do the same with the other verbs. The group with the most points wins.

Answer key:

Vocabulary from the lesson:

charge: a mobile phone, a tablet, a laptop
fill with something: a car (petrol), a kettle (water)
switch on/off: a dishwasher, a washing machine, a kettle, the heating, an air conditioner, a fan, a mobile phone, a laptop, a tablet
empty: a dishwasher, a washing machine, a kettle
turn down/up: a TV, a radio
load/unload: a dishwasher, a washing machine

Other suggested answers:

charge: a battery, an electric car
fill with something: a jug, a glass, a bucket, a swimming pool
switch on/off: a TV, a fridge, a printer, an oven, a light, a torch, an alarm clock
empty: a bucket, a bin
turn down/up: the heating, the volume
load/unload: a supermarket trolley

6B

Grammar 1 Structures for giving advice

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to tick the correct sentences or cross the incorrect ones. Tell them that in some cases all could be correct or incorrect.

Ask Ss to compare their answers in pairs before checking as a class. For incorrect sentences, ask Ss to try to say why they're incorrect.

Answer key:

1 a ✓ b ✓ c ✗
2 a ✓ b ✓ c ✓
3 a ✓ b ✗ c ✓
4 a ✓ b ✗ c ✗
5 a ✗ b ✓ c ✓
6 a ✓ b ✓ c ✗
7 a ✓ b ✓ c ✗
8 a ✗ b ✗ c ✓

Grammar 2 Structures for giving advice

Materials: One worksheet per group of four Ss

Instructions:

Cut out the eight situation cards. Put Ss in groups of four and give each group a set of cards. Tell them to place the cards face down on the table.

Group members take turns to pick up a card and describe the situation by imagining they are in that situation themselves. For example, situation 1: *I am walking down the street in town. I see a boy stealing a wallet.*

The other group members give advice to the person/people in the situation. Encourage them to use different structures. If necessary, write the following prompts on the board: *You/ We/ They could/ should/ shouldn't; If I were … I'd/ I wouldn't …*

For example, situation 1:

Student A: *I am walking down the street in town. I see a boy stealing a wallet.*
Student B: *You should call the police.*
Student C: *If I were you, I'd shout loudly.*
Student D: *Perhaps you could catch the boy.*

Alternatively, you could identify the situations on each card as a class before you start.

Get class feedback on the advice each group gave.

Vocabulary Describing bad behaviour and crime

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to choose the correct words in italics. Ask them to compare their answers in pairs before checking as a class. In their pairs, they then match the pictures to a sentence from Exercise 1.

They then complete the missing word or phrase in each question using the words and phrases in bold from Exercise 1. Remind Ss that there may be more than one possible answer, but they must use all of the words and phrases in bold at some point in the exercise. Check answers with the class

Ss then work in pairs to ask each other and answer the questions. Encourage them to ask suitable follow-up questions where appropriate.

Get feedback on which questions they disagreed on. Ask for a show of hands to find out whether more Ss agree or disagree with each question.

Answer key:
1 **1** lied **2** jump the queue **3** Cheating **4** stealing
5 drop litter **6** speed
2 **a** 4 **b** 5 **c** 1
3 **1** illegal/against the law
2 dishonest/illegal/against the law/wrong
3 rude **4** fair **5** wrong **6** illegal/against the law

6C

Grammar 1 Question tags

Materials: One worksheet for each student
Instructions:
Give a copy of the worksheet to each student. Ss work individually to complete the questions by choosing the correct question tag. Check answers with the class.
Put Ss in pairs and have them take turns to read out the questions and discuss the opinions. Get class feedback on the issues they agreed and disagreed on.
Extension: Pairs take turns to read out the first part of each question and their partner has to complete it with the correct question tag (without looking at their worksheet).

Answer key:
1 **1** b **2** a **3** b **4** a **5** b **6** b **7** c **8** a **9** a **10** b

Grammar 2 Question tags

Materials: One worksheet for each student
Instructions:
Give a copy of the worksheet to each student and tell them to decide which student in the class might correspond to each sentence. Tell them they have to write at least one name for each, but they can write more if they want. They can write the same person's name in more than one sentence if necessary.
When they have finished, tell Ss to mingle and check if they were right by saying the sentences with the question tag, e.g. *You can ski, can't you? You haven't got a fitness tracker, have you?* Clarify that Ss must begin each sentence with *You*.
If necessary, practise beforehand. Tell Ss to tick or cross each sentence, depending on whether their guesses were correct or incorrect.
Get feedback from the whole class about which names they guessed correctly and any surprising information they found out.

Vocabulary Environmental issues

Materials: One worksheet for each student
Instructions:
Give a copy of the worksheet to each student. Ask Ss to choose the correct words in italics, before comparing with a partner.
Then ask Ss to discuss whether they agree or not with the statements. At the end of the activity, invite Ss to share some of their answers.

Answer key:
1 **1** protect **2** recycles **3** damage **4** waste
5 attack **6** kills **7** support **8** destroying **9** throw away
10 reduce **11** save **12** recycle

7A

Grammar 1 Modal verbs: ability

Materials: One worksheet for each student
Instructions:
Give a copy of the worksheet to each student. Ss work individually to choose the correct word in italics in each sentence. Check answers with the class. They then tick the sentences which are true for them. Put Ss in pairs to compare which sentences they ticked. Get feedback on which pair had the most similar answers.
Ask Ss to complete the second sentence so the meaning is similar to the first. You may wish to go through the first question with the Ss as a group if they are unfamiliar with this activity type. Ask Ss to compare their answers with a partner before checking answers as a class.

Answer key:
1 **1** been able to **2** be able to **3** couldn't **4** wasn't able to
5 can't **6** could **7** can **8** be able to **9** be able to
10 I'll be able to **11** can't **12** could
3 **1** haven't been able to do **2** I couldn't hear **3** can't dance
4 was able to get **5** could swim

Grammar 2 Modal verbs: ability

Materials: One worksheet for each student
Instructions:
Give a copy of the worksheet to each student. Ask Ss to look at the first sentence stem and to think of different ways they could finish the sentence. Provide correction where necessary.
Ss work individually to complete the sentences, writing a mix of true and false sentences. Encourage Ss to mix them up so their partner will find it harder to guess.
Monitor, making notes for feedback. Help Ss with any difficult vocabulary.
Put Ss in pairs and ask them to read each other their sentences. Their partner makes a note for each sentence (either T or F). At the end they check and see if their guesses are correct.

Vocabulary Skills and abilities

Materials: One worksheet per pair of Ss
Instructions:
Cut the worksheet in half. Put Ss in pairs and give out the worksheets, A and B.
Ss complete their questions individually. Check answers with the class.
They then take turns to ask each other the questions. Encourage them to discuss their answers and then get class feedback.

Answer key:
A **1** prepare **2** worked on **3** take **4** learned/learnt
5 improve **6** edit **7** design **8** gain
B **1** prepare **2** learned/learnt **3** design **4** edit
5 develop **6** gain **7** take **8** improve

7B

Grammar 1 Past perfect

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete sentences a–g with the correct pairs of verbs. Explain that in each pair, one verb should be in the past simple and the other in the past perfect form. If necessary, do an example on the board first.

Ss then complete the story by writing the letters a–g in the correct gaps. Check answers with the class.

Answer key:

1

a arrived, had started
b had forgotten, started
c had/'d phoned, waited
d arrived, had (just) left
e turned up, had (already) gone
f got to, had (already) departed
g looked, had/'d left

2

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

Grammar 2 Past perfect

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheet in half and cut out the two clue cards. Put Ss in pairs and give each pair a copy of the puzzle to share. Then give out clue cards, A and B. Explain that they will work together to solve the puzzle, but that they should not show each other their clue cards.

Give Ss time to read through the puzzle and answer any questions they may have.

In their pairs, Ss take turns to read out their clues and work together to complete the sentences and the puzzle. To complete the puzzle correctly, each name should be used once. Clarify that the first part of each sentence is in the past simple and the second part should be in the past perfect.

When they finish, Ss work with another pair to compare their answers. Then check the answers with the whole class.

Extension: Ask Ss to turn their puzzles and clue cards face down. Then ask about each person, for example: *How did Marie feel? Why?* Elicit the feelings and the reasons in the past perfect form: *She felt excited because she had got engaged (at the weekend).*

Answer key:

On Monday, **Marie** was **excited**, because **she'd/she had got engaged** at the weekend.
On Tuesday, **Robert** was **tired**, because he **hadn't/had not slept well** the night before.
On Wednesday, **Claire** felt **angry**, because **she'd/she had lost her purse** the day before.
On Thursday, **Stuart** was **upset**, because **he'd/he had failed his driving test** on Wednesday.
On Friday, **Veronica** was **relaxed**, because **she'd/she had finished an important work report**.
On Saturday, **David** felt **happy**, because **he'd/he had been to a great party** the previous night.

Vocabulary Milestones

Materials: One worksheet per group of three Ss

Instructions:

Cut out one set of cards for each group. Put Ss in groups of three and give one set of cards to each group. Ask them to spread out the cards, face down, on the table.

Ss take turns to turn over two cards at a time. If they turn over a pair of words that form a verb/noun collocation, e.g. *leave home*, they can keep the cards. If they don't, they must turn the cards back over, making sure they put them back in the same place. Ss keep going until no more pairs can be found.

Remind Ss they are looking for the collocations that appear in Exercises 1 and 2 of Student's Book Lesson 7B. If you wish, you can allow them to accept other collocations that are correct, e.g. *start school*, but explain that in this case it might not be possible to match all the cards. Check answers with the class. The student with the most pairs at the end wins.

Extension: Tell Ss that when they find a matching pair, they must make a correct sentence with the verb/noun collocation, e.g. *I left home when I was twenty.*

Answer key: fall in love, move house, pass a driving test, get married, get engaged, have children, pass an exam, get a job, lose a job, graduate from university, win an award, go travelling, go abroad, start a business, leave home, leave school

7C

Grammar 1 Expressing purpose

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete the sentences choosing one of the options a–c. Check answers with the class.

Put Ss in pairs and ask them to suggest similar sentences for their college or workplace. Put the following prompts on the board and ask pairs to think of at least one suggestion containing each prompt: *(in order) to; so (that) you/we can/can't; for + -ing.*

Answer key: **1** a **2** a **3** c **4** b **5** b **6** c **7** a **8** c **9** c **10** a

Grammar 2 Expressing purpose

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheet in half. Put the Ss in pairs and give out worksheets, A and B. They must not let their partner see their worksheet. Give them time to read the instructions and the sentences.

The student with worksheet A reads out a sentence beginning and their partner chooses the correct sentence ending from the list on their sheet. When the student with worksheet A has finished all their sentences, they swap roles and their partner reads their sentence beginnings. Check answers with the class.

Finally, Ss write three more sentence beginnings and give them to their partner to complete, in a way that is true for them if possible. Remind them to use the following structures: *(in order) to, so (that) you/we can/can't, for + -ing.*

Answer key:

A **1** e **2** b **3** d **4** f **5** a **6** c
B **1** d **2** f **3** a **4** e **5** c **6** b

Vocabulary Outdoor equipment

Materials: One worksheet per group of four or five Ss, a timer

Instructions:

Cut out the cards. Put Ss in teams of about four or five. Ask them to nominate a describer. Give each describer a set of cards, which are placed in a pile face down in front of them.

Start the timer and say *Go*. The describer picks up the first card but doesn't show it to their teammates. They then have to describe what is on the card without saying the word, e.g. *You wear these on your feet. You use them for climbing steep hills*. The rest of the team has to guess as quickly as they can what the item is, e.g. *walking boots*. They also need to name the item exactly as it is written on the card. When they guess correctly, the describer puts that card aside and moves to the next card. After 30 seconds blow a whistle or shout *Change*. The describer gives the cards to another teammate who now becomes the describer. Continue changing roles every 30 seconds.

The first team to guess all the words in the quickest time wins; or give them a time limit and see which team has guessed the most items within that time.

An alternative way to play this game is to get group members to ask questions to guess the item instead of someone giving clues, e.g. *Do you wear these on your feet?* The team who guesses all the words with the lowest number of questions wins.

8A

Grammar 1 Modal verbs: obligation and necessity

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to choose the correct words to complete the rules for the health club and write three rules of their own. Check answers and compare the new rules Ss have written with the class.

Ss work in pairs and come up with three more rules for the gym. Alternatively, they can talk about rules at school, the airport, a hospital, etc. Remind them to use the past simple: *had to/didn't have to, needed to/didn't need to*. Invite class feedback.

Answer key:
1 **1** must **2** needs to **3** don't need to **4** are allowed to **5** have to **6** don't have to **7** mustn't **8** aren't allowed to **9** are allowed to

Grammar 2 Modal verbs: obligation and necessity

Materials: One worksheet per pair of Ss

Instructions:

Elicit some examples of laws and rules. Give a copy of the worksheet to each pair of Ss. Ask them to complete the ten sentences, using their imagination to fill the gaps.

Ss swap papers with another pair of Ss, and go through the answers. Ask Ss to award points for correct answers.

Answer key: **1** vote **2** close at 11 p.m. **3** open a bank account **4** tip **5** buy, sell or chew chewing gum **6** drink alcohol **7** feed the pigeons **8** give your baby a strange name **9** ask their parents **10** use your mobile phone

Vocabulary Multi-word verbs

Materials: One worksheet per group of three or four Ss, dice, counters

Instructions:

Put Ss into groups of three or four and give each group a copy of the worksheet, a dice and counters.

Tell Ss to put their counters on START. They then take turns to throw the dice and move around the board.

If they land on a square with a multi-word verb, they must make a correct sentence, e.g. *I always put my clothes away in the wardrobe at night*. If the group thinks the sentence is correct, the player stays where they are; if the group thinks the sentence is incorrect, the player moves back to the square they were on before. Monitor to help groups decide if sentences are correct.

If Ss land on FREE TURN they don't do anything. If they land on a square with a verb that has been used before, they must make a different sentence. The winner is the first player to reach FINISH.

8B

Grammar 1 The passive: present and past

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to choose the correct options to complete the article.

Put Ss in pairs to read the article to each other and compare their answers. Check answers with the class.

Extension: Ask Ss if they have ever read or heard about the novel *1984* and if they have ever watched the reality TV series *Big Brother*. Did they enjoy them?

Answer key: **1** was **2** by **3** written **4** being **5** are **6** reminded **7** said **8** were **9** wasn't **10** by **11** shown **12** is

Grammar 2 The passive: present and past

Materials: One worksheet per group of Ss

Instructions:

Cut out the cards and separate them into two groups (numbered and lettered). Put Ss in groups of three or four. Give each group a full set of cards and tell them to spread them out face down, with numbered cards on one side of the table and lettered cards on the other.

One group member starts by turning over a card from each side of the table. If the two cards don't match they turn the cards back over; if they do match, the student completes the passive sentence so that both cards have the same meaning. If the player is correct, they keep the pair of cards; if they are incorrect, they turn both cards over again.

Players continue to take turns until all the cards have been matched. Check the answers with the class. The winner in each group is the student with the most correct pairs.

Answer key: **1 h** was watched **2 d** is being given **3 f** are being taught **4 e** wasn't invited **5 g** were awarded **6 i** weren't being paid **7 c** is (often) read **8 a** aren't being marked **9 j** isn't spoken **10 b** are being followed

Vocabulary Comment adverbs

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheet in half. Put the Ss into pairs and give out the worksheets, A and B. Tell Ss not to look at each other's worksheets.

Explain that their partner must decide what adverb the word BLANK should be. Note that in some cases more than one adverb might fit, but they can only use each adverb once, and they should try to choose the one which best fits the sentence. They can go back and change a choice if they want to, i.e. if they realise they need that adverb for a later sentence.

The student with worksheet A reads out their sentences and their partner responds by choosing the correct adverbs and saying them to the student with worksheet A, who writes them down. When they finish, they change roles and correct the student with worksheet B's sentences.

At the end, give Ss time to review all of their answers in their pairs before you check answers with the class.

Elicit which other adverbs from their lists could be used in each sentence.

Answer key (other possible answers in brackets):

A

1 thankfully (happily, surprisingly)
2 Tragically (Unfortunately) **3** surprisingly (thankfully)
4 Unfortunately **5** Hopefully **6** happily
7 strangely (surprisingly, unfortunately)

B

1 fortunately **2** amazingly **3** sadly **4** obviously
5 unluckily (sadly) **6** Not surprisingly
7 Fortunately (Amazingly)

8C

Grammar 1 Non-defining relative clauses

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete sentences 1–10 by choosing the correct non-defining relative clause a–j. If possible, give them time to research their answers on the internet. Put Ss in pairs to compare answers before checking with the class.

Ss then write their own ideas for sentences 11 and 12 and compare them with a partner.

Answer key:

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

Possible answers:

11 which is very beautiful / which is my favourite city
12 who was born in 1546 / who was from England / who wrote *Romeo and Juliet*

Grammar 2 Non-defining relative clauses

Materials: One worksheet per group of Ss

Instructions:

Put Ss into teams of three or four and give each team a copy of the worksheet. Tell them to read the sentences and decide if they are grammatically correct or incorrect, putting a tick or a cross in the *Correct?* column. If they think it's incorrect, they should correct the sentence.

Tell teams that they have £1,000 in total to bid on these sentences, and that they must compete against the other teams in an auction to buy the most sentences. To buy a sentence, a team must bid the highest amount and say whether the sentence is correct or not. If incorrect, the team must correct it accurately.

Give the teams a minute to agree how much they want to spend on the first sentence, then start the bidding at £10. Teams shout out bids until one team finally wins. If they make a mistake, the second-highest bidders have the opportunity to buy the sentence. The winners write the amount they paid for the sentence in the *Amount paid* column and subtract this amount from their £1,000.

Repeat this procedure for each sentence until they have all been sold and corrected where necessary.

The team which has bought the most sentences wins. If some teams have the same number of sentences, the one with the most money left over wins.

Answer key: **3** where **5** who **8** when **10** who **12** which **13** whose **15** where

Vocabulary Geographical features

Materials: One worksheet per pair of Ss

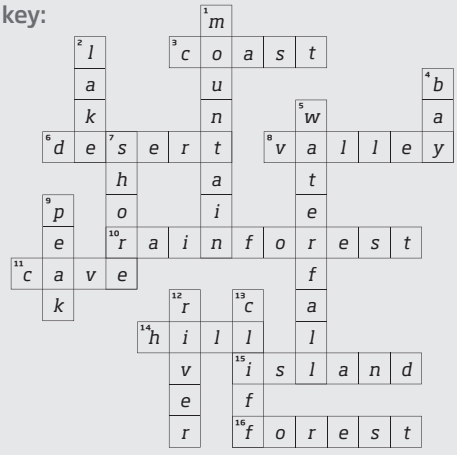
Instructions:

Cut the worksheet in half. Put Ss in pairs and give each student a different crossword, A or B. Tell them that they must not show each other their crosswords, but that they are going to take turns to give each other clues in order to guess the missing words.

Put all the Ss with worksheet A and all the Ss with worksheet B together and ask them to brainstorm clues for their words. They should give a description or a gap-fill sentence. Write the following adjectives on the board: *snow-covered, high, deep, steep, clear, sandy, rocky, thick.* Tell groups they must try to include at least one of the adjectives in each of their clues/descriptions, e.g. *You climb up this. It is very high and rocky.*

Put Ss back into their pairs and give them time to do the activity and complete their crosswords.

Answer key:



9A

Grammar 1 The passive: all tenses

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to complete the statements using the prompts and the correct passive form. Check answers with the class.

Ss now put a cross in the column which corresponds to their opinion on each statement. They count up their totals and read the results key. Ask them to compare their results with a partner. Ss can also discuss whether they agree with the statements in the results key.

Answer key:

1 **1** must be preserved **2** can be saved **3** is imported **4** should be lowered **5** mustn't be killed **6** have been built **7** will be purchased **8** are being hunted **9** have to be made **10** was recycled

Grammar 2 The passive: all tenses

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheets in half. Put Ss in pairs and give out the worksheets, A and B. Ss must not let their partner see their worksheet.

The student with worksheet A begins and reads out each of their sentences. Their partner has to change the active into the passive, using the sentence stems to help them. They check answers as they go along using the key on worksheet A. They then swap roles and the student with worksheet B reads their sentences.

After they have finished, they can make up new sentences for their partner to change.

Answer key: See worksheet.

Vocabulary Shopping

Materials: One worksheet per group of three Ss

Instructions:

Cut the worksheet into three. Divide the class into three groups and give each group a different part of the worksheet, A, B or C.

Ss first work individually to choose the correct words. Then the Ss with worksheet A, B and C work together to check their answers.

All Ss then mingle and ask each other the questions on their worksheets. When someone agrees, they write their name in the table. Encourage Ss to ask follow up questions to find out more details and examples. Continue until most Ss have found a name for each question. Then ask for class feedback.

Variation: Ss guess which of their classmates would fit each statement and write the names in the gaps. They then ask the questions to find out if they guessed correctly.

Answer key:

A **1** special offers **2** a credit card **3** cash **4** delivered **5** on
B **1** goods **2** save **3** by **4** bargain **5** cancelled
C **1** exchange **2** keep **3** refund **4** deal **5** sales

9B

Grammar 1 Third conditional

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to match the sentence beginnings and endings. Check answers with the class.

Put Ss in pairs and ask them to work together to think of other possible ways to end sentences 1–12. Get class feedback on some of their ideas.

Answer key:

1 **1** c **2** g **3** i **4** h **5** d **6** e **7** j **8** b **9** a **10** f **11** l **12** k

Grammar 2 Third conditional

Materials: One role card for each student and one set of sentences for each pair of Ss

Instructions:

Cut out the role cards and give one card to each student. They should not show their card to anyone else. Role cards can be repeated if there are more than 12 Ss in the class, but for large groups (e.g. 16+), divide the class into two and ask them to work within their group only.

Tell Ss to imagine that the role card says what happened to them after they left school. Explain that today they are having a class reunion and they should mingle with their old classmates to find out about each other's lives since leaving school. Encourage them to use third conditionals where possible, e.g. *After I left school I travelled across Africa and decided to move to Kenya.*
So if I hadn't travelled across Africa, I wouldn't have decided to move there.

Give Ss time to mingle and share information. You could use music to make it seem more like a party.

Once Ss have spoken to everyone, put them in pairs and give each pair a set of sentences to complete. Tell Ss that they have to remember the key moments in everyone's lives. There may be several different ways to write the sentences. They do not have to use the exact wording from the role cards, but they must use a third conditional. Ask the class to complete the first sentence using one student as an example, e.g. *If Emma hadn't travelled across Africa, she wouldn't have moved to Kenya.* Now ask pairs to complete the rest of the sentences as quickly as possible. The number of sentences will depend on the number of role cards distributed.

The winners are the first pair to complete all the sentences or to complete the most sentences within a given time limit. To check answers, ask pairs to read out some of their sentences and see if the rest of the class agrees.

Answer key (suggested wording):

1 If (name) hadn't travelled across Africa, he/she wouldn't have decided to move to Kenya.
2 If (name) hadn't become a scientist, he/she wouldn't have discovered an important new medicine.
3 If (name) hadn't loved his/her summer job in a supermarket so much (when he/she was 16), he/she wouldn't have bought the shop (when he/she was 21).
4 If (name) hadn't started a successful online company, he/she wouldn't have become a millionaire.
5 If (name) hadn't become an archaeologist, he/she wouldn't have discovered a lot of old gold coins.

7 If (name) hadn't become a marathon runner, he/she wouldn't have won a gold medal at the Olympic Games.
8 If (name) hadn't won a TV singing contest, he/she wouldn't have become a professional opera singer.
9 If (name) hadn't helped in his/her parents' restaurant, he/she wouldn't have become a chef and have a TV show.
10 If (name) hadn't entered a photography competition, he/she wouldn't have started his/her own business.
11 If people at school hadn't told (name) that he/she was funny, he/she wouldn't have become a comedian.
12 If (name)'s parents hadn't bought him/her an expensive bike, he/she wouldn't have cycled around Europe.

Vocabulary Strong and weak adjectives

Materials: One worksheet per group of three or four Ss

Instructions:

Put Ss in groups of three or four. Cut up the cards and give a full set of cards (large and small) to each group.

Groups place the large cards face down in a pile and spread the small cards face up on the table. Ss take turns to turn over a large card. They then choose a word from the other set and make a sentence using both words together. They must also qualify their sentence. For example: *wonderful/ meal – I had a wonderful meal last night. It was at the new Italian restaurant*. Remind Ss that the noun can also go before the adjective, e.g. *exhausted/ my dad – My dad's a teacher, so he's always exhausted at the end of term; thrilled/ my best friend – My best friend was thrilled when she opened her birthday present. She loves jewellery*. If the other group members think the player's sentences are correct, the player keeps the cards.

Continue until all the large cards have been taken. The winner is the student in each group who has the most pairs of cards. Monitor and help as necessary.

Variation: If you prefer, Ss can do this in pairs and instead of making sentences they must formulate a question with the two cards and ask their partner, e.g. *What's the most wonderful meal you've ever eaten?* They each get a point for a correct question and answer.

9C

Grammar 1 Short responses with *so, neither/nor, too/either*

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss complete the short responses using a word from the box. Remind them that each word can only be used once. Check answers with the class.

Put Ss in pairs to choose a conversation and continue it. Remind them that they should agree and disagree with statements politely, e.g. they could use phrases like *Oh, I didn't; Really? I am; Sorry, I don't.*

When you think Ss have done as much as they can, invite a few pairs to perform their conversation from memory.

Answer key:
1 **1** Nor, did **2** have, So **3** do, Me **4** am, too **5** are, does **6** didn't, don't

Grammar 2 Short responses with *so, neither/nor, too/either*

Materials: One worksheet per pair of Ss, coins and counters

Instructions:

Put the Ss into pairs and give each pair a copy of the worksheet, a coin and counters.

Ss place their counters on the START square. They then take turns to toss the coin and move two squares if it's heads and one square if it's tails. They can move left, right, up or down. When they land on a square, they must think of a sentence which could produce the response on that square. They say their sentence and their partner reads the response (from the square). For example, if they land on *So am I*, student A says *I'm afraid of spiders* and student B replies *So am I*. Or if they land on *Neither have we*, student A says *The Ss on that table have never been to the moon* and student B replies *Neither have we*.

If the response fits the sentence (i.e. is a structurally correct reply as in the examples above), student A scores a tick on the score sheet. Ss should refer to the teacher if they can't agree whether a sentence and short response match.

Give a time limit. The winner is the student in each pair with the most ticks when the time is up.

Vocabulary Describing art

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to choose four of the works of art from the page and complete the descriptions using adjectives from the box. They can't use any adjective more than once and they must not let anyone else see what they are writing. Monitor to check what Ss are writing and help as necessary.

Put Ss in pairs. They take turns to read their descriptions to each other and see if their partner can guess which picture they are talking about.

They can then work together to compare their views on the different styles of art.

10A

Grammar 1 Reported statements

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually and choose the correct options to complete the reported statements. They then match them to the direct speech. Compare answers in pairs before checking again as a class.

Extension: Put Ss in groups of three to say and report as follows: student A whispers a statement of their own to student B; student B then reports the statement to student C. Encourage student C to respond, if appropriate, and remind Ss they can use *said* or *told me*. For example: student A: *I passed my driving test last year.* student B; *Lisa told me she had passed her driving test last year.* student C; *Oh, that's interesting. Does she have a car now?* For feedback, get different groups to say some of their sentences to the class.

Answer key: **1** their, c **2** said, e **3** lost, d **4** wouldn't, b **5** had, a **6** his, j **7** them, g **8** would, f **9** didn't, l **10** was, h **11** had, i **12** told, k

Grammar 2 Reported statements

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask them to mingle to find somebody who corresponds to each sentence. Practise the required question forms if necessary, e.g. *Did you go to the cinema last week? Are you afraid of any animals?*

When they find someone for the statement, tell Ss to write down the name and ask follow up questions to find out more details, e.g. *What was the film and was it good? What kinds of animals are you afraid of and why?*

Divide Ss into groups of four. Ss take turns to report one thing they found out about a classmate using reported speech, but without saying the student's name, e.g. *Somebody told me that they …* Explain that Ss can use the pronoun *they* instead of *he/she* to avoid revealing the person's gender.

The other group members guess who said the information, scoring one point if they guess correctly. The winner is the student with the most points at the end.

Note: Some Ss may report without always changing the tenses back, e.g. *Someone told me they <u>are</u> going to London next weekend.* There's no need to correct this. If necessary, explain that we don't always need to move the tense back in reported speech, especially when we're talking about situations in the present.

Vocabulary Education

Materials: One copy of the bingo grid for each student

Instructions:

Give a copy of the bingo grid to each student and ask them to look at the words. They then circle eight words of their choice: four nouns (top two rows) and four verbs (bottom two rows).

Read out the sentences in order, saying 'beep' for the missing word. Do not read out the answer in brackets! Ss put a cross through one of their circled words if it fits the sentence. The first student to cross out all eight of their chosen words shouts 'Bingo!'. Check that the student is correct by reading out the sentences again and asking the student to tell you the correct word.

Teacher's sentences:

1. My parents want my brother to _____ a private school, but he prefers the local secondary school. (attend)
2. If you _____ low grades, it doesn't mean you aren't intelligent. (get)
3. My father forgot to _____ the fees for my music lessons. (pay)
4. My _____ is very expensive as I live there as well as study there. (boarding school)
5. If I _____ my exams, I'll take them again after the summer. (fail)
6. In Finland, children start _____ at the age of seven. (primary school)
7. My parents were really angry when I got _____ in all my exams. (low grades)
8. The best place to _____ for tests is in the library as you can study better when it's quiet. (revise)
9. Getting good _____ shouldn't be the most important thing at school. (qualifications)
10. Children shouldn't have to _____ exams in primary school. (take)
11. We attend _____ after we leave primary school. (secondary school)
12. Ss in South Korea have to _____ the university entrance exam the first time they take it. (pass)
13. I wouldn't send my children to a _____ as people shouldn't have to pay for education. (private school)
14. I really don't want to study English this year, but I have to take three language _____ ! (subjects)
15. I plan to revise a lot so that I can _____ well in my exams. (do)
16. There are two secondary schools in my town: a private school, which you pay for, and a _____ , which is free. (state school)

Extension: Give Ss another bingo grid and play again with the rest of the sentences or sentences that you invent. This could also be played in small groups, with Ss writing their own sentences (especially for revision) and reading them for other members of the group to play bingo.

10B

Grammar 1 Verb patterns

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to write sentences using the prompts. Remind them that they need to think about the tense as well as the verb pattern. In some cases, there may be more than one possible answer. Allow Ss to refer back to the grammar box in the Student's Book, if necessary. Check answers with the class.

Put Ss in pairs to practise reading the conversations aloud.

Answer key:

Situation 1

a My boss warned me not to be late again
b I promised to get to work on time
c She suggested buying an alarm clock / She suggested that I buy an alarm clock

Situation 2

a He avoided answering many of the questions
b He warned the journalists not to ask about his private life
c He refused to answer any more questions

Situation 3

a Some Ss recommended getting more cycle lanes / Some Ss recommended that we get more cycle lanes
b Some people started getting angry / Some people started to get angry
c The mayor encouraged people not to shout

Situation 4

a I advised him not to eat at the new Italian restaurant
b I persuaded him not to go to the theatre
c I suggested going to the public library / I suggested that he go to the public library

Grammar 2 Verb patterns

Materials: One worksheet per pair of Ss

Instructions:

Put the class into two groups. Give one group worksheet A and the other group worksheet B. Ask Ss to complete the sentences with an appropriate verb pattern. 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 false information about themselves. Remind them to refer to the Grammar box in the Student's Book if they are not sure which verb pattern to use.

Ss write individual answers, but they can confer with a student in their group over verb patterns and to share ideas. Monitor and check sentences.

Put Ss in A/B pairs. They should not look at each other's worksheets. Ss take turns to read out their statements. Their partner guesses whether each statement is the truth or a lie. Ss should keep a note of how many they guessed correctly.

When the pairs have finished, get feedback from one or two Ss in the class about any surprising information and who knows who better.

Vocabulary Suggestions and improvements

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheet in half. Put Ss in pairs and give out the worksheets, A and B. They must not let their partner see their worksheet.

Ss take turns to read out their sentences in speech bubbles. Tell them not to read out the answer in brackets! Their partner looks at the reporting verbs in their box and chooses the one which is the best match. Remind them that they can only use each word once. However, they can go back and change a word choice later if they like.

Ss check each other's answers as they go along.

Answer key: See worksheet.

10C

Grammar 1 Reported questions

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ss work individually to put the words in the correct order to make reported questions.

They then match the reported questions with the direct questions a–l, writing the answers in the tick boxes. Check answers with the class.

Put Ss in pairs to do the puzzle. Go through the example to check Ss understand what they have to do. Sentence 1 matches with question b, so they write the highlighted letter from question b in the table. Give all Ss time to finish before you check the answer with the class.

Answer key:

1

1 They asked us if we wanted to swim in their pool.
2 My dad asked me to help with the washing up.
3 My boss asked me why I had been absent yesterday.
4 She asked me how I travelled to work.
5 Our teacher asked us if we had done our homework.
6 He asked me when I had last visited the UK.
7 They asked us what we had done on holiday.
8 John asked if I was giving the presentation.
9 She asked me if my brother liked playing football.
10 I asked her to come to my house on Friday.
11 She asked if I had ever met a pop star.
12 He asked me where I had put his car keys.

2

a 6 **b** 1 **c** 11 **d** 3 **e** 10 **f** 9 **g** 12 **h** 5 **i** 2 **j** 7 **k** 4 **l** 8

3

speak English!

Grammar 2 Reported questions

Materials: One worksheet per pair of Ss

Instructions:

Cut the worksheets in half. Put Ss in pairs and give out the worksheets, A and B. Ss must not let their partner see their worksheet.

Tell Ss to work individually to read questions 1–6, then write two more questions each for items 7 and 8. Give them a few minutes to do this.

The student with worksheet A then reads out their questions and their partner writes down reported versions of the questions. When they have finished, the student with worksheet A checks their partner's answers and makes any corrections. For the questions that the student with worksheet A wrote, you may need to help with checking and making corrections. Ss then swap roles.

Check the answers again as a class to resolve any questions.

Answer key: See worksheet.

Vocabulary Work activities

Materials: One worksheet for each group of three or four Ss

Instructions:

Cut up the cards and give one set to each group. Tell them to put the cards on the desk and spread them out – with the grey cards (verbs) on one side and the white cards (noun phrases) on the other. Then they should turn all the cards face down.

Ss take turns to turn over two cards, one from each side of the table. If the cards match, i.e. the verb can work with the noun phrase, the student must make a complete sentence, e.g. *give presentations – I often have to give presentations as part of my job*. If the rest of the group decides the sentence is correct, the student gets a point then puts the cards back on the table, face down in the correct section. Allow all combinations that are correct, even if they are not exactly the same as in the Student's Book. If there is any dispute, Ss should consult with you. If the cards don't match, the student puts them back. Ss can't choose the same combination more than once, but they can repeat a verb with a different noun phrase, e.g. *give someone a job*.

Set a time limit. The student with the most points at the end wins.

Answer key:

serve customers/people
do research/reports/a project/an interview
interview people/customers
set up meetings/a project/an interview
write reports
work in a team
offer someone a job
give someone a job/presentations
manage people/a project/a shop
employ people
arrange meetings/an interview
set up meetings/an interview/a project

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