UNIT 1 Outstanding people

UNIT OBJECTIVES

At the end of this unit students will be able to:

- discuss people they admire and describe people they find inspiring
- talk about different types of physical and mental challenges
- understand information, texts and conversations about inspiring people and challenges
- use appropriate phrases to explain processes and to check people's understanding
- use appropriate phrases to break off a conversation
- discuss dependence on technology
- write an article about living without a technological device

UNIT CONTENTS

G GRAMMAR

- Review of tenses: present simple and present continuous, present perfect simple, past simple, past continuous, past perfect simple
- Questions: requiring auxiliaries, negative questions, *which* v. *what* questions, prepositions in final position, subject questions, indirect questions

V VOCABULARY

- Character adjectives: *ambitious*, *arrogant*, *determined*, *inspiring*, *loyal*, *motivated*, *naive*, *optimistic*, *passionate*, *respected*, *self-confident*, *sensitive*, *stubborn*
- Trying and succeeding: *give up*, *have a go at*, *keep it up*, *keep to*, *make an effort*, *manage to*, *successfully*, *try out*, *work out*
- Wordpower: *make up my mind*, *make a difference*, *make out*, *make the best of*, *make up for*, *make sense*, *make friends with*

P PRONUNCIATION

- The letter *e*
- Word stress
- Rapid speech

C COMMUNICATION SKILLS

- Discussing people you admire
- Discussing a challenge
- Explaining what to do and checking understanding
- Using appropriate phrases to break off a conversation
- Writing an article about living without a technological device

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write *film, music, sport* on the board and ask students, in pairs, to write down as many famous people as they can for the different lists. Allow two minutes and then stop the class and find out which students have written down the most names. Take feedback as a class and check the names and find out which five names were the most common.

In pairs, students tell their partners about any famous people they have met, giving details about where, when, why and what happened. Take feedback as a class.

a Ask students to look at the picture and answer the questions as a class. They will need to speculate so help with phrases like: *I think they are ... It's possible that they are ...* A strong group might use: *They could be/might be* etc. If you wish, give students the information from the Culture notes below.

CULTURE NOTES

Ben Stiller

The picture shows Ben Stiller having a *selfie* (a photo you take of yourself) taken with a fan, Tina Chan, at the premiere of his film *While We're Young* in Toronto, Canada. Ben Stiller is an exceptionally talented and famous American comic actor, and he has appeared in many award-winning films. He started his career with his own TV show in 1992 and then went on to star in, write and direct many films. In his career he has been involved in more than 50 films. Some of his most famous are: *Zoolander*, *There's Something About Mary* and the *Night at the Museum* films. *While We're Young* was released in autumn 2014 and the third and final film in the *Night at the Museum* series, *Secret of the Tomb*, was released at Christmas 2014.

b Read through the questions with the class and explain any unfamiliar vocabulary, e.g. *role model* (someone for young people to copy). Ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for answers, ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

Ask students in pairs to role-play a meeting with a famous person. Students should each choose a famous person they know a lot about and tell their partner who it is. Then, each student writes down some questions to ask their partner (as the famous person). Students role-play the meeting and take turns to be the famous person. Monitor and encourage where necessary. If appropriate, ask some pairs to repeat the role play for the rest of the class.

1A She is an inspiring woman

At the end of this lesson, students will be able to:

- read and understand texts about inspiring people
- understand the differences between the present simple, present continuous, present perfect and past perfect simple
- understand a conversation about an influential scientist
- use a lexical set of character adjectives correctly
- talk about an inspirational or influential person

OPTIONAL LEAD-IN

Books closed. Write this gapped adjective on the board: *i _ _ _ i _ i _ _*. Tell students that this is an adjective that describes someone who makes you feel you want to and can do something good. Make students guess the word, one letter at a time. Ask them to take turns to call out letters and add correct guesses to the word until the full adjective is guessed (*inspiring*). Ask students for an example using the word, e.g. *My uncle is an inspiring person. He does a lot to raise money for charity.*

1 READING

a Ask students for the names of some people who have been in the news recently, e.g. politicians, film stars, criminals, etc. Write them on the board and ask the class if they admire these people and why/why not. Discuss what kinds of people the students admire.

b Ask students to look at the pictures of the people in the texts, in particular Jony Ive and Joan Ganz Cooney. Put students into pairs and ask them to guess what the people might have done to make other people admire them, but don't confirm answers at this point. Take feedback as a class.

c Ask students to read the texts quickly to check their answers. Tell them not to spend too long on reading the texts in detail, as they just need to find out what the people have done. Check answers as a class. If you wish, give students the information from the Culture notes below.

Answers

Jony Ive – did important design work for Apple
Joan Ganz Cooney – created *Sesame Street*

CULTURE NOTES

- *Sesame Street* is a very popular children's educational TV programme. It is important because it was the first educational programme for a very young age group. Most young people all round the world from the 1970s onwards watched *Sesame Street* at some point in their childhoods. The programme helps young children learn letters of the alphabet and numbers.
- Apple is a multinational corporation that makes computers and other electronic gadgets such as iPads and iPhones. Steve Jobs was one of its founders in 1976. He was very influential throughout his time with the company. He died in October 2011.

d Tell students that this time they should read the texts carefully to decide which person (Jony Ive or Joan Ganz Cooney) the questions are about. Read through the questions with the class and check that they understand *initially* (at the beginning). Individually, students answer the questions. Check answers as a class.

Answers

1 JI 2 JC 3 B 4 JC 5 JI 6 JC 7 JI 8 JI

VOCABULARY SUPPORT

award (B2) – prize

contribution (B2) – something you do or give to help something succeed

device (B2) – equipment (often electric) for a particular purpose

executive (C1) – someone with an important job in a business

genius (C1) – person who is extremely clever or talented

go on air – broadcast

iconic – very famous and special

outline (B2) – description, summary

play a role (B2) – be important

FAST FINISHERS

Ask fast finishers to underline and think about or discuss the meanings of new words they found in the texts. Check these during feedback.

e In pairs, students discuss the question. Encourage students to give reasons for their answers. Take feedback as a class.

EXTRA ACTIVITY

In pairs, students discuss the following questions:

– *What do you like about the design of the latest iPad, smartphone or other tablet?*

– *Why do you think the programme Sesame Street was and is so popular?*

– *Do you think that everyday things have to be beautiful as well as practical? Why/Why not?*

Students share their ideas as a class.

2 GRAMMAR Review of tenses

a In pairs, students match the verbs in **bold** with the tenses. Take feedback as a class.

Answers
6 present simple
2 past simple
1 present continuous
3 past continuous
5 present perfect
4 past perfect

b In pairs, students complete the sentences with the correct tenses from 2a. Take feedback as a class.

Answers
1 past simple
2 present continuous
3 present perfect
4 present simple
5 past continuous
6 past perfect

c Students underline examples in the second text individually. Take feedback as a class. You may wish to point out that texts of this kind usually feature a lot of past simple verbs.

Suggested answers

present simple:	consider, combine, is, they're, think, admire, she's not
past simple:	grew up, brought, realised, could, researched, wrote, presented, rejected, thought, didn't have, set up, questioned, was, didn't want, encouraged, knew, meant, became, went, didn't stop, continued
present continuous:	it's still going
past continuous:	was working
present perfect:	I've always felt, has got on with, she's had
past perfect:	had managed

CAREFUL!

Students often use a simple form instead of the continuous when using the present and past continuous, e.g. ~~*Dear Sir, I write this letter to …*~~ (Correct form = *Dear Sir, I* ***am writing*** *this letter to …*) or ~~*I left the shop, when the shop assistant suddenly started shouting*~~ (Correct form = *I* ***was leaving*** *the shop, when the shop assistant suddenly started shouting.*)

Students also tend to use the past simple instead of the present perfect, e.g. ~~*I decided to come in the first week of July.*~~ (Correct form = *I* ***have decided*** *to come in the first week of July.*)

LOA TIP CONCEPT CHECKING

Check students have understood the concepts of the different tenses by writing these sentences on the board and asking the questions:

– Sesame Street comes on TV four times a week.

Ask: *Is it on TV now?* (we don't know)
Is it on TV regularly? (yes)

– Ive is working on a new design.

Ask: *Does he do this every day?* (we don't know)
Is he doing it at this moment? (yes)

– In 1967 Joan spent the summer doing research.

Ask: *Is she still doing research?* (no)
Do we know when she did the research? (yes)
Has the summer of 1967 finished? (yes)

– At 10.30 yesterday morning the children were watching Sesame Street.

Ask: *Do we know when they watched Sesame Street?* (yes)
Did they finish watching it? (we don't know)

– I've bought a new iPhone.

Ask: *Do we know when you bought the iPhone?* (no)
Do you have a new iPhone now? (yes)

– When I saw the children, I asked them about the TV programme they'd watched.

Ask: *Did the children watch the programme before you saw them?* (yes)

d 1.2 Students read the information in the Grammar Focus 1A on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses. Tell students to go back to SB p.9.

Answers (Grammar Focus 1A SB p.135)
a 2 Internet shopping is becoming 3 We are looking 4 This food tastes 5 We are thinking of, they cost 6 I'm writing, I'm sending
b 1 c 2 a 3 d 4 b 5 f 6 e

e Tell students to look at the text. Ask if they know anything about Nikola Tesla. Individually, students read the text and choose the correct words. Then, tell students to compare answers with a partner. Don't confirm answers at this point.

f 1.3 Play the recording for students to listen and check answers. Encourage students to explain the reasons for the correct verb forms. If necessary, return to the Grammar Focus to look at the relevant explanations again.

Answers
1 have heard 2 played 3 have 4 worked 5 had emigrated 6 was working 7 decided 8 helped 9 has had 10 enjoy

VOCABULARY SUPPORT

emigrate – move to live in another country
impact (B2) – effect
X-ray (B2) – a photograph of inside your body

3 LISTENING

a 1.4 Ask students to look at the picture of Jocelyn Bell-Burnell and tell you what they can see. Prompt with questions, e.g. *Where do you think she is? What do you think she's doing?* Tell students they are going to hear a conversation between two colleagues, Chloe and Amelia. Students need to choose the correct sentences, 1–4. Remind students that it is not important to understand every word in the recording to do the task. Play the recording all the way through. Check answers as a class.

Answers

2 She isn't very well known. ✓
3 She made an amazing discovery. ✓

Audioscript

CHLOE What's that book you're reading?
AMELIA It's about astronomy – black holes, planets, the big bang …
C Hmm, not exactly a light read, but I suppose you like that sort of thing. Me, I like to relax when I read.
A It's just I read this article online the other day.
C Uh-huh?
A It was about this physicist. She discovered these things called pulsars which are like … well, they're an incredible kind of star.
C Uh-huh . She?
A Yeah, yeah, her name's Jocelyn Bell-Burnell. She's a respected physicist. Well, that's the thing, that's what got me interested. There aren't many women working in that area.
C But hang on, she discovered these stars?
A Yeah, she was a postgraduate student at the time, but the guy who was her supervisor got all the credit.
C You're kidding?
A No, he won the Nobel Prize.
C So who did you say this woman was?
A Jocelyn Bell-Burnell.
C But I've never even heard of her.
A Well, no. That's the point. On this website it talks about … well, it's got a whole lot of information on people like her … you know, people who work behind the scenes and don't get the credit or don't become famous. It was really interesting.
C Yeah, I bet there are a lot of people like that.
A I mean, she really is an inspiring woman. Even when she was at high school, they weren't going to let her join the science class …
C When was this?
A Back in the fifties.
C Really? Even in the fifties?
A Yeah. And then at the end of the year, she came top of her class! And when she was doing her PhD and made her amazing discovery, she had a young child and was having to manage a whole lot of things in her private life too. I mean, she was really determined, but in a quiet way. And then, when the newspapers wanted to interview her, they didn't want to know about her research, they just asked a lot of stupid questions about her height, her clothes, that sort of thing.
C That's terrible, isn't it? So is that a biography of her that you're reading?
A Well, no, it's just a book about astrophysics.
C Astrophysics? Just? Good heavens! So you're going to become … what? A rocket scientist or something?
A Well, no … I don't know. The thing is … after I read the article, I found an interview with Jocelyn Bell-Burnell online. And she was talking about how even today there still aren't many women who go into science and become scientists.
C So now you want to go back to university and do a physics degree?
A Maybe. But, you know, why not? I've always been good at science and I used to really enjoy physics.
C But are you really prepared to study and put in all that effort?
A Yeah, I think I am.
C Well, you've always been motivated, that's for sure. And stubborn …
A But I'm still thinking about it … doing some reading, that kind of thing.
C Well, actually … good on you. Why not make a change – take a risk? I admire that.
A Yeah. Actually that's what she says in the interview: 'Be prepared to take a risk – you'll probably surprise yourself.' And she said something else very simple about women wanting to be scientists: 'Go for it!' And I thought, yeah, why shouldn't I?

VOCABULARY SUPPORT

astronomy (C2) – scientific study of stars and planets
astrophysics – the study of physics and the behaviour of the stars and other objects in space

b 1.4 Read through the sentences with the class and pre-teach *non-fiction* (writing that is about real events and facts, rather than stories that have been invented) and *the press* (newspapers and magazines, and those parts of television and radio that broadcast news). Play the recording again for students to answer the questions. Stop after enough information for two or three questions has been given to give students time to answer.

Answers

1 T 2 T 3 F – her supervisor won the Nobel Prize.
4 F – she came top of her class. 5 T 6 T 7 T

c Students discuss the questions in pairs, or small groups. Monitor and support students with any vocabulary they may need. Note down examples of good language use and any common errors to deal with later during feedback. Don't correct language mistakes at this point as this is a fluency activity. Take feedback as a class.

4 VOCABULARY

Character adjectives

a Ask a student to describe the scientist from the listening task in their own words. Write down any character adjectives he/she uses on the board. In pairs, students write down as many different character adjectives as they can think of in two minutes. Take feedback as a class. Explain the meanings of any unfamiliar adjectives. Students then underline the character adjectives in the sentences and answer the questions as a class.

Answers

1 She's a respected physicist.
2 She is an inspiring woman.
3 She was really determined, but in a quiet way.
4 Well, you've always been motivated, that's for sure. And stubborn.

The adjectives *determined* and *stubborn* have similar meanings, although *determined* has a positive meaning and *stubborn* a negative meaning.

b 1.5 **Pronunciation** Ask students to look at the two words and play the recording to model the pronunciation. Students compare answers in pairs. Check answers as a class.

Answers

These two letters have the same /ɪ/ sound: *respected*, *determined*. The other two *e* sounds are /e/ in *respected* and /ɜː/ in *determined*.

c 1.6 Play the recording for students to write the words in the correct columns according to the pronunciation of the letter *e*. Students compare answers in pairs, before you check as a class. Ask students to repeat the words from the recording for practice.

Answers

/ɪ/	/e/	/ɜː/
revise	slept	serve
desire	helpful	university
women	identity	prefer

d Individually, students complete the sentences with the correct character adjectives. Check answers as a class.

Answers

1 stubborn 2 motivated 3 respected
4 determined 5 inspiring

e 1.8–1.9 Students complete the exercises in the Vocabulary Focus on SB p.154. Play the recordings as necessary. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p.10.

Answers (Vocabulary Focus 1A SB p.154)

a The first text is more formal, the second is personal.
b 1 naive 2 sensitive 3 arrogant 4 self-confident 5 passionate 6 ambitious 7 loyal 8 optimistic
c 1 sensitive 2 self-confident 3 optimistic 4 arrogant 5 loyal 6 passionate 7 ambitious 8 naive

Pronunciation

a optimistic, unsympathetic, arrogant, ambitious

b

1st syllable stressed	2nd syllable stressed
passionate sensitive television	self-confident determined environment
3rd syllable stressed	4th syllable stressed
influential pessimistic	determination environmental

5 SPEAKING

a Individually, students think about an inspiring person and make notes in preparation for the pairwork activity. Monitor and help with suggestions or prompts where necessary.

b Read through the examples and remind students to use character adjectives from the lesson in their conversations. Monitor and note down any interesting points or common mistakes/errors to deal with during feedback. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 1A
- Photocopiable activities: Grammar p.184, Vocabulary p.204, Pronunciation p.234 and p.235

1B Are you finding it difficult?

At the end of this lesson, students will be able to:

- read and understand interviews about challenges
- use different question forms correctly
- understand a podcast about a challenge
- use a lexical set of verbs and phrases related to trying and succeeding
- discuss personal challenges

OPTIONAL LEAD-IN

Books closed. Write *A CHALLENGE* on the board. Put students into pairs, and ask them to come up with a good definition and an example of the word. Give students two minutes to complete the task. Check their ideas as a class. Ask students to think of the challenges they find most difficult. Write their ideas on the board. Then ask students if they can think of any ways to deal with the difficulties. Encourage students to think of different ways to deal with the same challenge.

1 SPEAKING and LISTENING

a Students look at the pictures and say what they can see and how they think the people are feeling. Ask them to read *The 30-day challenge* and discuss the questions in pairs. Check answers as a class.

b 1.10 Tell students they are going to hear two people talking about the 30-day challenge. Read through the points in the task and remind students that they are listening for the main point mentioned. Play the recording. Check answers as a class.

Answer
3

Audioscript

INTERVIEWER So Alison, you went to find out about the 30-day challenge. What is it and how does it work?

ALISON Yes, I went to a one-day seminar about it. The basic idea is that, according to psychologists, 30 days is about the time it takes to really develop a new habit because that's how long it takes for our brains to shift to a new direction. So often if we try something new, we give up after about a week or two because our brain hasn't adapted. So the idea of the 30-day challenge is, you choose something you want to do, like drink less coffee for example, and you keep going for exactly 30 days.

I So if you manage to do it for 30 days and you feel good about it, you'll probably keep to it, is that the idea?

A That's right, yes. But the other thing about it is that 30 days isn't a very long time. 30 days goes past quite quickly anyway. So if you decide to do something completely new – let's say you decide to get up at dawn every day and see the sun rise – maybe you wouldn't want to keep it up for your whole life, but it might be fun to do it for just 30 days. So it's also a chance to try something different, and if you're successful it's great but if it doesn't work out it doesn't matter too much.

I I see, so it's not just about giving up bad habits. The idea is really that you try out something new.

A Yes, very much so. There were people at the seminar for example who'd written a short poem every day for 30 days, and someone else had tried to eat something new every day for 30 days. So it's a chance to do something you've always wanted to do, or maybe something new that you'd never thought of doing.

I It sounds a lot of fun, if you've got time for it.

A Yes, well you can either do something that doesn't really get in the way of your life, like writing a poem – you can do that in your lunch break, it's easy. Or you can take time out and have a go at something you've always wanted to do, like paint a picture or climb mountains or something. Obviously to do something like that you need to make an effort and of course you have to give yourself a time limit of 30 days.

I So it sounds like you think it's a good idea.

A I think it's a great idea, yes. I came away convinced!

I So are you planning to try the 30-day challenge yourself?

A Yes, in fact I already am. I decided to put my car keys in a drawer and I'm going to cycle everywhere for 30 days, even if it rains.

I And how's it going so far?

A Really well. I'm finding it much easier than I expected.

I And when did you start?

A Erm … this morning.

I Well, good luck with that, Alison. Now Alison's only just started, but next up on the *Life and Style* podcast we're going to talk to a few more people who've been doing the 30-day challenge. They're all about half-way through, and they've done it successfully so far …

c 1.10 Ask students how Alison found out about the challenge (at a seminar). Students complete the notes for the 30-day challenge and compare with a partner. Play the recording for students to check answers.

Answers
1 habit 2 very long 3 new 4 life 5 wanted to 6 effort

EXTRA ACTIVITY

Write the following sentence starters from the conversation between Alison and the interviewer on the board:

The basic idea is …

The other thing about it is …

It's also a chance to …

So, it's not just about …

It sounds like …

I'm finding it …

Ask students to try to complete the sentences with words from the interview. They can do this in pairs, small groups or as a class. Play the recording again to check, pausing after each answer is given.

d Ask for an example of one of the challenges mentioned in the recording. Put students into pairs to use words from both boxes to describe the other challenges mentioned. Check answers as a class.

Answers
drink less coffee, get up at dawn every day and see the sun rise, write a short poem, eat something new, paint a picture, climb mountains

e Give students a few minutes to note down their ideas about the question.

f Students compare their ideas with a partner. Take feedback as a class.

2 VOCABULARY Trying and succeeding

a 1.11 Ask students if they remember any phrases used in the recording to talk about doing something new and succeeding or failing. If necessary, prompt with *give, keep* and *make*. Read through the words and phrases in the box with the class and find out if students remembered correctly. Individually, students complete the sentences. They then check with their partner. Monitor and help as necessary. Play the recording for students to listen and check.

Answers
1 give up
2 manage to, keep to
3 keep it up
4 work out
5 have a go at
6 try out
7 make an effort
8 successfully

FAST FINISHERS
Ask fast finishers to write another gapped sentence of their own using the words or phrases. Let them ask the class their questions during feedback.

b Individually, students match the words and meanings. Check answers as a class.

Answers
1 manage to, work out
2 give up
3 keep it up, keep to
4 make an effort
5 try out, have a go at

c Individually, students complete the sentences using the words and phrases from 2a and their own ideas. Students compare answers in pairs. Check answers as a class.

Suggested answers
1 managed to do it.
2 keep it up!
3 have a go at doing yoga every day.

d Put students into small groups to talk about the points. Read through the examples as a class, and give or elicit an example for the first one, e.g. *When I started learning to drive, I found it really difficult and I was quite scared. But I didn't give up! I kept going and passed my driving test after six months. I'm really glad I carried on now.* Students share their stories with their groups. Monitor and support students with any vocabulary they may need. If students make mistakes using the new vocabulary, encourage self-correction by echo-correcting or rephrasing. Take feedback as a class.

3 READING

a As a class, read through the challenges the three people decided to do and discuss the question. Ask students if they think they would find the challenges easy or difficult and if they've ever tried challenges like these.

b Students read the interviews to check their answers. Check answers as a class.

Answers
Farah: easy
Mona: She found some things difficult, but it was mostly a lot of fun.
Steve: difficult

c In pairs, students complete the interviews with the missing questions. With a stronger group, you could elicit ideas for the questions before they look at them in the task. Elicit students' ideas, but don't check answers at this point.

d 1.12 Play the recording for students to listen and check.

Answers
1 b 2 c 3 e 4 a 5 d

Audioscript

INTERVIEWER What made you decide to become vegetarian, Farah?
FARAH Well, for quite a long time now I've been trying to eat less meat, partly for health reasons. I think vegetables are better for you.
I But didn't you ever think of being vegetarian before?
F Yes, but I always thought I'd miss meat too much. But the idea of being a vegetarian for 30 days was really good, because I could give it a try and then see how I feel.
I And how do you feel? Are you finding it difficult?
F No, I feel really good. Actually, I don't miss meat at all, so I think I'll easily manage the 30 days and I might try carrying on longer. I certainly think I'm a bit healthier than I used to be.
I Mona, why did you decide to draw something every day?
MONA Well, I've never been very good at drawing, but I've always thought I'd like to start drawing things around me. It's one of those things that you think about doing, but you never get round to.
I What have you drawn pictures of so far?
M All kinds of things. At the start I drew objects around me at home. Then I went out in my lunch break and started drawing things out of doors, like yesterday I drew a duck in the park – that was really difficult!
I So do you feel it has been worthwhile?
M Oh yes, definitely. I'm still not very good at drawing, but it's been lots of fun and it's very relaxing.
I Steve, what language did you decide to learn?
STEVE Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.
I Isn't it difficult to keep going with it?
S Yes, it is. I've had to be very strict with myself. I'm using a book with a CD, so I usually try to cover one lesson a night.
I And who do you practise with? Or are you just working alone?
S Well, there's an Italian restaurant just round the corner and I'm friends with the owner, so I go there and I chat to him. That's one reason I chose Italian.
I And do you think you'll carry on after the 30 days?
S Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

4 GRAMMAR Questions

a Write some general sentences about yourself on the board. Ask students what the question for each of these statements would be. Write the first word of the question on the board. Invite students to the board to complete the questions. Some examples of general statements and opening question words are below.

I haven't had a cup of coffee today. (Have …)

I ate a chocolate bar for breakfast. (What …)

My friend in New York emailed me this morning. (Who …)

I went to a new exhibition with my sister. (Who …)

Read through the rules about questions with the class. In pairs, students find examples for each rule in 3b and 3c. Check answers as a class.

Answers

1 How do you feel? Are you finding it difficult? What have you drawn pictures of so far? Do you feel it has been worthwhile? Who do you practise with? Are you just working alone?
2 What made you decide to become vegetarian, Farah?
3 Who do you practise with? What have you drawn pictures of so far?
4 Do you feel it has been worthwhile? Do you think you'll carry on after the 30 days?

b Read through the examples as a class and discuss the questions.

Answers

1 a 2 b

c Read through the questions and check answers as a class.

Answers

1 d 2 c

d 1.13–1.14 Students read the information in Grammar Focus 1B on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the right question forms. Tell students to go back to SB p.13.

Answers (Grammar Focus 1B SB p.135)

a 1 are we 2 did you think 3 Which 4 didn't you 5 What 6 Who from? 7 happened
b 2 What kind / type / sort of music is she interested in?
3 How many people watched the match?
4 Why haven't they started yet?
5 Which foot hurts?
6 Who did she hear the news from?
c 2 I wonder why they didn't come back.
3 Where do you think they are going?
4 Can you tell me if / whether you have ever met him?
5 Do you know who wrote this story?
6 I wonder if / whether this pen works.
7 Can you tell me (what) your sister's name (is)?
8 When do you think it will be ready?

CAREFUL!

Students often have problems with word order in indirect questions, especially when a *wh-* question word is used. They often try to use the auxiliary verb as they would in a direct question, e.g. ~~*Could you tell me what do you want?*~~ (Correct form = *Could you tell me* ***what you want****?*). Remind students that in indirect questions, the second part of the question uses statement word order.

A similar problem is with subject questions. Students often try to include an auxiliary, e.g. ~~*Who did write the book?*~~ (Correct form = *Who* ***wrote*** *the book?*)

e Put students into pairs. Read through the instructions with the class. Students do the role play. Monitor to check the use of questions. Note down any common errors to look at during feedback. Encourage self-correction of any slips. Take feedback and ask for examples from the conversations and go through any common problems with question forms.

5 SPEAKING

a Elicit students' ideas for some different challenges they might do in the next three months. Give an example of your own, e.g. *I want to run a half-marathon in two months.* Give students a few minutes to write down three challenges each. Elicit which questions students can use when asking their partner about their challenges. Read through the examples in the speech bubbles to give further ideas of how to ask the questions.

b In pairs, students interview each other about their challenges. Monitor and note down any interesting points and common mistakes/errors to deal with during feedback. Take feedback as a class and ask how successful the students think their partners will be and encourage them to give their reasons.

ADDITIONAL MATERIAL

- Workbook 1B
- Photocopiable activities: Grammar p.185, Vocabulary p.205

1C Everyday English
Don't touch the sandwiches!

At the end of this lesson, students will be able to:

- understand informal conversations about personal circumstances and part-time work
- use appropriate phrases to break off a conversation
- use rapid speech, omitting different sounds
- use appropriate phrases to explain processes and check understanding
- explain a process they are familiar with

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think of part-time jobs that are popular with university or college students. Students then take turns to mime actions from the job for their partner to guess the job. Take feedback as a class, and ask students to name the jobs their partners mimed. Write a list of the jobs mentioned on the board. Ask students if they have ever done any of these jobs and if so, what their experiences were like.

1 LISTENING

a Ask the class why life can be difficult financially for students today. Put students into pairs, to discuss questions 1, 2 and 3. Monitor and help as necessary. Take feedback as a class.

b Explain that in each unit students will hear/watch part of a video story. Students look at the photo and say what they can see. Ask students to choose who they think the people are. Don't confirm the answer at this point.

c 1.15 Play Part 1 of the video or the audio recording for students to check the answer.

Answer
2

Video/Audioscript (Part 1)

BECKY That was a really interesting lecture. There's so much to learn, though. I'm going to try and get all my homework done tonight.
TESSA Oh, I'm going out tonight. Can't be bothered with homework. I'll do mine later. You always study too much! Do you want a coffee?
B Sorry, I can't. I've got to go to work. It's my first day!
T Oh, of course, at your cousin's café. Well, good luck! Oh, by the way, when is that assignment due?
B Friday. Really must go now, I'll be late. See you tomorrow.
T Bye!

d 1.15 Play the video or audio recording again for students to answer the questions as a class.

Answers
1 Yes. They know information about each other.
2 She's starting work at her cousin's café.

VOCABULARY SUPPORT

assignment (C1) – a piece of work given to someone, as part of their studies or job

can't be bothered with (B2) – too lazy or too tired to do something

e 1.16 Tell students to read through sentences 1–3. Play the video or audio recording for students to listen and check which sentences are true.

Answers
1 False: they are planning a wedding.
2 False: she's got to study.
3 True: she's on her way to work.

Video/Audioscript (Part 2)

BECKY Hi, Tom. I'm just on my way to the café.
TOM Oh OK …
B I'm late.
T Look, this evening … do you want to come over? I wanted to talk over a few things … about the wedding …
B I'd love to but I've got to study tonight.
T OK. Never mind. Well, good luck with your first day at work.
B Thanks. I'm sure it'll be fine.
T Don't spill coffee over anyone!
B I'll try not to. Oh, must run. Here comes my bus. No time to talk now. See you tomorrow. Bye.

2 CONVERSATION SKILLS
Breaking off a conversation

a 1.17 Ask students why people might need to finish a conversation quickly, (for example, they're in a hurry, they notice the time, don't want to talk to the person, or they see someone else they need to talk to, etc.). Then ask students how they normally finish a conversation quickly. Take feedback as a class. Play the recording for students to say which word(s) the speaker doesn't use.

Answers
1 I 2 I 3 I've got 4 I'll

LANGUAGE NOTES

To be polite and not offend anyone, most people put *I'm sorry*, or *Sorry*, in front of the first three expressions.

b Read through the additional phrases we can use to break off a conversation and elicit the missing words.

Answers
1 I 2 I'll 3 I 4 It was

3 PRONUNCIATION Rapid speech

a 1.18 Tell students that when we speak quickly, we often join words together. This means not every sound is pronounced. Play the recording for students to identify the missing sounds. Check answers as a class.

Answers
1 mus(t) go
2 mus(t) run
3 go(t) to go
4 can'(t) talk
It's the consonant sound /t/.

b Students work individually to put B's replies in the short conversation in the correct order. Check answers as a class.

Answers

B It was great. Sorry. Can't talk now. Got to go. *(could be reordered)*
B Yeah thanks. Must be off now. See you tomorrow. Bye. *(could be reordered)*

LOA TIP DRILLING

Give students some practice in saying the exchanges in 3b by making them repeat B's phrases rapidly, leaving out the /t/. You read A's part and the class replies as B. Ask them to go a little faster each time you repeat the conversation. Then divide the class into pairs. Assign A and B roles. Tell them to practise the exchanges. Then they swap roles. You may wish to change the conversation by giving them new prompts to use:

How was your lesson/the party/the concert?

Have a nice afternoon/morning/day.

See you next week/at the weekend/this evening.

c Students have short conversations in pairs. Read through the task with the class and then ask students to do the role plays. Students then change roles and repeat the conversations. Monitor and check that students are linking words.

FAST FINISHERS

Ask fast finishers to do an additional role play where someone is phoning them and trying to sell something and they need to finish the conversation with an excuse (for example, *Caller: I'm phoning to tell you about our new offer ...*) (*Student: I'm sorry – got to go because ...*).

4 LISTENING

a 1.19 Ask students what they think might be difficult about working in a café and what you might need to learn on your first day. Play Part 3 of the video or audio recording for them to find out if any of their ideas are mentioned and to answer the questions. Check the answer as a class.

Answer

2

Video/Audioscript (Part 3)

SAM OK, so what was I showing you? The food. The sandwiches are all here. The most important thing is, don't touch the food. Remember to always use these tongs to pick food up. And what else? Oh, the espresso machine. Uh, the coffee goes in here, the cup there, and you press this button. Is that clear?
BECKY OK, I'll remember that.
S Another thing to remember is the tables – they're all numbered. So it starts with 1 over there and goes round to 15. OK, have you got that?
B Yes, sure. I think I can count to 15!
S Hah – I still get them mixed up myself. Oh, say hello to Phil. He's our most regular customer.
S This is my cousin Becky. She's just started here.
PHIL Hi, nice to meet you.
B Hi.
S Phil's writing a novel.
B A novel! Amazing.
P Well it's just a science fiction story. Haven't got very far yet.
S He comes to the café to write. We call him JK. You know – like JK Rowling. She wrote the first Harry Potter book in a café.
B Oh, right!
EMMA Oh, there you are. Lovely to see you, Becky. We're really pleased you're working here.
B Me too. I'm going to enjoy it, I'm sure.
E Is my husband looking after you and explaining everything?
B Oh yes, I'm getting the hang of it – slowly.
P She's doing really well.
E And I see you've met Phil. He's going to make the café famous one day, you'll see.

b 1.19 Read through the questions with the class and play the video or audio recording again for students to answer the questions. Play the recording again to check their answers.

Answers

1 How to use the coffee machine and handle the food.
2 He writes his novel.
3 Because JK Rowling wrote Harry Potter in a café.
4 Sam's wife.

c Students discuss the questions in small groups and give reasons for their answers. Take feedback as a class.

d 1.20 Tell students they are going to watch or listen to the next part of the story. Read through the words/phrases in the box. Play Part 4 of the video or audio recording for students to choose the right topics. Take feedback as a class.

Answers

coffee
Becky's new job
the reason Tom is here
their wedding plans

Video/Audioscript (Part 4)

TOM Large cappuccino please, with extra milk.
BECKY With extra m – oh Tom! Sorry. Wasn't expecting you.
T I was just passing by. How's it going?
B There's a lot to learn, but I think I'll be OK. Is it OK if I take my break now?
SAM Yeah.
B I'll make a coffee for both of us.
T Sure that's OK?
B Yeah, it's fine. You came at a quiet time.
B So, what was it you wanted to talk to me about tonight?
T Er, the wedding?
B The wedding?
T Yes, our wedding!
B Of course. We need to start thinking about it.

e 1.20 Play the video or the audio recording again for students to hear what Tom and Becky say about each topic. Check answers as a class. A stronger group may be able to do this without listening again.

Answers

coffee: They have a coffee while Becky is on her break.
Becky's new job: Tom asks how it is going; Becky says there's a lot to learn.
the reason Tom is here: He was passing by.
their wedding plans: They need to start thinking about their wedding.

5 USEFUL LANGUAGE

Explaining and checking understanding

a Read through the exercise with the class. Individually, students put the words in order to give explanations.

b 1.21 Play the recording for students to check their answers.

Answers

1 The most important thing is,
2 Remember to always (*Always remember to* is also correct.)
3 Another thing to remember is,

c Students choose one of the reasons.

Answer

3

d Tell students that we often add phrases after an explanation to check that the person has understood. Ask the class to complete questions 1–4. Check answers as a class.

Answers

1 Is that clear? 2 Do you understand what I mean?
3 Have you got that? 4 Do you get the idea?

e 1.22 **Pronunciation** Say the expression *Do you understand?* in a friendly way and then in an unfriendly way. Elicit that the second way sounds more unfriendly. Play the recording for students to identify the different ways the questions are said. Check answers as a class. Then ask if the voices go up or down at the end to sound friendly.

Answers

1 Is that clear? (unfriendly and not so polite)
Is that clear? (friendly and polite)
2 Do you understand what I mean? (unfriendly and not so polite)
Do you understand what I mean? (friendly and polite)
3 Have you got that? (unfriendly and not so polite)
Have you got that? (friendly and polite)
4 Do you get the idea? (unfriendly and not so polite)
Do you get the idea? (friendly and polite)
To sound friendly, the speaker's voice goes up at the end.

f Model the questions for students to repeat in order to practise sounding polite and friendly.

g Read through items 1–3 with the class and ask students to work in pairs, and imagine what Sam could say about these things. Monitor and give help where necessary. Check ideas as a class. Ask students what Becky could say to show she's understood.

Suggested answers

1 Remember to always collect the dirty cups and always leave a menu on the table after you've cleaned it. Is that clear?
2 The most important thing is to switch off the coffee machine before you leave. Have you got that?
3 Another thing to remember is to keep any forgotten items, as the customer may come back to look for it. Do you get the idea?
Becky could respond with: 'OK, I'll remember that. / Sure, I can do that.'

h Students practise the conversation in 5g using their own ideas. They take turns to be Sam and Becky. Monitor for correct usage of the pronunciation from this lesson.

6 SPEAKING

a Tell students they are going to practise the language they have looked at in the lesson. Read through the task and the prompts with the class. Give students some time to think individually about what they are going to talk about. With a weaker class, ask students to suggest some ideas to help.

b Read through the task with the class. Put students into pairs. Remind them to use language to explain and emphasise important points and check understanding. If necessary, briefly review the phrases and points you have looked at.

c Students take turns to explain their process to their partners. Monitor and note any interesting points or common errors. Take feedback as a class. Students report back on their conversations. Go through any common errors related to the language they have learned in this lesson.

FAST FINISHERS

Ask fast finishers to explain another process to their partners. They can then perform the conversation in front of the class with miming gestures.

EXTRA ACTIVITY

Put students into pairs. Ask them to role-play the different parts of the video that they have watched or listened to. They should only play the main two characters in each scene. They don't have to remember what happened word for word as long as they get the gist right. This is to summarise the story and indirectly practise new phrases. Monitor, prompt and give encouragement. Nominate a few pairs to perform their conversations for the class.

EXTRA ACTIVITY

Ask students to write Becky's blog entry for her day. They can do this in class or for homework.

ADDITIONAL MATERIAL

- Workbook 1C
- Photocopiable activity: Pronunciation, p.236
- Unit Progress Test
- Personalised online practice

1D Skills for Writing
I really missed my phone all day

At the end of this lesson, students will be able to:

- talk about attitudes to modern technology
- understand people talking about attitudes to mobile-phone use
- understand a text about dependency on technology
- organise an article and use comment adverbs
- write an article about living without technology

OPTIONAL LEAD-IN

Books closed. Ask students to write down their favourite gadget or electronic device. Ask them to note as many reasons as they can for choosing it as their favourite. They then compare their ideas in pairs. Take feedback as a class, and find out which gadget is the most popular and why. Then ask if there are any disadvantages to the gadgets that they chose.

1 SPEAKING and LISTENING

a Discuss the questions as a class.

EXTRA ACTIVITY

Conduct a mini survey with the class. Read out these questions to the class:

How many times a day do you check your phone?

How many emails do you write a day?

How many calls do you make a day?

How often do you check social-networking sites?

Students note down their answers and compare them with a partner. Take feedback and collate results to show how often the class as a whole does each activity and who does each activity the most.

b Read through the survey results, checking any unknown words. You may wish to remind students of the word *selfie* (photos taken of yourself, often on a smartphone). Put students into pairs to discuss the questions. Take feedback as a class.

c 1.23 Tell students they are going to hear two people talking about technology. Play the recording for them to answer the questions. Tell students that they are not listening for specific details at this point. Check answers as a class.

Answers

Gitta: negative
Derek: positive
They both talk about mobile phones.

Audioscript

GITTA Most people at work think my boss, Michaela, is an inspiring woman who's had an amazing career – we work for a public relations company. She always looks very busy and people find that impressive, but I find her a bit arrogant, to tell you the truth. The other day, we were having a performance review meeting – she was reviewing me – and in the middle of the meeting her mobile phone rang. She answered the call and just ignored me! When she finished the call, she then spent a long time writing an email on her phone whilst I was just sitting there – waiting. When she'd finished, she didn't apologise or anything and just said, 'OK, what were we talking about?' Maybe I'm being too sensitive, but she didn't seem to care about our meeting – or me – and was far more interested in her phone call and email. I really think people should switch off their phones during meetings. I was really upset, to be honest.

DEREK For years, I resisted getting a mobile phone. Don't get me wrong – I'm not a techno-phobe. I've been using a computer for years; in fact, I have two: a desktop and a laptop. It's just that mobile phones annoyed me. I didn't want to be available all the time and I thought the language people used in text messages was a bit silly. However, my niece, Emma, was determined that I should get a mobile phone. I run a small firm of accountants and she felt someone in my position needed to be 'more connected', as she put it. Emma has a smartphone and she explained to me how they were just like mini computers that you carry around in your pocket. And, of course, she was right. She let me borrow hers for a weekend. I didn't actually phone anyone, but she had a lot of clever apps on her phone and I found out that I could go online and check email really easily. Of course, I went out and bought a smartphone the following week. Emma was delighted – she had finally managed to convince me. I haven't told her that I still don't ring anyone or send text messages, but now she thinks I'm more connected. For me, it's a great new toy – lots of fun.

VOCABULARY SUPPORT

ignore (B2) – pay no attention to someone

performance review – assessment of an employee's work performance

public relations company – helps companies advertise

run a firm – own a company

techno phobe – someone who hates technology

d 1.23 Play the recording again for students to answer the questions. This time, they will need to listen for details. Take feedback as a class.

Answers

Gitta: Michaela is her boss; the experience was negative because Michaela answered her phone and wrote an email during a performance review meeting and Gitta was upset.
Derek: Emma is his niece; the experience was positive because he has a new toy.

EXTRA ACTIVITY

In pairs, students think of some questions they would like to ask Gitta and Derek. Then they take turns to role-play the conversations. Monitor and note down points to bring up during group feedback.

e Discuss the questions as a class.

f Read through the questions with the class and ask students to note down answers.

g In pairs, students talk about their experiences. Ask for examples as a class. Encourage students to give details of their experiences.

2 READING

a Look at the title of the article with the class and ask students what they think it might be about. Students read the article to check their ideas and to find out if any of the examples in the survey are mentioned.

Answers
Yes, self-service check-outs.

b Students read the complete text in detail to decide whether the sentences are true or false.

Answers
1 T 2 F – he had a great chat with the guy who served him. 3 T 4 F – he said it took longer. 5 T 6 F – he really missed his phone. 7 T

c Put students in pairs to discuss the questions. Take feedback as a class.

3 WRITING SKILLS Organising an article

a Tell students that the way we plan and structure an article is very important. Ask students to work in pairs to read and choose the correct summary for the structure of the article. If necessary, elicit the meaning of the word *evaluation* (deciding what is good or bad about something).

Answer
2

b Discuss the question as a class. Ask students whether this is a good way to start an article and why/why not.

Answer
He asks the reader a direct question: *Have you ever wondered what it would be like to give up technology?*

c Read through the tasks with the class. Individually, students complete the tasks. Check answers as a class. You may wish to point out that *after* needs an object (e.g. *after breakfast*), but *afterwards* does not (*Afterwards, I'll show you some museums*).

Answers
1 Paragraph 2: The first thing I usually do in a day
Paragraph 3: After breakfast,
Paragraph 4: Then
Paragraph 5: Afterwards, by this stage
2 All in all

d Remind students that it is important to use a range of language in an article. One way they can do this is by using adverbs. Read through the example and elicit that *inevitably* is used by the writer to comment that something was always certain to happen. Ask students to find five more comment adverbs in the article. Point out that these go at the beginning of a clause.

Answers
Not surprisingly Naturally Strangely
Predictably Undoubtedly

e Students work in pairs to add the adverbs in the box to the sentences. Check answers as a class.

Suggested answers
1 Why do some websites always ask you to change passwords? Having created a password for my bank account, inevitably,/ naturally, I was asked to change it two weeks later.
2 I usually hate anything to do with technology. Surprisingly,/ Amazingly, I quite like using the self-service check-out at the local supermarket.
3 I always expect IT products to be very expensive. Surprisingly,/ Amazingly, the tablet I bought last week cost very little.
4 I find it very difficult to install new software. Inevitably,/Not surprisingly, I've downloaded the latest version of a program and my computer has frozen.

f Ask students to read through the advice and choose which piece is not correct for writing an article. Check the answer as a class.

Answer
5 Most articles benefit from personal opinions and examples.

4 WRITING

a Tell students that they are going to write an article themselves. Read through the task as a class, and give students a couple of minutes to choose a device and make notes about it. Monitor and help as necessary.

b Students discuss their ideas in pairs. Take feedback as a class.

c Tell students to write their articles. First, students make a plan using the structure given in 3a. Then they write the article using appropriate linking phrases and adverbs to show attitude. Monitor to give help where necessary.

LOA TIP MONITORING

When monitoring, you may notice students making errors. Rather than giving the correct answer yourself, it is often better to encourage self-correction so that the students remember the point better. Do this by echoing the mistake for the student to correct (repeating the mistake with question intonation) or repeating the sentence and saying: *form/word order/preposition,* etc.

d Students work in new pairs and swap articles. Ask students to read and comment on positive aspects of the articles and suggest improvements. Take feedback as a class.

FAST FINISHERS

Fast finishers can write a comment (as on a website article) below their partner's article to give their opinion on the topic.

ADDITIONAL MATERIAL

Workbook 1D

UNIT 1
Review and extension

1 GRAMMAR

a Individually, students complete the text with the correct forms of the verbs in brackets. Check answers as a class, asking why students chose a particular verb form.

Answers
1 met
2 was living
3 arrived
4 had already left
5 noticed
6 was wearing
7 was chatting
8 went
9 started
10 felt
11 had known
12 are
13 have known

b Individually, students correct the mistakes. They compare answers with a partner. Check answers as a class.

Answers
1 Where did you grow up?
2 Didn't you like living in San Diego?
3 How long did you stay there for?
4 What made you decide to move?
5 Do you think it was a good decision?
6 Who did you work with?

2 VOCABULARY

a Individually, students complete the sentences. Check answers as a class, focusing on correct spelling.

Answers
1 motivated
2 stubborn
3 respected
4 self-confident
5 passionate
6 inspiring
7 sensitive
8 arrogant

EXTRA ACTIVITY

Write *TAMEDOVIT* on the board and tell students it is an anagram of a character adjective. Ask students who can solve it first (*MOTIVATED*). In pairs, students make five more anagrams of other character adjectives. Students then swap anagrams with another pair.

b Individually, students choose the correct answers. Check answers as a class.

Answers
1 had
2 out
3 to make
4 making
5 kept
6 keep
7 successfully
8 out

3 WORDPOWER *make*

a Write *make/do* on the board and elicit examples of collocations with the class, e.g. *make your bed/do your homework/make a mistake*, etc. Remind students that *do* is often used with work activities and *make* with creative activities, but this is a very loose rule! Clean the board and write only the verb *make* on it. Ask students to work in pairs, to write as many expressions and multi-word verbs that use this verb as possible. Take feedback as a class, and invite students to write their suggestions on the board. Ask students to look at the pictures in 3a and decide if any of their suggestions on the board can be used to talk about them. Students then do the matching task in pairs. Elicit ideas, but don't confirm answers at this point.

b 1.24 Play the recording for students to check their answers.

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

c In pairs, students complete the sentences with the correct words. Check answers as a class.

Answers
1 out 2 up for 3 up your mind
4 a difference 5 the best 6 sense 7 friends

d Put students into pairs or small groups to discuss the questions. Monitor and help where necessary. Encourage the students to give reasons and examples where appropriate. Take feedback as a class.

FAST FINISHERS

Fast finishers can think of another situation like those in 3d for the different phrases with *make*. They can ask the rest of the class what they would do in these situations.

Photocopiable activities: Wordpower p.224

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 2 Survival

UNIT OBJECTIVES

At the end of this unit students will be able to

- understand information, texts and conversations about surviving difficult situations; animals and the environment
- discuss surviving difficult situations; animals and the environment
- exchange information about different stories
- give advice on avoiding danger
- use appropriate phrases to give and respond to compliments
- write guidelines for a leaflet

UNIT CONTENTS

G GRAMMAR

- Narrative tenses
- Future time clauses and conditionals

V VOCABULARY

- Expressions with *get*: *couldn't get over*, *get away*, *get carried away*, *get hold of*, *get into trouble*, *get involved*, *get over something*, *get rid of*, *get someone's attention*, *get swept away*, *get the feeling*, *get to do*, *not get anywhere with*, *get straight to the point*
- Animals and the environment: *at risk*, *creature*, *endangered*, *environment*, *extinct*, *habitat*, *hunt*, *natural*, *protected*, *rare*, *species*
- Wordpower: *face*; *make a face*, *face a choice*, *my face fell*, *can't face doing*, *say it to someone's face*, *face the fact*, *fall flat on your face*, *face the music*

P PRONUNCIATION

- Sounds and spelling: *g*
- Agreeing using question tags

C COMMUNICATION SKILLS

- Discussing dangerous situations
- Giving advice on avoiding danger
- Giving compliments and responding
- Writing guidelines in a leaflet

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the following gapped word on the board: *S _ _ _ _ _ _ _*. Tell students that this is a noun. It is something that all animals, people and plants in the world fight for. Ask students to take turns to call out letters until the full word is guessed: *SURVIVAL*. Elicit that the verb is *survive* and that people who survive are called *survivors*.
Ask students to work in pairs to think of examples of recent news stories about survivors. Take feedback as a class and ask for examples.

a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. You may need to supply unfamiliar words, for example *flood* (water in homes or streets from rivers or too much rain), *storm* (strong winds and rain, sometimes with thunder and lightning), *radiator* (something that heats a room), *uninhabitable* (impossible to live in), *ruined* (destroyed, broken, impossible to use again), etc. If you wish, give students the information in the Culture notes below.

CULTURE NOTES

The picture was taken during the bad floods in the UK in the winter of 2014. It shows a person returning to his home after one of the worst periods of flooding in the UK ever recorded. The severe storms affected people in many areas of the country and were the worst in living memory. The strong winds and rough seas destroyed sea defences and houses that were close to the beach. The heavy rain caused rivers to burst their banks and flooded thousands of people's homes and businesses. In Somerset, floods forced residents to leave their homes and completely covered huge areas of land for several months. Many people blame global warming for the increase in severe weather conditions. Some people also blame the government for cutting back money on protecting people and property from extreme weather.

b Write *natural disasters* on the board and elicit the meaning (a catastrophe caused by something natural, for example a bad storm). Ask for examples of other natural disasters and put them on the board, for example *earthquake* (when the earth shakes and cracks open), *drought* (lack of rain for a long period), *hurricane* (an extremely strong storm), *tsunami* (a huge wave that comes onto the land), *volcanic eruption* (when a volcano sends hot ash and lava from the top), etc. Read through the questions with the class and explain any unfamiliar vocabulary, e.g. *challenging* (very difficult), *cope* (manage in a difficult situation). Ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

Students role-play a TV interview with an emergency worker after a flood or other natural disaster. Give students a few minutes to think about their role (a policeman, a firefighter, a doctor, etc.) and also what questions a TV presenter might ask the emergency worker. Students then take turns to ask and answer questions. If appropriate, ask some pairs to repeat their roleplay for the rest of the class.

2A It was getting late and I was lost

At the end of this lesson, students will be able to:

- understand someone talking about surviving a dangerous situation
- use a lexical set of expressions with *get* correctly
- understand an article about someone who survived a dangerous experience
- use narrative tenses correctly
- tell a story about a dangerous situation

OPTIONAL LEAD-IN

Books closed. Elicit places where it might be dangerous to go on holiday or to visit, for example the arctic, the jungle, the desert, etc. Explain this might be because of the weather, the animals or for other reasons. Write students' ideas on the board and select one of the places for this activity. Tell students that they are going to visit this place and they can take five things with them to help them survive. Ask students to suggest items and write their ideas on the board. In pairs, students discuss the items and choose the five most important things to take. Ask students for their choices and reasons during feedback.

1 LISTENING

a As a class, ask students to look at the pictures and describe them. Encourage them to say where the people are, what they're doing, what might have just happened, what might happen next and how the people might be feeling. Students tell you what they would be most afraid of in each situation and why. Remind students to use *might* or *could* for speculation.

b 1.25 Tell the class that they are going to listen to a conversation between two people. One of the people is telling the other about a holiday. Play the recording for students to say which picture is being described and where the holiday was. Tell students not to worry about understanding all the details at this stage.

Answer
d

Audioscript

ABBY So, when are you off to South Africa?
ROB End of next week. I can't wait to get away.
A I absolutely loved it when I went there last year. So, what have you got planned?
R You know – the usual things – Cape Town first. I'll definitely go to Robben Island.
A Great.
R And one thing I want to try while I'm there is surfing. Apparently, there are some really great schools you can go to.
A Yeah, there are loads.
R I've always wanted to learn how to surf and I'll finally get to do it – you know, with proper waves! Cool!
A That's a great thing to do – I went to one of those schools.
R And was it good? Did you learn a lot?
A Yeah – yeah I did. But … but you've got to be a bit careful in the water there. Actually, I got into a bit of trouble once.
R What, in the water?
A Yeah, when I was first learning to surf I went out one time by myself. I was trying to catch this wave, but I came off my board, and stupidly, I'd forgotten to attach a leg rope from my ankle to the board.
R So you lost the board?
A Yeah, I tried to get hold of it, but it got swept away by the wave.
R So what did you do – just swim to the shore?
A Well, sort of. I started swimming and I soon realised that I wasn't getting anywhere. Then very gradually I got the feeling I was being pulled out to sea.
R You were caught in a current?
A Yeah, and when I realised this, I began to panic a bit. So I waved to get someone's attention. Luckily a life-guard had already seen that I was in trouble. And he came to rescue me in his lifeboat.
R Bet you were pleased to see him!
A Yeah! But the idea of being carried right out to sea is really frightening. I don't think you could survive very long. I'm quite a strong swimmer, but even so …
R Yeah, I think you'd start to really feel the cold in the water.
A Well, I was wearing a wet suit. But they say if you get caught in a current you shouldn't try and swim against it. The thing is, the water there is ocean, not sea. The waves are really powerful.
R Hmm, maybe I'll have another think about it.
A About surfing you mean?
R Yeah.
A No, honestly you'll love it. It really is the most amazing feeling. I just had a bad experience. I got myself a new surfboard, and as soon as I'd had some lessons and knew what I was doing, it was fantastic. It's just you and the board, and you have this incredible sense of freedom. And when you catch the wave at the right time …
R Yeah, you're right, it sounds amazing.
A Yeah, it's fantastic. Oh, but, just watch out for sharks.
R Yeah, I'll … Watch out for what?!

VOCABULARY SUPPORT

current – the movement of water in a particular direction

wetsuit – special tight-fitting clothing made of rubber to keep you warm in cold water

EXTRA ACTIVITY

Play the first part of the conversation again up to Rob's question: *What, in the water?* Ask some questions to check understanding of the first part of the conversation:

1 *When did Abby go to South Africa?* (Last year.)
2 *What does Rob want to do first?* (Go to Cape Town, Robben Island.)
3 *How did Abby learn to surf?* (At a surf school.)

c 1.25 Tell the class that this time they need to listen for details in order to put the events in the correct order. Read through events a–h with the class. If you wish, give students the information from the Culture notes below. Play the recording for students to order the events correctly, if necessary pausing after three/six events have been described, to give students time to note down their answers. A stronger group may be able to do this without listening again. In this case, play the recording for students to check their answers.

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

CULTURE NOTE

Robben Island is an island west of Cape Town, South Africa. It is where the civil rights activist, Nelson Mandela, was held prisoner for 18 years.

2 VOCABULARY Expressions with *get*

a Write the word *get* on the board and tell students that we can use this verb in many ways and in many phrases. Write some sentences showing different uses of *get* on the board, for example *I got the time wrong and I was late for the meeting* (not understand correctly); *I got to know Sandra really well when we went on holiday together* (know a person's habits, likes and dislikes, etc.). Then ask students if they can remember any phrases with *get* from the conversation in 1b. If they can, write these on the board too. Explain that expressions 1–10 are sentences using *get* and a–j are different meanings of *get* in these sentences. Put students into pairs to do the matching activity. Monitor and help where necessary.

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

b Individually, students complete the sentences.

Answers
1 get (the policeman's) attention 2 got over 3 get the feeling
4 got to 5 got into trouble 6 get hold of 7 got swept away
8 getting anywhere 9 get away 10 couldn't get over

LOA TIP ELICITING

Give a quick class test of the expressions with *get* by giving the first part of these sentences and eliciting the endings in brackets from the class:

1 *I was very lucky and received some fantastic presents for my birthday. I couldn't …* (get over it!)

2 *I wanted to speak to Hannah when I saw her in the street. I waved to …* (get her attention.)

3 *I spent ages trying to fix my computer last night but I finally gave up because I …* (wasn't getting anywhere.)

FAST FINISHERS

Ask fast finishers to choose some of the expressions with *get* and make personalised sentences using them. Check these during feedback as a class.

c 1.26–1.28 Students complete the exercises in Vocabulary Focus 2A on SB p.155. Students read the texts quickly and find out the answers to the questions in Exercise a. Students work in pairs to match the definitions in Exercise b. Play the recording to show students how *get* is linked with the following words in Exercise c. Students work individually for Exercise d. Monitor the conversations in Exercise e and take feedback as a class. You may then wish to do Pronunciation exercises a–c. Tell students to turn to SB p.21.

Answers (Vocabulary Focus 2 SB p.155)
a Emma: social club secretary Martin: his son
b 1 get straight to the point 2 get across 3 got involved 4 got through 5 getting on my nerves 6 got a bit carried away 7 getting me down 8 get rid of
c There is linking in sentences 2 and 4. Linking happens when *get* is followed by a word beginning with a vowel.

Pronunciation
a 1 get, negative 2 manage
b /g/ guard, guide, together, agree, forget, gardener
/dʒ/ gymnastics, generous, biology, religion, dangerous, bridge
c 1 hard 2 soft, there are exceptions, e.g. *together*.

3 READING

a Ask whether anyone in the class has ever been scuba diving (diving with an oxygen tank) and if so, how deep they dived. Extend this by asking if other students would like to go diving and why/why not. Ask what dangers there are for divers. Tell the class that Robert Hewitt had a big problem when he was diving. Students read the first paragraph to find out if this was one of the dangers they mentioned. Students then read the whole article to answer the two questions. Check answers as a class.

Answers
1 four days and three nights
2 strong underwater currents, lack of food and water, sunburn

VOCABULARY SUPPORT

establish a pattern (B2) – start a series of events that become routine

nap (C1) – a short sleep

tide (B2) – when the sea water rises and falls

vision (B2) – an idea or mental image of something

yell (B2) – shout very loudly

b In pairs, students discuss what the number expressions refer to, and write sentences about them. Students then check answers in the article. Check answers as a class.

Answers
1 He first made a 200-metre swim from the shore.
2 After three days, he was seven kilometres out to sea.
3 On the fourth day, he started to be affected by the lack of food and water.
4 After three hours, no one had come for him.
5 The underwater currents swept him half a kilometre out to sea.
6 On the third day, he started to think he might not survive.

FAST FINISHERS

Ask fast finishers to imagine what happened on the fifth day. Check their ideas during feedback.

c Read through the questions with the class and then ask students to discuss them in pairs. Monitor and help as necessary. Check ideas as a class.

EXTRA ACTIVITY

Ask students to write a text message that Robert sent to a friend after he had been rescued. Students can read them out to the class during feedback.

4 GRAMMAR Narrative tenses

a Ask students for an example of a problem they encountered when they were last on holiday. Select one appropriate event and ask detailed questions about it using a range of past tenses, for example *When did this happen? What were you doing when? Had you done this before? Had it been raining?*, etc. Then ask the class how many tenses you used in your questions and if they can remember which ones. Write answers on the board. In pairs, students then look at the verbs in bold in *Lost at Sea* and match them with the uses. Check answers as a class.

Answers
1 d 2 c 3 a 4 b

CAREFUL!

Students often over-use the past simple instead of the past continuous if this tense does not exist in their own language, e.g. ~~*I arrived at school. Jacky played a game.*~~ (Correct form = *When I arrived at school, Jacky* ***was playing*** *a game.*

Another mistake is using the present tense of *be* in the past, e.g. ~~*I am walking home yesterday when I saw a fast car.*~~ (Correct form = *I* ***was walking*** *home yesterday when I saw a fast car.*), or ~~*I am walking down the road when I saw …*~~ (Correct form = *I* ***was walking*** *down the road when I saw …*)

Sometimes, students use the past simple instead of the past perfect, which can make the time sequence of events confusing, e.g. ~~*We already swam for 12 hours when a boat appeared.*~~ (Correct form = *We* ***had already been swimming*** *for 12 hours when a boat appeared.*) or ~~*When they found her she was under the snow for two days.*~~ (Correct form = *When they found her, she* ***had been*** *under the snow for two days.*)

b 1.29 **Pronunciation** Play the recording for students to say which verb is stressed and how *had been* is pronounced. Check answers as a class. Play the recording again for students to listen and repeat.

Answers
The main verb is stressed (*diving*, *swimming*, *wearing*).
We pronounce ***had been*** as /hədbɪn/.

c 1.30 Students read the information in Grammar Focus 2A on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, eliciting reasons for choices of tenses and/or explaining the correct answers. Tell students to go back to SB p.22.

Answers (Grammar Focus SB p.137)
a 2 didn't notice, was wearing, had been hiding/was hiding
3 got, was watching, even said
4 were you, heard, was, was travelling
5 didn't hurt, fell, was wearing
6 did the teacher just say, didn't hear, wasn't listening
b 1 she'd been running 2 I'd had 3 They'd been planning
4 we'd finished 5 had been raining 6 had they known
7 they'd been waiting 8 I'd already seen
c 1 happened 2 got 3 saw 4 was shining 5 left
6 started 7 we'd been walking 8 suddenly became
9 had been 10 had washed 11 we decided 12 went
13 made 14 heard 15 had fallen 16 he'd landed
17 hadn't hurt 18 climbed 19 explained
20 he'd been trying

d Ask students to look at the pictures and elicit where the people are, what they are doing and what problem they might have. Put students into pairs and assign A and B roles. Ask each student to read a different story. They should read quickly to answer the two questions. Check answers as a class, but without going into details at this stage.

Answers

Student A	**Student B**
1 in the mountains	1 the Australian bush
2 yes	2 yes

VOCABULARY SUPPORT

bubble gum – a sweet that you chew and blow bubbles with, very sticky
bush (C2) – a wild area in Australia, very hot and dry
compass – a device used to show directions
dam – a wall built to stop the flow of water
shelter (B2) – a place that protects people

e Students read the stories more carefully to underline the correct verb forms in the texts. Monitor carefully and point out any errors to encourage self-correction. If possible, pair Student As and Student Bs together to check their answers before moving on to 4f.

Answers

Student A	**Student B**
1 was going	1 had been living
2 came	2 was driving
3 remembered	3 stopped
4 'd seen	4 had eaten
5 had been searching	5 'd lost

f Students make notes about their stories. Monitor and give help if necessary.

g In their original pairs students tell each other about the stories they read. Take feedback as a class to check the verb forms in both stories.

5 SPEAKING

a Read through the task with the class and ask students to suggest some examples to help with ideas, for example stranded on a desert island, lost in a desert, trapped in an elevator, etc. Then give students five minutes to make notes individually. Monitor and help as necessary.

b Students use their notes to tell their stories to a partner. Encourage them to use all the narrative tenses they have looked at in the lesson. Students should ask each other questions to get more details about the stories. Monitor and note examples of good language and any common errors to deal with during feedback. Take feedback as a class, and ask for examples of interesting stories.

ADDITIONAL MATERIAL

- Workbook 2A
- Photocopiable activities: Grammar p.186, Vocabulary p.206, Pronunciation p.237

2B If it runs towards you, don't run away

At the end of this lesson, students will be able to:

- understand a text about dangerous animals
- use future time clauses and conditionals with *if, unless, as soon as, provided, as long as* correctly
- understand a person telling a story about a tiger
- use a lexical set of words related to animals and the environment correctly
- give advice to a visitor to their country

OPTIONAL LEAD-IN

Books closed. In pairs, students write down each letter of the alphabet and then write one animal beginning with each letter, or as many letters as they can. Give students two minutes for this. Then, ask each pair in turn to name an animal for consecutive letters of the alphabet. If they name an animal they gain a point. If they can't name an animal and another pair can, that pair gains two points. Write any animal that some students don't know on the board and elicit information from the class to identify it. If you have a small class, ask students to think of animals individually.

1 READING

a Ask students to discuss the questions in pairs, or small groups. You may wish to elicit examples of wild places, for example *desert*, *forest*, *mountain*, etc. If necessary, elicit or pre-teach *face* (meet, see, encounter). Encourage students to give reasons for their answers. Monitor and help as necessary. Check ideas together as a class.

LANGUAGE NOTE

Wild is usually an adjective, for example *We don't have many wild animals in the area I live in*. However, the phrase *in the wild* refers to an area of land that is uninhabited, and not under human control.

b Ask students to look at the pictures and name the animals. Discuss the questions. As a class, ask students to give examples of their ideas.

c Students read the text to check their answers. Tell the class that they are reading to check their ideas, not for detailed information. Check answers as a class.

Answers

1 Tigers and crocodiles are the most dangerous; tarantulas are the least dangerous.
2 Students' own answers.

d Ask students to read the text again and tick the correct sentences. Read through the sentences with the class first. You may wish to elicit or pre-teach *weapon* (something used to protect yourself or hurt others), and *vulnerable* (easily hurt). Check answers as a class.

Answers

1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

VOCABULARY SUPPORT

harmless (B2) – not causing danger

leopard (B2) – very big wild cat, yellow with black spots

pepper spray (B2) – a can that sends a liquid containing pepper into an enemy's face

punch (B2) – hit a person with your closed hand

LANGUAGE NOTES

The plural of *wolf* is *wolves*. Some English words ending in *-f* take the ending *-ves*: *knife – knives*, *half – halves*. However, there are many exceptions, for example *roof – roofs*, *chief – chiefs*, so it is better to learn each word pattern individually.

FAST FINISHERS

Ask fast finishers to think of another five wild animals. Ask students to discuss and decide what they would do to survive an attack by these animals. Ask for examples during feedback and find out if the class agree.

e As a class, ask students to look at the options and choose what they think the text is. Ask for reasons for their choice.

Answer

c The style is quite chatty and there are humorous comments.

EXTRA ACTIVITY

Put students into pairs or small groups. Ask them to think of a memorable experience they have had with an animal. It doesn't have to be a dangerous experience. Each pair or group has to choose the most interesting story and present it to the class. Then the whole class votes for the best one.

f Students look at the pictures with ideas for surviving attacks and say which animals are shown. Read through the different possible ways of dealing with an attack and ask students to choose which they think are the best and why. They can discuss this in pairs, or small groups. Check ideas as a class.

g Ask students to turn to SB p.127 and read the texts to check their answers. Ask students to discuss the question in 1b in pairs, and give reasons for their choice. Take feedback as a class.

Answers

1 a
2 b, c
3 b

VOCABULARY SUPPORT

seal (B2) – sea animal with smooth fur

vertical (C1) – going straight upwards

2 GRAMMAR

Future time clauses and conditionals

a Write the beginnings below on the board and ask students to complete them with their own endings. It is not important for students to remember the exact wording from the text; the focus is on eliciting the correct verb forms. Take feedback as a class. Then read the full sentences 1–5 with the class.

Bears will only fight if …
They won't attack people unless …
Bears will usually move away as soon as …
Provided you stay absolutely still, the bear …
As long as you don't panic, a shark …

Put students into pairs or small groups to discuss questions a–e. Monitor and help where necessary.

Answers

a Provided, As long as
b 1
c 2
d If you stay still, the bear will go away.
e The present tense comes after the words and phrases in bold, and a future time clause is used in the other part of the sentence.

LANGUAGE NOTES

The examples given in 2a show general rules or habits. The same time clauses can also be used for specific conditions related to a future action, for example *As soon as you come home this evening, I'll make dinner.*

b Students work individually to find another example of each of the words and phrases. They compare answers with a partner. Check answers as a class.

Answers

1 pushing your thumbs into their eyes will also work well, as long as you press hard enough
2 Most animals won't attack people unless you do something to make them angry; Wolves won't normally attack unless they are very hungry
3 Provided you seem bigger and more dangerous than the animal, it will probably leave you alone

c 1.31–1.33 Students read the information in the Grammar Focus on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students are using the correct verb forms after the conditional time clauses. Tell students to go back to SB p.24.

Answers (Grammar Focus 2B p.137)

a 3 as long as I tell them 4 unless you study 5 ✓ 6 in case it gets 7 I'll lend … provided you don't drive
b 2 She'll become a teacher when she finishes university.
3 They'll be late unless they hurry up.
4 I'll send your work back to you as soon as I've checked it.
5 You can take photographs provided you don't use a flash.
6 You should take some money in case you need to take a taxi.
7 As long as you're careful, he won't bite you.
8 You won't understand unless you listen very carefully.

CAREFUL!

Students often use *when* instead of *if* in first conditionals, e.g. ~~*When the bear comes towards you, you should pretend to be dead*~~ (Correct form = ***If*** *the bear comes towards you, …*).

d Ask students to complete the sentences in pairs. Monitor and help as necessary. Take feedback as a class.

Suggested answers

1 Sharks won't attack you unless they think you're food.
2 Wolves will only attack if they're very hungry.
3 Tarantulas won't bite you provided you let them walk over you.
4 If you hit a crocodile on the nose, you might survive.

3 LISTENING and VOCABULARY

Animals and the environment

a Ask students to look at the picture and say what the animal is. Read through the task with the class and put students into pairs. Students try to guess the story of the hunter and the tiger from the words. Monitor and help as necessary. Ask for ideas as a class. Students vote on which story is most likely to be correct.

VOCABULARY SUPPORT

mattress – something we put on our beds to sleep on
wounded (B2) – hurt

b 1.34 Play the first part of an interview about the book. Take feedback as a class, and discuss whose ideas were the closest.

Audioscript

INTERVIEWER Miles, tell us about the story. What happened?
MILES Well, one day in the winter of 1997, in eastern Siberia, one of the wildest and most natural habitats on Earth, a hunter came across a Siberian tiger. He shot the tiger and wounded it and then took part of the dead animal that the tiger was about to eat. Of course, the tiger wasn't happy. It attacked and killed Markov but it didn't do this immediately. It waited 48 hours before attacking. In other words, it remembered what had happened and carefully planned the attack. So while Markov was away hunting, the tiger found its way to his hut in the forest and broke in through the door. The tiger then took Markov's mattress outside and lay on it, waiting for him to return. When Markov finally appeared, the tiger dragged him into the forest and ate him, leaving only his boots. They found the boots later and figured out what had happened.
I So these are very dangerous animals, obviously.
M Yes, very dangerous if you make them angry, certainly. They're also not just any tiger, they're the largest species of cat walking on earth. The Siberian Tiger is a very impressive animal. They can be up to four metres long and they weigh more than 250 kilos. They can jump about ten metres if they need to. So imagine a creature that's as active as a cat and has the weight of an industrial refrigerator – that's what a Siberian tiger's like!

VOCABULARY SUPPORT

drag (B2) – pull something heavy (usually along the ground or floor)
habitat (C1) – the natural home of an animal
impressive (B2) – good, admirable
species (B2) – a type of animal or plant
work out (C2) – find the reason behind something

c 1.34 Read through the questions with the class for students to tell you which one Miles does not answer. Play the recording again for students to check.

Answer

3

d 1.35 Tell students they are going to hear the second part of the interview. Read through the items in the task and play the recording for students to tick which are mentioned. Check answers as a class.

Answers
3, 4

Audioscript

INTERVIEWER So what happened then?
MILES Well of course, a group of men hunted the tiger down and killed it.
I I suppose they had to really.
M But did they?
I What do you mean?
M Well, when you read the story, you're not sure whose side you're on, the tiger's or the humans'. As Vaillant says, the tiger's response is quite 'logical' and the tiger is 'just trying to be a tiger', and it's a human who interferes with that.
I So in a sense, it's the humans who are dangerous, rather than the tiger?
M In a way, yes. What's interesting is that humans and tigers hunt the same animals and share the same environment, and they've done this in Siberia for years but they don't normally disturb each other. But if you make the mistake of attacking a tiger, you're in trouble. People who live in the area say this has never happened before. There is no record ever of a tiger hunting a human being.
I So is that the message of the story – leave tigers alone?
M Well, yes, don't make a tiger angry, certainly, or it will take revenge. But also it makes you ask the question, 'Which is the dangerous animal, tigers or humans?' We think of tigers as dangerous, but of course we're not at risk because of tigers, they're at risk because of us. There are 40 million humans but only 500 tigers, so they really are an endangered species, and that's mainly because of us hunting them and living in their habitat and taking away their natural food.
I Miles, thank you. You heard Miles Holman talking about the book *The Tiger* by John Vaillant …

VOCABULARY SUPPORT

at risk (B2) – a situation where something bad might happen
endangered (B2) – animals or plants that may soon disappear
extinct (C1) – when certain animal species no longer exist
record (B2) – a written report
take revenge (B2) – punish someone who's done something bad to you

e Individually, students decide if they think Miles would agree or disagree with the statements and then compare their answers with a partner. Check their ideas and reasons as a class.

Answers
1 No, the humans interfered with the tiger's logical response.
2 Yes, the tiger's response was just logical.
3 No, people who live in the area say it's never happened before.
4 Yes, humans hunt tigers, live in their habitat and take away their natural food.
5 No, there are 40 million humans but only 500 tigers.

f Read through the words in the box with the class and check understanding. Elicit whether we can use the words to talk about animals or places.

Answers
1 at risk, creature, endangered, extinct, hunt, protected, rare, species
2 at risk, environment, habitats, natural, protected

EXTRA ACTIVITY

To reinforce meaning, ask students to discuss these questions, either as a class, in pairs, or in small groups:

1 *Which animals have become extinct?*
2 *Name some species that are endangered at the moment.*
3 *What sort of hunting (by people) goes on in your country?*
4 *Is it important for some species to be protected or should we let nature take care of everything? Why?*

g 1.36 Ask students to work individually to complete the sentences and then compare their answers with a partner. Play the recording for students to check answers.

Answers
1 natural habitats 2 creature 3 hunt, environment
4 at risk 5 rare 6 endangered species, protected, extinct

4 SPEAKING

a Tell students that they are going to give advice to a person visiting their country. Read through the points to think about with the class. Give students five minutes to write down ideas about the different points.

b Read through the task and the words in the box. Look at the examples in speech bubbles with the class to give them ideas of the language to use. Give students a few more minutes to prepare their advice.

c Put students into pairs to role-play the visitor and advice giver. When they finish, they should change roles. Monitor and note down examples of good language use and any common errors. Take feedback as a class, to deal with the errors and give examples of good language and interesting points that you noted.

LOA TIP MONITORING

When monitoring, try to keep a balance between checking for language use, but not distracting or undermining the students' confidence. As this is a fluency activity, observe, rather than interrupt and note language use. If possible, keep mental notes, as writing down notes can be off-putting for the students.

FAST FINISHERS

Ask fast finishers to tell their partners about an experience that spoiled a holiday for them. Ask for examples of these experiences during feedback.

ADDITIONAL MATERIAL

- Workbook 2B
- Photocopiable activities: Grammar p.187, Vocabulary p.207

2C Everyday English
What a great shot!

At the end of this lesson, students will be able to:

- understand informal conversations about taking photos
- use appropriate phrases to agree, compliment someone and respond to compliments
- use correct intonation in question tags
- compliment each other

OPTIONAL LEAD-IN

Books closed. Praise something a student (or students) have done recently, for example *I was really impressed by your homework, Lara! You are very good at thinking of stories.* Elicit that you are praising Lara and giving her a compliment. Write the word *compliment* on the board.

Ask students to think about compliments that they have given or received in the last 24 hours. Give students two minutes to note these down. They then compare their compliments with a partner's. Take feedback as a class, to hear examples and find out who has given or received the most compliments in the class.

1 LISTENING

a Ask students how they usually take photos (for example on a phone/tablet/with a camera). Then ask them to discuss the questions in pairs. Take feedback as a class, and ask for comments from their conversations.

EXTRA ACTIVITY

Put students into pairs. Then tell students about a photograph you have taken that you really like and why. Ask students to tell their partners about a favourite photo that they have taken. They should talk about what the photo shows, when they took it, how they took it and why it's a favourite. Students report back on their partners' photos as a class.

b Students look at the photo and say what they can see. You may wish to elicit or pre-teach the word *tripod* (a support for a camera with three legs). Ask questions 1 and 2 and extend by asking where the class think the girls are and why they might be there.

c 1.37 Play Part 1 of the video or the audio recording for students to check their answers to 1b.

Answers

1 She's measuring the height of the tripod.
2 It's difficult.

Video/Audioscript (Part 1)

BECKY Could you give me a hand with this please, Tessa?
TESSA Sure.
B I just, I just can't get the right height.
T OK.
B Great, thank you.
T No problem. Good shot?
B Not really. I think I need to be closer.
B It's quite difficult.
T Yeah, it's hard, isn't it? Do you need all this equipment?
B I find it helps.
T Do you?
B Usually. Ah this is fun.
T Yeah, much better than sitting in a lecture at college. All that theory!
B Well, that can be interesting …
T I'd really like to take a photo of something a bit more exciting – maybe a squirrel.
B A squirrel? That'll be good … if we can find one …

VOCABULARY SUPPORT

give someone a hand with sth – help someone
shot (n) (B2) – a photograph, piece of film
theory (B2) – the rules on which a subject of study is based

LANGUAGE NOTES

The noun from *high* is *height*. Another similar noun is *weight*, from the adjective *weigh*. Spelling and pronunciation of both nouns sometimes give problems.

d Read through the statements about the recording and ask students if they are true or false. Students do the task in pairs. Play the recording again for students to listen and check answers.

Answers

1 T 2 F – she can't get the right height or close enough.
3 T 4 T

2 CONVERSATION SKILLS Agreeing

a 1.37 Say or write some short statements on the board including a negative, e.g. *Photography's a fascinating hobby. This isn't an interesting picture. It's quite difficult.* Ask how students could agree with these statements, e.g. *You're right, I agree with you.* Then tell the class they have to listen to the recording again to hear how Tessa responded to Becky's comment: *It's quite difficult.* Play the recording for students to listen and check the answer.

Answer

Yeah, it's hard, isn't it?

b Ask the students to choose the correct words in 1 and 2 as a class. Point out that a question tag can be used to agree with both a positive and negative statement. If necessary, give some examples: *It's a lovely photo, isn't it? It isn't an interesting shot, is it?*

Answers

1 agree 2 interesting

c Individually, students complete the sentences. Check answers as a class.

Answers

1 isn't 2 were

d Ask students to complete the rule. Check answers as a class.

Answers

negative, positive

LOA TIP DRILLING

Give further practice by giving the class statements to complete with appropriate question tags. For example, say: *It's a great camera* and elicit *It's a great camera, isn't it?*

It isn't a great camera, …?

She wants to be a photographer, …?

She doesn't want to be a photographer, …?

He's published a book of photos, …?

He hasn't published a book of photos, …?

He directed the wildlife documentary, …?

He didn't direct the wildlife documentary, …?

e Refer students back to 2c and point out the change of adjectives used to make the exchange more interesting: *lovely/charming, clear/helpful*. Read through the adjectives in the box, clarifying where necessary: *soaking* (completely wet), *breathtaking* (incredible to see). In pairs, students complete the exchanges using the correct adjective and question tags. Check answers as a class.

Answers

1 soaking, aren't
2 breathtaking, isn't
3 welcoming, were
4 worried, doesn't

3 PRONUNCIATION

Tone in question tags

a 1.38 Say the statements with question tags from 2c or 2e. Ask students to say whether your intonation was the same with all of them. Play the recording for students to decide whether the intonation rises or falls in the examples, and what the difference in meaning is. Check answers as a class.

Answer

down, not really a question

b In pairs, students practise the conversations in 2e. Monitor and correct students' intonation as appropriate. You can drill this as a class, or divide the class in half – As and Bs responding to each other.

c Read through the task and adjectives with the class. Look at the examples in the speech bubbles and then ask students to make similar exchanges with a partner. Monitor and correct intonation or question tags if necessary. Note any interesting descriptions and mention to the class in feedback.

4 LISTENING

a Ask students to look at the photo and tell you what they can see. You may wish to elicit or pre-teach *approach* (a way of doing something). Discuss the question as a class.

b In pairs, students compare the two photos, saying what is similar and what is different about them, and which they think is the better picture and why.

c 1.39 Play Part 2 of the video or audio recording for students to decide what Becky and Tessa think about the photos. Check answers as a class.

Answer

Tessa thinks her own photo is not bad.
Becky thinks her own photos are pretty boring, nothing special.

Video/Audioscript (Part 2)

TESSA Nice daffodils.
BECKY Gorgeous, aren't they? Can I have a look? Wow, what a great shot!
T It's all right.
B You know just how to get a really good shot. The light is amazing.
T Thanks. Guess it's not bad. Can I have a look at yours?
B It's pretty boring.
T Don't you want me to?
B No – I mean, it's not a problem. I just feel it's a pretty ordinary shot. You know, just … nothing special. Compared to yours. Have you ever worked as a photographer?
T Me? No. It was just something I was kind of into. Kind of a hobby. How about you?
B No, never. I used to have this job working in HR, but I've just given that up.
T Too stressful?
B Sort of.
T Or too boring?
B Well … both! My café job's enough to pay the bills – just. You?
T I'm just studying at the moment; I haven't got a job …
B Oh right …
T Shhh. Squirrel! Over there.
B Oh right. Great.
T We'll need to get a bit closer. But quietly.
B You go first.
T No, no. You go.
B No, really – you should go.
T It's fine. This is your shot.
B Sure?
T Yeah.
B OK. Oh no! It's run away. Ah this is a really bad shot. The light's all wrong. I need a reflector.
T Can I have a look?
B I don't like it.
T This is great.
B Really?
T Yeah, it's your best shot.
B But I didn't have a chance to set it up.
T Maybe sometimes you don't need to.
B Hm. OK. Maybe not. You know, one thing I don't like about this assignment.
T What's that?
B It's so cold!
T Yeah, it's freezing, isn't it?
B My flat's not far away. Do you fancy a nice warm cup of coffee?
T OK. Yeah. Why not?
B Great. Let's go.

d 1.39 Read through the questions with the class. Play the video or audio recording again for them to note down their answers. If necessary, pause the recording after each answer has been given to allow students time to note their answers. With a stronger group you may not need to do this. Students compare answers with a partner before checking as a class.

Answers

1 It was something she was into, a kind of a hobby.
2 Who should take the photo of the squirrel.
3 Becky thinks the lighting is bad. Tessa thinks it's her best shot.
4 Becky's flat.

VOCABULARY SUPPORT

HR – Human Resources, the section of a company that deals with employment

reflector – something used in photography to reflect the light

set up (B2) – prepare an activity

squirrel – a small animal with a big tail that lives in trees and eats nuts

5 USEFUL LANGUAGE

Giving compliments and responding

a 1.40 Play the recording for students to complete the conversation. Check answers as a class.

Audioscript

BECKY What a great shot!
TESSA It's all right.
B You know just how to get a really good shot. The light is amazing.
T Thanks. Guess it's not bad.

b Discuss the questions as a class.

Answers
1 yes 2 neutral

c Ask students to work in pairs, to match the compliments to the words and phrases. Check answers as a class. Nominate students to read out the sentences, using intonation and stress to make them sound exciting.

Answers
1 b 2 a 3 d 4 c

LOA TIP DRILLING

Read out the sentences in 5c to the class and do a substitution drill by giving an adjective from the words and phrases they matched. Students repeat the sentence, changing the underlined words for the word you give, and making any other necessary changes to the sentence, for example *You were really able to get it just right. / You really succeeded in getting it just right*. Focus on keeping the excitement in the compliments.

d Read through the responses in the speech bubbles with the class and ask which are grateful and which are neutral. Model the responses for the students to repeat for practice.

Answers
grateful: Thanks, I'm glad you like it. I'm really pleased you like it.
neutral: Do you think so? It's OK, I guess.

e Put students into pairs and read through the task with the class. Encourage students to use the stress and intonation they practised in giving the compliments and the responses. Monitor and correct students' intonation as appropriate. Ask a stronger pair to repeat their conversation for the class.

6 SPEAKING

a Students work individually to make notes for compliments they can give to their classmates. Read through the points and the examples in the speech bubbles to give them some ideas. Monitor to give further help if necessary.

b Students do a mingle activity to compliment different students. To do this, they stand up and walk round, so that they talk to as many students as possible. Join in and keep the students moving. If you have a very large class, this may not be practical. Put students into smaller groups to do the mingle activity. As you mingle with the students, keep notes of examples of good language use and interesting examples, as well as any common errors to deal with during full group feedback.

FAST FINISHERS

Ask fast finishers to write a short email to another student in the class, complimenting them on something they've done recently. Ask students to read out these emails during feedback.

ADDITIONAL MATERIAL

- Workbook 2C
- Photocopiable activity: Pronunciation p.238
- Unit Progress Test
- Personalised online practice

2D Skills for Writing
Make sure you know where you're going

At the end of this lesson, students will be able to:

- understand a person talking about a hiking experience
- understand a leaflet giving safety guidelines
- organise guidelines in a leaflet
- write an advice leaflet

OPTIONAL LEAD-IN

Books closed. Write *LOST* on the board. Tell students briefly about a time when you got lost. Put students into pairs and ask them to tell their partner about a time they were lost too. This could be when they were children, when they were tourists, or when they were walking/hiking, etc. Tell students to ask and answer questions about where/when, why, and what happened. Take feedback as a class.

1 SPEAKING and LISTENING

a In pairs, students tell their partner about their answers. Monitor and contribute with questions and comments to encourage conversation. Take feedback and ask for examples of places the students have been to.

b 1.41 Tell students they are going to hear a woman talking about an experience she had in Canada. Read through the questions with the class and play the recording for students to listen for general meaning and answer the questions. Check answers as a class. You may wish to give students information from the Culture notes below.

Answers

1 Pacific Rim National Park, Canada
2 She got lost.

Audioscript

LUIZA I spent a year in Vancouver in Canada. I loved the National Parks there – they're very special environments full of rare and protected plants and animals. This one particular day I'd been exploring in the Pacific Rim National Park when I got in trouble in the forest. I'd been to see this waterfall. It was a very easy walk from the main track – less than an hour. On the way back I saw what I thought was a short cut that would get me back to the main track more quickly – a big mistake. After a couple of hours I realised that I was going round in circles and I wasn't getting anywhere. I'd got completely lost. I was beginning to get worried – that's for sure. All I had to eat was an energy bar and I had nothing to drink. Well, I waited until later in the afternoon because then I knew the sun would go down in the west and I knew roughly I should be going in an easterly direction. And I had a bit of luck – I came across a stream with fresh water. I followed the stream for a bit and I came to an open area – a kind of a clearing. I knew that eventually people would start looking for me – I'd told the forest ranger when I would be back and I was more than four hours late. And I knew it's better to sit in one place where you can be seen. So I was sitting quietly and thinking about how I could spend the night in the forest and I suddenly had this strange feeling I was not alone.

VOCABULARY SUPPORT

clearing – a small open space in a forest

forest ranger – a person whose job is to look after national parks and help visitors

roughly (B2) – approximately, not exactly

short cut – a quick way to get somewhere

CULTURE NOTE

Pacific Rim National Park is a large national park in Canada and covers 511 square kilometres of land and sea. It is made up of three sections – Long Beach, the West Coast trail and the Broken Group islands. There is an amazing range of features to see, including marine and forest environments, coastal rainforests, sandy beaches, mountains and an enormous variety of wildlife.

c 1.41 Students work in pairs to answer the questions. Play the recording for students to listen and check.

Answers

1 She went the wrong way when taking what she thought was a short cut.
2 She waited until late afternoon because she knew the sun would go down in the west.
3 She followed a stream.

d Remind students what happened at the end of Luiza's story. Put students in pairs to discuss what happened next. Take feedback as a class, and find out which is the most common ending in the class.

e 1.42 Play Part 2 of the recording for students to check their ideas.

Audioscript

LUIZA I looked around the clearing and on the edge of it I saw a bear looking at me. I knew that you shouldn't run away or show fear. I stood up and said in a clear voice "I have a right to be here" and moved slowly backwards without looking at the bear in the eyes. I could sense the bear watching me. I tried to keep calm but inside I was really panicking. I was terrified. Suddenly, it started moving – thankfully it was away from me. It just disappeared back into the forest. I didn't know if I should stay where I was or keep moving. But then I could hear a helicopter in the distance coming towards me. I thought it might be looking for me. I jumped up and tried to see it, but it flew away before I could get its attention. It was so frustrating. But about 15 minutes later it flew back and I was ready. I took off my jacket and turned it inside out – the lining was red and easy to see. This time they saw me and waved back. About a half an hour later rescuers arrived and guided me out. What I couldn't get over is the fact that I was only 10 minutes away from the main track.

f 1.42 Read through the sentences and play the recording again for students to decide if they are true or false. Check answers as a class.

Answers

1 T 2 F – she was panicking and terrified. 3 F – it flew away. 4 T

EXTRA ACTIVITY

Ask more detailed questions about the listening text:

1 *What did Luiza say to the bear?* (I have a right to be here.)
2 *What did she do?* (She avoided looking into its eyes and walked backwards slowly.)
3 *Why did the helicopter see her the second time?* (She waved her jacket, now inside out with a red lining.)
4 *How far was she from the track?* (10 minutes)

g In pairs, students discuss what they would have done in this situation. Monitor and note interesting examples to tell the class during feedback. Students may make mistakes with the form *would have done*, but as this is not under focus in this unit, do not spend a long time on correcting it. Take feedback as a class.

2 READING

a Read through the situation with the class and put students into pairs to discuss how to keep safe.

b Students read the leaflet quickly to find out if their ideas are mentioned. Take feedback as a class. Students then read the leaflet more carefully to put the headings in the correct places. Remind them that they only need to use three headings. Check answers as a class, and ask students why they chose the headings for the different sections. Also ask why headings are important in a leaflet (to make the information clear and easy to find).

Answers
A 4 B 1 C 2

c Students read the leaflet again to answer the questions. They check their answers with a partner before checking as a class.

Answers
1 a map, suitable clothing and shoes, emergency food
2 Don't take short cuts.
3 Don't eat all your food at once, find a source of water.
4 Stay in one place, but if you need to keep moving, use rocks/ signs to show rescuers.

3 WRITING SKILLS

Organising guidelines in a leaflet

a Read through the list of verb forms used in the leaflet. Students find another example of each in the leaflet.

Answers
positive imperative:
Wear clothes and shoes
Allow plenty of time
Have a little at a time
Try to find a source of water
Find somewhere that is dry

negative imperative:
Don't eat all your food at once
Don't keep moving around

frequency adverb + imperative:
Always try to stay warm

if + present tense + imperative:
If you are going on a longer walk, take some emergency food with you.
If you need to keep moving, make sure you use rocks or pieces of wood as signs that show rescuers where you are going.

b In pairs, students choose the correct answers to questions 1 and 2. Check answers as a class. You may need to give an example of an indirect suggestion at this point: *Perhaps a map would be a good idea?*

Answers
1 a 2 a

c Tell students that some of the sentences are correct, others are incorrect. Students work individually to find and correct the incorrect sentences. Students compare answers with a partner. Check answers as a class.

Answers
1 Don't eat any plants you don't recognise.
2 ✓
3 If you hear a rescue team, make lots of noise.
4 Always carry a pocket knife.
5 ✓
6 ✓

4 WRITING

a Read through the task and situations with the class. Give students five minutes in pairs to note down advice for a leaflet. Monitor and prompt where necessary.

b Read through the points that students should remember when writing a leaflet. Individually, students then write a leaflet. Monitor and encourage self-correction. Focus on the use of imperatives you have looked at in the lesson.

FAST FINISHERS

Ask fast finishers to summarise the information in their leaflet to write on a handy pocket card for people to take with them on a hike. Ask for examples of these during feedback.

c Students swap leaflets and check the content, accuracy and layout. Monitor and help as necessary.

d Distribute the leaflets around the class for students to read and then take feedback as a class. Ask which leaflet the students found the clearest and most useful. If appropriate, ask which was the funniest and/or gave the most unusual advice.

LOA TIP ELICITING

Tell students some situations you are in and elicit their advice, making sure they use imperative forms:

1 *I'm walking across an open field and a storm starts. There's lightning in the sky.*
2 *I get back to my tent on the camp site and find an army of huge ants walking all over my sleeping bag.*
3 *I'm sightseeing in a big city and I'm lost in the back streets. I haven't got my phone.*
4 *I'm on the beach and an insect has bitten me. I haven't got any cream or medicines.*

ADDITIONAL MATERIAL

Workbook 2D

UNIT 2
Review and extension

1 GRAMMAR

a Individually, students complete the text with the correct forms. Students compare their answers with a partner. Check as a class, asking why students chose a particular form.

Answers
1 tried
2 was
3 was living/lived
4 was travelling
5 decided/had decided
6 was
7 told/had told (had told = better)
8 was
9 did
10 was
11 was diving/dived (was diving = better)
12 saw

b Individually, students do the matching task and then compare answers with a partner. Point out that the linking expression can go in different positions. Check answers as a class.

Answers
1 d (as long as you choose an easy ski slope)
2 f (unless you're prepared to fall down a lot at first)
3 e (provided you're patient with yourself)
4 a (unless you can move your toes in your boots)
5 c (provided you keep moving)
6 b (if you're generally fit and healthy)

EXTRA ACTIVITY

Put students into pairs. Ask them to think of different endings for the first parts of the sentences in 1b. As a class, they read out the new endings for the other students to guess the beginnings.

2 VOCABULARY

a Individually, students correct the errors and then check with a partner. Take feedback as a class.

Answers
1 I dropped my hat in the sea and it got swept away by a wave.
2 She couldn't get over how hot it was.
3 He got into trouble for being late.
4 I got the feeling they didn't like guests.
5 She's now getting over the shock of losing her job last week.
6 They're planning to get away to the countryside this weekend.

b Students complete the words and then check with a partner. Check answers as a class.

Answers
1 endangered species 2 at risk, protected
3 extinct 4 natural habitats 5 rare

3 WORDPOWER *face*

a Write *face* on the board. Remind students that this can be both a noun and a verb. Ask for an example of *face* as a verb e.g. *When I went on an adventure holiday, I faced a lot of challenges.* In pairs, ask students to think of any expressions they know that use the word *face* as either a noun or a verb. Take feedback as a class, and write expressions on the board. In pairs, students then match the examples and definitions in 3a. Check answers as a class.

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

b Check which of these expressions use *face* as a noun and which as a verb.

Answers
1 noun 2 verb 3 noun 4 verb
5 noun 6 verb 7 noun 8 verb

LANGUAGE NOTES

We sometimes use *up* to emphasise the difficulty of a situation we have to face: *You must face up to your responsibilities.*

c Tell students that we can use *face* with several nouns. Ask them which one of the words in the box does not collocate with *face* and why.

Answer
5 because *face* is usually used with something that is difficult or possibly unpleasant.

d Students complete the exercise individually. Check answers as a class.

Answers
1 flat 2 difficult 3 fall 4 to 5 doing 6 the.

e In pairs, students ask and answer the questions in 3d. Monitor and help or comment where necessary. Take feedback as a class.

Photocopiable activities: Wordpower p.225

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 3 Talent

UNIT OBJECTIVES

At the end of this unit students will be able to:

- understand information, texts and conversations about ability, sports activities, different sports people and issues in sport
- talk about abilities and achievements
- use appropriate phrases to make careful suggestions
- use appropriate phrases to keep to the topic of the conversation
- understand people talking about sports
- read and interpret data in a chart
- write an article that describes data

UNIT CONTENTS

G GRAMMAR

- Multi-word verbs: transitive and intransitive, separable and inseparable
- Present perfect simple and continuous

V VOCABULARY

- ability and achievement: *ability*, *able*, *brilliance*, *brilliant*, *exceptional*, *outstanding*, *potential (to)*, *skilled (at)*, *successful*, *talent (for)*, *talented (at)*
- Words connected with sport: *victor*, *victory*, *victorious*, *performance*, *performer*, *perform*, *trainer*, *train*, *training*, *athletic*, *athletics*, *athlete*, *competition*, *competitive*, *compete*, *competitor*, *championship*, *champion*, *profession*, *professional (adj)*, *professional (n)*, *lead*, *represent*, *world record*, *referee*, *awarded*, *spectators*, *cheer*, *pitch*
- Wordpower: verbs with *up*: *drink up*, *speak up*, *use up*, *add up*, *clear up*, *look up*, *pick up*, *bring up*, *turn up*, *put up with*, *keep up with*

P PRONUNCIATION

- Word stress
- Consonant sounds

C COMMUNICATION SKILLS

- Discussing ability and achievement
- Discussing sports activities and issues
- Making careful suggestions
- Keeping to the topic of the conversation
- Writing a description of data

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to choose a famous painting that most people will know. Put students into pairs and ask them to take turns to describe their painting to their partner without using the name of the painting. Students should try to guess the painting as quickly as possible. The student describing the painting must make it as difficult as possible, i.e. they don't give specific details too early. To extend the activity, students can swap pairs to describe and guess again. Take feedback as a class and find out which painting was most difficult to guess in the class.

a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. Students may need some new words, e.g. *hang a painting* (put it on the wall), *ladder* (we use this to reach things that are high up), *abstract* (art which isn't realistic), *gallery* (a place where paintings are shown). If you wish, give students the information from the Culture notes below and check the meaning of *on display* (on show), *vandalise* (destroy, usually for fun), *restore/restoration* (bring back to the original condition).

CULTURE NOTES

The picture shows a painting called 'Black on Maroon' which was painted by artist Mark Rothko in 1958 and given to the Tate Gallery in London. More recently it was on display in the Tate Modern, also in London. In 2012 a Polish artist, Wlodzimierz Umaniec, vandalised it by painting his name and other things on it with a pen, causing a large amount of damage. Apparently, Umaniec was trying to draw attention to a new form of art called 'Yellowism' which is to create new art by changing an old piece of art. Umaniec spent two years in prison and it cost an enormous amount of money and took 18 months to restore the painting. In the photograph, people are rehanging the painting after its long restoration.

b Write the word *Talent* on the board, or ask students to look at the title of the unit in their books. Elicit the meaning (an ability to do something). Tell students that the adjective is *talented* and ask if they know someone who is talented and what for. Read through the questions with the class and ask students to discuss them in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students tell their partner about these things:

1 *an exhibition they've been to and whether they thought the artist was talented or not.*
2 *a drawing or painting they remember doing as a child.*
3 *what sort of art they think will be popular in the future and why.*

Take feedback as a class and ask for examples from the conversations.

3A I'm not very good in the morning

At the end of this lesson, students will be able to:

- understand someone talking about learning new things
- understand a text about learning new things
- use a lexical set to describe ability and achievement
- understand people talking about their learning experiences
- use transitive and intransitive multi-word verbs correctly
- talk about personal achievements

OPTIONAL LEAD-IN

Books closed. Write a four-digit number on the board, for example *5041*. Let students look at it for a few seconds and then rub it out. Ask the students to write down the number. Check how many remembered the number correctly. Tell students you are going to test their memories. Continue writing more numbers on the board, each time increasing the number by one digit to test the students' memories (remember to make notes about the numbers yourself!). Find out which student can remember the longest number. Ask students how they remember numbers like this.

An alternative activity for a larger group could be to ask students to do the memory test in pairs.

Write *photographic memory* on the board and elicit what this is (people can remember things accurately after seeing them for only a moment). Ask if any of the students have this. Extend by asking whether they think this is good for language learning.

Finish the lead-in by writing four words on the board, for example *bear*, *cup*, *tree*, *star,* and ask students to remember them for an activity later. Then rub out the words and continue with the lesson. Ask students at the very end of the lesson if they can remember the words you wrote down.

1 LISTENING

a Ask the class when they last learned something new. If necessary, give an example of your own, for example *I started to learn Spanish a few weeks ago.* Write some examples of their learning experiences on the board. Elicit how easy/difficult it was for students to learn. Do not go into details at this stage as the students will have the opportunity to discuss their own learning experiences in more depth at the end of the lesson. Put students into pairs or small groups to discuss questions 1–5. Monitor and contribute to the discussions. Take feedback as a class, and ask for comments and opinions.

b 1.43 Tell students that they are going to listen to an experienced teacher talking about the sentences in 1a. Elicit or pre-teach *fix* (repair, find an answer to), *distracted* (lose concentration, think about something else), *motivation* (reason for doing something) and *effort* (trying to do something). Play the recording for students to listen for general meaning and decide if the teacher's comments are similar to theirs. Take feedback as a class, and ask if the students agreed with the teacher. Encourage them to give reasons for their answers.

Audioscript

NARRATOR My teacher will get angry if I make mistakes.

TEACHER I don't really think that's the case. Teachers really do prefer students who try hard, you know, make an effort. It doesn't matter if they make mistakes. In fact, it's better if they do because if we know what their mistakes are, we can help fix them.

N Children learn faster than adults.

T I guess you could say that children aren't as busy as adults – they probably have a bit less going on in their lives. And that helps. They're less distracted and, you could say, a bit more open to learning. But adults – well, they often have really good motivation. They're often quite focused and they're really keen to learn. So this motivation can make them faster learners than children.

N I must practise every day in order to make progress.

T Well, in my experience you can practise too much! It's actually better to take two or three days off each week. The thing is our brains need a bit of a rest. It's like muscles when you're doing physical exercise – you need to rest them. So we need to rest our brains when we're learning and practising something new.

N If something seems very easy, I must be doing it wrong.

T Yeah, a lot of people believe this, but I think the opposite is true. In reality, if it's easy, it probably means you're doing it right. But if something's difficult or it's a physical activity that's causing you pain, then you're probably doing something wrong. Learning doesn't always need to be hard!

N Long practice sessions are best.

T It's much, much better to have shorter practice sessions. You've got to remember that most people get tired after about fifteen minutes and they need a short break. The thing is, though, during the fifteen minutes of practice, you really want people to concentrate on what they're doing – really focus. They'll get more benefit that way.

2 READING

a In pairs, students discuss the questions and report back on their discussions as a class.

b Read the headings in the text as a class. Elicit the meaning of *rhythm* (regular, repeated sound or action) and ask for examples of things that have a rhythm: music, heartbeat, routine, etc. Tell the class that the text is about learning and ask students to predict what information might be in the text. Students read the texts quickly to check against their predictions and match with the questions in 2a. Check answers as a class. If you wish, give students information from the Culture notes below.

Answers

1 c 2 a 3 b

CULTURE NOTES

Herman Ebbinghaus lived from 1850 to 1909 and conducted many experiments on himself in relation to memory, forgetting and learning. He was the first to describe both the *forgetting curve* (how quickly we forget things) and the *learning curve* (how fast we learn and retain information).

K. Anders Ericsson is a psychologist who is also an expert on memory. One of his interests is studying performance in fields such as music and sports. He has written and contributed to several books, including the *Cambridge Handbook of Expertise and Expert Performance*.

VOCABULARY SUPPORT

association (C2) – connection, link with

catch someone's attention (B2) – attract attention/make someone notice

coordination – using different parts of the body at the same time time and efficiently

peak (B2) – the top point

there's a lot to be said for – something has many advantages

c Put students into pairs. Students read the questions and find the information in the text to answer them. Pre-teach or elicit *stick with something* in question 5 (continue something even if it's difficult). Read and answer the first question with the class as an example. Monitor and help as necessary. Check answers as a class.

Answers

1 Use mnemonics.
2 The afternoon class.
3 Yes, natural talent is not enough without practice.
4 No, you should study between 10 am and midday.
5 No, find an interesting book.
6 To become brilliant you need to work 2,000 hours more than anyone else.

FAST FINISHERS

Ask fast finishers to think of one or two more questions that someone might ask if learning something for the first time.

EXTRA ACTIVITY

Ask students to tell their partners any interesting memory techniques they use to remember information – from simple shopping lists to information for exams.

d In pairs, students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class, and ask students if they think their memory has improved/got worse as they have got older and to give examples. Students can also give their opinions on how they think memory changes as people become middle-aged and older.

3 VOCABULARY

Ability and achievement

a Ask students if they can remember any of the words used to describe ability and achievement in the texts. Read through the task with the class. Ask students to read the sentences and answer questions 1–4 individually. Students compare answers with a partner.

Answers

1 skilled, talented 2 successful 3 outstanding, exceptional, brilliant 4 in the future

LANGUAGE NOTES

The word *potential* is also an adjective. As an adjective it has the meaning of *likely/possible*, for example *There are many potential benefits of practising for long hours.*

b Elicit the noun forms of the adjectives as a class. Ask students to give examples of sentences using the noun forms, for example *A good politician needs a lot of different skills. I'd love to be a singer but I don't have the talent. Nigel Kennedy is famous for his brilliance with a violin. Everyone has the ability to swim.*

Answers

1 skill 2 talent 3 brilliance 4 ability

c Students complete the sentences with the correct prepositions. Check answers as a class.

Answers

1 at 2 to 3 for 4 to

CAREFUL!

Students often make mistakes with the verb pattern after prepositions, using the infinitive without *to* instead of verb + *ing*, e.g. ~~*He's very talented at play*~~ (Correct form = *He's very talented at* ***playing***).

d Read through the task as a class. Give examples of people you know who match the descriptions with a reason for your choice. Give students five minutes to think of examples of their own and to note them down. Monitor and help as necessary.

e In pairs, students tell their partners about the examples they have thought of. Monitor and note down good use of language and any common errors to deal with later in feedback. Take feedback as a class, and ask for examples with reasons. Extend by asking what students would like to be famous for themselves and why.

4 LISTENING

a 1.44 Ask students to look at the photos and describe them, saying what jobs the people have and what they're doing. Use the photos to elicit or pre-teach *test tube* (a small glass tube used in scientific experiments) and *saxophone* (musical instrument). Ask what the people need to use their memories for. Tell students they are going to hear the three people talking about their learning experiences. Ask students to read through the questions they need to answer. Play the recording for students to answer the questions. Check answers as a class.

Answers

1 a Henry b Seamus c Fiona
2 Yes

Audioscript

SEAMUS Ever since I was first able to read, I've loved comic books. I just think it's a brilliant way of telling a story. I've read literally thousands of them. But, at the same time, I discovered I was quite good at drawing. When I was about eight years old I started copying some of the pictures in comics and even my parents were surprised by how good my copies were. It wasn't long before I started making up my own stories. All of my friends were also really into comics, but none of them tried coming up with their own stories. But they quite liked reading mine, so I'd share the comics I wrote with them. This was helpful because it gave me a good idea of what worked and what didn't. I studied design at university and then got a job as a graphic designer. But all the time I was writing and drawing my own comics – comics for adults and children. I've just signed a contract with a major comics publisher in the USA and I can now give up my job as a graphic designer. I think my career in comics is beginning to take off … well, I hope to do really well. Ten thousand hours? You bet. I've probably spent more time than that, but I loved every minute of it.

FIONA I'm a chemist and I've been lucky enough to get a research position at a university. I love chemistry because it's all about the things that make up the world we live in. I find it fascinating. It's funny, whenever I say that I'm a chemist, one of the first things people mention is the table of elements – you know, all the symbols for all the different metals and gases. They can never figure out all those symbols. Well, I have this system where the letter or letters remind me of the name of a person, and that reminds me of a face and something about the way he or she looks reminds me of the element.

One colleague pointed out that this wasn't a very scientific way of remembering these elements. In fact, some scientists look down on this kind of thing, but it works for me. I find all these ways of making your memory stronger really interesting and I think making associations to help you remember is really useful. I have to remember so much information in my research work, so I want to look into these techniques in more depth.

HENRY I'm a musician – I play saxophone in a band. We're just about to go on a tour so we're practising full-time to get ready. We've got so much to do before the tour – so much that it's getting us all down a bit. Apart from needing to practise playing together, we've got to write some new songs and learn some others. I read about this idea of learning different things at different times of the day, so we decided to try it out and see if it'd help. So now we focus on writing new material in the morning, and we also use that time to learn the words and music of some classic songs we want to play – actually studying the notes and remembering the words of songs. After lunch we play together – you know, do the physical learning. And I have to say it's working pretty well. We're putting in a lot of work and we feel we're using the time well. The songs are getting easier to remember and I think our playing in the afternoon is tighter – we're producing a better sound. The only problem is that some days we get a bit carried away in the afternoon and keep playing into the evening, which means we stay up late and aren't so good in the morning!

VOCABULARY SUPPORT

elements (B2) – basic things that make up the universe

musical note (C2) – a musical sound

symbol (B2) – a picture or sign that represents something else

b 1.44 Read through the task with the students. Point out that they will have to make notes about the different things. Emphasise that they will not have time to write long sentences – just notes. Play the recording for students to listen again and make notes. Pause the recording at different points to give students writing time. Pause more often for weaker groups. Ask students to compare their notes with a partner.

Suggested answers

1 a started when eight years old
  b friends were really into comics and enjoyed reading his stories
  c got a job as a graphic designer after university
2 a loves chemistry because it's about the things that make up the world
  b the letter or letters of the table of elements remind her of the name of a person, and that reminds her of a face and something about the way it looks reminds her of the element
  c the system is not a very scientific way of remembering elements
3 a practising full-time, getting them all down
  b morning: writing new material, learning words and music; after lunch: physical learning
  c working pretty well, songs easier to remember, producing better sound

c Discuss the question as a class and encourage students to give reasons for their opinions.

5 GRAMMAR Multi-word verbs

a Read through the task and check answers as a class.

Answers

1 *be into* means to be interested and involved in something, *come up with* means to think of an idea or a plan
2 *try out* means to use something to see if it works or you like it
The multi-word verb try ***out*** is similar to the verb ***try***.

LOA TIP ELICITING

Dictate some sentences from the listening with gaps for the prepositions:

1 *I started making <u>up</u> my own stories.* (create something which isn't true)
2 *They can never figure <u>out</u> all those symbols.* (understand)
3 *Some scientists look <u>down</u> on this kind of thing.* (think somebody or something is not important)
4 *I want to look <u>into</u> these techniques in more depth.* (study further)

Ask students to complete the sentences with the correct prepositions. In pairs, they use the context in the sentences to work out the meaning of the multi-word verbs. Check answers as a class.

Read out the following sentence beginnings and elicit example endings:

1 *I'm never on time for my appointments, so I have to make …* (up excuses for being late.)
2 *I'm hopeless at literature. I can never figure …* (out the meaning of the poems I read.)
3 *Some clever kids can be really snobby. They look …* (down on other kids who are less intelligent.)
4 *I'm fascinated by how the memory works. I want to look …* (into some more theories.)

b 1.45 Students read the information in Grammar Focus 3A on SB p.138. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that they write the object of transitive verbs in the correct position in the sentences. Tell students to go back to SB p.34.

Answers (Grammar Focus 3A SB p.139)

a 1 a, b, c 2 a, b, d 3 a, d 4 a, b, d

b 2 Have you looked into the cause of the accident?
3 I've been into jazz since I was at university.
4 We've almost run out of food.
5 I hate to let you down.
6 I can't figure it out.
7 I know I was wrong. Stop going on about it!
8 Do you think this product will take off?

6 SPEAKING

a Tell students that they are going to tell each other about something they have put a lot of effort into. Read through the examples and questions they need to make notes about. Give students a few minutes to choose an activity or learning experience and make notes. Monitor and help with ideas if necessary.

b Put students into small groups to tell each other about their chosen activity or learning experience. Remind them to use vocabulary, including multi-word verbs, from the lesson. Monitor and note down examples of good language use and any common errors to focus on during feedback. Take feedback on conversations as a class.

c Discuss the question as a class.

EXTRA ACTIVITY

Ask students if they can remember the list of words you gave them at the beginning of the lesson. It is likely that they will have forgotten about this, but they may equally well still remember the list. It is a good example of long/short-term memory.

ADDITIONAL MATERIAL

- Workbook 3A
- Photocopiable activities: Grammar p.188, Vocabulary p.208

3B There are lots of good runners in Kenya

At the end of this lesson, students will be able to:

- understand texts about different athletes
- use a lexical set related to sport correctly
- understand people discussing a book about sports and talent
- use the present perfect simple and continuous correctly
- talk about sports issues

OPTIONAL LEAD-IN

Books closed. In pairs, students write down the names of three famous sports people that they think the other students will know. They also write five clues for each one, starting with more difficult clues and ending with an easy one. Give an example of your own sports person for the class to guess. Clues could include things like:

She has been number 1 in her sport for many years; she plays a sport with a racket; her sister is also a top sportsperson for the same sport; her name begins with S., etc. (Serena Williams, tennis player)

Put pairs together. Tell students they have to guess the other pairs' sports person from each clue. The students giving the clues record how many clues the guessing pair needs in order to guess each sports person.

1 READING

a Ask students to look at the photos and name the sports and the sports people, if they can. Go round the class and elicit the names of as many other sports as possible. If you wish, give students information from the Culture notes below.

Answers
Rafael Nadal – tennis
Jessica Ennis-Hill – running (heptathlon)
Rory McIlroy – golf
Eero Mäntyranta – skier
Donald Thomas – high jumper
Moses Masai – runner
anonymous baseball player

CULTURE NOTES

Rafael Nadal is a famous tennis player from Spain. He is said by many to be the most successful player in history on clay courts. He has won all of the world's top tennis competitions.

Jessica Ennis-Hill is a British athlete who is very good at many track and field events. She specialises in the heptathlon, and won the event at the 2012 Olympics.

Rory McIlroy is a professional golfer from Northern Ireland. He is one of three golfers to have won three major championships by the age of 25.

b Put students into small groups. Read through the task and the items in the box with the class. Pre-teach *genetic make-up* (our natural abilities or what we inherit from our parents). Students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class.

LANGUAGE NOTES

Words for people who do sports often end in *-er* or *-or* (e.g. *player*, *runner*, *sailor*). There are exceptions (e.g. *athlete*, *gymnast*).

c As a class, compare the choices of the different groups. Find out if the class can agree on the most important characteristics.

d Ask students to read the text quickly to find the answer to the question. Check answers as a class.

Answers
They all have a natural or genetic advantage that makes them good at their sport.

VOCABULARY SUPPORT

cell (B2) – the smallest part of an organism

genes (C1) – we inherit these from our parents

proportion (C1) – a part of something

spring – a piece of curved metal that can be pressed into a smaller space but then returns to its usual shape

tribe (B2) – a group of people who live together, often in isolated areas, with the same background and culture

e Students read the text again to answer the questions. Students compare answers with a partner. Check answers as a class.

Answers
Cross-country skiing. Eero Mäntyranta. Had an unusual gene – produced more blood cells than normal. Seven medals in Olympics.
High jump. Donald Thomas. Unusually long legs and an exceptionally long Achilles tendon. Won the world championships.
Distance running. The Kalenjin tribe. Long, thin legs and ankles. The world's best runners.
Baseball. Baseball professionals. Remarkable eyesight. Can see a ball travelling at 150km an hour.

f Discuss the questions as a class. If your class is large, put students into smaller groups to discuss the questions and ask for representatives to report ideas back to the class.

Answers
genetic make-up and training and practice are mentioned

2 VOCABULARY

Words connected with sport

a Students work in pairs to match the words in italics with words in the texts. Check answers as a class.

Answers
1 champion 2 performed 3 competitor 4 championships, training 5 victory 6 athletes 7 professional

b 1.46–1.47 Students complete the exercises in Vocabulary Focus 3B on SB p.156. Check the answers to Exercises a and b as a class. Monitor and help students in Exercise c and manage feedback in Exercise d. Check the answers to Pronunciation a. Play the recording for Exercises b and c, and monitor conversations in Exercise d. Tell students to go back to SB p.36.

Answers (Vocabulary Focus 3B SB p.156)

a 1 represent 2 spectators 3 led 4 awarded 5 cheered 6 world record 7 referee 8 pitch

b 1 world record, represent 2 cheered, pitch 3 cheered, awarded

Pronunciation

a

Verb	Noun (event or activity)	Noun (person)	Adjective
compete	competition	competitor	competitive
	athletics	athlete	athletic
	victory	victor	victorious
	championship	champion	
train	training	trainer	
perform	performer	performance	
	profession	professional	professional

b compete competition competitor competitive
athletics athlete athletic
victory victor victorious
championship champion
train training trainer
perform performance performer
profession professional professional

c athlete /'æθliːt/ athletics /æθ'letɪks/
victory /'vɪktəri/ victorious /vɪk'tɔːriəs/
compete /kəm'piːt/ competitor /kəm'petɪtə/

3 LISTENING

a 1.48 Tell students that they are going to listen to part of a radio programme about the book *The Sports Gene* (which the reading texts came from). Read through the questions with the class. Play the recording for students to answer the questions and check answers as a class.

Answers

1 She's a professional runner and trainer.
2 She mainly agrees with them.

Audioscript

PETER This week on *The Book Show* we're talking about David Epstein's *The Sports Gene*, in which he claims that many sports professionals are so good simply because they're lucky enough to have the right genes. According to him, top athletes and other sportsmen are simply different from the rest of us. With us is athlete Barbara MacCallum, who is a professional runner and trainer. Barbara, you've read the book. Do you think Epstein is right – is it all about having the right genes?

BARBARA Well, I think he's right that genes are important. And of course we all know that many Kenyans are tall and thin and so on, and also as the book says they live at a high altitude – 1,000 metres – so they have more red blood cells. So these things are important. But I think there's much more to it than that.

P You've lived in Kenya yourself.

B Yes, I've lived in Kenya myself and I've trained with Kenyan runners, I've also worked with Kenyan children. And there really are lots of very good runners in Kenya. But it's not just about having long legs. They also have a culture of running, everyone runs, even small children, so they have this background, they all see themselves as runners, as good runners. And if you're poor in Kenya, becoming an athlete is a way to change your life, so everyone wants to be a runner.

P And they run in bare feet. Does that help?

B Yes, it does. It gives you a much better running technique, so that's important too. So yes, I think it is partly genetic, but it's also to do with lots of other factors, like having lots of practice, lots of encouragement to run, believing in yourself, and also learning to run in the right way.

P So could I run as fast as a Kenyan?

B Well, yes, you could, but you'd have to start early in life and you'd have to get very fit.

P Well, I haven't run anywhere for years, so maybe it's a bit too late to start.

B Absolutely not, it's never too late. Start training now and you'll be amazed at what you can achieve.

VOCABULARY SUPPORT

altitude – height of something above sea level
bare (B2) – with no clothes
factor (B2) – something that influences a situation

b 1.48 Read through the questions with the class and then play the recording again for students to answer. With a weak class, you may need to play the recording again. Students compare answers with a partner. Then listen and check answers as a class.

Answers

1 a 2 a, b, c

c 1.49 Tell students they are now going to listen to the second part of the programme. Play the recording for students to answer the questions. Check answers as a class.

Answers

1 She's been playing tennis since she was a child and she's been a professional tennis player for ten years.
2 She completely agrees with them.

Audioscript

PETER Thank you, Barbara. Well, also with us now is Marta Fedorova. Marta, you've been playing tennis since you were a child and you've been a professional player for ten years.

MARTA Yes.

P You've also read the book. Do you think he's right? Are some sports people naturally better? Or is it a question of technique and practice, as Barbara says?

M Well, yes, I've been thinking a lot about this recently. I used to think that it was mainly practice and technique that were important. You know, if you practise a lot, if you get fit, if you improve your technique, then you'll win. But after reading this book I'm not so sure. For example, I've played maybe 50 serious matches this year. And I've won about half of them. If I think about the people who beat me, they all have certain things in common physically. Short bodies but longer arms for example.

P Like you.

M Well, yes, I suppose so! And very good eyesight, obviously. And mostly aged 18 to 25. And these are things that you can't really change. So yes, there is something in it.

P So sport isn't as fair as we like to think?

M That's right, and that's really what he's saying in this book. When we watch the Olympics, for example, we think it's a fair competition between equals, but it isn't. We're watching a competition between very different types of people who have different natural advantages. So there will be people who need to train very hard to get where they are and others who don't need to train so much, and there will be some people who can naturally finish 40 seconds ahead of all the others, and so on. So fairness in sport doesn't really exist.

VOCABULARY SUPPORT

equal (B2) – a person who is the same as another
fairness (C1) – the quality of being fair/just

d 1.49 Play the recording again. Students note down answers and discuss the questions in pairs. Take feedback as a class.

Answers

1 They have physical things in common, like long arms or good eyesight, or being aged between 18 and 25.
2 These are things which can't be changed, sport isn't always fair.
3 Some people don't need to train as much as others because they have a natural advantage.
4 Students' own answers.

EXTRA ACTIVITY

Ask students to imagine that a third sports person is being interviewed on the programme and this person completely disagrees with the ideas in the book. In pairs, students note down some comments and examples this person might give for his/her opinions. Students swap partners and take turns to role-play the interviewer and sports person. Monitor and help with ideas, noting points about language to focus on in feedback. Take feedback as a class and, if appropriate, ask a few pairs to repeat their role plays. Deal with any language points you noticed.

4 GRAMMAR

Present perfect simple and continuous

a Individually, students match the sentences and uses and compare with a partner. Check answers as a class.

Answers
1 b 2 a 3 d 4 c

LOA TIP CONCEPT CHECKING

Write these sentences on the board and ask concept questions to check students understand the different uses of the present perfect simple and present perfect continuous:

I've met Jessica Ennis-Hill.

Ask: *Has she met Jessica Ennis-Hill?* (yes)

Do we know when she met Jessica Ennis-Hill? (no)

I've been training for the competition for six weeks.

Ask: *Is he still training for the competition?* (yes, he is)

When did he start training? (six weeks ago)

He's competed in the Olympic Games.

Ask: *Has he competed in the Olympic Games?* (yes)

Do we know when he competed? (no, we don't)

b 1.50 Students read the information in Grammar Focus 3B on SB p.139. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises. Check answers as a class. Tell students to go back to SB p.37.

Answers (Grammar Focus 3B SB p.139)
a 1 a2 2 b1 3 a1 4 b2 5 a1 6 b2 7 a2 8 b1
b 3 ✓ 4 We've given 5 ✓ 6 ✓ 7 I haven't heard 8 have called
c 2 've been waiting 3 Have you been studying 4 hasn't said 5 Have you cleaned 6 Have you been crying, 've been chopping

CAREFUL!

Students sometimes have problems using the present perfect for a continuing state and use the present simple instead, e.g. ~~*I live here for three years*~~ (Correct form = *I* ***have lived*** *here for three years*).

When using the words *just, already* and *yet* with the present perfect simple, word order is often a problem, e.g. ~~*I have already experience of working*~~ (Correct form = *I* ***already have*** *experience of working*).

c Read through the task with the class and look at the first example. Elicit other ways students could finish the sentence using the appropriate tenses, e.g. *I've forgotten the rules, I've lost my fitness level, I've been playing sports that use different muscles*. Students complete the rest of the sentences. Take feedback as a class.

Suggested answers
2 She's really fit. She's been running since she was ten years old.
3 Of course I can play chess. I've won many competitions.
4 Why don't you buy a new pair of skis? You've been using those skis for a long time.

d Read through the task and the points students need to consider. Give students a few minutes to think about an activity and make notes about the points. Monitor and help as necessary.

e Put students into pairs or small groups to tell each other about their sport or activity. Encourage students to ask questions to extend the discussions. Monitor and note good use of language and any common errors to deal with during feedback. Take feedback as a class. Deal with any points you noted while monitoring.

5 READING and SPEAKING

a Ask students to look at the photos and say what sport is pictured (baseball). Ask if any students have ever played or watched a game of baseball. Is it a popular sport in their countries? You may wish to elicit or pre-teach the phrase *case study* (detailed information about a person's life to show general ideas). In pairs, students read the texts to find similarities and differences. Take feedback as a class. Ask if students know of other famous sports people who have had bad injuries or been banned for taking drugs.

Answers
1 They were both very successful baseball players. They both had injuries.
2 Alex Rodriguez was banned from playing after taking steroids and is widely hated. Tommy John had a very successful operation which improved his performance and is regarded as a sporting hero.

b Read through the task and the points students need to consider. Give students a few minutes to think about the questions and make notes about the points. Monitor and help with ideas where necessary.

c Put students into pairs or small groups to discuss the questions. Monitor and contribute to the discussions. Take feedback as a class, and ask for opinions from the different groups.

FAST FINISHERS

Ask fast finishers to discuss this question:

What punishments do you think should be given to sports people who get money for losing a competition on purpose?

ADDITIONAL MATERIAL

- Workbook 3B
- Photocopiable activities: Grammar p.189, Vocabulary p.209, Pronunciation p.239

3C Everyday English
Who should we invite?

At the end of this lesson, students will be able to:

- understand informal conversations about plans and celebrations
- differentiate between voiced and unvoiced consonant sounds
- use appropriate phrases to make careful suggestions
- use appropriate phrases to keep to the topic of the conversation
- plan a class party

OPTIONAL LEAD-IN

Books closed. Write the anagram *ATRENEBILOC* on the board and a clue, *birthday*. Students work in pairs to solve the anagram as fast as possible (*CELEBRATION*). If students find this difficult, give them the first letter *C*, then the last letter *N*.

Ask students to think of the best birthday celebration they have ever had (or been to). In pairs, students tell their partners about this and explain why it was memorable. Students report back on their partner's celebration and then take a class vote on the best celebration.

Alternatively, students think about the first birthday celebration or party they can remember.

1 LISTENING

a Elicit different celebrations (e.g. birthdays, anniversaries, marriages, etc.). Discuss the questions as a class.

b Students describe the photo and say who they can see. Ask them what has happened previously in the story. Students then speculate about questions 1 and 2.

c 1.51 Play Part 1 of the video or audio recording for students to check their ideas from 1b. Check answers as a class.

Answers

1 the supermarket
2 They've both bought two bags of cheese (on offer).

Video/Audioscript (Part 1)

BECKY So when are you going to tell your parents about your promotion?
TOM This weekend, I think. We're seeing them on Saturday, remember?
B Oh yes. Anyway, as I was saying – about Tessa …
T Tessa, yes, your classmate …
B She's just got this amazing natural ability.
T So have you.
B But I've been taking photos for years …
T Very good ones too …
B … and I've gradually got better, but Tessa …
T Maybe she's been practising for years, too. In secret! So what's for dinner then?
B Well, I got some cheese, some chicken and some salad.
T Cheese? You mean the one on offer?
B Yeah. Two for one – bargain.
T Yes, it was a bargain. That's why I got some.
B Well, I guess I know what we are having for dinner.
T Cheese on toast?
B Cheese on toast.

d 1.51 Tell students that when they listen again, they should tick which topics in the box Tom and Becky talk about. Read through the topics first. You may wish to elicit or pre-teach the word *colleague* (person you work with) and *promotion* (better position at work). Play the video or audio recording again for students to answer. Check answers as a class.

Answers

photographs Becky has taken
Becky's classmate, Tessa
Tom's promotion
dinner

e 1.51 Play the video or audio recording again for students to note down what the characters say about the different topics.

Answers

photographs Becky has taken. She's taken very good photos and she's gradually got better.
Becky's classmate, Tessa: amazing natural ability, maybe she's been practising for years
Tom's promotion: He will tell his parents on Saturday.
Dinner: cheese on toast

f 1.52 Play Part 2 of the video or audio recording for students to note down the plans that Tom and Becky discuss. With a weaker group, you may need to pause the recording at points for students to note down answers. Check answers as a class.

Answers

the date, guests, the venue, the cake

Video/Audioscript (Part 2)

TOM Anyway, as I was saying … about the wedding. I was thinking we should start making some decisions if we want to get married in June.
BECKY Yes, you're right.
T So what do we need to think about?
B Well, the usual things: guests, a venue for the reception, the cake.
T So maybe the first thing to decide is …
B … who should we invite?
T I mean, do we want a large wedding with lots of guests or just a small one?
B How about … how about we invite … no one?
T What?
B We can just have a secret wedding. You know, go to Las Vegas in America – or something like that.
T Seriously?
B It's an idea …
T Seriously Becky – don't you think it's a good idea to set a limit? Say no more than 80 guests?
B Yes, I suppose it is.
T OK.
B And … Tessa!
T Sure – we can invite her.
B … Well, yes … but I was thinking … we'll need a photographer.
T Well, yes.
B But don't you agree that Tessa would be perfect as the photographer?
T Um … Becky … that's kind of an unnecessary detail right now.
B Yes. Of course.
T To go back to the guests …
B OK, so how many relatives, how many friends?

VOCABULARY SUPPORT

reception (B2) – a party after a wedding

venue (B2) – a place for a special event or occasion

g 1.52 Read through the questions and play the video or audio recording again for students to answer. Check answers as a class.

Answers
1 Who they should invite.
2 Tom seems to have the more serious attitude towards planning the wedding.

2 CONVERSATION SKILLS

Keeping to the topic of the conversation

a Read through the conversation with a student and ask the class to underline the expression Becky uses to return to the original topic of the conversation. Check the answer as a class. Model the expression for students to repeat, copying the intonation.

Answer
Anyway, as I was saying

b Students join the words. Check answers as a class.

Answers
as I was saying …
to go/get back to …
just getting/going back to …
as we were saying …

c Discuss the question as a class.

Answers
so, anyway

d Put students into pairs. Read through the task and instructions for student A and B. Monitor the conversations and note down good uses of language and any common errors to deal with later during feedback. Do not interrupt the flow of the roleplays. Take feedback as a class, and ask for examples from the conversations, in particular for interesting ways that the students tried to change the topic of conversation.

FAST FINISHERS
Ask fast finishers to think of other times when people might want to change the topic of conversation (for example, when they don't want to discuss something, when they are eager to talk about something else, when they are bored). Ask for these examples during feedback and if appropriate, ask students to role-play these situations for the class.

3 PRONUNCIATION

Sounds and spelling: Consonant sounds

a Model the sounds in the box for the class. Students underline words that begin with those sounds. Check answers as a class.

Answers
1 I've gradually got better …
2 … guests, a venue for the reception, the cake.
3 But don't you agree that she'd be perfect …
4 We'll need a photographer

b 1.53 Tell students that some sounds are 'voiced' and some are 'unvoiced'. Explain that they can tell a voiced sound because they can feel a vibration in their throat if they touch it with their fingers. Encourage students to do this while they say the words *good* and *could*. Play the recording for students to identify which words begin with a voiced sound. Then ask the question about using the lips for /b/ and /p/.

Answer
voiced: better
unvoiced: people
We use the same lip position for both sounds.

c 1.54 Play the recording for students to choose the correct words they hear in each pair. Students compare answers with a partner and then check answers as a class.

Answers
1 bill 2 goat 3 fan 4 leave 5 lap 6 bag

d In pairs, students test each other on the words from the pairs in 3c. Monitor and help with pronunciation as necessary.

EXTRA ACTIVITY
In pairs, students create more pairs of words, each including a voiced and unvoiced consonant. Students swap partners and test each other by saying one word from each pair and asking their partner which word it was. Take feedback as a class, and ask for examples of the word pairs.

4 LISTENING

a 1.55 Tell students they are going to hear the next part of Tom and Becky's conversation. They need to listen for the main topic, not details at this stage. Play Part 3 of the video or audio recording for students to answer the question. Check the answer as a class.

Answer
3

Video/Audioscript (Part 3)

TOM So, if we just invite close family and friends …
BECKY We'll have to invite Aunt Clare.
T Your mad Aunt Clare?
B We have to invite her.
T Of course, we could sit her next to my Uncle Fred.
B But he never says anything.
T Exactly – the perfect pair.
B Who else? What about the people you work with?
T Hmm – I don't know about that.
B We could always invite them to the evening reception.
T Don't you agree that it'd be easier not to invite them?
B But I would like to invite Tessa.
T As I said – that's fine. Anyway, I think we need to limit it to close friends and family members. Even the scary ones.
B I sort of get both excited and nervous when I think about it.
T It'll be fine. So the next question is where?
B Well, there's that lovely old hotel … you know, near where my cousin lives.
T Oh … 'Regent's Lodge'.
B Actually … thinking about where … after we're married. Where are we going to live?
T Hm. Good question.
B What you might call a necessary detail?

b 1.55 Tell students that this time, they need to listen to note down what Tom and Becky say about the topics. Read through the topics with the class and play the video or audio recording again. Pause at different points to let the students note down any answers. If the group is strong, you will not need to pause. Check answers as a class.

Answers

1 Aunt Clare: she's mad
2 Uncle Fred: he'll sit next to Aunt Clare; he never says anything
3 Tom's colleagues: Becky suggests inviting them to the evening reception; Tom thinks it's easier not to invite them
4 Regent's Lodge: wedding venue; near where Becky's cousin lives; lovely old hotel
5 after they get married: where they will live

5 USEFUL LANGUAGE

Making careful suggestions

a 1.56 Elicit some phrases we can use to make suggestions: *let's/why don't we/I suggest*, etc. Tell students that in their conversation, Tom and Becky made some suggestions, and these were careful suggestions. Read the exchange with the class and elicit words they used. Play the recording to check answers.

Answers

could always
be easier

b In pairs, students read the options and choose the best answer. You may wish to elicit or pre-teach the phrase *subject-matter* (topic). Check the answer as a class.

Answer

1

c Read through the examples of careful suggestions with the class. In pairs, ask students to put the suggestions in the correct groups. Check answers as a class.

Answers

1 c, d, e
2 a, b

LANGUAGE NOTES

The multi-word verb *put forward* collocates with *suggestion* and *idea*, for example *He put forward several ideas/ suggestions at the meeting*.

LOA TIP DRILLING

Model each suggestion from 5c, for students to repeat, paying attention to the intonation which makes the suggestions tentative. Students can also drill the examples in pairs.

EXTRA ACTIVITY

In pairs, students think of endings of their own for the careful suggestions in 5c. Ask for examples as a class. Write one ending on the board as an example: … *ask Tessa to design the invitations*.

d Students work in pairs, to find and correct the mistakes in the sentences. Check answers as a class.

Answers

1 Another idea might be to book a DJ for the reception.
2 Don't you think it would be a good idea to invite more people?
3 I thought maybe we could get married at home.
4 How does it sound if we only have a small cake?

e Put students into pairs and assign A and B roles. Direct students to the appropriate pages to do the communication activity. Tell them not to look at each other's pages. Students do the role plays using the information in the activities. Monitor and note examples of good language use and any common errors to deal with later in feedback. Take feedback as a class, and deal with the points you noted.

6 SPEAKING

a Read through the points to consider, and give students a few minutes to think of ideas.

b Put students into small groups to discuss the ideas and make suggestions, plans and discuss arrangements. Remind students to use language from the lesson to keep to the topic and make careful suggestions. Monitor and make notes for feedback. Take feedback as a class, deal with anything you noted during the activity and ask for ideas for the party. Take a class vote on the best party and ask for reasons.

ADDITIONAL MATERIAL

- Workbook 3C
- Photocopiable activities: Pronunciation p.240
- Unit Progress Test
- Personalised online practice

3D Skills for Writing

It doesn't matter what sport people choose

At the end of this lesson, students will be able to:

- understand the details of people speaking about different sports
- understand information in a bar chart
- understand an article describing data
- interpret a bar chart and write an article describing the data from it

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give students two minutes to write down as many sports as they can. Take feedback as a class, and find out which pair has the highest number of sports.

Put pairs together to make small groups of four students. Students take it in turns to choose a sport and mime actions from the sport for the rest of the students in their group to guess. Ask for the best mimes to be repeated in front of the class.

1 SPEAKING and LISTENING

a Ask students to suggest words connected with sports that might be useful during the lesson and write them on the board. Elicit places where different sports are played (a track, golf course, stadium, football pitch, tennis court, etc.) and the equipment needed for different sports (helmet, wetsuit, boots, gloves, etc.).

In pairs, students discuss the questions. Monitor and contribute to the discussions. Take feedback as a class. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Some of the weirdest sports in the world include the following.

Chess Boxing: contestants play chess for four minutes and then box for three with a one-minute break in between. The game ends with a checkmate or a knock-out.

Fussballtennis: a game of tennis on a tennis court, but with a football and no rackets!

Toe wrestling: players fight not with their hands and arms but with their toes. Before the game, opponents chant: 'One, two, three, four, I declare a toe war!'

b As a class, students look at the photos and describe them, saying which sports they can see, if they've tried any of them or would like to.

Answers

1 snowboarding 2 cycling 3 handball

c 1.57 Tell students that they are going to listen to an interview with three sports people at a sports centre. Students need to listen to match the people and the sports from 1b. Play the recording and check answers as a class.

Answers

Lizzie: cycling
Barry: snowboarding
Patricia: handball

Audioscript

REPORTER This is Marco Forlan reporting from the multi-million pound Market Street Sports Complex. It's huge – it's got so many different courts for different sports – tracks for athletics and cycling. It's even got its own indoor snow slope. It's been up and running for a year now, so I've come down to see just how much use it's getting. So, Lizzie, you haven't been doing this long, have you?

LIZZIE No, just over six months.

R And before that?

L Well, nothing. I was one of those people who was pretty hopeless at sport at school. In basketball I could never catch the ball very well and I couldn't throw it far enough. And I've never been a fast runner.

R So you were always last to be picked for a team?

L Yeah, that was me! Everyone else was so much more talented and they looked down on me. But I wanted to do some kind of exercise, and, to be honest, I almost don't consider this a sport – it's just something I used to do to get to school. I train four days a week now and I do a mix of track and open road. It's my favourite part of the day.

R And in the future?

L Next month I'm going to compete in a race. It's just a small local one, but it gives me a goal to aim for. I've been training quite hard for the past six months now. I train here on the track, but also on the open road.

R Good luck with your race.

R Hey, Barry – that was quite an impressive jump.

BARRY Thanks.

R So how long have you been doing this?

B Just over a year. I took it up after I recovered from a foot injury. You see, I used to run marathons, but now I find it really uncomfortable to run long distances.

R And did you get started here at the centre?

B Yeah, that's right. In the beginning I was just having fun – you know … And then I realised I was quite good at it. What I enjoy is … it's mostly about skill and the way you use your whole body – it's not just about strength.

R And have you ever tried it out in the open?

B Yeah, last winter I went to France and had my first go on real snow. I met a lot of amazing people there including a few professionals. They told me that I've got a naturally good style.

R Any plans for the future?

B I'm going to compete in some championships this winter and I've just bought myself this new board. I just wish we had real mountains in England.

R That's a great-looking board. Have fun!

R That was a pretty energetic game, Patricia.

PATRICIA Yeah, it was fun.

R So you're new to the game?

P Yeah, I started about 9 months ago.

R How did you get into it?

P I took it up because I wanted a sport for myself. You see, I've spent the past six or seven years taking my two children to different sports events. They're older now and can get to sports practice on their own. So I had to figure out what I'd like to do.

R How did you decide?

P Well, I was always quite good at basketball, but I wanted to try something new. And I wanted a sport that would get me fit, and this certainly does. Once I'd looked into a range of options – the choice was easy.

R This is a fairly new sport in the UK …

P Yeah.

R So how is it different from basketball?

P Well, you can actually take three steps with the ball – so long as you do it in three seconds.

R That's not long. And how often do you practise?

P Once a week and then we have a friendly game. I enjoy the social side of things as much as the competing. Next year my team's thinking about entering some championships.

R Well, I hope you continue to enjoy it.

VOCABULARY SUPPORT

slope (B2) – the side of a hill, an area for skiing

strength (B2) – the noun from *strong*

up and running – working/happening

LANGUAGE NOTES

Some adjectives form a noun with the ending *-th*, for example *strong – strength*. Other adjectives include: *long – length*, *wide – width*, *broad – breadth*.

d Tell students that this time, they need to listen for more detailed information. Read through the topics with the class. Play the recording for students to note down answers. Pause at different points to give students time. Students compare their answers with a partner before checking answers as a class.

Suggested answers

Lizzie: wanting to do exercise, not good at sports; been doing it just six months, trains four days a week on a track and on the open road; going to compete in small local race
Barry: finds it uncomfortable to run, initially he did it to have fun; been doing it just over a year – realised he's good at it; going to compete in championships this winter
Patricia: good at basketball and wanted a sport to get fit; been doing it for about nine months, practises once a week; her team is thinking about entering some championships

e Discuss the question as a class. If you and the students are all the same nationality, ask if they know which sports are popular in other countries, e.g. cycling in France.

2 READING

a Tell students to look at the bar chart. You may wish to elicit or pre-teach the word *participation* (taking part in something). Give students a few minutes to look at the chart and read the information. In pairs, students decide if the sentences are true or false. Check answers as a class.

Answers

1 T 2 T 3 F – only the years 2005/2006 and 2012/2013 are shown. 4 F – three of the sports had more participation in 2005/2006.

b Ask students to read the article to check if the information given is the same as in the bar chart. Check the answer as a class.

Answer

yes

VOCABULARY SUPPORT

feature (B2) – be an important part of

glued to (C2) – unable to stop watching

percentage (B2) – part of a total number

statistics (B2) – facts that give specific information

c Students read the article again to answer the questions. Check answers as a class. Ask the class if they agree with the writer's speculations about the reasons for the changes.

Answers

1 No, there has been no rush by British people to get involved in sport.
2 No, it represents a range of related sports.
3 A decrease in the number of people swimming.
4 The inclusion of BMX.
5 People are getting involved in a wide range of sports.

FAST FINISHERS

Ask fast finishers to underline and guess the meaning of any unfamiliar vocabulary in the article. Check their guesses during feedback.

3 WRITING SKILLS Describing data

a Remind students that paragraphing and organising are very important tasks when writing an article. Ask students to work in pairs to match the summaries and paragraphs. You may wish to elicit or pre-teach the words *interpret* (explain), *outline* (gives a brief description of) and *issues* (points). Check answers as a class.

Answers

1 c 2 e 3 d 4 a 5 b

b Tell students that it is good to vary the way changes in a chart are described in a report or article. They can do this by using different adjectives/adverbs and nouns. Ask students to complete the table individually and then check with a partner. Check answers as a class.

Answers

1 noticeable 2 change 3 slight / significant
4 slight / significant 5 slightly / noticeably
6 slightly / noticeably 7 hasn't decreased

LANGUAGE NOTES

The spelling rule that we take away the *e* at the end of a verb when adding the endings *-able* or *-ably* does not apply to *notice*: *noticeable/noticeably*.

c Ask students to answer the questions in pairs. Check answers as a class.

Answers

1 back 2 a

d Tell students that the data in 1–4 is about sport in a British city. Students write their own sentences about the data using language from 3b. Check answers as a class.

Possible answers

1 The number of people playing tennis has increased slightly.
2 The number of football teams has decreased significantly.
3 Gym memberships have increased noticeably.
4 There has been a slight decrease in the number of volleyball teams.

4 WRITING

a Look at the bar chart and information with the class and discuss what it shows.

Answer

It shows what sport people who are above 14 years old do once a week in a specific sports complex.

b Tell students that they are going to write an article about the data and the notes in 4a. Give students five minutes to discuss and plan their articles. Make sure that as far as possible you pair students of similar ability together, otherwise weaker students may be dominated and leave the writing to the stronger partner. Remind them to use the language and advice from 3b and c. Monitor and give help where necessary. Students then write their articles. Encourage students to use a variety of adjectives and adverbs when describing the changes. If students find it difficult to write in pairs, ask them to plan in pairs, and then write individually. Monitor carefully and encourage self-correction.

c Pairs swap articles to read and check against the questions. Take feedback as a class, and ask for comments on the articles. Students can vote on the most interesting article.

EXTRA ACTIVITY

Put students into pairs and ask them to use the information from this lesson to write a short article for a school's website to encourage students to do more sport. Monitor and help with ideas. Ask pairs to read out their articles to the class. The class votes on the most effective ones.

LOA TIP REVIEW AND REFLECT

Books closed. Ask students to work in small groups and note down what they learned about describing data in an article. Take feedback and ask when this information might be useful to them in a real-life situation (at university when doing a project or at work, understanding a newspaper article, etc.).

ADDITIONAL MATERIAL

Workbook 3D

UNIT 3
Review and extension

1 GRAMMAR

a Write the following on the board: *I came an old book across last night* and *I love snowboarding! You should try out it, too!* Elicit what is wrong with the sentences. (*Come across* is an inseparable multi-word verb. *I came across an old book* is correct. *Try out* is separable. *You should try it out!* is correct.) Ask students to complete the exercise individually and then to compare answers with a partner. Check answers as a class.

Answers
1 pick it up 2 look down on me 3 get me down 4 is making it up 5 coming up with 6 figure it out

b Ask students: *What have you done this morning?* and *What have we been doing in this lesson?* Elicit examples of the present perfect simple and continuous. Students complete the conversations with the correct verb tenses. They then compare with a partner. Check answers as a class.

Answers
1 been doing 2 been sorting 3 finished
4 seen 5 been doing 6 been studying

c Give students some time to think about possible answers to the questions. Remind them to use the present perfect tenses.

d Put students into pairs to have conversations starting with the questions in 1c. Monitor and note uses of language to look at during feedback. Take feedback as a class.

2 VOCABULARY

a Read through the task with the class and if necessary do the first as an example. Students complete the task individually. Check answers as a class.

Answers
1 We're looking for someone with the ability to lead a team of researchers.
2 She's very skilled at designing things. / She's a very skilled designer.
3 The members of the band are all outstanding musicians.
4 He has the potential to become a very good politician.
5 He's an exceptional goalkeeper.
6 My sister is a brilliant cook. / My sister is brilliant at cooking.

b Students complete the sentences with the correct form of the words in italics. Check answers as a class.

Answers
2 competitor 3 athletics
4 professional 5 performance 6 victorious

EXTRA ACTIVITY

In pairs, students look back through the unit and find five new words they have learned. They write gapped sentences using the new words for another pair to complete. Take feedback as a class, and ask for examples of the sentences.

3 WORDPOWER

Verbs with *up*

a Ask students in pairs to write down as many multi-word verbs with *up* as they can. Check these as a class. Ask students to look at the pictures and match them with the sentences. Check answers as a class.

Answers
1 d 2 a 3 c 4 b

b Tell students to match the examples in 1a with meanings a–c.

Answers
1 a 2 c 3 a 4 b

c Students do the task in pairs. Elicit ideas, but don't check answers at this point.

d 1.58 Play the recording for students to check their answers. Ask students what the problem was in each situation. Elicit other examples for each of the multi-word verbs used in the sentences.

Answers
It referred to the underlined ideas below.
1 He has dropped a glass and broken it.
2 The student doesn't know the meaning of the word.
3 She found Spanish grammar difficult to learn.
4 Their lunch breaks are too short.

e Individually, students match the parts of the sentences. Check answers as a class.

Answers
1 Walk more slowly! I can't keep up with you.
2 He's a very good father. His children really look up to him.
3 We invited 50 people, but only a few turned up.
4 He's so rude. I don't know why people put up with it.

f Ask students to match meanings a–d with the verbs in 3e. Check answers as a class.

Answers
a 4 b 1 c 3 d 2

g In pairs, students choose two multi-word verbs and plan a short conversation which includes both. They should copy the form of the conversations they heard in 3d and not say exactly what is happening or has happened. Monitor and help as necessary.

FAST FINISHERS

Ask fast finishers to make another conversation with two different multi-word verbs. Check these during feedback.

h Students act out their conversations. Nominate a few pairs to read out their conversations for the class and ask other students to guess the situation.

Photocopiable activities: Wordpower p.226

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 4 Life events

UNIT OBJECTIVES

At the end of this unit students will be able to:

- understand texts and conversations, and exchange information about life-changing events, winning and losing money, rules and types of training, photographs, and living in a different country
- compare life and activities in the past and the present
- talk about attitudes and lifestyles
- talk about obligation and permission
- describe the difficulty of different activities
- use appropriate phrases to express careful disagreement
- write an email to apply for work

UNIT CONTENTS

G GRAMMAR

- *used to* and *would*
- Obligation and permission

V VOCABULARY

- Cause and result: *lead to*, *cause*, *have a* (*positive/negative*) *effect on*, *as a result of*, *effect*, *affect*, *result in*, *influence on*, *influence*
- Talking about difficulty: *arduous*, *awkward*, *challenge*, *delicate*, *demanding*, *gruelling*, *punishing*, *rigorous*, *straightforward*, *stretch*, *strict*, *struggle*, *testing*, *tough*, *tricky*
- Wordpower: *as*, *as a whole*, *as far as (I'm) concerned*, *as for*, *as a matter of fact*, *as far as I know*, *as if*, *as follows*

P PRONUNCIATION

- Sounds and spelling: *u*
- Contrastive stress

C COMMUNICATION SKILLS

- Discussing events that changed your life
- Discussing and describing rules
- Describing photos
- Expressing careful disagreement
- Writing an email to apply for work

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to tell their partners about times in their early childhood when they were: very disappointed, very angry, very naughty or very upset. Students should also tell their partner how their parents dealt with these situations and whether the students themselves would act in the same way if their own children were in similar situations. Ask students to explain their reasons for this.

Take feedback as a class and ask for examples of situations and parents' reactions, ideas and comments. Extend the discussion if students are interested.

a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes. Check or explain the meaning of unfamiliar words, e.g. *operate on/operation* (when doctors need to repair our body), *patient* (a person who needs medical help), *prescriptions* (medicine a doctor tells you to take), *surgeon* (a special doctor who performs an operation), *operating theatre* (a place where an operation happens), *scalpel* (a knife used in operations), *gown* (clothes worn by doctors and nurses during an operation), *mask* (something which covers and protects the face).

CULTURE NOTES

The picture shows an operation at a Teddy Bear Hospital in Villejuif, France. The Teddy Bear Hospitals scheme is a public health project designed to help prepare young children between the ages of 3 and 6 to deal with illness and receiving treatment in hospital or from doctors. The children act as the toy's parents and take their toys for treatment. They decide on a problem (often a broken leg or arm), explain the problem to a doctor, watch an operation on their toy and get prescriptions afterwards. The idea is to familiarise the children with situations they might meet later in their lives. In the picture, some doctors (usually student nurses) are operating on a doll that belongs to a French child called Chloe.

b Read through the questions with the class and ask them to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

Ask students to write a short message to their younger selves at the time of one of the situations they talked about in the lead-in. They should give their younger self some advice. Ask students to read their messages to their partners and then ask for some examples in full class. Students vote on the best advice.

4A She's happier now than she used to be

At the end of this lesson, students will be able to:

- talk about winning the lottery
- understand texts about lottery wins
- use *used to* and *would* to compare past and present correctly
- understand an interview about the psychology of money
- use a lexical set related to cause and result correctly
- talk about how they have changed in the last 10 years

OPTIONAL LEAD-IN

Books closed. Write on the board or dictate these phrases to the class:

getting a first job

having children

going to university

leaving home

getting married

In pairs, students discuss how these things can change our lives. Tell students to choose which three they think change our lives the most and why. Take feedback as a class, and ask the class to decide which causes the biggest changes in our lives.

1 SPEAKING

a Put students in pairs or small groups to discuss the question and give reasons. Start by giving them an example of your own, e.g. *If I had $10,000, I'd buy a better car because mine is very old and doesn't run very well.* Monitor and help with vocabulary as necessary. Note any interesting comments. Take feedback as a class, and ask for examples from the conversations. Find out which is the most common way of spending money and which is the most unusual.

LOA TIP MONITORING

Do not focus on accuracies/inaccuracies at this stage, as it is a warmer for the lesson. If you monitor a warm-up activity, it should be to encourage students and familiarise them with some of the content of the lesson. Do not use it as an opportunity for correction, as this could have a negative effect on the students' contributions later on. Don't insist on students using the second conditional when giving their answers. They will practise using this in Unit 8.

b If the word *lottery* has not come up in 1a, write it on the board and check the meaning. Ask whether people enter national lotteries in the students' countries, if the students have ever entered (if not, why not?) and whether they have won any money. If appropriate, extend by asking the class if they think lotteries are generally a good or a bad thing and why. Students read the headlines and discuss the questions in pairs. Take feedback as a class.

VOCABULARY SUPPORT

inherit (C2) – receive money when someone dies

wreck (C2) – destroy or damage badly

2 READING

a Ask students to read the first part of two texts and discuss the questions. Check answers as a class.

b Put students into pairs to match the words with the meanings. Check answers as a class.

Answers

1 pay day 2 mansions 3 earthquake
4 parliament 5 kids 6 satisfied 7 mayor

c In pairs, students look at the words in the boxes in 2b again and talk about what they think the stories are. Monitor and give encouragement. Take feedback and check ideas as a class.

d Tell students that they are going to read the two different stories and tell their partner about the story they read. Put students into pairs and assign A and B roles. Ask Student As to look at the story on SB p.128 and Student Bs to look at the other story on SB p.130. Ask students not to look at each other's stories. Students do the reading task and answer the questions. Monitor and help with any difficult words if necessary. Students then compare answers with another student who read the same story.

Answers

Student A

1 She lived in a small apartment and couldn't afford a car.
2 $10.5 million
3 She went on lots of holidays and shopping trips, and bought a big house and four cars.
4 family (her parents and four siblings) and friends
5 She lives in a rented house near to where she used to live. She doesn't have any cars and rides an electric bike or takes the bus.
6 Instead of shopping all the time, other things are important to her.

Student B

1 He worked long hours as a taxi driver and security guard.
2 He had a dream about diamonds and a number.
3 $55 million
4 He gave one last free taxi ride, then he bought a Mercedes and two mansions.
5 He moved to his hometown, Battagram, and became the mayor. Two days later there was an earthquake, so he used his lottery money to buy medicine and building materials.
6 He thinks that giving people money is never enough and that people are never satisfied – they always want more.
7 He wasn't popular with the people of Pakistan (they thought he behaved like an American, not a Pakistani), and resigned in 2008. He tried to be elected to the Pakistan parliament but didn't get enough votes.

LOA TIP ELICITING

Students will always find words that are unfamiliar to them. Do not simply give the meaning, but encourage them to deduce the meaning of words by looking at the context – the sentences that come before and after the unfamiliar word.

e Students take turns to tell their partners the story that they have just read. They should retell the story in their own words but include the words from the boxes in 2b. Encourage students to ask questions to find out more details about the complete story. Monitor and help with vocabulary as necessary.

VOCABULARY SUPPORT

jackpot – the largest amount of money you can win in a competition

news breaks (C2) – when we hear a news story for the first time, as it happens

run in an election – offer yourself as a candidate in an election

FAST FINISHERS

Ask fast finishers to discuss what they think Sharon Tirabassi and Ihsan Khan would do differently if they won the money again. Ask for their ideas during feedback.

f Students discuss the questions in pairs or small groups. Take feedback as a class, and ask for comments and opinions.

3 GRAMMAR *used to* and *would*

a Tell students how you used to earn money when you were very young, e.g. *I used to clean my dad's car when I was seven! My mum used to give me some money if I did a lot of housework. I used to spend it on comics and sweets!* Ask students about their experiences. Read through sentences a–c with the class and ask students individually to complete the rules. They then compare answers with a partner. Check answers as a class.

Answers

1 past 2 now 3 used to 4 would 5 used to 6 would

b Students find and underline other examples of *used to* and *would* in the texts. Ask for examples as a class.

Answers

Tirabassi used to live
she would take friends
she would regularly go
where she would buy
she's happier now than she used to be
I used to spend
Khan used to work
he would usually send
he used to think

c Read the sentences and discuss the questions as a class. Refer back to the examples you gave and/or elicited from students at the beginning of the grammar section and ask the class to change them using *no longer/not any more*, e.g. *I don't clean my dad's car for money any more! I no longer do my mum's housework.* Individually, students rewrite sentences a and b and answer the question. Check answers as a class.

Answers

1 (b)
2 a Today, the Tirabassi family no longer live in a huge house.
b He used to think he could use his money to fix everything, but he doesn't believe that any more.

No longer comes before the main verb; the main verb comes between *not* and *any more*.

d 2.2–2.4 Students read the information in Grammar Focus 4A on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, checking that students differentiate between the forms correctly and pronounce *used to* naturally as /ˈjuːs tuː/. Tell students to go back to SB p.45.

Answers (Grammar Focus 4A SB p.141)

a 2 a, b 3 a 4 a, b 5 b 6 a
b 1 used to be 2 didn't use to 3 used to 4 get used to 5 use to go 6 get used to

CAREFUL!

Students sometimes use *would* instead of *used to* when talking about a past state, e.g. ~~*I would live in the city centre.*~~ (Correct form = *I* ***used to*** *live in the city centre*). Another mistake is to use the wrong form of *used to* in questions and negative statements, e.g. ~~*I didn't used to like reading*~~ (Correct form = *I* ***didn't use to*** *like reading*).

EXTRA ACTIVITY

Divide the class into two groups, A and B. Group A thinks about what Sharon Tirabassi did when she was rich, noting down examples with *used to* and *would*. Group B thinks about what Ihsan Khan did when he was rich, noting down examples with *used to* and *would*. Choose a student from each group to take notes and another one to present the results in front of the class. Monitor and help with the correct use of *used to* and *would*.

4 LISTENING

a Tell students they are going to listen to an interview with a researcher into the psychology of money. Ask students how they think she will answer questions 1–3.

b 2.5 Play the recording for students to check their ideas.

Answers
1 no 2 No, but it won't stop you being happy, either. 3 no

Audioscript

PRESENTER Monica, we often hear stories about lottery winners who were unhappy or who spent their money unwisely.

MONICA Yes, that's true, you often read about lottery winners whose lives turned bad. For example, the Griffiths family recently – that was a big story. They won £1.8 million on the lottery and they spent it all on houses and cars and I don't know what else. And they ended up losing all their money, and soon after that their marriage broke up – it was a very sad story. And you do certainly hear stories like that.

P So does suddenly having a lot of money really influence people's behaviour? Or are these just isolated or unusual cases which make a good story?

M They're just isolated cases. In fact winning doesn't usually have a negative influence on people. Of course, people like to believe that winning money leads to disaster because that makes them feel better about not winning. But the idea that winning a lot of money causes misery is actually a myth, it's simply not true.

P There have been studies done on this, haven't there?

M Yes, that's right. According to most studies, suddenly having a lot of money is just as likely to have a positive effect on you as a negative effect. And most people don't in fact spend all their money.

P Can you give us some examples?

M Yes. For example, a recent study in Britain looked at how much of their money people spent if they won the lottery. And it found that people spent a lot in the first five years, but very few people spent all the money in their lifetime, only about 2–3%. So most people do spend a lot, but they save a lot as well. And then there was an interesting study in California, and they measured how happy people are as a result of winning the lottery. And they found that people get very happy when they win, which isn't surprising, but as they adjust to the idea of being rich and go back to normal again after a few months – they end up feeling just the same as before. So over the long term, getting richer doesn't actually affect how happy you are, you just stay the same … but with more money, of course.

P So, if you're happy anyway, you'll stay happy even if you get rich, is that the message?

M Yes, that's right. Money won't make you happy, but it won't stop you being happy either. And studies have also shown that it depends on how you spend the money. So people who buy lots of things, like clothes or houses or cars, are often not very happy. As soon as you've got a car you want a better car and so on, so that doesn't make you happy for long. But spending money on experiences usually results in longer-term happiness.

P Experiences?

M Yes, for example, going on the holiday of a lifetime or doing something you've always wanted to do. That'll make you happy while you're doing it, and it'll make you happy later because you also have good memories of it. So it's a better way to be happy.

P OK, so there we have it. When you win that £5 million, forget the cars and the new house, and go for a long holiday instead.

VOCABULARY SUPPORT

adjust to (B2) – change the way you behave
isolated (C1) – on your own, away from other people
misery (B2) – great sadness, unhappiness
myth (C1) – a story that is not true, or an idea that is false

c 2.5 Read through the statements with the class and play the recording for students to tick the correct statements. Pause the recording at different points to give weaker students time to process and check the questions. Check answers as a class.

Answers
2 ✓ 4 ✓ 5 ✓

d Discuss the questions as a class. If your group is very large, divide students into smaller groups to discuss the questions. Take feedback as a class.

5 VOCABULARY Cause and result

a 2.6 Write on the board: *He became poor again because he spent all his money on cars.* Elicit which phrase is the cause (because he spent all his money on cars) and which is the result (he became poor again). Individually, students underline the correct alternatives in sentences 1–6. Check answers as a class.

Answers
1 to 2 causes 3 on 4 of 5 affect 6 in

b Students answer the questions in pairs. Check answers as a class.

Answers
1 leads to, results in
2 as a result of
3 *affect* is a verb, *effect* is mainly used as a noun
4 In sentence 4, *result* is a noun; in sentence 6, *result* is a verb.

c Individually, students complete the sentences. They then compare with a partner. Check answers as a class.

Answers
1 effect 2 lead 3 affect 4 cause 5 result 6 result

d Read through the task and ask students individually to write three sentences. Give an example of your own sentence first, for example *I spent several years in Spain and as a result, I spoke Spanish well when I went back to England.*

e Students read each other their sentences and ask questions in pairs, or small groups. Take feedback as a class, and ask for examples.

6 LISTENING

a Read through the information with the class. As a class, elicit ideas about how the people's lives might have changed because of the events, using the words in the box as prompts.

b 2.7 Play the recording for students to identify which topics from the box the speakers talk about. You may need to play the recording twice for a weaker group. Check answers as a class.

Answers

Alphonso talks about lifestyle, attitudes to life, work, money and leisure.
Dragana talks about attitude to life.

Audioscript

ALFONSO For me, the thing that's changed my life most is having a baby. Things are just completely different now. We used to go out a lot, we used to travel as well, we'd go somewhere different every year, and we didn't use to care much about money, we both had good jobs and we had a small flat in town so we didn't need to care about money very much. But now of course the baby's the most important thing, so I'd say I've become a bit more cautious than I used to be. I used to be quite an adventurous person, I used to take all kinds of risks without thinking much about it. Whereas now I think more about having a family, having a home, having a steady job, things like that. Sounds terribly boring, doesn't it, but it doesn't feel boring!

DRAGANA A very big change in my life was going abroad to study. I grew up in Croatia in a fairly small town and I went to university there. But then I had a chance to go to Berlin for a year to study. And of course I had a good time there and I made new friends, but I think it also changed the way I look at life. Before I went I was quite shy and not very self-confident and I had quite a protected life, I suppose, and then in Berlin I had to look after myself and also adapt to a new culture, of course. And as a result of being there, I think I no longer see everything from a Croatian point of view but more internationally, so I'm much more open to different ideas than I used to be, I would say – I hope so , anyway.

c 2.7 In pairs, students decide if the statements are true or false. Tell students that they should listen for details so they can correct the false statements. Play the recording again for students to check answers.

Answers

1 T
2 F – they both had good jobs and they had a small flat in town, so they didn't need to care about money very much
3 F – he's become a bit more cautious than he used to be
4 F – she's from a fairly small town
5 F – she had a good time there
6 T

VOCABULARY SUPPORT

adapt to (B2) – change behaviour in a new situation
adventurous (B2) – enjoying new and dangerous things
cautious (B2) – careful
steady job (C2) – a job which is regular and secure

7 SPEAKING

a Read through the task and the different points to consider with the class. Give an example sentence of your own, for example *I used to travel to work by car, but when the traffic started to get bad I changed to using public transport*. Give students a few minutes to note down their own ideas.

b In pairs, students use their notes to tell each other about how their lives have changed. Remind the class to use *used to/would* and the expressions to express cause and result that they have looked at in this lesson. Monitor and note down examples of good language use and any common errors to deal with during feedback. Take feedback as a class, with students reporting back on their partners. Deal with any points you noted down while monitoring. Focus on language from the lesson.

ADDITIONAL MATERIAL

- Workbook 4A
- Photocopiable activities: Grammar p.190, Vocabulary p210

4B We weren't allowed to talk in class

At the end of this lesson, students will be able to:

- use modals and expressions to talk about obligation and permission correctly
- understand an article about training and discipline
- use a lexical set of adjectives related to difficulty correctly
- understand people talking about training experiences
- talk about learning experiences and following rules

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask students to think of a job and describe to their partner what this job involves. Students give examples of rules and routines for this job but they mustn't use the actual job title. Their partner tries to guess what the job is. Give an example of your own first, for example *You have to be patient. You don't need to wear a uniform. You must like children. You have to train for three years. You have to be imaginative and creative.* (primary school teacher). Take feedback as a class on what the jobs were. If there are any jobs that haven't been guessed, ask the whole class to join in.

1 SPEAKING

a In pairs, ask students to name as many different jobs as they can in two minutes. Check answers as a class. Ask if all these jobs require special training. Students then look at the photos and say what each job is. Discuss the questions as a class.

b Students read what the people in the photos are saying about training and, in pairs, discuss whether they agree or disagree. Monitor and help as necessary. Take feedback as a class.

2 GRAMMAR Modality review

a Students underline all the modal verbs and phrases in the quotes. Check answers as a class.

Answers

You <u>can</u> do all the studying you like
These days you <u>need</u> a degree no matter what you do;
you simply <u>can't</u> get a job without one;
I kept telling myself 'I <u>must</u> finish it'
You <u>don't have to</u> have a university degree

b Individually, students complete the rules. They then compare with a partner. Check answers as a class.

Answers

1 have to, need to, must 2 don't have to 3 can 4 can't

EXTRA ACTIVITY

Ask students to look again at the photos of the jobs in 1a and elicit examples of requirements for each job using the modal verbs or phrases, for example *A pilot can't fly a plane without lots of training. A pilot needs to be good at maths.*

3 READING

a Students look at the photos. Ask them if they know what nationality these people are and whether they have been to those countries. Discuss questions 1 and 2 as a class.

b Ask students to read the texts quickly to check their ideas. Check answers as a class. If you wish, give students the information from the Culture notes below.

Answers

1 Photos a and d show acrobats and actors at a traditional Chinese theatre. Photos b and c show Swiss Guards at the Vatican.
2 Students at the Peking Opera School train for ten hours every day and perform in theatres at night; Swiss guards need to learn languages, martial arts, and do military training.

CULTURE NOTES

Jackie Chan is a famous martial artist from Hong Kong who has appeared in more than 150 films, starting in the 1960s. He did all the stunts in his films himself. His films made martial arts popular all round the world.

The Swiss Guard were given the role of protecting the Vatican because a long time ago young Swiss men became mercenaries (fighting wars for other countries as a job). At that time Switzerland was a poor country and the young men needed to find work and money in other places. It has been a tradition to use them in the Vatican since 1506.

The Vatican is the smallest internationally recognised independent state in the world and is a very small area inside Rome, Italy. The Pope lives here, with other important people of the Catholic Church. Tourists often visit the Vatican to see St Peter's Basilica and the Sistine Chapel.

c Students read the texts again in more detail to answer the questions individually and then compare their answers with a partner. Check answers as a class.

Answers

1 P 2 S 3 S 4 P 5 P 6 P 7 S 8 S

d Discuss the questions as a class.

VOCABULARY SUPPORT

academy – a type of school

debt (B2) – an amount of money you owe

discipline (B2) – rules

handle – use

martial arts (B2) – a sport that is a traditional Japanese or Chinese form of fighting

striking (B2) – noticeable

EXTRA ACTIVITY

Ask students to read both texts again and then close their books. Say the following words or numbers. Students must say what the word or number you say refers to in the texts.

Peking:

1 *5* (Students at the Peking school had to get up at 5 a.m.)
2 *10* (They had to work for 10 hours every day.)
3 *1960s* (Jackie Chan did his training there at that time.)
4 *Accommodation* (Students were given free accommodation.)
5 *Contract* (The students had to sign a contract about paying back the money.)

The Swiss Guard:

1 *16th century* (The Swiss Guards uniform is from this time.)
2 *19* (The youngest age of a Swiss Guard.)
3 *30* (The oldest age for a Swiss Guard.)
4 *1.74* (The minimum height for a Swiss Guard.)
5 *English* (A language that the Swiss Guards have to speak.)
6 *Karate and judo* (Defence skills the Swiss Guards have to learn.)

FAST FINISHERS

Ask fast finishers to write a short diary entry for a student at the Peking Opera School or the Swiss Guard training. Check these during feedback.

4 VOCABULARY Talking about difficulty

a Read through the example sentences with the class (modelling the stress clearly on each adjective) and ask which adjective is not as strong as the others.

Answer
tricky

b Students discuss the questions in pairs. Check answers as a class.

Answers
1 punishing 2 rigorous 3 strict

c Students ask and answer the questions in pairs. Take feedback as a class, and ask for examples from the conversations. You may wish to ask for further examples of situations and people that could be described using the adjectives.

d 2.8–2.9 Students complete the exercises in Vocabulary Focus 4B on SB p.157. Check their answers to Exercises a, b, c and d. Monitor the conversations in Exercise e and take feedback as a class. Play the recording for students in the Pronunciation section and check answers as a class after Exercise d. Tell students to go back to SB p.49.

Answers (Vocabulary Focus 4B SB p.157)

a 1 demanding 2 awkward 3 testing 4 challenged 5 delicate 6 not very straightforward 7 a struggle 8 stretched
b delicate, awkward
c 1 demanding/testing 2 awkward/delicate 3 struggle 4 straightforward 5 challenged/stretched

Pronunciation

b 1 cup – struggle 2 put – cushion 3 true – include 4 thin – busy
c

sound 1 /ʌ/	sound 2 /ʊ/	sound 3 /uː/ or /juː/	sound 4 /ɪ/
subject	pullover	amusing	business
unfortunately	pudding	super	
supper	helpful	assume	
punish	focus	unfortunately	

5 LISTENING

a 2.10 Tell students they are going to hear two people talking about their training experiences. Miranda trained at a drama school and Fred at a football academy. Read through the sentences as a class. Play the recording for students to decide which sentence describes each experience best.

Answer
1

Audioscript

MIRANDA I think the hardest part of drama school was actually getting into it. The audition process took for ever. First of all we had to perform two scenes from plays – one modern, one Shakespeare. Then we got called back to do the scenes again. I was supposed to prepare a song as well, but they forgot to let me know. So I just sang the first song that came into my head – can't even remember what it was. After that, there was a workshop for a day where they made us work on new scenes from plays and do movement and voice classes. After all of that I felt really lucky to get selected. There's no doubt the training was very thorough, I mean, we did everything – the usual voice and movement classes, but also specialised things like learning how to pretend to fight on stage – I really enjoyed those classes. The tutors were all very different – some were really strict and tough. For example, we had a movement teacher and in her class we weren't allowed to talk or use our voices in any way. That was really difficult. But our voice teacher was really relaxed – she was cool. During my second year I went through a bit of a difficult time because I wasn't sure if acting is what I really wanted to do. I mean, drama school is a huge sacrifice. The training sort of swallowed my life – like, I lived it every single moment of the day. I kind of felt like I wasn't having what you'd call 'a normal life' for a 20 year-old. The school was really flexible about this and they let me take a couple of weeks off to make up my mind. I decided to keep going and I'm glad that I did. I graduated last year and I've got an agent and I've just got a small part in a production at the Royal Shakespeare Company. So I guess you could say I'm on my way …

FRED I got into a football academy when I was eleven years old. I was playing at my local club and a scout from a professional club saw me and invited me to play in a trial match. I was really excited about this. My parents had their doubts – they were worried about me not having a normal childhood – but they could see this was a pretty unique opportunity, so they let me do it. Dad was really pleased about one thing: we were allowed to see all the club games for free. But I don't think any of us really understood just how difficult a commitment it would be. Mum and Dad were more or less forced to act as my chauffeurs and they had to drive me to practice three times a week and then to a match every Sunday. I had to do this and keep up with my school homework at the same time. And that

meant I often wasn't allowed to go out and play with my friends when I wanted to. Still, in the academy we had the best coaches and there's no doubt that my playing got so much better. We also used to watch videos of matches all the time and analyse the strategy of the different players. I enjoyed this a whole lot more than I thought I would. In fact, one of the coaches once told me that this is one of the reasons why I stood out from some of the other boys in the academy. It's a really competitive environment and at the end of every year, there were some boys who were forced to give it all up because they didn't get invited back for the following year. I had one mate, Jack. We started at the same time, but when we turned 16 and it became possible for some of us to earn a salary Jack wasn't selected. And it was like the previous five years were all for nothing. And he was like my best mate and I really missed him. I did get selected though, and now I've got a full professional contract, so things are pretty good. Did I have a normal childhood? No, probably not. I kind of regret that, but then I've been given an opportunity, haven't I? I guess you can't have it both ways.

VOCABULARY SUPPORT

agent (B2) – a person you pay to find you work

audition (C1) – short performance to get a part in a play

chauffeur – official driver

commitment (B2) – something you agree to do

sacrifice (C1) – something you have to stop or give up in order to do something else

scout – a person whose job is to look for new talent

stand out from (B2) – noticeable

strategy (B2) – a plan

swallow (B2) – make food or drink go into your stomach

unique (B2) – very special, unusual

workshop (C1) – learning by doing something in a group

you can't have it both ways – you have to make a choice

b 2.10 Give students a few minutes to read through the sentences. Play the recording again for students to decide if the sentences are true or false. Pause after Miranda has spoken to give students time to think and decide. Check answers as a class.

Answers

1 T 2 F – she thinks she was lucky to be selected. 3 F – one teacher was really relaxed. 4 T 5 T 6 F – he says no one knew how difficult it would be. 7 T 8 T

c Students discuss the question in pairs. Take feedback as a class.

6 GRAMMAR Obligation and permission

a Elicit the meanings of *obligation* (something you have to do) and *permission* (something you are allowed to do) from the class. As a class, read through the sentences and ask students if they show obligation or permission. Elicit another example for each word or phrase of something the students have recently been obliged to do or been permitted to do. Give an example of your own, for example *Yesterday I was supposed to cook dinner but I didn't have time so I ordered a pizza instead.*

Answers

1 O 2 O 3 P 4 P 5 P 6 O

b 2.12–2.13 Students read the information in Grammar Focus 4B on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.49.

Answers (Grammar Focus 4B SB p.141)

a 2 you ought to write to them
3 forced me to give them my phone
4 be allowed to park there
5 you can go home
6 were supposed to bring strong shoes
7 didn't let me use a dictionary
8 made us stop

b 2 couldn't 3 allowed 4 had/needed 5 supposed 6 supposed 7 can't/mustn't 8 allowed/supposed

CAREFUL!

Students often mistake *must* with *should*, e.g. ~~*Because of the weather we must leave early*~~ (Correct form = *Because of the weather we* ***should*** *leave early*) or ~~*I should wear a uniform in my new job*~~ (Correct form = *I* ***must*** *wear a uniform in my new job*). Whereas *must* is used for strong obligation, *should* is used for making a recommendation.

LOA TIP CONCEPT CHECKING

Give students some sentences and ask concept questions to check they understand meaning.

You can go home early today.
Ask: *Do you have permission to go home early?* (yes)
Who is giving you permission? (you are)

I was supposed to review for a test last night.
Ask: *Did you review?* (no)

The personal trainer made us do more exercises in the gym.
Ask: *Did you do the exercises?* (yes)
Did you have a choice? (no)
Who told you to do the exercises? (the trainer)

The boss let us take some work home.
Ask: *Did you take the work home?* (yes)
Who gave the permission? (the boss)
Was it an obligation to take the work home? (no)

At my last job we couldn't drink coffee at our desks.
Ask: *Did you drink coffee at your desks?* (no)
Did you have the possibility to drink coffee at your desks? (no)
Who made the rule? (someone in authority)

7 SPEAKING

a With the class, read through the activity and questions. Give students five minutes to make notes. Monitor and help with ideas where necessary.

b In pairs, students tell their partners about their experiences. Encourage students to ask questions and compare the experiences. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class, and ask for examples from the conversations. Deal with any common errors you noted down. Ask the class to choose which experience was the most difficult.

ADDITIONAL MATERIAL

- Workbook 4B
- Photocopiable activities: Grammar p.191, Vocabulary p.211, Pronunciation p. 241

4C Everyday English
Thank you, you've saved my life

At the end of this lesson, students will be able to:

- understand informal conversations about taking photos and doing coursework
- use appropriate expressions to present and describe photos
- express careful disagreement
- use contrastive stress correctly
- present and agree with different topics

OPTIONAL LEAD-IN

Books closed. Tell students that they are going to review adjectives they learned in the last lesson. On the board, write the first letters of adjectives students learned to describe something that is difficult:

*p*_____ (punishing)
*a*_____ (arduous)
*g*_____ (gruelling)
*r*_____ (rigorous)
*to*_____ (tough)
*s*_____ (strict)
*tr*_____ (tricky)

In pairs, students complete the words. Stop the activity when the first pair finishes. Check answers, spelling and pronunciation as a class.

1 LISTENING

a As a class, ask students what they have done recently that they're proud of. Give an example of your own, e.g. *I wrote an article for a magazine and lots of people read it. I was proud of that.* In pairs, students read through the questions and discuss them. Take feedback as a class and find out how most students feel about being criticised. Write the phrase *constructive criticism* on the board and explain that criticism is sometimes OK as long as it is given to help someone do better.

b Ask students to summarise the story so far. Tessa and Becky are students. They are studying photography. Becky is working in her cousin's café and she and Tom are planning their wedding. Then ask students to describe the photo and speculate on what Becky is doing.

c 2.13 Play Part 1 of the video or audio recording for students to check their ideas.

Answer
Becky is showing the tutor photos that she and Tessa took for the project.

Video/Audioscript (Part 1)

BECKY Now let's have a look at some of the most successful ones. Tessa took this one.
TESSA We really like the way the light is hitting the tree.
B And here's a similar shot, but from a different angle with a plane crossing the sky. We got some close-ups of flowers. We managed to get some good shots of daffodils.
T The light was really good for this one.
B And we were lucky and managed to get a couple of wildlife shots. Here's a shot of a swan that Tessa took, And finally … my shot of a squirrel.
B Thank you for listening.
TUTOR OK, thank you, Becky and Tessa. Some very good work. There were some interesting close-up shots there, very sharp details and clear colours. Yes, a very good first assignment. Well done, both of you. OK. Now for your next assignment … Bridges. Pick a bridge that you like. Photograph it and then write an essay to go with it. OK? We'll see how you get on. You've got one month.

d 2.13 Play the video or audio recording again for students to answer the three questions. Check answers as a class.

Answers
1 Becky's and Tessa's
2 close-up shots, sharp details and clear colours
3 bridges

2 USEFUL LANGUAGE Describing photos

a In pairs, students read through the expressions and decide which could be used to describe the photos. Check answers as a class.

Answers
1 2 2 b 3 n 4 1 5 b 6 1 7 n 8 n

b 2.13 Ask students which underlined expressions Becky used. Encourage students to try to remember before they listen again. Play the recording again to check.

Answers
1, 5

c Put students into pairs and assign A and B roles. Tell Student As to go to SB p.128 and Student Bs to go to SB p.131. Students look at the photos and discuss the different points. Monitor to help and give encouragement. Remind students to use phrases for describing photos from 2a. Tell students to go back to SB p.50.

d Put students into new pairs. Make sure that a student from a pair A forms a pair with a student from a pair B (who has looked at different photos). They take turns to show their photos to their new partner and talk about them. Encourage the other student to ask questions. Take feedback as a class.

LOA TIP MONITORING

Monitor and note down examples of good language use and any common errors to deal with later during feedback. With activities like this, where a student is presenting ideas, it is important not to interrupt the flow. Don't mention every mistake in feedback. Weaker students will obviously make more mistakes than stronger ones, and if you focus too heavily on one student's errors in group feedback, this can also knock a student's confidence badly.

e Students discuss the photos as a class. To finish, ask students to choose their favourite photo and justify their choice.

3 LISTENING

a 2.14 Read through the two questions and play Part 2 of the video or audio recording for students to answer. Check answers as a class. Clarify the meaning of *architecture* (the structure of a building).

Answers
1 college, a presentation, the next assignment
2 to the café

Video/Audioscript (Part 2)

BECKY That went quite well.
TESSA Yeah.
B It was fun. So, bridges for the next assignment.
T Yes, bridges. So boring.
B Oh, I don't know, it's not that boring. All that fantastic architecture. That could be quite interesting.
T Yeah, maybe you're right, I'm not sure. But there's all that theory for the essay. I didn't take any notes in yesterday's lecture.
B Don't worry, I took loads of notes. You can borrow mine.
T Can I?
B Sure. Come round to the café later and I'll give them to you. Must go now. Bye!

b Discuss the questions as a class.

Answers
1 B 2 T 3 T

4 CONVERSATION SKILLS
Expressing careful disagreement

a 2.15 Read through the exchange with the class. Play the recording for students to tell you what Becky and Tessa actually said.

Audioscript

TESSA Yes, bridges. So boring.
BECKY Oh, I don't know, it's not that boring. All that fantastic architecture. That could be quite interesting.

b Discuss the question as a class.

Answer
It is more polite.

c Tell students that they need to read replies 1–5 and match them with the topics in the box. Students work in pairs and do the matching. Take feedback as a class. Elicit what students were talking about, but don't check answers at this point.

d 2.16 Play the recording for students to check their answers.

Answers
1 a football match 2 a restaurant meal 3 bank managers
4 a party 5 a film

Audioscript

1
A I thought the goalkeeper was useless. He was the weakest player in the team.
B Really, did you think so? I thought he played quite well.

2
A €60 for fish and a salad! That's far too much.
B I'm not sure about that. It doesn't seem that expensive.

3
A Did you see that bank managers earn an average of 100,000 a year? It's crazy!
B I know what you mean, but on the other hand it's a very responsible job.

4
A She's having a fancy dress party on her birthday. How boring!
B Oh, I don't know. I think it could be quite good fun.

5
A It was a very boring film. I thought it was far too long.
B Yeah, maybe you're right, but I enjoyed some bits of it.

e Tell students that they are going to disagree carefully. Read through comments 1–3 and ask students to think of replies to disagree, using some of the underlined expressions from 4c. Monitor and help as necessary. Put students into pairs. Students take turns to say the comments and disagree. Take feedback as a class and ask for examples of the disagreements.

EXTRA ACTIVITY
In pairs, students continue the different conversations from 4e. They should either disagree with the reply or agree with it and add another comment. Monitor and check that students are using appropriate ways to disagree, and if appropriate, ask one or two stronger pairs to repeat their conversations for the class.

5 PRONUNCIATION Contrastive stress

a 2.16 Play the recording for students to listen to Becky's reply and answer the questions as a class. Ask students to repeat the phrase with the stress on *that*.

Answers
1 It's not <u>that</u> boring 2 b

b Put students into pairs to practise saying and replying to the comments. Monitor to make sure students are using contrasting stress in their replies.

LOA TIP DRILLING
Say: *It's very cold*. Students say: *It's not <u>that</u> cold*.
Repeat with these sentences: *It's late. It's ugly. It's depressing. It's interesting. It's cheap.*
In pairs, students take turns to say the sentences again, replying to them using contrastive stress.

c 2.17 Play the recording for students to find out if their replies were similar.

6 LISTENING

a 2.18 Tell students that after listening to the next part, they have to choose the best summary. Play Part 3 of the video or audio recording, then read through the summaries and ask students to choose the best. Check the answer as a class.

Answer
1

Video/Audioscript (Part 3)

BECKY Here you are. My lecture notes.
TESSA Ah great, thanks.
B And these …
T Thank you.
B And here are some other notes I made earlier.
T Ah, OK, thank you. Plenty to read here.
B It's not too much, is it?
T Um, well … no, thank you. You've saved my life.
B Don't worry, that's OK. I'm more into the theory than you are.
T You can say that again. I hate it.
B By the way, Tom and I were sorting out the details of the wedding last night.
T Oh yeah?
B And we thought – well, if you're interested – we'd love you to take the photos.
T Me? Are you serious?
B Yeah, why not?
T Well, I'm not … I don't think I'm good enough.
B Oh, don't be silly. Of course you are. Oh, will you? Please?
T Well, yes, if you want me to. I mean … I'd love to.
B Great. Better get back to work.
PHIL Oh no. No!
B What is it, Phil?
P I've just deleted the whole chapter. I only meant to delete the paragraph.
B Oh no.
T Who's that?
B That's Phil. He's always here. He's writing a book. Well, trying to, anyway. When he isn't accidentally deleting his work!
T A writer … that's interesting.
B See you later.
T Hi.
P Hi.
T Becky tells me you're writing a book.
P Sort of.
T That's great. I like books.
P Mm.
T I'd like to see what you've written, anyway. I'm sure it's really good.
P Thanks. I haven't written much yet.
T Ah well, I'd better let you get on, bye …
P Bye …

VOCABULARY SUPPORT

sort out (B2) – think about the details

you can say that again – I agree with you

b In pairs, students find and correct the false sentences about the recording. Check answers as a class.

Answers
1 T 2 T 3 T 4 F – she accepts 5 – F he accidentally deletes the chapter 6 F – he doesn't, she asks who he is 7 T

7 SPEAKING

a Put students into pairs and assign A and B roles. Ask Student As to go to SB p.130 and Student Bs to SB p.132. Tell students they will give an opinion on one of the topics mentioned and prepare arguments to support their opinion. Give students five minutes to prepare. Ask students to share their opinions with their partner. Monitor and check that students are using appropriate ways from the lesson to express careful disagreement.

b Ask students to share their opinions with the class.

FAST FINISHERS

Ask fast finishers to choose one of the other topics and give their opinions on it. If there is no other fast finisher for them to discuss the topic with, they could write a comment for a webpage and then write another comment to disagree with the first, giving reasons. Ask students to read these out during feedback.

ADDITIONAL MATERIAL

- Workbook 4C
- Photocopiable activities: Pronunciation p.242
- Unit Progress Test
- Personalised online practice

4D Skills for Writing
I'm good at communicating with people

At the end of this lesson, students will be able to:

- understand people talking about living in different countries
- understand information about becoming an international student buddy
- use appropriate phrases to give a positive impression in a formal email
- write an email to apply for work

OPTIONAL LEAD-IN

Books closed. Students choose a foreign country they have visited or know a lot about. They note down some things about the country, for example the climate, the food, the music, the way of dressing, etc. In pairs, students take turns to tell each other about the country, but without giving the name. The other students must guess. If they can't guess after the description, they can ask questions. Take feedback in class on what the countries were. If there are any countries that haven't been guessed, ask the whole class to join in.

If you have a monolingual group, elicit what they think visitors to their country might find interesting.

1 SPEAKING and LISTENING

a Ask students if they would like to live in another country and why/why not. Put students into pairs to discuss the questions. Take feedback as a class.

b 2.19 Students look at the photos of the cities and describe them. Ask them to say what they think life might be like there and why. Tell students they are going to hear three people, Eva, Nick and Jean, talk about living in these places and they need to say which topics in the box the three people talk about. At this stage, students are not answering questions about details. Play the recording for students to note down the topics. Check answers as a class.

Answers

Eva: meeting people; the climate; the culture
Nick: the culture; speaking the language; meeting people
Jean: meeting people; the culture; speaking the language

Audioscript

EVA I got a chance to go to Toronto in Canada for a year to work for my company – I didn't have to go there, but I chose to go because I thought it would be interesting. And it was a great experience. And, of course, at the start it was all new and exciting, and there was so much to see, so many places to go out. I'm from quite a small town in Colombia, so it was a huge difference. The most difficult thing, I think, was getting to know people. I think in a big city everyone's busy with their own life, you know, everyone's in a hurry. It was really hard to meet people and make friends. Also, because it's really cold in winter, nothing goes on outside in the street, everyone does things indoors in their own homes and that's quite a big difference. Sometimes you walk down a street and you think, where is everyone? And it was so cold, that really affects your mood, it makes you just want to stay indoors and as a result I felt quite lonely sometimes. So yes, it was a good experience, I'm very glad I went there, but I was quite glad to come back home again and see all my friends.

NICK I got a job teaching English in a town called Katowice in Poland. When I first went there I was very lucky, because I stayed with a family who didn't speak English, so I was really forced to speak Polish. It was very difficult at first, I couldn't understand a word. But because I learned Polish, I very quickly got to know lots of people. I think a key to understanding a country is to learn the language – without that you only ever meet the people who speak English and you can't ever get to know the culture. Another thing is that people often go to places that are beautiful to look at, and that's fine if you're a tourist. But to live in a place, I think what it looks like is the least important thing. People are much more important. For example, I come from a very beautiful old town in England – it looks great in photographs, but there's not much going on there. Where I was in Katowice, it's just a big industrial town, nothing special about it, but the people were very friendly and welcoming, so I very quickly felt at home there and I had a really good time. I was supposed to stay there for three months but I ended up staying for a year!

JEAN I work for a large engineering company and I went to work in Oman, in the Gulf, for a year. And I had a very good time there. I had a good salary so I ate out a lot and, at weekends, I went diving and swimming and went on trips into the mountains or the desert. It's a very beautiful country. So, as I say, I had a good time there, but I don't feel I ever really got to know the culture. I never got under the surface of it, so as a result I remained an outsider. People were very friendly, very hospitable, and I spent some time with the local employees who worked with us – we often went out together. But I suppose because the culture is very different and you're working hard every day, it's easier to spend your time with other foreigners, so my friends were mostly Europeans. I know it's not a good excuse, but it's what most foreign visitors do – they end up in a group of expatriates and have their own lifestyle, and that results in them being like a separate community. Maybe I should have tried harder to learn Arabic, I did try to learn a bit, but I never learned to speak it well enough to have a real conversation with people.

VOCABULARY SUPPORT

expatriates – people who decide to go and live in another country

hospitable (C1) – friendly and kind to visitors

c 2.19 Read through the questions with the class. Encourage students to answer the questions before they listen again. Play the recording again and pause after each speaker to give students time to think and note answers. Students compare answers with a partner. Check answers as a class.

Answers

Eva
1 It was new, exciting; a good experience; a lot to see.
2 getting to know people, the cold weather
3 It was a big city; cold in winter; people do things indoors.

Nick
1 He stayed with a family; got to know lots of people; the people were friendly.
2 learning the language (at first)
3 not as beautiful as his home town but people were friendlier

Jean
1 He had a good salary, so he had a good time; it's a beautiful country; people were friendly and hospitable
2 getting to know the culture
3 people had a different lifestyle; he spent his time with other foreigners (expatriates)

d In pairs, students read the points and decide which speakers said them. Check understanding of *make an effort* (try very hard) and *worthwhile* (a good/useful experience). Check answers as a class.

Answers

1 Nick: He learnt the language and had a great time.
2 Nick: Katowice was industrial, but a friendly and welcoming place to live.
3 Eva: It was so cold in Toronto it affected your mood and people did things inside their houses rather than outside.
4 Jean: He spent his time with other foreigners and didn't manage to learn Arabic.
5 Eva: It's a good experience.

EXTRA ACTIVITY

Ask students to choose one point in 1d they agree with and one they disagree with. Give them two minutes to think of reasons to support their opinion. They can make notes if they want to. Put students into pairs to discuss their thoughts and give examples of their personal experience. Monitor and note interesting comments to bring into class feedback.

e Students discuss the question in pairs, and then give their ideas as a class. Take a class vote on the most interesting idea.

2 READING

a Ask students to read the introduction on the webpage and say whether they think the text will be an advert to join the club, to work for the club or to start a club. Read through the questions with the class. Students read the rest of the webpage and answer the questions, then check with a partner. Check answers as a class.

Answers

1 A volunteer who offers assistance and friendship.
2 Free membership of the International Students Club, free training courses, the opportunity to get cross-cultural experiences, and languages and skills look impressive on your CV.
3 Someone open-minded and interested in other cultures, with knowledge of English and other languages.

VOCABULARY SUPPORT

assign to (C1) – to give someone a job or responsibility for

eager (B2) – keen, enthusiastic about doing something

insight (C1) – understanding of something that is quite difficult

open-minded (C1) – ready to listen to and think about other opinions

b Individually, students read the reasons in the box and decide which ones they think Paulo should use in his application. Take feedback as a class, and decide which are the top four reasons why Paulo is suitable for the job. Then read through the email with the class and check their answers.

Answers

He speaks several languages; he's outgoing and sociable; he understands the needs of foreign students; he knows London well; he's interested in other cultures; he believes in intercultural contact.

3 WRITING SKILLS

Giving a positive impression

a Ask students to underline the phrases in Paulo's email that have meanings 1–8. Students compare their answers with a partner. Check answers as a class. Elicit that the phrases Paulo uses are better for the email because they use a range of vocabulary and are more formal.

Answers

1 I am fluent in English.
2 I am also very sociable.
3 I am … good at communicating with people.
4 I am in an excellent position to understand the needs of students.
5 I … have a thorough knowledge of the city.
6 I have always been very keen on learning about other cultures.
7 I would be more than happy to give up my free time.
8 I could make a genuine and valuable contribution to your programme.

b Remind students that when writing, it is better to avoid repeating the same words and phrases. Instead of *I think*, Paolo uses *I am sure*. Ask students to find four more expressions which replace *I think* in the email.

Answers

I am sure, I am confident, I strongly believe, I'm certain

c Ask students if they have ever applied for a job in their native language and what they were most careful about in order to make a good impression. Discuss the questions as a class, and choose the answer that is incorrect.

Answer

2

4 WRITING

a Tell students that they are going to write an email applying to do voluntary work. Read through the situations for students to choose which job they are going to apply for. Give students five minutes to note down reasons why they think they would be suitable for this work. Monitor and give help and advice where necessary.

b Read through the points for students to include when they write the email. Students write their emails.

LOA TIP MONITORING

Monitor and answer any questions. Look at the way students have organised their emails and point out where paragraphing/sentence structure could be improved. This is an opportunity to give more advice to those who need it.

FAST FINISHERS

Ask fast finishers to write a short email in reply to the application. Ask students to read these out during class feedback.

c In pairs, students read each other's emails and check them against the questions.

d If appropriate, ask students to swap their emails with other students. If your class is very big, they can do this in smaller groups. Take feedback as a class.

ADDITIONAL MATERIAL

Workbook 4D

UNIT 4
Review and extension

1 GRAMMAR

a Elicit a couple of examples from the class about things they used to do but don't do now. Give an example of your own, for example *I used to have to get up at 6 o'clock when I started teaching – I no longer need to do that.*

Students do the task individually and then compare answers with a partner. Check answers as a class.

Answers

1 I used to be a nurse 2 I no longer do shift work 3 I would sometimes sleep in 4 I don't take my lunch to work any more 5 I used to wear a uniform 6 I no longer have to deal with difficult patients 7 I didn't use to be so happy/I used to be less happy

b Individually, students find and correct mistakes with expressions for obligation and permission in the text. Check answers as a class.

Answers

I went to a very strict primary school when I was a child. I ~~wasn't allowed~~ had/was supposed to do about two hours' homework every night, which meant there was little time to play with friends. But often, my parents told me just to study for an hour and wrote a note for the teacher excusing me from homework. In class we weren't ~~let~~ allowed to talk to each other when we were working on a task because teachers didn't like noisy classrooms. However, we were allowed to put up our hand and ask our teacher a question as she felt it was good to help students. We ~~weren't allowed~~ had / were supposed to do some kind of physical exercise every day after lunch, but that made us very tired in the afternoon. One good thing is that they ~~supposed~~ made/let us learn a musical instrument and I learnt to play the clarinet, which I still enjoy doing.

2 VOCABULARY

a Students complete the sentences with their own ideas. Monitor and prompt where necessary. Check the missing prepositions as a class.

Answers

1 by 2 on 3 in 4 to 5 of

b In pairs, students compare their sentences and discuss why they finished the sentences in these ways. Take feedback as a class.

c Students complete the task in pairs. Check answers as a class.

Answers

1 punishing 2 strict 3 tough
4 arduous 5 rigorous 6 tricky

d In pairs, students discuss three of the examples from 2c that they have experience of. They ask and answer questions to find out more details. Take feedback as a class.

3 WORDPOWER *as*

a Write the word *as* on the board. Give students a few minutes in pairs to note down expressions they know that include the word *as*. Take feedback as a class, and write examples on the board. Read through the phrases in the box with the class and find out how many expressions the class had thought of. Students complete the task individually and compare answers with a partner. Check answers as a class.

Answers

1 as for 2 As a whole 3 As a matter of fact 4 as follows 5 as if 6 As far as I'm concerned 7 As far as restaurants are concerned 8 As far as I know

b In pairs, students add one word to the gaps in 1–8. Students then match them to sentence endings a–h. Check answers as a class.

Answers

1 g, follows
2 c, am
3 e, for
4 b, know
5 a, a
6 d, a
7 h, if
8 f, concerned

c Individually, students complete the sentences. Give an example of your own, for example *As far as I'm concerned, you've worked really hard and that's the end of the lesson!*

d Students tell their partners their sentences. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to write a short email including as many of the phrases with *as* as they possibly can. Ask them to read these out during feedback.

EXTRA ACTIVITY

In pairs, students write the beginnings of five sentences using *as* expressions, for example *As far as I know, our homework …* . They swap sentences with another pair, who then finish the sentences.

Photocopiable activities: Wordpower p.227

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 5 Chance

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations and exchange information about life, luck and probabilities, the future, jobs, the natural world and extreme weather
- talk about probabilities, attitudes to the future and possibilities
- talk about plans, deadlines and predictions
- use appropriate phrases to respond to ideas and talk about advantages and disadvantages
- write an argument for and against an idea

UNIT CONTENTS

G GRAMMAR

- Future probability
- Future perfect and future continuous

V VOCABULARY

- Adjectives describing attitude: *optimistic*, *realistic*, *unrealistic*, *adventurous*, *cautious*, *ambitious*, *thoughtful*, *thoughtless*, *critical*, *uncritical*, *reliable*, *unreliable*, *well-organised*, *disorganised*, *irresponsible*, *responsible*, *sympathetic*, *unsympathetic*, *competitive*, *uncompetitive*
- The natural world: *carbon footprint*, *climate change*, *ecological impact*, *environmentally friendly*, *fragile environment*, *global warming*, *rough weather*, *solar energy*, *the earth's atmosphere*
- Wordpower: *side*, *on your side*, *look on the bright side*, *to one side*, *from side to side*, *on the side*, *side by side*, *see the funny side*

P PRONUNCIATION

- Tone groups
- Sounds and spelling: *th*

C COMMUNICATION SKILLS

- Discussing possible future events
- Preparing for a job interview
- Discussing advantages and disadvantages
- Responding to an idea
- Writing an argument for and against an idea

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs or small groups to note down as many dangerous sports or hobbies as they can in two minutes. Take feedback as a class and write the correct English words for the activities on the board. Here are some sports students may mention:

whitewater rafting (travelling down very fast rivers)

bungee jumping (jumping from a high place attached to strong and thick elastic)

sky diving (jumping from a plane with a parachute)

mountain/rock climbing (climbing mountains and hills)

As a class, ask students if they have ever done any dangerous sport or if they would like to and why/why not.

a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. If you wish, give students the information from the Culture notes below. Students might need explanations of some unfamiliar words, for example *cliff* (high, rocky hills beside the beach), *rope* (thick and strong, we use it to tie things or climb with), *harness* (something we wear that can link us to something else, such as a parachute), *risky* (dangerous), etc.

CULTURE NOTES

The picture shows a person doing a 'rope jump' from a cliff in Greece. This new sport is like a bungee jump but the rope attached to the harness is not elastic (it doesn't pull you up again). There is a complicated system of ropes and devices which slow you down as you fall so you land safely. Extreme rope jumping was developed by a group called 'Dream Walkers' and so far they have only jumped off cliffs. However, they plan to jump in 80 famous and beautiful places round the world, including in the Grand Canyon, from a French viaduct and from skyscrapers in cities like Las Vegas.

b Read through the questions with the class and ask them to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students tell their partners the riskiest things they have done a) this year, b) this week, c) today. Give an example of your own. Ask for examples during feedback and let the class decide whose actions were the riskiest.

5A You could live to be a hundred

At the end of this lesson, students will be able to:

- understand an article about optimism
- use a lexical set of adjectives describing attitude correctly
- understand a person talking about statistics
- use words and modal verbs to talk about degrees of future probability correctly
- talk about what will or won't happen in their lifetime

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to list some of the things they have done today, for example driven a car to school, eaten cornflakes for breakfast, bought shopping with a credit card, etc. Ask students to discuss how they think these things might be done differently in ten years' time. Take feedback as a class, and ask if the class think these changes will be good or bad, and why.

1 READING

a Write the anagram *ISMOTTIP* on the board and tell students that it is an adjective to describe people who have a certain attitude to the future. Students guess the word *OPTIMIST*. Elicit the opposite, *pessimist*. Ask students as a class how they would describe themselves and tell them that they will now do a quiz to check whether they know themselves well. Read through the introduction to the quiz with the class and encourage them to be as honest as possible. Individually, students read the quiz questions and answer them. Monitor and answer any questions.

FAST FINISHERS

Ask fast finishers to think of another question with two possible answers for the quiz. Let students ask the class these questions during feedback.

b Put students into pairs to compare their answers. Take feedback as a class.

c Students go to SB p.131 to find out what their answers in the quiz mean. You may wish to elicit or pre-teach the phrases *turn out well* (have a positive result), *encounter* (meet) and *overcome* (solve, find an answer to). Take feedback to find out how many students are optimists/pessimists according to the quiz. Ask if students agree with this assessment and why/why not.

d Tell students that they are going to read an article about optimism and pessimism. Students read the article quickly to decide on the correct alternatives to complete the summary. Check answers as a class.

Answers

Most people are naturally optimistic and this is generally an advantage for the human race, because it helps us to be more successful.

VOCABULARY SUPPORT

bias (C2) – look at something in a particular way because of your opinion

characteristic (B2) – something which is typical of a person or thing

diagnose (C2) – find out what is wrong with someone

evolution (B2) – natural development

gloom – darkness, sadness or depression

take out insurance (B2) – buy insurance cover

e Individually, students read the article again in more detail to tick the correct points. They then compare their answers with a partner. Check answers as a class.

Answers

2 ✓ 3 ✓ 5 ✓ 6 ✓ 8 ✓

EXTRA ACTIVITY

Students write a short email to a friend telling him or her about the article, and including their quiz results. Students should start:

Hi! I've just read this article. It's really interesting. It's about …

When students have finished, they read their emails to a partner, or (if appropriate) email/text them.

f Students discuss the question in pairs. Monitor to help and contribute to the discussions. Take feedback as a class. Find out how many students have similar ideas about their lives in 20 years' time.

2 VOCABULARY

Adjectives describing attitude

a Individually, students look back at the article and find adjectives for meanings 1–6. Check answers as a class.

Answers

1 optimistic 2 realistic 3 unrealistic
4 adventurous 5 cautious 6 ambitious

b Ask students to write down the adjectives they think are true for them. Put students into pairs. Students guess what their partners have written. Students then compare and discuss how they see themselves and each other.

c 2.20–2.22 Students complete the exercises in Vocabulary Focus 5A on SB p.158. Individually, students complete Exercises a–c. Play the recording for students to check their answers to Exercise d. Monitor Exercise f, and check other answers as a class. Play the recording for students to complete Pronunciation Exercises a, b and c and check answers. Tell students to turn to SB p.58.

Answers (Vocabulary Focus 5A SB p.158)

a 1 disorganised 2 well-organised 3 competitive 4 sympathetic 5 thoughtful 6 irresponsible 7 unreliable 8 critical

b

thoughtful	thoughtless
well-organised	disorganised
reliable	unreliable
responsible	irresponsible
sympathetic	unsympathetic
competitive	uncompetitive
critical	uncritical

c -less, dis-, un-, ir-

d 1 correct 2 incorrect (responsible) 3 correct 4 correct 5 incorrect (thoughtless) 6 incorrect (sympathetic) 7 correct

Pronunciation

a thoughtful /θ/, weather /ð/, sympathetic /θ/, clothes /ð/, seventh/θ/

b

/θ/ (think)	/ð/ (the)
thumb	leather
month	together
something	therefore
north	northern
healthy	Netherlands
enthusiastic	
worth	

3 LISTENING

a Individually, students read and complete the statistics with the numbers in the box. They then compare ideas with a partner.

b 2.23 Tell the class they are going to hear someone talking about how likely things are. Play the recording for them to check their ideas from 3a. You may wish to elicit or pre-teach the word *odds* (chances of how likely something is to happen). Discuss the question about students' own country as a class.

Answers

Chance of living to be 100 (man): 1 in 6
Chance of living to be 100 (woman): 1 in 4
Chance of having a road accident: 1 in 8,000
Chance of winning the lottery: 1 in 18 million
Chance of being in a plane crash: 1 in a million

Audioscript

Lots of people get scared when they fly and they're sure the plane's going to crash, but in fact it's one of the safest ways to travel. The odds of a plane crashing are only about 1 in a million and obviously they're much less if you use an airline with a good safety record. It's very unlikely that your plane will crash, but even if it does you'll probably be fine, because 95% of people in plane crashes survive. If you sit at the back of the plane or over the wing, near the exit, your chances get even better. So, if you're worried about getting on that plane, don't be, because you'll almost certainly survive the journey. You're more likely to have an accident in the car going to the airport – your chances of having a road accident are 1 in 8,000. So the safest way to travel is to take a train to the airport and then fly. More good news is that you have quite a good chance of living to be 100, especially if you don't worry too much. According to a recent report, in richer countries of the world, women who are 25 now have a 1 in 4 chance of reaching their 100th birthday – men of 25 only have a 1 in 6 chance, not quite so good. But the chances are getting better all the time, so a girl born now has a 1 in 3 chance of living to 100 and a boy has a 1 in 4 chance. Of course, this depends on what country you're in. In some countries like Japan the chances are even higher and modern medicine may well make the chances higher still during your lifetime. So, that's the good news. You probably won't die in a plane crash and you, or at least your children, could live to be 100. But the bad news is, you almost certainly won't win the lottery. The chances of winning a big prize in the lottery are only about 1 in 18 million – so that's extremely unlikely.

VOCABULARY SUPPORT

binoculars – device used to see things that are a long way off

hotspot – place where lots of things happen

wing (B2) – part of an aeroplane

LANGUAGE NOTES

Make sure students notice the verb pattern *chances of* + gerund. We can also use *chance* + *to* + infinitive, e.g. *I'm off work tomorrow. It'll be a good chance to catch up on some English homework.* Here *chance* has the meaning of 'opportunity'.

c 2.23 Students answer the questions in pairs. Play the recording again for them to check their answers.

Answers

1 Sit at the back of the plane or over the wing, near the exit.
2 The safest way to travel is to take a train to the airport.
3 Live in a country with modern medicine, like Japan.

LOA TIP ELICITING

Elicit from the listening the different ways to express degrees of probability. Give the following prompts for students to supply the sentence (or part sentence).

Say: *plane, crash*. Students: *It's very unlikely that your plane will crash.*

Say: *even if it does*. Students: *Even if it does, you'll probably be fine.*

Say: *survive the journey*. Students: *You'll almost certainly survive the journey.*

You can do this with a full group, address alternate questions to half the group, nominate individuals, etc. Students can even test each other in pairs.

4 GRAMMAR Future probability

a 2.24 Tell students that the sentences in the task are from the recording. Read the task with the class and do the first sentence with them. In pairs, students complete the sentences with words from the box. Play the recording for students to check their answers.

Answers

1 unlikely 2 probably 3 certainly 4 likely 5 chance 6 may 7 probably, could 8 certainly

b Discuss the question as a class.

Answers

1 you'll almost certainly
2 you'll probably be; you're more likely to; you have quite a good chance of
3 may well; you could
4 it's very unlikely; you probably won't; you almost certainly won't

c Students complete the task in pairs. Check answers as a class.

Answers

1 *will* probably/certainly (+ verb)
2 probably/certainly ***won't*** (+ verb)
3 *is/are* likely/unlikely to (+ verb)
4 It's unlikely that …
5 There's a chance that …

EXTRA ACTIVITY

In pairs, students make predictions to tell each other about the near future using the patterns from 4c. Give an example of your own, for example *There's a chance that I'll see my cousin at the weekend, but it depends on her plans.* Monitor and point out errors for students to self-correct.

d Read through the predictions with the class. Tell students that there are several possible answers. Students do the task individually and compare answers with a partner. Take feedback as a class.

Suggested answers

1 I will probably meet someone famous in my life.
2 I'm likely to have children.
3 I will almost certainly fall in love at least once in my life.
4 I almost certainly won't become a millionaire.
5 Someone will probably steal from me.
6 I probably won't live in the same place all my life.

e 2.25–2.26 Students read the information in Grammar Focus 5A on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure the degree of probability is correct. Tell students to go back to SB p.58.

Answers (Grammar Focus 5A SB p.143)

a 2 suppose 3 likely 4 can't 5 no 6 might 7 sure 8 shouldn't 9 chance 10 if

b 2 probably won't leave.
3 bound to win a medal.
4 unlikely that these new phones will sell well.
5 might not notice.
6 sure to be another chance.

CAREFUL!

Students sometimes have problems with word order when using *probably*/*certainly*, etc. for example ~~*Probably I will go to bed early*~~ (Correct form = *I* ***will probably*** *go to bed early*).

5 SPEAKING

a Elicit some problems that the world is facing at the moment. Choose one and ask how it could be solved and what the chances are of it being solved in the students' lifetime. Read through the list of questions with the class. Tell students that they need to decide what their own opinion is. Then they need to add one more question of their own. Monitor and help out with ideas if necessary. Check the accuracy of the students' own questions.

b Give each student a question from the list (if your class is large, more than one student will have the same question). Tell students to write this question down with their own question. They should then mingle with other students and ask the two questions, noting down their opinions and any other comments. With a large class, divide the class into two groups to mingle. Mingle and take part, giving your own answers and comments when asked. Encourage students to move round, not staying the whole time with one person. Do not try to monitor at this stage.

c Take feedback as a class. Discuss the questions as a class. If students seem interested in any particular questions, let it develop into a class discussion. Note any common errors to deal with after the discussion.

ADDITIONAL MATERIAL

- Workbook 5A
- Photocopiable activities: Grammar p.192, Vocabulary p.212, Pronunciation, p.243

5B I'll be settling into my accommodation

At the end of this lesson, students will be able to:

- understand an article about working in Antarctica
- use a lexical set related to the natural world correctly
- understand a conversation about working with penguins
- use the future perfect and future continuous to talk about plans and deadlines correctly
- role-play a job interview

OPTIONAL LEAD-IN

Books closed. Ask students to name the three coldest regions on Earth (Antarctica, Alaska, Russia) and the three hottest (Libya, Saudi Arabia, Iraq). Take feedback as a class, and find out if anyone guessed or knew the right answers.

Write the words *Antarctica* and *the Arctic* on the board and elicit the differences between them. (Antarctica is an icy continent at the South Pole, whereas the Arctic is a group of islands at the North Pole. Penguins live exclusively in Antarctica, while polar bears live in the Arctic; they never cross paths! Also, Antarctica is much colder than the Arctic, which is why nobody lives in Antarctica – apart from some brave scientists – while the Arctic has been inhabited throughout history, mainly by the Inuit.)

1 READING

a Ask students to look at the photos and describe what they can see. Discuss the rest of the questions as a class.

b Read the title of the quiz with the class and elicit the names of other continents in English: *Europe, North America, South America, Asia, Africa, Australia.* Put students into pairs to do the quiz. Monitor and prompt where necessary, but don't check answers at this point. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Robert Scott was a famous British explorer. He took two expeditions across Antarctica. On the second expedition (1910–1913) he and his team hoped to be the first to reach the South Pole. However, when they finally reached the pole they realised that the Norwegian expedition, led by Roald Amundsen, had got there before them. During their return journey, all members of the team died from cold, lack of food and exhaustion.

Roald Amundsen led the Norwegian expedition that was the first to reach the South Pole in December 1911. He was also the first man to reach the North Pole in 1926. Others, including Richard Byrd, claimed to have reached it but their claims have not been proven.

c Tell students they are going to check their answers to the quiz. Ask them to go to SB p.132 and read the information about Antarctica. Students check their score. Find out who the winner is and check which question students thought was the hardest. Tell students to go back to SB p.59.

d Give students a few minutes to read the first part of the article about working in Antarctica.

e Students discuss the questions in pairs or small groups. Monitor and contribute to the discussions. Take feedback as a class.

f Students read *Cooking in Antarctica* quickly to check their ideas. Take feedback to find out how much students predicted correctly.

VOCABULARY SUPPORT

base (n) (B2) – a place from which people work

carbon footprint (B2) – the amount of energy a person uses

food for thought – something to make us think, consider

fragile (C2) – easily broken or destroyed

impact (B2) – effect

plain – a wide, flat area

g Students read the article again in more detail and make notes. Take feedback as a class.

h Read through the questions with the class. You may wish to elicit or pre-teach *frustrations* (things we want to do but can't). Students discuss the questions in pairs. Monitor and contribute to discussions. Take feedback as a class.

EXTRA ACTIVITY

In pairs, students think of another job that might be available at a base like this and write a short advertisement for it, saying what the job involves and what the requirements are. Students read each other's adverts or read them out as a class. The class votes on which job is the most unusual or interesting, for example ice artist/games organiser/penguin photographer/fisherman.

2 VOCABULARY The natural world

a Ask students to cover the article and do the matching task individually. They then compare answers with a partner.

b Students read the article to check their answers. Check answers as a class.

Answers

rough weather
environmentally friendly
solar energy
fragile environment
ecological impact
global warming
carbon footprint
climate change
the Earth's atmosphere

LOA TIP DRILLING

Repetition helps students to memorise collocations through word association. Give the first part of the collocation for the class to complete. Say: *global.* Students say: *warming*. Repeat with the other collocations. You can also test the collocations by giving the second part to elicit first. Say: *warming*. Students say: *global*. Students can also test each other in pairs.

c Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers

1 solar, carbon footprint 2 ecological impact
3 rough weather 4 the Earth's atmosphere
5 fragile, environment 6 climate change, global warming
7 environmentally friendly

VOCABULARY SUPPORT

coal (C1) – black rocks that we burn to keep warm

toxic (B2) – dangerous/poisonous

d Read through the questions with the class. You may wish to elicit or pre-teach *negative ecological impact* (bad for the environment). Students work individually to make notes on the questions. Monitor and help as necessary.

e Put students in pairs or small groups to discuss their answers. Monitor and note any examples of good language use or common errors to deal with later during feedback. Take feedback as a class.

3 LISTENING

a 2.27 Ask students how many different types of penguins they can name (most-known are the King penguins and the Emperor penguins; however, there are about 19 more types). Find out if they know anything about Adelie penguins. If you wish, give students information from the Culture note below. Read through the questions with the class and then play the recording for students to note answers. Check answers as a class.

Answers

1 not very well
2 light-hearted
3 They're full of attitude and can be quite aggressive.
4 The research can tell scientists a lot about what's happening in the Antarctic ecosystem as well as the rest of the planet.

CULTURE NOTE

Adelie penguins are a type of penguin that is very common on the Atlantic coasts. They are one of the types of birds that live in the most southern locations on Earth. The name Adelie comes from the wife of a French explorer, Jules Dumont d'Urville, who actually discovered the penguins in 1840. The Adelie penguins are an average size for a penguin, have white rings round the eyes and are mainly black with white fronts. They are very close to most people's idea of what a typical penguin looks like.

Audioscript

JOE So, when are you off?
MARTHA Monday of next week.
J Exciting.
M Sure is – this time next week I'll be settling into my accommodation.
J So, I mean, what is it you'll be doing? From what I understand … well, you're going down there to keep your eye on some penguins. Is that it?
M Well, I suppose that's one way of looking at it!
J Yeah, but, you know, what will you be doing on a daily basis?
M Well, I'm not entirely sure, but I think I'll be doing similar things every day. It's more or less a question of observing the penguins – counting them, taking photos, checking tags on some of them – that kind of thing.
J OK – so, just kind of standing around in the cold?
M Yes, well, that's the downside of the job. That and the attacks.
J What? From polar bears?
M Erm … at the South Pole? No, from penguins.
J You mean those sweet little birds attack you?
M Oh yes, they're full of attitude – if you get too close.
J And will they be waiting for you when you get there?
M Well, of course – they know I'm coming.
J Very funny. So, there they are – Mr and Mrs Penguin about to play happy families and …?
M Yeah, so, by the time I arrive the penguins will already have got into pairs and then, by the middle of November, each pair of penguins will have laid two eggs.
J You just watch them sit on their eggs? That must be … 'really interesting'.
M I'm sure they'll do something to keep me entertained.
J And then?
M Well, by the end of December, most of the chicks will have arrived and then after about three weeks we put metal tags on them.
J Unless you get attacked by those nasty, aggressive parents.
M We have our methods of defence.
J Sounds scary. OK, this is all very interesting, but, I mean, why? Why's it useful to know what these penguins do? It sounds like they kind of do the same old thing year after year.
M Nothing wrong with predictable – we scientists like that – but sometimes there can be changes, like maybe there are fewer chicks or maybe the parents aren't able to feed the chicks and not as many survive. This can tell us a lot about what's happening in the Antarctic ecosystem.
J Like what exactly?
M Ah, I'm a scientist – I never jump to easy conclusions.
J That's no fun.
M But, in a general sense, if there are changes in the number of penguins or changes in their behaviour, this can tell us that there has been a change in the climate of some sort. It's part of the evidence – the bigger picture, if you like. The work I'll be doing is just a small part in a big project that's been going on for some time. But because Antarctica is such an unspoilt environment the changes that take place there can tell us a lot about what's happening on the rest of the planet.
J And you get to hang out with those cute little penguins.
M Yeah, well … it's just one big penguin party.
J Sounds pretty cool to me.

VOCABULARY SUPPORT

defence (B2) – protection

settle (into) (C1) – feel at home, get comfortable in a new place

tag – a piece of information attached to an animal

the bigger picture – a wider context

b 2.27 Read the list of actions with the class. Play the recording for students to listen and write the actions in the correct order. Check answers as a class. A stronger group may be able to do this without listening again. In this case, play the recording to check students' answers.

Answers

1 penguins get into pairs
2 Martha arrives in Antarctica
3 the eggs are laid
4 penguin chicks are born
5 tags are put on the penguins

CAREFUL!

Students often confuse the verbs *lie* and *lay*. *Lie* does not take an object and has the forms: *lie/lay/lain*. *I **lay** on the bed this morning because I had a headache.*

Lay takes an object and has the forms: *lay/laid/laid. The chickens **laid** three eggs this morning.*

4 GRAMMAR

Future perfect and future continuous

a Check the time and write it on the board. Ask students what they think Fleur (from the article) is doing at the moment, for example *She's preparing some vegetables*. Then ask what they think she'll be doing this time tomorrow, e.g. *She'll be preparing vegetables*. Finish by asking what they think she'll have done by an hour from now (*she'll have prepared the vegetables*).

Read through the examples in 4a as a class and ask which of the uses they correspond with.

Answers

Future continuous: 1, 2 Future perfect: 3

LOA TIP CONCEPT CHECKING

Ask concept questions to check students understand the different uses of the future continuous and the future perfect.

Tell students: *This time next week I'll be travelling to Spain.*

Ask: *Will I be in Spain?* (No.) Ask: *Where will I be?* (On the plane or in your car.)

Tell students: *This time tomorrow I'll have marked your homework.*

Ask: *Will I need to start marking*? (No.)
Ask: *Will the marking be finished*? (Yes.)

b 2.28–2.29 Students read the information in Grammar Focus 5B on SB p.142. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students differentiate correctly between future continuous and perfect forms. Tell students to go back to SB p.61.

Answers (Grammar Focus 5B SB p.143)

a 3 I'll be attending 4 I'll have written 5 I'll be working 6 ✓ 7 I'll be carrying 8 ✓
b 2 Will you have got 3 I'll still be dealing 4 I'll have finished 5 I'll be leaving 6 I'll be seeing 7 She'll have watched

c Ask students to note down ideas individually. Give an example of your own, for example *This time next year I'll be living in a house on the outskirts of town, with three bedrooms and a big garden. In five years' time I'll have learned to speak Italian very well and I'll have got married.*

d In pairs, students discuss their answers. Encourage students to ask follow-up questions to find out more details about their partner. Take feedback as a class and ask for examples from the discussions. Find out which student has the most ambitious plans and which has the most realistic.

5 SPEAKING

a Students read the job advert and discuss the question as a class.

b Read through the task with the class. Put students into pairs and ask them to think about their roles and to note down questions they can ask during the interview.

c Students act out the role play. Monitor but do not interrupt to correct any errors. Note them down to deal with during feedback. If students are unsure how to proceed, give prompts and encouragement. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to think of another job at the base and to role-play a job interview for it.

ADDITIONAL MATERIAL

- Workbook 5B
- Photocopiable activities: Grammar p.193, Vocabulary p.213

5C Everyday English
We're not making enough money

At the end of this lesson, students will be able to:

- understand informal conversations about work and money problems
- use appropriate phrases to talk about advantages and disadvantages
- use tone groups correctly to stress parts of a sentence
- use appropriate phrases to respond to an idea

OPTIONAL LEAD-IN

Books closed. Write *running your own business* on the board. In pairs, students write down as many advantages and disadvantages to running their own business as they can. Take feedback as a class, and note down examples of both advantages and disadvantages on the board. Encourage a class discussion and find out if students think the advantages outweigh the disadvantages. Ask what sort of business students would run if they had the chance.

1 SPEAKING and LISTENING

a Individually, students think about the questions and note down some ideas. They then discuss the questions in pairs. Take feedback as a class.

b 2.30 Elicit what happened in the last episode. Read through the events that happen in the next section with the class. Play Part 1 of the video or audio recording for students to put the events in the correct order. Ask which event doesn't happen. You may need to play the recording twice, as ordering events can be difficult.

Answers

1 Phil finishes his chapter. 2 Sam talks about money.
3 Phil suggests staying open longer. 4 Phil asks about Tessa.

Video/Audioscript (Part 1)

BECKY Phil? We're closing.
PHIL Nearly done. I'm just finishing this chapter. That's it – done. See you tomorrow, then. What's wrong, Sam?
SAM The usual. Not enough money coming in. I need to do something to get more customers.
P Hmm, you could stay open longer? In the evenings? You could serve meals. I'd eat here.
B You practically live here anyway. But it's an idea, why not?
S It'd be a long day.
B You could do just Friday and Saturday to start with.
S Hmm, I'd need to hire a cook. Set up the kitchen properly. On the other hand, the extra money would be good … I don't know.
B Anyway, time to go. Are you ready, Phil?
P Yeah, coming. Bye, Sam.
S See you.
P Umm … that friend of yours … Curly hair …
B Tessa?
P Tessa. Is she at college with you?
B Yeah.
P OK.
B Bye, Phil.

c 2.30 Students answer the questions in pairs. Play the recording again for students to listen and check their answers. Take feedback as a class.

Answers

1 The café isn't making enough money.
2 They need to hire a cook and set up the kitchen properly.
3 It will bring extra money.
4 If she goes to the same college as Becky.

2 LISTENING

a 2.31 Students look at the topics and decide in pairs, what topics they think Sam and Emma will discuss. Tell the class that one topic is not mentioned. Play the recording for students to listen and check. Check answers as a class.

Answers

money problems, staying open later, hiring a cook, investing money in the café

Video/Audioscript (Part 2)

EMMA Bad day?
SAM The café. We're not making enough money.
E Come on, you're doing fine. Mid-week, it's bound to be slow.
S I'm just worried. We've put all our money in this. I don't want to lose it.
E No, of course you don't. I can see that.
S Phil had an idea today.
E Yeah?
S Stay open Friday and Saturday evenings and serve food.
E Interesting.
S Of course, the trouble is we'd have to invest even more money – money that we haven't got.
E Yes, but the good thing about it is, it might be a way to get more business.
S Well, we'd need to put in a proper kitchen, and that'll probably cost a fortune. And we'll have to hire someone to cook. People do often ask if we're open in the evening, so there is a demand … I don't know, it's a big risk …
E I think it's a lovely idea. I know the perfect person to do the cooking.
S Who?
E Me.
S You? Seriously?
E Why not? Promise I won't charge much!

b 2.31 Ask students to make notes about what Sam and Emma say. Play the recording again for students to listen and make notes. Pause the recording at different points to give students time to make notes. In pairs, students compare answers. Check answers as a class.

Answers

Idea: stay open Friday and Saturday evenings and serve food
Reasons to do it: get more business, people often ask if the café is open in the evenings
Problems: invest more money, have to put in a proper kitchen/hire a cook

3 USEFUL LANGUAGE
Talking about advantages and disadvantages

a Read through the task and ask students to complete the sentences from memory.

b 2.32 Play the recording for students to listen and check.

Answers

1 trouble
2 good thing about it

c Students do the task in pairs. Check answers as a class.

Answers
sentence 1: problem, disadvantage, drawback
sentence 2: advantage, best thing

d 2.33 Tell students that we can change the expressions slightly by adding different prepositions. In pairs, students add prepositions. Check answers as a class.

Answers
one good thing about
the advantage/disadvantage of
the only drawback of
another problem with
the trouble with

LOA TIP DRILLING

Give the class a substitution drill to practise the expressions. Remind students that we use gerunds after prepositions.

Say: *One good thing about living in this area is the weather.*
Students repeat.

Say: *best things*
Students say: *One of the best things about …*

Say: *big disadvantage*
Students say: *A big disadvantage about living in this area is the weather.*

Say: *drawback*
Students say: *The drawback of living in this area is the weather.*

e Read through the ideas for the future and elicit one expression from 3d to start the second sentence for 1, for example *The advantage of cycling everywhere is that I'd get fit.* Ask students to do the same in pairs for all three sentences. Take feedback as a class.

Possible answers
1 The good thing about it is / The advantage is / One of the best things about it is I'd get fit.
2 The trouble is / The disadvantage is / The only drawback is / The problem is it would be very expensive.
3 The trouble is / The disadvantage is / The only drawback is / The problem is I don't speak the language.

FAST FINISHERS

Ask fast finishers to think of and discuss one or two more points that have both advantages and disadvantages, for example *living in the countryside, having a smartphone,* etc.

EXTRA ACTIVITY

Write these phrases on the board:

live in a hot country

be part of a big family

learn a language on your own

work from home

In pairs, students think of advantages and disadvantages of these things, using the expressions from this lesson. Monitor and listen for correct usage of prepositions and verb forms. Take feedback as a class, and ask for ideas and comments from the class.

4 PRONUNCIATION Tone groups

a 2.34 Read through the questions with the class and play the recording for them to listen and answer the questions. Check answers as a class. Model or play the recording again for students to repeat for practice.

Answers
1 There is a slight pause after the bold phrase in each sentence.
2 good, is, trouble is
3 up

b 2.35 Play the recording for students to repeat the sentences, focusing on the stress and intonation. They can do this as a class, and you can then nominate a few students to repeat the sentences.

5 LISTENING

a 2.36 Before looking at the task, ask students if they can think of any more ideas that might help Sam and Emma earn more money or attract more people to the café. Look at ideas 1–4 and find out if the class thought of these. Play Part 3 of the video or audio recording for students to say who suggests doing these things and what they say. You may need to play it twice for a weaker group.

Answers
1 Emma. She thinks they could get locals to play at the weekend.
2 Sam is concerned by the cost. He thinks they could probably get some students to do it for free.
3 Emma. Sam thinks they could ask Tessa to do it for free.
4 Emma. Sam thinks Phil would do it for free.

Video/Audioscript (Part 3)

EMMA And maybe we could do a few other things.
SAM Such as?
E Well, how about entertainment? We could have live music, get locals to play at the weekend.
S Hmm, that might be worth a try … if they didn't cost too much. In fact, we can probably get some students to do it for free.
E No!
S If we give them some food or something.
E Sam! You should pay them. That's not fair!
S Hmm, maybe you're right.
E Or display paintings or photos.
S That's not a bad idea. Becky could help with that, or Tessa.
E I know what you're thinking.
S What?
E Look, if you want to use Tessa's photos you should pay her for them. What I mean is, that she can display them and we can sell them.
S Hmm …
E Or readings. Have poetry readings.
S Hmm, that's a possibility … I know who you're thinking of …
BOTH Phil!
S And he'd definitely do it for free. What?

b In pairs, students decide which phrases refer to Sam and which to Emma. Check answers as a class, and encourage students to say why they made these choices. Elicit that Emma is optimistic and Sam is pessimistic.

Answers
Emma: full of ideas, enthusiastic, fair to employees
Sam: cautious in making decisions, worried about the future, careful with money

6 CONVERSATION SKILLS

Responding to an idea

a Students work individually to complete the replies with the correct words from the box. Elicit students' ideas, but don't check answers at this point.

b 2.37 Play the recording for students to check answers. Ask students which replies are more enthusiastic and which are more cautious.

> **Answers**
> 1 lovely 2 worth 3 bad 4 possibility
> Reply 1 is more enthusiastic. Replies 2, 3 and 4 are more cautious.

c Students order the responses in pairs. Take feedback as a class.

> **Suggested answers**
> It's an idea, I suppose. 2
> Yes, that makes sense. 3
> That's a great idea. 5
> What a brilliant idea! 6
> Mm, I don't know about that. 1
> Yes, good idea. 4

d Students work in pairs, to think of three ideas for an end-of-term event.

e Students work in groups to make and respond to the suggestions, using expressions in 6a and 6c. Students should justify their replies using expressions from 3d. Monitor to check students are using the correct expressions, stress and intonation. Take feedback as a class and ask for examples of ideas and responses.

7 SPEAKING

a Tell students to go to SB p.128. Read through the situation and the points to consider. Students make notes on their ideas individually. If students struggle to come up with ideas, put them into pairs to work together for this stage. Monitor and prompt where necessary. Put students (or pairs) into small groups to explain and respond to suggestions for the café. Monitor and note any examples of good language use and common errors to deal with later during feedback. Take feedback as a class.

b Ask students to go back to SB p.63 and take a class vote.

ADDITIONAL MATERIAL

- Workbook 5C
- Photocopiable activities: Pronunciation p.244
- Unit Progress Test
- Personalised online practice

5D Skills for Writing
The weather is getting more extreme

At the end of this lesson, students will be able to:

- understand news reports about extreme weather conditions
- read and understand an essay about climate change
- report opinions in an essay
- write an essay arguing for and against an idea

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them two minutes to write down as many words related to weather as they can. Take feedback as a class, and find out which pair has written down the most. Write *extreme weather* on the board and elicit which of the words the students have come up with can be classed as extreme. Ask students to suggest more words for extreme weather and write them on the board. They might include: *hurricane* (very bad storm with dangerously high winds), *tornado* (strong, circular wind), *drought* (lack of rain), *floods* (overflow of water often because of too much rain), *gales* (strong winds), *storms* (wind, rain, lightning and thunder), etc. Ask if students can name any extreme weather events that have caused major problems, for example Hurricane Katrina (New Orleans, USA, August 2005).

1 SPEAKING and LISTENING

a Put students into pairs or small groups to discuss the questions. Monitor and contribute to the discussions. Take feedback as a class. Write any new vocabulary items on the board, as they might be useful later in the lesson.

Answers

a snow b flooding c drought d a hurricane

b 2.38 Tell the class that they are going to hear news reports that are related to the photos. Play the recording for students to listen and match the reports to the photos. Check answers as a class, and ask students to say which key words helped them decide.

Answers

1 photo b: under water, higher ground, cut off, rescued, rain, river levels, rise
2 photo a: temperatures dropped, –25°C, abandon their vehicles, cut off, not to go out, below –20°C, heavy snow
3 photo c: lowest (rainfall) ever, three days of rain, emergency supplies of water, dry weather, harvest threatened
4 photo d: winds of over 150 km an hour, strike the coast, provide food and shelter, abandon their homes

Audioscript

1 Large areas of farmland were under water and cattle had to be moved to higher ground. Several villages were completely cut off and fire services rescued 53 people from their homes. More rain is expected, so river levels may rise further over the next few days and there is a chance that larger towns will be affected …
2 Temperatures around Boston dropped to –25°. Drivers on the main Boston to New York highway had to abandon their vehicles and several small towns were entirely cut off. Residents were warned not to go out unless absolutely necessary. Temperatures are likely to remain below –20° at least until the weekend, with further heavy snow expected …
3 March is normally one of the wettest months in the region, but this year's rainfall was the lowest ever recorded, with only three days of rain in some parts of the country. Emergency supplies of water were brought into areas most badly affected. According to a government statement, if the dry weather continues the rice harvest could be severely threatened.
4 Winds of over 150 kilometres an hour are expected to strike the coast on Tuesday evening, and residents in coastal areas have been advised to leave. Centres have been set up in towns further inland to provide food and shelter for families who were forced to abandon their homes.

VOCABULARY SUPPORT

abandon (B2) – leave someone or something behind
cut off (B2) – isolated from
resident (B2) – a person who lives in a place
severely (B2) – very badly
shelter (B2) – protection from bad weather
supplies (B2) – things we need
threaten (C1) – likely to hurt/damage

c 2.38 Put students into pairs. Students need to remember what happened and use the prompts to retell the news reports. With a weaker group, play the recording again. If necessary, give them an example to start, for example *There was a bad flood, water covered lots of farmland. It was under water. Because of this, they had to move the cattle.* Monitor and help but don't interrupt fluency unless students make mistakes in their choice of vocabulary.

d Ask students the first question as a class. If you have a multilingual group, this will be particularly interesting. However, if you think the topic is too sensitive, then miss out question 1. As a class, ask students if they think our climate is changing and how. In pairs or small groups, students discuss questions 2 and 3. Monitor and contribute to the conversations. Take feedback as a class to find which of the statements the majority of the class agrees with, and what action students think needs to be taken.

2 READING

a Tell students that they are going to write a for-and-against essay. Elicit that this means an essay about a topic that is controversial, it inspires two points of view and these are often quite strong. First, ask students to read Leon's essay and answer the questions. You may wish to elicit or pre-teach the word *unstable* (always changing). Check answers as a class. Ask if students think this is a good essay and elicit why (it is good – it gives points for and against the topic, it is well organised into clear paragraphs, it gives a clear conclusion).

Answers

1 a 2 b

b Students read the essay again and make notes about the points Leon makes for and against extreme weather being a sign of climate change. They compare their notes with a partner. Take feedback as a class.

Answers

For: There are more extreme weather events like scientists predicted, and scientists agree these changes are happening faster and are a direct result of human activity. Scientists warn things will get worse.
Against: There have always been extreme weather events, but it's not certain it's due to human activity.

3 WRITING SKILLS Reporting opinions

a Remind students that organisation is very important when writing an essay like this. Ask them, in pairs, to match four of the descriptions with the paragraphs. Check answers as a class. Ask why Leon's introduction and conclusion are good (it is better not to give your own opinion until the end as it follows logically from your arguments and encourages the reader to continue reading).

Answers
1 Introduction – stating the problem
2 Arguments for the existence of climate change
3 Arguments against the existence of climate change
4 Conclusion – summarising the main points and giving Leon's point of view

b Discuss the questions as a class.

Answers
1 He asks a direct question and relates the topic to people.
2 He refers to the opinions of scientists and 'some people'.

c Point out that Leon's essay reads very easily and his sentences follow on from each other. This is because he uses linking words and phrases well. Ask students to work in pairs to find linking expressions to complete the task. Check answers as a class.

Answers
1 On balance 2 My own view is 3 Furthermore 4 However

d Tell the class that another good thing Leon does is to report other people's opinions. Read through the examples. Students work in pairs to do the task. Check answers as a class.

Answers
1 Many scientists also warn that …
Scientists predicted that …
2 Many people believe that …
People have always complained about …
Not everyone agrees with …
Some people point out that …
3 People are worried about …

e Read through the questions with the class. Individually, students write sentences using expressions from 3d. Monitor and help where necessary. Take feedback as a class and ask for examples.

Suggested answers
Most scientists agree that / Many people believe that / Some people point out that investment in cleaner energy should continue.
Most scientists agree that / Many people believe that / Some people point out that the Earth has always had warmer and colder periods.
Most scientists agree that / Many people believe that / Many scientists also warn that / Scientists predict that / Some people point out that it is already too late to stop climate change.

4 WRITING

a Read through the essay questions with the class. Put students into pairs to choose one topic to write about.

b In pairs, students discuss the topic they chose. They make notes on points for and against, and what to say in the conclusion. If your students have different ideas and different conclusions, this is fine. They do not have to agree.

c Students plan their essays individually. Refer them to the structure in 3a and remind them to divide the essay into clear paragraphs. Monitor and help where necessary.

d In pairs, students compare notes and talk about what they're going to write.

e Students write their essays individually. Before they start, remind them to use words and expressions from this lesson. Monitor and help where necessary. Focus on organisation and sentence structure.

LOA TIP MONITORING

It is a good idea to have a focus when monitoring. In this case, focus on organisation of the essay and sentence structure. If a student is using the wrong linking expression, point it out and ask him/her to look again. They need to refer to what goes before and after the expression, and probably link it to a previous sentence or part of a sentence. Also check that students are not overusing the same linkers. Encourage self-correction or point back to an example in their books.

f Students swap essays with another student and decide if the writer has done the things in points 1–3. Take feedback as a class and find out if students agree with each other's conclusions.

FAST FINISHERS

Ask fast finishers to look at one of the other topics and make notes for an essay plan. Check these during feedback.

EXTRA ACTIVITY

Write this statement on the board:

It's too late to tackle the problems we have with our climate. We should concentrate on adapting our lives to be able to live with extreme weather conditions.

Put students into pairs and tell one student in each pair to agree with the statement and the other student to disagree. Monitor and help with ideas. You may wish to start a class debate where pairs present and justify their opinions. Take a class vote on the statement.

ADDITIONAL MATERIAL

Workbook 5D

UNIT 5
Review and extension

1 GRAMMAR

a Ask students how likely they are to get 100% of the questions in this section correct. Elicit as many sentences using words they have learned to express degrees of likelihood as possible. Take feedback as a class, and count how many optimists and how many pessimists there are. Ask students to complete the task individually and compare answers with a partner. Check answers as a class.

Answers
1 Cities are likely to become more dangerous over the next 50 years.
2 There's a good chance scientists will find a way to delay the ageing process.
3 The Democratic Party could well win the next election.
4 There are bears in this forest, but you are unlikely to see one.

b Students complete the task individually. Check answers as a class.

Answers
1 have retired
2 be working
3 have had
4 have saved
5 have got
6 have had
7 be living

c Students write down five sentences about their lives in 30 years' time. Students then compare their sentences in pairs. Take feedback and ask for examples as a class.

2 VOCABULARY

a Students complete the task individually. Check answers as a class.

Answers
1 realistic
2 well-organised
3 sympathetic
4 adventurous
5 critical
6 reliable

b Ask students to write the opposites of the given words. Check answers as a class.

Answers
1 unreliable
2 insensitive
3 irresponsible
4 thoughtless
5 disorganised (or badly organised)
6 unrealistic

c Put students into pairs to do the task. Give an example of your own, for example *My cousin is very unreliable. When I arrange to meet her, she's always half an hour late!* Take feedback as a class and ask for examples.

3 WORDPOWER *side*

a Write the word *side* on the board and ask students to suggest different meanings for it. Students should give you examples of the word in context. Then look at the meanings in the box. Students match sentences 1–3 with the meanings.

Answers
1 part of a person's character
2 group or team
3 point of view

b Read through the expressions in the box and ask students to do the task individually. Check answers as a class.

Answers
1 side by side
2 on your side
3 look on the bright side
4 on the side
5 see the funny side
6 to one side
7 from side to side

c Read the story extracts as a class and elicit which phrases can fill the gaps.

Answers
1 7
2 1

d In pairs, students construct sentences before and after another sentence from 3b. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to repeat the activity in 3d individually with another sentence from 3c. Ask students to read out the sentences during feedback.

e Ask students to read out their sentences for the class. The class votes on the most interesting.

EXTRA ACTIVITY

Put students into pairs or small groups and ask them to make up one or two paragraphs of a story using as many expressions with *side* as they can. Give students five minutes to do this. Stop the task and ask the students who have used the most expressions to read their story aloud.

Photocopiable activities: Wordpower p.228

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 6 Around the globe

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about tourist attractions, disappearing languages and travel blogs
- exchange information about tourist attractions, disappearing languages and travel blogs
- use different verb patterns
- talk about change using related vocabulary and the passive
- understand conversations in which people are asking for favours
- use appropriate phrases to introduce requests and ask for favours
- use appropriate phrases to show gratitude
- use descriptive language
- write a travel blog

UNIT CONTENTS

G GRAMMAR

- Gerunds and infinitives
- The passive

V VOCABULARY

- Travel and tourism: *astonishing*, *breathtaking*, *dramatic*, *exotic*, *impressive*, *memorable*, *remarkable*, *stunning*, *superb*, *unique*
- Describing change: *be lost*, *decline*, *decrease*, *deteriorate*, *deterioration*, *die out*, *disappear*, *disappearance*, *increase*, *preservation*, *preserve*, *revival*, *revive*
- Wordpower: *out*, *pass out*, *work out*, *fall out*, *run out*, *stand out*, *turn out*, *chill out*, *burn out*

P PRONUNCIATION

- Consonant groups
- Consonant sounds

C COMMUNICATION SKILLS

- Discussing choices
- Discussing changes
- Introducing requests and saying you are grateful
- Writing a travel blog

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them three minutes to write down the names of different countries in the world beginning with each letter of the alphabet. Then go round the class asking for a country from each pair, starting with a, then b, then c and so on. If a pair cannot give an answer, they are 'out' and you move on to the next pair. If no one can name a country with a particular letter, reinstate the pairs and move on to the next letter.

a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes. Students might need to use some unfamiliar words, for example *trolley* (used to carry shopping, suitcases), *luggage* (suitcases and bags), *departure lounge* (where you wait before boarding a plane), etc.

CULTURE NOTES

The picture shows a business man and a young boy passing the time while waiting for their flight at an airport. In spite of economic problems, more and more people are taking flights across the world. Recent figures show that in 2013/14 there was an increase in people travelling by plane of 4.6%, which brought the number of passengers up to 6.3 billion! The busiest passenger airport in the world is Hartsfield–Jackson Atlanta International airport in the USA with 94.4 million passengers in 2013, followed by Beijing Capital International and then London Heathrow. 2014 was the 100th anniversary of commercial flights. The first passengers in 1914 could have had no idea about the enormous numbers of people that would be taking flights one hundred years later!

b Elicit different forms of transport for long journeys from the class, for example coach, train, ferry, plane, etc, and write them on the board. Ask students which type of transport they prefer for long journeys and why. Read through the questions with the class and ask them to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students list as many advantages and disadvantages as they can of using different forms of transport. Ask for their ideas as a class and have a group discussion. Extend the discussion by asking how the class think we will travel long and short distances in the future.

6A I'm not going to try to see everything

At the end of this lesson, students will be able to:

- understand texts about tourist attractions
- understand people talking about tourist experiences
- use gerunds and infinitives correctly
- use a lexical set related to travel and tourism correctly
- persuade someone to visit a tourist destination

OPTIONAL LEAD-IN

Books closed. Think of a famous tourist attraction. This can be in your country or another. Note down or think of some information about it. Start with very general information and end with more specific information, for example *It's very tall. Tourists can climb it. It's a statue. It was created by a French person. It's in America. It's in New York. It's green.* Ask the class to guess which tourist attraction you are thinking of and give them the information as clues. Find out how many clues it takes until they guess the correct attraction (the Statue of Liberty). Put students into pairs to think of their own attractions. They then present their clues for the rest of the class to guess the attractions.

1 READING and LISTENING

a Ask students if they enjoy sightseeing and why/why not. Students look at the photos of attractions, without reading the information, and tell you what they can see. Ask students what they know about the places. Read through the information to find out if they have mentioned any of the points. You may wish to elicit or pre-teach the phrase *crown jewels* (crown – what a king or queen wears on the head; jewels – rare and expensive stones that people put in jewellery). Discuss as a class whether students have visited any of the places and which they would most like to visit. If you wish, give students information from the Culture notes below.

CULTURE NOTES

The Tower of London Ravens

There are always six ravens (very large, black birds) at the Tower of London. There is a legend that says the Tower and the Kingdom will fall if the ravens leave. King Charles II first started keeping ravens at the Tower. To stop them leaving, each raven has one wing trimmed, which means that they shouldn't be able to fly. They are looked after and fed daily by the Raven Master.

EXTRA ACTIVITY

In pairs, students discuss and note down any advantages and disadvantages there might be to visiting different tourist attractions like those in the photos or the ones mentioned during the lead-in (if you used it). Take feedback as a class.

b Tell students they are going to read some tourist comments about different attractions. Ask where we might find such comments (on a travel website) and whether students themselves would leave comments for others after visiting an attraction and why. Ask students to read through the comments and decide which are positive and which are negative. Check answers as a class and ask students to give reasons for their answers. If you did the extra activity, check to find out if any of the points the students raised there are mentioned.

Answers

Positive: 1, 4, 5, 7
Negative: 2, 3, 6, 8

VOCABULARY SUPPORT

baroque – style of architecture from the 17th century

interior (B2) – inside

precious (B2) – rare and important

relic – the remains of something old

residence (C2) – where someone lives

c In pairs, students match the comments with the photos. Check answers as a class.

Answers

1 The Tower of London
2 Schönbrunn Palace, Vienna
3 Topkapi Palace, Istanbul
4 The Louvre, Paris
5 Schönbrunn Palace, Vienna
6 The Tower of London
7 Topkapi Palace, Istanbul
8 The Louvre, Paris

d 2.39 Tell students they are going to hear two tourists, Di and Bernie, talk about sightseeing. Play the recording for students to listen and answer the two questions. Tell them not to worry about understanding every detail at this stage. Check answers as a class.

Answers

Di mentions the Schönbrunn Palace, Vienna.
Bernie mentions the Louvre, Paris.
Di thinks the people organising these tours try to include too much in the timetable. Bernie thinks that sightseeing tours would mean you get to see a bit more and don't waste time working things out.

Audioscript

DI Because I was travelling on my own, I decided to book myself on a coach tour. I thought it'd be fun and, you know, it would be easy to meet people and hang out with them in the evenings. Well, that was true – I made friends quite easily. But the tour itself … well, I'd never do it like that again – not ever. The problem is the people organising these tours try to include too much in the timetable. It's madness. Some days you have to be up, packed and ready to go by about 7.30 am. And all the time they'd say, 'Remember to do this, remember to be back at such-and-such a time.' I mean, I was on holiday – this felt like being in the army! And they never allowed enough time to visit places. Like, I remember visiting this really beautiful palace just outside Vienna – the Schönbrunn Palace, it's called. In the gardens they have this really cool maze – you know, where they plant a whole lot of trees and hedges and it feels like you're getting lost. Anyway, we were all having a great time in the maze, but no, we had to get on the bus and go to the next thing. Before arriving in Rome, I became friendly with a woman, Sue – she was travelling alone too. We decided to leave the tour – didn't care about the money – and we found our own hotel to stay in. It was just a small place near a market. Every morning when I woke up I could hear the sellers setting up their market stalls. So Sue and I spent a week in Rome and then went on to Florence and Venice. Visiting these cities was a real highlight. And one of the reasons why was, it was great to do things in our own time. It was like getting out of school.

BERNIE I worked in London over the winter months and then I got together with three other mates and we bought this van from a South African couple and we took off together to travel around Europe. We had a great time together and there were just a couple of times when we sort of disagreed about what we'd do. The only thing is finding your way round these European cities and getting from one place to another, it's … well, it's a bit of a nightmare really. I mean, we had guidebooks and maps and things, but often what you read about didn't really match reality. And there are just so many cars and so many people. Driving in Paris was really hard work. It was the first really big city we went to. On the second day there, we were driving down a road and I noticed all these people waving their arms at us. We were driving on the wrong side of the road! It was difficult to get used to that. We were only there for three days and we didn't really know where to begin. We went to the Louvre to see the Mona Lisa and all that. But the painting's in this room and there were all these people there with their phones taking a photo – without looking at the painting. And, actually, I couldn't really see it at all. Sometimes I'd see other tourists on some kind of tour and it all looked nice and organised for them, so I guess you get to see a bit more that way and you don't waste a whole lot of time trying to work things out. Next time I go away I might try going on a tour of some kind.

VOCABULARY SUPPORT

hedge (B2) – a line of small trees used to divide gardens

maze – a complicated system of paths where it is possible to get lost

e 2.39 Read through the comprehension questions with the class. Play the recording again for students to answer the questions. Pause at different points to give students time to note down the answers. Students compare their answers with a partner. Check answers as a class.

Answers

Di

1 She was travelling on her own and thought it would be a good way to meet other people.
2 The people organising the tour try to include too much in the timetable.
3 In the maze at the Schönbrunn Palace.
4 They spent a week in a hotel in Rome and then went to Florence and Venice.

Bernie

1 three other friends
2 The information in them didn't match reality.
3 They were driving on the wrong side of the road.
4 There were lots of people in the room taking pictures on their phones, and he couldn't really see the painting.

f Put students into pairs or small groups to discuss the questions. Monitor and contribute to encourage conversations. Take feedback and ask for comments as a class.

2 GRAMMAR Gerunds and infinitives

a 2.40 In pairs, students choose the correct verbs. Play the recording for them to check.

Answers

1 to meet 2 to travel 3 Driving 4 arriving

b Students do the matching task in pairs. Check answers as a class.

Answers

a 4 b 3 c 1 d 2

c Tell students that some verbs can be followed by both a gerund and *to* + infinitive, but the meaning of the verb may be a little different. Students match the verbs and meanings individually. Check answers as a class. To practise, ask students to give an example of something they tried to do yesterday (attempted to, probably not successfully) and something they tried doing (as an experiment, to see what would happen). Also, ask them to think of something they remember doing and something they remembered to do yesterday.

Answers

1 b 2 a 3 a 4 b

LANGUAGE NOTES

The verb *like* can be followed by both the gerund and *to* + infinitive. The meaning is slightly different, e.g. *I like going camping* = I enjoy it. *I like to go to the dentist every six months* = I think it's good to do this.

CAREFUL!

Students often use the wrong verb pattern, e.g. ~~*I enjoy to eat French food*~~ (Correct form = *I* ***enjoy eating*** *French food*). It is important to tell students that they need to learn which verbs take *to*-infinitive and which take verb + *ing* and record these verbs with an example, giving the context.

d Ask students to imagine what they might hear if they were in a market selling food and arts and craft items (people talking, sounds of putting merchandise on stalls, etc.) and what they might notice if they were driving around a big city like Paris (people sitting drinking coffee and reading newspapers, traffic congestion). Read through the sentences and elicit where the objects go. Point out the other verbs we can use the pattern with.

Answers

The objects in brackets go after the main verb (*hear*, *noticed*). These verbs are connected with senses (hearing, seeing, etc.).

LOA TIP ELICITING

Elicit examples to practise the pattern. Say the first part of the sentences below to elicit a correct ending from the class:

When I went up the Eiffel Tower, I saw … (e.g. a group of English kids running up the stairs)

When I was at the top, I heard … (e.g. a bell ringing from the cathedral nearby)

When I came down, I watched … (e.g. some musicians playing in the park)

When I was walking back to my hotel, I smelled … (e.g. some onions and garlic cooking in a restaurant)

e 2.41–2.44 Students read the information in Grammar Focus 6A on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure the students are using the correct patterns. Tell students to go back to SB p.69.

Answers (Grammar Focus 6A SB p.145)
a 2 see 3 being 4 riding 5 to talk
b 1 d 2 i 3 f 4 a 5 h 6 e 7 b 8 j 9 g 10 c
c 2 speaking 3 Living, learning 4 to check 5 running 6 being 7 To avoid 8 to leave 9 Spending 10 beating

f Individually, students complete the sentences and compare answers with a partner. Check answers as a class.

Answers
1 Seeing 2 visiting 3 speaking 4 to go 5 to look for
6 having 7 Discovering 8 to visit 9 being 10 seeing

g Put students into small groups or pairs to discuss the questions. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class.

EXTRA ACTIVITY
In pairs or individually, students write a comment on a travel website about a tourist attraction they have visited. Encourage them to use verb patterns they have looked at in the lesson. Ask students to read out their comments for the class.

3 READING

a Ask students to look at the website and photos and say what they can see. Check if students know where these places are, and if not, ask them to guess the countries. Read through the title and introduction to the website as a class and ask students individually to answer the questions. Students read the article quickly to find the answers to these questions. Check answers as a class.

Answers
1 Mexico, Vietnam, Russia
2 no
3 Mexico and Vietnam: part of nature
Russia: man-made

b Students read the article again in more detail to decide if the sentences are true or false. They compare answers with a partner. Check answers as a class.

Answers
1 T 2 F – it's extinct. 3 F – the food was superb. 4 T
5 F – they were moved there in the 1950s from elsewhere. 6 T

VOCABULARY SUPPORT
cheeky (B2) – a little rude but usually funny
trek (C1) – to walk a long way or with some difficulty

FAST FINISHERS
Ask fast finishers to underline unfamiliar words in the website and guess their meanings by looking at the context. Check through these during class feedback.

c Put students into pairs to discuss the two questions. Monitor and check that students are using appropriate vocabulary. Take feedback as a class and find out which places the majority of the class would most like to visit.

4 VOCABULARY Travel and tourism

a Get students to put the adjectives from the text on the board and check whether these are positive or negative.

Answer
positive

b Individually, students read through the questions and answer them. Check answers as a class.

Answers
1 special 2 stays in your mind for a long time
3 foreign and interesting 4 exciting and surprising
5 something you admire 6 only one 7 of very high quality
8 very surprised 9 almost as though hit by its beauty
10 beautiful and exciting

EXTRA ACTIVITY
Ask students to cover exercise 4b. Read the definitions from the sentences to elicit the correct adjectives. Say: *Something you don't forget easily is …* Students respond with: *memorable.*

c 2.45 **Pronunciation** Play the recording for students to mark the stress on the adjectives. Check answers as a class.

Answers

impressive	stunning	breathtaking
remarkable	dramatic	memorable
superb	exotic	
astonishing	unique	

d Students think of things they've seen as a tourist and adjectives to describe them. Give an example of your own, for example *The view from the top of the Eiffel Tower is breathtaking.* Monitor and help where necessary. Students work in pairs and tell their partners about the things they've chosen. Take feedback as a class and ask for examples.

e 2.46–2.48 Students complete the exercises in Vocabulary Focus 6A on SB p.159. Check answers to Exercises a, b and c. Monitor the discussions in Exercise d. Play the recording for students to answer Exercises a and b in the Pronunciation section and take feedback after the writing task in Exercise c. Tell students to go back to SB p.70.

Answers (Vocabulary Focus 6A SB p.159)
a 1 outskirts 2 feature 3 constructions 4 setting
b a 4 b 1 c 3 d 2 e 6 f 5
c 1 get 2 running 3 turned 4 stopped
Pronunciation
a They are all several consonants pronounced together.
b a•ppro•val di•scuss•ion ex•pen•sive a•pply hun•gry trans•fer con•trast de•stroy

5 READING and SPEAKING

a Put students into pairs. Assign A and B roles. Tell Student A in each pair to go to SB p.130 and Student B to go to SB p.128. Tell them that they each have information about two tourist destinations. They must read and make notes about both destinations. They then should decide which they would prefer to visit. After this, they tell their partner about the place they have chosen. The pair should then decide which of these two places to visit. Each student should try to persuade the other to go to his/her chosen destination. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Do not interrupt the conversations unless you need to prompt a stalling discussion.

b Take feedback as a class and ask which destinations the students finally chose and why. Deal with any language points.

VOCABULARY SUPPORT

boasts (C2) – having or possessing something to be proud of

densely (B2) – having many things in a small area

fortification – buildings to defend a place

geothermal – from heat from inside the earth

geyser – a spring of hot water and steam from the ground

lighthouse – tall tower on the coast with light to guide ships

medieval (B2) – the period in the past from about the year 500 to 1500

picturesque (B2) – a very beautiful place

steam (B2) – clouds of hot water

ADDITIONAL MATERIAL

- Workbook 6A
- Photocopiable activities: Grammar p.194, Vocabulary p.214, Pronunciation p.245

6B About half the world's languages will disappear

At the end of this lesson, students will be able to:

- use a lexical set of words related to describing change correctly
- understand an article about dying languages
- use the passive accurately
- understand an interview with a linguist
- discuss endangered languages

OPTIONAL LEAD-IN

Books closed. Tell students that in most countries, people in different areas speak different dialects. For example, in Newcastle in the north-east of England, people say *aye* for *yes* and *gadgie* for *man*. Ask for examples of dialects in students' own countries.

Discuss these questions:

1 *Are there any words that your parents use that have now fallen out of fashion?*
2 *Do you like speaking your parents' dialect or do you find it old-fashioned?*
3 *Are there any minority languages in your country? Is the language strong or are fewer people speaking it today than before? Is anyone trying to revive it?*

1 READING and LISTENING

a Ask students to work in pairs and name as many languages in the world as they can in two minutes. Check ideas as a class and find out how many the class have thought of between them. Check pronunciation of the languages. Ask students to work in small groups to do the quiz together. Monitor and encourage students to guess if they don't know the answer. Take feedback as a class and ask how many of the questions the groups think they have got right. Don't confirm the answers at this point.

b 2.49 Tell students that they will listen to an expert on languages and check their answers to the quiz. Play the recording for students to listen and check. Find out which group had the most correct answers. Discuss the two questions as a class.

Answers

1 'Small' languages, such as tribal languages in Northern Australia.
2 An area where there are many languages but they're spoken by very few people.

Audioscript

INTERVIEWER With us this week is Professor William Barnett, who is a specialist in dying languages. Professor, first of all, how many languages are there in the world? It must be more than the number of countries in the world?

PROFESSOR Oh yes, much more. There are about 200 independent countries in the world but we think there are around 7,000 different languages.

I 7,000?

P Yes, more or less. We don't know exactly, because there may well be languages in areas like the Amazon that we haven't even discovered yet. In fact we only have detailed knowledge of about 15% of the world's languages.

I And some of these are very widely spoken.

P Yes, that's right. Spanish, for example, is spoken by over 400 million people as a first language, English has about 500 million native speakers, Arabic has about 300 million. And the language with the most native speakers is Mandarin Chinese. It's spoken by over 900 million people, that's 14% of the world's population. So these languages are very big, and they're doing fine. In general, the languages that are widely spoken are increasing while the languages that are spoken by smaller groups of people are declining.

I And is this something to worry about?

P It certainly is, yes. The number of languages in the world is decreasing very very quickly, roughly one language every two weeks – that means that about 30 languages are lost every year. The situation is deteriorating because of globalisation – people have more contact with each other, and they start to speak English or Spanish or Chinese instead of their own language, and their own language dies out. We think that over the next 100 years about half of the world's spoken languages will die out. That means 3,500 languages will disappear completely in just a hundred years.

I Yes, that's serious. Is there anything we can do about it?

P Well, one thing we can do is record the languages and find out more about them. Most 'small' languages are spoken in certain regions of the world – we call these 'language hotspots'. These are areas which have a lot of different languages but each language is spoken by very few people. In one small part of Northern Australia, for example, there are around 135 different tribal languages, but they're all in danger of disappearing. So we're focusing on areas like these, and we're writing the languages down and recording the voices of the last remaining speakers. So it may not be possible to revive the language, but at least we can try and preserve it for future generations.

2 VOCABULARY Describing change

a Read through the words in the box with the class and ask students to match the meanings with the words. Check answers as a class.

Answers

1 preserve 2 be lost, die out, disappear 3 increase
4 decrease, decline 5 revive 6 deteriorate

b Individually, complete the sentences and compare answers with a partner. Check answers as a class.

Answers

1 increasing 2 decreasing/declining
3 being lost / dying out / disappearing 4 revive

c 2.50 **Pronunciation** Play the recording for students to say whether the pronunciation of the noun and verb forms are the same or different. Play the recording again, or model the words for students to repeat as a class.

Answer

The verbs have the stress on the second syllable; the nouns have the stress on the first syllable.

d 2.51 Ask students to say how the words in bold are pronounced. Elicit this by reading the sentence yourself and pausing at the targeted word for students to say it. This can be done as a class activity or by nominating a few students. Play the recording for students to check.

e Point out that when we form nouns from verbs, there are different types of changes we can make to the words. Some, like those in 2c and 2d, keep the same form, but others take different endings. Read through the endings in the box. Ask students in pairs to make nouns with these endings from verbs 1–4. Check answers as a class. Elicit other nouns the students know with these endings, for example *arrival*, *communication*, *tolerance*.

Answers
1 disappearance 2 deterioration 3 revival 4 preservation

f Give an example of something that has recently increased or decreased in your country, e.g. *There has been an increase in students going to university*. Ask students to think of three things that have changed in their countries and then to tell their partners about them. Take feedback as a class. Ask whether students think these are trends that will continue or change again in the future, and why.

3 READING

a Ask students if they know of a language in the world that has died out, and elicit reasons why this might have happened (for example young people don't want to learn it). Read the title and introduction of the article. You may wish to elicit or pre-teach *pre-neolithic* (very old, dating back to the end of the Stone Age, before 8000 B.C.) and *apartheid* (a policy of separating people because of their race, in South Africa in the 20th century). Students read the article quickly to find out how the three languages are similar and how they are different. Check answers as a class.

Answers
The languages are similar in that they are very old and are/were spoken by a very small group of people.
They are different in that one language has died out, one is likely to die out soon, but the other one is being spoken by an increasing number of people.

VOCABULARY SUPPORT

ancestor (B2) – a person related to you who lived a long time ago

click (C2) – a sudden sound made with the tongue against the roof of the mouth or with the fingers

descendant (C2) – a person who is related to you and who lives after you, such as your child or grandchild

mother tongue (B2) – the language you learn as a child

b Students read the article again and make notes. Take feedback as a class.

Suggested answers

	number of speakers	increasing/ decreasing	other important facts
Bo	0	lost	65,000-year link to one of the world's oldest cultures; been spoken since pre-neolithic times
N|u	8	decreasing	During apartheid, people were discouraged from speaking N|u
Wampanoag	about 50	increasing	Jessie Little Doe and her husband are raising their three-year-old daughter in the language and organise a 'language camp' every summer

c Students think of questions and possible answers, and then discuss them as a class.

FAST FINISHERS

Ask fast finishers to think of one more question and possible answer. Check their ideas during class feedback.

4 GRAMMAR The passive

a Write these sentences on the board:

1 English is spoken in England.

2 They speak English in England.

Elicit which sentence uses a passive form (1).

Individually, students match examples 1–8 with the passive forms. They then compare with a partner. Check answers as a class.

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

b Individually, students choose the correct answer. Check the answer as a class.

Answer
a

c Individually, students check back through the text to find and underline other examples of the passive and to say what tense they are in. Check answers as a class.

Answers
one which is being brought back (present continuous passive)
N|u is now only spoken (present simple passive)
were discouraged (past simple passive)
which is attended (present simple passive)
is spoken (present simple passive)
has been revived (present perfect passive)

LOA TIP CONCEPT CHECKING

Write these examples on the board and ask questions to check students understand the use of the passive:

English is taught at many primary schools.
Ask: *Who teaches it?* (the teachers)
Ask: *Is this obvious?* (yes)
Ask: *Do we need to mention the teachers?* (no)

Our exam papers have been lost.
Ask: *Who lost the papers?* (We don't know.)
Ask: *Is it important?* (no)

A linguist is being interviewed on TV.
Ask: *Do we know who is interviewing him?* (yes – the presenter)
Ask: *Who is more important, the presenter or the linguist?* (the linguist)

d 2.52–2.53 Students read information in the Grammar Focus 6B on SB p.144. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses of the verb *be* and only mention the agent when necessary. Tell students to go back to SB p.73.

Answers (Grammar Focus 6B SB p.145)

a 2 was sent 3 is used 4 will be informed 5 hasn't been caught 6 had already been taken/were already taken
b 2 were told about this restaurant by my sister 3 can only be dreamed of 4 had already been built 1,000 years ago 5 can't always be depended on 6 will be looked after well
c 2 from 3 by 4 with 5 from 6 from, by

CAREFUL!

Students often make mistakes with the formation of the passive, usually missing out the correct form of *be* or other verb forms, e.g. ~~*What kind of materials include in the fee?*~~ (Correct form = *What kind of materials* ***are included*** *in the fee?*) or ~~*Alice borned 21 years ago in a little village*~~ (Correct form = *Alice* ***was born*** *21 years ago in a little village*).

e Students rewrite the paragraph using the passive and compare with a partner. Monitor and help where necessary. Encourage self-correction. Check the answer as a class.

Answer

The N|u language is in serious danger because it is only spoken in a few small villages. In the past, it was spoken in a large region of South Africa and Namibia. It has now been recorded and written down and it is being taught to children in schools by teachers who have learned the language themselves.

f Put students into pairs or small groups to discuss the questions. Monitor and contribute to discussions. Take feedback as a class. If your group is multilingual, this will be interesting for the class and may take longer than if you have a monolingual group.

5 LISTENING and SPEAKING

a Tell students that they are going to hear a linguist talking about preserving (saving) endangered languages. In pairs, students read through the questions and predict how the linguist will answer them. Check ideas as a class.

b 2.54 Play the recording for students to check their ideas. Check answers as a class.

Answers

1 Yes, it is part of your identity.
Yes, we're losing part of human culture.
2 No, you can keep your own 'small' language and learn a 'big' language.
3 Yes, if we want to enough.

Audioscript

INTERVIEWER Professor Barnett, your job is to try to preserve endangered languages. Does it really matter if small languages die out and bigger languages take over? Why is it so important?

PROFESSOR Well yes, it does matter, it matters very much. First of all, of course it matters to the people who speak that language. Your language is part of your identity. Imagine if English died out and no one spoke it any more, how would you feel?

I OK, that's on a personal level. But what about for the wider world? Is it really important?

P Well, yes. If we lose a language, we're losing a part of human culture, there's all that knowledge that the language contains. It's like losing a painting or a building. Every language has its own way of seeing the world.

I How do you mean? Could you give an example of that?

P Well, one example, it's very well known, is a language called Inupiaq, it's spoken in northern Canada. Now they have over 100 different ways to describe sea ice. It's unique to that language, you couldn't translate that into English. And you can find examples like this in every language – every language has a different way of looking at the world.

I OK, I can see that, but isn't it a good idea if everyone learns a global language, say English or Spanish or Chinese, or whatever? Then they can talk to other people. That's what language is for, surely?

P Yes, of course it's a good idea, but that's not the point. People often think you have to give up your own 'small' language to learn a 'big' language, and in the past that often happened, but in fact you don't have to do that. You can keep your language and learn the big language – in other words, teach children to be bilingual.

I So, do you think it's really possible to stop languages from dying out?

P Yes, I think it is if we want to enough, and it's already being done by people all around the world. One important thing we can do is change attitudes, especially in children, make them feel proud of their own language, because unless children want to speak their own language, the language dies. And another thing is we can use technology, and this is quite new. We can record people speaking the language, and we can create apps so kids can practise the language, for example. I think that's really important because it gives a feeling that the language is something modern and fun, and something for young people to learn.

c 2.54 Read through the sentences with the class and play the recording again for students to tick the points the linguist makes. If you have a weak group, you may wish to pause at relevant points during the recording and/or play it again. Students compare answers in pairs. Check answers as a class.

Answers

1 ✓ 2 ✓ 4 ✓ 6 ✓ 7 ✓

d Ask which points in 5c the students agree or disagree with and why. Discuss this as a class.

e Put students in groups of four. Divide these groups into two pairs and tell them that they are going to have a discussion and argue for and against an issue. Assign A and B roles. Pair A go to SB p.133 and Pair B to SB p.131. Students read the arguments for or against preserving languages. Monitor carefully at this stage and help students with additional ideas if necessary.

f Students discuss the issue with a new partner. They can use arguments they have just looked at, or their own ideas. Remind students that whatever their own opinion, they have to defend the side they are given. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and let students report back on their discussions. Find out if any students have changed their views after the discussion.

EXTRA ACTIVITY

Put students into pairs. Tell students that their language is endangered and that they are going to an international linguistics conference where top linguists will choose one out of many dying languages to save. Ask each pair to think of six reasons why their language should be saved. If you have a multilingual class, you can put students of the same language in pairs. Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 6B
- Photocopiable activities: Grammar p.195, Vocabulary p.215

6C Everyday English
It's time you two had a break together

At the end of this lesson students will be able to:

- understand informal conversations about asking favours
- use appropriate phrases to introduce requests
- express gratitude
- practise pronunciation of consonant sounds
- ask for and respond to favours

OPTIONAL LEAD-IN

Books closed. Ask students to work in pairs and to think of as many ways as they can of saying *please* and *thank you* in different languages. Ask for suggestions as a class and find out which pair thought of the most. Tell students that many people think that English people are very polite, sometimes too polite. Ask for their opinions, and whether their own languages use a lot of polite expressions or whether politeness is conveyed in different ways, for example gestures.

a Write the word *favour* on the board. Elicit how we can use this in a question and what it means: *Can you do me a favour?* (Can you do something for me?) In pairs, students discuss the questions. Take feedback as a class.

b Ask students what happened in the last part of the story (Sam and Emma were thinking about how to improve their business). Students look at the photo and say what they can see. Ask who they think is asking for a favour and what it might be.

c 2.55 Play Part 1 of the video or audio recording for students to check their ideas.

Answers

Sam and Emma ask Becky to do them a favour. They'd like her to look after the café at the weekend.

Video/Audioscript (Part 1)

EMMA So, if we leave late afternoon on Friday …
SAM I need to check with Becky though.
E Do you think it'll be a problem?
S Well, it's asking quite a lot.
E She knows what to do, doesn't she?
S Yeah, but it means she'll have to look after the café for a day and a half by herself. Open up, set things up, deal with the cash, clean up – everything.
E True.
S That doesn't seem very fair – she has only just started.
S Becky?
BECKY Yeah?
E Do you mind if we ask you a favour?
B Of course not. What is it?
S Feel free to say no, but we – that is, Emma and I – we were hoping to get away … on Friday afternoon … for the weekend.
B Oh, lovely! Where?
S Paris, actually.
B Fantastic.
S So we were wondering …
B Do you want me to look after the café?
E Would you?
B Of course. I can close up on Friday and sort everything out on Saturday. Just tell me what you need me to do.
S Are you sure?
B Of course. I'm happy to help.
S Thanks. That's really nice of you.
E Yes, thanks, Becky. It's just, Sam hasn't had a weekend off for more than nine months.
B My pleasure – it's about time you two had a break together. And I know how everything works now – it's no trouble at all.
E We really appreciate it.
B And if I don't know what to do, I can always ask Phil. Can't I, Phil?
PHIL What's that?
B You know all about the café.
P Do I?
S Don't worry, JK. Go back to your book.
E Yes, make us all famous.
S I really am very grateful.
B It's not a problem.

d 2.55 Play the video or audio recording again for students to answer the questions as a class.

Answers

1 go away for a long weekend (to Paris)
2 reluctant, nervous
3 relieved, grateful

2 CONVERSATION SKILLS
Introducing requests

a 2.56 Read through the conversation with the class and ask if this is a good way to ask a favour. Play the excerpt from Part 1 and ask students what the difference is between the two conversations. Ask which way is better (the second because the person is more likely to agree and is more polite).

Answer

The written dialogue is shorter, more direct and not as polite.

b Ask students to work in pairs to put the stages of the conversation/request in order. Check answers as a class.

Answers

3
2
4
1

c Students choose the best answer. Check the answer as a class.

Answer

3 They realise they're asking Becky a big favour.

d Remind students that Sam and Emma used polite phrases to make their request. Students add the words in the box and match parts of the sentences. They then compare with a partner. Check answers as a class.

Answers

1 c Do you mind <u>if</u> I ask you something?
2 a I'm really sorry <u>to</u> ask you this, but …
3 e There's an idea <u>I'd</u> like to run past you.
4 b I was wondering <u>if</u> you wouldn't mind …?
5 d I hope you don't <u>mind</u> my asking, but …

e Read through the replies in the speech bubbles and discuss the questions as a class.

Answers

1 Go right ahead.
2 No, not at all. / No, that's fine.
3 What is it?

LOA TIP DRILLING

To practise the intonation of the polite phrases, start with a choral repeat task. Model the phrases for the students to copy, for example *Do you mind if I ask you something? There's an idea I'd like to run past you …*, etc.

Following this, give the first word of a phrase for the students to complete:

Say: *Do* … (Do you mind if I ask you something?)
There's …, etc.

EXTRA ACTIVITY

In pairs, students practise the requests in 2d. This time, one student asks and the other gives an appropriate reply. Monitor and check the replies are appropriate and the intonation is correct.

3 USEFUL LANGUAGE

Showing you are grateful

a 2.57 Ask students to make a request, e.g. *I'm really sorry to ask you this, but could you not give us any homework tonight?* You reply: *That's no problem.* Elicit thanks from the student. Write *grateful* on the board and explain that this is what the students feel. Ask students to complete Sam's sentence as a class. Play the recording for students to check.

Answer
really nice

b Students arrange the words to find other expressions to show appreciation. Check answers as a class.

Answers
1 We really appreciate it.
2 We're really grateful.
3 It's so kind of you.
4 I don't know how to thank you.

c Read through the possible replies to the expressions with the class and ask students to choose the one that is not a suitable reply. Model the expressions and replies for the students to repeat.

Answer
4 It is not polite: we usually show that we are happy to help and aren't doing the favour in order to get the other person's gratitude.

4 LISTENING

a Students look at the photos and say what they can see. Discuss the questions as a class.

b 2.58 Play Part 2 of the video or audio recording for students to listen and check their answers.

Answers
1 To return Becky's notes.
2 Because he has a great idea for the story.
3 She can't start the assignment this weekend (because she is working).

Video/Audioscript (Part 2)

BECKY Hi there.
TESSA Hi. Just returning your notes.
PHIL Great!
T Great?
P Yes.
T Great what?
P I've just had this great idea. For the story.
B Great!
T So … um … What is it you're writing?
P A science-fiction novel.
T Oh. I'm quite into science fiction.
P Oh. Really?
T You must tell me about it – I mean, your story … your ideas. One day.
P Oh, right. Yeah. Sure. One day. Love to.
B So … my notes.
T Oh, sorry. Thanks for the loan.
B No problem.
T Hey, I was thinking. You know this project – photographing bridges. We should probably make a start soon. I know somewhere great we could go.
B Good idea. When were you thinking?
T How about this weekend?
B Sorry, I can't. I've just told Sam I'd look after the café.
T No problem – how about the weekend after then?
B It's a date.
T Do you want a hand on Saturday?
B Here?
T Yeah. I can help clear tables and … things like that.
B Great, thanks. That's really kind of you.
T I'm more than happy to help out.
B And if things are a bit slow …
T What?
B Phil can tell you all about his book.

c 2.58 Students do the true/false task individually. Check answers as a class.

Answers
1 T 2 F – she asks Phil to tell her his ideas. 3 T 4 F – she offers to clear tables. 5 F – she doesn't suggest this.

5 PRONUNCIATION

Sounds and spelling: Consonant sounds

a 2.59 Read through words 1–8 with students, and model the sounds. Individually, students match words a–h from the video with the correct sounds. Play the recording for students to check the answers.

Answers

1	/θ/ thirty	think
2	/ð/ they	together
3	/s/ say	sorry
4	/z/ zero	close
5	/ʃ/ shop	fiction
6	/ʒ/ usually	pleasure
7	/tʃ/ choose	check
8	/dʒ/ jeans	bridges

b Students work in pairs to find sounds from 5a in the words.

Answers
1 ideas /z/
2 earth /θ/
3 television /ʒ/
4 jewel /dʒ/
5 bother /ð/
6 sugar /ʃ/
7 science /s/
8 future /tʃ/

c 2.60 Play the recording for students to check their answers. Students repeat the words for practice.

6 SPEAKING

a Tell students that they are going to ask their partners a big favour. First, they must think of a really big favour to ask. Give an example of your own, for example *I want to ask my neighbour to look after my dog for a week while I'm on holiday.* Monitor and help if necessary.

b Look at the examples in bubbles to remind students of phrases they have learned during the lesson for making requests, replying, thanking and responding. In pairs, students role-play the request. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples of requests, and whether students would really agree to these requests or not.

FAST FINISHERS

Fast finishers can role-play the request again, this time not agreeing immediately to the request, but hesitating and needing further persuasion or encouragement.

ADDITIONAL MATERIAL

- Workbook 6C
- Photocopiable activities: Pronunciation p.246
- Unit Progress Test
- Personalised online practice

6D Skills for Writing
The scenery was fantastic

At the end of this lesson, students will be able to:

- talk about top tourist attractions in the USA
- understand people talking about a trip to the Grand Canyon
- understand a travel blog
- use descriptive language when writing about a trip
- write a travel blog

OPTIONAL LEAD-IN

Books closed. In pairs, students write down what they think the top five tourist attractions are in the world. Put pairs into small groups to discuss and choose a top five from their suggestions. Each group then presents their suggestions to the class. Find out if the class can agree on a top three in the world. Ask why these attractions have become so popular, for example beauty, history, architecture, etc.

1 SPEAKING and LISTENING

a Students look at the photos. Tell them that they are the top five attractions in the USA. Students say what they know about them as a class, why the attractions are popular and if students have visited or would like to visit any of them. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Manhattan is a highly populated island in New York. It is an important cultural centre and it is where most of the tourist attractions in New York are, e.g. the Empire State Building, Wall Street, and you can get a ferry to the Statue of Liberty.

The Grand Canyon is a steep canyon in Arizona, USA, made by the Colorado River. It is 446 km long. In places it is up to 29 km wide and over a kilometre deep.

The White House has been the official home of the US president since 1800. Its real address is 1600 Pennsylvania Avenue, Washington DC.

Niagara Falls is the name of three waterfalls that cross the border between Canada and the USA. They are up to 51 metres high.

Las Vegas is a very famous city in Nevada, USA and was established in 1905. It is a popular destination because of its entertainment, in particular its casinos and hotels.

b 2.61 Tell students they are going to hear a man and a woman telling a friend about a trip to the Grand Canyon. They need to listen to say which two topics in the box the people do not talk about. Play the recording for students to find out the topics. Check the answers as a class.

Answers

cars
meals

Audioscript

ALEX So where did you go?
KIRSTEN We went camping in the Grand Canyon. It was amazing, a real experience. But before, we drove through the Mojave Desert – that's a big salt desert, just salt for miles and miles.
A Wow, amazing.
K And we saw cowboys, didn't we, John. Where was that?
JOHN I don't know, some town near there. It was like a cowboy show, they had a shootout.
A You mean like a gun fight? For show?
K Yeah, that's right. Then we stopped for something to eat, and we were really lucky cos it was getting late and we had nowhere to stay, but the owner of the restaurant was really nice, wasn't he?
J He let us camp behind the restaurant.
K Yeah, the people were really friendly, weren't they?
J Yeah. It wasn't very comfortable, though.
A Why not?
K We couldn't blow up the airbed. It had a hole in it.
J So we slept on the ground. Really uncomfortable.
K Anyway, the next day we actually saw the Grand Canyon.
A Oh, that must be incredible.
K It is. It's breathtaking. I've never seen anything like it.
A Did you walk through it, or what?
K No, we just drove round it. Round the south rim, that's where the best views are. And we camped there too.
J We were lucky to find a place. It was peak season.
K Yeah. So anyway, then we watched the sunset over the Grand Canyon. Pretty amazing. And the next day we got up at 4.45 and saw the sunrise.
A 4.45!
J Oh, it was worth it. It looks completely different at dawn. Um, what else did we do?
K We saw a condor.
J Oh yes, they're really rare apparently. Only 30 birds left. Really impressive birds.
A Mm, sounds great.
K And then we went on to Las Vegas.
A Wow, Las Vegas? Hope you didn't lose all your money!

VOCABULARY SUPPORT

condor – a very large bird, lives in mountains
dawn (B2) – the beginning of the day
peak season (B2) – the most popular time for tourists
rim – the edge of something circular
shootout – a fight using guns

c 2.61 Play the recording again for students to answer the questions individually. Pause where necessary to give students time to note down answers. Students compare with a partner. Check answers as a class.

Answers

1 They drove.
2 It's a salt desert.
3 They camped. The first night was very uncomfortable because there was no airbed. For the second night, they were lucky to find a place.
4 They saw the sun rise and saw a condor.
5 They went to Las Vegas.

d Individually, students choose the top tourist destinations in their own countries.

e Put students into pairs to compare their destinations and say why these are interesting for tourists. If you have a monolingual group, they should find out if they agree on the places and the reasons. Take feedback as a class and ask for examples.

EXTRA ACTIVITY

Put students into groups of three and ask them to choose one tourist destination between them. Then, ask students to create a conversation similar to the one they've just listened to. You could get students to record their conversations on their mobile phones and play the recordings for the rest of the class. If you choose not to record the conversations, get a stronger group to act out their conversation in front of the class and get the class to ask questions about the destination.

2 READING

a Ask students if they ever read travel blogs and why or why not. Students read Kirsten's blog about the trip she talked about. They need to find points she didn't mention in the recording. Check answers as a class.

Answers

We ate, then went to the Desert Drive Watch Tower to watch the sun going down.
After breakfast, we headed up to the village where a bus service took us round the other part of the South Rim. We took a short walk …
We watched [condors] circling right above our heads.
We saw the canyon from a few different viewpoints.
After that, we headed up to Lake Mead for a few days to relax before the madness of Las Vegas.

VOCABULARY SUPPORT

grandeur – something that is impressive has this

literally (B2) – emphasising how large or great an amount is

phenomenon (C1) – something that is very unusual

re-enactment – an occasion where people act out something that really happened, e.g. a battle

3 WRITING SKILLS

Using descriptive language

a Ask students if they think the blog is interesting and why (yes, because Kirsten uses a variety of adjectives). Students check through the blog to find examples of other adjectives meaning *very beautiful* or *very big*. Check answers as a class.

Answers

very beautiful: breathtaking, superb, impressive, fantastic
very big: huge

b Students decide which adjectives in the box are positive and negative. Check answers as a class.

Answers

positive: mind-blowing, fabulous, awesome, out of this world, unbelievable, awe-inspiring, unforgettable
negative: disappointing, ordinary, uninspiring, dull

c Read the sentences with the class and elicit that different adjectives are used after *absolutely* and *very*. Students work in pairs to choose which adjectives can go in which sentences. Check answers as a class. Then ask if students know any other adverbs that can replace *absolutely* and *very*.

Answers

1 mind-blowing, fabulous, awesome, out of this world, unbelievable, awe-inspiring, unforgettable
2 disappointing, ordinary, uninspiring, dull

The words *totally* and *completely* can replace *absolutely*. The words *really* and *extremely* can replace *very*.

LANGUAGE NOTES

Adjectives can usually be classed as normal/standard or strong/extreme. We use intensifiers such as *very*/*really* with normal adjectives, but not strong ones, e.g. *very big* ~~*very enormous*~~. Likewise, we can use intensifiers such as *absolutely*/*totally* with strong adjectives, e.g. *absolutely enormous*, but not with normal ones, e.g. ~~*absolutely big*~~.

d In pairs students change the sentences to make the meaning stronger. Check answers as a class.

Suggested answers

1 Manhattan was amazing and I thought the buildings were very inspiring.
2 The Niagara Falls were amazing. We went on a boat below the Falls – it was unbelievable.
3 People say that Las Vegas is a mind-blowing place to visit, but I thought it was dull.

e Individually, students find examples using the word *experience* in the blog and complete the expressions. Check answers as a class.

Answers

1 It was an experience in itself.
2 It was the experience of a lifetime.
3 It was a whole different experience.

f Put students into pairs or small groups. Students tell their partners about one of their own tourist experiences, using the language from 3a–e. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples.

4 WRITING

a Tell students that they are going to write a travel blog about one of the photos. Alternatively, they can use a holiday photo of their own. They should plan a blog to include their chosen photo and make notes on the points given. Monitor and help with ideas where necessary.

b Students write their blogs, using language they have learned in this lesson. Monitor and encourage self-correction where students make errors.

LOA TIP MONITORING

For this task, you might choose to focus on vocabulary range while monitoring. Encourage students to use a variety of adjectives to avoid repetition and pay attention to their use of intensifiers. If a student has used the wrong intensifier, just point it out and question with a gesture or expression.

FAST FINISHERS

Fast finishers can swap blogs and add a comment to the one they are reading. Check through these during feedback.

c Students swap travel blogs with a partner and ask and answer questions about the place. Take feedback to ask for examples from the blogs and to find out whether students are persuaded by the blogs to visit the places.

ADDITIONAL MATERIAL

Workbook 6D

UNIT 6
Review and extension

1 GRAMMAR

a Write the beginnings of some sentences on the board and elicit the correct verb patterns:

When I go on holiday I enjoy… (gerund)

Yesterday I saw someone… (gerund)

When I speak English it's difficult… (*to*-infinitive)

Students find and correct the errors in the sentences and then compare with a partner. Check answers as a class.

Answers
1 to relax
2 to help you
3 to remember to do
4 notice people doing
5 remember doing

b In pairs, students ask and answer the questions. Take feedback and ask for examples.

c Students complete the paragraph with the correct passive or active forms. Check answers as a class.

Answers
1 was given 2 bought 3 was discovered
4 was seen 5 passed 6 was being cleaned 7 said
8 was sold 9 paid 10 was valued

2 VOCABULARY

a Individually, students complete the sentences. Check answers as a class.

Answers
1 memorable
2 impressive
3 exotic
4 stunning
5 breathtaking

b Students choose the correct alternatives and then compare with a partner. Check answers as a class. You may wish to ask students to talk about shops they know that have changed over the years.

Answers
1 deterioration
2 revive
3 preserve
4 died out
5 decreased
6 increase
7 been lost

3 WORDPOWER *out*

a 2.62 Write the word *out* on the board. In pairs, students write down as many multi-word verbs with *out* as they can. Check ideas as a class. Play the recording for students to complete the multi-word verbs. Check answers as a class.

Answers
1 burn out
2 pass out
3 work out
4 fallen out
5 run out
6 stands out
7 turned out
8 chill out

b Ask students to complete the exercise individually and warn them to be careful with the verb forms. They need to think about context and meaning. They then compare answers with a partner. Check answers as a class.

Answers
1 turning out
2 chilling out
3 run out
4 burn out
5 stands out
6 work out
7 pass out
8 falls out

c Individually, students read the questions and make notes about their answers.

d Put students into pairs to discuss their answers. Take feedback as a class and ask for examples from the conversations. Find out how far the students agree with each other and who gives the most interesting answer.

FAST FINISHERS

Fast finishers think of two or three more personal questions using other multi-word verbs with *out* from the lesson. Check these during feedback and ask the class for answers.

EXTRA ACTIVITY

In pairs, students write four sentences using multi-word verbs with *out*. Students delete the verbs to create gapped sentences to swap with another pair. Check answers as a class.

Photocopiable activities: Wordpower p.229

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 7 City living

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about city life, relaxing, reality TV shows, houses and redecorating, buying and renting flats, and urban development
- talk about daily life and routines
- talk about changes to make to a home
- use appropriate phrases to imagine how things could be
- use vague language
- write an email to complain

UNIT CONTENTS

G GRAMMAR

- *too/enough*; *so/such*
- Causative: *have/get*

V VOCABULARY

- Describing life in cities: *air pollution*, *local residents*, *parking spaces*, *public transport*, *quality of life*, *residential areas*, *traffic congestion*, *urban development*
- Film and TV: *cast*, *script*, *soundtrack*, *shot*, *series*, *capture*, *release*, *editor*, *cut*, *broadcast*, *presenter*, *episode*
- Houses: *attic*, *basement*, *bungalow*, *chimney*, *cottage*, *detached*, *fence*, *passage*, *semi-detached*, *terrace*, *terraced house*
- Wordpower: *down*, *get down to*, *calm down*, *settle down*, *look down on*, *turn down*, *get someone down*

P PRONUNCIATION

- Sounds and spelling: *o*
- Stress in compound nouns

C COMMUNICATION SKILLS

- Discussing living in cities
- Discussing changes to a home
- Imagining how things could be
- Using vague language
- Writing an email to complain

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the names of different buildings on the board, for example *office block*, *farm*, *hut* (a small, very basic building), *garage* (a building for a car), *hospital*, *hall* (a building for concerts, meetings, etc.), *town house* (an expensive terraced house), *skyscraper*, etc. Put students into pairs or small groups and ask them to tell each other what type of buildings they have passed by or been in today. Students should try to find one thing about each building that made it different from the rest. Take feedback as a class and ask for examples.

a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes. Check understanding of *outrageous* (shocking), *ugly* (not pleasant to look at), *harmonious* (fitting in with the surroundings).

CULTURE NOTES

The picture shows the 'Dancing House' building in Prague, Czech Republic. It was built in 1996 and designed by Frank O'Greary, and it was very controversial because of its very modern style in the middle of a traditional row of buildings. It used to be called 'Fred and Ginger' after the famous American dancing duo, Fred Astaire and Ginger Rogers, because the building looks like two people dancing. Today it is a tourist attraction in Prague. There is a restaurant on the top floor which people can visit but the rest of the building is made up of offices.

b Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.

EXTRA ACTIVITY

In pairs, students tell their partners about the most unusual, the oldest, the tallest, or the most memorable building they have ever been inside and explain why they think so. Take feedback as a class and ask for examples. Extend by asking: *If you could design the perfect place for you to live or work in, what would it be like?*

7A There's very little traffic

At the end of this lesson, students will be able to:

- read and understand an article about doing things slowly
- use *too/enough; so/such* to talk about daily life
- understand an interview about smart cities
- use a lexical set of words to describe cities correctly
- understand people talking about their cities
- describe their own cities

OPTIONAL LEAD-IN

Books closed. Put students into small groups and ask them to think of things we do faster today than our parents or grandparents did. After two minutes, stop the groups and find out who has thought of the most things. Ask for ideas and put them on the board. Ask the class if they think doing these things faster is a good thing and why/why not.

1 SPEAKING

a Students look at the photos and describe them. Ask what aspects of stress in city life they show and how the people might be feeling. Ask if students are familiar with scenes like these and how they feel when they are in similar situations.

b Put students into pairs and ask them to think of another photo on the same theme. They should decide what it would show and how it would fit into the theme (for example, a city with skyscrapers and polluted air from cars, people waiting at an airport with cancelled flights on a board, etc.). Take feedback as a class and ask students to explain their ideas. Find out which idea is the most popular, interesting or unusual.

2 READING

a Elicit which statement the *Slow Movement* believes in. Don't confirm answers at this point.

b Students read the article quickly to check their ideas. Check the answer as a class. If you wish, give students information from the Culture notes.

Answer

2

VOCABULARY SUPPORT

associate (C1) – to link two things

client (B2) – a customer

obesity (C1) – being too fat

rural (B2) – connected with the countryside

the equivalent of (C1) – the same as something else in size or value

24/7 – 24 hours a day / seven days a week, 'all the time'

CULTURE NOTES

The main philosophy of the Slow Movement is to do everything at the right speed in order to enjoy everything you do. It started in 1986 in Italy when Carlo Petrini wanted to protest against the opening of a McDonald's restaurant in one of the most famous attractions in Rome, which led to the creation of the Slow Food organisation. The Slow Movement covers many other areas now: Slow Cities, Slow Travel, Slow Living and Slow Design. The Slow Movement is not a single organisation but is run by people all over the world.

c Read through the question carefully with the class. Students read the article again to find the connections. They then compare their ideas with a partner. Check answers as a class.

Answers

1 When it comes to doing business … speed is important.
2 We seem to associate 'slow' with failure, inefficiency and perhaps worse: laziness.
3 There is pressure to be available 24/7.
4 Not relaxing can make us more impatient and less polite.
5 People now work the equivalent of a full month more each year than they did two decades earlier … people get about two hours' less sleep than they did 60 years ago.
6 Doctors who hadn't had enough sleep showed that they had the same reaction speed as people who had drunk two glasses of beer.
7 Scientists have discovered a link between sleep debt and cancer, heart disease, diabetes, infections and obesity.

d Ask students if they are guilty of any of the things mentioned in the article. Give an example of your own, for example *I often go to bed too late because I have so much to do and I get irritated the next day*. Ask if any of the students would like to live more slowly. In pairs, students note down some ways they could live more slowly and what changes they would need to make in their lives. Take feedback as a class and ask students for their ideas.

e Students read *Rules for slowing down* to check if their ideas are mentioned. You may wish to point out that the phrase *put your feet up* is used in English for 'relax after work', and not necessarily putting feet up on a chair. Students discuss the questions with a partner. Take feedback as a class.

3 GRAMMAR *too/enough; so/such*

a Write *too, enough, so* and *such* on the board. Elicit sentences from the class related to the speed of our lives using the words. Give an example: *I don't do enough sport because I'm too busy.* Students write the words in the correct places in the sentences. Students look back through the article to find the sentences. Check answers as a class.

Answers
1 We worry that we're too slow.
2 We aren't efficient enough or productive enough to succeed.
3 Many people complain that they don't have enough time.
4 They have too much work to do every day.
5 There are always too many things that they haven't done.

b Students answer the question in pairs. Check answers as a class.

Answers
1 1, 2
2 3, 4, 5

c Put students into pairs to complete the rules. Check answers as a class.

Answers
1 an adjective, a noun
2 uncountable, countable
3 after, before

LANGUAGE NOTES

Students sometimes confuse *too* and *very*. *Very* is used as an intensifier to indicate the strength of an adjective: *This curry is very hot* (I might like it hot or not). *Too* is used to indicate a negative result: *This curry is too hot* (I can't eat it).

d Individually, students complete sentences 1–3 with *so* or *such*. Check answers as a class.

Answers
1 so, such 2 so 3 such

LOA TIP ELICITING

To practise the forms from these exercises, give students a sentence starter and elicit endings using *too*, *enough*, *so* and *such*. Prompt students to use all alternatives.

I'd like to go to the gym with you but … (I've got too much work / I haven't got enough time / I'm so tired I'm going to bed / it's such a nice day that I'm going for a walk).

I ought to do some more work this evening but … (I'm too exhausted to concentrate / I haven't got enough battery on my computer / I'm so hungry I can't even think / there's such a great film on that I'll watch TV instead).

CAREFUL!

There are often problems with word order when students use *such*, e.g. ~~*She is a such beautiful girl*~~ (Correct form = *She is* ***such a*** *beautiful girl*). Also, *such* is often overused instead of *this*, e.g. ~~*I've never been to such place before*~~ (Correct form = *I've never been to* ***this place*** *before*).

e 3.2–3.5 Students read the information in Grammar Focus 7A on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that the word order is correct in Exercise c. Tell students to go back to SB p.81.

Answers (Grammar Focus 7A SB p.147)
a 2 enough 3 too much 4 too 5 too much 6 enough 7 too 8 Too many
b 1 e 2 d 3 a 4 b 5 f 6 c
c 2 such a pity 3 old enough to 4 too tired to 5 such a good player (that) 6 was so serious (that)

f Students find and correct the mistakes. Check answers as a class.

Answers
1 I have ~~such~~ so much work to do that I often have to work at weekends.
2 You spend too ~~many~~ much time in front of the computer.
3 We don't have enough money ~~enough~~ to buy a new car.
4 He doesn't like his job, but he's much too ~~much~~ lazy to look for a better one.
5 Cheer up! Why are you always in ~~so~~ such a bad mood?
6 I'll have to draw the plan again. It isn't ~~enough~~ clear enough.

g Read through the task and example with the class. Individually, students write the sentences. Monitor and help where necessary. Point out that some sentences should be true and some false.

h Put students into small groups and ask them to share their sentences with the other students. They need to guess which are true and which are false. Monitor and check that the target language is being used correctly. Take feedback as a class and ask for examples.

4 READING and LISTENING

a Ask students how many cities they have visited in the last year. Which did they enjoy visiting most and why? Write the word *smart* on the board and elicit the meaning (well dressed/clever). Students look at the pictures and read the information about them. They guess what the collocation *smart city* means.

b 3.6 Tell students they are going to hear someone talking about smart cities. Read through the possible ideas to describe a smart city as a class. Play the recording for students to choose which two are correct according to the speaker. Check answers as a class.

Answers
1, 2

Audioscript

A So what exactly is a smart city?
B Well, it can be all kinds of different things, but there are two basic ideas. One is that the city uses technology to improve the quality of life of the local residents, so that they can live more slowly and with less stress. And the second one is that the city itself reacts to problems, rather like a living person would.
A Can you give me some examples?
B Yes, London is a good example. They have a system where they monitor cars driving into the centre and automatically charge the driver for the time the car spends there. So it cuts down traffic congestion and pollution, but it also means the driver doesn't have to stop and buy a ticket or look for money – so it saves time, too. And to use the public transport system you just need a single card and you can go everywhere with it. So you don't need to spend time queuing for tickets. Or in Dublin, in Ireland, they have a system which monitors traffic congestion, so drivers can avoid streets with traffic jams, and it also tells drivers where they can find a free parking space. Apparently 30% of traffic congestion in most cities is caused by people looking for parking spaces, so that's a huge saving in time and money.
A So the main point of smart cities is to improve the environment?
B Yes, but it can take many different forms, it's not just about traffic congestion. For example, there's a new city in the UAE called Masdar. It's in the middle of the desert and the whole city is powered by solar panels, and public transport is electric. So it's a 100% sustainable city – it uses zero energy and there's no air pollution. Or there's another new city in Korea called Sondo, which is planned around a central park. So from all the residential areas there's a 15-minute walk across the park to get to work and people can also use the park in their lunch break. I read a report recently that said that green spaces in cities really improve people's mental health, so the park sounds like a great idea.
A So it's not just about the environment. It's about urban development in general?
B Yes, exactly.
A And do you think this is how cities will be in the future?
B Oh, I'm quite sure of it. The technology is there already. We're all connected now on the internet, so the next step is to connect the people with the city – and it's already happening very quickly.

VOCABULARY SUPPORT
congestion (C1) – blocked, for example with a lot of traffic
monitor (B2) – to check, control
sustainable (C1) – not causing damage to the environment
urban (B2) – related to a city

c 3.6 Read through the information students need to listen for as a class. Play the recording again for students to note down answers. If necessary, play the recording twice and pause after the information is given. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check.

Answers
1 A system where they monitor cars, public transport system with a single card.
2 A system which monitors traffic congestion and tells drivers where they can find a free parking space.
3 The whole city is powered by solar panels, public transport is electric, a 100% sustainable city.
4 Residents have a 15-minute walk across a park to work and they can use the park in their lunch break.

5 VOCABULARY Describing life in cities

a Ask students to look at the audioscript on SB p.171. They work in pairs to find words with the meanings 1–8. You may wish to elicit or pre-teach the word *substances* (materials with particular physical characteristics). Check answers as a class.

Answers
1 quality of life 2 local residents 3 traffic congestion
4 parking space 5 urban development 6 public transport
7 air pollution 8 residential areas

b Put students into pairs. Students cover the previous exercise and practise forming the collocations. Test them on the collocations as a class by providing one part and eliciting the second.

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

c Put students into pairs to make sentences using the collocations about the town or city where they are now.

d Take feedback as a class. Ask for example sentences for the students to agree or disagree with.

6 LISTENING

a 3.7 Tell students that they are going to hear two people talk about the cities they live in. Play the recording for students to answer the questions. Check answers as a class.

Answers

1 Daniela: Yes, it's been developed to suit the people who live there.
Richard: Yes, it's so full of life and there are people everywhere.
2 Daniela: yes
Richard: no

Audioscript

DANIELA I think it's a good idea to make cities better places to live because a lot of cities have developed on a kind of American model. In other words, the city centre is taken over by big companies so there are hardly any shops or people living there. Instead, most people live in big high-rise blocks around the edge of the city and they go to big shopping centres in their cars. So it's really good to change that balance and make the city centre a place for people to live. I live in Munich, in Germany, and in a number of ways I think it is a 'smart city', because it's been developed to suit the people who live there. The centre's a pedestrian zone, closed off to traffic, people cycle everywhere, and there are plenty of good cafés and parks and places to sit outside. So you can wander through the city and take your time, and it's nice and quiet. Also, there's a very good public transport system, so people don't need their cars as much.

RICHARD I don't think you have to design a city to make it a nice place to live. I live in Bangkok, the capital of Thailand, and it certainly isn't a planned city – it's just grown naturally. In some ways it's quite a chaotic city, there are cars everywhere, lots of traffic jams, a lot of noise, and there are very few green spaces where you can sit, so if you want a bit of peace and quiet, forget it! But I love living here. It's so full of life and there are people everywhere. In the street where I live, there are lots of ordinary apartments plus a few hotels, there's a very good vegetable market, there are quite a few restaurants, and there are people selling things in the street. So there's everything you need, plus lots of traffic, of course. So it certainly isn't a 'smart city', but it's very exciting to live here!

VOCABULARY SUPPORT

chaotic (C1) – without order

high-rise – a tall, modern building with a lot of floors

b 3.7 Give students a few moments to read through the points. Play the recording again for students to decide which points the speakers make. Check ideas as a class. Ask students which of the two cities they would prefer to live in and why.

Answers

1, 2, 4

7 SPEAKING

a Read through the task with the class and ask students to make notes individually. Monitor and help where necessary.

b In pairs, students talk about the cities they have made notes about. If you have a monolingual group, they should compare notes and discuss whether they agree or not. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and find out if they think their city is a smart city and which is the smartest.

FAST FINISHERS

Fast finishers list as many advantages and disadvantages as they can of living in the countryside. Ask for their points during feedback.

EXTRA ACTIVITY

Students think about how the area where they live could be improved. In pairs, they tell their partner about their ideas and discuss them. Monitor and give help where necessary. Take feedback as a class for students to discuss the ideas.

ADDITIONAL MATERIAL

- Workbook 7A
- Photocopiable activities: Grammar p.196, Vocabulary p.216

7B I could have it done by a professional

At the end of this lesson, students will be able to:

- understand an article about reality TV
- use vocabulary related to film and TV correctly
- use causative *have/get* correctly
- use a lexical set about houses correctly
- understand people talking about house renovations
- plan a reality TV show

OPTIONAL LEAD-IN

Books closed. Students write down the names of all the TV shows they've watched in the last week. In pairs, they compare shows and find out if they like the same types of programmes. Then, they find one show that their partner has not watched and talk about the show for one minute. If they have a problem continuing for a minute, their partner should ask questions. Take feedback as a class and compare the TV preferences of the class.

1 READING

a Students look at the photo and say what they can see and answer the questions.

b Ask the class to turn to SB p.133 and discuss the questions in pairs. Then go back to SB p.82.

c Write the anagram *ETRAIYL* on the board and tell students it's a type of TV show. Students work out the word (reality). Ask students the first question and write the examples they think of on the board. Students then vote on which programme they enjoy and which they don't, and find out which is the most and least popular one. Take feedback as a class on their reasons.

d Students read the article quickly to choose the main point the critic wants to make. Check the answer as a class.

Answer
3

VOCABULARY SUPPORT

blow your budget (C2) – go beyond the limits of what you are allowed to spend

conflict (B2) – a fight, disagreement

crawl (B2) – move on your hands and knees

exterior (C1) – the outside of something

renovation (C1) – modernising, updating

tend to (B2) – likely to

the chances are (C2) – it's very likely that

transform (B2) – to completely change something

e Students read the article again carefully to answer the questions. Suggest they make notes. They then compare answers in pairs. Take feedback as a class. Ask students if they agree with the critic's point of view or not and why.

Answers

survival:	The film crew and director are nearby and the person is in no real danger.
cooking:	People aren't chosen just because they are good cooks, but to include a range of personalities that might conflict.
home renovation:	The contestants don't do all the work – a lot of the work is done by professionals.
garden makeover:	The TV company has the design done by a landscape architect.

FAST FINISHERS

Ask fast finishers to underline any unfamiliar vocabulary in the article. They can look up some of the items in dictionaries or guess the meanings from context. Check the vocabulary during feedback.

f Students discuss the questions in pairs or small groups. Ask for ideas and comments as a class. If you wish, give students information from the Culture notes below.

CULTURE NOTES

Many people believe that the first proper reality TV show was the US show *An American Family,* which showed a family going through a divorce (1971). A similar show, *The Family,* was made in the UK in 1974. In 1991, a Dutch show, *Nummer 28*, brought strangers together in a special place to film their actions over a period of time. The idea came from George Orwell's famous science-fiction book *1984* where everyone is watched through screens in their homes by 'Big Brother'.

2 VOCABULARY Film and TV

a Ask students to check the article again and decide who does things 1–4. Check answers as a class.

Answers
1 the production company 2 the director
3 the film crew 4 the viewer

b Students match the words and the definitions. Check answers as a class.

Answers
1 d 2 c 3 a 4 b

EXTRA ACTIVITY

Ask students to write examples of the following:

1 *a film they've seen recently with a good cast*
2 *a soundtrack that they've downloaded*
3 *an impressive opening shot of a film or TV programme*
4 *a director they admire*

In pairs, students compare their answers and explain why they've chosen these examples. Take feedback as a class.

c 3.8 Students complete the exercises in Vocabulary Focus 7B on SB p.160. Check answers to Exercises a–d and monitor the conversations in e. Check answers in the Pronunciation Exercises a and b. Play the recording for students to do Exercise c and ask for example sentences in Exercise d. Tell students to go back to SB p.84.

Answers (Vocabulary Focus 7B SB p.160)

a
- words that refer to people who work in film and TV: editor, presenter
- verb forms that refer to when a film or TV show is shown: was released, is broadcast
- words that talk about the way TV shows are divided up: episode, series
- verb forms that talk about what can happen during the making of a TV programme or film: was captured, was cut

b 1 yes 2 no 3 cinema, broadcast 4 camera operator, editor
c They are in a passive form. This is typical.
d 1 cast 2 cut 3 released 4 editor 5 shots, plot 6 episode 7 producer 8 captured

Pronunciation

a four: editor / director /ə/ broadcast /ɔː/ episode /əʊ/ company /ʌ/
b sound 1: broadcast
sound 3: editor, director
sound 4: company
sound 6: episode
c /ɔː/ bought, corner, support /ə/ police, correct /ʌ/ young, nothing /əʊ/ show, throw, chose

3 GRAMMAR Causative *have/get*

a Students look at the examples and choose the correct answer together.

Answer
1

CAREFUL!

Students often fail to use this pattern, preferring to use active form, e.g. ~~*I took my photograph*~~ (Correct form = ***I had my photograph taken***).

LOA TIP CONCEPT CHECKING

Write the following sentences on the board and ask questions to check the concepts.

The chef prepared the meal in front of the camera.
Ask: *Who prepared the meal?* (the chef)
The chef had the meal prepared earlier.
Ask: *Who prepared the meal?* (someone else)
The winner of the competition wrote a speech to give when she accepted the prize.
Ask: *Who wrote the speech?* (the winner)
The winner of the competition had her speech written.
Ask: *Who wrote the speech?* (someone else)

b 3.9–3.10 Students read the information in Grammar Focus 7B on SB p.146. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to the correct structure. Tell students to go back to SB p.84.

Answers (Grammar Focus 7B SB p.147)

a 1 A 2 C 3 B 4 A 5 B 6 C 7 A 8 A
b 1 have/get my flat cleaned 2 have/get the new programs installed 3 get the project finished 4 I had my email password stolen 5 get the meeting started 6 have to have/get the flat tidied

c Read through the task and the examples in speech bubbles. Students work in pairs to find examples of things they have done and things they do themselves. Monitor and check on their use of target language. Take feedback as a class and ask for examples.

4 VOCABULARY Houses

a Ask students to look at the picture and say if they have any houses like these in their country. Read through the words in the box and ask students to work in pairs to match them with the labels in the picture. Check answers as a class.

Answers

1 cottage 2 terraced 3 passage 4 chimney 5 semi-detached 6 terrace 7 attic 8 bungalow 9 fence 10 detached 11 cellar /basement

VOCABULARY SUPPORT

attic (B2) – a space in the house under the roof, used for keeping things

basement (B2) – a room below the ground

bungalow – a house that only has one level

cellar (B2) – a room under the ground, usually used for storage

chimney (B2) – a structure that allows smoke to go from a fireplace in a house into the air

detached (C1) – a building which is not connected to another building

fence (B2) – a structure usually made of wood or metal that goes around an area or building

passage (B2) – a long narrow space that connects one room or place to another

semi-detached (C1) – a house that has one wall joined to another house

terrace (B2) – a flat area around a house where you can sit

terraced – a row of houses joined together along their side walls

b Put students into pairs or small groups to discuss the questions. Monitor and contribute to the conversations. Take feedback as a class and ask for interesting comments from the groups or pairs.

5 LISTENING

a Write the word *renovation* on the board and elicit the meaning (updating a house or building/making something more modern). Discuss the question as a class. Ask students to suggest the types of things people get done when renovating a property.

b 3.11 Tell students that they are going to hear two people talking about different renovations. Play the recording for students to say whether the two people feel the same way about renovating or not. Check answers as a class.

Answers

No. Antonia is addicted to renovating and wants to do more. Rob has started some renovating but can't finish it.

Audioscript

ANTONIA As with most things in life, I started small. Not long after I bought this apartment, I suddenly decided that the cabinet in the kitchen was ugly. It was modern and beige and I couldn't stand it. A few days later, I found this absolutely gorgeous, old, wooden cabinet from the 1920s in a second-hand shop. I pulled out the original cabinet and replaced it with the one I found. And then everything looked wrong. I also discovered that the original fireplace and chimney were covered up and underneath there were these lovely, old red bricks. The cover had to come off. Then the paint work looked just awful … and so it went on. Now, I've got a lovely homestyle kitchen. I'm really satisfied with that. But I wasn't at all satisfied with the layout of the dining room and the sitting room. They were two very small rooms. And I thought – just imagine – knock down the dividing wall and I could have this lovely open living space. So, one weekend, I got busy and the wall came down! I've still got some work to do there. Then there's the bedroom … I haven't had time yet … and the bathroom needs major attention. OK – I admit it – I'm addicted to renovation. I can't help myself. I love doing these things myself. Getting it done by a professional isn't nearly as much fun. But, hey, there are lots of worse things to be addicted to and my apartment's looking better and better with every day!

ROB You see, under our house, there was a kind of cellar and a garage. And there was also a small passage between the two. They're the kind of places where we keep things we no longer use. But I suddenly had this great idea. What if I knocked down a few walls and made the cellar and the garage one big area – a kind of basement that the kids could use as their space. I got a friend of mine who's an engineer to have a look and make sure it was possible – I mean, I didn't want the house to fall down! And he said, sure, no problem. And I've helped a lot of friends and family do this kind of thing in the past – like, I've got a pretty good idea about what to do. So, I had this great weekend where I knocked down the walls – I loved that – you can really see the potential – immediately. Problem is – once you knock something down, you kind of have to build a few things in their place, so it doesn't look like a worksite. But, well, things have been busy at work and at weekends there are lots of things to do with the kids – sports matches and stuff like that. I mean, I fully intend to finish it all off. That's what I keep promising my wife. But she thinks I've got a 'commitment problem'. You know, I'm not committed to finishing off the renovation. Maybe she's right – but these things aren't as easy as they look. I suppose I could have it done by a professional – but that's expensive. I just say that it's a 'work in progress'. It'll get there. Eventually.

VOCABULARY SUPPORT

beige – light brown colour
brick (B2) – a type of stone used to build walls and houses
cabinet (B2) – a cupboard with shelves for storing things
commitment (B2) – something you agree to do, a promise
layout (C1) – design

c 3.11 Read through the questions with the class and play the recording again for students to answer the questions. If necessary, play the recording twice and pause after the information is given. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check.

Answers

1 Antonia: pulled out the original kitchen cabinet and replaced it; uncovered the original fireplace and chimney; repainted the kitchen; knocked down the dividing wall between the dining room and the sitting room
Rob: knocked down the wall between his cellar and his garage
2 Antonia: a lovely homestyle kitchen that she's really satisfied with
Rob: it looks like a worksite
3 Antonia: the bedroom and the bathroom
Rob: finish it off

d Students discuss the question in pairs. Take feedback as a class.

6 SPEAKING

a Tell students that they are going to design a reality show about home renovations. Put them into small groups and ask them to discuss their ideas. Monitor and help with ideas and language. Encourage students to use causative *have/get* where appropriate.

b Ask the different groups to present their ideas to the class. Students can ask and answer questions about the other groups' plans. Take a vote on which programme would be most interesting.

FAST FINISHERS

Fast finishers can write a short advert for the new programme. Ask a representative of the group to read or record the advert for the class.

EXTRA ACTIVITY

In small groups, students plan the first programme of the series. They should think about:

- how the programme will begin
- who will be in it
- what challenges there will be
- where to film it, etc.

Take feedback as a class.

ADDITIONAL MATERIAL

- Workbook 7B
- Photocopiable activities: Grammar p.197, Vocabulary p.217, Pronunciation p.247

7C Everyday English
We could have a table here or something

At the end of this lesson, students will be able to:

- understand informal conversations about renting a flat
- use stress in compound nouns correctly
- use appropriate phrases to imagine how things could be
- use vague language

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Students take turns to be the describer and listener. The listener closes his/her eyes while the other student describes his/her home. Give an example of your own, for example *You go through the front door and you're in a hall. On the right there's a door. Go through the door and you're in the living room. There's a big window with blue curtains. There's a brown sofa and a mirror over the fireplace. Come out of the room and turn right* . The students with closed eyes must visualise the home and try to remember it to describe to the class.

A variation on this would be to have students sit or stand in a large circle and say their description to the student next to them, who then says it to the next student. The descriptions pass around the circle, until they reach the original student. Take feedback to find out how the descriptions have changed.

1 LISTENING

a Tell students to look at the photo. Discuss the question as a class. Elicit ideas, but don't confirm answers at this point.

b 3.12 Play Part 1 of the video or audio recording for students to check their ideas.

Video/Audioscript (Part 1)

TESSA This is a really good angle.
BECKY Let's have a look. Oh that's great. We can use that one in the competition.
T What competition?
B Didn't you get the email?
T I don't think so. I don't remember.
B It's called 'London architecture in photographs'. It's a free competition. The college said they'll enter our bridge photos.
T I'm not sure I can be bothered. I don't really see the point.
B Well, the first prize is £500.
T OK, that's different! Let's take some more.
B Oh! I completely forgot the time – I've got to go. I'm meeting Tom at 12.00.
T Why don't you call him? Tell him you'll be late.
B I can't. We're meeting the estate agent.
T Estate agent?
B Yeah, we're looking at flats. You know, we want to rent a flat. For after we're married.
T Oh, right. You'd better go then.
B Yeah. See you later.
T Bye. Good luck.

c 3.12 Read through the topics with the class and play the video or audio recording again for students to make notes. Pause at certain points if necessary for students to make notes. Check answers as a class.

Answers

1 Tessa's photo: good angle, could use it for the competition
2 the photo competition: it's free, £500 prize
3 Tessa's feelings about the competition: can't be bothered
4 Becky's meeting with Tom: estate agent, rent a flat after they are married, 12 o'clock

2 PRONUNCIATION
Stress in compound nouns

a 3.13 Write the phrases *estate agent* and *first prize* on the board. Elicit from the class that we call nouns like these compound nouns, because the noun is made up of two words, which cannot normally be separated by other words. Play the recording for students to choose which word carries the main stress and say what part of speech the words are. Check answers as a class.

Answers

1 **A** first word **B** second
2 **A** noun **B** adjective

b Ask students to complete the rule together.

Answers

If a phrase is noun + noun, we usually stress the first word.
If a phrase is adjective + noun, we usually stress the second word.

c 3.14 In pairs, students underline the stressed words and practise saying them. Play the recording for students to check. You may wish students to give example sentences with the words in context.

Answers

flower garden
front garden
night club
mobile phone
cell phone
computer monitor
secret agent

EXTRA ACTIVITY

In pairs, students write down examples of other compound words they know that follow the same rules. Students can use the starter words from the previous exercises or think of new ones. Take feedback as a class and check the stress and part of speech.

3 SPEAKING and LISTENING

a Students discuss the questions in pairs or small groups. Monitor and contribute to the conversations. Take feedback as a class. Extend by asking the class questions, for example *Are the prices of flats and houses going up or down near you at the moment? What are the main problems you can face when buying/renting a flat or house?*

b 3.15 Play Part 2 of the video or audio recording for students to choose the best summary. You may wish to elicit or pre-teach *damp* (slightly wet, in an unpleasant and uncomfortable way). Check the answer as a class.

Answer
3

Video/Audioscript (Part 2)

BECKY Hi. So sorry I'm late. I was taking photos with Tessa.
TOM That's OK. This is Katie West. She's from the estate agent's.
B Hi, lovely to meet you. I'm Becky.
KATIE Very nice to meet you, Becky. Good. So I'll show you the first flat. We've had a lot of interest in this already. As you can see, it's in a great location, right by the shops, close to the station. Follow me …
B Great.
K Here it is. It's a lovely flat for two people. Not too big. Just right for the two of you.
T Two rooms and a kitchen?
K Yes, two rooms, a kitchen – and a bathroom.
T OK.
K So here's the living room. Quite a good-sized room. And a nice view of the street …
K And here's the second room. It's a bit smaller, but it's perfect as a bedroom. Nice and quiet in here – cosy.
K And here's the kitchen. Quite practical and er … yeah, has everything you need for a kitchen. It's very convenient. I'll leave you to it.
T Well, I can see why the price is low.
B Tiny.
T Yeah, and too noisy. Right on the main road.
B Yeah. And it smells all damp. Horrible.
T Yes, awful.
B Oh, dear.
T Well, let's see what the next one's like.
K So, what do you think?
T Yeah, um, it's nice.
B It's lovely! But maybe not quite what we're looking for.
K OK.

c Ask students to choose words/phrases from the box that the estate agent uses. If you have a weaker group, you may wish to play the recording again. You may wish to elicit or pre-teach *cosy* (comfortable and pleasant).

Answers
1 good-sized, a nice view 2 perfect, cosy, quiet
3 practical, convenient

d Students answer the question together. You may wish to pre-teach the word *tiny* (very, very small).

Answer
It's tiny, too noisy, and it smelt damp.

e 3.16 Play Part 3 of the video or audio recording for students to listen for general meaning and answer the questions.

Answers
It's lovely.
No, Tom will let the estate agent know this afternoon.

Video/Audioscript (Part 3)

KATIE This one's just come on the market. I think you might like this one better. Have a look round, see what you think.
BECKY Thank you. This is a a lovely flat. But can we afford it?
TOM Well, with my promotion … I have got a bit more money now.
B It really is lovely.
T Look, this could be a kind of sitting area by the window …
B Yeah, that's a great idea. And we could have some plants and some bookshelves, or a big lamp.
T Mm, that would work well.
B And this would make a great dining area, we could have a table and some interesting lights.
T Yeah, and I can imagine a big TV right here.
K So, what do you think?
T Yeah … it's a brilliant flat, um …
K Well, we have had one other enquiry this morning. But if you're definitely interested …
T We'll think about it. Can I let you know this afternoon?
K Of course, no problem.

VOCABULARY SUPPORT
come on the market (C2) – be put up for sale (usually a home)
promotion (B2) – get a better position at work

f 3.16 Play the recording again for students to listen for specific details and decide if the statements are true or false. Check answers as a class and ask why the statements are true or false.

Answers
1 F – it has just come on the market
2 T
3 T
4 F – they've had one other enquiry
5 T

4 USEFUL LANGUAGE
Imagining how things could be

a 3.16 Students complete the sentences with words they remember from the conversation. Play the recording to check.

Answers
1 Look, this could be a separate living area by the window.
2 We could have plants and bookshelves there, or a big lamp.
3 And this would make a good dining area.
4 I can imagine a big TV here.

b Students answer the question in pairs. Check the answer as a class.

Answer
2

c Put students into small groups. Ask them to choose one of the ideas and imagine how the classroom could change. Elicit an example, for example *book shop: There could be a counter over there and lots of shelves where the board is*. Monitor and help with ideas. Note down expressions with vague or imprecise language to use in 5a. Check that students are using the phrases for imagining how things could be.

d Students present their ideas to the class. Take a class vote on whose ideas were the most interesting.

EXTRA ACTIVITY

Individually, students make notes about how they could change their homes if they had the money and the opportunity. Students then explain the changes to a partner. Give an example, *I've got a small picture and mirror on the wall by the window. There could be a painting over the whole wall. It could be of a café scene or something like that. I could have a computer desk.* Take feedback as a class.

5 CONVERSATION SKILLS

Using vague language

a 3.17 Use comments that students (or you) made in the previous task that used vague or imprecise language and repeat them to the class, for example *It could be a kind of café scene or something like that … .* Play the recording for students to put the phrases in the correct places in the sentences. Check answers as a class.

Answers

1 I thought this could be a kind of separate living area by the window.
2 We could have plants and bookshelves and things there, or a big lamp.
3 We could have a table here or something and some interesting lights.

b Discuss the question as a class.

Answer

Because they're not sure exactly how the flat should look.

c **Pronunciation** In pairs, students discuss the questions.

Answers

It's unstressed. Words like *and*, *of* and *or* are usually pronounced quickly as weak forms.

d In pairs, students replace the phrases in 5a with phrases 1–4. Check answers as a class.

Answers

1 and things
2 kind of
3 or something
4 things

e Individually, students do the task. They then compare in pairs.

Suggested answers

1 This could be a reading corner or something like that with a bookshelf and a lamp.
2 We could use this shelf for herbs and spices and jars of jam and things like that.
3 There's a kind of walk-in cupboard in the bedroom. We could use it for coats or shoes.
4 I could imagine a big plant or something over there by the window.

6 SPEAKING

a Put students into pairs. Assign A and B roles. Student A should go to SB p.129 and Student B to SB p.133. Tell students that they both have pictures of different empty rooms and they need to imagine how they could use the rooms. Encourage students to use language from this lesson where possible. Students should think about the points in the activities, note down ideas and draw a rough plan of what they would do. Monitor and give help with ideas and language. Students then discuss their ideas with their partner.

b Ask students to share their plans with each other. Then take feedback as a class on the most interesting designs.

LOA TIP REVIEW AND REFLECT

Ask students to note down words or phrases that they didn't know before the lesson. Take feedback as a class. Ask students which of the new items they are most likely to use when they next speak English, and why.

ADDITIONAL MATERIAL

- Workbook 7C
- Photocopiable activities: Pronunciation p.248
- Unit Progress Test
- Personalised online practice

7D Skills for Writing
There is a great deal of concern

At the end of this lesson, students will be able to:

- understand people giving their opinions about a shopping mall
- understand an email about a planned shopping mall
- use formal language in an email
- write a formal email to complain

OPTIONAL LEAD-IN

Books closed. Tell students something you have complained about in the last month, for example *I bought a new printer last week from a shop in town and it didn't work properly. It only printed in black and white and not colour. So, I went back to the shop and complained to the manager. They replaced the printer and the new one is fine.* In pairs, students tell each other as many things as they can that they have complained about in the last month and what happened as a result. Tell them that the complaints can be face to face, online or in a letter. After a few minutes, stop the activity and take feedback to find out who made the most complaints and how the majority of the class complained. Ask: *Is it better to complain in writing? Is it important to be polite when you complain? Why / Why not?*

1 SPEAKING and LISTENING

a Students discuss the questions in pairs or small groups. Take feedback as a class.

b 3.18 Tell students that they are going to hear six people talking about a proposed shopping mall in their area. Play the recording for students to say whether each person is in favour of, against the plan or has mixed views. They then compare answers with a partner. Check answers as a class.

Answers

1 F 2 M 3 A 4 M 5 F 6 A

Audioscript

RYAN I think it's a really bad idea. What do we need a shopping mall for? I mean, we've got a local shop and that sells quite a good range of things – anything you need in an emergency. There's a supermarket only about 5 kilometres and it's so easy to get there by bus. A mall's going to ruin this neighbourhood. Why can't they create a nice green living space instead?

SUSIE I think it's great. It's going to be really convenient to have plenty of shops nearby. If I have to do anything like, I don't know – go to the supermarket or get my hair cut or something – I have to go into town and it takes such a long time in the traffic. Can't wait for them to build the mall – it's exciting.

CAROL Well, I am looking forward to having a range of shops nearby. There aren't enough in this part of town. But I know this will change the neighbourhood. It'll make it a lot busier and noisier. And there'll be so much traffic. But I guess that's the price you pay for convenience.

DUNCAN The idea of a mall doesn't particularly bother me, but I guess there'll be a large number of the same old shops – very boring. Everything's part of a chain these days. I wouldn't mind so much if they had a few more interesting shops in the mall – you know, something like an independent music shop or something. But I know that won't happen.

MILES Well, it's about time. That local shop we have is useless. They never order enough of anything and they're always running out of milk and bread and basic things like that. But a new supermarket and lots of shops. That's progress – it'll be great.

MARION It's going to completely change the community. I mean, a number of families live in this part of town and we have young children. Apart from the traffic, we'll have so many people passing through our streets … I really don't know how safe it'll be to live here. It's just … well, I'm thinking about my children. I want them to be safe.

c 3.18 This time, students need to listen for the reasons the people give for their opinions. Read through the prompts in the box with the class and play the recording again for students to note down answers. Pause at certain points with a weaker group, if necessary, to give time for noting down ideas. Check answers as a class.

Answers

1 A mall is going to ruin this neighbourhood. Why can't they create a nice green living space instead?
2 It's going to be really convenient to have plenty of shops nearby.
3 This will change the neighbourhood. It'll make it a lot busier and noisier. But I guess that's the price you pay for convenience.
4 There'll be a large number of the same old shops. Everything's part of a chain these days. I wouldn't mind if they had a few more interesting shops in the mall.
5 But a new supermarket and lots of shops? That's progress – it'll be great.
6 We'll have so many people and traffic passing through our streets. I really don't know how safe it'll be to live here. I'm thinking about my children.

d Ask students which of the people they agree with. Then ask how they would feel if the development was in their own local area.

EXTRA ACTIVITY

Write *not in my backyard* on the board. Ask students what they think it refers to (*people who think things like wind farms, affordable housing, etc. are fine in theory but object if these projects suddenly affect them directly*). Ask students if they think this is true of people in their countries. What do they think can be done to change this attitude?

2 READING

a Students read Ryan's email to a friend and find things he didn't mention in the recording. Check answers as a class.

Answers

His parents don't agree with him; they think it's a great idea.
He thinks there'll be too much traffic.
He thinks it'll result in horrible chain stores.
The local government haven't discussed the mall with local residents.
He is going to write an email to complain and so are a few other people.

LOA TIP ELICITING

You can elicit both language and ideas before doing a task. Eliciting ideas can help prepare students for the task and raise awareness of a situation. At this point, before directing students to read the email, elicit from students what people can do if they're not happy with a proposed planning development (write to the local government/planning office/ newspaper / plan a campaign, etc.). You can discuss this as a class or give some more thinking time by letting them discuss ideas in pairs first and then take feedback as a class.

b Tell students that Ryan wrote to the local government. Ask students to read the email to find the main reason for Ryan's complaint and choose the correct answer, 1 or 2.

Answer
2

VOCABULARY SUPPORT

concern (C1) – worry
councillor (B2) – person who helps run local government
feedback (B2) – reactions to something giving opinions
formally (C1) – officially
minutes (of a meeting) – a record of what happens at a meeting
outline (B2) – summarise
prompt (B2) – immediate
voice our concerns (C2) – explain our worries
withdraw (C1) – take away, remove

c Students read the email in 2b again in more detail and answer the questions. Check answers as a class.

Answers
1 different local councillors
2 the local media
3 Withdraw the plan and put out a proposal that can be discussed with local residents, so residents can voice their concerns.

3 WRITING SKILLS
Using formal language

a Students read the email in 2b again and match the paragraphs with the summaries, then compare answers with a partner. Check answers as a class.

Answers
1 c 2 a 3 b 4 e 5 d

b Remind students that it is important to use the correct register when writing a letter or email. Elicit that Ryan's first email was informal because it was to a friend and that the second was formal because it was to someone he didn't know, and it was an official complaint. In pairs, students compare the two emails. Check answers as a class.

Answers

	Informal email	Formal email
greeting	Hi Rosie	Dear Sir/Madam
sign off	All the best, Ryan	Yours faithfully, Ryan Fitzgerald
punctuation	hyphens, question marks, exclamation marks, full stops	commas, full stops
contractions	used	not used

c In pairs, students find the formal forms of the expressions. Check answers as a class.

Answers
1 I am writing regarding …
2 … there is a great deal of concern about the effect the mall will have on our local community.
3 We understand … a proposal needs to be sent out so residents can give feedback on it.
4 I believe that what you are doing is against the law and I would formally like to request that …
5 If I do not hear from you within two days …
6 I would formally like to request that …
7 I look forward to a prompt reply.

d Read through the email with the class and ask why it isn't the right register (because it is written to somebody the person doesn't know and it should be formal). Elicit the meaning of *reckon* (think). Individually, students rewrite it more formally. Monitor and prompt where necessary.

Suggested answer
Dear Sir/Madam,
I am writing regarding the electric toothbrush I bought online recently because it does not work. The electric charge runs out after only five minutes. I understand it should last an hour or so. I would formally like to request a replacement. If I do not hear from you, my next step will be to write a negative review on your website.
Regards,
Peter

e Students compare their emails in pairs to find out how similar or different their changes are.

4 WRITING

a Tell students that they are going to write a letter of complaint. They can use the situation in the task or an idea of their own. Read through the situation to check students understand it. Ask the students to suggest some other ideas. If you used the optional lead-in, you could refer back to some points raised during that activity.

b Students make notes on the different points for their email. Monitor and help with ideas and language where necessary.

c In pairs, students tell their partner about the situation and discuss any other ideas to help.

d Students write their emails individually. Take this opportunity to monitor and give more help to the weaker students.

e In new pairs, students read each other's emails and check that all points were included. Take feedback as a class and find out if students thought their partners' emails would get a good response.

FAST FINISHERS

Fast finishers can write a quick response from the local government to the complaint they have just written (or their partner's if they have also finished). Ask students to read these out during feedback.

ADDITIONAL MATERIAL

Workbook 7D

UNIT 7
Review and extension

1 GRAMMAR

a Ask students to tell you something they *had/got done* yesterday and something they're *going to have/get done* soon. Students work individually to rewrite the sentences using *had/got done*. They then compare answers. Check answers as a class.

Answers
1 She had/got all her meals brought to her room.
2 She had/got all her clothes washed and ironed.
3 She had/got her hair cut and dyed.
4 She had/got her face massaged and her feet manicured.
5 She had/got everything added to her bill.

b Students work in pairs to write down what you can *have/get done* in the different places. Check ideas as a class.

Suggested answers
1 You can have your hair cut and dried.
2 You can have your car repaired/serviced/mended.
3 You can have your teeth checked/cleaned/straightened/taken out/filled.
4 You can have your eyes checked.

c Students do the task in pairs. Check answers as a class.

Answers
1 I smoke too much.
2 I drink too many fizzy drinks.
3 I don't go to bed early enough.
4 I'm not kind enough to my parents.
5 I don't get enough exercise.
6 I download too many films.

d Students do the task individually and then compare with a partner. Check answers as a class.

Answers
2 There were so many people on the beach that we couldn't find a place to sit.
3 The water was so cold that you couldn't go swimming.
4 We went to a café to eat, but it was so expensive that we just ordered coffee.
5 The coffee was so strong that I couldn't drink it. / It was such strong coffee that I couldn't drink it.

EXTRA ACTIVITY

In pairs, students write three sentences using *too much*, *enough*, *so* or *such*. They cut up the sentences and jumble the words. Swap with another pair to arrange the words into the original sentences.

2 VOCABULARY

a Individually, students complete the sentences with compound nouns made from words in the box. Check answers as a class.

Answers
1 air pollution 2 parking space 3 public transport
4 traffic congestion

3 WORDPOWER *down*

a Ask students to work in pairs and think of as many multi-word verbs with *down* as they can. Put them on the board. Students look at the pictures and find out if they can use any of the verbs on the board to say what is happening.

b Individually, students match the sentence halves and compare answers in pairs. Check answers as a class and ask which sentences go with the pictures in 3a.

Answers
2 get me down
3 calm down
4 turn it down
5 get down to some work
6 look down on everyone
Picture 1: 3
Picture 2: 2

c Ask students to match the multi-word verbs with the meanings.

Answers
a settle down
b calm down
c get me down
d look down on
e turn it down
f get down to

d Students complete the sentences. Check answers as a class.

Answers
1 gets her down
2 turn it on
3 calm down
4 get down
5 look down on them
6 settle down

e Put students into pairs. Read through the example and ask students to talk about the verbs from this lesson in the same way as in the example for their partner to guess. Take feedback as a class and ask for examples.

FAST FINISHERS

Ask fast finishers to talk about more multi-word verbs and try to guess what verb it is. Ask them to keep a score and ask for their verbs during feedback.

Photocopiable activities: Wordpower p.230

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 8 Dilemmas

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about personal finance, money, moral dilemmas, crime, cheering people up and true and fictional crime stories
- make predictions and hypotheses about the future or imaginary situations
- talk about hypothetical situations in the past and criticise
- understand and use appropriate phrases to show encouragement
- talk about things people have in common
- write a review

UNIT CONTENTS

G GRAMMAR

- First and second conditionals
- Third conditional; *should have* + past participle

V VOCABULARY

- Money and finance: *award a grant*, *budget*, *debit an account*, *debt*, *donate to charity*, *donations*, *finance a project*, *income*, *interest rate*, *investment*, *make a living*, *pay off*, *put aside savings*, *savings*
- Crime: *accused of*, *arrest*, *burglar*, *burglary*, *burgle*, *cheat*, *court*, *guilty*, *judge*, *jury*, *liar*, *rob*, *robber*, *robbery*, *sentence*, *suspect*, *theft*, *thief*, *trial*, *witness*
- Wordpower: *take*, *take pleasure*, *take it for granted*, *take seriously*, *take my word for it*, *take longer*, *take charge*

P PRONUNCIATION

- Sounds and spelling: *l*
- Word groups

C COMMUNICATION SKILLS

- Discussing personal finance
- Discussing moral dilemmas and crime
- Being encouraging
- Using appropriate phrases to show you have things in common
- Writing a review

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the letters *MALDIME* on the board and ask students to rearrange them to make a word that means a difficult decision (*dilemma*).

In pairs, students note down what decisions they have made so far today. These can be minor, for example what to drink at coffee break, or more serious, for example whether to spend a lot of money on something or not. Students discuss what the consequences of making these decisions could be and then decide which decision was the most serious. Take feedback as a class and ask for examples. Take a class vote on the most important decision made today by someone in the class.

a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes below.

CULTURE NOTES

The picture shows a tree covered with money and people picking the notes. The money tree appeared on 24th July 2014 in a park near Tower Bridge, London and had £9,820 on it. The project was organised by the SunLife Insurance Company to encourage people to save money rather than spend everything they earned. The exact amount of money on the tree represented the average savings of a British family. It was in the form of ten pound notes because SunLife suggests that families should save at least ten pounds a month. When people first saw the tree, a crowd developed very quickly, and then an orderly queue formed and people picked the notes from the branches. Within a few hours, the money was gone.

b Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to check answers and ask for ideas and comments from the conversations. Extend the discussions if appropriate.

Answer

Money doesn't grow on trees = there is not an unending supply of money. People say this to other people, particularly to children, when they don't have enough money to spend on unnecessary things.

EXTRA ACTIVITY

Dictate or write these sayings about money on the board. In pairs or small groups, students decide what the sayings mean and whether they agree with the sayings or not and why.

1 *Easy come, easy go*. (money that is easy to get is easy to lose or spend)

2 *When poverty comes in the door, love flies out the window*. (love cannot survive a serious lack of money)

3 *Love of money is the root of all evil*. (wanting money only leads to bad things)

Monitor and encourage conversation. Ask for comments from the discussions during feedback. Ask students for any sayings related to money in their own language which they can translate into English. Extend the discussion by asking the class for their opinions about these sayings.

8A I'd like to start saving for a home

At the end of this lesson, students will be able to:

- use a lexical set related to money and finance correctly
- understand people asking and answering questions about money
- use first and second conditionals to talk about possible and imaginary situations
- read and understand an article about using cash
- give opinions about money issues

OPTIONAL LEAD-IN

Books closed. Write the word *money* on the board. Give students two minutes to write down as many words associated with money as they can. When they are ready, put them into pairs. Tell students to explain words on their list. Their partner has to guess what word is being described. Take feedback as a class and find out how many words the students thought of and how successful they were at guessing.

1 VOCABULARY Money and finance

a Students read the statistics and discuss the questions in pairs. If some of the words in bold are unfamiliar to students, ask them to use the pictures and context to guess the meanings. You may wish to elicit or pre-teach *household* (people living together in one unit). Monitor and contribute to the discussions. Take feedback as a class and ask for comments and opinions. Find out which fact surprised the class the most.

b In the same pairs, students match the words and definitions. You may wish to check the meaning of *owe* (needing to pay money back to someone). Check answers as a class.

Answers

1 budget 2 pay off 3 donations 4 debt
5 interest rate 6 savings 7 income 8 investment

LANGUAGE NOTES

Words like *debt*, *mortgage* and *budget* all have silent letters in them. We do not pronounce the *b* in *debt*, the *t* in *mortgage* and the *d* in *budget*.

c Read through the collocations with the class. Don't explain the meanings at this point. Students work in pairs and use the collocations to complete the sentences. Check answers as a class. Clarify any collocations that students are still unsure about.

Answers

1 award, grant
2 debits, account
3 make, living
4 donate, charity
5 finance, project
6 put aside, savings

VOCABULARY SUPPORT

debit (B2) – take money out, away from an account

donate (B2) – give money (usually to help others)

finance (B2) – provide money

make a living – earn enough money to live on

d Students compare and discuss their answers in pairs. Take feedback as a class.

EXTRA ACTIVITY

Write these questions on the board for students to discuss in small groups or pairs:

1 *Should children get pocket money every week from their parents? Why / Why not?*
2 *How much pocket money should children get?*
3 *What did you use to buy with your pocket money when you were young?*

Encourage students to justify their opinions and use supporting arguments. Take feedback as a class and discuss the different viewpoints.

2 LISTENING

a 3.19 Tell the class that they are going to listen to part of a radio programme about personal finance. Tell them it's a phone-in programme (a programme where listeners can telephone to share their comments), so they will hear several voices – the presenter, the expert and two callers. Play the recording for them to tick the topics they hear. Read through the topics first and check understanding of *retirement* (when you finish work because of old age). Tell students not to worry about understanding every word at this point. Check answers as a class.

Answers

2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓

Audioscript

MICHAEL Welcome to this week's edition of *The Money Pool*. Today, we've invited personal finance expert Mia Radkin on the show to answer questions about your money. Hi Mia.
MIA Hello Michael.
MIC And welcome.
MIA Thank you.
MIC The number is 0800 666961. Give us a call now with your personal finance question, but I believe we already have Jacob on the line.
JACOB Hello Michael – Mia.
MIA Hello.
MIC So, Jacob, you've got a question about savings goals, is that right?
J Yeah, that's right. My income's OK and I more or less manage to keep up with my bills and everything, but I never seem to get much ahead. I'd like to start saving for a home, but it feels like a bit of a waste of time.
MIA OK, Jacob, I noticed that you said you 'more or less' keep up with your bills. What's your biggest monthly bill?
J Well, probably my credit card.
MIA Hmm … thought so.
J But I always pay at least the minimum amount each month – sometimes a bit more.
MIA Do you mind my asking, Jacob, how much do you owe on your credit card?
J Well, it's about £15,000.

MIA And I imagine you're paying about 18% interest.
J Yeah, about that.
MIA OK, here's what I'd suggest you do, Jacob. Find another credit card provider who will let you transfer your balance to them and pay a very low interest rate. If you transfer your balance, you'll probably pay as little as 3%. And then start paying off that debt as fast as you can. The first step to serious saving is to get out of debt.
J Right.
MIA And then I'd like you to do something else. Get a pair of scissors and cut up your new credit card.
J You mean get rid of it?
MIA That's right, so you don't use it.
J But if I did that, I wouldn't be able to afford things like holidays and going out for dinner.
MIA Well, no. Looks like you might have to make some lifestyle changes too, Jacob. But the first step is to manage your debt – sensibly. OK?
J Yeah, good point. Thanks.
MIC Thank you for calling us, Jacob. So, now we go to Sophie. Sounds like she's got money to spare. Is that right, Sophie?
SOPHIE Hello?
MIC Yes, hello Sophie, you're on air now.
S Oh, right.
MIA How can I help, Sophie?
S Well, I just want a bit of advice, really. I've been putting aside money for the past five years or so. I've got savings of just over £17,500 in a long-term interest account and it's earning about 2.5%. But I worry if this is the best place for it. Should I be investing the money somewhere else?
MIA So, tell me, Sophie. Have you got debts?
S Not really. Well, just my student loan, but money gets taken out of my salary for that. It's automatic; sort of like paying tax.
MIA But you're still paying interest on that loan. If I were you, I'd use the money to pay off your student loan.
S But if I did that, I wouldn't have any spare money, you know, for an emergency.
MIA £17,500 – what kind of emergency are you expecting?!
S Yes, I see.
MIA Look, it sounds to me like you're a pretty sensible person when it comes to money. And I always say before you worry about investment, free yourself from debt.
S Actually, I think my student loan is now about £16,000. If I pay it off, I'll be debt free.
MIA And that's a very good thing to be.

VOCABULARY SUPPORT

edition (B2) – programme
money to spare (C1) – more than you need
on the line (B2) – on the phone

b 3.19 Play the recording again for students to complete the table. Pause the recording at certain points to give students time to note down answers. With a stronger group, you will only need to pause after each caller's conversation. Students compare answers with a partner. Check answers as a class.

Answers

	Jacob	Sophie
Caller's problem	He'd like to start saving for a home, but never seems to save much money.	She has her savings in a long-term interest account and she wants to know if there is a better place to put her money.
Mia's advice	Transfer his credit card debt to one with low interest and then start paying it off as fast as possible. Then cut up his new credit card.	She should pay off her student loan before worrying about investments, because she is paying interest on that.

c Put students into pairs to discuss whether they agree with the advice and why/why not. Take feedback as a class and ask for opinions and reasons.

3 GRAMMAR
First and second conditionals

a Ask students to imagine they could phone in to the programme. Elicit what questions they would ask Mia. Give an example: *If I phoned in, I'd ask about borrowing money to buy a flat.* Write *if I phoned in* on the board and elicit that this is part of a conditional sentence. Students match the sentence parts to make conditionals from the recording. Check answers as a class.

Answers
1 b
2 c
3 a

b As a class, students match the examples and uses.

Answers
1 If I were you, I'd use the money to pay off your student loan.
2 If you transfer your card, you'll probably pay as little as 3%.
3 If I did that, I wouldn't be able to afford things like holidays and going out for dinner.

LOA TIP CONCEPT CHECKING

Ask questions to check students understand the difference in the use of the first and second conditionals. Write three more conditionals on the board and ask the following questions:

1 If we go to Spain, it will cost a lot of money.
Ask: *Are we going to Spain?* (we don't know)
Is it possible? (yes)
Is it true that it will cost a lot of money? (yes)
Why? (flights, hotels, eating out, etc.)

2 If I had a lot of money, I'd go to Spain.
Am I going to Spain? (no)
Have I got a lot of money? (no)
Would I like to go to Spain? (yes)

3 If I went to Spain, I'd visit an old friend in Madrid.
Ask: *Am I going to Spain?* (we don't know)
Is it possible? (yes)
Is it likely? (no)
Which sentence is a real possibility? (Sentence 1)
Which is imaginary? (Sentence 2) and *Which is unlikely?* (Sentence 3)

c Students do the task in pairs. Check the answer as a class.

Answer
2

d 3.20 Students read the information in Grammar Focus 8A on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, checking the verb forms and meanings. Tell students to go back to SB p.93.

Answers (Grammar Focus 8A SB p.149)

a 3 'll be, come 4 don't spend, will go 5 'd have, studied
6 doesn't finish, won't be 7 knew, wouldn't have
8 were, wouldn't say 9 won't be, tell
10 wouldn't have, didn't speak 11 doesn't rain, 'll walk
12 wouldn't touch, were

b 2 I'd love to go dancing tonight if I didn't have so much work.
3 If I were you, I'd buy (some) new shoes.
4 If you fall, you might hurt yourself.
5 If we found that gold, we'd be rich.
6 It won't work if you don't turn it on.

e Students do the task individually. Remind them to think about how likely the situations are. Monitor and help where necessary.

f Students discuss their sentences in pairs. Monitor and encourage self-correction if and when they have made errors, particularly with form. Check some examples during class feedback and ask why students have chosen to use a particular conditional.

CAREFUL!

Students often use *when* instead of *if* in conditional sentences, e.g. ~~*When I stay late at work, I'll phone you*~~ (Correct form = ***If*** *I stay late at work, I'll phone you.* Students may also use the incorrect form in the *if* clause of a second conditional, e.g. ~~*I would pay for the meal if I have enough money*~~ (Correct form = *I would pay for the meal if I* ***had*** *enough money*).

4 READING

a Students discuss the question in pairs. Give an example of your own, for example *I bought some paint in a shop to decorate my living room. I paid by credit card.* Take feedback as a class and ask for examples. Write students' examples on the board.

b Write the phrase *cashless society* on the board and elicit ideas from the class about what this might be, and whether it's likely ever to happen and why. Read through the possible summaries with the class. Students then read the article to choose the most appropriate summary. Check the answer as a class.

Answer

2

VOCABULARY SUPPORT

host – person that carries an illness
likewise – in the same way
purchase (B2) – something you buy
remote (B2) – a long way from
scenario (C2) – a possible situation
spread (B2) – when an illness is caught by more people
the joke is on us – if we laugh at something but we are actually in the wrong

c Read through the headings with the class and ask students to read the article again. They match the headings with the paragraphs and underline sections in each paragraph that helped them make their decisions.

Answers

A sense of reality 4
Were they so wrong? 6
Almost cashless now 2
The honesty of cash 5
Better for everybody 3

d Read through the questions with the class. You may wish to elicit or pre-teach *consumer* (a person who buys things or services for their own use). Individually, students answer the questions. Check answers as a class.

Answers

1 Most payments are now made by card rather than cash and most people probably haven't got any cash in their wallet or purse.
2 Businesses need to pay security companies to keep cash safe. Consumers often pay fees for using cash machines.
3 Because the consequences of our spending are more remote from us.
4 There is an increased likelihood of dishonesty with digital payments.
5 Things are not as transparent as we might like to think they are and though we might be more efficient, we might not be happier.

FAST FINISHERS

Fast finishers can write a comment for the article to show whether they are in favour of cash or credit cards. They can read these comments to the class during feedback and find out if the rest of the students agree.

5 SPEAKING

a Tell students that they are going to discuss some opinions about money and finance. Read through the statements and clarify unfamiliar words. Students think about the statements and note down their opinions.

VOCABULARY SUPPORT

obsessed (B2) – unable to think about anything else
oversell – exaggerate

b Put students into pairs or small groups. Ask them to discuss the statements and give their opinions. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for comments.

c Discuss the question together and ask for reasons.

EXTRA ACTIVITY

In pairs or small groups, students discuss what can be done at school to help students learn about managing money, for example, giving lessons about planning a budget. Students then design a programme of lessons in personal finance for younger or older children. Take feedback as a class and encourage students to question each other's projects.

ADDITIONAL MATERIAL

Workbook 8A
Photocopiable activities: Grammar p.198, Vocabulary p.218

8B I would have opened it

At the end of this lesson, students will be able to:

- understand a text about a test of honesty
- understand people talking about an imaginary situation
- use the third conditional and *should have* + past participle to talk about imaginary situations
- exchange information about stories
- use a lexical set related to crime correctly
- talk about moral dilemmas and honesty

OPTIONAL LEAD-IN

Books closed. Write *honest* on the board and tell students they are going to do an activity to find out if they can spot when a person is not being honest. Ask students to write down five questions to ask their partners. Give an example, for example *What did you do yesterday after work/school?* In pairs, they take turns to ask and answer their partners' questions. For each question, they must tell one small lie, as well as some true things. Demonstrate with an example of your own, with one small lie included, for example *Yesterday after work I caught the bus home and then I watched some TV. I saw a detective programme. I ordered a pizza and ate that with a glass of fruit juice while I listened to some classical music.* Can the students guess what the lie is? Students do the activity in pairs. Take feedback and decide who was best at telling or spotting a lie.

1 READING and LISTENING

a Read the task to check students' ideas. Ask if they have ever been to an event like this and what it was like. In pairs, they discuss the questions. Monitor and contribute to the conversations. Take feedback as a class and ask for answers and comments. They might mention the cost and difficulty of getting tickets to such events. If you wish, give students information from the Culture notes below.

CULTURE NOTES

The Summer Olympic Games were held in London between 25th July and 12th August 2012. London became the first city to have hosted the summer games three times (previously having done so in 1908 and 1948). For the first time women were allowed to compete in the boxing events, so these Games were the first to have female competitors in every sport.

The final budget for hosting the London 2012 Olympics was £9.3 billion and 7 million tickets were sold with the cost ranging from £20 to £2,000 for a ticket at the opening ceremony.

b Ask students to read the article and answer the questions. Check answers as a class. Ask students what they think most people did with the envelopes and why.

Answer

2

VOCABULARY SUPPORT

reputation (B2) – what other people think about you

stamped (B2) – with a stamp on it

tempted (B2) – persuaded or encouraged to do something which is not always good for you

c 3.21 Tell students that they are going to hear four people talk about what they would have done if they'd found the letter. Read through the possibilities and play the recording for students to choose the main point each speaker makes. Check answers as a class. Find out if any of the speakers gave the same answers and reasons as the class did.

Answers

1 Speaker 3 2 Speaker 2 3 Speaker 4 4 Speaker 1

Audioscript

SPEAKER 1 Well, I think if I'd found it in the street, I would have posted the letter. It seems quite clear to me. Obviously, the person should have been more careful, but it wasn't addressed to me, so it would have been quite wrong to open it. It would have been theft; it doesn't matter what was in it. If I'd found it in a café, I would have given it to one of the staff to keep for Mr Fingham.

SPEAKER 2 I probably would have opened it to check that there really were tickets inside, but then I would have posted it to Mr Fingham. I'm sure the Closing Ceremony was wonderful, but if I'd used the tickets, I would have felt guilty, so I wouldn't have enjoyed it. If I'd wanted to go, I would have bought my own tickets.

SPEAKER 3 If I'd found this letter, I certainly wouldn't have just posted it. First, I would have looked at it to see what it was, and I think I would have opened it to see if there really were tickets inside, just out of curiosity. Then I would have thought about it. Maybe I would have used the tickets myself, I don't know. I would have been tempted, certainly. Maybe I'm just not a very honest person – but I would have thought, 'Well, it wasn't my mistake; he shouldn't have dropped the letter. So tough luck.'

SPEAKER 4 If I'd seen a letter like this, I probably wouldn't have picked it up; I would have just walked on past and left it for someone else. It's better to mind your own business – you never know what you might find if you pick something up in the street. You hear so many stories about letter bombs these days. I think I would have been afraid to touch it.

VOCABULARY SUPPORT

mind your own business (C2) – it's private (impolite)

out of curiosity (B2) – to find out something that might be interesting

theft (B2) – act of stealing something

tough luck – I do not have any sympathy for your problems

d 3.21 Give students some time to read through the task and the points to choose from. Play the recording again for students to choose a or b in each case. Pause after each speaker to give students time to think and choose. Check answers as a class.

Answers

Speaker 1 a Speaker 2 b Speaker 3 b Speaker 4 a

e Students go to SB p.133 and individually read about what the people who actually found the letters did. Then students go back to SB p.95 and answer the questions in pairs.

Answers
1 not very honest
2 She wrote her name and number on the envelope in case the owner had any spare tickets and was feeling generous.
3 Students' own answers.

2 GRAMMAR

Third conditional; *should have* + past participle

a Ask students if they can remember what the speakers said about finding the envelope. Write *If I'd found the envelope* on the board to elicit what students can remember. Students look at the examples and answer the questions and complete the rules. Elicit an ending for *If I'd lost the envelope …* and check students use the correct form.

Answers
1 b
2 c
3 In the main clause of the sentence we use *would* + *have* + past participle.
After *If*, we use the past perfect tense: *had* + past participle.

b Tell students: *I picked up the letter and opened it. Now I think that was wrong. I shouldn't …* Elicit *shouldn't have picked up the letter and opened it.* Read through the examples and discuss the questions as a class. Point out that the contractions are the same as for the third conditional: *I should've* /ˈʃəd əv/ *done it.* Tell students that the words which are usually stressed are the words that carry the meaning of the sentence.

Answers
1 b 2 b

c 3.22 **Pronunciation** Play the recording for students to answer the questions about stressed words. Check the answers as a class. Model or play the recording for students to practise saying the sentences.

Answer
2

LOA TIP ELICITING

Give students practice in using the form of conditionals by eliciting responses from the class or by nominating individuals to respond to situations:

Say: *A man found a hundred pounds and didn't give it to the police.*

Elicit: *He should've given it to the police.*

Repeat with the following sentences:

He didn't tell the truth.

He stole some money from a bag.

He paid a lot of money for the tickets.

He forgot to post the letter.

He didn't realise he'd lost it.

d 3.23–3.24 Students read the information in Grammar Focus on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct verb forms. Tell students to go back to SB p.96.

Answers (Grammar Focus 8B SB p.149)
a 2 they hadn't gone/been to the same university, they wouldn't have met and fallen in love.
3 it hadn't been raining, we wouldn't have taken the metro.
4 would have bought the picture if it hadn't been so expensive.
5 would have heard the phone if you hadn't been listening to music.
6 my parents hadn't given me some money, I wouldn't have been able to buy / couldn't have bought a car.
b 2 He shouldn't have spoken to me like that.
3 You shouldn't have pressed that button.
4 You should have told me (it was your birthday).
5 It should have stopped.
6 She should have taken more driving lessons.
c 1 e 2 f 3 b 4 a 5 c 6 d

CAREFUL!

With both second and third conditionals, students sometimes put *would/would have* after *if*, e.g. ~~*If I would have seen him, I would have asked him*~~ (Correct form = *If I* ***had seen*** *him, I* ***would have asked*** *him*).

LANGUAGE NOTES

Although we can use *should have done* to criticise other people, we can also use it to criticise our own actions in the past or to show regret for something we did, e.g. *I should have checked my homework.* This will be explored more fully in lesson 10B.

e Students give their answers and reasons to a partner. Ask for examples as a class, focusing on the correct verb forms.

3 SPEAKING

a Put students into pairs and assign A and B roles. Tell students that they are each going to read two different stories and answer questions about them. Both stories are about dilemmas. You may wish to elicit or pre-teach *moral dilemma* (a situation in which a difficult choice has to be made between right and wrong). Student As should look at the story on this page. Student Bs should go to SB p.132. Students read the stories and answer the questions. Remind students to use third conditionals and *should/shouldn't have* + past participle where possible.

Answers
A 1 a George was driving over the speed limit.
b Because it was a cold night.
c Because George wanted to take his son home.
B 1 He was a well-known artist who also had many years' teaching experience. He made a good impression in the interview.
2 It was clearly wrong; he didn't have an MA.
3 Because she didn't believe him.

b Put students in A/B pairs. They tell each other about their stories. They should find out if they would have done the same as their partner.

VOCABULARY SUPPORT

bribe (C1) – when you pay someone to do/not to do something

desperate (B2) – when you need something very, very much

make a good impression on (C2) – make someone think you're good

principal (B2) – a person who runs a school

sack (B2) – to tell someone to leave their job because they've done something wrong

FAST FINISHERS

Ask fast finishers to talk in pairs about something they or someone they know did which was wrong, e.g. cheating in an exam, driving too fast. Their partner gives his/her opinion using *should have*.

4 VOCABULARY Crime

a Ask students to suggest words related to crime and put them on the board. Read through the words in the box and find out if students mentioned any of these crimes. Students answer the questions in pairs.

Answers

1 theft 2 lying, cheating, bribery

b Students discuss the questions in pairs. Check answers as a class. Ask students if there have been any crimes recently related to the words in 4a.

Answers

1 crime: burglary, theft, robbery, bribery, murder
dishonest behaviour which is not illegal: lying, cheating
2 a theft b burglary c robbery

c Read through the words in the box and elicit or clarify the meanings of any unfamiliar items. Students work in pairs to complete the table with the correct forms of the words. Check answers as a class.

Answers

person	behaviour/crime	verb
a burglar	burglary	burgle
a thief	theft	steal
a robber	robbery	rob
a cheat	cheating	cheat
a liar	lying	lie
	bribery	bribe
a murderer	murder	murder
a kidnapper	kidnap	kidnap
a shoplifter	shoplifting	shoplift

VOCABULARY SUPPORT

arson – the crime of setting fire to something on purpose

kidnap – the crime of taking a person by force and often asking for money for their return

shoplift – to steal things from shops

d Students read and choose the correct words to complete the headlines. Check answers as a class.

Answers

robbers
theft
murder
cheat
shoplifting
Burglars

EXTRA ACTIVITY

In pairs, students choose one headline and imagine the story for it. Monitor and help with ideas and vocabulary. Take feedback as a class and ask pairs to share their stories.

e 3.25–3.27 Students complete the exercises in Vocabulary Focus 8B on SB p.161. Check answers to Exercise a, play the recording to check answers to Exercise b and monitor the conversations in Exercise d. In the Pronunciation section, play the recordings for students to answer Exercises a and b and check answers. Tell students to go back to SB p.97.

Answers (Vocabulary Focus 8B SB p.161)

a 1 c 2 a 3 b 4 g 5 h 6 e 7 f 8 d
b 1 trial 2 accused 3 arrested 4 court 5 witnesses 6 evidence 7 verdict 8 guilty 9 jury 10 judge 11 sentence

Pronunciation

a It isn't pronounced in *talk*.
b 1 could 2 walk 3 should 4 calm

5 SPEAKING

a Students read the situations and discuss what they would have done in pairs or small groups. Encourage students to give reasons and use third conditionals and *should have* + past participle in their discussions where possible. Monitor and prompt where appropriate to stimulate discussions. Note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and find out how far students agreed with each other.

b Students discuss the question in the same pairs or small groups and give reasons for their answers. Ask which crimes are more serious from a legal point of view, and which from a moral one.

c Discuss the question as a class.

ADDITIONAL MATERIAL

- Workbook 8B
- Photocopiable activities: Grammar p.199, Vocabulary p.219, Pronunciation p.249

8C Everyday English
You'll find somewhere

At the end of this lesson, students will be able to:

- understand informal conversations about feeling depressed and having problems
- express encouragement
- show that you have things in common
- pause in the correct places when giving a message
- talk about hopes and worries

OPTIONAL LEAD-IN

Books closed. Write *encouragement* on the board and ask students to say when people need to be encouraged to do things, for example when they have to make a decision/ when they are afraid of doing something, etc. Ask students to tell their partners which people have encouraged them most in their lives and to give some examples of how they have needed encouragement recently. Ask for examples in feedback.

1 LISTENING

a Ask students to discuss the questions in pairs. Give an example of your own for question 1, for example *usually I try to make them think about something else by taking them out somewhere, like for a coffee*. Monitor and prompt where necessary to give ideas. Take feedback as a class and find out the range of things students do to cheer people up.

EXTRA ACTIVITY

Put students in pairs for a role play. Assign roles: one student is feeling depressed because of something that happened at work, for example he/she had an interview for a new job and thinks it went badly. The other student is trying to cheer him/ her up. Monitor and support students with any vocabulary they may need. Ask a strong pair to repeat the conversation for the class. This is an awareness activity to find out how many phrases students already know or don't know for cheering people up.

b Ask students to summarise what happened in the last episode of the story (Becky and Tom were searching for an apartment). They then look at the photos and describe them. Read through the choices in 1 and 2 and ask students to guess the people's problems.

c 3.28–3.29 Play Parts 1 and 2 of the video or audio recordings for students to check their ideas.

Answers
1 b 2 a

Video/Audioscript (Part 1)

TOM The estate agent just called me back.
BECKY And?
T We didn't get the flat. We just missed it. Someone came in and signed a contract about an hour ago.
B Oh, no. So we just missed it?
T Afraid so.
B That's really disappointing.
T I know. I did try ringing earlier, but kept getting the estate agent's voice mail.
B Don't worry. It's not your fault – we're just unlucky.
T Yeah. I'll go and see what else they've got a bit later on.
B Good idea. I'm sure there'll be plenty of other places. We'll find somewhere.
T Of course we will.
B Bye.

(Part 2)

SAM I'm just popping out for an hour.
BECKY Sure.
S What's up?
B Oh, flat hunting – you know …
S Yeah, it's never easy. Don't give up hope – you'll find something.
B Yeah. You look very smart! What's the big occasion?
S The bank.
B Oh … scary!
S Well, if I want to make improvements to the kitchen …
B Yeah, that's going to be expensive.
S Yeah. We need a new cooker, a bigger fridge – that sort of thing.
B Well, the evening meals have been popular though, haven't they?
S Yeah, better than I thought.
B Emma's a great cook.
S Well, I always knew that!
B And it's good to make changes.
S I hope the bank agrees.
B I'm sure they will. Good luck.
S Thanks!

d 3.28–3.29 Play the recordings again for students to decide if the statements are true or false. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. You may wish to elicit or pre-teach *popping out* (going out for a short time).

Answers
Part 1: 1 T 2 F – Tom tried calling the estate agent. 3 T
Part 2: 4 T 5 F – he wants to buy a new cooker and a fridge. 6 T

2 USEFUL LANGUAGE Being encouraging

a Individually, students underline the expressions. Check answers as a class.

Answers
1 Don't give up hope
2 I'm sure they will

b Individually, students look at the expressions for 30 seconds and then complete the conversation. Make sure students have covered the expressions and nobody is cheating. Students compare answers with a partner.

c 3.30 Play the recording for students to check. In pairs, students can practise reading the exchange. Check answers as a class.

Answers
A I've got my performance review with my boss tomorrow.
B You've had a good year. I'm certain it'll be fine.
A I'd like a pay rise, but I don't think I'll get it.
B Well, you never know.
C It's our final game of the season tomorrow and two members of our team can't play. We're bound to lose.
D It might work out fine.
C But they're our two best players.
D Never give up hope.

d Read through the situations with the class and then ask students to have the short conversations in pairs. They should try to use the expressions from 2b. Monitor and check that students are using the expressions to encourage each other.

3 LISTENING

a 3.31 Play the video or audio recording for students to answer the question. Elicit the meaning of the multi-word verb *miss out on something* (to not get something you really wanted).

Answer
Both missed out on something they wanted.

Video/Audioscript (Part 3)

TOM Sam!
SAM Hi Tom!
T Hi Sam. Escaped for a few minutes?
S I've just been to the bank.
T Oh yeah?
S To see about a loan to improve the kitchen.
T Oh right. How did it go?
S I don't really know. You know banks … they never say much at first.
And then they say no!
T Yeah, the same thing happened to me.
S At the bank?
T No, at the estate agent's. They weren't very helpful.
S Yeah right finding somewhere to live. It's really difficult, isn't it?
T Yeah, it is. Sorry. I've got to get back to work. Are you going this way?
S Yeah. Erm, Becky said it's been hard work.
T Yeah, we missed out on the perfect flat.
S Hmm, I know the feeling.
T Oh?
S It was just like that when I was looking for the café.
T But you found a good place. The café's great. And it's in a good location.
S In the end. Someone else got it first – then they changed their mind.
T Oh right.
S So you never know …
T Well, I've learnt one thing.
S What's that?
T The next time we find the perfect place, I'll say 'yes' straight away.

b 3.31 Read through the questions with the class and play the recording again for them to answer. Students compare answers with a partner. Check answers as a class.

Answers
1 unsure
2 unsure
3 Someone else got it first, then changed their mind.
4 They sympathise with each other.

4 CONVERSATION SKILLS
Showing you have things in common

a 3.31 Write *in common* on the board and check students understand the meaning (enjoy or experience the same things). Ask students to work in pairs and discuss recent experiences that they have in common (for example, they had to wait for a long time for the bus or didn't finish their homework on time). Take feedback as a class. Read through the task and the example with the class. Then play the video or audio recording again for students to find two more expressions which Sam and Tom use to show that they have things in common.

Answers
I know the feeling.
It was just like that …

b In pairs, students look at the expressions and answer the question. Check the answer as a class.

Answer
after

c In pairs, students find and correct the mistakes. Check answers as a class.

Answers
1 It was <u>the</u> same with me.
2 I've had ~~the~~ <u>a</u> similar experience.
3 I know ~~a~~ <u>the</u> feeling.
4 It was just ~~so~~ <u>like</u> when …

d In pairs, students talk about their language-learning experiences. They respond appropriately when they find they have something in common. Monitor and check students are using the expressions appropriately. Take feedback as a class and ask for examples of experiences they had in common. Other students in the class can respond with an appropriate phrase at this stage, too.

5 LISTENING

a 3.32 Read through the task and play Part 4 of the video or audio recording for students to answer the questions. Check answers as a class. Elicit the meaning of the multi-word verb *come up* (an opportunity becomes available).

Answers
1 Katie
2 Katie says that something interesting's just come up.
3 249 456

Video/Audioscript (Part 4)

KATIE Hello, Tom. It's Katie here from Barkers Estate Agents. Thanks for coming in earlier. Something interesting's just come up. Can you call me back on 249 456?
TOM Hi, Katie? Katie – hi. Hi, it's Tom Gibson here. Yes, I just got your voicemail …

6 PRONUNCIATION Word groups

a 3.33 Play the recording and ask students to repeat it. Play it again and ask students to mark the places where Katie paused. Check answers as a class. Compare this with the way students themselves said the sentences before.

Answers
Hello Tom. // It's Katie here // from Barkers Estate Agents. // Thanks for coming in earlier. // Something interesting's come up. // Can you call me back on // 249 // 456?

b Ask students the question and find out which option they think is most probable. Check the answer as a class and ask students whether they do the same in their own language when they leave a voicemail message.

Answer
2

c Give students some time to think of a telephone message they can leave for their partner.

d Put students into pairs and make them sit back-to-back to imitate talking on the phone. Students take turns to give and note down their message. Ask students to read out the messages during class feedback and focus on the pausing that students use.

7 SPEAKING

a Read through the task and the points with the class. Students decide on a topic and note down their hopes and worries. Monitor and help with ideas where necessary.

b In pairs, students talk about their hopes and worries, giving encouragement and sympathy when necessary. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples from the conversations.

LOA TIP REVIEW AND REFLECT

Remind students of the roleplay they did at the beginning of the lesson to cheer someone up. Ask them to repeat the same roleplay now, but this time they can use the phrases they have learned in the lesson. In feedback, ask how the conversations were different the second time. This will show them how much they have learned.

ADDITIONAL MATERIAL

- Workbook 8C
- Photocopiable activities: Pronunciation p.250
- Unit Progress Test
- Personalised online practice

8D Skills for writing
I really recommend it

At the end of this lesson, students will be able to:

- understand people talking about a TV crime show
- understand a book review
- organise a review
- use a variety of positive phrases to avoid repetition
- write a review

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them two minutes to name:

1 *a famous male and female crime writer from their country*
2 *a famous crime writer from another country*
3 *a famous fictional detective*
4 *a popular crime series on TV*
5 *a popular crime thriller film*

Take feedback and find out the most common answers.

1 SPEAKING and LISTENING

a Students discuss the questions in pairs. Take feedback as a class and ask for opinions and recommendations.

b Read through the question with the class and ask students to discuss their ideas in pairs. Take feedback as a class.

c 3.34 Tell students that they are going to hear two people talking about the programme. Play the recording for students to check their ideas.

Audioscript

PAUL Did you see that reality crime show on TV last night?
ZOE The one about the young woman using the old man's credit card to buy things for herself?
P Yeah. It made me really angry. It was like a lesson on how to commit a crime. You know, get friendly with the old person – get them to trust you and then offer to get a credit card for them. I mean, if you show people this stuff, then other people will just copy what that young woman did.
Z Do you think so? But it showed you'll get arrested in the end.
P That's only because the old man's niece happened to see the credit card statement and notice all those purchases for women's clothing.
Z Actually, what amazed me about that is the way the niece spoke to the young woman first. If it had been me, I'd have gone straight to the police.
P But I still think the whole programme was sort of saying it's OK to do this. Like, the interview with the young woman. She had all this make-up on, a beautiful dress – it was like she was some kind of star or something. I couldn't believe it!
Z That's true and they hardly spoke to the old man. Poor thing, he looked terrified by the whole experience of being filmed.
P Exactly and he really didn't want to be on TV. I thought the presenter was really pushy with him – she kept repeating the same question – 'but didn't you realise, didn't you realise?'
Z But he must have agreed to it all. They usually have to sign something for those TV programmes.
P I bet it was the niece who talked him into it. She seemed to enjoy being on TV, too. That's the problem with programmes like that – all these boring, ordinary people turn into 'famous people'. Well, for about five minutes, anyway.
Z But I guess you could say that the programme was like a warning to people. You know, telling them to be careful, who they trust with their money, credit cards, things like that.
P Hardly.
Z But the presenter did say that at the very end.
P Yeah, I suppose so. But the saddest thing of all – the old man still thought the young woman was a 'nice girl'.
Z And the presenter did point out that many thieves are very charming.
P But doesn't everyone know that?
Z Obviously not! If I were you, I wouldn't watch that show any more.

VOCABULARY SUPPORT

happen to do (C1) – do something by chance or accident

pushy (C2) – ambitious, wanting to get something done, not thinking of others

d 3.34 Read through the sentences with the class. Play the recording again for students to decide whether the sentences are true or false. Pause at different points if necessary. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. Check answers as a class.

Answers

1 T 2 F – she saw it by accident. 3 T 4 F – he hardly spoke.
5 T 6 T 7 F – Paul thinks that everyone knows this.

e Students discuss the questions in pairs or small groups. Take feedback as a class.

2 READING

a Tell students that they are going to read a review of a crime story. They need to read the review quickly to find out if it is fact or fiction. Check the answer as a class. If you wish, give students information from the Culture notes below.

Answer

fiction

CULTURE NOTES

Ngaio Marsh was one of the four great queens of crime fiction in the golden age of detective fiction in the 1920s and 1930s – the others were Agatha Christie, Dorothy L Sayers and Margery Allingham. Ngaio Marsh was born in New Zealand, but nearly all her novels are set in England. Her books are known and read worldwide and all feature the famous Chief Inspector Roderick Alleyn. She lived from 1896 to 1982.

VOCABULARY SUPPORT

authentic (C1) – real, true

can't put it down – when a book is extremely interesting

clue (B2) – something to help you guess, solve a problem or puzzle

complication (C1) – a difficulty, often unexpected

eccentric (C2) – strange, odd, different from normal

enclosed (C2) – surrounded or covered

surgery (B2) – an operation

whodunit – a crime novel where the problem is to find who killed someone (who done it?)

b Students read the review again to complete the table. They compare answers with a partner. Check answers as a class.

Answers

author	Ngaio Marsh
characters	Sir Derek O'Callaghan, his wife, doctors and nurses in the operating team, Chief Detective Inspector Alleyn
setting	1930s, private hospital, London
kind of story	classic whodunit
reason for liking	very imaginative crime fiction, the characters are all very clearly described and they're all a bit eccentric in one way or another, including the detective
why it's recommended	hugely entertaining read, if you want to escape into a mystery story set in a completely different place and time

3 WRITING SKILLS Organising a review

a Tell students that it is important to organise a review carefully and divide it into clear paragraphs. The basic frame is usually: an introduction; details about the book, film, etc.; reasons you liked/disliked it; final summary of opinion and recommendation. Ask students to read the review again and match the paragraphs with the descriptions. Check answers as a class.

Answers

1 c 2 d 3 b 4 a

b Ask students to underline phrases that show a positive opinion. Check answers as a class.

Answers

Paragraph 1

If you enjoy a classic 'whodunit' and you want a great read, you can't do better than …

This is my absolute favourite.

… one of the things I love about it is …

Paragraph 3

The other thing I loved is that …

Paragraph 4

a hugely entertaining read and I really recommend it if …

I couldn't put it down.

FAST FINISHERS

Fast finishers can write a comment to say if they would like to read the book or not, and why. Ask for these to be read to the class during feedback, and find out if the class agree with the points of view.

c Tell the class that the words in the box are alternatives to the phrases in 3b. In pairs, students complete the sentences and then say which words/phrases from the review they replace. Check answers as a class.

Answers

1 beat (do better than) 2 number one (favourite) 3 enjoy (love) 4 really liked (I loved) 5 enormously, highly (hugely)

4 WRITING

a Tell students that they are going to write a review. Ask them to think of a book, film or TV programme they would like to recommend and give them some time to make notes. Monitor and help with ideas where necessary.

LOA TIP MONITORING

Focus on planning as you monitor this stage. Advise students to divide their notes into paragraphs. If necessary, suggest other points to include or points to leave out. Notes need to be clear for students to write a well-organised task.

b Students write their reviews individually. Remind them to use phrases from 3b and 3c. Monitor again and encourage self-correction.

FAST FINISHERS

Fast finishers can write a short negative review for a website. They need to think of reasons why they would not recommend this book, film or TV show. Ask students to read these out during feedback.

c Students read another student's review and check the organisation and use of expressions.

d Students swap reviews with another pair and read them. Take feedback as a class and ask students to comment on the reviews they have read and say whether the review makes them want to read the book, watch the film or TV programme. Encourage them to give reasons.

ADDITIONAL MATERIAL

Workbook 8D

UNIT 8
Review and extension

1 GRAMMAR

a Write these result clauses on the board and elicit endings:

I'll finish my homework on time if …
(I put this crime novel down, but I can't!)

I would go to France for a holiday if …
(I didn't have to pay off my credit card debt.)

I wouldn't have eaten so much if …
(I hadn't been flat hunting all day long!)

Students complete the endings for sentences 1–5 in their own words.

b Students compare their answers with a partner. Check answers as a class and ask for examples.

c Students read about Sam and make sentences using the third conditional about his night out. You may wish to pre-teach *disastrous* (extremely bad). Check answers as a class.

Answers
If he'd remembered to lock his front door, he wouldn't have been burgled.
If he'd put some petrol in his car, he wouldn't have run out.
If he hadn't run out of petrol, he wouldn't have had to pay for a taxi home.
If he had checked the name of the club, he could've met his friends.
If he hadn't put his phone in his back pocket, it wouldn't have got stolen.

EXTRA ACTIVITY

Tell students this story: *I went to visit my aunt last year and I helped her get on a social networking site. She found an old friend from her school. She contacted him and they arranged to meet. They liked each other and they got married six months ago. They moved to Spain. My aunt learned to speak Spanish. She started a restaurant in Spain last month.* As a class, students give you a series of third conditional sentences about the story, starting with *If I hadn't gone to visit my aunt last year, I wouldn't have helped her.* Finish with: *If I hadn't gone to visit my aunt last year, she wouldn't have started a restaurant in Spain!*

d In pairs, students write sentences criticising Sam. Take feedback as a class.

Suggested answers
1 He should have locked the front door.
2 He should have put some petrol in his car.
3 He should have checked the name of the club.
4 He shouldn't have put his phone in his back pocket.

2 VOCABULARY

a In pairs, students arrange the words. Check answers as a class.

Answers
1 a budget 2 income 3 debt
4 interest rate 5 donations 6 paid off

b Students complete the sentences. Check answers as a class.

Answers
1 burglaries 2 stealing 3 cheat 4 bribery

3 WORDPOWER *take*

a Write this gapped sentence on the board: *Soon you'll be able to _____ a break* and elicit the verb to fill the gap (*take*). Students work individually to match sentences 1–6 with follow-up sentences a–f. Check answers as a class.

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

b In pairs, students answer the questions. Check answers as a class.

Answers
1 charge 2 in 3 word order – it should be *take something seriously* 4 the phrase should be *take my word for it* 5 take it for granted

LANGUAGE NOTES

We can also use the phrase *take for granted* with a direct object, e.g. *You mustn't take your parents for granted. Some rich people take their wealth for granted.*

c Students do the task individually and compare answers. Check answers as a class.

Answers
took it for granted
took pleasure
take charge
take into account
can't take it
take my word for it

d Students discuss the questions in pairs. Take feedback as a class.

FAST FINISHERS

Ask fast finishers to think of three more questions using an expression with *take* and then ask other students the questions.

Photocopiable activities: Wordpower p.231

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 9 Discoveries

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, conversations and exchange information about discoveries and inventions, health issues, people's lives and achievements, surprises and misunderstandings, alternative medicines
- identify and use defining and non-defining relative clauses
- report comments, thoughts and questions
- use appropriate phrases to show and express uncertainty
- use appropriate phrases to correct a misunderstanding
- link words when speaking quickly
- write an opinion essay

UNIT CONTENTS

G GRAMMAR

- Relative clauses
- Reported speech; reporting verbs

V VOCABULARY

- Health: *ache*, *bruise*, *bump* (v), *care for*, *come down with*, *cure*, *develop*, *dizzy*, *faint*, *get over*, *heal*, *infection*, *lose consciousness*, *pale*, *scar*, *shiver*, *strain*, *treat*
- Verbs describing thought and knowledge: *assume, be aware, come to the conclusion, doubt, estimate, make sure, not have any idea, wonder*
- Wordpower: *come, come across, come true, come to, come up, come to the conclusion, come up with*

P PRONUNCIATION

- Linking and intrusion
- Sounds and spelling: *ui*

C COMMUNICATION SKILLS

- Discussing new inventions
- Discussing people's lives and achievements
- Expressing uncertainty
- Clarifying a misunderstanding
- Writing an essay expressing a point of view

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs or small groups and ask them to think of three inventions or discoveries that have changed the world and say what effect these inventions have had on people's lives. If this is too hard for your group, put these inventions on the board and ask students to discuss how they have changed people's lives: *the car*, *the phone*, *the printing press*, *the plane*, *the internet.*

Take feedback as a class and ask for comments from the different groups. Ask the class to vote on the most important invention.

a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes.

CULTURE NOTES

The picture shows a man repairing a robot. Robots have traditionally been used in construction work but roboticists believe that a new wave of robots will be able to perform many functions and tasks. In the future we will be able to have robotic companions instead of pets. Drones (small, flying robots) will be able to repair roofs and other parts of our houses, and smart furniture will move by themselves to take things into different rooms, etc.

b Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for ideas and comments from the conversations. Extend the discussions if appropriate.

EXTRA ACTIVITY

Put students into pairs or small groups. Ask them to imagine that they are programming a new robot to translate different languages. They should decide on the ten most important phrases to teach the robot to translate. Ask for their ideas in feedback with their reasons. Discuss the ideas as a class and then ask students to decide on the best list of phrases.

9A What really shocks me is that it costs £250,000

At the end of this lesson, students will be able to:

- understand an article about inventions in medical science
- use a lexical set related to health
- understand people talking about medical and food-related inventions
- use defining and non-defining relative clauses correctly
- talk about health and inventions

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them two minutes to write down as many parts of the body as they can think of. They should then choose the three words they think other students are most unlikely to have written down. Check by asking for a word from each pair in turn. When a pair cannot give a word which hasn't already been said, pass to the next pair that can. Which pair is the last with a word? Ask students if they can remember the words that were given during the activity and write them on the board so that students can copy down any unfamiliar words.

1 READING

a Ask students if they know about any recent inventions in medical science. Write them on the board. Encourage students to say who these inventions help and how. Ask students to look at *Medical Science or Science Fiction?*. Clarify that not all of the inventions are true. Students decide in pairs which are fact and which are fiction.

VOCABULARY SUPPORT

seizure – a medical condition when people's bodies move uncontrollably

transmit (C1) – send electronically

vaccine (C2) – something given to people to stop them from getting an illness

b Students read the article to check their ideas. Check answers as a class.

Answers
1, 3, 4, 6, 8

VOCABULARY SUPPORT

adjust (B2) – move slightly, change

allergy – when contact with something (or when it is eaten) causes a reaction

alter (B2) – change a little

anaesthetist – a doctor whose job is making people unconscious during an operation

breakthrough – an important step to solving the problem

cable – a length of wire, twisted into rope or used to carry electricity

fake (C1) – not real

miracle – something wonderful but impossible

monitor – a machine that shows information

operating theatre – a special room in a hospital where people are operated upon

protein (C1) – what our bodies need from food to be able to grow

surgeon (C1) – a special doctor who operates on people

wound (B2) – a cut on the body

LANGUAGE NOTES

There are three adjectives from *electricity* – *electric*, *electronic* and *electrical*. Sometimes, these can be confusing. *Electronic* describes something, often equipment or technology, that uses electricity in devices, for example *I love electronic gadgets. Electrical* is concerned with the direct production of electricity, for example *It's an electrically powered car. Electric* can describe something that is exciting, for example *The atmosphere at the concert was electric.*

c Students read the article again to decide if the statements are true or false. They compare with a partner. Check answers as a class. Extend the activity by asking students to give more details for each statement, either to explain the true ones or correct the false ones.

Answers
1 T 2 T 3 F – the surgeon and the anaesthetist are always present. 4 T 5 T

FAST FINISHERS

Fast finishers can underline and discuss the meaning of any unfamiliar words in the article. Check these during feedback.

d Put students into pairs or small groups to discuss the questions. They will need some time to think of ideas for question 2. Monitor and help with ideas and vocabulary if necessary. Take feedback as a class and ask for comments. Extend by asking what the class thinks has been the most important medical invention up to now and why.

2 VOCABULARY Health

a Read through the examples with the class and ask students to match the medical verbs with the definitions. You may wish to elicit or pre-teach *treat* (what doctors do to help a medical problem get better) and *injury* (a problem caused by an accident or fall, for example broken bone, cuts, etc.).

Answers
1 cure 2 care for 3 heal

b Ask students to complete the sentences with the correct form of the verbs in the box. Check answers as a class.

Answers
1 come 2 treated 3 strained 4 getting 5 develop

VOCABULARY SUPPORT

antibiotics (C2) – medicine that doctors can give to fight infection

come down with (B2) – become ill

infection (B2) – when bacteria get into the body

strain (B2) – to hurt part of the body by using it too much

c Students match verbs with the pictures. Check answers as a class. Students cover the exercise and in pairs take turns to mime a verb from 2c for their partner to guess.

Answers
1 b 2 a 3 c 4 a 5 d

d Put students into pairs to discuss the questions. You may wish to elicit or pre-teach *sore throat* (when your throat hurts) and *muscle* (point to a muscle in your arm). Monitor and contribute to the conversations. Take feedback as a class and ask for comments from the discussions.

e 3.35–3.36 Students complete the exercises in Vocabulary Focus 9A on SB p.162. Check answers to Exercises a, b and c and monitor conversations in Exercise d. Play the recording for students to do Exercises a and b in the Pronunciation section and check answers to Exercises a, b and c. Tell students to go back to SB p.106.

Answers (Vocabulary Focus 9A SB p.162)

a 1 a 2 b

b 1 bruise 2 bump 3 pale 4 dizzy 5 lose consciousness 6 ache 7 infection 8 scar

c 1 ache 2 lost consciousness 3 pale 4 bump 5 scar 6 bruise 7 infection 8 dizzy

Pronunciation

a bruise, shoes
wire, quiet
dizzy, guitar

b

/ɪ/	/uː/	/waɪ/
guitar	bruise	quiet
build	fruit	inquire
biscuit	suit	require
guilt	nuisance	acquire
circuit		

EXTRA ACTIVITY

Ask students to look at all the pictures on SB pp.104–106 in pairs and describe what is happening in each. They should note down any words they don't know. Take feedback and ask students to find out from each other the English words for the unknown words they listed.

3 LISTENING

a 3.37 Tell students they are going to listen to two people talking about inventions. Play the recording for them to answer the question. Check answers as a class.

Answers
medical invention: electronic skin
food invention: synthetic meat

Audioscript

TOBY Well, I'm not sure I want electronics just stuck on my skin.
ROSIE I bet it's no different from putting on a plaster when you cut yourself.
T But plasters don't have electronics in them.
R It wouldn't worry me. There are other things to worry about.
T Like what?
R Well, what was it I was reading about the other day? Yeah, there's this laboratory where they're growing meat. Synthetic meat – I find that kind of scary.
T Oh, that. Yeah, there was that scientist who made his own hamburger and ate it online.
R Yuck!
T Now, I think that's a great idea. Grow your own meat – very cool.
R But it's not natural.
T Yes, it is. It's just not grown on a cow, that's all.
R But all these tiny pieces of meat that they have to push together just to make one burger
T Nothing wrong with that.
R And the end result is something which costs €250,000. I mean, these scientists, who are sort of like Dr Frankenstein, how can they justify that?
T Well, but they're bound to find cheaper ways to grow the meat. And what you may not realise is that it's much better for the environment.
R I don't see how it can be.
T I was reading about it … And, to produce just 15 grams of meat – that's one-five – cows need about 100 grams of vegetables. I mean, that's a really, really inefficient use of energy.
R I'm sure it takes a lot of energy to make meat grow in the laboratory.
T Not as much. And what I didn't know was that about 30% of the Earth's surface is covered with crops that we grow just to feed animals for meat.
R Yeah, I know that …
T So, if we can grow meat, we could use some of that land to grow crops for people.
R Well, yeah, I agree with you – that is a good idea. But what amazes me is that you can't see the obvious answer – become a vegetarian.
T Vegetarian? Why would I do that? I like meat.
R Well, I don't think you'd like meat that a scientist has made in a laboratory. There's no fat or blood in it, which means no flavour.
T They're working on that.
R Just like they're working on making it cheaper to produce.
T But what's really incredible is that you can get rid of all those gases.
R Gases? What do you mean?
T Cows. They produce carbon dioxide, methane, which are all harmful gases. Very bad for global warming.
R Once again, very true. But tell me one thing.
T What?
R When did you last catch the bus to work?
T Well, it was … I don't know … a couple of months ago.
R More like a year ago. You drive every day! Well, Toby, what I find strange is that if you're worried about global warming … Well, I think there are better ways of helping out than eating meat that a scientist has put together in a laboratory.
T Yeah, but the bus service is really inconvenient.
R Sure it is.
T Well, you can stick what you like on your skin. I'm going to enjoy my synthetic burger!

VOCABULARY SUPPORT

justify (B2) – give a reason for an opinion or action

plaster – we use this to protect a small cut

synthetic – a product that is made, not natural

b 3.37 Read through the questions with the class and play the recording again for students to answer. Pause at certain points to let students note down their answers. Check answers as a class.

Answers
1 He ate it online.
2 It is much more efficient to grow meat in a laboratory, and about 30% of the Earth's surface is used for growing crops to feed animals for meat.
3 She suggests he becomes a vegetarian.
4 It has no flavour, because there is no fat or blood in it.
5 Because he drives to work every day rather than catch the bus.

c In pairs, students discuss who they agree with. Take feedback as a class and ask students to discuss and explain their opinions.

4 GRAMMAR Relative clauses

a Write this sentence on the board: *In the recording, the people were talking about meat which is synthetic*. Elicit that *which* is a relative pronoun and ask for examples of other relative pronouns the class might know. In pairs, students underline the relative pronouns in the examples from the conversation and add *T*, *P* or *PL*. Check answers as a class.

Answers
1 where PL 2 who P 3 that T 4 which T
5 which T 6 who P

b Students work in pairs to answer the questions about the clauses in 4a. Check answers as a class.

Answers
1 5, 6
2 1, 2, 3, 4

c 3.38–3.39 Students read the information in Grammar Focus 9A on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to pronouns and correct punctuation. Tell students to go back to SB p.106.

Answers (Grammar Focus 9A SB p.150)
a 1 who 2 – 3 whose 4 where 5 when 6 who 7 which 8 that/which 9 where 10 whose
b 1 This is the book ~~what~~ (that/which) I was telling you about.
2 There's a new machine at the gym I think you would really like ~~it~~.
3 We're travelling to Dubai, ~~where~~ which I've always wanted to visit.
4 I was worrying about my luggage , that I'd forgotten to weigh before we left.
5 Chris, ~~who~~ whose ~~his~~ father owns the company, always works really hard.
6 I have finally had to replace my old car, which I have had since I passed my test.
c 1 The band, who were supposed to start at eight-thirty, didn't come on stage until nine o'clock.
2 The rail company refunds passengers whose trains are delayed.
3 I looked in all the places where I might have left my phone.
4 The idea that we came up with together worked wonderfully well.
5 Morocco, where we spent our honeymoon, is my favourite place for a holiday.
6 The neighbours, whose cat I am looking after, get back from holiday tomorrow.

CAREFUL!

Students often use *what* instead of the correct relative pronoun, e.g. ~~*The book what I bought yesterday is really good*~~ (Correct form = *The book* ***which/that*** *I bought yesterday …*).

Students also tend to use *where* wrongly instead of *which* whenever a place is mentioned, e.g. ~~*The restaurant where is opposite our home is very expensive*~~ (Correct form = *The restaurant* ***which/that*** *is opposite our home …*). Or students use both the relative pronoun *where* and *there* as well, e.g. ~~*The restaurant where we met there is opposite our home*~~ (Correct form = *The restaurant* ***where we met*** *is …*).

d Read through the task and the inventions with the class. Put students into pairs to discuss the questions. Ask them to use relative pronouns where they can. Monitor and note down examples of good language use and any common errors to deal with later during feedback, focusing on use of relative pronouns. Take feedback as a class and ask for comments from the discussions.

5 SPEAKING

a Put students into pairs. Assign A and B roles. Ask Student As to go to SB p.129 and Student Bs to SB p.133. Tell students to read about their different inventions and take turns to describe them to their partner without telling them exactly what it is. Their partner must guess the invention. They can use the expressions on the page to help them. As an extra activity, you could set a five-minute time limit for each invention to be guessed. If the students guessing haven't managed to guess the invention, the students describing lose a point. Monitor and help where necessary by giving additional ideas or prompts to help describe the inventions. Note down examples of good language use and any common errors to deal with later during feedback. Take feedback and ask how successful the students were at describing and guessing.

b Students discuss this in pairs. Take feedback as a class and let students discuss their ideas.

LOA TIP ELICITING

When a lot of new vocabulary has been presented, it is a good idea to do quick-fire tests to help students remember the items. This can be done using an eliciting technique.

Start by giving a definition to elicit the word, for example say: *It's a mark that is left on your body after a cut has healed.* Students say: *scar*. Continue with other definitions to elicit correct answers.

Then do the activity again, but this time reducing the definitions, for example, say: *a mark.* Students say: *scar.* The activity can become quicker and quicker and testing becomes fun, but also repetition of the words that are elicited means that they become more fixed in the memory.

ADDITIONAL MATERIAL

- Workbook 9A
- Photocopiable activities: Grammar p.200, Vocabulary p.220, Pronunciation p.251

9B No one knew who he was

At the end of this lesson, students will be able to:

- understand an article about a musician
- use reporting verbs correctly
- use phrases from a reading text to make up a story
- understand people talking about a documentary about a singer
- use a lexical set of verbs describing thought and knowledge correctly
- describe, ask for and give information about a person they admire

OPTIONAL LEAD-IN

Books closed. Ask students to write down:

1 *the first music they ever bought or downloaded*
2 *the most recent music that they have bought or downloaded*
3 *the most recent music they've listened to*
4 *a singer or band they've seen live*
5 *a singer or band they'd like to know more about*
6 *a singer whose lifestyle they admire*

Put students into pairs. They have to guess what their partner wrote down for 1–6. Then they talk about their answers to see how many (if any) they got correct. Take feedback as a class. Ask the class to guess about you. Students compare their tastes together.

1 READING

a Students discuss the questions in pairs or small groups. Monitor and contribute to the conversations. Take feedback as a class.

b Students look at the picture and answer the questions together. Take feedback as a class.

c Read through the title of the article with the class and ask students what they think it means. Ask them to read the article quickly to choose the correct answer. Check the answer as a class.

Answer
2

VOCABULARY SUPPORT

make ends meet (C1) – have enough money to live on
prophet – a religious person who makes predictions
raise (a child) (B2) – bring up a child
run-down – needing renovation/modernising/money
spot (B2) – to see or notice
vanish (B2) – disappear

d Individually, students read the article again, in more detail, to decide if the statements are true, false or not mentioned. They compare with a partner. Check answers as a class.

Answers
1 F – it was a rundown nightclub. 2 T 3 DK 4 F – hardly any copies were sold. 5 F – people thought he was very talented. 6 F – he vanished from the music scene.

EXTRA ACTIVITY

Ask students to answer further questions about the text from memory. Use the statements to elicit more details, for example *The Sewer wasn't a luxurious nightclub – what was it?*, *Why did it take them some time to see Rodriguez?*, etc. Make sure that all students have the chance to answer a question.

e Students discuss the questions together. Take feedback as a class and ask for suggestions.

Suggested answers
No, the text doesn't give us an idea.
Maybe he wasn't successful because he didn't get enough publicity/advertising. Perhaps only the producers liked his music.
He was probably becoming famous in South Africa because he was singing in English.

2 GRAMMAR Reported speech: reporting verbs

a Ask students if they can remember the questions they discussed in the last exercise and what some students said about them. Elicit that these are examples of reported speech. Read through the examples of direct speech in the speech bubbles and tell students that sentences 1–3 are how these things were reported. Ask students to complete the sentences with the correct forms of the verbs in the examples of direct speech. Check answers as a class.

Answers
1 was playing 2 wanted 3 had dropped

b Ask students to complete the rule. Check answers as a class.

Answers
past, past

CAREFUL!

The most common error students make in reported speech is with using *say* and *tell*, e.g. ~~*He told that nobody must know this*~~ (Correct form = *He* ***said*** *that nobody must know this*). Students also make mistakes with the verb pattern after reporting verbs, e.g. ~~*I would recommend to have a picnic in the nice garden*~~ (Correct form = *I would* ***recommend having*** *a picnic in the nice garden*).

LOA TIP ELICITING

Give students different sentences to elicit reported speech with verbs in the correct form. Students should begin: *He said …*

Say: *I love soul music.*

Students: *He said he loved soul music.*

Say: *I was playing in a nightclub.*

Students: *He said he had been playing in a nightclub.*

Continue with:

I'll play in England next year. ➔ *He said he would play in England the following year.*

I've never been to South Africa. ➔ *He said he had never been to South Africa.*

I'm in a big band now. ➔ *He said he was in a big band then.*

A producer saw me at a festival. ➔ *He said that a producer had seen him at a festival.*

c Read through the examples of direct questions and ask students to complete reported questions 1–3 with the correct forms of the verbs in the examples. Then ask them to complete the rule. Check answers as a class.

Answers

1 was
2 had come
3 wanted

In reported questions, don't use question word order.

d 3.40 Students read the information in Grammar Focus 9B on SB p.150. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.108.

Answers (Grammar Focus 9B SB p.151)

a 2 Harry couldn't ski.
3 she might feel a little sleepy after she took the tablets.
4 the exam would be really easy.
5 that she had been walking past the bank when she'd heard the alarm.
6 they'd been trying to call us since they'd heard the news.
7 Margaret wouldn't be happy when she found out.
8 he couldn't open the door because he'd forgotten his key.

b 2 if/whether I had 3 how fast I could 4 why I'd left
5 if/whether I was 6 if/whether I'd ever managed
7 why I'd applied

c 2 us/me to 3 telling 4 they'd/they had 5 on paying
6 me he'd 7 for losing 8 to give

e Students work in pairs to find and correct the mistakes in the sentences. Check answers as a class.

Answers

1 They weren't quite sure if they had come to the right place.
2 They asked him if he could meet them the next day.
3 They didn't understand why no one wanted to buy the album.
4 They wondered if the second record would be more successful.

EXTRA ACTIVITY

Give students a topic to create a conversation about, for example, a music programme or concert they've been to or seen on TV. Give students an example:

Student 1: Did you watch the new talent show last Saturday?
Student 2: Yes, but I didn't enjoy it. I don't think the new person is a good judge.
Student 1: I don't agree. I think he was great on Saturday.

In pairs, students make up a similar conversation. They take turns to make a statement or ask a question and give a reply. Monitor and help where necessary. Then ask students to report back on their conversations as a class. Students then report their conversation: *I asked Salvo if he'd watched the new talent show. He said that he had, but that he hadn't enjoyed it. He told me he didn't think the new person was a good judge …*, etc.

3 READING

a Read through the phrases in the box with the class and ask students in pairs to use the expressions to make up a story about what might have happened to Rodriguez.

b Students go to SB p.131 and read the rest of the story to find out how close their ideas were. As a class, look at the phrases in the box again and ask students how these were important to the story.

Suggested answers

South Africa: No one really knew who Rodriguez was and people thought he was dead.
committed suicide: There were rumours that he had committed suicide while performing on stage.
a South African reporter: Decided to find out how he had really died.
Rodriguez's producer: The reporter managed to get in touch with Rodriguez's producer from the late 1970s.
living in Detroit: The reporter discovered that Rodriguez wasn't dead at all – he was alive and living in Detroit.
a huge success: Rodriguez had no idea that he was a huge success in South Africa.

VOCABULARY SUPPORT

astounded – extremely surprised
catch the imagination – interest a lot of people because it is an emotional story
hardship (C1) – difficulties, suffering, being poor
live hand to mouth – living from day to day, buying food with what you earn in one day
rumour (B2) – a story about something or someone that may not be true
trace (C1) – find by looking at records

4 LISTENING

a 3.41 Ask students to look at the film poster and say if they have seen the film or not. Tell them that the film is a documentary about Rodriguez's life and that they are going to hear two friends talking about it. Play the recording for students to choose the correct sentences. Check answers as a class.

Answers

3, 4

Audioscript

A … So this Swedish director was backpacking round the world trying to find a good story to tell and one of the people he talked to was one of the reporters who found Rodriguez.
B That's a coincidence.
A I know, and out of all the stories he heard from all over the world, he came to the conclusion that Rodriguez's story was the one to tell.
B So then what happened?
A Well, first of all he wanted to make sure that Rodriguez really was that popular in South Africa because of course most people doubted that he could be a superstar in one country when no one else had heard of him. But he was. People called him a legend, as big as the Rolling Stones. They estimated that he'd sold about 1.5 million records in South Africa, so of course everyone knew him. And then the director realised that this really was a story worth telling.
B Incredible. But they'd never heard about him.
A That's right, they'd never heard about him. So anyway, the director flew over to meet Rodriguez and he assumed, you know, that he would be dying to tell his story.
B He probably wondered why they'd come to see him.
A Yes, he had no idea who they were, but he agreed to the interviews, although he didn't actually say much. In the film, he seems to be a very shy, modest kind of person. Like, he still lives in the same wooden house that he's lived in for the last 40 years, and he keeps to a very simple lifestyle.
B Amazing.
A But it gets even better. The director ran out of money while he was doing the film and he was aware that he might not be able to finish it. So what he did was he shot the last part of the film on his smartphone and put it together on his kitchen table.
B Wow. And he managed to do that?
A Oh yeah. He finished it and it's made a lot of money and won loads of prizes from all around the world for best documentary. So now the whole world knows about Rodriguez.
B That's amazing.
A Yeah.
B I've got to see that film.

VOCABULARY SUPPORT

assume (B2) – think something is true without proof
came to the conclusion – reached a decision
dying to (B2) – wanting to do something very much
estimate (B2) – guess a number
legend (C1) – very famous
modest (C1) – not arrogant

b 3.41 Play the recording again for students to give reasons for sentences 1–5. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. Check answers as a class.

Answers

1 He was backpacking round the world.
2 People called him a living legend, as big as the Rolling Stones, he'd sold about 1.5 million records in South Africa.
3 He seems to be a very shy, modest kind of person.
4 The director ran out of money while he was doing the film.
5 The documentary has won loads of prizes from all around the world; now the whole world knows about Rodriguez.

c Students discuss the question in pairs or small groups.

5 VOCABULARY
Verbs describing thought and knowledge

a Tell the students that there are several verbs we can use to avoid overusing the verbs *think* or *know*. Read through the words in the box and ask students to complete the task in pairs. Don't confirm answers at this point.

b 3.42 Play the recording for students to check their answers.

Answers

1 He assumed that Rodriguez would be dying to tell his story.
2 He wanted to make sure that Rodriguez really was that popular in South Africa.
3 The director realised by now this really was a story worth telling.
4 He had no idea who they were.
5 He wondered why they'd come to see him.
6 People estimated he'd sold about 1.5 million records in South Africa.
7 He came to the conclusion that Rodriguez's story was the one to tell.
8 Most people doubted that he could be a superstar in one country when no one else had heard of him.
9 He was aware that he might not be able to finish the film.

c Ask students to finish the sentences in their own words. Do the first one as an example of your own, for example, *I came to the conclusion that she was a very selfish person.* Remind students to think carefully about the verb forms they use. Take feedback as a class and ask for examples. Make sure students have used the correct tenses.

6 SPEAKING

a Read through the task with the class and give students a couple of minutes to think of a person and write down their name.

b Look at the points with students and ask them to make notes relating to the person they have chosen.

c Put students into pairs and explain the scenario. They take turns to ask and answer questions about their chosen person. Monitor and note down examples of good language use and any common errors to deal with later during feedback.

d Students report back to the class about their partner's chosen person. They should say whether they were convinced the person needs to be better known. Take feedback as a class and vote on which person should be the subject of the documentary.

FAST FINISHERS

Fast finishers can plan the documentary of one of the people they have discussed. Students should think about where the documentary begins, what scenes to include, which actors should be in it, etc. Ask them to explain their ideas during class feedback.

ADDITIONAL MATERIAL

Workbook 9B
Photocopiable activities: Grammar p.201, Vocabulary p.221

9C Everyday English
What's the big secret?

At the end of this lesson, students will be able to:

- understand informal conversations about giving someone a surprise
- use appropriate phrases to express uncertainty
- use linking and intrusion
- use appropriate expressions to clarify a misunderstanding

OPTIONAL LEAD-IN

Books closed. In pairs, ask students to choose somewhere in the local town or area worth a visit or useful to know of. This could be a club, café, museum, beauty spot, car park, shop, etc. They must not tell their partner. Then students direct their partner from the school to the chosen spot. This works well if the student being directed closes his/her eyes. Monitor and correct the phrases for giving directions if necessary. When the directions are completed, the other student must say where they are. Take feedback and find out which places the students chose and how good they were at directing.

a Students discuss the questions in pairs. Take feedback as a class.

b Students summarise what happened in the previous episode of the story (Becky and Tom missed out on an opportunity to rent a flat). Students look at the photo and say what is happening and answer the questions.

c 3.43 Play Part 1 of the video or audio recording for students to check their ideas. Check understanding of *Where on earth …?* (We say this when we are completely surprised or angry about something.)

Answers

1 Tom
2 nervous
3 Not at first, then she recognises the block of flats.

Video/Audioscript (Part 1)

BECKY What's all this about? What's the big secret?
TOM We've got to be somewhere, that's all.
B But where?
T Ah … it's a surprise.
B Hmm, I'm not sure I like surprises.
T It'll be fine.
B I've no idea where we are. I've never seen this street before.
T Just wait and see.
B Where on earth are we going?
T Wait and see.
B Hang on … I know where we are.
T Do you?
B Yeah. Is there another flat available around here?
T Follow me.

d Students discuss the question in pairs. Feedback as a class.

2 USEFUL LANGUAGE
Expressing uncertainty

a 3.44 Read the conversation through with the class and ask if it's the same as Becky and Tom's. Play the recording to check.

Answer

no

Audioscript

BECKY I've no idea where we are. I've never seen this street before.
TOM Just wait and see.
B Where on earth are we going?
T Wait and see.

b Tell students that in one conversation, Becky expresses herself more strongly. Ask which this is.

Answer

In the video version. She is nervous and expressing uncertainty.

c Read through the example and expressions with the class. Ask students to change the expressions to refer to a person. Check answers as a class.

Answers

1 I've (really) (got) no idea who that is.
2 I haven't got a clue who that is.
3 Who on earth is that?

LOA DRILLING

Students need to use the correct intonation when using the phrases for expressing uncertainty. Model both sets of phrases or play the recording as a model and ask students to repeat with the same intonation and word stress.

d Put students into pairs and assign A and B roles. Ask Student As to go to SB p.127 and Students Bs to SB p.132. Tell them that they must take it in turns to draw their picture and remind students to comment using phrases from 2c during the process. Take feedback as a class and find out how early the students guessed the pictures and which phrases they used.

FAST FINISHERS

Ask fast finishers to draw another animal or object. Ask them to show these to the class for the students to guess during feedback.

3 LISTENING

a Students look at the photo, describe it and guess answers to the two questions.

b 3.45 Play Part 2 of the video or audio recording for students to check ideas.

Answers

1 Tom has taken Becky to the flat they wanted, and he has paid a deposit on it.
2 Becky is surprised and pleased.

Video/Audioscript (Part 2)

BECKY But Tom … this is the same flat.
TOM Welcome to our new home!
B Really?!
T Step right this way.
T What do you think?
B But didn't you say yesterday that we'd missed out?
T And we did.
B So what happened?
T The estate agent called me back – the other people changed their mind.
B Really? So it's ours if we want it?
T Um … actually … it is ours.
B What?
T I paid a deposit this afternoon.
B But, Tom, I thought we were going to talk about it first.
T Oh. Right. I sort of thought we had.
B Well, I suppose – in a way.
T And you were so disappointed when we missed out.
B Yes. Yes, I was.
T And I didn't want to miss out this time.
B But you could have said something.
T Sorry. I wanted it to be a surprise.
B Well, next time make sure you ask me …
T Well?
B It's a lovely surprise.
T You're not too annoyed?
B No. In fact, not at all.
T You did say it was the perfect flat.
B And it is. I love this space … And the view … And the kitchen is so well designed …
T Did you guess?
B In the car?
T Yeah.
B Well, I thought you were taking me to see a flat.
T But not this one?
B No, of course not.
T I thought about it a bit yesterday, you know, the different route …
B I do love it. I can't wait to move in.
T We have to sign the lease first.
B Yes, of course.
T And … oh … but there's another document that we have to sign beforehand.
B Oh. What's that?
T Our marriage licence – that's all!

VOCABULARY SUPPORT

beforehand – before (not followed by a noun or time)
deposit (C1) – money you pay to confirm a plan or promise
lease – a document you sign when renting

c 3.45 Play the video or audio recording again for students to answer questions 1–6. A strong group may be able to do this without listening again, in which case, play the recording to check their answers.

Answers

1 The people who took the flat changed their minds.
2 He paid a deposit.
3 Becky thinks he should have asked her first.
4 The space, the view, the well-designed kitchen.
5 Tom drove a different route to the flat.
6 The lease for the flat and the marriage licence.

4 PRONUNCIATION

Linking and intrusion

a 3.46 As a class, look at the underlined phrases and ask students how the phrases are pronounced. Play the recording for students to decide if the phrases sound like one word or separate words.

Answer

one word

b Ask students to read and decide on the correct answer in pairs. Check the answer as a class. Ask students to repeat the phrases for practice, using the recording as a model.

Answer

2

c 3.47 Tell students that in English we sometimes join words together by adding a different sound. We do this when we speak quickly and to avoid pauses between words. Look at the sounds in the box and play the recording for students to choose which sounds are added in the places in the extract. Check answers as a class.

Answers

BECKY I've no /w/ idea where we /j/ are. I've never seen this street before.
TOM Just wait and see.
B Where /r/ on earth are we going?
T Wait and see.

d Students choose the correct answer in pairs. Check the answer as a class. Students practise the conversation, paying attention to the extra sounds.

Answer

3

e 3.48 Play the recording for students to find examples of sounds that join together and sounds that are added. Check answers as a class.

Answers

Here /r/ at work, I've just received_a gift from my /j/ aunt. I've got no /w/ idea what it_is. I'm going to /w/ open_it when_I get home this_evening.

5 CONVERSATION SKILLS

Clarifying a misunderstanding

a 3.49 You may wish to elicit or pre-teach *clarifying* (making something clear) and *misunderstanding* (something two people have understood differently). Read through the task and play the recording for students to find the phrases. Check answers as a class.

Answers

But didn't you say yesterday that we'd missed out?
But, Tom, I thought we were going to talk about it first.

b Remind students that our language changes depending on whether a situation is formal or informal. Students read through the exchanges to identify work and social contexts and underline the phrases for clarifying a misunderstanding. Check answers as a class.

Answers

social: 1, 3, 5
work: 2, 4
1 I thought that
2 I understood that
3 Did I get this wrong? I thought …
4 Have I misunderstood something? I thought …
5 Didn't we say that … ?

c Students write their comments for the different situations and compare with a partner. Ask for examples during class feedback.

6 SPEAKING

a Put students into pairs and assign A and B roles. Ask Student As to go to SB p.129 and Student Bs to SB p.130. Ask them to read the tasks and have the conversations. Remind them to use words and phrases they have looked at during this lesson. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask students to report on their conversations.

FAST FINISHERS

Fast finishers can write an email to cancel one of the arrangements. They should be as polite as possible and thank the other student for their kindness. Check these during feedback.

ADDITIONAL MATERIAL

- Workbook 9C
- Photocopiable activities: Pronunciation p.252
- Unit Progress Test
- Personalised online practice

9D Skills for Writing
They have a long tradition

At the end of this lesson, students will be able to:

- understand people talking about alternative medicines and treatments
- discuss the pros and cons of alternative medicine
- understand an essay about the value of alternative medicine
- present a series of arguments in writing
- plan and write an opinion essay

OPTIONAL LEAD-IN

Books closed. Write an anagram of the word *controversial* on the board: *SOORNALCVEIRT*

Tell students that it is an adjective that is used to describe a topic that people usually have opposing and often very passionate opinions about. Students work in pairs to solve the anagram. If no one has guessed in 30 seconds, give the first letter *C*. Do the same every 30 seconds until someone guesses the word.

Students then work in pairs to think of controversial topics that they have different opinions on. If they have problems, give some general topics for them to explore, for example, education, marriage, films, bringing up children, health, etc. Ask for examples in feedback.

1 SPEAKING and LISTENING

a Write *alternative medicine* on the board and ask if students know the meaning. Read through the definition with the class and elicit the names of any types of alternative medicine popular in the students' country (or countries). Put these on the board. Discuss the other questions as a class.

b 3.50 Tell students they are going to hear four people talking about alternative treatments. Play the recording and ask students to match the treatments with the pictures. Check answers as a class. If you wish, give students information from the Culture notes.

Answers

1 photo 2 2 photo 3 3 photo 1 4 photo 4

Audioscript

SPEAKER 1 I had really bad headaches, so I decided to go to a homeopathic doctor. You know, they give you these little white tablets which have a tiny amount of something which is actually poisonous. And I remember on my first visit, he spent an hour asking me questions to find out as much as he could about me, before he looked at what was wrong with me. He said the idea was to treat 'the whole person', not just the disease. I thought this was really good – my normal doctor is always in a hurry and you're lucky if he gives you more than ten minutes.

SPEAKER 2 A friend of mine had a very bad cough which wouldn't go away, so he tried a treatment called 'radionics'. The person treating you takes something that belongs to you, like a piece of clothing or something, and then turns some dials on this box. It looks a bit like a radio actually. And then they decide what's wrong with you. What a load of rubbish! I don't know how people can believe things like that.

SPEAKER 3 I had really bad pains in my knee. I tried all kinds of drugs and I even went to hospital, but nothing worked. I could walk, but I couldn't run or do sport. Then a friend recommended acupuncture. It's where they put needles into particular points or places on your body. I was a bit doubtful at first, but I tried it and the doctor put needles all round my knees. Since then I haven't had any problems at all – I can even go skiing again. I've no idea how it works, but it certainly worked for me.

SPEAKER 4 A friend of mine tried several times to give up smoking, but she always started again. Then someone recommended a doctor who used hypnosis. She told me about it, it was really interesting. She sat in a comfortable chair and he hypnotised her – he just counted to 20 and she fell into a deep sleep and when she woke up she didn't want to smoke any more. Obviously she doesn't remember what he said when she was under hypnosis, but I guess he must have told her that she didn't need to smoke. That was three months ago and she still doesn't want to smoke.

CULTURE NOTES

Acupuncture is a traditional Chinese treatment for many illnesses, ranging from knee pain to cancer. It is thought to have started a long time ago in Ancient China. It involves putting very fine needles in special points on the skin and is also often combined with taking special Chinese herbs.

Homeopathy was first developed and given its name by a German physician in 1796, called Samuel Hahnemann. However, the idea that giving very small amounts of what causes an illness to cure it dates back to Hippocrates in about 400 BC.

Radionics is a form of alternative medicine that was developed in the early 1900s by Albert Abrams. He insisted that the devices he made could detect and heal changes in a type of energy that came from a sick person. Today, practitioners no longer say that the devices can cure people but simply use them to focus their healing powers on a patient.

Hypnosis is a healing technique in which therapists make suggestions to individuals who have gone through a procedure designed to relax them. Most doctors now agree it can be a powerful, effective healing technique for a wide range of problems.

c 3.50 Students listen again to answer the questions. You may need to pause the recording after each speaker to give students time to note answers. Check answers as a class.

Answers

1 1 really bad headaches 2 a friend had a bad cough
3 bad pains in the knees 4 a friend wanted to give up smoking
2 1 asked questions for an hour, gave little white tablets
2 took something that belonged to the patient, turned dials on a box
3 put needles all round the patient's knee
4 sat the patient in a comfortable chair, then hypnotised (counted to 20 and fell into a deep sleep)
3 1 positive 2 negative 3 positive 4 positive
4 1 we don't know 2 we don't know 3 it worked 4 it worked

2 READING

a Ask students to read the essay about alternative medicine and choose the best summary sentence. Elicit the meaning of the collocation *side effect* (another effect that a drug has on the body in addition to the main effect for which the doctor has given the drug).

Answer
3

b In pairs, students decide which points are about conventional/alternative medicine. Check answers as a class. Point out that when writing an opinion essay, it is important to mention other arguments and give your reaction to them.

Answers
1 A 2 C 3 C 4 A 5 A

3 WRITING SKILLS

Presenting a series of arguments

a Remind students about the importance of organisation when writing. Read through the task and ask students individually to complete the sentences and then compare with a partner. Check ideas as a class.

Suggested answers
1 different points of view and her own opinion
2 different arguments to support her opinion
3 her arguments and her conclusion

b Ask students to read through the essay again and find six expressions that introduce arguments and points of view (both Aisha's and other people's). Check answers as a class.

Answers
People often argue that …
I believe that …
My own view is that …
There are several good reasons for …
One argument against … is that …
People sometimes claim that …

c Students work individually to find examples of the linking words in the essay. Check answers as a class. Ask why these linking words are used in the essay rather than the simpler ones (because an essay is usually a more formal piece of writing).

Answers
1 furthermore, in addition, 2 yet 3 consequently 4 despite
5 in conclusion

LANGUAGE NOTES
Both *despite* and *in spite of* + noun have the same meaning (although) but *in spite* is always followed by the preposition *of*, e.g. *Despite my headache, I went for a walk. In spite of my headache, I went for a walk.*

d Read through the topics with the class and check understanding. Ask students to write three sentences about one of the topics using words and phrases from 3b and 3c. Monitor and help with ideas and encourage self-correction if necessary. Take feedback as a class and ask for ideas.

4 WRITING

a Tell students that they are going to write an essay about the topic they chose in 3d. First they should plan the essay using the points given. Monitor and help when needed.

b Students write the essay from their notes/plan. Ask them to write about 200 words. Monitor and note down or remember examples of good language use and common errors to deal with in feedback. Weaker students may need help with language.

LOA MONITORING
Monitor the writing closely, making sure at all stages that students are completing the task correctly. Help students with ideas and vocabulary if necessary, and note the kind of mistakes they are making to see how well they have understood and are using the contents of the unit. However, don't point out students' mistakes to them but ask them to double check that they have followed the points in 4b.

c Students read their partner's essay and check it against the points. Take feedback as a class and ask for examples from the essays that answer the points.

d Students swap pairs to read another student's essay. This time they should be thinking about whether they agree with the point of view or not. Take feedback as a class and ask students to report back on the content of the essays.

EXTRA ACTIVITY
Students read their partner's essay. They then swap partners and summarise the essay for their new partner using reported speech, e.g. *Tina said that … , She wrote that she had never … .*

FAST FINISHERS
Fast finishers can write a short article for a website about their viewpoint on the same topic. Remind students to use features for writing articles discussed in lesson 1D. Check the articles during class feedback.

ADDITIONAL MATERIAL
Workbook 9D

UNIT 9
Review and extension

1 GRAMMAR

a Ask students if they can remember anything you said in the previous lesson. They should tell you using reported speech, for example *You said that we had all done well in our homework …, You asked us to do some exercises in our books …*, etc. Students do the task individually. Check answers as a class.

Answers

1 The plaster, which is very small and thin, is like a piece of skin.
2 The skin contains electronic circuits which can communicate with monitors.
3 An operating theatre is a sophisticated environment where patients require extra care.
4 Some people who are allergic to peanuts have to check everything they eat.

b Students read through the story and do the task with a partner. Check answers as a class.

Answers

1 that there had been a delay to the incoming flight, so the flight would be delayed by about an hour.
2 what was happening.
3 if she knew when the flight would leave.
4 (that) she hadn't heard anything.
5 (that) the flight had been cancelled.
6 (that) I would have to spend a night in an airport hotel and I probably wouldn't be home for another 18 hours.

2 VOCABULARY

a Students choose the best alternatives and then compare with a partner. Check answers as a class.

Answers

1 estimate
2 realise
3 assumed
4 wonder
5 was aware

b Students complete the sentences. Check answers as a class. Elicit the meaning of the word *consciousness* (when someone is awake and can think and notice things).

Answers

1 feel, dizzy 2 strained my back 3 cares for patients
4 lost consciousness 5 heals, scar

EXTRA ACTIVITY

In pairs, students tell each other about someone they know who has recently had a minor illness. They describe the symptoms and what treatment the person received. Take feedback as a class and ask for examples.

3 WORDPOWER *come*

a Write the word *come* on the board and ask students to suggest multi-word verbs and expressions that use the verb. Students match the beginnings and endings of the sentences. Check answers as a class.

Answers

2 f 3 a 4 c 5 e 6 d

b Students do the matching task in pairs. Check answers as a class.

Answers

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

c Students do the task individually. Check answers as a class.

Answers

1 to 2 with 3 up 4 to 5 across 6 true

d Students do the task in pairs. Check the answers together.

Answers

1 true 2 to 3 conclusion 4 up 5 up 6 across

e Students ask and answer the question in 3d with their partners. Take feedback as a class and ask for examples from the conversations.

FAST FINISHERS

Fast finishers think of three more questions using one of the phrases from this section to ask the rest of the class during feedback.

Photocopiable activities: Wordpower p.232

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.

UNIT 10 Possibilities

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations, and exchange information about past mysteries, adventures, life achievements and celebrations
- make deductions about the past
- use prefixes with adjectives
- talk about wishes and regrets
- pronounce consonant clusters correctly
- understand and use appropriate phrases to interrupt and announce news
- describe how they felt
- write a narrative

UNIT CONTENTS

G GRAMMAR

- Past modals
- Wishes and regrets

V VOCABULARY

- Adjectives with prefixes: *dissatisfied*, *experienced*, *fortunate*, *illegal*, *impatient*, *improbable*, *incredible*, *inexperienced*, *informal*, *irregular*, *irrelevant*, *legal*, *patient*, *regular*, *satisfied*, *unbelievable*, *unfortunate*, *unsuccessful*
- Verbs of effort: *cope with*, *get on with*, *give up*, *go ahead with*, *overcome*, *tackle*, *try something out*, *work on*
- Wordpower: *way*, *there's no way*, *one way or another*, *the other way round*, *make our way*, *in some ways*

P PRONUNCIATION

- Word stress
- Consonant groups

C COMMUNICATION SKILLS

- Speculating about the past
- Discussing life achievements
- Describing how you feel
- Interrupting and announcing news
- Writing a narrative

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Tell students they are going to role-play the following situation: a TV reporter is interviewing a person who has succeeded at something important and another person who has failed. Elicit ideas from the class of what this could be or give some examples yourself, for example:

a competitor who has won or lost on a reality TV show

an athlete who has won or lost a race

a politician who has won or lost an election

Put students into pairs and ask them to choose a situation and decide which of them is going to be successful and which one unsuccessful. Each student thinks of questions to ask, for example how the person is feeling and why they might have succeeded or failed. Students then take turns to interview each other, first the successful person, and then the unsuccessful one. If appropriate, ask some pairs to repeat their role plays for the rest of the class.

a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers. If you wish, give students the information in the Culture notes below. Check the meanings of some words, for example *hurdles* (an athlete has to run and jump over these), *track* (what a runner runs on), *athlete* (a person who does athletics), *final* (the last race or event in a competition, with the best people), *heat* (a less important race or competition in which it is decided who will compete in the final event), *devastated* (completely disappointed, hurt, upset), etc.

CULTURE NOTES

The picture shows Andy Turner, an English hurdler, sitting on the track after he failed to finish a race at the Commonwealth Games in Glasgow, 2014. Andy Turner had been a very successful athlete, winning a gold medal at the European Championships in 2010 and was expected to do well in his 110m hurdles race. However, he made a basic mistake and hit the first two hurdles, which meant that he couldn't finish. Even more depressing for the athlete was the fact that this wasn't the final but the opening heat. After the event, Andy was devastated and later in 2014 he retired from competitive athletics.

b Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for ideas and comments from the conversations. Extend the discussions if appropriate.

EXTRA ACTIVITY

Ask students to write down a list of their own personal goals over the next five years. They should then compare them with their partner's list and discuss which are realistic and which aren't. Take feedback as a class and ask for examples. Find out which student is the most ambitious in the class.

10A It might not have been his real name

At the end of this lesson, students will be able to:

- understand a story and blogs about mysterious/unexplained events
- speculate about past events using past modals
- understand an interview about a person's disappearance
- make and use adjectives with prefixes correctly

OPTIONAL LEAD-IN

Books closed. Write this gapped word on the board: *_ o _ n _ i _ e _ c _!* Tell students it's a word they learned in the last unit and ask them to guess what it is (*coincidence*) as a class. Elicit an example of a coincidence, e.g. two people wearing the same outfit at a party. Put students into pairs to tell each other about a coincidence that they remember in their lives; it may be recent or a long time ago. Take feedback as a class and decide whose coincidence was the most interesting. Tell students that they are going to read about three very strange coincidences in this lesson.

1 READING

a Tell students that they are going to read a story about a very strange event. It's about Dan Cooper who disappeared mysteriously in 1971. Ask students to look at the pictures related to the story. You may wish to elicit or pre-teach *briefcase* (for carrying official papers), *parachute* (a device used to jump safely from an aircraft), *bomb* (material to explode and cause damage) and *flight attendant* (a man or woman who works on an aircraft). In pairs, students guess what happened. Ask for ideas during class feedback.

b Students read the story quickly to find out how correct their ideas were. Check answers as a class.

VOCABULARY SUPPORT

cockpit – part of a plane where the pilot sits

glimpse (C1) – see something for a very short time

lone – single

rear (B2) – at the back of something

unsolved (C1) – unexplained, with no answer

waist (B2) – the narrowest central part of the body

c Students read the story again, in more detail, to find points in the story that give us the information in sentences 1–6. Students compare answers with a partner and then check answers as a class.

Answers

1 It was 2.50 pm on the 24th of November 1971 on flight 305, a 30-minute flight from Portland to Seattle in the north-west of the USA.
2 Of course, this might not have been his real name; no one really knows for sure.
3 The other passengers were told there was a 'technical difficulty'.
4 Cooper talked to the pilots and ordered them to fly towards Mexico at minimum speed and altitude.
5 Cooper ordered the pilots to leave it open all the time. They objected.
6 At eight o'clock, a warning light went on in the cockpit, so they knew that he must have opened the rear door.

d Ask the questions and let students discuss them together. Be prepared to give your own opinions and justifications too.

EXTRA ACTIVITY

Write these numbers on the board:

2.50 24 1971 305 30 200,000 727 7.40 10.15 6,000 40

In pairs, students read the story again to find what the numbers refer to. Then they cover the story and use the numbers to retell the story in their own words. Monitor and prompt where necessary. Take feedback as a class and ask for sentences related to the numbers from different pairs.

2 GRAMMAR Past modals of deduction

a Ask students to summarise their speculations about what happened. Write one of their sentences on the board, for example *He must have jumped out of the plane*, and tell the class that we call this a modal of deduction. Remind them that they will have studied modals of deduction before but related to the present, for example *You must know Rita* (you were at school together five years ago). The sentence on the board is related to the past.

Students do the matching task in pairs. Check answers as a class.

Answers

1 c 2 b 3 d 4 c 5 a

LOA TIP CONCEPT CHECKING

Ask questions to check students understand the different uses of the modals of deduction.

Give students these sentences:

He must have opened the door.

Ask: *Do we know that he opened the door?* (no)

Do we think it's very likely that he opened the door? (yes)

Why do we think this? (Because the warning light came on.)

He can't have survived the jump.

Ask: *Do we know that he survived the jump?* (no)

Do we know that he didn't survive the jump? (no)

Are we very sure that he didn't survive the jump? (yes)

Why do we think this? (Because the plane was too low for the parachute to open properly.)

He could have hidden on the plane.

Ask: *Do we know that he hid or didn't hide on the plane?* (no)

Are we sure that he hid or didn't hide on the plane? (no)

Is it possible that he hid on the plane? (yes)

Why? (Because they didn't search the plane carefully.)

b Individually, students complete the rules. Check answers as a class.

Answers

1 To speculate about things in the past:
- we use *must* or *can't* + *have* + past participle to talk about things we think are certain
- we use *may*, *might* or *could* + *have* + past participle to talk about things we think are possible.

2 • (b) the opposite
• (a) the same

3 b

c 3.51 **Pronunciation** Play the recording for students to mark the stress. Check answers as a class. Students practise saying the sentences.

Answers

1 He can't have survived the jump.
2 It might not have been his real name.
3 He must have opened the door.

d 3.52 Students read the information in Grammar Focus 10A on SB p.152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that the form is correct as well as meaning. Tell students to go back to SB p.117.

Answers (Grammar Focus 10A SB p.152)

a 3 might have stolen 4 could have been 5 ✓
6 might not have been 7 must have lost 8 must have cost

b 2 can't have been 3 might not have sold
4 may have ridden 5 must have eaten
6 might not have broken

CAREFUL!

Students sometimes use wrong past modals for deductions, for example *had to* instead of *must have* to show certainty, e.g. ~~*It had to be very hard to live with*~~ (Correct form = *It* ***must have been*** *very hard to live with*) or ~~*He mustn't have hidden in the plane*~~ (Correct form = *He* ***can't have hidden*** *in the plane*).

e Put students into pairs. Read through the two situations with the class. You may wish to elicit or pre-teach *whistling* (high-pitched sound), *experimental* (something being tested), *hovered* (floating in one place in the air). Students discuss what they think happened, using modal verbs of deduction. Monitor and check that the modals are being used correctly. Take feedback as a class and ask for ideas.

3 LISTENING

a 3.53 Tell students that they are going to hear an interview about the disappearance of Dan Cooper. Read through the topics and tell the class that there is one that is not mentioned in the interview. Play the recording for them to number the topics in order. With a weaker group, you may need to pause the recording after each response to give students time to read the topic list.

Answers

the river 5 Dan Cooper's 'wife' 2 airport security 1
the parachute 3 the money 4
extra topic: the pilot of the Boeing 727

Audioscript

INTERVIEWER The story of Dan Cooper raises more questions than it answers. Today we talk to Bob Fernandez, who has written a new book on the disappearance. Bob, there are a lot of mysterious elements to this story. First of all, how did he get on the plane with a briefcase full of dynamite?

BOB Well, that's easy to answer. Remember, this was 1971 and they didn't have airport security the way they do now. Security checks came in much later, so there's no mystery there. But, of course, we have no idea whether he was really carrying dynamite – it might have just looked like dynamite.

I And who was he? Do we know that?

B We know that Dan Cooper wasn't his real name. That was easy to check and there were no Dan Coopers who'd gone missing. But who was he? No one knows. He knew a lot about planes and he also knew how to parachute, so he may have been a retired pilot or he may have had some job to do with aircraft. Certainly someone with inside knowledge. And he also knew the area where he jumped. One interesting thing is that several people claimed later that he survived and they knew him. For example, in 1982 a woman claimed that he was her husband, who'd just died. She said she'd found him in 1972 hiding in her garden with a broken foot and they'd fallen in love and got married. This was her story. But there was no way they could prove it.

I I suppose the big question is, could he have survived the jump? He jumped into a storm, at night, holding bags of dollar bills and he had to open a parachute. Is that possible?

B Well, we know that what he did was possible, because not long afterwards a stuntman repeated exactly what he'd done – successfully. And quite a few things suggest that he did land safely. For example, they never found either the body or the parachute and if you think the parachute was bright yellow and red, and they searched everywhere, that's quite something. You'd be able to see it from the air. So that suggests he might have landed and then hidden the parachute.

I One of the few clues we have is that in 1980 a boy found some of the money buried in a riverbank.

B Yes, this was one bag of Dan Cooper's money, so people thought that he might have drowned in the river. But they searched the river pretty carefully and they didn't find anything. And there are other explanations. For example, he might have lost some of the money when he landed and gone off with the rest. Or he might even have thrown it away to confuse the police and then crossed the border into Mexico. No one knows. The one thing we do know is the police never found him.

VOCABULARY SUPPORT

buried (B2) – hidden

dynamite – used to make a bomb

element (B2) – a part of something

inside knowledge (C2) – information only known to people working with it

b 3.53 Play the recording again for students to note down the evidence for opinions 1–5. Pause occasionally to give students time to note down their answers. Check answers as a class.

Answers

1 We know that Dan Cooper wasn't his real name. That was easy to check and there were no Dan Coopers who'd gone missing.
2 He knew a lot about planes and he also knew how to parachute, so he may have been a retired pilot or he may have had some job to do with aircraft. Certainly someone with inside knowledge.
3 We know that what he did was possible, because not long afterwards a stuntman repeated exactly what he'd done – successfully. And quite a few things suggest that he did land safely.
4 In 1980 a boy found some of the money buried in a riverbank … so people thought that he might have drowned in the river.
5 In 1982 a woman claimed that he was her husband, who'd just died. She said she'd found him in 1972 hiding in her garden with a broken foot and they'd fallen in love and got married.

c Discuss the question as a class.

4 READING

a Ask students to look at the picture, describe it and say what event is shown.

Answer

The sinking of the *Titanic*.

b Students read *Ten amazing coincidences* and discuss their answers in pairs. Check answers as a class.

Answers

1 The book *The Wreck of the Titan*.
2 It tells a story with many similarities to the real *Titanic* disaster.

VOCABULARY SUPPORT

afloat – not sinking, on top of water

craft – a boat or plane

knot – a measure of speed for ships or aircraft

steel (B2) – very strong metal

vessel – a large boat or ship

c Students read the blog again, in more detail, to answer the questions. Students compare answers in pairs and then check answers as a class.

Answers

1 yes 2 yes 3 don't know 4 yes 5 yes 6 yes
7 don't know

d Read through the opinions in the speech bubbles with the class and put students into pairs or small groups to discuss which they agree with and why. Ask for opinions during class feedback.

FAST FINISHERS

Ask fast finishers to think of three more possible explanations for this coincidence.

5 VOCABULARY Adjectives with prefixes

a Elicit that a prefix is something we add to the front of a word to change its meaning, for example *impractical, unlucky, disabled*, etc. Ask students if they can think of any more words that have a prefix. Write them on the board. Students find adjectives to match meanings 1–5 and answer the question in pairs. Check answers as a class. Elicit that all the adjectives have a negative prefix.

Answers

1 unbelievable, incredible 2 improbable 3 impossible
4 unsuccessful 5 irrelevant All these adjectives have a prefix.

b 3.54 Students complete the exercises in Vocabulary Focus 10A on SB p.163. Check answers to Exercises a–e and monitor the conversations in Exercise f. Play the recording for students to complete Exercises a and b in the Pronunciation section. Check the answers to Exercises a and b and monitor Exercise c. Tell students to go back to SB p.118.

Answers (Vocabulary Focus 10A SB p.163)

a his job
b, c un: believable, successful, expected, fortunate
in: credible, experienced, formal im: patient, polite, probable, possible ir: regular, responsible, relevant
il: legal dis: honest, satisfied
d 1 m 2 l 3 r
e 1 irresponsible 2 unexpected 3 dishonest 4 impatient 5 dissatisfied

Pronunciation

a 3: impatient, dishonest, illegal 4: unfortunate, irregular, dissatisfied 5: irresponsible, inexperienced
b main stress: impatient unfortunate dishonest irresponsible illegal irregular inexperienced dissatisfied
secondary stress: irresponsible, inexperienced
c The main stress is on the 2nd syllable of 2, 3 and 4-syllable adjectives, and on the 3rd syllable of 5-syllable adjectives.

6 SPEAKING

a Put students into pairs and assign A and B roles. Tell them that they are going to read different stories about more coincidences. Ask Students As to go to SB p.129 and Student Bs to go to SB p.127 and read the stories.

VOCABULARY SUPPORT

break someone's fall – stop someone falling badly

identical (B2) – exactly the same

passerby – someone who is walking past

unharmed – unhurt

b Students tell each other their story and discuss whether they think they are coincidences or if there is another explanation and why. (Twins have the same DNA so it's more likely for them to make the same choices in life. Mr Figlock probably passed along the same street quite regularly.) Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask if students know any other stories about strange coincidences like these.

ADDITIONAL MATERIAL

Workbook 10A

Photocopiable activities: Grammar p.202, Vocabulary p.222, Pronunciation p.253

10B I've managed to make a dream come true

At the end of this lesson, students will be able to:

- understand people talking about making changes to realise a dream
- talk about wishes and regrets about the past
- understand an article about people who realised a dream
- use a lexical set of verbs of effort correctly
- ask and answer questions about a brave person

OPTIONAL LEAD-IN

Books closed. Ask students to write down an ambition they had when they were children. They discuss this ambition with a partner and say how realistic/unrealistic it was and why they think they had this dream. Take feedback as a class and decide which was the most common or most unusual childhood ambition in the class.

1 LISTENING

a Before reading the quotes, ask students if they recognise any of the people in the photos. Read through the quotes with the class and ask students which quote they like the most and why.

b Read the question and point out that *realise* often means *understand*, but in this context it means *succeed in doing something*. Students discuss the question in pairs. Take feedback as a class and ask for ideas. Ask: *Many people say that if you really want to do something enough, you can. Do you agree?*

c 3.55 Tell students that they are going to hear two people talking about following their dream. Ask students to predict what dream each person had, based on the photos. Play the recording for students to match the speakers and pictures, and to identify one thing that was the same for both speakers. Check answers as a class.

Answers

Picture 1: Louise
Picture 2: Terry
They both gave up their jobs to pursue a dream.

VOCABULARY SUPPORT

conservation (B2) – protecting nature

take leave – have an unpaid holiday

Audioscript

LOUISE Ever since I was a child, I've been fascinated with Africa. The thing that has always interested me most is the incredible wildlife – lions, elephants, gazelle, rhinos – I mean, there are just so many amazing animals. After I started work, I saved up money for a holiday in South Africa and went on a safari. It was fantastic, but it just wasn't enough. I remember thinking at the time, 'I wish I could stay longer.' I came back home and went back to work. I'd heard about conservation projects and the fact they often need volunteers – you know, people who go and help researchers – that kind of thing. So, I started saving, because I thought it would be great to go and volunteer for a year. It took me another six years to save up enough money to support myself for that year, but I managed to do it. My workplace lets people take leave without pay for up to six months. I should probably have done that, but I wanted to go for a full year, so I had to resign from my job.

TERRY I'm a computer technician and I used to work in the IT support department for a bank. I was there for about three years and in my final year I really began to hate the atmosphere in the team I worked in. I thought my boss wasn't a very good manager – and I felt I could have done a better job. If only I'd applied for his job when it became free. I thought I wasn't qualified enough, but I would have done a much better job than he did. Anyway, I realised there were a lot of people living in my area who needed help with computers and IT problems. And I also worked out that they'd prefer the technician to go to them at home rather than have to take it to a workshop to be fixed. So I decided to set up my own business and become my own boss. I gave up my job at the bank.

d 3.55 Play the recording again for students to understand the reasons the speakers gave for making their change. Pause after each speaker to give students time to note down the answers. Check answers as a class.

Suggested answers

Louise: She's always been fascinated by Africa, but a holiday there wasn't enough. Her company allowed her six months off work but she wanted to go for a whole year. So she resigned from her job.
Terry: He didn't like the atmosphere at work and he felt that he could do a much better job than his manager. He realised that people preferred to have a technician go round to their house to fix computer problems, so he set up his own business.

e Students discuss the question in pairs. Take feedback as a class and ask for comments.

f 3.56 Play the recording for students to find out if their predictions were correct.

Audioscript

LOUISE I was really excited just before my departure. When I arrived, we stayed in a kind of hut, but there were five people sleeping in the same room and I found it a bit crowded. I wish I'd checked this before leaving, because I've heard that other conservation projects have better living conditions and I could have chosen a different project. The main part of my job was counting elephants. Sounds a bit boring, I know. But I loved it. And apart from the elephants, I saw all kinds of extraordinary wildlife. I also made some amazing new friends. It was a unique experience. I've been back now for three months and am having trouble finding a new job. I could have stayed on in Africa, but I didn't have enough money. If only I'd saved more before I left, I could have had two years there. Not to worry, I've had an amazing year and I've managed to make a dream come true. How many people can say that?

TERRY Things were quite hard to start and I wish I'd done a bit more market research before I gave up my job. For example, I found out that I got more calls at weekends, so, perhaps in the beginning, I could have worked part-time for the bank and started my business at weekends only. This would have helped my money situation. And the other thing – I should have checked out other companies doing this kind of work. I quickly found out that I wasn't charging enough, so I wasn't making enough money. Still, after two years, things are going quite well and I'm managing to make a decent living. I don't think this will make me a millionaire and getting set up was much harder than I'd thought it would be. I wish I'd done a course on starting a small business, but it's too late now! But I do have much more flexibility in my working life and, most important of all, I'm my own boss.

VOCABULARY SUPPORT

decent (B2) – reasonable, satisfactory

flexibility (B2) – ability to change depending on a situation

g 3.56 Write the word *regret* on the board and elicit that this is something we have done or not done in the past and now would like to change. As a class, read through the questions the students have to answer. Play the recording again for students to complete the table. Pause the recording after the speaker has given relevant information to give students time to note down the answers. Students compare answers with a partner and then check answers as a class.

Answers

	What problems did he/she experience?	What regrets does he/she have?
Louise	The room where she stayed was crowded. She hasn't been able to get a job since getting back.	She wishes she had checked the living conditions before leaving. She wishes she had saved more money before going.
Terry	Things were hard at first. He wasn't making enough money. Setting up a business was much harder than he had thought it would be.	He wishes he had done more market research. He wishes he had checked out other companies doing the same work. He wishes he had done a course on starting a small business.

h Students discuss the question together. Take feedback as a class and encourage students to justify their opinions as far as possible.

2 GRAMMAR Wishes and regrets

a Read through the examples with the class and ask who said them. Check answers as a class.

Answers

1 Terry 2 Louise 3 Terry

b Students answer the question together. Check the answer as a class.

Answer

3

c Students complete the rule together. Check answers as a class.

Answers

1 past perfect 2 past participle

LOA TIP ELICITING

Say the following sentences and elicit a follow-up response using *wish* from students. For example:

Say: *I didn't go to university*. Student: *I wish I'd gone to university.*

I didn't have any breakfast this morning.
➔ *I wish I'd had some breakfast this morning.*

I didn't learn English when I was at school.
➔ *I wish I had learned English when I was at school.*

I didn't get any careers advice when I was younger.
➔ *I wish I had got some careers advice when I was younger.*

I worked in the city centre for five years.
➔ *I wish I hadn't worked in the city centre for five years.*

I bought an expensive car last year.
➔ *I wish I hadn't bought an expensive car last year.*

My sister didn't marry her first boyfriend.
➔ *I wish my sister had married her first boyfriend.*

EXTRA ACTIVITY

Write the sentences below on the board. In pairs, students find and correct the mistakes in the sentences. Check answers as a class.

1 *I wish I found out more about the volunteer work before I left.* (I wish I had found out ...)
2 *I should have spoke to my boss about applying for the job.* (I should have spoken ...)
3 *If only I decided to work part-time for the first few months.* (If only I had decided ...)
4 *I should had looked for work in South Africa.* (I should have looked ...)
5 *I wish I've saved money to buy new equipment.* (I wish I'd saved ...)
6 *If only I'd apply to another conservation project.* (If only I'd applied ...)

d Pronunciation 3.57 Play the recording for students to listen to the examples in 2a. Students underline two stressed words in each example.

Answers

1 If only I'd applied for his job
2 I wish I'd checked this
3 I should have checked out other companies

e 3.58–3.59 Students read the information in Grammar Focus 10B on SB p.152. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, paying attention to the correct verb forms. Tell students to go back to SB p.120.

Answers (Grammar Focus 10B SB p.153)

a 1 e 2 g 3 a 4 c 5 b 6 h 7 d 8 f
b 2 If only I knew what to do.
3 I hope I can do this course.
4 If only they'd warned us in advance.
5 I hope Rebecca can help me.
6 If only they hadn't cancelled the flight.
c 2 I shouldn't have bought it.
3 I should have stopped earlier.
4 I should have gone to the cinema yesterday.

CAREFUL!

Students quite often use *wish* where *hope* is required, e.g. ~~*I wish it will be helpful for you*~~ (Correct form = *I* ***hope*** *it will be helpful for you*).

LANGUAGE NOTES

We also use the verb *wish* in phrases such as *I wish you a happy birthday, I wish you luck!* and *Best wishes* (at the end of a letter/email).

f Read through the task with the class. Give an example of your own, for example *Last year I went on holiday to the USA. We arrived at the airport a little early and found that the plane was delayed by five hours! I wish I'd checked the flight before we set off. But if we'd left it until later we would have been stuck in a long traffic jam, so I guess it turned out well.* Tell students to write notes about their own experience. Monitor and support students with any vocabulary they may need.

g Students tell their partners about their experiences and regrets. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Ask for comments and look at language use during class feedback.

3 READING

a Read through the statement with the class and discuss the question together. Be prepared to give your own opinions too.

b Students read the introduction to the article to decide if the writer agrees with the statement in 3a or not. Take feedback as a class and ask for reasons for students' answers.

Answer

No. The writer says you're never too old to make your dreams come true.

c Put students into groups of three and ask each student in the group to look at a different story. If you don't have the right number of students to divide into groups of three, put students into pairs and ask them to look at two of the women's stories.

VOCABULARY SUPPORT

appeal to (B2) – be attractive to

creation (B2) – something started or made

diplomat (B2) – a person who represents their country officially

foster son – a boy you take into your family and look after like your own

notorious (C1) – famous for doing something bad

portrayed (C2) – acted

primitive (C1) – very basic, without comforts

pursue (C1) – follow

revelation (C2) – something completely new and unexpected

sting – what an insect or some other animals can do to humans, causing pain

treacherous – very dangerous despite appearance

d Students tell the other people in their group about the woman they read about. They should give information about the main points in the story and in particular say why and how the women have achieved something special. Students discuss the different women and decide which woman they admire most. Take feedback as a class and find out which woman the majority of the class admire most and why.

e Students discuss the question together. Take feedback as a class and ask for comments.

4 VOCABULARY Verbs of effort

a Read through the task with the class and ask them to do the matching activity in pairs. Check answers as a class.

Answers

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

b Students replace the phrases with the verbs in 4a. Check answers as a class.

Answers

1 overcome 2 give up 3 working on 4 go ahead 5 cope 6 get on with 7 tackling

c Students ask and answer the questions in their pairs. Encourage students to give examples to extend their answers. Monitor and contribute to conversations or prompt where necessary. Take feedback as a class and ask for examples.

EXTRA ACTIVITY

Ask students to work in pairs to write five gapped sentences using the verbs of effort from 4a. Tell students to swap with another pair and complete each other's sentences. Take feedback as a class and ask for examples.

5 SPEAKING

a Read through the task with the class and ask for examples of people they admire in the different categories. Students choose one person and make notes about them. Give an example of someone you admire who is older than you and has done something brave or amazing.

b Students tell their partners about the person they have chosen. Encourage students to use verbs of effort in their conversations. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for comments.

ADDITIONAL MATERIAL

- Workbook 10B
- Photocopiable activities: Grammar p.203, Vocabulary p.223

10C Everyday English
Two things to celebrate today

At the end of this lesson, students will be able to:

- understand informal conversations about giving good news and celebrations
- pronounce consonant groups correctly
- use appropriate phrases to interrupt and announce news
- describe how they felt

OPTIONAL LEAD-IN

Books closed. Put students into pairs. Give them two minutes to write down things we celebrate (for example birthdays, weddings, passing an exam, etc.) and also different ways of celebrating. Take feedback and find out which pair has thought of the most.

1 LISTENING

a Students discuss the questions in pairs and report back on their discussions during class feedback. Ask students which celebration sounded the most fun.

b Ask students to summarise what happened in the last episode of the story (Tom gave Becky a surprise by getting the flat they wanted). Students look at the first photo, describe what they can see and then note down why the tutor wants to see Tessa. Elicit the meaning of *tutor* (someone who teaches one person or a very small group of people). Take feedback as a class.

c 3.60 Play Part 1 of the video or audio recording for students to check their ideas.

Answer

The tutor wants to tell Tessa she has won the photography competition.

Video/Audioscript (Part 1)

TUTOR Oh hi, Tessa. I was just looking for you. Uh, can I have a quick word? It's something important. Let's go to my office.
TESSA Yeah.
BECKY I'll wait for you.
TU Don't look so worried. It's good news. We've had the results of the photo competition.
TE Oh yeah?
TU And you've won first prize. £500. Congratulations!
TE What?
TU Yes. Well done. We're very pleased for you. And it's excellent news for the college too.
TE I don't know what to say. I wasn't expecting this.
TU No, you deserved to win. I don't think you realise quite how good you are.
TE Well – no. I mean, yes, thank you.

d Read through the adjectives to describe reactions and feelings with the class. Students discuss the questions together. Take feedback as a class.

Answers

1 surprised 2 delighted 3 pleased

e 3.61 Tell the class that in the next part of the story, the people are celebrating something. Read through the list of possible reasons and play the video or audio recording for students to choose which ones are being celebrated.

Answers

3, 4

Video/Audioscript (Part 2)

SAM So … two things to celebrate today. First, Becky and Tom, you've found your dream flat.
BECKY Thanks to Tom making a quick decision.
TOM We almost didn't get it.
EMMA We hope you'll both be very happy in it.
B So what's the second thing?
S The second reason to celebrate … as you've seen, business is going well. The meals have really been a success. Thanks to Emma and your wonderful cooking … and to Phil, it was your idea to open late and serve meals. Brilliant! So, let's cut this cake.
B Hold on, there's something else we have to celebrate.

f 3.61 Students answer the questions together. If necessary, play the recording again for students to listen for the answers. Check answers as a class.

Answers

1 Paying a deposit on the flat (without asking Becky first).
2 He thanks Emma for her cooking; he thanks Phil for his idea to stay open late and serve meals.

2 PRONUNCIATION Consonant groups

a 3.62 Write the three words on the board and ask students to pronounce them. Elicit that *pr*, *pl* and *br* are all pronounced together, not as separate sounds, and that we call these consonant groups (some reference books refer to these as *consonant clusters*).

b 3.63 Students underline the consonant groups in the words in the box. Ask students to practise saying the words and then play the recording to check.

Answers

flat dreams brilliant crazy frightened flight agree Africa glasses asleep climate

c 3.64 Tell students that sometimes there are consonant groups with three sounds, even though there may be only two letters. Play the recording for them to underline the consonant groups in the words in the box.

Answers

asked scream sixth text strength lamps hands watched spread

d Put students into pairs. If possible, pair different nationalities together. Students practise saying the words and commenting or correcting their partner's pronunciation.

LOA TIP DRILLING

Conduct a drill as a class. Point at a word on the board and ask students to repeat it, paying attention to the consonant group. Start with full class repetition and then nominate individuals, going back to the same students at a later stage if they make mistakes.

3 LISTENING

a Students look at and describe the photo. They discuss the question together. Take feedback as a class.

b 3.65 Play Part 3 of the video or audio recording for students to check their ideas.

Answers
Tessa won the photography competition.
Phil has finished his novel.
Tom and Becky have set a date for the wedding.

Video/Audioscript (Part 3)

BECKY Hold on, there's something else we have to celebrate. You know the photo competition? Our photos of the bridges? Well, Tessa won first prize.
EMMA That's brilliant!
SAM Yeah, great news.
E When did you find out?
TESSA I only heard this morning. I couldn't believe it, I was so surprised. First prize! I still can't get over it.
PHIL Well done, Tessa. I knew you'd win. You take such great photos.
S So three things to celebrate – the flat, the café and Tessa's prize.
E And you looking happy for a change – that's a fourth thing.
S OK. So can we eat this cake?
P Hang on a minute, before we start. I have got something to say … I know you won't believe this, but … I've finished my novel.
E That's great, Phil!
P I sent it off today. So, the coffee's on me.
B You can't afford to buy us coffee, you're not JK Rowling yet!
T You never know. Maybe one day? Well done, Phil. It's such a good story. And so original.
P Thanks, Tessa.
T I reckon you'll get some good news soon.
P Hope so.
T But you won't forget us when you're rich and famous?
P How could I?!
S Right, eh I'm going to cut this cake.
T Just a minute, before we start. One more thing. We've decided on a date for the wedding.
B Finally.
T Saturday the 19th of June … and you're all invited!
S OK, any more good news anyone? No? Right – now I am definitely going to cut this cake .

c Students discuss the questions together.

Answers
1 Tom 2 Sam 3 Phil 4 Tessa 5 Phil

4 USEFUL LANGUAGE

Describing how you felt

a 3.66 Ask students if they can remember what Tessa said about hearing she'd won first prize. Write some ideas on the board. Students complete the sentences. Play the recording for them to check.

Answers
I couldn't believe it. I was so surprised. First prize! I still can't get over it.

b Students discuss the questions and practise saying the sentences, paying attention to intonation.

Answers
1 c
2 Yes, I couldn't believe it. I was so surprised. First prize! I still can't get over it.

c Read through sentences 1–4 and ask students to decide what they mean.

Answers
1 I was surprised. 2 I was shocked or disappointed.
3 I was happy. 4 I wasn't surprised.

d Read through the situations with the class. Ask students to choose one situation and make notes about how they felt, using expressions from this page.

e Ask students to read their sentences for the class to guess the situation.

EXTRA ACTIVITY
In pairs, students think of four more situations like those in 4d and write them on a piece of paper. Each pair swaps situations with another pair. Students then take turns to tell their partner about their reactions in these situations. This time, they must add a follow-up sentence giving more details. Their partner can ask questions about the situation to extend the conversations.

5 CONVERSATION SKILLS

Interrupting and announcing news

a 3.65 Play the recording for students to complete the sentences. Check answers as a class.

Answers
1 on 2 else 3 on 4 believe 5 minute 6 thing

b Discuss the questions as a class.

Answers
1 Hold on.
Hang on a minute.
Just a minute.
2 There's something else we've got to celebrate.
I know you won't believe this …
One more thing.

c Ask the questions and, if necessary, model the sentences to demonstrate.

Answers
1 a 2 b

d Students practise saying the sentences. Ask students to cover the task. Give the first words to elicit the phrases. Say: *Hold …* . Students say: *Hold on …*, etc.

6 SPEAKING

a Put students into groups of four. Read through the task and the pieces of news with the class. Tell pairs to note down information for two of the items.

b Students have their conversations. Be aware that some nationalities think it is impolite to interrupt. If this is the case with your group, check polite phrases for interruption with them before they start, for example *Excuse me … Could I interrupt here …*, etc.

FAST FINISHERS
Fast finishers can think of other items of news to contribute to the conversation and keep it going.

ADDITIONAL MATERIAL
- Workbook 10C
- Photocopiable activities: Pronunciation p.254
- Unit Progress Test
- Personalised online practice

10D Skills for Writing
I forced myself to be calm

At the end of this lesson, students will be able to:

- speculate about the ending of a story
- understand a person telling a story
- understand a story
- use appropriate phrases to make a story interesting
- write a narrative

OPTIONAL LEAD-IN

Books closed. Put students into small groups. Write sentences on the board to start a story, for example *It was 5.30 at the main railway station. Rush hour – time to go home from work. The place was crowded. Suddenly …*

Students take it in turns to continue the story, adding one or two sentences each. Monitor and add a sentence of your own to make the story more difficult, easier or more interesting, depending on the group. Take feedback as a class and ask students to give a summary of their story for the class. Students vote on the best summary.

1 SPEAKING and LISTENING

a Students look at picture a and the words in the box. You may wish to elicit or pre-teach *valley* (an area between two hills or mountains), *flow* (movement of water), *steep* (a hill or cliff that rises suddenly), *still* (unmoving) and *bend* (move your body at the waist). Ask them to describe the scene as a class.

b Ask students whether they enjoy watching thrillers and tell them that the picture is a scene taken from one. Students discuss the questions in pairs and think of possible answers. Take feedback as a class and find out which is the most imaginative or scariest version.

c 3.67 Tell students they are going to hear the beginning of the story. Play the recording for them to check their ideas and guess what happened to the man.

Audioscript

The Valley

It is a late afternoon in September. The scene is a valley in south-western France. The river flows slowly between the steep, wooded hills. The sun is shining on the water. It is quiet. A man is sitting on a flat rock, which sticks out into the river. He is alone. He sits absolutely still. After a while he bends to look at something in the water – a fish, perhaps. As he does so, something hits the water and there is a sudden splash. He puts his hand to his ear. It is covered in blood. He falls forward into the river and disappears into its muddy water.

d Ask students to think about what the next scene will be. Tell them that they must use only one sentence.

2 READING

a Students read the first paragraph of the story to check their ideas.

b Students read the whole story and tick things the man did and put the events in the correct order. They then compare with a partner. Check answers as a class.

Answers

1 ✓ 2
3 ✓ 1
7 ✓ 3
8 ✓ 4

VOCABULARY SUPPORT

binoculars – something we use to see things far away

bullet (B2) – a small object used in a gun

creep (C2) – move very slowly so no one hears you

fire (B2) – to shoot

rifle – a type of gun used to hunt animals

FAST FINISHERS

Fast finishers can try to guess unfamiliar vocabulary from the context. Check this during feedback.

c Put students into pairs to answer the questions. Check answers as a class.

Answers

1 He was a spy, he had spy training, he had worked in a team with Heid, Nina and Cas, the last operation had failed.
2 They had all been sent to 'safe' houses, and were not supposed to meet each other.
3 He has lived a new life in a new place.

3 WRITING SKILLS
Making a story interesting

a Ask students if they found the story interesting. Ask them how the writer has made or tried to make it interesting. Read through the different ways 1–3 and ask students to find more examples for each of these in the story. Check answers as a class.

Answers

1 I forced myself to be calm.
I didn't understand.
I suddenly felt angry.
2 Where were they now?
What would they do next?
Why had he tried to kill me?
3 Only five minutes later, I heard the sound of someone coming down the path from the hillside.
I crept on hands and knees along the riverbank, keeping my head as low as possible.
I sat down behind some bushes and waited, trying not to move.

b Students work in pairs to match beginnings and endings. Check answers as a class and ask whether some endings are more likely than others.

Suggested answers

1 a, d, e 2 b, e 3 a, e 4 b, d, e 5 c, d, e

c Individually, students choose a sentence from group A and give it a different ending with verb + *ing*.

d Ask for examples during class feedback and find out if the class can guess the beginning of the sentence. Ask which ending the class thought was the most exciting.

e Tell students that it is important to use a variety of past tenses when writing a narrative. Read through the example sentences from the story and ask students to underline the verbs. Students discuss the questions about tenses in pairs. Check answers as a class.

Answers

When I saw the blood on my hand, I knew it was a bullet. (past simple)
Someone had shot at me from the hillside. (past perfect simple)
My heart was racing. (past continuous)
Someone had tried to kill me. (past perfect simple)
1 past simple
2 past perfect

f Individually, students complete the sentences and compare with a partner. Check ideas as a class. Ask students if they can complete the sentences with a past continuous form.

4 WRITING

a Tell students that they are now going to continue the story from 2a. Read through the next sentence in the story with them. Put students into pairs to get some ideas about how the story could continue. Students write the following two or three paragraphs together. It is probably best for students to decide on one student in the pair who does the actual writing, rather than split it. If students find writing in pairs difficult, ask them to do this individually, after producing the ideas together. Monitor carefully and help with language or encouraging self-correction where mistakes are made.

LOA TIP MONITORING

When helping with ideas during monitoring, it is usually better to lead students to an idea rather than give one directly. You can do this by asking questions to guide them, for example *What can he do with the stick? What might happen if the other man sees him first?*, etc.

FAST FINISHERS

Fast finishers can record their stories on their phones. Listen to these later. If this facility is not possible, they can discuss how their story could be filmed, thinking about setting and actors. Ask for their ideas during feedback.

b Ask students to swap stories with another pair (or a partner, if they were working individually) and check the story against the questions.

c Ask students to summarise their stories for the class and find out whose story is the most exciting or unusual.

d 3.68 Play the recording for students to hear the rest of the story. Ask students whose story was the most similar and whether anyone in the group thought of a better ending.

Audioscript

SPEAKER I picked up a piece of wood lying near my hiding place. My ear was bleeding heavily, but I tried to ignore the pain. Quietly and carefully, I crept up behind Heid. He was so busy looking at the river through his binoculars that he did not notice me. I brought the stick down on the back of his head. He fell down and rolled a little further down the riverbank. I thought I had knocked him out but, as I bent over him, he suddenly grabbed me. I felt his hands around my throat, slowly squeezing the breath out of me. The stick was still in my hand and with the last of my energy I brought it down on his head. He let go of my throat immediately. In a sudden burst of anger, I hit him again and again with the stick. As my anger left me, I realised I had gone too far. Heid was dead. I had foolishly lost my chance to find the answers to my questions. And all because of my anger. Heid's body was now at the bottom of the riverbank. His face was in the water and the slow current of the river carried away a steady flow of blood. I pulled the body along the riverbank, to a place where some overhanging trees and low bushes hid it from any curious eyes. I need not have worried. It was evening and I knew that anyone out fishing or hiking would already be going home. The surface of the river was still, except for the occasional fish jumping for flies. Far away, a church clock struck seven. It was a perfect autumn evening. First, I had to hide the body. Then I had to find out if it was safe to return to the house. After this attack, it would not be safe for me to stay in the village – but where should I go? And then I had to find out why Heid had come after me and who had sent him. In the pocket of his shorts there was a set of car keys – with a registration number on the key ring. I put the keys in my pocket. There was only one place where Heid could have parked the car – outside the café. It might be useful later. I rolled the body into the water, pushed it into a hole under the riverbank and put some large stones on top of it to hold it under the water. I picked up Heid's rifle and then set off for the village. It was almost dark by the time I reached the house.

VOCABULARY SUPPORT

burst – a small explosion
creep up (C2) – to move very quietly and carefully

ADDITIONAL MATERIAL

Workbook 10D

UNIT 10
Review and extension

1 GRAMMAR

a Write the words *Peter/go home* on the board and ask students to write down three sentences with this and *must/can't/might* and a reason, for example *Peter might have gone home because he was feeling ill.* Take feedback as a class and ask for examples.

Students complete the dialogue individually. Check answers as a class.

Answers
1 can't have been 2 might/may have left 3 must have been

b Students read the situations and make notes about them using past deductive modals.

FAST FINISHERS
Put fast finishers into pairs and ask them to think of three more situations for their partners to create sentences from. Present the examples during class feedback.

c Students tell their partners the sentences. Take feedback as a class and ask for examples.

d Individually, students complete the sentences. Check answers as a class.

Answers
1 had studied 2 have done 3 had paid

2 VOCABULARY

a Students correct the prefixes. Check answers as a class.

Answers
1 impatient 2 impolite 3 unexpected 4 dissatisfied

b Students complete the sentences. Check answers as a class.

Answers
1 cope 2 tackle 3 overcome 4 work

EXTRA ACTIVITY
Put students into pairs. Each student looks back through the unit and writes down ten new words that they have learnt. They take turns to give a definition or an example to elicit the words from their partner, for example *It's when you …*, *People have this when … .* Take feedback as a class and ask for examples.

3 WORDPOWER *way*

a Write the word *way* on the board and elicit any expressions the class knows using the word (*by the way, on the way home, a way of life*, etc.). Students match the expressions with the meanings. Check answers as a class.

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

b Students find the incorrect sentences and correct them. Check answers as a class.

Answers
1 all the way 2 the other way round 3 ✓
4 in some ways 5 ✓

c Individually, students note down their answers to the questions.

d In pairs, students talk about their answers, using expressions with *way* from the lesson. Monitor and check that students are using the expressions correctly. Take feedback as a class and ask for examples.

Photocopiable activities: Wordpower p.233

REVIEW YOUR PROGRESS
Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.