

Solutions



Intermediate Teacher's Book

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A note from the authors

Our work on *Solutions* began in the spring of 2005 with a research trip. We travelled from city to city with colleagues from Oxford University Press, visiting schools, watching lessons and talking to teachers and students. The information we gathered on that trip, and many subsequent trips across Central and Eastern Europe, gave us valuable insights into what secondary students and teachers want from a new book. These became our guiding principles while writing *Solutions*. Most people we spoke to asked for:

- a clear focus on exam topics and tasks
- easy-to-follow lessons which always have a clear outcome
- plenty of support for speaking and writing
- plenty of extra practice material

In response, we designed a book which has a crystal-clear structure: one lesson in the book = one lesson in the classroom. We included thirty pages of extra vocabulary and grammar practice within the Student's Book itself to provide more flexibility. We included at least ten specific lessons to prepare students for the school-leaving exam, as well as ensuring that the book as a whole corresponds to the syllabus topics required in the exam. And we recognised the difficulties that students naturally have with speaking and writing, and therefore ensured that these activities are always well prepared and well supported. Achievable activities are essential for motivation!

Our research trips also taught us that no two schools or classes are identical. That is why *Solutions* is designed to be flexible. There are five levels (Elementary, Pre-intermediate, Intermediate, Upper-intermediate, Advanced) so that your students can begin and end the course with whichever is most appropriate for them.

Solutions has benefited from collaboration with teachers with extensive experience of teaching 14–19 year olds and of preparing students for their school-leaving exams. We would like to thank Anita Omelańczuk for sharing her expertise in writing the procedural notes in the Teacher's Book. The main lesson notes, cultural and language notes as well as the photocopiable supplements in the Teacher's Book were provided by Caroline Krantz.

We are confident that *Solutions* will be easy to use, both for students and for teachers. We hope it will also be interesting, engaging and stimulating!

Tim Falla and Paul A Davies

The components of the course

The Student's Book with MultiROM

The Student's Book contains:

- 10 topic-based units, each covering 7 lessons
- 5 *Language Review/Skills Round-up* sections, providing a language test of the previous two units and a cumulative skills-based review
- 10 *Get ready for your exam* lessons providing typical tasks and preparation for the final exam
- 4 *Get ready for B2 exams* lessons allowing Intermediate students to extend their skills
- 30 pages of extra language material: 10 pages of Vocabulary Builders plus 20 pages of Grammar Builders with grammar reference and further exercises
- tip boxes throughout giving advice on specific skills and how best to approach different task types in all four main skills

You will find more details on pages 5–7 in the section 'A tour of the Student's Book'.

Three class audio CDs

The three audio CDs contain all the listening material from the Student's Book.

The Workbook

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice, lesson-by-lesson of the material taught in class
- additional exam tasks with support for students and teachers
- *Challenge!* exercises to stretch stronger students
- writing guides to provide a clear structural framework for writing tasks
- regular *Self-checks* with *Can do* statements to promote conscious learner development
- cumulative reviews to develop students' awareness of their progress with *Exam Challenge!* sections to practice exam-type tasks
- a *Functions Bank* and *Writing Bank* for quick reference
- an irregular verbs list
- a Wordlist which contains the vocabulary activated in the Student's Book units

The MultiROM

The MultiROM is an interactive self-study tool that has been designed to give guidance, practice, support and consolidation of the language and skills taught in the Student's Book. The MultiROM is divided into units and lessons corresponding with those of the Student's Book.

- every grammar lesson in the book is extensively practised and is accompanied by a simple explanation
- all target vocabulary is consolidated with crossword, word search, and gap-fill activities
- one exam-type listening activity per unit is included so that students are able to practise listening at their own pace
- speaking and writing sections help students improve these skills outside of the classroom
- an audio CD element is included, with all the exam listening tasks from the Workbook, which can be played on a CD player

The Teacher's Book

The Teacher's Book gives full procedural notes for the Student's Book, including ideas for tackling mixed-ability teaching. In addition, it offers:

- optional activities throughout for greater flexibility
- structured speaking tasks to get students talking confidently
- useful tips and strategies to improve students' exam technique
- a teacher's guide to dyslexia in the classroom
- 20 photocopiable pages to recycle and activate the language of each unit in a fun, communicative context

Test Bank MultiROM

A separate resource MultiROM contains:

- A Placement test
- Short tests: two for each unit
- Progress tests: an A and a B version for each unit
- Cumulative tests: one for units 1–5 and one for units 6–10
- Answer keys
- Results table
- Audio and tapescripts

The Short tests, Progress tests and Cumulative tests can be adapted. You can add, remove and edit tests depending upon what you have taught. You can even personalise the tests if you want.

Website

The *Solutions* website with procedural notes and keys for the Workbook is at www.oup.com/elt/teacher/solutions

Solutions and the exam

Solutions Intermediate not only consolidates what was studied at Pre-Intermediate but extends it, providing comprehensive coverage of B1 exam requirements and further developing students' language capabilities. This level also aims to introduce stronger students to the skills they will need to progress to the B2 level, laying the foundations for candidates who will use Upper-Intermediate and then go on to sit exams at a higher level.

Typical exam requirements are reflected throughout the course in the choice of topics, task-types, texts and grammar structures. In addition to this, *Solutions* offers:

Student's Book

The Student's Book includes ten exam-specific lessons designed to familiarise students not only with the task-types and requirements of the exam. The lessons provide strategies and exam techniques to give students the skills they need to tackle exam tasks with confidence.

Four extra lessons allow students to get acquainted with B2 level exams.

A tour of the Student's Book

There are ten main units in the Student's Book. Each unit has seven lessons (A–G). Each lesson provides material for one classroom lesson of approximately 45 minutes.

2 Memories

A Vocabulary and listening
How did you feel?

THIS UNIT INCLUDES

1 Look at the photos. How do you think the people feel? Use the adjectives in the box.

2 Match the adjectives to the other team scored in the last minute.

3 Listen to five people recalling events in their life. Match the speakers (1–5) with five of the events (a–f).

4 Listen again. How did the people in exercise 3 feel? Choose the best adjective from the box for each speaker.

5 Work in pairs. Use adjectives from exercise 4. Can you answer each other's questions?

6 Work in pairs. Ask and answer questions using the adjectives in exercise 4.

7 Work in pairs. Discuss the difference in meaning between the adjectives.

Lesson A – Vocabulary and listening

- The unit menu states the main language and skills to be taught.
- Every lesson has an explicit learning objective, beginning 'I can ...'.
- Lesson A introduces the topic of the unit, presents the main vocabulary set, and practises it through listening and other activities.
- This lesson links to the *Vocabulary Builder* at the back of the book, which provides extra practice and extension.

Workbook

The Workbook provides further practice for both the oral and the written exam. Work in class can be followed up with Workbook tasks done as homework.

Exam Challenge! sections practise exam-type tasks.

The listening material for the Workbook listening tasks is available on the MultiROM.

Teacher's Book

The exam lessons in the Student's Book are accompanied by full procedural notes with advice and tips for exam preparation.

2B Past tense contrast

1 Read about one of Tom's early memories. How do you think these people feel?

2 Match the verbs in blue in the text to past simple, past continuous or past perfect.

3 Read and complete the rules in the Learn that box with the names of the tenses. Find examples of each rule in the text.

4 Work in pairs. Discuss the difference in meaning between the adjectives.

5 Complete the text. Use the past simple, the past continuous and the past perfect form of the verbs in brackets.

6 Read and complete the rules in the Learn that box with the names of the tenses. Find examples of each rule in the text.


7 Write notes about one of your earliest memories. Use the questions to help you.

Lesson B – Grammar

- Lesson B presents and practises the first main grammar point of the unit.
- The new language is presented in a short text or other meaningful context.
- There are clear grammar tables.
- Look out!* boxes appear wherever necessary and help students to avoid common errors.
- This lesson links to the *Grammar Builder* at the back of the book which provides extra practice and grammar reference.

2C CULTURE Remembering the past *I can discuss the significance of important days.*

1 Quickly read the text. Underline the part of the text that talks about the ceremony in the photo.



Poppy Day

Poppy Day, 11 November, is the day when people in Britain remember the soldiers that died in the First World War (1914-18), the Second World War (1939-45) and all other wars since. The first Poppy Day was in 1921. The First World War had ended three years earlier, but it was still very difficult, often impossible, for ex-soldiers in Britain to find employment. So some of them started making and selling red paper poppies. They gave the money that they raised to ex-soldiers who were disabled or unemployed, and to the families of soldiers who had died. The choice of flower was significant. During the war, the soldiers had noticed poppies growing every year on the battlefields in Belgium and the north of France. A well-known poem from that time, written by a Canadian soldier, begins with the lines

*In Flanders' fields the poppies blow
Between the crosses, row on row,
That mark our place*...*

In the days leading up to Poppy Day, about 32 million people in Britain buy and wear small poppies. Some people choose to wear white poppies because they think that white symbolises peace. Then, at 11 a.m. on 11 November (at the moment when the First World War ended) there's a two-minute silence. Many people stop and think quietly about the soldiers who died. There are ceremonies at war memorials in towns and villages all over the country. The most important ceremony is in London, when the Queen and the Prime Minister lay wreaths of poppies at the Cenotaph, a monument to soldiers who died in battle.

*Flanders = the north of Belgium; our place = our graves

2 Read the text. Choose the best answers.

- On 11 November people remember
 - soldiers who have died since 1921.
 - soldiers who have died in wars since 1914.
 - soldiers who died in the two world wars.

3 Why did ex-soldiers start making poppies?
 a Because they couldn't find a job.
 b Because they were disabled.
 c Because they didn't have families.

3 They chose to make poppies because
 a they had seen poppies growing on the battlefields.
 b a Canadian soldier had written a poem about poppies.
 c poppies are popular in Belgium and the north of France.

4 On Poppy Day
 a 32 million people sell poppies.
 b people wear red or white poppies.
 c people buy and wear 32 million white poppies.

5 During the two-minute silence people
 a walk to a ceremony in their town or village.
 b think about the moment the First World War ended.
 c stop and think about soldiers who have died.

3 **1.09** Listen to people talking about Poppy Day. Tick the people who wear a poppy.

Speaker 1 Speaker 2 Speaker 3


4 **1.09** Complete the sentences. Then listen again and check.

- I think it's very _____ to remember the soldiers who _____ in wars.
- They _____ the ultimate sacrifice - they _____ their lives for other people.
- I think we need to stop thinking about the _____ and think about the _____.
- We should try to _____, not _____ them.
- It's important to look after _____ when they come home.
- Soldiers risk their lives to _____ the people at _____.

5 Say if you agree or disagree with each sentence in exercise 4.

6 **1.09** Work in pairs. Discuss the questions.

- Is it important to remember soldiers who died fighting for our country? Why?/Why not?
- Is there a day in your country when people remember soldiers who died in wars?




Vocabulary Builder 2.2: Adjective prefixes: p. 129

16 Unit 2 • Memories

2D GRAMMAR used to *I can talk about things that were true in the past but aren't now.*

1 **1.10** Read and listen to the conversation. When Julia's grandma was young, did she have:
 a a car? b a radio? c a TV?



Julia: What was life like in the village when you were young, grandma?
 Grandma: Oh, it was very different.
 Julia: What did you use to do in the evenings?
 Grandma: We used to sit and chat, or listen to the radio.
 Julia: Did you use to watch television?
 Grandma: No, we didn't have a television. And we didn't have a car.
 Julia: Really?
 Grandma: No. So we didn't use to leave the village very often.

2 Underline all the examples of *used to* in the conversation in exercise 1.

3 Read the *Learn this!* box. Choose the correct words in the rule and complete the examples.

LEARN THIS!

used to

1 We use *used to* for past / present / future habits or situations that are now the same / different.
 My dad used to smoke, but he doesn't now.

2 The form of *used to* is the same for all persons.
 affirmative
 My parents used to live in London.
 negative
 I didn't use to have a DVD player.
 interrogative
Did you use to walk to school? Yes, I did./ No, I didn't.
 Where did Danny live?

4 **1.11** **PRONUNCIATION** Listen and repeat the sentences. How is the 's' pronounced in *used to*: /s/ or /z/? How is it pronounced?


- We used to sit and chat.
- We didn't use to leave the village very often.
- Did you use to watch television?

5 Complete the sentences with the affirmative, negative or interrogative form of *used to* and the verbs in the box.

be do like live speak work

- My sister _____ this town, but she hates it now.
- Where _____ she _____ before she lived in London?
- She _____ any exercise, but now she goes running every day.
- She _____ any Italian, but now she's almost fluent.
- My mum _____ in a bank, but she's unemployed now.
- _____ she _____ a waitress before she became an actress?

6 **1.12** Listen to a description of a ghost town. Why did it become a ghost town?



7 **1.12** Listen again. Choose the correct words to complete the sentences about Fairview today.

- It has / doesn't have a population of 2,000 now.
- People work / don't work in the gold mines now.
- People eat / don't eat in the saloon now.
- People buy / don't buy snacks at the coffee shop.
- Tourists visit / don't visit the town now.
- People can / can't stay at the hotel now.
- There is / isn't a road.

8 Rewrite the sentences in exercise 7 so that they are true about Fairview in the past. Use the affirmative or negative form of *used to*.

- It used to have a population of 2,000.

9 Work with a partner. Think about life in your country either 20, 50 or 100 years ago. Make notes using these headings.

1 transport	3 entertainment	5 politics
2 work	4 education	6 food and drink

10 **1.12** Tell the class about your ideas.

A hundred years ago, there were hardly any cars. People used to walk ...

17 Unit 2 • Memories

Lesson C – Culture

- Lesson C has a reading text which provides cultural information about Britain, the USA or other English-speaking countries.
- Students are encouraged to make cultural comparisons.
- New vocabulary is clearly presented wherever it is needed.

Lesson D – Grammar

- Lesson D presents and practises the second main grammar point of the unit.
- The grammar presentation is interactive: students often have to complete tables and rules, helping them focus on the structures.
- Learn this!* boxes present key information in a clear and concise form.
- This lesson links to the *Grammar Builder* at the back of the book which provides extra practice and grammar reference notes.
- A final speaking activity allows students to personalise the new language.

2E READING Lost in New York *I can understand a magazine article about a man who lost his memory.*

1 Read the text quickly. Which sentence is not true?

- Doug lost his memory and has never recovered it.
- Doug lost his memory but later remembered who he was.
- Doug lost his memory but has found his family and friends again.

2 Put the events in the correct order.

- Staff at the hospital found a phone number in Doug's bag.
- Doug woke up on a subway train in New York.
- The police sent Doug to hospital.
- Doug met his family and old friends.
- Doug worked in Paris.
- An old friend made a documentary about Doug's experiences.
- Nadine took him home.
- Doug went to a police station.
- Doug's ex-girlfriend, Nadine, identified him.

3 Are the sentences true or false?

- Doug was wearing warm clothes when he woke up on the subway.
- Very few people have ever had such serious memory loss as Doug.
- The hospital authorities didn't want to release Doug until they knew who he was.
- Doug discovered that he was quite rich.
- Doug recognised his family and friends immediately.
- Doug's sisters think that his personality has changed since his memory loss.

4 Match the words (1-12), which are highlighted in the text, with their nearest equivalents (a-i).


1 skull	a beach shoes
2 flip-flops	b memory loss
3 rucksack	c confused
4 baffled	d beautiful
5 bag	e send home
6 amnesia	f shown
7 discharge	g accompanied
8 at once	h head
9 escorted	i confident
10 stunning	j bag
11 outgoing	k immediately
12 portrayed	l label

LEARN THIS!

Adjectives + prepositions

Some adjectives are followed by certain prepositions when used before a noun or pronoun.

John is nervous about his exams.
 I'm fed up with this book.
 Jane's parents are very proud of her.



18 Unit 2 • Memories

Unknown white male

On 3 July 2003, a 35-year-old Englishman called Doug Bruce walked into a police station in Coney Island, New York, and told the police that he did not know his own name. He had woken up a few minutes earlier on a subway train, with bumps on his skull and a headache, and had found he had no idea where he was going, where he had been, or who he was. 'I was scared,' he said later, when talking about the experience. 'I didn't know anything. It was frightening, it was like being in the darkness.'

Doug went to a police station because he had nowhere else to go. He was wearing a T-shirt, shorts and flip-flops and he had a rucksack with a few possessions in it: a Spanish phrase book, a bunch of keys and a map of New York. The police were baffled. 'We'd never had anything like this before,' says Lieutenant Pete Pena. They sent Doug to Coney Island Hospital. On his name tag, the nurse wrote 'Unknown white male'.


The doctors were surprised at the severity of his memory loss. Although Doug could form sentences without difficulty, he remembered nothing about his own past and seemed to know little about the world. One specialist at the hospital, Dr Leonid Vorobyev, admitted that he had only ever seen such serious amnesia in the movies and in my textbooks. Doug was diagnosed as suffering from 'total retrograde amnesia', which is extremely rare.

The hospital authorities would not discharge Doug until he had been identified. Eventually, hospital staff found a phone number inside the phrase book in his rucksack. It was the number of an ex-girlfriend's mother, but she didn't know who he was. However, when Doug spoke to his ex-girlfriend, Nadine, she recognised his voice at once. 'Is that you, Doug?' she asked. 'I don't know,' came the reply. Nadine went to the hospital, told the doctors who Doug was, and escorted him home.

'Home' turned out to be a stunning apartment in downtown Manhattan, which he shared with two dogs and three parrots. Doug discovered that he had previously lived in Paris, where he had made a lot of money working at the stock exchange.

Now that Doug had discovered his identity, he had to cope with other challenges. He was worried about meeting his family and friends. They seemed like strangers to him. His sisters told him that he had changed: before his memory loss, he had been very sociable and outgoing, but rarely showed his emotions. According to them, he has now become much more relaxed and isn't scared of showing his feelings.

For Doug, life has started all over again. He has tasted chocolate mousse and strawberries for what he believes is the first time. He has seen snow fall, and fireworks explode for the first time. He's happy with his new life. His story has now been portrayed on film. An old friend of his, director Rupert Murray, has made a documentary about Doug's extraordinary experiences called *Unknown White Male*.



19 Unit 2 • Memories

Lesson E – Reading

- Lesson E contains the main reading text of the unit.
- It occupies two pages though it is still designed for one lesson in class.
- The text is always interesting and relevant to the students, and links with the topic of the unit.
- The text recycles the main grammar points from lessons B and D.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.

F **Everyday English** Narrating events

I can describe and narrate an event.

3 Read the *Leavers' list*. Find four exclamatory sentences in the dialogue in exercise 1.

4 Listen to two dialogues. What are they about? Choose from a-e.

5 Listen again to the dialogues. Choose the best answer.

6 Write a paragraph about a special event in your life.

7 Write a paragraph about a special event in your life.

8 Write a paragraph about a special event in your life.

9 Write a paragraph about a special event in your life.

10 Write a paragraph about a special event in your life.

11 Write a paragraph about a special event in your life.

12 Write a paragraph about a special event in your life.

13 Write a paragraph about a special event in your life.

14 Write a paragraph about a special event in your life.

15 Write a paragraph about a special event in your life.

16 Write a paragraph about a special event in your life.

17 Write a paragraph about a special event in your life.

18 Write a paragraph about a special event in your life.

19 Write a paragraph about a special event in your life.

20 Write a paragraph about a special event in your life.

Unit 2 - Memories

G **Writing** A narrative

I can write a narrative about an event.

1 Read the story. Which of these things did she not do?

2 Complete the paragraph plan. Use phrases in the box.

3 Complete the sentences with phrases from the story.

4 Read the writing tip above. Which conjunctions from the list can you find in the story?

5 Use conjunctions from the writing tip to complete the sentences. Sometimes more than one answer is possible.

6 You are going to write a narrative called 'A terrible night out'. In pairs, think of all the things that could possibly go wrong during a night out. Make a list.

7 Plan your narrative. Make notes using lines from exercise 6 and following the paragraph plan in exercise 2.

8 Write your narrative using your notes from exercise 7. Remember to use conjunctions to improve the style of your writing.

A great night out
by Joe

Last year, I went out to celebrate my birthday with two other boys from my class. We were planning a fairly quiet evening - a quick pizza followed by a film at the cinema. However, the evening turned out to be much more exciting than we expected!

While we were eating our dinner, a group of three girls came into the restaurant and sat down at the next table. We started chatting and found out that one of them - Anna - was celebrating her birthday that evening too. She suggested going out together - all six of us - after our meal. They seemed really nice, so we agreed. We decided not to go to the cinema, even though we already had tickets for the film. Instead, we set off towards the town centre where there's a night club that plays really good music. We turned up just as a live band was starting to play! We danced for hours and had a great time with our new friends.

At the end of the night, Anna gave me her mobile phone number and talked about meeting up again. Unfortunately, I couldn't call her because I lost the number! I think I threw it away by mistake.

I get quite bored that evening quite often. It's a shame that I lost Anna's number, but maybe I'll bump into her and her friends one evening and we'll all go out again. I hope so!

Unit 2 - Memories

Lesson F - Everyday English

- Lesson F presents a functional dialogue.
- The lesson always includes listening practice.
- Extra vocabulary and structures are presented, if necessary.
- Students follow a clear guide when they produce their own dialogue.
- Useful functional phrases are taught and practised.
- The step-by-step approach of 'presentation, practice and production' is suitable for mixed-ability classes and offers achievable goals.

Lesson G - Writing

- Lesson G focuses on writing and always involves one of the text types required for the students' final exam.
- The lesson always begins by looking at a model text or texts and studying the structure and format.
- Students learn and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.
- This supported approach to writing increases students' linguistic confidence.

REVIEW 1-2

Vocabulary

1 Complete the words to make adjectives to describe clothes.

2 Choose the correct words.

3 Complete the sentences with the present simple or the present continuous form of the verbs in brackets.

4 Complete the sentences with the past simple, past continuous or past perfect form of the verbs in brackets.

5 Complete the sentences with the negative or the interrogative form of the verb.

6 Complete the dialogues with the words in the box.

7 Put the lines (a-d) in the correct order to complete the dialogues.

Language Review 1-2

SKILLS ROUND-UP 1-2

Speaking

1 Look at the photo. Describe the people and the clothes.

2 Read the letter again. Find the sentences that describe the people in the photo in exercise 1. Write one or two words.

3 Read the letter again. Are the sentences true or false?

4 Listen to the phone conversation. Where is Marek going to stay when he arrives in England?

5 Listen again and complete the sentences.

6 Imagine you were a guest at the barbecue that Marek mentions in the letter. Write a sentence describing the event. Use the words and phrases below to help you.

Reading

1 Read the letter again. Find the names of two of the people in the photo in exercise 1. Write one or two words.

2 Read the letter again. Find the sentences that describe the people in the photo in exercise 1. Write one or two words.

3 Read the letter again. Are the sentences true or false?

4 Listen to the phone conversation. Where is Marek going to stay when he arrives in England?

5 Listen again and complete the sentences.

6 Imagine you were a guest at the barbecue that Marek mentions in the letter. Write a sentence describing the event. Use the words and phrases below to help you.

Skills Round-up 1-2

Get ready for your exam

- There are ten *Get ready for your exam* lessons (two after units 1, 3, 5, 7 and 9) which focus on exam skills and preparation. In addition, four *Get ready for B2 exams* lessons introduce students to the requirements of the higher level.
- The lessons include exam tasks for reading, speaking and listening (with writing exam tasks in the Workbook).
- Each lesson includes activities to prepare students for the exam tasks and provide them with the language and skills they need to do them successfully.
- These lessons also recycle the language from the previous two units and link with the topics.

Language Review/Skills Round-up

- There are five two-page reviews (after units 2, 4, 6, 8 and 10).
- The first lesson of each review is a *Language Review* of the preceding two units.
- There are exercises focusing on vocabulary, grammar and functions.
- The marks always total 50, so it is easy to monitor progress through the book.
- The second lesson of each review is a *Skills Round-up* which covers all the preceding units of the book.
- The lesson includes practice of all four skills: listening, reading, writing and speaking.
- The material is centred around a Czech boy called Marek, who is living and working in Britain.

Tips and ideas

Teaching vocabulary

Vocabulary notebooks

Encourage your students to record new words in a notebook. They can group words according to the topic or by part of speech. Tell them to write a translation and an example sentence that shows the word in context.

Vocabulary doesn't just appear on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading text and learn them.

Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *surf the Internet, have a shower*. Make students aware of this and encourage them to record phrases as well as individual words.

Revision

Regularly revise previously learned sets of vocabulary. Here are two games you could try in class:

- **Odd one out.** Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind, confident, rude, friendly*, where *rude* is the odd one out as it's the only word with negative connotations.
- **Word tennis.** This game can be played to revise word sets. Call out words in the set, and nominate a student to answer. The student must respond with another word in the set. Continue round the class. Students must not repeat any previous words. For example, with clothes:
T: T-shirt
S1: jeans
T: sweatshirt
S2: top

Teaching grammar

Concept checking

The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new language. You can check that they truly understand a new structure by:

- asking them to translate examples into their own language.
- talking about the practice activities as you do them, asking students to explain their answers.
- looking beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding.
- contrasting new structures with language that they already know in English and in their own language.

Practice

Practice makes perfect. Learning a new structure is not easy, and students need plenty of practice. Use the extra activities in the *Grammar Builders* and on the MultiROM.

Progression

Mechanical practice should come before personalised practice. This allows students to master the basic form and use first, without having to think about what they are trying to express at the same time.

Teaching reading

Predicting content

Before reading the text, ask students to look at the picture and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary

Here are some ideas:

- **Pre-teach vocabulary.** Anticipate which words they will have difficulty with. Put them on the board before you read the text with the class and pre-teach them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about Doug Bruce on page 19 of the Student's Book, list these words: *subway specialist amnesia identity carnival strangers college*. Ask students to look at the pictures and tell you which two words they are not going to find in the text (*carnival* and *college*). At the same time, check that they understand the other five words.
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Then ask them to call out the words. You can then explain or translate them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to guess the meaning.
- After working on a text, have students write four or five new words from the text that they would like to learn in their vocabulary notebooks.

Teaching listening

Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare the students well. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms what they are going to hear (e.g. a boy and girl making arrangements to go out).
- Predict the content. If there's a picture, ask students to look at the picture and tell you what they can see or what is happening.
- Pre-teach vocabulary. Put new vocabulary on the board and pre-teach it. Translating the words is perfectly acceptable.
- Read through the exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise. (You can check that they understand the task by asking a student to explain it in their own language.)

Familiar procedure

It isn't easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you'll play the recording a number of times, and that they shouldn't worry if they don't get the answers immediately. Tell students not to write anything the first time they listen.

Monitor

While the students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model

Ensure that the students understand that the text in Lesson G serves as a model for their own writing.

Preparation

Encourage your students to brainstorm ideas and make notes, either alone or in pairs, before they attempt to write a composition.

Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

Checking

Encourage them to read through their composition carefully and check it for spelling mistakes and grammatical errors.

Correction

Establish a set of marks that you use to correct students' written work. For example:

- sp indicates a spelling mistake.
- w indicates a missing word
- gr indicates a grammatical error
- v indicates a lexical error
- wo indicates incorrect word order

Self correction

Consider indicating but not correcting mistakes, and asking students to try to correct them.

Teaching speaking

Confidence building

Be aware that speaking is a challenge for most students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak.
- do not over-correct or interrupt.
- ask other students to be quiet and attentive while a classmate speaks.
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting'.

Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support

Help students to prepare their ideas: make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling

Listen and repeat activities, which the class does together, can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed ability classes

Teaching mixed ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they'll finish quickly and get bored, or the slower students because they won't be able to keep up? Think how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities and fillers for different abilities.

Independent learning

There is the temptation in class to give most of your attention to the higher-level students as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It's often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pair work, consider pairing stronger students with weaker students.

Project work

Provide on-going work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project. They can turn to these whenever they are waiting for the rest of the class to finish an activity.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it's best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role-play or freer grammar exercises it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We shouldn't show interest only in the language; we should also be asking ourselves, 'How well did the students communicate?'. During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student always have him or her repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask: *Is that answer correct?* You can do this when the student has given a correct answer as well as when the answer is incorrect.

1 On camera

A

VOCABULARY AND LISTENING

Fashion

LESSON SUMMARY ● ● ● ● ●

Vocabulary: clothes; describing clothes

Listening: a fashion show commentary; listening for specific information

Speaking: describing clothes; being inexact e.g. *it's a kind of ...*

Topic: people

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, spend no more than 3–4 minutes on exercise 2 and set Vocabulary Builder and Grammar Builder exercises for homework.

➔ Lead-in 3 minutes

- Do a quick class survey by writing these sentences on the board: *I like wearing comfortable clothes, like baggy trousers and loose tops. I like to look different from other people. It's important to me to look fashionable. I really don't care about fashion.*
- Ask: *Which of these statements describes you best?* Students discuss the sentences with a partner for a minute. Find out with a show of hands which is the most popular attitude.

Exercise 1 page 4

- Ask students: *What are these people doing and where are they?* (They are modelling clothes at a fashion show.)
- Before students describe the photos, check that they understand the meaning of the words in the box, by giving a translation and eliciting the English word.
- Tell students to work in pairs to describe the photos, giving their opinions. Ask one or two of them to repeat their descriptions to the rest of the class.

For further practice of Clothes vocabulary, go to:

Vocabulary Builder 1.1: Student's Book page 128

KEY

- 1 2 coat – all the others are summer clothes
3 shirt – all the others are worn on legs
4 tie – all the others are women's clothes
5 socks – all the others are tops
6 jeans – all the others are formal
- 2 a mini skirt e roll-neck
b leggings f hoody
c combat trousers g polo shirt
d fleece h v-neck
- 3 Open answers

Exercise 2 page 4

- Ask individual students to read out the words in each category. Correct pronunciation errors. Listen out especially for mispronunciation of the vowel sounds in *leather* /'leðə(r)/, *fur* /fɜ:(r)/, and *furry* /'fɜ:ri/. Draw attention also to the final consonant /s/ in *loose* and point out how it differs from final consonant /z/ in *lose*.

THIS UNIT INCLUDES ● ● ● ● ●

Vocabulary • clothes • describing clothes • compound adjectives • nationalities

Grammar • order of adjectives • present tense contrast • state and dynamic verbs • verb + infinitive/-ing

Speaking • describing different nationalities • discussing the issue of surveillance • describing a photograph

Writing • an informal letter

WORKBOOK pages 4–10 • Self check 1 page 11

- Students make their lists in pairs. Go around giving help with vocabulary as necessary. This could be done as a competition to see which pair of students can come up with the longest list in two minutes. Ask the winning pair, and one other, to read out their lists.
- With a **stronger class** elicit more words to add to the list. (E.g. *silk, suede, denim, collar, v-neck, roll-neck, sleeveless, hooded*).

Exercise 3 page 4 🎧 1.01

- Focus on the listening task. If students are unsure of the meaning of *outfit*, explain that it means a set of clothes that you wear together. Play the recording, check the answer and see if students can remember the phrases that helped them identify the photo.

KEY

Photo 2 and two other outfits

TRANSCRIPT 1.01

Speaker Our first model has an informal but stylish outfit. He's wearing an attractive plain, brown leather jacket and a tight, cotton T-shirt. It's long-sleeved, I think. I particularly like those casual, baggy, black jeans.

The next model is wearing a shiny, grey, nylon jacket with matching trousers. She's also got a large, spotty scarf around her neck – a touch of humour from the designer, I feel – and a spotty, long-sleeved, blouse. And on her feet, are simple but stylish black leather shoes. A very elegant outfit, in my opinion.

Now we have a more unusual outfit. She's wearing a red, stripy top and a long, dark, wool coat. Below that, a short, stripy skirt and black, leather high-heeled shoes. It's a very strange look – I'm not sure I like it, and I doubt it will catch on!

Exercise 4 page 4 🎧 1.01

- Students work in pairs to complete the phrases from the commentary then listen again to check. With a **weaker class**, allow the students to listen to the commentary again before they complete the phrases. They can then listen a third time to check the answers or you could simply give them to them.

KEY

- | | |
|------------------|----------------|
| 1 plain, leather | 4 shiny, nylon |
| 2 tight, cotton | 5 spotty |
| 3 baggy, black | 6 long, wool |

Exercise 5 page 4

- Students can work in pairs. Allow 2 minutes before checking answers.

KEY 1 shape 2 colour 3 material

For further practice of Order of adjectives, go to:

Grammar Builder 1.1: Student's Book page 108

KEY

- 2 That's a smart stripy cotton shirt.
- 3 She's wearing an awful flowery cotton dress.
- 4 Look at that beautiful check wool mini-skirt.
- 5 I like your stripy baggy blue hoody.
- 6 This is a great shiny nylon roll-neck.
- 7 She's wearing ridiculous tight furry leggings.

LANGUAGE NOTE – LIKE

The following sentences from the lesson include the word 'like' in its 3 different uses:

I **like** wearing comfortable clothes, **like** baggy trousers and loose tops. It looks **like** a ... It's a bit **like** a ...

In the first usage, *like* is a verb expressing preference, whereas the second usage is not a repetition of the verb but a preposition which means 'for example'. The other two unfinished sentences include the same preposition with another meaning ('similar to'). Students should understand these differences.

Exercise 6 page 4

- Focus attention on the speaking tip. Emphasise that these phrases are extremely frequent in everyday spoken English.
- Model and drill the phrases, concentrating particularly on the unstressed pronunciation of *of*, here pronounced simply /v/. Keep the drilling very snappy!

OPTIONAL ACTIVITY

Ask students to describe the pictures and answer the following two questions in pairs: *Are these people professional models? Should we follow fashion?* Allow 3 minutes. Bring the class together. Find out by a show of hands who thinks the people in the pictures are professional models/ we should follow fashion. Ask some students to justify their opinions. Ask a few others why they disagree.

For work on Compound adjectives, go to:

Vocabulary Builder 1.2: Student's Book page 128

KEY

- | | | | | |
|---|-----------------|----------------|---------------|--------------|
| 1 | high-heeled | hard-working | old-fashioned | good-looking |
| | bad-tempered | well-known | easy-going | long-haired |
| 2 | 2 easy-going | 6 good-looking | | |
| | 3 high-heeled | 7 well-known | | |
| | 4 hard-working | 8 long-haired | | |
| | 5 bad-tempered | | | |
| 3 | 2 well-known | 6 bad-tempered | | |
| | 3 old-fashioned | 7 hard-working | | |
| | 4 good-looking | 8 easy-going | | |
| | 5 high-heeled | | | |

➔ Lesson outcome

Ask students: *What have you learned today?* Elicit: *I can describe someone's clothes, I can use adjectives in the correct order, I can give 'vague descriptions' of things that are hard to describe exactly.* Ask: *What useful words have you learned?* Elicit new words and phrases from the class.

Notes for Photocopiable activity 1.1

Fashion questionnaire

Pairwork

Language: fashion and clothes

Materials: one copy of the worksheet per student (Teacher's Book page 123)

- Hand out a copy of the questionnaire to each student. Go through the instructions and do the first example together, then let students work in pairs to fill in the gaps. Tell them not to answer the questions at this stage so that you can concentrate first on the collocations and new items.
- Elicit or explain the following phrases and suggest that students write them in their note-books: *fashion pages, item of clothing, match, second-hand shop, fashion sense.*
- Students ask and answer the questions in pairs or small groups. Encourage them develop their conversations by giving reasons for their answers and asking follow-up questions.
- Monitor and help as students are talking, noting any common mistakes and examples of good use of language and conduct a brief feedback session at the end.

KEY

- | | | | |
|----------|---------|---------------|------------|
| 1 enjoy | 4 read | 7 generations | 10 judge |
| 2 notice | 5 dress | 8 match | 11 fashion |
| 3 spend | 6 item | 9 hand | 12 buy |

1 B GRAMMAR Present tense contrast

LESSON SUMMARY ● ● ● ● ●

Grammar: present tense contrast; state and dynamic verbs

Listening: a dialogue at a bus stop, a mobile phone conversation

Speaking: talking about facts, habits, current action and plans

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, do exercise 1 together as a class and set the Grammar Builders as homework.*

➔ Lead-in 3 minutes

- Before students open their books, brainstorm a list of things that you can do with a mobile phone. Encourage students to come up with the correct verbs as well as nouns. Write the students' suggestions on the board. Possible answers are: *send and receive texts, make calls, take photos, send photos, surf the Internet, set an alarm, listen to the radio or music, take videos.*
- Direct students to the picture and ask which of the actions in the list the girl is doing with her phone. (Taking a photo.)

Exercise 1 page 5

- Put the students into pairs to describe what's happening in the picture. You could encourage them to give as much detail as possible by telling them you are going to time them and that between the two of them they must not stop talking before 60 seconds are up.
- Suggest that as well as using all the words in the box they should give information about the possible relationship between the boy and the girl, how they are feeling and what the weather's like. Remind them also to try to include descriptive vocabulary from the previous lesson.
- Ask one pair to repeat their description to the rest of the class.

Exercise 2 page 5

- Ask students to read the dialogue to themselves and then ask two students to read it aloud.
- Ask: *Why is Louis annoyed with Carol? Who is Carol taking the photo for?*
- Suggest that students underline examples of present simple and present continuous in two separate colours.

KEY

present simple: Our film starts in fifteen minutes. What do you do with them all? I usually send them to my friends. She lives in New York.

present continuous: I'm taking a photo of you. You're always taking photos. Who are you sending that photo to? She's coming to stay with us next month. Why are you sending her a photo of me? The bus is leaving.

Exercise 3 page 5

- Students do this exercise on their own. Check as a class.
- In a **weaker class** ask students to read out the example from the dialogue that shows the rule.

KEY

- | | | |
|--------------|--------------|--------------|
| 1 simple | 3 continuous | 5 continuous |
| 2 continuous | 4 simple | 6 simple |

Exercise 4 page 5

- Give students two or three minutes to complete the dialogue in pairs. Remind them to use contractions rather than full forms. As you go through the answers ask students to tell you which of the uses from exercise 3 each verb represents, e.g. *My phone's ringing* is use number 2 (something happening now), *We're seeing the new Spielberg film this afternoon* is use number 5 (arrangements for the future).

KEY

- | | |
|------------------|--------------------------|
| 1 's ringing | 6 's she saying |
| 2 're seeing | 7 's always interrupting |
| 3 'm looking | 8 often go |
| 4 makes | 9 are you laughing |
| 5 Is she phoning | 10 finishes |

For further practice of Present tense contrast, go to:

Grammar Builder 1.2: Student's Book page 108

KEY

- 1 The plane takes off tomorrow morning at eight o'clock.
2 It's quite warm today. I'm not taking a jacket.
3 What are you reading at the moment?
4 I'm living with a family in Ireland for a month.
5 She's a writer so she works from home.
6 They aren't going to the party on Saturday night.
7 Do you usually wear jeans to school?
8 ✓
- 2 1 a lives b is visiting
2 a doesn't drive b is driving
3 a Do (you) speak b are (you) speaking
4 a is having b has
5 a are (you) meeting b does (the film) start
6 a is always leaving b doesn't wash

Exercise 5 page 5

- Monitor students as they work in pairs, checking for appropriate use of the present simple and continuous. With a **weaker class** give students thinking time to note down their answers before they speak. For **fast finishers** write *get* and *make* on the board and ask them to make additional sentences with these verbs.

Exercise 6 page 5

- Direct students' attention to the *Learn this!* box. If students are unclear about the concept of a state verb, explain that it means a 'non action' verb. Students will develop a natural instinct as to whether a verb is a state verb or an action verb. In the meantime it is helpful for them to learn a list of state of verbs.
- Students do the exercise individually or in pairs.

KEY

- | | |
|--------------------|----------------|
| 1 belongs | 5 know, mean |
| 2 prefer | 6 Do, remember |
| 3 wants | 7 Do, like |
| 4 don't understand | |

For further practice of State and dynamic verbs, go to:

Grammar Builder 1.3: Student's Book page 109

KEY

- | | |
|--------------------|-------------------|
| 1 1 don't remember | 5 belong |
| 2 needs | 6 Do (you) know |
| 3 doesn't like | 7 are waiting |
| 4 is raining | 8 want |
| 2 1 'm enjoying | 4 feel |
| 2 thinks | 5 're considering |
| 3 's having | 6 forget |
| 3 1 a smells | b 's smelling |
| 2 a looks | b 'm looking |
| 3 a tastes | b 'm tasting |
| 4 a feels | b 's feeling |

Exercise 7 page 5

- If possible, ask students to work with a new partner for this exercise. Demonstrate the exercise yourself by giving the answers to the first two questions. Get students to ask one or two follow-up questions for each answer their partner gives (although this won't be possible for number 2). Monitor and note down any persistent mistakes and write them on the board for students to correct.
- Conduct a brief feedback asking students to report back to the class anything interesting they have found out about their partners.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different present tenses to talk about the present and future. I understand state verbs.*

Ask: *Which state verbs can you remember?*

C CULTURE

Stereotypes?

LESSON SUMMARY ● ● ● ● ●

Reading: a text about Londoners

Listening: descriptions of national stereotypes; matching

Speaking: talking about national and regional stereotypes

Vocabulary: personality adjectives

Topic: people

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text before the lesson, allow ten minutes for the reading exercises (2 and 3) and do exercise 6 as a whole class activity.

➔ Lead-in 3 minutes

- Before students open their books, write *London* on the board and explain to the class that they are going to brainstorm words associated with London. Give them a topic, for example, *buildings*. Students name as many London buildings as they can. Continue with the topics of transport and famous people.

CULTURE NOTES – LONDONERS

The title of the text, *Maybe it's because I'm a Londoner* comes from a famous song written by Hubert Gregg in 1947. It has become a kind of anthem for London.

A *Londoner* is a person from London. In this case, adding *-er* makes the word describe a person. It isn't the same for all cities. A person from Manchester, for example is a *Mancunian* and a person from Liverpool is a *Liverpudlian*.

Exercise 1 page 6

- Before proceeding with the exercise, elicit or explain the meaning of the lesson title, *stereotypes* (a fixed idea or image that many people have about something or somebody, especially a race, nationality or gender, which is often not true. For example: the French are very romantic, the British only drink tea, the Japanese work very hard).
- Focus on the photo and the title of the text. Ask the questions to the class as a whole. Ask additional questions such as: *How are they feeling? What time of year is it? Where are they going?* always asking the students to justify their answers.

Exercise 2 page 6

- Focus on the task. Ask students to read through the text looking only for information that answers the question. Tell them to highlight anything in the text that suggests a negative opinion, to help them answer the question.

KEY Joanna

Exercise 3 page 6

- Students re-read the text. Encourage them to look for synonyms for the words in the task. Demonstrate the first question, showing them how to scan the text until they find the appropriate synonym or synonymous phrase (cold and unfriendly). Again encourage them to underline the answer in the text.
- With a **weaker class** students should refer to the wordlist as they read.

KEY

1 Joanna 2 Amir 3 Joanna 4 Sam 5 Amir 6 Sam

Exercise 4 page 6 1.02

- Focus on the instructions. Tell students that when they listen for the first time they only need to try to get a general understanding of what the teenagers are saying and to write down their nationalities.
- With a **weaker class**, pre-teach a few key words or phrases that you think the students are unlikely to know.

KEY

1 Brazilian 2 American 3 Japanese 4 Spanish

TRANSCRIPT 1.02

- Rosana** I love Brazilians – but maybe that's because I'm from Brazil! The best thing about them is, they laugh a lot and they smile a lot. If you walk down the street, you see lots of smiles! Another thing is that they're always willing to share what they've got with you; even if they haven't got very much themselves ... They're not at all mean.
- Ethan** I'm from New York in the USA. It's an enormous country, of course, and people are different in different parts of the States. But I think there are some characteristics that are typical and that are shared by Americans across the country. Let me give you an example. In general, Americans work hard – they start work early, finish late, and they don't have long holidays. In my opinion, they're proud of their country, and very proud to be American, whatever their ethnic background.
- Junko** I'm not typically Japanese – I'm probably more like an Australian, because I've lived here in Australia for years now. Japanese people have got good manners and show respect to other people, especially people they don't know. In fact sometimes they can be rather formal. Personally, I'm not! Another difference between me and other Japanese is that I'm very open, even with people I don't know. Japanese people often hide their feelings. They don't like other people to know what they are thinking or feeling.
- Carlos** I'm from Spain – from the south, near Seville. I think Spanish people, in general, are quite warm-hearted and they like meeting new people and making new friends. The Spanish don't like to sit in silence – they like talking – they can chat away for hours on end. That's my opinion, anyway.

Exercise 5 page 6 1.02

- Go through the opinions with the class and deal with any vocabulary questions. Play the recording again and pause after each answer is given to give students time to write their answer. Let students check their answers with a partner before checking as a class.

KEY

a J b E c C d E e R f J g R h C

Exercise 6 page 6

- Check understanding of the words in the box. Allow students two to three minutes to discuss their ideas and note them down. Encourage them to recycle words from the text too and any other ideas they might have such as *punctual, romantic, formal*, etc.

Exercise 7 page 6

- Ask students to read out their ideas and see if other students agree. You could have a discussion on stereotypes in general, gently guiding them towards the idea that stereotypes usually contain some truth but that we must be careful not to over-generalise. Start the discussion by asking: *Do you think stereotypes are based on truth? How do you feel when people make generalisations about people from your town / country?*

Lesson outcome

Ask students: *What have you learned today? What can you do now?* Elicit: *I can talk about differences between nationalities.* Ask: *What useful words, phrases and ideas have you learned from the lesson?*

1 D GRAMMAR

Verb patterns

LESSON SUMMARY ● ● ● ● ●

Grammar/Vocabulary: verb patterns

Reading: a short article

Listening: short monologues

Speaking: talking about celebrity culture

SHORTCUT To do the lesson in 30 minutes, do exercises 2 and 6 as a class and set the Grammar Builder as homework.

Lead-in 2 minutes

- Introduce the topic of celebrities and paparazzi by asking students to name some magazines that contain celebrity gossip and photos. Ask: *Which magazines do you read? Which celebrities are you interested in reading about and seeing photos of? Would you like to be famous and see your photos in magazines?*

CULTURE NOTE – PAPARAZZI

- The name *paparazzi* comes from a character called *Paparazzo* in the Fellini film, *La Dolce Vita*, who rode around on a scooter taking photos of rich and famous people. The word *paparazzo* originally means 'a mosquito'.
- Celebrities who are well-known for fighting back physically or verbally against the paparazzi include *Oasis* singers Liam and Noel Gallagher, Jay Kay (lead singer of Jamiroquai), Ewan McGregor, Sean Penn, Mel Gibson and Prince Harry.

Exercise 1 page 7

- Focus on the photo and elicit what is happening. Ask students to read the text quickly to decide which view they agree with. Find out through a show of hands what the majority of students think.
- Ask if students know of any famous incidents involving paparazzi. Don't encourage further discussion about the rights and wrongs of photographing celebrities at this stage as they will have a chance to do this in exercise 4.

Exercise 2 page 7

- Ask students to copy the chart into their notebooks and add the verbs from the text into the correct column. Do the first example together and then let students work alone.

- During feedback make sure they are clear about the meaning of *can't face* (not want to do something because it's too difficult or unpleasant, e.g. *I can't face doing my homework/the washing up*) and *can't help* (not be able to stop yourself from doing something, e.g. *I couldn't help laughing when she was talking*).

KEY

verb + infinitive: agree expect fail hope manage pretend refuse seem want

verb + -ing form: avoid can't face can't help enjoy imagine spend (time)

For further practice of Verb patterns, go to:

Grammar Builder 1.4: Student's Book page 109

KEY

1	1 not to spend	5 eating
	2 going	6 doing
	3 not to see	7 not to arrive
	4 to buy	8 driving

Exercise 3 page 7

- Students can work alone or in pairs. Tell them to refer back to the verbs in the table, including those that are already there.

KEY

1 hearing	4 to hate	7 to be
2 having	5 taking	8 to see
3 to go	6 to co-operate	9 being

Exercise 4 page 7

- Again, students can work individually or in pairs. As you go through the answers, highlight the word order used if the infinitive is negative: *I pretend not to be* and NOT *I pretend to not be*. Explain also that *I fail to understand* is a fixed expression and is a more formal way of saying *I don't understand*.
- Ask students to put a tick next to the statements they agree with. Then ask them to compare their opinion with their partner's. Encourage them to develop their arguments by saying why they agree and giving examples, if possible.

KEY

1 reading	4 to understand
2 to write	5 leading
3 not to be	

Exercise 5 page 7 1.03

- Let students compare answers with a partner before checking as a class. Remind them that there is one opinion which doesn't match any of the speakers.

KEY

Speaker 1: 3 Speaker 2: 1 Speaker 3: 2 Speaker 4: 5

TRANSCRIPT 1.03

Speaker 1 Well, if I'm honest, I do like to know about the lives of famous people. I don't admit it, of course! I mean, I never buy those magazines with photos and stories about celebrities – you, know, *Hello!* magazine and the others. No, I never buy them. But when I'm waiting to see the dentist, or the doctor, and I see the magazines on the table, I have quick look – I never tell anyone, of course, – and I quite enjoy it, really. Well, rich people *are* interesting, aren't they?

1 E READING Surveillance

Speaker 2 Yes, I often buy magazines about celebrities – I like to read about their lives. It's interesting. And I like to see the photos, too, but I don't agree with the paparazzi who wait outside people's houses and then follow them. That must be terrible. It's important for famous people to have a private life, away from the cameras – just like normal people.

Speaker 3 I don't read those magazines very often. I suppose I'm quite interested in famous people, but I get bored with the same names and faces all the time. Who cares about Tom Cruise these days? Or Britney Spears? But every time I pick up a magazine, there's an article about Tom or Britney. It's ridiculous! They need to find some new celebrities to write about.

Speaker 4 I buy all the celebrity magazines as soon as they come out. I want to know everything about these people – I just can't get enough information about them! I'm not sure why – I suppose it's the glamour and romance of it. The beautiful dresses and diamond jewellery. I often think what it must be like, being rich and famous, and having an exciting, glamorous life. The magazines help me to dream, I guess!

Exercise 6 page 7

- Focus on the *Learn this!* box. Give students time to read it on their own and then get them to translate the pairs of sentences with a partner. See the language note below for an explanation of the change in meaning.

KEY Open answers

LANGUAGE NOTE – VERB PATTERNS

- With *remember, forget, stop* and *go on* the *-ing* form refers to an action that happens before the remembering, forgetting, etc. and the infinitive refers to things that happen after.
- Try + -ing* means to do something as an experiment to see what will happen, whereas *try + infinitive* means to make an effort to do something difficult.
- Although not listed in this exercise, students will also have heard *like* used with *-ing* or infinitive. There is a subtle difference in meaning between the two. Compare: *I like going jogging* = I enjoy it. *I like to go jogging before school* = I think it's a good idea to do this (but I don't necessarily enjoy it).

Exercise 7 page 7

- Give students a minute to think and make a note of their answers. As students do the task, go round monitoring and checking for correct use of verb patterns. Afterwards conduct a brief feedback asking a few students to report back to the class some of the things their partner talked about.

For further practice of Verbs that change their meaning, go to:

Grammar Builder 1.5: Student's Book page 110

KEY

- | | | | |
|-------------|-----------|----------|-----------|
| 1 1 playing | 4 to make | 5 to buy | 7 dancing |
| 2 to study | 3 taking | 6 to get | 8 giving |

➔ Lesson outcome

Ask students: *What have you learned? What can you do now?* and elicit answers: *I can identify and use different verb patterns. I can express opinions about the paparazzi.* Ask: *What new verbs and phrases have you learned?*

LESSON SUMMARY ● ● ● ● ●

Reading: an article; matching, multiple-choice

Listening: a song, *Somebody's Watching Me*

Speaking: a discussion about surveillance

Topic: science and technology

SHORTCUT To do the lesson in 30 minutes, ask students to read the text for the first time at home.

➔ Lead-in 2 minutes

- Write *surveillance* /sɜː'veɪləns/ on the board. Explain that if someone is *under surveillance* they are being watched very closely. Ask: *Who is usually kept under surveillance?* (Someone suspected of a crime, a member of a gang, a wife or husband suspected of having an affair, etc.) *Who keeps them under surveillance?* (The police, private detectives, rival criminals, etc.)

Exercise 1 page 8

- Focus on the photograph. Ask: *What can you see?* Students will probably say *camera* or *video camera*. Direct them towards the words *Closed-Circuit Television (CCTV) cameras* and practise the pronunciation /siː siː tiː viː/. Ask: *What is a CCTV camera?* (It is a television system used for security. It is called closed circuit because it is for a small number of viewers as opposed to broadcast TV.)
- Elicit where CCTV cameras are normally found (shopping centres, car parks, stations, airports, etc.).

Exercise 2 page 8

- Focus on the task and then on the paragraph headings. Ask students to underline the key words. Emphasise that if they read them carefully it will help them predict the content of the text.
- Give the students about 5 minutes to match the paragraph headings. Make sure they understand that one heading is not necessary. Encourage them to share their ideas in pairs.

KEY A 2 B 6 C 4 D 1 E 3

Exercise 3 page 8

- Ask students to read the questions and deal with any vocabulary problems that arise.
- Give students plenty of time to read the text intensively to answer the questions. They should underline the part of the text that gives them the answers and also note the number of the question next to what they've underlined, so that during feedback, when you ask them to give evidence for their answers they will be able to find it more easily.


KEY 1 b 2 d 3 c 4 d 5 d 6 d

Exercise 4 page 9

- Go through the definitions together. Do the first one or two definitions with class showing that many of the clues are in the words themselves (*cash machine, monitoring*).

KEY

1 cash machine	4 illegal	7 download
2 monitoring	5 citizens	8 software
3 passwords	6 tag	9 shoplifters

Exercise 5 page 9  1.04

- Go through the words in the box. You may need to explain *tricks* – to *play a trick on someone* is to deliberately try to make someone believe something that's not true.
- With a **stronger class** students can complete the gaps before listening to check. Remind them to think about rhyme as well as meaning.
- With a **weaker class** ask students to read through the lyrics ignoring the gaps and then play the recording for them to fill them in.

KEY

1 life	3 home	5 phone	7 hair	9 tricks
2 price	4 dream	6 TV	8 showers	10 neighbours

CULTURE NOTE – SOMEBODY'S WATCHING ME

Somebody's Watching Me was first sung by Rockwell, an American singer, with Michael Jackson singing backing vocals, in 1984. In 2006, Beatfreakz, a Dutch group, made a dance version of it which was an international success.

Exercise 6 page 9

Do this exercise as a class.

KEY

paranoid When people are paranoid they worry that other people don't like them, are trying to harm them or that people are watching them. With surveillance people really are watching them.

Exercise 7 page 9

- Go through the sentences and answer any questions about vocabulary, e.g. *deter* (put off, stop people wanting to do something). Sometimes students are shy to ask when they don't know a word or think they know the meaning. It would be useful, therefore, to check their understanding by asking: *Which word means ... ?* and give a definition in English or a translation of the word you are trying to elicit.
- Students work in pairs to divide the sentences.

KEY For: 2, 3, 7, 9 Against: 1, 4, 5, 6, 8

Exercise 8 page 9

- You could find out through a show of hands what students' views are before they start the activity and pair them so that a student who is pro-surveillance sits with a student who is anti so that discussion is more animated. Go around monitoring and feeding in language as necessary.

ADDITIONAL SPEAKING ACTIVITY

Tell students that CCTV cameras are going to be installed in your school. Brainstorm and agree on the places where the cameras may be put (classrooms, halls, toilets?) and who will have access to the screens and recorded material (teachers, parents, the police?).

Divide the class into four groups. Two groups prepare arguments for or against the cameras from the point of view of students. Two other groups work on arguments for or against from the point of view of teachers. Encourage

students to use the ideas and vocabulary from exercise 7 as well as their own. Allow 3–4 minutes.

When the groups are ready, choose one person from each group. The class now form the jury. Their role is to take notes of the arguments presented by other students and finally decide who – the opponents or the proponents – are more convincing.

The four groups choose their speakers, who take it in turns to present their arguments. They have a minute each. Before they start, explain that everybody should listen carefully to the others as they will have a chance to respond to the arguments of the other groups either strengthening their point or contradicting it.

When this round is finished, allow groups to work together again and decide what to say in the second round. Feed phrases like: *We completely agree with our friends saying that ...*, *We totally disagree with the group who say that ...* After 2–3 minutes let the speakers talk again. When they have finished, each member of the jury writes down on a piece of paper 'for' or 'against' stating whose arguments were the most appealing.

Read the decision of the jury out to the class. If you want to be certain that there isn't a draw, add your own vote.

If you want to give feedback on students' mistakes, consider making notes on the misuse of verb patterns. At the end of activity read your notes out to the class. Elicit corrections; put correct examples on the board.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about surveillance. I can give my views on surveillance. I have got to know the song Somebody Watching Me.*

1 **F** EVERYDAY ENGLISH

Talking about photos

LESSON SUMMARY ● ● ● ● ●

Functional English: talking about photos

Grammar and vocabulary: prepositions: *look like/look as if/though*

Listening: dialogues; listening for specific information

Speaking: describing who's who in a photo

Topic: people

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2 quickly as a class, keep to a limit of 3 or 4 minutes for exercise 3 and keep the performances in exercise 4 brief.*

Lead-in 3 minutes

- Write the following questions on the board for students to discuss in pairs or small groups: *Do you enjoy looking at other people's photos? What sort of photos do you enjoy looking at? Are there any that you find not so interesting? Do you like having your photo taken?* Have a quick class feedback.

Exercise 1 page 10  1.05

- Focus students on the photo and the instructions. Play the recording for students to read and listen and decide who Connor's sister is.

Exercise 2 page 10

- Students do the exercise individually or do it as a whole class.

KEY 1 at 2 on 3 with 4 in

LANGUAGE NOTE – GUY

Students will no doubt be very familiar with the word *guy*, which is an informal word for *man*. It can be a very useful word to use at that 'in between age' when *boy* sounds too young and *man* sounds too old.

Exercise 3 page 10

- Go through the information in the *Learn this!* box and elicit further examples onto the board. Practise the pronunciation of *looks as though*. Then ask students to find the expressions in the dialogue

KEY

- She looks a bit like you.
- He looks nice.
- You look as though you're having a great time.

LANGUAGE NOTE – LIKE

The preposition *like* in *look like* + noun/person means 'to resemble', in *look like* + clause means 'as if'.

The difference may be illustrated with these examples: *She looks like a famous model* (= She resembles a famous person in her appearance). *She looks like she is a famous model* (= I think she is a famous model).

Exercise 4 page 10

- Students complete the exercise alone or in pairs. Check as a class.

KEY

- | | |
|-----------------------------|------------------------------|
| 1 looked | 4 look like |
| 2 look like, looks | 5 looks as though/as if/like |
| 3 look as though/as if/like | |

Exercise 5 page 10

- Do an example together as a class before students work in pairs.

Exercise 6 page 10 1.06

- Look again at the photo in exercise 1. Play the recording. Students label the people.

TRANSCRIPT 1.06

- Sarah Who's the guy on the left?
Connor In the white shirt?
Sarah No, in the grey and white shirt.
Connor That's Kim. He's Jeff's brother.
Sarah So he's your cousin too.
Connor Yes.
Sarah They don't look like brothers.
Connor Oh, I think they do. But they've got very different personalities. Kim's very quiet but Jeff's really outgoing.
Sarah Who's the girl on the right in the white dress?
Connor I think she's a friend of Jeff's. I can't remember her name ... Oh, it's Sandra.
Sarah She looks younger than everyone else.
Connor Yeah, she does. I think she's about 14 or 15.
Sarah The guy in the white shirt looks nice.
Connor He's a friend of mine.

- Sarah From school?
Connor No, Mike and I play for the same football team on Saturday mornings.
Sarah He looks as though he fancies your sister.
Connor What makes you think that?
Sarah The way he's smiling and looking at her.
Connor No, I don't think so. Anyway, he's got a girlfriend.
Sarah Really? Shame.

Exercise 7 page 10

- Students write their dialogues in pairs. In a **weaker class** they should write full dialogues. In a **stronger class** notes will be sufficient. Remind them to use the expressions from the lesson. Circulate as they write, correcting mistakes and helping.

Exercise 8 page 10

- Students act out their dialogues. Remind them to speak loudly and clearly, to maintain eye contact with each other, and to show interest in what the other person is saying. Even if they have written out the full dialogue encourage them to read as little as possible.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about photos. I can identify who is who. I can say where they are in a photo. I can talk about how they look.*

Notes for Photocopiable activity 1.2

Spot the difference

Pairwork

Language: describing pictures, prepositions, present continuous, clothes

Materials: one copy of the worksheet cut in half per pair of students (Teacher's Book page 124)

- Divide students into pairs and give out the worksheets. Tell students that they must not look at their partner's picture. Explain that they both have a picture of a class photo but there are ten differences.
- Remind / elicit from students the language of identifying people in a photo: *The guy on the left/right, The second guy on the left/right, etc.*
- Students describe their pictures and ask questions about their partner's picture in order to find the differences. When they find a difference, they mark it with a cross.
- Ask Student A to begin by describing the first person on the left. Student B listens and asks questions to find out if there are any differences. Explain that the differences relate only to the people, and that there may be more than one difference related to each person.
- Stop the activity when most pairs have found the ten differences and let them compare the pictures to check.
- Elicit the differences from the class. During this feedback teach the following expressions (Don't pre-teach them as it will spoil the activity): *to pull a (silly/funny) face, to lean back, to fold your arms, to do a V sign, to put/have your arm round somebody.*

KEY

Front row

In picture A the guy on the left is wearing a stripy shirt. In B he is wearing a check shirt. In picture A he is leaning forward with his elbow on his knee. In picture B he is leaning back with his arms folded.

In picture A the second guy on the left is wearing a baggy T-shirt, in picture B he is wearing a tight T-shirt.

In picture A the guy in the middle of the front row is wearing a long-sleeved T-shirt, in picture B it's got short sleeves.

In picture A the girl in the skirt is pulling a (silly) face. In picture B she is smiling.

In picture A the girl on the right is wearing glasses, in picture B she isn't. In picture B she is doing a V-sign. In picture A she isn't.

Back row:

In picture B the girl on the left has got her arm around the girl next to her, in picture A she hasn't.

In picture A the girl in the middle has shoulder-length hair. In picture B she has short hair.

In picture B the guy on the right has his hand on the shoulder of the girl in the middle, in picture A he doesn't.

1 **G** WRITING

A letter to an exchange student

LESSON SUMMARY ● ● ● ● ●

Writing: a letter to an exchange student

Reading: letters; identifying topics, inserting sentences

Topic: people

SHORTCUT To do the lesson in 30 minutes, students finish the writing task for homework.

➔ **Lead-in** 2–3 minutes

- Write *exchange student* on the board. Elicit its meaning and brainstorm reasons why people take part in this kind of exchange. (To improve their foreign language and get to know another country's culture and school system, to experience the independence of being away from family.) Ask students if they would like to do it. *Why / Why not? Would they like to do it in the UK? If not, which country?*

Exercise 1 page 11

- Focus on the two letters and the instructions. Set a time limit for students to read them and answer the questions.

KEY

Luc, France George, England Gloria, Spain Sarah, Wales

Exercise 2 page 11

- Focus on the topics. Give students a few minutes to re-read the letters and identify the topics. Make it clear that a topic may be mentioned more than once and not all topics will be mentioned.

KEY

George 1 e 2 g 3 b 4 a

Gloria 1 e 2 d 3 c 4 a

Exercise 3 page 11

- Focus attention on the instructions. Students work in pairs to match the sentences with the gaps.

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

CULTURE NOTE – BRITISH SCHOOLS

Year 11 is the last year of compulsory education in British schools. Students prepare for public exams, GCSEs (General Certificate of Secondary Education) during this year. Students can choose to stay on for another two years after this to study for A-levels, which are the British equivalent of school-leaving exams.

Exercise 4 page 11

- Read the writing tip as a class. Go through the instructions for the task. This planning stage can be done in pairs, although the writing stage will need to be done individually.

Exercise 5 page 11

- Allow about 20 minutes for this stage. Walk around correcting and helping. When students have finished, get them to swap letters with another student to check for mistakes before they hand their compositions in. Encourage **fast finishers** to write more detailed letters.

➔ **Lesson outcome**

Ask students: *What have you studied today? What can you do now? and elicit answers. I can write a letter introducing myself. I can organise my ideas into topics.*

Get ready for your EXAM 1

TOPIC ● ● ● ●

People, health and lifestyle, shopping and services

➔ **Lead-in** 2–3 minutes

- Stand in front of the class, and ask students to say what adjectives they would use to describe the clothes you wear (e.g. casual, formal, trendy, traditional, colourful).
- Ask students to work in pairs, and describe their partner's clothes with three or four adjectives.
- Collect some adjectives on the board and check comprehension.

Exercise 1 page 12 2–3 minutes

- Check that students understand the adjectives.
- Students think of clothes they like to wear (rather than those they are wearing to class), and choose four adjectives.
- Get feedback from a few students.

Exercise 2 page 12 1.07 8–10 minutes

E Listening: true/false/not stated

- Explain to students they are going to hear someone describing how different types of people usually dress.
- Allow 1 minute for students to read through the instructions and the task items. Tell students to pay particular attention to negative statements as they may often be misleading. They may find it useful to underline negative expressions as well as key words. Identifying key words is easier if you analyse what kind of information may be false.
- Remind students that a piece of information is only correct if it agrees with the recording text, and is only false if the recording makes it clear that it is untrue. If there is no information in the text about a statement, they should mark **Not stated** rather than use their own judgement.
- Ask students to check their completed answers after the second listening.
- Play the recording twice with a 30-second pause in between.
- Check answers. Discuss students' experience of the task.

KEY 1 F 2 T 3 F 4 NS 5 NS 6 F 7 F 8 T

TRANSCRIPT 1.07

Sometimes people feel they should dress in a certain way because it's fashionable, but they can end up feeling uncomfortable in the clothes they've chosen. You can avoid this by clarifying what kind of wardrobe personality you are, and choose and wear clothes that suit you. There are four wardrobe personalities: Dramatic, Classic, Romantic and Natural. But it's certainly possible to be a mixture of different personalities or to change over time.

Dramatic wardrobe personalities have a clearly defined style and are not afraid to stand out from the crowd. A typical Dramatic will be drawn to vivid, bright colours and shocking combinations. They love to dress up one day and be completely casual the next, but their main aim is to draw attention to themselves. Some enjoy dressing in designer labels but many prefer expressing their individuality by shopping in second-hand shops.

Classic wardrobe personalities tend to be far more self-confident than Dramatics. Their choice of clothing is often conservative to reflect their reserved personalities. Classics have excellent taste and often buy expensive clothes that will last for years. Their refined taste extends to their choice of jewellery and even their hair and make-up which is sophisticated but always understated. Classics take pride in their appearance and will look spotless even when doing the gardening!

Romantic wardrobe personalities love to look artistic and avoid the clean lines and minimal detail that Classic personalities love. They're attracted to anything that communicates luxury and expense. They love exotic perfumes. You can often smell a Romantic before you can see them, and only an expensive range of make-up will do. However, too often Romantics overdo the detail, perfume and make-up.

The last wardrobe personality type is Natural. For them comfortable, practical clothing is of the greatest importance. They often lead very active lifestyles and tend to see formal clothes as too restrictive. Their wardrobe is minimal and many do not even own a make-up bag. Extreme Naturals need to be careful not to present themselves poorly at formal occasions.

It is important to be aware of your wardrobe personality and express who you really are. But remember, don't be afraid to change and reflect the different sides of your personality.

Exercise 3 page 12 5 minutes

- Ask students to look at the title of the article in exercise 4 (*Size zero*) and to try and predict what it will be about (models who are extremely thin).
- Explain that the key to completing a gap fill task successfully is understanding the context, and understanding the general theme of the text. Tell students that this exercise will help with this, so it is important not to fill in any gaps yet.
- Students skim read the text to decide on the answer.
- Check the answer in pairs, then have a quick class feedback.

KEY b

Exercise 4 page 12 10–12 minutes

E Use of English: multiple-choice gapfill

- Explain that in a Use of English task the missing words tend to be grammar words (e.g. prepositions, auxiliaries), verb forms or parts of phrasal verbs, collocations or phrases. If they get into the habit of learning new vocabulary with words that they usually go with, it will help them in this kind of task.
- Other items test students' knowledge of vocabulary, these often include synonyms or words that have similar meanings, false friends and words often confused by language learners. Encourage students to record such new vocabulary with examples illustrating the differences in meaning.

- Advise students to read the text carefully and to try to eliminate answers that are definitely wrong when they first go through. They should then re-read the text and make their choices. Remind them to check their completed answers at the end, and make sure they do not leave any questions unanswered. In the exam, there is no penalty for marking the wrong answer.
- Check as a class.

KEY

1 c	3 c	5 c	7 c	9 c
2 b	4 b	6 c	8 a	10 a

Exercise 5 page 12 5 minutes

- Read the instructions as a class. Explain that in their descriptions students should try and focus on each of the three point of view mentioned. Encourage them to try to go beyond these to score more points in the exam task, by speculating, for example, what has happened before/what is going to happen afterwards or by bringing in their own relevant experiences.
- Focus students on the first photo on page 12. Brainstorm some useful vocabulary and structures that they could use. Refer them back to lessons 1A and 1F.
- Students prepare some questions they could ask about the photo individually.
- They do the task in pairs, asking and answering questions about the picture. Ask the three questions around the class to follow up.

Exercise 6 page 12 8–10 minutes

E Speaking: picture-based discussion

- Read the questions as a class. Pre-teach *off the peg* (buying ready-made clothes rather than having clothes made to measure), and ask students if there is a word or expression with a similar meaning in their own language.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations, not on describing the details of each image. They can mention specific details to illustrate any points they want to make.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Model the task with a stronger student.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

➔ Lesson outcome

Ask students: *What have you learned/practised today?*
Elicit: *I have practised completing a true/false/not stated listening task. I have practised a multiple-choice cloze task. I can compare and contrast photos and discuss the issues involved.*

TOPIC ● ● ● ● ●

People, society, free time

➔ Lead-in 4 minutes

- Write *famous* and *popular* on the board. Elicit the noun forms (fame, popularity).
- Ask: *What could you do to become famous?* and note some of the students' ideas on the board.
- Ask: *Which of these things brought fame a hundred years ago?* Underline the appropriate notes.
- Ask: *Was it easier to become famous in the past or is it easier today? Why?* Conduct a short class discussion.

Exercise 1 page 13 5 minutes

- Students work in pairs. Encourage them to express their opinions and support them with at least two different arguments and examples.
- Ask a few pairs to report back to the class.

Exercise 2 page 13 15–16 minutes

E Reading: multiple matching (headings with paragraphs)

- Ask students to read the whole text and the six headings carefully before they start completing the matching task. Remind them that one of the headings will not be needed.
- Explain to students that each paragraph in a text is organised around one key idea. The first sentence of a paragraph (the topic sentence) usually sets up this key idea, which the paragraph then explores in more depth, and the last sentence usually summarises the topic of the paragraph. If students understand this, it will be easier for them to complete the task. They can underline those parts of the text (key words, etc.) that identify the key topic of each paragraph.
- Students complete the task individually. Tell them to check their answers when they have finished, and to make sure the remaining heading cannot be matched to any of the paragraphs.
- Check as a class. Ask students to justify their choices by supporting them with examples from the text (for example, using the fragments they underlined).
- You can ask **fast finishers** to read the text again, and make a list of the advantages and disadvantages of fame the article mentions.

KEY 1 B 2 D 3 C 4 F 5 A

Exercise 3 page 13 5 minutes

- Students work individually, using the context to match the definitions to the words or expressions. They should use the information in the article to do this rather than dictionaries or their notebooks.
- Check the answers as a class.

KEY

1 publicity	4 critics	7 crew
2 cheering	5 in the public eye	8 location
3 snap	6 gossip	9 premiere

Exercise 4 page 13 5 minutes

- Students can work in pairs or small groups. Encourage them to say what they know and think about the stars as well as describe their looks, the way they dress, their personalities and how they feel about fame.
- You can ask them to bring into class photos of their favorite stars, or you can bring in some photos from popular magazines or printed off the Internet yourself.

Exercise 5 page 13 8–10 minutes

E Speaking: situational role-play

- Read through the instructions and the four descriptions as a class (NB the films described are fictitious). Check comprehension of key vocabulary, or pre-teach *epic*, *subtitles*.
- Check that students understand the concept of cinema certificates (age limits). Ask: *Is there a similar system in your country? What are the different certificates? Are you allowed to see a 15 film if you are 14 but you are accompanied by an adult?*
- Ask students to think about what type of films they usually like. Ask a few students around the class for examples.
- Students work in pairs, and discuss the four options. Set a time limit of 5 minutes for the pairs to agree or compromise on a film. Refer students to the Functions Bank in the Workbook for useful phrases. Walk around and monitor the activity, making a note of any serious errors (mistakes in appropriacy as well as grammatical errors). Come back to these errors in a later lesson, but do not interrupt the current activity, as it focuses on practising fluency not accuracy.
- Ask some pairs to report back with their conclusions, and explain the reasoning for their decisions.

CULTURE NOTE – FILM CLASSIFICATION

The British Board of Film Classification (BBFC), originally British Board of Film Censors, is the organisation responsible for film, DVD and some video game classification within the United Kingdom.

They currently issue the following certificates: Uc (suitable for all, especially for young children to watch on their own), U (suitable for all), PG (all ages admitted, but parents are advised that certain scenes may be unsuitable for children under 7), 12A (suitable for those aged 12 and over. Those aged under 12 are only admitted if accompanied by an adult), 15 (only for those aged 15 and over, nobody younger than 15 may see a 15 film in a cinema), 18 (only for those aged 18 and over, nobody younger than 18 may see a 18 film in a cinema).

In the United States, the Motion Picture Association of America (MPAA) issues ratings for movies, but this is not compulsory for cinemas to enforce.

They currently use the following ratings: G (general viewing: similar to U in the UK), PG (similar to PG in the UK), PG-13 (parents strongly cautioned: some material may be inappropriate for children under 13), R (restricted viewers under 17 require accompanying parent or adult 17 or older with photo ID) and NC-17 (no one 17 or under is admitted).

➔ Lesson outcome

Ask students: *What have you learned/practised today? Elicit: I have practised using key words and topic sentences to match headings to paragraphs. I have practised working out the meanings of unfamiliar words from context. I have learned to make arrangements for an evening out.*

A

VOCABULARY AND LISTENING

How did you feel?

LESSON SUMMARY ● ● ● ● ●

Vocabulary: adjectives for feelings

Listening: short monologues; listening for gist and specific information

Speaking: talking about memories and feelings

Topic: people

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Vocabulary Builder exercises as homework and skip exercises 7 and 8 brief.

◆ Lead-in 3–4 minutes

- Write the following adjectives on the board: *irritated, disappointed, scared, excited*. Ask: *What is the connection between these words?* (They are all adjectives which describe feelings.) Ask students to work in pairs to make a list of three things that make them feel these feelings. For example, *scared: heights, spiders, rollercoaster rides*. Ask a few pairs to read out their lists.

Exercise 1 page 14

- Check that students understand and can pronounce the adjectives in the box. The words which often present problems of pronunciation are *guilty* /'gɪlti/, *jealous* /'dʒələs/, *relieved* /rɪ'li:vɪd/, *scared* /skeəd/ and *embarrassed* /ɪm'bærəst/. Model and drill them chorally and individually.
- Focus on the photos and elicit the first answer before asking students to continue in pairs. Insist on full sentences.

KEY

- upset
- excited/delighted
- bored/confused/nervous/depressed
- fed up/irritated
- amused/pleased/excited

Exercise 2 page 14

- To demonstrate the activity, mime one of the adjectives yourself and ask: *How do I feel?* Ask another couple of students to do the same in open class before the students do the activity in closed pairs. Walk around monitoring, listening out especially for correct pronunciation of the adjectives.

Exercise 3 page 14

- Students work individually. Let them compare answers in pairs before checking with the rest of the class.

KEY 1 b 2 c 3 a 4 c 5 b 6 a 7 b 8 a

Exercise 4 page 14 1.08

- Explain that students are going to hear five different people talking about events in their life. Point out or elicit that there are six events and only five speakers so one will not match any of them. Play the recording once. Check answers as a class.

KEY 1 c 2 b 3 e 4 f 5 a

TRANSCRIPT 1.08

Speaker 1 When I was ten, my parents decided that they wanted me to go to St Martin's Secondary school. You needed to pass a difficult exam to get in. So I took the exam – and I failed it. Was I disappointed? Not really. I didn't want to pass the exam, because I didn't want to go to St Martin's. I wanted to go to White Stone Comprehensive, with all my friends. So for me, failing was better than passing! But I didn't tell my parents that, of course.

Speaker 2 I remember my best friend at primary school was called Mandy. We were always together – we sat next to each other in class, we played together in the playground. Then one day, I got to school and Mandy didn't want to sit next to me – she wanted to sit next to Karen. Urgh! Karen! I still don't like the name. At the time, I felt really bad. I got angry with Mandy about it, and shouted at her – but of course, that didn't help!

Speaker 3 When I was six, I really wanted a bike for my birthday. I remember getting out of bed really early that morning and going downstairs. In the middle of the living room, was an enormous present, all wrapped up in coloured paper. I couldn't wait! I unwrapped it, and inside was a fantastic new bike. It was the best present ever! I'll never forget the feeling when I took the paper off and saw it for the first time.

Speaker 4 When I was about nine, my cousin got married. It was quite a big wedding – all the family were there, and lots of friends from our village, too. I was really looking forward to it. Then I saw the dress – the dress that my parents wanted me to wear. It was awful – big and shiny and pink, and not the kind of thing I liked wearing at all. I always wore jeans and T-shirts. But my parents insisted. I felt so uncomfortable in that dress – and when my friends saw me, my face went bright red!

Speaker 5 I was five when I started school. I remember my mum saying goodbye at the school gate. I think she was crying! I didn't cry – but I didn't feel good. All the other children seemed enormous! And I didn't know anybody there. It was all so strange and new. I wanted to run! I wanted to open the gate and run all the way home. In fact, I remember trying to open the gate and escape, but I couldn't!

Exercise 5 page 14 1.08

- Play the recording again, stopping after each recording for students to note down their answers. With a **weaker class**, stop after each speaker and ask comprehension questions to guide them to the right answer. For example, after the first speaker ask: *What was the exam?* (entrance to St Martin's school) *Did he pass?* (No) *Did he want to go to St Martins?* (No) *So how did he feel?* (relieved).

KEY

- | | | |
|------------|---------------|----------|
| 1 relieved | 3 delighted | 5 scared |
| 2 jealous | 4 embarrassed | |

Exercise 6 page 14

- You could keep this exercise brief or you could use it as an opportunity for some extended fluency practice.
- Focus attention on the events in exercise 4. Start off by giving your own mini anecdote related to one of the events. Then give students time to look at the events and note down some details. Write: *What? Where? Who? When? Why?*

- on the board as a prompt. Encourage the students to ask questions to help their partners expand on their stories.
- This could also be treated as a diagnostic exercise to see how well students use narrative tenses, which are covered in the next lesson.

Exercise 7 page 14

- Make sure students write notes, not full sentences. Go round helping students with ideas.

Exercise 8 page 14

- Again, encourage follow-up questions if there is time. Circulate and note down any important mistakes to be used for a brief feedback at the end. Remember to include some positive feedback as well.
- Ask a few students to report back on their partners.

For practice of Noun formation, go to:

Vocabulary Builder 2.1: Student's Book page 129

KEY

- 1** –ment: disappointment, embarrassment, excitement
 –ion: confusion, frustration, irritation
 –ness: homesickness, nervousness, sadness
- | | |
|--------------------------|---------------------|
| 2 1 embarrassment | 4 excitement |
| 2 disappointment | 5 homesickness |
| 3 confusion | 6 sadness |

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now? Elicit: I can talk about different feelings. Ask: What useful words and phrases have you learned?*

2B GRAMMAR Past tense contrast

LESSON SUMMARY ●●●●●

Grammar: contrast: past simple, past continuous, past perfect
Reading: stories about early memories
Speaking: talking about your earliest memory

SHORTCUT To do the lesson in 30 minutes, do exercises 5 and 6 as a class and set the Grammar Builder as homework.

➔ Lead-in 3 minutes

- Write the heading *childhood memories* on the board, followed by this list of important 'firsts':
your first English lesson your first CD your first best friend your first bedroom your first ...
- Ask students to think of more important firsts and add them to the list (first day at primary school, first exam, first trip abroad, first date, first mobile phone ...) Students take it in turns to tell each other what they can remember about these firsts. Encourage them to use the feelings adjectives from the previous lesson.

Exercise 1 page 15

- Focus on the photo. Ask students to describe what they can see and what might have happened. Elicit their ideas. You may need to teach *windscreen*.

- Focus on the instructions, get students to read the text and then ask the class to say how the three people might have reacted. You might need to explain *bounce* and *stare*.

KEY

Possible answers: a scared b irritated c embarrassed

Exercise 2 page 15

- Focus on the blue words in the text. Elicit that *had come* is past perfect, *were chatting* is past continuous and *went* is past simple. Then get students to write *p.s.*, *p.c.* and *p.p.* next to the other verbs. Ask students to tell you which of the verbs are irregular (go, sit, throw, come, do).

KEY

past simple: went sat threw bounced landed smashed
past perfect: had come had done
past continuous: were chatting was raining was staring

Exercise 3 page 15

- Give students a few minutes to look at the *Learn this!* box and complete it individually, then read it as a class.

KEY

- 1 past continuous** *It was raining* and the sky was grey
2 past simple *I threw a stone, it bounced off a tree, landed on ...*
3 past simple; past continuous *When my aunt came outside I was staring* at the broken windscreen
4 past perfect *I couldn't believe what I had done*

For further practice of Past tenses, go to:

Grammar Builder 2.1: Student's Book page 110

KEY

- 1** 1 broke, was playing
 2 as shining, decided
 3 had, got
 4 was waiting, saw
 5 was listening, didn't hear
 6 was getting
- 2** 2 Kate had a shower after she had played football.
 3 The plants died because we had forgotten to water them.
 4 We went out after we had done our homework.
 5 I bought a new mobile phone because I had lost my old one.
 6 Their car stopped because they hadn't bought any petrol.
 7 I locked the door after I had left the house.

Exercise 4 page 15

- Students discuss the difference between the sentences in pairs. Go through the answers as a class.
- In a **weaker class** students may find it difficult to formulate sentences explaining the differences. Ask concept questions instead. E.g. *In number one, did Kim open the present before I got to the party? (No.) After? (Yes.)*

KEY

- 1 Kim opened his presents after I arrived.
 2 Kim was in the middle of opening his presents when I arrived.
 3 Kim opened his presents before I arrived.

Exercise 5 page 15

- Students can do this exercise in pairs. When you go through the answers ask them to explain why the wrong answers are wrong (in the students' own language if necessary).

KEY

- | | |
|--------------------|------------------------|
| 1 broke, was doing | 5 had worked, stopped |
| 2 left, had rained | 6 was driving, crashed |
| 3 was bringing | 7 got up, had, went |
| 4 arrived, helped | 8 had, hadn't eaten |

Exercise 6 page 15

- In a **weaker class** pre-teach *doll, tap* and *ceiling*.
- Students can work in pairs. Let them compare their answers with another pair before checking as a class. For extra freer practice, before you move onto the personalised stories in exercise 7, you could ask students to close their books and try to retell Sylvia's story.

KEY

- | | |
|---------------|------------------|
| 1 had given | 8 was shining |
| 2 was playing | 9 was waiting |
| 3 noticed | 10 heard |
| 4 decided | 11 looked |
| 5 had washed | 12 was pouring |
| 6 took | 13 hadn't turned |
| 7 put | 14 had decorated |

Exercise 7 page 15

- Tell the students they are going to talk about one of their earliest memories. Go through the questions together. Give them time to choose what they want to talk about and plan what they want to say. Monitor and help with vocabulary while they're making notes.
- Model the activity first by telling them the story of one of your earliest memories. You could pause from time to time and gesture for them to ask you questions.

Exercise 8 page 15

- Students tell their stories to the whole class or to a partner. Monitor while they are telling their stories (if they do it in pairs) but don't overcorrect at this stage as they are unlikely to get all the tenses right straight away.

OPTIONAL ACTIVITY – MEMORIES

After the students have told their childhood memory story to a partner, you could put them into new pairs and ask them to recount their first partner's story to their new partner. You might need to warn them that they will be retelling the story so that they pay full attention to all details.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can describe my earliest memory using different past tenses.*

Notes for Photocopiable activity 2.1

When Andy met Sandy ...

Group work

Language: past simple, past continuous and past perfect
Materials: one copy of the worksheet per student or per pair of students (Teacher's Book page 125)

- Write *When Andy met Sandy* on the board and explain that students are going to write a story about how these people met and what happened.
- Students work individually or in pairs. Hand out a copy of the worksheet to each student or pair of students. Read just the first question together. Give students about a minute to write the answer to the first question. They can write more than one sentence and they must write sentences in full.

Remind them that the story is in the past and encourage them to use a range of past tenses. The questions in italics are there as prompts. They don't have to answer all of them. Tell them not to show their sentences to other students.

- When they have answered the question, ask students to fold the paper back so that their answer is on the reverse. They pass their paper to the student(s) on their left. Tell them not to look at the answers their neighbour(s) have written. Give them a minute to answer the next question. After a minute they fold the paper over and pass it to the left.
- They repeat the process until they have answered all the questions and finished the story. At the end they unfold the paper and take it in turns to read out the stories to the class. The rest of the students listen and check that the language is correct.
- Finally, have a vote on which is the funniest / most interesting story.



LESSON SUMMARY ●●●●●

Reading: a text about Poppy Day

Listening: 3 short interviews about Poppy Day; listening for specific information

Speaking: talking about remembering soldiers

Topic: English-speaking culture

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, set the Vocabulary Builder exercises as homework and ask students to read the text for the first time at home.*

➔ Lead-in 4 minutes

- Before students open their books, write *WAR* on the board and write *battle, soldier* underneath. Give students, in pairs, two minutes to write down other words or phrases associated with the topic. Elicit the phrases onto the board.

Exercise 1 page 16

- Focus on the photo and elicit as much information as possible: *Who can you see? Where is it? What time of year is it?*
- Focus on the task and ask students to read the text fairly quickly to underline the relevant sentences. They should not be distracted by sentences that are not relevant to the task.

KEY

Poppy Day, 11th November ...

The first Poppy Day was ...

Then, at 11 a.m. on 11th November ...

Many people stop and think ...

There are ceremonies ...

The most important ceremony ...

Exercise 2 page 16

- Students do the exercise on their own with a time limit of 5 minutes. Emphasise to students that when doing multiple-choice questions they should read all the options carefully and not jump to any conclusions about the correct answer.

KEY 1 b 2 a 3 a 4 b 5 c

Exercise 3 page 16 1.09

- Focus on the instructions. Make sure students understand that when they listen for the first time they don't need to do any more than tick the people who wear poppies.

KEY 1 ✓ 2 ✗ 3 ✓

TRANSCRIPT 1.09

1
Int. Do you always wear a poppy?
Girl Yes, I do.
Int. Why?
Girl I think it's very important to remember the soldiers who died in wars.
Int. Why do you think that?
Girl They made the ultimate sacrifice – they gave their lives for other people. We shouldn't forget them.

2
Int. Do you always wear a poppy?
Boy No, I don't.
Int. Why not?
Boy Well, I suppose it's because the war was a long time ago. It doesn't seem very important to me. I think we need to stop thinking about the past and think about the future.
Int. Don't you feel it's important to remember soldiers who gave their lives?
Boy I just think war is a horrible thing. We should try to forget wars, not remember them.

3
Int. Do you always wear a poppy?
Girl Yes, I do. Always.
Int. Why?
Girl Because when you buy a poppy, the money goes to help ex-soldiers and their families. It's important to look after soldiers when they come home. My brother's in the army.
Int. But shouldn't the government do that?
Girl Well, yes. But ordinary people need to help. Soldiers risk their lives to protect the people at home.

Exercise 4 page 16 1.09

- With a **stronger class** students complete the sentences alone or in pairs and then listen to check.
- With a **weaker class**, go through the sentences together as a class and predict or remember the words in the gap before listening to check.

KEY

1 important, died	4 forget, remember
2 made, gave	5 soldiers
3 past, future	6 protect, home

Exercise 5 page 16

- Ask students to write a *Yes*, *No* or *Not sure* next to each statement and then compare answers in pairs or small groups.

Exercise 6 page 16

- Give students time to reflect on their views about remembrance and to pool together their knowledge of special days dedicated to soldiers defending their country, then discuss the questions in pairs.

For practice of Adjective prefixes, go to:

Vocabulary Builder 2.2: Student's Book page 129

KEY

- 1 impossible, disabled, unemployed
- 2 1 My mum's very impatient.
2 My bedroom's quite untidy.
3 My writing's always illegible.
- 3 Open answers
- 4 My life is quite disorganised.
- 5 I eat at irregular times.
- 6 I think I'm quite insensitive.

➔ **Lesson outcome**

Ask students: *What have you learned today? What can you do now?* Elicit: *I have learned about how soldiers who have fought in wars are remembered in Britain. I can discuss the significance of important days. I have learned how to change the meaning of adjectives by adding prefixes.*



LESSON SUMMARY ● ● ● ● ● ● ● ●

Grammar: *used to*
Listening: description of a ghost town; multiple choice
Speaking: talking about past habits and situations

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder as homework and limit the performances in exercise 10.*

➔ **Lead-in** 2 minutes

- Ask students to brainstorm activities that they do in their spare time. They then decide which of these things their grandparents could do when they were children and what they might have done instead. Don't expect them to come up with *used to* at this stage. This is just a lead-in to the topic.

Exercise 1 page 17 1.10

- Focus on the photo of the people, ask: *What's the relationship between the two people? How old do you think she is? In which decade was she a child ... the 40s ... the 50s ... the 60s?* Then look at the photo of the village ask: *What can you see? Where do you think it is? When do you think the photo was taken? How do you know?* Focus on the task, play the recording and elicit answers from the class.

KEY 1 No 2 Yes 3 No

Exercise 2 page 17

Students work alone. Check answers.

KEY

What did you use to do?
We used to sit and chat.
Did you use to watch television?
We didn't use to leave the village very often.

Exercise 3 page 17

- Focus on the *Learn this!* box. Students can compare with a partner before you check answers. At the end, ask students to cover the box and recap by asking: *Do we use used to to talk about present habits or situations? (No) Which time period? (past) So how do we talk about present habits? (present simple, sometimes with usually) How do you spell use in I didn't use to? Make sure students don't add a 'd' (a common mistake).*

KEY

Rule 1 past, different

- | | | | |
|-----------|-----------------|----------|----------|
| 1 used to | 3 didn't use to | 5 use to | 7 use to |
| 2 used to | 4 Did | 6 did | |

Exercise 4 page 17 1.11

- Play the recording and drill the sentences chorally. Explain that you are going to play the sentences again and this time you want the students to listen carefully to how the 's' and the 'to' are pronounced. Elicit the answers and then play the sentences a third time getting students to repeat chorally then individually.

KEY the 's' is pronounced /s/ the to is pronounced /tə/

PRONUNCIATION NOTE – USED TO

Explain to students that the /s/ sound in *used to* is what distinguishes it from *used*, the past tense of *to use*, e.g. *I used my bike yesterday*. In the latter the 's' is pronounced /z/.

It is also useful to point out that with *used to*, the final 'd' in of *used* is not pronounced as it is assimilated into the 't' in *to*. So, *I used to live* is pronounced /aɪ ju:stə lɪv/.

Exercise 5 page 17

- Read through the task together. Point out or elicit that students will know when they need to write a negative because of the word *any*. Check answers.

KEY

- | | |
|-------------------------|-----------------------|
| 1 used to like | 4 didn't use speak |
| 2 did (she) use to live | 5 used to work |
| 3 didn't use to do | 6 Did (she) use to be |

For further practice of *used to*, go to:

Grammar Builder 2.2: Student's Book page 111

KEY

- 2 What did your grandparents use to give you when it was your birthday?
 - 3 Did there use to be a park near your house where you could play?
 - 4 Where did your parents use to live before they got married?
 - 5 Did you use to watch TV on Saturday mornings when you got up?
 - 6 Who did your family use to visit at the weekend?
 - 7 Did your mother use to read to you before you went to bed?
 - 8 Did you use to get up early before you started school?
- | | |
|--------------------|------------------------|
| 2 didn't use to be | 5 didn't use to be |
| 3 used to work | 6 didn't use to wear |
| 4 used to play | 7 didn't used to drink |

Exercise 6 page 17 1.12

- Write *ghost town* on the board and explain or elicit its meaning: a town that used to be busy and have a lot of people living in it, but is now empty.
- Pre-teach the following vocabulary: *prospectors* – people who search an area of land for gold, oil, etc.; *foothills* – the low hills next to a group of high mountains; *mine* – a large hole in the ground from which people take coal, gold, etc.; *gold rush* – a period of intense excitement and migration caused by the news that a deposit of gold has been found.
- Tell students that they are going to listen to a description of a ghost town called Fairview. Their task is to say why the town was abandoned. Encourage them to make a few notes as they listen. Let them compare their notes with a partner before checking with the whole class.
- You could ask a few more general comprehension questions, e.g.: *Where is Fairview? (Colorado, USA) When was it founded? (1859)*

KEY

It became a ghost town because the gold rush finished after a few years and all the people left.

TRANSCRIPT 1.12

Fairview is in Colorado, USA, about 300 kilometres from the city of Denver. There are houses in Fairview – wooden houses – and shops too. But they're all empty. Fairview is a ghost town – nobody has lived here for more than a hundred years.

Fairview was founded around 1859, when prospectors discovered gold in the foothills of the Rocky Mountains. It grew quickly, as people came from all around to look for gold. Soon, it had a population of 2,000. They worked in the gold mines in the hills every day, and in the evenings, they ate and drank in the saloon in the centre of town. Today, the saloon is empty, like all the other buildings, the mines are closed, and nobody works in the hills. The gold rush finished after a few years, and gradually, the people left. Today, tourists visit Fairview because it's a piece of American history. They arrive by car or coach along the new road. (Because there were no cars when Fairview was a busy town, there was no road.) They buy drinks and snack at a coffee bar – the only new building in the town – but they can't stay at the hotel because it's been closed for a hundred years. So they drink their coffee and imagine what it was like to live in a gold rush town in the hills.

Exercise 7 page 17 1.12

- Focus on the sentences. Play the recording again. Students compare with a partner before you check with the class.

KEY

- | | | | |
|----------------|-------------|---------|------|
| 1 doesn't have | 3 don't eat | 5 visit | 7 is |
| 2 don't work | 4 buy | 6 can't | |

Exercise 8 page 17

- Focus on the instructions and the first example. Students can do the exercise alone or in pairs.

KEY

- It used to have a population of 2,000.
- People used to work in the goldmines.
- People used to eat in the saloon.
- People didn't use to buy snacks in the coffee shop.
- Tourists didn't use to visit the town.
- People used to stay at the hotel.
- There didn't used to be a road.

Exercise 9 page 17

- Divide the students into pairs. Make sure they understand that they have to choose one time period. Give them time to make notes, not full sentences, on their topics. Go round feeding in ideas.

Exercise 10 page 17

- Remind students that they should use their notes as prompts. They shouldn't read directly from them, but should look at the other students as they speak.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can talk about things that were true in the past but aren't now. I have learned how to use used to.*

2 E READING

Lost in New York

LESSON SUMMARY ● ● ● ● ●

Reading: a magazine article; ordering events, true/false questions

Grammar: past tenses

Vocabulary: adjectives + prepositions

Topic: people

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, set the Vocabulary Builder exercises for homework and do exercises 3 and 4 as a class.*

➔ Lead-in 2 minutes

- Ask the class: *Do you have a good memory? What kind of things do you remember best? Names, faces, facts, songs, jokes? What kind of things do you find hard to remember? What do you do if you have something important to remember?*

Exercise 1 page 18

- To encourage the students to skim read the text and not get distracted by words they don't know, give them a time limit of 2 minutes.

KEY 2 isn't true

Exercise 2 page 18

- Students do the exercise on their own with a time limit of 5 minutes. Let them compare answers in pairs before class feedback. With a **weaker class**, give students the first answer (e). You could ask the students to speculate why they think he lost his memory.

KEY

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

Exercise 3 page 18

- Encourage students to read through the statements and underline key words. They should search for the key words or their synonyms in the text and underline answers in the text. Where the answer is false, they should write the true answer.

KEY

- 1 False (he was wearing T-shirt, shorts and flip-flops)
- 2 True
- 3 True
- 4 True
- 5 False (they seemed like strangers to him)
- 6 True

Exercise 4 page 18

- Students do the exercise on their own. Remind them to analyse the context of the words.

KEY

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 h | 3 j | 5 l | 7 e | 9 g | 11 i |
| 2 a | 4 c | 6 b | 8 k | 10 d | 12 f |

LANGUAGE NOTE – PREPOSITION + VERBS

Point out that prepositions need to be followed by a noun or pronoun. If a preposition is followed by a verb, then the verb will be in the *-ing* form because the *-ing* form of a verb has the function of a noun. An example in the text is, *He was worried about meeting his family and friends.*

Exercise 5 page 18

- Go through the *Learn this!* box as a class. Explain that there is no logic to why a particular preposition follows a particular adjective. It is important therefore that they consider the adjective and prepositions as one 'lexical item' and record adjectives with their prepositions in their vocabulary note-book.

KEY 1 at 2 about 3 of 4 with

For further practice of Adjectives + prepositions, go to:

Vocabulary Builder 2.3: Student's Book page 129

KEY

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

Exercise 6 page 18

- Monitor as students write to check that they are continuing the sentences correctly, especially if they are using verbs.

PRONUNCIATION – PREPOSITIONS

Explain that prepositions that come in the middle of a sentence and not at the end are pronounced as a weak form. E.g. scared of /əv/ spiders, surprised at /ət/ his results. For extra practice model and drill the following sentences, exaggerating the sentence stress:

I'm scared of spiders.

He's surprised at his results.

She's proud of her son.

ADDITIONAL SPEAKING ACTIVITY

Tell students that they are going to invent a similar story about someone who has lost their memory. Write the following scenario on the board:

A 22-year-old man wakes up in the emergency department of a hospital. (Where?)

He has a broken nose and isn't carrying a wallet or ID. He can't remember who he is.

His mother tongue is English but he can speak another language fluently. (Which?)

Psychiatrists discover he has a special talent. (What?)

Divide students into pairs or small groups. They invent the details of the story and decide what had happened to the man and what happened to him in the end. Allow 5–10 minutes for students to plan, make notes for and rehearse their story. Remind them to think carefully about past tenses. Students tell their stories to the class.

2 F EVERYDAY ENGLISH Narrating events

LESSON SUMMARY ● ● ● ● ●

Functional English: sequencing phrases; showing interest using exclamatory sentences

Listening: dialogues; listening for specific information

Speaking: narrating events

Grammar: exclamatory sentences with *How* and *What*

Topic: people

SHORTCUT To do the lesson in 30 minutes, set the Grammar Builder as homework and keep the performances in exercise 8 brief.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers *I can understand a magazine article about a man who lost his memory. I have learned about adjectives and prepositions.*

Notes for Photocopiable activity 2.2 Adjectives + prepositions questionnaire

Pairwork

Language area: adjectives + prepositions

Materials: one copy of the worksheet per student (Teacher's Book page 126)

- Hand out a copy of the worksheet to each student. Divide students into pairs and give them a time limit of 1–2 minutes to complete the sentences in exercise 1 with the correct preposition.
NB Some of the adjectives + prepositions are taken from 2E and the Vocabulary Builder, others are new.
- Check answers and explain any new words. Explain, using number 8 as an example, that after a preposition we need a noun or a pronoun. If we want to use verb, it must be in the *-ing* form, which is the noun form of the verb.
- Ask students to fold back section 1 and focus on section 2. With a **weaker class** students can leave it as it is so that they can refer to the prepositions in exercise 1.
- Students work individually to make questions from the stems given. For this they need to write the correct preposition and continue the question. They should think of questions which are personally relevant to their partner.
- Students ask and answer the questions in pairs. Circulate and check that they are using the prepositions correctly but encourage them also to develop the conversations by asking follow-up questions.

KEY

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

➔ Lead-in 2 minutes

- With books closed, elicit the word *date*, by asking: *What is the word we use to talk about an arrangement to meet a new boyfriend or girlfriend or somebody that you'd like to become your boyfriend/girlfriend?* Then ask students to imagine what could go wrong on a first date. Give them different scenarios, e.g. at a café, in a park, in a restaurant, at the person's house.
- Ask students to open their books and describe what they can see in the photo.

Exercise 1 page 20 1.13

- Focus on the instructions, play the recording, ask students to turn to their partners to answer the question before checking in open class. With a **weaker class** pre-teach *tray*.
- With a **stronger class**, ask students to close their books and do the exercise just as a listening task.

KEY

Martin couldn't think of anything to say.
He tripped and threw a glass of orange juice over the girl.

Exercise 2 page 20

- Go through the sequencing expressions. Students do the exercise individually, by finding the answers in the text.
- As you go through the answers, highlight the fact that when these sequencers are written, they are all (except then) followed by a comma.
- Again, a **stronger class** could do this as a listening exercise. Play the recording again and ask them to tick the expressions they hear.

KEY at first next then in the end

LANGUAGE NOTE – IN/AT THE END

Students might have heard *at the end* before. Explain that *at the end* is usually followed by *of*, e.g. *at the end of the film, at the end of the day, at the end of the match* whereas with *in the end* the emphasis is on the fact that something has changed, e.g. *We were going to go to Café Zuk but in the end we stayed in the park.*

Exercise 3 page 20

- Students read the *Learn this!* box individually. Check understanding of the rules by writing up the following exclamations and ask if they are correct or not.

Exercise 1 page 21

- Read through 1–10 quickly with the class, and check their comprehension.
- Students read the story quickly and complete the task individually. Make sure they understand the task is to find out which activities Joe did *not* do.
- With a **weaker class**, tell them there are four activities he did not do.
- Ask students to compare their answers in pairs, then check the answers in class.

KEY 2, 6, 9, 10

Exercise 2 page 21

- Explain to students that each paragraph in a story is organised around one key idea. The paragraph plan shows the best way to structure a story so it is easy for readers to follow.
- Students match the phrases to the paragraph plan individually.
- Check as a class.

KEY

- | | |
|-----------------------------|-----------------------------|
| 1 setting the scene | 3 what happened afterwards |
| 2 description of the events | 4 how you feel about it now |

Exercise 3 page 21

- Remind students that a phrasal verb is a verb plus a particle or particles (a little word which could be a preposition or an adverb) and that the meaning can be literal (e.g. *lock up*, where you can guess the meaning from the words) or idiomatic (e.g. *run out of*, where it more difficult to guess the meaning).
- Students look back at the story to complete the phrasal verbs.
- With a **stronger class**, students can complete the sentences first and look back at the story to check.
- Ask **fast finishers** to find another phrasal verb in the story (*meet up*).

KEY

- | | | | |
|-------|--------|-------|--------|
| 1 out | 3 down | 5 off | 7 away |
| 2 out | 4 out | 6 up | 8 into |

For further practice of Phrasal verbs, go to:

Vocabulary Builder 2.5: Student's Book page 130

KEY

- 1 1 a ✓ 2 a ✓ 3 a ✓ 4 b ✓ 5 a ✓ 6 a ✓
2 1 We've run out of food.
2 You'd better put on a coat because it's cold outside.
3 Please can you look after my plants?
4 They are looking forward to the holidays.
5 They called off the football match because of the rain.
6 She's looking for her purse.
7 I'd like you put away your clothes.
8 Can you call (me) back?

Exercise 4 page 21

- Read the writing tip together. Check pronunciation of *though* /ðəʊ/. Students work alone to highlight the examples in the story.

KEY while, and, so, even though, as, because, but

LANGUAGE NOTE – CONJUNCTIONS

- *Since* (when it means because) and *whereas* are formal. (Too formal for a story like Joe's.)
- *Though* can be used in several ways. It can be used in the same way as *although*. *I'd like to go to the café, though/although it's a bit expensive*. More commonly it is put at the end of a sentence, with the meaning of *however*. *I love meat. I don't like pork, though*. This last is more usual in informal writing or speech.

Exercise 5 page 21

- Students can do the task individually and check with their partners, or do the task in pairs. Go over the answers with the whole class.

KEY

- | | | |
|------------------------|------------------------|------|
| 1 while | 3 because, as, (since) | 5 so |
| 2 because, as, (since) | 4 even though | |

Exercise 6 page 21

- Students work in pairs, and think of things that can go wrong on a night out.
- If they have problems getting started or with a **weaker class**, go through the first few activities in exercise 1 together with the class, and collect ideas of things that can go wrong (for example, *go out with two school friends* – one of your friends gets ill, your friends fall out; or *have a fairly quiet evening* – the neighbours planned a big party, etc.). The pairs can then continue with the other activities in the list, then add their own activity ideas and problems.

Exercise 7 page 21

- Students continue working in pairs, to prepare a paragraph plan based on the model in exercise 2 and the ideas from exercise 6. Tell them to include no more than three or four planned activities and problems for the story. Ask them to put the events in chronological order to help them tell the story.

Exercise 8 page 21

- Students write their stories individually. If you decide to do the writing task in class, walk around and monitor the activity, helping if needed.
- After the students have finished writing, ask them to check that they have covered everything they planned to cover, and to check for mistakes. Alternatively, ask students to work with their partners from the previous activities, and check each other's work.

ALTERNATIVE WRITING TASK

Students write a story of their ideal evening out, or about the best evening out they have ever had.

Ask them to prepare a paragraph plan.

When they have finished, they should check their stories the same way as in exercise 8.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now? Elicit: I can write a narrative, telling the story of an event. I have learned how to use conjunctions. I have learned some useful phrasal verbs.*

LANGUAGE REVIEW 1-2

- 1** 1 stripy 3 shiny 5 cotton
2 check 4 baggy 6 matching
- 2** 1 relieved 3 guilty 5 embarrassed
2 fed up 4 bored
- 3** 1 doesn't like 3 am meeting 5 is always borrowing
2 catches 4 is singing 6 are staying
- 4** 1 had lost 3 went 5 had broken
2 called 4 laughed 6 was doing
- 5** 2 Did Mia use to watch cartoons?
3 We didn't use to go abroad on holiday.
4 I didn't use to wear flowery dresses.
5 Did Alex use to sleep in the same room as his brother?
6 Did they use to live in the city centre?
- 6** 1 from 3 looks 5 nice
2 look like 4 back
- 7** 1 d 2 b 3 c 4 e 5 a

SKILLS ROUND-UP 1-2

- 1** Open answers
2 Vlasta and Marek and two friends
3 1 F 2 F 3 T 4 F 5 T 6 T

TRANSCRIPT 1.15

- Marek** Hallo?
Sarah Hi, is that Marek? This is Sarah ... from England.
Marek Sarah! Hi! Did you get my letter?
Sarah Yes, I did. It was good to hear from you.
Marek Did you remember who I was?
Sarah Yes, of course! And Vlasta. How is she? What's she up to these days?
Marek She's an English teacher now.
Sarah That's great. And you're a law student ...

- Marek** Yes.
Sarah Look, I asked my mum and dad about finding you a job. But actually, they work for a very small law firm and there aren't any vacancies.
Marek Oh, OK. I didn't really expect ...
Sarah But they can give you the names and addresses of some larger companies that you could write to.
Marek Great!
Sarah How long are you planning to stay in England?
Marek A year. I'm planning to arrive in September and stay for exactly a year. Then I need to go back to university and finish my studies.
Sarah I see. And have you found somewhere to stay in England?
Marek Not yet. But I'm sure I can look for a room – or a flat – on the Internet, before I come.
Sarah Maybe. But it isn't easy to arrange it all from another country.
Marek Hmm.
Sarah My parents really want you to come and stay with us – for a few weeks, they said, while you find somewhere to live.
Marek Really? That's very kind, but ...
Sarah They love having visitors, actually, so don't worry about it. And my brother has just left home, so there's a spare room.
Marek Well, I don't know what to say!
Sarah Do you remember the address?
Marek No, I don't. Wait – wasn't it Wood Lane, or something like that?
Sarah Nearly. Forest Gardens. Number 46. Vlasta lived next door, at number 48.
Marek That's right.
Sarah Anyway, I'd better go. Let's speak again soon. Maybe you could write to my mum and dad, just to let them know when you're arriving.
Marek Of course!

4 At Sarah's house

- 5** 1 English 3 September 5 brother
2 small 4 Internet 6 Forest

6 Open answers

EXAM For further exam tasks and practice, go to Workbook page 20. Procedural notes, transcripts and keys for the Workbook can be found on the *Solutions Teacher's Website* at www.oup.com/elt/teacher/solutions.

A

VOCABULARY AND LISTENING

The world of work

LESSON SUMMARY ● ● ● ● ●

Vocabulary: jobs, places of work, activities at work, describing work

Listening: a dialogue; listening for gist and specific information

Speaking: asking questions about jobs

Topic: work

SHORTCUT To do the lesson in 30 minutes, keep the lead-in and exercise 7 brief and set the Vocabulary Builder exercises as homework.

➔ Lead-in 4 minutes

- Write **JOB PRIORITIES** on the board and underneath write: *long holidays, close to home, opportunity to travel abroad, a good salary, opportunity to use English or another language, nice colleagues, interesting and challenging work.*
- Ask students to think about their future jobs and rank the aspects of a job above in order of importance to them.

Exercise 1 page 24

- Students work in pairs. After two minutes find out which pair has the longest list. Ask both students to come to the board and write up their words (half each). Check spelling and pronunciation. Invite other students to call out jobs which are not on the board.

Exercise 2 page 24

- Write on the board some language for giving opinions: *In my opinion, ... I would say ... I think/reckon ...*
- Students exchange opinions in groups or as a class.

For practice of jobs and gender, go to:

Vocabulary Builder 3.1: Student's Book page 130

KEY

- | | | | |
|---|-------------|---|--------------|
| 1 | 1 chef | 5 | travel agent |
| | 2 nurse | 6 | nanny |
| | 3 mechanic | 7 | surgeon |
| | 4 architect | 8 | estate agent |
- 2
- The police officer was running down the street.
 - The flight attendant gave us a drink.
 - The manager was very friendly.
 - The chairperson opened the meeting.
 - She's a really good actor.
 - The spokesperson explained the company's decisions.

Exercise 3 page 24

- Pre-teach some of the words that are not in red but may cause difficulty: *deal with, reception desk, queries, applicant, report to, on the job training, negotiable.*
- Students can work individually. Suggest that they refer to the wordlist at the back of the book. Let them compare answers in pairs before checking with the rest of the class. Check understanding of the vocabulary by asking questions such as: *Which word describes a job which is difficult in an interesting way? (challenging), Which word describes work that is unimportant, not skilled and usually very boring? (menial), Where do you go to see a doctor? (surgery), Which*

expression means be responsible for (be in charge of), *Which word describes a job which involves working with your hands or requires physical strength? (manual), etc.*

- You could ask students to continue asking these definition questions with a partner.

KEY

- | | | | | | |
|---|--------|----|-----------|----|-------------|
| 1 | bank | 6 | public | 11 | challenging |
| 2 | call | 7 | own | 12 | skilled |
| 3 | site | 8 | use | 13 | part-time |
| 4 | phone | 9 | team | | |
| 5 | charge | 10 | customers | | |

Exercise 4 page 24

- Students complete the task in pairs. Then ask individuals to repeat their descriptions.

OPTIONAL SPEAKING TASK

Ask students to describe one of the photos and answer the following two questions:

- Is this person satisfied with his/her job? What in the picture makes you think so?
- Will this job be useful in the future?

OPTIONAL SPEAKING PRACTICE FOR STRONGER STUDENTS

- Students look at all four photos, the title of the unit and the job adverts.
- Ask them to analyse the material and prepare to present it with references to the following topics: *the most important jobs*, *the time people spend working*
- Explain that students should refer to each element of the material first explaining its meaning in their own words. Then they should move on to discussing the given topics, using the material to give examples. Encourage them to use as much topic vocabulary as possible, as this would help them gain more points in the exam.
- Students practise in pairs. Get feedback.

Exercise 5 page 24 1.16

- Pre-teach *contestant* and tell students they are going to hear two contestants taking part in a game show. Play the recording, stopping after each contestant for students to note down their answers.

KEY 1 a fire fighter 2 vet

TRANSCRIPT 1.16

- 1
- Host** Welcome to 'What's my job?' And our first contestant is Jake from Manchester. OK, lets start the questions!
- Man 1** Me? Oh, OK. Hi Jake. Do you usually work outside?
- Jake** Yes.
- Man 1** But you sometimes work inside.
- Jake** Yes.
- Man 1** I see.
- Woman** Do you buy or sell anything?
- Jake** No.
- Woman** Do you earn a lot of money?
- Jake** No!
- Woman** Do you wear special clothes for your work?
- Jake** Yes.
- Woman** A uniform?
- Jake** Yes.
- Woman** Hmm. Is your job dangerous?
- Jake** Yes.
- Woman** Are you a police officer?
- Jake** No.
- Man 2** Do you help in emergencies?
- Jake** Yes!
- Man 2** Are you an ambulance driver?
- Jake** No.
- Man 1** Do you visit people's homes?
- Jake** Yes.
- Man 1** In an emergency?
- Jake** Yes.
- Man 1** When there's a fire?
- Jake** Yes!
- Woman** You're a [beep].
- Jake** Yes!
- 2
- Host** Thank you, Jake! And our second contestant is Lucy, from London. Let's begin!
- Woman** Hi, Lucy.
- Lucy** Hello.
- Woman** Do you travel a lot for work?
- Lucy** No.
- Woman** Do you work with your hands?
- Lucy** Er ... yes.
- Woman** Do you make anything?
- Lucy** No.
- Woman** Hmm. Do you work outside?
- Lucy** No.
- Man 1** Do you work in an office?
- Lucy** No.
- Man 1** Do you work in a school?
- Lucy** No.
- Man 1** In a hospital?
- Lucy** Yes.
- Man 1** Aha!
- Man 2** Are you a doctor?
- Lucy** No.
- Man 2** Are you a nurse?
- Lucy** No.
- Man 2** Hmm. I don't know! This is difficult.
- Woman** Do you wear special clothes for your work?
- Lucy** Yes.
- Woman** A uniform?
- Lucy** Er ... no.
- Woman** But you always wear the same clothes for work.
- Lucy** Yes.
- Woman** And you work in a hospital.
- Lucy** Yes.
- Man 1** Is it a hospital for animals?
- Lucy** Yes!
- Man 2** Aha! You're a [beep]
- Lucy** Yes!

Exercise 6 page 24 1.17

- Give students a few minutes to complete the questions. Monitor as they do the exercise. If they seem to be able to fill in the gaps more or less correctly it may not be necessary to play the recording.

KEY

1 outside	4 clothes	7 travel	10 office
2 sell	5 dangerous	8 hands	
3 earn	6 homes	9 anything	

Exercise 7 page 24

- Ask a student to come to the front of the class. Students take it in turns to ask their questions.
- You could set the game up so that other students have to guess the job before they've asked fifteen questions. If they don't guess it, the student answering the questions wins a point. You could instruct the student to answer the question only if it is correctly formed. An incorrectly formed question also counts as a one of the fifteen questions. This should motivate students to think before they ask.
- Students continue the game in groups. Monitor and check the students are forming correct questions and using vocabulary from exercise 3.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now? Elicit: I can describe what jobs are like. I can talk about places of work. I can talk about what people do in their jobs.*

Notes for Photocopiable activity 3.1

Jobs Crossword

Pairwork

Language: words related to the topic of jobs (All language is taken from 3A including Vocabulary Builder exercises.)

Materials: one copy of the worksheet cut in half per pair of students (Teacher's Book page 127)

- Divide the class into pairs and hand out the worksheets. Tell students not to show their worksheets to their partner. Explain that they both have the same crossword but with different words filled in.
- Pre-teach *across* and *down*. Students take it in turns to ask each other for clues, e.g. *What's 12 down?* Their partner must define the word so that the first student can figure out and write in the answer.
- When students have completed the crossword they look at their partner's crossword to check spelling.

3 **B** GRAMMAR

Defining relative clauses

LESSON SUMMARY ●●●●●

Grammar: defining relative clauses

Reading: articles about the worst jobs in history

Speaking: defining words

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, skip exercise 6 and set the Grammar Builder as homework.*

➔ Lead-in 3 minutes

- Write the following list of jobs on the board:
traffic warden laundry worker production line worker soldier nanny call centre worker

- Check the meaning and the pronunciation. Ask students to rank the jobs in order of which they'd least like to do. They compare their list with a partner explaining why they would dislike the job so much.

Exercise 1 page 25

- Ask students to describe what they can see in the picture. Students work alone to read the text and answer the question. Ask them to guess the meaning of *barrel* (large container for liquids).

KEY The job involved carrying enormous weights.

Exercise 2 page 25

- Get students to work individually or in pairs. Check answers.

KEY 1 which 2 who 3 where 4 whose

Exercise 3 page 25

- Students can do the exercise individually or in pairs. Check the grammar before the students answer the questions.

KEY

- 1 where, cinema
- 2 whose, architect
- 3 who, waitress
- 4 which, video camera/camcorder
- 5 where, grocer's/supermarket
- 6 who, manager
- 7 which, video/DVD recorder
- 8 whose, doctor

Exercise 4 page 25

- Read the *Look out!* box together. Students do the exercise alone or in pairs.

KEY

that can be used in sentences 3, 4, 6, 7

Exercise 5 page 25

- Ask students to read quickly through the text, ignoring the gaps, and check unknown vocabulary. You may need to explain: *muggers* – criminals who threaten you with violence for your valuables; *murderers* – criminals who kill people.
- Ask them to do the exercise in pairs.

KEY

- | | | | |
|---------|---------|-------|---------|
| 1 where | 3 which | 5 who | 7 which |
| 2 which | 4 whose | 6 who | 8 whose |

Exercise 6 page 25

- Ask the class which they think was the worst job. Brainstorm other unpleasant jobs. Some ideas are: toilet cleaner, rubbish collector, dog catcher, sewer worker.

Exercise 7 page 25

- Read the *Learn this!* box together then ask students to look back at exercises 1 and 5 to see where the clauses are.

KEY

In exercise 1 the relative clauses are at the end. In exercise 5 they are in the middle.

For more practice of Defining relative clauses, go to:

Grammar Builder 3.1: Student's Book page 111

KEY

- | | | | |
|---------|---------|---------|---------|
| 1 1 who | 3 which | 5 whose | 7 where |
| 2 where | 4 who | 6 who | 8 which |
- 2 2 whose job is similar to a doctor's
 - 3 which makes furniture
 - 4 where there are a lot of parks
 - 5 who play jazz
 - 6 who repair bicycles
 - 7 whose classes are so interesting
 - 8 where my brother works

Exercise 8 page 25

- Demonstrate the first definition yourself as an example then ask students do the activity in pairs. Monitor to check that they are using defining relative clauses correctly.

OPTIONAL REVISION ACTIVITY

Use this definition game as a means of revising vocabulary in future lessons. Try one of the following methods.

- 1 Write out the words you want to revise on cards/pieces of paper. (The simplest way to do this is to write them in large handwriting on A4 paper, then photocopy and cut up.) Give a pile to each group of students, which they place face down. Students take it in turns to pick up a card and define the word. The first person to guess the word wins the card. The person with the most cards is the winner.
- 2 Students play a defining game in the same way. But instead of you providing the words the students generate them themselves. Hand out 5 little pieces of blank scrap paper to each student. Ask the students to think of recently studied words (or they can look in their books). Collect in the cards, shuffle, divide into piles and distribute them to the groups. This activity requires zero preparation!

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can describe a person, thing or place using defining relative clauses.*

Notes for Photocopiable activity 3.2

Choose the correct definition

Game

Language: defining relative clauses

Materials: one copy of the worksheet, cut up, per group of 12–18 students (Teacher's Book page 128)

- Divide students into pairs or groups of three.
- Demonstrate the activity, by writing a word on the board: *a cabbie*.
- Say that you are going to give three definitions and students have to guess which is correct.
- Read out the following definitions, two or three times if necessary.
 - 1 It's a small vegetable which has a lot of green leaves.
 - 2 It's a person who drives a taxi.
 - 3 It's a small cupboard in the bathroom where people store medicine.
- Students vote on the correct definition.
- Hand out the cards to the pairs/ groups. Explain that there are two words on their cards. For each word there is a correct and an incorrect definition. (The correct definition

has a tick next to it.) They have to invent two more false definitions for each word.

- When they have finished, teams take it in turns to read out their definitions. The other teams choose the definition which they believe is correct. Ask for a show of hands for each definition. If a team gets the answer right, they win a point.
- Keep the score on the board. If a team reads out their definitions and nobody guesses correctly, they win two points (for convincing definitions!).

3C CULTURE Working abroad

LESSON SUMMARY ●●●●●

Reading: a text about immigrant workers in the UK

Listening: 3 monologues; listening for specific information

Speaking: talking about the pros and cons of living abroad

Topic: work

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Vocabulary Builder as homework and ask students to read the text for the first time at home.

→ Lead-in 3–4 minutes

- Play hangman with the word *immigration*.
- Write up the word *emigration* and elicit the difference in meaning between the two words. (*Emigration* is when people go to live in another country; *immigration* is when people come to live in this country). Ask: *Which countries do people from your country emigrate to? Which countries do people immigrate to your country from?*
- Ask the class: *For what reasons do people emigrate?* (political reasons, career, money, unemployment, joining family or friends, better climate). *Does anybody know somebody who has gone to work abroad? Where? When? Is/Was it a positive experience? If you could go to another country to live and work, which country would you choose? Why?*

Exercise 1 page 26

- Focus on the task and ask students to read the text quickly. Remind them that their task is to answer one question and not to worry if they don't understand some of the words in the text. Ask them to underline the sentence in the text which gives them the answer.

KEY Most are happy

Exercise 2 page 26

- Students do the exercise on their own with a time limit of 5 minutes. Check as a class.
- Ask **fast finishers** to try to remember without looking back at the text what the following numbers refer to:
185 300,000 2004 12% 99%

KEY

- 1 Because workers come from a lot of European countries.
- 2 Twelve.
- 3 Polish, Lithuanian and Slovak.
- 4 Because Britain is one of only three EU countries that gave full rights to work to immigrants from new EU countries.
- 5 Four per cent.
- 6 Eighteen per cent.
- 7 To return to their native country at some point in the future.

LANGUAGE NOTE – ALL IN A DAY'S WORK

All in a day's work is an idiom which is used to say that you're happy or willing to do something other people might find difficult or strange because it's part of your normal job or duty. For example, if you thank a fireman for rescuing a cat from a tree he might reply, 'All in a day's work.' It's used as a title for this article since it suggests that immigrant workers have become a normal part of the British work force.

Exercise 3 page 26

- Students work individually for two minutes. Check as a class.

KEY

- | | | |
|---------------------|---------------|--------------|
| 1 administrators | 4 warehouse | 7 immigrants |
| 2 job opportunities | 5 supervisors | |
| 3 employees | 6 employers | |

PRONUNCIATION – WORD STRESS

- Some of the highlighted words in the text are difficult to pronounce correctly because of their word stress. Ask students to copy out them out into their note-books. Copy them onto the board as they are doing this.
- Read out the words and ask students to mark the stressed syllables by underlining them or putting a little box above the syllable. Go through the answers and mark the stress on the words on the board. Drill them chorally and individually. You could emphasise the stress by getting students to tap a pen to the rhythm.

KEY employees supervisors administrators
immigrants employers job opportunities

Exercise 4 page 26 🎧 1.18

- Focus students on the task. Play the recording once. Check as a class.

KEY Speaker 2

TRANSCRIPT 1.18

Speaker 1 I came to England nearly two years ago. At first, I worked in a factory. The job was OK, but a bit boring. I wanted to be a veterinary nurse – that's what I did at home in Slovakia – but my English wasn't good enough. After a year, my English had improved a lot, so I applied for a job at a veterinary clinic – and I got it! My nationality wasn't a problem at all. In my opinion most English people are happy to work with immigrants, if they can do their job properly. I've only had a few negative comments from people since I've been here – about stealing jobs from local people. I realise that some English people are worried – especially people who do menial jobs – because they think workers from other countries in the EU are coming to the UK and taking all the jobs. But I don't agree ...

Speaker 2 I've been in England for about six months. I came to find a job. It was easy to get work as a cleaner or a factory worker – but I didn't want to do jobs like that. I'm a manager. I applied for some jobs, but I didn't get them. That's the problem with coming to the UK to work: it's easy to find menial jobs, but very difficult to find something more interesting. People said that my English wasn't good enough. In my view, British people don't understand how difficult it is to learn their language – they just get impatient when you don't speak perfectly! I've had enough. I'm going back home next month.

Speaker 3 I came to work in England three years ago. I had a job as a nanny with a nice family near London. I did extra work in the evenings and at weekends: babysitting, ironing, things like that. You can earn a lot of money if you don't mind working hard! After two years with that family, I applied for a job at a children's nursery. I work there full time. I love looking after the children, and they really like me – I think. I'd like to stay in England and one day buy a flat, if I can save enough money. Renting is expensive here, so I share a flat with five other people. We have a great time together.

Exercise 5 page 26 1.18

- Ask students to go through the questions and highlight the key words. Tell them to listen out for those key words or words that have a similar meaning.
- Check answers as a class.

KEY 1 3 2 2 3 1 4 2 5 3 6 1

Exercise 6 page 26

- Students can work in pairs or small groups. Read through the language for expressing opinions together.
- With a **weaker class**, give students time to prepare a list of advantages and disadvantages before they begin the discussion. At the end find out through a show of hands how many people would like to go and live abroad.

For practice of Agent nouns, go to:

Vocabulary Builder 3.2: Student's Book page 131

KEY

- 1 manager, worker, employee, supervisor, administrator, immigrant, employer
- 2 1 musician 4 teacher
 2 scientist 5 accountant
 3 editor 6 trainee

OPTIONAL SPEAKING PRACTICE

- To prepare to give an oral presentation, ask students to note down two advantages and two disadvantages of working abroad.
- Put an outline of the oral presentation on the board explaining that it aims to help them organise their views:
 - Introduction: *People choose to migrate for various reasons. Some want to ... Others expect to ... No matter why they do it, it is a decision that changes their life completely.*
 - Main body: On the plus side, in another country you can ... Another good thing is that ... However, there are drawbacks. Firstly ... Secondly ...
 - Conclusion: *In my view, immigration is a tough experience which ... Personally, I ...*
- Allow students 3–4 minutes to make notes individually and rehearse in pairs. Get feedback.

➔ **Lesson outcome**

Ask students: *What have you learned today? What can you do now?* and try to elicit: *I have learned about working as an immigrant in the UK. I can discuss the advantages and disadvantages of working abroad.*

3D GRAMMAR
Non-defining relative clauses

LESSON SUMMARY ● ● ● ● ●

- Grammar:** non-defining relative clauses
Reading: short articles about people's jobs
Speaking: giving extra information about people

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercises as homework.

➔ **Lead-in** 2 minutes

- Ask students: *What are the reasons why people work?* Brainstorm some ideas onto the board. (To earn money, to do something useful for society, because you love/are passionate about the area you work in, to avoid getting bored, because you like being with your colleagues/want to meet new people ...)

Exercise 1 page 27

- Students read the text individually. Elicit the answer.

KEY

He's a train ticket inspector. He does the job because he loves trains.

Exercise 2 page 27

- Ask a student to read out the first sentence without saying the words in red. Ask the class if the sentence makes sense (Yes). To clarify the concept of whether a sentence makes sense or not write up an example of a defining relative clause e.g. *An architect is a person who designs buildings* or *People who drink and drive should lose their driving licence* and show how when you remove the relative clause the sentence no longer makes sense.

KEY All of the sentences make sense.

Exercise 3 page 27

- Explain that the words in red are called *non-defining relative clauses*. Focus on the *Learn this!* box and read through the rules together, eliciting answers from the class.
- See if students can recall which relative pronouns can be replaced by *that* in a defining relative clause (*who* and *which*). Read the *Look out!* information together.

KEY 1 after 2 makes sense 3 starts, ends

Exercise 4 page 27

- Read the instructions and do the first example as a class. Students continue alone or in pairs. Check answers.

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

KEY

- 1 2 My dog's vet, whose surgery is very near, is very good with animals.
 - 3 Stockholm is the capital of Sweden, which is in Scandinavia.
 - 4 Martin Scorsese, whose films include *Taxi Driver* and *Raging Bull*, received an Oscar in 2007.
 - 5 Next month we're going to Cardiff, where my uncle lives.
 - 6 The headmaster, who I've known for several years, is retiring.
- 2 (Possible answers)
- 2 Switzerland, which is famous for its watches/cheese/chocolate, is in Central Europe.
 - 3 Feta cheese, which is produced in Greece, is delicious in salads.
 - 4 Nicole Kidman, whose ex-husband is Tom Cruise, was born in Hawaii.
 - 5 The White House, where the American President lives, has 132 rooms and 35 bathrooms.
 - 6 Jennifer López, who is a singer and an actress, was born in New York.

Exercise 5 page 27

- Read the instructions and analyse the example as a class. Students do the exercise individually or in pairs. Make sure they understand that it is the second sentence that is the 'extra' information. They should write out their sentences in full in their notebooks.

KEY

- 2 My sister, who plays the violin, wants to be a musician.
- 3 I'd like to visit Buckingham Palace where the Queen lives.
- 4 I left my new phone, which I bought last week, on the bus.
- 5 Martin, whose mum comes from Warsaw, speaks fluent Polish.
- 6 Last month, I visited Jamaica, where my grandfather was born.
- 7 My uncle, who works for a bank, earns a lot of money.
- 8 The Ferrari 550, which has a 5.5 litre engine, can go at 320 kph.
- 9 Jake, whose sister is in my class, is going to study maths at university.

Exercise 6 page 27

- Give students three minutes to write their sentences individually. Go round feeding in ideas if they are getting stuck.

Exercise 7 page 27

- Focus on the instructions and the example. Do another one as a demonstration. Ask a student to give you a sentence and expand on it yourself. Then ask another student to give a sentence and ask if anybody can expand on it. Then students continue the task in pairs.

OPTIONAL ACTIVITY – EXPAND THE STORY

- This activity could be used for revision of non-defining relative clauses during a later lesson.
- Dictate the following short story. Stop after every sentence and give students time to add a relative clause. E.g. *On Saturday night I went out with Will ... who lives in the same block of flats as me.*

On Saturday I went shopping in London. I went with my friend Paul. We took the bus. The bus dropped us near Buckingham Palace. First we went to huge music shop. We had lunch in an Italian café. In the afternoon we went clothes shopping in Oxford Street. At the end of the evening we came home on the last bus.

➔ **Lesson outcome**

Ask students: *What did you learn today? What can you do now?* and elicit answers. *I can make complex sentences with extra information. I know how to make non-defining relative clauses.*

3 E READING
Reversing roles

LESSON SUMMARY ● ● ● ● ●

Reading: an article; true/false questions

Vocabulary: jobs, phrasal verbs

Speaking: discussing male and female jobs

Topic: work

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, and set the Vocabulary Builder exercises and exercise 5 for homework.*

➔ **Lead-in** 4 minutes

- Write *puzzle story* on the board. Tell the students a puzzle story, for example the following: *A man walks into a bar and asks for a glass of water. The barman puts a gun to the man's head. A few moments later the man says 'Thank you'. Why?*
- Answer: The man has hiccups. He asked for a glass of water to cure the hiccups. Instead the barman put a gun to his head which gave him a shock and cured the hiccups.
- These kind of puzzles are called lateral thinking questions. Ask the students if they know any others.

Exercise 1 page 28

- Ask a student to read out the puzzle. Elicit possible reasons. Give them the answer (the surgeon is the boy's mother).

Exercise 2 page 28

- Ask the class why it is difficult for many people to get the answer right. (Because there are certain jobs, e.g. a surgeon, which are traditionally done by men so people assume that all surgeons are men.)

Exercise 3 page 28

- Focus on the photos and elicit what they are doing and the name of the jobs. With a **stronger class** ask students to cover the box.
- Ask students how they think people react when they find out about these people's jobs.

Exercise 4 page 28

- Students do the exercise on their own. Remind them that their task is simply to find out about people's reactions. Give them a time limit of two minutes to scan the text for the answers.
- Pre-teach *hoover, deliver a baby, instinctively* and *tough*.

KEY

Midwife: Some women are surprised at first, but he has a good reputation and cares about his patients. Men are pleased to have another man with them.

Mechanic: Customers may be surprised at first but they trust the employees and women customers are pleased not to be treated as if they don't understand anything.

OPTIONAL ACTIVITY – COLLOCATIONS

Fast finishers can do the following verb-noun collocation exercise. Ask students to match the verbs and nouns and then check the answers in the text.

carry out	a profession
join	a baby
deliver	a duty
play	the stereotype
cook	golf
fit	a meal

KEY

carry out a duty join a profession deliver a baby
play golf cook a meal fit the stereotype

Exercise 5 page 29

- Read the instructions. Allow ten minutes for students to read the text and answer the questions. Remind them to underline the relevant sentences in the text before they decide on the answer.

KEY

1 F 2 T 3 F 4 F 5 F 6 T 7 F 8 T 9 F 10 T

Exercise 6 page 29

- Students can work alone or in pairs. Make sure they refer back to the text so that they can use the context to help them work out the meaning.

KEY 1 d 2 c 3 b 4 e 5 a

For further practice of *Phrasal verbs*, go to:

Vocabulary Builder 3.3: Student's Book page 131

KEY

2 to look after them	5 put it away
3 made it up	6 worked it out
4 looking forward to it	7 gave them out

Exercise 7 page 29

- Check students understand and can pronounce the jobs. They work in pairs to decide what the jobs involve.

KEY (possible answers)

- beauty therapist, flight attendant, kindergarten teacher, nurse, nanny, secretary
- kindergarten teacher, nanny
- aircraft pilot, astronaut, builder, coal miner, lorry driver
- builder, coal miner

Exercise 8 page 29

- Give students a couple of minutes to think about their opinions. Elicit language used for expressing opinions (see 3C) and write it on the board for students to refer to when they discuss the questions. Circulate and monitor as they do the task.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to an article about gender and work. I have learned some phrasal verbs. I can give my opinion about men and women in the workplace.*

3 F EVERYDAY ENGLISH

A job interview

LESSON SUMMARY ● ● ● ● ●

Functional English: questions and answers for a job interview; showing interest

Listening: dialogues; listening for gist and specific information

Speaking: job interview role play

Pronunciation: intonation

Topic: work

SHORTCUT To do the lesson in 30 minutes, keep the time for the preparation phases in exercises 7 and 8 brief, and limit the number of performances in exercise 9.

➔ Lead-in 2 minutes

- Focus on the photo. Ask: *What is happening in the photo? How is the boy feeling? What kind of job do you think he is being interviewed for?*
- Ask students to imagine that a friend is going for an interview tomorrow. What advice would they give their friend?

Exercise 1 page 30 1.19

- Students read and listen to the dialogue at the same time. With a **stronger class**, ask students to close the book and just listen.
- Focus on the job advertisements. Ask which job Callum applied for.
- Check understanding of *tips*.

KEY c part-time shop assistant

Exercise 2 page 30

- Students do the exercise alone then compare answers in pairs.

KEY 1 stack shelves 2 reliable 3 be in touch

Exercise 3 page 30 1.20

- Play the recording once for students to repeat chorally. Then ask them to listen to the intonation and decide which of the questions go up at the end.

KEY

The voice goes up at the end in question 2 because this is a Yes/No question. The others are *Wh-* questions.

TRANSCRIPT 1.20

- 1 How did you find out about the job?
- 2 Have you worked in a shop before?
- 3 What did you do there?
- 4 How long did you work there?
- 5 And why do you think you're the right person for this job?

PRONUNCIATION – INTONATION IN QUESTIONS

- Intonation goes up at the end of Yes/No questions and down at the end of *Wh-* questions (questions which contain a question word: *when, where, who, etc.*). However, in both types of question, the intonation will rise on stressed words in the sentence.

How long did you work there?

- Explain that if you start the question with a higher pitch it's easier to make the fall in intonation.
- If your students are having difficulty hearing the intonation, try humming the question instead.

Exercise 4 page 30 1.21

- Focus on the instructions. Give the students a few moments to match the definitions with the job titles. Then play the recording and check answers.

KEY

- a market researcher
- b fruit picker
- c gardener
- d life guard

The interview is for d

TRANSCRIPT 1.21

- Int. Hello, Mandy. Come in and sit down.
Mandy Thank you.
Int. Now, have you got any experience of this type of work?
Mandy Yes, I have. I spent six weeks working at a swimming pool last summer.
Int. I see. And are you in good physical health?
Mandy Yes, I'm very fit and healthy.
Int. What kinds of things do you do?
Mandy I love all kinds of sport. I play volleyball and netball, I go running and of course I swim a lot – most evenings in fact.
Int. That's interesting. So, why do you want this job, Mandy?
Mandy Well, as I say, I've done this kind of job before and I really enjoyed it. I think it's a very important job too – I take safety at the swimming pool very seriously.
Int. Uh, huh. Do you live locally?
Mandy Yes, I do. It's about a 15-minute walk from the pool.
Int. Right. When can you start work?
Mandy Well, term finishes next Friday, so any time after that.
Int. Well, thanks very much for coming in Mandy. We'll be in touch in the next couple of days.

Exercise 5 page 30 1.21

- Give students time to read through the questions. Play the recording. With a **weaker class** pause after each question for students to note down the answer. Check the question order then ask them to talk to a partner about how much they can remember about the answers.

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

Exercise 6 page 30 1.22

- Go through the speaking tip together. Make sure students understand the importance of using the correct intonation and that if they use a flat pitch they will sound bored.
- Play the recording, pausing after each expression for students to copy intonation. You could divide them into pairs – with partners next to them or on the other side of the room – and ask them to look at their partners as they speak. This method tends to make students sound more animated than if they are just directing their words to nobody. If you encourage them to exaggerate the intonation, it should help them to feel less self-conscious.

Exercise 7 page 30

- With a **weaker class** ask students to prepare 5–6 questions. With a **stronger class** ask them to prepare 7–8 questions. Encourage them to include work-related vocabulary from lesson 3A.

Exercise 8 page 30

- With a **weaker class** students can script their dialogue but in a **stronger class** they should just write notes.

Exercise 9 page 30

- Choose several pairs to act out their interviews. Remind students to use appropriate intonation to make them sound interested and enthusiastic. The other students listen and with a thumbs up or thumbs down gesture, vote on whether the interviewee gets the job.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can ask and answer questions at a job interview. I can speak with the right intonation to sound interested.*

3 WRITING

A job application

LESSON SUMMARY ● ● ● ● ●

Writing: formal letters – a job application; structuring a letter

Reading: a job application; reading for specific information

Vocabulary: set phrases for formal letters and letters of application

Topic: work

SHORTCUT *To do the lesson in 30 minutes, do the preparation work in exercises 1–4 as a class. Alternatively, set the writing task for homework.*

➔ Lead-in 2–3 minutes

- Write *job application letter* on the board. Ask students what they remember about writing formal letters. Ask:
How do you start a formal letter? (*Dear Sir or Madam*)
How do you end it? (*Yours faithfully* if you don't know the name of the addressee, *Yours sincerely* if you do)
Where do you write the date? How do you write it? (write it in full under your address)
Where do you write your address? (in the top right-hand corner)
If you type the letter, do you write your signature before or after your typed full name? (before)

Exercise 1 page 31

- Focus on the questions and ask students to read the text quickly to answer them.

KEY

- 1 kitchen helper
- 2 in her local café
- 3 25th July, after her exams

Exercise 2 page 31

- Ask students to do the exercise individually. Check the answers with the class.

KEY a 3 b 1 c 4 d 1 e 3 f 2

Exercise 3 page 31

- Draw students' attention to the writing tip and ask them to find the formal expressions in the letter. Check answers.

KEY

- 1 apply for, post
- 2 I have considerable experience
- 3 My responsibilities
- 4 I consider myself to be
- 5 supply
- 6 I would be grateful for the opportunity to
- 7 discuss, in person
- 8 will be available
- 9 I am enclosing

Exercise 4 page 31

- Students can do the task in pairs. Go over answers with the whole class.

KEY

Possible answers: enthusiastic, hardworking, reliable, good level of English, enjoy dealing with the public, can use a computer, can work well on your own or in a team

Exercise 5 page 31

- Go through the instructions. Students can work alone or with a partner. Tell them that they can invent the qualities and work experience. Remind them to follow the suggested plan. If there isn't time to write the letter in class, they can do it for homework.
- Whether they do it in class or for homework, get students to swap their letters with another student/pair of students to read and check for mistakes before you collect them all in.

➔ Lesson outcome

Ask students: *What have we talked about today?* and elicit answers: *I can write a formal letter of application for a job. I have learned how to organise my writing into paragraphs. I have learned some fixed expressions for applying for a job.*

TOPIC ● ● ● ●

People, work, society, relationships, school

➔ Lead-in 3 minutes

- Ask students to listen carefully and try to memorise the following ten words. Read the words slowly, but do not allow students to take notes: *environment classroom amnesia embarrassing relieved immigrant challenging midwife supervisor subway*
- Students try to write down the ten words in the correct order individually.
- Check who has remembered the most words, and who has remembered the longest sequence in the correct order.
- Ask: *Was it easy to remember all the words? How did you try to memorise them?*

Exercise 1 page 32 5 minutes

- Students work in pairs, taking it in turns to ask and answer the questions.
- Conduct a brief class feedback.

Exercise 2 page 32 1.23 10–12 minutes

E Listening: multiple-choice statements

- In a **weaker class**, pre-teach *participant* and *competition* (in the business competitor sense).
- Read the task as a class. Explain that you will play the recording twice, with a pause in between. The information students need will be heard in the order of the questions.
- For the first listening students should focus on the questions, marking answers as they hear them. By the time they come to the second listening, they should expect to be fairly definite about some answers, while others will still be unclear. In the second listening they should concentrate on confirming the answers they have and listening for the answers they still need.
- Allow 1 minute for students to read the questions before you play the CD. Play the recording twice, with a 30-second pause in between.
- Check answers. Discuss students' experience of the task.

KEY 1 C 2 A 3 B 4 A 5 B 6 C

Transcript 1.23

Memories are a very important part of our identity. They tell us where we come from, where we've been and who we are. Or do they? How reliable are our memories?

In a recent study, volunteers were divided into four groups and were asked to watch and evaluate an advertisement for the theme park, Disneyland. The first group watched the advertisement while sitting in a room with no pictures and no distractions around them. The second group were shown exactly the same advertisement but there was a cardboard cut-out of the cartoon character Bugs Bunny in the room where they were sitting. The next group saw a slightly different version of the advertisement, which included an image of Bugs Bunny. And finally, the last group saw the second version of the advertisement, the one which included Bugs Bunny, and also had a cardboard cut-out of the famous rabbit in the room with them.

Since all the participants had already been to Disneyland, they were asked to talk about these past visits after looking at the advertisement. Over 30 per cent of those who were in one way or another exposed to Bugs Bunny while studying the advertisement remembered personally meeting him at Disneyland. So where's the problem, you ask? Well, there's only one: Bugs Bunny is not a Disney character and could never appear at Disneyland.

The only way to meet him is to go to Six Flags, which is a theme park belonging to one of Disney's main competitors, Warner Brothers.

So how could these people have such memories? The answer is simple – although possibly disturbing. Creating false memories is a common process and not at all difficult to achieve. It begins with a suggestion that the potential memory might possibly have happened. Once the mental picture has been planted, it later becomes a memory. So if it is suggested to you that you met Bugs Bunny, and you have no reason to reject the suggestion, you create a memory of it. This phenomenon is used by the makers of so-called "nostalgic advertisements". These portray a warm and cosy image of, for example, childhood which may or may not be similar to our own. The point is that the very act of watching these advertisements plants certain images in our minds, which can be transformed into memories, even though they are not a genuine part of our own past.

So, have you been to McDonald's lately? And did you have a good time? Yes? But wait a second! Think about their advertisements – all those smiley, happy people sharing a meal. Now, think again. Maybe your own visit wasn't all that great. Maybe it's the nostalgic advertisement that has transformed your memory into a wonderful experience.

Exercise 3 page 32 5 minutes

- Ask: *Do you remember the first day of school this year? What was the weather like? What were you wearing? Who did you talk to? What did your teacher tell you in the first class?* etc. Get some feedback.
- Ask students to write 2 questions related to events and situations in schools starting with *Do you remember...*? Put students in groups to ask and answer these questions. Bring the class together again. Do students' memories differ?
- Read the instructions. Answer the questions in the Student's Book as a class.
- In a **stronger class**, ask follow-up questions for discussion in open class or in small groups, for example *Why do different people remember things differently, e.g. teachers and students, children and parents, boys and girls, etc.?* (different interests, relationships, points of view) *Why do people add made-up details to their stories?* (genuine mistake, desire to make the story more interesting, trying to tell a better story than the previous person, etc.) *Why do people have false memories? Do photographs or video recording help us remember better or do they replace our memories? What brings back memories?* (smells, places, seeing people after a long time)

Exercise 4 page 32 10 minutes

E Use of English: open cloze

- Remind students to read the whole text first before they start filling in any gaps. Ask: *What is the text about?* Elicit: *About an unusual job, where furniture testers are paid to be lazy all day.* Understanding the context is the key to completing cloze tasks successfully.
- Explain that contractions (like *isn't*) count as one word.
- Students do the task individually. Remind them to check their answers when they have finished.
- Students check their answers in pairs first, then check the answers with the class.

KEY

1 aren't 3 who 5 For 7 do 9 where
2 not 4 whose 6 which 8 how 10 for

Exercise 5 page 32 8–10 minutes

E Speaking: situational role-play

- Read through the instructions and the four questions as a class. Check comprehension of key vocabulary, or pre-teach *reunion, venue*.
- Ask: *Is the class planning to meet regularly after you leave school? How often do you plan to meet?*
- Students work in pairs, and discuss the four options. Set a time limit of 5 minutes for the pairs to agree or compromise on the details of the reunion. Refer students to the Functions Bank in the Workbook for useful phrases. Walk around and monitor the activity, making a note of any serious errors (mistakes in appropriacy as well as grammatical errors). Come back to these errors in a later lesson, but do not interrupt the current activity, as it focuses on practising fluency not accuracy.
- Ask some pairs to report back with their conclusions, and to explain the reasoning for their decisions.

➔ **Lesson outcome**

Ask students: *What have you learned/practised today?*

Elicit: *I have practised completing a multiple-choice statements task. I have practised a cloze task. I have learned how to discuss arrangements for an event.*

TOPIC ● ● ● ● ●

Work, shopping and services

➔ **Lead-in** 2 minutes

- Recall the job you read about in Get ready for your exam 3 (a furniture tester) on page 32. Ask: *Would you like to do this job?* Students put up their hands to answer the question yes or no. Ask: *Why? Why not?* – depending on the answers they gave before.

Exercise 1 page 33 5 minutes

- Ask students to think about their ideal job. Allow half a minute for them to collect their ideas.
- Students work in pairs, and take it in turns to ask and answer the questions. Refer them to page 24 for useful vocabulary.

Exercise 2 page 33 15–20 minutes

E Reading: true/false statements and finding evidence

- Read the instructions together in class. Explain that in this type of task, students have to do two different things. They have to find which paragraph includes information about each statement, then decide if the information confirms the statement (true) or contradicts it (false). It is usually easier to do the two steps in this order. Point out that this also means that, differently from most other reading task types, the order of statements does not follow the order of information in the text.
- Remind students that the task is supposed to be a challenge so it will contain unfamiliar vocabulary. They do not need to understand every word in the text to be able to complete the task. If they encounter unfamiliar words, they should try to work out what they mean roughly (they usually do not need to know the *exact* meaning of the word) from the context.
- Students compare their answers in pairs.
- Check the answers as a class. Discuss students' experience of the task. Ask: *What did you find most difficult about this task? Why?*

KEY

- | | | | |
|------------|------------|-----------|-----------|
| 1 True, D | 3 True, B | 5 True, C | 7 True, E |
| 2 False, E | 4 False, C | 6 True, B | 8 True, A |

Exercise 3 page 33 5–6 minutes

- Focus students' attention on the two photos. Ask the questions from the exercise, and get a few students to reply.
- Write two headings on the board: *open-air market* and *public library*.
- Brainstorm some vocabulary students could use to describe either place. Write the most useful ideas on the board for them to refer to.

Exercise 4 page 32 10–12 minutes

E Speaking: picture-based discussion

- Read through the instructions and the questions with the class. Make sure they understand the key vocabulary.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image. They can mention specific details to illustrate any points they want to make.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Model the task with a stronger student.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

OPTIONAL SPEAKING TASK

- With **stronger classes**, you may like to extend the picture-based discussion with a role-play task. Allow up to 20 minutes for this activity.
- Put the students in two groups, A and B. Group A will be the employers at an open-air market, Group B the employers in a public library. Ask each group to draw up a list of those qualities they would require someone applying for a job with them should have. Walk around the class, monitoring the discussion and helping with any language they need.
- Form smaller groups, each of them containing two students from Group A, and two from Group B.
- First, the two people from Group A should interview the two other students, who will each play the role of a person applying for a job. The interviewers ask the questions they prepared, while the candidates both give true or invented answers.
- When the interviewers have interviewed both candidates, they should decide after a brief discussion (allow half a minute), which, if either, candidate they would choose to employ and why.
- Students then swap roles, and repeat the activity.

➔ **Lesson outcome**

Ask students: *What have you learned/practised today?*

Elicit: *I have practised finding specific information in a text to decide if statements about it are true or false. I have practised describing different places where people work or shop.*

4 Body and mind

A

VOCABULARY AND LISTENING

The human body

LESSON SUMMARY ● ● ● ● ●

Vocabulary: parts of the body, idioms with parts of the body
Listening: dialogues – listening for gist and specific information
Speaking: Talking about injuries and illness, conversations and monologues illustrating idioms
Topics: people, health

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Vocabulary Builder exercises as homework, limit exercise 4 to 3–4 minutes and ask students to prepare only one dialogue or monologue in exercise 7.

➔ Lead-in 3 minutes

- Tell students that the topic of today's lesson is *The human body*. With a **weaker class**, give students 2 minutes to write down as many words for parts of the body as they can. Elicit them onto the board. Now tell students that they are going to start by doing a mini-quiz to find out how much they know about the human body. Read out the questions and students write down the answers. The correct answers are underlined.
- Which part of the human body never stops growing?
 a mouth b eyes c nose
 - A baby has fewer bones than an adult. True or false?
 (False – a baby has more bones than an adult)
 - How much blood does the average man have?
 a 2–3 litres b 5–6 litres c 7–8 litres
 - What percentage of the human body is water?
 a about 50% b about 66% c about 75%
 - How many muscles are there in the human body?
 a 650 b 750 c 850

Exercise 1 page 34

- Students work individually or in pairs.

KEY

a eyelash	f chin	k wrist	p thigh
b nostril	g scalp	l thumb	q calf
c eyebrow	h neck	m stomach	r heel
d eyelid	i throat	n waist	s shin
e lip	j chest	o hip	t ankle

Exercise 2 page 34 1.25

- Play the recording. After they've listened to the answers you could ask them to make a rough but larger sketch of the person in the photo and ask them to label the parts of the body. Draw your own sketch on the board and use it to check answers with the class.
- Either model the pronunciation of just the potentially problematic words (see pronunciation note) or replay the recording, stopping after every word to drill it.

PRONUNCIATION – SILENT LETTERS

This lexical set contains several examples of words with silent letters: calf /kɑːf/, stomach /stʌmək/, thigh /θaɪ/, thumb /θʌm/ and wrist /rɪst/. Write the words on the board and ask students to tell you which letters are silent.
 calf stomach thigh thumb wrist

THIS UNIT INCLUDES ● ● ● ● ●

- Vocabulary** • parts of the body • inside the body • legal terms • homophones • aches and pains • symptoms • illnesses
- Grammar** • past simple and present perfect contrast • present perfect continuous
- Speaking** • talking about diet and lifestyle • at the doctor's
- Writing** • an informal letter: giving news
- WORKBOOK** pages 30–36 • Self check page 37

For more practice of *Parts of the body*, go to:

Vocabulary Builder 4.1: Student's Book page 131

KEY

1 1 knee	5 leg	9 mouth
2 chest	6 stomach	10 nose
3 toe	7 back	
4 finger	8 eye	
2 1 leg	3 arm	5 chest
2 heels	4 foot	6 hairs

Exercise 3 page 34

- Demonstrate two or three examples yourself or in open pairs across the class before students continue the activity in closed pairs.

OPTIONAL ACTIVITY – SIMON SAYS

- Play a game of *Simon says* to revise the body vocabulary.
- Explain that you are going to play a game to practise the body vocabulary. Everybody must stand up. You give the class instructions e.g. *Simon says ... touch your heel*, *Simon says ... touch your calf*, *Simon says ... touch your chin with your wrist*. When you give an instruction preceded by *Simon says* the students must follow the instruction. If you don't begin the instruction with *Simon says ...* they should do nothing. If a student does the wrong action or does any action when you don't say *Simon says ...*, they are out of the game and must sit down. The last student standing is the winner. You could ask students to come to the front and give instructions.

Exercise 4 page 34

- Students read numbers 1–6. Ask them to try to guess the meaning of the injury vocabulary.
- Set the task and remind students that this is a fluency activity and you want them to give as much information as possible. To ensure that they listen carefully to their partners, warn them that they will be asked to tell the class afterwards about their partner's experiences.
- Choose a few students to feed back to the class.

Exercise 5 page 34

- Write *IDIOM* on the board and elicit/explain that an idiom is an expression with a meaning that you cannot guess from the meanings of the individual words. For example: *to hit the roof* = to be extremely angry. Elicit more idioms from the class.
- With a **weaker class**, elicit some idioms in the students' own language.
- Ask students to work with a partner to complete the task.
- Emphasise to students that they should try to learn idioms as complete chunks. They should record them with a context so that they can use them appropriately.

KEY

- 1 chest **e** 3 arm **b** 5 foot **c**
 2 hairs **f** 4 heels **a** 6 leg **d**

Exercise 6 page 34  1.26

- Explain to students that they are going to listen to conversations which illustrate the meanings of the idioms in exercise 5. Play the recording and pause after each conversation to elicit the answer from the class.
- With a **weaker class** students may need to hear the recording a second time.

KEY

- 1 The man is telling the woman that he's head over heels.
 2 Rachel's put her foot in it.
 3 Cheryl is splitting hairs.
 4 Rosie is pulling Rob's leg.
 5 Anthony is twisting Penny's arm.
 6 Sue is getting something off her chest.

TRANSCRIPT 1.26

1
 Dan Jill, I hope you don't mind what I want to tell you.
 Jill What is it, Dan?
 Dan I am so in love with you.
 Jill What?
 Dan I've loved you for as long as I can remember.
 Jill Gosh, Dan, I had no idea.

2
 Rachel Graham, I think I've just gone and said the wrong thing.
 Graham What are you talking about, Rachel?
 Rachel Remember you told me that you didn't like Jeff, Amy's new boyfriend?
 Graham Oh no, what have you said?
 Rachel Well, it's just that Amy was going to ask you to meet Jeff for a drink. You know, because he doesn't know many people here.
 Graham And?
 Rachel Well, I sort of said that I didn't think it was a good idea. And Amy said, Why? And so I, well, I tried to explain – nicely of course – that you didn't like him. And now I think she's a bit upset.
 Graham Oh for heaven's sake, Rachel. You and your big mouth!

3
 Martin Are you listening, Cheryl? So I said to Jim yesterday ...
 Cheryl It can't have been yesterday, Martin.
 Martin What do you mean?
 Cheryl It must have been the day before. You didn't go out yesterday. Or it could have been at the weekend, I suppose.
 Martin What?
 Cheryl When you saw Jim.
 Martin Look, does it matter? Do you want to hear the story or not?
 Cheryl Yes, sorry. Do go on.
 Martin As I was saying ...

4
 Rosie Oh, Rob, what's that on your face?
 Rob What?
 Rosie That big green mark.
 Rob What is it?
 Rosie I don't know.
 Rob Can you rub it off?
 Rosie I'm trying. No, it won't come off. Oh dear. You do look funny.
 Rob Oh, no. I'll have to go home.
 Rosie I was joking! There's nothing on your face!
 Rob Oh, Rosie! I wish you wouldn't do that all the time!

5

Penny Hi, Anthony. What is it?
 Anthony I don't suppose you could lend me some money?
 Penny No, I couldn't. It took you ages to pay it back the last time.
 Anthony I'm sorry about that. I'll pay you back straightaway this time, I promise.
 Penny No.
 Anthony Oh, go on. It's not for me. It's my Mum's birthday tomorrow and I want to buy her a present. Please. Please.
 Penny Oh, OK, then, here you are. That's all I have.
 Anthony Thanks, Penny. That's really good of you.

6
 Sue Look, Simon, I have to tell you something.
 Simon Sue, whatever is the matter?
 Sue I've wanted to say this for ages.
 Simon Well, go on then.
 Sue Promise me that you won't be angry with me.
 Simon It depends what it is!
 Sue Erm, please, please will you get a haircut? I hate your hair like that.
 Simon Oh, well, if it means that much to you – I suppose so.
 Sue Oh, thank you! I wish I'd told you before.
 Simon Hmm.

Exercise 7 page 34

- Tell students that they are going to write two short dialogues or monologues similar to the ones on the recording. Monitor and help and correct as students complete the task.
- With a **weaker class** help students prepare for the task by choosing an idiom and asking, e.g. *If you twist someone's arm, you want them to do something. Is it an easy thing, or something they would prefer not to do?* Brainstorm examples of things you might want someone to do, and arguments you could use to make them do it.

Exercise 8 page 34

- Students read or act out their dialogues and monologues. Remind them to look up and speak clearly and encourage them to show the emotions of the situation. The other students listen and guess what the idiom is.

For practice of vocabulary for *Inside the body*, go to:

Vocabulary Builder 4.2: Student's Book page 132

KEY

- | | | |
|----------|----------|------------|
| 1 skull | 6 spine | 11 lungs |
| 2 skin | 7 brain | 12 liver |
| 3 ribs | 8 vein | 13 stomach |
| 4 muscle | 9 artery | |
| 5 bone | 10 heart | |

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can talk about parts of the human body and injuries. I can understand and use idioms with parts of the body.*

4 B GRAMMAR

Past simple and present perfect contrast

LESSON SUMMARY ●●●●●

Grammar: contrast: past simple and present perfect, time expressions

Reading: an article and interview about extreme sports

Speaking: talking about things that have happened this week

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder as homework and do exercise 4 together.

➔ Lead-in 2–3 minutes

- Write EXTREME SPORTS on the board. Ask: *What extreme sports can you think of?* Elicit as many as possible and write them on the board. Possible answers: skydiving, snowboarding, bungee jumping, mountain biking, paragliding, surfing.
- Ask if anybody has done any of the sports and get them to tell the class about it.

Exercise 1 page 35

- Ask questions in open class to elicit as many details as possible. *What can you see in the photo? What's the man doing? Why is he doing it? What's he wearing? How is he feeling? Where is he?*
- Focus students on the questions and give them time to read the text and answer the questions.

KEY 1 France 2 *Casino Royale*

Exercise 2 page 35

- Students first underline the two different tenses. Remind them if necessary that the present perfect is formed with *have + past participle*. Suggest that they use different colours. Read through the *Learn this!* box, asking different students to read out the example sentences. Suggest that they write 1, 2 and 3 next to the present perfect verbs to show the uses.

KEY

past simple: began, gave, came, appeared

present perfect use 1: Sebastien Foucan has taken part ... since ..., free running has always existed, free running has always been there

present perfect use 2: Sebastien has appeared on TV a number of times

present perfect use 3: since then, free running has become very popular, he's just announced his latest challenge

For more practice of Past simple and present perfect, go to:

Grammar Builder 4.1: Student's Book page 113

KEY

- | | | | |
|---|------------------|-----------------------|---------------|
| 1 | 1 haven't seen | 4 've come | 7 've changed |
| | 2 have moved | 5 has just got | |
| | 3 haven't found | 6 have you lost | |
| 2 | 1 moved | 5 broke | |
| | 2 have known | 6 didn't go | |
| | 3 haven't failed | 7 Have (you) finished | |
| | 4 was born | 8 went | |

Exercise 3 page 35 1.27

- Read the introduction to the text first and deal with any vocabulary questions. Next focus on the task and give students two minutes to complete the dialogue individually or in pairs. Play the recording for students to check their answers.

KEY

- | | | | |
|---|---------------|----------------|-----------------|
| 1 | did, start | 4 have been | 7 have, broken |
| 2 | made | 5 found | 8 Have, had |
| 3 | did, discover | 6 have, broken | 9 swam, weren't |

Exercise 4 page 35

- Students can work individually or in pairs.

KEY

past simple: in (2001), later, on one occasion

present perfect: since, so far

Exercise 5 page 35

- Read through the instructions together. Elicit the tenses used in the example (present perfect and then past simple) and why these tenses are used. (The first question is talking about any time within the last week; the second is narrowed down to a specific event.)
- With a **weaker class**, do all of the conversations in open pairs first. Ask a student to ask the first question: *Have you been to the cinema this week?* After they've asked the question they nominate another student to answer the question and then ask a follow up question in the past simple.
- Don't let the conversations become too long. Focus instead on accuracy and giving students practice in switching from the present perfect to past simple.

OPTIONAL ACTIVITY – GAME

Irregular verb participles game Divide the class into two teams, A and B, and write A and B on the board. Call out the infinitive of an irregular verb from below. Ask the class to shout out the past participle. If the first student gets it right they win a point for their team. If they get it wrong the team loses a point and the other team has another attempt at the same verb. Insist on good pronunciation. Keep the score on the board.

bite (bitten), steal (stolen), swim (swum), wear (worn), eat (eaten), fight (fought), fly (flown), shine (shone), rise (risen), let (let), lose (lost), show (shown), keep (kept), shut (shut), teach (taught), bring (brought), buy (bought), think (thought), come (come), hide (hidden)

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now and elicit: I have learned when to use present perfect and when to use past simple.*

C CULTURE

Fast food addicts

LESSON SUMMARY ●●●●●

- Reading:** a text about obesity; matching
- Listening:** 3 interviews about lifestyle; listening for specific information
- Vocabulary:** legal vocabulary, food
- Speaking:** talking about diet and lifestyle
- Topics:** health, lifestyle

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and ask students to read the text for the first time at home.

► Lead-in 3 minutes

- Divide students into small groups. Ask them to tell each other everything they've eaten and drunk in the last 24 hours and decide who has the healthiest diet in the group.
- Draw students attention to the lesson title. Check understanding of the words *addict*, *addiction*, *be addicted to*. Ask students whether it is healthy to be a 'fast food addict'. Now look at the title of the text. Ask students to look at the lesson and text title and the photo and try to guess what the text will be about. Check understanding of *obesity* and *blame*.

Exercise 1 page 36

- Check the meaning and the pronunciation of the words in the box, especially *carbohydrate* /ˌkɑːbəʊˈhaɪdreɪt/ and *protein* /ˈprəʊtiːn/. NB *vitamin* is pronounced /ˈvɪtəˌmɪn/ in British English and /ˈvaɪtəˌmɪn/ in American English. Students describe the photos in pairs. Check the answers as a class.

Exercise 2 page 36

- Focus on the instructions and tell the class to read the text quickly, ignoring the gaps. Let them compare their answers with a partner before you check the answers together.

Exercise 3 page 36

- Give students 10 minutes to complete the task. Then ask them to compare their answers with a partner justifying their choice.
- Unlike other reading comprehension tasks, such as comprehension questions and true/false questions, where the best approach is to use the questions as a starting point and then scan the text for the answers, with this kind of task it is better to start with the gaps in the text. The first step is to read the text as a whole first. Next they should read the text before and after each gap and predict the missing information. Then they look for a sentence that fits the topic. The next step is to look for grammatical and vocabulary links, e.g. pronouns, tenses and synonyms. If they are not sure of the answer, they should go on to the next gap.
- Remind students that there is one sentence that does not fit any of the gaps.

KEY 1 c 2 a 3 e 4 b

Exercise 4 page 36

- Students discuss the question in pairs for a minute. Ask for a show of hands to find out what the majority think.

Exercise 5 page 36

- Students work individually or in pairs. Explain that for questions 2–4 the words form part of phrases and that part of the phrase is already given. They need to scan the text to find those words. Tell them that they need to check the sentences in exercise 3 as well as the main body of the text.

KEY 1 sue 2 suit 3 dismiss 4 bill

Exercise 6 page 36 1.28

- Read the instructions with the class. Remind them to focus on the questions and not to worry if there are words they are unfamiliar with. Play the recording. With a **stronger class** pause after each interview for students to write the answers. With a **weaker class** pause after each answer.

KEY

- Tony 4 or 5; every day; quite healthily
- Karen 2; 2 days; not healthily
- Chris 3; 4–5 days; healthily

TRANSCRIPT 1.28

Speaker 1 Tony

- Int.** Can I ask you a few questions about your lifestyle?
Tony Sure. Go ahead.
Int. On average, how much time do you spend each day watching TV?
Tony Each day. About four or five hours, I think. It depends what's on. I watch a movie most evenings.
Int. And how often do you exercise?
Tony Well I walk to school every day. And I play football on Saturdays and I usually go swimming on Sundays, so every day, I suppose.
Int. Would you say that you eat healthily?
Tony Pretty healthily, yes.
Int. Do you ever eat junk food?
Tony Not very often. I sometimes have a burger and fries when I'm in town with my friends.
Int. Thank you.
Tony You're welcome.

Speaker 2 Karen

- Int.** Can I ask you a few questions about your lifestyle?
Karen Yes, OK.
Int. On average, how much time do you spend each day watching TV?
Karen Well, I don't watch TV every day. Sometimes there's nothing good on – so I do something else. Or if I've got a lot of homework I don't watch TV. But I watch it most days.
Int. So how many hours, on average, do you think?
Karen Maybe two.
Int. OK. And how often do you exercise?
Karen Hardly ever. I don't like sports. We have to do sports at school twice a week, but that's about it.
Int. And do you eat healthily, do you think?
Karen Mmm. I'm not sure. I eat a lot of potato chips and chocolate.
Int. Do you eat TV dinners at home?
Karen Yes, sometimes. Mom doesn't come in from work till late so she leaves them in the fridge for us. We just heat them up.
Int. OK. Thank you very much.
Karen That's OK.

Speaker 3 Chris

- Int.** Can I ask you a few questions about your lifestyle?
Chris Sure.
Int. On average, how much time do you spend each day watching TV?
Chris Well, I watch TV before breakfast, for about an hour. Then in the evening I watch it in my bedroom, for a couple of hours maybe.
Int. So about three hours a day.
Chris Yes, about that.

4 D GRAMMAR

Present perfect continuous

- Int. OK. And how often do you exercise?
 Chris I do gym and basketball at school. So that's three times a week. And I usually go rollerblading with my friends on Saturday or Sunday.
 Int. And would you say that you eat healthily?
 Chris Yes, I think so. I try not to eat too many foods that have lots of fat and sugar in them.
 Int. Do you eat TV dinners at home?
 Chris No, but we sometimes get a take-out for a treat – Chinese or Italian.
 Int. Thank you for your time.
 Chris You're welcome.

Exercise 7 page 36 1.28

- Allow students a minute to read the questions. Play the recording again.

KEY 1 T 2 F 3 F 4 T 5 T 6 F 7 T 8 F 9 T

OPTIONAL SPEAKING PRACTICE

- The activity is an exercise in presenting arguments for one's idea and contradicting other points of view.
- As a class, brainstorm popular diets and their typical ingredients (Mediterranean: olive oil, tomatoes; Japanese: fish, rice; vegetarian; vegan, etc.). Put students in groups and allocate different diets. Groups have 3 minutes to pool arguments for their diet as the healthiest one and against all the other ones. Remind students of the useful vocabulary in exercise 1. Ask groups to present their ideas. Decide as a class which group is the most convincing.

Exercise 8 page 36

- Allow five minutes for the pair interviews. In a **stronger class** or if there are **fast finishers** ask students to think of more questions to ask. Monitor as they do the task and note down important mistakes and examples of good use of language.

Exercise 9 page 36

- Ask some students to report back to the class. Ask the class who has the healthiest lifestyle and who has the unhealthiest.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and try to elicit: *I can understand and react to an article about obesity and diet. I can discuss diets and lifestyle.*

Notes for Photocopiable activity 4.1

Health Quiz

Pairwork

Language: health vocabulary

Materials: one copy of the worksheet per student (Teacher's Book page 129)

- Divide students into pairs and hand out the worksheets. Focus on the table in part 1. Explain any unknown vocabulary, e.g. *caffeine, aerobic, diet* (2 meanings – 1 the food we eat regularly and 2 weight loss programme). Students discuss the questions and write their answer in the *Our answer* column. Give a time limit of 5 minutes for this.
- Explain that students are going to read a doctor's answers to the questions. Focus on the question and answer text. Ask Student A to read the first part and Student B the second part. Monitor and explain any unknown vocabulary, e.g. *immune system, insomnia, toxins, well-being*.
- In pairs students pool the information they've read and complete the *Expert's answer* column.
- Check answers and ask students to compare their answers with the *Expert's answers*. Ask: *What did you find surprising?*

LESSON SUMMARY ● ● ● ● ●

Grammar: present perfect continuous, contrast: present perfect simple and continuous

Reading: short article about the effect of music on studying

Speaking: talking about actions that have recently stopped

SHORTCUT To do the lesson in 30 minutes, keep the lead-in short, set the Grammar Builder as homework and do exercises 3 and 5 as a class.

➔ Lead-in 3 minutes

- Write the following questions on the board for students to discuss in pairs or small groups: *When you do homework, revision, etc. where do you find is the best place to study? What is the best time of day for you study? How long can you study before you need a break? Do you need total silence to concentrate or do you like to listen to music? What kind of music? Share ideas as a class.*

Exercise 1 page 37

- Focus on the photo and elicit what the subject is. Give the students a minute to read the text and answer the questions with a partner.

KEY

He uses music in his maths lessons because it helps students to concentrate.

Exercise 2 page 37

- Focus on the verbs in blue. Elicit or give the name of the tense: *present perfect continuous*.

KEY has, been

Exercise 3 page 37

- Read the *Learn this!* box together or ask students to read it silently on their own. Check understanding by referring back to the text and asking concept questions: *Is Mark still teaching at the school?* (Yes) *Did Julia listen to James Blunt a long time ago?* (No, recently.) *Does listening to James Blunt have an effect on her now?* (Yes)
- Students complete the task alone or in pairs.

KEY

- 1 have, been listening to 4 has he been playing
 2 has Mark been teaching 5 she's been listening to
 3 has he been playing

CULTURE NOTE – JAMES BLUNT

James Blunt is an English singer-songwriter, who shot to fame with his number one single, *You're Beautiful*, in 2005. His style is a mix of pop, rock and folk.

Exercise 4 page 37

- Read the instructions and do the first sentence as a class. Students continue alone or in pairs. Check answers

KEY

- | | |
|------------------------------|---------------------------------|
| 1 've been sitting e | 4 haven't been feeling f |
| 2 've been painting d | 5 've been working a |
| 3 've been eating b | 6 's been raining c |

Exercise 5 page 37

- Read through the instructions together and ask students to read through the *Look out!* box and do the task alone.

KEY

Their marks have improved
 Mark has discovered

Exercise 6 page 37

- Students can work alone or in pairs.

KEY

- | | |
|------------------------|-----------------------------------|
| 1 have been learning | 5 have ... seen |
| 2 have read | 6 've been looking; haven't found |
| 3 've known | 7 's been shopping; 's bought |
| 4 Have ... been crying | 8 's been doing; hasn't finished |

For more on Present perfect simple and present perfect continuous, go to:

Grammar Builder 4.2: Student's Book page 113

KEY

- | | |
|------------------------|----------------------|
| 1 1 a has cut | b has been cutting |
| 2 a have been watching | b have (you) watched |
| 3 a have been tidying | b has tidied |
| 4 a has read | b have been reading |
| 6 a has (never) run | b has been running |
| 7 a has studied | b has been studying |
| 2 1 have, crashed | 5 have, been cooking |
| 2 has been raining | 6 haven't finished |
| 3 Have, met | 7 have, wanted |
| 4 have, understood | 8 haven't done |

Exercise 7 page 37

- Focus on the instructions and the example. Do the first two in open pairs, then ask students to complete the task in closed pairs. In a **weaker class** go through all the items in open pairs. Ask a student to make a comment and then nominate somebody in the class to answer it. The second student repeats the procedure.
- Write the following on the board for **fast finishers** to comment on: *Your hair's wet. Your finger's bleeding. You look bored.*

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers. *I can correctly use the present perfect continuous tense.* Ask: *Which useful words and phrases can you remember?*

LESSON SUMMARY ●●●●●

Reading: an article; multiple-choice questions

Vocabulary: homophones

Speaking: playing a memory game

Topic: people

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class, and do exercise 3 together as a class.

Lead-in 4 minutes

- Ask the class: *Do you have a good memory? What kind of things do you find hard to remember? What do you do if you have something important to remember? Elicit any techniques for remembering, e.g. mnemonics, association, etc.*

Exercise 1 page 39

- Ask a student to read the text quickly. To help them do it quickly give them a time limit of two minutes and tell them, as they read, to keep their eyes moving quickly from line to line and not to stop if they don't know a word.
- With a **weaker class** pre-teach *pack of cards* and *sundial*.

KEY Sentence 1 is false.

Exercise 2 page 39

- Students can do the task alone. Remind them to underline the relevant part of the text before they decide on the answer. Get them to refer back to the text during feedback.
- Ask further comprehension questions: *What can Andi do with a pack of cards? What kind of events should you visualise near the door of a room?*
- Ask **fast finishers** to write 2 more comprehension questions (not multiple-choice) to ask the class.

KEY 1 b 2 a 3 b 4 c 5 c

CULTURE NOTE – MEMORY CHAMPIONSHIPS

The world memory championships is an organised competition of mental sports in which people memorise as much information (including playing cards, spoken numbers, photos of faces) as possible within a certain period of time. The championships have taken place annually since 1990. In 2006 there were 40 contestants.

Exercise 3 page 39

- Ask students to look at the highlighted words and elicit the connection between them. (They are all related to memory). They can do the task individually or in pairs.

KEY

- | | | |
|------------|------------|-------------|
| 1 forget | 3 remember | 5 imagine |
| 2 memorise | 4 remind | 6 associate |

Exercise 4 page 39

- Read the *Learn this!* box together. To help them remember the meaning of the word homophone, you could explain that *homo* means *same* and *phone* means *sound* in ancient Greek.

KEY

- | | | |
|---------|-------|--------|
| 1 their | 3 be | 5 for |
| 2 week | 4 won | 6 read |

Exercise 5 page 39

- Check the meaning of the words first. You may need to explain: *ware*: usually used in with another word, objects made of the material mentioned *kitchenware*, *glassware*, *silverware*; *hare*: an animal like a rabbit with large strong back legs; *howl*: to cry very loudly, or the long loud noise made by a wolf or dog; *rite*: a ceremony performed by a particular group of people, often for religious purposes e.g. *the last rites*.
- In pairs students say the words aloud and decide which are homophones.

KEY

- | | | | |
|--------------|-----------|--------------|------------|
| 1 a, b and c | 4 a and b | 7 b and c | 10 a and c |
| 2 a, b and c | 5 a and c | 8 a, b and c | |
| 3 a and b | 6 a and c | 9 a, b and c | |

Exercise 6 page 39  1.29

- Play the recording for students to check answers. With a **weaker class**, pause after each set of three words. Elicit the answer and ask them to repeat.

Exercise 7 page 39

- Give the students one minute to find the words in the text. Give them a minute to brainstorm more places in a house.

KEY bedroom, bottom of the stairs, kitchen, dining room**Exercise 8** page 39

- Focus on the instructions. When the students try to remember the words make sure they talk their partner through the route that they have made in their head. At the end of the activity ask them how successful they found the strategy.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about how to improve your memory. I have learned about homophones.*

Notes for Photocopiable activity 4.2**Homophones pelmanism****Game**

Language: homophones

Materials: one copy of the worksheet cut up per pair or group of three to four students (Teacher's Book page 130)

- Give each pair or group a set of cards and ask them to spread them out on the desk face up. Explain any unknown words, giving plenty of examples as students will need to produce sentences with them later.
- Ask students to put the words into pairs of homophones, e.g. *board* and *board*. Go through the answers as class and then play a memory game (*pelmanism*) of as follows.
- Students shuffle the cards and spread them out face down. Students take it turns to turn over any two cards. If they match, the student makes a sentence with each word, keeps the cards and has another turn. If the cards don't match, he /she must turn them back over. The cards must stay in exactly the same place. The game continues until all the cards have been matched. The student with the most cards is the winner.

Alternative procedure

- Omit the first stage if you think your students can go straight into the game of *pelmanism*.

**LESSON SUMMARY****Functional English:** at the doctor's**Listening:** dialogues; listening for gist and specific words**Vocabulary:** symptoms and illnesses**Speaking:** conversation between patient and doctor**Topic:** health

SHORTCUT To do the lesson in 30 minutes, keep the time for the preparation phase in exercises 5 brief, and limit the number of performances in exercise 6.

Lead-in 2 minutes

- Students work in pairs to ask and answer these questions: *When was the last time you were ill? What was the matter with you? Did you see a doctor? Did you take any medicine? Did you have time off school?*

OPTIONAL SPEAKING TASK

Put students in small groups to describe the photo and answer the questions: *Are they in hospital or in the doctor's office? Is being a doctor a tough or easy job? Why?*

Exercise 1 page 40  1.30

- Students use the phrases to complete the dialogue. Play the recording for them to check.
- You could ask students to practise reading the dialogue with a partner. Pay particular attention to their pronunciation of *temperature* /'temprətʃə(r)/, *cough* /kɒf/ and *antibiotics* /,æntɪb'aɪə'ɒtɪks/.
- Ask **fast finishers** to locate two phrasal verbs and guess what they mean (*going on* = happening, *clear up* = go away).

KEY

- I've got a temperature and a bad cough.
- For about a week.
- listen to your chest
- three times a day after meals
- keep warm and get plenty of rest

CULTURE NOTE – PRESCRIPTIONS

There are two kinds of medicine that you can buy from a chemist's in the UK: medicine that you can buy *over the counter* without a doctor's permission, or prescription medicine which is stronger and you can only buy it if the doctor *prescribes* it to you. A prescription is the piece of paper that the doctor gives you to take to the chemist's. It tells you which medicine and how much of it you can have. Some groups of people (people who are old, who are suffering from a long-term condition or unemployed) don't have to pay for prescribed medicine.

For further practice of *Aches and pains*, go to:

Vocabulary Builder 4.3: Student's Book page 133

KEY

- 1 3 He's got a stomach ache. 7 He's got a pain in his knee.
 4 He's got a pain in his arm. 8 He's got earache.
 5 He's got a pain in his leg. 9 His neck aches.
 6 He's got toothache. 10 His back aches.

Exercise 2 page 40

- Focus on the instructions and the symptoms. Check the vocabulary. Words that are likely to cause difficulty are: *shivery*, *dizzy* and *swollen*. Students can work in pairs.

KEY 1 d 2 a 3 f 4 e 5 b 6 c**Exercise 3** page 40  1.31

- Tell students that they are going to hear three patients talking to their doctor. They listen and say which illnesses they have. Remind them to listen out for the words in exercise 2. Give them time to compare ideas with a partner before class feedback.

KEY

- 1 flu 2 twisted ankle 3 food poisoning

TRANSCRIPT 1.31

- Doctor** Hello, Mr Jones. Come in and sit down. How can I help?
Patient Good afternoon, Doctor. I haven't been feeling very well. In fact I feel terrible.
Doctor I see. Do you feel shivery?
Patient Yes, and I'm aching all over.
Doctor How long have been feeling like this?
Patient Since yesterday.
Doctor OK, I'll just take your temperature. ... 39 degrees. Yes, you've got quite a high temperature. You've got a touch of flu.
Patient Can you prescribe some antibiotics?
Doctor No, they won't help. Flu is a virus. You should drink as much as possible, and stay in bed.
Patient But I have to work.
Doctor I don't think you should go to work. You need plenty of rest. If you don't feel better in three or four days, come back and see me again.
Patient OK. Thank you.
- 2
Patient Good morning Dr Benson.
Doctor Good morning Miss Davies. What can I do for you?
Patient My ankle hurts. I think I twisted it while I was playing volleyball this morning.
Doctor Can I see it please? ... Yes it's a bit swollen and there's a bruise. Does that hurt?
Patient Ow!
Doctor Yes, you've twisted it. You must rest your foot for a couple of days. Try not to walk on it.
Patient So I should stay at home?
Doctor Yes. I'll give you an elasticated bandage to put on it.
Patient It really hurts. Can you do anything about that?
Doctor I'll prescribe some painkillers. You can take them every four hours.
Patient Thank you.
Doctor You can also put ice on it to keep it cool. But don't keep the ice on it for more than 10 or 15 minutes at a time.
- 3
Doctor Come in. Take a seat. How can I help?
Patient I don't feel very well. I've got a stomach ache.
Doctor How long have you had it?
Patient It started in the middle of the night. I kept running to the toilet.
Doctor I see. Have you been sick?
Patient No, but I feel terrible.

- Doctor** Well, I think it could be food poisoning. Have you eaten anything which might have disagreed with you?
Patient I had some seafood last night.
Doctor That could be it. Drink lots of liquid. When the diarrhoea stops, you can eat a little dry bread – but avoid milk and cheese.
Patient Oh dear ... Is there a toilet here?
Doctor Yes, there's one just along the corridor ...

Exercise 4 page 40  1.32

- Students complete the gaps and listen to the recording to check. With a **weaker class** students listen then fill in the gaps.

KEY

- | | |
|-------------------|--------------------|
| 1 drink, stay | 5 prescribe, take |
| 2 work, plenty of | 6 ice |
| 3 feel, see | 7 liquid |
| 4 rest, walk | 8 diarrhoea, avoid |

LANGUAGE NOTE – IDIOMATIC EXPRESSIONS

- The listening texts contain several fixed and idiomatic expressions which you might want to highlight.
I'm aching all over.
You've got a touch of flu.
Have you eaten anything which has disagreed with you?
- You could gap the underlined words and ask students to think of another way to say the sentences.

Exercise 5 page 40

- Give students about five minutes to prepare and rehearse their dialogues. Remind them to use the language from the previous exercises.
- In a **stronger class** students needn't write the full sentences, just notes as prompts.

Exercise 6 page 40

- Choose several pairs to act out their conversations. If you have a large class or are short of time, divide the class into 2 groups. Students act out their dialogue in front of the group.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can talk about illnesses, their symptoms and treatment.*

4 WRITING

An informal letter

LESSON SUMMARY ● ● ● ● ●**Writing:** an informal letter giving news**Reading:** informal letters giving news**Vocabulary:** informal phrases**Topic:** health

SHORTCUT *To do the lesson in 30 minutes, set the writing task as homework. If you feel students need to write the letter in class, spend no more than 15 minutes on exercises 1–4.*

Lead-in 2–3 minutes

- Introduce the topic by asking: *How often do you write letters? How often do you receive them? Do you prefer writing letters or e-mails? Which do you prefer to receive? Why do people write letters?*

Exercise 1 page 41

- Focus on the letters and ask students how they would know, in two seconds, whether the letters are formal or informal? (the endings: *loads of love, love*, the exclamation marks, there are no addresses).
- Focus on the instructions and ask students to read the letter quickly to find the answers.

KEY

Emily has broken her arm.
Julie's got a temperature and an upset stomach.

Exercise 2 page 41

- Ask students to look again at the texts and answer the questions.

KEY

- 1 She's been having exams and rehearsing for the Christmas show.
- 2 She's been working really hard.
- 3 Her dad's bought a car and her brother's bought a new computer.
- 4 They've been going out together since Halloween.
- 5 She fancies him.
- 6 He goes to school in London.

Exercise 3 page 41

- Students can work individually or in pairs. Check answers.
- After you've checked the answers, you could drill the phrases. Although they are used for writing, it would be useful for students to be able to 'hear them in their head' as they write.

KEY

1 a 2 b 3 a 4 b 5 b 6 a 7 b 8 b 9 a

Exercise 4 page 41

- Students can do the task individually and check with their partners, or do it in pairs. Go over answers as a class.

KEY

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

LANGUAGE NOTE – FIXED PHRASES

As with formal letters, although to a lesser extent, there are certain fixed phrases which people tend to use in informal letters. The items in exercises 3 and 4 all examples of such fixed language. Encourage students to learn them by heart.

Exercise 5 page 41

- Focus on the instructions and the suggested structure. Students can work in pairs to plan the letter.

Exercise 6 page 41

- Students write the letter individually or in pairs. Tell them to write between 120 and 150 words and to include as many of the new expressions as possible. Remind them that they need to write clearly and leave a space between lines for correction.
- If time allows, ask students to swap letters with another pair who should comment on the use of informal language and the organisation.

Lesson outcome

Ask students: *What have you learned today? I have learned informal phrases used in letter writing. I can write a letter to a friend giving news.*

LANGUAGE REVIEW 3-4

- | | | | | | |
|---|--------------------------------------------------------------------------------|------------|---------------|-----|-----|
| 1 | 1 working hours | 3 earns | 5 team | | |
| | 2 part-time | 4 labourer | 6 challenging | | |
| 2 | 1 heel | 3 lip | 5 scalp | | |
| | 2 thigh | 4 nostril | 6 thumb | | |
| 3 | 1 who | 3 who | 5 which | | |
| | 2 where | 4 whose | 6 which | | |
| 4 | 2 My brother, who does research into tropical diseases, works as a lecturer. | | | | |
| | 3 My studio, where I spend most of my time, is very cheap | | | | |
| | 4 My computer, which I take everywhere with me, is a laptop | | | | |
| | 5 My boss, whose secretary is his wife, spends very little time in the office. | | | | |
| | 6 My office, which has a marvellous view of the river, is never warm enough. | | | | |
| 5 | 1 have been watching | | | | |
| | 2 have you been living | | | | |
| | 3 hasn't been listening | | | | |
| | 4 Have you been sleeping | | | | |
| | 6 has been seeing | | | | |
| 6 | 1 e | 2 a | 3 c | 4 d | 5 b |
| 7 | 1 dizzy | 3 flu | 5 tablets | | |
| | 2 temperature | 4 better | | | |

SKILLS ROUND-UP 3-4

TRANSCRIPT 1.33

- Narrator** Marek is now in England. He's staying with Sarah and her parents – the Grangers. He needs to find a job and also somewhere to live.
- Sarah** The health and fitness centre in town is looking for new staff. Why don't you apply?
- Marek** Sure.
- Sarah** The advertisement is in the local newspaper. Look ... it's called Sportech.
- Marek** Ohh...
- Sarah** James, my boyfriend, is the manager there! He mentioned it yesterday ...
- Marek** Great! I'll write to them.
- Sarah** Shall I speak to James and make sure that you get an interview?
- Marek** No, don't say anything. I'll just apply for a job, like anybody else. I don't want any special help ... thank you.
- ...
- James** Hi! So, you're ... Marek Zeman.
- Marek** That's right.
- James** Where are you from?
- Marek** I'm from the Czech Republic. I arrived in England just last week.
- James** Oh, right. Welcome to England. Have you ever worked in a health and fitness club before?
- Marek** Not really. I'm a Law student in the Czech Republic. I've done a few holiday jobs, but that's all.
- James** Do you do much exercise?
- Marek** I used to go running four or five times a week, but now, I don't do very much. I'd like to do more.
- James** Well, of course, if you work at the club, you can use the facilities when you're off duty.

Marek Great! I'm sure I'd use them a lot.
 ames So, in this job, you would spend most of your time talking to members – welcoming them to the club, answering questions, booking aerobics classes for them, that kind of thing. Do you think you're good at dealing with people?

Marek Yes, I think so. I'm polite, and I'm a good listener.
 ames What languages can you speak?

Marek Czech, of course, English, and German.
 ames Ah! Deutsch!

Marek Ja, ich habe Deutsch drei Jahre lang in der Schule studiert.
 ames Hmm. Yes, well ... anyway ... It's good to speak languages. We have quite a few members at the club from other countries. I'm sure we've got some Czech members, in fact. Anyway, that's all I need to know. I can tell you now that you're perfect for the job. Congratulations!

Marek Fantastic!
 ames But I'll also send a letter of confirmation. What's your address?

Marek It's number 46 Forest Gardens.
 ames 46 ... Forest ... Wait a moment. That's my girlfriend's address!

Marek Yes, Sarah. She suggested that I apply for the job!
 ames And you're living ...

Marek I'm living with her, yes. I mean, I'm staying at her house for a few days. I'm ... an old friend of the family, I suppose.
 ames Oh, OK. I see.

1 receptionist

2 1 c 2 a 3 e 4 d 5 b

3 b a publicity leaflet

4 1 c 2 d 3 a 4 d 5 b

5–6 Open answers

EXAM For further exam tasks and practice, go to Workbook page 38. Procedural notes, transcripts and keys for the Workbook can be found on the *Solutions* Teacher's Website at www.oup.com/elt/teacher/solutions.

5 Our future

A

VOCABULARY AND LISTENING

Computing

THIS UNIT INCLUDES ●●●●

- Vocabulary** • computing • noun prefixes • compound nouns
 • verb + noun collocations • making, accepting and declining suggestions
Grammar • zero conditional • speculating and predicting: *will, may, might, etc.*
 • first conditional • future perfect and future continuous • *will, going to* and present continuous • verbs followed by an infinitive • future time clauses
Speaking • talking about the future • discussing environmental issues • making plans
Writing • an essay: for and against
WORKBOOK pages 40–46 • Self check page 47

LESSON SUMMARY ●●●●●

- Vocabulary:** computing
Listening: a dialogue; listening for specific information
Grammar: zero conditional
Speaking: talking about computer using habits
Topic: science and technology

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set Vocabulary Builder and Grammar Builder exercises for homework.

➔ Lead-in 3–4 minutes

- Write on the board:

<i>word</i>	<i>e-mails</i>
<i>playing</i>	<i>the Internet</i>
<i>sending</i>	<i>processing</i>
<i>surfing</i>	<i>games</i>
- Ask students to match the collocations and ask what the expressions all relate to (Computers). Key: word processing, playing games, sending emails, surfing the Internet
- Students then discuss these questions: *How are computers good for society? In what ways can they be bad?*

Exercise 1 page 44

- Students read the texts and discuss their answers in pairs. Tell them that they will explore the vocabulary in the following exercise.

Exercise 2 page 44

- Students do the task individually or in pairs. Remind them to look for clues in the definition sentences which will help them find the answers in the text.

KEY

- | | |
|-------------------------------|-------------------|
| 1 Links | 7 CD-writer, burn |
| 2 Broadband | 8 Net |
| 3 wireless router, get online | 9 video chat |
| 4 webcam | 10 download |
| 5 laptop | 11 log onto |
| 6 blog | 12 flash drive |

LANGUAGE NOTE – COMPUTER TERMINOLOGY

Blog is short for *weblog*. The activity of updating a *blog* is called *blogging* and a person who keeps a *blog* is a *blogger*. *Blogs* are maintained using software that can be used by people with little or no technical background. *Blogs* usually contain text, photos, videos, music and links to other websites. Some *blogs* are like personal diaries whilst others provide news and commentary on a particular subject e.g. news, sport, political issues.

Broadband is a type of connection to the Internet that allows you to receive or send a lot of information, including pictures, music and video, very quickly.

A **wireless router** is a machine which sends information to the appropriate part of a computer network. It allows you to receive an Internet connection without needing a cable.

A **flash drive** is a small plastic memory stick that stores information. You connect it to a computer when you want to use the information. It performs the same function that a floppy disc used to perform, but is much smaller and carries considerably more data.

Exercise 3 page 44

- Students work individually or in pairs. Focus first on the vocabulary aspect and then after going through the answers, explain or elicit that these are examples of zero conditional sentences.

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

For further practice of Zero conditional go to:

Grammar Builder 5.1 Student's Book page 114

KEY

- | | |
|---|---------------------------------------------------------|
| 1 | 1 If you don't use sun cream, you get burnt. |
| | 2 The beaches are full if you go on holiday in August. |
| | 3 I understand my English teacher if she speaks slowly. |
| | 4 If I don't put my clothes away, my mum gets angry. |
| | 5 If I eat too much, my stomach hurts. |
| | 6 If Matt takes his medicine, he doesn't cough. |
| 2 | 1 crashes |
| | 2 discovers |
| | 3 switches off |
| | 4 use |
| | 5 give |
| | 6 don't have |

Exercise 4 page 44 1.34

- Focus on the photos and ask a student to read out the items. Correct pronunciation if necessary. Read the instructions and play the recording.
- With a **weaker class** pre-teach *gadget*.

KEY c a keyboard, a mouse and a pair of speakers

TRANSCRIPT 1.34

Assistant Good morning, Sir. Can I help you?
Customer Ah, yes. I need to buy something for my son. It's his birthday at the weekend.
Assistant OK. So what exactly are you looking for?
Customer Well, I'm not sure, really. But I know he likes computers, and gadgets, and things like that.
Assistant Has he already got a computer?
Customer Yes, he has. But he's always complaining about it! He says 'it's like you, dad – too old, and too slow'.
Assistant Well, maybe he'd like a new laptop.
Customer Yes, maybe. How much is this one?
Assistant Actually, that's a printer. Full colour. It can hold 50 sheets of paper. It's only £35 – or free with any new LCD monitor.
Customer Oh, I see. I don't want a printer. I think he's got one.
Assistant What does he use his computer for?
Customer Mostly for computer games, I think.
Assistant Well, this is a good one – and less than £500. It's got 512 megabytes of RAM.
Customer What's RAM?

For work on Noun prefixes, go to:

Vocabulary Builder 5.1 Student's Book page 132

KEY

1	1 multimillionaire	5 pseudo-science
2	2 microchip	6 autobiography
3	3 semicircle	7 ex-girlfriend
4	4 monotone	8 subtitles

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* Elicit: *I can talk about computers and computing. I can talk about the role of computers in my life. I can use zero conditional sentences to talk about facts and situations that are always true.*

5 B GRAMMAR

Talking about the future

LESSON SUMMARY ● ● ● ● ●

Grammar: talking about the future (*may, might* and *could; will*; first conditional)

Listening: a dialogue about the future of the planet

Speaking: speculating and making predictions about the future; agreeing and disagreeing

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercise 3 together as a class and set the Grammar Builder as homework.

➔ Lead-in 3–4 minutes

- Ask students to imagine that the year is 2020. Ask: *What developments do you expect to see in mobile phones, computers and gaming consoles?*
- Let them discuss the question in pairs or small groups for 2 minutes and then ask a few students to feed back their ideas to the class.

Exercise 1 page 45

- Draw attention to the photo and ask: *What do you think this man's job is? What is he holding and why?* Elicit a few ideas and then ask students to read the text and answer the questions.

KEY

He is the president of Casio. He is good at his job because can tell which gadgets will sell well and which won't.

Exercise 2 page 45

- Either read the *Learn this!* box together or ask the students to read it silently. Check understanding by asking questions such as: *Which words do we use to talk about possibility in the future? (may, might and could) Do they have exactly the same meaning? (No, might is less probable than may or could) How do we make a positive prediction? (with will) And a negative prediction? (with won't)*
- Students find examples in the text.

- Assistant It's a type of memory – you need it for playing computer games. And this week only, you get the free scanner with it.
- Customer And how much is it, exactly?
- Assistant £495.
- Customer That's quite a lot. Have you got anything that's just for playing games?
- Assistant A gaming console, you mean?
- Customer Er, yes.
- Assistant Has he got Xbox?
- Customer Eggbox?
- Assistant No, Xbox – Xbox 360. Or is he a fan of Wii?
- Customer I'm sorry, I've no idea what you're talking about.
- Assistant This new console is very popular. It's got a 20 gigabyte hard drive. And it comes with a free game.
- Customer But I wouldn't really know what he wants. Maybe I'd better buy him something for his computer – you know, an extra.
- Assistant This new keyboard and mouse are very popular. They work with any computer. The keyboard is wireless. There are eight multimedia keys. The mouse is wireless too. It has two buttons, so you can left-click or right-click. And we've got a special offer this week.
- Customer Really? What is it?
- Assistant I can let you have the keyboard, the mouse and a pair of speakers for just £120.
- Customer Hmm. OK. I'll buy them.

Exercise 5 page 44 1.34

- Give the students a few moments to read through the descriptions. Play the recording again. Students listen and write their answers.
- You could ask them to predict which numbers fit the descriptions and remind that students that this is a useful way to prepare for the listening. After the recording has finished give them time to match the items in exercise 4 to the descriptions and compare their answers with a partner before class feedback.

KEY 1 20 2 8 3 2 4 50 5 512

LANGUAGE NOTE – COMPUTER TERMINOLOGY

A **byte** is a unit of storage space on the hard drive of a computer, gaming console, etc. A **gigabyte** is about 1 billion bytes and a **megabyte** is about 1 million bytes.

LCD stands for liquid crystal display. It's the kind of display used in digital watches, calculators and some flat screen televisions as well as computer monitors (screens).

A **multimedia keyboard** contains *keys* that are used to control the media player (CD, DVD, radio) built into the computer. You can use the keys to play, pause, fast forward, increase volume, etc. On computers without these keys, the media is controlled on screen.

Exercise 6 page 44

- Allow students a minute to think about their answers before they interview their partner. Encourage them to give detailed answers. Go round monitoring and participating in the conversations.
- Write up the following questions for **fast finishers** to discuss: *Can you imagine life without a computer? How would your life change if you didn't have a computer?*

KEY

may: there may be a world market for five computers; Kazuo believes that watches may be the future

might: he might be right

could: they could be mobile phones

will: there will be more computers than people; I can tell ... which gadgets will sell well ...; what will be the best-selling gadgets ...? It will be the ultimate gadget ...

probably: If you try to predict the future of technology, you'll probably get it horribly wrong.

LANGUAGE NOTE – EXPRESSIONS

to **be the future** – to be extremely important in the future

ultimate – most extreme; the best, the worst, the greatest, etc.

PRONUNCIATION – SENTENCE STRESS WITH MAY, MIGHT AND COULD

We use sentence stress to show different degrees of possibility. For example, if we say: *he might be right!* we are saying that there is a high chance he is right. If we say *he might be right* and put the stress on the modal verb, then we sound less sure. This is an example of how sentence stress can have a very important effect on meaning.

Exercise 3 page 45

- Elicit the answers to the first two sentences onto the board as examples. Then students write their sentences individually or in pairs.

KEY

- He'll learn to drive.
- He may get married.
- He may have children.
- He won't have four or more children.
- He might / could move abroad.
- He'll stay fit.

Exercise 4 page 45

- Focus on the instructions. With a **weaker class** do the activity in open pairs across the class before doing it in closed pairs. Have a class feedback asking individuals to make sentences about their partner, e.g. *Marek doesn't think he'll learn to drive.*

Exercise 5 page 45 1.35

- Students should be familiar with the grammatical formation of a first conditional. The emphasis here is on its functional use of making predictions.
- Focus on the instructions for the listening exercise and play the recording through once. Ask students to talk about their answer in pairs before checking as a class.
- Pre-teach: *global warming, carbon emissions, drought, flood, famine and meteorite.*

KEY Bryony is more optimistic.

TRANSCRIPT 1.35

Bryony Hi, Martin. Are you OK? You look worried.

Martin I've been reading an article about the future of our planet.

Bryony Oh. What did it say?

Martin It just made lots of predictions about global warming, the environment, stuff like that.

Bryony Oh, right.

Martin If we don't reduce carbon emissions, the world's climate will change. And the result of that will be terrible – droughts and famine, floods. And it could all happen in the next 50 years!

Bryony Well, maybe people *will* reduce carbon emissions. If petrol becomes very expensive, people may use their cars less. That will help.

Martin Yes, I suppose so. But it might be too late already.

Bryony You're so negative! What about all the exciting things that might happen in the future? Life could be great. If we program robots to do a lot of menial jobs, everybody will have more time for hobbies and relaxation. And everybody will be healthier too.

Martin Really? Why do you think that?

Bryony If scientists find cures for all major diseases, people will live much longer. Maybe 120 will be a normal age.

Martin Great! A world full of old people.

Bryony Well, I want to live to be 100 even if you don't. I think the world will be a great place by then.

Martin If it still exists.

Bryony What do you mean?

Martin There are millions of meteorites in the solar system. If a huge meteorite hits the earth, it could destroy everything.

Exercise 6 page 45 1.35

- Look at the instructions together. With a **weaker class** students can try to complete the sentences first, and then listen to check. With a **stronger class** students can complete the sentences and listen again only if necessary.

KEY

- don't reduce, will change 4 find, will live
- becomes, may use 5 hits, could destroy
- program, will have

Exercise 7 page 45

- Ask a student to read out the information in the speaking tip. Students work in pairs or small groups to discuss the predictions. Encourage them to use a range of expressions for agreeing and disagreeing and to expand on their answers.

Exercise 8 page 45

- Students can work individually or in pairs. Ask **fast finishers** to think of two more predictions.

For further practice of *Speculating and predicting*, go to:

Grammar Builder 5.2: Student's Book page 114

KEY

- 2 We won't win the match tonight.
3 Chris might not be at home right now.
4 Abigail may know the answer to the homework.
5 I will pass my driving test first time.
6 Megan might not come to our party.
7 My parents will pay for my holiday.
- 1 doesn't, will be 5 get, will move out
2 will go, doesn't rain 6 won't win, don't play
3 will get, don't pass 7 won't buy, loses
4 won't go, don't get 8 will make, sends

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make predictions and speculate about the future.*

C CULTURE

A greener future

LESSON SUMMARY ● ● ● ● ●

- Reading:** a text about the political system in the UK
- Listening:** monologues – teenagers talking about environmental issues; matching
- Speaking:** talking about environmental issues
- Vocabulary:** politics
- Topic:** society, environment

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, allow ten minutes for the reading exercises (2 and 3) and do exercise 6 as a whole class activity. Alternatively, ask students to read the text for the first time before the lesson.

Lead-in 3–4 minutes

- Write *environment* on the board as an anagram for students to rearrange. Ask students to discuss the following questions in pairs. *How worried are you about the future of our planet? What practical everyday things do you do to help the environment? How green do you consider yourself to be?*
– Very, quite, not very, not at all?

Exercise 1 page 46

- Focus on the poster. Elicit the name of the party and one or two green party issues before asking the students to make a list of more issues in pairs. Write their ideas on the board and deal with any vocabulary questions.

Exercise 2 page 46

- Ask students to read the text in two minutes to find out if any of the ideas on the board are mentioned. Ask a student to come to the board and, with the help of the class, put a tick or cross against the ideas in the list.

Exercise 3 page 46

- Read through the questions. Make sure students understand the meaning of *in favour of* (agree with). Students answer the questions individually and then check their answers with a partner. Remind them to underline the key words in the sentences and the relevant parts of the text.

KEY 1 F 2 T 3 T 4 F 5 T 6 F

Exercise 4 page 46

- Focus on the instructions. Students can work individually or in pairs. Check answers before asking them to discuss whether the British political system is similar to the system in their country.

KEY

1 general elections	4 policies	7 House of Commons
2 vote	5 campaign	8 Parliament
3 parties	6 seats	9 councillors

CULTURE NOTE – THE BRITISH PARLIAMENT

The **House of Commons** is known as the lower house of British Parliament but it is the most important. It consists of 646 elected Members of Parliament or MPs, who represent an area of the country called a constituency.

The **House of Lords** is the upper house of the British Parliament. It consists of 731 members, none of whom are elected. In March 2007 the House of Commons voted, in principle, to replace the House of Lords with an elected chamber. The role of the House of Lords is to examine and make changes to Bills from the House of Commons and discuss issues that the House of Commons does not have time to discuss.

Exercise 5 page 46 1.36

- If necessary, pre-teach *manufacturers, coal, turbines, carrier bags, to mess up*.
- Give students time to read the opinions carefully. Check they understand *land-fill site* – a place where rubbish is buried under layers of earth.
- Go through each opinion eliciting which are the key words, which students should highlight. Remind them to listen out for those words or synonyms as they listen to the recording.
- In a **weaker class** students may need to listen to the recording a second time.

KEY

a 2 b 5 c 3 d 5 e 1 f 4 g 1 h 3 i 4 j 2

TRANSCRIPT 1.36

- I think traffic is the biggest problem. There are far too many cars and lorries on the roads. People jump into their cars just to go a hundred metres to the local shops, which is terrible really, and they cause lots of pollution. Big cars are much worse than smaller cars – but people keep on buying big cars because they want to show how much money they've got. Well, I think the government should stop car manufacturers making big cars.
- We need to change the way we think about energy. We can't keep burning coal and gas to make electricity – we need to think about other, renewable forms – like wind and solar power. The government needs to build big wind farms – maybe in the sea around the coast. But individuals need to help too. People should have wind turbines in their gardens at home – and solar panels on the roof to heat their water for showers and baths.
- Cars cause a lot of pollution, but aeroplanes are worse – and people are flying more and more, because tickets are getting cheaper. Foreign holidays have become very cheap and very popular. Millions of people fly to the south of Europe every summer. I think people should think about taking holidays in their own countries. But if they must go abroad, there are other ways of travelling – boats, for example, don't cause as much pollution, and trains are brilliant. People should think about these things – and shouldn't fly too much.
- In our society, we love shopping – and we buy things we don't really need. Lots of people change their mobile phone, or their computer, just because they see a newer, better one in the shops. But what happens when they throw away the old one? It just creates rubbish. People shouldn't change things if they aren't broken. And when we buy something in the shops, it often comes in a big box, then the shop assistant wraps it up and put it in a carrier bag. What a waste of paper and plastic!
- Everybody worries about the amount of rubbish we're creating – plastic, metal, nylon. Most of the time we dump the rubbish in enormous land-fill sites, but they say we're running out of space and we'll have to find an alternative very soon. Well, I've got an idea. Why not send the rubbish into space on a rocket? That way, it won't mess up the earth, or cause pollution in our rivers. If we send it into space, we'll never see it again.

Exercise 6 page 46

- Ask students to go back to the opinions in exercise 5 and put a tick, a cross or a question mark next to each sentence. Students discuss their opinions with a partner.

Exercise 7 page 46

- Focus on the instructions, brainstorm one or two ideas onto the board (e.g. make pedestrianised areas, provide more recycling bins, cycle lanes, improve public transport, plant more trees) and then give students a few minutes to do the task in pairs. Share ideas as a class.

For practice of Compound nouns, go to:

Vocabulary Builder 5.2: Student's Book page 133

KEY

- 1 TV shows, general elections, political parties, local councillors, animal rights, green energy, wind farms, solar power, renewable energy, climate change
- 2 1 i 4 j 7 b 10 g
2 h 5 a 8 e
3 f 6 c 9 d
- 3 1 acid rain 5 ozone layer
2 greenhouse effect 6 carbon emissions
3 global warming 7 endangered species
4 rainforest 8 solar power

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* Elicit: *I can understand and react to an article about politics and the environment. I have learned about the British political system.*

Notes for Photocopiable activity 5.1 Don't say the word!

Game

Language: vocabulary from 5A and 5C and Vocabulary Builder Materials: one cut up copy of the worksheet per pair or small group of students (Teacher's Book page 131)

- Divide students into pairs or small groups. Give each group a set of cards which they place face down on the desk.
- Demonstrate the activity by taking a card and describing the word on the top of the card until someone says the word on the card. Don't include the word underneath in your definition/description.
- Explain to students that they are not allowed to say any part of the word they are trying to define. Nor are they allowed to say the word underneath it.
- Students take it in turns to take a card and describe the word(s). They mustn't let their partners see the word on the cards.
- If students are doing the activity in groups, they can play it as a competitive game. The first player to guess the word correctly keeps the card. The person with the most cards is the winner.
- If you don't have the time to cut up the cards, cut the worksheet in half and give half each to students working in pairs. They take it in turns to describe a word for their partner to guess.

5 D GRAMMAR

Future perfect and future continuous

LESSON SUMMARY ●●●●●

Grammar: future perfect and future continuous

Reading: short article and timetable

Speaking: speaking about your life in the future

SHORTCUT To do the lesson in 30 minutes, do exercises 3 and 4 as a class and set the Grammar Builder as homework.

➔ Lead-in 1 minute

- Elicit language (studied in unit 1) that we use when it isn't possible to give an exact description. Write the phrases on the board with gaps and ask students to supply the missing words. Tell them there is more than one possibility for 1–3:
1 *It's a _____ of machine.* (kind/sort)
2 *It's _____ of metallic.* (kind/sort)
3 *It looks as _____ it's moving.* (if / though)
4 *It looks a bit _____ an aeroplane.* (like)
- Students use this language to describe the picture in exercise 1

Exercise 1 page 47

- Focus on the picture and ask students to describe what they can see in pairs (using language from the lead-in). Elicit some ideas and then ask students to read the text to find out.

KEY It's a hotel on the moon.

Exercise 2 page 47

- Either read through the *Learn this!* box together or ask students to read it quietly to themselves. Check the rules.

KEY

- 1 perfect
2 continuous

future perfect: ... holiday-makers will have run out of; they will have been everywhere; the company will have finished its design

future continuous: They'll be looking for new adventures; they'll be starting the building work

Exercise 3 page 47

- Focus on the instructions and the timetable. Do the first two sentences together as an example. Students continue individually or in pairs. Remind them to use contractions.

KEY

- 1 will be building 5 'll be advertising
2 'll have built the hotel 6 'll have trained the staff
3 'll be looking for staff 7 will be staying
4 'll be training 8 will have finished

For further practice of Future perfect and future continuous, go to:

Grammar Builder 5.3: Student's Book page 115

KEY

- 1 2 will have be starting work
 - 3 will have moved house
 - 4 will be going on holiday
 - 5 will be landing in New York
 - 6 will have finished my exams
 - 7 will have got married
- 2 1 will have read 4 will be wearing
 - 2 will have finished 5 will be waiting
 - 3 will be sitting 6 will have found

Exercise 4 page 47

- Ask students to do the task individually and check answers in pairs.

KEY

- 1 'll have left 4 'll be earning 7 'll be sharing
- 2 'll have done 5 'll be driving 8 'll be going out
- 3 'll have found 6 won't be living 9 won't have got married

Exercise 5 page 47

- Give students a minute to tick or cross the items in the list.

Exercise 6 page 47

- Do the first two questions in open pairs then ask students to complete the task in closed pairs. If the answer is affirmative, encourage them to ask a follow-up question. In a **weaker class** ask all the questions in open pairs first. Ask a student to ask a question and then nominate somebody in the class to answer it. The second student repeats the procedure.
- Ask **fast finishers** to think of two more questions to ask and answer.

Exercise 7 page 47

- Again, do the first two questions as a class before asking the students to continue in pairs. Go round monitoring and correcting.

➔ Lesson outcome

Ask students: *What have you learned? What can you do now?* and elicit answers: *I can talk about actions in the future and when they will happen.*

Notes for Photocopiable activity 5.2

Who am I?

A questionnaire

Language: future time

Materials: one copy of half the worksheet per student

(Teacher's Book page 132)

- **Before the activity**, make copies of the worksheet for each student in the class and number them in the space provided on the top of the worksheet, according to the number of students in the group.
- Hand out a copy of the worksheet to each student in random order. Ask them to complete the questionnaire with full sentences, using the same tenses as are used in the questions. They mustn't write their name but they need to remember their number.
- When they have finished, collect in the questionnaires, or ask a student to, and redistribute them so that each student has somebody else's questionnaire. Ask the student with questionnaire number 1 to read out the answers and the students have to guess who wrote it. They write their answers on a separate piece of paper. Continue with student 2, etc.
- Check answers as a class.

LESSON SUMMARY ● ● ● ● ●

Reading: an article on life in 50 years' time; matching

Vocabulary: verb + noun collocations

Speaking: discussing predictions, making predictions

Topics: science and technology, natural world

SHORTCUT *To do the lesson in 30 minutes, ask students to read the text for the first time at home and set the Vocabulary Builder as homework.*

➔ Lead-in 4 minutes

- Write **SCIENCE FICTION** on the board. Elicit the names of some science fiction films (*Independence Day, The Matrix, Robocop, Star Trek, The Fifth Element, Men in Black, A.I., Gattaca*, etc.) and write them on the board.
- Write up the following questions for students to discuss in pairs: *What aspects of life in the future do these films show?* (journeys into space and time, aliens, technological progress, robots, different climates, etc.) *Will life in the future really be like this?*

Exercise 1 page 48

- Focus on the pictures. Students, in pairs, describe the pictures in as much detail as possible. Then ask individual students to describe the pictures to the class.

Exercise 2 page 48

- Students discuss which they think is most likely to come true. Encourage them to use the language of speculation and prediction from 5B (*I think/don't think ...will, may, might*, etc.) Ask them to give reasons for their choice.

Exercise 3 page 49

- Focus on the reading tip. Ask students to read the opinions and underline key language. You may need to explain: *lifespan* – how long a person lives; *limbs* – arms or legs.
- With **weaker classes** pre-teach the following words from the text: *carbon emissions, melt, prevent, smart*.
- To prove the point made in the reading tip about the importance of the first sentence, you could ask students to see if they can answer the questions without reading more than the first sentence of each paragraph. (They will be able to do the task as they'll be able to identify the topic, but they'll need to read on to understand the details.)

KEY

- a 3 b 6 c – d 2 e 1 f 4 g 5

Exercise 4 page 49

- Students work individually to match the verbs and nouns before checking their answers in the text. Students might ask why you can't say *suffer illnesses*. The correct answer would be *suffer from illnesses*.

KEY

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

Exercise 5 page 49

- Students complete the task alone. Let them compare their answers with a partner before class feedback.

KEY

- | | |
|------------------------------|---------------------------|
| 1 replace damaged parts | 5 reduce carbon emissions |
| 2 treat illnesses | 6 suffer a catastrophe |
| 3 provide information | 7 start a colony |
| 4 make important discoveries | |

For further practice of Verb + noun collocations, go to:

Vocabulary Builder 5.3: Student's Book page 133

KEY

- | | | | |
|-----------|-----------|------------|-----------|
| 1 1 avoid | 3 improve | 5 ban | 7 prevent |
| 2 promote | 4 discuss | 6 increase | 8 achieve |

Exercise 6 page 49

- Give students time to think about their opinions and highlight parts of the text which seem optimistic, pessimistic, interesting or likely and to make notes to back up their opinions.
- Before they compare ideas with a partner, remind students of phrases for expressing opinions. Write them on the board for them to refer to as they do the task.

Exercise 7 page 49

- Students make notes about their predictions about the world in fifty years' time. **Weaker students** should write out full sentences. **Fast finishers** can write another two predictions.

Exercise 8 page 49

- Ask several pairs to give their predictions. The other students decide if they are optimistic, pessimistic or likely. At the end, get the class to decide which the most interesting prediction was.

ADDITIONAL SPEAKING ACTIVITY

Divide students into pairs or small groups. Write the following topics on the board:

*holidays shops transport fashion
learning languages homes medicine entertainment*

The pairs/groups choose one topic and brainstorm developments that there will be in that area over the next ten years.

They then design a new product to launch in ten years' time which will meet the future market needs. Go around helping them with ideas and language.

They prepare a 2-minute presentation, explaining their predictions for the future and describing their new product. Remind them to use the future tenses.

Students give their presentations to the class. At the end ask them to vote on which was the most exciting new product.

OPTIONAL WRITING TASK

- Write on the board: *How will holidays change over the next 50 years?* and the following list: 1 may/might, 2 past simple/continuous, 3 first/second conditional, 4 future perfect/continuous.
- Elicit which one pair of the structures listed on the board is not going to be useful in this composition. Ask for examples of the use of the other structures.
- Ask students to write 200–250 words in answer to the question. Suggest writing 3–4 paragraphs about different aspects of the topic, then adding the conclusion and finally – the introduction. Explain that writing the beginning at the end may save them a lot of time and is usually easier than writing it first.

→ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and react to expert predictions for the future. I have learned some verb + noun collocations.*

5 F EVERYDAY ENGLISH Talking about plans

LESSON SUMMARY ●●●●●

Functional English: talking about plans; making, accepting and declining suggestions

Grammar: *will, present continuous and going to*

Listening: dialogues; listening for specific information

Speaking: making plans for the weekend

Topic: free time

SHORTCUT To do the lesson in 30 minutes, keep the lead-in short, do the Grammar Builder exercises as homework and keep the preparation stage for the dialogue brief.

→ Lead-in 3 minutes

- Write the following diary entry on the board: *Monday, football; Tuesday, homework; Wednesday, cinema with Beth; Thursday, housework; Friday, dinner at restaurant.*
- Explain/elicite that this is a diary page. Ask: *What tense do we use to talk about arrangements in the future?* (Present continuous)
- Ask students how they would tell someone about their arrangements. For this they need to supply the correct verb and use the present continuous, e.g. *What are you doing on Monday? I'm playing football.*
- Students take it in turns to tell each other the arrangements.

Exercise 1 page 50 1.37

- Focus students on the instructions and the list of activities. Play the recording for students to read, listen and write the correct names next to the activities.

KEY

do some homework (Frank) have lunch at a restaurant (Kirsty)
so some shopping (Kirsty) go to the cinema (Kirsty, Frank)
play tennis (Frank)

Exercise 2 page 50

- Read the *Learn this!* box together or ask students to read it quietly on their own and then find examples in the text.

KEY

will: I'll find out, I'll call you

going to: I'm going to stay, I'm going to do

present continuous: I'm playing tennis, I'm having lunch, My parents are going out

For further practice of *will, going to and present continuous*, go to:

Grammar Builder 5.4: Student's Book page 116

KEY

- | | | | |
|---|--------------------|---|--------------------|
| 1 | 1 I'm going | 5 | 's going to get up |
| 2 | we're going to buy | 6 | I'll call |
| 3 | I'll meet | 7 | they're flying |
| 4 | I'm playing | 8 | I'm going |

Exercise 3 page 50

- Before students do the substitution dialogue let them read out the dialogue as it is. Remind them to sound interested and enthusiastic.
- Ask a strong pair of students to read out the dialogue across the class changing the words in red, before getting the others to do it in closed pairs.

Exercise 4 page 50  1.38

- Read the instructions. Play the recording and get the class to answer the questions.
- You could ask further comprehension questions, e.g. *What's Damien doing on Saturday?* (lunch with grandparents) *What's he doing on Saturday evening?* (giving them a lift home) *What's Mike doing on Sunday?* (playing basketball) *Why is Paula going to go to bed early on Saturday?* (she's meeting her friend at the station at 7.30 on Sunday) *How is Richard going to find out what's on at the theatre?* (he's going to look on the Internet)

KEY

- 1 They are going to watch a DVD at Mike's house.
- 2 They're going to go to the theatre on Sunday evening.

TRANSCRIPT 1.38

- Mike Have you got any plans for the weekend?
- Damien Not, really. My grandparents are coming for lunch on Saturday.
- Mike Oh, right. Shall we do something in the evening?
- Damien I'm afraid I can't. We're going to give them a lift home in the afternoon. We might not be back until late. But what are you doing on Sunday?
- Mike I'm playing basketball at the gym in the afternoon.
- Damien What time will that finish?
- Mike I'm not sure. I'll call you when I get home. You could come over and maybe we could watch a DVD.
- Damien That's a good idea. I haven't seen a good film for ages.
- Richard Are you busy at the weekend? Do you fancy going out?
- Paula Sure. But not on Saturday. I'm going to have an early night on Saturday.
- Richard Really? Why?
- Paula Because I have to get up early on Sunday. I'm meeting my friend Becky at the station at 7:30. We're going to London for the day.
- Richard That sounds fun.
- Paula Why don't you come too?
- Richard Thanks, but I've already got plans for Sunday morning. But maybe could meet in London in the evening.
- Paula Great idea. We could go to the theatre.
- Richard OK. I'll look on the Internet now to see what's on.
- Paula Let's speak later, then. I'm going to be at home all evening. Call me any time before 11.
- Richard Sure. Speak to you later.

Exercise 5 page 50  1.38

- Ask different students to read out the expressions in the *Learn this!* box. Then focus on the instructions for the task, play the recording and check as a class.

KEY

Making suggestions: Shall we ...?; Do you fancy ...; Maybe we could ...; Why don't you ...

Accepting: That's a good idea; Sure

Declining: I'm afraid I can't; Thanks, but I've already got plans for ...

Exercise 6 page 50

- Read the instructions as a class. Do an example together as a class before students work in pairs. Remind them to concentrate on their intonation and making their voices go high and low so that they sound interested.

Exercise 7 page 50

- Go through the chart with the class. Give the students 3–5 minutes to prepare and rehearse their dialogue. Encourage them to make notes rather than write out a full dialogue.
- Ask **fast finishers** to talk about their real plans for the break-time, this evening and this weekend.

Exercise 8 page 50

- Students act out their conversations. Remind them to speak loudly and clearly, to maintain eye contact with each other, and to show interest in what the other is saying.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can suggest and agree on plans for the weekend.*

5G WRITING

An essay: for or against

LESSON SUMMARY ● ● ● ● ●

Writing: an essay: for or against

Grammar: *I think + won't*; future time clauses

Vocabulary: talking about future predictions

Topic: environment, science and technology, people, society

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises and the writing task as homework.*

Lead-in 3 minutes

- Write the date twenty years in the future from the day of the class on the board. Ask students to imagine what their life would be like in 20 years' time.
- Ask: *What verb forms do you need to use to talk about* (the date on the board)? Elicit: *Future forms like will or going to.*
- Allow students thirty seconds or so to collect their ideas.
- Collect some ideas, and write brief notes on the board.

Exercise 1 page 51

- Explain that they are going to read an essay which answers the statement at the top, which is connected to the discussion you have just had. Read the statement together.
- Students read the essay quickly to decide if the writer agrees or disagrees with the statement. Ask them to find out which paragraph makes this clear to them.
- Ask students to compare their answer in pairs, then check the answers in class.

KEY The writer agrees. (Paragraph 4)

Exercise 2 page 51

- Explain to students that each paragraph in a story is organised around one key idea. A good paragraph plan shows the best way to structure an essay so it presents the issue and the arguments clearly.
- Students read the essay again, and match its structure to the paragraph plan that best represents it.
- Check as a class.

KEY c

Exercise 3 page 51

- Focus on the *Look out!* box. Read the explanation together. Point out that this rule applies to all modal verbs, e.g. *I think I can't* should be *I don't think I can*, *I think I shouldn't* should be *I don't think I should*.
- Students scan the text quickly to find an example for *I don't think + will*.

KEY

I don't think that the situation will get out of control. (Paragraph 4)

- Point out that *I don't think + will* is used to talk about the writer's own opinion rather than about facts, so its natural place is in the paragraph which sums up the writer's views.

Exercise 4 page 51

- Ask students to read through the statements. Check comprehension of vocabulary. If necessary, pre-teach unfamiliar vocabulary. Amend the date that you wrote on the board in the lead-in by moving the year forward by another 30 years, and call students' attention on this.
- Students complete the task individually, using the structure to express their own opinion.
- Students compare their answers with a partner to see if they agree or disagree. Conduct a brief class feedback.
- Point out that there are two sentences for each point that are grammatically correct:
I think robots will replace factory workers. or *I don't think robots will replace factory workers.*

KEY Open answers

Exercise 5 page 51

- Students read the statement and decide if they agree or disagree. Their answers in exercise 4 should help them.

Exercise 6 page 51

- Ask students to copy paragraph plan c from exercise 2 into their notebooks as headings, leaving space for notes under each heading.
- Allow five minutes for students to make notes for each paragraph, using their ideas from the previous exercises.

Exercise 7 page 51

- Read the writing tip together, and make sure students understand how future time clauses are used.

For further practice of Future time clauses, go to:

Grammar Builder 2.55: Student's Book page 116

KEY

- | | | | | |
|---|---|------------------------------------------------|---|--------------------|
| 1 | 2 | When Liz arrives, she'll tell us her news. | | |
| | 3 | I'll send you a postcard when I go on holiday. | | |
| | 4 | When he gets up, he'll have a shower. | | |
| | 5 | We'll pick up some bread when we go shopping. | | |
| | 6 | When I get paid, I'll give you the money. | | |
| | 7 | We'll go out when it stops raining. | | |
| 2 | 1 | 'll close, leave | 2 | will tell, arrives |
| | 4 | 'll get, get | 5 | will miss, is |
| | | | 3 | won't start, gets |
| | | | 6 | 'll leave, am |

- Students write their essays individually. If you decide to do the writing task in class, walk around and monitor the activity, helping if needed.
- After the students have finished writing, ask them to check that they have covered everything they planned to cover, and to check for mistakes. Alternatively, ask students to work with their partners from the previous activities, and check each other's work.

ALTERNATIVE WRITING TASK

Students imagine that they are people living 50 years ago, who have to write about their own future – our present. How would people in the mid-20th century imagine the early 21st century?

Put students in pairs or small groups to brainstorm some good ideas for an essay written from the past generation's perspective. Encourage them to be imaginative, trying to disregard the factual world we live in.

Students write the essays individually as homework.

Read out the essays in class, and vote on the best one.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* Elicit: *I can write an essay, presenting my opinion for or against a statement. I have learned how to use future time clauses, and modal verbs with I think.*

TOPIC ● ● ● ● ●

SPORT

➔ Lead-in 2 minutes

- Write *Ancient Egypt* /'emʃənt ˌrɪdʒɪpt/ on the board. Ask where Egypt is situated (the north-east of Africa), what the capital city is called (Cairo), what its main river is (the Nile), and what times in history are referred to as ancient (BC – before the beginning of the Christian calendar, traditionally calculated from the birth of Jesus Christ).
- Elicit any ideas that students associate with Egypt (e.g. pyramids, pharaohs, mummies, the Sphinx, hieroglyphics).
- Tell students they are going to read about the history of sport in Ancient Egypt.

Exercise 1 page 52 3 minutes

- Focus students on the sports. Ask: *Do you know the history of any of these sports?*
- Working in pairs, students underline the sports they associate with Ancient Egypt. Elicit answers. Encourage students to try and justify their answers.

KEY

From the list, only cricket, curling and rugby were not known in ancient Egypt.

Exercise 2 page 52 3 minutes

- Explain that scanning is reading quickly to find specific information. Point out that when you scan, you only focus on the information you need.
- Students read the text quickly to see which sports are mentioned. Remind them that some of the words may appear in the missing sentences A–G.
- Check the answers in class.

KEY wrestling, boxing, yoga, swimming, horse riding

Exercise 3 page 52 15 minutes

E Reading: missing sentences

- Read the instructions together with the class.
- Explain that in this type of task they should first read the whole text carefully, and try and identify the main idea of each paragraph. Then they should read the sentences before and after each gap to see what information is missing. The key to completing the task is to find the linking words and relative pronouns that logically connect the text to the missing sentence.
- Read sentence A together. Elicit the meaning of *therefore*. Explain that *therefore* expresses a conclusion, which means the previous sentence should offer an argument to support the statement.
- Students complete the exercise individually.
- Check the answers in class. Ask students to read those parts of the text that refer to information in the missing sentence.

KEY 1 D 2 E 3 C 4 A 5 G 6 B

Exercise 4 page 52 10–12 minutes

E Use of English: word formation gapfill

- Write these headings on the board:
verb noun adjective adverb
- Focus students' attention on the words in brackets. Ask students to say what part of speech they are. Write each word under the correct heading.
- Students should fill in the missing forms in the table. In a **weaker class**, do this together in class. In a **stronger class**, students can complete the table individually. Remind them that some words may have more than one form for a column (for example, a noun for an activity or for a person doing that activity like *gardening* and *gardener*).
- Explain that in a word formation task, it is a good idea to read the whole text first, and use clues from the text to decide what part of speech is missing.
- Students complete the task individually.
- They compare their answers in pairs.
- Check the answers in class.

KEY

1 strength	5 longer	8 player
2 concentration	6 winning	9 steadily
3 differences	7 decision	10 named
4 competitors		

Exercise 5 page 52 5 minutes

- Read the statement together.
- Students work in pairs to collect arguments for and against the statement.
- Conduct a brief class feedback.

Exercise 6 page 52 5 minutes

E Speaking: debate

- Refer students to the Functions Bank in the Workbook for useful phrases for presenting an argument, agreeing/disagreeing, etc.
- Ask students if they agree or disagree with the statement. Pair up students so they work with someone who represents the other point of view. (If the class is unevenly split, ask some **stronger students** to switch sides in the discussion.)
- Students discuss the statement in pairs. Walk around and monitor the activity, focusing especially on the functional phrases.

➔ Lesson outcome

Ask students: *What have you learned/practised today? Elicit: I have practised completing a text with missing sentences. I have practised word formation gapfill. I have learned how to present my opinion on a statement.*

TOPIC ● ● ● ●
Science and technology, work

Exercise 1 page 53 3 minutes

- Work as a class. Focus students' attention on the picture and read the two examples.
- Encourage students to use *may, might, could* or *can't* to speculate about the picture.

Exercise 2 page 53 3–5 minutes

- Read through the list of appliances as a class. Elicit the meaning of words by asking about their functions.
- Students work in pairs. They discuss the future of the appliances. They might like to draw the future appliances on paper. Ask the pairs to present their ideas to the class.
- Vote on the best idea.

Exercise 3 page 53  1.38 8–10 minutes

E Listening: matching statements to speakers

- Read the instructions as a class. Ask: *How many speakers are you going to hear? (Three.) What are they going to talk about? (A special fridge.) Will you hear answers in the same order in which the questions are on the page? (No.)*
- Explain that in this type of task the opinions they read will be phrased differently on the recording, that is, they should listen for ideas, not for the exact words. Underlining the key words in each statement will help students to compare what they hear and read. It is also a good idea to try and think of different ways of saying what the opinions say.
- Play the recording twice, with a 30-second pause in between.
- Check the answers in class.

KEY

1 Jon	3 Mark	5 Anna	7 Jon
2 Mark	4 Jon	6 Mark	8 Mark

Transcript 1.38

Anna Wow, look what I found on the Internet! A Tree Fridge! A refrigerator shaped like a tree with separate 'branches' for storing meat, cheese and other types of foods. You can pick fruit from a tree. Cool! And a bird house, so you can take an egg straight from a bird's nest. Jon, isn't that amazing?

Jon To be honest, Anna, I'm not so sure. Maybe it's the engineer in me speaking but this looks like several single fridges put together. Such a large surface area means your 'tree' can never be energy efficient. It will consume huge amounts of energy and, of course, cost you a fortune in the process. And don't you think it would be difficult to put your groceries away? I mean those compartments look pretty tiny to me. You won't be able to get much in them.

Mark I agree, Jon – they *are* tiny. And another thing – imagine reaching all those hidden corners – whoever designed it obviously has never had to clean out a fridge in their life. But as for putting the shopping away – well, it might be fun for the children to decide what goes where. And they could learn about different types of food, too.

Jon They can learn that from books or TV. Speaking of which – I keep the TV in my kitchen *on top* of my fridge. Where would I put it? Hang it on one of the branches? But there is one thing that I definitely like about this tree – the foot-controlled door handle. You just step on it and the door slides to one side. No effort. Now, that is practical. But still, that wouldn't be enough to make me buy it. In fact, I honestly cannot imagine *who* would buy it.

Anna Oh, I think a lot of people would. It would look great in the kitchen. And I'd love to have one in the kindergarten where I work.

Jon I don't know. It takes up more space than necessary, it costs a lot to run, and isn't all that beautiful either. I don't think it's worth it. Mark, what do you think?

Mark Oh, it is so tomorrow! It's original, it's different, a bit over the top but that's why it's great! We need to change the way we think about things. I think this fridge is for people who like things that are a bit out of the ordinary. I would happily have a tree or a colourful pyramid instead of a big cold rectangle. Only ... I always forget things, you know, and so I need to have hundreds of those little yellow notes stuck on my fridge... There's nowhere on the tree for those...

Exercise 4 page 53 5 minutes

- Students work in pairs. Walk around and monitor the activity as they discuss their ideas.
- Conduct a brief class feedback.

Exercise 5 page 53 10 minutes

- Students continue to work in pairs to discuss their ideas about robots or machines. Continue monitoring the discussion.
- Ask students to feed back to the class, and encourage them to respond to the ideas they hear, and say if they agree or disagree with their predictions. Ask them to justify their views.

Exercise 6 page 53 10 minutes

E Speaking: picture-based discussion

- Read through the instructions and the questions with the class. Make sure they understand the key vocabulary.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image. They can mention specific details to illustrate any points they want to make.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Model the task with a **stronger student**.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

➔ **Lesson outcome**

Ask students: *What have you learned/practised today?*
Elicit: *I have practised matching speakers to statements. I have discussed the role of technology in our lives. I have practised comparing and contrasting photos.*

A

VOCABULARY AND LISTENING

Murder in the library

LESSON SUMMARY ● ● ● ● ●

Vocabulary: in the house and garden

Grammar: past modals – *must have, might have, can't have*

Listening: interviews; listening for specific information

Speaking: speculating about who committed a murder

Topic: home

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar and Vocabulary Builder exercises as homework.

➔ Lead-in 3–4 minutes

- Lead in to the topic with a house and garden vocabulary quiz. Put students in pairs or small groups. Read out these quiz questions: *Can you name ...? two pieces of furniture which you find in the bedroom; two pieces of furniture in the kitchen beginning with c; two things in or parts of a garden; two things you sit on.*
- Check answers, making sure students can spell and pronounce the words correctly. You could award points: 1 point for a correct answer, and 2 points for a correct answer that nobody else has got.

Exercise 1 page 54

- Students do the activity in pairs. Check the answers by going through each room and eliciting which objects they can see. Check comprehension of some of the less common words by saying them in the students' language and asking for an English translation.
- Model and drill words with problematic pronunciation, especially: *chandelier* /ˌʃændəˈlɪə(r)/ where the stress falls on the final syllable, *drawers* /drɔːz/ which is pronounced as only one syllable, *cupboard* /ˈkʌbəd/ which has several silent letters, *vase* /vɑːz/ which has an unusual sound/spelling relationship. NB in American English it is pronounced /veɪz/.

OPTIONAL ACTIVITY – DEFINITIONS

- Write on the board: *What's the difference between ...? a basin / a sink a chair / a stool a lawn / grass*
- Students discuss the difference between the pairs of words.

Key: A *basin* is in the bathroom and a *sink* is in the kitchen. A *chair* has a back and sometimes arms. A *stool* has neither. A *lawn* is an area of ground covered in *grass*. *Lawn* is countable *grass* is uncountable.

Exercise 2 page 54 🎧 2.01

- Read the instructions and the descriptions together. Explain that *heir* (pronounced /eə(r)/ – a homophone of *air*) is the person who has the legal right to receive someone's money and/or property when they die.
- Before you play the recording, pre-teach *maid, to rush, wages, to kneel, engagement, to shave*.
- Play the recording once and check answers.

KEY

1 d 2 a 3 c 4 b

TRANSCRIPT 2.01

Inspector May I ask you a few questions, Martha?
Martha If you must.
Inspector You're the cook here, aren't you?
Martha That's right.
Inspector Have you worked here for long?
Martha Thirty years, nearly.
Inspector Hmm. Where were you at 6 o'clock this evening?
Martha I was doing what I usually do at that time – preparing dinner. I was cutting up vegetables.
Inspector Did you hear the gunshot?
Martha Of course not. Don't you know that the kitchen is a long way from the library?
Inspector Where did the vegetables come from?
Martha The garden, of course. Harold, the gardener, brought them in for me.
Inspector What time?
Martha 5.30.
Inspector I see. You didn't like Lord Snodbury, did you?
Martha Who told you that? ... Well, it's no secret. Nobody likes him.
Inspector Did you argue with him recently?
Martha Well, yes, I did.
Inspector What about?
Martha The same as always. I need help in the kitchen. It's always busy and I'm getting old. But he wouldn't let me have a kitchen maid to help me. He's mean and unkind. After all I've done for him!
Inspector Thank you, Martha. You've been very helpful.
Martha Huh.
 ...
Inspector Do you mind if I ask you a few questions, Harold?
Harold No, Inspector.
Inspector Where were you when Lord Snodbury was murdered?
Harold I was cutting hedges in the garden.
Inspector Didn't you take the vegetables into the kitchen?
Harold That was before, about half past five.
Inspector Did you hear the gunshot?
Harold Yes. I thought Lord Snodbury was shooting rabbits. He was always doing that.
Inspector So you didn't rush to the library?
Harold No. I just went on cutting the hedges, see. Didn't even look up.
Inspector You didn't like Lord Snodbury, did you, Harold? You had an argument with him, didn't you?
Harold I asked him for more money. He hasn't increased my wages in 10 years! But he just got angry.
Inspector But I understand you paid £500 into the bank two days ago.
Harold Yes, well. Algernon gave me some money. He knew about my argument with his father, and he felt sorry for me, I suppose. He's a good boy is Algernon.
Inspector Thanks, Harold.
 ...
Inspector Lord Algernon, where were you at 6.00?
Algernon In my room. I was getting dressed for dinner.
Inspector Did you hear the gunshot?
Algernon Of course, but I thought it was Father shooting rabbits again. Then, I went downstairs and found Mother kneeling on the floor beside Father's body in the library.

Inspector What time did you go downstairs?
Algernon It was about two minutes after I heard the shot.
Inspector Had you had an argument with your father?
Algernon We were always having arguments.
Inspector But this was a big argument, wasn't it? About your engagement to Emma Jones.
Algernon Yes. He wanted me to marry Victoria Fawcett-Smith because she's rich. But I don't care about money, I only care about love. And I love Emma Jones, Inspector. She's poor – that's why Father was so angry about the engagement.
Inspector I know. And did you give Harold money?
Algernon Yes, I did, Inspector. That was another argument with Father. He wouldn't increase the poor man's wages. That's how mean he was. But I did love him, Inspector. He was my father, after all.
Inspector Of course, Lord Algernon. Thank you. You've been very helpful. ... You've cut your hand, I see.
Algernon Oh that? Yes, I did it while I was shaving. Goodbye, Inspector.

...

Inspector Lady Snodbury, could I possibly ask you a few questions?
Lady S. Certainly, Inspector.
Inspector Thank you. Could you tell me, My Lady, where you were when you heard the gunshot?
Lady S. I was in the dining room, arranging the flowers for dinner.
Inspector Were the flowers from the garden?
Lady S. Yes, I picked them myself this afternoon.
Inspector And what did you do when you heard the gunshot?
Lady S. I rushed to the library to find my husband lying on the floor.
Inspector Did Algernon join you?
Lady S. Yes, he did. About ten minutes later, I think. I was just sitting there in shock. He said that at first he thought that it was just his father shooting rabbits. Poor boy, he was very upset.
Inspector Was your marriage a happy one?
Lady S. Inspector! Such a question! ... Well, I suppose it's true that my husband could be a very difficult man. He got upset a lot about money. He was very hard on poor Algernon at times.
Inspector Had you argued with him recently?
Lady S. Well, if you must know – we argued last night, about Algernon.
Inspector I see. Thank you very much, Lady Snodbury.

Exercise 3 page 54 2.01

- Focus on the Inspector's notes. Go through each gap and get students to predict what kind of information will fit in the gap. Emphasise that predicting words in this way is a useful way to approach a listening task.
- Play the recording a second time. Pause after each witness statement.

KEY

1 dinner	6 money / wages	11 engagement
2 kitchen	7 £500	12 flowers
3 unkind	8 was getting dressed	13 dining room
4 hedges	9 bedroom	14 library
5 garden	10 two minutes	15 ten

Exercise 4 page 54

- Students work individually to match the sentences and then compare answers with a partner.

KEY 1 b 2 c 3 a

For practice of must have, might have, can't have, go to:

Grammar Builder 6.1: Student's Book page 116

KEY

- 2 He can't have had a key.
 - 3 He might have found an open window.
 - 4 He must have been very quick.
 - 5 The neighbours can't have seen him.
 - 6 The family must have gone out.
 - 7 He might have escaped through the garden.
- 2 Elizabeth might have gone to the doctor's.
 - 3 Amelia can't have forgotten about the party.
 - 4 Tyler might have gone on holiday.
 - 5 Archie must have missed the train.
 - 6 Alex might have fallen off his bike.
 - 7 Amy can't have got lost.

Exercise 5 page 54

- Students discuss the evidence in pairs. If they seem to be struggling to remember the details, play the recording one more time. Remind them to use the pictures, too.

Exercise 6 page 54 2.02

- Ask for a show of hands to see who students think killed Lord Snodbury. Play the recording for students to find out the answer.

KEY Algernon

TRANSCRIPT 2.02

Inspector Ladies and gentlemen. Thank you very much for coming. I'm afraid I know who the murderer is. You all had reason to hate Lord Snodbury, but the only person who could have done it was ... Lord Algernon! Yes, Lord Algernon, you hated your father for preventing you from marrying Emma Jones. You climbed down the drainpipe from your room, shot your father in the library, then escaped back up the drainpipe the same way. You got your boots muddy from the garden and you cut your hand on the broken drainpipe. You said that you were in your room dressing for dinner at six o'clock when you heard the gunshot, but we only have your word for that. You didn't come downstairs until ten past six, which gave you just enough time to commit the crime. However, Harold the gardener must have seen you. You gave him money to keep quiet, which he was happy to do. Now, Lord Algernon, what have you got to say for yourself ... ?

For further practice of House and garden vocabulary, go to:

Vocabulary Builder 6.1: Student's Book page 133

KEY

- (Possible answers)
garden: flowerbed, hedge, path, stepladder
kitchen: dishwasher, fridge, microwave, washing machine
living room: armchair, bookcase, coffee table, desk, fireplace
bedroom: bedside table, chest of drawers, wardrobe
bathroom: basin, bath, mirror, shower
- Open answers

OPTIONAL SPEAKING ACTIVITY

- Put students in pairs and ask each one to describe one of the pictures in exercise 1.
- Explain that by using *must/might/can't have* they can express different ideas and interpretations of the scene making their answers fuller. Remind students that we use the structure to talk about the events which happened earlier, not the action we can see in the picture.
- Use the top picture as an example: *The man must have been murdered. He must have been shot. The murderer might have had dirty shoes. It can't have happened a long time before.* etc.

→ Lesson outcome

Ask students: *What have you learned today? What can you do now? Elicit: I can decide who committed a crime. I understand how to use must have, might have and can't have.*

B GRAMMAR

Reported speech (statements)

LESSON SUMMARY ● ● ● ● ●

Grammar: reported speech (statements); *say* and *tell*

Reading: text about a diamond hoax

Speaking: talking about untrue stories

SHORTCUT To do the lesson in 30 minutes, set the Grammar Builder as homework and do exercises 3 and 5 together as a class.

→ Lead-in 3 minutes

- Write the following words in a word pool on the board: *authentic fact fiction fake hoax pull someone's leg joke lie real pretend myth genuine valid false true*
- Ask students to arrange the words into two groups – words related to truth and words related to 'untruth'.
- **Key Truth:** *authentic, fact, real, genuine, valid, true* **Untruth:** *fiction, fake, hoax, pull someone's leg, joke, lie, pretend, myth, false*
- Explain any vocabulary students are unsure of and finally focus on *hoax* – an act in which somebody tries to make other people believe something which is untrue, e.g. *hoax bomb, hoax phone calls*, etc.

Exercise 1 page 55

- Focus on the instructions then ask students to read the text and answer the question.
- Pre-teach *dig* and *bury* if necessary.

KEY London

Exercise 2 page 55

- Explain or elicit that 'reported speech' is when we say or write what another person says and 'direct speech' is the actual words that are spoken. Give students 1 minute to match the sentences. Suggest that they underline the reported speech sentence in the text and write the number of the direct speech sentence next to it.

KEY

- 1 ... said that they had come to discuss important business with him.
- 2 Arnold told Roberts that it contained diamonds.
- 3 They said that they had found the diamonds in a secret location the week before.
- 4 They said ... that they were looking for businessmen to invest in the mine.
- 5 Roberts told the men that he was happy to invest there and then.
- 6 Arnold and Slack said they would take them there the next day.
- 7 Arnold told them they could dig for diamonds themselves.

Exercise 3 page 55

- Before completing the table give students an opportunity to tell you what overall differences they can see between direct and reported speech. (Sentences begin with *say/tell*, the tenses change, pronouns and time expressions change).
- Ask students to do the exercise in pairs or individually. Do the first two as examples.
- Check answers as a class. Ask students what, in general, happens to the tenses when they are reported. (They move one tense backwards.)

KEY

- | | | |
|----------------------|-------------------|---------|
| 1 past simple | 3 past perfect | 5 could |
| 2 present continuous | 4 present perfect | 6 will |

Exercise 4 page 55

- Read the *Learn this!* box together. Students work alone to find examples of pronouns that change.

KEY

- 1 *you* changes to *him*
- 2 *it* stays the same
- 3 *we* changes to *they*
- 4 *we* changes to *they*
- 5 *I* changes to *he*
- 6 *We* changes to *they*; *you* changes to *them*
- 7 *You* changes to *they*; *yourselves* changes to *themselves*

Exercise 5 page 55

- Students can do the exercise individually or in pairs.

KEY 1 c 2 d 3 a 4 e 5 b

For further practice of *Reported speech (statements)*, go to:

Grammar Builder 6.2: Student's Book page 117

KEY

- | | |
|------------------------|-------------------------|
| 1 1 they had seen | 5 she would call |
| 2 they had never seen | 6 that he could explain |
| 3 they hadn't gone out | 7 he often forgot |
| 4 they were thinking | 8 he had climbed |
-
- | | |
|-----------------|--------------------|
| 2 1 that night | 4 the day before |
| 2 that day | 5 the month before |
| 3 the next week | |
-
- | |
|------------------------------------------------------------------------|
| 3 1 Emma said that they had nearly moved house the year before. |
| 2 Emma said that they had bought a new house the month before. |
| 3 She said that they had packed their books into boxes the day before. |

- 4 She said that they were moving the furniture that day.
- 5 She said that that night they would be sleeping in their new bedroom.
- 6 She said that they were having a house-warming party the next week.

4 1 told 2 told 3 said 4 told 5 told 6 said

Exercise 6 page 55

- Students can work individually or in pairs.

KEY

last week – the week before
 here and now – there and then
 tomorrow – the next day

Exercise 7 page 55

- Ask a student to read out the information in the *Look out!* box. Ask students to find out how many examples of *say* and *tell* there are in the text. You could set this as race to find the correct answer.

KEY 6 (3 x said and 3 x told)

Exercise 8 page 55

- Give students a minute to complete the sentences with *said* or *told*. Check answers and then ask them to write the sentences in reported speech in their exercise books. Remind them to change the pronouns and time expressions.

KEY

- 1 said; Jack said to his sister (that) he didn't believe her story
- 2 said; His mother said (that) she had spent all her money.
- 3 told; She told her friend (that) they'd be in London the next day.
- 4 said; Mary said (that) she'd arrived the day before.
- 5 told; Jack told his sister (that) she always spoiled his fun.
- 6 told; Suzie told her dad (that) she wasn't listening to him.
- 7 told; They told me (that) they couldn't see me until the next week.

Exercise 9 page 55

- Read the task and the example together. If possible, think of an example of your own to tell. Give students time to think of an occasion when they thought someone wasn't telling the truth.
- Ask a few students to tell their stories to the class or divide the students into groups and ask them to tell the others in the group.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can report what other people have said. I understand the rules of reported speech.*

6 CULTURE Myth or reality?

LESSON SUMMARY ●●●●●

- Reading:** a text about the Loch Ness Monster; matching
Listening: a radio programme about Sasquatch; listening for specific information
Speaking: role-play about sighting of a Sasquatch
Topic: English-speaking countries

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, limit the preparation and performance time of the role-play in exercises 7 and 8 and ask students to read the text for the first time at home.

➔ Lead-in 3 minutes

- Write on the board: STRANGE PHENOMENA /fe'nɒmɪnə/ and explain or elicit that it means things that cannot be explained by science and reason and that seem to involve mysterious forces. (NB *Phenomena* is plural, the singular form is *phenomenon*.)
- Brainstorm some examples together and write them on the board. Some suggestions are: *ghosts, UFOs, aliens, strange creatures, crop circles, miracles*. If students mention the Loch Ness Monster or Bigfoot (Sasquatch), write them on the board but don't go into any detail about them at this stage.
- Ask students: *Do you know of any famous stories related to these subjects? Have you or anyone you know experienced any of these? Do you believe in these kinds of stories? How do you think they are explained?*
- Students might feel more comfortable speaking in pairs or small groups than in open class.

Exercise 1 page 56

- Focus on the photos. Write up some language for describing things which are unclear: *It looks a bit like a... / It looks like a kind/sort of...* and ask students to describe what they can see

Exercise 2 page 56

- If necessary pre-teach: *highlands* /'haɪləndz/, *scenery* /'si:nəri/, *surgeon* /'sɜ:dʒən/ and *creature* /'kri:tʃə(r)/.
- Focus on the instructions and questions. Give students 2–3 minutes to read the text and then a further 2 minutes to discuss the questions with a partner. Have a class feedback

Exercise 3 page 56

- Go through the instructions. Remind students that the best way to approach the task is to start from the gap in the text, read the information before and after the gap and predict the missing information. Next they find a sentence which fits the topic. They should then look for grammatical links (e.g. tenses and pronouns) to confirm their choice.
- Students do the exercise individually and compare answers with a partner. Ask them to justify their choices.

KEY 1 c 2 a 3 e 4 b

Exercise 4 page 56

- Refer students to the functional language that you wrote on the board in exercise 1. They describe the photo and answer the questions.

Exercise 5 page 56 🎧 2.03

- Tell students they are going to listen to a radio programme about another mysterious creature, Sasquatch.
- Pre-teach *ape, settlers* and *human being*.
- Go through the instructions and tell students to put their pens down and listen to get the overall gist (and answer one question).

KEY 3 sightings are described

TRANSCRIPT 2.03

The Native Americans who lived in the north-west of the country had always told stories about Sasquatch, a large and mysterious creature that was half human, half ape. When the early European settlers moved into that region, they began to record these stories.

In the nineteenth century, newspapers reported many encounters between Sasquatch and the settlers. In 1884, some men captured a creature that they said was 'half man, half animal'. They said that it looked like a human being, but had black hair all over its body. They also said that it was shorter but much stronger than a human. They gave the creature a name – 'Jacko' – and decided to take it to London, but 'Jacko' disappeared during the journey.

A man called Albert Ostman met one of these creatures in 1924, although he didn't tell anybody his story for years because he didn't think they would believe him. It happened while he was camping in the mountains. He was asleep at night when a large Sasquatch picked him up and took him over the mountain to a valley. He was the prisoner of the Sasquatch family (father, mother, son and daughter) for six days before he managed to escape. He didn't tell anybody about it until 1957 – 33 years later!

In the summer of 1988, a 12-year-old boy was fishing in a river in Washington State. He looked up and saw a white Sasquatch looking at him from the opposite bank of the river, about 6 metres away. The creature was about 2 metres tall. It had blue eyes and a pink face. It was covered in white hair. It was walking slowly, as if it had injured its right foot. The boy jumped onto his motorbike and rode away. He didn't even take his fishing equipment with him – he was so scared. He told his father about the sighting, but his father didn't believe him. Eventually, he persuaded his father to go back to the river with him. The creature had gone, but they found large footprints in the mud. The right footprint was different, as if the foot was injured.

Exercise 6 page 56 2.03

- Give students time to read through the sentences and ask any vocabulary questions.
- Play the recording a second time. Students compare answers and correct the sentences which are false.

KEY 1 T 2 F 3 F 4 F 5 T 6 T 7 F

Exercise 7 page 56

- Give students a few minutes to prepare their notes in pairs.

Exercise 8 page 56

- Focus on the instructions. Students role-play their dialogues in pairs. Go around listening and helping if necessary. If there is time at the end, ask a few pairs to perform their role-plays in front of the class.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now? Elicit: I can understand a magazine article and a radio report about a mysterious creature. I can talk about myths. Ask: Which useful words and phrases have you learned?*

GRAMMAR Reported speech (questions)

LESSON SUMMARY ●●●●●

Grammar: reported speech (questions)

Reading: a police interview

Speaking: a memory game with reported questions

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder and exercise 6 as homework.

➔ Lead-in 2 minutes

- Write on the board: CRIME SUSPECT (noun) WITNESS
- Check students understand these words and can pronounce them correctly. (NB *suspect* as a noun is pronounced with the stress on the first syllable. As a verb, it is pronounced with stress on the second syllable.)
- Underneath, write up the following verbs: *commit investigate catch arrest question interview witness*
- Ask: *Which verbs go with which nouns?*
Key: *commit, investigate, witness a crime; catch, arrest, question (interview) a suspect; interview a witness*
- Ask: *Has anybody ever witnessed a crime or an accident? Were you interviewed by the police?*

Exercise 1 page 57

- Focus on the picture. Ask students to work with a partner for about a minute taking it turns to say sentences. Remind them to use *might* and *might have* to speculate.

Exercise 2 page 57 2.04

- Students can work individually or in pairs to complete the dialogue.

KEY

- 1 Have you had a cup of tea?
- 2 What did you see?
- 3 How many men did you see?
- 4 Can you describe him?
- 5 Will you have a look at these photos?
- 6 Do you recognise any of these men?
- 7 Are you sure?
- 8 Why are you smiling, Inspector?

Exercise 3 page 57

- Focus on the instructions. Students work individually and check in pairs. With a **weaker class** point out or elicit that a reported question starts with *asked*.

KEY

the inspector asked me if I'd had a cup of tea
she asked me what I'd seen
she asked me if I could describe him
she asked me if I would have a look at some photos
she asked me if I recognised any of the men in them
she asked me if I was sure
I asked her why she was smiling

Exercise 4 page 57

- Students work individually to complete the rules.

KEY 1 ask 2 are 3 before 4 don't use 5 if

For further practice of Reported speech (questions), go to:

Grammar Builder 6.3: Student's Book page 118

KEY

- | | | | |
|---|----------------|----------------|-----------------|
| 1 | 1 They, us, we | 3 She, him, he | 5 He, him, he |
| | 2 He, me, I | 4 We, her, he | 6 We, them, she |
- 2 1 John asked Emma what she had seen.
2 Sean asked his mum if she would clean his room.
3 Amy's dad asked her if she had done her homework.
4 Megan asked Joe where he was going.
5 Lily asked Robert if he liked jazz.
6 Oscar asked Katie if she could help him.

Exercise 5 page 57

- Students complete the text individually and then check answers with a partner. Tell them to pay particular attention to the word order as the sentences are a combination of reported statements and questions.

KEY

- 1 his mum if he could go out
- 2 where he was planning to go
- 3 her he wanted to see the new Brad Pitt film
- 4 asked him if he'd got much homework
- 5 hadn't given them any
- 6 if he wanted to eat before he went
- 7 if there was any pasta

Exercise 6 page 57

- Focus on the instructions and the example. Students work on their own to write six questions to ask their partner. Circulate and monitor as they do this, checking that their sentences are correct and that they're using different tenses.
- With a **weaker class** go through the items in the box and elicit the structures the questions will contain. E.g. a question with *do*, a question with an *-ing* form, a question with *did*, a question with *have* and past participle, etc.

Exercise 7 page 57

- Read through the instructions and example together. Divide the class into two teams and start the game.
- You could make the memory element more challenging by asking 4 or 5 pairs in one team to ask and answer questions and then getting the other team to remember and report the question and answer. Award a point for each factually and grammatically correct answer.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can report questions which other people have asked.*

Notes for Photocopiable activity 6.1

Who asked the question?

Game

Language: reported speech (statements and questions)

Materials: one cut up copy of the worksheet per class (maximum 20 students) (Teacher's Book page 133)

Part 1

- Give each student a question a card. Ask students to memorise their question.
- Ask students to take a blank piece of paper or their notebooks and mingle asking their question to the other students. They should make a very brief note of the answer. (They do not need to note down which student gave which answer).
- When the students have asked their question to everyone, they sit down. Divide them into pairs or groups of three. In their pairs or groups they write the names of everybody in the class in the left-hand margin of a blank piece of paper. Give them ten minutes to try to remember and write down in reported speech the question that each person asked. Check answers by eliciting. Ask: *What did (Barbara) ask you?* Give a point for each correct answer.

Part 2 (If time allows)

- Ask each student to write one sentence in reported speech which summarizes the result of their survey, e.g. *Most people said that they sent more than 5 text messages a day.* or *Hardly anybody said that they had written a letter this year.* Students read their sentences out. You could collect the sentences in and produce a class poster.

6 E READING

Was he who he said he was?

LESSON SUMMARY ●●●●●

Reading: an article about an impostor; matching topics and multiple-choice

Vocabulary: compound nouns

Topic: people

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief and set the Vocabulary Builder exercises for homework.*

➔ Lead-in 2 minutes

- Ask the class to look at the title of the lesson. Ask them to predict what the article is going to be about. Ask: *Why would somebody pretend to be somebody else? What would you have to do to pretend to be someone else? Would it be possible to do that these days?*

Exercise 1 page 59

- Focus on the instructions and the topics. Make sure students understand that one topic is extra.
- Don't explain the meaning of *impostor*, tell students they can work it out when they read the text.
- Allow students 2 minutes to skim read the text. Tell them that they will have an opportunity to read the text in more detail in the next exercise.

KEY A 2 B 5 C 3 D 1

Exercise 2 page 59

- Tell students that an effective method of answering the multiple-choice questions is to underline the key words in the questions, then try to predict the answer. Next they look at the options and decide which fits their prediction. Finally, they go back to the text to check.
- Students do the exercise on their own with a time limit of 5 minutes. Let them compare answers in pairs, justifying their answers, before class feedback.

KEY 1 c 2 b 3 a 4 b 5 d 6 c 7 a

Exercise 3 page 59

- Read the *Learn this!* box together. Students find examples of compound nouns with *family* in the text.

KEY

family servant, family members, family land before

For further practice of Compound nouns, go to:

Vocabulary Builder 6.2: Student's Book page 134

KEY

- | | | | |
|----------------|------------------|----------|---------|
| 1 1 table | 3 room | 5 player | 7 game |
| 2 door | 4 lamp | 6 pan | 8 brush |
| 2 1 saucepan | 5 front door | | |
| 2 dining table | 6 guest room | | |
| 3 hairbrush | 7 computer games | | |
| 4 DVD player | 8 desk lamp | | |

Exercise 4 page 59

- Students do the exercise on their own or in pairs. Refer **weaker students** to the wordlist.
- After feedback you could ask students to test their partners. One student closes the book while their partner gives a definition or a translation to elicit the word.

KEY

- | | | |
|-----------|-------------|-------------|
| 1 trial | 4 innocent | 7 guilty |
| 2 lawyers | 5 witnesses | 8 sentenced |
| 3 prove | 6 jury | 9 prison |

CULTURE NOTE – THE BRITISH JURY SYSTEM

In the UK a *jury* consists of 12 ordinary people who are not connected with the law and who decide and vote on whether a person is *guilty* or *not guilty*. The *judge* decides on the sentence. The advantage of this system is that it is seen as democratic. Many people prefer to be judged by people who are like them and not by representatives of the government. The disadvantage of the system is that ordinary people don't always understand the complex information and may be biased by personal prejudice.

Exercise 5 page 59

- Tell students to write sentences about things that are quite interesting or unusual, for example about unusual places they've been to, celebrities they've met, competitions they've won, something embarrassing they've done, etc. It shouldn't be too easy to guess which one is false.

ALTERNATIVE SPEAKING ACTIVITY

Turn exercise 5 into a longer fluency activity. It should be done instead of exercise 5.

- Write on the board 3 sentences about yourself, two true and one false. Get students to ask you questions about each sentence. Pretend that all three sentences are true and invent answers to their questions about the false statement. After a few minutes ask the class to vote on which sentence they think is the false one.
- Give students two minutes to write three sentences about themselves. Divide students into pairs, A and B. Then give Student A three minutes to ask questions about Student B's sentences to try to determine whether the sentence is true or false. Repeat for Student B to ask questions.
- At the end of the activity ask what interesting information they found out about their partners.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an account of a famous nineteenth-century legal case. I can talk about legal systems.*

6 F EVERYDAY ENGLISH

Deciding what to do

LESSON SUMMARY ● ● ● ● ●

Functional English: negotiating and compromising

Listening: dialogues; listening for specific information

Speaking: narrating events

Grammar: exclamatory sentences with *How* and *What*

Topic: free time

SHORTCUT To do the lesson in 30 minutes, set the Vocabulary Builder as homework and keep the preparation and performances in exercises 10 and 11 brief.

Lead-in 2 minutes

- Focus on the photo. Ask students what they can see and what they think the couple are talking about.
- Write the following question on the board:
When you are negotiating, are you good at getting your own way or do you give in easily?
- Elicit the meaning of the underlined phrases and ask students to answer the question in pairs.

Exercise 1 page 60  2.05

- Focus on the instructions and the questions, play the recording, ask students to turn to their partners to answer the questions.
- With a **weaker class** pre-teach *fetch* (go to where something is and bring it back).

Exercise 2 page 60

- Students read the dialogue individually to check their answers.

KEY

She wants to stay in and watch TV

He wants to see a film.

Jessica will cook a meal and they'll watch a DVD.

Exercise 3 page 60

- Focus on the instructions and explain the meanings of the functions if necessary. Point out that the stress is on the second syllable in *object*. Compare this with the noun *object* where the stress is on the first syllable.
- Check answers then ask students to read the dialogue in exercise 1 aloud in pairs.

KEY

Green suggesting

Red compromising or agreeing

Blue objecting

Orange persuading

Exercise 4 page 60

- Read through the *Learn this!* box together or ask students to read it to themselves. It might be helpful to show how these phrasal verbs contrast with transitive phrasal verbs such as *look after*, *look for*, *run out of* and *pick up*, all of which must be followed by an object.

KEY go out stay in

Vocabulary Builder 6.3: Student's Book page 134

KEY

- 1 1 grows up 5 give up
 2 going out 6 stayed in
 3 hold on 7 stood up
 4 came back 8 fell through
- 2 1 He sat down and began to read his book.
 2 ✓
 3 They grew up in a village in Sicily.
 4 Jay and Mia got up and went to school.
 5 ✓
 6 Madison stood up and started to speak.
 7 ✓
 8 The plane didn't take off until midnight

Exercise 5 page 60 🎧 2.06

- Give students time to read through the sentences. Suggest that they write in just the person's initial. Play the recording once stopping between dialogues and check answers.

KEY

- 1 1 Peter 2 Tanya 3 Peter 4 Tanya 5 Peter
 2 6 David 7 Ann 8 David 9 Ann 10 David

TRANSCRIPT 2.06

1
Tanya I'm so bored. What shall we do?
Peter Why don't we go out for a walk?
Tanya I don't really fancy it. It's too hot.
Peter What about a bike ride then?
Tanya Even worse! What can we do to keep cool?
Peter We could go swimming. The outdoor pool will be lovely and cool.
Tanya That's true, but we still have to walk there.
Peter Yes, but it'll be worth it in the end. Oh, come on!
Tanya OK, you've talked me into it. But only if you buy me an ice cream on the way.
Peter Good idea! I'll buy us both one!

2
Ann What shall we do this evening?
David We could go to the cinema. There's a good film on.
Ann I don't want to go to the cinema again. We went yesterday.
David But *Pirates of the Caribbean 4* is really good. Please! You'll enjoy it when you get there.
Ann Yes, I know, but I haven't got enough money to see another film. How about a game of badminton?
David I'm not really into badminton.
Ann OK, then. Why don't we stay in and play a game?
David What kind of game?
Ann What about chess? Do you like chess?
David Not really. But do you fancy playing cards?
Ann Do you know any good card games?
David Yes, lots! I'll teach you.
Ann OK, Why not?

LANGUAGE NOTE – SUGGEST

Students tend to use *suggest* incorrectly with 'to + infinitive'. Correct patterns are:
He suggested playing chess. suggest + -ing
He suggested that we (should) buy her flowers. suggest + that (+ should) + bare infinitive

Exercise 6 page 60 🎧 2.06

- Play the recording again, pausing to give students time to write their answers.
- With a **stronger class** you could go through the sentences first, eliciting what might go in the gaps. Don't confirm or deny the answers at this stage.
- Check the answers.

KEY

- Tanya and Peter**
 1 Why don't we 3 What about 5 talked me into
 2 I don't really 4 come
- Ann and David**
 6 we could go 8 How about 10 Why
 7 enjoy it 9 not really into

Exercise 7 page 60 🎧 2.07

- Play the recording and drill the sentences chorally and individually. To keep all the students together with the choral drilling say the sentence yourself with the students after the model, otherwise some students may lag behind.
- Remind students to copy the highs and lows of the intonation so that they don't sound bored.

Exercise 8 page 60

- Students work alone to categorise the expressions under the functions in exercise 3 and then check in pairs.
- After checking the answers ask students to practise saying the sentences using intonation that reflects the function.

KEY

- 1,3,6,8 – suggesting
 2,9 – objecting
 4,7 – persuading
 5,10 – compromising or agreeing

Exercise 9 page 60

- Read the instructions and example together. Point out that *Do you fancy ... ?* and *How/What about?* are followed by either a noun or a verb plus *-ing* whilst *Why don't we?* and *We could* are followed by an infinitive. Students do the task in pairs.
- In a **weaker class** do the task in open pairs across the class before doing it in closed pairs.

Exercise 10 page 60

- Allow students 3–5 minutes to prepare their dialogues in note form or, if you have a **weaker class**, using full sentences. Go round helping and correcting. Encourage students to use the new phrases.

Exercise 11 page 60

- Students act out their dialogues to the class. Remind them to maintain eye contact, speak clearly and not read directly from their notes.

➔ **Lesson outcome**

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can negotiate and compromise. I can use intransitive phrasal verbs.*

Notes for Photocopiable activity 6.2

Activating phrasal verbs

Pairwork

Language: intransitive phrasal verbs

Materials: one copy of the worksheet per student (Teacher's Book page 134)

- Most of the phrasal verbs are taken from 6F and the Vocabulary Builder exercise. There are also 4 new items.
- If necessary, pre-teach the 'new' phrasal verbs: *get on* (e.g. *How did you get on at school today?*), *split up*, *wind down* (to relax after being tired or stressed), *dress up* (to dress in smart/formal clothes).
- Give students time to quickly read the verbs and write in the prepositions. Go through the answers.
- Students take it in turns to ask and answer the questions. They can answer the questions in any order and they should give as much information as possible. Demonstrate the activity by asking a student to ask you one of the questions and giving a detailed answer.

KEY

- | | | | | |
|--------|--------|-----------|-------|-------|
| 1 up | 4 out | 7 through | 10 in | 13 up |
| 2 up | 5 down | 8 back | 11 up | 14 on |
| 3 down | 6 up | 9 up | 12 up | |



LESSON SUMMARY ● ● ● ● ●

Writing: formal letter – making a reservation

Reading: a letter

Grammar: verbs with two objects

Vocabulary: set phrases used in formal letters

Topics: free time, travel

SHORTCUT To do the lesson in 30 minutes, set the Grammar Builder exercises and writing as homework.

➔ Lead-in 2 minutes

- Write on the board: DRAMA and brainstorm words related to the topic (*role, play, character, act, costume, perform, rehearse, audience*).
- Ask students: *When was the last time you acted in a play? Did you enjoy it? How did you feel? Do you like dressing up in costumes?*

CULTURE NOTE – MURDER MYSTERY EVENTS

Organised murder mystery weekends (or evenings) have become popular in the UK and other countries in recent years. They are attended by individuals and couples but are particularly popular with groups of friends or work colleagues. They usually take place in hotels and the guests are given roles to play. Sometimes actors are employed as well. One of the guests or actors secretly plays a murderer and the others have to guess who the criminal is. This may involve the 'murder' of guests throughout the weekend or the guests may be told about the death when they arrive and the rest of the weekend is spent investigating it.

Exercise 1 page 61

- Focus on the advertisement. Ask students to read it quickly, ignoring the notes, and then elicit the answers to the questions as an open class.

Exercise 2 page 61

- Students can work alone or in pairs.

KEY He forgets to send sizes for the costumes.

Exercise 3 page 61

- Students work alone or in pairs to find the phrases in the letter. Check answers as a class. Remind students that these are fixed phrases for a formal letter and need to be learned by heart.

KEY

- 1 Further to our recent telephone conversation,
- 2 I wish
- 3 a twin room
- 4 a I would be very grateful if you could b Would it be possible to ... c Please could you ... d Would you mind ...
- 5 I look forward to hearing from you in due course.
- 6 Yours sincerely

Exercise 4 page 61

- Read the *Learn this!* box as a class or ask students to read it silently on their own. They look for three verbs with two objects in the letter.

KEY

give us rooms
send me directions / send me a receipt
e-mail me the directions

Exercise 5 page 61

- Students can work alone or with a partner.
- With a **weaker class**, do the first two sentences all together.

KEY

- 1 Can you do me a favour?
- 2 Would you mind showing us your pictures?
- 3 She read the class her poem.
- 4 He cooked his friends dinner.
- 5 I'm going to tell my brother that story.
- 6 They didn't offer their guests any food.

For further practice of Verbs with two objects, go to:

Grammar Builder 6.4: Student's Book page 119

KEY

- 1 2 Tom's mum bought him a new shirt.
- 3 Daisy owes her dad £50.
- 4 Beth's neighbour sold her his car.
- 5 Patrick wrote his sister a letter.
- 6 Scott sent Julie a text message.
- 7 Dad booked us a flight to Paris.

Exercise 6 page 61

- Read the instructions and the plan for the letter as a class. Students can plan their letters in pairs.

Exercise 7 page 61

- Allow 15–20 minutes for the writing. Students write individually. Remind them to use the fixed phrases and structure of the letter in exercise 2 as a model.

→ Lesson outcome

Ask students: *What you learned today? What can you do now?* and elicit answers: *I can write a formal letter making a reservation. I can use verbs with two objects.*

LANGUAGE REVIEW 5–6

- 1** 1 web cam 3 wireless router 5 blog
2 laptop 4 website 6 flash drive
- 2** 1 armchair 3 carpet 5 mirror
2 cupboard 4 bookcase 6 wardrobe
- 3** 1 I don't think I will get married until I'm 30.
2 Reece might buy a flat if he earns enough money.
3 If Erin passes her driving test, she'll buy a car.
4 Toby might not go to university because he doesn't like studying.
5 Isabelle will go to university if she passes her exams.
- 4** 1 'll have finished 4 'll have got married
2 'll have saved 5 'll have grown up
3 'll be going out
- 5** 1 she hadn't finished the report the day before
2 she was having problems with her computer
3 him she hadn't been able to log onto the Internet that week
4 her he would look at it for her some time that day
5 that if he could mend her computer, she would cook him dinner
6 that sounded fine by him
- 6** 1 e 2 a 3 d 4 b 5 c
- 7** 1 I'm not really in the mood for playing tennis.
2 There's nothing worth watching on TV.
3 I'm not really into going to shopping centres.
4 You'll enjoy it when you get there.
5 You've talked me into going out for dinner.

SKILLS ROUND-UP 5–6

- 1** Open answers
2 Open answers
3 1 D 2 C 3 B 4 – 5 A

TRANSCRIPT 2.08

- Narrator** It's Friday afternoon, and Marek is leaving work. He says goodbye to James, the manager of Sportech Health and Fitness.
- Marek** Bye! See you Monday.
James Yes, see you. Have you got any plans for the weekend?
Marek Yes, I'm going to look at flats. I need to find somewhere to live!
James Good! Good luck!
...
- Agent** Mr Zeman?
Marek Yes, that's me. I'm here to look at the flat.
Agent Yes, of course. Come in. It's downstairs.
Marek Downstairs?
Agent Yes, that's right.
Marek But the advertisement said it was on the ground floor.
Agent Yes, but the ground floor is slightly lower than the street level.
Marek Right.
Agent Anyway, I think you'll see that the flat isn't too dark – there's plenty of light, in fact. Follow me.
Agent The door is a bit stiff – I just need to – a slight kick
Marek Hmm.
Agent This is the hall. If you go through the door on the left, you'll see the main room. After you ...
Marek Hmm. It looks smaller than I imagined. The advertisement said that this was a big room.
Agent Well, it is big – but it looks small because there's quite a lot of furniture in it ... the bed, the table, the sofa ...
Marek Yes. I see.
Agent Now, if you go through the door over there, you'll get to the kitchen. The flat has a separate kitchen.
Marek I see. Oh yes. There are no windows.
Agent Not in the kitchen, no. But there's a fan for ventilation. Listen.
Marek Oh yes.
Agent And the shower room and WC are over here.
Marek Can I see?
Agent If you want. Yes. They're behind these two doors.
Marek Hmm. They don't look very ... clean.
Agent No, the whole flat needs a good clean. But once that's been done, it will be lovely! You have to use your imagination though.
Marek Yes. Lots of imagination.
...
- Sarah** Hi Marek!
Marek Hi.
Sarah How was the flat?
Marek Horrible! Really small, dark and dirty.
Sarah Oh dear. Have you got any others to look at?
Marek Yes, three others. I'm seeing one this afternoon and the other two tomorrow morning.
Sarah I'm sure one of them will be OK!

- 4** Flat C
5 1 below 4 they're dirty
2 smaller 5 three
3 there were no windows
6 Open answers

EXAM For further exam tasks and practice, go to Workbook page 56. Procedural notes, transcripts and keys for the Workbook can be found on the *Solutions Teacher's Website* at www.oup.com/elt/teacher/solutions.

A

VOCABULARY AND LISTENING

Relationships

LESSON SUMMARY ● ● ● ● ●

Vocabulary: dating and relationships, time expressions, three-part phrasal verbs

Listening: dialogues; listening for gist

Speaking: telling the story of a relationship

Topics: people, relationships

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2 as a class and set the Vocabulary Builder exercises as homework.*

➔ Lead-in 3 minutes

- Write *Famous couples* on the board. Call out the names below, the students have to say the name of the partner and who they are. *Chris Martin* (Gwyneth Paltrow), *Madonna* (Guy Ritchie), *Homer Simpson* (Marge), *Clark Kent* (Lois Lane), *Bill Clinton* (Hillary Clinton), *Adam* (Eve).
- Find out if the class can think of any other famous couples. Ask why we are so interested in celebrity couples.

Exercise 1 page 64

- Refer students to the box and explain the meaning of any unknown words. To check comprehension, ask questions such as: *Why do couples fall out? What is a good way of making up? Do you think a boy should ask a girl out or doesn't it matter who asks who out?*
- Students order the phrases. Ask them to read out their order to another pair. There may well be some disagreement – encourage them to explain their choices.

Exercise 2 page 64

- Students can work individually or in pairs. Tell them to do the task without looking at the phrases in exercise 1. Check answers as a class.

KEY

1 – 3 on 5 with 7 out 9 in 11 up 13 –
 2 up 4 out with 6 with 8 out 10 out 12 – 14 –

Exercise 3 page 64 2.09

- Focus on the instructions. Remind students to focus on the general gist and not to worry about any unknown words.
- Pause after each dialogue for students to write the answers. Check answers as a class.

KEY

1 They're getting engaged. 4 They're making up.
 2 She's chatting him up. 5 She's asking him out.
 3 They're getting married.

TRANSCRIPT 2.09

Scene 1

Waiter Your champagne.

Man Thank you.

Man Here's to us.

Woman To us. So, are you going to tell me why you wanted to come out for a special meal tonight?

Man Yes, I think it's time to ... talk about that now. Mary ... we've known each other for a long time. And we've been together for more than five years.

Woman Yes. Twelve years, in fact.

Man Is it that many? Really? Anyway, what I want to say is this: Mary, will you marry me?

Woman Oh, Roger. I thought you'd never ask. Yes, I will marry you.

Scene 2

Girl I haven't seen you here before. Are you new to the area?

Boy Yes, I am. We moved here last week.

Girl Oh, right. Where are you from?

Boy London.

Girl London! This village must seem tiny! Do you miss the big city?

Boy A bit ... maybe.

Girl But the people in London aren't very friendly, are they?

Boy Well, some of them are, but ...

Girl You'll find people much friendlier here.

Boy Good!

Girl So ... what's your name?

Scene 3

Minister The vows you are about to take are to be made in the presence of God, who is judge of all and knows all the secrets of our hearts; therefore if either of you knows a reason why you may not lawfully marry, you must declare it now. ... Julian Sandy Harwood, will you take Lucy Gloria Witherspoon to be your wife? Will you love her, comfort her, honour and protect her, and, forsaking all others, be faithful to her as long as you both shall live?

Julian I will.

Minister Lucy Gloria Witherspoon, will you take Julian Sandy Harwood to be your husband?

Scene 4

Tyler Holly! It's you!

Holly I didn't know you were going to be here.

Tyler No, I wasn't expecting you either. Jack didn't tell me you were coming.

Holly Jack told me you *weren't* coming. I asked him.

Tyler Didn't you want to see me?

Holly No! I'm still really angry with you.

Tyler So why are you smiling?

Holly I'm not smiling.

Tyler Well, I'm happy you're here – in a way. I've missed you.

Holly Yes, I've ...

Tyler You've what?

Holly Well, I suppose I've missed you too ... a bit.

Tyler I can't even remember what we argued about, or why we fell out!

Holly Oh, I can.

Tyler But it was silly, wasn't it?

Holly Yes, I suppose so.

Tyler So, shall we forget it ever happened?

Holly Well, OK.

Scene 5

Harvey Hello?

Grace Hi! It's Grace.

Harvey Er ... right. Grace?

Grace Abigail's friend. We met last Saturday, at the cinema.

Harvey Oh, yes. I remember! Did Abigail give you my number?

Grace Yes, she did.

Harvey Oh, OK.

Grace Harvey, I was wondering. Are you doing anything tonight?

Harvey No, not really. Why?

Grace I was wondering ... do you fancy going to a party?

Harvey Yes, why not? Whose party is it?

Grace A friend of mine from school. So, you'll come, then?

Harvey Yes.

Grace Great!

Exercise 4 page 64

- Focus on the instructions and look at the first picture together. Elicit what is happening in the picture and then which expression from exercise 1 best describes it. Students continue the task in pairs.
- During feedback use the pictures to elicit more vocabulary by asking students to describe what they can see before they choose a phrase from exercise 1, e.g. *They're holding hands, They're hugging, He's given her an engagement ring.*

KEY

- | | | |
|-----------|------------|---------------|
| 1 chat up | 3 go out | 5 make up |
| 2 ask out | 4 fall out | 6 get engaged |

CULTURE NOTE – DO YOU COME HERE OFTEN?

Do you come here often is the most famous example of a *chat-up line*. Like most chat-up lines it is only used ironically because it is so clichéd. People enjoy making jokes about chat-up lines but they are very rarely used.

Exercise 5 page 64

- Focus on the speaking tip and ask students to write the answers to the questions in note form.

Exercise 6 page 64

- Go through the instructions together and ask students to read through the time expressions before they tell the story in pairs. Suggest that they take turns for each new picture. Go round listening and helping as they do this.

For practice of Three-part phrasal verbs, go to:

Vocabulary Builder 7.1: Student's Book page 134

KEY

- | | |
|-------------------|------------------|
| 1 1 get on with c | 5 look down on b |
| 2 fall out with f | 6 come up with e |
| 3 get away with d | 7 look up to h |
| 4 put up with g | 8 go out with a |
-
- | | |
|-------------------|-----------------------|
| 2 1 looks up to | 5 been going out with |
| 2 fallen out with | 6 looks down on |
| 3 came up with | 7 got away with |
| 4 get on with | 8 put up with |

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can talk about dating and relationships. I have learned some three-part phrasal verbs. Ask: What useful words or phrases have you learned?*

B GRAMMAR Comparison

LESSON SUMMARY ● ● ● ● ●

Grammar: comparative and superlative adjectives and adverbs, comparisons with clauses, superlatives with present perfect

Reading: an article about speed dating

Listening: short monologues about speed dating; listening for gist

Speaking: describing 'superlative' past experiences

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder as homework, do exercise 2 together and skip the listening part of exercise 3.

Lead-in 2–3 minutes

- Write the following questions on the board for students to discuss: *How do people usually meet their future husbands/wives?* (in a bar/café/nightclub, at a party, at work, through friends, through family, on the Internet, through a dating agency) *Would you ever use a dating agency?*
- Write *speed dating* on the board and ask students to suggest what it might be. Don't confirm or deny their ideas, but once you've elicited a few, ask students to open their books and look at the photo.

Exercise 1 page 65

- Focus on the photo. Ask students: *Where are the people? What do you think they're talking about? What kind of people are they? Why are they there?*
- Share answers as a class.

Exercise 2 page 65

- Students work individually or in pairs. With a **weaker class**, elicit the rules for making comparative and superlative adjectives and write them on the board.

KEY

- | | |
|------------------|-------------------|
| 1 faster | 6 better |
| 2 busier | 7 most attractive |
| 3 more isolated | 8 as romantic |
| 4 more difficult | 9 easiest |
| 5 smaller | 10 most sensible |

Exercise 3 page 65 2.10

- Play the recording so that students can check their answers. Ask them what they think of speed dating and why.

Exercise 4 page 65

- Either go through the *Learn this!* box together as a class, asking different students to read the different sentences or ask students to read the information silently and check comprehension afterwards e.g. *Are comparatives and superlatives adverbs usually formed with -er? What's the opposite of more / most?*
- Students match the words in the text with 1–5.
- During feedback highlight the fact that *hard* can be an adjective but in this case is an adverb and elicit which adverb *best* comes from (*well*).

KEY

- | | | |
|----------------------|----------------|------------|
| 1 less stressful | 3 more quickly | 5 the best |
| 2 least unattractive | 4 harder | |

LANGUAGE NOTE – COMPARISONS

As mentioned in the Student's Book, comparative and superlative adverbs are usually made with *more* and *most*.

However, a few adverbs have comparative and superlative forms with *-er* and *-est*. The most common ones are *fast*, *soon*, *early*, *late*, *hard*, *long*, *well* and *far*.

Exercise 5 page 65 2.11

- Tell students they are going to hear about five people's experience of speed dating. Give students time to read through the sentences. Play the recording for them to match the speakers with the sentences.

- With a **weaker class** pause after each speaker and ask them to compare their thoughts with a partner before checking together.
- With a **stronger class**, ask students to note down words which show the speaker's opinion. Pause after each speaker to allow time to write. (1 quite a good time, wasn't ... bad ..., a bit frustrating, 2 really enjoyed it, a great way to ..., great atmosphere, 3 It wasn't *that* great, it was OK 4 never again, I can't think of anything less enjoyable 5 I enjoyed it ... I suppose).

KEY

- a Speaker 5 c Speaker 3 e Speaker 2
 b Speaker 4 d Speaker 1

TRANSCRIPT 2.11

Speaker 1 I had quite a good time when I tried speed dating. It wasn't a bad way to spend the evening, but certain things weren't very satisfying. One problem is that you have to spend exactly three minutes talking to each person. But time passed so quickly when I was speaking with the most interesting people and really slowly with people I didn't like so much. I wanted to spend more than three minutes with the people I liked – and less time with the boring people. That was a bit frustrating.

Speaker 2 I really enjoyed it when I went speed dating. I think it's a great way to meet people, and it's so easy to start talking. It isn't like going up to somebody in a bar or club and trying to chat them up – that can be really stressful, because they might not want to talk. Everybody at a speed date is there to meet somebody, so everybody wants to talk. It's a great atmosphere.

Speaker 3 I went speed dating for the first time last weekend. My friends had told me about it, and they said it was brilliant. I didn't think it was that great, but it was OK. It's a good way to meet people, I suppose. I'm not sure I'd do it again, though.

Speaker 4 I've only been speed dating once in my life – never again! It was a terrible experience – so embarrassing. I can't think of anything less enjoyable, in fact! You're in a room with lots of other people who are all single, all looking for a partner. It's just really uncomfortable. I much prefer clubs and bars, places like that. People go to have a good time, not just to meet somebody. It's more relaxed.

Speaker 5 I thought it was a good way to meet somebody, so I tried it. I enjoyed the experience, I suppose – once I'd relaxed. It felt a bit strange at first, a bit like doing 25 job interviews in one day. I found it difficult to talk to people – I didn't know what to talk about. But after a while it got easier and I was able to chat more confidently. By the end, I thought it was a nice way to spend the evening. The main problem was that I didn't meet anybody! I made a list, but the people on my list weren't exactly perfect – they just didn't have as many bad points as some of the others!

Exercise 6 page 65

- Refer students to the *Learn this!* box and ask them to complete the exercise individually. Point out that not all of the sentences contain an example.

KEY 1 c and e 2 b

Exercise 7 page 65

- Students work through the sentences individually or in pairs. Do the first one together as an example.

KEY

- 1 is less crowded than 4 the least difficult
 2 is the nicest person I've ever 5 works more quickly than
 3 more loudly than

Exercise 8 page 65

- Give the student some time to think about and note down the answers to the questions. In a **weaker class** ask students to ask and answer the questions in open pairs before they do the task with their partner.
- Ask **fast finishers** to think of three more questions to ask and answer.
- If there is time, encourage students to expand on their answers.

For more practice of Comparison, go to:

Grammar Builder 7.1: Student's Book page 119

KEY

- 1** 1 I think my friend is prettier than me.
 2 But I'm taller than she is.
 3 She's got longer hair than me.
 4 My eyes are more beautiful though.
 5 I'm not as slim as her.
 6 My legs are longer than hers.
 7 She's the best student in the class.
 8 I'm the funniest person in the class.
- 2** 1 the least popular 4 the least confident
 2 less intelligent 5 less polite
 3 less hard-working 6 the least generous
- 3** 1 Ellie arrives earlier than Jessica.
 2 Vicky writes more/less neatly than Lewis.
 3 Alex does the science experiments better/worse than Isabella.
 4 Michael sits more/less quietly than Brandon.
 5 Abigail speaks more/less softly than Lauren.
 6 Ella shouts more/less loudly than Grace.
- 4** 1 the hardest 4 the latest
 2 the quickest 5 the most clearly
 3 the fastest 6 the most beautifully
- 5** 1 She's more confident than she used to be.
 2 That shirt is cheaper now than it was last week.
 3 He's not as fat as he was when he was little.
 4 You drive faster now than you used to.
 5 We live further from the centre than we did before.
 6 We arrive at school earlier than our friends do.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can make comparisons with adjectives, adverbs and clauses. Ask: What useful words and phrases have you learned?*

Notes for Photocopiable activity 7.1

The best time you've ever had

Game

Language: superlatives with present perfect
 Materials: one copy of the board per group of three to four students, enlarged to A3 size if possible (Teacher's Book page 135). Dice and counters.

- Make sure students are familiar with the language for playing a board game: *Throw the dice. It's my/your turn. Whose turn is it? Go forward. Go back.*
- Divide students into groups of three to four. Hand out a copy of the board and a set of dice and counters to each group. (If you do not have dice, students can use a coin instead. For heads they move forward one square, for tails they move forward three.) Explain that students are going to talk about experiences and people in their lives using superlatives with present perfect.

- Students take it in turns to throw the dice and move along the squares. When they land on a square they describe the situation in brief. The other students each ask a question so that the first student can give more detail. The winner is the first student to reach *Finish*.
- Go around listening and helping with vocabulary and checking that the listening students are asking questions.

CULTURE

W B Yeats

LESSON SUMMARY ●●●●●

Reading: a poem by W B Yeats

Listening: a documentary about W B Yeats; multiple choice

Vocabulary: vocabulary from *When you are old* by W B Yeats

Speaking: comparing W B Yeats with another poet

Topic: culture

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, give a time limit for exercise 4 and set exercise 7 for homework.

➔ Lead-in 3 minutes

- Write POETRY on the board.
- Ask the following questions to the class or write them on the board for students to discuss in pairs. *What topics are poems often about?* (love, war, politics, nature, etc.) *What's your favourite poem? Did you enjoy writing poems as a child? Do you ever write poems now? How are poems different from prose? Some people describe the lyrics of rappers like Eminem as poetry. Do you agree?*

Exercise 1 page 66

- You could set this as a competition. Put students in pairs and ask them to write down as many poets as they can from their own country and from other countries in two minutes (one minute for each).
- In a **weaker class** ask students to call out as many names as they can think of.

Exercise 2 page 65 2.12

- Tell students they are going to listen to a documentary about a famous Irish poet, William Butler Yeats /jɛts/. Ask them to just listen for the gist and note which of the topics the speaker mentions.

KEY growing up, relationships, travel, writing

TRANSCRIPT 2.12

A famous Irish writer

The Irish poet and playwright William Butler Yeats is one of the most famous writers in the English language. He was born in Dublin in 1865, but the family moved from Ireland to England when he was two years old. His mother used to tell her children Irish folk tales to remind them all of their homeland, and when Yeats grew up and became a poet, he often included characters and events from these stories in his poetry. The family returned to Dublin when Yeats was 15.

In 1889, Yeats met a rich young woman called Maud Gonne. She was a political activist who was fighting for Irish independence from England. Yeats fell in love with her, and in 1891 asked her to marry him. She refused. He asked her again in 1899, 1900 and 1901, and she refused all three times. In 1917, Yeats asked Maud Gonne's daughter to marry him, but she refused too! Later that year, at the age of 52, he finally got married; his wife was 26-year-old Georgie Hyde-Lees.

Yeats wrote many plays and poems. The most important influences on his work were earlier Romantic poets, and his own interest in Irish Nationalism and mysticism. His early poems are mostly about love, beauty and Irish folk tales; his later works have a less dreamlike style and are often more political. In 1923, he received the Nobel Prize for Literature. He died at the age of 73, a few months before the start of the Second World War. He was buried in France, but in 1948 his remains were moved to Ireland.

Exercise 3 page 66 2.12

- Give students time to look at the questions and underline the key words (in the questions only). Explain that when they listen they may not hear exactly the same words as those in the questions. They should listen out for similar words or ideas. Play the recording again. Check answers as a class.

KEY 1 b 2 a 3 c 4 c 5 a 6 b

Exercise 4 page 66

- Focus on the instructions and the words in the box. Explain any unfamiliar vocabulary. Complete the first two lines together, drawing attention to the ABBA rhyming pattern.
- Let students do the exercise in pairs. Give a time limit. It doesn't matter if they haven't filled in all of the gaps.

KEY

1 sleep 4 eyes 7 face 10 stars
2 fire 5 beauty 8 bars
3 book 6 sorrows 9 mountains

LANGUAGE NOTES – VOCABULARY

nodding – letting your head fall forward when you are sleeping in a chair

grace – kind and pleasant behaviour (*old-fashioned*)

bars – bars of an electric fire

murmur – to speak in a quiet voice

pace – walk backwards and forwards

Exercise 5 page 66 2.13

- Play the recording for students to check their answers.

KEY a romantic poem

Exercise 6 page 66

Students work alone and then compare answers with a partner. Encourage them to explain their answers.

KEY First verse c Second verse a Third verse b

Exercise 7 page 66

- Students work in pairs or groups. Ask each pair or group to choose a famous poet from the students' own country. Remind them about the names you brainstormed in exercise 1. To stimulate students, ask: *When did he/she live and work? Did he/she only write poems, or novels or plays too? Did he live in (your country) all his/her life? What do you know about his/her views, opinions or beliefs? What did he/she write about?*
- With a **weaker class** set the preparation stage as homework.
- Students draw up a list of key facts about their chosen poet, then compare them to what they learned about Yeats.
- Ask students to find some similarities, then conduct a class feedback.

KEY Open answers

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and try to elicit: *I have learned about the life of W B Yeats. I can understand a poem. I can talk about the life of a famous poet.* Ask: *What useful words or phrases have you learned?*

D GRAMMAR

Talking about imaginary situations

LESSON SUMMARY ● ● ● ● ●

Grammar: second conditional, *I wish, If only, I'd rather,*

Listening: dialogue; listening for gist

Speaking: talking about imaginary situations

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder exercises for homework.

➔ Lead-in 2 minutes

- Write on the board: *If you have/had €3,000 and you have/had to spend it today, how would/will you spend it?*
- Elicit the correct alternatives and give students a minute to answer the question in pairs. Then ask some students to tell you what they would do. Make sure they use the contracted form *I'd*.

Exercise 1 page 67 2.14

- Focus on the photo and ask who they can see, what they are doing and what the relationship is between them. Focus on the instructions and play the recording once.
- With a **weaker class** give students time to read the dialogue through before they listen.

KEY

1 could 4 we'd spend 7 you'd be 10 wore
2 had 5 wouldn't be 8 didn't
3 was 6 were 9 we'd have
They're falling out (b).

Exercise 2 page 67

- Read the *Learn this!* box together. Students do the exercise alone. Check answers together.
- Highlight the fact that the *if* clause can go first or second. If it is the first part of the sentence, a comma is needed. If it is the second part, no comma is needed. E.g. *If I was rich, we'd ...* but *It wouldn't be boring if you*

KEY

past simple, would
There are three examples.

Exercise 3 page 67

- Students complete the task alone or in pairs.
- You could go through the answers by asking a student to form a question from number one: *What would you do if you had €3,000 for a holiday?* and then nominating a student to answer. The second student asks the next question and nominates a third person to answer, etc.

For more practice of the Second conditional, go to:

Grammar Builder 7.2: Student's Book page 120

KEY

- | | |
|----------------------------------|-------------------------|
| 1 went out, wouldn't talk | 5 would try, knew |
| 2 wouldn't chat up, didn't fancy | 6 split up, would be |
| 3 didn't like, would stop | 7 would be, got engaged |
| 4 wouldn't go out, asked | 8 got, would go |

Exercise 4 page 67

- Read the *Learn this!* box as a class or ask students to read it silently on their own. After points 1 and 4 ask: *Does this mean now or in the past?* (Although the answer is *now*, students might think it's the past because of the past tense.)

KEY

- 1 I wish we could afford ... ; if only we had €3,000 ...
- 2 I wish you'd be more romantic ...
- 3 I'd rather go skiing ...
- 4 Would you rather I wore ...?

Exercise 5 page 67

- Students can work individually or in pairs. Check answers with the class.

KEY

- | | |
|--------------------|--------------------|
| 1 I wish / If only | 4 I'd rather |
| 2 I'd rather | 5 I'd rather |
| 3 I wish / If only | 6 I wish / If only |

LANGUAGE NOTE – I WISH, IF ONLY, I'D RATHER

I wish and *if only* are more or less synonymous but *if only* is less common and expresses a deeper sense of longing for something which is a remote possibility and would change everything, for example, *If only he was with me ...* . However, *If only you didn't tap your pen like that* sounds a little over the top. *I wish*, on the other hand, is a simple statement of desire, e.g. *I wish he would call more often*.

Both *I wish* and *if only* can be used to express ideas that are very far from the present situation, whereas *I'd rather* is used more for possible choices, e.g. *I'd rather they came at six o'clock not seven o'clock*.

Exercise 6 page 67

- Elicit two or three example sentences and write them on the board. Students continue individually or in pairs.

KEY

Possible answers

I wish ... she'd do better in her exams / she had a job / I didn't have to work / we lived in the USA / our parents wouldn't worry.
If only ... she'd do better in her exams / she had a job / I didn't have to work / we lived in the USA / our parents wouldn't worry.
I'd rather ... she had a job / stay in bed / we lived in the USA.
If she worked harder ... she'd do better in her exams / our parents wouldn't worry.
She'd have more money if ... she had a job / we lived in the USA.

For more practice of I wish, If only, I'd rather, go to:

Grammar Builder 7.3: Student's Book page 121

KEY

- | | | |
|--------------|--------------|-----------------|
| 2 I lived | 5 you would | 8 you wouldn't |
| 3 could find | 6 he wasn't | 9 we had dinner |
| 4 you didn't | 7 you didn't | |

Exercise 7 page 67

- Focus on the instructions and the example. Do another one or two with the whole class. Then students continue the task in pairs.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can talk about imaginary situations. I understand how to use second conditionals and I wish, If only and I'd rather.* Ask: *What useful word and phrases have you learned?*

E

READING

Internet relationships

LESSON SUMMARY ● ● ● ● ●

Reading: an online article; true/false questions

Listening: a song – *Hero*

Speaking: discussing Internet friendships

Topics: people, relationships

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class, and do exercise 3 together as a class.*

Lead-in 4 minutes

- Put the following words on the board and ask the students which are connected with Internet relationships.
social networking site chat room meeting hacking colleague public relations e-pal forums MySpace Facebook personal profile
- Key:** *social networking site, chat room, e-pal, MySpace, Facebook, personal profile*
- Ask: *Do you chat with your friends on the Internet? Have you made any new friends on the Internet? Do you know anyone who has? Do you have a page on a social networking site? Would you like to?*

CULTURE NOTE – SOCIAL NETWORKING SITES

Social networking sites are places on the Internet where people meet in cyberspace to chat, socialise, debate and meet new friends. A member has their own website, on which they put a personal profile, write blogs and can post photos, music, videos for other people to look at. Social networking is immensely popular with teenagers and young adults, much more so than online chatting. The most popular international social networking sites are *MySpace, Friendster, and Facebook.*

Exercise 1 page 68

- Focus on the photo and ask what is happening.
- Ask the students to discuss the questions in pairs and small groups and then open up the discussion to the whole class.

Exercise 2 page 68

- Focus on the reading tip and elicit ideas about what kind of information each type of text might contain. Then ask students to look very quickly at the text and say which type it is.
- Ask what clues led them to their answer (the title, the web page format, the informal style).

KEY b

Exercise 3 page 68

- Ask students to read the text and highlight the advantages and disadvantages. Don't answer any questions about vocabulary at this stage. Instead, remind them that they can do many exercises without understanding everything.

KEY

The author thinks there are more advantages than disadvantages

Exercise 4 page 68

- Students work individually then compare with a partner, justifying their answers.

KEY

- False. They are worried that she spends too much time on line.
- True.
- False. They don't fall out with her if she is late.
- True
- False. She has a job.
- True
- False. She feels she knows her Internet friends and they are dear to her.
- True

Exercise 5 page 68

- Ask students to look at the words in context in order to guess the meaning. Check answers together.

KEY

- | | |
|-----------------------|---------------------|
| 1 close to your heart | 5 nothing in common |
| 2 an obligation | 6 interrupt |
| 3 running in circles | 7 judge |
| 4 fulfilling | |

Exercise 6 page 69

- Students think about their opinions alone and then compare ideas in pairs or small groups.

CULTURE NOTE – HERO

The song *Hero* was released by Enrique Iglesias in 2001. It reached number one in 10 countries.

Exercise 7 page 69

- Tell students they are going to listen to a song called *Hero*. You could ask them to look quickly at the lyrics of the song and say what sort of song it is.
- They work in pairs to complete the lyrics, remembering to change some of the verbs into the past. Do the first line together. With a **weaker class**, pre-teach *swear, soul and tremble*.
- As there is more than one plausible answer for some of the gaps, tell students to write in pencil at this stage.

KEY

- | | | |
|---------|-----------|---------|
| 1 dance | 6 touched | 11 hide |
| 2 asked | 7 laugh | 12 care |
| 3 run | 8 love | 13 hold |
| 4 saw | 9 stand | 14 hold |
| 5 save | 10 be | 15 care |

Exercise 8 page 69 2.15

- Play the recording so that students can check their answers. Pause after each verse.
- Ask students what they thought of the song.

Exercise 9 page 69

- Focus on the instructions and ask students to discuss the answer in pairs, explaining why the other options are wrong.

KEY d

Exercise 10 page 69

- Give students two minutes to brainstorm songs in pairs. Ask students to read out their songs. Encourage discussion if there is any dispute about the meaning of the songs. Ask which song they think is the best, the saddest, etc.

Lesson outcome

Ask students: *What have you learned today? What can you do now? and elicit answers: I can understand an article about internet relationships. I can understand the song Hero. Ask: What useful words and phrases have you learned?*

F EVERYDAY ENGLISH Making conversation

LESSON SUMMARY ●●●●●

Functional English: initiating, sustaining and ending a conversation

Listening: dialogues; listening for gist and specific words

Grammar: question tags

Speaking: a social conversation

Topic: free time

SHORTCUT To do the lesson in 30 minutes, set the Grammar Builder exercises for homework, keep the time for the preparation phases in exercises 7 and 8 brief, and limit the number of performances in exercise 9.

Lead-in 2 minutes

- Write on the board: *Making conversation*
- Dictate or write up the following 5 sentences: *I feel perfectly confident about starting conversations with people I don't know. I'm shy about starting conversations with new people but if they start the conversation, I'm happy to chat. I hate having conversations with people I don't know. Making small talk is embarrassing and annoying.*
- Ask students to work in pairs or small groups and say which description fits them best. Encourage them to give examples.
- Explain that in this lesson they are going to be looking at different ways of making conversation in English.

Exercise 1 page 70 2.16

- Refer students to the photo and the instructions. Play the recording and elicit answers.
- With a **stronger class** ask students to cover the dialogue.
- You could ask students to guess the meaning of *Are you really into sport?, I'd better ..., See you around*, eliciting a translation for each expression.

KEY

- 1 Connor plays volleyball with Tanya's brother.
- 2 They both like films.
- 3 He has to go back to his friends.

Exercise 2 page 70

- Read through the information in the *Learn this!* box together and ask students to find two examples of question tags in exercise 1.

KEY

You're Ben Wilson's sister, aren't you?
There are some good films on at the cinema now aren't there?

For further practice of Question tags, go to:

Grammar Builder 7.4: Student's Book page 121

KEY

- | | |
|-----------------|---------------|
| 1 1 aren't you? | 5 doesn't he? |
| 2 haven't they? | 6 don't you? |
| 3 didn't he? | 7 will you? |
| 4 would you? | 8 can he? |

Exercise 3 page 70

- Students work individually or in pairs check as a class.
- Model and drill the pronunciation.

KEY

- 1 I've met your friend before, haven't I?
- 2 You came to my party, didn't you?
- 3 You're the girl who works in the supermarket, aren't you?
- 4 You used to be at my school, didn't you?
- 5 You were at the concert last weekend weren't you?

Exercise 4 page 70 2.17

- Focus on the instructions and play the recording once. Ask the students to recall as much of the conversations as they can with a partner. Elicit the answer.

KEY 1 Ben and Sue

TRANSCRIPT 2.17

- 1
Sue Here's your coffee.
Ben Thanks. We've met somewhere before, haven't we?
Sue I'm not sure ... er ... in this café?
Ben No, this is the first time I've been in here! Oh, I know. Do you go to a dance class on Saturdays?
Sue Yes, I do! How do you know?
Ben Because I go to a martial arts class at the same place. You're always leaving as I arrive.
Sue Yes! Now that you mention it, your face is familiar. What's your name?
Ben Ben.
Sue I'm Sue. Nice to meet you.
Ben And you.
Sue So ... What else do you like doing at weekends.
Ben I'm really into running at the moment.
Sue Really? So am I!
Ben Hey, do you want to go for a run with me one day soon?
Sue I'd love to. Why don't I give you my mobile number? You can call me. I'll write it down for you.
Ben Great! I'll call you soon.
Sue I hope so. Anyway, it's time I got back to work.
- 2
Ed Hi, I'm Ed.

Jo My name's Jo.
 Ed You were at the gig last week, weren't you?
 Jo Yes, I was. What did you think of it?
 Ed I thought it was OK.
 Jo Me too.
 Ed They get some good bands at this club.
 Jo I know. I sing with a band – we're playing here next month.
 Ed Really? That's great!
 Jo Yes, it is.
 Ed So ... Tell me more about your band.
 Jo We do dance music – techno, that kind of thing.
 Ed Really? I'm not really into techno. I like heavy metal.
 Jo Do you? Anyway, I'd better get back to my friends.
 Ed Well, I'm sure I'll see you around.
 Jo Yes, I'm sure.

3
 Zoe Hello! I saw you at Rebecca's party, didn't I?
 Matt Yes, maybe. I was there, but I don't remember you.
 Zoe I was wearing a bright red top and a short, leather skirt. High-heeled boots.
 Matt Oh, yes. I remember. You look different now.
 Zoe Well, I don't dress like that all the time! It was a fancy dress party.
 Matt That's right. Hollywood was the theme. Who did you go as?
 Zoe Julia Roberts from *Pretty Woman* – you know, the one with Richard Gere.
 Matt Oh, yes. I thought you looked bit like a ... a bit like Julia Roberts.
 Zoe Thanks!
 Matt But a bit fatter.
 Zoe Yes, well ... she's very skinny, isn't she.
 Matt Anyway, I'd better go. I'm sure we'll bump into each other again.
 Zoe Yeah, right.

Exercise 5 page 70 2.17

- Give students time to read the sentences through before playing the recording a second time.

KEY

1 tell	3 sure	5 somewhere	7 weren't
2 didn't	4 bump	6 else	8 Anyway

Exercise 6 page 70

- Explain that *initiating* means starting and *sustaining* means continuing. Students can work alone or with a partner. During feedback highlight the following language: *to bump into* – informal phrasal verb meaning to meet accidentally; *I'll see you around* – a non-committal phrase to say 'I might meet you again'; *a gig* – an informal word for a concert (often a small concert but also large concerts); *it's time I got* – after *it's time* the past tense is needed.

KEY

- 1 **Initiating** 2, 5, 7 plus You're Ben Wilson's sister, aren't you?
- 2 **Sustaining** 1, 6 plus Are you really into sport? What kind of films do you like?
- 3 **Ending** 3, 4, 8 plus I'd better get back to my friends. See you around

Exercise 7 page 70

- Read through the instructions and give students one or two minutes to invent the details.

Exercise 8 page 70

- Give students about five minutes to prepare and rehearse their dialogues. Remind them to use the language from the previous exercises.

- In a **stronger class** students needn't write the full sentences, just notes as prompts.

Exercise 9 page 70

- Choose several pairs to act out their conversations. If you have a large class or are short of time, divide the class into groups. Students act out their dialogue in front of the group.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can start, continue and finish a conversation. I can use question tags. Ask: Which useful word and phrases can you remember?*

Notes for Photocopiable activity 7.2 Your birthday's in May, isn't it?

Pairwork

Language: question tags

Materials: one copy of the worksheet per student (Teacher's Book page 136)

- Divide the class into pairs and give each student a worksheet. Explain that they are going to ask their partner the questions on the worksheet and they need to make full questions from the prompts. Students write the questions out in full.
- Next, they think about their own answers to the questions and write them down as a full sentence. E.g. *My favourite film is Spiderman.* (They write it out in full in order to help them form tag questions in the next stage and also so that they have a record of their answers for the final stage.)
- Students take it in turns to ask and answer the questions. They must answer every question and they mustn't write the answers down.
- Explain that students are now going to see how much they can remember about their partner by asking a tag question, e.g. *Your birthday's in May, isn't it?* They can look at their own statements as a reference to help them form the question tags.
- If students need to be reminded of the form of question tags, write a short sentences on the board, eliciting the question tag and then drill them.
- Students get a point for each correctly remembered fact. They tick *yes* or *no* in the column *Did you remember?*
- The student with the most points is the winner.
- With a **stronger class**, students don't need to write their statements down but can make question tags spontaneously just by looking at the questions.

WRITING An informal letter: reply to an invitation

LESSON SUMMARY ● ● ● ● ●

Writing: an informal letter: reply to an invitation

Reading: invitations to special occasions

Grammar: prepositions of time

Topic: people, society

SHORTCUT *To do the lesson in 30 minutes, set the Grammar Builder exercises and the writing task as homework.*

➔ Lead-in 2 minutes

- Write *Special occasions* on the board. Elicit 3 or 4 examples of special occasions, e.g. weddings, birthdays, anniversaries.
- Ask or write on the board: *What was the last special occasion you went to? Where/when was it? Did you enjoy it?*

Exercise 1 page 71

- Focus on the special occasions in the box and explain the meaning of any unfamiliar vocabulary.
- Students read and complete the two invitations.

KEY

- 1 Valentine's Day 2 Halloween

Exercise 2 page 71

- Students read the letter. Ask them to underline clues which help them decide which special occasion it is about.
- Check answers. Ask students to read the parts of the text which support their answer.

KEY

It's a reply to the second invitation (the writer mentions 'great outfits' and 'Lucy's witch costume from last year' in the final paragraph which suggest a fancy-dress party).
Hannah, Megan.

Exercise 3 page 71

- Explain that in writing a reply to an invitation the most important piece of information to include is whether you accept or decline the invitation. If you cannot attend a special occasion, it is polite to give a reason for not going. As in other forms of letters, each paragraph is organised around one or two key points.
- Students work in pairs and discuss their ideas together.
- Check answers together with the class.

KEY

- 1 third paragraph 4 last paragraph
2 first paragraph 5 second paragraph
3 last paragraph 6 last paragraph

Exercise 4 page 71

- Focus attention on the *Learn this!* box. Students complete the rules on their own or in pairs.

KEY

- 1 at 2 in 3 on

Exercise 5 page 71

- Students complete the exercise individually.
- Check answers.

KEY

- 1 at, in 4 at, in
2 at, in, on, at, on 5 on, in, in
3 at, at, in

For further practice of in, at and on with time, go to:

Grammar Builder 7.5: Student's Book page 122

KEY

- 1 1 at 3 at 5 at 7 in 9 on
2 on 4 at 6 in 8 in 10 in

Exercise 6 page 71

- Focus on the instructions and the suggested structure for the letter. Remind students that they should write a reply to the first invitation to the Valentine's Day party.
- Students brainstorm ideas in pairs, and make notes for each of the paragraphs.
- Monitor the discussion, and offer help if needed.
- Students write their letters individually. Remind them to check that they have used appropriate informal language, and that there are no grammar, vocabulary or spelling errors. Alternatively, ask students to work with their partners again, and check each other's work.

ALTERNATIVE WRITING TASK

Ask students to choose another special occasion from the box in exercise 1 and write an invitation. Put the students in pairs, and ask them to exchange invitations. Each student now decides if they want to accept or decline the invitation, then write their reply to their partner.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* Elicit: *I can write an informal letter, replying to an invitation. I have learned about special occasions. I have learned to use prepositions of time.*

TOPIC ● ● ●

Science and technology, health, lifestyle

➔ Lead-in 2 minutes

- Ask: *Do you like playing computer games? If not, why not? What are your favourite computer games? Why?*

Exercise 1 page 72 3 minutes

- Focus students' attention on the pictures and ask them to describe them.
- Read the questions together, and discuss the answers in class.

KEY

A brain training game. It is supposed to improve logical skills, memory and other mental skills.

Exercise 2 page 72 2.18 10–12 minutes

E Listening: completing statements

- Read the instructions and the statements. Check comprehension of (or, if necessary, pre-teach) *effect, addiction, claim, permanently, effectiveness*.
- Explain that in this task they can only use one word to complete each gap. Contractions (like *isn't*) count as one word.
- Ask students to read the statements carefully and decide what information is missing from each statement, and what part of the speech the missing word could be. This will help them focus on the correct information when they listen. Remind them that the information they are looking for may be phrased differently from the form required by the statement. The information they hear follows the same order as the statements.
- Play the recording twice with a 30-second pause in between.
- At the end, allow another thirty seconds for the students to read the completed statements again, and to check that the statements are grammatically correct.
- Check the answers in class.

KEY

- | | | |
|--------------------------|---------------------------|---------------------------|
| 1 health | 4 puzzles | 7 companies (or industry) |
| 2 sport | 5 memory | 8 fun |
| 3 exercise (or training) | 6 people (or celebrities) | |

Transcript 2.18

For years, people have assumed that computer games are a waste of time, and that most of the players are bored teenagers. Scientists have even warned that computer games are damaging the health of our young people, because their addiction to Playstation, Wii, Xbox and other games consoles causes them to spend less time doing sport or other physical activities. However, a new type of computer game has made scientists think again. These are games which are specifically designed to make the player's brain work better and faster.

The concept is simple. The makers of these games argue that the brain needs exercise, just like the body. If you go the gym every day and lift weights, your muscles get stronger. Similarly, you can make your brain more powerful by performing 'brain exercises' on a regular basis. The computer games include a range of different puzzles which, they claim, can lead to a genuine improvement in the brain's performance. This improvement does not just mean that the brain gets better at playing these specific games; it also gets better at many other, everyday tasks which require good memory and concentration.

Computer games that aim to boost your brainpower have become extremely popular, and are promoted in advertisements by international celebrities. But the big question is: do they work? At the moment, the evidence is not very strong. There have been a few small scientific studies to try to prove that these games really do improve your brain, but most of these have been paid for by the games companies themselves. Perhaps the best way to look at it is this: the games may or may not have a big effect on your brain power, but they are fun to play and they certainly cannot do your brain any harm.

Exercise 3 page 72 2–3 minutes

- Read the dictionary entry together. Check comprehension of *genetically modified* by eliciting a translation of the phrase in the students' language.
- Ask: *Are you worried about eating GM food? Why? Why not?*
- Ask: *Why do you think some people are worried?*

Exercise 4 page 72 12–15 minutes

E Use of English: open cloze

- Remind students to read the whole text first before they start filling in any gaps, and that understanding the context is the key to completing cloze tasks successfully.
- Explain that contractions (like *isn't*) count as one word.
- Students do the task individually. Remind them to check their answers when they have finished.
- Students check their answers in pairs first, then check the answers with the class.

KEY

- | | | | | |
|--------|--------|---------------------|------|---------|
| 1 same | 3 like | 5 it | 7 is | 9 which |
| 2 than | 4 much | 6 the/those/against | 8 to | 10 if |

Exercise 5 page 72 3–5 minutes

- Ask students to look at the two photos at the bottom of page 72. Ask: *What is the woman doing in each picture?* Elicit: *She's doing yoga (on the beach). She's working out/exercising/lifting weights (in a gym).*
- Check comprehension of the adjectives in the box.
- Students match the adjectives with the photos.

KEY

Possible answers: *first picture*: elegant, exhausting, painful, relaxed, supple, strong; *second picture*: challenging, exhausting, heavy, muscular, painful, strong, sweaty.

Exercise 6 page 72 10 minutes

E Speaking: picture-based discussion

- Read through the instructions and the four questions with the class. Make sure they understand the key vocabulary.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image. They can mention specific details to illustrate any points they want to make.
- Allow a minute or two for students to collect their thoughts about each of the questions.
- Model the task with a **stronger student**.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

Lesson outcome

Ask students: *What have you learned/practised today?* Elicit: *I have practised completing statements based on a listening text. I have practised completing an open cloze task. I have practised comparing and contrasting pictures.*

Get ready for your EXAM 8

TOPIC ● ● ● ●

People, society, English-speaking countries, free time and culture

Lead-in 3–4 minutes

- Write some adjectives on the board, e.g. *caring, good-looking, intelligent, rich, reliable, generous, ambitious, hard-working.*
- Ask: *What characteristics are you looking for in a boy/girl? What would you like your boyfriend/girlfriend to be like?*

Exercise 1 page 73 5 minutes

- Ask students to look at the photos and identify the famous couples.
- Elicit what students know about their lives and relationships.

KEY

David Beckham and Victoria Beckham. Brad Pitt and Angelina Jolie.

CULTURE NOTE – CELEBRITY COUPLES

David Beckham is an English football star who has played more than 100 times for England. His major clubs include Manchester United, Real Madrid and Los Angeles Galaxy.

Victoria Beckham (born Adams) is a pop star, who gained fame as a member of the girl band Spice Girls in the late 1990s. She has also been involved in fashion and has published some books, as well.

They have been married since 1999, and have three children.

Brad Pitt is a Hollywood film star, who was nominated for an Oscar for a role in the film *Twelve Monkeys*. He was married to TV star Jennifer Aniston from 2000 to 2005. After their divorce, Pitt became involved with Angelina Jolie, his co-star in the film *Mr and Mrs Smith*.

Angelina Jolie is also a Hollywood actor and she's also active as UN Goodwill Ambassador, campaigning for humanitarian causes. She won an Oscar for a role in the film *Girl, Interrupted*.

Jolie and Pitt are raising three adopted children and a daughter of their own.

Exercise 2 page 73 5–6 minutes

- Students work individually.
- Check the answers by asking different students to read the answer, and say whether the couple is fictional or historical, and add some facts about each couple.

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

Exercise 3 page 73 10 minutes

E Reading: multiple matching

- In a **weaker class**, read through the seven task items together and make sure students understand each question. In a **stronger class**, students work individually.
- Explain that in this type of task, they do not have to understand every word to be able to match the questions to the paragraphs. They should learn to ignore unknown vocabulary and focus only on the key points in each paragraph. Underlining the most important information can be helpful in trying to match the paragraph to a question.
- Point out that reading comprehension tasks often involve questions that students may be able to answer using their general knowledge. However, they should always read the text carefully to see if the information is mentioned in the text, otherwise they should disregard it. It is not a test of how much they know about the world, but a test of how well they use their reading skills.
- Check the answers with the class, asking students to read the relevant bits of information supporting their choices.

KEY 1 B 2 A 3 C 4 C 5 B 6 A 7 C

Exercise 4 page 73 5 minutes

- Students read the places in the box. Ask the question from the Student's Book, and ask students to give reasons for their answers.
- Invite other students to agree or disagree with their suggestions.
- Ask students to make a list of at least one argument for each place.

Exercise 5 page 73 5 minutes

- Working in pairs, students think of forms of entertainment in a big city. (If they live in a big city, they can refer to actual examples.) They should also decide which activities they would prefer. Ask each pair to agree on a top 3 list of activities.

KEY Open answers

Exercise 6 page 72 10 minutes

E Speaking: situational role-play

- Read through the instructions and the five descriptions as a class. Check comprehension of key vocabulary, or pre-teach *gig, in advance, perform/performance*.
- Ask students to think about what type of activity they usually enjoy.
- Students work in pairs, and discuss the five options. Set a time limit of 5 minutes for the pairs to agree or compromise on their plans for the evening out. Refer students to the Functions Bank in the Workbook for useful phrases. Walk around and monitor the activity, making a note of any serious errors (mistakes in appropriacy as well as grammatical errors). Come back to these errors in a later lesson, but do not interrupt the current activity, as it focuses on practising fluency not accuracy.
- Ask some pairs to report back with their conclusions, and to explain the reasoning for their decisions.

Lesson outcome

Ask students: *What have you learned/practised today?* Elicit: *I have practised multiple matching. I have discussed forms of entertainment. I have practised how to make arrangements for an evening out.*

A

VOCABULARY AND LISTENING

Getting from A to B

LESSON SUMMARY ● ● ● ● ●

Vocabulary: travel and transport

Reading and listening: a travel story

Speaking: discussing advantages and disadvantages of different means of transport

Topic: travel

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercise 3 as a class and set the Vocabulary Builder exercises as homework.

➔ Lead-in 4 minutes

- Divide students into pairs and ask them to write as many means of transport as they can in two minutes. Tell them to think of more unusual transport as well as normal transport.
- Collect answers on the board.
- Find out who in the class has taken the most unusual form of transport.

LANGUAGE NOTE – FROM A TO B

This is an idiom which means from one place to another.
 E.g. *It's just an old car but it gets me from A to B.*

Exercise 1 page 74

- Refer students to the photos and ask them to describe them in pairs in as much detail as possible. Ask three students to repeat their descriptions to the class.

Exercise 2 page 74 2.20

- With a **weaker class** you could either get students to read through the text quickly before they read and listen simultaneously or let them sit back and listen first and then read and listen simultaneously.

KEY 1 A 2 C 3 B

Exercise 3 page 74

- Students complete the definitions alone or in pairs. Remind students that they should first try to guess the definitions from the context but they can refer to the Wordlist at the back of the Workbook to check.
- Check answers as a class. Model and drill any words which are difficult to pronounce, notably *carriage* /'kærɪdʒ/, *luggage* /'lʌɡɪdʒ/ and *trolley* /'trɒli/.

KEY

1 change	6 luggage	11 trolley
2 rucksack	7 carriage	12 track
3 platform	8 Customs	13 Cab
4 traffic jam	9 passport control	
5 land	10 backpacking	

Exercise 4 page 74 2.21

- Tell students that they are going to hear eight announcements and dialogues. Focus on the instructions and play the recording, pausing after each one for students to write the numbers in the boxes. Remind students to ignore any unfamiliar vocabulary as it will not prevent them from completing the task.
- Check answers as a class.

KEY

1 Recording 4	4 Recording 2	7 Recording 1
2 Recording 6	5 –	8 Recording 7
3 Recording 8	6 Recording 3	9 Recording 5

TRANSCRIPT 2.21

- 1
Neil Oh dear. That looks like a nasty traffic jam.
Cabbie Mmm. I think there's been an accident up ahead.
Neil How far is it to the station from here?
Cabbie Only a couple of hundred yards. It's up ahead on the left. You'll be quicker walking, you know.
Neil OK. Let's get out here. How much do we owe you?
Cabbie Um, £9.80.
Melanie Here's £11. Keep the change.
Cabbie Thanks very much.
- 2
Speaker Ladies and gentlemen. Could I have your attention please? This service will terminate here due to a fault with the track between here and the next station. Please get off the train here and continue your journey by bus or taxi. Make sure you take all your belongings with you when you leave the train. We apologise for any inconvenience this will cause.
- 3
Neil Hi. Can you take us to Kings Cross Station please?
Cabbie Have you got any luggage?
Neil Yes. A couple of rucksacks and bags.
Cabbie Can you manage?
Neil Yes, it's OK, thanks.
Melanie How long will it take?
Cabbie Depends on the traffic. Maybe ten minutes, maybe fifteen.
Melanie Our train goes in fifteen minutes. Can you go as quickly as possible, please?
Cabbie I'll do my best.
- 4
Hostess Welcome to Heathrow Airport. It's 6.45 p.m. local time. Please remain in your seats until the plane has come to a complete standstill and the captain has turned off the fasten seatbelts sign. Thanks for flying with British Airways today
- 5
Melanie Excuse me. We're trying to get to Cambridge. We got on the wrong train at Kings Cross.
Clerk Oh dear. You didn't want to come to Stevenage.
Melanie No, we didn't.
Clerk You can get a direct train from Kings Cross to Cambridge.
Melanie Yes, that's what we wanted to do. But we can get a train to Cambridge from here, can't we?
Clerk Yes, there's a train at 11.30.
Melanie 11.30!

Neil Is there a café in the station?
 Clerk Café closed at nine. But there's a pub half a mile down the road.

6
 Melanie Don't run!
 Neil Why not?
 Melanie You look suspicious!
 Neil But we're late!
 Official Excuse me, madam.
 Melanie Who? Me?
 Official Yes, madam. Would you mind opening your rucksack?
 Melanie Oh ... OK. Will it take long?
 Official No, it shouldn't take too long.

7
 Guard Welcome to the 8.45 service to Peterborough, calling at Welwyn Garden City, Stevenage, Hitchin, St Neots, Huntingdon ...
 Melanie Hang on a second. Did he say this train is going to Peterborough?
 Neil Did he?
 Guard ... and Peterborough.
 Neil Oh, no. We're on the wrong train!
 Melanie We'll have to change at Stevenage.
 Neil Never mind. Let's go and get a cup of tea from the buffet car. I'm really thirsty.
 Guard We are sorry to announce that due to staff shortages there is no buffet service available on this train.
 Neil Oh, great.

8
 Melanie Could I have two tickets to King's Cross Station?
 Clerk Sorry, did you say King's Cross or Charing Cross?
 Melanie King's Cross.
 Clerk That's £8, please ... Thank you. And £2 change.
 Melanie Thanks. Which line is it for King's Cross?
 Clerk It's the Piccadilly Line.
 Melanie Do we have to change?
 Clerk No. It's a direct service.
 Melanie OK. Thanks.

For more practice of Travel and transport, go to:

Vocabulary Builder 8.1: Student's Book page 135

KEY

1 (Possible answers)
 plane: aisle, arrive, cabin, check-in desk, departure lounge, flight attendant, gate, journey, land, leave, overhead lockers, pilot, runway, take off
 train: aisle, arrive, carriage, driver, journey, leave, luggage rack, platform, ticket inspector, track, waiting room
 coach: aisle, arrive, bay, driver, journey, leave, luggage rack, motorway, waiting room

- | | | |
|--------------------|--------------------|--------------------|
| 2 1 bay | 4 flight attendant | 7 motorway |
| 2 departure lounge | 5 carriage | 8 ticket inspector |
| 3 luggage rack | 6 aisle | |

Exercise 5 page 74

- Go through the instructions and the example together. Give students two or three minutes to discuss the advantages and disadvantages. Encourage them to use other adjectives too e.g. *green, environmentally friendly*. Monitor, help and correct as they do the task.

Exercise 6 page 74

- Write language of disagreement on the board for students to refer to during the discussion. E.g. *That's true, but ...; I agree with you, but ...; Do you really think so?*

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can talk about travel*. Ask: *Which useful words and phrases can you remember?*

8 B GRAMMAR
The passive

LESSON SUMMARY ● ● ● ● ●

Grammar: the passive
Reading: articles about the first car and first flight
Speaking: transport quiz

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder as homework and do exercise 5 together.

Lead-in 2–3 minutes

- Write the following questions on the board for students to discuss in pairs or small groups: *What make and model is your ideal car? (e.g. Fiat Punto, Peugeot 308, etc.) What colour would it be?*

Exercise 1 page 75

- Focus on the questions. Ask students to read the text and elicit the answers.

KEY 1 Germany 2 Bertha Benz 3 America

Exercise 2 page 75

- Students work individually to complete the table. With a **weaker class**, elicit the rules for making a passive: We use the verb *to be* and the past participle.

KEY

present simple: is celebrated, are built
past simple: was built, were first produced
present perfect: have been manufactured
past perfect: had been designed
future with will: will be developed

LANGUAGE NOTE – THE PASSIVE

- Explain to students that many sentences can be expressed in the active and the passive. The meaning is the same but the emphasis is different. For example in the active sentence *Karl Benz built the first motor car* the emphasis is on Karl Benz. In the passive sentence *The first motor car was built by Karl Benz* the emphasis is on the motor car.
- Passive sentences are mostly used when we are more interested in what happens than in who makes it happen, (the agent).

Exercise 3 page 75

- Read the question together and elicit the answer and examples from the class.

KEY

by: The first car was built by Karl Benz. ... over a billion cars have been manufactured by companies all over the world.

Grammar Builder 8.1: Student's Book page 122

KEY

- 1 2 Who was that picture painted by?
 3 How will trains be driven in the future?
 4 What are traffic jams caused by?
 5 Where has your car been taken?
 6 Why was the train cancelled?
 7 Who had the room been cleaned by?
- 2 1 was changed 4 was painted
 2 are not eaten 5 will be opened
 3 had not been stolen 6 were not written
- 3 1 are used 5 made
 2 were they invented 6 have become
 3 was first developed 7 are owned
 4 is considered 8 is spent

Exercise 4 page 75

- Warn students to look carefully at the construction of the original sentence to decide which tense they need.
- Students work individually and then compare answers with a partner before class feedback.
- Highlight the fact that in 3, 6 and 7, the *by* isn't needed because the agent is either obvious or unknown.

KEY

- 1 The first motor car was built by Karl Benz in 1885.
 2 A lot of delays have been caused by engineering works.
 3 Your bags will probably be searched at customs.
 4 We had already been directed to platform 4 by the guard.
 5 This train is used by a lot of commuters.
 6 The price of rail tickets has recently been increased.
 7 This bag was left on the plane.

Exercise 5 page 75

- Focus on the photo and elicit what students know about the Wright brothers. Ask them to complete the text alone or in pairs. Emphasise that they only need to use *by* if the agent of the action is mentioned.
- With a **weaker class** ask students to go through the text and decide which tense is required for each gap. Check answers before asking students to continue with the task.
- Pre-teach *angle, propeller, thoroughly* and *ingenuity*.

KEY

- 1 is remembered 6 had been tested
 2 was made by 7 were witnessed by
 3 was made 8 was taken
 4 was powered by 9 were reported
 5 was controlled by 10 has become

Exercise 6 page 75

- Students complete the sentences individually, check the grammar with their partner and then decide on the correct answers. Go through the passive forms and ask students to call out what they think the answer to the questions are. Don't confirm or deny their answers at this stage.

KEY

- 1 was invented 3 was finished 5 are made
 2 was opened 4 was built

Exercise 7 page 75  2.22

- Play the recording so that students can check their answers. You could make it competitive by giving a point for each correct answer.

KEY

- 1 1829 2 England and France 3 1916
 4 Cologne and Bonn in Germany 5 Romania

Lesson outcome

Ask students: *What did you learn today? What can you do now* and elicit: *I can make passive sentences. I have learned about the first car and the first powered flight.* Ask: *Which useful words and phrases can you remember?*

Notes for Photocopiable activity 8.1

Transport trivia

Pairwork

Language: passives, transport

Materials: one copy of the worksheet cut in half per pair of students (Teacher's Book page 137)

- Divide students two groups of A and B. into pairs and give out worksheets. Explain that they have some sentences containing transport *trivia* but with some information missing. Tell them that the people in the other group have the information that is missing.
- Students read through the sentences and ask any vocabulary questions. Then they work with a partner from their group to make questions to find the missing information. Go round monitoring and correcting.
- Ask students to change seats and form A/B pairs. They take it in turns to ask each other the questions and complete their sentences.

KEY

Student A

- 1 Where was the world's first submarine launched?
 3 What were used before the car was invented?
 5 What was the world's first boat discovered next to?
 7 Which part of criminals who attacked travellers was cut off in ancient China?
 9 Where is the shortest scheduled flight made?

Student B

- 2 Which country is visited by more than 60 million people annually?
 4 Why were vehicles banned in Rome?
 6 What was used to test the first parachute?
 8 When were electric cars invented?
 10 Which was the world's first airline?

8 C CULTURE
Tourism and travel

LESSON SUMMARY ● ● ● ● ● ● ● ●

Reading: an article about the British on holiday

Listening: people talking about holidays

Vocabulary: travel and tourism

Speaking: discussing popular holiday destinations

Topic: travel

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text before the lesson and set the Vocabulary Builder exercises for homework.

➔ **Lead-in** 4 minutes

- Ask students to sit back and think about their last holiday. Give them a moment or two to remember what it was before reading out the following questions. Students just listen to the questions. They are intended as memory prompts to help them describe their holiday.
Where did you go? How did you get there? How long did you stay? Who did you go with? What was the weather like? What did you do in the day? What did you do in the evening? What did you eat? What did you enjoy most? What did you enjoy least?
- Students describe their holiday to their partner in as much detail as possible.

Exercise 1 page 76

- Focus on the instructions and the photos. Students describe the photos in pairs. Remind them to use language for describing photos (*in the background/foreground, the people look / look like / look as if / though / like ... etc.*).

Exercise 2 page 76

- Ask students to underline the key words in the sentences and then search for the answers in the text, including the list of holiday destinations at the end. When they find the answer in the text, they should underline the relevant chunk and write the number of the sentence next to it. Let them compare answers in pairs, correcting the false sentences and then check as a class.

KEY

- | | | | |
|---------|---------|---------|---------|
| 1 True | 3 False | 5 True | 7 True |
| 2 False | 4 True | 6 False | 8 False |

OPTIONAL ACTIVITY

Ask **fast finishers** to find words in the text that mean:

- 1 *made available to the public* (Paragraph 2)
- 2 *to stop doing something* (Paragraph 2)
- 3 *cheap enough* (Paragraph 3)
- 4 *became smaller* (Paragraph 3)
- 5 *being rich enough to buy things for pleasure* (Paragraph 4)
- 6 *people who go on holiday* (Paragraph 4)

Key 1 launched 2 abandon 3 affordable 4 decline
5 affluence 6 holidaymakers

CULTURE NOTES – REFERENCES

A **Punch and Judy** show is a typical British puppet play. Punch is a character with a long curved nose and a big chin, who argues with his wife Judy (and other characters) shouting in a high voice and hitting them with his stick. The characters are glove puppets worn over the hand and moved by the fingers. The show is popular at the seaside and at children's parties.

Eire was the official name for Ireland between 1937 and 1949 when it became the Republic of Ireland. The name is still sometimes used outside Ireland.

OPTIONAL SPEAKING PRACTICE

- Focus students on the 'Top ten holiday destinations for UK holiday-makers'. Dictate the following questions putting the underlined key phrases on the board and explaining, if necessary:
 - Where does one in four British holiday-makers go?
 - Why, in your opinion, do almost half of them go to Spain and France?
 - Where are there five times more British holiday-makers than in Greece?
 - Why do you think only 5 per cent of holiday-makers go to Greece?
 - Which countries are the least popular holiday destinations? (the ones not listed!)
 - Why is the percentage of British holiday-makers in Germany, Belgium and the Netherlands so low?
- Students ask and answer in pairs. Get feedback by eliciting as many sentences interpreting the data as possible.

Exercise 3 page 76

- Students can work alone or in pairs. During feedback drill the pronunciation of *cruise* /kru:z/, *package* /'pækɪdʒ/ *holiday* and *excursion* /ɪk'skɜ:ʃn/ if necessary.
- Students will probably approach this task initially from memory and then they will need to scan the text to check they have remembered correctly. Point out that scanning involves passing your eyes very quickly over a text until you find the word you are looking for. To encourage them to do it quickly you could treat it as a race.

KEY

camping holiday, caravan holiday, city break, day-trip and package holiday

Exercise 4 page 76

- Elicit a good explanation for the first phrase and write it on the board. Students work individually or in pairs to write the rest of the definitions. Alternatively, the exercise could be done orally.

KEY (Possible answers)

- 1 a *seaside town* is a town by the sea, especially one where people go for a day or a holiday
- 2 a *budget airline* is a company that provides cheap flights
- 3 *slashed the cost* means reduced the cost by a large amount
- 4 *long-haul flights* are long distance flights
- 5 *exotic destinations* are exciting and unusual places to go on holiday
- 6 *long weekends* are holidays of three or four days from Friday or Saturday to Sunday or Monday
- 7 the *best deals* are flights (and other things) that you buy for the best price

For more practice of Tourism and travel, go to:

Vocabulary Builder 8.2: Student's Book page 135

KEY

- | | | |
|---------------|-----------|---------|
| 1 1 apartment | 4 holiday | 7 trip |
| 2 ski resort | 5 flight | 8 break |
| 3 tour | 6 weekend | |

Exercise 5 page 76 2.23

- Focus on the task and make it clear that the first time students listen they only need to write down the countries. Point out that some speakers mention more than one country.

KEY

- | | |
|-------------------|--------------------------|
| 1 England | 3 Austria, Switzerland |
| 2 Portugal, Spain | 4 Britain, France, Italy |

TRANSCRIPT 2.23

1 Tony We live in London, but we have family in Devon which is in the south-west of England. Devon is really beautiful with lots of lovely countryside and beaches. My aunt and uncle have lived in an old farmhouse there for over ten years now, and every summer we go and stay with them for a few weeks. Being in London in summer is not very pleasant, so my sister and I really look forward to going there. There are lots of things to do, and we get on really well with our cousins. We cycle to the beach, or go for walks, and sometimes we go out in my uncle's boat. There's a surfing beach nearby, so we have been practising our surfing – I'm not very good, but it's great fun! I wouldn't like to live there in winter, though – it's too boring then.

2 Karen My mum used to live in Portugal, so we often go there for our holidays, just the two of us. We never stay in the same place. We always hire a car and drive to different places. We visit Lisbon, the capital city, for example, or visit my mum's friends on the west coast. Now and then we cross over the border and go to the south of Spain. Once we went to Gibraltar – that tiny part of Spain which is still British. That was interesting, though I wouldn't like to live there! Portugal is lovely, though, and the people are very friendly and kind. My mum speaks Portuguese fluently, of course, and I can speak a bit, too, though it's not an easy language to pronounce. And it's always warm and sunny there – such a nice place for a holiday.

3 Dan We both have quite busy jobs, so holidays are important to us. We like to get away from it all and do something completely different. We save some of our money every month and put it away for our next holiday. We've recently found something we love doing – skiing! We tried it for the first time two years ago, and thought it was wonderful!

Jill Yes, I didn't think I would enjoy it that much, as I don't like the cold. But on a beautiful white mountain with a blue sunny sky, it doesn't feel cold at all. Skiing's expensive though, so we try to arrange something at the last minute, so we can get the holiday cheaper. So far, we've been to Austria. This year I think we're going to Switzerland. We can't wait!

4 Chris I'm 17 now, and I used to go on holiday with my parents and little sisters. But I never enjoyed it very much. Wherever we went, either in Britain, or sometimes France or Italy, my Dad would have to look at all the churches and historical buildings. The occasional old place can be interesting, I suppose, but I used to get so bored. My mum would take my little sisters to a café for yet another ice cream, and there was I stuck between old churches and pink ice creams. So last year I decided to do something different. Now, when my family goes on holiday, I go somewhere on my own in the UK. So far I've been canoeing and kayaking, mountain-climbing, and camping, and it's been just great. There are lots of people my age, and we all learn something new, and get to know each other at the same time. I've done so many new things and met so many people – I wish I had thought of it sooner!

Exercise 6 page 76 2.23

- Give students time to read the opinions and play the recording again.
- With a **stronger class** ask students to match the opinions and also pause after each recording for them to talk to a partner and recap on what they heard.

KEY 1 Dan and Jill 2 Tony 3 Chris 4 Karen

Exercise 7 page 76

- Students can discuss the questions in pairs or small groups. Allow 4 or 5 minutes and then get feedback.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now? and try to elicit: I have learned about how the British spend their holidays. Ask: Which useful words and phrases can you remember?*

8 **D** GRAMMAR

Indefinite pronouns

LESSON SUMMARY ● ● ● ● ●

Grammar: indefinite pronouns: *some-, any-, no-*

Reading: a ghost story

Speaking: discussion about travel

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, do exercises 2, 4 and 5 together and set the Grammar Builder exercises for homework.*

➔ Lead-in 2 minutes

- Write *give a lift* on the board and elicit the meaning. Then using a thumb gesture elicit or teach *hitch a lift/ride* and *hitchhike* (NB *hitch a ride* is American English).
- Ask: *Have you ever hitched a lift? Where from and to? Would you ever hitch a lift? Why/Why not?*

Exercise 1 page 77

- Students read the text quickly and answer the questions. Check the answers as a class and elicit students' reactions to the story. Ask: *How does it make you feel?*

KEY 1 True 2 False 3 True 4 False

Exercise 2 page 77

- Students complete the table with indefinite pronouns from the text. Explain that the pairs of words are completely interchangeable. Highlight the fact that *no one* is written as two separate words.

KEY

- | | | |
|------------|-------------|------------|
| 1 nobody | 3 nothing | 5 anywhere |
| 2 anything | 4 somewhere | |

Exercise 3 page 77

- Check students understand the meaning of *affirmative* and *interrogative* and then ask them to complete the rules.
- As you check answers ask students to find examples in the text which illustrate the four points.

KEY

1 affirmative 2 negative, interrogative 3 affirmative

Exercise 4 page 77

- Students work individually or in pairs. During feedback elicit an explanation for each answer.

KEY

- | | | |
|-------------|----------------------|-----------|
| 1 anything | 4 nowhere, somewhere | 7 nothing |
| 2 no-one | 5 anywhere | |
| 3 something | 6 anybody | |

For more practice of Indefinite pronouns, go to:

Grammar Builder 8.2: Student's Book page 123

KEY

- | | | | |
|---|-------------|------------|-------------|
| 1 | 1 a anybody | b nobody | c somebody |
| 2 | a nothing | b anything | c something |
| 3 | a somewhere | b nowhere | c anywhere |
- 2
- 1 There isn't anybody on the train. / There is nobody on the train.
 - 2 I haven't got anything to wear.
 - 3 Freya doesn't want anybody to see her crying.
 - 4 Can I have something to drink?
 - 5 ✓
 - 6 Please sit anywhere.
 - 7 Has anybody seen my sunglasses?
 - 8 ✓

Exercise 5 page 77

- Students can work individually or in pairs. Check answers with the class. Again, ask students to explain their answers.

KEY

- | | | |
|-------------|------------|------------|
| 1 something | 3 Nobody | 5 anything |
| 2 nothing | 4 Anywhere | 6 anyone |

Exercise 6 page 77

- Students work individually or in pairs. Check answers as a class.

KEY

- | | |
|------------|------------------------|
| 1 anywhere | 3 somewhere; somewhere |
| 2 no-one | 4 anyone |

Exercise 7 page 77

- Give students time to think about and note down their answers. Go round listening, helping and making a note of persistent errors for students to correct at the end.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can use indefinite pronouns.* Ask: *What useful words or phrases have you learned?*

E READING

Trip of a lifetime

LESSON SUMMARY

Reading: a holiday diary entry; ordering events and multiple-choice

Vocabulary: verbs + prepositions

Speaking: planning and presenting an ideal holiday

Topic: natural world, travel

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class, skip exercise 3 and set the Vocabulary Builder exercises as homework.

Lead-in 4 minutes

- Set the following wildlife mini-quiz as a lead-in to the topic. Divide students into pairs. Read out the questions and give them a few moments to write down the answer. Award a point for each correct answer.

- Which animal doesn't live in Africa?
a lion b tiger c cheetah
 - Which animal spends most of the day living up a tree?
a leopard b lion c tiger
 - A leopard and a panther are the same animal.
a True b False
 - How long can a giraffe go without water?
a over a day b over a week c over a month
 - Which animal is famous for having bad eyesight?
a alligator b crocodile c rhinoceros
- Key** 1 b 2 a 3 a (a panther is a leopard with excess pigmentation) 4 c 5 c

Exercise 1 page 79

- Refer students to the photos and elicit answers to the questions open class. Check pronunciation of *leopard* /'lepəd/.

Exercise 2 page 79

- Focus on the reading tip and elicit the answer.

KEY present**Exercise 3 page 79**

- Focus on the instructions and give students three minutes to complete the task in pairs.

KEY

- The plane landed in Mfuwe.
- They travelled by jeep to their camp.
- Daisy saw baboons.
- Daisy saw some lions.
- Daisy got very close to some elephants.
- Two other guests saw a leopardess and her cub.
- The jeep got stuck in the mud.
- Daisy saw a leopard.

Exercise 4 page 79

- Remind students that when answering multiple-choice questions, it is useful to underline the key words in the questions, then try to predict the answer before looking at the options and deciding which fits the prediction. Finally, go back to the text to check.

KEY 1 b 2 a 3 b 4 a 5 d 6 b 7 a**Exercise 5 page 79**

- Ask students to look at the words in context in order to guess the meaning. Check answers together.

KEY

- | | | | |
|----------|----------------------|-----------|----------|
| 1 stroll | 2 dart, hurtle, tear | 3 trundle | 4 spring |
|----------|----------------------|-----------|----------|

Exercise 6 page 79

- Ask a student to read out the information in the *Learn this!* box. Check students understand the verbs before asking them to find the prepositions in the text. Encourage the students to make a page in their vocabulary notebooks on which to record verbs + prepositions.

KEY

dream of/about worry about pay for arrive at listen to
boast about look at hope for complain about stare at
care about head for

dream of is to really, really want to do something e.g. *dream of seeing a leopard*

dream about is to have a dream about something while you are asleep e.g. *I dream about leopards*

Exercise 7 page 79

- Students complete the questions and then answer them in pairs. As you go through the answers highlight the fact that prepositions are either followed by nouns (or pronouns) or by verbs in the *-ing* form (which actually function as nouns).

KEY

- 1 **about** He worries about not seeing a leopard.
- 2 **for** They pay for their postcards.
- 3 **to** They listen to the baboons' alarm calls.
- 4 **about** They boast about having seen a leopard and her cub.
- 5 **about** He complains about the rain.
- 6 **for** They head for camp.

For more practice of Verbs + prepositions, go to:

Vocabulary Builder 8.3: Student's Book page 135

KEY 1 for 2 with 3 about 4 on 5 at 6 to

OPTIONAL WRITING PRACTICE

- Focus students on the reading tip again. Explain that both ways of writing a story; in past tenses or present tenses is appropriate, as long as it is used consistently.
- Put the following on the board: *I had always wanted to do it. I felt great when we were walking into the cave.* Elicit the tenses (past perfect, past simple, past continuous). Ask students to underline the following 3 sentences in the 'Big Cat Diary': *Mfuwe airport is the smallest I have ever seen. Straight away, we're driving across a plain full of impala and baboons. The next morning, we go on a drive and spot baboons crossing the road.* Elicit the tenses (present perfect, present continuous, present simple), highlight the analogies in the use of past and present tenses in narration.
- Books closed. Ask students to rewrite the 'Big Cat Diary' entry in 200–250 words using past tenses. Encourage them to add their own ideas and use new vocabulary from their notebooks. Students can work in pairs and use dictionaries.

Exercise 8 page 79

- Give students a few minutes to make notes in answer to the questions. Encourage them to include as much detail as possible. **Fast finishers** can think of more aspects such as: *How long would you stay? What would you eat and drink? What would you do in the evenings?*

Exercise 9 page 79

- Students present their ideas to the class. Remind them to use *would*. You could ask the class to vote on the most appealing/exotic, etc. holiday.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a safari trip. I have learned some verbs + prepositions.* Ask: *What useful words or phrases have you learned?*

8 F EVERYDAY ENGLISH

At the airport

LESSON SUMMARY ● ● ● ● ●

Functional English: asking questions politely

Listening: dialogues; listening for gist and specific words

Grammar: indirect questions

Speaking: role-play at an airport information desk

Topic: travel

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises for homework, do exercise 6 as a class and limit the preparation time in exercise 7 and number of performances in exercise 8.

Lead-in 3 minutes

- Brainstorm and write up the different areas in an airport and elicit what happens at each area (check-in area, departure lounge, passport/immigration control, customs, duty-free shopping area, baggage reclaim, etc.).
- Focus on the photo and ask which of these areas is shown (passport control). Ask: *Which country do you think it is? (USA) and: What kind of questions do they normally ask?*

Exercise 1 page 80 2.24

- Refer students to the dialogue. Give them a few moments to read it through and to look at the phrases beneath. Play the recording and elicit answers.

KEY

- 1 May I ask
- 2 Can you tell me
- 3 Could you tell me
- 4 Would you mind telling me
- 5 Do you know if

LANGUAGE NOTE – CAN, COULD AND MAY

- *Can* and *could* are used for making requests and asking permission. *Could* is more hesitant and therefore more respectful than *can*. However, in the case of *Can you tell me ... ?* and *Could you tell me ... ?* the difference is imperceptible.
- *May* is used for permission *May I ask ... ?* but not for requests *May you tell me ... ?* It is more formal than *can* and *could*.

Exercise 2 page 80

- Students match the direct questions with the indirect questions. Check answers.

KEY

Will you be visiting any other cities during your stay? 5
Which flight did you arrive on? 1
Where will you be staying? 4
What is the purpose of your visit? 3
How long will you be staying in the States? 2

Exercise 3 page 80

- Ask students to compare the direct and indirect questions in order to complete the rules. During feedback point out that indirect questions are almost the same as reported questions, which were studied in unit 6, except that in indirect questions the tense of the verb doesn't change.

KEY 1 if 2 direct statement

For further practice of Indirect questions, go to:

Grammar Builder 8.3: Student's Book page 123

KEY

- 2 I wonder if you could describe the robbers for me?
- 3 Can you remember what they were wearing?
- 4 Would you mind telling me what they did with the bags they were carrying?
- 5 Did you notice where the car went?
- 6 Can you tell me when you phoned the police?
- 7 I wonder if you could come back tomorrow and answer some more questions?

Exercise 4 page 80 2.25

- Tell students they are going to hear three conversations in different parts of an airport. Focus on the instructions and the places. Ask students to predict what kinds of questions they might hear in each place. This will also help students without air travel experience to do the task.
- Play the recording; elicit answers, asking students to explain which clues led them to their answers.

KEY

- 1 airport information desk
- 2 tourist information desk
- 3 check-in desk

TRANSCRIPT 2.25

- 1
Clerk Good afternoon. Can I help you?
Woman Yes, I'm flying to Warsaw this afternoon. Can you tell me where I should check in?
Clerk Do you know which airline you are flying with?
Woman Yes, I think it's LOT.
Clerk LOT. Let me see. You can check in at desks 31 to 35.
Woman Have you any idea if the flight is on time?
Clerk Yes, no delays are expected.
Woman Thank you very much.
Clerk You're welcome.
- 2
Man Hello, I wonder if you could help me?
Clerk What would you like to know?
Man I've just arrived from Dublin and I need to find a hotel.
Clerk Are you looking for a hotel near the airport or downtown?
Man Downtown.
Clerk Well, here's a list of recommended hotels. The cheapest are at the top, the most expensive at the bottom. I can make a reservation for you from here.
Man OK. Um, let me see. The Washington Hotel near Central Park looks nice. Could you ring them and see if they have any vacancies?
Clerk Certainly, sir. Could you tell me how many nights you'll be staying?
Man Just the one.
Clerk OK. ... Oh, good evening. I have a gentleman here who's looking for a room for ...

3

- Clerk Good morning, madam.
Woman Good morning.
Clerk Where are you travelling to?
Woman Madrid.
Clerk May I have your ticket and passport, please?
Woman Here you are.
Clerk Thank you. Can you tell me if you have any bags to check in?
Woman Yes, one suitcase.
Clerk Did you pack the suitcase yourself?
Woman Yes, I did. Could I have a window seat, please?
Clerk Certainly, madam. We have 10A for you. That's a window seat.
Woman Thank you.
Clerk The flight is boarding from gate number 10 at 12.30.
Woman Thank you.
Clerk Thank you. Have a pleasant flight.

Exercise 5 page 80 2.25

- Students can work individually or in pairs. Make sure they are clear that not all of the questions are indirect questions. Remind students that prepositions (that go with verbs) will be at the end of the questions.
- Whilst checking answers you could ask students where they would hear each question.
- Ask students if they notice anything unusual about number 4. (It is not a question but it needs a question mark. This is because functionally it is a question, even though grammatically it isn't.)
- Point out that *Have you any idea ...?* is different from the other indirect questions in that it is used when you are not sure if the other person will know the answer or not.

KEY

- 1 Can you tell me where I should check in?
 - 2 Do you know which airline you are flying with?
 - 3 Have you any idea if the flight is on time?
 - 4 I wonder if you could help me?
 - 5 Could you tell me how many nights you'll be staying?
 - 6 May I have your ticket and passport please?
 - 7 Can you tell me if you have any bags to check in?
 - 8 Could I have a window seat please?
- 1,2,3,5 and 7 are indirect questions.

Exercise 6 page 80

- Focus on the speaking tip and the instructions. Do the first one on the board and then students continue alone or in pairs. Tell them to use a range of structures.

KEY

- 1 Can/Could you tell me/Do you know/Have you any idea where the nearest post office is?
- 2 Can/Could you tell me/Do you know/Have you any idea if the buses run all night?
- 3 Can/Could you tell me how old you are?
- 4 Can/Could you tell me what your friend's name is?
- 5 Can/Could you tell me if you're from the Czech Republic?
- 6 Can/Could you tell me why you're here?

Exercise 7 page 80

- Read through the instructions together. Give students about five minutes to prepare and rehearse their dialogues. Remind them to use the language from the previous exercises.
- In a **stronger class** students needn't write the full sentences, just notes as prompts.

Exercise 8 page 80

- Choose several pairs to act out their conversations. If you have a large class or are short of time, divide the class into 2 groups. Students act out their dialogue in front of the group.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can ask and answer questions with officials at an airport. I can ask polite questions. Ask: Which words or phrases can you remember?*

Notes for Photocopiable activity 8.2

48 hours in Manhattan

Pairwork

Language: indirect questions

Materials: one copy of the worksheet cut in half per pair of students (Teacher's Book page 138)

- Explain to students that they are going to role-play being tourists in Manhattan. Put students into pairs and hand out the worksheets. Make sure students can't see the other's worksheet.
- If necessary, revise language for asking indirect questions: *Can/Could you tell me...?* (NB *Do you know ...* wouldn't be appropriate here as it is expected that other student will know the answer.)
- Student A plays the role of tourist first and asks for the information that they need, e.g. *Could you tell me how much an adult ticket costs?* Then they swap roles. Monitor and check that the students are asking questions correctly.
- Finally, they briefly discuss which tour they would prefer.

8 G WRITING A postcard

LESSON SUMMARY ●●●●●

Writing: a postcard

Reading: postcards about disastrous holidays

Grammar: introductory *it*

Topic: travel

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2 as a class and set the Grammar Builder exercises for homework.*

➔ Lead-in 2 minutes

- Write HOLIDAY FROM HELL on the board. Elicit the meaning of the expression (disastrous holiday) and ask students to brainstorm in pairs things that can go wrong on a holiday.
- Write their ideas on the board. These can be used in addition to the ideas in exercise 5.

Exercise 1 page 81

- Give students one minute to read the postcards and match them with the photo.

KEY Dear Patricia

Exercise 2 page 81

- Students work in pairs. They can answer the questions orally. Check answers.

KEY

- 1 The plane was delayed.
- 2 They ate some sandwiches from the journey.
- 3 It's too noisy.
- 4 It took ages to find the hotel.
- 5 He had lost his wallet.
- 6 They're going to Fort William first thing tomorrow.

Exercise 3 page 81

- Elicit the answers in open class.
- Focus on some of the useful phrases in the text by asking students to find phrases which mean:
Postcard 1 *it was very lucky* (it was a good job) *we left* (we set off) *it's a waste of time* (it isn't worth)
Postcard 2 *there's no point in complaining* (it's no use moaning) and *very early in the morning* (first thing tomorrow)

KEY

Both postcards begin by stating where they are and that they're having a bad time and end by saying what they're about to do.

Exercise 4 page 81

- Refer students to the *Learn this!* box. Either read it as a class or ask students to read it silently on their own. Before students do the exercise, show an example on the board contrasting Introductory *it* and *it* as a normal pronoun, e.g. *It's my birthday. I saw a film yesterday. It was brilliant.*
- In the second sentence *it* refers back to something before it (the film).

KEY

In the first postcard all are examples of introductory *it* apart from *it isn't much better* and *it's better*.

In the second postcard all are examples of introductory *it* apart from *it had all my money ...*

For further practice of Introductory it, go to:

Grammar Builder 8.4: Student's Book page 124

KEY

- 1 1 It's a good job we checked our departure time.
2 It's a shame there's nowhere to sit.
3 It isn't worth getting a trolley.
4 It's no use changing trains if the track's blocked.
5 It took us ages to find the right platform.
6 It's impossible to get to the centre in the rush hour.
- 2 2 It is impossible to repair my bike.
3 It's a shame that you failed your driving test.
4 It doesn't matter what you get me for my birthday.
5 It was a good idea to bring some sandwiches.
6 It's isn't worth taking the car to the centre.

Exercise 5 page 81

- Focus on the instructions. Refer students to the list of problems and those on the board (if they did the lead-in activity). Give them two or three minutes to plan the content. They can do this in pairs.

Exercise 6 page 81

- Students write the postcards individually. Remind them to follow the structure of the postcards in exercise 1 and begin by saying where they are and what a terrible time they're having and to end by saying what they're doing next. Allow 10 minutes. If there's time ask students to exchange postcards with another student to read and check for mistakes.

► Lesson outcome

Ask students: *What have you learned today?* and elicit: *I can write a postcard about a disastrous holiday. I have learned about Introductory 'it'.* Ask: *What useful words and expressions have you learned?*

LANGUAGE REVIEW 7-8

- 1 1 asked 3 going 5 made
2 chatting 4 fell 6 fallen
- 2 1 trolley 3 tracks 5 rucksack
2 platform 4 traffic jam 6 customs
- 3 1 drove, wouldn't have 4 would give
2 could 5 was, would have
3 chatted 6 didn't have
- 4 1 Portuguese is spoken in Portugal and Brazil.
2 My luggage was stolen while I was waiting for the train.
3 Our flight has been cancelled so we are waiting for the next one.
4 The motorway had been closed so the coaches weren't running.
5 All the passengers will be transferred to another airport.
- 5 1 somebody 3 something 5 nothing
2 anything 4 anywhere
- 6 1 b 2 e 3 c 4 d 5 a
- 7 1 tell 3 mind 5 wonder
2 know 4 idea

SKILLS ROUND-UP 7-8

- 1 a Edinburgh Zoo c Dynamic Earth
b Edinburgh Castle d Museum of Childhood
- 2 1 T 2 T 3 F 4 F 5 T
- 3 Open answers

TRANSCRIPT 2.26

- Narrator Marek has a few days off work, and has decided to visit Edinburgh on his own. He's at King's Cross railway station in London.
- Marek Hello. I'd like a ticket to Edinburgh, please.
Clerk Single or return?
Marek Return, please.
Clerk That's £86. How would you like to pay?
Marek By debit card.
Clerk Fine.
Marek Do I need to change trains anywhere?
Clerk No, it's a direct train to Waverly Station. It leaves from platform 3 in 15 minutes.
- Marek OK.
Clerk Here's your card and your ticket.
Marek Thanks!
- ...
- Marek Is this seat free?
Suzanne Er ... yes, it is. I'll move my bag.
Marek Thanks.
Suzanne Ow!
Marek Sorry!
Suzanne I've spilt my coffee now.
Marek Don't worry, I'll buy you another one. I'm going to the buffet car now.
Suzanne OK. Milk, no sugar.
- ...

- Marek Hello, I'm Marek Zeman. I've booked a room for two nights. You must be Mrs Crevice.
Mrs Crevice Oh yes. Marek Zeman. Could you sign the register, please? Then I'll show you to your room.
Marek OK. Can you tell me where to sign?
Mrs C Just here. Now, will you be having dinner with us at the hotel this evening?
Marek No, thank you. I think I'll have a shower and then go out and look around.
Mrs C Good idea. It's a beautiful evening!
- ...
- Marek Excuse me. Would you mind telling me where the Princes Street Gardens are?
Suzanne Yes, here. You're standing in the middle of them.
Marek Oh, hello! You're the girl from the train, aren't you?
Suzanne Yes! What a coincidence! We didn't really introduce ourselves, did we? My name's Suzanne.
Marek I'm Marek.
Suzanne Is this your first time in Edinburgh?
Marek Yes, it is.
Suzanne Well, why don't I show you some of the sights?
Marek Thanks very much!

4 He meets the girl from the train again

5 1 f 2 b 3 d 4 c (a and e are not heard)

6 Open answers

EXAM For further exam tasks and practice, go to Workbook page 74. Procedural notes, transcripts and keys for the Workbook can be found on the *Solutions Teacher's Website* at www.oup.com/elt/teacher/solutions.

9 Spend, spend, spend!

A

VOCABULARY AND LISTENING

Money and finance

LESSON SUMMARY ●●●●●

Vocabulary: money and payment, prepositions and noun phrases

Listening: monologues about money

Reading: a book extract, a short text

Speaking: discussing experiences and attitudes related to money

Topic: shopping and services

SHORTCUT To do the lesson in 30 minutes, keep the lead-in and exercises 5 and 6 brief, do exercise 3 as a class and set the Vocabulary Builder exercises as homework.

→ Lead-in 4 minutes

- Divide students into pairs and ask them to write as many verbs that collocate with *money* as they can in two minutes.
- Collect answers on the board. Explain any words that are unfamiliar. Possible answers: *spend, save, invest, borrow, lose, lend, waste, inherit, win, bet, give away, earn, change, donate, pay, make.*

Exercise 1 page 84

- Pre-teach *pretty much* (a lot), *concerned with* (two meanings: 1 related to and 2 worried. Perhaps there is a play on words here.), *odd* (strange) and *on the whole* (generally). Focus on the instructions. Students discuss the questions in pairs.

KEY

The planet is Earth.

The green pieces of paper are money.

The author doesn't think people should be so concerned about money.

CULTURE NOTE – DOUGLAS ADAMS

The extract is taken from a book by Douglas Adams called *The Hitchhiker's Guide to the Galaxy*, published in 1979. It is about the adventures of an English man, Arthur Dent, and a small alien who is conducting research to write a book called *The Hitchhiker's Guide to the Galaxy*. The story was originally broadcast on the radio and has since appeared in many different formats including plays, comic books, a television series and was released as a Hollywood-backed film in 2005.

Exercise 2 page 84

- Students work alone or in pairs to complete the text. With a **weaker class** refer students to the Wordlist at the back of the Workbook. Check answers.

KEY

1 cash	4 PIN number	7 debit card/credit card
2 cheque	5 notes	8 credit card/debit card
3 cash machine	6 coins	9 currency

Exercise 3 page 84 2.27

- Focus on the instructions and the sentences. Make sure students understand the vocabulary in the sentences. Bear in my mind that students often don't like to ask about words

THIS UNIT INCLUDES ●●●●●

Vocabulary • money and payment • prepositions and noun phrases • small and large numbers

Grammar • *have something done* • reflexive pronouns • *third conditional* • *clauses expressing purpose*

Speaking • discussing advertising in schools • arguing your case

Writing • a formal letter: asking for information

WORKBOOK pages 76–82 • Self check page 83

they don't know and often think they know words which they don't, so the best way to check is by asking: *Which word means ...* or giving a translation.

- Words which will probably need checking are *debt* /det/, *bargain* /bɑ:ɡən/, *sale* and *overcharge*.
- Play the recording. With a **weaker class**, pause after each speaker and let students decide the answer with a partner.

KEY

1 speaker 3	3 speaker 1	5 –
2 speaker 5	4 speaker 4	6 speaker 2

TRANSCRIPT 2.27

- 1 Boy** I've been saving up for ages for a new pair of trainers, but they're quite expensive and I haven't saved enough yet. My mum says she'll lend me the money. It's really kind of her but I don't like to borrow money from my family. In fact I really don't like being in debt to anyone. So, I guess I'll have to just keep saving until I've got enough.
- 2 Girl** The other day something really irritating happened. I was in a clothes shop in town and I saw this great T-shirt in the sale. Luckily they had my size so I went up to the till to pay for it. It was £4.99 and I paid in cash. I gave the sales assistant £10 but she only gave me £5 change. I was so pleased with my bargain, that I didn't notice until I was on the bus home – by which time of course it was too late.
- 3 Boy** I want to get a computer game that's just come out. It's really brilliant, but it's quite expensive. The problem is, I've just spent all my savings on a new bike, so I'm really broke. Anyway, I asked my parents to lend me some money but my dad reacted really badly when I told him what I wanted it for. He said I shouldn't waste money on computer games. 'I'll lend you some money to buy books,' he said, 'but not computer games.' Huh!
- 4 Girl** I want to get my mum something really nice for Christmas – something to wear maybe. I haven't got much money now, but Christmas is still a couple of months away, and I get £4 a week pocket money. I'm paying £2 a week into my savings account, so I should be able to afford something nice, like a nice top or some gloves and a scarf.
- 5 Boy** I bought a pair of jeans last weekend. They were £20, but as they were in the sale I got £5 off. I took them home, but when I tried them on they didn't fit. The sales assistant didn't give me a receipt and I forgot to ask for one, so I can't take them back. It's a real pain – I've got a pair of jeans that don't fit me and I'm £15 poorer.

Exercise 4 page 84 2.27

- Play the recording again, pausing to allow students to write down their answers. Alternatively you could ask them to try to fill in the prepositions and then listen to check.
- Check answers and then check understanding of *till*, *savings* and *broke*. Ask **fast finishers/stronger students** to listen and decide who they agree with the most.

KEY

1 for	3 for	5 on	7 into
2 from	4 in	6 on	8 in, off

Exercise 5 page 84

- Give students a minute or two to read and note down their answers to the questions before asking them to ask and answer the questions in pairs. Remind them to use the

present perfect in short answers and the past simple to talk about the details of the situation.

- Go round listening, helping and generally showing interest in the conversations. Conduct a brief feedback afterwards, asking if anybody found out anything interesting about their partner.

For more practice of vocabulary for Money and payment, go to:

Vocabulary Builder 9.1: Student's Book page 135

KEY

- | | | |
|--------------------------|--------------------|------------------|
| 1 1 save up for a laptop | 4 afford a new car | 7 pay in cash |
| 2 be broke | 5 buy a bargain | 8 ask for a loan |
| 3 be overcharged | 6 a waste of money | |
| 2 1 saving up | 4 waste | 7 discount |
| 2 lend | 5 bargain | |
| 3 debt | 6 afford | |

Exercise 6 page 84

- Do this in two stages. Students discuss the meanings first. Elicit their ideas and give them the correct answers and then ask them to decide whether they agree with them.

KEY

- 1 Being rich doesn't necessarily make people happy.
- 2 Banks will only lend money if you can prove that you have a reliable source of income and will be able to pay it back later. The quote points out the irony of this.
- 3 People who think that having money will solve all problems will act illegally to get it.

For more practice of Prepositions and noun phrases, go to:

Vocabulary Builder 9.2: Student's Book page 136

KEY

- | | | | |
|------------------------|--------------------------|---------|----------|
| 1 1 for | 3 on | 5 at | 7 out of |
| 2 by | 4 in | 6 under | 8 from |
| 2 1 at his own expense | 5 in a mess | | |
| 2 under her breath | 6 out of touch | | |
| 3 on holiday | 7 from scratch | | |
| 4 by chance | 8 for fun / for a change | | |

→ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can talk about different types of money and finance. I can discuss attitudes to money. I have learned some verbs + prepositions. Ask: What useful words and phrases have you learned?*

Notes for Photocopiable activity 9.1

Two extraordinary tales

Pairwork

Language: money

Materials: one copy of the worksheet cut in half per pair of students (Teacher's Book page 139)

- Divide students into As and Bs and give out the worksheets. Explain that they each have a true story about money.
- Focus on question 1. Give students a few minutes to read the story and fill in the gaps. Deal with any vocabulary questions. If possible, divide the class into two groups A and B and get students to work with a partner from within their group (As with As, Bs with Bs for the moment).
- Check answers by copying the key onto the board.
- Students read their story again and memorise it so that they can tell it to a student from the other group. Ask students to get into A/B pairs. Tell them that Student A is going to tell

their story to B but first of all B should look at the words on the board and try and predict the story. Student A then tells the story from memory but can use the text as a prompt.

- Then they discuss the question in 3.
- Reverse the roles for Student B to do the same.
- Get some feedback from the class about their reactions to each story. If there is time at the end, students can teach their partner new vocabulary from the text.

KEY

- | | | |
|------------|-------------|----------|
| A 1 lost | 4 banks | 7 eaten |
| 2 cash | 5 robbed | 8 pay |
| 3 tax | 6 notes | 9 half |
| B 1 cheque | 4 employees | 7 money |
| 2 make | 5 deposit | 8 give |
| 3 enclosed | 6 spend | 9 earned |

9 B GRAMMAR *have something done*

LESSON SUMMARY ● ● ● ● ●

Grammar: *to have something done*, reflexive pronouns

Reading: an article about Ashlee Simpson

Speaking: talking about things that have happened to you

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief and set the Grammar Builder as homework.*

→ Lead-in 2 minutes

- Write on the board: *Do you judge people by their appearance? What is/would be your reaction to someone who: (choose from the following as appropriate) never irons their clothes, has large tattoos, wears designer clothes, has had their head shaved, is wearing a suit and tie, has blue hair, is wearing a uniform, wears a lot of make up, wears black nail varnish, drives an expensive car, has a pierced eyebrow, has obviously had a major facelift.*
- In pairs students find out how their partner respond to these.

Exercise 1 page 85

- Focus on the photos and ask students if they know who it is and if they know anything about her. Refer students to the question. Give them a few minutes to answer in pairs before eliciting answers from the class.

KEY her hair, nose, teeth and her chin

Exercise 2 page 85

- Ask students to read the text and then elicit answers to the question. (Possible reasons are that she was unhappy with her looks and possibly jealous of her sister, she was under pressure from society/her agent.)

CULTURE NOTE – ASHLEE SIMPSON

Born in 1984, Ashlee Simpson, is a singer-songwriter and actress. She became famous in 2004 with her number-one album *Autobiography*. She 'starred' in a television reality show *The Ashlee Simpson Show* about her own life on MTV. The show appeared in the TV slot straight after her sister's show.

Jessica Simpson was born in 1980 and rose to fame in the late 1990s with her album *Sweet Kisses*. She then became a household name as a result of her television reality show: *Newlyweds: Nick and Jessica*.

Exercise 3 page 85

- Read through the *Learn this!* box together and check comprehension by asking concept questions such as: *Did I cut my hair?* (No) *Did I arrange for someone to cut it?* (Yes) *Did I arrange for my car to be stolen?* (No).
- Ask students to underline examples of the structure in the text.

KEY

She had her hair dyed blonde. she had her teeth whitened
... having her face changed too she's had her chin reduced too
she had her nose altered

Exercise 4 page 85

- Students work individually and then compare answers with a partner before class feedback.
- Ask students why number 6 is different. (It's something unpleasant that happened to her that wasn't arranged.)

KEY

- | | |
|------------------------|-------------------------|
| 1 had my hair cut | 4 had my make up done |
| 2 Did you have it dyed | 5 had my teeth whitened |
| 3 had my nails painted | 6 had my bag stolen |

For more practice of have something done, go to:

Grammar Builder 9.1: Student's Book page 124

KEY

- 1 2 I have had my hair dyed.
3 They had their house painted last year.
4 Tom is having his car repaired.
5 My neighbours are having their windows changed.
6 I am going to have my photograph taken.
7 Olivia had her eyes tested last week.
8 Harvey has had his coat dry-cleaned.
9 We are going to have a new shower installed.
- 2 1 Has she had her hair cut?
2 she's had it dyed
3 She hasn't had her nose reduced
4 Has she had her teeth whitened?
5 Has she had it made
6 she had her make-up done

Exercise 5 page 85

- Refer students to the *Learn this!* box. Ask different students to read out the two sections. Students find an example of a reflexive pronoun in 4 and decide whether it is use 1 or 2. Elicit the other reflexive pronouns and write them on the board.

KEY

I did that myself at home. (Use 2)
myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

For more practice of Reflexive pronouns, go to:

Grammar Builder 9.2: Student's Book page 125

KEY

- 1 2 No, she dyes it herself.
3 No, they clean them themselves.
4 No, he shaves it himself.
5 No, I paint them myself.
6 No, we repair them ourselves.
7 No, we cook them ourselves.
- 2 1 hurt himself
2 burn themselves
3 look after ourselves
4 cut myself
5 get herself
6 turn itself

Exercise 6 page 85

- Focus on the instructions and the example. Do one more sentence on the board as an example. Students work through the sentences individually or in pairs.

KEY

- 1 She had her make-up done. She didn't do it herself.
- 2 She had her tattoo removed. She didn't remove it herself.
- 3 We had our car repaired. We didn't repair it ourselves.
- 4 He had his teeth examined. He didn't examine them himself.
- 5 I had my eyes tested. I didn't test them myself.
- 6 They had their car cleaned. They didn't clean it themselves.
- 7 You had your house decorated. You didn't decorate it yourself.
- 8 You had your backs washed. You didn't wash them yourselves.

Exercise 7 page 85

- Read the instructions and the example dialogue. Students ask and answer the questions in pairs. Encourage them to ask follow-up questions if the answer is yes and be prepared to report the information back to the class.
- With a **weaker class** ask students to write out their questions in full before they ask their partner.
- Ask students to report to the class anything interesting they've found out about their partner.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can talk about things that I have arranged for somebody to do. I can talk about unpleasant things that have happened to me. I can use reflexive pronouns. Ask: Which useful words and phrases can you remember?*

9 CULTURE Advertising in schools

LESSON SUMMARY ● ● ● ● ●

Reading: an article about advertising in schools; questions

Listening: people talking advertising in schools

Vocabulary: small and large numbers

Speaking: discussing advertising in schools

Topic: shopping and services

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text before the lesson and set the Vocabulary Builder exercises for homework.

➔ Lead-in 3 minutes

- Write MEDIA on the board and brainstorm a list of media (e.g. television, newspapers) that advertisers use to advertise their products and services.
- Possible answers include: television, radio, cinema, newspapers, magazines, poster sites / billboards, bus shelters, the Internet, mobile phones.
- Ask: *Which of these media do you think are the most effective for advertising? Why?*

Exercise 1 page 86

- Focus on the instructions and the 4 items. Elicit answers from the class. Practise the pronunciation of *advertisements* and *advertising* – as in the lesson title (see note).

LANGUAGE AND PRONUNCIATION NOTE – ADVERTISING AND ADVERTISEMENT

Advertising /ædvətəɪzɪŋ/ is the activity and industry of advertising things to people, e.g. *Cigarette advertising is not allowed.* *Advertising* is an uncountable noun. An *advertisement* /əd'vɜ:tɪsmənt/ (British English) or /ædvər'taɪzmənt/ (American English), often shortened to *advert* or *ad*, is a notice, picture or film which advertises a product, service or job, e.g. *Do you like the new Renault advertisement?* It is a countable noun.

Exercise 2 page 86

- Ask students to scan the article quickly looking for answers to the question. Allow 3 minutes.

KEY

vending machines, equipment supplied by large companies

Exercise 3 page 86

- Tell students to underline the key words in the questions and then go back to find the same or similar words in the text. (For example in number 3 *benefit* is similar to *advantages* in the text.)
- With a **weaker class** check students understand the meaning of *charge* and *against*.

KEY

- 1 About \$190 billion.
- 2 It is the power to get what you want by repeatedly asking for it.
- 3 They benefit financially.
- 4 More than 50,000.
- 5 They don't charge anything – they are free.
- 6 Because it doesn't encourage free thinking.
- 7 Because they promote unhealthy food and drink.
- 8 Pupils would have to purchase 5,440 bars of chocolate to get a free volleyball set.

Exercise 4 page 86

- Students underline the words in the text.

Exercise 5 page 86

- Pre-teach *goods*. Students do the exercise alone or in pairs. Tell them to look closely at the contexts of the words before choosing the answers.
- After checking the answers model and drill *purchase* /pɜ:tʃəs/ and *firm* /fɜ:m/.
- Ask **fast finishers** to find and guess the meaning of *loyal*, *collect* and *protest*.

KEY

- | | | |
|------------|-------------|-----------|
| 1 income | 4 consumers | 7 brands |
| 2 vouchers | 5 sponsors | 8 supply |
| 3 purchase | 6 firm | 9 promote |

Exercise 6 page 86 2.28

- Ask students to read through the opinions carefully and underline the key words. Tell them to listen out for words that are the same or similar. Play the recording once and then check answers or find out if they need to listen one more time.

KEY

- | | | |
|-------------|-------------|-------------|
| a Speaker 4 | c Speaker 1 | e Speaker 3 |
| b Speaker 5 | d Speaker 2 | |

TRANSCRIPT 2.28

Speaker 1 I don't see anything wrong with vending machines in schools. Yes, I guess it's advertising – in a way. But students buy this food and drink outside school, so having it inside school isn't going to make any difference.

Speaker 2 I think it's dangerous to allow large companies to provide things for schools. They say they're interested in education, but they're only really interested in selling things. This is just another way of getting inside the heads of young people.

Speaker 3 I think sponsorship by big companies is a great idea, because everybody wins – the school and the students win because they get books and equipment for free. The companies win because they get their names and logos into the schools.

Speaker 4 I think a little bit of advertising in schools is OK – you know, logos on vending machines, that kind of thing. But I wouldn't like to see big advertisements in corridors, or logos in the classroom. That would be too much. A school should be a place for education, not business.

Speaker 5 I think businesses get involved in education because the government doesn't give schools enough money. That's why head teachers can't say no to big business. If the government provided more money, they wouldn't have to accept advertising.

Exercise 7 page 86

- Divide students into pairs or small groups. Read through the phrases that are useful in a discussion.
- If they are going to work in groups, elicit some language for inviting other people to give their opinion: *What about you, Adam? What's your opinion, Ania? What do you think?*
- Students discuss their opinions. At the end, find out which opinion in exercise 6 the majority agree with.

For more practice of Small and large numbers, go to:

Vocabulary Builder 9.3: Student's Book page 136

KEY

- | | | |
|-------------------------|-----------------------|------------------------|
| 1 Open answers | | |
| 2 2 $\frac{1}{4}$, 25% | 4 $\frac{3}{4}$, 75% | 6 $\frac{1}{10}$, 10% |
| 3 $\frac{3}{10}$, 30% | 5 $\frac{1}{5}$, 20% | 7 $\frac{1}{20}$, 5% |

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and try to elicit: *I have learned about advertising in schools in Britain. I can say large and small numbers.* Ask: *Which useful words and phrases can you remember?*

9 D GRAMMAR

Third conditional

LESSON SUMMARY ● ● ● ● ●

Grammar: third conditional

Listening: a dialogue

Speaking: talking about imaginary situations

Pronunciation: sentence stress in third conditional sentences

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercises 2 and 4 together and set the Grammar Builder exercises for homework.

➔ Lead-in 3–4 minutes

- Put the following questions on the board for students to ask and answer in pairs:

When you go on holiday: Do you do your packing well in advance or do you leave it to the last minute? Do you usually / sometimes / never leave something important behind? Give an example. Have you ever missed an important train, plane or other appointment because you got the time wrong?

- Conduct a brief class feedback.

Exercise 1 page 87 🎧 2.29

- Tell students that they are going to read and listen to a dialogue between two people who have just arrived at their holiday destination. Focus on the photo and ask: *Where are the people?* (Manhattan / New York)
- Students listen and complete the dialogue.

KEY

- | | | |
|------------|----------|----------|
| 1 would | 3 hadn't | 5 hadn't |
| 2 wouldn't | 4 known | |

Exercise 2 page 87

- Students do the exercise alone or in pairs. Check answers.

KEY

- 1 No 2 Tyler 3 No 4 Because he wanted Amy to bring it

Exercise 3 page 87

- Read through the information in the *Learn this!* box together, stopping after each point.
- To highlight the difference between the second and third conditional, try dictating two jumbled sentences, asking students to put them together and then elicit the difference (the 3rd conditional form refers to the imaginary past, whereas the 2nd conditional refers to the imaginary present). For example:
 - *If/bought/I/enough/had/money/,/had/. /have/I/it/would* (If I had had enough money, I would have bought it.)
 - *enough/If/buy/I/money/,/would/it/. /I/had* (If I had enough money, I would buy it.)
- Point out that if the *if* clause is at the end of the sentence, no comma is needed.
- Ask students to read out the dialogue in exercise 1 to give them mechanical practice in 'getting their mouths around the structure' without the extra stress of having to formulate the sentences themselves.

KEY There are four examples

Exercise 4 page 87 🎧 2.30

- Students do the exercise individually or in pairs. Remind them to use contractions (short forms). The general rule is that contractions are used after pronouns but not nouns (NB the full form is used in 8 to add emphasis). Play the recording for them to check answers.
- As you check the first few answers ask concept questions, e.g. *Did she become a singer or an actress? Is this in the past, present or future?*

KEY

- | | |
|-----------------|--------------------------------------|
| 1 hadn't become | 5 wouldn't have failed; she'd worked |
| 2 'd have paid | 6 wouldn't have eaten; 'd seen |
| 3 'd have won | 7 wouldn't have left; hadn't been |
| 4 had been | 8 would have been; hadn't spent |

Exercise 5 page 87 🎧 2.30

- Play the first two sentences and ask students to just listen to how *have* is pronounced. Elicit that it is pronounced /əv/ and then play the recording for students to repeat chorally and individually. It is important not to omit the choral stage otherwise students won't get sufficient practice.

LANGUAGE NOTE – PRONUNCIATION OF HAVE

Although *have* is pronounced /əv/ it should be written in its full form and not as a contraction.

Exercise 6 page 87

- Focus on the instructions and the example. Students work individually or in pairs. Tell them that they can put the *if* clause at the beginning or end of the sentence. Remind them to use short forms. Check answers as a class.

KEY

- We could have paid for dinner if you'd brought your credit card.
- We'd have gone skiing if it had snowed.
- I'd have invited you to my party if I'd had your number.
- She'd have bought you a present if she'd known it was your birthday.
- I'd have made pizza if I'd had some flour.
- If it had been sunny, they'd have gone to the beach.

Exercise 7 page 87

- Focus of the instructions and the examples. Do the first example together, then students continue in pairs.
- Alternatively, you could get students to ask each other the questions across the class before students repeat the exercise in pairs.

For more practice of Third conditional, go to:

Grammar Builder 9.3: Student's Book page 124

KEY

- 2 If Holly hadn't forgotten her credit card, she would have bought a new TV.
- 3 We wouldn't have bought a new car if we hadn't asked for a bank loan.
- 4 If Amy hadn't gone to the sales, she wouldn't have found a bargain.
- 5 Samuel wouldn't have borrowed the money for the present if he had saved up.
- 6 If Daisy hadn't had enough money, she wouldn't have lent Benjamin £50.
- 7 Joseph would have found a cheap leather jacket if he had looked in the sales.

- 2 2 What would you have done if you hadn't felt ill this morning?
 - 3 Where would you have gone if today had been Sunday?
 - 4 Where would you have stayed if you had gone away last weekend?
 - 5 Which film would you have seen if you had gone to the cinema last night?
 - 6 Who would you have visited last night if you had had the time?
 - 7 What would you have bought yesterday if you had had the money?
- 3 Open answers

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answer: *I can talk about an imaginary event in the past using the third conditional. I understand that it's important to use short forms when I want to sound natural.*

Notes for Photocopiable activity 9.2

What would have happened if ... ?

Game

Language: third conditional

Materials: one copy of the board per group of three to four students (Teacher's Book page 140), enlarged to A3 size if possible. A coin and counters for each group.

- Make sure students are familiar with the language for playing a board game: *Toss the coin. It's my/your turn. Whose turn is it? Go forward. Go back.*
- Divide students into small groups. Explain the rules of the game. Students toss the coin and move forward one square for *heads* and two for *tails*. When they land on a square, they must finish the sentence on the square so that it makes sense and is grammatically correct. The other students judge the sentence. If they don't think it makes sense, they can challenge it but if the first student can justify it, it should be accepted. The teacher acts as referee in case of disagreement.
- If the sentence is correct (grammatically and logically), the student can stay on the square, if not, they flip the coin again and move back one square for *heads* and two for *tails*.
- If a player lands on a square that another player has already landed on, they must complete the sentence in a different way.
- The game continues until a player reaches *Finish*.

9 READING Giving it all away

LESSON SUMMARY ● ● ● ● ●

Reading: an article; matching sentences, true/false sentences

Listening: song – *I would give everything I own*

Grammar: purpose clauses

Speaking: talking about important possessions

Topics: people, society

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class and do exercises 3 and 4 as a class.*

➔ Lead-in 3 minutes

- Ask: *How many ways can you think of to get very rich?* (make money through business/good investments, inherit money, win the lottery/win *Who wants to be a millionaire*, save up for a long time, etc.)
- Then focus on the lottery theme. Ask: *Do you think lotteries are a good idea? Has anyone you know ever won money in the lottery? Imagine you won a lot of money in the lottery? What would you change and what would you keep the same in your life?*

Exercise 1 page 88

- To give some focus you could brainstorm different types of charity (e.g. charities to support children, endangered species, survivors of natural disasters, medical charities, etc.). Write them on the board for students to refer to in their discussion.
- Ask a few students to feedback to the class.

Exercise 2 page 88

- Ask students to skim the text quickly in order to find the answer to the question. Tell them they don't need to read all of the text to find the answer.

KEY

He had a newspaper column and a radio show. Readers and listeners wrote in and asked for money. He read the letters and decided who needed the money.

Exercise 3 page 88

- Explain, if necessary that the best way to approach this task is to read the text before and after the gap and to predict the missing information, and then look for a sentence in exercise 3 which fits the topic. Next they check by looking for language links, such as pronouns or linkers like *but*.
- Remind students that there is an extra sentence.
- As you go through the answers, ask students to tell you the language links. For example, in 1 *this* refers to *all*, in 3 *that* refers to *give it all away*, etc.

KEY 1 c 2 e 3 f 4 d 5 a

Exercise 4 page 89

- Look at the reading tip together. Explain that this kind of reading is called scan reading and it's what we do when we're looking for a person's name in a phone directory, for example.
- Students work in pairs to explain the significance of the numbers. With a **stronger class** they should try to do this without looking at the text initially, and then scan the text to check.
- Tell students their answers should begin *the year / the amount / the number of ... + relative clause*. Do the first two together to demonstrate this.

KEY

- 1 the year when Ross was born
- 2 the year that he sold his plastic bag company
- 3 the number of dollars that he gave to 50 Vietnamese refugees
- 4 the number of poor children from Minneapolis who came to the Christmas party he held
- 5 the number of requests for money that he received every month
- 6 the number of silver coins he gave to children at a parade
- 7 the year he published his last newspaper column
- 8 the amount of money that people estimate that he gave away

Exercise 5 page 89

- Students work alone or in pairs. Check answers together, asking students to correct the false answers.

KEY

- 1 False. There have been several examples over the years ...
- 2 False. His parents had come from Latvia and Russia.
- 3 False. He made a fortune in the fur trade and auction business.
- 4 True
- 5 True
- 6 False. He started a newspaper column ... and later a radio show.
- 7 True
- 8 False. He said 'If I'd had twice as much, I still would have given it all away.'

Exercise 6 page 89

- Read through the instructions and the *Learn this!* box together. Elicit answers from the class. Highlight the fact that *so that* and infinitive are more common than *in order to*, especially in an informal style.

KEY in order so

Exercise 7 page 89

- Focus on the instructions. Students can do the exercise alone or in pairs. Check answers.

KEY

- | | | |
|--------------|----------------------|-------------|
| 1 order to d | 3 to / in order to c | 5 so that a |
| 2 so that b | 4 so that e | |

Exercise 8 page 89 2.31

- Students listen to the song and read the lyrics at the same time. Ask them to work with a partner to find the phrases with the given meanings. Point out that the phrases are in the same order as the song.

KEY

- 1 You sheltered me from harm
- 2 The finest years I ever knew
- 3 I'd give up my life
- 4 The part of me that can't let go
- 5 taking them all for granted

CULTURE NOTE – EVERYTHING I OWN

Everything I Own is a popular song written by Bread, a 1970s rock and roll band from California. It has been covered by Boy George, 'N Sync and Rod Stewart.

Exercise 9 page 89

- Students discuss the question in pairs or small groups.

Exercise 10 page 89

- Give students time to think about which three objects are most precious to them and why. They compare answers in pairs or small groups.

ADDITIONAL SPEAKING ACTIVITY

- Tell students that they are going to imagine that they have won a large sum of money in the lottery. Write the questions below on the board: *Where/when did you buy the ticket? How did you choose your numbers? How much did you win? How did you feel when you found out? What are you going to do with the money? You are going to give some to charity. Which charity?*

- Give students 2 minutes to invent their answers. They do this individually. Divide students into As and Bs. Tell them they are going to interview each other. Student A is the lottery winner and Student B is a newspaper reporter.
- Students role play the interviews. After a few minutes they reverse roles, Student B is the lottery winner and Student A the newspaper reporter.
- If there is time, ask one or two pairs to act out their interviews to the class.

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about a millionaire. I can understand the song Everything I own. Ask: Which useful words or phrases have you learned?*

9 F EVERYDAY ENGLISH

Arguing your case

LESSON SUMMARY ● ● ● ● ●

Functional English: doubting and giving alternative suggestions, conceding and refusing to concede an argument

Listening: dialogues; listening for gist and specific words

Speaking: role-play; negotiating

Topic: travel

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2 as a class and limit the preparation time in exercise 7 and number of performances in exercise 8.

➔ Lead-in 3 minutes

- Ask: *When young people go on a backpacking holiday, what kind of accommodation do they stay in?* (youth hostel, cheap hotel, tent).
- Have a class discussion about the advantages and disadvantages of these forms of accommodation.

Exercise 1 page 90 2.32

- Focus on the photo. Ask: *What are they carrying? What are they doing? Where do you think they are?*
- Refer students to the instructions and questions. Elicit the meaning of *gets her own way*. Play the recording and check answers.
- With a **stronger class** write the questions on the board. Students do the exercise as a listening exercise with books closed.

KEY

- 1 They disagree about where to stay.
- 2 Sophie gets her own way.

Exercise 2 page 90

- Students do the exercise individually. Check answers.
- Draw attention to the word *campsite*, explaining that *camping* is a false friend in many languages. *Camping* can be used to talk about the activity, but not the place.

KEY

- | | | |
|----------|----------|----------|
| 1 Lydia | 3 Sophie | 5 Sophie |
| 2 Sophie | 4 Lydia | 6 Sophie |

Exercise 3 page 90 2.33

- Tell students they are going to listen to the recording twice. The first time they only have to match the speakers with the disagreements.

KEY 1 b 2 c 3 a

TRANSCRIPT 2.33

1
Lily We should go shopping, Cameron. Our party's tomorrow, and we need to get some food.
Cameron What should we get?
Lily Let's do roast chicken – everybody likes roast chicken. And we can get some salad and potatoes too ...
Cameron Do you really think so?
Lily Yes. Why not?
Cameron It seems like a lot of work for us – cooking chicken, preparing salad ...
Lily We can do it all in the morning. That way we won't have to do anything at the last minute.
Cameron But Lily, can't we just buy some crisps and some pizzas? People would be happy with that. And it would be much easier for us – and cheaper! We can't afford to provide roast chicken for 25 people!
Lily I suppose you could be right.
Cameron So we'll just get crisps and pizzas, then.
Lily OK.

2
James Chloe. Could you come into my office for a moment. I want to discuss the new vending machine with you.
Chloe What new vending machine is this, James?
James I want to have a soft drinks vending machine put in the school hall so that the students can buy drinks at break-time.
Chloe I don't think that's a very good idea. The kind of fizzy drinks you get from vending machines aren't very healthy.
James I take your point, but on the other hand the students go and buy fizzy drinks from shops at lunchtime anyway.
Chloe How much will it cost?
James That's just it. It won't cost anything! The soft drink company will provide it for free.
Chloe Yes, but they'll make a lot of money out of it and get free advertising – in our school.
James I see what you mean, but we'll also make money out of it. We'll get 10p for every drink that is sold. That could be £10,000 a year.
Chloe I still think I'm right. Advertising has no place in schools. You should turn down their offer.

3
Leo It's Dad's birthday on Saturday, Millie. You hadn't forgotten, had you?
Millie No, I've been thinking about what to get him.
Leo Any good ideas?
Millie Let's get him a new coat. He's been wearing that old grey coat for years – it's falling apart. He'd love a new one.
Leo Are you sure about that? He probably wears that coat all the time because he likes it.
Millie Hmm, maybe. Well, why don't we get him a shirt, then? He hasn't got many nice shirts, has he? That red one he wears is horrible.
Leo Oh, I don't agree. I quite like it. And anyway, I'm not sure clothes are a good present for Dad. He likes to choose his own clothes.
Millie Well, what would you suggest?
Leo I don't know. A book, maybe. How about a book about cricket? He loves cricket.
Millie It isn't a very exciting present, though, is it.
Leo Maybe not, but he loves books.
Millie OK, whatever you want. I don't feel strongly about it.

Exercise 4 page 90 2.33

- Play the recording again, pausing after each conversation for students to write their answers. Check answers.

KEY 1 Cameron 2 Chloe 3 Leo

Exercise 5 page 90

- Focus on the expressions and the category headings. Deal with any vocabulary issues. Items which may be unfamiliar are *I take your point* and *concede* (give in).
- Students work alone or with a partner to categorise the expressions.
- During feedback point out that *I suppose* shows reluctance. So, *I suppose you could be right* is much more reluctant than *Yes, you're right*.

KEY A 4, 8 B 3, 5 C 1, 6 D 2, 7

Exercise 6 page 90

- Students work alone or in pairs to add expressions from exercise 1 to the groups. Check answers highlighting the following points: After *I'd rather* we use past e.g. *I'd rather we found*. After *we'd be better off* we use verb + *-ing* e.g. *we'd be better off leaving*.
- Quickly practise both structures with a substitution drill.

KEY

- A Really? I'm not sure that's a good idea.
B Personally, I'd rather we found..., True, but ..., I really think we'd be better off staying ...
C Well, if that's what you really want to do, then OK.
D I'm not convinced.

CULTURE NOTE – BRITISH POLITENESS

You might want to point out that British people tend to be less direct than many other nationalities. When arguing they tend to say: *Do you really think so? Are you sure about that? I'm not sure it's a good idea* rather than *I don't agree* unless they are speaking to somebody they know well (as in conversation 3 on the recording). Students might find this strange but it's important for them to be aware of it as they could easily come across as impolite if they are too direct.

Exercise 7 page 90

- Read through the instructions together. Give students two or three minutes to choose a topic and note down suggestions and alternative suggestions.

Exercise 8 page 90

- Students work in pairs to prepare and rehearse their dialogues. Allow 5 minutes for this. Remind them to use the language from the previous exercises.
- In a **stronger class** students needn't write the full sentences, just notes as prompts.

Exercise 9 page 90

- Choose several pairs to act out their conversations. If you have a large class or are short of time, divide the class into 2 groups. Students act out their dialogue in front of the group.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can express doubts, give alternative suggestions, concede and refuse to concede in an argument.*
Ask: *Which useful words and phrases have you learned?*

9 **G** WRITING

A formal letter

LESSON SUMMARY ● ● ● ● ●

Writing: a formal letter asking for information

Reading: a formal letter, advertisements

Topic: travel

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercise 2–4 as a class and ask students to finish their letters for homework.

➔ Lead-in 2 minutes

- Write the following questions on the board for students to discuss in pairs: *Have you ever been on a camping holiday? Did you enjoy it? Why/Why not? or Would you like to go on a camping holiday? Why/Why not? What equipment do you need to take with you on a camping holiday?*

Exercise 1 page 91

- Give students one minute to read the letter and answer the question.

KEY She needs to buy a tent and a sleeping bag.

Exercise 2 page 91

Students work individually or in pairs.

KEY

sleeping bags – paragraph 5 which colours – paragraph 4
ok for wet – paragraph 2 how long? – paragraph 4
big enough – paragraph 3

Exercise 3 page 91

Elicit the answers from the class.

KEY

Dear Sir or Madam; Yours faithfully
Dear Mr / Mrs / Ms X; Yours sincerely

Exercise 4 page 91

- Refer students to the writing tip. Either read it as a class or ask students to read it on their own. Ask them to find four indirect questions in the letter.

KEY

Could you please tell me whether the ...
Do you know if the three-berth tents ...
I would be grateful if you could also let me know ...
Finally, could you also tell me ...

Exercise 5 page 91

- Focus on the instructions. Students read the advertisement and the notes and answer the questions in pairs.
- Pre-teach *panniers, rough terrain, frame*.

KEY

1 No, on rough terrain too. 3 Lights and locks
2 To carry luggage.

Exercise 6 page 91

- Read the instructions and the writing guide together. Students write their letters individually. If there's time, ask students to exchange their letters with another student to read and check, using the writing guide as a checklist, before you collect them in.

➔ Lesson outcome

Ask students: *What have you learned today?* and elicit: *I can write a letter asking for information.* Ask: *Which useful words and expressions have you learned?*

TOPIC ● ● ● ●

Travel and tourism, environment, people

→ Lead-in 3–5 minutes

- Ask students what type of places they have stayed in on holiday. Write each type of accommodation mentioned on the board, e.g. *hotel, youth hostel, campsite, grandparents' home*. Elicit some adjectives to describe each type of accommodation.

Exercise 1 page 92 5 minutes

- Focus students' attention on the photo. Explain that it shows a floating hotel. Check comprehension of *floating* by asking for a translation in the students' language.
- Check comprehension and pronunciation of the adjectives.
- Ask: *What do you think a floating hotel is like?* Elicit the appropriate adjectives from the box.

Exercise 2 page 92 20–25 minutes

E Reading: multiple-choice statements

- Elicit best strategies for completing a multiple-choice task. Ask: *What should you do first?* (Read the text quickly to get a general idea.) *What should you do next?* (Read the statements and find the relevant parts in the text.) Explain that once they have found the relevant paragraph, they should compare the information, eliminate the contradictory options, then mark the correct option.
- Remind students that the statements follow the order of information in the text, but the information may be phrased in different ways. Also point out that any information (even if they know it to be true based on their general knowledge) not mentioned in the text should be considered incorrect.
- Students complete the task individually.
- Check the answers as a class.
- With a **stronger class**, look at the *distractors* (wrong answers) again, and discuss what it is that makes them wrong (e.g. wrong verb tense, otherwise true information not mentioned in the text, generalisation not supported by the text, information implied rather than stated). As this discussion may get a bit technical, you may want to allow using the students' first language as it is more important to understand the logic of the task than to try and enforce using English at all costs.

KEY 1 C 2 B 3 B 4 A 5 D 6 C

Exercise 3 page 92 10–15 minutes

E Speaking: situational role-play

- Read through the instructions and the four prompts as a class. Check comprehension of key vocabulary, or pre-teach the words in the box.
- Ask students to think about what type of activities they usually enjoy.
- Students work in pairs, and discuss their ideas. Set a time limit of 5 minutes for the pairs to agree or compromise on their plans for their holiday at the King Pacific Lodge. Refer students to the Functions Bank in the Workbook for useful phrases. Walk around and monitor the activity, making a note of any serious errors (mistakes in appropriacy as well as grammatical errors). Come back to these errors in a later lesson, but do not interrupt the current activity, as it focuses on practising fluency not accuracy.
- Ask some pairs to report back with their conclusions, and to explain the reasoning for their decisions.

→ Lesson outcome

Ask students: *What have you learned/practised today?* Elicit: *I have read about an environmentally-friendly luxury hotel and practised completing a multiple-choice task. I have practised discussing holiday plans.*

Get ready for your EXAM 10

TOPIC ● ● ● ●

People, society, money, shopping and services

→ Lead-in 4–6 minutes

- Explain that on this lesson you are going to discuss issues connected with money. Prepare handouts, write the questions on the board, or dictate the following quiz to the class:
 - 1 How much money do you spend in a week? What do you normally spend it on?
 - 2 Do your parents give you pocket money, or do you do any small jobs to earn some cash?
 - 3 Are you saving money to buy something special? What would you like to buy?
 - 4 Do you ever do the shopping for the family?
 - 5 Do you know the price for a) a loaf of bread, b) a litre of milk?
- Ask students to answer the questions individually.
- Students compare their answers in small groups. Allow 2 or 3 minutes for this.
- Ask each group to report back to the class.

Exercise 1 page 93 2–3 minutes

- Students complete the matching task individually.
- Ask **stronger students** or **fast finishers** to try and write a short definition for each phrase. Alternatively, you can ask them to write an example sentence which illustrates the meaning of each phrase.
- Check answers as a class. Make sure they understand what each phrase means – either by giving a definition or example, or if you had any students who prepared these, by asking them to read their definitions or examples out for the class.

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

Exercise 2 page 93 2.33 12–15 minutes

E Listening: multiple matching

- Read the instructions together with the class. Explain that in this type of task the focus is on general comprehension and the ability to generalise. There are two ways of completing the task: student can either focus on the recording on the first listening, and try to understand the general idea each speaker wants to communicate, then match the idea to the statements while they listen for the second time; or they can focus on the statements, and try to choose the correct one when they listen to each speaker for the first time, then check their answers on the second listening. Whichever strategy they follow, it is essential to read the statements carefully before they begin to listen.
- Students complete the task individually.
- Play the recording twice, with a 30-second pause in between.
- Check the answers as a class.

KEY 1 E 2 A 3 F 4 C 5 B

Transcript 2.33

Speaker 1 I believe the most important thing when teaching your kids money management is deciding how much pocket money to give them. As early as first grade, youngsters can start buying and paying for things themselves, and that way they learn that everything costs money. It gives them control – but it also teaches them that they can't have everything they want. They soon develop a responsible attitude to money. If they've only got a pound, they know that they can have some sweets *or* a comic, but they can't have both!

Speaker 2 Present your children with a piggy bank. Young children need this tried-and-tested method of saving – and they'll really enjoy watching their small change build up over the weeks into quite a large sum of money. They should learn that you don't have to spend all your money in one go. They should have a particular goal in mind and learn not to dip into the money they've put away before they have enough for the book or toy their mind is set on. And when they are older, set up a savings account for them.

Speaker 3 I think children are too young to be forced to think about such matters. They have the rest of their life to worry about money. Childhood should be a carefree period when you get what you want and learn to demand everything that life has to offer. It is very important to make sure you don't limit yourself in life and that you learn to think that everything is possible. Children will learn to deal with money as soon as they start living on their own, and, the way I see it, this is early enough.

Speaker 4 My father always had to drive the best car on our street and then we couldn't afford the rent! I remember my mum and dad arguing about money all the time. My mum wasn't much better – she'd spend a fortune on clothes or shoes without telling my dad, and then he'd get really angry. I'll never be like that with my children. I think it's really important to show your children how to behave with money – how to save, how to budget, how to economise – otherwise, how will they ever learn?

Speaker 5 When I was a kid, we didn't have any money. I was always asking my mum for stuff – shoes, clothes, CDs – and the answer was always the same: we can't afford it! I hated that. Now I've got kids of my own, and my husband and I have both got jobs, we've got more money than my mum used to have – a lot more. And I buy my kids everything they want. Maybe I'm making up for my own childhood, but I think it's only natural to want the best for your children. If you've got the money, spend it – that's my philosophy.

Exercise 3 page 93 12–15 minutes

E Use of English: multiple-choice gapfill

- Remind students that in a Use of English task the missing words tend to be grammar words (e.g. prepositions, auxiliaries), verb forms or parts of phrasal verbs, collocations or phrases. If they get into the habit of learning new vocabulary with words that they usually go with, it will help them in this kind of task.
- Other items test students' knowledge of vocabulary, these often include synonyms or words that have similar meanings, false friends and words often confused by language learners. Encourage students to record such new vocabulary with examples illustrating the differences in meaning.

- Advise students to read the text carefully and to try to eliminate answers that are definitely wrong when they first go through. They should then re-read the text and make their choices. Remind them to check their completed answers at the end, and make sure they do not leave any questions unanswered. In the exam, there is no penalty for marking the wrong answer.
- Check as a class.

KEY

1 B 3 A 5 D 7 A 9 B
2 D 4 D 6 D 8 D 10 A

Exercise 4 page 93 8–10 minutes

E Speaking: picture-based discussion

- Focus on the first picture. Ask: *What is happening in the first picture? Elicit: The woman is paying (for something) with a debit/credit/bank card. Ask: Have you got a bank card? Have you ever used it to pay for something? What did you pay for? Do you prefer using cash or paying by card?*
- Read the questions as a class.
- Explain that in this type of task the focus is on finding similarities or differences between the two situations shown in the photos, not on describing the details of each image. They can mention specific details to illustrate any points they want to make. Also remind them that they should include their answers to all four questions.
- Allow a minute or two for students to collect their thoughts.
- Model the task with a **stronger student**.
- Students in pairs take it in turns to do the task. Encourage them to note any difficulties, good or bad points, and give feedback to each other after they both finished.
- Conduct a class feedback by asking about the difficulties or issues they discussed.

➔ Lesson outcome

Ask students: *What have you learned/practised today? Elicit: I have learned some new phrases connected with money. I have practised a multiple matching listening task. I have practised a multiple-choice gapfill task. I have practised discussing the advantages and disadvantages of cash and credit cards.*

A

VOCABULARY AND LISTENING

Art and artists

LESSON SUMMARY ● ● ● ● ●

Vocabulary: art and artists

Listening: dialogues; listening for gist

Speaking: discussion about the arts

Topic: culture

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercises 2 and 3 as a class and set the Vocabulary Builder exercises as homework.

➔ Lead-in 3 minutes

- Write on the board: MUSIC FILM DANCING ART THEATRE
- Ask: *How important are these in your life? Have you ever performed in public (acting, dancing, playing a music instrument, singing, etc.)?*
- Students discuss the questions in pairs or small groups. Conduct a brief class feedback.

Exercise 1 page 94

- Focus on the photos and the words in the box. Students refer to the Wordlist in the Workbook to check meaning and pronunciation and label the photos.
- Check answers and model and drill the pronunciation, paying particular attention to the word stress in *performance* and *recital* and the /tʃ/ in *sculpture* /skʌlptʃə(r)/.
- You could check comprehension further by asking: *What's the difference between ... a recital and a gig, a portrait and a still life, juggling and performance art, a sculpture and an installation?* Let students explain the difference in pairs and then check answers as a class.

KEY

- | | | |
|-----------|-------------------|----------------|
| 1 buskers | 3 an installation | 5 a recital |
| 2 a gig | 4 performance art | 6 a still life |

Exercise 2 page 94

- Students can work individually or in pairs. Reiterate that the works and performances in exercise 1 might match with more than one place in exercise 2.

KEY

- a an abstract painting, an installation, a portrait, a sculpture, a still life, a collage
- b performance art, a stage musical
- c a gig, a recital
- d a gig
- e buskers, graffiti, juggling, performance art

Exercise 3 page 94

- Students brainstorm other types of work or performance in pairs. Collect their answers on the board.

KEY Possible answers:

- a photographs, vases, textiles
- b a play, a comedy performance, a ballet, modern dance
- c a concert (orchestra or quartet, etc.), opera
- d a comedy performance
- e street performers (statues, etc.), outdoor concert/play, etc.

Exercise 4 page 94 🎧 3.01

- Focus on the instructions. Students read the sentences and check the words in red in the Wordlist. With a **weaker class**, recap on the vocabulary by giving a word in the students' own language and eliciting its English translation.
- Play the recording pausing after each conversation for students to write the answers. You could ask students to note down the words which provided clues to what's happening.

KEY

- | | |
|------------------|------------------|
| Conversation 1 c | Conversation 5 g |
| Conversation 2 e | Conversation 6 f |
| Conversation 3 b | Conversation 7 d |
| Conversation 4 a | |

TRANSCRIPT 3.01

- 1
- Artist** Now, could you move your right arm a little. No, a little to the left ... to the left ... to the left. That's your right.
- Girl** Sorry. I thought you meant your left.
- Artist** No. Now, try not to look so bored.
- Girl** But I am bored. I've been here for hours.
- Artist** I'm sorry, but these things take time. It isn't a sketch, it's an oil painting.
- Girl** And I'm cold. Can't you turn the heating up?
- Artist** I can't work when I'm hot.
- Girl** Honestly! I don't know why I do this.
- Artist** You need the money.
- Girl** I know that. You don't have to remind me.
- Artist** And remember to smile! Your bad moods are ruining this portrait.
- Girl** It's all right for you. You've got a nice warm smock.
- 2
- SH 1** Back a bit, back a bit. Now lift!
- SH 2** Ooh, this is heavy! What is it?
- SH 1** The Houses of Parliament.
- SH 2** Well, it weighs a tonne. They should have it on wheels.
- SH 1** I know. I said that, but the set designer wouldn't listen.
- SH 2** I'm going to have a word with the director.
- SH 1** He won't listen either. They never do.
- 3
- Soprano** So, then you walk to the chair and sit down.
- Tenor** That's right. And I sing my aria.
- Soprano** And that's when I come and sit on your knee.
- Tenor** Yes, actually, maybe we could try it with you sitting on the table.
- Soprano** If you prefer.
- Tenor** It's a little hard to sing with you on my knee.
- Soprano** If you say so.
- Tenor** Hard to breathe.
- Soprano** Yes, all right.
- Tenor** So, let's try from the beginning of the scene again. Please! Music!
- 4
- Dresser** I just love this silk!
- Actress** Yes, it smells wonderful, doesn't it? You don't think the colour makes me look ... dull?
- Dresser** Not at all! You look exquisite. Shall I help you with the laces?
- Actress** Yes, thank you. Oooh, not too tight.
- Dresser** Sorry!

Actress And have you seen my shoes?
Dresser Yes, they're here.
Actress I wish I didn't have to run onto the stage at the start of the scene! These shoes aren't made for running.
Dresser I know, but they look superb.
Actress Really?
Dresser Yes!
Actress Thank you, you're a darling. Now ... Where's my script?
 I need to practise my lines.

5
Techie One, two, one, two ... one, one, one, one ...
Sound OK, that's fine. Can you test the mikes on the drum kit?
Techie Sure. Hang on. All the lights have gone off. I can't see anything.
Lighting Sorry, just changing some of the lights. I need to keep them off for a minute.
Sound Can you find the drums anyway?
Techie I'll try.
Techie Found them!

6
Cond. Now, the first time we hear the melody, I want you to play it softly, as if it were a memory of a dream. Do you understand? As quietly as you possibly can.
Drummer Sorry! I dropped it.
Cond. Violins – more expressive, please. More romantic. Trumpets – pianissimo. Remember that the violins have the melody. All right, let's try it again from the beginning.

7
Choreog. And then it's step, step, turn – jump.
Dancer Step, step, turn – which way do I turn? To the left, or to the right?
Choreog. To the right. But keep looking straight ahead the whole time. Look straight at the audience. So your body turns, but your head stays still.
Dancer All right. Can we try it again?
Choreog. Step, step, turn ...
Dancer Argh! I forgot! I turned to the left. Sorry, sorry, sorry, let's do it again. Sorry I'm being so slow today!

Exercise 5 page 94 3.01

- Go through the vocabulary in the box explaining any problematic words and give students time to read through the sentences. Play the recording a second time. Students write in the missing words.

KEY

- | | |
|---------------------------|-------------------|
| 1 sketch, an oil painting | 5 mikes, drum kit |
| 2 director | 6 violins, melody |
| 3 aria | 7 audience |
| 4 script, lines | |

Exercise 6 page 94

- Students discuss the questions in pairs or small groups. Go round helping and correcting as they do this. Conduct a brief class feedback at the end.

For extra practice of Artists and artistic activities, go to:

Vocabulary Builder 10.1: Student's Book page 137

KEY

- | | | |
|----------------|----------------|----------------|
| 1 1 instrument | 7 draws | 12 songwriter |
| 2 dancer | 8 cartoonist | 13 playwright |
| 3 performs | 9 statues | 14 poems |
| 4 film | 10 sculptures | 15 novelist |
| 5 song | 11 composes | 16 screenplays |
| 6 pictures | | |
| 2 1 sculptures | 3 playwrights | 5 composed |
| 2 poems | 4 scriptwriter | 6 novels |

OPTIONAL ACTIVITY

Ask students to tell their partner about a performance or exhibition that they've been to recently. What was it? Where was it? What did they think of it? Would they recommend it to somebody else?

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit: *I can talk about different arts and artistic activities.* Ask: *Which useful words or phrases have you learned?*

Notes for Photocopiable activity 10.1 Categories

Game

Language: topic vocabulary from units 1–10 of *Solutions Intermediate*

Materials: one cut up copy of the worksheet per group of 12–18 students and one copy to be handed out to students at the end of the activity (optional) (Teacher's Book page 141)

- Divide students into two teams. Tell the class that they are going to play a game to revise all the vocabulary areas in the coursebook.
- Appoint a time-keeper from each team. They can use an egg-timer, the second hand of a watch or a mobile phone stopwatch.
- Choose one of the cards and read out the category, e.g. *In a house* to team A.
- Team A has one minute to call out the words they know in that category. The team gets 1 point for every word that they call out that is on the card, but no points for words that are not on the card. Say *yes* or *no*, according to whether the word is on the card. Mark a dash on the board each time a student says a word which is on the card.
- The time-keeper from Team B shouts *Go!* at the beginning and *Stop!* when a minute is up.
- Choose a different topic for team B and play again, recording the score for each round. Continue until the cards are used up.
- If you have time at the end, hand out a copy of the worksheet and explain any unfamiliar language.

10 **B** GRAMMAR **Participle clauses**

LESSON SUMMARY ● ● ● ● ●

Grammar: participle clauses

Reading: descriptions of paintings

Speaking: describing famous pictures using participle clauses

SHORTCUT To do the lesson in 30 minutes, keep the lead-in brief, do exercise 6 together and set the Grammar Builder as homework.

➔ Lead-in 4 minutes

- Write the following questions on the board: *Have you got a favourite artist or work of art? Have you ever visited an art gallery? What did you see? Who do you think is the most famous artist in the world? Do you do any art yourself (e.g. drawing, painting, sculpting, computer graphics)?*
- Give students two minutes to think about their answers to the questions and then ask them to discuss the questions in pairs or small groups.

Exercise 1 page 95

- Focus on the picture and elicit possible answers to the questions from the whole class and then ask them to read the first few lines to see if they are right.

KEY Georges Seurat

Exercise 2 page 95

- Students work individually and then compare answers with a partner. Check answers as a class.

KEY

it's a sunny afternoon, not a cloudy afternoon
the boats are sailing boats, not speed boats

Exercise 3 page 95

- Go through the *Learn this!* box together as a class, asking different students to read the example sentences. Revise the differences between defining and non-defining relative clauses and then ask students to tell you which of the three examples in the box contain a participle clause which replaces a non-defining relative clause.

KEY

The final episode, shown on TV tomorrow, will be watched by millions.

Exercise 4 page 95

- Students underline all of the participle clauses in the text. Before answering questions 1 and 2, review the information in the *Learn this!* box by asking students to tell you some examples of present participles and some examples of past participles from exercise 2. Ask: *Do present participles replace active or passive verbs (active) and past (passive)?*
- Remind students, if necessary, that defining clauses contain essential information, without which the sentence wouldn't make sense, and non-defining clauses contain non-essential information. Students answer the questions with a partner.
- During the feedback stage point out or elicit that if there are commas, then the participle clause must be replacing a non-defining relative clause.

KEY

painted – non-defining, commas
relaxing – defining, no commas
wearing – non-defining, commas
reflected – defining, no commas
measuring – non-defining, commas
known – non-defining, commas
displayed – non-defining, commas
based – defining, no commas
composed – non-defining, commas

Exercise 5 page 95

- Focus on the instructions and the example.
- Do another example on the board. With a **weaker class**, do the whole exercise together on the board.
- In a **stronger class**, students work individually. Remind the students to pay attention to their use of commas. Check answers.

KEY

It shows Parisians who are relaxing beside a lake ...
The young men and women, who are wearing their best ...
... the sailing boats which are reflected in ...
This large picture, which measures ...
... this form of painting, which is now known ...
La Grande Jatte, which is permanently displayed ...
There is even a stage musical which is based on the picture,
which was composed by ...

For more practice of Participle clauses, go to:

Grammar Builder 10.1: Student's Book page 126

KEY

- 1 2 You can see Velazquez standing in the background in this painting.
- 3 The sculpture, carved in the early 1500s, represents the biblical King David.
- 4 *Cats*, written by Andrew Lloyd Webber, is one of the longest-running musicals in Britain.
- 5 *The Matrix*, starring Keanu Reeves, was released in 1999.
- 6 The exhibition featuring works by M C Escher has been extended by a month.
- 7 The play, written by Bertolt Brecht, is about social justice.

Exercise 6 page 95

- Focus on the instructions and the verbs in the box. Make sure students understand the meaning of *startle*.
- Ask students to work individually and let them check their answers in pairs before class feedback.

KEY

1 wearing 3 lying 5 left 7 accompanied
2 holding 4 smoking 6 startled 8 lost

Exercise 7 page 95

- Focus students on the picture. Demonstrate the first example and then ask students to take it in turns to make sentences to describe what they can see.
- Ask **fast finishers** to make two more sentences.

➔ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit: *I can describe people and things using participle clauses. I have learned about Seurat's La Grande Jatte. Ask: Which useful words and expressions have you learned?*



LESSON SUMMARY ●●●●●

Reading: an article about Britart; matching headings
Listening: dialogues about art installations; listening for gist and specifics words
Speaking: discussing modern art
Topic: culture

SHORTCUT To do the lesson in 30 minutes, keep the lead-brief, ask students to read the text before the lesson and do exercise 4 together as a class.

→ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and try to elicit: *I have learned about the Britart movement. I can have a discussion about modern art. Ask: Which useful words and phrases have you learned?*

D GRAMMAR

Determiners

LESSON SUMMARY ● ● ● ● ●

Grammar: determiners: *all, each, every, few, little, etc.*

Reading: short texts about arts TV programmes

Speaking: talking about imaginary situations

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises for homework and in exercise 7 limit the number of students who read out their sentences.*

→ Lead-in 2–3 minutes

- Write on the board: *What skills and qualities do you need to become a professional ballet dancer?* (you have to be fit, supple, have good balance, stamina, be disciplined, etc.) *What benefits could being a ballet dancer bring to your life?* (It could improve all the areas above, it could provide a means of self-expression, escape and stress release.) To help students answer this question you could ask if anybody has seen the film *Billy Elliot* and elicit what happens in the story, how and how ballet helps Billy cope with difficulties in his life.
- Either have an open class discussion or ask students to discuss the questions in pairs.

Exercise 1 page 97

- Focus on the photo and ask students to describe the costumes and say what the people are doing in pairs. They should use participle clauses, for example: *There's a boy wearing blue shorts and red shoes dancing.*
- Ask one or two students to repeat their description to the rest of the class.
- Refer students to the title of the text. Ask them to read it and find the answer.
- Ask further comprehension questions, such as: *How many people took part in the performance? What kind of background did they come from?*
- Elicit the meaning and practise the pronunciation of *disadvantaged, participants* and *rehearsal*.

KEY

Every participant said it led to some improvement in their attitude to life. A few might become professional performers.

LANGUAGE NOTE – DETERMINERS

Determiners are words that come before nouns or at the beginning of noun clauses. They help to show which or how many things are being talked about.

Exercise 2 page 97

- Students complete the task alone or in pairs. Check answers.
- With a **weaker class** ask students to look at the words in blue and the words that follow them and compare them with the terms in the second column of the table.

KEY each many much some

LANGUAGE NOTE – EACH AND EVERY

- There are some slight differences between *each* and *every*:
 - Each* can be used to talk about two or more people or things whereas *every* can only be used to talk about three or more, not two, e.g. *He had a small tattoo on each hand* and not *He had a small tattoo on every hand*.
 - Each* is used to refer to individual people or things when you are thinking about them separately, while *every* is used when you are thinking about them as a group. So *each* is used to separate and *every* is used to generalise. *Every room in the museum is open to the public. Each room has its own theme.*
- In many cases, however, *each* and *every* are interchangeable.

Exercise 3 page 96

- Students look at the red words in the text to find the missing word in the chart. Point out that before an article (*the/a/an*), a possessive (*my/your*, etc.) a demonstrative (*this/that*) and an object pronoun (*me/him*, etc.) *of* is needed. If there are none of these in the noun phrase that follows, then *of* is not needed.

KEY of

For more practice of Determiners, go to:

Grammar Builder 10.2: Student's Book page 126

KEY

- | | | | |
|---|-----------------------------------------------------|------------------|---------------|
| 1 | 1 Most | 4 any of | 7 a little of |
| | 2 Some | 5 every one | 8 much of |
| | 3 A few of | 6 no | |
| 2 | 1 many, a few | 3 many, a few | 5 many, a few |
| | 2 much, a little | 4 much, a little | 6 much, a few |
| 3 | 1 None of the people complained about the price. | | |
| | 2 We haven't got any paint. | | |
| | 3 None of my classmates has been to the opera. | | |
| | 4 I haven't read any books by Virginia Woolf. | | |
| | 5 No art expert should miss the Vermeer exhibition. | | |
| | 6 There aren't any tickets left. | | |

Exercise 4 page 96

- Focus on the photo. Ask what the people are doing. Teach or elicit the word *choir* /kwaɪə(r)/ and model and drill the pronunciation. *Are they professional singers? What kind of age are they? What do you call the person who 'directs' a choir?* (conductor)
- Before students choose the correct words you could ask them to quickly read through the text to find out who the people are and why they're there.

KEY

- | | | | | |
|-------|-----------|--------|--------|-------------|
| 1 All | 3 most of | 5 many | 7 few | 9 every one |
| 2 no | 4 little | 6 all | 8 much | |

Exercise 5 page 96

- Read the *Look out!* box together and ask students to complete the sentences individually. Let them compare and justify answers before you check answers together.
- With a **weaker class** ask students to say for each sentence whether the noun is countable or uncountable and whether the meaning is positive or negative.

KEY

- | | | | |
|---------|----------|------------|------------|
| 1 few | 3 little | 5 a little | 7 a little |
| 2 a few | 4 a few | 6 few | |

Exercise 6 page 97

- Students can work in pairs to complete the sentences with the factually correct phrase. Make sure they understand that they can use the same word or phrase as many times as necessary. Do the first one as an example.

Exercise 7 page 97

- Ask a different pair to read out each sentence and invite the rest of the class to call out whether they agree or disagree. Then find out the true answer for each sentence through a show of hands.
NB *a few* is very close in meaning to *some* so you will need to establish exactly which number is the maximum for *a few* and which is the minimum for *some* within the context of your class size.

Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I can use determiners to say which and how many things I'm talking about. Ask: Which words and phrases have you learned?*

10

E READING

Urban art

LESSON SUMMARY ● ● ● ● ●

Reading: two articles about urban artists; matching

Vocabulary: compound nouns

Speaking: discussion – is graffiti art or vandalism?

Topic: culture

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, ask students to read the text at home before the class and set the Vocabulary Builder exercises for homework.*

Lead-in 2 minutes

- Tell students they are going to try and guess the subject of today's lesson. Dictate the following words one by one. Students have to guess what the subject is: *colourful urban wall illegal writing art spray* Answer: *graffiti*

Exercise 1 page 99

- Focus on the photo and the words in the box. Check understanding of *pavement*, *ledge* and *crouch*. In pairs students describe what they can see. Ask a student to repeat their description to the class.
- Elicit personal responses to the picture.

Exercise 2 page 99

- With a **weaker class** pre-teach *stunt*, *cave*, *chalk* and *3D*.
- Give students a time limit of three minutes to read the text and answer the question.
- Before going through the pictures, elicit that the essential difference are that Banksy's pictures are graffiti on walls while Pavement Picasso's are 3D images on pavements.

KEY

The pictures on page 98 are by Banksy. Those on page 99 are by Pavement Picasso.

Exercise 3 page 99

- Remind students to look at the gaps, predict the missing information, look for a sentence in exercise 3 and then check the language links, e.g. pronoun references. For example, in 1 the answer is d. The language links are *it* and *it* (referring to the picture) and *the British Museum* and *The Museum*.

KEY 1 d 2 a 3 e 4 c

Exercise 4 page 99

- Students work individually or in pairs. As you go through the answers, ask students to correct the false statements.

KEY

- True for both
- True for both
- False for Banksy, True for Pavement Picasso
- True for Banksy, False for Pavement Picasso
- False for Banksy, True for Pavement Picasso
- True for both
- True for Banksy, False for Pavement Picasso
- False for Banksy, True for Pavement Picasso
- True for both

Exercise 5 page 99

- Ask students to look at the words in context in order to guess the meaning. Check answers together.

KEY

- | | | |
|------------|-------------|-------------|
| 1 illegal | 3 primitive | 5 gigantic |
| 2 striking | 4 amazing | 6 elaborate |

Exercise 6 page 99

- Students find and underline the examples of participle clauses in the Banksy text.

KEY

Present participle clauses showing a human, hunting animals, including a picture, children digging a hole, with rubbish floating, a shopping trolley sticking out
Past participle clause paintings based on famous ...

OPTIONAL ACTIVITY

- Ask **fast finishers** to match the following verb noun collocations. They can check the answers in the second and third paragraphs of the Banksy text.
Column A: claim, hung, hang something, dig, do, paint
Column B: on a wall, images, a hole, work, animals, responsibility.
Key: claim responsibility, hunt animals, hang sth on a wall, dig a hole, do work, paint images

Exercise 7 page 99

- Students choose and make notes about a photo in pairs.
- With a **weaker class** elicit language for talking about a picture onto the board: *In the background/foreground, On the left/right, It looks/ it looks like, It looks as though/as if/like.*
- Students describe their picture to the class. If time is short, divide them into two or more groups and ask them to describe their picture to the group. Note down any frequent mistakes for the class to correct at the end. (Don't interrupt to correct them otherwise you will break their flow of ideas.)

Exercise 8 page 99

- You could begin by brainstorming the positive and negative aspects of graffiti and writing them on the board.
Positives: good graffiti can be a real art form, it can brighten up a grey and ugly area, it can be thought-provoking.
Negatives: it can be ugly and messy, it can be a sign of a rundown area and make people feel intimidated, it is illegal, it is expensive to clean up, *tagging* (spraying a personal signature) is not thought-provoking.
- Ask a few students to give their opinions. Try to encourage discussion across the class. Then have a class vote.

ALTERNATIVE WRITING TASK

- Brainstorm ideas for an essay titled: *Do we need graffiti?*
- Put the following on the board:
graffiti artists, graffiti makers, citizens, local authorities art, fun, cost, vandalism
old versus young, freedom versus order, rich versus poor, upper class versus lower class
- Explain that these are four possible sets of aspects to consider while writing the essay. Discuss ideas related to all four plans briefly with the class or ask students to choose a plan they like and brainstorm ideas in pairs.
- Remind students that each aspect is presented in a separate paragraph and that the composition must not exceed 250 words including introduction and conclusion.

For more practice of Compound nouns, go to:

Vocabulary Builder 10.2: Student's Book page 137

KEY

- 1 graffiti artist, street art, penguin area, cave painting, shopping trolley
- 2 electric guitar backing vocals classical music drum kit heavy metal European tour love song lead singer
- 3 1 paintings 3 Performance 5 kit 7 cases
2 stage 4 hands 6 household 8 subject

➔ Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about two urban artists. I have learned about compound nouns. Ask: Which useful words and phrases have you learned?*

10 F EVERYDAY ENGLISH

Evaluating an experience

LESSON SUMMARY ● ● ● ● ●

Functional English: evaluating an experience

Listening: dialogues; listening for gist and specific information

Grammar: *so* and *such*

Speaking: a dialogue evaluating a show

Pronunciation: intonation in sentences with *so* and *such*

Topics: culture, free time

SHORTCUT *To do the lesson in 30 minutes, keep the lead-in brief, set the Grammar Builder exercises for homework and limit the number of performances in exercise 10.*

➔ Lead-in 4 minutes

- Elicit the names of some famous ballets, musicals and operas. If you have time, you could set it as a competition to see which pair can come up the most in 2 minutes.
- Ask: *When was the last time you saw a dance performance, a play, a musical or an opera? Tell your partner about it.*
- If students don't have much experience of these performances, ask them to talk about the last film they saw.
- Ask two or three students to report back on their partner's experience.

Exercise 1 page 100 3.03

- Ask: *What can you see in the photo?* Focus on the task and the list of aspects. Play the recording and elicit answers.

KEY the music, the dancing, the male lead

CULTURE NOTE – SADLER'S WELLS

Sadler's Wells is a theatre in London best known for its ballet, contemporary dance and opera performances.

Exercise 2 page 100

- Students work individually, then check with a partner. Practise the pronunciation of *awesome* /əʊsəmə/.

KEY fantastic, wonderful, awesome, great, brilliant

Exercise 3 page 100

- Focus on the task and check understanding of the vocabulary.
- *Appalling, atrocious, awful, dreadful* and *terrible* are all synonyms and could be used in almost any contexts. *Pathetic* suggests weakness and uselessness, e.g. *his exam results were pathetic* but we can't say, for example, *the weather was pathetic*.
- You could point out that *awful* and *awesome* sound similar but have opposite meanings.
- Students can do the task in pairs. Ask one or two pairs to read out their dialogues.

KEY (Possible answer)

L What did you do at the weekend?

T I went to the ballet with my aunt. We got on a train down to London and then went to the theatre at Sadler's Wells.

L What was the ballet like?

- T It was appalling. I hated every minute of it.
 L Really? What was so bad about it?
 T Everything, really. The music was atrocious, and the dancers were awful. They were so pathetic!
 L It sounds dreadful.
 T And I hated the male lead. He was such a terrible dancer – and so unattractive! Don't go and see it.
 L No, I won't.

OPTIONAL ACTIVITY – SOUNDS

- Write the following words from exercises 1 to 3 on the board. Students divide them into pairs with the same sound. Where a word has more than one syllable they should focus on the underlined syllable.

amazing appalling atrocious awful ballet dreadful female lead male pathetic terrible unattractive

- Check answers and drill the pronunciation.
- KEY:** appalling awful; atrocious pathetic; dreadful terrible; ballet unattractive; male amazing; lead female

Exercise 4 page 100

- Read through the *Learn this!* box together and ask students to find examples in exercise 1.

KEY

What was so good about it?
 They were so athletic!
 He was such a brilliant dancer – and so handsome!

Exercise 5 page 100

Students do the exercise individually or in pairs.

KEY

1 so 2 such an 3 such 4 so 5 such 6 so

For further practice of *so* and *such*, go to:

Grammar Builder 10.3: Student's Book page 127

KEY

1 1 so 2 so 3 so 4 such 5 such 6 so

Exercise 6 page 100 3.04

- Before playing the recording focus students on the sentences in exercise 5. Ask what they notice about the punctuation. (Sentences end with an exclamation mark.) Elicit that this means that the sentence is said with feeling and enthusiasm and this is communicated through intonation.
- Listen to the first sentence and explain/elicite that we show enthusiasm by making our voice go high. If we don't, it will sound like we don't mean what we are saying.
- Play the sentences. Students repeat chorally then individually.

Exercise 7 page 100 3.05

- Play the recording once. Students match the recordings with the type of show. Suggest that they listen out for the exact words in the box. Point out that there is one extra type of show that won't match any of the speakers.

KEY

Speaker 1 an opera
 Speaker 2 a film
 Speaker 3 a musical
 Speaker 4 a modern dance performance

TRANSCRIPT 3.05

1

- A What did you do at the weekend?
 B I went to see *Carmen*.
 A Oh, right. Is she ... a cousin of yours?
 B It's an opera!
 A Oh, yes. Of course. I knew that. I was joking. So, what was it like?
 B It was good. At least, the music was good.
 A What didn't you like?
 B I didn't like the story. It was a bit boring – after the first part.
 A Was it long?
 B Yes, it went on for hours. But as I said, the music was beautiful. And the female lead was fantastic. She was such a great singer!

2

- A I saw the new version of *Robin Hood* – the one released last year.
 B Really? Who did you go with?
 A I went with my brother. We got the bus into London and saw it at the West End.
 B And what was it like?
 A It was absolutely terrible.
 B Oh. What was so bad about it?
 A Everything. Well, the story is OK ... the same as the other films, really.

- B Yes, I love the story of Robin Hood.
 A But this new version ... it was so awful. For a start, the music was really annoying. And the costumes – they were just silly. They didn't look real.
 B Oh, dear.
 A And the male and female leads – Robin Hood and Maid Marion – were both atrocious. They were such bad actors!
 B It sounds terrible.
 A It was.

3

- A What did you do on Saturday night?
 B I went to the theatre with my parents and my granddad. It was his birthday.
 A What play did you see?
 B It wasn't a play, actually. It was a musical.
 A Really? Any good?
 B Yes, I enjoyed it. It was great to look at it. The costumes were fantastic, and the scenery was amazing.
 A What about the show itself?
 B Well, I don't know much about musicals. I suppose it was OK. The dancing was really good. I enjoyed that.

4

- A Didn't you go and see a ballet last weekend?
 B Yes. Well, it wasn't exactly a ballet. It was a modern dance performance.
 A Oh, right. Was it any good?
 B Yes, I really loved it.
 A What was so good about it?
 B Well, the music was awesome.
 A What style?
 B A mixture of everything – classical, jazz, rock, hip-hop. They used music to set the scene – there wasn't any scenery.
 A And what was it about? Was there a story?
 B Not really. It was about ... relationships, I suppose.
 A It doesn't sound that good to me.
 B But you had to see it, really. I mean, the dancing was so incredible! The female lead was superb – and so beautiful!

Exercise 8 page 100 3.05

- Read through the instructions carefully. Warn students that they won't hear the answers in the order in the table. Play the recording. Pause after each speaker for students to compare answers with a partner. Check as a class.
- In a **weaker class** students may need to listen again.

KEY

Speaker 1: music ✓, story X, female lead ✓

Speaker 2: costumes X, music X, story ✓, male lead X, female lead X

Speaker 3: costumes ✓, scenery ✓, dancing ✓

Speaker 4: music ✓, dancing ✓, female lead ✓

Exercise 9 page 100

- Give students about five minutes to prepare and rehearse their dialogues. Remind them to use the language from the previous exercises and when they are rehearsing encourage them to concentrate on their intonation.
- **Fast finishers** can prepare a (shorter) second dialogue.

Exercise 10 page 100

- Choose several pairs to act out their conversations. If you have a large class or are short of time, divide the class into 2 groups. Students act out their dialogue in front of the group.

→ Lesson outcome

Ask students: *What did you learn today? What can you do now?* and elicit answers: *I describe a positive and negative experience. I can make sentences with so and such. Ask: Which useful words and phrases can you remember?*



LESSON SUMMARY ● ● ● ● ●

Writing: a discursive essay

Reading: the role of art in our lives

Grammar: nominal subject clauses

Topic: art and culture

SHORTCUT *To do the lesson in 30 minutes, set the Grammar Builder exercises and the writing task as homework.*

→ Lead-in 3 minutes

- Write the word **ART** on the board. Ask: *What role do you think art plays in our lives?* Ask students to give examples of art in everyday lives. Elicit that architecture, statues in the street, advertising images, typography on shops, etc. are all applied forms of art.
- Lead a brief discussion about how students feel about art in their lives.

Exercise 1 page 101

- Explain that they are going to read an essay which discusses the topic you have been talking about.
- Focus on the paragraph plan below the essay, and ask students to read the notes silently. Point out that there are five points, while the essay only contains four paragraphs.
- Students read the essay to find out which paragraph from the plan the writer has missed out.
- Ask students to compare their answer in pairs, then check the answers in class.

KEY 4 (The text does not discuss fashion.)

Exercise 2 page 101

- Read the writing tip together.
- Focus students' attention on the paragraph plan in exercise 1 again.

- Working in pairs, students find examples for each abbreviation or symbol.
- Check the answers in class.

KEY 1 = 2 etc. 3 ads 4 e.g. 5 à 6 sb 7 +

Exercise 3 page 101

- Read the *Learn this!* box together.
- Students scan the text quickly to find an example for a nominal subject clause in the essay.
- Check answers.

KEY

What they need are beautiful buildings and colourful advertisements. (Paragraph 4)

Exercise 4 page 101

- Students work individually or in pairs. Do the first sentence on the board as a model.
- Check answers.

KEY

- 1 What I prefer are unusual clothes.
- 2 What I like is modern architecture.
- 3 What I really hate are grey tower blocks.
- 4 What we need is a new attitude to urban architecture.
- 5 What it shows is how important art can be.
- 6 What they're looking for is a more attractive house.

For further practice of Nominal subject clauses, go to:

Grammar Builder 10.4: Student's Book page 127

KEY

- 1 1 What I need right now is to go on holiday.
2 What I'm looking forward to is finishing my exams.
3 What I'd like to do tomorrow is have a lie-in.
4 What I'm thinking about is planning a trip together.
5 What we're going to do is have an end-of-term party.
6 What I want to do tonight is watch TV instead of revising.
- 2 Open answers

Exercise 5 page 101

- Read the essay question together. Point out that discursive essays are different from for and against essays (covered in Unit 5) in that they do not require the writer to present both sides of an argument. Instead, a discursive essay looks at different aspects of the same subject matter, and uses each paragraph to discuss these in detail. The two types of essay are similar in that they both use an introductory paragraph which presents the topic, and a summary paragraph in which the writer sums up their personal opinion.
- Check comprehension of or, if necessary, pre-teach the vocabulary in the box.
- Students work in pairs or small groups to brainstorm ideas about the topic. Encourage them to use abbreviations and symbols to prepare a paragraph plan, based on the model in exercise 1.

Exercise 6 page 60

- Students write their essays individually. If you decide to do the writing task in class, walk around and monitor the activity, helping if needed.
- After the students have finished writing, ask them to check that they have covered everything they planned to cover, and to check for mistakes. Alternatively, ask students to work with a partner and check each other's work.

ALTERNATIVE WRITING TASK

You may like to use this option instead of or together with the task in exercise 6.

- Students look at the topic from the opposite point of view: *In what ways do films have a negative effect on our lives?*
- They brainstorm ideas in pairs. If necessary, start the brainstorming with the whole class together, then ask them to continue this in pairs.
- With a **weaker class**, put some ideas on the board to help them, e.g.
Hollywood's dominance → *American lifestyle and attitude models*
violence in films → *encouraging violent behaviour*
adaptations of literature: imagination vs ready-made images
- Ask students to check their completed essays before reading them out in class.
- If appropriate, conduct a class discussion looking at both sides of the issue.

Lesson outcome

Ask students: *What have you learned today? What can you do now?* Elicit: *I can write an essay, discussing a theoretical issue. I have learned how to use abbreviations or symbols in notes. I have practised nominal subject clauses.*

Notes for Photocopiable activity 10.2

You bet!

Grammar game

Language: participle clauses, determiners, *so* and *such*, nominal subject clauses

Materials: one copy of the worksheet per pair of students (Teacher's Book page 142)

- Divide students into pairs and hand out a copy of the worksheet to each pair. Ask them to decide whether each sentence is correct and put a tick in the *Correct* or *Incorrect* box accordingly.
- Explain to students that they are now going to put bets on their sentences depending on how sure they are that their answers are correct. Tell them that they must bet between £10 and £100 on each answer being correct. Set a time limit for them to place their bets, for example, 5 minutes. They write their bets in the *Bet* column.
- Go through the answers to the questions. If students have the correct answer to a question they win the amount that they bet on that answer and write the amount in the *Winnings* column. For example, if they bet £20 and they were correct, they write +20. If they don't have the correct answer, they lose the money they bet and mark it in the *Winnings* column with a minus sign i.e. -20.
- If necessary, to avoid cheating, ask students to mark another pair's worksheet.
- At the end ask them to add up their total and find out who won the most money.

KEY

1 X	4 X	7 ✓	10 ✓	13 X
2 X	5 X	8 X	11 X	14 ✓
3 ✓	6 ✓	9 X	12 ✓	15 ✓

LANGUAGE REVIEW 9-10

- | | | | |
|---|------------------------------------------------------|------------|------------|
| 1 | 1 buy | 3 save | 5 afford |
| | 2 waste | 4 borrow | 6 pay |
| 2 | 1 portrait | 3 audience | 5 melody |
| | 2 sketch | 4 recital | 6 juggling |
| 3 | 1 Michael is having his hair dyed black. | | |
| | 2 Natasha has had her nose reduced. | | |
| | 3 We're going to have our living room decorated. | | |
| | 4 Alisha had her eyebrow pierced yesterday. | | |
| | 5 They're having their new TV delivered tomorrow. | | |
| 4 | 1 written | 3 sung | 5 playing |
| | 2 wearing | 4 made | |
| 5 | 1 Lots of snow fell on most towns in my area. | | |
| | 2 A few of my friends had to walk to school. | | |
| | 3 Most of the students arrived late. | | |
| | 4 None of our teachers could drive their cars. | | |
| | 5 Many students stayed at home. | | |
| | 6 Every one of us expected to be sent straight home. | | |
| 6 | 1 suppose | 3 mean | 5 still |
| | 2 point | 4 strongly | |
| 7 | 1 c | 2 d | 3 e |
| | | 4 a | 5 b |

SKILLS ROUND-UP 9-10

- 1 To contribute to an exhibition at Art College.
 2 1 F 2 T 3 T 4 F 5 T

TRANSCRIPT 3.06

- Narrator** It's Saturday. Marek and Suzanne are deciding what to do.
Marek I think we should go to Sarah's exhibition, 'Changing Britain'. It's the first day today! She's been talking about it for weeks.
Suzanne Can't we go tomorrow, or Monday?
Marek We could go tomorrow, but not Monday. The exhibition is only on today and tomorrow.
Suzanne But I'd rather go shopping today. I want to buy a new outfit for the party next weekend.
Marek Really? I'm not sure that's a good idea.
Suzanne Why not?
Marek Because you're always saying you haven't got any money! And we need to pay the rent next week!
Suzanne I suppose you could be right. How much does it cost to get into the exhibition?
Marek Nothing. It's free!
Suzanne I'm not really into paintings.
Marek It isn't just paintings. There are photos too. In fact, Sarah's taken some photos of me for the exhibition!
Suzanne Really?
Marek I haven't even seen some of them. Come on, let's go.
Suzanne OK, you've convinced me! Where is the exhibition?
Marek It's at the Art College.
Suzanne Where's that?
Marek On Buckingham Street, opposite the town hall.
Suzanne Oh, OK. Do you know what the opening times are?
Marek Yes, I do. Sarah told me it would be open from 10 o'clock in the morning until 6 o'clock at night.
Suzanne Fine. Let's have breakfast and then get a bus.

Marek OK.

...

Sarah Hi, Marek! It's Sarah.

Marek Oh, hi.

Sarah Thanks for coming to the exhibition. Sorry I couldn't talk much – it was so busy!

Marek I know. There were loads of people there! You must be very pleased.

Sarah Yes, I am. And what did you think of it?

Marek I loved your photos. I wasn't so keen on some of the paintings, though.

Sarah Oh, really?

Marek But I'm not really into modern art. I don't really understand it.

Sarah And what did you think of the video installation?

Marek Video installation? I didn't see that. Where was it?

Sarah It was in the entrance hall. Didn't you notice the screens and the cameras?

Marek Oh! I just thought they were CCTV cameras ... you know, for security. I didn't realise that they were part of the exhibition!

Sarah Anyway, the good news is that I've sold some of my photos.

Marek Really?

Sarah Yes! To a collector who owns a gallery in London. He really liked the photos of you ... and he offered me £100 a photo! In the end, he bought five of them!

Marek That's great!

3 Open answers

4 1 a 2 b 3 c 4 b 5 c

5 Open answers

6 Open answers

EXAM For further exam tasks and practice, go to Workbook page 92. Procedural notes, transcripts and keys for the Workbook can be found on the *Solutions Teacher's Website* at www.oup.com/elt/teacher/solutions.

TOPIC ● ● ● ●

English-speaking countries, art and culture

➔ **Lead-in** 4–5 minutes

- Put students in small groups and ask them to note down as many cities and the monuments or buildings these are famous for as they can think of, for example: Moscow: the Kremlin, New York: Statue of Liberty, Paris: Eiffel Tower, Prague: Clock Tower, Athens: the Acropolis.
- Share ideas as a class.

Exercise 1 page 104 2–3 minutes

- Explain that in a reading comprehension task, it is always important to get a general idea of what the text is about before starting to complete the exam task.
- Students skim the text quickly to answer the questions.
- Check answers.

KEY Sydney Opera House in Sydney, Australia.

Exercise 2 page 104 15–20 minutes

E Reading: missing sentences

- Read the instructions together with the class.
- Remind students that in this type of task they should first read the whole text carefully, and try and identify the main idea of each paragraph. Then they should read the sentences before and after each gap to see what information is missing. The key to completing the task is to find the linking words and relative pronouns that logically connect the text to the missing sentence.
- They should also read through the sentence options to make sure they understand them.
- Explain that exams at B2 level, the task types are usually similar to the B1 level, but they tend to be more challenging: they include more advanced vocabulary and require understanding connections between more complex sentences. Students should not be discouraged by the challenge, or get stuck on unfamiliar vocabulary or structures. They should apply the techniques practised throughout the course to complete the task.
- In a **stronger class**, students complete the task individually. In a **weaker class**, ask a stronger student to do the first item as a model, asking them to explain how they have worked out which sentence fit the gap.
- Check the answers in class.

KEY 1 G 2 B 3 F 4 E 5 C 6 A

Exercise 3 page 104 4–5 minutes

- Focus students' attention on the pictures.
- Discuss their ideas in open class.

KEY

The images show a classical sculpture, graffiti, an Impressionist painting, and (classical) ballet.

Exercise 4 page 104 12–15 minutes

E Speaking: picture-based discussion

- Read the questions as a class.
- Explain that in this type of task at B2 level the focus is not only on finding similarities or differences between the situations shown in the photos, but also on discussing broader aspects of the topic, based on the prompts or questions. These often require logical reasoning, speculation or the students' own opinion or experience. At B2 level, students are expected to speak continuously on the subject, connecting their ideas or the suggested points of view logically into a coherent presentation.
- Refer students to the Functions Bank in the Workbook for phrases they can use to connect their speech.
- Allow a minute or two for students to collect their thoughts before they start to speak.
- Students in pairs take it in turns to do the task.
- Ask students to time their performance – each student should try to speak for about 5 minutes on the subject. Encourage students to listen to their partners, note any difficulties, good or bad points, then give feedback to each other.
- Discuss the students' experience of the task in open class.

➔ **Lesson outcome**

Ask students: *What have you learned/practised today?* Elicit: *I have practised reading comprehension, through a missing sentences task. I have read the story of the construction of the Sydney Opera House. I have discussed art on the basis of visual materials. I have practised giving a connected presentation for a long turn exam task.*

TOPIC ● ● ● ●

Art and culture, state and society, crime and punishment, school

➔ **Lead-in** 2–3 minutes

- Ask students to give examples of jobs in art (e.g. painter, sculptor, model, art dealer, gallery owner, designer). Write the words on the board as you collect them.
- Ask students to say what each person does by giving examples of their typical activities.

Exercise 1 page 105 2–3 minutes

- Explain that in a listening comprehension task, it is always important to read the task carefully to find out what the recording is about before starting to complete the exam task.
- Students look at the instructions in exercise 2 to answer the questions.
- Check answers.

KEY c

Exercise 2 page 105  3.07 12–15 minutes

E Listening: multiple-choice statements/questions

- Read the instructions together with the class.
- Elicit techniques for completing a multiple-choice listening task. Allow up to 5 minutes for this discussion. Ask: *What should you do before the recording starts?* Elicit: *Study the task questions.* Ask: *Why is it important to study the questions before listening?* Elicit: *It helps focusing on the key information you need to choose the correct answer.*

Ask: *What should you do the first time you listen?* Elicit: *Listen and make notes about the main ideas, or underline the key words in the answers. Mark any answers you are sure about, and eliminate options that are definitely wrong.* Ask: *What should you do on the second listening?* Elicit: *Check the items you have already answered, and listen for any missing information to complete the rest of the task.* Ask: *What should you do at the end?* Elicit: *Check quickly that you have answered every question. You should never leave a question unanswered in a multiple-choice task.*

- Allow up to a minute for students to study the task and prepare.
- Students work individually.
- Play the recording twice with a 30-second pause in between.
- Check answers.

KEY 1 A 2 B 3 D 4 C 5 C 6 A

Transcript 3.07

Lydia Corbett is 72, lives in Devon, and is an artist exhibiting her watercolours and sculptures in Exeter. Sylvette David was 17, lived in the south of France and was a model and a muse for a Spanish artist. Only these two are the same person.

In spring 1954 Sylvette David was living in Provence with her English-born mother, who was also an artist, and her boyfriend, Toby Jellinek, who made avant-garde metal chairs. Pablo Picasso, the 20th century's most famous and influential artist, had set up a studio nearby and asked Jellinek to deliver a couple of chairs. Sylvette went along to the painter's studio with her boyfriend. Picasso only saw the shy 17-year-old for a few fleeting moments. But that was enough for him to become entranced by her beauty. The image of the willowy blond girl with her hair piled high in a ponytail was to bewitch him for the next year.

Sylvette had little idea of the dramatic effect this meeting had on the painter. She only found out some time later, when she was sitting with her family in the garden of their home. Suddenly, she saw a portrait of herself emerge from over the garden wall. Picasso had completed the painting from memory and held it up for her to view, calling the work *Stunningly Beautiful: The Girl with a Ponytail*. In the following three months, Picasso produced more than 40 pieces based on her likeness, and photographs of the painter with his latest model littered the pages of Parisian magazines.

Picasso was famed for being a prodigious womaniser, and known as the 'bohemian Casanova'. But unlike many of his former muses, Sylvette David's relationship with the artist never went beyond a platonic bond.

Their friendship was just as creatively beneficial for Sylvette, who began drawing in the artist's studio overlooked by him. Her interest in art was sparked while she sat for Picasso, often posing in a rocking chair. However, she only began to paint in her mid-forties. By this time she was living in England and had married, changing her name to Lydia Corbett which she used to sign her work. For a chance to see her work, visit the Open Space gallery in Exeter where her paintings are currently on display until 23rd March...

Exercise 3 page 105 2–3 minutes

- Ask students to read the Use of English task in exercise 4 quickly, ignoring the gaps, to answer the question.
- Explain that understanding the context, what the text is about, will help them find the right words to fill the gaps.

KEY a

Exercise 4 page 105 10–12 minutes

E Use of English: open cloze

- Students do the task individually. Remind them to check their answers when they have finished.
- Students check their answers in pairs first, then check the answers with the class.

KEY

1 take 3 up 5 Although 7 in 9 of
2 way 4 worth 6 as 8 been 10 In

Exercise 5 page 105 5–6 minutes

- Remind students of the discussion of the importance of art in Unit 10 and in *Get ready for B2 exams 1* on page 104.
- Students work in pairs, and discuss the benefits of visual arts from both points of view, illustrating their views with examples.
- Walk around and monitor the activity.

Exercise 6 page 105 20–25 minutes

E Writing: an essay for and against

- Explain that at the B2 level, students are expected to write an essay, either for and against a statement (which they practised in Unit 5) or a discursive essay exploring a subject (in Unit 10). They should follow the guidelines learned in *Solutions*, going through the stages of the writing process: planning, drafting, writing and checking carefully.
- Remind students that they should use linking words and conjunctions to organise their thoughts into a coherent whole, and a good variety of vocabulary and structures to show how well they can use their writing skills. Encourage them to use examples to support their ideas.
- Students read the statement and decide if they are for or against the idea.
- Students write their essays individually.
- Ask students to check their work carefully when they have finished, or you may prefer to put them in pairs to check and discuss each other's work.

➔ Lesson outcome

Ask students: *What have you learned/practised today?* Elicit: *I have practised listening comprehension to complete a multiple-choice task. I have practised an open cloze task. I have practised writing an essay arguing for or against a statement.*

Get ready for B2 EXAMS 3

TOPIC ● ● ● ●

English-speaking countries, art and culture

➔ Lead-in 2–3 minutes

- Ask: *Is there a famous art festival in your town/region/country? What is it? When does it take place? What kind of art does it celebrate?*
- Elicit what students know about the festival.

Exercise 1 page 106 2–3 minutes

- Ask students to think of other examples of art festivals. You may like to organise the ideas into a table on the board, under the following headings:
FESTIVAL WHERE WHEN WHAT KIND OF ART.
- Encourage students to think of different types of art: films, theatre, classical music, popular music, visual arts, dance, literature.
- Ask: *Which of these festivals would you like to attend? Why?* Conduct a brief discussion.

Exercise 2 page 106 15–20 minutes

E Reading: multiple-choice statements

- Remind students of the best strategies to complete a multiple-choice task by eliciting the various stages: skimming the text first to get a general understanding, reading the options and identifying the key information, then reading the text to find which paragraphs contain the relevant information, finally checking the information in the options against information in the text.
- Point out that it is usually a good idea to eliminate options that are certainly wrong to reduce the number of alternatives to choose from.
- Students do the task individually.
- In a **stronger class**, check the answers by asking students to read their answer together with the information from the text that supports it, and briefly to say why the other options are incorrect.
- In a **weaker class**, check the answers, then ask the class to find the supporting information, and to discuss why the other options are incorrect together.

KEY 1 B 2 A 3 A 4 D 5 A 6 C

Exercise 3 page 106 5–6 minutes

- Read the statement in the exam task in exercise 4 together.
- Put students in pairs to look at the list of topics, then discuss how each area is influenced by American culture in their own countries. Ask them to give one or two examples to illustrate each point.
- Encourage them to think about at least one positive and one negative aspect of America's influence in each topic.

Exercise 4 page 106 10 minutes

E Speaking: debate

- Explain that at the B2 level, students are expected to be able to discuss an issue, looking at various points of view, illustrating the points they make with examples quoted from their experience or from general knowledge. They are also expected to respond appropriately to any counter-arguments their partner makes.
- Refer students to the Functions Bank in the Workbook for useful phrases for presenting an argument, agreeing/disagreeing, etc.
- Explain that in this task there is no correct answer they are expected to give. In the exam, it is the examiner's job to disagree with any point they make – to encourage debate. They should not take this personally. They should also be prepared to take either side in the argument, irrespective of their true opinion. (You may like to point out that in the exam they could do better if they simply argued for whichever side they have more arguments or examples for.) Encourage them to think of the debate task as a performance, where they should show off how well they can use their speaking skills in English.
- Put the students in pairs, as A and B. Each A student should argue for, each B student against the statement. Allow a minute for them to prepare arguments or examples they can use for their side.
- Students discuss the statement in pairs. Walk around and monitor the activity, focusing especially on the functional phrases.

OPTIONAL SPEAKING TASK

You may like to ask students to switch sides and partners to repeat the activity from the opposing point of view. This will help students practise forming counter-arguments against their own views, which means they will be able to anticipate these better in the exam.

→ Lesson outcome

Ask students: *What have you learned/practised today?*
Elicit: *I have read about the Eisteddfod. I have practised completing a multiple-choice reading task. I have learned how to use arguments and examples to support my point of view in a debate. I have practised arguing for and against a statement.*

Get ready for B2 EXAMS 4

TOPIC ● ● ● ●

English-speaking countries, languages, school

→ Lead-in 4–5 minutes

- Ask students to answer questions about English-speaking countries: Ask:
 - 1 *What is the capital of*
 - a the United Kingdom (London)
 - b the United States (Washington DC)
 - c Canada (Ottawa)
 - d Australia (Canberra)
 - e Ireland (Dublin)?
 - 2 *What are their biggest cities?* (London, New York, Toronto, Sydney, Dublin)
 - 3 *What countries does the United Kingdom consist of?* (England, Scotland, Wales, Northern Ireland)
 - 4 *What are the capitals of the countries in the United Kingdom?* (London, Edinburgh, Cardiff, Belfast)
 - 5 *In how many countries is English an official language?*
 - a nearly 20
 - b more than 50
 - c almost 100(b, it is an official language in 54 sovereign states).
- You may like to do this activity as a competition. The student who has the most correct answers is the winner.

Exercise 1 page 107 2–3 minutes

- Remind students that they should always try to find out what the recording will be about before they start completing a listening task.
- Students answer the questions individually.
- Check answers.

KEY

- 1 London, Washington DC, Dublin, Canberra
- 2 They are capital cities (of English-speaking countries).

Exercise 2 page 107 3.08 10–15 minutes

E Reading: multiple matching

- Explain that in this type of task, as in most listening tasks in general, preparation is vital for success. If students familiarise themselves with the order and content of the questions, they will find it easier to pick out the relevant information from the recording quickly, answer the question and continue listening at the same time. If they do not study the questions before listening, they will lose a lot of valuable time studying the questions as they listen and cannot focus on the recording.

- Point out that although it may be possible to predict the answer to some questions, exam tasks often include deliberately misleading items. In this case, students must make sure that the information in the recording confirms their prediction, and they must be prepared to change their answer if it does not.
- Remind students to identify and underline the key words in each question, and also that the information they hear will probably use different words to express the same ideas, so they should try and think of some synonyms, paraphrases as they prepare to listen. Tell them also to ignore irrelevant vocabulary if it's unfamiliar to them. Recordings at B2 level often contain higher level vocabulary, but understanding these words is not necessarily important for completing the task.
- Students do the task individually.
- Play the recording twice, with a 30-second pause in between.
- Check answers as a class.

KEY

1 D 2 C 3 W 4 L 5 C 6 D 7 L 8 W

Transcript 3.08

1 Londinium was a Roman city established in the 2nd century AD. This early settlement became known as the City of London and later merged with the City of Westminster. The former, known simply as the City, is the present-day business and financial heart of the UK, whereas Westminster is the location for the majority of the royal and governmental buildings. The two dates that are possibly best known in English history are 1066 and 1666. In 1066, William the Conqueror, a Norman leader who invaded the country, was the first king to be crowned in Westminster Abbey setting the precedent for all subsequent monarchs of England. In 1666 a small bakery fire caused the Great Fire of London, which destroyed most of the city. But London recovered and blossomed into the largest city in Europe. It is famous for its monuments, the 50 theatres of the West End, and for its museums and art galleries.

2 Dublin was officially established in 988 but some argue that there is evidence to suggest its existence dates back to the second century. Over the subsequent two centuries, the Danes, the Irish, and the Anglo-Normans fought for control of Dublin. In 1922, after it had witnessed some of the worst fighting in Ireland's war for independence, Dublin became the political, economic, and cultural centre of the new Ireland. It has also been at the centre of Ireland's recent economic resurgence which has been driven in part by the export of computer software and hardware. Among its attractions is the 800-year-old castle and two cathedrals. To top it off, world-famous breweries can also be found here. The tour of the Guinness Brewery is definitely a must and then you can unwind in Phoenix Park, the world's second largest enclosed park.

3 The District of Columbia, known also as the city of Washington, has been the capital of the USA since 1800 when it assumed the role from Philadelphia. The site was chosen personally by President George Washington, who also gave it his name. Its economy is based on the federal government and tourism. They are closely connected, as the main tourist attractions are the sights of the National Mall. The Mall is about a mile long, with a broad carpet of grass running down the middle of it bordered by famous institutions like the White House as well as nine fascinating interactive museums. One of them is the National Air and Space Museum, which houses the Apollo II space capsule. Washington DC, although it is pushing for statehood, has so far been denied its request and is not to be confused with the state of Washington.

4 Canberra is the capital city of Australia and its largest inland city. The site was selected for the location of the nation's capital in 1908 as a compromise, following a long dispute over which of the two largest cities, Sydney or Melbourne, should have the honour. It is unusual among Australian cities being an entirely planned city,

that is, built specifically for the purpose of becoming the home of the government. The final design was heavily influenced by the garden city movement and incorporates significant areas of natural vegetation that have earned Canberra the title 'bush capital'. The city also boasts many museums and cultural attractions, including the Captain Cook Memorial Jet. And finally, the region's cool climate has fostered the growth of wineries whose products are now receiving worldwide recognition.

Exercise 3 page 107 8–10 minutes

E Use of English: open cloze

- Students do the task individually. Remind them to check their answers when they have finished.
- Students check their answers in pairs first, then check the answers with the class.

KEY

1 even	3 with/and	5 and	7 as	9 of
2 was	4 After	6 did	8 at	10 had

Exercise 4 page 107 8–10 minutes

- Ask students to read the model essay and complete it with the missing phrases.
- Point out that the phrases in the box are used to connect ideas. Ask students to say what function each phrase serves. Ask them to add a few more examples for each function. Encourage students to use a variety of linking phrases in their writing.
- Check the answers.

KEY

1 As a result	3 Therefore	5 What is more
2 It is commonly believed	4 However	6 All in all

Exercise 5 page 107 20–25 minutes

E Writing: an essay

- Ask students to read the statement and decide if they agree or disagree. Point out that the model essay in exercise 4 focused on a very different aspect of language learning, but that it may provide some useful ideas.
- Refer students back to Unit 5 and 10 where they practised writing essays, to remind them of the essential characteristics of this type of text.
- Ask students to go through the stages of the writing process carefully: planning, drafting, writing and checking. Remind them to use examples to illustrate the points they make.
- Ask students to check their writing when they have finished, or ask them to work with a partner to check each other's writing.

➔ Lesson outcome

Ask students: *What have you learned/practised today?* Elicit: *I have learned about four capital cities of English-speaking countries. I have practised a multiple matching listening task. I have practised completing an open cloze task. I have learned how to use linking phrases to connect my writing into a coherent whole. I have practised writing an essay arguing for or against a statement.*

A short introduction to dyslexia

What is dyslexia?¹

- Dyslexia is one of several distinct learning disabilities.
- It's a specific language-based disorder.
- It's of biological origin (usually genetic).
- Characteristic symptoms are difficulties in single word decoding (reading) usually reflecting insufficient phonological skills. Dyslexia is manifested by varying difficulty with different forms of language. These often include, in addition to problems with reading, a conspicuous problem with acquiring proficiency in writing and spelling.
- These difficulties are often unexpected in relation to age and other intellectual and academic abilities (in some school subjects).
- These difficulties are not the result of a generalised developmental disability (these students have a normal IQ) or sensory impairment (they don't have seeing or hearing problems). Some dyslexic people have very good spatial orientation, visual or auditory memory and technical skills.

What dyslexia isn't (myths about dyslexia)

- Dyslexia is not an illness. However, it appears in two basic medical classifications of diseases: ICD-10 (European) and DSM-IV (American).
- Dyslexia is not a myth. It is a learning difficulty which makes all aspects of dealing with language (especially written language) harder. Most experts today agree that learning to write requires a lot of effort and takes time. It's crucial for dyslexic students to learn how to learn, find out what works for them and consciously develop their own learning strategies. Normally, with time, dyslexic students learn to use their talents and intelligence to cope with their problems.
- Dyslexia is not a lack of intelligence. Students who have been diagnosed as being dyslexic have at least a normal IQ and many of them are highly intelligent.
- Dyslexia is not laziness. However, some dyslexic students may try to use their dyslexia as an excuse for not working. It is important to understand that helping means demanding and motivating, not releasing or absolving from responsibility.
- Dyslexia is not 'no big deal'. People don't grow out of dyslexia. The dyslexic person learns to cope with his/her problems and to use favourable compensation strategies. The earlier help is given, the more effective it is. Constant failure leads to a lack of motivation and/or other negative strategies. These secondary effects are often more difficult to deal with later on. Early encouragement and learner training can therefore make all the difference to a dyslexic student's experience of school and learning.
- Dyslexia is not something rare. The problems associated with dyslexia are roughly similar in some 10 % of the population, which means that in an average classroom there are usually a few students with dyslexia.
- Dyslexic students are not all the same. Some of them, having experienced some difficulties in learning their mother tongue, don't have any problems with foreign languages. Some – suffering from severe dyslexia – can hardly learn a foreign language.

- People don't normally grow out of dyslexia. However the symptoms change with time and they are different at different life stages. Their form depends on different educational methods, work input and individual characteristics (intelligence or the nature of deficits). The problems tend to come back after a break in training (e.g. after holidays) and in stressful situations (e.g. an exam).
- Dyslexia is not a reason for failing in life. This is proved by a long list of famous dyslexics (e.g. Hans Christian Andersen, Auguste Rodin, Thomas Alva Edison, Sir Winston Churchill, Albert Einstein). Dyslexic students can succeed at school – they just need the right kind of teaching.

Forms of dyslexia

Most dyslexia researchers distinguish between Developmental Dyslexia in its general meaning as a syndrome of Specific Reading and Writing Difficulties and its forms:

Dyslexia (in its narrow meaning with reference to reading problems only)

Dysortography (spelling problems)

Dysgraphia (handwriting problems)

What is the cause of dyslexia?

Different factors (genetic and environmental) cause biological changes in the central nervous system which leads to certain dysfunctions. As a result the child's psycho-motor development is discordant.

Dyslexic symptoms in school

In most cases weaknesses can be identified in the following areas:

VISUAL AND AUDITORY PERCEPTION AND PROCESSING

This can result in difficulties with mastering written and sometimes also oral language:

- learning words/letters/sounds
- spelling: phonic writing (e.g. football/futbol), letters may be reversed, mirrored, replaced by similar ones (p-b-d-g, w-m-n), written in the wrong order (e.g. hlep/help), omitted or added
- reading (accurate and/or fluent word recognition)
- pronunciation (because this requires good auditory perception and processing)
- expressive writing
- recognising and producing rhymes
- fluency in speech (less common).

AUTOMATICITY

- For example, applying even well-known spelling rules or retrieving common words from memory.

MEMORY

Dyslexic students may encounter problems with:

- short-term memory
- learning sequences such as days of the week and months of the year
- acquiring the knowledge of sounds and words.

THE TECHNIQUE OF WRITING

- In the case of students with dysgraphia their handwriting can be illegible and the pace of writing slow (because writing requires good fine motor skills).

SPATIAL ORIENTATION

- Students may have trouble differentiating between left and right.
- They may find prepositions difficult (e.g. *under, on, above, below*).

¹ definition taken from ODS Research Committee and National Institute of Health (1994)

CONCENTRATION

- Dyslexic students may get easily distracted and become mentally tired sooner than their peers.

ORGANISATIONAL SKILLS

Dyslexic students may encounter problems with:

- time management (e.g. often coming late for a lesson, planning their work)
- problems with organisation of materials (e.g. problems with using their Student's Book as a source of useful information, designing the layout of their copybook).

SECONDARY CONSEQUENCES OF DYSLEXIA CAN BE:

- low self-esteem
- low motivation for learning
- being passive (withdrawn)
- becoming aggressive as a form of protest
- becoming a classroom clown
- not enjoying learning/school or even refusing to go to school
- frustration

Dyslexia in the English classroom

Most of the general dyslexia symptoms (listed above) affect students' performance in English lessons. Typical problem areas in English are:

THE ALPHABET

- which results in difficulties with spelling aloud and using dictionaries.

VOCABULARY

- because of poor memory and problems with sequences, e.g. learning the 12 months. Dyslexics often experience difficulties with retrieving well-known words from memory.

GRAMMAR

- even applying well-known rules.

ALL FOUR SKILLS:

- listening: because it requires good concentration span and memory, auditory perception and processing
- reading: because it requires good visual and auditory perception and processing, accurate and/or fluent word recognition
- speaking: (less often) because of problems with automaticity, memory and constructing complex sentences
- expressive writing: because of the semantic, morphological and syntactic aspect of the language. Dyslexics usually have problems with planning their essays. They also tend to write short, simple sentences and over-use high-frequency words.

SPELLING

- because it requires good phonological skills, auditory and visual perception and processing, memory and automaticity. Dyslexic students may confuse, leave out, add letters and syllables as well as change their order.

PRONUNCIATION

- for example pronouncing long words (because this requires good short-term memory, auditory perception and processing).

INTERFERENCE

- the student may mix up all the foreign languages that he/she is learning, especially German and English.

General rules on how to deal with dyslexia

'In my experience, it is the continual sense of failure that makes the whole experience of dyslexia so negative. Obviously, when learning a foreign language in a regular classroom, dyslexic learners experience more problems than their non-dyslexic counterparts, but if you give them sufficient structure, time and practice to acquire the basics on all levels (reading, writing, speaking, comprehension) they can make progress. Mixed with non-dyslexics who learn easily in an intuitive, global way, the dyslexic learner will only experience failure through not receiving enough positive feedback: under this pressure he will start mixing and confusing his words in an effort to keep up.'

(Language Shock – Dyslexia across cultures, 1999).

PSYCHOLOGICAL ASPECTS

Since students with dyslexia often have low motivation you should:

- Be positive and optimistic. Remember that motivation is the key to self-esteem and to success.
- Encourage the dyslexic student to have a positive attitude towards English. It's important for your dyslexic students to access the culture of English-speaking countries (e.g. listening to English music, getting in touch with native speakers, taking part in a student exchange).

Since students with dyslexia usually have a low self-esteem:

- Remember that learners with dyslexia need a lot of positive feedback and praise.
- Help to overcome your dyslexic students' difficulties but not forget about their strengths. It's not a good idea to spend all the time working on their problems!
- Ensure your students with dyslexia achieve some form of success and that they are aware of the fact that they have been successful. Remember it is better to go back a step and give the student a sense of success than to stay on a higher level without success.
- Realise that it's important to reduce the student's stress.

Dyslexic students don't usually believe in themselves, therefore, you should:

- Not be over-protective. Dyslexic students need help but only 'help that leads to self-help'. Your job is to encourage the student to be independent.
- Have high expectations but set reasonable goals.
- Have a positive attitude towards the dyslexic student.

Students with dyslexia may have problems with their classmates. Therefore a teacher should:

- Promote mutual help between students. The dyslexic student takes up a lot of the teacher's time and so it is important that the other students don't miss out.
- Protect dyslexic students from bullying by their classmates. Explain the situation of the dyslexic person, if necessary, in order to increase their peers' understanding.

ORGANISATIONAL MATTERS

- Remember that most parents are experts concerning their children. It is important to get/keep in touch with dyslexic students' parents. Show your willingness to help in co-operation with the parents.
- Study your students' written assessments. They can be an important source of information about your students' strong and weak points. From such documents you can also find out how to work with your dyslexic student.

- Find out about your student's way of learning (especially his/her learning style) and respect it. Every student has individual preferences for visual, auditory, tactile or kinaesthetic processing. In addition some students prefer to work alone and some with others in groups.

General rules on how to teach dyslexic students²

'If the dyslexic child does not learn the way you teach, Can you teach him the way he learns?'

(H. T. Chasty – consultant in learning abilities and difficulties)

Remember that dyslexic students can be especially demanding. Therefore:

- Apply an individual approach: what works well for one student may not necessarily work for another.
- Use a variety of activities to revise a topic or structure to keep students' interest.
- Find ways to help your students concentrate. Change the activity regularly and plan lessons including short breaks.
- Don't teach things that are similar one after the other.
- Learn to be well-organised. Dyslexic students need a regular routine to help them stay organised.
- Accentuate the student's abilities and teach through his/her strengths. Difficulties in reading and writing might be compensated by abilities such as a high IQ or visual/technical skills.
- Give exact instructions or explanations of tasks (short and concise).
- Let your students learn by doing. Ask them to prepare vocabulary charts, flashcards, posters, etc.

Use friendly material

- Use large fonts (12–14 point, for example Comic Sans MS).
- A clear layout. The page should be well laid out and not too full.
- Pictograms and graphics to help locate information.
- Picture dictionaries.
- Consistent colour coding.
- Listening material (tape or CD) for use at home.
- A 'window marker' for reading. (See figure 1 below.) It helps dyslexic students with reading. A student should hold it in such a position that the word that is being read appears in the opening (window). This way a student won't get lost while reading.

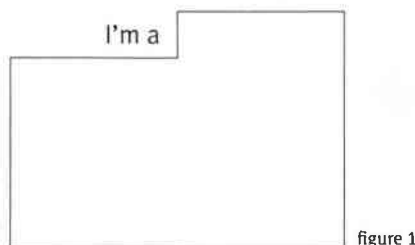


figure 1

² 'General rules on how to teach dyslexic students' is based on material prepared by D. Sapiejewska (2002)

1.1 FASHION QUESTIONNAIRE

1 Complete the questions using the words in the box.

buy dress enjoy fashion generations hand item judge notice read spend match

2 Work in pairs or small groups. Ask and answer the questions, giving reasons for your answers.

How important is

fashion

to you?



1 Do you _____ shopping for clothes?



2 Do you always _____ what other people are wearing?

3 How much time do you _____ in front of the mirror in the morning?

4 Do you _____ the fashion pages in magazines?

5 Do you think British people _____ well?

6 Have you ever bought an _____ of clothing which you didn't like later?

7 Do you think there is a big difference in the way different _____ dress?

8 Do you think it's important to wear colours that _____?



9 Would you buy clothes from a second-_____ shop?

10 Do you _____ a person's character by the clothes they wear?

11 Would you go out with somebody who had no _____ sense?

12 Do you try not to _____ clothes that have been produced in factories where working conditions are very bad?

1.2 SPOT THE DIFFERENCE

STUDENT A

Describe your picture to Student B. Find ten differences. Put a cross (x) next to each difference.
 'My picture is a class photo. There are eight students. In the front row ...'



STUDENT B

Describe your picture to Student A. Find ten differences. Put a cross (x) next to each difference.
 'My picture is a class photo. There are eight students. In the front row ...'



2.1 WHEN ANDY MET SANDY ...

Who was Andy? Where was he from? What did he do? What was he like?

Fold here

Who was Sandy? Where was she from? What did she do? What was she like?

Fold here

Where did they meet for the first time? Why was Andy there? Why was Sandy there?

Fold here

How did the meeting go? Did they get on well? Why? Why not?

Fold here

What did he say?

Fold here

What did she say?

Fold here

What happened next?

Fold here

How did the story end?

THE END

2.2 QUESTIONNAIRE

1 Complete the sentences with the correct preposition.

- 1 He's scared _____ the dark.
- 2 I'm not very interested _____ politics.
- 3 She gets irritated _____ his silly comments.
- 4 He's good _____ surfing.
- 5 I'm feeling anxious _____ my new job.
- 6 He's very fussy _____ his food.
- 7 He got bored _____ his girlfriend.
- 8 She's excited _____ going to England.
- 9 I'm really pleased _____ my exam results.
- 10 She's very similar _____ her sister.
- 11 I'm fed up _____ this computer.
- 12 He's superstitious _____ black cats.

Fold here _____

2 Add the missing prepositions and make questions to ask your partner.

Example: Are you *worried* about your exam tomorrow?

- 1 Are you scared _____?
- 2 Do you get irritated _____?
- 3 Would you like to be good _____?
- 4 Are you interested _____?
- 5 Do you ever get anxious _____?
- 6 Are you superstitious _____?
- 7 Do you think you'll ever get fed up _____?
- 8 Are you excited _____?
- 9 Were you pleased _____?
- 10 Are you fussy _____?
- 11 Do you ever get bored _____?
- 12 Are you similar _____?

3.2 CHOOSE THE CORRECT DEFINITION

Team A

a tomboy / 'tɒmbɔɪ /

- 1 A boy who delivers newspapers to people's houses.
- 2 _____
- 3 A girl who likes games and activities which are traditionally played by boys. ✓
- 4 _____

a bunny / 'bʌni /

- 1 _____
- 2 A word for rabbit which is used by children. ✓
- 3 _____
- 4 A woman who has spent time in prison.

Team B

a no-no / 'nəʊ nəʊ /

- 1 A person who hasn't passed any exams.
- 2 _____
- 3 _____
- 4 A thing which is not acceptable in a particular situation: e.g. baseball caps are a no-no in this restaurant. ✓

blusher / 'blʌʃə(r) /

- 1 The feeling that you get when you are very hot.
- 2 A cream or powder that you put on your face to give you more colour. ✓
- 3 _____
- 4 _____

Team C

a brownie / 'braʊni /

- 1 _____
- 2 An informal word for a small coffee with milk.
- 3 _____
- 4 A flat cake which is made of chocolate and served in squares. ✓

a gate-crasher / 'geɪtkræʃə(r) /

- 1 _____
- 2 _____
- 3 A person who goes to a party without an invitation. ✓
- 4 An informal word for a person who works as a builder.

Team D

a veggie / 'vedʒi /

- 1 _____
- 2 An informal word for a person who doesn't eat meat. ✓
- 3 _____
- 4 An informal word for a person who works at a green-grocers.

stationery / 'steɪʃənri /

- 1 The place where you buy tickets for trains.
- 2 _____
- 3 Things that are used for writing and in an office, for example, paper, pens and envelopes. ✓
- 4 _____

Team E

a budgie / 'bʌdʒi /

- 1 A small bright blue, green or yellow bird which is often kept a pet. ✓
- 2 _____
- 3 A vehicle which removes cars which have been parked illegally.
- 4 _____

sleeping policeman / slɪ:pɪŋ pə'li:smən /

- 1 An informal word for a person who has retired at a young age.
- 2 _____
- 3 A raised area across a road which makes traffic go more slowly. ✓
- 4 _____

Team F

a tip / tɪp /

- 1 A place where you take your household rubbish. ✓
- 2 _____
- 3 _____
- 4 A small building where people keep their garden tools.

a sponger / 'spɒndʒə(r) /

- 1 _____
- 2 A person who makes money from washing cars.
- 3 A person who always gets money or food from other people without offering to pay. ✓
- 4 _____

4.1 HEALTH QUIZ

1 Answer the questions in pairs. Write your answers in the *Our answer* column.

How much do you know about your health?

	Our answer	Expert answer
1 How much of your diet should be made up of carbohydrate? a 70% b 50% c 10% d 30%	<input type="checkbox"/>	<input type="checkbox"/>
2 Which of the following fruits contains the most Vitamin C? a apples b oranges c bananas d kiwi fruit	<input type="checkbox"/>	<input type="checkbox"/>
3 Which of the following is not a result of drinking caffeine? a lack of sleep b headaches c addiction to caffeine d hair loss	<input type="checkbox"/>	<input type="checkbox"/>
4 How many 20-minute sessions of aerobic exercise should teenagers get per week? a 1 b 2 c 3 d 4	<input type="checkbox"/>	<input type="checkbox"/>
5 How many glasses (250ml) of water should you drink a day? a 4 b 5 c 6 d 8	<input type="checkbox"/>	<input type="checkbox"/>
6 Mineral water is better for you than tap water. True False	<input type="checkbox"/>	<input type="checkbox"/>
7 Who needs the most sleep? a children b teenagers c adults	<input type="checkbox"/>	<input type="checkbox"/>
8 How long should I spend brushing my teeth? a 30 seconds b 1 minute c 2 minutes d 3 minutes	<input type="checkbox"/>	<input type="checkbox"/>

2 Student A read paragraphs 1–4 and Student B read paragraphs 5–8. Complete the *Expert answer* column together.

Ask Dr Robinson ...

1 How much of the food you eat should be made up of carbohydrate?

People often think that cutting out carbohydrates is the best way to lose weight. However, carbs are essential for giving you energy for sports and physical activities. They are also needed to repair damaged cells. Nutritionists advise that about half of our diet should consist of carbohydrates.

2 Which fruits contain the most Vitamin C?

Vitamin C is a very important for the immune system and is most common in fruits and vegetables. It helps fight against cancer, heart disease and stress. Apples are quite a good source of Vitamin C, bananas are good, oranges are very good and kiwis are exceptional.

3 What are the results of drinking caffeine?

Caffeine may be the most popular drug in the world. We consume caffeine in coffee, tea, cocoa, chocolate, some soft drinks, and some medicine. Caffeine increases alertness but it also has many negative effects, including insomnia, nervousness and dizziness. People who drink more than 4 cups of coffee a day can become addicted.

4 How much aerobic exercise should teenagers get per week?

In order to maintain physical health and greater mental well-being, teens should take at least three 20-minute sessions of exercise



per week. The real benefits may not come straight after exercising but from a longer commitment to regular activity.

5 How many glasses (250ml) of water should you drink a day?

By drinking eight glasses of water per day, you are helping your body get rid of toxins and stay healthy. These should be spaced out during the day and not drunk all at once.

6 Is mineral water better for you than tap water?

Sometimes tap water can taste a little strange but the quality is good. Tap water is subjected to much higher regulations than bottled water.

Some bottled waters contain too much salt. And of course, drinking tap water is better for the environment.

7 Do teenagers need more sleep than adults and children?

Adolescents need 9 hours and 15 minutes of sleep. Children need 10 hours and adults need 8½ hours. Most teens don't get enough sleep because of early school timetables and try to 'catch up' on their sleep by sleeping in at the weekends.

8 How long should I spend brushing my teeth?

Generally, most dentists recommend brushing a small group of teeth at a time and gradually covering the entire mouth. To properly brush your teeth, use short, gentle strokes, paying extra attention to hard-to-reach back teeth. Proper brushing takes at least two minutes.

4.2 HOMOPHONES PELMANISM

board	bored	rain	reign
course	coarse	stair	stare
flower	flour	sale	sail
hair	hare	steal	steel
mail	male	tale	tail
mist	missed	waste	waist

5.1 DON'T SAY THE WORD!

laptop small	blog write	the Net online	download music
DVD watch	webcam video	a mouse click	software Windows
flash drive copy	GM foods changed	carbon emissions car	rainforest Amazon
global warming temperature	solar power sun	ozone layer destroy	autobiography book
subtitle translate	password log in	keyboard letters	computer game play
MP3 player listen	broadband connection	election vote	website links

5.2 WHO AM I?

Who am I?

What's the next film you're going to see?

What will you do if it's sunny on Sunday?

What do you think you'll do on Friday night?

What might you buy at the weekend?

What will you be doing this time tomorrow?

What will you have done by 2012?

What TV programme are you definitely not going to watch this evening?

What will you be doing in 20 years' time?

Who am I?

What's the next film you're going to see?

What will you do if it's sunny on Sunday?

What do you think you'll do on Friday night?

What might you buy at the weekend?

What will you be doing this time tomorrow?

What will you have done by 2012?

What TV programme are you definitely not going to watch this evening?

What will you be doing in 20 years' time?

6.1 WHO ASKED THE QUESTION?

What's your favourite band?

Are you good at sport?

What time did you go to bed last night?

How many text messages do you send a day?

Can you cook?

Have you ever had a job?

Would you like to live to a hundred years old?

What are you doing tonight?

Do you prefer having a bath or a shower?

Have you written a letter this year?

What's your favourite day of the week?

Do you think you'll ever live abroad?

What's the best film you've seen?

Who's your favourite TV personality?

What do you usually drink at a café?

What will you be doing at 10 o'clock this evening?

How long have you been learning English?

Which football team do you support?

How long does it take you to get to school?

What's your worst habit?

6.2 ACTIVATING PHRASAL VERBS

- 1 Complete the phrasal verbs with the correct preposition.
- 2 Work in pairs. Ask and answer the questions.

Do you think it's better for children to **grow** ¹ ___ in the city or in the country?

How do you usually feel when you **wake** ² ___ in the morning?

Which are your favourite places to **go** ⁴ ___?

Have you ever been in a car or on a bus or train that's **broken** ³ ___? What happened?

When was the last time you had a plan which **fell** ⁷ ___? Why?

What do you do to **wind** ⁵ ___ after you've had a hard day?

Do you like going to places where you have to **dress** ⁶ ___?

What time do you usually **get** ⁹ ___ on Saturdays?

What's the first thing you do when you **come** ⁸ ___ from a holiday?

Do your parents make you **stay** ¹⁰ ___ if they are very angry with you?

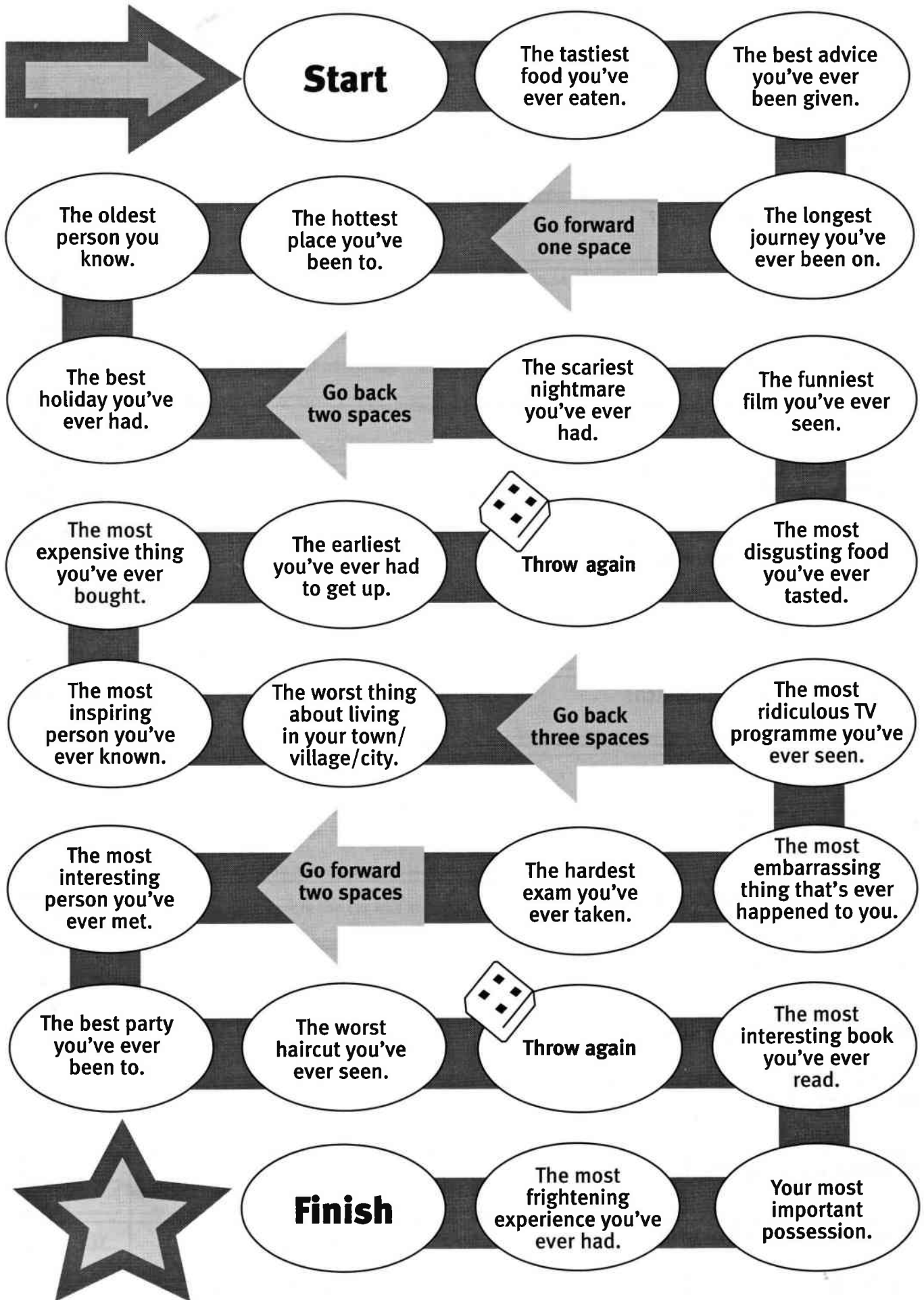
If an elderly person gets on the bus do you always **stand** ¹¹ ___ so that they can have your seat?

Why do rock bands usually **split** ¹² ___?

How did you **get** ¹⁴ ___ in your last exam?

Have you ever started a hobby and then **given** ¹³ ___? Why?

7.1 THE BEST TIME YOU'VE EVER HAD



7.2 YOUR BIRTHDAY'S IN MAY, ISN'T IT?

		Did you remember?	
1	birthday?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2	favourite film?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3	brother's / sister's name?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4	street / live in?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5	where / buy / those shoes?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6	like jazz?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7	where / born?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
8	play a musical instrument?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
9	which band / like to see in concert?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
10	how long / have that watch?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
11	like black coffee?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
12	time / go to bed last night?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
13	what / have for lunch yesterday?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
14	how long / live / your house or flat?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
15	what / do last night at 8 o'clock?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
16	good at maths?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
17	where / usually buy clothes?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
18	which country / like to visit?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

8.1 TRANSPORT TRIVIA

STUDENT A

Write questions to ask student B to complete the information below.

Did you know ...?

- 1 The world's first submarine was invented by a Dutchman and launched in _____ in 1620.
- 2 France, a country of 60 million people, is visited by more than 60 million people annually.
- 3 _____ were used before the car was invented.
- 4 In 45 BC, all vehicles in Rome were banned from the city because of traffic jams.
- 5 The world's first boat, built in 2600 BC was discovered next to _____ in 1952.
- 6 A dog was used to test the first parachute.
- 7 In ancient China, the _____ of criminals who attacked travellers were cut off.
- 8 Electric cars were invented in 1896.
- 9 The shortest scheduled airline flight, which lasts 2 minutes, is made between _____.
- 10 The world's oldest airline, KLM (the Dutch airline), was established in 1919.



STUDENT B

Write questions to ask student A to complete the information below.

Did you know ...?

- 1 The world's first submarine was invented by a Dutchman and launched in the river Thames in London in 1620.
- 2 _____, a country of 60 million people, is visited by more than 60 million people annually.
- 3 Traffic lights were used before the car was invented.
- 4 In 45 BC, all vehicles in Rome were banned from the city because of _____.
- 5 The world's first boat, built in 2600 BC was discovered next to the Great Pyramid in 1952.
- 6 A _____ was used to test the first parachute.
- 7 In ancient China, the noses of criminals who attacked travellers were cut off.
- 8 Electric cars were invented in _____.
- 9 The shortest scheduled airline flight, which lasts 2 minutes, is made between the island of Westray to Papa Westray off Scotland.
- 10 The world's oldest airline, _____, was established in 1919.

8.2 48 HOURS IN MANHATTAN

STUDENT A

1 You are a tourist in Manhattan, New York City. You are interested taking a ferry cruise around the city. Student B works for The Circle Line Cruise Company. Call and ask for the following information. Use the prompts to make questions.

- adult ticket? _____
- child's ticket? _____
- how long / trip last? _____
- what time / leave? _____
- where / get ferry? _____
- how get / pier? _____

2 You work for The Double Decker Bus Tour Company in Manhattan, New York. Read the information and answer B's questions.

3 Which tour would you prefer – bus or ferry?

The Double Decker Bus Tour of Downtown Manhattan

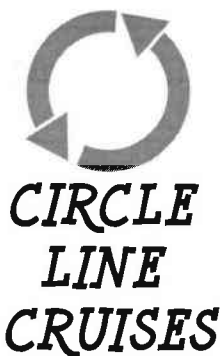
A spectacular way to see the sights of Manhattan, including Central Park, the Empire State Building, Soho, Chinatown, Little Italy, Ground Zero, the United Nations Building and Battery Park (the departure point for the ferry to Statue of Liberty). A bus pass lasts 48 hours so you can spend as much time as you wish to explore and sightsee before boarding the next bus to continue your tour.

Buses run every 10 minutes daily except December 25th and January 1st.

Buses run 24 hours.

Buses operate on a hop on hop off basis. If you don't hop on and hop off tours last 2 hours.

Price: \$39 adults \$29 for children.



Experience the magnificence of New York on our 2-hour city highlights tour. You'll enjoy superb views of the world's most spectacular skyline and a close-up of Lady Liberty. Sail down the Hudson River, up the East River, under the Brooklyn Bridge and back.

Ferries depart from Pier 83 at 42nd Street on the Hudson River.

Departure times: 10:00am; 1:00pm; 4:00pm

Cost: Adults \$24 | Children \$13

How to get there

by subway

Take the 1, 2, 3, 7, 9, A, C, E, N, Q or R train to Times Square 42nd Street

by bus

From 42nd Street take the M42 'Crosstown 42nd Street Pier' bus directly to the Circle Line Pier.

STUDENT B

1 You work for the Circle Line Cruise Company in Manhattan, New York. Read the information and answer A's questions.

2 You are a tourist in Manhattan. You are interested in taking a bus tour of the city. Student A works for The Double Decker Bus Tour company. Call and ask for the following information. Use the prompts to make questions.

- adult ticket? _____
- can you get off bus? _____
- does it go to China town? _____
- how often / buses go? _____
- if don't get off / how long tour last? _____

3 Which tour would you prefer – bus or ferry?

9.1 TWO EXTRAORDINARY TALES

STUDENT A

1 Complete the story with the words in the box.

banks cash eaten half lost notes pay robbed tax

The mystery of the missing money

In 2002 a carpenter from Freistadt in Upper Austria got a shock when he discovered that he'd ¹ _____ 10,000 euros. He had hidden the ² _____ under the floorboards in his house, perhaps because he wanted to avoid paying ³ _____ or perhaps because he just didn't believe in ⁴ _____.

When he found the money was missing his first thought was that he'd been ⁵ _____. However, there were no signs of burglars or damage to the floorboards. When he looked a little closer he noticed the remains of a few euro ⁶ _____. His euros, which contain a high percentage of cotton, had been ⁷ _____ by mice!

The man hoped that the Austrian National Bank would ⁸ _____ him compensation for his loss. However, the bank usually pays out for damaged money only if more than ⁹ _____ of the note is undamaged.

2 Read the story again and memorise it. Tell the story to Student B.

3 Discuss with Student B whether you think the man deserved compensation.



STUDENT B

1 Complete the story with the words in the box.

cheque deposit earned employees enclosed give make money spend

Man 1 – Bank 0

Patrick Coombs from San Francisco has a business giving motivational talks at schools and universities. In 1995, Patrick received a junk mail letter. It contained a fake ¹ _____ for \$95,093.35 and a letter from a company that promised that if he sent money to that company he would soon ² _____ lots of money and receive cheques just like the one ³ _____.

Patrick decided that for a joke he would put the fake cheque in his bank. He thought it would make the bank ⁴ _____ laugh when they discovered that some idiot had tried to ⁵ _____ a fake cheque. He was astonished to discover ten days later that the cheque had been cleared and the money was his!

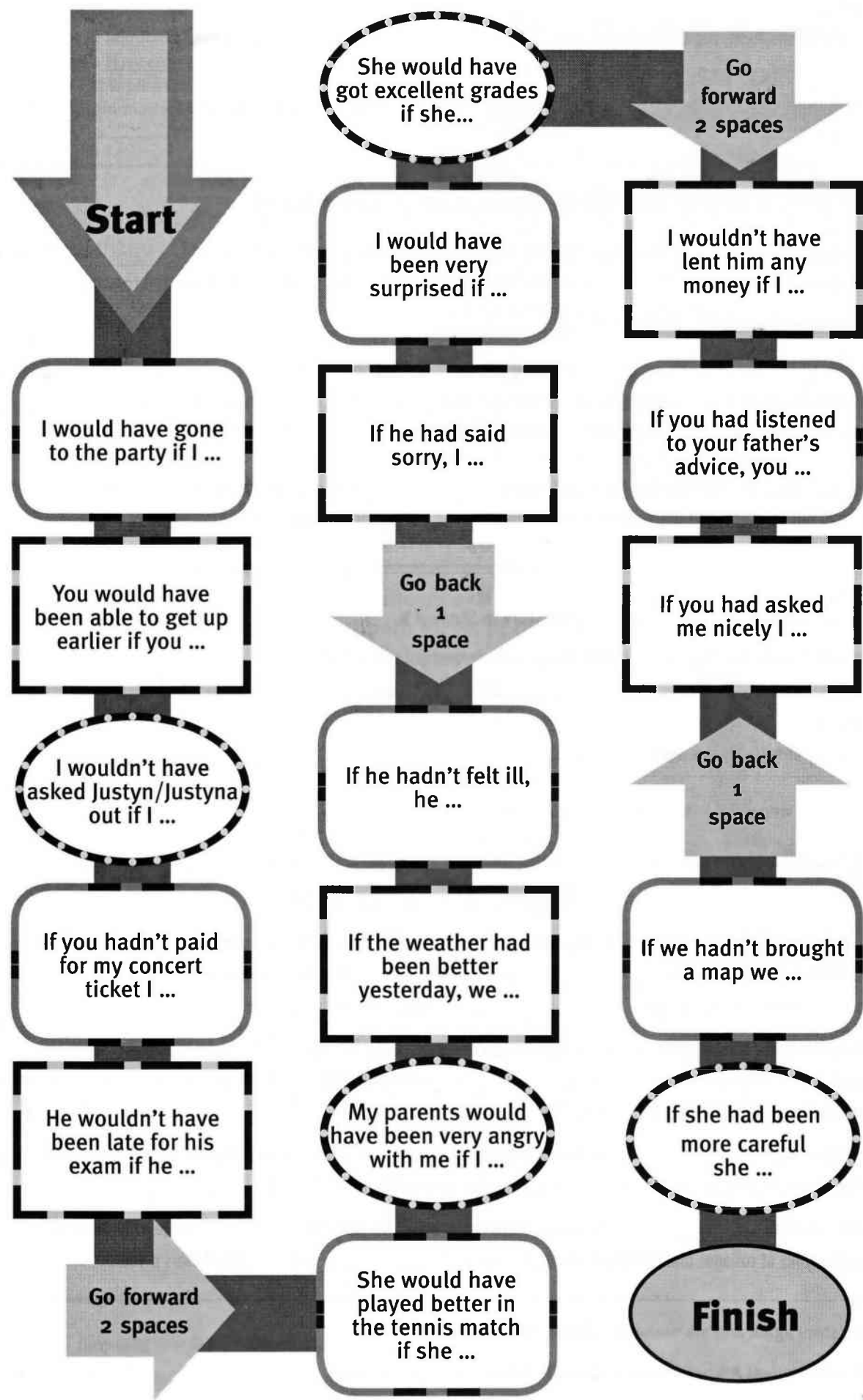
However, Patrick didn't ⁶ _____ the money immediately because he wasn't sure whether it was morally correct. He put his story on the Internet asking for advice. Most of the people who replied told him to keep the ⁷ _____.

In the end he decided to ⁸ _____ the money back to the bank. His story attracted a lot of media attention and Patrick was invited to give talks at colleges and businesses through which he ⁹ _____ over 100,000 dollars a year.

2 Read the story again and memorise it. Tell the story to Student A.

3 Discuss with Student A whether you think Patrick made the right decision.

9.2 WHAT WOULD HAVE HAPPENED IF ... ?



10.1 CATEGORIES

Words to describe clothes

baggy
check
cotton
fur
leather
long-sleeved
loose
plain
spotty
stripy

Items of clothing

blouse
combat trousers
fleece
hoody
jacket
jumper
shirt
suit
tracksuit bottoms
v-neck

Feelings

bored
confused
disappointed
embarrassed
fed up
guilty
irritated
pleased
relieved
scared

Places of work

bank
building site
hospital
laboratory
office
restaurant
school
shop
studio
surgery

Words to describe work

boring
challenging
easy
full-time
fun
menial
part-time
skilled
stressful
unskilled

Parts of the body

ankle
calf
chest
eyelash
heel
hip
thigh
throat
waist
wrist

Computing

blog
broadband
download
flash drive
keyboard
laptop
mouse
printer
webcam
wireless router

In a house

armchair
basin
bookcase
chandelier
chest of drawers
cooker
cupboard
fireplace
rug
stool

Dating and Relationships (verbs)

ask somebody out
chat somebody up
fancy
fall in love
fall out
get divorced
get engaged
get married
go out
split up

Airports and aeroplanes

check-in desk
customs
departure lounge
flight attendant
land
passport control
pilot
runway
take off
trolley

Money and payment

cash
cash machine
cheque
coins
credit card
currency
debit card
debt
notes
PIN number

Artists

actor
composer
dancer
musician
painter
playwright
poet
sculptor
singer
song-writer

European capital cities

Athens
Berlin
Dublin
Helsinki
Madrid
Paris
Prague
Rome
Stockholm
Warsaw

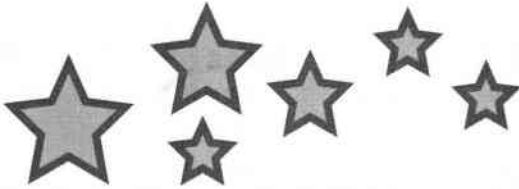
Pizza Toppings

anchovy
garlic
green pepper
mozzarella
mushroom
olive
onion
pepperoni
tomato
tuna

European cars

Alpha Romeo
BMW
Ferrari
Mercedes
Peugeot
Porsche
Renault
Saab
Volvo
Volkswagen

10.2 YOU BET!



	CORRECT	INCORRECT	BET	WINNINGS
1 At the front of the picture there are a man and a woman have a picnic.	<input type="radio"/>	<input type="radio"/>	_____	_____
2 Apocalypto, releasing in 2006, was directed by Mel Gibson.	<input type="radio"/>	<input type="radio"/>	_____	_____
3 Yesterday, written by the Beatles in 1965, has more cover versions that any song ever written.	<input type="radio"/>	<input type="radio"/>	_____	_____
4 I enjoy most of French films.	<input type="radio"/>	<input type="radio"/>	_____	_____
5 I don't like many the songs on the album.	<input type="radio"/>	<input type="radio"/>	_____	_____
6 Few of the artists had exhibited their work before.	<input type="radio"/>	<input type="radio"/>	_____	_____
7 None of their songs can be downloaded on the Internet.	<input type="radio"/>	<input type="radio"/>	_____	_____
8 There aren't many of tickets for the ballet left.	<input type="radio"/>	<input type="radio"/>	_____	_____
9 I haven't read none of Shakespeare's plays.	<input type="radio"/>	<input type="radio"/>	_____	_____
10 She's had little time to learn her lines for the play.	<input type="radio"/>	<input type="radio"/>	_____	_____
11 You have to be such fit to dance like that.	<input type="radio"/>	<input type="radio"/>	_____	_____
12 It was such a brilliant performance.	<input type="radio"/>	<input type="radio"/>	_____	_____
13 What needs she is an early night.	<input type="radio"/>	<input type="radio"/>	_____	_____
14 What I'd like is a big glass of lemonade.	<input type="radio"/>	<input type="radio"/>	_____	_____
15 What you should do is join a drama group.	<input type="radio"/>	<input type="radio"/>	_____	_____
TOTAL				

Solutions

for success in English

Solutions is a 5-level course written for secondary-school students who need everyday English *and* exam preparation.

From Elementary to Advanced, *Solutions* supplies the language, teaches the skills and provides the support to get students using English confidently.

Easy to prepare, easy to use: one lesson in the book = one lesson in the classroom

The Teacher's Book includes:

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- ideas for tackling mixed-level teaching
- optional activities throughout for greater flexibility
- additional structured speaking tasks to get students talking confidently

PLUS

20 photocopiable pages to recycle and activate the language of each unit in a fun, communicative context

A full Workbook answer key including transcripts and teaching notes for the exam sections is available on the *Solutions* teacher's website: www.oup.com/elt/teacher/solutions

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