Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
1A **Give it a go** page 6	cleft sentences	free-time activities	sentence stress in cleft sentences	persuade people to try different activities
1B **Kind acts** page 8	narrative tenses	helping people	weak forms: *had*	narrate a short story in detail
1C **How annoying!** page 10	exaggeration	at work	stress on *honestly* and *seriously*	talk about annoying incidents
1D **English in action** page 12	FUNCTION: negotiate solutions in disputes	fights and disputes	sounding firm	negotiate solutions in disputes
Go online for the Roadmap video.				
UNIT 2 page 14				
2A **On the mend** page 14	the future in the past	Injuries and illnesses	weak forms: *to*	talk about recovery
2B **A good cause** page 16	double comparatives	charities	intonation in double comparatives	present a case
2C **Regeneration** page 18	negative questions	urban change	intonation in negative questions	make suggestions about new uses for old buildings
Check and reflect: Units 1 and 2 page 20 Go online for the Roadmap video.				
UNIT 3 page 22				
3A **It'll brighten up** page 22	ways of expressing the future	the weather	intonation in future forms	talk about the weather and plan activities
3B **Law and order** page 24	verb patterns and reporting	The law and courts	reduced *-ed* endings in past forms	discuss legal cases and consequences
3C **Fair play** page 26	*even* and *hardly*	sports events, actions and news	sentence stress: *even* and *hardly*	talk about sports events and news stories
3D **English in action** page 28	FUNCTION: give a short, clearly structured presentation	gender stereotypes	delivery of a presentation: pauses, speed and emphasis	give a short, clearly structured presentation
Go online for the Roadmap video.				
UNIT 4 page 30				
4A **Time of your life** page 30	defining and non-defining relative clauses	describing different age groups	pauses with non-defining relative clauses	talk about a range of people you know
4B **Fashion icon** page 32	noun phrases	clothes and fashion	stress with *quite* before an adjective	answer a questionnaire about clothes and fashion
4C **Being me** page 34	prepositions 1	Influences and identity	linking with prepositions	rank things that have most influenced you
Check and reflect: Units 3 and 4 page 36 Go online for the Roadmap video.				
UNIT 5 page 38				
5A **On the move** page 38	continuous forms	commuting	weak forms: auxiliary verbs	take part in a discussion on commuting
5B **In the wild** page 40	participle clauses	geographical features	chunks? chunking?	talk about ways to attract more investment to or protect a place you know
5C **House or home?** page 42	translation and collocation	homes and decoration	weak forms: *is*	describe different homes
5D **English in action** page 44	FUNCTION: make suggestions about what to do in an area	hosting guests	how words change in speech: *would*	make suggestions about what to do in an area
Go online for the Roadmap video.				

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
1A Develop your writing page 116	write a report	changing the register of spoken information
1B Develop your listening page 86	understand informal discussions	identifying rhetorical questions
1C Develop your reading page 96	understand newspaper and magazine articles	recognising similarities and differences between opinions
2A Develop your reading page 98	understand intended meaning in a blog	recognising positive and negative connotations of words
2B Develop your writing page 118	write an email to build rapport	building a rapport with an email recipient
2C Develop your listening page 87	understand disagreement in a radio interview	recognising how modifiers can express disagreement
3A Develop your writing page 120	write an effective leaflet	writing effective paragraphs
3B Develop your listening page 88	understand a podcast	recognising fractions and multiplies
3C Develop your reading page 100	understand magazine interviews	recognising lexical cues
4A Develop your listening page 89	understand casual conversations	recognising when something is said ironically
4B Develop your writing page 122	write an academic essay	developing an argument in an essay
4C Develop your reading page 102	understand online responses to a question	recognising repetition of ideas
5A Develop your listening page 90	understand public address announcements	understanding public announcements
5B Develop your writing page 124	write a narratiive	using evocative and descriptive language
5C Develop your reading page 104	understand an article	when to check the meaning of words











Contents

FAST-TRACK ROUTE

MAIN LESSON	GRAMMAR/LANGUAGE	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 6 page 46				
6A **A difficult business** page 46	adverbs and adverbial phrases	successful and failing businesses	adverbs with *-ly* and *-ally*	talk about businesses and the economy
6B **On the map** page 48	further passive constructions	hosting events	weak forms: *to have*	decide on the best kind of event for your town/city to host
6C **Going out** page 50	word grammar and patterns (*expect, surprised*)	talking about arts events	sentence stress	talk about events you have been to
Check and reflect: Units 5 and 6 page 52	Go online for the Roadmap video.			
UNIT 7 page 54				
7A **Ups and downs** page 54	adding comments using *must* and *can't*	life's ups and downs	disappearance of *t* in *must* and *can't*	tell stories about recent experiences and comment on them
7B **Is it news?** page 56	second, third and mixed conditionals	talking about the news	stress with modal verbs	talk about the impact of news stories and events
7C **A show of hands** page 58	phrases to show the relationship between ideas	voting and elections	sentence stress	Take part in a debate (on issues around voting)
7D **English in action** page 60	FUNCTION: give a presentation with visuals	explaining statistics	variations in pace and pausing in speech	give a presentation with visuals
Go online for the Roadmap video.				
UNIT 8 page 62				
8A **Jobs for life?** page 62	complex questions	describing what your job involves	weak forms: *that*	roleplay a conversation about what you do
8B **Sleep well** page 64	auxiliary verbs	sleep	stress on auxiliary verbs for emphasis	talk about sleep and insomnia
8C **Food for thought** page 66	complex comparatives	food and cooking	weak forms: *as*	talk about food and cooking
Check and reflect: Units 7 and 8 page 68	Go online for the Roadmap video.			
UNIT 9 page 70				
9A **Feelings** page 70	*not only* and *no sooner/as soon as*	feelings	*not only* and *no sooner/as soon as*	tell better stories and anecdotes
9B **Habits** page 72	*will* and *would* for habits; *I wish* + *would*	describing people and their habits	weak forms: *would* and *will*	describe other people's habits and how you feel about them
9C **All the rage** page 74	making new words	trends	pronunciation of new words	talk about trends
9D **English in action** page 76	FUNCTION: manage informal conversations	colloquial and idiomatic language	elision	manage informal conversations
Go online for the Roadmap video.				
UNIT 10 page 78				
10A **Eureka!** page 78	prepositions 2	science	weak forms: prepositions	report on and discuss science
10B **A great read** page 80	linking words and phrases	book reviews	linking between consonants and vowels	describe books
10C **A good laugh** page 82	puns	talking about humour	how words sound in context	tell jokes
Check and reflect: Units 9 and 10 page 84	Go online for the Roadmap video.			
Language bank page 136	Vocabulary bank page 156	Communication bank page 166	Irregular verbs page 175	

EXTENDED ROUTE

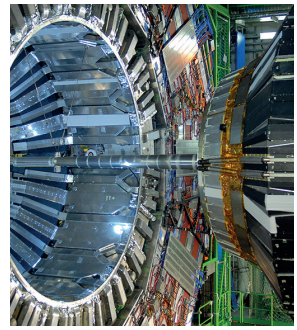
DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
6A Develop your reading page 106	understand a story	inferring what will come next
6B Develop your listening page 91	understand the main points of a complex presentation	recognising nouns used as verbs
6C Develop your writing page 126	write a review	checking and correcting spelling
7A Develop your writing page 128	write notes, cards and messages for important events	expressing the personal significance of an event
7B Develop your listening page 92	understand a discussion or debate	understanding hypothetical situations in an argument
7C Develop your reading page 108	understand an article	understanding cause and effect in a complex text
8A Develop your listening page 93	follow extended unstructured speech	identifying clarification language
8B Develop your writing page 130	write a response to an article	challenging evidence used in an article
8C Develop your reading page 110	understand an online diary	recognising topics that idioms refer to
9A Develop your listening page 94	understand panel interviews	recognising when someone avoids answering a question
9B Develop your writing page 132	write a narrative	linking two actions together
9C Develop your reading page 112	compare a text and its summary	critically evaluating a summary
10A Develop your writing page 134	write a biography	using a range of idiomatic phrases
10B Develop your reading page 114	understand linguistically complex texts	recognising small details that change meaning
10C Develop your listening page 95	follow a conversation between two fluent speakers	improving listening skills











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.

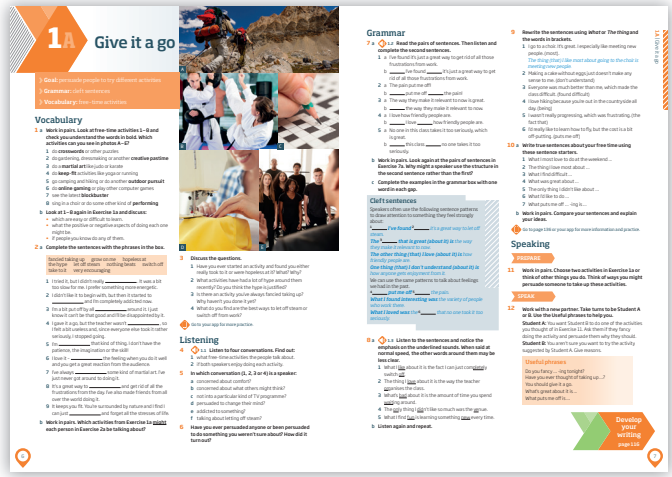


COURSE COMPONENTS

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/language focus, 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 *Language 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 odd unit covers key functional language.
- *Check and reflect* pages at the end of each even 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/language focus 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.
- Audio/video scripts and word lists available online.



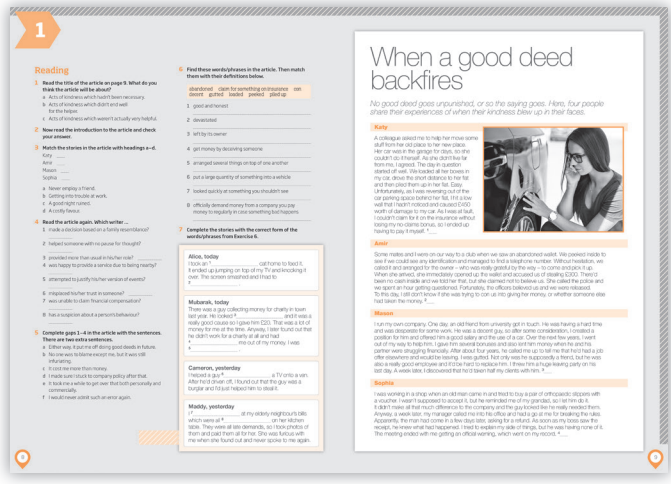
STUDENTS' BOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- 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/language focus, 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.

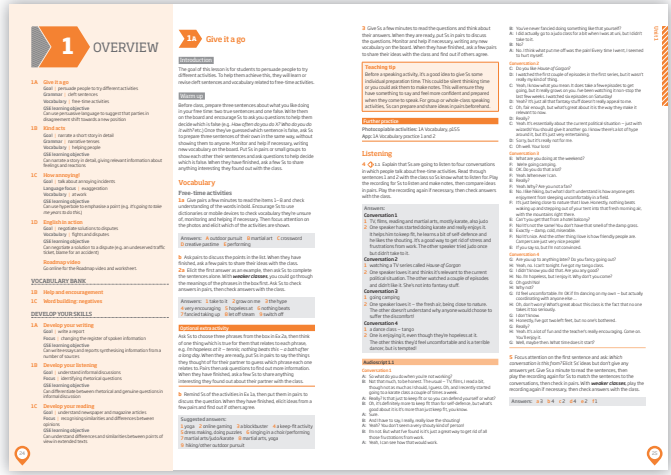


FOR TEACHERS

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, vocabulary and language focus 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.



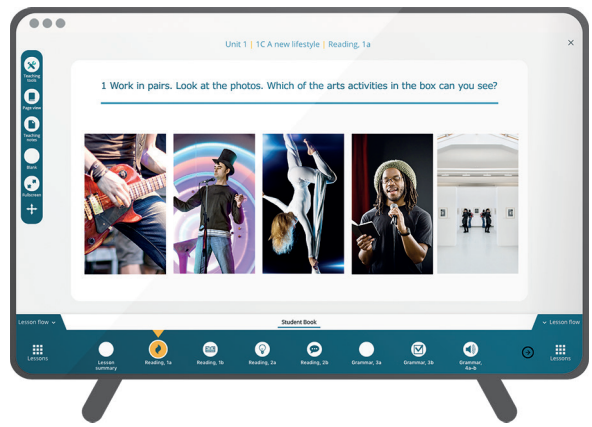
VIDEO

- 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.



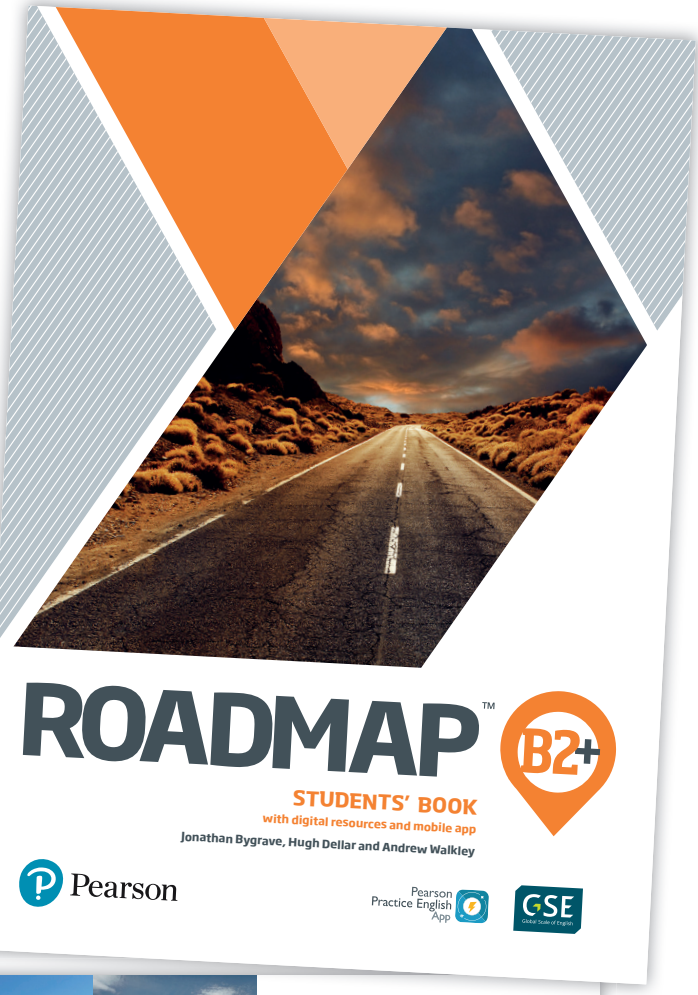
PRESENTATION TOOL

- 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/language focus, 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 *Language bank*, *Vocabulary bank* and *Communication bank*.

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. Pronunciation is highlighted and practised in each lesson.
8. Additional practice is provided on the mobile app and in the *Language bank* at the back of the book.
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. Each odd unit ends with *English in action* pages that focus on functional language.
12. Each even unit ends with a *Check and reflect* pages that consolidates key grammar and vocabulary.





5B

2 In the wild

1
- **Goal:** talk about ways to attract more investment to or protect a place you know
- **Grammar:** participle clauses
- **Vocabulary:** geographical features

3

A B C

4 Vocabulary

1 **Work in pairs. Look at the photos of travel destinations and discuss the questions.**
1 Would you like to visit any of the places? Why/Why not?
2 Are there similar places in your country? Where?
3 What's good about a National Park? Are there any problems with them? Why?

2 a **Which of the things in the box might you find in the places in the photos?**

a glacier a marine reserve a marsh a ridge a rocky shoreline sand dunes a valley a waterfall

b **Complete the descriptions of two different places using the words in the boxes.**

channel dunes mainland sandy shoreline



I love my little island and I can't imagine not living by the sea. Most mornings, I walk along the [1]_____ with my dog, looking out across the water. We have a lovely [2]_____ beach and behind that are the [3]_____, where you're a bit more out of the wind. If I do need to visit the [4]_____, which is maybe eight or nine miles away, there's a ferry that runs every other day. During the winter, though, it can get quite wild out in the [5]_____.

mountainous pass ridge sea level valley



We sometimes spend the summer in my uncle's place up in the highlands, which is quite a [6]_____ area. Hidden away in its own little [7]_____, the house is about a thousand metres above [8]_____ and to get there, you have to drive over this steep mountain [9]_____. We relax in the garden, go swimming in the river, or climb up the mountainside behind the house and walk along the [10]_____ that overlooks the valley.

3 **Work in pairs. Use words and phrases from Exercise 2 to describe two places you have visited. Or use the photos on page 167 to imagine a visit.**

Go to your app for more practice.

5 Reading

4 **Work in pairs. Read the title of the article. Discuss what you think it might be about. Read and check.**

5 **Read the article again and answer the questions.**
1 What was the initial research carried out?
2 How does the writer feel about the findings?
3 What reasons are put forward to explain the findings?
4 Why are parents and grandparents mentioned?
5 What's the significance of the hashtag #PokeBlitz?

Lost words lead to lost world

How good are young people at recognising and naming plants and animals? Wanting to find out the answers to this question, researchers showed hundreds of primary school children cards depicting common species of wildlife, and another set featuring Pokémon characters. Having analysed the data, they published their rather shocking findings in the journal *Science*. It turned out that the kids knew far more names for the characters in the game than they did for things in the natural world around them.

In many ways, of course, this should not surprise us, given the major changes there have been to the way childhood is experienced. The area within which children are allowed to play without supervision from parents has shrunk by more than 90% since the 1970s.

At the same time, online culture has boomed. There's more traffic on the roads, school has become more pressurised, parents are more worried and green space is less available. Taken together, all these factors mean that not only young people but also their parents often see nature as something to watch, to consume … and to ignore. Spending far less time outside than our grandparents did, we now lack the words to describe that natural world and this, in turn, may mean we have less desire to protect and preserve our valleys, hillsides and shorelines.

However, technology doesn't have to be the enemy of nature. Some members of the conservation movement are seeing opportunities in the rise in popularity of geocaching – games which use the GPS software on our phones to hide and find 'treasure', which get people outdoors. One notable example of such games is Pokémon Go, an augmented reality version of the original game. In this version, players go out and 'catch' characters 'hidden' in real world places, and, in the process, may encounter real creatures they're not familiar with. Indeed, images of these real creatures are often shared – and identified – using the hashtag #PokeBlitz.

The game's popularity suggests we need to do more to inspire interest in the natural world. If its user-friendly, hi-tech approach could be used to encourage greater interaction with nature, kids may yet learn to see the world with fresh eyes.

6 **Work in groups. Tell each other about the following:**
- how good you are at recognising and naming wildlife
- whether you share the writer's optimism about Pokémon Go

6 Grammar

7 a **Choose the correct alternatives.**
a Most mornings, I'll walk along the shoreline with my dog, *looking/ looked* out across the water.
b *Hiding/ Hidden* away in its own little valley, it's about a thousand metres above sea level.
c *Analysing/ Having analysed* the data, they published their rather shocking findings in the journal *Science*.

b **Work in pairs and discuss the questions about the underlined clauses in Exercise 7a. Then read the grammar box and check your ideas.**
1 Are the underlined clauses the main clauses in the sentences, or do they add extra information?
2 Which clause has a passive meaning? How do you know?
3 Which clauses have an active meaning? Why do they have different structures?

Participle clauses

Clauses starting with a participle (*-ing* or *-ed* form of verb) are most commonly found in writing, especially in stories. The participle clause can have the same meaning as one starting with *when, while, because* or *as*.

• The subject of the participle clause is the same as the subject in the main clause of the sentence.
Because we spend less time outside than we used to, we lack words to describe the natural world.
→ ***Spending*** *less time outside than we used to, we lack words to describe the natural world.*

• Participle clauses with a **present participle** (*-ing* form of the verb) have an active meaning.
When we neared the top of the mountain, we came to a glacier.
→ ***Nearing*** *the top of the mountain, we came to a glacier.*

• Participle clauses with a **past participle** (*-ed* form) have a passive meaning.
Because the group was based in a mountainous region, it operated very independently.
→ ***Based*** *in a mountainous region, the group operated very independently.*

• We use participle clauses with **perfect participles** (*having* + past participle) to emphasise that one action happened before another.
As I had climbed the ridge before, I was feeling confident.
→ ***Having climbed*** *the ridge before, I was feeling confident.*

8 a 5.8 **Listen to six sentences from Exercises 7a and the grammar box. Notice how the two clauses in each sentence are said as separate chunks.**

b **Listen again and repeat.**

9 **Complete the sentences by putting the verbs in brackets into the correct form.**
1 _____ 2000 metres above sea level, the hotel offers great views across the channel. (locate)
2 _____ the ridge, we had to stop to let a herd of mountain goats pass us. (climb)
3 _____ the valley many times before, I was already familiar with the landscape. (visit)
4 _____ in such a mountainous area, I'm used to the weather changing at a moment's notice. (live)
5 _____ in 1846, the cottage is only a three-mile walk from a spectacular waterfall. (build)
6 _____ to reduce development along the coast, the law has helped protect the remaining dunes. (introduce)
7 _____ across the water to the mainland, I collapsed onto the beach, exhausted. (struggle)

10 **Using participle clauses, write three sentences about the places you described in Exercise 3 and what you did there. Share your sentences with a partner.**

Go to page 144 or your app for more information and practice.

Speaking

9 PREPARE

11 5.9 **Listen to two people describing natural places they know. Answer the questions for each speaker.**
a What do you learn about the places they describe?
b Do they want more tourists or greater protection? Why?

12 **Think of a place you know that either needs more visitors/investment or greater protection. Decide:**
- what there is to see and do there.
- what words you could use to describe its appeal.
- three different ways you could either encourage visitors or increase protection.

10 SPEAK

13 a **Work in pairs. Explain your ideas to each other. Use the Useful phrases to help you.**

Useful phrases
One of the most … things about the area is …
What makes it really unique is …
I think the best way to … would be to …
I can't decide if it'd be better to … or …
Another way to … would be …

b **Decide which is the best proposal.**

Develop your writing page 124

3D 11 English in action

Goal: give a short, clearly structured presentation

Vocabulary: gender stereotypes


A


C


B


D

Vocabulary and listening 1

1 a **Work in pairs. Look at the photos and discuss the questions.**

1 What's happening in the photos?
2 How do you feel about these images?
3 How might they be connected to ideas about gender equality?
4 How might kids' games influence their adult lives?

b **Do you generally associate any of the words and phrases in the box with either men or women? Why?**

engineering | talking about your feelings | the caring professions | expressing anger | strength | cars and robots | self-esteem | inequality

2 3.15 **You're going to hear the start of a presentation. Listen and find out:**

1 the key question the speaker begins with.
2 the main topic of the presentation.
3 how the presentation is going to be structured.

3 **Look at the Useful phrases 1 box. Can you remember which of the phrases the speaker uses? Listen again and check.**

Useful phrases 1

In the introduction to a presentation, we generally refer to *why* we are talking about the subject (or why the subject is important). Then we often explain the structure of the talk and what we will do in each part.

Explaining the structure
I'm going to talk to you about ...
What I'll do first is ...
After that, I'll ...
I'll then go on to ...
To conclude, I'll ...
... before finally ... -ing

Outlining what will happen
... give you a brief outline/overview of ...
... provide some background/context
... explain the reasons for this problem
... put forward some solutions/suggestions
... give some of my own thoughts (on) ...
... examine the pros and cons of ...
... summarise what I have covered.
... open up the floor for discussion.

4 a **Work in pairs. Choose one of the topics for a presentation. Decide the structure of the presentation, then write the introduction using phrases from the Useful phrases 1 box.**

- an annoying issue at work or college
- a remarkable recovery
- a non-profit organisation
- what to do with an abandoned building in your area
- a court case
- women and sport
- your own idea

b **Read out your introduction to other students.**

Listening 2

5 **Work in pairs. Before you listen to the rest of the presentation discuss these questions.**

1 Do you think there are differences in behaviour or likes and dislikes between seven-year-old boys and girls? What? Why?
2 What about between older boys and girls or adult men and women?
3 Do you think differences are natural or more cultural?

6 a 3.16 **Now listen to the rest of the presentation and take notes about the questions in Exercise 5.**

b **Work in pairs and compare your notes.**

7 **Read the Useful phrases 2 box. Which of the different kinds of signposting did the speaker in Exercise 6a use? Listen again and check.**

Useful phrases 2

We use signposting to guide listeners through presentations and tell them what has just happened and what is going to happen next. When starting a new section of your presentation, you can signpost it by doing one of the following:

Asking a question based on the structure in the introduction
So, what exactly is the article about?
So, what did I think of the ideas that were discussed?

Explicitly stating that you're starting or ending a section
OK, that's the outline. Turning now to ...
There is more I could say about ... but I am going to leave it there and talk about ...
OK. So, moving on from ... let's now look at ...

Introducing the discussion or conclusion
So now, if I could sum up ...
To conclude, I think we could say that ...
I'd like to open it up now for discussion.
Does anyone have any comments or questions?

8 a **Think about the presentation you heard in Exercise 5 and write:**

- a comment describing how you feel about the arguments discussed.
- ways the speaker kept the listeners' attention.
- two questions you would like to ask the presenter about the topic.

b **Compare your ideas with the class. Find out who agrees with you and if anyone has answers to your questions.**

9 a **Read the information box. Then prepare the short section from the presentation below.**

When preparing a short presentation, think about the following:

- where you will pause – mark the pauses with a /
- which word(s) you will emphasise in each section between pauses – underline the word(s)
- how you can vary the pace of what you say – write 'fast' or 'slow' over the section
- if you will vary the tone of what you say – draw an arrow up or down at the end of the section

OK. So, that's the outline. Now, turning to my own thoughts, I found the programme really fascinating. It made me think a lot about my own education and upbringing. Overall, I suppose the programme was more focused on boosting girls' self-esteem, because it's women who suffer inequality later in life, but what I liked most was that the experiment also benefited boys. I've since seen one of the mothers being interviewed and she commented on how her son was better behaved and nicer to his sister as a result of the changes at school.

b **Work in pairs and take turns to read out the section. Can you suggest any ways your partner might improve their delivery?**

Speaking

10 a **Plan a short presentation on one of the topics in Exercise 4a or one of the topics below. Think about how you will explain the structure and use signposting.**

- a documentary series you've watched
- a documentary film or programme
- a lecture or presentation you've watched online
- a presentation you've seen at a conference or at university
- a non-fiction book you've read
- a research-based article in a journal

b **Work in pairs. Take turns to give your presentations and ask questions.**

For more practice go to your Workbook or app.

Go online for the Roadmap video.

12 Check and reflect: Units 3 and 4

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

bitter | chilly | crisp | glorious | humid | miserable | soaked

1 It started pouring down and we got absolutely _____ .
2 The sun was out and it was a clear, _____ winter morning.
3 They'd been predicting rain, but it was absolutely _____ the whole time we were there.
4 You might want to take a coat. It's a bit _____ out there.
5 It gets very hot and _____ in the summer, so you may want to visit later in the year.
6 Make sure you wrap up warm. It's absolutely _____ out there today!
7 It was cold and wet, just _____ the whole time we were there.

b **Use three of the adjectives in Exercise 1a to describe weather you've had recently.**

2 **Complete the sentences using the verbs and structures in brackets.**

1 Apparently, this Friday _____ the hottest April day ever. (predicted / be)
2 According to the forecast, it _____ a bit over the weekend. (going to / brighten up)
3 I _____ in May, and was wondering what the weather's like then. (future continuous / visit)
4 I've been looking at the forecast and it _____ fine and dry when we arrive. (expected / be)
5 We _____ a barbecue tomorrow, but they said there might be a storm. (supposed to / have)
6 It's going to be nice until Friday and then it _____ over the weekend. (set / change)
7 We _____ to rent a little cottage up in the mountains for a few weeks. (present continuous / hope)

3 a **Match the sentence halves.**

1 After a long legal battle, the judge awarded
2 They're promising to crack down on
3 It's claimed that the new laws will dramatically restrict
4 His lawyer persuaded him to plead
5 They've been accused of breaking
6 She denied
7 They somehow managed to get him to testify

a the terms of the agreement.
b petty crime.
c all the charges.
d custody of the children to the mother.
e for the prosecution.
f guilty to all charges.
g people's rights.

b **Work in pairs. Discuss why four of the things in Exercise 3a might happen.**

4 **Choose the correct alternatives.**

1 I'd advise you *don't stay/not staying/not to stay* there if at all possible.
2 I really would recommend *talking/to talk/you to talk* to a lawyer about it.
3 At least they've admitted *that they made/to make/make* a mistake.
4 We want to assure you *for doing/to do/that we're doing* all we can to catch those responsible.
5 The government promised *increase/to increase/increasing* spending, but little has changed.
6 They've apologised *posting/for posting/for to post* rude comments on their social media sites.

5 a **Rewrite the parts of the sentences in italics using *hardly*.**

1 We should have got better tickets. I *couldn't see very much* from where we were sitting.
2 She broke her leg last year and she *hasn't played much* since then.
3 *Almost none* of the runners who started the race actually managed to finish.
4 I used to go skiing all the time, but nowadays I *don't go very often*.
5 I had a really good workout, but the next day I *couldn't even walk properly*!

b **Complete the sentences by adding *even* in the best gap.**

1 It was so cold out there that _____ I couldn't _____ feel _____ my hands.
2 It was _____ embarrassing because _____ my little brother _____ finished before I did.
3 That wasn't a foul. _____ I didn't _____ touch him _____ !
4 She was great _____ last year, but I think she's _____ playing _____ better this year.
5 I was _____ so excited when I got the tickets, I didn't _____ care how much they'd _____ cost!

6 a **Complete the sentences with the best word or phrase. The first letter is given.**

1 The club have just signed a major s_____ deal with a big oil company.
2 She was d_____ from the competition after failing a drug test.
3 They had almost 80 percent p_____ in the game, but they somehow still lost 1–0.
4 The club have been accused of paying b_____ to referees.
5 He was sent off for t_____ b_____ to the referee.
6 I can't believe they gave a penalty for that. Everyone could see she d_____ !
7 They were neck and neck as they started the final l_____ , so it was a really exciting finish.
8 You deserved to win. You played some amazing s_____ in the final set.

b **Tell a partner about sports and news stories using three of the words or phrases.**

7 **Complete the sentences with the correct relative pronouns. Sometimes no pronoun is needed.**

1 I work with twenty people, none of _____ have health insurance.
2 What was the hospital _____ you had your operation in?
3 The main reason _____ I stopped eating meat is because I don't like the taste.
4 It's an area _____ the disease is not uncommon, so be careful!
5 She's the kind of person _____ relaxes you when you enter the room.
6 I read about a girl _____ arm won't stop growing!
7 What's the name of that dentist's _____ you had your teeth done?

8 a **Complete the definitions with one word. The first letter is given.**

1 If you are p_____ in part of your body, you can't move that part.
2 If someone is in a bad w_____ , they're sick, unhappy, or in a serious condition.
3 If you act on your own i_____ , you are good at making independent decisions.
4 If you're a bit i_____ , you're not confident about yourself and unsure of your abilities.
5 If someone is on the b_____ , they are quick to understand things.
6 If someone has a s_____ mind, they're intelligent and notice things quickly.

b **Choose three words to describe people you know.**

9 **Add the words in the box to the groups they go with.**

checked | dyed | faded | loud | ripped

1 _____ hair/T-shirt
2 _____ jeans/the sleeve on my jacket
3 _____ jeans/colour
4 _____ colours/pattern
5 _____ shirt/suit

10 **Complete the sentences with the past participle or *-ing* form of the verbs in the box.**

make | rip | sell | tie | wear

1 He was wearing a long white coat _____ up with a belt.
2 She was wearing old blue jeans _____ at the knees.
3 Who's the guy over there _____ the purple suit?
4 He was wearing a 'Make our country great' cap _____ in China.
5 I saw the same coat _____ for over £500 online the other day.

11 a **Complete the sentences with the pairs of words in the box. You will need to decide which order to use the words in.**

emphasis/rebelled | influential/equals | invaluable/gratitude | pointless/meaningful | stand out/impacted

1 My work experience was _____ . I owe everyone there a debt of _____ .
2 My English teacher was very _____ in my life. She always treated us all as _____ .
3 My family placed a lot of _____ on discipline and I _____ against that.
4 I want to do something _____ with my life. I don't want to get stuck in a _____ job.
5 Punk _____ on me a lot. It made me want to _____ from the crowd.

b **Work in pairs. How many sentences are true for you?**

12 **Complete the sentences with the words in the box and the correct prepositions.**

accident | benefit | capable | debt | useless

1 I've always been _____ remembering names.
2 You're quite _____ making your own decisions.
3 I discovered her shop _____ and fell in love with it.
4 I was lucky enough to _____ a free education.
5 After university, most people end up seriously _____ .

13 **Put the words in italics in the correct order to complete the sentences/questions.**

1 What I *some / context / first / is / will / do / provide*
2 After that, I *problem / reasons / explain / will / for / the / this*
3 I will then *solutions / go / forward / some / to / on / put*
4 So what *article / about / is / exactly / the / ?*
5 I'd like *discussion / open / up / for / it / to*

Reflect

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

- I can talk about the weather and plan activities.
- I can discuss legal cases and consequences.
- I can talk about sports events and news stories.
- I can give a short presentation.
- I can talk about a range of different people.
- I can answer questions about clothes and fashion.
- I can discuss things that have influenced me.

For more practice go to your Workbook or app.

Go online for the Roadmap video.

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

1. *Develop your listening* lessons provide practice in different types of listening such as short talks and monologues, conversations, radio interviews and discussions.
2. *Develop your writing* lessons provide practice of specific genres such as stories, formal and informal emails, blog posts, descriptions, invitations and reviews.
3. *Develop your reading* lessons provide practice of specific genres such as stories, articles, reviews, factual texts, reports, social media and blog posts.
4. Each *Develop your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
5. Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.
6. 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.
7. Follow-up questions round up the lesson and provide opportunities for further discussion.



9A 1 Develop your listening

4 Goal: understand panel interviews
Focus: recognising when someone avoids answering a question

1 Work in small groups and discuss the questions.
1 How many hours a week do you spend on social media?
2 Do you think social media is good or bad for your mental health? Explain why.
3 What are the symptoms of someone who is addicted to social media?

2 9.3 Listen to the first half of a panel interview on people who have given up using social media. Match details 1–6 with Maha (M), Bahar (B) or Pablo (P).
1 realised he/she was lonely
2 won some money
3 couldn't be alone or bored any more
4 had a difficult home life
5 received online abuse
6 cried when he/she realised how addicted he/she was

3 Read the Focus box then listen again. Which strategy does each person use to avoid answering a question?

Recognising when someone avoids answering a question
There are various strategies that people use to avoid answering a question.
1 Give a vague answer
A: How many hours a week was it?
B: Let's just say it was more than it should be.
2 Change the focus of the question
A: Was it 20 hours a week?
B: I think what's important is that I realised it was too much.
3 Say politely that you don't want to answer
A: Why were you lonely?
B: I don't want to go into specifics, but ...

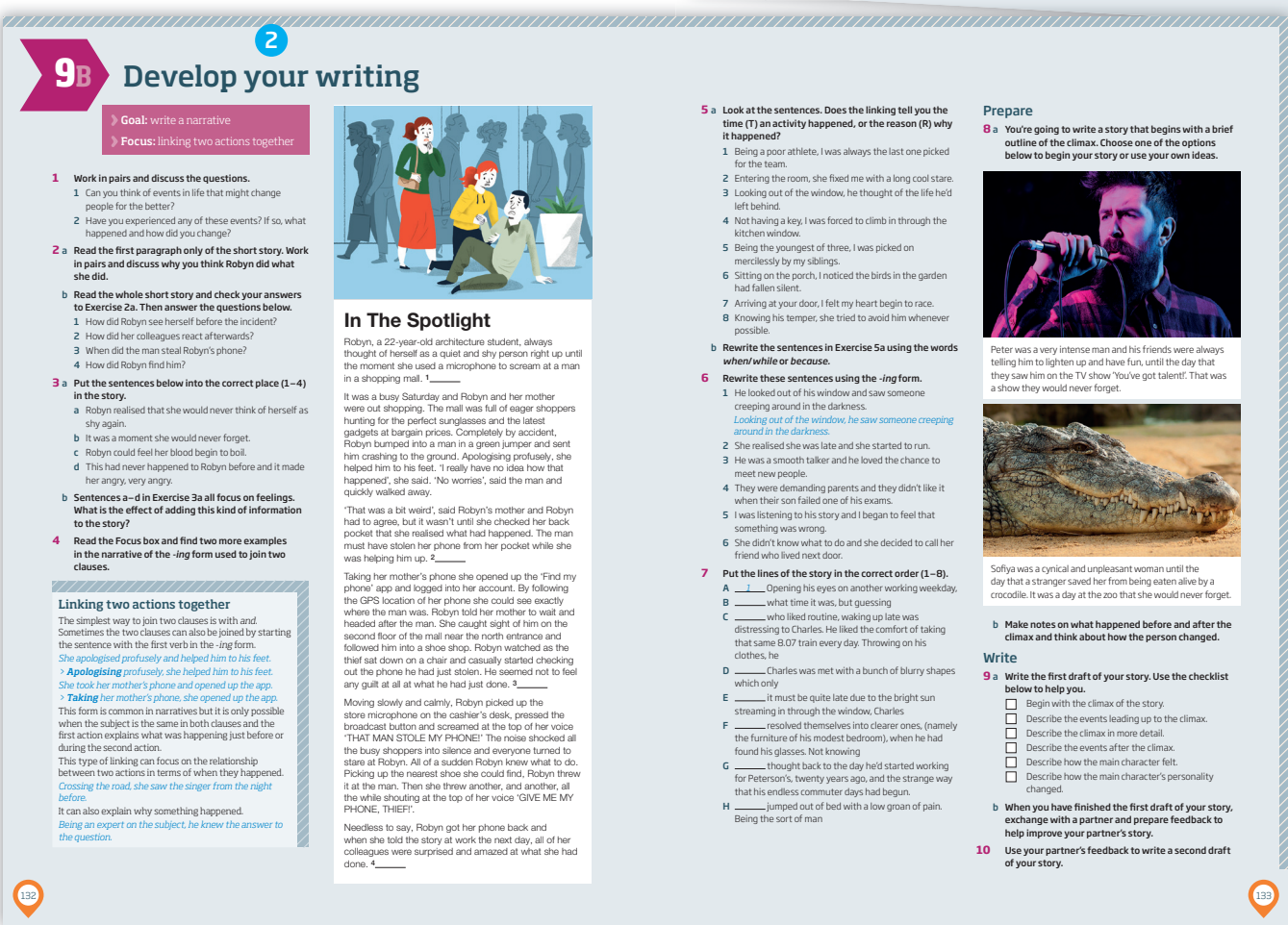
4 Look at the short conversations. Which of the strategies in the Focus box does Speaker B use?
1 A: How much did you spend?
B: Well, not much, in the end. Less than I expected.
2 A: Was he eating too much?
B: To be honest I think the key thing was that he wasn't exercising enough.
3 A: Was the job well paid? How much were you earning?
B: Well, let's just say I didn't struggle.
4 A: Will you leave, then?
B: I'm not prepared to say right now.
5 A: So, you guys didn't get on very well? What did you argue about?
B: Well, I'd rather not go into details, really.
6 A: Don't you think it's OK, just for tonight?
B: It's not about whether it's OK tonight, it's about whether it's OK at all.

5 a 9.4 Listen to the second part of the panel interview and complete the sentences.
1 Through giving up social media Bahar rediscovered ...
2 According to Bahar, in order to feel fully satisfied, humans need to ...
3 In order to avoid answering the host's questions, Tim ...
b Work in pairs and check your answers.

6 Listen again. Are the statements true (T), false (F) or not mentioned (NM)?
1 Bahar won less than a million euros.
2 Bahar didn't know how to deal with the online abuse.
3 Bahar wasn't used to feeling bored.
4 Now, after rediscovering drawing, Bahar is never bored.
5 Tim Meadows has been the CEO of the social media company Gobby for five years.
6 Tim says he feels responsible for people who become addicted to social media services like Gobby.

7 Work in pairs and discuss the questions.
1 Do you think social media companies should do something to avoid people becoming addicted? If so, what do you think they should do?
2 What do you think about the statement: 'You've got to create as well as consume in order to be fully satisfied as a person'?
3 Do you have a positive or negative story to tell about social media?

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9B 2 Develop your writing

Goal: write a narrative
Focus: linking two actions together

1 Work in pairs and discuss the questions.
1 Can you think of events in life that might change people for the better?
2 Have you experienced any of these events? If so, what happened and how did you change?

2 a Read the first paragraph only of the short story. Work in pairs and discuss why you think Robyn did what she did.
b Read the whole short story and check your answers to Exercise 2a. Then answer the questions below.
1 How did Robyn see herself before the incident?
2 How did her colleagues react afterwards?
3 When did the man steal Robyn's phone?
4 How did Robyn find him?

3 a Put the sentences below into the correct place (1–4) in the story.
a Robyn realised that she would never think of herself as shy again.
b It was a moment she would never forget.
c Robyn could feel her blood begin to boil.
d This had never happened to Robyn before and it made her angry, very angry.
b Sentences a–d in Exercise 3a all focus on feelings. What is the effect of adding this kind of information to the story?

4 Read the Focus box and find two more examples in the narrative of the *-ing* form used to join two clauses.

Linking two actions together
The simplest way to join two clauses is with *and*. Sometimes the two clauses can also be joined by starting the sentence with the first verb in the *-ing* form.
She apologised profusely and helped him to his feet.
› ***Apologising*** *profusely, she helped him to his feet.*
She took her mother's phone and opened up the app.
› ***Taking*** *her mother's phone, she opened up the app.*
This form is common in narratives but it is only possible when the subject is the same in both clauses and the first action explains what was happening just before or during the second action.
This type of linking can focus on the relationship between two actions in terms of when they happened.
Crossing the road, she saw the singer from the night before.
It can also explain why something happened.
Being an expert on the subject, he knew the answer to the question.

In The Spotlight

Robyn, a 22-year-old architecture student, always thought of herself as a quiet and shy person right up until the moment she used a microphone to scream at a man in a shopping mall. 1_____

It was a busy Saturday and Robyn and her mother were out shopping. The mall was full of eager shoppers hunting for the perfect sunglasses and the latest gadgets at bargain prices. Completely by accident, Robyn bumped into a man in a green jumper and sent him crashing to the ground. Apologising profusely, she helped him to his feet. 'I really have no idea how that happened', she said. 'No worries', said the man and quickly walked away.

'That was a bit weird', said Robyn's mother and Robyn had to agree, but it wasn't until she checked her back pocket that she realised what had happened. The man must have stolen her phone from her pocket while she was helping him up. 2_____

Taking her mother's phone she opened up the 'Find my phone' app and logged into her account. By following the GPS location of her phone she could see exactly where the man was. Robyn told her mother to wait and headed after the man. She caught sight of him on the second floor of the mall near the north entrance and followed him into a shoe shop. Robyn watched as the thief sat down on a chair and casually started checking out the phone he had just stolen. He seemed not to feel any guilt at all at what he had just done. 3_____

Moving slowly and calmly, Robyn picked up the store microphone on the cashier's desk, pressed the broadcast button and screamed at the top of her voice 'THAT MAN STOLE MY PHONE!' The noise shocked all the busy shoppers into silence and everyone turned to stare at Robyn. All of a sudden Robyn knew what to do. Picking up the nearest shoe she could find, Robyn threw it at the man. Then she threw another, and another, all the while shouting at the top of her voice 'GIVE ME MY PHONE, THIEF!'.

Needless to say, Robyn got her phone back and when she told the story at work the next day, all of her colleagues were surprised and amazed at what she had done. 4_____

5 a Look at the sentences. Does the linking tell you the time (T) an activity happened, or the reason (R) why it happened?
1 Being a poor athlete, I was always the last one picked for the team.
2 Entering the room, she fixed me with a long cool stare.
3 Looking out of the window, he thought of the life he'd left behind.
4 Not having a key, I was forced to climb in through the kitchen window.
5 Being the youngest of three, I was picked on mercilessly by my siblings.
6 Sitting on the porch, I noticed the birds in the garden had fallen silent.
7 Arriving at your door, I felt my heart begin to race.
8 Knowing his temper, she tried to avoid him whenever possible.
b Rewrite the sentences in Exercise 5a using the words *when/while* or *because*.

6 Rewrite these sentences using the *-ing* form.
1 He looked out of his window and saw someone creeping around in the darkness.
Looking out of the window, he saw someone creeping around in the darkness.
2 She realised she was late and she started to run.
3 He was a smooth talker and he loved the chance to meet new people.
4 They were demanding parents and they didn't like it when their son failed one of his exams.
5 I was listening to his story and I began to feel that something was wrong.
6 She didn't know what to do and she decided to call her friend who lived next door.

7 Put the lines of the story in the correct order (1–8).
A ___1___ Opening his eyes on another working weekday,
B _____ what time it was, but guessing
C _____ who liked routine, waking up late was distressing to Charles. He liked the comfort of taking that same 8.07 train every day. Throwing on his clothes, he
D _____ Charles was met with a bunch of blurry shapes which only
E _____ it must be quite late due to the bright sun streaming in through the window, Charles
F _____ resolved themselves into clearer ones, (namely the furniture of his modest bedroom), when he had found his glasses. Not knowing
G _____ thought back to the day he'd started working for Peterson's, twenty years ago, and the strange way that his endless commuter days had begun.
H _____ jumped out of bed with a low groan of pain. Being the sort of man

Prepare

8 a You're going to write a story that begins with a brief outline of the climax. Choose one of the options below to begin your story or use your own ideas.

Peter was a very intense man and his friends were always telling him to lighten up and have fun, until the day that they saw him on the TV show 'You've got talent!'. That was a show they would never forget.

Sofiya was a cynical and unpleasant woman until the day that a stranger saved her from being eaten alive by a crocodile. It was a day at the zoo that she would never forget.

b Make notes on what happened before and after the climax and think about how the person changed.

Write

9 a Write the first draft of your story. Use the checklist below to help you.
- ☐ Begin with the climax of the story.
- ☐ Describe the events leading up to the climax.
- ☐ Describe the climax in more detail.
- ☐ Describe the events after the climax.
- ☐ Describe how the main character felt.
- ☐ Describe how the main character's personality changed.

b When you have finished the first draft of your story, exchange with a partner and prepare feedback to help improve your partner's story.

10 Use your partner's feedback to write a second draft of your story.

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9c Develop your reading

Goal: compare a text and its summary
Focus: critically evaluating a summary



1 a **Work in pairs. Look at the ways of saying *thank you* or *thanks* in different languages. Do you know which language they come from?**

b **Do you know how to say *thank you* in any other languages?**

c **Work in pairs. Discuss what you think the benefits are of learning a language.**

2 **Read the article and the summary below. Note four things which are incorrect in the summary.**

The problems and benefits of learning a language

1 Learning a second language is a complicated business. Not only do you have to know approximately 10,000 words in order to achieve 'fluency' in that language, you also need to know in which order they appear, how they morph grammatically, how they combine with other words to create new meaning as well as which combinations sound natural and which unnatural. The muscles in your mouth need to know how to make the right sounds to produce those words and all of this knowledge needs to be available to you in a split second so that you can engage in natural conversation.

2 No wonder then, that learning a language is like a mental workout for the brain and, just like a workout for the body, it has enormous benefits. Research in Canada has shown that learning a second language delays the onset of mental diseases such as dementia by five years, learning two foreign languages delays it by over six years and learning three or more foreign languages delays dementia by nine years. If ever there was a good reason to learn a language, this is it.

3 What then is the most difficult language to learn? The answer to that question naturally depends on which language you speak in the first place. Native Spanish speakers find Italian relatively easy to learn but like most other people, find Hungarian much harder. Native Finnish speakers, find Hungarian easier than Spanish speakers because of its similarities to their language.

4 The Foreign Service Institute (FSI), which is the organisation responsible for training US diplomats and other employees to speak foreign languages, rates languages from one to five in terms of how difficult they are for a native English speaker to learn. A category one language will typically take 24 weeks of full-time study for an FSI student to reach 'general professional proficiency', a category three language will take 36 weeks and a category five language 88 weeks. French, Spanish and Swedish, for example, are considered category one, German is category two, Indonesian category three, Hungarian, Polish, Russian and Thai are category four while Arabic, Chinese (Cantonese and Mandarin), Japanese and Korean are category five.

5 There are other languages which don't have an FSI category but which are possibly more complex than even a level five language. Take Tuyuca for example - a language spoken by fewer than a thousand people in parts of the Amazon rainforest. While languages such as Spanish and French have two classes of noun (for example, *el* and *la* in Spanish), Tuyuca has up to 140. Or take Xhosa, a language widely spoken in South Africa. One of the sounds of Xhosa is a click that you make by pressing your tongue against your upper side teeth and then pulling away. It's the sound that some people make when encouraging a horse to move. In fact the 'X' of Xhosa is that click sound, so the name of the language is pronounced with a click followed by 'hosa'. And if you think that Xhosa sounds difficult to learn, imagine learning the strangely named *!Xóõ* language, which has five ways of pronouncing the click!

6 Unfortunately, the very act of learning a foreign language is in danger. The number of languages spoken around the world has plunged in recent years and around half of the approximately six and a half thousand languages that are still in active use are already in danger of dying out. Some predictions estimate that 90 percent of all languages could die out by the end of the century as children stop learning the language of their parents and ancestors and instead learn the language which will allow them to participate in the modern economy. Every language that dies, however, represents a loss of knowledge, culture and history as well as a unique way of seeing the world.

Summary

Speaking a foreign language is the most difficult thing the human mind can do, however it has many benefits and it can actually cure dementia. The FSI, a US organisation, grades languages from one to five. Everyone will struggle to learn a category five language. Some languages, such as Tuyuca or Xhosa, are difficult because of their unusual grammar or sounds. Unfortunately, 90 percent of languages will die out by the end of the century.



3 **Read the Focus box, then check your answers to Exercise 2.**

Critically evaluating a summary

Watch out for over-generalisations

Pay attention when words like *every* or *everyone* are used in summaries. They may not be strictly true according to the text.

~~*Everyone will struggle to learn a category five language.*~~
***Native English speakers** will struggle to learn a category five language.*

Watch out for exaggerations

Pay attention to statements of fact in summaries, particularly ones which sound unbelievable. They may be an exaggeration of the information in the text.

~~*Learning a second language can actually cure dementia.*~~
*Learning a second language **can delay the onset of** dementia.*

4 **Read the sentences below and say if they are accurate summaries of the paragraphs in the article. Change the sentences which are not accurate.**

Paragraph 1
Learning a language is the most complicated thing that the human mind can do.

Paragraph 2
The more languages you learn, the more you delay the onset of dementia.

Paragraph 3
If a language is similar to the speaker's native language, they will find it easy to learn.

Paragraph 4
Each higher category of difficulty means twelve extra weeks of learning.

Paragraph 5
Tuyuca and Xhosa are difficult for native English speakers to learn.

Paragraph 6
Only 10% of the world's languages will survive to the end of the century.

5 **Choose the correct answer (a, b or c) for the questions below.**

1 Why is learning a language compared to a physical workout?
a Because it is challenging but good for you.
b Because it takes a long time to improve.
c Because it is uses the muscles of your mouth.

2 Which language will a Finnish person find easier to learn.
a Italian
b Hungarian
c It isn't known.

3 Who will usually find Arabic harder to learn than Thai?
a Everyone apart from Arabic speakers.
b Native English speakers.
c Everyone.

4 Why are some languages dying out?
a People are choosing to speak languages that are used globally.
b People have forgotten how to speak them.
c People see the world differently.

6 **Underline words or phrases in the text that express the same idea as the phrases below.**

1 a very short period of time (paragraph 1)
2 it's not surprising (paragraph 2)
3 beginning of (paragraph 2)
4 obviously (paragraph 3)
5 (which) many people speak (paragraph 5)
6 fallen dramatically (paragraph 6)
7 no longer exist (summary)

7 **Work in groups and discuss the questions.**

1 Should governments try to protect languages that are in danger of dying out? Why/Why not?
2 What can they do to protect those languages?



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

Vocabulary bank

1B Help and encouragement

1 **Read the text and match words and phrases 1–10 in bold with meanings a–j below.**

When I started my degree, it was the first time I'd lived away from home and it was quite a big thing for me as I am registered blind. Fortunately, new students got a lot of support from the university. Firstly, there was a mentoring **[1]scheme** so I had a couple of older students who **[2]took** me **under their wing** – showed me around the campus, introduced me to different people and generally **[3]put** me **at ease**. One of my mentors became a good friend and she gave me a lot of **[4]moral support** when I was feeling down. She would tell me she'd had similar feelings, and always found the words to **[5]reassure** me. Apart from this, I also received **[6]a grant** to pay for some of my additional needs like help with writing up my essays and buying books.

When it came to studying, I found the lecturers **[7]made allowances** for different people by, for example, providing recordings of lectures and giving copies of notes in advance. They also **[8]went easy on** us in the first term as we were settling in. They gradually demanded more, but they always gave us lots of help and **[9]encouragement**.

Actually, most of this support was available for any student, not just ones with disabilities, and most of us were **[10]in the same boat**, away from our families for the first time.

a money to help
b a programme
c make (someone) feel that things will be fine
d were gentle to and didn't demand too much of
e made fair decisions that considered someone's needs or disadvantage
f looked after (someone younger or with less experience) with kindness
g words to give (someone) confidence and courage
h helped to feel comfortable and happy
i experiencing a similar situation
j words or behaviour to help someone do better

2 a **Complete the questions with one word from Exercise 1. Use the correct form.**

1 Do you think mentoring _____ are a good idea?
2 When have you needed moral _____?
3 Have you ever taken someone under your _____?
4 Have you ever had to _____ allowances for someone?
5 Who has _____ you the most encouragement in life?
6 What situations have you been in where you weren't _____ ease? Did anyone help you?

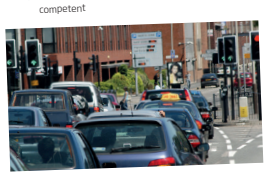
b **Work in pairs. Ask and answer four of the questions in Exercise 2a. Alternatively, work alone and write your answers.**

1C Word building: negatives

1 **Match the negative prefixes and suffixes with each group of words.**

dis- im- in- ir- -less un-

1 point, hope, worth, care, meaning
2 organised, respectful, honest
3 realistic, reasonable, clear, equal, suitable, tidy, aware
4 relevant, rational, regular, responsible
5 mature, patient, moral, proper, perfect
6 secure, experienced, adequate, sufficient, consistent, competent



2 **Complete the sentences using a negative form of a word from Exercise 1.**

1 It annoys me that there's still _____ pay between men and women. We should get paid the same.
2 Our boss is too demanding. A lot of the targets we're set are simply _____.
3 It drives me mad when people use _____ jargon at work. They should just use language that everyone can understand.
4 I'm absolutely _____ at all sport. I hate doing it!
5 In my opinion, a lot of what you learn at school is _____ to everyday life.
6 I know my fear of flying is _____ and that statistics show it's very safe, but I still hate it.
7 The thing that concerns me is how _____ young people are to older people these days.
8 Too many jobs are _____ these days. You just don't know how long they will last.
9 It's basically _____ to avoid paying taxes.
10 I find it annoying when people beep their horn as soon as the traffic light goes green. They are so _____.

3 **Choose five words with a negative suffix from Exercise 1. Write sentences about your experiences.**

Communication bank

Lesson 1D

13a **Student A**

Conversation 1
You're the landlord/landlady of a flat that Student B has been renting. You've gone round to visit because Student B is leaving and wants the €1000 deposit back. You don't want to give it back – at least not all of it – because you're not happy with the state they have left the place in. Think about what the problems are.

Conversation 2
You work with Student B, who has been with the company much longer than you. You joined a few months ago, Student B has been there almost a decade. Student B doesn't like the way you work, even though you've been getting good results. You feel Student B can be a bit bullying. You've been missing work to avoid a conflict with B, but have now decided you need to confront him/her.

Lesson 2C

10





Lesson 3B

12 **Student A**

1
A thirteen-year-old boy took his parents to court after accusing them of causing him a life of pain and suffering … as a result of the colour of his hair! A redhead, like both his mother and father, the boy argued that he should be awarded damages to compensate him for the teasing and unhappiness he'd experienced at high school, where he was known as Carrot Top!

2
A Philosophy student in Rotterdam took Erasmus University in Rotterdam to court after they ordered him to leave … because he smelled so badly no one could concentrate while he was in the room. While admitting to having rather smelly feet, he claimed that this decision damaged his chances of future employment and demanded to be allowed to continue with his degree.

4B Develop your writing

2b

1 1222
2 16th century
3 rich people's schools
4 90%
5 sweatshirt
6 £200

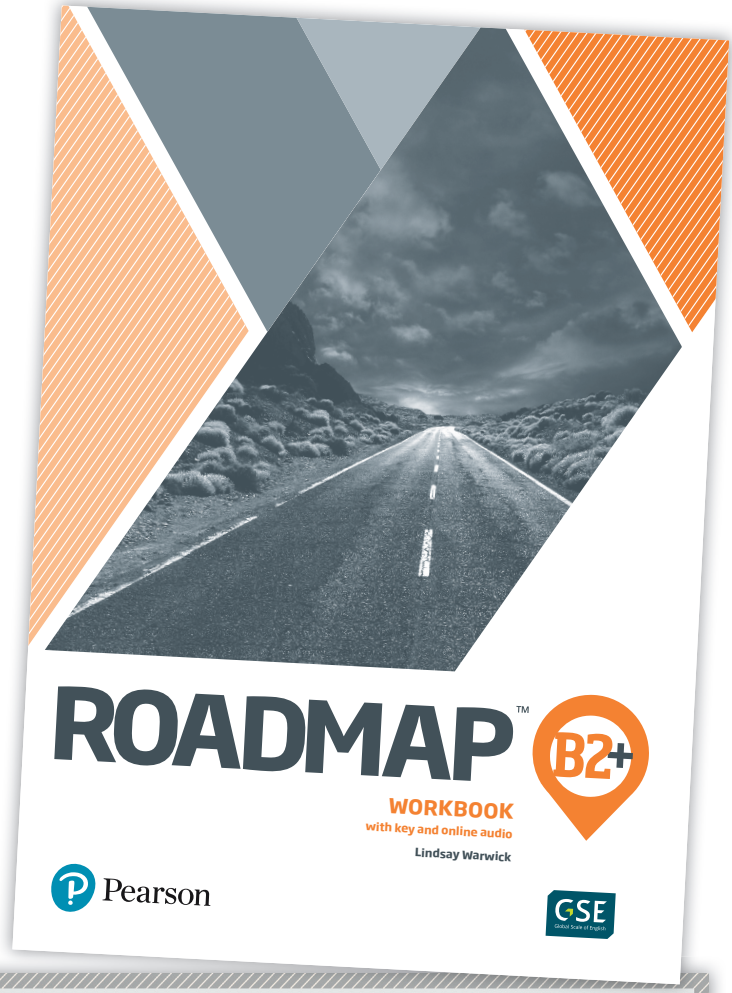
SUPPORT COMPONENTS

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.

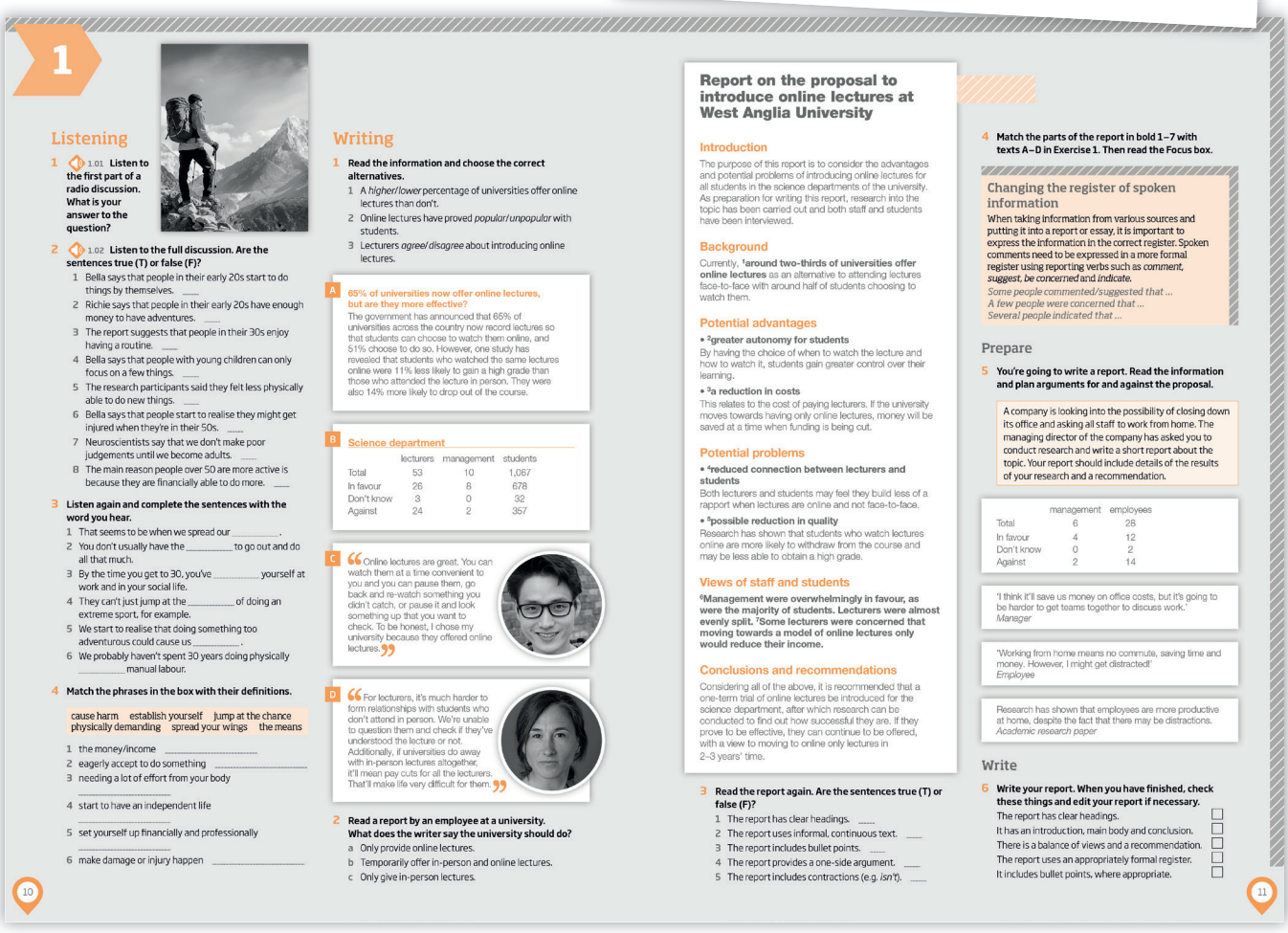
Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.



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.

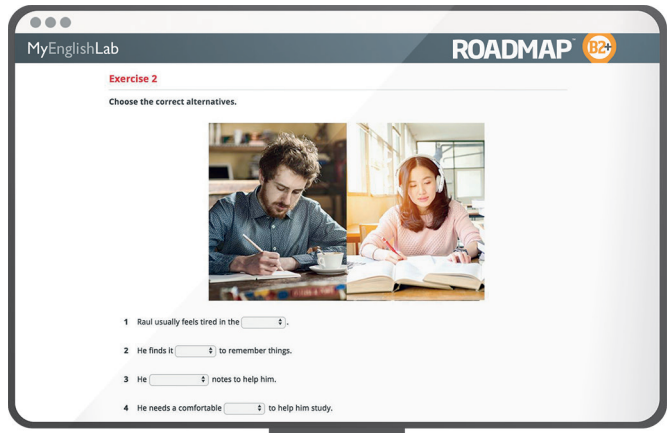




ONLINE PRACTICE

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.



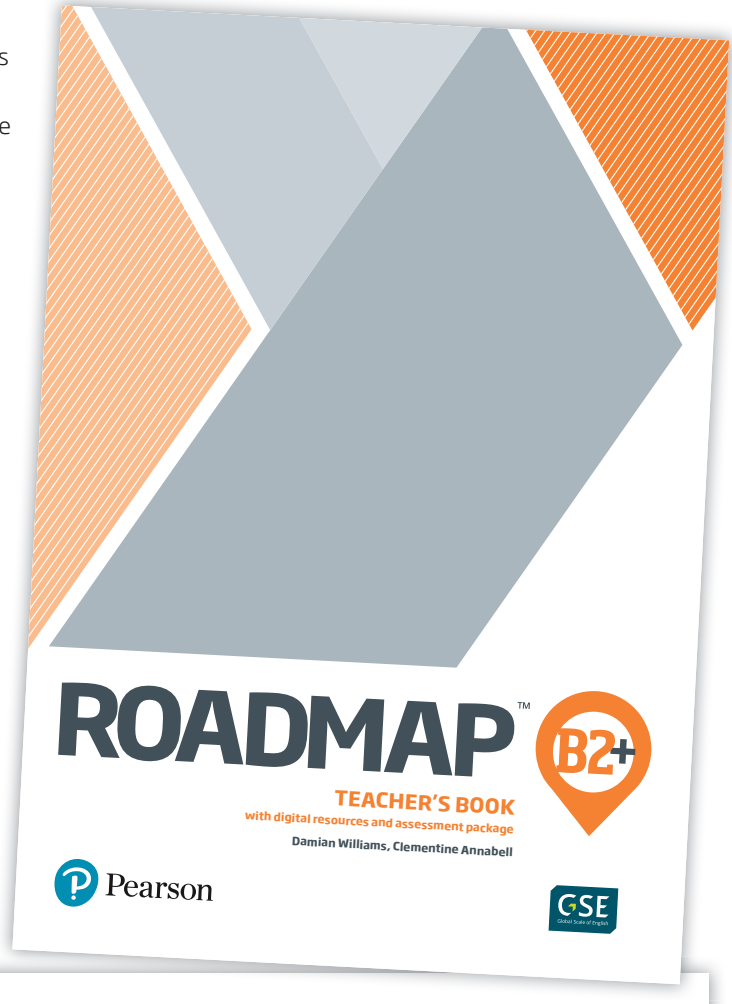


SUPPORT COMPONENTS

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.

1 OVERVIEW

1A Give it a go
Goal | persuade people to try different activities
Grammar | cleft sentences
Vocabulary | free-time activities
GSE learning objective
Can use persuasive language to suggest that parties in disagreement shift towards a new position

1B Kind acts
Goal | narrate a short story in detail
Grammar | narrative tenses
Vocabulary | helping people
GSE learning objective
Can narrate a story in detail, giving relevant information about feelings and reactions

1C How annoying!
Goal | talk about annoying incidents
Language focus | exaggeration
Vocabulary | at work
GSE learning objective
Can use hyperbole to emphasise a point (e.g. *It's going to take me years to do this.*)

1D English in action
Goal | negotiate solutions to disputes
Vocabulary | fights and disputes
GSE learning objective
Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident)

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK
1B Help and encouragement
1C Word building: negatives

DEVELOP YOUR SKILLS
1A Develop your writing
Goal | write a report
Focus | changing the register of spoken information
GSE learning objective
Can write essays and reports synthesising information from a number of sources

1B Develop your listening
Goal | understand informal discussions
Focus | identifying rhetorical questions
GSE learning objective
Can differentiate between rhetorical and genuine questions in informal discussion

1C Develop your reading
Goal | understand newspaper and magazine articles
Focus | recognising similarities and differences between opinions
GSE learning objective
Can understand differences and similarities between points of view in extended texts

1A Give it a go

Introduction
The goal of this lesson is for students to persuade people to try different activities. To help them achieve this, they will learn or revise cleft sentences and vocabulary related to free-time activities.

Warm up
Before class, prepare three sentences about what you like doing in your free time: two true sentences and one false. Write them on the board and encourage Ss to ask you questions to help them decide which is false (e.g. *How often do you do X? Who do you do it with?* etc.) Once they've guessed which sentence is false, ask Ss to prepare three sentences of their own in the same way, without showing them to anyone. Monitor and help if necessary, writing new vocabulary on the board. Put Ss in pairs or small groups to show each other their sentences and ask questions to help decide which is false. When they have finished, ask a few Ss to share anything interesting they found out with the class.

Vocabulary

Free-time activities

1a Give pairs a few minutes to read the items 1–8 and check understanding of the words in bold. Encourage Ss to use dictionaries or mobile devices to check vocabulary they're unsure of, monitoring and helping if necessary. Then focus attention on the photos and elicit which of the activities are shown.

Answers: A outdoor pursuit B martial art C crossword D creative pastime E performing

b Ask pairs to discuss the points in the list. When they have finished, ask a few pairs to share their ideas with the class.

2a Elicit the first answer as an example, then ask Ss to complete the sentences alone. With ***weaker classes***, you could go through the meanings of the phrases in the box first. Ask Ss to check answers in pairs, then check answers with the class.

Answers: 1 take to it 2 grow on me 3 the hype 4 very encouraging 5 hopeless at 6 nothing beats 7 fancied taking up 8 let off steam 9 switch off

Optional extra activity
Ask Ss to choose three phrases from the box in Ex 2a, then think of one thing which is true for them that relates to each phrase, e.g. *I'm hopeless at it – tennis; nothing beats this – a bath after a long day.* When they are ready, put Ss in pairs to say the things they thought of for their partner to guess which phrase each one relates to. Pairs then ask questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

b Remind Ss of the activities in Ex 1a, then put them in pairs to discuss the question. When they have finished, elicit ideas from a few pairs and find out if others agree.

Suggested answers:
1 yoga 2 online gaming 3 a blockbuster 4 a keep-fit activity 5 dress making, doing puzzles 6 singing in a choir/performing 7 martial arts/judo/karate 8 martial arts, yoga 9 hiking/other outdoor pursuit

3 Give Ss a few minutes to read the questions and think about their answers. When they are ready, put Ss in pairs to discuss the questions. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

Teaching tip
Before a speaking activity, it's a good idea to give Ss some individual preparation time. This could be silent thinking time or you could ask them to make notes. This will ensure they have something to say and feel more confident and prepared when they come to speak. For group or whole-class speaking activities, Ss can prepare and share ideas in pairs beforehand.

Further practice
Photocopiable activities: 1A Vocabulary, p155
App: 1A Vocabulary practice 1 and 2

Listening

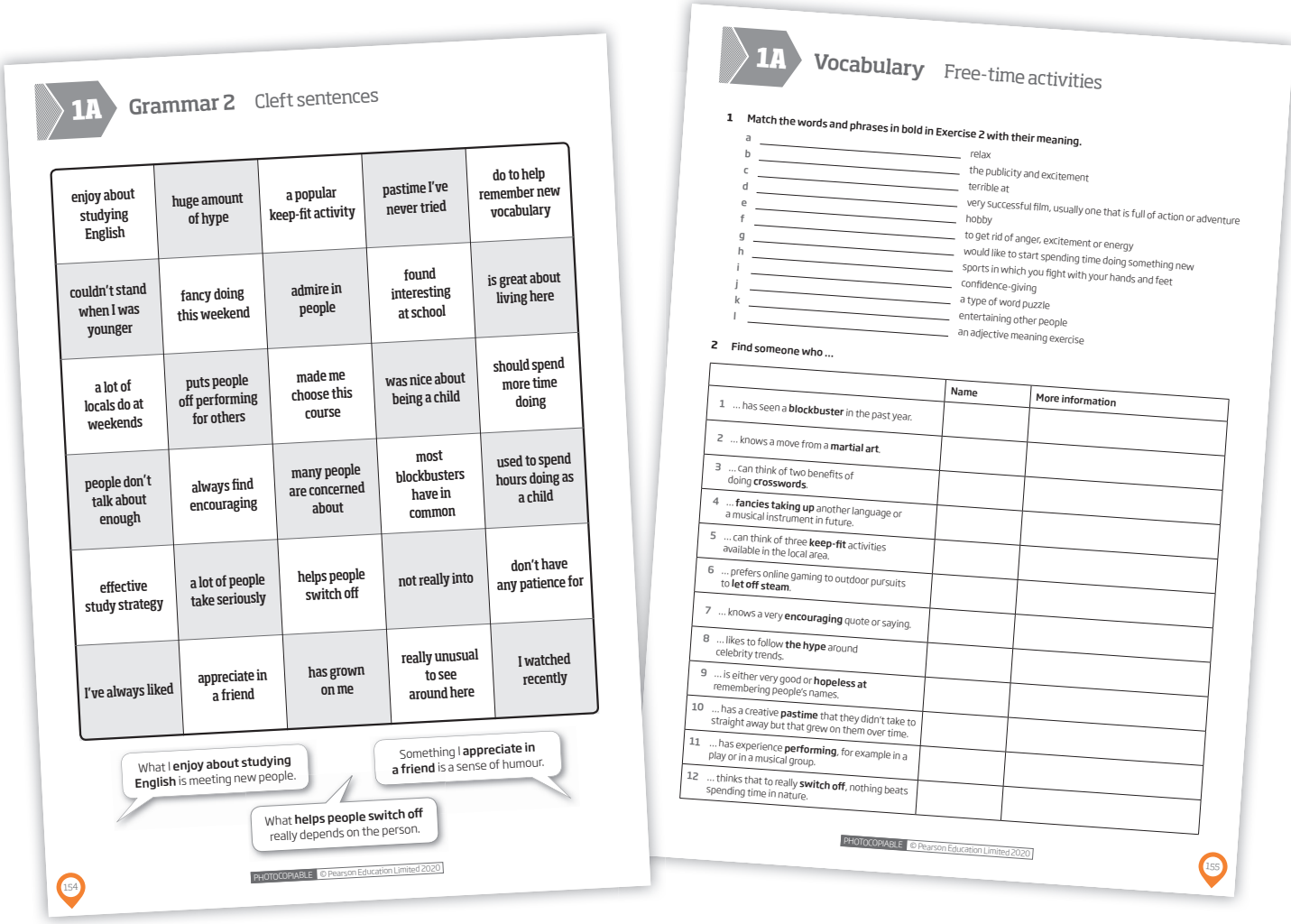
4 1.1 Explain that Ss are going to listen to four conversations in which people talk about free-time activities. Read through sentences 1 and 2 with the class so Ss know what to listen for. Play the recording for Ss to listen and make notes, then compare ideas in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
Conversation 1
1 TV, films, reading and martial arts, mostly karate, also judo
2 One speaker has started doing karate and really enjoys it. It helps him to keep fit, he learns a bit of self-defence and he likes the shouting. It's a good way to get rid of stress and frustrations from work. The other speaker tried judo once but didn't take to it.
Conversation 2
1 watching a TV series called *House of Gorgon*
2 One speaker loves it and thinks it's relevant to the current political situation. The other watched a couple of episodes and didn't like it. She's not into fantasy stuff.
Conversation 3
1 going camping
2 One speaker loves it – the fresh air, being close to nature. The other doesn't understand why anyone would choose to suffer the discomfort!
Conversation 4
1 a dance class – tango
2 One is enjoying it, even though they're hopeless at it. The other thinks they'd feel uncomfortable and is a terrible dancer, but is tempted!

Audioscript 1.1
Conversation 1
A: So what do you do when you're not working?
B: Not that much, to be honest. The usual – TV, films, I read a bit, though not as much as I should, I guess. Oh, and I recently started going to a karate class a couple of times a week.
A: Really? Is that just to keep fit or so you can defend yourself or what?
B: Oh, it's definitely more to keep fit than for self-defence, but what's good about it is it's more than just keep fit, you know.
A: Sure.
B: And I have to say, I really, really love the shouting!
A: Yeah? You don't seem a very shouty kind of person!
B: I'm not. But what I've found is it's just a great way to get rid of all those frustrations from work.
A: Yeah, I can see how that would work.
B: You've never fancied doing something like that yourself?
A: I did actually go to a judo class for a bit when I was at uni, but I didn't take to it.
B: No?
A: No. I think what put me off was the pain! Every time I went, I seemed to hurt myself.
Conversation 2
C: Do you like *House of Gorgon*?
D: I watched the first couple of episodes in the first series, but it wasn't really my kind of thing.
C: Yeah, I know what you mean. It does take a few episodes to get going, but it really grows on you. I've been watching it non-stop the last few weeks. I watched six episodes on Saturday!
D: Yeah? It's just all that fantasy stuff doesn't really appeal to me.
C: Oh, fair enough, but what's great about it is the way they make it relevant to now.
D: Really?
C: Yeah. It's essentially about the current political situation – just with wizards! You should give it another go. I know there's a lot of hype around it, but it's just very entertaining.
D: Sorry, but it's really not for me.
C: Oh well. Your loss!
Conversation 3
E: What are you doing at the weekend?
F: We're going camping.
E: OK. Do you do that a lot?
F: Yeah. Whenever I can.
E: Really?
F: Yeah. Why? Are you not a fan?
E: No. I like hiking, but what I don't understand is how anyone gets enjoyment from sleeping uncomfortably in a field.
F: It's just being close to nature that I love. Honestly, nothing beats waking up and stepping out of your tent into that fresh morning air, with the mountains right there.
E: Can't you get that from a hotel balcony?
F: No! It's not the same! You don't have that smell of the damp grass.
E: Exactly – damp, cold, miserable.
F: No! It's nice. And the other thing I love is how friendly people are. Campers are just very nice people!
E: If you say so, but I'm not convinced.
Conversation 4
G: Are you up to anything later? Do you fancy going out?
H: Yeah, no. I can't tonight. I've got my tango class.
G: I didn't know you did that. Are you any good?
H: No. I'm hopeless, but I enjoy it. Why don't you come?
G: Oh gosh! No!
H: Why not?
G: I'd feel uncomfortable. I'm OK if I'm dancing on my own – but actually coordinating with anyone else ...
H: Oh, don't worry! What's great about this class is the fact that no one takes it too seriously.
G: I don't know.
H: Honestly, I've got two left feet, but no one's bothered.
G: Really?
H: Yeah. It's a lot of fun and the teacher's really encouraging. Come on. You'll enjoy it.
G: Well, maybe then. What time does it start?

5 Focus attention on the first sentence and ask: *Which conversation is this from?* Elicit Ss' ideas but don't give any answers yet. Give Ss a minute to read the sentences, then play the recording again for Ss to match the sentences to the conversations, then check in pairs. With ***weaker classes***, play the recording again if necessary, then check answers with the class.

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



1A Grammar 2 Cleft sentences

enjoy about studying English	huge amount of hype	a popular keep-fit activity	pastime I've never tried	do to help remember new vocabulary
couldn't stand when I was younger	fancy doing this weekend	admire in people	found interesting at school	is great about living here
a lot of locals do at weekends	puts people off performing for others	made me choose this course	was nice about being a child	should spend more time doing
people don't talk about enough	always find encouraging	many people are concerned about	most blockbusters have in common	used to spend hours doing as a child
effective study strategy	a lot of people take seriously	helps people switch off	not really into	don't have any patience for
I've always liked	appreciate in a friend	has grown on me	really unusual to see around here	I watched recently

What I **enjoy about studying English** is meeting new people.

Something I **appreciate in a friend** is a sense of humour.

What **helps people switch off** really depends on the person.

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1A Vocabulary Free-time activities

1 Match the words and phrases in bold in Exercise 2 with their meaning.

a _____ relax
b _____ the publicity and excitement
c _____ terrible at
d _____ very successful film, usually one that is full of action or adventure
e _____ hobby
f _____ to get rid of anger, excitement or energy
g _____ would like to start spending time doing something new
h _____ sports in which you fight with your hands and feet
i _____ confidence-giving
j _____ a type of word puzzle
k _____ entertaining other people
l _____ an adjective meaning exercise

2 Find someone who ...

	Name	More information
1 ... has seen a **blockbuster** in the past year.		
2 ... knows a move from a **martial art**.		
3 ... can think of two benefits of doing **crosswords**.		
4 ... **fancies taking up** another language or a musical instrument in future.		
5 ... can think of three **keep-fit** activities available in the local area.		
6 ... prefers online gaming to outdoor pursuits to **let off steam**.		
7 ... knows a very **encouraging** quote or saying.		
8 ... likes to follow **the hype** around celebrity trends.		
9 ... is either very good or **hopeless at** remembering people's names.		
10 ... has a creative **pastime** that they didn't take to straight away but that grew on them over time.		
11 ... has experience **performing**, for example in a play or in a musical group.		
12 ... thinks that to really **switch off**, nothing beats spending time in nature.		

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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 *Language 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/Language focus

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 together with a larger vocabulary bank in order to navigate more complex situations and communicate more sophisticated ideas and opinions. Grammar and enrichment of vocabulary are a core feature of learning a language and *Roadmap* recognises this by giving them a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts and 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 with fuller explanations in the *Language bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity designed to offer students the opportunity to say something about themselves or the topic.
- The *Language focus* carries more of a lexico-grammar approach. This is designed to introduce a vocabulary system, rather than include a long, exhaustive list of vocabulary.
- The *Language bank* in the Students' Book, the Workbook and mobile app have additional grammar/language focus practice exercises. There are also further photocopiable 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 better 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 regularly 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 Give it a go
Goal | persuade people to try different activities
Grammar | cleft sentences
Vocabulary | free-time activities
GSE learning objective
Can use persuasive language to suggest that parties in disagreement shift towards a new position

1B Kind acts
Goal | narrate a short story in detail
Grammar | narrative tenses
Vocabulary | helping people
GSE learning objective
Can narrate a story in detail, giving relevant information about feelings and reactions

1C How annoying!
Goal | talk about annoying incidents
Language focus | exaggeration
Vocabulary | at work
GSE learning objective
Can use hyperbole to emphasise a point (e.g. *It's going to take me years to do this.*)

1D English in action
Goal | negotiate solutions to disputes
Vocabulary | fights and disputes
GSE learning objective
Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident)

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

1B Help and encouragement

1C Word building: negatives

DEVELOP YOUR SKILLS

1A Develop your writing
Goal | write a report
Focus | changing the register of spoken information
GSE learning objective
Can write essays and reports synthesising information from a number of sources

1B Develop your listening
Goal | understand informal discussions
Focus | identifying rhetorical questions
GSE learning objective
Can differentiate between rhetorical and genuine questions in informal discussion

1C Develop your reading
Goal | understand newspaper and magazine articles
Focus | recognising similarities and differences between opinions
GSE learning objective
Can understand differences and similarities between points of view in extended texts

1A Give it a go

Introduction

The goal of this lesson is for students to persuade people to try different activities. To help them achieve this, they will learn or revise cleft sentences and vocabulary related to free-time activities.

Warm up

Before class, prepare three sentences about what you like doing in your free time: two true sentences and one false. Write them on the board and encourage Ss to ask you questions to help them decide which is false (e.g. *How often do you do X? Who do you do it with?* etc.) Once they've guessed which sentence is false, ask Ss to prepare three sentences of their own in the same way, without showing them to anyone. Monitor and help if necessary, writing new vocabulary on the board. Put Ss in pairs or small groups to show each other their sentences and ask questions to help decide which is false. When they have finished, ask a few Ss to share anything interesting they found out with the class.

Vocabulary

Free-time activities

1a Give pairs a few minutes to read the items 1–8 and check understanding of the words in bold. Encourage Ss to use dictionaries or mobile devices to check vocabulary they're unsure of, monitoring and helping if necessary. Then focus attention on the photos and elicit which of the activities are shown.

Answers: A outdoor pursuit B martial art C crossword D creative pastime E performing

b Ask pairs to discuss the points in the list. When they have finished, ask a few pairs to share their ideas with the class.

2a Elicit the first answer as an example, then ask Ss to complete the sentences alone. With ***weaker classes***, you could go through the meanings of the phrases in the box first. Ask Ss to check answers in pairs, then check answers with the class.

Answers: 1 take to it 2 grow on me 3 the hype 4 very encouraging 5 hopeless at 6 nothing beats 7 fancied taking up 8 let off steam 9 switch off

Optional extra activity

Ask Ss to choose three phrases from the box in Ex 2a, then think of one thing which is true for them that relates to each phrase, e.g. *I'm hopeless at it – tennis; nothing beats this – a bath after a long day*. When they are ready, put Ss in pairs to say the things they thought of for their partner to guess which phrase each one relates to. Pairs then ask questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

b Remind Ss of the activities in Ex 1a, then put them in pairs to discuss the question. When they have finished, elicit ideas from a few pairs and find out if others agree.

Suggested answers:
1 yoga 2 online gaming 3 a blockbuster 4 a keep-fit activity 5 dress making, doing puzzles 6 singing in a choir/performing 7 martial arts/judo/karate 8 martial arts, yoga 9 hiking/other outdoor pursuit

3 Give Ss a few minutes to read the questions and think about their answers. When they are ready, put Ss in pairs to discuss the questions. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

Teaching tip

Before a speaking activity, it's a good idea to give Ss some individual preparation time. This could be silent thinking time or you could ask them to make notes. This will ensure they have something to say and feel more confident and prepared when they come to speak. For group or whole-class speaking activities, Ss can prepare and share ideas in pairs beforehand.

Further practice

Photocopiable activities: 1A Vocabulary, p155
App: 1A Vocabulary practice 1 and 2

Listening

4 1.1 Explain that Ss are going to listen to four conversations in which people talk about free-time activities. Read through sentences 1 and 2 with the class so Ss know what to listen for. Play the recording for Ss to listen and make notes, then compare ideas in pairs. Play the recording again if necessary, then check answers with the class.

Answers:

Conversation 1

1 TV, films, reading and martial arts, mostly karate, also judo
2 One speaker has started doing karate and really enjoys it. It helps him to keep fit, he learns a bit of self-defence and he likes the shouting. It's a good way to get rid of stress and frustrations from work. The other speaker tried judo once but didn't take to it.

Conversation 2

1 watching a TV series called *House of Gorgon*
2 One speaker loves it and thinks it's relevant to the current political situation. The other watched a couple of episodes and didn't like it. She's not into fantasy stuff.

Conversation 3

1 going camping
2 One speaker loves it – the fresh air, being close to nature. The other doesn't understand why anyone would choose to suffer the discomfort!

Conversation 4

1 a dance class – tango
2 One is enjoying it, even though they're hopeless at it. The other thinks they'd feel uncomfortable and is a terrible dancer, but is tempted!

Audioscript 1.1

Conversation 1

A: So what do you do when you're not working?
B: Not that much, to be honest. The usual – TV, films, I read a bit, though not as much as I should, I guess. Oh, and I recently started going to a karate class a couple of times a week.
A: Really? Is that just to keep fit or so you can defend yourself or what?
B: Oh, it's definitely more to keep fit than for self-defence, but what's good about it is it's more than just keep fit, you know.
A: Sure.
B: And I have to say, I really, really love the shouting!
A: Yeah? You don't seem a very shouty kind of person!
B: I'm not. But what I've found is it's just a great way to get rid of all those frustrations from work.
A: Yeah, I can see how that would work.
B: You've never fancied doing something like that yourself?
A: I did actually go to a judo class for a bit when I was at uni, but I didn't take to it.
B: No?
A: No. I think what put me off was the pain! Every time I went, I seemed to hurt myself.

Conversation 2

C: Do you like *House of Gorgon*?
D: I watched the first couple of episodes in the first series, but it wasn't really my kind of thing.
C: Yeah, I know what you mean. It does take a few episodes to get going, but it really grows on you. I've been watching it non-stop the last few weeks. I watched six episodes on Saturday!
D: Yeah? It's just all that fantasy stuff doesn't really appeal to me.
C: Oh, fair enough, but what's great about it is the way they make it relevant to now.
D: Really?
C: Yeah. It's essentially about the current political situation – just with wizards! You should give it another go. I know there's a lot of hype around it, but it's just very entertaining.
D: Sorry, but it's really not for me.
C: Oh well. Your loss!

Conversation 3

E: What are you doing at the weekend?
F: We're going camping.
E: OK. Do you do that a lot?
F: Yeah. Whenever I can.
E: Really?
F: Yeah. Why? Are you not a fan?
E: No. I like hiking, but what I don't understand is how anyone gets enjoyment from sleeping uncomfortably in a field.
F: It's just being close to nature that I love. Honestly, nothing beats waking up and stepping out of your tent into that fresh morning air, with the mountains right there.
E: Can't you get that from a hotel balcony?
F: No! It's not the same! You don't have that smell of the damp grass.
E: Exactly – damp, cold, miserable.
F: No! It's nice. And the other thing I love is how friendly people are. Campers are just very nice people!
E: If you say so, but I'm not convinced.

Conversation 4

G: Are you up to anything later? Do you fancy going out?
H: Yeah, no. I can't tonight. I've got my tango class.
G: I didn't know you did that. Are you any good?
H: No. I'm hopeless, but I enjoy it. Why don't you come?
G: Oh gosh! No!
H: Why not?
G: I'd feel uncomfortable. I'm OK if I'm dancing on my own – but actually coordinating with anyone else …
H: Oh, don't worry! What's great about this class is the fact that no one takes it too seriously.
G: I don't know.
H: Honestly, I've got two left feet, but no one's bothered.
G: Really?
H: Yeah. It's a lot of fun and the teacher's really encouraging. Come on. You'll enjoy it.
G: Well, maybe then. What time does it start?

5 Focus attention on the first sentence and ask: *Which conversation is this from?* Elicit Ss' ideas but don't give any answers yet. Give Ss a minute to read the sentences, then play the recording again for Ss to match the sentences to the conversations, then check in pairs. With ***weaker classes***, play the recording again if necessary, then check answers with the class.

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

Teaching tip

It can be tempting to play recordings in class several times so Ss get all the answers but this doesn't reflect real-life listening. In class, it's a good idea to train Ss for real-life listening by using techniques to ensure they get as much information as they can from minimal repetitions.

1 Make sure Ss know exactly what they're listening for by giving them an opportunity to read the task carefully before they listen and predict the answers (if possible).
2 Give Ss an opportunity to compare answers in pairs before asking if they need to listen again. They might be able to combine their ideas and come up with a full set of answers.

6 Read the questions with the class, then give Ss a few minutes to think of examples and how they'll answer the questions. They could make notes if they want to. When they are ready, put Ss in pairs or small groups to share their experiences. In feedback, ask a few pairs or groups to share one of their experiences with the class.

Grammar

Cleft sentences

7a 1.2 Go through the pairs of sentences and elicit ideas about the missing words, but don't give any answers yet. Play the recording for Ss to complete the sentences. Ask Ss to check in pairs, then check answers with the class.

Answers: 1 What; is 2 What; was 3 What's great about it is 4 The other thing; is 5 What's great about; is the fact that

b Ss discuss the question in pairs. Before checking answers, write this pair of sentences on the board:

1 *I really like doing gardening.*
2 *What I really like doing is gardening.*

Read the sentences out and try to sound more emphatic when reading the second sentence. Ask: *Which sentence sounds stronger?* (2). Then elicit the answer to the question in Ex 7b.

Answer: It draws attention to something the speaker feels strongly about.

c Ss complete the examples in the grammar box alone, then check in pairs. Check answers with the class.

Answers: 1 What 2 is 3 thing 4 What 5 was 6 fact

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Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the verbs we commonly use in cleft sentences to show how we feel. 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 What 2 thing 3 that/which 4 fact 5 how 6 was 7 other 8 about
2 1 like; way 2 find; variety 3 understand; why 4 amazes; amount 5 fancy; going 6 love; fact

8a 1.3 Play the recording for Ss to listen and notice the emphasis and the weak sounds.

b Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself and break them down into smaller parts.

9 Read the example with the class and elicit how the form and word order of the sentence changes. Ss rewrite the sentences alone then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:

1 The thing (that) I like most about going to the choir is meeting new people.
2 What/The thing (that) I don't understand is how anyone can make a cake without eggs.
3 What/The thing (that) I found difficult (about the class) was the fact that everyone was much better than me.
4 What/The thing (that) I love about hiking is being out in the countryside all day.
5 What/The thing (that) I found frustrating was the fact that I wasn't really progressing.
6 What/The thing that puts me off learning how to fly is the cost.

Grammar checkpoint

In cleft sentences which begin with *The thing*, sometimes we need to include *that* but sometimes we can omit it. We can use or omit *that* when *The thing* refers to the object of the sentence, e.g. *The thing (that) I hate the most about being a nurse is the shift work*. However, we cannot omit *that* when *The thing* refers to the subject of the sentence, e.g. *The thing that makes it all worthwhile is the job satisfaction*.

10a Demonstrate the activity first by telling the class some of your own answers. Give Ss plenty of time to write their sentences alone. Monitor and help if necessary, writing any new vocabulary on the board.

b Put Ss in pairs to share their sentences, encouraging them to ask follow-up questions and give more information. When they have finished, ask a few Ss to share anything interesting they found out about their partner.

Optional alternative activity

In Ex 10b, instead of reading out their whole sentences, ask Ss to take turns reading out just the part they wrote. Their partner listens and guesses which sentence starter it follows. They then ask and answer follow-up questions to find out more information.

Further practice

Photocopiable activities: 1A Grammar 1, p153; 1A Grammar 2, p154
App: 1A Grammar practice 1 and 2

Speaking

Prepare

11 Refer Ss to the activities in Ex 1a and tell them to choose two, imagining they do them regularly. Alternatively, they could choose something else they do regularly in their free time. Ask Ss to work alone to list positive things about the activity that they might use to persuade someone else to do it, then put them in pairs to compare their ideas and add any more that they want to. Monitor and help with ideas if necessary, writing any new vocabulary on the board.

Speak

12 Put Ss in new A/B pairs and ask them to read the relevant instructions. Go through the Useful phrases with the class, eliciting possible endings for the prompts to check understanding. When they are ready, pairs practise persuading. Monitor and make notes on any common errors and examples of good language use for later feedback. When Ss finish, ask them to swap roles and repeat. In feedback, ask Ss if they managed to persuade their partners and give Ss feedback on their use of language as a class.

Reflection on learning

Write the following questions on the board:

What were the three most useful phrases you learnt in this lesson?
In what situations might you use these in the future?
What can you do to practise persuading someone in English 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

Language bank: 1A Ex 1–2, p137
Workbook: Ex 1–5, p4
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1B
Extended route: go to p116 for Develop your writing

1B Kind acts

Introduction

The goal of this lesson is for students to narrate a short story in detail. To help them achieve this, they will learn or revise narrative tenses and vocabulary related to helping people.

Warm up

Tell the class about the kindest person you know: why they're kind, what things they do, something kind they've done recently. When you finish, ask Ss to think of the kindest person they know and some examples of what they do. When they're ready, put Ss in small groups to share their stories.

Vocabulary

Helping people

1 Focus attention on the photos and elicit what Ss can see. Read through the questions with the class, then put Ss in small groups to discuss them. When they have finished, nominate a student from each group to share their ideas with the class.

2 Focus attention on the words in the box and explain that each pair completes one sentence. With ***weaker classes***, you could go through the meanings of some of the items in the box first. Ss complete the sentences alone, then check in pairs. Check answers with the class and be prepared to explain any new words. You could check understanding of some of the words by asking questions, e.g. *Does a mentor give or receive support?* (give).

Answers: **1** mentor; expertise **2** comfort; mourning **3** rough; grab **4** babysit; let down **5** welcoming; rave **6** stranded; pulled over **7** down; the bill **8** desperate; an apprenticeship

Teaching tip

When checking understanding of a word, phrase or grammar point, it's not very useful to ask *Do you understand?* or *Is that clear?* because Ss might not want to hold up the lesson or show they don't understand or they might think they do understand, when in fact they've understood incorrectly. Instead, ask focused questions to check understanding.

Checking questions must use simple language and be easy for Ss to answer. Ideally these should be yes/no or closed questions, e.g. (stranded) *If you're stranded, can you go where you want?* (past perfect) *'The man was on the news. He'd passed out.' Which action happened first?* You can also ask for examples of something, e.g. (let down) *How might a friend let you down?* In monolingual classes, you could ask for a translation, e.g. *What's 'embarazada' in English?* (pregnant).

It's a good idea to identify any potentially difficult words or aspects of grammar and plan focused checking questions in advance so that you can use them more confidently in class.

Vocabulary checkpoint

Collocations, or 'word partnerships', are words which commonly appear together. These are very useful for Ss to learn as they are more easily and quickly retrievable than learning the individual words and then having to put them together every time they speak. For this reason, encourage Ss to learn and record collocations as single lexical units. Some collocations are quite fixed, e.g. *sleep rough* and *rave review*, while others are more variable in what they can collocate with, e.g. *act as a mentor/guide/coach, share expertise/insight/knowledge.*

3 Read the first pair of sentences in Ex 2 with the class and elicit Ss' ideas. Ss discuss the relationships for the rest of the sentences in pairs. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, elicit ideas and find out if everyone agrees.

Suggested answers:
1 work colleagues **2** friends **3** strangers **4** neighbours **5** hotel owners and visitors **6** strangers **7** friends **8** employer and job interview candidate

VOCABULARY BANK 1B p156

Help and encouragement

These optional exercises build on the lexical set in the vocabulary section.

1 Give Ss a few minutes to read the text and then ask the class what support the writer received to get their degree. Ss match the words and phrases in bold with their meanings alone, then check in pairs. Check answers with the class.

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

2a Ss complete the questions alone, then check in pairs. Check answers with the class.

Answers:
1 schemes 2 support 3 wing 4 make 5 given 6 at

b Put Ss in pairs and give them a few minutes to choose four questions and then prepare their answers individually. When they are ready, they discuss the questions with their partner. Alternatively, Ss work alone and write their answers. ***Fast finishers*** can discuss all questions.

Further practice

Photocopiable activities: 1B Vocabulary, p158
App: 1B Vocabulary practice 1 and 2

Reading

4 Write *bystander* on the board and elicit the meaning (someone who stands by and watches something happening without becoming involved). Focus attention on the title and elicit what the 'bystander effect' might be and how it might be connected to helping people. Don't give any answers yet.

5 Ss read the article again more carefully and decide if the sentences are true or false alone, then check in pairs. Check answers with the class, eliciting why each answer is true or false.

Answers:
1 F (They may not realise it's an emergency.)
2 F (If others show little reaction it confirms to us there's no need to help.)
3 T (The more people there are watching, the more likely we are to think someone else will help.)
4 T (We may be scared that our help will lead to greater problems.)
5 T (The worst thing that happens is that there really is no problem.)

6 Ss discuss the questions in pairs. When they have finished, elicit answers and have a brief class discussion.

Grammar

Narrative tenses

7a Focus attention on the four sentences and explain that each one contains a mistake with the tense. Make sure Ss cover the grammar box, then ask them to read the sentences and correct each one. Don't give any answers yet.

b Put Ss in pairs to compare ideas, then ask them to read the grammar box carefully and check their answers. Check answers with the class, eliciting why each sentence is wrong, feeding in information from the answer key if necessary.

Answers:
1 I found a man (It is a single completed action happening in chronological order.)
2 were standing around (The past continuous is used for actions that were in progress around the time another action happened.)
3 he'd been lying (The past perfect continuous emphasises the period of time before the author arrived.)
4 He'd passed out because of (It happened before the author saw the news. The past simple suggests either it happened during the news or that passing out was a general habit this man had.)

Optional extra activity

After Ex 7a, you may want to elicit Ss' answers in order to gauge their current level of knowledge, before they read the grammar box. This will give you useful diagnostic information about what to focus on more in the grammar box.

LANGUAGE BANK 1B pp.136–137

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of present tenses when narrating. 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 standing 2 had been shopping (OR was shopping)
3 were walking 4 glanced 5 had seen 6 stared
7 hurried 8 began 9 was screaming 10 woke up
2 1a ✓ b who told me he hadn't eaten for days.
c so I gave him some money.
2a as he had broken his leg. b ✓ c and (he) was panting.
3a ✓
b because we hadn't finished any of the work we'd promised.
c ✓
4a because it had been snowing for days. b ✓ c ✓

8a 1.4 Write the following sentences on the board:
1 I'd sat down before her.
2 I sat down before her.
Say both sentences quickly and naturally, then ask Ss how easy it is to differentiate between the two. Read the instructions for Ex 8a with the class, then play the recording for Ss to listen and pay attention to the contracted *'d*. Ask if it's easier or more difficult to hear before a vowel sound (most likely easier).

b Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself, too.

9 Ss complete the story alone, using the grammar box to help them, then check in pairs. Check answers with the class. You could invite different Ss to write them on the board.

Answers:
1 was working 2 came 3 complimented 4 asked
5 'd bought 6 'd been looking for 7 had (never) seen
8 told 9 left 10 came 11 was waiting 12 'd bought

10 Read the examples with the class, then give Ss plenty of time to complete the rest of the sentences in pairs. Monitor and help with ideas and vocabulary if necessary, checking Ss are forming the different narrative tenses correctly. When they have finished, put pairs together into groups to share ideas. In feedback, ask if any pairs thought of the same ideas.

Further practice

Photocopiable activities: 1B Grammar 1, p156; 1B Grammar 2, p157
App: 1B Grammar practice 1 and 2

Speaking

Prepare

11 1.5 The purpose of the recording is to provide a model for the final speaking task. Read the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions. Ask Ss to compare answers in pairs, then check answers with the class.

Answers:
1 at an airport/passport control (in Damascus)
2 He needed to buy a visa but couldn't find a way to pay (he'd been told previously he didn't need one).
3 He paid for the visa because he felt it was his duty to help the guest feel comfortable in his home country.

Audioscript 1.5

A: Did I tell you about the time I went to Damascus?
B: No! When was that?
A: I think it was 2005.
B: A while ago then. What happened?
A: So my plane didn't get in till after midnight as we'd been delayed before take-off. I'd been travelling for over twelve hours and then I arrived at passport control and there was this massive queue.
B: You must've been pretty fed up.
A: Absolutely. So I finally got to the front of the queue and the border guard took one look at my passport and said 'Where's your visa?' And I said I'd been told I didn't need one. And he said that was wrong and I had to buy one now.
B: Oh no. So how much was it?
A: Thirty pounds, so not that much, but I didn't have any cash on me, and they didn't accept cards.
B: Wasn't there a cash machine?
A: Yes, but only after the passport control! And they wouldn't let me go, so I was stranded! What's more, my phone had died, my flight home wasn't for another ten days and I couldn't speak the language. It was desperate.
B: I think I would've just started screaming in that situation!
A: Well, I was quite close, but then suddenly this man appeared and said he'd overheard my conversation and offered to pay for my visa. When I said I'd pay him back, he said in this perfect English: 'You are a guest in my country and I have a duty to make you feel comfortable here!' Honestly, I was lost for words. It was just very generous.
B: Wow. That's a great story.

12 Explain that Ss are now going to tell a similar story. Focus on the ideas in the box and ask Ss to choose one, then make notes about what to say. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

13 Focus attention on the Useful phrases, then put Ss in small groups to share their stories and respond to them. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask each group to nominate their favourite story to share with the class.

Reflection on learning

Reflection on learning

Write the following questions on the board:
Which narrative tenses do you find most difficult? Why?
What things can you do to improve them 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

Language bank: 1B Ex 1–2, p137
Workbook: Ex 1–5, p5
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1C
Extended route: go to p86 for Develop your listening

1c How annoying!

Introduction

The goal of this lesson is for students to talk about annoying incidents. To help them achieve this, they will learn or revise language for exaggeration and vocabulary related to work.

Warm up

Write the following words on the board: *angry, annoyed, furious, irritated, mad, outraged.* Ask Ss to put them in order, from least to most angry (suggested answer: *irritated, annoyed, angry, mad, furious, outraged*). When they have finished, ask Ss to choose three of the adjectives and think of a time they felt that way. Put Ss in pairs to share their ideas.

Reading and vocabulary

At work

1a Focus attention on the pictures and elicit what Ss can see. Discuss the questions as a class.

Suggested answers:
A people getting on a train before giving people on it a chance to get off
B someone talking loudly on a phone in a library, disturbing others
C a driver stuck in traffic (maybe the person's in a hurry or just bored)
D paper jammed in a photocopier

b Read through the list and check Ss understand each thing. Put Ss in groups to discuss each one and agree on a ranking. When they have finished, nominate a student from each group to share their ranking with the class and find out if others agree. There are no fixed answers.

2 Tell the class they're going to read about annoying things at work, including the items in Ex 1b. Ss read the article quickly and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 From most to least annoying: your computer crashing, poor wifi, people complaining about work, school or university, people eating food noisily, having to sit in long, unnecessary meetings, a colleague or fellow student making you look bad
2 your boss having a go at you for small mistakes, colleagues gossiping, the photocopier jamming

3 Ss discuss the questions in pairs. When they have finished, elicit answers and have a brief class discussion.

4 Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone. Ask Ss to compare answers in pairs, then check answers with the class.

Answers: 1 jam 2 go 3 finger; fault 4 pointless; irritations 5 distracting; on 6 up; fellow 7 undermine 8 gadgets; smash

5 Give Ss a few minutes to read the questions and think about their answers, then put them in pairs to discuss. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

Suggested answers:
1 a customer might have a go at a shop assistant if they can't get a refund or a discount; a teacher might have a go at a student because they're behaving badly
2 smartphones, laptops, air conditioning, coffee machine, printer, photocopier, water cooler, heaters; they could break down
3 failing an exam or not getting the job you applied for; one team member getting special treatment
4 people coming in and out of the room you're in, music, police sirens
5 windows, glasses, screens; accidentally or on purpose

VOCABULARY BANK 1C p156

Word building: negatives

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the affixes to the groups of words alone, then check in pairs. Check answers with the class.

Answers: 1 -less 2 dis- 3 un- 4 ir- 5 im- 6 in-

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 unequal 2 unrealistic 3 meaningless 4 hopeless 5 irrelevant 6 irrational 7 disrespectful 8 insecure 9 immoral 10 impatient

3 Ss write their sentences alone. Monitor and help if necessary, writing any new vocabulary on the board. ***Fast finishers*** can choose more than five words. When they have finished, put Ss in pairs to share their sentences and find out if they have anything in common.

Further practice

Photocopiable activities: 1C Vocabulary, p161
App: 1C Vocabulary practice 1 and 2

Listening

6 1.7 Tell Ss that they're going to listen to two conversations in which people talk about things that annoy them at work. Read the list of irritations with the class, then play the recording for them to choose the two that are talked about. Check answers with the class.

Answers:
Conversation 1: a
Conversation 2: d (b doesn't fit here because the boss doesn't have a go at the speakers – the boss has a go at Pat for messing up the catalogue)

Audioscript 1.7

Conversation 1
A: How was your day?
B: Oh, OK.
A: The course going OK?
B: Yeah. Basically, they're happy with the content, but they've been going on and on about how hot and stuffy the room is.
A: Well, that's hardly your fault.
B: No, of course not, but it is like an oven in that room. Seriously, we're all dying in there. It must be 35 degrees.
A: Don't you have air con? I thought it was a new building.
B: It is, but they didn't install air con because of the energy use …
A: Er, OK.
B: Yeah. I mean, I guess they are right. It's not very green.
A: Hmm, I suppose.
B: Anyway, instead, they have this supposedly super-efficient air filtering system …
A: Right.
B: Which just doesn't seem to work!
A: Fantastic! I bet they spent thousands on it, too.
B: Probably.

Conversation 2
A: Hiya. How's it going?
B: Don't ask!
A: Oh dear. What's up?
B: Oh, nothing major. I've just had one of those mornings. I'm getting over it.
A: Oh right. What happened?
B: Well, I actually left earlier this morning to prepare for a meeting, but I waited ages and ages for the bus to come and then it just took hours to get here.
A: Yeah. I don't know what was going on this morning!
B: … so I actually ended up being a bit late … so I was rushing around like mad to get everything done. And then, of course, I was copying the stuff and it kept jamming with paper …
A: Oh man! That copier! I wish they'd do something about that.
B: I know! So then I had to use a machine miles away, up on the sixth floor.
A: Oh dear. Poor you!
B: No wait, wait! This is the best bit. When I walked into the meeting, they were all already sitting there. And what do you think they had in front of them … ?
A: What?
B: Basically, all the stuff I'd spent the last half hour madly copying.
A: No!
B: Yeah! Pat had printed it all out, despite me telling him I was going to do it. And he was like 'Oh, I was just trying to help'. Honestly, that guy just has a way of undermining people.
A: I know.
B: Seriously, I could've killed him!
A: I bet.
B: Still, the boss did have a go at him later for messing up the catalogue.
A: Oh yeah. I heard about that!
B: Apparently, they're going to have to reprint the whole lot.
A: Oh dear. I'm surprised he didn't try to point the finger at someone else, though.
B: He did, kind of, but it was clearly him who was at fault, so …
A: Well, fair enough then. Anyway, you're feeling a bit better now?
B: Yeah – a lot calmer. I went out and took a few deep breaths in the coffee break.

7 Ss complete the sentences alone, then check in pairs. When they are ready, play the recording again for Ss to check their answers.

Answers: 1 on and on 2 like an oven; all dying 3 super-efficient 4 spent thousands on 5 ages and ages 6 like mad 7 could've killed him

Language focus

Exaggeration

8a Give Ss a few minutes to read the language focus box. Elicit which category the first sentence in Ex 7 goes in. Ask Ss to match the other sentences from Ex 7 with the categories alone, then check in pairs. Check answers with the class.

Answers: A 3, 4 B 1, 5 C 2, 6 D 2, 7

LANGUAGE BANK 1C pp.136–137

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

Answers:
1 1 e 2 d 3 c 4 f 5 a 6 b
2 1 dying 2 died 3 killing 4 murder 5 die 6 death

b Put Ss in pairs to discuss if they exaggerate in the same way in their language(s) and to think of examples. Have a brief class discussion and elicit a few examples.

9a 1.8 Play the recording for Ss to listen and pay attention to the stressed words, modelling them yourself if necessary.

b Play the recording again for Ss to listen and repeat.

Pronunciation checkpoint

When we exaggerate, as well as stressing the introductory adverb to add effect, we can also pause after the adverb, then stress numbers, repeated words and dramatic words, e.g. *Seriously, I've told him a thousand times; Honestly, we waited for hours and hours; Honestly, I almost died in there!* We also tend to use very animated intonation with a wide range of tones.

10a Read the examples with the class, then ask Ss to write one or more examples for the rest of the sentences. ***Fast finishers*** could write more examples. Monitor and check Ss are forming the sentences correctly.

b Put Ss in pairs to compare their examples and choose which they like best and say why. When they have finished, ask Ss to share their favourites with the class.

Suggested answers:
1 Honestly, he asks me something every ten seconds. He's constantly chewing or eating something. Seriously, he's like a cow or something.
2 I nearly died of boredom in there. It seemed to go on for ever and ever.
3 Honestly, it's like an oven there. Seriously, we're going to die in there if they don't do something about the air con.
4 We need one that doesn't jam every ten seconds. Seriously, this one is like something from the time of the dinosaurs. I'd kill for new one, I really would.
5 Honestly, I wanted to kill him. I'd spent hours and hours working on all of that.
6 He's working us into the ground. He makes us work like slaves.

Further practice

Photocopiable activities: 1C Language focus 1, p159; 1C Language focus 2, p160
App: 1C Language focus practice 1 and 2

Speaking

Prepare

11 Demonstrate by telling the class about two things you find annoying (e.g. drivers not indicating, people standing too close to you in queues). Give Ss plenty of time to make notes on things they find annoying and reasons why. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

12a Focus attention on the Useful phrases, then put Ss in small groups to share their irritations and give examples. Encourage Ss who are listening to find out more information and say if they find the same things annoying. Monitor and make notes on Ss' language use for later feedback.

b Ss decide who had the most interesting experience in their groups, then share this with the class. Find out if anyone in the class has shared the same irritation. Give Ss feedback on their use of language as a class.

Optional extra activity

After Ex 12b, groups could decide which irritating thing they'd most like to get rid of in the world. Tell the class that you're going to grant one wish by removing one irritating thing from the world forever. Each group presents their irritating thing to the class, giving reasons why our lives would be better without it. When they have finished, hold a class vote on which thing should be removed from the world.

Reflection on learning

Write the following questions on the board:
What was the most interesting thing in today's lesson?
In what other situations might you use the language you learnt today?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 1C Ex 1–2, p137
Workbook: Ex 1–6, p6
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 1D
Extended route: go to p96 for Develop your reading

1D English in action

Introduction

The goal of this lesson is for students to practise negotiating solutions to disputes. To help them achieve this, they will learn phrases for seeking compromise, expressing annoyance, apologising and dealing with anger and vocabulary related to fights and disputes.

Warm up

Distribute or project the following statements:

When negotiating, you should always ask for more than you expect to get.
When you're trying to resolve a dispute, it's important not to raise your voice.
Avoiding disputes is just storing up trouble for the future.
During a dispute, it's important to acknowledge how others are feeling.
Sometimes it's just impossible to reach a compromise. If one side wins, the other loses.

Put Ss in small groups to discuss how true they think each statement is. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

Vocabulary

Fights and disputes

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the question in pairs. When they have finished, elicit a few Ss' ideas and find out if the rest of the class agree.

2 Elicit other types of arguments or disputes, then focus attention on the box and see if any of their ideas are included there. Ss match the situations with the comments alone then check in pairs. Check answers with the class.

Answers: **1** a workplace dispute **2** a row between friends **3** mediating in a dispute **4** a dispute between neighbours **5** a domestic dispute **6** a pay dispute

3 Elicit the first answer as an example, then ask Ss to replace the words in italics in the other sentences with some of the words and phrases in bold in Ex 2. Clarify that Ss may need to change the form of some of the words. Ask Ss to compare ideas in pairs, then check answers with the class.

Answers: **1** compromises **2** escalated; came to blows **3** side with **4** kicked out **5** quarrel **6** an ongoing dispute

4 Ss select and discuss three of the questions in Ex 3 in pairs. Encourage pairs to ask follow-up questions and give more detail where possible. ***Stronger classes*** can discuss more than three questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

Listening 1

5 1.9 Tell Ss they are going to listen to three people trying to resolve a dispute. Read the questions with the class so they know what to listen for, then play the recording for Ss to write their answers. Ss compare answers in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1 at a boarding gate
2 they can't take the flight
3 it was overbooked and everyone turned up – they were last to check in
4 they get seats in first class

Audioscript 1.9

A: Sorry. Would you mind waiting one moment? I just need to check your booking.
B: Is there a problem of some kind?
A: If you'd just wait for me to check on the system. Right. Yes. Um, so, I'm afraid that this flight's actually overbooked and so you're not going to be able to board …
B: No. There must be some mistake. Look. We've got tickets. We've checked in online. We're on time.
A: Right. Um, yes, I know, but we are overbooked and so …
C: With all due respect, that's your problem. Not ours. We simply have to get this flight. We have an important meeting in Marseille tomorrow morning. Missing it's not an option.
A: I'm awfully sorry about all of this and obviously if it were up to me …
B: So can we talk to whoever's in charge here?
A: I'm afraid that's not possible. And I am going to have to ask you to go back through passport control and talk to our staff in the check-in section over there. They should be able to get you on the first flight out tomorrow.
B: Tomorrow? You've got to be kidding me!
C: Listen. I understand that this may not be down to you, but this is totally unacceptable.
A: I do understand that you might be upset …
C: Too right I'm upset! This is outrageous!
A: … but could you please not raise your voice at me? I'm just doing my job.
C: If this is you just doing your job, I'm going to livestream you so your customers can see how your company treats its frequent flyers. Look. There you go. How do you like that?
B: I'm not sure that's helping, Ken, to be honest. Probably best to put that away.
A: You're really not making this any easier, sir. If you could just try and calm down a bit.
C: OK. OK. I'll turn it off, but seriously! Is there really nothing you can do?
B: Well, exactly. I mean, there must be some way we can reach a compromise here, surely.
A: Well, what happens is the company often overbooks as there are usually no-shows, people just don't turn up for the flights, but this time everyone's made it and you were the last people in economy to check in and so …
B: What about the first-class seats?
A: I'd imagine those are also all taken, but I can check for you, if you want.
B: If you wouldn't mind.
A: Ah, OK. Well, that's good. What seems to have happened is that those seats have been logged under a different system and we do have three seats available there.
B: Well, would it be possible to put us in two of them?
A: That shouldn't be a problem. Just a second.
C: Sorry if I came across as being a bit aggressive there, by the way. That really wasn't my intention.
A: These things happen, and as I said, I *am* only doing my job. Anyway, good news …

6 Give Ss a minute to read through the sentences and try to complete them from memory. Play the recording for Ss to listen and complete the sentences, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers: 1 due respect 2 it were up 3 in charge 4 totally unacceptable 5 raise your voice 6 calm down 7 reach a compromise

7 Focus attention on the four sections of the Useful phrases box. Read the first sentence in Ex 6 with the class and ask: *What is the person doing? Which section does it go in?* (Expressing annoyance). Ss work in pairs to add the rest of the sentences to the Useful phrases box. When they have finished, check answers with the class.

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

8a 1.10 Read the information box with the class and answer any questions Ss have. Ss listen to the sentences, paying attention to the auxiliary verbs.

Audioscript 1.10

1 I do understand that you might be upset.
2 I am only doing my job.

Pronunciation checkpoint

Ss may be tempted to say *I am afraid* but point out that we don't do it here because the verb *be* here is the main verb of the clause, not an auxiliary and also because *I'm afraid* is a fixed phrase.

b Play the recording again for Ss to listen and repeat, copying the stress and intonation.

9a Ss practise saying the sentences more forcefully in pairs. In feedback, ask a different student to read each sentence, stressing or adding an auxiliary.

b 1.11 Play the recording for Ss to listen and check their answers, then play the recording again, pausing after each sentence for Ss to repeat.

Audioscript 1.11

1 I'm afraid I am going to need to see some ID.
2 I did talk to someone about this last week on the phone.
3 I am going to have to ask you to leave, I'm afraid.
4 You are going to need to come back tomorrow, I'm afraid.
5 I do want to sort this out, but you're not making it easy.
6 I have warned you about this twice now.
7 You really do have to return the keys today.
8 We are going to pay, but only once everything's sorted.

Listening 2

10 1.12 Give Ss a minute to read the sentences so they know what to listen for. Play the recording for Ss to listen and decide if the sentences are true or false, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers: 1 F 2 F 3 T 4 F 5 F 6 T 7 F 8 T

Audioscript 1.12

A: Hi there. How can I help?
B: Oh yes. Hello. We're here to pick up a car we booked online. I've got all the details here.
A: OK. Let me just have a look at your booking. Yes. OK. So it's a saloon car, with one child seat, for ten days. Right?
B: That's it.
A: OK. Can I just make a quick copy of your driving licence, please?
B: Sure. Here's mine … and here's my husband's, as he'll be doing most of the driving.
A: Ah. Um, I've actually only got you down as the designated driver, I'm afraid.
B: No. There must've been a mistake. I'm absolutely positive I put both names down.
A: I'll just have another look, in case I've missed something. No. He's definitely not listed.
C: Well, can you put my name down now?
A: I can, obviously, but that'd be another hundred euros over the ten days, I'm afraid.
C: A hundred euros? You've got to be joking!
A: I really am terribly sorry about this.
C: This is a joke. It's just another way of getting more money out of us. It's outrageous!
A: I understand you might be upset, but could you please not shout at me, sir? I'm just doing my job.
C: Yeah! Right!
A: There's no point getting angry, is there? That's not going to get anything sorted out.
C: No. You're right. Sorry. That was rude of me. It's been a long day. We're all a bit tired – and we still have a long drive ahead of us.
A: I understand. And as I said, I really am sorry. So would you like me to go ahead and add you?
B: You're going to have to, yes. I really don't fancy doing all the driving on my own.
A: OK. So, I am going to have to charge you an extra hundred euros. Are you paying by card?
C: I guess so. Is there any way we can maybe reach a compromise here, though? I mean, given that we don't know who's at fault, could you maybe throw in a sat nav as part of the deal? Like a GPS?
A: I think I should be able to. One minute. I'll just need to see what's available. Yes. That's OK.
B: Oh, well. That's something, I suppose.
A: I'll just process your payment and then I'll sort you out with your keys.
C: Thank you. I appreciate it.

11 Explain that the differences are in terms of the language used, not factual differences. Play the recording again for Ss to listen and correct the mistakes, then check in pairs. Check answers with the class.

Answers:
1 There must**'ve been** a mistake. I'm absolutely positive I put both names down.
2 You've got to be **joking**!
3 I really am **terribly** sorry about this.
4 I understand you might be upset, but could you please not **shout at me**, sir.
5 I am going to have to **charge you** an extra 100 euros.

12 Ss discuss the questions in groups. When they have finished, elicit Ss' ideas and have a class discussion.

Speaking

13a Put Ss in A/B pairs. Direct Ss to the relevant pages to read their instructions and plan what to say. Monitor and help with vocabulary and ideas if necessary.

b Pairs roleplay their conversations, using the Useful phrases in Ex 7 to help. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask each pair if they successfully resolved their dispute, then give Ss feedback on their use of language. If you have time, Ss could swap roles and repeat.

Reflection on learning

Write the following questions on the board:

What was the most useful phrase you learnt in today's lesson?
In what other situations might you use the language of today's lesson in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–5, p7
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

1A Develop your writing

Introduction

Students develop the skill of writing a report by learning how to change the register of spoken information.

Warm up

Write the following questions on the board:

Have you ever written a report? What was it for?
For what reasons do people write reports?

Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers and have a brief class discussion.

1 Write *work to live or live to work* on the board and check understanding (*work to live* = working so that you can have a better life; *live to work* = your life centres around your work). Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

2a Explain that the information in the texts is about the possibility of a four-day working week. Give Ss a few minutes to read them quickly and note down the arguments for and against. Don't give any answers yet.

b Ss compare their lists in pairs and discuss the information in the texts. Check the answer to Ex 2a with the class and write the arguments in note form on the board in two columns – for and against. Elicit which information the Ss found interesting or surprising.

Answers:
For:
leads to an increase in productivity
staff have more energy and focus
most staff (and customers) in favour of the idea
less time and money spent on recruitment and training
lower staff turnover
fewer sick days
Against:
increased productivity may not last
might not suit customers

3 Give Ss a few minutes to read the report quickly and decide if it's for or against a four-day working week. Check the answer with the class.

Answer:
for – as a limited trial; it is stated in the Conclusions and recommendations section.

4 Go through the list of features with the class, checking understanding of each one. Ss read the report again and tick the features that it includes, then check in pairs. Check the answer with the class.

Answer:
All the features apply except informal language, frequent use of *I* and *we* and contractions such as *won't* and *wouldn't*.

5a Explain that the information in bold in the report relates back to the source texts in Ex 2. Look at the example with the class, then ask Ss to match the rest of the information alone.

b Ss check ideas in pairs, discussing how the source information has been changed in the report. Check answers with the class.

Answers: 1 C 2 A 3 E 4 F 5 B 6 D 7 G

6a Give Ss a minute to read the Focus box and ask any questions they might have. Ss then find another example of where the register is changed, then check in pairs. Check the answer with the class.

Answer:
Text G: I love the idea! I'd have time to do more outdoor pursuits and to switch off from work. It would really make me more motivated in my work.
= Some staff commented that the increase in free time would increase their desire to work.

b Focus attention on the first statement and elicit possible ways in which it can be expressed. Ss rewrite the information alone, then check in pairs. In feedback, elicit Ss' ideas and write them on the board (or invite Ss to do so).

Suggested answers:
1 Some staff indicated/suggested that a four-day working week would allow them to take up new pastimes and become healthier.
2 Some members of the management team expressed doubt that the idea would work.
3 Certain customers were concerned about whether customer service standards could be maintained.

Prepare

7 Before they read the information, have a brief class discussion about the possible consequences of getting rid of all exams at university. Then give Ss a few minutes to read the source information and make a list of the arguments for and against, as they did in Ex 2. Ss then compare information in pairs.

Write

8a Ask Ss to write a first draft of their report, using the source information in Ex 7, the checklist in Ex 4 and the verbs in the Focus box. They can also use their own ideas. Remind them to include their recommendation in the final paragraph, based on the information used.

b Ask Ss to exchange drafts and review each other's work, checking they've included all the relevant features in Ex 4 and providing suggestions for improvement.

9 Ss use their partner's feedback to write a second draft, either in class or for homework.

Homework ideas

Ex 9: Write a second draft of your report.
Workbook: Ex 1–6, pp.10–11

1B Develop your listening

Introduction

Students develop the listening skill of understanding informal discussions by learning how to identify rhetorical questions.

Warm up

Write on the board: *Kindness is …* and give Ss an example of how to complete the sentence (e.g. *giving someone your last chocolate*). Put Ss in pairs to think of other ways to complete it. When they are ready, ask each pair to read out their sentences and hold a class vote to decide on the best one.

1a Focus attention on the photos, then put Ss in pairs to describe what's happening in each one. When they have finished, elicit their ideas and find out if other Ss agree.

b Give Ss a few minutes to think of ideas, then put them in pairs to answer the questions. Have a brief class discussion.

2 1.6 Tell Ss they're going to listen to four discussions about good deeds. Play the recording for Ss to listen and note down the good deeds. Ask Ss to compare ideas in pairs, then check answers with the class.

Answers:
1 He picked up rubbish that wasn't his.
2 She tried to help a new colleague who was feeling down.
3 She rescued a rabbit that had been abandoned.
4 He paid for a woman's shopping when she couldn't find her purse.

Audioscript 1.6

Discussion 1
A: Beautiful countryside.
B: Yep, stunning.
A: Oh, I hate it when people do that.
B: Do what?
A: Dump their rubbish at the side of the road. Look someone's left their rubbish there. … Hey, what are you doing? Why are you stopping?
B: Just got to pull over for a moment.
A: What on earth are you doing?
B: Just hold tight a minute. Stop panicking!
A: What on earth?
B: I hate it when people do that, too.
A: Do what?
B: Dump their rubbish at the side of the road. I just had to pick it up.
A: You stopped to pick up rubbish! Why?
B: What's wrong with picking up rubbish?
A: Well … nothing, it's just … I mean … it's not … it's not …
B: It's not my job?
A: Exactly! It's not your job.
B: So, who's going to pick it up then?
A: Well, I don't know but …
B: The problem with you, Steve, is that you like complaining but you don't like doing something about it.
A: Oh, so it's my fault now, is it?
B: That's not what I'm saying. What I'm saying is there's no reason …

Discussion 2
A: Anyway, what were you talking to our new colleague about?
B: Who? Lisette?
A: Is that her name? The intern. The one with the curly brown hair?
B: Oh, yeah, that's Lisette. She's not an intern, she's doing an apprenticeship here. She seemed a bit lonely so I wanted to talk to her and find out if everything was all right.
A: That's nice of you.
B: I know. I'm nice like that.
A: Sometimes.
B: Hey, watch it!

A: Anyway, was it?
B: Was it what?
A: Was it all right – everything?
B: With Lisette? Oh, no, not really. She was feeling a bit down because, you know, she's reporting in to Rowan who's got her photocopying and boring stuff like that.
A: She's an apprentice. What does she expect?
B: Yeah, but it's not very nice, is it? I mean she's not learning anything and she'd been promised something a bit more interesting. She'd been told she'd have a mentor and stuff like that, but none of it has happened so she's feeling a bit … let down.
A: So what did you do?
B: I had a quiet word with the boss on her behalf.
A: That was nice of you … again! Why did you do that?
B: I just wanted to help I guess. It's not that strange is it?
A: What did the boss say?
B: He said he'd sort it out.
A: And is he going to sort it out?
B: How should I know? But I've done my bit.
A: Well, I hope you're going to help me next time I'm feeling a bit down!
B: Depends. What are you going to pay me?

Discusson 3

A: What was that I saw online – you posted something about finding a rabbit? Or am I imagining things?
B: Not exactly. I found this rabbit in the park on the way to work and …
A: A rabbit in the park? What was it doing? Just sitting there?
B: Well yes. And that was what was so strange. It looked really well cared for, I mean, it wasn't a wild rabbit or anything, and it just seemed to be abandoned there.
A: It probably was abandoned there.
B: I guess so. Someone must have had it as a pet and then got bored and left it there.
A: So cruel! So what did you do?
B: Well, it was a bit of a dilemma because I was late for a meeting but if I'd left it there then a fox would have got it soon enough, there are loads of foxes around here, so in the end I picked it up and took it home.
A: You took it home? Are you mad?
B: Maybe!
A: And your meeting?
B: I cancelled it. I just felt like I had no option.
A: Wow! And then what?
B: Well I checked online and found a rabbit rescue service and I took it there.
A: You hero.
B: I know, right. The woman at the rabbit rescue service said they get four or five rabbits like that every week.
A: Wow.
B: So I gave her a donation as well.
A: You gave her a donation? How much?
B: Twenty pounds.
A: So you rescued the rabbit and then paid twenty pounds to the rabbit rescue service.
B: Pretty much, yeah.
A: Are you feeling all right?
B: I'm feeling fine, actually. Maybe more than fine. It's nice to make a difference.
A: I'm really starting to worry about you. I mean this is not the first …

Discussion 4

A: Oh, yeah, did I tell you what happened to me this morning in the shop?
B: No? What?
A: So I was queuing at the checkout and there was this woman in front of me with her baby and the checkout guy was scanning her stuff and she was putting it in her bags, you know, so far so normal …
B: This is a fascinating story!
A: It gets better. So anyway, when she came to pay she realised that she didn't have her purse!
B: Oh no!
A: And she was looking everywhere for it but she couldn't find it and she was starting to get desperate, you know, the baby started crying and …
B: What did the checkout guy do?
A: What could he do? He wasn't going to pay it himself.
B: Yeah, nothing I guess. So, did she have to leave it all?
A: No, I paid for her shopping for her.
B: Are you serious?
A: Yeah, I'm serious.
B: But how do you know it wasn't a scam? Maybe she does that every time she goes shopping.
A: Maybe she does, but I don't think so. I mean she seemed genuine to me.
B: How much was it?
A: It was just over thirty euros.
B: Wow. How nice are you?
A: I know, right! I gave her my number so she can pay me back.
B: So will she pay you back?
A: Who knows? It's not the end of the world if she doesn't.
B: Wow, I'm impressed, but I've also got to go. So this one's on me, yeah?
A: Oh, thanks very much.
B: Only, I think I've forgotten my purse so …
A: What are you like!

3 Tell Ss to read the questions so that they know what to listen for. ***Stronger classes*** could try to answer the questions from memory before listening again. Ss listen again and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 by the side of the road in the countryside
2 He likes complaining but he doesn't like doing anything about it.
3 She was doing boring jobs such as photocopying.
4 She talked to the boss.
5 because he was worried that a fox would get the rabbit if he left it there
6 to a rabbit rescue centre
7 She couldn't find her purse.
8 He paid for her shopping.

4a Ss discuss the questions in pairs. Don't give any answers yet.
b Give Ss a few minutes to read the Focus box and check their ideas, then check answers with the class and answer any questions Ss have about identifying rhetorical questions.

Answers: Discussion 2; The second question is a rhetorical question which doesn't expect an answer.

5a Ss complete the extracts with the rhetorical questions alone, then check in pairs. Don't give any answers yet.
b Play the recording again for Ss to listen and check their answers. Check answers with the class.

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

6 Elicit a possible response to the first sentence as an example. Ss practise responding with rhetorical questions in pairs. Repeat so both students in the pair respond to all the sentences. When they have finished, ask a few pairs to show the class how they responded.

Suggested answers:
1 Are you mad? 2 Why wouldn't I? 3 Who knows?
4 Are you surprised?

7 Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their experiences and ideas with the class.

Homework ideas

Workbook: Ex 1–4, p10

1c Develop your reading

Introduction

Students develop the reading skill of understanding newspaper and magazine articles by learning how to recognise similarities and differences between opinions.

Warm up

Write the following questions on the board:

What do you usually have for lunch in the week?
Do you prefer to have a large meal at lunchtime or in the evening?
How long do you have for lunch when you're at work (or school or college)?
Do you make your own lunch, does someone make it for you or do you buy it?

Ss discuss the questions in small groups.

1a Focus attention on the photos and elicit what Ss can see in each one. Ss discuss the question in pairs. When they have finished, elicit answers and ask Ss if they can think of any other similar annoyances at work or in a library.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Write the title of the article on the board and elicit what it means (eating at your desk, a play on *eating al fresco*, which means eating outside). Ss read the text and make notes of the reasons alone, then check in pairs. Check answers with the class.

Answers:
1 the smell of the food; it stops people socialising over lunch
2 the more rules you have the less happy people are
3 it can be distracting or noisy or smelly
4 some people spend too much time making tea and coffee and chatting

3 Ss read the article again more carefully and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 taking a proper break
2 Workers become less happy.
3 She didn't like it and fought against it.
4 They will feel fine about it and won't complain.
5 noisy or smelly ones
6 have a go at you

4 Give Ss a few minutes to read the Focus box and ask any questions they have, then ask them to categorise the phrases in bold in the text. Check answers with the class.

Answers: 1 similar 2 different 3 different 4 different 5 different 6 similar 7 similar 8 different

5 Ss decide if the sentences are true or false alone, then check in pairs. Check answers with the class.

Answers: 1 T 2 F 3 F 4 F 5 F 6 T 7 T 8 F

6 Elicit the first answer as an example, then ask Ss to choose the correct alternatives to complete the remaining extracts alone, then check in pairs. Check answers with the class.

Answers: 1 concurs 2 sees it differently 3 Similarly 4 However 5 Not so fast

7 Ss find the words and phrases in the article alone and then check in pairs. Check answers with the class.

Answers: 1 actively 2 do more harm than good 3 remain in favour 4 build a bond 5 a big no 6 have a go 7 get them going 8 have a quiet word

8 Put Ss in pairs to come up with their rules. Monitor and help, writing any new vocabulary on the board. When they have finished, ask each pair to present their rules to the class and find out if other Ss agree.

Optional extra activity

Ss could come up with a set of similar rules for their English school or class, then present them to the class to find out if others agree.

Homework ideas

Workbook: Ex 1–7, pp.8–9

2 OVERVIEW

2A On the mend
Goal | talk about recovery
Grammar | the future in the past
Vocabulary | injuries and illnesses

GSE learning objective
Can talk about personal experiences in detail using linguistically complex language

2B A good cause
Goal | present a case
Grammar | double comparatives
Vocabulary | charities

GSE learning objective
Can present factual information in an objective way in extended spoken discourse

2C Regeneration
Goal | make suggestions about new uses for old buildings
Language focus | negative questions
Vocabulary | urban changes

GSE learning objective
Can describe places in detail using linguistically complex language

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 1 and 2.

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

2B Word building: noun formation

2C Buildings, places, structures

DEVELOP YOUR SKILLS

2A Develop your reading
Goal | understand intended meaning in a blog
Focus | recognising positive and negative connotations of words

GSE learning objective
Can understand the positive and negative connotations of words that have similar meanings

2B Develop your writing
Goal | write an email to build rapport
Focus | building rapport with an email recipient

GSE learning objective
Can write clear and precise emails intended to create rapport and put the addressee at ease

2C Develop your listening
Goal | understand disagreement in a radio interview
Focus | recognising how modifiers can express disagreement

GSE learning objective
Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved

2A On the mend

Introduction

The goal of this lesson is for students to talk about recovery. To help them achieve this, they will learn or revise the future in the past and vocabulary related to injuries and illnesses.

Warm up

Write on the board: *Health and safety*. Put Ss in pairs to discuss what things they do at home and at work or school to ensure their own and others' health and safety. When they have finished, ask a few Ss to share their ideas with the class.

Vocabulary

Injuries and illnesses

1 Focus attention on the photos and elicit what Ss can see. Write on the board: *injuries* and *illnesses* and elicit what the difference is (*injury* = physical damage to your body from an accident or attack; *illness* = a disease of the body or mind, which is not always visible). Put Ss in pairs to discuss possible injuries and illnesses the people in the photos might face and how they could prevent or overcome them. When they have finished, elicit ideas and have a brief class discussion.

Suggested answers:
A stockbroker – stress; burn out; repetitive strains or back/spinal problems from deskwork; Prevent or overcome by doing exercises, taking regular breaks, going on holidays
B fisherman – fall in the water; strain/pull a muscle; hypothermia; disease from the fish; Prevent or overcome by wearing safety gear and well-insulated clothing during cold seasons
C gardener – rash from chemicals; back/spinal injury from digging; muscle strains; Prevent or overcome by stretching regularly, wearing protective gloves
D skier – strain/pull a muscle; break a leg; get bruised; Prevent or overcome by wearing safety gear, getting proper training
E motorbike delivery person – traffic accidents; Prevent or overcome by observing traffic rules, wearing helmet
F lab worker – burnt or poisoned by chemicals; cuts and bruises from machinery or equipment; Prevent or overcome by attending training sessions, wearing protective gear

2 Ss match the problems with the results alone, then check in pairs. With ***weaker classes***, you could go through the meanings of the words and phrases in bold first. Check answers with the class.

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

Vocabulary checkpoint
Black and blue means it's *bruised*, which you may also want to teach here (= when the skin goes blue or purple after an injury because of bleeding under the skin). You may also want to mention that *bump* collocates most frequently with *head*.

3 Before Ss start this activity, you may want to pre-teach some of the vocabulary in the suggested answers below. Ss discuss ways to deal with the problems in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

Suggested answers:
1 stop using the cream, ask for a different cream (Ss may know of alternative solutions)
2 go to hospital and have a head scan, wait with someone, rest
3 rest, drink lots of fluids
4 rest, apply an ice pack, physiotherapy, pain killers
5 physiotherapy, back support, crutches or wheelchair
6 transplant, dialysis (in terms of finding a donor, maybe a request on social media)
7 use cream, apply an ice pack, rest
8 physiotherapy, pain killers

4 Ask Ss if they know of anyone who made an amazing recovery from an illness or injury and/or tell the class about anyone you know who has. ***Stronger classes*** could cover the words in Ex 2 and try to complete the story, only looking back at the words in bold if they need to. Ss complete the story alone, then check in pairs. Check answers with the class.

Answers: 1 and blue 2 strained 3 out of action 4 swollen 5 limp 6 vomiting 7 transplant

Further practice

Photocopiable activities: 2A Vocabulary, p164
App: 2A Vocabulary practice 1 and 2

Listening

5a 2.1 Explain that Ss are going to listen to five people talking about recoveries. Play the recording for Ss to listen and take notes about the injuries and illnesses they had.

Audioscript 2.1

1 My daughter's completely football-mad. She plays for a big local team and she injured herself a couple of months ago. She's a striker and she was just about to shoot when her foot got caught in the ground and she twisted it really badly. It was quite swollen and we were worried she'd be out of action for a long time, but fortunately the scan showed it wasn't damaged too badly. She spent a week or so limping around, feeling sorry for herself, but she's more or less back to normal now and in training again.

2 A few years ago, I was on my way to a meeting when a truck drove into my car. The car was a wreck and I had multiple injuries and spent the next few months laid up in bed, on loads of painkillers, hardly able to move. I honestly believed I was never going to walk again. In the end, though, after several operations and some intensive physiotherapy, I managed to get back on my feet. On the advice of a friend, I then took up yoga and the difference it's made has been incredible.

3 A friend of mine had to have a liver transplant. It started out with her having irritated skin and being very itchy, but the doctor didn't think it was too serious. But then she suddenly got a lot worse and the doctors decided it was liver failure and they had to find a donor, like immediately. To be honest, we weren't sure she would make it because there's usually a waiting list, but luckily they found one in time. They don't really know what caused her to get so ill, but one possibility is it was the chemicals she had to use in her job in the parks department. It's impossible to prove though. Anyway, her body seems to have accepted the new liver and she's well on the road to recovery, which is the main thing!

4 I read this crazy story online the other day. There was this cattle farmer and she got knocked over by one of her cows and she bashed her head. She didn't seem to be badly injured, but she more or less completely lost her memory. She said that for the next year or so she actually felt physical pain trying to recall things, so she just got really good at living in the moment. The doctors thought she might never get her memory back, but it seems it has slowly started coming back. Even now though, for things like pin codes she has to rely on muscle memory – you know instinctively doing the movement rather than recalling the actual number.

5 I work for a bank, which is incredibly pressured. I hardly ever take time off and I usually try and work through any illness. But a while ago this horrible bug went round the office and it was so bad I just couldn't go in. I had terrible sharp stomach pains, fever, vomiting, the works. But the worst part of it for me was that I came down with it the day before I was due to go to Barbados for a holiday. So instead of relaxing for a week on the beach I was laid up at home in bed. And at the end of my supposed holiday, the bug went as quickly as it'd come. I went to bed on the Saturday night all sweaty and sick, but woke up the next morning feeling fresh as a daisy – just in time to go back to work the next day!

b Ss compare notes in pairs, then rank the injuries and illnesses in order of seriousness. When they have finished, elicit ideas and find out if others agree.

Suggested notes:
1 strained muscle – sports injury
2 multiple injuries in a car accident – risk of not walking
3 liver failure – risk of dying
4 bashed head – lost memory
5 stomach bug – one week in bed, lost holiday

Suggested ranking:
1 liver failure (Speaker 3)
2 car accident (Speaker 2)
3 bashed head (Speaker 4)
4 stomach bug (Speaker 5)
5 strained muscle (Speaker 1)

6a Give Ss a minute to read through the notes, then play the recording again for them to listen and make further notes.

b Put Ss in pairs to compare ideas, then elicit answers from the class.

Suggested answers:
1 she was about to **shoot** (when she caught her foot in the ground); a **scan** showed it wasn't badly damaged; she's back in **training** (after a week)
2 she was on the way to **a meeting** when the accident happened; after several **operations** she managed to get back on her feet; she took up yoga on the advice of **a friend**
3 they weren't sure that she would **make it**; they had to find a **donor** immediately; (the liver failure) may have been caused by **chemicals** she uses in her job
4 she got knocked over by one of her **cows**; she felt **physical pain** when she tried to remember things; she relies on muscle memory/movements to 'remember' **pin codes**
5 a bug was going round **the office**; he was due to go to **Barbados** (when he went down with the bug); on the **Sunday** morning he suddenly felt fresh as a daisy

Grammar

The future in the past

7 Focus attention on the five sentences from the listening, then put Ss in pairs to discuss the questions. Monitor while they discuss the questions and help if necessary. Don't give any answers yet.

Answers:
1 They are all talking about a 'future' in the past (some Ss may also say none of the things actually happened in the end).
2 a, e
3 was (just) about to
4 b, c, d
5 weren't sure, might

8 Write on the board: *I was going to spend some time in Australia in the summer.* Ask: *Is this the past or present?* (past) *Was the person referring back further in the past or to the future?* (future). Explain that this is one way we can talk about future plans we had in the past. Ss read the grammar box, check their answers to Ex 7 and complete the box with words from Ex 7. Check answers with the class.

Answers: 1 about 2 due 3 going 4 would

Grammar checkpoint

Be due to is usually used more formally, or for more formal plans, such as appointments. *Be about to* means the action was imminent.

LANGUAGE BANK 2A pp.138–139

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the way of showing certainty and uncertainty. 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 meeting 2 both 3 would 4 both 5 was due 6 both 7 might 8 was just about 9 both 10 would end up

2 1 would 2 was visiting 3 were bound to 4 was due to 5 was (just) about to 6 might

9 Ss complete the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so). Tell Ss that they may need to change the form of some of the words.

Answers: 1 was just about to park 2 was going to affect 3 would get 4 was due to have 5 was just about to leave 6 wouldn't want 7 might develop 8 was never going to play

10a 2.2 Play the recording for Ss to listen and pay attention to the pronunciation of *to*.

b Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself, too.

Pronunciation checkpoint

To is often pronounced in different ways by different people, depending on how fast we speak. As a weak form it sounds like /tə/, but it can be reduced so much that it is almost 'swallowed' by the surrounding words. *Going to* is sometimes pronounced /ˈgənə/.

11 Give Ss a few minutes to think about what they're going to say, then put them in small groups to discuss. When they have finished, ask a student from each group to share anything interesting they found out with the class.

Further practice

Photocopiable activities: 2A Grammar 1, p162; 2A Grammar 2, p163
App: 2A Grammar practice 1 and 2

Speaking

Prepare

12 Give Ss plenty of time to choose their options and prepare what they're going to say. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

13 Go through the Useful phrases with the class, then put Ss in pairs to share their stories. Tell them to try and use at least three of the 'future seen from the past' structures from the Grammar box. Monitor and make notes on Ss' use of language for later class feedback.

14 Rearrange Ss into new pairs and ask them to tell their new partners the stories they heard.

Teaching tip

When rearranging Ss, it's a good idea to ask the class to stand up first, then assign new pairs or groups before they actually move. That way they won't forget which pairs or groups they're in and it will be quicker and less disruptive. There are various ways of assigning new pairs or groups, including using letters, numbers, Ss' initials or birth months and even categories such as favourite foods.

Optional extra activity

After sharing their stories, Ss could choose one of them and film or record a short 'documentary' in pairs, about the road to recovery. When they have finished, the class could watch or listen to each other's documentaries and vote for the best one.

Reflection on learning

Write the following questions on the board:
What did you find most difficult in today's lesson?
How can you practise this further 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

Language bank: 2A Ex 1–2, p139
Workbook: Ex 1–4, p12
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 2B
Extended route: go to p98 for Develop your reading

2B A good cause

Introduction

The goal of this lesson is for students to present a case. To help them achieve this, they will learn or revise double comparatives and vocabulary related to charities.

Warm up

Find some logos from well-known international charities and display them in class. Ask Ss to discuss what charities they represent and what those charities do. When they have finished, ask Ss to use their mobile devices to go online and check their ideas.

Reading and vocabulary

Charities

1 Focus attention on the photos and elicit what Ss can see. Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers and have a brief class discussion.

2 Focus attention on the text, then give Ss a strict time limit of three minutes to read it quickly and answer the questions. Check answers with the class.

Suggested answers:
You might see it in an online or print newspaper. The purpose is to raise awareness of different charities (and presumably to help readers decide which are most worthy of donations).

3 Ss read the text again more carefully and match the organisations with the opinions, then check in pairs. Check answers with the class and ask if Ss have heard of any similar organisations.

Answers: 1 b 2 c 3 a

4 Elicit the first answer as an example, making sure Ss put the word in the correct form. Ss complete the rest of the questions alone, then check in pairs. Check answers with the class, explaining the meanings of the words if necessary.

Answers: 1 tackled 2 awareness 3 lobby 4 sustainable 5 empower 6 deprivation 7 reclaim 8 expertise 9 campaign; campaigns 10 worthy

5 Put Ss in pairs to choose and discuss five of the questions. ***Fast finishers*** could discuss more if they want to. When they have finished, elicit a few answers and have a brief class discussion.

VOCABULARY BANK 2B p157

Word building: noun formation

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 awareness 2 probability 3 freedom 4 mobility 5 investment 6 expansion 7 conclusion 8 deprivation 9 donation 10 establishment

2a Ss match the suffixes with the groups of words alone.

b Ss compare answers in pairs, checking the spelling and pronunciation of each one. Check answers with the class.

Answers:
1 homelessness, consciousness, effectiveness
2 supervision, comprehension, persuasion
3 astonishment, embarrassment, amusement
4 capability, authenticity, security
5 stardom, boredom, wisdom
6 opposition, recognition, concentration

3a Ss complete the questions alone, then check in pairs. Check answers with the class.

Answers: 1 homelessness 2 supervision 3 embarrassment/boredom 4 security 5 stardom/homelessness 6 opposition

b Ss discuss four of the questions in Ex 3a in pairs.

Further practice

Photocopiable activities: 2B Vocabulary, p167
App: 2B Vocabulary practice 1 and 2

Listening

6a 2.3 Write on the board: *make a case for something.* Ask: *If you make a case for something, do you argue for or against it?* (for). Focus attention on the notes and elicit what type of information is needed to fill each gap. Ss listen and complete the notes.

Audioscript 2.3

1 Hello there. I'm here today to tell you about a charity that I support called Shelter. Now, Shelter provides advice and support to aid people who are homeless or struggling with poor housing. That includes giving legal advice for those who face losing their homes. They also spend money on lobbying government to change housing policies. Personally, I think that's worth investing in, because the more we do to tackle the causes of homelessness, the less the government will have to spend on dealing with its effects.

2 Hi. I'm speaking in support of Give Directly. This is a rather different kind of charity in that the money you donate will go directly to the people who need it, without any conditions. They can spend the money however they like. The idea is that the main cause of poverty is actually a lack of money, which should be obvious really. So, giving money directly to the person in need empowers recipients to make their own choices and the more freedom people have to decide on how to spend money, the more effective the donation will be. Having more money reduces stress and the less stressed people are, the better able they are to make good decisions. It's a win-win.

b Ss compare their notes in pairs, then listen again if necessary. Check answers with the class and write them on the board.

Answers:
1 Shelter
2 who are homeless or struggling with poor housing
3 change housing policies
4 Give Directly
5 (any) conditions
6 better decisions

Optional extra activity

Ask Ss to discuss what they think of each organisation in pairs. They can also say whether they know of any organisations like these in their own countries or cities.

7 Give Ss a few minutes to think of things they'd like to know, then put them in pairs to discuss. When they have finished, elicit ideas. ***Stronger classes*** can think of more things they would like to know and write these out as interview questions.

Grammar

Double comparatives

8a Ss try to complete the sentences alone, then check in pairs. Don't give any answers yet.

Optional alternative activity

With ***weaker classes***, you could write the answers on the board in random order for Ss to select from.

b 2.4 Play the recording for Ss to check their answers, then check answers with the class and write them on the board.

Answers:
1 The more; the less
2 The more freedom; the more effective
3 The less stressed; the better able

9a Ss discuss the questions in pairs, referring to the sentences in Ex 8a to help. Don't give any answers yet.

b Ss read the grammar box and check their answers to Ex 9a. Check answers with the class.

Answers:
1 They're all double comparative structures.
2 The first half shows one change. If this change happens, the second will. There's a cause–result relationship.
3 No. Some use nouns, some omit both nouns and adjectives where they're understood.
4 Use *fewer* with countable nouns, *less* with uncountable nouns.

LANGUAGE BANK 2B pp.138–139

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially how we leave out the nouns when they're obvious from context. 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 more; better 2 more; sweeter 3 more; happier 4 bigger; fewer 5 more; harder 6 more; less
2 1 The; the 2 more; more 3 worse 4 higher/worse; are 5 more; merrier/better 6 sooner; better 7 more; better; easier 8 sooner/faster; better

10a 2.5 Explain that when we say sentences with double comparatives, our voice rises in the first half and falls in the second. Play the recording for Ss to listen and pay attention to the intonation.

Audioscript 2.5

1 The more there are, the better it is.
2 The fewer there are, the harder it is.
3 The more you do it, the easier it becomes.
4 The less we do to help, the worse the situation gets.
5 The less money we have, the less we can do.
6 The more difficult it is, the bigger the reward.

b Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself, too.

11 Ss complete the sentences alone, using the grammar box to help them, then check in pairs. Check answers with the class.

Answers:
1 The more meals; the more likely
2 The longer; the greater the opportunities
3 the bigger the space; the better
4 The more money; the more kids

12 Elicit an example with the class, e.g. *The cheaper it is, the better.* In pairs, Ss think of at least two beginnings or endings for each sentence. When they have finished, elicit Ss' ideas, making sure they form the comparatives correctly.

Further practice

Photocopiable activities: 2B Grammar 1, p165; 2B Grammar 2, p166
App: 2B Grammar practice 1 and 2

Speaking

Prepare

13 Read the instructions with the class, then put Ss in pairs to prepare. Pairs choose a charity and make notes on the information they're going to present. Ask them to also think about how they will present it to the class and who will talk about what. Monitor and help with ideas and vocabulary if necessary, writing any new vocabulary on the board.

Speak

14a Go through the Useful phrases with the class. Pairs take turns to present their ideas to the class. While they are presenting, ask the rest of the class to make notes and think of questions to ask at the end of each presentation.

b Ask Ss to vote for the two charities they think most deserve donations by a show of hands. Tell them they can't vote for their own charity.

Reflection on learning

Write the following questions on the board:

Have you used double comparatives before?
How do you think you'll use them 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

Language bank: 2B Ex 1–2, p139
Workbook: Ex 1–5, p13
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 2C
Extended route: go to p118 for Develop your writing

2c Regeneration

Introduction

The goal of this lesson is for students to make suggestions about new uses for old buildings. To help them achieve this, they will learn or revise negative questions and vocabulary related to urban change.

Warm up

Write the letter of the alphabet (A–Z) on the board, leaving space next to each one to write words. Put Ss in pairs and ask them to think of a type of building that starts with each letter of the alphabet. Set a time limit of five minutes. When time is up, give out some board pens and ask Ss to write their answers on the board. Check spelling.

Reading

1 Focus attention on the photos and elicit what Ss can see. Put Ss in small groups to discuss the questions. When they have finished, elicit answers from a few groups and have a brief class discussion.

2 Read the statements with the class so they know what to look for when reading, then give them a time limit of three minutes to read the review and decide which statements are true. Check answers with the class.

Answers: All the statements are true except statement 2.

Teaching tip

There are many good reasons for setting time limits when doing reading tasks. It helps ensure Ss read quickly, especially if they know they'll have a chance to read the text again in more detail afterwards. It doesn't allow Ss to get distracted by unknown words or give them the time to look them up, and therefore helps facilitate the 'flow' of skim reading. It helps maintain the focus on the aims of the lesson and Ss may thrive on the challenge it provides.

3 Tell Ss they are going to retell the experience the author of the book review in Ex 2 describes. Put Ss in pairs to retell the experience using the words given. When they have finished, ask a few Ss to retell parts of the experience to the class.

Possible answer:
There were **rumours** that a murderer had lived in an old abandoned hotel near where the writer grew up. One day the writer and a friend managed to **crawl under the fence** of the hotel, despite all the warning signs. The grounds of the hotel were **thick with weeds** and the lobby was badly **neglected**, but still felt like guests could arrive at any minute. They were about to go up the staircase when they heard **footsteps** upstairs, which scared them. They were so terrified they **raced out** of the building without waiting to find out who the footsteps belonged to. The abandoned hotel was **eventually restored** and **turned into** an amazing old people's home and nursery.

Vocabulary

Urban change

4 Ss complete the descriptions alone, then check in pairs. With ***weaker classes***, go through the meanings of the words in the box first. Check answers with the class.

Answers:
1 outdated; demolished
2 declined; shrank; bankrupt; abandoned
3 neglected; took over; turned into; restored

Optional extra activity

Find some photos of old and abandoned buildings, trying to include a range of different types. Display them to the class, then put Ss in pairs. Each student secretly chooses one and describes it, using the vocabulary in Ex 4 for their partner to listen and guess the photo they're describing.

5 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

VOCABULARY BANK 2C p157
Building, places, structures

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words with the pictures alone, then check in pairs. Check answers with the class.

Answers: A hut B mansion C bungalow D dam E pier F memorial G reservoir H dock

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 hut 2 mansion 3 bungalow 4 pier 5 reservoir 6 memorial 7 dam 8 dock

3 Give Ss a few minutes to prepare their answers, then arrange them in small groups to share their experiences. When they have finished, ask them to choose the most interesting in the group and share it with the class.

Further practice

Photocopiable activities: 2C Vocabulary, p170
App: 2C Vocabulary practice 1 and 2

Listening

6a 2.6 Tell Ss they're going to listen to two people talking about an abandoned glove factory. Ss listen and answer the questions alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
It's going to be turned into luxury flats. They suggest it could be turned into a gallery, social or community space or it could be demolished and some park land could be created.

Audioscript 2.6

A: You know the old glove factory down by the river?
B: What? You mean that massive abandoned building?
A: Yeah, exactly.
B: Right, yes. I hadn't actually realised that that was what it was, though.
A: Yeah. Anyway, apparently they're going to turn it into luxury flats.
B: Really? It's not exactly beautiful.
A: Oh, I don't know. It has a certain kind of beauty.
B: Do you think so?
A: Yeah, I do. Anyway, that's not the point. I mean, can't they do something better with it than create luxury flats?
B: Like what?
A: I don't know. Couldn't they turn it into a gallery or something? Haven't they done that elsewhere?
B: A gallery? Really? It'd be bankrupt before long.
A: OK, so maybe not a gallery but a social space then ... some kind of community place, you know – something for the whole city.
B: Wouldn't they just be better demolishing the whole thing and creating some nice park land? There's not exactly a lot of green space round here.
A: Maybe. Seems a bit of shame to get rid of it completely, though. And as I say, I actually like it as a building.
B: Nah. Demolition. It's the best answer. Just clear it out and start again. It would probably be cheaper, too.

b Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

Language focus

Negative questions

7a 2.7 Put Ss in pairs to try to complete the questions, then play the recording for Ss to check their answers. Check answers with the class and write them on the board.

Answers: 1 Can't 2 Haven't 3 Wouldn't

b Ss discuss the questions in pairs, then complete the language focus box. Check answers with the class.

Answers:
1 They are all negative questions; they're formed by making the auxiliary verb that starts them negative.
2 They help us get an answer, but also show that we have a particular attitude towards the thing we're asking about.
a Haven't they done that elsewhere?
b Can't they do something better with it than create luxury flats?
c Wouldn't they just be better demolishing the whole thing and creating some nice park land?

LANGUAGE BANK 2C pp.138–139

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the possible responses. 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 didn't you call (*did you not call* is also possible)
2 Aren't you feeling (*Are you not feeling* is also possible)
3 Can't you change (*Can you not change* is also possible)
4 Aren't you going to (*Are you not going to* is also possible)
5 Don't you think (*Do you not think* is also possible)
6 Don't you have to (*Do you not have to* is also possible)
2 **Suggested answers:**
1 Wouldn't you like to see the building demolished?
2 Haven't I seen you somewhere before?
3 Didn't you go to Japan last year?
4 Don't you think this film is fascinating?
5 Don't you think it's a waste of time?
6 Wasn't she married to your best friend?

8a 2.8 Play the recording for Ss to listen and pay attention to the rising tones, and model the sentences yourself if necessary.
b Play the recording again for Ss to listen and repeat.
9a Read the example with the class, then ask Ss to think about how to respond to each statement on their own. They could write them at this stage if they want to. Monitor and offer help if necessary.

Suggested answers:
1 Really? Didn't she say she was?
2 Don't you know how to drive? Doesn't that cause lots of problems?
3 Don't you ever want to explore? Aren't you keen on the area, then?
4 Wasn't it some kind of factory or something? Didn't it use to be a power station?
5 Don't you think it has a certain kind of beauty to it, though? Can't you even appreciate the architecture?
6 Wouldn't that be a terrible waste? Isn't it better if they use the space that's already there instead?

b Put Ss in pairs to practise their conversations. When they have finished, ask a different pair to perform each conversation for the class.

Grammar checkpoint

It's possible to use uncontracted forms with negative questions, but the word order changes slightly so that *not* comes after the pronoun, e.g. *Didn't you like it? = Did you not like it?* Using the uncontracted form makes it sound more emphatic.

Further practice

Photocopiable activities: 2C Language focus 1, p168; 2C Language focus 2, p169
App: 2C Language focus practice 1 and 2

Speaking

Prepare

10 Put Ss in pairs, refer them to the photos on page 166 and give them a moment to choose one. Ss discuss the points given for their chosen photo. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

11a Rearrange Ss into new pairs and ask them to present their ideas to their new partner. Go through the Useful phrases with the class and encourage them to ask questions to find out more information.

b Ask Ss to share their ideas and decisions with the rest of the class.

Reflection on learning

Write the following questions on the board:

What was the most interesting thing in today's lesson?
In what other situations might you use negative questions?

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

Language bank: 2C Ex 1–2, p139
Workbook: Ex 1–5, p14
App: grammar, vocabulary and pronunciation practice

Fast route: Check and reflect: Units 1–2
Extended route: go to p87 for Develop your listening

2 Check and reflect: Units 1–2

Introduction

Ss revise and practise the language of Units 1 and 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 match the sentence halves alone, then check in pairs. Check answers with the class.

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

b Ss select and talk about two of the things in pairs. ***Fast finishers*** can talk about more. When they have finished, elicit answers from a few Ss and find out if others agree.

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 that/which 2 What 3 fact 4 was 5 is 6 thing

3 Elicit the first answer as an example with the class, showing how the first two letters of the answer are given. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers: 1 down 2 stranded/stuck 3 comfort
4 welcoming 5 rave 6 rough 7 apprenticeship 8 mentor

4 Elicit the first answer as an example. Ss complete the rest of the pairs of sentences alone, then check in pairs. Check answers with the class and write them on the board.

Answers:
1 a 'd stayed b 'd been staying
2 a 'd been trying b 'd tried
3 a 'd made b 'd been making
4 a 'd been driving b 'd driven
5 a 'd offered b 'd been offering

5 Ss complete the questions alone, then check in pairs. Check answers with the class and then tell Ss to take turns asking and answering the questions in pairs.

Answers: 1 pointed 2 had 3 distract 4 coming up with
5 goes on 6 smashed

6 Read the example with the class, then ask Ss to use the words in the box to complete the rest of the sentences with repetitive phrases. Tell Ss to compare answers in pairs, then check answers with the class.

Answers: 1 miles and miles 2 cried and cried
3 ages and ages 4 laughed and laughed 5 over and over
6 days and days

7 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 bashed; black and blue 2 irritates; itchy
3 arthritis; swollen 4 bumped; cold 5 strained; action
6 transplant; donor

8a Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 going/about 2 just 3 going/due/supposed
4 was 5 might/would 6 were

b Demonstrate the activity by telling Ss about one of the situations you've been in. Put Ss in pairs to talk about the situations. When they have finished, ask a few Ss to share their experiences with the class and find out if anyone else has had the same.

Optional alternative activity

Ask Ss to choose one of the sentences and imagine what happened leading up to it (and/or after it). Monitor and help with ideas and vocabulary if necessary. When they are ready, put Ss in pairs to share the situations they came up with, but not saying which of the sentences they refer to. Ss listen to each other's descriptions and guess which sentence each one links to.

9a Elicit the first answer as an example with the class. Ss complete the sentences alone, then check answers in pairs. Check answers with the class.

Answers:
1 In recent years, many organisations have lobbied **for** a change in environmental policy.
2 We need to do more to raise awareness **of** issues, such as pollution.
3 Most charities just aren't worthy **of** donations.
4 I have a degree of expertise **in** computing.
5 It's great that people are campaigning **for** action on climate change.

b Ss discuss which sentences they agree with in pairs. When they have finished, find out how many sentences each pair agrees with and what the most popular sentence in the class is.

10 Ss match the sentence halves alone, then check in pairs. Check answers with the class.

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

Optional extra activity

Ask Ss to write alternative endings to the sentence beginnings. Monitor and check they're forming them correctly. When they have finished, put Ss in pairs to read out their endings for their partner to guess which sentence each one finishes.

11a Elicit the first answer as an example with the class. Ss complete the sentences alone, then check answers in pairs. Check answers with the class.

Answers:
1 abandoned 2 outdated (*out-of-date* is also possible)
3 turned into 4 demolished 5 shrinking 6 bankrupt

b Ss discuss the good and bad things about four of the situations in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

12 Ss complete the negative questions alone, then check in pairs. Check answers with the class.

Answers:
1 Didn't you 2 Don't you 3 Can't you 4 Haven't we
5 Aren't you 6 Won't you

13 Elicit the first answer as an example. Ss order the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 I am going to have to ask you to leave.
2 You have got to be kidding!
3 Is there really nothing you can do?
4 There must be some mistake.
5 I am awfully sorry about all of this.
6 Can I talk to whoever is in charge?

Reflect

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

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

2A Develop your reading

Introduction

Students develop the reading skill of understanding intended meaning in a blog by learning how to recognise positive and negative connotations of words.

Warm up

Write the following questions on the board:
How do you keep fit? Do you play any sports?
Are you a member of a gym?
Do you prefer to exercise alone or with other people? Why?
Ss discuss the questions in small groups.

1 Focus attention on the photos and elicit what Ss can see in each one. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Go through the topics with the class so Ss know what to look for in the blog. Give Ss a few minutes to read the blog and complete the details, then compare answers in pairs. Check answers with the class.

Answers:
1 hockey
2 sports science
3 triathlon
4 Her whole body was swollen and she had been feeling bad for a couple of days.
5 rhabdomyolysis – kidney failure
6 one week

3 Ss read the blog again more carefully and decide if the sentences are true or false alone, then check in pairs. Check answers with the class and elicit corrections for the false sentences.

Answers:
1 F She told them to encourage her passion for sport and exercise.
2 F She got a place because of her confidence and focus but there were better players.
3 T
4 T
5 F She felt like she had been hit by a bus.
6 F She thought she had come down with a bug, but it was more serious than that.
7 F She was kept in overnight but didn't get better so she was then seen by a specialist who diagnosed her problem.
8 T

4 Give Ss a few minutes to read the Focus box and ask any questions they have, then ask them to complete the table. Check answers with the class.

Answers: **1** laid-back **2** stubborn **3** nosy **4** focused **5** hyperactive **6** ecstatic **7** confident **8** selective

5 Read the example with the class and point out that they choose between the first pair of words in Ex 4a (*laid-back* and *lazy*) for the first sentence. Then ask Ss to complete the rest of the sentences alone before checking in pairs. Check answers with the class.

Answers: **1** laid-back **2** stubborn **3** nosy **4** focused **5** hyperactive **6** ecstatic **7** egotistical **8** fussy

6a Give Ss a minute to read the descriptions and decide which one is positive and which is negative.

Answer:
The first description is negative; the second is positive.

b Ss compare ideas and discuss what helped them decide. Check answers with the class, using the words in bold in the answer key.

Answers:
The words in bold help the reader to decide:
My first flat-mate was a young woman from Leeds and she was very **peculiar**. She was **pushy** but she was also **immature** and she often had a **childish smirk**. She bought a lot of toiletries and **hoarded** them in her room so the **stench** of **cheap** perfume was always present throughout the house.
My first flat-mate was a young woman from Leeds and she was **unique**. She was **assertive** but she was also **youthful** and she often had a **child-like smile**. She bought a lot of toiletries and **stored** them in her room so the **aroma** of perfume was always present throughout the house.

7 Read the example with the class, then give Ss a few minutes to make notes. When they are ready, put Ss in pairs to share their descriptions.

Homework ideas

Workbook: Ex 1–5, pp.16–17

2B Develop your writing

Introduction

Students develop the skill of writing an email that builds rapport with the recipient.

Warm up

Do a backwards dictation to revise the vocabulary from Lesson 2B. Put Ss in groups and explain that you're going to dictate the letters of each word backwards. Demonstrate with an easy example, e.g. *G – I – B = BIG*. Dictate the words from Lesson 2B, Ex 4. As soon as Ss think they know the answer, they call it out. The first group to guess each one correctly wins a point. The group with the most points at the end wins.

1a Focus attention on the photos, then put Ss in pairs to discuss the questions. When they have finished, elicit their answers and have a brief class discussion.

b Go through the list of charity events with the class, checking understanding if necessary. Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas and find out if anyone else had the same ideas.

c Continue with the discussion from Ex 1b by eliciting other ways of raising money for charity and Ss' experiences of participation in them as a class.

2a Ss read the three emails and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
Email 1:
1 Fantastic Fitness for Everyone
2 raise awareness and tackle the problem of lazy lifestyles
3 a Fitness in the Park day
4 sponsor the event or a race, or give gifts that can be used as prizes

Email 2:
1 Kids Group
2 provide a healthy breakfast and give local children emotional and psychological support
3 an auction
4 donate items for the auction

Email 3:
1 Local Senior Support
2 The email doesn't say.
3 an event in the park (The email doesn't specify what.)
4 The email doesn't say.

b Ss read the emails again and circle the relevant email numbers, then check in pairs. Check answers with the class.

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

3a Discuss the question as a class, perhaps feeding in some features from the Focus box.

Answers: Answers will vary but Ss might mention the points in the Focus box.

b Ss read the Focus box and check their ideas, then find examples of the features in email 2. Check answers with the class.

Answers:
1 Dear Ina
2 Like you, we are concerned about …
3 … we badly need your help
4 high-profile individuals like you, respected members of our community like you

4 Read the example with the class. Ss rewrite the rest of the sentences alone, then check in pairs. Check answers with the class.

Suggested answers:
1 Like you, we are worried about the lack of green spaces in this unique city of ours.
2 As a local citizen I'm concerned that litter is a big problem.
3 Our charity relies on the support of respected/well-known local people like you.
4 Securing the sponsorship of a successful local company such as yours would really help.
5 Last year we received a lot of support from respected/well-known leaders of the community like you.

Prepare

5a Give Ss plenty of time create a charity and plan its details. If they're having trouble thinking of ideas, you could ask them to go online and look for inspiration. Monitor and help if necessary, writing any new vocabulary on the board.

b Ss choose and plan their events. They could come up with their own ideas rather than choosing from the list in Ex 1b if they prefer.

Write

6a Ss write their emails, using the Focus box and checklist in Ex 2b to help. Monitor while they're writing and encourage them to include at least three ways of building rapport in their emails.

b Put Ss in pairs to swap drafts and read each other's emails, making suggestions for improvement. Reviewers can check the drafts using the checklist in Ex 2b.

7 Ss exchange feedback and then write a second draft if time allows, or write it for homework.

Teaching tip

It can sometimes be a bit daunting for Ss to show their written work to their peers for them to evaluate it, especially if it's a fairly rough first draft. However, it can be less intimidating than having work checked by the teacher (and it's less time-consuming for you!). To ease the pressure, make sure Ss offer praise for good parts of the writing as well as suggested corrections when they review their peers' work.

Homework ideas

Ex 7: Ss write a second draft of their email.
Workbook: Ex 1–7, pp.118–119

2c Develop your listening

Introduction

Students develop the listening skill of understanding disagreement in a radio interview by recognising how modifiers can express disagreement.

Warm up

Write the following questions on the board:
Do you ever listen to or watch political programmes?
Which ones are your favourite? Why?
Ss discuss the questions in pairs.

1 Focus attention on the photos then ask Ss to discuss the questions in pairs. When they have finished, elicit answers and have a brief class discussion. If possible, give an example yourself for question 3.

2 2.9 Go through the questions with the class so Ss know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 a new theatre
2 It's over budget and behind schedule.
3 It holds fewer people.

Audioscript 2.9

A: … some sunny spells and showers in the west of the country. Brightening up around lunch time.
I: Thank you Caroline, the time is quarter past eight. Now, it's behind schedule, it's over budget and it's still not finished. I'm talking, of course, about The Castor Theatre, our city's newest theatre, nicknamed by some The Disaster Theatre, which is back in the news after a new report suggested that the theatre may never open. So, should we just abandon the project? Here to answer that question is Culture Minister Cornelius Heath. Good morning, Minister.
M: Good morning.
I: Minister, will this theatre ever open?
M: Well, indeed, yes it will open and when it's open it will be …
I: When will it open, Minister?
M: Well, the opening date is not yet certain but what *is* certain is that when it is complete, it will be one of the finest theatres anywhere in the …
I: So, effectively, Minister you have no idea when it will open.
M: Well, I have some idea. We hope to open it next year …
I: Early next year?
M: We hope so but it's more likely to be later.
I: That's a bit vague, isn't it?
M: As I say, we hope to open it next year.
I: You don't sound very confident, Minister.
M: I'm quietly confident and we are all working very hard to achieve the earliest opening date possible.
I: Wasn't it a mistake to build this theatre in the first place, Minister?
M: No, absolutely not. This theatre is replacing the old one which was outdated and neglected and …
I: Excuse me for interrupting, Minister, but according to this new report, the old theatre should never have been demolished.
M: Well, the report is wrong. As I've said, the old theatre was very outdated and …
I: But it was only twenty-five years old. It wasn't that outdated. Wasn't it possible to restore it?
M: Well, we took the view that it was better to build a new one.
I: So that was your decision, Minister. You were solely responsible for the decision to build a new theatre instead of restoring the old one.
M: Look, I was one of the people responsible for the decision but I still think it was the right thing to do. Of course, we've had some problems along the way. No one's denying that. The first building contractor went bankrupt and now the project is slightly behind schedule.

I: The project is very behind schedule, isn't it? If you do manage to open the theatre next year, it will still be three years behind schedule.
M: As I say, there have been some unexpected problems along the way …
I: And hugely over budget.
M: It is, indeed, somewhat over budget but …
I: It's fourteen million euros over budget and counting …
M: … what you have to remember is that these projects very often go over budget and …
I: Particularly those projects managed by your department, Minister.
M: No, I reject that accusation. We have a very good record when it comes to delivering new cultural buildings. Look at the Museum of Archaeology that we opened last year.
I: Let me put to you a specific criticism that this new report made, an independent report, don't forget. It says that the capacity of the new theatre will be substantially less than the old one.
M: Well that's not true. The capacity will be around two thousand people which is marginally less than the old theatre.
I: But the old theatre could accommodate two and a half thousand people. Why does the new theatre have 20 percent less seating?
M: The facilities in the new theatre are much improved and good facilities require more space. And let me say this: when this theatre is finally built, it will be one of the finest theatres anywhere in the world and thousands of people will be able to enjoy high quality productions in the theatre.
I: Will you resign if the theatre is not completed next year, Minister?
M: I am doing everything in my power to make sure that the theatre is built next year.
I: Will you resign?
M: As I said, I am doing everything in my power to make sure that the theatre is completed as planned.
I: Minister, thank you for coming on the programme.
M: My pleasure.
I: Now, time for the news summary …

3 Ss choose the correct alternatives, then listen again and check. ***Weaker classes*** can choose while listening again. Check answers with the class.

Answers: 1 Disaster 2 some time next year 3 demolished 4 The minister and other people 5 no longer in business 6 at least 7 two 8 doesn't agree

4 Give Ss a few minutes to read the Focus box, underline the modifiers and then decide who said each sentence. Ss compare answers in pairs, then check answers with the class.

Answers:

1 a very – minister	b not that – interviewer
2 a solely – interviewer	b one of – minister
3 a slightly – minister	b very – interviewer
4 a hugely – interviewer	b somewhat – minister
5 a substantially – interviewer	b marginally – minister

5a Ss read the beginnings of the conversations and decide which word or words to change alone, then check in pairs. Don't give any answers yet.
b 2.10 Play the recording for Ss to listen to some possible answers, then go through the answers with the class.

Answers: 1 never → sometimes 2 bit → really 3 slightly → a long way 4 absolutely → fairly

Audioscript 2.10

Conversation 1
A: You haven't emptied the dishwasher. You never do it.
B: That's not fair! I sometimes do it.
A: Yeah, once in a blue moon. You know it wouldn't hurt you once in a while to help out a bit more …

Conversation 2
A: Hi. Sorry I'm a bit late.
B: A bit late! Actually, you're really late. I've been waiting here for 25 minutes.
A: I know. Sorry! I'm just so scatty. I can't seem to leave the house on time ever. There's always something comes up …

Conversation 3
A: I've got a rental property you might be interested in. It's slightly over your budget but it's worth it!
B: But that's a long way over our budget I'm afraid. Have you got anything a bit more within our price range – something that doesn't require me to work 24 hours a day to pay for a roof over my head …

Conversation 4
A: And you're absolutely sure that you didn't leave your laptop on the train, are you?
B: Well, I'm fairly sure. I mean, it's always possible that I'm wrong I guess.
A: I really hope you haven't lost yet another thing, Rebecca. You'd lose your head if it wasn't screwed on properly …

6 Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class.

Homework ideas

Workbook: Ex 1–4, p10

3 OVERVIEW

3A It'll brighten up
Goal | talk about the weather and plan activities
Grammar | ways of expressing the future
Vocabulary | the weather

GSE learning objective
Can describe future plans and intentions in detail, giving degrees of probability

3B Law and order
Goal | discuss legal cases and consequences
Grammar | verb patterns and reporting
Vocabulary | the law and courts

GSE learning objective
Can express opinions about news stories using a wide range of everyday language

3C Fair play
Goal | talk about sports events and news stories
Language focus | *even* and *hardly*
Vocabulary | sports events, actions and news

GSE learning objective
Can talk about personal experiences in detail using linguistically complex language

3D English in action
Goal | give a short, clearly structured presentation
Vocabulary | gender stereotypes

GSE learning objective
Can give clear presentations highlighting significant points with relevant supporting detail

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

3B Crime

3C Phrasal nouns and phrasal verbs

DEVELOP YOUR SKILLS

3A Develop your writing
Goal | write an effective leaflet
Focus | writing effective paragraphs

GSE learning objective
Can write effective and appropriate paragraphs in a range of genres

3B Develop your listening
Goal | understand a podcast
Focus | recognising fractions and multiples

GSE learning objective
Can understand summaries of data or research used to support an extended argument

3C Develop your reading
Goal | understand magazine interviews
Focus | recognising lexical clues

GSE learning objective
Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues

3A It'll brighten up

Introduction

The goal of this lesson is for students to talk about the weather and plan activities. To help them achieve this, they will learn or revise ways of expressing the future and vocabulary related to the weather.

Warm up

Write the following questions on the board:

What's your favourite season? Why?
What's your favourite kind of weather? Why?
What's the weather like at the moment?
Is there anything you wish you could change about the weather where you're from?

Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Vocabulary

The weather

Culture notes

British people are famous for discussing the weather, mainly because it's so changeable (an adjective you could also teach here). It's often used as a conversation starter and for making 'small talk' with strangers.

1 Focus attention on the photos and elicit what Ss can see. Use this to gauge how much weather vocabulary Ss already know. Go through the weather categories, then elicit which one the first phrase in bold goes with as an example. Ss categorise the other items alone, then check in pairs. Check answers with the class. Note that *miserable* can go with two categories.

Answers:
cold: bitter, chilly, frost, crisp, (miserable)
hot: sticky, humid
sunny: brightened up, glorious
wet: miserable, spitting, pouring down, soaked, thunderstorm, flooded
windy: blowing a gale, breeze

2 Ss discuss the questions in pairs. When they have finished, check answers with the class, giving further explanations or examples if necessary.

Answers:
1 breeze = a small amount of a wind, spitting = raining a little bit
2 people might get blown over, roofs might get blown off, trees might get blown down, trains might get delayed or cancelled
3 it starts pouring (down), it brigthens up
4 maybe because there's going to be a gale, thunderstorm or flooding
5 miserable, bitter (more rarely: chilly, frosty, brightened up)

Vocabulary checkpoint

There are many idioms in English related to the weather, e.g. *under the weather* (= ill), *come rain or shine* (= whatever the situation), *it was a breeze* (= easy), *I'm snowed under* (= very busy), *get wind of something* (= hear a rumour). You could ask Ss to go online in pairs to find more, then add them to the board as a class.

3 Give Ss a few minutes to choose three topics and think about their answers, then put them in pairs to share their information. ***Stronger classes*** can talk about more topics. When they have finished, elicit answers from a few Ss and find out if anyone else has had similar experiences.

Further practice

Photocopiable activities: 3A Vocabulary, p173
App: 3A Vocabulary practice 1 and 2

Listening

4 3.1 Focus attention on the pictures and elicit what type of weather each one shows. Explain that Ss are going to listen to four people talking about the weather. Play the recording for Ss to number the types of weather according to which conversation they appear in, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers: A 3 B 2 C 4 D 2 E 4 F 3 G 1 H 1

Audioscript 3.1

Conversation 1
A: It's blowing a gale out there!
B: I know – and it's bitter too!
A: Did you know it was going to be like this?
B: Well, I did read that it can be pretty chilly. I read some quote from someone who said that the worst *winter* they'd ever experienced was a *summer* in San Francisco.
A: Ha! I think I'm going to have to buy a jumper or something, though. I'm totally unprepared for it.
B: It is supposed to be warming up in a couple of days' time.
A: I'm not sure I can wait that long. I might freeze to death before then.

Conversation 2
A: And now it's over to Thomas at the weather desk.
B: Thanks, Alan. So, as we head in to the weekend, the hot weather is set to continue with temperatures reaching 40 degrees in some areas. However, overcast skies also mean it's going to be very sticky – humidity up to 70 percent – and we may well see heavy showers and the odd thunderstorm. Although that will be welcome relief to farmers and gardeners who have been suffering the drought of the last couple of months, they will also bring a risk of sudden flooding and the Met Office has in fact issued a warning in areas of the South-West, so beware if you're considering travelling there. Finally, looking forward to the start of next week, temperatures should drop a little with a cooler breeze moving in from the north. And with that it's back to you, Alan.

Conversation 3
A: I think we should maybe go back. It's getting thicker.
B: It'll be fine. I'm sure it'll clear soon and brighten up.
A: Seriously? Look at it and I'm sure it's starting to spit with rain.
B: Come on! Stop moaning! We're in the mountains, getting some fresh air, exercise.
A: But it's miserable. I mean, if I am going to drag myself up a mountain, I at least want to see something and not get completely soaked in the process.
B: Sheesh! We're also supposed to be enjoying the peace and quiet together – but I can see that's not going to happen.
A: So we're going back?
B: Look! The sun's coming through over there.
A: I think you're seeing things. That's what the fog does to you.
B: Ha ha!
A: Come on! I'm tired. We can go somewhere nice for lunch. They'll still be serving if we go now. Pretty please!
B: Fine!

Conversation 4
A: It's a gorgeous day!
B: Lovely. Bit weird for this time of year, though.
A: Hey, I'm not complaining. It's just nice to see the sun instead of all that greyness.
B: I know. So what are you up to over the weekend?
A: Well, weather permitting, we're going to have a barbecue on Saturday.
B: Really? Is it going to stay like this then?
A: Apparently.
B: Wow. OK.
A: I mean, they said that there might be a bit of a frost in the morning but it could get up to 20 or 22 in the afternoon.
B: Wow. Very strange – anyway sounds nice.
A: Might as well take advantage.
B: Sure.
A: So, what about you? Do you have any plans?
B: I'm supposed to be visiting a friend, but to be honest, I'm so behind with work, I might need the time to catch up.
A: Well, if you need a break from the computer, come and join us.
B: Oh, right. Yeah. Sure. I'll bear that in mind. Thanks.

5 Explain that some of the sentences can go with more than one conversation and that some of the conversations have more than one sentence. Go through the sentences with the class, then Ss listen again and match the sentences to the conversations alone. Ask Ss to check in pairs before checking answers as a class.

Answers: a 4 b 1, 2 c 2 (also, possibly, 3 – if it gets very foggy and they're stuck on a mountain) d 4 e 3 f 1

6 You could demonstrate by telling the class about a time when you've experienced one of these situations, giving details about what happened and encouraging Ss to ask questions to find out more. Put Ss in pairs to share their experiences. When they have finished, ask a few Ss to share their partner's experience(s) with the class.

Teaching tip

When asking Ss to do a personalised activity where they draw from their own experience, it's a good idea to share an experience of your own first. This not only demonstrates the activity but also helps build rapport with the class.

Grammar

Ways of expressing the future

Optional extra activity

Draw a circle on the board and write in the middle: *Ways of expressing the future*. Elicit what future forms Ss know and draw lines out from the circle to create a spidergram with their ideas.

7a 3.2 Focus attention on the sentences and give Ss a moment to read through them. Play the recording for Ss to underline which sentences the speakers say, then check in pairs. Check answers with the class.

Answers:
1 It's supposed to be warming up.
2 The hot weather is set to continue.
3 So beware if you're considering travelling there.
4 Temperatures should drop.
5 They'll still be serving if we go now.
6 I'm supposed to be visiting a friend.

b Focus attention on the headings in the grammar box and ask if any of these forms are new. Ss complete the Grammar box alone, then check in pairs. Encourage Ss to use the example sentences in Ex 7a to help. When they have finished, check answers with the class.

Answers: 1 reporting 2 predictions 3 formal 4 plans 5 pleasant 6 unpleasant 7 in progress

Grammar checkpoint

There is no future 'tense' in English. Instead there are different ways of referring to the future, both grammatically and lexically. The form we use depends on how we view the future activity or how we want it to be viewed. For example, if you're at a family get-together and want to watch the football on TV but you know it'll be rude, instead of saying 'I'm going to watch the football' (planned decision), you might say, 'I'll just see what's on TV. Oh look, it's the football!' (unplanned decision). Alternatively, if you want a housemate to go to the shop and buy something for you, instead of saying, 'Will you got to the shop while you're out?' (request), you might say, 'Will you be going to the shop while you're out?' (something happening as part of the natural order of things).

LANGUAGE BANK 3A pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially any forms which are new for your 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 working 2 is/looks 3 of (*about* is also possible)
4 considering (*debating* is also possible) 5 shouldn't
6 should (*will* is also possible) 7 be
8 supposed (*going* is also possible)

2 1 am supposed to be revising (*am supposed to revise* is also possible)
2 are expected to
3 It shouldn't be (that)
4 will be watching
5 is predicted to be
6 are you thinking of going

8a 3.3 Ss listen and write the five sentences they hear. Don't play the recording again.

b 3.4 Ask Ss to compare what they wrote in pairs, then check answers with the class. Write the sentences on the board as you elicit them or ask Ss to come to the board and write them. When they are ready, play the recording for Ss to listen and repeat.

Answers:

1 I'll be seeing him later.
2 There's supposed to be a thunderstorm tonight.
3 It's set to change in the future.
4 I'm hoping to avoid the flooding.
5 It should brighten up this afternoon.

9 Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers:

1 are set to; should see
2 it'll probably be raining
3 We're thinking; It's supposed to be
4 I'm supposed to be going
5 It shouldn't be

10 Give Ss a few minutes to think about what they're going to say, then put them in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 3A Grammar 1, p171; 3A Grammar 2, p172
App: 3A Grammar practice 1 and 2

Speaking

Prepare

11a Read the example with the class, then ask Ss to write four forecasts. Encourage them to use the weather phrases from earlier in the lesson.

b Ss write their plans alone. Monitor and help if necessary, writing any new vocabulary on the board.

12 3.5 The purpose of this exercise is for Ss to hear a model of the final speaking task in Ex 13. Read the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions. Ask Ss to check answers in pairs, then check answers with the class.

Answers:

1 There's going to be a thunderstorm tomorrow, but it should brighten up in the afternoon.
2 No. The second speaker is supposed to be meeting a friend for a coffee so can't go for a walk tomorrow afternoon when the weather will be OK.

Audioscript 3.5

A: What are you up to tomorrow morning?
B: I'm thinking of going for a walk. Do you fancy coming?
A: Seriously? Haven't you heard? There's going to be a thunderstorm tomorrow.
B: Is that right? Well, in that case, I might as well stay at home.
A: But apparently it should brighten up in the afternoon, so we could go somewhere then.
B: Oh. I'm not sure if I can. I'm supposed to be meeting a friend for a coffee then.
A: OK. Well, never mind. Next time, then.

Speak

13 Go through the Useful phrases with the class, then put Ss in A/B pairs. Read the instructions with the class, then tell Ss to have their conversations. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a few Ss what plans they made, then give Ss feedback on their language use as a class.

Optional extra activity

After they've finished their conversations, Ss could swap roles and/or change partners and repeat.

Reflection on learning

Write the following questions on the board:

How confident do you feel discussing the future in English?
What else would you like to know about the future in English?
How can you find it out?

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

Language bank: 3A Ex 1–2, p141
Workbook: Ex 1–6, p20
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3B
Extended route: go to p120 for Develop your writing

3B Law and order

Introduction

The goal of this lesson is for students to discuss legal cases and consequences. To help them achieve this, they will learn or revise verb patterns and reporting and vocabulary related to the law and courts.

Warm up

Arrange Ss in small groups, then give them three minutes to brainstorm words for as many crimes as they can. When time is up, ask one student from each group to come to the board to write their list. Make sure they don't take any paper with them – instead ask other group members to call out their answers to help them.

Vocabulary

The law and courts

1a Focus attention on the pictures and elicit what crimes are shown. Then tell Ss to put them in order from least to most serious alone.

Answers:
A burglary B parking offence C pickpocketing
D graffiti / criminal damage
E illegal downloading / copyright infringement F speeding

b Put Ss in pairs to compare their answers from Ex 1a and explain their reasons.

2 Read the example with the class. With ***weaker classes***, you may wish to go through the words and phrases in the box first and explain the meanings. Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 not guilty 2 damages of $3 million 3 online fraud
4 in favour of 5 access to information 6 the verdict
7 of corruption 8 the defence 9 a nuisance 10 the patent

Optional extra activity

Do a board race with the pairs of collocations in Ex 2. Put Ss into two large teams and ask them to line up along either side of the classroom, facing the board. Give a board pen to the student at the front of each team. Call out a verb, e.g. *plead*. The two Ss with board pens then run to the board and write the two collocations, i.e. *guilty, not guilty*. Other Ss can help by calling out. The first team to write them correctly wins a point. Ss then pass their pens to the next student in their line and repeat. The team with the most points at the end wins.

3 Read the example with the class and elicit which sentence in Ex 2 it relates to (1). Put Ss in pairs to create situations for five of the sentences. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board. When they have finished, ask a few pairs to share their situations with the class and find out if others came up with the same thing.

Optional extra activity

When Ss have created their situations in pairs, put pairs together in groups of four. Ss take turns to read out their situations for the other pair to guess which sentences they refer to.

VOCABULARY BANK 3B p158

Crime

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the stories alone, then check in pairs. Check answers with the class.

Answers:
1 held up; armed; made off with; run; hiding
2 raid; seized; fire; wounded; custody
3 freed; assaulting; offensive; conviction; example
4 undercover; posed; front; trial; bail

2 Ask Ss to complete the collocations alone. Check answers with the class.

Answers:
1 on 2 go 3 open 4 hold 5 previous 6 make 7 stand 8 set

3 You could demonstrate by telling the class about a TV show, film or news story and describing it with six of the words and phrases from Ex 1. Give Ss time to think of what they're going to say and make notes (if necessary). When they are ready, put Ss in pairs to share their ideas.

Further practice

Photocopiable activities: 3B Vocabulary, p176
App: 3B Vocabulary practice 1 and 2

Reading

4 Focus attention on the texts and explain that they describe three legal cases that had ongoing consequences. Read the questions with the class so they know what to look for in the texts, then give Ss a few minutes to read the texts and answer the questions. Check answers with the class.

Answers:
1 a Samsung
b Apple; accused Samsung of copying the iPhone's design and key software features
c Jury decided in favour of Apple
2 a Standard Liege
b Bosman; claimed his freedom of movement was being restricted
c Judges ruled in favour of Bosman
3 a a cricket club
b The Millers; claimed the club was causing a nuisance
c Judge ruled against the Millers

Culture notes

Apple Inc. v. Samsung Electronics Co. was a series of lawsuits in which Apple claimed that Samsung had infringed their patents (i.e. copied their ideas). It started in the spring of 2011 and by August 2011 it involved 19 cases in 9 countries. By July 2012, this had increased to 50 cases and became know as 'the smartphone wars'. A settlement was finally reached in 2018, though the terms of the settlement were not made public.

Jean-Marc Bosman is a former Belgian professional footballer. His legal challenge to the football transfer rules was a landmark judgment, which became known as the Bosman ruling in 1995.

Miller v. Jackson was a famous court ruling in England and Wales in 1977. The Millers accused the club of nuisance and negligence as cricket balls were being knocked into their garden. The first judge to hear their case ruled in their favour, though this was overturned at the court of appeal by Lord Denning.

5 Ss read the texts again more carefully and decide alone if the statements are true, false or not mentioned, then check in pairs. Check answers with the class.

Answers: 1 T 2 F 3 T 4 NM 5 NM

6 Ss discuss the questions in small groups. When they have finished, elicit answers from a few groups and have a brief class discussion.

Suggested answers:
1 Ss' own answers
2 other copyright and patent infringements; companies not allowing employees to relocate; people bringing charges of nuisance in similar situations
3 Samsung losing a lot of money or the quality of their technology suffering; football clubs losing money or their best players to richer clubs; the new occupants of the house suffering the same problems

Grammar

Verb patterns and reporting

7 Write on the board: *You should go to the police.* Underneath, write: *She advised …* and elicit how we can report the original sentence (*She advised me to go to the police.*). Give Ss a few minutes to read through the grammar box and ask you any questions they have. Ss then match the verbs in bold in the texts to the verb patterns, before checking in pairs. Check answers with the class.

Answers:
announced – verb + (*that*) clause
accused – verb (+ object) + preposition
accepted – verb + object
refused – verb + infinitive
persuaded – verb + object + (*that*) clause
force – verb + object + infinitive
denied – verb + *-ing*

LANGUAGE BANK 3B pp.140–141
Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the fact that reporting verbs often summarise rather than report exact words. 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 blamed me for being / blamed me for making them
2 assured me everything was/is
3 to call the police if
4 vowed not/never to do/vowed he wouldn't do
5 expressed their sadness over/about
6 begged me to come
7 was even considering stealing
2 1 (that) she knew 2 correct 3 me to take
4 denied using the company profits
5 managed to successfully argue
6 the young woman to get

8a Say the first word in the box (*admitted*) and elicit the answer as an example. Ss categorise the other verbs alone, then check in pairs. Check answers with the class and model the verbs for Ss to repeat.

Answers: a asked, promised
b argued, blamed, criticised, warned c admitted

Pronunciation checkpoint

When a regular infinitive verb ends in a vowel sound or voiced consonant sound (e.g. /z/, /uː/, /n/), it finishes with the sound /d/ in the past simple: *argued, blamed, criticised, warned.*

When a regular infinitive verb ends in an unvoiced consonant sound (e.g. /s/, /k/), it finishes with the sound /t/ in the past simple: *asked, promised.* However, regular infinitives which end in /t/ or /d/ finish with /ɪd/, in the past simple: *admitted, needed.*

Ss can check whether a sound is voiced or unvoiced by touching their throats when saying the sound: voiced sounds produce a vibration in the throat.

b 3.6 Ss listen to the recording and write the sentences they hear. Ask Ss if they noticed how the *-ed* endings are reduced or even disappear when the sentences are said quickly.

c 3.7 Ss compare what they wrote in pairs, then check answers with the class. Play the recording so Ss can repeat the sentences.

Answers:
1 The government's promised to crack down on tax avoidance.
2 The prosecution's asked the judge to throw the case out.
3 The driver admitted breaking the law.
4 Activists have criticised the judge's decision.
5 His lawyers argued that he won't get a fair trial.
6 The judge warned the jury to ignore press reports about the trial.
7 The airline blamed the delay on technical problems.

Pronunciation checkpoint

Often in fast speech certain sounds disappear. This process is called *elision*. This is especially true for the sounds /t/ and /d/ when they occur between two consonant sounds. This rarely leads to a breakdown in communication as the form is clear through the context.

9a Ss work alone to choose the correct alternatives. Explain that both options may be correct. Don't give any answers yet.

b Ask Ss to compare answers, then check answers as a class. As a class, discuss how the form of each sentence would need to change if the crossed out verbs were used. Check answers with the class (see bracketed parts below).

Answers:
1 threatened (I warned them that I would report them to the police if it happened again.)
2 both
3 promised (They've discussed doing more to enforce parking rules in the area.)
4 both
5 rejected (The prime Minister has agreed to resign/agreed to demands for his resignation.)
6 encouraging (Police are demanding that anyone with any information should come forward.)
7 advised (My dad suggested (that) I (should) take out a patent on my invention. / My dad suggested taking out …)
8 both

10a Give Ss plenty of time to choose a topic and prepare what to say. They can make notes or just prepare silently. Monitor and help if necessary, writing any new vocabulary on the board.

b Ss share their stories in small groups. When they have finished, nominate a student from each group to share an interesting experience from their group with the class.

Further practice

Photocopiable activities: 3B Grammar 1, p174; 3B Grammar 2, p175
App: 3B Grammar practice 1 and 2

Speaking

Prepare

11 3.8 Remind Ss of the three legal case they read about in Ex 5. Explain that Ss will now hear two people discussing one of the cases. Go through the questions so Ss know what to listen for, then play the recording for Ss to answer the questions. Ss check in pairs, then check answers with the class.

Answers:
1 the Millers and the cricket club
2 They agree with the verdict. The Millers must have known about the cricket pitch when they moved there.
3 The implication is that people moving into lively areas can't complain about noise, etc.

Audioscript 3.8

A: Did you see that thing in the paper about the couple who took their local cricket club to court?
B: No. What was that?
A: Oh, there was this couple who lived next door to a cricket pitch and every now and then a ball from a game would end up in their garden or hit their roof or whatever …
B: That must get quite annoying.
A: Yeah, but it was only a few times a year, and the club offered to pay for any damage, so …
B: It could still be dangerous, though, like if it hit you on the head …
A: I guess, but that never happened. Anyway, they wanted to try and force the club to stop playing cricket there, even though that had been going on for years and years before they even moved in.
B: That's a pretty extreme demand. So what happened in the end?
A: Oh, it sounds like the judge just threw it out of court, which makes perfect sense. I mean, they must've known they'd be living near a cricket pitch when they moved there, you know.
B: Yeah. Fair enough. Does that mean that residents shouldn't be able complain about the noise from bars or clubs if they move into a lively area?
A: I guess so. Do you think that's a good thing?
B: Absolutely. If you want to live close to where the action is, you have to expect some noise.

12 Put Ss in A/B pairs, then refer them the relevant pages to look at their cases. Each student chooses one of the cases and prepares to tell their partner about it.

Speak

13 Go through the Useful phrases with the class. Pairs take turns to tell each other about their cases, then discuss together what they think should happen and why. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a few Ss to share their ideas with the class and find out if other Ss agree. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What was the most interesting case you learnt about today?
How confident do you feel using reporting verbs?
How can you practise these further 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

Language bank: 3B Ex 1–2, p141
Workbook: Ex 1–5, p21
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3C
Extended route: go to p88 for Develop your listening

3c Fair play

Introduction

The goal of this lesson is for students to talk about sports events and news stories. To help them achieve this, they will learn or revise the use of *even* and *hardly* and vocabulary related to sports events, actions and news.

Warm up

Write on the board: *SPORT* and elicit as many sports as you can from Ss, writing them on the board. Put Ss in groups of at least four and explain the activity: In each group, Student A says, for example: *Yesterday, I went swimming.* Student B must then remember what was said before and add a new sport, e.g. *Yesterday, I went swimming and played tennis.* Student C then adds a further sport, and so on. The game continues until one student can't remember all the sports said. Monitor and make sure Ss are using the appropriate verbs for each sport, and correct if necessary.

Reading

1 Ss answer the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Answers:
1 **A** playing tennis **B** playing badminton **C** ice skating **D** swimming **E** playing football **F** racing driving
2 They are all women.
3 Ss' own answers

2 Ss discuss the statements in pairs. Encourage them to give reasons for their opinions. When they have finished, elicit Ss' ideas and open it up to a wider class discussion.

3 Give Ss a few minutes to read the opinion piece and decide whether the author would agree with each of the statements in Ex 2 and why or why not. When they have finished, check answers with the class and elicit evidence for their answers.

Suggested answers:
1 agree (80% of sponsorship deals for male-only sports, only 3.2% of airtime for women's sports)
2 disagree (participation has soared, more women watching now too)
3 disagree (financial opportunities being missed, generate extra income)
4 disagree (rising participation levels)
5 agree (opportunities being missed)
6 agree (lack of focus on women's sport … far fewer women and girls exercise to keep fit than men)

4 Ss read the summaries and choose the best one alone, then check in pairs. Check answers with the class.

Answer: The best summary is sentence 2.

Language focus

even and *hardly*

5a Ss read the two extracts, then answer the questions in pairs. Check answers with the class.

Answers: **a** hardly **b** even
c they come before the verb/word they emphasise

b Ss read and complete the language focus box alone, then check in pairs. Check answers with the class and answer any questions Ss have.

Answers:
1 before 2 almost doesn't happen 3 should not 4 after

LANGUAGE BANK 3C pp.140–141

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the fact that we don't normally use *hardly* with other negative words. Elicit the first answer as an example. Ss work alone to complete the exercise, 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 It was so noisy I could **hardly** hear myself think …
2 It was so cold, **even** the local people were complaining …
3 I could **hardly** stay awake, **even** though it was an exciting race.
4 I was so busy I **hardly** had time to speak to anyone …
5 He was so rude, he **even** managed to annoy Juana …
6 I offered to pay for the tickets, but **even** then **hardly** anyone wanted to come …
7 … and we hope to attract **even** more in the future.
8 **Even** I can't watch a whole game of snooker and there's **hardly** any sport that I wouldn't watch.

6a 3.12 Ss listen and write the sentences, paying attention to how *even* and *hardly* are stressed.
b 3.13 Ask Ss to compare what they wrote, then check answers with the class. Play the recording for Ss to listen and repeat.

Answers:
1 I could hardly hear myself think.
2 He didn't even offer to help.
3 They didn't even apologise.
4 They even tried to blame us.
5 I could hardly believe my ears.
6 She hardly spoke to me all evening.

7a Ss rewrite the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 'd hardly touched 2 could hardly see
3 was hardly sweating 4 hardly played

b Ss discuss the difference in meaning between the sentences with *even* and those with *hardly* in pairs. Check the answer with the class.

Answers:
The *even* sentences are stronger.
not even = absolutely nothing; *hardly* = almost nothing

8 Elicit the first answer as an example. Ss complete the rest of the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 She won the competition, but she didn't **even** get a trophy.
2 He played terribly. He didn't **even** win a game in the last set.
3 She actually seems to be playing **even** better than she was before she got injured.
4 I'm usually optimistic, but **even** I thought they'd lose.

9 Demonstrate the activity by telling the class your own endings to one or two of the sentence starters. In pairs, Ss take turns to complete the sentences. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, ask a few pairs to share their endings with the class.

Suggested answers:
1 … could hardly walk. / … couldn't even bend down to put my shoes on.
2 'd even get out of breath going up the stairs. / could hardly run for the bus, let alone run 5k.
3 … I could hardly stop jumping up and down. / … I didn't even care they'd cost so much.
4 … could hardly speak. / … didn't even know what day it was!
5 … could hardly hear ourselves think. / … weren't even able to leave the house.

Further practice

Photocopiable activities: 3C Language focus 1, p177; 3C Language focus 2, p178
App: 3C Language focus practice 1 and 2

Vocabulary

Sports events, actions and news

10 In pairs, Ss discuss the meanings of the words in bold. Encourage them to look words up in dictionaries or on their mobile devices if they're not sure. When they have finished, go through the meanings with the class. Check understanding by asking focused questions such as: *What might be an example of a bribe?* (money, a free holiday) *If you're disqualified, can you compete?* (no) *If you talk back, are you being polite?* (no).

Answers:
bribe = a payment or other incentive to make someone do something illegal or immoral
disqualified = stopped from competing (because they broke a rule)
neck and neck = be very close in a race
lap = one go around a circuit (a race may be several laps of the circuit)
burn off = use calories or fat that you have eaten
dive = move or jump quickly in a particular direction or into a particular place
turning pro = becoming professional
foul = do something to another player that is against the rules of the sport
possession = control of the ball (in football, rugby, hockey, etc.)
stroke = the act of hitting the ball with a bat or racket
sponsorship (deal) = when a company gives money to an event or sportsperson in return for advertising or publicity
talk back = reply in a rude way to a referee, teacher or parent who is giving an order or punishment

Optional alternative activity

With ***weaker classes***, put Ss in pairs and allocate three or four of the words and phrases to each pair. Ss look them up in dictionaries or on their mobile devices and check they understand the meaning. Monitor and help if necessary. When they have finished, put Ss in larger groups to share what they found out.

11 Ss complete the sentences alone, then check in pairs. Clarify that Ss may need to change the form of some words. Check answers with the class.

Answers: 1 sponsorship 2 turned pro 3 dived 4 possession 5 lap; neck and neck 6 talking back 7 strokes 8 fouling 9 burn off 10 disqualified; bribes

Optional extra activity

Ask Ss to choose three of the words and phrases from Ex 10 and think of a recent news or sports story involving their chosen words or phrases. When they are ready, put Ss in pairs to discuss and share their stories.

12 Ss discuss their ideas in pairs. When they have finished, elicit Ss' ideas and find out if anyone else thought of the same things.

Suggested answers:
1 Formula One racing, 1500m track race
2 cheating, taking banned substances
3 go for a bike ride, walk 10,000 steps a day

VOCABULARY BANK 3C p158

Phrasal nouns and phrasal verbs

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the phrasal nouns with the meanings alone, then check in pairs. Check answers with the class.

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

2a Ss complete the questions alone, then check in pairs. Check answers with the class.

Answers:
1 turned out 2 break in 3 work out 4 lie down 5 write up 6 mixed up 7 went ahead

b Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their ideas with the class.

Further practice

Photocopiable activities: 3C Vocabulary, p179
App: 3C Vocabulary practice 1 and 2

Speaking

Prepare

13 Give Ss plenty of time to choose two of the topics and prepare what they want to say, making notes if they wish. Monitor and help if necessary, writing any new vocabulary on the board.

14 3.14 Go through the questions so Ss know what to listen for. Ss listen and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 a personal sporting achievement
2 It's one of the things the man is most proud of in his life.
3 It was physically very difficult.

Audioscript 3.14

A: Did you know I once ran a marathon?
B: Seriously? Or are you joking?
A: No, it's true. It was quite a long time ago now, but I did it. Sport never really used to be my thing. I mean, I hardly ever watched it or anything, but my flat mate at the time was really into jogging and managed to persuade me to join her one night.
B: OK.
A: And I just took to it. Within a few weeks, I was totally addicted and found myself running longer and longer distances every day. I mean, I even started running to and from work, you know. And so the logical thing to do was to start setting targets for myself: 5K, 10K, half-marathon and then the big one.
B: Wow. That must've involved loads of training.
A: Yeah, it did, but it was worth it. It's one of the things I'm most proud of in my life. I'll tell you what, though. It wasn't easy.
B: No, I bet it wasn't.
A: From about the eighteen-mile mark on, I couldn't even feel my legs. And when I crossed the finishing line, I was half-dead. When I took my trainers off, they were full of blood.
B: Oh! Spare me the details! Please.

Speak

15 Go through the Useful phrases with the class, then put Ss in small groups to share their stories. Monitor and make notes on Ss' language use for later feedback.

Reflection on learning

Write the following questions on the board:

What three phrases did you learn that were most useful today?
How will you use these in the future, do you think?

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

Language bank: 3C Ex 1, p141
Workbook: Ex 1–5, p22
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 3D
Extended route: go to p100 for Develop your reading

3D English in action

Introduction

The goal of this lesson is for Ss to practise giving a short, clearly structured presentation. To help them achieve this, they will learn phrases for introducing a presentation and signposting. They also learn vocabulary related to gender stereotypes.

Warm up

Write the following questions on the board:

In what situations do people give presentations?
Have you ever given a presentation? What was it for?
Have you ever given a presentation in English?
How confident would you feel doing so?

Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

Vocabulary and listening 1

Gender stereotypes

1a Focus attention on the photos. Ss discuss the questions in pairs. When they have finished, elicit a few Ss' ideas and have a brief class discussion.

b Ss discuss the question in pairs, giving reasons for their answers. In feedback, you could ask which gender they associate each item with via a show of hands.

2 3.15 Tell Ss they are going to hear the start of a presentation about men and women. Read the questions with the class so they know what to listen for. Ss listen and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 Why do men and women continue to be treated differently in the world of work?
2 a documentary that claims the differences are due to nurture/the way we bring up our kids
3 outline of the documentary, the presenter's own thoughts, discussion

Audioscript 3.15

Hello everyone. Thanks for coming today. … Why do men and women continue to be treated differently in the world of work? Women are still paid less when they do similar types of work to men and they're less likely to work in areas such as engineering and science, but more likely to do jobs in the arts and the caring professions. Yet even in those areas where there are plenty of women, there are still more men in management positions. I believe the important question to ask ourselves is: why? I'm here today to talk to you about an interesting documentary on this subject presented by Dr Javid Abdelmoneim. He believes it is all to do with nurture – the way we bring up our kids. So, what I'll do first is give you a brief outline of the programme; I'll then go on to give some of my own thoughts, before finally opening up the floor for discussion. OK …

3 Explain that the introduction to a presentation is important as it outlines what you are going to say and helps prepare listeners for what they're about to hear. Focus attention on the phrases and headings in the Useful phrases 1 box. Ss read the phrases and decide which ones they heard the speaker use in Ex 2. Play the recording again for Ss to listen and check, then check answers with the class.

Answers:
Explaining the structure
(I'm here today to talk to you about …)
What I'll do first is …
I'll then go on to …
… before finally *-ing*
Outlining what will happen
give you a brief outline of …
give some of my own thoughts …
open(ing) up the floor for discussion.

Optional alternative activity

Books closed. Divide the board into two sections and at the top of each write the two main headings from the Useful phrases 1 box: *Explaining the structure* and *Outlining what will happen*. Elicit phrases which could go in each category and write them in the relevant sections. Ss then open their books and compare their ideas with the phrases given. They then do Ex 3.

4a Ss choose one of the topics and write their presentation introduction in pairs, using the Useful phrases. Monitor and check Ss are using the phrases correctly and help with any vocabulary.

b When they have finished, ask each pair to read out their introduction to the class. If you have a large class and/or are short of time, Ss can read out their introductions to another pair rather than the class.

Teaching tip

With large classes, you can save time during feedback stages by putting Ss in groups to report back, rather than asking them to report back to the class. Some Ss may also feel less self-conscious when they feed back in smaller groups. If you use group feedback like this, monitor carefully and note down a few examples of errors for correction and good language use from each group, so that Ss still feel listened to by their teacher.

Listening 2

5 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

6a 3.16 Ss listen to the rest of the presentation and make notes to answer the questions they discussed in Ex 5.

Audioscript 3.16

OK, so the documentary is called *No more girls and boys: can our kids go gender free?* It shows how seven-year-olds are already forming strong ideas about the difference between boys and girls and their future roles, but, importantly, it also aims to reveal how these attitudes are formed and how they can be changed.

Dr Abdelmoneim presents evidence from a brain expert who explains that there is basically no physical difference between the brains of boys and girls at this age. He adds that this is also true when it comes to strength: seven-year-old boys and girls have the same muscle mass. Yet when the kids' attitudes are tested, they show major differences: boys have higher self-esteem and they judge their own intelligence more highly than girls do. On the other hand, boys score lower than the girls in terms of the vocabulary they use to describe their emotions – well, all emotions apart from anger, that is.

Typically, girls use words connected with looks to talk about themselves: *pretty, lipstick, dresses, ugly*, but use words like *football, in charge, strong* and *fighting* to talk about boys. Abdelmoneim suggests that if there is no difference between girls and boys physically or mentally at this age, then these differences in attitude must come from the messages we pass on to kids. He gives the example of an experiment where carers choose 'boys' toys such as cars and robots for a baby girl dressed as a boy and 'girls' toys such as dolls for a baby boy dressed as a girl. Abdelmoneim goes on to explain how this kind of toy and activity selection for different genders impacts on kids' achievements in areas such as maths. Basically, boys typically do better in these areas because they get to practise these things more in their play.

Abdelmoneim attempts to prove these points through a series of experiments carried out in a primary school class. These range from rearranging a coat cupboard which had been separated into girls and boys, to displaying 'gender equal' messages in the room such as 'boys are sensitive' and 'girls are clever', to giving girls and boys extra practice in areas that they are supposedly bad at. They also did a number of awareness-raising tasks to challenge their ideas. For example, the kids had to assess how they think they would do in a strength test and then compare this against how they actually performed. The girls saw both how they performed equally with the boys, and also got to notice how they undervalued themselves. At the end of the three-month experiment, the results showed improvements in all the areas first tested, compared to another class that didn't take part in the experiments.

OK. So, that's the outline. Now, turning to my own thoughts, I found the programme really fascinating. It made me think a lot about my own education and upbringing. Overall, I suppose the programme was more focused on boosting girls' self-esteem, because it's women who suffer inequality later in life, but what I liked most was that the experiment also benefited boys. I've since seen one of the mothers being interviewed and she commented on how her son was better behaved and nicer to his sister as a result of the changes at school.

I suppose my main doubt about it is how far these ideas could be implemented in every school and every class and how far such changes would really change gender inequality at work if they were. For example, one task involved students meeting professionals who challenged the kids' stereotypes – such as a female mechanic and a male make-up artist. How easy would that be to organise everywhere? And what happens in the next class they have? Do these attitudes last?

I believe that to make a real difference, we need to train teachers and even structure schools differently. It's not the easiest solution, but I believe radical thinking about how we treat girls and boys in the classroom is the only way to help change attitudes for good.

OK. That's basically all I have to say for the moment, but I'd like to open things out to the group now and see what you think or if you have any questions. … Anyone … don't be shy … Yes over there …

b Put Ss in pairs to compare their notes. If necessary, play the recording again. Go through the answers with the class.

Answers:
1 There are no real physical or mental differences at this age, but already major differences in their attitudes – boys have higher self-esteem and rate their intelligence more highly; girls score higher in terms of empathy and expressing emotions – though boys express anger more!
2 The documentary only discusses seven-year-olds in detail. It mentions that it is women who suffer inequality later in life but doesn't describe the differences.
3 The documentary supports the view that the differences are definitely more to do with nurture and are therefore cultural differences.

7 Read the first part of the Useful phrases 2 box with the class, explaining that signposting is important as it help guide listeners through a presentation. Give Ss plenty of time to read the Useful phrases and try to remember which kinds of signposting the speaker used. Ss could compare answers briefly in pairs. When they are ready, play the recording again for Ss to listen and check. Check answers with the class.

Answers:
The speaker explicitly stated she was ending one section and turning to another. (OK. So, that's the outline. Now, turning to my own thoughts, ...)
She also introduced the discussion. (OK. That's basically all I have to say for the moment, but I'd like to open things out to the group now and see what you think or if you have any questions.)

8a Ss prepare their ideas alone. Monitor and help with ideas and vocabulary if necessary.
b Elicit Ss' ideas and ask other Ss to say if they agree. Ss can also try to answer the questions that their classmates came up with.

Suggested answer:
How the speaker kept the listeners' attention: summarising, giving examples, giving their own opinion, inviting listeners to ask questions and encouraging them to do so

Optional alternative activity

Do this as a 'mingling' activity. Ask Ss to get up and walk around the class, comparing ideas with other Ss and trying to find the answers to each other's questions. In feedback, ask a few Ss how successful they were.

9a Go through the pronunciation pointers for short presentations in the information box, then ask Ss to annotate the section of the presentation given. When they are ready, check answers with the class. If you can, project the text on to the board and annotate it there with Ss' help.

Suggested answer:
OK. ↓ / So, ↑ / that's the outline. ↓ / Now, turning to my own thoughts, ↑ / I found the programme really fascinating. ↓ /
It made me think a lot about my own education and upbringing. ↓ / Overall, ↑ / I suppose the programme was more focused on boosting girls' self-esteem, ↑ / because it's women who suffer inequality later in life, ↑ / but what I liked most was that the experiment also benefited boys. ↓ / I've since seen one of the mothers being interviewed ↑ / and she commented on how her son was better behaved ↑ / and nicer to his sister ↑ / as a result of the changes at school. ↓

Pronunciation checkpoint

When we speak, air passes through our vocal cords which make them vibrate. The faster they vibrate (i.e. when more air passes through them), the higher the tone. The slower they vibrate (i.e. with less air), the lower the tone. Therefore, when we have more to say, air is still passing through our vocal cords and so we speak with a rising or level tone. When we come to the end of a section, the air slows down and our voice has a falling tone, which sounds 'final'. Teaching this simple rule can help Ss become more expressive and confident when they speak, so preparing the introduction to a presentation in this way can help them start with impact and confidence.

b Ss take turns reading out their annotated sections in pairs. Encourage them to give each other suggestions for improvement, thinking about pausing, stress and intonation. When they have finished, ask if anyone wants to read out the section to the class. Ask: *Do you feel more confident reading aloud this way?*

Speaking

10a Ss choose one of the topics and prepare the information they'll include and use the Useful phrases from the lesson to work out how they will explain the structure and signpost it. Monitor and offer help if necessary.

Optional extra activity

If you have time, you could ask Ss to write out their introduction in full and annotate it to include pauses, emphasised words and rising and falling tones, as in Ex 9a.

b Ss practise giving their presentations in pairs. When they have finished, ask if anyone would like to give their presentation to the class. Ss could also record their presentations so that they can listen to them after class.

Reflection on learning

Write the following questions on the board:
Do you feel more confident giving presentations in English now?
What helped the most?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–5, p23
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

3A Develop your writing

Introduction

Ss develop the skill of writing an effective leaflet by learning how to write effective paragraphs.

Warm up

Collect and bring to class a variety of leaflets in English. These are usually available in tourist offices, train stations, big supermarkets, libraries and post offices. Arrange Ss into small groups and give a few leaflets out to each group. Write on the board:

What's the leaflet for?
What images does it have?
What kind of language does it use?
Does it make you want to find out more information?

Ss discuss the questions about the leaflets in their groups. When they have finished, ask groups to choose their favourite one and present it to the class, saying why they like it.

1 Focus attention on the cover of the leaflet. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Ss read the leaflet and answer the questions alone, then check in pairs. Check answers with the class.

Answers: 1 a 2 c 3 c 4 b

b Ss discuss the question in pairs. When they have finished, elicit Ss' ideas and discuss the question as a class.

3a Check understanding of the features if necessary, then ask Ss to tick the features alone.

b Put Ss in pairs to compare ideas, then check answers with the class.

Answer:
All the features make the leaflet effective apart from an academic tone and a balance of opinions.

4a Ss discuss the features of an effective paragraph in a leaflet in pairs.

b Ask Ss to read the Focus box and check their ideas.

5a Read the example with the class, then ask Ss to divide the information into sections for a leaflet. Ss compare ideas in pairs, then check answers with the class.

Answers:
Introduction: 1, 2 Section 1: 3, 4 Section 2: 5–8 Section 3: 9–11 Section 4: 12–14 Call to action: 15

b Ss write their headings alone, then compare ideas in pairs. In feedback, elicit Ss' ideas and find out if others had similar ideas.

Suggested answers:
Section 1: Lost time?
Section 2: Social isolation
Section 3: Health concerns
Section 4: Time to act

Prepare

6a Go through the topics with the class, then ask Ss to choose one, or come up with their own idea.

b Arrange Ss in groups according to the topics they chose, then ask them to brainstorm ideas to include. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

c Ss plan their leaflets, using the Focus box and the ideas in Ex 5 to help. Monitor and offer help if necessary.

Write

7a Remind Ss of the checklist in Ex 3a, then give Ss plenty of time to write their first drafts. Monitor and offer help and corrections if necessary.

b Ss exchange leaflets in pairs and check each other's work, again using the checklist in Ex 3a. Monitor and answer any questions Ss have.

8 Ss write their second drafts, following the suggestions they've received. If you're short of time, they could write their second drafts for homework.

Homework ideas

Ex 8: Write a second draft of your leaflet.
Workbook: Ex 1–8, pp.26–27
App: grammar, vocabulary and pronunciation practice

3B Develop your listening

Introduction

Ss develop the listening skill of understanding a podcast by learning to recognise fractions and multiples.

Warm up

Write the following questions on the board:

Do you ever listen to podcasts? Why/ Why not?
Which ones do you listen to?
What do you like about them?
If you were going to make a podcast, what would it be about? Why?

Ss discuss the questions in pairs.

1 Focus attention on the photo and elicit what Ss can see. You may wish to check understanding of *sacrifice* (= when you deny yourself something in order to have something more valuable later on). Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a 3.9 You may want to check understanding of *sue* (= take someone to court to get compensation for something bad they did to you). Go through the questions with the class so Ss know what to listen for. Ss listen and answer the questions.

b Ss check their answers in pairs. Play the recording again if necessary, then check answers with the class.

Answers:

Student 1
1 because he failed an assignment
2 broken their own guidelines by having the same examiner mark his project twice
3 to declare his project a pass
4 The judge ruled against the student.

Student 2
1 because he didn't get a first in his degree
2 He claimed they had failed to teach him adequately.
3 to award him one million pounds
4 The judge ruled against the student.

Student 3
1 because she claimed her degree had not helped her career as much as she had been led to believe
2 They had misrepresented the value of the degree to her career.
3 to award her fifty thousand pounds
4 The judge ruled against the student.

Audioscript 3.9

Hello I'm Alaistair Vesten and welcome to my podcast, Vesten Investigates. This week's episode is all about students who sue their university.

Don't forget to subscribe, like and share.

You've probably read in the paper recently that the number of students in the UK has doubled over the last 20 years. That's all good news but with so many more students in education, the chances of things going wrong in a small number of cases has also increased. Take the case of the student who sued his university when he failed an assignment. The student in question got just seventeen marks out of a possible one hundred for the project. Not satisfied with this, he asked for it to be re-marked. It was and his grade was revised upwards to … eighteen out of one hundred. The student, however, was nothing if not persistent and so he took the university to court, claiming that the university broke their own guidelines by having the same examiner re-mark the assignment. The student asked the judge to declare the project a pass. Unsurprisingly, perhaps, the judge ruled in favour of the university and advised the student to accept the situation and move on with his life.

We can only hope that the student in question takes this advice and doesn't appeal against the verdict!

But while this story may be amusing, it does point to the fact that studying at university is expensive and only getting more so. In the US the cost of a university education has increased eight times faster than wages over the last 30 years and of course student expectations have risen accordingly. Students increasingly see university as a service and themselves as customers. This has led to some students taking their university to court when they felt that the university has, as the legal term goes, broken the terms of the agreement.

Take the graduate who, eleven years after taking his finals, sued his university because he didn't get a first. In case you don't know the British degree classification system, a 'first' is short for a 'first-class honours' and is the highest class of degree that you can get. The student claimed that failing to get a first had cost him a career as a high-flying lawyer and for this reason he wanted one million pounds compensation. The reason for not getting a first, according to the student, was that the university had failed to teach him adequately. The university denied all charges and, perhaps unsurprisingly, the judge ruled against the student.

However, when you consider that the number of students getting a first class degree has tripled over the last 30 years, it's possible to argue that for ambitious students, failure to get a first can change their lives. So when this particular student claimed that failure to get a first had ruined his life, he may not have been joking. What he failed to show was that it was the university's fault rather than his own.

New data underlines the importance of a good degree in career terms. The average salary for UK graduates is one and a half times higher than for non-graduates. What, though, if you graduate and find that you still can't get the job and the salary that you wanted? One student sued her university for fifty thousand pounds because she claimed that, having graduated, the degree had not helped her career as much as she had been led to believe, and this was despite the fact that she got a first. She claimed that she chose the course on the basis of the claims in the university's brochure but that the university misrepresented the value of the degree to her career and that in fact it was worth much less than she had paid for it. Once again, the student lost her case but she did highlight the importance for all students of doing research before making a final decision on a course.

Let's not forget, studying is expensive and time-consuming. The average UK student leaves university with debts of over fifty thousand pounds. Most students will still be repaying those debts in their 50s. Three quarters of graduates will never pay off their debts. It's only natural then, that students demand the highest standards and value for money from their university. Perhaps it's also natural that when things don't go to plan, we all look for someone else to blame. The story of these students is a warning to all that it may be harder to prove than you think.

That's all for now. Join me next week as I investigate another topic and don't forget to subscribe, like, share and leave a comment. Ta-ta!

3 3.10 Ss read the Focus box, listen to the recording, then practise saying the fractions and multiples in pairs. Monitor and listen to them practise, modelling if necessary.

Pronunciation checkpoint

With complex consonant clusters, especially those involving *th*, elision usually occurs in natural speech. For example, *four fifths* becomes /ˈfɔːˈfɪfs/ or /ˈfɔːˈfɪθs/, in order to make it easier to say.

4 Read through the facts with the class so they know what to listen for, then play the recording again for Ss to note down the fractions and multiples. Ask Ss to check answers in pairs, before checking them with the class.

Answers:
1 doubled over the last 20 years
2 increased eight times faster than wages over the last 30 years
3 tripled over the last 30 years
4 one and a half times higher than for non-graduates
5 three quarters of graduates

5 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

6 3.11 Give Ss a few minutes to read the questions so they know what to listen for. Ss listen to the extracts and choose the correct options alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers: 1 b 2 b 3 b 4 b 5 c 6 a

Audioscript 3.11

Extract 1

… so the question is, how many students are actually in full-time education? Well, the numbers show that in the UK there are slightly fewer than two million adult students. That means that roughly a third of all 18–24 year olds are studying full time. That's quite an impressive number of people and, because many students in the UK travel to other towns to study, in some places the number of 18–24 year olds almost triples during term time because there are so many students.

Extract 2
So my country, Australia, has about one and a half million students in higher education and about a quarter of them are international students. One and a half million – that's a huge number, I mean particularly given that the population is only around 25 million. But what you also notice is that people from the major cities are much more likely to go to university than people who live in more rural areas, almost twice as likely, according to official statistics. That's a big disparity.

Extract 3
… And of course, working part-time while you study is very common. Delivering pizza, serving coffee, stacking shelves, all of these jobs are common ways to make money for students and in fact around three fifths of students in many university towns have work like this. What's more surprising is that some take this even further and have a full-time job while studying. Can you imagine! OK, it's only around a fifth of students who do this but still, the numbers seem to be increasing.

Optional alternative activity

Before listening, put Ss in pairs to read the questions and guess the answers. Elicit their predictions and write the most popular choices on the board. After listening, check answers and find out how many they guessed correctly.

7 Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class and have a brief class discussion.

Homework ideas

Workbook: Ex 1–5, p26

3c Develop your reading

Introduction

Ss develop the reading skill of understanding magazine interviews by learning how to recognise lexical clues.

Warm up

Tell Ss to imagine they are going to be interviewed by a magazine and think of five questions they'd like to be asked. Give them a few minutes to write them down. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, put Ss in pairs to swap questions and practise interviewing each other.

1a Demonstrate the activity by telling the class about interviews that you have read. Ss discuss the questions in pairs. When they have finished, elicit their ideas and find out if others agree.

b Focus attention on the two introductory paragraphs. Elicit Ss' preferred subject as a class.

2a Ss match the terms with the definitions alone, then check in pairs. Encourage them to use dictionaries or their mobile devices to help if they need to. Check answers with the class.

Answers: 1 b 2 d 3 a 4 c

b Ss read both interviews and assign the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 Emma 2 Sue 3 both 4 Emma 5 neither 6 neither 7 Emma 8 Sue

3a Ss read the interviews again more carefully and answer the questions alone.

b Ss compare answers in pairs, explaining their decisions. Check answers with the class.

Answers:
1 Sue convinced someone famous to be her mentor so she is probably a good negotiator.
2 Emma describes her field work as challenging so her work is probably more physically demanding.
3 Sue mentions her family quite a lot so she is probably more family-oriented.

4 Give Ss a few minutes to read the Focus box and ask any questions they have, then ask pairs to discuss who uses more informal language. Check the answer with the class.

Answer: Sue is more informal in her answers.

5a Ss read the questions and answers, deciding who gave which response. Monitor and answer any questions Ss may have about vocabulary in the questions and answers.

b Ss compare answers in pairs. Encourage them to identify any lexical clues and give reasons for their choices. When they are ready, check answers with the class.

Suggested answers:
1 a Emma b Sue
2 a Sue b Emma
3 a Sue b Emma
4 a Emma b Sue
5 a Emma b Sue

6 Put Ss in pairs to come up with further questions for Sue and Emma. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

7 Ss ask and answer the questions from the interview in pairs, including the questions they came up with in Ex 6. When they have finished, nominate a few Ss round the class to share anything interesting they found out about their partner.

Optional extra activity

Ss roleplay the interviews in pairs, taking turns to be a journalist and Sue or Emma. Ss try to remember the answers they read in the texts and in Ex 5.

Homework ideas

Workbook: Ex 1–5, pp.24–25

4 OVERVIEW

4A Time of your life
Goal | talk about a range of people you know
Grammar | defining and non-defining relative clauses
Vocabulary | describing different age groups
GSE learning objective
Can describe people's personality and emotions in some detail

4B Fashion icon
Goal | answer a questionnaire about clothes and fashion
Grammar | noun phrases
Vocabulary | clothes and fashion
GSE learning objective
Can answer questions in a survey using linguistically complex language

4C Being me
Goal | rank things that have most influenced you
Language focus | prepositions 1
Vocabulary | influences and identity
GSE learning objective
Can talk in detail about choices that have been significant or life changing using linguistically complex language

Check and reflect
Review exercises and communicative activities to practise the grammar, vocabulary and functional language from Units 3 and 4.

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

4A Prepositional phrases

4C Phrasal verbs

DEVELOP YOUR SKILLS

4A Develop your listening
Goal | understand casual conversations
Focus | recognising when something is said ironically
GSE learning objective(s)
Can understand when something is being said ironically in a casual conversation

4B Develop your writing
Goal | write an academic essay
Focus | developing an argument in an essay
GSE learning objective
Can systematically develop an argument giving the reasons for or against a point of view

4C Develop your reading
Goal | understand online responses to a question
Focus | recognising repetition of ideas
GSE learning objective
Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc.

4A Time of your life

Introduction

The goal of this lesson is for students to talk about a range of people they know. To help them achieve this, they will learn or revise defining and non-defining relative clauses and vocabulary for describing different age groups.

Warm up

Write on the board: *leave home, study at university, get your first job, get married, have children, go travelling*. Put Ss in pairs and ask them to discuss what they think the best age is to do each thing in the list and why. When they have finished, elicit Ss' ideas and find out if others agree.

Reading

1 Focus attention on the photos and elicit what Ss can see. Arrange Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to summarise their discussion for the class.

2 Go through the questions with the class so they know what information to look for, then give Ss a strict time limit of three minutes to read the article quickly and answer the questions. Ss can check answers in pairs before you check answers with the class.

Answers:
1 more loneliness – especially among the elderly and teenagers and young people
2 increasing life expectancy, fragmented families – people moving away for work/living in smaller homes
3 care homes with kindergartens, free accommodation in exchange for company, mixed housing developments

Optional alternative activity

Before reading, ask Ss to predict the answers to the questions. They can do this by brainstorming problems related to different age groups in society, along with possible causes and solutions. Ss can do this in small groups or as a class. Write their ideas on the board in note form. Ss then read the text quickly to see if their predictions were mentioned in the article.

3 Ss read the article again more carefully and decide which of the ideas are suggested, then check in pairs. Check answers with the class and, if the ideas are suggested, elicit which part of the text mentions them.

Answers:
1 ✓ (... it seems hard to believe that there was once ...)
2 ✗ (It may be true but is not specifically suggested in the article.)
3 ✗ (It may be true but is not specifically suggested in the article.)
4 ✗ (It may be true but is not specifically suggested in the article.)
5 ✓ (... the positive impact of which you can see ...)
6 ✗ (They are investing in housing schemes where different generations are brought together.)

4 Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

Grammar

Defining and non-defining relative clauses

5a Focus attention on the relatives clauses in bold in the article on p30. Ss answer the questions alone, then check in pairs. Check answers with the class.

Answers:

1 a *offspring*
b non-essential
c *who* – refers to a person
2 a *mutually beneficial arrangement*
b defining
c *whereby* – explains the process or method
3 a *reasons*
b defining
c *why* – explains the reason (could be left out or replaced with *that*)
4 a over the last fifty years
b non-essential
c during which time – refers to something that happened during that period of time
5 a *situation*
b defining
c *where* – replaces the prepositional phrase *in which*
6 a *major consequences for how we live*
b non-essential
c *perhaps the most damaging of which*
7 a *survey*
b defining
c no pronoun because *survey* is the object of the clause so the relative pronoun can be omitted
8 a *old people*
b non-essential
c *many of whom* – we use *of whom* to refer to one part/aspect of a group of people
9 a *the* [next biggest] *group*
b defining
c *that*
10 a *projects*
b non-essential
c *whose* – the goal 'belongs' to the projects
11 a *care homes* [that] *incorporate a kindergarten*
b non-essential
c *the positive impact of which* – we use *of which* to refer to one part/aspect of a thing or group

Teaching tip

To save time when checking answers and to create a more student-centred activity, you can project the answers on the board and ask Ss to check their answers themselves, noting any they're not sure of. This works particularly well with exercises which have extensive or detailed answer keys, like the one above. In feedback, elicit any questions Ss still have and answer them as a class, encouraging peer-teaching where possible.

b Ss complete the grammar box alone, then check in pairs. Check answers with the class and answer any further questions Ss have.

Answers: 1 who 2 that 3 where 4 why 5 who 6 whose 7 of which 8 of whom 9 during which time

LANGUAGE BANK 4A pp.142–143

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

Answers:

1 1 g – His parents have a company that produces furniture, so he might be able to get us some cheap deals when we move house.
2 f – The town of Salento, which is in the centre of the coffee-growing region, offers lots for tourists.
3 h – The student residence we're staying in is fairly basic, but it is clean.
4 d – I have ten cousins, most of whom are a fairly similar age to me, but I don't socialise with them.
5 e – Their boss received a 253% salary increase, most of which was a bonus for good performance, while the rest of the staff only got a pay rise of 2.6%.
6 c – The company has a pay scheme in which every employee gets a 5% bonus and they also provide free health insurance.
7 a – When I was at school in the 1990s, during which time there was an economic crisis, we often had no heating, so we had to wear coats in class.
8 b – I graduated in 2009, at which time it was difficult to find jobs back home, so I came here to study for a Master's and I've never been back.

2 1 both 2 who 3 by which time 4 of whom 5 which 6 where 7 in which 8 of which

6a 4.1 Play the recording for Ss to listen to the sentences, paying attention to the pauses before the non-defining relative clauses.

b Ss listen again and repeat each sentence. Model the sentences yourself too, if necessary.

7 Rewrite the first pair of sentences with the class, pointing out how some words are changed or left out. With ***weaker classes***, you could elicit what relative pronouns should be used with each sentence first. Ss write the rest of the sentences alone, then check in pairs. Check answers with the class, writing the relative clauses on the board (or inviting Ss to do so).

Answers:

1 My grandmother, who's 96 now, still lives on her own.
2 He gave me good advice, none of which I can remember!
3 My uncle gave me £100, most of which I've already spent.
4 There's no reason (why) she would do that.
5 I've got loads of cousins, most of whom I hardly ever see.
6 They've lived there since 2012, during which time the area has changed a lot.

8 Demonstrate the activity by telling the class four sentences yourself, then ask Ss to write their own four sentences. If necessary, provide some prompts for Ss, e.g. *a grandparent/ cousin/ sibling, a school you went to, a place you've lived in, a project you've heard about.* Monitor and check Ss are forming relative clauses correctly. ***Fast finishers*** could write one or two more sentences.

Optional extra activity

Put Ss in pairs to compare their sentences, encouraging them to ask follow-up questions and give more information. When they have finished, ask a few Ss to tell the class something interesting they found out about their partner.

Further practice

Photocopiable activities: 4A Grammar 1, p180; 4A Grammar 2, p181
App: 4A Grammar practice 1 and 2

Vocabulary

Describing different age groups

9 Refer Ss back to the photos at the top of p30. Ss discuss good and bad things about being each of the different ages in pairs. When they have finished, elicit Ss' ideas and write them on the board.

10 Ss match the comments with the follow-up comments alone, checking that they understand the words in bold. With ***weaker classes***, you may wish to go through the words and phrases in bold first and explain the meanings. Ask Ss to compare answers in pairs and then check answers with the class.

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

Optional extra activity

Copy the comments and follow-up comments onto 14 strips of paper. Give out one strip to each student. (If you have fewer than 14 Ss, give more than one to some Ss. If you have more than 14, give some strips to pairs of Ss.) Ask Ss to stand up, mingle and find their partner by matching the comments and follow-up comments, then arrange them on a desk at the front of the class. When they have finished, ask Ss to come up and check they agree with all the pairings. Ss then do Ex 10 in their books to ensure they have a record of the answers.

11 Focus attention on comment 1 in Ex 10 and elicit possible follow-up questions, for example: *How does he manage now? Is there anyone who helps him?* Ss then think of and write possible questions for the rest of the comments. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

Suggested answers:
1 Can he walk? / Did it affect his speech? / How does he get around?
2 Does she get any support? / How bad is it?
3 What kind of thing does he sing?
4 Does she live on her own?
5 How old is he?
6 How old is she? / Why's that, do you think?
7 Do you get on? / In what way?

VOCABULARY BANK 4A p159

Prepositional phrases

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the table alone, then check in pairs. Check answers with the class, copying the table on the board and writing the answers in the correct places.

Answers:
on: average, the ball, second thoughts
in: a bad way, other words, theory
at: any moment, least, the top of your voice
by: choice, definition, rights

2a Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers:
1 at 2 on 3 on 4 by 5 in 6 on 7 in 8 in 9 by 10 at 11 On 12 at

b Put Ss in small groups to discuss the statements. When they have finished, ask a Ss from each group to share their ideas with the class.

Further practice

Photocopiable activities: 4A Vocabulary, p182
App: 4A Vocabulary practice 1 and 2

Speaking

Prepare

12a 4.2 Tell Ss that they are going to hear someone describing three people and they have to listen for how or why the speaker knows each person. Ss listen and make notes, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1 neighbour and brother's classmate
2 oldest person he knows, met him at a care home through a school voluntary work scheme
3 nephew, older sister's son

Audioscript 4.2

A: So the first person is Paula, who lived on my street.
B: Is she someone you know well?
A: I wouldn't have said we were friends or anything, but I'd always say hello if I saw her, you know. Also, she was in my brother's class at school.
B: OK.
A: Anyway, the other day she was on TV taking part in a new talent show. I knew she liked singing and my brother said she was always very focused and had real potential, but I'd never actually heard her sing. Anyway, apparently she went off to study at a performing arts school, which is why I guess I haven't seen much of her recently.
B: Right. So she doesn't live in your street anymore?
A: Well, the rest of her family do. But I haven't seen her for ages. I think she said on the show she was already working as a singer. She's obviously pretty independent and able to stand on her own two feet.
B: How long is it since you last saw her then?
A: Three or four years I guess. OK. So the second person is Jerome, who's the oldest person I know.
B: OK – Is he your grandfather?
A: No, no. He's no relation.
B: So how did you meet each other?
A: When I was at school there was this scheme whereby students did voluntary work in the community. Anyway, I used to help out at this care home and I met Jerome there. He'd had a stroke and I was

helping him. Although his walking had been affected by the stroke, he was still pretty sharp and we just got on.
B: So do you still see him?
A: Yeah, yeah. I saw him last week actually. He's amazing. Still really active.
B: So how long have you known each other?
A: I guess about eight years. And the last person is Mo – who's three. He's my older sister's son.
B: Wow – you're an uncle!
A: Yeah, yeah.
B: So how's that?
A: It's OK. I like it, but he's still shy so he doesn't really like to play with me or do much. He's cute though.

b Ss choose three people, then prepare what to say about each one. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

13a Put Ss in pairs to take turn talking about the people they chose. Tell the Ss listening to ask questions to find out more, e.g. *How come you know each other? How did you first meet? What are they up to nowadays?* Monitor and make notes on Ss' language use for later feedback.

b When they have finished the activity, ask a few Ss to share anything interesting they found out about their partner with the class. Find out who has the most intergenerational relationships. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What were the three most useful words or phrases you learnt today?

How do you think you'll use them 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

Language bank: 4A Ex 1–2, p143
Workbook: Ex 1–5, p28
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 4B
Extended route: go to p89 for Develop your listening

4B Fashion icon

Introduction

The goal of this lesson is for students to answer a questionnaire about clothes and fashion. To help them achieve this, they will learn or revise noun phrases and vocabulary related to clothes and fashion.

Warm up

Put Ss in small groups and give them a few minutes to brainstorm as many items of clothing as possible. When they have finished, invite Ss to write their answers on the board. Ss then discuss which they own.

Vocabulary

Clothes and fashion

1 Focus attention on the photos and elicit what clothes Ss can see. Elicit what Ss know about the people, if you like (see *Culture notes* below). Use the photos to teach *fashion icon*. Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers and have a brief class discussion.

Culture notes

A Iris Apfel: American businesswomen and interior designer, born 29th August 1921; involved in many high-profile restoration projects, including at the White House for nine US presidents; signed a modelling contract in 2019 at the age of 97

B Tinie Tempah: British rapper, singer, songwriter and businessman, born 7th November 1988; has had several UK number one songs; has his own entertainment company called Disturbing London, created in 2006

C Coco Chanel: French fashion designer and businesswoman; created the Chanel brand and popularised more casual clothes for women after World War I; the only fashion designer in *Time* magazine's list of the 100 most influential people of the 20th century; died in 1971, aged 87

D Grace Jones: Jamaican-American model, singer, songwriter, record producer and actor; began modelling in New York, then in Paris; appeared on the covers of magazines, such as *Elle* and *Vogue*; later embarked on a music career and appeared in films; known for her distinctive style and bold features; ranked in VH1's list of 100 Greatest Women of Rock and Roll in 1999 and honoured with a Q Idol Award in 2008

E Mary Quant: Welsh fashion designer, born 11th February 1934; part of the Mod fashion movement in the 1960s and one of the designers who came up with the iconic miniskirt and hotpants

2a Look at the words already in the categories as examples. Ss then categorise the words alone and add any other words they can to each category together. Don't give any answers yet.

b Ss compare their answers in pairs, then check answers with the class. Elicit any other words Ss came up with for each category and write them on the board. Tell Ss to look at the photos again and ask which words from the categories could be used to describe them.

Answers:
Patterns: checked, flowery, stripy
Accessories: a pendent on a chain, a bracelet, a stud
Clothes: tights, a blouse, a cap
Parts of clothes: a buckle, laces, a strap
Styles of clothes: flared, faded, ripped
Hair: dyed, a bob, wavy

Suggested additions:
Patterns: polka dot, tartan
Accessories: clutch bag, bangles, gloves
Clothes: a top, leggings, a sweater
Parts of clothes: a zip, a button, a collar
Styles of clothes: tie-dye, vintage, casual
Hair: a man bun, curly, straight

Can be seen in the photos:
stripy pattern; a bob

3 Ss decide if the comments are positive or negative alone, then check in pairs. Check answers with the class. Ask Ss to give reasons for their answers.

Answers:
1 positive 2 negative 3 negative 4 negative 5 positive

Vocabulary checkpoint

We often 'soften' negative adjectives by adding *a bit*, e.g. *That shirt's a bit boring.* Another way we 'soften' negative adjectives is by using a negative phrase with the opposite adjective, for example: *It's not very/exactly interesting* (= It's boring).

4a 4.5 Play the recording for Ss to listen and pay attention to how *quite* is stressed. Ask: *Does this make the statement more or less certain?* (less).

b Play the recording again for Ss to listen and repeat, copying the stress pattern.

Audioscript 4.5

1 I guess she is quite trendy, yeah.
2 It was quite expensive.
3 It's quite casual – but not very.
4 It's quite tight, but it should be OK.
5 It's quite long, but you wear it well.
6 I guess it does look quite similar.

5 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Optional extra activity

Find some more photos of people wearing different clothes and bring them to class for Ss to describe in pairs.

Further practice

Photocopiable activities: 4B Vocabulary, p185
App: 4B Vocabulary practice 1 and 2

Listening

6 4.6 Give Ss a few minutes to read the questionnaire and answer any questions they have. When they are ready, play the recording for Ss to listen and identify the questions the people are answering, then check in pairs. Check answers with the class.

Answers: 1 i 2 a 3 d 4 g

Audioscript 4.6

1 I had to go to the Clios, this awards ceremony for people in advertising. It's a huge black-tie event, which isn't really my style at all. I actually only possess one dress – a flowery silk thing handed down to me from my grandma and I only keep that for sentimental reasons, really. I mean, it doesn't really even fit me. So anyway, as I couldn't get out of going to the do – and believe me I tried! – I ended up borrowing an outfit from a friend – dress, high-heels, bag – the lot. People said I looked very elegant, but I just felt very awkward the whole evening, completely weird – like a different person altogether.
2 Yeah, I have a checked shirt I bought when I was on holiday a few years ago. It's blue and a really nice reddish colour and it's quite thick and warm. Anyway, unfortunately, it's beginning to get holes in it at the elbows. I suppose I could get them patched up or something, but I'm not sure it'd look that good. I'm going to have to throw it out at some point, but at the moment I'm still clinging on to it!
3 Oh, my word! I've pretty much had everything going. I mean, until I was about 14 I basically just wore it long – and sometimes if I was trying to be a bit more sophisticated, I put it up in a bun. And then when I was 15, I started going through this rebellious stage and one day I literally just cut it all off. My dad had a fit when he saw it 'What have you done? You can't go out like that, it's shameful'. When it grew back again I dyed it pink. Then I went for a kind of Marilyn Monroe look – like a blonde wavy bob. Then I had it long and natural. Then it was short hair with highlights. I don't know, I like to change things up – life gets boring otherwise, right?
4 I'm not ashamed to admit that I'm into my grooming and, having a beard, it can easily end up looking scruffy if you don't take care of it properly. I cut it back a bit once a week and I scrub it almost every day. I use a very nice beard wash containing coconut oil and honey. I also sometimes use a citrus oil to soften it. Apart from the beard, I style my eyebrows and I use a gel for my hair. Dealing with my facial hair takes me about 10 minutes in the morning. I moisturise religiously every day, especially where I have my tattoo to make sure it stays looking sharp and doesn't fade.

7 Read through the sentences with the class, then play the recording again for Ss to match the sentences with the speakers. Ss check answers in pairs. Play the recording again if necessary, then check answers with the class.

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

8 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Grammar

Noun phrases

9a 4.7 Ss try to complete the sentences alone, then check in pairs. Play the recording for Ss to listen and check, then check answers with the class and write them on the board.

Answers:
1 I had to go to the Clios, **this awards ceremony** for people **in advertising**.
2 I actually only possess one dress – a **flowery silk** thing **handed down to me** from my grandma.
3 I have a **checked** shirt **I bought when I was on holiday** a few years ago.
4 Then I had it long and natural. Then it was **short** hair **with highlights**.
5 I use a **very nice beard** wash **containing coconut oil and honey**.

b Ask: *What can we put before or after a noun to qualify it?* Ss discuss the question in pairs, using the sentences on the board from Ex 9a to help. When they have finished, elicit their ideas, then ask them to read the grammar box and check. Ss then complete the grammar box with the examples from Ex 9a. Check answers with the class.

Answers:
1 a **flowery** silk thing / a **checked** shirt / **short** hair / a **very nice** beard wash
2 **this awards ceremony** / flowery **silk thing** / **beard** wash
3 **this awards ceremony for people in advertising**
4 **for** people in advertising / **with** highlights
5 (**which is**) for people in advertising / (**which was**) handed down to me from my gran / (**which**) I bought when I was on holiday a few years ago
6 **handed** down to me
7 **containing** coconut oil and honey

LANGUAGE BANK 4B pp.142–143

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the fact that adding information like this is more common in written English than spoken English. In each exercise, read or 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 jacket; coat 2 It; Jawaharlal Nehru 3 jacket; The Beatles 4 villains; jackets 5 jacket; classic

2 The British model, dancer and film star Audrey Hepburn, loved for her roles in such classic films as 1953's *Roman Holiday*, popularised the 'little black dress' with elbow-length black gloves and a pearl necklace, wearing the outfit for the first time in *Breakfast at Tiffany's*, which was released in 1961 to international praise.

10a Read the example with the class, then ask Ss to complete the rest of the sentences alone before checking in pairs. Check answers with the class.

Answers:

1 iconic mid-calf-length boots, originating in Munich in the 1950s
2 a special sole created to provide comfort for people with foot injuries
3 Bill Griggs, a shoemaker in Northampton in the UK
4 fashion accessory for punks
5 renewed interest in the boots from the Asian market, which has been growing rapidly

b Discuss the question as a class. You could give Ss a few minutes to look up items on their mobile devices first if they can't think of any.

Suggested answers:

clogs from Holland, the kilt from Scotland, Ugg boots from Australia, wellington boots (wellies) from the UK, sarongs from Southeast Asia, Havaianas flip-flops from Brazil

11 Ss write noun phrases alone, then compare answers in pairs. In feedback, elicit Ss' ideas and find out if others have similar ideas.

Optional alternative activity

Do Ex 11 as a competition. Put Ss in small groups and ask them to close their books. Call out one of the nouns and tell Ss to create the longest noun phrases they can in their groups. The longest correctly-formed noun phrase wins a point. Call out the other nouns, repeating the process. The group with the most points at the end wins.

Further practice

Photocopiable activities: 4B Grammar 1, p183; 4B Grammar 2, p184
App: 4B Grammar practice 1 and 2

Speaking

Prepare

12 Remind Ss of the questionnaire in Ex 6, then give Ss plenty of time to think of their own answers and make notes if they want to. Ask them to think of one more question, too. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

13a Ss interview each other in pairs. Monitor and make notes on Ss' language use for later feedback.

b Go through the Useful phrases, then ask Ss to comment on their preferences in pairs. When they have finished, ask each pair to report back to the class and find out which pair is the most similar.

Reflection on learning

Write the following questions on the board:

What was the most useful thing you learnt in today's lesson?
What would you like to find out more about?
How can you do this?

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

Language bank: 4B Ex 1–2, p143
Workbook: Ex 1–5, p29
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 4C
Extended route: go to p122 for Develop your writing

4c Being me

Introduction

The goal of this lesson is for students to rank things which have most influenced them. To help them achieve this, they will learn or revise prepositions and vocabulary related to influences and identity.

Warm up

Ask Ss to write three adjectives of personality. Encourage them to write the first three that come into their heads, without thinking about them too much. When they have finished, explain that the first adjective they wrote is how they see themselves, the second is how others see them and the third is how they truly are. Put Ss in pairs to discuss if they agree.

Vocabulary

Influences and identity

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

2 Read the example with the class and point out how the whole phrase is underlined. Ss complete the blog posts alone, underlining the full phrases, then check in pairs. Check answers with the class.

Answers: **1** **emphasis** on **2** **rebelled** against
3 **stand out** from **4** **impacted** on
5 do something **meaningful** with **6** **pointless** to
7 **influential** in **8** treated (us all) as **equals**
9 make (what she was teaching) **relevant** to
10 a (real) **blessing** for **11** a **leading** figure in
12 **rubbed off** on **13** an (a really) **invaluable** experience
14 owe a (real) debt of **gratitude** to

Teaching tip

Learning new words as part of complete phrases is useful for Ss as they can see how they're used. It also makes them easier to retrieve and use, since they can learn the phrases as 'chunks' rather than have to think about how they're formed when they're speaking. Encourage Ss to record new vocabulary in this way, where possible.

3 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion. Ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY BANK 4C p159

Phrasal verbs

These optional exercises build on the lexical set in the vocabulary section.

1 Make sure Ss understand that each phrasal verb completes a pair of sentences, so will be used twice (though not necessarily in the same form). Ss complete the sentences alone then check in pairs. Check answers with the class.

Answers:

1	**a** rubs off	**b** rubbed off on
2	**a** stands out from	**b** stand out
3	**a** going on about	**b** go on
4	**a** stand in	**b** standing in for
5	**a** fell out with	**b** fall out
6	**a** cracking down on	**b** cracking down
7	**a** catch up	**b** catch up on
8	**a** fight back against	**b** fight back

2a Ss complete the questions alone then check in pairs. Check answers with the class.

Answers:
1 stand out from **2** cracking down on **3** fallen out with
4 rubbed off on **5** going on about **6** fight back

b Put Ss in pairs to discuss the questions. When they have finished, elicit a few answers and have a brief class discussion.

Further practice

Photocopiable activities: 4C Vocabulary, p188
App: 4C Vocabulary practice 1 and 2

Reading

4 Ss read the article quickly and tick the claim made alone, then check in pairs. Check the answer with the class and elicit which part of the text makes this clear.

Answer: 3 (I'm sure all the films, music and books I've consumed over the years have also rubbed off on me)

5 Ss discuss why the items in the box were mentioned in pairs, before they read the text again. When they are ready, Ss read the text again more carefully and check their answers. Check answers with the class and ask how many they remembered correctly.

Answers: (arranged in the order they appear in the text)
Captain Jack was dressed in **19th-century** pirate dress.
A week later he was wearing the same outfit.
He'd been around the area (amusing and confusing people) **for years**.
The films, music and books she's consumed **over the years** have rubbed off on her.
DNA accounts for **over half** of all psychological differences.
Families and schools account for just **five percent** of all psychological differences.

6 Give Ss a few minutes to think about their opinions, then put them in groups to discuss. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Language focus

Prepositions 1

7a Explain that the underlined words have all appeared in the lesson so far. Ask Ss to find them and complete the sentences with the correct prepositions alone, then check in pairs. Check answers with the class.

Answers: **1** on **2** at **3** by **4** for

b Ss read the language focus box and add the examples from Ex 7a, then check in pairs. Check answers with the class.

Answers:
1 account for **2** useless at **3** emphasis on **4** by nature

LANGUAGE BANK 4C pp.142–143

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercise, 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** Without **2** in **3** at **4** against **5** in **6** about **7** at **8** at **9** with **10** on **11** to **12** for **13** of **14** by **15** with **16** to **17** to **18** to

8a 4.8 Ss listen and write the sentences they hear, paying particular attention to how the prepositions are linked to the words around them.

Answers:
1 I participated in a competition.
2 I was always keen on sports.
3 I'm useless at cooking.
4 I have great belief in myself.
5 They put emphasis on education.

b Play the recording again for Ss to listen and repeat, linking the prepositions to the surrounding words when appropriate.

9 Ss complete the sentences alone, then check in pairs. Clarify that there should be two or three words in each gap. Check answers with the class.

Answers:
1 be crazy about 2 (quite/completely) by accident
3 jealous of 4 out of control 5 in(to) the habit
6 (really) approve of 7 faith in

10 Demonstrate by saying a few phrases yourself, e.g. *I have complete faith in my daughter at school. I hope to succeed in my job. Without doubt, my worst character trait is that I'm always late!* Ss work in pairs and take turns to use the phrases about the subjects listed. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 4C Language focus 1, p186; 4C Language focus 2, p187
App: 4C Language focus practice 1 and 2

Speaking

Prepare

11 Ss order the things in the box alone, thinking about their own lives and personalities. They then think of two more things to add to the list. Monitor and help if necessary, writing any new vocabulary on the board.

12 4.9 Ss listen and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 parents, music, education, fashion, politics, friendships
2 Yes

Audioscript 4.9

A: So I guess I obviously owe my parents a real debt of gratitude as they've influenced me in all sorts of different ways, but probably the thing that's impacted me the most is music. Actually my mum plays the violin and the piano, so I guess that may account for my lifelong obsession with music.
B: So doesn't that make your parents the biggest influence?
A: I suppose, but she was really into classical music and at 13 or 14, all I was listening to and playing was thrash and metal.
B: Right, so you were rebelling against your mum.
A: Maybe a bit. I think it was more a way for me to stand out in the crowd because there weren't that many kids at my age into that stuff. The people were just a bit older than me – 14, 15 you know.
B: Your mum didn't worry about that?
A: No, she was happy if I was happy – she was only bothered if things got out of control at the concerts I went to.
B: Did they?
A: There were a couple of incidents that were a bit scary, but I think that also helped me stand on my own two feet a bit more – become a bit more independent.
B: So do you think music has been more influential than your education?
A: Yeah – because I went to university later than most, music basically was my education. Lots of lyrics feel more relevant to me than half of what I learned at school. And that's what led me into involvement in politics – which I'd say is the next biggest influence.
B: What about the fashion? I have to say I wouldn't have guessed you were in to thrash metal.
A: No, that was never a big thing for me. I mean back in the day I did dress a bit that way, but it wasn't at all important. It was always first the music, the politics and then all the friendships that I made as a result of liking those things.
B: Right, but you'd put your friends after music and politics.
A: Yeah, because they became my friends as a result of the music. What about you? What do you think has made you the person you are now?

Speak

13 Go through the Useful phrases with the class, then put Ss in small groups to compare and explain their lists. When they have finished, ask a few Ss to present their findings to the class.

Reflection on learning

Write the following questions on the board:
How confident do you feel using prepositions?
What can you do to learn and remember which prepositions to use?
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

Language bank: 4C Ex 1, p143
Workbook: Ex 1–5, p30
App: grammar, vocabulary and pronunciation practice

Fast route: Check and reflect: Units 3–4
Extended route: go to p102 for Develop your reading

4 Check and reflect: Units 3–4

Introduction

Ss revise and practise the language of Units 3 and 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

1a Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 soaked 2 crisp 3 glorious 4 chilly 5 humid
6 bitter 7 miserable

b Ss discuss recent weather in pairs. Encourage them to use at least three adjectives from Ex 1a and monitor and help with vocabulary if necessary.

Optional extra activity

Ss secretly choose a place in the world and think which adjectives can describe the typical weather there. They can use their mobile devices to find out information if they need to. When they are ready, put Ss in small groups to describe the weather for the other Ss to guess the place.

2 Elicit the first answer as an example. Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 is predicted to be 2 's going to brighten up 3 'll be visiting 4 's expected to be 5 're supposed to be having 6 's set to change 7 're hoping

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

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

b Put Ss in pairs to choose four of the things in Ex 3a and discuss why they might happen. Monitor and help, writing any new vocabulary on the board. When they have finished, elicit Ss' ideas and find out if others came up with any of the same ones.

Optional extra activity

After pairs come up with their reasons, they can say each reason to another pair without saying what it relates to. The pair listening try to guess which situation each reason relates to.

4 Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers: 1 not to stay 2 talking 3 that they made 4 that we're doing 5 to increase 6 for posting

5a Elicit the first answer as an example. Ss rewrite the sentences alone then check in pairs. Check answers with the class.

Answers: 1 could hardly see (anything) 2 's hardly played 3 Hardly any 4 hardly ever go 5 could hardly walk

b Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 It was so cold out there that I couldn't **even** feel my hands.
2 It was embarrassing because **even** my little brother finished before I did.
3 That wasn't a foul. I didn't **even** touch him!
4 She was great last year, but I think she's playing **even** better this year.
5 I was so excited when I got the tickets, I didn't **even** care how much they'd cost!

6a Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 sponsorship 2 disqualified 3 possession 4 bribes 5 talking back 6 dived 7 lap 8 shots/strokes

b Ss share their stories in pairs. When they have finished, ask a few Ss to share their stories with the class.

7 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 whom 2 which/that/– 3 why/– 4 where 5 who/that 6 whose 7 where

8a Ss complete the definitions alone, then check in pairs. Check answers with the class.

Answers: 1 paralysed 2 way 3 initiative 4 insecure 5 ball 6 sharp

b Give Ss a few minutes to think of their descriptions, then put them in pairs to share their descriptions. ***Stronger classes*** can use more of the words.

9 Ss match the words with the groups alone, then check in pairs. Check answers with the class.

Answers: 1 dyed 2 ripped 3 faded 4 loud 5 checked

Optional extra activity

Ss discuss in pairs which of the clothes and fashions in Ex 9 they like and don't like and why.

10 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 tied 2 ripped 3 wearing 4 made 5 selling

11a Ss complete the sentences alone, then check answers in pairs. Clarify that the words in each pair may need to change order. Check answers with the class.

Answers: 1 invaluable, gratitude 2 influential, equals 3 emphasis, rebelled 4 meaningful, pointless 5 impacted, stand out

Optional extra activity

Ask Ss to cover the gapped sentences, then try to remember the sentences using the pairs of words in the box as prompts. Ss can do this in pairs.

b Ss discuss which sentences are true for them in pairs. Encourage Ss to ask follow-up questions to find out more. When they have finished, ask a few Ss to share something interesting they found out about their partner.

12 Ss complete the sentences alone, then check in pairs. With ***weaker classes***, explain that in two cases the preposition appears before the word in the box. Check answers with the class.

Answers: 1 useless at 2 capable of 3 by accident 4 benefit from 5 in debt

13 Ss put the words in order alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 What I will do first is provide some context.
2 After that, I will explain the reasons for this problem.
3 I will then go on to put forward some solutions.
4 So what exactly is the article about?
5 I'd like to open it up for discussion.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 3 and 4.

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

4A Develop your listening

Introduction

Ss develop the listening skill of understanding casual conversations by learning how to recognise when something is said ironically.

Warm up

Write the following questions on the board:

Are there any words in your language which your grandparents use but you don't?
What other words in your language are 'old-fashioned'?
Why do you think people have stopped using them?

Ss discuss the questions in pairs.

1 Focus attention on the photo and elicit what Ss think the relationship between the people is (grandparent and grandchild). Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class.

2 4.3 Explain that Ss are going to hear a grandparent and grandchild talking. Go through the sentences with the class so Ss know what to listen for. Ss listen and decide if the sentences are true or false alone, then check in pairs. Check answers with the class.

Culture notes

The grandmother in the recording is Scottish and uses some colloquial words. These include *wee* (= small), *loch* (= lake), *aye* (= yes), *lad* (= young man/boy) and *lass* (= young woman/girl).

Answers: 1 F 2 T 3 T 4 T 5 F 6 F 7 T 8 T

Audioscript 4.3

M: So, Granny, do you remember what I was like as a little boy?
F: Oh, do I remember! You were a one, I can tell you.
M: A bit of a handful?
F: Aye, just a wee bit. You were cheeky, you were. Always getting up to mischief.
M: I loved swimming, didn't I?
F: You know, when you turned up at my door every holiday, because of course you lived in London and I was up here in Scotland, which is a fair old way …
M: Definitely!
F: … well, when you turned up the first thing you'd do is jump in the loch, spring, summer, autumn, winter, it was the first thing you'd do …
M: … I know, that loch in winter was a warm bath, believe me!
F: Oh, you wouldn't catch me taking a dip in there in winter, I can tell you.
M: I just didn't seem to care. I loved coming up here, to your house …
F: Aye well, you were a happy wee lad with a stubborn streak.
M: I know. I was very stubborn, wasn't I?
F: Very!
M: Life was so simple then. And do you remember when I ran away from home as a teenager?
F: Aye, just a wee thing you were still, thirteen was it?
M: Fourteen!
F: And you made your way up here all alone.
M: I think I'd had a row with Dad …
F: Aye, he'd kicked you out, hadn't he? That's why you came up here.
M: He hadn't exactly kicked me out but I definitely didn't feel welcome for a while so I thought, well, I'll act on my own initiative and go somewhere where I am welcome …
F: Aye, you could always stand on your own two feet.
M: So I hopped on the train and came up here to see you.
F: And oh, your mother was happy about that, let me tell you!
M: She didn't know where I was, did she?
F: Worried sick she was! And I can't blame her.
M: But you looked after me.
F: Aye, well, I could hardly send you straight back home now, could I?
M: No … And then of course we didn't see so much of each other for a few years …
F: No, well, that's only natural, isn't it? You being a young man and me just an old woman.
M: Granny!
F: No, well, that's how it is now, isn't it? Young men don't have much time for old women and you were busy travelling around the world and then settling down with your girlfriend …
M: What a great choice that was!
F: Well, never mind though, I mean, it's all good life experience, isn't it?
M: I suppose so.
F: Maybe she wasn't the right one for you but there are plenty more fish in the sea!
M: That's what you always say, Granny! Plenty more fish in the sea!
F: Aye, well, it's true now isn't it? And I bet you never imagined yourself living up here now, did you?
M: Hmm … no, I guess not, but you know, when I thought about it, it just made sense.
F: Aye …
M: Like coming back home. I wanted to live where I felt happiest and that had always been here.
F: Here in Scotland, where the sun shines every day!
M: Hmm, not sure about that.
F: But you've got a wee lass up here, haven't you?
M: Rachel you mean? Yes.
F: And she's a smart girl for choosing you. Very on the ball, she is.
M: Aww, thanks Granny. I think the relationship has definitely got potential.

3 Give Ss a minute to read through the extracts so they know what to listen for. Ss listen again and put the extracts in order, then check in pairs. Check answers with the class.

Answers: The correct order is f, b, h, a, c, e, g, d.

4 Write on the board: *Your mother was happy about that, let me tell you!* and ask: *Was his mother really happy?* (no) *Why did she say this then?* (she was being ironic). Ss read the Focus box, then discuss in pairs which four extracts in Ex 3 are ironic. Check answers with the class.

Answers: a, c, f, g

5 Ss discuss the question in pairs. If you have a multilingual class, try to pair Ss from different language backgrounds together for this activity. When they have finished, elicit Ss' answers and have a brief class discussion.

6 4.4 Ss read the extracts and the two possible meanings so they know what to listen for. Play the recording for Ss to listen to the six conversations and choose the correct meanings. With ***weaker classes***, you could tell them that four of the conversations contain irony. Ss check in pairs, then check answers with the class.

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

Audioscript 4.4

1 **A:** I don't care. It's *so* unfair. You're *so* mean to me!
B: Well, that went well.
2 **A:** I'm just popping out to see Kevin and Danny. Is that OK?
B: Oh, yes, wonderful. Have a great time.
3 **A:** Wow. I thought that was a really good film.
B: Yeah, I thought it was excellent.
4 **A:** Well, Ms Wexford, it looks like you need two fillings and a new crown on your tooth … here.
B: Arg! Oh! Guess it's my lucky day!
5 **A:** Oh wonderful. And I forgot my umbrella.
6 **A:** … so listen grandpa, just open up the programme, save the file, export it to PDF, upload it to this website here and then I'll be able to get it and edit it for you. Clear?
B: Err. No. I haven't got a clue what you're talking about.

Pronunciation checkpoint

Speakers often use an ironic tone of voice to help emphasise that what they're saying shouldn't be taken literally. This can involve using a lower, slower tone, in contrast to genuine comments which have lighter, more natural intonation.

7 Put Ss in pairs to discuss the questions. When they have finished, nominate a student from each pair to share their ideas with the class.

Homework ideas

Workbook: Ex 1–5, p31

4B Develop your writing

Introduction

Ss develop the skill of writing an academic essay by learning how to develop an argument in an essay.

Warm up

Write the following questions on the board:

What do you wear at work or school?
What did you wear to school when you were young?
What do you wear at home?

Ss discuss the questions in pairs.

1 Focus attention on the photos and elicit where they're from (the UK and India). Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Ss guess what they think are the correct alternatives, then compare answers in pairs. Don't give any answers yet.

b Ss turn to p166 to check their answers. Go through the answers with the class and ask if they found anything surprising.

Answers:
1 1222 2 16th 3 rich 4 90% 5 sweatshirt 6 £200

3 Ss read the arguments and decide if each one is for or against school uniforms, then compare answers in pairs. Check answers with the class.

Answers: 1 for 2 against 3 for 4 against 5 for 6 for 7 against 8 against

4a Ss read the essay and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
The essay is against school uniforms.
Arguments 2, 4 and 7 are mentioned.

b Ss read the essay again and tick the features that apply. Check answers with the class.

Answers:
All the features apply except:
Equal weight is given to both sides of the argument.
The writer frequently uses *I* and *We*.

5 Give Ss a few minutes to read the Focus box and ask any questions they have, then look for the examples in the essay.

Answer:
In principle, school uniforms enable students to feel equal, but in practice children see school uniforms as taking away their right to choose …
Instead of educating the students, the teacher is forced to waste time checking …

6 Ss use the phrases in the Focus box to combine the pairs of sentences, then compare in pairs. Check answers with the class.

Suggested answers:
1 In principle, fashion allows us to show our individuality but in practice it simply encourages us to follow the crowd.
2 Theoretically, clothes don't matter but in reality, we judge people by their appearance.
3 While some people argue that everything becomes more expensive over time, the truth is that clothes have become cheaper over recent years.
4 Instead of having glamorous lives, top models have to work very hard to stay in shape.

7 Ss join the sentence halves alone, then compare in pairs. Check answers with the class.

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

Prepare

8a Give Ss a minute to choose the topic they want to write about or think of their own.

b Ss make their lists of arguments alone. They could use their mobile devices to research the topic if they want to. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

Optional alternative activity

Put Ss who have chosen the same topic together to research their topic and make notes and a list of arguments.

c Remind Ss of the features in Ex 4b, then give them plenty of time to plan their essays. Monitor, offering help if necessary.

Write

9a Ss write their first drafts. Monitor and offer corrections if necessary and be on hand to answer any questions Ss have.

b Ss exchange essays in pairs to check and offer suggestions for improvement, referring to the list of features in Ex 4b. Monitor and answer any questions Ss have.

c Ss write their second drafts, following the suggestions they've received. If you're short of time, they could write their second drafts for homework.

Homework ideas

Ex 9c: Write a second draft of your essay.
Workbook: Ex 1–8, pp.34–35

4c Develop your reading

Introduction

Ss develop the reading skill of understanding online responses to a question by learning how to recognise repetition of ideas.

Warm up

Write the following questions on the board:

Do you ever participate in online discussions? What about?
Are there any topics you avoid discussing online? Why?
What advice would you give to people when discussing things online?

Ss discuss the questions in small groups.

1 Focus attention on the photos and elicit what Ss can see in each one. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Ss read the responses to the question and choose the best options to complete the summaries alone, then check in pairs. Check answers with the class.

Answers: 1 a 2 a 3 a 4 b 5 a

3a Ss read the responses again more carefully, then answer the questions.

b Ss compare answers in pairs, then check answers with the class.

Answers:
1 when they think that they will benefit from being nice
2 You should only take one piece of free cake.
3 because a stranger read his handwriting and described his character very well
4 because her boyfriend did selfish things and his behaviour influenced her
5 You shouldn't try to get to know them because it is pointless.

4 Ss choose the correct definitions alone, then check in pairs. Check answers with the class. Be prepared to offer further explanations and examples if necessary.

Answers: 1 b 2 a 3 a 4 b 5 a

Optional alternative activity

Stronger classes could cover the definitions and discuss what the phrases mean in pairs. They then choose the correct options.

5 Give Ss a few minutes to read the Focus box and ask any questions they have. Ss then look at words and phrases a–i in bold in the texts and explain in pairs which ideas in the responses are being repeated. Check answers with the class.

Answers:
a small things that can tell you what a person is like
b showing no gratitude and treating service staff like second-class citizens
c provided free cake for customers
d taking a big handful of cakes and stuffing them in his mouth
e when someone looked at his handwriting and described him perfectly
f his belief that the way handwriting slants shows if the writer is more emotional or more logical
g how he kept the umbrella to himself
h selfish behaviour like the way her boyfriend kept the umbrella to himself
i that you can judge a person by the friends they keep

6 Ss read the response and answer the questions alone, then check in pairs. Check answers with the class.

Suggested answers:
Ss could identify any of the following:
when **they're** behind the wheel of a car – people who seem really calm and happy
That causes a lot of accidents – driving like maniacs and not obeying the rules of the road
that **it's** everyone else's fault – the accidents
I had a friend **like this** – who changed when they got behind the wheel of a car
every time I got in the car with **her** – the friend I once had
if you **do** – trust these people

7 Ss discuss the questions in small groups. When they have finished, elicit a few answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–5, pp.32–33

5 OVERVIEW

5A On the move
Goal | take part in a discussion on commuting
Grammar | continuous forms
Vocabulary | commuting

GSE learning objective
Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer

5B In the wild
Goal | talk about ways to attract more investment to or protect a place you know
Grammar | participle clauses
Vocabulary | geographical features

GSE learning objective
Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem

5C House or home?
Goal | describe different homes
Language focus | translation and collocation
Vocabulary | homes and decoration

GSE learning objective
Can describe places in detail using linguistically complex language

5D English in action
Goal | make suggestions about what to do in an area
Vocabulary | hosting guests

GSE learning objective
Can present factual information in an objective way in extended spoken discourse

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

5A Adverbs

5C Collective nouns

DEVELOP YOUR SKILLS

5A Develop your listening
Goal | understand public address announcements
Focus | understanding public announcements

GSE learning objective
Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc.

5B Develop your writing
Goal | write a narrative
Focus | using evocative and descriptive language

GSE learning objective
Can develop a clear written description or narrative with relevant supporting detail and examples

5C Develop your reading
Goal | understand an article
Focus | when to check the meaning of words

GSE learning objective
Can guess the meaning of an unfamiliar word from context in a linguistically complex text

5A On the move

Introduction

The goal of this lesson is for students to take part in a discussion on commuting. To help them achieve this, they will learn or revise continuous forms and vocabulary related to commuting.

Warm up

Write the following questions on the board:
What's your favourite type of transport? Why?
What are the most and least efficient types of transport?
Are there any types of transport you've never used but would like to?

Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Vocabulary

Commuting

1 Focus attention on the photos and ask Ss to discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class.

2 5.1 Ask Ss if they ever listen to travel news on the radio. Tell them they're going to hear some travel news stories. You may wish to pre-teach or check understanding of *pile-up* (= when a lot of vehicles crash into each other). Ss listen and put the stories in the order they hear them. Check answers with the class.

Answers: The correct order is b, d, c, a.

Audioscript 5.1

Angela: You're listening to afternoon radio with me, Angela Hassan. After the break, the phones lines will be open and we'll be discussing whether we've reached breaking point with our daily commute and what might change. But first, appropriately enough, here's the travel news with Sophie Marchant.

Sophie: Hi. Well, I've got bad news, I'm afraid, for those who are trying to get home on the M79 motorway this evening. There's been a pile-up on the northbound carriageway including several cars and a lorry that has shed its load. Queues have been forming and there's already a tailback of about three kilometres. Police say they are unlikely to clear the debris from the crash before the rush hour starts and are advising drivers to take other routes, if at all possible.
Elsewhere, there are roadworks on the southern bypass between the Hinkley and Bridgetown turn-offs. Diversions are in place, but there are further hold-ups in the vicinity and as a result traffic is crawling in many places.
On the railways, there are severe delays on the eastern mainline due to a power failure. A replacement bus service is in operation.
Finally, some better news, police had set up a roadblock on High Street and Forest Avenue and evacuated the area due to a suspicious package. However, police have now given the all-clear and the streets are open to pedestrians again and traffic is flowing freely.
That's all from me for the moment – CCRS live travel news: on the hour, every hour. Back to you Angela.

3 Ss discuss which of the words and phrases are mentioned in the stories in pairs. Encourage Ss to use dictionaries and/or their mobile devices to check the meanings of any they're not sure of. When they have finished, play the recording for Ss to listen and check their answers. Check answers with the class.

Answers:
All the things are mentioned. The answers below are arranged in the order they are mentioned.
a pile-up: northbound carriageway, shed its load, a tailback, debris
roadworks: a bypass, diversions, hold-ups, crawling
delays on the railway: a power failure, a replacement bus service
a suspicious package: a roadblock, evacuated, the all-clear, flowing freely

Vocabulary checkpoint

Compound nouns (e.g. *tailback, bypass, hold-up, roadblock*) can be formed in many different ways, including noun + noun, preposition + noun and adjective or verb + noun. When they become very commonly used, they usually lose the hyphen and become one word.

4 Read the example with the class, then give Ss a few minutes to prepare what they're going to say. When they are ready, put Ss in pairs to share their experiences. ***Stronger classes*** can include more than four things from Ex 3.

VOCABULARY BANK 5A p160

Adverbs

These optional exercises build on the lexical set in the vocabulary section.

1a Ss choose the correct adverbs alone, then check in pairs. Check answers with the class.

Answers: **1** thoroughly **2** reluctantly **3** freely; seriously **4** individually **5** Vaguely **6** abruptly

b Ss identify the verb–adverb collocations in Ex 1a, then think of another verb to go with each adverb. Ask Ss to compare answers in pairs, then check answers with the class.

Answers:
1 check thoroughly (go through thoroughly, thoroughly enjoy/approve)
2 reluctantly agree (reluctantly decide/accept/allow)
3 freely admit (move/talk/live/speak/roam freely); take seriously (seriously injure/consider)
4 speak individually (work/sing/meet individually)
5 vaguely remember (ask/gesture vaguely)
6 leave abruptly (end/stop abruptly)

2 Ss complete the sentences alone. Monitor and help if necessary, writing any new vocabulary on the board. When they are ready, put Ss in pairs to share their ideas.

Further practice

Photocopiable activities: 5A Vocabulary, p191
App: 5A Vocabulary practice 1 and 2

Listening

5 5.2 Read through the list with the class so they know what to listen for. Ss listen to the next part of the radio programme and tick the things which are mentioned, then check in pairs. Check answers with the class.

Answers: 3, 5, 6, 8

Audioscript 5.2

Angela: So, welcome back. For the next hour the lines are open and we're waiting for your calls about commuting. First up, I think we have Amos Cohen. Amos. Welcome.
Amos: Thank you. Nice to be here.
Angela: So what's your point Amos? What would you like us to know?
Amos: Well, I'd like to kick off with some statistics if I may.
Angela: Sure. Why not? Everyone loves a good stat.
Amos: Well, did you know that the London tube offers less than point four five square metres per passenger and temperatures in summer frequently exceed 30 degrees – worse than the conditions required by law for transporting farm animals? And you must have seen pictures of the Tokyo *oshiyas*, who actually push people onto the trains during rush hour, to squeeze everyone on.
Angela: Yes, I have. Not the best way to start your day!
Amos: Certainly not! And then there is the question of the time we spend commuting. In the UK, in general, commuting times have been rising and have recently broken the hour mark.
Angela: That's pretty shocking … though I'd imagine that must be the same around the world, no?
Amos: Of course it is, yeah. I mean, you get even longer commute times in Beijing, Moscow, Bogota, many cities round the world.
Angela: Absolutely, yeah. So, what's to be done? Can we do anything about it? Should we, do you think?
Amos: Well, these are big questions. I mean, your last question is really interesting, because I think it does touch on the point that some people actually like commuting and it doesn't have to be dead time – people can be doing something more productive than just staring into space.
Angela: You mean work?
Amos: No, no. Absolutely not. It worries me that wifi now means that our daily lives are increasingly being taken over by work. No. I'm talking about doing something creative. The other day I came across Amy Dickett's commute blog, for instance, which is a project where she takes a picture of people on her commute and asks them questions about their lives and I just thought 'This is great'. It makes the commute something positive by bringing people together and sharing.
Angela: OK. Well, thanks for that. Interesting stuff. We have another caller here who has a take on this too – Simon. Go ahead. What have you got to say?
Simon: Yeah, I … er … I regularly commute by train and a couple of years ago I set up a book club on my line.
Angela: OK. That sounds unusual. Talk us through how that came about.
Simon: Yeah, well. I'd been taking the same train for about two years and I'd see the same people a lot of the time, but we never really spoke to each other because we'd all have our heads in a book or whatever. Anyway, one day I actually met one of these guys at a friend's party and we started chatting and we ended up talking about a book we were reading – because he'd noticed I had the same one as him and anyway, from there we got this idea that we should have a regular meeting on the train with other passengers about the books we're reading and we made some flyers and just … yeah … got it going like that.
Angela: So how does it work? I mean, do you all read the same book.
Simon: Yeah, there's 10 to 15 of us and we choose a book through a WhatsApp group and every two weeks, on the Friday 7.15 train we meet and talk about what we think.
Angela: I'm not sure I'd be in a state to talk about books at that time in the morning myself.
Simon: No, it's fine. We're all used to it, but you also find the discussion will start up again on other journeys if we see each other. It gives a purpose to the journey beyond just getting to work.
Angela: Thank you, Simon. That's fascinating. Given that we're never going to end commuting altogether, maybe what we need to do is to seek ways of making it a positive experience by enabling these kinds of creative and social encounters.

6 Ss listen again and make brief notes on points 3, 5, 6 and 8 in Ex 5. Don't give any answers yet.

Suggested answers:

3 the Tokyo *oshiyas*, who push people onto the trains during rush hour to squeeze everyone on
5 wifi now means that our daily lives are increasingly being taken over by work.
6 Amy Dickett's commute blog is a project where she takes a picture of people on her commute and asks them questions about their lives.
8 The presenter says she might not be in a state to talk about books at that time in the morning.

Optional alternative activity

Assign different points to different sections of the class to listen and make notes on. When they have finished, put Ss in small groups with at least one person who made notes on each point and ask them to share what they can remember.

7 Ask Ss to compare the notes they took in Ex 6 in pairs, then check answers with the class. Ss can then discuss the questions in Ex 7 in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

Grammar

Continuous forms

8a Give Ss a few minutes to read the grammar box, then complete the sentences from the radio programme. Clarify that Ss need to use continuous forms. Ss compare answers in pairs. Don't give any answers yet.

b 5.3 Ss listen and check their answers. Check answers with the class, then put Ss in pairs to discuss why each form is used.

Answers:

1 're listening 2 'll be discussing 3 're trying
4 have been forming 5 can be doing
6 are increasingly being taken over 7 'm talking
8 'd been taking 9 were reading

Why each form is used:

1 present continuous: an action started, but not finished at the moment of speaking
2 future continuous: an action starting at a future point and extending over a period of time with people calling in in the middle
3 present continuous: an action started, but not finished at the moment of speaking
4 present perfect continuous: an action started at some point in the past, continuing over an extended period of time to now, still continuing
5 *can* + continuous: it is possible for them to be doing more – while they are commuting, over that extended period of time
6 present continuous passive: an action started, not finished – passive
7 present continuous: an action started, but not finished at the moment of speaking
8 past perfect continuous: an action started before the party and repeated or continuing over an extended period of time up to (and beyond) the party
9 present continuous: an action started, but not finished at that point in the past, the reading was in progress.

LANGUAGE BANK 5A pp.144–145

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of modals with continuous forms. 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 will talk b will be talking (*'re talking* is also possible)
2 a was driving b drove
3 a have been clearing (*were clearing* is also possible)
b has cleared
4 a am commuting (*have been commuting* is also possible)
b commute
5 a wouldn't have b wouldn't be having
2 1 correct 2 correct 3 ~~went~~ was going
4 ~~is evacuated~~ is being evacuated 5 ~~I'll drive~~ I'll be driving
6 ~~I'm taking~~ I've been taking 7 correct
8 ~~It's repairing~~ It's being repaired

9a 5.4 Play the recording for Ss to listen and write the sentences they hear, paying attention to how the auxiliary verbs are reduced.

b 5.5 Ask Ss to compare what they have written in pairs, then check answers with the class. Write the sentences on the board as you elicit them (or ask Ss to do so). When they are ready, play the recording for Ss to listen and repeat.

Answers:

1 The tailback's getting worse and worse.
2 We'd been crawling along for hours.
3 They've been setting up roadblocks all over the country.
4 It was snowing really heavily.
5 I'll be taking the train up there.
6 The train must be running late.

10 Ss choose the correct alternatives alone, then check in pairs. Clarify that sometimes both options are correct but may have different meanings. When comparing answers, ask Ss to discuss why each form is used and the differences in meaning where both forms are possible. Check answers with the class.

Answers:

1 was cycling – started not finished, in progress at a point in the past
2 was wearing – started not finished, in progress at a point in the past
3 had scratched – once, finished
4 both – continuous form emphasises the duration, that it is an extended activity
5 'd been standing – started before the accident, continued over an extended period of time, now able to help
6 came – once, finished
7 's being investigated – at the moment, still continuing

11 Give Ss a few minutes to think about what they're going to say, then put Ss in pairs to discuss the questions. When they have finished, ask a student from each pair to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 5A Grammar 1, p189; 5A Grammar 2, p190
App: 5A Grammar practice 1 and 2

Speaking

Prepare

12a Put Ss in groups of three or four and ask them to decide who will host the radio programme. The other group members choose a topic to talk about.

b Ss plan what they're going to say. Monitor and help, writing any new vocabulary on the board.

Teaching tip

It's important to give Ss some control over managing speaking tasks like this, e.g. by having them choose their topics and assigning roles to each other. This helps foster learner independence, builds confidence and allows them to take responsibility for their learning.

Speak

13 Go through the Useful phrases with the class. Ss have their discussion in groups, using the Useful phrases and their ideas from Ex 12. Tell groups that the host should speak first and should introduce the other speakers. When they have finished, ask the hosts to summarise their discussions for the class.

Optional extra activity

Ss could record their discussions, then share them with other Ss. Ss listen to the recordings and then ask the groups any questions they have.

Reflection on learning

Write the following questions on the board:

What were the three most useful phrases you learnt today?
How will you use them 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

Language bank: 5A Ex 1–2, p145
Workbook: Ex 1–2, p36
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 5B
Extended route: go to p90 for Develop your listening

5B In the wild

Introduction

The goal of this lesson is for students to talk about ways to attract more investment to or protect a place they know. To help them achieve this, they will learn or revise participle clauses and vocabulary related to geographical features.

Warm up

Arrange Ss into small groups, then ask them to discuss the most beautiful places they've visited, saying what made them beautiful, what they did there and if they've been back there again. When they have finished, nominate a student from each group to share their answers with the class.

Vocabulary

Geographical features

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and ask if Ss have ever visited any of these places. Feed in information from the *Culture notes* if you wish.

Culture notes

A Waterfalls at Krka National Park: located along the Krka River in southern Croatia; known for a series of seven waterfalls. The national park features well preserved ecosystems.

B Torres del Paine National Park: located in Chile's Patagonia region; known for its soaring mountains, bright blue icebergs and rare wildlife, such as guanacos; one of the largest and most visited parks in Chile, welcoming around 252,000 visitors a year.

C Altyn-Emel National Park: located in the Ili River Valley, Kazakhstan; comprises various landscapes, including sand desert, mountains and flora; founded in 1996 to preserve archaeological and historical monuments; the largest nature reserve in Kazakhstan and a UNESCO biosphere reserve.

2a In pairs, Ss check the meaning of the features in the box and try to link them to the places in the photos. Encourage them to use dictionaries and/or their mobile devices to look up any new words. Check answers with the class and clarify the meanings if necessary.

b Ss complete the descriptions alone, then check in pairs. Check answers with the class.

Answers:
1 shoreline 2 sandy 3 dunes 4 mainland 5 channel
6 mountainous 7 valley 8 sea level 9 pass 10 ridge

3 Clarify that Ss can describe places they know or the photos on p167. Give Ss a few minutes to plan what they're going to say and which of the words from Ex 2 they're going to use, then put Ss in pairs to share their descriptions. When they have finished, ask a few Ss to share their descriptions with the class.

Further practice

Photocopiable activities: 5B Vocabulary, p194
App: 5B Vocabulary practice 1 and 2

Reading

4 Focus attention on the title of the article, then put Ss in pairs to discuss what they think it might be about. When they have finished, elicit Ss' ideas and write them on the board. Ss read the article quickly to check their ideas.

5 Ss read the article again more carefully and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 It compared knowledge of Pokemon characters with knowledge of things in the natural world.
2 unsurprised
3 kids can't play outside on their own or travel far from the home; fewer green spaces; watching/consuming nature programmes (or activities) rather than paying attention to the real environment; not learning words for nature
4 Parents are also spending less time outdoors. Grandparents spent more time outside when they were children than children do now.
5 It's proof people are noticing real wildlife while playing a game.

6 Ss discuss the questions in groups. When they have finished, elicit Ss' answers and have a brief class discussion.

Grammar

Participle clauses

7a Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers: a looking b Hidden c Having analysed

b Ss analyse the sentences in Ex 7a in pairs, then read the grammar box and check their answers. Check answers with the class and answer any questions Ss have.

Answers:
1 They add extra information.
2 b – it's formed with a past participle (also the house can't hide itself!)
3 a and c – *looking* emphasises that this action continues for the duration of the one in the main clause (*walk*); *Having analysed* emphasises that this action happened before the one in the main clause (*they published*)

Optional extra activity

Ask Ss to find additional examples of participle clauses in the article, then check in pairs. Check answers with the class.

Answers:
Wanting to find out the answers to this question, …
… this should not surprise us, **given** the major changes there have been to the way childhood is experienced.
Taken together, all these factors mean …
Spending far less time outside than our grandparents did …
characters '**hidden**' in real world places, …

LANGUAGE BANK 5B pp.144–145

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of perfect participles. 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 Located 2 Catering 3 Eating 4 looking
5 having exercised 6 can't be changed
7 having been told 8 can't be changed
2 1 As I stretched 2 both 3 Following
4 Because the route was very rocky 5 both 6 both
7 Having been burnt 8 having cut

8a 5.8 Ss listen to the sentences, paying attention to how the clauses are said as separate chunks.

b Ss listen again and repeat.

Pronunciation checkpoint

When we write complex sentences with more than one clause, we use commas to help readers separate and identify information. When speaking, we use pauses for the same reason. If speakers don't pause slightly between clauses, listeners can become overwhelmed and find it hard to follow the meaning.

Audioscript 5.8

1 Most mornings, I'll walk along the shoreline with my dog, looking out across the water.
2 Hidden away in its own little valley, it's about a thousand metres above sea level.
3 Having analysed the data, they published their rather shocking findings in the journal *Science*.
4 Nearing the top of the mountain, we came to a glacier.
5 Based in a mountainous region, the group operated very independently.
6 Having climbed the ridge before, I was feeling confident.

9 Ss complete the sentences alone, then check in pairs. Remind them that they will need to choose present participles, past participles or perfect participles. Tell ***weaker classes*** that there are two perfect participles. Check answers with the class.

Answers: 1 Located 2 Climbing 3 Having visited
4 Living 5 Built 6 Introduced 7 Having struggled

10 Remind Ss of the places they described in Ex 3, then ask them to write three sentences with participle clauses about the places and what they did there. Monitor and check Ss are forming the participle clauses correctly. Put Ss in pairs to share their sentences and encourage them to give more information.

Further practice

Photocopiable activities: 5B Grammar 1, p192; 5B Grammar 2, p193
App: 5B Vocabulary practice 1 and 2

Speaking

Prepare

11 5.9 Read the questions with the class so Ss know what to listen for. Ss listen and answer the questions for each speaker alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers:

Speaker 1

a mountainous area in Russia near Georgia; beautiful highland region; valleys, rivers, lakes, glaciers, caves; can do outdoor pursuits (hiking, horse-riding, skiing) and perhaps see eagles

b needs to attract more tourists – poor area, not many tourists

Speaker 2

a an island area off the coast of Vietnam; it's a marine reserve; you can go diving, do water sports, see wildlife

b needs greater protection – speed boats and the number of tourists are damaging the environment

Audioscript 5.9

Speaker 1

Karachay-Cherkessia is a fairly mountainous Russian republic just north of Georgia, not far from the Black Sea. It doesn't get many tourists and isn't really a very wealthy area, so they could use the money. It is incredibly beautiful, though. Most of the republic's located up in the highlands and there are some big rivers like the Teberda and the Kuban flowing through the valleys. You can explore the lakes and glaciers and caves as well as mountains, where you might get to see some eagles … and you can go hiking or horse-riding or even skiing. I think the best way to promote it would be to make a video of maybe a couple doing some of these things, shown from their point of view, and promote that via social media. Keep it simple and let the landscape speak for itself.

Speaker 2

The Chàm islands are off the coast of Vietnam. The area is a national park and marine reserve, where you can go diving or do other water sports. And there's lots of wildlife. It is an amazing place, but it's having some problems because of tourism. For example, one of the most important things about the area is the sea grass that grows around the island and it's being damaged by people using speed boats. Thinking about that, maybe they should just ban those kinds of boats. I can't decide if it would be best to limit numbers by just putting up the entrance fee to the park or by having a lottery for entrance tickets. Another way would be to tighten the rules about the kinds of activities that are offered. Making sure that activities don't disturb wildlife or cause environmental damage would probably discourage tour operators offering cheap deals for large groups and, as I say, maybe it'd mean banning speed boats and things like that. I guess any advertising could focus on the conservation side of things.

12 Ask Ss to think of a place that they know, then make notes on the points given. Clarify that Ss need to decide if their chosen place needs more visitors or more protection. Monitor and help, writing any new vocabulary on the board.

Speak

13a Go through the Useful phrases with the class. Ss explain their ideas to each other in pairs. Monitor and make notes on Ss' language use for later feedback.

b Pairs decide which is the best proposal, then share it with the class. You could have a class vote for the best proposal via a show of hands. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How many words that you learnt today were new?

How do you think you'll use them 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

Language bank: 5B Ex 1–2, p145
Workbook: Ex 1–4, p37
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 5C
Extended route: go to p124 for Develop your writing

5c House or home?

Introduction

The goal of this lesson is for students to describe different homes. To help them achieve this, they will study translation and collocation and vocabulary to describe homes and decoration.

Warm up

Write the following on the board:

1 a … truth
2 on the …
3 drive something …
4 get on like a … on fire

Explain that each of the phrases is an idiom with either *house* or *home*. Ss complete the idioms then discuss what they think they mean. Check answers with the class and explain the meanings.

Answers:

1 a home truth = a true but unpleasant fact that someone tells you about yourself
2 on the house = free
3 drive something home = insist on or repeat a point until it's clearly understood
4 get on like a house on fire = have a very good relationship with someone

Language focus

Translation and collocation

1a Focus attention on the photos and elicit Ss' ideas about the questions as a class.

b Ss answer the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Ask: *Do you ever make direct translations of words from your language into English? What problems can be caused with direct translations?* Ss read the language focus box, then discuss the points in pairs. When they have finished, elicit Ss' ideas as a class.

Suggested answers:
The benefits of each suggestion:

- You avoid the trap of word for word translation and bringing L1 collocations over into English and you learn more about how words are actually used (with other words).
- Words often have particular grammatical features that they are often used with. This might include articles, prepositions, whether they're used in the active or passive, whether a verb is transitive or intransitive, etc.
- You can test yourself. If you're feeling a bit lazy, look at the English and say the L1 version; to push yourself, look at the L1 version and say the English
- This helps you see how similar words are used differently and helps you remember the meaning, too.
- Mind maps help people who benefit from visual representations to remember.
- Keeping a record of new language in an organised way helps you revisit and retrieve the language.

LANGUAGE BANK 5C pp.144–145

Ss work alone to complete the exercise, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions.

Answers:
1 1 make 2 make 3 done 4 doing 5 make 6 make 7 doing 8 did 9 make 10 do

3a Clarify that *house* goes with all the items in one of the mind maps and *home* goes with all the items in the other one. Ss complete the mind maps alone, then check in pairs. Check answers with the class and check understanding of the phrases by asking focused questions, e.g. *Who might live in a care home?* (someone elderly).

Answers: A home B house

b Ss add one more example to each mind map. Elicit Ss' ideas and write them on the board.

Suggested answers:
home: go into a retirement, stable, come, go, get, bring/take something/somebody
house: a dilapidated, a modest, an unoccupied, rent a, demolish a

4a Ask Ss to cover the mind maps with a piece of paper or their notebooks and complete the questions alone. Ss uncover the mind maps to check their answers, then check answers with the class.

Answers: 1 leave 2 ownership 3 care 4 warming 5 round 6 improvement

b Ss discuss the questions in Ex 4a in pairs. When they have finished, elicit answers from a few Ss.

Optional extra activity

Ss could create more mind maps containing collocations to illustrate usage of other pairs of similar words, e.g. *between/among, classic/classical, do/make, end/finish, fun/funny, high/tall, say/tell.* Assign a pair of words to different pairs and have them research and create their mind maps, then share them with the class.

Further practice

Photocopiable activities: 5C Language focus 1, p195; 5C Language focus 2, p196
App: 5C Language focus practice 1 and 2

Reading

5 Ss read the blog post quickly and answer the question alone, then check in pairs. Check the answer with the class.

Answer:
Yes – there are lots of them; People show off their beautiful, expensive homes!

6 Ss read the blog post again and decide which of the statements the author would agree with. Ss compare answers in pairs, then check answers with the class.

Answer:
The writer would probably agree with statements 1, 3, 4 and 6.

7 Ss discuss the statements in Ex 6 in pairs. Encourage them to give reasons for their opinions. When they have finished, elicit Ss' ideas and have a brief class discussion.

Vocabulary

Homes and decoration

8 Read the example with the class, then ask Ss to complete the rest of descriptions. Ss check in pairs, then check answers with the class. If you have a projector, project the descriptions on the boards and ask Ss to come up and annotate them there.

Answers:
1 They live in this **exclusive** block of flats that looks out over the beach. I can't imagine what it is **worth**! They also have a lot of **antique** furniture and a cupboard full of **china** plates.
2 His office is a tip and full of **clutter**. There are **stacks** of magazines on the floor, a broken coffee maker, various cups and awards on the **bookshelves**. And these dusty old **blinds** over the windows. I don't know how he can work in there.
3 She's got African **ornaments** on the shelves from when she lived in Kenya and the **walls** are filled with framed **certificates** and letters of thanks from clients.
4 They have quite a **spacious** living room, which has these big glass doors that slide open on to this **shady** little patio with **pot** plants and a barbecue. It's lovely in the summer.
5 Their place always looks **spotless**; there are never any toys or clothes in sight. They have all these **fitted** cupboards and if you open them, everything's all **neatly** arranged and every surface is **polished** and shiny!

9a 5.10 Ss listen and write the phrases, paying attention to the way *of* is pronounced.

b 5.11 Ask Ss to compare what they have written in pairs, then check answers with the class. Play the recording for Ss to listen and repeat.

Answers:
1 a budget of half a million
2 a lot of antique furniture
3 full of clutter
4 stacks of books
5 all kinds of Asian ornaments
6 a set of framed photographs

10 Ss discuss their ideas in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

VOCABULARY BANK 5C p160

Collective nouns

These optional exercises build on the lexical set in the vocabulary section.

1a Ss match the nouns alone then check in pairs. Check answers with the class.

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

b Ss match the nouns alone then check in pairs. Check answers with the class and ask if Ss have similar collective nouns to the ones in Ex 1a and Ex 1b in their language(s).

Answers: 7 i 8 k 9 h 10 g 11 j 12 l

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 body of evidence
2 string of attacks
3 wave of strikes
4 flood of applications
5 bunch of keys
6 pack of lies
7 mob of angry people
8 a herd of wild elephants
9 stack of letters
10 panel of experts
11 flock of sheep/ducks
12 fleet of vehicles

3 Read the examples with the class, then give Ss a few minutes to prepare. When they are ready, put Ss in pairs to share their ideas.

Further practice

Photocopiable activities: 5C Vocabulary, p197
App: 5C Vocabulary practice 1 and 2

Speaking

Prepare

11 Ss make notes to answer the questions about two homes they know well. Monitor and help if necessary, writing any new vocabulary on the board.

12a 5.12 Play the recording of two people describing homes for Ss to listen and make notes about the speakers' answers to the questions in Ex 11. Play the recording again if necessary.

Audioscript 5.12

1 My friend lives in a house with his parents. The house itself is pretty normal for round here. I guess the one thing I notice is there are lots of bookshelves and they still have stacks of DVDs, which I find a bit weird. His parents work at a university I think. His room is full of all this stuff. Like he has video games and books and stuff, but he also has a collection of cola bottles and little plastic figures he's got out of chocolate eggs and loads of other little bits and pieces. Everything's really neatly arranged. He's also got lots of really cool posters and sketches and other things he's done. He says he wants to become a designer and he is really good at art and stuff like that so I suppose it reflects that side of his personality.

2 My gran has a top-floor flat in a block of flats in a suburb of Valencia, Spain. It's a fairly typical modern flat – it's reasonably spacious – it has polished marble floors, a smallish kitchen. She has a cleaner come in a couple of times a week, so it's always very clean and tidy – although she has one room with a lot of clutter in it – stuff from her old house she's just never got rid of. The thing I really like about it is the view. It overlooks the *huerta*, which is the farmland where they grow fruit and vegetables and there's also a ridge of small mountains in the distance and you can also see the shoreline of the sea. Our flat in London just overlooks other houses so it's a big difference. There are two other things I always think of with her flat. On the wall in the living room there is a set of framed photos of nine of her children which are in like one long strip and then there is a separate photo added below for her tenth child, my mum! The other thing is this antique lamp that she has hanging from the ceiling in the spare bedroom. It hangs quite low and the number of times I have hit my head on it getting out of bed! I hate that lamp!

b Ss compare notes in pairs and discuss how each speaker answered the questions in Ex 11. When they have finished, check answers with the class.

Answers:
Speaker 1
1 It's the home of a friend, who lives with his parents.
2 We don't hear where it is.
3 The house itself is pretty normal but it's full of all sorts of weird things.
4 the cool posters and sketches
5 the bookshelves, DVDs, video games, cola bottles, a collection of little plastic figures, cool posters and sketches
6 The friend wants to be a designer and his room reflects this.

Speaker 2
1 her Gran's
2 top-floor flat in a block of flats in a suburb of Valencia
3 modern, reasonably spacious, clean and tidy (though one room is full of clutter)
4 The speaker likes the view. It overlooks farmland, where people grow fruit and vegetables, and you can also see mountains and the shoreline of the sea.
5 framed photos of all ten kids, a low-hanging antique lamp
6 The clutter and the pictures reflect bits of her life.

Speak

13a Go through the Useful phrases with the class, then put Ss in pairs to describe the homes they chose to each other. Encourage Ss to ask follow-up questions to find out more information.

b Ask Ss to choose the most interesting-sounding home, then describe it to the class. Encourage other Ss to ask questions to find out more information.

Reflection on learning

Write the following questions on the board:

How confident do you feel describing homes in English?
What have you learnt about translation and collocation in English today?
How do you think this will be useful 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

Language bank: 5C Ex 1, p145
Workbook: Ex 1–5, p38
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 5D
Extended route: go to p104 for Develop your reading

5D English in action

Introduction

The goal of this lesson is for students to practise making suggestions about what to do in an area. To help them achieve this, they will learn phrases for advising and suggesting. They also learn vocabulary related to hosting guests.

Warm up

Write the following questions on the board:

Where do you like to stay when you go on holiday (e.g. hotel, tent, B&B, self-catering cottage)? Why?

Ss discuss the question in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion. Encourage Ss to give one pro and one con for each type of accommodation they came up with.

Vocabulary

Hosting guests

1 Focus attention on the pictures and elicit what's happening in each one. Ss discuss the questions in pairs. When they have finished, elicit a few Ss' ideas and have a brief class discussion.

2a Ss decide what the words in bold mean, using dictionaries and/or their mobile devices to look them up if necessary. With ***weaker classes***, explain the meanings of the words before they discuss the questions.

Answers:
1 an en suite is a private bathroom next to a bedroom
2 something communal is shared freely by a group of people
3 you flush water to clear the toilet
4 a payment clears when the money appears in the account
5 setting off an alarm (e.g. by burning something) causes a loud sound
6 dimensions are the size or measurement of something
7 an amount that is payable must be paid
8 recycling bins are where you put rubbish that can be treated so that it can be used again
9 a safe is a strong metal box where you keep money and valuable things
10 a duvet is a kind of thick blanket

b Ss discuss the questions in pairs. Check answers with the class.

Answers: 1 G; D 2 H; D/A 3 G; A 4 H; D 5 H; A 6 G; D 7 H; D 8 H; A 9 G; D/A 10 G; A

3 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Listening

4 5.13 Read through the list of things with the class so they know what to listen for. Ss listen and tick the things they talk about, then order them. Ask Ss to check in pairs, then check answers with the class.

Answers: They talk about g, a, b and e in that order.

Audioscript 5.13

H: Nasrin?
G: Yes.
H: Hi. Come in, come in. How was your journey?
G: Fine. An early start but yeah, OK.
H: Well, just leave your bags there for the moment I'll show you round the whole house …

…

G: Thanks for the tour. It's a lovely place you've got here.
H: Thank you. I'm glad you like it. And as I said, make yourself at home. If there's anything else you need, just ask, OK.
G: I will. Actually, there was one other thing. Could you just tell me a bit more about the area? You know, what there is to see and do round here.
H: Yeah, sure. Well, as you probably saw on your way here, it's a fairly lively area. If you're into Korean or Japanese food, check out Dotori on the main road. It's a must. They have the best sushi ever!
G: OK. Well, that sounds good. Would we need to book?
H: It depends a bit on the day, but I think it'd probably be wise to. I have been disappointed a couple of times. I can message you the number later on, if you want.
G: Thank you.
H: And you really ought to go and have a look at Factory. It's a big old warehouse down near the river that they've recently renovated and converted into an arts centre. They do free comedy nights on Fridays so …
G: Oh great! You're spoilt for choice round here, aren't you?
H: Well, the area's changing pretty fast, that's for sure.
G: And what about if I want to get into the centre? What's the best way?
H: I guess your best bet would be to just get the 154 bus, to be honest. It stops three minutes down the road from here and it'll take you right into the heart of town.
G: OK. And what about getting back late at night? What time do the buses run till?
H: Midnight. Any later than that and it's advisable to just get a cab. Make sure you get a licensed one, though, preferably. Just to be on the safe side. I usually use the GrabTaxi app, so you might want to download that.
G: Will do. And I promise not to make any noise if I do come back late.
H: Thanks. That'd be appreciated.
G OK. Well thanks for the info. Oh, one last thing. Did you say it was OK to use the washing machine?
H: Yes of course, but preferably ask me first – just in case I need it.
G: Sure.
H: You can use the line on the balcony and if you need to do a bit of ironing …
G: Oh don't worry – I never bother with ironing. Life's too short.
H: Yeah, unfortunately I can't avoid it. OK well – I'll leave you to unpack and get settled in.
G: Thanks.

5 Ss read the sentences and tick the ones they think are true, then listen again to check their answers. Check answers with the class and ask what words and phrases they heard that told them the sentences were true and to correct the incorrect statements.

Answers: 1 ✓ (lively) 2 ✗ (Korean or Japanese)
3 ✓ (It'd probably be wise to) 4 ✗ (a warehouse)
5 ✓ (free comedy nights) 6 ✓ (spoilt for choice)
7 ✗ (till midnight) 8 ✗ (preferably licensed ones)
9 ✗ (the guest doesn't need it but the host does have one)

6a Ss work in pairs to complete the sentences. Ask pairs to join up into groups of four to compare ideas, but don't give any answers yet.

b Ss check their answers to Ex 6a with the Useful phrases box. Check answers with the class.

Answers: 1 check out; must 2 wise 3 ought 4 best bet
5 advisable; Make sure 6 preferably

7 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 make sure you 2 ought to
3 'd be well advised to 4 there's no harm in
5 (really) should check out 6 It's a must
7 best bet would be to (*best bet is to* is also possible)
8 it's advisable to 9 it'd be wise to (*it's wise to* is also possible)

8 5.14 Ss listen to and write the sentences, deciding which word appears in every sentence. Explain that the word might be in a different form in each one. Ask Ss to compare what they have written in pairs, then check with the class and elicit which word appears in all the sentences. Write all the sentences on the board during feedback as Ss will need them for Ex 9.

Answers: 1 I'd prefer to stay here. 2 I'd ask him, if I were you.
3 That would be your best bet, I guess. 4 It'd probably be wise.
5 Would you mind? 6 I would, but that's just me.
Would is in every sentence.

9a Give Ss a minute to read the information box and ask any questions they might have. Play the recording again for Ss to listen and repeat the sentences in Ex 8.

b Ss match the six sentences from Ex 8 with the descriptions alone. Ask Ss to compare ideas in pairs, then check answers with the class.

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

Speaking

Prepare

10a Ss prepare their lists alone. Monitor and help if necessary, writing any new vocabulary on the board.

b Refer Ss back to the Useful phrases box and ask them to write five sentences to welcome their guest. Monitor and check Ss are forming them correctly.

Speak

11a Go through the conversation flow chart with the class. Put Ss in A/B pairs to practise their conversations. Monitor and make notes on Ss' language use.

b Ss swap roles and practise their conversations again.

12 Ss discuss the question in pairs, then share the best features with the class.

Reflection on learning

Write the following questions on the board:
Do you feel more confident advising and suggesting in English now?
What helped the most?
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

Workbook: Ex 1–5, p39
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

5A Develop your listening

Introduction

Ss develop the listening skill of understanding public address announcements by learning common announcement phrases.

Warm up

Review the commuting vocabulary from Lesson 5A with a board race. Put Ss in two large groups and give a board pen to each group. Describe one of the words or phrases, for example *a road that diverts traffic away from the centre of a town or city* (= *bypass*). A member of each team comes up to the board and writes the word or phrase. The first team to write it correctly wins a point. Describe the next word and repeat the process. At the end, the team with the most points wins.

1 Read the examples with the class, then put Ss in pairs to make their lists. When they have finished, elicit their answers and write them on the board (or invite Ss to do so).

2a 5.6 Play the recording so Ss can listen and note the places.

Audioscript 5.6

1 May I have your attention please on platform seven. We are sorry to announce that the nine thirty-six WingRail service to Durham has been cancelled. This is due to a driver shortage. WingRail apologises for the disruption to your journey today.
2 This bus terminates here. Please take all your belongings with you.
3 Doctor Issac please call zero. Doctor Issac.
4 Ladies and gentlemen, we ask that you rise for a moment of silence. Last week, our club and the football world lost a dear friend in the form of Dame Marjory Eagle, the owner of this football club. Please join us in remembering her.
5 Ladies and gentlemen, my name is Farnaz Bacquri and I'm your chief flight attendant. On behalf of Captain Mahsud and the entire crew, I'd like to welcome you aboard JL Airlines flight 312 to Islamabad.
6 May I please have your attention? The store will be closing in five minutes. Please make your way to the checkouts. We thank you for shopping with us today.
7 Attention please, this is the final call for passengers on Lennox Airways flight 057 to Madrid, boarding gate number 53.
8 Ladies and gentlemen, with summer fast approaching get 15 percent off all swimwear at Beachhouse. That's right, 15 percent off all swimwear at Beachhouse on the second floor.

b Ask Ss to check ideas in pairs, then confirm the locations with the class. Ss then listen again and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
2a
1 at a train station 2 on a bus 3 in a hospital 4 at a stadium
5 on a plane 6 in a shop 7 at an airport
8 in a shopping centre or department store
2b
1 the 9.36 to Durham; not enough train drivers
2 get off the bus
3 dial zero on a phone
4 stand up for a moment of silence to remember Dame Marjory Eagle
5 to welcome passengers on board and introduce the chief flight attendant
6 pay for anything in their basket now and leave
7 go to gate 53
8 15 percent off swimwear

3a Give Ss a few minutes to read the Focus box and ask any questions they have. Ss then match the announcements with the informal meanings.

b Ask Ss to compare answers in pairs, then check answers with the class.

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

Optional extra activity

In pairs, Ss can test each other's memories by covering the announcements and trying to remember them by reading their informal meanings.

4 5.7 Ss listen to the announcements and choose the correct options alone, then check in pairs. Clarify that sometimes both options are correct. Play the recording again if necessary, then check answers with the class.

Answers:
1 a 2 b 3 b 4 both 5 a 6 b 7 a 8 a 9 both 10 a

Audioscript 5.7

1 On a bus
The final destination of this bus has changed. Please listen for further announcements.
2 At a stadium
Ladies and gentlemen, a message from the police. They've asked us to tell you that the exit on the south side of the stadium will be closed after the game. Please exit via the west or north side. Thank you.
3 In a train station
Here is a special announcement. A replacement bus service is in operation between East Croydon and Gatwick Airport. Please allow extra time for your journey.
4 On a bus
Ladies and gentlemen please move right down inside the bus. Move right down inside the bus. Thank you.
...
A ticket check is about to commence. Please have your tickets or passes ready for inspection.
5 On a flight
Ladies and gentlemen the captain has illuminated the seatbelt sign in preparation for landing. Please return to your seat. At this time, make sure your seat backs and tray tables are in their full upright position and that your seat belt is correctly fastened. Also, your portable electronic devices must be set to 'airplane' mode until the plane is safely landed and on standby at the gate.
6 In a shop
Clean up in aisle six. Clean up aisle six.
7 In a shop
Emergency evacuation. This is not a drill. Please proceed calmly to the nearest exit. We repeat, please remain calm. Do not panic. Please proceed to the nearest exit.
8 In an airport
Your attention please, all passengers on flight 482 to Milan, boarding is about to commence at gate 8. Please make your way to gate 8. Thank you.
9 In a train station
Please be aware that pickpockets operate in this station. Please keep your belongings with you at all times and don't leave any baggage unattended. Thank you.
10 In a shopping centre
The blue Volkswagen, licence plate number FGK 854T, is parked illegally. Will the owner please remove the car?

5 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–3, p42

5B Develop your writing

Introduction

Ss develop the skill of writing a narrative by learning how to use evocative and descriptive language.

Warm up

Write the following questions on the board:
What do you know about volcanoes?
Are there any volcanoes in your country?
Which famous volcanoes do you know?
Ss discuss the questions in pairs. When they have finished, ask a few pairs to share their answers with the class.

1a Ss label the diagram alone, then check in pairs. Check answers with the class.

Answers:
A fumes **B** crater **C** core **D** lava **E** descent **F** ascent

b Focus attention on the photos, then give Ss a few minutes to think of words and phrases to describe them and write them down. When they are ready, elicit Ss' ideas and write them on the board.

2a Read the title of the narrative and ask: *Why might someone go to the bottom of a volcano?* Ss then read the narrative to find out and answer the questions.

b Ask Ss to check ideas in pairs, then check answers with the class. As a class, discuss whether Ss would like to be part of mission like this.

Answers:
1 four
2 The acid rain threatened to eat through their ropes.
3 to conduct experiments in the core of the volcano

3a Read the example with the class, then ask Ss to work in pairs to think of alternatives for the words in bold. Ss could use an online thesaurus on their mobile devices to help. When they have finished, elicit Ss' ideas and write them on the board.

b Refer Ss to the original article on p167 to find the actual words and phrases used. Check answers with the class and find out if anyone came up with any of the same alternatives.

Answers: **1** faint-hearted **2** fiery **3** a heavy downpour **4** tumbling down **5** running low **6** abandon the mission **7** scorching **8** deafening **9** awe-inspiring **10** gruelling

4a Ss discuss the question in pairs. Don't give the answer yet.

b Ss read the Focus box and check their ideas. Answer any questions Ss have.

Answer: They engage the reader's imagination (by making the story more dramatic or easier to imagine and bringing the reader closer to the action).

5 Ss find more examples of points 2 and 3 in the Focus box in the description alone, then compare in pairs. Check answers with the class.

Answers:
2 a lake of lava as big as a football field
3 We felt like astronauts / the volcano felt like a bomb that might explode

6 Ss decide which sentence in each pair is more engaging and discuss why in pairs. Check answers with the class.

Answers:
1 b – more descriptive language
2 a – use of *as … as* comparison
3 a – use of comparison using *felt like* + clause
4 a – more descriptive language
5 b – use of comparison using *felt like* + clause
6 b – use of *as … as* comparison

7a Ss rewrite the descriptions, using the techniques in the Focus box. Monitor and check Ss are forming sentences correctly. When they have finished, put Ss in pairs to compare descriptions and choose the best one, then share this with the class.

Suggested answers:
1 The most lucid memory from my early years is of me standing rigid under a tree right in the middle of a storm. I was soaked.
2 I feel most serene when I'm reclining on a beach, the sand under me and the sea in front of me, stretching out like an endless ocean.
3 I'm petrified of dogs. When I meet a huge one my mouth goes as dry as sandpaper and my legs start to tremble. I want to run away hurriedly.
4 On my very first day at school, the institution felt as big as a city and I was surrounded by a multitude of other infants.

b Ss make the sentences about themselves using the beginnings of those in Ex 7a, then check in pairs. In feedback, ask a few Ss to share their sentences with the class.

Prepare

8a Ss choose an event and make notes, using the guidelines given. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

b Ss organise their notes into a clear order. Monitor and offer help if necessary.

Write

9 Ss write their descriptions, keeping the reader and their engagement in mind. Remind them to include different types of evocative and descriptive language. Monitor and offer corrections if necessary.

10a Ss reread their descriptions and check their use of evocative and descriptive language, referring back to the Focus box if necessary.

b Ss exchange descriptions in pairs, checking and feeding back on each other's work. Ss could then write a final draft, either in class or for homework.

Homework ideas

Ex 10b: Write a final draft of your description.
Workbook: Ex 1–9, pp.42–43

5c Develop your reading

Introduction

Ss develop the reading skill of understanding an article by deciding when to check the meaning of words.

Warm up

Write the following questions on the board:

Do you like shopping?
What are your favourite places to buy different things? Why?
Do you like to have the most up-to-date items (e.g. phone, laptop, trainers)? Why/Why not?

Ss discuss the questions in pairs. When they have finished, ask a few pairs to share their answers with the class.

1a Ss do the quiz alone, guessing the answers to each question.

b Ss compare answers in pairs, then turn to p174 to check their answers. Check answers with the class and find out which fact they found most surprising.

Answers: 1 c 2 b (although according to research the average child only plays with 12 of them) 3 c 4 b 5 a

2 Ss read the article quickly and match the titles with the paragraphs alone, then check answers in pairs. Tell Ss not to use dictionaries and clarify that one of the titles is not needed. Check answers with the class.

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

Teaching tip

It can sometimes be useful to limit the use of dictionaries or mobile devices during reading activities, for the following reasons:

- to help Ss develop reading sub-skills such as guessing meaning from context or ignoring non-essential vocabulary
- to help Ss increase overall reading speed, especially when skimming for general meaning
- to help prepare for exam conditions
- to build Ss' confidence at managing complex texts
- to limit the length of the activity and keep the lesson on track
- to avoid incorrect or 'bad' translations

3 Ss read the article again more carefully and decide if the statements are true, false or not mentioned, then check in pairs. Check answers with the class.

Answers: 1 NM 2 T 3 F 4 T 5 NM 6 T 7 F 8 NM

4a Give Ss a few minutes to read the Focus box and ask any questions they have. Ss then decide which of the words in bold in the article it is important to know the meaning of.

b Ss compare answers in pairs, explaining their decisions. Ss can also discuss any techniques they use to guess the meaning of unknown words. Check answers with the class, pointing out the information about each word in the answer key.

Suggested answers:

1 retrieve = a verb and is important to understand the sentence
2 neglect = a verb and is important to understand the sentence
3 extravagantly = an adverb and is not necessary to understand the sentence
4 separation = a noun but it is sufficient to understand that it is an example of a stressful life event to understand the sentence
5 materialistic = an adjective but quite important in the sentence

5a Ss read the article extracts and guess the meanings of the words in bold (if they think it's worth it).

b Ss compare what they did in pairs. In feedback, point out the information in the answer key.

Suggested answers:

It's probably worth guessing or checking the meaning of 1, 3 and 5 as they are nouns or verbs. It's probably also worth checking 6 as although it's an adverb, it's important in the sentence (it also reoccurs as an adjective later in the sentence).

1 paradox = noun; meaning = a situation that seems strange because it involves two ideas that are very different
2 promptly = adverb; meaning = immediately
3 outlast = verb; meaning = continue to exist longer than
4 patently = adverb; meaning = obviously
5 baffle = verb; meaning = if something baffles you, you can't understand or explain it at all
6 rationally = adverb; meaning = sensibly, logically

6 Ss discuss the questions in small groups. When they have finished, nominate a Ss from each group to share anything interesting they found out.

Homework ideas

Workbook: Ex 1–6, pp.40–41

6 OVERVIEW

6A A difficult business
Goal | talk about businesses and the economy
Grammar | adverbs and adverbial phrases
Vocabulary | successful and failing businesses
GSE learning objective
Can exchange complex information on a wide range of matters related to their work

6B On the map
Goal | decide on the best kind of event for your town/city to host
Grammar | further passive constructions
Vocabulary | hosting events
GSE learning objective
Can precisely express the potential consequences of actions or events

6C Going out
Goal | talk about events you have been to
Language focus | word grammar and patterns (*expect, surprised*)
Vocabulary | talking about arts events
GSE learning objective
Can express an attitude, opinion or idea using idiomatic language

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 5 and 6.

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

6A Talking about the economy

6C Compound adjectives

DEVELOP YOUR SKILLS

6A Develop your reading
Goal | understand a story
Focus | inferring what will come next
GSE learning objective
Can infer what will come next in an unstructured text by using contextual, grammatical and lexical cues

6B Develop your listening
Goal | understand the main points of a complex presentation
Focus | recognising nouns used as verbs
GSE learning objective
Can understand most TV news and current affairs programmes

6C Develop your writing
Goal | write a review
Focus | checking and correcting spelling
GSE learning objective
Can check and correct spelling, punctuation and grammar mistakes in long written texts

6A A difficult business

Introduction

The goal of this lesson is for students to talk about businesses and the economy. To help them achieve this, they will learn or revise adverbs and adverbial phrases and vocabulary to describe successful and failing businesses.

Warm up

Write on the board: *A successful company … .* Give Ss a few minutes to think of how to complete the sentence. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, put Ss in small groups to compare their sentences, giving reasons. Ss then choose the best sentence in their group and share it with the class to find out if others agree.

Reading

1 Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Ss read the article quickly and match the headings with the paragraphs alone, then check in pairs. Check answers with the class.

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

Optional alternative activity

Before reading, put Ss in pairs to read the headings and predict what each paragraph will say. Ss then read the article to check their ideas and match the headings with the paragraphs.

3 Ss read the article again more carefully and decide which of the points are made, then check in pairs. Check answers with the class, asking Ss to identify relevant parts of the text.

Answers: 2, 3 and 6

Optional extra activity

Write the following questions on the board:
Which of the threats facing big companies mentioned in the article do you think is the most serious?
What other threats might such companies face?
How do you think the companies could protect themselves against these risks?
Do you think having very large companies is a problem? Why/ Why not?
Ss discuss the questions in small groups. When they have finished, elicit a few answers and have a brief class discussion.

Vocabulary

Successful and failing businesses

4 Ss complete each description with a pair of words, then check in pairs. Check answers with the class, then check understanding of the words with focused questions, e.g. *Which word means all the money coming into a company?* (turnover) *If you undercut someone, do you charge less or more than they do?* (less).

Answers: 1 undercut; board 2 monopoly; broken up 3 struggling; management 4 turnover; valued 5 sustainable; branch out 6 focus; edge

Vocabulary checkpoint

Other terms for *turnover* are *revenue* or *gross income* – also known as the *top line* figure in financial statements. From this, *costs* and *expenses* are deducted and the amount left over is *profit* or *net income* – also known as the *bottom line* in financial statements.

Optional extra activity

Put Ss in pairs to discuss what type of company descriptions 4, 5 and 6 in Ex 4 might refer to. When they have finished, elicit their ideas and find out if other Ss agree.

5 Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

Suggested answers:

1 take out insurance, hire a competent corporate lawyer, protect its data, form alliances with other companies
2 Good: a monopoly can benefit from economies of scale (buying goods in bulk at a lower price), higher profit can be used for research and development; Bad: higher prices for customers, less incentive to cut costs, less incentive to invest and research, can be less efficient, less choice for customers
3 Good: companies can spread the risk, can allow the company to survive as the economy changes; Bad: requires new skill sets, can be risky, too much diversification may mean a company is slow to respond to changes in the market
4 undercutting (selling at a lower price), research, development, innovation, patents

VOCABULARY BANK 6A p161

Talking about the economy

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words and phrases with the meanings alone, then check in pairs. Check answers with the class.

Answers:
1 g 2 k 3 c 4 i 5 l 6 a 7 f 8 d 9 b 10 j 11 h 12 e

2a Ss complete the questions alone, then check in pairs. Check answers with the class.

Answers:
1 booming 2 sector 3 frozen 4 privatisation 5 crash

b Put Ss in pairs to discuss three of the questions. ***Stronger classes*** can discuss all the questions. When they have finished, ask Ss to share their ideas with the class.

Further practice

Photocopiable activities: 6A Vocabulary, p200
App: 6A Vocabulary practice 1 and 2

Grammar

Adverbs and adverbial phrases

6 6.1 Read through the sentences with the class, then play the recording for Ss to add the missing parts. Ask Ss to compare answers in pairs, then play the recording again if necessary. Check answers with the class and write the sentences on the board (or invite Ss to do so).

Answers:

1 There were plenty of giants **in the past** that are now seen as 'dinosaurs' or that have shrunk **quite dramatically**.
2 It always ended in tears **in our house** – with my parents **angrily** telling my brother not to be a bully.
3 **Apparently**, they wasted a lot of money redecorating when they didn't need to.

7a Ss discuss the purpose of the adverbials in pairs.

b Ss read the grammar box and check their ideas. Check answers with the class and be ready to answer any questions Ss have about the grammar box.

Answers:

1 *in the past* = when; *quite* modifies *dramatically*; *dramatically* = how much/the degree
2 *in our house* = where/the place; *angrily* = how/the manner they told him
3 *Apparently* = this is my opinion, based on what I've heard and believe to be true

LANGUAGE BANK 6A pp.146–147

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the word order of adverbial phrases. 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 Prices have doubled in this country over recent months, yet they **hardly ever** talk about it on the news.
2 Considering it's only our third year, I think we've done **fairly** well.
3 The whole industry has had a **terribly** difficult year so far.
4 I'll be visiting several factories **in the area** in the coming months.
5 I **accidentally** copied in the whole of the office when I sent that email.
6 **Amazingly**, they managed to survive the year, despite having debts of almost £100 million.
7 Inflation rose **dramatically**, but **luckily**, we had quite a lot of money saved up.
8 **Sadly**, the big department store in town is going to be closing **soon**. (*is soon going to be closing* is also possible)

2 1 meet regularly (*regularly meet* is also possible)
2 understand perfectly
3 rose dramatically
4 reacts badly
5 selling well
6 strongly denied

8a 6.2 Play the recording for Ss to listen to the adverbs and notice how the endings get shortened. Model yourself if necessary and have Ss repeat them after you.

b 6.3 Ss listen and write the sentences they hear. Give Ss a chance to compare in pairs, then play the recording again if necessary. Check answers and write the sentences on the board (or invite Ss to do so).

Answers: 1 Supposedly, it's OK. 2 Generally, it's easy.
3 It's literally next door. 4 I'm obviously very happy.
5 They're apparently not so bad.

c Play the recording again for Ss to listen and repeat.

9a Read the example with the class, then ask Ss to complete the other sentences alone. Point out that more than one position may be possible but Ss should try to decide on the most common position.

b 6.4 Ss check answers in pairs. Play the recording for Ss to hear two possible answers for each sentence, then check answers with the class.

Answers:

1 The economy has been growing **quite slowly over the last few years**.
Over the last few years, the economy has been growing **quite slowly**.
2 There are **literally** thousands of jobs on offer, but **generally** they are **pretty** poorly paid.
There are **literally** thousands of jobs on offer, but they are **pretty** poorly paid **generally**.
3 **Supposedly**, they're the smartest people around, but **personally**, I think they're **fairly** incompetent.
They're **supposedly** the smartest people around, but I **personally** think they're **fairly** incompetent.
4 I'd **happily** work **for this company** for the rest of my life, but **admittedly**, I'm not terribly ambitious.
I'd work **for this company happily** for the rest of my life, but I'm **admittedly** not terribly ambitious.
5 **In the past**, these companies led their markets, but they have now shrunk **dramatically** or disappeared **completely**.
These companies led their markets **in the past**, but they have now shrunk **dramatically** or **completely** disappeared.

Grammar checkpoint

Depending on the adverbial, the position it's in can sometimes affect meaning. Compare:
He lent only me £10. (= I was the only one he lent money to.)
He lent me only £10. (= I wanted more but he only lent £10.)
They almost went bankrupt overnight.
(= It nearly went bankrupt but didn't in the end.)
They went bankrupt almost overnight.
(= It went bankrupt very quickly.)
Generally the position of adverbs doesn't affect meaning, however.

10 Put Ss in small groups and ask them to choose three of the things to discuss. Encourage them to use adverbs and adverbial phrases. Monitor and help if necessary. When they have finished, ask one member of each group to share their ideas with the class.

Further practice

Photocopiable activities: 6A Grammar 1, p198; 6A Grammar 2, p199
App: 6A Grammar practice 1 and 2

Speaking

Prepare

11 Put Ss in pairs and ask them to come up with two examples of companies, one that is doing well and one not so well. Tell Ss they can be local, national or international and can sell products or services. If necessary, suggest they think of pairs of department stores, clothes companies, online companies, chains of shops, chains of restaurants or social media companies. When they have finished, elicit examples from the class and build a list on the board.

Speak

12a Put Ss in pairs to talk about the companies they came up with, using the questions. Monitor and make notes on Ss' language use for later feedback.

b Put Ss in new pairs to compare their ideas. When they have finished, ask a few Ss to share some of their ideas with the class and find out if other Ss agree. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
How confident do you feel using adverbs and adverbial phrases?
How can you practise this further?
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

Language bank: 6A Ex 1–2, p147
Workbook: Ex 1–5, p44
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 6B
Extended route: go to p106 for Develop your reading

6B On the map

Introduction

The goal of this lesson is for students to decide on the best kind of event for their town/city to host. To help them achieve this, they will learn or revise further passive constructions and vocabulary related to hosting events.

Warm up

Write on the board: *sports, culture, business.* Give Ss an example event for each category, e.g. sports: the World Cup; culture: Rio carnival; business: World Trade Summit and Expo. Put Ss in pairs and give them a few minutes to brainstorm as many major events for each category as possible. When they have finished, divide the board into three sections (one for each category), elicit their ideas and write them in the relevant sections.

Reading and vocabulary

Hosting events

1 Focus attention on the photo and elicit what Ss can see. Put Ss in small groups to discuss the questions. When they have finished, elicit a few answers and have a brief class discussion.

2a Write on the board: *Montreal* and elicit what Ss know about it, feeding in information from the *Culture notes* below. Read the questions and elicit Ss' predictions, then give them a few minutes to read the article quickly and check. Check answers with the class.

Answers: **1** the Olympics **2** bad

Culture notes

Montreal is the largest city in the Canadian province of Quebec and the second largest city in Canada, after Toronto. The official language spoken there is French. It is an important city for many industries and businesses. Summers are warm, but winters can get very cold.

b Ss read the article again more carefully and complete it, then check in pairs. Check answers with the class.

Answers: **1** bid **2** catalyst **3** transformation **4** grants **5** infrastructure **6** estimate **7** corruption **8** boycott

3 Ss choose the correct definitions alone, then check in pairs. Encourage them to use the context (situation) and co-text (surrounding words) to help. Check answers with the class.

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

Teaching tip

It's a good idea for Ss to record these new words as part of phrases in their vocabulary notebooks, e.g. *host a prestigious event, raise someone/something's profile, a real boost to the economy, commission someone to do something.* Identifying and recording vocabulary in phrases or 'chunks' rather than just as individual words is an important technique for higher-level learners. It helps to boost collocational competence – an essential part of more advanced vocabulary knowledge.

4 Put Ss in pairs to come up with ideas. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, elicit Ss' ideas.

Suggested answers:
1. stadium, metro or transport links, hotel space, etc.
2. a country is waging war against another place or people, violated human rights
3. a work of art (portrait, sculpture, poem, etc.), a report, a survey
4. Harvard, an Oscar
5. an election, a large company opening its headquarters in an area

Further practice

Photocopiable activities: 6B Vocabulary, p203
App: 6B Vocabulary practice 1 and 2

Listening

5 6.5 Go through the questions with the class so they know what to listen for, then play the recording for Ss to listen and answer the questions. Ss compare answers in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1. Palermo
2. a protest (by owners of a bar) against criminal gangs (the mafia)
3. Manifesta (a prestigious art festival)
4. more tourists and income; investment in further cultural, artistic and tourist-boosting activities
5. grants; put places on the map (makes them known); local people see arts events for the first time; boosts local levels of well-being, confidence and pride

Audioscript 6.5

The city of Palermo in Sicily, an island off the south coast of Italy, proves how much can change when people have the vision and courage to make it happen. In the past, corruption and violence was a huge problem in Palermo, but in 2004 a protest by the owners of a new bar against the criminal gangs proved to be a catalyst for change. Other businesses joined their campaign and, thanks to local people and the remarkable politicians they elected, the city has been transformed. As a result of this transformation Palermo was rewarded by being named Italy's capital of culture in 2018, and the same year it hosted Manifesta, which is considered to be Europe's most prestigious art festival and is held in a different country every couple of years.

Over the course of the festival, tens of thousands of tourists visited the city to experience a wide range of artworks specially commissioned around the themes of migration, climate change and the way communities are being impacted by these issues. Palermo's mayor welcomed the festival as an opportunity for the city to breathe new life into both its local and national identity, and the income generated by increased tourist numbers has been spent on further cultural, artistic and tourist-boosting activities.

Despite the fact they are sometimes accused by critics of being a waste of money, bids to host events such as Manifesta can clearly bring real benefits to the city that's chosen. For starters, grants usually become available and, if invested wisely, this money can put places firmly on the map and bring in more visitors in the future. Perhaps even more important, though, is the impact on local residents, many of whom end up visiting cultural events for the first time in their lives. What's more, it's been shown that a winning bid boosts local levels of well-being, confidence and pride, which, it could be argued, is priceless.

6 Go through the items in the box and elicit one or two things Ss can remember. Ss listen again and make notes, then compare in pairs.

Answers:
corruption and violence was a huge problem in Palermo
businesses joined **a campaign** against criminal gangs
some of the artworks in the Manifesta festival were around the theme of **climate change**
critics sometimes accuse bids to host events like the Manifesta festival of being **a waste of money**
local residents go to cultural events for the first time and winning a bid to host an important event improves their levels of well-being, confidence and pride

7 Ss discuss the points in pairs. When they have finished, elicit their answers and have a brief class discussion.

Grammar

Further passive constructions

8a Write sentence 1 on the board and elicit how to say it as an active construction (*As a result of this transformation, people rewarded the city by naming it Italy's capital of culture in 2018*). Ask: *Do we know who the people are?* (no). Ss underline and discuss the passive constructions in pairs. When they have finished, check answers with the class.

Answers:
1 As a result of this transformation, the city was rewarded by being named Italy's capital of culture in 2018.
2 If invested wisely, this money can put places firmly on the map
3 … Manifesta, which is considered to be Europe's most prestigious art festival
4 It's hoped that at the very least its profile will be raised.
In each case, we don't know who does the action and it's not important to know.

b Give Ss a few minutes to read the grammar box and ask any questions they have. Ss then match the examples in Ex 8a with the patterns in the grammar box. Ask Ss to compare answers in pairs, then check answers with the class.

Answers: a will be raised b being named c is considered to be; It's hoped d If invested e was rewarded by being named

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Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the non-use of the verb *be*. 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 initiated 2 has been held 3 be brought
4 put on 5 highlight 6 is thought 7 bringing
8 wishing 9 was created 10 reached
11 is selected (*has been selected* is also possible)
12 Being chosen
2 1 ~~to award~~ to be awarded
2 correct
3 ~~assassinated~~ was assassinated
4 correct
5 ~~having~~ to have
6 ~~were photographed~~ (being) photographed
7 ~~Having selected~~ Having been selected

9a 6.6 Ss listen to the sentences and write them down, paying attention to the pronunciation of *to have*.

b Give Ss a chance to compare in pairs, then play the recording again if necessary. Check answers and write the sentences on the board (or invite Ss to do so). Play the recording again for Ss to listen and repeat. If necessary, model the sentences yourself, isolating the relevant parts for Ss to notice clearly.

Answers:
1 The event is believed to have brought benefits.
2 The World Cup is said to have earned Japan two trillion Yen.
3 The boycott is reported to have hit the economy hard.
4 The first event is thought to have been in 1863.
5 The bid is claimed to have cost millions.

Pronunciation checkpoint

When two vowel sounds come together in connected speech, we often add another sound to make it smoother and easier to say. In the case of *to have*, the first vowel sound is /uː/ and the second is /ə/, because /h/ is very often dropped in normal speech. The extra added sound is a /w/ – we call this intrusive /w/: /tuːwəv/.

After an /iː/ or /ɪ/ sound, we insert an intrusive /j/ sound: *me* /j/ *and you*.

After an /ɔː/ or /ə/ sound, we insert an intrusive /r/ sound: *law* /r/ *and order*.

10 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 be held; beat
2 being
3 chosen; receive
4 resigned; being accused
5 is (often) argued; benefits
6 is believed to have cost
7 did not consider/have not considered; received
8 generated; is expected to be spent

11 Put Ss in pairs to choose one of the headlines and plan their ideas, then write a short paragraph. Encourage them to use at least two of the passive constructions from the lesson. When they have finished, put pairs together with other pairs and ask them to read each other's paragraphs and guess what the headline is.

Further practice

Photocopiable activities: 6B Grammar 1, p201; 6B Grammar 2, p202
App: 6B Grammar practice 1 and 2

Speaking

Prepare

12 Ss think about the pros and cons of each event alone, making notes. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

13 6.7 Tell Ss they're going to listen to someone presenting an idea for an event and make sure they know what to listen for. Ss listen, then check in pairs. Check the answer with the class.

Suggested answer:
It's a literary festival; it will be a good thing to host because it would raise the city's profile, boost local pride and attract tourists without the city having to spend a lot.

Audioscript 6.7

Personally, I'd like to see the city that I'm from host a literary festival of some kind. I mean, we've produced some really famous writers over the years and there's still quite a strong literary scene. We're often considered to be one of the capitals of national culture too, so it'd make sense. It would raise our profile, boost local pride and encourage a bit more tourism as well. On top of all that, it wouldn't break the bank. No multi-million-pound stadiums or airports or anything would need to be commissioned and we wouldn't even need to bid to put it on. I mean, we could just decide to start our own annual event. I think it would be great.

Speak

14a Go through the Useful phrases, eliciting possible ways to finish them. Ss present their ideas to each other in pairs, focusing on what they think is the most suitable event. Monitor and make notes on Ss' language use for later feedback.

b Ask pairs to report their ideas on the most suitable event to the class, then hold a class vote on the best option via a show of hands. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

What were the three most useful phrases you learnt today?
How do you think they'll be useful 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

Language bank: 6B Ex 1–2, p147
Workbook: Ex 1–4, p45
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 6C
Extended route: go to p91 for Develop your listening

6c Going out

Introduction

The goal of this lesson is for students to talk about events they've been to. To help them achieve this, they will learn or revise word grammar and patterns and vocabulary related to arts events.

Warm up

Before class, write the following on the board:

Type of event
How it will raise money
Name of event
What exactly we'll do

Tell the class they've been asked to hold a small arts event to raise money for charity. Put Ss in groups to decide what to do and give them a maximum of two minutes to make notes on the points on the board. They should also decide who in the group will do what. Clarify that groups have to work very quickly as this is a 'speed planning' task. When they have finished, ask each group to present their ideas to the class in exactly one minute. Use a timer, if possible. After the presentations, find out which event is most popular via a show of hands.

Reading and vocabulary

Talking about arts events

1 Ss read the activities in the box and say which they can see in the photos. Check Ss know what each activity is, then ask them to discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

Answers: **A** a small gig **B** a cabaret **C** a circus **D** a poetry reading **E** a photographic exhibition

2 Write on the board: *a fringe festival* and check what it means (= an additional, perhaps non-official festival which usually happens at the same time as a mainstream festival). Ss read the article and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 They are spaces for experimental and alternative performances that don't fit in at more mainstream events.
2 It has moved from the underground or fringe into the mainstream and become more and more popular and well-attended, but also more commercial perhaps.

3 Put Ss in pairs to try and remember what the numbers refer to, then ask them to read the article again and check their answers. Check answers with the class.

Answers:
20 million – people see fringe festivals events every year
250 – fringe festivals around the world every year
60 – the Adelaide Fringe is now 60 years old
A$395 – the upper limit of the registration fee for people who want to perform at the Adelaide Fringe
A$4,000 – the organisers of the Adelaide Fringe give grants of up to this amount to help artists
second – the Adelaide Fringe is the second biggest global arts festival in the world (after the Edinburgh Fringe)
thousands – some performers spend thousands of dollars on their shows
three – the Adelaide Fringe is dominated now by three main venues
three million – people attend the Adelaide Fringe every year
two – some people would like the Adelaide Fringe to be split into two distinct events

4 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

5 Ss read the sentences and check they understand the words and phrases in bold. They can use dictionaries or their mobile devices to help. Ss then match the descriptions to the events in Ex 1 alone. Ask Ss to compare answers in pairs, then check answers with the class.

Answers: **1** an open-mike night **2** a circus **3** a photographic exhibition **4** an indie film **5** stand-up comedy **6** a small gig **7** a poetry reading **8** a cabaret **9** a community arts project

6 Give Ss a few minutes to read and choose two topics, then put them in pairs to discuss their ideas. When they have finished, ask a few Ss to share their ideas with the class.

VOCABULARY BANK 6C p161

Compound adjectives

These optional exercises build on the lexical set in the vocabulary section.

1a/b Ss match the words and phrases with the meanings alone, then check in pairs. Check answers with the class.

Answers:
1 b 2 a 3 f 4 e 5 c 6 d 7 k 8 i 9 l 10 h 11 j 12 g

2a Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 down-to-earth 2 user-friendly 3 old-fashioned
4 open-minded 5 easy-going 6 environmentally-friendly
7 well-behaved 8 fast-paced 9 densely-populated
10 hard-working 11 matter-of-fact 12 free-range

3 Ss discuss the question in pairs. Encourage them to give examples. When they have finished, elicit Ss' ideas.

Further practice

Photocopiable activities: 6C Vocabulary, p206
App: 6C Vocabulary practice 1 and 2

Listening

7 6.10 Tell Ss that they're going to listen to two people talking about fringe events they've been to. Read the questions so that Ss know what to listen for, then play the recording for Ss to listen and answer the questions. Ask Ss to check answers in pairs, then check answers with the class.

Answers:
1 One speaker saw a small gig by a band called Turtle Moon and a photographic exhibition about industrial farming. They both saw stand-up comedy by Jim Charles.
2 The gig was amazing, the exhibition was very powerful and moving. One speaker liked the stand-up, the other didn't.
3 They disagreed about the stand-up. One speaker thought it was too basic and rude.

Audioscript 6.10

A: How's it going? Are you enjoying the festival?
B: Yeah. Yeah.
A: You don't sound so sure.
B: No, I am, I've already seen lots of good stuff. I just expected it to be a bit more varied, I suppose. There's so much cabaret and comedy.
A: Yeah, I know what you mean. But there is different stuff out there, too.
B: Sure. And don't get me wrong, I do like good comedy and cabaret. I'm just surprised how much there is here.
A: I suppose so, yeah. So, what's the best thing you've seen so far?
B: Oh – a couple of things. I saw this band yesterday – Turtle Moon they were called.
A: That's a terrible name!
B: I know. I wasn't sure either, but they were much better than I expected. They were just amazing. They had this incredible energy and they got everyone dancing. I suppose partly because it was a small gig and it'd be described as world music, I was expecting something slower – you know, a bit more folky, so it was just a surprise and we all came out just with a real buzz.
A: Yeah. It's great when that happens.
B: And then the other great thing was this photographic exhibition about industrial farming and the effect on animals.
A: OK. That doesn't sound much fun.
B: No. I mean, obviously it's not, and being a meat eater, it's … it was challenging, shall we say.
A: Right. It's not pretty, then.
B: No, not at all. To be honest, I only really went because my friend wanted to, but I found it really moving.
A: You giving up meat then?
B: Not yet! But I am seriously beginning to think about it!
A: Wow! Powerful stuff, then.
B: Yeah, I didn't expect it to have such an effect on me – but if you see it …
A: Where is that?
B: A gallery on Commercial Road.
A: OK. Maybe I'll check it out.
B: Do. So, what about you? Have you seen anything good?
A: Well, I went to see Jim Charles last night. He was fantastic.
B: Oh really? I saw him the night before.
A: You didn't like it?
B: Well no, not really. I actually didn't expect it to be so basic and so rude! Some of it was so over-the-top!
A: Yeah, I guess if you've only seen him on TV, you wouldn't know that side to him, but that's the kind of stuff he's always done in his stand-up.
B: Really? I just didn't find it very funny.
A: Ah, come on! Didn't you like that stuff about changing his kid's nappy?
B: Yeah, no. I did laugh at that, but not much else.
A: No? I really enjoyed it.
B: Oh well. You can't please everyone.
A: No. So, what else have you seen?

8a Ss listen again and complete the sentences, then check in pairs. Play the recording a third time if necessary, then check answers with the class.

Answers:
1 it to be a bit more varied
2 how much there is
3 were much better than
4 something slower; a bit more folky
5 didn't; to have such an effect on me
6 actually didn't; to be so basic

b Ss work in pairs to discuss what the speakers were talking about in each sentence. When they have finished, check answers with the class.

Answers: 1 the festival 2 comedy and cabaret
3 Turtle Moon 4 the music played by Turtle Moon
5 the photography exhibition
6 Jim Charles, the stand-up comedian

Language focus

Word grammar and patterns (*expect, surprised*)

9a Put Ss in pairs to discuss the question, referring back to the sentences in Ex 8a.

b Ss read the language focus box to check their answers to Ex 9a. Clarify that after *expect* several word patterns are possible, so Ss should record complete phrases in their vocabulary notebooks when they learn them. Ss then match the sentences in Ex 8a with the patterns in the Language focus box.

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

Optional extra activity

You could ask Ss to translate whole sentences from Ex 8a into their first language and then try to translate them back literally into English. This can help students recognise different colligations – or word patterns – and can limit mistakes based on first-language translation.

LANGUAGE BANK 6C pp.146–147

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

Answers:

1 1 correct
2 ~~how big was the city~~ how big the city was (*that the city was so big* is also possible)
3 ~~so a big event~~ such a big event
4 ~~to expect me do~~ to expect me to do
5 correct
6 correct
7 ~~as good I was expecting~~ as good as I was expecting
8 ~~to be so bad as it was~~ to be as bad as it was (*to be so bad* is also possible)

10a 6.11 Play the recording for Ss to listen and pay attention to the stressed and unstressed words.

b Play the recording again for Ss to listen and repeat.

11a Give Ss plenty of time to think of their ideas and write their reasons. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

b Put Ss in pairs to share their experiences and reasons. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 6C Language focus 1, p204; 6C Language focus 2, p205
App: 6C Language focus practice 1 and 2

Speaking

Prepare

12 Tell Ss they're going to roleplay a discussion at a fringe festival, similar to the one they listened to in Ex 7. Designate half the class as Student A and the other half as Student B. Direct Ss to the relevant pages to read their information and prepare for the roleplay.

Speak

13a Go through the Useful phrases with the class, then put Ss in groups to have their discussions. Make sure you have a mix of Student A and Student B in each group. Encourage group members to ask questions to find out more information.

b Discuss the question as a class, eliciting reasons why.

Reflection on learning

Write the following questions on the board:
What did you learn about word patterns today?
How confident do you feel about using them now?
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

Language bank: 6C Ex 1, p147
Workbook: Ex 1–5, p46
App: grammar, vocabulary and pronunciation practice

Fast route: Check and reflect: Units 5–6
Extended route: go to p126 for Develop your writing

6 Check and reflect: Units 5–6

Introduction

Ss revise and practise the language of Units 5 and 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.

1 Ss complete the sentences alone then check in pairs. Check answers with the class.

Answers: 1 load 2 failure 3 carriageway 4 service 5 all-clear 6 diversion 7 debris 8 tailback

Optional extra activity

Ask Ss to choose three of the words and write their own example sentences with each one, then blank out the words they used. Ss then swap sentences in pairs and guess the words.

2 Elicit the first answer as an example. Ss complete the sentences alone then check in pairs. Check answers with the class.

Answers: 1 is being repaired 2 'm working/'ll be working 3 be waiting 4 had been snowing 5 be sitting 6 was driving 7 have (just) been crawling

3 Encourage Ss to complete the sentences from memory, then refer back to Lesson 5B to check if they need to. Ss complete the sentences alone then check in pairs. Check answers with the class.

Answers: 1 pass 2 valley 3 marine 4 rocky 5 mainland 6 shoreline (*shore* is also possible) 7 mountainous 8 glaciers

4 Elicit the first answer as an example and write the correct form on the board. Ss complete the sentences alone then check in pairs. Elicit the answers from the class and write the correct participle forms on the board (or invite Ss to do so).

Answers: 1 Based 2 Having checked 3 Living 4 Built 5 Having visited 6 Looking

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

Answers: 1 home 2 house (*home* is also possible but less frequent) 3 home 4 home 5 home 6 house 7 house (*home* is also possible but less frequent) 8 house

b Ss ask and answer four of the questions in pairs. ***Stronger classes*** can ask all the questions. When they have finished, elicit their answers and have a brief class discussion.

Optional alternative activity

Ss choose one or two of the questions, then conduct a class survey by asking their question(s) to everyone in the class. When they have finished, ask Ss to report their findings to the class.

6 Ss match the objects with the sentences alone, then compare answers in pairs. Encourage Ss to give reasons for their matches. Check answers with the class.

Answers: 1 a certificate 2 a pot plant 3 blinds 4 bookshelves 5 an antique carpet 6 a china plate 7 a block of flats 8 a cupboard

7a Ss match the verbs with the words and phrases alone, then check in pairs. Check answers with the class.

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

Optional extra activity

Before they do the matching activity, ask Ss to cover the left-hand column and try to remember the verbs.

b Ss share their ideas in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

8 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 Our turnover has increased quite dramatically **in the last year**.
2 **Apparently**, one of their competitors wants to buy them.
3 Their products are amazing, but they're **incredibly** expensive.
4 Benetton was started **in Italy** in the 1960s.
5 I heard that the board have **secretly** agreed to sell.
6 We've expanded **very rapidly** over the last few years.

9a Ss complete the definitions alone, using the first letters to help. Ask Ss to check answers in pairs, then check answers with the class.

Answers: 1 infrastructure 2 boycott 3 commission (*contract* is also possible) 4 corruption 5 transformation 6 profile 7 prestigious

b Give Ss a few minutes to choose their words and think of their examples, then put Ss into pairs to share their ideas. When they have finished, ask a few Ss to share their ideas with the class.

10 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 is reported to/has been reported to 2 is (widely) believed to 3 be invested/have been invested 4 being given 5 seen 6 are rumoured to have been stolen 7 be seen to be believed

11 Ss decide which descriptions are positive, negative or neutral alone, then discuss in pairs. Check answers with the class.

Answers: 1 negative 2 positive 3 neutral 4 positive 5 negative 6 positive 7 neutral (although collaboration is sometimes seen as intrinsically positive) 8 negative

Optional extra activity

Ss choose three of the descriptions and think of things they could be describing, making notes. For example: *5 They were both really out of tune.* could be about two contestants in a TV singing competition. When they are ready, put Ss in pairs to share their ideas. Encourage them to give reasons and more information. When they have finished, ask a few Ss to share their ideas with the class.

12 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 than 2 such 3 there 4 how 5 so (*that* is also possible) 6 as/so (*very* and *that* are also possible)

13 Ss match the sentence halves alone, then check in pairs. Check answers with the class.

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

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 5 and 6.

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

6A Develop your reading

Introduction

Ss develop the reading skill of understanding a story by learning how to infer what will come next.

Warm up

Write the following questions on the board:
What types of books do you most like reading? Why?
What types of books don't you like reading? Why?
What was the last book you read? Did you enjoy it?
Ss discuss the questions in small groups.

1 Write on the board: *Finding success at work.* Elicit Ss' ideas about the best way to succeed at work and write them on the board. Ss then discuss which statements they agree with in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Focus attention on the book cover and elicit what it might be about. Ask Ss to read the novel extract and decide which statement Justin would agree with. Ss compare answers in pairs, then check answers with the class. Ask Ss to give reasons for their choice.

Suggested answer:
Justin would probably agree with statement 3. Reasons may vary but Ss could point out that Justin is very focused on his own beliefs and not at all interested in building relationships at work or aware of what other people think of him.

Teaching tip
Usually we ask Ss to read a text quickly the first time they see it, for a general idea, or the gist. However, in real life we usually read novels for pleasure, so with this type of text you can give Ss a bit longer to read and enjoy it.

3a Ss read the extract again and decide if the sentences are true or false, underlining evidence in the text.
b Ss check in pairs, explaining their reasons. Elicit answers, including reasons and relevant parts of the text. Then ask pairs to discuss whether they think each statement is good or bad practice. When they have finished, elicit Ss' answers and have a class discussion.

Answers:
1 T 'First in, last out,' I replied with a big smile. 'That's my motto!'
2 T … once I had a permanent position, I planned to take it a bit easier and maybe even take some time for lunch to chat to the people in my department
3 F They seemed nice enough, although I'd only spoken to one or two since arriving.
4 T I spent the next hour and half printing out all the emails I'd received
5 F … added them to the growing pile of urgent emails on my desk
6 T I felt sure that they could see the benefits of my approach and would all start to copy it in due course
7 T I figured that maybe they'd decided to give me a permanent position already. Who knows, maybe a promotion even!

4 Ask Ss to read the exchange, then discuss the question as a class. Ss read the Focus box and check their ideas.

Answer: It tells us that the colleague doesn't like or care about Justin and that the meeting with the boss will not go well.

5 Give Ss plenty of time to find other phrases in the text that infer Justin is not good at his job, then ask them to compare what they underlined in pairs. Elicit Ss' answers.

Suggested answers:
'All work and no play makes Jack a dull boy,' retorted the guard
that hadn't helped me to integrate with my new colleagues
They seemed nice enough, although I'd only spoken to one or two since arriving
I spent the next hour and half printing out all the emails I'd received the previous day
'You're the one who sends all those emails, aren't you?'
'That's right. And prints and files the ones I receive,' I said
'… I'd get up there ASAP if I were you.'
I copied her in to all my emails

6a Ss read the short texts and think what they think will happen alone.
b Put Ss in pairs to compare their ideas. When they are ready, elicit Ss' ideas and find out if others agree.

Suggested answers:
1 She wants to say something to him, possibly that she hates it when he changes channels without asking her, but maybe that she's leaving him.
2 He wants to talk to a woman he's attracted to but he's shy. He may not be successful in his attempts.
3 Perhaps Sheila had won at the bingo and decided to quit her job.
4 Caspian has eaten the family goldfish.

7a Ss discuss what they think will happen in pairs. Monitor and help with ideas if necessary. When they are ready, elicit Ss' ideas and find out if others agree. Don't give any answers yet.
b Ss turn to p169 and check their ideas. In feedback, ask if they predicted correctly, and what helped them.
c Ss discuss what the extracts infer in pairs. When they have finished, elicit their ideas and find out if others agree.

Suggested answers:
1 She was angry and/or was about to give him bad news.
2 She didn't respect him.
3 She thinks he is clueless and incompetent.
4 She is furious and/or shocked.
5 The colleagues were relieved or not interested.

8 Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

Homework ideas
Workbook: Ex 1–4, pp.48–49

6B Develop your listening

Introduction

Ss develop the listening skill of understanding the main points of a complex presentation by learning how to recognise nouns used as verbs.

Warm up

Before class, cut up some scrap paper into small squares, five for each student. Give each student five squares and ask them to write a word or phrase they learnt in Lesson 6B on each one (they can look back at the lesson at this stage if they want to). They shouldn't write their names on the squares or fold them. When they have finished, collect them all in and then arrange Ss in small groups. Shuffle the squares then distribute them roughly equally to each group and place them face down in the middle of the group. In their groups, Ss take turns to take a square and describe the word or phrase for the others to guess. The first person to guess it correctly wins the square. If nobody guesses it, the square is put to one side and nobody keeps it. The student with the most squares at the end of the game wins.

1a Focus attention on the photos and elicit what Ss can see. Ss discuss which space they'd prefer to work in and why. When they have finished, elicit a few Ss' preferences and reasons, then have a brief class discussion about the benefits of each one.
b Ss discuss the questions in pairs. Monitor and help if necessary, writing any new vocabulary on the board. When they have finished, ask each pair to share their ideas with the class, then have a class vote for the best idea.
2 6.8 Go through the notes with the class and elicit what kind of information is needed to fill each gap. Play the recording for Ss to listen and complete the notes, then check in pairs. Play the recording again if necessary, then check answers with the class and write them on the board.

Answers: 1 new headquarters (HQ) 2 two weeks
3 500 million dollars 4 5,000
5 population, 200,000; transport infrastructure, links
6 tax breaks; lively and exciting

Audioscript 6.8

Lori: Two years ago the owner of internet retail giant Zanzing, Marisa Soler, tasked the company's management with finding a new home for its headquarters. Since then, several cities have been battling with each other to host the new HQ. As yet there is no clear favourite and with just two weeks to go till Zanzing announces its decision, we take a look at the three cities that are most likely to be the home of the new HQ.
First with a summary of the project so far, here's Katy Jacobs.

Katy: It's rumoured that Zanzing will invest over 500 million dollars to build their new headquarters, and will create up to five thousand new jobs in the process. No wonder then, that cities have been desperate to hand Zanzing an attractive deal. What is it, though, that the company is looking for in their new location? Well, Zanzing has provided a list of things which the city must have.
The list includes a well-educated and diverse population of over 200,000 and a well-developed transport infrastructure with good international links.
On top of that it can be assumed that grants and tax breaks will be required and also that the city itself is seen as a lively and exciting place where the people that staff the company will be happy. Happy workers, they hope, will mean a happy, and profitable, company!

Lori: Thank you Katy. With that in mind, let's take a look at three of the main contenders for Zanzing's new HQ. First up, Stanfield in the west. …

3 Write *bus* on the board and ask: *Is this a noun or a verb?* (noun). Then write on the board: *It was raining so we bussed it home.* Elicit that *bus* is used as a verb here. Ss read the Focus box and ask any questions they have, then complete the extracts with the verbs in the Focus box. Clarify that they may need to change the form. Ask Ss to check answers in pairs, then check answers with the class.

Answers:
1 tasked 2 battling, host 3 's rumoured 4 hand 5 staff

4a 6.9 Tell Ss that they're going to listen to the rest of the news report. Go through the notes so they know what to listen for, then play the recording for Ss to listen and complete the notes. Tell them they can copy the names of the cities from the instructions before they start.

b Ss compare answers in pairs, then listen again and check. Check answers with the class and write them on the board.

Answers:
Name: **Stanfield**
Population: 600,000
Main attraction: talent
Other attractions: Silicon Lakes area, a large selection of available housing
Main negative point: transport infrastructure not good enough

Name: **Riverborough**
Population: 450,000
Main attraction: generous grants and tax breaks
Other attractions: transport infrastructure, international airport
Main negative point: not lively and exciting enough

Name: **New Haling**
Population: 1,200,000
Main attraction: thriving inner city
Other attractions: well-educated labour force, where Zanzing employees want to locate
Main negative point: local residents not sure they want the HQ

Audioscript 6.9

Lori: Thank you Katy. With that in mind, let's take a look at three of the main contenders for Zanzing's new HQ. First up, Stanfield in the west.

Reporter 1: Stanfield, with a population that has recently ballooned to 600,000 residents, is seen as a strong contender for the new Zanzing HQ.
With three universities and a well-educated labour force, it has based its bid on offering the talent that Zanzing is looking for. The so-called 'Silicon Lakes' area in Stanfield is one of the most important technology hubs in the region and it already houses several multinational digital companies, although obviously nothing as big as Zanzing.
The city also has a large selection of available housing, an important consideration for workers when deciding whether to relocate to a new city that has grown so much recently. This quick growth, however, is perhaps where Stanfield's bid faces a problem. The transport infrastructure is still not quite good enough, not yet at least, and although the city is promising to invest further, Zanzing may be put off.

Lori: Second on our list is Riverborough in the south.

Reporter 2: Often referred to as the Venice of the South, Riverborough is full of confidence when it comes to attracting new business to its city and with the Zanzing bid, they genuinely believe that they are most likely to bag the new HQ.
Key to their bid is the range of generous grants and tax breaks that are on offer. The corporation tax here is the lowest in the south and as a result the number of companies locating here has grown enormously.
Beyond the issue of tax however, Riverborough has a strong bid in terms of transport infrastructure with easy connections to the international airport and a newly opened tram route that joins the east and west of the city.
Although called the Venice of the South, however, it is undeniable that Riverborough has faced a number of challenges over the last two decades. The population which was over 500,000 has fallen to 450,000 and the lack of investment in the city means that it may not be as lively and exciting as Zanzing want.

Lori: And finally on to New Haling on the East Coast.

Reporter 3: New Haling is definitely the largest and probably the best known of the three cities. With a population of over 1.2 million the city is already home to numerous technology companies and city leaders are highlighting the thriving inner city, which makes it an attractive location for Zanzing. It also has the well-educated labour force that Zanzing is looking for.
Perhaps the biggest issue which New Haling faces is this: local residents are split on whether they want the new Zanzing HQ. Some believe that the more companies which locate here, the better for the economy of the city. Others argue that an extra 5,000 people, many of them with families, would hammer the already strained infrastructure of the city. New schools would be needed, new doctors, new services and the cost of buying and renting in the city would be pushed higher still.
Having said all this, New Haling remains, in the minds of most Zanzing employees, the most desirable location for the new HQ and their view obviously counts.

5a Elicit the first answer as an example, then put Ss in pairs to discuss the meanings when the nouns are used as verbs. Check answers with the class.

Answers:
face: to deal with a difficult situation that is going to affect you
hammer: to affect negatively, to have a big impact on
balloon: to grow at a fast rate
house: to be or become the home to people or things
bag: to win or take control of (literally to put it in your bag because it is now yours)
highlight: to draw attention to

b Ss complete the extracts alone, then check in pairs. Check answers with the class.

Answers: 1 ballooned 2 houses 3 bag 4 faced 5 highlighting 6 hammer

6 Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class.

Homework ideas

Workbook: Ex 1–5, p47

6c Develop your writing

Introduction

Ss develop the skill of writing a review by learning how to check and correct spelling.

Warm up

Put Ss in pairs and give them a minute to brainstorm as many types of music as they can think of. When they have finished, elicit their ideas and write them on the board (or invite Ss to do so). Ask Ss which types of music they like and don't like.

1a Focus attention on the photos and ask Ss to discuss their preferences about the concerts in pairs, explaining why. When they have finished, elicit answers from a few Ss and find out if others agree.

b Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class.

2a Ask Ss what kinds of things they usually read reviews for, e.g. concerts, restaurants, films, hotels. Ss read the review and answer the questions alone, then check in pairs. Check answers with the class. Elicit reasons for their answer to question 3 from a few Ss and find out if others agree.

Answers: 1 She loved it. 2 three hours

b Ss read the review again more carefully and decide if the statements are true or false alone, then check in pairs. Check answers with the class.

Answers: 1 T 2 T 3 F 4 T 5 F

3a Ss match the sentences with the descriptions alone, then check in pairs. Check answers with the class.

Answers: 1 d 2 a 3 b 4 c

b Explain that the letters in the review indicate where the four sentences from Ex 3a should go. Ss decide where they go alone, then check in pairs. Check answers with the class.

Answers: a 3 b 4 c 2 d 1

4 Give Ss a few minutes to read the Focus box and answer any questions they have. Ss then look at the words in bold in the review and say if they follow the rule or not. Check answers with the class.

Answers:
Follow the rule: believe, received, fierce, die, ceiling, deceiving
Exceptions to the rule: seized, their, neither

Pronunciation checkpoint

Note that *neither* can be pronounced /ˈnaɪðə/ or /ˈniːðə/.

5 Ss try to choose the correct spellings alone, then check in pairs. They can use dictionaries or their mobile devices to help if they're not sure. Check answers with the class and write them on the board.

Answers: 1 weirdly 2 ancient 3 leisure 4 receipt 5 Science 6 veins 7 conceived 8 weigh

6 Ss decide if the words are spelt correctly and correct those that are not alone, then check in pairs. Again, allow them to use dictionaries or their mobile devices to help if they're not sure.

Answers: 1 definitely 2 correct 3 correct 4 acceptable 5 correct 6 particularly 7 correct

Prepare

7a Give Ss a few minutes to choose a concert or invent one, then decide how positive or negative their review will be.

b Refer Ss back to descriptions a–d in Ex 3a and tell them to write these in the correct order and use them as headings for their notes. Monitor and help if necessary, writing any new vocabulary on the board.

c Finally, ask Ss to think of a title for their review. Monitor and help with ideas if necessary.

Optional extra activity

You could ask Ss to go online and look up reviews of concerts to give them ideas for titles.

Write

8a Ss write the first drafts of their reviews. Monitor and offer corrections if necessary, answering any questions Ss have. When they have finished, put Ss in pairs and ask them to swap reviews.

b Ss use the questions as a checklist to prepare feedback on their partner's review and write their comments on it.

c Ss give their feedback to their partners and use the feedback on their review to write a second draft. If you're short of time, this could be done for homework. After they finish, you could encourage Ss to post their reviews online.

Homework ideas

Ex 8c: Write a second draft of your review.
Workbook: Ex 1–10, pp.50–51

7 OVERVIEW

7A Ups and downs
Goal | tell stories about recent experiences and comment on them
Grammar | adding comments using *must* and *can't*
Vocabulary | life's ups and downs
GSE learning objective
Can relate their own contribution skilfully to those of other speakers

7B Is it news?
Goal | talk about the impact of news stories and events
Grammar | second, third and mixed conditionals
Vocabulary | talking about the news
GSE learning objective
Can talk about hypothetical events and actions, and their possible consequences

7C A show of hands
Goal | take part in a debate (on issues around voting)
Language focus | phrases to show the relationship between ideas
Vocabulary | voting and elections
GSE learning objective
Can justify a point of view using linguistically complex language

7D English in action
Goal | give a presentation with visuals
Vocabulary | explaining statistics
GSE learning objective
Can discuss the information presented in a complex diagram or visual information

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

7B Secrets and lies

7C Word building: affixes and word families

DEVELOP YOUR SKILLS

7A Develop your writing
Goal | write notes, cards and messages for important events
Focus | expressing the personal significance of an event
GSE learning objective
Can write about feelings and the personal significance of experiences in detail

7B Develop your listening
Goal | understand a discussion or debate
Focus | understanding hypothetical situations in an argument
GSE learning objective
Can express views clearly and evaluate hypothetical proposals in informal discussions

7C Develop your reading
Goal | understand an article
Focus | understanding cause and effect in a complex text
GSE learning objective
Can understand cause and effect relationships in a structured academic text

7A Ups and downs

Introduction

The goal of this lesson is for students to tell stories about recent experiences and comment on them. To help them achieve this, they will learn or revise how to add comments using *must* and *can't* and vocabulary related to life's ups and downs.

Warm up

Write on the board: *The highlight of last week for me was …* *The lowlight was …* Demonstrate by telling the class your own highlight and lowlight from last week. Give Ss a few minutes to think of theirs, then put them in small groups to share their ideas.

Vocabulary

Life's ups and downs

1 Focus attention on the pictures, then put Ss in pairs to discuss the questions. When they have finished, elicit Ss' answers and have a brief class discussion.

Answers:
1 A graduation
B meeting your partner's parents for the first time
C retirement
D having a baby

2a Give Ss a few minutes to read through the sentences and check understanding of the words and phrases in bold, using dictionaries or their mobile devices if they need to. Monitor and offer further explanations if necessary. Ss categorise the words and phrases alone.

Answers:
1 doctorate – study
2 make a go of it – in this case, marriage; trial separation – marriage
3 falling-out – family and home; inherited – death
4 coming to terms with it – in this case, death (of mother)
5 make a clean break – marriage, career or family and home; native – family and home
6 relocated – career (or family and home)
7 golden anniversary – marriage; get-together (= party) – family and home
8 tie the knot – marriage
9 flew the nest – family and home
10 arrived – in this case, birth; premature (= early) – in this case, birth

b Ss check their answers in pairs, discussing whether the situations are positive, negative or both and why. Discuss the answers with the class.

Suggested answers:
1 positive – a big achievement (maybe negative that he now needs to find a job)
2 negative – splitting up therefore feeling lonely (but positive that they tried to stay together)
3 negative – an argument about money (but the person who got the house might see it as positive)
4 negative – he feels sad about the death
5 positive – make a clear decision and returning home (but negative in that it could imply a failure in marriage or work)

6 negative – an unplanned disruption (but positive that the person still has a job and/or the new town may be nicer)
7 positive – they have stayed together so long and are having a party
8 positive – getting married/commitment (but may be stressful to plan)
9 negative – maybe the parent feels alone (but positive that the children are grown up and doing well)
10 positive – everything is going well (but maybe negative as the baby may have health problems)

3a Ss complete the questions alone, then check in pairs. Tell them that they may need to change the form of the words. ***Stronger classes*** can cover Ex 2a and only look back if they need to. Check answers with the class.

Answers:
1 knot 2 fly 3 inherited 4 arrive 5 anniversary

b Ss discuss the questions in Ex 3a in pairs. Encourage them to ask follow-up questions to find out more information.

Optional extra activity

Fast finishers could prepare questions for the words and phrases in bold in Ex 2a which do not appear in the questions in Ex 3a. Pairs then ask and answer the questions they wrote.

Further practice

Photocopiable activities: 7A Vocabulary, p209
App: 7A Vocabulary practice 1 and 2

Listening

4 7.1 Ss listen to the three conversations to identify the topics and events, then check in pairs. Check answers with the class.

Answers:
1 family members; a (50th) wedding anniversary get-together
2 a celebrity; a trial separation and falling out with family
3 a friend; a wedding

Audioscript 7.1

Conversation 1
A: Good weekend?
B: Yeah, it was lovely, actually. My aunt and uncle on my mum's side have been married fifty years now, so we had a big family get-together to celebrate.
A: Wow. That must've been nice.
B: Yeah, it was. It was lovely. I drove up to their place on Saturday morning and loads of my cousins were there, and, you know, I hadn't seen half of them for ages.
A: Yeah, I remember you saying about how many you have.
B: Right. There are so many of them I can't even remember all their names.
A: That must get awkward.
B: Well, I've developed survival strategies over the years, you know, 'Hello mate! Long time, no see'. That sort of thing.
A: Cunning.
B: Yeah. Then in the evening, we all went out to their favourite Italian place for a big slap-up meal and I stayed over for the night at my folks' place.
A: Sounds great.
B: Yeah. What about you, anyway? Did you do anything good?

Conversation 2
A: Did you see that thing in the paper about Bliss Simone?
B: No, what was that?
A: Apparently, she's splitting up with whatshisname. I mean – there was all that nonsense of a trial separation, but you know what that means …
B: It doesn't surprise me. Weren't they like together since school?
A: Yeah, imagine going from that quiet life to suddenly being attached to this huge star.
B: I know. It must be tough being in the public eye all the time – but with no real purpose. I'd hate it myself.
A: Yeah.
B: So, is that why she's postponed her tour?
A: Who knows? Apparently she's also had a big falling-out with her family.
B: Really? Wasn't her brother managing her?
A: Yeah, but there was some story that he might have been, shall we say, a bit inaccurate in his accounting.
B: Really? Mind you, I'm sure there are others trying to push their way in and get their hands on the money.
B: Isn't it awful how money causes all these problems? As you say, it can't be easy for anyone involved when life changes so radically. There are so many pressures on everyone.
A: Yeah, no, it doesn't appeal to me – fame and fortune.

Conversation 3
A: Hey. Did I tell you? Sasha and Alex are getting married.
B: Seriously? When did you hear that?
A: Oh, I bumped into Alex on my way in this morning and he let it slip while we were chatting. He said that they'd both been working all hours over the last few months, trying to put aside enough for the wedding.
B: Cor. That can't have been much fun.
A: I know, right. He did look pretty exhausted.
B: Makes sense, though. I was wondering why I hadn't seen them around very much.
A: No, I know.
B: So when's the big day?
A: Next June sometime. They're hiring out the castle down by the river.
B: Seriously? That place must cost a fortune.
A: Hence the crazy workload.
B: Heh! Yeah.

5 Go through the list with the class so Ss know what to listen for. Ss listen again and identify the relevant conversations alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

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

6 Give Ss a few minutes to think about their answers, then put them in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

Grammar

Adding comments using *must* and *can't*

7a Elicit the first answer as an example, then ask Ss to read the extracts and try to remember what was being commented on in each case. Ask Ss to check in pairs, then check answers with the class.

Answers:
1 getting together with family
2 forgetting (his cousins') names
3 being in the public eye all the time (with no purpose)
4 suddenly experiencing a big life change / someone suddenly becoming rich and famous
5 working long hours

b Ss read the grammar box and choose the correct alternatives alone, then check in pairs. Check answers with the class and answer any questions Ss have about the information in the grammar box.

Answers: 1 must 2 can't 3 generally 4 don't usually

Grammar checkpoint

Commenting with *must* and *can't* is a useful way of showing empathy with another speaker, which helps build rapport. These comments also engage the other speaker, giving them the opportunity to add more information and develop the conversation.

LANGUAGE BANK 7A pp.148–149

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the way we respond to the comments as though they're questions and don't repeat the modal verb. 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 c 2 d 3 f 4 e 5 b 6 a

2 1 must be; is 2 can't have taken; shouldn't have
3 can't have been; was; must've enjoyed; did
4 must find; can get

8a 7.2 Ss listen to the comments and pay attention to how the /t/ is dropped. Point out, however, that we usually do pronounce the /t/ in *must've* and *can't have* (see *Pronunciation checkpoint* below).

Pronunciation checkpoint

When some consonant sounds are surrounded by other consonant sounds in normal speech, they're usually dropped. This process is called elision. The most common consonant sounds this occurs with are /t/ and /d/: *must find* = /mʌsfaɪnd/, *must get* = /mʌsget/, *find me* = /faɪnmiː/. However, with *must have* and *can't have*, the initial /h/ is often dropped, leaving a vowel sound, so we do pronounce the final /t/: /mʌstəv/, /kɑːntəv/.

b Play the recording again for Ss to listen and repeat.

9 Read the example with the class, then ask Ss to complete the rest of the conversations alone before checking in pairs. Clarify that they can't use more than four words in each gap and that contractions count as one word. Check answers with the class.

Answers:

1 That must've been; was; had
2 That can't be; isn't (really/at all)
3 That must be; it; be
4 That can't have been; don't think it was
5 must've gone; did; That must be; It is

10 With ***weaker classes***, demonstrate the activity with the first sentence, building it up as a class. Ss practise their conversations in pairs. Encourage them to use comments with *must* and *can't*. When they have finished, ask a few pairs to act out their conversations to the class.

Further practice

Photocopiable activities: 7A Grammar 1, p207; 7A Grammar 2, p208
App: 7A Grammar practice 1 and 2

Speaking

Prepare

11a Give Ss plenty of time to prepare. To avoid Ss talking about anything too negative that's happened to them, they have the option of talking about people they know and/or celebrities. Monitor and help if necessary, writing any new vocabulary on the board.

Teaching tip

When handling potentially sensitive topics in class (e.g. bereavement, health, religion, politics), first establish class guidelines on respect and empathy. It's also a good idea to offer non-personalised speaking options (as in Ex 11a with the option of celebrities). As the teacher, it's generally best to avoid giving your own opinions on sensitive topics and you should also look out for Ss who may have suffered trauma themselves (they may be passive, withdrawn or unable to concentrate).

b Go through the Useful phrases in the box, then give Ss a few minutes to decide how they're going to introduce their pieces of news.

Speak

12 Ask Ss to stand up and mingle to share their news. Ss should respond to each other's news and continue the conversations, commenting with *must* and *can't* when appropriate. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a few Ss what the most interesting news they heard was and give Ss feedback on their language as a class.

Reflection on learning

Write the following questions on the board:
How can the phrases you learnt today help you in conversations in English?
In what situations will you try to use them?
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

Language bank: 7A Ex 1–2, p149
Workbook: Ex 1–4, p52
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 7B
Extended route: go to p128 for Develop your writing

7B Is it news?

Introduction

The goal of this lesson is for students to talk about the impact of news stories and events. To help them achieve this, they will learn or revise second, third and mixed conditionals and vocabulary for talking about the news.

Warm up

Bring in a selection of news articles and/or ask Ss to find a video news story online. Write these questions on the board:
What has happened?
What do you think the effects will be?
Ss choose a story and make notes answering the questions. When they have finished, put Ss in small groups to share their stories. When they have finished, ask Ss to report back to the class.

Vocabulary

Talking about the news

1 Put Ss in small groups to discuss the question. When they have finished, elicit a few answers and have a brief class discussion.

2a Focus attention on the photos and elicit what Ss can see. Ss read the definitions and check they understand the words and phrases in bold. Answer any questions Ss have, then put them in pairs to discuss which words and phrases they can use to talk about the news stories in the photos. When they have finished, elicit Ss' answers and find out if others agree.

Suggested answers:
A might trigger violence or riots, causes outrage/controversy
B causes controversy
C creates excitement
D causes outrage, triggers an election, leads to resignations

b Give Ss a few minutes to think of relevant news stories, then compare their ideas in pairs. Elicit Ss' answers and find out if other Ss came up with the same stories.

3 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: **1** a contributing factor **2** expose a cover-up
3 an offensive comment **4** withdraw from the treaty
5 impose tariffs **6** got through to the semi-finals
7 massive coverage **8** a major breakthrough

4 Ss discuss which they think was the most and least important piece of news in Ex 3 in pairs. Ask them to give their reasons. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

VOCABULARY BANK 7B p162

Secrets and lies

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the short stories alone, then check in pairs. Check answers with the class.

Answers: **1** plotting to remove **2** rumours circulating
3 denied the allegations **4** leaked to the press
5 revelation has caused **6** made out that
7 keeping something from me **8** let slip that
9 sworn to secrecy **10** breathed a word

2 Ss match the sentence beginnings with the pairs of endings alone, then check in pairs. Check answers with the class.

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

3 Give Ss a minute to choose two things to talk about and decide what they'll say, then put them in pairs to tell each other. ***Stronger classes*** can talk about more of the things. When they have finished, ask a few Ss to share something interesting they heard from their partner with the class.

Further practice

Photocopiable activities: 7B Vocabulary, p212
App: 7B Vocabulary practice 1 and 2

Reading

5 Ss read the article quickly and choose the best summary alone, then check in pairs. Check answers with the class.

Answer: c

6a Go through the code with the class, then ask Ss to read the article again more carefully and annotate it according to their reactions.

b Put Ss in pairs to compare how they marked the article. In feedback, ask each pair how far they agreed.

Grammar

Second, third and mixed conditionals

7a Write on the board: *If she'd won, I'd be happy.* Ask: *Which part of this sentence refers to the past?* (If she'd won) *Which part refers to the present?* (I'd be happy) *Which part describes the initial situation?* (If she'd won) *Which part describes the consequence?* (I'd be happy). Refer Ss back to the underlined forms in the article, then ask them to decide what each form refers to. Ask Ss to check answers in pairs, then check answers with the class.

Answers:
1 hadn't come up with; wouldn't have increased
2 would have
3 hadn't come up with
4 would have; wouldn't have increased

b Ss read the grammar box and choose the correct alternatives alone, then check in pairs. Check answers with the class and answer any questions Ss have about the information in the grammar box.

Answers: **1** imagined **2** Past simple **3** Past perfect
4 past **5** present

LANGUAGE BANK 7B pp.148–149

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

Answers:

1 1 have triggered; had made 2 be; hadn't broken
3 not be doing; had imposed 4 hadn't withdrawn; not be
5 didn't care; not have sent
2 Incorrect options: 1 c 2 c 3 b 4 a

8 7.3 Ss listen and pay attention to the unstressed modal verbs. Play the recording again for Ss to listen and repeat.

9 Read the example with the class, then ask Ss to write conditional sentences alone before checking in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:

1 If he hadn't been arrested, the true story might not have been uncovered.
2 No one would've been surprised if we'd gone out in the first round.
3 They might not have won the election if the national team hadn't done so well.
4 It would have been a disaster if the president had reacted differently. (*It could/might have been a disaster* ... are also possible)
5 If there weren't (any) tariffs now, things might be going even more badly. (... *things might have gone even more badly* is also possible)
6 We might not be experiencing problems like this if they hadn't cut back so much.

10a Ss write their sentences alone. Monitor and help if necessary, writing any new vocabulary on the board and checking Ss are forming the conditionals correctly.

b Ss share their sentences in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to tell the class anything interesting they found out about their partner.

Optional extra activity

Take several sheets of paper and write conditional sentence starters at the top of each one, e.g.:

If we hadn't heard the news, ...
I wouldn't have come to class today if ...
If I had a million pounds, ...

Pin them up on the walls around the classroom and ask Ss each to write an ending for each one on the paper. When they have finished, put Ss in small groups and share out the completed sheets of paper. Ss correct any mistakes then choose the best sentences to share with the class.

Further practice

Photocopiable activities: 7B Grammar 1, p210; 7B Grammar 2, p211
App: 7B Grammar practice 1 and 2

Speaking

Prepare

11a Ss make their lists in pairs. If necessary, they can go online to research suitable news stories.

b Ss now work individually to think about the impact of each story. Monitor and help with ideas if necessary.

12 7.4 Ss listen and make notes on the story and its impact, then compare in pairs. Elicit answers from the class.

Answers:

There was a fire in a block of flats.
The consequences have been: they've changed safety regulations; the government are now talking about building more social housing; it caused outrage; it focused attention on the wider situation; it may have changed attitudes to people in social housing

Audioscript 7.4

A: So, I think the fire in the block of flats is incredibly important.
B: Me too. I mean, they've already changed some safety regulations, haven't they?
A: Absolutely – and so they should. The whole thing could've been avoided. It's a scandal really that people died because people didn't follow regulations.
B: I know. It's shocking.
A: But apart from that, I think the effect it's had on housing policy has been quite big. I just don't think the government would be talking about building quality social housing for poorer people if the fire hadn't happened.
B: Well, it definitely caused a lot of outrage and focused people's attention.
A: And I also think maybe it's changed attitudes to those who live in social housing.
B: You think?
A: Yeah – I think when you heard their stories at the inquiry, I think people had real sympathy. They understood that these were hard-working people trying to make a new life as best they could.
B: Maybe. I'm not so sure about that. I'm not sure how many heard those stories or how long that sympathy lasts. I hope I'm wrong though.
A: No – I'm quite optimistic about it.

Speak

13a Go through the Useful phrases, then ask Ss to discuss their stories from Ex 11 in pairs. Monitor and make notes on Ss' language use for later feedback.

b Discuss the questions as a class. Give Ss feedback on their language use as class.

Reflection on learning

Write the following questions on the board:
What was the most useful vocabulary you learnt today?
How will you use this 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

Language bank: 7B Ex 1–2, p149
Workbook: Ex 1–4, p53
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 7C
Extended route: go to p92 for Develop your listening

7c A show of hands

Introduction

The goal of this lesson is for students to take part in a debate on issues around voting. To help them achieve this, they will learn or revise phrases to show the relationship between ideas and vocabulary for voting and elections.

Warm up

Write on the board: *Voting in general elections should be compulsory.* Divide the class in half and ask group A to prepare arguments for and group B to prepare arguments against. Give them a time limit of three minutes for this. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board. When they have finished, put Ss in A/B pairs for a 'speed debate'. Give them a strict time limit of two minutes to debate the issue. Use a timer if possible.

Listening

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in small groups. When they have finished, nominate a student from each group to summarise their discussion for the class and find out if others agree.

Suggested answers:

1 at home: making family decisions such as what to watch on TV
at school: deciding a class representative
at work: meetings about what to do, in union meetings – voting for strikes, etc.
with friends: deciding how to pay, where to go
on TV: on contestants in a reality show
in the area or country they live in: a local or general election or referendum

2 7.8 Go through the questions with the class so Ss know what to listen for. Ss listen and answer the questions alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers: **1** voting age **2** voter turnout

Audioscript 7.8

A: I just think it's outrageous! I mean, you can leave school at 16, you can get married and start a family ...
C: You could even join the army if you really wanted to.
D: Only if you have your parents' permission, though.
A: Yeah, OK. That as well, then. And given all that, it just seems crazy that you then have to wait two more years before you can vote. For a government that decides what happens in schools, that can change university fees and make decisions that impact on you and your family.
C: And that can decide to send you to war!
B: Yeah, maybe ... but then again, if you're 16, you won't own your own house yet, you're probably not paying tax, you almost certainly haven't even started thinking about a pension yet and yet economic issues often play a key role in elections.
A: Fair enough, but even so, it still seems pretty unfair to me. You can't vote even though you're directly affected by the results of any election.
D: Yeah, I can see where you're coming from with that. I mean, I can certainly remember feeling like that when I was 16. Mind you, you could say the same principle applies to 15-year-olds as well. Or ten-year-olds. Or toddlers even. I mean, everything affects everyone, surely.
A: Yeah, OK. So, you have to draw a line somewhere, obviously. Just why not at 16 instead of 18? That's all I'm saying.
C: I think another argument in favour of lowering the age is just the general lack of interest in elections.
B: I'm not sure I get what you mean there. What's the connection?
C: Well, every election, people complain about how low the turnout is and how fewer and fewer people are voting – particularly young people. Everyone on the TV goes on about how all the under-25s care about is shopping and holidays and stuff. Then in spite of all that, they say that letting younger people vote is a bad idea. I mean, surely if you want people to care about politics, then it makes sense to let them get involved from an earlier age.
D: I hear you, although you could equally argue that all that would happen is that you'd have even more people not particularly bothered by things and the low turnout would simply spread downwards.
C: Perhaps we should have a vote on it!
A: Well why not? Let the people decide. Having said that, though, who would be able to vote? I mean, would 16-year-olds have a say or not?

3a Put Ss in pairs to try and remember what the speakers said. When they have finished, elicit their ideas but don't give any answers yet.

b Play the recording again for Ss to listen and check. Check answers with the classs.

Answers:

1 leave school, get married, start a family, also join the army
2 the government can decide what happens in schools, change university fees, make decisions that impact on people and their families, decide if the country should go to war
3 don't own a home, probably don't pay tax, not thinking about a pension
4 They are affected by the results of an election, just like 16-year-olds.
5 it's falling – so a lower voting age could help

4 Ss discuss the question in pairs. When they have finished, elicit their answers and have a brief class discussion.

Language focus

Phrases to show the relationship between ideas

5a Ss complete the sentences from memory alone, then check in pairs. Tell Ss not to worry if they can't remember all of them at this stage. Don't give any answers yet.

b 7.9 Play the recording for Ss to listen and check their answers. Check answers with the class.

Answers: **1** given all that **2** but then again **3** and yet **4** even so **5** in spite of all that **6** Having said that

Optional extra activity

With ***weaker classes***, assign each student two of the sentences to listen for. Ss can then check answers for all of the sentences with the class after listening.

6 Ss complete the language focus box with the phrases from Ex 5a alone, then check in pairs. Check answers with the class.

Answers: 1 given all that 2 but then again 3 and yet 4 even so 5 in spite of all that 6 having said that

LANGUAGE BANK 7C pp.148–149

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

Answers:

1 1 Having said that 2 What's more 3 considering that 4 Yeah I mean

7a 7.10 Play the recording for Ss to listen and pay attention to the linking. Model again yourself if necessary.

b 7.11 Play the recording for Ss to listen and repeat.

8a Ss match the comments with the responses alone, then check in pairs. Don't give any answers yet.

b 7.12 Play the recording for Ss to check their answers, then check with the class.

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

c Ss practise saying the comments and response in pairs. When they have finished, use open pairs (see *Teaching tip* below) to practise around the class.

Teaching tip

A useful way to conduct feedback when Ss practise comments and responses is open pairs. Nominate a student to say a comment, then ask them to choose someone else in the class to respond. That student responds, then chooses another comment to say and nominates another student to respond, and so on. This technique gives the rest of the class a reason to listen carefully as they don't know when they will be called on. It also allows teachers to monitor pronunciation closely.

Optional extra activity

Ask Ss to cover the responses, then take turns to say the comments and respond in their own way, using one of the phrases from the language focus box. Encourage Ss to keep the conversations going as long as possible.

9a Give Ss plenty of time to read the quotes and think about how they feel about each one, making notes if they want to.

b Arrange Ss into small groups to discuss the quotes in Ex 9a. Encourage them to use the phrases from the language focus box in their responses to each other.

Further practice

Photocopiable activities: 7C Language focus 1, p213; 7C Language focus 2, p214
App: 7C Language focus practice 1 and 2

Vocabulary

Voting and elections

10a Ss read the sentences and check they understand the words and phrases in bold. They can use dictionaries or their mobile devices to help. When they have finished, check understanding and ask if any of the words are the same or similar in Ss' first language(s).

Vocabulary checkpoint

Many words are the same or very similar in many different languages as they often come from the same language historically. These are called cognates. Three areas where 'international' words are common are:

- newer words to describe technology (*wifi*, *mobile*, *internet*)
- vocabulary linked to more formal topics like science or politics (*election*, *nominate*)
- very common everyday words (*no*, *mama*, *taxi*)

b Ss say if they have heard of any similar cases. When they have finished, elicit Ss' answers and have a brief class discussion.

VOCABULARY BANK 7C p162

Word building: affixes and word families

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the affixes with the meanings alone, then check in pairs. Check answers with the class.

Answers:

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

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 re-elected 2 disrepect 3 underestimated 4 hopeful 5 powerless 6 misheard 7 pre-school 8 multi-storey 9 overdid 10 post-match

3 Ss write sentences using other words for each of the affixes in Ex 1. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board. Provide some of the example words below if necessary. When they have finished, put Ss in pairs to compare their sentences.

Suggested answers:

1 dislike, disagree, disqualify, disobey, disconnect
2 powerful, peaceful, truthful, graceful, doubtful
3 pointless, hopeless, endless, breathless
4 misrepresent, misunderstand, misbehave, mistrust
5 multi-layered, multicultural, multicoloured, multimedia, multitask
6 over-paid, over-worked, over-sensitive, overachieve, overcook
7 postmodern, postgraduate, post-production, post-industrial
8 pre-election, prejudge, predate, pre-teen, prefabricated
9 re-educate, re-enact, reheat, retake, resit, re-tweet
10 underachieve, underage, undercooked, underdeveloped, underequipped

Further practice

Photocopiable activities: 7C Vocabulary, p215
App: 7C Vocabulary practice 1 and 2

Speaking

Prepare

11 Direct Ss to the relevant page and give them plenty of time to read the statements, thinking about how far they agree with each one and why. They can make notes if they want to. Ask them to choose the two they feel most strongly about.

Speak

12a Go through the Useful phrases with the class, then put Ss in groups to choose two statements and discuss them. Monitor and make notes on Ss' language use for later feedback.

b Nominate a student from each group to summarise their discussions for the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How confident do you feel having a debate in English?
What could you do to improve your debating skills?

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

Language bank: 7C Ex 1, p54
Workbook: Ex 1–5, p54
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 7D
Extended route: go to p108 for Develop your reading

7D English in action

Introduction

The goal of this lesson is for Ss to give a presentation with visuals. To help them achieve this, they will learn or revise vocabulary for explaining statistics.

Warm up

Write the following questions on the board:

Do you ever have to give presentations at work or school? On what topics?
What do you find easiest and most difficult about giving presentations?

Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

Listening 1

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in small groups. When they have finished, elicit a few Ss' ideas and have a brief class discussion.

2a 7.13 Ss listen to the two presentations and decide which goes with the graph and which with the photo. They take brief notes on what the speakers say about each one.

b Ss compare notes in pairs, then check answers with the class.

Answers:
The first presentation refers to the graph, the second presentation refers to the photo.
The graph shows how London flat prices have risen. (There was a steady rise until 2008, then a fall, then a recovery, then they rocketed and now they have levelled off.)
The photo is of a residential housing development in Sydney, Australia. (It shows how cities develop along major roads – and how central cars have become. It also shows how there are no facilities or footpaths.)

Audioscript 7.13

Presentation 1

So here we have the average price of a flat in London over a period of twenty years. As you can see, prices rose steadily up to 2008, when there was a sharp fall. There was a widespread property crash at this time that was connected to the global financial crisis.

However, you can see how prices had recovered by 2012 and from then on, they rocketed, increasing by over £160,000 over the next five years. That's an increase of 62 percent! Property prices look as if they have levelled off since 2017 and they are set to fall slightly over the coming year, suggesting they may have reached their peak. However, it is perhaps too early to tell. Just as a comparison, prices in London are currently twice what they are in Paris and Vienna.

Presentation 2

So, here we see a housing development in Sydney, Australia. I think it illustrates a number of points regarding the way many cities are developing. The first and perhaps most obvious point is how the development is right next to some major roads and it signifies how cities have become built around car use. That's not just because there are roads here, but it's also in the design of the development.

As you can see, the houses are organised in rows – often in cul-de-sacs like this, where the road goes nowhere. Developments like this tend to be entirely residential. There are no schools, no banks and few, if any, shops. You will also notice that there aren't even any footpaths. Not one. In other words, the development has been built in a way that requires people to use a car.

3 Ss read the Useful phrases 1 box, tick which ones they remember the speakers using, then compare in pairs. With ***weaker classes***, tell Ss that all of the phrases are used apart from two. Play the recording again for Ss to check, then check answers with the class.

Answers: All the phrases are used, except for *This is a photo of …* and *That's the equivalent of …*

Vocabulary

Explaining statistics

4 Before they do the matching activity, ask a few Ss to describe the graphs for the class. This will allow you to diagnostically assess how much they know, as well as familiarise Ss with the trends shown on the graphs. Ss match the descriptions with the graphs alone, then check in pairs. Tell ***weaker classes*** that each graph matches with two descriptions. Check answers with the class.

Answers: 1 C 2 A 3 F 4 E 5 D 6 A 7 F 8 B 9 D 10 C 11 B 12 E

5a Read the example with the class, then ask Ss to write their own examples. Monitor and check they're using the phrases from Ex 4 correctly.

b Ss compare sentences in pairs and explain their ideas. When they have finished, ask a few Ss to share their ideas with the class.

Listening 2

6a 7.14 Ss listen to the next sections of the two presentations and take notes, then compare in pairs. Play the recording again if necessary, then check answers by asking different Ss to explain what they remember from each presentation.

Audioscript 7.14

Presentation 1

… as a comparison, prices in London are currently twice what they are in Paris and Vienna.

The rising accommodation prices have been down to a number of factors – firstly, population growth has created a shortage of homes; secondly, there's been additional competition from overseas buyers wanting property as an investment; and finally, government policy has, in different ways, accounted for some of this trend.

The increases in property prices are causing huge concern and have given rise to protests. Many people simply can't afford to get on the property ladder or live independently – because the average salary has failed to keep pace with housing costs. Salaries have risen by an average of just £10,000 over the same period of time. That means a flat, which cost around four times the average salary in 1998, now costs around 14 times the typical income. Yes, you heard that right four*teen*.

It is clearly an unsustainable situation, but what should be done? Let's look at some possibilities.

Presentation 2

… the development has been built in a way that requires people to use a car.

As a consequence, it's unsurprising that nearly 50 percent of households in the suburbs of Sydney own two or more cars. That means half of these houses you see here will have multiple cars – but then, how else is the family to get around? That, in turn, leads to increased congestion, which has been getting consistently worse in the city over the last ten years. This congestion not only means that people living in these developments are spending ever more amounts of time in their cars, but it also means that those within Sydney who walk or take public transport must suffer more noise, pollution and slower services.

The question is what to do? Should we control the development or manage their consequences? How can we encourage more sustainable development with a focus on walking, cycling and green forms of public transport? Let's turn to that now.

b Ss discuss the causes and effects of the situations in each place in pairs. When they have finished, elicit Ss' ideas as a class.

Answers:
Presentation 1
Causes: a rising population, a housing shortage, lots of overseas buyers buying property as an investment, government policy
Effects: huge concern, protests, people unable to get on the property ladder
Presentation 2
Causes: everything designed around roads and car use
Effects: 50 percent of households in the suburbs own two or more cars, congestion, longer car journeys for commuters, more noise and pollution and slower public transport

7a Focus attention on the Useful phrases 2 box, then ask Ss to try and complete the extracts alone before checking in pairs. Don't give any answers yet.

b Play the recording again for Ss to check their answers. Check answers with the class.

Answers: 1 down to a number of 2 accounted for some of 3 causing huge concern; given rise to protests 4 what should be done 5 As a consequence 6 That, in turn, leads to 7 also means that those 8 The question is 9 Let's turn to that

8 Give Ss a minute to choose two things from the list and think of ideas (and make notes if they want to), then put them in pairs to discuss the causes and effects. ***Stronger classes*** can talk about more than two things from the list. When they have finished, ask a few Ss to share their ideas with the class.

9a 7.15 Read the first part of the information box with the class, then play the recording for them to mark the script. Ask Ss to compare ideas in pairs.

Answers:
The increases in property prices // are causing huge concern // and have given rise to protests. // Many people simply can't afford to get on the property ladder // or live independently // – because the average salary has failed to keep pace with housing costs. // Salaries have risen by an average of just £10,000 over the same period of time. // That means a flat // which cost around four times the average salary in 1998, // now costs around fourteen times the typical income. // Yes, you heard that right //// fourTEEN.

b Ss prepare the next section of the presentation in pairs. Monitor and help if necessary. When they are ready, tell pairs to practise reading the presentation to each other, then tell each other what they did well.

Speaking

10a Ss select one of the visuals on page 171 and make notes on the points given. Monitor and help if necessary, writing any new vocabulary on the board.

Optional alternative activity

Instead of using the visuals supplied, Ss could select their own from the news or use something that reflects their own work, study or interests.

b Ss practise presenting their visuals in pairs. Monitor and make notes on Ss' language use for later feedback. Encourage Ss to ask questions at the end of each presentation. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
Do you feel more confident giving presentations in English now?
What helped the most?
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

Workbook: Ex 1–5, p55
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

7A Develop your writing

Introduction

Ss develop the skill of writing notes, cards and messages for important events by learning how to express the personal significance of an event.

Warm up

Divide the board into two sections. At the top of one, write: *Writing by hand*. At the top of the other, write: *Typing*. Put Ss in small groups to make lists of what things they write in each way. When they have finished, ask one group to come up and write their lists on the board, then find out if the other groups agree.

1 Ss discuss the questions in pairs, referring to the list on the board from the warm up if necessary. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Read the list of options with the class, then ask Ss to decide what they'd usually do in each situation and then compare ideas in pairs. When they have finished, elicit a few Ss' ideas and find out if others agree.

Optional extra activity

Put Ss in pairs to think of other situations in which they might do the things. When they are ready, put pairs together in groups to read out their situations and guess the actions.

3 Ss read the messages and match them with the situations in Ex 2 alone, then check in pairs. Check answers with the class.

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

4a Give Ss a few minutes to read the Focus box and answer any questions they have, then ask them to underline the language in the cards, notes and messages.

b Elicit the first answer as a class, then ask Ss to rewrite the messages alone before checking in pairs. Check answers with the class.

Suggested answers:
1 Congratulations on passing your exams.
2 Really sorry/So sorry to hear that you have lost your job.
3 With deepest sympathy on your loss.
4 So glad to hear that you have found a new house.
5 Wishing you strength in the coming days.

Prepare

5 Elicit ideas to complete one of the situations. Ss then choose and complete two of the situations with their own ideas. Monitor and help if necessary, writing any new vocabulary on the board.

Write

6a Put Ss in pairs to exchange their completed situations, then ask Ss to write a message to each other for each situation. Monitor and correct Ss' language if necessary.

b Ss repeat the activity with two other Ss.

c Ss read their messages and choose their favourite. Ask them to find the people who wrote messages to them and offer suggestions to improve them. When they have finished, ask Ss to share their favourite message with the class.

Homework ideas

Workbook: Ex 1–6, pp.58–59

7B Develop your listening

Introduction

Ss develop the listening skill of understanding a discussion or debate by learning how to understand hypothetical situations in an argument.

Warm up

Play the game *Twenty Questions*. Demonstrate by thinking of a recent news story that Ss are likely to have heard. Ss can ask up to twenty yes/no questions (e.g. *Is it in this country? Is it about politics? Does it involve a celebrity?*) and then try to guess the story. Ss then think of their own news stories and play the game in pairs or small groups.

1 Focus attention on the cartoon and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a 7.5 Read the questions with the class so they know what to listen for. Ss listen to the recording and answer the questions for each of the five discussions.

b Ask Ss to check answers in pairs, then check answers with the class.

Answers:
1 1 the water shortage in London and the south-east of England
2 whether the woman should have shorter showers
2 1 the increase in the price of train tickets
2 how to respond/whether to refuse to pay
3 1 a quarter-final football match that City win
2 whether City will get through to the finals
4 1 a report which says that there has been a cover-up in government
2 whether the prime minister will resign
5 1 a plane that had to make an emergency landing
2 whether there is anything wrong with that type of plane

Audioscript 7.5

Discussion 1

A: Have you seen this article about the water shortages in London?
B: I saw something about it on TV but I wasn't really paying attention. Is it serious?
A: It's causing quite a bit of controversy. London and the whole of the South-East is facing a drought. Apparently we've had half the usual rainfall so far this year.
B: I can believe it. The garden is really dry.
A: Well, we're all going to have to learn to start using less water.
B: Less? How much less?
A: The average at the moment is 150 litres per person per day …
B: Per day?
A: Yeah. But it's too much! We need to cut that by a third. That means shorter showers for you! You spend hours in that bathroom.
B: Oh come on! That would make absolutely no difference whatsoever. I'm just one person in a country of millions.
A: Everyone can make a difference.
B: You're being idealistic. We're powerless.
A: Really? If that were true then nothing would ever change. We'd all be stuck in the Stone Age still.
B: Oh come on …
A: What? It's true …

Discussion 2

TV: … a report published today shows the average train ticket will increase in price by 12 percent and this has caused outrage amongst commuters. Back to you in the studio, Stacy.
A: That's outrageous. Fares going up by that much! It's going to cause a riot.
B: Nah … 12 percent is a lot but, you know, what can you do? It's not as though you can walk to work.
A: They raised prices last year and the year before. I think I'll just refuse to pay.
B: What if everyone did that? Then there'd be no money to run the trains.
A: Is that my problem?
B: It would be if there were no trains!
A: The point is we need to take some kind of action otherwise they'll raise the prices again next year.

Discussion 3

Radio: And that's the final whistle. Jubilant scenes here as City hold their nerve and seal a place in the semi-finals.
A: Unbelievable! They're through!
B: I never thought I'd see the day. What a match! They totally deserved it.
A: I couldn't believe it when they got through to the quarter-finals but now they're through and … imagine if they get through to the final!
B: They won't. They've got to play last year's winners …
A: Anything's possible.
B: Nah, come off it. There's no way they'll get through.
A: Yeah, but what if they did? Just imagine!
B: Well … it would be … epic!
A: We'd have to get tickets somehow.
B: Definitely.
A and B: Come on you reds!

Discussion 4

A: It doesn't look good for her, does it?
B: Who? What are you talking about?
A: The prime minister. It looks like she might have to resign, according to this website.
B: Oh! Why?
A: Because of this report that's been published. It says that, and I quote, 'there's been a cover-up at the heart of government'.
B: Wow. So is it accusing her of organising the cover-up?
A: Basically, yeah. D'you think she'll resign?
B: I don't think so. I think she'll try to fight on.
A: What? Despite everything?
B: Yeah, I think so.
A: But what about that report? It says she's been lying.
B: But she's still popular with a lot of people. She's got a lot of support.
A: I think she'll have to resign.
B: Hmm, I doubt it.
A: But imagine if she does resign. Who do you think would replace her?
B: Well, I guess it would be her deputy, whatshisname? Price. Jasper Price.
A: Yeah, I think you're right.

Discussion 5

Reporter: … the plane was forced to make an emergency landing in fields just outside the city. There are no reports of casualties and all passengers safely disembarked. Back to you, Sally.
Presenter: Thank you, Jeremy. We'll be heading to the weather in a moment, but first a summary of the news headlines, …
A: That's the second time that's happened in a month. There must be something wrong with that type of plane.
B: I doubt it. If that were the case they would have cancelled all flights.
A: Twice in a month, though. It's a bit more than coincidence, don't you think?
A: There are hundreds of those planes and they're flying all the time. If there was a problem don't you think more of them would have crashed?
B: Maybe these are just the first.
B: Maybe, but this plane was flying through a storm. That was probably a contributing factor.
A: I'm not sure. I think there's something wrong with the plane.
B: Yeah, so you say, but they go through rigorous safety checks every day …
A: You're just too trusting. I think it's a cover-up …
B: You and your cover-up theories! Honestly.

3 Tell Ss to read the questions so they know what to listen for. Ss listen again and answer the questions, then check in pairs. Check answers with the class.

Answers:
1 half the usual amount
2 100 litres/a third less than currently
3 12 percent
4 They will raise prices again.
5 the semi-finals
6 last year's winners
7 covered up something
8 the deputy, Jasper Price
9 none
10 The plane was flying through a storm.

4a Ss match the sentences to the five discussions alone, then check in pairs. Check answers with the class.

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

b Give Ss a few minutes to read the Focus box and answer any questions they have, then ask Ss to match the sentences in Ex 4a with the uses in the box. Check answers with the class.

Answers: 1 e 2 a, c 3 b, d

5a 7.6 Ss listen to three more discussions and decide what might come next, then compare their ideas in pairs. Don't give any answers yet.

Audioscript 7.6

Discussion 1

A: According to the news there's a hurricane coming.
B: Really?
A: Yeah. They're advising people to move out of town.
B: I don't think the hurricane will strike here.

Discussion 2

A: Did you know they're planning to build a new motorway through the local forests?
B: Oh, yeah, I read something about that. Terrible.
A: There's a local meeting about it this evening. Are you coming?
B: Nah, I don't think so. I don't get involved in local politics.

Discussion 3

A: Look, it says here that scientists are working on a cure for aging.
B: Aging? How can you cure aging? There's no cure for that.
A: Apparently they think they're quite close to a cure. They've had a major breakthrough.
B: They're wasting their time. You can't cure aging.

b 7.7 Ss listen to the responses and complete the conversation extracts alone, then check in pairs. Check answers with the class and elicit whether Ss came up with the same ideas in Ex 5a.

Answers:
1 but what if it did; What would you do then
2 What if everyone thought like you
3 that were true then they wouldn't bother trying

6 Ss discuss the news stories from Ex 1 in pairs. Monitor and check Ss are using hypothetical statements and questions correctly.

Homework ideas

Workbook: Ex 1–3, p58

7c Develop your reading

Introduction

Ss develop the reading skill of understanding an article by learning how to understand cause and effect in a complex text.

Warm up

Write the following questions on the board:
Do you invest in stocks and shares? If not, would you like to? Why/ Why not?
What do you think are some good companies to invest in right now?
Ss discuss the questions in small groups.

1 Focus attention on the visuals and elicit what Ss can see (but don't give any explanations yet). Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Ss read the summary, then explain the images in pairs. Check answers with the class.

Answers:
A shows the website Mike used to allow people to vote on the decisions that he put before them.
B shows the share price of shares in Mike going up and down.

b Remind Ss of the question at the end of the summary, then put Ss in pairs to make a list of things which could go wrong. Elicit their ideas and write them on the board. Ss read the article and check their ideas. Go through the list on the board and tick off any which were mentioned in the article.

3 Ss read the article again more carefully and answer the questions alone, then check in pairs. Check answers with the class.

Answers: 1 b 2 b 3 a 4 a 5 a 6 b 7 b 8 a

4 Give Ss time to read the Focus box and ask any questions they have. Ss then find three more examples of participle clauses in the article, then check in pairs. Check answers with the class.

Answers:
This drove the price higher and several people, including Mike's brother, cashed out, **effectively giving control** of Mike to a total stranger.
when Mike's story was picked up by the media, many more people became interested and bought shares, **driving the price up** even higher …
Mike began sleeping in short intervals throughout the day and night, **causing him to feel** constantly tired and irritable.

5 Elicit the first answer as an example and write it on the board. Ss combine the rest of the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 Mike moved in with his partner, annoying some shareholders.
2 Mike turned himself into a company, giving control of his life to his shareholders.
3 Interest in Mike's experiment waned, causing the share price to drop.
4 Wanting to buy a dishwasher, Mike's brother cashed out for a profit.
5 Mike's shareholders voted no to a moustache, meaning he wasn't allowed to grow one.
6 Mike's blogged about his experiment, catching the attention of the national media.

6 Ss discuss what they think happened in pairs. Monitor and help with ideas if necessary. When they are ready, elicit Ss' ideas and find out if others agree. Ss then read the last part of the article on p174 and check.

7 Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

8 Give Ss time to plan their ideas. When they are ready, ask each student to share their decision with the class and have a class vote on each one via a show of hands.

Homework ideas

Workbook: Ex 1–6, pp.56–57

8 OVERVIEW

8A Jobs for life?
Goal | roleplay a conversation about what you do
Grammar | complex questions
Vocabulary | describing what your job involves
GSE learning objective
Can exchange complex information on a wide range of matters related to their work

8B Sleep well
Goal | talk about sleep and insomnia
Grammar | auxiliary verbs
Vocabulary | sleep
GSE learning objective
Can answer questions in a survey using linguistically complex language

8C Food for thought
Goal | talk about food and cooking
Language focus | complex comparatives
Vocabulary | food and cooking
GSE learning objective
Can compare and evaluate different ideas using a range of linguistic devices

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 7 and 8.

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

8A Jobs and companies

8C Expressions with *like*

DEVELOP YOUR SKILLS

8A Develop your listening
Goal | follow extended unstructured speech
Focus | identifying clarification language
GSE learning objective
Can follow the main points in a linguistically complex interview, if provided with written supporting material

8B Develop your writing
Goal | write a response to an article
Focus | challenging evidence used in an article
GSE learning objective
Can challenge the evidence used to support an argument in a written text

8C Develop your reading
Goal | understand an online diary
Focus | recognising topics that idioms refer to
GSE learning objective
Can understand correspondence containing idiomatic or non-standard language

8A Jobs for life?

Introduction

The goal of this lesson is for students to roleplay a conversation about what they do. To help them achieve this, they will learn or revise complex questions and vocabulary to describe what their job involves.

Warm up

Write the following job titles on the board:
1 *waste management and disposal technician*
2 *automotive topographical solutions consultant*
3 *gastronomic content designer*
4 *physical communications distribution executive*
5 *anti-pyro safety engineer*

Put Ss in pairs to discuss what they think the jobs are. When they have finished, elicit their ideas and reveal what they actually are (1 refuse collector, 2 taxi driver, 3 chef, 4 postal worker 5 firefighter). As a class, discuss why fancy-sounding job titles are often used (they give status, make the job sound more interesting, are sometimes used instead of a pay rise).

Reading

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Focus attention on the title and subtitle of the article and elicit how Ss think they might be connected to question 4 in Ex 1.

b Ss read the article quickly to check their ideas, then explain the subtitle and what Dan Klyn does in pairs. Check answers with the class.

Answers:
Dan is an information architect. The title of the article is what people often ask him because they are not familiar with his job title as it is a modern job that didn't exist until recently. The explanation sounds a bit boring (and often kills conversation) which is why he avoids small talk at parties – people inevitably ask him what he does.

3 Ss read the article again more carefully and decide whether the sentences are true or false alone, then check in pairs. Check answers with the class, eliciting which part of the text gives each answer.

Answers:
1 T (dreads meeting new folk/avoids small talk)
2 F (most people won't have a clue / What exactly is it that you do?)
3 T (before eventually finding the courage to ask)
4 T (because of rapid advances)
5 T (requires rethinking the way we train our young people)
6 F (that's usually the point the conversation is killed stone dead)

4 Ss discuss the questions in small groups. When they have finished, elicit answers from a few groups and have a brief class discussion.

Grammar

Complex questions

5a Ss find versions of the four questions in the article, then do A and B in pairs. Don't give any answers yet.

b Give Ss a few minutes to read the grammar box and ask any questions they have about it. Check answers to Ex 5a with the class.

Answers:

1 What do you suppose that even means?
2 What exactly is it that you do?
3 What do you think would be a good thing for me to study?
4 How was it that you got into that?

A 1 and 3, 2 and 4 (based on patterns)
B In 1 and 3, the questions in the article focus on the person you are asking and their opinion; in 2 and 4, the questions in the article add emphasis to the question word.

LANGUAGE BANK 8A pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of double *that*. 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 ~~What is exactly~~ What is it exactly / What exactly is it
2 ~~get~~ got
3 ~~Why on earth Jennifer want~~ Why on earth does Jennifer want
4 ~~What was it do they ask~~ What was it (that) they asked
5 correct
6 ~~should we ask~~ we should ask
7 correct
8 ~~is~~ was

2 1 is it that he
2 (exactly) is it (that) he writes / is it (exactly) (that) he writes
3 on earth did he get
4 do you/people think is
5 do you suppose he gets/earns

6a 8.1 Play the recording for Ss to listen and compare the more fully pronounced and the more reduced forms of *that*. Model the questions yourself too, if necessary.

Grammar checkpoint

The use of *that that* in questions 4 and 5 sounds a bit strange but is perfectly acceptable, when the pronoun following the clause is *that*. The first *that* is usually pronounced as a weak form (/ðət/), and the second *that* is used pronounced more strongly (/ðæt/). There is a note in the Language bank on p150 if you wish to explore this further with your Ss.

b 8.2 Play the recording for Ss to listen and repeat.

7 Elicit the first answer as an example, then ask Ss to rewrite the rest of the questions alone, then check in pairs. Check answers with the class.

Answers:

1 Who was it that told you about the job in the first place?
2 What was it that you were reading when I saw you the other day?
3 When do you suppose you'll hear if you've got onto the course?
4 What do you recommend I (should) do if I want to get into that field?
5 Who do you reckon the best person to ask would be? / Who do you reckon would be the best person to ask?
6 What was it (that) that guy wanted?

8a Elicit an example answer for question 1 in Ex 7 from the class, then ask Ss to think of and write answers to the rest of the questions. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

Optional extra activity

You could ask Ss to write two responses to each question using different constructions and/or information, in order to provide extended practice, for example:

1 My neighbour told me about the job. / It was my brother-in-law who told me about the job.
2 I was reading a novel about living on a tiny island. / It was a book about decluttering your house that my mother gave me.

b Put Ss in pairs and explain the activity. One student says one of their responses from Ex 8a and the other says the relevant question from Ex 7. Make sure Ss give their responses in random order. When they have finished, ask a few Ss to share their responses with the class for other Ss to say the question.

Further practice

Photocopiable activities: 8A Grammar 1, p216; 8A Grammar 2, p217
App: 8A Grammar practice 1 and 2

Vocabulary

Describing what your job involves

9 Ss match the verbs with the phrases alone, then check in pairs. Check answers with the class.

Answers: 1 devise 2 mend 3 monitor 4 head up 5 collaborate 6 facilitate 7 log 8 delegate 9 oversee 10 assemble 11 submit 12 fit

10 Give Ss a few minutes to think about their answers, then put Ss in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY BANK 8A p163

Jobs and companies

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the table alone, then check in pairs. Check answers with the class.

Answers:
Type of job: freelance designer, CEO, admin assistant, deputy finance director, GP, programmer
Type of company: defence contractor, property developer, high-street retailer, HR service provider, management consultancy, multinational

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 freelance designer 2 CEO 3 GP 4 defence contractor 5 high-street retailers 6 admin assistant 7 HR service provider 8 management consultancy 9 programmers 10 multinationals 11 property developer 12 deputy finance director

3 Ss discuss the questions in pairs. When they have finished, ask Ss to share their ideas with the class.

Further practice

Photocopiable activities: 8A Vocabulary, p218
App: 8A Vocabulary practice 1 and 2

Speaking

Prepare

11 Put Ss in A/B pairs and direct them to the relevant pages to read their information. Ss then think about how they will answer the six questions (printed on p172 and p173) alone. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

12 8.3 Ss listen and note the information Mo gives alone, then check in pairs. Check answers with the class.

Answers:
1 He's a VA – a virtual assistant.
2 He provides technical support from his home.
3 He loves it. (wonderful/best thing I ever did)
4 He did IT at college and then worked for a large export firm before setting up on his own.
5 very good (He earns enough to take a lot of time off.)
6 not very fixed/flexible (He works like crazy and then gets a lot of time off.)

Audioscript 8.3

A: Hello there. It's Mo, isn't it?
B: Yeah. Hi. We … um … met at Kim's little do the other week, right?
A: Yeah, that's it. I'm Mel.
B: Yeah, right. I thought I recognised the face.
A: Yeah. So … um … good party.
B: Yeah, yeah, it's nice, isn't it?
A: Mmm. So … um … what do you do, Mo? Sorry if I've asked you before. I've got a terrible memory.
B: No, no, that's OK. But it's quite a tricky question to answer, to be honest.
A: Oh?
B: Because I'm basically a VA – a virtual assistant.
A: OK.
B: Ha ha. That's more or less what everyone says when I tell them!

A: So what exactly is it that you actually do, then?
B: Well, I work remotely – mostly from home, which is nice – and I specialise in IT support, technical help, that kind of thing. And firms reach out to me for assistance with webinars, websites that go down, hackers, all kinds of stuff like that. And I sit there at home, in pyjamas if I feel like it, and sort stuff out for them. Mend broken bits of their networks, monitor what's coming in and going out of the system, you know.
A: Wow! OK. It must be weird not having to go into an office, though.
B: Weird? I'd call it wonderful myself. I worked years to get to where I am!
A: So how is it that you got into that line of work?
B: Well, I've always been a bit of a computer geek and I did IT at college. I then worked in-house, for a large import-export firm for a few years before setting up on my own. Best thing I ever did.
A: So do you work fixed hours?
B: Not if I can help it. These days I go for the high-end clients, help with key online projects, which usually means working like crazy for brief periods of time and then just take it easy once I've earned what I need for the month. I could always work more and make more, but these days I'd rather have the time to myself, you know.

Speak

13 Go through the Useful phrases with the class then put Ss in pairs to roleplay their conversations using the questions given to help. Monitor and make notes on Ss' language use for later feedback. When they have finished, ask a couple of Ss to say what they learnt about their partner's job. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What was the most useful vocabulary you learnt today?
How will you use this to describe your own job 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

Language bank: 8A Ex 1–2, p151
Workbook: Ex 1–5, p60
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 8B
Extended route: go to p93 for Develop your listening

8B Sleep well

Introduction

The goal of this lesson is for students to talk about sleep and insomnia. To help them achieve this, they will learn or revise auxiliary verbs and vocabulary related to sleep.

Warm up

Put Ss in pairs and ask them to make a list of advice for someone who has trouble sleeping (have a hot bath, listen to a podcast, etc.). When they have finished, elicit Ss' ideas and vote for the best three pieces of advice.

Vocabulary

Sleep

1 Focus attention on the pictures, then put Ss in pairs to discuss the questions. When they have finished, elicit a few answers and find out if others agree.

2 Ss complete the sentences alone, then check in pairs. Check answers with the class, then check understanding of the words and phrases with focused questions, e.g. *Does a night owl go to bed early or late?* (late); *If you're out like a light, do you fall asleep slowly or quickly?* (quickly).

Answers: **1** suffer from jet lag **2** nodded off **3** had a sleepless night **4** have a little nap **5** have a lie-in **6** was snoring loudly **7** can't stop yawning **8** is an early riser **9** Are you a night owl **10** was out like a light

Vocabulary checkpoint

Some of the expressions in Ex 2 are fixed expressions: *be a night owl, be an early riser, be out like a light, have a lie-in, have a sleepless night, nod off.*

Others are semi-fixed expressions with other possibilities: *can't stop yawning (crying/shaking), have (take) a little nap (snooze/siesta), snore (sneeze/cough) loudly, suffer from jet lag (insomnia/diabetes).*

You could ask pairs to identify the fixed and semi-fixed expressions and think of substitutions for the semi-fixed ones.

3a Read the example with the class, then ask Ss to link the other expressions alone.

b Read the example with the class, then put Ss in pairs to share and explain their linking. When they have finished, elicit ideas from a few Ss.

Further practice

Photocopiable activities: 8B Vocabulary, p221
App: 8B Vocabulary practice 1 and 2

Listening

4 8.6 Read the sentences with the class so they know what to listen for. Ss listen and match the sentences with the conversations alone, then check in pairs. Check answers with the class.

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

Audioscript 8.6

Conversation 1

A: Are you OK? You look worn out.
B: I am. I'm exhausted. I definitely need an early night.
A: Have you been going out a lot?
B: I wish I had! No – just sleepless nights with the baby. She's just waking up all the time and screaming her head off. It's a nightmare.
A: Oh dear. That's tough. Can't you have a nap at lunchtime or something?
B: I would if I could, but there's nowhere here to have one, is there? And anyway, I'm so busy …
A: I know. So am I.
B: I actually nodded off briefly in a meeting earlier this morning.
A: Really?
B: It was a bit embarrassing. I suddenly heard my name and I was like 'What's going on?' I just kind of mumbled 'That sounds good'. And I could see a couple of looks of confusion and my colleague goes 'What does? The falling sales?'.
A: Oh dear!
B: Yeah, not good. I did manage to get back on track, but it was a bit awkward.
A: Hey, it could've been worse. You could've started snoring!
B: True – and apparently, I do snore a fair bit, so it wasn't that unlikely!

Conversation 2

A: Morning.
B: Morning. Did you sleep well?
A: Yeah – kind of. I mean, I got off to sleep without any problem … I was out like a light as soon as my head hit the pillow, but then at about 3 o'clock I woke up and I was completely wide awake.
B: I guess it's a bit of jet lag. I know it's only a couple of hours' difference but …
A: Maybe, but it actually happens to me quite a lot.
B: Really? What's that about, then?
A: I really don't know.
B: But you usually go back to sleep again, right?
A: Yeah, yeah, I do normally. I usually just read for a bit and I find I start nodding off again after a few pages. I do normally sleep soundly after that.
B: Weird.
A: Yeah, but it doesn't bother me massively. It's not like I'm yawning all day, feeling tired.
B: Yeah. OK. Anyway … how does the breakfast here look? Have you had anything yet?

Conversation 3

B: Ughgh … Yeah?
A: Hello! Great to hear your voice too!
B: Sorry. I was fast asleep.
A: Shouldn't you be studying?
B: I am! I mean, not right this moment. I was just having a quick nap before I got back to it.
A: Right. So how long have you been out?
B: I'm not sure. What time is it?
A: 2.30.
B: Really? Oh, I only meant to have a short nap.
A: You should've set your alarm.
B: I did. I must've slept through it.
A: Good job I phoned you then. How come you're so tired anyway?
B: I think it's just the stress of the exams. I was tossing and turning half the night worrying about them.
A: You should drink chamomile tea.
B: Chamomile tea?
A: Yeah. Chamomile – calms the nerves. I sleep like a baby.
B: Honestly, you're like my mum sometimes. Anyway, what is it exactly that you want?
A: Just seeing if you're still going to come out later.
B: Oh right. Yeah. I probably will. I mean I want to, but I'll have to see how I get on with my revision.
A: You should. It'd take you mind off things for a couple of hours.
B: OK, OK. Probably. Phone me back in a couple of hours.
A: OK.

5 Ss listen again and answer the questions alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1 a A new baby at home is keeping him awake.
b because he nodded off in a meeting and wasn't able to respond properly when asked a question
2 a because that friend says she was awake in the middle of the night – and because there's a couple of hours' time difference between home and where they are
b No. It doesn't bother her massively because it happens quite often and she doesn't feel too tired.
3 a She slept badly – tossing and turning all night because of the stress of exams.
b drinking chamomile tea, going out later

6 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Grammar

Auxiliary verbs

7a Put Ss in pairs to discuss the auxiliaries. When they have finished, elicit their answers but don't confirm them yet.

b 8.7 Ss listen and check their answers. Check answers with the class.

Answers:
1 You look worn out.
2 Have you been going out a lot?
3 Can't you have a nap at lunchtime or something?
4 And anyway, I'm so busy …
5 Shouldn't you be studying?
6 You should've set your alarm.
7 Just seeing if you're still going to come out later.

8 Ss complete the grammar box alone, then check in pairs. Check answers with the class.

Answers:
1 am 2 would 3 could 4 did 5 am 6 had 7 will
Where the auxiliaries don't match, it's because the speaker wants to add extra comments or meanings.

LANGUAGE BANK 8B pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of different auxiliaries in responses. 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 wish I didn't~~ I wish I hadn't
2 ~~neither do my wife~~ neither does my wife
3 correct
4 ~~if it isn't~~ if it wasn't
5 correct
6 ~~I would~~ I will
7 correct
2 1 c 2 e 3 a 4 f 5 b 6 d

9a 8.8 Ss listen to the sentences, paying attention to how the auxiliaries are stressed.

b Play the recording again for Ss to listen and repeat.

10 Ss complete the conversations alone, then check in pairs. Check answers with the class.

Answers: 1 It was 2 I don't 3 I will 4 I did
5 Did you; I had; I didn't (*I hadn't* is also possible)
6 they did; they do

Optional extra activity

Ask Ss to practise the conversations in pairs.

11 Put Ss in pairs to come up with responses. Provide some examples from the suggested answers below, if necessary. When they have finished, check answers by asking open pairs to perform comments or questions and responses.

Suggested answers:
1 I do sometimes. Yeah. / Not anymore, no, I used to, but I've been fine recently.
2 It is, isn't it. / It isn't, not really! / It can be, I suppose.
3 I might. / I actually did last year. / I have done in the past. / I wouldn't even if you paid me.
4 I should've (done), but I didn't. / I did. / I would've (done), but I fell asleep.
5 No, but I might if I don't feel better tomorrow. / No. But I will.

Further practice

Photocopiable activities: 8B Grammar 1, p219; 8B Grammar 2, p220
App: 8B Grammar practice 1 and 2

Speaking

Prepare

12 Direct Ss to the relevant page and give them plenty of time to do the sleep quiz. Encourage them to think of their own experiences and make notes about them.

13 8.9 Ss listen to the discussion and answer the question alone, then check in pairs. Check answers with the class.

Answer: They heard on the news that being a night owl is bad for your health but only if you have to get up early for work.

Audioscript 8.9

A: I'm a bit of a night owl. I often don't go to bed till about two or three.
B: Apparently, that's supposed to be bad for your health.
C: I did hear something about that on the news the other day.
B: So did I, which is why I mentioned it.
A: What did they actually say?
B: To be honest, I don't remember all the details, but as far as I understand it, the problem wasn't so much being a night owl, it was more to do with the fact you're forced to get up early for work.
C: OK. Well, obviously I'm not, given that I'm freelance.
B: So, if you have a full night's sleep, I think you're basically fine.
A: And what *is* a full night's sleep?
C: Well, it depends who you ask, but I think it's seven or eight hours.
A: Oh right. I guess I do most nights then.
C: Me too. More sometimes.
B: I wish I could, but I can't – not at the moment, with everything I have to do. So maybe I'm unhealthier than you two then!

Speak

14 Go through the Useful phrases with the class. Ss discuss the questions from the sleep quiz in small groups, using their notes and their experiences. In feedback,nominate a student from each group to share their answers with the class.

Reflection on learning

Write the following questions on the board:
What new things did you learn about the use of auxiliaries today?
How do you think this will help you 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

Language bank: 8B Ex 1–2, p151
Workbook: Ex 1–5, p61
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 8C
Extended route: go to p130 for Develop your writing

8c Food for thought

Introduction

The goal of this lesson is for students to talk about food and cooking. To help them achieve this, they will learn or revise complex comparatives and vocabulary related to food and cooking.

Warm up

Write the letters of the alphabet on the board with space next to each one to write words. Put Ss in pairs and give them a few minutes to try and think of at least one food or drink item for each letter of the alphabet. When they have finished, elicit Ss' answers and write them on the board (or invite Ss to do so).

Vocabulary

Food and cooking

1 Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

2 Elicit the first answer as an example, then ask Ss to match the rest of the verbs with the pictures. Check answers with the class and elicit what food each verb might go with (e.g. *sprinkle the grated cheese over the salad, drain the pasta*).

Answers: A grill B sprinkle C blend D drain E peel F grate G roast H simmer I dip

3a Ss complete the phrases alone, then check in pairs. Check answers with the class.

Answers: 1 blend 2 drain 3 sprinkle 4 roast 5 grate 6 peel 7 grill 8 dip 9 simmer

Optional extra activity

Ss take turns miming the cooking verbs in pairs for the other student to guess the verb.

b You could start by telling the class your own answers to the questions. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class.

VOCABULARY BANK 8C p163

Expressions with *like*

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the sentences alone, then check in pairs. Check answers with the class and check understanding if necessary.

Answers:
1 a dream 2 a light 3 crazy 4 watching paint dry 5 jelly 6 a lead balloon 7 a tank 8 headless chickens 9 flies 10 nothing I've ever experienced

2a Put Ss in pairs to discuss which sentences from Ex 1 are linked with each situation. When they have finished, elicit Ss' ideas.

b Read the example conversation with the class. Ss create their conversations in pairs and practise them. When they have finished, ask each pair to perform one of their conversations for the class.

Further practice

Photocopiable activities: 8C Vocabulary, p224
App: 8C Vocabulary practice 1 and 2

Reading

4a Check understanding of the difference between *vegetarian* (= someone who doesn't eat meat) and *vegan* (= someone who doesn't eat any animal products: meat, cheese, milk, eggs, etc.). Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if others agree. Don't give any answers yet.

b Ss read the blog post and recipe and answer the question alone, then check in pairs. Check answers with the class.

Answers:
1 Vegetarians avoid meat and fish. Vegans do not eat dairy products or eggs, either.
2 A meat eater – you need to think more carefully to ensure vegans get a fully-balanced diet.

5a Make sure Ss cover the method part of the recipe and only look at the list of ingredients. Alternatively, you could write the list of ingredients on the board and ask Ss to close their books. Ss practise retelling the recipe in pairs, using the ingredients as prompts. With ***weaker classes***, you could add these cooking verbs to the board for extra support: *peel, slice, grate, simmer, blend, sprinkle*.

b Ss read the recipe again to check. When they have finished, ask Ss if they missed anything in their retelling of the recipe.

6 Ss discuss the questions in small groups. When they have finished, nominate a student from each group to share their answers with the class.

Language focus

Complex comparatives

7a 8.10 Tell the class they're going to listen to two people attempting to cook the dish in the blog post. Play the recording, then ask Ss how it went and why.

Answers:
It didn't go very well.
It was more difficult than it seemed.
He burnt it.
He didn't have all the ingredients / didn't have any almond milk.
It didn't look as good as the one in the blog.

Audioscript 8.10

A: Hey, did I tell you I tried making that soup from the blog we read the other day?
B: The peppery purple thing?
A: Yeah, that's the one.
B: How was it?
A: Nowhere near as easy as it sounded!
B: No?
A: Oh, it was probably my own fault. I think I must've had the heat on too high because I burnt the onions a bit and it all ended up tasting a bit …
B: Burnt?
A: Well, I was going to say smoky, but yeah – basically!
B: Oh no!
A: Yeah. And I couldn't find any almond milk either so I just used normal milk.
B: OK. Makes sense I guess, though maybe you lose a bit of the nutty flavour?
A: Probably, yeah. Anyway – let me find the photo – yeah, here. Look how it came out like!
B: Oh!
A: Exactly. Nothing like as nice as the one on the blog!
B: Well, not quite as stylishly presented, that's for sure, but they never are, are they? I mean, those people use professional photographers. They probably even have food stylists or something, you know, and the equipment they use is a hundred times more expensive than yours.
A: I guess.

b Ss listen again and complete the extracts alone, then check in pairs. Play the recording again if necessary, then check answers with the class.

Answers: 1 near as easy as 2 like as nice as 3 not quite as 4 a hundred times more

8 Ss complete the language focus box alone, then check in pairs. Check answers with the class and answer any questions Ss have about the information.

Answers: 1 little 2 way/miles 3 miles/way 4 hundred 5 quite 6 nowhere 7 nothing

LANGUAGE BANK 8C pp.150–151

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the use of the different adverbs. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 1 the new one is miles more efficient
2 not quite as tasty as the one I do
3 needs a touch more/less salt
4 has (got) way too many calories
5 was miles more complicated than I had expected
6 nowhere near as sweet
7 ten times more expensive than it is at home
2 1 than 2 quite 3 so/that/very 4 less 5 far/way/much/miles 6 times 7 anything 8 as 9 enough 10 better 11 too 12 lot

9a 8.11 Play the recording for Ss to listen to and write the sentences, paying attention to the pronunciation of *as*. Model the sentences yourself too, if necessary.

Answers:
1 It was nothing like as good as the last one you made.
2 It's nothing like as tasty as my gran's.
3 It was nowhere near as easy as it sounded.
4 It was nowhere near as filling as I thought it'd be.

b 8.12 Play the recording for Ss to listen and repeat.

10 Elicit the first answer as an example and write it on the board. Ss rewrite the sentences alone, then check in pairs. Check answers with the class and write the sentences on the board (or invite Ss to do so).

Answers:
1 was nowhere near as good as it is these days
2 is nothing like as cheap as it is here
3 It was ten times more complicated than
4 are way bigger
5 wasn't quite as good as
6 are/were miles more interesting than/compared to

11a Clarify that Ss can write about as many of the topics as they want. Monitor and check Ss are forming the comparatives correctly.

b Put Ss in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 8C Language focus 1, p222; 8C Language focus 2, p223
App: 8C Language focus practice 1 and 2

Speaking

Prepare

12 Give Ss plenty of time to make notes on their recipes. If they don't know any, they can use the list of ingredients on p174. Remind them of the cooking verbs from Ex 2 and encourage them to use them in their recipes. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

13 Go through the Useful phrases with the class. Put Ss in groups to share their recipes and ask questions about them. When they have finished, ask each group to decide on the best recipe and share it with the class.

Optional alternative activity

Ss could film or record themselves demonstrating the recipe like a cooking programme. When they have finished, Ss share their recordings in groups and choose the best one.

Reflection on learning

Write the following questions on the board:
What language was new to you in today's lesson?
How else might you use it 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

Language bank: 8C Ex 1–2, p151
Workbook: Ex 1–5, p62
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Check and reflect: Units 7–8
Extended route: go to p110 for Develop your reading

8 Check and reflect: Units 7–8

Introduction

Ss revise and practise the language of Units 7 and 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. Check answers with the class.

Answers: 1 separation 2 inherited 3 nest 4 knot 5 together 6 premature 7 anniversary 8 falling

b Give Ss a few minutes to prepare and make notes about people they know. When they're ready, put Ss in pairs to share their ideas. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

2 Elicit the first answer as an example. Ss rewrite the sentences alone then check in pairs. Check answers with the class.

Answers:
1 He can't be
2 That must've been
3 That must be
4 she must be
5 That can't have been
6 can't be avoided

3a Ss match the verbs with the phrases to make collocations alone, then check in pairs. Check answers with the class.

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

Optional alternative activity

Books closed. Write the six verbs on the board and elicit words which collocate with them. Write all Ss' ideas on the board. Ss then open their books and match the verbs with the endings. When you check answers with the class, refer back to Ss' ideas on the board and see if any were mentioned.

b Ss speculate in pairs about four of the things in Ex 3a. ***Fast finishers*** can discuss all the things. When they have finished, elicit Ss' ideas and find out if anyone else thought of the same causes and results.

4 Elicit the first answer as an example and write the correct form on the board. Ss correct the clauses alone then check in pairs. Elicit answers from the class and write the correct forms on the board (or invite Ss to do so).

Answers:
1 I had taken that job I was offered
2 correct
3 wouldn't be in this mess
4 correct
5 correct
6 he was/had been honest
7 correct

5 Make sure Ss are aware that in one of the sentences both forms are possible. Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers: 1 both possible 2 Taking that into account 3 even so 4 Given 5 Then again 6 on top of all that

6a Ss complete the sentences alone, then check in pairs. With ***weaker classes***, focus attention on the words in the box first and recap what they mean before Ss complete the sentences. Check answers with the class.

Answers: 1 system 2 turnout 3 polling 4 election 5 vote 6 referendum (*vote* is also possible) 7 manifesto

b Ss discuss the ideas in Ex 6a in pairs, giving their reasons. When they have finished, elicit their answers and have a brief class discussion.

7 Ss order the words alone, then check in pairs. Check answers with the class.

Answers:
1 How was it that you heard about us?
2 Where do you think would be a good place to visit? / Where would be a good place to visit, do you think?
3 Who was it that you spoke to?
4 Where was it that you stayed?
5 What exactly is it that you do? / What is it exactly that you do?
6 Why did you think that that would work?
7 What do you suppose that even means?

Optional extra activity

Ss think of answers to the questions in Ex 7 and write them on a piece of paper in random order. Put Ss in pairs and ask them to show their partner their answers for them to remember the questions.

8 Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers: 1 monitors 2 submit 3 collaborating 4 mending 5 heads up 6 fit

9a Ss complete the questions alone, then check in pairs. Check answers with the class.

Answers: 1 light 2 jet lag 3 lie-in 4 riser 5 nap 6 nod off 7 sleepless

b Ss choose and discuss four questions in pairs. ***Fast finishers*** can discuss all the questions. When they have finished, ask a few Ss to share with the class anything interesting they found out about their partner.

10 Ss complete the conversations alone, then check in pairs. Check answers with the class using open pairs to read out the conversations.

Answers: 1 can 2 did 3 would/might 4 will/might 5 had 6 have

11a Ss complete the definitions alone, then check in pairs. If necessary, they could refer back to Lesson 8C. Check answers with the class.

Answers: 1 simmer 2 peel 3 roast 4 grill 5 grate 6 sprinkle 7 dip

b Ss discuss which of the things in Ex 11a they've done in the last week in pairs.

12 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 ten times nicer than
2 nowhere near as expensive as
3 miles more exciting than
4 way more complicated than
5 nothing like as tasty as
6 anywhere near as good as
7 a touch spicier than
8 quite as filling as

13 Ss read and categorise the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 upward 2 upward 3 upward 4 downward 5 downward 6 downward 7 upward 8 downward 9 downward

Optional extra activity

You could ask Ss to draw simple graphs for each of the sentences, then compare graphs in pairs or small groups.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 7 and 8.

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

8A Develop your listening

Introduction

Ss develop the listening skill of following extended unstructured speech by learning how to identify clarification language.

Warm up

With books closed, put Ss in pairs and ask them to make a list of things NOT to do in an interview. When they have finished, elicit Ss' ideas and write them on the board (or invite Ss to do so).

1a Focus attention on the pictures and elicit that they all show interviews. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

b Ss discuss the questions in pairs. Monitor and help with ideas if necessary. When they have finished, ask each pair to share their answers with the class.

2a Go through phrases a–e and explain the meanings if necessary. Ss match the phrases with the sentences alone, then check in pairs. Check answers with the class.

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

b 8.4 Ss listen to the four extracts and match them with four of the items a–e in Ex 2a alone, then check in pairs. Clarify that one of the items in Ex 2a is not needed. Check answers with the class and elicit what words gave them the answers.

Answers:
1 **d** (my colleague didn't really know what he was doing)
2 **c** (excellent, high standards)
3 **e** (I notice that the company attends a lot of trade shows)
4 **a** (manage a chain of hotels, build my managerial skills)

Audioscript 8.4

Interview 1

A: OK, let me just dive into your resumé a little deeper … let's see. Oh yes, I see you left a role as a Web Developer about … what is it, about three years ago? And I see you'd only been in the job little more than eighteen months, so I just wondered if you could tell me a little bit about that. You know, why did you decide to leave, that kind of thing, assuming it was your decision of course.

B: Oh yes, sure. Yes, it was definitely my decision. Well, at the time I was doing web development for quite a small company and, as you say, I was only there a relatively short time because, well, so, along with a colleague I was responsible for everything digital, as in the website, the database and so on, but at some point in my first year there I realised that my colleague didn't really know what he was doing and because he was slightly senior to me he just started delegating his work to me, specifically those tasks to do with the database which were his responsibility rather than mine and, well to be honest with you, it just became a bit much. I mean I was perfectly capable of doing my job and I honestly think I could have done his job too, because I mean, I know database management is part of the job description for this role and everything, but I just couldn't do my job *and* my colleague's job. By that I mean it was just too much work, not that I wasn't capable, so, to cut a long story short, I decided to leave. I mean I tried to talk to him about it first, obviously, but he just wasn't interested really. So yeah, that's why I left.

Interview 2

A: Now, let me ask you something a bit more personal. It's a classic interview question but useful nonetheless to find out a bit more about you.

B: Sure.

A: What would you say are your greatest strengths?

B: My strengths, well, specifically I would say that I'm an excellent collaborator and facilitator. By that I mean I'm able to work with all kinds of people to achieve the goals and outcomes that the company expects and at the same time I strive to maintain excellent relationships with people at all levels across the company. And in terms of facilitation, well, it's vitally important for a manager to facilitate the work that his or her team does because that defines how successful a team is. Obviously a team is only as effective as their manager enables them to be and my strength is that I facilitate effective performance from my team … I'm not sure there is another manager in the company who manages this as well as I do.

A: OK … and weaknesses?

B: Ah yes, weaknesses, well I would have to say that in terms of weaknesses I tend to demand the same extremely high standards of my colleagues that I also demand of myself. And high standards could be considered a weakness, in that they can be hard for other people to live up to but I think it's always important to demand the best of people … and of myself, of course.

Interview 3

A: Now, I think that's all I wanted to ask you really. At this point I guess I should ask if you have any questions for me.

B: Yes, sure. Well, I wanted to ask something firstly about the role of Marketing Assistant and what it would involve. I notice that the company attends a lot of trade shows and the Marketing Director often gives presentations on strategy at those shows – I think actually she's talking at a trade show in Helsinki this week …

A: … yes I think you're right. Otherwise she would have been here to interview you herself.

B: Sure, sure. Well, what I was wondering was to what extent the role, by that I mean the Marketing Assistant role that I'm applying for, um, to what extent would it involve preparing for those trade shows and conferences and putting together slideshows for the Marketing Director and even attending the shows because obviously that's something I would be quite interested in. I think my experience and skills, specifically those I gained in my previous job, are well-suited to that kind of work.

A: Well, that's a good question and I wish the director was here to answer it herself because I'm afraid I don't have the answer for you. But what I can do is ask the director when she gets back and then email you the answer.

B: OK, sure, that's fine.

Interview 4

A: OK, another question. Where do you see yourself in five years' time?

B: In five years' time? Well, I'd like to think I'll be heading up a team – a small team, a big team, I don't know, time will tell – but at least I'd like to manage a chain of hotels within a region, specifically an international region, but obviously that's more of a long-term goal and I don't know if five years is enough time to achieve that. In the meantime I'd like to build my managerial skills and get a lot more experience in the hotel and restaurant sector. In fact that's one reason I'm very keen on this position, in that I know I'll have the opportunity to do those things here.

A: Well I always say it's good to know where you're aiming for.

B: Yeah, I think so, too.

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3 Ss listen again and decide if the statements are true, false or not mentioned. Ask Ss to check in pairs, then check answers with the class and elicit the reasons why.

Answers:

1 NM (It only says that she thought her colleague didn't know what he was doing.)
2 T ('I honestly think I could have done his job too')
3 T ('I strive to maintain excellent relationships with people at all levels across the company' and 'I facilitate effective performance from my team')
4 T ('high standards can be hard for other people to live up to')
5 F (She's applying for the role of Marketing Assistant.)
6 T ('and even attending the shows because obviously that's something I would be quite interested in')
7 F (He hopes that he will be able to gain these skills in the position he is applying for.)
8 T ('I'd like to think I'll be heading up a team')

4a Give Ss a few minutes to read the Focus box and ask any questions they have about it. Ss match the parts of the extracts alone, then check in pairs. Don't give any answers yet.

b 8.5 Ss listen and check their answers, then compare in pairs. Check answers with the class.

Answers: 1 d 2 b 3 c 4 a

5 Give Ss a few minutes to prepare their answers and make notes. Monitor and help if necessary, writing any new vocabulary on the board. When they are ready, put Ss in pairs to ask and answer the interview questions. When they have finished, ask a few Ss what the best responses they heard were.

Optional extra activity

After Ex 5, put Ss into small groups to work as 'panels'. They then compare the responses they heard and select the best candidate for a 'second interview'.

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6 Put Ss in pairs to come up with their advice. When they have finished, put pairs together in small groups to share their advice. Ask a student from each group what they think the best piece of advice in their group is.

Optional extra activity

Ask Ss to write a blog post with a list of 'dos and don'ts' for first-time interviewees.

Homework ideas

Workbook: Ex 1–6, p63

8B Develop your writing

Introduction

Ss develop the skill of writing a response to an article by learning how to challenge evidence used in an article.

Warm up

Write the following questions on the board:
Have you ever had an argument with someone online?
What was it about?
What happened?
Ss discuss the questions in small groups. When they have finished, elicit answers from a few Ss and have a brief class discussion.

1a Focus attention on the pictures and elicit what they show (people of different generations). Ss match the pictures with the names of the generations alone, then check in pairs. Don't give any answers yet.

b Ss check their answers on p174. Check answers with the class.

Answers: **A** baby boomers **B** Generation X **C** millennials **D** Generation Z

c Read the example with the class and find out if Ss agree. Ss make lists in pairs. Monitor and help, writing any new vocabulary on the board. When they have finished, elicit Ss' ideas and find out if others agree, feeding in information from the *Culture notes* if you wish.

Culture notes

Baby boomers are often associated with privilege in Western culture, since they grew up in a time of increasing wealth due to government funding of housing and education. They are sometimes criticised for excessive consumerism.

Generation X grew up during a time of change in society. This was also a time of increased divorce rates and a greater number of women entering work. In the latter part of this generation, they were sometimes described as 'slackers' and disaffected.

Millennials are often the children of baby boomers. The characteristics of millennials vary from culture to culture, but they are most often associated with becoming adults in the age of technology.

Generation Z have generally grown up with technology. They are sometimes referred to as digital natives.

2a Read the instructions with the class and ask Ss if they like reading opinion articles and why or why not. Ss read the article and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 up to 10 hours a day
2 the Kew Research Centre
3 eight seconds
4 research by Stephen Baker from the University of Eastleigh

b Ss discuss the question in pairs, giving reasons for their opinions. When they have finished, elicit Ss' ideas and have a brief class discussion.

3 Ss read the comment and answer the question alone, then check in pairs. Check answers with the class.

Answer: The truth is that teenagers in general are not getting enough sleep and their attention span is only slightly shorter than other generations.

4 Give Ss a few minutes to read the Focus box and answer any questions they have. Then ask them to find the statements to match the steps. Check answers with the class.

Answers:
1 The article asserts that ...
2 It points to research by ...
3 Unfortunately, the article completely misrepresents ...
4 What the study found was that ...

Prepare

5a Ss read the article and the research, then discuss in pairs how the article misrepresents the research. When they are ready, elicit their ideas and share them with the class.

Answer: The article says that millennials complain about not getting time off, when in fact they complain about others taking time off. It also says they get ill more often which leads to them taking more time off, but in fact 43 percent of them said they come to work when they feel ill and this is a higher percentage than of baby boomers.

b Refer Ss back to the steps in the Focus box, then ask them to think about what to write. Monitor and help if necessary, writing any new vocabulary on the board.

Write

6a Ss write their first drafts of their comments. Monitor and offer corrections if necessary and be on hand to answer any questions Ss have.

b Ss exchange comments in pairs, reading and preparing feedback on each other's work. Pairs then give each other feedback and suggestions. Be on hand to help if necessary.

7 Ss write their second drafts, incorporating their partner's feedback. If you're short of time, this could be done for homework.

Homework ideas

Ex 7: Write a second draft of your comment.
Workbook: Ex 1–7, pp.66–67

8c Develop your reading

Introduction

Ss develop the reading skill of understanding an online diary by learning how to recognise topics that idioms refer to.

Warm up

Write the following questions on the board:

Have you ever kept a diary? What kind of information did you include?

Would you like to keep one? What for?

What's the difference between a traditional diary and an online one?

Ss discuss the questions in small groups.

1a Focus attention on the photos and ask Ss how many of the foods they can name. Ss match the photos with the words and phrases in the box alone, then check in pairs. Check answers with the class and model the pronunciation of each one for Ss to repeat, especially *lasagne* /ləˈzænjə/, *tiramisu* /tɪrəmɪˈsuː/, *waffle* /ˈwɒfl/ and *muesli* /ˈmjuːzli/.

Answers: **A** lasagne **B** cannoli **C** tiramisu **D** a chocolate waffle **E** nachos with cheese **F** broccoli **G** muesli with yoghurt **H** pancakes

Vocabulary checkpoint

Food words in English are often loanwords from their country of origin, e.g. Italy: *tiramisu*, *cannoli*; India: *curry*, *chutney*; Japan: *tofu*, *sushi*.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers.

2 Ss read the online diary quickly to find out which food Greta doesn't eat. Check the answer with the class.

Answer: pancakes.

3 Ss read the text again more carefully and answer the questions alone, then check in pairs. Check answers with the class.

Answers:

1 Greta normally goes out with friends but this Friday she has guests coming to her house for dinner.
2 to help her get going (start doing something active or productive)
3 the food that was left over from the meal the night before
4 eat more healthily
5 the past when they were studying and what Greta wants to do in the future
6 because she feels she's eaten unhealthily on Saturday
7 stops eating healthily
8 sad and depressed about going back to work on Monday; to look for a job that doesn't stress her out so much

4 Ss discuss the question in pairs. When they have finished, check answers with the class.

Answers:

1 She laughs each time because there is a pun (a word used with two meanings) and this makes the sentence funny. When S says 'That's a novel idea' she is playing with both meanings of the word. (noun = a book OR adjective = original or new) The second pun uses the fact that *plain* (= normal and boring and *plane* (= aircraft) are pronounced the same. R makes the pun when she says that the food is plain after the writer describes it as 'like airline food'.
2 present simple tense – it makes the events more immediate and dramatic
3 by their first initial – probably because she doesn't want to identify them by name, to protect their privacy.

5 Give Ss a few minutes to read the Focus box and ask any questions they have about the information. Ss match the idioms with the meanings alone, then check in pairs. Check answers with the class.

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

6 Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

7a Ss read the diary extracts and underline the idioms, thinking about what they mean. Check which words should be underlined with the class, but don't check the meanings yet.

Answers:

1 in pretty bad shape; whip us back into shape; blacked out
2 see the big picture; ballpark figures; the elephant in the room

b Ss compare ideas about the meanings in pairs and answer the question. Check answers as a class.

Answers:

7a in pretty bad shape = not fit or healthy
whip us back into shape = force us to be fit and healthy by being very strict and demanding
blacked out = passed out, became unconscious
see the big picture = understand the overall situation
ballpark figures = approximate numbers or results
the elephant in the room = the thing which people are not talking about even though it is the most important

7b **1** fitness/exercise **2** work/business

8 Ss match the pairs of idioms with similar meanings alone, then check in pairs. Check answers with the class.

Answers: 1 c 2 a 3 d 4 b

9 Ss tell each other what they ate in pairs. Encourage them to use their imagination if they want to and describe a wide range of unusual foods and food combinations (see *Teaching tip* below). When they have finished, elicit a few answers.

Teaching tip

In English language teaching we often aim to provide 'real-life' contexts for language use, in order to try and replicate how Ss will need to use the language outside class. However, sometimes it can be useful to provide imaginary, sometimes wildly exaggerated contexts. This can allow for wider and richer use of vocabulary while adding an element of fun and interest to a task. It can also make language more memorable and things less personal, if necessary.

Homework ideas

Workbook: Ex 1–6, pp.64–65

9 OVERVIEW

9A Feelings
Goal | tell better stories and anecdotes
Grammar | *not only* and *no sooner/as soon as*
Vocabulary | feelings

GSE learning objective
Can narrate a story in detail, giving relevant information about feelings and reactions

9B Habits
Goal | describe other people's habits and how you feel about them
Grammar | *will* and *would* for habits; *I wish* + *would*
Vocabulary | describing people and their habits

GSE learning objective
Can express attitudes using linguistically complex language

9C All the rage
Goal | talk about trends
Language focus | making new words
Vocabulary | trends

GSE learning objective
Can talk about trends in detail

9D English in action
Goal | manage informal conversations
Vocabulary | colloquial and idiomatic language

GSE learning objective
Can contribute to group discussions even when the speech is fast and colloquial

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

9A Expressions with *it*

9C Nouns and verbs with the same form

DEVELOP YOUR SKILLS

9A Develop your listening
Goal | understand panel interviews
Focus | recognising when someone avoids answering a question

GSE learning objective
Can recognise the language and strategies used when a speaker is avoiding answering a question

9B Develop your writing
Goal | write a narrative
Focus | linking two actions together

GSE learning objective
Can structure longer complex texts using a range of cohesive devices

9C Develop your reading
Goal | compare a text and its summary
Focus | critically evaluating a summary

GSE learning objective
Can compare and critically evaluate a summary against the original text

9A Feelings

Introduction

The goal of this lesson is for students to tell better stories and anecdotes. To help them achieve this, they will learn or revise how to use *not only* and *no sooner/as soon as* and vocabulary to describe feelings.

Warm up

Put Ss in small groups and give them a few minutes to brainstorm a list of as many positive and negative feelings in English as they can. When they have finished, ask Ss to come up and write them on the board.

Vocabulary

Feelings

1 Focus attention on the photos, then put Ss in pairs to discuss the questions. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Elicit the first answer as an example, then ask Ss to choose the stronger emotion from the remaining pairs of words alone. Ask Ss to check their answers in pairs then check answers with the class.

Answers:
1 ashamed 2 exhausted 3 traumatised 4 ecstatic
5 overwhelmed 6 appalled 7 furious 8 hilarious

3 Elicit the first answer as an example, then ask Ss to match the remaining groups of words with the adjectives in Ex 2 in pairs. Check answers with the class and elicit their reasons.

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

Vocabulary checkpoint
Many idioms are connected to parts of the body, e.g. *dead on your feet, put your foot in it* and *pull your leg*. You could ask Ss to think of more and/or find more online, e.g. *cost an arm and a leg, give someone the cold shoulder, get cold feet, keep your chin up, lend a hand* and *see eye to eye*.

4 Put Ss in pairs to choose two of the photos to describe using words and phrases from Ex 2 and Ex 3. When they have finished, elicit answers from a few Ss and find out if others agree.

Optional alternative activity

Ss secretly choose their photos and describe them for their partner to guess. When they have finished, ask a few Ss to describe their photos for the class to guess.

VOCABULARY BANK 9A p164

Expressions with *it*

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the expressions with the meanings alone, then check in pairs. Check answers with the class.

Answers:
1 c 2 h 3 b 4 f 5 i 6 j 7 d 8 e 9 a 10 g 11 k

2 Ss complete the questions alone then check in pairs. Check answers with the class.

Answers:
1 lose 2 call 3 put 4 made 5 come 6 thought

3 Ss discuss three of the questions in Ex 2 in pairs. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 9A Vocabulary, p227
App: 9A Vocabulary practice 1 and 2

Listening

5 Ss discuss the questions in pairs, giving reasons for their answers. When they have finished, elicit Ss' answers and have a brief class discussion.

6a 9.1 Read the questions with the class so they know what to listen for. Play the recording for Ss to listen and answer the questions alone. Don't give any answers yet.

Audioscript 9.1

1 So I guess one of the most frightening and bizarre experiences I had was when I went to see this play called *The Curious Incident of the Dog in the Night-Time*. About halfway through, there was this cry from above and one of the actors looked up and I turned round to see a big chunk of the ceiling collapse. I initially had this moment where I thought it was part of the play, but no sooner had the thought entered my head than people started screaming and running out in blind panic. Luckily, we were pretty much untouched, but we were still all quite shaken up when we got out. But you wouldn't believe it: some people were not only smiling and laughing but actually taking selfies of themselves covered in dust and plaster. And some of them were even posting on Facebook! I just don't get how people could do that. I mean, what if someone had died?

2 A couple of years ago, my son was quite seriously ill. We were told the best treatment he could get was in the States, but it was way more than we could afford. Anyway, I decided to try and raise the money by doing the Boston marathon – Boston being where the hospital Yago would go to was. The first day I started training I put a tweet out with a picture of me in my running gear and no sooner had I pressed 'send' than it was getting re-tweeted and I was getting offers of donations. It was quite overwhelming – I got a bit tearful and spent that first run half crying, half jumping for joy with each ping of the notifications on my phone. Anyway, not only did we raise enough money for my son, we had enough to establish a foundation, which has already benefitted three other kids. Yago actually had the operation even before I ran in the marathon and he says he wants to do the next one with me!

3 A couple of years ago, I went to the Black Friday sales at a local shop where they were giving big discounts on electronics. By 9 a.m. quite a crowd had gathered outside and there was a mad rush as soon as the doors opened an hour later. People were pushing and shoving and I remember seeing these two women grabbing the same box. They completely lost it and started screaming at each other. Then a few others got involved and before I knew it there was a complete riot going on – people chucking things around, throwing punches – it was crazy. Anyway, someone must've filmed it because it was on the news that night. My mum was tutting and saying how disgusting it was, but I didn't say a word. I felt slightly ashamed even though I hadn't actually done anything myself – apart from buy a cheap phone!

4 Oh, I must tell you about a rather embarrassing moment I had at the theatre a few years ago. An old friend had bought me a ticket and I'd got myself all dressed up, as you do. We had great seats and were happily sitting there watching. It was a rather good production of *Swan Lake*. Anyway, I kept hearing this beeping noise coming from somewhere nearby. Other people could hear it too and were tutting and looking angrily around. Every few minutes I'd hear it again and by the interval I was so furious I went to complain. There were several other people all doing the same and just as I was in the middle of demanding that the person responsible be thrown out, my phone started beeping and … yes, you guessed it! Not only had I not recognised the sound of my own phone, but I'd actually worked myself up into a real temper about the terrible person ruining the performance for everyone else. I vanished into the audience very quickly after that, feeling really rather embarrassed.

b Ss compare their answers to Ex 6a and discuss the connections in pairs. Check answers with the class.

Answers:
6a
1 part of the ceiling collapsed while they were in the theatre
2 so many people re-tweeted the initial appeal and donated money
3 the speaker had bought a phone in the sales and therefore participated in the madness
4 the speaker was in the middle of complaining about the noise from a phone when they realised it was their own phone

6b
1 People were taking selfies and posting on social media – even though someone could've been killed there.
2 The speaker used social media to launch the appeal and kept getting pings on the phone as new notifications came in.
3 Someone filmed all the fighting and the news used the footage. Also, the speaker bought a new phone.
4 A phone was going off all through the performance.

7 Ss decide if the sentences are true, false or not mentioned alone. Play the recording again for Ss to listen and check, then ask Ss to check in pairs. Check answers with the class and ask Ss to correct the false statements.

Answers:
1 a F (about halfway through) b NM
2 a T b F (she did but her son had already had the operation)
3 a NM b F (he was embarrassed about being there even though he hadn't participated in the fighting)
4 a T b F (she vanished into the audience)

8 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Optional extra activity

Ss research an incident where people took inappropriate selfies or photos in real life (e.g. at Auschwitz, an accident, a funeral), then report back to the class.

Grammar

not only and *no sooner/as soon as*

9a Read the sentences with the class, then put Ss in pairs to discuss them. Don't give any answers yet.

b Ss read the grammar box and check their answers. Check answers with the class and answer any questions Ss have about the information in the grammar box.

Answers:

- *Not only* is between the auxiliary and the main verb in the first sentence, then at the start in the next one. *As soon as* links the two clauses. *No sooner* is at the start of the sentence.
- for emphasis
- When *not only* is within a sentence it comes between the auxiliary and the main verb. *As soon as* is followed by a whole clause. When *Not only* or *No sooner* go at the start of the sentence, the auxiliary verb and subject are inverted.

LANGUAGE BANK 9A pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially how to add extra emphasis with the two forms. 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 2 c 3 e 4 f 5 a 6 d

2 1 No sooner had she heard the news than she sent me a message.
2 No sooner had she complained about the company on social media than they contacted her.
3 Not only do people feel powerful when they write posts like that, but they feel very clever, too.
4 Not only could I feel myself hitting a wall, but I was starting to get really ill as well.
5 No sooner had I heard / did I hear myself saying it than I knew I'd regret it.
6 Not only did she seem lost for words, but she also didn't know what to do next.

10a 9.2 Ss listen and pay attention to how the underlined words are stressed and how intonation shows surprise.

b Play the recording again for Ss to listen and repeat.

Optional alternative activity

Model each sentence for the class in two ways: once with very flat intonation and again with animated intonation and emphatic stress. Discuss the difference with the class and why intonation and stress are important (to convey emotion and intensity). Ss then practise saying the sentences in the two ways.

11a Ss write the sentences alone. Monitor and make sure they're forming them correctly, offering help if necessary.

b Ask Ss to compare answers in pairs, then check answers with the class. Write the sentences on the board (or invite different Ss to come up and do so). Ss then choose two of the sentences and discuss what happened before and after. When they have finished, ask a few Ss to share their ideas with the class.

Answers:

1 No sooner had I told her than I realised I'd put my foot in it.
2 Not only was it (very) expensive, (but) it didn't even work properly / (but) it also didn't work properly.
3 The kids were not only making a mess, (but) they were also disturbing the other passengers on the plane / they were disturbing the other passengers on the plane, too.
4 Not only were people cheering, they were actually jumping for joy.
5 No sooner was the plane in the air than the engine caught fire.

12a Read the examples with the class, then ask Ss to write two replies to the rest of the questions. Monitor and help with ideas and vocabulary if necessary, and check Ss are forming the replies correctly.

Suggested answers:

1 Not only did they apologise, but they also gave me $500 compensation!
Yeah, but no sooner had he done that than he managed to insult me again!
2 Not only did I get an interview, but they offered me the job!
Yes, but no sooner had I got there then they told me they'd already found someone else.
3 Not only did he offer to help me, but he hired a van for me.
Yes, but no sooner had he offered than he said he remembered he was busy that day.
4 Not only did I speak to them, but I wrote them a letter.
I did, but no sooner had I finished talking to them than they walked away!
5 Well, not only did he get in his car, but he drove off really fast.
No sooner had he got into his car than he drove off really fast.

b Put Ss in pairs to ask the questions, respond and develop the conversations. When they have finished, ask a few Ss to have the conversations in open pairs.

Further practice

Photocopiable activities: 9A Grammar 1, p225; 9A Grammar 2, p226
App: 9A Grammar practice 1 and 2

Speaking

Prepare

13 Refer Ss back to the feelings and emotions in Ex 2 and ask them to choose one to tell a story about. Point out the list of subjects for the story and ask them to make notes. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

14 Go through the Useful phrases with Ss, then put them in pairs to tell their stories. Encourage Ss to ask follow-up questions and respond as they go along. When they have finished, ask each pair to choose the best story and share it with the class. Encourage other Ss to ask questions.

Reflection on learning

Write the following questions on the board:

How confident do you feel telling stories and anecdotes in English now?

What language helped the most with this today?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 9A Ex 1–2, p153
Workbook: Ex 1–4, p68
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 9B
Extended route: go to p94 for Develop your listening

9B Habits

Introduction

The goal of this lesson is for students to describe other people's habits and how they feel about them. To help them achieve this, they will learn or revise *will* and *would* for habits and the phrase *I wish + would*, and vocabulary for describing people and their habits.

Warm up

Tell Ss about a good habit you have, e.g. *I make my bed every morning*. Explain why you do it and what the benefits are. Give Ss a few minutes to think of their own good habits and make notes if they want to, then put them in pairs to tell each other about them. In feedback, ask a few Ss to share what their partner told them with the class.

Reading

1a Focus attention on the pictures and elicit what Ss can see. Ss rank the habits in pairs.

b Rearrange Ss into new pairs for Ss to compare their ideas and discuss their own good and bad habits. When they have finished, elicit Ss' ideas and find out if others agree.

2 Ss read the blog post quickly and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 A person can't change their (bad) habits.
2 because the writer does not think it is true; it makes the behaviour seem natural and out of a person's control when that's not the case

3 Ss read the blog post again and decide which of the points are made alone, then check in pairs. Check the answer with the class.

Answers: The writer makes points 3, 4 and 5.

4a Ss write their five events alone. Encourage Ss to note down any changes associated with each event, e.g. become a parent – take fewer risks. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

b Ss compare their lists in pairs, explaining their choices and using examples from their own experience where relevant. When they have finished, elicit a few answers from the class and have a brief class discussion.

Optional alternative activity

In Ex 4b, Ss don't say the life events, just describe the changes they cause. Their partner listens and tries to guess what the events are.

Grammar

will and *would* for habits; *I wish + would*

5 9.5 Ss listen and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 getting a lot (healthier and) fitter / going vegan and doing exercise
2 He saw a documentary that persuaded him to stop eating meat and he met someone who was into fitness. They exercise together several times a week.
3 The woman is very positive – thinking about making some changes herself. The man is more cynical.

Audioscript 9.5

A: I just couldn't believe it. Honestly! I almost didn't recognise him. He looks so different! I mean, when we used to work together, he was the kind of guy who'd take the lift to go up one floor and have junk food for breakfast, lunch and dinner. But you should see him now – super fit and looks way younger. It's amazing.
B: So what brought all that on? Did he say?
A: Yeah, I think it was a couple of things. He said a couple of years back, he saw a documentary about the meat industry and it just really put him off the whole idea of eating animals so he decided to go completely vegan.
B: Wow! He didn't just go veggie?
A: Nope, apparently he won't even wear leather or use any animal-based products these days.
B: OK – and all because of a documentary?
A: Well, he did also say he'd met someone and they're really into the whole fitness thing.

B: Ah ha.
A: To be fair, I don't know which came first. Anyway, apparently they train together three or four times a week.
B: Hey – love can do funny things to a person!
A: It can, it can. Still, it's actually made me think that maybe I should think about doing something similar.
B: What – finding a partner?
A: No! … Well, that might be good, too! No, I mean, seeing him and the way he was talking just made me think I could go do more health wise, you know, take it a step further. Like I'll sometimes go a week without any meat at all, but maybe I should just stop altogether.
B: Oh you're not going to become one of those annoying people, too, going on about being super fit and healthy. I just wish they would keep it to themselves.
A: No! And to be fair, Tom wasn't being like that at all. I asked him, he answered. He was just obviously much more content and it was kind of inspiring.
B: Hmm.
A: Honestly. You're so cynical. I wish you wouldn't see the worst in things all the time.
B: Oh, I'm joking! It's funny!
A: It is … sometimes.

6a Ss read the extracts and think about the answers to the questions alone. When they have finished, put Ss in pairs to compare and discuss their answers. Don't give any answers yet.

b Ss read the grammar box and check their answers. Check answers with the class and answer any questions Ss have about the grammar box.

Answers:
1 repeated
2 general habit
3 no – it's true now
4 They don't keep it to themselves. / They talk (go on) about being fit and healthy all the time.
5 a bit annoyed

LANGUAGE BANK 9B pp.152–153

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the non-use of *will* and *would* for states and situations which are ongoing over a period of time. 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 ✗ (future promise)
2 ✓ (habit now – always refuses to eat)
3 ✓ (regular action in the past)
4 ✗ ('d = had)
5 ✗ (hypothetical situation)
6 ✗ (promise to try)
7 ✓ (always)
8 ✗ (advice about a specific situation now)
9 ✗ (specific situation now)
10 ✓ (habit – he always bottles things up/doesn't tell me)
11 ✗ (specific past experience and possible plan for future)
12 ✓ (regular action – from time to time/ever)
13 ✗ (specific situation now)
14 ✓ (habit – he never takes no for an answer)
15 ✗ (specific situation now/hypothetical)
2 1 used to (state not action) 2 both 3 both
4 would (hypothetical) 5 got (one point)
6 seemed (once when we met) 7 both 8 both
9 he has (state not action) 10 wouldn't

7a 9.6 Ss listen and pay attention to how *would* and *will* are often reduce to almost nothing. Model the sentences yourself if necessary, too.

b Play the recording again for Ss to listen and repeat.

8 Ss complete the comment alone, then check in pairs. Check answers with the class.

Answers: 1 would (never) do 2 wouldn't (even) take
3 'll stay 4 will (never) miss 5 won't (ever) complain
6 would relax 7 wouldn't study

9 Ss think of annoying habits they've had and make notes. Provide an example yourself, if possible, e.g. *My husband says I'm messy as I never put anything away. I know he wishes I'd tidy up more.* When they are ready, put Ss in pairs to discuss their habits and what people wish they'd do. In feedback, elicit a few habits from Ss and find out if other Ss have or had the same.

Further practice

Photocopiable activities: 9B Grammar 1, p228; 9B Grammar 2, p229
App: 9B Grammar practice 1 and 2

Vocabulary

Describing people and their habits

10a Ss match the sentences with the follow-up comments alone, then check in pairs. Check answers with the class.

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

b In pairs, Ss discuss which of the words in bold in Ex 10a are more positive and which are more negative. When they have finished, elicit Ss' ideas and find out if the class agrees.

Suggested answers:
Positive: content, determined, dry sense of humour, liberal, modest, charming, lighten up, a smooth talker
Negative: cynical, intense, demanding, controlling, whine

Vocabulary checkpoint

Some words can become positive or negative depending on the context, e.g.:

*My family has very **liberal** values – we generally respect people's choices as long as they're not hurting anyone else.* (positive)
*People round here with **liberal** views are not at all popular – our community prefers to conform and doesn't like change.* (negative)
*My goal in life isn't just to be **content** – that's so boring! I want to be challenged and take risks!* (negative)
*Most people crave a quiet, peaceful life where they just feel **content**, don't they?* (positive)

11 Give Ss a few minutes to think of people and make notes. Provide a few examples yourself, if possible, e.g. *My last boss was very demanding. She would often expect us to work late. My friend Harry has a very dry sense of humour. He's always making these funny comments and observations.* When they have finished, put Ss in pairs to compare their ideas.

Further practice

Photocopiable activities: 9B Vocabulary, p230
App: 9B Vocabulary practice 1 and 2

Speaking

Prepare

12 Give Ss plenty of time to make notes and encourage them to use the grammar and vocabulary of the lesson. Monitor and help if necessary, writing any new vocabulary on the board.

Speak

13 Go through the Useful phrases with the class, then ask Ss to share their descriptions in pairs. When they have finished, ask a few Ss to share anything interesting with the class.

Reflection on learning

Write the following questions on the board:

What was the most useful vocabulary you learnt today?
How will you use this 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

Language bank: 9B Ex 1–2, p153
Workbook: Ex 1–5, p69
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 9C
Extended route: go to p132 for Develop your writing

9c All the rage

Introduction

The goal of this lesson is for students to talk about trends. To help them achieve this, they will learn or revise how to make new words, and vocabulary related to trends.

Warm up

Write the following questions on the board:

Do you try to follow fashion? Why/ Why not?
What do you think of current fashions for young people?
Why do fashion trends change so often?

Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

Vocabulary

Trends

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Ss read the sentences and decide if they show something getting lower or something getting higher alone, then check in pairs. Check answers with the class.

Answers: **Lower:** 2, 3, 4, 5, 6, 7, 10 **Higher:** 1, 8, 9, 11, 12

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

VOCABULARY BANK 9C p164

Nouns and verbs with the same form

These optional exercises build on the lexical set in the vocabulary section.

1a Ss answer the questions about the verbs in the box in pairs. Check answers with the class.

Answers:
1 adjust (adjustment), dispose (disposition/disposal)
2 Different parts of the words are stressed.
verbs: con**trast**, re**bel**, in**sult** nouns: **con**trast, **re**bel, **in**sult

b Ss complete the sentences alone then check in pairs. Check answers with the class.

Answers:
1 insult 2 hike 3 rebel 4 slump 5 exhibit 6 alert
7 contrast 8 dip

2 Ss discuss the statements in Ex 1b in pairs. When they have finished, elicit a few answers and have a brief class discussion.

Further practice

Photocopiable activities: 9C Vocabulary, p233
App: 9C Vocabulary practice 1 and 2

Reading

3a Write *trendspotters* on the board and ask Ss to discuss the questions in pairs.

b Ss read the article quickly and check their ideas. Check answers with the class and find out what Ss think about the job.

Answers: Trendspotters spot new fashions, ideas and activities for society as a whole. They work in the fashion, tech and dictionary industries (these are the ones mentioned in the article).

4 Ss read the article again and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 The fast pace of change makes businesses uncertain which trends will be important in the future.
2 They look at wider shifts in mood and mindset in society to decide which trends will take off.
3 fashion: help set trends for the next season
marketing: choose the most popular platforms to advertise on
4 Online dictionaries tend to crowdsource definitions and examples / accept ideas from the public. Printed dictionaries use lexicographers to decide if the word is widely used and in what contexts.
5 *Trend* is an example of something interesting lexicographers noticed; they noticed that people are using it more and more as a verb.

Optional extra activity

Write the following questions on the board:

Do you know what's trending on social media this week?
Do you use a dictionary often? Which one(s)?
Can you think of any new words which have come into the English language recently?
Where do you think new words come from? How do they spread?
Have you ever invented any new words? What did they mean?

Ss discuss the questions in small groups. When they have finished, elicit a few answers and have a brief class discussion.

Language focus

Making new words

5 Ss match the words with the definitions alone, then check in pairs. Check answers with the class and be prepared to give further explanations or examples if necessary.

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

6a Ss discuss how the words are pronounced in pairs. Don't give any answers yet.

b 9.7 Play the recording for Ss to listen and repeat.

7 Give Ss time to read the language focus box and ask any questions they have. Ss then match the words in bold in Ex 5 with the categories alone, then check in pairs. Check answers with the class.

Answers: a unputdownable b up c FOMO d zeitgeist e crowdsource f edutainment

Pronunciation checkpoint

There are different ways to say abbreviations in English

Some are pronounced as single words, e.g. AIDS, NASA, FOMO, YOLO, GIF. These are called *acronyms*.

Others are pronounced as their letters, e.g. ETA, FYI, USA, FBI, ATM. These are called *initialisms*.

Some are just down to personal choice and can be said either way, e.g. FAQ, ASAP.

LANGUAGE BANK 9C pp.152–153

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

Answers:

1 1 a startup 2 microcredit 3 fanzine 4 schadenfreude 5 transitioning 6 flexitarian 7 upped 8 tzatziki 9 upskill 10 PB 11 mindful 12 tickbox exercise

8 Refer Ss to the words in the box and ask them to discuss the question in pairs. Check answers with the class.

Answers: decline, dip, hike, plunge, slash, slip, slump, surge

9 Put Ss in pairs and ask them to discuss the questions and think of examples. Check answers with the class.

Answers:

1 All of them can be used as verbs.
Examples:
She has ballooned over the last couple of months. I think she's expecting twins!
He elbowed me!
I've been eye-ing up this leather jacket in a shop near me but I can't really afford it.
I'll friend you on WhatsApp.
Why don't you Google it?
Can you Hoover the front room?
The internet has impacted on society hugely.
I spend a lot of my time taxi-ing my kids around.
I workshopped part of the lesson.

2 All of them can be combined with other nouns to make compound nouns except *workshop*.
Examples: a balloon economy, elbow room, eye shadow, friend request, Google chat, Hoover bag, impact assessment, taxi rank

3 All of them can have a prefix and/or suffix added except *balloon*, *elbow* and *Hoover*.
Examples: an eyeful, unfriend/friendship, Googleable, impactful, taxi-able, workshoppy

Optional extra activity

Ask Ss to think of any new words in their language(s) and discuss where they think they have come from in pairs.

Further practice

Photocopiable activities: 9C Language focus 1, p231; 9C Language focus 2, p232
App: 9C Language focus practice 1 and 2

Speaking

Prepare

10 Ss make notes on three or more trends in the areas in the list or using their own ideas, or a mix of the two. Monitor and help, writing any new vocabulary on the board.

11 9.8 Ss listen and answer the questions alone, then check in pairs. Check answers with the class.

Answers: 1 clothes, hair and fashion (tattoos)
2 one does, the other doesn't 3 art and expressing individuality

Audioscript 9.8

A: There are two tattoo places that have opened near me in the last couple of years and I was wondering whether they will survive.
B: I don't see why not. I don't think there's going to be a decline in people wanting them any time soon.
A: So would you get one?
B: I've got one already!
A: Really?
B: Yeah, haven't you seen it? It's on my right shoulder.
A: I can't have – or I didn't notice it.
B: It's pretty big. It's like a lion head – roaring. You haven't got one then?
A: No, it's not really my thing. It's supposed to be really painful, isn't it?
B: It is, it is!
A: Yeah – well that just puts me off. I just couldn't face it.
B Fair enough.
A: So why do you think there's been this sudden surge in tattoos? Why did it suddenly become a thing?
B: Personally speaking, I just think they look good. It's art, isn't it? And it's very individual. With clothes everybody wears the same fashion, but you can't mass-produce tattoos.
A: Yeah, I can see that. So would you have another one?
B: Yeah – maybe.

Speak

12 Go through the Useful phrases with the class, then put Ss in groups to discuss recent trends. Monitor and make notes on Ss' language use for later feedback.

13 Nominate a student from each group to choose the most significant trend in their group and share it with the class. Give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:

How confident do you feel describing trends in English?
What could you do to improve this?

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

Language bank: 9C Ex 1, p153
Workbook: Ex 1–6, p70
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 9D
Extended route: go to p112 for Develop your reading

9D English in action

Introduction

The goal of this lesson is for Ss to manage informal conversations. To help them achieve this, they will learn or revise phrases for starting, maintaining and ending conversations. They also learn some colloquial and idiomatic language.

Warm up

Write the following questions on the board:

Do you speak to people you don't know when you're out and about? Why/ Why not? Is this common in your country?
How do you feel when strangers speak to you?

Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

Listening 1

1 Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit a few Ss' ideas and have a brief class discussion.

2 9.9 Ss listen to the start of three conversations and match each one with one of the functions alone, then check in pairs. Check answers with the class.

Answers: 1 d 2 b (or possibly c: hello stranger!) 3 a

Vocabulary checkpoint

We never actually use the phrase *Hello stranger* with strangers. Instead, it's an informal phrase we use with friends we haven't seen for a while.

Audioscript 9.9

Conversation 1
A: Gorgeous weather!
B: Yes. Turned out nice, hasn't it? Needn't have brought my umbrella.
A: I know. Wish I hadn't worn this jacket.

Conversation 2
A: Hey, hello stranger!
B: Yeah, sorry I haven't been in touch. Just been overwhelmed with stuff.
A: No worries! It's good to hear from you. So, what've you been up to?
B: Oh, all sorts. First, I've been mad busy with work.

Conversation 3
A: I don't believe it!
B: What's up?
A: Oh, don't ask!
B: That bad, is it?

3a Elicit the first answer as an example, then Ss match the rest of the headings with the phrases alone. Ask Ss to check answers in pairs, then check answers with the class.

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

b Ss discuss which phrases were used in pairs, then listen again to check. Check answers with the class.

Answers:
1 Gorgeous weather! Turned out nice, hasn't it?
2 Hello stranger! What've you been up to?
3 I don't believe it! What's up?

4 You could demonstrate the activity with a stronger student first. Put Ss in pairs to practise starting and continuing conversations, using the phrases in the Useful phrases 1 box. When they have finished, ask for a couple of conversations in different open pairs.

5 9.10 Read the points with the class so Ss know what to listen for. Play the recording for Ss to note the information alone, then ask them to compare their notes in pairs. Play the recording again if necessary, then check answers with the class.

Answers:
1 They don't know each other at all.
2 waiting for a train/on a train platform
3 the weather and what they're wearing/carrying as a result; cancellations and the reasons for the problems with the trains; being polite and how the man was brought up

Audioscript 9.10

Conversation 1
A: Gorgeous weather!
B: Yes. Turned out nice, hasn't it? Needn't have brought my umbrella.
A: I know. Wish I hadn't worn this jacket.
B: Still, it's probably a good job you did, what with the way the trains are. I mean, you might need it later.
A: Tell me about it! There are so many cancellations at the moment. Getting to work has been hell!
B: Can't blame ice or frozen tracks at this time of year, can they?
A: Ha! No, guess not. I mean, I know they've got to upgrade the line and that, but it's not right it happens so often.
B: Not much sign of that yet.
A: Sorry … of what?
B: The upgrade.
A: Ah right. No. It's supposed to be finished by the end of the year, apparently.
B: I won't hold my breath.
A: Too right. Oh! Hold on! Here it comes.
B: About time.
A: Yeah. Are you OK with that bag?
B: Oh dear! Do I look that frail?

A: Not at all. Just being polite. S'how my mum brought me up.
B: Well, she did a good job! I'll be fine, though. Thanks anyway.
A: That's OK. It was nice talking to you.
B: You too.

6a Ss complete the sentences alone, then check in pairs. Play the recording again for Ss to check, then check answers with the class.

Answers: 1 a good job 2 has been hell 3 Can't blame ice 4 Not much sign 5 I won't hold 6 Oh! Hold on

b In pairs, Ss discuss what each sentence in Ex 6a refers to. When they have finished, check answers with the class.

Answers:
1 There have been lots of delays recently, so having a jacket may be good if you need to wait around for a train.
2 getting to work, because of all the delays and cancellations
3 The train company can't use bad weather as an excuse for the delays and cancellations.
4 They're promising an upgrade, but there's no sign of it yet.
5 It's not looking likely that the upgrade will be on time.
6 The train is (finally) arriving.

Vocabulary

Colloquial and idiomatic language

7 Write this phrase from the listening in Ex 5 on the board: *It's probably a good job you did.* Ask Ss if they think a good job in this context means lucky or unlucky (lucky). Ss match the rest of the idioms and their definitions alone, then check in pairs. Check answers with the class and be prepared to give further explanations or examples if necessary.

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

8 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

Teaching tip
It can be useful for Ss to reflect on language items they've learnt and think about how useful and relevant they are to them personally. It gives Ss ownership and control over their learning as well as helping them discriminate between passive and active vocabulary for themselves. It's also a student-centred task which creates learner independence.

9a Ss read the information box then practise saying the examples. Model them yourself if necessary.

b 9.11 Ss listen and write the phrases they hear, then check in pairs. Play the recording again if necessary, then elicit the sentences and write them on the board. Ss then discuss what the full grammatical sentences would be in pairs. Check answers with the class.

Answers:
1 's how my mum brought me up. = It's how my mum brought me up.
2 You have anything in mind? = Do you have anything in mind?
3 If there's anything I can do …
4 Just got an email … = I just got an email …
5 Don't know how you manage it. = I don't know how you manage it.

c Ss practise saying the five phrases.

Listening 2

10 9.12 Ss listen to the two other conversations from Ex 2 and make notes on the points given, then check in pairs. Check answers with the class.

Answers:
Conversation 2
a They're old friends from uni.
b work/restructuring, mum's illness and recovery, friends getting married, being a bridesmaid, a dress one of them had, an Iron Woman event, organising a meet-up
Conversation 3
a They work together in the same office.
b the workload the boss has left them and how to deal with it, the lack of a social life, organising an office outing

Audioscript 9.12

Conversation 2
A: Hey, hello stranger!
B: Yeah, sorry I haven't been in touch. Just been overwhelmed with stuff.
A: No worries! It's good to hear from you. So, what've you been up to?
B: Oh, all sorts. First, I've been mad busy with work. They had this big restructuring, so …
A: Oh yeah, I think that was on the cards the last time we met. Was it a nightmare?
B: Totally! I mean, I managed to avoid the chop, but now I'm doing the job of two people.
A: Typical!
B: Yeah. Anyway, so there's that – and then my mum's not been great.
A: Oh no! How come?
B: Oh, I don't really want to go in to it, to be honest.
A: Gosh, I'm sorry.
B: Yeah, anyway – the bottom line is she's on the mend now.
A: Phew. Well, send her my best.
B: Will do. She always asks after you.
A: Aww. Well, touch wood, she continues on the right track. It must've been tough on you as well, though. When my friend Cara had that accident, I was in …
B: Oh yeah … how is she?
A: Good, good. Her and Mike – you know Mike, yeah –
B: Yeah
A: … well they're actually tying the knot in February.
B: Oh cool! They're so lovely.
A: Yeah, and I'm going to be a bridesmaid!
B: No way! You in a dress? That'll be a first!
A: Not completely.
B: Really? I'm not talking about when you were five here!
A: No, but I used to have that orangey one I wore all the time. Do you remember? Back when we were in the first year.
B: Oh gosh! Yeah. I'm not sure that's a good precedent.
A: Cheeky! It wasn't that bad.
B: Hmm. Anyway, I'm sure you'll look lovely.
A: Thank you.
B: But yeah, apart from work and mum I've also been trying to keep up with training.
A: Is that for the triathlon you were planning on doing?
B: Oh, actually I did that in May. I've got my sights set on an Iron Woman event now.
A: Rather you than me! I don't know how you manage it all.
B: Well, I haven't been, really … which is why it's been so long! I was actually phoning to try and meet up. Maybe get some of the other girls from uni out.

Conversation 3

A: I don't believe it!
B: What's up?
A: Oh, don't ask!
B: That bad, is it?
A: Oh, I just got an email from the boss. Apparently, he wants all the stuff ready for tomorrow morning.
B: No!
A: Yeah! He said he got the dates wrong, many apologies, he knows we can sort it, blah, blah, blah, ...
B: Unbelievable!
A: I know. That's my evening done for!
B: What a pain!
A: Hey, it is what it is!
B: Well, listen, if there's anything I can do ...
A: Actually, I tell you what you could do – start on this photocopying.
B: Of course.
A: Oh, you're a lifesaver!
B: Don't be silly. You'd do the same for me. What were you going to do anyway?
A: Tonight? Oh, nothing actually. My social life's not exactly packed at the moment. Talking of which, I was saying to Tom we should organise something – a bit of an office outing somewhere.
B: I'd be up for that. You have anything in mind?
A: Not really – oh, hey, talk of the devil.
C: Did I catch you talking about me again!
A: Ha! I was just saying that you and I had been talking about organising a night out.
C: My vote's for bowling.
B: Really? Bowling – yawn!
C: You sure it's not because you can't stand losing?
A: Men! Why does everything end up becoming a competition?
C: It's just a joke! What's up with you, anyway?
A: The boss just said he needs all that stuff he asked us for tomorrow morning.
C: Seriously? He said Friday.
A: He did, but he was wrong.
C: Good grief! That's my evening ruined.
A: Come on, your life is as dull as mine.
C: True. Still, I'd rather be doing nothing in my own time, wouldn't you?

11 Read through the sentences and the phrases in the Useful phrases 2 box with the class, then play the recording again for Ss to listen and match. ***Stronger classes*** can see if they can remember the responses first and then listen and tick the ones that are used. Ask Ss to compare answers in pairs, then check answers with the class. You could ask Ss which phrase was used to respond to each of the sentences.

Answers: 1 Typical! 2 Phew! 3 No way! 4 Rather you than me! 5 What a pain! 6 Don't be silly. 7 Seriously? 8 Good grief!

12a Ss match each sentence with two responses alone, then check in pairs. Check answers with the class.

Suggested answers:
1 Seriously? / Typical! / What a pain!
2 Rather you than me. / Good stuff! / Nice one!
3 No worries. / Don't be silly.
4 It's a joke! / Typical! / Seriously? / No way! / Nice one!
5 Good stuff! / Nice one! / Good grief! / Seriously? / No way!
6 Typical! / It's a joke! / Talking of which ...

b Put Ss in pairs to practise starting and continuing conversations using the sentences in Ex 12a and the phrases in the Useful phrases 2 box. Encourage Ss to continue each conversation by making further responses. When they have finished, ask for a couple of conversations in different open pairs.

Speaking

13 Ss choose four topics and make notes. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board.

14a Ss practise their conversations in pairs or small groups, trying to include phrases from the lesson. Monitor and make notes on Ss' language use for later feedback.

b Rearrange Ss into new pairs or groups and ask them to repeat the activity using different topics and phrases. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What were the most useful words and phrases you learnt in today's class?
How can you use these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–5, p71
App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

9A Develop your listening

Introduction

Ss develop the listening skill of understanding panel interviews by learning how to recognise when someone avoids answering a question.

Warm up

Write three sentences on the board about yourself: one false and two true. Encourage Ss to ask you questions to try and catch you out and find out which one is false. Ss then write their own three sentences. Monitor and help with vocabulary if necessary. When they have finished, put Ss in small groups to question each other and try to guess which sentence is false.

1 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 9.3 Tell Ss they are going to hear the first half of a panel interview. Read the details with the class so they know what to listen for. Ss listen and match the details with the people alone, then check in pairs. Check answers with the class.

Answers: 1 P 2 B 3 M 4 P 5 B 6 M

Culture notes

Panel interviews are when a group of experts in a particular field gather to discuss a topic in front of an audience. They are common at conferences, conventions and on TV shows. There is usually a moderator to manage the conversation and take questions from the audience.

Audioscript 9.3

Host: So, with me, I've got three people who decided to quit social media: Maha Gamal who gave up social media and wrote a book about it. Bahar Aksoy, who some of you will know has been in the news recently, and journalist Pablo Molina.
First, Maha, let me get to the bottom of why you decided to stop.
Maha: Yeah, well, it's really simple, actually. I was addicted. Every moment I had, I checked social media. When I woke up, I checked my phone. When I went to bed, I checked my phone. It was almost as though I couldn't be alone any more. I couldn't be bored.
Host: When did you realise you were addicted?
Maha: Funnily enough it was when I got one of those reports that tell you how many hours you spend a week on your phone. I was shocked, a bit tearful even.
Host: How many hours a week was it?
Maha: Well, let's just say it was more than it should be!
Host: Twenty hours a week?
Maha: I think what's important is that I realised it was too much and I decided to stop, although it took a while to stop.
Pablo: Yeah, I had the same. It took a long time to quit. I was in a kind of blind panic for the first few days fearing that I was missing out on everything.
Host: Pablo, why did you decide to quit?
Pablo: I think it was because I realised that I was really, really lonely and that social media was making that feeling worse. I was starting to lose it a bit.
Host: And why were you so lonely?
Pablo: It was to do with my home situation at the time. I don't want to go into specifics, but it was a difficult period at home, but what made it all worse was seeing these beautifully composed images of other people's wonderful lives. You know, here's a photo of what I'm eating, here's a photo of what I just bought, here's me on holiday – and at some point I realised you never get 'Here's me feeling lonely', 'Here's me looking awful because I have flu', all that kind of stuff. You know, the other side of the story.
Host: Bahar, you saw the nasty side of social media didn't you and that was why you decided to stop?
Bahar: That's right. I was a real addict for, well, for all of my adult life really and then I, I won some money on the lottery …
Host: How much did you win?
Bahar: It wasn't one of the really big wins, you know, it wasn't millions, but it was a substantial amount of money, enough to allow me to give up work. But the point is, the fact that I suddenly had a bit of money created this really weird reaction in some people who started posting online really horrible stuff about me. Really horrible. I was lost for words.

3 Give Ss a few minutes to read the Focus box and answer any questions they have. Ss read the Focus box. Play the recording again for Ss to listen and match the strategies with the people alone, then check in pairs. Check answers with the class.

Answers:
Maha gives a vague answer (Let's just say it was more than …) and she changes the focus of the question (I think what's important is …)
Pablo says politely that he doesn't want to answer (I don't want to go into specifics but …)
Bahar gives a vague answer and then changes the focus of the question (It wasn't one of the really big wins … But the point is)

4 Ss read the conversations and decide which of the strategies in the Focus box Speaker B uses alone, then check in pairs. Check answers with the class.

Answers:
1 vague answer 2 changing focus 3 vague answer
4 polite refusal 5 polite refusal 6 changing focus

5a 9.4 Tell Ss they are going to hear the second part of the panel interview. Read the sentences with the class and elicit Ss' ideas as to how they might finish. Ss listen and complete the sentences alone.

b Ss check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 drawing.
2 create, not just consume.
3 gives vague answers and changes the focus of the questions.

Audioscript 9.4

Host: How much did you win?
Bahar: It wasn't one of the really big wins, you know, it wasn't millions, but it was a substantial amount of money, enough to allow me to give up work. But the point is, the fact that I suddenly had a bit of money created this really weird reaction in some people who started posting online really horrible stuff about me. Really horrible. I was lost for words.
Host: What kind of stuff?
Bahar: It's not really something that I want to go into, but let's just say it was unpleasant. I just couldn't take it in. And it was really surprising to me because I thought, hey, I'm the same person now as I was before I won the money, but suddenly you hate me. Why?
Host: So what did you do?
Bahar: I just quit my social media accounts. I deleted them all. I thought if this is what people are really like then I don't want anything to do with them.
Host: What did you do once you quit?
Bahar: Well, when you stop using social media the first thing you feel is alone, really just … alone, and bored, and being alone and bored can be quite uncomfortable, it can be … well, lonely and boring and my generation, we're just not used to those feelings. We barely know what it's like to have nothing to do because we've always got social media to entertain us and …
Host: Did you find that you … ?
Bahar: Sorry, hang on … can I just finish because this is really important for me: what I realised is that it's really important to experience being bored because out of that boredom comes something new.
Host: What was that?
Bahar: Well, I remembered what I used to do before social media. I used to draw, so I found a sketch pad and some pencils and started drawing again.
Host: And did you enjoy it?
Bahar: I loved it because I was creating instead of consuming and I think humans need to create. If we just consume, we very quickly become bored … and boring. You've got to create as well as consume in order to be fully satisfied as a person.
Host: Now, I've also got one more person I want to bring into this discussion, Tim Meadows, CEO of popular social media app Gobby. Tim, what do you think about what you've heard so far?
Tim: Well, obviously I'm deeply sympathetic to what these people have experienced and, I mean, at Gobby we absolutely don't want to make people addicted. Our aim is to connect people, to bring people together …
Host: But you do that by trying to keep them online and on your app as long as possible.
Tim: We don't aim to keep people online as long as possible. We …
Host: How long does the average user spend on your app per week.
Tim: Well, … er … that's up to them but what I think is important is that …
Host: But the average person, how long does the average person spend on your app per week?
Tim: Look, what I think is important here is that we recognise that it's possible for people to get addicted to anything. I mean …
Host: Are you not going to answer my question?
Tim: I'm answering your question. At Gobby we recommend that everyone use the app responsibly and we have no interest in people becoming addicted to our service. You know, it's typical …

6 Ss listen again and decide if the statements are true, false or not mentioned, then check in pairs. Check answers with the class and ask Ss to explain their answers.

Answers:
1 NM (It wasn't millions – means the exact number is unclear)
2 F (She decided to quit all her social media accounts.)
3 T (We barely know what it's like to have nothing to do)
4 NM
5 NM (He is the CEO, but how long he has been CEO is not mentioned.)
6 F (He says he feels sympathetic rather than responsible.)

7 Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

Homework ideas

Workbook: Ex 1–3, p74

9B Develop your writing

Introduction

Ss develop the skill of writing a narrative by learning how to link two actions together.

Warm up

Write the following questions on the board:
What kind of stories do you like reading? Why?
Are there any kinds of stories you don't like reading? Why not?
How do you read stories – on a screen or in print? Which do you prefer?
Ss discuss the questions in pairs.

1 Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Tell the class they're going to read a short story about a woman called Robyn. Ask Ss to read the first paragraph only, then elicit why they think she screamed at a man in a shopping mall.

b Ss read the rest of the story to check their ideas and answer the questions. Ask Ss to compare answers in pairs, then check answers with the class.

Answers:
1 as quiet and shy
2 They were surprised and amazed.
3 when she was helping him stand up
4 She tracked her phone using an app on her mother's phone.

3a Ss complete the story with the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 b 2 d 3 c 4 a

b Discuss the question as a class, feeding in the information below.

Answers:
The information on feelings makes the story more engaging and enjoyable because we learn more about the characters. Without character information, stories become flat and boring.

4 Give Ss a few minutes to read the Focus box and answer any questions they have, then ask them to find the two examples in the story.

Answers:
Moving slowly and calmly, Robyn picked up the store microphone on the cashier's desk …
Picking up the nearest shoe she could find, Robyn threw it at the man.

5a Read the first sentence with the class and elicit the answer as an example. Ask Ss to read the rest of the sentences and answer the question alone, then check in pairs. Check answers with the class.

Answers: 1 R 2 T 3 T 4 R 5 R 6 T 7 T 8 R

b Ask Ss to rewrite the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 Because I was a poor athlete, I was always the last one picked for the team.
2 When she entered the room, she fixed me with a long cool stare.
3 While he was looking out of the window, he thought of the life he'd left behind.
4 Because I didn't have a key, I was forced to climb in through the kitchen window.
5 Because I was the youngest of three, I was picked on mercilessly.
6 While I was sitting on the porch, I noticed the birds in the garden had fallen silent.
7 When I arrived at your door, I felt my heart begin to race.
8 Because she knew his temper, she avoided him whenever possible.

6 Read the example with the class and ask Ss to rewrite the rest of the sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Answers:
1 Looking out of the window, he saw someone creeping around in the darkness.
2 Realising she was late, she started to run.
3 Being a smooth talker, he loved the chance to meet new people.
4 Being demanding parents, they didn't like it when their son failed one of his exams.
5 Listening to his story, I began to feel that something was wrong.
6 Not knowing what to do, she decided to call her friend who lived next door.

7 Ask Ss to put the lines of the story in the correct order alone, then check in pairs. Check answers with the class.

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

Prepare

8a Give Ss a few minutes to read and choose their story beginning or think of their own idea.

b Ss make notes on what happened before and after the climax. Monitor and help with vocabulary and ideas, writing any new words and phrases on the board.

Write

9a Go through the points in the checklist with the class. Ss use this and their notes to write the first draft of their story.

b Put Ss in pairs to read each other's stories and make notes on them. When they have finished, ask Ss to come together again and give each other feedback and suggestions.

10 Ss use their partner's feedback to write a second draft. If you're short of time they could do this for homework.

Homework ideas

Ex 10: Write a second draft of your story.
Workbook: Ex 1–8, pp.74–75

9c Develop your reading

Introduction

Ss develop the reading skill of comparing a text and its summary by learning how to critically evaluate a summary.

Warm up

Ask Ss if they can count to ten in any other languages than their first and English. Ss who can, demonstrate to the class.

1a Ss discuss the question in pairs. When they have finished, check answers with the class.

Answers:
شكرا (shukraan) = Arabic;
obrigado = Portuguese;
谢谢 (xièxiè) = Mandarin Chinese;
merci = French;
danke = German;
Спасибо (spasiba) = Russian;
teşekkürler = Turkish;
ありがとう (arigatō) = Japanese;
dziękuję = Polish;
grazie = Italian

b Discuss the question as a class and tell Ss any other languages you know how to say *thank you* in.

c Ss make a list of benefits in pairs. When they have finished, elicit answers from each pair and find out if others agree.

2 Tell the class they're going to read an article and a summary of the article which has some errors. Ss read both texts and find four things which are incorrect in the summary alone, then check in pairs. Don't give any answers yet.

3 Ss read the Focus box and check their answers. In feedback, answer any questions the Ss have about the Focus box.

Answers:
Speaking a foreign language is the **most difficult** thing the human mind can do, however it has many benefits and it can actually **cure** dementia. The FSI, an US organisation, grades languages from one to five. **Everyone** will struggle to learn a category five language. Some languages, such as Tuyuca or Xhosa, are difficult because of their unusual grammar or sounds. Unfortunately, 90% of languages **will die out** by the end of the century.

4 Ss change the sentences if necessary alone, then check in pairs. Check answers with the class.

Answers:
1 not accurate: ~~is the most complicated thing~~ is one of the most complicated things
2 accurate
3 not accurate: ~~easy to learn~~ easier to learn.
4 not accurate: means ~~twelve~~ extra weeks
5 accurate
6 not accurate: **It is possible that** only 10% of the world's languages will survive

5 Ss choose the correct options alone, then check in pairs. Check answers with the class, explaining the answers to questions 2 and 4 if necessary.

Answers:
1 a
2 c (because we don't know which language Finnish people find it easier to learn, only that they find Hungarian easier to learn than a native Spanish speaker would)
3 b
4 a (How people see the world is affected by language but doesn't cause languages to die out.)

6 Ss find the words and phrases in the text that express the same ideas as those given alone, then check in pairs. Check answers with the class.

Answers: 1 split second 2 No wonder 3 onset of 4 naturally 5 widely spoken 6 plunged 7 die out

7 Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–5, pp.72–73

10 OVERVIEW

10A Eureka!
Goal | report on and discuss science
Grammar | prepositions 2
Vocabulary | science
GSE learning objective
Can comment on and discuss a linguistically complex text

10B A great read
Goal | describe books
Grammar | linking words and phrases
Vocabulary | book reviews
GSE learning objective
Can talk in detail about choices that have been significant or life changing, using linguistically complex language

10C A good laugh
Goal | tell jokes
Language focus | puns
Vocabulary | talking about humour
GSE learning objective
Can tell a detailed anecdote using linguistically complex language

Check and reflect
Review exercises and communicative activities to practise the grammar and vocabulary from Units 9 and 10.

Roadmap video
Go online for the Roadmap video and worksheet.

VOCABULARY BANK

10B Adjectives

10C Expressions with *get*

DEVELOP YOUR SKILLS

10A Develop your writing
Goal | write a biography
Focus | using a range of idiomatic phrases
GSE learning objective
Can use a range of idiomatic phrases as part of a structured text

10B Develop your reading
Goal | understand linguistically complex texts
Focus | recognising small details that change meaning
GSE learning objective
Can infer meaning in a linguistically complex academic text

10C Develop your listening
Goal | follow a conversation between two fluent speakers
Focus | improving listening skills
GSE learning objective
Can follow an animated conversation between two fluent speakers

10A Eureka!

Introduction

The goal of this lesson is for students to report on and discuss science. To help them achieve this, they will learn or revise prepositions and vocabulary related to science.

Warm up

Ask Ss what they think has been the most significant invention in the last five years and why they think it's significant. Give them a few minutes to think of their ideas, then put them in pairs to discuss. When they have finished, elicit a few ideas and find out if others agree.

Grammar

Prepositions 2

1 Focus attention on the photos and ask Ss to discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2 10.1 Ss listen to the conversation and choose the best summary alone, then check in pairs. Check the answer with the class.

Answer: Summary 4

Audioscript 10.1

A: What does your mum do?
B: She's a physicist.
A: Really? Wow! That's impressive!
B: Yeah. I guess. Although as far as I can tell, she spends most of her time in a lab doing the same thing over and over.
A: What field of physics does she work in?
B: It's something to do with electricity. She has tried to explain it to me, but to be honest, it usually goes over my head.
A: It's not something you've ever been interested in doing?
B: Yeah ... no ... oh, it's tricky. I was kind of into science at school initially. I guess because of mum, but there came a point when my grades started falling.
A: Despite having your mum there to help you?
B: Yeah, well, that's the thing. She did try! I just found her no good at explaining things. To be fair, I'm not exactly patient myself either and, you know, I'd get frustrated and it'd often end up in an argument so it became something we just avoided and I guess that's why I went down a different track.
A: Shame.
B: Plus, there were other subjects I was just better at.
A: Was that a bit of a disappointment to her then?
B: Ach! I guess there is a small part of her that's a bit sad. She used to make the odd comment, but you know, it wasn't something she went on about. In the end, she's more concerned that I find something *I'm* happy with. She is my mum after all!
A: And have you?
B: Let's just say it's a work in progress.

3a Explain that one preposition is missing from each of the extracts. Put Ss in pairs to complete the extracts, but don't give any answers yet. With ***weaker classes***, you could write the missing prepositions on the board for Ss to choose from.

b Ss listen again and check their answers. Check answers with the class.

Answers:
1 What field of physics does she work **in**?
2 … but to be honest, it usually goes **over** my head.
3 It's not something you've ever been interested **in** doing?
4 **Despite** having your mum there to help you?
5 … you know, I'd get frustrated and it'd often end **up** in an argument …
6 Plus, there were other subjects I was just better **at**.
7 She used to make the odd comment, but you know, it wasn't something she went on **about**.
8 In the end, she's more concerned that I find something *I'm* happy **with**.

4 Give Ss plenty of time to read the grammar box and choose the correct alternatives. Check answers with the class and answer any questions Ss have.

Answers: 1 *-ing* form 2 at the end of the clause 3 never

Grammar checkpoint

There are over a hundred prepositions in English. Most are single words, but some phrases act like prepositions, too, e.g. *because of, up to, due to, such as, apart from* and *as well as*. Some words which are prepositions can also work as conjunctions (e.g. *after, as, before, since*) or adverbs (e.g. *outside, inside* and *opposite*), depending on the sentence. Compare *The cat's outside the house* (preposition) and *The cat's outside* (adverb). Encourage Ss to notice and record prepositions as part of whole phrases. This will take Ss' focus away from the literal meaning of the prepositions and help them recall the phrases more easily later.

LANGUAGE BANK 10A pp.154–155

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the formal use of prepositions in questions. 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 for 2 of 3 in 4 to 5 from 6 out 7 except
2 1 pass out 2 get over 3 came across 4 comes up with 5 looked after 6 keep up with 7 run out of 8 take after

5a 10.2 Ss listen and pay attention to how the prepositions are reduced or not fully stressed.

b Play the recording again for Ss to listen and repeat.

6a Clarify that there are two sentences in question 1 and that each sentence contains one mistake. Ss read and correct the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 Do you know ~~for~~ what Marie Curie won the Nobel Prize **for**? Do you know **of** any other Nobel winners?
2 ~~About~~ what was the last science programme you saw **about**?
3 Are you keen **on** science fiction?
4 Could you ever get used to ~~work~~ **working** in a lab all day?
5 Do people think highly **of** scientists in your country?
6 What scientific things would you like to know more about, if you had time to look ~~them into~~ **into them**?

Teaching tip

Prepositions are notoriously difficult for Ss to remember and use correctly. It's a good idea to keep a notebook with common errors your Ss make with prepositions as you hear them. You can then revisit these frequently, for example when you have a few minutes at the end or start of class, writing them on the board for Ss to correct.

b Ss discuss the questions in Ex 6a in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Further practice

Photocopiable activities: 10A Grammar 1, p234; 10A Grammar 2, p235
App: 10A Grammar practice 1 and 2

Reading

7a Focus attention on the title of the article, then put Ss in pairs to discuss the questions. Elicit their ideas when they have finished.

b Ss read the article quickly to find the information alone, then check in pairs. Check answers with the class.

Answers:
1 They're awards for scientific research that makes you laugh and think.
2 The name comes from the adjective ignoble – meaning something that should make you feel ashamed – and the Nobel prize.
3 He won a Nobel prize for discovering graphene but started with a frog floating in the air – which won an Ig Noble Award (Can you levitate a frog in a magnetic field?).

8 Ss read the article again more carefully and make notes on each of the things in the box. When they are ready, put Ss in pairs to compare their notes, then check answers with the class.

Answers:
Research into all the things the box was done by past winners of Ig Nobel Awards.
ears: The research into whether old men have big ears helped get doctors involved in research.
saliva: They found out that human saliva is a good cleaning agent and found the chemical that makes it so.
frog: They found out that you can levitate a frog in a gravitational field.
graphene: The person who did the frog research also discovered graphene, which is a material only one atom thick but stronger than diamond. He won a Nobel Prize for this discovery.

9 Give Ss a few minutes to read the statements, deciding if they agree or disagree with them and making notes of their reasons. When they are ready, put Ss in pairs to discuss their opinions. Afterwards, elicit a few Ss' opinions and have a brief class discussion.

Vocabulary

Science

10 Ss complete the sentences alone, then check in pairs. Clarify that in some cases the form may not need to change. Check answers with the class and answer any questions Ss have about the meanings of the words.

Answers: 1 physicist 2 experimental 3 theoretically 4 genetic 5 reliable 6 statistical 7 trialling 8 random 9 proof 10 classify 11 invalid 12 simulation

11 Ss discuss the questions in small groups. When they have finished, nominate a student from each group to share their answers with the class.

Optional alternative activity

Allocate each question to a group of Ss. Ask each group to do some online research about their question then report their findings back to the class with short presentations.

Further practice

Photocopiable activities: 10A Vocabulary, p236
App: 10A Vocabulary practice 1 and 2

Speaking

Prepare

12 Put Ss in A/B pairs and direct them to the relevant pages. Ss read their information, discuss the questions and each choose one Ig Nobel Award question to talk about.

Speak

13a Go through the Useful phrases with the class, then put Ss in small groups to share their information and discuss the Ig Nobel Awards they chose. Monitor and make notes on Ss' language use for later feedback.

b Discuss this question as a class, based on Ss' group discussions. At the end, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
Do you think your understanding of prepositions has improved today?
What do you think helped the most?
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

Language bank: 10A Ex 1–2, pp.155
Workbook: Ex 1–4, p76
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 10B
Extended route: go to p134 for Develop your writing

10B A great read

Introduction

The goal of this lesson is for students to describe books. To help them achieve this, they will learn or revise linking words and phrases and vocabulary related to book reviews.

Warm up

Write the following statements on the board:
Book versions are always better than film versions.
People read less these days.
Print versions of books will eventually become obsolete.
Put Ss in small groups to discuss each statement. In feedback, ask which statements they agree with, if any, and why/why not.

Reading

1a Ss read the sentences and choose the alternatives which are true for them. Monitor and be on hand to answer any questions about the vocabulary.

b Put Ss in small groups to compare their choices, giving reasons and further information where possible. In feedback, nominate Ss to share different answers with the class and find out who agrees.

2a Ss read the article, then summarise the main idea in one sentence.

b When they have finished, put Ss in pairs to compare their summary sentences, then check ideas with the class.

Suggested answer:
Despite parents' concerns, young people are actually reading more than in the past (because more young people stay longer in education as well as reading a lot on the internet).

3 Ss read the article again more carefully and answer the questions alone, then check in pairs. Check answers with the class.

Answers:
1 Older people think that this existed before the age of the internet.
2 It's an example of how young people in fact may be reading rather than just looking at a phone.
3 It's a contrast to the reality that young people actually read more than their parents currently do and did when they were younger.
4 It's a reason for higher levels of reading because more young people are involved in these areas.
5 It's a reason that print is still more popular – it's easier to write on, highlight and share.

4 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Grammar

Linking words and phrases

5a Focus attention on the article and point out the linking words and phrases in bold. Ss change them for the words in the box alone, then check in pairs. Monitor and offer help if necessary.

b Ss compare answers in pairs. When they have finished, check answers with the class.

Answers: 1 as a result of 2 while
3 if (sentences) don't (come) 4 on top of that 5 As such
6 due to 7 then 8 nevertheless

6 Ss complete the grammar box alone, then check in pairs. Check answers with the class.

Answers:
contrast: whereas, while, nevertheless, nonetheless
condition: if … don't, unless
time/order: then, subsequently
addition: on top of that, what's more
cause: on account of, as a result of, down to, due to
result/purpose: consequently, as such

LANGUAGE BANK 10B pp.154–155

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

Answers:
1 1 a due to b However c Furthermore
2 a Following b Even though
3 a both b because
c On top of that (*Moreover* is also possible grammatically but it's too formal here)
2 1 so as to protect his children
2 As well as being a really funny woman,
3 he was married; subsequently I found out (that) he had been lying / I found out subsequently (that) he had been lying
4 my keys so long as you aren't coming back after me
5 to lock the door. All the same he left it wide open / to lock the door but he left it wide open all the same

7a 10.3 Ss listen to the statements and write them down, paying attention to the consonant-vowel linking.

Answers:
1 I bought it on account of the cover.
2 It's unusual and consequently didn't sell well.
3 It's a long read, but nevertheless, it's well worth it.
4 It's long and slow, but in spite of all that, I enjoyed it.
5 It's a good read, so long as you like history.
6 I'll lend it to you as soon as I've finished it.

b Ss compare what they have written in pairs. Play the recording again if necessary, then check answers with the class. Play the recording again for Ss to listen and repeat.

8 Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

Answers: 1 whether 2 not to mention 3 As such
4 All the same 5 in order to 6 thanks to 7 Otherwise
8 subsequently

9a You could demonstrate by sharing some of your own answers with the class first. Ss complete the sentences so they're true for them. Monitor and help if necessary, writing any new vocabulary on the board.

Optional alternative activity

Divide the board into three sections and write one of the following at the top of each section: *authors, books, literary genres*. Give Ss a few minutes to brainstorm items for each section in pairs, then elicit and write them on the board. Ss can then use these as ideas for Ex 9 and Ex 10.

b Ss compare their ideas in pairs. In feedback, ask each pair if they had any answers in common.

Further practice

Photocopiable activities: 10B Grammar 1, p237; 10B Grammar 2, p238
App: 10B Grammar practice 1 and 2

Vocabulary

Book reviews

10 Put Ss in pairs to discuss the meanings of the words in bold. Monitor and to help if necessary. When they are ready, focus attention on the book covers, then ask Ss to discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

11a Ss complete the reviews alone, then check in pairs. Check answers with the class.

Answers: 1 protagonist 2 gripping 3 controversial
4 descriptive 5 twist 6 Set 7 masterpiece 8 narrator
9 disturbing 10 portrait

b Discuss the question as a class, eliciting Ss' preferences and reasons.

Culture notes

Yann Martel was born on 25 June 1963 in Spain, though he's a Canadian writer. His other books include *The High Mountains of Portugal, Beatrice and Virgil* and *Self*. He has won several awards, including the 2001 Hugh Maclennan Prize for Fiction and the 2002 Asian/Pacific American Award for Literature.

Anne Enright was born on 11 October 1962 and is Irish. Her other books include *The Wig My Father Wore, What are you like?* and *The Pleasure of Eliza Lynch*. Her fourth novel, *The Gathering*, won her the Booker Prize in 2007.

VOCABULARY BANK 10B p165

Adjectives

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the table alone, then check in pairs. Check answers with the class and check understanding if necessary.

Answers:
Books: descriptive, mainstream, autobiographical, fictional
Weather: frosty, harsh, chilly, humid
Appearance: chic, filthy, curly, tanned
Personality and traits: sharp, dim, committed, naïve

2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 curly
2 sharp
3 humid
4 descriptive
5 tanned
6 fictional
7 chilly
8 filthy
9 autobiographical
10 naïve (*dim* is also possible)
11 harsh
12 dim

3 Ss discuss their own experiences in pairs. When they have finished, ask a few Ss to share something interesting they found out about their partner with the class.

Further practice

Photocopiable activities: 10B Vocabulary, p239
App: 10B Vocabulary practice 1 and 2

Speaking

Prepare

12 Ss choose two of the topics and make notes on them. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board.

13 10.4 Ss listen to the conversation and note down the information alone, then check in pairs. Check answers with the class.

Answers:
The topic is 'a book you think is overrated'.
1 The Alchemist
2 no
3 She thinks it's well written and descriptive but doesn't like the plot which she thinks is a bit crazy and unrealistic.

Audioscript 10.4

A: Have you ever read *The Alchemist* by Paulo Coelho?
B: Erm, I'm not sure. Is he the Brazilian guy?
A: Yeah, that's him.
B: Yeah. I have read something by him, then, but I don't think it was that one. When was it first published?
A: I'm not completely sure, to be honest, but quite a long time ago. Maybe 25 or 30 years ago. I read it during the holidays one summer when I was about 17 or 18, and it was weird, really, because, you know, everybody says it's a complete masterpiece, but it didn't really do much for me.
B: What's the basic plot? Can you remember?
A: Yeah. The protagonist is this young guy who looks after sheep in the south of Spain somewhere and he keeps having this dream about finding hidden treasure under the Pyramids – it's set some time in the distant past – and then he sets off in search of his dreams.
B: Right.
A: Yeah! I mean, don't get me wrong, it's well written and he does use some lovely descriptive language, but on the other hand, the whole story is kind of crazy. The basic message seems to be if you dream it, it will come to you.
B: If only life were that simple!
A: Exactly!
B: Still, it sounds curious and I do like a novel with a message – I'll put it on the list!

Speak

14a Ss discuss the two books they each chose in pairs. Monitor and make notes on Ss' language use for later feedback.

Optional extra activity

You could feed in some useful follow-up questions for Ss to ask each other:

When did you first read it? When/ Where is it set?
What's the basic plot? What is it that you most like about it?
When was it first published? Was it a bestseller?

b Ask pairs to choose which book they think might be most interesting for other Ss, then share it with the class. Encourage other Ss to ask questions to find out more information. When they have finished, give Ss feedback on their language use as a class.

Reflection on learning

Write the following questions on the board:
What was the most useful language you learnt today?
How will you use it in the future?
Are you going to read any of the books discussed in today's lesson?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Language bank: 10B Ex 1–2, p155
Workbook: Ex 1–5, p77
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Lesson 10C
Extended route: go to p114 for Develop your reading

10c A good laugh

Introduction

The goal of this lesson is for students to tell jokes. To help them achieve this, they will learn or revise puns and vocabulary for talking about humour.

Warm up

Tell the class the following joke (and/or your own): *What's the longest word in English? Smiles, because there's a mile between the first and last letters.* Ask if Ss know any jokes in English, and if they do, to share them with the class.

Vocabulary

Talking about humour

1 Give Ss a few minutes to think of their answers, then put them in pairs to share them. When they have finished, elicit Ss' answers and have a brief class discussion.

2 Ss complete the definitions alone, then check in pairs. Check answers with the class and answer any questions Ss have about the vocabulary.

Answers: 1 Irony 2 Slapstick 3 Black 4 practical 5 A stereotype 6 Satire 7 a straight face 8 dry 9 A pun 10 witty 11 get it; get it

Optional extra activity

Ss spend two minutes trying to remember all the words in the box. Put Ss in pairs and ask one to close their book, while the other reads out the definitions in random order to test their partner.

3a Focus attention on the pictures. Ss match the pictures with the types of humour alone, then check in pairs. Check answers with the class.

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

b Ss discuss which joke they like the best. When they have finished, have a class vote on the best joke.

4 Read the list and the example with the class, then give Ss a few minutes to think of their answers and make notes if they want to. Ss talk about some of the points in pairs or small groups. When they have finished, ask a few Ss to share anything interesting about their partner or group with the class.

VOCABULARY BANK 10C p165

Expressions with *get*

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the expressions with the meanings alone, then check in pairs. Check answers with the class and check understanding if necessary.

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

2a Ss add the missing words alone, then check in pairs. Check answers with the class.

Answers:
1 side 2 nerves 3 system 4 edgeways 5 life

b Read the example with the class, then ask Ss to finish the sentences in Ex 2a with their own ideas alone. Monitor and help with ideas and vocabulary if necessary, writing any new words and phrases on the board. Ss share their ideas in pairs.

Further practice

Photocopiable activities: 10C Vocabulary, p242
App: 10C Vocabulary practice 1 and 2

Listening

5a Discuss the questions as a class and write Ss' answers on the board.

b 10.5 Ss listen to the radio programme and answer the questions alone, then check in pairs. Check answers with the class and refer back to the answers on the board from Ex 5a to see if any of them were mentioned.

Answers:
1 There are lots of different theories to explain why we laugh, but slapstick seems to be universal. We laugh at practical jokes and other's misfortunes.
2 There are differences between cultures. For instance, people from the UK like dry humour more than people from the US. And while things like puns are universal, they obviously don't translate. However, everyone does seem to use puns and irony.

Audioscript 10.5

Presenter: Hi there. Welcome to *Mind Games*. Today, we're talking funny. What makes people laugh? How far does humour differ between countries or is it universal? Here to discuss all of this and more is Professor Thomas, who specialises in the study of humour, and German comedian Gerd Mueller. So, if we go by what I see on my travels, I'd say one thing that unites us is slapstick. There are things like *Mr. Bean* and the Canadian programme *Just for Laughs*, where they play practical jokes on people, and that's shown in over a hundred countries and over 150 airlines include it as part of their in-flight entertainment.

PT: Yeah, I think there is something in that theory. Clowning of some kind or another seems to be common to most cultures.

GM: Well, my girlfriend certainly always laughs when she sees me trip up.

Presenter: So long as you don't hurt yourself, I guess.

GM: No. Sometimes even then!

PT: *Just for Laughs* and *Mr. Bean* also have the advantage of not having language issues, so they travel well. When it comes to films, most don't work well outside of their countries of origin.

GM: What about films like *Home Alone*? That was massive when I was a kid.
PT: OK. There are Hollywood comedies that do well, but it doesn't seem to be the same for films from other countries. I mean, take China's top comedy *Qian Ren 3* – apologies if I'm not pronouncing it right. It took 308 million dollars at the box office, but only one million of that was international sales.
Presenter: I suppose translation becomes an issue and maybe there are cultural references.
PT: Exactly – word play is particularly difficult. Take this joke from Japan: Translated into English it goes: *What's a panda's favourite food?*
Presenter: I don't know. What is a panda's favourite food?
PT: *It's bread!* Get it?
Presenter: Err no.
PT: So, in Japanese it's a pun – 'pan da' literally means 'bread it is'.
Presenter: Yeah. OK. You've actually just reminded me: my friend, Liam, who's just starting out as a stand-up … and who's clearly never going to be big in other countries. I mean, the last gig I saw, he started by saying 'I burnt 2000 calories this afternoon … That's the last time I leave chocolate brownies in the oven while I have a little sleep.' Ba-boom!
GM: Ha ha! Very good.
Presenter: Yeah. He's quick – sometimes even too quick for me and, you know, of course you can explain things, but that just kills the joke.
GM: Yeah, I guess it'd be the same with my material. I mean, some of it relies on the stereotypes we have of people from different regions or the characters of people in the public eye or news stories, you know.
PT: Yeah – that kind of thing can be very difficult to translate.
Presenter: But does that mean you can say it's a national sense of humour? I mean, I know some jokes get lost in translation, but are they really different? We all do puns or irony or whatever.
PT: Yes. So, they have done studies which, for example, show that people from the UK like dry humour more than people from the US …
Presenter: OK – but that still means *some* people in every country laugh at dry humour.
PT: That's true. From that point of view, humour is universal. Individually, we may laugh at different things, but everyone does laugh.
Presenter: And why is that?
PT: Well, philosophers have been discussing that since the time of Plato.
Presenter: And what have they decided?
PT: Well, there are about 15 competing theories at the moment, so I guess you could say that they're still discussing it!
Presenter: 15? Such as?
PT: Well there's the ontic-epistemic theory or computational-neural theory …
GM: … they sound like good ways to kill any laughter in the room.
PT: They're actually quite interesting.
Presenter: But, sadly, we're out of time … .

6 Ss discuss the significance of items 1–6 in pairs. Play the recording again for Ss to check their answers, then check answers with the class. Ask Ss if they agree with the points made in the interview.

Answers:
1 an example of slapstick humour that's popular around the world
2 an example of a comedy film (Chinese) that didn't do well abroad
3 an example of a pun that doesn't translate (from Japanese to English)
4 examples of things that can be hard to translate or of how localised humour often is
5 an example to show how long we've been discussing why people laugh
6 an example of one theory to explain why we laugh

Language focus

Puns

7a Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a class discussion, but don't explain the joke yet.

b Ss read the language focus box and check the meaning of the joke. Discuss the joke as a class and ask if Ss find it funny.

LANGUAGE BANK 10C pp.154–155

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

Answers:
1 1 d 2 f 3 a 4 b 5 c 6 e
2 1 **kid napping** (= child having a little sleep)
2 all the **sand which is** there
3 how **dare he**! 4 **alone** 5 **raw**

8a 10.6 Ss listen and write the words they hear, then check in pairs. Elicit answers from the class and write them on one side of the board but don't confirm answers yet.

Audioscript 10.6

1 an app
2 figs
3 ice cream
4 the sky

b 10.7 Ss listen and write the sentences, then check in pairs. Check answers with the class and write them next to the words from Ex 8a.

Answers:
1 I usually have **a nap** in the afternoon.
2 I need to **fix** my car.
3 **I screamed** when I saw it.
4 **This guy** came up to me.

c Ss discuss the questions in pairs, then share their answers with the class.

Pronunciation checkpoint

Sometimes with similar-sounding phrases in fast speech it's only possible to decipher what the speaker says by use of the context. For example:

I **know where** he lives – it's **nowhere** near here.
I've **got to** go – I've **got a** meeting!
She wanted extra **butter**, **but her** mother said no!
Let us eat **lettuce**!

9a Ss read the jokes, then try to explain them in pairs. Tell Ss to focus on the double meanings of the underlined parts to help them. Check answers with the class.

Answers:
1 *Tank* is the glass box fish live in but it's also a military vehicle.
2 *Flexible* means how much you can move your body in different directions or it can mean able to make changes and adapt to situations.
3 *Sitting in traffic* has an idiomatic meaning, where it means sitting in your car stuck in traffic, but the literal meaning is used here.
4 *Give me a lift* means drive somebody somewhere or it can mean to say something nice to someone to make them feel better.
5 A *complex* is a group of buildings all built together or it can mean an emotional problem caused by unreasonable fears or worries. As an adjective, *complex* means something has lots of small parts that are hard to understand.
6 *Figs* are a fruit but *fix* the doorbell sounds similar.
7 *Ice cream* sounds like *I scream*.

Optional extra activity

Ask Ss to match the jokes in Ex 9a with the types of jokes described in the language focus box.

b Discuss the question as a class.

Culture notes

Knock-knock jokes are a traditional type of joke which follow a pattern, starting with the first person saying 'knock knock!' and the listener responding 'Who's there?' followed by a word play. e.g.:
A: Knock knock!
B: Who's there?
A: A little old lady.
B: A little old lady who?
A: Wow, I didn't know you could yodel!

Further practice

Photocopiable activities: 10C Language focus 1, p240; 10C Language focus 2, p241
App: 10C Language focus practice 1 and 2

Speaking

Prepare

10a Put Ss in A/B pairs and direct them to the relevant pages. Ss choose two jokes (or one and one of their own).

b Ss memorise their jokes and prepare how to tell them alone. Monitor and help if necessary.

Speak

11a Go through the Useful phrases with the class. Put Ss in groups to tell and respond to each other's jokes. Make sure there is an even mix of Ss A and B in each group.

b Ask each group to decide on the best joke and share it with the class. Then have a class vote to decide on the best joke.

Reflection on learning

Write the following questions on the board:
How confident do you feel telling jokes in English now?
Are you going to tell any of these jokes 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

Language bank: 10C Ex 1–2, p155
Workbook: Ex 1–6, p78
App: grammar, vocabulary and pronunciation practice

Fast route: continue to Check and reflect: Units 9–10
Extended route: go to p95 for Develop your listening

10 Check and reflect: Units 9–10

Introduction

Ss revise and practise the language of Units 9 and 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 Ss complete the conversations alone, then check in pairs. Check answers with the class.

Answers: 1 traumatised 2 ecstatic 3 exhausted 4 furious 5 hilarious 6 ashamed

b Ss match the conversations with the follow-up comments alone, then check in pairs. Check answers with the class.

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

Optional extra activity

Put Ss in pairs and ask them to cover the follow-up comments in Ex 1b. Ss practise the conversations in Ex 1a and try to remember the response for each conversation. Ss can also extend the conversations by adding further responses.

c Ss discuss their experiences in pairs. When they have finished, ask each pair to choose one experience to share with the class.

2 Elicit the first answer as an example. Ss combine the sentences alone, then check in pairs. Check answers with the class.

Answers:
1 Not only did I feel pretty foolish, I went bright red, too.
2 Not only have you been late every day this week, (but) you've also missed your deadlines. / Not only have you been late every day this week, you've missed your deadlines (too/as well).
3 Not only had my application been successful, (but) they were also offering me a grant (too/as well).
4 No sooner had she left hospital than she was training again.
5 No sooner had I left university than I was offered a job.
6 No sooner had I got/did I get home than I had to go out (again).

3 Ss complete the text alone, then check in pairs. Highlight that negative contractions count as one word in this case. Check answers with the class.

Answers: 1 used (*liked* is also possible) 2 would 3 spent (*passed* is also possible) 4 wouldn't/didn't 5 still 6 makes 7 would

4a Ss complete the sentences alone, then check in pairs. Ask them to try not to look back at Lesson 9B unless they need to. Check answers with the class.

Answers: 1 smooth 2 demanding 3 content 4 determined 5 lighten 6 modest 7 liberal

b Ss choose three sentences from Ex 4a that describe people they know and tell their partner about them.

5a Elicit the first answer as an example, then put Ss in pairs to decide if the sentences describe upwards or downwards trends. Check answers with the class.

Answers:
Upwards: sentences 1, 4, 6 and 7
Downwards: sentences 2, 3 and 5

b Ss discuss which of the sentences in Ex 5a are true for their country or countries in pairs. When they have finished, elicit Ss' ideas and have a brief class discussion.

Optional extra activity

Ss could choose four of the trend words in Ex 5a to write sentences that are true for their country or countries, then share them in pairs.

6 Ss choose the correct definitions alone, then check in pairs. Check answers in pairs.

Answers: 1 b 2 a 3 b 4 a 5 b

7 Ss complete the sentences alone by writing the prepositions in the correct places, then check in pairs. Check answers with the class.

Answers:
1 The site has improved its security **in** response to recent complaints.
2 I'm absolutely terrified **of** dentists.
3 It's not something I've ever been very keen **on**.
4 Who's looking **after** the baby while you're away?
5 I need time to warm up. I'm a bit **out** of practice.
6 Who did you go there **with**?
7 She's a lawyer famous for her involvement in the fight **against** corruption.

8 Ss complete the sentences alone, then check in pairs. Check answers with the class.

Answers: 1 experiment 2 simulates 3 reliability 4 prove 5 invalidate 6 theory 7 classification/classifying

9 Ss choose the correct alternatives alone, then check in pairs. Make sure Ss understand that sometimes both alternatives are possible. Check answers with the class.

Answers: 1 Despite 2 both 3 both 4 Meanwhile 5 not to mention 6 both

10a Ss match the descriptions with the follow-up comments alone, then check in pairs. Check answers with the class.

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

b Ss discuss books and films they know using the words in Ex 10a in pairs. When they have finished, ask a few Ss to share something interesting their partner told them with the class.

11a Ss match the types of humour with the descriptions alone, then check in pairs. Check answers with the class.

Answers: 1 satire 2 slapstick 3 a pun 4 irony

b Ss think of examples in pairs.

Optional extra activity

Ask Ss to think of and/or research other types of humour not mentioned in the article, e.g. self-deprecating (jokes about yourself), surreal (jokes about absurd/unreal situations), improvisation (jokes which are not pre-prepared), observational (jokes about everyday life), topical (jokes about current events), one-liners (very brief jokes).

Ss report back what they found out, then discuss which of these types of humour are popular in their country or countries.

12 Elicit the first answer as an example, then Ss rewrite the words alone. Check answers with the class and ask which one Ss like best.

Answers: 1 shellfish – selfish 2 tearable – terrible 3 wine – whine 4 Knight, knight – Night, night

13 Ss match the sentences with the responses alone, then check in pairs. Check answers with the class.

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

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 9 and 10.

Homework ideas

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

10A Develop your writing

Introduction

Ss develop the skill of writing a biography by learning how to use a range of idiomatic phrases.

Warm up

Write the following questions on the board:
Have you read any biographies? Which ones?
Do you like reading biographies? Why/ Why not?
Ss discuss the questions in small groups. When they have finished, elicit answers from a few Ss and have a brief class discussion.

1a Focus attention on the cartoons and elicit what Ss can see. Discuss the question as a class.
b Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and write them on the board.
2a Write on the board: *Hetty Green* and ask if Ss have ever heard of her. Ss read the biography and match the descriptions with the paragraphs. Check answers with the class.

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

b Ss discuss the question in pairs, giving reasons for their opinions. When they have finished, elicit Ss' ideas and have a brief class discussion.
3a Give Ss a few minutes to read the Focus box and answer any questions they have, then tell them to choose the correct form of the idioms. Check answers with the class.

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

b Ss complete the extracts alone, then check in pairs. Check answers with the class.

Answers: 1 in the limelight 2 on a shoestring
3 had an eye for 4 learnt the ropes 5 in the driving seat
6 see the big picture 7 drove a hard bargain

4a Ss complete the expressions in the text with the words in the box alone, then check in pairs. Check answers with the class.

Answers:
1 in 2 at 3 a 4 my 5 to 6 no 7 of 8 the 9 a

b Ss match the expressions in bold in Ex 4a with the meanings alone, then check in pairs. Check answers with the class.

Answers: a be of service b making a difference
c a blessing in disguise d put a halt to
e at short notice; in no time at all f out of the question
g twiddling my thumbs; at a loose end

Prepare

5a Ss make their lists of possible biography subjects alone. Encourage them to go online for inspiration.
b Ss choose one person from their lists and work alone to make notes on that person's life. Monitor and help if necessary, writing any new vocabulary on the board. Tell Ss to organise their notes into paragraphs, using the paragraph descriptions in Ex 2a if they want to.

Write

6a Go through the points in the checklist with the class and check Ss understand them. Ss write their first drafts alone using the checklist to help them. Monitor and offer corrections if necessary.
b Ss exchange biographies in pairs, reading and writing comments on each other's work. When they have finished, Ss give each other feedback and suggestions. Be on hand to help if necessary.
7 Ss write their second drafts. If you're short of time, this could be done for homework.

Homework ideas

Ex 7: Write a second draft of your biography.
Workbook: Ex 1–8, pp.82–83

10B Develop your reading

Introduction

Ss develop the reading skill of understanding linguistically complex texts by learning how to recognise small details that change meaning.

Warm up

Put Ss in small groups. Review the vocabulary from Lesson 10B by calling out a definition for a word or phrase and asking each group to call out the word or phrase when they know it. The first group to call out the correct answer each time gets a point. The group with the most points at the end wins.

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.
2a Ss read the title and introduction of the article, then discuss in pairs why they think the library was set up. Elicit Ss' answers.
b Ss read the complete article and check their ideas, then answer the questions alone. Ask Ss to check answers in pairs before checking answers with the class.

Answers:
1 He thinks they need to be read so he lets people borrow them, and keep them if they want, for free.
2 The library was set up to remember his parents.
3 They have established new libraries; added reading sessions for children; taken books to new places.

3 Ss read the text again more carefully and decide if the statements are true or false alone, then check in pairs. Check answers with the class and elicit what part of the text gives each answer.

Answers:
1 T (downtown Manila)
2 F (known by all as Nanie)
3 F (What's taken gets replaced many times over.)
4 F (It took a while for people to work out that ...)
5 F (offering everything from ... to ...)
6 T (He has also helped friends set up similar schemes at ten other sites around the country)
7 F (We're taking them to the barrios next month.)

4a Ss look back at the article and decide how we know the three sentences are false.

b Give Ss a few minutes to read the Focus box and ask any questions they have about the information, then check their answers to Ex 4a. Check answers with the class.

Answers:
1 the text says *former tax-accountant* (i.e. he isn't one any more)
2 the text says *a tribute to Guanlao's late parents* (i.e. they died before he set it up)
3 the text says *and my brothers' and sisters'* (i.e. he has more than one of each)

5 Ss complete the descriptions alone, then check in pairs. Check answers with the class.

Answers: 1 former Roman senator 2 late father 3 building's 4 former president 5 president's 6 former president 7 Texas's 8 late father

Optional extra activity

Write the numbers below on the board. Ask Ss to try and remember what they refer to and use them to summarise the text:

2000 (It's called The Reading Club 2000.)
60 (Guanlao is 60.)
100 (He started with 100 books.)
24/7 (It's open 24 hours a day, seven days a week.)
1994 (A 1994 act pledged reading centres throughout the country.)
700 (The Philippines has fewer than 700 public libraries.)
10 (People have set up ten other similar schemes around the country.)
16 (A 16-year-old student is organising a book drive.)
90 (The student has collected 90 books so far.)

6 Ss discuss the questions in small groups. When they have finished, elicit a few answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–5, pp.80–81

10c Develop your listening

Introduction

Ss develop the listening skill of following a conversation between two fluent speakers by learning a technique to improve listening skills.

Warm up

Write the following questions on the board:

Do you find it easier to speak in English to one person or several people at the same time?
Do you find it easier to listen to native speakers or non-native speakers of English? Why?
What's the most difficult thing about listening to fast speech in English?

Ss discuss the questions in pairs. When they have finished, elicit answers and have a brief class discussion.

1 Focus attention on the pictures and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

2a Ss use the pictures to discuss what they think each lie was. Elicit Ss' ideas but don't give any answers yet.

b 10.8 Play the recording for Ss to check their predictions. Ss compare answers in pairs, then check answers with the class.

Answers:
A Her mother told her that chocolate spread was spicy.
B She tells her son that if he doesn't do what she wants she will report him to the 'naughty boy police'.
C His father told him that the scar on his arm came from an operation to remove a bullet in the second world war.
D He told his daughter that he goes to Dad School to learn how to be a dad.

Audioscript 10.8

Konstantina: Hi, Konstantina Louganis here back with another show. And to all those people out there who follow my podcast channel I just want to say … thank you and I love you!
And to all those who don't, I just want to say … why not!?
Now on to this week's topic, which is lies that parents tell their children. Did you know that parents sometimes lie to their children? Yes, it's true, they do!
Well, I decided to go out onto the streets with my trusty microphone and talk to you, the good people of this country, and find out what lies you were told as a child or what lies you tell your children now … you naughty people!
First though, I had to find people who wanted to talk to me.
…
Konstantina: Excuse me can I ask you about …
Stranger 1: No, no, no. Whatever it is you're selling, I'm not interested.
Konstantina: I just … wanted to …
…
Konstantina: Excuse me …
Stranger 2: No!
Konstantina: What d'you mean 'no'? I haven't asked you anything.
Stranger 2: Just no!
…
Konstantina: Fortunately I did manage to find some people who were willing to talk to me … eventually.
…
Konstantina: Excuse me. I'm making a podcast about lies people tell their children. Have you got a moment?
Interviewee 1: Uh, yeah OK.
Konstantina: Have you got any children?
Interviewee 1: No, no I don't. I'm too young!
Konstantina: So is there anything your parents told you when you were a child, like a lie or something like that in order to stop you doing something, and that you believed until you were older, if you see what I mean?
Interviewee 1: Yeah, actually, my mum was really big on healthy breakfasts and she gave us fruit and muesli and stuff like that every day …
Konstantina: Oh yeah, just like mine.
Interviewee 1: And then one day when I was going round the supermarket with her I saw this chocolate spread, you know, to put on your toast and stuff …
Konstantina: Oh, yum!
Interviewee 1: And I thought it looked amazing so I asked if we could have some and mum just said, if you tried it, you'd hate it.
Konstantina: Really?

Interviewee 1: Yeah. And I said why? And she said because it's really, really spicy!
Konstantina: Spicy?
Interviewee 1: Yeah, spicy.
Konstantina: Unbelievable!
Interviewee 1: And that put me off because I hated spicy food, like most children I guess, and … er … yeah, anyway, I kind of believed that for several years.
Konstantina: Several years?
Interviewee 1: Yeah. Till I was nine or ten or so. So if, like, if I stayed at a friend's house and they had chocolate spread I wouldn't eat it because I thought it would burn my mouth!
Konstantina: That's a great story. Thanks so much for sharing!
Interviewee 1: No worries.

…

Konstantina: So are there any lies that you tell your kids in order to make them behave?
Interviewee 2: Well, I shouldn't really say this but I guess my children won't listen to your show …
Konstantina: Why not?
Interviewee 2: Oh, I don't mean …
Konstantina: No, I'm only joking with you. Carry on.
Interviewee 2: Well, my son is six now and if he won't do what I ask him, I tell him I'm going to report him to the 'naughty boy police'.
Konstantina: The 'naughty boy police'! Seriously?
Interviewee 2: Yeah.
Konstantina: You tell him that with a straight face?
Interviewee 2: Yeah. He's going to find out soon and then I won't be able to make him do anything but you know what …
Konstantina: What?
Interviewee 2: It's really useful. If he won't tidy up his toys I tell him I'm going to call the naughty boy police and if he still won't do it then I pick up the phone and start dialling a number and then he's all like: 'Oh please don't call them mummy, I'll tidy up'.
Konstantina: Amazing. And do you feel guilty about this?
Interviewee 2: Er … no. I've got three kids and, you know, you do what you have to to keep them in line, d'you know what I mean?
Konstantina: Yeah, yeah, sure. I mean it's not exactly …

…

Konstantina: … so what is it that your dad used to tell you?
Interviewee 3: Well it's quite funny really because he had this scar on his arm, right, …
Konstantina: Yeah …
Interviewee 3: Just a few centimetres long, yeah, and he told us this story about where it came from …
Konstantina: Where did it come from?
Interviewee 3: He told us that it, like, came from the Second World War when he was shot and he had to have an operation to remove the bullet …
Konstantina: Oh yeah.
Interviewee 3: At least that's what he told us and we told all our friends, you know, as you do, …
Konstantina: Yeah.
Interviewee 3: Because it's, like, a good story and it makes him sound brave and stuff and then one day I mentioned the story to my uncle, my dad's brother, and he just, like, laughed and laughed …
Konstantina: Why?
Interviewee 3: Well he said 'If that's true then I'm your fairy godmother' 'coz you know my dad was only, like, five when the war ended …
Konstantina: Ahh …
Interviewee 3: And you didn't get many five-year-olds fighting as soldiers in the second world war …
Konstantina: No …
Interviewee 3: And I could've worked that out for myself, like, because by this time I was about twelve or so but for some reason I never stopped to think. Stupid of me, but you know …
Konstantina: You just take it for granted that they're telling the truth, don't you?
Interviewee 3: Exactly.

…

Konstantina: … so what lies do you, you know, what lies do you tell your children?
Interviewee 4: Lies, huh?
Konstantina: Yeah, you know, not serious lies but like funny lies that are like jokes.
Interviewee 4: Well, funny you should ask that because my daughter recently asked …
Konstantina: How old is your daughter?
Interviewee 4: She's seven.
Konstantina: OK.
Interviewee 4: So she asked me how I learned to be a dad and for some reason I told her that I go to Dad School.
Konstantina: Dad School?
Interviewee 4: Yeah. I have no idea why I said that but I guess I thought it was funny, but she took me seriously and then she asked when I went to Dad School, because, you know, she knows that I go to work during the week and we're together at weekends and stuff …
Konstantina: So what did you say?
Interviewee 4: Well I was totally making it up as I went along at this point so I said I went to Dad School after she goes to bed.
Konstantina: No way!
Interviewee 4: And she believed me and then she asked how often so I said every weekday.
Konstantina: Every weekday?
Interviewee 4: Yeah. And then she asked what I learned there and I said how to make breakfast for your daughter and how to brush your daughter's hair and how to tie their shoelaces and stuff like that …
Konstantina: And she believed all this?
Interviewee 4: She absolutely believed it all and it's a bit of a problem now because I haven't got the heart to tell her I was only joking and, like, when I take her to bed now I kiss her goodnight and then she says 'Are you going to Dad School now?' and I say 'Yeah, love, I'm off to Dad School,' so I've really dug myself a bit of a hole now and I'm not sure how to get out of it.
Konstantina: Hah! Brilliant! I love that story.
Interviewee 4: Yeah, so does she.
Konstantina: I can't wait till she finds out the truth.
Interviewee 4: Yeah, I can because I'm always telling her it's wrong to tell lies.
Konstantina: Yes, I see what you mean.

…

Konstantina: So there you have it. On the one hand we tell our children that it's wrong to lie, and on the other we tell them these lies because, because … actually why do we tell them lies?

…

Interviewee 2: … you know you do what you have to to keep them in line, d'you know what I mean?

…

Konstantina: Yes, I think I know what you mean. Basically we tell them lies in order to stop them misbehaving. And what's telling lies? … It's misbehaving … So that makes perfect sense.
If you enjoyed this show, remember to subscribe and share it. That's all for this week. See ya!

3a Read the questions with the class so they know what to listen for. Ss listen again and answers the questions alone.
b Ask Ss to check answers in pairs, then check answers with the class.

Answers:
1 healthy food: fruit and muesli
2 because she hated spicy food
3 until she was nine or ten
4 when she wants him to do (or not do) something
5 She won't be able to make him do anything.
6 three
7 from an operation to remove a bullet from his arm in the Second World War
8 the speaker's uncle
9 because he could have worked out that his father wasn't old enough to have been a soldier in the war
10 how he learned to be a dad
11 how to make breakfast, brush his daughter's hair, tie her shoelaces, and so on
12 because he's always telling her it's wrong to tell lies

4 Give Ss a few minutes to read the Focus box and ask any questions they have about it. Ss then discuss the strategy in pairs.
5a 10.9 Ss listen and underline the parts they find difficult to understand alone. They then compare and discuss in pairs.
b Ss listen again at least twice. Ask if they find it easier to understand now.

Optional extra activity

Ask Ss to find a real podcast and repeat the activity, either in class if the equipment is available or at home. Ss then share their experiences in groups in class, saying which parts they had to listen to the most and any new words they learnt.

6 Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

Homework ideas

Workbook: Ex 1–5, p79

RESOURCE BANK

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1A Grammar 1 Cleft sentences

1 Put the words in brackets in the correct order to complete the cleft sentences.

A What's the best thing about where you live?

1 _____ . It adds colour and character.
(the street art / like / particularly / one / I / thing / is)

2 _____ , like a festival or a concert.
(there's / something on / great / is / that / What's / always)

3 _____ .
(the green spaces / would / I / appreciate / what / most / be)

B Tell me about one thing you wish you could change about where you live.

4 _____ .
(I'd / like / what / really / would / to / see / cycle lanes / be / more)

5 _____ .
(a stadium / is / cool / one / that / thing / would / be / have / to)

6 _____ . I can't stand all the litter.
(what / needs / town / this / a decent clean-up / is)

C Think of a place you enjoyed going as a child. What did you like about it?

7 My grandparent's place. _____ .
(was / what / all / special / was / me / the love / gave / they)

8 _____ . The water slide was the best fun ever.
(enjoyed / our local pool / I / place / one / was)

9 _____ , funnily enough! I really took to all the activities, and had some great friends too.
(stands / out / for / school / me / is / what)

D Where is a place you'd fancy going in the future?

10 _____ for the history, scenery and food!
(I'd / visit / one day / Turkey / somewhere / love / to / is)

11 _____ . I'm a huge wildlife fan.
(I / of / is / dream / going / where / the Amazon rainforest)

12 _____ across the road. Do you fancy it?
(keen / to / I'm / go / place / one / is / that new vegetarian café)

2 Write your own answers to the questions in Exercise 1. Use cleft sentences.

A _____

B _____

C _____

D _____

3 Work in pairs. Ask and answer the questions.

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1A Grammar 2 Cleft sentences

enjoy about studying English	huge amount of hype	a popular keep-fit activity	pastime I've never tried	do to help remember new vocabulary
couldn't stand when I was younger	fancy doing this weekend	admire in people	found interesting at school	is great about living here
a lot of locals do at weekends	puts people off performing for others	made me choose this course	was nice about being a child	should spend more time doing
people don't talk about enough	always find encouraging	many people are concerned about	most blockbusters have in common	used to spend hours doing as a child
effective study strategy	a lot of people take seriously	helps people switch off	not really into	don't have any patience for
I've always liked	appreciate in a friend	has grown on me	really unusual to see around here	I watched recently

What I **enjoy about studying English** is meeting new people.

Something I **appreciate in a friend** is a sense of humour.

What **helps people switch off** really depends on the person.

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1A Vocabulary Free-time activities

1 Match the words and phrases in bold in Exercise 2 with their meaning.

a _____ relax
b _____ the publicity and excitement
c _____ terrible at
d _____ very successful film, usually one that is full of action or adventure
e _____ hobby
f _____ to get rid of anger, excitement or energy
g _____ would like to start spending time doing something new
h _____ sports in which you fight with your hands and feet
i _____ confidence-giving
j _____ a type of word puzzle
k _____ entertaining other people
l _____ an adjective meaning exercise

2 Find someone who ...

	Name	More information
1 ... has seen a **blockbuster** in the past year.		
2 ... knows a move from a **martial art**.		
3 ... can think of two benefits of doing **crosswords**.		
4 ... **fancies taking up** another language or a musical instrument in future.		
5 ... can think of three **keep-fit** activities available in the local area.		
6 ... prefers online gaming to outdoor pursuits to **let off steam**.		
7 ... knows a very **encouraging** quote or saying.		
8 ... likes to follow **the hype** around celebrity trends.		
9 ... is either very good or **hopeless at** remembering people's names.		
10 ... has a creative **pastime** that they didn't take to straight away but that grew on them over time.		
11 ... has experience **performing**, for example in a play or in a musical group.		
12 ... thinks that to really **switch off**, nothing beats spending time in nature.		

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1B Grammar 1 Narrative tenses

1 **Work in pairs. How often do you laugh in your studies or at your workplace?**

2 **Choose the correct alternatives to complete the story.**



I [1]*sat/was sitting* in the middle of my first English class at university, when suddenly I [2]*heard/was hearing* the most unexpected sound: a cat! Everyone [3]*had started/started* laughing and looking around for the animal. Even the teacher, who [4]*had been/had been being* in the middle of explaining a grammar point, [5]*couldn't/wasn't being able to* keep a straight face. When I [6]*realised/was realising* the sound [7]*came/was coming* from my own bag, I [8]*turned/was turning* bright red. I suddenly [9]*remembered/had been remembering* that my flatmate [10]*played/had been playing* on my phone that morning. Obviously, she [11]*'d changed/'d been changing* the ring tone as a practical joke. I [12]*switched/was switching* it off as quickly as I could, but for many weeks afterwards, my classmates [13]*were always asking/had been always asking* whether I [14]*'d brought/'d been bringing* any pets to class in my bag that day.

3 **Think of a time when something made you laugh. The situation can be real or imagined. Write some notes about it.**

4 **Work in pairs. Tell your partner your story. Guess whether your partner's story is real or imagined.**

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1B Grammar 2 Narrative tenses

1

a When / the last time / you / see a film?

b you / see / anything similar before?

2

a Why / you / enrol on this course?

b you / meet / any classmates before we / start?

3

a What / you / do / this time last year?

b you / already / decide / to take this course?

4

a Where / you / sit / during the last class?

b you / sit / before?

5

a What's an English word or phrase you / learn / recently?

b you / hear it / before?

6

a When / you / last receive / some 'snail mail'?

b you / expect / it?

7

a What time / you / get up this morning?

b you / set an alarm?

8

a What / you / think about / on the way to the lesson?

b you / allow / enough time to get here?

9

a What / you / get up to / last weekend?

b you / make / plans in advance?

10

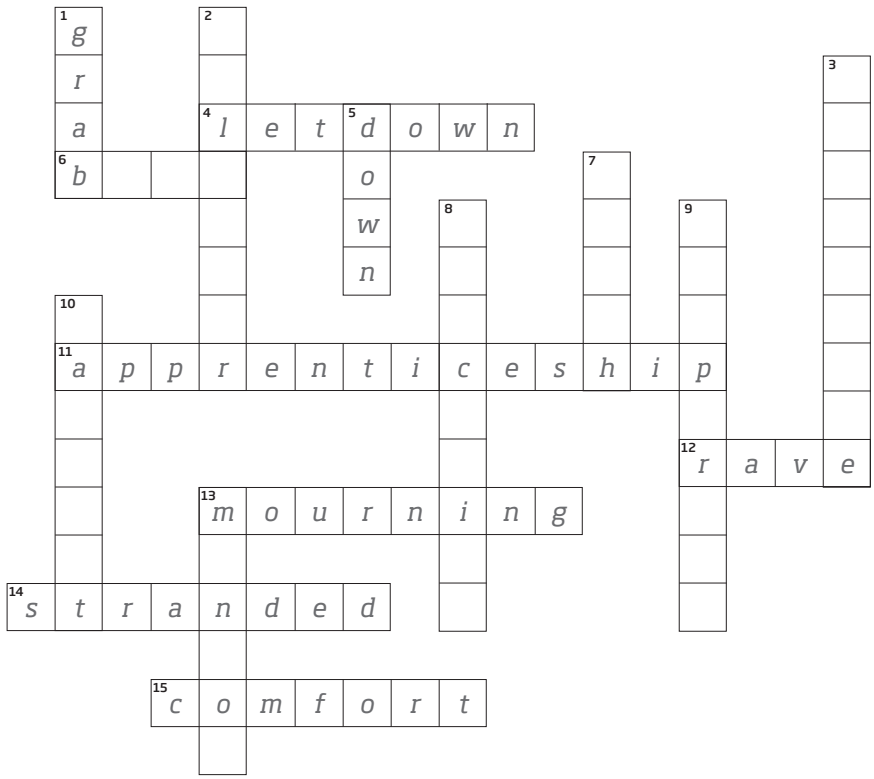
a When / the last time / you / do / something fun?

b you / look forward / to it for a while?

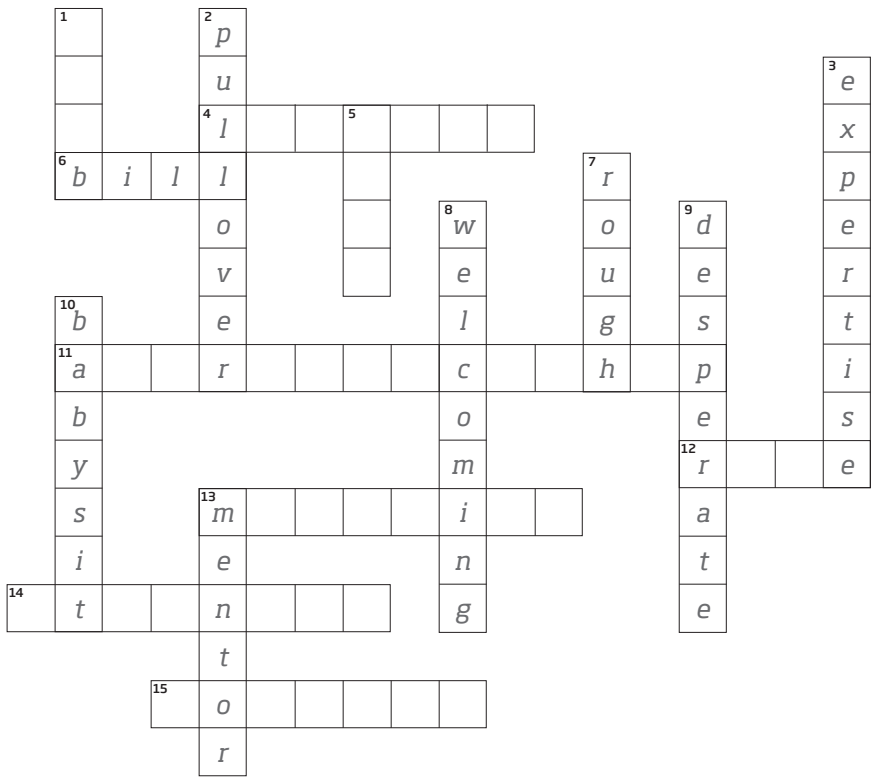
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1B Vocabulary Helping people

Student A



Student B



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1C Language focus 1 Exaggeration

1 **Work in pairs. What makes a good place to eat out? How do online reviews help people choose where to eat? How reliable do you think they are?**

2 **Complete the online reviews of places to eat with the phrases in the box.**

a few seconds	ages and ages	as if	died of hunger	entire	every ten seconds	heaven	like an oven
loads and loads	million times	to die for	to murder				



Top burger spot ★★★★★

This food truck is a [1] _____ better than any other fast-food place, it's always fresh and tasty. I arrived after a big night out, ready [2] _____ a burger, and I wasn't disappointed. My first one only lasted [3] _____, and it was so good I went back for round two!



Something for everyone ★★★

There are [4] _____ of choices at this place, so everyone in our group was happy, even my aunty, who usually complains [5] _____. The only downside was that the temperature inside was [6] _____, although staff eventually opened a window at my request.



Overcrowded ★

We had to queue for [7] _____ before we even got a table. Honestly, the [8] _____ city was there. I almost [9] _____ by the time our food finally came, and it wasn't even anything special.



Secret terrace ★★★★★

When you step out of the lift into this rooftop café filled with jungle-style palm trees and green plants, you feel [10] _____ you've entered another world. Seriously, the views are absolutely [11] _____. And I highly recommend the lemon cheesecake, it's like a piece of [12] _____!

3 **Write a review about a place you've been to. Use at least three different types of exaggeration.**

_____

_____

_____

_____

_____

_____

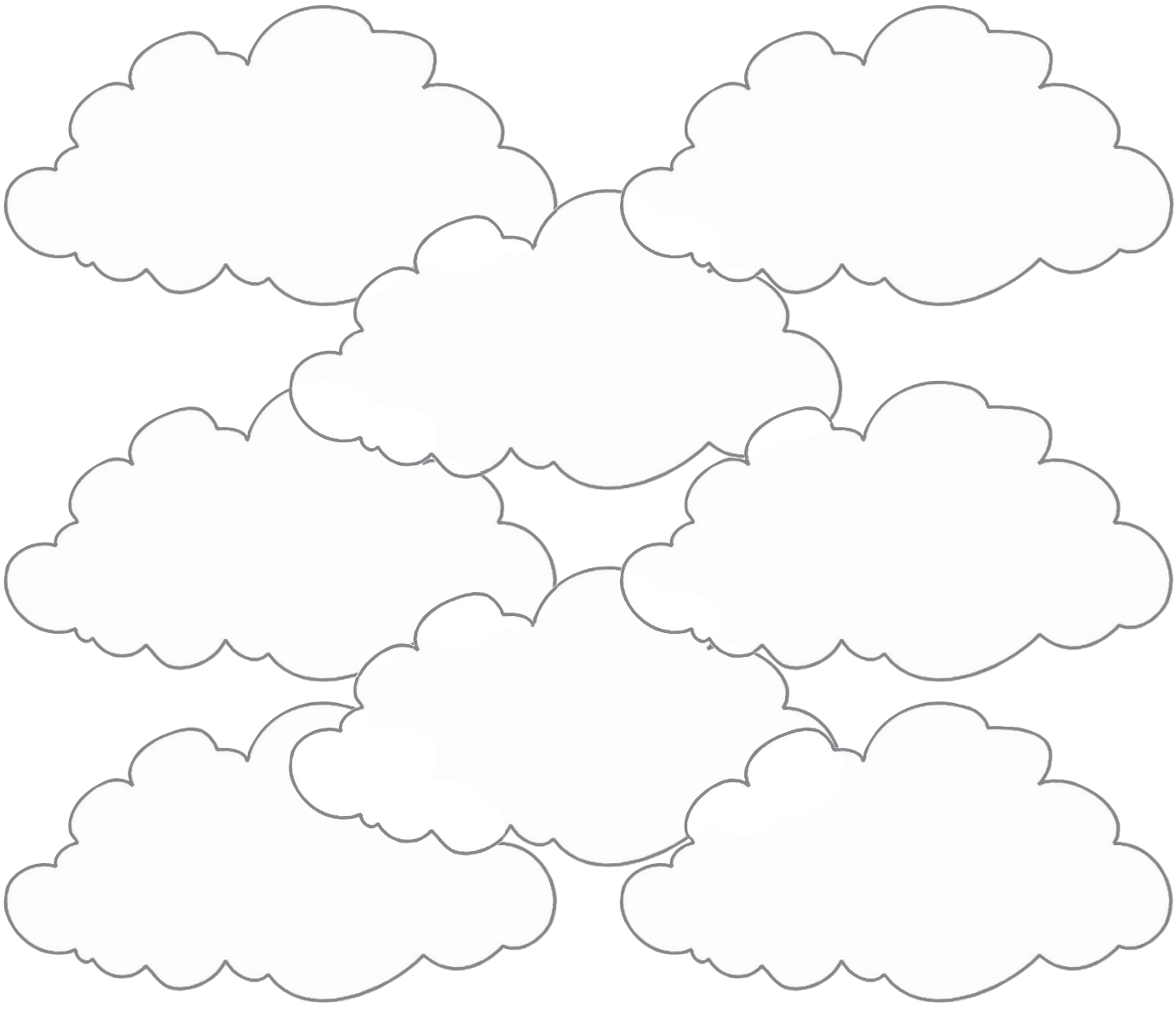
4 **Work in pairs. Read your reviews. Can you identify the exaggeration(s) in your partner's review?**

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1C Language focus 2 Exaggeration

Choose eight things from the list and write the answers to them in the clouds below. Don't write them in order.

A skill that takes hours and hours to learn
A food you'd kill for right now
A chore or job you spend half your life doing
Something that costs a small fortune
A place you know that's like the Arctic
A reminder you've been given thousands of times
A place you know that's like an oven
Something that could make you die of boredom
Someone you've known for years and years
A food you're dying to try
Something that makes you rush around like a mad person
A topic you tend to go on and on about to whoever's listening



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1C Vocabulary At work

1 **Choose the correct alternatives to complete the work situations.**

Can you come up with coping strategies for the following work situations?



1. Your co-worker *speaks*/*goes* on and on about how incompetent the boss is.
2. A customer *undermines*/*underlines* your service with an awful online review.
3. Your colleagues keep unfairly pointing the *hand*/*finger* of blame at one employee for everything that goes wrong.
4. You have too many *pointless*/*pointed* meetings.
5. Someone plays music on their computer and you find it really *distracting*/*distracted*.
6. You arrive at work to find your favourite cup has been knocked off your desk and *smashed*/*jammed* to pieces.
7. A fellow worker has a go *at*/*to* you about being late in front of everyone.
8. The printer keeps getting *jammed*/*smashed* with paper and nobody fixes it.
9. One of your major *irritations*/*irritates* is that your boss sends you emails after hours.
10. There's a lot of pressure to wear expensive clothes and have the latest *budget*/*gadget*.





2 **Work in groups. Which three situations do you think are the most irritating? Which situation do you think would be easiest to deal with?**

3 **Work in groups. Brainstorm coping strategies for each situation.**

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2A Grammar 1 The future in the past

1 Complete the sentences to report the thoughts about the future seen from the past.

Thoughts in the past about the future	Report past thoughts in the present
The clinic's due to open at 9 a.m.	1 The clinic *was due to open* at 9 a.m., so why aren't they answering the phone?
What a spectacular fall. He'll be out of action for a while.	2 His fall was spectacular, so I knew he _____ for a while.
Oh no, she's about to vomit.	3 I realised _____ so I grabbed a bucket.
I'm due for a check up.	4 Even though I _____, I just never got around to it.
I'm not going to be an organ donor.	5 I _____ an organ donor, but then I changed my mind.
We might not be able to get an appointment.	6 I had a feeling _____ an appointment, and I was right.
Let's go hiking on Saturday.	7 We _____ on Saturday until I strained a muscle in my leg.
He's not sure how long he'll have to stay in hospital.	8 He _____ in hospital. Fortunately, he made a quick recovery.
I'm just about to see the doctor.	9 I _____ when an emergency came in and I had to wait another two hours.

2 Write two sentences of your own to report thoughts about the future seen from the past. Then share them with a partner.

Thoughts in the past about the future	Report past thoughts in the present
_____ _____	_____ _____ _____
_____ _____	_____ _____ _____

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What's your excuse?



1 Why didn't you bring your homework?
Classmate's answer:

2 Why did you change your mind about coming to the party last week?
Classmate's answer:

3 Why didn't you finish the project on time?
Classmate's answer:

4 Why haven't you been to the dentist recently?
Classmate's answer:

5 I thought you were going to Australia last summer. Why didn't you go?
Classmate's answer:

6 It's like an oven in here. Why haven't you opened a window?
Classmate's answer:

7 Why didn't you call me when you said you would?
Classmate's answer:

8 Why haven't you cleaned the kitchen?
Classmate's answer:

9 Why didn't you return your library book on time?
Classmate's answer:

10 Why did you arrive late today?
Classmate's answer:

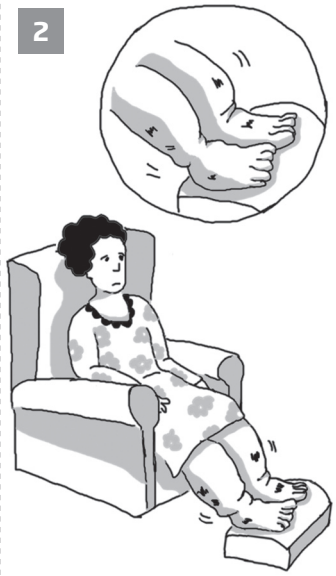
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2A Vocabulary Injuries and illnesses

1



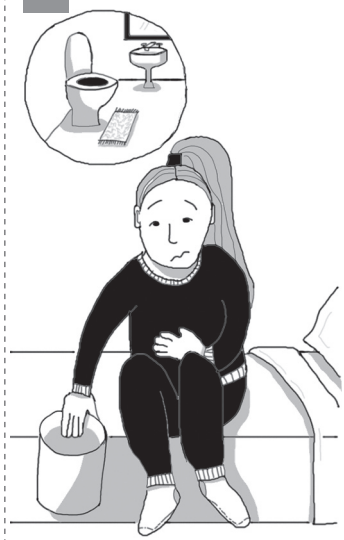
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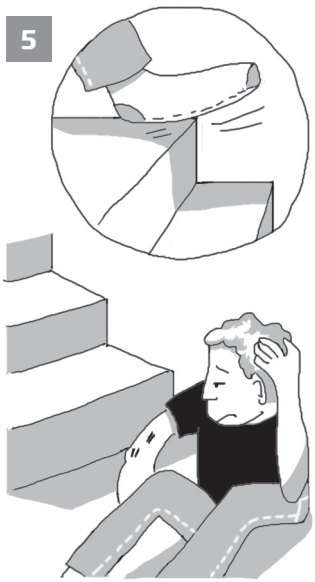
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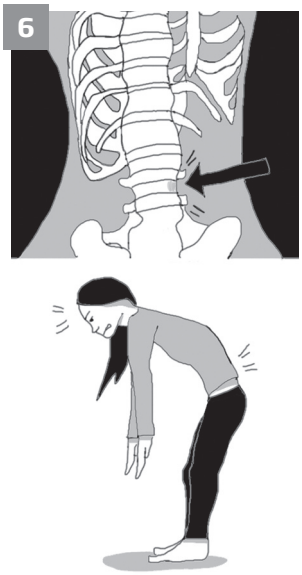
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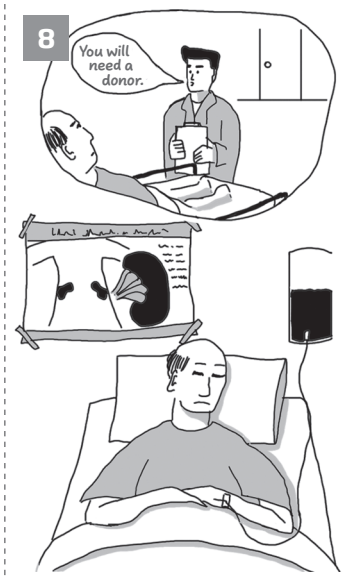
6



7



8



a bashed / black and blue

b irritated / itchy

c strained / out of action / limp

d spinal / severely restricted mobility

e bumped / out cold

f developed arthritis / swollen joints

g kidney failure / an organ donor / transplant

h came down with a stomach bug / vomit

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2B Grammar 1 Double comparatives



1 Complete the sentence with a double comparative so it is true for you.

The more I revise English vocabulary, …

2 Rewrite the sentences using double comparatives to write two poems.

When I revise more, I remember more.
When I remember more, I feel more confident.
When I feel more confident, I speak more fluently.
When I speak more fluently, people respond more.
When people respond more, I become more motivated.
When I become more motivated, I revise more …

The more I revise, the more I remember.

When I revise more, I stay up later.
When I stay up later, I sleep for fewer hours.
When I sleep for fewer hours, I have less energy.
When I have less energy, I concentrate less.
When I concentrate less, I retain less information.
When I retain less information, I need to revise more!

3 Practise reading the poems aloud. Is either one true for you? Why/Why not?

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2B Grammar 2 Double comparatives

1 He finds it hard being sixteen. He wishes he was older!	**2** She's just started learning English and needs some encouragement.
3 It isn't easy to make new friends when you move to a new town.	**4** This place is a mess. But I really do not feel like cleaning it up.
5 The restaurant was so slow. Everyone was dying of hunger by the time the food arrived.	**6** She doesn't do any exercise. She says it's too hard.
7 He's had a big clean out and got rid of a lot of possessions. His apartment looks huge!	**8** There just aren't enough hours in the day for all my assignments! I wish I had more time.
a The more you have, the more you waste, in my experience!	**b** Come on, the quicker we start, the quicker we'll finish.
c That's understandable. The less you do, the less you want to do.	**d** Really? The younger you are, the more fun you have.
_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

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2B Vocabulary Charities

tackle a problem

raise awareness

lobby a government

sustainable development

empower minorities

economic deprivation

degree of expertise

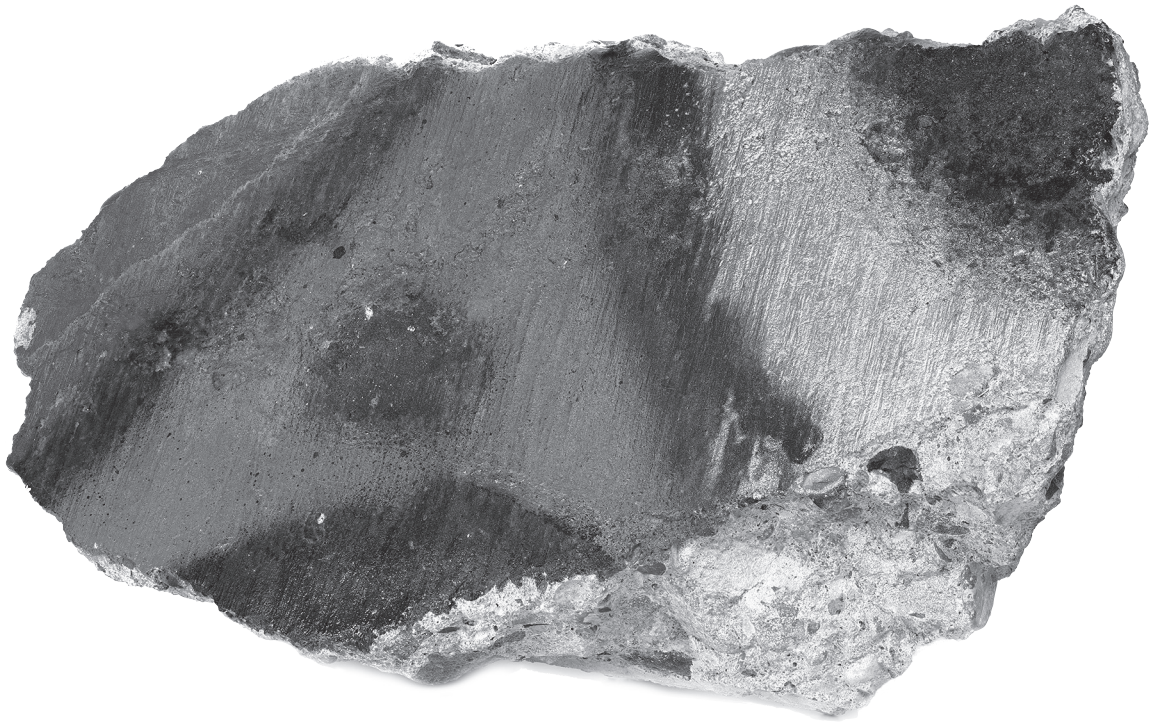
worthy of donations

campaign for change

reclaim the streets

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2C Language focus 1 Negative questions



1 Complete the conversation with the words in the box.

aren't (x2)	can't	didn't	don't	haven't	isn't (x2)	shouldn't	wouldn't

A: Happy Birthday, Kris!
B: Thanks. [1]_____ you good to remember?
A: I've got you a little something too.
B: [2]_____ I tell you not to get me anything?
A: I know, but I couldn't resist! Well, [3]_____ you going to open it?
B: OK, well … Oh. Well, [4]_____ this interesting? Err … thank you so much!
A: Oh no, [5]_____ you like it?
B: It looks great, but … I'm just not 100 percent sure what it is.
A: Seriously, [6]_____ you guess?
B: No, not really! [7]_____ you like to tell me?
A: It's a piece of the Berlin wall. [8]_____ you ever realised your birthday is on the anniversary of it coming down?
B: I hadn't actually, but [9]_____ that cool? Thank you!
A: Now, seeing as it's your birthday, [10]_____ we go out and celebrate?

2 Work in pairs and practise reading the conversation.

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2C Language focus 2 Negative questions

Student A

1 Put the words in the correct order to complete the negative questions.

1 _____ assignment yet?
(haven't / your / finished / you)

2 _____ cup of tea?
(don't / you / a / want)

3 _____ with Kathy Brown?
(didn't / use / you / to / work)

4 _____ to the film tonight?
(you / coming / aren't / with us)

5 _____ freezing in here?
(think / don't / you / it's)

6 _____ class?
(isn't / an / this / enjoyable)

2 Work with Student B. Take turns to read questions 1–6, and respond with a–f.

a Yeah, didn't we meet at that charity event last year?
b I'm not due there until later this afternoon.
c I haven't for a while, they don't agree with me.
d No, I've never been there.
e I'm sorry, all prices are fixed here.
f Yeah, I love this kind of weather.

3 Write three negative questions of your own. Share them with Student B.

Student B

1 Put the words in the correct order to complete the negative questions.

1 _____ at the dentist?
(supposed / aren't / to / you / be)

2 _____ day?
(gorgeous / isn't / a / it)

3 _____ anymore?
(dairy products / eat / you / don't)

4 _____ Malaysia last year?
(to / didn't / go / you)

5 _____ a discount?
(can't / you / me / give)

6 _____ before?
(haven't / met / somewhere / we)

2 Work with Student A. Take turns to read questions 1–6, and respond with a–f.

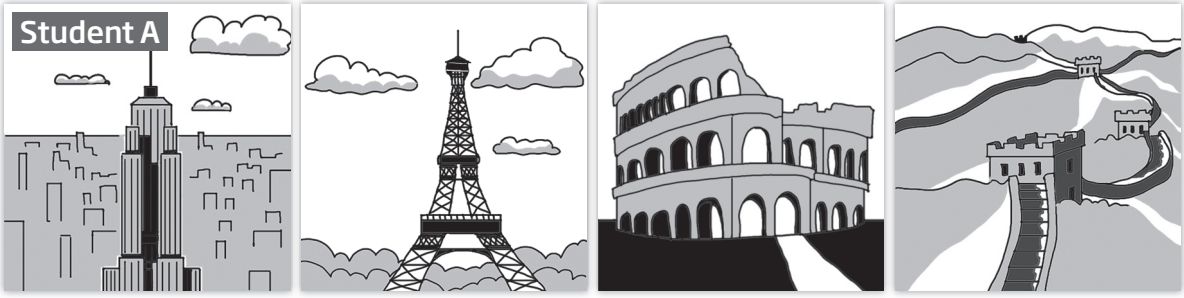
a Absolutely! It's the highlight of my week.
b The name doesn't ring a bell, sorry.
c No thanks, I've actually just had one.
d It's almost done, I just need to proofread it.
e I was going to, but, unfortunately, something's come up.
f I suppose it is. Shall we turn on the heating?

3 Write three negative questions of your own. Share them with Student A.

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2C Vocabulary Old and abandoned buildings

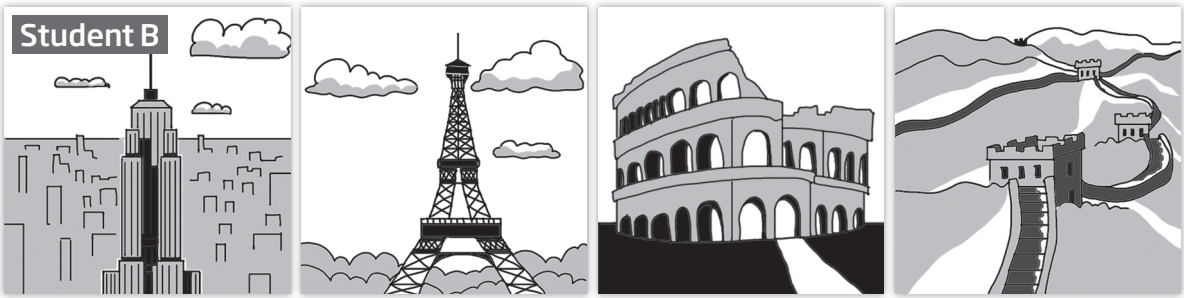
Student A



DID YOU KNOW . . . ?

- After construction, the Empire State building was close to going **bankrupt** so the owners raised funds by charging visitors to visit the top floor. It quickly [1]_____ an iconic New York experience.
- The Eiffel Tower was built as a temporary structure and was due to be **demolished** in 1909, twenty years after it was built.
- Last year around 50,000 people toured Pripyat, a town which was [2]_____ after the Chernobyl nuclear disaster. Surprisingly, many of the buildings have been **taken over** by plants.
- Rome's famous attraction, the Colosseum, lay [3]_____ for hundreds of years, covered in weeds.
- Some small Spanish towns with **declining** populations are actually paying people to move there. They hope to [4]_____ their areas to busy centres.
- Steps have had to be taken to stop the Great Wall of China **shrinking** because of weather and some tourists taking bits of the wall.
- Every year, thousands of people complain to online map providers that the pictures of their home or business are [5]_____ .

Student B



DID YOU KNOW . . . ?

- After construction, the Empire State building was close to going [1]_____ so the owners raised funds by charging visitors to visit the top floor. It quickly **turned into** an iconic New York experience.
- The Eiffel Tower was built as a temporary structure and was due to be [2]_____ in 1909, twenty years after it was built.
- Last year around 50,000 people toured Pripyat, a town which was **abandoned** after the Chernobyl nuclear disaster. Surprisingly, many of the buildings have been [3]_____ by plants.
- Rome's famous attraction, the Colosseum, lay **neglected** for hundreds of years, covered in weeds.
- Some small Spanish towns with [4]_____ populations are actually paying people to move there. They hope to **restore** their areas to busy centres.
- Steps have had to be taken to stop the Great Wall of China [5]_____ because of weather and some tourists taking bits of the wall.
- Every year, thousands of people complain to online map providers that the pictures of their home or business are **outdated**.

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3A Grammar 1 Ways of expressing the future

1 Work in pairs. What are you looking forward to at the moment?

2 Read Sam's email. What is happening next month? Complete the email with the phrases in the box.

hoping to (x2)	is set	'll be waiting	'm considering	may still be	planning
's expected	should	shouldn't	supposed to	thinking of	

Hi Angie,

I'm really looking forward to seeing you next month. Thanks for sending through your arrival details, I [1] _____ for you at the airport at 10 a.m. on the 3rd May.

It's [2] _____ be warming up, so don't forget to pack your swimming costume, as I'm [3] _____ to take you to a gorgeous lake. I'm also [4] _____ show you the local markets. They [5] _____ have some amazing fresh berries at this time of year.

For a day trip, I'm [6] _____ take you to our nearest castle. It has been closed for restoration but it [7] _____ to re-open to the public any day now. Apparently, it [8] _____ to become a popular film location!

I wondered if you could let me know how long you are [9] _____ staying. I guess you [10] _____ working out your plans. It's just that I [11] _____ taking a few days off work to show you around. It [12] _____ be a problem because I've saved up plenty of leave.

I can't wait to catch up, it's been far too long!

Sam

3 Imagine a family member or friend is coming to stay. Write an email to them, sharing your plans for their visit. Use at least four different future tenses.

4 Work in pairs. Swap your emails and check each other's use of future tenses.

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3A Grammar 2 Ways of expressing the future

What are you planning to do when you next have some free time?

What do you think the weather should be like tomorrow? Is it expected to change?

In the future, what contexts are you hoping to use English in?

Are you supposed to be bringing anything in particular to your next English class?

Do you think tourist numbers are expected to rise in this area?

Are you set to continue living where you are for now?

Will you be doing anything to improve your English besides coming to class?

Do you think we will still be using the same forms of daily transport in twenty years' time?

How are you thinking of spending next summer?

Are you considering travelling anywhere over the next couple of years?

Are you supposed to be cooking dinner tonight? If so, what are you planning to make?

Is your country's population set to increase or decline in the next few years?

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3A Vocabulary Talking about the weather

1 Choose the correct alternatives in the sentences. Then tick the statements you agree with.

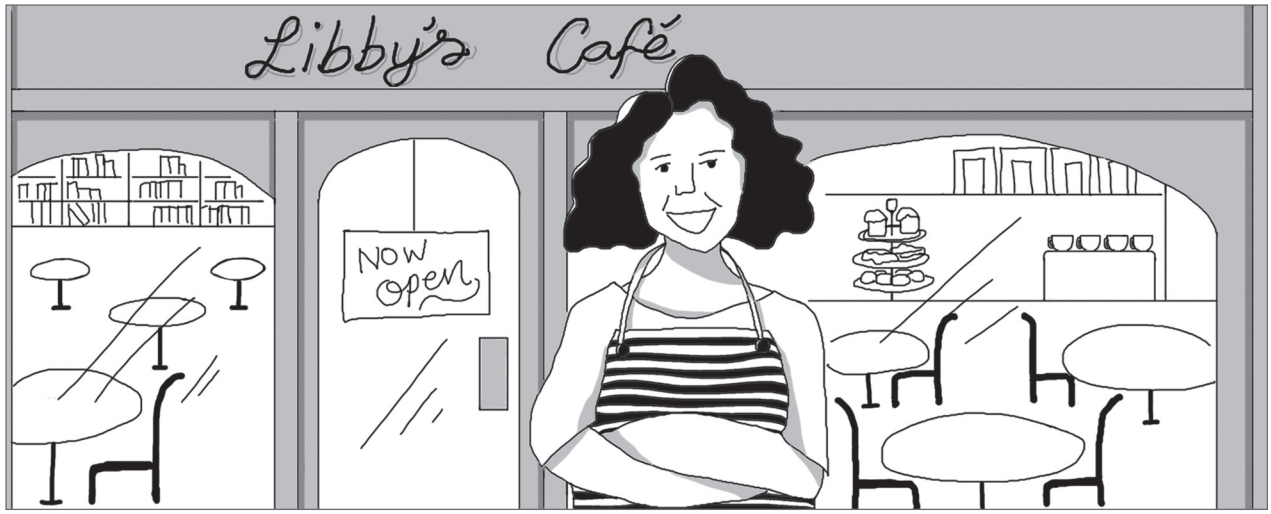
2 Find a classmate with the same answer as you for each question. Ask a follow-up question to each classmate you talk to.

	Agree?	Classmate with the same answer
1 If it's blowing a *breeze/gale*, I enjoy walking outside.		
2 On a *glorious/bitter* sunny day, people are in a better mood than on a miserable day.		
3 I love listening to a good *thunderstorm/frost*. And watching the lightning too.		
4 I've experienced *chilly/humid* weather, like a frost or snow.		
5 I'm usually optimistic that the weather is going to brighten *up/out*, even when it doesn't.		
6 We don't need to worry about it *soaking/flooding* where I live.		
7 Humid, *sticky/crisp* weather is becoming more common here.		
8 In my hometown, it might be fine one minute and pouring *down/out* the next.		
9 I've been *flooded/soaked* to the skin from wet weather before.		
10 I don't like to go out in the rain, even if it's only *spitting/pouring*.		



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3B Grammar 1 Verb patterns and reporting



1 Choose the correct alternatives a, b or both to complete the sentences.

1 Libby's friends **encouraged** _____ her dream of opening a small organic café.
a her to pursue **b** to pursue

2 They **discussed** _____ the café at length.
a to name **b** naming

3 Eventually, someone **suggested** _____ *Libby's*.
a she call it **b** that she call it

4 All went relatively well until Libby got a letter **demanding** _____ the café's name.
a she change **b** that she change

5 The letter, from a global corporation, **warned** _____ their trademark of the word *Libby's*.
a her she was breaching **b** her breaching

6 They threatened _____ **legal action** if she didn't change it.
a taking **b** to take

7 Libby's friend **advised** _____ the situation on social media.
a her to post **b** posting

8 Thousands of people **criticised** _____ in an online petition.
a the global corporation **b** at the global corporation

9 However, the company **rejected** _____ and sent a lawyer to *Libby's*.
a the petition **b** to the petition

10 Libby was so stressed out by this point that she **promised** _____ the name.
a changing **b** to change

11 She **blamed** _____ **the company** and wished she hadn't taken a stand against them.
a her stress on **b** on her stress

12 She changed the name to *No-name Café* and it became a big success. A few years on, she **admitted** _____ had ultimately been helpful for her business.
a that the publicity **b** the publicity

2 Work in pairs and discuss the questions.

- When is it fair for companies to demand other companies change their names?
- Would you advise a friend to post about business problems or work situations on social media? Why/Why not?

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3B Grammar 2 Verb patterns and reporting

… me to watch a legal drama with them.	In court, the defendant admitted …	… that he had been at the scene of the crime.	The police warned …
… drivers to slow down or they would face a fine.	The new judges promised …	… to give fair rulings.	The engineers discussed …
… applying for a patent for their new design.	At the beginning of the trial, the judge advised …	… the jury to weigh up the evidence carefully.	My lawyer warned …
… me that I might not win the appeal.	At the end of class, the lecturer reminded …	… his students to study for the exam.	The judge rejected …
… the prosecution's request for a break.	At the party, a lawyer was boasting …	… that she had won a very difficult case recently.	The media criticised …
… the claimant's behaviour on the news.	Accused of theft, the defendants admitted …	… entering a house but denied they took anything.	After their separation, the parents agreed …
… to share custody of their children.	Questioned by the police, she confessed …	… to all the charges of corruption she faced.	At the job fair, the police encouraged …
… young people to consider a career with them.	The property lawyer suggested …	… that we try to negotiate a better deal on the land.	Environmental journalists are discussing …
… what the ruling's impact will be on native forests.	By signing the contract, I agreed …	… to follow the terms of the agreement.	The architect blamed …
… the problems on the construction company.	The company threatened …	… to sue for damages for the lost profits.	Last night, my flatmates asked …

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3B Vocabulary The law and courts

plead guilty	petty crime
cause a nuisance	corruption
crack down on	claimant
patent	online fraud
restrict access to information	testify for the prosecution
the defence	custody
deny the charges	award damages
the ruling	appeal against the verdict
be accused of a crime	terms of the agreement

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3C Language focus 1 *even* and *hardly*

1 **Complete the sentences with the words *even* and *hardly*.**

A Do you consider yourself sporty?



Rose

Definitely. [1]_____ a day goes by when I don't have some kind of training session for swimming or rowing. [2]_____ on my rest days, I usually kick around a ball with some friends or go for a hike.



Nabila

I'd [3]_____ call myself sporty, although I do make a habit of walking the three kilometres to work every morning. I'm quite strict with myself so I go [4]_____ if it's miserable weather.



Owen

[5]_____ though I enjoy sports, we've got two-year-old twins and we're expecting another baby so I [6]_____ ever get to play them these days!

B Which sport do you follow most?



Isabel

I'm a huge basketball fan, I [7]_____ ever miss a match. I think I've become [8]_____ more obsessed this season because my team is doing so well.



Jerome

Underwater hockey is my favourite sport – I [9]_____ know someone in the national team. I know [10]_____ anyone plays it compared to some other sports. It takes a lot of skill to be good at it!



Adrian

I [11]_____ follow any sports to be honest, I'm too busy with my postgraduate studies. People talk about the World Cup coming up and I don't [12]_____ know which sport they're talking about anymore.

2 **Write your own responses to the questions in Exercise 1. Use *even* or *hardly* in your answers.**

A _____

_____

B _____

_____

3 **Work in pairs. Ask and answer the questions using your answers from Exercise 2.**

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3C Language focus 2 *even* and *hardly*

START

1 public transport

2 travel

3 snacks

4 thunderstorms

5 driving

6 sports

7 habits

8 online gaming

9 eating out

10 abandoned buildings

11 mentoring

12 technology

13 workplace irritations

14 blockbusters

15 try something new for the first time

16 shopping

17 teamwork

18 photos

19 music

20 glorious weather

21 pastimes

FINISH













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3C Vocabulary Sport events, actions and news

I've competed at a club level for a long time while I work a regular job, but my dream would be to turn … (**pro**)

After the gold medal winner failed a drug test, she was … (**disqualified**)

I've almost finished my training on the track today. I'll just do one final … (**lap**)

He's gone for a run because of the calories he wants to … (**burn off**)

Even if you don't agree with what the referee says, it's best not to approach and talk … (**back**)

Top sports people often find companies who, in return for advertising products, will offer them … (**sponsorship**)

Did you see that kick to the striker's shins? It should have been a red card. Clearly, he was … (**fouled**)

They're never going to win if they keep losing the ball. You can't score if you don't have … (**possession**)

At my tennis lessons, the coach gave me a lot of tips to play better … (**strokes**)

It was a photo finish between the first two swimmers. For the whole race they were … (**neck and neck**)

It was such an incredible shot. I don't know how the goalie managed to save it. She really knows how to … (**dive**)

I could hardly believe the rumours about my favourite sportsperson cheating in the match. He's been accused of accepting … (**bribes**)

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4A Grammar 1 Defining and non-defining relative clauses

1 Complete the sentences with the relative pronouns in the box.

during which time	in which	of which	of whom	when
whereby	which (x2)	who (x2)	whose	why

2 In which three sentences could the relative pronouns be omitted?

3 Match sentences 1–12 with the words and phrases a–l.

1 This is a condition _____ makes it difficult for someone to read and spell. It is estimated to affect 5–10 percent of the population.

2 This collocation describes a group of relatives, some _____ may be grandparents, aunts or uncles.

3 This is an informal phrase _____ people use to say someone is able to act quickly and intelligently.

4 This verb describes an action _____ a person or organisation is requested to do a particular piece of work for which they are paid.

5 Apparently, feeling this way has risen over the last few decades, _____ social media use has soared.

6 If there's a time _____ you need another word to mean someone's child or children, you could use this.

7 This informal phrase could be used to describe someone _____ is very ill, unhappy or injured.

8 This quality is the reason _____ someone might make decisions, or take action, without waiting to be told what to do.

9 This adjective could describe a person _____ potential to be successful in a certain area is very high.

10 This adjective describes a part of someone's body _____ they have no feeling and cannot move.

11 This noun is often preceded by character adjectives, some _____ are *stubborn*, *mean* and *independent*.

12 This collocation means that a situation is good or acceptable to both or all the people _____ are involved.

a commission (v)

b streak

c extended family

d dyslexia

e offspring

f on the ball

g promising

h mutually beneficial

i paralysed

j initiative

k insecure

l in a bad way

4 Choose three words or phrases you have learned during this course. Write your own sentences about the words using relative clauses.

_____

_____

_____

5 Work in pairs. Share your three words or phrases for your partner to match.

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4A Grammar 2 Defining and non-defining relative clauses

c

A very good morning to everyone. I'd like to welcome all of our visitors,

e

some of whom have travelled a long way to be here today.

During this open day,

b

which has become an annual tradition here at Halsey College, you will have the opportunity to explore our beautiful campus,

f

whereby you'll experience a small taste of student life.

We also have a group of student volunteers,

j

who will guide you on your visit, waiting at the entrance over there.

You'll be taken to see the rooms,

d

in which teaching takes place, the dormitories

k

where students sleep, and the new recreational facilities,

h

which opened just last month.

Make sure you stop by the cafeteria between 12 and 3 p.m.,

g

during which time light refreshments will be served.

a

Thank you again for coming. By the end of the day, I am confident you will understand the reasons

i

why students love studying at Halsey College.



1 Put the cards in the correct order to create a welcome speech for a university open day.

2 Work in pairs. Imagine you have been asked to give a welcome speech in one of the following situations.

- An open day at your school, university or organisation.
- A group of contract workers to your workplace.
- A group of international students to your town.
- Your own idea.

Write your welcome speech. Use the words/phrases below to write at least five different relative clauses.

- during which time
- in which
- of which
- of whom
- when
- where
- whereby
- which
- who
- whose
- why

3 Work in groups. Read your welcome speeches to each other.

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4A Vocabulary Describing different age groups

1 My assistant is always ready to deal with unexpected issues, he's really _____ .

2 My little sister contacted several companies on her own _____ and got a job!

3 Since he was diagnosed with _____ , his teachers have been much more understanding.

4 Her stubborn _____ is coming out – everything we ask her to do turns into a battle!

5 We're looking for a web designer with a _____ eye for detail.

6 It was her first break-up and she's devastated. I'm afraid she's _____ .

7 My neighbour is a _____ violinist – he's just been selected to play in the national orchestra.

8 I know she's inexperienced, but I believe she has lots of _____ .

9 My boss was _____ from the waist down in a car accident a few years ago.

10 He's quite shy and feels a bit _____ when he meets new people.

dyslexia

paralysed

in a bad way

potential

initiative

promising

insecure

sharp

on the ball

streak

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4B Grammar 1 Noun phrases

1 **What do people usually wear to get married or attend a wedding in your culture? Is this changing over time? Why/Why not?**

2 **Put the words in the correct order to make noun phrases.**

3 **Complete the texts with the correct noun phrases, a–f.**

A

a dress / silk / patterns / detailed / with

_____

b India / the / of / capital / New Delhi,

_____

c wearing / people / bright / such / colours

_____

d I / wore / the / sari

_____

e clothes / traditional / Indian

_____

f celebrations / week-long

_____



My cousin's wife, Amita, grew up in [1] *b* . As part of their [2] _____ , wedding guests were encouraged to wear [3] _____ . I'd never seen [4] _____ . For example, [5] _____ was vivid-pink. Amita wore a [6] _____ .

Milly

B

a a / Sydney Opera House, / building / the / famous

_____

_____

b wedding / outfits / wearing / people

_____

c expensive / wear / you'll / the most / thing / ever

_____

_____

d perfect / portrait / wedding / the

_____

e spots / tourist / beautiful

_____

f I / a lot / see / something

_____



I work near [1] _____ , and [2] _____ is [3] _____ . A lot of overseas visitors spend their honeymoon travelling around [4] _____ , dressing up again for [5] _____ . I guess it's a clever idea to re-use [6] _____ !

Dan

4 **Work in pairs. Discuss the following questions.**

- Have you been to a wedding? What did you wear?
- What do you know about wedding clothes in different cultural traditions?

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4B Grammar 2 Noun phrases

1 Work in pairs. Make a list of ten things you need for one of the situations in the box, or your own ideas. Use a range of noun phrase types to give detail of the items you choose.

Top ten things ...
... for a fantastic trip to the beach.
... you need to wear around here to look like a local.
... to take in a carry-on bag for a long flight.
... for a student of English.
... for an emergency survival kit.
... needed for your favourite pastime.

TOP TEN THINGS ...

_____

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

2 Work in groups. Discuss why you chose the items on your list.

I think a reusable water bottle is a useful thing for a student to have, so you can stay hydrated in class.

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Student A



Student B



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4C Language focus 1 Prepositions 1

1 Complete the phrases with the correct preposition.

Finding common ground

1 A foreign country you would both be keen _____ visiting.

2 Something you both participate _____ regularly.

3 A topic you both think there should be more emphasis _____ at school.

4 A type of technology you both think too many people are addicted _____ .

5 Something you'd both like to succeed _____ .

6 Something you are both fed up _____ .

7 Something you both find people _____ their 20s and 80s have in common.

8 A global issue you both worry _____ .

9 Something you both check _____ a daily basis.

10 An animal you're both terrified _____ .

11 Something you've both done _____ accident.

12 Something you're both capable _____ doing quite well.

2 Work in pairs. Find answers you have in common for as many items as you can in five minutes. Write down your answers.

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Language focus 2 Prepositions 1



addicted	to	in	debt
appeal	to	jealous	of
approve	of	keen	on
by	accident	on	purpose
capable	of	rebel	against
crazy	about	succeed	in
dedication	to	terrified	of
emphasis	on	the key	to
fed up	with	without	doubt
have faith	in	worry	about

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4C Vocabulary Influences and identity

1 Choose the correct alternatives to complete each statement.

1. Leading sport stars are more *influential/meaningful* than politicians.
   1 2 3 4 5
2. It's *leading/pointless* for parents to tell their adult children what to do.
   1 2 3 4 5
3. Photos aren't as *blessing/meaningful* as they used to be because people take so many.
   1 2 3 4 5
4. If you've received some *equal/invaluable* advice, you have a duty to share it.
   1 2 3 4 5
5. *Rebelling/Standing out* against authority is a normal part of growing up.
   1 2 3 4 5
6. I hope some of this enthusiasm *rubs off/impacts* on me!
   1 2 3 4 5
7. At school, there should be more *emphasis/stand out* on skills relevant to day-to-day adult life.
   1 2 3 4 5
8. As we age, we usually get better at counting our blessings or feeling *gratitude/emphasis*.
   1 2 3 4 5
9. Over time, the personalities of your friends *impact/rebel* your own personality.
   1 2 3 4 5
10. I'd rather *stand out/rub off* than fit in.
    1 2 3 4 5

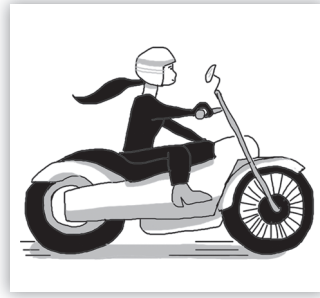
2 Decide how much you agree from 1 to 5 (1 = strongly disagree, 5 = strongly agree).

3 Work in pairs. Take turns to choose a statement to discuss.

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5A Grammar 1 Continuous forms






1 **Work in pairs. Look at the pictures. Think of an advantage and a disadvantage for each form of commuting.**

2 **Complete the comments 1–4 and replies a–d with the correct form of the words in brackets.**

1 I saw a video of a guy who lives in Barcelona but _____ (commute) to London four days a week for the last few years, an eighty-minute flight each way!

2 I _____ (drive) to work yesterday and saw a very near miss between one of those e-scooters and a pedestrian. I _____ (start) to think e-scooters should be banned.

3 I finally got my motorcycle licence yesterday. I _____ (ride) to work from now on!

4 At the moment remote worker numbers _____ (grow). In a few years' time I think the majority of office workers _____ (might/work) from home.

a Really? I _____ (use) one for a while. I find it fun, fast and convenient.

b Now I _____ (wonder) about asking my boss if I could start doing it one day a week!

c _____ you _____ (think) about it for a while? I _____ (consider) getting mine last summer, but I never got around to it.

d Wow, he _____ (must/spend) a fortune on plane tickets!

3 **Match comments 1–4 with replies a–d.**

4 **Work in pairs. Discuss your opinions on comments 1–4.**

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5A Grammar 2 Continuous forms

1 **Complete the sentences with the correct continuous form of the verbs in brackets. More than one form may be possible.**

2 **Find a classmate for as many statements as you can. Write their name in the second column.**

Find someone who ...	Name
1 _____ (live) in this area for a similar length of time to you.	
2 _____ (watch) an addictive series at the moment.	
3 _____ (might/go) out of town in the next few weeks.	
4 _____ (stop) to do something on the way home today.	
5 recently made a decision he/she _____ (think) about for a while.	
6 _____ (celebrate) something very soon.	
7 _____ (concentrate) during the explanation of continuous forms.	
8 _____ (wouldn't/sit) here if they heard their favourite celebrity was nearby.	

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BEAT THE RUSH!



15
14
13
12
11
10
9
8
7
6
5
4
3
2
1



major hold-up on the southbound carriageway	☐	suspicious package on the road	☐
take the new bypass to save time	☐	debris on the tracks	☐
no delays to report	☐	major roadblock after a lorry shed its load	☐
you avoid a tailback	☐	traffic is crawling	☐
a building has been evacuated and people are blocking the road	☐	power failure causes underground evacuation	☐
roadworks slow things down	☐	traffic lights not working	☐
train is out of order, take the replacement bus service	☐	diversion due to a pile-up	☐
conductor gives the all-clear for the train to leave the station	☐	traffic is flowing freely	☐

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5B Grammar 1 Participle clauses

1 Look at the poster about New Zealand. Which of the tourist attractions sound most appealing to you?

2 Rewrite the first half of each sentence as a participle clause.

Destination New Zealand



1 Ninety Mile Beach
This golden beach offers sand dunes, surf and sunsets. It is almost never-ending!
_____, this golden beach is almost never-ending!



2 Waitemata Harbour
Once you've explored Auckland city, take a ferry from the mainland to visit one of the many islands nearby.
_____, take a ferry from the mainland to visit one of the many islands nearby.



3 Goat Island
This marine reserve was established in 1975. It has great snorkelling along its rocky shoreline.
_____, this marine reserve has great snorkelling along its rocky shoreline.



4 Rotorua
After you spend the day mountain biking, relax in a natural thermal pool.
_____, relax in a natural thermal pool.



5 Tongariro Crossing
This walk has been voted one of the world's best one-day hikes. It will take you through diverse landscape with volcanic ridges, valleys and forest.
_____, this walk will take you through diverse landscape with volcanic ridges, valleys and forest.



6 Abel Tasman National Park
As you hike from bay to bay, you can stop for a swim in clear turquoise waters.
_____ you can stop for a swim in clear turquoise waters.

3 Choose two natural wonders or tourist attractions which you would you recommend in your country. Describe them using participle clauses.

4 Work in groups and share your ideas.

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5B Grammar 2 Participle clauses



Base camp, Mount Everest, the Himalayas, Nepal

1 **Work in groups. What do you know about Mount Everest?**

2 **Listen to a text about Mount Everest. Take notes.**

3 **Work in groups. Reconstruct as much of the text as you can. Use participle clauses.**

4 **Compare your text to the original.**

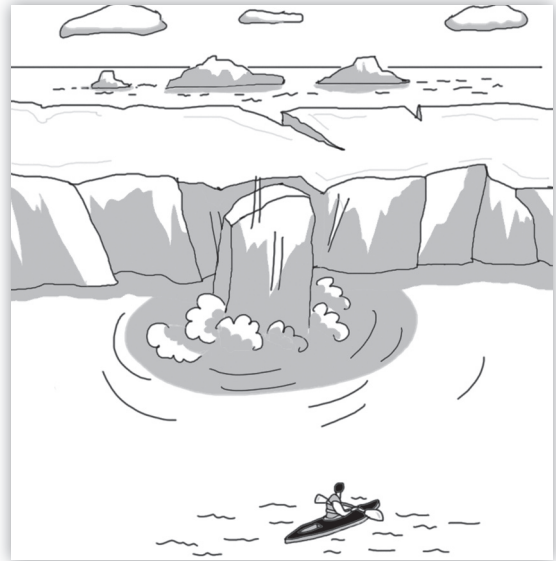
Rising to 8,848 metres above sea level, Mount Everest is the world's highest peak. Located in the Himalayas, its summit is on the border between Nepal and Tibet. Formed over millions of years, the ranges grow in height by a few centimetres annually.

Climbed successfully for the first time in 1953, Mount Everest has become a popular tourist destination. Having said that, the climb is incredibly dangerous. Facing icy temperatures and limited oxygen, only a few adventurers make it up the final ridge.

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5B Vocabulary Geographical features

Student A



1 Work with Student B. Take turns to read a phrase describing a tourist experience. Complete your partner's phrases with the words from the box.

channel	marsh	ridge	sandy
shoreline	valley		

1 Swim under a _____ .
2 Dive in a marine _____ .
3 Ride a camel on sand _____ .
4 Watch ice break off a _____ .
5 Walk a mountain _____ , high above sea level.
6 Visit a remote island far from the _____ .

2 Do you know any places where you could do the experiences in Exercise 1?

3 Discuss which of the experiences you have done, would like to do or would never do.

Student B



1 Work with Student A. Take turns to read a phrase describing a tourist experience. Complete your partner's phrases with the words from the box.

dunes	glacier	mainland
pass	reserve	waterfall

1 Abseil off a _____ .
2 Relax on a _____ beach.
3 Explore a rocky _____ at low tide.
4 Kayak across a _____ .
5 View autumn leaves in a forest _____ .
6 Spot wildlife at a _____ .

2 Do you know any places where you could do the experiences in Exercise 1?

3 Discuss which of the experiences you have done, would like to do or would never do.

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5C Language focus 1 Translation and collocation

1 Choose the correct words to complete the phrases.

1 a friend's *house/home*
2 be in a care *house/home*
3 do up my *house/home*
4 feel at *house/home*
5 go round to their *house/home*
6 heading *house/home*
7 *house/home* hunting
8 *house/home* improvement
9 leave *house/home*
10 *house/home* ownership
11 wake up the whole *house/home*
12 *house/home*-warming party

2 Complete the sentences with the correct form of the collocations from Exercise 1.

1 Quick, turn that alarm off, you're going to _____ !
2 My grandmother, who _____ , is frail, but sharp as ever.
3 I've been invited to a _____ . What shall I take?
4 Seeing as you can do virtual tours, _____ is becoming much easier in the age of the internet.
5 I don't enjoy _____ , but I'm happy to watch TV shows about it.
6 Just one more thing to do at the office, then I'll be _____ .
7 Young people sometimes move back in with their parents a few times before they _____ permanently.
8 I'm staying over at _____ tonight.
9 If I'm going to _____ , I always call first, even if I'm just dropping something off.
10 We're _____ in our spare time, starting with the kitchen.
11 The host was very kind and made us _____ .
12 Taking into account price rises, it isn't surprising that _____ rates are declining.

3 Which three collocations from this lesson are most relevant to you at the moment?

1 _____
2 _____
3 _____

4 Work in pairs and compare your answers. Give a reason for your choice.

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5C Language focus 2 Translation and collocation

Pair A cards



_____ make	my day _____
_____ make	sense _____
_____ make	yourself at home _____
_____ do	the cooking _____
_____ do	up a house _____
_____ do	our homework _____

Pair B cards



_____ make	a house a home _____
_____ make	the most of an opportunity _____
_____ make	sure that _____
_____ do	the dishes _____
_____ do	the right thing _____
_____ do	a good job _____

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5C Vocabulary Describing homes and decoration

1 two things that could be antiques	2 two household appliances worth a lot
3 two things that could be on a bookshelf other than books	4 two advantages of a spacious room
5 two advantages of storing items neatly	6 two ways someone might make their garden or patio shady
7 two suburbs that are very exclusive	8 two things someone could put in a pot
9 two places that should be spotless	10 two reasons someone might have blinds
11 two things someone might have stacks of	12 two things that could be polished
13 two things in a home that could be fitted	14 two things that could be made of china
15 two things that could be clutter	16 two reasons someone might put a certificate on their wall

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6A Grammar 1 Adverbs and adverbial phrases

1 **If you had an online shop, what would you sell? What strategies could you use to encourage people to buy your products?**

2 **Complete the blog post with the adverbs and adverbial phrases in the box.**

by name	equally	ever again	extremely	for a limited time	increasingly	in an advertisement
in English	in London	literally	not surprisingly	rapidly	sharply	thirty seconds later	without delay

HOME | BLOGS | FORUMS | ABOUT | CONTACTS

Five tricks to make you click

In an [1] _____ competitive market, online businesses often use clever strategies to get your cash.

1 Selling a dream

Companies do this with slogans, telling you that if you buy this shirt, 'you won't have to worry [2] _____'. They also do it with images and videos, which send messages like 'Buy this bag, and your daily life will transform into an amazing adventure' or 'Drink this coffee and you'll [3] _____ become successful.' Obviously, you know that these things aren't [4] _____ going to happen, but they may still motivate you to get out your credit card.

2 Using your name

Apparently, your name is the most powerful word you can hear [5] _____. More and more companies are personalising online ads and marketing campaigns to appeal to you [6] _____ to get your attention.

3 Including high impact words

[7] _____, many studies say that after your name, *you* is the most effective word in an advertisement. Other words [8] _____ which will supposedly persuade customers to buy things are: *now*, *free*, *results*, *guarantee*, *easiest* and *because*.

4 Highlighting stock limits

You could be influenced to purchase something [9] _____ by real or fake information related to product availability. If there's only one hat left in stock, naturally, you're more likely to buy it right now to avoid missing out. [10] _____ influential are warnings that deals are [11] _____ only, or [12] _____ general statements such as *prices may rise*.

5 I'll have what she's having

You are looking at umbrellas online when you suddenly get a notification that someone called Lisa [13] _____ just bought the exact model you were looking at. [14] _____, there's another note telling you that Jack in Toronto has bought one, too. This technique may convince you to buy this popular item now.

Of course, if you happen to work in online sales, you might want to try some of these tips yourself, and watch your profits rise [15] _____ as a result.

3 **Find and underline five other adverbs in the blog which the writer uses to show opinion.**

4 **Work in pairs and discuss the questions. Start sentences with adverbs or adverbial phrases.**

- Have you experienced any of the strategies in the blog post?
- Which of the strategies do you think is most effective?
- What other strategies do you think online businesses use?

Once ... *A couple of years ago ...* *Personally ...* *Obviously ...* *Generally ...*

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Who's who?

Student number:

1 _____
2 _____
3 _____
4 _____
5 _____

at this school	generally	incredibly	in the last few years	quickly

Who's who?

Student number:

1 _____
2 _____
3 _____
4 _____
5 _____

in another country	obviously	over recent years	quite	slowly

Who's who?

Student number:

1 _____
2 _____
3 _____
4 _____
5 _____

almost	at weekends	happily	in this area	personally

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6A Vocabulary Successful and failing businesses

1A Staff turnover is high.	**1B** Annual turnover is high.
2A I work in middle management.	**2B** I work in retail management.
3A I want us to focus on the positives.	**3B** I want our focus to be on the positives.
4A Let's branch out and try something new.	**4B** Let's try out the new branch in the city centre.
5A They're valued customers.	**5B** They're valuable customers.
6A We're struggling to get an edge over our competitors.	**6B** We're finding it difficult to get an edge over our competitors.
7A The government wants to break up the monopoly the company has on the market.	**7B** The government wants to split up the company which has control of the market.
8A We're interested in growing our sustainable agriculture company.	**8B** We're interested in sustainable growth for our agriculture company.
9A I sit on the company board.	**9B** I'm a member of the company board.
10A They're undermining us.	**10B** They're undercutting us.

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6B Grammar 1 Further passive constructions

1 **Work in pairs. Have you ever heard of, or participated in, Earth Hour?**

2 **Read the facts about Earth Hour. Choose the correct alternatives (a, b or both) to complete the sentences.**



Nanjing, a major city in China, goes dark for Earth Hour.

Earth Hour: switch off lights for the planet

1 You may have heard of Earth Hour, a global movement _____ annually in late March.
a held **b** is held

2 If _____ in Earth Hour, individuals, communities and businesses commit to turning off non-essential electric lights for one scheduled hour.
a they are involved **b** involved

3 Landmarks in big cities all over the world are switching off lights to show their support. It needs to be seen _____ !
a to have believed **b** to be believed

4 Many participants want to emphasise to world leaders that steps _____ to preserve our planet.
a must be taken **b** have to be taken

5 Earth Hour is rumoured _____ transformations such as the creation of a marine reserve in Argentina, a forest in Uganda and a plastic ban in the Galapagos.
a to have influenced **b** to be influenced

6 Another reason for Earth Hour is so that conversations about living a more sustainable lifestyle _____ .
a might be said to be started **b** might be started

7 It _____ that discussing issues and solutions may be the catalyst for longer-lasting changes.
a is believed **b** has believed

8 Earth Hour is said _____ millions of people to engage with climate change.
a to have influenced **b** to influence

9 After _____ successfully in Sydney in 2007 by the World Wildlife Fund, Earth Hour went international the next year.
a being hosted **b** to be hosted

10 Today, the event _____ to be hosted in over 188 countries and territories worldwide.
a has thought **b** is thought

3 **Work in pairs. Do you think Earth Hour is an effective way to encourage environmental transformation? Why/Why not? What other events might be hosted to highlight a green cause?**

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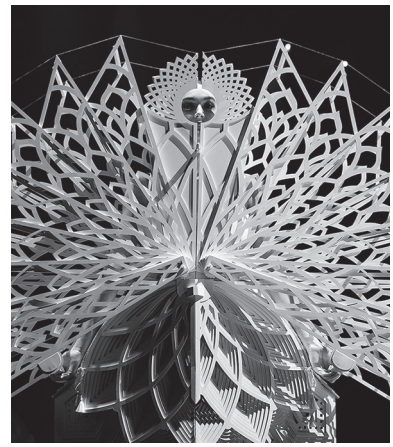
6B Grammar 2 Further passive constructions

Student A

1 Work with Student B to complete the text. Don't show each other your worksheets.

Wearable Arts Festival

In a wearable arts festival, the art [1] _____ by a model on stage. The outfits **have to be seen** [2] _____ ! Entrants **are only limited** by their imagination! Outfits [3] _____ of feathers, recycled bottles, paper, metal, even electric lights. One participant **interviewed** said he had spent 400 hours constructing a creation [4] _____ tractor tyre rubber. Competition is high, and only the very best entries **are selected to be modelled** in the show after [5] _____ for creativity, quality and safety. National competitions **are said to have inspired** thousands of schools to host similar events.



2 Choose a festival you both know about or invent your own festival. Think about ...

... what it's called.
... when it's enjoyed.
... where it could be hosted.
... what kinds of things might need to be set up or required.
... how long it's believed to have been going on.

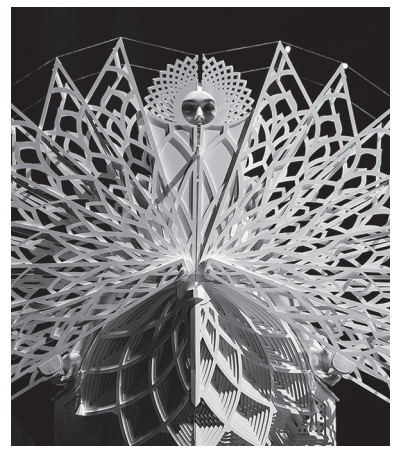
3 Work in groups. Tell each other about the festivals you chose.

Student B

1 Work with Student A to complete the text. Don't show each other your worksheets.

Wearable Arts Festival

In a wearable arts festival, the art **must be able to be worn** by a model on stage. The outfits [1] _____ **to be believed**! Entrants [2] _____ by their imagination! Outfits **could be made** of feathers, recycled bottles, paper, metal, even electric lights. One participant [3] _____ said he had spent 400 hours constructing a creation **made of** tractor tyre rubber. Competition is high, and only the very best entries [4] _____ in the show after **being judged** for creativity, quality and safety. National competitions [5] _____ thousands of schools to host similar events.



2 Choose a festival you both know about or invent your own festival. Think about ...

... what it's called.
... when it's enjoyed.
... where it could be hosted.
... what kinds of things might need to be set up or required.
... how long it's believed to have been going on.

3 Work in groups. Tell each other about the festivals you chose.

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6B Vocabulary Hosting events

1 What kind of **infrastructure** is required to successfully host a prestigious event?

2 How effective do you think **boycotts** are in prompting governments or organisations to change the way things are done?

3 What might be possible **catalysts** for a city to bid to host a major event?

4 What kinds of steps might reduce instances of **corruption**?

5 Why do you think cost **estimates** for hosting events often turn out to be inaccurate?

6 How could you find out about **grants** which are available in your area?

7 Think of a place that has gone through a **transformation** which has boosted visitor numbers.

8 Think of a high-profile building or piece of art. Do you know who was **commissioned** to design or make it?

A Something or someone that causes an important change or event to happen.

B An amount of money given to someone, especially by the government, for a particular purpose.

C The basic systems and structures that a country or organisation needs to work properly, e.g. roads, railways, electricity, etc.

D A calculation of how much it will probably cost to do something.

E Requested to do a piece of work for which they are paid, e.g. as an artist, designer or architect.

F When someone, especially someone with power, behaves in a way which isn't honest, legal or moral.

G When people refuse to buy or use something, or take part in something as a way of protesting.

H A complete change in someone or something.

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6C Language focus 1 Word grammar and patterns (*expect, surprised*)

1 Find and correct the mistake in six of the comments.

A Izzy and Pip have just been to a modern poetry reading.

1 The whole thing wasn't as long as I expected.

2 I'd have expected the poets being older, wouldn't you?

3 I was surprised that beautiful the venue looked at night.

4 I didn't expect there to be free food. Those crackers were delicious.

5 I wasn't expecting to be so crowded.

6 I was surprised how moving it was, actually.

B Tim and Matt have just been to a photographic exhibition.

1 The tickets were cheaper than I expect.

2 I wasn't expecting it having such a long queue to get in!

3 I was surprised how many photos were of landscapes I recognised.

4 I expected something more mediocre.

5 I suppose I was expecting the photos to be a bit more outrageous.

6 I didn't expect the photographer be there! That was cool.

2 Work in pairs. Take turns to say one of the comments. Respond by using a different grammar pattern with *expect/surprised* to show you agree.

A: I wasn't expecting there to be so many people there.
B: Yeah, I was surprised how many people there were, too.

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6C Language focus 2

Word grammar and patterns (*expect, surprised*)

1



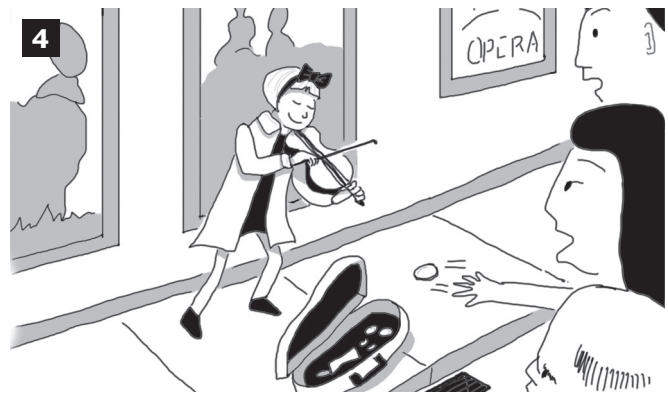
2



3



4



5



6



7



8



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6C Vocabulary Talking about arts events

- out of tune
- acts
- collaborative

- moving
- community arts project
- indie film

- outrageous
- cabaret
- fast-paced

- disappointment
- stand-up comedy
- intense

- mediocre
- photographic exhibition
- literary

- over-the-top
- gig
- folk duo

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7A Grammar 1 Adding comments using *must* and *can't*

1 Read the comments 1–7. Tick the appropriate responses. More than one response may be possible.

1 Guess what? I've got that job I applied for! I'm relocating to Thailand!
- ☐ **a** Congratulations! You must be so pleased!
- ☐ **b** You must have impressed them at the interview! Well done!
- ☐ **c** You can't have been pleased!

2 I've always wanted to live abroad!
- ☐ **a** You can't be excited.
- ☐ **b** You must be so excited!
- ☐ **c** You must have been so excited!

3 Unfortunately, a good friend also applied for the same job.
- ☐ **a** That must have been awkward.
- ☐ **b** You must have been in a difficult position.
- ☐ **c** That can't have been awkward.

4 We had a huge falling-out over it.
- ☐ **a** That must have been hard.
- ☐ **b** You can't be fun.
- ☐ **c** That can't have been fun.

5 Luckily, I hear he's now been offered another job.
- ☐ **a** That can't be a relief.
- ☐ **b** That must be a relief.
- ☐ **c** That must have been a relief!

6 Anyway, I've already found an apartment online.
- ☐ **a** You can't have been very efficient.
- ☐ **b** You must be very efficient!
- ☐ **c** You must have been very efficient.

7 It even has a roof-top pool!
- ☐ **a** You mustn't be serious! Lucky you!
- ☐ **b** You can't be serious! Lucky you!
- ☐ **c** You must be joking! Lucky you!



2 Work in pairs. Roleplay the conversation in Exercise 1. Take turns in each role. Respond to responses as if they were questions.

A: *Guess what? I got that job I applied for!*
B: *You must be so excited!*
A: *Yeah, I'm really pleased.*

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7A Grammar 2 Adding comments using *must* and *can't*

Student A

Work with Student B. Take turns to read the sentences (1–6). Respond using *must* or *can't* with a word or phrase from the box or your own ideas.

cool	exhausted	not fun	not true	pleased	useful

1 Hey. Did I tell you about my brother getting engaged? He and his fiancé are tying the knot next month.

2 I'm not sure if I've told you or not, but my interview went well and they've offered me the job.

3 I don't know if you knew or not, but the other week, someone slipped on the stairs in the office and broke their ankle.

4 I'm sorry, but I can't find your name on the class list.

5 So, last night, I heard this really weird sound on the roof.

6 As part of my course, I have to give a speech in front of 200 people.

Student B

Work with Student A. Take turns to read the sentences (1–6). Respond using *must* or *can't* with a word or phrase from the box or your own ideas.

easy	exciting	impressed them	not right	painful	scared

1 Did you know that the other day, a company was giving out free ice creams just outside this building?

2 Guess what? The bus broke down on the way to class and I had to walk for two hours to get here!

3 Someone told me our next class is going to be cancelled.

4 I'm not sure if I've told you or not, but I passed my driving test last week.

5 Yesterday, it started pouring down and I got soaked.

6 Hey. Did I tell you that I went to a really good conversation class the other day?

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7A Vocabulary Life's ups and downs

My grandparents are approaching their [1] _____, but they've had their ups and downs over the years.

They met for the first time when Gran [2] _____ to Canada for her [3] _____.

At a [4] _____ for new students, she met another student who was also originally from her [5] _____ Wales.

They started meeting to study, and eventually decided to [6] _____ as a couple.

They [7] _____ in the same week as their graduation.

Mum [8] _____ a few years after their wedding.

Unfortunately, my Mum was eight weeks [9] _____ and was seriously ill.

Mum says it took them a long time to [10] _____ having such a sick baby.

Then, when Mum was about ten, my Gran unexpectedly [11] _____ a large farm from a distant relative.

Sadly, my grandparents had a huge [12] _____ over what to do with it and decided they needed [13] _____.

They realised after just a few weeks that neither of them actually wanted a [14] _____ from each other.

Ten years later, Mum [15] _____, and it became just the two of them. Every time I visit, they seem really happy.

a trial separation	arrived	clean break	come to terms with	doctorate	falling-out
flew the nest	get-together	golden anniversary	inherited	make a go of it	native
premature	relocated	tied the knot			

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7B Grammar 1 Second, third and mixed conditionals

1 Work in pairs. In your experience, how common are the following things? Think of a potential problem related to each one.

- more bad news than good news
- fake news on social media
- rich individuals or companies controlling the media
- paywalls on news websites

2 Complete the opinions on the news with the correct conditional form of the verbs in brackets.



People [1] _____ (be) less anxious if they [2] _____ (not see) awful stories again and again online. If we all [3] _____ (consume) more good news, or less news overall, I think it [4] _____ (increase) our happiness.



I [5] _____ (find) it helpful if the internet [6] _____ (block) fake news more effectively. I'm embarrassed to admit that I've shared a few articles on social media, which turned out to be false. I [7] _____ (believe) them if they [8] _____ (appear) so realistic.



If huge companies and rich individuals [9] _____ (not own) news companies, they [10] _____ (have) such a big effect on the way news is presented. If citizens [11] _____ (realise) how much influence the owners have, they [12] _____ (ask) a few more questions.



On my city newspaper's website, they've recently introduced a paywall, which I think was a mistake. They [13] _____ (should/keep) the news free. If they [14] _____ (introduce) the paywall, I [15] _____ (still/read) their news.

3 Work in pairs. Do you agree with the opinions in Exercise 2? Why/Why not?

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7B Grammar 2 Second, third and mixed conditionals

If I took a year off, …	If people heard more good news …
If I hadn't come to class today, …	If I was world famous, …
If we won a class trip abroad, …	If my childhood dreams had come true, I …
My life would have turned out really differently if …	I'd like it if …
I would be surprised if …	People might not recognise me if …
People wouldn't make offensive comments online if …	This morning I probably should've …

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POLAND GETS THROUGH TO THE SEMI-FINALS
Creates huge fan excitement, massive coverage promised
MAJOR BREAKTHROUGH FOR ARTHRITIS SUFFERERS
New treatment widely welcomed by doctors
THREE COUNTRIES WITHDRAW FROM CLIMATE CHANGE TREATY
Renewable energy cost a contributing factor
GOVERNMENT IMPOSES TARIFFS ON IMPORTS
Triggers riots and violence from port workers
NETWORK PROMISES MASSIVE COVERAGE OF THE OLYMPICS
Extra channel planned for the two-week period
REPORT EXPOSES COMPANY BOARD COVER-UP
Fraud may lead to member resignations
FOOTBALL STAR CAUSES OUTRAGE
No apology for offensive comment

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7C Language focus 1 Phrases to show the relationship between ideas

1 **Work in pairs. Read the title of the article and predict the arguments that each student might make.**

2 **Choose the correct alternatives to complete the two opinions in the article.**

Is holding a referendum a good way to make decisions?

Yes, says Kitty Redgrave

The outcome of a referendum will never please everybody. [1]*Even so/Taking that into account*, I believe they're a great tool and should be used more.

First of all, a lot of people complain that they have no say in decision-making. [2]*Even so/Taking that into account*, holding a referendum is a great way to give everyone an equal voice. [3]*Given that/Having said that*, it really annoys me if people don't go out and vote when they have the chance, then complain about it.

It's also often said that citizens aren't educated enough on referendum topics to vote sensibly. [4]*Bearing that in mind/But all the same*, we all have unique life experiences which can inform our point of view.

I'll admit that sometimes referendum campaigns get very negative. [5]*Despite that/Despite of that*, holding a referendum definitely boosts the amount of discussion about the issue, which has got to be a good thing!

[6]*Bearing all of the above in mind/In spite of all that*, I actually wish we had more referendums. I'd be at the polling station casting my vote every time I had the opportunity!



No, says Isaac Miller

A referendum sounds like a good idea in theory, because it allows citizens to participate in decision-making. [7]*Considering that/And yet*, I think they're incredibly problematic for a number of reasons.

Firstly, most people don't have time or just can't be bothered to educate themselves properly on the issues at stake. [8]*Considering that/And yet*, they can make choices at the polling station based on emotion rather than evidence.

Secondly, referendums are incredibly expensive and [9]*given that/even so*, I'd rather money was spent on health or education instead.

Thirdly, debate often seems to divide people, with a lot of negative messages coming from citizens on both sides about people who hold an opposite view. [10]*Even so/ Taking that into account*, I think it's especially unwise to hold referendums about sensitive moral issues.

Finally, if politicians promise to implement the result, they may be left to action something that they know is going to cause harm. [11]*But again then/But then again*, if they don't promise to follow through, then what's the point of even holding a referendum?

[12]*In spite of all of the above/Bearing all of the above in mind*, if there was a referendum, I would definitely vote. However, I'd much prefer other types of citizen consultation, like discussion groups or opportunities to submit ideas online.



3 **Write your opinion on whether you think referendums are a good way to make decisions (or another topic). Use at least three phrases to show the relationship between your ideas.**

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7C Language focus 2 Phrases to show the relationship between ideas

1 Work in pairs. Read the facts from some studies about voter turnout. Which is most surprising?

1 The older people are, the more likely they are to vote.
Bearing that in mind, there should be more campaigns to encourage younger people to vote.

2 If people believe that an election result is likely to be close, there will be a higher turnout.

3 Apparently, when people receive personal information about candidates, they are more likely to vote.

4 When voters are confident of their vote being secret, it increases turnout.

5 The most significant factor which influences whether someone will vote is their level of education.

6 Cost can be a barrier to turnout. When some Swiss regions reduced charges on postal votes, participation increased.

7 If there are lots of elections in a short period of time, voter turnout usually goes down.

8 Weather can be a contributing factor. In the US, rain reduces turnout by 1% per inch.

2 Write a sentence showing your opinion after each fact in Exercise 1. Use phrases to show the relationships between the ideas. In your sentences, you could ...

... say whether you think the fact would apply in your country.
... say whether you think the effect would be small or large.
... compare the facts to each other.
... consider whether the situation might change in the future.

3 Work in groups and compare your ideas.

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7C Vocabulary Voting and elections

cast your vote coalition electoral system fixed have no say hold a referendum implement manifesto nominate polling stations recount re-elected re-election voter turnout

cast your vote coalition electoral system fixed have no say hold a referendum implement manifesto nominate polling stations recount re-elected re-election voter turnout

cast your vote coalition electoral system fixed have no say hold a referendum implement manifesto nominate polling stations recount re-elected re-election voter turnout

cast your vote	manifesto
coalition	nominate
electoral system	polling stations
fixed	recount
have no say	re-elected
hold a referendum	re-election
implement	voter turnout

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8A Grammar 1 Complex questions

1 **Work in pairs. What types of questions are candidates normally asked in a job interview? How would you go about preparing for a job interview?**

2 **Put the words in brackets in the correct order to form job interview questions for a project manager role.**

Getting to know you

1 _____ you decide to apply for this position?
(was / what / it / made / that)

2 _____ most proud of in your career to date?
(that / is / what / you're / it)

3 _____ yourself in five years' time?
(you / is / where / it / that / see)

Industry knowledge

4 _____ the biggest challenges facing our industry today are?
(you / do / what / suppose)

5 _____ project management will change in the next few years?
(do / you / imagine / how / that)

6 _____ as a creative company in this industry right now?
(do / view / you / who)

Specific knowledge

7 _____ go about building connections with the team?
(would / that / how / you / it / is)

8 _____ the most important steps in beginning a new project are?
(what / think / that / you / do)

9 _____ consider a project complete?
(is / when / would / that / it / you)

Asking about your previous position

10 _____ your previous position involved?
(was / exactly / what / that / it)

11 _____ your biggest achievement in this role was?
(believe / that / what / you / do)

12 _____ decided to leave?
(it / that / is / why / you)

3 **Work in pairs. Which of the questions do you think you might be asked in a job interview in your field? What other questions might you be asked? Can you express them as complex questions?**

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8A Grammar 2 Complex questions

Student A

1 You're going to interview Student B about something they're interested in. Ask Student B to choose a topic.

Topic: _____

2 Write complex questions to ask Student B under the following headings.

Reasons for interest:

_____

Length of interest:

_____

Information about the topic:

_____

Recommendations/suggestions for others:

_____

Other:

_____

3 Interview Student B.

Student B

1 You're going to interview Student A about something they're interested in. Ask Student A to choose a topic.

Topic: _____

2 Write complex questions to ask Student A under the following headings.

Reasons for interest:

_____

Length of interest:

_____

Information about the topic:

_____

Recommendations/suggestions for others:

_____

Other:

_____

3 Interview Student A.

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8A Vocabulary Describing what your job involves

Is it true?
Most people have assembled a piece of flat pack furniture.

Is it true?
More and more people are monitoring how much carbon dioxide they produce.

Is it true?
A few people have devised a system for revising English vocabulary.

Is it true?
No one in the class has ever fitted a lock.

Is it true?
About half the class's careers or future careers will include facilitating discussions.

Is it true?
Less than half the class have mended a piece of clothing.

Is it true?
Most people have collaborated in some way with a person they've never met.

Is it true?
Everyone has been delegated a task they weren't keen on at some stage.

Is it true?
One person currently heads a club or sports team.

Is it true?
A few people log the number of steps they take every day.

Is it true?
About half the class has had the opportunity to oversee a project.

Is it true?
Almost everyone has submitted an assignment late at some point or another.

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8B Grammar 1 Auxiliary verbs

1 Complete the possible answers to the questions about sleep.

SLEEP QUIZ ....



1 Do you consider yourself to be a night owl?
- **a** Yes, I _____ .
- **b** No, I _____ .
- **c** I'm not sure. I _____ be.
- **d** I _____ to be, but not so much anymore.

2 Have you ever flown in a dream?
- **a** Yes, I _____ a few times.
- **b** No, I _____ .
- **c** I _____ have, I don't remember.
- **d** I often _____ !

3 Did you have a lie-in last weekend?
- **a** Yes, I _____ .
- **b** No, I _____ .
- **c** I wish I _____ !
- **d** I would _____ , but ...

4 Is it common for you to nod off during the day?
- **a** Yes, it _____ actually.
- **b** No, it _____ . I never do.
- **c** Not really. I _____ now and again.
- **d** I _____ once! It was really embarrassing!

5 Do you think employees should be allowed to have a little nap at work?
- **a** Yes, they _____ !
- **b** No, they _____ .
- **c** I wish we _____ !
- **d** They _____ if there is a separate place to have one.

6 Are you going to have a late night tonight?
- **a** Yeah, I probably _____ .
- **b** I might. I probably _____ though.
- **c** No, I _____ not. I'm an early riser!
- **d** I often _____ , but not tonight.

2 Circle your answer for each question in Exercise 1.

3 Work in pairs and compare your answers. If you have the same answer, respond with the auxiliary structure *So ... I* or *Neither/Nor ... I*.

A: *Do you consider yourself to be a night owl?*
B: *No, I don't.*
A: *Neither do I.*

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8B Grammar 2 Auxiliary verbs

Don't you have a pen?

I do. / I don't. / I haven't. / I have got a pen. / I do have a pen.

You look well.

I am. / I'm not, really. / Do I?

Aren't you supposed to be at work right now?

Yes, I am. / No, I'm not.

Are you going to do any cooking tonight?

I will. / I might. / I probably won't.

Wouldn't you like a break?

I would. / I don't need one. / I shouldn't.

You must have been delighted.

I was! / I wasn't actually.

Haven't you got a seat?

I have. / I haven't. / I don't. / I do. / I do have a seat.

I'm feeling great today.

So am I! / Really? I'm not. / Do you?

Didn't you used to work with my sister?

I did. / I might have. / I could have. / I didn't. / Did I?

Are you going to watch anything tonight?

I probably will. / I might. / I probably won't. / I shouldn't. / I do want to, if I have time.

I don't think this exercise is too hard after all.

Neither do I. / Nor do I. / Don't you? I do.

Do you drive?

I do. / I can. / I don't. / I can't.

Have you got any plans for the weekend?

I do. / I might have. / I don't.

Have you been reading much lately?

I have. / I haven't. / Actually, I did read an excellent book last week …

You should've come to the last class.

I should have. / I did! / I know.

Have you ever stayed up all night?

I haven't. / I did, once. / I have.

Did you get an early night last night?

I did. / I didn't. / I should have. / I wish I had!

I feel like having a little nap.

So do I. / Do you? I don't. / You should!

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I can't stop	yawning when …
To avoid suffering from	jetlag, you should …
Stop yourself nodding	off by …
Having a lie-	-in is …
People who are night	owls tend to …
If someone snores	loudly …
Having a little	nap is …
People are usually early	risers due to …
If you are out like a	light, it means …
Having had a sleepless	night, it's normal to …

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8C Language focus 1 Complex comparatives

1 **Work in pairs. Do you have a sweet tooth? What are your favourite treats? Do you prefer to make or buy snack foods?**

2 **Complete the conversation between two friends with complex comparative forms. Use the words in brackets and up to three other words. If the word is an adjective, it may change form.**

A: Would you like to try one of these bliss balls I made? I find them [1] _____ (way/filling) than other snacks.

B: Thanks. Mmm, they're [2] _____ (quite/bit/sweet) than I was expecting.

A: Don't worry, they're [3] _____ (miles/good) for you than most sweets.

B: Does it take [4] _____ (much/time) to make them yourself though?

A: Actually, it's nowhere [5] _____ (near/effort) as you might think. Would you like to know the recipe?

B: Yeah, OK.

A: Well, you start with equal parts of dates and nuts. You soak the dates for a few hours, drain them, then blend them up with the nuts.

B: Sounds good.

A: If the mixture is too firm, you can make it a [6] _____ (little/easy) to work with by adding [7] _____ (touch/water).

B: Great, it sounds [8] _____ (lot/complicated) than I thought.

A: Finally, I roll them in coconut.

B: Have you experimented with any other flavours?

A: For something [9] _____ (bit/rich), I've added chocolate pieces, although that's [10] _____ (quite/healthy).

B: I wonder what they would be like if they were [11] _____ (tiny/spicy)? Maybe with some chilli pepper?

A: Haha, you're [12] _____ (ten/brave) in the kitchen than I am.

3 **Work in pairs and practise reading the conversation.**



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8C Language focus 2 Complex comparatives

MENU

Choose any four

Mini-cheeseburgers
Grilled beef patties with melted cheese, served in a bap with lettuce

Vegetable sticks
Selection of cucumber, carrots and other fresh vegetables with yoghurt garlic dip

Rice balls
Balls of rice stuffed with salmon and tuna

Vegan pies
Golden pies filled with pea and mushroom curry

Pasta
Spaghetti in a creamy tomato sauce

Mixed nuts
Roasted and lightly salted

Fruit plate
Fruits of the season, peeled and sliced, ready to eat

Chocolate-dipped ice creams
Served in cones

Biscuit selection
Bite-sized treats in three flavours

MENU

Choose any four

Mini-cheeseburgers
Grilled beef patties with melted cheese, served in a bap with lettuce

Vegetable sticks
Selection of cucumber, carrots and other fresh vegetables with yoghurt garlic dip

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Mixed nuts
Roasted and lightly salted

Fruit plate
Fruits of the season, peeled and sliced, ready to eat

Chocolate-dipped ice creams
Served in cones

Biscuit selection
Bite-sized treats in three flavours

Role card A

You are on a committee deciding on a menu for the language centre's end-of-year get-together. For you, the most important consideration is that the menu is healthy.

1 Read the menu. Decide on your ideal options.

2 Work with the other committee members to negotiate a menu of *four* options. Discuss and compare the menu options using complex comparatives.

Role card B

You are on a committee deciding on a menu for the language centre's end-of-year get-together. For you, the most important consideration is that the food is popular.

1 Read the menu. Decide on your ideal options.

2 Work with the other committee members to negotiate a menu of *four* options. Discuss and compare the menu options using complex comparatives.

Role card C

You are on a committee deciding on a menu for the language centre's end-of-year get-together. For you, the most important consideration is that the food is easy to eat.

1 Read the menu. Decide on your ideal options.

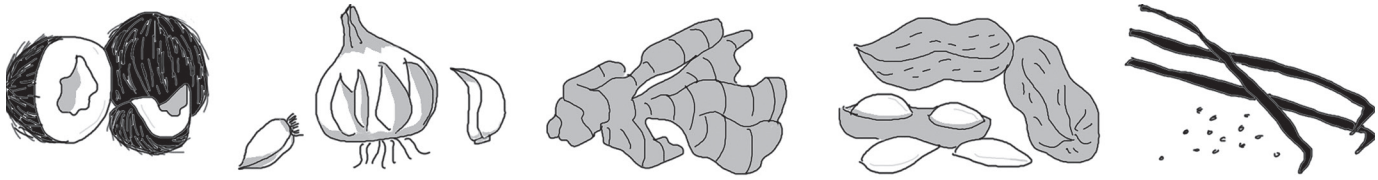
2 Work with the other committee members to negotiate a menu of *four* options. Discuss and compare the menu options using complex comparatives.

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8C Vocabulary Food and cooking

1 Work in pairs. How often do you eat or cook things with these flavours?

coconut	garlic	ginger	peanut	vanilla



2 Complete the text about Madagascan food with the words in the box.

blended	dipped	drained	grated	grilled	peeled
roasted	simmered	sprinkled	steamed		





A TASTE OF MADAGASCAR

If you come to Madagascar, look out for the following delicious foods to try.

Burnt rice drink

A cup of cooked rice is heated in a pot until it starts to burn. Next, the burnt rice is soaked in water. Finally, the liquid is [1] _____ into a glass.

Sambusa

This is a triangle-shaped fried snack, filled with beef and potatoes. Although not too spicy by themselves, the snacks may be [2] _____ in a hot pepper sauce.

Varenga beef

Beef is cooked in a pan, then pulled apart and [3] _____ in the oven. It's served with rice.

Seafood

Fish and other seafood is popular near the Madagascan coast. It's often [4] _____ on a barbecue.

Laoka: side dishes

Usually made of beans or vegetables, the ingredients are [5] _____ on a low heat with [6] _____ ginger, garlic and other spices.

Koba dessert

Bananas and peanuts are [7] _____ together to form a smooth mixture, which is stuffed into banana leaves then [8] _____ in a basket over very hot water.

Fresh tropical fruit

Fruit like bananas, pineapples and melons are [9] _____ , sliced then [10] _____ with sugar and vanilla seeds.

3 Work in pairs and discuss these questions. Which of the dishes from Madagascar would you like to try? Do you ever cook or eat any similar dishes to the ones in the text?

4 Work in pairs. Choose a country or region you know well. Discuss what foods from this place you would recommend to a visitor.

5 Work in groups. Share your ideas from Exercise 4. Use words from the lesson to describe how the dishes are prepared.

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9A Grammar 1 *not only* and *no sooner/as soon as*

1 Look at the pictures. What do you think might happen next? Match the pictures with the anecdotes in Exercise 2.









_____ _____ _____ _____

2 Complete the anecdotes with *as soon as, not only* and *no sooner*.



I was leaning up against the side of a bridge to admire boats on the river below. [1] _____ had I tried to step back than I found that my leg had become trapped between the bridge fence posts. You'd think my friend would have helped me [2] _____ I called out. In fact, [3] _____ was she cracking up, but she was taking photos as well!

My favourite TV star was doing a meet and greet at a shopping centre to promote her new book. I'd lined up outside for two hours, but there was a huge rush [4] _____ they opened the doors. [5] _____ had I spotted her than I was knocked off my feet by the crowd's pushing and shoving. [6] _____ did I sprain my ankle, but I also missed out on meeting my hero.





[7] _____ had I gone to bed than my noisy neighbour got home.
[8] _____ did she bang the door, she also started practising her drums!
[9] _____ I heard that, I knew I was going to have another sleepless night.

After a lecture, I accidentally left my gym bag in the room, containing [10] _____ my sports gear, but also my purse. [11] _____ I realised, I raced back to the room, but the bag had gone. [12] _____ had I left the lecture room for the second time than I received a message on social media from someone who had picked up the bag and was wondering how to return it to me.



3 Work in pairs. How do you think the speaker might have felt in each situation?

A: *In the first situation, the person must have felt a bit foolish.*
B: *Yes, I agree that he was embarrassed, although his friend found the situation hilarious!*

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9A Grammar 2 *not only* and *no sooner/as soon as*

Pair A: The most entertaining story festival

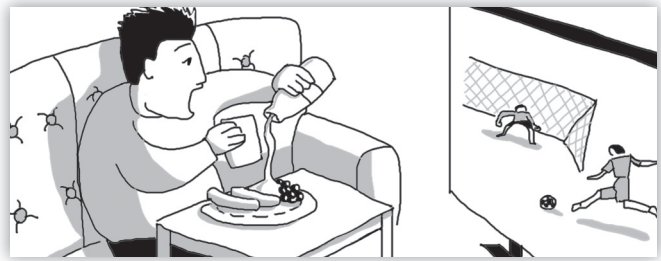
1. Make up two short anecdotes. Each anecdote must include *not only*, *no sooner* and *as soon as*. Use the pictures or your own ideas.
2. Decide which of your two anecdotes is the most entertaining. Both of you need to prepare to retell it to a new group individually.
3. Form new groups of three with students from Pairs B and C. Take turns to tell your anecdote. Decide which of the three anecdotes is the most entertaining.
4. Share the most entertaining anecdote from your group with the class.





Pair B: The most entertaining story festival

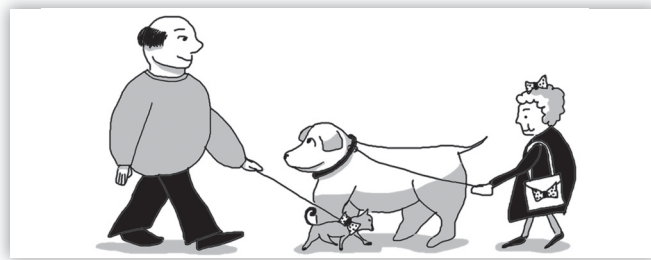
1. Make up two short anecdotes. Each anecdote must include *not only*, *no sooner* and *as soon as*. Use the pictures or your own ideas.
2. Decide which of your two anecdotes is the most entertaining. Both of you need to prepare to retell it to a new group individually.
3. Form new groups of three with students from Pairs A and C. Take turns to tell your anecdote. Decide which of the three anecdotes is the most entertaining.
4. Share the most entertaining anecdote from your group with the class.





Pair C: The most entertaining story festival

1. Make up two short anecdotes. Each anecdote must include *not only*, *no sooner* and *as soon as*. Use the pictures or your own ideas.
2. Decide which of your two anecdotes is the most entertaining. Both of you need to prepare to retell it to a new group individually.
3. Form new groups of three with students from Pairs A and B. Take turns to tell your anecdote. Decide which of the three anecdotes is the most entertaining.
4. Share the most entertaining anecdote from your group with the class.





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9A Vocabulary Feelings

LIST A

- ☐ crack up
- ☐ lose it
- ☐ couldn't take it in
- ☐ ashamed
- ☐ dead on my feet
- ☐ jump for joy

LIST B

- ☐ put my foot in it
- ☐ get the news
- ☐ appalled
- ☐ hit a wall
- ☐ disgusting behaviour
- ☐ a bit tearful

LIST C

- ☐ ecstatic
- ☐ disappointed
- ☐ feel a bit foolish
- ☐ lash out
- ☐ shaken up
- ☐ rolling around

LIST D

- ☐ go red
- ☐ traumatised
- ☐ hilarious
- ☐ overwhelmed
- ☐ pleased
- ☐ collapse

LIST E

- ☐ furious
- ☐ have a huge grin
- ☐ tut
- ☐ embarassed
- ☐ calm your nerves
- ☐ so grateful

LIST F

- ☐ surprised
- ☐ write to complain
- ☐ blind panic
- ☐ pull their leg
- ☐ exhausted
- ☐ lost for words

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9B Grammar 1 *will* and *would* for habits; *I wish he would*

1 **Read the interview and choose the correct alternatives to complete the responses. Sometimes more than one answer is possible.**

Welcome to Cork School of English!

Each month we interview a student to get to know them better.

This month, meet Karolina!



1 **Q: What time do you start your day?**
A: _____ about seven.
a I'll usually wake up **b** I usually wake up **c** I would wake up

2 **Q: How long have you been studying at this school?**
A: I arrived four weeks ago. I still remember my very first morning in Ireland, _____ wide awake at 3 a.m.
a I'll be **b** I would be **c** I was

3 **Q: How are you finding the accents here?**
A: Well, I guess I wish some people _____ so fast. I'm getting used to it though!
a would speak **b** wouldn't speak **c** won't speak

4 **Q: How do you usually get to class?**
A: _____ to class most days, it only takes fifteen minutes.
a I'll walk **b** I walk **c** I would walk

5 **Q: Are you a 'breakfast person'?**
A: _____ anything fancy, I tend to have coffee and some toast.
a I didn't have **b** I don't have **c** I won't have

6 **Q: What do you think is your best study habit?**
A: _____ to participate in class activities.
a I'll always try **b** I always try **c** I would always try

7 **Q: Have you always done that?**
A: In the past, _____ as much, but it's easier now I know my classmates.
a I didn't talk **b** I wouldn't talk **c** I didn't use to talk

8 **Q: Do you have any naughty study habits you're willing to share?**
A: _____ a lot of chocolate while doing my homework. Does that count?
a I'll regularly eat **b** I would regularly eat **c** I regularly eat

9 **Q: Do you take notes in class?**
A: At first, _____ many notes in class, although now I do.
a I didn't take **b** I wouldn't take **c** I didn't use to take

10 **Q: And why is it that you started taking notes?**
A: I've realised that _____ any new words that I don't write down in my own handwriting!
a I won't remember **b** I wouldn't remember **c** I don't remember

11 **Q: What's something you enjoyed doing while you were growing up?**
A: _____ hours drawing. I'll still occasionally get out my pencils.
a I would spend **b** I used to spend **c** I spent

12 **Q: What's something you wish people would care more about?**
A: I wish people _____ more about each other!
a would care **b** will care **c** care

2 **Work in pairs. Take turns to ask each other questions from Exercise 1.**

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9B Grammar 2 *will* and *would* for habits; *I wish he would*

Think of an example for eight things on the list. Write your answers in the grid below. Don't write them in order.

1 an activity you'll do every day without fail
2 an activity you like doing but won't do often
3 something you wish other people wouldn't go on about
4 a topic you wish people would talk about more
5 a place you'd spend a lot of time in the past but don't anymore
6 a place you wouldn't regularly go in the past, but you do now
7 a place you'll go once or twice every year
8 a food you didn't use to like
9 a food you used to like but don't anymore
10 something you wish someone would help you with



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9B Vocabulary Describing people and their habits

1 Who sounds **cynical**?

2 Who is being **modest**?

3 Who sounds quite **controlling**?

4 Who sounds like a bit of **a smooth talker**?

5 Who is **whining**?

6 Whose preparation sounds quite **intense**?

7 Who is **content** with how things are going?

8 Who sounds **determined**?

9 Who has **liberal** attitudes about study?

10 Who gives a **charming** introduction?

11 Who sounds a bit **demanding** and might need to **lighten up**?

12 Who has a **dry sense of humour**?

A: I'll do whatever it takes to succeed. I'm not afraid of hard work.

B: Why hasn't the teacher marked the projects we submitted yesterday? I need to know as soon as possible so I can start preparing for revision!

C: I'm really enjoying life here. It's such a beautiful city and my host family is lovely.

D: Wow, this textbook is heavy. Who knew there were bonus exercises included with every purchase?

E: 'Wow, A+. You must have done such a great project.' I think the teacher probably just liked the topic I chose.

F: I need a copy of all your notes. And you can't go out tonight, you'll be helping me with my English essay.

G: Our classes are perfect for talented people with a bright future, so you'll fit right in. It's so easy to enrol, you just sign this form right here. Here's a pen …

H: I've come up with one hundred study tips for this class and read eight textbooks over the summer to prepare. How about you?

I: Don't spend too much time on your assignment. The teacher only reads the first couple of sentences.

J: It's too cold in here, the chair's uncomfortable and I'm bored because none of my friends are here.

K: People should be able to study whatever they want to and however they want to.

L: Hello! It's so great to finally meet you, I've heard so much about you. Now, tell me about your courses …

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9C Language focus 1 Making new words

1 Complete the questions with the words and phrases in the box.

brunch	busyish	crowdsourced	edutainment	FOMO	karaoke	on the up	partying
tech startup	trendspotter	undrinkable	unputdownable	uni	yoga	zeitgeist	

Random conversation starters

- If [1] _____ is eaten where you live, what kinds of foods are typical?
- What do you think makes a book [2] _____ ?
- Do you think social media increases the feeling of [3] _____ ? Why/Why not?
- Do you watch or listen to anything you'd consider [4] _____ ?
- What fashions do you think are [5] _____ at the moment?
- Some say the [6] _____ of this decade is personal identity. Do you agree?
- What kinds of companies might employ a [7] _____ ?
- Would you rather spend an evening singing [8] _____ , stretching in a [9] _____ class or [10] _____ until dawn?
- What's your closest [11] _____ ? Did you study there?
- Is your schedule [12] _____ at the moment?
- Do you know anyone who has worked at a [13] _____ ?
- Are you a fan of vegetable juices or do you find them [14] _____ ?
- Have you ever [15] _____ ideas or projects?

2 Work in pairs. Choose five questions to ask your partner.

3 Tell the class something interesting you found out about your partner.

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9C Language focus 2 Making new words

1 **Complete the questionnaire. Check you understand the words in bold.**

Have you ever ...	Yes/No	Classmate with the same answer
1 ... eaten a **kebab**?		
2 ... had a **staycation** rather than going away on holiday?		
3 ... **photo-bombed** someone or been **photo-bombed** yourself?		
4 ... **binge-watched** an addictive series?		
5 ... felt **hangry** when you hadn't eaten for a while?		
6 ... **favourited** a website so you could find it again?		
7 ... been to a big **footy** match in a stadium?		
8 ... been **friended** by someone you don't know on social media?		
9 ... done some **DIY** around your home?		
10 ... swapped some currency at a **forex**?		
11 ... prepared a **chocolatey** dessert?		
12 ... folded paper into **origami**?		
13 ... visited a **UNESCO** site?		
14 ... hidden mess to make your room look **tidyish**?		



2 **Work in pairs. Add the words in bold in Exercise 1 to the correct part of the chart.**

1 derivation	2 loan words	3 conversion
4 abbreviations	5 compounding	6 portmanteau words

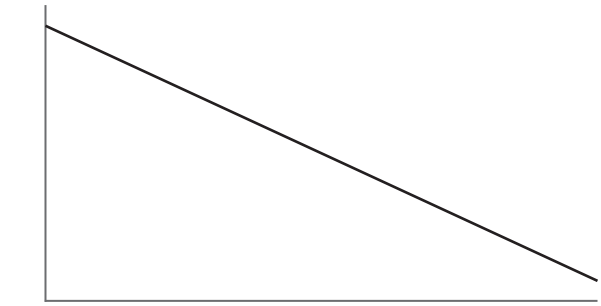
3 **Ask and answer questions with your classmates to find someone with the same answer as you for each item in Exercise 1.**

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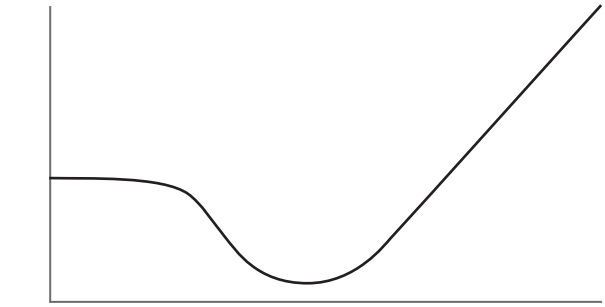
9C Vocabulary Trends

1 Work in pairs. Match graphs 1–4 with descriptions a–d.

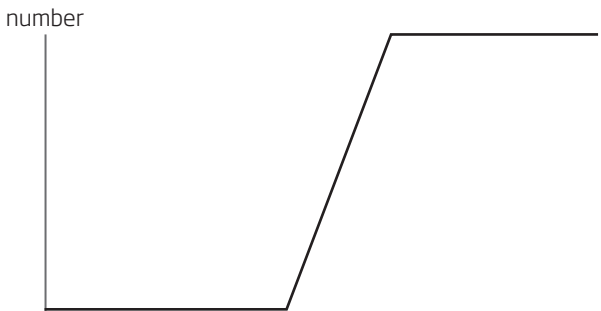
1 _____



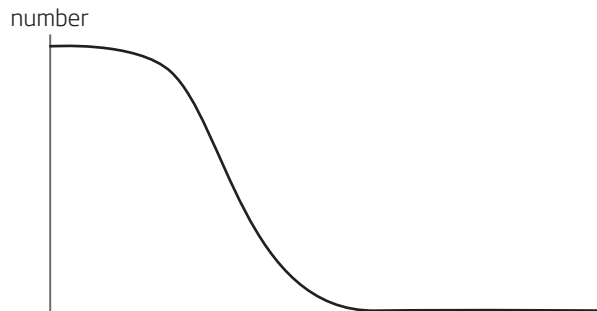
2 _____



3 _____



4 _____



a a hike
b a plunge
c a small dip followed by a surge
d a steady decline

2 Choose the correct alternatives. Sometimes both alternatives are possible.

1 There's been *an explosion/ a decline* of modern street art.
2 We're experiencing *a hike/ an epidemic* of online fraud at the moment.
3 There's been a *surge/ dip* in interest in studying abroad over recent years.
4 A lot of big companies have *slumped/ slashed* jobs recently.
5 Music streaming has *slipped/ soared* in popularity over the last few years.
6 The average phone size has *shrunk/ plunged* dramatically over recent years.
7 We've seen a steady *decline/ hike* in formal dress standards in offices.
8 There has been a recent *dip/ explosion* of interest in organic food.
9 Paper magazine sales have *slumped/ slashed* over the last decade.
10 The number of people who own pets has *plunged/ surged* in the last decade.

3 Work in groups. Which of the trends in Exercise 2 are true in your experience? If they are not true, what is the actual situation? Do you think the trend is a positive thing?

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10A Grammar 1 Prepositions 2

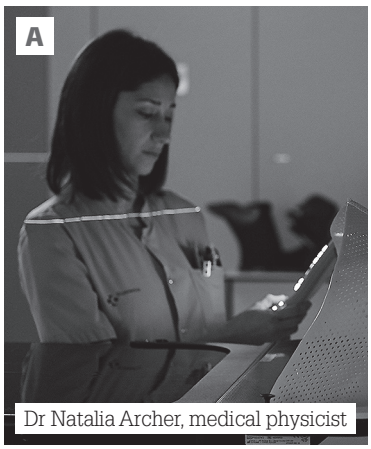
1 Work in pairs. What fields of science can you name? Match the sciences with their topics.

1 seismology	a type of cancer treatment
2 radiation oncology	b the brain
3 biology	c earthquakes
4 neurology	d living things

2 Complete the articles with a preposition.

JOB SPOT

Each week people tell us about what they do for a living and why they like it



Dr Natalia Archer, medical physicist

[1]_____ my specialist area, radiation oncology, medical physicists help oncologists [2]_____ cancer treatment. The doctors decide how much radiation each patient needs and we figure [3]_____ how that can be delivered as safely as possible. [4]_____ the morning we also do careful accuracy checks on all the radiation machines.

I've worked [5]_____ medical physics [6]_____ about five years now. I've always been interested [7]_____ medical science, and after graduating as an engineer, I looked [8]_____ scholarships for postgraduates, and won one for a medical physics programme. The rest is history! I'm really happy [9]_____ my decision.

One of the best things about my job is that I get [10]_____ really well with my colleagues. Despite being involved in a difficult area, cancer, the people – both staff and patients – are really great.



Dr Oliver Hadiyah, seismologist

I investigate earthquake sources [1]_____ analysing statistical data from field stations around the world. The idea is that we can get better [2]_____ evaluating the risk [3]_____ further earthquakes using computer simulations.

Perhaps I was influenced by hearing [4]_____ some terrible earthquakes on the news as a child. I also had a high school science teacher who I thought very highly [5]_____ .

As well [6]_____ desk work, I visit regions affected by earthquakes. I don't think I'll ever get used [7]_____ seeing the damage done to people's homes and lives. However, in spite [8]_____ the challenges, I find our work very rewarding. My friends always joke about me going [9]_____ about complicated ideas that go [10]_____ their heads, though!

3 Complete the questions with the correct preposition. Work in pairs and discuss the questions.

1 Would you be keen _____ either of the jobs in the article? Why/Why not?
2 What influences make people interested _____ different specialist areas?
3 What do you do (or would you like to do) _____ a living? What or who have you been influenced _____ ?

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10A Grammar 2 Prepositions 2

1 Complete the sentences with the correct prepositions.

1 I once won a prize _____ a school project.

2 Even if a joke goes _____ my head, I usually laugh along anyway.

3 If I'm trying to figure _____ a problem, I'll always google it.

4 Career-wise, I'm going _____ a different track from what I imagined ten years ago.

5 I'm interested _____ working _____ a scientific field.

6 My friends say I'm always going _____ about my busy schedule!

7 I like it when other people tell me what I can help them _____ .

8 I've heard _____ a few famous scientists, but I don't know any personally.

9 _____ not knowing much about space, I'm keen _____ learning about it.

10 As well _____ being a student, I also work part-time.

11 I'll sometimes listen _____ programmes about science.

12 I had to wait a long time _____ someone yesterday.

13 Getting on well _____ colleagues is the most important factor in job satisfaction.

14 I don't like talking about topics which might end _____ in an argument.

15 I feel more cheerful _____ the morning compared to the afternoon.

16 I wish I was better _____ remembering English prepositions.

2 Tick the statements in Exercise 1 which are true for you.

3 Write three true and three false sentences about you. Use the phrases with prepositions from Exercise 1.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

4 Mingle with your classmates. Take turns to read a sentence. Guess if it is true or false.

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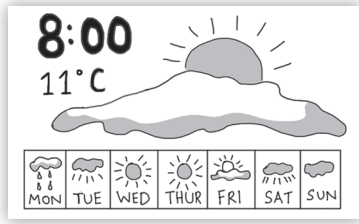
10A Vocabulary Science

We asked a scientist five questions ...

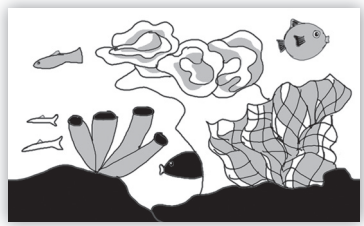
1 Is time travel possible?



2 How do we get weather forecasts?



3 Is coral a plant or an animal?



4 How do scientists make sure medicines work?



5 How likely is it that a child of two left-handed people will also be left-handed?



A Ask someone at _____ whether they are left-handed, and the chance is about 10%. However, children with two left-handed parents have a 26% chance. Although there is a _____ element, there are also environmental factors.

B Scientists _____ it as an animal. Recently, scientists have found _____ that corals like eating plastic, despite the fact it makes them sick.

C Conditions such as pressure, temperature, wind and cloud formations are measured using land-based tools and satellites. The data is used in computer _____ to make predictions based on _____ models. One _____ technique currently being tested uses drones to fly directly into severe storms.

D _____ generally agree that going back in history is impossible. However, it is _____ possible to bend time by travelling at the speed of light. What a traveller would experience as a few months could equal many years on earth.

E Researchers generally test a specific medicine and compare it to a different medicine or no medicine at all. To be _____ , _____ are usually done 'blind', so the participants don't know who is using the real medicine. Sample size is important because if the number of participants is too small, the results may be _____ .

classify	physicists	simulations
experimental	proof	statistical
genetic	random	theoretically
invalid	reliable	trials

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10B Grammar 1 Linking words and phrases

1 'Books can be truly life-changing.' Do you agree? Why/Why not?



2 Complete the book review with the linking words or phrases in the box.

as soon as	as such	due to	during	even though	in order to	nonetheless
not only	not to mention	on top of that	unless	whilst		

BOOK REVIEW

The life-changing magic of tidying up: the Japanese art of decluttering and organising

by Marie Kondo

I think my friend gave me this book [1]_____ seeing my very messy apartment. He said it was life-changing. [2]_____ personal recommendation, I knew that Kondo had been called the most organised person in the world, [3]_____ selling 11 million copies of her book. [4]_____ I decided to give this book a try, [5]_____ , I don't go in for books on the topic of self-help.

[6]_____ I started reading, I found the book surprisingly gripping, considering it's about tidying up. Kondo is a refreshing narrator who describes [7]_____ her tidying successes but also some failures.

[8]_____ simplify your life, Kondo suggests you only keep things that make you happy. [9]_____ the process, you hold each item in your hands and don't keep it [10]_____ it gives you joy.

[11]_____ I was inspired to clear out some of my things, I haven't used Marie Kondo's strategies enough to say they were life-changing. [12]_____ , it's a worthwhile read for people who would like encouragement to own less.

3 Work in pairs. Do you think you would enjoy this book? Why/Why not?

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10B Grammar 2 Linking words and phrases

Group 1A

You are **for** the topic:
Reading the nation's most famous novels should be compulsory in all first-year university courses.

1 Brainstorm ideas to support your topic.
2 Decide on the order of speakers.
3 Divide the best ideas among your team.
4 Write a short speech using at least four linking words or phrases.
5 Practise your speeches for each other.
6 Discuss possible points the other team might raise and how you could respond using linking words and phrases.
7 Have your debate.

Group 1B

You are **against** the topic:
Reading the nation's most famous novels should be compulsory in all first-year university courses.

1 Brainstorm ideas to support your topic.
2 Decide on the order of speakers.
3 Divide the best ideas among your team.
4 Write a short speech using at least four linking words or phrases.
5 Practise your speeches for each other.
6 Discuss possible points the other team might raise and how you could respond using linking words and phrases.
7 Have your debate.

Group 2A

You are **for** the topic:
Libraries are still relevant in the digital age.

1 Brainstorm ideas to support your topic.
2 Decide on the order of speakers.
3 Divide the best ideas among your team.
4 Write a short speech using at least four linking words or phrases.
5 Practise your speeches for each other.
6 Discuss possible points the other team might raise and how you could respond using linking words and phrases.
7 Have your debate.

Group 2B

You are **against** the topic:
Libraries are still relevant in the digital age.

1 Brainstorm ideas to support your topic.
2 Decide on the order of speakers.
3 Divide the best ideas among your team.
4 Write a short speech using at least four linking words or phrases.
5 Practise your speeches for each other.
6 Discuss possible points the other team might raise and how you could respond using linking words and phrases.
7 Have your debate.

Group 3A

You are **for** the topic:
Reading fiction is a fun way to learn another language.

1 Brainstorm ideas to support your topic.
2 Decide on the order of speakers.
3 Divide the best ideas among your team.
4 Write a short speech using at least four linking words or phrases.
5 Practise your speeches for each other.
6 Discuss possible points the other team might raise and how you could respond using linking words and phrases.
7 Have your debate.

Group 3B

You are **against** the topic:
Reading fiction is a fun way to learn another language.

1 Brainstorm ideas to support your topic.
2 Decide on the order of speakers.
3 Divide the best ideas among your team.
4 Write a short speech using at least four linking words or phrases.
5 Practise your speeches for each other.
6 Discuss possible points the other team might raise and how you could respond using linking words and phrases.
7 Have your debate.

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10B Vocabulary Book reviews

1 Find ten words or phrases related to book reviews in the wordsearch.

j	a	b	e	s	e	t	i	n	k	d	i	j	u	k
e	r	v	q	j	t	k	r	n	l	e	f	h	l	n
s	p	r	o	t	a	g	o	n	i	s	t	i	g	u
c	b	a	z	i	n	c	b	p	d	c	e	h	j	o
t	e	o	p	h	d	i	s	t	u	r	b	i	n	g
c	o	n	t	r	o	v	e	r	s	i	a	l	a	x
k	s	a	w	l	n	u	u	a	q	p	e	c	r	t
b	n	j	i	g	z	v	o	x	r	t	d	f	r	b
c	j	n	s	p	o	r	t	r	a	i	t	g	a	f
w	h	d	t	f	y	b	y	q	p	v	c	r	t	s
m	a	s	t	e	r	p	i	e	c	e	d	z	o	a
i	g	e	x	v	g	r	i	p	p	i	n	g	r	e

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

2 Match the words from Exercise 1 with the definitions.

1 _____ the main character in a story
2 _____ the person telling the story
3 _____ very exciting and interesting
4 _____ take place
5 _____ describing details
6 _____ very worrying or upsetting
7 _____ a detailed description or representation of something
8 _____ an unexpected change in a situation or series of events
9 _____ causing a lot of disagreement
10 _____ a piece of writing which is extremely high quality

3 Work in pairs. Take turns to ask each other questions using words from Exercise 1.

- *Are you keen on books about controversial topics?*
- *Which books from your country might be considered masterpieces?*

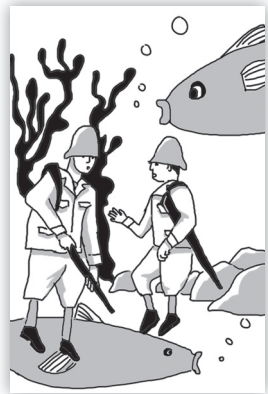
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10C Language focus 1 Puns

1 Complete the pun jokes with the words and phrases in the box.

a nap	burn calories	flexible	hair	highlight	hitting traffic
let us	lion	tank	took a day off		

1. Two soldiers are in a _____ .
One says to the other: 'I hope you can swim'.



2. I've been on my phone all day and I'm exhausted.
Have you tried _____ for that?



3. My friend always complains about _____ during rush hour. I just think he needs to be a better driver.

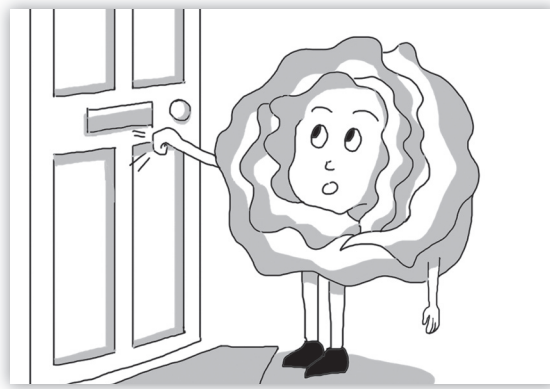
4. A hare walks into a salon. It says; 'Excuse me, I hear you do hare _____ here.'



5. My boss asked me if I could work _____ hours this month. I said it might be a bit of a stretch.

6. What do you call a dishonest, sleeping, big cat?
A lyin' lyin' _____ .

7. What's the easiest way to _____ ?
Leave a cake in the oven.



8. What's the best thing about our solar system?
Well, the sun's clearly the biggest _____ .

9. Knock knock
Who's there?
Lettuce.
Lettuce, who?
_____ in, it's cold out here.

10. I can't believe I got fired from the calendar factory. I only _____ .

2 Work in pairs. Take turns to explain the pun in each joke.

3 Match the jokes with the category. Some jokes may be in more than one category.

A A word has two different meanings: _____

B A literal use of a phrase which is normally used idiomatically: _____

C Two words sound the same or almost the same: _____

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10C Language focus 2 Compound adjectives

1 I'm watching a series about needles.	a Does it make you sick?
2 I'm watching a series about bacteria.	b It must be very deep.
3 I'm watching a series about a locked tower.	c I wonder whether I'd like it.
4 I'm watching a series about the ocean.	d That's not aloud, is it?
5 I'm watching a series about doors.	e Has it opened your mind?
6 I'm watching a series set in the desert.	f Have you got to the point yet?
7 I'm watching a silent series.	g I bet that's difficult to get into.
8 I'm watching a series about vegetarian cooking.	h Have there been any mistakes?
9 I'm watching a series about storms.	i Is it dry?

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10C Vocabulary Talking about humour

1 Read the social media posts about situations where people attempted to be humorous, and the response they got. Which situations do you think would be the funniest? Which would be most awkward?

Original post

Tell us about a time you tried to be humorous. Did you get the reaction you'd hoped for?

Replies

1 _____ For April Fool's Day I thought it would be hilarious to wrap up my flatmate's car with wet toilet paper. She was absolutely furious and couldn't see the funny side.

2 _____ My father-in-law asked what I thought of the soup he had made. I said 'It's soup-er!' and cracked up, but he didn't get it.

3 _____ My four-year-old niece was making a huge fuss about putting on her shoes. To make her laugh, I pretended to try to put her shoes on my feet, and then my hands, and then my ears, which of course looked incredibly ridiculous. Not only did she laugh, I also got her to put on her shoes!

4 _____ My colleague told me her pet bird had died, and she had got another one that was identical. I joked 'Why on earth would you want two dead birds?' She just went really quiet.

5 _____ My new friend offered me a cup of tea, and I admitted that I don't actually drink tea. She said, while keeping a completely straight face, 'Sorry, I can't be friends with someone who doesn't drink tea.' I was pretty sure she was pulling my leg though.

6 _____ I wrote a fake interview with our mayor for my university's student newspaper, exaggerating her views about issues to show how extreme they were. I got a lot of comments about it, although some people thought I really had interviewed her.

7 _____ At a party, I was introduced to an accountant and I made a joke about how that must get a little boring. He didn't look amused.

8 _____ My friend and I had been relaxing on a gorgeous beach all day. 'It's a hard life, isn't it?' commented my friend. I smiled and replied 'Yeah, totally miserable.'

2 Match the types of humour a–h with the attempts at humour in posts 1–8.

a dry humour **b** practical joke **c** satire **d** stereotype **e** irony **f** pun **g** slapstick **h** black humour

3 Work in pairs. What would your response be in each situation in Exercise 1?

4 Work in pairs and discuss the questions.

- *What traditions are there around practical jokes in your culture?*
- *Which of the types of humour do you think are suitable for the workplace?*
- *How could you translate 'I don't get it' into your first language?*

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Photocopiable notes and answer key

1A

Grammar 1 Cleft sentences

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain that for Ex 1, Ss must order the words in brackets to form cleft sentences which answer the questions. Circulate and help as required, e.g. by giving the first word of a sentence if necessary. Ask Ss to compare their answers in pairs, then check as a class.

For Ex 2, encourage Ss to use at least one example of each type of cleft sentence from the grammar box when answering the questions A–D. Put Ss in pairs to ask and answer the questions. When Ss have finished, conduct brief class feedback.

As an optional follow-up activity, Ss could each write their own open question starting with *What / What's one thing / Tell me about …* . Have a class mingle where Ss ask their questions and answer using cleft sentences.

Answer key:

1

1 One thing I particularly like is the street art
2 What's great is that there's always something on
3 What I appreciate most would be the green spaces
4 What I'd really like to see would be more cycle lanes
5 One thing that would be cool to have is a stadium
6 What this town needs is a decent clean-up
7 What was special was all the love they gave me.
8 One place I enjoyed was our local pool
9 What stands out for me is school
10 Somewhere I'd love to visit one day is Turkey
11 Where I dream of going is the Amazon rainforest
12 One place I'm keen to go is that new vegetarian café

Grammar 2 Cleft sentences

Materials: One worksheet per pair; two sets of different coloured counters per pair, four in each set (Ss could make these out of pieces of paper)

Instructions:

Put Ss in pairs and distribute the worksheets. Direct them to the top-left square (*enjoy about studying English*), and the examples on the worksheet below the grid, which use the phrase in the square within a cleft sentence. Explain that Ss need to take turns to choose a square and create a cleft sentence for the situation given in it. The other student should listen and verify the cleft sentence is correctly formed, checking with the teacher if necessary. If the sentence is correct, the speaker 'wins' the square and can put a counter of their chosen colour on it. For a more competitive version of the game, if the cleft phrase is formed incorrectly, the opponent gets it as a bonus square. For a less competitive version, the opponent/teacher may assist the speaker to form it correctly.

To win the game, Ss need to place four counters in a row horizontally, vertically or diagonally. If there are no counters, Ss could use coloured pencils to colour the squares they win, or draw a symbol or their initial in the cell. To finish the activity, ask a few Ss to share one of their cleft sentences from the activity.

Answer key:

Suggested answers:

Something **I enjoy about studying English** is having interesting conversations.
One thing that had a **huge amount of hype** a few years ago was the opening of a new museum in my city.
One thing that's **a popular keep-fit activity** at the moment is outdoor training in groups.
One **pastime I've never tried** is karate.
What I **do to help remember new vocabulary** is highlight it and review it.
What I **couldn't stand when I was younger** was having to wear a school uniform.
One thing I **fancy doing this weekend** is switching off completely.
What I **admire in people** is confidence.
Something I **found interesting at school** was maths.
What **is great about living here** is the lovely weather.
Something **a lot of locals do at weekends** is to go to the farmer's market.
Something that **puts people off performing for others** is fear of not being very good.
What **made me choose this course** is that I thought it would be fun.
Something that **was nice about being a child** was not having adult responsibilities.
What I **should spend more time doing** is walking or other keep-fit activities.
Something **people don't talk about enough** is how they really feel.
What I **always find encouraging** is a nice comment from a customer or my boss.
Something **many people are concerned about** is the amount of plastic we use.
Something **most blockbusters have in common** is a big car chase scene.
What I **used to spend hours doing as a child** is playing outside.
One thing that I think is an **effective study strategy** is to talk over what I'm learning.
One thing **a lot of people take seriously** is football.
What **helps people switch off** is often spending time with family and friends.
One thing I'm **not really into** is online gaming.
What I **don't have any patience for** is waiting for my phone to charge.
Something **I've always liked** is chocolate.
What I really **appreciate in a frien**d is loyalty.
Something that **has grown on me** is running.
What is **really unusual to see around here** are crowds of people.
One thing **I watched recently** was a series about visiting unusual places.

Vocabulary Free-time activities

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually, then compare their answers in pairs before checking as a class. For Ex 2, explain that Ss need to ask and answer questions to find someone in the class who fits each category. They should find someone different for each sentence (unless you have a class of less than 12, in which case, some repeats are acceptable).

Encourage Ss to ask follow-up questions and note something extra that their partner says in the *More information* column. Finish by eliciting some of the interesting things Ss found out about each other in class feedback.

Answer key:

1

a switch off **b** the hype **c** hopeless at **d** blockbuster
e pastime **f** let off steam **g** fancies taking up **h** martial arts
i encouraging **j** crosswords **k** performing **l** keep-fit

1B

Grammar 1 Narrative tenses

Materials: One worksheet per student

Instructions:

Put Ss in pairs. Ask Ss to discuss the question in Ex 1. Elicit some ideas. Then read the instructions for Ex 2 with the class. Look at the first set of alternatives with the class as an example and emphasise that Ss need to read the whole sentence to consider the context before making a choice. Tell Ss to complete the activity individually, then compare their answers in pairs before checking as a class.

For Ex 3, make it clear that Ss can choose a real or imaginary story, which they will use for the guessing stage in Ex 4. Encourage Ss to provide background information to their story in order to include a range of tenses. Give Ss a few minutes to plan what they are going to say while you circulate and help as required.

In Ex 4, ask Ss share their stories in pairs or small groups. As a follow up, Ss could write their stories for homework and then work in pairs (or submit them to you) to check their narrative tenses.

Answer key:

1

1 was sitting **2** heard **3** started **4** had been **5** couldn't
6 realised **7** was coming **8** turned **9** remembered
10 had been playing **11** 'd changed **12** switched
13 were always asking **14** 'd brought

Grammar 2 Narrative tenses

Materials: One card per student

Instructions:

Give one card to each student (more than one student can have the same card if you have a large class) and tell them to complete the questions using narrative tenses. The first question on each card uses the past simple/continuous and the second question uses the past perfect simple/continuous. Go around the class, checking that Ss' questions are correct. Then, tell Ss to mingle, asking and answering each other's questions. Ss don't need to write down their answers, but ask them to try to remember what other Ss have said.

When they have finished, ask each student to report back on the answers they were given. If you have more than ten Ss, some Ss will have the same question cards so allow Ss with the same card to confer before the feedback stage.

Alternatively, put Ss in pairs and give each pair a set of cards. Ask them to work together to write the questions, then check as a class. Tell Ss to shuffle the cards, and take turns to take a card and ask their partner the questions on it.

Answer key:

1 **a** When was the last time you saw a film?
b Had you seen anything similar before?
2 **a** Why did you enrol on this course?
b Had you met any classmates before we started?
3 **a** What were you doing this time last year?
b Had you already decided to take this course?
4 **a** Where were you sitting during the last class?
b Had you sat there before?
5 **a** What's an English word or phrase you learnt recently?
b Had you heard it before?
6 **a** When did you last receive some 'snail mail'?
b Had you been expecting it?
7 **a** What time did you get up this morning?
b Had you set an alarm?
8 **a** What were you thinking about on the way to the lesson?
b Had you allowed enough time to get here?
9 **a** What did you get up to last weekend?
b Had you made plans in advance?
10 **a** When was the last time you did something fun?
b Had you been looking forward to it for a while?

Vocabulary Helping people

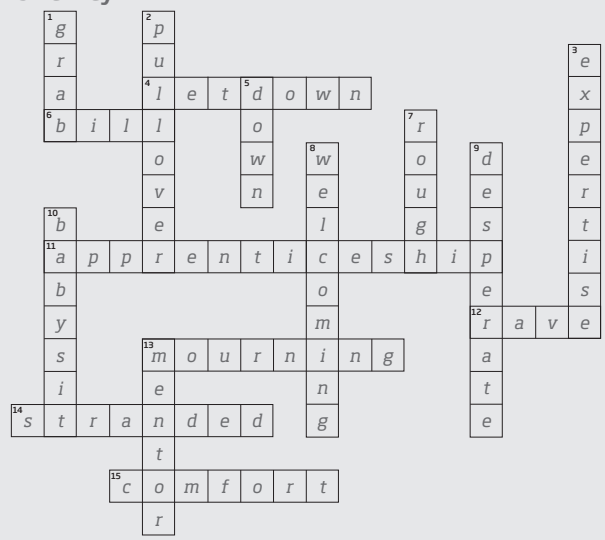
Materials: One worksheet per pair, cut in half

Instructions:

Divide the class into two groups. Give one group a Student A worksheet and the other group a Student B worksheet. Ask Ss to work with someone in their group and check they understand all of the words written in their crossword, referring to Ex 2 in the Student's Book on page 8 if they need to. Circulate, helping if necessary.

Now, put Ss in A/B pairs. Tell Ss not to look at each other's worksheets. Write the phrases *What's 4 across?* and *What's 1 down?* on the board as prompts if necessary. Tell Ss to take turns to ask for, and give each other, clues so they can complete their crosswords. Monitor Ss during the activity in case they have any questions. Finish with some whole-class feedback, eliciting some of the clues Ss used for each word.

Answer key:



1C

Language focus 1 Exaggeration

Materials: One worksheet per student

Instructions:

Distribute the worksheets and for Ex 1 ask Ss to discuss the questions in pairs. Elicit some ideas.

For Ex 2, tell Ss to complete the gaps in the text individually, then compare their answers in pairs before checking as a class. As an optional extension, Ss could identify the type of exaggeration used in each item (see answers in key, below).

For Ex 3, ask Ss to write their own short review of a place they've been to, either on their own or in pairs. This could be somewhere to eat out, a place to stay, service at a shop or airport, a local park, etc. Ss should use at least three different types of exaggeration. When they have finished writing their review, ask Ss to share it with another student or pair by reading it aloud. Encourage Ss to check each other's exaggerations make sense.

Answer key:

2

1 million times (amount)
2 to murder (death metaphor)
3 a few seconds (time)
4 loads and loads (repetition)
5 every ten seconds (time)
6 like an oven (comparison)
7 ages and ages (repetition)
8 entire (amount)
9 died of hunger (death metaphor)
10 as if (comparison)
11 to die for (death metaphor)
12 heaven (comparison)

Language focus 2 Exaggeration

Materials: One worksheet per student

Instructions:

Draw a cloud on the board and write your own answer to a prompt from the activity in the cloud. Distribute the worksheets and get Ss to guess which prompt your answer refers to. Ask Ss to then write their own answers to eight of the prompts in the clouds on their worksheet. Remind them not to do it in order to make the activity more challenging.

Next, tell Ss to tear/cut off the bottom half of the sheet and exchange it with a partner. Looking at each other's answers, Ss have to guess which prompt the answers refer to. When Ss guess correctly, they tick the answer. This continues until Ss have ticked all the answers. Get feedback from the whole class by having Ss read out some of their answers and eliciting the prompt from the whole class.

Vocabulary At work

Materials: One worksheet per student

Instructions:

Distribute the worksheets and for Ex 1. Ask Ss to read the situations and choose the most appropriate word to complete each one. Check answers as a class.

For Ex 2 ,put Ss in small groups to discuss the questions. Ask each group to report back briefly to the class.

For Ex 3, depending on the time available, groups could discuss all the situations, or just choose a few to discuss. Alternatively, this worksheet can be set as an individual exercise for homework.

Answer key:

1

1 goes **2** undermines **3** finger **4** pointless **5** distracting
6 smashed **7** at **8** jammed **9** irritations **10** gadget

2A

Grammar 1 The future seen from the past

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, go through the instructions and the example with the class. Check Ss understand that all the items on the left are thoughts in the past about the future, and the items on the right are describing that past thought in the present. Give Ss time to complete the exercise individually, then compare their answers in pairs before checking as a class.

For Ex 2, Ss follow the same pattern to write two sentences of their own. Circulate while Ss are writing, assisting if necessary, then put Ss in pairs or small groups to share their answers. As an alternative to Ex 2, Ss could write a thought in the past (left-hand column), then give it to their partner to write the reported sentence in the present (right-hand column).

Answer key:

1

1 was due to open
2 would/'d be out of action
3 she was about to vomit
4 was due for a check up
5 wasn't going to be
6 we might not be able to get
7 were going to go hiking
8 wasn't sure how long he would/'d have to stay
9 was just about to see the doctor

2

Suggested answer:

Thoughts in the past about the future: *I have a feeling it's going to rain. I'll need my umbrella.*

Report past thoughts in the present: *I had a feeling it was going to rain and I would/'d need my umbrella.*

Grammar 2 The future seen from the past

Materials: One worksheet per student

Instructions:

Explain that this exercise practises using the future seen from the past, to give excuses in different situations. Distribute the worksheets. Focus Ss' attention on the picture and ask them to discuss in pairs what the excuses might be for not bringing in homework using the target language, e.g. *I **was going to** do it, but I wasn't feeling well.*

Tell Ss to read the questions 1–10 and give them a few minutes to think of excuses individually they could use in each scenario using the future seen from the past. ***Weaker Ss*** could work with a partner to think of excuses for each scenario. Write the following sentence starters on the board as prompts:

I was due to ... I was (just) about to ... I was going to ... I had a feeling that it would be ...

Encourage Ss to be creative when thinking of their answers. Tell Ss that they don't need to write their own answers down, although they can make notes in the margins or on a separate piece of paper if they wish. When they have finished, conduct a class mingle where Ss ask a different student each question and write down the excuses their classmates give (in the third person) on the worksheet. Monitor, checking that Ss are using the future seen from the past forms accurately.

Finish by eliciting some of the best excuses Ss gave during the mingle.

Answer key:

Suggested answers

1 Katy was about to finish her homework when her laptop died.
2 Pierre was going to come, but he started feeling unwell.
3 Dan was due to finish it last week, except his boss asked him to do some other work.
4 Lily was due to go last month, but she had a feeling it was going to hurt so she didn't make an appointment.
5 Andrew was going to go until he realised how expensive it was going to be.
6 Kristina was just about to open the window, actually!
7 Hamza was going to call after dinner, but then his mum phoned and wanted to talk for ages.
8 Gina was just about to, then she realised it was your turn to clean it!
9 Tim knew it was due back last week, but he'd lost it.
10 Coco was just about to get on the bus when she realised she'd left her bus pass at home.

Vocabulary Injuries and illnesses

Materials: One worksheet per pair, cut into cards

Instructions:

Give each pair of Ss a set of the picture cards and a set of the phrase cards. Tell Ss to work together to match the words with the pictures, then briefly check answers as a class.

Next, without referring to the word cards, Ss take turns to describe one of the pictures to their partner using target vocabulary from the lesson. Their partner has to guess which picture it is. Continue until all the pictures have been described/guessed.

Finally, ask Ss to choose one of the pictures and write a short description of what has happened (in either the first person or the third person), using the target vocabulary. This is also an opportunity for Ss to practise the lesson grammar (the future seen from the past), e.g. *I was just about to finish my gardening, when I accidentally touched a plant that made my skin very itchy. My skin got really irritated and I had to go to the doctors*. Put Ss in small groups to share their descriptions.

As an optional follow up, Ss could play a pelmanism game. Ss spread the cards out on the desk face down, taking turns to turn over a picture card and a phrase card. If the cards match, Ss keep them. Otherwise, the student places them back down on the table in the same place he/she took them from. The winner is the student with the most cards after all the pictures and phrases have been matched.

Answer key:

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

2B

Grammar 1 Double comparatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, write the sentence stem on the board *The more I revise English vocabulary, …* and brainstorm some different ways that the sentence could be completed using a double comparative.

If necessary, use page 17 in the Student's Book to remind Ss about double comparatives. For Ex 2, distribute the worksheets and go through the instructions and example. Ask Ss to complete the exercise individually, then compare their answers in pairs before checking as a class.

For Ex 3, some classes may prefer to read the poems chorally, whereas, in others, it may be more suitable for Ss to read the poems individually at their own pace. Point out that each poem is circular, i.e. it starts and finishes with the same phrase. Give Ss a minute to discuss in pairs whether they relate to either poem and why/why not.

As an optional extension activity, ask Ss to work in pairs to write their own poem using double comparatives. Write some possible prompts on the board.

When I revise more, …
The more people I meet, …
The earlier I go to bed, …
The older I get, …

To finish, you could ask Ss to share their poems with the class, or if you have a large class, put Ss in groups to read out their work.

Answer key:

2

The more I revise, the more I remember.
The more I remember, the more confident I feel.
The more confident I feel, the more fluently I speak.
The more fluently I speak, the more people respond.
The more people respond, the more motivated I become.
The more motivated I become, the more I revise …

The more I revise, the later I stay up.
The later I stay up, the fewer hours of sleep I get.
The fewer hours' sleep I get, the less energy I have.
The less energy I have, the less I concentrate.
The less I concentrate, the less information I retain.
The less information I retain, the more I need to revise!

Grammar 2 Double comparatives

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four. Give each group a set of cards and ask them to spread the cards out face up on the table. Explain that sentences 1–8 are comments and a–d are responses to four of the comments. Ask Ss to work together to match a–d with the comments. Check answers briefly as a class. In their groups, Ss then write responses for the other four situations using double comparatives.

To finish, either ask groups to swap their card sets to rematch them, or read out one of the comments that they wrote answers for (2, 3, 5 or 7) and elicit responses from the different groups for each one.

Answer key:
1 d **4** b **6** c **8** a

Suggested answers:
2 The more you practise, the better you get.
3 The more people you meet, the easier it is to make friends.
5 The longer it takes, the more delicious it tastes!
7 The less you own, the bigger your house feels!

Vocabulary Charities

Materials: One worksheet per pair

Instructions:

Put Ss in pairs and give each pair a worksheet. Explain that finding connections between vocabulary, or concepts, can help Ss to remember them. In their pairs, ask Ss to take turns to state connections between two phrases on the sheet, drawing a line between the two. Write some useful phrases on the board for Ss to use while doing this, e.g.:

X relates to Y because …
The connection between X and Y is that …
X affects Y when …

More than one connection between the same pair of phrases is allowed. Give Ss about ten minutes to find as many connections as they can between the phrases, then put pairs in groups of four to compare and discuss their connections. Write the following questions on the board for the groups to discuss, then elicit some responses from the class:

Which phrases did you connect most to other phrases?
Did any pairs of phrases have lots of connections between them?
Which phrases were the most difficult to connect to others?
Can you think of other phrases you could add to the diagram that they might connect to?

2C

Language focus 1 Negative questions

Materials: One worksheet per student

Instructions:

To introduce the topic of the conversation, ask Ss to talk briefly in pairs about gift-giving etiquette in their country, and how it might differ in different settings (e.g. some people open gifts when they are given to them and others open them in private).

Distribute the worksheets. For Ex 1, ask Ss to read and complete the conversation individually, then compare their answers in pairs before checking answers as a class.

For Ex 2, give Ss time to practise the conversation in pairs, allowing enough time for Ss to practise both parts. Encourage Ss to show appropriate expression in the negative questions, e.g. surprise, fact-checking, opinion, as they read.

Answer key:

1
1 Aren't **2** Didn't **3** aren't **4** isn't **5** don't **6** can't
7 Wouldn't **8** Haven't **9** isn't **10** shouldn't

Language focus 2 Negative questions

Materials: One worksheet per pair, cut in half

Instructions:

Give half the class a Student A worksheet and the other half a Student B worksheet. Ask Ss to complete Ex 1 individually, then put Ss in A/A and B/B pairs to check their answers. Then Ss read phrases a–f (which correspond to questions on the other worksheet) and speculate about what the negative questions could be. Point out that when responding to negative questions, adding additional information to a yes/no answer makes the answer clearer.

For Ex 2, put Ss in new A/B pairs. Ss should not show each other their worksheets. Ss take turns to read one of their questions 1–6, and the other student responds with an appropriate phrase from a–f. Check as a class. For extra practice, Ss could swap A/B worksheets and repeat Ex 2.

For Ex 3, tell Ss that they can either adjust questions from Ex 1 or use their own ideas of negative questions which might potentially be asked in the class, home or workplace. Encourage them to use three different auxiliary verbs. After Ss share (and check) their questions in pairs, ask Ss to share some of the questions with the class.

Answers:

1
A **1** Haven't you finished your
2 Don't you want a
3 Didn't you use to work
4 Aren't you coming with us
5 Don't you think it's
6 Isn't this an enjoyable
B **1** Aren't you supposed to be
2 Isn't it a gorgeous
3 Don't you eat dairy products
4 Didn't you go to
5 Can't you give me
6 Haven't we met somewhere

2
A **1** d **2** c **3** b **4** e **5** f **6** a
B **1** b **2** f **3** c **4** d **5** e **6** a

Vocabulary Old and abandoned buildings

Materials: One worksheet per pair, cut in half

Instructions:

Put Ss in pairs and give them two of the same worksheets, either A/A or B/B. Tell Ss not to show their sheets to any other pairs. Give Ss time (about five minutes) to read their worksheet and think about what the missing words might be and what questions they could ask to elicit the missing information. Now put Ss in A/B pairs and tell the Ss that they must ask their partners their questions to fill in the missing information on their sheet.

When they have finished, give pairs the chance to compare their worksheets and ask them to ensure that spelling is correct. To finish, ask pairs to discuss which of the facts was most surprising.

As an optional follow up, Ss could choose a famous old building, or abandoned place, and find three interesting facts about it to share with the class (or a group), using at least one of the target words from the activity.

Answer key:

A
1 turned into **2** abandoned **3** neglected **4** restore **5** outdated

B
1 bankrupt **2** demolished **3** taken over **4** declining **5** shrinking

Suggested questions:

A
1 What happened quickly?
2 What happened to Pripyat after the Chernobyl nuclear disaster?
3 What happened to the Colosseum for hundreds of years?
4 What are some small Spanish towns hoping to do?
5 What do people complain about to online map providers?

B
1 What was the Empire State Building close to going?
2 What was due to happen to the Eiffel tower?
3 What have the plants done to the buildings in Pripyat?
4 What kind of populations do some small Spanish towns have?
5 What has been happening to the Great Wall of China?

3A

Grammar 1 Ways of expressing the future

Materials: One worksheet per student

Instructions:

To start, put Ss in pairs and ask them to briefly discuss the question in Ex 1.

Distribute the worksheets and ask Ss to skim read the email and answer the question in Ex 2. Tell Ss to complete Ex 2 individually, then compare their answers in pairs before checking as a class.

For Ex 3, ask Ss to use at least four ways of expressing the future from the Grammar box in the Student's Book, page 23. Circulate, helping if necessary.

Finally, for Ex 4, put Ss in pairs to peer check each other's emails, checking anything with you they are unsure about. Emphasise that they should focus only on checking future forms.

Alternatively, put Ss in pairs to write the email in Ex 3, then organise pairs in groups of four to compare their ideas.

Answer key:

2
Sam is going to have a visit from Angie and show her around the area.

1 'll be waiting **2** supposed to **3** planning **4** hoping to **5** should **6** hoping to **7** is set **8** 's expected **9** thinking of **10** may still be **11** 'm considering **12** shouldn't

Grammar 2 Ways of expressing the future

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four and give each group a set of cards face down in a pile. Ss take turns to pick up a card and read the question out for the other Ss to answer. Encourage them to use different ways of expressing the future in their answers – Ss don't necessarily have to echo the form used in the original question.

Alternatively, cut out one set of cards and stick each card in the middle of a piece of paper. Place, or pin, the pieces of paper around the room. Ask Ss to move around the room at their own pace, writing an answer (using a way of expressing the future from the Grammar Box in Student's Book, page 23) to each question. When they have finished, allocate each paper to a different student (or pairs if you have a large class). Ss review the answers on their piece of paper, then choose one or two interesting ones to share with the class.

Vocabulary Talking about the weather

Materials: One worksheet per student

Instructions:

Distribute the worksheets and get Ss to choose the correct alternative to complete the items in Ex 1. Check answers as a class, then give Ss a couple of minutes to tick the statements they agree with.

For Ex 2, have a class mingle, where Ss move around the classroom trying to find a classmate with the same answer as you for each question. Encourage them to ask each person they talk to a follow-up question to find out more about their answer.

To end the activity, you could ask Ss to decide on the three weather phrases that they think are the most useful, and why. Give them a minute to quickly share their answers in pairs or small groups.

Alternatively, instead of the mingle, Ss could compare their answers to the statements in pairs or small groups.

Answer key:

1
1 gale **2** glorious **3** thunderstorm **4** chilly **5** up **6** flooding **7** sticky **8** down **9** soaked **10** spitting

3B

Grammar 1 Verb patterns and reporting

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Do the first item in Ex 1 as an example with the class. Read answers (a) and (b) within the sentence and elicit which is the best fit (a). Remind Ss that they should focus on the verb preceding the gap in each item in order to decide which verb form follows it. Ask Ss to complete the exercise individually, then compare their answers in pairs before checking as a class.

For Ex 2, put Ss in pairs or small groups to discuss the questions. Ask a few Ss to report back to the class about their discussion.

Answers:

1
1 a **2** b **3** both **4** both **5** a **6** b **7** a **8** a **9** a **10** b **11** a **12** both

Grammar 2 Verb patterns and reporting

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three and give each group a set of domino cards, which they should shuffle and place face down on the table. Each student takes four dominoes to start. One student puts a domino card on the table. The next student tries to place a matching domino at either end of the card. If Ss are unable to place a domino, they take a new one from the pile (or miss a go if there is no pile left). When the student matches the two halves of a domino, they read the full sentence aloud. Tell Ss that they will need to consider whether both the verb pattern and the

content matches. The others must say if they think the sentence is correct or not, checking anything with you that they are unsure about (have an uncut copy of the worksheet on hand to check). Ss continue to do this in turn until someone places his/her final domino on the table and wins.

Alternatively, ask Ss to work together to match the sentences on the dominoes, which are face up on the table. This could be done before, or instead of, the game above.

Answer key:
The answers are in the correct order on the sheet. The right side of a card matches the left side of the next card. (The left side of the very first card matches the right side of the very last card on the page.)

Vocabulary The law and courts

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three and four, and give each group a set of cards to spread out face up on the table. Explain that Ss need to take turns to choose a word or phrase on one of the cards and try to elicit the word or phrase from the other Ss by describing what it means (without picking up the card or using any of the words on the card itself). The student who guesses the correct answer first gets to keep the card. This continues until all the cards have been described or guessed.

To finish, ask each group to share one of their descriptions with the class, who have to guess which word or phrase it is.

For a more challenging alternative (or as a review in a later lesson), groups place the cards in a pile face down and take the top card to describe to the other Ss in the group rather than choosing a word themselves.

3C

Language focus 1 *even* and *hardly*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Give Ss time to complete Ex 1 individually, then compare their answers in pairs before checking answers as a class.

Circulate while Ss write their answers to Ex 2, providing assistance as required. For Ex 3, put Ss in pairs or small groups to share their answers.

Answers:

1
1 Hardly **2** Even **3** hardly **4** even **5** Even **6** hardly
7 hardly **8** even **9** even **10** hardly **11** hardly **12** even

Language focus 2 *even* and *hardly*

Materials: One worksheet, two counters and a dice per pair

Instructions:

Put Ss in pairs. Give each pair a worksheet, two counters and a dice. Explain that Ss must take turns to roll the dice and move forward the number of squares indicated on it. When they land on a circle, they must make a personal sentence about the topic using *even* or *hardly*. If they can't think of a sentence, then they must go back to the square they were on previously. The first student to reach the finish is the winner.

Alternatively, for more of a challenge, tell Ss that if they roll an even number (2, 4, 6), they must use the word *even*. If they roll an odd number (1, 3, 5), they must use the word *hardly*.

If there are no counters or dice, ask pairs to work through the game collaboratively, thinking of a sentence for each square.

Answer key:

Suggested answers

1 I **hardly** ever take the train.
2 I love travelling to new places, **even** if it's a challenge.
3 I **hardly** ever refuse a snack.
4 **Hardly** anyone I know likes thunderstorms.
5 Everyone knows I'm a great driver, **even** my mum says so.
6 I do sport at school **even** if it's snowing!
7 I always watch my favourite team play, **even** when I have to get up in the middle of the night.
8 I don't **even** know how to play one online game.
9 There are **hardly** any good restaurants around here that don't cost the earth!
10 There are **hardly** any abandoned buildings around here.
11 I would like to have a mentor, **even** an informal arrangement with someone would be great.
12 People use multiple devices at the same time these days, **even** on the bus and train.
13 The printer at work jams every time I use it, **even** when I follow instructions.
14 I haven't seen any films at the cinema this year, not **even** a blockbuster!
15 You can **hardly** expect to be amazing at something the first time you try it.
16 I shop online for everything these days, **even** food.
17 You're **hardly** likely to get on well with everyone on a sports team.
18 I take pictures of all my food for social media. I **even** photograph my breakfast.
19 **Hardly** anyone has heard of my favourite band.
20 It's a pity that we **hardly** ever get glorious weather around here, **even** in summer!
21 I've started rock-climbing. I **even** have the proper shoes for it.

Vocabulary Sports events, actions and news

Materials: One card per student

Instructions:

Give each student a card and ask them not to show it to anyone else. Explain that Ss are going to have a class mingle. Ss pair up and take turns to read the clues on their card. The other student then tries to guess the word or phrase from the lesson to complete the information. When both Ss have guessed correctly, they swap cards and find a new partner. To scaffold ***weaker Ss***, write a list of the words/phrases on the board for them to refer to. If a student can't guess the target word, the other student needs to repeat the clue again, adding additional information, until the student guesses correctly.

Ss mingle for five to ten minutes. Finish by asking each student to read their clue in quick succession while the class calls out the answer.

Alternative activities:

If you have a large class, duplicate cards are permissible. If you have a class of less than 12, have a card pool on a central table, so instead of swapping cards with their partner, Ss swap their card with one from the word pool.

Distribute one set of cards per group of three or four Ss. Ss take turns to take a card and read the clue to the group. The first student to guess the word or phrase keeps the card. This continues with the next student reading a card. The student in the group with the most cards at the end is the winner.

4A

Grammar 1 Defining and non-defining relative clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Focus Ss on the first sentence as an example and elicit the correct word(s) for the gap (*which*). Ask Ss to complete Ex 1, 2 and 3 individually, then compare answers in pairs before checking as a class. As an optional additional activity, you could ask Ss to identify whether each of the gapped clauses in Ex 1 is a defining or non-defining relative clause.

For Ex 4, circulate providing assistance as required and checking Ss accuracy of relative clause sentences. Encourage Ss to use different relative pronouns in each sentence if possible. Then, put Ss in pairs, or small groups, to share their sentences for the other Ss to guess the words and phrases they are describing.

Finally, in Ex 5, ask a few pairs, or groups, to share one of their sentences for the class to guess.

Answer key:

1
1 which (defining) **2** of whom (non-defining)
3 which (defining) **4** whereby (defining)
5 during which time (non-defining) **6** when (defining)
7 who (defining) **8** why (defining) **9** whose (non-defining)
10 in which (defining) **11** of which (non-defining)
12 who (defining)

2
Sentences 3, 6 and 8.

3
1 d **2** c **3** f **4** a **5** k **6** e **7** l **8** j **9** g **10** i **11** b **12** h

Grammar 2 Defining and non-defining relative clauses

Materials: One worksheet per pair, cut along the lines indicated

Instructions:

Put Ss in pairs. Give out a cut-up set of speech cards and an instruction worksheet to each pair. For Ex 1, ask Ss to put the speech cards in the correct order to create the welcome speech. Encourage Ss to notice the use of defining and non-defining relative clauses in the speech. Check the order as a class.

For Ex 2, give Ss time (about 20 minutes) to write their welcome speech in pairs. Ss could use/adapt some of the clauses from the speech cards to do this. Circulate, providing assistance during the writing process. Ss should also decide who is going to say which part of the speech, and practise giving it a few times.

For Ex 3, put Ss in groups of four or six to read their welcome speeches to each other.

Answer key:

1
c, e, b, f, j, d, k, h, g, a, i

Vocabulary Describing different age groups

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four and distribute a set of cards to each group. Tell Ss they should match the sentence cards 1–10 with the word which best fits the gap. Check answers as a class. As a follow-up activity, ask Ss to see if they can use the words to describe famous people. They could talk about specific celebrities or use the target language more generally, e.g. *A lot of famous people*
get in a bad way because there is so much pressure on them. / Ellen DeGeneres seems on the ball and can think of funny things to say when she's interviewing people. / Stephen Hawking was gradually paralysed by a disease.

Answers:
1 on the ball **2** initiative **3** dyslexia **4** streak **5** sharp
6 in a bad way **7** promising **8** potential **9** paralysed
10 insecure

4B

Grammar 1 Noun phrases

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss to discuss Ex 1 in pairs and ask a few Ss to share their ideas. For Ex 2, point out that all the phrases in the box are different types of noun phrases. Ask Ss to work individually to put the words in the correct order.

Then, Ss complete the texts in Ex 3 with the noun phrases. Ss compare their answers in pairs before checking as a class.

Put Ss in pairs or small groups to discuss the questions in Ex 4. Encourage them to use extended noun phrases in their answers.

For a longer follow-up activity, Ss could choose a wedding, or another cultural festival, and prepare a short presentation for the class about dressing for that special occasion, using a range of noun phrases. Give Ss the choice to make it personal, e.g. *What my family wore at my sister's wedding* or more general, e.g. *Typical outfits for Day of the Dead*. If you have facilities to do so, presentations could be supported with Ss showing photographs or illustrations.

Answer key:

2
A **a** silk dress with detailed patterns
b New Delhi, the capital of India
c people wearing such bright colours
d the sari I wore
e traditional Indian clothes
f week-long celebrations
B **a** the Sydney Opera House, a famous building
b people wearing wedding outfits
c the most expensive thing you'll ever wear
d the perfect wedding portrait
e beautiful tourist spots
f something I see a lot

3
A **1** b **2** f **3** e **4** c **5** d **6** a
B **1** a **2** f **3** b **4** e **5** d **6** c

Grammar 2 Noun phrases

Materials: One worksheet per pair

Instructions:

Explain that Ss are going to write a list of the top ten items needed for a particular situation. Give out a worksheet to each pair and explain that for Ex 1 they should try to include at least one example of all the noun phrase types from the Grammar Box in the Student's Book, page 33 (sometimes quite long ones) in their sentences. You could read the suggested answers below to the class as an example. Give Ss a time limit for making their list (maybe fifteen minutes). Circulate, providing assistance as necessary.

Then, for Ex 2, put pairs in groups to share their lists and explain their items.

Alternative activities:

In the sharing stage, ask each group to listen to each other's lists, then try to come to a decision on the 'top five' items for each one.

Instead of sharing their lists with another pair, Ss could make a short video or slide show explaining their choice of items. These could be posted in a private online space for other Ss to view.

Answer key:

1

Suggested answers:

The top ten things for a fantastic trip to the beach

1 a comfortable swimsuit
2 a colourful towel, rolled up efficiently to fit in your bag
3 a reusable water bottle
4 a picnic basket containing a selection of delicious snacks
5 a few balls or frisbees for playing games
6 the latest copy of your favourite magazine
7 a good quality sunscreen
8 a decent sunhat which is large enough to properly shade your face
9 a mobile phone for taking pictures of your fabulous day
10 your best friend, [insert name here!]

Vocabulary Clothes and fashion

Materials: One worksheet per pair, cut in half

Instructions:

Write the words *pirate*, *hippie*, *baseball player* and *hamburger* on the board and explain that these are costumes a group of friends has worn to a fancy dress party. Check Ss understand the meaning of *hippie*. Put Ss in pairs to discuss what each person might have worn. Give half the class a Student A worksheet and the other half a Student B worksheet. Tell Ss not to show each other their worksheets and explain that the pictures are similar, but not identical. Ask Ss to describe their pictures to each other and see how many differences they can find between them within a fixed time limit (about ten minutes). As feedback, ask Ss to share the differences they found, and elicit any ones they didn't by asking questions, e.g. *How are the hippie's trousers different in the two pictures? How does the pirate's hair differ?*

As an optional-follow up activity, give Ss a few minutes to think of, and sketch, someone in a costume for a party, trying to include some of the elements from the vocabulary set (blouse, bob, bracelet, cap, flowery, laces, ripped, strap, stripy, stud, wavy). (The sketch is just for themselves, so they don't need to worry about being good at drawing.) They then take turns to describe the costume to their partner, who must guess what it is.

For an easier alternative, tell pairs that they can look at both pictures at the same time and find the differences between them.

Answer key:

Suggested answers:

The pirate's buckle in picture 1 is larger than the buckle in picture 2.
The pirate's trousers are ripped in picture 1. They are not ripped in picture 2.
The hippie's trousers are flared in picture 1 but not in picture 2.
The baseball player has a bob in picture 1 but hair in a ponytail in picture 2.
The baseball player's shoelaces in picture 1 are tied. However in picture 2, they're untied.
The hamburger has visible straps in picture 1 but not in picture 2.
The hamburger only has an ear stud in picture 2.
There is a bracelet on the floor in picture 1.
The tablecloth in picture 2 has stripes, but in picture 1, it has squares.
The baseball player's cap is striped in picture 1, but plain in picture 2.

4C

Language focus 1 Prepositions 1

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to complete the prepositions in the items individually, then check answers as a class.

For Ex 2, put Ss in pairs and set a time limit for them to find common answers for as many items as they can. Note that it is not necessary to respond to the items in order. Ask each pair (or a few pairs if you have a large class) to share something they had in common. Alternatively, instead of a pairwork activity, have a class mingle. Tell Ss to talk to different Ss and find something they have in common with each one (in one of the categories listed on the worksheet).

Answer key:

1

1 on **2** in **3** on **4** to **5** in **6** with **7** in **8** about **9** on **10** of **11** by **12** of

Language focus 2 Prepositions 1

Materials: One worksheet per pair, cut into cards

Instructions:

Put Ss in pairs and give each pair a set of cards. Explain that Ss need to work together to match the cards and make prepositional phrases. Tell Ss that the grey cards are the first parts of the collocations and the white cards are the second parts. As they complete the activity, they should divide the phrases into categories according to their meanings: positive, negative and neutral, giving an example sentence for each as they do so. Check as a class.

As a follow up, tell Ss to put the grey shaded cards in a pile and the white cards spread out in a pool. Student A calls out each of the grey cards in turn and Student B has to find the second part of the phrase from the pool as fast as possible. Then Ss swap roles.

Alternatively, Ss play pelmanism with the cards. Each time they make a correct match, they should say a sentence using the cards. If they do this they win a point. The student with the most points at the end of the game wins.

Answer key:
Answers are correct on the original sheet.

Suggested answers for classification:

Positive: appeal to, approve of, capable of, crazy about, dedication to, have faith in, keen on, succeed in, the key to

Negative: addicted to, fed up with, in debt, jealous of, terrified of, worry about

Neutral/both: by accident, emphasis on, on purpose, rebel against, without doubt

Vocabulary Influences and identity

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, explain that Ss need to choose the correct word in italics for each item. Check answers as a class. For Ex 2, give Ss a few minutes to indicate how much they agree with each statement by circling a number from 1–5.

Then, for Ex 3, put Ss in pairs to choose a statement to discuss. Encourage Ss to give a reason for their view on each statement. Finish by asking Ss to reflect: *Which of the words or phrases from this lesson stand out for you and why?* Ask a few Ss to share their word/phrase and reason with the class.

Answers:
1 influential **2** pointless **3** meaningful **4** invaluable
5 Rebelling **6** rubs off **7** emphasis **8** gratitude **9** impact
10 stand out

5A

Grammar 1 Continuous forms

Materials: One worksheet per student

Instructions:

Distribute the worksheets and using the pictures, elicit or teach *e-scooter* (*electronic scooter*). Put Ss in pairs to discuss Ex 1, then ask a few pairs to share their ideas.

Give Ss time to complete Ex 2 and 3 individually, then get Ss to compare their answers in pairs before checking as a class.

For Ex 4, put Ss in pairs or small groups, then ask a few pairs/groups to report back to the class on their discussion.

Answer key:

2
1 has been commuting
2 was driving, 'm starting
3 'm going to be riding/'ll be riding/'m riding
4 are growing, might be working
a 've been using
b 'm wondering
c Had you been thinking, was considering/had been considering
d must be spending

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

Grammar 2 Continuous forms

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, point out that more than one continuous form may be possible in some cases. Get Ss to complete the statements individually, then check answers as a class.

For Ex 2, point out that Ss will need to form questions using the continuous form. Elicit the first two as an example (*How long have you been living here? Are you watching an addictive series at the moment?*). For Item 8, which has a negative modal, elicit the question, which will be positive, e.g. *If your favourite celebrity was nearby, would you (still) be sitting here?* Ss then move around the classroom, talking to each other and seeing if they can find someone who can give a positive response to each statement. Encourage Ss to ask a follow-up question for each statement. Circulate, listening to Ss and noting down any recurring errors related to continuous forms for further teaching.

Answer key:

1
1 has been living
2 is watching
3 might be going
4 will be stopping/is going to be stopping/is stopping
5 had been thinking
6 is going to be celebrating/will be celebrating/is celebrating
7 was concentrating
8 wouldn't be sitting

Vocabulary Commuting

Materials: One worksheet per group, cut into cards and game board. One counter per student.

Instructions:

Put Ss in groups of three or four. Explain that Ss are going to play a game to practise words related to commuting. Give out a game board and a set of cards to each group. Explain that before they play the game, Ss need to decide how many spaces each card is worth (between 0–3 points). For example, if the situation on the card is likely to be a major hold up, it should be worth no points and the student will not be able to advance. An advantageous situation with no difficulties could be worth three points. Point out that it's fine for groups to rate the cards in different ways. Groups discuss and assign points to the cards, asking questions if necessary.

Explain how to play the game (or write instructions on the board). Ss shuffle the cards, place them face down in a pile and put their counters on the 'work' square of the game board. They take turns to take a card, read it to the group and move the number of squares indicated. The first player to reach the 'home' square is the winner.

Answer key:

Example assignment of points:

Worth 0 points:
power failure causes underground evacuation
traffic lights not working due to a power failure
major roadblock after a lorry shed its load
debris on the tracks
major hold-up on the southbound carriageway
suspicious package on the road
a building has been evacuated and people are blocking the road

Worth 1 point:
diversion due to a pile-up
train is out of order, take the replacement bus service
roadworks slow things down
traffic is crawling

Worth 2 points:
conductor gives the all-clear for the train to leave the station
you avoid a tailback

Worth 3 points:
traffic is flowing freely
take the new bypass to save time
no delays to report

5B

Grammar 1 Participle clauses

Materials: One worksheet per student

Instructions:

Distribute the worksheets and give Ss a few minutes to read about the tourist attractions before discussing Ex 1 in pairs.

For Ex 2, do the first gap on the board as an example. You could point out that using participle clauses to begin a sentence doesn't change the meaning, but is a stylistic choice in narrative writing as it can provide variety and sometimes make a sentence more concise. Ask Ss to complete the remaining sentences individually. Circulate, providing help as required. Ss compare their answers in pairs before checking answers as a class.

For Ex 3, encourage Ss to use two different types of participle clause. Circulate offering assistance while Ss write their sentences.

Finally, put Ss in groups to share their ideas for Ex 4.

As an extension project, ask Ss to make a tourist poster for their own country, which includes at least six key geographical features or tourist destinations. Each description should include a participle clause.

Answer key:

2
1 Offering sand dunes, surf and sunsets
2 Having explored Auckland city
3 Established in 1975
4 Having spent the day mountain biking
5 Voted one of the world's best one-day hikes
6 Hiking from bay to bay

Grammar 2 Participle clauses

Materials: One worksheet per group, cut along the line indicated, paper for each group

Instructions:

Explain to the Ss that this activity type is called a dictogloss. Put Ss in groups of four and give out a copy of the top part of the worksheet to each group. Ask Ss to discuss Ex 1, then elicit some answers from the class.

Go through the instructions to Ex 2–4 and tell Ss that each sentence in the text starts with a participle clause. Read the text on the bottom half of the worksheet to the class at normal speed, while Ss listen. Then read it again, while Ss take notes individually. Point out that they won't be able to write everything down, but will be able to work in a group when they reconstruct the text for Ex 3. Before they attempt to reconstruct the text, remind them that it does not have to be identical to the original, but it should include the same ideas and use participle clauses. Give Ss up to 15 minutes to work on their text in their groups. If time allows, elicit what Ss have written in order to create a shared reconstruction on the board. Make sure that the participle clauses used are grammatically correct (although they do not need to exactly match those in the original text).

To finish, give out the bottom half of the worksheet for Ss to compare their text to, and ask them to focus on the participle clauses.

Alternatively, instead of, or in addition to, the dictogloss, use the text as a prompt for a writing activity. Ask Ss to read the text and underline the participle clauses. (There is one at the beginning of each sentence.) Then, ask Ss to choose another geographical feature they would like to visit, briefly research it online if possible, and write their own paragraph about it using at least three participle clauses. Put Ss in groups to share their paragraphs or invite Ss to post their work on an online class forum.

Vocabulary Geographical features

Materials: One worksheet per pair, cut in half

Instructions:

Put Ss in A/B pairs and give one student the Student A worksheet and the other student a Student B worksheet. Tell Ss not to look at each other's worksheets. Pre-teach *abseil* and *kayak* using the images. Ask Ss to complete Ex 1, then check answers as a class. For Ex 2 and 3, either keep Ss in pairs or combine pairs to form groups of four. Encourage Ss to give reasons for their answers in Ex 3. Finish by asking Ss to share which activities were most popular in their groups, and why.

Answer key:

A
1 waterfall **2** reserve **3** dunes **4** glacier **5** pass **6** mainland

B
1 ridge **2** sandy **3** shoreline **4** channel **5** valley **6** marsh

5C

Language focus 1 Translation and collocation

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to complete Ex 1 individually, then either check the answers as a class or ask Ss to check their answers against their mind map from Ex 3 in the Student's Book, page 42. For Ex 2, emphasise that Ss need to include the entire collocation in each answer. Ask Ss to complete the exercise individually, then compare their answers in pairs before checking as a class.

For Ex 3, explain that Ss should choose three collocations which are most relevant to their life at the moment.

Then, for Ex 4, put Ss in pairs and give them a few minutes to discuss their answers. Finally, ask a few Ss to share one of the collocations they chose and why.

Answer key:

1

1 house **2** home **3** house **4** home **5** house **6** home
7 house **8** home **9** home **10** home **11** house **12** house

2

1 wake up the whole house
2 is in a care home
3 house-warming party
4 house hunting
5 home improvement
6 heading home
7 leave home
8 a friend's house
9 go round to someone's house
10 doing up our house
11 feel at home
12 home ownership

Language focus 2 Translation and collocation

Materials: One half worksheet per pair, cut into cards

Instructions:

Explain that Ss are going to do an activity with another set of collocations *make* and *do*. Put Ss in pairs and give them a set of Pair A or Pair B cards (half the worksheet). You should have an equal number of A/B pairs in the class – Ss could work in groups of three if necessary to ensure this. Explain that Ss first need to match the card halves to form collocations, checking with you any that they are unsure of. Then, Ss need to write sentences on the cards that include the correct collocations. Give Ss about ten minutes to do this, then ask a Pair A and Pair B to swap cards. (If there are not an equal number of pairs, you could make an extra set of cards for them using the sample answers.) Ask pairs to match the sentence halves, then check their answers with the original pair.

Finish by asking a few pairs to share one of the sentences in the activity they matched.

As an optional follow-up activity, ask Ss to make mind maps with the collocations from the activity, and write a translation of the whole collocation next to each one.

Answer key:

Suggested answers:

A

It would **make my day** to get a surprise in the post.
We ask questions if something doesn't **make sense** in class.
When my friends visit, I say, '**Make yourself at home**'.
I usually **do the cooking** at the weekend.
I wouldn't want to **do up a house**. It would be too much work!
We prefer to **do our homework** online.

B

People often **make a house a home** by displaying photos.
I try to **make the most of an opportunity** if it comes my way.
I always **make sure that** I lock the door at night.
We take turns to **do the dishes** in my flat.
It isn't always easy to **do the right thing**.
I'm giving a speech tomorrow. I hope I **do a good job**.

Vocabulary Describing homes and decoration

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four and give each group a set of the cards face down. Tell Ss to take turns to turn over a card and read it aloud. Other members of the group must then suggest some items that fit the category. Choose one of the cards and elicit some ideas from the class as an example. Give Ss about ten minutes to work through the set of cards. Ask each group to feedback on one of the categories.

Alternatively, for a shorter activity, allocate just one or two cards per group. Give Ss a couple of minutes to discuss and decide on the best answers, then feedback to the class.

Alternatively, play a brainstorming game. Each group will need paper and a pen. Call out a category from the worksheet, e.g. 'things that could be antiques', and give the groups one minute to brainstorm as many ideas as they can. After a minute, get Ss to feedback their answers. Teams receive a point for each idea and a bonus point for having the most in any one round. The winning team is the one with the most points at the end of the game.

Answer key:

Suggested answers:

1 a chair, a clock
2 a dishwasher, a flatscreen TV
3 ornaments, photographs
4 You could do an exercise routine in it. You could fit more things into it.
5 you can find things more easily, it looks nice
6 a tree, an umbrella
7 Beverley Hills; Kensington, London.
8 a plant, a key
9 a restaurant kitchen, a hotel room
10 privacy, shade
11 magazines, books
12 a trophy, a mirror
13 fitted cupboards, fitted sheets
14 a vase, an ornament
15 papers, ornaments
16 The person could be a professional who wants to show a qualification in their workplace. The person could be proud of their child getting a certificate at school.

6A

Grammar 1 Adverb and adverbial phrases

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to discuss the questions in Ex 1 in pairs for a couple of minutes. Give Ss time to complete Ex 2 and 3 individually, then compare their answers before checking as a class.

Give Ss a couple of minutes to read Ex 4 and consider the questions, then put them in groups to discuss the answers. About two minutes before the discussion finishes, tell Ss to think of a sentence beginning with an adverb, or adverbial phrase, that summarises, or was, an interesting point raised in their discussion. Finish with each group sharing their sentence with the class.

Answer key:

2

1 increasingly **2** ever again **3** rapidly **4** literally
5 in an advertisement **6** by name **7** Not surprisingly
8 in English **9** without delay **10** Equally
11 for a limited time **12** extremely **13** in London
14 Thirty seconds later **15** sharply

3

Obviously, Apparently, supposedly, naturally, suddenly

Grammar 2 Adverb and adverbial phrases

Materials: One worksheet per group, cut into three cards

Instructions:

Give a card to each student. Explain that Ss are going to play a game where they write sentences about themselves on their cards, which will then be posted around the room for everyone to read and guess who wrote each one.

Circulate while Ss write sentences about themselves using the adverbs in the box, providing assistance as required. Encourage them to think carefully about how they position the adverbs in the sentences. They should not show them to anyone else at this stage. You may also like to write a card yourself as a way to model the activity and give Ss a little bit of information about yourself. Collect all the cards and add a number in the square at the top for each member of the class. Then place them around the classroom, or pin them on the walls. Get Ss to write a list of numbers (number 1 to the total number of students in the class) on a sheet of paper, then walk around the class reading the cards and guessing who wrote each card. Ss should then write the name of the student they guess next to the corresponding number on their piece of paper. Consider writing a list of Ss' names on the board as a reference for spelling.

Finish by reading one sentence off each sheet and getting the person who wrote it to raise their hand. Ss tick on their numbered list if they guessed correctly. The student with the most correct guesses is the winner.

Alternatively, if Ss don't know each other, put them in groups of three (with different prompt words) to share and respond to each other's sentences with follow-up questions.

Vocabulary Successful and failing businesses

Materials: One worksheet per pair, cut into cards

Instructions:

Put Ss in pairs and give each pair a set of cards. Ask Ss to find card 1A and 1B and read the sentences, deciding whether the two sentences have a similar or different meaning, and why. Elicit the answer.

Explain that Ss need to discuss the meanings of each pair of A/B sentences and decide whether they are the same, similar or different. Give Ss ten to fifteen minutes to do this, while you circulate, providing assistance as required. Finally, conduct whole-class feedback.

Answer key:

1 Different. *High staff turnover* means a lot of staff members are leaving. *Annual turnover* means the amount of income a company generates in a year.
2 Different. *Middle management* means that you have staff reporting to you, but you aren't a senior manager. *Retail management* is the management of shops.
3 The same, although in Sentence A *focus* is a verb and in sentence B it's a noun.
4 Different. *Branch out* means to try something different, whereas *try OUT the new branch* sounds like someone is going to the new shop or new centre of a business.
5 Similar (but not the same). A *valued customer* means a type of customer that the company values or cares about. When talking directly to customers, companies usually use *valued* not *valuable*. *A valuable customer* probably means that they provide an advantage to the company, for example by buying a lot of products or referring people.
6 The same. *Struggle to do something* and *find it difficult to do something* are synonyms.
7 The same. If a company or government has a *monopoly* on a business or political activity, it has complete control of it so that other organisations cannot compete with it. *Split up* and *break up* are synonyms.
8 Different. In sentence A, *sustainable* means able to continue without causing damage to the environment. In sentence B, *sustainable* means able to do something that can be sustained for a long time.
9 The same.
10 Different. *Undermining* means to gradually make someone or something weaker or less effective. *Undercutting* means pricing products lower to be more competitive.

6B

Grammar 1 Further passive constructions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss Ex 1 for a couple of minutes.

Ask Ss to complete Ex 2 individually, then compare their answers in pairs before checking as a class.

To finish, get Ss to discuss Ex 3 in pairs, then ask a few Ss to share their responses.

Answer key:

2

1 a **2** both **3** b **4** both **5** a **6** b **7** a **8** a **9** a **10** b

Grammar 2 Further passive constructions

Materials: One half worksheet per student

Instructions:

Give half the class a Student A worksheet and the other half a Student B worksheet. Tell Ss that they have the same text, but with different passive constructions gapped in it. Ask them to read the text individually first and predict what kinds of structures or words might go in the gaps on their worksheet. Ss then work together to dictate and complete the gaps.

For Ex 2, give Ss time to discuss and make some notes about their festival. They should prepare their notes individually as they will be sharing their ideas in different groups.

For Ex 3, put Ss in new groups of three or four to share their ideas. Remind them to use some passive sentences if possible.

As an optional follow up, Ss could write a paragraph about how the festival they chose is celebrated, then submit it to you for feedback or share it with the class on a private online class forum.

Answers:

1

A **1** must be able to be worn **2** to be believed **3** could be made **4** made of **5** being judged

B **1** have to be seen **2** are only limited **3** interviewed **4** are selected to be modelled **5** are said to have inspired

Vocabulary Hosting events

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three and give each group a set of cards. Ask them to read questions 1–8 and match the word in bold with a definition A–H. Check answers as a class (or write the key on the board for groups to check themselves), then ask Ss to take turns to choose a question to ask the other members of the group. Finish by eliciting answers to one or two of the questions from the class.

Answer key:

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

6C

Language focus 1 Word grammar and patterns (*expect, surprised*)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Give Ss about five minutes to complete Ex 1 individually, then ask them to compare answers in pairs before checking as a class.

For Ex 2, point out that rephrasing someone's comments is a strategy for showing that you are listening or agree with them. Go through the example, then model a couple of other exchanges with the class by saying one of the statements and eliciting possible ways of responding using the patterns in the Grammar Box, on page 51 of the Student's Book. Put Ss in pairs to do the activity. Circulate, listening to forms, and noting down any errors in the *expect/surprised* form. To address the errors, consider writing them on the board at the end of the activity (changing content words to preserve the anonymity of the student) and eliciting corrections from the class.

Answer key:

1

A2 I'd have expected the poets ~~being~~ **to be** older, wouldn't you?
A3 I was surprised ~~that~~ **how** beautiful the venue looked at night.
A5 I wasn't expecting **it** to be so crowded.
B1 The tickets were cheaper than I expect**ed**.
B2 I wasn't expecting ~~it having~~ **to have** such a long queue to get in!
B6 I didn't expect the photographer **to** be there! That was cool.

Language focus 2 Word grammar and patterns (*expect, surprised*)

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four and give a set of cards to each group. Ask Ss to look at the cards one at a time and think of possible captions for each one using a phrase with *expect/surprised*. Ss choose their favourite and write it down.

Next, get groups to take turns to say one of their captions. The other groups have to guess which picture it refers to.

As an optional follow up, groups could make up their own similar scenario about a time when something didn't turn out as they expected. Depending on your class preferences, Ss could act these out as mini-conversations (using a phrase/phrases with *expect/surprised*), find or draw a picture to represent the scenario, or explain it to the class as a story.

Answers:

Suggested answers:

1 It's much harder than she expected.
2 He didn't expect it to be so small.
3 He's surprised how chilly it is there.
4 They're surprised how talented she is!
5 She was expecting something plainer.
6 He was surprised how expensive the ticket was!
7 It's much further than he/she expected.
8 She didn't expect it to be so spicy!

Vocabulary Talking about arts events

Materials: One worksheet per group, cut into cards, one timer per group (e.g. on a student's mobile phone or a clock with a second hand)

Instructions:

In ***stronger classes***, put Ss in groups of three and give them a set of the cut-up cards face down. The first student takes a card without showing it to anyone and tries to elicit the words on it from the other members of the group. They have two minutes to explain the items without using any other forms of the word (e.g. for *collaborative*, a student can't say *collaborate*). The student can explain the words on the card in any order. For every word/phrase guessed correctly within the time limit, they get one point. When the words have been guessed, or two minutes is up, the card is put aside and the next student quickly takes a card and continues the game. The team with the most points after twelve minutes (the maximum duration of the game) is the winner.

While Ss are playing the game, write the following questions on the board for groups who finish early to discuss. *Which words or phrases were new to them in this lesson? Which were the easiest or hardest words to explain? Which words or phrases will they be most likely to use themselves?* When all Ss have finished the game and a winner has been announced, conduct whole-class feedback about the discussion questions.

Alternatively, in ***weaker classes***, put Ss in pairs. Give each pair two cards and a few minutes to discuss how they could explain the words/phrases on it. Then, put three pairs together so that each group has six members with the full set of cards. Ss take turns to elicit the words on each card in two minutes or less.

7A

Grammar 1 Adding comments using *must* and *can't*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, go through the instructions and item 1 as an example, reading the responses. Ask Ss to complete Ex 1 individually, then compare answers in pairs before checking as a class. For item 7, point out that the responses *You can't be serious!* and *You must be joking!* are usually used as expressions of surprise rather than literal statements.

For Ex 2, put Ss in pairs and go through the example with the class. Ss can respond to the statements with one of the (correct) responses from Ex 1 or their own idea using *must* or *can't*. Allow enough time for Ss to take on both parts in the roleplay. If time is short, they could do three questions each.

As an optional follow up, ask Ss to imagine that they have just got a new, really different job. Give Ss a few minutes to think about what their imaginary job is, and two or three extra details about it. Then put Ss in pairs to roleplay telling their partner about it and responding with *must* and *can't*.

Answers:

1

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

Note: Occasionally, speakers may use comments with *must* and *can't* ironically, i.e. the speaker means the opposite of what is said. However, the answers above assume that no irony is being used.

Grammar 2 Adding comments using *must* and *can't*

Materials: One worksheet per pair, cut in half

Instructions:

Put Ss in A/B pairs, give each student their half of the worksheet and ask them not to show their worksheet to each other. Explain that the words and phrases in the box should be used to respond to their partner's sentences, not their own. They can also use their own ideas to respond as long as the comment uses *must* or *can't*. Give Ss a minute to look at the boxes on their worksheet and consider the kinds of comments they could make with them and *must* or *can't*. Model the activity with a student by getting them to read one of the situations and responding using a comment with *must* or *can't*. Encourage Ss to then respond to that response as if it was a question without repeating the modal verb, as demonstrated in Ex 9 in the Student's Book, page 55.

While Ss do the activity, circulate, providing assistance as required. For extra practice, Ss could swap their worksheets and repeat the activity.

Answers:

Suggested answers:

A

1 That must be exciting.
2 You must have impressed them.
3 That must have been painful.
4 That can't be right.
5 You must have been scared.
6 That can't be easy!

B

1 That must have been cool!
2 You must be exhausted.
3 That can't be true.
4 You must be pleased.
5 That can't have been fun.
6 That must have been useful.

Vocabulary Life's ups and downs

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three. Give each group a set of cut-up cards and explain that they form a story of somebody's grandparents. Tell Ss that they need to complete the sentences with words and phrases from the word box card. Point out that some words or phrases may fit more than one sentence, but each item on the word box card can be used only once. Give Ss time to work in their group to complete the sentences and put the story in the correct order. Then, check answers as a class.

Answers:

The story is in the correct order on the worksheet. The words in order are:

1 golden anniversary **2** relocated **3** doctorate
4 get-together **5** native **6** make a go of it **7** tied the knot
8 arrived **9** premature **10** come to terms with **11** inherited
12 falling-out **13** a trial separation **14** clean break
15 flew the nest

7B

Grammar 1 Second, third and mixed conditionals

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Check that Ss know the meaning of the terms *fake news* (news stories which are false or spread false information) and *paywall* (a feature of a website that means people have to pay to see part or all of the website, rather than seeing it for free).

Put Ss in pairs and ask them to discuss the questions in Ex 1, then elicit some answers.

Ask Ss to complete Ex 2 individually, then compare their answers in pairs before checking as a class.

Get Ss to discuss the question in Ex 3 in pairs.

As an optional follow up, Ss could choose another topic and discuss hypothetically how it could be changed for the better using some second, third and mixed conditional sentences. Give them some topics to choose from, e.g. *education*, *this school*, *life*, *last weekend*.

Answer key:

1
1 would be **2** didn't see **3** consumed
4 would/might increase **5** would find **6** blocked
7 wouldn't have believed **8** hadn't appeared/didn't appear
9 didn't own **10** wouldn't have **11** realised
12 might ask/would ask **13** should have kept
14 hadn't introduced **15** would still be reading/would still read

Grammar 2 Second, third and mixed conditionals

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of four and give them a set of cards face down. Explain that Ss should take turns to pick up a card and read the sentence starter. The other Ss in the group need to think of a way to finish the sentence which is true for each of them. They continue until all the cards have been turned over. Finish by asking each group to share one or two of the conditionals they made with the whole class.

Alternatively, for a shorter activity, give out fewer cards to each group. Or, use the cards for a class mingle. Give each student one card. Ss think of a way to complete the conditional phrase, then find a partner and share their sentence. They then swap cards with their partner and find a new partner to talk to.

Answer key:

Suggested answers:
If I took a year off, **I'd go backpacking around the world**.
If I hadn't come to class today, **I would have slept in**.
If we won a class trip abroad, **I'd fancy going to Malta**.
My life would have turned out really differently if **I'd been born somewhere else**.
I would be surprised if **it rained tomorrow. We haven't had any for weeks**.
People wouldn't make offensive comments online if **they weren't anonymous**.
If people heard more good news, **they might feel less anxious**.
If I was world famous, **it wouldn't be for my singing**.
If my childhood dreams had come true, **I would be a train driver**.
I'd like it if **someone came in with a large chocolate cake right now**.
People might not recognise me if **I dyed my hair purple**.
This morning I probably should've **eaten breakfast before I ran to catch the bus**!

Vocabulary Talking about the news

Materials: One set of cards per group

Instructions:

Put Ss in groups of three or four. Give out a set of cut-up cards to each group. Explain that Ss need to work together to match each headline (in capitals) with a subheading. Circulate during the activity, offering assistance if necessary. Check answers as a class.

As an optional follow up, tell Ss that an editor has asked them to choose three of the stories for the main page of a news website. Tell half the groups to choose the three stories they think would get the most clicks, and the other half to choose the three stories they think would be most important to read about. Then, get each group to report back and compare their decisions.

Answers:
POLAND GETS THROUGH TO THE SEMI-FINALS
Creates huge fan excitement, massive coverage promised
MAJOR BREAKTHROUGH FOR ARTHRITIS SUFFERERS
New treatment widely welcomed by doctors
THREE COUNTRIES WITHDRAW FROM CLIMATE CHANGE TREATY
Renewable energy cost a contributing factor
NETWORK PROMISES MASSIVE COVERAGE OF THE OLYMPICS
Extra channel planned for the two-week period
REFERENDUM CAUSES CONTROVERSY
Results could trigger an early election
REPORT EXPOSES COMPANY BOARD COVER-UP
Fraud may lead to member resignations
FOOTBALL STAR CAUSES OUTRAGE
No apology for offensive comment

7C

Language focus 1 Phrases to show the relationship between ideas

Materials: One worksheet per student

Instructions:

Elicit the meaning of *referendum*, and ask Ss if they know anything about them, e.g. have they heard of any, do they have them in their country, etc. Distribute the worksheets. Tell Ss that they are going to read two opinions about whether referendums are a good way to make decisions. For Ex 1, ask Ss to work in pairs, read the title of the article and predict some of the arguments each student might make. Elicit some ideas.

For Ex 2, tell Ss that they will need to read the sentences with the linking phrases very carefully, as for many of the items they need to decide whether the information after the phrase is contrasting with, or simply refers to a previous idea. In some of the items, they will need to check the form of the phrase is correct. Give Ss time to work through the exercise individually, or in pairs, before checking answers as a class.

For Ex 3, you could give Ss the option to choose a topic or issue of their own choice. You could brainstorm some possibilities for the class starting with *whether … are a good idea*. While Ss are writing, circulate, providing assistance as required. Put Ss in pairs or groups to share their opinion.

Answers:

1
1 Even so
2 Taking that into account
3 Having said that
4 But all the same
5 Despite that
6 Bearing all of the above in mind
7 And yet
8 Considering that
9 given that
10 Taking that into account
11 But then again
12 In spite of all of the above

Language focus 2 Phrases to show the relationship between ideas

Materials: One worksheet per student

Instructions:

Put Ss in pairs and distribute the worksheets. Go through the instructions and the example. Elicit some answers for Ex 1. Draw two mind map centres on the board marked 'Phrases for referring' and 'Phrases for contrasting'. Elicit and add phrases to the diagrams (asking Ss to try to remember the phrases without referring back to their books). When referring to a previous statement: *Taking that into account, Bearing that in mind, Considering, Given that*; When contrasting to a previous statement: *And yet, But all the same, Despite that, Even so, Having said that, In spite of that.*

Ask Ss to complete Ex 2. If Ss find this challenging, consider sharing a few more sample answers to give them ideas of approaches they could take. Ask them to use a variety of phrases to start their sentences. To shorten the activity, Ss could add a sentence to four of the statements rather than all of them.

For Ex 3, put pairs together to form groups of four to share their ideas. Finally, ask each pair to share one of the facts and their response with the class.

Answer key:

Suggested answers:

2

1 *Bearing that in mind, there should be more campaigns to encourage younger people to vote.*
2 Having said that, it's not always easy to know how close an election is going to be ahead of time.
3 Taking that into account, it's important that people have access to candidate information.
4 Bearing that in mind, citizens need to be able to trust that their votes are private.
5 Even so, many educated people still don't vote!
6 Considering that, it might help voter turnout if there was free transportation to polling stations.
7 Given that, perhaps holding too many elections might be problematic for voter turnout.
8 And yet, no one can control the weather!

Vocabulary Voting and elections

Materials: One bingo grid per student, one set of word cards per group, nine counters per student

Instructions:

Give each student a grid and tell them that they are going to play a game of bingo to revise the vocabulary from the lesson. Ask Ss to choose nine words and phrases from the box to write in the squares on their grid in any order. Distribute counters or get Ss to cut, or rip up, nine pieces of paper to use. Read out the sample clues below in any order, making it clear that 'BEEP' is a substitute for the word the Ss need to find on their grid. Read each clue twice and pause for Ss to cover the word with a counter if it is on their grid. (Note: It must be the definition, not if the word appears in the clue.) Then elicit the word. The first student to cover up their full grid and call 'bingo' is the winner.

Next, put Ss in groups of three or four to play again. Give each group a set of cut-up word cards face down. Ask Ss to shuffle the cards and take turns to pick up a word and make up a clue for the rest of the group, who guess the word, then mark it on their bingo board if they have it. Once again, the first student to cover up their grid and call 'bingo' is the winner.

Answer key:

Suggested clues:

1 When two or more political parties join together to form a government, it's called a BEEP. (coalition)
2 If someone is elected again, they are BEEP. (re-elected)
3 If someone arranged an election result, the election was BEEP. (fixed)
4 A BEEP is the set of rules and procedures around voting and elections in a place. (electoral system)
5 The percentage of people who vote in an election is called BEEP. (voter turnout)
6 If you don't get to participate in decision-making, you BEEP. (have no say)
7 At an election, you BEEP for your favourite candidate or political party. (cast your vote)
8 If a leader wants to be re-elected, they will try to win BEEP. (re-election)
9 A written statement by a person or organisation saying what they believe in and what they intend to do, is called a BEEP. (manifesto)
10 To BEEP someone, means to formally put that person forward as a candidate for election. (nominate)
11 At an election, many people cast their votes at BEEP. (polling stations)
12 If a leader or government actions a policy or referendum result, it means that they BEEP it. (implement)
13 If a leader or government wants citizens to vote on a decision, they might BEEP. (hold a referendum)
14 When votes are counted again to check a result, it's called a BEEP. (recount)

8A

Grammar 1 Complex questions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs to briefly discuss the questions in Ex 1 and then ask a few Ss to share their ideas. Point out that all the questions on this sheet are complex questions for the purpose of practice, and that in a real interview they would probably encounter a range of complex and simple question structures.

Give Ss time to complete the questions in Ex 2 individually, then compare their answers in pairs before checking as a class.

For Ex 3, tell Ss to work in pairs to discuss, and reflect on, job interviews in their own field (or future field) and how these questions might relate to it.

As an optional extension activity, point out that candidates are sometimes given the opportunity to ask questions at the end of an interview. Put Ss in pairs to think of at least two questions an interviewee could ask an interviewer, using complex question structures.

As an optional follow up, Ss could roleplay a job interview using some of the questions in the activity.

Answer key:

2

1 What was it that made
2 What is it that you're
3 Where is it that you see (Note: this question is asking about the kind of job you imagine having in five years, not geographical position.)
4 What do you suppose
5 How do you imagine that
6 Who do you view
7 How is it that you would
8 What do you think that
9 When is it that you would
10 What exactly was it that
11 What do you believe that
12 Why is it that you

Extension activity suggested answers:
What is it that you value most in an employee?
What is it that you see as the company's greatest priority over the next few years?

Grammar 2 Complex questions

Materials: One worksheet per pair, cut in half

Instructions:
Explain that Ss are going to interview each other using complex questions. Put Ss in A/B pairs and give each student half a worksheet. Tell Ss to read the instructions and decide on the topic they would like to be interviewed about, for example a pastime, a type of music, a sport, a language, a subject or a place. To demonstrate, choose a topic you like, and get Ss to ask you questions under the headings (if necessary, providing some prompts such as the first few words of each answer). Give Ss time to write questions for their partner while you circulate, providing assistance as required. Ss then conduct their interviews with each other. Encourage them to respond to their partner's answers with comments or follow-up questions.

To lengthen the activity and increase fluency practice, after practising their interviews, interviewers could select three of their questions and repeat the interview performance in front of another group or pair, as if it is a TV show.

Answer key:

1

Suggested answer: Topic: Yoga

2

Suggested answers:

Reasons for interest:
How is it that you became interested in yoga?
What is it about yoga that you like?
Why do you think that yoga is becoming more popular?

Length of interest:
How long is it that you've been practising yoga?
When was it that you first heard of yoga?

Information about the topic:
Which is it that is your favourite kind of yoga?
What exactly do you do in a yoga class?
Who is it that you do yoga with?

Recommendations/suggestions for others:
Who do you believe that yoga is best for?
What is it that a beginner would need to get started with yoga?
How do you suggest that someone finds out more information about yoga?

Vocabulary Describing what your job involves

Materials: One card per student

Instructions:
Give one card to each student, and allow them time to read it and ask questions about vocabulary if necessary. If there are more than twelve Ss in the class, some of the cards can be used twice. Put Ss in pairs. Ask Ss to briefly discuss whether they think their statements are true or false for the class as a whole. Ss now mingle, surveying the class to find out whether their statement is true or false. Remind Ss to turn their statement into a question in the second person, e.g. *Have you ever assembled a piece of flat pack furniture?* When they have spoken to everyone in the class, ask Ss to tell their results to their original partner. Finally, elicit feedback from each student about whether their statement was true or false and whether they predicted the answer correctly.

8B

Grammar 1 Auxiliary verbs

Materials: One worksheet per student

Instructions:
Give each student a copy of the worksheet and, for Ex 1, elicit the words that fit the gaps in item 1 as an example. Note that sometimes more than one answer may be possible. Give Ss time to work through the exercise individually, then compare their answers in pairs before checking as a class.

For Ex 2, ask Ss to complete the questionnaire individually.

For Ex 3, put Ss in pairs and ask them to compare their answers. Encourage Ss to respond to what their partner says using auxiliary structures. If they have a different answer, point out that they could respond with an auxiliary question before their own response, e.g. A: *Have you ever flown in a dream?* B: *No, I haven't.* A: *Haven't you? I have loads of times, it's fun.*

Answer key:

1

1 a do **b** don't **c** might/could **d** used
2 a have **b** haven't **c** might/could **d** do
3 a did **b** didn't **c** did/had **d** have
4 a is **b** isn't **c** have done/do/might **d** did/have
5 a should **b** shouldn't **c** could/were **d** could/should
6 a will **b** won't **c** am/'m **d** do

Grammar 2 Auxiliary verbs

Materials: One set of cards per group

Instructions:
Put Ss in groups of three and give each group a set of cut-up cards face down in a pile. Tell Ss that Student A takes a card and reads the question or statement at the top to the group. Student B gives a (true) response to the prompt first, using an auxiliary. (Some sample answers are given on the card as prompts for the asker if Student B can't think of what to say.) Student C then responds to what Student B said, using another auxiliary structure, e.g. *So ... I, Neither/Nor ... I,* an auxiliary question or other answer. Student B then takes a card and the activity continues until all the cards have been used. Monitor the activity, giving Ss the opportunity to ask you questions about the use of auxiliaries if necessary.

Vocabulary Sleep

Materials: One set of cards per group, divided into white and grey cards

Instructions:

Put Ss in groups of three or four and give each group a set of white and grey cards. Tell Ss to divide the white cards among themselves and to place the grey cards face down in a pile. Explain that Ss will take turns to pick up a grey card and read it out loud. The student who has the white card that joins with it to form a collocation from the lesson gets to keep the pair of cards. The first student to pair all their cards is the winner, although play continues until all cards are paired.

Ss then take turns to choose one of the complete phrases and read it to the group, who think of different ways to complete the sentence. Tell them that they will be sharing a few of their favourite sentences with the class so they should note down anything particularly interesting to share with the class. Finish by asking each group to share the favourite sentences that they came up with.

Answers:

I can't stop yawning when ...
To avoid suffering from jetlag, you should ...
Stop yourself nodding off by ...
Having a lie-in is ...
People who are night owls tend to ...
If someone snores loudly ...
Having a little nap is ...
People are usually early risers due to ...
If you are out like a light, it means ...
Having had a sleepless night, it's normal to ...

8C

Language focus 1 Complex comparatives

Materials: One worksheet per student

Instructions:

Consider introducing the topic with a personal anecdote about snacks, using a few complex comparatives. For example, you could tell Ss about a snack that you like and a snack you think you should eat instead, using complex comparatives, such as *quite a lot tastier* or *not quite as healthy*, etc.

Distribute the worksheets and put Ss in pairs to discuss Ex 1. Invite a few Ss to share their answers.

Look at the first gap in Ex 2 with the class, and elicit the answer using the words in brackets. Give Ss time to complete the rest of the exercise individually, then compare their answers in pairs before checking as a class.

For Ex 3, put Ss in pairs and make sure that Ss have time to read both parts of the conversation.

As an optional follow up, ask Ss to work in pairs and choose one snack food each that they are both familiar with. Give them five minutes to see how many different complex comparative sentences they can make about their two snacks. If necessary, provide some prompts to think about, e.g. *Which snack is healthier/sweeter/easier to make/more unusual?*

Answer key:

1
1 way more filling **2** quite a bit sweeter **3** miles better
4 much (more) time **5** near as much effort **6** little bit easier
7 a touch more water **8** a lot less complicated **9** a bit richer
10 not quite as healthy **11** a tiny bit spicier
12 ten times braver

Language focus 2 Complex comparatives

Materials: One worksheet per group, cut into cards

Instructions:

Explain that Ss are going to participate in a roleplay to practise using complex comparatives. They are going to be put into committees of three to decide on four items from a menu for an end-of-year student get-together. Put Ss into groups of three. Give each student a menu and a role card. Give them five to ten minutes to read the menu and the role card, and to check any vocabulary they're unsure of. At this stage, you could put Ss with the same role card together to discuss what menu choices they will suggest to the committee and how they could use complex comparatives to compare their choices favourably with the other options. Give Ss a few examples, e.g. A: *We should get the vegetables because they're a bit healthier than some of the other options.* B: *Really? I think the cheeseburgers would be way more popular.*

Put Ss in A/B/C pairs to roleplay the discussion. Listen, making sure that Ss are using a range of complex comparatives in their discussions. They could use the Student's Book open at the lesson page (page 67) as a prompt if required.

To finish, get each group to give feedback on what they chose for their final menu with at least one reason, using a complex comparative. If you have a class which is too large to conduct this type of feedback, you could combine groups to compare their choices.

Answer key:

Sample sentences for discussion:

A: For something sweet, I think the fruit plate would be a good choice.
B: I think the ice creams would be miles better. I think Ss would like something a bit more special than fruit.
C: How about biscuits? They're still special, but they'd be a little bit easier to eat than ice creams.
B: True, biscuits are nowhere near as messy as ice creams, and they'd still be a bit more popular than fruit.
A: Really? I'd say fruit is a quite a bit more popular than you think.

Vocabulary Food and cooking

Materials: One worksheet per student

Instructions:

Tell Ss that they're going to read a little bit about Madagascan food to practise the vocabulary. Ask the class to share what they know about Madagascar, e.g. it's an island; it's located off the coast of Africa; it's known for its exotic wildlife, especially lemurs. Distribute the worksheets and put Ss in pairs to discuss Ex 1, checking they understand each of the words in the box.

For Ex 2, give Ss time to complete the text individually. Ask Ss to compare their answers in pairs before checking answers as a class. Then briefly discuss the questions in Ex 3. For Ex 4, encourage Ss to discuss food preparation using the words in the box, e.g. they may talk about dishes they are familiar with that use similar cooking techniques, or similar ingredients that are cooked in a different way. For Ex 5, put Ss in groups and give them time to make notes before discussing their ideas.

For a longer follow-up activity, ask Ss to design a menu (with descriptions) to showcase the food of a country or region, and present it to a group or the class.

Answer key:

2
1 drained **2** dipped **3** roasted **4** grilled **5** simmered
6 grated **7** blended **8** steamed **9** peeled **10** sprinkled

9A

Grammar 1 *not only* and *no sooner/as soon as*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Put Ss in pairs and ask them to discuss Ex 1. Check answers as a class.

Give Ss time to complete Ex 2 individually, then compare answers in pairs, before checking as a class.

For Ex 3, put Ss in pairs to discuss the question. Encourage Ss to use a range of vocabulary to describe feelings during their discussion. Finish by eliciting some ideas from a few Ss.

Answer key:

1
1 B **2** C **3** A **4** D

2
1 No sooner **2** as soon as **3** not only **4** as soon as
5 No sooner **6** Not only **7** No sooner **8** Not only
9 As soon as **10** not only **11** As soon as **12** No sooner

3
Suggested answers:
A embarrassed, a little foolish
B disappointed, a bit tearful
C furious, appalled, shaken up
D worried, happy

Grammar 2 *not only* and *no sooner/as soon as*

Materials: One card, A, B or C, per pair

Instructions:

Explain that the class is going to have an 'entertaining story festival' to practise the grammar point. Put Ss in pairs and give each pair a card, A, B or C. Tell them not to show anyone else the pictures on their card. Go through the instructions to Ex 1. Emphasise that they can either use the pictures on the card or their own ideas. Consider giving some guidance about appropriateness, i.e. that the story should be fun, and not hurtful to anyone. Emphasise that the anecdotes should be quite short (a similar length to the anecdotes in the previous worksheet, 9A Grammar 1, *not only* and *no sooner/as soon as*, making sure to include the three target expressions (*not only*, *no sooner*, *as soon as*). Circulate while Ss make up their anecdotes, providing assistance as required. Tell Ss that they don't necessarily need to write down their stories, but both Ss in the pair must be able to retell them at the next stage, and should think carefully about how *not only*, *no sooner* and *as soon as* will be used. For Ex 2, ask pairs to choose their most entertaining anecdote and prepare to retell it.

For Ex 3, put Ss in groups of three consisting of one student from each of the A/B/C pairs. Point out that once Ss have decided which of the three stories is the most entertaining, they may modify it further before Ex 4. For Ex 4, each group shares their best anecdote. Remind Ss to listen for how *not only*, *no sooner*, *as soon as* feature in the stories as they listen. If your class enjoys competition, you may wish to finish with a class vote on which was the most entertaining story. Note that some stories may be based on the same picture, which is fine.

Alternatively, for a shorter activity, Ss could just make up one anecdote for Ex 1.

Vocabulary Feelings

Materials: One list card, A–F, per group of Ss, blank paper or whiteboards

Instructions:

Put Ss in groups of four. Give a different list card A, B, C or D to each student in the group and tell them not to show it to anyone. (If you need to have groups of five or six, you can use the extra list cards E and F.) Explain to Ss that they are going to play a game where they need to get the other group members to say the words or phrases on their list. To do that, they will take turns to give a definition of (explain), act out or draw the words/expressions on their list.

Give Ss time to read their lists and think about how they will present each item. You could let Ss work with others with the same list during this process. Circulate, providing assistance if necessary.

Give each group some blank paper or whiteboards for drawing. Explain that Ss can choose the order that they explain the items on their list in and they will also take turns to elicit one of their words using their preferred mode (explain, act out, or draw). Once an item has been guessed, they can tick it off their list. (For a competitive activity, Ss could receive one point for each word they guess off someone else's list.) The activity is complete when all the words have been guessed. Alternatively, give groups a set time limit (about twelve minutes), to see how many words can be guessed in that time.

Alternative activities:

Instead of giving Ss a choice of how they present each word (definition, acting it out, drawing), change the presentation method at different points in the activity, e.g. by ringing a bell, clapping or calling out the new method that Ss must use.

If you think Ss will find naming the words/phrases too challenging, give them all a photocopied worksheet, so that they can guess from all the lists.

Ss could do the activity in groups of three, using cards A, B and C. To revise the vocabulary set in a subsequent lesson, repeat the activity using cards D and F.

9B

Grammar 1 *will* and *would* for habits; *I wish he would*

Materials: One worksheet per student

Instructions:

Give each student a worksheet and go through the instructions for Ex 1. One, two or three options may be possible in each answer. When Ss have completed Ex 1 individually, ask them to compare their answers in pairs before checking as a class.

Before Ex 2, give Ss time to read the questions again and consider how they would answer them personally. Encourage Ss to use structures from the lesson in their answers. Finish by asking the class a few of the questions and getting a couple of Ss to answer each one.

Alternatively, give Ss time to write their own answers to the questions from Ex 1. This could be done for homework. In the next class, put Ss in pairs to interview each other.

Answer key:

1
1 a, b **2** c **3** b **4** a, b **5** b, c **6** b **7** a, b, c **8** a, c **9** a, b, c **10** a, c **11** a, b, c **12** a

Grammar 2 *will* and *would* for habits; *I wish he would*

Materials: One worksheet per student

Instructions:

Draw a 2 x 4 grid on the board and write a few of your own answers to prompts 1–10 from the worksheet in the grid. Distribute the worksheets and get Ss to guess which prompts your answers refer to. Ask Ss to write an answer to eight of the prompts in the grid on their worksheet. Remind them not to write the items in question order to make the activity more challenging. Next, put Ss in pairs and tell them to tear/cut off the bottom half of the sheet and exchange it with their partner. Looking at each other's answers, they have to guess the prompt by forming a full sentence or question using one of the target structures from the lesson, e.g. *You wish people would pick up their litter.* When Ss guess the prompt correctly, they tick the answer.

The activity continues until Ss have ticked all the answers relating to the items in the grid. Conduct class feedback by having a few Ss read out one or two of their answers and eliciting the relevant prompt from the class.

Answers:

Suggested answers:
1 brush my teeth **2** rock-climbing **3** being so busy **4** mental health **5** a basketball court **6** university **7** my cousin's farm **8** mushrooms **9** sour sweets **10** my college assignment

Vocabulary Describing people and their habits

Materials: One worksheet per pair or group, with right-hand column cut into cards

Instructions:

Put Ss in pairs or groups of three. Give out the list of questions 1–12 and a set of cards to each pair or group. Get Ss to read the cards and decide what context the comments relate to (*studying*). Explain that Ss need to take turns to read a comment card and work together to decide which question it refers to. When Ss have matched the questions with the comments, check the answers as a class.

As an optional follow up, ask pairs/groups to choose a different context they are familiar with, e.g. *a cinema, an airport* or *a shared house*. Tell them to think of comments that people might say in that situation that reflect four of the words in bold in the questions. Combine pairs/groups to make groups of four/six. Ask pairs to share their comments and see if the other pair can guess which of the target words they relate to.

Answer key:
1 I **2** E **3** F **4** G **5** J **6** H **7** C **8** A **9** K **10** L **11** B **12** D

9C

Language focus 1 Making new words

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to complete Ex 1 individually, before comparing their answers in pairs and checking as a class. Put Ss in pairs for Ex 2. Point out that Ss should ask each other different questions. If time allows, Ss could swap partners and ask five different questions. For Ex 3, ask a few Ss to report back something interesting their partner said in response to one of the questions.

Answer key:

1
1 brunch **2** unputdownable **3** FOMO **4** edutainment **5** on the up **6** zeitgeist **7** trendspotter **8** karaoke **9** yoga **10** partying **11** uni **12** busyish **13** tech startup **14** undrinkable **15** crowdsourced

Language focus 2 Making new words

Materials: One worksheet per student

Instructions:

Distribute the worksheet and explain that Ss should complete the questionnaire in Ex 1 with *Yes*/*No* answers. To help them with the definitions of the words in bold, tell them that four of the items are pictured, that they can use context, they can ask each other, or they can ask you to work out, or guess, what the words mean.

Put Ss in pairs to discuss how the words in bold might be made and add them to the correct place in the chart in Ex 2. Check answers as a class, going through the meanings of the words at the same time (see notes below).

For Ex 3, have a class mingle. Ask Ss to move around the classroom, asking and answering the questions to find someone else with the same answer as them for each question if they can, and add their name to the final column of the questionnaire. Finally, elicit anything interesting or surprising from the discussion.

Answer key:

2
1 derivation
chocolatey – suffix *-y* added to noun *chocolate* to turn it into an adjective
tidyish – suffix *-ish* added to adjective *tidy* to convey the idea that something is a bit (but not very) tidy
2 loan words
kebab – borrowed from Arabic. A flat bread filled with meat and salad. (See picture)
origami – borrowed from Japanese. The art of folding paper into shapes. (See picture)
3 conversion
favourited – a noun converted to a verb to describe the process of saving a website into a folder of favourite websites
friended – a noun converted to a verb to describe the process of adding someone as a friend on social media
4 abbreviations
DIY – (*do-it-yourself*) the activity of making or repairing things yourself instead of buying them or paying someone else to do it
footy – informal abbreviation for *football*
UNESCO – (*United Nations Educational, Scientific, and Cultural Organization*) a part of the United Nations. A UNESCO site is one that has been recognised as having extremely significant historical, cultural or natural value.

5 compounding
binge-watched – a compound of *binge* (to eat a lot in a short amount of time) and watch. It means to watch a lot of episodes of a series over a short period of time.
photo-bombed – a compound of *photo* and *bomb*. It means to appear into the background of someone else's photograph and spoil it by doing something such as making a silly face.

6 portmanteau words
staycation – portmanteau of *stay* and *vacation* that means to have a holiday where you just relax at home or do day trips around your local area
hangry – portmanteau of *hungry* and *angry* that means to get angry or irritated because of hunger
forex – portmanteau of *foreign exchange*, a booth, often at airports or in banks, where you can exchange different currencies

Vocabulary Trends

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to discuss Ex 1 in pairs, then elicit the answers.

For Ex 2, tell Ss that they need to consider whether the meaning of the word fits with the surrounding words and any prepositions following it (rather than which word reflects the real situation, which they will look at in Ex 3). Give Ss time to work through Ex 2 individually, then compare their answers in pairs before checking as a class.

Next, put Ss in groups of four to discuss Ex 3. Tell them that if they don't know what the actual situation is, they can discuss what they think or hope it is, e.g. *I think there's been an explosion of street art in other areas, but we haven't had one here. Personally, I hope we do see sculptures and paintings in the neighbourhood soon.*

Answer key:

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

2
1 an explosion (*decline* + *in*)
2 an epidemic (*hike* + *in*) (Note: *epidemic* usually refers to a sudden increase in the number of times or frequency that something bad happens, rather than cost; *hike* is often used for a sharp increase in cost/price)
3 both options are possible
4 slashed (*slump* is intransitive: you can't *slump* something)
5 both options are possible
6 shrunk (*plunge* is usually used when talking about the height or number of something)
7 decline (*steady decline* is a collocation, whereas *a hike* is a large increase, usually in one increment)
8 explosion (*dip* + *in*)
9 slumped (*slashed* means to greatly reduce an amount, price, etc., so would need to be passive in this sentence)
10 both options are possible

10A

Grammar 1 Prepositions 2

Materials: One worksheet per student

Instructions:

Brainstorm the different fields of science Ss know and write them on the board, e.g. *chemistry*, *physics*, *biology*, *geology*. Distribute the worksheets. Put Ss in pairs and ask them to complete Ex 1 before checking answers as a class.

Get Ss to complete Ex 2 individually, then compare their answers in pairs before checking as a class. Put Ss in pairs to discuss the questions in Ex 3. Ask a few Ss to share their ideas.

As an optional follow up, Ss could write their own paragraph about why they chose their career or field of study and what they like about it, using some of the phrases with prepositions from the text.

Answer key:

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

2
A **1** In **2** with **3** out **4** In **5** in **6** for **7** In **8** into/for **9** with **10** on
B **1** by **2** at **3** of **4** about **5** of **6** as **7** to **8** of **9** on **10** over

3
1 on **2** in **3** for, by

Grammar 2 Prepositions 2

Materials: One worksheet per student, counters (five per student)

Instructions:

Distribute the worksheets. Ask Ss to complete the sentences in Ex 1 with the correct preposition, then check as a class. For Ex 2, give Ss a minute to tick the answers that are true for them. If time allows, Ss could share some of their answers in pairs. Ss should then write their six sentences for Ex 3. Tell Ss that they will need to share their sentences so should only write things they are comfortable with telling other members of the class.

For the mingle in Ex 4, give each student five counters. If a student guesses correctly if a sentence is true or false, the other student gives them one of their counters. Allow about ten minutes for the mingle, then get Ss to sit down. The student with the most counters is the winner.

Alternative activities:

Get Ss to mark their points with a pencil on their sheet rather than using counters.

To lengthen the duration of Ex 1, Ss could work in A/B pairs and take turns to read the sentence aloud, reading each gap as a BEEP noise. Their partner needs to say the preposition.

Instead of the mingle in Ex 4, Ss could share (and guess) their sentences in pairs. Also,have a mingle without including the competitive aspect of exchanging counters.

Answer key:

1
1 for **2** over **3** out **4** down **5** in, in **6** on **7** with **8** of **9** Despite, on **10** as **11** to **12** for **13** with **14** up **15** in **16** at

Vocabulary Science

Materials: One worksheet per group, cut into a question sheet, answer cards and word cards

Instructions:

Put Ss in groups of four. Give each group a copy of the question sheet and the word cards.

Ask groups to try and predict which word cards might be included in each answer using their own knowledge. After about ten minutes, give out the answer cards (labelled A–E). Ask Ss to match the answer cards with the questions and complete the gaps with the word cards. Check answers as a class. To finish, ask Ss to share any information they found surprising or interesting in the activity.

Answer key:

1 D **2** C **3** B **4** E **5** A
A random, genetic **B** classify, proof
C simulations, statistical, experimental
D physicists, theoretically **E** reliable, trials, invalid

10B

Grammar 1 Linking words and phrases

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask if anyone has heard of Marie Kondo or her book *The life-changing magic of tidying up*. Check Ss understand what *decluttering* is (*to make a place tidy by removing clutter, i.e. things you do not want or need*).

As Ss work through Ex 1 and 2 individually, circulate, providing assistance as required. Ask Ss to compare their answers in pairs before checking as a class. Put Ss in pairs and give them a couple of minutes to discuss the question in Ex 3. Finish by eliciting a few responses.

As an extension, Ss could consider whether any other linking words or phrases could be substituted in the gaps with no change in meaning or the words around the gap.

Answer key:

2
1 due to **2** On top of that **3** not to mention **4** As such
5 even though **6** As soon as **7** not only **8** In order to
9 During **10** unless **11** Whilst **12** Nonetheless

Grammar 2 Linking words and phrases

Materials: One card per group

Instructions:

Tell Ss that they're going to have a debate to practise using linking words and phrases in context. Put Ss in groups of three (or pairs if you have a small class). There must be an even number of groups. Give each group a card. Focus Ss on their topic and make sure they note whether they are going to present 'for' or 'against' their topic. Go through the task steps with the class to check Ss understand what they need to do. Remind them that linking words and phrases should be their focus as they write their speech. Give Ss time to prepare their debate, while you circulate to provide assistance. This could be done over more than one lesson so that Ss have the opportunity to practise their presentation for homework if they want to. For the debate, Ss from opposing teams take turns to present their speeches. After each speech allow the other team thirty seconds to respond with a counter argument if they wish. Then, have the class vote on each topic.

Alternatively, for a shorter, more informal activity, Ss could have their debates against their opposing team without the class as an audience.

Vocabulary Book reviews

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1,ask Ss to work individually to find the ten words in the wordsearch. For Ex 2, ask Ss to match the words and definitions. Check the answers as a class. For Ex 3, go through the example questions and elicit a couple of others. Put Ss in pairs or groups to take turns to ask and answer their own questions.

Alternatively, Ex 2 can be completed without doing the wordsearch first. Ss can use the words from Ex 10–11 in the Student's Book, page 81.

Answer key:

1

j	a	b	e	s	e	t	i	n	k	d	i	j	u	k
e	r	v	q	j	t	k	r	n	l	e	f	h	l	n
s	p	r	o	t	a	g	o	n	i	s	t	i	g	u
c	b	a	z	i	n	c	b	p	d	c	e	h	j	o
t	e	o	p	h	d	i	s	t	u	r	b	i	n	g
c	o	n	t	r	o	v	e	r	s	i	a	l	a	x
k	s	a	w	l	n	u	u	a	q	p	e	c	r	t
b	n	j	i	g	z	v	o	x	r	t	d	f	r	b
c	j	n	s	p	o	r	t	r	a	i	t	g	a	f
w	h	d	t	f	y	b	y	q	p	v	c	r	t	s
m	a	s	t	e	r	p	i	e	c	e	d	z	o	a
i	g	e	x	v	g	r	i	p	p	i	n	g	r	e

2
1 protagonist **2** narrator **3** gripping **4** be set **5** descriptive
6 disturbing **7** portrait **8** twist **9** controversial
10 masterpiece

10C

Language focus 1 Puns

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, point out that all the words or phrases in the box have some sort of double meaning which can form a pun to complete the jokes. Ask Ss to complete as many puns as they can individually.

Then put Ss in pairs to do Ex 2 and 3. To check the answers, go through Ex 1 to 3 for each joke.

Alternatively, cut the worksheet just below the wordpool box. Give Ss the wordpool box first. Ask them to work in pairs and discuss how the words and phrases might have a double meaning, a literal/figurative meaning, or sound the same or almost the same as another word. Then proceed with the rest of the activity.

Answer key:

1
1 tank **2** a nap **3** hitting traffic **4** hair **5** flexible **6** lion
7 burn calories **8** highlight **9** let us **10** took a day off

3
A 1, 5 **B** 3, 7, (8), 10 **C** 2, 4, 6, 8, 9

Language focus 2 Compound adjectives

Materials: One worksheet per group, cut into cards

Instructions:

Start by sharing a couple of examples of the pun type that Ss will be matching in this activity, e.g. *I'm watching a series about plants, it's growing on me. I'm watching a series about a failing medical centre. But it requires more patience.* Put Ss in groups of three or four. Give each group a set of cards and ask them to work together to match the statements and the responses. Check answers as a class, explaining the puns if necessary.

As an optional follow up, give groups time to see if they can think of any puns that follow the same format. Point out that it may be easier to think of the second half with a double meaning first, then think of the topic for the series.

Alternatively, give each student one card, making sure that every card you give out has a pair. Ask Ss to mingle to find the other half of their pun. Then ask each pair to read their pun aloud to the class.

Answer key:

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

Explanations:

1 Needles literally have a point. *Getting to the point* means getting to the main idea.
2 Bacteria literally make people sick. If a series makes you sick, you find it disgusting/you really don't like it.
3 Locked towers are literally difficult to get into. A book that is difficult to get into is one that is hard to enjoy.
4 The ocean is literally very deep (not shallow). The adjective *deep* means intense.
5 Doors literally open. If something *opens your mind,* it gives you a new perspective.
6 The desert is literally dry (i.e. there's not much water). *Dry* also means boring or funny.
7 *Aloud* (which relates to silent) sounds like *allowed.*
8 *Mistakes* sounds like *missed steaks.* A vegetarian doesn't eat steaks.
9 *Whether* sounds like *weather.* Storms are a type of weather.

Vocabulary Talking about humour

Materials: One worksheet per student

Instructions:

Give each student a copy of the worksheet and ask them to read the posts. Put Ss in pairs and ask them to briefly discuss the questions in Ex 1. If necessary, clarify that April Fools' Day is the 1st April, a day when in some English-speaking countries, people have a tradition of playing practical jokes on each other. Ask for a few responses from the class if there is time.

Give Ss time to complete Ex 2 individually, then compare their answers in pairs before checking answers as a class.

Put Ss in pairs or small groups to discuss the questions in Ex 3 and 4. Finish by asking each group to share something from their discussion with the class.

Answers:

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