

Damian Williams
مرجع زبان ایرانیان

Speakout

2ND
EDITION

Intermediate Teacher's Book

with Resource and Assessment Disc
www.irLanguage.com




GLOBAL SCALE
of English





speakout ^{2ND} EDITION

Intermediate Teacher's Book

with Resource and Assessment Disc

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Damian Williams



TEACHER'S BOOK

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TEACHER'S RESOURCE AND ASSESSMENT DISC

Extra resources

- Class audio scripts
- Class video scripts
- Photocopiable worksheets with instructions
- Photocopiable worksheets index
- BBC interviews
- Worksheets for BBC interviews

Tests

- Unit tests
- Achievement tests
- Mid-course test
- End of course test
- Test audio
- Test audio scripts
- Test answer key

STUDENTS' BOOK CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
UNIT 1 IDENTITY page 7 BBC interviews What does family mean to you?					
1.1	Me and my languages page 8	question forms	language	intonation: <i>wh</i> - questions	read about bilingualism
1.2	Same or different? page 11	review of verb tenses	relationships; collocations	word stress	
1.3	Tell me about yourself page 14	talking about yourself	interview advice	intonation: sounding polite	read tips on doing successful interviews
1.4	The Blind Painter page 16				

UNIT 2 TALES page 18 BBC interviews When is it OK to tell a lie?					
2.1	Fact or fiction? page 20	present perfect and past simple	types of story; prepositions	weak forms: <i>have</i>	
2.2	What really happened? page 23	narrative tenses	the news	weak forms: <i>had, was, were</i>	read an article about conspiracy theories
2.3	I don't believe it! page 26	telling a story	<i>say/tell</i>	intonation: sounding interested	read a text about lying
2.4	Hustle page 28				

UNIT 3 FUTURE page 31 BBC interviews Can new technology help communication?					
3.1	Making plans page 32	the future (plans)	organisation	fast speech: <i>going to</i>	
3.2	Tomorrow's world page 35	the future (predictions)	future time markers; idioms	stress in time markers	read an article about the future
3.3	In other words ... page 38	dealing with misunderstandings	misunderstandings	linking in connected speech	
3.4	YouTube page 40				

UNIT 4 JOBS page 43 BBC interviews Is your job a 'dream job'?					
4.1	Millionaires page 44	<i>must/have to/should</i> (obligation)	personal qualities; confusing words	fast speech: <i>have to</i>	read an article about millionaires
4.2	Dream job page 47	<i>used to, would</i>	extreme adjectives	intonation: emphasis; linking: <i>used to</i>	read a covering letter
4.3	That's a good idea page 50	reaching agreement	business	sentence stress	
4.4	Gavin and Stacey page 52				

UNIT 5 SOLUTIONS page 55 BBC interviews Are you good at solving problems?					
5.1	Low tech solutions page 56	comparatives and superlatives	technology	syllable stress	read about some low technology solutions
5.2	Ask the experts page 59	question tags	information; word building: adjectives	intonation: question tags	read a book review
5.3	It's out of order page 62	polite requests	problems and solutions	intonation: polite requests	
5.4	Man versus Machine page 64				

DVD-ROM:

DVD CLIPS AND SCRIPTS

BBC INTERVIEWS AND SCRIPTS

CLASS AUDIO AND SCRIPTS

LISTENING/DVD

SPEAKING

WRITING

	talk about important dates in your life	write an email of introduction
listen to a set of instructions and do a test	talk about the differences between men and women	
listen to three interviews	role-play an interview	
BBC The Blind Painter: watch a BBC documentary about a blind artist	speak about yourself for 60 seconds	write a personal description

listen to a radio programme about films	talk about life stories	
listen to news reports	talk about an important news event	write a news report
listen to a woman telling a story	tell a true story or a lie	
BBC Hustle: watch a BBC drama about an art thief	tell a narrative	write a newspaper article

listen to people making plans	discuss your plans and arrangements	write a series of messages
	talk about predictions	
listen to a series of misunderstandings	explain misunderstandings	
BBC YouTube: watch a BBC documentary about the rise of YouTube	discuss how to create a video channel	write a proposal

	discuss how important becoming a millionaire is for you	
listen to people describing dream jobs gone wrong	talk about past habits	write a covering letter
listen to people making decisions in a meeting	participate in a meeting	
BBC Gavin and Stacey: watch a BBC comedy about a man's first day in a new job	describe a day in your life	write about your daily routine

	talk about inventions over the last 100 years	write an advantages/disadvantages essay
listen to people answering difficult questions	present and answer questions on your area of expertise	
listen to conversations about technical problems	explain/solve problems	
BBC Top Gear: watch a BBC programme about a race between a car and two people	present a new machine	write an advertisement

STUDENTS' BOOK CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 6 EMOTION page 67 BBC interviews How are you feeling today?				
6.1	Feeling stressed? page 68	real conditionals	-ing/-ed adjectives; multi-word verbs	weak forms: pronouns + 'll read about basic emotions
6.2	The People Watchers page 71	hypothetical conditional: present/future	verb-noun collocations	connected speech: <i>would</i> read about a BBC programme <i>The People Watchers</i>
6.3	That's great news! page 74	giving news	life events	intonation: giving bad news read about good ways to give bad news
6.4	My Worst Week page 76			
UNIT 7 SUCCESS page 79 BBC interviews What has been your greatest achievement to date?				
7.1	The secret of success page 80	present perfect simple versus continuous	success: verb phrases	weak forms: <i>have</i>
7.2	The memory men page 83	present and past ability	ability	word stress read a biographical text
7.3	Are you qualified? page 86	clarifying opinions	qualifications	stress patterns: short phrases read about three job candid.
7.4	Andy Murray page 88			
UNIT 8 COMMUNITIES page 91 BBC interviews What makes a good neighbour?				
8.1	Neighbours page 92	articles and quantifiers	getting on; compound nouns	stress patterns: compound nouns read an article about neighb.
8.2	My place in cyberspace page 95	relative clauses	the internet	pausing for effect read about the rise of YouTube
8.3	Make yourself at home page 98	being a good guest	welcoming	linking words
8.4	Tribe page 100			
UNIT 9 HISTORY page 103 BBC interviews Do you think life is better now than in the past?				
9.1	Giant leaps page 104	hypothetical conditional: past	history	word stress: contractions read about important moments in history
9.2	In our time page 107	active versus passive	periods of time; collocations	weak forms: <i>are, has been, was</i> <i>and were</i> read about time travel
9.3	I have no idea! page 110	expressing uncertainty	describing people	intonation: showing interest read a quiz about famous people in history
9.4	Michelangelo page 112			
UNIT 10 WORLD page 115 BBC interviews What are the biggest problems facing the world today?				
10.1	Ethical man page 116	reported speech	the environment; word building: prefixes	weak forms: auxiliary verbs read about a man who tried to live ethically for a year
10.2	World food page 119	verb patterns	reporting verbs	weak forms: <i>to, for, that</i>
10.3	When you travel, ... page 122	giving advice/warnings	airports	individual sounds: vowels read advice about what not to do in an airport
10.4	The Great Melt page 124			

IRREGULAR VERBS page 127

LANGUAGE BANK page 128

VOCABULARY BANK page 148

LISTENING/DVD

SPEAKING

WRITING

listen to a radio show about therapies


talk about emotions

listen to conversations where people hear news

give/respond to news

write an email of advice

write a website entry

 **My Worst Week:** watch a BBC programme about a man's terrible day

talk about memorable moments

listen to a radio programme about success

talk about success


listen to a conversation about memory

talk about your abilities

write a summary

listen to a discussion about intelligence

give/clarify opinions

 **Andy Murray:** watch a BBC documentary about Andy Murray

describe an achievement

write an internet post

describe your neighbourhood


listen to descriptions of online communities

compare real-world and online activities

write a website review

listen to people describing guest/host experiences

discuss social situations

 **Tribe: Anuta:** watch a BBC documentary about a remote community

design a community

write a web advert

talk about important events in history


write a short essay

listen to descriptions of past decades

talk about your own history

listen to people doing a quiz about famous people in history

compile and do a quiz

 **The Divine Michelangelo:** watch a BBC documentary about the life and work of Michelangelo Buonarroti

describe a person who influenced you

write a wiki entry

discuss ideas for reducing plastic waste


listen to descriptions of the world's best food cities

recommend a city for food

write a restaurant review

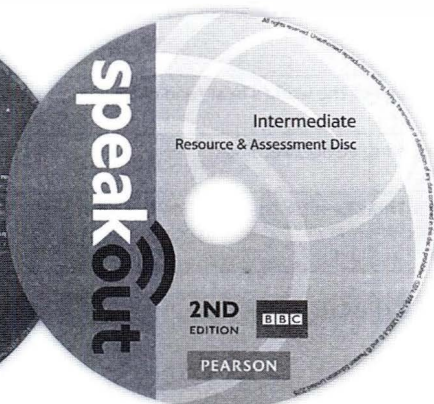
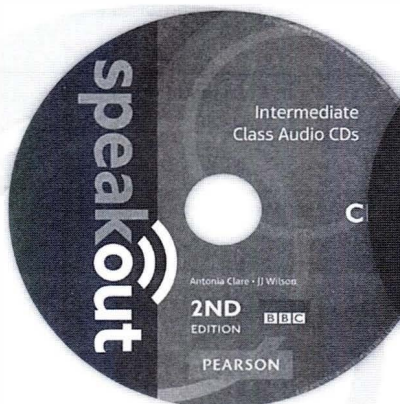
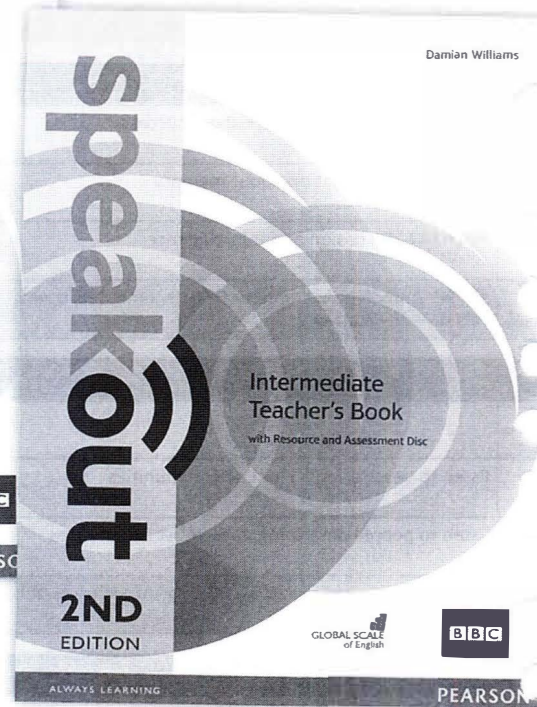
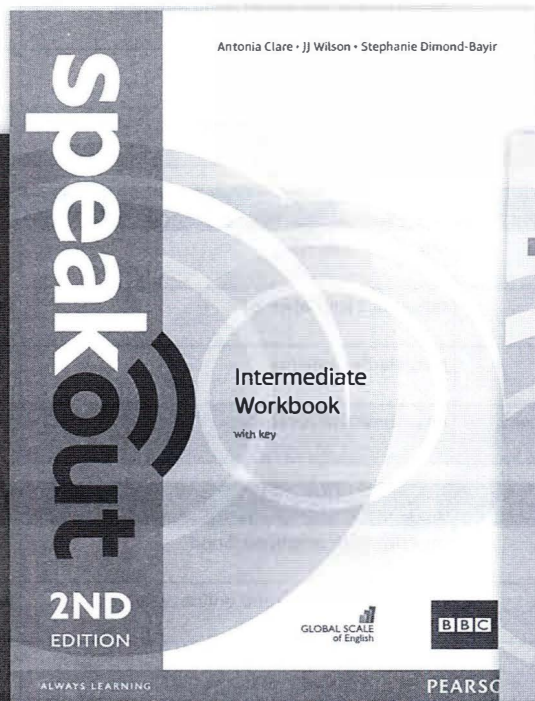
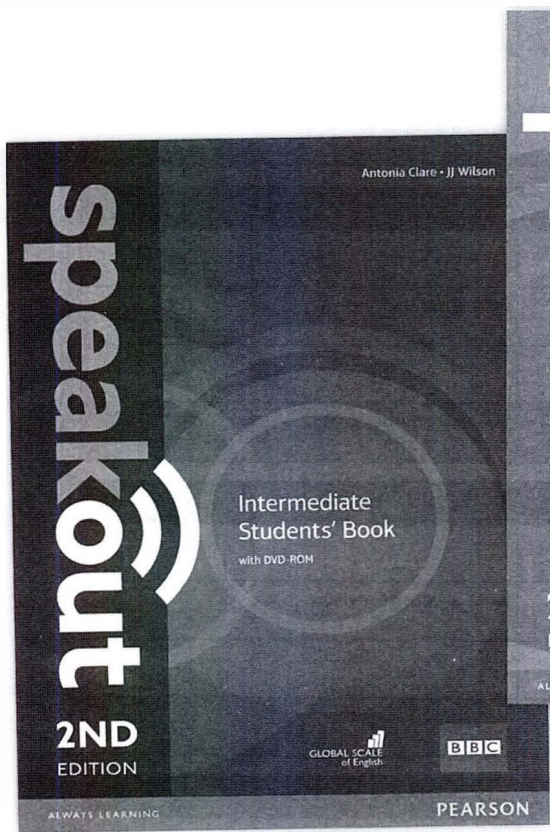
listen to people giving advice/warnings

ask for/give travel advice

 **Nature's Great Events: The Great Melt:** watch a BBC documentary about the Arctic's melting ice caps

talk about an endangered place

write an email campaigning for action



Our first priority in writing *Speakout Second Edition* was to find out what people liked about the first edition and what could be improved. To that end, we asked teachers and learners around the world for feedback on every level of the course. What did they like? What worked well in class? What changes would they like to see?

We then took a fresh look at every single exercise in the series and improved or updated it based on the feedback we'd received. We revised the grammar, vocabulary and skills syllabuses in line with the *Global Scale of English*, we ensured that there was more recycling and practice of key language, and we included a wealth of up-to-date new material:

- **New BBC video clips** – The BBC video clips which accompany each unit are one of the most original features of the course. We've retained the most popular clips and included some wonderful new material from the BBC archive to engage and motivate learners.
- **New reading/listening texts** – Teachers really appreciated the range of authentic texts in the first edition. We've broadened the range of genres in the second edition to reflect the types of texts learners read outside the classroom. Listening texts are also more authentic and we've included a wider variety of international accents.
- **New pronunciation sections** – We've developed a stronger pronunciation syllabus. Teachers wanted more support in this area, so we now have a wider range of pronunciation features in the three input lessons in each unit. Further pronunciation practice can also be found in *Speakout Extra*.
- **New images and clearer design** – The overall design is lighter, less cluttered and easier to navigate. We've refreshed the photos and illustrations completely, and selected dramatic images to introduce each new unit. Great images motivate learners, and provide excellent prompts for language activities.
- **New supplementary material** – One thing teachers always ask for is 'more'. More grammar, more vocabulary, more pronunciation. There's only so much we can fit into the Students' Books but, for those who want more practice in specific areas, *Speakout Extra* provides a bank of additional exercises that can be accessed via the *Speakout* website. *Speakout Extra* includes grammar, vocabulary, pronunciation and skills practice as well as ideas and activities for exploiting the BBC clips and interviews. *Speakout Extra* will be updated regularly so don't forget to check it out.

We really appreciate the feedback you've given us and hope you find *Speakout Second Edition* even more stimulating and user-friendly than the first edition.



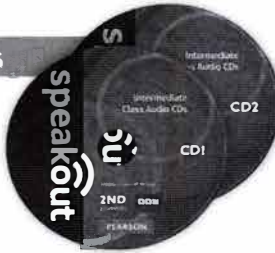
From left to right: Steve Oakes, Antonia Clare, JJ Wilson and Frances Eales

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK WITH DVD-ROM

- Ten units with 90 to 120 hours of teaching material
- Comprehensive *Language bank* with detailed explanations and extra practice
- Vocabulary bank* to expand vocabulary
- Audio material for use in class
- DVD content (BBC clips and interviews)
- Audio and video scripts

CLASS AUDIO CDs



- Audio material for use in class

I.1 ME AND MY LANGUAGES

VOCABULARY LANGUAGE

1. Read questions 1-10. What do you think is hard to learn? Check with your partner in the questions.

2. Do you speak any languages other than your mother tongue and English?

3. Who is the best teacher to have in your class?

4. Do you use any learning strategies when studying your second language? Which?

5. How can you use your own language to help you learn a second language?

6. How can you use your own language to help you learn a second language?

7. How can you use your own language to help you learn a second language?

8. How can you use your own language to help you learn a second language?

9. How can you use your own language to help you learn a second language?

10. How can you use your own language to help you learn a second language?

GRAMMAR QUESTION FORMS

4. Read sentences 1-6 and answer questions 4-10.

5. Do you speak any languages?

6. Do you use any learning strategies?

7. What do you like to do?

8. What do you like to do?

9. What do you like to do?

10. What do you like to do?

READING

3. Read the text. What do you think it will discuss? Read it then.

1. Read the text and answer the questions.

2. Write a short paragraph about the text.

3. Write a short paragraph about the text.

4. Write a short paragraph about the text.

5. Write a short paragraph about the text.

6. Write a short paragraph about the text.

7. Write a short paragraph about the text.

8. Write a short paragraph about the text.

9. Write a short paragraph about the text.

10. Write a short paragraph about the text.

LISTENING

4. Listen to three people answering the questions below. Write their answers.

1. Which country do you like to visit?

2. What do you like to do there?

3. Why do you like to visit there?

4. How do you like to travel there?

5. Why do you like to visit there?

6. How do you like to travel there?

7. Why do you like to visit there?

8. How do you like to travel there?

9. Why do you like to visit there?

10. How do you like to travel there?

WRITING

5. Read the purpose of two emails. Which email needs to be formal?

1. Hello my friend, I'm writing to you because I'm thinking of going to your country next year. I'd like to know what you think about it.

2. Hello my friend, I'm writing to you because I'm thinking of going to your country next year. I'd like to know what you think about it.

WORKBOOK

- Additional grammar, vocabulary and pronunciation exercises to complement material in the Students' Book
- Additional functional language practice exercises
- Additional reading listening and writing practice
- Regular review sections
- With- and without-key versions

WORKBOOK AUDIO

- Audio material to practice listening, pronunciation and functional language
- Visit www.english.com/speakout to download the audio

IDENTITY

VOCABULARY LANGUAGE

1. Read the information about the languages in the box. Complete the sentences.

2. Write a short paragraph about the text.

3. Write a short paragraph about the text.

4. Write a short paragraph about the text.

5. Write a short paragraph about the text.

6. Write a short paragraph about the text.

7. Write a short paragraph about the text.

8. Write a short paragraph about the text.

9. Write a short paragraph about the text.

10. Write a short paragraph about the text.

GRAMMAR QUESTION FORMS

2. Complete the questions with the correct form.

1. What kind of activity helps you learn new vocabulary?

2. Which language do you want to learn when you are young?

3. How can you use your own language to help you learn a second language?

4. How can you use your own language to help you learn a second language?

5. How can you use your own language to help you learn a second language?

6. How can you use your own language to help you learn a second language?

7. How can you use your own language to help you learn a second language?

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2. Hello my friend, I'm writing to you because I'm thinking of going to your country next year. I'd like to know what you think about it.

MYENGLISHLAB

Learning Management System that provides:

- Interactive Workbook with instant feedback
- Extra practice in grammar, vocabulary and skills
- Unit and achievement tests
- Mid- and end of course tests
- BBC interviews and interactive exercises

My English Lab

speakout 2ND Intermediate

Exercise 1 Funcion - dealing with misunderstandings

Listen and match conversations 1-4 with the pictures below.

Conversation 1: Conversation 2: Conversation 3: Conversation 4:

1. A person is talking on a mobile phone.

2. A person is sitting at a desk, looking at a computer screen.

3. A person is standing in a queue at a bank.

4. A person is sitting at a desk, looking at a computer screen.

5. A person is standing in a queue at a bank.

6. A person is sitting at a desk, looking at a computer screen.

7. A person is standing in a queue at a bank.

8. A person is sitting at a desk, looking at a computer screen.

9. A person is standing in a queue at a bank.

10. A person is sitting at a desk, looking at a computer screen.

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ALWAYS LEARNING PEARSON

TEACHER'S NOTES

OVERVIEW

1.1 ME AND MY LANGUAGES

IDENTITY

VOCABULARY

GRAMMAR

READING

LISTENING

WRITING

PHONETIC CHART

INTERMEDIATE

COLLOCATION DOMINOES

Vocabulary plus collocations with take, get, do, go

responsibility	get	a degree	take	after	someone	go
for a drink	take	a taxi	go	for a walk	to	go
for a meal	do	exercise	go	off	something	do
housework	get	here	do	research	take	
responsibility	for	get	married	get	on with	someone
get	do	housework	get	to	home	take
someone a	throw	go	home	take		

speakout 2ND EDITION PEARSON

- TEACHER'S BOOK WITH RESOURCE AND ASSESSMENT DISC**
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys
 - Generic teaching tips on useful areas such as grammar, lexis, pronunciation, using video, etc.
 - Photocopiable grammar, vocabulary, and functional language worksheets for every unit
 - Class audio and video scripts
 - BBC interviews, worksheets and scripts
 - Unit and achievement tests
 - Mid- and end of course tests
 - Test audio, audio scripts and answer keys

speakout 2ND Intermediate Active Teach

1.1 ME AND MY LANGUAGES

VOCABULARY

GRAMMAR

READING

LISTENING

PHONETIC CHART

INTERMEDIATE

Software for classroom use to help teachers get the most out of the course.

- ACTIVETEACH**
- Software for classroom use to help teachers get the most out of the course:
- Integrated audio and video content
 - Answer-reveal feature
 - Large extra resources section
 - Grammar and vocabulary review games
 - BBC interviews and worksheets
 - Assessment package containing all the course tests
 - A host of useful classroom tools
- www.irLanguage.com

4 SPEAKOUT EXTRA Intermediate

GRAMMAR PRACTICE

4.1 must, have to, should (obligation)

4.2 used to, would

1. Complete the sentences using the words in brackets.

2. Complete the sentences using the words in brackets.

3. Complete the sentences with the words in brackets.

4 SPEAKOUT EXTRA Intermediate

4.3 reading & listening

Consolidation

1. Match 1-12 with a-b to make sentences.

2. Complete the correct alternatives to complete the exercises.

3. Complete the correct alternatives to complete the exercises.

- WEBSITE AND SPEAKOUT EXTRA**
- Information about the course
 - Sample materials
 - Placement test
 - Teaching tips and ideas
 - Free downloadable worksheets provide additional grammar, vocabulary, pronunciation and skills practice (*Speakout Extra*)
 - Extra video-exploitation activities to help learners get the most out of the course (*Speakout Extra*)
- Speakout Extra* and other teacher's resources available at:
- www.pearsonelt.com/speakout

Speakout Second Edition Students' Book is clearly designed and easy to use. Each unit follows the same pattern with an introductory page, two main input lessons covering grammar, vocabulary, pronunciation and skills work, a functional lesson and a skills-consolidation lesson based on a clip from a BBC programme. The unit culminates with a page of *Lookback* exercises and there is a detailed *Language bank*, *Vocabulary bank* and *Communication bank* at the back of the book.

- 1 Striking images provoke interest in the topic
- 2 Language focus and outcomes clearly stated at the start of each lesson
- 3 BBC interviews provide 'models' of authentic language
- 4 Grammar presented in context with clear explanations and plenty of practice
- 5 Learners referred to Language bank at the back of the book for further practice
- 6 Key vocabulary introduced and practised in context
- 7 Vocabulary *Plus* sections focus on word-building skills and other useful areas such as collocation, affixation, multi-word verbs, etc.
- 8 Special pronunciation sections in each lesson
- 9 Focus on reading and/or listening in every spread
- 10 Writing sections focus on different genres and sub-skills
- 11 Useful learning tips included in each unit
- 12 Speaking activities encourage learners to personalise language

identity

1

ME AND MY LANGUAGES p8 **SAME OR DIFFERENT** p11 **TELL ME ABOUT YOURSELF** p14 **THE BLIND PAINTER** p16

2

2 **SPEAKING** 1.1 Talk about important dates in your life. 1.2 Talk about the differences between men and women. 1.3 Role-play an interview. 1.4 Speak about yourself for 60 seconds.

3

3 **LISTENING** 1.2 Listen to a set of instructions and do a task. 1.3 Listen to three interviews. 1.4 Watch a BBC documentary about a blind artist.

4

4 **READING** 1.1 Read about bilingualism. 1.3 Read tips on doing successful interviews.

5

5 **WRITING** 1.1 Write an email of introduction. 1.4 Write a personal description.

BBC INTERVIEWS

What does family mean to you?

1.1 ME AND MY LANGUAGES

question forms
intonation: wh-questions
language

VOCABULARY LANGUAGE

6

1 A Read questions 1–10. What do the words in bold mean? Check with other students or your teacher, then think about your answers to the questions.

- 1 Why are you learning English? For work, exams, travel, etc.?
- 2 Do you speak any languages apart from your mother tongue and English?
- 3 Who is the best language learner in your family?
- 4 Did you use any learning strategies when studying your second language? Which?
- 5 When was the first time you used a foreign language outside the classroom?
- 6 Do you have the chance to speak/write to native speakers regularly?
- 7 Is it important for you to learn slang or jargon in English, or do you only want to learn standard English?
- 8 Which is more important to you when you learn to speak a language: fluency or accuracy?
- 9 Which skill is the hardest for you: speaking, listening, reading, or writing? Which is the easiest?
- 10 Do you know anyone who is bilingual? What advantages might they have in life?

B Work in groups. Discuss your answers to questions 1–10.

2 Answer the questions.

- 1 Which words in bold in questions 1–10 have silent letters?
- 2 What are the silent letters in these words: science, talk, listen, know, right, wrong, hours, guess?
- 3 Which statements (a or b) do you think is true?
 - a Most words in English are spelt differently to how they are pronounced.
 - b Under twenty percent of words in English are spelt differently to how they are pronounced.

speakout TIP

Around fourteen percent of English words have irregular spelling; they are spelt differently to how they are pronounced. When you learn new words, try to hear them. Watch out for silent letters!

BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?

by Johan Acosta

7

3 **READING**

1 Read the title of the text. What do you think it will discuss? Read to find out.

B Read the text again and answer the questions.

- 1 What six languages do you think the writer and his sisters speak?
- 2 How do you think the writer learnt each of his languages?
- 3 How many of the world's people are thought to be bilingual?
- 4 What are those who learn their second language as children better at compared to those who learn a second language as adults?
- 5 What health benefit of being bilingual is mentioned in the text?

4

C Underline words or phrases in the text that match meanings 1–6 below.

- 1 relating to the language you grew up speaking (paragraph 1)
- 2 learnt by listening/watching other people (paragraph 2)
- 3 speaking many languages (paragraph 3)
- 4 false ideas that people continue to believe and repeat (paragraph 3)
- 5 learn without needing to try hard, e.g. a language (paragraph 5)
- 6 understand important truths about a subject (paragraph 7)

D Discuss the questions with other students.

- 1 Do you agree with the writer's list of the advantages to being bilingual?
- 2 Do you think there are any disadvantages to being bilingual?
- 3 Do you know any families that are bilingual or multilingual? Are they similar to the family in the text?

4

GRAMMAR QUESTION FORMS

4 A Read sentences 1–6 and answer questions a)–e).

- 1 Do you speak any other languages?
- 2 Did you use any learning strategies?
- 3 Who did you talk to?
- 4 What happened?
- 5 What did you talk about?
- 6 Who is the best language learner in your family?

a) Underline the main verb in each question. (The first has been done for you.)

b) Circle the auxiliary verbs. Which auxiliary refers to the past? Which refers to the present?

c) Which two questions are yes/no questions?

d) Which two questions end in a preposition of, by, etc.?

e) Which two questions use wh-words to refer to the subject (the person who does the action) or the action itself and don't use an auxiliary verb?

5

B **INTONATIONS: wh-questions** Listen to the questions in Exercise 4A. Are the question words (wh-words) in 3–6 said in a higher or a lower voice?

C Listen and say the questions at the same time.

5 A Put the words in the correct order to make time questions.

- 1 do / every / you / day / study?
- 2 you / any / did / languages / teach / parents / you / other?
- 3 / learner / who / the / best / you / language / know?
- 4 was / teacher / you / English / first / who?
- 5 do / do / you / remember / what / English / to / words / in?
- 6 languages / you / what / do / to / like / listening?
- 7 do / what / watch / you / English / in / TV / programmes?
- 8 foreign / do / speak / first / when / language / a / you / choose?

B Choose three of the questions to ask other students.

8

SPEAKING

6 A Write four dates, four names and four places that are important to you.

Dates: 7 May 2008 – My son was born.

Names:

Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

WRITING EMAILS OF INTRODUCTION: LEARN TO WRITE FORMAL AND INFORMAL EMAILS

7 A When would you write a letter or email to introduce yourself? B Read the emails. Why are the people writing? Which sentences tell us?

Hi Hiran. My name's Julia Brown. I heard from my friend Nicola Lazarus that you're running a Spanish conversation class. She said you'd be happy to accept a few more people. My mother tongue is English but I picked up some Spanish years ago when I was travelling in Latin America. I really want to improve my fluency and accuracy, so I'd love to join the class. Hope to hear from you soon. All the best. Julia

Dear Colleagues, As you probably know, next month I will start work as the new director of the Language Teaching Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2010, I have worked in the School of Education at Bradford University. I have been involved in a number of language-related education projects across Europe and I worked extensively on the Star Placement Initiative that placed six thousand native speakers in language classrooms in eight countries. I am married with two children and my family is bilingual in English and Turkish. I look forward to working with you. Yours sincerely, Talya Osman

8 Read the five steps for good email writing. Do you think the emails in Exercise 7B follow steps 1-5? 1 Aim for your audience: think about who you are writing to. Is the email formal or informal? 2 Be brief: try not to use too many words. Emails shouldn't go on for pages. 3 Communicate clearly: use simple, clear language and simple sentence structures. 4 Do two drafts: write a first version and then rewrite. 5 Edit everything: check grammar, vocabulary, spelling and punctuation before sending.



9 A Look at the emails in Exercise 7B again. Which one is formal and which is informal? How do you know? B Answer questions 1-4 with formal (F) or informal (I).

- 1 Which email uses full forms of verbs (I will, I would) instead of contractions (you're, I'd)? 2 Which email leaves out words (e.g. Hope to... instead of I hope to...)? 3 Which email sounds more like spoken English? 4 Which email uses longer, more complex sentences?

C Complete the notes with phrases from the email.

Form with fields for Greeting, Introduction, Final message, and Goodbye, with example phrases from the email.

10 Choose a situation below and write an email. Think about who you are writing to, the reason for writing and the style: formal or informal.

Situation 1 You are going to join an English conversation class. Write an email introducing yourself to the teacher and the class. Mention your experience of learning and speaking English and say why you want to join the class.

Situation 2 Next week you start a new job in a multinational company. Your colleagues speak over twenty languages, and all of them read English. Write to introduce yourself. Mention your previous work experience and the languages you know, and add something personal.

SAME OR DIFFERENT?

- review of verb tenses word stress relationships; collocations

VOCABULARY RELATIONSHIPS

1 A Work in pairs. Think of all the people you have talked to in the last 24 hours. What relationship do they have to you?

B Look at the words in the box and answer the questions.

- boss and employee, partner, team-mates, member, godfather and godmother, mentor and pupil, fiancée and fiancé. Questions 1-8 about relationships.

8 C Listen to six sentences. Tick the words in the box in Exercise 1B which you hear.

D WORD STRESS Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

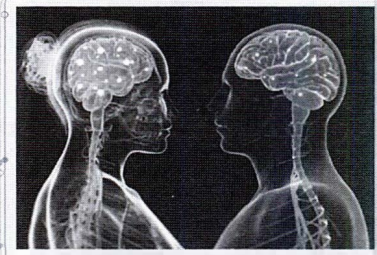
SPEAKOUT TIP

Remember: most two-syllable words in English have the stress on the first syllable. Hold a hand under your chin. Say the word slowly. The jaw (the bottom part of your chin) drops more on the stressed syllable.

- 2 Work in groups. Discuss the questions. 1 Can you think about one man and one woman who have played important roles in your life? Who were they? Why was the relationship important? 2 Do you think men and women are different in these roles? How?

LISTENING

3 A Read the text. Discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?



Are men's and women's brains wired differently?

Is it true that men are from Venus and women are from Mars? Some researchers think that male and female brains are wired differently, with male brains wired from back to front, and female brains wired from side to side. This might explain why men are good at performing a single task, like cycling or rowing a boat, whereas women might be better at multi-tasking. Other researchers disagree, however. What do YOU think? Try to do the test. To find out if your brain is male or female...

B Take a piece of paper. Listen to Part 1 and 2 and follow the bike test instructions. C Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.

D Discuss the questions. 1 Was the explanation correct for you? 2 Do you agree with the presenter's views about men and women? Women think people are important. Men, on the other hand, are more interested in getting the machine right.

مرجع زبان ایرانیان

SPEAKING

4 A Read the information. Which comments do you agree/disagree with? Can you think of any opinions to add?

Are men & women really different? We asked for comments and this is what you said. 'Absolutely! Men can't watch sport on TV and talk to their girlfriend at the same time.' 'WOMEN DON'T KNOW HOW TO READ MAPS.' 'Women remember every outfit they've worn for the past twenty years. Men can't remember what they were wearing yesterday without looking in the floor.' 'Men can buy a pair of shoes on the internet in 90 seconds. Women like to take three weeks.' 'A baby is crying, a dog is barking, a doorbell is ringing, but the man of the house is sleeping. Men can sleep through anything. Women can't.' 'Men speak in sentences. Women speak in paragraphs.'

GRAMMAR REVIEW OF VERB TENSES

- 5 A Match the underlined verbs below with the tenses a)-d). 1 We asked for comments and this is what you said. 2 Men can't remember what they were wearing yesterday. 3 Women remember every outfit they've worn for the past twenty years. 4 A baby is crying. a) present simple b) present continuous c) past simple d) past continuous B Complete the rules with the correct tenses a)-d).

1 We use ... for actions, events or situations that are finished. 2 We use ... for things that are going on at a particular moment in the present. 3 We use ... for habits, routines and things that are always true. 4 We use ... when someone was in the middle of an action at a particular moment in the past.

C Read about state verbs. Underline three examples in the text above. Some verbs are not usually used in the continuous, e.g. want, like, remember, understand. Know these are called 'state verbs'.

5 A Read the text below and put the words in brackets into the correct tense.

My name is Matsuiko Tamazumi. I am twenty-three and I'm a student. I study French and Spanish at university in Osaka, where I grew up, but at the moment I'm learning English in New York. When I first started everything was different. The food, the clothes and the weather. Now I enjoy it and it feels like home! I have a boyfriend called Josh who I met three weeks ago when I looked for an internet café. My hobbies are surfing the net and singing. I sing every day, usually in the bathroom!

B Work in pairs. Ask questions and write your partner's personal profile. Use the profile above to help.

VOCABULARY PLUS COLLOCATIONS

- 7 A Work in pairs and do the quiz. B Turn to page 158 and read the text to check your answers. 8 A Look at the quiz again. Find and circle five expressions using take, get, do and go. B Write the expressions in italics in the correct places in the word webs below.

Word webs for 'go', 'take', 'get', and 'do' with associated verbs and phrases in italics.

12 SPEAKING

- 9 A Think about your classmates. Write down the name of someone who: never gets angry; does research for his/her job; took a test in the last six months; went for a meal last weekend; took up a new hobby recently; always gets here early; went for a walk today; got a new job recently. B Work in groups. Ask the other students to check if they agree with your ideas.

What women really think

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about everything from their eating habits to their relationships and family values, to find out what they really think. How do you think they responded?

- 1 How many women in the UK would prefer to have a male boss? a) less than 30% b) about 50% c) over 70% 2 How many women spend more than seven hours a week doing exercise? a) 6% b) 15% c) 30% 3 What is the biggest challenge for women today? a) staying healthy b) making enough money c) balancing home and work-life 4 What do women think is the best age to get married? a) between 21 and 24 b) between 25 and 29 c) over 30 5 What do 59% of women think fathers should take more responsibility for? a) their children b) doing the housework c) organising holidays 6 According to women, how much housework do they do? a) more than 50% b) over 75% c) nearly all of it 7 How many women aged 45-54 met their husbands through the internet? a) 1% b) 9% c) 16% 8 How many women have gone on a diet in the past? a) 20% b) between 35% and 45% c) over 50%

Speakout Second Edition Students' Book places particular emphasis on listening and speaking skills. Each unit has a functional lesson which develops useful communication skills as well as a motivating BBC DVD spread which is designed to revise key language and act as a springboard for further speaking and writing tasks.

Each unit culminates with a **Lookback** page that provides a review of key language covered in the unit. There is a detailed **Language bank**, **Vocabulary bank** and **Communication bank** at the back of the book for further practice and consolidation.

- 1 Reading and vocabulary exercises are a motivating lead-in to the lesson
- 2 Focus on useful functional areas such as talking about yourself, dealing with misunderstandings, etc.
- 3 Learn to sections develop listening and speaking skills
- 4 Learners read about the DVD clip in preparation for viewing
- 5 Different viewing tasks help learners understand and appreciate the DVD clip
- 6 *Speakout* tasks consolidate language and build learners' confidence
- 7 'Models' are provided to help learners perform the task
- 8 Key phrases give learners the language they need to perform the task
- 9 *Writeback* tasks provide further communicative practice
- 10 *Lookback* exercises are an enjoyable 'test' of language covered in unit
- 11 *Language bank* provides detailed explanations and further practice
- 12 *Vocabulary bank* focuses on word-building and useful areas such as collocation, affixation and multi-word verbs.

LANGUAGE BANK

11 GRAMMAR

1.1 question forms

object questions
Object questions use the word order: question word + auxiliary verb - subject - *it* - infinitive

question word	auxiliary verb	subject	verb
Where	do	you	work?
What	did	she	say?
When	are	they	coming?

yes/no questions
Yes/No questions don't use a question word. The answer to the question is Yes or No.

auxiliary verb	subject	verb
Does	he	smoke?
Did	we	win?
Have	they	arrived?

subject questions
When the *wh-* question word is the subject of the question, we don't use an auxiliary verb (*do, did* etc). We use the same word order as in an affirmative sentence.

question word	verb	object
Who	wants	ice cream?
What	happened?	
Who	ate	the cheese?

questions with prepositions
When we use a verb + preposition expression (but not multi-word verbs) such as *look for, depend on, write about*, etc., we usually keep the verb and preposition together. What did you talk about? Who are you looking for? In very formal English we sometimes move the preposition to the front of the sentence. Compare: What does it depend on? On what does it depend?

1.2 review of verb tenses

present simple

- + He looks happy
- He doesn't look happy.
- ? Does he look happy?

Use the present simple to talk about something that is always or generally true, habits, routines, with be and other state verbs (see below).

present continuous

- + We're staying here.
- We aren't staying here.
- ? Are we staying here?

Use the present continuous to talk about an activity happening at the time of speaking or a temporary activity happening around now it may be happening at the moment, but maybe not.

past simple

- + They worked hard
- They didn't work hard
- ? Did they work hard?

Use the past simple to talk about finished actions, events or situations in the past.

1.3 talking about yourself

Introducing a question

Could I ask a question?
There are a couple of things I'd like to ask about.
Can I ask you about that?
I have a query.

Introducing an opinion

For me (the most important thing is) I'd have to say ...
In my opinion, ...
One thing I'd like to say is that ...

1.5 LOOKBACK

LANGUAGE

- Read the advice from a 1950s English course book. Complete the sentences with the words in the box.
foreign strategy jargon bilingual native speakers fluency slang accuracy skill mother tongue
- Using the right method, fluency in the target language is possible after just a few weeks.
- Students should talk with _____ only. Exposure to other learners will result in new errors.
- To improve _____, the student should copy out several pages from the textbook every day.
- The student's biggest problem is translating every word of English into his _____.
- The best _____ is for the student to imitate the recordings for an hour at a time.
- It is unnecessary to learn _____ words unless the learner needs them for a specific job.
- It is impossible to become _____ unless the second language was learnt in childhood.
- Students should avoid _____ because it isn't proper English.
- To improve the listening _____, the student should listen daily to the radio.
- The _____ student needs to be corrected every time he makes a mistake.

B Which advice is still useful? Change any advice you disagree with. Compare your ideas with a partner.

QUESTION FORMS

- Find and correct the mistakes in the questions below. Four of the questions are correct.
 - When you started studying English?
 - Who did helped you to learn English?
 - What annoys you about your job or your studies?
 - Did you to learn anything important at school?
 - Do you be enjoy learning languages?
 - In your job or studies, is there anything you are not happy with?
 - When you imagine the perfect career, what do you think of?
 - What keeps you awake at night?
- Ask your partner four of the questions.

RELATIONSHIPS

- Put the letters in the correct order to find the names of twelve types of people.

1 tomdogher	5 ceanfio	9 sobz
2 nilace	6 breemom	10 emey/obep
3 ilupap	7 stomcasel	11 trenom
4 nraterp	8 ethagorif	12 maalteme
- Work in pairs. Which of these people do you know or have in your life? Which of these are you?

REVIEW OF VERB TENSES

- Find and correct the mistakes. Five of the underlined verbs are incorrect.

I was walking to work this morning when I was seeing Mr. Gonzalez, my old Spanish teacher. He was wearing a leather jacket and carrying a guitar. I ask him how he was. He said, "Fine. I go to my band practice." I said, "What band?" He replied, "I don't teach any more. It wasn't really the best job for me. A few years ago I was selling a band called The Big Easy. We didn't make much money, but I was living the lifestyle. I asked him where he lived and he said, "I was living in my caravan at the moment. I travel a lot. I'm a child of the sixties!"
- Write a short diary entry about an interesting or unusual day.

TALKING ABOUT YOURSELF

- Complete the conversations. Write an expression from the box in the correct place in the sentence.

query about like to say you about I ask thing I'd

1 A: I have a/the class. Do I have to bring a pen?
B: No, it's a computer class.

2 A: Could a question? Where does the tennis class meet?
B: At the tennis courts.

3 A: I'd have I'm not sure you're qualified. Why should we employ you for the library position?
B: Because I'm good with children and animals.

4 A: There are a couple of things I'd ask. Firstly, can you work on Saturdays?
B: Is that at the weekend?

5 A: One like to say is that you look good for your age. How old are you?
B: Thirty.

6 A: Can I ask your latest film, Philadelphia? Where is it set?
B: In Philadelphia.
- Work in pairs. Write an interview (a job, a place on a course, a magazine interview). Use the expressions in Exercises 5 and 7 on page 15 to help.
- Work in groups and take turns to role-play your interviews.

VOCABULARY BANK

12

Lesson 1.2 RELATIONSHIPS

- Complete the family tree with the words in the box.
in-laws sister-in-law niece nephew grandparents on my mother's side ex-husband stepfather stepdaughter
- Tell your partner about one or two people in your family.

Lesson 1.2 COLLOCATIONS

with take, get, do and go

- Write the words and phrases in *italics* in the correct places in the words below.

1 your best <i>exercise</i> , <i>nothing for you</i> , <i>the cleaning</i>	3 a look, <i>the blame</i> , <i>sugar</i> , <i>ages</i>
<i>do</i> (action)	<i>take</i> (action)
<i>well</i> (good effort)	<i>ten minutes</i> (use time)
<i>the washing up</i> (something at home)	<i>a photo</i> (action)
<i>you good</i> (be affected)	<i>responsibility</i> (accepting something)
- find a prize*, *excited*, *food poisoning*

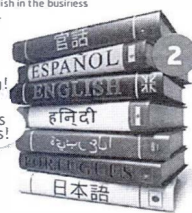
<i>get</i> (earn)	<i>find</i> (become)
<i>a good salary</i> (earn)	<i>well</i> (happened)
<i>also</i> (change your work situation)	<i>by five</i> (straw)
<i>fit a suit</i> (become ill)	<i>up</i> (fit)
<i>depressed</i> (become)	
- 4 on a holiday, *crazy*, *together*, *badly*

1 VOCABULARY LANGUAGE

- Read the information about Shin. Rearrange the letters in italics to complete the sentences.
- My family is British Chinese so I grew up *ugmbilid*, speaking Chinese and English. *ubilinguol*
 - Actually, I have a high level of *yocenfi* in Spanish, too.
 - Of course, many of my friends are British so their *rethom* go *etun* is English.
 - However London is very cosmopolitan – it is easy to meet *gineof* people here.
 - My best friend Sylvie is from Poland but she sounds like a *vetno* *presoko*.
 - Sometimes I teach her *gloms* as she didn't learn informal words in school.
 - And she teaches me computer *grono* – I find it difficult but she works in IT!
 - In some ways Sylvie has better *gleronin* *stergerei* than me.
 - I think her strongest *kils* is writing – she is amazing.
 - I am quite carefree in comparison and my *ccocoury* can be weak.

- Use the words from Exercise 1A to complete the sentences. You may need to change the form of the word.
- Bilinguism* is an advantage in today's world.
 - My mother is *clever* in several languages – she's really *clever*.
 - I wish I could use language more *easy*. I make a lot of mistakes.
 - What is your *strongest*? You sound German.
 - He always feels like a *foreigner* in his own country because he hasn't lived there for years.
 - I don't like *formal*. I prefer it when people use standard English.
 - Do you have good *listening*?
 - Dan is a *carefree* *person* she checks all the English in the business documents.

Good morning!
Buenos días!



GRAMMAR QUESTION FORMS

- Circle the question with the correct form.
- What kind of activity you helps learn new vocabulary?
 - What kind of activity helps you learn new vocabulary?
 - Which language you wanted to learn when you were younger?
 - Which language did you want to learn when you were younger?
 - Do you ever wish you had a different mother tongue?
 - What type of thing you do read in English?
 - What type of thing do you read in English?
 - As a child, did you like finding out about different countries?
 - As a child, did you like to find out about different countries?
 - When did you first speak to a foreign person?
 - If you have to speak in English, what do you always worry?
 - If you have to speak in English, what do you always worry about?

- Match questions 1-7 in Exercise 2A with answers a)-g).
- English of course because it is international.
 - Yes, I was always interested in different cultures.
 - Mostly my pronunciation – I don't feel confident about it.
 - I review a few words every day and write example sentences.
 - A few years ago on my first trip abroad.
 - Not really. But I wish I had learnt English earlier.
 - Websites, mostly, for online news. And sometimes magazines about films.

- Listen and write the questions you hear.
- _____
 - _____
 - _____
 - _____
 - _____
 - _____
- Listen again and repeat, paying attention to the intonation.

3 LISTENING

Listen to three people answering the questions below. Write their answers. Which language did you learn? How did you learn it?

	Which?	How?
Maria		
Ahmed		
Jessie		

- Listen again and answer the questions.
- Which country outside Europe did Maria visit?
 - What is her job now?
 - Where did Ahmed move to?
 - How did he communicate to start with?
 - Why does Jessie think British people don't learn other languages?
 - Which country did she live in for a while?

- Read the extracts from the recording. What do they think the words and phrases in bold mean? Match them with meanings a)-f).
- ... they were really keen for me to learn English
 - It was a culture shock ...
 - ... living in Beirut always felt very cosmopolitan.
 - But I did some part-time Dutch lessons
 - ... we weren't brilliant at learning new languages.
 - I picked it up in my day-to-day life.
- a feeling of confusion when in a new and different country
 - extremely intelligent or skilled
 - for only part of a day or a week
 - very interested, wanting to do something very much
 - to learn informally without lessons by exposure
 - having people from different parts of the world

Read the emails and underline the correct alternatives.

To: psanche@yooioo.es
Subject: hi!
From: danielagjones@btmail.com
Hi Pils/Dea, Madam Pilar,
I am writing to greet you. How are you? As you know, I'm going to stay with you this summer. I have decided (although I'd send an email to introduce myself. My name's Daniela, but my friends call me Danny, and I hope you will, too). I'm eighteen years old and at university here in Manchester, studying Business and Economics. I've got lots of hobbies. I love horse-riding, swimming, listening to music, and I also play the flute. My favourite hobby, though, is dancing. I'm particularly keen on salsa and tango. I can't wait to stay/look forward to staying with you in Spain, though my Spanish isn't very good! Hope/ do hope to hear from you soon.
Danny

To: membership@caas.com
Subject: Introductions
From: hatqust@tsu.edu
Dear members/Hello everybody,
I'm writing to say I'll be writing to introduce myself. As many of you know, I will begin in the role of chairperson of the Teachers' Association of Amlen State at the end of this month. I would like to take this opportunity to really want to outline my major plans for the Association over the coming year. I am a maths and physics teacher. I have been in the profession for over forty years in a variety of roles: teacher, administrative assistant, head teacher and school inspector. My first priority is to increase membership. In the last six years we have seen a decrease of almost 30% in our numbers. I have various proposals for achieving this, which I'll tell you about/ will explain during our first meeting next month. I look forward to working with you all. See you all soon.
All the best/ours sincerely,
Jacqueline Hatquist

Read the instructions and write an email (120-150 words). You are going on an adventure trip for students of English. You will join ten other students from all over the world on a one-month tour of India. The tour will include cultural visits and two hours of English lessons every day. Write an email of introduction to the other students.

4 WRITING

EMAILS OF INTRODUCTION: LEARN TO WRITE FORMAL AND INFORMAL EMAILS

- Read the purposes of two emails. Which email needs to be formal?
- Introduce myself to a member of my host family in Spain before I visit.
 - Introduce myself as the new chairperson of the Teachers' Association.

WORKBOOK

Speakout Second Edition Workbook contains a wide variety of review and practice exercises and covers all of the language areas in the corresponding Students' Book unit. It also contains regular review sections to help learners consolidate what they have learned.

- Extensive practice of vocabulary and grammar covered in the Students' Book
- Additional practice of pronunciation points covered in the Students' Book
- Reading and listening texts develop learners' skills
- Writing exercises focus on useful sub-skills

Speakout Second Edition Workbook Audio is available online. Visit www.english.com/speakout to download audio material to accompany the pronunciation, listening and functional practice exercises.



3 READING

- Do you think statements 1-4 are about men or women? Who said them: men or women?
- They do things first, and think about the risks later.
 - They remember useless information.
 - They notice when something is dirty or needs replacing.
 - They always remember birthdays and anniversaries.
- Read the text below and check.
- Write the name of the person who makes similar statements to the ones below.
- Men hate to say 'I don't know'. *Alpha*
 - Men cannot 'multitask'; they can only concentrate on one thing at a time.
 - Men are very direct when they need something.
 - Women are more fluent than men when they speak.
 - Women are more maternal; they understand what is good for young children.
 - Women have better memories for dates than men.

- Find words in the text to match definitions 1-5.
- the ability to see the position, size or shape of things (paragraph 2)
 - give you the tools or abilities that you need (paragraph 2)
 - more or to a greater degree (paragraph 3)
 - not closely (paragraph 5)
 - natural abilities or feelings that make people and animals know something (paragraph 7)

VOCABULARY PLUS COLLOCATIONS

- Complete the phrases with go, take, get or do. Use each verb three times.
- get a job
 - off coffee
 - part in a quiz
 - some research
 - my homework
 - on with people
 - grey
 - her a favour
 - responsibility
 - angry
 - up the guitar
 - for a while

Men and Women - What They Say About Each Other

The battle of the sexes has probably been going on since the first cavewoman left her dirty clothes on the floor of the cave. A subject of endless discussion, it has inspired a million jokes and articles and almost as many books.

However, a recent study tells us that men and women really do think differently. Our brains are built in a different way. The results of the study suggest that men have better spatial perception (swimming, ball sports), while women's brains equip them better for remembering words and speaking fluently.

The scientists examined only a small part of the brain, and they say that further research needs to be done. 'Here's a caution!' we have done some less scientific research. We asked people, 'What are the differences between the sexes?' Here are their answers.

What women say about men

Men remember words in context. We have had an experience like that. After 10 years I know by heart. (Richard) If you ask a man a question, he'll always have an answer, even if it's the wrong one. (Ashia) Men do things first, and think about the risks later. (Sandy) Men cannot watch sport on TV and talk to women at the same time. (Ma)

What men say about women

Men know that children have feelings aren't as dangerous as radioactive. (Diana) Men can drive without looking at the mirrors in the mirror every ten seconds. (Ron) Men can watch a whole film without interrupting to ask 'What is that?' 'What's her job?' 'Does he like her?' (John) We'll never want something, they ask for it instead of making a comment directly related to the subject and hoping their partner will guess what the real subject is. (Oss)

What men say about women

Women couldn't invent weapons that kill, only weapons that make you feel really guilty until you say sorry. (Karl) While men speak in sentences, women speak in paragraphs. (Gergo) Men are happy to own money. (Do: 'what men need? 2000 \$?') Women order salad, then eat the men's chips. (Gouren)

What women say about women

Women take natural instincts about what is dangerous for babies. (Linda) Women notice when something is dirty or needs replacing. (Gard) Only women can understand other women. (Dun) Women have a calendar in their brains: we remember birthdays and anniversaries easily. (Ash)

MyEnglishLab provides a fully blended and personalised learning environment that benefits both teachers and learners. It offers:

- An interactive Workbook with instant feedback and automatic grade book
- A common error report that highlights mistakes learners are making
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves
- Unit and achievement tests
- Mid- and end of course tests
- BBC interviews and interactive exercises

The screenshot shows the MyEnglishLab interface. At the top, it says 'MyEnglishLab' and 'speakout 2ND EDITION Intermediate'. Below that, it says '3.3 Contact' and 'Switch to Teacher View'. The main content area is titled 'Exercise 1 Function - dealing with misunderstandings' and includes the instruction 'Listen and match conversations 1-4 with the pictures below.' There are four numbered conversation boxes (1-4) and four corresponding pictures (A-D). At the bottom, there are buttons for 'Clear', 'Save', and 'Submit'. On the right side, there is a large Persian title 'مرجع زبان ایرانیان' (Iranian Language Reference) and the Pearson logo.

ACTIVETEACH

Speakout Second Edition ActiveTeach contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

- Answers to exercises are revealed at the touch of a button
- Audio and video content fully integrated with time-coded scripting
- Shortcuts to the relevant pages of the *Language bank* and *Vocabulary bank* make navigation easy

- Extra resources section includes editable scripts, photocopiable worksheets, tests and BBC interviews for every unit with accompanying worksheets
- Grammar and vocabulary review games
- Assessment package containing all the course tests
- Useful tools include a regular keyboard, a phonetic keyboard, a stopwatch and scoreboard.

The screenshot shows the 'speakout 2ND EDITION Intermediate ActiveTeach' interface. The main title is '1.1 ME AND MY LANGUAGES'. The interface is divided into several sections:

- VOCABULARY LANGUAGE:** Contains a list of 10 questions about learning languages.
- READING:** Features a text titled 'BILINGUALS: EXOTIC BIRDS OR EVERYDAY PEOPLE?' by John Acosta. It includes a 'READING' section with 5 questions and a 'SPEAKOUT TIP' about irregular spelling.
- GRAMMAR QUESTION FORMS:** Contains a section for grammar exercises with 4 questions.
- SPEAKING:** Contains a section for speaking exercises with 6 questions.

 At the bottom, there is a navigation bar with buttons for 'SHORTCUTS', 'EXTRA RESOURCES', 'GAMES', 'TOOL BOX', 'DICTIONARY', 'PHONETIC CHART', and 'HELP'. The Pearson logo is visible in the bottom right corner.

ADDITIONAL COMPONENTS

WEBSITE

Speakout Second Edition's website provides a wealth of information to support the course including:

- Information about the course, components and authors
- Introductory videos by the authors of the course
- Sample materials and free downloadable worksheets
- Teaching tips
- Placement test
- Editable audio and video scripts
- Global Scale of English mapping documents

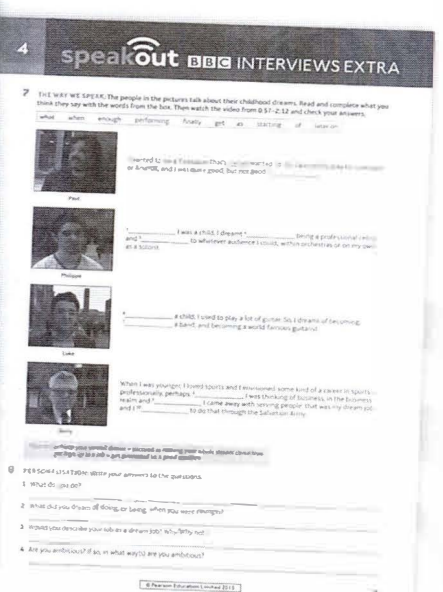
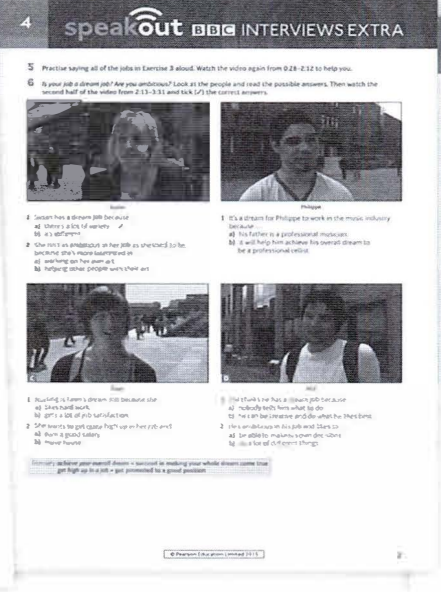
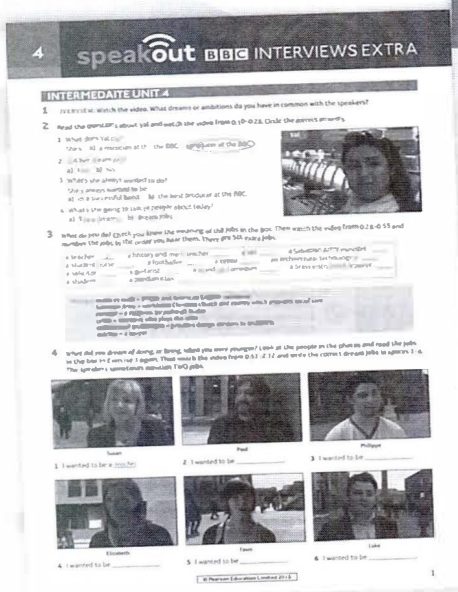
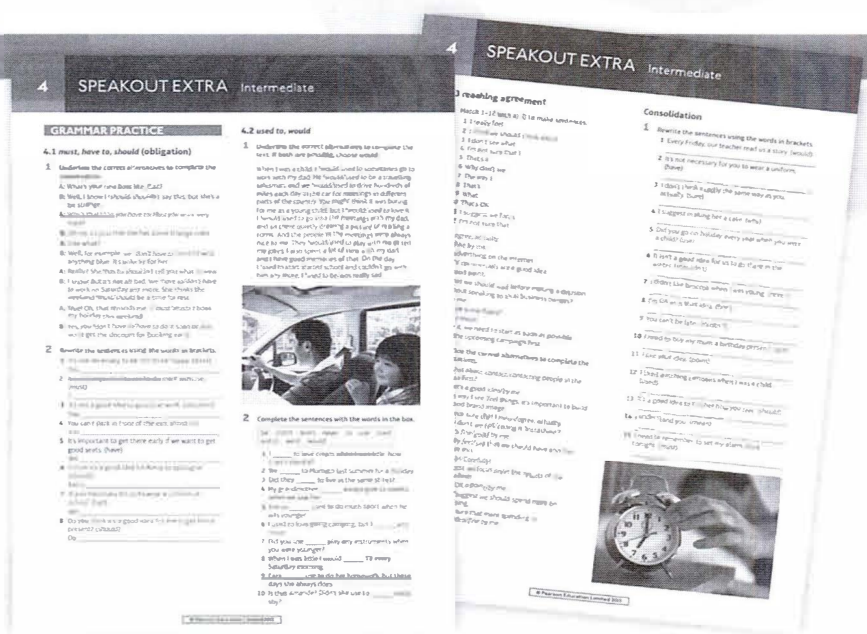
Visit www.pearsonelt.com/speakout to check out the range of material available.

SPEAKOUT EXTRA

Speakout Extra provides a bank of additional downloadable exercises that can be accessed via the companion website:

- Downloadable grammar, vocabulary, pronunciation and skills worksheets
- BBC interviews and accompanying worksheets
- Additional worksheets to accompany DVD clips in the Students' Books
- Updated regularly with new material

Visit www.pearsonelt.com/speakout to check out the range of material available.



The thinking behind *Speakout Second Edition*

Speakout Second Edition has been significantly updated and refreshed following feedback from students and teachers from around the world. It offers engaging topics with authentic BBC material to really bring them to life. At the same time it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course might suggest, speaking activities are prominent, but that is not at the expense of the other core skills of reading, writing and listening, which are developed systematically throughout.

With this balanced approach to topics, language development and skills work, our aim has been to create a course book full of 'lessons that really work' in practice. Below we will briefly explain our approach in each of these areas.

TOPICS AND CONTENT

In *Speakout Second Edition* we have chosen topics that are relevant to students' lives and are global in nature. Where a topic area is covered in other ELT courses we have endeavoured to find a fresh angle on it. It is clear to us that authenticity is important to learners, and many texts come from the BBC's rich resources (audio, visual and print) as well as other real-world sources. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students while trying to keep the tone as authentic as possible. We have also attempted to match the authentic feel of a text with an authentic interaction. Every unit contains a variety of rich and authentic input material including BBC interviews (filmed on location in London, England) and DVD material, featuring some of the best drama, documentary and light entertainment programmes that the BBC has to offer.

GRAMMAR

Knowing how to recognise and use grammatical structures is central to our ability to communicate with each other. Although at first students can often get by with words and phrases, they increasingly need grammar to make themselves understood. Students also need to understand sentence formation when reading and listening, and to be able to produce accurate grammar in professional and exam situations. We share students' belief that learning grammar is a core feature of learning a language and believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice.

In *Speakout Second Edition* you will find:

- **Grammar in context** – We want to be sure that the grammar focus is clear and memorable for students. Grammar is almost always taken from the listening or reading texts, so that learners can see the language in action, and understand how and when it is used.
- **Focus on noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and complete rules or tables.

- **Cross-references to Language bank** – As well as a summary of rules within the unit, there are also cross-references to the *Language bank* at the back of the book which provides further explanation of the grammar point in focus as well as additional practice.
- **Plentiful and varied practice** – We ensure that there is plenty of practice, both form- and meaning-based, in the *Language bank* to give students confidence in manipulating the new language. Additional form-based grammar practice is also provided in the *Workbook* and in *Speakout Extra*. On the main input page we include personalised practice, which is designed to be genuinely communicative, and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the *Lookback* pages. Again, the focus here is on moving learners towards communicative use of the language.

VOCABULARY

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use.

There is a prominent focus on vocabulary in *Speakout Second Edition*. We include vocabulary in almost all lessons, whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a DVD clip or a listening or reading text. Where we want students to use the language actively, we encourage them to use the vocabulary to talk about their own lives or opinions. At lower levels, the *Photo bank* also extends the vocabulary taught in the lessons, using memorable photographs and graphics to support students' understanding. Vocabulary items have been selected according to their usefulness with a strong focus on the following:

- **Vocabulary 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words, often getting students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the *Vocabulary plus* sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, on the *Lookback* page, in subsequent lessons and in the *Photo bank/Vocabulary bank* at the back of the book. Additional vocabulary practice is also provided in the *Workbook* and in *Speakout Extra*.
- **Learner training** – One of the main focuses of the *Speakout* tips – which look at all areas of language learning – is to highlight vocabulary-learning strategies, aiming to build good study skills that will enable students to gain and retain new language.

FUNCTIONAL LANGUAGE

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (buying something in a shop or phoning to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (talking about the weekend, or responding appropriately to good news). As one learner commented to us, 'Grammar rules aren't enough – I need to know what to say.' Although it is possible to categorise 'functions' under 'lexical phrases', we believe it is useful for learners to focus on functional phrases separately from vocabulary or grammar.

The third lesson in every unit of *Speakout Second Edition* looks at one such situation, and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both a written and a spoken context. Each of these lessons also includes a *Learn to* section, which highlights and practises a useful strategy for dealing with both transactional and interactional exchanges, for example, asking for clarification, showing interest, etc. Learners will find themselves not just more confident users of the language, but also more active listeners.

SPEAKING

The dynamism of most lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for a minute or more. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity. Also, where appropriate, students need to hear a model before they speak, in order to have a realistic goal.

In *Speakout Second Edition* there is a strong focus on:

- **Communicative practice** – After introducing any new language (vocabulary, grammar or function) there are many opportunities for students to use it in a variety of activities which focus on communication as well as accuracy. These include personalised exchanges, dialogues, flow-charts and role-plays.
- **Fluency development** – Opportunities are included in every unit for students to respond spontaneously. They might be asked to respond to a series of questions, to comment on a BBC DVD clip, interview or text, or to take part in conversations, discussions and role-plays. These activities involve a variety of interaction patterns such as pairs and groups.
- **Speaking strategies and sub-skills** – In the third lesson of each unit, students are encouraged to notice in a systematic way features which will help them improve their speaking. These include, for example, ways to manage a phone conversation, the use of mirror questions to ask for clarification, sentence starters to introduce an opinion and intonation to correct mistakes.

- **Extended speaking tasks** – In the *Speakout Second Edition* BBC DVD lesson, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include rehearsal time, useful language and a concrete outcome.

LISTENING

For most users of English, listening is the most frequently used skill. A learner who can speak well but not understand at least as well is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening texts can act as a springboard to stimulate discussion in class.

The listening strands in *Speakout Second Edition* focus on:

- **Authentic material** – In *Speakout Second Edition*, we believe that it is motivating for all levels of learner to try to access and cope with authentic material. Each unit includes a DVD extract from a BBC documentary, drama or light entertainment programme as well as a BBC Interview filmed on location with real people giving their opinions. At the higher levels you will also find unscripted audio texts and BBC radio extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where recordings, particularly at lower levels, are scripted, they aim to reflect the patterns of natural speech.
- **Sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. These include: listening for global meaning and more detail; scanning for specific information; becoming sensitised to possible misunderstandings; and noticing nuances of intonation and expression. We also help learners to listen actively by using strategies such as asking for repetition and paraphrasing.
- **Texts as a context for new language** – We see listening as a key mode of input and *Speakout Second Edition* includes many listening texts which contain target grammar, vocabulary or functions in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, often by using the audio scripts as a resource.
- **Texts as a model for speaking** – In the third and fourth lessons of each unit the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example, with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' speaking.

READING

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral communication skills. Nowadays, the internet has given students access to an extraordinary range of English language reading material, and the availability

of English language newspapers, books and magazines is greater than ever before. The language learner who develops skill and confidence in reading in the classroom will be more motivated to read outside the classroom. Within the classroom, reading texts can also introduce stimulating topics and act as springboards for class discussion.

The reading strands in *Speakout Second Edition* focus on:

- **Authentic texts** – As with *Speakout Second Edition* listening materials, there is an emphasis on authenticity, and this is reflected in a number of ways. Many of the reading texts in *Speakout Second Edition* are sourced from the BBC. Where texts have been adapted or graded, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read. The texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Sub-skills and strategies** – In *Speakout Second Edition* we strive to maintain authenticity in the way the readers interact with a text. We always give students a reason to read, and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and following discourse markers.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency in a language, and this is most easily achieved through reading. In *Speakout Second Edition*, reading texts often serve as valuable contexts for introducing grammar and vocabulary as well as discourse features.
- **Texts as a model for writing** – In the writing sections, as well as the *Writeback* sections of the DVD spreads, the readings serve as models for students to refer to when they are writing, in terms of overall organisation as well as style and language content.

WRITING

In recent years the growth of email and the internet has led to a shift in the nature of the writing our students need to do. Email has also led to an increased informality in written English. However, many students need to develop their formal writing for professional and exam-taking purposes. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages.

There are four strands to writing in *Speakout Second Edition* which focus on:

- **Genres** – In every unit at the four higher levels there is a section that focuses on a genre of writing, emails, for example. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We usually then ask the students to produce their own piece of writing. While there is always a written product, we also focus on the process of writing, including the relevant stages such as brainstorming, planning, and checking. At Starter and Elementary,

we focus on more basic writing skills, including basic written sentence patterns, linking, punctuation and text organisation, in some cases linking this focus to a specific genre.

- **Sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns, while strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking the students to notice the feature. We then provide an opportunity for the students to practise it.
- **Development of fluency** – At the end of every unit, following the DVD and final speaking task, we include a *Writeback* task. The idea behind these tasks is to develop fluency in their writing. While we always provide a model, the task is not tied to any particular grammatical structure. Instead the emphasis is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout Second Edition* and additional writing practice is provided in *Speakout Extra*.

PRONUNCIATION

In recent years, attitudes towards pronunciation in many English language classrooms have moved towards a focus on intelligibility: if students' spoken language is understandable, then the pronunciation is good enough. We are aware, however, that many learners and teachers place great importance on developing pronunciation that is more than 'good enough', and that systematic attention to pronunciation in a lesson, however brief, can have a significant impact on developing learners' speech.

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

Each input lesson looks at a specific feature of pronunciation and the following strands are covered:

- **Sentence stress** – We help learners to identify which words are stressed in a sentence. This is particularly important for helping learners to understand rapid spoken English where the important information is highlighted by the speaker.
- **Word stress** – When dealing with new vocabulary, we emphasise the importance of using the correct word stress patterns. This helps listeners to identify the word being used and helps the speaker to use the correct vowel sounds.

TEACHING APPROACHES

- **Intonation** – We look at how intonation and the way we deliver a sentence can influence its meaning, or how the sentence is received.
- **Connected speech** – We help learners to understand rapid spoken English by looking at how the sounds change in fast speech. To encourage fluency we also help learners to produce rapid speech.
- **Individual sounds** – Sometimes specific individual sounds can cause problems for learners. We help learners to identify and produce specific sounds where they are important.

Additional pronunciation practice is provided in the Workbook and in *Speakout Extra*.

TEACHING INTERMEDIATE LEARNERS

Intermediate can be a tremendously rewarding level to teach. In contrast to lower levels, the students now have enough English to really express themselves. They can begin to use and understand humour; they can engage in discussions about serious issues; and they can use language creatively. At intermediate, the class begins to relax a little, as students start to communicate more freely without needing so much input and guidance from the teacher. There is a shift of focus from what they don't know (everything, at the lower levels) to what they do know, and what they are able to do with it. At the same time, for many students the intermediate level marks a 'plateau'. They are able to deal with most of the basic functions they need and, consequently, many learners never get beyond this level.

While intermediate students have already covered the most important grammatical areas and probably learned a good deal of basic vocabulary, there will almost certainly be major gaps in their knowledge and in their ability to produce effective spoken and written discourse.

At this level, other elements become important beyond simply getting a message across. For example, there is the issue of register: can the student modulate his or her speech to fit both formal and informal occasions? There is range: is the student-as-speaker confident attempting a variety of speech acts such as describing a place, giving instructions, or narrating a story? There is also range of input: is the student-as-listener/watcher able to cope with different genres of authentic material such as radio programmes, DVD clips, and live interaction? These questions underpin the approach to the teaching of skills in an intermediate class.

Besides skills, one of the most important areas for intermediate students to work on is vocabulary. While they may 'know' the meaning of many words where one word equates with one idea, they often do not know collocations and idioms that use those same words. For example, they know the words *take* and *part*, but not the expression *take part in something*. The English language has thousands of these expressions, and it is at the Intermediate level that students really begin to grapple with the depth and breadth of the language.

In terms of grammar, the approach needs to encompass both consolidation and gradual broadening of the repertoire. Structures that have been 'half-learnt' at lower levels should be revisited with the goal of developing automaticity so that the student does not have to search for the right forms. At the same time, there is plenty of new grammar (and new uses for old grammar!) to keep intermediate students challenged.

It has often been noted that intermediate can be a wide-ranging level. There may be large discrepancies between students in terms of what they are capable of doing with the language. While some may still struggle with, say, reading a course book text, others are able to read whole books in English. Besides being aware of differences in level, teachers also need to focus on individual needs. At the beginner levels all students have similar needs (basic language skills), but many students at intermediate will start to have specific requirements depending on their reasons for learning English, whether for work, exams, travel, or fun. Try to use this variety to benefit the class. There is much scope for peer teaching (both language and content), project work, and extended group work based on mixed abilities and interests in intermediate classes.

Here are our top tips for teaching at this level:

- Help the students to become independent learners through the use of strategies. Try to get students interacting with the language on their own by using authentic materials such as video, songs, and internet downloads.
- Challenge the students in different ways. Intermediate students probably know a lot about how they learn best and the types of activities that motivate them. Although teachers cannot please everyone all the time, we can provide a wide range of activity types, including both analytical exercises and hands-on experiential learning.
- Do a lot of work on collocation. At this level, the students should be able to work with phrases and chunks of language.
- Use teaching strategies to counteract a feeling articulated by many Intermediate students that 'I'm not learning anything new'. Keep records of all new vocabulary learned (use a Word Wall or vocabulary cards) and regularly recycle the words/expressions; video learners doing speaking activities at different stages of the course; and keep portfolios of their written work.
- Invite students to extend shorter responses. Set pre-speaking goals such as 'each student should speak for two minutes' or assign group monitors to keep conversations flowing. For written assignments, set word counts that go beyond students' normal output. Particularly in classes where students don't get much of a chance to interact in English outside the class, it's vital that the students use their opportunities to speak the language.
- Identify and deal with fossilised errors. These start to become an issue at intermediate. Use various techniques: keep a common mistake file and revisit it regularly. Use extended post-speaking activities in which the students self-correct and analyse their language use. Besides using it for correction, use this slot to highlight examples of interesting and successful language use.
- Keep encouraging and motivating students. You can do this through comments on student journals or letters, one-to-one tutorials, or while giving feedback to the whole class. While progress may sometimes seem slow at this level, one of the keys to teaching intermediate students is to see the level as a transition point rather than an end point.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

The Global Scale of English

The **Global Scale of English (GSE)** is a standardised, granular scale that measures English language proficiency. The scale is part of a wider GSE ecosystem that includes Learning Objectives or 'can do' statements that describe exactly what a learner can do at each point on the scale, teaching and learning materials in a variety of media, and low- and high-stakes tests – all aligned to the Global Scale of English. Using the Global Scale of English students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10–90, across each of the four skills: listening, reading, speaking and writing. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they've made and what they need to learn next.

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

Visit English.com/gse for more information about the Global Scale of English.

SPEAKOUT SECOND EDITION AND THE GSE

The authors and editorial team were informed by the GSE Learning Objectives for Adult Learners during the writing and development of *Speakout Second Edition*. Revisions to the grammar, vocabulary and skills syllabuses were influenced by these GSE Learning Objectives, and they helped to ensure that the outcomes of each lesson are clear, meaningful and relevant to learners. The spread below shows how the GSE Learning Objectives for Adult Learners are reflected in the skills content of a typical lesson in *Speakout Intermediate Second Edition*:

- 1 Can find specific information in simple letters, brochures and short articles. (Reading GSE 38)
- 2 Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (Listening GSE 51)
- 3 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Listening GSE 47)
- 4 Can give or seek personal views and opinions in discussing topics of interest. (Speaking GSE 46)
- 5 Can give a short, rehearsed talk or presentation on a familiar topic. (Speaking GSE 52)
- 6 Can write descriptions of past events, experiences or personal experiences. (Writing GSE 47)

Visit www.pearsonelt.com/speakout for the full list of GSE Learning Objectives for Adult Learners covered in each level of *Speakout Second Edition*.

1.4 DVD THE BLIND PAINTER

DVD PREVIEW


1 Work in pairs and discuss the questions.

- 1 What creative or sporting activities are important to you? How would you feel if you couldn't do them any more?
- 2 Which creative or sporting activities would be particularly difficult if you were blind? What problems do you think a blind person would have?

2 Read about the programme. What caused Sargy Mann to go blind? What happened after he went totally blind?

The Blind Painter

Sargy Mann painted all of his professional life, first as a teacher and later as a professional artist. In his mid-30s he developed cataracts on both eyes, eventually leading to total blindness. He continued to paint. Twenty-five years later, Sargy's work was very popular with art collectors, with paintings regularly selling for more than £50,000 (US\$90,000). He spoke to BBC News about his life and how he continued to work.



DVD VIEW

2 Watch the DVD. What does Sargy use to help him paint? What do you think of his paintings?

3 Answer the questions.

- 1 What do you know about Sargy Mann after watching the clip?
- 2 Why did Sargy start to paint again after he went blind?
- 3 How does he use Blu-Tack to help him paint?
- 4 Who buys his artwork?

B Look at the quotes from the DVD. Try to complete the phrases using the words in the box.

sensation go edgy coordinates landscape impedance

- 1 The idea of painting when you were totally blind seemed a _____ to me.
- 2 I wonder what would happen if I gave that _____.
- 3 I had the most extraordinary _____.
- 4 The total blindness, I would say I was a _____ painter.

5 Now thinking about these bits of Blu-Tack of course is that what they are actually is _____.

- 6 They are _____, dangerous. They tell stories, they're full of impact through colour.

C Watch the DVD again to check your answers.

D Match the words and expressions from Exercise 3B with a)–f) below.

- a) a very strange or unusual feeling
- b) an artist who paints the countryside and scenery
- c) experimental or avant-garde
- d) numbers or information used to indicate a point
- e) looked like a silly idea
- f) (to) try something

4 Discuss the questions.

- 1 Do you think that Sargy Mann would have been such a successful artist if he was not blind?
- 2 Can you think of other people who have achieved great things despite physical disabilities?

speakout 60 seconds about you

3 **5 A G17** Listen to Monica talking about herself. Which questions does she answer from the questionnaire below? What does she say?

Who are you?

- 1 What three words best describe you?
- 2 What's your ideal job? How happy are you?
- 3 What profession is most important to you?
- 4 What's your greatest achievement?
- 5 What do you like most/least about your lifestyle?
- 6 What is your favourite sound, smell and taste?
- 7 What do you always carry with you?
- 8 Who would be your perfect dinner date? Why?
- 9 What's your favourite month, and why?
- 10 If you could change one thing about the past, what would it be?

B Listen again. Complete the phrases Monica uses.

NO PHRASES

I'm going to tell you _____ about myself. I think three words that describe me would be _____, talkative and hard-working. One of the things I _____ about my lifestyle ... I suppose that's one _____ I don't like in the summer, I love to _____ to the coast ... It makes me feel _____.

5 **C** Prepare to talk about yourself for 60 seconds. Choose two or three questions from the questionnaire in Exercise 5A. Plan your answers. Practise and time your presentation to check you can say it all in just 60 seconds.

D Work in pairs and take turns to give your presentation. Take notes on your partner's presentation. What do you have in common?

writeback a personal description

6 A Read the text. What do you think are Stephen's main achievements?

Stephan Wilding in 100 words:

Stephen is a 33-year-old Chinese student who is studying for a degree in Oriental Studies in London. When he finished university, he spent six months in Thailand teaching English before returning back to his job. One of the first jobs he got was his current one, working as a teacher's assistant. He has to code. He then got together with some friends to start his own software business. It was a huge adventure and they were a bit very quickly. They have recently won a contract to build a computer platform for a charity company, so the future is looking good.

6 B Work in pairs. You are going to write a short description of your partner. Check your notes from Exercise 5D and ask your partner questions if you think you need more information. Then use the text in Exercise 6A to help you write your description (100 words).

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LEAD-IN

The activities on the Lead-in page are designed to provide revision and communicative practice in lexical sets and functional language that intermediate Ss should be familiar with. Use the Lead-in page to assess your Ss' existing knowledge and revise/teach the target language in each activity.

GRAMMAR

1 Focus attention on the text and look at the example together. Ss find the other examples alone then check in pairs. Check answers with the whole class.

Answers: **1** looked, married, invited, sat down, heard, shot **2** was dining **3** have been
4 had been, had died **5** might **6** the best **7** who was also called Umberto
8 was also called, was born, was told

PRONUNCIATION

2A Focus attention on the example and elicit the common vowel sound (/u:z/). Ss match the other pairs alone then check in pairs

B Ss listen and check their answers. Play the recording again for Ss to listen and repeat. Check answers with the class, and write the pairs of words in a row across the top of the board.

Answers: through – queue; sail – fake; bar – heart; white – shy; boil – toy; cheat – seen;
 boat – flow; put – took

C Ss work in pairs to think of and write down more words with the same sounds as the ones in Ex 2A. After a few minutes, give out board pens and ask them to come to the board to write them in the correct column. When they have finished, ask the class to check that the words are in the correct places.

Optional extra activity

Put Ss into pairs and ask each pair to stand on opposite sides of the classroom, facing each other. Ss take it in turns to call out one of the words from the board. Their partner then responds with another word in the same group. To make it more challenging, you could play some music in the background.

VOCABULARY

3A Go through the example with the class. Ss complete the phrases alone then check in pairs. Check answers with the class.

Answers: **1** have **2** check **3** go **4** do **5** meet **6** do **7** chat **8** take **9** watch **10** play

B Ss complete the word webs in pairs then check answers with the class.

C In pairs, Ss add more phrases to the word webs then discuss which of the things they do on a normal day.

COMMON ERRORS

4A Do the first one together as an example. Ss correct the mistakes alone then check in pairs. Check answers with the whole class.

Answers:

- | | |
|--|--|
| 1 She likes listening to music. | 6 He <i>doesn't</i> come here often. |
| 2 I am <i>an</i> architect. | 7 We come from <i>Germany</i> . |
| 3 Are you feeling <i>alright</i> ? | 8 Where <i>did</i> you go yesterday? |
| 4 When <i>can</i> I visit your house? | 9 I have <i>lived</i> in this town all my life. |
| 5 Let's discuss <i>about</i> this tomorrow. | 10 My wife is a really good <i>cook</i> . |

B Ss match the mistakes and the types in pairs, then check answers with the whole class.

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

OVERVIEW

1.1 ME AND MY LANGUAGES

- VOCABULARY** | language
READING | read about bilingualism
GRAMMAR | question forms
PRONUNCIATION | intonation: *wh-* questions
SPEAKING | talk about important dates in your life
WRITING | emails of introduction; learn to write formal and informal emails

1.2 SAME OR DIFFERENT?

- VOCABULARY** | relationships
PRONUNCIATION | word stress
LISTENING | listen to a set of instructions to do a test
SPEAKING | talk about the differences between men and women
GRAMMAR | review of verb tenses
VOCABULARY PLUS | collocations
SPEAKING | talk about your classmates

1.3 TELL ME ABOUT YOURSELF

- SPEAKING** | talk about your interview experiences
VOCABULARY | interview advice
FUNCTION | talking about yourself
LEARN TO | use two-word responses
PRONUNCIATION | intonation: sounding polite
SPEAKING | role-play an interview

1.4 THE BLIND PAINTER DVD

- DVD** | watch a BBC documentary about a blind artist
speakout | 60 seconds about you
writeback | a personal description

1.5 LOOKBACK

Communicative revision activities

INTERVIEWS

What does 'family' mean to you?

This video extends discussion of the unit topic to family. Ss can view people describing their family and what 'family' means to them. Use this video at the start or end of Unit 1 or set it as homework.

ME AND MY LANGUAGES

Introduction

Ss revise/practise question forms (*yes/no* questions, subject and object questions and questions with a preposition) in the context of talking about language and language learning. They also practise writing formal and informal emails.

SUPPLEMENTARY MATERIALS

Resource bank: p129

Warm up

With new classes, it's important to build rapport so that the Ss feel comfortable with each other and with you. Write three facts about yourself on the board, two true and one false. Invite Ss to ask questions to find out further information about the facts and then guess which one is false. Ss then write their own sentences and ask and answer in pairs.

VOCABULARY LANGUAGE

1A Put Ss into pairs and give them 5 mins to go through the words in bold and check they understand what they mean. Check understanding with the class and be prepared to give further explanations or examples where necessary. Give Ss another 2–3 mins to think about their answers to the questions alone.

Suggested answers:

mother tongue: the first language that you learn as a child
learning strategies: plans, activities and techniques that people use to help them learn

foreign: from a country that is not your own

native speakers: people who learnt a language as their first language when they were a baby

slang: very informal language that uses new or rude words instead of more common words

jargon: words/phrases used by people in the same profession which are difficult for others to understand

fluency: the ability to speak/write a language very well without stopping frequently

accuracy: the quality of being correct

skill: an ability that needs to be learnt and practised, e.g. writing, playing the piano

bilingual: the ability to speak two languages fluently

B Arrange Ss into small groups and ask them to discuss the questions together. In feedback, go through each question and nominate a student to share their answer with the class.

Alternative approach

You could do this as a whole-class mingling activity instead. Ask Ss to stand up and discuss the questions with as many different classmates as possible.

Teaching tip

In group discussions, monitor carefully and note down any common errors and/or examples of good language. After feedback, go through the errors as a class, without naming who made them. Ask Ss to try and correct the errors themselves. Drill any examples of good language.

2 Write *tongue* on the board. Elicit which letters are silent (*ue*) and cross them out. Ss answer the questions in pairs. When they have finished, check answers with the class.

Answers:

- 1 Silent letters: *ue* in *tongue*; *g* in *foreign*; *e* in *native*
- 2 Silent letters: first *c* in *science*; *l* in *talk*; *t* in *listen*; *k* in *know*; *gh* in *right*; *w* in *wrong*; *h* in *hours*; *u* in *guess*
- 3 *b* is true

speakOUT TIP

Read the tip with the class and elicit some words which Ss often find difficult to spell. Explain that it's important to learn how words sound as well as how to spell them.

READING

3A Focus attention on the title of the text and check understanding. Ask Ss if they consider themselves to be bilingual. Elicit ideas as to what the text will be about and write them on the board. Give Ss 5 mins to read the text quickly and check. In feedback, go through the list on the board and tick any ideas mentioned.

Answer: The text is about some of the most common myths about bilingualism.

B Ss read the text again and answer the questions, then check in pairs before checking with the whole class.

Answers:

- 1 Danish, English, Portuguese, Spanish, Italian, German
- 2 Danish and English from his mother; Spanish from his father; Portuguese, Italian and German from living in countries where those languages are spoken.
- 3 around fifty percent
- 4 pronunciation
- 5 protection against mental illnesses such as Alzheimer's

C Give Ss 3–4 mins to find the words and phrases in the text, working alone then checking with a partner. Elicit the answers and check comprehension by using focused questions, such as *What is your native language? Is studying a language the same as picking it up?* etc. Drill the new vocabulary.

Answers: 1 native 2 pick up (pick something up) 3 multilingual 4 persistent myths 5 acquire 6 gain insights

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

GRAMMAR QUESTION FORMS

4A Ask Ss to look at the example sentences 1–6. Check the meaning of *auxiliaries*, *prepositions* and *subject* by eliciting examples. Ss then read the grammar questions a)–e) and answer them using the six example questions.

Teaching tip

Stronger classes can work alone, then compare their answers in pairs. You could also ask them to think of more examples for each type of question. *Weaker classes* may need more support. Read the notes with the Ss and check they understand how the word order changes in question forms. In each exercise, elicit the first answer as an example and check Ss can form the questions correctly before they do the rest of the exercises. In *mixed-ability classes*, *stronger Ss* could work with *weaker Ss*. This challenges the *stronger Ss* and reinforces their knowledge by having to explain it.

Check the answers with the class. Be prepared to clarify any points Ss aren't sure about, using examples.

Answers:

- a) speak, use, talk, happened, talk, is
- b) 1 Do (present) 2 Did (past) 3 did (past) 5 did (past)
- c) 1 and 2 d) 3 and 5 e) 4 and 6

▶ LANGUAGEBANK 1.1 p128–129

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

Answers:

- A**
- 1 Where do you live?
 - 2 Who won the game?
 - 3 Does he eat meat?
 - 4 What are they doing?
 - 5 What are you writing about?
 - 6 When did you arrive?
 - 7 Who ate the chocolate?
 - 8 Did you like the film?
- B**
- 1 Who killed the President?
 - 2 What were you thinking about?
 - 3 What happened to the old theatre?
 - 4 Where did your great-grandparents come from?
 - 5 Did your ancestors come from here?
 - 6 Has she worked here for a long time?
 - 7 Who is making all that noise?
 - 8 Which house are you looking for?

B Ss listen to the questions from Ex 4A and decide if the *wh*-question words are said in a higher or lower voice.

Answer: The question words are said in a higher voice.

C Play the recording again and ask Ss to imitate the questions as they hear them. Repeat this until Ss feel comfortable pronouncing the questions.

Watch out!

Intonation can be frustrating for Ss due to the lack of hard and fast rules. But intonation is important for expressing meaning, sometimes more so than the words we use. Reassure Ss that the best way to learn it is by shadowing natural spoken language.

5A Do the first question together as an example and write it on the board. Ss work alone to make questions, then check their answers in pairs. Elicit the answers.

Answers:

- 1 Do you study every day?
- 2 Did your parents teach you any other languages?
- 3 Who is the best language learner you know?
- 4 Who was your first English teacher?
- 5 What do you do to remember words in English?
- 6 What languages do you like listening to?
- 7 What TV programmes do you watch in English?
- 8 When did you first speak a foreign language?

B Drill the questions with the class. Ss choose three of the questions and walk around asking them to other Ss in a mingling activity. Invite Ss to share with the class any interesting answers they found out.

SPEAKING

6A Demonstrate the activity by writing two dates, two names and two places which are important to you on the board and explaining why they are important. Give Ss 5 mins to write their own dates, names and places and make notes about them. Monitor carefully to help with vocabulary, especially with *weaker classes*.

B Arrange Ss into groups of four and ask them to explain their information to their group. Monitor and encourage Ss to ask follow-up questions. Note down any common errors for later feedback. Nominate Ss from each group to tell the class any interesting facts they found out.

Teaching tip

When nominating Ss to speak, do it randomly (rather than round the class) to prevent Ss from switching off before their turn.

WRITING EMAILS OF INTRODUCTION; LEARN TO WRITE FORMAL AND INFORMAL EMAILS

7A Ss discuss the question in pairs. In feedback, nominate some Ss to share their answers with the class.

Suggested answers: applying for a job, applying for a university or college place, applying for a place on a course

B Focus attention on the subject lines of each email and ask Ss why they think the people are writing. Ss read and check. When eliciting the answers, ask them which lines tell us this.

Answers:

Julia is writing because she wants to join a class ('She said you'd be happy to accept a few more people.') and wishes to introduce herself ('My name's ...'; 'My mother tongue is ...'; 'I was travelling ...'; 'I really want to ...').

Talya is writing to introduce herself to her new colleagues ('I would like to take this opportunity to introduce myself.'; 'I have worked ...'; 'I have been involved in ...'; 'I am married ...').

8 Ss read the five steps for good email writing and the emails again, then answer the question in pairs. In feedback, elicit Ss' answers.

Answer: Yes

9A Ss look back at the two emails in Ex 7B and decide which is formal and which is informal. Elicit the answers and ask Ss how they can tell.

Answers:

The first is informal. It uses contractions ('My name's', 'you're'). It leaves out words ('Hope to hear from you soon.'). It sounds more like spoken English ('I really want to ...'; 'I'd love to ...').

The second is formal. It uses full forms of verbs ('I will', 'I would'). It uses longer, more complex sentences ('I have been involved in a number of ... in eight countries.').

Teaching tip

Due to historical influences on British English, longer, Latin-based words tend to be more formal, while shorter, Germanic-based words tend to be more informal. Because of this, Spanish, Italian, French and Portuguese speakers tend to find formal words easier to understand.

B Ss look back at the two emails and answer the questions in pairs. In feedback, elicit Ss' answers.

Answers: 1 F 2 I 3 I 4 F

C Do the first note together as an example. Ss refer back to the emails to find the missing phrases, then check their answers in pairs. Elicit Ss' answers.

Answers:

- 1 Dear (name)
- 2 opportunity
- 3 Hope to hear from you soon
- 4 Yours sincerely

10 Give Ss 3–4 mins to read the information and take notes. Check that Ss are clear about what they need to write and give them 10–15 mins to write a draft of their emails. Monitor carefully and help Ss with any vocabulary they need. Note down any common errors and go over them with the class at the end. Ss exchange drafts with a partner and give each other suggestions for improving their emails.

Alternative approach

Ask Ss to write an email to you, introducing themselves and explaining why they've signed up for this course. You could give Ss your email address or create a free one and ask them to send their emails to you.

Homework ideas

- **Ex 6A/B:** write about your partner's (or your) important dates, names and places.
- **Ex 10:** write a final draft of your email.
- **Language bank:** 1.1 Ex A–B, p129
- **Workbook:** Ex 1–5, p4–5

SAME OR DIFFERENT?

Introduction

Ss revise and practise the present simple, present continuous, past simple and past continuous in the context of talking about the differences between men and women. They also learn and practise common collocations with *take*, *get*, *do* and *go*.

SUPPLEMENTARY MATERIALS

Resource bank: p127, p128 and p130

Ex 1B: bring dictionaries for Ss to use.

Warm up

Lead into the lesson via the website illustration. Ss work in pairs and discuss stereotypes of men and women.

VOCABULARY RELATIONSHIPS

1A Demonstrate the activity by writing your own list on the board. Give Ss a few minutes to write their own lists. When they are ready, ask them to compare and explain their lists in pairs.

B Check Ss understand *boss and employee* in the first example. Ss work in pairs to match the rest of the words to the questions. If you've brought dictionaries, give them out for Ss to use. Elicit Ss' answers and check comprehension, especially the meaning of *godfather* and *godmother* to any non-Christian Ss.

Answers: 1 boss and employee 2 godfather and godmother
3 fiancée and fiancé 4 mentor and pupil 5 team-mates
6 classmates 7 member 8 partner

C Ss listen to the sentences and number the words in the box in Ex 1B in the order they hear them. Elicit the correct order.

Answers: 1 employee 2 mentor and pupil 3 godmother
4 boss 5 fiancé 6 member

Unit 1 Recording 2

- I think I'm a good employee as I always do my best at work.
- At my school we have a system of mentors who help the younger pupils and I'm one of the mentors.
- My nice news is that I recently became godmother to my best friend's little girl.
- I'm the boss of a small company that sells sports clothes.
- I'll introduce you to my fiancé later. We got engaged two weeks ago.
- I took up judo six months ago and I'm a member of a local club.

D Check Ss understand *syllable* in the rubric. Ss work alone to find the words with two syllables and underline the stressed syllable, then check their answers in pairs. Elicit Ss' answers.

Answers: Two syllable words: classmates, partner, team-mates, member, mentor, pupil

VOCABULARYBANK p148 Relationships

Focus attention on the family tree. Read the example with the class, then Ss complete the family tree with the words in the box. In feedback, elicit Ss' answers. **Stronger classes** can do the exercise at home.

Answers: (from left to right, top to bottom) grandparents on my mother's side, stepfather, in-laws, ex-husband, sister-in-law, stepdaughter, nephew, niece

speakout TIP

Read the tip with the class and practise saying the two-syllable words using the technique described.

2 Arrange Ss into small groups to discuss the questions. When they have finished, nominate Ss from each group to share their ideas with the class.

LISTENING

3A Elicit/Check *wired* and *navigating*. Give Ss 3–4 mins to read the text then discuss the questions in pairs. In feedback, elicit Ss' answers and have a class discussion.

B Explain that Ss have to listen and follow the instructions and draw a picture.

Unit 1 Recording 3

P = Presenter

Part 1

P: Is your brain male or female? Well, you might think it's a strange question, but some researchers have found that men and women's brains are actually wired differently. So, let's do a test to see if your brain is male or female. In a moment, we're going to ask you to draw a picture of a bicycle. So, make sure you have a pen or pencil ready.

Part 2

P: OK, so I want you to draw a picture of a bicycle. You have exactly one minute, starting now ...
Make it as beautiful or normal as you like. Include as much detail as you can. You've got forty-five seconds left ...
You've got another fifteen seconds ...
You've got five seconds left ... four, three, two, one, zero, stop. Right, stop drawing, please. Now, write down on your piece of paper, whether you, the artist, are male or female. That's all we need to know for the experiment. Now turn to page 158 to see what a real bike looks like.

C Ss listen and compare their picture with the one on p158. Check comprehension.

Unit 1 Recording 4

P = Presenter

Part 3

P: Now, count up the parts on your drawing. Did you include wheels? A handlebar? A saddle? A chain? A crossbar? Pedals? Did your bike have at least five parts? And could it work? Now for the difference between the men's drawings of a bicycle and the women's – female drawings often include a person riding the bike; men's drawings don't usually include a person. This is a clear indication that women think people are important. Men, on the other hand, are more interested in getting the machine right. So, how did you do? Is your brain male or female?

Teaching tip

In listening activities, don't play the recording too many times, as this isn't like real-life listening. Before playing the recording again, let Ss check their answers in pairs, as they may be able to get the answers they didn't hear.

D Ss discuss the questions in pairs. When they have finished, nominate a few Ss to share their ideas with the class.

SPEAKING

4A Give Ss 2–3 mins to read the comments and decide which they agree/disagree with and why. Monitor and help where necessary. When they are ready, arrange Ss into small groups to compare their ideas.

B Ss discuss the questions in the same groups. In feedback, nominate Ss to share their ideas with the class.

GRAMMAR REVIEW OF VERB TENSES

5A Focus attention on the underlined verbs in the examples. Ss work alone to match them to the names of the tenses, then check their answers in pairs. In feedback, elicit Ss' answers and check they know how to form the continuous tenses correctly.

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

B Do the first rule together as an example, then Ss complete the rest in pairs. Check answers and clarify if necessary.

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

C Go through the rules with the class, then give Ss 2–3 mins to underline three examples in the comments in Ex 4A. Elicit the answers and other examples of 'state verbs' (verbs that are not usually used in the continuous) and write them on the board.

Answers: Women don't know how to read maps.; Women remember every outfit ...; Women like to take three weeks.

▶ LANGUAGEBANK 1.2 p128–129

1A Teach/Elicit *translator* and *conference* before Ss do the exercise.

B Elicit the first answer with the class as an example and check Ss are forming the tense correctly. Ss complete the sentences, then check their answers in pairs.

Answers:

A 1 speak 2 'm attending 3 was doing 4 heard
5 arrived 6 don't speak 7 met 8 was looking
9 do you know 10 found

B 1 're winning 2 was travelling 3 died 4 wasn't listening
5 don't work 6 is burning 7 Did you see 8 causes

6A Go through the first sentence together as a class. **Stronger classes** can do the exercise alone, then check their answers in pairs, but **weaker classes** could work in pairs. Elicit Ss' answers.

Answers: 1 'm 2 grew up 3 'm learning 4 got 5 seemed
6 'm enjoying 7 met 8 was looking 9 are 10 sing

B Arrange Ss into pairs and elicit the questions they need to ask to find out the information, e.g. *What do you do? What are you doing at the moment?* etc. With **weaker classes**, you could write these on the board. Ss then ask the questions and write their partner's profile.

VOCABULARY PLUS COLLOCATIONS

7A Introduce the topic and focus attention on the quiz. In pairs, Ss complete the quiz.

B Ss turn to p158 and check their answers. Nominate Ss to tell the class how many they got correct.

Answers: 1 c) 2 a) 3 c) 4 b) 5 a) 6 b) 7 b) 8 c)

8A Ss work alone to find five expressions in the quiz, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: doing exercise, get married, take (more) responsibility for, doing the housework, gone on a diet

B Check Ss understand the expressions in italics. They then work alone to put the expressions in the word webs, then check their answers in pairs. Elicit Ss' answers in feedback, and elicit or give example sentences, e.g. *I'm going on a diet starting tomorrow. We get on really well. Could you do me a favour?*

Answers: (in correct order)

- 1 go: on a diet, grey, home, off something, for a drink/a walk/a meal
- 2 take: a taxi, part in something, after someone, responsibility for
- 3 get: married, a job/degree, here, on with someone
- 4 do: exercise, housework, research, someone a favour

▶ VOCABULARYBANK p148

Collocations with *take*, *get*, *do* and *go*

With **weaker classes**, elicit one or two examples with the class first, then Ss complete the word webs in pairs. **Stronger classes** can do the exercise at home.

Answers: (in correct order)

- 1 do: exercise, your best, the cleaning, nothing for you
- 2 get: a prize, fired, food poisoning, excited
- 3 take: sugar, ages, a look, the blame
- 4 go: crazy, badly, on holiday, together

SPEAKING

9A Elicit Ss' ideas for the first phrase as an example. Ss work alone and write their classmates' names next to the phrases.

Teaching tip

With **large classes** and/or **multilingual classes**, it can be difficult for Ss to remember the names of their classmates. For this activity, write all the Ss' names in a list on the board.

B Ss discuss their ideas in small groups. When they have finished, nominate Ss to tell the class their ideas and check if other Ss agree.

Homework ideas

- **Ex 4A:** write some more opinions for men and women.
- **Ex 8B:** write a short story using the collocations.
- **Language bank:** 1.2 Ex A–B, p129
- **Vocabulary bank:** p148
- **Workbook:** Ex 1–6, p6–7

TELL ME ABOUT YOURSELF

Introduction

Ss learn and practise ways of talking about themselves in interviews. They also learn to use formal and informal two-word responses.

SUPPLEMENTARY MATERIALS

Resource bank: p131

Warm up

Lead in to the topic by telling Ss about an interview experience you've had, whether it was for a job or another reason. Encourage Ss to ask you follow-up questions to find out more information.

SPEAKING

1A Check Ss understand the types of interview listed and elicit which of the interviews Ss can see in the pictures. Encourage Ss to give reasons for their choices.

Suggested answers: top picture – job interview, interview for a place at university or placement interview for a language course; bottom picture – interview for a talk show/radio programme

B Arrange Ss into small groups and ask them to discuss the questions. Monitor and help with vocabulary. In feedback, nominate Ss from each group to share their ideas with the class.

Teaching tip

When conducting feedback after discussion activities, going through every question with every student wastes valuable class time. Instead, ask Ss to decide on the most interesting piece of information they found out and share this with the class. This will also give Ss an opportunity to process/think about what they heard during the discussion.

VOCABULARY INTERVIEW ADVICE

2A Elicit one or two ideas as an example, then put Ss into pairs to brainstorm their own ideas. When they have finished, invite Ss to the board to write their ideas.

Teaching tip

Ss could do brainstorming activities as a race. Set a strict time limit and ask Ss to write down as many ideas as they can. The pair with the most relevant ideas wins.

B In pairs, Ss categorise the expressions. **Stronger Ss** can work alone, but **weaker Ss** may need more help. Elicit Ss' answers and check comprehension using examples, e.g. *If you dress smartly, what clothes will you wear? What kind of research can you do?* etc.

Answers:

- Should do during an interview: speak clearly, shake hands firmly, show enthusiasm
- Shouldn't do during an interview: answer briefly, avoid eye contact
- Might do before an interview: dress smartly, send references, arrive on time, do some research, be prepared

3 Ss read the text and answer the questions alone then check in pairs. Check answers with the whole class.

Answers:

- They send flowers, chocolates and other things to get noticed.
- Before an interview: be prepared, do some research about the university/company, dress appropriately, arrive on time or 15 minutes early
During an interview: shake hands firmly, make eye contact, speak clearly, offer full answers, show enthusiasm

Culture notes

Harvard is a prestigious university in the USA, particularly in the fields of Business and Law. Competition for entry is very high.

FUNCTION TALKING ABOUT YOURSELF

4A Go through the questions and check Ss know what they need to listen for. Ss listen to the extracts, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- Interview 1 = placement interview for a language course
Interview 2 = job interview
Interview 3 = interview for a place at university
- Interviewee 2 doesn't show enthusiasm or give full answers.

Unit 1 Recording 5

Conversation 1

T = Teacher S = Student

- T: And what about your expectations of the course?
S: Well, as I said, I've studied English for many years and spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh ... and try to remember my English and practise speaking and listening.
T: OK. You've got a very good level of English, so we'd put you in the advanced class. Is there anything else?
S: Could I ask a question?
T: Of course.
S: I can take the morning class from 9.00 to 12.00. Is that right?
T: Yes, that's right.
S: And in the afternoon there are options? Optional classes?
T: Yes, err ... these are special classes with a special focus like English idioms, conversation, pronunciation. We have the full list here.
S: I see. Thank you.
T: No problem. OK, well, thank you very much.

Conversation 2

I = Interviewer A = Applicant

- I: There are a couple of things I'd like to ask about, Jade. Your CV says you have some experience of looking after children?
A: Yes, I was a tutor on a summer camp last year.
I: Can I ask you about that? What type of things did you do?
A: Um, well, I organised games.
I: Games for?
A: The children.
I: OK. And what age were the children?
A: Um ... seven to ten.
I: OK. And you enjoyed it?
A: Yes.
I: What aspect, what part did you enjoy, would you say?
A: I suppose I'd have to say I liked the games best.
I: And any problems?
A: Um ... no.
I: What about the different ages? We often find that different ages together can be difficult.
A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Conversation 3

I = Interviewer S = Student

- I: I think that's about it. Do you have any questions? Any queries?
S: Um, yes, actually I do have a query.
I: Yes, go ahead.
S: It's about online classes at the university.
I: Right.
S: If I'm accepted, I saw that there are ... um, that it's possible to take some courses online.
I: That's right.
S: So I wouldn't need to attend classes?

I: Not for the online courses. But, erm ... well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses. Certainly in terms of reading and writing, they're really quite demanding.

B In pairs, Ss answer the questions with what they can remember from the first listening. Play the recording again for Ss to check their answers. Weaker classes may need to listen again twice. Elicit Ss' answers.

Answers:

- 1 speaking and listening
- 2 special classes with a special focus like English idioms, conversation, pronunciation
- 3 games
- 4 different ages together
- 5 if it's possible to take some courses online
- 6 There's a lot of reading and writing

Watch out!

In Conversation 3, the student says ... *actually, I do have a query*. Point out to Ss that when we emphasise things, we often add an auxiliary and stress it in the sentence.

5A Focus attention on the underlined example and elicit the function of the expression (to introduce a question). Ss underline three more expressions and check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

Extract 1: Could I ask a question?

Extract 2: (1) There are a couple of things I'd like to ask about.

(2) Can I ask you about that?

Extract 3: I do have a query.

B Focus attention on the underlined example and elicit the function of the expression (to introduce an opinion). Ss underline three more expressions and check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

Extract 1: So for me the most important thing is to just refresh ...

Extract 2: (1) I suppose I'd have to say ... (2) In my opinion, ...

Extract 3: one thing I'd like to say is that ...

▷ **LANGUAGEBANK 1.3** p128–129

Ss can refer to the notes on p128 when they do the exercise.

Weaker classes should do the exercises in class before continuing with the lesson. Drill the expressions in the table with the class.

Answers:

A: There are a couple of things I'd like to ask about.

B: I'd have to say *Millennium Dreamer*.

A: Can I ask you *about* that?

A: Could I ask *a* question about your image?

B: No. *One thing* I'd like to say is that these images are invented by the media. *In my opinion*, good actors ...

6 Do the first sentence together as an example and write it on the board. Ss work alone to put the words in order to make sentences or questions, then check their answers in pairs. Elicit Ss' answers. **Fast-finishers** could write the answers up on the board.

Answers:

- 1 I do have a query.
- 2 Could I ask a question?
- 3 There are a couple of things I'd like to ask about.
- 4 Can I ask you about that?
- 5 In my opinion, this isn't true.
- 6 I'd have to say I agree.
- 7 One thing I'd like to say is that the course is difficult.
- 8 The most important thing for me is to study.

LEARN TO USE TWO-WORD RESPONSES

7A Focus attention on the example, then give Ss 2 mins to match the other expressions alone, then check their answers in pairs. Elicit Ss' answers and drill the expressions chorally and individually. Check comprehension of *I see = I understand*.

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

B Elicit which expressions in Ex 7A are more formal. Refer Ss to audio script 1.5 on p164 and ask them to find the expressions. Elicit what is said before each response.

Answer: Expressions a)–e) are more formal.

C Play the recording, pausing after each expression to highlight the intonation. Ask Ss to repeat each phrase, imitating the intonation patterns.

Teaching tip

Two-word responses are relatively easy for Ss to learn and help them sound more natural when they speak. Encourage Ss to use them whenever they can.

SPEAKING

8 Divide the class in half. One half are Student As and the other half are Student Bs. Student As read the information on p158 and prepare their questions. Student Bs read the information on p162 and prepare for the interview. Monitor and help with language and ideas. When they are ready, put Ss into A/B pairs and ask them to role-play the interview. Encourage Ss to use the functional language from the unit. Monitor and note down any common errors and good language for later feedback. When they have finished, ask if the candidates were successful. If you have time, Ss can change roles and role-play the interview again. When they have finished, ask if the candidates were successful and go over any common errors and drill examples of good language.

Teaching tip

When practising functional language, encourage Ss to use the phrases by asking one student in each pair to note down every time their partner uses one of the phrases. In feedback, elicit how many times they used them.

Alternative approach

If you think Ss would find it more interesting, they could role-play an interview with a celebrity. One student chooses a celebrity to be and the other interviews them. Give some examples to help get them started, e.g. *How did you start your career as a XXX? Did anyone help you before you were famous? What has been your most memorable moment? What do you plan to do in the future?* etc.

Homework ideas

- **Ex 7B:** write a conversation using the expressions.
- **Language bank:** 1.3 Ex A, p129
- **Workbook:** Ex 1–3, p8

THE BLIND PAINTER

Introduction

Ss watch an extract from a BBC news report about the blind painter Sargy Mann, who talks about his life and how he paints blind. Ss learn and practise how to talk about themselves for 60 seconds and to write a personal description of a classmate.

SUPPLEMENTARY MATERIALS

Warm up: bring/download photos of Sargy Mann's paintings to show the class.

Warm up

Before class, find some of Sargy Mann's paintings on the internet and either print them and put them on the walls or show them on a screen. Ask: *What do you think of when you see each painting? Which is your favourite? Do you know the artist?* Ss look at the paintings and discuss the questions in pairs. When they have finished, elicit some answers and have a class discussion. Don't say who the artist is yet.

DVD PREVIEW

1A Check/Elicit: *blind*. Ss discuss the questions in pairs. When they have finished, nominate Ss to share their ideas with the class and find out if there are any common answers, especially for question 1.

B If you did the Warm up and nobody knew Sargy Mann, then ask if anyone has heard of him. Explain that he was the artist who painted the pictures in the Warm up if necessary. Ss read the information in the box and answer the questions, then check in pairs. Check answers with the whole class.

Answers: Cataracts caused him to go blind. After he went blind he continued to paint and his work sells for a lot of money.

DVD VIEW

2 Tell Ss they are going to watch a clip about Sargy and his paintings, and not to worry if they don't understand everything at this stage, as they'll be able to watch it again afterwards. Go through the questions with the class and make sure Ss know what they're watching for.

Answer: He uses a cardboard tube and Blu-Tack to help him paint.

Teaching tip

The first time Ss watch a video clip it's unlikely that they'll be able or willing to do much writing while they watch, as they'll be more interested in the visual aspect of the clip. Therefore it's a good idea for the first viewing exercise to be a more general, 'heads-up' task (like in Ex 2) which involves watching the video rather than one which focuses on language details.

DVD 1 The blind painter

SM = Sargy Mann F = Frances CB = Christopher Burness

SM: My name is Sargy Mann and I'm a painter. I now live in a little town in North Suffolk with my wife Frances. For twenty-five years, I've been registered blind.

F: 'Duck!'

SM: My desire has always been to make paintings, to make visual metaphors for my experience of reality. In the early seventies, when I was thirty-four, thirty-five I got cataracts in both my eyes. With each operation my sight was getting worse and worse, until the eye sort of exploded, and that was the total blindness which I had been trying to prepare myself for, for years. The idea of painting when you were totally blind seemed a

nonsense to me, and so when I came back from hospital, I remember standing in my studio and thinking, you know, 'now what?'

I thought, 'Well I've got this canvas stretched, ready to go, and I've got all this paint, and my brushes, and I thought, 'I wonder what would happen if I give that a go.' So I brush ultramarine up there where the sky was, and I had the most extraordinary sensation. I saw the canvas go blue. I painted for about an hour and then my daughter was sort of walking by, and she said, 'God, Dad, that's beautiful.' So I thought, 'Well, there you go. There is painting after blindness, and I've been doing it ever since. Pre total blindness, I would say I was a landscape painter, and as I got blinder, figures at touching distance became more important. Now, what I had from painting previous paintings with standing figures in was this cardboard tube. It's the height of my wife and that bit of Blu-Tack marks her chin, that marks her waist, that marks her knees. And I then mark down this standing figure on my canvas, the different heights which correspond to those positions, so I begin to build up a drawing in Blu-Tack.

OK. Now the first thing is to find myself. Now the thing about these bits of Blu-Tack of course is that what they are actually is coordinates. They're not all the same size, and that helps me to find myself, because in certain places I put bigger bits.

CB: Well, I'm Christopher Burness, and this is Cadogan Contemporary Art Gallery, in London. And on the wall at the minute we have paintings by Sargy Mann. Since he lost his sight, we've had three exhibitions of his work, and they've all been wonderful. We have a lot of really well-known collectors who have his work. Extraordinary people like Stephen Spielberg, and Daniel Day Lewis. Bruce Springsteen was in the gallery last week. Beyond that, we obviously have major serious art collectors who collect Sargy. This painting is actually now sold, and I suppose prices of this size of painting is now around the area of about £50,000. They're not cosy, little conventional paintings. They are edgy, dangerous. They tell stories, they're full of impact through colour. I think they're very individual. It is astonishing and ... He is brilliant.

SM: I had to sort of reinvent painting for myself. It seems, sort of, more or less impossible, but if you're just determined to keep going, you know, you don't need to give up. Because if your subject is your own experience, then as long as you're having an experience, you've got a subject. And that has turned out to be true even into total blindness.

3A Ss discuss the questions in pairs from what they can remember about the DVD. Elicit their answers but don't confirm any answers yet.

Answers:

- (suggested answers) His name is Sargy Mann, he's an artist and he lives in a little town in North Suffolk with his wife Frances. For twenty-five years he's been registered blind, he manages to paint even though he's blind, he paints large colourful paintings of landscapes and figures, his work sells for thousands of pounds.
- He didn't know what else to do.
- He uses it as reference points for different parts of the body that he's painting.
- Well-known collectors and celebrities, including Stephen Spielberg, Daniel Day Lewis and Bruce Springsteen.

B Ss complete the sentences alone then check in pairs. Don't give any answers yet.

Answers: 1 nonsense 2 go 3 sensation 4 landscape
5 coordinates 6 edgy

C Play the DVD again for Ss to watch and check their answers, then check answers for Ex 3A and 3B with the whole class.

D Do the first one together as a class, and point out that the expressions may include other words from the listening, not just those that fill the gaps in Ex 3B (e.g. *extraordinary* in a)). Ss match the words alone then check in pairs. Check answers with the whole class.

Answers: a) extraordinary sensation b) landscape painter
c) edgy d) coordinates e) seem a nonsense f) give that a go

4 Arrange Ss into small groups to discuss the questions. Monitor and help with vocabulary if needed. When they have finished, nominate Ss from each group to tell the class their ideas.

speakout 60 seconds about you

5A Focus attention on the questions and give Ss a minute to read through and check they understand each one. Ss listen to the recording and note which questions Monica answers. Ss check answers in pairs and discuss what she says about each question. Check answers with the class.

Answers:

Question 1: happy, talkative and hard-working

Question 5: she likes the house where she lives, but she doesn't like that it's quite small

Question 6: her favourite smell is the smell of the sea

Question 10: she would bring her grandmother back

Alternative approach

With **weaker classes**, play the recording twice. The first time Ss listen, they tick the questions she answers. The second time they listen they note her answers.

Unit 1 Recording 7

OK so I'm going to tell you something about myself. My name is Monica Nielson and I live in a small town near Bologna, in Italy. Umm I think three words that describe me would be happy, talkative and hard-working. One of the things I love about my lifestyle is that I love the house where I live. I live in an apartment with my boyfriend, and it's an old apartment in the historical part of town, so it's very beautiful. It's quite small, so I suppose that's one thing I don't like. My favourite smell is ... the smell of the sea. We live quite far from the sea here, but in the summer, I love to drive to the coast and breathe the sea air. It makes me feel good. And, finally ... if I could change one thing about the past, um, I would bring my grandmother back. She was a lovely lady and I miss her a lot.

B Go through the key phrases and ask Ss if they can remember the missing words. Ss listen again and complete the phrases, then check in pairs. Elicit the answers and drill the phrases chorally and individually.

Answers:

I'm going to tell you *something* about myself.

I think three words that describe me would be *happy*, talkative and hard-working.

One of the things I *love* about my lifestyle ...

I suppose that's one *thing* I don't like.

In the summer, I love to *drive* to the coast ...

It makes me feel *good*.

C Give Ss plenty of time to choose their questions and plan their answers. Go round and help with new vocabulary, writing any new words/phrases on the board. Ss then practise giving their mini-presentations and timing them. Encourage them to practise them several times until they are confident with them.

D When they are ready, put Ss into pairs to give their mini-presentations to each other. Encourage other Ss to listen and note down the main points and anything they have in common, as they will need this information later. While they are speaking, note down any common errors or examples of good language use for later class feedback.

writeback a personal description

6A Elicit/Check: *achievements, pharmacology, to code* and *a computer platform*. Give Ss 3–4 mins to read the text and note down what they think are his achievements.

Suggested answers: he finished university; he taught English in Thailand; he taught himself how to code; he set up a business; he won a big contract

B Give Ss a few minutes to check their notes from Ex 5D and ask their partner for any more information they need. Ss then write their own texts about their partner. When they have finished, Ss swap texts in their pairs and make any suggestions for changes they'd like, as well as any mistakes they notice. If they're not sure if something is correct, ask them to call you over to check.

Optional extra activity

Ask Ss to write their texts on pieces of paper, and not to write the name of the person the text describes. When they have finished, collect them in and display them round the classroom. Ask Ss to walk round and guess who each text describes.

Homework ideas

Ex 6B: write a final draft of the text, or write a personal description of yourself.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

LANGUAGE

1A Ss complete the sentences using the words in the box, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 fluency 2 native speakers 3 accuracy
4 mother tongue 5 strategy 6 jargon 7 bilingual 8 slang
9 skill 10 foreign

B Remind Ss that the advice comes from a 1950s course book and ask them to tick which sentences they think are still useful advice. They then compare their answers in pairs. Monitor and encourage them to ask follow-up questions. Elicit any interesting answers.

QUESTION FORMS

2A Ss correct the mistakes alone, then check their answers in pairs. Elicit the correct answers.

Answers:

- 1 When *did you start* studying English?
- 2 *Who helped* you to learn English?
- 3 correct
- 4 Did you *learn* anything important at school?
- 5 Do you *enjoy* learning languages?
- 6 correct
- 7 correct
- 8 correct

B In pairs, Ss choose four of the questions and ask their partner. While they are speaking, monitor and note down any errors and examples of good language. In feedback, elicit any interesting answers and give Ss feedback on their language use.

RELATIONSHIPS

3A Do the first word together as an example, then Ss reorder the letters. Elicit Ss' answers. *Fast-finishers* could write the words up on the board.

Answers: 1 godmother 2 fiancé 3 pupil 4 partner
5 fiancée 6 member 7 classmate 8 godfather 9 boss
10 employee 11 mentor 12 team-mate

B Give Ss 2–3 mins to prepare and make notes on any additional information they can give. Monitor and help with vocabulary if necessary. In pairs, Ss share their information and ask questions. In feedback, elicit any interesting answers.

REVIEW OF VERB TENSES

4A Ss find and correct the five mistakes, then check their answers in pairs. Elicit the answers and ask Ss if they or anyone they know is in a band.

Answers: 1 correct 2 saw 3 correct 4 asked 5 'm going
6 correct 7 correct 8 started 9 correct 10 like
11 correct 12 correct

Alternative approach

You could do this as a team game. Arrange Ss into small groups and ask them to do the exercise orally, making sure they don't write any answers down. When they have finished, ask each group to think of a team name and write them on the board. Each turn, call out one of the numbers randomly. Each team must call out the correct answer, or *Correct!* The first team to answer correctly gets a point, which you mark on the board next to their team name. Make sure Ss still don't write the answers at this stage. The team with the most points wins. After the game ask Ss to work alone to do the exercise in their books.

B This can be done in class or for homework. Ss write their own diary entries. Monitor and help with vocabulary, writing any new words/phrases on the board.

TALKING ABOUT YOURSELF

5A Focus attention on the example. Ss work alone to complete the conversations with the pairs of words, then check their answers in pairs. Elicit Ss' answers and ask them what situations they think the conversations take place in.

Answers:

- 1 **A:** I have a *query about* the class. Do I have to bring a pen?
- 2 **A:** Could I *ask* a question? Where does the tennis class meet?
- 3 **A:** I'd have *to say* I'm not sure you're qualified. Why should we employ you for the library position?
- 4 **A:** There are a couple of things I'd *like to ask*. Firstly, can you work on Saturdays?
- 5 **A:** One *thing I'd like to say* is that you look good for your age. How old are you?
- 6 **A:** Can I *ask you about* your latest film, *Philadelphia*? Where is it set?

B In pairs, Ss use the expressions on p15 to write an interview. Monitor and help with vocabulary. When they are ready, they show it to another pair, who guess the situation.

C In groups, Ss role-play their interviews. Monitor and note down any errors and examples of good language. In feedback, nominate some pairs to perform their interviews for the class. In feedback, correct any common errors and drill examples of any good language.

BBC interviews and worksheet

What does 'family' mean to you?

This video extends discussion of the unit topic to family. Ss can view people describing their family and what 'family' means to them.

OVERVIEW

2.1 FACT OR FICTION?

SPEAKING | talk about Hollywood versus history

VOCABULARY | types of story

LISTENING | listen to a radio programme about films

GRAMMAR | present perfect and past simple

PRONUNCIATION | weak forms: *have*

SPEAKING | talk about life stories

VOCABULARY PLUS | prepositions

2.2 WHAT REALLY HAPPENED?

SPEAKING | keep up with the news

READING | read an article about conspiracy theories

GRAMMAR | narrative tenses

PRONUNCIATION | weak forms: *had, was, were*

VOCABULARY | the news

SPEAKING | talk about an important news event

WRITING | a news report; learn to use time linkers

2.3 I DON'T BELIEVE IT!

VOCABULARY | *say/tell*

FUNCTION | telling a story

LEARN TO | show interest

PRONUNCIATION | intonation: sounding interested

SPEAKING | tell a true story or a lie

2.4 HUSTLE **BBC** **DVD**

DVD | watch a BBC drama about an art thief

speakout | a narrative

writeback | a newspaper article

2.5 LOOKBACK

Communicative revision activities

BBC **INTERVIEWS****When is it OK to tell a lie?**

This video extends discussion of the unit topic to telling lies. Ss can view people discussing whether they would ever tell a lie, what lies they've been told and who told them. Use this video at the start or end of Unit 2 or set it as homework.

FACT OR FICTION?

Introduction

Ss revise and practise the present perfect simple and past simple and vocabulary to describe types of story in the context of life stories. They also learn and practise common uses of prepositions.

SUPPLEMENTARY MATERIALS

Resource bank: p133 and p134

Warm up: bring a trailer for a film about a famous person's life (a biopic).

Warm up

To start the lesson and contextualise the topic in a motivating way, show Ss a trailer for a film about a famous person's life. It could be one of the films in Ex 1B, or a similar one. Show the trailer and ask Ss if they can identify the film and if they have seen it.

SPEAKING

1A Introduce the activity by giving Ss an example of a film that has taught you about history. Ss then work in small groups to share their own experiences.

B Focus on the quiz and discuss the first question with the class as an example. Ss do the quiz in pairs. Elicit some answers, then direct Ss to p158 to check their answers.

Answers: 1 Fiction 2 Fiction 3 Partly true 4 Partly true

C Discuss the questions as a class.

VOCABULARY TYPES OF STORY

Teaching tip

When introducing topic vocabulary, first gauge how much the Ss already know. Write *types of story* on the board and give an example, e.g. *action/adventure*. Elicit further examples and write them on the board.

2A Do the first one together as an example. Ss match the words in the box to the correct definitions, then compare their answers in pairs. In feedback, check Ss' answers, drilling each word with the class.

Answers: a) an action/adventure film
b) a psychological thriller c) a science fiction film
d) a biopic e) a crime film f) a period drama
g) a romantic comedy h) a disaster movie i) a docudrama
j) a fantasy film k) a mystery

B Give Ss 2–3 mins to read the opinion and answer the questions. Make sure you elicit the writer's reason why, too.

Answer: The writer enjoys romantic comedies because they are relaxing.

C Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

LISTENING

3A Introduce the topic of the listening and check Ss understand what they have to do. Explain that they don't have to understand every word and that they will have a chance to listen again later. Ss listen and answer the questions, then compare answers in pairs before class feedback.

Answers:

- Hollywood biopics
- People like watching films which give them more information about a person or event which they already know something about. People can learn about history in an entertaining way.

Unit 2 Recording 1

P1 = 1st presenter P2 = 2nd presenter R = Rosie (A film historian)

- P1:** Hi and welcome to *The Film Show*, where today we're looking at the Hollywood biopic and why it's become so popular. Now, Hollywood has always used true stories in its films. In fact, they began making successful films in the 1920s, and since then there have been thousands of films based on true stories.
- P2:** That's right, but in recent years, there've been more and more biopics. Directors have turned to the lives of famous people as a source of material. So, why is it that some of the best films in recent years have been based on real events, or inspired by real people?
- P1:** Today, we're talking to Rosie Truman, an actor and a film historian. Rosie, why do you think Hollywood is doing so many biopics?
- R:** Well, one reason is that audiences really enjoy films about people that they already know something about, but they want to know more. So, from these films we've learnt something. We've learnt about the difficult lives of some of the biggest music legends, like Ray Charles and Johnny Cash. And we've learnt about the lives of politicians, like George Bush, or sporting heroes, like Muhammad Ali. It's a way in which Hollywood can actually teach us about history in an entertaining way. And it's interesting.
- P2:** Yes, I think that's right.

B Put Ss into pairs and focus attention on the photos. Ask which people Ss are familiar with and if they have seen the films. Ss discuss the question in pairs. In feedback, elicit Ss' ideas.

C Ss listen to the second part of the programme and decide if the sentences are true or false, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 T 2 F 3 T 4 T

Unit 2 Recording 2

P1 = 1st presenter P2 = 2nd presenter R = Rosie (A film historian)

- P2:** But what about the actors, Rosie? I mean, many of the actors have won Oscars for their roles in these films. What's it like for them?
- R:** Well, I think actors just love these roles. It's very exciting to be asked to play a character who everyone already knows. Look at Helen Mirren. She won an Oscar for her role playing the Queen, and it's probably one of her greatest successes.
- P1:** Oh, absolutely! So, how do they do it? How does an actor prepare for a role like this? Do they meet the person that they're going to play?
- R:** Well, yes, obviously, if that person is still alive, then that's a great way for the actor to study the character, to see how they move and how they talk. In fact, I know that Helen Mirren met the Queen for tea, you know, very English. And that really helped her to understand her character. And Will Smith, who played Muhammad Ali ... well, when they met, they got on really well, and ... and they became friends.
- P2:** But what about playing a character that everyone knows, like George Bush, for example?

- R:** Yes, it's funny actually. When you're playing a character that people recognise, you have to work really hard at getting the voice right. Josh Brolin played George Bush. And when he was preparing for the film, he talked to himself all day in a Texan accent. He even phoned hotels in Texas, just so he could listen to their accent.
- P1:** Really? That's funny. What about actors who can't meet the character in person? What do they do?
- R:** Well, there are other ways to prepare. Audrey Tautou, for example. She played Coco Chanel. So she couldn't meet her in person, but she watched hours and hours of film footage. She watched her in interviews, and she looked at photographs. Tautou wanted to look like Coco Chanel when she was on screen, so that we would recognise her image.
- P2:** That's right. And it was a beautiful film.
- R:** It was, and you know one of the things ...

4A Play the whole recording and ask Ss to complete the sentences, then check in pairs.

Unit 2 Recording 3

Recording 3 is Recording 1 and Recording 2 combined. See above for audio scripts.

B Ss check their answers with the audio script on p164.

Answers: 1 true stories 2 1920s 3 real events 4 difficult 5 Oscars 6 tea 7 accent 8 image

GRAMMAR PRESENT PERFECT AND PAST SIMPLE

5A Elicit the examples from the first two sentences. Give Ss 2–3 mins to underline the other examples alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:**Present perfect:**

1 has always used 3 have been based 4 've learnt 5 have won

Past simple:

2 began 6 met 7 phoned 8 wanted

B Ss complete the rules with present perfect or past simple. Check Ss' answers.

Answers:

Rule 1: present perfect

Rule 2: present perfect

Rule 3: past simple

Rule 4: past simple

C Do the first sentence as an example. In pairs, Ss match the other sentences to one of the rules. Elicit Ss' answers and be prepared to give more examples and provide timelines to illustrate the present perfect/past simple contrast if necessary.

Answers:

Rule 1: sentences 4, 5

Rule 2: sentences 1, 3

Rule 3: sentences 2, 6

Rule 4: sentences 7, 8

▷ LANGUAGEBANK 2.1 p130–131

Point out that we often use the present perfect to introduce a story, then switch to the past simple to give details.

1A Elicit the first answer as an example. Ss then tick the correct sentences in pairs.

B Elicit the first conversation as an example. Ss write the conversations, then check their answers in pairs and practise them.

Answers:

A 1 b) 2 a) 3 b) 4 b) 5 a) 6 a)

B 1 **A:** Have you ever been here before? **B:** No, I haven't.

2 **A:** Have you seen the film *The Reader*?

B: No, I haven't seen it yet.

3 **A:** Has he been to Budapest?

B: Yes, he went (there) last summer.

4 **A:** Have you finished that book yet?

B: Yes, I've already started the next one.

5 **A:** Have you seen Maria? **B:** Yes, she left a message for you.

6 **A:** Has he decided what job he wants to do yet?

B: No, he hasn't.

6A Give Ss 1 min to read the text and answer the question. Tell them not to worry about the gaps at the moment.

Answer: Meeting a stockbroker and asking him out to lunch changed Gardner's life.

B Do the first sentence together as an example. Ss complete the text with the correct forms of the verbs in brackets alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 haven't (always) been 2 didn't meet 3 experienced
4 left 5 lost 6 slept 7 's come 8 met 9 's spent
10 's (also) written

7A Ss listen to the pairs of phrases and repeat them. Draw attention to the differences.

B Ss listen and write the sentences they hear. Pause the recording after each sentence to give Ss enough time to write the sentences. When they have finished, Ss compare their sentences in pairs.

Teaching tip

Make feedback more student-centred by asking Ss to come to the board to write their answers, especially if some Ss finish early. If possible, have several Ss come to the board at the same time to avoid putting one student on the spot.

C If they need to, Ss listen once more to check their sentences. Drill the sentences with the class.

Answers: 1 I lived there for ten years. 2 We've never met before.
3 He won an Oscar. 4 They've spent all the money.
5 Have you decided to go? 6 I've never seen that film.

8A Elicit Student A's first question and write it on the board. Divide the class in half. One half write Student A's questions and the other half turn to p158 and write Student B's questions. Monitor and help where necessary. **Stronger classes** can do the exercise orally.

Answers:

Student A:

Have you ever been on TV/in a newspaper?

Have you ever watched a film at an outdoor cinema?

Have you ever done something embarrassing in public?

Have you ever written a poem/story?

Have you ever been to a country on a different continent?

Have you ever collected something as a hobby?

Have you ever seen someone commit a crime?

Student B:

Have you ever won a competition/some money?

Have you ever eaten something very unusual?

Have you ever broken a bone in your body?

Have you ever locked yourself out of the house?

Have you ever ridden a horse/motorbike?

Have you ever climbed a mountain/run more than two kilometres?

B Arrange Ss into pairs and explain the activity. Ss take it in turns to ask their questions and try to find five things they have done which their partner hasn't. In feedback, elicit any unusual answers.

SPEAKING

9A Demonstrate the activity by giving some of your own details. Give Ss 10 mins to make notes and think of ideas. Monitor and help with ideas if necessary.

B Put Ss into pairs. They take it in turns to explain the films of their lives. Monitor and help with vocabulary where necessary.

C Elicit some additional questions from Ss to help them complete the task, e.g. *What genre did you choose for your film? Which actor did you choose to play you in it?* Ss take it in turns to ask questions about their partner's film. In feedback, nominate Ss to share any interesting facts.

VOCABULARY PLUS PREPOSITIONS

10 Do the first example together. Ss work alone to put the words in the correct word webs, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1–2 the weekend / lunchtime

3–5 July / the winter/the summer / the twenty-first century

6–8 Saturday / Monday morning / New Year's Day

speakout TIP

Read the tip with the class and drill the phrases.

▷ VOCABULARYBANK p149 Prepositions of place

Use the pictures to teach/ elicit *motorway, bridge, city centre* and *cathedral*. Match the first description to the correct picture as an example, then Ss match the rest in pairs.

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

11 Explain that in each sentence one preposition will fit all the gaps. Ss work alone to complete the sentences, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 by 2 on 3 for 4 by

12A In pairs, Ss match the expressions with their meanings. In feedback, elicit Ss' answers and give further examples.

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

B Give Ss 10 mins to write questions using the expressions. Monitor and help where necessary.

C When they have finished, put Ss into pairs to ask and answer their questions. In feedback, nominate Ss to share their partner's answers with the class.

Homework ideas

- **Language bank:** 2.1 Ex A–B, p131
- **Vocabulary bank:** p149
- **Workbook:** Ex 1–6, p9–10

WHAT REALLY HAPPENED?

Introduction

Ss revise and practise narrative tenses in the context of conspiracy theories and talking about important events. They also practise using time linkers in writing a news report.

SUPPLEMENTARY MATERIALS

Resource bank: p132 and p135

Warm up and Ex 6A: bring a range of tabloid/broadsheet newspapers or articles from news websites.

Warm up

Discuss recent major news stories with the Ss. Ask *Which stories have been in the news recently in your country? How have they affected you?* If possible, bring in newspapers or articles from news websites for Ss to discuss.

SPEAKING

1A Read and check the questions with the class. Put Ss into groups of three or four to discuss their answers. In feedback, nominate Ss to give the answers for their group to the class.

B Elicit what Ss can see in each photo. Play the recording for Ss to identify which of the three stories are mentioned. Check answers with the class.

Answer: Moon landing, the shooting of President John F. Kennedy (JFK)

Unit 2 Recording 6

P = Presenter N1 = 1st news clip N2 = 2nd news clip
N3 = 3rd news clip N4 = 4th news clip

P: Hello. I know what I was doing. Do you?

N1: Buckingham Palace has announced the death of Diana, Princess of Wales. The Princess, who was thirty-six, died late last night in a car crash in central Paris.

N2: It's one small step for man, one giant leap for mankind.

N3: Breaking news in here at five live. There are reports that a plane has crashed into the World Trade Center in New York. That's a plane is reportedly crashed into the World Trade Center in New York, setting it on fire ...

N4: President Kennedy and Governor John Connally of Texas were shot today from an ambush as President Kennedy's motorcade left the centre of Dallas ...

Optional extra activity

Ask Ss if they were alive at the time of the events in the listening, and if they can remember what they were doing. If you can remember what you were doing during any of these events, share it with the class as an example. Ss discuss in pairs. When they have finished, nominate Ss to share their partner's answers with the class.

READING

2A Read the definition with the class and check Ss understand it. Focus attention on the photos and make sure Ss cover the texts. Ss discuss the questions in pairs. In feedback, elicit Ss' answers.

Alternative approach

For teenage Ss who may not be so familiar with the events in the photos, provide background questions to encourage them to talk, e.g. *What is happening in the pictures? Do you know what might link these three stories?* Then ask them to read the text to find out before asking them *Do you think it's possible that there was a secret plan behind the stories?*

B In this exercise, Ss check their predictions from Ex 2A. Ss read the articles and check their answers.

Answers:

- 1 Man on the Moon: the astronauts didn't land on the Moon, photographs were taken in a studio; Elvis: Elvis Presley didn't die at home in his bathroom and he is still alive today; Death of Kennedy: Lee Harvey Oswald was not acting alone when he killed JFK. Suspects include the CIA, the FBI and Fidel Castro.
- 2 Official reports have concluded that President Kennedy was killed 'as the result of a conspiracy'.

3A Elicit what Ss can remember, but don't give any answers yet. Give Ss 3–4 mins to read the texts again and check their answers. In feedback, elicit Ss' answers.

- Answers:** 1 Elvis Presley 2 President Kennedy
3 Lee Harvey Oswald 4 Lee Harvey Oswald, President Kennedy
5 the CIA, the FBI, Fidel Castro
6 the astronauts Buzz Aldrin and Neil Armstrong

B Demonstrate the activity using the first word as an example, eliciting what Ss can remember about *shadows*. In pairs, Ss discuss what they can remember about the words and phrases. In feedback, nominate Ss from each pair to give their answers.

Answers:

shadows: in the photos of the Moon landing there were strange shadows
fans: fans of Elvis still believe that he didn't die.
stars: there are no stars visible in the photos of the Moon landing.
painkillers: Elvis had taken painkillers for a toothache. It's possible he took too many and this is why he died.
photographs: people have doubts about the photographs of the Moon landing.
a studio: conspiracy theorists believe the photos of the Moon landing were taken in a studio, not on the Moon.
hospital: Elvis was taken to a special room in the hospital, but he was already dead when he got there.
the FBI: the FBI are suspects in the conspiracy theory and may have been involved with the assassination of President Kennedy.
a man with a gun: President Kennedy was shot by a man with a gun.
a flag: the flag in the photos looks as if it is waving, but there is no wind on the Moon.

C Ss discuss the questions in pairs. Monitor and provide any vocabulary Ss need. In feedback, elicit Ss' opinions.

GRAMMAR NARRATIVE TENSES

4A Give Ss 2–3 mins to find the examples and answer the questions. In pairs, Ss compare their answers. In feedback, check Ss' answers and provide further examples if necessary.

Answers:

past simple: shot; past continuous: were preparing, was riding
1 past simple 2 past continuous

B Give Ss 2–3 mins to read the conclusion and answer the questions in pairs. In feedback, elicit Ss' answers and provide further examples if necessary.

Answers: 1 agreed, concluded 2 had killed, had been
3 past perfect

C Read the rule with the class and elicit the correct alternative for Ss to underline.

Answer: before the past time event we are talking about

D Play the recording, pausing after each weak form to focus attention on it, then play it again without pausing and encourage Ss to shadow read.

▶ LANGUAGEBANK 2.2 p130–131

Stronger classes could read the notes and do the exercises at home. **Weaker classes** can do the exercises in class. Focus attention on the timelines to help Ss understand the tenses and read the notes with the class, paying particular attention to when we don't need to use the past perfect.

1A Ss choose the correct alternatives, then check their answers in pairs.

B Focus attention on the first sentence and elicit the mistake. Ss correct the remaining sentences, then check their answers in pairs. In feedback, elicit reasons why the sentences are wrong.

Answers:

A 1 died 2 had been 3 hadn't played 4 was living
5 was studying 6 came 7 replied 8 turned

B 1 ... when I heard ... 2 ... I had left my keys at home.
3 We were driving through the tunnel ...
4 ... I realised I'd seen it before.
5 I'd never been to Egypt before ...
6 ... everybody else was leaving. 7 correct
8 I was looking through ...

5 Do the first sentence with the class as an example. Ss work alone to complete the text with the rest of the phrases, then compare answers in pairs. In feedback, elicit Ss' answers and encourage them to say why they chose each answer.

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

VOCABULARY THE NEWS

6A Introduce the topic of newspaper headlines and discuss some typical features used in headlines, e.g. present tenses used, prepositions often dropped, dramatic language, etc. If you have brought newspapers/articles from news websites, pass them round the class for Ss to look at and elicit some common features. Match the first headline with the correct explanation as an example. Ss work alone to match the rest of the headlines with the correct explanations, then compare their answers in pairs. In feedback, elicit Ss' answers and check they understand the words in bold.

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

B Demonstrate the activity by describing some news stories you have read/heard recently using the vocabulary in bold from Ex 6A. Put Ss into pairs to discuss other stories. In feedback, nominate Ss to tell you any interesting stories they have heard.

speakout TIP

Read the tip with the class. Look at the first headline together as an example. Ss then find more examples alone then check in pairs.

▶ VOCABULARYBANK p149 The news

Teach/Elicit *held hostage, security depot, hand over and lorry*. Give Ss 3–4 mins to read the text. Elicit the first definition with the class as an example, then Ss match the phrases and definitions in pairs. **Stronger classes** can do the exercise at home.

Answers:

A 1 gang 2 armed robbers 3 raid 4 at gunpoint
5 security guards 6 escape 7 eye witnesses 8 arrested
9 raise the alarm 10 forced

B People: security guards, gang, armed robbers, eye witnesses
Actions: raid, forced, raise the alarm, arrested, escape
Doesn't fit either group: at gunpoint

SPEAKING

7A Give Ss 5–10 mins to think about their stories and write notes.

B Put Ss into groups of three to share their stories. Monitor and check their use of narrative tenses, noting down any common errors for later feedback. In feedback, nominate a student from each group to summarise their stories for the class.

WRITING A NEWS REPORT; LEARN TO USE TIME LINKERS

8A Focus attention on the title and the photo and ask Ss to predict what the news report is about. Then give Ss 5–10 mins to answer the questions and underline the parts of the text which helped them.

Answers:

1 Maxi Sopo
2 He was wanted for fraud in the United States. He escaped to Mexico, but was found when he talked about his life on Facebook.
3 He made a friend through Facebook, who was a former police officer (justice official). When the man discovered where Sopo was living, he told the police.
4 Mexico
5 last month (according to the report)
6 The man is in custody in Mexico City.

B Go through the sentences with the class and check Ss know what they are looking for. Ss work in pairs to find the examples in the text. In feedback, elicit Ss' answers.

Answers: 1 line 12, lines 13–14, lines 15–17 2 lines 24–25
3 lines 1–4 4 lines 5–9

9A Ss find examples of the time linkers in the news report and underline them. Check Ss' answer.

Answers: as soon as (line 22) while (line 6) during (line 18)
until (line 11) by the time (line 7)

B Ss match the time linkers to the questions. Demonstrate by using the sentences in the text to illustrate the meaning.

Answers: 1 by the time 2 until 3 while 4 during 5 as soon as

C Do the first sentence together as an example. Ss then complete the rest of the sentences alone and compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 as soon as 2 while 3 during 4 until 5 By the time

10A Elicit questions for the first headline, e.g. *How was she travelling? Where was she travelling to? What happened?* In pairs, Ss write their questions on a piece of paper.

B Ss pass their paper to another pair.

C Ss look at the questions they have been given and write notes. Focus attention on the ideas in Ex 8B. Give Ss 10–15 mins to write their news reports.

D Display the finished reports and ask Ss to read the stories and choose which story they like best.

Homework ideas

- **Ex 7A:** write your news story as a news report, following the example in Ex 8A.
- **Ex 10C:** write a final draft of your news report.
- **Language bank:** 2.2 Ex A–B, p131
- **Vocabulary bank:** p149
- **Workbook:** Ex 1–5, p11–12

I DON'T BELIEVE IT!

Introduction

Ss learn and practise ways of telling a story in the context of telling lies. They also learn how to keep a story going by responding with interest.

SUPPLEMENTARY MATERIALS

Resource bank: p136

Ex 5A: write the sequencers on sets of cards for Ss to use.

Warm up

Think of something interesting that happened to you recently and prepare to tell the story to the class, but with one false detail. Explain what you are going to do to Ss. Ss listen to your story and then ask questions to discover the false detail.

VOCABULARY SAY/TELL

1A Ss discuss the questions in pairs. In feedback, build up a list on the board of ways in which you can tell if someone is lying, e.g. *they touch their nose, they look uncomfortable*.

Teaching tip

When we read texts in our own language, we use different subskills depending on why we are reading, e.g. for pleasure, to extract specific information, etc. Set a clear task to ensure Ss practise reading in the same way.

B Ss read the text and identify if any of their ideas in the list in Ex 1A are in the text. In feedback, ask Ss to tell you which ideas are mentioned in the text and tick them off from the list on the board. Check comprehension of any new vocabulary from the text.

Answers:

When someone is lying they:
keep their hands still
don't look at you straight in the eyes
don't use 'me' words

Teaching tip

Reading texts is an excellent way for Ss to build their vocabulary. However, after Ss have read a text, avoid asking *Are there any words you don't understand?* as the word *understand* has powerful connotations. A better question is *Are there any new words you'd like to check?*

2A Match the first sentence halves together as an example. Ss match the rest of the sentence halves alone, then compare their answers in pairs. In feedback, elicit Ss' answers and check *a white lie* and *the punch line*.

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

B Go over the examples with the class. Ss then write the phrases in the table. In feedback, elicit Ss' answers and drill the phrases chorally and individually, paying attention to the linking in the phrases.

Answers:

Say: hello, what you mean, sorry
Tell: a story, a (white) lie, jokes

Teaching tip

When drilling new language, vary your drilling techniques. You can mix choral and individual drilling, substitute words in the phrase being drilled, or backchain. Backchaining is when you isolate the end of a phrase then gradually build it up again, working backwards. This ensures you use natural stress patterns.

C Read the statements with the class and check they understand them. Put Ss into groups of three to discuss if they agree or disagree with the statements and why. In feedback, nominate a student from each group to share their opinions with the class.

FUNCTION TELLING A STORY

3A Focus attention on the pictures and elicit what Ss can see in each one. Put Ss into pairs and give them 2–3 mins to discuss what they think happened in the story. In feedback, elicit Ss' ideas.

B With *weaker classes*, teach/check *pills, the tube, swollen up, blotches, spots* and *an allergic reaction* using the pictures to help. Ss listen to the story and check their ideas from Ex 3A and put the pictures in the correct order. In feedback, elicit Ss' answers.

Answers: 1 B 2 A 3 C 4 D

Unit 2 Recording 8

M = Man W = Woman

M: OK, so, tell me all about it ...

W: Well, in the beginning, I was at home and ... um ... this was just one morning before a very important interview ...

M: Uh-huh.

W: And ... um ... I didn't feel well, so my mother had given me some pills and um ... then I didn't think anything more about it. So, anyway, erm ... I then got on to the tube, um ... to go for my interview.

M: Right and what happened then?

W: Well, um ... clearly I must have fallen asleep, because I wasn't feeling great by this time. And um, I'm starting to feel sleepy, so I'm thinking I must have fallen asleep. Anyway, erm ... I was getting some funny looks, even before I fell asleep, but anyway. I fell asleep and then I realised, before long, um ... I must have been having a dream, I suppose, about my mother. And, all of a sudden, I've woken up, but I haven't just woken up, I've woken up shouting the word, 'Mum!'.

M: No! You're joking!

W: At the top of my voice, in a packed, quiet tube.

M: Oh no!

W: Yes and everybody's staring at me and that did not help, er, matters. Anyway, I've got off the tube and I've then arrived at my interview, put all that behind me, I'm not, I'm still not feeling a hundred percent perfect, but nevertheless arrived at my interview on time and go in and think, actually 'This is going rather well. They're not saying an awful lot and come to think of it, they're looking at me in a rather strange way.'

M: Right ... Then what?

W: Well, the next thing I knew, I have left the interview and said 'thank you very much for seeing me, blah-di-blah' ... and gone to the ladies' room. And there in the mirror, I could see what everyone was looking at and why they couldn't say anything.

M: What was it?

W: My face had swollen up!

M: Ah! No way!

W: It was bright red and ...

M: No!

W: ... and covered in blotches, spots ...

M: Oh! You're kidding!

W: Yes and the pills that my mother had given me were so out-of-date that they had caused an allergic reaction ...

M: Oh! How embarrassing!

W: I know.

4A Focus on the example. Ss then add the sequencers to the table. In feedback, elicit Ss' answers and drill the phrases.

Answers:

beginning: This happened when
describing what happened: The next thing I knew; Anyway;;
Before long;; And then, all of a sudden
ending: In the end

B Play the story again, but explain that this time Ss have to listen for the sequencers and tick them as they hear them.

Answers: Well;; In the beginning;; So;; Anyway;; And then, all of a sudden;; The next thing I knew

▷ **LANGUAGEBANK 2.3** p130–131

Stronger classes could read the notes and do the exercise at home. **Weaker classes** can do the exercise in class. Go through the phrases in the table and elicit possible continuations before doing the exercise.

Answers: 1 this happened when 2 So, what happened
3 Well 4 Anyway 5 The next thing I knew 6 So
7 You must be joking 8 don't believe it 9 In the end
10 really funny

5A Focus attention on the opening sentence. In pairs, Ss practise retelling the story. Monitor and check they are using the sequencers correctly.

Teaching tip

To ensure Ss practise the target language, write the sequencers on cards, one set for each pair. Each time Ss use one of the sequencers, they lay the card down on the desk. Ask Ss to try to use all of the sequencers when telling their stories.

B Ask Ss if they think it was a true story or a lie and why they think so. Play the recording and elicit the answer.

Answer: It was false.

UNIT 2 Recording 9

M = Man W1 = 1st woman W2 = 2nd woman

M: OK. What do we reckon? True or false?

W1: Erm ... I don't know. I think it might be false because ... I don't know ...

M: Yeah, she was a little bit slow in telling the story ...

W1: I don't know if your mum would give you out-of-date pills ...

M: Yeah, would a mother give her daughter out-of-date pills?

W1: I think false.

M: And it sounded like she was trying to think of what to say next, so ... you think false, I think false.

W2: Yes, it was false!

LEARN TO SHOW INTEREST

6A Introduce the topic by asking Ss how they feel when they are talking to an unresponsive person (they should answer negatively). Go through the example with the class. Ss then complete the extracts with the correct phrases, then compare their answers in pairs.

B Play the recording once for Ss to listen and check their answers. Check answers with the class, and check understanding of the phrases which they didn't hear, too. Play the recording again for Ss to listen and notice how the intonation is used.

Answers: 1 a) 2 i) 3 d) 4 c) 5 j) 6 f)

C Play the recording again, but pause after each phrase for Ss to repeat, mimicking the intonation used. Play the recording a third time and pause after each phrase again but, this time, ask Ss to try and sound bored. Ask them if they notice the difference.

speakout TIP

Read the tip with the class, then say the phrase *How amazing!* for them to repeat, sounding interested.

Optional extra activity

Write on the board:

- 1 So, I got on the bus to work and saw an old school friend who I hadn't seen for years.
- 2 I sat down next to her and said; 'Hi. How are things with you?'
- 3 She looked at me a bit strangely, but replied, 'Fine, thanks!'
- 4 I asked her, 'How's your brother these days?'
- 5 She said, 'Fine thanks, but do I know you?'
- 6 I realised I'd made a mistake and didn't know her!

Ss take it in turns to say the sentences from the board to their partner, who chooses a phrase from Ex 6A in the Students' Book to react in a bored or interested way. When they have finished, Ss swap roles and repeat the activity. In feedback, nominate one or two pairs to perform their conversations for the class.

SPEAKING

7A Check Ss understand the situations, especially *got stuck* and *valuable*. Give Ss 2–3 mins to choose a situation.

B Ss work alone to prepare their stories, using the questions and any other ideas they have. Monitor and help with vocabulary and write any new words/phrases on the board. Remind Ss to use the sequencers from Ex 4A.

C Ss tell each other their stories in groups of four and the other Ss in the group should respond using the language from Ex 6A, using intonation to sound interested. When they have finished, the other Ss in the group guess if the story is true or a lie. Monitor and note down any common errors for later feedback.

D Ss reveal to their group if they told a true story or a lie. In feedback, nominate Ss from each group to share any interesting facts they discovered and correct any common errors with the class.

Homework ideas

- Write the story you told in Ex 7C, or choose a different situation from Ex 7A and write a story.
- **Language bank:** 2.3 Ex A, p131
- **Workbook:** Ex 1–3, p13

HUSTLE

Introduction

Ss watch an extract from the BBC drama *Hustle*, in which a burglar steals a painting and tries to take it through customs. Ss learn and practise how to tell a story and write it up as a newspaper article.

SUPPLEMENTARY MATERIALS

Warm up: bring/download some pictures of the following paintings: The *Mona Lisa* by Leonardo da Vinci, *Sunflowers* by Van Gogh, *The Scream* by Edvard Munch, *Le pigeon aux petits pois* by Picasso, *La Pastorale* by Matisse and *Portrait of Suzanne Bloch* by Picasso.

Ex 7: find a real story from a newspaper or news website about a theft for Ss to look at first.

Warm up

Show the pictures you have brought (see Supplementary materials) and ask *What do these paintings have in common?* (They have all been stolen at some point.) Write the following questions on the board: *Do you know who painted the pictures? Do you know how/why they were stolen? Why do people steal works of art? If you were going to steal a painting, how would you do it?* Ss discuss the questions in pairs. In feedback, elicit Ss' answers and share some of the information from the Culture notes below.

Culture notes

The *Mona Lisa* was stolen from The Louvre in Paris by Vincenzo Peruggia, an Italian workman who was angered by the number of Italian pieces in the French museum. The painting was missing for two years.

Sunflowers was one of twenty paintings taken from the Van Gogh Museum in 1991 in an armed raid. The painting was found hours later, abandoned in a car.

The Scream was stolen in 2004 from the Munch Museum in Oslo by two masked gunmen. They were arrested several months later, but the painting wasn't recovered until 2006.

Le pigeon aux petits pois was stolen in 2007 from the Musée d'Art Moderne in Paris, along with *La Pastorale* by Matisse and three other artworks. They have yet to be recovered.

Portrait of Suzanne Bloch was stolen from the São Paulo Museum of Art in 2007. The whole theft took three minutes. The paintings were recovered from a town outside São Paulo in 2008.

DVD PREVIEW

1 Check Ss understand the questions. In pairs, Ss discuss them. Monitor and help with any vocabulary they need. In feedback, nominate Ss to share their ideas with the class.

Culture notes

The BBC drama *Hustle* was first screened in 2004. It's about a group of con artists who specialise in 'long cons' – extended deceptions which require greater commitment, but which return a higher reward than simple confidence tricks. It stars several well-known British actors: Adrian Lester (Mickey Stone), Robert Glenister (Ash Morgan), Matt Di Angelo (Sean Kennedy) and Kelly Adams (Emma Kennedy).

2 Ss cover the programme information and look at the photos. Elicit their predictions about who the man is and what they think he has done/is going to do. Give Ss 1 min to read the information and check their predictions. Elicit what problems the Ss think Finch had when he stole the painting.

Teaching tip

When we read a text in our own language, it is usually because the title and/or photos have aroused our interest and we subconsciously activate our background knowledge of the subject so that new information in the text connects with our existing knowledge. Ss need to practise and use this skill with texts in English, too.

DVD VIEW

3A Ss watch the DVD and note down all the problems Finch encounters, then check in pairs. Check answers with the class.

Answers: a monkey screams; an alarm goes off; he is searched when he arrives in the UK

DVD 2 Hustle

CM = Custom's man T = Thief D = Detective

CM: Excuse me, sir, could you follow me, please?

T: Can I just ... ?

D: I want him followed.

B Focus attention on the example and check Ss know the meaning of all the words before they start. Give Ss 2–3 mins to match the other words alone, then compare their answers in pairs. In feedback, elicit Ss' answers and write them on the board.

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

Teaching tip

Collocations are difficult for Ss to learn because of the lack of common rules regarding which words go together, e.g. *a heavy smoker, make the bed*. Encourage Ss to learn the collocation as a single item, as they would a single word. This makes it easier to remember and use it.

C Play the DVD for Ss to check which of the collocations from Ex 3A they *don't* see. Give Ss a chance to compare their answers, then go through the collocations you wrote on the board in Ex 3B, ticking the ones that appeared and crossing the ones that didn't.

Answers:

6 c) (loaded weapon) does not appear in the clip.

4 f) (burglar alarm) is also not seen, but one is heard.

4A Go through the questions and check *breaks into*. In pairs, Ss discuss their answers to the questions from what they can remember.

B Play the DVD again for Ss to check their answers.

Answers:

1 He climbs over the wall.

2 Walking round the outside of the house.

3 He steals the painting.

4 Because the monkey wakes up the house owner.

5 He climbs back over the wall.

6 The customs officers stop Finch and search his bags.

7 They are looking for the painting but they don't find it.

8 They plan to follow Finch.

C Ss discuss what they think will happen in pairs. Elicit their answers then tell them the answer from the programme below.

Answer: Finch leaves the painting in a locker in Rio airport and swallows the key before travelling back to the UK. The hustle team then try to smuggle the painting to the UK.

speakout a narrative

5A Focus attention on the pictures, and elicit ideas for the first one as a class. Ss then discuss their ideas about what happened in groups of three and write them down.

Teaching tip

Ask each group to appoint a secretary. Their job is to write the group's answers and report back to the class in feedback. Stronger Ss as secretaries could also be asked to make sure everyone in the group has a chance to speak.

When they have finished, nominate one student from each group to tell their story to the class. The other Ss in the class listen to the stories and vote for their favourite one.

Alternative approach

Rather than sharing their stories with the class in feedback, arrange Ss into A/B pairs. Student B tells Student A their story. After 2–3 mins, clap your hands and ask Student Bs to move to the next Student A. Continue until Ss are back with their original partner. Student A then tells Student B everything they can remember about the stories they heard and together they choose their favourite one. This will take longer, but Ss will be much more active throughout.

B Ss listen to the story, then discuss whether they think it's true in pairs. In feedback, elicit Ss' answers and feed in the information from the audio script where necessary. Compare the story to Ss' ideas in Ex 5A.

Answers: See audio script 2.11 below for details of the story. The story is true.

Unit 2 Recording 11

OK. This story is about a man called Radu Dogaru, who stole famous paintings from a museum in Rotterdam. In fact, he stole paintings by Picasso, Matisse and Monet. The paintings were worth millions of pounds. What Radu didn't realise was that because the paintings were so famous, he had difficulty selling them. So, he tried to hide them at home. Later, the police thought they had caught Radu. However, the problem was that when they went to search for the paintings, they couldn't find them. It seems that when Radu's mother, Olga, found out what Radu had done, she destroyed the paintings by burning them in her oven in order to protect her son. In the end, Radu was arrested for the theft.

C Give Ss 1 min to read the key phrases, then play the recording again for them to check which phrases they hear. In feedback, elicit Ss' answers and drill the key phrases.

Answers: This story is about ...; The problem was that ...; In fact, ...; What he didn't realise/know was that ...; However, ...; Later, ...; In the end, ...

6A In pairs, Ss tell the story again, using the key phrases in Ex 5C. Monitor and encourage Ss to use the key phrases. In feedback, nominate one or two Ss to tell the story to the class.

B Ss work in the same pairs and turn to their respective pages. Give them 4–5 mins to prepare their stories. Monitor and help with vocabulary, writing any new words/phrases on the board. When they are ready, Ss tell their stories in pairs.

writeback a newspaper article

7A If you've brought a real news story with you, show it to the class. Ask Ss to read the headline and guess what the story is about. Teach/Elicit *poet* and *evidence*. Focus attention on the headline and elicit Ss' predictions/what they know about this story. Ss work alone to read the text and answer the questions, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: The painting was stolen by Vincenzo Peruggia, because he was angry at how many Italian paintings were being displayed in France. In the end the painting was shown throughout Italy before finally being returned to France in 1913.

B Remind Ss of the vocabulary for news stories in Ex 6A on p24 and the key phrases in Ex 5C on p29. Ss write their newspaper stories alone. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, Ss show their stories to other Ss and suggest changes.

Homework ideas

- **Ex 5A:** write the story you invented.
- **Ex 7B:** write a final draft of your newspaper article.

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LOOKBACK

Introduction

Ss revise and practise the language of Unit 2. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

TYPES OF STORY

1A Do the first sentence together to demonstrate. Ss work alone to add the missing letters, then compare their answers in pairs. Elicit Ss' answers and write the words on the board.

Answers: 1 action 2 biopic 3 romantic comedy
4 period dramas 5 psychological thriller 6 detective
7 science fiction 8 docudramas

B As an example, choose one of the genres and tell Ss some of your favourite films in that genre. Ss work alone and choose three of the genres. When they are ready, ask them to walk around and find other Ss with the same favourites. Ss then form groups and work together to make their 'best ever' lists. In feedback, elicit Ss' ideas and compare as a class.

PRESENT PERFECT AND PAST SIMPLE

2A Give Ss 1 min to read the phrases and check they understand them. Ss choose eight of the phrases and write a sentence for each. Make sure they choose things they have and haven't done to ensure they practise both the positive and negative forms. Monitor and make sure Ss are forming the sentences correctly.

B Go through the example and point out the use of the past simple to give details. Ss work in pairs to give more information about their experiences. Monitor and note down any common errors for later feedback. In feedback, nominate Ss to share any interesting facts they found out.

NARRATIVE TENSES

3A Elicit the first answer as an example. Ss complete the story alone, then compare their answers in pairs. In feedback, elicit Ss' answers and check the pronunciation.

Answers: 1 woke 2 'd forgotten 3 was having 4 rang
5 hadn't finished 6 'd asked 7 left 8 was standing
9 were looking 10 realised 11 'd forgotten 12 was wearing

B Go through the questions with the class. Give Ss 2–3 mins to prepare what they are going to say and make notes. In pairs, Ss tell their stories. In feedback, elicit any interesting answers.

THE NEWS

4A Ss choose the correct options alone, then compare their answers in pairs. In feedback, elicit Ss' answers and check they understand the vocabulary.

Answers: 1 strike 2 demonstration 3 Hostages 4 earthquake
5 Fugitive 6 crash 7 attacked

Alternative approach

Ss choose four of the words and write headlines using them. When they are ready, they read out the headline to their partner, but instead of the word chosen, they say *blank*. Their partner guesses the word.

B Put Ss into pairs. Ask them to choose their headlines and write short news stories (no more than a paragraph for each). Monitor and help where necessary. When they have finished, put the pairs together into groups. Ss take turns to read out their stories for other pairs to guess which headlines they refer to.

TELLING A STORY

5A Go through the example with the class and elicit the next missing word in conversation 1. Ss work alone to add the rest of the missing words, then compare their answers in pairs. Check answers so that the conversations they use in Ex 5B are correct.

Answers:

- 1 **A:** This *happened* when I was living in Hong Kong.
B: Oh really? *What* happened?
2 **A:** I was having a shower when all of a sudden I saw a huge spider.
B: Oh no. What *did* you do?
3 **A:** Anyway, before *long* someone called the police.
B: Really? What *happened* next?
4 **A:** The next *thing* I knew, the man was running towards me and shouting.
B: I don't believe it!
5 **A:** So/Well, anyway I was going up the ski-lift and I fell off.
B: How embarrassing!
6 **A:** So, in *the* end, I had to pay all the money back.
B: Oh dear.

B Focus attention on the first conversation and ask *What could have happened?* Elicit Ss' ideas and demonstrate how they can expand the conversation, using the language from Lesson 2.3. In pairs, Ss choose three of the conversations to expand. Monitor and help where necessary.

C Put the pairs together into groups of four and Ss perform their conversations to each other. In feedback, nominate one or two pairs to perform their conversations to the class.

Alternative approach

Ss perform only their extensions to the conversations and the other pair listens and guesses which conversation they have expanded.

Homework ideas

Workbook: Review 1, p14–17

BBC interviews and worksheet

When is it OK to tell a lie?

This video extends discussion of the unit topic to telling lies. Ss can view people discussing whether they would ever tell a lie, what lies they've been told and who told them.

OVERVIEW

3.1 MAKING PLANS

- VOCABULARY** | organisation
LISTENING | listen to people discussing making plans
GRAMMAR | the future (plans)
PRONUNCIATION | fast speech; *going to*
SPEAKING | discuss your plans and arrangements
WRITING | messages; learn to use note form

3.2 TOMORROW'S WORLD

- READING** | read an article about the future
VOCABULARY | future time markers
PRONUNCIATION | stress in time markers
GRAMMAR | the future (predictions)
SPEAKING | talk about predictions
VOCABULARY PLUS | idioms

3.3 IN OTHER WORDS ...


- VOCABULARY** | misunderstandings
FUNCTION | dealing with misunderstandings
LEARN TO | reformulate
PRONUNCIATION | linking in connected speech
SPEAKING | explain misunderstandings

3.4 YOUTUBE: THE FUTURE OF TV?  DVD

- DVD** | watch a BBC documentary about the rise of YouTube
speakout | create a video channel
writeback | a proposal

3.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

Can new technology help communication?

This video extends discussion of the unit topic to communication. Ss can view people describing the best communicators they know. Use this video at the start or end of Unit 3 or set it as homework.



MAKING PLANS

Introduction

Ss learn and practise future forms to describe plans and learn vocabulary related to organisation in the context of making plans. They also learn and practise how to write messages.

SUPPLEMENTARY MATERIALS

Resource bank: p137 and p139

Ex 11: bring small pieces of paper for Ss to write their messages on.

speakout tip: write some recent text messages you've sent/received on the board.

Warm up

Write a list of things you do when you want to put something off on the board, e.g. *do the washing up, check your email, watch a bad TV programme, clean your desk*. Ask Ss what they think these things have in common, and elicit/check *procrastinate*. Ss discuss what they do to procrastinate in pairs. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, elicit Ss' ideas and find any common answers.

VOCABULARY ORGANISATION

1A Elicit/Check *prioritising*. Give Ss 1 min to read the introduction to the questionnaire, then discuss the question in pairs. Elicit answers via a show of hands.

B Ss answer the questions alone, then compare answers in pairs. In feedback, ask Ss if they have similar or different answers.

Alternative approach

With **weaker classes**, you may want to do Ex 1C before Ex 1B so Ss are clear of the meanings before they discuss the questions.

C Ss match the phrases and definitions alone, then check in pairs. Tell Ss that two answers are possible for one of the definitions. Check answers with the class, and be prepared to give any further explanations/examples where necessary.

Answers:

- 1 get distracted
- 2 put off
- 3 waste time
- 4 prioritise tasks
- 5 multitask
- 6 meet a deadline, get things done
- 7 leave things until the last minute
- 8 do things ahead of time
- 9 use your time wisely
- 10 get started

D Ss discuss the questions in small groups. Monitor and help where necessary. In feedback, nominate a student from each group to share their ideas with the class.

▷ VOCABULARYBANK p150 Expressions with get

1A Go through the examples with Ss and check understanding by eliciting another example for each one (e.g. *get a new car, get a nice birthday present, get a sandwich for lunch, get home late, get upset, get on well with sb.*)

B In pairs, Ss match the expressions with the uses. In feedback, elicit Ss' answers.

Stronger classes can do the exercises at home.

Answers:

- B 1** He gets money by selling furniture on the internet.
(= receive)
2 I don't know when I'll get around to finishing that book.
(= get in phrasal verbs)
3 We need to get permission to use the room. (= obtain)
4 I'm getting tired. Shall we finish there? (= get + adjective)
5 Did you manage to get some new trousers? (= buy)
6 What time does the train get to Budapest?
(= get somewhere)

LISTENING

2 Go through the instructions and make sure Ss understand that they should listen for the topic *not* mentioned. Explain that Ss shouldn't worry if they don't understand every word, and that they will have another chance to listen in more detail in Ex 3B. Play the recording for Ss to tick the topics they hear then check in pairs. Check the answer with the class by asking which topic they don't mention.

Answer: writing lists

Unit 3 Recording 1

W1 = Woman 1 W2 = Woman 2 M = Man

W1: OK, so what do you think, Kenna? Are you a planner or a procrastinator?

W2: Me? Oh a planner, definitely.

W1: Yes, I think so. You generally like to do things ahead of time.

W2: Absolutely. Yeah. I like to be organised, and know when everything is happening. I have to be like that, actually. It's the only way to get everything done.

M: Really? I hate planning. I like to leave things until the last minute. I mean, you never know what's going to happen. You might need to change your plans, so why bother making plans in the first place? No, I like not knowing what I'm going to be doing.

W2: But that's impossible. What about holidays, for example? You must know what you're doing for your next holiday. I mean, you need to decide where you're going, how you're going to travel, book the dates, get the tickets. There's so much to organise. Surely you have to plan for holidays? You can't just put that off until later.

M: Not really. I don't mind where I go.

W2: No, I don't believe, ... you're just saying that. I think you do make plans, you just don't like to admit it.

M: No, really. I much prefer to wait and see what happens. I might get invited somewhere.

W1: OK, so maybe for holidays. But what about tonight? Have you made any plans for tonight?

W2: Yes. Of course. I can tell you exactly what I'm doing tonight. This evening a friend of mine's coming over. We're eating at my house – I'm going to try out a new pasta recipe. And then we're going to the cinema to see that new Argentinian film.

W1: Javier?

M: Uhhh ... I don't really know. I'll see how I feel. I might go out, or I might just stay at home and relax. I told you. I really don't like to plan.

W1: How about at about work? Are you more organised at work? Do you multitask? I mean, how do you make sure you get everything done?

M: ... actually, I think I am a procrastinator. I do get jobs done, but I never get started straight away. I tend to waste time and get distracted and leave the job for ages. And then just before the deadline, I work really hard, sometimes all night. And then I don't stop until the job is done. It's quite stressful, but everything gets done in the end.

W2: You don't use your time very wisely then? Oh no, I'd hate that. I don't think I could work with you!

3A Ss complete the sentences alone then check in pairs. Don't give any answers yet.

B Play the recording again for Ss to check their answers. Check answers with the class.

Answers: 1 time 2 everything 3 plans 4 wait 5 friend
6 pasta 7 feel, relax 8 straight

C Ss discuss the question in pairs then as a class.

GRAMMAR THE FUTURE (PLANS)

4 Read the first rule and example in the box with the class, and ask Ss to find another example of that rule in the conversation (*We're eating at my house.*). Ss find the examples for the other rules alone, then compare their answers in pairs. Elicit the correct answers, giving further examples where necessary.

Answers:

- 2** I'm going to try out a new pasta recipe.
3 I might go out ...
4 I'll see how I feel.

Teaching tip

When introducing grammar, it's useful for Ss to discover the rules rather than simply hear them. Focus attention on examples used in context so that they have the opportunity to discover the rules for themselves.

▷ LANGUAGEBANK 3.1 p132–133

Stronger classes could read the notes and do the exercises at home. Otherwise, read the notes carefully with Ss, giving further explanations/examples where necessary. Remind Ss that it's much more common to use *might* when we're not sure than *maybe + will*, e.g. *I might go out tonight*, not *Maybe I'll go out tonight*.

In each exercise, do the first sentence as an example. Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- A 1** are **2** going **3** 're **4** is playing **5** coming **6** are you
7 'll ask **8** might
B 1 Are you going out this weekend?
2 I'm sorry I can't come. I'm playing tennis after work.
3 I don't feel very well. I think I'll stay at home.
4 What are you going to do?
5 We're going for a picnic, so I hope it doesn't rain.
6 Is that the phone? Don't worry – I'll get it.
7 They might go to a concert.
8 I'm sorry we can't come, but we're visiting my mother this weekend.

Watch out!

Talking about the future can be complicated for Ss, as many different future forms can be used, depending on how we see the event and how we want others to see it. At this stage, keep it simple and focus on a few forms with common uses, e.g. for making plans.

5A Ss listen and complete the sentences. Pause the recording after each one to give Ss time to write their answers. After listening, Ss compare their answers in pairs. If necessary, play the recording again for Ss to check their answers.

Answers: 1 are you going to do 2 're going to visit
3 are you going to look 4 're going to have
5 Are you going to come 6 's going to leave

B Explain that in fast speech *going to* is sometimes pronounced /'gəʊnə/. Play the recording again for Ss to listen to the pronunciation.

Answer:

going to is pronounced /'gəʊnə/ in sentences 1, 2 and 5.

C Play the recording again, pausing after each sentence for Ss to practise saying them. Make sure they pronounce *going to* as in the recording.

Teaching tip

To practise rapid speech, start by focusing on the stressed syllables only, then building up the phrases with the unstressed words at the same speed. This will help Ss keep a natural rhythm when saying the phrases rapidly.

Unit 3 Recording 2

- 1 What are you going to do at the weekend?
- 2 We're going to visit my brother and his family.
- 3 Where are you going to look for them?
- 4 They're going to have a party on Friday.
- 5 Are you going to come with us tomorrow?
- 6 I'll ask Marion when she's going to leave.

6 Do the first one with the class as an example and elicit why this is the correct answer. Ss choose the correct alternatives, then compare their answers in pairs. In feedback, elicit the answers and why they are correct.

Answers: 1 are you two doing 2 might 3 I'm going to have
4 are going 5 is bringing 6 we'll have 7 is going to bring
8 is coming 9 I'll text 10 I'll call 11 I'll speak

7A Go through the examples with the class. Ss read the situations and write one or two sentences for each. Monitor and check they are using the correct future forms.

B When they have finished, Ss read out their sentences in pairs. Encourage Ss to ask follow-up questions to find out as much information as possible. In feedback, ask each student to share one interesting fact they found out about their partner.

SPEAKING

8A To demonstrate the activity, tell Ss about some of your plans/arrangements. Give Ss 5 mins to think about their plans and make notes. Monitor closely to help with vocabulary, especially with *weaker* Ss, and write any new words/phrases on the board.

B In groups, Ss share their plans and arrangements, and look for things in common. Monitor and note down any common errors for later feedback. When they have finished, nominate Ss to share any interesting plans they heard about with the class, and ask if they had similar ways of organising things. Correct any common errors with the class.

WRITING MESSAGES; LEARN TO USE NOTE FORM

9 Introduce the topic by drawing a word web on the board with *messages* in the middle. Elicit different ways of writing messages, e.g. *email, on the fridge, sms*, etc. and write them on the board. In pairs, Ss discuss the questions. Monitor and help with vocabulary where necessary. In feedback, elicit Ss' answers and have a brief discussion.

Suggested answers:

- 1 top-left note – friends/flatmates; top-right note – work colleagues; bottom-left note – husband and wife/family members; bottom-right note – mother or father and sons
- 2 Notes tend to be informal in style.

speakout TIP

Read the tip with the class, then write *Be home 10p.m.* on the board and elicit the missing words (*I'll* and *at*). You could also write on the board some recent text messages you've sent/received and elicit the missing words.

10A Ask *When do you usually write messages to people?* and elicit Ss' ideas (to pass on phone messages, give information, make requests, make arrangements, etc.). Focus attention on the first message in Ex 9 and elicit the missing words (*I've, I'll*). Ss work alone to add the other words from the box to the messages, then compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 I've, I'll 2 Can you 3 I, Your 4 We'll

B Do the first message together as an example. Ss rewrite the other messages alone, then compare their answers in pairs. In feedback, nominate Ss to read out their shortened messages.

Suggested answers:

- 1 Hungry? Lunch at Pavarotti's 1p.m.? Rx
- 2 Going to Elton John concert. Want a ticket? Tonya
- 3 Pete can't come to dinner. Call him on 01954 627 823. Jayne
- 4 Sorry, can't come to the cinema tonight. Too much work. Enjoy it. Bess

11 Read and check the situations with the class. Ss write the messages alone, then compare their answers in pairs. In feedback, nominate Ss to read out their messages.

Optional extra activity

To make the writing more communicative, Ss write messages to each other to arrange to do things at the weekend/in the evening. If you brought small pieces of paper to class, Ss can write their messages on them with the name of the Ss they are writing/responding to. Go round and deliver them for Ss, noting any common errors for later feedback. In feedback, elicit what Ss have arranged and correct any common errors with the class.

Homework ideas

- **Ex 8:** write about your or your partner's plans.
- **Language bank:** 3.1 Ex A–B, p133
- **Vocabulary bank:** p150
- **Workbook:** Ex 1–6, p18–19

TOMORROW'S WORLD

Introduction

Ss learn and practise future forms to describe predictions and future time markers in the context of science and technology. They also learn and practise idioms.

SUPPLEMENTARY MATERIALS

Resource bank: p138 and p140

Ex 7 and **Ex 8:** bring dictionaries for Ss to use.

Warm up

Write on the board *What have been the most important developments so far in the twenty-first century? Which do you think will be the most important in the next 20 years?* Ss discuss the questions in small groups. Monitor and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate Ss from each group to share their ideas with the class.

READING

1 Focus attention on the photos and elicit what Ss know about them (if anything). Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class and write some of the ideas on the board.

Suggested answers:

vertical farming: used for growing crops when there's no ground space, e.g. in a crowded city

brain implants: will allow full immersion into video games and movies

a 3D printer: will be able to produce three-dimensional copies of things such as organs for people who need them

2A Elicit/Check *headset, living tissue, floods* and *droughts*. Give Ss a time limit of 5 mins to read the text and check their predictions from Ex 1 then compare in pairs. In feedback, elicit answers and tick off any predictions on the board which were in the text.

Suggested answers:

Tower blocks will have vertical gardens built into them. Each floor will grow different plants, fruits and vegetables, and the water will be recycled.

Microchips in the brain will allow a person to experience games, movies and virtual life as if they are real, giving us the sensation of touching, seeing, etc. virtual objects in virtual worlds.

3D printers will help our health by making copies of body parts such as hearts, livers and kidneys. They can already copy plastic and metal objects.

Translating machines will make it sound as though the user is speaking a foreign language, by using his/her voice frequencies.

Nano monitors in our bodies will produce lots of data to help us check our health and predict illnesses.

B Ss complete the summary alone, referring back to the text where necessary. Check answers with the class.

Answers: 1 translate 2 bodies 3 copies 4 brain 5 climate

Optional extra activity

Vary the pace by doing the gap-fill exercise as a team game. Ss first do the exercise orally in small groups, but don't write any of the answers down. When they are ready, give each group a board pen. Each round, you call out one of the numbers randomly and one student from each group comes to the board to write the answer. The first team with the correct answer on the board gets a point and the team with the most points at the end wins. After the game, Ss can do the exercise alone to reinforce the answers.

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

VOCABULARY FUTURE TIME MARKERS

3A Read the example with the class and elicit what the phrase is used for, i.e. to mark a period of time in the future. Ss work alone to underline the future time markers in the other sentences, then compare their answers in pairs.

Answers:

- 1 In the near future
- 2 In only a year or two
- 3 in the short term
- 4 in the long term
- 5 in perhaps ten to twenty years' time
- 6 In the next thirty years

Watch out!

Check/Teach the use of the apostrophe in *twenty years' time*, compared to *one year's time*.

B Do the first one together as an example. In pairs, Ss categorise the other phrases in Ex 3A.

Answers:

- 1, 2, and 3 mean *soon*.
4, 5, and 6 mean *in a long time*.
2, 5 and 6 name a future date or time period.

C Play the recording, pausing after each one to elicit the stressed words and the ones with the most important meaning. Play the recording again for Ss to practise saying the phrases.

Answers: 1 near future 2 year or two 3 short term 4 long term
5 ten ... twenty ... time 6 thirty years

The stressed words are the most important to the meaning of each expression.

D Ss discuss the questions in pairs. Encourage Ss to ask follow-up questions and give reasons.

GRAMMAR THE FUTURE (PREDICTIONS)

4A Do the first one together as an example. Encourage Ss to look back at the sentence in context if they're not sure. Ss discuss the rest in pairs.

Answers: 1 P 2 P 3 P 4 C 5 C

B Ss complete the rules alone, using the sentences in Ex 4A, then compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 will 2 be 3 might 4 to

▷ **LANGUAGEBANK 3.2** p132–133

Read the notes carefully and check the use of *be* in *is/are likely* to. Give further examples where necessary. Ss work alone to complete the exercises, then check their answers in pairs.

Answers:

- A**
- 1 We might not win the cup this year.
 - 2 I'm likely to be late.
 - 3 That company is going to close in July.
 - 4 He's unlikely to call after 10.00.
 - 5 I won't give up exercise.
 - 6 There may be a problem with the flight.
 - 7 She's going to get angry when she sees this.
 - 8 Will you visit us?
 - 9 I hope he comes to the party.
 - 10 Prices could rise if they complete the development.
- B**
- 1 Jenny *might not* be able to ...
 - 2 ... *are likely* to lose their jobs ...
 - 3 ... cars *will* be able to fly.
 - 4 ... *may arrive* at any moment.
 - 5 The children *aren't going* to stay with me ...
 - 6 I *won't know* my exam results until August.
 - 7 It's *not likely* that we'll arrive before 6.00 ...
 - 8 That painting *is going* to fall ...

5A Do the first one together as an example. Ss choose the other answers alone, then check in pairs.

Answers: 1 will design 2 going to become
3 are going to disappear 4 could be built 5 are likely
6 won't know 7 may become 8 could replace 9 might reduce
10 might not be

B Discuss the first prediction with the class as an example and elicit Ss' ideas. In small groups, Ss discuss the other predictions.

SPEAKING

6A Focus attention on the pictures and elicit what Ss can see. Ss discuss the questions in pairs before sharing their ideas with the class.

B Read the topics in the box with the class. Give Ss 3–4 mins to think about their ideas and make notes. Monitor and help with vocabulary, writing any new words/phrases on the board.

C Read the example with the class and ask if Ss agree or disagree and why. In pairs, Ss discuss their ideas from Ex 6B.

VOCABULARY PLUS IDIOMS

7A Ss match the comments to the images alone then check in pairs. Check answers with the class.

Answers: 1 education 2 politics 3 health 4 population

B Read the definition and the first sentence with the class. Ss underline the other idioms alone, then compare their answers in pairs. Check and drill the idioms with the class.

Answers: 1 close to my heart 2 running out of time
3 hits the nail on the head 4 let's face it

C Ss read the statements and decide alone.

D In pairs, Ss compare answers and discuss the statements. When they have finished, they turn to p159 to check.

Answers: 1 F 2 T 3 T 4 F

speakout TIP

Read the tip and explain that if Ss overuse idioms, it can sound unnatural/forced.

B Ss discuss the meanings in pairs. If you've brought dictionaries, give them out for Ss to use.

Answers:

- 1 in hot water = in trouble
- 2 put my foot in it = say something embarrassing that gets you into trouble
- 3 working against the clock = needing to finish something in a short time
- 4 running out of time = not having enough time to finish something

9 Ss work alone to match the idioms to their definitions, then compare their answers in pairs. In feedback, elicit Ss' answers and drill the idioms with the class.

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

10A Correct the first question together as an example. Ss work alone, then check their answers in pairs.

Answers: 1 someone a hand 2 a dark horse 3 put your foot in it
4 close to your heart 5 work against the clock 6 in hot water?

B Give Ss 2–3 mins to write their answers. Monitor and help where necessary. In pairs, Ss compare their answers.

▷ **VOCABULARYBANK** p150 Idioms

1A In pairs, Ss match the idioms to the pictures.

B Ss complete the sentences, then check answers in pairs.

C In pairs, Ss discuss the meanings. In feedback, elicit Ss' answers.

Stronger classes can do the exercises at home.

Answers:

- A** A break the ice B learn (something) by heart
C go window shopping D travel light E let your hair down
F be in two minds
- B** 1 learn (it) by heart 2 in two minds 3 break the ice
4 travels light 5 window shopping 6 let your hair down

Optional extra activity

Suggest Ss draw up a table with all the idioms presented in the lesson, with their meanings and example sentences. Ss could make posters for the class in groups, or they could do it for homework.

Homework ideas

- Ss make a table with all the idioms from the lesson.
- **Language bank:** 3.2 Ex A–B, p133
- **Vocabulary bank:** p150
- **Workbook:** Ex 1–8, p20–21

IN OTHER WORDS ...

Introduction

Ss learn and practise ways of dealing with misunderstandings when finding out information. They also learn how to reformulate to make their message clearer.

SUPPLEMENTARY MATERIALS

Resource bank: p141

Warm up: prepare a story about a time when you had a misunderstanding.

Warm up

Tell Ss about a time when you had a misunderstanding with someone and encourage them to ask you follow-up questions to find out more information. Ss then share their own experiences in pairs. In feedback, nominate Ss to share their partner's experience with the class.

VOCABULARY MISUNDERSTANDINGS

1 Focus attention on the photos and ask Ss why they think the people are (not) communicating successfully. Discuss ideas as a class.

2A Read the example with the class. Ss match the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 f) 2 d) 3 e) 4 h) 5 c) 6 b) 7 g) 8 a)
1 and 5 are about future arrangements.

B In pairs, Ss discuss and categorise the meanings of the expressions in bold.

Answers: misunderstandings about: a) people: e b) places: b, f
c) times: c, d, h d) someone on the phone: a, g

C Arrange Ss into small groups to share their experiences. Monitor and help where necessary. In feedback, ask each group to choose the most interesting experience to share with the class.

FUNCTION DEALING WITH MISUNDERSTANDINGS

3A Ss listen to four conversations and identify what the misunderstandings are. Explain that they shouldn't worry about understanding every word and that they'll have a chance to listen again in Ex 3B. Play the recording. Then ask Ss to compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 a wrong number 2 the wrong hotel
3 the wrong time 4 the wrong date

Unit 3 Recording 4

Conversation 1

W = Woman M = Man

W: Hi. Me again. I've sent an attachment with all the figures for the last six months. That should be all you need.

M: Sorry – I didn't catch any of that.

W: I've sent the figures in an attachment. Is that Tom?

M: You've lost me. Who is this?

W: This is Ana Lucia. Is that Tom?

M: No, this is Willy's Burger Bar. What number are you trying to get?

W: 845 6795.

M: I think you've got the wrong number.

W: Oh I'm sorry.

Conversation 2

M = Man W = Woman

M: I've got a reservation in the name of David Cullinan.

W: Just one moment. Umm, could you repeat the last name?

M: Cullinan. C-u-l-l-i-n-a-n.

W: Cullinan. I can't find the name. Did you make the reservation over the phone?

M: Yes, just yesterday.

W: Sorry, let me just see if there are any messages here. I won't be a moment. I'm sorry. We've got no reservations in the name of Cullinan and we're fully booked tonight.

M: So you're saying I can't stay here. This is the Sheldon Hotel, yes?

W: No, this is The Felton. With an 'f'.

M: Really? So I'm in the wrong hotel.

W: The Sheldon is on Queen's Road, just around the corner.

M: Oh no. Sorry, can you say that again – where is it?

W: On Queen's Road, just around the corner.

Conversation 3

G = Girl F = Father

G: You've missed the best bits. You're late.

F: What exactly do you mean? The show starts at 7.00, doesn't it?

G: No, it finishes at 7.00!

F: Didn't you say it starts at 7.00?

G: No, it starts at 5.00 and finishes at 7.00!

F: So what you mean is I've missed the whole show.

G: Yes.

Conversation 4

M = Man W = Woman

M: We've got nothing for you, I'm afraid.

W: I don't get what you're saying. You're a car rental company, right?

M: Yes, but today's a holiday and all the cars have been booked already.

W: Do you mean to tell me that there's nothing at all? No cars available?

M: There's nothing till tomorrow, I'm afraid.

W: But I definitely booked a car for today, 3rd July.

M: It's 4th July today. In other words, your booking was for yesterday.

W: It can't be. Is it?

M: It's the 4th today, madam.

W: Oh no, I've got the date wrong.

B Ss listen again and answer the questions. Give them time to compare their answers in pairs, then play the recording again if needed. In feedback, elicit Ss' answers.

Answers: 1 Tom 2 Willy's Burger Bar 3 over the phone
4 the Sheldon Hotel 5 7.00 6 5.00 7 a car 8 4th July

C Elicit the first answer together as an example. Ss complete the expressions alone, then compare their answers in pairs. Don't confirm any answers yet.

D Play the recording for Ss to check their answers. In feedback, elicit Ss' answers. Play the recording again for Ss to repeat, pausing after each sentence. Ask them to focus on repeating the phrases with the same intonation.

Answers: 1 that 2 me 3 name 4 again 5 mean 6 saying
7 tell me

▶ LANGUAGEBANK 3.3 p132–133

Stronger classes could read the notes and do the exercise at home. **Weaker classes** can do the exercise in class. Drill the phrases in the table. Elicit the first answer, then Ss match the sentences and questions in pairs. In feedback, elicit Ss' answers.

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

4A Read the example with the class. Ss order the words, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers:

- 1 Do you mean to say
- 2 You've lost me
- 3 What exactly do you mean
- 4 I don't get what you're saying
- 5 I didn't catch any of that
- 6 Can you say that again
- 7 Could you repeat the last part

B Put Ss into pairs and give them 5 mins to think about what speaker A says next in each conversation. Monitor and help with vocabulary where needed. When they are ready, Ss practise the conversations in pairs. In feedback, nominate Ss to perform their conversations for the class.

Alternative approach

In feedback, Ss just read out their extensions to the conversations. Other Ss listen and guess which conversation it is.

LEARN TO REFORMULATE

5A Here Ss learn how to reformulate their ideas. Read the example with the class. Ask *Why does the speaker use this phrase?* (to repeat what they heard in a different way, to check that they understand correctly). Ss underline four more phrases alone, then check their answers in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers:

- 1 So you're saying ...
- 2 Didn't you say ... ?; So what you mean is ...
- 3 Do you mean to tell me ... ?; In other words, ...

B Focus attention on the phrases on the board from Ex 5A and draw curves linking the words. Play the recording once for Ss to listen and focus on the linking.

C Play the recording again and pause after each sentence for Ss to repeat. Listen to how they are linking the words and, if necessary, drill the phrases further.

Teaching tip

Linking is useful not only for pronunciation, but also for listening skills as it helps Ss distinguish words in rapid speech. Explain this to Ss.

SPEAKING

6A Put Ss into A/B pairs. Review the language in Ex 3C and 5A and give Ss 2–3 mins to read through the situation and think about what they will say. When they are ready, Ss role-play the situation in pairs. Monitor and check Ss are using the language correctly, with natural intonation and linking.

B When they have finished, Ss swap roles and practise a new conversation using the flow chart on p159. In feedback, nominate one or two pairs to perform their conversations for the class.

C Rearrange Ss so that they are working with a different partner. Read the situation with the class. Ss practise the conversation in pairs. When they have finished, ask them to swap roles and practise again. Monitor and note down any errors for later correction.

Teaching tip

Stronger Ss can go straight into the role-play. *Weaker Ss* may need time to prepare their ideas and what they want to say.

In feedback, nominate one or two pairs to perform their dialogues for the class.

Optional extra activity

Ss could do Ex 6C as a mingling activity, walking round and practising the conversations with different Ss.

Homework ideas

- Write a story about when you (or someone you know) had a misunderstanding.
- **Language bank:** 3.3 Ex A, p133
- **Workbook:** Ex 1–4, p22

YOUTUBE: THE FUTURE OF TV?

Introduction

Ss watch an extract from a BBC documentary about how YouTube supports and develops the skills of young creatives. Ss learn and practise speaking about how to create a video channel and write a proposal.

SUPPLEMENTARY MATERIALS

Warm up: write the questions below on the board.

Warm up

Ask Ss to think about a short YouTube video that they like. Write the following questions on the board *Where is it? How long is it? Who are the people/animals in it? What happens?* and give them a few minutes to think about their answers to the questions. Monitor and help where necessary. When they are ready, put Ss into small groups and ask them to describe the video to the rest of the group. The group then choose the best video to describe or (if possible) show to the class.

DVD PREVIEW

Culture notes

YouTube is a video sharing site, created by three former Paypal employees and sold to Google in 2006 for \$1.65 billion. Using the site anyone can upload and share videos either publicly or privately.

Nowadays it is also used by major TV companies to share some of their content. Registered users can create their own channels for people to follow.

1A Give Ss 2 mins to read the opinions and check understanding of the words in bold in pairs. Check understanding of the words with the class, and be prepared to provide further examples where necessary.

Answers:

- 1** creators: people who make things (in this case, videos)
consumers: people who use a service
- 2** adverts: advertisements – public announcements of something for sale
- 3** audience: people who watch or listen to something
- 4** content: creative material or information that is presented
techniques: technical skills used to create or present something
- 5** subscribe: register by giving basic personal details and your email address in order to receive something regularly or join a group
- 6** investment: spending of money in order to achieve something or gain a profit.

B Ss discuss the statements in pairs. In feedback, go through each statement and ask whether the class agrees with it. Nominate Ss to share their ideas with the class.

2 Give Ss 2 mins to read the information. Ss discuss the questions in pairs. In feedback, elicit Ss' answers.

Answers: The rise of YouTube and what the company is doing to improve its online content. The presenter talks to some YouTube creators.

DVD VIEW

3 Go over the question with the class and make sure Ss know what they are watching for. Ss watch the DVD then discuss the question in pairs. Check answers with the class.

Answers: It has built studios for its most popular creators to use to improve their filming techniques.

DVD 3 YouTube: The future of TV?

V = Voiceover D = Dan P = Presenter S = Sarah

YA = YouTube artist A = Andrew

- V:** This might look like a bunch of kids messing around in their bedrooms, and well, it is a bunch of kids messing around in their bedrooms, but they have some of the biggest audiences in Britain. And for some of them it's a full-time job. We're talking about YouTube – the billion-dollar company that was founded in 2005. If you're under 30, it's probably a part of your everyday life.
- D:** How YouTube can earn people money is that there's something called a partner programme. When you get a few thousand subscribers or just a video that gets a lot of views, YouTube will invite you to put adverts on your video, and then you get – albeit a very tiny proportion – some of the money from the adverts that go to it.
- P:** Can you tell me how much you can make from it?
- D:** It's, it's reasonable. I mean, some people, y'know people that get like hundreds of millions of views a month, they probably get a lot of money, but it's still absolutely ridiculously less than, sort of like, the same amount of views would get for TV.
- V:** YouTube has built professional studios for the use of the most popular YouTubers.
- S:** So we're entering the actual space here. This is where we have all the studio and production and editing suites. Partners can book these spaces as long as they have fifty thousand subscribers. So this room is called Deep Focus and it's the largest production studio.
- P:** You must have spent a fortune on this space 'cos it's pretty state-of-the-art. I mean it's amazing.
- S:** It's a huge investment. It's a way for us to show how much we care about creators and how much we're willing to take them to the next level and really help them develop their shooting techniques, their editing and lighting techniques, and really further enhance their production capabilities.
- V:** The YouTube studios are like a student common room, somewhere to hang out with friends.
- P:** Why do you think YouTube and Google are putting so much investment into what you're doing? What are they getting out of it?
- YA:** Er, this place has been really good to get everyone to come together and make bigger stuff, 'cos I think everybody knows, like animators, and musicians, and stuff, so it's basically a film crew.
- P:** I mean, that's what you're getting out of it, but what are they getting out of it, because y'know, they're investing a huge amount?
- YA:** A higher quality of content. Just, their, their, their aim with this place, I think generally, is to just buoy the quality of content.
- V:** And a better quality of content will bring more viewers, and with them, of course, a higher revenue from the advertising for YouTube. When broadcasting began, it was about educating, informing and entertaining. The viewer consumed whatever the programme-maker offered. Now, the future looks very different for the creators and the consumers. But is it a bright future? Not according to Andrew Keen, who founded Audiocafe in the nineties.
- A:** And the problem is that in the mid-nineties we all gave our content away for free, so the consumer has been spoiled. The consumer now assumes that everything should be free and no one's willing to open their wallet, no one's willing to pay for their content ... The real economic winners are the people who sold the equipment, who sold the digital means to creativity, but the creators themselves have not won. They've lost. Fewer and fewer people are able to make a living creating videos, making records, writing books. The internet has been a very, very bad thing for the professional creative community.
- V:** Good thing or bad thing, it seems that YouTube is here to stay. For how long? Who knows?

4A Ss read the fact file and try to complete it from memory, then compare ideas in pairs. When they are ready, play the DVD again for them to check answers. Check answers with the class.

Answers: 1 2005 2 adverts 3 subscribers 4 consumers

B Ss discuss the questions in pairs. Don't check any answers with them yet.

C Play the DVD again for Ss to check their answers, then check answers with the class.

Answers:

- 1 kids messing around in bedrooms
- 2 TV programme makers (per view)
- 3 shooting, editing, lighting, production
- 4 more views and increased revenue from adverts
- 5 The creative community has lost a lot because of the internet. Fewer people are able to make a living from the creative process.

5 Arrange Ss into small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class, and have a brief class discussion.

speakout create a video channel

6A Introduce the topic by asking *Does anyone have their own YouTube channel? Which channels do you subscribe to?* If you have access to YouTube in class you could also show Ss some of the channels you subscribe to, or have a look at some of the most popular videos on YouTube with the class and see which channels they are on. Put Ss into pairs to think about and discuss the points. Ask if there is any other important information and write it on the board.

B Ss listen to the recording then discuss what the speakers say about each point in pairs. Check answers with the class.

Answers:

- name of channel: One Hour Wonders
- type of video clips: about local places
- target audience: tourists, local people
- what's special about the channel: it will describe things to do in places in less than an hour
- who will star in the videos: local people
- competitors/rivals: it's probably been done before, but not from the same angle
- how frequently you will upload new videos: one per day

Unit 3 Recording 7

W = Woman M = Man

- W:** OK, so we're looking at creating a video channel.
M: Yep. The first thing, I think, is what's our target audience?
W: Yeah, what's our aim?
M: Well, we came up with this idea.
W: Go on.
M: That it would be really cool to do a series of videos about local places, but with a special angle.
W: Oh that sounds good. What's the angle?
M: An hour to kill. So, say you're in Sydney or Istanbul or anywhere really, and you have an hour to kill, we have a video of someone describing something to do in that place in an hour or less.
W: Oh I see. So the target audience is tourists.
M: It could be tourists or local people. Say you find yourself in a part of the city that you don't know very well.
W: OK.
M: And you have a bit of spare time, by going onto our video channel you get all kinds of suggestions of what to do or where to visit in under an hour. And the clips are filmed on location so you get to see the places, too.

W: I like it. So who will be the presenters? Will you have any star names?

M: No, we don't have any money! We'd get local people to host each video clip, with just one camera, kind of cheap and cheerful, low production values, but really cool content.

W: Who are our competitors or rivals? It must have been done before.

M: Oh I'm sure, but I don't know if it's been done with the angle of an hour to kill.

W: OK. Um, what else? Um, how often will we upload videos?

M: Well we'll try to get coverage of as many cities and towns around the world as possible. So, I don't know, one a day? So in a year we'll have three-hundred-and-sixty-five. Then we just carry on from there.

W: Wow Very ambitious. What about a name?

M: We thought of One Hour Wonders.

W: One Hour Wonders. I like it!

C Give Ss 1 min to read through the key phrases, then play the recording again for Ss to tick the ones they hear. Check answers, then drill the phrases with the class, chorally and individually.

Answers: All of the phrases are used.

7A Give Ss plenty of time to discuss their ideas, and make sure they discuss all the points in Ex 6A. Go round and help with ideas and vocabulary, writing any new words/phrases on the board.

B Put groups together to share their ideas for YouTube channels. Monitor and take notes on the Ss' use of language for later feedback. When they have finished, ask each group to tell the class some of the pros and cons of the idea they listened to and give the class feedback on their language.

writeback a proposal

8A Ss read the proposal then discuss the questions in pairs. In feedback, elicit Ss' ideas and ask if this is a channel they would subscribe to and why.

B Go through the sentence openers with the class, then give Ss plenty of time to write their proposals alone. Go round and help with vocabulary, writing any new words/phrases on the board.

C Arrange Ss into small groups, so they are working with people who wrote different proposals in Ex 8B. Ss swap proposals and then read and say why they think the proposals should or shouldn't get funding. In feedback, nominate Ss to share their ideas and reasons with the class.

Homework ideas

Ex 8B: write a final draft of your proposal.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 3. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

ORGANISATION

1A Elicit the first answer as an example. Ss complete the sentences alone then check in pairs. Check answers with the class.

Answers: 1 started 2 minute 3 distracted 4 prioritise
5 done 6 time 7 ahead 8 off 9 deadline 10 wisely
11 multitask

B Go through the example with the class. Ss write dialogues in pairs. When they have finished, nominate Ss to act out their dialogues to the class.

THE FUTURE (PLANS)

2A Elicit the first answer as an example. Ss complete the paragraphs alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 'm finishing 2 I'll be 3 'm going to have
4 are going 5 might 6 going to 7 having 8 are coming
9 'm organising 10 will

B Give Ss 5 mins to write their paragraphs. With *weaker Ss*, give them a list of topics to choose from, e.g. *work, home, travel, studies, a party*. Monitor and help with vocabulary. When they have finished, Ss read their paragraphs to a partner. In feedback, nominate one or two Ss to share their paragraphs with the class.

FUTURE TIME MARKERS

3A Elicit the first answer as an example. Ss choose the correct answers alone, then check in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers: 1 b) 2 c) 3 a) 4 c) 5 b) 6 a)

B Ss write their sentences alone, then check their answers in pairs. *Stronger Ss* can change all six sentences. In feedback, nominate Ss to share one interesting fact they found out about their partner.

THE FUTURE (PREDICTIONS)

4A Read the first two sentences with the class and elicit the mistakes. Ss find and correct the other mistakes, then check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 Man *will not/won't* fly for fifty years. (1901)
- 2 There isn't going to be any German reunification this century. (1984)
- 3 Democracy *will be* dead by 1950. (1936)
- 4 By 1980 all power (electric, atomic, solar) is likely to be almost free. (1956)
- 5 correct
- 6 Man *will never* reach the Moon. (1957)
- 7 Television *won't matter* in your lifetime or mine. (1936)
- 8 The internet *may become* useful for business but never for the general public. (1989)

B Read the example with the class and check Ss understand what to do. Ss change the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 Man will fly within fifty years.
- 2 There is going to be German reunification this century.
- 3 Democracy won't be dead by 1950.
- 4 By 1980 all power (electric, atomic, solar) isn't likely to be almost free.
- 5 The Japanese car industry is likely to be successful in the US market.
- 6 Man will reach the Moon.
- 7 Television will matter in your lifetime and mine.
- 8 The internet will become useful for business and also for the general public.

DEALING WITH MISUNDERSTANDINGS

5A Do the first sentence together as an example. Ss complete the responses, then check their answers in pairs. *Weaker Ss* may need extra help when monitoring. In feedback, elicit Ss' answers.

Answers: 1 don't 2 saying 3 do 4 mean 5 lost 6 to 7 say

B Ss write their own dialogue in pairs. Monitor and help where necessary. When they have finished, give Ss a few minutes to practise their dialogue before nominating pairs to perform it for the class.

BBC interviews and worksheet

Can new technology help communication?

This video extends discussion of the unit topic to communication. Ss can view people describing the best communicators they know.

OVERVIEW

4.1 MILLIONAIRES

VOCABULARY | personal qualities

READING | read an article about millionaires

GRAMMAR | *must/have to/should* (obligation)

PRONUNCIATION | fast speech: *have to*

SPEAKING | discuss how important becoming a millionaire is for you

VOCABULARY PLUS | confusing words

4.2 DREAM JOB

LISTENING | listen to people describing dream jobs gone wrong

VOCABULARY | extreme adjectives

PRONUNCIATION | intonation: emphasis

GRAMMAR | *used to, would*

PRONUNCIATION | linking: *used to*

SPEAKING | talk about past habits

WRITING | a covering letter; learn to organise your ideas

4.3 THAT'S A GOOD IDEA


VOCABULARY | business

FUNCTION | reaching agreement

PRONUNCIATION | sentence stress

LEARN TO | manage a discussion

SPEAKING | participate in a meeting

4.4 GAVIN AND STACEY  DVD

DVD | watch a BBC comedy about a man's first day in a new job

speakout | a day in the life

writeback | your daily routine

4.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

Is your job a 'dream job'?

This video extends discussion of the unit topic to dream jobs. Ss can view people describing their dream jobs. Use this video at the start or end of Unit 4 or set it as homework.

www.irLanguage.com

MILLIONAIRES

Introduction

Ss learn and practise modals of obligation and vocabulary related to personal qualities in the context of millionaires. They also learn and practise confusing words.

SUPPLEMENTARY MATERIALS

Resource bank: p142, p143 and p144

Warm up: bring/download photos of Richard Branson, Mark Zuckerberg and Bill Gates.

Warm up

Bring/Download pictures of Richard Branson, Mark Zuckerberg and Bill Gates and elicit who they are. In pairs, Ss discuss what they know about them. In feedback, nominate Ss to share their ideas and feed in information from the Culture notes below. Alternatively, if you can't get hold of pictures of the millionaires above, then write on the board *How to become a millionaire*. Ss brainstorm ways to get rich in pairs. In feedback, Ss share their ideas with the class and other Ss choose their favourite ones.

Culture notes

Sir Richard Branson is an English entrepreneur who was born in London in 1950. At 16, he set up a school magazine and in 1970 he founded Virgin as a mail-order record retailer. In 1972 he opened a recording studio. Virgin Records went on to sign many famous groups including *The Sex Pistols* and *The Rolling Stones*. His company now owns over 200 companies in over 30 countries, in diverse areas ranging from leisure and travel to finance. In 2004, he launched Virgin Galactic, which will offer short trips into space.

Mark Zuckerberg is an American entrepreneur who was born in New York in 1984. He co-founded the social networking site Facebook. Harvard University, where he was studying, published a yearbook known as the 'Facebook', containing headshots and profiles of all students. Zuckerberg had the idea of turning this into a website. Originally only accessible to Harvard students, it eventually became accessible to the general public and a worldwide phenomenon. He is now worth over \$30 billion.

Bill Gates is chairman of The Microsoft Corporation and was born in Seattle in 1955. He began programming computers at the age of 13. At Harvard University, he developed a version of the BASIC programming language for the first microcomputer and in 1975 left university to set up Microsoft. The Microsoft Corporation is now a worldwide brand, worth over \$200 billion. Bill Gates is consistently ranked among the world's richest people.

VOCABULARY PERSONAL QUALITIES

1A Introduce the topic by eliciting what personal qualities people need to be successful and writing them on the board. Give Ss 3–4 mins to read the texts and guess the jobs. In feedback, elicit Ss' answers and ask if any of the qualities they predicted are in the texts.

Answers: sports coach, teacher, entrepreneur

B Elicit the first answer to demonstrate. Ss work alone to match the words to the definitions, then check their answers in pairs. Elicit Ss' answers and drill the new words. Give further examples/ explanations where necessary.

Answers: 1 hard-working 2 indecisive 3 think outside the box
4 competitive 5 ambitious 6 motivated 7 a risk taker
8 a good leader 9 a good communicator

C In pairs, Ss discuss which qualities they have and add any other qualities they have which aren't mentioned. Monitor and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate Ss to share their partners' opinions with the class.

▷ VOCABULARYBANK p151 Personal qualities

1A Elicit the first answer from the class as an example. Ss work alone to complete the rest of the sentences, then check their answers in pairs. In feedback, elicit Ss' answers and drill the words.

B Ss discuss the questions in pairs.

Stronger classes can do the exercises at home.

Answers:

A 1 independent 2 moody 3 sensible 4 punctual
5 easy-going 6 honest 7 keen 8 bright 9 reliable
10 aggressive

B positive: reliable, sensible, easy-going, bright, honest, keen, punctual, independent
negative: aggressive, moody

READING

2A Check Ss understand the concept of *a millionaire* (= someone who is very rich and has at least a million pounds or dollars). Ask *Do you think millionaires have any common personal qualities? What are they?* Elicit a few ideas and then Ss discuss the question in Ex 2A in pairs. In feedback, nominate a few Ss to share their ideas with the class.

Suggested answers: a good leader, a good communicator, a risk taker, aggressive, ambitious, bright, competitive, hard-working, independent, keen, punctual, reliable, think outside the box

B Ss read the statements and decide in pairs if they are true or false. In feedback, elicit Ss' answers, but don't correct them yet.

C Give Ss 5 mins to read the article and check the answers. Tell them not to worry about new words yet, as they'll read the article again in Ex 3A. In feedback, elicit Ss' answers and ask Ss to justify them.

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

Teaching tip

Using strict time limits helps ensure that Ss practise reading the text in the way you want them to and don't get stuck on new vocabulary. Tell Ss not to worry about new words at the moment. They'll work on vocabulary in Ex 3A.

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

Optional extra activity

If you brought in pictures of famous millionaires for the Warm up, show them to Ss again here. Draw three word webs on the board and write *Richard Branson*, *Mark Zuckerberg* and *Bill Gates* in each one. Elicit what Ss can remember about each one and add notes to the word webs. Ss discuss any similarities between these people and what the text says about millionaires. In feedback, elicit Ss' ideas and have a brief discussion.

3A Do the first phrase with the class as an example. Point out the paragraph numbers in brackets that will help them locate the words/phrases. Ss work alone to find the words/phrases in the text, then check their answers in pairs. In feedback, elicit the words, write them on the board and drill the correct pronunciation.

Answers: 1 come from relatively poor backgrounds
2 refuse to switch off 3 having a good work-life balance
4 put in the hours 5 find a bargain 6 do your own thing

Watch out!

Check Ss understand *do your own thing*, as in some languages this phrase means *mind your own business* and has a negative meaning.

B Give Ss a few minutes to write their sentences. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, Ss compare their sentences in pairs.

GRAMMAR MUST/HAVE TO/SHOULD (OBLIGATION)

4A Focus attention on the example, then Ss match the other words to their meanings. In feedback, elicit Ss' answers and drill the modals.

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

Teaching tip

When drilling modals, focus on silent letters. i.e. *should* sounds like *good* and not like *shoulder*.

B Play the recording for Ss to listen and focus on the pronunciation of *have to*. Play a second time, pausing after each sentence for Ss to repeat.

Unit 4 Recording 1

- 1 /hæftə/ – I have to get up early.
- 2 /hæftə/ – do you have to – Do you have to work at weekends?
- 3 /hæftə/ – You have to be decisive.
- 4 /hæftə/ – don't have to – You don't have to stay.

▷ LANGUAGEBANK 4.1 p134–135

Stronger classes could read the notes and do the exercises at home. **Weaker classes** can do the exercises in class. Check the notes carefully with Ss, especially the difference between *mustn't* and *don't/doesn't have to*, giving further examples where necessary. Teach/Elicit *malaria*, *mosquito net*, *bite*, *container* and *raccoon*. Ss work alone to complete the exercises, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

A 1 should 2 has to 3 must 4 mustn't
5 shouldn't 6 has to 7 don't have to 8 must
B 1 a) 2 f) 3 h) 4 b) 5 c) 6 g) 7 d) 8 e)

5A Read the example with the class. Ss write the sentences alone, then check their answers in pairs. In feedback, nominate Ss to read out their sentences. With **weaker classes**, write the sentences on the board as they read them out.

Answers:

- 1 Postmen have to get up early in the morning.
- 2 Window cleaners mustn't be afraid of heights.
- 3 Nurses should be patient and care about other people.
- 4 Businessmen often have to travel a lot.
- 5 Politicians shouldn't do their job because they want fame.
- 6 Teachers must enjoy working with children.
- 7 Doctors have to train for several years before they can work.
- 8 Teachers don't have to work in the school during the holidays.
- 9 Police officers have to be good communicators.

Alternative approach

Arrange Ss into two teams and give each team a board pen. Each turn, read out the prompts for Ss to come to the board and write the sentence. The first student to write the sentence correctly on the board wins a point for their team. The team with the most points at the end wins.

▷ **VOCABULARYBANK** p151 Working life

Focus attention on the pictures and ask *What do you think each job involves?* Ss match the pictures to the descriptions, then discuss the meaning of the words in bold in pairs. In feedback, elicit Ss' answers and check Ss understand the words. **Stronger classes** can do the exercise at home.

Answers:

- A** 1 B (Personal assistant) 2 C (Accountant)
3 A (Window cleaner)

B work nine-to-five: work regular hours; answering phone enquiries: answering people's questions on the phone; organising: arranging; work long hours: work a lot of hours every day; I'm responsible for: I manage; dealing with problems: solving problems; advise clients: help customers with their questions; write updates and reports: write new information; an outdoor job: a job that involves working outside; a physical job: a job that requires manual work; work for myself: not work for a company; work flexible hours: choose the times that you work; an office job: a job that you do at a desk in an office

B Ss write their descriptions alone. Monitor and help with vocabulary, writing any new words/phrases on the board. When they are ready, Ss read their descriptions for their partner to guess the job. In feedback, nominate a few Ss to read their descriptions for the class to guess.

SPEAKING

6A Give Ss 2 mins to read the quiz and check any new vocabulary. In pairs, Ss discuss the questions. Monitor and note down any common errors for later feedback. When they have finished, Ss turn to p160 to check their scores.

B Ss discuss the questions in pairs. In feedback, elicit any interesting answers and correct any common errors with the class.

VOCABULARY PLUS CONFUSING WORDS

7 Read the vocabulary notes with the class, then Ss complete the sentences. Check Ss understand that *work* is uncountable and *job* is countable. In feedback, elicit Ss' answers.

Answers: 1 job 2 work

Watch out!

Work can be plural when referring to *works of art*, for example. Don't mention this unless Ss ask about it.

8A Do the first one together as an example and ask *Which verb involves one person?* (remember); *Which verb involves two people?* (remind). Ss do the rest of the exercise alone, then check their answers in pairs. In feedback, elicit Ss' answers and check they understand the verbs.

B Ss turn to p160 and read the notes. Monitor and help with any questions Ss have.

Answers: 1 remembered 2 remind 3 left 4 hear
5 listening 6 fun

▷ **VOCABULARYBANK** p151 Confusing words

Ss complete the sentences, then check their answers using a dictionary, if available. In feedback, elicit Ss' answers and drill the words. **Stronger classes** can do the exercise at home.

Answers:

- 1 a) actually b) currently 2 a) course b) career
3 a) lend b) borrow 4 a) discussion b) argument
5 a) miss b) lose

speakOut TIP

Read the tip with the class. Ss choose four pairs of words from Ex 8 and write sentences in their notebooks. Monitor and help with vocabulary. In feedback, nominate a few Ss to share their sentences with the class.

Optional extra activity

Ss choose three of the words from Ex 8 or from the Vocabulary bank and write definitions for each. They then read out their definitions for their partner to guess the word.

9A Elicit the first answer with the class as an example. Ss complete the rest of the questions on their own. In feedback, elicit Ss' answers.

Answers: 1 jobs 2 forget 3 listen 4 remind 5 earn 6 fun

B Ss ask and answer the questions in pairs. Encourage them to ask follow-up questions to find out more information. In feedback, nominate Ss from each pair to share one interesting fact they found out about their partner.

Homework ideas

- Ss write descriptions of jobs, as in Ex 5B.
- **Language bank:** 4.1 Ex A–B, p135
- **Vocabulary bank:** p151
- **Workbook:** Ex 1–5, p23–24

DREAM JOB

Introduction

Ss learn and practise *used to* and *would* to describe past habits in the context of childhood dreams. They also learn extreme adjectives to describe things more effectively.

SUPPLEMENTARY MATERIALS

Resource bank: p145

Ex 11: bring some real job advertisements from a local newspaper or the internet.

Warm up

Write on the board *famous musician, sports star, chocolate tester, video game tester, model* and *film critic*. Ss discuss what personal qualities people need to succeed in each job. In feedback, nominate Ss to share their ideas with the class and ask if Ss would like to do any of these jobs.

LISTENING

1 Focus attention on the pictures and elicit what Ss can see in each one. Ss discuss the questions in pairs. In feedback, elicit Ss' answers.

Answers: **A** professional shopper **B** ice cream taster **C** lifeguard

2A Teach/Elicit *boiling, outfits, impossible to please* and *furious*. Ss listen and match the people to the jobs. Tell Ss not to worry if they don't understand the whole recording, as they'll listen again in Ex 2C. In feedback, elicit Ss' answers.

Answers: Speaker 1 C Speaker 2 B Speaker 3 A

Unit 4 Recording 2

Luca: Well, I've always loved sport and swimming. As a kid I used to spend all my free time in the summer on the beach with my friends. We would swim or surf, or just play about in the water. And there was always a lifeguard there on the beach, and I used to think, 'what a brilliant job'. So, when I left school I trained to be a lifeguard. I really enjoyed the job for a few years. In the summer, I would work on the beach, and then in the winter I would go skiing. It was my dream job. I loved it. But after a while, I started to get bored. I was just on this boiling beach all day, watching all the beautiful people, but I couldn't really enjoy myself, you know. I just had to stand there and watch. So I knew it was time to find something else to do.

Nicola: I used to be an ice cream taster and for a while it was definitely my dream job. I mean can you imagine anything better than sitting at work eating delicious ice cream all day? I was in heaven. I was working for a big company, with a team of food scientists, and our job was to come up with new ideas for ice cream flavours. So, I suppose that was the problem, because a lot of the time, we had to try new flavours, like curry and lime ice cream, or cheese and sausage, and we would have to taste it, and usually it was terrible, really disgusting. Now most people would just say, 'Yuck, I'm not eating that again.' But unfortunately, when it's your job, you have to keep tasting it to see if they have made it any better. Sometimes we would taste 30 different ice cream flavours before lunch. So, it wasn't all good.

Amy: I was a professional shopper for a while. It was good fun at first. The lady I worked for was a television presenter, and she needed outfits to wear on television, but she didn't have time to go shopping. So I would go out and buy clothes for her, and then she would try them on at home, and I would take back anything that was no good. It was a fascinating insight into how some people live. But as time went on I realised she was impossible to please. One time I had to buy her an outfit for a special event she was going to, and I bought her a few different things to try on, but she didn't like any of them, and she was really furious that I hadn't found her something different. It wasn't really my fault, but I lost my job soon after that.

B Ss discuss the question in pairs. In feedback, elicit what they can remember.

Answers:

Speaker 1 (Luca) The beach was very hot and the job was boring.

Speaker 2 (Nicola) Some of the ice cream flavours were horrible, but you had to taste them anyway.

Speaker 3 (Amy) The boss was difficult to please and got angry when she couldn't find the right outfit.

C Give Ss 2–3 mins to read the questions and write the answers they can remember. Ss listen again and check their answers, then compare them in pairs. Play the recording again if necessary.

D Direct Ss to the audio script on p167. Ss check their answers, then compare in pairs, before checking answers with the whole class.

Answers: 1A 2N 3L 4N 5L 6L 7A 8L

VOCABULARY EXTREME ADJECTIVES

3 Ss turn to p167 and find the extreme adjectives in bold in the audio script. Ss work alone to match them to the gradable adjectives in Ex 3 on p47, then check their answers in pairs. In feedback, elicit Ss' answers and drill the adjectives.

Answers: 1 brilliant 2 terrible 5 delicious 6 boiling
9 furious 10 fascinating 11 beautiful 12 impossible

Alternative approach

With weaker classes, you may want to introduce the idea of grading adjectives by drawing the following scale on the board:
brilliant ++++ (*very brilliant*) → *extremely good* +++ →
very good ++ → *good* + → *fairly good* + → *fairly bad* - →
bad - → *very bad* -- → *extremely bad* --- →
terrible ---- (*very terrible*)

Watch out!

With gradable adjectives we can use *very, a bit, quite*, etc. to grade the meaning. We can't do this with extreme adjectives, but we can emphasise their meaning with *absolutely*. We can use *really* with both gradable and extreme adjectives.

4A Elicit the first answer as an example. Ss then complete the conversations on their own and check in pairs. In feedback, elicit Ss' answers.

Answers: 1 delicious 2 boiling 3 furious 4 beautiful
5 fascinating 6 impossible

Optional extra activity

Do an adjective bingo activity. Ss draw a simple 3 x 3 table in their notebooks and write an extreme adjective in each square. Each turn, call out a gradable adjective and Ss cross out the corresponding extreme adjective if they have it in their table. When a student completes their table, they shout 'Bingo!'

B Do the first word with the class as an example. Ss listen and mark the stressed syllables. In feedback, elicit Ss' answers and drill each adjective.

Answers: 1 delicious 2 boiling 3 furious 4 beautiful
5 fascinating 6 impossible

C Play the recording again for Ss to shadow the intonation of each response.

GRAMMAR USED TO, WOULD

5A Introduce the topic by telling Ss what job(s) you dreamt about doing when you were a child. Teach/Elicit *cardboard box*, *blast off* and *butterfly*. Give Ss 3–4 mins to read the texts and answer the questions in pairs. In feedback, elicit Ss' answers.

Answers: Chang imagined having his own rocket; he is now a rocket scientist. Lowri wanted to look after animals; she is now a veterinary surgeon.

B Read/Check the rules with the class. Ss work alone to match the examples to the rules, then check their answers in pairs. In feedback, elicit Ss' answers and give further explanations/examples if necessary.

Answers: 1 d) 2 a) and c) 3 b)

▷ **LANGUAGEBANK 4.2** p134–135

Stronger classes could read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially the use of stative and active verbs with *used to*, but only active verbs with *would*. In each exercise, do the first sentence as an example. Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- A** 1 play 2 take 3 never used to play 4 wouldn't enjoy
5 would have 6 used to study/didn't use to study
- B** 1 used to think 2 didn't use to have
3 Did (people really) use to enjoy 4 used to put/would put
5 didn't use to use/wouldn't use 6 used to fight/would fight
7 used to make/would make 8 did (people) use to eat

6A Elicit the first two answers with the class as examples. Make sure Ss use *would* if both answers are possible. Ss complete the texts alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 used to love 2 would practise 3 would use
4 would thank 5 used to live 6 would go 7 took 8 watched
9 would ask

B Ss listen to the sentences, paying attention to the pronunciation of /ju:stə/. Drill /ju:stə/ on its own, making sure Ss pronounce it smoothly. Play the recording again and pause after each sentence for Ss to repeat.

C Ss discuss the sentences in pairs. Monitor and check pronunciation of *used to*. In feedback, nominate Ss to share one interesting fact about their partner with the class.

SPEAKING

? Read the questions and the example with the class. Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

Teaching tip

With *weaker Ss* and *quiet Ss*, give them time to prepare their answers alone before sharing them with their partner. This will ensure they have more to say during the discussions.

WRITING A COVERING LETTER; LEARN TO ORGANISE YOUR IDEAS

B Write *Best job in the world* on the board and ask Ss to cover the text and focus on the photo. Ask *What do you think this job is? What do you think it involves?* Give Ss 2–3 mins to read the text and discuss the questions in pairs. In feedback, elicit Ss' ideas.

Suggested answer:

1 Someone who enjoys travelling, is independent, is a good communicator and has experience of writing a blog.

9A Ss read the covering letter, then answer the questions in pairs. In feedback, elicit Ss' ideas.

Suggested answer: This person would be good for the job because she is a good communicator, she has IT skills and is an experienced traveller.

Culture notes

When applying for a job in the UK, it's normal to send a concise CV (*Curriculum Vitae*), listing your qualifications and experience and also to attach a covering letter to draw the employer's attention to relevant parts of your CV. Another type of application is a *résumé*, which is like a CV but targeted towards the requirements of a specific job.

B Ss read the letter again and find examples of formal or informal expressions. In feedback, elicit the examples, check comprehension and write them on the board.

Answers: The wording is formal.

Examples of formal expressions: I'm writing to you regarding ...; I would like to submit an application for the position.; Please find my CV attached.; I believe that I meet all the requirements you outline in your advertisement.; If you require any further information, or would like to arrange an interview, ...; I look forward to hearing from you at your earliest convenience.; Yours sincerely,

C Do the first phrase together as an example. Ss work alone to find the expressions, then check their answers in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers:

- 1 regarding
- 2 I would like to submit an application for the position.
- 3 I believe that I meet all the requirements you outline in your advertisement.
- 4 hands-on experience
- 5 Proven ability in
- 6 at your earliest convenience

D Give Ss 3–4 mins to find and underline any other useful phrases, then compare their answers in pairs. In feedback, elicit/check the expressions they chose and write them on the board for reference for Ex 11.

10 Give Ss 2–3 mins to read the notes. They then match them to the parts of the letter. In feedback, elicit Ss' answers.

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

11 Ss turn to p161 and read the job advertisements. If you have brought in authentic job advertisements, Ss can also read these. Check/Teach any new vocabulary. Ss write their letters, using the sample and the vocabulary on the board to help. Monitor and help with any other vocabulary Ss need. When they have finished, put Ss into pairs and ask them if they would give their partner the job.

Homework ideas

- **Ex 7:** write about your childhood dreams.
- **Ex 11:** write a letter for one of the other jobs on p161.
- **Language bank:** 4.2 Ex A–B, p135
- **Workbook:** Ex 1–8, p25–26

THAT'S A GOOD IDEA

Introduction

Ss learn and practise ways of reaching agreement in meetings. They also learn how to manage a discussion.

SUPPLEMENTARY MATERIALS

Resource bank: p146

Warm up: bring/download pictures of the inventions described below.

Ex 4A: write the words on pieces of paper and put each sentence in an envelope.

Warm up

Bring/Download pictures of some or all of the following: *pet massager, fish training kit, the loo read, thumbthing, laser-guided scissors, doggles* and *motorised ice cream cone*. All of these pictures are available on an internet image search. If you can't bring pictures, write the names on the board. In pairs, Ss discuss how useful each one is. In feedback, nominate Ss to share their opinions with the class and ask them to pick their favourite.

Culture notes

pet massager – a device for massaging pets

fish training kit – a kit including a 'field' and goalposts to train your fish to play sports

the loo read – a portable table for reading newspapers in the bathroom

thumbthing – a device you clip on your thumb which helps you to keep a book open with one hand

laser-guided scissors – a pair of scissors with a laser to guide you to cut a perfect edge

doggles – wrap-around sunglasses for dogs

motorised ice cream cone – a plastic ice cream cone which spins round

VOCABULARY BUSINESS

1A After looking at some silly business ideas in the Warm up, Ss now discuss more serious business ideas. Introduce the topic by telling the class your own answers to the questions. Ss discuss the questions in pairs. When they have finished, nominate Ss to share their ideas with the class.

B Elicit the first word as an example. Ss complete the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions.

Answers: 1 runs 2 charge 3 work 4 interview 5 compete
6 salary 7 fired 8 idea

C Ss discuss the questions in pairs. Monitor and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate Ss to share their answers with the class.

FUNCTION REACHING AGREEMENT

2 Go through the question prompts with the class. Ss listen and make notes, then compare in pairs. Play the recording again if necessary. In feedback, elicit Ss' answers.

Answers:

Type of food: Portuguese café

Name: Café Lisboa

Location: Near the station

Unit 4 Recording 5

W1 = 1st woman M1 = 1st man W2 = 2nd woman M2 = 2nd man

W1: OK, so we're looking at plans for the new café. First of all, we need to decide on the location. Then we'll look at what kind of food we're going to offer, and possible names for the café.

M1: Yes, that sounds good.

W2: OK.

W1: Right. Let's focus on the ideas we had for the location. We looked at some options last time, but we need to make a decision.

M1: I liked the one near the station. It would be really busy during the week when everyone comes in for work. But what does everyone else think?

M2: Yes, I think the station idea is good.

W2: I think we need to decide on the kind of atmosphere we're looking for. The location near the shopping centre would be a really nice place to visit at the weekend.

W1: Hmm.

M1: I'm not sure that I agree, actually. The way I see things, we need to choose the location which will give us the most custom. And I think that will be the café near the station.

M2: And it's cheaper.

W2: That's a good point. I suppose so.

W1: So, shall we say we'll look at the location near the station?

All: Yes. Good idea. Yes, OK.

W1: Good. So, moving on to the next point, what kind of food are we going to serve? What do you think?

M1: Hmm ... how about an Italian café?

W2: Mmm ... I'm not sure ... We talked about Italian, but there are lots of other Italian cafes around. I really feel that it would be hard to make ours different.

W1: OK – good point. I think we should think about something different then. Any ideas?

M2: Well, I was thinking about a Portuguese café, you know, with delicious cakes and pastries. There are quite a lot of Portuguese people in this area, and tourists, too. I think that style of café would be really popular.

W2: Yeah, a Portuguese café. I think that's a great idea. What do you think?

All: That's OK. Yeah. Nice.

M1: That's a nice idea. We could do Portuguese-style lunches too, for office workers.

W1: Yes, maybe. So, are we all agreed? A Portuguese café?

All: Yes. I think so. Sounds good.

W1: OK. Let's recap. A Portuguese café selling cakes and lunches, located near the station. Right. So, what would we call it? Café Express?

M1: I'm not sure about that. I think we need to come back to the type of café we're establishing. So Café Portugal? Or something like that ...

W2: Why don't we call it Café do Sol? Or Café Lisboa? Café ... umm ... Café Fado ...

W1: I like Café Lisboa. I think it sounds really good and Lisbon's a beautiful city.

M1: Café Lisboa. I like it.

M2: Yes, that sounds good.

W1: OK, we're running out of time. Let's sum up what we've decided. It's going to be a Portuguese café. We think the station location might be good. And we like the name Café Lisboa. Is that right?

All: Yes, I think so. That's right.

W1: OK, so we'll need to decide on ...

3A Give Ss 2 mins to read the phrases and try to remember which ones were used. Ss listen again and tick the ones they hear.

B Direct Ss to the audio script on p167. Ss check their answers before checking with the whole class.

Answers: I (really) feel that ...; The way I see things, ...; I'm not sure that I agree, actually.; I'm not sure (that's a good idea).; I'm not sure about that.; I think that's a great idea.; That's a good point.; That sounds good.; What about ...?; Let's focus on ...; I think we should think about ...; Why don't we (call it) ...?

▶ LANGUAGEBANK 4.3 p134-135

Stronger classes could read the notes and do the exercise at home. With **weaker classes**, drill the phrases from the tables and elicit possible ways to continue the sentences and questions. Read the example. Ss then work alone to complete the sentences and check their answers in pairs. In feedback, elicit Ss' answers and drill the sentences.

Answers:

- 1 I think we should begin.
- 2 Why don't we look at the emails first?
- 3 I don't see what you mean.
- 4 It's fine/OK by me.
- 5 The way I see things, ...
- 6 That's a good point.

4A Elicit the first sentence as an example. Ss work alone to put the words in the correct order, then check their answers in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers:

- 1 I think we should decide on a name.
- 2 That's a good point.
- 3 I see what you mean.
- 4 I suggest we focus on the location.
- 5 That's fine by me.
- 6 I'm not sure that I agree.
- 7 Why don't we think about it?
- 8 What about a name for the business?

Alternative approach

If you have prepared the words on pieces of paper and put them in envelopes, Ss can do this as a team race. Arrange Ss into small groups and give each group an envelope. When you say 'Start', Ss empty the envelopes and put the words in the correct order. The first team to finish gets a point. Redistribute the envelopes and repeat this process until all groups have done all of the sentences.

B Play the first sentence and elicit the stressed words. Underline the stressed words on the board. Ss listen to the rest and underline the stressed words, then check their answers in pairs. Elicit Ss' answers and underline the stressed words on the board.

Answers: See underlined words in answers to Ex 4A.

C Play the recording again, pausing after each phrase for Ss to repeat.

LEARN TO MANAGE A DISCUSSION

5A Elicit the first answer as an example. Ss complete the phrases and check in pairs.

B Ss listen and check their answers, then compare their answers in pairs. If necessary, play the recording again. In feedback, elicit Ss' answers and drill the phrases.

Answers:

- 1 First of all
- 2 Let's focus
- 3 moving on to the next point
- 4 Let's recap
- 5 I think we need to come back
- 6 Let's sum up

C Give Ss 30 secs to read and remember the phrases in Ex 5A, then ask them to cover it. Ss answer the questions in pairs. When they have finished, let them look back at Ex 5A and check their answers, before checking answers with the whole class.

Answers:

- 1 Let's sum up
- 2 moving on to the next point
- 3 Let's recap
- 4 First of all
- 5 Let's focus
- 6 I think we need to come back

SPEAKING

6A Give Ss 5 mins to read the task and note down their ideas. Monitor and help with vocabulary, writing any new words/phrases on the board.

B Arrange Ss into groups of three. If this doesn't work with your class size, have some groups of four and repeat role C. Give Ss 1 min to read their role and check they understand what to do.

C Review the language for reaching agreement and managing a discussion from the unit and read how to start the discussion with the class. Ss discuss and agree on their plans in their groups. Monitor closely and note down any common errors for later feedback.

D When the groups are ready, ask student Bs to share their group's ideas with the class. Elicit other Ss' favourite plans and correct any common errors with the class in feedback.

Alternative approach

Do Ex 7D as a role-play. Each group presents their business plan to the rest of the class (the bank managers) with a view to getting a start-up loan for their business. Encourage the bank managers to ask more questions and to say at the end whether or not they will give the loan.

Homework ideas

- **Ex 6A:** write your ideas as a business plan.
- **Language bank:** 4.3 Ex A, p135
- **Workbook:** Ex 1-3, p27

GAVIN AND STACEY

Introduction

Ss watch an extract from the BBC sitcom *Gavin and Stacey*, in which Gavin starts a new job. Ss learn and practise how to describe a typical day in their life and write a web entry about their daily routine.

SUPPLEMENTARY MATERIALS

Ex 3B: write the sentences on separate cards, one set for each pair of Ss.

Ex 5D: write the topics on separate cards, one set for each group of Ss.

Warm up

Divide the class in half. Half the class write a list of *Dos* and the other half write a list of *Don'ts* for the first day in a new job. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, arrange Ss into pairs to share their advice. In feedback, nominate Ss to share their ideas with the class.

DVD PREVIEW

1 Ss discuss the questions in pairs. In feedback, elicit Ss' answers and ask if they know any British comedies.

2 Ss cover the text and look at the photos. Elicit what they can see and what they think happens in the programme. Give Ss 1 min to read the programme information and check.

Suggested answers: Gavin needs to learn his colleagues' names, how to use the telephone/computer system, where the toilets are, who his boss is, etc. He will probably meet his colleagues and his boss.

Culture notes

The BBC sitcom *Gavin and Stacey* was first screened in 2007. It follows the story of a man and woman who met over the phone at work, fell in love and eventually got married. It was written by James Corden and Ruth Jones, who also co-star as Gavin and Stacey's friends Smithy and Nessa. It stars a number of well-known British comedians: Mathew Horne (Gavin), Joanna Page (Stacey) and Rob Brydon (Bryn). It is set in Barry, Wales and Essex and includes many of the stereotypes of people from those areas. It has won several British comedy awards.

DVD VIEW

3A Ask Ss to tell you the possible problems that Gavin might have on his first day at work, and write them on the board. Ss watch the clip and answer the question. Check answers with the class, and refer back to the list on the board to see which came up.

Answers: Gavin's main problem is that while he is with his new boss, all his family keep contacting him to wish him good luck.

Optional extra activity

If you have time, play the DVD without sound the first time, and see if Ss can answer the question in Ex 3A. Ss then watch again with the sound on to check their answers.

DVD 4 Gavin and Stacey

MD = Mr Davies G = Gavin GM = Gavin's mum GD = Gavin's dad
Sm = Smithy OH = Owain Hughes Br = Bryn

MD: Gavin. Huw Davies. Welcome to Cardiff.

G: Mr. Davies. Good to see you again.

MD: Oh, please, call me Huw. Now, is this your first office of your own?

G: Yeah, it is.

MD: Excellent news! I tell you what, call maintenance and get them to stick this on your door. It's a big moment.

G: Aw, cheers. Thanks!

MD: Now, I'll take you round in a bit, show you what's what and who's who. Did you get your welcome pack?

G: Er ... yeah. I think so.

MD: Excellent news. Get that. Could be important. Phone system: real easy. Boom, boom. And then Line 1. Go.

G: Er ... Gavin Shipman.

GM: Hello, my little prince.

G: Hiya. Look, um ...

GM: How's it going, darling? Are people being nice to you?

G: It's my mother. I'm just with my new boss.

GM: What's he like?

G: Look, I'll call you at lunch or after work when it's not on the company's time.

GM: All right. Well call me on the ...

G: Sorry about that.

MD: Hey listen ... everyone has to take a personal call once in a while. And when it's family, it's family. Right - you're on your own with this one. Go for it!

G: Hello, Gavin Shipman.

GD: Are you all right, mate?

G: It's my dad. Er, Dad, I'm actually with my boss.

GD: Oop. Apologies. Say no more. Call me later.

G: Cheers. See ya. I'm so sorry about that. It's just, you know with the move down here and that.

MD: Listen, I completely understand.

G: Gavin Shipman.

Sm: Gavilah!

G: Right. Ready when you are.

MD: Excellent news. OK. Let's show you around.

OH: Huw!

MD: Ah! Now here's somebody you've not met yet. Owain Hughes. Owain heads up the website.

G: Hi. Nice to meet you. Gavin Shipman.

OH: Owain Hughes.

Br: Gavin! Gavin! They won't let me in! I wanted to surprise you! Got you a packed lunch.

G: Bryn, I don't need a ... I'm sorry. This is my uncle ... in-law.

Br: I'll see you, Gav.

OH: Bye, Bryn.

MD: See you.

Office worker: Mr Shipman? Parcel for you, just arrived.

G: Oh, thanks.

MD: Open it, then!

B Teach/Check *welcome pack* and *parcel*. Ss match the extracts and responses from memory. When they are ready, Ss watch again and check their answers, then compare in pairs. In feedback, elicit Ss' answers.

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

Teaching tip

Some learners learn best through physical activity. When doing ordering activities, it can be useful to write the sentences out on cards for Ss to arrange in order while they watch the DVD. This will also change the pace of the activities and add variety here.

4A Ss discuss the questions in pairs from memory. In feedback, elicit Ss' answers, but don't give any answers yet, as they'll watch the DVD again in Ex 4B.

B Play the DVD again for Ss to check their answers, then compare in pairs. If necessary, play the DVD again. In feedback, elicit Ss' answers.

Answers:

- 1 a name plate for his door
- 2 at lunch or after work
- 3 three
- 4 a packed lunch/a lunch box
- 5 The message on the balloon is 'Good luck'. Students' own answers (the actual answer is that the balloon is from his wife).

C Discuss the question as a class, eliciting Ss' ideas

speaktalk a day in the life ...

5A Teach/Check *prescription*, *bump into sb* and *cook supper*. Ss listen and decide if the speaker likes her job. In feedback, ask *What's her job? Does she like it?* and elicit Ss' answers.

Answers: She's a pharmacist and she loves her job.

Unit 4 Recording 8

I'm a pharmacist, so I work six days a week. The pharmacy opens at 9a.m., but I need to be at work before then so I can get everything ready. I usually wake up at about 6.30, so I can get the kids up and ready for school, and then go for a run before work. I have to leave home by 8.30 at the latest. The morning is the busiest time in the pharmacy, so the first thing I do when I get to work is start preparing prescriptions so they're ready for customers to collect. It's a community pharmacy, so I know a lot of the patients quite well. As well as giving out medicines, we try to give advice on healthy living. I think people really appreciate being able to talk to someone in the pharmacy and get advice or treatments without having to see a doctor. I usually have lunch at about 1p.m. Sometimes I bring my own lunch, and on other days I like to leave the shop and wander around. I might buy something to eat or even try out a new café. The area near where I work is really nice, and I often bump into people I know. In the afternoon I try to catch up on all the admin tasks that need doing. I check my emails and upload information to our website. I often take phone calls from receptionists, nurses and even doctors from the local surgery, checking information about medication. I leave the shop at about 5.30p.m., but I usually make some deliveries on my way home. Some of our older patients can't travel to the pharmacy themselves, so they rely on this service. I try to be home by about 7 o'clock so that I have time to read to the children and put them to bed. I'm usually too exhausted to do very much in the evening, so I generally just cook supper and watch some television. And then I like to plan my next day in my head before going to bed. It's a long day, but I love my job.

B Elicit the first answer with the class as an example. Ss complete the sentences alone, then check their answers in pairs. Don't elicit the answers yet.

C Ss listen to the recording again and check their answers in pairs. In feedback, elicit Ss' answers and drill the sentences.

Answers:

I usually wake up *at* (about) 6.30.
 I have to leave home by 7.30 *at the latest*.
 The first *thing* I do when I get to work/school is ...
 In the afternoon I *try* to catch up on ...
 I usually [make some deliveries/do some shopping/...] on my way home.
 I try to be *home* by (about) 7 o'clock.
 I *generally* just cook supper and watch some television.

Optional extra activity

Arrange Ss into small groups. Before Ss prepare to talk about a normal day in their lives, copy each of the topics in Ex 5D onto separate cards. Distribute one set of cards to each group, face down in the middle. Ss take it in turns to pick up a card and tell the rest of the group about this aspect of their daily lives. Encourage the other group members to ask follow-up questions. Monitor and note any common errors for later correction with the class. Rearrange Ss into different groups for Ex 5D.

D Go through the topics with the class then give Ss 5 mins to plan their ideas and write notes. Monitor and help with vocabulary where needed, writing any new words/phrases on the board.

writeback your daily routine

6A In pairs, Ss read the text and answer the questions. In feedback, elicit Ss' answers and check any new vocabulary.

B Ss write about their own daily routine, using the sentence starters in the text in Ex 6A or the pictures on p47 to help them. Monitor and help with vocabulary where needed. When they have finished, Ss show their texts to a partner, who reads and suggests changes.

Teaching tip

Before they start writing, get Ss into the habit of planning the layout first to ensure they have organised their ideas well.

Homework ideas

- Write a list of advice for the first day of a new job.
- **Ex 6B:** write a final draft of the text about your daily routine.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 4. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

PERSONAL QUALITIES

1 Read the example with the class and demonstrate with a stronger student. In pairs, Ss take turns to test each other. In feedback, elicit some of their definitions.

Teaching tip

With *weaker classes*, give them 5 mins to choose five of the words and write their definitions first. Monitor closely and help with vocabulary where needed. Ss then use their written definitions to test each other.

Optional extra activity

If you think Ss need further practice of the vocabulary, ask them to work alone to think of a job, then write down three of the qualities from the box in Ex 1 which they think you might need for this job. Arrange Ss into pairs. Ss take it in turns to say their jobs, then their partner has five guesses to guess the three expressions they chose. In feedback, elicit Ss' answers.

MUST/HAVE TO/SHOULD (OBLIGATION)

2A Do the first sentence together as an example. Ss work alone to choose the correct alternatives, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 have to 2 must 3 don't have to 4 should
5 mustn't 6 shouldn't

B Give Ss 3–4 mins to complete the sentences. Monitor and help with vocabulary, writing new words/phrases on the board.

Alternative approach

Ss complete the sentences as in Ex 2B, but make three of them true and three of them false. Ss take it in turns to read out their sentences to their partner, who guesses which are true and which are false.

C Ss compare their ideas in pairs. In feedback, nominate Ss to share their partner's ideas with the class.

EXTREME ADJECTIVES

3A Do the first sentence together as an example. Ss work alone to replace the words, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 exhausted 2 boiling 3 furious 4 impossible
5 brilliant, awful 6 tiny 7 fascinating 8 delicious

B In pairs, Ss take turns to test each other.

USED TO, WOULD

4A Do the first sentence together as an example. Make sure Ss use *would* if both are possible. Ss do the exercise on their own, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 My family *used to live* in Paris, but we moved when I was a teenager.
- 2 I *would spend* a lot of time with my grandparents when I was younger.
- 3 For my first job, I *would wash* dishes in a restaurant.
- 4 I didn't *use to think* money was important. Now, I have lots of bills to pay.
- 5 We *used to have* a lot more free time before we had children.
- 6 My best friend at school *used to live* just across the road from me.

B Give Ss 3–4 mins to look back at the sentences and change four of them so they are true for them. Monitor and make sure they are using *used to* and *would* correctly.

C In pairs, Ss compare sentences and find three things in common. In feedback, nominate Ss to share their ideas with the class and explain anything they have in common with their partner.

REACHING AGREEMENT

5A Do the first conversation with the class as an example. Ss complete the conversations alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers:

- 1 **A:** The way I see things, all cars should be banned from city centres.
B: *Exactly.*
- 2 **A:** I really *feel* that we need to look at immigration.
B: That's a good *point*.
- 3 **A:** The way I see it, the company is making too much money.
B: I don't see what you *mean*.
- 4 **A:** I *think* we should ask for more money.
B: I'm not *sure* I agree, actually.
- 5 **A:** I *suggest* we try to meet again next week.
B: *That's fine* by me.

B Ss practise the conversations in pairs. Monitor and check their intonation, drilling remedially where necessary.

6 Give Ss 2–3 mins to read the questions and think about their answers. Ss discuss the questions in small groups and try to reach agreement. In feedback, nominate Ss from each group to share their opinions with the class and have a brief discussion.

Homework ideas

Workbook: Review 2, p28–31

BBC interviews and worksheet

Is your job a 'dream job'?

This video extends discussion of the unit topic to dream jobs. Ss can view people discussing their dream jobs.

OVERVIEW

5.1 LOW TECH SOLUTIONS

- READING** | read about some low technology solutions
GRAMMAR | comparatives and superlatives
VOCABULARY | technology
PRONUNCIATION | syllable stress
SPEAKING | talk about inventions over the last 100 years
WRITING | an advantages/disadvantages essay; learn to use discourse markers

5.2 ASK THE EXPERTS

- SPEAKING** | answering childrens' questions
VOCABULARY | information
LISTENING | listen to people answering difficult questions
GRAMMAR | question tags
PRONUNCIATION | intonation: question tags
SPEAKING | present/answer questions on your area of expertise
VOCABULARY PLUS | word building: adjectives

5.3 IT'S OUT OF ORDER

- VOCABULARY** | problems and solutions
FUNCTION | polite requests
LEARN TO | respond to requests
PRONUNCIATION | intonation: polite requests
SPEAKING | explain/solve problems

5.4 MAN VERSUS MACHINE **BBC** **DVD**

- DVD** | watch a BBC programme about a race between a car and two people
speakout | present a new machine
writeback | an advertisement

5.5 LOOKBACK

Communicative revision activities

BBC **DVD** INTERVIEWS

Are you good at solving problems?

This video extends discussion of the unit topic to modern technology. Ss can view people talking about technology and how it has changed their lives. Use this video at the start or end of Unit 5 or set it as homework.

LOW TECH SOLUTIONS

Introduction

Ss learn and practise comparatives and superlatives in the context of technology. They also learn and practise how to write an advantages/disadvantages essay and use discourse markers.

SUPPLEMENTARY MATERIALS

Resource bank: p149

Warm up: bring/download photos of the gadgets below.

Ex 9A: write the phrases on cards for Ss to stick on the board/wall.

Warm up

Bring/Download photos of the following old technology: VHS recorder, cassette player, LaserDisc, Tamagotchi, Game Boy and typewriter. Write on the board *Which of these have you used in the past? Do you still use any of them? Which other gadgets did you use to use?* Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class.

READING

1 Introduce the topic by showing Ss your phone or another gadget and talk about what you like and dislike about it. Ss discuss the questions in pairs. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, nominate pairs to share their ideas with the class.

2A Focus attention on the pictures, and give Ss 1 min to think about what could go in the gaps. Elicit their ideas, but don't give any answers yet.

B Elicit/Check *action-packed, horse-drawn, rural, pump and roundabout*. Ss read the text to check their answers to Ex 2A, then check in pairs. Check answers with the whole class.

Answers: 1 technology 2 expensive 3 water
4 books/reading/literature

3A Ss answer the questions in pairs, referring back to the text if they need to. Check answers with the class.

Answers:

- The Rural Academy uses a horse and carriage and performs in rural areas.
- Because they don't have access to this sort of entertainment, which is usually in the cities and too expensive.
- As the children use the roundabout, water is pumped from underground into a storage tank.
- The girls used to miss school to collect water. Now they can study instead.
- Ebooks are cheaper and lighter to carry.
- They put them at bus stops and in parks.

B Ss discuss the questions in the same pairs. In feedback, elicit Ss' ideas and have a class discussion.

GRAMMAR COMPARATIVES AND SUPERLATIVES

4A Focus attention on the introduction to the text, and elicit the first examples of a comparative and superlative (*the newest* and *faster*). Ss work alone to find and underline more examples, then check their answers in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers: the newest, the best, faster, better, more efficient, more economical, simpler, less expensive, slower, better, slightly cheaper, a lot lighter, far better, better

B Give Ss 2–3 mins to look at their examples and complete the rules. In feedback, elicit Ss' answers.

Answers:

- Adjectives with one syllable
comparatives: add *-er*
superlatives: add *the* ____-est
- Adjectives with two or more syllables
comparatives: add *more* + adjective
superlatives: add *the most* + adjective

C Read the sentences with the class. Ss then complete the rules in pairs. In feedback, elicit Ss' answers.

Answers: 1 big 2 small

▷ **LANGUAGEBANK 5.1** p136–137

Stronger classes could read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially the alternative ways of forming comparatives and superlatives. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help.

Answers:

- A** 1 quicker 2 farther/further 3 less confident
4 the naughtiest 5 easier 6 bigger 7 highest
8 more difficult 9 more dangerous 10 the best
- B** 1 My brother is a bit taller than I am.
2 The journey to the coast took far longer than we had expected.
3 It's by far the most expensive restaurant I've ever been to.
4 Your shoes are (very) similar to my shoes.
5 People here are a lot healthier now that they have clean water.

5 Do the first statement with the class as an example. Ss work alone to complete the rest of the statements, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers:

- a lot easier
- much safer, far healthier
- a lot quicker, the best
- the cheapest, (the) most flexible
- the most important
- much busier

VOCABULARY TECHNOLOGY

6A Read the example with the class and elicit one more answer. In pairs, Ss categorise the words/phrases. In feedback, elicit Ss' answers, giving explanations/examples where necessary.

Answers:

energy: electricity, nuclear power, solar power
machines: motorbikes, washing machine, vacuum cleaner, commercial aeroplanes
medicine/science: antibiotics, vaccinations, genetic engineering, space travel
IT (information technology): computer networks, communications satellites

B Give Ss a few minutes to add more words to each word web in pairs. In feedback, elicit answers and write them on the board.

Suggested answers:

energy: wind farms, geothermal energy
machines: dishwasher, helicopter
medicine/science: cloning, transplants
IT (information technology): wearable technology, smartphones

C Drill the examples with the class, focusing on the stressed syllables. Ss underline the stressed syllables in pairs.

Teaching tip

When Ss are identifying the stress in words it can be useful for them to say the word out loud first.

D Ss listen and check their answers, then compare their answers in pairs. Elicit Ss' answers. Play the recording again, pausing after each word for Ss to repeat.

Answers: 1 electricity 2 nuclear power 3 antibiotics
4 vaccinations 5 computer networks 6 motorbikes
7 genetic engineering 8 washing machine 9 vacuum cleaner
10 space travel 11 commercial aeroplanes 12 solar power
13 communications satellites

▷ **VOCABULARYBANK** p152 Technology

Ss cover the words/phrases. Focus attention on the pictures and elicit what Ss can see. Ss match the words/phrases to the pictures in pairs. **Stronger classes** can do the exercise at home.

Answers: 1 F 2 C 3 E 4 I 5 B 6 J 7 G 8 H 9 D 10 A

SPEAKING

7A With **weaker classes**, elicit inventions from the last 100 years first and write them on the board. Ss choose one of these to write about. Read the example with the class, then give Ss 5 mins to write their sentences. Monitor and help with vocabulary, writing any new words/phrases on the board.

B Ask Ss to guess the invention in the example in Ex 7A. Arrange Ss into small groups to read their sentences for others to guess. When they have finished, nominate a student from each group to read their descriptions to the class for them to guess.

C Ss discuss the questions in the same groups. In feedback, elicit their ideas and see if the class have any answers in common.

WRITING AN ADVANTAGES/DISADVANTAGES ESSAY; LEARN TO USE DISCOURSE MARKERS

8A Divide the class in half. One half lists advantages and the other half lists disadvantages. Give Ss 5 mins to note down their ideas. Monitor and help with vocabulary. When they have finished, put Ss into pairs of advantage/disadvantage Ss to share their ideas and add any more they can think of to their partner's list. In feedback, elicit Ss' ideas and write them on the board.

B Give Ss 3–4 mins to read the essay and compare it with their ideas. In feedback, go through the ideas on the board from Ex 8A and tick any that are mentioned.

C Ss read the essay again and match the paragraphs with the descriptions. In feedback, elicit Ss' answers.

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

D Do the first guideline with the class as an example. Ss complete the rest of the guidelines alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further explanations where necessary.

Answers: 1 notes 2 logical order 3 beginning 4 examples
5 personal opinions

9A Read the examples in the table with the class and check comprehension. Ss put the examples from the essay in the table, then check in pairs. In feedback, elicit Ss' answers.

Answers:

introduce advantages

The most important advantage is ...

One of the main advantages ...

introduce disadvantages

The main disadvantage is ...

The problem is that ...

contrasting ideas

Although, ...

However, ...

additional reasons

As well as that, ...

And another thing, ...

In addition ...

Another disadvantage

personal opinion/conclusion

In general, ...

As far as I'm concerned, ...

In my opinion, ...

Alternative approach

Write the phrases on cards. Divide the board up into the same sections as the table, then give out the cards. Ss come to the board and stick the cards in the correct section on the board.

B Ss work alone to choose the correct alternatives, then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 The main advantage 2 in addition to this 3 However,
4 On the other hand 5 This means that 6 In my opinion
7 However,

10 Ss choose one of the topics and make lists of the advantages and disadvantages. Monitor and help with vocabulary, writing new words/phrases on the board. When they have enough ideas, give Ss 10 mins to write a draft of their essays. When they have finished, Ss swap essays with a partner, who reads and makes suggestions on language/content. Monitor and help where necessary. Ss can either write a final draft in class or for homework.

Homework ideas

- **Ex 7C:** write about the most important inventions of the last 100 years.
- **Ex 10:** write a final draft of your essay, or write an essay about one of the other topics.
- **Language bank:** 5.1 Ex A-B, p137
- **Workbook:** Ex 1-6, p32-33

ASK THE EXPERTS

Introduction

Ss learn and practise question tags in the context of asking for information. They also learn and practise how to form adjectives with suffixes.

SUPPLEMENTARY MATERIALS

Resource bank: p147, p148 and p150

Ex 2A and Ex 2B: bring dictionaries for Ss to use.

Warm up

Tell the following joke to Ss: *One night there was a loud storm as a mother was putting her young child to bed. The boy was frightened and said in a weak voice, 'Mummy, I'm scared. Can you sleep with me tonight?' His mother replied, 'Sorry dear, I can't. I have to sleep with Daddy.' After a long silence, the boy said, 'What a coward Daddy is.'* Ask Ss if they know any jokes involving children and to share them with the class.

SPEAKING

1A Ss cover the questions and look at the photos. Elicit what they can see. Ss match the questions to the photos. In feedback, elicit Ss' answers.

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

B Give Ss 2 mins to try and answer the questions in pairs. In feedback, elicit Ss' ideas, but don't give them the correct answers yet.

C Ss turn to p161 to check their answers. In feedback, elicit any surprising facts.

VOCABULARY INFORMATION

2A Read the example with the class. Ss work alone to match the pairs of verbs to the situations, then check in pairs. If you've brought dictionaries, give them out for Ss to use. In feedback, elicit Ss answers and drill the verbs.

Answers: 1 question/wonder 2 respond/reply 3 discuss/debate
4 argue/quarrel 5 research/investigate 6 inquire/look into

B Answer the questions as a class. Be prepared to give further explanations/examples if necessary.

Answers: a) verb b) noun

C Do the first sentence with the class as an example. Ss work alone to choose the correct alternatives, then check their answers in pairs. In feedback, elicit Ss' answers and drill the words, paying attention to any changes in word stress.

Answers: 1 investigation (noun) 2 reply (verb) 3 debate (noun)
4 research (noun) 5 question (verb) 6 look into (verb)
7 quarrel (noun)

Teaching tip

When the part of speech changes, the stress may also change, e.g. *investigate* and *investigation*. Make sure Ss record the different stress patterns in their notebooks.

LISTENING

3A Introduce the topic by asking if any Ss have small children and eliciting some of the questions they ask. Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their ideas with the class.

B Teach/Check *rainbow*, *jellyfish* and *doughnuts*. Give Ss 3–4 mins to read the text and answer the questions. In feedback, elicit Ss' answers.

Answers: He got the idea from questions his son asked him.

4A Put Ss into pairs to discuss the questions. In feedback, elicit Ss' ideas, but don't give any answers yet.

B Ss listen to the recording and compare it with their answers. Tell Ss not to worry if they don't understand all the language and that they'll listen again in Ex 4C. In feedback, ask if anyone had the same answers as in the recording.

Unit 5 Recording 2

W1 = 1st woman M = Man W2 = 2nd woman

W1: Why are the windows round on ships?

M: Round windows are stronger, aren't they?

W2: Are they? I've no idea.

W1: That's right. According to the book, they're less likely to break.

W2: Ah.

M: There you go.

W1: What about this second one? How many hairs are there on the human head?

W2: Erm ... A million?

M: No, it's not that many, is it?

W2: It depends whose head, doesn't it?! On my dad's there are about three.

W1: The answer is about 10,000.

M: Oh, really?

W2: I think that's a bit of a stupid question because it depends, doesn't it?

M: Well, it was a four-year-old who asked the question.

W2: Oh yeah, that's true.

W1: Next question: What happens when your plane flies over a volcano?

W2: Ummm.

M: Nothing happens, does it? Well, it depends on whether the volcano is erupting? Or whether it's active.

W2: Yeah.

W1: Well, according to the book, Jamieson asked a pilot. And the pilot said as he was flying over the volcano, his engines shut down, stopped working completely.

W2: Scary. Did he get hot?

W1: Hmm, it doesn't say. But he obviously survived. So there you go. Anyway, what about this one? Why did The Beatles break up?

W2: Dunno. They got old, didn't they?

M: No, John Lennon went off with Yoko Ono, didn't he?

W1: Well, Jamieson wrote to Yoko Ono and she replied, 'Because they all grew up, wanted to do things their own way and they did.'

W2: Oh that's interesting.

M: I'm amazed she replied.

W1: Me, too. OK, last one. After watching a violent video game, the little boy asked why is there war?

W2: Great question.

M: That's a really good question.

W2: Hmm, because men like fighting?

M: Political reasons. One country wants the land or the oil or the gold.

W1: Well, Jamieson asked lots of experts. Most of them didn't or couldn't answer. Then he asked an American army colonel, who said there are four big reasons: different ideologies, a sense of honour, economic reasons and fear.

M: Uh-huh.

W2: Good question for a four-year-old.

M: And a good answer.

C Before listening again, ask Ss to read the notes and see if they can remember any of the information. Ss listen again and complete the notes, then compare answers in pairs. If necessary, play the recording again. Check answers as a class.

Answers:

1 are stronger

2 10,000

3 the engines shut down, stop working completely

4 they all grew up and wanted to do things their own way

5 economic reasons, fear

GRAMMAR QUESTION TAGS

5A Ss complete the questions in pairs, then check their answers with the audio script on p168.

Answers: 1 aren't 2 is 3 doesn't 4 does 5 didn't 6 didn't

B Ss read the rules and match them to the examples, then check their answers in pairs. In feedback, elicit Ss' answers, giving further examples/explanations.

Answers:

Rule 1 applies to all sentences (1–6).

Rule 2 is shown in 3, 4, 5 and 6.

Rule 3 applies to all sentences (1–6).

Rule 4 applies to 1, 3, 5 and 6.

Rule 5 applies to 2 and 4.

▶ LANGUAGEBANKS 5.2 p136–137

Stronger classes could read the notes and do the exercises at home. **Weaker classes** can do the exercises in class. Also remind Ss that in a sentence with *Let's ...* the question tag is *shall we?* e.g. *Let's go out, shall we?*

Answers:

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

B 1 were you? 2 won't it? 3 didn't she? 4 don't they?

5 don't I? 6 haven't you? 7 didn't I? 8 won't he?

9 didn't you? 10 aren't they?

6 Read the examples with the class to demonstrate. Ss work alone to complete the question tags, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 aren't 2 are 3 do 4 don't 5 did 6 has 7 won't 8 didn't 9 haven't 10 weren't

7A Play the recording and ask *In which question is the speaker sure?* (the first); *In which question isn't the speaker sure?* (the second). Play the recording again for Ss to notice the intonation and repeat the question tags.

B Ss listen and write *S* if the person is sure and *NS* if the person isn't sure, then check in pairs. In feedback, elicit Ss' answers. Play the recording for Ss to repeat.

Answers: The speaker is sure about 1, 6, 7, 8, 9 and 10.

C Ss choose six questions and decide if they are sure or unsure about the answers, then ask their partner. Monitor and check Ss' intonation.

SPEAKING

8 Arrange Ss into small groups and read the instruction for the first stage with the class. Ss follow the instructions in their groups. Monitor and help with questions. After the third stage, regroup Ss so they can discuss their topics. In feedback, nominate Ss from each group to share some of the information they found out.

Alternative approach

Do this as a circle game. Instead of passing the papers to another group, Ss pass the papers round in a circle. Each student writes a statement and question tag on the paper until each student has received questions from everyone else in the group. Ss then give a mini presentation to the rest of the group based on the statements and question tags they have.

VOCABULARY PLUS WORD BUILDING: ADJECTIVES

9A Give Ss 2 mins to read the text and find out the answer. In feedback, elicit Ss' answers.

Answer: An ice cream seller ran out of spoons and dishes so he bought some wafers to put the ice cream in.

B Elicit the first example with the class, then Ss find three more adjectives in the text and add them to the word web. Elicit Ss' answers and write them on the board.

Answers: -able/-ible: profitable -ful: thankful -ive: creative
-less: hopeless

Check Ss understand the other adjectives in the word web. They work alone to think of more examples, then compare in pairs. Elicit Ss' answers, drill them and write them on the board.

Suggested answers: -y: easy, rainy -able/-ible: affordable, visible
-ful: beautiful, helpful -ive: attractive, productive
-less: careless, helpless -ic/-ical: heroic, historical

speakout TIP

Read the tip with the class and elicit more examples from the Ss' own L1(s). In *multilingual classes*, Ss can do this in pairs, then share their ideas with the class in feedback.

10 Elicit the first answer with the class as an example. Ss work alone to complete the text, then check in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers: 1 valuable 2 responsible 3 hopeless 4 effective
5 easy 6 rainy 7 successful 8 useful

11A Ss work alone to complete the words, then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 peaceful 2 hopeless 3 careful 4 messy
5 creative 6 knowledgeable

B Ss ask and answer in groups of four to find people for each of the sentences. In feedback, elicit Ss' answers.

VOCABULARYBANK p152

Word building: noun (suffixes)

1A Check Ss understand the words in the table.

B Elicit one or two answers as an example. Ss underline the stress alone then check in pairs. Go through answers with the class, drilling the words and eliciting the rules.

C Ss complete the sentences, then check their answers in pairs. Elicit Ss' answers and drill the words.

2 Elicit the first answer as an example. Ss form nouns and add them to the table alone then check in pairs. Check answers with the whole class.

Answers:

1B -ation education relaxation imagination immigration

-ion pollution instruction depression competition

-ment entertainment improvement employment

agreement

-ing running smoking laughing eating

-ness weakness loneliness happiness kindness

-ity creativity stupidity sensitivity responsibility

In *-ation* words, the stress always comes on the *a* of *-ation*.

In *-ion* words, the stress usually comes on the syllable before *-tion/ -sion*.

In *-ment* words, the stress usually comes on the syllable before *-ment*.

In *-ing* words, the stress never comes on the *-ing* syllable.

In *-ness* words, the stress never comes on the *-ness* syllable.

In *-ity* words, the stress usually comes on the syllable before *-ivity/ -idity*.

1C 1 competition 2 improvement 3 responsibility

4 Loneliness 5 depression 6 imagination 7 stupidity

8 entertainment 9 kindness 10 instruction

2 -ation: imitation, quotation -ion: direction, promotion

-ment: payment, achievement -ing: skating, dancing

-ness: heaviness, fitness -ity: informality, security

Homework ideas

- **Ex 1A:** research some interesting facts to share.
- **Language bank:** 5.2 Ex A–B, p137
- **Vocabulary bank:** p152
- **Workbook:** Ex 1–7, p34–35

IT'S OUT OF ORDER

Introduction

Ss learn and practise ways of making polite requests when solving problems. They also learn how to respond to requests.

SUPPLEMENTARY MATERIALS

Resource bank: p151

Warm up: write the phrases below on the board.

Warm up

Write some or all of the following phrases on the board, depending on how many Ss you have: *open a bank account, drive a car, send a text message on your phone, book a cheap flight, make your favourite recipe, avoid getting a computer virus, use a credit card, lose weight, make coffee, watch a DVD.* Put Ss into pairs and assign a topic to each pair. Give Ss 5 mins to write simple instructions on how to do their topic. Monitor and help with vocabulary where necessary. In feedback, Ss share their instructions with the class.

VOCABULARY PROBLEMS AND SOLUTIONS

1A Demonstrate by telling Ss two pieces of technology you have used and possible problems with them. Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class and have a brief discussion.

B Look at the first photo, elicit the problem and write it on the board. Ss identify the other problems in the photos in pairs. In feedback, elicit answers with the class and write them on the board.

Suggested answers:

- A The car has broken down.
- B The cash machine is out of service.
- C The phone needs recharging.
- D The computer has a virus.
- E The pipe has burst.

C Do the first two with the class as examples. Ss work alone to decide if the sentences are problems or solutions, then check in pairs. Elicit Ss' answers and which photos each sentence can be used with.

Answers:

1 P 2 P 3 P 4 P 5 P 6 S 7 P 8 P 9 P 10 S 11 S 12 S
A 1, 4, 7, 9 and 10 B 3, 4, 7 and 9 C 2 D 6 and 8 E 4 and 10

D Ss discuss the questions in pairs. Monitor and help with vocabulary, writing any new words/phrases on the board. In feedback, nominate Ss to share their experiences with the class.

FUNCTION POLITE REQUESTS

2A Ss listen to the conversations and identify the problems, then check their answers in pairs. Tell them not to worry if they don't understand all the language, as they'll listen again in Ex 2B. In feedback, elicit Ss' answers.

Suggested answers:

Conversation 1: cash machine not working
Conversation 2: laptop crashed
Conversation 3: vacuum cleaner making funny noise
Conversation 4: machine taken money

Unit 5 Recording 5

Conversation 1

M = Man W = Woman

M: Arggh. Oh no.

W: What's the matter?

M: Oh. This cash machine's not working. Do you know if there's another machine somewhere? I really need to get some money.

W: Hmm ... I'm not sure. There might be one in the shopping centre.

M: Thanks.

Conversation 2

W = Woman M = Man

W: Argh!

M: What's the matter?

W: My laptop's just crashed, again. That's the third time it's happened. Would you mind looking at it for me?

M: Sure.

W: Thanks. It's so annoying. I keep losing my documents. Do you know what the problem is?

M: Let me have a look. There's a lot of stuff on here. Why don't you save the documents onto a memory stick?

W: That's a good idea.

M: And then do you want me to try ...

Conversation 3

W = Woman M = Man

W: Customer Services. Good morning.

M: Um, yes. I've got a problem with my vacuum cleaner.

W: Could you tell me what the problem is, sir?

M: Yes, I can. It keeps making a funny noise. And it's just not working properly.

W: You say it keeps making a funny noise ...

M: Yes, that's right.

W: OK. Let's see if I can find someone who can help you. Could you hold the line, please?

M: Yes, of course.

Conversation 4

M = Man W = Woman

M: Oh. I don't believe it! Excuse me, this machine's not working. It's just taken my money. Could you give me a refund?

W: I'm afraid I can't do that.

M: Why not?

W: Well, I'm not allowed to give refunds.

M: But I've just lost my money. And I still need a ticket.

W: I can sell you a ticket, but I can't give you a refund.

M: Well, could you tell me who I should speak to?

W: Yes, of course. You need to speak to the manager.

M: OK. Would you mind calling him for me?

W: Of course not. I'll just call him.

B Give Ss a few minutes to read the questions and try to answer them. Ss listen again and check their answers, then check in pairs. Go through the answers with the whole class.

Answers:

- 1 If there's another machine somewhere.
- 2 to the shopping centre
- 3 her documents
- 4 saving the documents onto a memory stick
- 5 a funny noise
- 6 No. She sees if she can find someone to help him.
- 7 a refund
- 8 the manager

C Give Ss 2 mins to look at the table and complete what they can from memory. Ss listen again and complete the phrases, then check in pairs. Play the recording again, pausing after the underlined phrases in the audio script if necessary. In feedback, elicit Ss' answers and write the phrases on the board. Point out the use of the gerund after *mind* in 6 and 7.

Answers: 1 hold 2 give 3 speak 4 problem 5 machine
6 looking 7 calling

Watch out!

Point out that when we ask *Would you mind ... ?* it means *Is it a problem for you if ... ?* Answering *No* means it's OK.

D Play the recording and pause after each request for Ss to repeat.

▶ LANGUAGEBANK 5.3 p136–137

Stronger classes could read the notes and do the exercise at home. **Weaker classes** can do the exercise in class. Drill the requests and responses on p136. Check the notes with Ss, especially the meaning of *Would you mind ... ?* questions and typical responses. Focus attention on the exercise on p137 and elicit the first mistake as an example. Ss complete the exercise alone, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- 1 **A:** Excuse me, could you ~~is~~ hold the door for me?
B: Yes, ~~I do~~ of course.
- 2 **A:** Do you know when the next train ~~does to~~ leaves?
B: I'm not OK sure.
- 3 **A:** Would you ~~to~~ mind staying behind after the meeting?
B: ~~It's sure~~. That's fine.
- 4 **A:** Could ~~is possible~~ you tell me what Tim's phone number is?
B: Let me have a ~~to~~ look.
- 5 **A:** Would you mind ~~to~~ looking after my bag while I go to the bathroom?
B: No, of course not ~~mind~~.
- 6 **A:** Could you tell ~~for~~ me the way to the station?
B: Yes, ~~so~~ I can.

LEARN TO RESPOND TO REQUESTS

3A Do the first conversation together as an example. Ss work alone to complete the responses, then check their answers in pairs.

B Ss turn to p168 to check their answers with the audio script. In feedback, elicit Ss' answers and drill the responses.

Answers: 1 I'm not sure 2 Sure/(OK) 3 Let me have a look
4 Yes, I can 5 Yes, of course
6 I'm afraid I can't; Yes, of course; Of course not

4A Elicit the first answer as an example and write it on the board. Ss work alone to write the requests and responses, then check their answers in pairs.

B Ss listen and check their answers. Pause the recording after each conversation to give Ss time to correct any mistakes. In feedback, elicit Ss' answers.

Answers:

- 1 Would you mind turning the music down?
- 2 Do you know if there's anyone in the office?
- 3 **B:** Do you know when he's coming back? **A:** I'm not sure.
- 4 **A:** Could you tell me how this machine works? **B:** Yes, of course.
- 5 **A:** Would you mind helping me? **B:** Of course not.
- 6 **A:** Could you tell me who I should speak to?
B: Let me have a look.

Unit 5 Recording 7

Conversation 1

- A:** I can't concentrate. Would you mind turning the music down?
B: Sure. Sorry about that.

Conversation 2

- A:** I need to speak to the manager. Do you know if there's anyone in the office?
B: Let me have a look.

Conversation 3

- A:** I'm afraid Mr Soul isn't here at the moment.
B: Do you know when he's coming back?
A: I'm not sure. Do you want me to check?
B: Thank you.

Conversation 4

- A:** Could you tell me how this machine works? I don't know how to turn it on.
B: Yes, of course.

Conversation 5

- A:** I need to take this machine to the repair service. Would you mind helping me?
B: Of course not. Leave it here.

Conversation 6

- A:** My computer has frozen. Could you tell me who I should speak to?
B: OK. Let me have a look.

C Ss listen again and decide if the voice starts high or low. In feedback, elicit Ss' answers, then play the recording again, pausing after each request for Ss to repeat.

SPEAKING

5A Arrange Ss into A/B pairs. Review the language for polite requests in Ex 2C and responding to requests in Ex 3A. Give Ss 3–4 mins to read the situation and think about what they are going to say. Monitor and help where necessary. When they are ready, Ss practise the conversation in pairs. Monitor and note down any common errors for later feedback.

B Ss change roles and role-play the second situation in the same way as in Ex 5A. In feedback, nominate one or two pairs to perform their role-plays for the class.

C Ss work in pairs to plan their own role-play. Monitor and help with ideas where needed. When Ss have finished, nominate pairs to perform their role-plays for the class and ask Ss to vote for the best one. Correct any common errors.

Teaching tip

With **weaker classes**, give them prompts to help them plan, e.g. *Where are you? What problem do you have? What's the solution?*

Homework ideas

- **Ex 1D:** write about a problem you had and how you solved it.
- **Language bank:** 5.3 Ex A, p137
- **Workbook:** Ex 1–3, p36

MAN VERSUS MACHINE

Introduction

Ss watch an extract from the BBC television series *Top Gear*, in which the presenter races two freerunners in a Peugeot 207 in Liverpool. Ss also learn and practise how to give a short presentation and write an advertisement for a new product.

SUPPLEMENTARY MATERIALS

Warm up: bring/download photos of people doing parkour/freerunning. If you have internet access in class, show people doing parkour on www.youtube.com (correct at the time of going to press).

Ex 6: bring some authentic advertisements for Ss to look at before they write.

Culture notes

Parkour, or freerunning, is a non-competitive sport which involves continuous movement in a straight line, passing smoothly over obstacles in your way. It involves running, jumping, climbing and other complicated techniques. It originated in France. A person who participates is called a *traceur* (if a man) and *traceuse* (if a woman).

Culture notes

Liverpool is a well-known city in the north-west of England. It is famous as the birthplace of The Beatles and for its docks on the River Mersey. People who live there are known as *Liverpudlians*, or informally as *Scousers*, which comes from a local stew dish called *scouse*. Several parts of the city have been granted world heritage site status by UNESCO and it is a popular centre of tourism.

Warm up

Show Ss the photos or a short video clip of people doing parkour and write the following questions on the board: *Do you know what this sport is? Have you ever seen people doing it? Would you like to try it? Have you ever done any other 'extreme' sports? Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class. Tell Ss they'll watch a DVD programme with people doing parkour in it.*

DVD PREVIEW

1 In pairs, Ss look at the pictures and discuss the questions. In feedback, elicit their ideas and have a brief class discussion, feeding in information from the Culture notes on parkour/freerunning.

2 Give Ss 2–3 mins to read the text and discuss in pairs who they think will win. In feedback, elicit who Ss think will win and why.

Culture notes

The BBC programme *Top Gear* was first screened in 1977 and was relaunched in 2002. It started as a conventional car review programme, but over time it has developed a reputation for its humorous style and innovative ideas for ways of testing new cars. Over the years, the show has been presented by Jeremy Clarkson, Richard Hammond and James May. It has won several awards.

Optional extra activity

Before playing the DVD, draw two columns on the board and at the top of them write *James May* and *The Freerunners*. Elicit via a show of hands who thinks James May will win the race and who thinks the freerunners will win and write a tally of the votes in the columns. Play the DVD, but pause just as James May arrives at the Liver Building and elicit the Ss' votes again. Play the end of the DVD for Ss to find out who won.

DVD VIEW

3 Elicit/Check *ginormous*, *spur someone on*, *as the crow flies* and *for Pete's sake*. Play the DVD. Ss watch and put the events in the correct order, then check in pairs. In feedback, elicit Ss' answers and who won the race.

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

DVD 5 Top Gear

VO = Voice-over JM = James May YM = Young men

VO: Tonight. Is a Peugeot faster than two men?

JM: Here it is. It's called the 207 and it's Peugeot's biggest small car yet.

As we can see, it's a very pretty car but is it any good?

I'm going to test this ginormous city car on the streets of Liverpool.

And to spur me on a bit, I'm going to have a race and it's against the latest French development in urban transport solutions. A couple of young men in silly trousers. Are you ready?

YM: Ready. Yeah.

JM: Three ... two ... one ... go!

I should probably explain that these aren't just any young men. They are masters of something called 'parkour'.

It's a French invention and involves that sort of thing.

Running around the city leaping across buildings and benches. You know. Keeps them off the street.

Our race will run from the edge of Liverpool to the finish line at the Liver Building. For me it'll be about six miles.

Their journey of course is pretty much as the crow flies.

What am I doing? Mm ... 25 miles an hour. They'll have difficulty matching that!

So, anyway, the car. Well it's got a nice driving position, the steering's nice and weighty, the seat is excellent and there's quite a bit more room in here than in the old one.

But there is a problem, something you really feel on the city streets.

It's almost 300lbs heavier than the old car.

It's really sluggish low down. That's annoying.

There they are!

But I didn't catch them for long.

Oh please!

Come on! We're not all shopping!

I had just two miles to go in the sluggish Peugeot.

I must have averaged 10 or 12 miles an hour. I should win.

I was close. But so were they.

Come on!

That must be the Liver Building.

And they're not here! They are not here. No sign of combat trousers man.

I've won!

Oh, for Pete's sake!

4 Ss work in pairs to complete the phrases from memory. Play the DVD again for Ss to check. In feedback, elicit Ss' answers.

Answers: 1 good 2 trousers 3 city 4 shopping 5 win 6 won

speakout present a new machine

5A Give Ss 5 mins to write their lists and think about their answers, then compare ideas in pairs. In feedback, elicit Ss' ideas for questions 1 and 2 and have a brief discussion. Don't ask them to show their pictures at this stage, as they'll present them in Ex 5E.

B Ss listen and note down what the invention is and what it does. In feedback, elicit Ss' answers and ask Ss if they would buy one.

Answers: The invention is called *Robo-chef* and it prepares meals automatically.

Unit 5 Recording 8

I'm going to tell you about Robo-Chef. Basically, Robo-Chef can prepare and cook all your favourite recipes. It works like this. First of all, it washes and prepares all the vegetables, then it prepares your dish and cooks it for you on your cooker. Robo-Chef comes complete with hundreds of menus already programmed. But you can also programme Robo-Chef with your own recipes, or if you want to try something new, you can download new recipes whenever you like. All you have to do is choose the dish you want, decide how many people you want Robo-Chef to cook for and what time you want the meal to be ready. So, let's say you would like a vegetable lasagne for six people, ready by eight o'clock. Then, just make sure you have all the ingredients in the kitchen, press the button and that's it. You can go out to work and when you come home in the evening, your delicious supper will be ready. What could be easier? Robo-Chef is the chef of the future.

C Give Ss 1 min to read the phrases, then play the recording for them to check which ones he uses. Ss then compare their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers: I'm going to tell you about ...; Basically, ...;
It works like this ...; First of all, ...; All you have to do is ...;
Make sure you ...

D Ss work in the same pairs as in Ex 5A and prepare their presentations. First they discuss and make notes together, then decide who will talk about each different aspect. When they are ready, Ss check through the whole presentation together to make sure each part fits and decide who will present each section. Monitor and help with vocabulary, writing new words/phrases on the board. Make sure Ss think of a name for their machine and write these on the board while Ss are preparing.

E When they are ready, Ss come to the front of the class in pairs and present their machines to the class. When they have finished, ask Ss to vote for their favourite machines and build up a tally on the board next to the names of the machines.

writeback an advertisement

6A Teach/Elicit *shower-head*. Give Ss 2–3 mins to read the text and answer the questions in pairs. If you have brought some authentic advertisements, distribute them for Ss to read and elicit some common features.

Answers: It's a shower-head with an MP3 player attached to it. You download your favourite tunes or radio programmes at night and in the morning the shower will play them automatically.

B Ss write a draft of an advertisement for their invention. Monitor and help with vocabulary, writing any new words/phrases on the board. Ss can refer to the example in Ex 6A and the key phrases to help. When Ss have finished, they show their advertisements to other Ss, who choose their favourite one.

Teaching tip

When Ss have written a first draft, it's a good idea to encourage peer-correction. However, in order for it to be effective, Ss need clear guidance on what to look for, e.g. vocabulary from the unit, grammar, sentence length, punctuation, etc. Make sure Ss are clear about what to look for before they peer-correct.

Homework ideas

Ex 6B: write a final draft of your advertisement.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 5. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

COMPARATIVES/SUPERLATIVES

1A Give Ss 1 min to read the text, then do the first sentence together as an example. Ss complete the rest of the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers and write the structures on the board.

Answers: 1 as long 2 far more difficult 3 far more expensive
4 much more educated

B Write the following topics on the board to help Ss: *medicine, entertainment, communication, speed of transport, average wage, education*. Ss write their sentences alone, then compare them in pairs. Monitor and check Ss are forming comparatives and superlatives correctly. In feedback, nominate Ss to share their partner's sentences with the class.

Teaching tip

In *monolingual classes*, Ss write about their country then compare with other Ss to see if they agree. In *multilingual classes*, each student writes about their own country then shares their information with other Ss.

Optional extra activity

Before class, prepare a list of things which can be compared using language from the unit and adjectives, e.g. *nuclear power/ space travel (safe), cars/the internet (important)*, etc. Arrange Ss into small groups and ask each group to appoint a 'secretary' who is responsible for writing the answers. When they are ready, write one of your pairs of things to be compared (and the adjective) on the board. When Ss have written a comparative sentence, they call out 'Compared!' and the other groups stop writing. If the group has written a correct sentence, award them a point and move on to the next item on the list. If their sentence isn't correct, don't give any feedback and continue until another group has written a sentence.

TECHNOLOGY

2A Do the first sentence with the class as an example. Ss work alone to complete the rest of the sentences, then check their answers in pairs. In feedback, write Ss' answers on the board.

Answers: 1 nuclear power, electricity 2 Space travel
3 washing machine 4 vaccinations 5 genetic engineering
6 antibiotics

B Ss choose three sentences they disagree with and tell their partner why. In feedback, elicit Ss' opinions and discuss.

Alternative approach

Ss could do this as a mingling activity, sharing their opinions with different Ss around the class.

Teaching tip

Stronger classes can discuss if they agree/disagree with all of the statements.

INFORMATION

3A Read the example with the class. Ss work alone to put the letters in the correct order, then check their answers in pairs. In feedback, elicit Ss' answers and write the words on the board.

Answers: 1 discussed 2 questions 3 respond 4 look into
5 inquired 6 wonder 7 debate 8 investigate

B Demonstrate by completing one or two of the sentences with your own details and sharing them with the class. Give Ss 3–4 mins to finish the sentences. Monitor and help with vocabulary, writing new words/phrases on the board. When they are ready, Ss share their sentences in small groups and see if they have any common answers. In feedback, nominate Ss from each group to share their sentences with the class.

QUESTION TAGS

4A Read the example with the class. Remind Ss of the rules for forming questions tags on p60. Ss complete the question tags alone, then check their answers in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers: 1 didn't she? 2 doesn't he? 3 hasn't he? 4 wasn't he?
5 was she? 6 did he? 7 isn't it? 8 will she?

B Read the example with the class to demonstrate. In pairs, Ss guess who the rest of the sentences are about. In feedback, elicit Ss' answers and write them on the board.

Answers: 1 JK Rowling 2 Bono 3 Tom Hanks 4 Michael Jordan
5 Mother Teresa 6 Fidel Castro 7 Madonna 8 Hillary Clinton

C Demonstrate the activity with a stronger student, then Ss play twenty questions in small groups. Monitor and check Ss are using question tags correctly.

Teaching tip

With *weaker classes*, ask Ss to write common sentences with question tags first.

POLITE REQUESTS

5A Ss match the requests and responses alone, then check their answers in pairs. In feedback, elicit Ss' answers.

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

B Review the language for polite requests and responding to requests from Lesson 5.3 with the class. Ss practise the conversations in pairs. Monitor and check they are using the language correctly. In feedback, nominate one or two pairs to perform their conversations for the class.

Teaching tip

With *weaker classes*, Ss can write out their conversations before practising them.

BBC interviews and worksheet

Are you good at solving problems?

This video extends discussion of the unit topic to modern technology. Ss can view people talking about technology and how it has changed their lives.

OVERVIEW

6.1 FEELING STRESSED?

- SPEAKING** | talk about emotions
VOCABULARY | *-ing/-ed* adjectives
LISTENING | listen to a radio show about therapies
GRAMMAR | real conditionals
PRONUNCIATION | weak forms: pronouns + 'll
SPEAKING | give advice
VOCABULARY PLUS | multi-word verbs

6.2 THE PEOPLE WATCHERS

- READING** | read about a BBC programme *The People Watchers*
VOCABULARY | verb–noun collocations
GRAMMAR | hypothetical conditional: present/future
PRONUNCIATION | connected speech: *would*
SPEAKING | discuss what you would do in different situations
WRITING | an email of advice; learn to qualify what you say

6.3 THAT'S GREAT NEWS!

- VOCABULARY** | life events
FUNCTION | giving news
PRONUNCIATION | intonation: giving bad news
LEARN TO | respond to news
SPEAKING | give/respond to news

6.4 MY WORST WEEK **BBC** DVD

- DVD** | watch a BBC programme about a man's terrible day
speakout | memorable moments
writeback | a website entry

6.5 LOOKBACK

Communicative revision activities

BBC INTERVIEWS

How are you feeling today?

This video extends discussion of the unit topic to memory. Ss can view people talking about how to have a healthy mind and memories. Use this video at the start or end of Unit 6 or set it as homework.

FEELING STRESSED?

Introduction

Ss learn and practise zero and first conditionals in the context of emotions. They also learn and practise using *-ing/-ed* adjectives and multi-word verbs.

SUPPLEMENTARY MATERIALS

Resource bank: p152, p153 and p154

Ex 10B: bring dictionaries for Ss to use.

Warm up

Divide the class into small groups. Ask each group to choose a name and write it on the board. Give Ss 5 mins to brainstorm and write down as many emotions as they can, e.g. *happiness, fear, excitement, anxiousness, tiredness*, etc. They could express these as feelings, if it's easier, e.g. *happy, afraid, excited, anxious, tired*, etc. In feedback, award points for each correctly spelled emotion/feeling and write the words on the board. The group with the most points wins. Check Ss understand whether the words on the board are positive or negative emotions/feelings. Drill the words.

SPEAKING

1A Tell Ss to cover the text and look at the photos. Elicit what emotions are shown in each one, but don't give any answers yet.

B Ss read the text and match the emotions to the photos, then check their answers in pairs. With weaker classes, do the first one together as an example. Elicit Ss' answers.

Answers: A surprise (5) B fear (4) C joy (1) D disgust (6)
E sadness (3) F anger (2)

C Give an example of when you felt one of these emotions. Ss then discuss the question in pairs. In feedback, nominate Ss to share their experiences with the class.

VOCABULARY *-ING/-ED* ADJECTIVES

2A Give Ss 1 min to read the questions and check they understand all the vocabulary. Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

B Ss look at the quiz again and answer the questions in pairs. Elicit Ss' answers.

Answers: 1 *-ed* 2 *-ing*

C Read the example with the class. Ss complete the sentences alone, then check their answers in pairs. Elicit Ss' answers.

Answers: 1 worrying 2 exhausted 3 embarrassing
4 satisfying 5 confused 6 relaxed

▷ VOCABULARYBANK p153 *-ing/-ed* adjectives

Read the first definition and elicit the answer as an example. Ss complete the rest of the definitions in pairs. **Stronger classes** can do the exercise at home.

Answers: 1 interested 2 excited 3 astonishing 4 tiring
5 fascinating 6 disappointed 7 depressing 8 disgusting
9 frustrated 10 terrified

LISTENING

3 Read the definition with the class and give/ elicit some examples of therapies, e.g. *psychoanalysis, group therapy, music therapy*, etc. Play the recording. Ss answer the questions, then check their answers in pairs. Elicit Ss' answers.

Answers:

- 1 destruction therapy and laughter therapy
- 2 Destruction therapy is used to help people when they are stressed or angry, or to help build a team. Laughter therapy is used in hospitals to help people with pain.

Unit 6 Recording 1

R = Radio presenter C = Clip M = Man P = Professor

R: Welcome to *Start the Day*!

C: Hello – can I help you?

Your call is important to us.

Hello – can I help you?

Sorry, all our operators are busy at the moment. Please hold.

M: They put you in a queue for ages, listening to this terrible music. When you finally speak to someone, you're so angry, you just want to shout ...

R: Anger. We all know the feeling. A report out last year shows that people are getting angrier. One in ten people say that they have trouble controlling their temper. Traffic jams, airports, call centres, computer crashes – they can all leave us feeling angry and anger is difficult to control. Or is it? Professor Miller from The Metropolitan University is here to tell us about two very different therapies to help deal with stress. First of all, destruction therapy. What's that about?

P: Well, basically, the idea is that a lot of people, when they get angry, they don't know what to do with their anger – they don't deal with it very well. They just keep it inside. But, if you don't deal with your anger, sooner or later it will explode. So with destruction therapy, you use your anger to destroy something, but in a controlled way and the idea is that if you do that, it helps you to feel better.

R: OK, I get angry a lot. Can destruction therapy help me?

P: Perhaps. We can try it. What we do is we take you to a place full of old cars. When we get there, I'll give you a hammer and you can use it to smash a car to pieces.

R: Really? Is it that simple? If I smash the car to pieces, will I feel better?

P: Yes, a little. But that's only the beginning. Then, I'll ask you to think about a situation in the past when you felt really angry. And when you think about that anger situation, you'll hit the car much harder. And the therapy will be much more satisfying. When we finish the session, you'll feel much better.

R: That's amazing and businesses are using this kind of therapy in Spain, is that right?

P: Yes, there are some old hotels in Spain. You can pay to go and destroy the hotel. So, some companies who feel that their workers are stressed, or they need to build a team, send their workers to destroy the hotel. And it's a good way for them to get rid of that stress. It works.

R: That's incredible. But there's another idea I wanted to ask you about. People say that laughter is the best medicine. And nowadays, laughter therapy is used in hospitals to help people with pain.

P: That's right.

R: So, how does that work?

P: Well, if people laugh about something, they feel better. On average, children laugh up to 400 times a day, but when we grow up, we only laugh about seventeen times a day. And it's not enough, because when you laugh, your body produces chemicals – and these chemicals make you feel happier. And they also make you feel less pain. So, in Mexico, for example, they use laughter therapy in hospitals. A group of people go around the hospital, visiting the patients and basically, they make them laugh, by telling them jokes, or doing something funny.

R: And does it really work? Do people feel better afterwards?

P: Absolutely! They feel better and they don't need medicine.

R: That's brilliant. So, in Mexico, laughter really is the best medicine?

P: Yes, it looks like it. That's right ...

4A Ss decide if the statements are true or false, then check their answers in pairs.

B Play the recording again. Ss check their answers to Ex 4A, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 F One out of ten people have trouble.
- 2 T
- 3 F The therapy will be more *satisfying*.
- 4 F They pay workers to *destroy* hotels.
- 5 F They use *laughter* therapy in hospitals.
- 6 T
- 7 F Children laugh about 400 times a day.

C Ss discuss the questions in pairs. Monitor and note down any common errors for later feedback. In feedback, nominate Ss to share their opinions and correct any common errors.

GRAMMAR REAL CONDITIONALS

5A Elicit the first answer as an example. Ss mark the sentences alone, then compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: a) GS b) FS c) FS d) GS

B Ss underline the correct alternatives alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further examples if necessary.

Answers: 1 general 2 specific

▶ LANGUAGEBANK 6.1 p138–139

Stronger classes can read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially the difference between *if* and *when* and the meaning of *unless*. In each exercise, do the first sentence as an example. Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- A** 1 pass, 'll be 2 visit, looks after 3 leaves, 'll worry
4 don't find, won't go 5 don't water, die 6 'll be, comes
7 get, ask 8 won't come, invite
- B** 1 unless 2 unless 3 is 4 if 5 'll feel 6 know
7 scream 8 opens

6A With **weaker classes**, play the first sentence and elicit the correct alternative as an example. Ss listen to the sentences and choose the correct alternatives, then check their answers in pairs. If necessary, play the recording again.

Answers: 1 I get 2 I'll tell 3 we'll eat 4 we'll phone 5 I go

B Play the recording again but pause after each sentence for Ss to repeat. If necessary, drill the sentences yourself so that Ss can see how the sounds are produced.

7A With **weaker classes**, do 1a) and b) first as examples. Ss complete the sentences alone, then check their answers in pairs. Monitor and check Ss are forming the conditionals correctly. In feedback, elicit Ss' answers.

Answers:

- 1a) makes (0) b) 'll feel (1st)
2a) 'll give (1st) b) finish (0)
3a) 'll get (1st) b) get (0)
4a) like (0) b) 'll stop (1st)

B Make two of the sentences true for you and read them out as examples. Give Ss 5 mins to complete the sentences so that they are true for them. Monitor and help with vocabulary and write any new words/phrases on the board. Ss then tell each other their sentences in pairs. In feedback, nominate Ss to share two of their partner's sentences with the class.

Alternative approach

Ss make some of the sentences true and some false. Their partner has to guess which are true and which are false.

SPEAKING

8A Read the sentences with the class and check they understand them. Put Ss into pairs and give them 2 mins to discuss and write down three pieces of advice for one of the situations. Monitor and help with ideas and vocabulary.

B Put pairs together to form groups, and where possible make sure pairs have discussed different pieces of advice in Ex 8A. They compare ideas and choose the best advice for each situation they discussed. When they have finished, Ss discuss the other situations from Ex 8A that they haven't yet discussed. Monitor and note down any common errors, especially with zero and first conditionals. In feedback, nominate Ss from each group to share their group's best ideas. Correct any common errors.

Alternative approach

To make the activity more fun, or for younger learners, ask Ss to think of the worst possible advice for each situation. When they are ready, Ss read their advice to the class and vote on the silliest idea.

VOCABULARY PLUS MULTI-WORD VERBS

9A Introduce multi-word verbs and elicit any that Ss already know. Then write *clothes*, *computers* and *love and friendship* on the board and ask if Ss can think of any multi-word verbs related to each topic. Ss match the topics to the paragraphs alone, then check their answers in pairs. Elicit Ss' answers.

Answers: 1 Love and friendship 2 Computers 3 Clothes

Teaching tip

There are thousands of multi-word verbs and Ss may find them confusing because so many have non-literal meanings. Demystify them by pointing out that Ss know a lot of them already, e.g. *stand up*, *write down*, *pick up*, *turn over*, *switch on*, etc.

B Read the example in the word web with the class. Ss complete the word webs alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further explanations. Drill the verbs, paying attention to linking.

Answers: (in correct order) on: click on, try on, get on off: go off, take off, log off up: chat up, dress up, scroll up down: settle down, shut down, dress down

10A Check Ss understand the dictionary abbreviations *sth*, *phr v* and *Br E*. Ss read the definitions and answer the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers. Point out that *shut down* can be either transitive (*Have you shut the computer down?*) or intransitive (*The company shut down.*).

Answers: 1 try on 2 get on 3 get on (with)

Watch out!

Multi-word verbs can be either transitive (they take an object), e.g. *look up* (a word in a dictionary), or intransitive (they don't take an object), e.g. *settle down*. It is important for Ss to know whether or not the verb takes an object. Remind them to check this when they look up multi-word verbs in a dictionary. Different dictionaries might show this in different ways, e.g. by including *sth* in between the two parts of the verb, e.g. *try sth on*, or by giving [I] for *intransitive* or [T] for *transitive* after the verb, e.g. *try on [T]*.

B If you've brought dictionaries, give them out for Ss to use. Ss tick the correct sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1a) ✓ b) ✓ 2a) ✓ b) ✗ 3a) ✓ b) ✓

speakout TIP

Read the tip with the class and ask Ss if they use any of these methods already. Explain that there is no 'correct' way to learn multi-word verbs. It's a case of experimenting and finding out which way works best for them.

C Choose two of the verbs and use them in example sentences. Give Ss 5 mins to write their sentences. Monitor and check they are using the multi-word verbs correctly. When they have finished, Ss compare sentences in pairs. In feedback, nominate Ss to read out one of their partner's sentences.

▷ VOCABULARYBANK p153 Multi-words verbs

1A Write on the board *off*, *out*, *after* and *in*. Elicit multi-word verbs that have these particles and write them on the board. Ss look at sentences 1–10 to see if any of these multi-word verbs are included. Ss work alone to match the multi-word verbs to the meanings, then check their answers in pairs. In feedback, elicit the answers.

B Ss cover the sentences and look at the pictures. Elicit what Ss can see. In pairs, Ss match the pictures to the sentences.

Stronger classes can do the exercises at home.

Answers:

A 1 b) 2 f) 3 a) 4 d) 5 g) 6 j) 7 h) 8 c)
9 i) 10 e)
B A 10 B 9 C 3 D 5 E 6 F 1

Teaching tip

Multi-word verbs are very common, so encourage Ss to continue to look out for them when they are reading or listening and record them in the way that's best for them.

Homework ideas

- **Ex 8A:** write a list of advice for one of the situations.
- **Language bank:** 6.1 Ex A–B, p139
- **Vocabulary bank:** p153
- **Workbook:** Ex 1–6, p37–38

THE PEOPLE WATCHERS

Introduction

Ss learn and practise the second conditional in the context of hypothetical situations. They also learn and practise verb–noun collocations.

SUPPLEMENTARY MATERIALS

Resource bank: p155

Warm up: bring some photos of busy street scenes.

Warm up

Write on the board *Name, Age, Job and Likes doing at the weekend*. Put Ss into pairs. If your class looks onto the street, Ss look at people in the street and make guesses about them under the headings on the board. Alternatively, download some photos of busy street scenes and ask Ss to speculate about the people in the photos in pairs. In feedback, elicit Ss' ideas and ask if they ever do this when they are alone in public.

READING

1A Give Ss 2 mins to read the first paragraph then discuss the questions in pairs. In feedback, elicit Ss' answers.

B Teach/Elicit *jump a queue, a complete stranger, a bargain, fake and a badge*. Give Ss 5–6 mins to read the rest of the article and check their ideas. Tell Ss not to worry if they don't understand all the vocabulary as they'll read the article again in Ex 2B.

2A From memory, Ss answer the questions in pairs. If they need to, they can refer back to parts of the text, but should avoid reading the whole article again. In feedback, elicit Ss' answers.

Answers:

- 'Why do we do what we do?'
- They did experiments involving members of the public, and secretly filmed them with a hidden camera.
- They convinced people that they were getting a bargain. First, they pretended that one cake cost two pounds, and if you bought a cake, you would get another one free. Later, they told people the cakes were normally two pounds, but they were selling them at half-price.
- She talked like a hairdresser, and dropped fake hair.
- If you want a big favour from someone, first ask for a small favour.

B Read the headings with the class and elicit what Ss can remember about each one. Don't confirm any answers yet. Give Ss 10 mins to read the article carefully and take notes alone. Monitor and help with any new vocabulary.

Alternative approach

Arrange the class into three large groups and assign one of the headings in Ex 2B to each group. Ss in each group work alone to read the article and take notes under their heading. When they have finished, arrange Ss into groups of three with one member from each of the three groups. Ss take it in turns to explain their notes, while other Ss in the group listen and take notes.

Teaching tip

Review language and/or skills before Ss practise them again. Recycling language and skills helps Ss move from 'understanding' something to 'knowing' and being able to use it.

C Give Ss 1 min to think of their questions, then put them in small groups to discuss. When they have finished, elicit one question from each group and discuss with the class.

VOCABULARY VERB–NOUN COLLOCATIONS

3A Go through the example with the class. Ss match the verbs and nouns alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the collocations.

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

B Ss answer the questions in pairs. In feedback, elicit Ss' answers and give further examples if necessary.

Answers: 1 hold a sale 2 get a seat 3 raise money
4 watch a programme 5 cut hair 6 do experiments
7 jump a queue

GRAMMAR HYPOTHETICAL CONDITIONAL: PRESENT/FUTURE

4A Give Ss 3–4 mins to read the review and answer the question. They then check their answers in pairs. In feedback, elicit Ss' answers and write new words on the board.

Answer: The reviewer likes it because it asks some interesting questions and it's light, easy on the eye and fun.

B Ss complete the rules alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further examples/ explanations if necessary.

Answers: 1 hypothetical 2 past 3 would 4 could

C Ss turn back to p71 and find further examples of the hypothetical conditional. They underline them, then check their answers in pairs. Elicit Ss' answers and drill the sentences.

Answers:

If you wanted to persuade someone to dress up as a tree in public, what would you do?
If you wanted to raise money for charity on the streets, who would you ask to help you?
What would you do if you wanted to sell cakes and nobody was buying them?
What would you do if you needed to think creatively but didn't have any ideas?
If you wanted to know how to get a seat ... you could find out by watching.
... if you bought a cake, you would get another one free.
People would do better if they didn't always listen to 'experts'.

▶ LANGUAGEBANK 6.2 p138–139

Check the notes with Ss. In both exercises, go through the first sentence with the class as an example. Ss complete the exercises alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- A** 1 sold, wouldn't be 2 Would your parents come, organised
3 wouldn't be, didn't pass 4 lost, you'd need to
5 'd be, they didn't eat 6 wrote, would you call
7 didn't have, they'd find 8 wouldn't work, didn't give
9 would she live, she had 10 could, he wouldn't need
- B** 1 If we walked to the game, we'd be late.
2 If the team entered the competition, it'd lose.
3 If you borrowed his car, he'd get angry.
4 If we called her now, we'd wake her up.
5 If we started the project again, we'd waste money.
6 If we extended our holiday, we'd miss school.

5A Give Ss 2 mins to read the conversations and predict the missing words. Elicit Ss' predictions but don't give any answers yet. Ss listen and check their answers, then compare them in pairs. In feedback, elicit Ss' answers.

Answers: 1 would you do 2 I'd 3 wouldn't be

B Read the questions with the class, then play the recording again for Ss to answer the questions. Elicit Ss' answers and drill the different forms of *would*.

Answers:

- 1 The full form is used: *would* /wʊd/
- 2 The contracted form is used: *'d* /əd/
- 3 The contracted form is usually used: *wouldn't* /wʊdn't/

6 Teach/Elicit *autobiography* and *UFO*. Read the example with the class and check Ss understand that they may need to change the form of the verbs. Ss complete the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the sentences.

Answers: 1 write, didn't have 2 would you do, saw
3 could, 'd go 4 didn't rain, 'd like 5 wouldn't, failed 6 saw, tell

7A Complete the first one with the class as an example and check Ss understand they need to write a different student's name for each sentence. Monitor and check Ss are forming the second conditional correctly.

B Do an example first to demonstrate and check Ss understand how to form questions from their sentences. Ss stand up and find the Ss they wrote about and ask them their questions. Monitor and note down any common errors. In feedback, nominate Ss to share their true sentences with the class and correct any common errors.

SPEAKING

8A Give Ss 2–3 mins to read the questions and check any new vocabulary. Ss discuss the situations in pairs. Monitor and help with vocabulary and write any new words on the board.

B Reorganise Ss into small groups with different partners. Ss share their answers from Ex 8A and decide which dilemmas were the most difficult. In feedback, nominate Ss to share their ideas with the class.

Teaching tip

When doing speaking activities, it can be beneficial to play background music. It makes the activity more authentic (there is often background music or noise in cafés, etc.); it fills the silence between you giving instructions and Ss starting the activity and provides the momentum for Ss to start speaking; and when you want Ss to stop speaking, stopping the music creates a silence which makes Ss stop and take notice. Instrumental music is best. Avoid anything too heavy or anything in the Ss' language(s).

WRITING AN EMAIL OF ADVICE; LEARN TO QUALIFY WHAT YOU SAY

9 Give Ss 3–4 mins to think about the questions. Monitor and help with vocabulary as needed. Ss share their experiences in small groups. In feedback, nominate Ss from each group to answer the questions about their group members.

10A Ss read the dilemma alone, then discuss possible solutions in pairs. In feedback, elicit Ss' ideas.

B Ss read the responses alone, then discuss the questions in pairs. In feedback, elicit Ss' answers.

C Ss tick the sentences alone, then compare their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 ✓ 2 X 3 ✓ 4 ✓ 5 ✓

D Ss find the things they ticked in Ex 10C in the responses in Ex 10B and underline them. They then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 Yes text: 'You have the money. She has the ideas, the energy and the expertise.'; No text: 'So your cousin wants money.'
- 3 Yes text: 'If I were you, I wouldn't worry about her age.' And if you're really worried, maybe tell her you want fifty percent of the money back within two years.'; No text: 'If I were you, I'd ask a lot of questions first. I'd find out how much research she has done, how well she knows the market and who else is involved.'
- 4 Yes text: 'As a young person, she might know more about the internet than you do.'; No text: '... over ninety percent of new companies disappear within the first year.'
- 5 Yes text: 'What do you have to lose apart from a bit of money?'; No text: 'Can you wait that long to get your money back? And think about this: if it wasn't your cousin asking, would you lend the money?'

11A Ss find the words and phrases in the responses in Ex 10B and answer the questions in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers: 1 probably, It's possible that 2 maybe, perhaps

Teaching tip

Remind Ss that qualifying what they say is important because if they don't do it, they can sound over-confident and aggressive.

B Read the examples with the class. In pairs, Ss qualify the sentences alone then compare in pairs. In feedback, nominate Ss to read out their answers.

12A Give Ss 3–4 mins to read the problem and check they understand it. Ss discuss and make a list of possible solutions in small groups. In feedback, nominate Ss to share their ideas with the class and ask which are the best ones.

B Give Ss 10 mins to write an email of advice, using the responses in Ex 10B as examples and the qualifying phrases in Ex 11A.

C In small groups, Ss read out their emails and choose the best one. In feedback, nominate Ss from each group to describe the best advice email to the class and correct any common errors.

Alternative approach

Ss write their own problem emails, then exchange them with other Ss to write replies with advice.

Homework ideas

- **Ex 12B:** write a final draft of your email of advice.
- **Language bank:** 6.2 Ex A–B, p139
- **Workbook:** Ex 1–6, p39–40

THAT'S GREAT NEWS!

Introduction

Ss learn and practise how to give and respond to personal news.

SUPPLEMENTARY MATERIALS

Resource bank: p156

Warm up

Write on the board *When was the last time you received good news? What was it? What happened? What's the best news you've ever received?* Ask Ss to discuss their answers in small groups. In feedback, nominate Ss from each group to share their experiences with the class.

VOCABULARY LIFE EVENTS

1A Ss read the phrases and decide if they are good or bad news, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers: 1 G/B 2 G 3 G 4 G 5 B 6 B 7 G 8 G

B Ss discuss the question in pairs. Monitor and help with vocabulary where needed. In feedback, nominate Ss to share their partner's answers with the class.

2A Give Ss 3–4 mins to work alone to make a list of ways of giving bad news, e.g. *sit down, prepare the person*, etc. then compare their lists in small groups. In feedback, elicit Ss' ideas and write them on the board.

B Check Ss understand the phrases in the box. Ss complete the article alone, then check their answers in pairs. In feedback, elicit Ss' answers and tick any of the ideas on the board that Ss mentioned.

Answers: 1 bad news 2 making people too upset 3 good news
4 Prepare your listener 5 give a reason 6 tone of voice

C In pairs, Ss discuss which pieces of advice they agree with. Encourage them to refer to their own experiences. In feedback, nominate Ss to share their opinions with the class.

FUNCTION GIVING NEWS

3A Elicit Ss' ideas about what is happening in the pictures. Ss listen and match the conversations to the pictures then check their answers in pairs. In feedback, elicit Ss' answers.

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

Unit 6 Recording 4

Conversation 1

M = young man W = young woman

- M:** I've got something to tell you.
W: What's that?
M: I've been offered a job.
W: Wow! That's fantastic. Congratulations!
M: There's one thing I've got to tell you though.
W: Really? What's that?
M: The job is in Germany. I'm moving at the end of the month.
W: That's awful. What am I going to do?
M: I have to go. I hope you understand.
W: I see.

Conversation 2

W = Woman M = Man

- W:** Hello. You came in for a job interview last week.
M: Yes, that's right.
W: Firstly, I'd like to say that we were very impressed with your interview.

M: Oh. Thank you.

W: However, I'm sorry to have to tell you, but we've offered the job to someone else.

M: Oh. That's a shame. Thank you anyway.

W: I'm afraid the other candidate had more experience.

M: I understand.

W: But, we'd like to keep your details, in case another job comes up in the future.

M: OK.

Conversation 3

W1 = 1st woman W2 = 2nd woman

- W1:** You'll never guess what.
W2: What?
W1: I've just won some money in a creative writing competition.
W2: You're joking?
W1: No, really.
W2: That's amazing! How much did you win?
W1: €2,000.
W2: You lucky thing. How fantastic! How are you going to spend it?
W1: Actually, I've got so many bills to pay. I'll spend it on that.
W2: Well, it's good news anyway.

Conversation 4

M1 = 1st man M2 = 2nd man

- M1:** I'm afraid I've got some bad news.
M2: What is it?
M1: I've had an accident. I crashed the car.
M2: Oh no. That's terrible. Are you OK?
M1: Yes, I'm fine.
M2: That's lucky.
M1: But, I'm afraid the car isn't.
M2: Oh, that doesn't matter. You can get the car fixed.
M1: Unfortunately, it was your car.
M2: My car? You mean you crashed my car? How did that happen?
M1: Well, you see I ...

Conversation 5

G = Girl D = Dad

- G:** Dad, I've got some good news for you.
D: What is it?
G: Well, you know I was waiting to hear from the University?
D: Yes.
G: Well, ... I'm really pleased to tell you that ... they've offered me a place!
D: That's wonderful news, dear! Well done. I'm so pleased for you.
G: There's only one problem though ...
D: What's that?
G: It means I'm leaving home.
D: Well, of course we'll miss you, but it's fantastic news.

Conversation 6

W = young woman M = young man

- W:** There's something I've got to tell you.
M: What's the matter?
W: I split up with Fabio.
M: Oh no! That's terrible. I'm really sorry to hear that.
W: No, it's OK actually. I'm pleased about it, but guess what?
M: What?
W: He's already got a new girlfriend.
M: No! That's really annoying.
W: Yeah, and they've got engaged.
M: You're joking!

Conversation 7

W1 = 1st woman W2 = 2nd woman

- W1:** Bad news, I'm afraid.
W2: What is it?
W1: Steve's lost his job.
W2: Oh no. That's awful. I'm really sorry to hear that.
W1: Do you want to hear the good news though?
W2: Yes.
W1: The company is paying him £30,000.
W2: Really?
W1: He's going to travel around the world.
W2: That's amazing.

B Ss answer the question in pairs. In feedback, elicit Ss' answers and ask them to summarise each situation.

Answers:

- A** good news – they were impressed with the interview; bad news – they've offered the job to someone else
B good news – she's split up with her boyfriend; bad news – he's already engaged to someone else
C bad news – Steve's lost his job; good news – he's going to get £30,000 from the company
D good news – he's OK; bad news – he crashed the other person's car
E good news – she won €2,000 in a creative writing competition; bad news – she's going to spend it all on bills
F good news – he's got a new job; bad news – it's in Germany, so he has to move
G good news – she's been offered a place at university; bad news – she's leaving home

4A Give Ss 2–3 mins to read the phrases and try to remember which ones were used in which conversation. Ss listen again and write the conversation numbers. With weaker classes, pause the recording after each 'giving news' phrase.

Answers:

- I've got some good news (for you). 5
 I'm really pleased to tell you ... 5
 You'll never guess what. 3
 Bad news, I'm afraid. 7
 I'm sorry to have to tell you, but ... 2
 I'm afraid ... 2, 4
 Unfortunately, ... 4
 I'm afraid I've got some bad news ... 4
 There's something I've got to tell you. 6
 You know ... ? Well, ... 5
 I've/We've got something to tell you. 1

B Write the first phrase on the board, play the recording and mark where the stressed syllables are. Ss listen to the rest of the recording and underline the stressed syllables. They then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 I've got some good news for you.
 2 I'm really pleased to tell you ...
 3 You'll never guess what.
 4 Bad news, I'm afraid.
 5 I'm sorry to have to tell you ...
 6 I'm afraid I've got some bad news ...
 7 Unfortunately, there's something I've got to tell you.

C Ss listen again and answer the questions. In feedback, elicit Ss' answers. Ss then practise saying the phrases in pairs. Monitor and check they are saying them naturally.

Answer: high voice for good news, low voice for bad news

▶ LANGUAGEBANK 6.3 p138–139

Stronger classes could read the phrases in the table and do the exercise at home. Otherwise, drill the phrases from the table, checking Ss are using natural intonation. Ss work alone to complete the conversations, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can then practise the conversations in pairs.

Answers:

- 1 guess, joking, lucky 2 Have 3 something, sorry
 4 afraid, shame, annoying

5 Elicit the first answer as an example. Ss work alone to put the words in order, then check their answers in pairs. In feedback, elicit Ss' answers and drill the sentences.

Answers:

- 1 Bad news, I'm afraid – we lost the match.
 2 I'm really pleased to tell you that you got the job.
 3 I'm afraid we're going to be late.
 4 There's something I've got to tell you.
 5 You'll never guess what.
 6 I've got some good news for you.
 7 Unfortunately, the concert was cancelled.
 8 You know the cat we lost? Well, we found him again.

LEARN TO RESPOND TO NEWS

6 Check Ss understand the words in the box. Ss complete the conversations alone, then check their answers in pairs. In feedback, elicit Ss' answers.

- Answers:** 1 Congratulations 2 shame 3 joking, lucky
 4 terrible 5 done, pleased 6 sorry 7 annoying

speakout TIP

Read the tip with the class and explain that varied intonation can make Ss sound more polite or enthusiastic. Drill the responses with the class.

7A Ss listen and follow the intonation patterns.

B Ss practise saying the phrases in pairs.

C Ss listen and mark the main stresses, then check their answers in pairs. In feedback, elicit Ss' answers. Ss listen again and tick which phrases use a higher voice. Elicit Ss' answers, then Ss practise saying the phrases in pairs.

- Answers:** 1 You lucky thing! (high) 2 That's terrible. (low)
 3 Well done. (high) 4 I'm so pleased for you. (high)
 5 That's really annoying. (low)
 6 That's awful. I'm really sorry to hear that. (low)

SPEAKING

8A Put Ss into A/B pairs. Give Ss 2 mins to read their role and think about what they're going to say. Review the language for giving and responding to news. Ss practise the dialogue in pairs. Nominate one or two pairs to perform their role-play.

B Ss prepare and practise their own role-plays. Monitor and note down any common errors. In feedback, nominate more confident pairs to perform their role-plays for the class and correct any common errors.

Alternative approach

Ss could do this as a mingling activity, walking round and giving good/bad news for other Ss to respond to.

Homework ideas

- **Ex 1B:** write about one of your experiences.
- **Language bank:** 6.3 Ex A, p139
- **Workbook:** Ex 1–3, p41

MY WORST WEEK

Introduction

Ss watch an extract from the BBC television comedy *The Worst Week of my Life*, in which a man who is getting married loses a wedding ring. Ss learn and practise how to talk about a memorable moment in their lives and write a website entry on the same topic.

SUPPLEMENTARY MATERIALS

Warm up: write the list of things below on the board.

Warm up

Write on the board *buy rings, book the church, book a venue for the reception, order flowers, buy a dress, choose the music, arrange the food, choose a best man and write a speech*. Ask *Which of these things do people do when organising a wedding in your country? Can you add anything else to the list? Who usually organises each thing?* Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their ideas.

DVD PREVIEW

1A Ss discuss the questions in pairs. In feedback, elicit Ss' answers and write a list on the board.

B Teach/Elicit *a complete nightmare*. Ss read the text alone, then answer the questions in pairs.

Answers: It should be special because it's the week before his wedding. During the week, lots of things go wrong for Howard (he kills his in-laws' dog, puts his fiancée's granny in hospital and loses the wedding ring twice).

Culture notes

The BBC sitcom *The Worst Week of my Life* was first screened in 2004. It follows the story of the seven days leading up to the marriage between Howard Steele, a publishing executive and his fiancée Mel, a vet. The couple are plagued with bad luck and it seems that if anything can go wrong, it will. The comedy was written by Mark Bussell and Justin Sbresni and stars a number of well-known British comedians: Ben Miller (Howard), Sarah Alexander (Mel) and Janine Duvtiski (Eve, Howard's assistant).

DVD VIEW

2A Ss watch the DVD to discover the problem. Tell Ss not to worry if they don't understand everything at this stage as they'll have a chance to watch it again in Ex 3B in more detail.

Answer: The problem is that Howard's secretary tries on the ring and it gets stuck on her finger. When she tries to take it off, it goes down the plug hole in the bathroom at his office.

DVD 6 The Worst Week of My Life

E = Eve H = Howard C1 = Colleague 1 C2 = Colleague 2

- E: Oh and Mel called, asked if you've got the ring.
 H: Just picked it up from the jeweller's.
 E: Could you call her?
 H: Absolutely. Was there something else?
 E: I just wondered if I could have a little look at it.
 H: Oh! Here. Help yourself.
 E: Oh. It's lovely!
 H: It's been in Mel's family for 150 years. They have this rather charming tradition where they pass it down from generation to generation. Eve? What is it?
 E: Oh, I'm sorry. I always get like this about weddings.
 H: Oh, don't cry.
 E: I always wanted a fairy-tale wedding of my own.

- H: Well, there's still time.
 E: Do you really think so?
 H: Yes!
 E: I don't think so.
 H: Just you believe it. One day you'll have a ring just like this on your finger.
 E: Oh, in my dreams.
 H: Try it on. See what it feels like.
 E: Oh I can't do that! It's bad luck.
 H: Come on.
 E: Oh, it's lovely.
 H: Hi, Mel! I was just about to call you. Yeah. I picked it up on my way in. He's reduced it by 3mm so it should fit pretty snugly now. What are you doing?
 E: I can't get it off.
 H: No! No! You're gonna be really pleased with it. Don't mess about, Eve.
 E: No really. It's stuck!
 H: Yeah, they've done a superb job. Well, get it off!
 E: I'm trying!
 H: I know, I know. I can't wait to show it to your grandmother tonight. Eve! I'm getting married in five days' time. When the vicar asks me to put the ring on my fiancée's finger, it would be very nice if my secretary was not attached!
 E: Oh!
 H: No, nothing's wrong. Um, look I've gotta dash so I'll see you later.
Colleagues: Surprise!
 C1: Don't do it our man, it's a trap. You'll spend the rest of your life at IKEA!
 C2: We couldn't let you get married without some sort of send-off.
 E: Oh-oh ...
 C2: Can I just say a few words? So, we'd like to wish you and Mel every happiness, and hope that you have a great day on Saturday.
 H: Excuse me!
 E: I'll er ... get a plumber.

B Give Ss 1–2 mins to read the sentences. Check any new vocabulary. Play the DVD. Ss watch and put the events in the correct order. They then check their answers in pairs. In feedback, elicit Ss' answers.

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

3A Ss read the sentences and, from memory, try to complete them.

B Play the DVD again for Ss to check their answers to Ex 3A. In feedback, elicit Ss' answers.

Answers: 1 a hundred and fifty 2 wedding 3 luck 4 3mm
 5 secretary 6 happiness 7 plumber

4A Ss complete the sentences alone. Monitor and help with vocabulary and write any new words/phrases on the board.

B Ss compare their sentences in pairs. In feedback, nominate Ss to share their ideas with the class.

Answers:

- 1 the ring.
- 2 not getting married herself.
- 3 the ring gets stuck.
- 4 the ring being stuck on her finger.
- 5 his colleagues give him a surprise party.
- 6 the ring goes down the plug hole.

speakout memorable moments

5A Teach/Elicit *lighthouse* and *prawns*. Read the statements with the class and check Ss understand them. Ss listen and say which of the statements is not true. In feedback, elicit Ss' answers.

Answer: 4 is not true. (They went to a blues concert.)

Unit 6 Recording 8

One of the most, er, memorable moments, or not moments rather events, in my life ... er ... was a couple of years ago. Erm ... It all started one day when I was at work and my brother phoned me out of the blue and said, um, 'What are you doing the weekend of Sept 23rd?' or whatever it was. I said, 'I don't know.' He said, 'Well, book a flight to Norway.' My brother lives in Norway and I live in England. So I said, 'Why?', he said, 'Oh I'll let you know when you get there – it's a surprise.' So weeks went on and I tried to work out what this could be, but I had absolutely no idea. So the weekend in question came about ... went to the airport, got on my flight and ah I was met there by somebody I'd never met before. He just came up and said, 'Are you Stig?' I said, 'Yes.' And he said, 'OK. Come with me.' So I went with him to the car. We drove for a little while and I tried to kind of get it out of him where we were going, but he wouldn't tell me anything. He pulled up outside a hotel and there was my brother and my half brother and my two half sisters there waiting for me. I was thinking 'What on earth is going on?' And my brother just said, 'I realise that we don't spend enough time together, so I've gathered you all here and I've planned a weekend for you.' We're like 'Oh, cool! So, what are we doing?' 'I'm not telling you.' 'OK fine.' Next thing we got on a boat and, er, he took us out to a lighthouse. And the first night we spent, er, eating Norwegian prawns, drinking beer and we slept in a lighthouse. Next morning we got up, drove off in his car, he said, 'Where are we going?' He said, 'I'm not telling you.' He took us to a local shopping centre and said, er, 'I realise I've done OK in life. I've done better than you guys. Here have a load of money. I want you all to go shopping and buy stuff that you wouldn't normally buy with this money.' He said, 'The one condition is you're not allowed to buy a gift for me or my family.' So off we went in different directions, spent all his money and, er, bought some very nice things, met back again. In the evening, he took us out to a blues concert, then he took us for a five-course meal. And, er, we stayed that night in a very nice hotel. The next morning we had breakfast, I got back on a plane and went back to England. Yeah, that weekend is one of my happiest memories.

B Ss listen again and tick the phrases the speaker uses, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers: One of the most memorable moments/events in my life was ...; It all started one day when ...; I had absolutely no idea.; The next thing/morning ...; That weekend/day is one of my happiest memories.

C Give Ss 5 mins to read the questions and choose which one they want to answer, then plan their answer alone. Remind them to use key phrases from Ex 5B. Monitor and help with vocabulary, writing any new words/phrases on the board.

D Ss tell their stories in small groups. Monitor and note down any common errors. In feedback, nominate Ss from each group to share one of their group's stories with the class and correct any common errors.

writeback a website entry

6A Ss read the website entry alone, then answer the questions in pairs. In feedback, elicit Ss' answers.

Answers: People from around the world share their personal stories and experiences. Jess's trip to America was special because he/she met wonderful people and saw amazing sights, and had a great sense of freedom. He/She was at the beginning of an adventure into becoming an adult.

B Make sure Ss choose a different question from Ex 5C than the one they spoke about in Ex 5D. Ss write their stories alone. Monitor and help with vocabulary where needed. When they have finished, Ss show their website entries to their partner.

Teaching tip

Weaker Ss may need more assistance with planning their website entries. Before they start writing, write the following on the board *When did this happen? Where were you? Which other people were involved? What happened? How did you feel? Why was it memorable? Has it happened again in your life? What was the best thing about the moment?* Give Ss 5 mins to take notes and plan their answers to the questions. Monitor and help with ideas where necessary. When they are ready, Ss can write their website entry as in Ex 6B.

Homework ideas

Ex 6B: write a final draft of your website entry.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 6. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

-ING/-ED ADJECTIVES

1A In pairs, Ss use adjectives to describe how they feel in the given situations. With weaker classes, elicit the first one as an example. In feedback, elicit the adjectives and drill them.

Suggested answers: 1 annoyed 2 frightened 3 bored
4 embarrassed

B Read the examples with the class. Ss choose five of the adjectives and write a situation for each. Monitor and help with vocabulary and write any new words/phrases on the board.

C Ss read the situations out to their partner for them to guess the adjective. Make sure they don't say their adjective when reading out the situation. In feedback, nominate some Ss to read out their situations for the class to guess the adjective.

REAL CONDITIONALS

2A Elicit the first answer as an example. Ss match the sentence halves alone, then check their answers in pairs. In feedback, elicit Ss' answers.

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

B Ss complete the sentences alone, using their own ideas, then compare their endings in pairs. In feedback, nominate Ss to share their endings with the class.

Alternative approach

Once they have written alternative endings, Ss read out only the endings to their partner in random order. Their partner guesses which sentence they are finishing.

3 Demonstrate by writing on the board three things you want to achieve this year. Give Ss 2–3 mins to write three things they would like to achieve. Monitor and help with vocabulary where needed. Refer Ss back to your list on the board and elicit possible advice. Ss read out their goals and give advice in pairs. In feedback, ask Ss what advice they received.

VERB-NOUN COLLOCATIONS

4 Read the example with the class. Ss rearrange the letters alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 get seats 2 hold a sale 3 raise money
4 watch a programme 5 do experiments 6 cuts hair

HYPOTHETICAL CONDITIONAL

5 Focus Ss attention on the A and B prompt boxes and read the example with the class. Ss use the prompts in the boxes to form second conditional sentences in pairs. In feedback, go through each of the phrases in the box, nominating a different pair each time to share their sentences with the class.

Answers:

If I was rich, I'd give some money to charity.
If there was no war, the world would be more peaceful.
If there were more hours in the day, people would work more.
If I had more energy, I'd dance all night.
If nobody smoked, people would be healthier.
If I gave up coffee, I'd sleep better.
If I could paint well, I'd do a portrait of you.

GIVING NEWS

6A Read the example with the class and check Ss understand they may have to change the punctuation. Ss add the missing words alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- A:** Bad news, I'm afraid.
B: What's the matter?
A: The computers aren't working.
B: Not again! That's annoying.
- A:** You'll never guess what.
B: What?
A: I got the job.
B: Congratulations! That's great/fantastic news.
- A:** I've got some good news for you.
B: What is it?
A: I've been promoted.
B: Well done. That's great news.
- A:** I'm sorry to have to tell you, but I'm leaving the company.
B: What? Why?
A: The company has got problems, so they're reducing the number of managers.
B: I'm sorry to hear that.
- A:** You know that exam I did last week?
B: Yes?
A: Well, I passed.
B: Congratulations! I'm so pleased for you.

B Ss practise the conversations in pairs. Monitor and check Ss are using natural intonation. In feedback, nominate Ss to perform one or two of the conversations for the class.

Alternative approach

As an extension, give Ss 3 mins to work alone and think of any news they can give about things that have just happened or are going to happen in their lives, using the ideas in Lesson 6.3 Ex 1A to help. When they are ready, Ss mingle and share their own news. Monitor and encourage other Ss to ask follow-up questions and use the language for responding to news. In feedback, elicit ideas from one or two Ss.

Homework ideas

Workbook: Review 3, p42–45

BBC interviews and worksheet

How are you feeling today?

This video extends discussion of the unit topic to memory. Ss can view people talking about how to have a healthy mind and memories.

OVERVIEW

7.1 THE SECRET OF SUCCESS

SPEAKING | talk about success

LISTENING | listen to a radio programme about success

VOCABULARY | success

SPEAKING | talk about your skills and interests

GRAMMAR | present perfect simple versus continuous

PRONUNCIATION | weak forms: *have*

VOCABULARY PLUS | verb phrases

7.2 THE MEMORY MEN

VOCABULARY | ability

PRONUNCIATION | word stress

READING | read a biographical text

GRAMMAR | present and past ability

SPEAKING | talk about your abilities

WRITING | a summary; learn to make notes for a summary

7.3 ARE YOU QUALIFIED?

VOCABULARY | qualifications

FUNCTION | clarifying opinions

PRONUNCIATION | stress patterns: short phrases

LEARN TO | refer to what you said earlier

SPEAKING | give/clarify opinions

7.4 ANDY MURRAY  DVD

DVD | watch a BBC documentary about Andy Murray

speakout | an achievement

writeback | an internet post

7.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

What has been your greatest achievement to date?

This video extends discussion of the unit topic to achievements. Ss can view people talking about their greatest achievements and how they did them. Use this video at the start or end of Unit 7 or set it as homework.

THE SECRET OF SUCCESS

Introduction

Ss learn and practise the present perfect simple and continuous in the context of success. They also learn verb phrases with prepositions.

SUPPLEMENTARY MATERIALS

Resource bank: p158 and p159

Warm up

Write on the board *What's the best way to be successful at learning English?* Ss discuss the question in pairs, then join other pairs and share their ideas. Elicit Ss' ideas in feedback and see if everyone agrees.

SPEAKING

1A Give Ss 2 mins to think of and write the names of three successful people on their own. They could be famous people or people they know. Put Ss into pairs to discuss the questions, referring to the three people they wrote down individually.

B Ss read the quotes and discuss the questions in pairs. In feedback, check Ss understand the quotes and elicit which ones they agree/disagree with.

C Ss look at the photos and discuss what they know about the people.

Culture notes

(from left to right, top to bottom)

Malcom Gladwell (1913–) is a Canadian journalist and author. He has worked for the New Yorker since 1996, and publishes non-fiction books related to sociology and psychology.

Benjamin Disraeli (1804–1881) was a British politician and writer who was Prime Minister twice. He helped create the modern Conservative Party.

Bill Gates (1955–) co-founded Microsoft and was the world's richest person from 2009–2014. He is estimated to be worth over \$80 billion. He has also donated millions of dollars to charity.

Marva Collins (1936–) started Westside Preparatory School in a poor area of Chicago. She is famous for helping disadvantaged children and has written books about her teaching approach.

The Beatles were one of the most famous bands ever, and are still the bestselling band of all time in the USA. Only two of the band members, Ringo Starr and Paul McCartney, are still alive.

Martina Hingis (1980–) from Switzerland spent over 200 weeks as the world's number one tennis player. She won five Grand Slam titles and in 2013 was elected to the tennis hall of fame.

Thomas Edison (1847–1931) was a US inventor and is credited with the invention of the light bulb, the phonograph and video cameras. He held 1093 patents in the USA alone.

Ludwig van Beethoven (1770–1827) was a German composer who was highly influential in the Romantic music era. In his later life he became completely deaf, but continued composing.

LISTENING

2A Focus attention on the title and elicit what Ss think the programme is about. Ss read and check their predictions, then discuss what they think the secret of success is. In feedback, elicit Ss' ideas.

B Ss listen to the recording and complete the summary. In feedback, elicit Ss answers.

Answer: 1 common 2 practised 3 world-class 4 10,000
5 successful

Unit 7 Recording 1

P = Presenter I = Ian

P: Hello and welcome back to the *Focus* podcast. I'm Jenny Osmond, the editor of *Focus*, the monthly science and technology magazine from the BBC. He's the hugely influential author of *Blink* and *The Tipping Point*. His work is quoted by academics, presidents and your mates down the pub. And now Malcolm Gladwell has turned that deft mind of his to a new subject: the science of success. In his new book, *Outliers*, Gladwell argues that if we want to be successful, we should think less about what successful people are like and more about where they have come from and the opportunities they have had along the way. Now, Ian's read the book and he joins me. Now ... his new book is looking at success ...

I: Yes and what he says is, erm, that if we think about somebody like Bill Gates, hugely successful person and we want to learn from, from his achievements, then what do we look at? We look at what that man is like, you know, what drives him, what does he do on a day-to-day basis, how can we be more like him? Erm ... But what Gladwell argues in the new book is, is that we should pay less attention to that side of stuff and look at where Bill Gates came from.

P: So, more of his history.

I: How did he get to where he got to, the opportunities he had along the way. Erm ... And what he says is that Bill Gates has one thing in common with another very, very successful group of people, The Beatles.

P: So, what's that?

I: Well, they both practised what they do and they practised a lot.

P: Right, so what does that ... how much is a lot?

I: A lot is 10,000 hours. That's like the magic number if you're going to become world-class at anything in the world ...

P: Oh, OK.

I: ... you need to put 10,000 hours' practice in. So, The Beatles, they were doing gigs, you know, like all-night gigs in Hamburg, in these little clubs and just the number of hours they put in on the stage, erm, allowed them to master their craft.

P: I think the 10,000 hours magic number is really interesting because, as you know, I used to play tennis professionally and I hit a load of tennis balls when I was little. And I'm sure, I must have done 10,000 hours' worth, you know, I used to play like four hours a day and stuff. And I remember speaking to Martina Hingis' mum about why she thought her kid was so good and such a prodigy and she basically said, 'My daughter has been hitting tennis balls since the age of three and she has hit X number of tennis balls for X number of hours and it's, you know, I'm sure she's ... So kind of once you're over that magic number of 10,000 ... yeah.

I: The same goes for people like Beethoven, erm ... It's incredible how ...

P: But at the end of the day you've got to have talent.

I: You do have to have talent, you have to have belief in what you can do and you have to have the will to put those hours in ... but you also need the opportunity.

3A Give Ss 3-4 mins to read the statements and decide if they are true or false.

B Ss listen again and check their answers to Ex 3A in pairs. In feedback, elicit Ss' answers.

Answers: 1 T 2 F 3 T 4 F

C Ss discuss the question in small groups. In feedback, nominate Ss to summarise their group's opinions for the class.

VOCABULARY SUCCESS

4A Read the example with the class. Ss complete the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers: 1 work hard 2 have a natural talent for
3 believe in yourself 4 have the opportunity 5 master
6 be a high achiever 7 focus on 8 world-class

Teaching tip

When Ss learn new words, it's a good idea for them to also learn which prepositions, verb patterns, etc. come after them. If they record new words as whole phrases, it makes them easier to retrieve correctly and it's more likely that Ss will learn and use them.

B Ss match the definitions to six of the phrases in Ex 4A. Make sure they understand that two of the phrases don't have definitions. In feedback, elicit Ss' answers and give further explanations/examples if necessary.

Answers: 1 believe in yourself 2 focus on
3 master (a skill/a craft) 4 have the opportunity (to do something)
5 be a high achiever 6 (be) world-class (at something)

C First, give an example about yourself using one of the phrases. Ss choose two of the phrases and write a true sentence for each, then compare their sentences in pairs. In feedback, nominate Ss to share their partner's sentences with the class.

▶ VOCABULARY BANK p154 Success

1A Read the example, then Ss match the rest of the definitions to the expressions in pairs. In feedback, elicit Ss' answers.

B Focus attention on the pictures and elicit what Ss can see. Ss work alone to complete the captions, then check their answers in pairs.

Stronger classes can do the exercises at home.

Answers:

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

B 1 didn't come 2 runner up 3 medal 4 got 5 nominated
6 shortlist 7 award 8 winning

SPEAKING

5 Give Ss 2 mins to read the questions and think about their answers. Ss discuss the questions in small groups. Monitor and note down any common errors for later correction. In feedback, nominate Ss from each group to share their group's ideas with the class.

GRAMMAR PRESENT PERFECT SIMPLE VERSUS CONTINUOUS

6A First, do sentence a) as an example. Ss underline and circle the examples in the rest of the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

a) Martina [*'s been playing*] tennis since she was three years old.
b) Anya [*'s been going*] to ballet lessons since she was a child.
c) I've known Max for years.
d) How long [*have*] you [*been studying*] French?
e) He's always enjoyed playing sport.

B Ss read the rules alone. Check Ss understand the rules, then elicit an example from Ex 6A that goes with rule 1. Make sure Ss understand that all the rules have more than one example. Ss match the examples alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further examples if necessary. If Ss are still uncertain, ask them to read the rules in the Language bank on p140.

Answers: 1 sentences a), b) and d) 2 sentences c) and e)
3 sentences a), b), c) and d)

Teaching tip

The present perfect simple and continuous are difficult for Ss, both in terms of form and meaning. Ss need lots of exposure and practice before they will fully understand these tenses. The important thing is to keep practising them. Explain this to Ss and don't get frustrated if they are still making mistakes with these tenses long after you've taught them.

▶ LANGUAGEBANK 7.1 p140–141

Stronger classes could read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially the use of state verbs and the difference between *for* and *since*. In both exercises, elicit the first answer as an example. Ss can refer back to the notes to help. In feedback, elicit Ss' answers.

Answers:

- A** 1 've been sitting 2 've been studying
3 've been waiting 4 've (always) hated
5 's been doing 6 haven't been listening
7 's been teaching 8 have (you) been living
9 haven't been watching, 've been reading 10 haven't known
- B** 1 seen 2 known 3 met 4 've been playing
5 has been travelling 6 enjoyed 7 've been waiting
8 have been studying

7A Elicit the first answer as an example. Ss complete the rest of the sentences alone, then check their answers in pairs. Monitor and check Ss are forming the tenses correctly. When they are ready, go through the answers with the class. As you go through the answers, make sure you say each sentence naturally, in preparation for Ex 7B.

Answers: 1 've been studying 2 've been learning 3 've lived
4 've (always) loved 5 've had 6 've (always) wanted

B Ss listen to the sentences and decide if *have* is strong or weak in the sentences. In feedback, elicit the answer. With **weaker classes**, before they listen to decide if *have* is strong or weak, write on the board *They've been playing football.* and *Have you seen my keys?* In another space on the board write /hæv/ and /əv/. Read the sentences out naturally and ask Ss to match the phonemic transcriptions to the sentences.

Answer: *Have* is weak in all the sentences.

C Demonstrate the activity by changing/completing some of the sentences so they are true for you, and sharing them with the class. Give Ss 2–3 mins to make their own sentences. When they are ready, Ss compare ideas with a partner. In feedback, nominate Ss to share some of their partner's sentences with the class.

8A Elicit the first question orally as an example. Ss write the questions alone, then check them in pairs. In feedback, elicit the correct questions and drill them, focusing attention on the weak form of *have*.

Answers:

- How long have you known your best friend?
- How long have you done/been doing your hobby (for)?
- How long have you had that (watch / phone / jacket)?
- How long have you lived/been living in this town or city?
- How have you spent/been spending your days off recently?

B Read the example with the class and point out that we use the past simple to talk about further details. Ss ask and answer the questions in pairs. Monitor and note down any common errors with the present perfect. In feedback, nominate Ss to share their partner's answers with the class and correct any common errors.

VOCABULARY PLUS VERB PHRASES

9A Introduce the topic by writing on the board *I like listening music.* Ask *What's wrong with this sentence?* (The preposition *to* is missing.) Explain that we often use prepositions with verbs and which preposition we use depends on the verb. Ss choose the correct prepositions alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 with 2 to 3 at 4 in 5 about 6 on 7 for

B Ss add the verbs from Ex 9A to the correct groups, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 have (a lot) in common 2 think 3 have access
4 have a talent 5 pick up 6 be (good/world class) 7 put

speakout TIP

Read the tip with the class and highlight the importance of recording verbs with their prepositions. This will make it easier for Ss to recall and use the verbs correctly at a later stage. Ss work in pairs and add verbs to each group in Ex 9B. In feedback, elicit Ss' answers.

C Read the examples with the class, then give Ss 5 mins to write their three questions. **Fast-finishers** can write an extra question. Monitor and check Ss are forming the questions correctly.

D Ss ask and answer their questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

▶ VOCABULARYBANK p154

Verb phrases with prepositions

1A Elicit the first answer as an example. Ss work alone to complete the sentences, then check their answers in pairs. In feedback, elicit Ss' answers.

B In pairs, Ss match the definitions to the verb phrases in Ex 1A. **Stronger classes** can do the exercises at home.

Answers:

- A** 1 with 2 about 3 to 4 for 5 on 6 in
B a) write about b) care for c) stick to d) take part in
e) work for f) lead to, result in g) work on h) part with
i) go on j) cope with k) protest about

Homework ideas

- **Language bank:** 7.1 Ex A–B, p141
- **Vocabulary bank:** p154
- **Workbook:** Ex 1–7, p46–47

THE MEMORY MEN

Introduction

Ss learn and practise language to describe present and past ability in the context of people with extraordinary memory. They also practise writing a summary.

SUPPLEMENTARY MATERIALS

Resource bank: p157 and p160

Warm up

Write on the board *the name of your first pet, what you were doing last Sunday at 4p.m., the name of the last person you spoke to before class, a joke and what we learnt last lesson.* In pairs, Ss discuss which of the things they can remember. In feedback, elicit some of the information.

VOCABULARY ABILITY

1 Demonstrate the activity by writing some things you are good and bad at on the board, and inviting Ss to ask you further questions about them, as in the examples in the Students' Book. Give Ss 1 min to write their own lists then show them to their partner and ask each other questions. In feedback, nominate Ss to share their partner's information with the class.

2A Ss read the sentences then discuss the questions in pairs. If possible, give out dictionaries for Ss to check their ideas. In feedback, elicit Ss' answers.

Answers:

- hopeless, useless
- nouns: expert, ability, aptitude; adjectives: gifted, skilful, talented, hopeless, useless
- expert: with special skills or knowledge of a subject
gifted: having a natural ability to do something
ability: the state of being able to do something
skilful: good at doing something that you have learnt and practised
aptitude: a natural ability or skill, especially in learning
talented: have a natural ability to do something well
hopeless/useless: very bad at doing something

B Read the questions with the class and check they understand them. Ss answer the questions in pairs, then listen to the recording to check. In feedback, elicit Ss' answers.

Answers:

- expert, gifted, ability, skilful, aptitude, talented, hopeless, useless
- Expert, gifted, skilful, hopeless and useless have two syllables. The stress in two-syllable words is usually on the first syllable.

C Play the recording again, but pause after each sentence for Ss to repeat. Listen and help with their pronunciation.

3A First give Ss some examples from your own life to demonstrate. Ss work alone and write down the names. Don't elicit any answers yet.

B Ss explain their answers in small groups. Encourage other Ss to ask follow-up questions. In feedback, nominate Ss from each group to share their group's answers with the class.

Alternative approach

With *larger classes*, do this activity as a mingling activity in order to make it more dynamic.

READING

4A Write the two titles on the board. Tell Ss to cover the text and discuss the question in pairs. In feedback, elicit Ss' ideas.

B Put Ss into A/B pairs. Student As read the text on p83 and Student Bs read the text on p161 to see if any of their ideas are mentioned. Tell Ss not to worry about new vocabulary at this stage as they'll read the text again in Ex 4C. Set a strict time limit of 3 mins. In feedback, elicit Ss' answers.

Answers: 'The human computer' can do amazing mathematical calculations. 'The human camera' can remember complex buildings and draw them.

C Ss read their texts again, working alone to answer the questions. Monitor and help with any vocabulary, but encourage them to try and work out meanings themselves.

D Ss tell their partner about their text, using the answers to the questions in Ex 4C. Encourage Ss to ask further questions.

Answers:

Daniel:

- He couldn't make friends. Aged eight, he was able to calculate $82 \times 82 \times 82 \times 82$ in his head, but he couldn't tie his own shoe laces, or ride a bicycle.
- He has an incredible ability with numbers.
- He appeared on a TV programme and recited 22,514 numbers from pi perfectly.
- He went to Iceland and learnt Icelandic in a week.
- He is now a bestselling author.
- He has published several books, including *Born on a Blue Day*, *Embracing the Wide Sky* and *Thinking in Numbers*.

Stephen:

- He couldn't make friends. In fact, he talked to nobody, showed no interest in school subjects and wasn't able to sit still.
- He is a brilliant artist. His eye for detail is perfect. He can see a building just once and remember everything about it.
- He appeared on a TV programme drawing a complicated building.
- He has been to London (England), Rome (Italy), Hong Kong and New York (USA). He drew pictures of the cities seen from a helicopter.
- He has published several books of his drawings.
- He is now an artist.

Teaching tip

The activity in Ex 4C and Ex 4D is called 'jigsaw reading'. It provides real communication and closely mimics real-life language use by integrating reading and speaking skills. Make sure Ss don't look at the texts when summarising for their partner, as this forces them to relay the information in their own words. Of course, if they get stuck, they can look back quickly.

GRAMMAR PRESENT AND PAST ABILITY

5 Look at the example as a class. Ss answer the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further explanations if necessary.

Answers:

- Present ability: a, d, g. Past ability: b, c, e, f, h, i
- can, could, couldn't, is able to, was able to, wasn't able to, manages, managed, didn't manage
- c, f, i

▶ LANGUAGEBANK 7.2 p140–141

Check the tables and the notes with Ss', especially the fact that we use *be able to* to talk about one particular situation.

A Teach/Elicit *crawl*. Ss work alone to find the mistakes, then check their answers in pairs. Elicit Ss' answers.

B Elicit the first sentence as an example. Ss work alone to write the sentences, then check their answers in pairs. In feedback, elicit Ss' answers and drill the sentences.

Answers:

A Johnny isn't able to make full sentences but he *can say* several words ...; He *is* able to understand ...; ... he managed to crawl ...; ... he sometimes manages to *draw* simple pictures.

B 1 She can ride 2 I can't play 3 weren't able to
4 Did you manage 5 Are you able 6 manage to sleep
7 Could you run 8 haven't managed to

6A Ss read the text quickly, then answer the question in pairs, before checking with the whole class.

Answer: He has an amazing memory.

B Ss complete the text alone then check in pairs. In feedback, elicit Ss' answers and ask them to explain why they are correct.

Answers: 1 managed 2 able 3 couldn't 4 can't 5 isn't
6 can 7 to 8 could

SPEAKING

7A Focus attention on the pictures and check that Ss understand the actions. Ss read the instructions and tick the activities alone.

B Ss share their experiences in small groups, using the questions to help. Encourage other Ss to ask follow-up questions.

WRITING A SUMMARY; LEARN TO MAKE NOTES FOR A SUMMARY

8A Discuss the questions as a class, eliciting Ss' ideas and feeding in the suggested answers from below.

Suggested answers: We summarise when we are telling a story, describing a film or book, or explaining something that happened in real life. We write summaries when we are studying, for exams and after various types of meeting. It is useful to make notes first so that we remember what to include and have an idea of what we are going to write before we start writing.

B Give Ss 2–3 mins to read the summary alone, then answer the questions in pairs. In feedback, elicit Ss' answers.

Answers: 1 yes 2 shorter 3 He/She uses his/her own words.

C Read the example with the class to show how the details have been summarised. In pairs Ss find the details/missing information in the text. In feedback, elicit Ss' answers.

Answers: 2 p83 lines 8–14 3 p83 lines 11–12; p161 lines 11–13
4 p83 line 21–23; p161 line 17 5 p83 lines 4–7; p161 lines 2–7

Teaching tip

Note-taking is a useful skill, particularly if Ss want to study in English. Stress the importance of this skill before you begin.

9A Check Ss understand exactly what they are looking for. Ss find the examples alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 info 2 a) & b) 3 2 (to) 4 THE MEMORY MEN
5 Their abilities, The artist, The mathematician
6 things he sees, numbers

B Ss discuss the suggestions and change the bad ideas in pairs. In feedback, elicit Ss' answers.

Answers:

Good ideas: 1, 2, 4, 5, 6, 8

Bad ideas: 3 (try to write down the *key words*), 7 (use your own words)

10A Give Ss 1 min to read the words in the box and check they understand them. Ss listen and tick the things the people talk about, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: names, faces, dates, words, birthdays, directions to places, films, information about products, jokes

Unit 7 Recording 4

T = Tim P = Peggy J = John

T: So what about your memory, Peggy? How good is it?

P: It's OK, which is lucky 'cos I need to remember lots of things.

J: Like what?

P: Well, I'm a sales rep for a publishing company so I'm usually out visiting schools, trying to sell books.

J: So you need to remember ... what exactly?

P: Oh, lots of things. The worst thing when I started was just trying to remember how to get to these schools in my car. I used to get lost all the time. I'm not very good at directions. Then once you're there you have to remember the names and faces of the people you're talking to. I once spent a whole hour calling this woman Sally when her name was Samantha.

T: And she didn't tell you?

P: For some reason she didn't tell me. And then there's all the product information.

J: Product information? What, the books?

P: Yes. We sell about five hundred different books and I have to know the difference between all of them. I mean, it gets easier, thank goodness, but I still make mistakes occasionally. What about you, John? You're an actor, right?

J: Yeah. The main thing I have to remember is my lines. Fortunately, I've got a good memory for words and I don't find it that hard to memorise them. So, I mean, yeah. The other thing you have to remember when you're in the theatre is the blocking.

T: What's that?

J: Blocking? It's where you stand or move to, you know? Like, when you say your words you might have to walk quickly across the stage. Or move in front of someone. It's all planned and er, you have to remember it.

T: Oh, I see.

J: But it's funny: for, for other things I have a terrible memory. I'm totally useless. I always forget birthdays and dates. I'm always late for things. It's just ... yeah ... luckily, I'm OK with my lines.

P: What about you, Tim?

T: I'm probably the same as all other students. At least all other history students. I have to memorise dates and also names. But it's not that difficult because you read about them so much you can't really forget them. But for other things I have a really bad memory. I can never remember jokes or films. Sometimes I'm watching a film and after an hour I realise I've seen it already. I'm completely hopeless like that.

J: Oh, me too ...

B Ss read the notes about Peggy and, in pairs, discuss what they can remember about John and Tim. Ss listen again and take notes. Play the recording again if necessary.

Suggested answers:

JOHN:

Job: Actor

Memory: needs 2 remember lines (words) & 'blocking' (where 2 stand or move), bad at birthdays & dates

TIM:

Job: History student

Memory: needs 2 remember dates & names, bad at jokes & films

C Ss compare their notes in pairs and use the words in the box to help them remember other details. In feedback, nominate Ss to share what they can remember with the class.

Suggested answers: She spent an hour calling a woman Sally when her real name was Samantha.; It's important for Peggy to remember things in her work, but she still makes mistakes sometimes.; John needs to remember where to stand or move (blocking).; Tim thinks he's the same as all other (History) students with his memory.; Sometimes, after an hour of watching a film, Tim realises he's seen it before.

D Ss discuss the questions in pairs. In feedback, nominate Ss to share any interesting information they found out about their partner with the class.

11A Give Ss a few minutes to think about what they are going to say and make notes. Go round and help with vocabulary, writing any new words/phrases on the board.

B Ss recount their memories in pairs. Encourage them to ask follow-up questions to find out more information.

C Give Ss 10 mins to write their summaries. Tell Ss not to include the name of their partner. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, Ss swap summaries with their partner, who reads and checks they are correct. In feedback, ask Ss to share any interesting information about their partner.

Optional extra activity

When Ss have finished writing, collect all the summaries and redistribute them to different Ss. Ss read them and guess who each summary is describing. In feedback, ask Ss if they found out anything interesting or surprising about a classmate.

Homework ideas

- **Ex 7B:** write about your abilities.
- **Language bank:** 7.2 Ex A–B, p141
- **Workbook:** Ex 1–6, p48–49

مرجع زبان ایرانیان

ARE YOU QUALIFIED?

Introduction

Ss learn and practise how to clarify opinions and refer to what they said earlier in the context of qualifications.

SUPPLEMENTARY MATERIALS

Resource bank: p161

Warm up

Explain the following dilemma: *You are the manager of a small company and are interviewing someone for a job as a researcher. All the other researchers in your company have a degree. The person you are interviewing has said on their CV that they have a degree, but you know this person from your school (they don't recognise you) and you know they left school at sixteen with no qualifications. However, by the answers they gave to your questions, you also think that this person is able to do the job. What would you do?* In pairs, Ss discuss the options and what they would do. In feedback, elicit Ss' ideas.

VOCABULARY QUALIFICATIONS

1A Focus attention on the words in bold. Ss discuss the meanings in pairs. Make sure they don't answer the questions yet. In feedback, elicit Ss' answers and ask *Which words can you see in the photos?*

Answers:

qualifications: if you have a qualification, you have passed an exam

or course to show you have a particular level or skill in a subject

certificate: an official document that shows something is true or

correct, e.g. a document showing the exams you have passed

driving licence: an official card that says you are legally allowed to

drive a car

licence: an official document that gives you permission to do or

own something

online course: a series of lessons done using computers

distance learning: a method of study that involves working at home

and sending your work to your teacher

face-to-face learning: studying with another person, i.e. talking to

them in the same room

apprenticeship: period of time where you work for an employer in

order to learn a skill

degree: a qualification you get when you finish a course at university

MA: a university degree that you can study for after your first degree

PhD: the highest university degree

An online course, distance learning, face-to-face learning, and an

apprenticeship are shown in the photos.

B Ss discuss the questions in groups. In feedback, nominate Ss to share their answers with the class.

Culture notes

In England and Wales, people usually take a General Certificate of Secondary Education (GCE) in around 10 subjects at 16.

If they want to go to university, then they study 3–4 **A levels**

from 16–18, either at school or at college. People usually

start university at 18 and most undergraduate degrees last

3–4 years. This leads to either a Bachelor of Arts (**BA**) or a

Bachelor of Science (**BSc**) degree. After that, they can study for

postgraduate degrees, such as an **MA**, **MSc**, **MBA** and/or **PhD**.

FUNCTION CLARIFYING OPINIONS

2A Ss discuss the question in pairs. In feedback, elicit Ss' ideas and have a brief discussion.

B Read the three possible answers with the class. Ss listen and answer the question, then check in pairs. Tell Ss not to worry if they don't understand everything at this stage as they'll listen again in Ex 2C. In feedback, elicit the answer.

Answer: b) intelligent people

Unit 7 Recording 5

M = Man W = Woman

M: It's interesting: one of the most intelligent people I know is a ten-year-old boy from Egypt. He doesn't go to school and he works in a touristy area in Cairo. And he sells things to tourists, little souvenirs. Now, the reason I say he's intelligent is that he can sell you something in about fifteen languages. I once spent an afternoon watching him, and it was incredible. Most of the time he uses English, but he guesses where you're from and then he starts speaking your language. For example, he can speak a little bit of French, Spanish, Japanese, Italian, etc. It's amazing. He knows enough in all these languages to say hello and sell you something.

W: How did he learn the languages?

M: I asked him that and he said he learnt them by talking to tourists.

W: That's amazing. Just talking to people, you can learn so much.

M: So, like I said, he doesn't go to school, but, for me, he's super-intelligent. Let me give you another example. I have a friend who built his own house. He just taught himself how to do it, bought some land, bought the materials and the equipment and just did it. No qualifications, no certificates, no university degree.

W: In my view, that's impressive. I couldn't do that.

M: This is someone who left school at fifteen to do an apprenticeship.

W: Degrees and certificates aren't everything, but, you know, having said that, I do think qualifications are useful in some ways. For one thing, they show that you're able to complete a course, that you're motivated enough.

M: Yeah, I think that's true.

W: But I must say real life experience, travelling and meeting people ... these give you an amazing education, too.

M: Exactly. That's what I was saying. Like the boy from Egypt.

C Ss answer the questions in pairs, then listen again and check. In feedback, elicit Ss' answers.

Answers:

- The boy can sell you something in about fifteen languages. He guesses where you're from and then he starts speaking your language.
- The friend built his own house. He taught himself how to do it.
- They show that you're able and motivated enough to complete a course.
- Real life experience, travelling and meeting people also give you an education.

3A Ss complete the phrases alone, then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 reason 2 my 3 give 4 one

B Ss listen to the phrases, paying attention to which word is stressed, then check their answers in pairs. With *weaker classes*, you may also need to say the phrases yourself, exaggerating the stressed word. In feedback, elicit Ss' answers.

Answers: In these phrases, the middle word is stressed:
1 in my view 2 I do think 3 I must say 4 for one thing

C Play the recording, pausing after each sentence for Ss to repeat. Make sure they are stressing the correct words.

Unit 7 Recording 7

- In my view, that's impressive.
- I do think qualifications are useful in some ways.
- But I must say real life experience, travelling and meeting people gives you an amazing education, too.
- For one thing, they show you are able to complete a course.

▶ LANGUAGEBANK 7.3 p140-141

Stronger classes could look at the tables and do the exercise at home. Otherwise, drill the sentences in the tables. Elicit the first answer in the exercise as an example. Ss work alone to choose the correct alternatives, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 For example, 2 in my view 3 I must say
4 Let me give you an example: 5 I do think 6 for me,
7 The reason I say this is 8 For another,

4 Read the example with the class. Ss complete the sentences alone, then check their answers in pairs and discuss if they agree with the sentences. In feedback, elicit Ss' answers and opinions and have a brief discussion.

Answers: 1 must, For example 2 For, For one
3 In my, The reason I 4 I do, Let me give

LEARN TO REFER TO WHAT YOU SAID EARLIER

5 Read the questions with the class and check they understand them. Ss read the phrases and answer the questions in pairs. In feedback, elicit Ss' answers and drill the phrases

Answers: 1 That's what I was saying. 2 Like I said,
3 Having said that,

6A Ss complete the conversation alone, then check it in pairs. In feedback, elicit Ss' answers and ask *Do you agree with the opinions?*

Answers: 1 Having said that, 2 Like I said,
3 That's what I was saying.

B Ss practise the dialogue in Ex 6A in pairs, stressing *said* and *saying* correctly, then swap roles and practise again. When they have finished, nominate one or two pairs to perform it for the class.

SPEAKING

7A Give Ss 2 mins to read the advertisement and answer the questions. In feedback, elicit Ss' ideas.

Suggested answer: Someone who likes working with nature and is good with people.

B Put Ss into groups of three. If your class doesn't divide by three, have one or two pairs who only read Candidate A and Candidate B's information. Ss read the profiles and answer the questions alone. Monitor and help with vocabulary where needed.

C Ss present their candidate's information to their group, then decide together who should get the job and why. In feedback, nominate Ss from each group to share their ideas with the whole class.

Homework ideas

- Language bank: 7.3 Ex A, p141
- Workbook: Ex 1-2, p50

ANDY MURRAY

Introduction

Ss watch an extract from a BBC documentary about tennis player Andy Murray. They also learn how to speak about an achievement and write an internet post.

SUPPLEMENTARY MATERIALS

Warm up: write the words below on the board.

Warm up

Write on the board *sport, age, achievements, personality, why you like them*. Ask Ss to think of a famous sports personality (present or past) from their country/ies and spend a minute or two making notes about them related to the topics on the board. Go round and help with vocabulary, writing any new words/phrases on the board. When they are ready, put Ss into pairs to tell their partner about their chosen sports personality.

DVD PREVIEW

Culture notes

Andy Murray is a professional tennis player, and was born on 15th May 1987 in Scotland. He is currently ranked number 3 in the world and has been British number 1 since 2006. He started playing tennis when he was three years old. He is the only player to have won both a gold medal at the Olympics and the US Open in the same year. When he won Wimbledon in 2013, he was the first British man to do so since the 1970s. He lives with his wife Kim Sears in Scotland.

1 Ss discuss the questions in small groups. Monitor and help with vocabulary and write any new words/phrases on the board. In feedback, nominate Ss from each group to share their ideas with the class.

2 Ask Ss what they know about Andy Murray. Elicit their ideas and write notes on the board, feeding in information from the Culture notes. Teach/Elicit *commitments, responsibilities and raw emotion*. Tell Ss that *racquet* is an alternative, less common spelling of *racket*, derived from the original French word *raquette*. Ss read the programme information and answer the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: He's a global sports icon. His biggest achievements have been winning the US Open, becoming Britain's first male Grand Slam champion in seventy-six years, and then winning Wimbledon.

DVD VIEW

3A Ss watch the DVD and note down any new information for them about Andy Murray, then compare ideas in pairs. In feedback, elicit any new information and add it to the notes on the board from Ex 2.

DVD 7 Andy Murray

VO = Voiceover AM = Andy Murray W1 = Woman 1 B = Boy
W2 = Woman 2 F = Father M = Mother SB = Sue Barker
T = Trainer RH = Ross Hutchins JC = James Corden

VO: This is a hero's welcome. British tennis player Andy Murray is on his way home to visit the town where it all began. On the bus, Andy's feeling nervous that not many people will turn up ... But he didn't have to worry! Nearly twenty thousand people are here on the streets of Dunblane to greet him. Andy left his home in Scotland when he was just fifteen years old, to move to Spain and concentrate on professional tennis training. He worked hard and his efforts have brought him

huge success. Andy Murray won a gold medal at the Olympics in 2012 and won the US Open that year, too. He has also won Wimbledon, which is any British tennis player's ultimate dream.

AM: We're used to, you know, five or six people being down the High Street, so yeah, this is a first for Dunblane, that's for sure.

W1: Andy, we're proud of you, son.

B: It's just amazing!

W2: It makes you proud. Proud to be Scottish.

F: You know, I don't know how many people were there, but it was enormous considering the size of Dunblane. And all the people were down the High Street ... it was stunning, absolutely stunning.

VO: From his early years, Andy showed signs of being a future star. He picked up his first tennis racket when he was just four years old. Both he and his brother played tennis and began to win junior tournaments. Andy won the prestigious Orange Bowl in Florida when he was twelve years old. When he was seventeen, Andy won the junior US Open in New York. He dedicated his victory to the people of Dunblane.

M: From a young age, he wanted to win a Grand Slam. That was what he set out to do and he's been very driven.

F: He's got a real work ethic. I don't know where he's got that from. He could chill out, do what he wants to do, but he doesn't.

VO: This ambition has stretched across continents. This is Miami, Florida, where Andy has been training together with other tennis stars, for the last five years. We're heading for Miami beach, where Andy spends most of his time training. But here, he can also enjoy great food, excellent weather and the company of some other star tennis players. Serena Williams lives in one of the blocks just near here.

SB: I mean, his body shape has changed and that's down to, sort of, you know, your torture methods!

T: Yeah, constructive torture, and down to his genetics. His genetics are superb and he's an amazing athlete to work with. And it was quite clear what he needed, he was always fast enough, he's got a good engine, he reads the game - his anticipation is fantastic - his speed is natural, so if you can put a lot of strength and endurance on the back of that, then you're not going to go too far wrong.

VO: Andy spends four or five hours a day training. Some of that time is spent lifting weights in the gym, and the rest is outside, running 10km, or training on the court. Working on building his endurance. It's not easy, but if you want success, you need to put in a lot of hard work.

AM: For the last four or five years, I mean I've really enjoyed going to the gym and, you know, sort of embraced the physical challenges that we have on the court now.

T: OK, this one fast. 3-2-1 and go. Drive. Push. First step. Drive. Good Andy, good. Beauty. Go, go. Stop. Good.

VO: But luckily for Andy, it's not all hard work. When he's not training or playing tournaments, Andy can finally relax a little bit, and have a laugh with his friends.

RH: He's actually a joy to be around. He's hilarious. He's sarcastic, he makes jokes. So few people get to see that side of him.

JC: He takes what he does unbelievably seriously. He takes himself not seriously in any way.

B Give Ss a few minutes to read the statements and discuss in pairs if they're true or false. Don't give any answers yet.

C Ss watch the DVD again and check their answers. Check answers with the class.

Answers:

- 1 T
- 2 F - He moved to Spain.
- 3 F - He was four.
- 4 F - He trains for four or five hours a day.
- 5 F - He's great fun and tells a lot of jokes.

4 Ss discuss the questions in small groups. When they have finished, nominate Ss from each group to share their ideas with the class and have a brief class discussion.

speakout an achievement

5A Ss listen and answer the questions, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 To learn how to scuba dive.
- 2 It was a really good experience.
- 3 The classroom/theoretical training.
- 4 The practical stuff: she was very nervous, the water was freezing, she had trouble going under the water and her ears got blocked up.
- 5 Yes, she managed to do it eventually.

Unit 7 Recording 8

A couple of years ago, er, I learnt how to scuba dive which was, um, really exciting, really good experience and when you're learning half of the, the training is in the classroom and half is er, a practical in a swimming pool. So the classroom stuff was fine erm, I found it really quite easy. I was learning with my mum and she was really worried about doing the kind of more academic stuff and passing the exam but I found that part OK. It was the practical stuff that I had trouble with and she was really lucky, she was erm, really good. But you go and you learn all the technical stuff, you know how to go under the water, how to clear your mask if you get water in it, that kind of thing. And then you have to do two dives outside in a, in a kind of reservoir or a quarry or, you know, something like that. But obviously because I'm in the UK it was really, really cold and we woke up on the morning of our dive and there was ice on the water so when we got there we were very nervous and didn't want to get into the water. But once I was in it was so freezing that I tried to go under the water but the more I tried the harder it got and then I got very frustrated and started to cry and then all my ears got blocked up and I couldn't get under. But eventually I managed it and erm, went down, passed my test, did all of the skills that you need to do. Despite the fact that I was so terrible at it I managed to pass and now, erm, now I'm passed I can go anywhere I want so I'll make sure it will be somewhere very hot. So, erm, to sum up, although it was a really difficult, really difficult challenge, I'm so glad I managed it. Erm ... For me, it was quite an achievement and and I'm proud of myself for having done it.

B Give Ss 2–3 mins to read the phrases. Ss listen again and tick the phrases they hear. In feedback, elicit Ss' answers and drill the phrases.

Teaching tip

Before Ss listen for phrases, ask them to read the phrases first, saying them in their head. This will give Ss an idea of what the phrases sound like, making it easier to recognise them in the recording.

Answers: I found it (really easy/quite difficult); It was the ... I had trouble with; (I was/We were) very nervous; I tried to/experimented with ... but it didn't work/I couldn't ...; I got very (frustrated/annoyed/tired); I'm [so] glad/Eventually I managed it.; It was a [really] difficult challenge/good experience.; For me, it was quite an achievement.

C Give Ss 5 mins to read the questions and make notes in preparation for their talk. Monitor and help with vocabulary and write any new words/phrases on the board.

D Ss share their experiences in groups. Encourage Ss to ask follow-up questions. When they have all finished, Ss discuss the question in their group. In feedback, nominate Ss from each group to share their experiences with the class.

Alternative approach

To encourage Ss to use the key phrases, nominate one student in each group to act as 'monitor'. As they listen to Ss describe their experiences, they tick which of the key phrases they hear used. In feedback, ask the monitors to tell the class who used the most key phrases in their group.

writeback an internet post

6A Teach/Elicit *enrol* and *to treasure sth*. Ss read the internet post and answer the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: He decided to learn Welsh because he was living in Wales and his wife spoke Welsh. He enrolled for a course at the university and practises in the local shop, where other people help him.

B Give Ss 10 mins to plan their ideas and write their posts. Monitor and help with vocabulary and write any new words/phrases on the board. When they have finished, Ss work in groups and show their posts to other Ss. In feedback, elicit Ss' favourite stories.

Optional extra activity

If you don't already have one, you could set up a class blog, and ask Ss to post their stories to it for homework.

Teaching tip

There are various options for publishing Ss' written work. e.g. a class web page, blogs, wikis, a social networking site, a class newspaper, etc. It can be motivating for Ss to see their writing published.

Homework ideas

Ex 6B: write a final draft of your internet post and post it on a class blog.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 7. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

SUCCESS

1A Ss underline the alternatives alone, then check their answers in pairs. In feedback, elicit Ss' answers. In pairs, Ss discuss which quotes are important for them and why. In feedback, nominate Ss to share their partner's ideas with the class.

Answers: 1 practising, practising 2 an opportunity 3 on 4 at

B Ss discuss the questions in pairs. In feedback, elicit Ss' ideas.

PRESENT PERFECT CONTINUOUS

2A Ss complete the sentences alone, then check their answers in pairs. With *weaker classes*, review how to form the present perfect continuous and elicit the first answer as an example. In feedback, elicit Ss' answers.

Answers: 1 've been practising 2 've been visiting
3 've been marking 4 've been trying 5 've been researching

B Read the example with the class. Ss write their sentences alone. Monitor and check Ss are forming the present perfect continuous correctly. Don't elicit any answers yet.

Suggested answers: 1 an actor 2 a doctor/nurse 3 a teacher
4 a chef 5 a journalist

C In pairs, Ss read out their sentences in random order and their partner guesses the job. In feedback, nominate Ss to read out their sentences for the class to guess.

Optional extra activity

Ss write four sentences about what they have been doing in their own job or studies recently, two true and two false. When they are ready, they read out their sentences to the group, who ask follow-up questions, then guess which sentences are true and which are false. In feedback, nominate Ss from each group to read out their sentences for the class to guess.

ABILITY

3 Ss complete the text alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 hopeless 2 useless 3 have 4 expert 5 gifted
6 skilful 7 ability

Optional extra activity

In small groups, Ss discuss an inspirational teacher they had. Write on the board *Have you ever had a teacher who helped you develop an ability or changed your life? What did they do?* Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their experiences with the class.

PRESENT AND PAST ABILITY

4A Ss underline the correct alternatives alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 can 2 couldn't 3 able to 4 was able to
5 'm not able 6 managed to

B Read the example with the class. Ss tick the sentences that are true for them, then compare/discuss their answers in small groups. In feedback, nominate Ss from each group to share their experiences with the class.

CLARIFYING OPINIONS

5A Ss correct the mistakes alone, then check in pairs. Check answers with the whole class.

Answers:

- In my opinion*, if you want to ...; The *reason I say this is* ...
- In my view*, if you ...; *For one thing*, other people will ...
- I do think* some people have ...; Let me give you *an* example: my cousin ...
- I must say*, learning ...; *For example*, my friend's daughter has ...

B Ss discuss their opinions in pairs. Monitor and encourage Ss to ask follow-up questions. In feedback, nominate one or two pairs to share their opinions with the whole class.

BBC interviews and worksheet

What has been your greatest achievement to date?

This video extends discussion of the unit topic to achievements. Ss can view people talking about their greatest achievements and how they did them.

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OVERVIEW

8.1 NEIGHBOURS

VOCABULARY | getting on
GRAMMAR | articles
READING | read an article about neighbours
GRAMMAR | quantifiers
SPEAKING | describe your neighbourhood
VOCABULARY PLUS | compound nouns
PRONUNCIATION | stress patterns: compound nouns

8.2 MY PLACE IN CYBERSPACE

VOCABULARY | the internet
LISTENING | listen to descriptions of online communities
GRAMMAR | relative clauses
PRONUNCIATION | pausing for effect
SPEAKING | compare real-world and online activities
WRITING | a website review; learn to use complex sentences

8.3 MAKE YOURSELF AT HOME

VOCABULARY | welcoming
PRONUNCIATION | linking words
FUNCTION | being a good guest
LEARN TO | accept apologies
SPEAKING | discuss social situations

8.4 TRIBE  DVD

DVD | watch a BBC documentary about a remote community
speakout | design a community
writeback | a web advert

8.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

What makes a good neighbour?

This video extends discussion of the unit topic to relationships. Ss can view people talking about their neighbourhood relationships. Use this video at the start or end of Unit 8 or set it as homework.

NEIGHBOURS

Introduction

Ss learn and practise articles and quantifiers in the context of neighbours. They also learn and practise compound nouns.

SUPPLEMENTARY MATERIALS

Resource bank: p162, p163 and p164

speakout tip: bring dictionaries for Ss to use.

Warm up

Explain the following dilemma: *You live in a block of flats and the people who live below you are always playing very loud music late at night, which stops you sleeping. In fact, you haven't slept properly for weeks. You have asked them many times not to play music after 10p.m. and they agree politely, but continue. What would you do?* Ss discuss the dilemma in pairs. In feedback, elicit Ss' answers.

VOCABULARY GETTING ON

1 Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

2A Read the example with the class. In feedback, elicit Ss' answers and check they understand the phrases in bold, giving further examples from your own experience.

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

B In small groups, Ss discuss which sentences are true for them. Encourage Ss to ask follow-up questions. In feedback, nominate Ss to share some of their group's answers with the class.

Teaching tip

Personalising new vocabulary by using the language to talk or write about themselves (as in Ex 2B) helps Ss internalise the phrases and gives them real meaning.

▷ VOCABULARYBANK p155 Getting on

Elicit the first sentence with the class as an example, then Ss complete the exercises in pairs. **Stronger classes** can do the exercises at home.

Answers:

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

B a) pops over b) unfriendly c) borrows d) lends me
 e) helpful f) gossiping

GRAMMAR ARTICLES

3A Introduce the text by asking Ss how well they know their neighbours, and if they know their names. Ss read the text quickly, then discuss their reactions in pairs. In feedback, ask Ss if they found the information surprising or not.

B Focus attention on the underlined words. Ask Ss to read the rules, then match the words in the sentences to the rules. They then check their answers in pairs. In feedback, elicit Ss' answers and give further examples if necessary.

Answers:

- 1 the first time something is mentioned: a; with jobs: c
- 2 when we know which one we are talking about: b; with superlatives: e
- 3 to talk generally about people or things: d; with most names of places: f

Watch out!

With articles, exceptions to the rules can cause problems for Ss. Rules may be a throwback to former times, e.g. *I'm going to the bank*. dates from the time when there was only one bank in each town. The best approach is to focus on the rules as 'rules of thumb'.

4 Ss complete the sentences alone, then check their answers in pairs. In feedback, elicit the answers and ask Ss to say why they are correct, referring to the rules in Ex 3B.

Answers: 1 a 2 a 3 the 4 - 5 an 6 the 7 - 8 a

▶ LANGUAGEBANK 8.1 p142-143 Ex A

Stronger classes could read the notes about articles and do Ex A at home. Otherwise, check the notes about articles with Ss, especially the 'extra' rules not covered in Ex 3B on p92. Give further examples if necessary. Elicit the first answer as an example. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- A** 1 *The* flight 2 *an* engineer 3 *a* lot of noise
 4 Fortunately, *the* doctor 5 *a* bit of bread 6 *The* Women
 7 there weren't *the* many people 8 *in the* sky 9 *a* cleaner
 10 *the* United States

READING

5A Divide the board into two sections: *Good neighbours* and *Bad neighbours*, elicit an example of the behaviour of each, and write them on the board (e.g. Good: say 'hello' when you see each other; Bad: play loud music late at night). Put Ss into small groups to add to the lists. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, elicit Ss' ideas and add them to the lists on the board.

B Give Ss 3 mins to scan the text and look for their ideas. In feedback, go through the list on the board and tick off any that are mentioned in the text.

C Ss discuss the questions in pairs. In feedback, check answers with the class, eliciting reasons for their choices.

Answers:

- Story 1: good/bizarre
 Story 2: good
 Story 3: good/bizarre
 Story 4: good (bad originally)
 Story 5: bad

6 Encourage Ss to find the words in the text and use the surrounding words to help them guess the meaning. Ss compare ideas in pairs before checking answers with the whole class. Be prepared to give further explanations and examples where necessary.

Answers:

- a) not seen for a very long time
- b) climbed a wall
- c) slowly move in the air or on water
- d) cut grass with a machine
- e) children's toys in the shape of soldiers, superheroes, etc.
- f) a type of engine (e.g. used by old trains) that gets power from the substance produced by hot water

GRAMMAR QUANTIFIERS

7A Read the example with the class. Ss circle the quantity words, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: a) lots of b) plenty of c) a few of d) no e) all f) so many

B Ss answer the questions in pairs. In feedback, elicit Ss' answers and give further examples if necessary.

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

▶ LANGUAGEBANK 8.1 p142-143 Ex B

Stronger classes could read the notes and do the exercise at home. Otherwise, check the notes about quantifiers, especially the meanings of *some* (to refer to a limited amount) and *any* (to refer to an unlimited amount). Also, check Ss' understand that *too* means 'more than necessary' and is not the same as *a lot*.

Answers:

B 1 many 2 much 3 lot 4 little 5 few

8A Ss circle the correct alternatives, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 a lot of 2 many 3 plenty 4 a lot of 5 much
 6 several 7 a few 8 a lot 9 much 10 No!

B Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas with the class.

SPEAKING

9A Focus attention on the photos and elicit what each one shows. Give Ss 4-5 mins to discuss where they live in pairs and make notes under the headings. Monitor and help with vocabulary and write any new words/phrases on the board.

B Read the examples with the class. Ss think about the questions and make notes alone.

C Ss compare their ideas from Ex 9A and Ex 9B in small groups and choose the best ideas. Monitor and note down any common errors. In feedback, nominate Ss from each group to share their group's best ideas with the class. Correct any common errors.

VOCABULARY PLUS COMPOUND NOUNS

10A Focus attention on the example. Ss underline the compound nouns, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 main road 2 bookshop 3 swimming pool
4 window shopping

B Read the patterns with the class and check Ss' understand them. If you've brought dictionaries, give them out for Ss to use. Ss match the nouns to the patterns, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: a) bookshop b) main road c) swimming pool
d) window shopping

speakout TIP

Read the tip with the class. Write *shop*, *teacher* and *bag* on the board in three separate sections. Divide the class into three groups (one for each word). Ss brainstorm compound nouns containing the word, then check the spelling in a dictionary. In feedback, elicit Ss' answers, write them on the board and drill the compounds. Explain that it is difficult to know when compounds are written together, separately or with a hyphen (even for native speakers) and they should check the spelling in a dictionary.

11A Ss find one word which forms a compound with both of the words in each pair. Elicit the first answer as an example. Ss complete the compound nouns alone, then check them in pairs. In feedback, elicit Ss' answers but don't confirm them as they will listen to check in Ex 11B.

Answers: See audio script in 11B.

B Ss listen and check their answers to Ex 11A. Then, in pairs, ask Ss to work out which word in compound nouns is usually stressed. Play the recording again for Ss to check. Elicit the answer.

Answer: The first word is usually stressed.

Unit 8 Recording 1

- 1 traffic jam, traffic lights
- 2 car park, car rental
- 3 shopping centre, shopping mall
- 4 supermarket, outdoor market
- 5 primary school, language school
- 6 sports centre, city centre
- 7 high street, one-way street
- 8 semi-detached house, terraced house
- 9 housing estate, industrial estate
- 10 duty-free shop, gift shop

Watch out!

If one of the components of a compound noun refers to its location, we usually stress the second word, e.g. *city centre*, *kitchen sink*, *back garden*.

C In pairs, Ss discuss which of the compound nouns are near their place of study. If your room has large windows, ask Ss to look out of them and say which they can see. In feedback, nominate Ss to share their ideas with the class.

Optional extra activity

Ss use the compound nouns to prepare questions about the local area. Monitor and help with ideas and vocabulary, writing any new words/phrases on the board. When they are ready, put Ss into groups to ask and answer their questions.

▷ **VOCABULARYBANK** p155 Compound nouns

1A Read the example and elicit where to put *office*. Ss work alone to put the words next to the correct key words to make compound nouns, then check their answers in pairs. If you've brought dictionaries, give them out for Ss to check the spelling of the compound nouns. In feedback, elicit Ss' answers and write them on the board.

B Ss put the key words in the correct places and use dictionaries to check the spelling. In feedback, elicit Ss' answers and write them on the board.

Stronger classes can do the exercises at home.

Answers:

- A**
- 1 tennis racket, tennis player, tennis court
 - 2 coffee shop, coffee machine, coffee cup
 - 3 post office, postcode, postcard
 - 4 language barrier, language lab, language learner
 - 5 sun cream, suntan, sunglasses
- B**
- 1 running shoes, sports shoes, high-heeled shoes
 - 2 chequebook, picture book, textbook
 - 3 bedroom, dining room, changing room
 - 4 sewing machine, washing machine, drinks machine
 - 5 mobile phone, pay phone, cellphone

Homework ideas

- **Ex 9C:** write about the area you live in.
- **Language bank:** 8.1 Ex A–B, p143
- **Vocabulary bank:** p155
- **Workbook:** Ex 1–7, p51–52

MY PLACE IN CYBERSPACE

Introduction

Ss learn and practise relative clauses in the context of the internet. They also learn and practise using complex sentences when writing a website review.

SUPPLEMENTARY MATERIALS

Resource bank: p165

Warm up

Explain the following situation: *Your government is offering a prize of €1,000 (or your country's currency) for the best idea for an internet company. If you win, you will be able to use the money to start up the company.* Ss work in pairs to come up with an idea for an internet company. When they are ready, Ss present their ideas to the class and Ss vote for the best one.

VOCABULARY THE INTERNET

1A Focus attention on the picture and elicit examples of each type of website. Arrange Ss into groups to match the questions to the websites. In feedback, elicit Ss' answers.

Answers: 1 News site 2 Travel site 3 Social networking site
4 Photo sharing website 5 Dating site
6 Photo (video) sharing website 7 Rating site
8 Corporate website 9 Personal homepage 10 Blog 11 Wiki
12 Search engine

B Ss rank the websites and answer the questions alone, then compare their ideas in groups. In feedback, nominate Ss to share their answers with the class.

LISTENING

2A Check Ss understand *online community* and elicit some examples. Give Ss 1 min to read the questions and check they understand what information they need to listen for. Ss listen to the recording and answer the questions, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- for promoting her band
- photos and quotes 'talking about what we're doing'
- restaurant reviews
- He takes lots of photos of his food and Instagram is social media for uploading photos. Also, it's free, and people like looking through pictures of the different dishes.
- organising parties
- seeing people's family photographs

Unit 8 Recording 2

Speaker 1: I'm in a band, so I use the internet all the time just to promote it. So, for example, we have to have a website. So I didn't really know anything about the internet but I absolutely have to. So we've got a website and from there it links to things like Twitter and Facebook and other social media. And then every time we have a gig coming up we use it as a promotional tool: we can send out newsletters by email to people that sign up to the website and let them know what we're doing and then when we're actually in the process of a gig, well, you know, put photos online, post quotes talking about what we're doing, so people can see it, and then it usually leads, you know, from one to the next person to the next person. They share it on their wall, for example, or they'll post the photo, and it just means you can reach a massive amount of people rather than, you know, the old-fashioned way of just showing somebody a photo after the event – that's no good – so the internet's amazing for that. You can just reach thousands really quickly, which is exactly our goal.

Speaker 2: So, I have a food blog where I review restaurants and

post up my reviews onto this blog, just as a hobby. It's something I really enjoy doing, but it means I take a lot of photos of food. You know, anything I eat I take a photo of it. So, for me, using Instagram, which is social media for uploading photos, is the perfect sort of tool for advertising my blog as it's free and people love looking through pictures of all the different dishes. So I find that, you know, I've got about two ... over two thousand followers just from people wanting to look at photos of a steak or a piece of chicken, which sounds crazy, but it's very popular, so I use Instagram a lot to link up with my blog.

Speaker 3: Um, well I use Facebook er mainly because I work from home and I don't really chat to people much during the day, so it's a good way of ... of staying in touch with people. You know, it's an online community, isn't it, and I like to keep in touch with people that way – and you know old friends. Probably one of the best uses, though, is organising parties and things because you can just do one blanket invitation to everyone. Most people usually get a notification on their email account to say they've been invited to something, don't they? So I think ... I think it's really handy. Rather than ringing up loads of people, you can do it all through social media rather than making lots of phone calls. Um but probably what I like most about it is um just seeing people's family photographs. Um people are always posting their ... their ... the pictures of their children or ... or you know ... parties or friends and it's just ... it's just nice to er ... it's nice to see those and keep in touch with people.

B Check Ss understand the words for each speaker. Play the recording again and pause after each section. Ss take it in turns to explain what the speaker said in pairs, using the words and phrases as prompts. Monitor and check that Ss are explaining what the speakers said in their own words. In feedback, nominate Ss to summarise what the speakers said.

3 Ss discuss the questions in pairs. In feedback, nominate Ss to share their opinions with the class.

Optional extra activity

This would be a good point to set up a class group/page on one of the many social networking sites on the internet. They're free and easy to set up and join. You can ask Ss to post questions or homework there and set web tasks for them to do outside class. This will help Ss use English outside the classroom.

GRAMMAR RELATIVE CLAUSES

4 Teach/Elicit *entrepreneurs*. Ss read the text, then answer the questions in pairs. In feedback, elicit the answers and find out how many Ss use YouTube and what for.

Answers: It started when three friends were having trouble emailing a video clip, so created a website where videos could be easily shared. The website became successful because of a number of features: links to the videos, which made them easy to email; tell-a-friend functions; a feature that allowed YouTube videos to be played on other social networking sites; and another feature that let users comment on the videos.

5A Ss read the sentences and identify the type of information, then check their answers in pairs. In feedback, elicit Ss' answers. With *weaker classes*, follow the procedure in the box below first.

Optional extra activity

Write on the board 1 *That's the website which I visit every day* and 2 *YouTube, which is very popular, allows you to post your own videos*. Ask *If we take out the underlined words in 1, does it make sense? (no) What about in sentence 2? (yes) Which gives us extra information? (2)* Ss then identify the essential and non-essential information in Ex 5A.

Answers:

- a) extra, non-essential information b) essential information

B Ss read the rules. They complete rule 3 alone, then check it in pairs. In feedback, elicit Ss' answers and give more examples if needed. Point out that when we use *that* instead of *where* we often need to add a preposition to the sentence, e.g. *Flickr is a site where people share photos.* or *Flickr is a site that people share photos on.*

Answers: where, who, which, that

C Ss find the two relative clauses from Ex 5A in the text, as well as six more, then categorise them alone. They then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: who were also colleagues (ND), which would solve the problem (D), who follows the development of the internet (D), where dreams become reality (D), which made them easy to email (ND), that allowed YouTube videos to be played on social networking sites (D), that let users comment (D), where you posted videos (D)

▶ LANGUAGEBANK 8.2 p142–143

Check the notes with Ss, especially the rules concerning when we can omit the relative pronoun in defining relative clauses and when we can use *that*. In each exercise, look at the first sentence as an example with the class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- A** 1 whose 2 when 3 which 4 where 5 who 6 which 7 who 8 whose
- B** 1 Is this the programme that you wanted to watch?
2 Last year I met a translator who spoke six languages.
3 It was six o'clock on the fifth of August when the world changed forever.
4 They gave Jodie an apple, which she ate quickly.
5 That's the apartment where Felipe lived.
6 She spent a month in Manchester, which she loved.
7 The boss, whose office is next to mine, is always shouting.
8 My boyfriend, who lives in Barcelona, is coming to visit me.

6A Teach/Elicit *subscribers* and *go on and on about nothing*. Ss circle the correct alternatives, then check their answers in pairs. With *weaker classes*, elicit the first answer as an example. In feedback, elicit Ss' answers.

Answers: 1 which was 2 which must be 3 which is called 4 that use 5 who works for 6 when online 7 where people go 8 who all use

B Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

7A Explain that the commas in non-defining relative clauses signify where we pause when saying them. Ss listen and tick the sentences they hear, then check their answers in pairs. *Weaker classes* may need to listen twice. In feedback, elicit Ss' answers.

Answers: 1 a) 2 a) 3 b) 4 a)

B Demonstrate by reading out one of the sentences from Ex 7A and eliciting which it was from the class. In pairs, Ss read out sentences for their partner to guess. In feedback, nominate one or two Ss to read out sentences for the class to guess.

SPEAKING

8 Read the example with the class. Ss share their ideas in small groups. Monitor and note down any common errors for later correction. In feedback, nominate Ss from each group to share their ideas with the class and correct any common errors.

WRITING A WEBSITE REVIEW; LEARN TO USE COMPLEX SENTENCES

9A Ss read the review, then answer the questions in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 a wiki
- 2 It has a range of subjects and a simple design, which makes it easy to use.
- 3 journalists (but there's something there for everyone)

B Ss refer to the review in Ex 9A and number the features alone, then check their answers in pairs. In feedback, elicit Ss' answers.

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

C Ss underline the phrases alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: One reason I'd recommend it is ...; The best thing about magportal.com is ...; Another excellent feature is ...

10A Ss read the sentences alone, then discuss which sounds more fluent in pairs. In feedback, elicit the answer.

Answers: The b) sentences sound more fluent.

speakout TIP

Read the tip with the class and elicit Ss' ideas about how the sentences have been made more complex (by using conjunctions and relative clauses). Explain that using more complex sentences can have a good effect on their speaking and writing.

B Ss rewrite the sentences alone. Monitor and help where necessary.

C Give Ss time to compare their sentences in pairs. In feedback, elicit their ideas.

Suggested answers:

- 1 The website is well-designed *and* the good design makes it user-friendly.
- 2 The site has too much animation, *which* makes it very slow *because* it takes a long time to upload.
- 3 The website's content comes from its users, *who* send in their photos.
- 4 The site feels friendly *because* it has user profile areas *where* users can say who they are.

11A Give Ss 5 mins to think about their answers and make notes. Monitor and help with vocabulary and write any new words on the board.

B Ss write their reviews alone. Monitor and correct errors. When they have finished, Ss show their reviews to other Ss. In feedback, nominate Ss to tell the class which websites they think sound interesting.

Optional extra activity

If you have access to computers with the internet, Ss can use them to present features of their chosen website when showing their reviews.

Homework ideas

- **Ex 11B:** write a final draft of your review.
- **Language bank:** 8.2 Ex A–B, p143
- **Workbook:** Ex 1–6, p53–54

MAKE YOURSELF AT HOME

Introduction

Ss learn and practise asking for advice and apologising in the context of being a guest in someone's home.

SUPPLEMENTARY MATERIALS

Resource bank: p166

Warm up: write the questions below on the board.

Warm up

Write on the board *Do you ever have guests come to stay in your home? Who are they? Have you ever had any 'problem' guests? What did they do?* Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their experiences with the class.

VOCABULARY WELCOMING

1A Read the example with the class, then put Ss into pairs to discuss other expressions they might use in each situation. In feedback, elicit Ss' ideas.

B Ss match the phrases to the situations alone, then check their answers in pairs. In feedback, elicit Ss' answers.

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

C Focus attention on the example and play the first phrase in the recording. Play the rest of the recording, pausing after each phrase and eliciting how some of the words link together.

Unit 8 Recording 4

- 1 Make yourself at home.
- 2 Excuse the mess.
- 3 Be my guest.
- 4 Help yourself.
- 5 Have a seat.
- 6 Put your feet up.

Teaching tip

Studying linking is useful because it can help Ss to distinguish between words when listening and to sound more fluent when speaking. Explain this to your Ss.

D Play the recording, pausing after each conversation for Ss to repeat the final line. Listen carefully to how Ss link the words and, if necessary, say the phrases again for Ss to repeat after you and then drill them.

Unit 8 Recording 5

Conversation 1

A: I'm really hungry. Can I have some of this?
B: Help yourself.

Conversation 2

A: Come on in.
B: Thanks.
A: Have a seat.

Conversation 3

A: Hi.
B: What a day! I'm so tired!
A: I'll make you some coffee. Put your feet up.

Conversation 4

A: Can I just quickly use your phone?
B: Be my guest.

Conversation 5

A: Welcome!
B: Thank you. What a nice room.
A: Make yourself at home.

FUNCTION BEING A GOOD GUEST

2A Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

B Teach/Elicit *Thanksgiving* and *turkey*. Ss listen to the recording and say which speakers did something wrong and which are asking for advice. Check answers with the class.

Answers:

Speakers in conversations 1, 3, 4 and 5 did something wrong.
Speakers 2 and 6 are asking for advice.

Unit 8 Recording 6

Conversation 1

W = Woman M = Man

W: Hi Dave. Sorry. Do you mind?
M: Sorry?
W: We don't smoke in the house.
M: Oh, sorry about that. I didn't know.
W: That's all right. It's no problem.

Conversation 2

M1 = 1st man M2 = 2nd man

M1: So they've invited me to dinner at their home.
M2: Wonderful. And they're also from Morocco?
M1: The same as you. From Morocco.
M2: That'll be great.
M1: So, do I need to bring a dish? Like, bring some food?
M2: No, it's not necessary. You can bring a small gift if you want but you don't need to bring food.

Conversation 3

M = Man W = Woman

M: Hello?
W: Hello?
M: Hi, I'm Richard Davies. From Exeter? I'm here to visit your offices.
W: Ah hello.
M: I'm a bit early. Is this a bad time?
W: Umm.
M: I can come back later.
W: I wasn't expecting you so early. Can you come back in ten minutes? I just need to finish some work here, then I'll be able to show you around.
M: Of course. Sorry about that.
W: Not at all. It's fine.

Conversation 4

W1 = 1st woman W2 = 2nd woman

W1: So, I walked into your parents' house but I forgot to take my shoes off. Did I do something wrong?
W2: Oh, I see.
W1: My shoes weren't dirty or anything but I still felt really bad.
W2: It's OK - I'll tell my parents you forgot. Don't worry about it.
W1: I don't know. Should I call them up to apologise?
W2: No, it's nothing. You really don't have to apologise.

Conversation 5

W = Waiter C = Customer

W: Excuse me sir, would you mind putting this on?
C: What?
W: Put on your jacket. In this restaurant you have to wear a jacket.
C: My apologies. I didn't realise.

Conversation 6

W = Woman M = Man

W: So this American family are going to stay with us for Thanksgiving.**M:** For what?**W:** For Thanksgiving. You know, people from the United States celebrate it.**M:** So what's the problem?**W:** Americans always eat turkey on Thanksgiving, don't they? But we're vegetarians – we never eat meat. So, well, what should we do?**M:** Um ... if I were you, I'd tell them the problem, and maybe they can cook a turkey while you and your family just eat something else.**C** Ss listen again and complete the notes, then check in pairs. Check answers with the whole class.**Answers:** 1 smoke in the house. 2 a dish. 3 ten minutes. 4 her shoes off. 5 wear a jacket. 6 meat.**3** Ss read the phrases and tick the ones they remember hearing, then check with the audio script on p172. In feedback, elicit Ss' answers and drill the phrases.**Answers:****question:** What should we do (in this situation)?; Do I need to (bring a dish)?; Did I do something wrong?; Is this a bad time?; I can come back later.**answer:** If I were you, I'd ...; No, it's not necessary.; Don't worry about it.; Can you come back in ten minutes?; Not at all. It's fine.**apologising:** Sorry about that. I didn't know ...; My apologies, I didn't realise ...▷ **LANGUAGEBANK 8.3** p142–143**Stronger classes** could read the notes and do the exercise at home. **Weaker classes** can do the exercise in class.**Answers:**

- 1 No, it's not necessary.
- 2 Is it OK if I take coffee into the meeting?
- 3 I didn't realise I had to send the information by email.
- 4 Don't worry about it.
- 5 If I were you, I'd catch an earlier train.
- 6 Sorry about that. I didn't know you were here.

LEARN TO ACCEPT APOLOGIES**4A** Read the phrases with the class. Ss listen and put the phrases in order. In feedback, elicit Ss' answers and drill the phrases if necessary.**Answers:** a) 2 b) 3 c) 1 d) 6 e) 4 f) 5**Unit 8 Recording 7****Extract 1**

W = Woman M = Man

W: We don't smoke in the house.**M:** Oh, sorry about that. I didn't know.**W:** That's all right. It's no problem.**Extract 2**

W = Woman M = Man

W: I wasn't expecting you so early. Can you come back in ten minutes? I just need to finish some work here, then I'll be able to show you around.**M:** Of course. Sorry about that.**W:** Not at all. It's fine.**Extract 3**

W2 = 2nd woman W1 = 1st woman

W2: It's OK – I'll tell my parents you forgot. Don't worry about it.**W1:** I don't know. Should I call them up to apologise?**W2:** No, it's nothing. You really don't have to apologise.**B** Give Ss 2 mins to read the situations and think about what to say. Ss practise apologising in pairs. Monitor and check Ss are using the phrases correctly. In feedback, nominate a different pair to perform each conversation for the class.**SPEAKING****5A** Ss read the situations, then discuss the questions in pairs. In feedback, elicit Ss' experiences and ideas.**B** Put Ss into A/B pairs and give them 2–3 mins to complete the flow chart and think about what they're going to say. **Weaker classes** may need to write out the conversation before they practise. Ss practise the role-play in pairs. If there's time, Ss swap roles and practise the role-play again. In feedback, Ss perform their role-plays for the class.**Homework ideas**

- **Language bank:** 8.3 Ex A, p143
- **Workbook:** Ex 1–3, p55

TRIBE

Introduction

Ss watch an extract from a BBC programme in which the presenter goes to live with a remote tribe on the Pacific island of Anuta. Ss learn and practise how to design an ideal community and write a web advert.

SUPPLEMENTARY MATERIALS

Warm up: write the questions below on the board.

Warm up

Write on the board *What's the remotest place you've ever been to? Why did you go there? How did you travel there? Did you have any problems?* Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their answers with the class.

DVD PREVIEW

1A Ss cover the text and look at the photos. Ask *Where do you think this is?* Ss discuss the questions in pairs. In feedback, nominate Ss to share their ideas.

B Give Ss 2 mins to read the programme information and answer the question in pairs. In feedback, elicit Ss' answers.

Answer: He hopes to learn about the tribe's traditions and how they survive.

Culture notes

Anuta is a small volcanic island in the south-eastern part of the Solomon Islands' province of Temotu, the smallest permanently inhabited Polynesian island, with a diameter of only 750 metres. It has a population of around 300, divided between two villages, the *Mua* and *Muri*. An important concept in their society is *Aropa*, which roughly translates as 'compassion' and all the island's resources from fishing and agriculture are divided equally among its members.

Culture notes

The BBC programme *Tribe* was first aired in 2005 and is presented by Bruce Parry, a former British Royal Marine. Over three series, he has visited remote places and tribes all over the world, including Africa, Asia, South America and the Pacific Islands.

2 Ss match the words and definitions alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the words.

Answers: 1 bind (people together) 2 survive 3 customs
4 tribe 5 isolated 6 remote

Optional extra activity

If you think Ss need extra practice with the vocabulary, write the following questions on the board: *Are there any tribes living in your country? Where do they live? Are there any remote areas in your country? Why are they remote? What customs would visitors to your country find difficult to adapt to? In what ways can customs bind people together? Can you think of any examples?* Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their ideas with the class.

DVD VIEW

3 Read the sentences with the class and check they understand them. Play the DVD. Ss watch and number the scenes in the correct order, then check their answers in pairs. In feedback, elicit Ss' answers.

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

DVD 8 Tribe

BP = Bruce Parry A = Anutan

BP: My name's Bruce Parry. I've been travelling to some of the world's most remote places to see how people there live and how they're adjusting to a rapidly changing world. I believe there's only one way to really understand another culture and that's to experience it first hand, to become, for a short while, one of the tribe.

After four days at sea, we sight a speck of land on the horizon. Half a mile wide, 75 miles from its nearest neighbour. This finally is my first sighting of the Island of Anuta.

How do people survive in such an isolated place? And could this really be paradise on earth?

The Island of Anuta is surrounded by a shallow reef. So our yacht anchors off-shore and I'm paddled towards the beach. Anuta's one of the Solomon Islands, which used to be under British rule, but even so, I didn't expect this many people to speak English.

The entire community is here to greet me and I'm told that I must shake hands with each and every one of them. This really is phenomenal. What a reception. Everyone is out, all smiling and ... just a really warm feeling. And let's face it, look around, what an amazing place. I'm in paradise.

A couple of hundred handshakes later and I'm taken to meet the community leaders.

So tell me, what is the protocol? I must go in on my ... very low. on my ... on my knees?

I've heard it's customary to greet the chief in the Polynesian way, with a nose kiss.

OK. But I don't kiss him with my lip, or just with my nose.

A: Yes, your nose.

BP: OK.

The chief tells me I can stay on Anuta.

Well, this is gonna be an amazing day, it's something I'm really looking forward to. It's a community fish drive. And what's happening is, every single member of the island is gonna gather together and we're gonna go out and force the fish into this area here and then we dive and spear the lot of them. What could be more fun? Everyone's gonna be out there.

The first job is to repair walls built on previous fish drives. It's a pretty obvious system but it's deadly and productive at the same time. Essentially, this wall that we've all been rebuilding is here to stop the fish getting away so that when the wall of people beat towards us, the fish can't escape here and they go into the killing area. And that's where we spear them.

4A Ss discuss the correct answers in pairs. Don't elicit any answers yet.

B Play the DVD again for Ss to check their answers to Ex 4A. In feedback, elicit Ss' answers.

Answers: 1 a) 2 b) 3 b) 4 a)

5 Ss discuss the questions in pairs. In feedback, elicit their opinions and have a brief discussion.

speakout design a community

6A Give Ss 2 mins to read the text, then discuss the questions in pairs. In feedback, elicit Ss' answers.

Answer: In the future, the Maldives will be under water because of global warming. No one will be able to live there and nothing will remain.

B Ss read the questions and note down their answers alone, adding any additional information they want to. Monitor and help with vocabulary and write any new words/phrases on the board.

7A Ss listen and note down the speakers' answers to the first three questions, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 somewhere in France
- 2 a mix of people, fairly small
- 3 not to physically hurt someone else

Unit 8 Recording 8

B = Ben Jacques S = Sharon Hills

B: So Sharon, erm, imagine you had to start a brand new community. Er ...

S: Yes?

B: I know it's a difficult question, but ideally where would it be?

S: Erm, I'd probably choose somewhere quite warm, so yeah, so you didn't have any issues of flooding, or you know, too much snow to deal with something like that. And then I'd choose another place than most people would probably choose, not an island ... erm ...

B: Where ... where exactly?

S: But, I think, hmmm ... somewhere in France, I don't know why.

B: Oh somewhere in France? OK and ... and who would be there: the French only or a mixture of people?

S: No, I ... well, it would need to be a mix of people and they'd need to be able to help one another.

B: In what way?

S: Well, erm ... I'd like to take one person who's an expert in one field, another person who's an expert in another field, so you have – you know – arty people, erm, manually skilled people, erm ... good orators, good writers.

B: Ah, so a whole range of skills ...

S: Exactly!

B: ... all going into the melting pot.

S: Yes, but, I wouldn't have too many people to start with, although if it's too small a group then I suppose you risk, erm, falling out. But I think if you keep that group fairly small to begin with then you can draw up your own special laws, you know, to govern yourselves.

B: Would it need laws do you think ... this, this utopian society?

S: Mmmm ... well, ideally, there'd be no laws but because people are human I think you would probably have to still come up with some ground rules yes.

B: What would be the most important one?

S: Oh! Erm, I think, erm ... not to physically hurt somebody else I suppose.

B: Right, so pretty much like we have at the minute ...

S: Yes, I suppose ...

B Read the phrases with the class. Ss listen again and tick the phrases they hear. In feedback, elicit Ss' answers and drill the phrases.

Answer: I'd probably choose ...; They'd need to be able to ...; Ideally, there would be ...

8 Ss share their answers from Ex 6B in pairs, then plan their community together. When they have finished, Ss join another pair and present their community.

writeback a web advert

9A Ss read the text and answer the question in pairs. In feedback, elicit Ss' answers.

Answers: It's a village community that combines Fijian traditions with international ideas for environmentally-friendly living. Everyone helps maintain the island.

B Ss use the prompts to write the advert in pairs. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, Ss show their adverts to another pair and compare their adverts.

Homework ideas

- **Ex 8:** write a description of your community.
- **Ex 9B:** write a final draft of your web advert.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 8. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

GETTING ON

1A Read the example with the class, and elicit another as an example. Explain that Ss can use the words as many times as they want, and in any order. Give Ss 5 mins to make as many phrases as they can. In feedback, elicit Ss' answers and write the phrases on the board.

Answer: get on well (with), get to know, get on your nerves, disturb people, make friends with (people), mind your own business, invite people over, keep yourself to yourself, know (people) well, be a nuisance, be nosy

Alternative approach

Do this as a brainstorming game. Divide the class into groups of three and give them 2 mins to make as many phrases as they can. In feedback, ask a representative from each group to write their phrases on the board and award a point for each correct phrase. The group with the most phrases wins.

B Read the example with the class. Ss write four questions alone, then stand up and ask other Ss the questions in a mingling activity. Monitor and encourage them to ask follow-up questions. In feedback, nominate Ss to share some of the answers they heard with the class.

ARTICLES AND QUANTIFIERS

2A Ss complete the text alone, then check their answers in pairs. In feedback, elicit Ss' answers.

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

B In small groups, Ss discuss possible endings for the story in Ex 2A, then write down their sentences. In feedback, nominate Ss from each group to read out their endings and ask Ss to vote for their favourite endings.

Optional extra activity

When Ss have written their endings, they cross out all of the articles and quantifiers they've used. When they read out their endings, other Ss in the class guess the missing articles and quantifiers.

THE INTERNET

3A Ss complete the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 travel 2 video 3 search 4 networking 5 blog 6 sites

B Ss discuss the questions in pairs. Monitor and encourage them to ask follow-up questions. In feedback, nominate Ss to share their partner's answers with the class.

RELATIVE CLAUSES

4A Ss underline the correct alternatives alone, then check their answers in pairs. Tell them not to worry about the gaps yet. In feedback, elicit Ss' answers.

Answers: 1 when 2 where 3 that 4 when 5 who 6 whose

B Ss complete the sentences alone using the words in the box, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 democracy 2 a zoo 3 friendship 4 rush hour 5 an expert 6 a banker

5 Do an example with the class first to demonstrate. In pairs, Ss give definitions for their partner to guess. Monitor and help with vocabulary where needed. In feedback, nominate Ss to share their definitions for the class to guess.

BEING A GOOD GUEST

6A Ss match the comments/questions to the responses alone, then check their answers in pairs. In feedback, elicit Ss' answers.

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

B Ss cover the responses and read out the comments/questions for their partner to respond. When they have finished, Ss swap roles and repeat the exercise. In feedback, elicit possible alternative responses.

Optional extra activity

When Ss have practised the responses in Ex 6B, elicit situations where Ss might hear each of the expressions and write them on the board. In pairs, Ss discuss if they have been in any of the situations themselves and what happened. In feedback, nominate Ss from each pair to share their experiences with the class.

Homework ideas

Workbook: Review 4, p56–59

BBC interviews and worksheet

What makes a good neighbour?

This video extends discussion of the unit topic to relationships. Ss can view people talking about their neighbourhood relationships.

OVERVIEW

9.1 GIANT LEAPS

VOCABULARY | history

PRONUNCIATION | word stress

READING | read about important moments in history

GRAMMAR | hypothetical conditional: past

PRONUNCIATION | word stress: contractions

SPEAKING | talk about important events in history

WRITING | a short essay; learn to structure paragraphs

9.2 IN OUR TIME

GRAMMAR | active versus passive

PRONUNCIATION | weak forms: *are, has been, was and were*

LISTENING | listen to descriptions of past decades

VOCABULARY | periods of time

SPEAKING | talk about your own history

VOCABULARY PLUS | collocations

9.3 I HAVE NO IDEA!

SPEAKING | talk about quiz shows

VOCABULARY | describing people

FUNCTION | expressing uncertainty

LEARN TO | react to information

PRONUNCIATION | intonation: showing interest

SPEAKING | compile and do a quiz

9.4 MICHELANGELO   DVD

DVD | watch a BBC documentary about the life and work of Michelangelo Buonarroti

speakout | influential work

writeback | a wiki entry

9.5 LOOKBACK

Communicative revision activities

 INTERVIEWS

Do you think life is better now than in the past?

This video extends discussion of the unit topic to historical events. Ss can view people describing what have been the most important historical events in their lifetime. Use this video at the start or end of Unit 9 or set it as homework.

GIANT LEAPS

Introduction

Ss learn and practise the past hypothetical conditional in the context of important historic moments. They also learn and practise vocabulary related to history and how to write a short essay.

SUPPLEMENTARY MATERIALS

Resource bank: p169

Ex 10C: bring coloured pens/pencils for Ss to use.

Warm up

Ss discuss the most important events in their countries' histories. With *monolingual classes*, ask them to try and agree on the single most important event in their country's history. In feedback, elicit Ss' ideas.

VOCABULARY HISTORY

1A Focus attention on the photos at the top of the page and elicit what Ss can see in them. Ss discuss the questions in pairs. In feedback, elicit Ss' answers and write them on the board.

Answers: Left to right: a civil rights march in the USA in the sixties, the invention of the aeroplane, the industrial revolution, the discovery of DNA/genetics, the invention of the wheel

B Ss read the comments and see if any of their ideas are mentioned. In feedback, compare the ideas in the comments with the Ss' ideas on the board. Ask *Which ones do you agree with?* and have a brief discussion.

C Read the examples with the class and check Ss understand the definitions. Ss match the words and definitions alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the words.

Answers:

- 1 revolution, turning point
- 2 development, invention, discovery
- 3 advance, progress
- 4 movement
- 5 foundation
- 6 spread

D Play the recording for Ss to listen and circle the stressed syllable. Check answers with the class, then play the recording again, pausing after each one for Ss to repeat.

Answers: See underlined syllables in answers to Ex 1C.

E Ss complete the sentences alone. Monitor and help with any new vocabulary. When they have finished, Ss compare answers in small groups and see if they have any answers in common. In feedback, nominate Ss from each group to share any common answers with the class.

▷ VOCABULARYBANK p156 History

Read the example with the class, then Ss complete the sentences in pairs. *Stronger classes* can do the exercise at home.

Answers:

- 1 invasion
- 2 historian
- 3 colony
- 4 democratic
- 5 liberate
- 6 discovery
- 7 leader
- 8 politics
- 9 developing
- 10 invention
- 11 founder
- 12 independence

READING

2A Give Ss 1 min to read the introduction. In pairs, Ss predict some 'alternative moments' that the historians might choose. In feedback, elicit Ss' ideas and write them on the board.

B Teach/Elicit *be found guilty, steam, tails, hunting and verse*. Refer Ss back to Ex 9 on p85 about making notes. Put Ss into A/B pairs. Student As read the texts on p105 and Student Bs read the texts on p162 and make notes using the question prompts. Monitor and make sure Ss only write notes and don't copy large chunks of text.

Answers:

Galileo explores the heavens

What? Exploring the sky

Where? Italy

When? 1630

Why? It changed our view of the universe.

The steam engine

What? Invention of the steam engine

Where? Britain

When? 18th century

Why? It changed many things, e.g. transport, manufacturing and communication.

Learning to eat meat

What? Learning to eat meat

Where? Africa

When? 2.5 million years ago

Why? It led to hunting, which led to us being imaginative and intelligent.

Teaching people to read

What? Teaching people to read

Where? France

When? 1199

Why? Reading became the foundation of modern education.

3A Ss cover their texts and share information with their partner from Ex 2B. Monitor and make sure they only use their notes and don't read out from their texts. In feedback, nominate Ss to summarise their partner's texts with the class.

Optional extra activity

If you have time, ask Ss to read their partner's texts to see if anything was missed.

B Ss answer the questions in pairs. If they get stuck, they can refer back to the texts they read. In feedback, elicit Ss' answers.

Answers:

1 *Two World Systems and Doctrinale*

2 Galileo's discoveries about the universe and de Villedieu's methods of teaching

3 The developments in our understanding of the universe and in teaching methods were because of one person. The invention of the steam engine and the development in humans learning to eat meat were because of many people.

C Rearrange Ss into small groups. Ss discuss the questions in their groups. In feedback, elicit Ss' answers and have a brief discussion.

GRAMMAR HYPOTHETICAL CONDITIONAL: PAST

4A Ss read the sentences, then answer the question in pairs. In feedback, elicit Ss' answers.

Answer: The sentences describe an imaginary situation in the past.

B Read the table with the class, and explain that we use this conditional structure to talk about hypothetical situations in the past. Ss find another example in the texts on p105. In feedback, elicit the answer.

Answer: Life would have been totally different if we hadn't invented it.

C Read the sentences with the class and elicit the answer.

Answers: The *if* clause and the *would* clause have changed places. The sentences begin with the *would* clause. No comma is used when the clauses are in this order.

Alternative approach

To encourage a more student-centred approach to language clarification, Ss do Ex 4 (A, B and C) in pairs. In feedback, elicit Ss' answers and deal with any queries, providing further explanations and/or examples where necessary.

Teaching tip

It can be useful to think of past tenses as 'distant' and present tenses as 'near'. In this way, there are three things that affect our choice of tense: time, register and reality.

time: we use past tenses to describe past actions because they are distant in time (*I crashed the car yesterday.*)

register: we communicate with people we see as distant by using past tenses to sound more formal (*I was wondering if you could tell me how to get there?*)

reality: we speak hypothetically by using past tenses to indicate distance in reality (*If I had arrived earlier, I would have seen her.*)

The hypothetical past conditional is made up of two pasts – one to express non-reality and one to express past time.

Explaining this to your Ss with examples may give them a better understanding of hypothetical language.

▶ LANGUAGEBANK 9.1 p144–145

Stronger classes could read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially the use of the comma, depending on the order of the clauses. Drill the examples in the notes and make sure Ss are using the contractions. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the sentences. Ss can refer to the notes when doing the exercises.

Answers:

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

B 1 If Maya's car hadn't broken down, she wouldn't have been late for the meeting.

2 She would have come to the concert if she hadn't felt ill.

3 If I had been qualified, I would have got the job.

4 They would have bought the house if they had had enough money.

5 If our best player hadn't been injured, we wouldn't have lost the game.

6 I would have cooked a meal if you had told me you were coming.

5A Ss complete the sentences alone, then check their answers in pairs. With **weaker classes**, elicit the first sentence with the class as an example and write the forms on the board. Monitor and check Ss are forming the hypothetical past conditional correctly. Don't elicit any answers yet.

B Ss listen and check their answers. Pause after each sentence for Ss to make any changes if necessary. In feedback, elicit Ss' answers.

Answers:

- 1 would have remained, hadn't explored
- 2 had been found, wouldn't have crashed
- 3 would have been, hadn't discovered
- 4 hadn't met, wouldn't have formed
- 5 wouldn't have been, hadn't invented
- 6 hadn't opened, would have remained

C Play the recording again and pause after each sentence for Ss to repeat. In feedback, elicit Ss' answers to the question and drill again if necessary, focussing on the words in italics in the audio script below.

Answers:

Would have is pronounced /'wʊdəv/, *hadn't* is pronounced /hædn/, *had* is pronounced /əd/ and *wouldn't have* is pronounced /'wʊdəntəv/.

Unit 9 Recording 2

- 1 Machu Picchu *would have* remained unknown if Hiram Bingham *hadn't* explored the Andes in Peru.
- 2 If the 'I love you' virus *had* been found earlier, forty-five million computers *wouldn't have* crashed in 2000.
- 3 The development of modern medicine *would have* been different if Alexander Fleming *hadn't* discovered penicillin.
- 4 If John Lennon *hadn't* met Paul McCartney, they *wouldn't have* formed The Beatles.
- 5 The invention of the mobile phone *wouldn't have* been possible if Alexander Graham Bell *hadn't* invented the telephone.
- 6 If the Nestor Film Company *hadn't* opened a film studio there in 1911, Hollywood *would have* remained a quiet town.

Watch out!

When it's used as an auxiliary, *have* is shortened to /əv/. (This is why native speakers often make the mistake of using *of*, instead.) Focus on this when drilling.

6 Demonstrate by writing on the board three things that have happened to you and eliciting hypothetical past conditional sentences from the class. Ss then write their sentences for Ex 6 alone. When they have finished, Ss swap their sentences with their partners in order to write hypothetical past conditionals for each other. Monitor and help with vocabulary and check Ss are forming the hypothetical past conditional correctly. When they have finished, they swap back and see if they agree. In feedback, nominate Ss to share some ideas with the class.

SPEAKING

7 Elicit some ideas for big moments in history and write them on the board. Give Ss 5 mins to prepare notes on their chosen event. If they need help, put Ss into A/B pairs. Student A reads the notes on p163 and Student B reads the notes on p162. Monitor and help with vocabulary, writing any new words/phrases on the board. Ss describe their big moments in pairs. Encourage Ss to ask follow-up questions. In feedback, nominate Ss to share some of their partner's information with the class.

Alternative approach

If you have a **multilingual class** with different nationalities in it, ask Ss to prepare information about a big moment in their country's history and share it with Ss from other countries.

WRITING A SHORT ESSAY; LEARN TO STRUCTURE PARAGRAPHS

8 Teach/Elicit *gunpowder* and *compass*. Ss read the essay, then answer the question in pairs. In feedback, elicit Ss' answers and have a brief discussion based on their reactions to the ideas.

Answers: The writer thinks the Chinese would have seen the incredible size of the land and the riches in the ground, returned with more men, attacked the Native Americans and stolen their land, created new communities, brought their technology and farmed the land and got rich. The new Chinese colony would have grown and grown and perhaps they would have later spread to other lands.

9 Introduce the topic by asking *What do you know about essays? Do/Did you have to write them in your studies? What kind of topics do they describe? Have you ever written them in English?* In pairs, Ss put the stages in order. In feedback, elicit Ss' answers.

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

10A Focus attention on the labelled paragraph and key. Give Ss 2 mins to read the paragraph and key.

B Ss complete the statements alone, then check their answers in pairs. In feedback, elicit Ss' answers, giving further explanations if necessary.

Answers: 1 topic sentence 2 supporting sentences
3 linking words

C Ss label the first paragraph of the essay in Ex 8 alone, then check their answers in pairs. If you have brought coloured pens/pencils, distribute them for Ss to use. In feedback, elicit Ss' answers.

Answers:

Topic sentence: Once, China led the world in technology.
Supporting sentence 1: Centuries before Europe, they had printing and gunpowder.
Supporting sentence 2: They also had the compass, which meant they could navigate without relying on the position of the Moon.
Supporting sentence 3: Furthermore, they were brilliant ship builders.
Linking words: also, furthermore

11A Give Ss 1 min to read the instructions and check they understand them. Ss work alone and follow the instructions to plan their essay. Monitor and help with vocabulary, writing any new words/phrases on the board.

Teaching tip

Allowing Ss to choose their own topic (as in Ex 11A) increases motivation, as Ss will be more interested in what they're writing about.

speakout TIP

Read the tip with the class and emphasise the importance of checking their writing. Give Ss 5 mins to follow the instructions and check their work. Monitor and help where necessary.

B Ss swap essays with a partner and check each other's work, following the instructions in the speakout tip. In feedback, nominate Ss to summarise their partner's text for the class.

Homework ideas

- **Ex 11A:** write a final draft of your essay.
- **Language bank:** 9.1 Ex A–B, p145
- **Vocabulary bank:** p156
- **Workbook:** Ex 1–6, p60–61

IN OUR TIME

Introduction

Ss learn and practise active versus passive forms in the context of a period of time in the past. They also learn and practise vocabulary related to periods of time and common collocations.

SUPPLEMENTARY MATERIALS

Resource bank: p167, p168 and p170

Ex 6A: bring dictionaries for Ss to use.

Warm up

Write on the board *toys, games, TV shows, films, music and places*. In pairs, Ss discuss what they can remember in each category from when they were very young. In feedback, nominate Ss to share their partner's answers with the class.

GRAMMAR ACTIVE VERSUS PASSIVE

1 Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs, before sharing their ideas with the class.

2A Give Ss a strict time limit of 2 mins to read the paragraph and choose the best title, then check their answer in pairs. Elicit the best title in feedback.

Answer: 3

B Ss read the sentences and answer the questions alone, then check their answers in pairs. Monitor and help Ss where necessary. In feedback, elicit Ss' answers.

Answers:

- a) are thought to be, b) grew up, c) has come to be known, d) arrived, e) is being educated
- a, c, e
- Active: b, d. Passive: a, c, e

C Ss complete the rule alone, then check their answer in pairs. In feedback, elicit Ss' answers.

Answer: to be

D Ss find and underline more examples of the passive in the text, then check in pairs. In feedback, elicit Ss' answers.

Answers: a generation was born ...; They were followed by Generation X ...; a name that was invented by ...; This generation is sometimes called ...; Generation X is known for ...; 'Millennials', who were born ...; They are known for being confident ...

▶ LANGUAGEBANK 9.2 p144–145

Check the notes with Ss, especially the different uses of the passive, giving further examples if necessary. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- A** 1 has been stolen 2 sent 3 are being built
4 hasn't been played 5 will be removed 6 made
7 weren't employed 8 being repaired
- B** 1 is read, 's published 2 aren't filmed, works
3 was written, described 4 made, was bought
5 have been cleaned, have been painted
6 've been given, haven't moved 7 isn't being cooked, 're using
8 won't be spoken, won't speak

3A Read the example with the class. Ss rewrite the sentences alone, then check their answers in pairs.

B Ss listen and check their answers. Pause the recording after each sentence for Ss to make any necessary changes. In feedback, elicit Ss' answers and discuss any alternative answers.

Answers:

- The name Generation X was made famous by Coupland's novel.
- Sometimes names for different generations are invented by the media.
- The term Generation 9/11 was used by Newsweek magazine in 2001.
- The people growing up after the war were given the name 'Baby Boomers'.
- In the future, today's babies will be known as Generation Z.
- A book about Millennials (*Millennials Rising: The Next Great Generation*) was written by William Strauss and Neil Howe.
- The generation born from 1910 to 1920 is sometimes called 'The Greatest Generation'.
- Younger people have always been criticised by older people for their bad behaviour!

C Write *are, has been, was* and *were* on the board. Play the recording again and ask Ss to focus on these words when they listen. Elicit how the weak forms are pronounced. Play the recording again, pausing after each sentence for Ss to repeat.

Answers: The verb forms *are, has been, was* and *were* are pronounced as weak forms, with the schwa /ə/.

D Put Ss into small groups to discuss the questions. When they have finished, nominate Ss from each group to share their ideas with the class and have a brief class discussion.

LISTENING

4A Write on the board *Decade? Positive or negative?* Ss listen and answer the questions for each speaker. Tell them not to worry if they don't understand all the details at this stage as they'll listen again in Ex 4B.

Answers: 1 90s, positive 2 70s, positive
3 80s, not very positive at the time, but positive now

Unit 9 Recording 4

- Yeah, I grew up in the 90s. Erm, for me film and music are two important aspects of my life and it was a fantastic decade for both of those. In terms of films, there were some ah excellent ones that came out, erm, my favourites being *Forrest Gump*, *Pulp Fiction* and *The Shawshank Redemption*. In terms of the music ... probably the most famous bands of the time was Oasis and Blur. Ah, one of the most memorable moments for me of the 90s was Euro 96 ... obviously the football tournament. I was lucky enough to go to the opening ceremony myself. Obviously, as we was entering the end of the millennium the celebrations towards the end of the nineties were huge as were the actual celebrations on the night. Tony Blair was elected, erm, so he was the first sort of Labour government for, for a long time. Um and also Mother Teresa died, sort of Mother Teresa was the famous, erm, charitable missionary.
- Ah, the 70s, well they were wonderful I think if, if I'm asked you know were they ... was it a good decade or a bad decade, personally I have to think it was a good decade to grow up in. I think it's very lucky I think of it as a very lucky experience when generally the world that I lived in, which was London and England, which was the post-war period and therefore an era of a certain amount of erm, restriction was all ending and things were freeing up and that happened just at the time that I was leaving home and finding my own independence. It all seemed as though it happened at the same time. Erm, technology was changing and improving, um, everything seemed to be developing and getting better in many ways. The fashion was getting rid of short hair and regimented

kind of looks, erm, individuality was very much the order of the day. Great people were emerging in the arts. John Lennon, for example, was an icon for me I think as a creative artist with a message as well in his work. Great artists in film, Scorsese, *Taxi Driver*, Spielberg, *Duel* these were emerging artists of tremendous skill and artistry but they were just starting out then when I was.

- 3** I was a teenager in the 80s and I remember thinking that um I didn't like a lot of the fashion and the music from back then but now it's obvious in retrospect that I did quite like it. I love looking back on like a nostalgia trip at the way we used to dress and how much hair gel I used and how much hair spray the girls used and er, now in the 2000s there's like a sort of a trip back into that time you know, girls are wearing big earrings again and geometric patterns on their clothes. Erm, the music in the 80s became quite computerised sounding, quite electronic and er, disco faded away, although we did still have soul there were people like Luther Vandross and Billy Ocean, erm, making soul music. Er, New Romantic was another style that came out in the early 80s where the men started wearing lots of make-up and had big shoulders and small waists and erm, there was Madonna was a big trendsetter for girls and er, at one point she cut her hair really short in the mid 80s and almost like a boy's and then all the girls started cutting their hair short, too. Erm, I wasn't very fashionable myself, I used to spend most of my money on records not clothes. Erm, there were some good films around in the 80s too things like *Back to the Future* with Michael J Fox, *Desperately Seeking Susan* with Madonna, *ET*, *Police Academy* ... Um, I'm gonna be forty this year and I reckon my birthday party is probably going to be a big nostalgia trip back to the 80s.

speakeout TIP

Read the tip with the class and explain that it's easier to understand something when we have a clear purpose for listening. Read the questions in Ex 4B with the class and elicit information to listen for, e.g. Q3 – a country or city.

- B** Ss listen again and answer the questions, then check their answers in pairs. If necessary, play the recording again. In feedback, elicit Ss' answers.

Answers: 1 film and music 2 Suggested answers: fireworks, parties
3 London, England 4 John Lennon 5 fashion and music
6 girls cutting their hair short

- 5A** Ss turn to audio script 9.4 on p173 and read the underlined sentences, then use these as models to help them answer the questions in Ex 5A.

- B** Ss discuss their answers in small groups. In feedback, nominate one or two Ss to share their answers with the class.

VOCABULARY PERIODS OF TIME

6A Ss put the words and phrases in the box in order, then check their answers in pairs. If you've brought dictionaries, give them out for Ss to use. With *weaker classes*, go through the words/phrases in the box first and elicit what period each one refers to. Ss then put them in order. In feedback, elicit Ss' answers and write them on the board in order.

Answers: a fortnight → a decade = the nineteen-seventies/eighties (1970s, 1980s) = the seventies/eighties (70s/80s) → a generation = a quarter-century → an era = an age → a century → a millennium

- B** First, give Ss one or two examples with your own opinions. Ss complete the sentences alone. Monitor and help with vocabulary, writing any new words/phrases on the board.

- C** Ss compare their answers in small groups and find any common answers. In feedback, nominate Ss from each group to share their opinions with the class and have a brief discussion.

SPEAKING

- 7A** Read the questions with the class. Give Ss 5 mins to think about the topics and note down their ideas. Monitor and help with vocabulary, writing any new words/phrases on the board.

- B** Ss tell each other about their chosen past time period in small groups. Encourage Ss to ask follow-up questions, and find out if they have anything in common. In feedback, nominate Ss from each group to share ideas with the class.

VOCABULARY PLUS COLLOCATIONS

- 8A** Teach/Elicit *theoretical physicist*, *drag* and *cave*. Read the questions with the class and elicit their predictions. Ss read the text and answer the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- We have trouble believing that time travel is possible.
- Because humanity makes progress slowly and 'Stone Age man didn't own TVs for entertainment.'
- The people of the future might not know the answers to our problems.

- B** Look at the examples with the class. Ss read the text again and find two phrases for each verb. Elicit Ss' answers.

Answers: have the same dream, have trouble, come naturally, makes progress, come back, make a mess, give us directions, give instructions

- C** Ss add the underlined phrases to the word webs. In feedback, elicit Ss' answers.

Answers: See answers to Ex 8D below.

- D** Read the words in the box with the class and check Ss understand them. Ss complete the word webs alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: (in correct order) give: instructions, a talk, me a call, directions; have: a good time, the same dream, trouble, a break; make: a decision, a mess, progress, a profit

VOCABULARY BANK p156

Collocations with *come*, *give*, *have* and *make*

Elicit the first answer as an example. Ss work alone to complete the word webs, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: (in correct order)

- nearer, across the mountain, with instructions, to dinner
- orders, a prize, permission, me a headache
- 100 calories, ideas, a cold, a chance
- a film, an effort, an agreement, a living

- 9A** Give Ss 4–5 mins to think of examples alone. Go round and help with ideas where necessary.

- B** Ss share their experiences in small groups. While they are sharing, go round and note down any common errors/examples of good language use for later feedback. When they have finished, nominate one or two Ss to share any interesting stories they had with the class, and give the class feedback on their language use.

Homework ideas

- Ex 7:** write about your childhood.
- Language bank:** 9.2 Ex A–B, p145
- Workbook:** Ex 1–5, p62–63

I HAVE NO IDEA!

Introduction

Ss learn and practise how to express uncertainty and react to information in the context of describing historical figures.

SUPPLEMENTARY MATERIALS

Resource bank: p171

Warm up: prepare some questions similar to those on the website below, or load the website up ready to play the game with the class.

Ex 3A: bring dictionaries for Ss to use.

Ex 7A: research some geography and history trivia on the internet to help Ss if they get stuck.

Warm up

If you have access to the internet in class, load up <http://www.bbcmiddleeast.com/weakest-link/> (correct at time of going to press) and play it with the class. If not, before class, prepare some questions similar to those on the website and play the game with Ss answering the questions in teams.

SPEAKING

1 First, tell Ss about some famous quiz shows in your country as an example. Ss discuss the questions in pairs. In feedback, nominate one or two Ss to share their ideas with the class and have a brief discussion.

VOCABULARY DESCRIBING PEOPLE

2 Focus attention on the photos and elicit what Ss know about the people, feeding in information from the *Culture notes* below. Ss do the quiz in pairs. Tell them not to worry if they don't know the answers and that they should guess. Monitor carefully and notice what language they are using when they don't know the answers. This will give you an idea of how well Ss can already express uncertainty at this stage. Check the answers to the quiz as a class.

Answers: 1 b) 2 c) 3 a) 4 b) 5 c) 6 c)

Culture notes

(from left to right, top to bottom)

Rosa Parks (1913–2005) from Alabama, USA was arrested in 1955 for refusing to give up her seat on a bus for a white passenger. She became a symbol for the civil rights movement.

Desmond Tutu (1931–) is a South African human rights activist and ex-Anglican bishop most famous for campaigning against Apartheid in the 1980s. He won the Nobel Peace Prize in 1984.

Gabriel García Márquez (1927–2014) is considered by many to be one of the most important writers of the 20th century. He won the Nobel Prize for Literature in 1982.

Jane Goodall (1934–) is a British anthropologist, primatologist and conservationist, most famous for her study into the habits of wild chimpanzees in Tanzania which lasted 55 years.

Indira Gandhi (1917–1984) was the fourth (and only woman) prime minister of India. She was known as a strong leader who centralised power. She was assassinated in 1984.

Albert Einstein (1879–1955) was a theoretical physicist. He was born in Germany and died in the USA, and was most famous for the formula $E=MC^2$ and the theory of relativity.

3A Ss look back at the quiz in Ex 2 and discuss the meaning of the words in bold. If you've brought dictionaries, give them out for Ss to use. In feedback, elicit the meanings and give further examples to clarify the meanings if necessary.

Answers:

charismatic: able to attract and influence other people

influential: able to change what happens or what people think

innovative: good at introducing new ideas or methods

inspirational: good or successful so that people admire you and want to achieve something themselves

brave: behaving with courage in a frightening situation

exemplary: good so that it can be used as an example for others to copy

original: able to produce things that are completely new and different

creative: good at thinking of new ideas

B Read the example with the class. Ss think of one person for each of the adjectives they chose, then compare their ideas in small groups. In feedback, nominate Ss to share their ideas with the class and ask if other Ss agree.

FUNCTION EXPRESSING UNCERTAINTY

4A Ss listen to the conversation and tick the answers from the quiz in Ex 2 that the man gets right, then check in pairs. In feedback, elicit Ss' answers and ask how many correct answers they got in the quiz.

Answers: 3, 4, 6

Unit 9 Recording 5

M = Man W = Woman

M: So yeah – so question one. Um ...

W: Yes about the religious leader, any ideas?

M: Yeah spoke out against racism in South Africa – worked as an English teacher? Um, no idea.

W: Well it could be a few different people couldn't it?

M: I have no idea. I, I don't know, I don't know.

W: Want to guess?

M: If I was to guess, oh, no I haven't a clue, I haven't. I haven't a clue on this one. I'm sorry.

W: OK I'm gonna tell you it was B – Desmond Tutu.

M: Oh, really?

W: Yes.

M: Oh no, I didn't know that.

W: Fair enough.

M: I didn't know that.

W: All right so the second one is about the politician being killed by her own bodyguards.

M: Well it's definitely not A.

W: Oh OK yes.

M: Definitely not A, so um it's B or C.

W: Can you remember?

M: I can't remember, I've forgotten.

W: So you're just gonna have to guess.

M: Yes, um.

W: Come on, I'm gonna press you now. If you used to know it, you can have a go – it's in there somewhere.

M: I'm gonna go for B.

W: Oh no it was the other one, it was C – Indira Gandhi.

M: Oh.

W: Never mind.

M: Oh I didn't know that, I didn't know that.

W: Well there you go. Um, so – number three, any ideas, uh about the anthropologist feeding bananas to wild chimpanzees?

M: Jane Goodall, Louis ...

W: Louis Leakey.

M: Louis Lea ...

W: Don't even.

M: Um.

W: Margaret Mead.

M: Well, well I'm sure it isn't Margaret Mead.

W: How about B?

M: Um, I'm, I'm sure it isn't, I'm sure it isn't B.

W: OK.
 M: So that leaves A.
 W: It leaves you with A. Very good. It was Jane Goodall.
 M: Yes, that's right!
 W: OK, and now the scientist —
 M: Which inspirational scientist spent his free time playing the violin?
 W: Free time.
 M: ... when he wasn't changing the world? Um, I, I, I think I know this one.
 W: OK.
 M: I'm, I'm, yeah.
 W: Uh be careful cos all of those... changed the world.
 M: I'm not a hundred percent certain, I'm not a hundred percent certain but it might be Albert Einstein.
 W: Right, are you saying B?
 M: B.
 W: Yes, you're right.
 M: Excellent.
 W: And we're almost there, with number five uh the activist that refused to give up the bus seat. You must remember this.
 M: Oh no, I can't remember.
 W: You must!
 M: Uh it's one of those things I used to know.
 W: Start of the civil rights movement.
 M: I used to know but I, I've forgotten.
 W: All right.
 M: Che Guevara?
 W: Sure?
 M: No.
 W: No.
 M: But.
 W: OK it was C – Rosa Parks.
 M: Oh!!
 W: No you're right you didn't remember.
 M: Oh.
 W: So the last one.
 M: That's interesting, it's interesting. Oh dear!
 W: The last, the last one then.
 M: Right.
 W: Um, which amazingly original creative writer was banned from the US for years?
 M: Oh, um ...
 W: Have you heard of them?
 M: I, I, well I know, I know it wasn't Charles Dickens.
 W: Right.
 M: So it's one of the other two. Oh.
 W: Go on. Have a guess.
 M: I'm gonna go for C.
 W: Good choice.
 M: Ah!
 W: It was C!
 M: That's right, that's right! Excellent, excellent!
 W: Well done. You did very well.
 M: Yes, yeah not too bad.

B Ss cover the exercise. Ask *Can you remember any of the phrases the man used when he didn't know the answers?* and elicit their ideas. Ss complete the groups of phrases alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the phrases.

Answers:

- 1 I don't know
- 2 I'm not sure but I think ...
- 3 I know it isn't/wasn't ...
- 4 I used to know

C Ss listen and tick the phrases they hear, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: He says all of the phrases except 'I'm not sure but I think ...' and 'I'm fairly sure it's ...'

▶ LANGUAGEBANK 9.3 p144–145

Stronger classes could read the notes and do the exercise at home. Otherwise, drill the phrases in the notes with the Ss and elicit possible continuations for the sentences. Teach/Elicit *PIN number*. Elicit the first answer as an example. Ss work alone to underline the correct alternatives, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 I've forgotten 2 I'm sure it isn't 3 definitely not
 4 fairly sure 5 haven't a clue 6 have no idea
 7 can't remember 8 a hundred percent certain

5A Read the example with the class. Ss add the missing pairs of words alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 **B:** I *have no idea*. I don't know anything about art.
- 2 **B:** Oh, um, I *can't* remember. Was it Rumsfeld? No, um, Bush?
- 3 **B:** I'm *fairly sure* it was Botha, wasn't it?
- 4 **B:** Oh, I've *forgotten* his name but I know who you mean. He's quite small and good-looking.
- 5 **B:** I'm not a hundred *percent certain* but it might be Sony.
- 6 **B:** I don't know, but it's *definitely* not Golding.
- 7 **B:** I'm *sure* it wasn't England.
- 8 **B:** I *haven't* a clue. I don't watch Hollywood movies.

B Ss try to answer the questions in pairs. When they have finished, they can turn to p159 to find the answers. In feedback, ask *Which answers did you know? Did you find any answers surprising?*

Answers: 1 Michelangelo 2 Al Gore 3 FW de Klerk
 4 Gael García Bernal 5 Philips and Sony (in a joint project)
 6 JRR Tolkien 7 Germany (in 2014) 8 *Jurassic Park*

LEARN TO REACT TO INFORMATION

6A Ss read the extracts, focusing on B's responses. Play the recording for Ss to listen to B's intonation.

B Ss answer the questions in pairs. In feedback, elicit the answers, then play the recording again, pausing after B's responses for Ss to repeat.

Answers: 1 B knew 3 and 5. 2 1, 2 and 4 were new information.

SPEAKING

7A Put Ss into A/B pairs. The As read the questions on p111 and the Bs read the information on p162. Ss write two more questions of their own. Monitor and help with ideas. If Ss are stuck for ideas, give them the trivia you researched before class to help them write questions. Ss ask their questions in pairs. A's answers are on p159 and B's answers are on p163. In feedback, find out who answered the most questions correctly and nominate Ss to share any information they learnt with the class.

B Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their ideas with the class.

Homework ideas

- **Ex 1:** write a description of a quiz show in your country.
- **Language bank:** 9.3 Ex A, p145
- **Workbook:** Ex 1–3, p64

MICHELANGELO

Introduction

Ss watch an extract from a BBC documentary about the life and works of Michelangelo.

SUPPLEMENTARY MATERIALS

Warm up: write the questions below on the board.

Warm up

Write on the board *Who are the most famous artists/designers from your country? Do you like their work?* Ss discuss the questions in small groups. If you have access to the internet in class, Ss download some of the artists' work and show it to other Ss. In feedback, elicit Ss' ideas.

DVD PREVIEW

1 Focus attention on the painting and elicit Ss' ideas, feeding in information from the Culture note below.

Answers: The picture at the bottom of p112–113 shows part of *The Creation of Adam*, which is part of the ceiling of the Sistine Chapel. The Sistine Chapel ceiling was painted by Michelangelo between 1508 and 1512.

Culture notes

Michelangelo di Lodovico Buonarroti Simoni was born on 6th March 1475, in Caprese, near Arezzo, Tuscany and is commonly referred to as Michelangelo. He was an Italian Renaissance painter, sculptor, architect, poet and engineer. He produced hundreds of perfectly-made works, many of which he created before he turned thirty. During his lifetime, he was often called *Il Divino*, 'the divine one' and many believed his work was an expression of God. He died on 18th February 1564, aged 88. Three of his most famous works are the David, the Sistine Chapel ceiling and the dome of Saint Peter's Basilica.

2 Ss read the sentences alone, then discuss the meanings of the words in pairs. In feedback, elicit Ss' answers.

Answers:

unique: nothing else like it
 divine: inspired by God
 eternal: lasts forever
 extraordinary: amazing, much better than one would normally expect
 mortal: will die one day
 awe-inspiring: makes you stop and take notice, impressive
 feat: an amazing achievement
 ordinary: usual
 aspirations: dreams, ambitions
 quest: mission
 Opposites: ordinary/unique, eternal/mortal

3 Teach/Elicit *tempestuous*. Ss read the text, then discuss the question in pairs. In feedback, elicit Ss' answers.

Answers: Michelangelo had a difficult, imperfect life, yet was able to produce perfect works of art, of stunning beauty.

DVD VIEW

4A Ss read the sentences and make predictions in pairs. In feedback, elicit Ss' predictions, but don't give any answers yet.

B Play the DVD for Ss to check their answers alone and then in pairs. In feedback, elicit Ss' answers.

Answers: 1 T 2 T 3 F (five hundred) 4 T
 5 F (money was always tight)
 6 F (he was appalled by his son's love of the arts)

DVD 9 The Divine Michelangelo

V = Voice-over A = Actor

- V:** This is the story of a superstar, a sculptor, a painter, an architect who strides the history of art like a Colossus. He was a tempestuous genius who would let nothing stand in the way of his quest for eternal fame and riches untold.
- A:** He doesn't know perfection when he sees it.
- V:** He was an outsider who created works so big and so beautiful that nobody believed they were produced by a mere mortal.
- A:** I've just created a giant.
- V:** He claimed he was divinely inspired ...
- A:** Heaven's own art.
- V:** ... yet stole from Popes, fought his rivals and struggled with his own demons.
 His name was Michelangelo.
 500 years ago, Michelangelo created three of the wonders of the world: the David, the most famous sculpture in history; the ceiling of the Sistine Chapel, the most awe-inspiring painting; and the dome of St Peter's, the jewel in the crown on the Roman skyline. But what sort of man was capable of these incredible feats?
- A:** What do you think I am? An ordinary labourer? You think I'm the honest, simple stonemason who makes a living with his hands? Well look at that. What simple artisan could create something like that? Her face will live forever, not just from this century to the next, but on and on and on and on and on. Heaven's own art. Not mortal, but divine.
- V:** Within a month of Michelangelo's birth, his family moved to Florence. He had an unhappy childhood. His mother died when he was six, leaving his father Ludovico with five sons to bring up. Money was always tight.
 Ludovico was a lowly-paid local official with aspirations of grandeur. He was appalled by the young Michelangelo's love of the arts.
- A:** Moreover, he thought I would bring disgrace on the family. Of course this distressed me. But I would not turn back.
- V:** But for all his father's opposition, Michelangelo persevered and produced works which showed an extraordinary talent.
 From the dome to the David, from the Pietà to the Sistine Chapel, Michelangelo had created a unique vision of heaven on earth.

5A Ss read the notes and work alone to complete them with the missing words, then check their answers in pairs.

B Play the DVD again for Ss to check their answers. In feedback, elicit Ss' answers.

Answers: 1 riches 2 beautiful 3 simple 4 unhappy 5 talent
 6 earth

C Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their answers.

speakout influential work

6A Teach/Elicit *novel, ghost, black humour* and *satire*. Ss listen and answer the questions, then check their answers in pairs. In feedback, elicit Ss' answers.

Answer: She talks about Gabriel García Márquez. Finding his work as a teenager made her become a 'reader'.

Unit 9 Recording 7

OK, well, someone whose work really influenced me is Gabriel Garcia Márquez. I like his short stories, but I fell in love with his novels, particularly *One Hundred Years of Solitude*. That book really made its mark on me. Anyway, erm, well, Márquez is a Colombian writer. I think he was born in 1928. He's a Nobel Prize winner – he won the Nobel Prize in Literature – and his books have been translated into dozens of languages. Erm ... He's one of the best-known writers in the style of what's called magic realism. This means he writes kind of realistically but there's magic, I mean magical things happen in his books, like ghosts appear and kind of crazy things happen. I'm a big fan of that type of writing. Anyway, his novels are kind of funny but it's black humour or satire. He invents all these amazing, unforgettable characters, like um, corrupt officials and devoted lovers, vicious policemen and stupid revolutionaries and through it all you're laughing at the characters but you also see their world is falling apart. I haven't read his work in Spanish, only English, erm, but the style is brilliant. His dialogue is fast and funny and he writes amazing descriptions of places and people. And, um, well, it was finding Márquez's work as a teenager that really made me become a reader.

B Ss listen again and tick the phrases they hear. In feedback, elicit Ss' answers and drill the phrases.

Answers: I fell in love with his novels.; That book really made its mark on me.; He's one of the best-known writers.; I'm a big fan of that type of writing.; The style is brilliant.

C Give Ss 5 mins to think of a person and prepare their ideas. Monitor and help with vocabulary, writing new words/phrases on the board.

D Ss share their descriptions in small groups. Monitor and note down any common errors for later correction. In feedback, nominate Ss from each group to share their descriptions with the class and correct any common errors.

Alternative approach

Ss describe the person who has influenced them, as in Ex 6D, but don't say who it is. Other Ss in the group try to guess who the person is. In feedback, nominate Ss from each group to describe their people for the class to guess.

writeback a wiki entry

7A Give Ss 2–3 mins to read the proposal. In feedback, ask *Who is the wiki entry about?* (world-famous, influential people in the arts and sciences); *How long should it be?* (no more than 200 words); *What information should it include?* (where they live(d), when they worked, their place in history, why they are/were influential and who they have influenced); and *Who can't you write about?* (political leaders, sports stars or businesspeople).

B Ss read the example and decide if it fits the requirements. In feedback, elicit Ss' answers.

Answer: All the requirements are met in the example.

C Give Ss 10–15 mins to write their wiki entries. Monitor and help with vocabulary and check Ss are producing the language accurately. When they have finished, Ss show their writing to other Ss. In feedback, elicit Ss' favourite entries.

Alternative approach

If you have internet access, write the following prompts on the board: *name, when they live(d), where there were/are from, what they did/do, how they influenced you*. Ss research the person on the internet and make notes under the headings. They then use the notes to write their wiki entries.

Homework ideas

Ex 7C: write a final draft of your wiki entry.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 9. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

HISTORY

1A Organise Ss into small groups/teams. Ss work together to form correct sentences, but don't write any down yet. With **weaker classes**, give/elicite an example first. Monitor and check Ss are forming their sentences correctly.

B In each team, Ss appoint a secretary to write their sentences, while others tell them what to write. Give a strict time limit of 2 mins. When they have finished, nominate a student from each group to read out their sentences to the class, and award points for correct sentences and originality (you decide how many points to give). The team with the most points at the end wins.

Teaching tip

Peer correction is a good way to make correction more student-centred and build the group dynamic. When you hear an error, ask *Is there another way we can say that?* Elicit the correction and write it on the board.

HYPOTHETICAL CONDITIONAL: PAST

2A Ss write their sentences alone. Make sure Ss write them on a separate piece of paper (or in their notebooks), as they will give them to someone else in Ex 2B. Monitor and help with vocabulary, writing any new words/phrases on the board.

B Read the example with the class. Ss exchange sentences with a partner for them to choose three and write a hypothetical past conditional sentence for each. With **weaker classes**, review the form of the hypothetical past conditional first on the board. Monitor and check Ss are forming the sentences correctly. In feedback, nominate Ss to read out their sentences to the class.

Optional extra activity

Write the following sentence starters at the top of blank pieces of paper, one sentence starter for each piece of paper:

- 1 *If I hadn't been born in my country, ...*
- 2 *If I hadn't got out of bed this morning, ...*
- 3 *If I hadn't decided to study English at this school, ...*
- 4 *I wouldn't have met my teacher if ...*
- 5 *I'd have become an astronaut if ...*

Stick the pieces of paper on the walls around the class and ask Ss to walk round and complete each sentence however they wish, writing on the paper on the wall. Monitor but don't correct any answers yet. When they have finished, collect the pieces of paper and put Ss into two large groups. Give each group a board pen. Look through Ss' answers and, each round, call out an incorrect sentence. One person from each group comes to the board to write the correction and the rest of their group can call out and help. The first team to correct the error gets a point and the group with the most points at the end wins.

PERIODS OF TIME

3A Ss complete the sentences alone and check their answers in pairs. In feedback, elicit Ss' answers and drill the words if necessary.

Answers: 1 decade 2 nineteen-nineties 3 millennium
4 era 5 fortnight, century 6 generation

B Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

THE PASSIVE

4A Ss complete the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 was discovered 2 identified 3 was built
4 climbed 5 was destroyed 6 was released
7 was assassinated 8 was elected 9 declared 10 became

B In pairs, Ss match the dates to the events. If they don't know, they should guess. Don't elicit any answers yet.

C Ss compare their answers in small groups. In feedback, elicit Ss' answers.

Answers:

- 1 1922: The tomb of Tutankhamun was discovered in the Valley of the Kings, Egypt.
- 2 1984: US and French scientists identified the AIDS virus.
- 3 1961: A wall was built between East and West Germany.
- 4 1953: Edmund Hillary and Tenzing Norgay climbed Mount Everest.
- 5 1912: The Titanic was destroyed after hitting an iceberg in the North Atlantic.
- 6 1990: Nelson Mandela was released from prison.
- 7 1948: Mahatma Gandhi was assassinated by a terrorist.
- 8 1979: Margaret Thatcher, the UK's first female prime minister, was elected.
- 9 1939: The UK and France declared war on Germany.
- 10 1908: Two-year-old PuYi became Emperor of China.

Optional extra activity

If you have internet access, Ss can research and write more historical events and their dates using the passive, making some dates true and some false, e.g. *The Berlin Wall was destroyed in 1986*. When they are ready, they read out their sentences for other Ss to guess if they are true or false.

EXPRESSING UNCERTAINTY

5A Ss put the words in order alone, then check their answers in pairs. With **weaker classes**, elicit the first answer as an example first. In feedback, elicit Ss' answers and drill the phrases.

Answers:

- 1 Sorry, I've forgotten.
- 2 No, it's definitely not allowed here.
- 3 I'm fairly sure it opens at 7a.m.
- 4 I can't remember.
- 5 Sorry, I haven't a clue.
- 6 I'm not a hundred percent certain, but it might be Timothy.
- 7 I'm sure it isn't far.
- 8 Sorry, I have no idea.

B Ss discuss the questions that A asks in Ex 5A in pairs. In feedback, elicit how many questions they can answer and give the answers that they don't know.

BBC interviews and worksheet

Do you think life is better now than in the past?

This video extends discussion of the unit topic to historical events. Ss can view people describing what have been the most important historical events in their lifetime.

OVERVIEW

10.1 ETHICAL MAN

VOCABULARY | the environment

READING | read about a man who tried to live ethically for a year

GRAMMAR | reported speech

PRONUNCIATION | weak forms: auxiliary verbs

SPEAKING | discuss ideas for reducing plastic waste

VOCABULARY PLUS | word building: prefixes

10.2 WORLD FOOD

LISTENING | listen to descriptions of the world's best food cities

SPEAKING | recommend a city for food

VOCABULARY | reporting verbs

GRAMMAR | verb patterns

PRONUNCIATION | weak forms: *to, for, that*

SPEAKING | feelings about food and cooking

WRITING | a restaurant review; learn to link ideas

10.3 WHEN YOU TRAVEL, ...

VOCABULARY | airports

PRONUNCIATION | individual sounds: vowels

FUNCTION | giving advice/warnings

LEARN TO | make generalisations

SPEAKING | ask for/give advice

10.4 THE GREAT MELT **BBC**  DVD

DVD | watch a BBC documentary about the Arctic's melting ice caps

speakout | an endangered place

writeback | email for action

10.5 LOOKBACK

Communicative revision activities

BBC  INTERVIEWS**What are the biggest problems facing the world today?**

This video extends discussion of the unit topic to global problems. Ss can view people talking about what they think are the biggest problems facing the world at the moment. Use this video at the start or end of Unit 10 or set it as homework.

ETHICAL MAN

Introduction

Ss learn and practise reported speech in the context of environmental issues. They also learn and practise word-building using prefixes.

SUPPLEMENTARY MATERIALS

Resource bank: p172, p173 and p174

Warm up: write the questions below on the board.

Ex 1B: bring dictionaries for Ss to use.

Warm up

Write on the board *What are the biggest environmental problems facing your country at the moment? How serious are they?*

What is being done to improve things? What else could be done?

Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

VOCABULARY THE ENVIRONMENT

1A Check Ss understand 'green living' by giving a definition (choosing to live in a more environmentally-friendly way), then eliciting examples and writing them on the board, e.g. *recycling, saving energy*, etc. Ss discuss the question in pairs.

B In pairs, Ss discuss the meanings of the words in bold. If you've brought dictionaries, give them out for Ss to use. In feedback, elicit the definitions and provide further examples if necessary.

Answers:

pre-prepared: prepared and packaged by someone else

processed: has had some factory treatment

organic: produced without the use of chemicals

energy-saving light bulbs: light bulbs which use less energy than traditional light bulbs

insulated: protected from the heat/cold with a layer of material

double-glazed: with two layers of glass

on standby: it can still be switched on using a remote control

packaging: the wrapping around the product

secondhand items: things which are not new, but have been used by someone else

recycled: not thrown away as rubbish, but used again

C Ss read the questions in Ex 1B and note down their answers. Monitor and provide support as necessary.

D Ss compare their answers in pairs. In feedback, nominate Ss to tell the class how 'green' their partner is.

▷ **VOCABULARY BANK** p157 The environment

1A Teach/Elicit *carbon dioxide*. Read the example and elicit the second answer. Ss work alone to complete the text, then check their answers in pairs. In feedback, elicit Ss' answers.

B Ss work alone to complete the table, then check their answers in pairs. In feedback, elicit Ss' answers.

Stronger classes can do the exercises at home.

Answers:

A 1 global warming 2 natural resources 3 harmful

4 pollution 5 destroys the environment

6 industrial waste 7 factory smoke 8 car exhaust fumes

9 aerosol cans 10 destruction of the rainforest

11 protect 12 environmentally friendly

B 1 destruction 2 protect 3 pollution 4 damage

5 waste

READING

2A Read the question with the class and give Ss 3–4 mins to discuss the possible changes in pairs. In feedback, elicit Ss' ideas and write them on the board.

B Ss read the text, then check their ideas from Ex 2A in pairs. In feedback, elicit Ss' answers and tick any ideas on the board that were mentioned.

Answers: He changed the light bulbs in his house to energy-saving light bulbs; changed the way he heats and powers his home; stopped flying and got rid of the car; walked; used bicycles; took public transport; did his supermarket shopping online; ate organic vegetables; stopped eating meat (for a month). His wife walked two miles to the hospital in the middle of the night to have their baby. They went on a twelve-hour train journey instead of taking a two-hour flight.

C Ss discuss the questions in pairs, then read the text again to check their answers. In feedback, elicit Ss' answers.

Answers:

- 1 He wanted to show how normal families could help to reduce their impact on the environment.
- 2 No. His wife had to walk to the hospital to give birth and then they had a 'nightmarish' twelve-hour journey on holiday.
- 3 They changed the light bulbs in their house to energy-saving light bulbs; changed the way they heat and power their home; stopped flying and got rid of the car; walked; used bicycles; took public transport; his wife walked two miles to the hospital in the middle of the night to have their baby. They went on a twelve-hour train journey instead of taking a two-hour flight.
- 4 Americans produce more than twice as much carbon dioxide per person than Europeans. If he can find solutions in America, then we should be able to solve the problem in Europe.
- 5 He plans to fly to America and then travel on public transport.
- 6 He is looking for solutions to the problems of how societies can reduce their carbon emissions.

D In pairs, Ss discuss reasons why the experiment is/isn't a good idea. In feedback, elicit Ss' ideas and have a brief class discussion.

3 Ss find the words in the text alone, then check their answers in pairs. Draw attention to the paragraph numbers next to the definitions to help them. In feedback, elicit Ss' answers and give further examples/explanations if necessary.

Answers: 1 our impact on the environment 2 got rid of 3 nightmarish 4 heatwave 5 efforts 6 track

GRAMMAR REPORTED SPEECH

4A Ss complete the table alone, then check in pairs. Don't elicit their answers yet.

Teaching tip

With weaker classes, do an example first to demonstrate how to report speech. Ask a student: (*Maria*), *Did you recycle anything last week?* (Yes). Elicit how to report this and write on the board (*Maria*) *said she had recycled something last week*. Draw attention to the change in tense. Ss complete the table in Ex 4A.

B Check answers with the class, referring them back to the article in Ex 2B where appropriate.

Answers: 1 'm travelling 2 'll 3 walked 4 thought 5 've had 6 had 7 had 8 is

C Ss study the table and match the reported sentences from Ex 4A to the rules alone, then check in pairs. In feedback, elicit Ss' answers and give further examples if necessary.

Answers:

- Rule 1 – sentences 1, 2, 3, 4, 5, 7
 Rule 2 – sentence 8
 Rule 3 – sentences 1, 2, 3, 4, 5, 6, 7
 Rule 4 – sentence 7

▷ LANGUAGEBANK 10.1 p146–147

Stronger classes could read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially when not to change the tense and the word order in questions. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help.

Answers:

- A** 1 they were 2 said, there 3 had, their 4 had, next 5 she, her 6 told, was 7 they had 8 couldn't, had
B 1 She said she thought that La Tasca was *her* favourite restaurant.
 2 He told me that he *was going to meet* Mr Susuki that afternoon.
 3 He said that Maja *had* called him the day before.
 4 They told us that they *would* meet us there the next day.
 5 We told her that we *hadn't* received *her* application.
 6 She told Matt that she *might* see him at the party.
 7 He said that he *had* already sent an email explaining the situation.
 8 She told her boss that she *couldn't* type very fast.

5A Read the example with the class. Ss complete the sentences alone, then check their answers in pairs. Don't elicit the answers yet.

B Ss listen to the recording and check their answers. Check Ss' understand the sentences and deal with any questions. Play the recording again and pause after each sentence for Ss to shadow the answers.

Answers: 1 their 2 had 3 they 4 was 5 they 6 'd 7 hadn't 8 'd

SPEAKING

6A Organise Ss into two groups, Group A and Group B. If you have a large class, further divide each group into smaller groups of three or four. Ss read the fact file for their group and discuss the questions in their groups. Monitor and help with any new vocabulary and write it on the board. Monitor each group and discretely check their answers before moving on to Ex 6B.

B Give Ss a few minutes to think about how they will report their information. Monitor and help where necessary.

C Pair Ss from different groups. Ss summarise their discussions for their partner and ask if they agree. In feedback, nominate Ss to share their opinions with the class and have a brief discussion.

VOCABULARY PLUS WORD BUILDING: PREFIXES

7A Write *national* on the board and ask *Does this refer to one country or more than one? (one)*. Ask *How can we change it so that it refers to more than one country? (international)*. *What have we added here? (a prefix)*. Ss underline the prefixes in the sentences, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 unusual 2 unreal 3 recycled 4 reusable
5 disagree 6 disobey 7 misunderstand 8 mispronounce
9 underweight 10 overcooked

B Ss match the prefixes with the meanings. Encourage them to use the context of the sentences to find the answers. In feedback, elicit Ss' answers.

Answers: 1 un- and dis- 2 re- 3 over- 4 under- 5 mis-

Watch out!

Suffixes never change the meaning of a word, but they can change the stress (*photograph, photographic*). Prefixes never change the stress of a word, but they do change the meaning (*national, international*). Learning the meaning of common prefixes can greatly widen Ss' vocabulary.

8 Ss complete the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 unbelievable 2 misjudge 3 disappeared
4 overcook 5 unethical 6 misunderstood 7 untidy 8 disability

VOCABULARYBANK p157 Word building: prefixes

Elicit the first answer as an example. Ss work alone to complete the sentences, then check their answers in pairs. In feedback, elicit Ss' answers. *Stronger classes* can do the exercise at home.

Answers: 1 inaccurate 2 ex-wife 3 impossible 4 irregular
5 impolite 6 immature 7 inappropriate 8 irresponsible
9 ex-boss 10 irrational 11 inadequate 12 immobile

speakout TIP

Read the tip with the class. Ss discuss the meanings of the words in bold in Ex 9 in pairs. In feedback, elicit Ss' answers.

Answers:

mistrust: not trust/trust very little
unknown: not known
renew: make new again/validate
overestimated: estimate too much
underestimated: estimate too little
disapprove: not approve

9 Ss discuss the questions in pairs. In feedback, nominate Ss to share their opinions with the class and have a brief discussion.

Homework ideas

- **Ex 6A:** research and write about another environmental problem.
- **Language bank:** 10.1 Ex A–B, p147
- **Vocabulary bank:** p157
- **Workbook:** Ex 1–6, p65–66

WORLD FOOD

Introduction

Ss learn and practise verb patterns with reporting verbs in the context of food around the world. They also practise writing a restaurant review.

SUPPLEMENTARY MATERIALS

Resource bank: p175

Warm up

In small groups, Ss describe their favourite dish and how to make it. In **multilingual classes**, Ss could discuss famous, or their favourite, dishes from their countries. In feedback, nominate Ss from each group to share their answers with the class.

LISTENING

1 Focus Ss' attention on the photos and elicit what they can see. Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's opinions with the class.

2A Ss read the sentences and predict whether the sentences refer to Hiroshima or Madrid. Elicit Ss' predictions but don't give any answers yet. Ss listen and check their predictions. In feedback, elicit Ss' answers.

Answers: 1 M 2 H 3 H 4 M 5 H

Unit 10 Recording 2

1 My favourite food city is ah Hiroshima, in Japan ... Umhhh ... Ah they've got all sorts of food. They've of course got the really famous sushi that everyone thinks about when they think of Japanese food, but they've got so much else to offer. Ah, Hiroshima's really famous for its *okonomiyaki* which is like a cross between a pancake and a pizza ... and it's kind of egg and like a flour mixture with cabbage and noodles and meat and sometimes cheese. It's really good. One of my favourite restaurants is a place called, ah, Daikichi, which specialises in grilled chicken you can get grilled chicken with cheese, grilled chicken with plum sauce, ah and a really good soup with rice and ginger in it. I'd love to take you to Daikichi, you'd love it. They do good beer, too. Erm, but also you can get *tempura* in Hiroshima, which is like prawns and vegetables deep fried in a really light, fluffy batter ... it's really good. And then, ah, you have also the informal restaurants that are called *izakaya* where you go with a group of friends and you order lots of dishes and everyone shares and eats from the middle of the table, so it's a great way to try lots of different kinds of food. Actually I know a really good *izakaya* that I should take you to.

2 Well, my favourite food city would be Madrid. I lived in Madrid, in Spain for around ten years on and off and the quality of the food is, is wonderful – it's sensational. Spanish people always say that, ah, Spanish food is the best in the world and I always argued while I lived there, that, er, I felt there was a lot more variety in food in the UK, but when I moved back to the UK I really started to miss the richness, the quality of food in Spain. I think my favourite restaurant in Spain was a tiny little, um, Galician which is a part in the north west of Spain, seafood restaurant in a small little bar, it was a very, it wasn't posh or expensive, it was cheap and basic but just served the most wonderful seafood followed by lots of white wine and er, great *Tarta de Santiago*, a great pastry dessert, afterwards. Another great thing, obviously about Spanish food which you'll've heard of is 'tapas' where everyone gets together on a Sunday lunchtime before lunch to have a few bites to eat and ... and a few beers together and it's a lovely sociable atmosphere and it's nice to go out and try a variety of different food. I tried once, ah, pig's ear, which I have to say was possibly the worst thing I've ever tasted, but generally the quality was sensational.

B Ss complete the sentences from memory, then listen again and check. After listening, Ss turn to p174 and check their answers in the audio script. In feedback, elicit Ss' answers and ask *Have you ever visited either of these cities? Do you agree with the speakers? If not, would you like to?*

Answers: 1 offer 2 famous 3 vegetables 4 ten 5 wonderful
6 dessert 7 worst

SPEAKING

3A Ss read the phrases in the box. Check they understand the phrases. Give Ss 5 mins to plan their ideas and make notes. Monitor and help with vocabulary and write any new words/phrases on the board.

B Ss share their experiences in small groups and answer the questions. Monitor and note down any common errors for later correction. In feedback, nominate Ss from each group to share their experiences with the class and correct any common errors.

VOCABULARY REPORTING VERBS

4A Read the example with the class. Ss match the verbs and statements alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 b) 2 c) 3 a)

B Refer Ss back to the rules for reported speech in Ex 4C on p117 and explain that when we report speech, we often use reporting verbs instead of *say* to make it sound more natural. Ss complete the sentences with the verbs in the box alone, then check their answers in pairs. With **weaker classes**, check Ss' understand the verbs in the box before they complete the sentences. In feedback, elicit Ss' answers.

Answers: 1 warned 2 invited, offered 3 promised 4 suggested
5 explained 6 refused

GRAMMAR VERB PATTERNS

5A Focus attention on the sentences and explain that the reporting verb you use affects the pattern of the words that follow. Read the examples with the class. Ask Ss to complete the table alone, then check their answers in pairs. In feedback, elicit Ss' answers and give further examples if necessary.

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

B Ss listen and underline the stressed words. In feedback, elicit Ss' answers.

Answers:

She offered to show us around.
He agreed to show us around Palermo.
They promised to cook for us.
They recommended taking the bus.
She suggested trying some of the local dishes.
They invited us to stay.
He warned us not to eat the chillies.
She decided that she would stay.
We explained that it was our first trip to the area.

C Ss listen again and pay attention to the weak forms. Pause the recording after each sentence for Ss to repeat. If necessary, isolate the weak forms for Ss to practise.

D Read the example with the class. Ss identify the verbs alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: promise (to or that), suggest (that or -ing)

▷ LANGUAGEBANK 10.2 p146–147

Stronger classes could read the notes and do the exercises at home. Otherwise, check the notes with Ss. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:

- A**
- 1 refused to pay
 - 2 explained that (he) needed to show
 - 3 suggested booking/that we book
 - 4 offered to
 - 5 invited (us) all to come
 - 6 promised to cook/that he would cook
 - 7 warned us to hold
 - 8 agreed to have
- B**
- 1 The company has agreed to pay for the trip.
 - 2 correct
 - 3 I suggested that she look/looking for another job.
 - 4 She suggested that we call/calling an ambulance.
 - 5 We offered to help, but there was nothing we could do.
 - 6 The manager refused to let us leave the hotel before we met his wife.
 - 7 We promised to send her a postcard.
 - 8 correct

6 Ss complete the sentences alone, then check their answers in pairs. Monitor and make sure Ss are using the correct forms. With **weaker classes**, elicit the first sentence as an example. In feedback, elicit Ss' answers.

Answers:

- 1 explained (to us) that
- 2 suggested visiting/suggested that we visit
- 3 warned (us not) to eat
- 4 promised to take/that he would take
- 5 offered to show

SPEAKING

7A Ss read the comments alone and answer the question. In feedback, elicit their ideas and have a brief discussion.

B Ss discuss their opinions and likes and dislikes in pairs, and take notes on their partner's answers. Monitor and help with vocabulary and write any new words/phrases on the board.

C Ss work with a different partner and tell them about their previous partner. Monitor and listen carefully for errors with the language of the unit.

D Nominate Ss to share their ideas round the class. Give class feedback on any common errors and examples of good language use from the discussion.

WRITING A RESTAURANT REVIEW; LEARN TO LINK IDEAS

8A Tell Ss to close their books. Draw a word web on the board and write a *restaurant review* in the middle. Elicit Ss' ideas about what to include in a review and write them on the board. Ss open their books and compare their ideas with the headings in Ex 8A. Ss match the headings to the questions alone, then check their answers in pairs. Monitor and help with vocabulary if necessary.

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

B Teach/Elicit *cutlery* and *cosy*. Ss read the reviews then discuss the question in pairs. In feedback, elicit Ss' ideas and preferences.

C Ss discuss the questions in Ex 8A in pairs.

9A Explain that it's important to link our ideas well when writing and there are a number of linking words we can use to do this effectively. Ss read the examples and answer the questions alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 although, while 2 so ... that, such ... that 3 unless

B Ss read the reviews and underline the linking words. In feedback, elicit Ss' answers.

Answers:

Review 2: although (line 9)
Review 3: unless (line 1), While ... (line 7), so ... that (lines 8–9)

C Elicit the first sentence orally as an example. Ss connect the sentences with the linking words alone, then check their answers in pairs. In feedback, nominate one student per sentence to come to the board and write their answer.

Answers:

- 1 Starbucks has been so successful that now they want to open new stores in China.
- 2 The restaurant has had such bad reviews that nobody wants to go there.
- 3 I won't go back there again unless they get a new chef.
- 4 Although the food was delicious, the service was poor.
- 5 While the restaurant had a good atmosphere, the food was disappointing.

10 Ss plan and write their reviews. Monitor and help with vocabulary and write any new words/phrases on the board. When they have finished, Ss show their reviews to other Ss and choose which one they would like to visit.

Homework ideas

- **Ex 10:** write a final draft of your restaurant review.
- **Language bank:** 10.2 Ex A–B, p147
- **Workbook:** Ex 1–8, p67–68

WHEN YOU TRAVEL, ...

Introduction

Ss learn and practise giving advice and warnings and making generalisations in the context of airports.

SUPPLEMENTARY MATERIALS

Resource bank: p176

Warm up: prepare a story about when you had a problem while travelling (or use the one provided below).

Warm up

Tell Ss about a time when you had a problem while travelling. If you can't think of one, tell them the following story (and pretend it's true for you): *Last year, I was coming back from holiday, when the air-traffic controllers decided to go on strike. All flights were cancelled and I had to be back home in two days' time to start a new job. In the end, we had to pay a driver €500 to drive us over 1,000 miles back home. When we got home, we found out on the internet that the strike had been called off and the airport reopened just one hour after we'd left! I was furious!* Ask comprehension questions to check Ss understand the story, then Ss discuss their own problem travel experiences in small groups. In feedback, nominate Ss from each group to share their experiences with the class.

VOCABULARY AIRPORTS

1A Ss discuss the questions in pairs. In feedback, elicit Ss' answers and have a brief class discussion.

B Before doing the exercise, ask *What different things do you have to do at an airport before getting on a plane?* and write Ss' ideas on the board. Ss look at the box and see if any of their ideas are mentioned. Ss complete the sentences alone, then check their answers in pairs. In feedback, elicit Ss' answers and drill the words, especially *aisle*.

Answers: 1 passport 2 gate 3 priority 4 aisle 5 boards
6 card 7 check 8 hand 9 proceed 10 X-ray

C Do the first one as an example. Ss match the words and sounds alone then check in pairs. When they are ready, play the recording for the Ss to check their answers.

Answers:

/i:/ leave – proceed /ɑ:/ car – card, passport /ɔ:/ door – boards
/ɒ/ not – priority /aɪ/ drive – aisle /eɪ/ plane – gate, X-ray
/e/ exit – check /æ/ bag – hand

D In pairs, Ss put the phrases in the order they would usually hear them. In feedback, elicit Ss' answers but allow for some variation, as the order might vary in different airports around the world.

Suggested answer: 1, 7, 8, 4, 2, 5 (check-in desk),
10 (X-ray machine), 9, 3 (departure lounge), 6 (boarding gate)

2A Tell Ss to close their books. Divide the board into two sections. At the top of section 1, write *Things you must do in an airport*; at the top of section 2, write *Things you mustn't do in an airport*. Divide the class in half. One group creates a list for section 1 and the other group creates a list for section 2. Monitor and help with vocabulary as needed. When they are ready, pair Ss off with one person from each group, and ask them to share ideas and add to their lists. In feedback, elicit the groups' ideas and write them on the board.

B Ss read the text and compare it with the ideas on the board. In feedback, elicit which of their ideas were mentioned and any other ideas they read about.

C Ss discuss the questions in pairs. In feedback, nominate Ss to share their opinions/experiences with the class. If Ss have experienced any of these problems, encourage them to elaborate and tell their stories.

D Refer Ss back to the words and phonemes in Ex 2C. Ss find more words then check in pairs, before checking answers with the whole class.

Suggested answers:

/i:/ means, sunscreen, keys, sleep
/ɔ:/ passport
/ɒ/ wrong, bombs, officers, bottles, wallet
/aɪ/ find, eyes, flight
/eɪ/ wait, take, make, waste, trays, wake
/e/ seven, never, extra, arrested, get, ready, belt, left
/æ/ taxi, laptop

FUNCTION GIVING ADVICE/WARNINGS

3A Read the situations with the class and check Ss understand them. Ss listen and match the conversations to the situations, then check their answers in pairs. In feedback, elicit Ss' answers.

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

Unit 10 Recording 5

Conversation 1

W = Woman M = Man

W: Is there anything I should know for when I arrive at the airport?

M: Yes, watch out for the taxi drivers who tend to hang around outside the airport. Most of them aren't licensed, so you shouldn't really use them.

W: OK.

M: If you do use one, make sure you find out how much the journey is supposed to cost. Don't get in until you've agreed the price with the driver, or else you could find that you have to pay three or four times the amount you should pay for the journey.

W: Oh right. That's good to know.

Conversation 2

M = Man W = Woman

M: Hi – I'm going to Heathrow tomorrow and my plane leaves at 3p.m. Latest check in time is 1.40. What time do you think I should leave central London?

W: For Heathrow? Well, you'd better leave plenty of time, because often there are delays on the tube. Are you going on the tube or the train?

M: The tube, I think.

W: The tube? If I were you, I'd allow about an hour and a half. So, if you want to be at the airport at 1.30, then you'd better leave at about twelve o'clock.

M: OK. That's great. Thanks.

Conversation 3

M = Man W = Woman

M: Be careful when you take trips into the jungle in the north. Generally, there are a lot of mosquitoes there, so remember to take mosquito nets and insect cream. It's a good idea to wear long trousers and shirts with sleeves in the evening. And don't forget to take your malaria tablets.

W: Oh yes, I must remember those.

M: And whatever you do, don't drink the water, or you'll get a bad stomach.

W: Oh, I didn't know that.

M: Yes, always be sure to boil the water first, or drink bottled water. You have to be careful when you eat raw food, too, like fruit, if it's been washed in water.

W: OK.

Conversation 4

W1 = 1st woman W2 = 2nd woman

W1: We're going there on holiday and I've heard that there's a lot of street crime. Is that true?

W2: Not really no. I mean, it's like any big city. You need to watch out for groups of young children on the streets. They try to distract you and then sometimes take your bag.

W1: Oh. Right.

W2: It's not very common, but don't walk around the city obviously carrying money in a big money belt or anything.

W1: Of course.

W2: The most important thing is to remember to hold on to your handbag and things like that, but no, there isn't really much crime. On the whole, it's a pretty safe city.

W1: That's useful, thanks.

B Ss listen again and identify the problems, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 unlicensed taxi drivers 2 tube delays
3 mosquitoes and malaria, drinking unpurified water 4 street crime

4A Ss match the sentence halves alone, then check their answers in pairs. Don't elicit the answers yet.

B Ss listen and check their answers. In feedback, elicit Ss' answers. Play the recording again and pause after each sentence for Ss to repeat, paying attention to the stressed words.

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

Unit 10 Recording 6

- 1 Watch out for the taxi drivers who tend to hang around outside the airport.
- 2 Make sure you find out how much the journey is supposed to cost.
- 3 Don't get in until you've agreed the price with the driver, or else you could ...
- 4 You'd better leave plenty of time.
- 5 If I were you, I'd allow about an hour and a half.
- 6 Be careful when you take trips into the jungle.
- 7 Don't forget to take your malaria tablets.
- 8 Whatever you do, don't drink the water.
- 9 You need to watch out for groups of young children on the streets.
- 10 The most important thing is to remember to hold on to your handbag.

▶ LANGUAGEBANK 10.3 p146-147

Stronger classes could look at the tables and do the exercise at home. Otherwise, drill the phrases in the tables and elicit possible continuations. Elicit the first answer in Ex 1 as an example. Ss work alone to make sentences, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 Don't forget to set the alarm.
- 2 You need to buy a ticket before you get on the train.
- 3 If I were you, I'd call them before you leave.
- 4 Watch out for speed cameras. There are lots on the road.
- 5 Make sure you apply for a visa.
- 6 Whatever you do, don't leave valuable items in the room.
- 7 The most important thing is to check your flight times.
- 8 Don't forget to take your mobile phone.

5 Elicit the mistake in the first sentence as an example. Ss correct the mistakes alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 The most important thing to remember is not to go out alone.
- 2 If I were you I'd bring waterproof clothes.
- 3 Make sure you wear a helmet and protective clothing when you ride a bike.
- 4 Be careful when you're on the main roads. They're always very busy.
- 5 Don't forget to keep your luggage with you at all times.
- 6 Whatever you do, don't buy food from the street sellers. It's terrible.
- 7 Watch out for people trying to sell you fake watches.
- 8 You'd better leave your valuables in the hotel.

LEARN TO MAKE GENERALISATIONS

6A Elicit the incorrect alternative in the first sentence as an example. Make sure Ss understand that in each case two of the alternatives are correct. In feedback, elicit Ss' answers.

Answers: 1 are tend to 2 never 3 Always 4 On the whole
5 For the whole

B Ss listen and underline the alternatives the speakers use. In feedback, elicit Ss' answers and drill the phrases.

Answers: 1 tend to 2 often 3 Generally 4 It's not very common
5 On the whole

7 Read the example with the class. Ss write the sentences alone, then compare their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 I tend to travel by train.
- 2 On the whole, I hate sitting around in airports.
- 3 Generally, the beaches are clean and safe. / The beaches are generally clean and safe.
- 4 It's not common for the trains to the airport to be delayed.
- 5 There is a tendency for criminals to target tourists.
- 6 English people often complain about the weather.

SPEAKING

8A Put Ss into A/B pairs and give them 3-4 mins to read the instructions and think about what to say. Monitor and help with vocabulary as necessary. When they are ready, Ss practise the role-plays in pairs. Monitor and note down any common errors for later correction.

B Ss swap roles and repeat the procedure in Ex 8A. Monitor and note down any common errors for later correction. In feedback, nominate one or two pairs to perform their role-plays for the class. Correct any common errors with the class.

Optional extra activity

Ask Ss to prepare similar advice/warnings about their own town or city. When they have finished, Ss share ideas in small groups.

Homework ideas

- **Language bank:** 10.3 Ex 1, p147
- **Workbook:** Ex 1-3, p69

THE GREAT MELT

Introduction

Ss watch an extract from a BBC nature documentary about the growing difficulties for polar bears when arctic ice melts.

SUPPLEMENTARY MATERIALS

Warm up: write the questions below on the board.

Warm up

Write on the board *What are the effects of climate change on the world? Has your country been affected as a direct result of climate change? What can we do to prevent it?* Ss discuss the questions in pairs. In feedback, elicit Ss' answers.

DVD PREVIEW

1 Focus attention on the photos and ask *Where do you think this is?* (the Arctic) Ss read the text alone, then work in pairs to predict why life is difficult for the polar bears. In feedback, elicit Ss answers and ask *Do you know of any other animals which are endangered? What are the causes?*

Culture notes

The BBC nature documentary *Nature's Great Events* was first aired in 2009 and looks at how annual changes in the patterns of movement of the sun lead to some of the world's greatest natural events. This programme looks at the annual summer thaw in the Arctic oceans. In recent years, due to climate change, more and more ice has been melting each year. As polar bears travel out on the ice to hunt for seals, more and more of the ice breaks up. Polar bears then become trapped on ice floes, floating in the sea and have to swim greater distances between the ice and to safety, which is swiftly decreasing their numbers. The programme is directed by Sir David Attenborough, who is widely recognised as the face of British nature documentaries, having presented them for over 50 years. He has won countless awards for his work. If Ss are interested, they can find out more at www.bbc.co.uk/naturesgreatevents/.

DVD VIEW

2 Read the questions with the class and elicit their predictions. Play the DVD. Ss watch and check their predictions, then compare their answers in pairs. Check the answers.

Answers:

- 1 Because they can become trapped at sea, starve or drown in the open sea.
- 2 Yes, it's worse.

DVD 10 Nature's Great Events: The Great Melt

Winter in the Arctic. The northern lights flicker across the sky. It's a land of continuous night, where temperatures fall to minus 40. Polar bears are busy, hunting for seals on the frozen sea. But the long night is coming to an end. In February, the sun rises for the first time in four months.

In the coming weeks the strength of the sun will power an enormous change, but for now its rays offer only a little warmth.

At the height of summer even the permanent ice caps are touched by the power of the sun.

As July draws on, the great melt reaches its peak.

The greatest seasonal change on the planet has taken place.

The sea ice that once extended all the way to the horizon is now open ocean.

In just three months the sun has won its battle with the ice.

Over seven million square kilometres of ice has melted away, creating thousands of islands surrounded by open ocean. But in recent years more and more ice has been melting. And for one animal, this is a critical issue.

A mother bear and her cub rest on a small piece of sea ice. With the melt, they're forced to swim greater distances to hunt for seals.

Their Arctic home is vulnerable to climate change and this year there has been even less ice than normal.

If future ice melts are as extreme as this one, bears like these may starve or drown, lost at sea.

This is one of the last pieces of ice now floating in the open ocean.

The polar bear's icy world has melted away.

3A Check Ss understand the words in the box, especially *flicker* and *drown*. Ss complete the sentences alone, then check their answers in pairs. Don't elicit any answers yet.

B Ss watch the DVD again and check their answers. In feedback, elicit Ss' answers.

Answers: 1 flicker 2 sea 3 rises 4 summer 5 islands
6 ice 7 drown

Optional extra activity

If you think Ss need more practice with the vocabulary, write on the board *Can you think of any other things which flicker? When does the sun rise in winter in your country? And in summer? Are there any islands which are part of your country?* Ss discuss in small groups. In feedback, nominate Ss from each group to share their ideas with the class.

4 Ss discuss the questions in small groups. In feedback, nominate Ss from each group to share their opinions with the class and have a brief discussion.

speakout an endangered place

5A Read the questions with the class and check Ss know what they are listening for. Ss listen and answer the questions, then check their answers in pairs. In feedback, elicit some of the Ss' answers.

Answer:

- 1 Venice
- 2 It is slowly sinking.
- 3 Because many people think it is one of the most romantic cities in the world – it has beautiful bridges and no cars.
- 4 answer not given
- 5 We can put pressure on the government to find a permanent solution.

Unit 10 Recording 8

One place that I think everyone should have the chance to see is Venice. But the problem is that this beautiful and charming city is slowly sinking. Ever since the fourteenth century engineers have tried to work out a way to stop the floods in Venice, but so far nobody has managed. Sometimes there are as many as forty floods per year between March and September and Venice is actually sinking at a rate of two and a half inches every decade. It's very possible that your grandchildren and their grandchildren will never have the chance to see this fragile city. Everyone should have the chance to enjoy the city, to walk across its famous bridges, through its ancient squares. There are no cars in Venice and many people think it helps this to be one of the most romantic cities in the world. So, can it be saved? Well, they're trying. Barriers are being put in to try and stop the water getting too high. This is viewed as a temporary measure, although they should last a hundred years, so the problem is finding a permanent solution. If you want my advice, go there while you still can and then together we can put pressure on the government to spend the money it needs to find a permanent way to keep this beautiful and historic city for future generations. We have an opportunity now to save this city and we must, before it's too late.

B Give Ss 1 min to read the phrases. Ss listen again and tick the phrases they hear. In feedback, elicit Ss' answers and drill the phrases.

Answers: The problem is that ...; We have an opportunity to ...; ... before it's too late.

6A If you have access to the internet, give Ss 10 mins to research a place first. Ss plan their presentations, using the questions to help them and make notes. Monitor and help with vocabulary and write any new words/phrases on the board.

B When giving a presentation, it's important to practise delivery as well as content. Ss have a chance to practise this here. Ss practise their presentations in pairs, with their partner making notes on how they can improve. When they have finished, they give each other feedback. Monitor and help, providing suggestions where possible.

C Ss give their presentations to the class. Make sure all Ss are paying attention and offer lots of praise and encouragement. In feedback, elicit which of the places Ss would like to visit.

Teaching tip

Giving a presentation can be nerve-racking. Encourage Ss to do their best and offer plenty of support. When each student has given their presentation, encourage the class to give a round of applause.

writeback email for action

7A Teach/Elicit *cobbled street* and *demolish*. Ss read the email and answer the questions. In feedback, elicit Ss' answers.

Answers: Little Green Street is just outside the centre of London. A developer plans to build a car park and houses nearby and the writer is worried that the heavy lorries and machinery will destroy the street and the houses in it.

B Ss choose one of the places they talked about in Ex 6 (their own or someone else's) and write their emails. Monitor and help with vocabulary and write any new words/phrases on the board. When they have finished, Ss show their emails to other Ss and they choose the best one.

Optional extra activity

When Ss have finished their drafts, collect them in. Arrange Ss into small groups and explain the following *You are members of your government's environmental protection agency and have been given enough money to solve the problem in one of the emails for action*. Ss read the emails and then discuss which of the problems they will choose to spend money on and why. In feedback, nominate Ss from each group to share their decisions and reasons with the whole class.

Homework ideas

- **Ex 6C:** write about the place you gave a presentation on.
- **Ex 7B:** write a final draft of your email for action.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 10. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

THE ENVIRONMENT

1A Ss complete the words/phrases alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 organic 2 pre-prepared 3 energy-saving
4 insulated 5 recycle 6 on standby 7 secondhand
8 processed

B Give two examples about yourself to demonstrate. Ss write their sentences alone, then compare them in pairs and see if they have any answers in common. In feedback, nominate Ss to share their ideas with the class.

REPORTED SPEECH

2 Read the example with the class. Ss write the conversation in direct speech, then check it in pairs. Monitor and check Ss are using the correct tenses/verb forms. In feedback, nominate a pair to read the conversation out to the class.

Suggested answer:

Samantha: Franco, this is Tom.

Tom: Pleased to meet you, Franco.

Franco: It's a pleasure to meet you, too. I hope you're enjoying your stay in Milan.

Tom: I think Milan is a beautiful city and I've very much enjoyed my stay here. I've met lots of wonderful people and eaten some delicious food.

Franco: Have you had the chance to do any sightseeing?

Tom: Unfortunately, I haven't had very much time at all, but I enjoyed seeing the cathedral.

Franco: Do you plan to visit Italy again soon?

Tom: I would love to, but Italy is a long way from Queensland.

Franco: That's true. Would you like to come and join us for a coffee before you have to leave for the airport?

Tom: I'd love to. Thank you.

3A Ss ask and answer the questions in pairs. Monitor and make sure Ss note down their partner's answers.

B Rearrange Ss into new pairs. Ss report their previous partner's answers and see if they have any answers in common. Monitor and check Ss are reporting correctly. In feedback, nominate Ss to share their answers with the class.

REPORTING VERBS

4 Read the example with the class. Ss take it in turns to test each other in pairs. In feedback, nominate Ss to demonstrate their sentences for the class to guess the verbs.

Optional extra activity

Arrange Ss into pairs. Give them 5 mins to write a short dialogue using two of the actions represented by the verbs in Ex 4. Monitor and help with vocabulary, writing any new words/expressions on the board. When they are ready, Ss perform their dialogues for the class and other Ss decide which two actions were included.

VERB PATTERNS

5A Ss circle the correct alternatives alone, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 to give 2 to answer 3 to stay 4 to pay
5 that it was 6 that they wanted

B Ss discuss the questions in pairs. In feedback, nominate Ss to share their partner's answers with the class.

GIVING ADVICE/WARNINGS

6A Elicit the first answer as an example. Ss complete the advice/warnings alone, then check their answers in pairs. Monitor and check that Ss have formed the advice/warnings correctly. In feedback, elicit Ss' answers.

Answers: 1 Whatever you do 2 Don't forget to 3 Make sure
4 Don't, or else 5 I were you 6 Be careful 7 'd better
8 You need to

B Ss match the situations with the advice/warnings alone, then check their answers in pairs. In feedback, elicit some of the Ss' answers.

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

C Ss cover the phrases in Ex 6A and take it in turns to give each other advice using the situations in Ex 6B. Monitor and prompt Ss to use the phrases. In feedback, elicit what advice Ss gave for each situation.

Optional extra activity

In pairs, Ss look at the situations in Ex 6B and think about times when they have been in these, or similar situations. Ss discuss what they did and compare with the advice from Ex 6A. In feedback, nominate Ss to share their experiences with the class.

Homework ideas

Workbook: Review 5, p70–73

BBC interviews and worksheet

What are the biggest problems facing the world today?

This video extends discussion of the unit topic to global problems. Ss can view people talking about what they think are the biggest problems facing the world at the moment.

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
127	1	Who you know	Vocabulary: relationships • review vocabulary of family and relationships • practise speaking skills by asking and answering questions	25-30
128	1	Collocation dominoes	Vocabulary plus: collocations with take, get, do, go • review collocations with <i>take, get, do</i> and <i>go</i>	25-30
129	1	Similarities	Grammar: question forms • practise forming questions • practise speaking skills by asking questions to find similarities	30-40
130	1	Making a difference	Grammar: question forms and review of verb tenses • use the present simple, present continuous, past simple and past continuous • practise speaking skills by asking and answering questions	30-40
131	1	Jobs fair	Functional language: talking about yourself • practise functional language for talking about yourself in the context of jobs	30-40
132	2	You're the director	Vocabulary: types of story and the news • review vocabulary of types of story and the news • practise speaking skills by discussing and presenting ideas for a film	30-40
133	2	Shapes of you	Vocabulary plus: prepositions • review prepositions and expressions of time • practise speaking skills by guessing and explaining information	25-30
134	2	Celebrity facts	Grammar: present perfect and past simple • practise the present perfect and past simple in a true/false activity	30-40
135	2	In your dreams	Grammar: narrative tenses • use the past simple, past continuous and past perfect • practise speaking skills by describing and asking about a dream	30-40
136	2	What happened next?	Functional language: telling a story • practise functional language for telling a story and keeping a story going	30-40
137	3	Matching pairs	Vocabulary: organisation • review vocabulary of organisation	20-30
138	3	Idiom wars	Vocabulary plus: idioms • review idioms in the context of a game	25-30
139	3	The contract of life	Grammar: the future (plans) • practise future forms for making plans	20-30
140	3	Inventions	Grammar: the future (predictions) • use future forms for making predictions • practise speaking skills by discussing and presenting an invention	30-40
141	3	Sorry, I didn't catch that	Functional language: dealing with misunderstandings • practise functional language for dealing with misunderstandings in role-play situations	30-40
142	4	Three jobs	Vocabulary: personal qualities • review vocabulary of personal qualities • practise speaking skills by finding out and giving information about jobs	30-40
143	4	Finding the right words	Vocabulary plus: confusing words • review vocabulary of confusing words in the context of a correction activity • practise speaking skills by discussing statements	25-35
144	4	Top tips	Grammar: must, have to, should • use modals of obligation <i>must, have to</i> and <i>should</i> to give advice	30-40
145	4	Those were the days	Grammar: used to, would • use <i>used to</i> and <i>would</i> in the context of talking about your childhood • practise speaking skills by asking about people's childhoods	30-40
146	4	Coalition government	Functional language: reaching agreement • practise functional language for reaching agreement in a role-play situation	30-40
147	5	Give us a clue	Vocabulary: technology and information • review vocabulary of technology and information • practise speaking skills by describing types of technology	25-35
148	5	Word-building race	Vocabulary plus: word building: adjectives • review adjective suffixes in the context of a board game	30-40
149	5	Which phone?	Grammar: comparatives and superlatives • use comparatives and superlatives to compare phones • practise speaking skills by discussing and comparing information on phones	30-40
150	5	You're not French, are you?	Grammar: question tags • use question tags • practise rising and falling intonation in question tags to check information	25-30
151	5	What's the problem?	Functional language: polite requests • practise functional language for polite requests in role-play situations	30-40

RESOURCE BANK

Index of photocopyables

PAGE	UNIT	PHOTOCOPIABLE	LANGUAGE POINT	TIME
152	6	How emotional are you?	Vocabulary: -ing/-ed adjectives • review -ing/-ed adjectives in the context of a questionnaire	30–40
153	6	Guess the verb	Vocabulary plus: multi-word verbs • review multi-word verbs • practise speaking skills by describing the meaning of multi-word verbs	25–30
154	6	Conditionals race	Grammar: real conditionals • practise real conditionals in the context of a board game	30–40
155	6	Why would you do that?	Grammar: hypothetical conditional: present/future • use the hypothetical conditional in the context of a game	30–40
156	6	Mixed emotions	Functional language: giving news • practise functional language for giving news and responding to news	30–40
157	7	Gifted!	Vocabulary: success and ability • review vocabulary of success and ability • practise speaking skills by asking questions about success and ability	30–40
158	7	All about you	Vocabulary plus: verb phrases with prepositions • review verb phrases with prepositions • practise speaking skills by asking personal questions	30–40
159	7	Guess the film star	Grammar: present perfect simple versus continuous • practise present perfect simple versus continuous in the context of a guessing game	30–40
160	7	Mixed abilities	Grammar: present and past ability • practise <i>can, can't, could, couldn't, be able to</i> and <i>manage to</i> for present and past ability • practise speaking skills by asking about abilities	30–40
161	7	Sound investments	Functional language: clarifying opinions • practise functional language for clarifying opinions in a role-play situation	30–40
162	8	Do you get on?	Vocabulary: getting on • review vocabulary of getting on • practise speaking skills by asking and answering questions about getting on	30–40
163	8	Pelmanism	Vocabulary plus: compound nouns • review compound nouns in the context of a game	25–30
164	8	Where I live	Grammar: articles and quantifiers • practise articles and quantifiers • practise speaking skills by discussing statements about where you live	25–35
165	8	Internet relativity	Grammar: relative clauses • practise relative clauses by finishing sentences	25–35
166	8	Making yourself at home	Functional language: being a good guest • practise functional language for being a good guest in role-play situations	30–40
167	9	The history of my country	Vocabulary: history and periods of time • review vocabulary of history and periods of time • practise speaking skills by discussing and presenting the history of a country	30–40
168	9	Guess my collocation	Vocabulary plus: collocations with come, give, have, make • review collocations with <i>come, give, have</i> and <i>make</i> in a guessing game	25–35
169	9	Bad decisions	Grammar: hypothetical conditional: past • practise the hypothetical past conditional in the context of reflecting on bad decisions made in history	30–40
170	9	Amazing facts	Grammar: active versus passive • practise forming active and passive sentences in a true/false activity	25–30
171	9	School quiz	Functional language: expressing uncertainty • practise functional language for expressing uncertainty	30–40
172	10	'Green test' your school	Vocabulary: the environment • review vocabulary of the environment in the context of a questionnaire • practise speaking skills by discussing recommendations	50–60
173	10	Do you agree?	Vocabulary plus: word building: prefixes • review word building using prefixes • practise speaking skills by discussing whether you agree or disagree with statements	30–40
174	10	At the races	Grammar: reported speech • practise reported speech in the context of a game	30–40
175	10	Report that!	Grammar: verb patterns • use verb patterns in reported speech in the context of a game	30–40
176	10	When in Rome ...	Functional language: giving advice/warnings • practise functional language for giving advice and warnings to visitors to a place you know well	30–40

**Worksheet A****1 Read out the sentences for your partner to correct the underlined words.**

- 1 I am a very good employee – I let my workers leave early.
- 2 When I meet up with my team-mates after school, we speak English together to get more practice.
- 3 I'm a partner of several clubs in my home town.
- 4 I am a great boss so I do as I am told.
- 5 I think a good mentor is always ready to listen to his or her employees.
- 6 My godfather is such a wonderful woman.
- 7 I was very lucky to have such a talented member to guide me.
- 8 My classmates always train very hard so they are ready for the match.
- 9 I enjoy doing English activities in class with my pupil.
- 10 I am engaged to my godmother.

2 Are the sentences true or false for you? Discuss with your partner.**Worksheet B****1 Read out the sentences for your partner to correct the underlined words.**

- 1 I like team sports, but success often depends on your classmates.
- 2 I am a partner of a book club.
- 3 My member helps me complete tasks.
- 4 My team-mates all did better than me in the test.
- 5 I owe my success to my pupil.
- 6 My employee is very strict.
- 7 My godmother is such a wonderful man.
- 8 I am engaged to my godfather.
- 9 I work very hard at my studies – I am a good mentor.
- 10 My fiancé guided me through childhood.

2 Are the sentences true or false for you? Discuss with your partner.

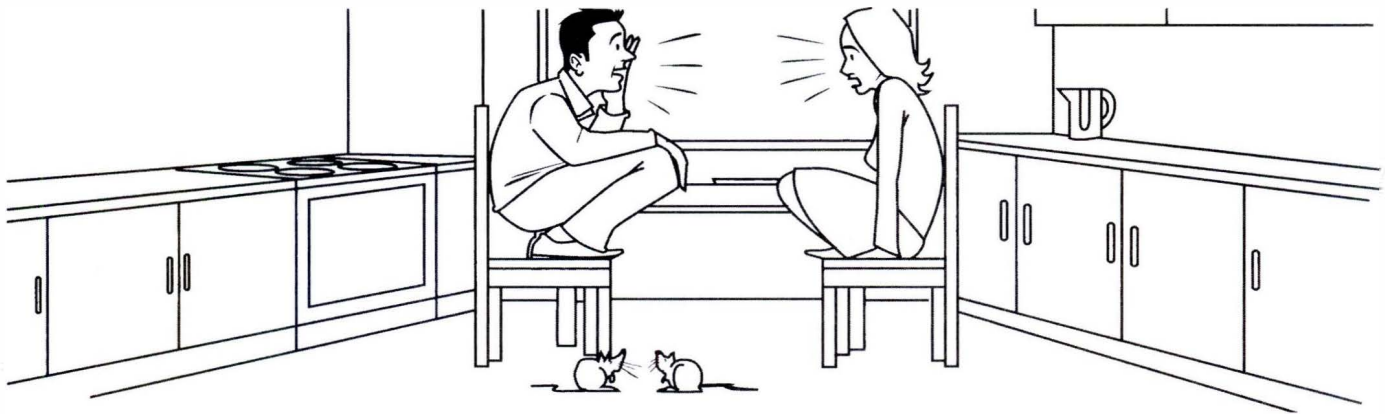
COLLOCATION DOMINOES

Vocabulary plus: collocations with *take*, *get*, *do*, *go*



responsibility	get	a degree	take	after someone	go
for a drink	take	a taxi	go	for a walk	go
for a meal	do	exercise	go	off something	do
housework	get	here	do	research	take
responsibility for	get	married	get	on with someone	go
grey	do	housework	get	a job	do
someone a favour	go	home	take	part in something	take

1 Complete the information about yourself. Add three more facts.



	Name	Name	Name	Name
1 I was born in _____. (where?)				
2 I speak English _____. (how often?)				
3 I went/didn't go out last night.				
4 _____ taught me the most when I was young.				
5 I'm good/not good with computers.				
6 I'm afraid of _____.				
7 I first heard about the BBC _____. (when?)				
8 _____ makes me sad.				
9 I like/don't like football.				
10 _____				
11 _____				
12 _____				

2 Ask some of your classmates the questions. Tick ✓ if they are the same or cross X if they are different.



Worksheet A

Ask your partner questions to find the missing information about Malala Yousafzai. Then answer your partner's questions about Kelvin Doe.

Malala Yousafzai

Malala Yousafzai was born in Mingora in Pakistan on ¹ _____. She is an activist for ² _____, and when she was a child she demanded that the regime in power allowed girls to go to school. In 2009, she ³ _____ for the BBC about the situation for women where she lived. She received many death threats, and on 9th October 2012, while she and her classmates were ⁴ _____, a man got on and ⁵ _____. Luckily, she went to hospital and survived. After the attack, she went to ⁶ _____ and completely recovered. She now lives in ⁷ _____, and at the moment she is ⁸ _____. In 2014, she won ⁹ _____ for her work. She is also helping to ¹⁰ _____ in Gaza with the money that she makes.

Kelvin Doe

Kelvin Doe was born in Freetown, Sierra Leone on 26th October 1996. He is an inventor who taught himself engineering by using old metal and other materials which he found in his local area. When he was six years old, the civil war in his country finally ended, and many people were left living in poverty. One day, while frequent power cuts were affecting the community, he built a generator with some materials he found. This helped the local people in his area by providing very cheap electricity. When he was fifteen, an organisation made a video about him which they put on YouTube, and it has now had over 8 million views. In 2012, he gave a lecture to students at MIT university in the USA. He now lives in Sierra Leone and he has a radio station where he uses the name 'DJ Focus'. He is also building solar panels for schools in Sierra Leone with a Canadian company.

Worksheet B

Answer your partner's questions about Malala Yousafzai. Then ask your partner questions to find the missing information about Kelvin Doe.

Kelvin Doe

Kelvin Doe was born in ¹ _____ on 26th October 1996. He is an ² _____ who taught himself engineering by using old metal and other materials which he found in his local area. When he was ³ _____ years old, the civil war in his country finally ended, and many people were left living in poverty. One day, while ⁴ _____ were affecting the community, he built a generator with some materials he found. This helped the local people in his area by ⁵ _____. When he was fifteen, an organisation made a video about him which they put on ⁶ _____, and it has now had over 8 million views. In 2012, he ⁷ _____ to students at MIT university in the USA. He now lives in Sierra Leone and he ⁸ _____ where he uses the name ⁹ _____. He is also ¹⁰ _____ for schools in Sierra Leone with a Canadian company.

Malala Yousafzai

Malala Yousafzai was born in Mingora in Pakistan on 12th July 1997. She is an activist for female education, and when she was a child she demanded that the regime in power allowed girls to go to school. In 2009, she wrote a blog for the BBC about the situation for women where she lived. She received many death threats, and on 9th October 2012, while she and her classmates were going home by bus, a man got on and shot her in the head. Luckily, she went to hospital and survived. After the attack, she went to Birmingham hospital in the UK and completely recovered. She now lives in Birmingham, and at the moment she is working hard to promote women's rights to education around the world. In 2014, she won the Nobel Peace Prize for her work. She is also helping to rebuild schools in Gaza with the money that she makes.



Role card 1

You are an exhibitor at a jobs fair. You are looking to recruit suitable people to train and work for your company. Competition between companies at the jobs fair to recruit new people is high, so think about how you can persuade people to work for you.

First decide on the following information:

Position available: _____

Main duties/tasks of the position: _____

Qualifications needed: _____

Experience required: _____

Personal qualities you are looking for: _____

Typical hours: _____

Working environment: _____

Best things about the position: _____

When you are ready, take your place at the jobs fair and ask and answer questions about the position.

Role card 2

You are looking for a new job and have decided to go to a jobs fair, where different companies are looking to recruit people for positions in their companies. You want to find the best job possible.

First decide on the following information:

Type of job you are looking for: _____

Qualifications you have: _____

Experience you have: _____

Your top three personal qualities: _____

Which **three** of the following are important to you, and why?

- | | | | |
|-------------------|----------------------|---------------------|-------------------|
| working outside | working in an office | working with people | caring for people |
| using computers | physical work | challenging work | being creative |
| selling things | managing people | training people | being competitive |
| other (say which) | | | |

When you are ready, visit the companies and ask questions about the positions available. Choose one you would like to apply for.



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1 Choose a type of film and some events.

Types of film

biopic docudrama disaster romantic comedy period drama fantasy/science fiction
mystery/crime action/adventure psychological thriller

Events

a crash happens someone attacks the hero a lot of violence occurs a fugitive is caught
an earthquake hits the city X is destroyed workers go on strike hostages are taken/released
other (say which)

2 Complete the storyboard then present your ideas to the class.

1

Background

2

Main characters

3

Problem

4

Solution

5

Further problem

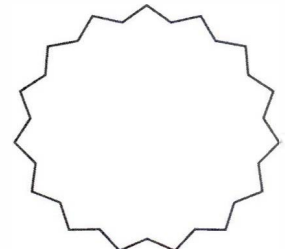
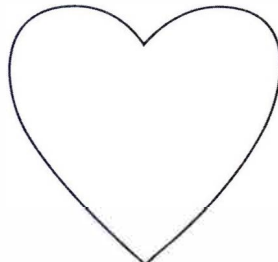
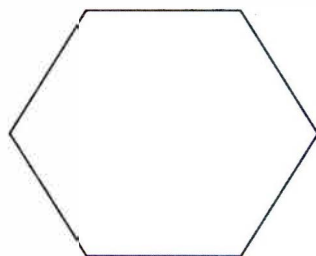
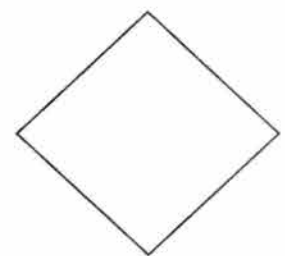
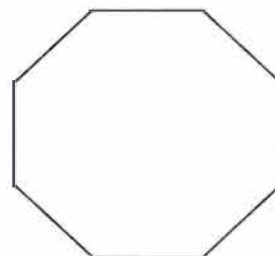
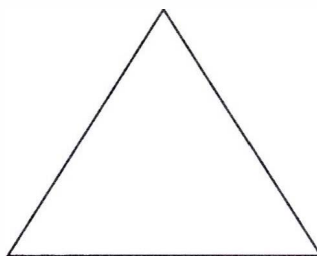
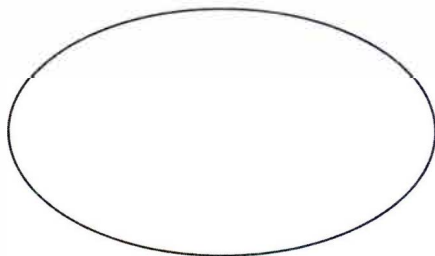
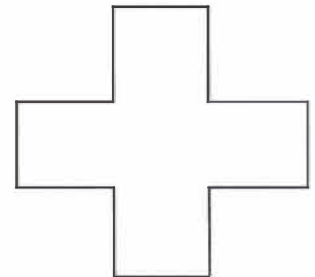
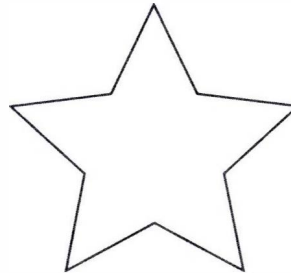
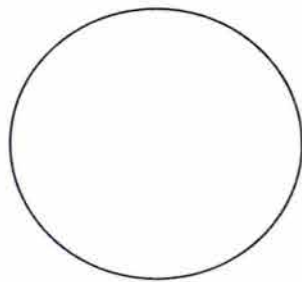
6

Ending – happy or sad?

1 Make notes on these topics randomly in the shapes.

- something you usually do at the weekend
- a good programme on TV in your country at the moment
- the last time you were in a hurry – and why
- where you were on New Year’s Day this year
- a place where you like going for a walk
- the name of a song by your favourite singer/band
- the last time you travelled by boat
- where you were in 2013
- something you like doing on your own
- a person you met by chance
- what you usually do in the evening
- the last time you went for a run
- something you did on purpose and regretted
- the last person you spoke to on the phone
- something you have made by hand
- if you are usually on time or late

Fold



2 Look at your partner’s notes and guess what they refer to.



Worksheet A

Read out your celebrity facts, choosing the correct verb form. Then listen to your partner's facts and say if they are true or false.

- 1 At the age of ten, Justin Timberlake **has won/won** the 1991 pre-teen Mr America contest. (true)
- 2 Christina Aguilera **has recorded/recorded** an album in Spanish, but she doesn't speak the language. (true)
- 3 When he was a child, Jim Carrey **has worn/wore** tap shoes to bed, in case his parents needed cheering up in the middle of the night. (true)
- 4 Drew Barrymore **has never directed/never directed** a film. (false – she directed her first film *Whip It* in 2009)
- 5 Samuel L. Jackson **has first appeared/first appeared** in a film when he was two years old. (false – Samuel L. Jackson first appeared in the film *Together for Days* in 1972, when he was twenty-four)
- 6 Jack Black **has been/was** an actor since 1969. (false – he was born in 1969)
- 7 The film *Titanic* **has never been/was never** translated into any languages other than English. (false – it has been translated into many languages)
- 8 Janis Joplin, Jimi Hendrix, Jim Morrison and Kurt Cobain **have all died/all died** when they were twenty-seven. (true)
- 9 James Bond is a real agent in the British secret service. He **has worked/worked** there for over twenty years. (false – James Bond is a fictional character)
- 10 Tom Cruise **has studied/studied** to be a priest. (true)

Worksheet B

Listen to your partner's facts and say if they are true or false. Then read out your celebrity facts, choosing the correct verb form.

- 1 Quentin Tarantino **has directed/directed** but never acted in films. (false – he has appeared in many of his own films)
- 2 Jennifer Lopez **has started/started** singing and dancing lessons at the age of five. (true)
- 3 Cuba Gooding Jr's first job **has been/was** as a break-dancer for Lionel Richie at the 1984 Olympics. (true)
- 4 George Clooney **has had/had** a pet lion when he was a boy. (false – but he did have a pet pig!)
- 5 Brad Pitt **has never won/never won** an Oscar. (true – but he has been nominated for two)
- 6 Ex-President Ronald Reagan **has appeared/appeared** in over fifty films from the 1930s to the 1960s. (true)
- 7 John Wayne **has made/made** more than 200 films before he died in 1979. (true)
- 8 Steven Spielberg **has appeared/appeared** in the 1984 film *ET*. (false – he directed it)
- 9 Harrison Ford **has had/had** a species of spider named after him. (true)
- 10 Jennifer Aniston **has dated/dated** all of the male actors in *Friends* in real life. (false – but she has dated Brad Pitt, who once appeared in *Friends*)



Think of a dream you had recently and make notes in the word webs. Describe your dream to your group. Listen and ask questions to find out more about other students' dreams.

Things you did/ate the day before

saw an old friend

Background of the dream

raining

Places in the dream

an old school

Clothes you were wearing

a beautiful dress

Main events of the dream

running away from somebody

The end/After the dream

woke up feeling scared



Worksheet A



Two ugly sisters lived in a flat in London.

Suzerella was a university student who worked part-time as a cleaner for the two ugly sisters. The two ugly sisters were very cruel and made her work very hard.

A new nightclub opened, and a very handsome celebrity was going to open it. The ugly sisters and Suzerella really wanted to go and meet him.

The ugly sisters bought their tickets, but wouldn't let Suzerella go. They made her stay at home and clean the floors.

On the opening night, Suzerella was at home, cleaning and feeling very sad. Suddenly, an angel appeared ...

Worksheet B



Joe and his mother were very poor. They lived together in a very small house, and didn't have enough food to eat.

One day, they went to a market, so they could sell their TV to buy some food.

While they were there, Joe's mother went to see the other things for sale and asked Joe to stay and try and sell the TV.

A man came up and asked Joe to sell him the TV for some 'magic' beans. Joe thought this was an excellent idea, and sold it to him.

When Joe's mother returned, she was very angry, and couldn't believe Joe had done that. When they got home, she threw the beans into the garden.

The next morning, when Joe woke up, a huge, tree had grown in the garden. Joe decided to climb it ...



meet a deadline	not pay attention to the things you are supposed to be doing
do things ahead of time	delay (a job)
get started	spend time doing things that aren't important
put off	put jobs in order of which is most important
get distracted	do lots of different jobs at the same time
waste time	complete tasks
use your time wisely	do jobs just before the time they need to be done
get things done	do things in advance
prioritise tasks	be careful with your time
multitask	begin a job



Student A

Put these idioms somewhere in the grid, one word per square:

We're in hot water. It's not my cup of tea. We're working against the clock.
He's a bit of a dark horse. Can you keep an eye on her?



Student B

Put these idioms somewhere in the grid, one word per square:

I really put my foot in it. It's a piece of cake. We're running out of time.
I've had enough of the rat race. Could you give me a hand?



	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

Miss!

Hit '...!'

You've hit the idiom '...!'

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

Miss!

Hit '...!'

You've hit the idiom '...!'

The Contract of Life

I, _____, hereby promise that:

This weekend I'm _____-ing _____.

Before the end of the month I'm going to _____.

This year I'll definitely _____.

Next week I might _____.

In the next ten years I'm going to _____.

This evening I might _____.

Next year I'll definitely _____.

Tomorrow I'm _____-ing _____.

Before I'm sixty-five _____.

(your own promise) _____.

(your own promise) _____.

Signed _____

Witness 1

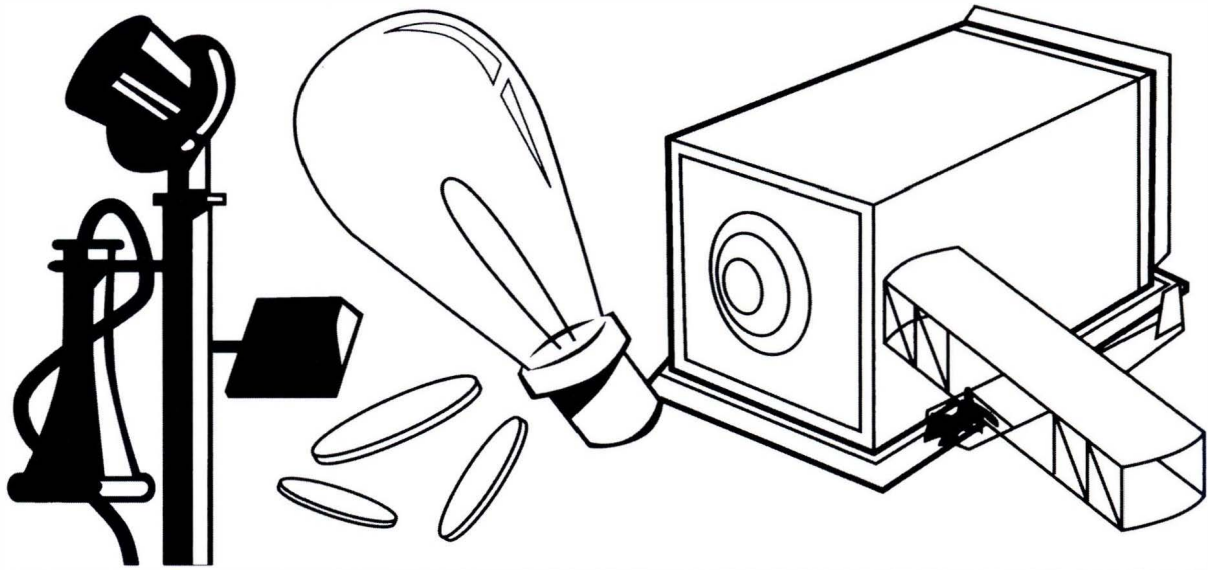
Name _____

Signed _____

Witness 2

Name _____

Signed _____



Name of invention _____

What your invention looks like:

What will your invention do? _____

How is it going to transform the way we live? _____

Is it likely to be popular for everybody, or will it be a luxury product? _____

Which current inventions could it be more popular than? _____

Other details _____

Role card 1A

You are a market researcher. You need to ask people in the street answers to these questions. If they do the questionnaire, they can win a free mobile phone. Be polite!

Market research questionnaire

- 1 How old are you?

a) under 20	c) 36–49
b) 21–35	d) over 50
- 2 Which profession do you work in?

a) food and drink	c) manufacturing
b) education	d) administration
- 3 How many people do you live with?
 - a) alone
 - b) my immediate family
 - c) my extended family
- 4 What do you use the internet for?

a) email	c) social networking
b) news	d) shopping
- 5 How much do you earn?
 - a) under 20,000 a year
 - b) 20,000–35,000 a year
 - c) over 35,000 a year

Role card 1B

You are in a hurry as you're late for work. A market researcher stops you and asks you to do a questionnaire. You don't really want to, but if you do, you might win a mobile phone, and your current one is very old. Answer the questions, but try to be as quick as possible.

This is your profile:

- You are twenty years old, but it's your birthday tomorrow.
- You are a business management consultant (you give advice to managers of small businesses).
- You live with your husband/wife, and their son from a previous marriage.
- You only ever use the internet for business research.
- Your salary varies. You get paid for each project you work on – about 10,000 per project. You do three to four projects a year.

Role card 2A

Your name is Jane/John. You called your friend Louisa/Louis earlier, but they weren't in, so you left a message with their flatmate. You were calling to see if your friend had the receipt for some pink shoes they bought you for your birthday. The shoes don't fit. You can go over to your friend's place to pick up the receipt later, if it's convenient. You finish work at 7p.m. and would like to go over then.

Additional information:

- It's really important that you get the receipt tonight. The only chance you have to take the shoes back is tomorrow morning before work.
- The shoes actually fit perfectly, but you just don't like them. Don't let your friend know this, though.

Role card 2B

Your name is Louisa/Louis. You have just got home and found the following phone message, taken down by your flatmate. Call your friend Jane/John to check the details.

*Your friend Joan?/Shaun? called to ask if you have the recipe for pigs' feet, which you made for their birthday. If you do, can you take it over to their place at 7a.m. before they go to work?
See you later.*

Additional information:

- You're going out with friends in a few minutes, and won't be back until very late.
- You love giving your friends gifts, and if they don't like them, you get very upset. You are usually really good at buying presents, though.

**Role card 1A**

You are a Human Resources Manager for a company that produces new technology for the computer industry. Read about these three jobs that are available at your company. Then answer your partner's questions.

Trainer

The successful candidate will be responsible for training new staff in company practices, giving workshops and writing a training program. He/She will be decisive, a good communicator and a good leader.

Inventor

We are looking for an inventor, who will work as part of a team to create new technology for the computer industry, and help develop existing technology. The ideal person must be able to think outside the box and hard-working.

Sales representative

We need someone to work in our sales team, finding new customers and selling new technology to our existing customers. He/She must be competitive, a real risk-taker and ambitious.

Role card 2A

You are interested in working for six months on a cruise ship. You know that these three jobs are available, and you want to find out more information. Ask your partner – a recruitment agent at the cruise company – questions to get the missing information. Then decide which job you will apply for.

Entertainments manager

Main duties:

Personal qualities needed:

Deckhand/Caretaker

Main duties:

Personal qualities needed:

Travel agent

Main duties:

Personal qualities needed:

Role card 1B

You are interested in working for a company which produces new technology for the computer industry. You know that these three jobs are available, and you want to find out more information. Ask your partner – the Human Resources Manager – questions to get the missing information. Then decide which job you will apply for.

Trainer

Main duties:

Personal qualities needed:

Inventor

Main duties:

Personal qualities needed:

Sales representative

Main duties:

Personal qualities needed:

Role card 2B

You are a recruitment agent for a cruise company. Read about these three jobs that are available on a six-month cruise of the Pacific islands. Then answer your partner's questions.

Entertainments manager

We are looking for an entertainments manager for our wonderful entertainment program. You will find new acts and plan interesting activities for the guests for the six-month cruise. You will be a good leader, a risk-taker and able to think outside the box.

Deckhand/Caretaker

The successful candidate will be responsible for the general maintenance of the ship, with duties to include cleaning and repairs. He/She will be hard-working.

Travel agent

This job will involve selling the cruise package before departure and finding new customers. After the cruise departs, this person will be available on board to help guests with their questions. He/She must be a good communicator, competitive and decisive.

**Worksheet A****1 Read out your sentences.**

- 1 I like being busy. When I have a lot of job to do, it stops me getting bored. ✗
(work)
- 2 I'm quite forgetful. I always have to get other people to remember me to do things. ✗
(remind)
- 3 I sometimes find it difficult to listen what people say to me in English. ✗
(hear)
- 4 I never forget people's birthdays. ✓
- 5 I've forgotten my phone in the classroom, I should go and get it. ✗
(left)
- 6 We had a fun day out last Saturday – we went to a music festival. ✓

2 Listen to your partner's sentences and say if they are right or wrong.**3 Discuss which sentences are true for you.****Worksheet B****1 Listen to your partner's sentences and say if they are right or wrong.****2 Read out your sentences.**

- 1 I need extra money so I am looking for part-time job. ✗
(work)
- 2 I'd like to try lots of different jobs in my lifetime. ✓
- 3 I always remember to charge my mobile phone battery. ✓
- 4 I like hearing classical music. ✗
(listening to)
- 5 I forgot my book at home today, by mistake. ✗
(left)
- 6 My teacher is fun – he/she always tells good jokes. ✗
(funny)

3 Discuss which sentences are true for you.

How to _____

- 1 You must _____

- 2 You don't have to _____

- 3 You shouldn't _____

- 4 You mustn't _____

- 5 You should _____

- 6 You have to _____

How to _____

- 1 You must _____

- 2 You don't have to _____

- 3 You shouldn't _____

- 4 You mustn't _____

- 5 You should _____

- 6 You have to _____

How to _____

- 1 You must _____

- 2 You don't have to _____

- 3 You shouldn't _____

- 4 You mustn't _____

- 5 You should _____

- 6 You have to _____

How to _____

- 1 You must _____

- 2 You don't have to _____

- 3 You shouldn't _____

- 4 You mustn't _____

- 5 You should _____

- 6 You have to _____

Write sentences about when you were a child, using *used to* or *would*.
Then ask questions to find people with the same information.



		Name
Pets		
1	_____	_____
Home		
2	_____	_____
3	_____	_____
Family		
4	_____	_____
5	_____	_____
What you were(n't) afraid of		
6	_____	_____
7	_____	_____
Sports and games		
8	_____	_____
9	_____	_____
Ambitions and dreams		
10	_____	_____
11	_____	_____
Food		
12	_____	_____



Worksheet A

The Education party

You are the leader of the Education party. You have just won equal votes in the recent general election in Politicaria, and must now form a coalition government with the Freedom party. You both need to agree on the country's new laws, but first, decide what your priorities are.

You want the following:

- More money spent on state education, and less on hospitals.
Reasons:

- Higher taxes for the rich.
Reasons:

- Strong law and order, with more money spent on the police.
Reasons:

- Big investment in the environment and renewable energy.
Reasons:

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Worksheet B

The Freedom party

You are the leader of the Freedom party. You have just won equal votes in the recent general election in Politicaria, and must now form a coalition government with the Education party. You both need to agree on the country's new laws, but first, decide what your priorities are.

You want the following:

- More money spent on hospitals, and less on state education.
Reasons:

- Lower taxes for everyone.
Reasons:

- More freedom for people in general, restricting the powers of the police.
Reasons:

- Big investment in nuclear power.
Reasons:



Crossword A

2

3 N U C L E A R P O W E R 4 S O L A R P O W E R 5 R

9 I N V E S T I G A T E

11 R E S P O N D 12 D

13 G 14 E N E T I C E N G I N E E R I N G

15 C O M P U T E R N E T W O R K S

17 Q U E S T I O N

18 V A C C I N A T I O N S

19 I N Q U I R E

20 R E P L Y

Crossword B

2 A

3 N 4 5 R

8 W

9 I 11 12 D

13 14 E E C N I E R

15 D

16 L

17 U T O

18 S

19 I

20 Y O

<p>I love cats: they're so cute and (love).</p>	<p>-less</p>	<p>I like films which are (drama).</p>	<p>There aren't many (home) people in my country.</p>	<p>The most (effect) plans are often the simplest.</p>	<p>Free square!</p>	<p>I hate horror films. They're too (scare).</p>
<p>I'm a very (talk) person - I talk too much sometimes!</p>						<p>-ful</p>
<p>English grammar is always (logic).</p>	<p>-ic/-ical</p>	<p>I think I'm a (response) person.</p>	<p>Free square!</p>		<p>I can't cook. When I do, my food is never (eat)!</p>	
<p>Going to the dentist can be (pain).</p>	<p>There are some very (poet) traditional stories from my country.</p>		<p>There have been a lot of (explode) scandals in my country recently.</p>		<p>I like work that is (create).</p>	
<p>-able/-ible</p>	<p>I have a friend who is a (care) driver. He/She's always nearly having accidents.</p>		<p>I'm (hope) that my English will improve in the next year.</p>		<p>I'm quite a (mess) person!</p>	
<p>Art classes at school were (use). I never learnt anything!</p>	<p>Happiness is more (value) than money.</p>		<p>FINISH</p>			
<p>Learning English is (ease).</p>	<p>I'm (hope) at music. I can't sing or play any instruments.</p>		<p>My favourite kind of holiday is one which is (peace) - I like to relax.</p>			
<p>START</p>	<p>-ive</p>	<p>I love (rain) days.</p>	<p>Free square!</p>		<p>I'd love to travel and do (biology) research - just like Darwin!</p>	

Role card 1

You are looking for a new mobile phone. You want a phone with a lot of different functions, but you also want one that's very small, and that you can carry around easily. You don't want to spend too much money, but you don't mind paying a bit more for extra functions.

Compare the information below with your partner's phones. Then choose which phone you are going to buy.

**Econofon 3000**

Price: £10.00
 Size: 15cm x 7cm
 Easy/Difficult to use: *very easy*
 Functions: *calls and text messages only*
 Battery life: 12 hours
 Internet speed: *no internet*

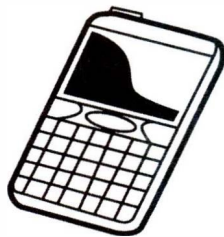
Role card 2

You are looking for a new mobile phone. You don't have much money, so you can't buy a very expensive phone. You travel a lot, so you want a phone that can connect to the internet almost anywhere. You also like playing games on your phone on long bus journeys.

Compare the information below with your partner's phones. Then choose which phone you are going to buy.

**Gamesmart 999**

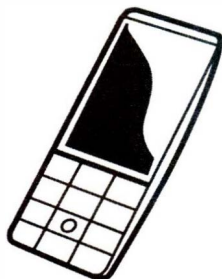
Price: £299.99
 Size: 12cm x 15cm
 Easy/Difficult to use: *easy*
 Functions: *calls, text messages, internet, lots of games*
 Battery life: 5 hours
 Internet speed: *medium*

**Supertech 7120i**

Price: £699.99
 Size: 10cm x 7cm
 Easy/Difficult to use: *very difficult*
 Functions: *calls, text messages, internet, email, camera, video camera, organiser, games and many more*
 Battery life: 8 hours
 Internet speed: *fast*

**Micro 272X**

Price: £350.00
 Size: 5cm x 3cm
 Easy/Difficult to use: *medium*
 Functions: *calls, text messages, camera, video*
 Battery life: 9 hours
 Internet speed: *no internet*

**Surfista XS**

Price: £150.00
 Size: 10cm x 6cm
 Easy/Difficult to use: *quite difficult*
 Functions: *calls, text messages, internet, email, camera, video*
 Battery life: 10 hours
 Internet speed: *very fast*

**Traveller 900**

Price: £99.99
 Size: 8cm x 6cm
 Easy/Difficult to use: *easy*
 Functions: *calls, text messages, camera, video, simple games; internet available on the 901 model, which costs £250.00*
 Battery life: 24 hours
 Internet speed: *slow, where available*



Complete the sentences with the names of your classmates.
Use question tags to check the information.

	✓ or X?
1 _____ came to class by car today.	
2 _____ likes studying English.	
3 _____ doesn't like eating fish.	
4 _____ went out with friends last night.	
5 _____ has got a boy/girlfriend.	
6 _____ is a student.	
I'm fairly sure ...	
7 _____	
8 _____	
9 _____	
I'm not sure ...	
10 _____	
11 _____	
12 _____	

**Worksheet A****Role card 1A**

You have just bought a new computer, which was very expensive. When you got home, you set it up, following the instructions. You switched it on, but nothing happened. You have tried everything, and connected all the cables correctly, but nothing has worked. Call the support line and ask for help. You either want a new computer or a full refund.

Role card 2A

You work for a mobile phone company. A customer calls to complain that the payment for his/her bill has left his/her bank four days early. It is because of a problem with your computer system. However, don't tell him/her this, and tell him/her it's not your company's policy to give refunds. Suggest another solution.

Role card 3A

You recently bought a new MP3 player, and the shop assistant told you it would work with any computer. However, when you got home and tried to connect it, a message came up saying 'Player not compatible with this software'. Your computer uses Supersystem1 software. Take it back to the shop to complain, and ask for a refund.

Worksheet B**Role card 1B**

You are a computer engineer and work for the support line of a computer company. You have nearly finished for the day, and are keen to get home quickly because it's your daughter's birthday today. A customer calls you to complain about a new computer that he/she can't get to work. Ask him/her questions to find out what's wrong and make sure he/she checks all the cables are connected. After trying everything, it still won't work. However, your company doesn't give refunds or replacement computers, so try to find another solution.

Role card 2B

You are having a bad day. First your alarm clock didn't go off this morning, and so you were late. Then you just missed the bus and had to walk two kilometres to work. You were late for work and your boss was angry. You have just checked your bank statement and noticed that the payment for your mobile phone bill has come out of your account four days early, leaving you with no money for the weekend until you get paid on Monday. Call the mobile phone company to complain, and ask them to refund you.

Role card 3B

You work in an electronics shop. A customer recently bought an MP3 player, which you know can be used with any computer. However, it is only compatible with Supersystem2 software. The customer comes to your shop to complain that it wouldn't work with his/her computer. Find out as much as you can and try to solve the problem. Your company doesn't give refunds, though.



Worksheet A

1 Underline the correct adjective, and write one more question.

- 1 It's Thursday. You have to finish a project by the end of the week. How do you feel?
 - a) **Relaxed/Relaxing**. You'll get it done.
 - b) **Exhausted/Exhausting**, but will keep working hard.
 - c) Very, very **worried/worrying**. You don't have enough time left.
- 2 You've just seen a new horror film at the cinema.
 - a) It was **relaxed/relaxing**. Not scary at all.
 - b) You feel **embarrassing/embarrassed**. You think your friends saw you were scared.
 - c) It was so **frightening/frightened** that you won't be able to sleep tonight!
- 3 Someone jumps the queue in front of you at the supermarket.
 - a) You're **relaxed/relaxing** about it. You have plenty of time.
 - b) It's a bit **annoying/annoyed**, but you don't say anything.
 - c) You're **frightening/frightened**. They look big.
- 4 You find out that your English teacher is giving you a test this week. How do you feel?
 - a) **Relaxing/Relaxed**. You are great at tests.
 - b) A bit **confusing/confused**. You're not sure what to study.
 - c) **Annoying/Annoyed**. You would like longer to revise.

5 _____

Student B's answer:

2 Look at your partner's answers and read the analysis. Do you agree?

Mostly a) answers
 You're a very calm person who rarely gets excited. You're good in a crisis, but you should open up at times – don't let life get boring!

Mostly b) answers
 You manage your emotions well, and you don't let them get out of control. Perhaps you should become a therapist!

Mostly c) answers
 You're a very passionate person, but need to learn to control your emotions. Slow down sometimes!

Worksheet B

1 Underline the correct adjective, and write one more question.

- 1 It's Friday afternoon. How do you feel?
 - a) **Relaxing/Relaxed**. You have finished everything you need to do.
 - b) **Worried/Worrying** as you have not met your deadline.
 - c) I feel absolutely **exhausting/exhausted**. It's been a very emotional week (again)!
- 2 Your friend calls you to tell you his/her pet has just died.
 - a) You're **confusing/confused** about why he/she is so upset. It's only a pet.
 - b) The situation is a little **worrying/worried**. You know your friend is going to be upset.
 - c) **Embarrassed/Embarrassing**. You fed it some bad food.
- 3 It's your birthday, but nobody remembered.
 - a) You're **confusing/confused**. Why didn't they remember?
 - b) It's not a problem; it's just a bit **annoyed/annoying** that nobody remembered.
 - c) You're **worried/worrying**. Perhaps they don't like you any more.
- 4 You arrive at a party and don't know anyone.
 - a) It's very **relaxing/relaxed**. You can just be yourself.
 - b) It's **annoyed/annoying** you have nobody to talk to.
 - c) You feel really **embarrassed/embarrassing** about being alone and panic!

5 _____

Student A's answer:

2 Look at your partner's answers and read the analysis. Do you agree?

Mostly a) answers
 You're a very calm person who rarely gets excited. You're good in a crisis, but you should open up at times – don't let life get boring!

Mostly b) answers
 You manage your emotions well, and you don't let them get out of control. Perhaps you should become a therapist!

Mostly c) answers
 You're a very passionate person, but need to learn to control your emotions. Slow down sometimes!

Worksheet A

Describe each multi-word verb to your partner but do not use the words in italics.
Your partner will try and guess the verb.

<p>chat somebody up</p> <p><i>talk speak man woman like</i></p>	<p>scroll up</p> <p><i>website computer mouse move top</i></p>	<p>dress up</p> <p><i>clothes formal wear smart down</i></p>
<p>get on</p> <p><i>like friend relationship good well</i></p>	<p>click on</p> <p><i>mouse computer icon link move</i></p>	<p>try on</p> <p><i>clothes shop test fit size</i></p>

Worksheet B

Describe each multi-word verb to your partner but do not use the words in italics.
Your partner will try and guess the verb.

<p>settle down</p> <p><i>old family calm home live</i></p>	<p>shut down</p> <p><i>computer finish off power close</i></p>	<p>take off</p> <p><i>clothes remove finish bed on</i></p>
<p>go off somebody</p> <p><i>stop like relationship finish friend</i></p>	<p>log off</p> <p><i>website computer close leave exit</i></p>	<p>dress down</p> <p><i>clothes informal up wear jeans</i></p>

If you practise English every day, ...	I'll be embarrassed if ...	FREE SQUARE	When it's really hot, ...	If I get a (new) job next year, ...	FINISH
If my favourite team wins a game, ...	I always ... when I get home.	I'll go to bed early tonight if ...	If you don't eat enough vegetables, ...	FREE SQUARE	If someone says something bad about me, ...
I could go abroad next year if ...	If you do exercise every day, ...	FREE SQUARE	When I next speak to my parents, ...	When I next go on holiday, ...	If you visit my country, ...
When I see a sad story on the news, ...	FREE SQUARE	When I next see my family, ...	I'll be really happy if ...	If there's nothing interesting on TV tonight, ...	FREE SQUARE
I get annoyed when ...	I might go out tonight if ...	If my teacher gives me lots of homework today, ...	If I study/work hard this year, ...	I find it relaxing when ...	I won't be happy if ...
If I feel confused in class, ...	FREE SQUARE	When I go to bed tonight, ...	When I feel exhausted, ...	If I'm late for class, ...	If I get home early tonight, ...
START	I feel relaxed when ...	If it rains this weekend, ...	When I have lots of work to do, ...	I can save time in the mornings if ...	FREE SQUARE



paint yourself blue	shout 'Hello!' in the middle of the street	cry in class	tell your teacher to be quiet
kiss a stranger	play with children's toys	shout at a police officer	stand on a bus when there are free seats
move to the Arctic	fail a test on purpose	sing a song to the class	cycle 1,000km
climb a tall tree	steal a penguin from the zoo	dance in the street	start a fire in your house
sit on a dog	bark like a dog	run through the supermarket	eat a book
walk in the middle of the road	drink water from the sea	break a window in your house	sing during an exam



You've just passed your driving test.	You've seen your friend's boy/girlfriend holding hands with someone else.	You have the opportunity to study abroad next year.	You've lost your friend's book which you borrowed.
You've been offered a great new job.	You've met a new boy/girlfriend.	Your favourite sports team has just won a game.	You've just got a pay rise in your job.
You're going on holiday next week.	You're getting married.	You've lost your dog.	The class party has been cancelled.
You've lost your job.	You've split up with your partner.	You've crashed your friend's car.	Your computer has 'died'.
You've failed an important exam.	You've had a big argument with your parents.	The concert you were going to has been cancelled.	Your wallet has been stolen.


Worksheet A

1 Ask your partner questions using the prompts below.

	Partner 1	Partner 2
1 / work / hard / school?		
2 How often / focus on / _____?		
3 / know anyone / expert / _____?		
4 / aptitude / computers?		
5 / believe / ability / succeed?		
6 Who / most / talented musician / you know?		
7 / know anyone / ability / _____?		
8 / anything / you / hopeless / ?		

2 Now change partners and ask your questions again. Do they have anything in common?

Worksheet B

1 Ask your partner questions using the prompts below.

	Partner 1	Partner 2
1 What things / focus on / regularly?		
2 / know anyone / natural talent / languages?		
3 For which jobs / need to be / skillful communicator?		
4 / know anyone / gifted / art?		
5 / find it easy / focus / problems?		
6 / you / high achiever / school?		
7 / ever have / opportunity / _____?		
8 / anything / you / useless / ?		

2 Now change partners and ask your questions again. Do they have anything in common?



	My answer	Name
1 Who do you most depend _____ in your life?		
2 How many hours a day do you put _____ to your work/ studies?		
3 Who do you have a lot in common _____?		
4 Do you believe _____ ghosts?		
5 What do you have a talent _____?		
6 Who was the last person you argued _____?		
7 What was the last TV show you laughed _____?		
8 Who in your family do you usually agree _____?		
9 What sport is your country world-class _____?		
10 Do your parents have access _____ the internet at home?		
11 What kind of art/photography do you like looking _____?		
12 Does your work/Do your studies give you a lot to think _____ at the moment?		
13 On a date, do you think the man, woman or both should pay _____ the meal?		
14 What organisations/clubs do you belong _____?		
15 Who did you rely _____ most when you were younger?		
16 What one thing in your life do you worry _____ most?		
17 Are you good at picking up _____ other people's problems?		
18 If you receive bad service in a shop/restaurant, do you usually complain _____ it?		



Worksheet A

<p>Film star 1A</p> <ol style="list-style-type: none"> 1 She was born on 30th August 1972 in San Diego, USA. 2 She / previously / work / model. 3 She / act / major roles / since / first appeared in <i>The Mask</i> in 1994. 4 She / win / many awards / but / never win / an Oscar. 5 She / previously / date / Justin Timberlake and Matt Dillon. 6 She / recently / appear / <i>The Other Woman</i> / <i>What to Expect When You're Expecting</i> and <i>Shrek</i> in comedy roles. <p>Answer: Cameron Michelle Diaz</p> <p>Student B's score: _____</p>	<p>Film star 2A</p> <ol style="list-style-type: none"> 1 He was born on 19th March 1955 in Idar-Oberstein, Germany. 2 As well / acting, he / also work / nuclear power plant. 3 He / go bald / since / 1980s. 4 He / previously / be married / Demi Moore. 5 He / win / many awards / but / never win / an Oscar. 6 He / appear / many action films / <i>Armageddon</i> and <i>The Sixth Sense</i> / sitcoms / <i>Moonlighting</i> and <i>Friends</i>. <p>Answer: Walter Bruce Willis</p> <p>Student B's score: _____</p>	<p>Film star 3A</p> <ol style="list-style-type: none"> 1 She was born on 5th October 1975 in Reading, England. 2 She / act / major roles / since / first appeared in <i>Sense and Sensibility</i> in 1995. 3 She married Sam Mendes / 2003 / but they / recently / split up. 4 She / recently / win / an Oscar / <i>The Reader</i>. 5 She / act / one of / best-selling films of all time / Leonardo DiCaprio. 6 She / appear / other films / <i>Iris</i>, <i>Enigma</i> and <i>Flushed Away</i>. <p>Answer: Kate Elizabeth Winslet</p> <p>Student B's score: _____</p>
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Worksheet B

<p>Film star 1B</p> <ol style="list-style-type: none"> 1 He was born on 17th August 1943 in New York, USA. 2 He / be / member of a real street gang. 3 He / be married / Grace Hightower / since 1997. 4 Since 1989 / he / invest / TriBeCa district of New York. 5 He / win / two Oscars / <i>The Godfather II</i> and <i>Raging Bull</i>. 6 He / mainly / act / serious roles / such as <i>Silver Linings Playbook</i> / but recently also / act / comedy roles / such as <i>Little Fockers</i>. <p>Answer: Robert De Niro, Jr.</p> <p>Student A's score: _____</p>	<p>Film star 2B</p> <ol style="list-style-type: none"> 1 She was born on 26th March 1985 in Teddington, England. 2 She / act / major roles / since / first appeared in <i>Bend it Like Beckham</i> in 2002. 3 She / always / want / act / since she was three. 4 She / recently / do / charity work / Amnesty International. 5 Although she / be nominated / she / never win / an Oscar. 6 She / act / major series of films about pirates with Johnny Depp and Orlando Bloom. <p>Answer: Keira Christina Knightley</p> <p>Student A's score: _____</p>	<p>Film star 3B</p> <ol style="list-style-type: none"> 1 He was born on 23rd July 1989 in London, England. 2 He / act / 'with magic' / since 2001. 3 He / act / in films, on TV and at the theatre. 4 He / win / many awards / but / never win / an Oscar. 5 He / appear / Sunday Times Rich List as one of the richest young people in England. 6 He / recently / act / in the theatre. <p>Answer: Daniel Jacob Radcliffe</p> <p>Student A's score: _____</p>
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tell a joke in English

**play a musical
instrument**

get to sleep quickly

get home early

**remember people's
birthdays**

**say 'hello' in
five languages**

**speak a foreign
language (not English)
fluently**

juggle

**do difficult
mathematics in
your head**

ride a bike

sail a boat

cook

drive a car

run fast

pass a difficult exam

do yoga

get to class on time

use the present perfect



Role card 1

You are one of the directors of *Y-Starz*, a clothing company aimed at the teenage market. Last year you made record profits, and now you have to decide how you are going to spend the money this year.

You believe the best option is to spend at least 75% of the money on paying rewards to shareholders, for the following reasons:

- You didn't pay them last year, and they are expecting to receive some money this year.
- The economy is going to get worse this year, and if you don't pay them, they might sell their shares.
- _____
- _____

Role card 2

You are one of the directors of *Y-Starz*, a clothing company aimed at the teenage market. Last year you made record profits, and now you have to decide how you are going to spend the money this year.

You believe the best option is to spend at least 75% of the money on improving the environmental aspects of the company, such as eco-friendly machinery, reducing pollution, etc. for the following reasons:

- Your competitors have recently invested a lot of money in this, and if you don't, you might get a bad reputation with your customers.
- The government has announced plans to give tax cuts to companies investing in the environment, and you would receive this money next year if you invest now.
- _____
- _____

Role card 3

You are one of the directors of *Y-Starz*, a clothing company aimed at the teenage market. Last year you made record profits, and now you have to decide how you are going to spend the money this year.

You believe the best option is to 'go global', by spending at least 75% of the money on setting up factories and shops in places such as China and Brazil, for the following reasons:

- These markets are growing, and it would mean growing the business over the next few years.
- The economy in the country where you are based is predicted to get worse this year.
- _____
- _____

Role card 4

You are one of the directors of *Y-Starz*, a clothing company aimed at the teenage market. Last year you made record profits, and now you have to decide how you are going to spend the money this year.

You believe the best option is to spend at least 75% of the money on new technology, for the following reasons:

- There have been a number of new innovations in machinery for producing clothes, which can cut costs.
- Your competitors are also doing this at the moment.
- _____
- _____



Worksheet A

1 Read out the questions and replace the underlined phrase with the one your partner gives you.

- 1 Are you good friends with your neighbours, or do you prefer to be alone?
- 2 Are you a very curious person?
- 3 Do you find it easy to start a good relationship with new people you meet?
- 4 Do you have any neighbours who interrupt your privacy?
- 5 What kind of behaviour annoys you?

2 Now listen to your partner's questions and give them the correct phrase from the box.

get on well with mind their own business a nuisance
invite your neighbours over get to know

3 Discuss your answers to the questions.

Worksheet B

1 Listen to your partner's questions and give them the correct phrase from the box.

keep yourself to yourself disturb you gets on your nerves
make friends with nosy

2 Now read out the questions and replace the underlined phrase with the one your partner gives you.

- 1 Do you have a good relationship with everyone in your family?
- 2 Do you ever ask your neighbours if they want to come to your house for a coffee?
- 3 When you have a problem, do you like people to help or do you prefer them to not get involved?
- 4 In your work/studies, is there anything which is annoying?
- 5 How do you find out about people you've just met?

3 Discuss your answers to the questions.



traffic	traffic	jam	lights	car	car
park	rental	super	outdoor	market	market
primary	school	shopping	shopping	centre	mall
sports	city	centre	centre	high	one-way
street	street	semi-detached	terraced	house	house
housing	industrial	estate	estate	duty-free	gift
shop	shop	mall	road	shop	shop
shopping	car	park	shopping	duty-free	shop



Worksheet A

1 Read out the sentences. Your partner will try to correct them.

- 1 There aren't much primary schools in my area.
(much – many)
- 2 I have a good local supermarket close to where I live. It's a best in the area.
(a – the)
- 3 In my city there are lot of housing estates.
(lot of – a lot of)
- 4 There are none swimming pools in my area.
(none – no)
- 5 How many graffiti is there in your area? A little bit or a lot of?
(many – much, a lot of – a lot)
- 6 High Street in my town gets very busy at the weekend. Plenty people come there to do their shopping.
(High Street – The High Street, Plenty – Plenty of)
- 7 Every the buildings in my city are modern.
(Every – All)
- 8 There aren't much car parks in my area, and parking is a problem.
(much – many)

2 Now listen to your partner's sentences and try to correct them.

3 Discuss which sentences are true for you.

Worksheet B

1 Listen to your partner's sentences and try to correct them.

2 Now read out the sentences. Your partner will try to correct them.

- 1 There is the big park in the centre of my city.
(the – a)
- 2 My city gets plenty tourists in the summer, but in the winter there are no.
(plenty – plenty of, no – none)
- 3 How much shopping centres are there in your area?
(much – many)
- 4 There are lots of one-way streets in my area, and we get so many traffic during rush hour.
(many – much)
- 5 I like buying food at an outdoor market. A one where I live is small, but there are several types of food available.
(A – The)
- 6 I have a nicest neighbour in the world. She's an teacher!
(a – the, an – a)
- 7 The New York is much more famous than my city.
(The New York – New York)
- 8 There aren't much things for young people to do in my area in the evening.
(much – many)

3 Discuss which sentences are true for you.

**Worksheet A**

www.irLanguage.com

1 Read out the sentence halves for your partner to complete.

- 1 YouTube is a website where you can ...
- 2 I visit my favourite website, which is flash.com, ...
- 3 My mother, who is a web designer, ...
- 4 Findit.com is the website which I always use for ...
- 5 The internet company which I most respect is ...
- 6 Today's children, who spend too long on the internet, ...

2 Now listen to your partner's sentence halves and complete them with your endings.

- A ... help you with technical problems related to your computer.
- B ... information about a particular company.
- C ... every day.
- D ... humour online.
- E ... has a lot of animation.
- F ... share opinions on your favourite websites.

3 Using the underlined phrases, make sentences that are true for you.**Worksheet B****1 Listen to your partner's sentence halves and complete them with your endings.**

- A ... at least three times a day.
- B ... loves her job.
- C ... share videos.
- D ... searches.
- E ... will have problems with communication later in life.
- F ... savetheplanet.com.

2 Now read out the sentence halves for your partner to complete.

- 1 My personal homepage, which I use for homework projects, ...
- 2 Cyberforum.com is a new website where you can ...
- 3 A support technician is a person who can ...
- 4 SN.com, which is a social networking website, is the first website I visit ...
- 5 LOL, which means 'laughing out loud', is the best way to express ...
- 6 A corporate website is a place where you can go to find out ...

3 Using the underlined phrases, make sentences that are true for you.



Worksheet A

Situation 1A

You're having a party at your house. Student B starts smoking, and you'd like him/her to go outside.

Situation 2A

You are sitting on the train, reading the newspaper, when Student B enters.

Situation 3A

You invite Student B over to your house, and he/she arrives an hour late.

Situation 4A

You buy something in a shop and the shop assistant (Student B) gives you too much change.

Situation 5A

You call Student B for a chat, but he/she sounds really busy.

Situation 6A

You are at Student B's house for a dinner party. He/She offers you a dish which has taken him/her ages to prepare, but you can't eat it as you don't like it.

Situation 7A

You are in class and Student B wants to open the window. You are cold and want to keep it closed.

Situation 8A

You arrive at a party at Student B's house and everyone is wearing smart clothes. You are wearing jeans and a T-shirt.

Situation 9A

You are sitting in your car, about to drive away from a car park, when Student B's car hits yours. There isn't much damage.

Situation 10A

You borrow a DVD from Student B, but accidentally break it.

Situation 11A

You are second in line in a shop, but the customer in front of you (Student B) is having a long conversation with the shop assistant.

Situation 12A

You are in a meeting with Student B and put your feet up on the desk.

Worksheet B

Situation 1B

You're at a party at Student A's house. You've just finished dinner, relax and smoke a cigarette.

Situation 2B

You get on the train and want to sit down, but Student A is taking up two seats.

Situation 3B

Student A invites you over to his/her house and you arrive an hour late.

Situation 4B

You are working in a shop and the customer (Student A) tells you you've given him/her too much change.

Situation 5B

Student A calls you for a chat, but you are very busy and can't talk right now.

Situation 6B

You are having a dinner party. You have prepared a dish which took you ages, but Student A doesn't want to eat it.

Situation 7B

You are in class and are really hot. You want to open the window.

Situation 8B

You are having a formal party at your house, and everyone is wearing smart clothes. Student A arrives, wearing jeans and a T-shirt.

Situation 9B

You accidentally hit Student A's car while trying to park. There isn't much damage.

Situation 10B

Student A borrows a DVD from you, but when he/she returns it, it's broken.

Situation 11B

You are next in line in a shop and start talking to the shop assistant (Student A).

Situation 12B

You are in a meeting with Student A, when he/she puts his/her feet up on the desk. You think this is very rude and don't want him/her to do it.

1 Work in pairs. Invent the name of a country and think of the main events in its history. Use the ideas in the box to help you, and add your own ideas.

- | | |
|---|---|
| <ul style="list-style-type: none"> • progress in _____ • the foundation of _____, which caused _____ • was colonised by _____ • the _____ movement • the spread of _____ • the _____ revolution | <ul style="list-style-type: none"> • the discovery of _____ • was invaded by _____ • the invention of _____, by _____ • advances in _____ • development of _____ |
|---|---|

The history of _____ (name of country)

The 1700s:

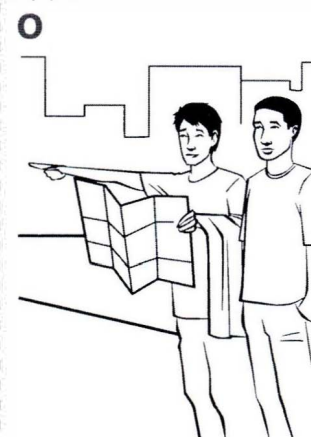
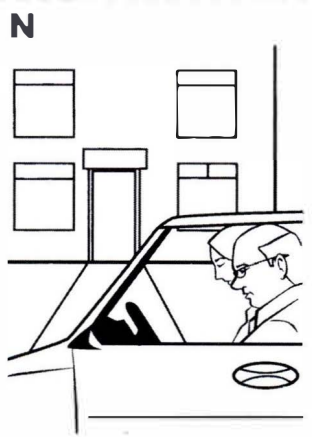
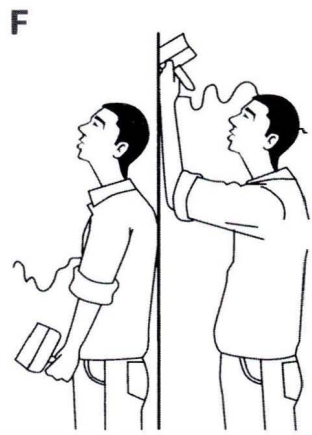
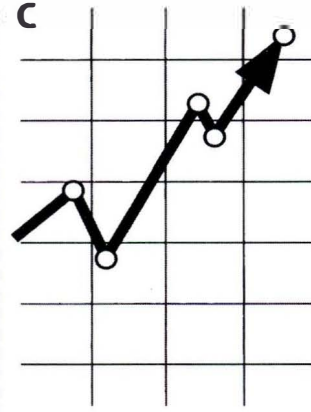
The 1800s:

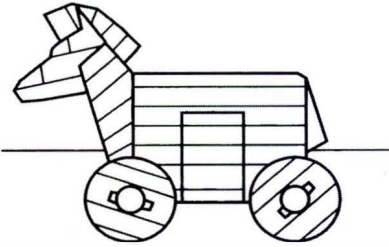
The early 1900s:

The 1950s to the 1990s:

The new millennium:

2 Present your history to the class.

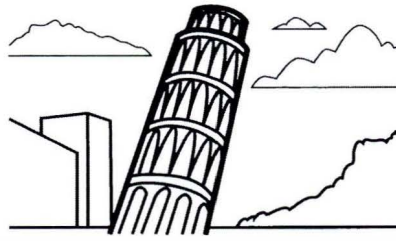




1
When: 12th Century BC
Where: Troy (west coast of modern day Turkey)
Who: The Trojans
What: After ten unsuccessful years of war, the Greeks decided to build a huge wooden horse as a 'gift' to the Trojans to end the war. The Trojans accepted this 'gift' and allowed the horse to be pushed into the city, with thirty Greek soldiers inside.

If the Trojans had(n't)

I would(n't) have



2
When: 1173
Where: Pisa, Italy
Who: unknown
What: One of Italy's biggest tourist attractions was actually a huge mistake, after the decision was taken to build a fifty-metre-tall tower on soft soil.

If they had(n't)

I would(n't) have



3
When: 1876
Where: the USA
Who: William Orton, President of the Western Union Telegraph Company
What: When Alexander Graham Bell presented his idea for the telephone to Orton, he replied, 'while it is a very interesting novelty ... it has no commercial possibilities'. Bell patented his invention himself and founded his own company, AT&T. It went on to become the most valuable patent ever.

If William Orton had(n't)

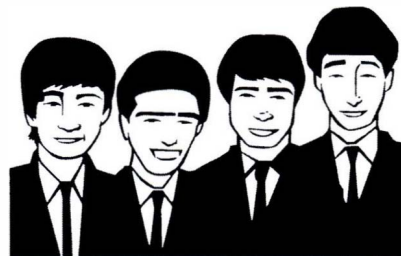
I would(n't) have



4
When: 1920
Where: the USA
Who: United States government
What: After World War I, people were worried about social decline and a drop in moral standards in the USA. The government decided the problem was with alcohol and made it illegal. Alcohol consumption over the next ten years actually increased, along with organised crime, and they dropped the law in 1933.

If the government had(n't)

I would(n't) have



5
When: 1962
Where: London, England
Who: Dick Rowe, Decca Records
What: After listening to *The Beatles*, Dick Rowe contacted *The Beatles'* manager, Brian Epstein, and told him he wasn't interested, and that guitar music was 'finished'. *The Beatles* then went on to become one of the most famous bands of all time.

If Dick Rowe had(n't)

I would(n't) have



6
When: 1979
Where: the USA
Who: Ross Perot
What: Perot saw Bill Gates' Microsoft company as having a good future, and offered to buy it for a figure between \$6 million and \$15 million. Bill Gates wanted \$40-\$60 million. Perot thought this was too much and walked away. Microsoft is now worth billions of dollars.

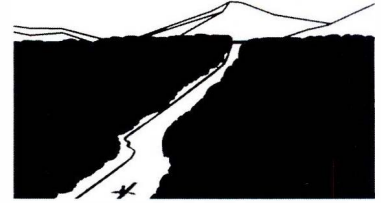
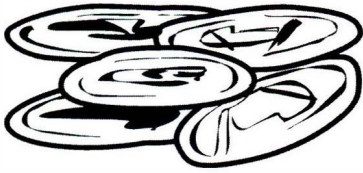
If Perot (or Gates) had(n't)

I would(n't) have



Worksheet A

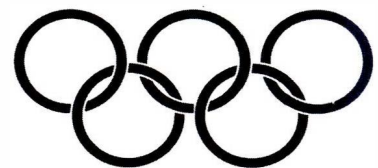
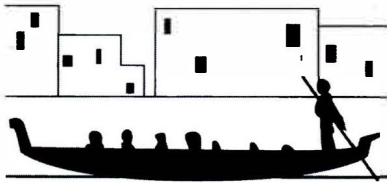
Read out the sentences using the correct tense and form of the verb in brackets (active or passive). Your partner will guess if they are true or false.



- 1 Acupuncture _____ (first use) in 2700 BC by Chinese Emperor ShenNung. (true)
- 2 Christmas _____ (become) a national holiday in the USA in 1918. (false, all states recognised it as a holiday by 1890)
- 3 In the Middle Ages, it _____ (believe) the heart was the centre of intelligence. (true)
- 4 In 1892, Italy _____ (raise) the minimum age of marriage for girls to 16. (false, it was 12)
- 5 Roman coins _____ (discover) in the USA. (true)
- 6 One percent of the world's surface _____ (permanently cover) by ice. (false, it's ten percent)
- 7 More than half of the world's oxygen _____ (produce) by the Amazon rainforest. (false, it's twenty percent)
- 8 According to a US journal, by 2040 the Arctic Ocean _____ (have) no ice. (true)

Worksheet B

Read out the sentences using the correct tense and form of the verb in brackets (active or passive). Your partner will guess if they are true or false.



- 1 The first coins _____ (use) by the Romans. (false, it is thought the first coins were used by the Lydians, around 600 BC)
- 2 National beauty contests _____ (cancel) in Canada in 1992. (true)
- 3 John F Kennedy _____ (visit) China in 1972, the first US President to do so. (false, it was Richard Nixon)
- 4 The 'Black Death' _____ (reduce) the population of Europe by half from 1347 to 1351. (false, it was by one third)
- 5 The first modern Olympics _____ (hold) in Athens in 1896. (true)
- 6 All gondolas in Venice _____ (paint) red. (false, they are painted black)
- 7 Mount Everest _____ (grow) by five millimetres every year. (true)
- 8 According to National Geographic, in twenty years the Amazon rainforest _____ (reduce) by forty percent. (true)

The _____ School Quiz

Team name: _____

1 How many teachers are there in your school?	
2 How many students are there in your school?	
3 When did your school first open?	
4 When is your teacher's birthday?	
5 How many levels of general English does your school offer?	
6 Does your school offer any specialist English courses? If so, which ones?	
7 Does your school have any other branches? If so, where?	
8 Is your school open all year round?	
9 Has your teacher worked in any other countries? If so, which ones?	
10 How many classrooms does your school have?	
11 Does your school have computers for students to use? If so, how many?	
12 How many secretaries are there?	
13 Does your school have a course for complete beginners?	
14 Is there a minimum age to study at your school? If so, what is it?	
15 Is there a maximum age to study at your school? If so, what is it?	
16 What is the school director's name?	
17 Can you name five teachers who work at your school?	
18 What exams can you study for at your school?	
19 How many TVs are there in your school?	
20 What time does your school open in the morning?	

	Yes	No
1 Is there somewhere to recycle paper?		
2 Is there somewhere to recycle glass?		
3 Is there somewhere to recycle plastic?		
4 Is there somewhere to recycle aluminium cans?		
5 Is there somewhere to recycle food waste?		
6 Does the school sell secondhand books?		
7 Is the school insulated?		
8 Do the classroom lights go on standby when nobody is in the classroom?		
9 Is the food in the canteen organic?		
10 Does your school canteen recycle food packaging?		
11 Are the windows double-glazed? Or, if your school is in a hot climate, do the classrooms have fans (instead of air-conditioning)?		
12 Can you buy processed food anywhere at school?		
13 Do all the classrooms have energy-saving light bulbs?		
14 _____?		
15 _____?		

Recommendations

I'd make my school more eco-friendly by ...

- _____
- _____
- _____
- _____
- _____

Worksheet A

1 Read out the sentences and replace the phrase in brackets with the word your partner gives you.

	Me ✓ or X	Partner ✓ or X
1 I always (process so that it can be used again) food packaging.		
2 I'm quite a(n) (messy) person. I don't clean up as often as I should.		
3 If I had a(n) (physical problem), I think I would cope with it.		
4 I'm terrible at cooking. I always (leave in the oven for too long) things.		
5 I find speaking English difficult as I often (say the sounds of words incorrectly) words.		
6 My hometown is (not familiar) to most of the world.		
7 I was quite a naughty child and would often (not follow the instructions) my parents.		
8 I should be more confident. Sometimes I (think they are less than they really are) my own abilities.		

2 Now listen to your partner's sentences and give them the correct word and prefix from the boxes.

re- dis- mis- under- over- un-

weight judge understand believable estimate agree new appear

3 Do you agree with the sentences? Does your partner agree? Mark the boxes with a ✓ or a X.

Worksheet B

1 Listen to your partner's sentences and give them the correct word and prefix from the boxes.













re- dis- mis- under- over- un-

cook cycle estimate tidy obey pronounce ability known

2 Now read out the sentences and replace the phrase in brackets with the word your partner gives you.

	Me ✓ or X	Partner ✓ or X
1 I think being (not heavy enough) is unattractive.		
2 Some of my government's policies at the moment are (impossible to take seriously).		
3 If I (don't understand properly) someone in English, I sometimes just pretend I've understood.		
4 If I (have a different opinion) with someone, I always tell them.		
5 I think experts (calculate as too high) the negative effects of eating fast food.		
6 Many types of animals will (not exist) in the future if we don't look after them.		
7 In my country you have to (make valid again) your passport every five years.		
8 I hate it when people (have the wrong idea about) me.		

3 Do you agree with the sentences? Does your partner agree? Mark the boxes with a ✓ or a X.

Horse: _____	Total: \$1000
1 'I'm having lunch with my mum tomorrow.' (Two days later) She said she was having lunch with her mum tomorrow. _____ \$ _____	
2 'We won't know the full effects for a long time.' They said they wouldn't know the full effects for a long time. _____ \$ _____	
3 'I've never been to Egypt.' He said that he never goes to Egypt. _____ \$ _____	
4 'I go running every day.' She said she went running every day. _____ \$ _____	
5 (Father to son) 'I've told you twice already.' (Son) Dad said he'd told you twice already. _____ \$ _____	
6 'What do you want for your birthday?' She asked me what did I want for my birthday. _____ \$ _____	
7 'Have you ever seen anything so ridiculous?' He asked me had I ever seen anything so ridiculous. _____ \$ _____	
8 'Next year I'm going to study abroad.' (The same year) She told us that she was going to study abroad next year. _____ \$ _____	
9 'I sent it last week.' (A week later) She said she had sent it last week. _____ \$ _____	
10 'Will you marry me?' She asked me if I will marry her. _____ \$ _____	
11 'I haven't eaten broccoli for years.' He said he didn't eat broccoli for years. _____ \$ _____	
12 'How was your holiday?' He asked me how my holiday had been. _____ \$ _____	



<p>1 Would you like me to help you with your homework?</p> <p><i>Hint: offer</i></p>	<p>2 If I were you, I'd leave early.</p> <p><i>Hint: recommend</i></p>	<p>3 If you want, you can stay with me while you're in town.</p> <p><i>Hint: invite</i></p>
<p>4 Black shoes or blue shoes? I know, I'll wear the black ones.</p> <p><i>Hint: decide</i></p>	<p>5 You want a lift home? Of course it's no problem!</p> <p><i>Hint: agree</i></p>	<p>6 I'll definitely do my homework for tomorrow.</p> <p><i>Hint: promise</i></p>
<p>7 Why don't you hire a car?</p> <p><i>Hint: suggest</i></p>	<p>8 No! I won't eat my broccoli!</p> <p><i>Hint: refuse</i></p>	<p>9 If you stay in a hostel it will be cheaper.</p> <p><i>Hint: explain</i></p>
<p>10 If you're going out at night, you should be careful.</p> <p><i>Hint: warn</i></p>	<p>11 I'll help you with your bags, if you like.</p> <p><i>Hint: offer</i></p>	<p>12 What about going to the cinema tonight?</p> <p><i>Hint: suggest</i></p>
<p>13 I'll always love you.</p> <p><i>Hint: promise</i></p>	<p>14 Would you like to come with me?</p> <p><i>Hint: invite</i></p>	<p>15 I think I'll have fish for lunch.</p> <p><i>Hint: decide</i></p>
<p>16 I wouldn't take a taxi, if I were you.</p> <p><i>Hint: warn</i></p>	<p>17 It's my first visit here.</p> <p><i>Hint: explain</i></p>	<p>18 You should visit the fantastic local restaurants.</p> <p><i>Hint: recommend</i></p>

- 1 Complete the sentences to make advice for visitors to a country, city or region you know well. Use the ideas in the box to help you.

crime	taxis	health	food and drink	public transport	time	climate
complaining	making jokes	shopping	going out alone	animals		

If you visit _____ for the first time ...

- 1 Make sure you _____
- 2 You need to _____
- 3 Be careful _____
- 4 Don't _____
- 5 Watch out for _____
- 6 You'd better _____
- 7 Whatever you do, _____
- 8 The most important thing is to _____
- 9 If I were you, I'd _____
- 10 Don't forget to _____
- 11 _____
- 12 _____

- 2 Share your ideas with your group.

UNIT 1

WHO YOU KNOW

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Explain that in each of their sentences the underlined word is wrong, and that Ss should take it in turns to read out a sentence. Their partner has to identify and change the incorrect word and spell it correctly for their partner. Monitor and help Ss with vocabulary if necessary. When Ss have finished, check the answers as a class.

Answers:

Worksheet A: 1 boss 2 classmates 3 member 4 employee
5 boss 6 godmother 7 mentor 8 team-mates 9 partner
10 fiancé/fiancée

Worksheet B: 1 team-mates 2 member 3 partner
4 classmates 5 mentor 6 boss 7 godfather 8 fiancé/fiancée
9 pupil 10 godfather/godmother

Then ask Ss to go through the sentences and discuss with their partner which are true and false for them. Tell Ss they can change the false ones, making them true for them. Encourage the Ss to ask follow-up questions to find out more information. Elicit any interesting information they found out for feedback.

COLLOCATION DOMINOES

Materials: One set of dominoes per group of Ss

Draw a simple sketch of a domino on the board and ask Ss if they know this game and what it's called in their language.

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group a set of dominoes. Explain the game and demonstrate. One student deals the dominoes and each player places their dominoes face up in front of them. One student starts the game by putting down a domino in the middle. Ss take it in turns to add a domino to either side, forming correct collocations. If they place a domino to the left, it needs to be the correct verb. If they place a domino to the right, it needs to be the correct word(s) to complete the collocation. If they can't go, they miss a turn. The winner is the first player to put down all their dominoes.

While they are playing, go round and check that Ss are forming correct collocations, and answer any questions they have.

As a follow-up, Ss can discuss some of the collocations in their groups. Tell Ss they will have to think carefully about how to use the collocations in questions. Remind Ss of question forms they might need, e.g. *When did you last take a taxi? Have you got a degree? Do you take after anyone? Have you ever done any research? Are you going to do any housework this weekend?* etc.

Elicit any interesting information they found out for feedback.

SIMILARITIES

Materials: One copy of the worksheet per student

Explain that Ss are going to ask questions to find out about each other. Distribute the worksheets. Check that Ss understand the sentences, and what kind of information they need to supply. Ask Ss to work alone and complete the sentences with true information about themselves. When they have finished, ask them to write three more interesting facts about themselves in the spaces provided. For *late finishers*, this could be reduced to one or two sentences.

Go round and check their sentences before they start the activity. Arrange Ss into pairs. Elicit what questions they need to ask in order to find out the same information about their partner (including *What's your name?* and *How do you spell that?* for the top of the column). Tell Ss they should put a tick in the box if their partner's answer is the same as their own, or put a cross in the box if it is different. While they are asking each other the questions, monitor carefully and note down any errors and examples of good language you hear for later feedback.

When they have finished one column, tell Ss to find another partner and repeat the process. When they have done this with four different partners (or three if you are short of time), ask Ss to add up the number of ticks they have for each partner to find out who they are most compatible with. Elicit a few answers. In feedback, go through any common errors with the class and draw Ss' attention to any examples of good language that you heard.

MAKING A DIFFERENCE

Materials: One copy of worksheet A and worksheet B per pair of Ss

Lead into the topic by asking the Ss some open questions related to inspirational people, e.g. *Do you know any young people who have achieved something great? How have their achievements made a difference? In what ways can people make a difference?*

Arrange the Ss into A and B pairs and distribute the worksheets. Give Ss a few minutes to read their texts before they start the activity. Both Ss have the same texts but information is missing from one of them.

Tell Ss to ask their partner questions in order to complete the information in their text. With *weaker Ss*, give them time to write down the questions they need.

Suggested questions:**Student A:**

- 1 When was she born?
- 2 What is she an activist for?
- 3 What did she do in 2009?
- 4 What were she and her classmates doing on 9th October 2012?
- 5 What did the man do?
- 6 Where did she go after the attack?
- 7 Where does she (now) live?
- 8 What is she doing at the moment?
- 9 What did she win in 2014?
- 10 What is she helping to do at the moment?

Student B:

- 1 Where was he born?
- 2 What does he do?
- 3 How old was he when the civil war in his country ended?
- 4 What was he doing when he built a generator?
- 5 How did this help the local people in his area?
- 6 Where did the organisation put the video about him?
- 7 What did he do in 2012?
- 8 What does he do now?
- 9 What name does he use?
- 10 What is he doing for schools in Sierra Leone?

Monitor to ensure that Ss are using question forms and verb tenses correctly. When they have finished, they can check their answers by comparing texts.

JOBS FAIR

Materials: One set of role cards per pair of Ss

Lead into the activity by asking if Ss have ever been to a jobs fair, and if this is a common way for companies to recruit new staff in their country.

Divide the class in half and distribute role card 1 to one half of the class and role card 2 to the other half. Go through the situation on the cards and give Ss time to prepare the information they need. Go round helping with language and ideas, and encourage Ss to be creative. The Ss with role card 2 (the job seekers) can either be honest or invent information about themselves.

When the Ss are ready, review the language for talking about yourself from Lesson 1.3. Then position the Ss with role card 1 (the exhibitors) around the class. Remind those Ss that they are the exhibitors at the jobs fair. The Ss with role card 2 (the job seekers) walk around asking questions about the jobs and answering questions about themselves. Monitor carefully, prompting Ss where necessary, and taking notes on their use of language for later feedback/correction. At the end of the activity, ask Ss which jobs were chosen.

UNIT 2

YOU'RE THE DIRECTOR

Materials: One copy of the worksheet per group of Ss

Arrange Ss into groups of three and distribute one worksheet to each group. Explain that Ss are going to plan and present their ideas for their own film. Check that Ss understand the types of film and the events at the top of the worksheet. In their groups, Ss first choose the type of film they want to make, and choose as many events from the second box as they want. Before they complete their storyboards, ask Ss to brainstorm their ideas on the background, main characters, first problem, solution, further problem and the ending. They then complete the storyboard with simple sketches to illustrate what happens in the film. Instead of drawing pictures, Ss can simply write notes, but make sure they don't write full sentences.

When they are ready, ask the groups to present their ideas to the class. Ss can then vote for the best film idea.

SHAPES OF YOU

Materials: One copy of the worksheet per student

Distribute the worksheets and ask Ss to read the topics and write notes, randomly, in the shapes below. Tell Ss that they should choose twelve of the topics and write only one or two words for each topic. They should not look at each other's notes yet. Monitor and help Ss with any vocabulary they need.

When they are ready, ask the Ss to fold their worksheet in half. Arrange Ss into pairs. Tell Ss to show each other their notes. Their partner tries to guess what topics the information refers to. If they get stuck and need help, they can have another look at the topics at the top of the worksheet. *Fast-finishers* can discuss the topics they didn't write notes on. When they have finished, elicit any interesting information from the pairs.

مرجع زبان ایرانیان

CELEBRITY FACTS

Materials: One copy of worksheet A and worksheet B per pair of Ss; pictures of the celebrities, if you do the optional warm up

Optional warm up: bring to the class pictures of the celebrities in the sentences, and pin them up on the walls. Ask Ss to walk round and guess the names of the celebrities.

Preteach *tap shoes*, *cheering up* and *break-dancer*. Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Give the Ss a few minutes to read their sentences and choose the correct verb forms. Go round and check their answers.

Answers:

Worksheet A: 1 won 2 has recorded 3 wore
4 has never directed 5 first appeared 6 has been
7 has never been 8 all died 9 has worked 10 has studied

Worksheet B: 1 has directed 2 started 3 was 4 had
5 has never won 6 appeared 7 made 8 appeared 9 has had
10 has dated

Arrange Ss into pairs. Ask them to read out the film star facts for their partner to guess if they are true or false. Each false answer has an explanation so that Ss know why those facts are false. Tell Ss to keep a note of how many correct guesses their partner makes. When they have finished, find out how much the Ss knew. As a follow-up, you could ask Ss to find out about other celebrities and write similar true/false sentences for others to guess, making sure they use the past simple and present perfect correctly.

IN YOUR DREAMS

Materials: One copy of the worksheet per student

Start by writing the following questions on the board:

How often do you remember your dreams?

What kinds of things can affect our dreams?

Do you believe that our dreams can tell us about our personality?

Do you believe dreams can predict the future?

Arrange Ss into pairs to discuss the questions, but ask them not to discuss any of their actual dreams yet. When they have finished, invite Ss to share some of their answers.

Distribute the worksheets and ask Ss to think of a dream they can remember. If they can't remember any of their dreams, they can invent one. Give Ss enough time to make notes in the word webs with the details of their dream. Tell Ss they don't have to use the examples given: these are just to help Ss think of ideas. Go round and help where necessary.

When they have finished, arrange Ss into groups of three. Ss describe their dreams to the other group members, who listen and ask follow-up questions. When they have all finished, they can work together to try and interpret what they think their dreams mean/meant. Monitor and check their use of narrative tenses. For feedback, elicit any interesting dreams.

WHAT HAPPENED NEXT?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Lead into the topic by eliciting some examples of common fairy tales and find out which are the same in the Ss' countries. Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Explain to Ss that they have the basic facts of the beginning of a story, and they are going to continue it and finish it. Give Ss enough time to think about how

they will tell the story and how they will finish it, and go round giving help where necessary.

When they are ready, arrange Ss into pairs. Review the language for telling a story and keeping a story going from Lesson 2.3. Ss tell each other their stories, and their partner listens and responds, using the language you've reviewed. When they have finished, invite some Ss to tell you how they ended their stories and ask Ss which they found the most interesting.

UNIT 3

MATCHING PAIRS

Materials: One copy of the worksheet per group of Ss

Put Ss into groups of three or four. Photocopy enough copies of the worksheet so there is one worksheet for every group of three to four Ss. Cut up each of the worksheets. Explain to the Ss that in their groups they have ten items of vocabulary and ten definitions, and they must match them up. Monitor and help the groups as necessary. At the end of the activity have each group read out two or three of the matched pairs and ask the class to stand up if they think the group has it correct but remain seated if it is incorrect.

Answers:

meet a deadline – do jobs just before the time they need to be done, **do things ahead of time** – do things in advance, **get started** – begin a job, **put off** – delay (a job), **get distracted** – not pay attention to the things you are supposed to be doing, **waste time** – spend time doing things that aren't important, **use your time wisely** – be careful with your time, **get things done** – complete tasks, **prioritise tasks** – put jobs in order of which is most important, **multitask** – do lots of different jobs at the same time

IDIOM WARS

Materials: One set of instructions (Student A or B) and two grids per student

Arrange Ss into A and B pairs and distribute the A and B instructions and grids. Explain and demonstrate the rules of the game, using a grid on the board, similar to the one on the worksheets. Ss secretly write the sentences from the box in one of their grids (the other grid will be used to record the words they find in their partner's grid). Each sentence contains an idiom. The sentences can be written horizontally, vertically or diagonally (but not backwards). Contractions (e.g. *It's*) count as one word.

When they are ready, tell Ss that they have to find their partner's idioms. To do this, Ss take turns calling out grid references to each other, e.g. Student A starts and calls out G3. If there is nothing written in that square on Student B's grid, they say *Miss!* and Student A should record the miss as an X in their blank grid. If there is a word in Student B's grid, they say *Hit!* as well as the word that is in the square. Student A records the word in their grid. Then it is Student B's turn to call out a grid reference. This continues until one student has found all five idioms.

Once Ss start 'hitting' words, the process becomes much easier and a student can guess the whole idiom from the words if they think they know it. If they are correct, the other student replies *Yes, you've hit the idiom '...'*.

When they have finished, check that Ss understand the meaning of the idioms by giving a definition and asking Ss to supply the correct idiom.

THE CONTRACT OF LIFE

Materials: One copy of the worksheet per student

Introduce the topic of New Year's resolutions, and tell Ss some of yours. Ask Ss to tell the class some of their resolutions, and if they kept them. Explain that Ss are going to make some plans for themselves, and then sign a contract to make sure they stick to their plans. Distribute the worksheets and give Ss enough time to complete the sentences with real plans for themselves. Go round and help as necessary.

When Ss have finished, ask them to sign their contract and show it to two other Ss, who sign as witnesses. Encourage the witnesses to ask follow-up questions on the reasons for their plans.

At the end of the activity, invite Ss to share some of their plans.

INVENTIONS

Materials: One copy of the worksheet per pair of Ss

Write the following inventions on the board: *the internet, washing machines, microwave ovens, cloning, nanotechnology* and hold a brief discussion on how each one has changed our lives. Ask Ss what inventions they would like to see in the future.

Arrange Ss into pairs and distribute a worksheet to each pair. Explain that they now have the chance to invent something for the future, which they will then present to the class. Give Ss enough time to discuss a name for their invention, produce a simple sketch (they could omit this if they don't want to draw), make notes to answer the questions and add any other details.

Monitor and help with ideas where necessary. Encourage Ss to be creative, but if they are having difficulty you could suggest some ideas (e.g. *fingerprint credit cards, exercise pills, virtual reality films*).

When they are ready, ask each pair to present their invention to the class. The other Ss then vote for their favourite invention.

SORRY, I DIDN'T CATCH THAT

Materials: One set of role cards per pair of Ss

Arrange Ss into A and B pairs and distribute the A and B role cards. Tell Ss not to look at each other's role cards. Give Ss a few minutes to read through the information on role cards 1A and 1B, check what they need to do and think about the functional language they need. Remind Ss of the language for dealing with misunderstandings from Lesson 3.3, putting it on the board for Ss to refer to during the activity, if necessary.

When they are ready, ask Ss to role-play the situation. Monitor and help where necessary.

When they have finished, ask Ss to do the same for role cards 2A and 2B. At the end of the activity, invite some Ss to tell the class how they resolved the situations.

UNIT 4

THREE JOBS

Materials: One set of role cards per pair of Ss

Lead into the topic by finding out how many Ss in the class have jobs, what they are and what qualities they need. Tell Ss that they are now going to do two role-plays that involve finding out or giving information about jobs.

Arrange Ss into A and B pairs and distribute the A and B role cards. Tell Ss not to look at each other's role cards. Give Ss a few minutes to read through the information on role cards 1A and 1B. Explain that Student A has to answer Student B's questions and provide information, and Student B has to ask for the information that is missing from his/her role card and then complete the role card. When they are ready, ask Ss to role-play the situation. Monitor and help where necessary.

When they have finished, ask Ss to swap roles and do the same for role cards 2A and 2B. At the end of the activity, ask Ss to choose which job they would like to apply for, and why.

As a follow-up, you could review the strong adjectives vocabulary from Lesson 4.1, and ask Ss, in pairs, to use different adjectives to describe the jobs. Elicit their ideas for feedback.

Answers:

Role card 1B:

Trainer: Main duties: training new staff, giving workshops, writing a training program

Personal qualities: decisive, a good communicator, a good leader

Inventor: Main duties: creating new technology, developing existing technology

Personal qualities: able to think outside the box, hard-working

Sales representative: Main duties: finding new customers, selling new technology to existing customers

Personal qualities: competitive, a risk-taker, ambitious

Role card 2A:

Entertainments manager: Main duties: finding new acts, planning activities

Personal qualities: a good leader, a risk-taker, able to think outside the box

Deckhand/Caretaker: Main duties: general maintenance, cleaning, repairs

Personal qualities: hard-working

Travel agent: Main duties: selling the cruise package, finding new customers, helping guests with their questions during the cruise

Personal qualities: a good communicator, competitive, decisive

FINDING THE RIGHT WORDS

Materials: One copy of worksheet A and worksheet B per pair of Ss

Write the following incorrect sentence on the board and ask Ss to correct it:

I never remind to phone my mother on her birthday.

Tell Ss that they are going to try to identify whether their partner's sentences are correct or incorrect. Arrange Ss into pairs, and distribute the worksheets. Tell Ss not to look at each other's worksheets.

Student A reads out his/her sentences to Student B, who decides if they are correct or incorrect. If a sentence is incorrect, Student B should try to correct it. Student A keeps a note of how many times Student B is successful. Then Ss swap roles.

Remind Ss to read slowly and clearly to each other and that they should correct confusing words and not grammar. Monitor and help where necessary. In feedback, elicit some answers and ask Ss to explain why the incorrect sentences are wrong.

Then ask Ss to discuss which sentences are true for them, and explain their answers to their partner. At the end of the activity, invite Ss to share some of their answers.

TOP TIPS

Materials: One copy of the worksheet per group of Ss

Write the following on the board:

How to _____

You shouldn't be afraid of making mistakes.

You must learn new vocabulary.

You don't have to live in London.

You mustn't give up too easily.

Elicit the missing words from the title (*How to learn English*).

Arrange Ss into groups of three (or groups of four if you have a large class), distribute one worksheet to each group, and ask each group to appoint a 'secretary', who will write down the group's answers. Explain that you are going to read out a situation (*How to ...*), and each team must race to write good advice for that situation, completing the sentences in the box. Tell Ss that you will read out four situations so they will have a total of four races.

Choose from the following situations: *How to drive safely, How to become a millionaire, How to succeed at a job interview, How to be a good teacher, How to do well in exams, How to keep healthy.*

Alternatively, you could use other situations that you are confident your class will be able to think of advice for.

The first group to complete their sentences wins the race. Ask the winning group to read out their advice and check that they formed correct sentences containing good advice.

When all four races have finished, the groups can join to form larger groups and compare what advice they wrote. Elicit any interesting answers for feedback.

THOSE WERE THE DAYS

Materials: One copy of the worksheet per student

Set the scene by telling Ss a few facts about you when you were a child, using *used to* and *would*. Distribute the worksheets and ask Ss to think back to their childhood, and write twelve true sentences using *used to* and *would* under the categories provided. Encourage them to write both positive and negative sentences. Go round and check their language, helping where necessary.

When they are ready, tell Ss to mingle with the objective of finding people with the same answers. To do this, Ss will have to ask other Ss questions based on their own sentences. When they find someone with the same answer, they write their name in the column on the right.

Monitor and check that Ss are forming the questions correctly, and encourage them to ask follow-up questions. When they have finished, arrange Ss into pairs to compare their sentences. Elicit any interesting answers from the class for feedback.

COALITION GOVERNMENT

Materials: One copy of worksheet A and worksheet B per pair of Ss

Introduce the topic by asking Ss about the political system in their country, e.g. *Is it a parliamentary or presidential system? What type of voting system do you have at elections? Do you have one clear party in government, or is it usually a coalition?*

Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Give Ss five minutes to read the information and check they understand the activity and the vocabulary. Tell Ss in each half of the class to work together to plan two or three reasons for each priority. Explain that each student should write their own notes as they will work with a student from the other group later.

Arrange Ss into A and B pairs and tell them not to look at each other's worksheet. Review the functional language for reaching agreement from Lesson 4.3. Ss discuss the points and try to reach agreement on each issue. Monitor and help where necessary. At the end of the activity, find out if and how they managed to agree.

UNIT 5

GIVE US A CLUE

Materials: One copy of crossword A and crossword B per pair of Ss

Arrange Ss into pairs and distribute the worksheets. Sit Ss face-to-face and tell them not to show their worksheets to each other. Tell Ss that they each have half of the answers to a crossword and they are going to work together to complete the crossword. Ss take it in turns to describe a word to their partner. They should also give the number in the grid, e.g. 3 across, 8 down. If the other student guesses the word correctly, they can write it in the correct place in the crossword. If the student does not know the answer, he/she can try another one.

With *weaker classes*, before you arrange Ss into pairs, give them some time to prepare clues for their words.

When they have finished, tell Ss to look at each other's worksheets to check their answers are correct.

WORD-BUILDING RACE

Materials: One copy of the board (A3 size if possible) and a dice or coin per group and one counter per student

Arrange Ss into groups of three and give each group a board, a dice or coin and a counter for each student. If Ss use a coin, explain *heads* and *tails* and that if the coin falls heads-up they move their counter forward two squares, and if it falls tails-up they move one.

Tell Ss to put their counters on the START square and to take it in turns to move around the board. If Ss land on a square with a sentence, they must say the sentence using the correctly formed adjective from the word in brackets. Point out that the suffixes they need to form the adjectives are on the board in the jigsaw squares. If Ss land on a square with a suffix, they must say five adjectives containing that suffix. If they are unsuccessful, they move back to the square they came from. If Ss land on a free square, they don't do anything. The winner is the first player to reach the FINISH square.

While Ss are playing the game, go round and help where necessary.

Answers:

From START to FINISH: easy useless painful logical talkative lovely/lovable dramatic homeless effective scary edible creative messy peaceful biological rainy successful hopeless valuable careless poetic responsible explosive hopeful

Suffix squares (suggested answers):

-able/-ible: responsible lovable profitable (in)edible valuable
-less: homeless useless careless hopeless restless
-ful: painful peaceful thankful hopeful careful
-y: messy hairy scary easy flashy
-ive: effective explosive creative talkative cooperative
-ic/-ical: poetic biological dramatic historical scientific

WHICH PHONE?

Materials: One set of role cards per pair of Ss

Lead into the topic by asking Ss what things they look for when buying a new mobile phone. You could write the categories from the role cards on the board to help *weaker classes* (*price, size, easy/difficult to use, functions, battery life, internet speed*). Tell Ss they are now going to do a role-play that involves describing and comparing different mobile phones.

Arrange Ss into pairs and distribute the role cards. Give them time to read their roles and the information about the phones they have. Check that Ss know how to express sizes in speech, e.g. *seventeen by five centimetres*.

When they are ready, Ss describe the phones they have and compare them with the phones their partner has. After they have made comparisons, Ss choose which phone they want to buy, based on the role they are playing. Encourage them to give reasons for their choices, using comparatives and superlatives. At the end of the activity, invite Ss to share their choices.

Ss can then compare their own mobile phones in small groups, using the categories on the worksheet.

YOU'RE NOT FRENCH, ARE YOU?

Materials: One copy of the worksheet per student

Write two sentences on the board about two Ss in the class – one that contains a fact you are sure of and one that contains a fact you are not sure of, e.g. *Alessandra is a doctor; Julio doesn't like cheese*. Elicit the correct question tags for each sentence and model the correct intonation for checking the information, e.g. *Alessandra, you're a doctor, aren't you?* Use falling intonation because you are sure of the answer.

Julio, you don't like cheese, do you? Use rising intonation because you are not sure of the answer.

Distribute the worksheets and ask Ss to complete the first six sentences with names of their classmates. Tell Ss not to look at each other's sentences. Ss then write six more sentences about their classmates – three that they're sure of, and three that they're not sure of. Monitor and help where necessary.

When Ss have finished, ask them to go and find their classmates and check the information using question tags.

Answers:

- 1 (Name), you came to class by car today, didn't you?
- 2 (Name), you like studying English, don't you?
- 3 (Name), you don't like eating fish, do you?
- 4 (Name), you went out with friends last night, didn't you?
- 5 (Name), you've got a boy/girlfriend, haven't you? / (Name), you have a boy/girlfriend, don't you?
- 6 (Name), you're a student, aren't you?

Monitor Ss' pronunciation of the question tags carefully and note any errors for later feedback. When they've finished, ask Ss how many they guessed correctly, and go through any common errors with the class.

WHAT'S THE PROBLEM?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into pairs, and give one set of role cards to each pair. Tell Ss not to look at each other's role cards. Review the language for polite requests and responses from Lesson 5.3. Focus Ss' attention on the first two situations (ignore the third for now), and give them enough time to prepare what they are going to say. In pairs, Ss role-play the situations. Monitor and help where necessary. When they have finished, ask Ss what solutions they came up with.

Repeat the process for situation 3, but allow Ss to choose which role they want, and swap role cards if necessary.

UNIT 6

HOW EMOTIONAL ARE YOU?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Explain that Ss are going to do a questionnaire to find out how emotional they are. First, ask Ss to read through the questions and answers, and choose the correct adjective in italics in each answer. Go round and check the answers. Ask Ss to write one more question of their own that could test how emotional a person is.

Answers:

Worksheet A:

- 1 a) Relaxed b) Exhausted c) worried
- 2 a) relaxing b) embarrassed c) frightening
- 3 a) relaxed b) annoying c) frightened
- 4 a) Relaxed b) confused c) Annoyed

Worksheet B:

- 1 a) Relaxed b) Worried c) exhausted
- 2 a) confused b) worrying c) Embarrassed
- 3 a) confused b) annoying c) worried
- 4 a) relaxing b) annoying c) embarrassed

When they are ready, arrange Ss into A and B pairs. Ss ask each other their questions and note their partner's answers. For question 5, they write their partner's answer in the space provided. When they have finished, ask Ss to note if their partner gave mostly a), b) or c) answers and to decide which category they fall into. Ss can also use the answer to question 5 to decide on the category. Ss then read the analysis and decide if they agree or not. Elicit some answers for feedback.

GUESS THE VERB

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheet. Explain the activity. Ss take it in turns to describe the multi-word verbs in bold to their partner, but they can't use any of the words in italics in their descriptions. The other student tries to guess the multi-word verb. Demonstrate the activity with a stronger student. While they are working, go round and help where necessary. For feedback, elicit some descriptions.

CONDITIONALS RACE

Materials: One copy of the board (A3 size if possible) and a dice or coin per group and one counter per student

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group a board, a dice or coin and a counter for each student. If Ss use a coin, they move one space for heads and two spaces for tails.

Tell Ss to put their counters on the START square and to take it in turns to move around the board.

If Ss land on a square with a sentence, they must finish the sentence correctly with true information about themselves. If Ss don't finish the sentence correctly, they move back to the square they came from. If Ss land on a free square, they don't do anything. The winner is the first player to reach the FINISH square.

While Ss are playing the game, go round and help, correcting/ adjudicating where necessary.

WHY WOULD YOU DO THAT?

Materials: One set of cards per group of Ss

Write on the board: *make a noise like a cat*, and ask Ss to give you possible reasons why they would or wouldn't do this, e.g. *If I had a cat, and I wanted to get its attention, I would make a noise like a cat.* Arrange Ss into groups of three (or groups of four if you have a large class), and give each group a set of cards, placed face down in the middle. Ss take it in turns to take a card and read it out to the rest of the group. The other Ss try to give a good reason why they would or wouldn't do this. The first student to give a correctly formed reason wins the card. Go round and help with vocabulary and adjudicate where necessary.

For feedback, nominate a student from each group to give the most interesting answers to the class, forming full second conditional sentences.

MIXED EMOTIONS

Materials: Four copies of the worksheet, cut into cards

To prepare for the activity, make enough copies of the worksheet to provide three or four cards per student. Cut up the cards and then shuffle them all together. Distribute three or four cards to each student. Tell Ss not to look at each other's cards.

Review the language for giving good and bad news and responding to it from Lesson 6.3. Give Ss a few minutes to think about how they will tell people their good and bad news and then ask them to walk around and share their news with other Ss. Encourage Ss to respond using the expressions in Lesson 6.3 and ask follow-up questions. When they have finished, elicit some of the news they came up with.

As an extension, Ss could discuss which of the situations have really happened to them, and what happened.

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UNIT 7

GIFTED!

Materials: One copy of worksheet A and worksheet B per pair of Ss

Lead into the topic by writing the following on the board: *To be successful, you need to ...* and elicit ideas from the class. Arrange Ss into pairs and distribute the worksheets. Ss take it in turns to ask each other questions using the prompts, and write their partner's answers in the *Partner 1* column. With **weaker classes**, ask Ss to write out the questions first, and go round checking that they are forming the questions correctly. Monitor carefully and help where necessary.

When Ss have finished, ask them to find a new partner and ask their questions again, writing the answers in the *Partner 2* column. When they have finished, elicit any common answers for feedback.

ALL ABOUT YOU

Materials: One copy of the worksheet per student

Distribute the worksheets and ask Ss to read the questions and add the missing prepositions. If they get stuck, they can look back at Lesson 7.1 for help. When they have finished, check the answers.

Answers: 1 on 2 in 3 with 4 in 5 for 6 with 7 at 8 with 9 at 10 to 11 at 12 about 13 for 14 to 15 on 16 about 17 on 18 about

Ask Ss to write their own answers to the questions in the *My answer* column. When they have finished, Ss mingle and ask questions to find other people with the same answers. They write the name of the person with the matching answer next to the relevant question, in the *Name* column. Monitor carefully and encourage Ss to ask follow-up questions. Elicit any interesting answers for feedback.

GUESS THE FILM STAR

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into pairs and explain the rules. Student A reads out the first fact about his/her first film star, using the prompts and the present perfect simple or continuous. If both tenses are possible, Ss should use the continuous. Student B then tries to guess who the film star is. (With **weaker classes**, ask Ss to write out the facts first, and go round checking that they are forming the tenses correctly.) If Student B can't guess, Student A reads out the next fact, and so on until he/she has read out all six facts. Ss score points for guessing the film star as follows:

After one clue 10 points; after two clues 8 points; after three clues 6 points; after four clues 5 points; after five clues 3 points; after six clues 1 point.

Ss take it in turns reading out facts and guessing until both Ss have done this with their three film stars. Give Ss enough time to complete the activity and then ask them how many points they scored.

Answers:

Film star 1A:

- 2 She has previously worked as a model.
- 3 She has been acting in major roles since she first appeared in *The Mask* in 1994.
- 4 She has won many awards, but has never won an Oscar.
- 5 She has previously dated Justin Timberlake and Matt Dillon.
- 6 She has recently appeared in *The Other Woman*, *What to Expect When You're Expecting* and *Shrek* in comedy roles.

Film star 2A:

- 2 As well as acting, he has also worked at a nuclear power plant.
- 3 He has been going bald since the 1980s.
- 4 He has previously been married to Demi Moore.
- 5 He has won many awards, but has never won an Oscar.
- 6 He has appeared in many action films, such as *Armageddon* and *The Sixth Sense*, and sitcoms such as *Moonlighting* and *Friends*.

Film star 3A:

- 2 She has been acting in major roles since she first appeared in *Sense and Sensibility* in 1995.
- 3 She married Sam Mendes in 2003, but they have recently split up.
- 4 She has recently won an Oscar for *The Reader*.
- 5 She has acted in one of the best-selling films of all time, with Leonardo DiCaprio.
- 6 She has appeared in other films such as *Iris*, *Enigma* and *Flushed Away*.

Film star 1B:

- 2 He has been a member of a real street gang.
- 3 He has been married to Grace Hightower since 1997.
- 4 Since 1989, he has been investing in the TriBeCa district of New York.
- 5 He has won two Oscars for *The Godfather II* and *Raging Bull*.
- 6 He has mainly acted in serious roles such as *Silver Linings Playbook*, but recently he has also been acting in comedy roles in films such as *Little Fockers*.

Film star 2B:

- 2 She has been acting in major roles since she first appeared in *Bend it Like Beckham* in 2002.
- 3 She has always wanted to act, since she was three.
- 4 She has recently been doing charity work for Amnesty International.
- 5 Although she has been nominated, she has never won an Oscar.
- 6 She has acted in a major series of films about pirates with Johnny Depp and Orlando Bloom.

Film star 3B:

- 2 He has been acting 'with magic' since 2001.
- 3 He has acted in films, on TV and at the theatre.
- 4 He has won many awards, but has never won an Oscar.
- 5 He has appeared in the Sunday Times Rich List as one of the richest young people in England.
- 6 He has recently been acting in the theatre.

MIXED ABILITIES

Materials: One set of cards per group Ss

Start by reviewing the language of past and present abilities from Lesson 7.2 and write some examples on the board for Ss to refer to during the activity. Arrange Ss into groups of four and give each group a set of cards, positioned face down, in the middle.

Demonstrate the activity. Ss take it in turns to take a card and decide if they are going to ask about the present or past. They then ask the other Ss about their abilities, using the prompt on the card. The other Ss in the group can either lie or tell the truth. The student who asked the question must then ask follow-up questions to work out if the other Ss are lying or telling the truth. Monitor and help out where necessary. Elicit any interesting information for feedback.

SOUND INVESTMENTS

Materials: One set of role cards per group of Ss

Lead into the activity by eliciting things a company may need to invest in. Review the language for clarifying opinions from Lesson 7.3 and write some examples on the board for Ss to refer to during the activity. Arrange Ss into groups of four (or if you don't have the right number of Ss, have some groups of three and omit role card 4). Give out a role card to each member of the group, and give Ss time to read their role and think of two more reasons for their choice. Go round and help with vocabulary and ideas.

When they are ready, Ss carry out the role-play, giving their reasons and trying to reach a decision on how the money can be spent. They could choose to invest it all in one or two of the options, but they must spend at least 75% of the money on one of the options. Monitor and check Ss are using the language correctly. Elicit their decisions for feedback.

UNIT 8

DO YOU GET ON?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain that in each of their questions, the underlined phrase must be replaced by a phrase that their partner gives them. Student A reads out their question, and Student B responds by choosing the correct replacement phrase from their box and saying it to Student A, who writes it down. Ss don't give any answers to the questions yet. When they have finished, they change roles and complete Student B's questions. Check the answers with the class.

Answers:

Worksheet A: 1 keep yourself to yourself 2 nosy
3 make friends with 4 disturb you 5 gets on your nerves

Worksheet B: 1 get on well with 2 invite your neighbours over
3 mind their own business 4 a nuisance 5 get to know

Then ask Ss, in their pairs, to discuss their answers to the questions. Go round and help where necessary. Elicit some interesting answers for feedback.

PELMANISM

Materials: One set of cards per group of Ss

Prepare for the activity by cutting up one set of cards for each group of three Ss (or one set for each group of four Ss if you have a large class). Arrange Ss into groups of three or four, and give one set of cards to each group. Ask the Ss to spread out the cards, face down, on a flat surface in the centre of the group. Ss take it in turns to turn over two cards at a time. If they turn over a pair of words that form a compound noun (e.g. *sports centre*), they can keep the cards. If they don't, they must turn the cards back over, making sure they put them back in the same place. Ss keep going until no more pairs can be found. While Ss are doing the activity, go round and help where necessary. The student with the most pairs at the end wins.

Suggested answers: traffic jam, traffic lights, car park, car rental, supermarket, outdoor market, primary school, shopping centre, shopping mall, sports centre, city centre, high street, one-way street, semi-detached house, terraced house, housing estate, industrial estate, duty-free shop, gift shop

WHERE I LIVE

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain to the Ss that they are going to identify and correct the error in each sentence that their partner reads out.

Student A reads out their sentences to Student B, who must listen and correct the mistake(s) with articles and/or quantifiers. When they have finished, Student B does the same with his/her sentences. Go round and help where necessary.

When they have finished, ask Ss to discuss in pairs which sentences are true for them. Elicit any interesting answers for feedback.

INTERNET RELATIVITY

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain the activity. Student A reads out a sentence half to Student B, who must listen and choose the correct ending from the list on his/her worksheet. Student A continues until he/she has read out all the sentence halves. When they have finished, they repeat the process with Student B's sentence halves. When they have finished, check the answers with the class.

Answers:

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

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

Then ask Ss, in their pairs, to make sentences that are true for them, using the underlined phrases and finishing them with their own ideas. Elicit any interesting answers for feedback.

MAKING YOURSELF AT HOME

Materials: One copy of worksheet A and worksheet B per pair of Ss

Review the language from Lesson 8.3 for being a good guest and write some examples on the board for Ss to refer to during the activity. Arrange Ss into A and B pairs and distribute the worksheets. Explain that Ss are going to do some role-plays involving situations relating to being a good guest. Give Ss time to read their situations, and go round helping with any vocabulary where necessary.

When they are ready, Ss work through the situations, taking it in turns to apologise/use questions. Monitor and check they are using the expressions correctly. Ask some pairs to act out some of the situations for feedback.

UNIT 9

THE HISTORY OF MY COUNTRY

Materials: One copy of the worksheet per pair of Ss

Review the vocabulary in Lesson 9.1, asking Ss if any of these things have happened in the history of their country/ies. Explain that they are now going to invent the history of a fictional country and give a short presentation on it. Arrange Ss into pairs and distribute one worksheet to each pair. Ss first think of a name for

their country, and then use the words in the box and their own ideas to invent its history. Tell Ss that they don't have to use all of the ideas in the box, and they don't have to complete all of the sections, as long as they include events from a range of time periods. Encourage them to make the history as interesting as possible and go round and help where necessary.

When Ss are ready, ask each pair to present their history to the class. The other Ss listen and choose the most interesting one.

GUESS MY COLLOCATION

Materials: One set of cards per group of Ss

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group a set of cards, positioned face down in the middle. Explain that each card has a picture on it that describes a collocation with *come, give, have* or *make* from Lesson 9.2. Write the collocations from the answer key on the board in random order for Ss to refer to. Ss take it in turns to pick up a card and match the picture on it with the correct collocation. Anyone in the group can try to guess the collocation. Whoever guesses correctly first keeps the card. Go round and help where necessary, supplying Ss with the collocation if they get stuck. At the end of the activity, the student with the most cards in each group is the winner.

Answers: **A** give someone a call **B** have a dream **C** make a profit
D come first **E** come back **F** make progress **G** give a talk
H have a good time **I** come naturally **J** give instructions
K make a mess **L** have trouble (with something)
M make a decision **N** come by car **O** give directions
P have a break

When Ss have finished, go through the answers with the class, and then ask Ss to discuss the last time they did some of the things in the pictures. Elicit any interesting answers for feedback.

BAD DECISIONS

Materials: Two sets of cards

Prepare for the activity by making two copies of the worksheet (A3 size if possible) and cutting them up into cards. Stick the cards up on the walls around the classroom. (If you can't stick them on the walls, arrange them on desks or chairs around the classroom.) Arrange Ss into pairs and explain that they are going to read about some bad decisions in history and say what they would have done. Ss walk around the class in pairs, reading the situations and coming up with two hypothetical conditional sentences for each, using the prompts at the bottom of each card. With **weaker Ss**, you could ask them to write down their sentences for you to check. Go round and help with vocabulary where necessary.

For feedback, elicit the Ss' sentences. As an extension, you could ask Ss if they can tell you any other bad decisions made in history (or recently) and make hypothetical conditional sentences about those decisions.

AMAZING FACTS

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Explain the activity. Student A reads the sentences out to his/her partner, filling the gap with the correct active or passive form of the verb in brackets in the correct tense. Student B has to guess if the sentence is true or false. Student A notes down all of Student B's correct guesses. Ss then follow the same procedure for Student B's sentences. With **weaker classes**, you could give Ss a few minutes

to write out the sentences first, and check their answers before they start the activity. Monitor and correct any incorrect use of tense or form and any irregular past participle errors. When they have finished, Ss add up their partner's score. The student with the most correct guesses wins. At the end of the activity, ask Ss to tell the class which facts they found surprising.

Answers:

Worksheet A: 1 was first used 2 became 3 was believed
 4 raised 5 have been discovered 6 is permanently covered
 7 is produced 8 will have

Worksheet B: 1 were used 2 were cancelled 3 visited
 4 reduced 5 were held 6 are painted 7 grows
 8 will be reduced

SCHOOL QUIZ

Materials: One copy of the worksheet per group of Ss and one copy of the worksheet with the answers, for the teacher

To prepare for the class, you will need to find out the answers to the questions on the worksheet in advance.

Arrange Ss into groups of three (or groups of four if you have a large class) and distribute one copy of the worksheet to each group. Ask the Ss to complete the title of the quiz with your school's name and to think of a name for their team. Write the team names in a list on the board. Review the functional language for expressing uncertainty from Lesson 9.3. Give Ss enough time to work together to answer the questions, using the functional language in their discussions. Tell Ss not to look at the other groups' answers.

When they have finished, go through each question and elicit an answer from each group. Award a point for each correct answer and write the scores up on the board. If none of the answers is correct, award a point to the group that is the closest. Add the points up to find the winning team.

UNIT 10

'GREEN TEST' YOUR SCHOOL

Materials: One copy of the worksheet per student

Explain to Ss that they are going to carry out a 'green test' of their school (or the building your class is in). Distribute one worksheet per student. Ask them to read the questions and then think of two more questions they can ask and write them in the spaces provided.

When they are ready, Ss go round the school and find out the answers to the questions on their worksheet. Encourage them to ask people they come across. When they have finished, Ss come back to the classroom and share the answers with the class. Ask them how well they think the school did in the test.

Then arrange Ss into pairs. Ask them to write some recommendations to make their school more eco-friendly in the space provided on the worksheet. Elicit their answers for feedback.

DO YOU AGREE?

Materials: One copy of worksheet A and worksheet B per pair of Ss

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain that in each of their sentences, the phrase in brackets must be replaced by a word with a prefix that their partner gives them. Student A reads out their sentence, and Student B responds by choosing the correct word and prefix from their boxes and saying it to Student A. Tell Ss that they can use the prefixes more than once, but they can use the words in the box below only once. Ss don't mark any responses to the statements yet. When they have finished, they change roles and complete Student B's sentences. Check the answers with the class.

Answers:

Worksheet A: 1 recycle 2 untidy 3 disability 4 overcook
5 mispronounce 6 unknown 7 disobey 8 underestimate

Worksheet B: 1 underweight 2 unbelievable 3 misunderstand
4 disagree 5 overestimate 6 disappear 7 renew 8 misjudge

After checking the answers, Ss put a tick or a cross in the column headed 'Me' to indicate whether they agree or disagree with each statement. Rearrange the Ss so they are working with a different partner. Ask them to discuss whether they agree or disagree with each statement, and mark the column headed 'Partner' with a tick or a cross. Go round and help where necessary. Elicit some interesting answers for feedback.

AT THE RACES

Materials: One copy of the worksheet per group of Ss

Arrange Ss into groups of three (or groups of four if you have a large class) and ask each group to appoint a 'secretary', who will be responsible for writing their sentences. Explain that there are going to be twelve 'horse races'. In each one, the group has to bet on what they think is the correct sentence of reported speech.

Distribute the worksheets and explain that each item of direct speech is followed by a sentence in which the speech is reported: some of the speech is reported correctly, and some sentences have mistakes. Give Ss enough time to look through the sentences and decide which ones are correct. They should write *correct* on the worksheet, or mark the corrections to make the sentence correct. They then have to decide how much money to bet on each answer, and should write this on the sheet. They have \$1000 to bet in total, and can bet up to half of it on any one horse. They do not have to bet on every sentence.

Go through the sentences as a class, and write the correct sentences on the board. Ss double their money if they have identified a correct sentence or made any necessary corrections to the sentence. If their sentence is not correct, they lose the money. Once all the sentences have been corrected, teams calculate their winnings by first doubling, then adding together all the bets they have won, and adding on any money they didn't bet.

Answers: 1 the next day/the following day/yesterday 2 correct
3 he has/had never been 4 correct 5 told me 6 what I wanted
7 if I'd ever seen 8 correct 9 the week before/the previous week
10 I would 11 he hadn't eaten 12 correct

REPORT THAT!

Materials: One set of cards per group of Ss

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group one set of cards, positioned face down in the middle. Don't worry if the cards are not in order. Review the grammar from Lesson 10.2 and then explain the activity. Each turn, a student takes a card and reads out the sentence at the top. The other Ss in the group try to report the sentence using a reporting verb in the correct form, and changing any other parts of the sentence (e.g. pronouns, time references) to report it correctly. If Ss get stuck, the student who picked up the card reads out the reporting verb as a hint. The first student in the group to say the sentence correctly keeps the card. The student with the most cards at the end wins. Go round while Ss are doing the activity and prompt/adjudicate where necessary.

At the end of the activity, elicit the answers from the class. Note that the suggested answers below are provided only as a guideline, as several alternatives may be possible in each case.

Suggested answers:

- 1 He/She offered to help me/us with my/our homework.
- 2 He/She recommended leaving early.
- 3 He/She invited me/us to stay with him/her while I was/we were in town.
- 4 He/She decided to wear the black shoes/ones.
- 5 He/She agreed to give me/us a lift home.
- 6 He/She promised to do his/her homework for tomorrow/the next day.
- 7 He/She suggested hiring a car.
- 8 He/She refused to eat his/her broccoli.
- 9 He/She explained that it would be cheaper to stay in a hostel.
- 10 He/She warned us to be careful if we were/are going out at night.
- 11 He/She offered to help me/us with my/our bags.
- 12 He/She suggested going to the cinema tonight/that evening.
- 13 He/She promised he'd/she'd always love us/me.
- 14 He/She invited me/us to go with him/her.
- 15 He/She decided to have fish for lunch.
- 16 He/She warned me/us not to take a taxi.
- 17 He/She explained that it was his/her first visit here/there.
- 18 He/She recommended visiting the fantastic local restaurants.

WHEN IN ROME ...

Materials: One copy of the worksheet per student

Introduce the topic by preparing some pieces of advice for visitors to your country. Share the advice with the class and ask if any of it surprises the Ss. Distribute one worksheet to each student and ask them to think of a country, city or region they know well (preferably not their own, but don't insist on this if Ss don't know other places well enough), and write the name at the top of the worksheet. Ss then write ten pieces of advice for visitors to that country, city or region. Ss can use the topics in the box for ideas. Go round and help where necessary. *Fast-finishers* can add two more pieces of advice to make a total of twelve.

When they have finished, arrange Ss into groups of three (or groups of four if you have a large class) to share their ideas. The other Ss listen and guess which country, city or region they are describing. Elicit any interesting ideas for feedback.

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